



# BRAC EDUCATION PROGRAMME

PROGRESS REPORT

July-December 2000



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## **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 1<sup>st</sup> 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.

## **SUMMARY:**

The present Progress Report of BRAC Education Programme (BEP) reflected upon the achievement of the planned activities of the period July-December 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) especially through its Livelihood training. 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 July - December, 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 and also with 30,691 teachers and 2,884 staff. However, in the second half of the year the number of schools will be increased to a total of 34,000.

In the output - 2, a number of activities regarding relevant training had been planned to take place through BEP's Education Development Unit (EDU). Different subject based training and refreshers were planned to be provided to teachers and staff. The plans were *adjusted according to the actual situation*. *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. A number training were organized during this period. However, to keep the number of schools static some of the activities regarding training had to be curtailed down 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 have been developed and revised. 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. During this period, some of the activities concerning Output 3 were readjusted.

The fourth output, which summarizes the Continuing Education section, had a plan to operate 6,000 Reading Centres, and 500 Union Libraries including 400 trusts at this period. The actual number of Reading Centres in operation has been slightly higher (17%) than the plan. During this period 40 libraries were opened and the total number libraries of libraries are 500. 10 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. APON livelihood training in the Reading Centres has been introduced and adolescent girls have been trained as photographers. Besides, more livelihood training are in the process of initiation.

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 July to December 2000. A detail on Output 1,3 and 4 had been provided in the annexures.

**Finance Level of BEP during July-December 2000:**

The end of December 2000, the programme has received a total of Tk. 1,257,040,002 from the following donors indicated below:

Donors	Amount in Taka Received
AKF/CIDA	82,874,283
DFID	423,780,000
NOVIB	82,094,464
EC	313,950,000
DGIS	345,280,000
Others	61,255
<b>Total</b>	<b>1,257,040,002</b>

The actual expenditure from January- December 2000 was Tk 900,545,529. The cumulative receipts from June 1999 to December 2000 was Tk. 1,258,040,002 including 10,000,000 as BRAC contribution. The expenditure during the period is 1,535,647,476 with a total deficit of Tk. 277,607,474 that occurred between the actual expenditure and funds received. This was due to fund constraints. Therefore, for operating the programme BRAC had to borrow to cover the deficit.

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

## ***OUTPUT-1: SCHOOLS OPERATING, OPENING AND CLOSING***

The total number of on-going schools at the end of December 2000 was 31,082 with an enrollment of 1,000,632. The ratio of female learners during this period was 65.7%. From July-December 2000 the number of teachers were 30,691 and staff was 2,884. The regional offices in operation during the reporting period were 32. As planned BEP operated 459 team offices, of which 338 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 December 2000, BEP was operating 6,432 NFPE schools in grade IV with 212,116 learners (127,420 female learners) and 7,111 schools in grade V with an enrollment of 234,172 (151,559 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.

### ***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. So far, ESP has extended its support to 425 (including 383 from December 1999) Non-Government Organizations (NGOs) for 8,968 NFPE schools. All these organizations are being provided with technical support and 368 NGOs for 5,585 schools with technical as well as financial support so that they may successfully replicate BRAC's NFPE model. Among 5,585 schools, 2,910 have completed the three-year course. Of 2,445 on-going schools with 73,350 learners: 495 schools are in Grade I, 940 in Grade II and 1,010 in Grade III. At present 368 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).

Highlights of ESP, at the End of December 2000:

- ▶ Number of on-going schools: 2,445
- ▶ Average enrollment in each ESP NFPE school: 30
- ▶ Average attendance in the on-going ESP NFPE schools: 28.50, (95%)
- ▶ Number of ESP staff (including Programme Coordinator): 33

Country	Number of schools	Total enrollment	Average attendance
Algeria	10	300	28.50
Angola	10	300	28.50
Burkina Faso	10	300	28.50
Burundi	10	300	28.50
Cote d'Ivoire	10	300	28.50
DRC	10	300	28.50
Egypt	10	300	28.50
Ghana	10	300	28.50
Guinea	10	300	28.50
Kenya	10	300	28.50
Madagascar	10	300	28.50
Mali	10	300	28.50
Mozambique	10	300	28.50
Niger	10	300	28.50
Nigeria	10	300	28.50
Rwanda	10	300	28.50
Senegal	10	300	28.50
Tanzania	10	300	28.50
Togo	10	300	28.50
Zambia	10	300	28.50
Zimbabwe	10	300	28.50

## ***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 July-December 2000:***

<b>Particulars of Training &amp; Refresher Courses</b>	<b>Participants</b>	<b>BEP's Plan for Jan - Dec 2000</b>	<b>Actual Achievement in July-December 2000</b>
Pre-service orientation	POs & POVs	-	--
Basic training for staff	POs & POVs	250	--
Operational management course (OMC-1)	POs & POVs	600	--
Operational management course (OMC-2)	TICs	100	255
Development management course on library	POs and AEM (CE)	40	--
Basic orientation on library	PO	140	40
Basic operation of library	Librarian	--	100
Basic orientation on Reading Centre	PO	250	250
Other trainings: GQAL	POs, TICs & RMs	-	161
Team building training	TICs, POs, RTs	-	110
BRAC values and culture training	QMs, RMs, TICs, Senior POs & monitors	-	-
Gender and sustainable development training	Higher Management	-	-
Workshop on staff development of BEP	PO, TICs	-	373
Organizational development course	PO, TICs	-	25
Staff orientation for preprimary schools	PO	-	290



Particulars of Training & Refresher Courses	Participants	BEP's Plan for Jan - Dec 2000	Actual Achievement in July-December 2000
Staff special training comprises of: General subject-based trainings	TICs, POs & RTs	1000	0
Master trainers & TARC trainer trainings		1205	0
Refresher courses		3840	3,128
Technical co-operation training (TCT)***	EDU's material development specialists	2	* 2
	Material Developer, Regional manager	3	--

\* 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 July-December 2000:

Actual Achievement as of July-December 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	-	-	949
English	-	-	569
Social studies (rural)	-	-	329
Bengali	-	-	469
Social Science (urban & rural)	-	-	812
<b>Total</b>	-	-	<b>3,128</b>

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

Particulars of the Trainings	BEP's Plan for January-December 2000	Actual Achievement in July-December 2000	Remarks
15 days basic training for teachers*	7,020	1,268	
3 days orientation before school opens	4,790	-	
2 days refreshers after preparatory phase	4,790	400	
2 days refreshers before introducing Poribesh Porichiti 1	4,790	590	
6 days refreshers held at the beginning of class II **	5,120	1,503	
6 days refreshers held at the beginning of class III**	10,900	7,000	
15 days Math development training (for NFPE)	6,400	-	
15 days Math development training (for BEOC)	2,800	-	
6 days refreshers held at the beginning of 4 <sup>th</sup> phase (BEOC)	2,800	-	
6 days refreshers held at the beginning of 5 <sup>th</sup> phase (BEOC)	3,680	-	
6 days refreshers held at the beginning of grade IV (NFPE)	6,400	-	
6 days refreshers held at the beginning of grade V (NFPE)	7,200	-	
1 day monthly refreshers	374,000	58,100	
Subject based special refreshers on definite intervals for the teachers of grade 4 (NFPE)	--	6,400 (11 days)	
Subject based special refreshers on definite intervals for the teachers of 4 <sup>th</sup> phase (BEOC)	--	2,700 (4 days)	
Subject based special refreshers on definite intervals for the teachers of grade 5 (NFPE)	--	7,100 (8 days)	
Subject based special refreshers on definite intervals for the teachers of 5 <sup>th</sup> phase (BEOC)	--	3,600 (2days)	

Particulars of the Training	BEP's Plan for January-December 2000	Actual Achievement in July-December 2000	Remarks
Refreshers on Math for teachers of grade 4 (NFPE)	--	6,400 (7 days)	
Refreshers on Math for teachers of 4 <sup>th</sup> phase (BEOC)	--	2,700 (4 days)	
Refreshers on Math for teachers of grade 5 (NFPE)	--	7,100 (8 days)	
Refreshers on Math for teachers of 5 <sup>th</sup> phase (BEOC)	--	3,600 (2 days)	
Subject- based trainings:			
Subject-based general training	2,750	--	
Batch training	3,500	2,108	
Refreshers	1,092	1,207	

- \* 15 days basic teachers training has been reduced to 12 days from August 2000.
- \*\* 6 days refreshers has been reduced to 4 days from March 2000.
- \*\*\* Math development training are being held in the field level. Refreshers will be held phase by phase after definite intervals.
- \*\*\*\* 6 days refreshers at the beginning of grades IV and V of NFPE and BEOC schools has been redesigned as subject based special refreshers. This refresher is being provided to teachers in definite intervals from July 2000.
- \*\*\*\*\* One day monthly refreshers of grades IV and V of NFPE and BEOC schools has been redesigned as subject based special refreshers which is being provided to teachers in definite intervals from July 2000.

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

Actual Achievement in July-December 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	-	400	223
English	-	390	181
Social studies (rural)	-	383	226
Bengali	-	415	212
Social Science (urban & rural)	-	500	365
<b>Total</b>	-	<b>2,088</b>	<b>1,207</b>

\* During July-December 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 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 2,088 teachers became Batch Trainers.

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

Achievements of July to December 2000	
Subject	No. of Participants who have Received Training
Urban curriculum	--
Adolescent Peer Organized Network (APON)	2,581

\* The concept of training for urban curriculum in Social Studies has been assimilated with that of rural.

\*\* So far, 2,581 adolescents have been provided with APON training out of which 181 adolescents have become adolescent leaders and these adolescent leaders have developed 2,400 adolescents as peer educators.

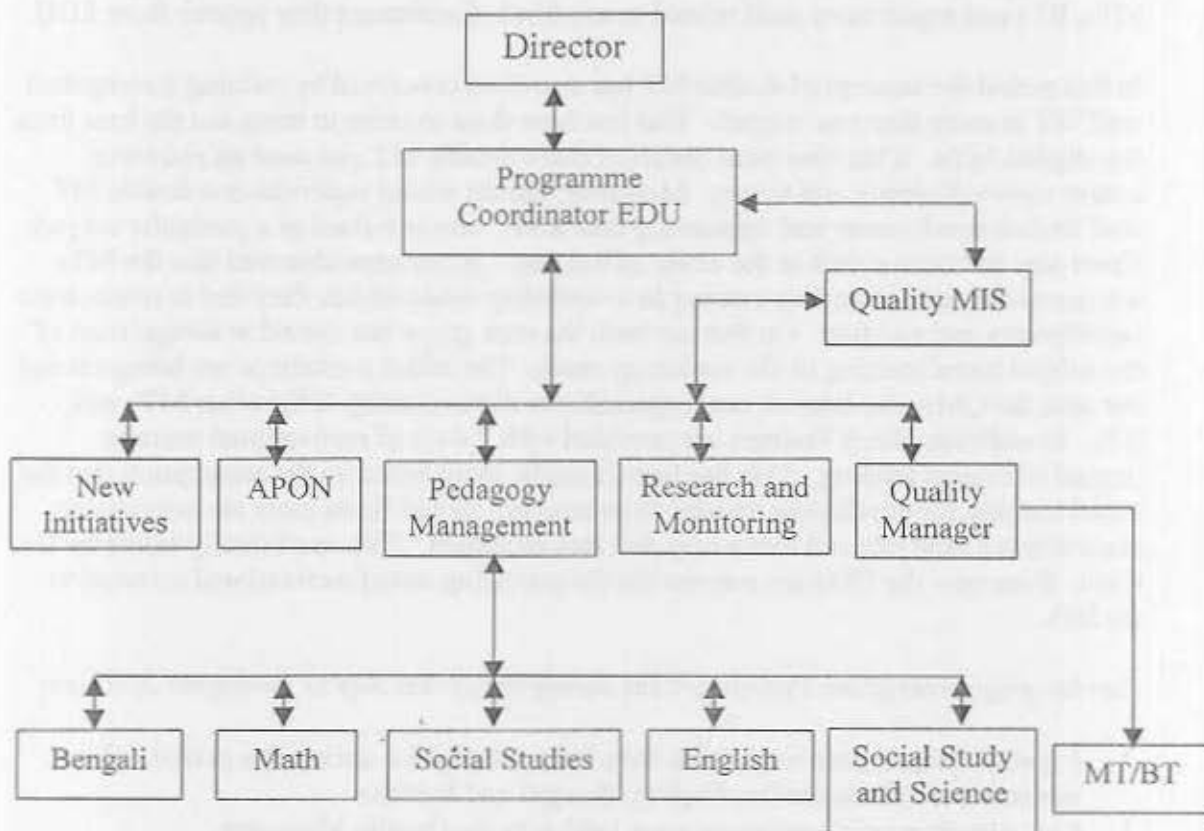
### OUTPUT-3: MATERIALS DEVELOPMENT AND NEW INITIATIVES

#### 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 its teachers and staff. National and international educationists are hired to provide consultancy to the EDU members. They 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. Training 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 the field staff as Master Trainers (MTs) as well as the teachers as BTs. However, this is not the case any longer, as there are competent MTs and BTs 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 the QMs. Even now the QMs are responsible for providing initial motivational orientation for BTs.

*Various progresses of the Pedagogy Unit during the period July to December 2000 are:*

- ▶ 4 special subject wise workshops have been taken place during this period. The subjects were Mathematics, English, Bengali and Science.
- ▶ 5 monthly/bimonthly meetings were held with the Quality Managers.
- ▶ Two EDU staff came back in September 2000 after completing their Masters Programme from England.

- ▶ 3 groups of EDU staff each consisting of 3 members went for exposure programmes in India and Pakistan.
- ▶ One member of EDU went to Tanzania to attend a seminar.
- ▶ As a follow up process of the training on 'Educational Research' facilitated by Dr. Julie Davies from the University of Manchester, the 5 selected members from the 9 original members were given an assignment on 'Achievement Test'. The group started working on the research piece. Till December 2000, the group has completed accumulating data for their research topic. They will finalize it in the next Jan to June 2001 period.
- ▶ It was found both through monitoring and supervision that not all of the Master Trainers are performing well. Based on that, the screening process started and the selected MTs are grouped under a core team of MTs for different subjects. From the first half of 2001 these core team MTs are the ones who will facilitate all the refreshers and the staff training. The left out ones are decided to come under refreshers training to scale up their performances. These refreshers training will start from Jan to June 2001 period.

*For the period July to December 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:**

- ▶ 15 days training at TARC for the teachers of Grade 4 have been shifted to the field;
- ▶ More relevant training have taken place – i.e. general training, MT and BT training and refresher courses for both staff and teachers;
- ▶ A survey is being done on 50 teachers of Grade 4 schools in which they gave their opinion on BRAC and Govt. Math books. According to their opinion the concept in BRAC math book is clear and different things can be learnt from the book. They also found the BRAC math book easier than the Govt. math book;
- ▶ Grade 5 schools have been piloted in 38 teams;
- ▶ Grade 1 workbook has been revised and published;
- ▶ Special refresher courses for MTs have been provided for Grade 5;
- ▶ A test has been conducted to Grades 4 and 5 students;

**English:**

- ▶ Based on the Grade 5 workshop with the QMs the final handout was prepared and disseminated;
- ▶ QMs after attending the workshop on Grade 5 English book have conducted the similar type of workshop for all the English MTs;
- ▶ MTs and BTs have been provided with training on Grade 2 English Practice Book;
- ▶ GT, MT and BT training have been provided to both staff and teachers for Grades 3, 4 and 5;
- ▶ Relevant refresher courses for MTs have been provided;
- ▶ A 'Teacher's Aid' for Grade 5 has been developed and is in the process of publication;

### ***Bengali:***

- ▶ Training and refresher guide for Grades 2 to 5 have been developed and are in the process of publication;
- ▶ GT, MT and BT training have been provided to both the staff and teachers;
- ▶ A 4 day workshop has been held with some selected teachers and MTs, QMs and RMs to finalize the curriculum for Grades 1 to 5;

### ***Social Studies (Grade 1–3):***

- ▶ GT, MT and BT training have been provided to both the staff and teachers;
- ▶ Effective questions for Grade 3 have been developed;
- ▶ TARC trainers were provided with orientation and handouts have been provided;
- ▶ Minor revision has been made for Grades 1 to 3 textbooks;
- ▶ New edition of textbook for Grade 2 urban students has been printed;

### ***Social Studies & Science (4 & 5):***

- ▶ Refresher courses on Grade 5 have been provided to both MTs and BTs;
- ▶ Teacher's training and refresher's guide for Grade 4 have been revised and are ready for publication;
- ▶ Teachers' training and refresher's guide for Grade 5 are in the process of developing;
- ▶ A workshop for Grade 5 has been held with the QMs;

### ***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 training 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".

*For the period July to December 2000, The achievements of APON project are as follows:*

- ▶ 291 adolescent leaders and 2,495 peer educators have been trained to create awareness among 53,000 APON members via 2,395 Reading Centers.
- ▶ 136 staff have been oriented on the project.
- ▶ 23 girls received 5 day photography training among them 17 received loan to buy camera.
- ▶ Core trainers have conducted 3 workshops for collecting feedback on the program with 43 adolescent leaders and peer educators.
- ▶ 20 girls were provided with 3 orientation on data collection.
- ▶ An 'Experience Sharing Workshop' has been conducted with 14 adolescent leaders.
- ▶ 7,185 refresher courses have been conducted by the adolescent leaders.
- ▶ Core trainers have conducted 6 refreshers with 73 adolescent leaders before starting the program.
- ▶ A total number of 15 reading materials and a handout for peer educators have been finalized and printed out.
- ▶ All reading materials have been distributed for 2,395 Reading Centers and training purposes.
- ▶ Preliminary draft of newsletter developed by adolescent leaders and peer educators is introduced.
- ▶ Training module has been revised and finalized by identifying training gaps.
- ▶ Program gaps have been identified by frequent reading centers follow up and necessary changes have been undertaken accordingly.

#### *APON Livelihood Training:*

APON (Adolescent Peer Organized Network) project consists of two main parts. One is the peer training held at the Reading Centres to provide girls with the accurate knowledge on health and social issues for their protection and empowerment. The other is livelihood skill training, which will give them the actual means of self-empowerment. Participation in the income generating activity raises their status as a daughter in the present family as a wife in the future family and also works to latent their marriage.

APON is planning to provide various kinds of skill training for the adolescent girls. Most of them will be those that RDP has the experience of giving training to the rural women. As well as organizing those kinds of training in collaboration with RDP, APON is exploring some new areas of the jobs and develop training course accordingly.

While discussing with adolescent girls, APON found that some of them have a strong interest in acquirement of skills which will give them well-paid job opportunities either employed or self-employed. They are not satisfied with classical income-generating

activities, which keep them within the closed village community without making much use of education they have got from BRAC school and formal secondary school. They are now looking out of their village with broader perspective to seek for the opportunity, for their self-establishment and to prove that they are as capable as their male peers. The fact is that they have an interest but no access to those job opportunities for the lack of required skills.

Among the adolescent girls, some are really bright and motivated, have the enough capability to carry out those works if provided with adequate training and loans. Since the idea of APON project itself has been expanded, there is a great and urgent demand of finding the new areas in which APON can design the training and provide to adolescent girls. Various ideas have come up including photography, computer data entry, beautician, women and media, agriculture and so on, and are under the process of preparation for the piloting.

#### *Photography:*

APON initially as a part of livelihood training has introduced photography as a training which, is being imparted to the adolescent girls of the Reading Centres. The trainees were selected from those who were creative and potential enough. The two batches of pilot training have been carried out by BRAC head office staff as trainers with the materials developed by them. The training is designed for 5 days and deals with the concept of photography, camera operation, photo-taking techniques, and marketing skills. So far, 23 adolescent girls have been provided with photography training.

APON selected 5 trainees from each batch and distributed cameras on 4 (*Bogra*) and 5 (*Narsingdi*) in October, giving them the orientation and the review session of the training. V.O. specially for the APON girls have been organized in those areas, and the girls were provided with the loan of Tk. 3,000, out of which they paid the cost of the camera. The girls have started carrying out their job since then.

The follow up research on the performance of those trainees was undertaken, in order to assess the feasibility of photography job in village areas and to evaluate the training module and to give some improvement on it if needed. The findings and results were positive enough to prove the feasibility of mobile photographers.

#### *Computer Training:*

Following a preliminary target group assessment at the end of 2000, a computer training programme has been developed to provide adolescent girls who are BRAC school graduates with basic computer literacy skills. In addition, the participants will also learn about the data entry software used by the RDP Micro-Finance programme. The training sessions will last for 10 days at a time and will train 20 girls per session. As a result of this training BEP will look forward to work with RDP in securing data entry/accountant's

assistant positions for the successful trainees. As nearly 400 RDP offices will be equipped with computers during 2001, the possibilities for employment of many of these trained adolescents is great.

#### *APON Training (Urban):*

APON started to operate in Dhaka urban from August 2000, with a view to develop the quality of life for adolescent girls from garment schools and Reading Centres. So far, 79 adolescent girls from schools and Reading Centres have been provided with training. After completion of 5 days training these 79 adolescents are now facilitators. They are responsible for facilitating other students and members of their classes and Reading Centres. In garment schools the APON course will complete in three months and one week and in Reading Centres the course will be for five months.

Informal discussions with adolescents indicated that "sexual abuse" is a subject, which requires additional focus. For this, APON is in the process of having a dialogue with "Breaking the Silence" an NGO, which has considerable experience in this area. APON is trying to provide these adolescents with some important information and endurance strategies on child abuse, so that they can deal better with these situations.

#### Research and Monitoring Unit:

Research Unit of FDIJ undertakes research work to identify the gaps, deficiencies related to the quality of the programme. At the same time the unit explores the reasons behind the deficiencies and gaps. The research unit has undertaken three research studies with RED during the period July-December 2000. The research studies were as follows:

- ▶ Developing methodology for curriculum evaluation: A pilot study on mathematics
- ▶ Developing methodology for curriculum evaluation: A pilot study on social studies

The detail has been discussed in Research studies carried out during July-December 2000. Apart from these research studies, the unit also has undertaken a study during this period which is decided to be finalized in the Jan to June 2001 period. The study is:

- ▶ Immediate impact of decentralization of training

The study was aimed to observe the immediate impact of the new training system which was introduced in 1997.

#### Monitoring System

BEP's internal monitors do the monitoring to identify the deficiencies and gaps of the programme in different issues related to the quality programme. The BEP management

uses these feedback and takes further steps to ensure a better quality programme. While monitoring the steps a monitor usually follows are:

- ▶ Indicator selection
- ▶ Sampling
- ▶ Monitoring areas
- ▶ Monitoring forum
- ▶ Questionnaire
- ▶ Data analyzing and reporting

For the period July to December 2000, month-wise (July – December) monitoring reports have been analyzed. And also study has been done to investigate the learning performance of girl students (July – November).

### 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 they 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 the supervisors ask the teachers 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 July

to December 2000, textbooks on Bengali & Science have been published. Training has been provided to 300 staff during this period.

#### *Experience of a Pre-Primary Teacher:*

- ▶ 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 yr. 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 III. *Progressively these students will be attending in Grades IV & V. From next year onwards, students will get admission only in pre-primary class.*

The learners attending these schools come from better off families from that particular community. 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. 70, in grade I Tk. 25, in grade II Tk. 30 and in grade III Tk. 35 per month for material support

for seven schools apart from the textbooks. However, another three schools have separate monthly fee charges. 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.

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 along with mainstream Bengali students in different districts of Bangladesh. Out of 32 regions where BEP operate schools, 14 regions have learners from Ethnic groups.

#### Progress during July to December 2000

As it was planned, the 4 cluster workshops have been conducted by the end of 2000. One has already been done at *Joypurhat* with *Shantal, Orao, Pahan* and *Dalu* community in June 2000. The rest three have been conducted at *Srimongal* with *Khasia, Manipuri, Shantal* and different small ethnic groups working in the tea garden commonly known as *Bagani* (tea garden dwellers) ethnic groups. At *Mymensingh* with *Garo, Koch, Dalu* and *Hajong* and the last one was conducted at *Bogra* with *Shantal, Pahan, Paharia, Mahato* and *Urao*.

These workshops had roughly 25 – 30 participants each. The category of participants consisted of RMs, QMs, TIs, POs, teachers and some ethnic parents. These participants were both Bengali as well as of different Ethnic Minority background. In the workshops the participants were asked to share their knowledge about the lifestyle, historical background and culture of these ethnic minorities as much as possible.

At the end of these workshops it was decided that the respective supervisors would share these information with their fellow staff within a team and teachers in the refresher training. Already experienced teachers are sharing with other teachers who are going to teach in schools with ethnic children of being sensitive towards the culture and lifestyle of these Ethnic groups. The supervisors were also asked to put all the information in the display board including pictures of different ethnic groups within their clusters so that everyone gets to know about them. In the schools the teachers should encourage the children to do or take part in extra curricular activities of different ethnic groups which will make children get sensitive about different ethnic groups from the school level.

In November 2000, the core group members sat for a one-day workshop where they jointly decided to collect and compile all the information both in written and oral regarding historical and cultural background of different ethnic groups situated in different parts of Bangladesh. After compilation, this would go for publication. The collection part is still in the process, once collected the publication would follow.

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

#### EDU Members Attending Different Workshops and Training:

- ✦ A Senior Material Development Specialist has successfully completed an MA course from UK on “*Understanding & Securing Human Rights*” at the *Institute of Commonwealth Studies (ICS), London University*. The course covered three areas:
  - understanding Human Rights i.e. the philosophy of human rights
  - securing Human Rights, where mainly the work of different human rights NGOs, their successes and obstacles were covered
  - the International Law and Newer Trends which was purely a legal paper. Here how much assistance can these International Law provide in securing the rights of individuals all over the world were discussed.

As this course covered issues such as women, children, education and development and where they stand in the present day world, the knowledge required for people intending to work in a developmental organization with target group that is being mentioned above, can learn a lot from this course.

- ✦ Another Senior Material Development Specialist also has successfully accomplished an MA course in *Digital Media* from the *University of Sussex, UK*. The course offered a strong analytical insight of the New Media, i.e. the internet, and how it is changing the world on different planes – social, economic as well as political. As a

practical project our SMDS had to create a web-site for BRAC. The paper discussed the networking possibilities of BRAC through the internet to increase communication both inside the organization as well as globally – where other organizations with a similar goal are working towards improving the living standard of the underprivileged to help bridge the digital divide.

- ▶ Two Senior Material Development Specialists and a Senior Area Manager visited Aga Khan Foundation Education Programme mostly on Pre-Primary Education at Pakistan sometime in October for around 2 weeks. They visited the following Aga Khan Education Service:
  - Teachers' Resource Centre (TRC)
  - Aga Khan Education Service
  - Improving Pre-Primary and Primary Education Rural Sindh Project (IPPS)

Based on their visit at Pakistan, the team has introduced *Rhymes with role-play* to make it more interactive and interesting for the children; *Corner activity* to assist children to be independent learners which would develop their motor skills; and *Preparation of the materials by the teachers and students* which would help to develop interaction between the teacher and the students.

- ▶ A Regional Manager, an Area Manager and a Programme Organizer made a visit to India on Continuing Education. This trip was arranged by the Aga Khan Foundation and the duration was 2 weeks. These three members of BRAC have visited the following organizations and libraries in India:
  - Vishaka at Renwal, Jaipur
  - Zila Saksarata Samiti at Ajmeer
  - Bodh at Jaipur
  - Shadhana at Calcutta
  - Jhilimili at Bankura, Calcutta

Based on the observation, the programme has decided to apply the concept of *book fair*, *puppet show*, *information file* (marriage registration form), *participation of illiterate persons*, *essay competition* (Reading Centre), *collecting books* which are donated locally and *Nudal centre/resource centre*.

- ▶ Every year Novib provides linkage programme to BRAC. Linkage programme is the sharing of experiences, technical support in education, agriculture and dairy, social development, exchange of trade and commodities, global communication system, future plan between BRAC and local groups of Novib. On the basis of Novib's invitation BRAC sent two of its staff (the Programme Manager of Field Operation and a Senior Material Development Specialist) to the Netherlands to learn, share and support the Partner Linkage Programme between BRAC and Novib. The exchange visit was for two weeks, from 10 to 23 September 2000. The visit was in different provincial towns in Netherlands where the visitors took part in meeting with the members of the Municipality, members of local groups and also the children of the schools who raised fund for BRAC.



- ▶ A Material Development Specialist has attended a workshop at Dar-es-salaam, Tanzania from 10<sup>th</sup> to 12<sup>th</sup> September. The hosts of the conference were AKES, T (Aga Khan Education Service, Tanzania) and AKU, IED (Aga Khan University, Institute of Educational Development). There were altogether 60 participants from different organizations who were in any way involved with improvement of schools. The aims of the conference were:
  - to share evaluate and gain a better understanding of the existing and possible roles of stakeholders in the schools improvement process
  - to highlight the sustainability of professional development
  - to learn lessons from on going initiative research, mechanism appropriate for specific locations and cultures
  - to bring together aspects of teacher contextual development and school management
  - to have fruitful interaction within the Aga Khan Development network and effective outreach to collaborating schools and school systems.
 The main focus of BRAC participant's presentation was on 'How to ensure our (BRAC schools) quality continuously through curriculum development, staff development, monitoring and research'.
  
- ▶ A Quality Manager who is now promoted as a Regional Manager has successfully completed a one-year Diploma Course on "Global Partnership" at Savar, Dhaka.

*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 increase of child readers. So far, 500 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 404 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 July-December 2000

###### a. *Union Libraries:*

Particulars	BEP's Plan for Jan - Dec 2000	Actual Achievement in July-December 2000	Cumulative Total
Union based library	100 libraries(New)	100 libraries (60 libraries from Jan-June 2000)	500 libraries
Activity plans of Union based libraries	400 libraries(Each library's plan & preparation depends on its scope and ability)	404 libraries	
Union library "Trusts" to be formed	100 libraries (New)	10 libraries (48 in 2000)	390 libraries

Particulars	BEP's Plan for Jan - Dec 2000	Actual Achievement in July-December 2000	Cumulative Total
Training plans of Union libraries:			
a. Basic orientation provided to librarians on library operations	150	*100	
b. Orientation provided to community members	100 libraries	100 libraries	
c. Basic training provided to staff on library operation	40 staff (20 new staff)	20 staff	

- Opening of 50 libraries has been shifted to first half of 2001.

**b. Reading Centres:**

Particulars	BEP's Plan for Jan - Dec 2000	Actual Achievement in July-December 2000
Reading Centres (on-going)	6000 Reading Centres	7,030 Reading Centres
Members to receive training through Reading Centres	13,600 members	<i>The training has been redesigned. It has been combined with APON livelihood training. Photography training has been introduced.</i>
Particulars of the trainings conducted through Reading Centres	Vegetable: 3,000 Nursery: 1,300 Poultry: 4,000 Tailoring: 4,300 Others: <u>1,000</u> 13,600	Members reached through APON training: 52,729 Members received APON training: 2,581 *Adolescent leaders: 181 *Peer Educators: 2,400 Photography: 23

- Adolescent leaders and peer educators were selected from the Reading Centres member who received APON training.

### *Research Studies Carried out During July -December 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:*

- **A follow-up study of the teachers of BRAC schools who lost their job due to shifting of school**

*(Kaiser A. Khan)*

This study aimed at examining the changes occurred in the lives of the former teachers of BRAC schools who lost their job due to shifting of schools after completion of cycles. A total of 386 ex-teachers was selected randomly from 32 team offices and interviewed through structured questionnaire.

#### *Major Findings*

- ▶ Findings show that about 72% of the teachers could use their teaching skills although they did not have schools.
- ▶ Sixty-three percent of the teachers perceived that their social status remained static, 25% perceived increased, and 13% perceived decreased.
- ▶ Seventy-six percent of them expressed that due to shifting of school their mobility decreased, while 15% reported increased.
- ▶ Forty-nine percent of the teachers were found to be employed and the rest were unemployed.
- ▶ Seventy-five percent of the teachers became economically loser due to the incidence, but majority of them who were employed, economically benefitted.
- ▶ Amongst those employed, 71% were engaged in tuition or teaching and the rest were engaged in service in NGOs, handicrafts, poultry rearing, etc.
- ▶ The employment status of the teachers was found as the influential factor for changing social, economic and mobility status.

Since, employment is closely related to their economic and social development, they should be given opportunity to be engaged in income-earning activities for their better livelihood.

□ **Developing methodology for curriculum evaluation: A pilot study on Mathematics**

*(Md. Abul Kalam, SK. Md. Ashrafuzzaman,  
Md. Abdul Bareque and Syeda Rumnaz Imam)*

The study attempted to develop a methodology for assessing what learners know, can do and understand in terms of expected learning outcomes, and appropriateness of content, context and methodology for teaching to achieve expected learning outcomes in order to evaluate the curriculum of BRAC Education Program (BEP) towards a research-led curriculum development with special reference to problem solving in Mathematics of grade 4. A number of methods/techniques were examined for the purpose. These included achievement test; interview with learners and teachers; group discussion with staff; and analysis of learners' and teachers' documents. Data were collected from eight BRAC schools from two BEP areas of Jamalpur region.

**Major Findings:**

- ▶ The achievement test and interview with learners were found to be useful methods of exploring learners' level of achievement and understanding in particular chapters. Interview with teachers and group discussion with staff gave insights into their perceptions of their learners' abilities as well as teachers' abilities and the clarity of the learning outcomes in the chapters.
- ▶ In addition, some views were given on the content, context and methodology of the particular research focus. Analysis of learners' and teachers' documents generated useful information on the level and volume of practices learners did on particular chapters and teachers' planning.

However the study suggested that the research methods and instruments need refining in the light of the pilot studies to increase their effectiveness in providing relevant data suited to the specific objectives of the study. The study further suggested that the observation of classroom and teachers monthly training session, and group discussion with teachers should be considered for future research, these would validate the teachers' and staff's planning documents and the teacher interviews as well as the learners' documents.

□ **Developing methodology for curriculum evaluation: A pilot study on Social Studies**

*(Syeda Rumnaz Imam, Vibekananda Howlader,  
Marzina Khatun and Md. Abul Kalam)*

The study attempted to develop a methodology for assessing what learners know, can do and understand in terms of expected learning outcomes, and appropriateness of content, context and methodology for teaching to

achieve expected learning outcomes in order to evaluate the curriculum of BRAC Education Program (BEP) towards a research-led curriculum development with special reference to Social Studies of grade 2. A number of methods/techniques were examined for the purpose. These included achievement test; interview with learners and teachers; group discussion with staff; and analysis of learners' and teachers' documents. Data were collected from eight BRAC schools from two BEP areas of Jamalpur region.

### **Major Findings:**

- ▶ The achievement test and interview with learners were found to be useful methods of exploring learners' level of achievement and understanding in particular chapters. Interview with teachers and group discussion with staff gave insights into their perceptions of their learners' abilities as well as teachers' abilities and the clarity of the learning outcomes in the chapters.
- ▶ In addition, some views were given on the content, context and methodology of the particular research focus. Analysis of learners' and teachers' documents generated useful information on the level and volume of practices learners did on particular chapters and teachers' planning.

However, the study suggested that the research methods and instruments need refining in the light of the pilot studies to increase their effectiveness in providing relevant data suited to the specific objectives of the study. The study further suggested that the observation of classroom and teachers monthly training session, and group discussion with teachers should be considered for future research, these would validate the teachers' and staff's planning documents and the teacher interviews as well as the learners' documents.

### **□ Development of instruments to assess the achievement of national competencies at the end of primary education cycle**

*(Samir R Nath, Sanat K Ghosh and Shaheen Akter)*

This report presents a detailed description of development of assessment tools for the evaluation of students' learning achievement on the basis of 53 terminal competencies specified by the National Curriculum and Textbook Board (NCTB) of the Government of Bangladesh. This is the first attempt in the country to cover all the terminal competencies in assessment process. A team of schoolteachers, teacher educators, curriculum experts, education psychologists, test development experts participated in the process. The competencies were divided into two broad categories viz., cognitive and non-cognitive. Two separate tools were developed for assessing the two types of competencies on the basis of pilot studies in both rural and urban areas.

### **Major Findings:**

- ▶ Although overall teaching learning process in BRAC schools was satisfactory towards quality education but evidence of gender discrimination was in place.
- ▶ The main causes of gender difference in mathematics are the deprivation of the girls in family, society and schools, discriminatory attitude to the girls by the teachers and the peer boys, and the inside weaknesses of the BRAC school programme. Such differential atmosphere led the girls not to advance much in the overall learning, mathematics is only a part of it.

Gender imbalance against girls is a serious issue in the present day world including Bangladesh. Some recommendations are made in order to remove the gender gap in mathematics in BRAC schools.

## 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. 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 the 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 1,192 urban schools in operation of which 1,019 are NFPE, 10 BEOC and in addition, there are 120 schools financed by the government (Hard to Reach and 43 schools for Ex-garment child labours sponsored by UNICEF, ILO and BGMEA). At the end of December 2000, the children enrolled in the NFPE schools are 33,162 out of which the female learners are 21,001. 330 students enrolled in BEOC schools (222 girls and 108 boys). The total number of teacher working in all the schools under urban programme is 1,271 out of which 1,255 are female. Some of the teachers are working two shifts. The minimum qualification required of these teachers is 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 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 the teachers' training. They also observe a school for at least a week before the training takes place.
- 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 Pilot:

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 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.

Some staff of BRAC Education Programme have been working in 10 urban schools. They have been piloting a different curriculum, materials and teaching methods with the aim of quality improvement. These schools are called pre-primary schools because they come before Grade I but the children are 7 and 8 years old so the curriculum has been designed and developed accordingly. The schools have been carefully monitored and in general the outcomes are good.

The teaching methods are used across the curriculum. These have been developed in order to simplify extremely complex methods of good practice. Most of the teachers are now confidently following four simple techniques:

- Praise – used in a way which maximizes learning
- Pace – used to keep learners attention
- Differentiation – used to make the curriculum accessible to all learners.
- Open Ended Questions – used to encourage children to think for themselves

*Curriculum areas which have been developed:*

- Activities to be used with stories and promote reading skills
- Activities to develop drawing skills
- Activities to develop mental maths skills and maximize participation
- Activities which encourage children to think about their own environment and their health and safety within it.

*Materials which are under development:*

- Story books
  - simple text to aid early reading
  - some with urban focus
  - some big books
  - pictures drawn by children
- Social posters of different 'busy scenes' for discussion
- Number cards for each child
- Flash cards to go with stories

#### □ 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.

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 school teachers. 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 different 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 initially.

□ 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 44 schools out of which one school house has been eroded by the river. In order to make these schools operational BRAC had to repair the school-buildings and approach roads. At present 5,154 students are attending these schools from pre-primary to class IV. To make these schools operational BEP has appointed 148 teachers of whom 94% are women with a minimum qualification of S.S.C. (Secondary School Certificate). The teachers receive a 12 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, III and IV 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 18 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 BRAC confronted in re-opening the non-functional schools:

The circumstances under which the 44 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 higher attendance and academic performance than before. The parents of the learners also have a positive attitude in accepting BRAC's management of 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 garments' child labours. These children receive an amount of Tk. 300.00 as a monthly stipend to supplement their income. Previously these children used to obtain around Tk. 700.00 to 1,000 monthly from selling their labour at garment factories.

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 skills development training for the students.

As of December 2000 the total number of on going Garment Child Labour schools are 43. The enrollments of learners in these schools are 791 of which 546 are girls and 245 are boys.

In urban areas APON programme initiated in August 2000. The urban programme included adolescent girls from garment schools and reading centres. So far, 39 batches comprising of 79 adolescent girls were provided with training. The areas where girls have received APON training are *Jigatala, Mogbazar, Mirpur, Narayangonj* and *Jatrabari*. After completing 5 days training 79 girls have become facilitators now. They will facilitate training for other students and members of their classes and reading centres. In garment schools the APON courses will be completed within thirteen weeks. However, in the Reading Centres the course duration will be for twenty weeks.

#### *Skill Development Training:*

To increase the skills of students in Garment Child Labour schools BRAC has made arrangements for different skills 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. As of now, 1093 students have been provided with skills training in different fields (e.g. garments, knitting, paramedics, carpentry, auto electronics etc.).

#### *Earn and Learn Initiative:*

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

#### □ Hard to Reach Schools

*In Dhaka urban 105 and in Chittagong urban 60 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 in Govt. schools.*

The Hard to Reach (HTR) programme was initiated by 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 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 120 HTR schools in operation in different urban areas. At the end of December 2000, 3,600 working children are studying in BRAC's HTR schools.

The HTR schools follow both the Govt. and BRAC curriculum with supplementary materials developed by BRAC Education Programme. The procedures in terms of management, supervision and logistics are the same as in the 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, as well as parents of each student.

#### □ Some Events of Urban Programme

Following events have been taken place during the period July to December 2000, through BEP urban programme:

- *International Literacy Day:*  
In September 2000, Primary and Adult Literacy Ministry of Bangladesh Government and Adult Literacy Movement decided to celebrate the International Literacy Day. It was a forum for the NGOs who are involved in the education programme. The aim of this forum was to create awareness about education. This year, the programme consisted of students' rally, discussion meeting and education fair. Besides BEP's taking part in the discussion meeting and 3 days rally, the Dhaka urban BRAC school students, teachers and staff took part in the rally.
- *Hepatitis B Vaccine:*  
Hepatitis B is a crucial phenomenon in Bangladesh at this moment. This could be more common among the slum dwellers. BRAC's health division experimentally provided vaccine to 2000 urban students without any cost. This vaccine is quite expensive and is not at all affordable for the parents of the students. However, the vaccine is not being provided free either by the government or by the non-government agencies.
- *Girl-Child Day:*  
This was the first girl-child celebration in Bangladesh. A committee has been made regarding this issue through ADAB along with NGOs. The aim of this programme was to increase and create a child's right. There was a big children's rally where the BRAC urban school teachers and staff participated. They also took part in the discussion meeting.

▪ *Iron Tablet Distribution:*

Many poor adolescent girls' often suffer from anemia. UNICEF arranged to distribute iron tablets for all the adolescent girls throughout the country. Being a part of this, Dhaka urban distributed iron tablets to BRAC school adolescent girl teachers.

**BRAC's Education Programme (BEP) – Phase III: Progress of July to December 2000**

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Purpose:</b> The provision of improved, full range primary curriculum that will allow learners to retain and use the literacy, numeracy and life skills learned:</p>	<p>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</p>	<p>SAT has not taken place in this period.</p>	<p>SAT usually is being held in the month of January.</p>
	<p>90% completion of primary cycle achieved</p>	<p>No schools have closed down during this period.</p>	
	<p>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</p>	<p>Not applicable for this period.  Reading Centres were opened in January 2001.</p>	
	<p>50% of graduates complete education until Grade VIII</p>	<p>Not applicable for this period.</p>	
<p><b>Programme level finance:</b></p>	<p><i>Cumulative budget to end December 2000:</i> Tk. 1,745,769,607</p> <p><i>Budget for January to December 2000:</i> Tk. 1,104,339,765</p>	<p>Cumulative donor funds to end December 2000: Tk. 1,522,044,750</p> <p>Actual expenditure for Jan-Dec 2000: Tk. 880,614,907</p>	<p>A deficit of Tk. 277,607,473 occurred between the actual expenditure and donor funds received during January-December 2000. This was due to unavailability of funds from the donor funds on time.</p>



Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 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 style="text-align: center;"><u>Year 2000</u> (end of June 2000)</p> <p>Grade 1: 3,264 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 &amp; 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 style="text-align: center;">(end of December 2000) (on-going schools)</p> <p>Grade 1: 490 Grade 2: 2433 Grade 3: 8157 Grade 4: 9209 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: 7084 ESP: 2445</p> <hr/> <p>Total: 31,082</p> <p>Not applicable for this period.</p> <p>Not applicable for this period.</p>	<p>No new schools were opened during this period.</p> <p>No new schools were opened during this period.</p>
	<p><u>Annual cost per child: \$20</u></p>	<p>Annual cost per child: \$19</p>	
	<p><u>60% female enrollment in BRAC schools</u></p>	<p>65.7% of the learners are female, at the end of December 2000</p>	
	<p><u>70:30 NFPE/BEOC ratio (excluding ESP)</u></p>	<p>75:25 NFPE/BEOC at the end of December 2000.</p>	
<p>Finance level of Output 1:</p>	<p>Cumulative budget to end December 2000: Tk. 1,297,045,933</p> <p>Budget for January to December 2000: Tk. 820,325,441</p>	<p>Cumulative expenditure to end December 2000: Tk. 1,189,719,293</p> <p>Actual expenditure during January to December 2000: Tk. 712,998,801</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 2: Capacity development of staff &amp; teachers</b></p> <p><b>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</b></p>	<p>2.1 Creation at BRAC head office by 2000 of EDU which carries out curriculum development, material development, participatory training and research &amp; evaluation</p>	<p>EDU staff has undertaken responsibilities primarily in four areas:</p> <ol style="list-style-type: none"> <li>1) Pedagogy management unit; curriculum development and training</li> <li>2) Research and monitoring unit</li> <li>3) APON</li> <li>4) New initiatives</li> </ol>	<p>Research and monitoring unit has commenced its activities in EDU.</p>
	<p>2.2 Links between EDU and NFPE institutionalized</p>	<p>This has taken place by extensive interaction with QMs.</p>	
	<p>2.3 17 Quality Managers (QMs) trained to manage the decentralization of quality improvement in primary pedagogy</p>	<p>In this period QMs conducted some workshop and studies on:</p> <ul style="list-style-type: none"> <li>- create awareness in all staff to increase girls' participation in the classroom</li> <li>- participatory and motivational training</li> <li>- action plan exercise</li> </ul>	
	<p>2.4 400 MTs who are more capable and articulate, trained in subject areas</p>	<p>During this period all the competent MTs and BTs were screened and team-wise core group have been developed who is responsible for developing all the other MTs and BTs.</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p>Output 2: Capacity development of staff &amp; 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>MT training did not take place during this period.</p>	<p>2,088 teachers have been provided with BT training during this period. They are responsible for:</p> <ul style="list-style-type: none"> <li>a) developing other teachers in their batch;</li> <li>b) developing children in their schools;</li> <li>c) developing staff in the weekly meetings if it is possible for the teacher to attend.</li> </ul>
	<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 did not take place during this period.</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>It was observed that all MTs were not equally competent as other MTs. So, MT development process will commence again.</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 are responsible for conducting MT and BT training.</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 2: Capacity development of staff &amp; teachers</b></p> <p><b>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</b></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 courses for NFPE and BEOC teachers have taken place.</p>	<p>The math training was divided into several sections. However, feedback reveals that more exploration is required to make this training more successful.</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>In the beginning QMs will be provided training as researchers.</p>
	<p>2.12 EDU members, field staff and teachers to receive training on pedagogy and research by 2004</p>	<p>A workshop has been held with the EDU staff and QMs by a consultant on pedagogy and methodologies.</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><b>Finance Level of Output 2:</b></p>	<p><i>Cumulative budget to end December 2000:</i> Tk. 299,099,843</p> <p><i>Budget for January to December 2000:</i> Tk. 181,735,869</p>	<p>Cumulative expenditure to end December 2000: Tk. 245,016,128</p> <p>Actual expenditure during January to December 2000: Tk. 127,652,154</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 3: Materials development and new initiatives</b></p> <p><b>(Quality improvement through revision, development of learning materials and introduction of new initiatives)</b></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 have been developed and will be published.	
	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 and Community 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 commenced. Revisions have been made in Grade I Math workbook and teachers' guide, grade II English workbook and teachers' guide.	
	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 are in operation.	As the Govt. has handed over 45 non-functional community schools to BRAC, BEP has decided to operate 11 formal laboratory schools against the 12.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 3: Materials development and new initiatives</b></p> <p>(Quality improvement through revision, development of learning materials and introduction of new initiatives)</p>	<p>3.7 Urban curriculum strengthened by incorporating issues related to working children and child domestic workers</p>	<p>APON members had several informal discussions with boy students of garments child labour schools and through those meetings their needs were assessed.</p>	
<p><b>Finance level of Output 3:</b></p>	<p><i>Cumulative budget to end December 2000:</i> Tk. 47,048,842</p> <p><i>Budget for January to December 2000:</i> Tk. 34,515,721</p>	<p>Cumulative expenditure to end December 2000: Tk. 23,723,634</p> <p>Actual expenditure during January to December 2000: Tk. 11,190,513</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 4: Continuing education programme</b></p> <p><i>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</i></p>	<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)</p>	<p>40 new union libraries were opened at the end of Dec 2000. The total numbers of union libraries were 500. No new reading centres opened in this period. The total number of reading centres was 7,030.</p>	
	<p>4.2 At least 75% of the members form a trust for the Union library</p>	<p>78% of the members formed a union library trust.</p>	
	<p>4.2.1 30% women should be present in each Union library Trust committee by 2004</p>	<p>18% women were present in each union library trust committee.</p>	
	<p>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)</p>	<p>The total members of union library were 220,240 (average no. per library is 420).  Reading Centres were 226,827 (average no. of member per centre was 32).</p>	<p>Source: BEP's quarterly report.</p>
	<p>4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e. 80%</p>	<p>92% members of the reading centres are girls.</p>	<p>Source: BEP's quarterly report.</p>
	<p>4.5 At least 20% of Union library readers to be women by 2002</p>	<p>28% of union library readers are women.</p>	<p>Source: BEP's monthly Pathagar report (Dec '99)</p>
	<p>4.6 At least 2 cultural activities held in each Union library annually, one of which involves women participation specifically</p>	<p>404 (old) libraries performed different activities. Such as: individual performance- 340 (e.g. writing in the wall magazine)</p>	<p>In corporation with Youth Training Centres of the Directorate of Youth, through 125 libraries training have been provided to 3,136 (1,082 women)</p>

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<p><b>Output 4: Continuing education programme</b></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>group performance- 285 (e.g. performing in a skit)  celebrating national days- 157  Social service- 47  libraries that held training for members- 125  Fund raising through crop collection- 404</p>	<p>Union library members (free of cost) on:  Fishery- 883 (177 women)  Poultry and livestock- 1,504 (517 women)  Tailoring- 292 (185 women)  Agriculture- 275 (105 women)  Others- 182 (105 women)</p>
	<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>75,200 books have been provided to the rural &amp; urban union libraries.</p> <p>492,176 books have been provided in the reading centres (170,500 provided during July-December 2000.)</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 160 books were borrowed each month in the union libraries: 37 books were borrowed per month in each reading centre.</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>Adolescent leader- 181  Peer educator- 2,400  Photography- 23  Total 2,604</p>	



Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<b>Output 4: Continuing education programme</b>  <b>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</b>	4.10 Union library orientation courses for at least 50% of library committee members conducted within one year of library being established	100 library committee members conducted orientation courses.	
	4.11 At least 60% of the librarians are female	81% of the librarians are female.	Source: BEP's Pathagar report
<b>Finance level of output 4:</b>	<i>Cumulative budget to end December 2000:</i> <i>Tk. 102,574,989</i>  <i>Budget for January to December 2000:</i> <i>Tk. 67,762,734</i>	Cumulative expenditure to end December 2000: Tk. 63,585,695  Actual expenditure during January to December 2000: Tk. 28,773,440	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<b>Activities</b>	1.1 Villages identified and surveyed	This is not applicable for this period as no new schools were opened.	
	1.2 Supervisors deployed	No supervisors have been deployed during this period.	
	1.3 Students selected	This is not applicable for this period as no new schools were opened.	
	1.4 School house rented	This is not applicable for this period.	
	1.5 Office building rented	Out of 459 team offices, 338 offices are with the RDP premises and rest of the offices are using rented houses.	
	1.6 School management committee (SMC) formed	No new school management committee (SMC) has formed during this period as no schools were opened during this period.	
	1.7 School supplies provided	1,031,714 books and supplies have been 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 July to December 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 monthly refreshers with teachers and with staff during weekly meetings.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
	<p>1.12 Good local contacts between BRAC and formal primary and high schools</p>	<p>Meetings has been organized by the TIs with Govt., Non-Govt. primary and secondary school teachers, TEOs &amp; ATEOs.</p> <p>The objective of these meetings were to:</p> <ul style="list-style-type: none"> <li>a. check on availability of seats and facilitate admission of BRAC graduates into formal system;</li> <li>b. ensure that BRAC graduates entering the formal or high schools are provided with book supplies for the required class;</li> <li>c. familiarize the Govt. teachers and education officers about BRAC's education system;</li> <li>d. improve relations with Govt. teachers &amp; officials.</li> </ul> <p>These half day meetings are conducted by TIs in team offices. During the reporting period 384 such meeting session was held, of which 3, 628 were primary school teachers and 5,257 secondary school teachers; 348 TEOs/ATEOs also have attended.</p>	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
Activities	1.13 Effective linkage with RDP for better collaboration between programmes	338 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	4 EDU staff has been developed as researchers and they are involved with RED as Research and Monitoring unit.	
	2.2 Research & evaluation staff with primary interest/ experience appointed	The Research and Monitoring unit of EDU consisting of 4 staff has been developed.	
	2.3 Research & evaluation functions of EDU operational	<p>Two research studies with RED has been conducted by EDU;</p> <ul style="list-style-type: none"> <li>- Developing methodology for curriculum evaluation: A pilot study on Mathematics.</li> <li>- Developing methodology for curriculum evaluation: A pilot study on Social Studies.</li> </ul> <p>The unit is also doing a research on "Training decentralization", which is in the process of finalization.</p>	
	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.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<b>Activities</b>	2.5 Teacher/staff training for Grade IV & V defined	This has taken place in Bengali, Math, English and Social Science.	
	2.6 New teachers selected	813 new teachers have been recruited of which 91% are female.	Teachers have been recruited against dropouts.
	2.7 New teachers trained	1,268 teachers have received training.	The teachers received training but all schools could not be reopened.
	2.8 Refresher training held	108,400 refreshers training 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 feeds are assessed and overseas training planned and implemented	This has taken place.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
<b>Activities</b>	2.12 Training courses designed to upgrade pedagogical expertise for existing staff	Exploration of different training modules are under process.	
	2.13 Training courses designed to increase the capacity of teachers and adolescent library members	Training courses has been designed to increase the capacity of the library members: <ul style="list-style-type: none"> <li>- Livelihood training on photography</li> <li>- Workshop on "experience sharing"</li> <li>- Workshop on data collection</li> <li>- Refreshers training design</li> </ul>	
	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, and Research group (in coordination with RED) contacted.	
	2.16 Laboratory schools operational	11 schools are in 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 July to December 2000	Comments/ Recommendations
<b>Activities</b>	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 and community schools.	
	3.4 Curriculum for specialized programmes i.e. CHT, Urban strengthened	This has not taken place during this period.	CHT programme has been integrated with ethnic minorities project. Workshops has been conducted 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	This has not taken place during this period.	
	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.	



Narrative Summary	Objective Verifiable Indicators (OVI)	Achievements of July to December 2000	Comments/ Recommendations
Activities	4.2 Staff recruited and trained	No new staff were taken up. However, 20 BEP staff has been shifted to Continuing Education Programme within this period.	It must be noted that for library programme staff is 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	Basic Training for 20 POs has been provided.	
	4.4 Library activities planned	404 Union libraries have organized socio-cultural activities.	
	4.5 Vocational activities developed and planned in Reading Centre	Photography training has been developed. Poultry training is being piloted	

*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	Achievements as of July to December 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
		<b>Total</b>	<b>34,000</b>	<b>34,000</b>	<b>31,082</b>
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
		<b>Total</b>	<b>1,081,474</b>	<b>1,082,989</b>	<b>1,000,632</b>
3.	Schools re-opening	NFPE	--	1,740	*--
		BEOC	2,669	2,454	*--
		ESP (NFPE)	595	600	*--
		<b>Total</b>	<b>3,264</b>	<b>4,794</b>	<b>*--</b>
4.	Students enrolled in re-opened schools	NFPE	--	57,072	*--
		BEOC	80,070	73,620	*--
		ESP (NFPE)	17,850	18,000	*--
		<b>Total</b>	<b>97,920</b>	<b>148,692</b>	<b>*--</b>
5.	Course completed schools	NFPE	--	1,566	*--
		BEOC	2,669	2,633	*--
		ESP (NFPE)	595	595	*--
		<b>Total</b>	<b>3,264</b>	<b>4,794</b>	<b>*--</b>
6.	Graduates	NFPE	--	46,228	*--
		BEOC	72,063	71,091	*--
		ESP	16,958	16,958	*--
		<b>Total</b>	<b>89,021</b>	<b>134,277</b>	<b>*--</b>

\* The data for re-opened schools and course completed schools is not applicable for this period as no schools were re-opened.

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 Achievements as of July to December 2000
Teacher	34,000	34,000	30,691
Staff	3,500	3,570	2,884
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 Achievements as of July- Dec 2000
Pedagogy Management	<ul style="list-style-type: none"> <li>▪ Developing supplementary materials for grade IV &amp; V on different subjects.</li> <li>▪ Developing CLIP materials.</li> <li>▪ Designing and developing CHT curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing supplementary materials for grade IV &amp; V on different subjects.</li> <li>▪ Mainstreaming CLIP materials.</li> <li>▪ Designing and developing CHT curriculum.</li> <li>▪ Developing teacher's guides and workbooks for different grades and subjects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supplementary materials for grade IV has been developed &amp; draft for grade V have been completed.</li> <li>▪ CLIP materials have been mainstreamed in Formal Laboratory schools</li> <li>▪ CHT curriculum has been shifted as a Ethnic minority.</li> <li>▪ Teacher's guides for grade V have been developed in Math, English (draft), Bengali and Social Science.</li> </ul>
New initiatives	<ul style="list-style-type: none"> <li>▪ Piloting pre-primary school project.</li> <li>▪ Designing Formal Laboratory school model and completing operational side.</li> <li>▪ Sharing experiences with other NGOs.</li> <li>▪ Assessing performance of students in grade I of Formal schools.</li> <li>▪ Involving NFPE/BEOC graduates in the community through different trainings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Piloting pre-primary school project.</li> <li>▪ Designing Formal Laboratory school model and completing operational side.</li> <li>▪ Sharing experiences with other NGOs.</li> <li>▪ Assessing performance of students in grade I of Formal schools.</li> <li>▪ Involving NFPE/BEOC graduates in the community through different trainings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10 urban pre-primary schools are being piloted.</li> <li>▪ So far, 11 Formal Laboratory school has completed their operational side.</li> <li>▪ APON and Ethnic Minority team has been sharing their experiences with different NGOs.</li> <li>▪ Students of grade I of Formal schools have appeared in annual exam in Dec 2000.</li> <li>▪ Through APON trainings NFPE/BEOC members are getting involved in the community.</li> </ul>

Particulars	Plan as per PP for Jan-Dec 2000	BEP's Plan for Jan-Dec 2000	Actual Achievements as of July- Dec 2000
APON	<ul style="list-style-type: none"> <li>Revising health curriculum based on research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Revising health curriculum based on research findings.</li> <li>Developing and implementing storybooks for adolescents.</li> </ul>	<ul style="list-style-type: none"> <li>Nine storybooks regarding health issues have been developed by APON.</li> <li>Fourteen storybooks (including 9 on health) have been developed by APON.</li> <li>Implementation of developed materials is under process through training.</li> </ul>
Research and Monitoring	<ul style="list-style-type: none"> <li>MT training and assessment of teachers training by MTs.</li> <li>Effectiveness on Social Studies curriculum.</li> <li>Learning outcomes of Math.</li> <li>Teachers opinions and perception new primers in Math and former text.</li> <li>Evaluation of BEOC curriculum.</li> <li>Action research for adolescents in Reading Centres.</li> <li>Community perception related to pre-primary schools.</li> <li>BEOC learners can promote birth registration in the community.</li> <li>Evaluation of CLE materials.</li> </ul>	<ul style="list-style-type: none"> <li>Decentralization of training.</li> <li>A study on "Research based curriculum development: based on Social Studies and Math".</li> <li>Competency measurement of grade IV: Mathematics.</li> <li>---</li> <li>---</li> <li>Level of knowledge, attitude and skills of adolescent leaders and peer educators: and evaluation.</li> <li>---</li> <li>---</li> <li>Exploring the opinions of teachers on their recent experiences of teaching grade IV.</li> </ul>	<ul style="list-style-type: none"> <li>---</li> <li>A study is being designed on "Research led curriculum development: based on Social Studies and Math".</li> <li>Competency measurement of grade IV: Mathematics.</li> <li>---</li> <li>---</li> <li>Level of knowledge, attitude and skills of adolescent leaders and peer educators: and evaluation.</li> <li>---</li> <li>---</li> <li>Exploring the opinions of teachers on their recent experiences of teaching grade IV.</li> </ul>

### *Annexure 3: Continuing Education Programme*

#### Activities of Gonokendros: December '2000

- ▶ **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. 125 libraries organized training programmes for 3,136 (including 1,082 women) members free of cost on different subjects during July-December 2000 through the Department of Youth, Social Welfare Agriculture Dept. and BSCIC. Off-farm activities represent bulk of these trainings. Subject-wise break down is as follows. Poultry & livestock 1,504, Fishery 883, Tailoring 292, Agriculture 275 and Others' 182.
  
- ▶ **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 340 libraries have organized such events.
  - Group performance: Performing a skit, drama, publishing annual magazine etc: 285 libraries organized such events during July-December 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. 157 libraries undertook programmes during this period.
  - Social Service: 47 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.
  - Rural fair: Organizing rural fair (Eid fair, children's fair) through *Gonokendros* is a relatively new phenomenon. Three libraries took initiative to organize rural fair during April 2000.
  
- ▶ **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 404 library have mobilized operational fund through crop collection worth of Tk. 598,531 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 99 people received training on computer operation.
- ▶ **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.
- ▶ **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 *Iodo* etc.) and a blackboard to promote art and drawing. Librarians are encouraged to organize storytelling sessions for younger children in the corner.
- ▶ **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.



**Details of Financial Report**  
**NON-FORMAL PRIMARY EDUCATION PROGRAM III**  
As of December 2000

	Budget		Actual Expenditure		Achievement on yearly budget in %
	June 1999 to Dec. 2000	January 2000 to Dec. 2000	January 2000 to Dec. 2000	June 1999 to Dec. 2000	
	1	2	3	4	5
<b>Output 1 Level Financing:</b>					
<b>A. Teachers Cost</b>					
2. Teachers Salary	422,707,626	264,537,000	266,685,261	424,855,887	101%
3. Teachers aids and Supplies	8,581,192	8,089,522	2,972,533	3,464,203	37%
4. Salary and Benefits of PO & PA	83,864,039	52,487,500	51,913,020	83,289,559	99%
5. Travelling and transportation	17,187,556	10,497,500	6,822,886	13,512,942	65%
6. Office Rent and utilities	11,033,433	4,592,656	3,111,075	9,551,852	68%
7. Stationeries and supplies	2,467,051	1,837,063	1,625,535	2,255,523	88%
8. General Expenses and maintenance	5,248,401	1,837,063	3,476,219	6,887,557	189%
<b>Total of A.</b>	<b>551,089,298</b>	<b>343,878,304</b>	<b>336,606,529</b>	<b>543,817,523</b>	<b>98%</b>
<b>B. Students Books and Supplies</b>					
1. Learners Books and supplies	174,209,086	111,435,889	69,148,061	131,921,258	62%
2. Students Supplies	89,265,987	59,398,382	37,695,683	67,563,288	63%
3. Supplimentary Reading Materials	10,565,570	8,383,662	9,616,757	11,798,665	115%
4. Class Room Supplies	17,139,075	14,190,358	4,453,439	7,402,156	31%
5. School Room Renovation and Maintenance	125,905,569	88,179,000	65,670,007	103,396,576	74%
6. Salary and Benefits of PO & PA	83,864,039	52,487,500	51,913,020	83,289,559	99%
7. Travelling and transportation	17,187,556	10,497,500	6,822,886	13,512,942	65%
8. Office Rent and utilities	11,033,433	4,592,656	3,111,075	9,551,852	68%
9. Stationeries and supplies	2,467,051	1,837,063	1,625,535	2,255,523	88%
10. General Expenses and maintenance	5,248,401	1,837,063	3,476,219	6,887,557	189%
<b>Total of B.</b>	<b>536,885,767</b>	<b>352,839,073</b>	<b>253,532,682</b>	<b>437,579,376</b>	<b>72%</b>
<b>C. Field Operations</b>					
1.1 Salary and Benefits of PO & PA	83,864,039	52,487,500	51,913,020	83,289,559	99%
1.2 Travelling and transportation	17,187,556	10,497,500	6,822,886	13,512,942	65%
1.3 Salary and benefits of Team Leader	42,462,107	26,453,700	28,058,610	44,067,017	106%
1.4 Salary of Area Manager	12,309,801	6,613,425	8,261,248	13,957,624	125%
1.5 Salary of Accountant	8,847,938	4,408,950	5,347,277	9,786,265	121%
1.6 Salary of Service Staff	9,667,925	5,511,188	6,301,160	10,457,897	114%
1.7 Travelling and transportation	15,982,617	9,369,019	7,942,560	14,556,158	85%
1.8 Office Rent and utilities	11,033,433	4,592,656	3,111,075	9,551,852	68%
1.9 Stationeries and supplies	2,467,051	1,837,063	1,625,535	2,255,523	88%
1.10 General Expenses and maintenance	5,248,401	1,837,063	3,476,219	6,887,557	189%
<b>Total of C.</b>	<b>209,070,868</b>	<b>123,608,064</b>	<b>122,859,590</b>	<b>208,322,394</b>	<b>99%</b>
<b>Total of Output 1</b>	<b>1,297,045,933</b>	<b>820,325,441</b>	<b>712,998,801</b>	<b>1,189,719,293</b>	<b>87%</b>



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

#### Output 2 Level Financing

1. Teacher Training and refreshers	100,017,623	59,892,893	33,107,538	82,232,268	55%
2. Staff training and development					
2.1 Teachers cost	7,723,791	5,248,750	2,968,507	5,443,548	57%
2.2 Student Books and supplies	7,723,791	5,248,750	2,968,507	5,443,548	57%
2.3 Field operations	17,592,028	12,377,136	6,911,933	12,126,825	56%
3 Research and Evaluation	13,470,372	8,997,121	5,800,140	10,273,391	64%
4 H O Logistics and Management Support	143,572,238	89,971,219	75,895,529	129,496,548	84%
<b>Total of Output 2</b>	<b>299,099,843</b>	<b>181,735,869</b>	<b>127,652,154</b>	<b>245,016,128</b>	<b>70%</b>

#### Output 3 Level Financing

III. Innovative Program and Materials Dev.	15,263,326	9,164,433	4,800,031	10,898,924	52%
IV. Education Development Unit					
1.1 Rent and utilities	4,163,250	3,890,250	927,840	1,200,840	24%
1.2 Vehicle	6,405,000	6,405,000	0	0	0%
1.3 Library development	2,152,500	2,152,500	140,779	140,779	7%
1.4 Books and supplies	1,547,585	1,102,500	65,632	510,717	6%
1.5 Computer	3,682,710	3,228,750	0	453,960	0%
1.6 Project Head	1,296,750	1,296,750	364,957	364,957	28%
1.7 Special training and workshop	4,255,684	0	135,000	4,390,684	-100%
1.8 Consultant /Support staff	5,392,444	4,970,875	4,175,321	4,596,890	84%
1.9 HO Logistics and Management Support	2,889,593	2,304,663	580,953	1,165,883	25%
<b>Total of IV</b>	<b>31,785,516</b>	<b>25,351,288</b>	<b>6,390,482</b>	<b>12,824,710</b>	<b>25%</b>
<b>Total of Output 3</b>	<b>47,048,842</b>	<b>34,515,721</b>	<b>11,190,513</b>	<b>23,723,634</b>	<b>32%</b>

#### Output 4 Level Financing

##### II. LIBRARY PROGRAMME

##### 1.1 Start up Cost :

1.1.1 Furniture and Fixtures	4,904,933	3,782,188	1,897,487	3,020,232	50%
1.1.2 Trust fund	5,889,871	5,403,125	562,284	1,049,030	10%
1.1.3 Books	17,158,012	9,725,625	951,032	8,383,419	10%
1.1.4 Trunk	568,358	540,313	78,898	106,943	15%
1.1.5 Training	4,488,941	1,404,813	343,771	3,427,899	24%

##### 1.2 Operating Expenses :

1.2.1 Salary and Benefits	27,422,390	17,663,771	11,820,605	21,579,224	67%
1.2.2 Teachers Salary	11,221,810	6,686,400	2,627,911	7,163,321	39%
1.2.3 Travelling and transportation	6,057,767	4,415,943	3,292,435	4,934,259	75%
1.2.4 Staff training	3,011,808	1,766,377	257,203	1,502,634	15%
1.2.5 Orientation to Community centre	671,906	216,125	(56,828)	398,953	-26%
1.2.6 Librarian	4,532,267	3,263,400	1,347,036	2,615,903	41%
1.2.7 Maintenance and Magazine	5,857,325	3,906,000	2,498,512	4,449,837	64%
1.2.8 Utilities	1,128,056	932,400	537,327	732,983	58%
1.2.9 H O Logistics and Management Support	9,661,545	8,056,254	2,615,767	4,221,058	32%

**Total of Output 4** **102,574,989** **67,762,734** **28,773,440** **63,585,695** **42%**

**Total Program Level Financing** **1,745,769,607** **1,104,339,765** **880,614,907** **1,522,044,750** **80%**

### 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><b>SUPER GOAL :</b> Poverty reduced through access to non-formal Primary education for those traditionally outside formal schooling.</p>			
<p><b>GOAL:</b> Primary Education will contribute to the strengthening of the national education system.</p>	<p>1. Number of joint initiatives with government and other partners increased by 2002.</p>	<p>Education programme reports BRAC Research &amp; 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><b>PURPOSE</b> The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.</p>	<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>NFPE/BEOC graduates are contributing economically to their families</p>	<p>2. 90% completion of primary cycle achieved 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. 4. 50% of graduates complete education until Grade VIII.</p>		<p>GOB continue to subsidise girls secondary education</p>

Outputs: 1. Equitable access to cost effective primary education ensured for poor children, especially girls.	Year	Year	Year	Year	Year	Year
	1999 (Jan-Mar)	2000 (Jan-Mar)	2001 (Jan-Mar)	2002 (Jan-Mar)	2003 (Jan-Mar)	2004 (Jan-Mar)
Grade I	10912	3264	13392	10506	10102	4735
Grade II	7457	7768	595	9682	7344	7250
Grade III	12962 (7719)	10601 (595)	10437 (1025)	4305 (930)	12844 (595)	10196 (1025)
Grade IV	2669	12367	9576	9507	3710	11819
Grade V	(3193)	(2669)	(12367)	(9576)	(9507)	(3710)
Total:	34000	34000	34000	34000	34000	34000
<p>Figures in parenthesis indicate numbers of schools completing cycles. The same number of schools will be re-opened during the same quarter as shown in the row of Grade I. While calculating the total either the numbers in Grade I or the figures shown in parenthesis should therefore be ignored.</p>						
SCHOOL TYPE						
NFPE	21955	21955	21927	21909	21726	21726
BEOC	9495	9495	9323	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
<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 bP 2001</p> <p>2.7 At least 70% teachers trained by Master Trainers &amp; or Resource Teachers through refresher training by 2002</p> <p>2.8 90% staff trained by Master Trainers by 2004</p> <p>2.9 In every team office at least 95% of refreshers conducted by staff who have been trained by master trainers starting from 1999</p> <p>2.10 Each teacher receives a total of 100 days training in an NFPE schools cycle and a total of 90 days training in a BEOC school cycle.</p> <p>2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation, using Participatory Rural Appraisal (PRA) Methodologies</p> <p>2.12 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>	

<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 C'tee to be women.</p> <p>4.3 500,000 new members (at least 400 members in each Union Library, at least 30 members in each Reading Centre) by March 2004.</p> <p>4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e&gt;80%.</p> <p>4.5 At least 20% of Union Library readership are women by 2002.</p> <p>4.6 At least 2 cultural activities held in each Union Library annually, one of which interests women specifically.</p> <p>4.7 &gt;500,000 books in place in union libraries and at least 1500000 books in place in Reading Centres which include fiction, non-fiction such as law, health nutrition, by March 2004</p> <p>4.8 &gt;150 books borrowed monthly by Union library members and &gt;35 books borrowed by Reading Centre members monthly.</p> <p>4.9 Training for 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and bookbinding carried out in Reading Centres by March 2004</p> <p>4.10 Orientation courses for at least 50% of Library Committee members conducted within one year of library being established.</p> <p>4.11 At least 60% of librarians are female.</p>	<p>Sample survey of Reading Centres and Union Libraries</p> <p>Library reports</p> <p>Training Reports</p> <p>MIS reports</p>	<p>Community 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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<b>ACTIVITIES</b>			
1.1 Villages identified and surveyed	1.1 Schools site selected based on NFPE criteria	Village survey sheets	1. Opposition from religious fundamentalists 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. $\geq 60\%$ 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	

<p>2.2 Research and evaluation staff with primary interest/experience appointed</p>	<p>2.2 MDU, MT, RT and RED outstanding staff involved in EDU by end 1999</p> <p>2.2.1 Staffing takes place in each EDU cluster i.e. Curriculum Development, Research, Training and New initiatives by end 1999</p>		
<p>2.3 Research and evaluation functions of EDU operational</p>	<p>2.3 Consultants identified, contracted and monitored by end 1999</p> <p>2.3.1 EDU undertaking research and evaluation activities by 2,000</p> <p>2.3.2 All MTs training evaluated by 2000</p> <p>2.3.3 Studies related to 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>	<p>Consultants TORs</p>	
<p>2.4 Training of EDU staff and decentralisation of expertise</p>	<p>2.4 EDU staff and QMs trained in primary pedagogy by 2000</p> <p>2.4.1 Links between NFPE and EDU operationalised by 2,000</p>	<p>Training Review Report Monitoring report</p>	
<p>2.5 Teacher/staff training for Grade IV and V defined</p>	<p>2.5 46,979 teachers receive a 15 day training course on Maths and English for grades IV and V</p>		

<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 &gt;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 &amp; Social Studies, supplementary materials in grades IV &amp; V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language &amp; Social Studies, new focuses in materials production, early childhood education by 2004</p> <p>2.12 Teachers receive courses on new focuses in materials production, classroom management and on counseling adolescents, child domestics &amp; working children by 2004</p> <p>2.13 Trainers of Reading Centre receive courses on life skills and vocational skills by 2004</p>	<p>Training schedule</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>		



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

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

<p>4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees.</p>	<p>4.3 All POs given appropriate gender training by 2002.</p>		
<p>4.4 Library activities planned</p>	<p>4.4 Adolescents trained to produce books, and journals for the community library by 2002</p> <p>4.4.1 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>		

### **Major Findings:**

- ▶ For the cognitive competencies a paper and pencil based test instrument containing 66 items was developed.
- ▶ For the assessment of non-cognitive competencies a tool was developed to have teachers' appraisal of students qualifications.

It is expected that valid and reliable estimates of students' performance could be obtained through these tools.

### □ **School without a head teacher: one-teacher primary schools in Bangladesh**

*(Samir R Nath and A Mushtaque R Chowdhury)*

Although there is no person called head teacher in BRAC's non-formal primary schools, however, the programme organisers (PO), each of whom look after 12–15 schools, play a pivotal role in the operation of BRAC schools. This paper assessed the role of POs in the management of BRAC schools. This is done in the light of the role that the head teachers in formal primary schools do.

The POs do not teach in the classrooms but they visit schools twice a week, assess students' and teachers' performance through classroom observation and surprise tests of the students, guide the teachers to better teaching and in preparing monthly lesson plans, conduct monthly refreshers' training of the teachers and attending meetings of the parent-teacher associations. The POs also visit students at their homes. Compared with the role of a school head teacher it can be said that a PO plays a significant role in the management of BRAC schools.

### □ **Causes behind gender difference in mathematics: an exploratory study in BRAC Schools**

*(Mirja Mohammed Shahjamal)*

This dissertation explores the causes behind gender difference in BRAC schools. The problem of gender difference was derived from some other previous studies. Exploratory as well as qualitative research strategy was used for the purpose. Because, such strategy was thought suitable to find out the causes and the causes behind the causes of the problem from different points of view. The study was conducted in three BRAC schools, situated in a remote rural area of Bangladesh. The data were collected mainly from classroom observation. Besides, the students, parents, teachers, programme organizers, teacher trainer and other concerned persons were interviewed. Six case studies were also done.