

# Education Programme

*(NFPE Phase III)*  
*April 1999 – March 2004*



Final Version  
29<sup>th</sup> September 1998

## ACKNOWLEDGEMENT

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## ACRONYMS AND ABBREVIATIONS

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

### CURRENCY EQUIVALENTS

Currency Unit = Bangladesh Taka (Tk)  
US \$1.00 = Tk 48 (September 1998)

### BRAC FISCAL YEAR

April 1 - March 31  
Project period: April 1999 - March 2004



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*There is a story about two stone masons who were asked what they were doing: one said "I am cutting stones" the other one said "I am building a great cathedral". There was a strong sense on the field trip that BRAC has created an organisational environment that has much in common with the latter response.*

**Appraisal Mission Comments**

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**LOGICAL FRAMEWORK ANALYSIS**

**Project Title :** Education Programme (NFPE Phase III)

**Period of funding :** Apr '99 - Mar 2004

**Brief Description :** Education for poor children, especially girls  
**File reference :** L37FRAME.RTF

**Total Project Funding :** TSh. 2,695,693,412 (US\$ 118, 9,270)  
**This LFA Matrix dated:** 2<sup>nd</sup> September 1998

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
<p><b>SUPER GOAL :</b> Poverty reduced through access to non formal Primary education for those traditionally outside formal schooling.</p>			
<p><b>GOAL :</b> Primary Education will contribute to the strengthening of the national education system.</p>	<ol style="list-style-type: none"> <li>1. Number of joint initiatives with government and other partners increased by 2002.</li> <li>2. 80% of male/female students completing grade V (current primary school cycle) by 2002.</li> </ol>	<p>Education programme reports BRAC R&amp;D studies Monitoring Mission Impact Assessment Mid Team Review</p>	<p>Improvement in literacy rate assists quality of life and equitable economic growth</p>
<p><b>PURPOSE</b> The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.</p>	<ol style="list-style-type: none"> <li>1. At least an average score of 40% for Bengali, Social Studies, Maths and English attained by a representative sample of 5% learners in the annual Standardised Achievement Test (SAT) by 2004.</li> <li>2. 90% completion of primary cycle achieved</li> <li>3. At least 80% of BRAC BEOC graduates remain in touch with literacy materials and involved in training on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and book binding.</li> <li>4. 50% of graduates complete education until Grade VIII.</li> </ol>	<p>SAT results, Monitoring report, Assessment of basic competencies</p>	<p>Good co-ordination maintained among GoB, NGO and private sector</p> <p>GoB continue to subsidise girls secondary education</p>

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Outputs: 1. Equitable access to cost effective primary education ensured for poor children, especially girls.	Year	Year	Year	Year	Year	Year
	1999 (Jan-Mar)	2000 (Jan-Mar)	2001 (Jan-Mar)	2002 (Jan-Mar)	2003 (Jan-Mar)	2004 (Jan-Mar)
Grade I	10912	3264	13392	10506	10102	4735
Grade II	7457	7768	595	9682	7344	7250
Grade III	12962 (7719)	10601 (595)	10437 (1025)	4305 (930)	12844 (595)	10196 (1025)
Grade IV	2669	12367	9576	9507	3710	11819
Grade V	(3193)	(2669)	(12367)	(9576)	(9507)	(3710)
Total:	34000	34000	34000	34000	34000	34000
<p>Figures in parenthesis indicate numbers of schools completing cycles. The same number of schools will be re-opened during the same quarter as shown in the row of Grade I. While calculating the total either the numbers in Grade I or the figures shown in parenthesis should therefore be ignored.</p> <p>SCHOOL TYPE</p> <p>NFPE      21955   21955   21927   21909   21726   21726</p> <p>BEOC      9495   9495   9523   9541   9724   9724</p> <p>ESP        2550   2550   2550   2550   2550   2550</p> <p>New Enrolments:</p> <p>346506   97920   426000   333139   321694   142050</p> <p>Graduates:</p> <p>315647   89021   385008   301266   290879   129383</p> <p>Annual cost per pupil : \$20 60% girls enrolled 70:30 NFPE:BEOC school ratio (excluding ESP)</p>						

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Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
<p>2. Quality improvement in curriculum and training for staff and teachers through the decentralisation of educational expertise and the development of improved classroom processes.</p>	<p>2.1 Creation at BRAC Head Office, by 2000, of Educational Development Unit that carries out curriculum development, materials development, training and participatory research and evaluation.</p> <p>2.2 Links between EDU and NFPE institutionalised.</p> <p>2.3 17 Quality Managers trained to manage the decentralisation of quality improvement in primary pedagogy.</p> <p>2.4 400 Master trainers who are more capable, articulate, trained in subject areas</p> <p>2.5 4 Master trainers developed for each NFPE area office by 2002</p> <p>2.6 All resource teachers each completing 1 to 2 cycles who are more capable, articulate, trained in subject areas by 2001</p> <p>2.7 At least 70% teachers trained by Master Trainers &amp; or Resource Teachers through refresher training by 2002</p> <p>2.8 90% staff trained by Master Trainers by 2004</p> <p>2.9 In every team office at least 95% of refreshers conducted by staff who have been trained by master trainers starting from 1999</p> <p>2.10 Each teacher receives a total of 100 days training in an NFPE schools cycle and a total of 90 days training in a BEOC school cycle.</p> <p>2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation, using Participatory Rural Appraisal (PRA) Methodologies</p> <p>2.12 MDU, field staff and teachers receive training on pedagogy and research methodology by 2004</p> <p>2.13 AVA to assist in teacher and staff development in use by 2002</p>	<p>Training review report</p> <p>Monitoring Report</p> <p>Evaluation Studies</p>	
<p>3. Quality improvement through revision, development of learning materials and introduction of new initiatives</p>	<p>3.1 Materials Development Unit operating as integrated part of the EDU.</p> <p>3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001.</p> <p>3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions, mainstreamed by 2002.</p> <p>3.4 IRI materials revised and developed for NFPE mainstream by 2001</p> <p>3.5 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2003.</p> <p>3.6 12 Formal laboratory schools set up to attempt a degree of convergence between the non formal and formal system.</p> <p>3.7 Urban curriculum strengthened incorporating issues related to working children and child domestic</p>	<p>Curriculum review report</p> <p>Evaluation reports</p> <p>Case studies of the CLIP experience</p> <p>Full evaluation report on the CLIP by 2001</p> <p>Materials</p>	

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<p>4. Continuing education expanded catering to adults of the community as well as NFPE graduates who have very little access to literacy materials</p>	<p>4.1 500 new Union Libraries; 10,000 new Reading Centres opened by March 2004 (6,000 Reading Centres will be on going)</p> <p>4.2 At least 75% of members form a trust for the Union Library.</p> <p>4.2.1 By 2004 at least 30% of each Union Library Trust Ctee to be women.</p> <p>4.3 500,000 new members (at least 400 members in each Union Library, at least 30 members in each Reading Centre) by March 2004.</p> <p>4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e.&gt;80%.</p> <p>4.5 At least 20% of Union Library readership are women by 2002.</p> <p>4.6 At least 2 cultural activities held in each Union Library annually, one of which interests women specifically.</p> <p>4.7 &gt;500,000 books in place in union libraries and at least 1500000 books in place in Reading Centres which include fiction, non-fiction such as law, health nutrition, by March 2004</p> <p>4.8 &gt;150 books borrowed monthly by Union library members and &gt;35 books borrowed by Reading Centre members monthly.</p> <p>4.9 Training for 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and bookbinding carried out in Reading Centres by March 2004</p> <p>4.10 Orientation courses for at least 50% of Library Committee members conducted within one year of library being established.</p> <p>4.11 At least 60% of librarians are female.</p>	<p>Sample survey of Reading Centres and Union Libraries</p> <p>Library reports</p> <p>Training Reports</p> <p>MIS reports</p>	<p>Community are able to raise matching funds.</p> <p>Demand for printed materials continued and national policy permits.</p> <p>BRAC graduates not continuing schooling are motivated to join libraries.</p>
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<b>ACTIVITIES</b>			
1.1 Villages identified and surveyed	1.1 Schools site selected based on NFPE criteria	Village survey sheets	1. Opposition from religious fundamentalists does not derail programme.
1.2 Supervisors Deployed	1.2 Around 2500 PO/RTs deployed as school supervisors at the field level (at least 50% POs female).	MIS reports Monitoring reports	
1.3 Students selected	1.3 33 students for each NFPE school (8-10 year olds), 30 for each BEOC (11-14 year olds) ESP and urban NFPE schools. ≥ 60% of students in each class to be girl		
1.4 School house rented	1.4 Each school is 360 sq. ft. less than 1 km from child's home, rented.	Schools house deed	2. Timely disbursement of donor funds.
1.5 Office building rented	1.5 425 Team Offices, 80 schools in radius 10 km, rented. 1.5.1 75% RDP/NFPE Team Offices sharing establishments.	Area office deed between BRAC and house owner	
1.6 School Management Committees (SCM) formed	1.6 SMCs (1 per school, comprising of 2 parents, 1 community leader, 2 RDP beneficiaries and the teacher) meeting at least 9 times annually. 1.6.1 At least 3 members of the SMC are women	Annual Reports SMC meeting minutes PO reports	3. Sufficient number of target group available for BRAC school.
1.7 School supplies provided	1.7 School and learner supplies available in each school.	MIS report Monitoring Report	4. GoB continues to permit local NGOs to provide basic education.
1.8 NFPE schools operational	1.8 Total 3380 school contact hours for 270 days in 4 years		
1.9 BEOC and ESP schools operational	1.9 Total 2470 contact hours for BEOC schools over 3 years		
1.10 Monthly parent meetings which incorporate sessions on health, hygiene, nutrition, gender, legal education organised.	1.10 > 70% of pupils have a parent present at monthly PTA meetings.	Parent teacher meeting minutes school's reports	
1.11 School supervised by POs weekly for classroom support and assessment.	1.11 PO visits each schools twice weekly to monitor.		
1.12 Good local contacts between BRAC and formal primary and high schools.	1.12 Meetings with Formal School Heads during final year of BRAC schools		Parents willing to send their children to school.
1.13 Effective linkage with RDP for better collaboration between programmes.	1.13 NFPE staff to operate from every RDP office where there is space available/RDP present RDP VO members given preference while selection of school house. 1.13.1 At least 80% of training in the Reading Centres conducted by skilled RDP staff.	RDP and NFPE monthly meeting reports  Reports	
2.1 Capacity building in primary pedagogy in EDU	2.1. EDU staffing needs assessed and staff with appropriate primary education experience and qualifications appointed by end 1999	Staffing figures/costs	

<p>2.2 Research and evaluation staff with primary interest/experience appointed</p>	<p>2.2 MDU, MT ,RT and RED outstanding staff involved in EDU by end 1999</p> <p>2.2.1 Staffing takes place in each EDU cluster i.e. Curriculum Development, Research, Training and New initiatives by end 1999</p>		
<p>2.3 Research and evaluation functions of EDU operational</p>	<p>2.3 Consultants indentified, contracted and monitored by end 1999</p> <p>2.3.1 EDU undertaking research and evaluation activities by 2,000</p> <p>2.3.2 All MTs training evaluated by 2000</p> <p>2.3.3 Studies related to effective ness of new curriculum in social Studies, Maths designed by 2000</p> <p>2.3.4 Effectiveness of new management structures e.g. QM, MT assessed by 2002</p> <p>2.3.5 Methods in IRI and CLIP in NFPE mainstreaming evaluated in 2003</p> <p>2.3.6 CHT curriculum developed by 2000 and evaluated by 2004</p> <p>2.3.7 Curriculum changes related to value education and urban assessed by 2003</p> <p>2.3.8 Effectiveness of parental involvement in monthly meetings by 2001</p> <p>2.3.9 Studies on Parent involvement in curriculum and school management by 2002</p> <p>2.3.10 Effectiveness of supplementary materials and teaching methodologies for Grades IV and V by 2004</p> <p>2.3.11 Needs of adolescent related vocational training and life skills assessed by 2004</p> <p>2.3.12 Community demands related to services in Union Library studied by 2003</p> <p>2.3.13 Effectiveness of teachers as councilors studied by 2004</p> <p>2.3.14 Community perceptions related to NFPE/BEOC models studied by 2004</p> <p>2.3.15 Evaluation of the quality of expertise available at the team level conducted by 2002</p> <p>2.3.16 Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002</p> <p>2.3.17 Evaluation of CLE books and materials conducted by 2000</p>	<p>Consultants TORs</p> <p>Research and evaluation reports</p>	
<p>2.4 Training of EDU staff and decentralisation of expertise</p> <p>2.5. Teacher/staff training for Grade IV and V defined</p>	<p>2.4 EDU staff and QMs trained in primary pedagogy by 2000</p> <p>2.4.1 Links between NFPE and EDU operationalised by 2,000</p> <p>2.5 46,979 teachers receive a 15 day training course on Maths and English for grades IV and V</p>	<p>Training Review Report</p> <p>Monitoring report</p>	

<p>2.6 New teachers subject etc</p> <p>2.7 New teachers trained</p> <p>2.8 Refresher training held</p>	<p>5 On... for... school, with at least 9 years schooling, 20-35 years of age married ~80% female, local resident</p> <p>2.7 29601 new teachers receive 15 days Basic training at TARC</p> <p>2.8 At least 100 days for NFTE and 90 days for KK refresher training sessions held in each team office.</p> <p>2.8.1 All teachers receive a 6 day refresher prior to grade II, III, IV and V.</p>	<p>NFTE Report</p>	
<p>2.9 Master Trainers, Staff and teachers development courses implemented and evaluated</p>	<p>2.9 Courses held in Maths and English to develop 400 Master trainers by end 1999, Social Studies and Science by 2000</p> <p>2.9.1 90% of staff trained by Master Trainers by 2004.</p> <p>2.9.2 At least 70% of the teachers trained by Master Trainers and Resource Teachers by 2004.</p> <p>2.9.3 95% refresher courses conducted by trained staff</p> <p>2.9.4 Master Trainers, staff and teachers graded subject wise based on their knowledge and skills related to teaching by 2004.</p> <p>2.10 QMs, MTs, RTs and teachers receive courses on new developments related to teaching Math, Language &amp; Social Studies, supplementary materials in grades IV &amp; V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language &amp; Social Studies, new focuses in materials production, early childhood education by 2004</p> <p>2.12 Teachers receive courses on new focuses in materials production, classroom management and on counseling adolescents, child domestics &amp; working children by 2004</p> <p>2.13 Trainers of Reading Centre receive courses on life skills and vocational skills by 2004</p>	<p>Training schedule Training costs MIS reports</p>	
<p>2.10 AVA training materials on Social Studies, Maths, English, Science and CLIP developed</p> <p>2.10.1 AVA material produced on classroom management and teaching methodologies</p> <p>2.10.2 AVA materials for developing MTs and RTs</p>	<p>2.10 AVA materials developed for refreshers courses on language and Social studies based on training of MTs by 2002</p> <p>2.10.1 AVA materials on roles and responsibilities of RTs, MTs on classroom management finalised by 2004</p> <p>2.10.2 AVA developed and in use with teachers by 2004</p> <p>2.10.3 AVA materials on parent meetings</p>		<p>62</p>

<p>2.10.3 AVA materials produced in specialised areas i.e. teachers, parents.</p>	<p>developed by 2003 2.10.4 AVA materials developed on role of teachers as councilors for adolescent and children with special needs by 2004</p>		
<p>2.11 Training needs assessed and overseas training planned and implemented</p>	<p>2.11 At least 5% of NFPE staff provided with national and international training courses by 2004</p>		
<p>2.12 Training courses designed to upgrade pedagogical expertise for existing staff</p>	<p>2.12 Material developers, QMs, MTs, TARC trainers and RTs trained in primary education by 2001 2.12.1 MDU, QM, MT, RTs trained on assessment tools by 2003 2.12.2 MDU, QM, MT, RT and teachers trained on early childhood education by 2004 2.12.3 At least 20 training session provided to 50% resource teachers on pedagogy and classroom management by 2002 2.12.4 1 500 resource teachers selected by 2004</p>		
<p>2.13 Training courses designed to increase the capacity of teachers and adolescent library members</p>	<p>2.13. Trainers of Reading Centres trained in life skills by 2003 2. 13.1 RTs and teachers trained on classroom management by 2004</p>		
<p>2.14. Experienced teachers trained to take up advisory post</p>	<p>2.14 Teachers trained as councilors for children and adolescents with special needs by 2004</p>		
<p>2.15 Consultants identified contracted, monitored</p>	<p>2.15 More than 70% consultants TORs successfully completed</p>	<p>Consultants TORs</p>	
<p>2.16 Laboratory schools operational</p>	<p>2.16 12 Laboratory schools operational by 2002</p>		
<p>2.16.1 Identifying sites, staff and teachers for formal laboratory school</p>	<p>2.16.1 Staff, teachers trained and schools operational by 2002</p>		
<p>2.16.2 Identifying learning materials</p>	<p>2.16.2 Learning materials in use by 2002</p>		
<p>2.17 Training courses for teachers planned and implemented</p>	<p>2.17 9 courses designed for teachers by 2002 2.17.1 Training of adolescents teachers of pre school assessed by 2002 2.17.2 Training design of adolescent teachers revised by 2003</p>	<p>Training reports of QMs and other staff</p>	
<p>3.1 Development function of MDU integrated within EDU</p>	<p>3.1 Development function of MDU located in EDU by 2000</p>	<p>MDU reports</p>	<p>GoB continues to permit BRAC to use its own textbooks</p>
<p>3.2 Supplementary materials for Grade IV and V developed</p>	<p>3.2 Supplementary materials for Social Studies and Science developed for Grade IV by 2000 and Grade V by 2001</p>		
<p>3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed</p>	<p>3.3 Significant and successful elements of CLIP incorporated in NFPE mainstream by 2002</p>		<p>GoB continues to provide textbooks for Grade IV &amp; V</p>

<p>3.4 Curriculum for specialised programmes i.e. CHT, Urban strengthened.</p> <p>3.5 Revised materials develop for English (IRI) complementing government primers</p> <p>3.6 New ideas formulated and piloted</p> <p>3.7 12 Formal laboratory schools setup to incorporate innovative practices with non formal methods</p>	<p>3.4 CHT curriculum designed and developed by 2001</p> <p>3.4.1 Health curriculum revised by 2001</p> <p>3.4.2 Materials related to registration, delayed marriage developed for Reading Centres and BEOC by 2004</p> <p>3.4.3 Value education materials developed by 2003</p> <p>3.4.4 Urban curriculum strengthened by 2004</p> <p>3.5 Revised materials in use by end 2001</p> <p>3.6 Involving adolescent girls as teachers of pre schools piloted and assessed by 2003</p> <p>3.7 Formal laboratory school model designed and in operation by 2000</p> <p>3.7.1 Formal laboratory school s linkages and experience sharing with other NGOs and institutions established by 2000</p> <p>3.7.2 Pre school projects tested and possible transfer of pre school children into the formal system explored by 2000</p> <p>3.7.3 Changes based on child performance and community demand in curriculum, training and design of formal schools analysed by 2002</p> <p>3.7.4 Performance of students in Grade I, II and III assessed by 2004</p> <p>3.7.5 Curriculum designed for Grade IV developed using Govt primers and supplementary materials by 2003</p>		
<p>4.1 Space for Union Libraries identified.</p> <p>4.2 Staff recruited and trained.</p>	<p>4.1 Public premises selected for Union Libraries and BRAC school for Reading Centres.</p> <p>4.1.1 Story books for adolescent library finalised by 2004</p> <p>4.2 One PO recruited and trained to oversee 5 libraries and one PO to oversee 45 Reading Centres.</p>	<p>Library Reports Library PO Reports</p>	<p>Community continues to provide space for library.</p> <p>Books are available in the market.</p>

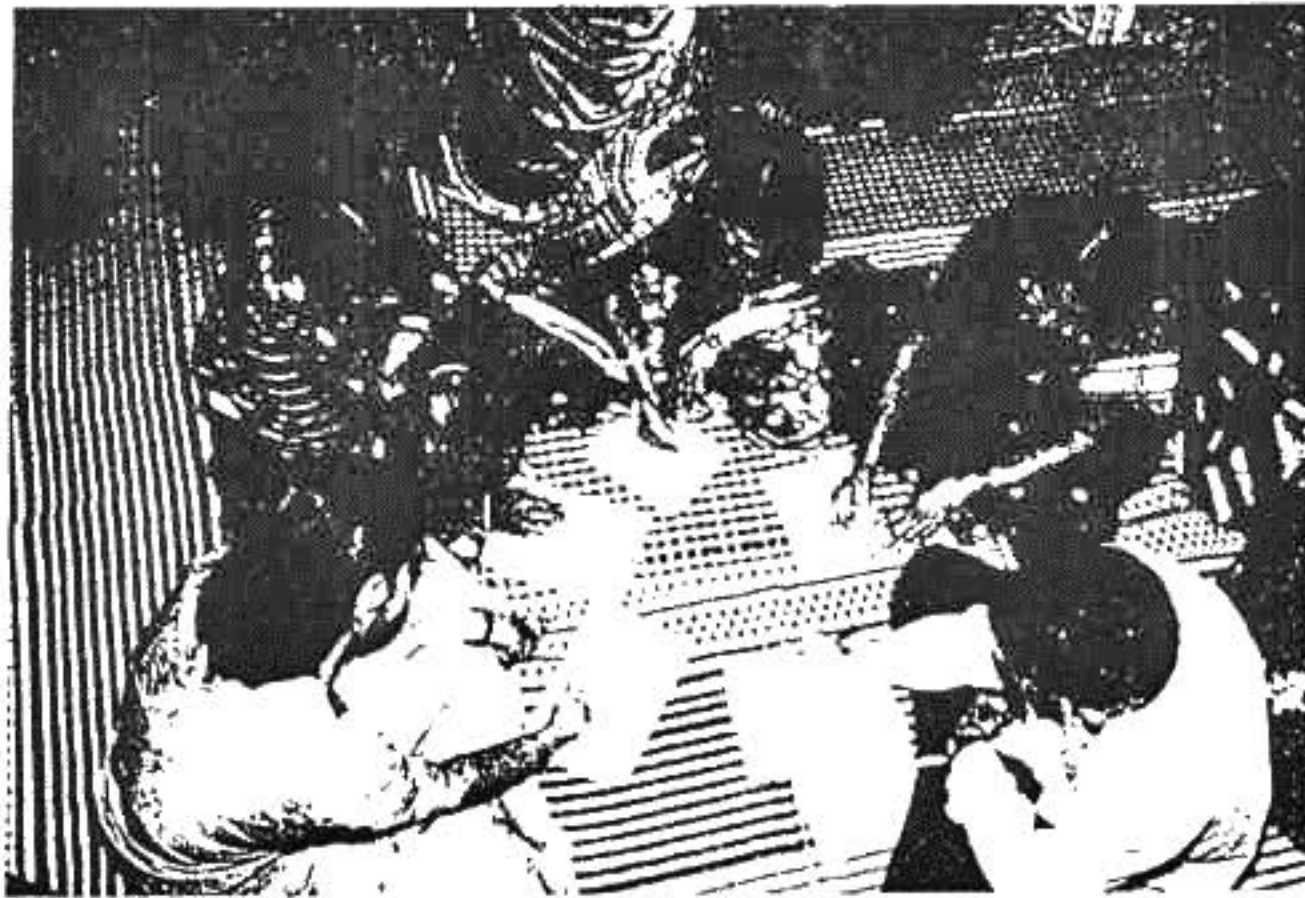
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<p>4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees.</p>	<p>4.3 All POs given appropriate gender training by 2002.</p>		
<p>4.4 Library activities planned</p>	<p>4.4 Adolescents trained to produce books, and journals for the community library by 2002</p>		
<p>4.5 Vocational activities developed and planned</p>	<p>4.4.1 Sociocultural/educational/recreational activities held at each Union Library. 4.5. Life skills training covering a range of relevant skills like sewing, embroidery, poultry, vegetable gardening, horticulture and book binding imparted at the Reading Centres by RDP skilled POs.</p>		

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# EXECUTIVE SUMMARY

## OF ANTICIPATES OUTPUTS, OUTCOMES AND RESULTS



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*The present situation, both as described in papers and books and as observed in field visits, is of friendly, well-organised and active classrooms in which teachers and learners pursue clear goals in a well-structured format. This itself, in the context of Southern countries, is a remarkable achievement and it is because of this foundation of clarity, organisation and supervision that the Appraisal Team feels that the proposed expansions are not beyond the capacity of BRAC to deliver. In particular the motivation of children and teachers and the hard work of supervisors and trainers would indicate both willingness to develop and the potential to create quality improvement.*

**Appraisal Mission Comments**

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## **EXECUTIVE SUMMARY**

### **OF ANTICIPATED OUTPUTS, OUTCOMES AND RESULTS**

#### **Summary Programme Description**

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There are two primary school models in the BRAC programme. The first, started in 1985, is 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 and covers a curriculum equivalent to Classes I through III in the formal schools. The second model, Basic Education for Older Children (BEOC), initiated in 1988, is another three-year programme for children aged 11-16, who have dropped out or never attended school. The BEOC schools cover the curriculum from Classes I through V. The students are provided with books and other materials free of charge and pay no tuition fees.

The criteria for selecting villages where schools are to be located include the strength of parent demand, availability of teachers and students, and proximity to a cluster of villages. A survey is conducted to select areas where schools can be opened. At the same time, the community is made aware of the NFPE programme. If there is sufficient demand for the schools, an office is set up and student and teacher selection is undertaken. The lists are cross-checked with government primary schools to ensure that it consist 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 who arrange with the local landowners, the school site and the school-room.

The schools have a small class size of 30-33 students to one teacher, and the teacher-student relationship tends to be very close. The relationship between the teacher and the student is perhaps the most important consideration in the success of the programme. Being close to the homes of the children and the teachers, the school allows teachers to devote much attention to their students, and students can go to their teachers even after hours. Most BRAC schools are bamboo or mud-walled, one-room village structures with thatch or tin roofs, with a minimum floor space of 360 square feet.

The design of the programme encourages a learner-centred and participatory approach. The curriculum is relevant to rural life and is suited to the needs of rural children. Class hours are flexible. Classes are held for two-and-a-half to three hours each day, six days a week, 270 days a year. Class hours are decided by agreement between teachers and parents, making allowances for seasonal work and other family needs. There are regular parent-teacher meetings, and

community involvement is a feature of the programme.

Because the programme places special emphasis on the enrolment of girls, 70% of the students are female. The schools maintain an environment in which learning is fun. Each day a good amount of time is spent on activities such as games, singing, dancing, story telling and role playing. The progress of the students is measured through continuous assessment by the teacher and by weekly and monthly tests. There are no formal annual examinations and there are no long vacations. The maximum vacation period is only 10 days. 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 assistance.

As of June 1998, there were 34,000 schools in which 1,090,468 children were enrolled with 303,547 graduates successfully completing their course. In BRAC's continuing education programme, 5157 Reading Centres and 235 Union Libraries had been established.

In 1996, BRAC took up a project for educating under-aged child laborers in the garment industry. The Memorandum Of Understanding between Unicef, ILO and BGMEA (Bangladesh Garments Manufacturing and Exporting Association) 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 MOU further indicated that these students would receive a stipend of taka 300 per month. BRAC is currently operating 236 schools for child workers in Dhaka and Chittagong – in which students receive two years' education. The urban schools follow NFPE curriculum but certain modifications have been made to accommodate 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 slums i.e. road traffic, electricity and kidnapping. Moreover BRAC has also collaborated with other NGO partners to provide training to students. This training has been primarily centered around tailoring, knitting, stitching, carpentry and so on.

Another joint collaboration with the Government was taken up by BRAC to set up schools for children who are hard to reach. The DNFE (Department of Non Formal Education) and Unicef defined "hard to reach" children as working children, particularly those involved in hazardous occupations and aged between 8 and 14. The project has a duration of two years and at present there are a total of 165 schools for the hard to reach, existing in Dhaka and Chittagong. BRAC also conducts meetings with employers to motivate them to send their workers to school.

NFPE also focuses upon disabled children. The programme makes an extra effort to help them lead a normal life by enabling them to get admitted to BRAC

Schools, give them a chance to interact with other children and ensure their right to be treated with equity.

In Phase III, the current volume of programming will be maintained, but there will be a number of significant changes and improvements. Phase II experiments with CLIP (Chandina Learning Improvement Project) will be taken to scale, as will experiments with interactive radio.

The ratio of BEOC schools will increase somewhat because of student parental demand. Grades IV and V will be introduced in NFPE schools and curriculum materials will be developed. Phase II experiments with continuing education, particularly the development of reading centres and Union Libraries, will be scaled up.

Teacher training and support will be significantly improved through the development of a decentralised quality control system. An Education Development Unit will drive quality improvements and create the means for increasing pedagogy and research expertise of teachers and staff. Parents taking part in participatory evaluations will make important contributions in increasing the quality of schools. New initiatives will be tested and models developed through EDU. Finally, greater interaction is foreseen with government departments and programmes, and with other organisations working in the field of primary education.

## **Purpose and Anticipated Results**

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### **Phase III of the NFPE will result in:**

- A reduction of poverty in Bangladesh, as evidenced by the demonstrated correlation between the number of years of education and literacy on one hand, and on the other, women's autonomy and socialisation, their knowledge of reproductive health and nutrition, agricultural production and reduced child labour;
- 2,532,878 (includes teachers, learners and members of the Reading Centres) individuals and families better equipped to deal with the challenges of earning a productive livelihood;
- Improvements in the ability of poor Bangladeshis to take charge of their lives and to participate meaningfully in the development of their families, their communities and their country;
- Greater equity in the distribution of the results of overall growth and development in Bangladesh in the years ahead.

## **Outputs**

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- 1. 2,402,277 poor children in different grades, at least 60% of them girls, will receive a cost-effective primary education.**
- 2. Quality improvement in curriculum and training for staff and teachers through the decentralisation of educational expertise and the development of improved classroom process:**
  - 29,601 new teachers trained in five years;
  - 400 Master Trainers trained;
  - each teacher will receive a total of 100 days of training over the NFPE school cycle and 90 days of training over the BEOC school cycle;
  - 34,000 teachers participate in monthly refresher courses;
  - 46,979 teachers trained on Math and English;
  - QMs, supervisory staff, RTs and teachers trained on participatory methodologies by 2004
  - QMs, TARC trainers, MTs, RTs and teachers start to receive courses on Primary Education by 2001
  - QMs, teachers, RTs, MTs and supervisory staff start to receive courses on assessment tools by 2003
  - RTs, teachers start to receive training on classroom management by 2004
  - teachers start to receive training on counselling (for adolescents, child domestics, other working children, children with physical and mental handicap) by 2004
  - QMs, MTs, RTs, and teachers start to receive courses on early childhood education by 2004
  - QMs, MTs, RTs, and teachers start to receive courses on child psychology by 2004
- 3. Quality improvement through revision, development of learning materials and introduction of new initiatives:**
  - revisions to existing subject areas will be made to make it activity based and enjoyable for learners by 2004;
  - CLIP materials developed and mainstreamed by 2002
  - IRI materials revised and developed for NFPE mainstream by 2001
  - Supplementary materials for Grades IV and V developed and completed by 2001

- AVA developed for refresher courses on Math, English, Social Studies and language teaching based on the training for MTs by 2002
  - AVA material related to roles and responsibilities of RTs and/or MTs developed by 2003
  - CHT curriculum designed and completed by 2001
  - Health curriculum revised based on impact assessment of existing curriculum and action research related to the needs of adolescents, by 2001
  - Social Studies and Math curriculum strengthened based on pedagogical research and finalised by 2003
  - AV materials based on life skills developed for BEOC schools and Reading Centres by 2004
  - Storybooks for adolescents (on issues such as importance of birth registration, delayed marriage) developed for BEOC schools, Reading Centres and Union Libraries by 2004
  - Materials related to value education (addressing prejudices, stereotypes) developed for urban and rural schools by 2004
  - AVA on classroom management for RTs and teachers developed by 2004
  - Urban curriculum strengthened based on pedagogical research by 2004
  - AVA Materials developed on role of teachers as councillors for adolescents and children with special needs (child domestics, other working children, children with physical and mental handicap) by 2004
- 4. Continuing education expanded catering to adults of the community as well as NFPE graduates who have very little access to literacy materials:**
- 500 new Union Libraries will be opened by March 2004;
  - 10,000 new Reading Centres will be opened by March 2004;
  - 500,000 new members (at least 400 members in each union library and 30 in each Reading Centre) will be involved by March 2004;
  - 68,000 members will receive training sessions on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and bookbinding will be carried out annually in Reading Centres by March 2004
  - Storybooks for adolescents (on issues such as importance of birth registration, delayed marriage) developed for BEOC schools, Reading Centres and Union Libraries by 2004
  - Trainers of Reading Centres and Adolescents trained on material production, books, journals for the community by 2003
  - Trainers start to receive courses on life skills training by 2003
  - Trainers trained on vocational skills for Union Libraries, Reading Centres by 2004

## Outcomes

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By "outcomes" we mean the short- to medium-term *results* of programming inputs and outputs.

### **Outcome One:**

Continuing access to cost-effective primary education will be ensured for poor children unserved by the formal school system, especially girls.

### *Verifiable Indicators*

- 34,000 schools covering primary education operational from 1999
- 29,601 new teachers trained
- 400 Master Trainers trained
- Each teacher will receive a total of 100 days of training over the NFPE school cycle and 90 days of training over the BEOC school cycle
- 34,000 teachers participate in monthly refresher courses
- 46,979 teachers trained in Math and English
- The successful introduction of Grades IV and V
- 34,000 school management committees will be functioning throughout the system
- 70% of the pupils will have a parent present at PTA meetings

### **Outcome Two:**

Overall NFPE delivery will be significantly improved, serving as a model within Bangladesh as well as abroad.

### *Verifiable Indicators*

- Innovations related to improved learning achievement experimented in CLIP will be mainstreamed
- There will be 400 Master Trainers in each NFPE area by 2004
- At least 70% of the teachers will have been trained by Master Trainers and/or Resource Teachers by 2004
- 90% of the staff will have been trained by Master Trainers by 2004
- By 1999, 95% of all refreshers will be conducted by trained staff
- a system of grading Master Trainers, staff and teachers, by subject, will be in place by 2004
- 500 Resource Teachers will be in place by 2004
- At least 20 training sessions will be provided to 50% of Resource Teachers

on pedagogy and classroom management by 2004

- Each teacher will receive a total of 100 days of training over the NFPE school cycle and 90 days of training over the BEOC school cycle
- System of developing Master Trainers from teachers will begin

*Verifiable Indicators related to the Curriculum and Material development function of the EDU*

- CLIP materials developed and mainstreamed by 2002
- IRI materials revised and developed for NFPE mainstream by 2001
- Supplementary materials for Grades IV and V developed and completed by 2001
- AVA developed for refresher courses on Math, English, Social Studies and language teaching based on the training for MTs by 2002
- AVA material related to roles and responsibilities of RTs and/or MTs developed by 2003
- CHT curriculum designed and completed by 2001
- Health curriculum revised based on impact assessment of existing curriculum and action research related to the needs of adolescents, by 2001
- Social Studies and Math curriculum strengthened based on pedagogical research and finalised by 2003
- AV materials based on life skills developed for BEOC schools and Reading Centres by 2004
- Storybooks for adolescents (on issues such as importance of birth registration, delayed marriage) developed for BEOC schools, Reading Centres and Union Libraries by 2004
- Materials related to value education (addressing prejudices, stereotypes) developed for urban and rural schools by 2004
- AVA on classroom management for RTs and teachers developed by 2004
- Urban curriculum strengthened based on pedagogical research by 2004
- AVA Materials developed on role of teachers as councillors for adolescents and children with special needs (child domestics, other working children, children with physical and mental handicap) by 2004

*Verifiable Indicators related to the training function of the EDU*

- Material developers, QMs, supervisory staff, RTs and teachers trained on participatory methodologies by 2004
- RTs trained as MTs for Social Studies by 2000
- RTs and supervisory staff trained as MTs in language by 2001
- Course on Primary education finalised and Material developers, QMs, TARC trainers, MTs, RTs and teachers start to receive courses on Primary Education by 2001

- Course on Assessment tools finalised and Materials developers, QMs, teachers, RTs, MTs and supervisory staff start to receive courses on assessment tools by 2003
- Material developers, QMs, MTs, RTs, and teachers start to receive courses related to new developments related to teaching of Math. language, Social Studies by 2003
- Material developers, RTs and teachers start to receive courses related to new focuses in material production (for example, 'how to develop self esteem of learners through books') by 2003
- QMs, MTs, and RTs trained on supplementary materials related to Grades IV and V by 2002
- Trainers of Reading Centres and Adolescents trained on material production, books, journals for the community by 2003
- Existing teacher training courses revised to include aspects of GQAL (concept of gender, role of teachers in the treatment of girls in schools, gender biases and so on) and handed over to NFPE management by 2001
- Course on classroom management finalised and RTs, teachers start to receive training by 2004
- Course on life skills training for trainers of reading centres finalised and trainers start to receive courses by 2003
- Course on teachers as councillors finalised based on research findings and teachers start to receive training on counselling (for adolescents, child domestics, other working children, children with physical and mental handicap) by 2004
- Course on Early childhood education finalised and material developers, QMs, MTs, RTs, and teachers start to receive courses by 2004
- Course related to how children think and learn finalised and Material developers, QMs, MTs, RTs, and teachers start to receive courses by 2004
- Course related to vocational skills developed and trainers trained on vocational skills for Union Libraries, Reading Centres by 2004

*Verifiable Indicators related to the research and process evaluation function of the EDU*

- Training course of MTs and effectiveness of MTs on teacher training assessed by 2000
- Effectiveness of new curriculum in Social Studies studied by 2000
- Effectiveness of activity based primers assessed and analysed whether these are culturally accepted by 2000
- Learning outcomes in Math assessed by 2000.
- Perception and opinions of experienced teachers regarding new primers in Math *vis a vis* the former text studied by 2000



- Evaluation of BEOC curriculum to find whether needs of adolescents are being addressed, conducted by 2000
- Action research to find out whether needs of adolescents are being addressed through Reading Centres conducted by 2000
- Community perceptions related to BRAC pre schools studied by 2000
- Action research indicating ways in which BEOC students can promote birth registration in the community conducted by 2000
- Greater parental involvement influencing the functioning of SMCs studied by 2000
- Evaluation of CLE books and materials conducted by 2000
- Performance of NFPE students in Grades IV and V assessed by 2001
- Ability of teachers related to the demands of Grade IV and V assessed by 2001
- Perception and opinion of teachers and non MTs regarding the impact of MTs studied by 2001
- Pedagogical research related to curriculum development on value education assessed for urban and rural schools by 2001
- Possibilities of making parent meetings more active and effective studied using participatory methodologies by 2001
- Possibilities of integrating cocurricular activities for subject teaching studied by 2001
- Possibilities of developing adolescent girls as community health workers studied by 2002
- Evaluation of the quality of expertise available at the team level conducted by 2002
- Impact of the function of the QM assessed by 2002
- Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002
- Possibilities of increasing parental involvement in school management assessed by 2002
- Involvement of women in the cultural activities of Union Libraries studied by 2002
- Exploratory study indicating what role the teacher can play in handling problems particular to adolescents/children with special needs conducted by 2002
- Attitudinal and behavioural aspects of teachers in relation to vulnerable children (children with special needs) studied by 2002
- Perception of parents related to curriculum ( particularly Social Studies, Health ) studied by 2002
- Community demand related to services through the Union Libraries studied by 2003
- Effectiveness of urban curriculum in relation to the needs of working children

and /or slum children analysed by 2003

- Effectiveness of supplementary materials for Grades IV and V studied by 2003
- Performance of NFPE graduates in Grade VI of secondary schools assessed by 2003
- Evaluation of IRI materials conducted by 2003
- Ability of teachers related to articulating, understanding and using CLIP methodologies and materials assessed by 2003
- Perception of parents related to introduction of new materials in classrooms studied by 2003
- Behaviour Pattern of BEOC graduates as parents in terms of birth registration, immunisation of their children studied by 2004
- Evaluation of the new health curriculum conducted by 2004
- Evaluation of the learning outcomes related to the CHT curriculum assessed by 2004
- Performance of teachers in dual roles as teachers and councillors assessed by 2004
- Opinion of community to existing school model analysed using participatory methodologies by 2004
- Retention of NFPE graduates in secondary school assessed by 2004
- Possibilities of vocational training for adolescents of the community studied by 2004

*Verifiable Indicators related to New Initiative development of the EDU*

- Laboratory school model designed and developed by 2004
- Linkages with other institutions and NGOs for laboratory schools established by 2000
- Pre school project tested and developed based on research finding related to community perception by 2003
- Performance of students of laboratory schools assessed by 2004
- Training of adolescent teachers of Preschools assessed by 2002
- Training design of adolescent teachers completed by 2002
- Strategies for teacher development and staff development of laboratory schools finalised by 2003
- Interaction with TARC trainers strengthened by 2000
- Idea of using adolescents for producing journals and materials developed and tested by 2003
- Network of NFPE/BEOC graduates identified. Possibilities of using the network of graduates to serve the community explored by 2004

**Outcome Three:**

Improved Primary level education skills will be instilled in 1,195,557 children and adolescents, 60% of them girls.

***Verifiable Indicators***

- 1,195,557 children will graduate from NFPE and BEOC schools
- A minimum average of 40% scored by all learners in the Standardised Achievement Test in Bengali, social studies, Math and English by 2004
- At least 80% of the BRAC graduates not continuing in secondary schools remain in touch with literacy materials and are involved in training on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and book binding
- 90% completion rate of the primary cycle
- CLIP materials developed and mainstreamed by 2002
- IRI materials revised and developed for NFPE mainstream by 2001
- Supplementary materials for Grades IV and V developed and completed by 2001
- Health curriculum revised based on impact assessment of existing curriculum and action research related to the needs of adolescents, by 2001

**Outcome Four:**

Greater retention of learning and increased community participation through an expansion of BRAC's continuing education programme.

***Verifiable Indicators***

- 10,000 Reading Centres and 500 Union Libraries, located in public premises, will be in operation by 2004
- A functioning and successful continuing education programme will be in place
- Trainers of Reading Centres and Adolescents trained on material production, books, journals for the community by 2003
- Trainers start to receive courses on life skills training by 2003
- Trainers trained on vocational skills for Union Libraries, Reading Centres by 2004

CHAPTER ONE  
**POVERTY AND EDUCATION  
IN BANGLADESH**



## CHAPTER ONE

# POVERTY AND EDUCATION IN BANGLADESH

### Poverty in Bangladesh

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Great strides in poverty reduction have been made in Bangladesh over the past 25 years. Life expectancy has increased by more than 30%, adult literacy has improved by 75%, and infant mortality has almost halved. In 1973, 70% of the population lived in absolute poverty, by 1995, the percentage had been reduced to 46%. These remarkable achievements, however, are negated by absolute numbers: in 1973, the number of people living in absolute poverty was 49 million; by 1995 it had risen to over 55 million. In 1995, over half the population - more than any other South Asian country - did not have access to health services. Half had no access to sanitation. Three quarters of all women were illiterate, and 62% of the overall adult population could not read or write. Almost 70% of children under the age of five were malnourished and the under-five mortality rate was significantly higher than the global developing country average - and six times higher than that of Sri Lanka.

### Poverty and Education

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There are many ways of tackling poverty, but one of the most basic and cost effective is through education. The 1998 *Human Development in South Asia* observes that

"Education is critical for economic and social development. It is crucial for building human capabilities and for opening opportunities. It is the true essence of human development. Without education, development can be neither broad-based nor sustained".<sup>1</sup>

Historically, in both older and newly industrialised countries, the relevance of education to development and poverty reduction is well known and well documented. The same is true in Bangladesh. For example, the average salary of a secondary-school-educated Bangladeshi woman is as much as seven times higher than that of a woman with no education.<sup>2</sup> Skilled construction workers earn double the wages of unskilled construction workers, and four years of

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<sup>1</sup> ul Haq, Mahbub, and Khadija Haq, *Human Development in South Asia 1998*, OUP, Karachi, 1998, p.24

<sup>2</sup> World Bank, 'Staff Appraisal report on Female Secondary School Assistance', Report No. 15496-IN, 16 February, 1993

schooling, on average, increases the output of farmers by about 8%.<sup>3</sup> The poverty reducing impact of basic education goes further, however, than employment and income opportunities. Cross-country research conducted by the World Bank has shown that a mother's schooling of one to three years is associated with a 20% decline in the risk of childhood death<sup>4</sup> because the household is better able to manage basic health care, sanitation, nutrition and the diagnosis of disease. Child immunisation rates increase and there is a strong link between female literacy and fertility. According to a 1993 World Bank study, contraceptive use among uneducated Bangladeshi women was 27%, while for those with primary education, it was 35%. BRAC research has shown that over 88% of illiterate women marry before the legal age of 18, while among its NFPE graduates, the rate is reduced to 72%.<sup>5</sup> Education is an important element of social cohesion, and of national and civic consciousness. It is also an important part of the democratic process. A 1993 World Bank study showed, for example, that only 3.6% of illiterate Bangladeshi women had the confidence to go alone to a political meeting, but among those with a primary education, the number doubled.<sup>6</sup>

As the 1998 South Asian *Human Development Report* puts it,

“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 enrolment rates, it was clearly established that absolute poverty declines as education increases.” (p.29)

## **Recent Achievements in the Education Sector**

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In 1990 the Government passed compulsory primary education legislation and implemented the act in all districts of the country. The Government's strategy was to increase enrolment of six-year-old children in grade I and to ensure higher level of retention rates for these children up to grade V. Other efforts made by the Government include 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 backward areas to motivate children to

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<sup>3</sup> Jamison, D., and Lau, L., *Farmer Education and Farm Efficiency*, Johns Hopkins University Press, Baltimore, 1982

<sup>4</sup> World Bank, *The East Asian Miracle: Economic Growth and Public Policy*, OUP, New York, 1997

<sup>5</sup> *Watch Report No, 30*, RED, BRAC, December 1997

<sup>6</sup> World Bank, 'Staff Appraisal Report' *op cit*

complete their primary education cycle. An evaluation of this programme indicated that enrolment has increased by 20.4% and attendance by 14.7% while the dropout rate has decreased by 7.6%.

The policy paper (The National Plan of Action) states that remarkable progress has been made because of the initiatives taken by the Government and by NGOs. The literacy rate has increased from 16.3 % in 1961 to 24.8 % in 1991. By the end of 1995 it had jumped to 44.3 % (draft Fifth Five Year Plan - FFYP), a clear 75 % increase! Enrolment figures indicate a significant improvement from six million in 1972, to 12.87 million in 1991, to 18.09 million in 1996. With such initiatives the number of primary schools has also increased from 39,914 in 1975 to 95,245 primary level institutions in 1996 (including NGO schools). The number of school age children has also increased tremendously from 10.26 million in 1972 (Education for All, National Plan of Action) to 19.61 million (Department of Primary Education) in 1996.

*Appraisal Mission Comments: GoB's Primary Education Plan, Non Formal and Formal*

Three things are clear from the documentation on the Government's new non formal education and formal primary school initiatives outlined under the Fifth Five Year Plan, 1997-2002. Firstly, NGOs such as BRAC are expected to continue to complement the government's non-formal system. Secondly, there is a new complementing role for NGOs to play in the formal primary education system. The aim of the Government to reach those children who have not used the formal education system - the poor, those in remote areas, and girls - is in line with BRAC's target group. Thirdly, the Government is relying on BRAC and other NGOs to help it reach that group. The Government, should it wish, can benefit from BRAC best practices. Thus, Phase III has the potential to be an active participant in both the Government's non formal education programme and the new Primary Education Development Plan.

## **Problem Areas**

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### *1. The Quality of Statistics*

In 1996, the Prime Minister, Sheikh Hasina, spoke of the Government's constitutional obligation to provide a free, compulsory and universal system of education "I am constrained to say with great regret," she said, "that even after 25 years of independence, we have not been able to achieve our declared goal... progress in the education sector during the past 21 years has been very disappointing." She spoke of increased teacher-student ratios, increased tuition fees and increasing costs of materials, and she spoke of exaggerated statistics.

"It is said that of nearly 1 crore 85 lakh school-going children, 92% are registered in schools. As there is a tendency to exaggerate the figures, questions are raised regarding the credibility of such information." She spoke of the need for more critical analysis "if we are to move ahead".<sup>7</sup>

## ***2. Access and Gender Gap***

Although enrolment may have increased from 75.6% in 1991 to 89.6% in 1996 there are still some 3 million school-age children who remain un-enrolled. Even these numbers are misleading, however. BRAC's own research has shown that "Although the system serves about 12 million students, the rates of eligible children actually served are much lower than [those] estimated... Despite ambitious plans Bangladesh's primary education system still enrolls about 60% of the eligible age group. About half of those attend school with some regularity, and only about 20% of those enrolled complete the full five year cycle of primary education."<sup>8</sup>

## ***3. Attendance and Completion Rates***

Government statistics indicate that attendance has increased to 73.7%, and the completion rate rose from 40% in 1991 to a significant 62% in 1996, with a remarkable reduction in the dropout rate from 60% in 1991 to 38% in 1996. However the Government suggests that more needs to be done on the monitoring and reporting of data to avoid double- or over-reporting.

For example in eight government primary schools in one study (Khan and Arifeen, 1992), attendance in Class IV was only 53% of Class I, and in 33 government primary schools in the 1992 market survey, graduates of Class III represented only 40% of Class I enrolment (Rahman, Rahman, Huq 1992). These data are consistent with the estimate of a Government primary school dropout rate of 70-75% by the end of Class V.

## ***4. Female Teachers and Student Teacher Ratio***

Although the official quota set by the Government is to have 60% female teachers (75% by the FFYP projects) the actual figure stands now at 27% in government primary schools. Many positions are vacant and the student teacher ratio in government primary schools is 71:1. If all other schools are considered this ratio rises to 106:1.

While the Government plans to raise the female ratio to 50% by the year 2000,

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<sup>7</sup> 'Quality Primary Education For All', Sheikh Hasina, in Jalaluddin *et al* (eds.), *Getting Started: Universalising Primary Education in Bangladesh*, University Press, Dhaka, 1997

<sup>8</sup> Ahmed *et al*, *Learning From The BRAC Experience*, ABEL, New York,



this will require recruitment of 100,000 additional female teachers over the next five years. This will be difficult to implement without a major change in the system of managing primary schools and without involving local community around each school.

### ***5. Achievement Rates***

The increase in Government completion rates has not enhanced the actual achievement rate. A BIDS study of children completing grade V in 1995 on the old curriculum found an aggregate test score of only 46.47%. A similar study at the end of December 1996 of children completing grade V in the new curriculum found a still lower aggregate score of 46.06%. Worse, only 3.7% of the sample of 3,000 children could reach a score of more than 80%. Although there are supposedly more facilities available in government schools, the study indicated little difference between the aggregate levels of government schools and registered schools. Boys did better overall while girls performed better in Bangla handwriting. Other studies indicate that the performance of a grade V student is similar to the expected level of a grade IV student.

A World Bank-sponsored study measured learners academic performance in three subjects: Bangla, Mathematics and general knowledge. It was observed that the aggregate achievement of the learners in all the three subjects was better among urban students than the rural counterparts thus confirming the ABC (Assessment of Basic Competencies) study. Latif, Khan and Haq also observed similar performance. They administered standardised achievement tests (Haq, 1994) of Bangla and Mathematics among the students of grades I and II in 25 government primary schools across the country. Students' average achievement in this test was 50% or below. Using the same ABC criteria, BRAC in 1992 conducted a study on its graduates (those completing three years of NFPE). Of those 58% satisfied the criteria. A more recent study done on the graduates of 1995 found that performance had further improved and exceeded 70% (Nath *et al*, 1996).<sup>9</sup>

### ***6. Quality of Education***

Children's performance is related to the quality of teaching in classrooms. Some socio-economic factors such as poverty and related problems, and the fact that a majority of the children are first generation students without any back-up support at home do have a bearing on poor performance, but they are not insurmountable. Moreover, the Government policy paper says that in "An experimental programme known as school-based education where all work is done in the classroom and no homework is given, the performance of children is better than average". The document states that although teachers have gone through several training sessions, they "have yet to make the transition. Their performance needs a close review, in light of all relevant factors and necessary

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<sup>9</sup> Cited in Jalaluddin, *op cit*

arrangement for quick improvement". Government feels that teachers have to be effectively supervised which apparently the ATEOs and the TEOs were not able to do, not to mention the number of such supervisory positions that are lying vacant. In essence, "the situation has to improve both in terms of putting the right kind of persons in position and an improved performance on their part as otherwise improved quality of education cannot be ensured".

A study published in 1992 reported that the effective time devoted to actual teaching learning activities in formal schools was less than 40 minutes per day (Karim, 1992). A more recent study indicates that the total school contact hours in a year in non formal schools was 50% higher, or more, than that available in formal schools (Alam *et al*, 1996).

Government's own 1996 Primary Education Development Programme *Appraisal Document* acknowledged the problems:

"Despite success in increasing gross enrolments in recent years, Government faces a number of obstacles to providing quality primary education. Due to underdeveloped institutional capacity, the management of primary education has been unable to effectively bring about desired change in the subsector; responsibility and accountability for actions throughout the subsector are often not recognised; institutions and schools have not benefited sufficiently from supervision received; many teachers are ill-prepared for their task; schools and students lack sufficient learning materials; physical facilities are inadequate for the number of students requiring access to schooling, and instructional time is insufficient.

Resource constraints have limited Government's ability to deliver primary education to all school age children. Further, due to the existence of widespread poverty, many students drop out of primary school."

**CHAPTER TWO**  
**NFPE PHASES I AND II**

## CHAPTER TWO NFPE PHASES I AND II

### The Size and Scope of Phases I and II

#### *Phase I*

Considering the primary education gap in Bangladesh and the low levels of enrolment and completion, BRAC's policy of scaling up its activities to provide more access to poor children, thereby complementing the Government system, was never in dispute. Although BRAC had initially planned to open and operate 35,500 schools under Phase I, this was later changed due to funding constraints. As a result 19,000 schools were opened in Phase I. Qualitative features of the NFPE model related to attendance, low dropout, gender ratio, teacher student ratio. Close supervision and regular monitoring were strictly adhered to, but other aspects of quality related to the curriculum and training were not completed by the end of the Phase. These qualitative aspects were introduced in Phase II.

According to the 1993 feasibility study of the first expansion phase (Cummings *et al*):

“There are six good reasons for thinking BRAC can complete the first phase... (i) The overall rate of expansion for the first phase is not exceptional, relative to BRAC's earlier experience. (ii) BRAC has carried out major expansion in other programmes in the past. (iii) BRAC is flexible. BRAC's willingness to open schools all around the year is of particular relevance considering that formal schools only open in January. (iv) BRAC places a lot of emphasis on learning from mistakes. The current mechanisms for this are the on going bottom up and top down communication flows through meetings. Some outcomes have been an increase in the student teachers ratio from 30 to 33, a reduction in the number of schools a PO supervises from 25 to 15, a differentiation in the roles of central staff so that some focus on education quality while others concentrate on personnel and logistics. (v) Organisational analysis does not suggest major strains in the long run. (vi) Resources (including sites) seem easily available in the short run.

But the expansion will encounter some difficulties...

There is good reason to accept that the incidence of no acceptance will increase (BRAC graduates who wish to enrol in Grade IV in formal schools). BRAC feels an obligation to support the students

who complete NFPE and wish to go on. Two options are available:

- (1) Pressure in the policy arena to require formal schools to accept non formal completers and
- (2) The development of a new non formal model that offers two more years of schooling within the non formal framework.

While the BRAC schools achieve good quality this can be further improved...

- a) Curriculum changes should be considered that facilitate more active learning and more relevant examples;
- b) Teaching methods should be reviewed with the aim of enhancing active learning, and placing greater reliance on group work;
- c) Teacher training should be reviewed with the aim of enriching the pre service period with greater emphasis on method and more practical experience."

### ***Phase I: Conclusions and Recommendations of the Evaluation Team***

The Evaluation Team concluded that BRAC had managed to achieve the numerical targets in terms of new schools, recruitment of teachers and field staff, training and in producing materials inputs. This was done effectively and efficiently. Moreover, 70% of the learners were girls and 98% of the teachers were women. However, the evaluation team noted several problems: first, that it was becoming increasingly difficult for the programme to adhere to strict student selection criteria in areas where it was operating for a second or third cycle. The same applied to maintaining the ratio of NFPE and BEOC schools.

Second, the evaluation indicated that while targets related to the major components were achieved in Phase I, activities related to research and evaluation, and audio visual material development were below expectation. The team, however, noted that probably shortage of in-house experts in these specialised areas were the major reasons behind low achievement.

Third, they raised a concern about reviewing teacher monitoring procedures so that these would emphasise pedagogical issues more, with less emphasis on student attendance and teaching schedules.

Fourth, one of the recommendations related to reworking the definition of a dropout student. And finally, there was a recommendation that there be more meetings with the government to dispel misunderstanding and mistrust on both sides.

## *Phase II*

In Phase II, the total number of schools was brought up to 34,000. BRAC proposed to maintain this level over the next three years, with schools completed and reopened to keep the equilibrium. Many of the issues raised in Phase I were addressed. 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 under the guidance of a reputable educationalist. The purpose of this project was to experiment with an idea that the learning achievements of students can be attained much faster and at a higher level in all grades.

Three new concepts emerged for ensuring quality in schools. The first was the idea of a resource teacher. Teachers who had taught at least two cycles in BRAC schools were selected as Teacher Supervisors, provided they had the intellectual capability for it. 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. The second concept was that of the Master Trainer (MT). MTs were made responsible for providing assistance related to teaching Math, English and Social Studies to teachers and 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. 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.

Finally, relations with Government improved considerably (see Chapter 5). BRAC was asked by the Department of Non Formal Education (DNFE) to collaborate with the Government in projects related to adult literacy and working children. Not only were BRAC and Government becoming partners, the organisation's suggestions related to curriculum and project design were increasingly noted. In fact improvements in both of these projects have resulted directly due to BRAC's interventions.

*Appraisal Mission Comments: The Nature of the Changes Planned  
in Phase III*

To date the key features of BRAC's development approach have been clearly defined target population of poor girls and women, its capacity to mobilise support at community level and its integrated approach to programme implementation, particularly in the field. There has also been a

tendency towards rapid expansion. Within NFPE in the ten year period between 1987 and 1997 the number of schools rose from 22 to 34,000. Dealing with this level of expansion has necessitated a focus on centralised co-ordination, standardised procedures and support structures designed primarily to minimise slippage at the operation level. Consequently monitoring and supervision have focused on maintaining standards rather than fostering creative responsiveness at the local level.

The major thrust of the Phase III project proposal is towards addressing issues pertaining to quality assurance, identifying the lesson that have been learned and the potential to replicate good practice within different education contexts. Proposed expansion to programmes and new initiatives are generally in response to community demand (e.g. access to what is currently the complete primary school cycle) or related directly to the potential for replicability (e.g. working within the formal school environment and expanding operations into the CHTs).

## **Lessons Learned in Phases I and II**

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### ***Programme Implications Related to the Model***

- i) *Part-time paraprofessionals can make good teachers for the lower grades of primary school, provided they are adequately trained, supplied with a very structured curriculum, and, most importantly, adequately supervised.* BRAC's model for teachers is not that of part-time professionals, but rather part-time paraprofessionals, *plus* continuous training, *plus* intensive supervision. "Low-cost" paraprofessional teachers need more "higher-cost" supervision and guidance than do "high-cost" professionals. Paraprofessional teachers also need detailed teachers' versions of textbooks and other support materials to guide them through the lessons.
- ii) *Primary school participation can be improved, even with traditionally hard-to-reach populations.* The BRAC case supports other studies finding that primary school enrolment is strongly affected by cost and safety, persistence is strongly affected by school quality and parental as well as teacher follow-up, and timely completion is strongly affected by continuous assessment and follow-up.
- iii) While pedagogy, learning materials and the organisation of the overall system are important, the key aspect in the programme's success is the close relationship that develops between the student and the teacher.
- iv) A basic, relevant and practical programme that is fully implemented is better than a more progressive one that is not. BRAC schools are scoring

on several standardised achievement tests as well as government students who have been exposed to a more elaborate curriculum (findings of the ABC test have been referred to earlier).

- v) *The features needed to increase girls' access to, and persistence in primary schools need not make schools more expensive.* Features of the BRAC model that were adopted for their low-cost properties - 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.
- vi) *NFPE schools are not handicapped by a lack of permanent school buildings.* Rented rooms provide adequate 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 three-year 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.
- vii) *Securing significant participation by illiterate parents requires not just appropriate participation structures but also ongoing individual follow-up.* In addition to conducting monthly parent meetings, BRAC field staff follow up absentee students through frequent home visits. Staff are particularly encouraged to develop contacts with individual parents and the community. The individual contact is a significant factor to high attendance rates at school and parent meetings.
- viii) *Nonformal programmes for older girls must balance preparation for participation in the government school system and participation in the work force.* Given that high levels of private costs are expected to remain unchanged in government schools, BRAC is unconvinced that the majority of students will be able to continue in the formal secondary school (Grade VI to X). Research findings show that most of BRAC's *adolescent* graduates, who are far beyond primary school age, cannot continue in secondary school in the government system. Therefore, BRAC tries to make the curriculum even more relevant for girls, both from rural and urban areas, who are not likely to continue in secondary school, and who will need to make important decisions about marriage, motherhood and employment.

*(Reference: Learning From the BRAC Experience, 1993)*



### ***Management Implications***

- a) Managerial expertise may be more important than technical expertise in ensuring the rapid expansion of a basic education programme with adequate quality. The NFPE programme's success to date is related less to the rigour of BRAC's original technical design and more to its willingness to "experiment" and "learn as it goes", plus its determination to fully implement its practical approach.
- b) 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.
- c) *In addition to a pool of experienced, well-trained, support service managers and senior executives, the start-up of a new project can benefit enormously from the availability of experienced, well-trained, mid-level managers who can be seconded from older, 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.
- d) NFPE is a very intensely managed programme. Although there are 34,000 schools scattered all over the country, it is possible to supervise and monitor such a huge programme because there are definite persons assigned for schools. A total of 80 schools fall under the purview of each team office. And as a rule the team office has to be nearby the cluster of 80 schools. Moreover, each team office is comprised of first-line managers called Programme Organisers (POs). On an average each of them have to supervise 14 to 15 schools. Therefore, the respective team office knows the location of each and every school. By the same logic each PO is accountable for the operation and performance of the schools s/he supervises.

*(Reference: Learning From the BRAC Experience, 1993)*

As on June 1998 there have been some 75,214 schools operating under the NFPE programme since 1985. A total of 2,398,914 students have been enrolled and 1,205,996 graduates from 40,698 course completed schools have been produced

### ***Programme Implications Related to Gender***

“Research in many parts of the world over the last two decades has consistently shown that if girls are educated then they are more likely to have wider opportunities, more likely to develop self confidence and be less bound by tradition, more likely to exercise their own rights and their judgements, more likely to use modern health and family planning services, more likely to share in decision-making in the home and the community, more likely to send their daughters to school, and more likely to have children who grow up healthy and well nourished.” (*The Asian Enigma*, V. Ramalingaswami *et al*, 1996)

Institutions such as BRAC provide opportunities for girls, hoping that in the years ahead there will be educated women in every village. *This is the easier challenge. The more difficult challenge is related to the complex issue of accepting women as educated persons in society.* It is with this challenge that BRAC has been working at different levels of Bangladeshi 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. While the organisation develops policies for girls and women at the micro level it considers it equally important to scale up its activities at a national level so that these can influence national policies. It is the same logic. The mindset of policy planners has to be challenged through substantial evidence of success in the villages. Working at all levels for gender equity through education is what makes BRAC’s education model unique.

### **How does gender fit into the school model?**

Thirteen years ago, prior to BRAC’s intervention in education, extensive research was carried out regarding the major reasons behind parents’ reluctance to send their daughters to school. The distance to schools and the involvement of male teachers were identified as major reasons behind their reluctance. 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.

Since restricted mobility is a major problem for girls, the school is established near their homes. Therefore distance is never a problem for BRAC students. Apart from the fact that parents and their daughters are relatively more comfortable with women teachers, there were other reasons to recruit women. For example, experience indicates that women teachers tend to be more sensitive to the needs of children. Therefore, as a matter of policy at least 80% of the

teachers must now be women. Emphasis is given on the practicality of coming to school. Parents will let their daughters go to schools when class hours are short and flexible. Another important issue on the practicality side is that although the school hours are shorter, the contact hours between teacher and students have to be sufficient to cover the basic education curricula. Even with shorter class time, the contact time between teacher and student in BRAC schools is around 780 hours a year, as opposed to 444 hours a year in regular schools. The programme encourages women to attend the monthly parent meetings to discuss their child's performance. To date these meetings show a very high (80%) attendance of mothers.

"In BRAC, mothers constitute the largest, if not the exclusive, proportion of guardians who come to the parents meetings. These meetings take place in the afternoon, a time when the mothers enjoy greater physical mobility. The evaluation team observed two parent's meetings. In both of them the mothers mostly listened to the PO handling the meeting, but when the Team addressed questions for them, there was a quick and widespread response. If rural women are supposed to be shy with outsiders, these were not."  
(Boeren *et al*, *Evaluation of NFPE Phase I*, 1995)

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. The writers have developed exercises for attitudinal changes towards women. One particular exercise asks children to list the number of chores that mother do, and then to compare it with that of the other members of the family. This will 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 effects their diet; how women can be involved in major decisions in the family; what facilities and services are available for them in the village.

"Within its curriculum material and textbooks, NFPE reportedly became conscious, some time in 1987, of the need for balanced representation of sex roles... Today there is a greater consciousness not only in having a more balanced representation of men and women in illustrations and references but making sure that the main characters are female." (Boeren *et al*, 1995)

## How does gender fit in at the community level?

There are a few issues where the strategies for the school overlap with that of the community. The selection of women teachers is one. 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 experimenting with women teachers who had studied at least up to grade IX, but who had no prior experience. The experiment indicated that the quality of teaching could be substantially increased through intensive training at regular intervals. Programme planners realised that by and large the country's education system is so weak that the weaknesses of the system have to be minimised through training. Also the teacher had to be a member of the community so that s/he would be accessible and acceptable to parents and students.

The idea of the woman teacher has been a revolution in Bangladeshi communities; firstly because it has done away with the stereotypical role of the male teacher or "master". And secondly because housewives-turned-teachers now have status in society, which they did not in the past. 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.

"The married women teachers of BRAC are also making social changes in their own right. They report being easily recognised in their community and having people talk to them eagerly.... Several of the teachers interviewed reported to have control over their income...the preference of girls for becoming teachers was observed in the earlier grades as well as in the final grades of the BRAC schools and with the younger as well as older students." (Boeren *et al*, 1995)

Probably the most extraordinary challenges that BRAC has taken up, apart from the school itself, are its experiments with the role of adolescents in village societies.

- i) The idea of adolescent libraries was conceptualised because studies indicated that only 15% of the population have access to printed material. Also since the culture of the library is on the verge of extinction, this was thought to be a challenging experiment. 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. Over the years this small library has evolved as a centre for girls to come and enjoy. Recently the adolescents have made requests to BRAC for training. Training in poultry.

embroidery and horticulture have been provided to members. There have been two kinds of effects on the community. One is that the community realises that it is important for girls to socialise outside their houses. Previously there were clubs only for boys and men. The second, although not thought of earlier, is that the library provides an opportunity for younger girls to meet older ones who are relatively more successful, in the sense that they enrol into higher grades and are studying. This acts as a motivating factor for younger girls to continue with their education.

In 1995 BRAC decided to open libraries, based on a similar concept, for a larger audience. There was an apparent need to reach out to the educated men, and to especially women in the community, who could continue with their reading habits and have access to a place to socialise. The Union Libraries were established for this purpose.

“Current BRAC plans to open Community Centres, which involve having these libraries cum vocational training sites open for the village six days a week, also present a positive gender dimension. The Centres will be open one day a week exclusively for women in order to give them a special space and greater encouragement to attend. In Bangladeshi culture men have access to public places such as the neighbourhood clubs, sites where men smoke, drink tea, play cards and gossip. Women so far have had no social equivalent.”  
(Boeren *et al* 1995)

- ii) In 1992 BRAC developed around 15,000 adolescent health workers. Apart from language and Maths, these students were taught about primary health care, reproductive health and family planning. They were also trained to regularly communicate with the community as part of their health curriculum. Studies indicated that even two years after training, these children knew more about immunisation, family planning and antenatal care than the average student of their age in that community.
- iii) In 1997 BRAC conducted a pilot test, running 50 pre primary schools with adolescent girls (graduates of BRAC BEOC schools) as the teachers. Contrary to BRAC's own cost-free model, in these schools the community had to bear the cost of the teacher. BRAC provided only the materials. The pilot indicated that parents were willing to pay the teacher's salary. More important, the adolescent girls remembered how they were taught and were as intimate and sensitive to the needs of five year olds as their own teachers had been. BRAC is now considering the possibility of opening more pre-primary schools in the coming years.

All BRAC's 34,000 schools are managed by first-line managers 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 only women as first-line managers until the ratio between men and women is 50:50. Known as Programme Organisers, these field staff 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.

"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)

### **How does gender fit in education at the national level?**

In 1992 BRAC decided to scale up its activities country-wide in order to make a national impact on the education of girls. Starting from 5000 schools in 1992, the organisation expanded to approximately 34,000 schools in the next four years. To date some 75,214 schools have been operated and almost 2.4 million children have been enrolled. Initially BRAC was providing children with a three-year basic education so that they could continue with their studies in government run formal schools. However, recent Government policies indicate that the number of students seeking admission to formal schools is much higher than government facilities can accommodate. Government has therefore urged NGOs like BRAC to educate students up to Grade V instead of Grade III. With a three-year course, BRAC maintained 90% completion rates. If BRAC can maintain a similar target of completion rate up to Grade V then there is a high probability that a much larger group of girls will be motivated to continue with their studies in secondary schools.

BRAC's scaling up strategy has not been restricted only to the opening of schools. There are now 5,157 adolescent libraries in rural villages. In the next few years 10,000 new libraries will be opened in new areas, including urban towns and cities. Moreover, the organisation plans to open 500 Union Libraries in the next five years.

CHAPTER THREE  
NFPE IN PHASE III



## CHAPTER THREE NFPE IN PHASE III

### Differences Between Phase III and Other Phases

The National Plan of Action notes that much of the task of providing quality education to school age children remains unresolved. There is still an apparent need to provide access to approximately three million school age children and eight million adolescents who are left out of the formal education system. In addition, there is a critical need to raise the achievement levels and completion rates of students, thereby increasing the standard of service provided. The National Plan of Action states that,

“The aggregate score in 1995 (of an assessment of basic competencies of Grade V students) was 46.77% and 46.06% in 1996 (BIDS, May 1997). It shows that the extensive dissemination, training and cluster/sub-cluster training notwithstanding, the teachers make very slow progress in adapting the new and improved ways of teaching. Various reports indicate that in the case of primary education, the supervisory visit is more of an inspection than helping the teachers professionally to improve their performance. The training courses they go through and the sub-cluster and other courses they are given to facilitate do not seem to have much impact on them. Thus, despite all attempts, the quality of education seems to improve only very slowly.”

Despite ambitious efforts in the past, it is clear from the policy paper that quantity has to be embedded with quality in order to achieve the goals listed in the Jomtien and the Rawalpindi resolutions. In other words, BRAC's strategy to undertake a qualitative expansion in its third phase is a justified one.

### OUTCOME ONE

**Outcome One:**

Continuing access to cost-effective primary education will be ensured for poor children unserved by the formal school system, especially girls.

*Verifiable Indicators*

- 34,000 schools covering primary education operational from 1999
- 29,601 new teachers trained



- 400 Master Trainers trained
- Each teacher will receive a total of 100 days of training over the NFPE school cycle and 90 days of training over the BEOC school cycle
- 34,000 teachers participate in monthly refresher courses
- 46,979 teachers trained in Math and English
- The successful introduction of Grades IV and V
- 34,000 school management committees will be functioning throughout the system
- 70% of the pupils will have a parent present at PTA meetings

*Appraisal Mission Comments: Challenges*

The Appraisal Team, in its field visits in Rajshahi, Jessore and Dhaka, spot checked the background of children and adolescents during school visits. The members found that the majority come from very poor families. For example, in one Rajshahi school, no child's family had land of any kind: parents were day labourers, rickshaw pullers, part-time fishermen and such like. After school many of the children pick over rubbish to find saleable items to supplement the family income. During the Dhaka field visits, it was obvious that the children are very poor: granted, this was not a surprise given that two of the four schools visited are for Hard to Reach Children and Ex-Garment Industry child workers respectively.

## 1. Background

When the 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 getting admission into Grades IV and V of government schools. Over the years the figures have been very encouraging. Currently (as of March 1998), 94% of our graduates have enrolled in formal schools. And 84% of the adolescent graduates got admission into Grade VI during the period January-March 1998. The trend indicates that a majority of the students want to complete their primary education, although because of limited space in the formal system, this will not be possible unless BRAC itself expands into Grades IV and V. This is now planned for Phase III. In addition to student demand, parental demand is high, not least because Grades IV and V are already a feature of the BEOC schools.

Although this transition will mean that fewer students will be able to enter BRAC NFPE schools, there will be more primary school completers. Considering that there are 34,000 schools operating, it is now a matter of urgency to make this transition for BRAC graduates. The provision by BRAC of

primary education up to Grade V raises questions related to quality and to co-ordination with government.

## **2. Concerns Related to Grades IV and V**

Introducing Grades IV and V gives rise to concern over the capacity of teachers, training, curriculum and contact hours. We shall discuss each of these areas individually.

- i) One of the major lessons that can be drawn from the NFPE model is that part time paraprofessionals can make good teachers for the lower grades of primary school. The programme has provided intense and continuous training to these teachers. The results to date have been very encouraging. It can be argued, therefore, that higher qualifications alone do not ensure better teachers, and weaknesses have to be addressed by continuous training. 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. 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.
- ii) The initiatives in training related to Math and English for Grade IV are described in detail below, in Outcome Three. A number of initiatives have been carried out, however, for upgrading the skills of teachers. Preliminary results indicate that, first, as far as Math/English trainers are concerned, they need to be familiar with the concepts provided in the primers, and they must be very good communicators. Second, the language that trainers use to disseminate their knowledge to teachers has to be simple and detailed. Third, all training has to be supported by material that teachers can easily follow. Fourth, teachers have to be comfortable with this group of trainers so that they can easily go to them whenever they have a problem. Therefore, the same trainer or trainers will meet with teachers on Math/English. Fifth, trainers have to be specialised. In every team office there will be some for Math and some for English. The important issue here is that tests are constantly carried out to identify what works and what does not. Lessons from previous training sessions are now being used to design and develop new training modules. We strongly believe that this mechanism of test/change and integrating lessons into training is very much needed, and that it will result in an increased standard of training.
- iii) A new set of primers and teacher support materials will be developed for Mathematics for Grades IV and V. Effort will be made to develop the

Grade four/five 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 science 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. This has posed a greater challenge for material developers. Since BRAC school children are accustomed to an activity based child friendly system of education much of the task now is to design teacher support materials and supplementary books related to NCTB primers in social studies and science for the two grades. The logic being that materials developed by NFPE will maintain the activity based approach and assist children in making the transition to the formal school curriculum less drastic. This will also provide all students the opportunity to receive scholarship through examination. Finally, being familiar with the content and information of government texts will certainly be useful for those who continue in secondary schools. Activities related to concept mapping, semantic mapping, story mapping, developing life profile of authors, creative writing that have been tested in CLIP schools will be introduced for Bangla. The purpose of introducing these activities is to find out whether they enhance the comprehension of prose and poetry, and improve creative writing skills.

- iv) A concern relates to whether nine months duration for Grades IV and V is justified, considering the rigour required by learners to achieve at this level. It was decided that in NFPE schools the 48 months will be distributed as follows: Grades I and II will be nine months each and Grades III, IV and V will be ten months. However, in the last two grades the class will meet for three-and-a-half hours each day instead of three hours. The contact hours will substantially increase for this reason. The contact hours will be 2,470 for three years (BEOC schools) and 3,380 for four years (NFPE schools).
- v) The decision to extend the NFPE school cycle up to Grade V gives rise to concern about co-ordination between the government and BRAC. Some may feel that if BRAC covers the entire primary school cycle, there will be little interaction with the government primary education system. In fact the decision to extend the NFPE school cycle was a direct result of government intervention. The National Plan of Action indicates that,

“With the phenomenal increase in enrolment in primary schools and increasing retention without the commensurate increase in physical facilities the possibilities of lateral entry in higher grades of primary school will be saturated, the NGOs should, therefore, make provisions to carry the children through the equivalent of Grade V in their own learning centres.” (pg.37)

There are other references in this policy paper which indicate good opportunities for strengthening the relationship between government and NGOs. For example,

“Develop a mechanism for co-ordination of training activities, of teachers, of project personnel of NGOs with that of DNFE and also the Department of Primary Education, to ensure a minimum standard of teaching, supervision and assessment of competency.” (pg.37)

Preliminary discussions with government suggest that there is a broad scope for sharing BRAC's experiences of upgrading teachers' skills for Grades IV and V. And there have been many recent indications of improved interaction between the two sectors. This has been indicated in the first part of this proposal. (See also Chapter 5, below)

*Appraisal Mission Comments: The Expansion of NFPE to cover Grades IV and V*

BRAC's staff is not unaware of the potential difficulties inherent in this expansion. The Appraisal Team feels however that they have taken responsible and measured steps to respond quickly to a definite demand from parents and also request of the Government.

1,000 schools are now educating their NFPE children up to Grade 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 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 with 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 the commitment of trainers and supervisors, materials expand from existing BEOC materials and specialist training from MTs give a fair chance of success.

Work is carrying on intensively to produce current materials and support for teachers, particularly in Maths and English. These will include AV materials to support these subjects. The work on improving the textbooks and supplementary materials for supporting Maths and English, undertaken by the MDU group, the IRI and the CLIP programmes will gradually feed into the training of teachers for this task. The experimental work being done under CLIP which is resulting in accelerated learning allows CLIP staff to confidently predict that teachers and children will be able to achieve highly in the given time when they are supported by CLIP supplementary materials and training in new methodologies.

The training is not envisaged as a once for all training. It is likely to be on going and one of the most powerful features of NFPE training is the monthly Refreshers Course at the team office. Teachers claim that they learn a lot in these interactive sessions where they try out materials for themselves, teach one another and share problems and solutions. Certainly field visits of training and refreshers courses support a view that the interactive nature of these courses is likely to deal with any difficulties that teachers find.

A range of measures is in hand for supporting teachers who experience difficulty. These include :

- Pairing of a weak teacher with a nearby teacher who will share Maths teaching and receive an additional Tk 100 for doing this
- Use of suitable Resource Teachers trained as MTs to support teachers in their area
- Bringing in another teacher at Grade Iv and V and letting the original teacher start up in another new school
- Considering the possibility of subject peripatetic teacher/s in a particular area

#### *A Change in Focus: Increase in BEOC schools*

“The situation of this group (adolescents) is very sensitive because of their psychological transition from childhood to the threshold of youth and adulthood, and their imminent entry in the labour market. They have missed the opportunity of primary education and if nothing is done for them now not only will they 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.” (National Plan of Action, pg.38)

It has been decided to increase the percentage of BEOC schools somewhat, from the current ratio of 27% of the total except ESP. The precise ratio cannot be calculated at present, but it is unlikely to exceed 35%. The fact that 85% of BEOC students complete the course, and approximately 84 % of BEOC graduates enrol in Grade VI of the formal schools is an indication that student demand and commitment is high. (Pressure has also been applied by parents of these children.) The dropout rate in this age group is higher than the NFPE age group (14 % as opposed to 6 % in NFPE), the main reason is early marriage and increased responsibilities at home. Experience indicates that it is important to make the class size flexible for adolescents in some areas if they are to be reached, with a minimum of twenty students.

***Appraisal Mission Comments: Expansion of the BEOC Programme***

BEOC has to date proven to be a popular way to reach adolescents especially girls. Plans to expand the programme appear to be very much in keeping with BRAC's overall vision. If the BEOC schools did not exist one suspects this target group would not receive any education. Considering the age group BEOC targets, these children fall into the category of "non starters" or "dropouts" from the formal system. With over 50% of the population illiterate any initiatives to reduce that figure are welcome. In 1996, 58% of children past primary school going age were found to have been enrolled in school. The Appraisal Team recognises that providing good basic education to this age cohort before they reach adulthood is not only a more effective way to tackle illiteracy but in effect offers "second chance" opportunities to these young people to reconnect with the formal education system.

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 avail of a range of other opportunities. In many respects the BEOC programme is a pivotal activity within BRAC's overall development portfolio. It is firmly located within NFPE but has strong links with both the RDP and HPD programmes. The existence of the BEOC schools makes it possible for both programmes to reach young people. This in turn facilitates the integration of 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.

***The quality of BEOC schools***

Children within the BEOC programme have scored well on achievement tests. In December 1997 a test was administered to students in 400 NFPE schools and 100 BEOC schools, all of whom had completed grade III. BEOC students achieved higher scores in Social Science, Mathematics and English. NFPE students scored marginally higher in Bengali.

Notwithstanding the differences between both systems (namely the age of the students and the shorter BEOC cycle), it would appear from these findings that the learning that goes on within the BEOC programme is comparable with NFPE. The recruitment criteria and initial training is similar for teachers within both programmes, and the on going training, while separate, is similar in content and regularity.

The plan to expand the BEOC programme has no implications for the numbers of teachers in the system. Structures and procedures are in place for recruiting and training teachers and for siting and supervising schools. The Appraisal Team is satisfied that this solid infrastructure provides a sound base that can be adjusted and fine-tuned as need arises but does not require major overhaul.

***The demand for BEOC schools***

According to BRAC staff the need for BEOC schools is determined through the annual surveys carried out in each village within BRAC's catchment

areas. These surveys are conducted in September in new areas and in October/November in areas where programmes are already operational. As part of the survey at least two to three meetings are held with the community members. It is through these meetings that the level of demand can be compared with the apparent needs. All meetings are minuted and a summary of the issues raised and any conclusions or decisions are fed into the monitoring system by way of PO, TIC and Area Manager reports. Decisions regarding the number and type of schools to be opened each year are made at the monthly meetings of the 65 Area Managers at the Dhaka Office. At these meetings information relating to the potential take up of school places for each type of school, capacity within the area to operate the proposed number of schools and other operational constraints or opportunities are taken into account when making decisions. In the opinion of the Appraisal Team these feedback procedures are appropriate to ensure that questions pertaining to demand at community level and capacity to meet that demand are adequately addressed.

*The specific needs of BEOC learners*

Because of the age group served by the BEOC schools issues to do with physical development and gender specific social roles have been included in the curriculum since 1993. The first textbook was designed specifically for girls. In 1995 it was revised to take account of the fact that boys were also entering the BEOC system. A study conducted in 1998 indicated that BEOC graduates were generally better informed on health related issues than their peers who had not been exposed to this information. In light of the findings it is planned to further develop the text during Phase III. The findings from the pilot FLE (Family Life Experience) course offered through the HPD will also be taken into account during the revision process.

*Changes in male/female ratios*

The proposed reduction in girls' participation from 70% to 60% appears to be based on a desire to respond to an evolving situation in the field. In areas where BRAC has been active the girls have had opportunities but the boys have not and parents are anxious that they be included. A 1997 study on trends in enrolment in both formal and non formal primary schools among 6 to 15 year olds living in rural villages noted that enrolment rates were dropping since 1995, particularly for boys (Hadi, 1997). In light of these considerations the Appraisal Team is satisfied that the reduction is not unduly significant but would be anxious that the 60:40 ratio be maintained as a bottom line.

### **3. Activities in Phase III**

Villages will be surveyed and learners and school sites selected accordingly. POs will be deployed to supervise schools. At least 50 % of the POs will be women. Students will be selected for schools. (The class size for NFPE has been calculated at 32.8 because urban NFPE schools have 30 students. All NFPE rural schools have 33 students each. BEOC schools and Educational Support

Schools [ESP] have 30 students). The policy will be to enrol 60% girls. However in areas where schools have been operating for more than one cycle, many of the girl dropouts will have gone through the BRAC system and there may be a need for some catch up on the part of boys from the poorest families. In such cases the ratio may be relaxed somewhat, although no significant overall change in the girl boy ratio is foreseen.

Rented schools will be 360 square-feet each, and will be less than one kilometre away from the students' houses. Office space will be rented. 34,000 school management committees will be formed. School supplies and learner supplies will be provided to all schools. Monthly parent meetings will be organised. The inclusion of Grades IV and V in the NFPE model will be discussed among other issues. All POs will closely monitor the progress of schools through weekly supervision visits. While close interaction will be maintained between NFPE and RDP, linkage has to be established with formal schools (there will be interaction with secondary schools).

*Appraisal Mission Comments: Conclusion*

BRAC is taking all necessary measures to ensure that the best possible teaching is given to children entering classes VI and V. New materials are in the process of development for class V. More importantly, in long-term planning, the programme initiatives of IRI and CLIP are likely to produce quality materials to support this expansion and in a particular CLIP materials will support Government textbooks making transfer to formal school easier.



## **OUTCOME ONE – TABLES**

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### **Notes to Tables:**

**NFPE:** Non Formal Primary Education Model.

**BEOC or KK:** Basic Education For Older Children Model.

**EDP:** Education Development Programme Model.

**Closed Schools:** When an **NFPE** or **BEOC** school completes its cycle, then its known as a **Closed School**.

**Reopened or New Schools:** When **NFPE** and/or **BEOC** schools close down after completing their respective cycles, the same number of schools starts their operations, either in old areas (with old schoolrooms and teachers) or in new areas, and they are called **Reopened or New Schools**. The aim is to keep the total number of schools constant or constantly at 34,000. But while re-opening the number of **NFPE & BEOC** schools might not be identical to the schools closed down, because adjustments had to be made to keep the total number of **BEOC** schools above 30%.

**NFPE Graduates:** **NFPE** students start school between the ages of 8 and 10. The students completing 5 grades in 4 years **NFPE** school cycle are called the **NFPE Graduates**. From the end of 1997 onwards, 1000 **NFPE** schools have been piloted up to the grade V. The students will complete these 5 grades in 4 years. The duration of each **NFPE** year is as follows:

9 months + 9 months + 10 months + 10 months + 10 months = 48 months

**KK or BEOC Graduates:** **KK** students start school between the ages 11 and 14. Students completing 5 grades in 3 years in the **KK** school cycle are called the **KK Graduates**. The duration of each **KK** year is as follows:

6 months + 7 months + 7 months + 8 months + 8 months = 36 months

**ESP Graduates:** The **ESP** students start school between the ages of 8 and 10 and follow the **NFPE** curriculum. The duration of each **ESP** year is as follows:

12 + 12 + 12 = 36 months

**NFPE & KK Ratio:** Among the 31450 **NFPE & BEOC** schools, the percentage of **KK** school is always a little over 30% and **NFPE** schools a little less than 70% as mentioned earlier.

**TABLE I : Schools in operation according to Grade  
(NFPE, BEOC and ESP combined)\***

September 1998

Grades	Year 1999 (Jan-March)	Year 2000 (Jan-March)	Year 2001 (Jan-March)	Year 2002 (Jan-March)	Year 2003 (Jan-March)	Year 2004 (Jan-March)
Grade-I	10,912	3,264	13,392	10,506	10,102	4,735
Grade-II	7,457	7,768	595	9,682	7,344	7,250
Grade-III	12,962 (7719)	10,601 (595)	10,437 (1025)	4,305 (930)	12,844 (595)	10,196 (1025)
Grade-IV	2,669	12,367	9,576	9,507	3,710	11,819
Grade-V	(3193)	(2669)	(12367)	(9576)	(9507)	(3710)
<b>Total</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>

\* Details are given in Annexure B

**Note:** The figure in parenthesis indicates the number of schools completing cycle. The same number of schools will be reopened during the same quarter which are shown in the row of grade I. Please note that, under column 2 (Jan-Mar '99), the number of schools closing down is 7,719 in grade III and 3,193 in grade V making a total of 10,912. The number of schools reopened in the period Jan-Mar 1999, in grade I is 10,912 which is equivalent to the number of schools closing down. Therefore to avoid duplication of numbers, either the numbers in grade I or the figure shown in the parenthesis, should be ignored while calculating the total.

**TABLE 2 : On-going schools according to type of school and number of learners in Phase III**

September 1998

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners
NFPE	21,955	720,124	21,955	720,124	21,927	719,206	21,909	718,615	21,726	712,613	21,726	712,613
BEOC	9,495	284,850	9,495	284,850	9,523	285,690	9,541	286,230	9,724	291,720	9,724	291,720
ESP	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500
<b>Total</b>	<b>34,000</b>	<b>1,081,474</b>	<b>34,000</b>	<b>1,081,474</b>	<b>34,000</b>	<b>1,081,396</b>	<b>34,000</b>	<b>1,081,345</b>	<b>34,000</b>	<b>1,080,833</b>	<b>34,000</b>	<b>1,080,833</b>

**Note:** This table also indicates the year-end position. The average enrolment in NFPE schools is 32.8. The average is calculated considering that Urban-NFPE schools have 30 learners rather than 33. Please note that, under column 2 (Year 1999 Jan-Mar) NFPE has a total of 720,124 learners in 21,955 schools, which is equivalent to 32.8 learners in each school. BEOC and ESP schools enroll 30 learners each. Again please note that, under the same column, (Year 1999 Jan-Mar), BEOC has a total of 284,850 learners in 9495 schools, which indicates each school has 30 learners. Also under the same column, ESP has a total of 76,500 learners in 2,550 schools, which indicates that each school has 30 learners.

**TABLE 3 : Schools reopened and student enrolment in Phase III**

September 1998

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment
NFPE	6,838	224,286	0	0	8,657	283,950	6,414	210,379	6,655	218,284	0	0
BEOC	3,144	94,320	2,669	80,070	3,710	111,300	3,162	94,860	2,852	85,560	3,710	111,300
ESP	930	27,900	595	17,850	1,025	30,750	930	27,900	595	17,850	1,025	30,750
<b>Total</b>	<b>10,912</b>	<b>346,506</b>	<b>3,264</b>	<b>97,920</b>	<b>13,392</b>	<b>426,000</b>	<b>10,506</b>	<b>333,139</b>	<b>10,102</b>	<b>321,694</b>	<b>4,735</b>	<b>142,050</b>

Note: Average class size of NFPE is 32.8, and of BEOC & ESP is 30.

Please note that student enrolment is calculated on the basis of this ratio. For example, in the column under (Jan-Mar 1999), 6838 NFPE schools will be reopened, therefore student enrolment will be  $(6838 \times 32.8) = 224,286$ . The same applies in the case of BEOC & ESP schools.

**TABLE 4 : Schools completing cycles and number of graduates in Phase III**

September 1998

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates
NFPE	7,789	229,931	0	0	8,685	256,381	6,432	189,873	6,838	201,858	0	0
BEOC	2,193	59,211	2,669	72,063	3,682	99,414	3,144	84,888	2,669	72,063	3,710	100,170
ESP	930	26,505	595	16,958	1,025	29,213	930	26,505	595	16,958	1,025	29,213
<b>Total</b>	<b>10,912</b>	<b>315,647</b>	<b>3,264</b>	<b>89,021</b>	<b>13,392</b>	<b>385,008</b>	<b>10,506</b>	<b>301,266</b>	<b>10,102</b>	<b>290,879</b>	<b>4,735</b>	<b>129,383</b>

Note: Average class size of NFPE is 32.8, and of BEOC and ESP is 30

Retention rate : NFPE & BEOC = 0.9, ESP = 0.95

Please note that, the retention rate in NFPE is also 0.95. BEOC's retention rate is less than that of NFPE due to more drop-outs, this reduces the average retention rate to 0.9.

**TABLE 5 : Schools collecting fees from the learners**

September 1998

Year	Number of Schools	Total Learners	Learners Paying Fees (80% of total Learners)
1999	13270	435256	348205
2000	13270	435256	348205
2001	21927	719206	575365
2002	21909	718615	574892
2003	21726	712613	570090

**Note:** The number of reopened NFPE Schools in 1998 was 6,432.

Note that from 1998 onwards, the NFPE learners have to pay 5 taka per month towards their materials cost. But the percentage of learners expected to be able to pay the fees is 80%, the remaining 20% fall in the category of the children from the poorest families. In cases where there is more than one learner from the same family, the fee will be collected from one learner only.

In 1999, there will be 13,270 schools, with a total number of 435,256 learners.

Fees will be collected only from the 80% of the total learners i.e. 348,205 learners.

## OUTCOME TWO

### **Outcome Two:**

Overall NFPE delivery will be significantly improved, serving as a model within Bangladesh as well as abroad.

### *Verifiable Indicators*

- Innovations related to improved learning achievement experimented in CLIP will be mainstreamed
- There will be 400 Master Trainers in each NFPE area by 2004
- At least 70% of the teachers will have been trained by Master Trainers and/or Resource Teachers by 2004
- 90% of the staff will have been trained by Master Trainers by 2004
- By 1999, 95% of all refreshers will be conducted by trained staff
- a system of grading Master Trainers, staff and teachers, by subject, will be in place by 2004
- 500 Resource Teachers will be in place by 2004
- At least 20 training sessions will be provided to 50% of Resource Teachers on pedagogy and classroom management by 2004
- Each teacher will receive a total of 100 days of training over the NFPE school cycle and 90 days of training over the BEOC school cycle
- System of developing Master Trainers from teachers will begin

\* See also verifiable indicators under EDU.

### **Problems encountered in Phase I and II and strategies implemented**

(i) Certain materials related to Math and Social Studies in particular needed to be revised. There was a need to make the Math primers simpler, with more illustrations in order to make it child friendly. Math primers also needed to have more scope for children to practice what they have learnt and finally problems needed to be designed in a manner that children would enjoy. With Social Studies the proposed changes were two fold. The first was to include important topics relating to home gardening, gender balance, knowledge of ethnic minorities in the country etc. The second problem area of change was directly related to using better illustrations and activity based workbooks for the children to work on.

*Strategy: Math and Social Studies curriculum was revised*

(ii) Changing the materials was not enough. In spite of providing activity-based books, there were still problems in schools. Although all these primers had detailed teacher's guide books, much of the problem at this stage was related to a lack of understanding as to exactly how the materials were going to be used in schools. The social studies team made some progress to resolve this problem. Teachers involved in the pilot tests were selected and asked to demonstrate in front of the camera. Those who were excellent communicators and not self-conscious in front of the video camera were selected for the audio-visual. This film showed certain techniques such as story telling, how to involve children in group work, how role-play can be used etc. The programme demonstrated that although audio visual material certainly proved useful, the major problem was to change the style of training. Training had to be simple, using the language that teachers use. It had to be relevant and directly related to the books. Teachers had to have a clear understanding of the new primers.

In 1997, the programme decided to pilot a scheme with 1000 schools which would cover Grades IV and V. However, since research evidence to date (Akter, S. 1996; Khan and Chowdhury, 1992) indicates that BRAC graduates under perform in English and Math on entry into formal schools

*Strategy: Effort was made to change the style of training. It was considered relevant to prioritise Math and English in planning the training of trainers. The module and content of the training course was tested on teachers before being finalised. Therefore, a few sessions were conducted with teachers and RTs.*

(iii) The material development unit required links at the field level. This meant that MDU needed first hand information from the field on issues such as how children and teachers respond to materials, the initial impact of training, the trends indicated by school observation, and so on. This information had to be collected and discussed with material developers. Although the procedure for this type of exchange was there, a need was felt for managers who could concentrate only on the qualitative side, and who would essentially assist the MDU in bringing about a decentralised system of expertise in the field. A major task of these individuals would be to take decisions based on their research, for example does a particular weakness in Math exist in the cluster of schools related to one team office? If it exists in more than one team office then what should the strategy be? Should it involve a workshop for all staff or just those staff who are trainers in Math? Should the workshop be for teachers and staff or just teachers? Who will be the trainer?

*Strategy: The concept of a Quality Manager emerged. Seventeen QMs were selected.*

(iv) While making an effort to change the style of training, it was clear that more interaction between staff/RTs involved in school operations and material developers was critical. Those who were directly involved in school operations - teachers, RTs, POs, TIs had to have a clear understanding of why new books were being developed, what was included in the material, why was it activity based, what



was the purpose of providing the content in such a manner, what material developers were expecting the children to learn etc.

*Strategy: Material developers were involved as trainers. Interaction between material developers, QMs, MTs, RTs evolved. One of the strategies in training was to know every trainee by name and by the name of the team s/he came from. The assumption being that rapport between trainer and trainee is essential in a training session. The first step of this rapport building exercise was to know the participants. Interaction between material developers and field staff developed. This was essential for selecting Master Trainers.*

(v) Changing the style of training and providing teachers with opportunities to be flexible meant that teachers and staff would need assistance on an ongoing basis. It was considered realistic and logical that this assistance should be provided by people who were also involved in school operations. However, much of the task at this stage was identifying people who could play the role of the "expert".

*Strategy: It was clear from the participants that not everyone is a natural communicator. In fact, there is a distinction between knowledge of a subject and being able to communicate concepts of that subject to others. The concept of Master Trainers emerged. Individuals found able to communicate, more articulate, and confident were developed as MTs. MTs were developed for Math and English.*

(vi) It was important for the programme to identify the resources and the standard of staff involved in school operations. More over, it was thought that TIs, who were responsible for the individual teams (70 schools on average) were extremely important for the programme since they are the decision makers for the cluster of schools. Therefore, TIs and other staff required careful screening based on a set of indicators.

*Strategy: QMs were responsible for assessing the quality of staff in each team office. Moreover in training each participant was graded.*

***Appraisal Mission Comments: Institutional Management and Development***

On the basis of successes and identified weaknesses in pedagogy in Phase I and II BRAC intends to move towards further quality improvement in pedagogy and management in Phase III. A sustainable system of delivery and supervision for education has been created and proven to work on a large scale and now BRAC intends to create depth and quality in its educational materials and training. Most importantly BRAC intends that this quality improvement and expertise should be decentralised to the field.

The BRAC education team plans to achieve this quality improvement through the development of a core team of primary education experts who

can concentrate on curriculum development and the development of quality training and materials in a context of improved evaluation capacity. The dissemination of expertise and knowledge would be achieved through increased expertise in subject content, methodology and training at regional and area level. The development of a wider educational research capacity, particularly for qualitative research, and the increased use of process evaluation and feedback into planning and pedagogical innovation will support this development and aid in dissemination of quality improvement. The inclusion of primary stakeholders in the participatory evaluation process will be an important part of continued empowerment of women at village level.

The Materials Development Unit and the newly appointed Quality Managers at central and regional level will be the means through which this improved quality in pedagogy will be managed. The screening of teachers and staff has identified suitable people to become Master Trainers who will ensure that quality improvements are delivered to the teacher through good training. A number of key management decisions will move forward this process of developing quality components at all levels. This will result in:

- Increase of educational expertise in curriculum, materials and training
- Decentralisation of expertise to the field
- Development of educational research to support innovation
- Development of process evaluation to feedback into development
- Quality improvement in training materials and processes
- Quality improvement in classroom materials and processes
- Community development

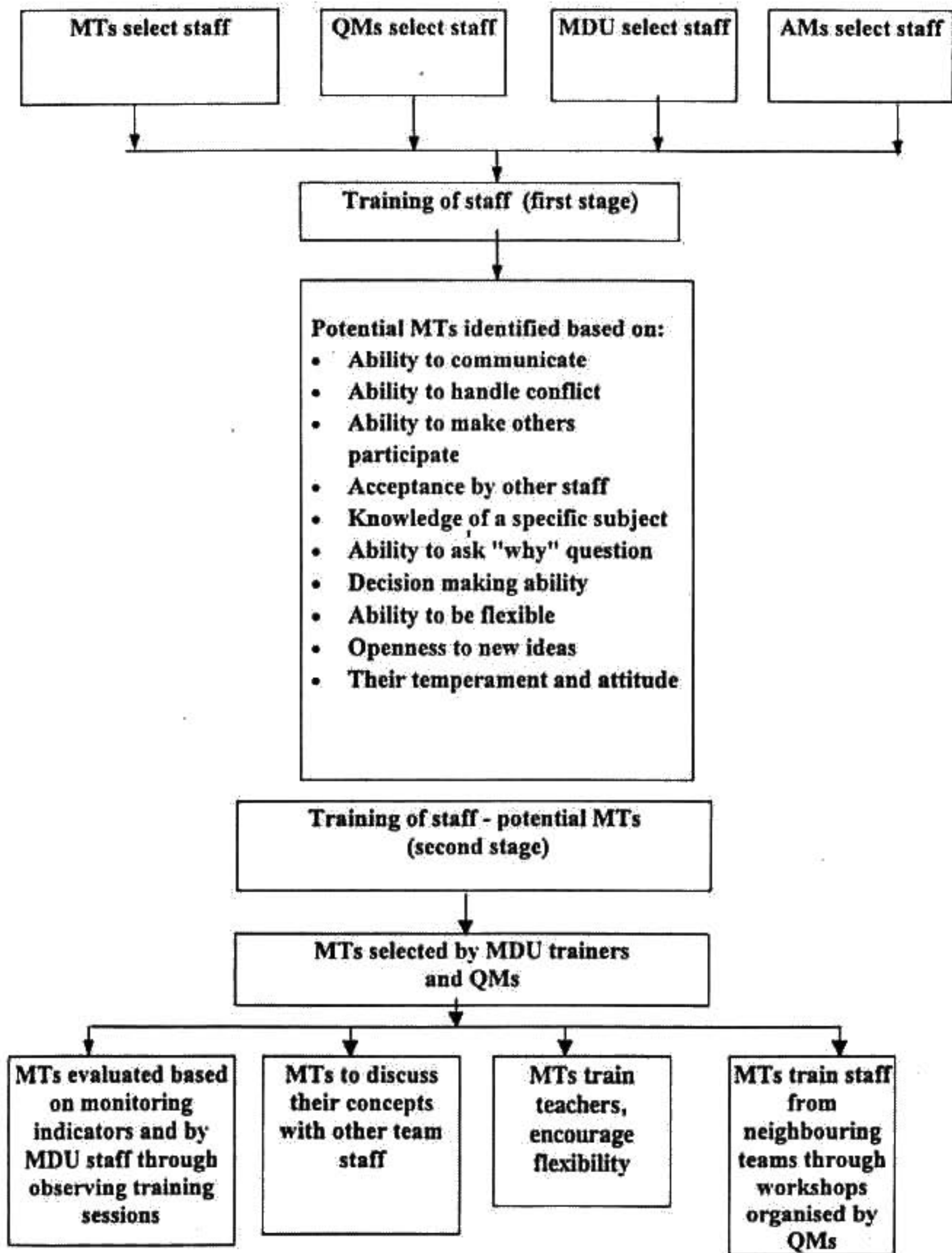
### **The Master Trainer (MT)**

To date the Master Trainers that have been selected are TIs and POs. The next few sessions will include RTs. And it is hoped that a large number of Master trainers will come from the group of RTs. The MT has to be someone who is directly involved in school operations. This is because 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. This was specifically focussed upon in the training. They need a clear understanding of which techniques work better in the classroom.

The criteria for selecting MTs are: The indicators for selecting MTs are related to subject content, skills related to communication, class control, decision making ability creativity and so on. For example: How much does s/he know of the content? How does the person communicate with others? How does s/he demonstrate a lesson? How does s/he handle conflict? Is s/he flexible and open to new ideas? Does s/he encourage participants to be creative? Does s/he make others participate in class? How well is s/he accepted by others? Is s/he confident? How much common sense does the person use through out training? Does s/he ask the

right kind of questions? The criteria mentioned above 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. Equally important is the fact that the MT has to encourage flexibility and therefore has to be adaptable to the needs of teachers.

## Process-Indicating Development of MTs



### ***The process of selection***

Names of participants are provided by QMs, AMs, and by other MTs. MDU staff also select from their field observations. The first criteria of selection is, irrespective of the supervisory level: who will be a good communicator and will be well accepted among teachers? Each participant initially has around five days of training with MDU. This training is based on the primers. Those who demonstrate some of the attributes mentioned above are called for a second training session. This session concentrates on the skills that are expected from the MTs such as communication skills, presentation skills, temperament, common sense, subject knowledge etc. 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/five months they are supposed to meet with staff who are responsible for training of English and Math in other teams under the administration of one AM. If necessary the MT will observe the refresher course of a staff of another team office and assist in training. In addition MTs are responsible for disseminating information related to the proposed changes and for indicating the new style of training related to Math and English in all workshops organised by QMs. MTs will be responsible for developing MTs from teachers so that every team will have MTs in future.

### ***Evaluation of MTs***

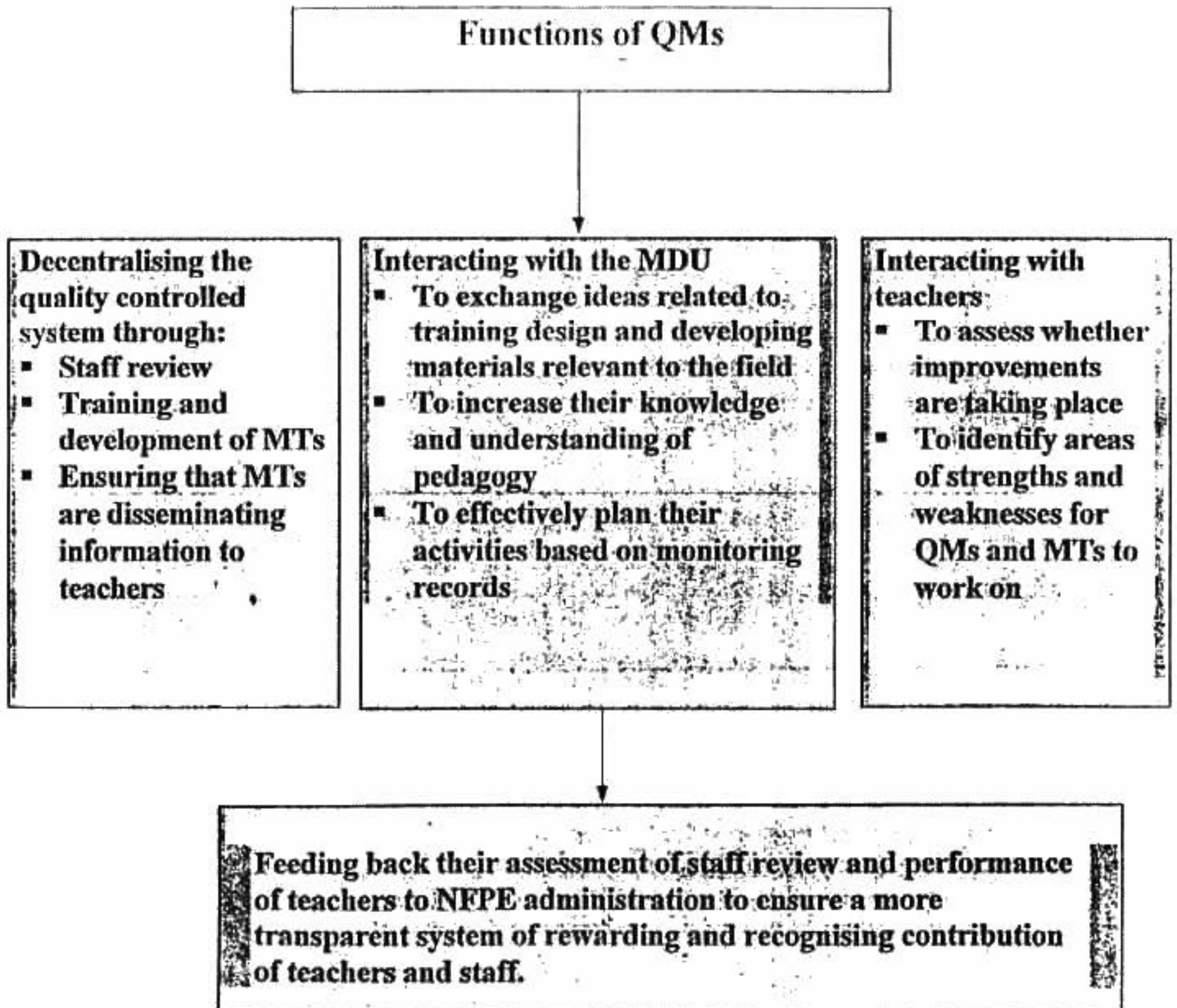
In addition to the regular monitoring of schools all monitors were given a task of observing teacher training sessions of individuals being trained by MDU and of MTs in particular. The initial training sessions of a sample of MTs have been observed by MDU staff. Monitors have been provided with new indicators based on the training. RED has been asked to evaluate the effectiveness of teacher training. The objective of the study will be to determine whether MTs have been effective in disseminating the contents related to the new style of training to teachers. The study will examine the effectiveness of this dissemination on teachers of Grades IV and V.

### ***Future Planning***

So far there have been around 90 MTs for English and 90 for Math. The strategy is to have at least 4 i.e. two for English and two for Math, in each NFPE area (for 7 teams on average). MTs will be developed for Social Studies as well. RTs will be trained for Social Studies. In addition MTs will be developed in the area of language after lessons from the CLIP pilot are finalised. Therefore in the future there will be a total of 6 MTs for each NFPE area (66 areas with 6 MTs for each area having 7 teams on average). This is still a transition stage. Ultimately over this phase MTs will be developed from teachers and there will be MTs in every team office.

## The Quality Manager

At present there are seventeen Quality Managers. Each is responsible for an average of four NFPE areas (between 25 and 40 teams depending upon the size of the area). The role of the Quality Manager (QM) emerged as the need became apparent for establishing links between MDU and staff directly engaged in school operations. Staff have been selected who have valuable experience of the field and have received training in pedagogy. Eight Master Trainers were also chosen for their outstanding performance in the field. Although the role is relatively new and still in the process of being finalised, the following can be listed as the major functions that they carry out



## **Functions**

### ***Facilitate in Decentralising of Expertise***

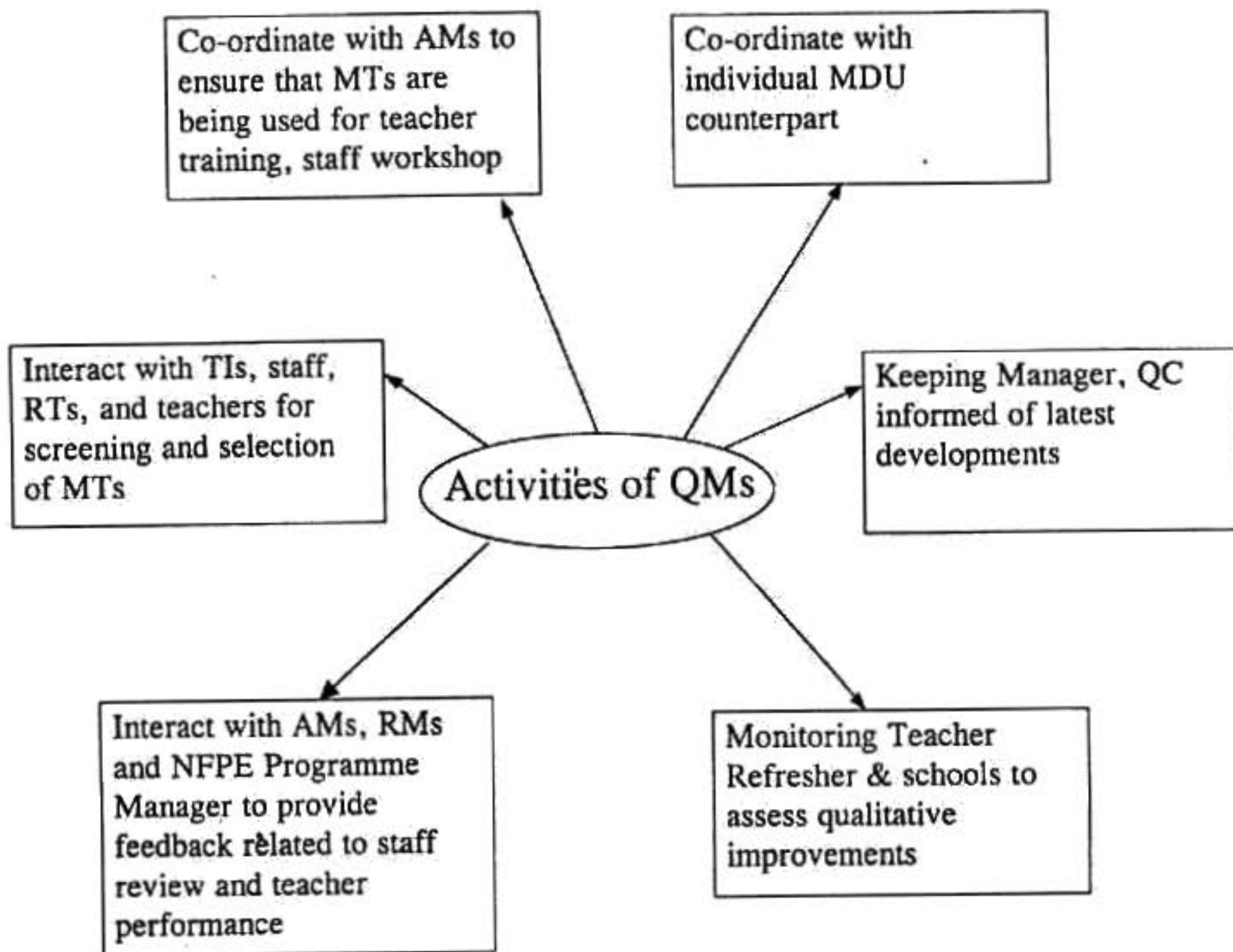
One of the most important functions of the QM is to coordinate the work of RTs and MTs. This means that on the one hand they have to identify individuals who are capable of becoming RTs and /or MTs, and on the other hand they have to coordinate the work of existing RTs and MTs with the respective AMs. The process of staff appraisal (RTs, POs, TIs) was started. QMs met with individual TIs and discussed about staff performances and expertise of staff. The purpose of this exercise was to identify persons who were capable of becoming MTs for English and Math. This information was discussed with individual AMs. And lists were prepared of participants who would receive initial training on Math and English in Dhaka. The QMs were the main source of identifying individuals they considered potential MTs. After training the grades of trainees were discussed with QMs and the selection was finalised. The QM is responsible for ensuring that skills of RTs and MTs are shared with other staff. Therefore, once MTs were developed QMs had to organise workshops for other staff in their area so that staff in each of the team offices were familiar with the new methods of teaching. As a result on average six such workshops have been organised and coordinated by individual QMs and AMs in each of the 17 QM areas. The QMs being skilled trainers, and many of them MTs takes the role of a trainer if necessary.

QMs are responsible for identifying and analysing the standard of TIs. Because the TI plays an extremely important role in the functioning of a cluster of schools (70 on average), it was considered critical to have an understanding of the strengths and weaknesses of individual TIs. To achieve this the QMs have started an exercise based on indicators such as, \* Is the TI a good communicator? There could be five combinations; A good communicator and tries hard, a good communicator and shares her/his skills with other staff, a good communicator but does not share her/his skills with others, not a good communicator but tries hard, a good communicator but does not make an effort. The other areas that have been identified are related to the TIs understanding of the curriculum, management issues such as motivation and delegation of work, behavioural issues and so on. However, assessing the quality of staff and organising workshops with MTs is an ongoing process. Therefore, these processes will continue as long as required.

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

All MDU staff have been paired with each of the QMs. The purpose of this was to increase one's understanding of the other. The QMs and their MDU counterparts have been provided with information from monitors so that they can discuss who could be MTs, performance of MTs, how many workshops are necessary, on which areas the workshop should concentrate on, etc. Moreover, QMs meet with their MDU counterparts every month and make a workplan. MDU staff attend some of the workshops or the meetings that are held at the field level with the corresponding QM. MDU staff are also involved when QMs prepare lists of participants for training. And finally, once training is finalised and trainees are graded they jointly decide on the selection of Master trainers.

### Activities of 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 recommendation is also provided to the AM. The QM is at liberty to organise training whenever s/he decides depending upon problems identified in schools.

### ***Assisting in Staff Assessment***

Since the QMs visit schools and are responsible for ensuring qualitative improvement, it is considered important that their feedback is shared with administrative staff so that able staff are rewarded. For this purpose QMs meet with Regional Managers and the Programme Manager during the monthly meeting with Manager QC.

### ***Appraisal Mission Comments: Capacity of BRAC to Handle Proposed Developments and Expansion***

Expansion is planned for Phase III in both width and depth. The intention to expand the NFPE classes to include Grade IV and V curriculum is a considerable expansion in terms of both capacity and outreach. There are implications here for the place of BRAC vis a vis the formal Primary Education system, for future developments and the place of non-formal education in the long term in Bangladesh and for the capacity of NFPE's trainers and teachers to deliver an expanded curriculum.

Additionally expansion is intended to achieve a depth of quality in curriculum materials, training and learning that will help teachers and learners to develop classroom processes that are flexible, reflective and effective. The present situation, both as described in papers and books and as observed in field visits, is of friendly, well-organised and active classrooms in which teachers and learners pursue clear goals in a well-structured format. This itself, in the context of Southern countries, is a remarkable achievement and it is because of this foundation of clarity, organisation and supervision that the Appraisal Team feels that the proposed expansions are not beyond the capacity of BRAC to deliver. In particular the motivation of children and teachers and the hard work of supervisors and trainers would indicate both willingness to develop and the potential to create quality improvement.

The proposed EDU, which will drive the quality improvements, will also create the means through devolved and participatory evaluation activities, to involve teachers and parents in reflective processes related to quality in pedagogy. Parents taking part in participatory evaluation could make important contributions to the development of school management committees and planning for school improvement.

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

The BRAC education team has already begun the process of developing

new management structures to support quality improvement in NFPE. The ESU's mission to increase expertise in primary education and the potential for increased discussion and alternative views will be crucial to the proper development of the Quality Managers. The QMs will themselves need exposure to primary pedagogy and on-going opportunities for training and research activities. This will then create a decentralised team of experts capable of responding to and initiating pedagogical activities.

Additionally a team of expert trainers is in process of being created with the selection and training of Master Trainers with particular subject expertise and with proven training ability. It is proposed that each team should eventually have at least one MT in their team.

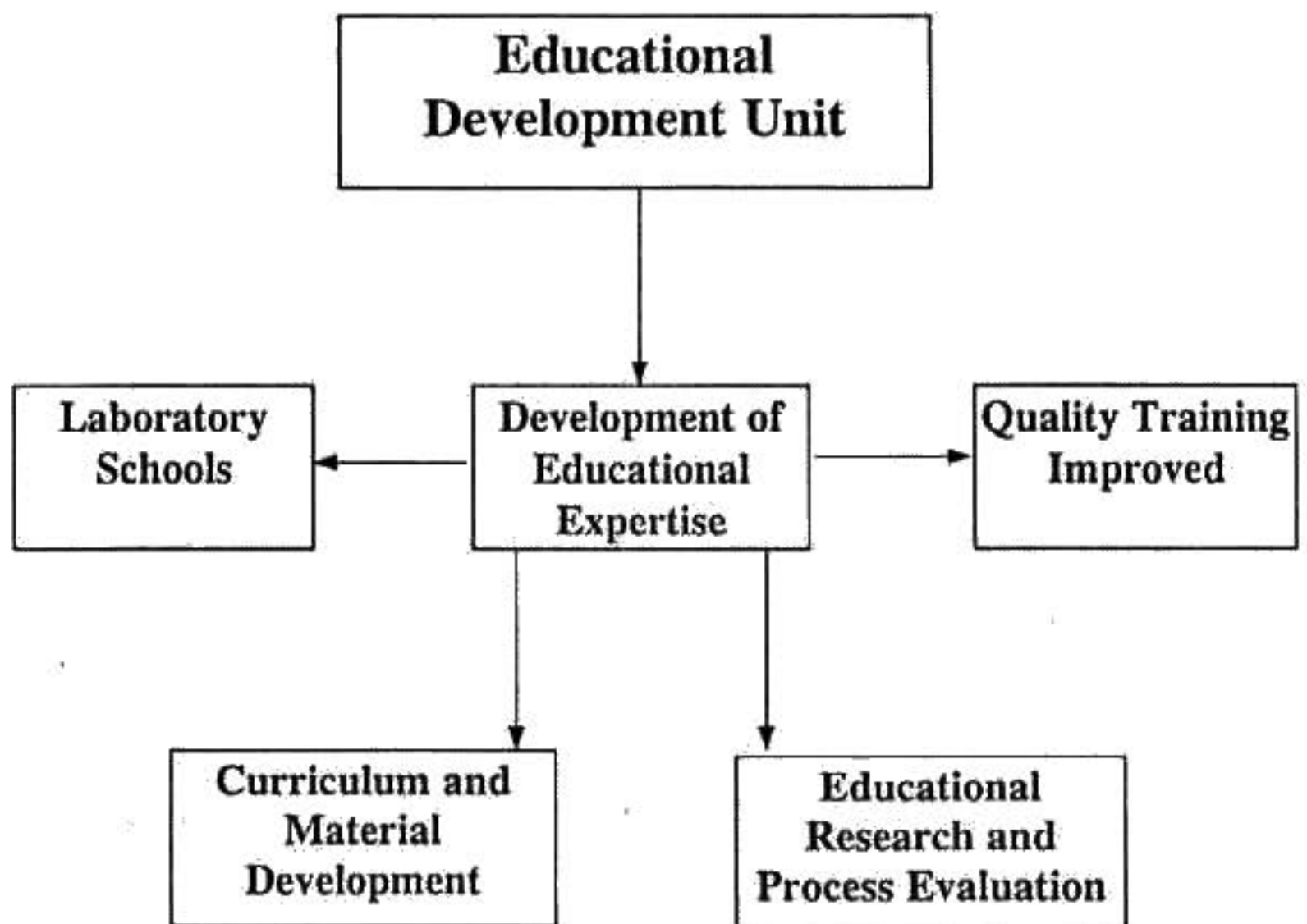
The Resource Teacher, working directly at the interface with the teacher and community, is another valuable resource with the capacity to take on both some community level evaluation and also the support of teachers who have to implement initiatives that will result in improvement in classroom processes.

## Education Development Unit

### Structure

The entire MDU will function as an integrated part of EDU. There will be four clusters within the EDU namely:

1. Curriculum and Material Development
2. Training
3. Research and Process Evaluation
4. New initiative Development



MDU staff will be involved in each of these clusters. A few MTs will be included in the EDU. This is because MTs have gained considerable experience and expertise in training and supervision of teachers. It would add value and relevance if MTs were involved. Some RTs would be involved as EDU staff as well. RTs being excellent teachers themselves would add valuable insight in developing courses for teachers, in designing materials, in carrying out process evaluations in schools. Initially there will be two to three education researchers from RED. Later, however, the education research team of RED would be involved in EDU. It is

premature to mention what links would be made with other Institutes within Bangladesh and elsewhere. EDU would require a number of consultants to work on upgrading the skills and the knowledge of staff (MDU, MTs, RTs, Research staff). Simultaneously consultants would be required to make EDU function to improve the capacity of NFPE staff and the quality of the programme.

The unit would function as a part of the programme. The EDU management would be reportable to the Director of the Education Programme. When EDU starts to function most of the MDU staff would be involved there (\*please note in the budget that EDU will be on rented premises). A few MDU staff would remain in NFPE. NFPE would not require a separate MDU since all of its functions would be carried out through this unit. However, the training function of MDU and the development of MTs would be entirely transferred to the QMs and the MTs in the team level. MTs would be developed from teachers, this would be facilitated by QMs and MTs at the team level. This transfer is necessary in order to establish the decentralised quality controlled system. The QM would closely interact with the Quality Control Manager. The QMs would identify areas for teacher development and staff development that could be provided by EDU for bringing qualitative improvements in the programme. Moreover, the QMs would continue as a link and voice the demands of teachers, MTs, RTs and supervisory staff related to the kind of assistance they require from EDU. Therefore, interaction between QMs, Manager QC and EDU is critical to meet the demands of the programme.

*Appraisal Mission Comments: The EDU as a reflective, learning space*

In essence the role of the EDU was described by staff in terms of creating a *learning space* for BRAC to reflect on its educational experiences. It was felt that the process of reflection would ensure that BRAC's current capacity to deliver services would be augmented by a capacity to offer innovative responses to educational dilemmas.

A number of BRAC staff consulted in the course of the appraisal indicated that they envisaged the EDU playing a key role in creating a more effective and relevant education programme.

EDU would require continued assistance from RED. Assistance from RED would be required for training individuals as researchers, for providing more insight to all EDU staff in terms of contemporary research methodologies, analytical techniques, using qualitative monitoring data for analysing trends and so on. EDU would require liaison with the training division. New ideas in training would be discussed, prospects of incorporating aspects of GQAL into other training courses will be looked into. Moreover, the EDU would also assist the training division by upgrading the skills of NFPE trainers located at TARCs. This has been indicated in the functions of EDU.

The EDU would require independence and flexibility. Over time it would evolve as

an extremely important part of the programme responsible for increasing the quality of the teachers and staff on the one hand and for adding new dimensions on the other, such as: community involvement in education, increasing the capacity of teachers and developing them as councillors for children with special needs, designing educational materials related to human right values, developing materials and designing delivery mechanisms on the issue of child rights. Therefore, if EDU has to perform a quality supply function to the programme then providing flexibility and independence are essential for it to grow.

**Implications of Quality  
Development of Primary  
Education Expertise at EDU**

**Possible areas of  
expertise:**

- Early Years Education
- How children think and learn
- Literacy
- Subject expertise:
  - Maths
  - English
  - Social Studies
  - Bangla
  - Science
  - Audio-visual Aids
  - Vocational Studies
  - Research and Evaluation

- Staffing Review
- Audit of existing educational capacity
- Staffing as required
- Planning for staff development
- Identification of partner institutions
- Identification of consultants
- Long term planning for a range of courses

- Dissemination of quality primary education down to field supervisors, teachers and children
- Development of qualitative local studies and participatory evaluation

**Outcomes requiring time bound targets for the  
development of quality primary education during  
Phase III:**

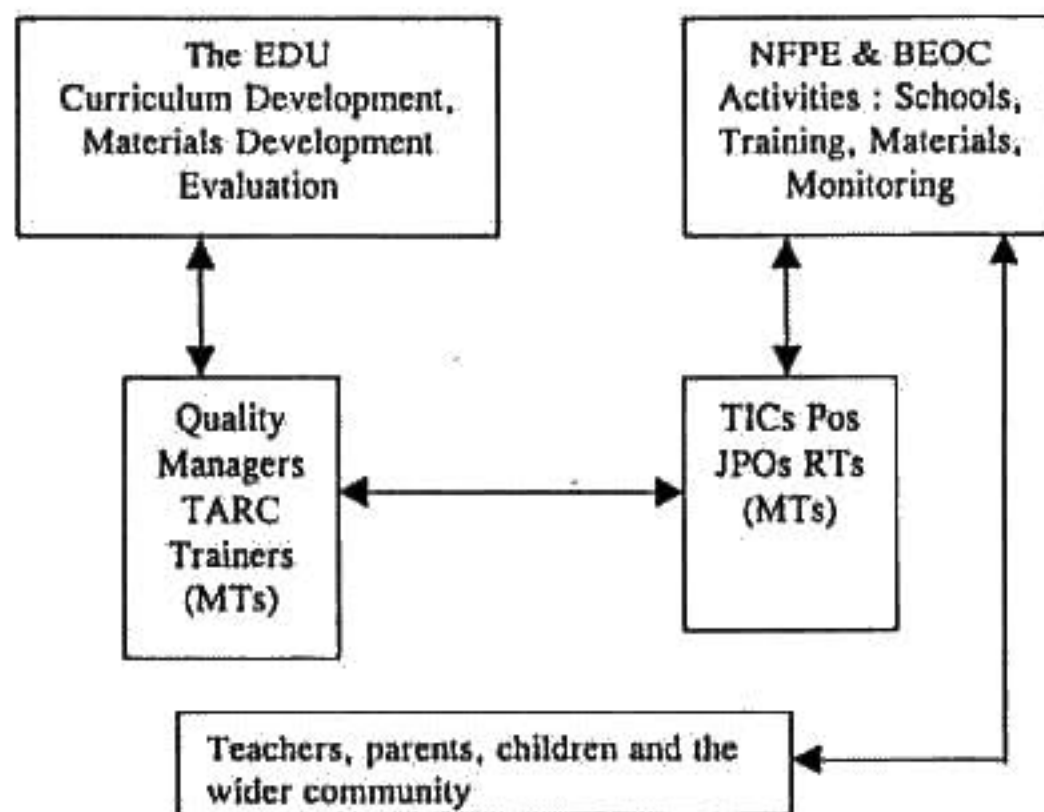
- Development of core Primary Education Team
- Courses and training in Primary Education
- Research and Evaluation capacity linked to the development of education expertise
- Development of AV Unit
- Improvement of library resources in primary education, videos, educational journals

*Courtesy: Appraisal Mission*

***Decentralised Quality controlled system: What does it mean?***

As part of the decentralising strategy we consider that every teacher will be access to expertise in terms of subject content, teaching techniques and methodology through the MTs. However, our goal is to develop each of the teachers in these areas. So that new ideas related to training, flexibility in teaching techniques will trickle down at the team level and ultimately to the school level. Because the workload of MTs would not permit them to be the expert in two subject areas individuals were selected specifically for one subject. However, in the case of teachers the expertise of the MTs related to all subjects has to be disseminated to every teacher. Simultaneously, however, any teacher showing outstanding capability in a subject area or more than one subject area, will be developed as an MT. These activities will be carried out at the local level of the team. That means that QMs will assist RTs and/or MTs in the teams to replicate the process of identifying and developing MTs from teachers through refresher courses. This will provide every team to have one or more MTs. Teachers will identify their own areas of weaknesses and take the assistance of MTs through refreshers in the team offices. Finally, because the QMs are assessing the quality of existing staff this process of screening will enable the system to be more transparent. Staff will be recognised and valued for their abilities.

**Possible means of dissemination of pedagogical improvements through management structure**



*Courtesy: Appraisal Mission*

*Appraisal Mission Comments: Conclusion*

BRAC education team has planned, and is in the process of implementing, management structures to decentralise quality improvement and assurance to area and local level. They have proven ability in initiating and sustaining efficient management structures and provided that there is the development of sufficient pedagogical expertise in the centre then they seem to have the capacity to manage the proposed expansions.

However, since we are addressing the issue of decentralising a quality-controlled system the time is right to address the issue of qualitative improvement specifically 'how can we become better?' How can we include some ideas on Early childhood education in the refresher training? How can improved audio-visuals be used for refresher training? How can audio-visuals be used for developing more MTs? How can we develop our teachers as councillors for adolescents and children with special needs? What kind of training will that entail? How can MTs be skilled to carry out qualitative assessments? What are the skills that they need to acquire? How can Material Developers be equipped to undertake evaluations of subject areas that they work on? What are the latest assessment tools that Quality Managers and Material Developers can learn? Many of these are beyond the capacity of existing staff. The system now requires pedagogical expertise with a research and development function where all these issues can be resolved, the connections made, training developed and provided to existing staff and hence quality improved.

Much of the activities undertaken in EDU will concentrate on assisting the programme to establish a decentralised quality controlled system whereby the knowledge and skills of teachers will be reflected in classroom teaching.



## Decentralising of Expertise: The EDU fit

### FIRST STAGE

- Identified & Selected QMs
- Identified & selected MTs from supervisory staff, RTs
- QMs involved in identifying & selecting MTs from staff
- Disseminating new ideas related to subject content & teaching techniques from MTs to other staff & teachers
- QMs involved in review of existing team staff
- QMs identify weaknesses of staff and teachers related to pedagogy and provide training or organise workshops with MTs.

*Trainings of MTs at HO and their selection by QMs and MDU*

### SECOND STAGE

- RTs and/or MTs develop teachers
- RTs and MTs select & develop teachers as MTs
- All training related to developing MTs, conducted at team offices by RTs and/or MTs
- QMs responsible for co-ordinating this process of making teacher MTs
- QMs responsible for assessing whether the criteria of MTs are being met
- QMs continue to conduct staff review
- QMs continue to upgrade skills of MTs, staff & teachers.
- Teachers identify their problem areas and training designed to address those problems by teacher MTs and staff  
• MTs & RTs at team Office

- Selection of teachers as new MTs by the existing MTs at Team Office
- Training and development of MTs from teachers at Team Office

- Material developers & QMs receive training related to, Primary Education, Early Childhood Education etc from EDU
- MDU & QMs receive training on research methods.
- MDU and QMs disseminate concepts from training to MTs and/or RTs
- QMs develop supervisory staff & teachers based on pedagogical expertise.

- *Pedagogical and Research expertise of MDU & QMs strengthened through EDU*
- *This expertise is disseminated through existing Management structure*

### THIRD STAGE

- Training on Primary Education for MTs, RTs, teachers & supervisory staff from EDU
- Training teachers through EDU as Councillors, thereby, increasing their capacity.
- QMs to facilitate the effectiveness of teacher development courses in Schools.
- MTs, RTs, teacher and supervisory staff receive training on assessment tools from EDU.

- *Increasing capacity of teachers as councillors through EDU*
- *Pedagogy and Research expertise of teachers and supervisory staff strengthened*

### FINAL STAGE

- Teachers & Supervisory staff receive more training on pedagogy and assessment tools through EDU
- Teachers use new teaching techniques in schools.
- Teachers/staff use assessment tools to evaluate student performance & learning outcomes.
- Teachers identify areas where additional training is required and asks EDU to conduct courses
- Parents involved in participatory evaluation conducted by teachers, RTs and supervisory staff

- *Pedagogy and Research expertise of teachers, RTs, MTs & supervisory staff developed through EDU*
- *Teachers use teaching techniques and Assessment tools in schools*
- *Parents contribute in planning for schools improvement*

## **Functions of EDU**

*A major focus of the functions will be on*

1. Improving delivery for adolescents through BEOC schools
2. Increasing the quality of primary education (Grades I to V)
3. Improving quality of materials provided in schools
4. Improving skills of Adolescent girls through Reading Centres
5. Ensuring parental involvement in school improvement
6. Improving delivery of services through Union Libraries

### ***The curriculum and material development function***

Pedagogical innovations in CLIP would continue. IRI and CLE would require more expertise and further development. Possibilities of feeding in innovations from IRI and CLE in CLIP would be looked into. Supplementary materials related to Grades IV and V would remain a priority. The quality of materials produced would be upgraded to include new dimensions, for example, issues related to value education, child right, ethnic minorities and so on. Another area that would require expertise and further development is Audio Visuals (AV). Audio visuals would be required for training and development of MTs from staff and teachers. AV would be used for developing the capacity of teachers as councillors for adolescents and children with special needs. These would be required for making parent meetings more active. Finally audio-visuals would be essential for improving the life skill training of adolescents in Reading Centres.

### **Verifiable Indicators related to the Curriculum and Material development function**

- CLIP materials developed and mainstreamed by 2002
- IRI materials revised and developed for NFPE mainstream by 2001
- Supplementary materials for Grades IV and V developed and completed by 2001
- AVA developed for refresher courses on Math, English, Social Studies and language teaching based on the training for MTs by 2002
- AVA material related to roles and responsibilities of RTs and/or MTs developed by 2003
- CHT curriculum designed and completed by 2001
- Health curriculum revised based on impact assessment of existing curriculum and action research related to the needs of adolescents, by 2001
- Social Studies and Math curriculum strengthened based on pedagogical research and finalised by 2003
- AV materials based on life skills developed for BEOC schools and Reading Centres

- by 2004
- Storybooks for adolescents (on issues such as importance of birth registration, delayed marriage) developed for BEOC schools, Reading Centres and Union Libraries by 2004
- Materials related to value education (addressing prejudices, stereotypes) developed for urban and rural schools by 2004
- AVA on classroom management for RTs and teachers developed by 2004
- Urban curriculum strengthened based on pedagogical research by 2004
- AVA Materials developed on role of teachers as councillors for adolescents and children with special needs (child domestics, other working children, children with physical and mental handicap) by 2004

### **List of activities related to curriculum and material development:**

#### **YEAR I**

(April 1999 to March 2000)

- CLIP materials developed
- Revisions related to IRI to continue
- Supplementary materials for Grades IV and V developed
- AVA developed for refresher courses on Math and English teaching based on the training for MTs
- CHT curriculum designed and developed

#### **YEAR II**

(April 2000 to March 2001)

- CLIP materials to continue
- IRI materials finalised for NFPE mainstream
- Health curriculum revised based on research findings, to include more content related to reproductive health
- Supplementary materials for Grade IV finalised and for Grade V to continue
- CHT curriculum finalised for CHT programme

#### **YEAR III**

(April 2001 to March 2002)

- CLIP materials developed for NFPE mainstream
- IRI support function to NFPE mainstream
- Supplementary materials for Grade V finalised

- AV materials developed for refresher courses on language and Social Studies based on training of MTs
- Additional materials in Social Studies and Math developed
- Materials based on life skills developed for BEOC schools and Reading Centres
- Storybooks developed for adolescents issues such as importance of birth registration, delayed marriage, included
- AV materials developed to make parents meetings more active

#### **YEAR IV**

(April 2002 to March 2003)

- CLIP and IRI continue their support function to NFPE mainstream
- Additional materials in Social Studies and Math to continue and provided to NFPE mainstream on completion
- Materials related to value education (addressing prejudices, stereotypes) developed in story form for urban and rural schools
- Development of Storybooks for adolescents to continue
- AVA developed on classroom management for RTs and teachers
- AVA on roles and responsibilities of MTs to be finalised and provided to NFPE mainstream
- AV materials for parent meetings finalised for NFPE mainstream
- Social Studies and Math curriculum strengthened based on research findings
- AV materials developed on role and responsibilities of RTs and/or MTs

#### **YEAR V**

(April 2003 to March 2004)

- CLIP and IRI continue support function and development based on research findings
- Urban curriculum strengthened based on research finding
- Storybooks related to birth registration, immunisation, delayed marriage, and other issues developed for Reading Centres and Union Libraries
- Value education materials finalised
- AV materials developed on role of teachers as councillors for adolescents and children with special needs
- AV materials on class room management finalised and handed over to NFPE for using at refresher training at local level
- AV materials based on life skills for adolescents of BEOC schools and Reading Centres to continue

### ***The training function***

The whole process of decentralising the expertise would require considerable assistance from consultants. To start with the quality of MDU staff, MTs, RTs as trainers would have to be assessed and the skills upgraded. Therefore, expertise would be required to design and develop courses on primary education, Early Childhood Education, contemporary methods of teaching Math/ Social Studies/language. Measuring learning outcomes through participatory methodologies, Application of PRA techniques for parental involvement in school management and planning and so on. Effort would be made to develop teachers as councillors for adolescents and children with special needs (child domestics, other working children, children with physical and mental handicap). Organisations within the country and elsewhere will be linked and possibilities of assistance explored. This is a new area where EDU staff would need expertise from outside. Similarly organisations within Bangladesh and elsewhere would be explored to design more life skills training for adolescents (BRAC's own expertise would be explored. For example, assistance from HPD may be necessary for designing training courses for adolescent girls to promote birth registration in their communities).

***Appraisal Mission Comments:***

It is essential that the development of staff expertise within EDU and disseminated from EDU is firmly located in an understanding of how primary school children think and learn.

### **Verifiable Indicators related to the training function**

- Material developers, QMs, supervisory staff, RTs and teachers trained on participatory methodologies by 2004
- RTs trained as MTs for Social Studies by 2000
- RTs and supervisory staff trained as MTs in language by 2001
- Course on Primary education finalised and Material developers, QMs, TARC trainers, MTs, RTs and teachers start to receive courses on Primary Education by 2001
- Course on Assessment tools finalised and Materials developers, QMs, teachers, RTs, MTs and supervisory staff start to receive courses on assessment tools by 2003
- Material developers, QMs, MTs, RTs, and teachers start to receive courses related to new developments related to teaching of Math. language, Social Studies by 2003
- Material developers, RTs and teachers start to receive courses related to new focuses in material production (for example, 'how to develop self esteem of learners through books') by 2003
- QMs, MTs, and RTs trained on supplementary materials related to Grades IV and V by 2002
- Trainers of Reading Centres and Adolescents trained on material production, books,

- journals for the community by 2003
- Existing teacher training courses revised to include aspects of GQAL (concept of gender, role of teachers in the treatment of girls in schools, gender biases and so on) and handed over to NFPE management by 2001
  - Course on classroom management finalised and RTs, teachers start to receive training by 2004
  - Course on life skills training for trainers of reading centres finalised and trainers start to receive courses by 2003
  - Course on teachers as councillors finalised based on research findings and teachers start to receive training on counselling (for adolescents, child domestics, other working children, children with physical and mental handicap) by 2004
  - Course on Early childhood education finalised and material developers, QMs, MTs, RTs, and teachers start to receive courses by 2004
  - Course related to how children think and learn finalised and Material developers, QMs, MTs, RTs, and teachers start to receive courses by 2004
  - Course related to vocational skills developed and trainers trained on vocational skills for Union Libraries, Reading Centres by 2004

### **List of Activities related to training:**

#### **YEAR I**

(April 1999 to March 2000)

Training on PRA methodologies for Material developers, QMs, supervisory staff

- Training of RTs for MTs in Social Studies to continue
- Training of RTs and other staff related to developing MTs in language to start

#### **YEAR II**

(April 2000 to March 2001)

- Course on Primary Education developed for Material developers, QMs, TARC trainers
- Training on Assessment tools developed for Materials developers, QMs, teachers, RTs, MTs
- Training on PRA methods to continue for supervisory staff, RTs and teachers
- Aspects of GQAL such as concept of gender, role of teachers related to treatment of girls in schools, gender biases, incorporated for teacher training courses and handed over to NFPE management

### **YEAR III**

**(April 2001 to March 2002)**

- Course on primary education developed for RTs and/or MTs
- Training course on assessment tools to continue for RTs, supervisory staff and teachers
- Training on PRA methods to continue for RTs and teachers
- Training on new developments related to teaching of Math. language, Social Studies for Material developers, QMs
- Training on supplementary materials provided to QMs, MTs, and RTs
- Training adolescents on material production, books, journals for the community

### **YEAR IV**

**(April 2002 to March 2003)**

- Training course on assessment tools handed over to NFPE management mainly, QMs, MTs and RTs to be conducted through workshops and refresher at the local level
- Training on PRA method as a tool for increasing involvement of the community handed over to NFPE management mainly QMs, MTs, RTs to be conducted at training at the local level.
- Training on PRA methods also handed over to TARCs so that more participants can be involved
- Training on new developments related to teaching of Math. language, Social Studies for MTs, RTs and teachers
- Training on new themes related to material production to continue for QMs, RTs, MTs and teachers
- Life skills training for trainers of Reading Centres developed
- Training of teachers as councillors for cases of sexual abuse, for children with mental and physical handicap
- Training courses on Early childhood education developed for material developers, QMs, MTs, RTs, and teachers
- Training course on how children think and learn developed for material developers, QMs, MTs, RTs, and teachers
- Training adolescents and trainers of Reading Centres for producing literacy material for the community
- Training on new themes related to material production for example, 'how to develop self esteem of learners through books' such courses for material developers , RTs and teachers



## **YEAR V**

(April 2003 to March 2004)

- Training courses on Early childhood education continue for MTs, RTs, and teachers
- Training course on how children think and learn continue for MTs, RTs, and teachers
- Training of teachers as councillors to continue
- Training of trainers on vocational skills for Union Libraries, Reading Centres
- Training on classroom management for teachers and RTs

### ***The research and Process Evaluation function***

Pedagogical research will remain a priority. Evaluations related to Social Studies, Math, Urban Social Studies, Health would be conducted to strengthen the quality of materials and to make these more appropriate for the target population. Short term evaluations such as those used in CLIP related to assessing achievements of learners in language, Math, would continue. Performance of NFPE students in Grades IV and V, performance of NFPE graduates in Grade VI of secondary schools would be assessed. Ability of teachers to cope with the demands of Grades IV and V, the effectiveness of the supplementary materials would be evaluated as well. These studies would indicate areas that require attention of the EDU for Grades IV and V. Evaluations would be conducted to analyse the quality of expertise available at the team level. In other words the decentralising process will be evaluated and areas for further training and development identified. There would be a number of studies analysing the effectiveness of training conducted through the EDU. For example whether teachers use their training related to assessment tools in schools and so on. The focus on adolescents would be strengthened through more analytical studies on this group.

Parent and community play a critical part in implementing the programme at the local level (BRAC schools are established according to the demands of the community. The community assists with surveys, student and teacher and site selection. Members of the community encourage parents to send their children to school assist BRAC graduates to get admission in formal school. When a school closes down members determine whether the school is going to be reopened). PRA methodologies would be used to investigate increased involvement of parents in the functioning of school management committees and in matters related to school improvement. Moreover, effort would be made to investigate whether the needs of the community are being met through Union Libraries, whether reading centres are effective for upgrading the skills of adolescent girls and so on. Knowledge of EDU staff related to research methods would have to be strengthened with support from RED. As the indicators show the Research function of EDU will concentrate entirely on improving the delivery of the programme to the target population.

### **Verifiable Indicators related to the research and process evaluation function:**

- Training course of MTs and effectiveness of MTs on teacher training assessed by 2000
- Effectiveness of new curriculum in Social Studies studied by 2000
- Effectiveness of activity based primers assessed and analysed whether these are culturally accepted by 2000
- Learning outcomes in Math assessed by 2000.
- Perception and opinions of experienced teachers regarding new primers in Math *vis a vis* the former text studied by 2000
- Evaluation of BEOC curriculum to find whether needs of adolescents are being addressed, conducted by 2000
- Action research to find out whether needs of adolescents are being addressed through Reading Centres conducted by 2000
- Community perceptions related to BRAC pre schools studied by 2000
- Action research indicating ways in which BEOC students can promote birth registration in the community conducted by 2000
- Greater parental involvement influencing the functioning of SMCs studied by 2000
- Evaluation of CLE books and materials conducted by 2000
- Performance of NFPE students in Grades IV and V assessed by 2001
- Ability of teachers related to the demands of Grade IV and V assessed by 2001
- Perception and opinion of teachers and non MTs regarding the impact of MTs studied by 2001
- Pedagogical research related to curriculum development on value education assessed for urban and rural schools by 2001
- Possibilities of making parent meetings more active and effective studied using participatory methodologies by 2001
- Possibilities of integrating cocurricular activities for subject teaching studied by 2001
- Possibilities of developing adolescent girls as community health workers studied by 2002
- Evaluation of the quality of expertise available at the team level conducted by 2002
- Impact of the function of the QM assessed by 2002
- Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002
- Possibilities of increasing parental involvement in school management assessed by 2002
- Involvement of women in the cultural activities of Union Libraries studied by 2002
- Exploratory study indicating what role the teacher can play in handling problems particular to adolescents/children with special needs conducted by 2002

- Attitudinal and behavioural aspects of teachers in relation to vulnerable children (children with special needs) studied by 2002
- Perception of parents related to curriculum ( particularly Social Studies, Health ) studied by 2002
- Community demand related to services through the Union Libraries studied by 2003
- Effectiveness of urban curriculum in relation to the needs of working children and /or slum children analysed by 2003
- Effectiveness of supplementary materials for Grades IV and V studied by 2003
- Performance of NFPE graduates in Grade VI of secondary schools assessed by 2003
- Evaluation of IRI materials conducted by 2003
- Ability of teachers related to articulating, understanding and using CLIP methodologies and materials assessed by 2003
- Perception of parents related to introduction of new materials in classrooms studied by 2003
- Behaviour Pattern of BEOC graduates as parents in terms of birth registration, immunisation of their children studied by 2004
- Evaluation of the new health curriculum conducted by 2004
- Evaluation of the learning outcomes related to the CHT curriculum assessed by 2004
- Performance of teachers in dual roles as teachers and councillors assessed by 2004
- Opinion of community to existing school model analysed using participatory methodologies by 2004
- Retention of NFPE graduates in secondary school assessed by 2004
- Possibilities of vocational training for adolescents of the community studied by 2004

### ***List of Activities related to Research and Process Evaluation***

#### **YEAR I**

(April 1999 to March 2000)

- Evaluation related to training of MTs to continue
- Effectiveness of new curriculum in Social Studies to be studied
- Are activity based primers culturally accepted and effective
- What are the learning outcomes in Math? How do experienced teachers perceive the new primers as compared to the former text? Are the needs of adolescents being addressed through BEOC schools/reading centres?
- How does the community perceive BRAC pre schools?
- How can BEOC students promote birth registration in the community?
- How can parental involvement influence the functioning of SMCs ?

- Evaluation of CLE books and materials

## **YEAR II**

(April 2000 to March 2001)

- How do NFPE students perform in Grades IV and V?
- Can the teachers cope with the demands of Grade IV and V?
- How are MTs viewed by non MTs?
- How are MTs viewed by teachers?
- What other components in value education can be incorporated in the curriculum for urban and rural children?
- How can parent meetings be more interesting and effective?
- How can cocurricular activities be used for subject teaching?

## **YEAR III**

(April 2001 to March 2002)

- What skills can be developed among adolescent girls for them to act as community health workers/social workers etc.?
- How far is the system decentralised in terms of quality?
- Has the QM made an impact?
- How are the new skills related to assessment being used by teachers, RTs and MTs?
- How can teachers increase parental involvement in school management?
- How much are women involved in the cultural activities of Union Libraries?
- what role can the teacher play in handling problems particular to adolescents, children with special needs?
- How do teachers behave with children with mental and physical handicap?
- What do parents think about the school curriculum? What additions need to be made?

## **YEAR IV**

(April 2002 to March 2003)

- What services does the community want through the Union Libraries?
- Are the needs of working children and /or slum children being addressed?
- Are the supplementary materials for Grades IV and V effective?
- How are NFPE graduates performing in grade VI?
- Evaluation of IRI materials to continue
- Can teachers cope with CLIP methodologies and materials?
- How do parents perceive development of new materials in classrooms?

## **YEAR V**

(April 2003 to March 2004)

- Do BEOC graduates register the birth of their children? Do they immunise their children?
- Evaluation of the new health curriculum
- Evaluation of the learning outcomes related to the CHT curriculum
- How are teachers performing their dual roles as teachers and councillors?
- What kind of changes does the community propose to the existing model?
- Has the retention of NFPE graduates in secondary school increased with the introduction of Grades IV and V?
- What kind of vocational training do adolescent members want through the Reading Centres?

### ***The new initiative development function***

Pilot projects will be developed and handed over to NFPE mainstream. This function will enable EDU to experiment with new ideas and into formulating models. The laboratory schools is one such project. This will require linkage with formal government and private schools so that innovative practices can be incorporated with non formal methods. A pilot project related to developing adolescent girls as teachers of pre schools is another project that will require further assistance of EDU. New projects with adolescent girls to design and produce literacy materials for the community can be another idea that requires further development.

## **Verifiable Indicators related to New Initiative development**

- Laboratory school model designed and developed by 2004
- Linkages with other institutions and NGOs for laboratory schools established by 2000
- Pre school project tested and developed based on research finding related to community perception by 2003
- Performance of students of laboratory schools assessed by 2004
- Training of adolescent teachers of Preschools assessed by 2002
- Training design of adolescent teachers completed by 2002
- Strategies for teacher development and staff development of laboratory schools finalised by 2003
- Interaction with TARC trainers strengthened by 2000
- Idea of using adolescents for producing journals and materials developed and tested by 2003
- Network of NFPE/BEOC graduates identified. Possibilities of using the network of graduates to serve the community explored by 2004

## **List of activities related to new initiative development**

### **YEAR I**

April 1999 to March 2000

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- Formal school model design and operational side completed
- Formal schools maintain linkages with other institutions
- Experiences of other NGOs shared
- Pre school project tested in other areas
- Interaction with TARC trainers strengthened
- Possibility of transfer of pre school children into formal schools explored

### **YEAR II**

April 2000 to March 2001

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- Performance of students in Grade I of formal schools assessed
- Changes in curriculum, training and design of formal schools analysed based on student performance
- Pre school curriculum and model revised according to community demand

### **YEAR III**

April 2001 to March 2002

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- Performance of students in Grade II assessed
- Quality of teacher training, supervisory staff analysed
- Training of adolescent teachers of Preschools assessed
- Training design of adolescent teachers revised
- Feasibility of developing adolescents to produce literacy materials for the community explored

### **YEAR IV**

April 2002 to March 2003

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- Performance of students in Grade II assessed
- Links with other formal schools maintained
- curriculum design for Grade IV developed using Government primers and supplementary materials developed by BRAC
- Strategies taken related to teacher development and staff development

- Interaction with TARC trainers maintained
- Effectiveness of involving adolescents in pre schools assessed and discussed with NFPE management
- Idea of using adolescents for producing journals and materials developed and tested
- Network of NFPE/BEOC graduates identified. Possibilities of using the network of graduates to serve the community explored

#### **YEAR V**

April 2003 to March 2004

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- Performance of students in Grade III assessed
- Teacher training related to Grade IV designed and delivered
- Effectiveness of adolescents producing literacy materials assessed
- Network of NFPE/BEOC graduates established. Idea of using this network explored with BRAC's other programmes

### **Laboratory Schools**

NFPE recognises the need to respond to opportunities emerging in the formal primary system. A number of 'Laboratory Schools' would be developed and tested for this purpose. These schools will enable BRAC to test the transferability of the approaches that have been used within the non formal NFPE and BEOC schools into the formal primary school context. The Laboratory Schools ( of which there are 13) will be used to assess how best to utilise NFPE's teaching methodologies, supplementary materials and management system within a conventional school setting.

A team of EDU staff will be responsible for the development of laboratory schools. On the operational side, an experienced Team in Charge and PO will supervise each school with regular monitoring to be undertaken by the EDU team. Each school will include Grades I to V with a total of 30 to 35 children in each class. The textbooks are to be the Government NCTB books with supplementary materials produced in the Material Development unit of BRAC. These schools would primarily follow the government curriculum. Each school is to have a School Management Committee in accordance with the existing NFPE school structure. Students will be selected on, age, economic status of the family & gender. Preference will be given to women teachers. Each teacher will receive necessary training prior to and during their tenure in school.

The proposal to set up Laboratory Schools does not represent a move away from the provision of basic non-formal education, particularly for the poorest of the poor children, but does indicate a readiness to attempt a degree of convergence between

the non- formal and formal system. Experience from primary schools (Laboratory Schools) where student performance and quality of teachers are above average will be shared. This will enable BRAC to take up more joint initiatives with the government in primary education in the future.

The EDU has been presented as a unit which is responsible for bringing qualitative improvements in NFPE. It should be mentioned in this connection that EDU would explore and maintain linkages with institutions within the country and elsewhere to operate its quality improvement functions. Through out the life of Phase III the EDU, however, would concentrate on capacity building and strengthening of existing initiatives to increase the overall delivery of NFPE. The unit would evolve as an integral part of the programme which feeds in improved curriculum and training in classrooms and increases parental involvement using participatory methodologies in schools. This is the immediate focus. Issues concerning accrediting teacher development courses, courses related to life skills would be addressed as the unit evolves.

### **OUTCOME THREE**

**Outcome Three:**

Improved Primary level education skills will be instilled in 1,195,557 children and adolescents, 60% of them girls.

*Verifiable Indicators*

- 1,195,557 children will graduate from NFPE and BEOC schools
- A minimum average of 40% scored by all learners in the Standardised Achievement Test in Bengali, social studies, Math and English by 2004
- At least 80% of the BRAC graduates not continuing in secondary schools remain in touch with literacy materials and are involved in training on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and book binding
- 90% completion rate of the primary cycle
- CLIP materials developed and mainstreamed by 2002
- IRI materials revised and developed for NFPE mainstream by 2001
- Supplementary materials for Grades IV and V developed and completed by 2001
- Health curriculum revised based on impact assessment of existing curriculum and action research related to the needs of adolescents, by 2001



*Appraisal Mission Comments: Improved Quality through Curriculum and Materials Development*

Feedback through the monitoring system from Phase I and II, the experimental materials development programmes undertaken in Phase II and lessons learned from training and teaching activities have identified the following key areas for quality improvement in Phase III:

- Development of materials that will support the formal textbooks and curriculum where this is necessary
- Development of activities that have a structure of cognitive development
- Materials that have high expectations of pupils achievement and ability to engage with interactive learning
- Training which enables teachers to use activities and materials to support learning in a flexible and creative way
- Trainers who can communicate well and are flexible and creative
- Trainers who have an understanding of children's learning
- New materials to support the development of NFPE into Grade IV and V
- New training and support for teachers for meeting the demands of this expansion

*Innovative Programmes developed during Phase II*

Three main materials and curriculum development programmes, CLE, IRI and CLIP have been developed under Phase II. Elements of CLE will be carried forward into other programmes, particularly the use of Big Books and the attractive and lively readers could be useful supplementary materials although it is unlikely further work will continue in this project on grounds of cost. However IRI is still in process of development and CLIP is rapidly developing to the point where it will be in a position to influence thinking in NFPE and BEOC.

*i) Interactive Radio Instruction (IRI)*

The Interactive Radio Programme for teaching English was designed and piloted in 1993. To date there have been three pilot programmes (the third pilot programme is currently operational). The aim of IRI is to increase skills related to pronunciation, comprehension, listening, reading and spoken English.

*Results from Pilot Test*

An adapted South African programme, IRI, was introduced in 1993, primarily into 10 urban schools which were followed by an additional 20 schools (10 urban and 10 rural) in 1995. After results obtained from these pilot programmes were incorporated into a revised programme, IRI was again piloted into over 1,000 rural

and urban schools in 1996. 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 has to be revised in greater detail. The team began the revision work in May 1998, to include the rewriting of scripts and the development of supplementary material. The results obtained from the 1997 monitoring (done internally) shows that the current programme is more urbanised and not totally advantageous for the rural scenario. The programme will have to complement the government primers so that it enhances the learner's ability to compete in the formal system. It will focus especially on enhancing the writing, reading and pronunciation skills of the learner. Another major area for IRI is teacher and staff training. The programme will develop a training module which will enable the teacher and staff to understand and conduct the lessons accurately.

*Appraisal Mission Comments: Interactive Radio Instruction (IRI)*

The further development of IRI will be based on the pilot evaluation study, which indicates the need for more appropriate contexts and content for rural learners. Additional expertise will be needed to enable the materials to be more effective and to ensure that the developmental structure is correct (e.g. it seems unwise to give learners subtle vowel discriminations so early in the programme).

*ii) Chandina Learning Improvement Project (CLIP)*

*Background*

In Phase II the main aim was to improve the quality of teaching and the curriculum, which is why there was the inclusion of another 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 total, 162 schools 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*

1. effective use of peer learning through small groups and independent learning/assignment;
2. child-to-child interaction through child centred activity;
3. the development of an adequate teacher support system through teacher

listening and writing have been increased in all subjects. Student performance indicates that learners are now reading more fluently and at a much faster pace. Moreover, skills related to creative writing have been improved considerably. Children are able to write paragraphs on topics of their own choice from grade one. It has been observed that learners are also more confident in answering questions and in oral presentations. Peer learning through small group activities has been institutionalised. Small group activities are integrated in all subject areas, and preliminary observations indicate that students are learning much faster through close interaction with their peers. Finally, the new design of refresher courses provides opportunities to teachers to become more active and independent.

*Appraisal Mission Comments: The Chandina Learning Improvement Programme (CLIP)*

The strength of CLIP would seem to lie in its intention to support Government textbooks with supplementary materials, appropriate interactive methodologies and good training. This would mean it is a model that could also be used to support Government training and curriculum development. When CLIP develops IV and V year materials it will be on the basis of these well trialled first to third year materials and as they will support the Government textbook they should facilitate the transfer into formal secondary school. However it is essential that the programme gives constant attention to what is realisable in the field when it is scaled up. The programme training for field staff will need to ensure that they are competent and confident enough to train and supervise teachers without intensive help from the centre. The work of decentralising expertise under EDU should help in this respect.

*Conclusion*

CLIP is an extremely interesting and potentially mould breaking programme. It works within a wider focus than existing materials and is being developed in a context where the pressure to produce materials for immediate use is not predominant. Teacher training will be critical and an experiential approach to training for staff and teachers should encourage teachers to also be more creative and responsive in their teaching. Initiating some action research activities amongst teachers and trainers in this programme would open up interesting possibilities and help ensure that trainers and field staff are confident enough to operate independently. It is likely that concurrent development of new Government textbooks and training could benefit from the CLIP experience.

**(iii) CLE (Concentrated Language Encounter)**

*Background*

The CLE is a Thai adaptation of an Australian language scheme. During 1994/95, a team from MDU worked closely with a consultant from New Zealand who introduced this method in NFPE. Later, in mid 1995, another version of the CLE scheme was reintroduced when a few material developers of MDU participated in a

training, and by providing academic and administrative support to teachers through supervisors and the development of a resource centre (supply support material);

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

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 of theory and practice.

### *Operation*

CLIP's first pilot programme commenced in 1997 with 100 first year and 62 second year schools. These schools are located in three teams of Comilla region. The programme initially required orientation and training of all (162 schools) teachers and staff. This was to introduce the new pedagogical changes in the curriculum. Curriculum and pedagogy for the schools were prepared prior to the programme's introduction into first year schools in early 1997. A Resource Centre has been set up in Comilla to support teachers with logistics and supplies, and in developing supplementary materials. Teacher training in English curriculum and supplementary materials for second year schools began in May 1997. In November 1997, a first year BEOC batch was upgraded to second year, and in January the first batch of NFPE was upgraded to second year, and the second year to third. All relevant training for teachers and staff was carried out prior to this upgrading.

In 1998 the CLIP programme is being mainstreamed into 800 NFPE schools, and all preparations are currently under way.

### *The CLIP Curriculum*

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

### *CLIP Evaluation Structure*

The CLIP evaluation blends continuous assessment with standardized tests. Teachers carry out daily evaluations on every subject, and teachers, Programme Organizer and Resource Teacher carry out monthly oral and written tests. A Half-yearly assessment is being carried out by the Research and Evaluation Division of BRAC. All CLIP schools are being supervised by PO/PA/RT at least twice monthly, during which they are required to fill up monitoring sheets and developing a report. Based on that report Team In Charges prepare another report. The Head Office Core Group is monitoring the programme closely.

### *CLIP Achievements in 1997*

Achievements have been made in the following areas: skills in reading, speaking,

short training organised for and by primary teachers of the government system. In NFPE, as well as in the government primary schools, this language scheme has been adapted for teaching Bengali.

This method of teaching uses storybooks instead of regular primers. But after experimenting with it, both the formal system and NFPE found ways to use the general textbooks for teaching Bangla with this method. This decision was taken to cut down the cost. Children learn to identify the alphabet, and to identify and construct words and sentences from given stories or rhymes. Shared reading, games with flash cards, making Big Books, and acting out stories are the major activities for language development under the CLE method.

### ***CLE in NFPE Schools***

Ten schools were initially identified in December 1995 for the CLE pilot. Out of these, eight continued piloting the project until the beginning of 1997. But the pilot was discontinued because of lack of adequate personnel. After some difficulty, in 1998 the CLE programme finalized a teachers' manual and developed games, two process books and four information books. The programme will carry out follow-up surveys on the existing CLE schools.

#### ***Appraisal Mission Comments:***

Elements of CLE will be carried forward into other programmes, particularly the use of Big Books and the attractive and lively readers could be useful supplementary materials although it is unlikely further work will continue in this project on grounds of cost. However IRI is still in process of development and CLIP is rapidly developing to the point where it will be in a position to influence thinking in NFPE and BEOC.

#### ***Recommendation***

Experiences from CLE and the potential for development of IRI should be integrated if possible into the programme that CLIP is now developing and that the EDU should support such existing initiatives and their quality development as CLIP continues to develop materials related to the formal school textbooks, supporting these with innovations in methodology for both the learner and the teacher.

## **Curriculum Revisions During Phase II**

In Phase II, the MDU expanded and became twice its previous size. The focus was on quality. A number of primers were finalised during this phase, namely:

**Math:** 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 need a separate workbook to practice new concepts. A teachers guide was also developed to provide them (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 getting the assistance of Professor William Gibbs of Leeds University in developing the Math 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 were developed in Phase II. Finally the team is now developing materials for Grades IV and V. Preliminary pilot tests have been conducted.

### ***Social Studies***

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 which 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 & III were identified in Phase I the primers were 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. It aims to sanitise young adults. All stories and illustrations represent girls/women in positive roles and as equals against boys/men.

The first set of books of the revised version were published in 1996. This included a text book plus teacher's guide for the teacher, a four coloured 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 are to follow in December 1998.

### ***Urban Social Studies***

Effort was made from Phase I 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 set up. A set of teaching materials which includes an activity book for the students and an information based story book for the teacher for Grade II was published in 1997. Materials for Grades I and III are expected to be published by December 1998. Topics related to road safety, accidents, first aid, water and sanitation, 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, safety measures, will be included in the primer for Grade III.

### ***English***

A teacher's guide has been 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. Effort is being made to develop another teacher's guide for Grade V.

### **Activities in Phase III**

Please refer to activities in Curriculum and Material development in EDU.

## **OUTCOME FOUR**

### **Outcome Four:**

Greater retention of learning and increased community participation through an expansion of BRAC's continuing education programme.

### *Verifiable Indicators*

- 10,000 reading centres and 500 Union Libraries, located in public premises, will be in operation by 2004
- a functioning and successful continuing education programme will be in place

### **1. Background**

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 also depicted a poor scenario: 34% of rural people have access to radio while the corresponding number for television is 24%. 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.

Introduced in 1995, the Continuing Education Programme (CEP) aims to

and stream the post-literacy activities of NFPE by promoting the reading habit of rural citizens through an organised network and a new infrastructure.

*Appraisal Mission Comments: Continuing Education to promote the "Learning Society"*

The programme aims to stimulate interest in acquiring information and encountering new ideas in order to create an environment that is conducive to the "Learning Society". In this way literacy is not an end in itself but rather a mean to an end.

## 2. Reading Centres

A Reading Centre is set up two months before a BEOC school completes its cycle. This local level library is started with the school as the centre. Although the centre is primarily set up to develop the reading habit among young girls and women, it also provides training to develop entrepreneurial skills. The centre has established the fact that women too need a place to socialise. These centres encourage indoor games and cultural activities for women.

### *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 kept 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 savings among the members, they are asked to save Tk 2 per month on a voluntary 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 of 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. While books and magazines were doubled, training was introduced to develop



young entrepreneurs. As of June 1998, there were a total of 5,157 centres with 169,916 members. So far 40,062 members received training in different areas. Almost 52% of the members received training during 1997. The training for reading centres was organised through a joint RDP/NFPE effort. The nature of this joint effort was as follows: first, trainees were selected by RDP and NFPE. Second, training was conducted by a specialised RDP staff. Third, RDP staff organized the supply of input (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.

### *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 socialisation 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.

#### *Appraisal Mission Comments: Reading Centres*

The Reading Centres are intended to provide opportunities for young women to come together for up to three years after completing the BECC programme. Reading is an important aspect of the programme, however, equally important is the opportunity for members to meet each other. Without these Centres many of these young women would be isolated in their homes. The Appraisal Team recognises that exchanging information and giving each other support are very much part of the empowerment process.

#### *Life Skills Training*

The training that will be provided to 68,000 girls through this intervention represents a joint NFPE/RDP undertaking. 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.

#### *Links between Life Skills Training and vocational training*

The Appraisal Team recognises that training programmes such as the Life Skills one, 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 such as enhanced well being on the part of the participants. At the Reading Centres visited in the course of the Appraisal it was evident that the participants on courses were benefiting psychologically as well as intellectually from the experience. Bearing in mind these considerations the Team is nevertheless, keen that some attention begin to be paid to the long-term possibilities of accrediting Life Skills training courses within a vocational training framework.

In the next three years 10,000 such centres will be opened. New members, including non-BEOC graduates will join the new centres. It is planned that approximately 68,000 adolescent girls will receive training. On completion of each BEOC school a Reading Centre will be opened in the village. Besides BEOC graduates, girls and housewives of the village will be equally eligible to join. Although each centre will initially have 20-30 members, this number will increase to 40-50 when non-BRAC graduates join. There will be a part-time librarian. The centre will remain open once a week for two to three hours. The library members and the teacher jointly decide about the library hours. When a centre opens, it will be provided with 150-200 small books, written in simple language and two to three magazines suitable for the neo-literate. Provision will be made to subscribe a local weekly if available. Books and magazines will be supplied by BRAC since these are not always available in the open market in rural areas. Preliminary discussions with adolescents indicate that they enjoy reading novels, drama and fiction. Effort will be made to provide more books to cater to the demands of adolescents. The existing procedure of a member being allowed to borrow one book at a time for a week will continue in Phase III. The NFPE-RDP joint effort, particularly in the area of providing life skill training to ex-BEOC graduates was useful. This procedure will be continued in Phase III. It is planned that 68,000 girls will receive training in the next three years in one of the following areas: poultry rearing, vegetable gardening, horticulture nursery, tailoring, embroidery and bookbinding. Finally, health interventions may be introduced in the libraries.

### 3. Union Libraries

The concept of the Union Library emerged primarily for reasons similar to the adolescent libraries. However this library was to cater to a larger audience. Most importantly, this establishment was set up with the definite purpose of being a self-sustaining venture. 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.

*Appraisal Mission Comments: Union Libraries*

The planned expansion rate during Phase III is the same as during Phase II - that is, 100 per year. The libraries are described by BRAC staff as essentially focal points within communities - places where people can come to read, borrow books, become involved in socio-cultural activities, or avail of the textbook 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:

- i) 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;
- ii) The community forms a local committee to organise library activities (e.g. reconstruction of library room, mobilising subscribers, etc);
- iii) Some 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 only for women. 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);
- iv) 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).

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 community) to the library's matching 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 (local recruit), 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 11 members: 10 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 June 1998 there are 235 libraries with a total of 116,899 members, i.e. on average 497 members per library. Nearly 42% of the members are female and 60% are students. Experience indicates that the location of the library is critical. Therefore, most are situated in the premises of secondary schools or in the centre of the Union near 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 reading habits, and more important, to encourage the habit of library use among children. Each corner is equipped with about 100 storybooks and a blackboard to promote art and drawing.

While organising Union Libraries, BRAC recognised that students - 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.

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. In most cases they now play an active role in organising the library at the initial stage by mobilising subscribers and raising funds. In some libraries the community has adopted a number of interesting ideas for raising funds - organising medical camps, publishing calendars, etc. Effort will be made in Phase III to provide more facilities to the community through these centres. Preliminary ideas include providing mobile phones and computer technology.

#### 4. Union Libraries in Phase III

In Phase III another 500 libraries will be set up. The average membership per library will be approximately 400 to 500. In cases of small libraries or those only for women, the membership will be 200 to 300. A local committee will be formed to organise the initial work. The programme staff will facilitate the opening of the library based on procedures developed during Phase II. A locally recruited, preferably woman librarian will operate the library.

TABLE 6 : Library opening schedule

Particulars	Year I (Apr 1999- March 2000)	Year II (Apr 2000- March 2001)	Year III (Apr 2001- March 2002)	Year IV (Apr 2002- March 2003)	Year V (Apr 2002- March 2004)
New Library	100	100	100	100	100
Membership	40,000	40,000	40,000	40,000	40,000

Assuming that the community will be providing library space free of charge (BRAC may consider constructing a low-cost two-room house for library purposes on land donated by the community), each library will be provided with 1,000 books including 100-150 books for children, one or two daily newspapers, one or two magazines and low cost furniture. Experience suggests that users continuously demand new books. Organising a network among the libraries in a given area (e.g. a thana) to interchanged books may be extremely useful. This will increase the number of books available to readers without increasing the budget. In addition to regular activities related to borrowing books, effort will be made to encourage school children of adjacent areas to participate. One strategy may be to initiate a separate library class school routine. Each library will be transformed into a Trust within a period of two to three years. On formation of the Trust most of the libraries will be self-financing. Marketing strategies such as providing awards for regular users will be introduced. This strategy has already proved extremely worthwhile in a few libraries in 1997-98. Care will also be taken to organise events: cultural activities (celebrating Independence Day, Victory Day etc.), debates, discussions, sports competitions and courses based on community demand. Short training courses will be organised for committee members to strategically plan more opportunities for service delivery. Finally, the management structure developed under Phase II will be followed. A Programme Organiser (PO) will be responsible for five libraries and will be accountable to an Area Education Manger (CE). The Area Education Manager (CE) will be responsible for 40-45 libraries and will supervise relevant staff. Training courses related to Union Libraries will be given to management personnel.

It is worth noting that in 1996 the concept of a Reading Circle was introduced in villages where a Reading Centre could not be set up due to an inadequate number (less than 20) of BEOC graduates. A circle could start with seven to eight graduates. While one graduate kept the books the others were asked to borrow books from her and meet once a week in a venue convenient to them. In most cases girls felt uncomfortable going to another's house to meet and borrow books. Moreover, since there was no definite location, performance of the circles was difficult to monitor. Subsequently the circles were merged with one of the Reading Centres located nearby.

*Appraisal Mission Comments: Beneficiaries of the Union Libraries*

To date the numbers of women using the library, the preference for hiring women librarians, and the text book lending scheme which gives priority to BRAC graduates, indicates that the BRAC target group is among the beneficiaries of this initiative.

*Conclusion*

The Appraisal Team is not only satisfied that initiatives underway within the continuing education programme are appropriate features of the education programme but also believes that there is potential for expansion as opportunities arise.

CHAPTER FC JR  
MANAGEMENT OVERVIEW



## CHAPTER FOUR MANAGEMENT OVERVIEW

### *Appraisal Mission Comments: BRAC as an Organisation*

In appraising the changes proposed during Phase III of BRAC's education programme one has to take cognisance of BRAC's achievement to date, such as its capacity to overcome logistic constraints in delivering development programmes to otherwise excluded sectors of the population, the scale of its operation and the innovations it has pioneered in order to achieve its goals.

A brief look at BRAC's profile to date indicates that while the organisation has a decidedly hierarchical management structure, and a largely centralised top down delivery approach it simultaneously reflects through its policy decisions a sensitivity to needs in the field at one level and to the national development agenda at another level.

Within the organisation there is a strong impression of on going change and adaptation – always with an eye to what is happening locally, nationally or internationally; a willingness to take calculated risks; and an openness to adjust and amend procedures and detailed plans if they are hindering rather than helping in achieving the ultimate goal. The ultimate goal of tackling poverty is the one consistent and constant feature. In the course of the Appraisal the team members noted that when described their role within the organisation everyone spoken to, whether in Dhaka office or the field offices, and including teachers, always did so in terms that related their specific task to the overall goal.

As a result of this, albeit cursory, glance at BRAC's organisational culture it would appear to have many of the dynamic characteristics of "responsive" organisation. In a five year project proposal from such an organisation one expects to find little by way of precise detail and a great deal by way of anticipated potential. It would be an anathema to such an organisation to predict what precisely it would be doing in five years time instead it would tend to define its direction and continuously adapt and adjust what it does on the way. BRAC's education programme proposal reflects this kind of approach.

Overall responsibility for the programme rests with the Executive Director of BRAC. The Director of NFPE is reportable to the Deputy Executive Director II. Since the Deputy Executive Director is responsible for RDP, this development in the management structure will certainly facilitate better communication and co-ordination between both programmes. The office of the Director of NFPE carries out the supervision of the programme. The programme has formed six support units

namely Training, Monitoring, Field Operations, Material Development, Logistics and Continuing Education.

The Director of NFPE is responsible for developing programme policies, from conceptualisation and experimentation through implementation. She manages the programme and liaises with other BRAC programmes, donors, and evaluation and appraisal teams.

There are two Programme Co-ordinators. The first is responsible for developing training plans for teachers, staff and management; for management information systems (MIS) and monitoring; and for liaison with government. The second is responsible for continuing and adult education

A Manager, Quality Control, reportable to the Director, supervises the Materials Development Unit as well as the Training and Quality Managers. There are currently 17 field-based Quality Managers, co-ordinating the work of Master Trainers and Resource Teachers. They are responsible for staff development related to pedagogy.

The Field Operations unit come under the jurisdiction of a Programme Manager, assisted by three Regional Managers (RM), each of whom has charge of 10,000 schools.

Area Managers (AM) are stationed in the field, and have had several years of experience in BRAC. Their job is to plan all schools within their area, oversee and develop Team Offices, evaluate personnel performance in their regions and manage logistics. An Area Manager has 500-700 schools under his/her jurisdiction.

The Team In-Charge (TI) also come from the rank of experienced BRAC field workers, each having at least two years experience in the school programme. A TI is responsible for 80-100 schools and reports to the AM.

*Appraisal Mission Comments: Target population's input to policy decision-making*

It is also evident that BRAC staff, particularly teachers, librarians, health workers, POs and JPOs have close personal and working relationships with the members of the communities in which they are based. This level of staff are well-positioned to advocate on behalf of these communities which they do through staff reports and at training sessions when they bring up topics for discussion. The Appraisal Team are satisfied that these indirect channels are important. Informal setting in which information is exchanged or a concern raised by a member of the community can sometimes highlight practical day to day issues that need addressing in programme design. Formal meetings do not always elicit that kind of information.



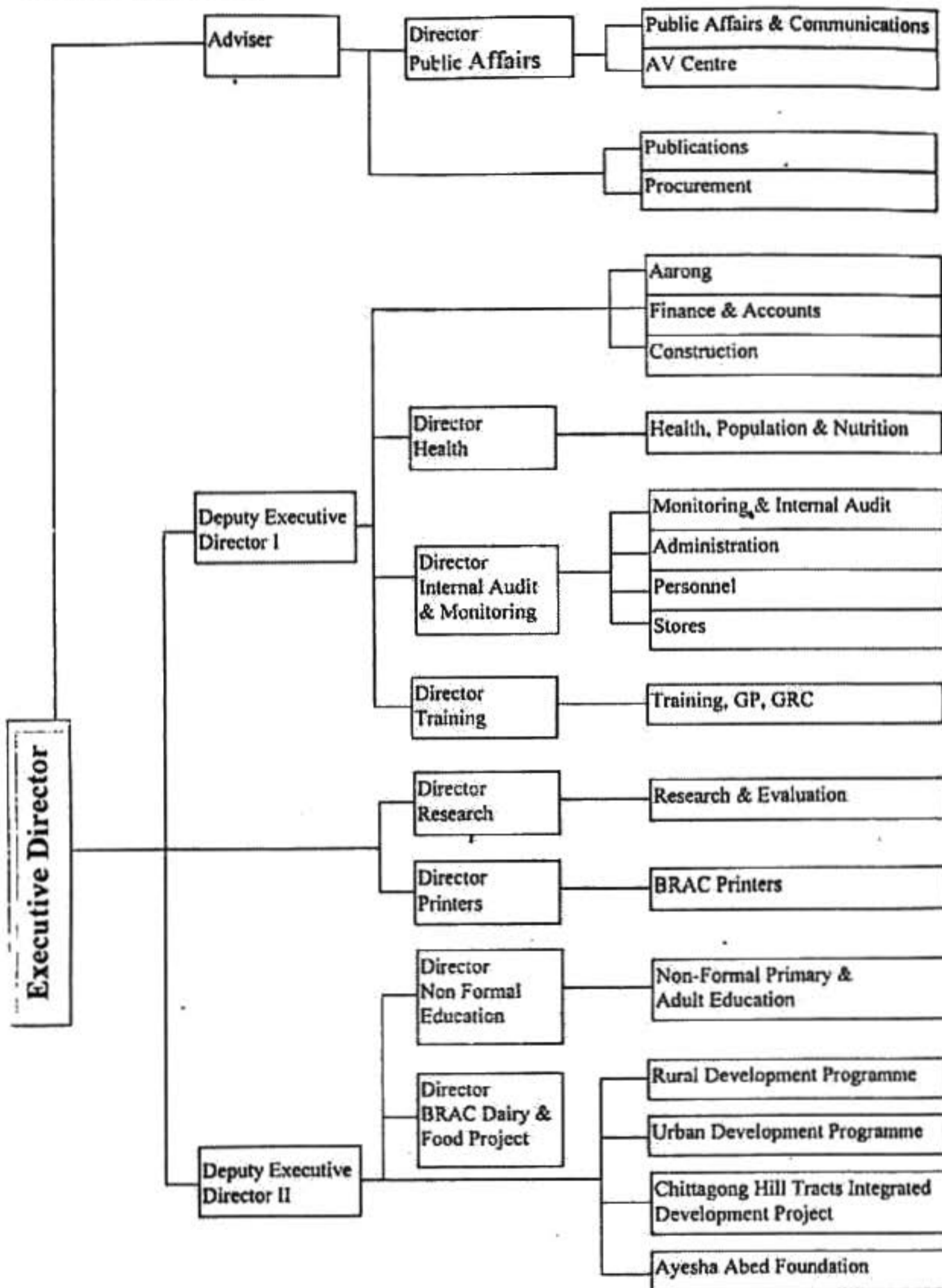
The Programme Organisers (PO) are the first line supervisors of the teachers and the schools. They may not have much experience in BRAC. They receive training in effective school supervision, and attend basic teachers training as well as a "training of trainers" workshop. A PO looks after 16 schools on average. She/he visits all the schools in their area as often as possible and reports to the Team In Charge (TI).

The Programme Assistants supervise 12 schools each and report to their respective officer in charge. They are local recruits with a maximum of 12 years of formal education. Some are also ex-NFPE teachers. (The PA position is being phased out during 1998.)

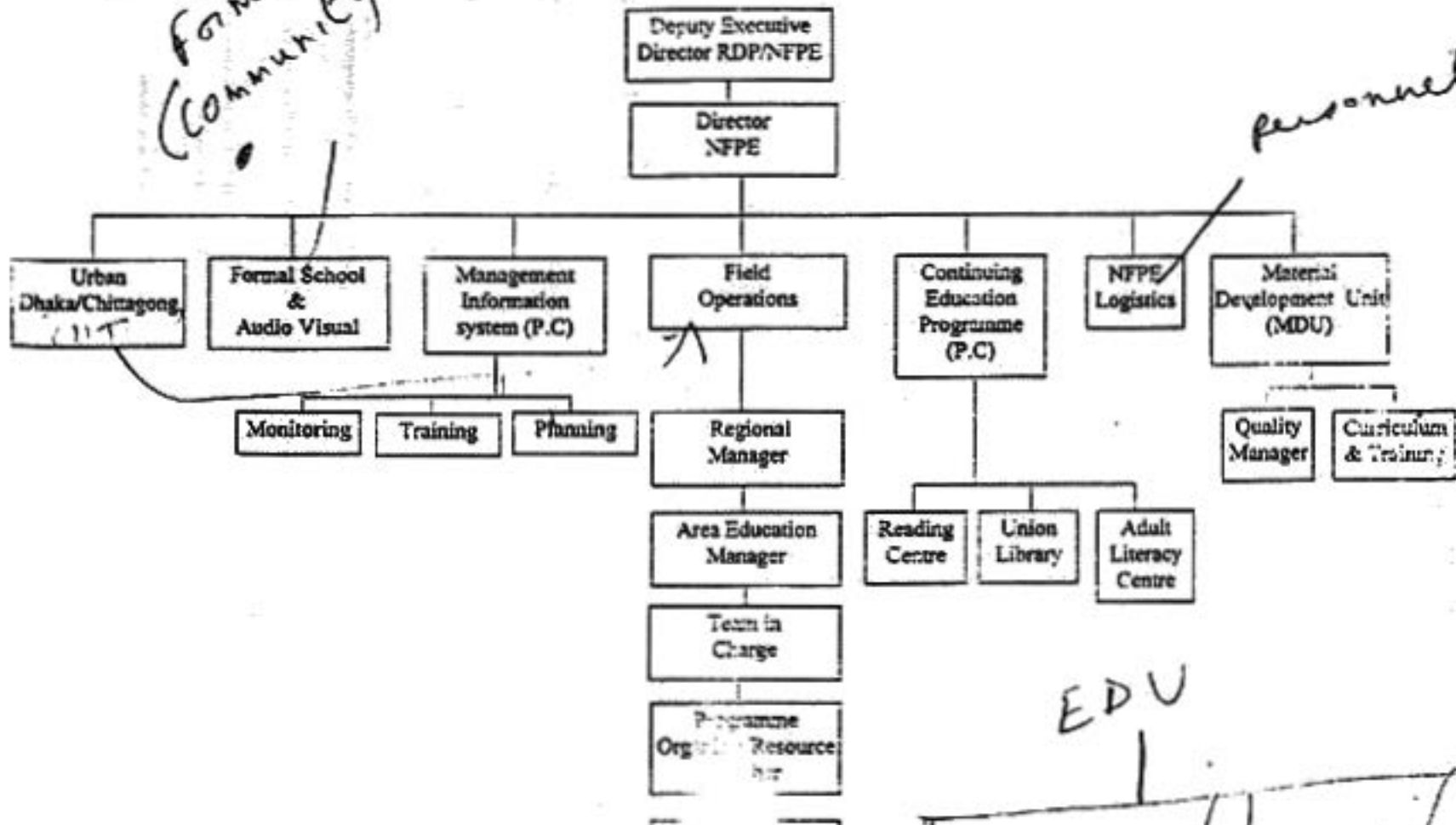
During Phase III, NFPE offices will be relocated into the facilities now being used exclusively by RDP. This does not reflect any change in the design or structure of the programme, but is intended as a more pragmatic and cost-effective use of available space. It will undoubtedly build better communications between the programmes as well.

(The BRAC organogram and the NFPE organogram have been shown on the next few pages)

# BRAC Organogram



# NFPE ORGANOGRAM



*Formal Community sc*

*personnel*

*EDU*



CHAPTER FIVE  
ISSUES, QUESTIONS AND  
LONG-RANGE VISION



## CHAPTER FIVE

# ISSUES, QUESTIONS AND LONG-RANGE VISION

A number of questions arise in relation to the current operation and the longer-term future of the NFPE. These focus mainly on its relationship with government and with other Bangladeshi organisations, and on questions of long-term programme sustainability.

### 1. Relationship with Government

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This issue has been addressed in various places in the preceding text, but an overview is perhaps required.

The NFPE, 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 and those that have dropped through the educational safety net. As a quality-driven programme, it also seeks to build and share knowledge of new and more cost-effective ways of delivering primary education.

Article 17 of the Constitution of the People's Republic of Bangladesh enshrines the right of the child to free and compulsory primary education. Despite the best efforts of government, this has not yet been achieved. Although BRAC and other NGOs began their primary education efforts in the 1980s, it was not until the early 1990s that government began to take serious note of them.

The National Plan of Action for Children (1997-2002) called for universal access to basic education and completion of primary education by at least 80% of primary age school children by 2000. Government recognised, however, that its objective could be achieved "only through effective implementation of [its own efforts] and NGO programmes. Therefore the government and the NGOs have the responsibility to ensure timely provision of funds and implementation of the planned projects, to have close co-ordination of their programmes and activities to achieve the set goals." (p.30)

This National Plan was important for another reason. It recognised not only the quantitative contribution of NGOs like BRAC, it made specific and frequent reference to the qualitative impact on Government thinking 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. (p.8)

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. As of June 1998 there are 4200 adult literacy centres, including 1170 post-literacy centres, with 126,000 young adults between the ages of 15 and 25. Eighty percent are women. The centres are similar to the NFPE model in the sense that teachers are recruited locally and classes are held in rented premises. Literacy classes take place six days a week for two hours each day.

The centres offer a nine-month course, followed by a three-month post-literacy effort. To date, 1,455 centres have completed the course. 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.

### *Schools for Hard to Reach Children*

The purpose of this project, in collaboration with the DNFE and UNICEF, is to assist truly hard to reach 8- to 14-year-old children working in hazardous occupations. The project, started in 1997, will run initially for two years, but already, modifications have been required. The DNFE curriculum does not address issues that are relevant for urban working children, and BRAC has substituted some of its own material. A further issue has been the need to motivate employers so that child attendance is both high and regular.

These problems notwithstanding, the need is very great. BRAC has made a proposal to Government to open an additional 350 centres in Dhaka and Chittagong. More recently, in 1998, Government has set aside Tk 250 million to support NGOs willing to establish permanent primary schools in rural areas. Despite frequent discussions with Government on this proposal, BRAC has been cautious in offering to take up only 30 on a pilot basis. The problem is that no recurrent costs are offered by Government, yet the schools must basically operate according to government standards and regulations.

Government has also suggested that NGOs take over the operation of non-functioning "community schools" established under the General Education Project (GEP). BRAC has applied for some of these schools.

The Government's new draft Education Policy will soon go to Parliament for consideration. This envisages a key role for NGOs in the education field, and contains recommendations that could have far-reaching implications for the primary education system. The main one is that there be a shift in the amount of time and effort given to primary and secondary education. Currently, primary education is a five year process, while secondary and higher secondary are five and two years respectively. The proposed change would see a shift to eight years of primary education and four of secondary. This could have long-term implications

for BRAC's NFPE, although the plan - which would also have major cost and human resource implications for Government - would not come into operation until at least 2006, beyond the life of BRAC's Phase III.

In conclusion, it is fair to say that the relationship between BRAC (and other NGOs involved in primary education) and Government 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 through the life of Phase III.

## **2. Relationship of NFPE to Other Organisations**

There are now many NGOs involved in primary education, 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 and copying of experience, techniques and materials.

One mechanism for co-ordination has been the Campaign for Education (CAMPE). More effective have been joint efforts arranged around specific needs. For example, GSS and BRAC have often used the same external consultants. BRAC and GSS have a joint exchange programme with Lok Jumbish, an educational organisation in India. BRAC trainers have spent time at GSS schools, and GSS is currently taking an interest in BRAC's CLIP approach.

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

Because many smaller NGOs were getting into the non formal primary education field, and because many were trying to "reinvent the wheel" already developed by BRAC, BRAC began what is known as the Educational Support Programme (ESP) in 1991. 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 mid 1998, ESP had extended support to 331 NGOs for 5419 NFPE schools. In addition to technical support, BRAC also provided financial support to 278 NGOs operating 4020 schools.

A two-year project for educating under-aged child labourers in the garment industry was started by BRAC in 1996, under an agreement with UNICEF, ILO and the Bangladesh Garment Manufacturer Employers' Association. As of June 1998 BRAC is operating 236 schools for child workers in Dhaka, Narayanganj, Chittagong and Gazipur. A total of 4357 children have been enrolled. Training has

centred mainly on tailoring, knitting, stitching and carpentry. This has been an important learning experience for BRAC. Student drop-out rates were high, but it was found that many were interested in continuing their education if financial support was available.

### **3. A Clear Poverty Focus and Issues of Longer-Term Financial Sustainability**

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In current literature on the sustainability of education in poor countries, there is growing emphasis on "user fees". BRAC has been a pioneer in the concept of encouraging cost-recovery in some of its programmes, notably the Rural Credit Project. The idea of user fees in the NFPE has been considered very carefully, therefore, and although there are some user-fee experiments currently under way,<sup>10</sup> it is still felt that fees which might in any way approximate full cost-recovery are not appropriate.

#### ***Appraisal Mission Comments: Challenges***

The decision to charge five taka per month to children - BEOC students are not included - struck the Appraisal Team as likely to inhibit the very poor from attending school. Essentially, parents will be paying for their children's school supplies - paper, pencils and such like. The fee structure has been discussed at, and approved by School Management Committees. BRAC officials believe that this small fee is within the reach of almost all children; however, the poorest, approximately 20% of the total, will be exempt. The fee is being introduced principally for three reasons. Firstly the fee allows parents to invest in the education of their children, an investment that both are likely to value. Secondly, the fee allows parents to reflect on the fee burden that faces them if their children enter Grade IV in the public, formal system or Grade VI when Phase III is underway. Thirdly, the income generated by the fees will contribute to the sustainability of NFPE. The Appraisal Team believes that time is needed to gauge the effect that the fee structure has on the participation of the very poor. Since it is assumed that BRAC intends to monitor the situation closely, the Appraisal Team is satisfied that BRAC will not allow the imposition of the fee structure to deflect from the organisation's focus on the poor.

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<sup>10</sup> A pilot programme is currently under way in several thousand schools, in which Tk 5 is charged each month for children in selected NFPE schools (not BEOC schools). If there are two children from one family, only one fee is charged. In cases of extreme poverty, the fee may be waived. The collection and monitoring of contributions are to be carried out at field level by POs and TIs. Contributions will also be centrally monitored and evaluated by internal and external audit and monitoring departments at Head Office level. Regular financial reports at both field and Head Office level will provide a further source of evaluation and monitoring.



It should be remembered that the NFPE is aimed at the poorest children. It has been found that approximately 20% of RDP members (from whose families the children are drawn), are not actually among the very poorest, although those above the BRAC-defined poverty "cut-off" (50 decimals of land), are only marginally so. BRAC's NFPE focus on the very poorest obviously cannot be overly rigid, but flexibility on this point is permitted sparingly.

In accordance with the views of Government and many international educational institutions, BRAC believes that basic education is a right. In virtually all countries, including Bangladesh, primary education is free. BRAC feels it would be wrong to attempt to seek full-cost user fees from parents of its target group - children, most of them girls - who have virtually never had access to mainstream education, and who come from the country's very poorest families.

This is not to suggest that BRAC does not require and encourage contributions from parents. They are required to give their time, for example, for committees and for the maintenance of the school. In many cases the school building or the building materials are provided by parents, who also contribute mats and other day-to-day materials for the school. Our experiments suggest that Union Libraries can be financially self-sustaining, and skill training at these centres is already partly self-financing.

It should also be remembered that poor, parents, by sending their children to school, have given up some of the work time and income that would normally be generated by the child's presence at home or in the field throughout the day. The dictionary defines "sustain" in several ways: to withstand; to maintain or prolong; to be supported from below; to provide or give support to - as in supplying necessities; to keep up vitality or courage; or to affirm the justice or validity of an endeavour.

In purely financial terms, the NFPE programme, large or small, is not self-sustaining. The responsibility for financing and managing primary education rests normally and correctly with Government. In Phase III, financial sustainability will depend almost exclusively on external support. The NFPE programme is an investment in the longer-run sustainability of education, however, and of the economy of Bangladesh as a whole. Better educated children become better educated parents. Among the poorest, this has important ramifications in employment opportunities, productivity, literacy, health, child survival, equity, the role of women, and population levels. Better educated parents seek better education for their children. New attitudes and greater demand go hand in hand with the Government's investment, supported by the external donor community, in improved access to the formal system, better curricula and learning materials, more instructional time, and an enhancement of the learning capacity of children.

BRAC believes, however, that the longer-term value of the NFPE is becoming evident to all concerned, especially Government. Government willingness to

support the reconstruction of schools that NFPE will operate is a first indication of this. BRAC's Government-supported projects in adult education and schools for hard-to-reach children are others. A stronger case can be made over time for Government subventions in support of NFPE teacher salaries.

Ultimately, over the longer term, the role of NGOs like BRAC will depend very much on the capacity and spending of Government in the primary sector. In the Government's 1998-99 budget, education is the highest recipient of the combined allocations in the revenue budget and the ADP, and represents a 9.4% increase over the previous year. Even so, Government's ambitious plans, especially the longer-term plan to increase primary education to an eight-year programme, will require human, financial and logistical mobilisation of enormous proportions. There is undoubtedly a long-term role for committed non-governmental organisations in contributing to these efforts.

A World Bank report observes that "the low level of aid to primary education and the urgent need to spur educational progress make a compelling case for increased aid to primary education. Although in many countries investments in learning materials, teacher training, and management will - over time - result in yields from greater efficiency, start-up costs will often be considerable, and external financial support will be essential to bridge the gap between feasible and essential outlays".<sup>11</sup> The bridging analogy is appropriate. One observer of the BRAC programme has suggested that non-formal primary education is like a Bailey Bridge, an emergency effort to span a deep chasm, until the main reconstruction effort has been completed.

**Appraisal Mission Comments: Conclusion**

Phase III reflects BRAC's mission and goals, complements the GoB's non-formal education direction, and provides a base for BRAC's potential involvement in the new PEDP. BRAC has the organisational capacity to undertake Phase III, and has the necessary links with government agencies through CAMPE, and with other NGOs through ESP and participation on delivering specific government-funded school projects. BRAC intends to continue with NFPE but, at the GoB's invitation, will play a role in delivering primary education.

<sup>11</sup> *Primary Education: A World Bank Policy Paper*, World Bank, Washington, 1990, p.48

## **PROJECT COSTS**

The total project cost is budgeted at Tk 5,840,698,832, or US\$ 121,681,226 (approximately US\$126 million). There will be a 2.88% project income (student fees Tk 5 per month per student) which will bring the net requirement for the project at Tk 5,695,693,412, or US\$118,660,279 (approximately US\$119 million). The dollar has been calculated at an exchange rate of Tk 48. The budget shows a five percent inflation adjustment each year on the taka. A summary of the budget (notes to budget have been attached to Annexure A) and a detailed budget has been provided in Annexure A.

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SUMMARY BUDGET  
FILE NAME: NF 99-13 DATED 17-9-98

	APRIL 1999 MARCH 2000	APRIL 2000 MARCH 2001	APRIL 2001 MARCH 2002	APRIL 2002 MARCH 2003	APRIL 2003 MARCH 2004	Total Cost	%
<b>A. School Cost</b>							
A.1 Teachers Cost	375,220,165	380,736,441	377,421,159	364,157,951	375,601,262	1,873,136,979	37.21%
A.2 Students Books and Supplies	309,027,326	346,870,834	342,466,891	344,238,737	313,366,797	1,655,668,584	32.97%
A.3 Field Operations	122,710,857	122,710,857	122,710,857	122,710,857	122,710,857	613,554,286	12.15%
A.4 Research and Evaluation	3,009,593	8,500,181	8,425,989	8,311,055	8,116,789	41,423,598	0.82%
A.5 HO Management and Support Services	80,695,335	85,001,813	84,259,691	83,110,554	81,107,892	414,235,985	8.20%
Sub total	865,723,767	943,520,126	935,284,787	922,527,155	900,983,597	4,598,016,432	91.23%
B. Library programme	52,815,000	62,533,500	63,397,000	65,824,500	67,352,000	322,322,000	6.40%
C. Innovative Program and materials Dev	9,585,368	10,091,536	9,986,816	9,881,517	9,683,155	49,203,414	0.98%
D. Education Development Unit	17,490,000	16,390,000	10,340,000	10,340,000	10,340,000	64,900,000	1.29%
<b>Total</b>	<b>985,614,134</b>	<b>1,032,805,183</b>	<b>1,019,008,605</b>	<b>1,008,373,171</b>	<b>988,843,753</b>	<b>5,034,444,846</b>	<b>100.00%</b>
E. Inflation Cost	49,280,708	105,842,029	180,621,231	217,310,721	273,196,297	806,250,986	
<b>Total Project Cost</b>	<b>1,034,894,842</b>	<b>1,138,647,212</b>	<b>1,199,629,837</b>	<b>1,225,683,892</b>	<b>1,262,040,050</b>	<b>5,840,695,832</b>	
In Taka							
In US \$	21,563,310	23,717,650	24,575,622	25,535,081	25,292,564	121,681,225	
E. Project Income Taka	20,892,300	20,692,300	34,521,000	34,493,820	34,205,400	145,005,420	2.15%
<b>Net Requirement In Taka</b>	<b>1,014,002,542</b>	<b>1,117,954,912</b>	<b>1,165,107,837</b>	<b>1,191,190,072</b>	<b>1,227,834,650</b>	<b>5,695,690,412</b>	<b>97.12%</b>
<b>Net Requirement In US \$</b>	<b>21,125,053</b>	<b>23,282,364</b>	<b>23,856,415</b>	<b>24,816,466</b>	<b>25,579,951</b>	<b>118,880,279</b>	

Exchange Rate US \$ 1 = Taka 45.00

detached budget

A. SCHOOL COST  
A.1. TEACHERS COST

Note	Unit Cost	Year					Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total	Total Cost Total	
		Year 1	Year 2	Year 3	Year 4	Year 5							
1. Teachers Training (Basic Training) 15 days Tk.200 per teacher per course	1	2,200	4,379	7,814	6,952	6,431	4,821	9,534,248	16,318,720	14,613,958	14,147,376	16,667,160	55,119,342
2. 3 day orientation course before opening school Tk.30 per person per day	2	90	4,379	7,418	6,952	6,431	4,821	384,128	667,584	589,662	578,734	432,645	2,663,973
3. Teachers Training (15 days on Math and Eng) (4th Phase) Tk.2200 per teacher per course	3	1,280	12,967	9,676	9,867	3,710	11,510	27,207,400	21,667,200	23,815,400	8,152,800	28,001,600	103,313,800
4. Refreshers course 1 day per month field based Tk.30 per person per month	4	30	34,020	34,000	34,800	34,000	34,380	11,228,000	11,228,000	11,223,000	11,228,800	11,220,000	56,100,000
6. Refreshers course 6 days (Prior to Grade 1, II IV and V) Tk.30 per person per day	5	180	36,548	35,844	36,780	36,567	35,577	6,578,870	6,415,920	6,620,400	6,532,000	6,448,860	32,646,060
8. Teacher Salary Tk.600 per month	6	600	34,600	34,000	34,800	34,600	34,500	244,858,050	244,858,000	244,800,000	244,830,900	244,880,200	1,224,800,000
7. Teaching aids and material (Details in annex 1) 8. Teachers supplies	7	484	3,264	13,362	10,806	10,192	4,726	1,467,858	6,571,582	4,789,724	4,586,302	2,149,890	19,667,546
8.1 Teacher Bag	8.1	50	4,379	7,418	6,952	6,431	4,821	218,850	371,880	327,500	321,630	241,025	1,475,585
8.2 Board Exercise Book Per School per year 8 New	8.2	8	272,000	272,000	272,000	272,000	272,000	1,632,000	1,632,000	1,632,000	1,632,000	1,632,000	8,160,000
8.3 Ball pen Per School per year 12 Nos	8.3	3	406,000	408,000	406,000	408,000	408,000	1,224,800	1,224,000	1,224,800	1,094,680	1,224,000	6,120,000
8.4 Clio File Per School per Cycle 1 No	8.4	3	5,864	10,352	10,506	10,189	4,735	88,320	66,960	52,530	51,510	23,678	280,095
8.5 Folding File Per School per Cycle 1 No	8.5	8	1,264	10,342	10,906	10,192	4,735	88,584	30,382	60,896	61,512	28,418	251,894
9. Salary of OTA Tk.5000 per month (10 time spent for training)	9	5,000	2,420	2,420	2,420	2,420	2,420	48,571,428	48,571,428	48,571,428	48,571,428	48,571,428	242,857,143
10. Travelling & transportation 20% of salary	10	20%	-	-	-	-	-	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
11. Staff training & Development 10% of salary	11	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,142	4,857,143	4,857,143	24,285,714
12. Office Rent and Utilities(10) Tk.2500 per month	12	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
13. Office stationeries and supplies(10) Tk.1000 per month	13	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
14. General expenses and Maintenance(10) Tk.1500 per month	14	1,500	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
<b>Total cost of Teachers</b>								<b>319,270,183</b>	<b>280,736,401</b>	<b>277,421,199</b>	<b>284,187,651</b>	<b>275,681,202</b>	<b>1,673,158,879</b>

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A.2. Student Books and Supplies

1. Student Books (Grade-I)

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Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
1.1 Bangla Text book(Part I)	8	101.184	415.152	325.688	313.162	148.785	809.472	3.321.216	2.605.488	2.505.296	1.174.280	10.415.752
1.2 Bangla Text book(Part II)	10	101.184	415.152	325.688	313.162	148.785	1.011.840	4.151.520	3.256.860	3.131.620	1.467.850	13.019.680
1.3 Math's Text book	8	101.184	415.152	325.688	313.162	148.785	809.472	3.321.216	2.605.488	2.505.296	1.174.280	10.415.752
1.4 Math Workbook	14	101.184	415.152	325.688	313.162	148.785	1.416.576	5.812.128	4.559.604	4.384.268	2.054.990	18.227.566
1.5 Shahaj Path	5	101.184	415.152	325.688	313.162	148.785	505.920	2.075.760	1.628.420	1.565.810	733.925	6.509.845
1.6 Paribash Pancha Workbook	14	101.184	415.152	325.688	313.162	148.785	1.416.576	5.812.128	4.559.604	4.384.268	2.054.990	18.227.566
1.7 Story Books (Per school)	573	3.264	13.392	10.508	10.102	4.735	1.876.800	7.700.400	6.040.950	5.808.650	2.722.620	24,149,425

2. Student Books (Grade-II)

2.1 Bangla Text book	8	338.272	101.184	415.152	325.688	313.162	2.708.176	809.472	3.321.216	2.605.488	2.505.296	11.947.648
2.2 Bangla Workbook	14	338.272	101.184	415.152	325.688	313.162	4.735.808	1.416.576	5.812.128	4.559.604	4.384.268	20.908.384
2.3 Math's Text book	8	338.272	101.184	415.152	325.688	313.162	2.708.176	809.472	3.321.216	2.605.488	2.505.296	11.947.648
2.4 Math's Workbook	14	338.272	101.184	415.152	325.688	313.162	4.735.808	1.416.576	5.812.128	4.559.604	4.384.268	20.908.384
2.5 Math's Teachers Guide	20	10.912	3.264	13.392	10.508	10.102	218.240	65.280	267.840	210.120	202.040	963.520
2.6 Social studies Text book	10	338.272	101.184	415.152	325.688	313.162	3.382.720	1.011.840	4.151.520	3.256.860	3.131.620	14.934.560
2.7 Social studies Workbook	14	338.272	101.184	415.152	325.688	313.162	4.735.808	1.416.576	5.812.128	4.559.604	4.384.268	20.908.384
2.8 Social studies Teachers Guide	20	10.912	3.264	13.392	10.508	10.102	218.240	65.280	267.840	210.120	202.040	963.520
2.9 English Workbook	14	338.272	101.184	415.152	325.688	313.162	4.735.808	1.416.576	5.812.128	4.559.604	4.384.268	20.908.384
2.10 Story Books (4 copies per School)	10	43.848	13.056	53.988	42.024	40.408	436.480	130.560	535.680	420.240	404.080	1,927,040

3. Student Books (Grade-III)

3.1 Bangla Text book	10	328.631	323.547	133.455	398.184	316.076	3.288.310	3.235.470	1.334.550	3.981.640	3.160.760	14,998,730
3.2 Bangla Workbook	10	328.631	323.547	133.455	398.184	316.076	3.288.310	3.235.470	1.334.550	3.981.640	3.160.760	14,998,730
3.3 Math's Text book	12	328.631	323.547	133.455	398.184	316.076	3.943.572	3.882.564	1.601.460	4.777.968	3.792.912	17,998,476
3.4 Math's Workbook	14	328.631	323.547	133.455	398.184	316.076	4.600.834	4.529.658	1.868.370	5.574.296	4.425.064	20,998,222
3.5 Math's Teachers Guide	18	10.601	10.437	4.305	12.844	10.196	190.818	187.866	77.490	231.192	183.528	870,894
3.6 Social studies Text book	10	328.631	323.547	133.455	398.184	316.076	3.288.310	3.235.470	1.334.550	3.981.640	3.160.760	14,998,730
3.7 Social studies Workbook	14	328.631	323.547	133.455	398.184	316.076	4.600.834	4.529.658	1.868.370	5.574.296	4.425.064	20,998,222
3.8 Social studies Teachers Guide	14	10.601	10.437	4.305	12.844	10.196	148.414	148.118	60.270	179.818	142.744	677,362
3.9 English Workbook	14	328.631	323.547	133.455	398.184	316.076	4.600.834	4.529.658	1.868.370	5.574.296	4.425.064	20,998,222

4. Student Books(Grade IV)

4.1 Bangla Text book	10	383.377	296.856	294.717	115.010	366.389	3.833.770	2.568.560	2.947.110	1.150.110	3.653.890	14,563,430
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Note	Unit Cost Taka	Years					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
8.2 Blackboard(30% of Reopen School)	150	979	4,018	3,152	3,021	1,421	146,880	602,640	472,770	434,590	213,075	1,989,955
8.3 Fanning of Black boards Per year	10	34,000	34,000	34,000	34,000	34,000	340,000	340,000	340,000	340,000	340,000	1,700,000
8.4 Trunk(30% of Reopen School)	220	979	4,018	3,152	3,021	1,421	215,424	883,672	693,296	646,732	312,510	2,771,634
8.5 Floor Mat	250	3,264	13,292	10,506	10,102	4,735	816,000	3,348,000	2,626,500	2,525,500	1,183,750	10,495,750
8.6 Duster (2 nos Per Year)	8	34,000	34,000	34,000	34,000	34,000	204,000	204,000	204,000	204,000	204,000	1,020,000
8.7 Chalk	38	34,000	34,000	34,000	34,000	34,000	1,224,000	1,224,000	1,224,000	1,224,000	1,224,000	6,120,000
8.8 Classroom supplies(Details in Annex-B)	817,00	3,264	13,292	10,506	10,102	4,735	2,666,688	10,941,264	8,583,402	8,253,334	3,868,495	34,313,183
9. Salary of POIRA Tk.5000 per month (1/2 time spent for Books and Supplies)	8,000	2,429	2,429	2,429	2,429	2,429	48,571,429	48,571,429	48,571,429	48,571,429	48,571,429	242,857,143
10. Travelling & transportation 20% of 1	20%	-	-	-	-	-	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
11. Staff training & Development 10% of salary	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,143	4,857,143	4,857,143	24,285,714
12. Office Rent and Utilities(1/3) Tk.2500 per month	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
13. Office stationeries and supplies(1/3) Tk.1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
14. General Expenses and Maintenance(1/3) Tk.1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
15. School room renovation & maintenance	200	34,000	34,000	34,000	34,000	34,000	81,600,000	81,600,000	81,600,000	81,600,000	81,600,000	408,000,000
<b>Total cost of Student Books and Supplies</b>							<b>209,027,326</b>	<b>346,570,634</b>	<b>342,466,891</b>	<b>344,236,737</b>	<b>313,368,787</b>	<b>1,655,668,564</b>
<b>A.3. Field Operation</b>												
1. Salary of POIRA Tk.5000 per month (1/2 time spent for Field operation)	8,000	2,429	2,429	2,429	2,429	2,429	48,571,429	48,571,429	48,571,429	48,571,429	48,571,429	242,857,143
2. Travelling & transportation 20% of 1	20%	0	0	0	0	0	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
3. Staff training & Development 10% of salary	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,143	4,857,143	4,857,143	24,285,714
4. Salary of Team Incharge Tk.8000 per month	6,000	340	340	340	340	340	24,480,000	24,480,000	24,480,000	24,480,000	24,480,000	122,400,000
5. Salary of Area Manager Tk.7500 per month	7,500	68	68	68	68	68	8,120,000	8,120,000	8,120,000	8,120,000	8,120,000	30,600,000
6. Salary of Accountant Tk.5000 per month	5,000	68	68	68	68	68	4,080,000	4,080,000	4,080,000	4,080,000	4,080,000	20,400,000
7. Travelling & transportation 20%	20%	-	-	-	-	-	8,120,000	8,120,000	8,120,000	8,120,000	8,120,000	40,600,000



Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
4.2 Maths Text book	10	383.377	296.856	294.717	115.010	366.389	3.833.770	2.968.560	2.947.170	1.150.100	3.663.890	14.563.490
4.3 Maths Teachers Guide	18	12.387	9.578	9.507	3.710	11.819	222.606	172.368	171.126	66.780	212.742	845.622
4.4 Social studies Text book	10	383.377	296.856	294.717	115.010	366.389	3.833.770	2.968.560	2.947.170	1.150.100	3.663.890	14.563.490
4.5 Social studies Teachers Guide	18	12.387	9.578	9.507	3.710	11.819	222.606	172.368	171.126	66.780	212.742	845.622
4.6 English Workbook	14	383.377	296.856	294.717	115.010	366.389	5.367.278	4.155.984	4.126.038	1.610.140	5.128.446	20.388.886
4.7 Religion Text book	10	383.377	296.856	294.717	115.010	366.389	3.833.770	2.968.560	2.947.170	1.150.100	3.663.890	14.563.490
5 Student Books(Grade V )												
5.1 Bangla Text book	10	82.739	383.377	296.856	294.717	115.010	827.390	3.833.770	2.968.560	2.947.170	1.150.100	11.726.990
5.2 Maths Text book	10	82.739	383.377	296.856	294.717	115.010	827.390	3.833.770	2.968.560	2.947.170	1.150.100	11.726.990
5.3 Maths Workbook	14	82.739	383.377	296.856	294.717	115.010	1.158.348	5.367.278	4.155.984	4.126.038	1.610.140	16.417.786
5.4 Maths Teachers Guide	18	2.669	12.387	9.578	9.507	3.710	48.042	222.606	172.368	171.126	66.780	680.922
5.5 Social studies Text book	10	82.739	383.377	296.856	294.717	115.010	827.390	3.833.770	2.968.560	2.947.170	1.150.100	11.726.990
5.6 Social studies Teachers Guide	20	2.669	12.387	9.578	9.507	3.710	53.380	247.340	191.520	190.140	74.200	756.580
5.7 English Workbook	14	82.739	383.377	296.856	294.717	115.010	1.158.348	5.367.278	4.155.984	4.126.038	1.610.140	16.417.786
5.8 Religion Text book	10	82.739	383.377	296.856	294.717	115.010	827.390	3.833.770	2.968.560	2.947.170	1.150.100	11.726.990
6 Student Supplies												
6.1 Slate	15	101.184	415.152	325.686	313.162	146.785	1.517.760	6.227.280	4.885.280	4.697.430	2.201.775	19.529.535
6.2 Scale	3	101.184	415.152	325.686	313.162	146.785	252.960	1.037.880	814.215	782.905	366.963	3.254.923
6.3 Hard board	8	101.184	415.152	325.686	313.162	146.785	809.472	3.321.216	2.605.488	2.505.296	1.174.280	10.415.752
6.4 Line drawing sheet	2	101.184	415.152	325.686	313.162	146.785	222.605	913.324	716.509	688.958	327.927	2.864.332
6.5 Slate pencil Per year per Student 12 Nos	0.25	12.648.000	12.648.000	12.648.000	12.648.000	12.648.000	3.162.000	3.162.000	3.162.000	3.162.000	3.162.000	15.810.000
6.6 Wood pencil Per year per Student 8 Nos	1.50	6.324.000	6.324.000	6.324.000	6.324.000	6.324.000	9.486.000	9.486.000	9.486.000	9.486.000	9.486.000	47.430.000
6.7 Exercise book Per year per Student 12 Nos	2.50	12.648.000	12.648.000	12.648.000	12.648.000	12.648.000	31.620.000	31.620.000	31.620.000	31.620.000	31.620.000	158.100.000
6.8 Pencil sharpner Per year per school 4 dozen	20.00	136.000	136.000	136.000	136.000	136.000	2.720.000	2.720.000	2.720.000	2.720.000	2.720.000	13.600.000
7 Supplementary Reading Materials												
7.1 Donokendra (Grade -It) Per year per school 48 copies	3.00	1.632.000	1.632.000	1.632.000	1.632.000	1.632.000	4.896.000	4.896.000	4.896.000	4.896.000	4.896.000	24.480.000
7.2 Story Book Per school 30 copies per Cycle	15.00	327.360	97.920	401.780	315.180	303.060	4.910.400	1.463.800	6.026.400	4.727.700	4.945.900	21.679.200
8 Classroom Supplies												
8.1 Signboard (30% of Reopen School)	150	979	4.018	3.152	3.031	1.421	146.880	602.640	472.770	454.590	213.075	1.889.935

Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
8 Staff training & Development 10% of salary	10%	-	-	-	-	-	3,468,000	3,468,000	3,468,000	3,468,000	3,468,000	17,340,000
9. Office Rent and Utilities(1/3) Tk.2500 per month	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
10. Office stationeries and supplies(1/3) Tk.1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
11. General Expenses and Maintenance(1/3) Tk.1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
12 Salary of service Staff Tk.2000 per month	2,000	213	213	213	213	213	5,100,000	5,100,000	5,100,000	5,100,000	5,100,000	25,500,000
Total cost of field operation							122,710,857	122,710,857	122,710,857	122,710,857	122,710,857	613,554,286
A.4 Research and Evaluation	15						8,069,583	8,500,181	8,425,989	8,311,055	8,116,789	41,423,598
A.5 HO Management and Logistics Expense 10% of above expenses	16	10%	0	0	0	0	80,695,835	85,001,813	84,259,891	83,110,554	81,167,892	414,235,985
Total School Cost	Taka						895,723,767	943,520,128	935,294,767	922,527,155	900,963,597	4,598,019,432

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1. Union base Library(Gonokendra)

April 99	April 2000	April 2001	April 2002	April 2003
March 2000	March 2001	March 2002	March 2003	March 2004

No of Union base Library Opened	100	100	100	100	100
No of Union base Library(Gonokendra) in operation)	400	500	600	700	800

Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
<b>1.1 Cost per centre(Start up Cost)</b>												
1.1.1 Furniture and Fixture	35,000	100	100	100	100	100	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	17,500,000
1.1.2 Trust fund	50,000	100	100	100	100	100	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
1.1.3 Books	50,000	100	100	100	100	100	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
<b>Total</b>							<b>13,500,000</b>	<b>13,500,000</b>	<b>13,500,000</b>	<b>13,500,000</b>	<b>13,500,000</b>	<b>67,500,000</b>
<b>1.2 Operating Expenses (2 Year )</b>												
1.2.1 Salary of Librarian(Part time) Tk.700 per month	700	300	400	300	300	300	2,520,000	3,360,000	2,520,000	2,520,000	2,520,000	13,440,000
1.2.2 UMtes Tk.200 per month	200	300	400	300	300	300	720,000	960,000	720,000	720,000	720,000	3,840,000
1.2.3 Maintenance and Magazine Tk.300 per month	300	300	400	300	300	300	1,080,000	1,440,000	1,080,000	1,080,000	1,080,000	5,760,000
1.2.4 Orientation to Community members Tk.2000 per Library	2,000	100	100	100	100	100	200,000	200,000	200,000	200,000	200,000	1,000,000
1.2.5 Salaries and benefits of PO Tk.5500 per month for 5 Union library	5,500	80	100	120	140	180	5,280,000	6,600,000	7,920,000	9,240,000	10,560,000	39,600,000
1.2.6 Salaries and benefits of AM Tk.7500 per month for 50 Union library	7,500	8	10	12	14	16	720,000	900,000	1,080,000	1,260,000	1,440,000	5,400,000
1.2.7 Travelling and transportation (25% of 1.2.4 & 1.2.5)	25%	-	-	-	-	-	1,500,000	1,875,000	2,250,000	2,625,000	3,000,000	11,250,000
1.2.7 Staff Training (10% of 1.2.4 & 1.2.5)	10%	-	-	-	-	-	600,000	750,000	900,000	1,050,000	1,200,000	4,500,000
1.2.8 HO logistics and management expenses	10%	-	-	-	-	-	3,962,000	4,308,500	4,367,000	4,569,500	4,772,000	21,979,000
<b>Total</b>							<b>30,062,000</b>	<b>33,893,500</b>	<b>34,537,000</b>	<b>36,764,500</b>	<b>38,992,000</b>	<b>174,269,000</b>

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1. School base Reading Centre (Detail budget)

April 99	April 2000	April 2001	April 2002	April 2003
March 2000	March 2001	March 2002	March 2003	March 2004

No of Reading Centre Opened	2,000	2,000	2,000	2,000	2,000
No of Reading Centre (In operation)	7,100	8,000	8,000	8,000	8,000

Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
<b>2.1 Start up Cost</b>												
2.1.1 Trunk	250	2,000	2,000	2,000	2,000	2,000	500,000	500,000	500,000	500,000	500,000	2,500,000
2.1.2 Books (100 books X 20.00 per books)	2,000	2,000	2,000	2,000	2,000	2,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	20,000,000
2.1.3 Training per member	100	13,000	13,000	14,000	14,000	14,000	1,300,000	1,300,000	1,400,000	1,400,000	1,400,000	8,800,000
<b>Total</b>							<b>5,800,000</b>	<b>5,800,000</b>	<b>5,900,000</b>	<b>5,900,000</b>	<b>5,900,000</b>	<b>29,300,000</b>
<b>2.2 Operating Expenses</b>												
2.2.1 Salary of Teachers (Part time) Tk.80 per month	80	7,100	8,000	8,000	8,000	8,000	8,816,000	8,780,000	8,780,000	8,780,000	8,780,000	29,896,000
2.2.2 Magazine Tk.30 per month	30	7,100	8,000	8,000	8,000	8,000	2,556,000	2,180,000	2,180,000	2,180,000	2,180,000	11,196,000
2.2.3 Salaries and benefits Tk.8500 per month 45 School library	5,500	158	133	133	133	133	10,413,333	8,800,000	8,800,000	8,800,000	8,800,000	45,813,333
2.2.4 Travelling and transportation (25% of 2.2.3)	25%	-	-	-	-	-	2,603,333	2,200,000	2,200,000	2,200,000	2,200,000	11,403,333
2.2.5 Staff training and Development (10% of 2.2.3)	10%	-	-	-	-	-	1,041,333	880,000	880,000	880,000	880,000	4,561,333
2.2.6 HO logistics and management expenses 10% of above	10%	-	-	-	-	-	3,503,000	3,140,000	3,160,000	3,160,000	3,160,000	16,123,000
<b>Total</b>							<b>32,733,000</b>	<b>28,740,000</b>	<b>28,860,000</b>	<b>28,860,000</b>	<b>28,860,000</b>	<b>148,053,000</b>
<b>Total cost of Library Prog. In Taka</b>							<b>62,815,000</b>	<b>62,633,500</b>	<b>63,397,000</b>	<b>65,624,500</b>	<b>67,932,000</b>	<b>322,322,000</b>

2/8

Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
<b>C INNOVATIVE PROGRAMME AND MATERIALS DEVELOPMENT (1% of expenses)</b>	17						9,585,388	10,061,538	9,988,818	9,881,517	9,888,156	49,203,414
<b>D EDUCATION DEVELOPMENT UNIT</b>												
1.1 Rent and Utilities Tk. 300,000 per month							3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	18,000,000
1.2 Vehicles (2 nos Bus and 1 no Jeep) Tk. 2000000 each							4,000,000	2,000,000	0	0	0	6,000,000
1.3 Library Development							1,000,000	1,000,000	0	0	0	2,000,000
1.4 Book and Supplies								1,000,000	0	0	0	1,000,000
1.5 Computer (10,10,0 Nos.) Tk. 150000 each							1,500,000	1,500,000				3,000,000
<b>Sub total</b>							10,100,000	8,100,000	3,600,000	3,600,000	3,600,000	30,000,000
<b>2. Institutional Development</b>												
2.1 Project Head (1) (Tk. 100000 per month)							1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	6,000,000
2.2 Consultant Curriculum Development (Subject wise) 4 Nos							3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	15,000,000
2.3 Consultant Training (2)							1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
2.4 Consultant (Audio visual)							600,000	600,000	600,000	600,000	600,000	3,000,000
3.1 HO Logistic and management Expenses							1,590,000	1,490,000	940,000	940,000	940,000	5,900,000
<b>Total</b>							17,490,000	16,390,000	10,340,000	10,340,000	10,340,000	64,900,000
<b>E. PROJECT INCOME</b>												
1 School fees Tk 5 per Student per month (80% of Student)	80	348,205	348,205	575,365	574,882	570,080	20,892,500	20,892,300	34,521,900	34,493,520	34,205,400	145,005,420

TR

## Education Programme: Proposed Phase III Budget (1999 to 2004)

### Notes to Budget

- New Teacher's Training:** Teachers selected are given 15 days of training at a BRAC residential training centre. Calculation of number of teacher is as follows:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Number of re-opened schools (Refer to table-I and annexure-B)	3,264 =====	13,392 =====	10,506 =====	10,102 =====	4,735 =====
Estimated 30% of re-opened school teacher newly selected	979	4,018	3,152	3,031	1,421
+ 10% of total ongoing schools (estimated dropout)	3,400	3,400	3,400	3,400	3,400
	<u>4,379</u> =====	<u>7,418</u> =====	<u>6,552</u> =====	<u>6,431</u> =====	<u>4,821</u> =====

- Orientation Course:** New teachers receive 3 days orientation just before opening of a school.
- Teachers Training:** Grade-IV teachers receive 15 days training right before teaching Grade-IV. (Refer to table 1 and annexure-B).
- Refresher Course:** On monthly basis all teachers attend one day refreshers course of which are run by NFPE Team-in-charge in the field Team Office.
- Refresher Course:** Teachers receive 6 days refreshers training prior to Grade-I, II, III and IV.
- Teachers Salary:** Average 600 per month salary required for school teacher. An annual increase of Tk.30 per month is included.

7. **Teaching Aids:** New teachers receive teaching aids just before starting teaching.
- 8.1 **Teacher's bag:** Teachers receive bag right before teaching in a school.
- 8.2 **Bound Exercise Book:** Required per learner 8 numbers exercise book per year for all 34,000 schools.
- 8.3 **Ball Pen:** Required per school 12 numbers Ball pen per year for all 34,000 schools.
- 8.4 **Clip File:** Required per school per cycle one clip file for all 34,000 schools.
- 8.5 **Folding File:** Required per school per cycle one folding file for all 34,000 schools.
9. **Salary of PO/PA:** Estimated salary of Tk.5,000 per month per PO/PA. 1/3 of salary is shown in main budget line of Teachers cost, 1/3 shown in books and supplies and 1/3 shown in field operation.
10. **Travelling and Transportation of PO/PA:** Travelling and transportation of PO/PA is Tk.1,000 per month (20% of salary @ Tk.5,000) This is allocated under the three heads: 1/3 in teachers cost, 1/3 in student book and supplies, 1/3 in field operation. Estimated Tk.1,000 per month per PO includes mileage allowance of motorbike and conveyance.
11. **Staff Training:** Estimated 10% salary of PO/PA required for training. Every PO/PA recruited will receive the following training:
- 3 days pre-service training just before recruitment.
  - 15 days teachers' basic training.
  - 12 days subject based training.
  - 12 days staff development 9 months after of recruitment.
  - 12 days Operational Management course I and course II.
12. **Office Rent and Utilities:** Estimated Tk.2,500 per month required for office rent and utilities. 1/3 of 2,500 shown in main budget line of Teachers cost, 1/3 in Books & supplies and 1/3 in field operations.

**Office Sharing by NFPE & RDP:** NFPE and RDP have been sharing field office accommodation based on the percentage of total square footage occupied by the NFPE and RDP programme. Cost allocation done on a proportionate basis standard and it is revised annually.

13. **Stationery and General Expenses:** Estimated Tk.1,000 is required for stationery and Tk.1,000 for General expenses. (1/3 shown teachers cost, 1/3 books & supplies and 1/3 shown in field operation.)
14. **Student Book and Supplies:** Student Books are required as per grade. Average 32 students per school used when calculating numbers of books required.
15. **Research and Evaluation:** 1% of the budget required for Research and Evaluation.
16. **Head Office Management and Logistics Expenses:** 10% of the budget required for programme management and logistics service which includes direct head office cost for NFPE.

The components of HO Management and Logistics Service Cost are:

- **Direct Program Cost** – Salary of Director, Program Coordinator, Program manager, Education Specialist, etc.
- **Support Cost** – expense for support services like Administration, Personnel, Accounts, Audit & Monitoring, Logistics, Transport, and also Head Office Space, Supplies and Utilities, etc.

In 1997, we found the actual expenses for these overheads to be 9.89% of the total cost (see below). That is why we estimated 10% of total programme expenses.

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**BRAC**  
**Statement of HO Total Logistics and Management Expenses**  
**For the year ended December 31, 1997**

	<i>Taka</i>
<b>Payments:</b>	
Salary and Benefits	59,285,847
Travelling and Transportation	15,607,419
Staff Training and Development	437,607
Entertainment	2,282,109
Rental Expenses	33,182,304
Audit Fee	727,520
Utilities	10,787,974
Repair and Maintenance	5,913,102
Postage & Stationery	6,830,105
Computer Operating Expenses	3,703,411
Depreciation	8,365,657
Program Materials	7,001,738
Publicity & Subscription	3,118,638
<b>Total Payments (9.89% of total programme expenses)</b>	<b>157,233,229</b>

- 17. Innovative Programme and Materials Development:** Cost items includes cost for design and develop low cost instructional materials. 1% of budget allocated for innovative programme development. It is based on experience.

02

Annexure B : Schools in Operation according to grades during Phase III (Oct 1998 to March 2004)

September 1998

	School Cycles					Total month
	I	II	III	IV	V	
NFPE	8	8	10	10	10	46
BEOC	6	7	7	8	8	36
ESP	12	12	12	0	0	36

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Oct-Dec '98	Jan-Mar '99	Apr-June '99	July-Sep '99	Oct-Dec '99	Jan-Mar 2000	Apr-Jun 2000	Jul-Sep 2000	Oct-Dec 2000	Jan-Mar 2001	Apr-June 2001	Jul-Sep 2001	Oct-Dec 2001	Jan-Mar 2002	
NFPE	i	** 6838	6,838	6,838	6,838					** 8657	8,657	8,657		** 8414	
	ii	6,432	6,432	6,432		6,838	6,838	6,838					8,657	8,657	
	iii	8685+6789	8,685 (6789)	8,685	6,432	6,432	6,432	6,432	6,838	6,838	6,838	6,838			
	iv				*** 8685	8,685	8,685		6,432	6,432	6,432		6,838	6,838	6,838
	v	1,000	(1000)					8,685	8,685	8,685	(8,685)	6,432	6,432	6,432	(6,432)
Sub Total	22,906	21,955	21,955	21,955	21,955	21,955	21,955	21,955	21,955	21,927	21,927	21,927	21,927	21,909	
BEOC	i		**3144	3,144			** 2669	2,669			**3710	3,710		** 3162	
	ii	3,682			3,144	3,144		2,669	2,669			3,710	3,710		
	iii		3,682	3,682			3,144	3,144		2,669	2,669			3,710	
	iv	2,669	2,669		3,682	3,682	3,682		3,144	3,144		2,669	2,669	2,669	
	v	2,193	(2193)	2,669	2,669	2,669	(2,669)	3,682	3,682	3,682	(3,682)	3,144	3,144	3,144	(3,144)
Sub Total	8,544	9,495	9,495	9,495	9,495	9,495	9,495	9,405	9,495	9,523	9,523	9,523	9,523	9,541	
Total NFPE+BEOC	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	
ESP	i	1,025	** 930	930	930	930	** 595	595	595	** 1025	1,025	1,025	1,025	** 930	
	ii	595	1,025	1,025	1,025	1,025	930	930	930	595	595	595	595	1,025	
	iii	930	595 (930)	595	595	595	1,025 (595)	1,025	1,025	1,025	930 (1,025)	930	930	930 (930)	
	Sub Total	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	
Grand Total	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	
Grand Total	i	1,025	**10912	10,912	7,768	930	**3264	3,264	595	595	**13392	13,392	9,682	1,025	**10508
	ii	10,709	7,457	7,457	4,169	11,007	7,768	7,768	3,599	3,599	595	595	4,305	12,962	9,682
	iii	16,404	12,962 (7719)	12,962	7,027	7,027	10,801 (595)	10,801	7,863	7,863	10,437 (1,025)	10,437	930	930	4,305 (930)
	iv	2,669	2,669		12,367	12,367	12,367		9,578	9,578	9,578		9,507	9,507	9,507
	v	3,193	(3193)	2,669	2,669	2,669	(2,669)	12,367	12,367	12,367	(12,367)	9,578	9,578	9,578	(9,578)
Total	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	

Note: This table shows the Gradewise schools in operation during Phase I October 1998 to March 1999 and Phase III April 1999 to March 2004. The table continues in the next page

1) \* These are pilot schools. Under column 1 (Oct-Dec '98) 1000 NFPE have been Piloted upto the 5th grade. These schools opened in January-March, 1999

2) Figures in parenthesis indicate schools closing down. Figures having \*\* indicate schools that have been reopened. Please note that in case of NFPE & BEOC the numbers of schools closing down is not identical to the number of schools reopened. This is because adjustments had to make to keep the total number of BEOC schools above 30%. Please look under column 2 (Jan-Mar '99) the number of schools closing down, (6789) + (1000) + (2193) = 9982, and the schools reopened, \*\*6838 + \*\* 3144 = 9982, so the number of schools closing down & reopened stay the same in total. Please note further that the number of schools closing down in the case of ESP was identical to the number of schools reopened. Under column in ESP, schools closing down = (930) and schools reopened = \*\* 930

3) \*\*\* These schools were opened during Jan-Mar '97 and will be in grade IV in that period, i.e. in Jul-Sep '97, under column-4, Row-NFPE grade IV. The number of schools are (\*\*\*) 8685

