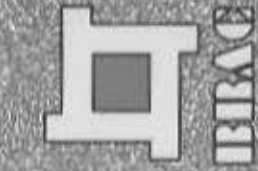


**IBRAC
EDUCATION
PROGRAM**



PROGRESS REPORT

JANUARY - JUNE 2000



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ACRONYMS AND ABBREVIATIONS

| | | |
|------|-------|--|
| APON | | Adolescent Peer Organized Network |
| AVA | | Audio Visual Aids |
| BEOC | ..... | Basic Education for Older Children |
| BT | ..... | Batch Trainer |
| BEP | ..... | BRAC Education Programme |
| CLE | ..... | Concentrated Language Encounter |
| CEP | ..... | Continuing Education Programme |
| CLIP | ..... | <i>Chandina</i> Learning Improvement Project |
| CHT | ..... | <i>Chittagong</i> Hill Tracts |
| EDU | ..... | Education Development Unit |
| ESP | ..... | Education Support Programme |
| GQAL | ..... | Gender Quality Action Learning |
| GT | ..... | General Training |
| HPD | ..... | Health & Population Division |
| IRI | ..... | Interactive Radio Instruction |
| KK | ..... | <i>Kishore Kishori</i> (adolescent boys & girls) |
| LFA | ..... | Logical Framework Analysis |
| MT | ..... | Master Trainer |
| MD | ..... | Material Developer |
| NFPE | ..... | Non-Formal Primary Education |
| OMC | ..... | Operational Management Course |
| PO | ..... | Programme Organizer |
| QM | ..... | Quality Manager |
| RED | ..... | Research & Evaluation Division |
| RM | ..... | Regional Manager |
| RT | ..... | Resource Teacher |
| TIC | ..... | Team-In-Charge |
| TCT | ..... | Technical Co-operation Training |
| TARC | ..... | Training and Resource Centre |

INTRODUCTION:

The BRAC's Education programme (BEP) has completed its Phase – 2 cycle and has had a smooth transition into Phase – III cycle from the 1st of June 1999. This 5 yr Phase – III cycle will end in May 2004.

The major facets of BEP in Phase – III have been categorized into 3 components. One is providing full primary education to NFPE children with a better quality of learning. This will be facilitated through a number of activities organized by Education Development Unit (EDU). The other facets are management, MIS & monitoring system of the programme and finally the Continuing education programme (CEP). The role of these 3 components along with other support units within BEP is distributed into 4 outputs.

Output-1, whose objective is “equitable access to cost effective primary education ensured for poor children especially girls”. The operation of on-going schools, opening and closing comes under this category.

Output-2, whose goal is “quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes”. The capacity development of staff and teachers fall under this output.

Output-3, aims at “quality improvement through revision, development of learning materials and introduction of new initiatives”. Under this output all subject-wise materials development and new initiatives are portrayed.

Output-4, focuses on “Continuing education expanded, catering to different age groups of the community as well as BRAC graduates who have very little access to literacy materials”. The operations of Union based libraries along with Reading centres are covered in this output.

Most recently a review was carried out on different aspects of BEP. Taking that into consideration some areas are not detailed in this report.

SUMMARY:

The present Progress Report of BRAC Education Programme (BEP) reflected upon the achievement of the planned activities of the period January - June 2000. This progress report has been based on the four outputs as per the LFA of BEP phase - III. Focus of this period went to grades IV and V, improving quality of learning in schools, developing new materials, decentralizing further quality of education, introducing new activities and improving performances of libraries. In this period, Education Development Unit (EDU) of BEP particularly highlighted on *APON* (Adolescent Peer Organized Network), cultural integration of ethnic minorities and pre-primary. Besides, EDU has been strengthened through pedagogy management unit, *APON*, research and monitoring unit and new

initiatives. However, some of the quantitative aspects of the program were below the planned levels. Some of these are indicated below.

In the year 2000 from January - June, BEP planned to operate 34,000 schools, with an enrollment of 1,082,989 learners, staff required for this was 34,000 teachers and 3,570 support staff. However, due to fund constraints it was not possible to work according to the plan. Therefore, it was necessary for BEP management to curtail the programme. BEP is now operating 31,082 (91.4%) schools with 1,000,632 learners (BEP is now operating with 30,566 teachers and 3,017 staff).

In the output - 2, a number of activities regarding relevant training had been planned to take place through BEP's Education Development Unit (EDU). Apart from different subject based training, EDU also had planned to provide Basic Training to teachers. The plans were adjusted to the actual situation leading either to cancellation or suspending some of the activities. Operational Management Course for Gender Quality Action Learning, Team Building Training, BRAC Values and Culture Training, Technical Co-operation Training and so on to develop the capacity of its staff. The need for Basic Training of teachers came down to 31 per cent which, has been accomplished. Due to cash flow constraint most staff training were shifted to the second half of the year. 257 trainings were organized during this period.

Most activities under the output-3 were carried out as planned. Materials on different subjects such as: Mathematics, English, Bengali and Social studies & science for Grade 5 have been developed. The Education Development Unit (EDU), after the transitional phase, has been working extensively in four major clusters. **Pedagogy Management Unit** is mostly responsible for curriculum development and training. **Research and Monitoring Unit** researches and monitors on pedagogical sides of EDU. The Adolescent Family Life Education (AFLE) has been revisited to address the needs of adolescent better and a new intervention was introduced with the objective of *APON* (Adolescent Peer Organized Network), improving membership and the quality of life of adolescents both in the rural and urban areas by exposing them through different story like materials and trainings. Among the **New Initiatives**, Pre-primary, Cultural Integration of Ethnic Minority Groups and Formal schools were mostly reflected.

The fourth output, which summarizes the Continuing Education section, had a plan to operate 6,000 Reading Centres, and 550 Union Libraries including 400 trusts at this period. The actual number of Reading Centres in operation has been slightly higher (17%) than the plan. However, in the case of Union Libraries, funding situation did not entitle to open 100 new libraries against the plan. 60 libraries were opened and openings of another 15-20 libraries were shifted to the second half of the year. 38 libraries were transferred into Trusts. Other activities were adjusted in actual situation. However, performances of existing Union Libraries have been improved. Not only lending of books increased but also new activities (e.g. training of members through mobilizing local resources, socio-cultural etc.) took place. The training plans of the Reading Centres were also reviewed and it has been revealed that scopes exist to engage adolescents in more productive activities. 110 adolescents have been developed as adolescent leaders and works are underway to introduce new training courses such as photography.

Budgeted and actual expenditures (output-wise) which have taken place during this period are also reported upon in this report. The BEP in this reporting period was found not to fulfill the target in many of the criteria set out in the LFA, against the agreed indicators for January to June 2000. A detail on Output 1,3 and 4 had been provided in the annexures.

Finance Level of BEP During January-June 2000:

The end of June 2000, the BRAC's education programme has received a total of Tk. 551,558,364 from the following donors indicated below:

| Donors | Amount in Taka Received |
|--------------|-------------------------|
| AKF/CIDA | 62,037,004 |
| DFID | 423,780,000 |
| NOVIB | 65,741,360 |
| Total | 551,558,364 |

N.B. The funding of DGIS and EU is to be disbursed in June 2000.

The actual expenditure from January-June 2000 was Tk. 474,079,824 and cumulative expenditure from June 1999 to June 2000 was Tk. 1,109,181,770. The deficit of Tk. 557,573,651 that occurred between the actual expenditure and donor funds received was due to unavailability of funds from donors on time.

Details of BEP's activities are being discussed in the following pages.

| Total Expenditure (Tk.) | | Expenditure by Donor | | | Total | |
|-------------------------|---------------|----------------------|------------|------------|-------------|---------------|
| Actual | Target | DFID | AKF/CIDA | NOVIB | Actual | Target |
| 474,079,824 | 1,109,181,770 | 423,780,000 | 62,037,004 | 65,741,360 | 551,558,364 | 1,109,181,770 |

OUTPUT-1: SCHOOLS OPERATING, OPENING AND CLOSING

The total number of on-going schools at the end of June 2000 was 31,082 with an enrollment of 1,000,632. The ratio of female learners during this period was 65.7%. From January-June 2000 the number of teachers required was 30,566 and staff needed was 3,017. The regional offices in operation during the reporting period were 32. As planned BEP operated 459 team offices, of which 331 of them are shared with RDP. The number of books and supplies provided to both teachers and learners at this time were less than plan, numbering 1,031,714. (For more details please see Annexure - 1)

NFPE Grades IV & V:

At the end of June 2000, BEP was operating 6,342 NFPE schools in grade IV with 212,116 learners (127,420 female learners) and 7,183 schools in grade V with an enrollment of 236,543 (153,094 female learners) students. The evaluation of grade V will take place on completion of course cycle that is at the end of Dec 2000/Jan 2001.

Results of the Standardized Achievement Test (SAT) that took Place in January 2000:

As SAT is carried out at the end of randomly chosen course completed BRAC schools, for this year the test battery has been administered only in BEOC and not NFPE schools in January 2000. The reason for this is there were no course completed NFPE schools to complete a five-year primary program (Grade I – IV) over a four-year period.

The SAT was developed in 1997 by Research & Evaluation Division (RED) to assess the learner's academic achievement in different subjects at the end of their school course cycle. This test has been based on the curriculum and textbooks of the four subjects, i.e. Math, English, Bengali and Social studies taught in BRAC's NFPE and BEOC schools.

The SAT in January 2000 was tested in 200 BEOC schools that had completed the course. These schools were from 34 teams under 30 regions. The total number of examinees who were covered by the test was 5,499, of which 65% were female learners.

Table-1: SAT Sample

| Total | | | Regions, Teams & Schools Covered by SAT | | | Total Number of Graduates Examined Through SAT | | |
|---------|-------|---|---|------------|---|--|----------------|----------------|
| Regions | Teams | Grade-III course completed BEOC schools | Regions | Teams | Grade-III course completed BEOC schools | Boys | Girls | Total learners |
| 43 | 467 | 3,682 | 30 (70%) | 34 (7%) | 200 (5%) | 1,936 | 3,563 (65%) | 5,499 |

Table-2: SAT Result

| Subjects | Maximum Marks | Average Marks Obtained by BEOC Students in Different Subjects | |
|----------------|---------------|---|----------|
| | | KK Boys | KK Girls |
| Bengali | 30 | 16.07 | 15.67 |
| Math | 30 | 13.68 | 12.63 |
| Social Studies | 30 | 11.80 | 11.73 |
| English | 25 | 10.14 | 9.5 |

The subject-wise average results indicate that KK boys have appeared to be higher achievers than their female counterparts. It is revealed that students achieved higher score in Bengali followed by Mathematics. The score was lowest in English, which was similar to the findings of 1998.

Several reasons were apparent due to low score in English and Social Studies.

- ▶ The teachers are not very qualified and thus weak in English. Therefore, they are not capable enough to teach students English efficiently.
- ▶ Bengali is in the beginning of everyday class routine followed by Math. So, teachers were giving more emphasis on Bengali and Math rather than in Social Studies, which was in the end. Hence, the average score in this subject was low.

BEP has taken some steps to improve the SAT results. Subject-wise Master Trainer (MT) and Batch Trainers (BT) have been developed who will be working with the teachers to improve more in schools. A change has also been made in the class routine of every grade. The routine is being followed in an order (i.e. some days of the week Social Studies is taught in the beginning of the class and others follow and in other days the routine remains as usual).

ESP Schools

BRAC's Education Support Programme was first initiated in September 1991 to mobilize partnership for Non-Formal Primary Education (NFPE) and to augment efforts towards the eradication of illiteracy. Till June 2000, ESP has extended its support to 383 (including 285 from December 1999) Non-Government Organizations (NGOs) for 8,595 NFPE schools with 87,300 learners. All these organizations are being provided with technical support and 326 NGOs for 5,355 schools with technical as well as financial support so that they may successfully replicate BRAC's NFPE model. Among 5,355 schools, 2,910 have completed the three-year course. Of 2,445 on-going schools: 495 in Grade I, 940 in Grade II and 1,010 in Grade III. ESP dropped 59 among the 326 NGOs, which received financial support after the completion of the three-year course due to their inefficiency and management problem. At present 267 NGOs are receiving technical as well as financial support from BRAC's ESP.

All ESP schools are rural based and follow the NFPE's previous 3 year school model. The children (aged 8-10 years) who are selected to be enrolled in ESP NFPE schools, either have never been enrolled in schools or dropouts having no literacy or numeracy and also they belong to the poor and deprived families. 75% of the teachers have passed Secondary School Certificate examination. Teachers are paid an honorarium of *Taka* 600 per month in the first year, *Taka* 625 in the second year and *Taka* 650 in the third year. The ESP NFPE school houses look like typical rural Bangladeshi houses. The house is rented from an individual in the community at a cost of *Taka* 150 per month. There is no furniture in the classroom other than a stool for the teacher. Children sit in 'U' shape on mats on the floor. An ESP NFPE school normally continues three hours a day. Classes are conducted six days a week for an average of 272 days each year, for 3 years to cover Grade III curriculum.

The monitoring of these schools are carried out by Partner Organizers (POs) and by ESP's POs-TSSs (Programme organizer-Technical support specialists), who are reportable to the ESP Programme Manager and to the partner organization.

Highlights of ESP, at the End of June 2000:

| | |
|---|-------|
| ▶ Number of on-going schools: | 4445 |
| ▶ Number of schools reopened in 2000: | 485 |
| ▶ Average enrollment in each ESP NFPE school: | 30 |
| ▶ Average attendance in the on-going ESP NFPE schools: (95%) | 28.50 |
| ▶ Total number of teachers teaching in ESP NFPE schools: Female – 2412 (99%) Male – 30 (1%) | 2442 |
| ▶ Number of ESP staff (including Programme Manager): | 30 |

OUTPUT-2: CAPACITY DEVELOPMENT OF STAFF AND TEACHERS

The quality of the teaching in BRAC schools is rooted in the teacher training expertise, in addition to curriculum and materials development. BRAC's philosophy has been to provide the best possible training to all levels of the management structure to ensure the highest quality teaching. In this output, focus has been given on staff and teachers' capacity development through different training courses.

Plan & Achievement of Training Provided to BEP Staff During January-June 2000:

| Particulars of Training & Refresher Courses | Participants | BEP's Plan for Jan - Dec 2000 | Actual Achievement in January-June 2000 |
|---|--|-------------------------------|---|
| Pre-service orientation | POs & POVs | - | - |
| Basic training for staff | POs & POVs | 250 | 68 |
| Operational management course (OMC-1) | POs & POVs | 600 | - |
| Operational management course (OMC-2) | TICs | 100 | *89 |
| Other trainings: | | | |
| GQAL | POs, TICs & RMs | - | 680 |
| Team building training | TICs, POs, RTs | - | 83 |
| BRAC values and culture training | QMs, RMs, TICs, Senior POs & monitors | - | 74 |
| Staff special training comprises of: | TICs, POs & RTs | | |
| | | 1000 | ** 107 |
| General subject-based trainings | | 1205 | ** 1350 (including 37 TARC trainers) |
| Master trainers & TARC trainer trainings | | 3840 | 794 (including 39 TARC trainers) |
| Refresher courses | | | |
| Technical co-operation training (TCT)*** | EDU's material development specialists | 2 | *** 2 |

* 14 days Operational Management Course has been reduced to 6 days Development Course for Team In Charges.

** 614 staff were provided with double MT training. It has been observed that these staff who were MTs of one subject were competent and creative enough to be MTs for more than one subject. Thus, the concept of Double MT was originated. As these staff were provided with a MT training on a particular subject they were not provided with GT training. For Double MT training they were provided with a 3 days training.

*** 2 Material development specialists of EDU are attending a 1 yrs. Masters course held in the U.K. This one yr. programme began in October '99 and will conclude in Oct 2000. Participants attending the Masters course are in Multi Media, University of Sussex and Human Rights Education at the Institute of Commonwealth Studies, University of London.

Most training needs were adjusted to the actual situation (i.e. reduced number of schools, libraries etc.). Some training were conducted as planned while some other courses either have been postponed or shifted to the next half of the year. A few courses meanwhile have been restructured.

Indicated Below is the Breakdown of Staff Special Training Achieved During January-June 2000:

| Actual Achievement as of January to June 2000 | | | |
|---|--|--|-----------------------------------|
| Subject | No. of Staff who have Received GT Training | No. of Selected Trainers who have Received MT Training | No. of Refreshers Provided to MTs |
| Math | - | 320 | 104 |
| English | 25 | 318 | 120 |
| Social studies (rural) | - | 189 | 116 |
| Bengali | 32 | 280 | 253 |
| Social Science (urban & rural) | 50 | 243 | 201 |
| Total | 107 | 1350 | 794 |

Plan & Achievement of Training and Refresher Courses Held for NFPE and BEOC Teachers Held During January-June 2000:

| Particulars of the Trainings | BEP's Plan for January-December 2000 | Actual Achievement in Jan-June 2000 | Remarks |
|---|--------------------------------------|-------------------------------------|--|
| 15 days basic training | 7,020 | 2,183 | |
| 3 days orientation before school opens | 4,790 | 1,993 | At the end of June 2000, 1,993 schools have been reopened. |
| 2 days refreshers after preparatory phase | 4,790 | 1,593 | |
| 2 days refreshers before introducing Poribesh Porichiti 1 | 4,790 | 1,403 | |
| 6 days refreshers held at the beginning of class II | 5,120 | 930 | All the planned trainings will be provided within July-Dec 2000. |
| 6 days refreshers held at the beginning of class III | 10,900 | 3,810 | Do |
| 15 days Math development training (for NFPE) | 6,400 | -- | Math development trainings are being held in the field level. Refreshers will be held phase by phase after definite intervals. |
| 15 days Math development training (for BEOC) | 2,800 | -- | Do |
| 6 days refreshers held at the beginning of 4 th phase (BEOC) | 2,800 | -- | All the planned trainings will be provided within July-Dec 2000. |
| 6 days refreshers held at the beginning of 5 th phase (BEOC) | 3,680 | 3,680 | 6 days refreshers training at the beginning of 5 th phase has been reduced to 4 days from March 2000. |
| 8 days refreshers held at the beginning of grade IV (NFPE) | 6,400 | 6,397 | 8 days refreshers training at the beginning of grade IV has been reduced to 4 days from March 2000. |
| 6 days refreshers held at the beginning of grade V (NFPE) | 7,200 | 7,098 | 6 days refreshers training at the beginning of grade V has been reduced to 4 days from March 2000. |
| 1 day monthly refreshers | 374,000 | 154,278 | |
| 3 days subject based special refreshers on definite intervals for the teachers of class 4 | -- | 6,400 | |
| 4 days subject based special refreshers on definite intervals for the teachers of class 5 | -- | 10,700 | |

| Particulars of the Training | BEP's Plan for January-December 2000 | Actual Achievement in Jan-June 2000 | Remarks |
|---|--------------------------------------|-------------------------------------|---|
| 3 days refreshers on Math for teachers of class 4 | -- | 6,400 | |
| 3 days refreshers on Math for teachers of class 5 | | 10,700 | |
| Subject- based trainings: | | | |
| Subject-based general training | 2,750 | -- | The teachers were provided with subject based Batch Trainer training. These teachers were experienced enough thus they did not require GT training. |
| Batch training | | | |
| Refreshers | 3,500 | 1,473 | |
| | 1,092 | -- | BEP has been focusing on Batch Trainer training and many teachers are already BTs. |

Indicated Below is the Breakdown of Subject-Based Special Training Provided to Teachers During Jan-June 2000:

| January to June 2000 | | | |
|--------------------------------|---|--|-------------------------------------|
| Subject | No. of Teachers who have Received GT Training * | No. of Selected Teachers who have Received BT Training | No. of Refreshers Provided to BTs * |
| Math | - | 355 | - |
| English | - | 350 | - |
| Social studies (rural) | - | 328 | - |
| Bengali | - | 340 | - |
| Social Science (urban & rural) | - | 100 | - |
| Total | - | 1473 | - |

* During January-June 2000, BEP has been focusing on developing teachers as Batch Trainers. The teachers who were teaching in schools were experienced enough to operate refreshers as BTs. So, they did not require a General Training. Consequently, any General Training for teachers did not take place. They were provided with a 3 days subject based Batch Trainer training. In this period 1,473 teachers became Batch Trainers.

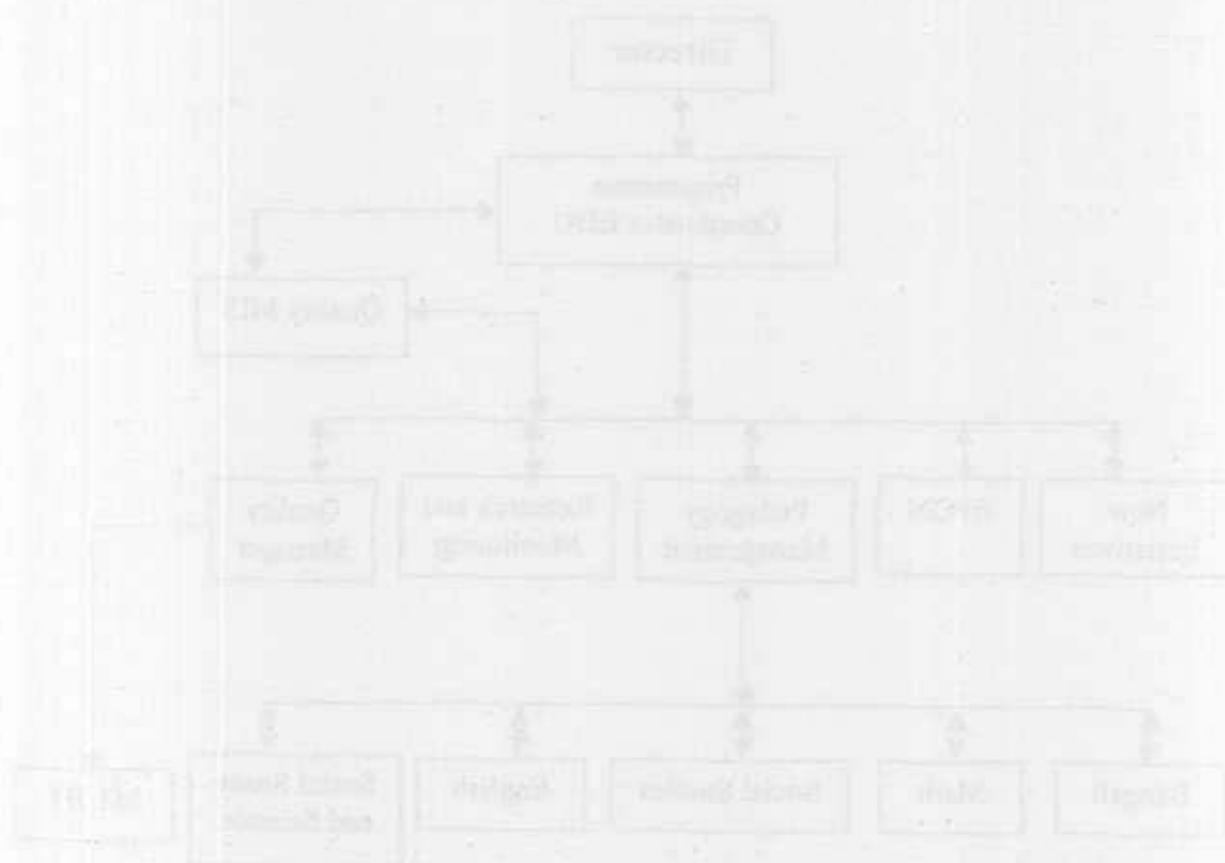
Stated Below are the General Subject Training Provided to Staff & Teachers During Jan-June 2000:

| Achievements of January to June 2000 | |
|--|--|
| Subject | No. of Participants who have Received Training |
| Urban curriculum | * 13 |
| Adolescent Peer Organized Network (APON) | **271 |

* The concept of training for urban curriculum in Social Studies has been assimilated with that of rural where 13 staff were oriented and provided with Master Trainer training.

** So far, 271 adolescents have been provided with APON training out of which 110 adolescents have become adolescent leaders and 95 have become peer educators.

Note: Due to unavailability of funds drama training has discontinued for the time being. BEP have a plan to start this training again, which will be field-based.



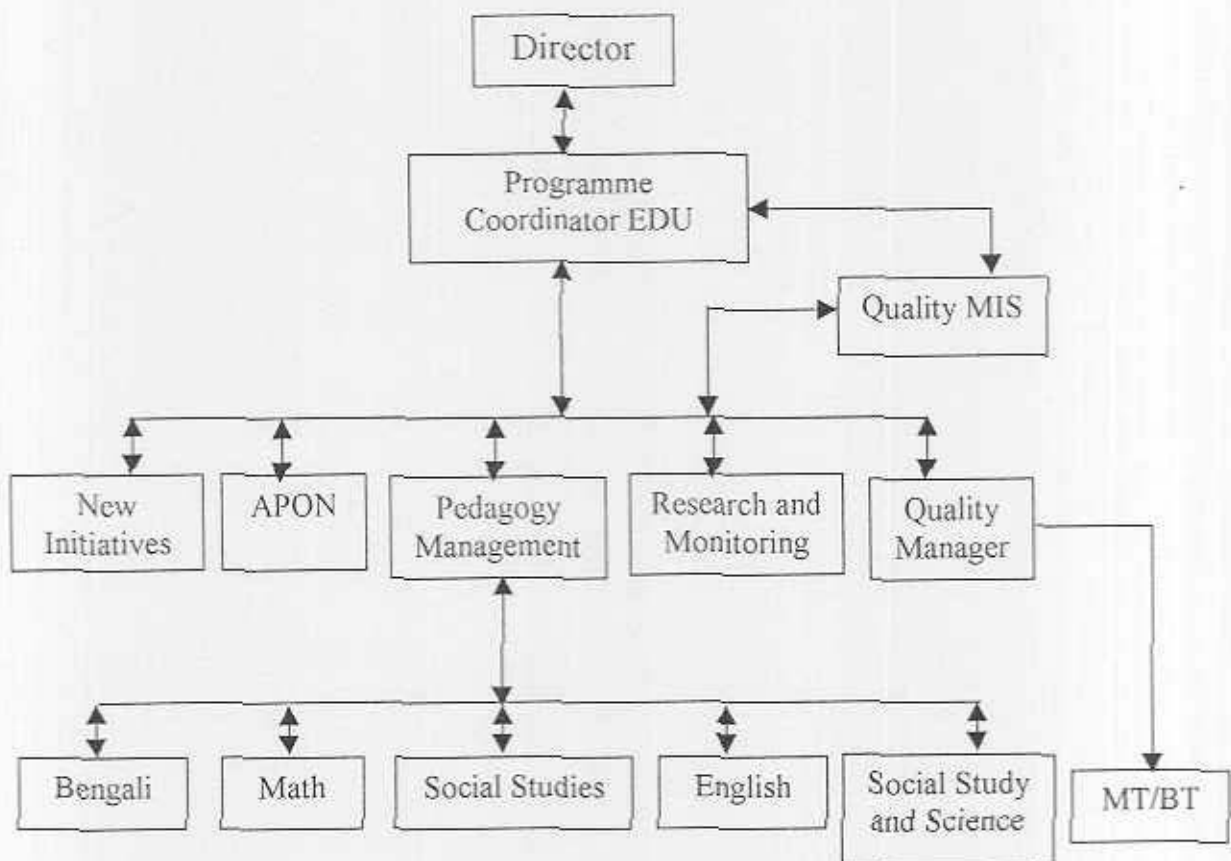
OUTPUT-3: MATERIALS DEVELOPMENT AND NEW INITIATIVES

Education Development Unit (EDU)

The Education Development Unit (EDU) of BEP is to develop pedagogy, research and evaluation capacity. EDU has already been evolved as an extremely important part of the programme of BRAC Education Programme (BEP) which is responsible for increasing the quality of the teachers and staff. National and international educationists are hired to provide consultancy to the EDU members. They will also attend training sessions and workshops in Bangladesh and abroad to gain expertise in their field.

At present, EDU focuses exclusively on establishing pedagogical links in the field through certain clusters. These are; Pedagogy Management, Research & Monitoring, Adolescent Peer Organized Network (APON) and New Initiatives. All EDU staff are involved in each of these clusters.

EDU ORGANOGRAM AND INFORMATION FLOW



Pedagogy Management Unit:

The pedagogy management unit of EDU develops new techniques and learning materials that can be incorporated into the BRAC curriculum. Interaction with the field staff and teachers provides information and feedback. Field-testing is carried out to assess the suitability of the materials developed by the group. There are different subject based core teams who are mainly responsible for their own curriculum development and training to be provided to both staff and teachers. Trainings have been provided in the areas such as Mathematics, Bengali, English, Social Studies and Social Science.

There has been a shift in the role of core group. The first stage of the training function was when the core group was providing training to field staff as Master Trainers (MTs). However, this is not the case any longer, as there are competent MTs in every region. At this moment, these MTs are responsible for developing other staff as MTs and teachers as Batch Trainers (BTs). Hence, the training function of pedagogy management group of EDU and the development of MTs and BTs has totally been transferred to the Quality Managers (QMs) and the competent MTs in the field level. This transfer promotes decentralization. QMs have close interaction with the Programme Coordinator (PC) of EDU as well as with the each core group members. They also work as a link and voice the demands of teachers, MTs, BTs and supervisory staff related to any kind of assistance they require from EDU.

In this period the concept of double MT has also been conceived by training a competent staff MT in more than one subject. This has been done in order to bring out the best from the eligible MTs. It has also been observed that a double MT can conduct refresher course more efficiently and timely. Moreover, during school supervision a double MT staff finds it much easier and timesaving than a MT who is trained in a particular subject. There also has been a shift in the mode of training. It has been observed that the MTs are more interested in having training in a workshop mode which, they feel is much more participatory and exciting. On that account, the core group has started to design most of the subject based training in the workshop mode. The initial workshops are being carried out with the QMs who later on are responsible in disseminating to the other MTs and BTs. In addition, Batch Trainers are provided with 2 days of motivational training instead of subject training. This has been brought about based on the assumption that the initial training for developing trainers from teachers should focus more on motivation since this is a new role and many may feel less confident. This was initially tested by QMs. Even now QMs are responsible for providing initial motivational orientation for BTs.

For the period January – June 2000, subject-based materials and staff and teachers have been developed in the areas such as Math, English, Bengali, Social Studies and Social Science.

Math:

- ▶ 320 staff have been developed as MTs and 355 teachers as BTs,
- ▶ 104 MTs have been provided with refreshers training;

- ▶ Teacher's guide and workbook for Grade 5 have been developed;

English:

- ▶ 350 staff have been developed as MTs and 318 teachers as BTs;
- ▶ 120 MTs have been provided with refreshers training;
- ▶ Two special workshops have been held on fifth year textbook. Based on these two workshops a draft handout was prepared;
- ▶ QMs attended a workshop on 5th year English book which will be given to all English MTs by August 2000;
- ▶ A draft guide book for Grade 5 has been developed;

Bengali:

- ▶ 280 staff have been developed as MTs and 340 teachers as BTs;
- ▶ 253 MTs have been provided with refreshers training;
- ▶ Curriculum for Grade 5 have been finalized;

Social Studies (Grade 1 –3):

- ▶ 189 staff have been developed as MTs and 328 teachers as BTs;
- ▶ 116 MTs have been provided with refreshers training;

Social Studies & Science (4 & 5):

- ▶ 243 staff have been developed as MTs and 100 teachers as BTs;
- ▶ 201 MTs have been provided with refreshers training;
- ▶ Two special workshops have been held on 5th year textbook;
- ▶ Draft training guide has been developed;

Adolescent Peer Organized Network (APON) formerly known as Adolescent Family Life Education (AFLE):

Adolescent Peer Organized Network (APON) formerly known, as AFLE is one of BEP's New Initiative Projects to improve the quality of life of female adolescents who attend the Reading Centres. The main objective of this initiative is to raise the consciousness of adolescents in a community with the assistance of peers and older siblings. Through informal discussions with adolescent girls and their mothers the APON team members clearly realized that there was an apparent need to learn about issues that are close to their life. A series of storybooks have been developed for the girls attending the Reading Centres. The curriculum focuses on reproductive health, social and environmental issues (i.e. menstruation, family planning methods, sexual abuse, acid attacks, inheritance laws for women, AIDS).

The training module has been designed and developed in collaboration with the Health and Population Division (HPD), BRAC. Relevant trainings are being provided to the adolescent girls since December '99. A group of core trainers comprising ten individuals has been formed to provide training to the adolescent girls. Two ideas emerged from experiences in peer educator development. First, that any adolescent who is a member of

the Reading Centre and who satisfies the competencies related to communication, comprehension of concepts, class control and group organization and management is selected as a peer educator. Second, peer educators who have exceptional leadership ability is selected as an adolescent leader for a group of peer educators. Only the excellent ones are selected as "adolescent leaders" whereas others are chosen as "peer educators". At the end of June 2000, the APON core group has imparted training to 271 members of Reading Centres out of which 110 adolescent leaders and 95 peer educators have been developed. One peer educator will be responsible for managing one Reading Centre. On the other hand, the adolescent leaders will be responsible for developing a group (15-20 in number) of peer educators.

Research and Monitoring Unit:

Research studies that were undertaken by the Research and Monitoring unit of EDU during the period January – June 2000 are:

□ *"Level of Knowledge, Attitude and Skills of Adolescent Leaders & Peer Educators": An Evaluation*

This study was conducted between February – April 2000. The objective of the study was to measure the overall achievement of content and module related issues by Adolescent Leaders and Peer Educators in accordance with its batch-wise, age-wise and group-wise variations and influences of some of the socio-economic indicators. A total number of 30 trainees who had completed their training between Dec. 1999 to Feb. 2000, were interviewed. The researchers developed a questionnaire following multiple choice questions to assess trainees achievement of content related issues. Some case studies were conducted following case study methodology.

Major Findings:

- ▶ The results show that adolescent leaders performed significantly better than the teachers in 13 items out of 23. Group-wise variations show that, the mean scores for adolescent leaders and peer were 16.5, 20.0 and 15.3 respectively out of 23.
- ▶ Correlation between age and group-wise variation explain that, over 92% adolescents satisfied all module based knowledge question items compared to 68.8% teachers. In this case, adolescent peer educators (100%) showed far better performance than teacher peer educators (20%). The adolescent peer educators did better, as they were interested in these types of issues, which are related to their life.
- ▶ Content-wise variations showed that peer educators' performance was lower than adolescent leaders in 6 reproductive health knowledge out of 15. It was observed that a large number of teachers were peer educators.
- ▶ Batch-wise variations reveal that, latest batch indicated highest achievement (corrected 7 items) compared to oldest batch (corrected 5 items).

Based on the findings, the APON group has now decided to provide training only to the adolescent girls and not to the teachers at all. It has also been found that the trainees enjoyed the story on 'child abuse', hence, the group has decided to

begin the training session with the 'child abuse' story. Moreover, the group has added more evaluation games in the module on the basis of their finding.

□ *"A Study on Competency Measurement of Grade IV in Mathematics"*

The BRAC Math book for Grade IV has been newly introduced. These books are being followed in 791 schools and in 38 teams. Other schools are following Government books but with the BRAC teacher's guide.

The purpose of the study was to analyze the competency of the students following both BRAC books and Government books. A questionnaire was derived from the concepts (i.e. addition, subtraction, multiplication, division and fractions) which had been taught in the last five months of Grade IV. The test was carried out with 1267 students in 43 schools from 9 regions. Out of these, 804 were girls and 463 were boys. The result was distributed in satisfactory (70-100%), average (50-70%) and unsatisfactory (less than 50%) grades.

Major Findings:

- ▶ 1139 out of 1267 students passed the test. 702 were girls and 437 were boys. The percentage of students who passed was 89.90.
- ▶ The pass rate for rural students was 867 (95.07%) and for urban students was 272 (76.62%). The failure rate was 45 (4.93%) and 83 (23.38%) for urban.
- ▶ Satisfactory (70-100%) result was found in numbers written in figures and words, numbers in expanded form, multiplication, division, word problems unitary method, lesson on identifying time on a clock and largest and smallest number.
- ▶ Students had average in place value of number, measures of weight, fractions of addition and subtraction, factors and highest common factors, simplification and mathematical sign.
- ▶ Students were found with unsatisfactory result in household accounts and equivalent fractions.

Concepts on which the children achieved unsatisfactory and average scores, are new in grade IV. During evaluation and discussion with teachers it was found that the concepts mentioned above are taught by teachers, but due to lack of practice many teachers had not been able to consolidate these concepts. When visiting schools priority should be given to the concepts, which are new in grade IV. In addition, these concepts should be thoroughly covered in workshop and refreshers' training.

□ *"A Study Exploring the Opinions of Teachers on Their Recent Experiences of Teaching Grade IV"*

The aim of the study was to find out the teachers' strengths, weaknesses and suggestions on 4th year curriculum. A total of 95 teachers were selected for the study. The teachers were divided into groups. Information was collected through questionnaires and small group work.

Major Findings:

- ▶ In writing summary of Bengali paragraphs in own words, the learners need to read the passage again and again. Strategies need to be developed to make this process less complex.
- ▶ Science tests have to be done practically.
- ▶ There should be a lot of practice in order to answer the English questions.
- ▶ For factor and multiplication, it was found that due to lack of practice, it wasn't achieved properly. Hence, it has been suggested to provide more time for practice.

All subject based core group members are being made concerned on the implementation of the above findings.

New Initiatives:

Pre-primary

The pre-primary class (previously known as baby class) has been one of the most interesting interventions of BRAC's education programme. Positive results from the experiments influenced the programme to operate 1,434 pre-primary classes, with an enrollment of 36,549 learners. This class has been established for young learners aged 5-6 years. The students are charged with Tk. 10 monthly as school fees and Tk. 40 in the beginning as material costs. The duration of each class is for 12 months. There are 25 learners in a class and 2 *Kishori* (adolescent) teachers. The average age of these teachers is 15.

Both urban and rural based Pre-primary classes follow the same curriculum. In the rural areas, children, after finishing their Pre-primary school get admitted into any government or non-government primary schools. As there are not many Government schools in the urban slums, children get enrolled in the BRAC Non-Formal Primary Education (NFPE) schools.

The Pre-primary teachers receive a three days training before the commencement of their schools. Each teacher receives a guidebook. The guidebook instructs activities in details that the teacher has to do (e.g. the lesson distribution plan, which method to use, what materials to use etc). These three days training provided to the teachers are mainly on the guidebook. Besides these, every month the teachers attend a half-day refresher course. Past problems and anticipated forthcoming problems are also discussed in the refresher course. Moreover, during supervision teachers ask the supervisors if they face any problem in the class.

As of June 2000, a workbook for Math, teacher's guide and staff training module, drawing materials and supplementary materials have been developed. For the period January – June 2000, textbooks on Bengali & Science have been completed for publication and teacher's guide has been revised. No training has been held during this period.

Pre-Primary Teachers' Experience:

- ▶ *Graduates from BRAC schools who have education of at least Grade VIII are the Pre-primary teachers. Teachers being so young find it difficult to manage the class in the initial one or two months. But after a time being, find it easier to interact closely with the learners.*
- ▶ *Teachers, who are continuing their studies besides teaching, face a little problem at the beginning.*
- ▶ *Within one or two months the teachers of Pre-primary schools overcome the above mentioned problems.*
- ▶ *The respect that the teachers receive from their students and from the parents of the learners make them more motivated.*
- ▶ *Being BRAC graduates, the pre-primary teachers are familiar with co-curricular activities and thus they can freely involve the learners in co-curricular activities.*

Formal Laboratory Schools

The experience and expertise gained through BRAC Education Programme led BRAC to start the Formal Laboratory School Programme. On the basis of these experiences and expertise, BEP wanted to start a low-cost formal primary education model. One of the core objectives of the program is to demonstrate that BRAC's non-formal primary education experiences can be applied in a formal schooling environment.

The Formal Laboratory School Programme consists of a 6 yrs. school cycle, which begins from pre-primary and continues up to grade 5. Each of these schools comprises a newly built brick building with 5 classrooms, 1 library room, 1 teacher's common room, 2 toilets and a playground with a tube-well. Implementation of BRAC formal laboratory education model began with the establishment of 10 formal schools with pre-primary and Grade I classes from May/June 1999. Another formal school started its operation in February 2000. There are about 40 students and a teacher in each class. At present 1280 students are attending in these schools from pre-primary classes to grade II. Progressively these students will be attending in Grades III, IV & V. From next year onwards, students will get admission only in pre-primary class.

The learners attending these schools belong to both the poor and better off families. However, preference is given to poor girls. The children attending the pre-primary classes must be 5-6 years in age. A child in pre-primary is charged Tk. 15, and in grades I & II, Tk. 20 per month for material support apart from the textbooks. In addition, a child pays Tk. 20 per year each for session fees and examination fees. A one-time admission fee of Tk. 20 is obligatory for every child. However, a child can be exempted from fees, if representing very poor families.

In order to operate these schools BEP appointed 32 female teachers. The teachers are from a very poor family in the local community and have a minimum qualification of S.S.C. (Secondary School Certificate). These teachers receive a 15 days basic training and 3 days orientation before opening schools. After opening of schools the teachers receive a one-day refresher course every month. Moreover, all the teachers receive a 6 days in-service training at the beginning of each academic year. In addition to these, staff engaged in this project also receive training and orientation in this regard.

The Formal Laboratory Schools follow the full Govt. curriculum and competencies but use BRAC books and supplementary materials. The authorized hours for pre-primary class is 3 hrs. and for Grades I and II 3 and a half-hour a day. On an average these schools remain open 265 to 270 days in a year and follow the BRAC holiday calendar. There is a continuous evaluation system in the Formal Laboratory Schools like NFPE, to assess the performance of the students. In addition, two formal examinations are planned to be taken from this year onwards.

Cultural Integration of Ethnic Minority Groups:

Cultural Integration of ethnic minority groups is another interesting intervention of BRAC Education Programme. This intervention started with a workshop held in August 1999 to 75 staff who were working in the Chittagong Hill Tracts. The objective of this 6 days workshop was to create an awareness among the staff to understand different Ethnic cultures and also to develop a better understanding as to how to interact and socialize with Ethnic teachers and students.

There are about 2,824 ethnic students studying at different BRAC schools in different districts where there are Bangladeshi ethnic groups. Out of 32 regions where BEP operate schools, 14 regions have learners from Ethnic groups.

In June 2000, BEP conducted a 1-day workshop in *Joypurhat* on an awareness about ethnic minorities of that region. The workshop comprised of 20 Bengali staff, teachers and parents from *Shantal*, *Orao*, *Pahan* and *Malo* community. The purpose of the workshop was to learn about the cultures and the lives of *Shantals*, *Oraos*, *Pahans* and the *Malos*. After the workshop meetings were held for an 40 additional staff who work in regions where these ethnic groups. The strategy to encourage ethnic songs, dances, role-plays in schools was focussed so that the school culture can be integrated.

(Please note some more details on materials development and new initiatives are given in Annexure-2)

EDU Members Attending Different Workshops and Training:

- ▶ A Regional Manager from EDU attended a 4-day workshop in Bangkok, Thailand regarding the implementation of Human Rights issues in BRAC's curriculum. There she shared perspective of BRAC's curriculum on Human Rights with different countries around the world. On return she shared her part of learning with the EDU

members who will be implementing further information in the curriculum while reviewing.

- ▶ A Senior Material Development Specialist attended a 5-day workshop in Delhi, India on math training module for teachers and staff. EDU is now working to improve some of the learning in the existing training module.
- ▶ Since February 2000 two EDU members from Pre-primary group are attending a six months training on Childhood education in the Institute of Childhood Education in Dhaka.
- ▶ A Quality Manager is attending a Diploma Course on "Global Partnership" in Dhaka. The course will finish in August 2000.

Gonokendra Magazine, Children's Section "Alo":

The *Gonokendra* Magazine is a BRAC's monthly publication where there is a children's issue termed "ALO" (meaning light). All BRAC NFPE schools from Grade II and above and Reading Centres are provided with this magazine. Each school receives four copies. The magazine has been designed to be used independently or in a classroom situation. EDU had been providing continuous assistance in the "ALO" section of *Gonokendra* Magazine. Varieties of elements that complement the magazine were used in the classroom during January-June 2000. Many of the featured items are activity based which, cover all the subjects of the EDU curriculum. By these activities students get a chance to practice the activities regarding the curriculum in an enjoyable and informal way. Various types of features regarding general knowledge, famous stories from around the world are included in the magazine. In this way, the students can promote their reading and writing habits. Puzzles, quizzes, English vocabulary, simple experiments from science are also featured in this section.

The students are encouraged to write stories, jokes and letters for the magazine. This way they get a chance to enhance their creativity and can come forth as potential writers. The magazine is a type of resource that promotes the fun of reading and practicing knowledge in an informal way.

OUTPUT – 4: CONTINUING EDUCATION PROGRAMME

The Continuing Education Programme (CEP) in Phase – III aims at “*greater retention of learning and increased community participation through an expansion of BRAC’s CEP*”. Introduced in 1995, the CEP focuses on mainstreaming the post-literacy activities of BEP by promoting the reading habit of both the rural and urban citizens through an organized network and a new infrastructure. These objectives are achieved through two components; One of the main components is the Union Library, or *Gonokendra Pathagar*. These libraries aim to make reading materials available to people at the village level in Bangladesh. Every library has a children's corner to focus on the increasement of child readers. So far, over 460 libraries have been opened and are run by the local community with active support from BRAC.

These committees oversee the day-to-day functioning of the library, and also often work on special events and fundraising drives. During the reporting period a total of 275 library organized socio-cultural and learning events. In addition in co-operation with different Govt. departments members from libraries were provided with cost free skill training in different areas. (For more details see Annexure-3)

The other component is the Reading Center or *Kishori Pathagar*. Reading Centres are set up two months before a Basic Education for Older Children (BEOC) school completes its cycle. The centres are set up to develop the reading habits among adolescent girls and women. In addition, they are provided with training to develop entrepreneurial skills. The centres highlighted the fact that women also need a place to socialize. Through Reading Centres women have become encouraged in indoor games and developmental skills.

Progress of CEP During January – June 2000

a. Union Libraries:

| Particulars | BEP's Plan for Jan – Dec 2000 | Achievement as of Jan – June 2000 | Cumulative Total |
|---|---|--|-------------------------|
| Union based library | 100 libraries(New) | * 60 libraries | 460 libraries |
| Activity plans of Union based libraries | 400 libraries(Each library's plan & preparation depends on its scope and ability) | 275 libraries | 275 libraries |
| Union library “Trusts” to be formed | 100 libraries (New) | ** 38 libraries | 380 libraries |

| Particulars | BEP's Plan for Jan - Dec 2000 | Achievement as of Jan - June 2000 | Cumulative Total |
|---|-------------------------------|-----------------------------------|------------------|
| Training plans of Union libraries: | | | |
| a. Basic orientation provided to librarians on library operations | 100 | 60 libraries | |
| b. Orientation provided to community members | 100 libraries | Will take place in October 2000 | |
| c. Basic training provided to staff on library operation | 20 libraries | Shifted to December 2000 | |

* Funding situation did not allow opening all 100 libraries as planned. 60 libraries have opened and preparatory works to open another 15/20 have been shifted to second half of the year.

** As of December 1999 the total number of Union Library Trusts was 342. All preparations have been made to form Trusts and another 62 libraries during the second half of the year.

| Particulars | BEP's Plan for Jan - Dec 2000 | Achievement as of Jan - June 2000 | Cumulative Total |
|---------------|-------------------------------|-----------------------------------|------------------|
| 100 libraries | 100 | 60 libraries | |
| 100 libraries | 100 | Will take place in October 2000 | |
| 20 libraries | 20 | Shifted to December 2000 | |

b. Reading Centres:

| Particulars | BEP's Plan for Jan – Dec 2000 | Achievement of Jan – June 2000 |
|--|--|--|
| Reading Centres (on-going) | 6000 Reading Centres | 7030 Reading Centres |
| Members to receive training through Reading Centres | 13,600 members | The training has been redesigned. It has been combined with APON livelihood training. Further works are underway to introduce new courses such as : photography, computer- data entry etc. which, are more creative and non-traditional. The achievement details of these trainings will be included in the progress report June-Dec 2000. |
| Particulars of the trainings conducted through Reading Centres | Vegetable: 3,000 Nursery: 1,300 Poultry: 4,000 Tailoring: 4,300 <u>Others: 1,000</u> 13,600 | Members received APON training: 271 *Adolescent leaders: 110 *Peer Educators: 95 |

* Adolescent leaders and peer educators were selected from the Reading Centres member (271) who received APON training.

Note: A programme has been introduced in cooperation with DFID who will be providing assistance to develop 48 female adolescents (members of Reading Centres) as trainers on Aquaculture. The objective of this training will be for children to understand the basic steps of good aquaculture from child to child extension kits. This training will be focused on particular adolescents, whose family possesses a pond. These adolescents in turn will be disseminating their training knowledge to students of NFPE schools. This course will be for five days one hour session. The adolescents will be going to schools for these sessions. They will also follow-up the course once or twice in a week for next six weeks.

Research Studies Carried out During January - June 2000

The Education Programme of BRAC not only provides quality basic education to its learners it also put emphasis on their enrollment in formal schools for further education. Based on the Declaration of the World Conference on Education held in Jomtien in 1990, BRAC designed an instrument to measure the level of basic education of Bangladeshi children. The Research and Evaluation Division (RED) of BRAC regularly monitors the performance of the graduates of BRAC's non-formal schools through this instrument. RED also started a tracer study on the graduates of BRAC non-formal schools in 1995.

The following *studies* were undertaken by the Research and Evaluation Division (RED) on BRAC Education Programme:

► **"Basic Competencies of the Graduates of BRAC's Non-Formal Schools" : Levels and Trends from 1995 to 1999**

Samir R. Nath

Research Statistician, RED, BRAC

The purpose of this research study was to present the basic educational status of the graduates of three cohorts of 1995, 1997 and 1999. Three independent samples were drawn from three cohorts and the learners were tested after nine/ten months of their graduation. The sample from 1995 cohort was also tested in 1997 and 1999; and the sample from 1997 cohort was tested in 1999. Children from three systems of BRAC schools were assessed: those in Non-Formal Primary Education (NFPE) and in Basic Education for Older Children (BEOC) which was directly operated by BRAC, and NFPE under the Education Support Programme (ESP) which are operated by other NGOs with support from BRAC. The sample sizes for the three independent surveys were 1259 each.

Major Findings:

- ▶ The overall performance of the programme is decreasing significantly. On average, the proportion of graduates satisfied all the four criteria of Basic education (reading, writing, numeracy and life skill knowledge) was 73.7% in 1995, 69.3% in 1997 and 68.4% in 1999. The literacy rates were 78.5%, 75.4% and 74.8% respectively in 1995, 1997 and 1999.
- ▶ Numeracy was the area where gender difference was found among the graduates of all the three cohorts. Boys did significantly better than the girls in the three surveys.
- ▶ Among the six groups of students of boys of NFPE-ESP did best (77% had basic education and 83.3% had literacy) and the girls of NFPE did worst (with 64.8 satisfying basic education criteria and with 70% literacy rate).
- ▶ There was no gender variation in the levels of basic education of literacy among the graduates of 1995 and 1997; however, boys outperformed their peer girls in 1999.

Such gender difference was found only among the graduates of NFPE directly operated by BRAC.

The probable reasons behind decreasing trend in the achievement of basic competencies:

- ▶ Focus was being distributed among Grades 4 and 5 rather than in all Grades (1-5).
- ▶ Better teachers were provided with responsibilities to teach in Grades 4 and 5.

- To overcome this trend this can be discussed with teachers as well as staff to give emphasis in all grades. This also can be done in the refreshers. More academic supervisions of the staff will uplift the situation.

➤ "Continuation of BRAC Non-Formal School Graduates of 1995 in Formal School Education"

Samir R. Nath

Research Statistician, RED, BRAC

This study, based on the data generated from the tracer study, explores the continuation of education of the graduates of BRAC non-formal schools in formal schools. Three types of schools were considered. These are BRAC operated Non-Formal Primary Education (NFPE) and Basic Education for Older Children (BEOC), and NFPE under Education Support Programme (ESP). A representative sample of 1,259 graduates of 1995, who completed three years course in BRAC schools, was followed up and surveyed in 1995, 1997 and 1999 to collect various information including their schooling status. However, in this third survey only 1,106 could be traced.

Major Findings:

- ▶ On average, around 10% of the graduates dropped out from the formal systems per year. Highest dropout occurred during the second year of formal schooling (16.6%). Up to October 1999, 39.6% of the graduates were continuing education in different formal schools.
- ▶ A higher proportion of children of NFPE continued education in formal schools than children of BEOC and ESP.
- ▶ Over three-quarters of the graduates of 1995 completed five-year cycle of primary education by 1998 (69.1% for boys and 79% for girls). School-wise 78.2% of NFPE, 70.4% of BEOC and 65.2% of NFPE-ESP completed primary cycle.
- ▶ After graduating from BRAC schools, the children mostly got enrolled in government primary schools (70.7%) and non-government high schools (17.5%).
- ▶ Two major causes of dropout was 'scarcity of money' (39.1%) and 'marriage' (40.1%). For boys dropout, the major reasons were 'scarcity of money' (65.3%), 'disliking of school' (16.4%) and 'has to work at home or outside' (12%). For girls two major reasons included 'marriage' (59.2%) and 'scarcity of money' (26.5%).

Analysis:

- ▶ Poor economic conditions of the family might be a reason of dropout of graduates from Formal Schools. However, BRAC do not know about the students who never attended BRAC schools. So it is not possible to say whether the situation is better or worse compared to other systems.

▶ **"An Evaluation of Primary Text Materials in Terms of the Coverage of Graded Attainable Terminal Competencies"**

*Md. Abul Kalam (Staff Sociologist, RED)
and Sanat K. Ghosh (Consultant, RED)*

The government of Bangladesh introduced a competency-based education system into the five-year primary education cycle in 1992. The study attempted to evaluate the national primary text materials such as Textbook (TB) and Teacher's Guide (TG) by the National Curriculum of Textbook Board (NCTB), in terms of the extent of coverage of learning continual and terminal competencies specified for the achievement of students at the end of five year primary education cycle. The content analysis of source materials was done by a group of experts who had long experience in primary education as well as by the researchers. Source materials were reviewed and analyzed for the purpose.

Major Findings:

- ▶ The coverage of competencies was qualified in terms of excellent (91-100%), fairly well (81-90%), well (71-80%), satisfactory (51-70%) or poor (50% and below). The latter three categories of coverage indicated a need for improvement.
- ▶ It was revealed that all the 53 competencies were covered in primary curriculum. The study found that coverage of competencies was better in Teacher's Guide than in Textbook as 87% and 75% of the competencies respectively in Teacher's Guide and Textbook were found to be excellently and fairly well covered.
- ▶ 25% and 13% of the competencies respectively in TB and TG were found to be in need of improvement in their coverage.
- ▶ It was also found that cognitive competency in four basic subjects of Bangla, English, Mathematics and Social sciences; was 63% and 97% of the competencies were excellently and fairly well covered in TB and TG respectively.

▶ **"Assessing Operational Status of BRAC *Gonokendra Pathagar* (Union Library)"**

*Kaisar A. Khan
Senior Staff Sociologist, RED, BRAC*

This study aimed at assessing operational status of the BRAC *Gonokendra Pathagars* (Union Libraries). Sixty *pathagars* were surveyed which were

selected randomly. Data collected were mainly based on some performance indicators.

Major Findings:

- ▶ It was found that number of male member and their daily attendance was higher compared to female in the general and small type *pathagars*.
- ▶ Number of female member and their daily attendance was predominantly higher in the female type *pathagars*.
- ▶ On average, about 60 users attended daily in the *pathagars*, and 183 books were found to borrow per month in the general type *pathagars*, and 183 books were found to borrow per month in the general type *pathagars*, followed by 120 and 74 in the female and small type *pathagars* respectively.
- ▶ Inside space of most of the *pathagars*, and its environmental conditions were found satisfactory. Majority of the *pathagars* organized cultural activities on a regular basis but, very few of them organized social activities.
- ▶ The major findings of this study indicate that joint participation of both sexes in development activities especially in rural areas seemed to be restricted, and there still have some rooms to take necessary measures to achieve higher level performance.

Analysis:

- ▶ The general and small *pathagars* are located in common places (i.e. high schools) where attendance of female users are limited. This might be because of socio-culture background. The guardians do not feel comfortable to send their girls to common places. Hence, female users are hesitant.
- ▶ Female type *pathagars* are located in girl's high schools where men are not allowed. Thus, attendance of female in these *pathagars* is comparatively higher.
- ▶ In case of lending of books it is less in female *pathagars*. These *pathagars* are established in the backward areas in terms of economic status and literacy rate. The female users also have to help their mothers in doing the household chores. Thus, they have little time to read books apart from their regular studies.
- ▶ Very few *pathagars* organize different social activities. The reason might be that they lack in fund.

OTHER ACTIVITIES OF BEP:

□ Schools in Urban Areas

While administering education extensively in the rural areas BRAC realized that it is leaving behind a large amount of uprooted slum children who are half of the total poor urban population. It was also learnt that although the Government is providing free education for young learners all over Bangladesh, there are no schools for the poor children of slum dwellers living in the urban area. Therefore, in March 1992, BRAC started implementing schools in the urban areas for these under privileged children. The programme was first implemented from the *Moghbazar* team office, under *Khilgaon* area in Dhaka.

In the urban programme BEP follows the same curriculum set for the rural schools. However, in the case of Social Studies a slight difference is found in the curriculum of the urban schools. It now caters to needs of urban life and surroundings. The urban schools of BRAC have been opened in different divisions of Bangladesh, that is in Dhaka, *Chittagong*, *Khulna*, *Rajshahi*, *Sylhet* and *Barisal*. In total there are 1,221 urban schools in operation of which 982 are NFPE, 10 BEOC, 6 Domestic child labour schools (pilot project) and in addition, there are 223 schools financed by the government (Hard to Reach and Ex-garments). At the end of June 2000, the children enrolled in the NFPE schools are 31,992 out of which the female learners are 20,190. 330 students enrolled in BEOC schools (222 girls and 108 boys). 170 students are present in the Domestic child labour schools. The total number of teacher working in all the schools under urban programme is 1,182 out of which 1,175 are female. Some of the teachers are working two shifts. The minimum qualification required of these teachers Secondary School Certificate (S.S.C).

Schools in urban areas are in great demand. However, it has been observed that the operating costs of urban schools are higher than those of rural schools because goods and utilities are more expensive in urban areas. After discussions with parents it was agreed that Tk. 15 per month for school fees and Tk. 40 as an admission fee will be charged for each academic year.

Some of the difficulties that the urban programme experiences in operating the schools are stated below:

- ▶ the student dropout rate is higher due to eviction of slums for reasons such as fire incidents, floods, demolishing of slums by the Govt. and also parents moving out of a particular area because of occupational change;
- ▶ irregularities of attendance can be observed due to many of the children being engaged in various income generating activities;
- ▶ during festival occasions and harvesting period many of the children are found to be temporarily absent from schools;
- ▶ It is sometimes difficult to set up a school in the urban areas as it is difficult to rent a low-cost schoolhouse. Sometimes the local musclemen (normally known as *mastans*) cause trouble by frequently demanding donations from schools;

- ▶ teachers find it difficult to teach the children of the urban schools as most of them have migrated from different parts of Bangladesh, where there is a difference in dialect;
- ▶ the supervisors who supervises these schools face increased health problems due to air pollution, noise, traffic and as a result they suffer from various allergies, respiratory distress, headaches, etc.
- ▶ since the urban learners are exposed to a lot of happenings around them they are found to be more mature and faster learners in comparison to rural students. However, a lot of in-discipline is found in the lives of these children, which makes it difficult for the teacher to manage the class.

BEP while administering urban programme tries different ways to overcome these difficulties.

- ▶ If there is any possibility of slum eviction in a certain area BEP does not reopen a school there.
- ▶ The teachers of the urban areas when selected are provided with a one-day orientation where they are exposed to their working situation. This orientation is provided to them before their teachers' training.
- ▶ Most of the parents of the slum children are engaged in incoming activities for the whole day. Therefore, a large number of them cannot attend the parents meeting regularly as they are being held in the afternoon. So they are not very much aware of their improvement of their children. But according to BEP parent's involvement is essential. To include them in the program parents meeting are being held in the evening whenever necessary and the staff also visit the parents personally.
- ▶ As the students have migrated from different parts of Bangladesh they use different dialects. So the teachers in the urban area face a lot of difficulty in communicating with these children. In the refreshers teachers are provided with orientation on easy communication to overcome this difficulty.
- ▶ The staff who works in the urban areas always stay in personal touch with the students and their parents.

□ Urban Pre-Primary:

In order to continue BRAC's policy that the curriculum should evolve and improve as circumstance change or new ideas come to light, it has been decided to review the urban pre-primary schools. It was felt that the conditions for urban children are very different from those in rural areas and therefore the curriculum should reflect this. As a result a pilot study is being carried out in the *Badda* area of Dhaka urban. Ten new pre-primary schools are going to be opened with experienced BRAC teachers. The teachers will be attending a three-day training to help them to follow the revised curriculum.

The revision has been focusing on methodological changes; e.g.

- ▶ How praise can be used to maximize learning;
- ▶ The importance of stimulating young learners through pace, animation and the movement of children around the classroom etc.

The children will learn most concepts through games, songs, activities, discussions and drawing. The main emphasis however, will be on story telling. The children will be taking part in many activities drawn from each storybook in order to develop a variety of reading strategies.

These schools will be closely observed and monitored by staff and a team from EDU. The teacher's opinion will be crucial at every stage, as this will be used to inform the training and development of the next part of the curriculum. At the end of the study it is hoped that many of the activities and new methods will be extended throughout the urban pre-primary schools.

□ *BEP Working in Chittagong Hill Tracts:*

BEP started working in the three districts of *Chittagong Hill Tracts* in 1998-99. In this period, 52 NFPE schools under 7 teams were being opened. The students who were enrolled then are now in grade 2. There are now 1840 learners studying in these schools where 847 (57%) of them are female learners. To work here BEP cannot maintain the ratio of 30-33 learners per classroom because each ethnic group lives separately from each other. For this reason it is sometimes quite difficult to maintain the number of learners. Sometimes, flexibility of age is observed while enrolling female learners. The female learners of can be older than learners of other NFPE schools in other areas.

According to population census of 1991, there are now 15 different ethnic minorities existing in CHT. Different school for each existing group was brought under operation as one group was not familiar with the language of others. It was also same in the case of schoolteachers. It was observed in those areas that because of low literacy rate, it was not easy to find a qualified teacher. The ethnic learners who were enrolled in those schools were also facing a problem regarding BRAC's curriculum. The learners were not at all used to Bengali but the curriculum was in Bengali. But they overcame this problem within a short period of time. To have personal contact with parents and learners staff were also appointed from ethnic groups. In CHT the literacy rate is lower than that of other parts of the country. There is a great demand for schools in these areas. So, working through other local NGOs might be more effective. Since there is a diversity in language, culture and difficult communication, the local NGOs (preferably ethnic NGOs) through ESP will be working in CHT where 100 new schools will be opened by this year.

□ *Government – NGO Co-operation:*

The increased level of co-operation between BRAC and other NGOs and the government has provided greater opportunities for BRAC's NFPE to disseminate the expertise it has gained in the area of primary and continuing education and for BRAC to play an even more proactive role in the provision of efficient, high quality and affordable basic education in Bangladesh. Following BEP programmes are presently running by the Government – NGO collaboration:

Community Schools

The community schools are low-cost, social education institutions, setup by the Government. These were constructed by the General Education Project (GEP) between 1990-96. The local residents of each area where such a school was to be established formed a School Management Committee (SMC), arranged for an empty plot/land on which the school was to be built and made a deposit of Tk. 10,000 to the Govt. In this manner, 3,263 community schools have been established in areas where the literacy rate was low, the density of population was high and where for geographical reasons, many children (particularly girls) were unable to attend other schools. Once the schools were built the SMCs were made responsible by the Govt. in handling administrative issues, maintain discipline, ensure security, hire a local teacher from the community and supervise the quality of education imparted to the learners. In return the Govt. would bear the costs of building construction, providing furniture and other logistics such as books, pencils, blackboard and so on. The teacher's monthly salary would also be borne by the Govt. However, it was not before long, when the Govt. found the performance of many schools to deteriorate as the local communities were unable to run the schools successfully. As a result, a countrywide survey was carried out by the Government where it was found that 194 community schools were non-functional. After the survey the Govt. decided to hand over these schools to various NGOs to run them more efficiently from the organization's own resources or funds they have received from Donors. However, if the NGOs are able to run these schools successfully for more than 2 years, the Govt. will consider providing salaries for teachers each month.

Of the 194 community schools, the Government allocated 73 schools to BRAC to make them operational. Of the 73, BRAC has formally received 43 schools out of which 40 schools (The remaining 3 schools will be in operation in July-August) have been brought under operation between May 1999 and June 2000. In order to make these schools operational BRAC had to repair the school-buildings and approach roads. At present 3,944 students are attending these schools from pre-primary to class III. To make these schools operational BEP has appointed 113 teachers of whom 94% are women with a minimum qualification of S.S.C. (Secondary School Certificate). The teachers receive a 15 days of basic training, 3 days orientation before opening of schools and 1 day refresher courses which they receive every month. In addition to these, each teacher receives a 6 days training at the beginning of academic year. The teachers receive an honorarium of Tk. 600.00 per month. A child in pre-primary and grade I is charged Tk. 15 and in grades II and III Tk. 20 per month for material support apart from the textbooks. Besides, each child pays Tk. 15-20 per year for examination fee.

The schools are supervised by 16 head-office and field based staff. The staff who are engaged in this programme also receive training and orientation. The Government curriculum, competencies and books are being used in these community schools, however all supplementary materials such as storybooks, charts and other materials are being provided by BRAC. To assess the performance of the students BEP has introduced continuous evaluation system in the light of NFPE experience. Moreover, there is a plan

of taking three formal examinations every year. The financial support, which are required to run the schools are funded by BRAC's education programme.

Problems which BRAC faced in re-opening the non-functional schools:

The circumstances under which the 40 non-functional schools had to be opened out of 73, caused a lot of pressure on BRAC to convince the local community who were not initially willing to accept. The ex-teachers and SMC members of the Community schools were spreading negative rumours about BRAC operating the schools. BRAC on its part held a lot of informal and formal meetings with the local community, Govt. officials in particular, with the *Thana Nirbahi* and Thana Education officers in this regard. After much persuasion BRAC succeeded in reopening the schools which now results in children's attendance and academic performance higher than before. The parents of the learners also have a positive attitude in accepting BRAC managing these schools.

Garments Child Labour Schools

BRAC incepted this programme of Garments child labour schools in 1996 with the co-operation of Bangladesh Garments Manufacturing & Exporting Association (BGMEA), UNICEF and ILO in order to provide child labours with basic education. The children who are enrolled in these schools are less than 14 years of age and who were identified as child garments labours. To supplement their income these children receive an amount of Tk. 300.00 as a monthly stipend. Previously these children while working in a garment factory used to obtain around Tk. 700.00 to 1,000.

The Garments child labour schools follow the BRAC education programme curriculum and policies. But there are some exceptions in operating these schools:

- ▶ The number of students in a classroom can be around 15 to 20, which is less than usual of 33 students.
- ▶ The students can be enrolled any time of the year.
- ▶ Besides receiving education there are arrangements of skill development training for the students.

As of June 2000 the total number of on going Garment child labour schools are 43. The enrollments of learners in these schools are 776 of which 524 are girls and 252 are boys. One of the female students of Garments Child Labour school has visited Washington, America in May 2000 in a conference "Advancing the Global Campaign Against Child Labour: Progress made and Future Actions", where she had a chance to express her experiences as a child labour.

Skill Development Training

To increase the skills of students in Garments child labour schools BRAC has made arrangements for different skill development training. According to the agreement with UNICEF, ILO, Bangladesh Garments Manufacturing & Exporting Association

(BGMEA) BRAC with cooperation from Under Privileged Children Educational Programme (UCEP), SUROVI, SINGER have been making arrangements for different trainings. By receiving these trainings they can involve themselves in different income generating activities. So far, 671 students have been provided with skill training in different fields (e.g. garments, knitting, paramedics, carpentry, auto electronics etc.).

Earn and Learn Program

The students of Garments child labour school who are 14 years old can leave their schools and work in garments factories. But, those students who does not leave the schools and want to study more, for them, with the initiative of UNICEF and BGMEA Earn and Learn Programme has started. This programme started in 1998. Under this programme the children studies in these schools from 7 to 10 a.m. and from 11 a.m. to 6:30 p.m. works in garments factories. The students receive a monthly salary of Tk. 500.00 to 1300.00. Now there are around 87 students under this programme.

Hard to Reach Schools

In Dhaka urban 105 Hard to Reach schools have completed their course. Out of these schools 76 students underwent a scholarship examination held by Bangladesh Government where 33 students came out successful. They are being provided with Tk. 400.00 monthly as a scholarship to continue with their studies.

The Hard to Reach programme was initiated by UNICEF and DNFE (Directorate of Non-formal Education) to set-up schools for children who are "hard to reach" – particularly those involved in hazardous occupation aged between 8 to 14. The DNFE is responsible for implementing this programme through different NGOs. BRAC in 1997 became involved in this programme and have opened schools in Dhaka urban, Chittagong, Rajshahi, Khulna, Sylhet and Barisal. These schools follow the BRAC school model but operate through a 2 yrs. school cycle which is equivalent to the competencies of grade III of the Govt. schools. Each class consists of 30 learners and a teacher.

There are now 180 HRT schools are in operation in different urban areas. At the end of June 2000, 5,400 working children are studying in BRAC's HRT schools, out of which 3,245 are girls and 2,155 are boys.

The school programme follows both the Govt. and BRAC curriculum and the procedures in terms of management, supervision and logistics are the same as in other BRAC schools. The schools are for 2 hours a day. The teachers receive a monthly salary of Tk. 800.00, and the Govt. also monitors these schools on a regular basis. To maintain attendance the supervisors keep in touch with the employers of the students as well as parents.

Domestic Child Labour School

BRAC has been administering various types of schools in the urban programme since 1992. While working in this sector it was observed that there are a large number of boys and girls working as domestic labours in Dhaka and Chittagong. Most of them are between the ages 10 to 14 years old. Since these children are deprived from all opportunities of receiving basic education BRAC has undertaken a 2 year long education programme for them. The school timing has been fixed on the flexibility of the children's employers and the schoolhouse is situated near their working place.

The schools for Domestic Child Labours were initiated in May, '99 as a pilot project in Dhaka urban. At present, there are 6 domestic child labour schools with an enrollment of 180 students, out of which 109 are girls and the rest boys. It is sometimes difficult to keep the standard of education of DCL students, as the dropout and replacement rates are quite higher than in other schools, as a result per learner cost goes up.

BRAC's Education Programme (BEP) – Phase III: Progress of January to June 2000

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|---|
| Purpose: The provision of improved, full range primary curriculum that will allow learners to retain and use the literacy, numeracy and life skills learned: | At least an average score of 40% for Bengali, Social studies, Math and English attained by a representative sample of 5% learners in the annual Standardized Achievement Test (SAT) by May 2000 | SAT was tested in January 2000 in 200 BEP schools. The result was carried out in the previous progress report (June-Dec 1999). | |
| | 90% completion of primary cycle achieved | 138,304 learners have graduated which is 91.4% during this period from 4,911 schools. | |
| | At least 80% of BRAC BEOC graduates remain in touch with literacy materials and are also involved in receiving trainings on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and book binding | Not applicable for this period. Reading Centres are opened in the second half of the year. | |
| | 50% of graduates complete education until Grade VIII | Not applicable for this period. | |
| Programme level finance: | <i>Cumulative budget to end December 2000:</i> Tk. 1,745,769,607 <i>Budget for January to June 2000:</i> Tk. 1,104,339,765 | Actual expenditure for January – June 2000: Tk. 471,961,529 Cumulative donor funds to end June 2000: Tk. 1,113,391,371 | A deficit of Tk. 557,573,651 occurred between the actual expenditure and donor funds received during Jan-June 2000. This was due to unavailability of funds from the donor funds on time. |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|---|---|--|---|
| <p>Output 1: Schools operating, opening and closing</p> <p>(Equitable access to cost effective primary education ensured for poor children, especially girls)</p> | <p><u>Year 2000</u> (end of June 2000)</p> <p>Grade 1: 3,284 Grade 2: 7,768 Grade 3: 10,601 Grade 4: - Grade 5: 12,367</p> <hr/> <p>Total: 34,000</p> <p>(The grades stated above include NFPE, BEOC & ESP schools)</p> <p>School types at the end of June 2000:</p> <p>NFPE: 21,955 BEOC: 9,495 ESP: 2,550</p> <hr/> <p>Total: 34,000</p> <p>New enrollments (Jan-June 2000): 97,920 no. of students</p> <p>Graduates (Jan-June 2000): 89,021 no. of students</p> <p><u>Annual cost per child \$20</u></p> <p><u>60% female enrollment in BRAC schools</u></p> <p><u>70:30 NFPE/BEOC ratio (excluding ESP)</u></p> | <p>(end of June 2000)</p> <p>(on-going schools)</p> <p>Grade 1: 1993 Grade 2: 7990 Grade 3: 3874 Grade 4: 6432 Grade 5: 10793</p> <hr/> <p>Total: 31,082</p> <p>(The grades mentioned above include NFPE, BEOC and ESP schools)</p> <p>NFPE: 21573 BEOC: 7064 ESP: 2445</p> <hr/> <p>Total: 31,082</p> <p>62,704 learners have enrolled.</p> <p>138,304 students have graduated.</p> <p>Annual cost per child: \$19</p> <p>65.7% of the learners are female, at the end of June 2000</p> <p>75:25 NFPE/BEOC at the end of June 2000.</p> | <p>2,918 schools could not be opened due to unavailability of funds.</p> <p>NFPE: 382 BEOC: 2,431 ESP: 105 Total: 2,918</p> <p>2,918 new schools not opened represents approximately 97,920 students.</p> <p>Fewer schools have been reopened against the plan.</p> |
| <p>Finance level of Output 1:</p> | <p><i>Cumulative budget to end December 2000:</i> Tk. 1,297,045,933</p> <p><i>Budget for January to June 2000:</i> Tk. 820,325,441</p> | <p>Actual expenditure during January to June 2000: Tk. 385,476,390</p> <p>Cumulative expenditure during January to June 2000: Tk. 862,196,882</p> | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|--|
| <p>Output 2: Capacity development of staff & teachers</p> <p>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</p> | <p>2.1 Creation at BRAC head office by 2000 of EDU which carries out curriculum development, material development, participatory training and research & evaluation</p> | <p>EDU staff undertaking responsibilities primarily in four areas:</p> <ol style="list-style-type: none"> 1) Pedagogy management unit; curriculum development and training 2) Research and monitoring unit 3) APON 4) New initiatives | |
| | <p>2.2 Links between EDU and NFPE institutionalized</p> | <p>This has taken place by extensive interaction with QMs. This has been EDU's major focus during this reporting period.</p> | |
| | <p>2.3 17 Quality Managers (QMs) trained to manage the decentralization of quality improvement in primary pedagogy</p> | <p>In this period the QMs were engaged in BT development, double MT development and conducted a study on time management in schools. Through interaction with EDU they have selected the course content for English, Bengali, Social Science and Math for grade V.</p> | |
| | <p>2.4 400 MTs who are more capable and articulate, trained in subject areas</p> | <p>During this period it was observed that staff who were MTs of one subject were competent enough to be MT for more than one subject. Thus the concept of Double MT emerged. During this period 614 staff were trained as Double MT.</p> | <p>There was a shift from MT training to Double MT training. BEP found that intensive motivational workshops for experienced teachers is a more effective training tool than subject based Batch Training. These teachers will be responsible for conducting refreshers.</p> |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|---|---|--|--|
| <p>Output 2: Capacity development of staff & teachers</p> <p>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</p> | <p>2.5 Four MTs developed for each BEP area office by 2002</p> | <p>1,350 staff have been developed as MTs out of which 614 of them are Double MTs.</p> | <p>In this period 1,473 teachers have been developed as BTs for all subjects. They are responsible for:</p> <p>a) developing other teachers in their batch;</p> |
| | | | <p>b) developing children in their schools;</p> <p>c) developing staff in the weekly meetings if it is possible for the teacher to attend;</p> |
| | <p>2.6 All Resource Teachers (RTs) completing 1-2 cycles and who are more capable and articulate trained in subject areas by 2001</p> | <p>The process of RTs being provided with MT training is on going. So far, 80 RTs have been developed as MTs for all subjects.</p> | |
| | <p>2.7 At least 70% teachers trained by MTs or RTs through refreshers training by 2002</p> | <p>This is being achieved through the developed MTs and BTs who are conducting training and refreshers in his/her teams.</p> | |
| | <p>2.8 90% staff trained by MTs by year 2004</p> | <p>The existing MTs are being provided with Double MT training</p> | |
| | <p>2.9 In every team office at least 95% of refreshers conducted by staff who have been trained as MTs starting from 1999</p> | <p>In every team office, the MTs and BTs will be conducting MT and BT training.</p> | <p>In this period BTs involvement was more focused. It was observed that in refreshers MTs were conducting it rather than BTs. They were utilized only for lesson presentation.</p> |
| | <p>2.10 Each teacher receives a total of 100 days training in an NFPE school cycle and a total of 90 days training in a BEOC school cycle</p> | <p>Training and refreshers for both NFPE and BEOC teachers have taken place.</p> | <p>A change has taken place in the training procedure. The number of days of Math training for teachers in Grade IV has been divided into sections. The training will be imparted in definite intervals.</p> |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|--|
| <p>Output 2: Capacity development of staff & teachers</p> <p>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</p> | <p>2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation by using Participatory Rural Appraisal (PRA) methodologies</p> | <p>This has not taken place during this period.</p> | <p>A different study was undertaken by QMs on time management of teachers in classrooms. It was found useful and maybe repeated in the future.</p> |
| | <p>2.12 EDU members, field staff and teachers to receive training on pedagogy and research by 2004</p> | <p>9 EDU members have attended a workshop on research methodologies, "Research led Curriculum Development" conducted by 2 consultants from Manchester University.</p> | |
| | <p>2.13 Audio Visual Aids (AVA) to assist teacher and staff development in use by 2002</p> | <p>This has not taken place during this period.</p> | |
| <p>Finance Level of Output 2:</p> | <p><i>Cumulative budget to end December 2000:</i> Tk. 299,099,843</p> <p><i>Budget for January to June 2000:</i> Tk. 181,735,869</p> | <p>Actual expenditure during January- June 2000: Tk. 66,723,734</p> <p>Cumulative Expenditure to end in June 2000: Tk. 184,087,709</p> | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|---|---|---|--|
| <p>Output 3: Materials development and new initiatives</p> <p>(Quality improvement through revision, development of learning materials and introduction of new initiatives)</p> | 3.1 Material development unit operating as integrated part of EDU | Part of one of the functions of EDU is curriculum development, in that capacity EDU is performing. | |
| | 3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001 | All supplementary materials for grade IV have been developed; Supplementary materials for grade V is in draft form; will be finalized in December. | |
| | 3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions mainstreamed by 2002 | Innovations related to CLIP for Social science and Bengali have been mainstreamed in NFPE grade IV; All innovations of CLIP have also been mainstreamed in Formal Laboratory schools in all grades. | |
| | 3.4 IRI materials revised and developed for BEP and mainstreamed by 2001 | This has not taken place during this period. | |
| | 3.5 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2003 | The process of revisions made to existing subject materials has not begun as yet. Revisions will begin once the developed materials have completed their course cycle and the materials developers have collected all the facts and information received as feedback. | |
| | 3.6 12 formal laboratory schools set up to attempt a degree of convergence between the non-formal and formal system | 11 formal laboratory schools under operation. | As the Govt. has handed over 11 non-functional community schools to BRAC, BEP has decided to only operate 11 formal laboratory schools against the 12. |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|---|--|---|---------------------------|
| <p>Output 3: Materials development and new initiatives</p> <p><i>(Quality improvement through revision, development of learning materials and introduction of new initiatives)</i></p> | <p>3.7 Urban curriculum strengthened by incorporating issues related to working children and child domestic workers</p> | <p>APON members had several discussions with the students of Garments Child Labour schools regarding their work. Some of their points of view on working children have been incorporated in APON materials.</p> | |
| <p>Finance level of Output 3:</p> | <p><i>Cumulative budget to end December 2000:</i> Tk. 47,048,842</p> <p><i>Budget for January to June 2000:</i> Tk. 34,515,721</p> | <p>Actual expenditure during January to June 2000: Tk. 4,034,586</p> <p>Cumulative expenditure to end June 2000: Tk. 16,567,707</p> | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|--|
| <p>Output 4: Continuing education programme</p> <p>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</p> | 4.1 500 new Union libraries; 10,000 new reading centres to be opened by May 2004 (6,000 reading centres will be on-going) | 10 new Union Libraries were opened. At the end of June '00, the total number of Union Libraries were 460 and Reading Centres were 7030. | |
| | 4.2 At least 75% of the members form a trust for the Union library | 80% of the members formed a Union Library trust. | |
| | 4.2.1 30% women should be present in each Union library Trust committee by 2004 | 17% women were present in each Trust Committee. | |
| | 4.3 500,000 new members (at least 400 members in each Union library and a minimum of 30 members in each Reading centre by May 2004) | The total members: 228,853 The total members of Union Library were 206,171. (Average no. of member per union library was 448) Reading Centres were 22,682. (Average no. of member per reading centre was 32). | Source: BEP's quarterly report. |
| | 4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e. 80% | 92% member of the Reading Centres were girls. | Source: BEP's quarterly report. |
| | 4.5 At least 20% of Union library readers to be women by 2002 | 26% of Union Libraries' readers were women. | Source: BEP's monthly Pathagar report (Dec '99) |
| | 4.6 At least 2 cultural activities held in each Union library annually, one of which involves women participation specifically | 275 (old) Libraries performed different activities such as: • Individual Performance: 45 (e.g. writing in the Wall Magazine) | In corporation with Youth Training Centres of the Directorate of Youth, through 43 libraries training have been provided to 1244 (511 women) |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|--|
| <p>Output 4: Continuing education programme</p> <p>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</p> | | <ul style="list-style-type: none"> ▪ Group performance: 179 (e.g. performing a skit) ▪ Celebrating national days: 149 ▪ Social service: 20 ▪ Libraries that held training for members: 43 | <p>Union library members (free of cost) on:</p> <ul style="list-style-type: none"> ▪ Fishery: 272 (87 women) ▪ Poultry & Livestock: 766 (260 women) ▪ Tailoring: 97 (88 women) ▪ Agriculture: 101 (76 women) ▪ Others: 8 |
| | <p>4.7 500,000 books to be placed in the Union libraries and at least 1,500,000 books in the Reading centres which include fiction, non-fiction such as law, health nutrition by May 2004</p> | <p>45,120 books have been provided to the (rural & urban) Union Libraries and 321,676 in the Reading centres.</p> | |
| | <p>4.8 150 books issued by each Union library to its members every month and 35 books borrowed per month by the members of each Reading centre</p> | <p>On the average 152 books were borrowed each month in the Union Libraries, and 35 books were borrowed per month in each Reading Centres.</p> | |
| | <p>4.9 Training provided to 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and book binding through Reading centres by May 2004</p> | <p>110 adolescent leaders and 95 peer educators were provided with training through reading centres.</p> | <p>The training plan has been revisited and new interventions have been introduced (i.e. photography, data entry)</p> |
| | <p>4.10 Union library orientation courses for at least 50% of library committee members conducted within</p> | | <p>Due to fund constraints orientation course has been shifted to Oct. & Nov. 2000.</p> |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|--|---|---|--------------------------------------|
| <p>Output 4: Continuing education programme</p> <p>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</p> | <p>one year of library being established</p> <p>4.11 At least 60% of the librarians are female</p> | <p>78% in the Union Libraries were female and 100% librarian in Reading centres were female.</p> | <p>Source: BEP's Pathagar report</p> |
| <p>Finance level of output 4:</p> | <p><i>Cumulative budget to end December 2000:</i> Tk. 102,574,989</p> <p><i>Budget for January to June 2000:</i> Tk. 67,762,734</p> | <p>Actual expenditure for January to June 2000: Tk. 15,726,819</p> <p>Cumulative expenditure for January to June 2000: Tk. 50,539,074</p> | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|--|---|---|
| Activities | 1.1 Villages identified and surveyed | Villages were properly surveyed and identified. Specific villages to re-open the schools. | |
| | 1.2 Supervisors deployed | 108 PAs and RTs have been recruited as supervisors, out of which 28% are female. | |
| | 1.3 Students selected | 62,704 learners have been selected from 1,993 schools. | |
| | 1.4 School house rented | A schoolhouse is rented for opening of schools with the cooperation from the respective community. | After selecting a village, a schoolhouse is rented (25' x15') in the middle of the village. |
| | 1.5 Office building rented | Out of 459 team offices, 331 offices are with the RDP premises and rest of the offices are using rented houses. | |
| | 1.6 School management committee (SMC) formed | 1,993 management committees have been formed against the 1,993 new schools. | |
| | 1.7 School supplies provided | 1,031,714 books and supplies have been provided to both teachers and learners. | |
| | 1.8 NFPE school operational | 21,573 NFPE schools were in operation. | |
| | 1.9 BEOC & ESP schools operational | BEOC: 7,064 ESP: 2,445 | |
| | 1.10 Monthly parent meetings which incorporate sessions on health, hygiene, nutrition, gender, legal education organized | This has taken place between POs and parents within the school premises in the afternoon. The objective of the meetings is to educate illiterate parents. The attendance of parents in these meetings was 90%, in which | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|---|---|--|
| Activities | | mother's attendance was high. The focus of discussion is usually on health, marriage age & dowry. The outcome of the meeting are reported in a format, which are discussed in staff meeting. | |
| | 1.11 School supervised by POs weekly for classroom support and assessment | This has taken place. The weekly supervision of POs involve: checking of logistics; assessing methodologies; on-going class observation; weakness of the learners identified through question & answer sessions; giving demonstration of a particular lesson to develop teachers and students; and collect recorded feedback to discuss in <i>monthly refreshers</i> with teachers and with staff during weekly meetings. | |
| | 1.12 Good local contacts between BRAC and formal primary and high schools | Usually these meetings organized by TIs with Govt. schoolteachers, TEOs and ATEOs are being held during July to December. | A Govt. Thana Education Officer has visited one of the formal laboratory schools of BEP. |
| | 1.13 Effective linkage with RDP for better collaboration between programmes | 331 BEP offices operating from RDP area offices. Through sharing offices discussions take place between RDP & BEP staff on various issue like village selection and student selection. | |
| | 2.1 Capacity building in primary Pedagogy in EDU | 9 EDU staff were provided with initial training on "Research | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|--|--|---|
| Activities | | led Curriculum Development". | |
| | 2.2 Research & evaluation staff with primary interest/experience appointed | 9 EDU staff were provided with initial training on "Research led curriculum development". 4 EDU staff from different core groups with RED staff has formed as a research team. | |
| | 2.3 Research & evaluation functions of EDU operational | Several research studies has been conducted by EDU; a. Competency measurement of grade IV: Mathematics b. Level of knowledge, attitude and skills of adolescent leaders and peer educators; and evaluation c. A study is being designed on "Research led curriculum development: based on Social Studies and Math". d. A study exploring the opinions of teachers on their recent experiences of teaching grade IV | |
| | 2.4 Training of EDU staff and decentralization of expertise | Extensive interaction with QMs in all subject areas. Working relationship between EDU staff and QMs are strengthened. | |
| | 2.5 Teacher/staff training for Grade IV & V defined | Teacher's workshop for grade IV in all subjects has been conducted. QMs attended a workshop conducted by EDU staff on English in Grade V. | The entire process was based on group work. |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|--|--|---|
| Activities | 2.6 New teachers selected | 2,320 new teachers have been recruited of which 94.6% are female. | Teachers have been recruited against new school & dropouts. |
| | 2.7 New teachers trained | 2,183 teachers have received training. | The teachers received training but all schools could not be reopened. |
| | 2.8 Refresher training held | 213,389 refresher trainings have been held. | |
| | 2.9 MTs, staff and teachers development courses implemented & evaluated | This has not taken place. | |
| | 2.10 AVA training materials on Social studies, Math, English, Science & CLIP developed | This has not taken place. | Trying different training modules is under process. Therefore BEP has decided not to develop AVA materials. |
| | 2.10.1 AVA materials produced on classroom management & teaching methodologies | This has not taken place. | |
| | 2.10.2 AVA materials for developing MTs RTs | This has not taken place. | |
| | 2.10.3 AVA materials produced in specialized areas i.e. teachers, parents | This has not taken place. | |
| | 2.11 Training needs are assessed and overseas training planned and implemented | This has taken place. | |
| | 2.12 Training courses designed to upgrade pedagogical expertise for existing staff | An EDU member attended a workshop on Math training module; another member attended workshop on Human | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|--|---|---------------------------|
| Activities | | Rights; 2 EDU members attending training on childhood education; within BEP 3 EDU members are being trained as web page designers. | |
| | 2.13 Training courses designed to increase the capacity of teachers and adolescent library members | 110 adolescent girls has been developed as adolescent leaders; 12 books for APON has been published; 4 books under publication; peer educator training module has been developed. | |
| | 2.14 Experienced teachers trained to take up advisory post | Experienced teachers who are articulate and acceptable to others are being trained as BTs. | |
| | 2.15 Consultants identified, contracted & monitored | Consultant for Math, CLIP and Research group (in coordination with RED) identified and contacted. | |
| | 2.16 Laboratory schools operational | 11 schools are under operation. | |
| | 2.16.1 Identifying sites, staff and teachers for formal laboratory schools | This has taken place. | |
| | 2.16.2 Identifying learning materials | This has taken place. | |
| | 2.17 Training courses for teachers planned and implemented | Training for Batch trainers has been planned and implemented. | |
| | 3.1 Development function of MDU integrated within EDU | Curriculum development and trainings. | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|--|--|---|
| Activities | 3.2 Supplementary materials for Grade IV and V developed | Supplementary materials for grade IV and V has been completed. | |
| | 3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed | Bengali, Math, Social studies and English from CLIP methodology are being mainstreamed in the formal schools. | |
| | 3.4 Curriculum for specialized programmes i.e. CHT, Urban strengthened | This has not taken place during this period. | BEP is redesigning the CHT programme. This has been shifted for all existing ethnic minorities. The first stage is to increase an awareness for better integration. |
| | 3.5 Revised materials developed for English (IRI) complementing Government primers | This has not taken place during this period. | |
| | 3.6 New ideas formulated and piloted | Workshops on cultural integration on ethnic minority; The objective of this workshop is to acquire a sense of respect for a culture and how this can be integrated in schools. | |
| | 3.7 Twelve formal laboratory schools setup to incorporate innovative practices with non-formal methods | Eleven formal schools are in operation. | |
| | 4.1 Space for Union Libraries identified | Space for new Union library has been identified and already opened. | |
| | 4.2 Staff recruited and trained | No new staff were taken up. | It must be noted that for library programme staff is |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Achievements of January to June 2000 | Comments/ Recommendations |
|-------------------|---|---|---|
| Activities | | | not recruited separately. Programme Organizers of BEP, who has been working for 6 months to 1 yr. are transferred to the CEP where they receive necessary orientation and training to become regular library staff. |
| | 4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union library Trust committees | Not planned for this period | |
| | 4.4 Library activities planned | Most of the 12 months old Union libraries have organized socio-cultural activities. | |
| | 4.5 Vocational activities developed and planned in Reading Centre | Taking place under a revisited plan. | |

Annexures:

Annexure - 1: Schools, Teachers and Staff

a) Schools operating, opening and closing:

| Sl. no. | Particular | | Plan as per PP for Jan-Dec 2000 | BEP's Plan for Jan-Dec 2000 | Actual Achievement as of Jan-June 2000 |
|---------|--|--------------|---------------------------------|-----------------------------|--|
| 1. | Schools operating | NFPE | 21,955 | 22,496 | 21,573 |
| | | BEOC | 9,495 | 8,949 | 7,064 |
| | | ESP (NFPE) | 2,550 | 2,555 | 2,445 |
| | | Total | 34,000 | 34,000 | 31,082 |
| 2. | Students enrolled in on-going schools | NFPE | 720,124 | 737,869 | 711,485 |
| | | BEOC | 284,850 | 268,470 | 215,797 |
| | | ESP (NFPE) | 76,500 | 76,650 | 73,350 |
| | | Total | 1,081,474 | 1,082,989 | 1,000,632 |
| 3. | Schools re-opening | NFPE | -- | 1,740 | 898 |
| | | BEOC | 2,669 | 2,454 | 605 |
| | | ESP (NFPE) | 595 | 600 | 490 |
| | | Total | 3,264 | 4,794 | 1,993 |
| 4. | Students enrolled in re-opened schools | NFPE | -- | 57,072 | 29,634 |
| | | BEOC | 80,070 | 73,620 | 18,370 |
| | | ESP (NFPE) | 17,850 | 18,000 | 14,700 |
| | | Total | 97,920 | 148,692 | 62,704 |
| 5. | Course completed schools | NFPE | -- | 1,566 | 1,647 |
| | | BEOC | 2,669 | 2,633 | 2,669 |
| | | ESP (NFPE) | 595 | 595 | 595 |
| | | Total | 3,264 | 4,794 | 4,911 |
| 6. | Graduates | NFPE | -- | 46,228 | 48,624 |
| | | BEOC | 72,063 | 71,091 | 71,844 |
| | | ESP | 16,958 | 16,958 | 17,836 |
| | | Total | 89,021 | 134,277 | 138,304 |

b) Teachers & staff required, area & team offices operating and book supplies:

| Particular | Plan as per PP for Jan-Dec 2000 | BEP's Plan for Jan-Dec 2000 | Actual Achievement as of Jan-June 2000 |
|--|---------------------------------|-----------------------------|--|
| Teacher | 34,000 | 34,000 | 30,566 |
| Staff | 3,500 | 3,570 | 3,017 |
| Regional offices | -- | 43 | 32 |
| Team offices | 425 | 460 | 459 |
| Book supplies (according to number of children & teachers) | 1,115,474 | 1,116,989 | 1,031,714 |

Note: A detail on Output 2 (staff and teachers' capacity development) has been given in the text.

Annexure - 2: Materials Development and New Initiatives

Education Development Unit:

| Particulars | Plan as per PP for Jan-Dec 2000 | BEP's Plan for Jan-Dec 2000 | Actual Achievement as of Jan-June 2000 |
|---------------------|---|---|--|
| Pedagogy Management | <ul style="list-style-type: none"> ▪ Developing supplementary materials for grade IV & V on different subjects. ▪ Developing CLIP materials. ▪ Designing and developing CHT curriculum. | <ul style="list-style-type: none"> ▪ Developing supplementary materials for grade IV & V on different subjects. ▪ Mainstreaming CLIP materials. ▪ Designing and developing CHT curriculum. ▪ Developing teacher's guides and workbooks for different grades and subjects. | <ul style="list-style-type: none"> ▪ Supplementary materials for grade IV has been developed & draft for grade V have been completed. ▪ CLIP materials have been mainstreamed in Formal Laboratory schools ▪ CHT curriculum has been shifted as a Ethnic minority. ▪ Teacher's guides for grade V have been developed in Math, English (draft), Bengali and Social Science. |
| New initiatives | <ul style="list-style-type: none"> ▪ Piloting pre-primary school project. ▪ Designing Formal Laboratory school model and completing operational side. ▪ Sharing experiences with other NGOs. ▪ Assessing performance of students in grade I of Formal schools. ▪ Involving NFPE/BEOC graduates in the community through different trainings. | <ul style="list-style-type: none"> ▪ Piloting pre-primary school project. ▪ Designing Formal Laboratory school model and completing operational side. ▪ Sharing experiences with other NGOs. ▪ Assessing performance of students in grade I of Formal schools. ▪ Involving NFPE/BEOC graduates in the community through different trainings. | <ul style="list-style-type: none"> ▪ 10 urban pre-primary schools are being piloted. ▪ So far, 11 Formal Laboratory school has completed their operational side. ▪ APON and Ethnic Minority team has been sharing their experiences with different NGOs. ▪ Students of grade I of Formal schools have appeared in half yearly exam and they will be appearing in annual exam in Dec 2000. ▪ Through APON trainings NFPE/BEOC members are getting involved in the community. |

| | | | |
|-------------------------|---|---|--|
| APON | <ul style="list-style-type: none"> ▪ Revising health curriculum based on research findings. | <ul style="list-style-type: none"> ▪ Revising health curriculum based on research findings. ▪ <i>Developing and implementing storybooks for adolescents.</i> | <ul style="list-style-type: none"> ▪ Nine storybooks regarding health issues have been developed by APON. ▪ <i>Fourteen storybooks (including 9 on health) have been developed by APON.</i> ▪ Implementation of developed materials is under process through training. |
| Research and Monitoring | <ul style="list-style-type: none"> ▪ MT training and assessment of teachers training by MTs. ▪ Effectiveness on Social Studies curriculum. ▪ Learning outcomes of Math. ▪ Teachers opinions and perception new primers in Math and former text. ▪ Evaluation of BEOC curriculum. ▪ <i>Action research for adolescents in Reading Centres.</i> ▪ Community perception related to pre-primary schools. ▪ BEOC learners can promote birth registration in the community. ▪ Evaluation of CLE materials. | <ul style="list-style-type: none"> ▪ Decentralization of training. ▪ A study on "Research based curriculum development: based on Social Studies and Math". ▪ Competency measurement of grade IV: Mathematics. --- --- --- ▪ Level of knowledge, attitude and skills of adolescent leaders and peer educators: and evaluation. --- --- --- ▪ Exploring the opinions of teachers on their recent experiences of teaching grade IV. | <ul style="list-style-type: none"> --- ▪ A study is being designed on "Research led curriculum development: based on Social Studies and Math". ▪ Competency measurement of grade IV: Mathematics. --- --- ▪ Level of knowledge, attitude and skills of adolescent leaders and peer educators: and evaluation. --- --- --- ▪ Exploring the opinions of teachers on their recent experiences of teaching grade IV. |

Annexure 3: Continuing Education Programme

Activities of Gonokendros: June, '2000

- ▶ **Children Corner:** Most libraries (92%) have a Children Corner targeting the children of adjacent Primary School. The purpose of the Corner is to encourage reading books and more importantly to develop a habit of library use among children. Students of classes IV and V are eligible to borrow books: one book at a time for 7 days. Each corner is equipped with about 100 storybooks, indoor games (such as *lodo* etc.) and a blackboard to promote art and drawing. Librarians are encouraged to organize storytelling sessions for younger children in the corner.
- ▶ **Text Book Lending:** While organizing union library activities BRAC recognized that students of poor households in secondary schools face difficulty in obtaining text books. Many parents cannot effort to buy books in time. To address the issue BRAC introduced a 'textbook lending programme' in 1997. Under the programme, a student is eligible to borrow a set of books for an entire academic year. On return of the current set at the end of the academic year she/he can borrow another set for the next grade. The library charges an annual user fee of TK. 50-70 for the books depending on classes. The fee is Tk.50 for classes VI-VIII and Tk.70 for classes IX & X. Usually, a one-third of the cost of a set of book are charged as annual fee to recover costs in 3 years. Preference is given to BRAC's ex-graduates while books are distributed. In the year 2000 a total of 9,224 set of books have been distributed among students of poor families. Class-wise breakdown is as follows. Class VI: 4,100 (44%) sets; Class VII: 3,009 (33%) sets; and Class IX: 2115 (23%) sets. No books could be obtained for class VIII in 2000 since most books were not available in the market in due time.
- ▶ **Class Routine:** Since most libraries (90%) are housed in secondary school premises and majority of library members (70%) are secondary school students, a mechanism has been introduced for systematic library use particularly among student members. Under the intervention, a separate hour (30-40 minutes) in the class routine of the respective High School is earmarked for library. Students of a class visit library in that particular period- once a week. In the year 2000, 258 (57%) libraries are included in the class routine programme.
- ▶ **Training of Library Members:** Initiatives have been taken to organize training courses for Gonokendro members in co-operation with different local government bodies. The programme started in 1998 in cooperation with the Directorate of Youth. The Training Centres of the Directorate offer both long and short duration courses on a few subjects. Long duration courses (such as livestock rearing and treatment) are residential which take place in the Centres while short duration courses are organized in different field locations. The Social Welfare Directorate also offers similar services and a few libraries organized training programmes through the Directorate of Social Welfare too. Most recently the BSCIC (Bangladesh Small and Cottage Industries Corporation) has also been agreed to cooperate in this area. A Library in *Mymensingh (Kendua Gonokendro)* organized a short duration training course for 33 young people on 'Industrial Entrepreneurship Development' in cooperation with BSCIC. 43 libraries organized training programmes for 1244 (including 511 women) members free of cost on different subjects during January-June 2000 through the Department of Youth, Social Welfare and BSCIC. Off-farm activities represent bulk of these trainings. Subject-

wise break down is as follows. Poultry & livestock 766, Fishery 272, Tailoring 97, Agriculture 101 and Others 8.

- ▶ **Socio-Cultural Activities:** Organizing educational, socio-cultural and sport activities are regular phenomena of most *Gonokendros*. Most common activities are as follows:
 - Individual performance: Usual activities are of writing for wall magazines, individual competition such as drawing, essay writing, presentation, recitation etc. During the reporting period 45 libraries have organized such events.
 - Group performance: Performing a skit, drama, publishing annual magazine etc. 179 libraries organized such events during January-June 2000.
 - Celebrating important occasions: International Mother Language Day, Independence Day, Bengali New Year, Birth Day of *Rabindranath Tagore* and *Nazrul Islam*, Victory Day, anniversary of libraries etc. are common programmes which the libraries organize. 149 libraries undertook programmes during this period.
 - Social Service: 20 libraries during the reporting period organized medi-care events to benefit the common people of that area. These included Eye camp, Blood donation, and medical camp for general diagnosis.
 - *Meena Bazar*: Organizing *Meena-bazaar* (rural fair) through *Gonokendros* is a relatively new phenomenon. Two libraries took initiative to organize *Meena-bazaar* during April 2000.
- ▶ **Harmonium & Tabla:** 174 libraries have been provided with *Harmonium-Tabla* set. These instruments are mostly being used in different cultural activities. In addition to that adolescents and youth are taking *harmonium* lessons. They themselves identify a local tutor and pay a little amount, if needed.
- ▶ **Operational Fund Raising Through Crop Collection:** In order to develop an annual operational fund to sponsor different activities of the library and increase community's stake in library, the Committee mobilizes community's contribution in kind (such as seasonal crops and fruits) after major harvests. A total of 331 library have mobilized operational fund through crop collection worth of Tk. 346,596 during the reporting period.
- ▶ **Computer:** On pilot basis 10 library each has been given one computer during the last quarter of 1999. The Librarian has been trained to operate the computer. They have been trained on Microsoft Word and Excel packages. Usually 2 trainees simultaneously can take computer lessons in the library during the off hour. Fees at market prices are charged for computer courses. Over the last six months 70 people received training on computer operation.

LFA based financial summary report for January to June 2000

| Narrative Summary | Agreed Indicators | Achievement to end June 2000 | Achievement on Yearly budget in % |
|--|--|--|-----------------------------------|
| Programme-level finance | Cumulative budget to end Dec. 2000 1,745,769,607 Budget for January - June 2000 1,104,339,765 | Cum. Expenditure to end June 2000 1,113,391,371 Expenditure for January - June 2000 471,961,529 | On target 43% |
| Output 1 Finance of the School cost | Cumulative budget to end Dec. 2000 1,297,045,933 Budget for January - June 2000 820,325,441 | Cum. Expenditure to end June 2000 862,196,882 Expenditure for January - June 2000 385,476,390 | 47% |
| Output 2 Finance of the Capacity Development | Cumulative budget to end Dec. 2000 299,099,843 Budget for January - June 2000 181,735,869 | Cum. Expenditure to end June 2000 184,087,709 Expenditure for January - June 2000 66,723,734 | 37% |
| Output 3 Finance of the Materials development and New Initiatives | Cumulative budget to end Dec. 2000 47,048,842 Budget for January - June 2000 34,515,721 | Cum. Expenditure to end June 2000 16,567,707 Expenditure for January - June 2000 4,034,586 | 12% |
| Output 4 Finance of the Continuing Education Program | Cumulative budget to end Dec. 2000 102,574,989 Budget for January - June 2000 67,762,734 | Cum. Expenditure to end June 2000 50,539,074 Expenditure for January - June 2000 15,726,819 | 23% |

Details of Financial Report

NON-FORMAL PRIMARY EDUCATION PROGRAM III

As of June 2000

| Budget June 1999 to Dec. 2000 | January 2000 to Dec. 2000 | Actual Expenditure January 2000 to June 2000 | June 1999 to June 2000 | Achievement on yearly budget in % |
|-------------------------------------|------------------------------|--|---------------------------|---|
| 1 | 2 | 3 | 4 | 5 |

Output 1 Level Financing:

| | | | | | |
|---|----------------------|--------------------|--------------------|--------------------|------------|
| A. Teachers Cost | | | | | |
| 2. Teachers Salary | 422,707,626 | 264,537,000 | 125,805,817 | 283,976,443 | 48% |
| 3. Teachers aids and Supplies | 8,581,192 | 8,089,522 | 4,628,246 | 5,119,916 | 57% |
| 4. Salary and Benefits of PO & PA | 83,864,039 | 52,487,500 | 28,082,380 | 59,458,919 | 54% |
| 5. Travelling and transportation | 17,187,556 | 10,497,500 | 3,685,485 | 10,375,541 | 35% |
| 6. Office Rent and utilities | 11,033,433 | 4,592,656 | 533,481 | 6,974,258 | 12% |
| 7. Stationeries and supplies | 2,467,051 | 1,837,063 | 1,317,508 | 1,947,496 | 72% |
| 8. General Expenses and maintenance | 5,248,401 | 1,837,063 | 1,751,041 | 5,162,379 | 95% |
| Total of A | 551,089,298 | 343,878,304 | 165,803,958 | 373,014,952 | 48% |
| B. Students Books and Supplies | | | | | |
| 1. Learners Books and supplies | 174,209,086 | 111,435,889 | 40,691,733 | 103,464,930 | 37% |
| 2. Students Supplies | 89,265,987 | 59,398,382 | 26,551,494 | 56,419,099 | 45% |
| 3. Supplimentary Reading Materials | 10,565,570 | 8,383,662 | 8,089,842 | 10,271,750 | 96% |
| 4. Class Room Supplies | 17,139,075 | 14,190,358 | 2,381,449 | 5,330,166 | 17% |
| 5. School Room Renovation and Maintenan | 125,905,569 | 88,179,000 | 43,917,270 | 81,643,839 | 50% |
| 6. Salary and Benefits of PO & PA | 83,864,039 | 52,487,500 | 28,082,380 | 59,458,919 | 54% |
| 7. Travelling and transportation | 17,187,556 | 10,497,500 | 3,685,485 | 10,375,541 | 35% |
| 8. Office Rent and utilities | 11,033,433 | 4,592,656 | 533,481 | 6,974,258 | 12% |
| 9. Stationeries and supplies | 2,467,051 | 1,837,063 | 1,317,508 | 1,947,496 | 72% |
| 10. General Expenses and maintenance | 5,248,401 | 1,837,063 | 1,751,041 | 5,162,379 | 95% |
| Total of B | 536,885,767 | 352,839,073 | 157,001,683 | 341,048,377 | 44% |
| C. Field Operations | | | | | |
| 1.1 Salary and Benefits of PO & PA | 83,864,039 | 52,487,500 | 28,082,380 | 59,458,919 | 54% |
| 1.2 Travelling and transportation | 17,187,556 | 10,497,500 | 3,685,485 | 10,375,541 | 35% |
| 1.3 Salary and benefits of Team Leader | 42,462,107 | 26,453,700 | 14,077,197 | 30,085,604 | 53% |
| 1.4 Salary of Area Manager | 12,309,801 | 6,613,425 | 4,077,975 | 9,774,351 | 62% |
| 1.5 Salary of Accountant | 8,847,938 | 4,408,950 | 2,612,749 | 7,051,737 | 59% |
| 1.6 Salary of Service Staff | 9,667,925 | 5,511,188 | 2,972,684 | 7,129,421 | 54% |
| 1.7 Travelling and transportation | 15,982,617 | 9,369,019 | 3,560,249 | 10,173,847 | 38% |
| 1.8 Office Rent and utilities | 11,033,433 | 4,592,656 | 533,481 | 6,974,258 | 12% |
| 1.9 Stationeries and supplies | 2,467,051 | 1,837,063 | 1,317,508 | 1,947,496 | 72% |
| 1.10 General Expenses and maintenance | 5,248,401 | 1,837,063 | 1,751,041 | 5,162,379 | 95% |
| Total of C | 209,070,868 | 123,608,064 | 62,670,749 | 148,133,553 | 51% |
| Total of Output 1 | 1,297,045,933 | 820,325,441 | 385,476,390 | 862,196,882 | 47% |

| Budget June 1999 to Dec. 2000 | January 2000 to Dec. 2000 | Actual Expenditure January 2000 to June 2000 | June 1999 to June 2000 | Achivement on yearly budget in % |
|-------------------------------------|------------------------------|--|---------------------------|--|
| 1 | 2 | 3 | 4 | 5 |

Output 2 Level Financing

| | | | | | |
|---|--------------------|--------------------|-------------------|--------------------|------------|
| 1. Teacher Training and refreshers | 109,017,623 | 59,892,893 | 18,968,290 | 68,093,020 | 32% |
| 2. Staff training and development | | | | | |
| 2.1 Teachers cost | 7,723,791 | 5,248,750 | 1,163,853 | 3,638,894 | 22% |
| 2.2 Student Books and supplies | 7,723,791 | 5,248,750 | 1,163,853 | 3,638,894 | 22% |
| 2.3 Field operations | 17,592,028 | 12,377,136 | 2,062,896 | 7,277,788 | 17% |
| 3. Research and Evaluation | 13,470,372 | 8,997,121 | 2,481,314 | 6,954,565 | 28% |
| 4. H O Logistics and Management Support | 143,572,238 | 89,971,219 | 40,883,528 | 94,484,548 | 45% |
| Total of Output 2 | 299,099,843 | 181,735,869 | 66,723,734 | 184,087,709 | 37% |

Output 3 Level Financing

| | | | | | |
|--|-------------------|-------------------|------------------|-------------------|------------|
| III. Innovative Program and Materials Dev. | 15,263,326 | 9,164,433 | 1,482,190 | 7,581,083 | 16% |
| IV. Education Development Unit | | | | | |
| 1.1 Rent and utilities | 4,163,250 | 3,890,250 | 463,920 | 736,920 | 12% |
| 1.2 Vehicle | 6,405,000 | 6,405,000 | 0 | 0 | 0% |
| 1.3 Library development | 2,152,500 | 2,152,500 | 0 | 0 | 0% |
| 1.4 Books and supplies | 1,547,585 | 1,102,500 | 0 | 445,085 | 0% |
| 1.5 Computer | 3,682,710 | 3,228,750 | 0 | 453,960 | 0% |
| 1.6 Project Head | 1,296,750 | 1,296,750 | 184,659 | 184,659 | 14% |
| 1.7 Support staff | 0 | 0 | 936,438 | 936,438 | -100% |
| 1.8 Special training and workshop | 4,255,684 | 0 | 135,000 | 4,390,684 | -100% |
| 1.9 Consultant | 5,392,444 | 4,970,875 | 600,343 | 1,021,912 | 12% |
| 1.10 HO Logistics and Management Supp | 2,889,593 | 2,304,663 | 232,036 | 816,966 | 10% |
| Total of Output 3 | 47,048,842 | 34,515,721 | 4,034,586 | 16,567,707 | 12% |

Output 4 Level Financing

II. LIBRARY PROGRAMME

| | | | | | |
|---|----------------------|----------------------|--------------------|----------------------|------------|
| 1.1 Start up Cost : | | | | | |
| 1.1.1 Furniture and Fixtures | 4,904,933 | 3,782,188 | 1,445,535 | 2,568,280 | 38% |
| 1.1.2 Trust fund | 5,889,871 | 5,403,125 | 193,505 | 680,251 | 4% |
| 1.1.3 Books | 17,158,012 | 9,725,625 | 1,567,436 | 8,999,823 | 16% |
| 1.1.4 Trunk | 568,358 | 540,313 | 42,307 | 70,352 | 8% |
| 1.1.5 Training | 4,488,941 | 1,404,813 | 330,397 | 3,414,525 | 24% |
| 1.2 Operating Expenses : | | | | | |
| 1.2.1 Salary and Benefits | 27,422,390 | 17,663,771 | 5,751,669 | 15,510,288 | 33% |
| 1.2.2 Teachers Salary | 11,221,810 | 6,686,400 | 800,883 | 5,336,293 | 12% |
| 1.2.3 Travelling and transportation | 6,057,767 | 4,415,943 | 1,393,499 | 3,035,323 | 32% |
| 1.2.4 Staff training | 3,011,808 | 1,766,377 | 31,936 | 1,277,367 | 2% |
| 1.2.5 Orientation to Community centre | 671,906 | 216,125 | 5,586 | 461,367 | 3% |
| 1.2.6 Librarian | 4,532,267 | 3,263,400 | 862,162 | 2,131,029 | 26% |
| 1.2.7 Maintenance and Magazine | 5,857,325 | 3,906,000 | 1,288,715 | 3,240,040 | 33% |
| 1.2.8 Utilities | 1,128,056 | 932,400 | 454,312 | 649,968 | 49% |
| 1.2.9 H O Logistics and Management Supp | 9,661,545 | 8,056,254 | 1,558,877 | 3,164,168 | 19% |
| Total of Output 4 | 102,574,989 | 67,762,734 | 15,726,819 | 50,539,074 | 23% |
| Total Program Level Financing | 1,745,769,607 | 1,104,339,765 | 471,961,529 | 1,113,391,371 | 43% |

LOGICAL FRAMEWORK ANALYSIS

Project Title: Education Programme (NFPE Phase III) **Period of funding:** Apr '99 - May 2004

Brief Description: Education for poor children, especially girls **Total Project Funding:** TK.5, 695,693,412 (US\$ 118,660,279)
File reference: LOGFRAME.RTF **This LFA Matrix dated** 29th September 1998

| Narrative Summary | Objective Verifiable Indicators (OVI) | Means of Verification | Assumptions |
|---|--|---|---|
| <p>SUPER GOAL : Poverty reduced through access to non-formal <i>Primary education for those traditionally outside formal schooling.</i></p> | <p>1. Number of joint initiatives with government and other partners increased by 2002.</p> | <p>Education programme reports BRAC Research & Evaluation Division (RED) studies Monitoring Mission Impact Assessment Mid Team Review</p> | <p>Improvement in literacy rate assists quality of life and equitable economic growth</p> |
| <p>GOAL: Primary Education will contribute to the strengthening of the national education system.</p> | <p>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.</p> | <p>Standardized Achievement Test (SAT) results, Monitoring report, Assessment of basic competencies</p> | <p>Good co-ordination maintained among Government of Bangladesh (GOB), NGO and private sector</p> |
| <p>PURPOSE The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.</p> | <p>2. 90% completion of primary cycle achieved</p> <p>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 bookbinding.</p> | <p></p> | <p>GOB continue to subsidise girls secondary education</p> |
| <p>NFPE/BEOC graduates are contributing economically to their families</p> | <p>4. 50% of graduates complete education until Grade VIII.</p> | <p></p> | <p></p> |

| Outputs: I. 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> | | | | | | |
| SCHOOL TYPE | | | | | | |
| NFPE | 21955 | 21955 | 21927 | 21909 | 21726 | 21726 |
| BEOC | 9495 | 9495 | 9523 | 9541 | 9724 | 9724 |
| ESP | 2550 | 2550 | 2550 | 2550 | 2550 | 2550 |
| New Enrolments: | | | | | | |
| | 346506 | 97920 | 426000 | 333139 | 321694 | 142050 |
| Graduates: | | | | | | |
| | 315647 | 89021 | 385008 | 301266 | 290879 | 129383 |
| Annual cost per pupil : \$20 | | | | | | |
| 60% girls enrolled | | | | | | |
| 70:30 NFPE:BEOC school ratio (excluding ESP) | | | | | | |

| Narrative Summary | Objective Verifiable Indicators (OVI) | Means of Verification | Assumptions |
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| <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 & 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 Material Development Unit (MDU), field staff and teachers receive training on pedagogy and research methodology by 2004</p> <p>2.13 Audio Visual Aids (AVA) to assist in teacher and staff development in use by 2002</p> | <p>Training review report Monitoring Report 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 Education Development Unit (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 Interactive Radio Instruction (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>Curriculum review report Evaluation reports Case studies of the CLIP experience Full evaluation report on the CLIP by 2001 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>3.7 Urban curriculum strengthen incorporating issues related to working children and child domestic</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. >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 >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 >150 books borrowed monthly by Union library members and >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 is 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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| ACTIVITIES | | | | |
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| 1.1 Villages identified and surveyed | 1.1 Schools site selected based on NFPE criteria | Village survey sheets | 1. Opposition from religious fundamentalists do not disrupt 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 schools 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 presents RDP VO members given preference while selection of schoolhouse. 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 | | |

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| 2.2 Research and evaluation staff with primary interest/experience appointed | 2.2 MDU, MT ,RT and RED outstanding staff involved in EDU by end 1999 | | |
| 2.3 Research and evaluation functions of EDU operational | 2.2.1 Staffing takes place in each EDU cluster i.e. Curriculum Development, Research, Training and New initiatives by end 1999 | | |
| | 2.3 Consultants identified, contracted and monitored by end 1999 | Consultants TORs | |
| | <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 effectiveness 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> | Research and evaluation reports | |
| 2.4 Training of EDU staff and decentralisation of expertise | 2.4 EDU staff and QMs trained in primary pedagogy by 2000 | Training Review Report | |
| 2.5 Teacher/staff training for Grade IV and V defined | 2.4.1 Links between NFPE and EDU operationalised by 2,000 | Monitoring report | |
| | 2.5 46,979 teachers receive a 15 day training course on Maths and English for grades IV and V | | |

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| <p>2.6 New teachers selected</p> <p>2.7 New teachers trained</p> <p>2.8 Refresher training held</p> | <p>2.6 One teacher per 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 NFPE 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>NFPE 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 & Social Studies, supplementary materials in grades IV & V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language & 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 & 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</p> <p>Training costs</p> <p>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> | | |

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| 2.10.3 AVA materials produced in specialised areas i.e. teachers, parents. | developed by 2003 2.10.4 AVA materials developed on role of teachers as councilors for adolescent and children with special needs by 2004 | | |
| 2.11 Training needs assessed and overseas training planned and implemented | 2.11 At least 5% of NFPE staff provided with national and international training courses by 2004 | | |
| 2.12 Training courses designed to upgrade pedagogical expertise for existing staff | 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 | | |
| 2.13 Training courses designed to increase the capacity of teachers and adolescent library members | 2.13. Trainers of Reading Centres trained in life skills by 2003 2.13.1 RTs and teachers trained on classroom management by 2004 | | |
| 2.14. Experienced teachers trained to take up advisory post | 2.14 Teachers trained as councilors for children and adolescents with special needs by 2004 | | |
| 2.15 Consultants identified contracted, monitored | 2.15 More than 70% consultants TORs successfully completed | Consultants TORs | |
| 2.16 Laboratory schools operational | 2.16 12 Laboratory schools operational by 2002 | | |
| 2.16.1 Identifying sites, staff and teachers for formal laboratory school | 2.16.1 Staff, teachers trained and schools operational by 2002 | | |
| 2.16.2 Identifying learning materials | 2.16.2 Learning materials in use by 2002 | | |
| 2.17 Training courses for teachers planned and implemented | 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 | Training reports of QMs and other staff | |
| 3.1 Development function of MDU integrated within EDU | 3.1 Development function of MDU located in EDU by 2000 | MDU reports | GOB continues to permit BRAC to use its own textbooks |
| 3.2 Supplementary materials for Grade IV and V developed | 3.2 Supplementary materials for Social Studies and Science developed for Grade IV by 2000 and Grade V by 2001 | | |
| 3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed | 3.3 Significant and successful elements of CLIP incorporated in NFPE mainstream by 2002 | | GOB continues to provide textbooks for Grade IV & V |

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| <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>Library Reports</p> <p>Library PO Reports</p> | <p>Community continues to provide space for library.</p> <p>Books are available in the market.</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> | | |

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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 4.4.1 Socio-cultural/educational/recreational activities held at each Union Library.</p> | | |
| <p>4.5 Vocational activities developed and planned</p> | <p>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> | | |