



BRAC EDUCATION PROGRAMME

(*NFPE Phase III*)

PROGRESS REPORT



June - November 2002

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FAMIDAS

List of Acronyms Used

ADC	Additional Deputy Commissioner
ADP	Adolescent Development Programme
AM	Area Manager
AMR	Annual Monitoring Report
APON	Adolescent Peer Organized Network
AUEO	Assistant Upazila Education Officer
BATB	British American Tobacco Bangladesh
BCDM	BRAC Center for Development Management
BDP	BRAC Development Programme
BEOC	Basic Education for Older Children
BEP	BRAC Education Programme
BT	Batch Trainer
CDU	Capacity Development Unit
CEP	Continuing Education Programme
CIDA	Canadian International Development Agency
CLIP	Chandina Learning Improvement Project
DC	Deputy Commissioner
DC	Donor Consortium
DCM	Donor Consortium Meeting
DEO	District Education Officer
DG	Directorate General
DLO	Donor Liaisons
DNFE	Directorate of Non-Formal Education
DP	Donor Partner
DTP	Desktop Publication
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DSHE	Directorate of Secondary and Higher

III

EDU	Secondary Education
EFA	Education Development Unit
EIC	Education For All
ELSP	Education for Indigenous Children
EM	Economic Life Skill Project
EMIS	Ethnic Minority
	Education Management Information Systems
ESP	Education Support Programme
FED	Foundation for Education and Development
GoB	Government of Bangladesh
GPU	GoB Partnership Unit
GT	General Training
HKI	Helen Keller International
HO	Head Office
HPD	Health & Population Division
KK	Kishor Kishori(adolescent boys & girls)
KK	Kishori Kendro
KS	Kishori Supervisor
LCM	Lowest Common Multiples
LFA	Logical Framework Analysis
MD	Material Developer
MDU	Materials Development Unit
MIS	Management Information Systems
MP	Member of Parliament
MT	Master Trainer
MTR	Mid Term Review
NCTB	National Curriculum Textbook Board
NFPE	Non-Formal Primary Education
NGO	Non-Government Organization
OMC	Operational Management Course
PBE _n	Post Primary Basic Education
PE	Peer Educator

PH	Programme Head
PM	Programme Manager
PMC 1	Pedagogical Management Course 1
PMED	Primary and Mass Education Division
PMIS	Programme Management Information Systems
PO	Programme Organizer
PP	Project Proposal
PP	Pre-primary
PRIME	Primary Initiatives in Mainstreaming Education
PS	Project Staff
PTA	Parents Teacher Association
QAS	Quality Assurance Specialist
RC	Reading Circle/centre
RED	Research & Evaluation Division
RM	Regional Manager
RPO	Rigional Programme Organizer
RSS	Regional Sector Specialist
RT	Resource Teacher
SAT	Standardized Achievement Test
SMC	School Management Committee
SS	Sector Specialist
SSC	Secondary School Certificat
TARC	Training and Resource Centre
TCT	Technical Co-operation Training
TIC	Team-In-Charge
TOT	Training of Trainers
UAEO	Upazila Assistant Education Officer
UEC	Upazilla Education Committee
UEO	Upazilla Education Office
UL	Union Library
UNICEF	United Nations Children's Fund
UNO	Upazila Nirbahi (Executive) Officer

UP	Union Porishod
URC	Upazila Resource Center
VO	Village Organisation

Executive Summary

The previous Progress Report of BRAC Education Programme (BEP) was prepared for the calendar year January to December, whereas the project year runs from June to May. Due to this, reporting period funding disbursement problems have occurred. This problem is most acute for the EC due to the imposition of more stringent financial control measures as more authority in programme matters is being transferred from Brussels HQ to local Delegations. In this situation, it was decided in the last Donors meeting that from now on the NFPE Phase-III Progress Reports and Annual Work Plans will follow the June - May project year. This report reflects the achievements of the BRAC Education Programme (BEP) with respect to its planned activities of the period June - November 2002. The most significant change between June - November has been the reorganization of management and operation structure of BEP. To reorganize the management and operation structure of BEP, specialized six Core Units and five supportive units have been formed, which are responsible for specific tasks and projects.

This Progress report is based on the six outputs as per the revised LFA of BEP Phase - III. According to the revised LFA, two new outputs have been included; they are Output 5 and 6. Output-5 covers the work of closer collaboration with the GoB and Output-6, Effective Programme Management. Under Output-6, five distinct supportive units have been formed to support the BEP's activities. The five units are Administration, Monitoring, Communication, Equity in Education and MIS. The progression of the Administration unit and Equity in Education unit have been mentioned in Output-1 and Output-3. It is also to be mentioned that in the previous bi-annual Report (January to June 2002), the programme Formal school was dealt with under Output-3 since it was then a new initiative and undergoing an experimental phase. Currently, for better management and decentralization, it has been mainstreamed and is being dealt with under Output-1. Another change has taken place in Output-4. During this reporting period, the Continuing Education programme was renamed as Continuing and Post Primary Basic Education. This programme is operating as a separate unit of BEP, reporting to its own Programme Head. It may be noted that both Programme Heads are reportable to DED II, This has resulted in an extensive decentralization of responsibility with respect to the management and operation of BEP's activities.

Under Output 1, although the number of BRAC schools has remained constant at 34,000, the amount of supplies for students and teachers have been increased. Moreover, there has been a strategy of more purchase and procurement to achieve a standard quality in materials. Regarding staffing, local women have been encouraged to be recruited as full time project staff for BEP in order to increase the participation of women in the field. In October 2002, BEP decided to recruit women with HSC qualification at the local level for supervising schools, Adolescent Centres and for supervising Pre-primary schools. Another important change during this reporting period was that Quality Managers (QMs) were designated as Quality Assurance Specialists (QASs) as one effort to decentralize BEP.

Capacity Development (Output 2), which is now its own unit in BEP, continues its efforts training the extensive field and office staff at all levels. However, with the restructuring in management the training of adolescents is organized through the Adolescent development Programme (ADP) instead of CDU. Additionally, there continues to be a focus towards professionalizing staff through the provision of relevant training opportunities both in country as well as overseas. The Unit continues to re-examine Basic training for teachers and is working with TARC trainers to update the training methods so as to bring them up to pace with the way BRAC schools themselves currently operate. The unit recognizes its strong need to develop the English language and computer skills of the entire staff and is exploring and sponsoring training in these areas for its staff.

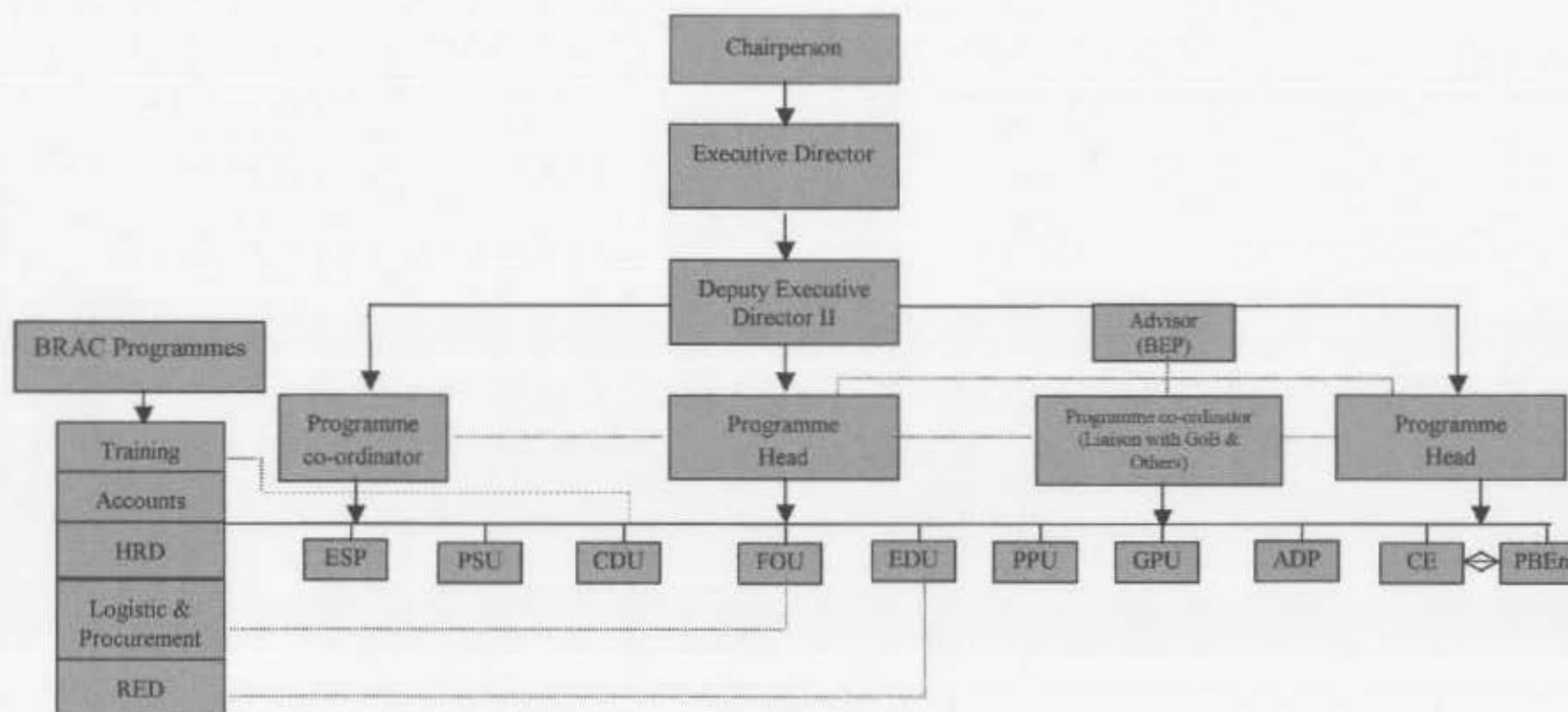
Though Output 3 still involves the same indicators, there are now several independent units working to meet the related aims. In line with efforts to decentralize management and training, the Education Development Unit (EDU) has also been restructured so as to encompass 2 individual units that each report to the EDU Unit Manager. The first of these is the Curriculum group, which has been intimately involved in developing and revising curriculum for the BRAC schools and simultaneously examining and developing subject-specific training guides for each of the subjects areas covered in the schools. The Curriculum group has been developing a great deal of materials for Grades IV & V. It was decided during this reporting period that in all grades from I - IV, development of Workbooks will take place for all subjects and will be used in all NFPE and BEOC schools in the coming years. All of these workbooks are relevant, gender sensitive, child friendly and activity-based. The recruitment process that will help balance the subject core groups with personnel with extensive field experience and those with academic backgrounds in pedagogy and curriculum also continued. The group itself also continues to participate in various training programmes and learning opportunities to develop their skills. Regarding New Initiatives, Pre-primary and Education for Indigenous Children (EIC) are new initiatives that are being expanded. Therefore, these are now under specific units and separate management in order to address the challenges of expansion of Pre-primary and EIC.

As for Output 4, the previous Output called Continuing Education was renamed as Continuing and Post Primary Basic Education Programme. It has continued to run as an independent unit, reporting to its own Programme Head. The library system continues to expand and more and more libraries are being established as trusts. The Programme has had a successful year with respect to achieving targets. In addition to the main activities of the ULs new developments have taken place. The year has seen some development with relation to Mobile libraries, IT projects and Children's Corner. Regarding the Adolescent Development Programme (ADP), the management of this unit changed with a new Sector Specialist being responsible for the entire unit. Capacity development for adolescents was brought under this unit. In January 2003, Reading Centres were renamed as Kishori Kendros (Adolescent Centers) and the Regional Programme Organizers (RPOs) were redesignated as Regional Sector Specialists (RSSs). Finally, APON for Boys was intensively assessed since it was thought that working with boys would ensure a safer environment for girls in the long run.

GoB partnership and collaboration has been another area where BEP has continued to take notable strides in the latter part of 2002. In this light, there has been achievement of the Primary Initiative into Mainstream Education (PRIME). During this period, GoB gave official approval for the Pre-primary school model. The approval indicated a willingness to collaborate with BRAC through Pre-primary Schools linked to GPs. The letter also indicated second willingness was to collaborate for social mobilization to improve the formal Primary School system. In addition, PRIME is being expanded to 10 more Upazillas based on demand from local government administration.

During the reporting period, according to the revised LFA, Output 6 has been added. Output 6 deals with Effective Programme Management. This new unit covers the overarching programme and includes activities such as management, monitoring, research and MIS. Effective Programme Management is required to support BEP. Presently, the Programme Support Unit consists of 5 units: Administration, Monitoring, Communications, Equity in education and MIS.

BEP Organogram

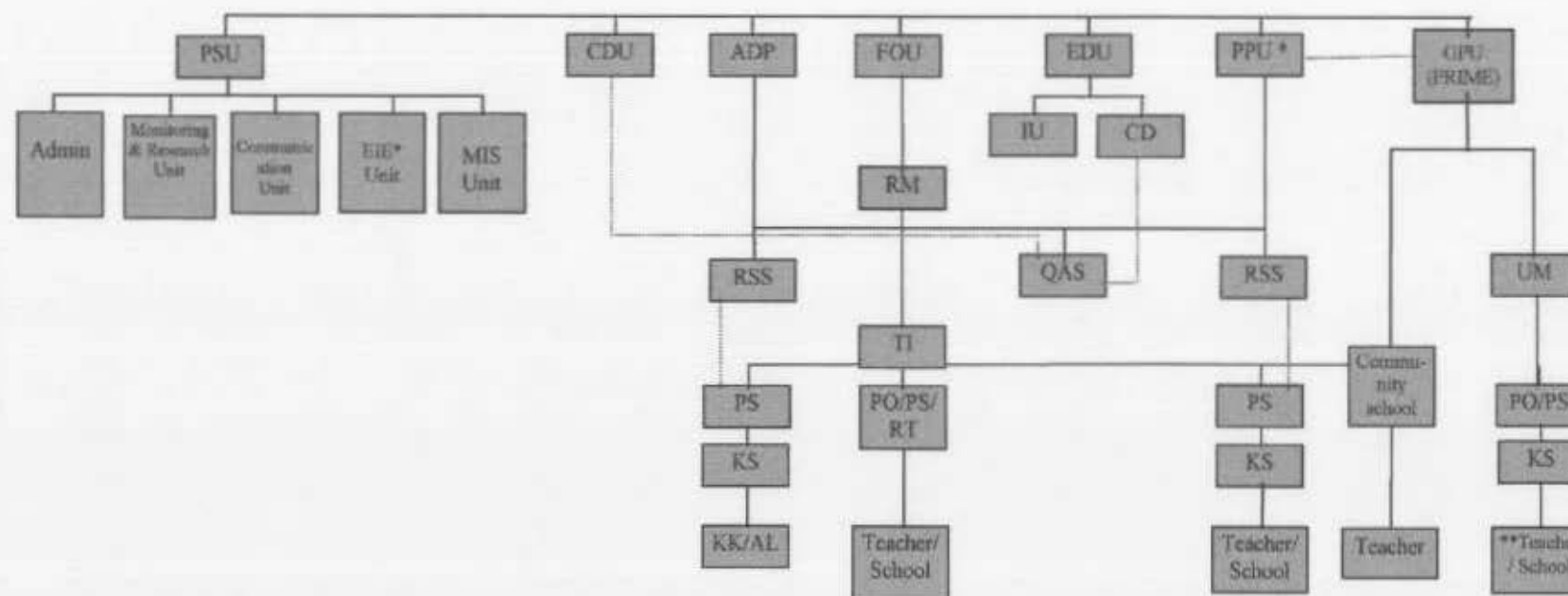


List of Acronyms

ADP-Adolescent Development Programme
 CDU-Capacity Development Unit
 EDU- Education Development Unit
 CE-Continuing Education
 ESP-Education Support Programme

FOU-Field Operation Unit
 GPU-GoB Partnership Unit
 PBE-Post Primary Basic Education
 PPU-Pre-primary Unit
 PSU-Programme Support Unit

Internal Programme Operational Linkages



* These were new initiatives under EDU. However, with expansion these initiatives now operate under separate units with separate management structures

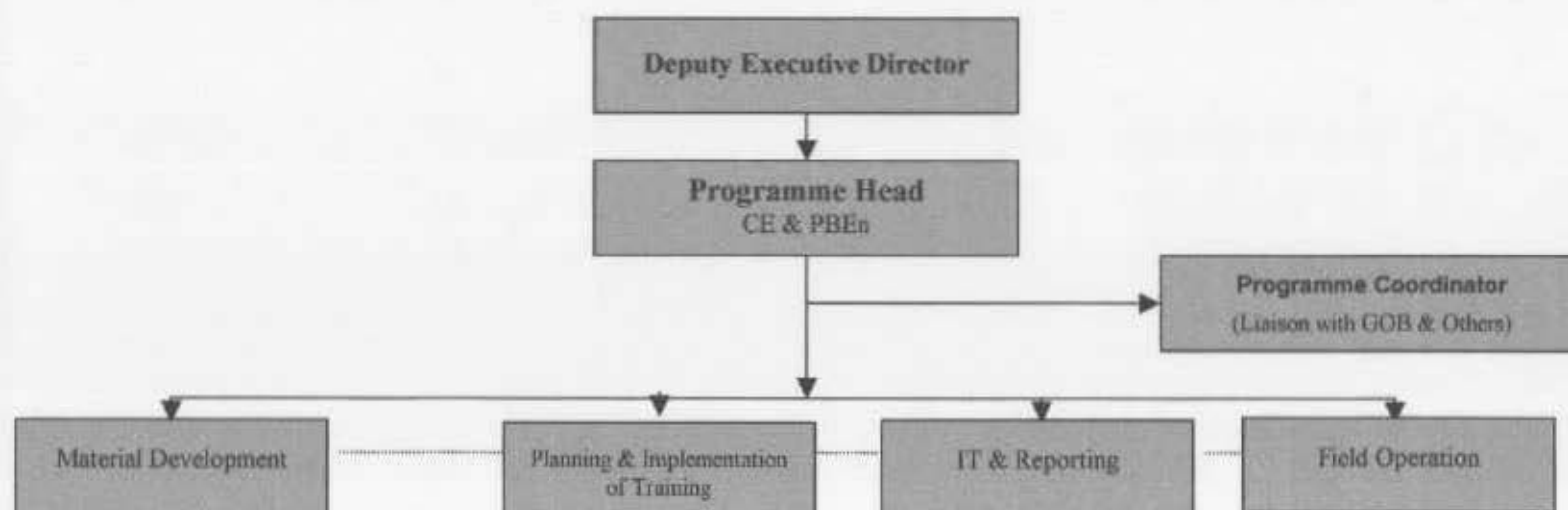
**Pre-primary, Government Primary Schools, Non-Government Registered School.

List of Acronyms

Admin- Administration
AL-Adolescent Leader
CD-Curriculum Development
EIE-Equity In Education
IU-Illustration Unit
KS-Kishori Supervisor
MIS-Management Information System
PO-Programme Organiser
PRIME- Primary Initiative in
Mainstreaming Education

PS- Project staff
QAS-Quality Assurance Specialist
KK-Kishori Kendro
RM-Regional Manager
RSS- Regional Sector Specialist
RT-Resource Teacher
TI-Team-In-Charge
UM-Upazila Manager

Programme Chart of CE & PBE



Lessons Learnt over the reporting period

- According to the Annual Monitoring Report of Phase III 2002, it was suggested that it would be more appropriate if the QMs were redesignated according to the type and range of their role. According to MTR 2002, "An alternative to 'quality management' is a 'quality assurance' function, which involves ensuring that the quality of education is maintained at a high level, with 'Quality Advisors' supporting supervisors and teachers. In practice, attention across the NFPE system is increasingly focused on the quality of education through the development of curricula, textbooks and teaching methods, teacher training and support to teachers. This is, in effect, quality assurance.
- It is the learning in this reporting period that since the suggestion made by the AMR 2002, it would be better if the QMs are newly titled and consequently they are redesignated as Quality Assurance Specialists (QASs) from this reporting period.
- Initial reactions indicate that stipends are extremely effective for learners of poor economic background to continue in Secondary Schools. In fact, field staff and teachers have indicated provision of textbooks for very poor BRAC graduates in Secondary Schools. Provision of making textbooks available to students and increasing stipends to students have been considered from January 2003.
- It has also been learnt that teachers' certification provided by BRAC for NFPE teachers with the opportunity to obtain their SSC through distance education at Open University is a very effective scheme. It will not only help them to become efficient teachers which will in turn contribute to the development of the students and the teaching learning environment of BRAC schools but it will also help them to become confident outside the classroom when they leave BRAC.
- We have realized that for strengthening the capacity development process of the staff and teachers, as required in BEP programme, all the training modules should be redesigned. Accordingly, all the training modules have undergone changes and rearrangements during this reporting period. The rearrangement of the training modules is a continuous process, as time and need decides.
- It has been learnt during this reporting period that since the NCTB text did not reflect the government competencies properly, new learning materials should be developed incorporating all the terminal competencies. The materials should be written in simple and lucid language. They should be relevant, gender sensitive, activity-based, teacher and child friendly and they should captivate children's minds with interesting, enjoyable and effective teaching. Moreover, because NCTB texts, used in Grades IV and V often are not available on time, it would be practical to insert part of the texts in the EDU produced Workbooks.
- It has also been perceived that the curriculum and the syllabus needed to be revised and redesigned as it should reach the children so that cognition and acquisition of knowledge is attained.

Quite a few staff with educational backgrounds have been recruited for EDU to strengthen the capacity of the curriculum group.

- Having established the Reading Centres and APON, BEP experienced that the needs and concerns of adolescents differ from one group to another. For example, there are married/unmarried group, school going and out of school group, girls/boys etc. Therefore, a further strategy was taken to develop an *Adolescent Development Programme*. Besides on-going Adolescent Centres, APON in 15 regions and APON Kishori Abhijan in 11 regions, another pilot initiative has been undertaken for adolescents boys- *the APON for Boys*, which is now being piloted in 5 regions of Bangladesh.
- The RSS position requires women. Experiences showed that providing livelihood opportunities to the adolescent girls becomes difficult and thus the introduction of a short course on Basic Economic Skills evolved. The development and piloting of the course will take place during the first half of 2003.
- Both adolescent girls and boys want entertainment/recreation and education. Therefore, emphasizing on entertainment and education should be a constant philosophy.
- The management of ADP changed with a new Sector Specialist now responsible for the entire unit. Capacity development for adolescents was brought under this unit.
- There was a complete reverse scenario for achieving gender equity at RSS level.
- The major lesson is that entry points for GoB collaboration needs to be reviewed in light of the recent approval.
- PRIME needs to be expanded as a response to the demands of local government.



BRAC Education Programme

As of November 2002

At a glance

In 1985, BRAC started its Education Programme with 22 experimental schools, which now stands at 34,000 schools all over the country. At present BRAC Education Programme is not only limited to NFPE schools, but has been expanded to diversified activities. The following "At a glance report" will describe briefly the status of BRAC Education Programme as of November 2002.

Summary

Total school (NFPE 22085, BEOC 8940 and ESP 2975)	:	34000
Total Union Library	:	688
Total Kishori Kendro (Reading Centre)	:	7896
Total Pre-primary School	:	2279
Total Community School	:	44
Total Formal School	:	11

Summary
BRAC Education Programme
(NFPE Phase III)

The following BRAC Education Programme activities are currently being funded by the NFPE Phase III Donor Consortium (DC).

Component	Activities funded under BRAC Education Programme (NFPE Phase III)	Other Donor/BRAC Funded Activities
Schools	<ul style="list-style-type: none"> - NFPE (Non-Formal Primary Education) - BEOC (Basic Education for Older Children) - ESP (Education support Programme) (Including Ethnic Minority schools) 	<ul style="list-style-type: none"> - WFCL (Worst Form of Child Labour), funded by ILO - BRAC Formal school, funded by BRAC - Preparation for expansion of Pre-primary schools funded by DGIS
Capacity Development	<ul style="list-style-type: none"> - Teacher training and development - Staff development - Teachers Certification 	
Education Development	<ul style="list-style-type: none"> - Curriculum Development - Materials Development 	
Continuing Education (CE)	<ul style="list-style-type: none"> - Union Library - Mobile Library 	<ul style="list-style-type: none"> - Post Primary Basic Education Initiatives funded by BRAC - IT in Union Library, funded by UNICEF
Adolescent Development Programme (ADP)	<ul style="list-style-type: none"> - Kishori Kendro / Reading Centres 	<ul style="list-style-type: none"> - APON Kishori Abhijan, funded by UNICEF
Government Partnership	<ul style="list-style-type: none"> - PRIME (Primary Initiatives in Mainstreaming Education) 	
Innovative Programmes	<ul style="list-style-type: none"> - Community school - APON for boys - Stipend for BRAC graduates 	
Others		<ul style="list-style-type: none"> - NFPE replication in Sudan funded by UNICEF, Nairobi - NFPE replication and Accelerated Learning Programme (ALP) in Afghanistan (Schools funded by Swedish SIDA and ALP funded by UNICEF, Afghanistan).

Please see details in the following pages

Background
BRAC Education Programme
(Including NFPE Phase III)

Background Information

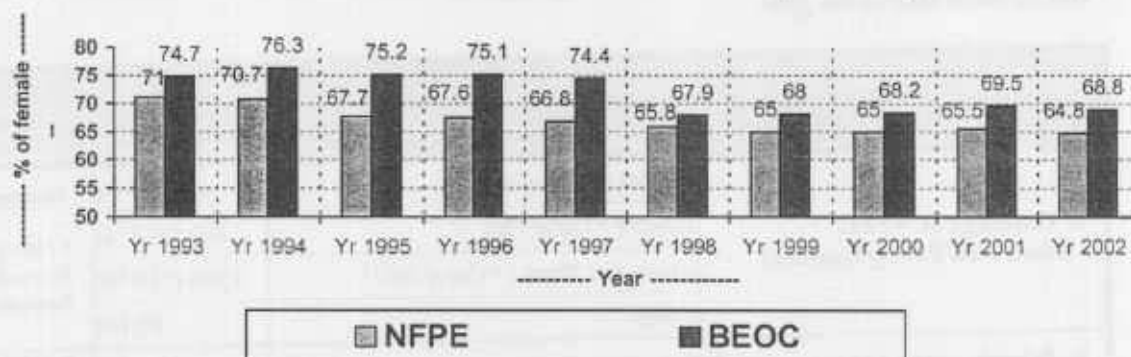
The following table reflects background information related to BEP coverage of schools in 64 districts (100%) with 2.4 million graduates. A total of 2.2 million graduates have been admitted in formal schools and of them 66.5% are girls.

Particulars	Programme / Type	As of November, 2002	Remarks
1. Coverage of NFPE (Non-Formal Primary Education)	District (* Out of 64)	64 (100 %)	Including ESP
	Thana (* Out of 496)	420 (84.7 %)	* 1999 Statistical Yearbook of Bangladesh
	Union and Ward (* Out of 5061)	3,594 (71.0 %)	
	Village	25,704	
2. Schools opened to reporting date		114,477	Including ongoing Schools
3. Total Course completed Schools to reporting date		80,437	Excluding ongoing schools
4. Graduate to reporting date	NFPE (Non-Formal Primary Education)	1,618,273	A total of 2.4 million (2,369,881) students, including 93.3% NFPE, 89.8% BEOC and 99.8% ESP have been graduated to date. Total graduates are 92.7%, of them girls come 66.8%.
	% of NFPE Graduates	93.3	
	ESP (Education Support Programme, NFPE)	145,546	
	% of ESP graduates	99.8	
	BEOC (Basic Education for Older Children)	606,062	
	% of BEOC graduates	89.8	
	Total Graduate (NFPE, BEOC & ESP)	2,369,881	
	% of Total Graduate	92.7	
5. Admission into formal schools to reporting date	NFPE (Non-Formal Primary Education)	1,516,216	Nearly 2.2 million graduates, including 93.7% NFPE, 81.3% BEOC and 98.3% ESP have been admitted in to formal school. Total admission into formal schools are 90.8%, of them Girls come 66.5%.
	% of NFPE	93.7	
	ESP (Education Support Programme, NFPE)	143,256	
	% of ESP	98.3	
	BEOC (Basic Education for Older Children)	492,694	
	% of BEOC	81.3	
	Total (NFPE, BEOC & ESP)	2,152,166	
	% of Total	90.8	
6. Admission into Secondary schools (Yr.1999 - 2002)	% of NFPE (4 years course)	94.7	Only the Graduates of Grade V Schools completed in year 1999 - 2002
	% of BEOC (3 years course)	85.0	
7. Staff (Regular, Service and Project)	Total Staff	5,588	Including Regular staff 3070 (female 21.0%), Service staff 262 (female 10.3%) and project staff 2256 (female 97.8%)
	% of female staff in total	51.5	

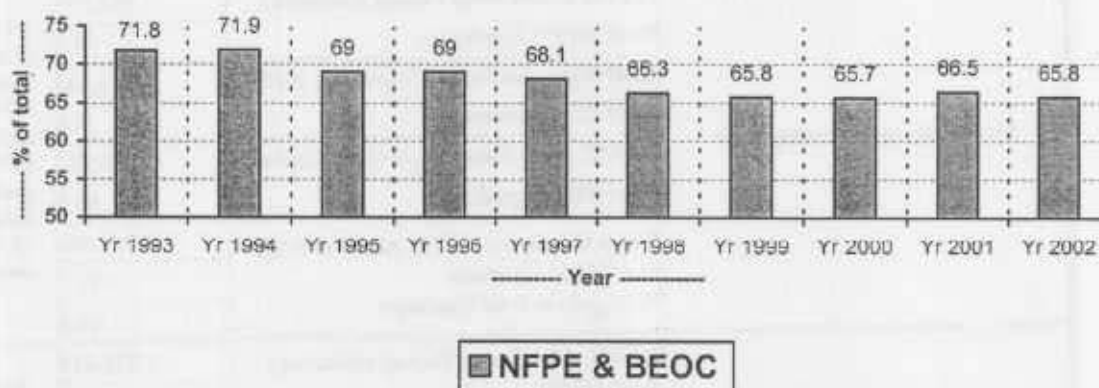
Background
BRAC Education Programme
(Including NFPE Phase III)

Background Information

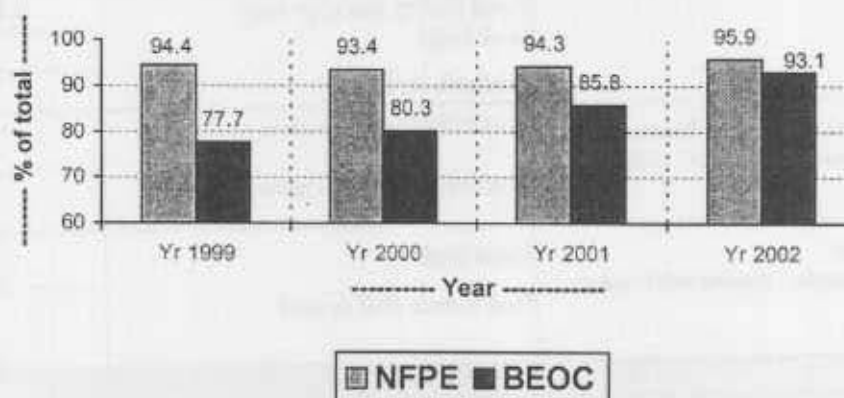
Year wise % of female enrollment in NFPE and BEOC schools (1993-2002)



Year wise % of total female enrollment (NFPE and BEOC combined, 1993 - 2002)



Year wise graduates transfer to Secondary schools
(Only the grade V completed schools)



Activities Funded under
BRAC Education Programme
(NFPE Phase III)

School Operations
(NFPE , BEOC , ESP)

Particulars	Programme / type	As of November, 2002	Remarks
On going Schools NFPE (Non-Formal Primary Education): BRAC NFPE schools were first introduced in 1985. At present NFPE is a four-year programme that covers the national primary curriculum for classes I to V. These schools provide access to 8 to 10 year old children particularly girls who are GoB run primary school dropouts or cannot enroll in mainstream GoB run primary schools. BRAC NFPE schools have a small class of 33 students to one teacher. BEOC (Basic Education for Older Children): BEOC schools were first initiated in 1987. BEOC is a three-year programme that covers the basic education curriculum in five phases (three years). The target group of these schools are 11 to 14 year old adolescents especially girls. BRAC's BEOC schools have a small class of 30 students on average to one teacher. ESP (Education Support Programme) : BRAC's Education Support Programme started in September 1991 to reach out to a larger population by partnering with local NGOs. ESP operates a three-year school cycle that covers the curriculum for classes I to III. The age groups of the students are 8 to 10. BRAC ESP schools have a small class of 30 students to one teacher.	NFPE	22,085	BEP operates 34,000 schools including 2975 through 313 other NGOs under the Education Support Programme (ESP). Nearly 1.1 million (1,087,253) students are enrolled, of them 65.8 % are girls (including ESP) 522 teachers conduct in two shifts 76 Team offices run Ethnic Minority schools.
	Total Learner	728,450	
	% of female learners	64.0	
	BEOC	8,940	
	Total Learner	269,553	
	% of female learners	68.4	
	ESP	2,975	
	Total Learner	89,250	
	% of female learners	71.6	
	Total ongoing schools	34,000	
	Total learners in ongoing schools	1,087,253	
	% Of girl learners in total school	65.8	
	% Of girl learners in re-open school	66.5	
	Teachers in ongoing schools	33,478	
	% of female teachers	98.04	
Ethnic Minority A group is responsible to intensify effort related to promoting opportunity for ethnic minorities at Head Office (HO). There are schools where access has been provided to children of ethnic minority communities.	Total Regional Offices	40	
	Total Team Offices	504	
	BEP Team Offices in BDP offices	313	
Transfer of Students to Secondary School	Total Ethnic Minority (EM) school (NFPE: 367 and BEOC: 261)	628	628 ethnic minority schools run in 34,000 schools
	Total Learners	7,612	
	% of female	64.2	
	Total Ethnic Minority teachers	139	
Drop-out student in %	% of female teachers	93.5	Only the Graduates of Grade V Schools completed in year 2002 Marriage is the major reason among girls(44.2%) and involvement with different income earning activities among boys come as the highest reason(35.9) for dropping out of school.
	% of NFPE learners	95.9	
	% of BEOC learners	93.1	
	NFPE	7.6	
	BEOC	6.1	
	ESP	0.1	
	Total	6.5	

Activities Funded under
BRAC Education Programme
(NFPE Phase III)

Continuing Education
(Union Library and Mobile Library)

Particulars	Programme / Type	As of November, 2002	Remarks
Ongoing Union Library			
Union Library <i>Continuing Education (CE) programme started in 1995 to provide access to reading and literacy materials to BRAC graduates and rural communities. Union library, which is popularly known as Genokendro Pathagar, is formed for this purpose. A locally recruited woman is responsible for library operation and community management runs the library with active support from BRAC. The ambitious challenge, however, is to develop the library into a sustainable center where stimulating events such as discussions and debates take place, people can come to read, borrow books and become involved in socio-cultural activities. After one year of formation, the library is transformed into a registered autonomous trust to mobilize resources for future sustainability</i>	Total Library	688	
	- General Library	585	
	- Female Library	70	
	- Small Library	33	
	Membership	306,172	
	% of female members	45.7 (139,862)	
	Average membership	445	
	Libraries transformed into Trust	531	
	Skill dev. Training to members	11,384	Including Agriculture, Poultry, Livestock, Fisheries
	% of Female in Skill dev. Training	39.0 (4,440)	
	Training on Computer Operation	578	
Mobile Library <i>The mobile Library is being piloted since September 2001. A part time Assistant Librarian carries about 100 books to the doorsteps of rural householders by a rickshaw van once/twice a week.</i>	Library	35	
	Members	1,490	
	% female	69.1 (1,030)	

Adolescent Development Programme (ADP)

Particulars	Programme / Type	As of November, 2002	Remarks
Kishori Kendro / Reading Centres: <i>The Reading Centres that were initially established in 1993, to provide access to reading materials to retain girls literacy and life skills. The Programme is now operated and managed by ADP</i>	Kishori Kendro	7,896	
	Membership	246,584	Renamed as Kishori Kendro (Adolescent Centre)
	Average membership	31.2	
	% of Female members	96.7 (238,494)	
Adolescent responsible for Kishori Kendro	Number of Adolescents involved as Peer Educator responsible for centres	15,792 (100% female)	2 per kishori Kendro
	Number of Adolescents involved as KS (Kishori Supervisor)	972 (100% female)	This Programme creates a new management generation that is "part-time adolescent employment"
	Number of Adolescents being supervised by adult local women as PS (Project Staff)	345 (98.8% female)	

Activities Funded under
BRAC Education Programme
(NFPE Phase III)

Government Partnership
(PRIME)

Particulars	Programme / Type	As of November, 2002	Remarks
PRIME: (Primary initiatives in mainstreaming education) PRIME is a project of BEP under the GoB partnership unit, was established in July 2001 which is aimed to explore possibilities of involvement in the mainstream primary education sector. Pre-Primary: The pre-primary school has been established for young learners aged 5-6 years. Each school consists of 30 students or less, 60% of them must be girls. The duration of a pre-primary school cycle is 12 months. BRAC pre-primary graduates are not allowed to enroll at any NFPE schools. They transfer to the local GOB run Primary school.	Total Pre-primary centres	2,279	
	- PRIME areas	1,820	
	- Adjacent to PRIME areas (NFPE)	370	
	- Community school areas	89	
	Total Adolescent teachers	4,519 (100% female)	
	Total learners	64,534	
	% of Female learners	58.5	
	Working Upazillas of PRIME	30	
	Number of Adolescent Supervisors as KS for PRIME	230 (100% female)	
	Number of local women who are full time supervisors as PS (project Staff) for PRIME	54 (100% female)	
Innovative Programme (Community school, APON for Boys)			
Community school The community schools are low-cost, social education institutions, setup by the Government, the Government allocated 73 schools to BRAC to make them operational. BRAC has formally received 44 schools, which are now in operation.	Total school	44	
	Total learners	6,355	
	% of female learners	51.0	
	Total teachers	162	
	% of female Teachers	96.0	
APON for boys	This is in a pilot stage	5 Regions	In Kushtia, Jessore, Narail, Jamalpur and Sirajganj regions under 12 team offices with 14 big schools.
	Number of Boys involved	810	
	Number of Peer Educators involved	46	

**Other Donor /
BRAC Funded
Activities**

School Operations
(WFCL and BRAC Formal school)

Particulars	Programme / Type	As of November, 2002	Remarks
WFCL (Worst Forms of Child Labour) <i>This is a project which is based on the ILO convention No. 182 (Worst forms of child labour). ILO is funding this project to eliminate child involvement form hazardous places like Birm Industries (tobacco industries). In Haryacha union of Rangpur district the project is being implemented in an integrated approach where education, health and micro-credit factors are involved.</i>	NFPE	Schools 21 Learners 616 % of female 65.7	Funded by ILO
	BEOC	Schools 19 Learners 552 % of female 66.3	
	Total school (NFPE+BEOC)	40	
	Total teachers (NFPE+BEOC)	40 (100% female)	
	Pre-primary schools	11	
		11	
BRAC Formal school <i>BRAC Formal Schools were opened in this phase to illustrate how the good practice of the non-formal schools can work in a formal school setting and to pursue innovative ideas for supplementary materials and teaching methods. The schools use some BRAC textbooks and some national textbooks to achieve the national competencies. In five of these formal schools inclusive education is introduced in collaboration with Helen Keller International (HKI).</i>		Programme for disabled learners in 5 BRAC Formal schools.	Funded by BRAC
NFPE replication and Accelerated Learning Programme (ALP) in Afghanistan		24 schools	Schools funded by Swedish SIDA and ALP funded by UNICEF (Afghanistan)

Adolescent Development Programme (ADP)
(APON Kishori Abhijan)

Particulars	Programme / Type	As of November, 2002	Remarks
APON (Adolescent Peer Organized Network): The key objective of this programme is to create awareness about reproductive health, legal rights, social and environmental issues related to the adolescent target group (both girls and boys). This initiative is also providing livelihood training to the adolescent girls and taking a very premiere role in leadership development in the adolescent force.	APON Kishori Abhijan	1596 out of 7,896 Reading Centres	Funded by UNICEF APON Kishori Abhijan is the latest development in the APON Programme that was started in 1998.
	Training provided by APON Kishori Abhijan (Cumulative)		
	- Adolescent Leader (Key Trainer)	177	
	- Peer Educator (Facilitator)	3177	
	- Photography training	102	
	- Agriculture(Poultry/ Dairy/ Nursery)	60	

**Other Donor /
BRAC Funded
Activities**

Post Primary Basic Education (PBEn) and Continuing Education (CE)

Particulars	Programme / Type	As of November, 2002	Remarks
PBEn <i>(Post Primary Basic Education)</i> <i>BEP's partnership with 22 non-government schools started in 2001 on pilot basis with the objective of improving quality of education. The intervention was necessitated by the fact that teacher capacity in key subject areas and management capacity of the institutions need enhancement in order to cope with the challenges of the new curriculum and learning requirements.</i>	a. Pilot schools	22	BRAC Funded
	b. Workshop with the Headmasters (persons)	9	
	c. Workshop with the members of Management committee (persons)	44	
	d. Mathematics training for the teachers (persons)	55	
	e. Workshop with English teachers (persons)	14	
	f. Supplementary materials for teachers	Mathematics (Topics) 34 English (Lessons) 12 (Complete)	
IT In Union Library	- Library	70	10 Funded by UNICEF

Government Partnership (Pre-primary)

Particulars	Programme / Type	As of November, 2002	Remarks
Pre-primary expansion	Number of Adolescent Supervisors for Pre-primary as KS (<i>Kisborti Supervisor</i>)	227 (100% female)	Proposed financing by DGIS from 2003
	Number of local women Supervising part-time adolescent Supervisors as PS (<i>Project Staff</i>)	171 (100% female)	

Output 1

School Operations

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

Output-I

School Operations

Overview

The time span of June to November 2002 is a continuation of the previous reporting period of January to June 2002. Accordingly, it still observes the steady school operation process, which is directly a consequence of the fact that BEP has regained the funding shortfall, which occurred in 2000 as EC, and CIDA agreed to provide additional funding in 2001. Hence, 34,000 schools have been continuously operating.

The results of the vast amount of time and money put into programmes such as teacher training and curriculum development can only be judged at the ground level. It is the students of BRAC schools that provide us with the indicators such as, attendance levels, female participation, level of learning achievements, results and students numbers. It is through these that one can determine the real success of the BRAC Education Programmes.

It is also to be mentioned that in the previous bi-annual Report the programme Formal School was dealt with under Output-3. At that time, it was a new initiative and in an experimental phase and it continues to be. Now for better management and a decentralization process, it has been mainstreamed and is being dealt with under Output-1.

The BRAC Non-Formal Primary Education programme operates three kinds of schools (see the following) along with its 11 formal schools.

NFPE Schools: NFPE schools cater to the target population of children who are between 8-10 years old. These schools provide full primary schooling from Class I-V in a 4-year cycle. No major changes in the running of the NFPE schools have been anticipated. Children continued using BRAC textbooks in Classes I - III and government textbooks supplemented by workbooks developed by BEP for Classes IV - V (except for mathematics).

Kishor-Kishori (KK) Schools: KK schools cater to the target population of children who are between 11-14 years old. During this period these schools provided older children with a basic, condensed Class I - V education in a 3-year cycle as it has been during the previous progress periods under Phase III.

As a response to the demand of students and parents that BEP should expand KK schools to full primary coverage, BEP has decided to change the KK curriculum from 3 year basic education, to primary education - covering grades I-V over the period of four years in the future (BEP 2004-2009). The decision was taken in the previous reporting period. This additional year will give the older children an opportunity to complete their primary education in BRAC schools and afterwards enabling them to compete with other children and get a scope of pursuing secondary education in the formal system.

Education Support Program (ESP) Schools: The ESP concept engenders from the idea of reaching out to more children with a prototype of NFPE education through working with smaller national NGOs operating in the areas of Bangladesh where BEP has not extended its services. As of the end November 2002, BRAC was supporting 363 NGOs running 3,624 schools through its Education Support Program. The Education support Program will continue to work with partner NGOs to run 3-year full primary NFPE schools and 1-year pre-primary schools. The curriculum and materials used in ESP will be the same as that used in NFPE and KK schools above.

The Field Operation

The Programme Manager under the direct supervision of the Program Head (PH) is responsible for smooth field operation. There are 3 areas under the Field Operation Unit:

1. School Operation and Management
2. Quality Improvement
3. Administration and Logistics

This unit supervises the activities of Regional Managers (RMs). Planning of school opening with RMs under the guidance of PH. The PH is assisted by the Program Manager for the assessment, deployment and promotion of the staff. Regular monthly meetings also take place with the RMs. It bridges the flow of information between the Head Office and field. To expand the programme in new areas it also selects the location. The Programme Manager is responsible for supervision of the activities of school operation through RMs. S/he takes part in BEP's policy planning with the Programme Head.

One Sector Specialist (SS) is responsible for coordinating matters related to Quality Assurance. Currently there are 39 Quality Assurance Specialists across Bangladesh. The role of Quality Assurance Specialists includes ensuring the pedagogical performance of the staff and teachers, learning achievement of the children, liaises with EDU in an effort to bridge the information between the head office core group and the field.

Another Sector Specialist (SS) is responsible for providing administrative support. Under her, the two-member team ensures that teaching and learning materials at the field offices are provided on time. The same Sector Specialist being responsible for CDU coordinates activities of CDU with field operations. Under her guidance a small group deals with the BRAC training division to develop appropriate training modules for staff, teachers and to prepare training plans. According to this plan, the BRAC training division provides training.

There are 504 team offices across the country through which BEP operates. A total of 504 team offices are divided into 40 regions with each region having its own RM. From the experienced Quality Assurance Specialists, Regional Managers are selected. In addition, RMs provide support to field operations through continuous information on the performance of existing staff for further capacity development.

The Regional Managers (RMs) are reportable to the Programme Manager and are the senior most people at the field level. Their duties include supervising the programme, planning new school openings, developing staff members, monitoring the schools and

overseeing finances and all local level material purchases. They supervise the activities at the team level, take part in teachers' recruitment, supervise the TIs activities and conduct meetings with POs and TIs. They participate in monthly meetings at the HO. The RMs are assisted by the QAS. Overall, their duties could be categorized as 1) School Visit 2) Administration, Management and Logistics. As of November 2002, the number of RMs were 40. The policy is to select RMs from QAs. This is because the QAs are usually from the most competent TIs and they receive orientation and experience specifically on pedagogy and matters related to improving quality at school level.

QMs from this reporting period June to November 2002 have been designated as Quality Assurance Specialists (QAS) which again speaks for BEP's effort in decentralisation of the programme. The QAS's post was specifically designed to ensure the quality of the pedagogic aspects of the programme. 39 QASs who were then entitled as QMs were developed in Phase III. QASs were given a combination of pedagogic and management training, and they are vital in linking the field with the Head Office Education Development Unit. They were directly involved with the MT and BT developing process. At the same time, the negotiated dialogue often leads to innovative solutions or changes that they bring back with them to the field.

The Team-in-charges (TIs) also come from the rank of Program Organisers (POs) with at least two years of experience in the BEP programme. They are responsible for planning and implementation of the school opening, task distribution among POs, developing quality of the POs, regular monitoring and follow up programme activities, supervision of PO activities and conducting refresher courses along with the POs etc. The TI's team consists of 6 to 7 Programme Organisers. As of November 2002, the number of TIs stands at 353. Some TIs are responsible for two teams.

Program Organisers (POs) are recruited and trained to become first line supervisors of the teachers and of the schools. They visit all the schools in their areas at least twice weekly. Attending and reporting on monthly parent meetings and conducting the monthly teacher training sessions are some of their other duties. POs are also responsible for selection of villages to open schools, students survey, identifying suitable persons from the locality for teachers, arranging school houses, distributing school materials among the teachers and above all for providing support to the teachers under his/her supervision in running schools smoothly. As of November 2002, the total figure of POs is 2371.

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

Master Trainers (MTs) are selected from the rank of Programme Organisers. Experienced and new staff who can demonstrate skills in a specific subject were provided special training to enhance their skill as a Master Trainer. MTs were made responsible for providing assistance related to subject teaching in Math, English and Social Studies to the teachers and other staff at the local level. Those who are natural communicators, articulate and well accepted by teachers are selected as MTs.

Teachers who have taught at least two cycles in BRAC schools and who showed the necessary qualities are selected as Resource Teachers (RTs). They perform their duties as POs. RTs are also developed as Master Trainers for subjects. They are also asked to work closely with weaker teachers.

Achievement during June to November 2002

The Ratio of Girls and Boys

This reporting period of June to November 2002 still sees the change which was addressed in the previous Progress report regarding the ratio of girls to boys (from 70:30 to 65:35). The ratio can still be seen as 70:30 in the outreach areas whereas in the areas where BEP is operating from Phase-I the ratio came down to 60: 40. On average, the ratio at present stands at 65.8:34.2. It is a result of the fact that for the past few years more girls were getting enrolled in schools, due to the Food for Education Programme and because of major mobilisation efforts undertaken by the Government, the country has almost achieved gender parity in terms of enrolment in Grade I. This was observed by various field surveys conducted by the programme, as well as seen in the research conducted by Education Watch entitled *Renewed Hope Daunting Challenges- State of Primary Education in Bangladesh, 2001*.

In the first half of the year, the total number of reopening schools for NFPE, BEOC and ESP was 6,443, 2097 and 1,410 respectively.

Table 1.1 presents detailed numbers and types of schools in operation during June - November 2002

Particulars		Plan as per PP for Jan-Dec 2002	BEP's Plan for Jan-Dec 2002	Achievements June-November 2002	Remarks
Schools operating	NFPE	21,909	22,118	22,085	
	BEOC (KK)	9,541	8,937	8,940	
	ESP (NFPE)	2,550	2,945	2,975	
	Total	34,000	34,000	34,000	
Students enrolled in on-going schools	NFPE	718,615	725,470	728,450	
	BEOC (KK)	286,230	268,110	269,553	
	ESP (NFPE)	76,500	88,350	89,250	
	Total	1,081,345	1,081,930	1,087,253	
Schools re-opening	NFPE	6,414	6,482	6,443	
	BEOC (KK)	3,162	2,091	2,097	
	ESP (NFPE)	930	1,380	1,410	
	Total	10,506	9,953	9,950	
Students enrolled in re-opened schools	NFPE	210,379	212,610	212,586	
	BEOC (KK)	94,860	62,730	62,983	
	ESP (NFPE)	27,900	41,400	42,300	
	Total	333,139	316,749	317,869	
Course completed schools	NFPE	6,432	6,300	6,233	
	BEOC (KK)	3,144	2,713	2,777	
	ESP (NFPE)	930	940	940	
	Total	10,506	9,953	9,950	
Graduates	NFPE	189,873	185,976	189,926	
	BEOC (KK)	84,888	73,251	78,088	
	ESP	26,505	26,790	28,179	
	Total	301,266	286,017	296,193	

Progression of Grades IV and V

As of the end of November 2002, 9855 of the 34,000 schools were running at Grade IV and V (excluding ESP schools). See the following table for details on percentages of schools for grades I thru V and figure 1.2 shows details regarding schools in Grades IV and V. There has been a strong focus on the development of new text materials for grades IV & V. Please see Output -3 section regarding materials developed.

Table 1.2 : Grade wise on-going schools As of November, 2002

School type	Total School	Grade				
		I	II	III	IV	V
NFPE (Non-Formal Primary Education)	22085		7593	7994	898	5600
BEOC (Basic Education for Older Children)	8940		3779	1804	2754	603
ESP (Education Support Programme)	2975	1410	1070	495		
Total	34000	1410	12442	10293	3652	6203
% of total		4.1	36.6	30.3	10.7	18.3

Table 1. 3- Grade IV and V Schools as of November 2002

Operation of BRAC schools at Grade IV & V level				
School type	Level	Number of Schools	Enrolment	Female Enrolment (%)
NFPE	Grade IV	898	29,634	64.1
	Grade V	5,600	184,574	62.1
BEOC	Grade IV	2754	83373	68.1
	Grade V	603	18,283	67.3

Staffing and Supplies

Field staff plays the key role in sustaining the operation of BRAC schools in terms of management and supervision. The wide-ranging management and intensive supervision structure of BEP has enabled it to operate schools in such a large magnitude while retaining its standard level of quality and service delivery. The total figure of 5588 staff is inclusive of everyone associated with BEP at both the Head office level and the field level. This includes both full time and part time staff like Kishori Supervisors. In October 2002, BEP decided to recruit women with HSC qualification at the local level for supervising schools, Adolescent Centres and for supervising Pre-primary schools. This recruitment policy has increased the number of women staff from 41.2% in the last reporting period to 51.5% by November.

During the period of June to November 2002, there was a total of 33478 teachers for 34,000 schools. The reason for the variation is that 522 teachers were teaching double shifts.

The number of team offices and regional offices stand at 504 and 40 respectively and is in accordance with the proposed plan for January to December, 2002. 1,121,253 usable texts and supplementary materials have been supplied for learners and teachers. More supplies have been added for students such as erasers, scales, crayons and exercise books etc. Major items are supplied following strict rules and coordination with BRAC's Procurement Department. More purchase at central level provides scope for buying better standard of materials. During the reporting period, BRAC requested GoB and GoB gave permission to print textbooks for grade III English and grades IV and V because NCTB could not provide them on time. Overall, this is part of a strategy of more purchase and procurement to achieve standard quality materials.

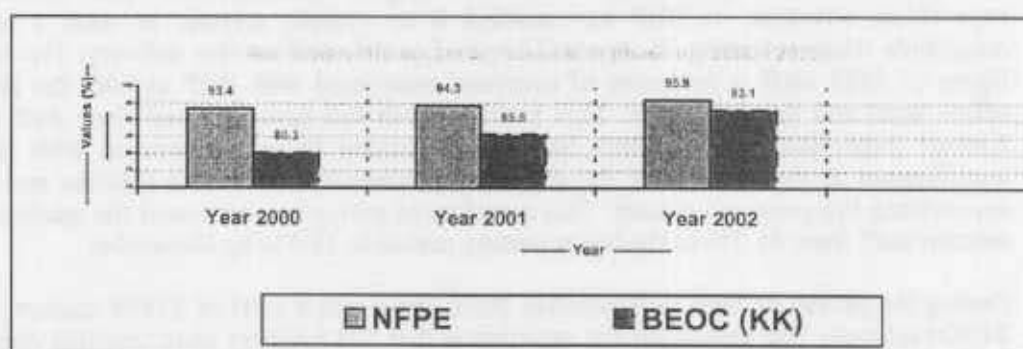
Table- 1.4 Teachers, staff and books required for operating area and team offices

<i>Particular</i>	<i>Plan as per PP for Jan-Dec 2002</i>	<i>BEP's Plan for Jan-Dec 2002</i>	<i>Achievements of June -November 2002</i>
Teacher	34,000	34,000	33,478 ¹
Staff	3,540	3,544	5588 ²
Regional offices	68	37	40
Team offices	425	505	504
Book supplies (according to number of children & teachers)	1,115,345	1,115,930	1,121,253

Graduates Progressing into Secondary Schools

In Phase III, the percentage of graduating students those who completed Grade V schools and progressed to secondary schools has gradually increased from 90.1% in 1999 to 94.3% in 2002. The percentage of female graduates enrolling in formal schooling has continued to be slightly higher than that of male graduates (94.7% of girls in 2002 compared to 93.9% of boys (AMR, 2002)). The 2002 AMR noted that "secondary school heads and teachers all expressed satisfaction regarding the attitudes of the BRAC graduates admitted into the formal schools, and also noting their "good handwriting better attitude to learning Knowledge of the basics..." (AMR, 2002, p.11)

Figure 1.1 A graphical representation is given below



¹ 522 teachers are conducting double shifted classes.

² Including service staff (Office Assistance, Cook)
Project Staff (Program Assistance, Pathagar Supervisor, Kishori Supervisor, Resource Teachers)

Stipend for Former BRAC School Graduates in Secondary schools

BRAC endorses women's causes very strongly and encourages women's participation in every sector of its various programmes. BEP plays a leading role with this respect. BEP is providing stipend to former BRAC school graduates who are studying in Secondary schools (taka 100 per quarter) and this could be termed as an exemplary effort. In 2002, it was introduced by BEP according to the recommendations made by the MTR in 2001. To mention the MTR recommendation is "Consider ways and means of continuous support to young adolescents especially girls in secondary education fellowship scheme....." (MTR, July -August 2001). This scheme provides more than 4,703 students of Secondary schools with scholarship. Among this whole group the number of mainstream Bengali stands at 2,876 and students with indigenous backgrounds are 1,827. The ratio of girls to boys privileged by the scholarship is 5:2 for each team and 39 percent of the recipients with indigenous backgrounds reflects BRAC's philosophy of endorsing the poorly served segments which contributes to the overall development process. Regular attendance is a pre-requisite to receive the stipend.

Teacher Certification

In the previous bi-annual report BRAC's NFPE teacher's certification in collaboration with other institutions (e.g. Open University, etc.) was introduced as a pilot project. In Phase III, BEP has been experimenting with providing 600 NFPE / KK teachers (hired between 1985-1994) the opportunity to earn their SSC through distance education at Open University. BRAC is paying 75% (taka 1500 / US \$ 19) of the cost of tuition for the two-year course, which requires teachers to attend a tutorial every Friday. Because NFPE / KK teachers are hired on a temporary basis if the school is not reopened, the teacher will lose her job. BRAC is encouraging these teachers to earn their SSC qualifications so that they have a better chance of getting employment after leaving BRAC. The number of teachers receiving these stipends increased in the reporting period. For SSC, 1233 teachers have received it and for HSC, there have been 454 teachers. It should be noted that in the last reporting period teachers were given stipend for SSC only. However, in this reporting period teachers received stipend for SSC and HSC.

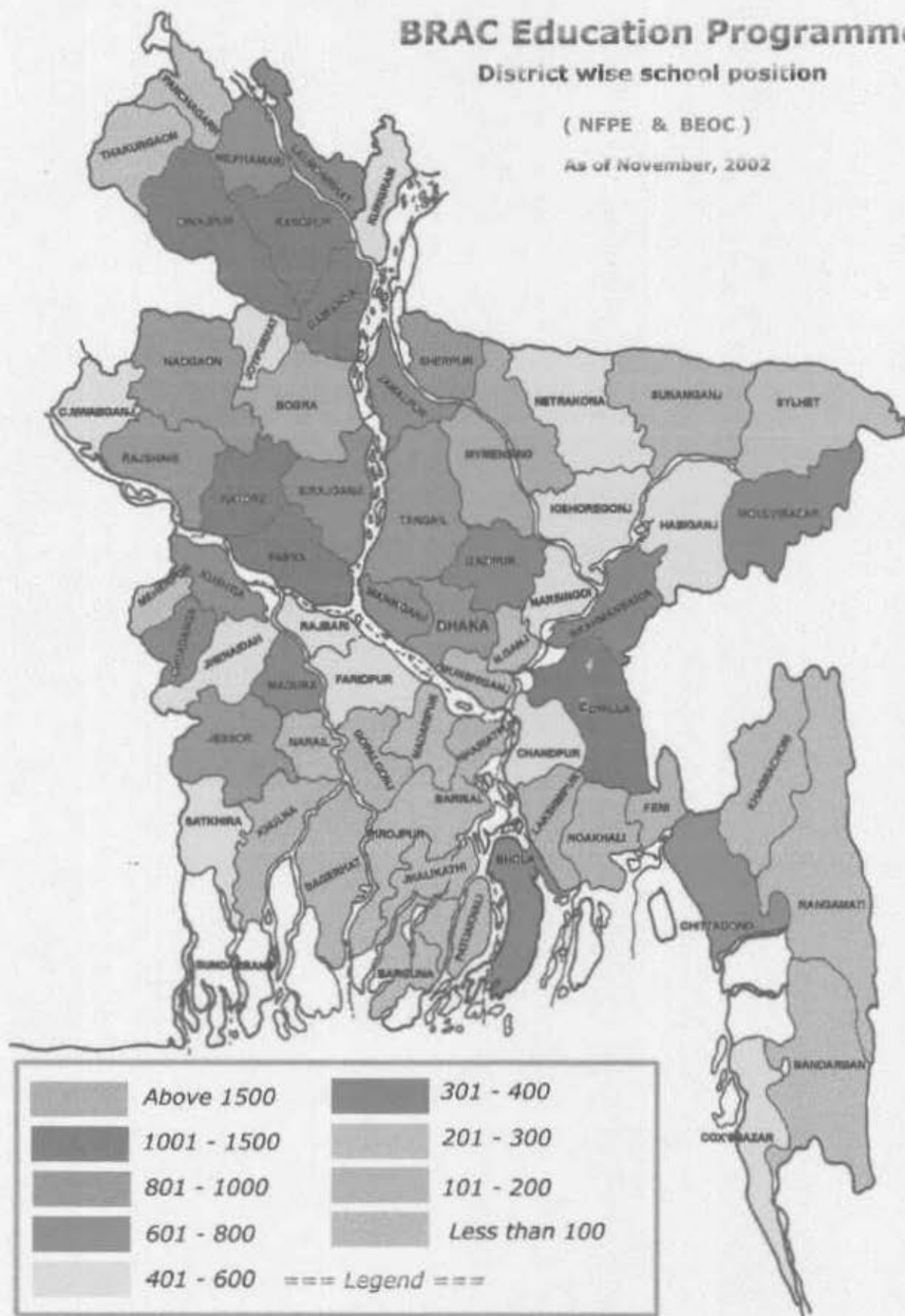
Summary of Quality Assurance Activities

During this reporting period some new activities have been performed for ensuring the quality of the programme. The Monitoring and the Research group and the Management Information System are responsible in this respect.

A research study entitled as 'Developing Standardized School Assessment System for BRAC Education Programme' has been undertaken.

It was a collaborative project involving the Monitors and Quality Assurance Specialists in a guideline development process. The project started in April 2002 and is expected to be finished by June 2003 (except for the follow up study of this project). Desk research and capacity development of the QASs and monitors have been taking place since May 2002. A draft-grading guide characterized by a two step absolute grading system is now being tested in the field level by the monitor. However, the indicator based grading system is still in the initial stage.

As of November, 2002



In addition, the previous tool for school assessment has also been redesigned. These tools have been piloted in this period. Moreover, the process of monitoring findings dissemination has been improved. This report is for improving the MIS within BEP. (For MIS major recommendations, please see Output 6).

Education Support Program (ESP) Schools

ESP Schools:

The ESP concept engenders from the idea of reaching out to more children with a prototype of NFPE education through working with smaller national NGOs operating in the areas of Bangladesh where BEP has not extended its services. As of the end November 2002, BRAC was supporting 363 NGOs running 3,624 schools through its Education Support Program. The Education support Program will continue to work with partner NGOs to run 3-year full primary NFPE schools and 1-year pre-primary schools. The curriculum and materials used in ESP will be the same as that used in NFPE and KK schools above.

As a response to the March 2002 DCM decision that adequate attention should be paid to the ESP the previous bi-annual report of Jan-June 2002 focused on the content and also mentioned about the arrangement of a monitoring mission which will oversee the development and the achievements of the ESP since its inception in 1999.

The current report of June – November 2002 being the second in the new series will concentrate on the expansion of the partner NGOs alongwith the achievements of ESP since the ESP contents was discussed in detail in the previous report

ESP Partners and Schools

The ESP concept is to expand the coverage of the NFPE programme through working partnerships with smaller NGOs operating in areas where BRAC is less well represented. As at end-June 2002, BRAC was supporting 363 NGOs running 3624 schools. These totals comprise two types of support groups, viz:

	No. of NGOs	No. of Schools
• NGOs receiving full technical and financial support from BRAC.	313	2,975
• NGOs funding their NFPE programmes from their own sources and paying BRAC for technical support provided through ESP.	50	649
Total	363	3624

Table 1.6: Number of Partner NGOs and NFPE Schools in the ESP Programme (1991-2002)

Year	PARTNER NGOS				NFPE SCHOOLS			
	Existing	New	Dropped	Total	On-going	Opened	Completed Course	Balance
1991	-	26	-	26	-	-	-	-
1992	26	21	-	47	-	129	-	129
1993	47	-	-	47	129	234	-	363
1994	47	91	-	138	363	1,012	129	1,246
1995	138	140	1	277	1,246	795	234	1,807
1996	277	-	5	272	1,807	230	85	1,952
1997	272	17	20	269	1,952	1,520	937	2,535
1998	269	2	-	271	2,535	15	- ***	2,550
1999	271	29	15	285	2,550	935	930	2,555
2000	285	42	18	309	2,555	485	595	2,445
2001	309	33	39	303	2,445	1,070	1,010	2,505
2002	303	20	10	313	2,505	1,410	940	2,975
Total		421	108			7,835	4,860	

*** Due to the severe floods in 1998, schools that were supposed to complete the course in November/December 1998 continued until January 1999.

Criteria for Selecting Partner NGOs

The criteria set by BRAC to select its partner NGOs till date are as follows

- The NGO must be registered under the Social Welfare Department or Society Registration Act or Women's Affairs Bureau of the People's Republic of Bangladesh.
- The NGO should be small and working locally in a Union, an Upazila or a District.
- The NGOs has little or no access to donor funds.
- NGOs receiving NCU support will get lower priority.
- The NGO must be motivated to accept the whole NFPE model.
- The NFPE village(s) proposed by the NGO must not coincide with those of BRAC's NFPE.
- The NGO should have a reasonable command area to open schools without causing any disturbance to education programmes run by other NGOs or the GoB.
- The NFPE area proposed by the NGO should not be in Dhaka city nor should the NGO be Dhaka based.
- The NGO should agree to accept the implementation and management strategies adopted by ESP.
- The NGO should have some experience in development activities and should have financial integrity.

- NGOs headed by women and person(s) belonging to an ethnic minority community will get priority.
- The NGO must be secular and follow the secular approach to development.
- For selecting partners BRAC is also concerned about the even distribution of its resources.

The above criteria are not rigid but are applied in a reasonably flexible way.

Table 2 (in next page) summarizes the basic information on ESP students since the inception of the programme. The major points shown by these figures are:

- **Enrolment:**
 - In almost all years since inception of the ESP programme, the ratio of girls to boys is around 72 : 28.
- **Dropout:**
 - The dropout proportion over the whole period (1994-2002) is less than 0.2%. In the last four years, including 2002, it was only 0.1%.
 - There is no significant difference in the proportion of girls and boys who did not complete the 3-year course.
- **Admissions to formal schools:**
 - Except for the earlier years (1994-1996) less than 2% of the children who completed the 3-year course have not been admitted to government primary or secondary schools. Therefore, around 98% have been transferred to formal schools after graduating from ESP schools.

ESP Implementation and Management

The ESP is active in 60 of the 64 Districts in Bangladesh and in 196 of the 470 or so upazilas - i.e. excluding those upazilas in the metropolitan areas of Dhaka, Chittagong and Khulna.

(see Figure 1 for the density and geographical distribution of NFPE schools run by the partner NGOs).

This coverage is divided into 30 programme areas based on the location of the partner NGOs. Each partner NGO has its own Programme Organizers who are responsible for all field activities carried out under the ESP programme. BRAC provides a subsidy of Tk 2,000 a month for each Programme Organizer.

During this reporting period of June –November 2002 since ESP has decided to expand its programme 21 senior Programme Organisers (POs) from BEP to ESP have been transferred. Hence, ESP staff totals to 54 known as Programme Organisers-Technical Support Specialists (PO-TSSs). They supervise the work done by the partner Programme Organisers and provide full technical and administrative support as required.

Students of ESP Schools

Table 2: Number of Students Completing ESP Courses and Admitted to Formal Schools (1994-2002)*

Year	Number of schools completing ESP course	Initial Enrolment			Number of Children Who Completed the 3-Year Course				Number of Children Admitted into GoB Primary or Secondary Schools				
		Boys	Girls	Total	Boys	Girls	T o t a l		Class 4	Class 5	Class 6	T o t a l	
				(N o .)			(N o .)	(%) * *				(N o .)	(%) ***
1994	1 2 9	1,048	2, 8 2 2	3, 8 7 0	1,046	2, 7 6 2	3, 8 0 8	9 8 . 4	2, 6 2 5	9 2 5	1 1 2	3 6 6 2	9 6 . 2
1995	2 3 4	1,823	5, 1 9 7	7, 0 2 0	1,807	5, 1 3 2	6, 9 3 9	9 8 . 8	4, 5 5 8	1, 7 1 7	3 5 2	6, 6 2 7	9 5 . 5
1996	8 5	7 6 3	1, 7 8 7	2, 5 5 0	7 5 8	1, 7 8 5	2, 5 4 3	9 9 . 7	1, 7 6 3	5 9 6	9 5	2, 4 5 4	9 6 . 5
1997	9 3 7	7,715	20,395	28,110	7,695	20,374	28,069	9 9 . 8	18,047	8, 0 1 7	1, 5 1 2	27,576	9 8 . 2
1999	9 3 0	7,539	20,361	27,900	7,537	20,342	27,879	9 9 . 9	18,239	6, 7 6 4	2, 4 5 5	27,458	9 8 . 5
2000	5 9 5	4,828	13, 0 2 2	17, 8 5 0	4,822	13, 0 1 4	17, 8 3 6	9 9 . 9	11,318	4, 3 5 6	1, 8 3 6	17,510	9 8 . 2
2001	1, 0 1 0	8,464	21, 8 3 6	30, 3 0 0	8,458	21, 8 3 5	30, 2 9 3	9 9 . 9	22,269	5, 9 3 8	1, 8 8 0	30,087	9 9 . 3
2002	9 4 0	7,783	20, 4 1 7	28, 2 0 0	7,776	20, 4 0 3	28, 1 7 9	9 9 . 9	18,247	6, 3 3 0	3, 3 0 5	27,882	9 8 . 9
Total	4, 8 6 0	39,963	105,837	145,800	39,899	105,647	145,546	9 9 . 8	97,066	34,643	11,547	143,256	9 8 . 4

Notes:

* Due to floods in 1998 the schools supposed to complete the course in November/December 1998 continued until January 1999

** Percentage of children who initially enrolled and completed the 3-year course

*** Percentage of children who completed the 3-year course and were subsequently admitted to GOB primary or secondary school

Achievements of ESP schools against the reporting period of June –November 2002 are as follows:

- 6 day training on classroom management for the POs (total participant number was 30) of partner NGOs has been provided.
- 2 day orientation for NGO heads at Savar TARC has been held (total participant number was 200).
- 1 day discussion meeting with the partner NGOs (total participant number was 150) has been held.
- 10 day Training for Trainers (TOTs) for NFPE POs of Partner NGOs (total participant number was 27).
- 4 day training on school organization for NFPE POs of partner NGOs (total participant number was 150).
- 1 day discussion meeting with the NGO heads for supporting schools (total participant number was 99).

Expansion Plans

The ESP is about to embark on a major expansion plan. This plan envisages increasing the number of partner NGOs from 313 as at present to 514 with a corresponding increase in the number of ESP schools from 2,975 to 4,010. This will be the largest single increase in numbers since the programme began in 1991 and one and a half times larger than the previous major increase that took place in 1995. At the end of November, plans for this expansion were in an advanced stage and it is expected that contracts with the selected partner NGOs will be signed in January 2003.

Geographical coverage under this expansion will be increased from 196 Upazilas as at present to 240 Upazilas. However, although many of the new Upazilas are located in new and more remote areas in northern and coastal districts, it is evident from the information so far available that the main effect of the expansion will be to strengthen the existing distribution pattern rather than extend the reach of the programme into new areas. The evidence for this conclusion is shown in the Table overleaf and the accompanying Area Map following it. For example:

- The SW area (Map Area 3) will remain the dominant area, even slightly increasing its share to nearly a quarter of the total number of ESP schools.
- Two-thirds of all ESP schools will continue to be located in just four (Areas 1, 2, 3 and 6) of the nine geographical areas.

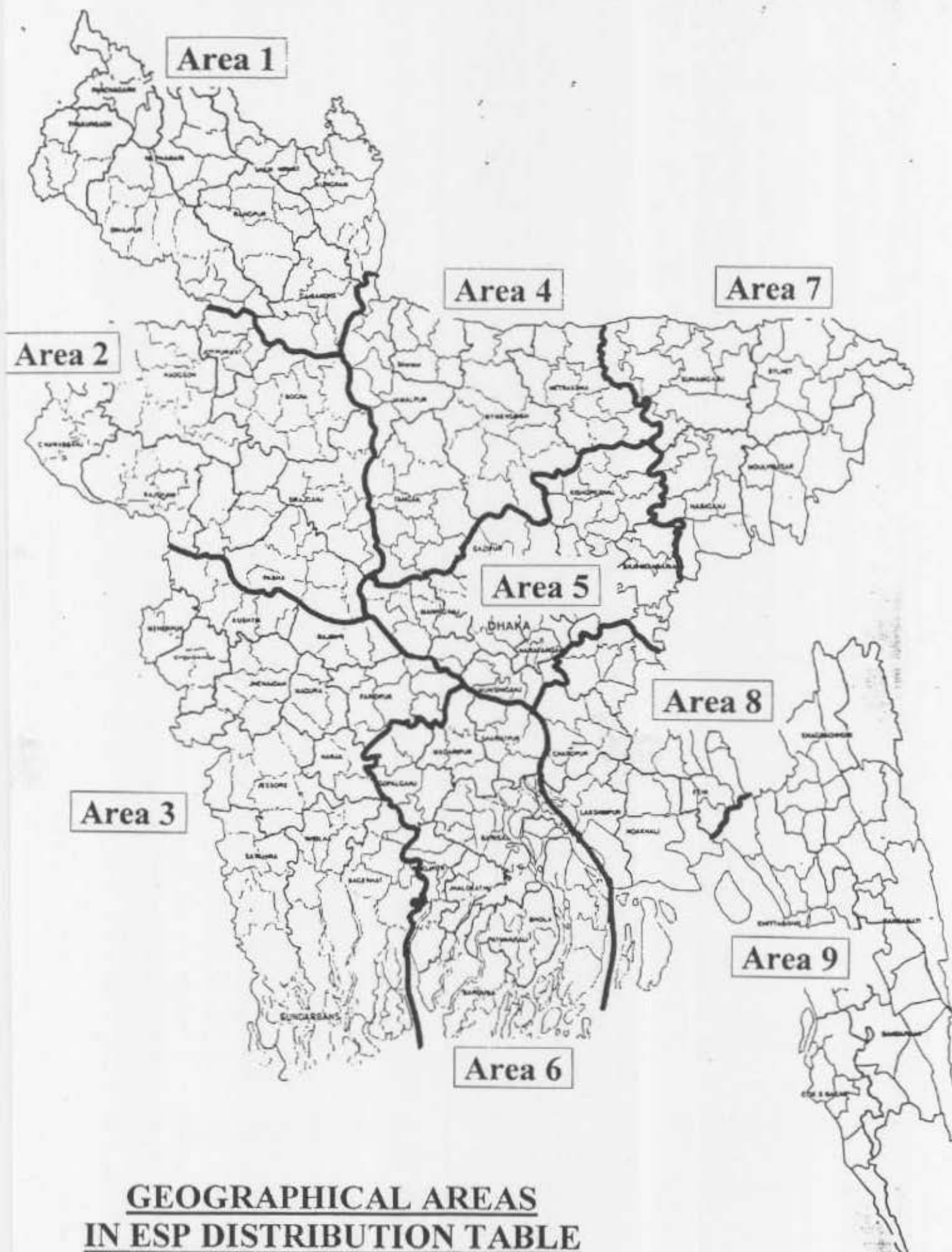
Other key features of the Table are:

- The largest increase in ESP school numbers will be in the extreme NW (Area 1) and the extreme NE (Area 7).
- There will be proportional falls in the number of ESP schools in three areas (Areas 4, 8 and 9).

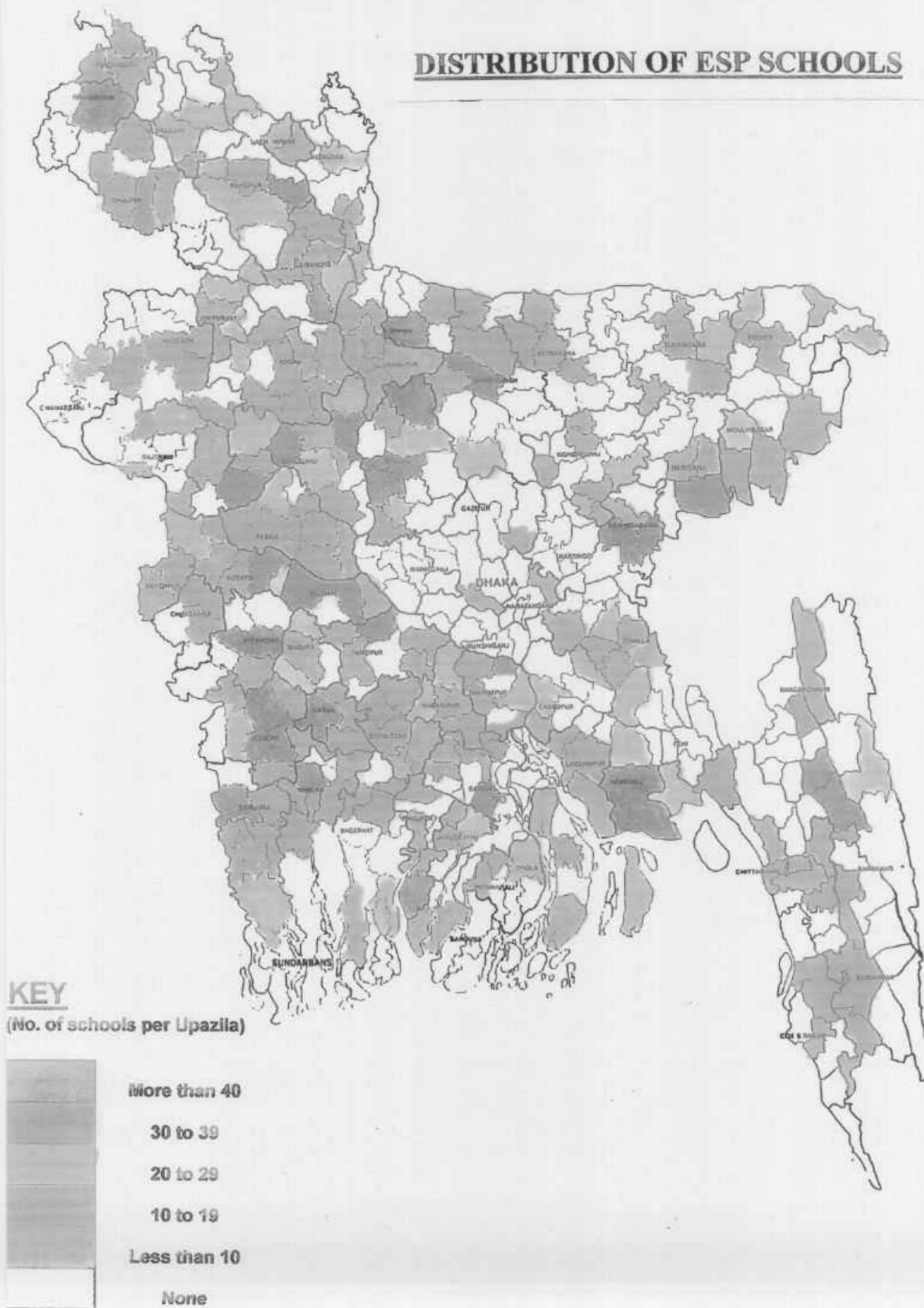
The number of existing and the proposed NGOs which are selected from different districts and the schools they are operating are shown in the following Table

	No. of Partner NGOs			No. of Schools		
	Existing	Proposed	Total	Existing	Proposed	Total
Area 1: NW						
Gaibandha	11	4	15	100	20	120
Dinajpur	6	8	14	60	40	100
Rangpur	4	5	9	40	25	65
Thakurgaon	3	6	9	30	30	60
Lalmonirhat	3	3	6	30	15	45
Panchagarh	2	5	7	20	25	45
Nilphamari	3	1	4	25	5	30
Kurigram	1	1	2	10	5	15
Sub-total	33	33	66	315	165	480
Area 2: W. Central						
Sirajganj	11	5	16	115	25	140
Bogra	10	4	14	95	20	115
Pabna	7	6	13	70	30	100
Rajshahi	5	6	11	45	30	75
Naogaon	5	2	7	50	10	65
Natore	5	4	9	45	20	65
Joypurhat	3	4	7	30	20	50
C. Nawabganj	1	0	1	5	0	5
Sub-total	47	31	78	455	155	615
Area 3: SW						
Jessore	12	7	19	120	35	155
Satkhira	9	5	14	90	25	115
Jhenaidha	9	4	13	85	20	105
Kushtia	8	5	13	80	25	105
Faridpur	7	6	13	70	30	100
Khulna	9	4	13	75	20	95
Narail	6	3	9	60	15	75
Rajbari	5	5	10	50	25	75
Bagerhat	4	3	7	40	15	55
Meherpur	2	4	6	15	20	35
Chudanga	2	3	5	10	15	25
Magura	1	4	5	5	20	25
Sub-total	74	53	127	700	265	965
Area 4: N Central						
Tangail	15	7	22	140	35	175
Jamalpur	10	1	11	95	5	100
Sherpur	6	2	8	60	10	70
Mymensingh	5	3	8	50	15	60
Netrokona	4	1	5	40	5	45
Sub-total	40	14	54	385	70	455

No. of Partner NGOs				No. of Schools			
Existing Proposed Total				Existing Proposed Total			
Area 5: Central							
Brahmanbaria	5	5	10	50	25	75	
Kishoreganj	4	7	11	40	35	75	
Dhaka	1	0	1	10	0	10	
Gazipur	1	0	1	10	0	10	
Narayanganj	1	0	1	10	0	10	
Sub-total	12	12	24	120	60	180	
Area 6: S Central							
Gopalganj	8	5	13	70	25	85	
Shariatpur	7	2	9	75	10	85	
Barisal	6	5	11	60	25	85	
Pirojpur	6	3	9	55	15	70	
Madaripur	4	3	7	30	15	45	
Barguna	3	3	6	30	15	45	
Bhola	2	6	8	15	30	45	
Jhalakati	2	2	4	30	10	40	
Patuakhali	1	2	3	5	10	15	
Sub-total	39	31	70	370	155	515	
Area 7: NE							
Habiganj	4	6	10	40	30	70	
Moulvibazar	4	6	10	35	30	65	
Sylhet	4	2	6	30	10	40	
Sunamganj	2	2	4	15	10	25	
Sub-total	14	16	30	120	80	200	
Area 8 : E Central							
Noakhali	8	1	9	100	5	105	
Comilla	9	4	13	80	20	100	
Laxmipur	5	1	6	40	5	45	
chandpur	2	2	4	25	10	35	
Sub-total	24	8	32	245	40	285	
Area 9 : SE							
Chittagong	9	5	14	90	25	115	
Rangamati	11	0	11	80	0	80	
Khagrachari	6	2	8	55	10	65	
Bandarban	3	0	3	30	0	30	
Cox's Bazar	1	4	5	10	20	30	
Total (All Areas)	313	209	522	2975	1045	4010	



DISTRIBUTION OF ESP SCHOOLS



Formal School

During the previous reporting period of January to June 2002, Formal School was discussed under Output-3 as mentioned earlier. In this period it has shifted its position for better coordination with staff at team level.

The teaching program consists of a 6-year schooling cycle ranging from pre-primary to Grade V.

With respect to BRAC's commitment to 'Education for All' and the belief that children with Special Needs should be included in mainstream education a pilot scheme was developed in partnership with Helen Keller International. In January 2002, BEP signed an agreement with HKI to pilot an inclusion program in formal schools. The commitment and enthusiasm of teachers has been key to the success of the pilot. But during this reporting period of June to November 2002 no development on the part of HKI was observed since the contact person, the HKI advisor and Country Director left their jobs and did not provide any assistance, although it was mentioned in the contractual agreement with BRAC. BEP is now on its own as it feels that such initiatives can be expanded to the other formal schools for providing inclusive education program for children with disabilities. Because HKI has not kept its commitment for financing, BEP has been providing the necessary funding.

In the 2001 session, in 5 formal schools, a total of 9 disabled students were enrolled.

Lessons Learnt

According to the Annual Monitoring Report of Phase III 2002, it was suggested that it would be more appropriate if the QMs were redesignated according to the type and range of their role. According to MTR 2002, "An alternative to 'quality management' is a 'quality assurance' function, which involves ensuring that the quality of education is maintained at a high level, with 'Quality Advisors' supporting supervisors and teachers. In practice, attention across the NFPE system is increasingly focused on the quality of education through the development of curricula, textbooks and teaching methods, teacher training and support to teachers. This is, in effect, quality assurance.

It is the learning in this reporting period that since the suggestion made by the AMR 2002, it would be better if the QMs are newly titled and consequently they are redesignated as Quality Assurance Specialists (QASs) from this reporting period.

Initial reactions indicate that stipends are extremely effective for learners of poor economic background to continue in Secondary Schools. In fact, field staff and teachers have indicated provision of textbooks for very poor BRAC graduates in Secondary Schools. Provision of making textbooks available to students and increasing stipends to students have been considered from January 2003.

It has also been learnt that teachers' certification provided by BRAC for NFPE teachers with the opportunity to obtain their SSC through distance education at Open University is a very effective scheme. It will not only help them to become efficient teachers which will in turn contribute to the development of the students and the teaching learning environment of BRAC schools but it will also help them to become confident outside the classroom when they leave BRAC.

Output 2

Capacity Development

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

Output-2

Capacity Development

Overview

Capacity Development Unit is responsible for facilitating / coordinating professional development of BEP staff / teacher and adolescents. A main focus of CDU is to coordinate appropriate training and workshops for EDU, Pre-primary unit and ADP on a continuous basis — and also coordinate appropriate training (both long and short-term) in its attempt to increase and improve the level and quality of skills of BEP programme staff.

Achievements during June –November 2002

During the period June-November 2002, a range of activities took place, as per the BEP plan as well as some needs-based new ideas that were also introduced. Among the training and courses, the following took place:

- From the beginning of 2001, the training plan had been under the process of redesigning and accordingly, in the Jan- June 2002 reporting period the **PMC I (Pedagogy Management Course-I)**, training had already started. Under the new plan all the new staff will go through the **PMC-I** that contains subject based training of Grades I – III. **PMC-II** contains subject based training of Grades IV & V. Those who will do well in these two courses will go straight for the MT training. These MT training will be facilitated jointly by the respective QAS and core group MTs. In the reporting period TARC trainers were also given orientation on PMC II.
- RM and QAS groups were given an orientation on Research and Monitoring by the BEP MIS, Monitoring and Research Unit on uniform grading system in the reporting period.
- A 5-day long workshop was held with the QAS group on modification of the teachers' refreshers courses. In the w/shop more emphasis was given on the teacher-to-teacher interaction and less intervention of the MT - so that the teachers can really feel confident to take part as well as feel free to present their comments comfortably during refreshers sessions. Helping weaker teachers and developing proper questioning skills were other areas that were given priorities at the workshop.
- A month long training on Communicative English and basic computation is still being provided to the field based management. In the last reporting period, BEP has sent the RM & QAS group to attend this training. In this reporting period, BEP has been catering this training to its other field based management including PRIME Managers, BEP Monitors and CE managers along with some Head Office staff.

- Keeping in mind the increasing need for the H/O staff to be able to use computers (as majority of them require using computers for their jobs). BEP has been sending its staff to BITI to provide different levels of computing training. In this reporting period one staff has been sent to BITI for a six months long advanced course on computer programming. The illustration team leader is also attending a course on DIM (diploma in multi media) at the Arena Multi Media Centre.
- In this reporting period, keeping in mind the importance of proper communications for the Project staff (PS) of ADP, BCCP (Bangladesh Centre for Communications Programme) was contracted to conduct a series of 5 day long training on Communications and ARH areas to these PS. The needs assessment part has been done in the reporting period and the training will start from Jan'2003. Apart from this, 49 PSs have also received training on Communications facilitated by the BRAC Training Division.
- A series of workshops were held with adolescents (both boys and girls). The focus was given on redesigning the APON course both in terms of content and method of delivery as well as other areas important for the adolescents as they suggested. After collecting feedback from the adolescents, the APON course will be redesigned accordingly. (For detail please see Output 4).
- Two BEP staff are attending one year long MA courses in the University of London UK (under TCT award funded by DFID) for the session Sept 2002-Sept. 2003.

The following are the lists of achievements of all the training/ courses/workshops against the Work Plan and PP.

Training Achievements against 2002 Work Plan

Particulars of Training and Refresher Courses	Participants	Duration (days)	BEP's Work Plan Jan -Dec' 2002	Achievement June - Nov 2002
Basic/ Foundation training	PO	6	234 + new staff	37
Operational Management course (OMC) - 1	PO, RT	6	368 + new staff	231
Operational Management Course (OMC) - 2	TIC	12	180	114
Pedagogy Management Course (PMC) - 1	PO	12		491*
Pedagogy Management course (PMC) - 2	PO	12		491*
Development management course on library	PO, AEM (CE)	8	40	

Particulars of Training and Refresher Courses	Participants	Duration (days)	BEP's Work Plan Jan -Dec' 2002	Achievement June - Nov 2002
Basic Orientation on Library	PO	6	20	15
Basic operation of library	Librarian	6	130	156
Workshop Union Library	PO	2		81
Basic Computer Literacy	PO CE	6		28
Communicative English course	RM,QAS, AEM,UM	One month		142
Other Trainings				
GQAL	PO, TIC, RM		180	
Team building			500	
BRAC Values and Culture	TIC, PO, RT, QM, RM,		500	16
Gender & sustainable Development	Sr. PO, Monitors, Higher Managem ent		25	
Organisational development	PO, TIC	6 days	50	
Staff orientation for Pre-primary schools	PO	3 days	920	
Special training comprises of GT (subject based), MT, TARC Trainers	TIC PO RT	5 days 5 days 5 days	GT: /PMCI MT: 1.187	MT:292
MT Workshop & Refresher Workshop Refreshers	TIC PO RT	1-3 days 1-3 days		1429 60
TIC Training & Workshop	TIC	4-5 days		131
Special Training on Social Studies	PO	3days		36
Staff workshop on assessment	QM/ Core group MTs	6 days	Rest core group MTs	
Subject based training for non MTs	PO/PA	6 days		24
Subject based workshop for non-MTs	PO/RT	1 day	490	830

Particulars of Training and Refresher Courses	Participants	Duration (days)	BEP's Work Plan Jan -Dec' 2002	Achievement June - Nov 2002
Technical co-operation training	Sr. Material Development specialist	1 year	2	2**
		3-6 months	1	3***

*As mentioned earlier in the Jan-Dec' 2002 work plan, General training (GT) for staff has been replaced by PMC-I & II training. The staff performing well in PMC I & II go straight to the MT training facilitated by the respective QMs & core group MTs.

** Two staff from BEP are attending an MA course in the UK.

*** One Regional Manager and two area Education Managers have been sent for GP course.

Breakdown of Staff Special Training plans to take place during June - November 2002

Subject	Staff to receive MT training/ workshop	Number of MTs to receive refreshers/workshops (2 days)	Achievement June - November 2002
Mathematics	MT workshop : MT workshop : MT training : 242	350	Training :30 Refreshers/worksh ops : 402
English	MT workshop : MT workshop : MT Training : 282	310	Training :165 Refreshers/worksh ops : 249
Social Studies	MT workshop : MT workshop : MT Training : 232	300	Training 60: Refreshers/worksh ops : 319
Bengali	MT workshop : MT workshop : MT Training : 262	410	Training : Refreshers/worksh ops : 183
Social Science	MT workshop : MT workshop : MT Training : 263	400	Training :37 Refreshers/worksh ops : 276

Plans for Teacher

Training to take place during June-November 2002

Particulars of training and refresher courses	BEP's Work Plan Jan -Dec' 2002	Achievements June – Nov 2002	Remarks
12 days basic training for teachers	6, 500	776	
3 days orientation (before school opening)	10,100		
3 days refresher after Preparatory phase (+ introducing Poribesh Porichiti)	10,100		2 days refresher after preparatory phase(+ introducing Poribesh Porichiti) has been redesigned and included with 3 days refresher after preparatory phase
4 days refresher at the beginning of class II	12,950	8953	6 days refresher have been reduced to 4 days from March 2000
4 days refresher at the beginning of class III	12,260	10535	
1 day monthly refresher	2,69,400	120882	
Subject based special refresher on definite intervals for teachers of grade IV (NFPE)	7,100 (1 day) 890 (15 days)	898 (13 days)	Around 1500 schools completed course after Grade III
Subject based special refresher on definite intervals for teachers of 4th phase (BEOC)	600 (2 days) 5,200 (5 days)	2754(4 days)	
Subject based special refresher on definite intervals for teachers of grade V (NFPE)	7,100 (16 days)	5,600(13 days)	
Subject based special refresher on definite intervals for teachers of 5th phase (BEOC)	600 (7 days)	603 (7 days)	
Refresher on Math for teachers of class IV (NFPE)	7,100 (2 days) 890 (7 days)	898 (6 days)	
Refresher on Math for teachers of 4th phase (BEOC)	600 (1 day) 5,200(4 days)	2754(3 days)	
Refresher on Math for teachers of class V (NFPE)	7,100 (10 days)	5,600 (7 days)	
Refresher on Math for teachers of class V (BEOC)	600 (5 days)	603(4 days)	
Subject based training	GT 6,670	--	
General training (GT)			
Batch trainers training (BT)	BT 4,339	48(3days)	
Orientation(BT)		255(3days)	
Refresher (BT)	2735	657(1-2 days)	

*Breakdown of special subject-based training to be provided to teachers during
January - November 2002*

Subject	BEP's plan for Jan - Dec 2002		BEP's Achievement for June - November 2002	
	Teachers to receive BT training	BTs to receive refreshers (3 days/6 days)	Teachers received BT training (3/6 days)	BTs received refreshers/workshop (2/3 days)
Mathematics	974	3 days : 600 4/5 days : 90	Orientation: 59	Refreshes & Workshop: 205
English	937	3 days : 450 4/5 days : 90	Orientation: 73	Refreshes & Workshop: 108
Bengali	1,023	3 days : 600 4/5 days : 70	Orientation: 45	Refreshes & Workshop: 114
Social Studies	927	3 days : 300 4/5 days : 30	Orientation: 60 Training : 26	Refreshes & Workshop: 141
Science	478	3 days : 300 4/5 days : 30	Training: 22 Orientation: 18	Refreshes & Workshop: 89

ADP Capacity Development Achievements against June-November 2002 Workplan

Subject	BEP's plan for Jan-June 2002	BEP's Achievement for June - November 2002
Adolescent Leader	85 (UNICEF)	83
KS/PS Training	210 (UNICEF) 200 (RC)	
Training on ADP Management RSS 6 days		35
ADP workshop RM, RSS, new RSS & TIC 2-3 days		95
Orientation on APON RSS 6 days		18
Inservice training Reading Centre KS 6days		154
APON Basic Training for KS & PS 6days		142
Kishore supervisor training for KS 6days		79
Basic Training on Kishoree Library for PS 6days		111
Orientation on APON KS & PS 3days		106

Photography workshop PS 3 days		89
Basic training on library operation Reading Centre librarian 6days		2099
Economic life skill training for Kishoree 4 days		26
Adolescent monitor	90 (UNICEF)	20
Exchange workshop	90 (UNICEF)	
Married Adolescent	60	
Workshop on risk for adolescent (sexual abuse)	25 (UNICEF)	
Pathagar Supervisor	100 (UNICEF)	
Photographer training	25 (UNICEF)	75
Photographers' refreshers	25	
Journalism training	30 (UNICEF)	
Journalism refreshers	30	
Computer training	25 (UNICEF)	
Health Checkup 6days (KS)	14 16 (UNICEF)	19
Librarians training	1,138 (UNICEF)	
Peer Educator	990 (UNICEF)	
Mixed group workshop	320 (UNICEF)	
Counseling training for APON (APON boys)-3days	--	26
APON boys workshop	--	
APON orientation for Pathagar Supervisor	--	
Communication skill Development 3days (PS)	(UNICEF)	49
Experience Sharing workshop	(UNICEF)	
TOT (trainers training)	(UNICEF)	
RPO workshop (two times)		
AL training (APON)		

Lessons Learnt

We have realized that for strengthening the capacity development process of the staff and teachers, as required in BEP programme, all the training modules should be redesigned. Accordingly, all the training modules have undergone changes and rearrangements during this reporting period. The rearrangement of the training modules is a continuous process, as time and need decides.

Output 3

Materials Development and New Initiatives

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

Output - 3

Materials Development and New Initiatives

Overview

The Education Development Unit (EDU) deals with many different aspects of the BRAC Education Program (BEP). It has evolved in becoming a very important and essential part of BEP and helps and assists the BRAC schools in numerous ways. This unit is comprised of two sub units: Curriculum Development and Illustration & Design. Previously Illustration and Design was an independent unit but in this reporting period, it has been merged with the EDU. The Curriculum and Illustration & Design groups are interlinked and thus it was thought that it would be more effective to merge the two.

Although from June to November, 2002 the New Initiative is discussed under this output, it no longer belongs to EDU. Moreover, the section *Cultural Integration of Ethnic Minorities* retains its place in this output whereas *Formal School* has been shifted to Output-I; School Operation. Pre-primary although started as a New Initiative under EDU has now become a separate unit to address the challenges of expansion.

The Curriculum groups are composed of different subject groups, i.e. Maths, Bangla, English, Social Studies and Science and are developing materials in their respective domains.

EDU works very closely with the Capacity Development Unit, MIS Unit and Field Operations, as it has to get information and constantly remain in touch with the field. This helps to continuously develop, revise and implement materials in the field.

The EDU curriculum group is not only responsible for material development but is also directly involved in the curriculum dissemination process. This group conducts training and workshops with the curriculum practitioners and conducts continuous intensive follow up.

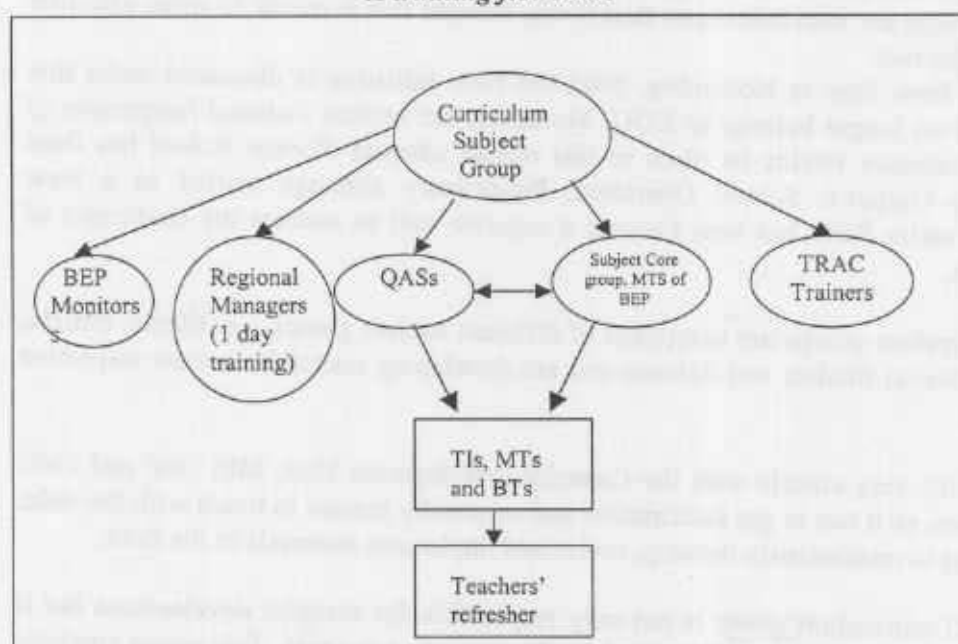
It was decided during this reporting period that in all grades from I-IV, development of workbooks will take place for all subjects and will be used in all NFPE and BEOC schools. Since government books were not available in time, inconvenience was created. Therefore, BRAC decided to develop its own Workbook together with a Teacher's Guide. The Workbook contains text and exercises are incorporated in an innovative way. This gives students a scope for practice as well as evaluation of the learners. These books are relevant, gender sensitive, child friendly and activity based.

Following this, format development of Science and Social Studies Student's Workbooks and Teacher's Guides for grade IV started in June 2002. These will be introduced in May 2003 in the schools. The existing materials for grades I-III are required to be revised, as most of the contents are not reflecting national competencies. Following the IV & V material format, grade I - III materials will be revised and then grade V materials will be developed.

The training activity structure followed in the Curriculum Group

The Curriculum Group is executing its routine responsibilities according to BEP's training structure. The Curriculum Group members are engaged in providing special subject based workshops and training on all developed materials to all QASs and core group MTs. These workshops are disseminated by the QASs together with the core group MTs to other MTs, TIs and BTs. The methods and ideas obtained from the workshops are again shared and disseminated to all the teachers in monthly Teachers' Refreshers. The Curriculum Group will also be providing training and workshop for BEP monitors, TARC trainers and to all the RMs.

A training flowchart



Summary of Training Achievements

During the reporting period of June to November 2002, the Curriculum Group has been providing the following subject based workshops/ training to the QASs and subject core group MTs:

- In Math (grades IV and V), two workshops were held in April and June;
- In English for selected MT training on grades IV & V was conducted;
- In Social Studies (grades I and III) subject-based workshops were provided to core MTs in July;
- In Social Studies (grades IV and V) two workshops was conducted for core MTs in July;
- In Social Studies (grades IV & V) the core group conducted subject-based orientation training on (grades IV & V) for all BRAC primary and community teachers;
- In Science (grades IV & V) the core group conducted subject-based orientation training for all BRAC Formal School and Community School teachers.

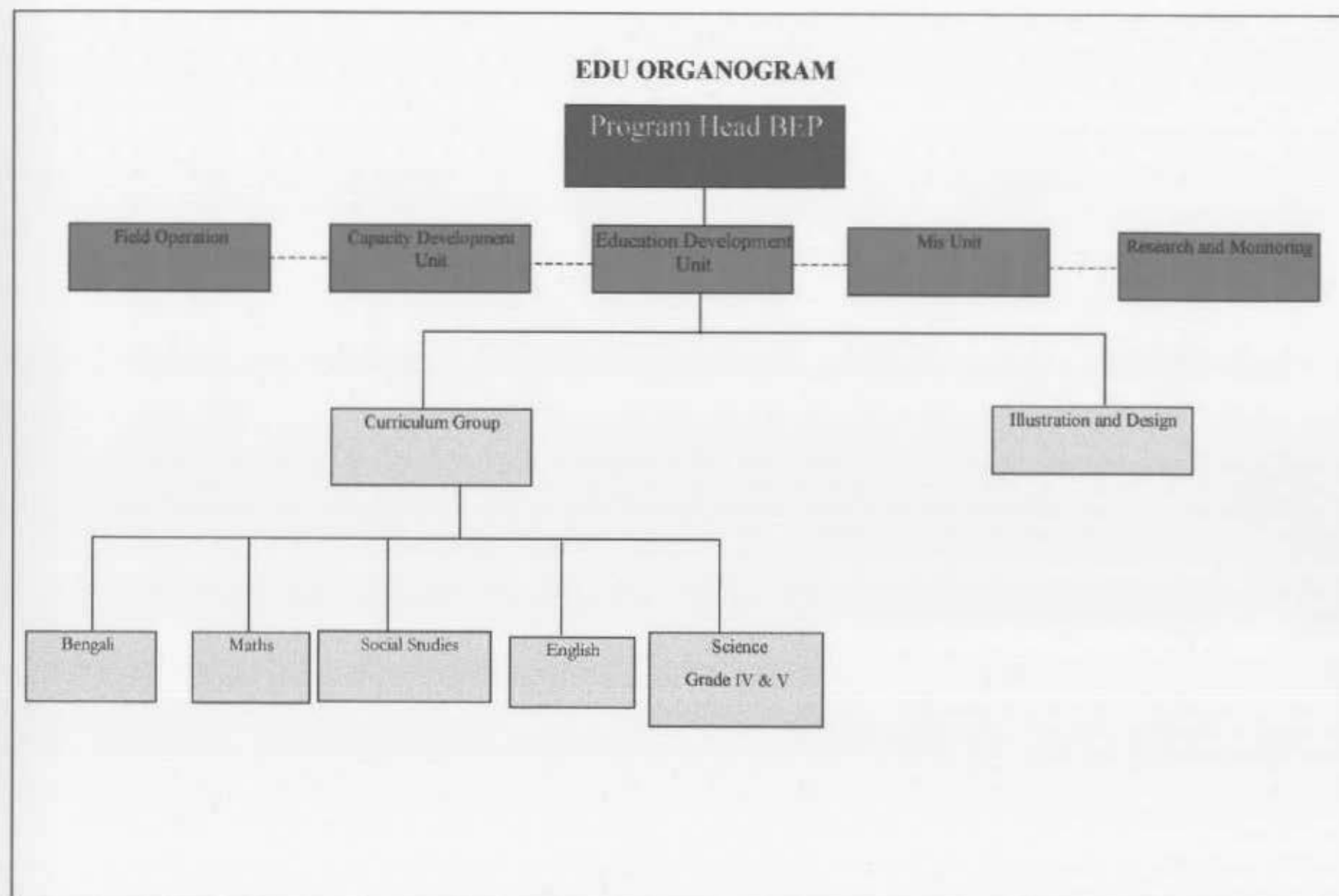
Material Development (Pedagogy Management)

During the time span of June to November 2002 and consistent with the first half of the year, EDU is continuing to focus on Grades IV and V and this will continue until/through this Phase. The projected activities are in accordance with the project proposal for Phase III and according to the 2002 Work plan.

Tabular representation will intervene the narration on the current status of different subjects and staff training when required. It is to highlight the achievements of this reporting period June to November 2002 against June - November 2002 Workplans.

Progress in Mathematics:

<i>Particular</i>	<i>BEP's plan for 2002</i>	<i>Achievements in June to November 2002</i>
Materials Development	Grades I - III Teacher's Guide and Workbook for grade III will be revised and published.	Teacher's Guide and Student's Workbook for grade III incorporating national competencies have been published in May 2002 and right now are in use in all BRAC schools.
	Grade IV Workbook for grade IV will be revised.	Student's Workbook and Teacher's Guide for grade IV incorporating national competencies have been revised and are in the process of publication. These books will be in use in May 2003.
	Grades I-IV Math curriculum and syllabus for grades for I-V will be developed and finalized with the national competency.	Currently Teacher's Guide and Student's Workbook for grade IV are being revised incorporating national competencies. Math curriculum and syllabus for other grades will be revised incorporating national competencies afterwards. According to the decision made in a math workshop with some teachers in October 2001, BEP decided not to develop any supplementary materials for Grade V since it was then decided to use BRAC teachers' guides and student's workbooks in all schools instead of NCTB texts.
Training	Grades IV-V Training on supplementary materials related to grades IV and V will be provided to QASs and selected subject core group MTs.	This has been taken place in the first six months of the year 2002.



	The above training will be disseminated to the MTs, TIs, BTs.	Two special subject based trainings which were held in April and June have been disseminated to all TIs, MTs, and BTs during this period. One other subject based training for grade IV and V has been carried out with TARC Trainers in August.
Achievement Test	Achievement test will take place for grades IV-V.	The achievement test for grade V was conducted in some schools. For this purpose the group took oral tests for students. The feedback of these tests will help the group to revise the workbook of grade V in the next year.

Material Development for Grades I – III Mathematics

This reporting period observes the completion and publication of both the Teacher's Guide and Students' Workbook for grade III incorporating national competencies. These books are used in all BRAC schools invariably. The subject core groups together with the QASs, MTs and teachers regularly follow-up the teaching-learning outcome.

Material Development for Grades IV and V Mathematics

The Students' Workbook and Teacher's Guide for grade IV, incorporating government competencies are revised and in the process of publication. The Math group members in their meeting with QASs, MTs, TIs, POs and teachers have collected feedback in order to improve these books. The Workbook contains a detailed illustration and is bigger than the previous Workbook since it requires space for solving problems. The Workbook uses four colours, contents are based on the national competencies, and it is child friendly. Hence it is hoped that positive response from both the teachers and the students will be received.

Training for Staff and Teachers

Two special subject-based trainings which were held in the months of April and June have been disseminated to all TIs, MTs and BTs during this period. One special subject-based training for grades IV and V has been carried out with TARC trainers in August. The training has been disseminated to all staff.

Achievement Test for Grade V

The achievement test for grade V was conducted in some schools. To meet the objective an oral test was given to the students. Ten questions were there for the students to answer (on the important contents such as: L. C. M., geometry, percentage, profit/loss, fraction etc.). The average result was good as 80% of the students got full

marks. It is hoped that in the light of the feedback of these texts, the Maths group will be able to revise the grade V Workbook more constructively in the next year.

Progress in English

Particular	BEP's plan for 2002	Achievements in June to November 2002
Materials Development	<i>Grades I-III</i> A students' Practice Book (Workbook) will be developed for Grade III.	Grade III workbook completed. Awaiting illustration, editing, printing and publishing.
	Teachers' Guide for Grade III will be revised and improved according to the format developed for Grades IV and V.	Grade III teacher's guide completed. Awaiting illustration, editing, printing and publishing. Both the books will be in use in May 2003.
	<i>Grades IV-V</i> Piloting of a Grade IV Teacher's guide and Students' workbook in the Mymensingh region and all formal schools.	Pilot continuing.
	A Teacher's Aid and students' book for Grade IV to be finalised finalized.	Currently in use in schools.
	English curriculum and syllabus for Grades I-V will be developed and finalized.	The updated Government competencies have been received, these are forming the basis for current material development.
Training	Training / workshop will be given to QASs and selected MTs on supplementary materials related to grade IV and V. In turn they will disseminate this training to other staff and teachers.	Selected MTs training was conducted but QASs training couldn't be carried out since they were involved in self development English training.
	Workshop will be conducted with newly selected core-group members.	PMC2 training was observed and as a result modules covering all Grades and all staff levels (including training of trainers) are currently being finalized.
	Special training for the textbook "English for Tomorrow" given to Grade	One workshop was conducted in July for the English core group MTs on grade IV

Particular	BEP's plan for 2002	Achievements in June to November 2002
	IV teachers and staff at NFPE and Formal schools.	and V teacher's guide and student's workbook. In August 2002 refreshers training has been provided in pilot region.

Material Development for Grades I – III English

To impart quality in a three-month English teaching and learning environment for Grade I, a Workbook has been developed. As of the reporting period, it was still awaiting illustration, editing, printing and publication. The grade I Teacher's Guide has been formalized and extended to three months teaching. Guidance on the use of the A-Z chart and the alphabet cards has been written. Both the books will be in use in schools from June 2003.

The grade II Teacher's Guide and Workbook have been revised, developed and field-tested. It is to be finalized in May 2003. This followed detailed discussion during training with QASs earlier this year. This book no longer uses Bengali sounds as a basis for teacher's English reading pronunciation.

Material Development for Grades IV and V English

The new BRAC grade IV text-come Workbook and Teacher's Guide piloting (English for Tomorrow) is continuing in the Mymensingh region.

The revised grade IV Practice Book and Teacher's Guide are now in use in all NFPE and BEOC schools. It is expected that by March 2003 the development process of grade V will start.

Training for Staff and Teachers

A workshop was conducted in July at TARC (which one?) with the English group MTs on grades IV and V Teacher's Book and Student's Book. PMC2 training was conducted and as a result, a module covering all grades and all staff levels (including training of trainers) are currently being finalized. The training focused on the four communicative skills of language: reading, writing, speaking and listening.

Progress in Social Studies

Particular	BEP's plan for 2002	Achievements in June to November 2002
Materials Development	Grades I-III for urban and rural Workbook and textbook of grade I will be revised on the basis of the new syllabus	This has not taken place due to change of plan and staff recruitment.

Particular	BEP's plan for 2002	Achievements in June to November 2002
	<p>Social Studies curriculum and syllabus for Grades I-III will be developed and finalized.</p> <p>Chapter-wise exercise will be prepared for Grade III.</p> <p>A series of books related to value education have already been developed by ADP and are in use in the field. Alongside, in materials of social studies grade I to III and Ethnic minority these are also addressed.</p>	<p>Students workbook and teacher's guide for grade II are in the process of development which will be based on national competencies.</p> <p>Social studies curriculum and syllabus for grades I-III are being incorporated in the existing materials.</p> <p>Grade III curriculum will be revised later next year.</p> <p>Materials on value education and ethnic minorities are in the process of being added in the revised grade II text and will be continuing to do the same for grades I & III.</p>
Training	Training will be given to selected MTs on supplementary materials for Grade I-III. They will disseminate this training to other staff and teachers.	Subject based workshop was provided to core MTs in June.
	<p>Grades IV-V Social Studies curriculum and syllabus for Grades I-V will be developed and finalized.</p> <p>Supplementary materials for Grade V will be finalized.</p>	<p>Social Studies curriculum and syllabus for all grades is under the process of development but not yet finalized according to the NCTB prescribed competencies. Still many of the contents of the pre-conceived syllabus have been reflected in the developed materials.</p> <p>This will not take place in this year since the social studies groups members are currently working on developing teacher's guides and students' workbook for grade IV.</p>
Training	Grades IV-V Training will be given to QASs and selected MTs on supplementary materials for Grades IV & V. They will disseminate this training to other staff and teachers.	Subject based workshops were provided to core MTs in July. QASs workshop was not held during this period since they were busy with English self

Particular	BEP's plan for 2002	Achievements in June to November 2002
		<p>development training.</p> <p>The group conducted subject based orientation training on Grade IV & V for all BRAC primary school teachers.</p> <p>The group conducted subject – based orientation training on Grades IV & V for BRAC community schools.</p> <p>A subject based training module for the package Pedagogy Management Course II (PMC2) for staff was developed.</p>

Working Towards Quality in Grades I-III Social Studies

The Students' Workbook and Teacher's Guide for grade II are in the process of development and will be incorporating national competencies. The Social Studies curriculum and syllabus for all grades are in the process of development which will incorporate national competencies. Materials on value education and Ethnic minorities are in the process of being added to the revised grade II Workbooks. Grade I curriculum will be revised in the year 2003.

To mention in this connection, a draft syllabus has been chalked out. Accordingly, content is being incorporated into the existing material. All Teacher's Guides and Student's books have texts with exercises. The revised Workbook and Teachers' Guide for grade II are undergoing development but progress of the revised Workbook for grade I has not yet been started. It is hoped that it will start in July 2003.

Material Development for Grades IV and V Social Studies

The material development for the Teacher's Guide and Students' Workbook for Grade IV is on the verge of completion. Subject members are collecting feedback frequently and based on their findings, they are correcting and developing materials.

Regarding grade V supplementary materials, neither the Workbook nor the Teacher's Guide have yet been started. However, it is anticipated that it will start in the months of March and April 2003.

Government text was being used in grades IV and V. Nevertheless, many of the government competencies are not reflected in the textbooks and they are overloaded and complicated with unnecessary concepts. In addition, since the texts have no Students' Workbook and Teacher's Guides, they appear to be difficult not only for the teachers to teach but also for the students to learn. Such a condition necessitated the development of grade IV supplementary materials.

The distinctiveness of the grade IV Students' Workbook and Teacher's Guide is that it is in simplified language. Additionally, there is proper incorporation of the government competencies, exercises are patterned innovatively and creatively and thus contribute to facilitating the teaching-learning process.

Achievements Other Than Planned

Workshops with teachers and staff of the Community Schools have been conducted in Barisal TARC region to determine teaching in grades IV and V. The government textbook is used in these schools. A workshop was organized for Formal School teachers and staff regarding the government grade V book and introducing a new Teacher's Guide and Workbook for grade IV.

Training / Workshops for grades IV & V

Subject-based workshops were provided to core MTs in July. The group conducted subject-based orientation training on grades IV & V for all BRAC primary and Community School teachers.

A QAS workshop was not held since they were busy with English self development training.

Progress in Science

Particular	BEP's plan for 2002	Achievements in June to November 2002
Materials Development	<p><i>Grades IV-V</i> Science curriculum and syllabus for Grades I-V will be developed and finalized.</p> <p>Supplementary materials for Grade V will be finalized.</p>	<p>Science curriculum and syllabus for all grades is under the process of development but not yet finalized according to the NCTB prescribed competencies</p> <p>This will not take place in this year since the science group members are currently working on developing teacher's guide and students' workbook for grade IV.</p>
Training	<p><i>Grades IV-V</i> Training will be given to QASs and selected MTs on supplementary materials for Grades IV & V. They will disseminate this training to other staff and teachers.</p>	<p>QASs did not attend the workshop since they were busy with English self development training.</p>

		<p>A subject based training module for the package Pedagogy Management Course II (PMC2) for staff was developed.</p> <p>The group conducted subject based orientation training on Grade IV & V for all BRAC formal primary school teachers.</p> <p>The group conducted subject-based orientation training on grades IV & V for BRAC Community School teachers.</p>
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Material Development for Grades IV & V Science

The Science curriculum and syllabus for grades IV & V are being finalized in terms of the grade-wise achievable competencies prescribed by NCTB. This syllabus is being incorporated in the recently developed Teacher's Guide and Students' Workbooks for grade IV.

Trainings / Workshops

A subject-based training module for the package Pedagogy Management Course II (PMC2) for staff was developed. The core group conducted the orientation training of TARC training for the subject. The core group also followed up the subject training in PMC2. The team conducted subject-based orientation training for grades IV and V for all BRAC formal primary school teachers. The team conducted subject-based orientation training for grades IV and V for all BRAC Community School teachers.

The team observed several classrooms to understand the context of teaching-learning activities. The classroom observation and discussion revealed that grade IV students are poorly prepared to cater the level standard. It was found out that in the NCTB textbook, government competencies have not been properly reflected as many concepts are missed and some are redundant. Moreover, it was observed that the tendency of students' learning is rote memorization instead of acquiring scientific literacy.

Such a condition necessitated the development of a grade IV Students' Workbook and Teacher's Guide.

The Class IV Students' Workbook and Teacher's Guide contain text and are competency-based. The objectives of these supplementary materials are to encourage effective learning, to help the learner understand their contextual concepts, to develop values for environment protection, to acquire life skills and to apply their learning in a novel situation.

Science supplementary materials have followed the same format as the Social Studies. Information was collected to develop a Teacher's Guide and Students' Workbook incorporating grade-wise achievable competencies of NCTB. A program study and

articulation of concepts was designed according to the competencies. After developing a couple of chapters, opinions and views were shared with the MT core group from different regions in a workshop held in May. The fruitful debate and discussion resulted in the production of a total framework for the grade IV Workbook. Throughout this reporting period, all chapters were field tested within a team of a region. The main focus of this was to validate the articulation of the content, receive feedback from learners, teachers and supervisory staff in terms of *space, time, teacher intervention in solving activities, following instructions and enjoyment in learning the subject matter*. Almost all the chapters are being finalized. A few chapters are awaiting publication since illustration and desktop publication (DTP) works have yet to be finished.

Progress in Bengali

Particular	BEP's plan for January to December 2002	Achievement during June to November 2002
Materials Development	Grades I-V Bengali curriculum and syllabus for Grades I-V will be developed and finalized.	Bengali curriculum and syllabus for Grades IV and V have been incorporated in the developed supplementary materials.
	Grades IV-V Grade IV teacher's guide is finalised and is in the process of publication. Grade V teachers' guide is in the process of development	Teacher's guide for grade IV has been published and is being used in schools of all regions. Teacher's guide for grade V is going to be published.
Training	Grades IV-V Training on supplementary materials related to grades IV and V will be provided to QASs and selected subject core group MTs. They will disseminate these training to other staff and teachers.	The training has been conducted in the last progress period. Special subject based training on grades IV and V has been provided to TARC trainers in August. The training have been disseminated to all TIs, MTs and BTs in all regions.

Texts & Materials for Grades I to V Bengali

The development of a grade I Bengali Storybook is being finalized. A grade II story book is going to be published. Grade III story books have been published.

The core group Members in a meeting with core group MTs, TIs and teachers have finalized the stories based on feedback. These storybooks have been made to be interesting by adding exercises with text. The exercises include activities like solving puzzles, drawing and colouring.

Teacher's Guide for grade IV has been published and used in all region's schools. Teacher's Guide for grade V has been completed but is currently awaiting publication.

The regular follow up activities are going on. From the subject group members' (QASs, MTs, TIs) feedback, it is realized that the Guidebook has proven to be successful in facilitating a teaching-learning environment.

Training

Special subject-based training for grades IV & V was provided to TARC trainers in August. They have disseminated this training to others; new staff and teachers in all regions.

Notable Innovations within the Curriculum Group

In this reporting period a decision has been taken that from grades I to V, all the BRAC books will be developed for all subjects and will be used in all the NFPE and BEOC schools. Since government books were not available in time, BRAC decided to develop their own Workbook-cum text along with the Teacher's Guide.

Regarding staff transference actions, one Bengali group staff has been transferred from the field to the Head Office. This person is qualified in education and from the Bengali core group one staff.

Illustration

The Illustration and Design Unit was launched more than a year back as a separate unit. This relatively new unit has now merged within EDU to meet the necessary requirements. There are three members in this unit. One of them is an artist who draws pictures, another is both an artist and a computer illustrator and the third member is a computer illustrator.

The Illustration and Design Unit is comprised of the following tasks:

- All EDU work which include all material development related works;
- Cover page designing for all developed materials;
- Computer graphics for all developed materials.

Apart from these, all other BEP related work, such as cover page designing for Progress reports, proposals, Workplans and APON materials constitute the illustration activities.

Achievements against this reporting period June to November 2002 are as follows:

APON's 10 storybooks for Boys have been undergoing the illustration process. The names of the books with the respective English meanings are as follows:

1. Amra boro Hochi (We are growing up)
2. Dadir Shawkhe Bia (Wedding at the whim of grandmother)
3. Jautuk noy Kaj (Not the dowry but work)
4. Nesha (Addiction)
5. Manusher Marjada (The dignity of human being)
6. Uttarahikar Ain (Inheritance law)
7. Nirjatan (Torture)
8. Shukher Poribar (Happy family)
9. Adhikar (The Right)
10. Shantras (Terrorism)

All the APON storybooks are bi-colour. Besides the APON storybooks, other reading materials are as follows:

- Galper Zhuri a multi color storybook for grade I;
- Majar Majar Galpa a bi-color storybook for grade II;
- Amar Prio Galpa a bi-color storybook for grade III;
- Amar Boi one color Teacher's Guidebook for grade V;
- A four color science workbook for grade IV is undergoing illustration;
- Ganit Shikhi is a four color grade IV Workbook.

Lessons Learnt

It has been learnt during this reporting period that since the NCTB text did not reflect the government competencies properly, new learning materials should be developed incorporating all the terminal competencies. The materials should be written in simple and lucid language. They should be relevant, gender sensitive, activity-based, teacher and child friendly and they should captivate children's minds with interesting, enjoyable and effective teaching. Moreover, because NCTB texts, used in Grades IV and V often are not available on time, it would be practical to insert part of the texts in the EDU produced Workbooks.

It has also been perceived that the curriculum and the syllabus needed to be revised and redesigned as it should reach the children so that cognition and acquisition of knowledge is attained.

Quite a few staff with educational backgrounds have been recruited for EDU to strengthen the capacity of the curriculum group.

New Initiative

In an effort to better the prevailing situation and to strengthen the GoB's objective to achieve its EFA goals by 2015, BRAC began its interest in indigenous education in 1999. Since this time, BRAC has enrolled indigenous students in its NFPE schools in different regions of the country. Also, it made a concentrated effort to cater to the specific needs of the children by developing special materials, raising awareness of the issues both internally and externally, hiring a group of teachers and support staff of indigenous backgrounds, undertaking research studies on the suitability of its interventions, and making linkages with other NGOs working with indigenous populations. In order to step up the pace of results, the number of indigenous schools, students and teachers has been increased in recent months. This is a new initiative under Phase-III. Previously this initiative was placed under EDU. However, as part of BEP's philosophy to give more focus to these areas, a new unit called 'Equity in Education' unit was formed in November 2002.

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

BRAC's Current EIC (Education for Indigenous Children) Program

At present, BRAC's Education Program (BEP) runs 34,000 non-formal primary schools. There are approximately 7,612 indigenous students studying in 628 of these schools, where either 100% of the students are of indigenous background, or where there is a mix of indigenous and mainstream Bengali children. Of the 40 regions covered by BEP, 16 include schools with indigenous children.

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

Materials Development: Children from indigenous backgrounds were invited to two creative writing workshops. Stories written by these students were collected in order to understand the ideas, feelings, interests, cultures and lives of children from indigenous origin and to increase their self-esteem. These stories will be published and shared in all BRAC schools.

Training/Workshops: The primary objectives of training were to improve the quality of teaching-learning methods and to familiarize and sensitize the mainstream teachers to the cultures and traditions of indigenous students. BRAC has already conducted 4 workshops with Teams-in-Charge, Program Organizers, and trainers at Sreemongol and Savar training centers to create awareness of indigenous issues.

Advocacy/Linkage Building: Early on, BRAC organized an ideas-sharing workshop with NGO leaders from indigenous backgrounds. This information has been circulated and added to. Sharing ideas on the common misconceptions that prevail in mainstream Bengali society about indigenous people is crucial. Designing future advocacy strategies is an ongoing process. In addition, to promote the indigenous people BRAC has already networked with the following NGOs currently working with indigenous groups across the country: CARITAS, Koinonia (a project of the national Christian Fellowship of Bangladesh), Proshika, and Oxfam. BRAC staff has also interacted with NGOs such as Greenhill, CARE and the Integrated Development Foundation in the remote area of Rangamati.

Monitoring, Research and Evaluation: Continuous development and evaluation of the monitoring system for indigenous schools is necessary. BRAC is promoting comparative studies on the quality of indigenous schools and mainstream schools with a particular focus on language and cultural issues. A recent BRAC Research and Evaluation Division intern research paper on ethnic minorities and education in Bangladesh provides preliminary documentation that the need for further research and education for this group of people is much needed and will be essential in formulating effective policies. In addition, a recent BRAC BEP intern/independent researcher carried out a doctoral level study on teacher training which will incorporate BRAC's work-to-date on developing an indigenous teacher training model. BRAC monitoring department was requested to compare achievement levels of learners. The data was disaggregated by gender and ethnicity. The report indicated that there was no difference in the achievement levels between both groups.

The achievements of this reporting period June to November 2002 against January to December 2002 Work Plans

<i>Particulars</i>	<i>Planned activities</i>	<i>Achievements During June - November 2002</i>
Ethnic Minority	A workshop to be held with TIC, PO and Teachers to create awareness and increase number of schools.	It has already been done in the previous reporting Period.
	To increase awareness and options sharing to preserve cultural heritage and to reduce discrimination	Done
	4 BT training to be held	Done
	Cluster wise meeting will be held with QMs, RMs and staff.	5 cluster meetings have been held with RMs, QASs, and staff at

<i>Particulars</i>	<i>Planned activities</i>	<i>Achievements During June – November 2002</i>
		Chittagong, Sylhet and Sreemongal.
	<p>Effort through the stipend programme for the ethnic minority students of Secondary Schools who want to continue their studies.</p> <p>Effort will be made to raise awareness among the field staff to provide children of ethnic minorities' more access to education.</p> <p>Initiative will be taken to deploy more staff from ethnic minority background.</p> <p>Linkage with HRD to Promote recruitment facilities for the staff of ethnic minorities.</p>	<p>1805 (39%) students from Ethnic Minority background have received stipend.</p> <p>Workshops have been held to raise awareness among POs, RMs, TIs and RTs at HO, Natore, Joypurhat, Chittagong and Sreemongol</p> <p>65 staff from ethnic minority background have been recruited.</p> <p>HRD has taken necessary steps to promote recruitment facilities for ethnic minority staff. In this respect educational qualifications and age limitations have been kept flexible for minority candidates to encourage their participation.</p>

Other than the proposed works of the BEP Workplan, additional activities have taken place during this reporting period. These are as follows:

- Through advocacy, a BRAC local representative from every Upazila and district office represented BRAC's EIC (Education for Indigenous Children) at 12 TARCs.
- Advocacy with ethnic elite for needs-assessment of schools and Reading Centers at the Head Office.
- A teacher development workshop was conducted by expert teachers of ethnic minority backgrounds at Savar TARC.
- Focus group discussion was held at Kaptai with teachers, adolescents boys and girls and older community members.
- A workshop called Development of Bilingual Language was conducted by Institute of Summer Linguistics for BRAC staff as part of the EIC Initiative.

Moreover, during this reporting period a proposal was prepared for Indigenous children education. It was submitted by BRAC to the Canadian International Development Agency (CIDA) for additional funding for BRAC Non-Formal Primary Education Project Phase III. Specifically, the additional funds would be used for expanding the NFPE's current experimental program for educating indigenous children (EIC) in primary as well as post-primary basic education.

BRAC's Pre-Primary Initiative:

BRAC launched its pre-primary school programme in 1997, which it still executes successfully but on a small scale. Pre-Primary class has been one of BEP's most interesting interventions. Positive results from the pilot phase encouraged BEP to expand to 2,279 pre-primary classes with an enrollment of 64,534 learners (As of November 2002). This class has been established for up to 25-30 young learners, 60% of whom must be girls, aged 5-6 years old. The Pre-Primary curriculum emphasizes pedagogy of play to prepare students to be able to read and write Bengali alphabet and numbers and to count and manipulate numbers through games. The programme lasts a full 12 months and is led by two Kishory (adolescent) teachers, with an average age of 15 years. BRAC provides these pre-primary teachers training before the school year starts. In addition, each teacher receives a guidebook with detailed instructions for the preparation and conduct classroom activities.

Although this is a new initiative and was under the EDU, it is now being managed by a separate unit- Pre-primary Unit- which was formed in November 2002. Moreover, as of late, there has been discussion with DGIS and it has agreed to finance 4,000 Pre-primary schools from the year 2003. It is primarily for the expansion of the pre-primary schools that a separate unit was formed with an extended management structure. The following sections have been proposed in the expansion of Pre-Primary initiative under DGIS financing (The financing is outside DC).

It needs to be mentioned that, Pre-Primary schools operating in PRIME areas and the Pre-Primary school initiative to be expanded in 2003 under DGIS financing follow the same model.

Conceptual approach

The context of pre-primary education in Bangladesh traces officially to 1952 when the Akram Khan report prescribed that "There should be certain place for pre-primary education in this country's education system, and this sector should be gradually developed through proper planning."¹ After, all education commissions of the country also gave priority to pre-primary education. But the first true initiative did not occur until

¹ Government of Pakistan, Education Commission Report, Ministry of Education, 1952.

1987-88² when UNICEF established a group of experimental pre-schools in 'Valuka' of Mymensing District for which they also developed a pre-primary curriculum and materials. The materials were "student-friendly" and effective for young learners, but this project could not run smoothly for the community could not utilize their fund properly. The Government first decided officially to establish a pre-primary education programme in 1999. In very few schools a new grade was formed, named '*Choto one*,' meaning "small one." NCTB (National Text Book and Curriculum Board) supported this initiative by developing materials for use in the classrooms, in particular a colorful, picture-filled book called '*Dekhashona*.' In the non-formal education sector, DNFE (Directorate of Non-Formal Education) has taken the first initiative to run a pre-primary education initiative under its Integrated Non formal Education Programme.

As William Fowler (1980) has written, "Children do not learn by chance; they develop according to the practice of the world in which they live³." The world into which a child is born is an informal organization, comprised mainly of her/his family. The transition to the formal organization of the school, subjects the child to unfamiliar, challenging and sometimes conflictive expectations and conditions. This situation pertains equally to the social aspects – students confined to a single classroom, and even seat, for hours under the direction of a single adult – as to the cognitive and academic requirements for successful performance. The shock of this situation is especially severe for the common rural Bangladeshi child who has no pre-literacy opportunities and little to no experience with formal institutions. Research shows that in Bangladesh children from disadvantaged social classes are characterized by a 'lack of vocabulary,'⁴ poor verbal skills and undeveloped concepts of numbers and quantitative relations. As a result, these children tend to be penalized as they begin their school experience as the formal education system assumes (at least implicitly, but still strongly) that children arrive with at least a basic notion of the printed word and numbers. So, many of these children don't continue even the first year of school. For those who do continue the deficits they experience in mastering their lessons in the first year, as they become familiar with the social and academic conditions of the school tend to accumulate over subsequent years. This leaves the child further and further behind in her/his studies, exacerbating the system's problems with repetition and failures.

As is evident from this analysis, rural children especially need a 'bridge' for smooth transition from home to school. Where the child's family is unable to ensure such a bridge, whether due to limited resources, knowledge or even time, a formal pre-primary education is a great option. With trained instructors and basic materials, this experience provides the child both an effective socialization to the classroom environment and a

² Abu Hamid Latif, *Bangladesher Upanusthanik Shiksha*, Self, 2001.

³ William Fowler, *Infant and Childcare: A Guide to Education in Group Setting*, Allyn & Bacon, 1980.

⁴ Abu Hamid Latif, *Upanusthanik O Smaj Siksha*, Bangla Academy, 1988.

crucial orientation to the affective and cognitive skills that will be necessary for a print and number-based education. More specifically, the following list presents the main objectives of the proposed pre-primary education initiative:

- ❑ create opportunities for a child to discover the world beyond her/his family;
- ❑ stimulate the child's excitement towards school and learning;
- ❑ accelerate the physical, emotional, social and cognitive development of a child to be ready for a classroom-based instructional experience;
- ❑ prepare a child for learning to read and write by providing pre-literacy skills;
- ❑ introduce quantitative concepts and number signs to the child; and
- ❑ create institutional structures – with qualified personnel, appropriate materials, suitable support structures – to deliver an effective, low-cost pre-primary education programme that can be adopted by schools or communities across the country.

More broadly, the introduction of pre-primary instruction will afford a chance to share basic cognitive development knowledge, skills and even materials more widely for mothers and fathers to apply with their infants and toddlers. Further, within the context of rural and poor communities of Bangladesh, the creation of pre-primary education programmes offers a new category of employment for educated adolescents and young adults, particularly females. Indeed, the aim of greater women's empowerment is a secondary aim of the proposed initiative, with adolescent women playing a key role in project implementation as teachers and supervisors. The main reasons to involve adolescent women are:

- ❑ encourage participation of adolescent women in the workforce;
- ❑ promote child-to-child activities through adolescent teachers;
- ❑ delay marriage for adolescent women by providing them with livelihood opportunities; and
- ❑ provide opportunities to adolescent women for vertical professional mobility.

Therefore, the proposed project will seek opportunity to adolescent women as potential leaders of their communities. The project will develop an infrastructure of adolescent women as teachers/supervisors. Education and empowerment will be encouraged in order to initiate the process of promoting women leaders in the society.

General Strategy

It is suggested that Pre-Primary School should be opened within the catchment area of formal schools. Moreover, there are some changes in the strategy:

- Open Pre-Primary in GoB primary School catchment areas;
- Formulate a policy where children of Pre-Primary will only transfer to GoB primary ;

- Institutionalize the linkage with the GoB primary through SMC (SMC members have to be from GoB primary schools);
- Interact closely with GoB through workshops and personal contact.

This Pre-Primary School project is the model with innovative operational elements such as Kishori Supervisors (part time and full time), Regional Sector Specialists (Pre-Primary). As indicated above, the purpose of the proposed BRAC project is not simply to proliferate the model to **4,000** more schools and communities. Rather, it is perhaps even more so to demonstrate the model's value, relevance and suitability for adoption by government and NGO partners strengthening retention in GoB run Primary Schools.

The specific operational elements of the proposed pre-primary schools initiative (under the proposed DGIS financing) are as follows:

Target area and population: The project will have a national scope, targeting regions of the country where BRAC has activities. A key criterion in site selection will be the existence of a government primary school with which the pre-school activity can link up formally. The project will be extending to other regions based on demand from individual government schools. A total of **4,000** schools will be operating each year under this project. These 4,000 schools will not be open in 30 Upazilas where PRIME is working. In the next page map shows the Prime and Pre-Primary areas. BRAC agents and partners will announce the initiative, with participation guidelines, to schools, their community structures and primary education officials nationwide to invite from them an expression of interest to participate. However the geographical concentration of the target region will be identified before the project implementation through a need-assessment survey (using house-hold survey approach). In all cases, however, the focus of efforts will be on poor and under-served populations.

Adolescent Teacher: The project will recruit for each pre-school two adolescent women who have completed their formal schooling up to at least Grade VIII. Both teachers should come from the community. Serving as a teacher will both provide a valuable employment opportunity to the young women and offer an opportunity for their own professional development. Teachers' incentive schemes will be provided for them to appear for the Secondary School Certificate (Completion of 10 years of schooling) and Higher Secondary Certificate (Completion of 12 years of schooling) examinations. It should be mentioned that teachers with exceptional leadership ability would be encouraged to become teacher trainers. Teachers will be encouraged to become supervisors after qualifying the SSC successfully.

Teacher Training: The project will provide both initial and monthly refresher training to the teachers, which will include opportunities for the pre-school teachers to interact among themselves to reflect upon and improve their practice. Before a teacher begins her pre-school teaching career, she will receive from the project 6 days of orientation and

training on basic child development, pre-primary teaching methodology and other academic and classroom management matters. At different intervals during and after the academic year, the project will provide additional training opportunities, focusing especially on topics that emerge from teachers' self-assessment through the facilitated reflection activities

Curriculum: The pre-school program will emphasize pedagogy *of play* to prepare students to be able to read and write the Bengali alphabet and numbers and to count and manipulate numbers through games by the time they enter the first grade. The students will also learn to read and write simple words and develop a love of books and learning. Their vocabulary will be extended to include the days of the week, months and a wide variety of nouns, through picture books. Children will become familiar with the tools of learning – pencils, chalk, crayons, paper, slates, books, and more broadly with the formal skills of learning from a teacher, in a group and individually. Finally, students will learn the basics of hygiene, their environments, health and nutrition, and other personal, family and community-related knowledge, skills and attitudes.

Materials: The project will provide books for Maths, Bangla and Science to each teacher and student that has been designed specifically for use in BRAC pre-primary schools. Slates and other materials will also be provided to each student. All the teachers will receive a guidebook to assist classroom teaching. This will provide detailed activity instructions in addition to strategies for creating and using local resources to augment classroom-learning materials. Teachers will also receive interesting storybooks to share with the class, specially developed to support BRAC pre-primary curriculum.

Local Participation: The Bangladesh Education Commission Report of the Government of Bangladesh declared in 1974 that, "Considering local need in primary schools, pre-primary classes could be established with financial and managerial help of the local community." BRAC embraces this policy and will apply it in the proposed project, as it has successfully done in its broader education programmes. Financially, the project will expect local communities to contribute at least 7.96 % of the total costs of operating its pre-primary school with cash contributions. In addition, following experience from a highly successful BRAC participatory model, the local community will play an active, decisive role in the supervision of the pre-primary class programme primarily by involving parents in the management of the schools. Further the priority will be given to the community to participate through a household survey with children from 0-14 years old. The survey obtained information not only the children but also on the financial situation of the parents. It is also hoped that the information will be useful in the future, for example, in helping the formal system to identify drop out children.

School Management Committee: To run Pre-Primary School properly there is a 5 member School Management Committee in every school.

Compositions of SMC of Pre-Primary are as follows:

- 1 Head Teacher (H/she is also the member of the SMC of GoB run primary school)
- 2 guardians (mother)
- Philanthropist from the community.

The functions of the School Management Committee are as follows:

- To arrange and preside over active parents meetings
- To ensure teachers attendance in school
- To ensure the poor pupils receive waiver from the material fee
- To ensure school timing
- To ensure the total welfare of the school
- To ensure the transfer of all children to the Govt primary schools.

On the other hand an agreement should be signed between BRAC and respective formal primary school. The resolutions of the agreement are as follows:

- Priority should be given to the pre-primary children to get admission into the respective formal primary schools.
- Pre-Primary children are not allowed to get admission into BRAC NFPE schools.
- After the children's completion of Pre-Primary school if interested can get them admitted in any other primary school.
- Pre-Primary children could be enrolled in any formal primary school within the catchment area nearby.
- Certified Pre-Primary children should be allowed for enrolment in the formal primary schools.

Supervision

BRAC's education programme benefits from close supervision. To supervise the pre-primary schools, the project will appoint one BRAC graduate who has passed the SSC. The *Kishory (adolescent) Supervisors* will be appointed as project staff in two supervisory levels. In grass-root level the part-time *Kishory Supervisors* will be appointed and will be assigned to pre-school at a ratio of one supervisor to 6-8 pre-school classrooms. The full time adolescent supervisors will be responsible for the pre-primary school of the whole team area⁵. It may be mentioned in this context that adolescent supervisors will be provided with incentives to delay their marriage and to continue with

⁵ Team area is grass-root level of the BRAC programme implementation structure.

their education up to higher secondary. The entire employment scheme will be designed to encourage adolescent women to study and work part time. They will receive additional leave for examinations. Training related to leadership and value education will be provided in order to create a cadre of women social leaders in the communities. In turn, these supervisors will be administered and supported by a BRAC Regional Sector Specialists with several years experience in BRAC education programme and will receive regular technical support from BEP management. They will also be principal beneficiaries of any training provided through the project by outside experts and will serve as outreach agents of the project.

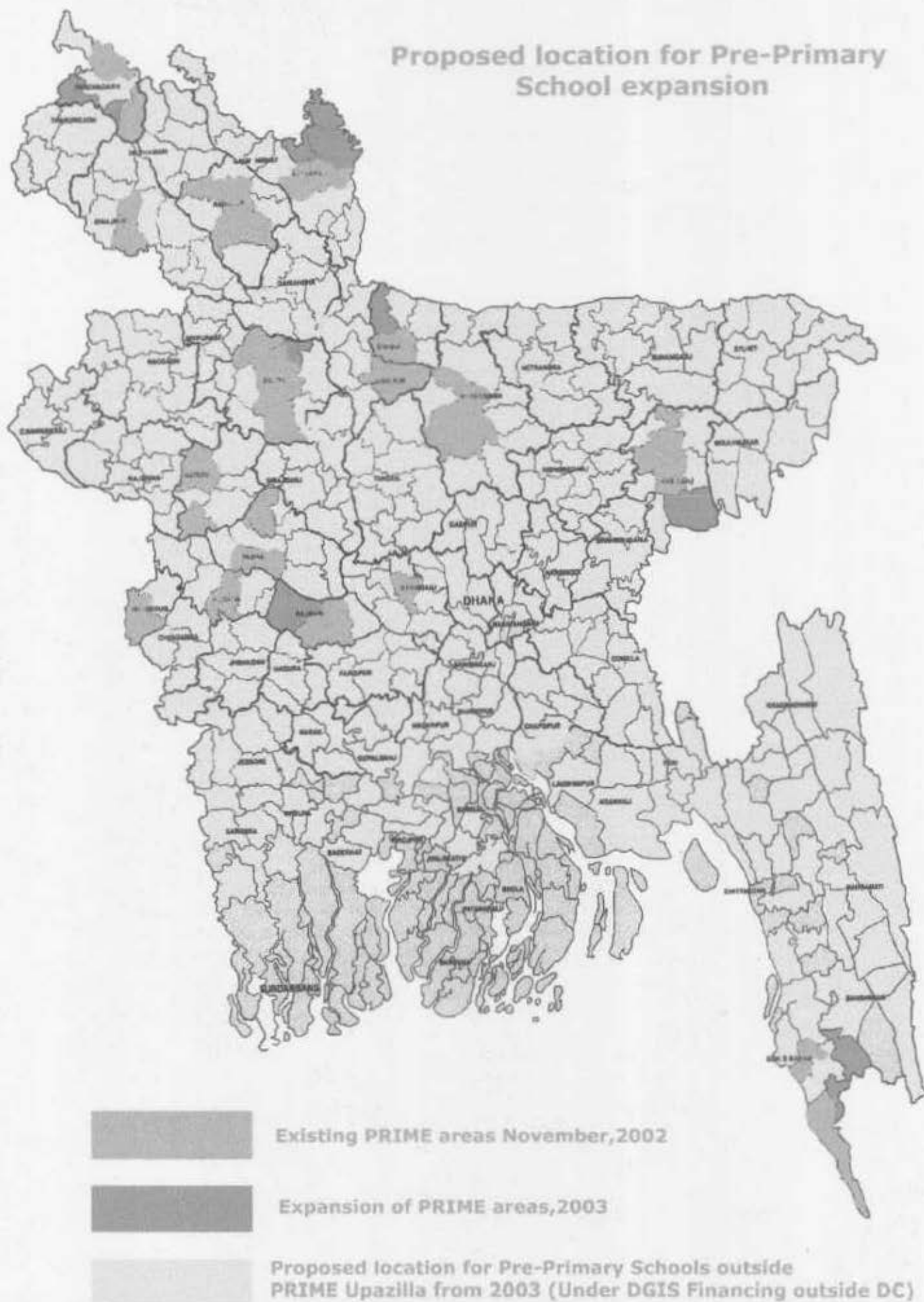
The success story of Kishory supervisor initiative has taken in Adolescent Peer Organized Network (APON) of the BRAC Education programme. "The programme has developed around 600 adolescent supervisors for reading Centers on a pilot basis. One is in charge of 08 reading centers on an average. They supervise attendance, group discussion etc. They receive a loan for purchasing a bicycle. They ride bicycles while they visit any of their reading centers under their jurisdiction. They repay their bicycle loan from their own wages. Now they are confident and enthusiastic to study further."

Advocacy: BRAC will invite government, NGOs and other partners, as appropriate, to participate in strengthening infrastructure from pre primary to primary schooling as both beneficiaries and contributors. A workshop will be held in each Upazila. Outside, international partners may also be enlisted as appropriate to bring further technical expertise to strengthen the BEP pre-school model and abilities of its implementing agents and partners. BRAC will seek opportunities to strengthen the 'women leadership component'.

Capacity Development of staff in Pre-Primary : It is to be mentioned that a staff of Pre-primary goes through the following cycles of trainings respectively.

- **Basic training:** It is a six-day training on pre-primary curriculum focusing on the teaching learning process and classroom management. It is conducted both for teachers and pre-primary students.
- **In- service training:** It is a six day training for (PSs, KSSs) on Pre- primary school operation, teacher and staff management and material management.
- **Training of Trainers (TOT) training:** A six-day training for project staff and RSS (Regional Sector Specialist) and TARC trainers. It is conducted for the staff so that they can in turn conduct monthly teachers refreshers and teachers and staff training.

Proposed location for Pre-Primary School expansion



- **Pre- primary teachers (KSs, PSs) training:** Pre-primary (KSs, PSs) teachers are provided with a one day refreshers training like the KSs and PSs of APON.

Lesson Learnt:

Pre-Primary and Education for Indigenous Children (EIC) are new initiative that are being expanded. Therefore, these are now under specific units and separate units and separate management in order to address the challenges of expansion of Pre-Primary and EIC.

Output 4

Continuing Education & Post Primary Basic Education

*Greater retention of learning and increased
community participation through an
expansion of continuing education.*

-Phase III proposal

Output 4

Continuing Education and Post-primary Basic Education

Overview

Introduced in 1995, the Continuing Education Programme (CEP) was an extension of the BEP programme to assist the BRAC graduates in retaining their literacy skills acquired in the NFPE/KK schools and to promote the idea of a 'learning society' within rural communities. The Union library (Gonokendro Pathagar) was formed for this purpose. CEP is an independent dynamic programme reporting to its own Programme Head. The Union Library is at the core of this programme.

In addition to the main activities of the ULs, new developments have taken place. These are the IT project and mobile library and Children's corner. The operational design of Union Libraries is explained below.

Major Features of Union Library (Gonokendro Pathagar)

- Communities where the Union Library (UL) is located provide at least one room (400-500 square feet) free of cost.
- Communities form local committees, consisting of 10 community members and 1 BRAC staff member to organize and run the library (e.g. find a library room, mobilize subscribers, make decisions about activities in the library etc). Communities mobilize 200-300 subscribers to raise a minimum of Tk. 30,000 (approximately US \$ 500) before the library is opened. Once the library is established, the committee meets formally once a month.
- BEP provides a matching grant of Tk. 50,000, 1,000 books and the necessary furniture. BEP also provides the supervisory and capacity development infrastructure necessary for a duration of two to three years in order to assist communities to learn how to manage the library.
- The Tk.100,000 mobilized by the community and granted by BRAC is then converted to a Trust. The communities register the Trust with the GoB and the interest from this money is used to pay the recurring expenses of the library, including the salary of the librarian. Thereafter, the library should be self-sustaining and managed by the community.
- Usually a local person (preferably a woman) is selected as a Librarian, and s/he receives necessary training from BRAC to learn how to operate the library.

- The library is usually open 4-6 hours per day, 6 days a week. The hours and days of operation are set by the committee and determined also by the amount of funds available.
- Members of the library and students are eligible to borrow one book at a time for one week. Since many rural Secondary Schools students are poor and cannot afford to buy textbooks, the Union Libraries keep sets of textbooks for students to borrow for an entire academic year. The library charges an annual user fee to the student, usually one-third the cost of the textbooks.
- Apart from its basic role of providing reading materials such as books, newspapers and magazines, the Union Libraries also carry out several other important functions of as educational, socio-cultural and sports activities in an effort to bring the community together.
- CEP links library members with free skills training courses (e.g. poultry and livestock rearing & treatment) offered by various Directorates of the GoB.
- Some library committees actively encourage and accept in-kind donations (e.g. of crops after harvest or book donations).
- Since 87% of Union Libraries are housed in Secondary School premises, the libraries set aside a specific amount of time (in consultation with school routine) for visits by Secondary School classes to promote the habit of library usage among students.
- Most libraries have set aside a corner dedicated to children.

Achievement made in Union Libraries during June - November 2002

During the reporting period (June - November 2002) in terms of opening new Union Libraries, CEP has achieved 688 Union Libraries, which resulted in a 98.28% the remaining 1.72% already achieved in December 2002) of the target set in Jan-Dec 2002 Workplan. The total members of UL are 306,172 or an average of 445 members per library. There are about 139,862 members are women (45.68% of the total Union Library members) and out of 688 librarians 626, 90.98% of the librarians are female. On average, 9 books have been borrowed daily in each library.

The table below presents the summary of achievements made by the UL during June – November 2002 period against BEP's January-December 2002 Workplan.

Particular	BEP's Work Plan for January -December 2002 (12 Months)	Achievement during June -November 2002 (6 Months)
Union based library	130 new libraries to be opened to make a total of 700 libraries.	52 new libraries have been opened to make a total of 688 Union Libraries.
Activity plans of the Union based libraries	<p>Each library will prepare an annual plan which among other will include activities, such as:</p> <p><u>No. of libraries</u></p> <ul style="list-style-type: none"> - Individual performance : 400 - Group performance : 300 - Celebrating national days: 320 - Social Services : 80 - Training of members : 185 - Fundraising : 400 	<p>531 libraries organized activities as follows</p> <p><u>No. of libraries</u></p> <ul style="list-style-type: none"> - Individual performance :176 - Group performance :499 - Celebrating national days :27 - Social Services :11 - Training of members : 61 - Fundraising through crop collection :531 <p>Through 61 libraries training has been provided to 1382 union library members (617 of them women) :</p> <p>Fishery training : 312 (105 women) Poultry and livestock : 652 (119 women) Tailoring : 653 (339 women) Agriculture : 135 (30 women) Others : 54 (24 woman)</p> <p>IT Training: Staff/librarian: :28 (5 female)</p>
Training	Librarians of 130 libraries will receive basic orientation (6 days) on library operation.	156 (including 114 replacement & dropout) librarians have been received basic orientation (6 days) on library operation.
	130 libraries will provide orientation (3 days) to community members	During the period January '02 to June '02, the target was exceeded, therefore, the activity was not performed during June '02 to November '02.
	Staff of 20 libraries will receive basic training on library operation.	15 staff have received basic training on library operation.
Trusts formation	64 Union library trusts to be formed to make a total of 500.	63 Union libraries trusts have been formed. The total number of trusts are 531. Women comprise 21% of each Union Library Trust Committee instead of the required 30%. CEP is working towards filling the gap within the life cycle of this project (May 2004).
*The plan was to conduct 3 days orientation courses but it was changed to 1 day so that more committee members could receive training.		

Challenges

It should be mentioned that the UL component has been a challenge and a learning experience for CEP. The UL component has made further progress involving all groups within the community to participate in the UL activities and has taken steps to develop the capacity of communities to manage libraries and remain flexible to allow for new initiatives to respond to emerging needs.

New Innovations of UL

The programme has come up with innovative ideas to meet emerging needs in the rural community, such as mobile library, and IT services. Mobile libraries provide rural women with access to library facilities who reside far away from the library locations. It would be helpful to women of all ages who have restricted mobility. The IT services that the libraries are providing are greeted with enthusiasm- especially by the children & young generation. This is an endeavor which exposes the community people to the knowledge of information and new technology.

Mobile Libraries

The mobile library has been piloted since September 2001. The objective is to reach adult women and men who, for a number of reasons (e.g. distance of the library from the residence, etc.), are unable to take direct advantage of library services of the ULs. The mobile library is managed by a part-time Assistant Librarian (usually a woman), who carries about 100 books to the doorsteps of rural households by a rickshaw van once/twice a week. He/She rings a bell to announce his/her arrival. Generally books are displayed in a trunk. A list of all the books is also available in the respective Union Library and is obtainable from the Assistant Librarian for readers to make a selection from. This intervention is still at its embryonic stage. It is gradually progressing and is awaiting its maturity.

Achievements of Mobile libraries as of June - November 2002

- As of now there are 35 mobile libraries.
- There are 1,490 members (338 new members are admitted during June '02 to November '02), out of which 1,030 (69.12% of total) members are female.

Introduction of Computers in the ULs

CEP initiated a pilot project in late 1999, in response to the community demand for basic IT literacy. Accordingly 10 Union Libraries were equipped with computers. Initially BRAC paid for the computers with the condition that the library committee would eventually pay back the money for the computer from the income earned through computer courses. The librarians were trained to operate the computer using Microsoft Word and Excel packages. At a market affordable price, course fees are selected and offered to the children, students and general people. However, reduced special rates are available for women and students of the attached school. The objective of a charging fee is to develop a mechanism to cover computer costs including operation. In 2001, UNICEF donated 10 additional computers for ULs, mainly for the use of adolescents and children.

Achievements of the IT related activities as of November 2002

- Along with the previous 50 libraries, 10 more libraries have been equipped with computers. Some of the computers were donated by FED (Foundation for Education & Development), BATB (British American Tobacco Bangladesh), BCC (BRAC Computer Section), UNOCAL & UNICEF.
- One library has been connected to Internet.
- 566 people (mostly students from secondary school & college) have been given computer training. Out of which 198 are female or 34.98% of the total trainees.
- 15 computer users club are operational.
- On a pilot basis, 20 libraries each have been given 10 CDs on different subjects.

The demand for computer literacy is increasing in the community. Unfortunately, there is no budgetary provision in the CEP to buy new computers, hence the old and existing ones are being used. At present there are not enough to meet the demands of the communities.

Children's Corner

As of November 2002, 92.87% librarians have one corner selected for the children to focus on increasing the number of child readers. Children aged 6-10 years can get access to this corner. There are a total of 50-150 books in the corner. Children can get various types of books for their age, which they have to read inside the library. There are certain matters in each library that are standard:

- The corner is decorated with different hanging materials (charts of birds, fish, animals, world map etc.).
- There is also a blackboard, chalk and duster to draw pictures. The librarian helps children to draw pictures.
- Once a week, the librarian sits with the children and tells them a story.
- Introduction as a center for cultural activities and art competitions.
- Different types of CDs (General knowledge, learning, games etc.) that are appropriate for children are also introduced to modernize their daily activities.

OTHERS

Outside Donor Funded Activities:

Post Primary Basic Education

Background:

In Bangladesh, secondary education spans 5 academic years, from class VI to X, concluding with the Secondary School Certificate (SSC). Secondary schooling is not compulsory. The local community manages 98% of the 16,166 secondary schools in the country and the government runs the rest. Non-governmental school teachers receive 90% of their salary from the government and a bridge grant for maintenance and construction. 96% of Secondary school students attend community-run schools.

Recently, a number of positive developments have occurred in Secondary education. Enrolment has increased to 84% - from 2.99 million in 1990 to 7.9 million in 2001, where female enrolment increased from 33% to 53.2% (BANBEIS, 2001). The number of Secondary schools in the country has increased by 15% from 1990 to 1997.

However, Secondary education is still facing enormous problems in delivering quality education to students and encountering problems in school management. Only 33% of the 19 million 11 – 15 year olds enrol in Secondary education, far lower than the South Asian average of 43%. The other major causes behind the low rate of enrolment are: the limited number of Secondary schools in the country, the high financial cost and the government provides no stipend support for the male students. The non-governmental Secondary school teacher training facilities are also inadequate (Franco et al, 1997).

Rationale:

Although the local community runs 98% of the Secondary schools, the performance of the students in the SSC examination falls short of expectations. There are a number of reasons for this:

- *Changes in the National Curriculum meant teachers needed to be trained in new skills, yet there is no adequate provision of such training (the exception is English, yet even here training is limited by ELTIP to communicative English).*
- *Similarly the government's provision of management training to the Head and Asst. Teachers and School Management Committee (SMC) falls short of expectations.*
- *The current methods of monitoring teachers have not been adequate in ensuring quality teaching.*

Goal:

To ensure better management of non-governmental Secondary schools and improve the capacity to deliver quality education.

Objectives:

- *To improve the management skills of the School Management Committee (SMC) members as well as the Head and Asst. Head Teachers, by providing management courses.*
- *To enhance the subject teachers' capacity by providing them with training on the relevant subjects.*
- *To facilitate the physical and mental growth of the students by promoting co-curricular and extra curricular activities.*

Activities (From June -November 2002)

In July 2002, the Mathematics Group organized a two-group training session – one for teachers of Classes VI to VIII class and the other for teachers of Classes IX – X. The teachers felt they had improved their teaching skills. The Directorate General (DG), Directorate of Secondary and Higher Education (DSHE) and District Education Officers (DEO) of Manikganj and Gazipur Districts also visited these training programs to share their ideas concerning teaching and training.

In November 2002, the Mathematics Group organised two workshops with two groups of Secondary school teachers (6-8 and 9-10 class teachers) who received earlier training. They were to decide the contents for the Refreshers' Training, in Manikganj and Gazipur. From December 23, the third training began.

Two management workshops were organized in February 2002. The Chairpersons / Vice-Chairpersons of the SMC attended both, whilst other members of the SMC attended one. BRAC staff are now preparing materials for management training of the Head, Asst. Head Teachers and members of the SMC.

In 2002, the BRAC staff organized two one-day English workshops. One was in Kawalipara, Dhamrai with 6 English teachers and another in Manikganj with 9 English teachers. Both ELTIP and non-ELTIP teachers participated in these workshops and shared their experiences that they gained in ELTIP training.

In June 2002, three BRAC staff (English Group) participated in a training program that took place at Shivalaya, Manikganj run by ELTIP, a project of NCTB (National Curriculum and Textbook Board) for Secondary school teachers. In August 2002, a BRAC staff attended a training program organized by PROMOTE on "Supporting the Teaching and Learning of English using Supplementary Materials & Resources". BRAC staff then started preparing

modules and materials for English language training. The first English Training Course for the Secondary school teachers will be organized on December 30 2002. The following chart gives a brief picture on the training and workshops run so far:

Management Workshops Organized

Subjects	Duration (in days)	No. of participants	Venue
School Management Committee (SMC) and Head Teachers	3	18	BCDM, Rajendrapur
School Management Committee (Chairpersons and Vice Chairpersons)	2	14	BCDM, Rajendrapur
School Management Committee (Guardian representative members)	2	20	BCDM, Rajendrapur
Total Participants		52	

Subject Courses Organized

Subjects	Teachers of Classes	Duration (days)	No. of participants	Venue
Mathematics (Trial Course)	IX, X	10	18	TARC, Savar
	IX, X	12	18	TARC, Savar
	VI to VIII	12	19	TARC, Savar
	VI to VIII	16	16	TARC, Savar
Total	--	--	71	--

Government Cooperation:

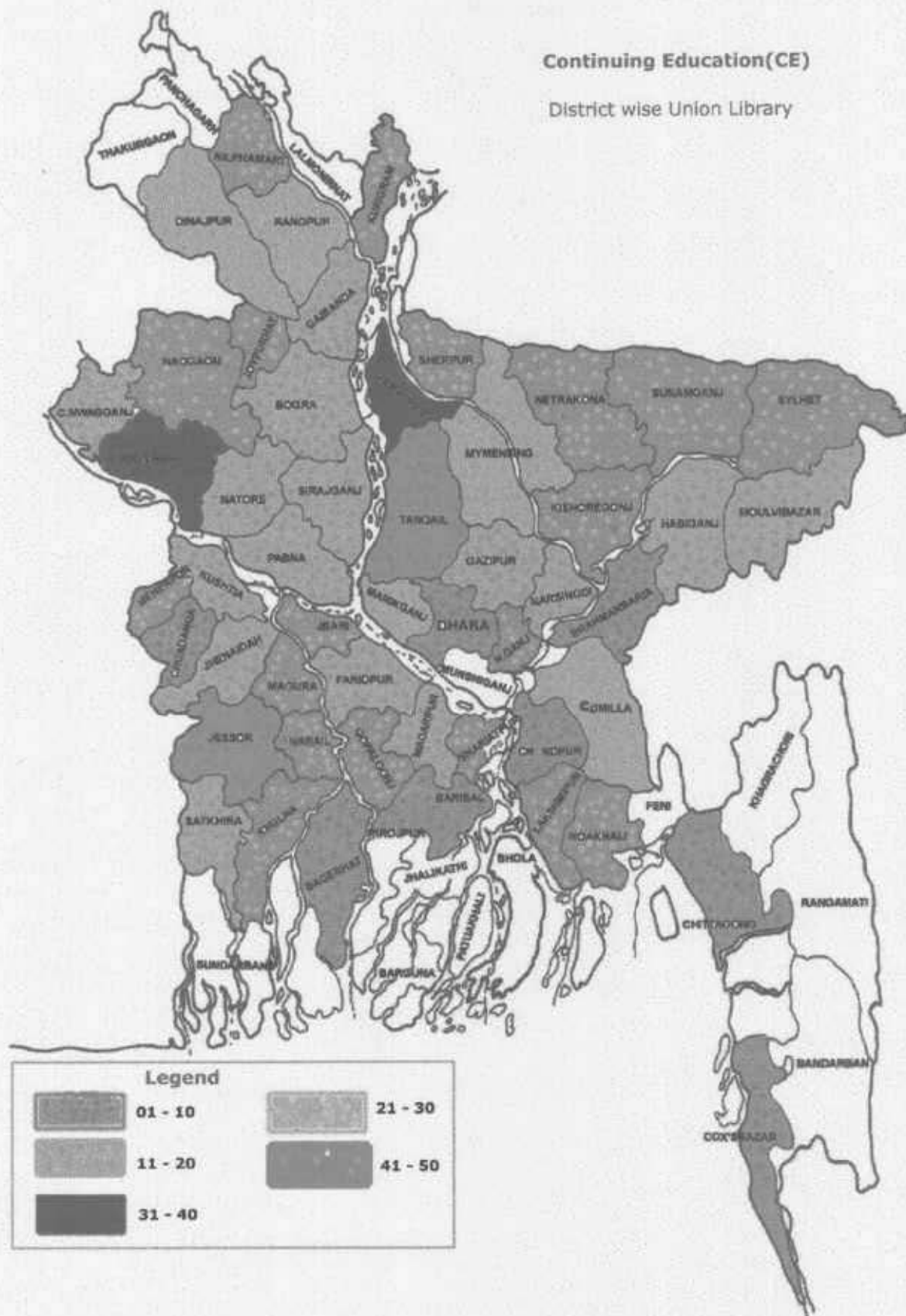
BRAC has received permission from the Ministry of Education (DSHE) to conduct workshops / training for Head Teachers, subject teachers and members of the SMC in Secondary schools.

Survey and School Selection:

In December 2002, BRAC will begin a survey on the secondary schools of 10 districts – Moulvibazar, Habiganj, Mymensingh, Netrokona, Sherpur, Tangail, Dinajpur, Naogaon, Joypurhat and Rajshahi. 125 project schools will be selected later on the basis of the information collected by the survey. BRAC will then come to an agreement with these 125 selected schools and conduct training / workshops for the capacity development of the SMC members, Head Teachers, Assistant Head Teachers and subject teachers.

Continuing Education(CE)

District wise Union Library



Adolescent Development Programme (ADP)

Overview

After graduating from *Kishore Kishori schools*, many of the young girls and boys are unable to continue their course of learning in the future. Hence, the Continuing Education Program commenced in 1993 keeping the appointment of these graduates in mind after the completion of Primary school through the establishment of Reading Centers (later named as *Kishori Kendro*). The adolescent girls become members of these Reading Centers. They get access to reading materials and thus are able to retain and develop their reading habits. Reading Centers have become a safe place for the adolescent girls to meet and socialize. Later on, BEP put emphasis in some areas related to daily needs of adolescent girls and designed a tailor-made course for them called the APON (Adolescent Peer Organized Network). Here girls of a similar age group learn through a peer-to-peer approach about a number of essential issues ranging from reproductive health to social matters like acid throwing/dowry etc. The project is led and managed by the adolescent girls themselves. APON has been introduced in 40 regions. 11 regions out of 40 are being funded by UNICEF. All sorts of piloting related to APON is being held in the UNICEF operated 11 regions. While working with APON, BEP experienced that there were opportunities to focus on the entire adolescent group including boys since their needs varied from the girls. It was also thought that working with boys would ensure a safer environment for girls in the long run. Thus APON for boys was launched and is currently being piloted in 5 regions.

During this reporting period, the Reading Centers were renamed as *Kishori Kendros*. The RPOs (Regional Programme Organizer) are redesignated as RSS (Regional Sector Specialist). Women have been given priority to be as RSS. The redesigning of APON for Girls and Boys is being under process. One workshop for girls and an opinion survey for boys have already been held during this period and more w/shops will be held in the first quarter of 2003. The courses will be redesigned based on the findings from all these workshops. A 3-day workshop was held in Nepal on HIV/AIDS. A 2- member team from Bangladesh attended that workshop, where one of them being a boy from APON for Boys Project representing BRAC.

The components of the ADP are

- ◆ The *Kishori Kendros* initially started for adolescent girls. As of November 2002, there are now 7,896 *Kishori Kendros*, managed by ADP. These are also the sites for the activities of the APON programme in addition to their primary function as *Kishori kendros*.
- ◆ APON for Girls – a course for the adolescent girls. The course duration is 18 months including a 5 month intensive course followed by 'Exchange of Views' sessions for the rest of the period.
- ◆ APON *Kishori Abhijan* is the same course as 'APON for Girls' which is funded by UNICEF in 11 regions and the rest 29 are being funded by the DC.
- ◆ The APON for Boys is the extension of the APON for Girls Programme.

- ◆ Health Check up is another component where adolescent girls get necessary learning about their health and nutrition.
- ◆ Married adolescents come under the Needs of Married Adolescent project.
- ◆ Upgraded KKs are sites with more emphasis on entertainment. These are being piloted at the moment.
- ◆ Economic Life Skills train adolescent girls to develop their knowledge on basic business skills.

Field Operation

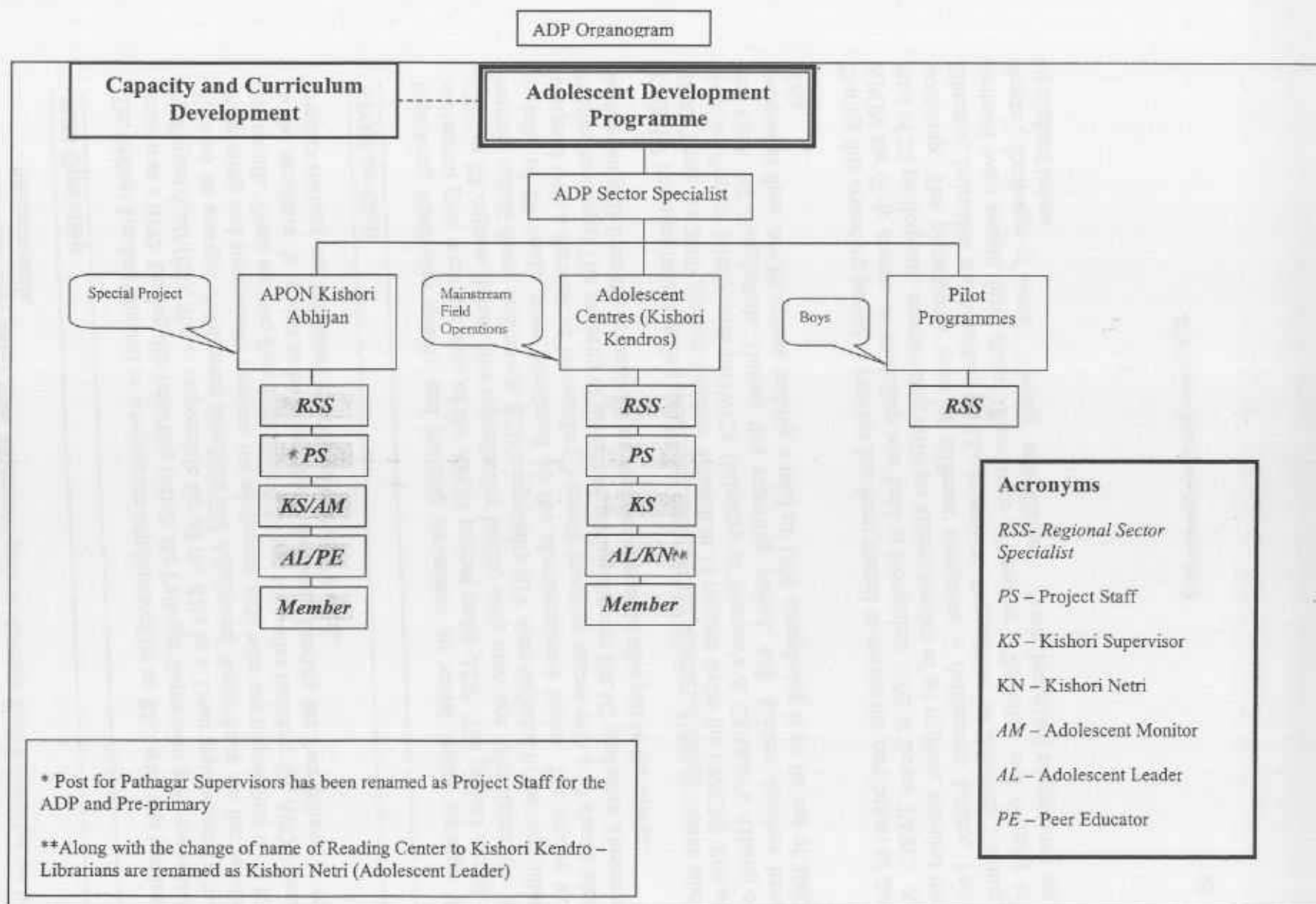
The kishori kendros situated in a region are administered by an RSS who was previously known as a RPO. During this reporting period, the Pathagar Supervisor post was replaced by Project Staff (PS). She is responsible for all the KKs in a Team approximately 20-25 KKs on an average. Adolescent Monitors and Adolescent Supervisors are the part-time monitoring and supervisory position for adolescent girls who are responsible for 8 KKs per month. There are two Peer Educators (PE) per KKs who facilitate the APON course to the members. It is also to be noted that Adolescent Leaders are Peer Educators who conduct training and refreshers in addition to their PE work.

APON for Girls

Improving leadership quality and building awareness on social issues amongst the adolescent girls were the aims of the APON project under ADP. The project started in 1999 in 25 regions. Issues like reproductive health, early marriage, inheritance law for women, sexual abuse, acid attack, STD's especially HIV were included in the curriculum. A total of 20 books were developed on the aforementioned topics. The course was designed with a duration of 18 months (5 month intensive course with a 13 month ideas sharing meetings). The majority of the course participants are BRAC graduates. However, adolescent girls from the community are also encouraged to take part in the course.

UNICEF has also been running *APON for Girls(APON Kishori Abhijan)* course since 2000. There are 2000 *Kishori Kendros* situated in 11 regions under the UNICEF *Kishori Abhijan Project* jointly with MOWCA (Ministry of Women's & Children's Affairs) of the Govt. of Bangladesh. During this reporting period, 458 *Kishori kendros* have completed their APON course making a total of 1596 completing it so far out of 2000 KKs.

During this reporting period, a process has been started to revise the curriculum of the APON for Girls course. A workshop was held in November 2002 at Savar TARC. A total of 26 participants, representing different kishori kendro of all regions, attended the workshop. The participants were of different categories – Adolescent Leader, Peer Educator, Journalist and Members of KKs in general. Suggestions on following learning methods were sought from them: 'Four steps of reading', 'Selection and hanging of slogan', 'Exchange of views', 'Timing' and 'Games'. Some important suggestions are highlighted below.



SUGGESTION ON METHODOLOGY

1. Four steps of reading may be reduced to 2/3 steps by deducting step like superstition.
2. Guidelines for slogan composition are needed.
3. Stress may be given on open discussion in *Exchange of Views*.
4. Recreational activity may be included in *Exchange of Views* session.
5. Number of classes can be increased by reducing class timing.
6. Attractive games may be introduced.
7. Question and Answer session (quiz) may also be introduced.
8. Redesigning of APON should also consider lesser timing for *Exchange of Views* sessions.

Feedback from the participants on course contents was collected. Some of the most well accepted topics were on reproductive health (like menstruation) and social matters (like equal rights of males and females, child abuse, acid throwing etc). Suggestions came up for some new topics (Primary health care, nutrition for adolescents, girls, details on women's rights, common female diseases, physical changes of adolescent boys etc.), which may replace some less interesting topics such as air pollution, arsenic, how to maintain a small family etc.. The Learning method of different topics was also recommended. Some of these important suggestions are shown in the following box:

SUGGESTIONS ON COURSE TOPICS	
TOPIC	LEARNING METHOD
<i>Menstruation</i>	<i>Drama</i>
<i>Physical changes</i>	<i>Story telling</i>
<i>Care of a pregnant woman</i>	<i>Jarigan (folk song)</i>
<i>Equality of male and female</i>	<i>Drama</i>
<i>Child abuse</i>	<i>Video/drama</i>
<i>Family planning</i>	<i>Story telling</i>
<i>AIDS and other sexual disease</i>	<i>Video</i>

Some general suggestions also came up for the APON course. Such as – arrangement of parents meeting every month, inclusion of a book on nutrition, increase of supervision of Kishori Kendro, publication of articles of members etc. Moreover, a group of Adolescent Journalists from Mukto Khabor (ETV Group) was brought to give their recommendations on the overall course.

APON is running its course in 15 regions (excluding APON Kishori Abhijan). During this reporting period a total of 7,896 Kishori Kendros were in operation. 'Exchange of

Views' is going on in 1664 Kishori Kendros after having completed the 5 month long intensive course. Nine seventy two *Kishori* Supervisors (KS) and 345 Pathagar Supervisors are currently working in this project. The summary of the training achievements of APON for Girls (excluding APON *Kishori Abhijan*) during June – Nov. 2002 against the Work plan are stated below:

Names of Training	Month	Training to be given to the following participant from July – Dec. 2002	Achievements against Workplan
Basic Training ¹ for PS	July	89	89
Training of Trainers ² (TOT)	„	13	25
Communication Training for RSS ³	„	37	37
KS Training ⁴	„	52	52
Communication Training for PS	August	25	25
Trainers' Training ⁵	„	25	25
Basic Training PS	„	22	22

¹ General idea about *Kishori Kendro* and APON course

² TOT is provided to conduct training for the PS and KS on APON

³ Develop communication skill in various areas

⁴ Knowledge about *Kishori Kendro* and APON course

⁵ Perception on *Kishori Kendro*

APON for Boys

APON for Boys was initiated with the aim of creating better understanding about social and personal health issues for adolescent boys similar to that of APON for Girls. Another rationale for the intervention was that it would create an understanding about the issues for girls. The programme was initiated in two regions in 2001 on a pilot basis. By June 2002, it had been expanded to three more regions. Boys reading in high school (class 9-10) are eligible for this course. They can get direction on ways of living from specially written 12 books in 16 classes.

Feedback was also collected from the course completed boys on materials, methods and the course as a whole through a survey from a section of the participants and management staff. The main objective of this study was to assess how far the present programme was serving the purpose of the project.

Following their feedback and recommendations, the programme is on its way to be redesigned. Some of the findings of the survey have been highlighted in the following box:

Recommendations of opinion survey on APON for Boys

1. The great majority of the participants of the research were in support of rescheduling the course in Class 9 instead of its present timing in Class 10 as a good number of students were absent due to their final examination of Class 10.
2. The class time may be reduced to one hour.
3. Starting the course at the beginning of the year may increase the participation.
4. There is scope for redesigning the curriculum with rearrangement of books. Hence, omission of some current books and addition of alternative books according to the demand of the participants may increase their motivation for self-involvement.
5. At the end of the course awarding certificates may also be an encouraging factor for the students for their close participation.
6. The number of community meetings may be increased to two per course for the smooth running of the programme.
7. The number of learners per course should be 25-30.
8. Involvement of the Secondary school teachers is an important catalyst for this type of social mobilizing work. This can be enhancing by them giving clear ideas about the course and arranging reasonable numbers of meetings with them.

Activities during June - November 2002

- The courses that were started in June 2002 have ended.
- Two Refreshers (July and Sept 2002) have been conducted for the peer educators.
- For the next session of APON, which is going to start in 5 more regions from January 2003, a survey was conducted during the period of September - November 2002 to identify the regions, school premises, peer educators, participating adolescent boys with minimum 13 years of age.

- Peer Educators were selected in November 2002 to participate in the training on counseling.

Health Check-up

Health Checkup is a new concept still being explored on a pilot basis in three regions - Mymensingh, Gazipur and Netrokona. The main objective of this project is to build awareness on health and nutrition among the adolescent girls. This project started from January 2002. The Kishori Supervisors (KS) who supervise the *Kishori Kendros* also run the Health Check-up project. They are given theoretical background on health and nutrition and they are also taught preliminary clinical skills and anthropometry from BRAC health workers. The females of the *Kishori Kendros* are the beneficiaries of the project. The Kishori Supervisors check the health of the female members on their visit to *Kishori Kendros*. They are trained to obtain the medical information from the members of the Kishori Kendro and keep those records in health cards issued for the girls. They also give advice on current issues on health and nutrition.

Needs of Married Adolescents

The purpose of this project is to investigate the needs of married adolescents. Twenty-five couples were involved in this project. The project is not being expanded in this phase.

New Initiatives under ADP:

Upgraded Kishori Kendro (KK) Project

ADP has adopted a pilot project in order to experiment with several issues. The goal is to create a secure and congenial atmosphere for the adolescents so that they can enjoy their adolescence, enhance the involvement of the community and introduce different modes of recreational items. The project has been initiated in 20 kishori kendros in three regions – Rangpur, Nilphamari and Bogra. These Ks are provided with TV sets, 2-in-1 (cassette player), book shelves, more game items, daily newspapers, textbooks etc. The classes sit 6 days a week for two hours and Fridays are kept open for mothers. To increase the involvement of the community a committee has been formed with the members of the KK and with participation from the community. Activities such as selection of rooms, learners, villages, and educators were already completed in August'02.

Economic Life Skill Project

The latest intervention under the ADP is to provide the adolescent girls knowledge related to business through the Economic Life Skill Project (ELSP). The ELSP pilot work started in the reporting phase around September 2002. The programme evolved from the APON Livelihood Training (LT), which was not successful due to limited availability of jobs (for which training was given). The main objective of the ELSP is that this course

aims at not promising employment but rather focusing on entrepreneurship development among the adolescents. The objectives of this project are as follows:

1. To develop self-confidence.
2. To give them idea about basic business skills.
3. To inform them of best possible ways to utilize the available resources.

The project started its work from September 2002 with a needs assessment in Jamalpur. After the needs assessment, it was found that girls could be given basic knowledge that could better equip them to develop their own resources. In this project, 20-25 members of each *Kishori Kendros* (APON course graduates get priority) were selected to get the overall idea related to business. The contents mainly cover the essential elements related to business. For example, resources and obstacles, sources of capital, profitability, book-keeping, promotion and distribution etc.

The Major Lessons Learnt in this Cycle

- ♦ Having established the Reading Centres and APON, BEP experienced that the needs and concerns of adolescents differ from one group to another. For example, there are married/unmarried group, school going and out of school group, girls/boys etc. Therefore, a further strategy was taken to develop an *Adolescent Development Programme*. Besides on-going Adolescent Centres, APON in 15 regions and APON Kishori Abhijan in 11 regions, another pilot initiative has been undertaken for adolescents boys- *the APON for Boys*, which is now being piloted in 5 regions of Bangladesh.
- The RSS position requires women. Experiences showed that providing livelihood opportunities to the adolescent girls becomes difficult and thus the introduction of a short course on Basic Economic Skills evolved. The development and piloting of the course will take place during the first half of 2003.
- ♦ Both adolescent girls and boys want entertainment/recreation and education. Therefore, emphasizing on entertainment and education should be a constant philosophy.
- ♦ The management of ADP changed with a new Sector Specialist now responsible for the entire unit. Capacity development for adolescents was brought under this unit.
- ♦ There was a complete reverse scenario for achieving gender equity at RSS level.

Output 5

GoB Partnership Unit A Maturing Collaboration

*BRAC learns and shares its experience
in primary education with GoB's
mainstream system*

Output 5

GoB Partnership Unit-A Maturing Collaboration

Overview

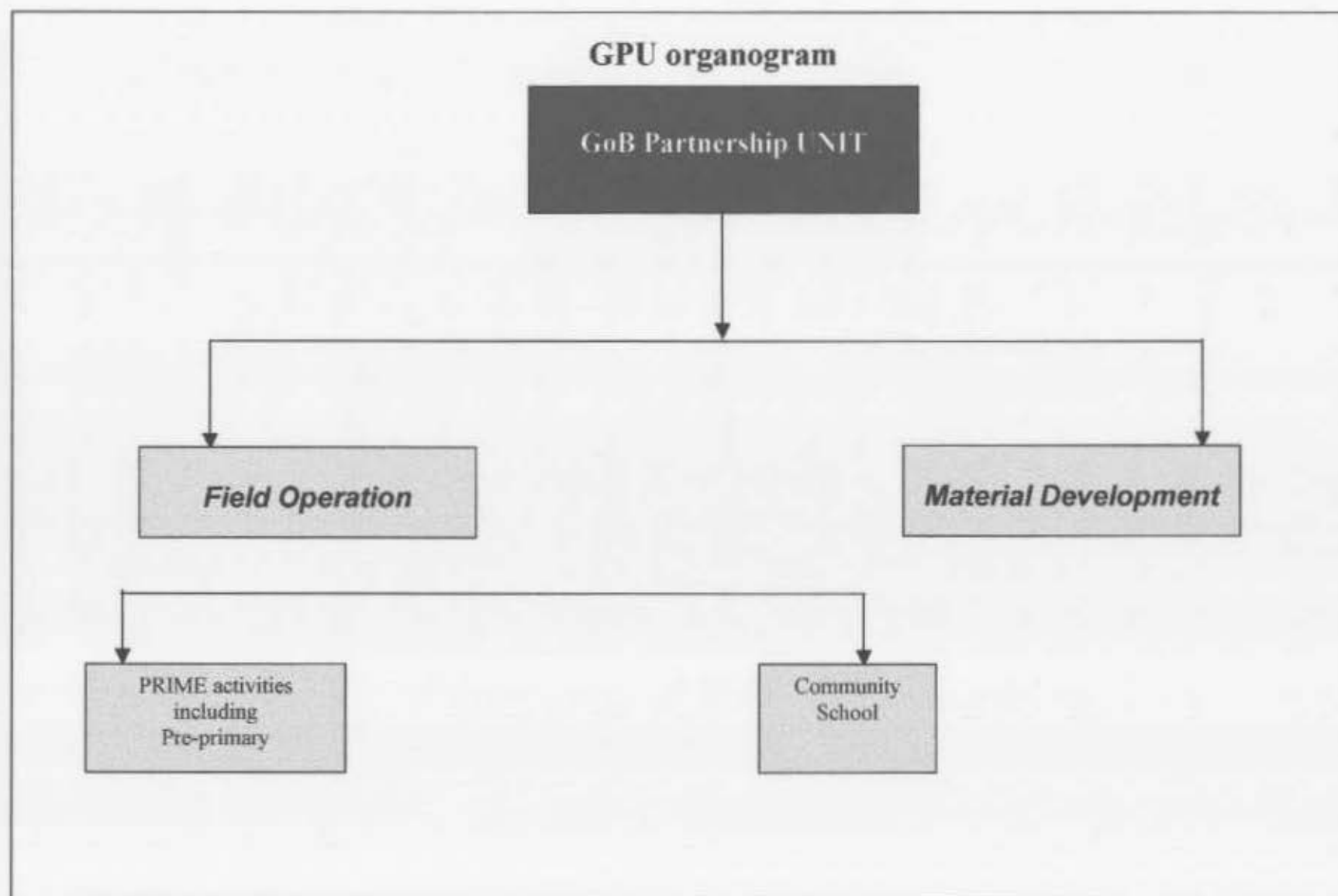
In July 2001 BEP formulated a GoB (Government of Bangladesh) Partnership Unit (GPU) in pursuance of closer collaboration with the Government in the field of primary education. GPU has following objectives:

- ◆ Establishing a closer working relationship between BEP and GoB at Upazila and National level;
- ◆ Developing Pre-primary schools as an effective gateway to the formal education system;
- ◆ Sharing of experience and expertise with GoB personnel engaged in primary education concerning pre-primary;
- ◆ Strengthening the existing link with GoB through the Community Schools run by BEP;
- ◆ Social mobilization – to create awareness among the community people as well as persons engaged in primary education.

Strengthening linkages with GoB to increase collaboration in education through expansion of pre-primary schools, social mobilization, exchange of ideas and experiences with persons engaged in primary education, to enhance the pedagogic efficiency of teachers of GoB run formal primary schools- which fall under the umbrella of PRIME. The second project deals with interventions in operating Community Schools.

GPU has two components: PRIME (Primary Initiative in Mainstreaming Education) and 'Community Schools'. One of the major activities of PRIME is the Pre-primary related activity. For smoother operation it has been divided into two parts – one is field operation and the other is Material Development Unit. The Material Development Unit is also dealing with the curriculum of BRAC operated Community Schools. In one and half years, GPU has been operating in 30 Upazilas of 16 districts. It has been able to mobilize local communities including the GoB officials to strengthen BRAC's Pre-primary model across the country. It took steps to improve physical facilities in the Government Primary Schools. The notable advance in this sector is the Government approval for 'Pre-primary' schools.

During this reporting period three more Unions have been selected from the existing 30 Upazilas. Now the number of Unions has reached 150. PSs (Project Staff) have been recruited from outside BRAC for the supervision of Kishori Supervisors. Modules and materials have been developed for the workshop of the SMC members to make them aware about their roles and responsibilities. For the Non-Government and registered school teachers, modules and materials have also been developed.



10 more new Upazilas have been taken on the basis of the demand of the local level GoB officials and community people. Intensive intervention in the new Upazilas will begin from January 2003. The Community Schools under this collaboration programme have sent students to sit for Class V scholarship examination for the first time; rooms have been extended in 7 Community Schools and monthly parents meeting have been ensured in each and every school during this period.

PRIME

A notable achievement of PRIME during this period is GoB approval for Pre-primary. The PP model is now well approved by the GoB. PRIME is being expanded based on demand from local government administration.

The Peoples' Republic of Bangladesh
Primary and Mass Education Division
Bangladesh Secretariat,
Dhaka.

Memo no- PMED/ Admn-3/ Mis-16/ 2001/ 827

Date: 25/ 11/2002 AD

Sub: BRAC's collaboration with GoB to complement GoB's commitment to Primary Education by bringing the school going children under its umbrella.

The Compulsory

According to the above mentioned instruction it is informed that in order to open the pre-primary classes in the pre-primary stage as a complementary effort to GoB's commitment to Primary Education through the government/ registered non government primary school catchments area survey selecting the number of total students the Education Department of GoB has assented that BRAC may open Pre-Primary School centers within the primary school catchment areas as an experimental endeavor.

O2. Keeping in consistence with time BRAC may take up this experimental endeavor discussing with the community people and School Management Committee (SMC) members of the catchments area.

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04. Office Copy.

(The letter has been translated from the original Bangla version)

As a part of the GoB Partnership Unit PRIME started to work from July 2001. In order to bring quality education within the GoB primary schools, BEP is sharing its ideas and experiences through PRIME with the teachers, parents, SMC members and local and central level GoB officials. To facilitate sharing, PRIME has put emphasis on social mobilization on the following areas:

1. To activate the SMC: To activate the SMC, PRIME staff have participated in SMC meetings. Some of these meetings have been arranged by them. Workshops and meetings on exchange views have also been arranged to make members aware about their roles and responsibilities. Continuous contact with the members has also been kept.

2. To build awareness among the community people: Community involvement to ensure quality in Primary education is a must. Therefore, all stakeholders particularly the parents, local Govt, civil society and others are being motivated to get involved with the school system. In this regard, parents meeting, meeting with civil society and local government representatives (formal and informal contact) are being maintained by PRIME to achieve its objectives.

3. To motivate the teachers: PRIME has held 4 workshops with the GoB Primary head teachers and teacher concerning Pre-primary. The four workshops have been arranged consecutively before the survey, after the findings of the survey, after school completion and after the students get enrolled in primary school. In these workshops discussions and possible solution of the problems of Primary education took place. These workshops helped to a mentionable extent to share problems and find out possible solutions.

4. To maintain contact with the Govt. and Non-Govt. persons engaged in education: PRIME staff are formally and informally exchanging ideas and experiences with government and non-government persons. Additionally, the government officials are attending workshops/meetings of GoB Primary head teachers and teachers as well as contributing in this matter.

Achievements during this period:

- ♦ PRIME obtained the permission to open Pre-primary schools within the catchment area of Government Primary schools. The model, the curriculum, the teaching learning process and all the activities around it are now recognized by the government.
- ♦ For the establishment and smooth function of Pre-primary, the project is able to mobilize SMC (SMC of GoB Primary school), parents (GoB Primary school) and local community as a part of its social mobilization. This will ensure the success of the Pre-primary school. On the other hand this will increase attendance, reduce dropout rate and improve physical facilities in the GoB Primary schools.
- ♦ Now BEP can share ideas, experiences and best practices with supervisory staff (Head Teachers, AUEO and UEOs) and GoB officials at the field level.
- ♦ Holding workshops, meetings with the members of the SMC to make them aware about their roles and responsibilities.

- ♦ Local approval has been obtained in some Upazilas to share ideas on the teaching-learning process.

There are still some places where GoB approval is required

- ♦ Provide needs-based training on content and pedagogy to GoB Primary school teachers.

The main objective of establishing URC was to provide subject-based teacher training and to prepare Master Trainers among the GoB Primary teachers. However, URCs have not been established in all the Upazilas of Bangladesh. Additionally, it should be mentioned that the existing URCs have not been fully staffed and it is a long way to fulfill its objectives. Therefore, PRIME's objective to work with URCs now seem to be redundant. Consequently PRIME is not giving effort to strengthen the URCs.

Relationship Building from Grassroots Level to Central Government Authority:

- ♦ A number of informal discussions were held between PRIME staff and the target stakeholders at the community and school level to inform them about the PRIME objectives, activities and the ultimate goal.
- ♦ During this period, BEP organized various forums such as parents meetings, mothers' forum etc. as part of its social mobilization activities. Workshops were also arranged with respective Primary school Head Teachers before the opening of Pre-primary schools.
- ♦ Informal meetings were held between BEP staff and local government stakeholders with a view to build a good relationship and trust.
- ♦ In all PRIME areas local and government authorities (MP, DCs, ADCs, DPEOs, UNOs, UEOs, UAEOs, UP Chairman and members) visited the BRAC program. They expressed their positive attitude towards the program after a close look at the supervision, methods, technology, discipline and other parts of the total program.

Strengthening GoB linkages through pre-primary interventions

Pre-primary graduates will not be allowed to study at NFPE schools. They have to enroll at GOB run formal primary schools and integrate into the mainstream education in their areas. BRAC project staff and a 5-member school management committee of the pre-primary school will provide necessary support to the learners. The project will ensure the active participation of government counterparts at the grass root level. The formal school teachers will be involved with the SMC from the very beginning to the end and their participation will be encouraged. Before opening a Pre-Primary School communication will be maintained with Upazila level to Central level. Demand of opening Pre-Primary School will be identified by arranging small and large group meeting with the UEO, AUEO, and the member of the UEC, at the school level head and assistant teachers and local people. Before the meeting, individual contact will be arranged to ensure their role

and participation. Then a survey will be conducted. To select the surveyors priorities will be given to the pre-primary teachers, BRAC graduates, adolescent leaders, adolescent monitor, library member and former pre-primary teacher. Earlier a workshop will be arranged with the Primary school Head Teacher, teacher, UEO, AUEO to make them formally aware of the survey purpose and pre-primary intervention. After the survey a plan will be taken to open one or more Pre-Primary school in the catchment's area of the government. There another workshop will be arranged after setting a Pre-Primary School. Every year there would be at least 120 workshops with the government counterparts, school management committee, head and assistant teachers of the catchment areas of the government primary schools for capacity building and sharing knowledge and experience. Along with this BRAC's local representative, staff and corresponding SMCs will continue the follow up process for Pre-Primary graduates who will enroll in the formal primary schools. This would facilitate strengthening the linkage with individual formal primary schools. The project personnel will also help the government staff in child survey. They will refer appropriate children (age range 0-14 years) to the GPS and RNGPS while they will conduct their child surveys. It hopes that these upward and downward liaisons with GoB officials would be effective for a successful Programme implementation.

The overall Impact of Pre-primary Approval:

There are 78,126 GoB Primary schools of different categories (Registered, Non-Registered, Satellite etc.) across the country. Now PRIME can open Pre-primary schools in the catchment areas of any of these schools. The working environment of the project became smoother after the approval of the 'Pre-primary' model. For example,

- ◆ PRIME can get all kinds of support from the respective local GoB personnel, teachers and SMC members of the GoB Primary schools. They can share experiences and ideas with PRIME, which will play an effective role in the development of Pre-primary.
- ◆ It can be assumed that better performance of students with Pre-primary backgrounds at the Primary level will be in support of making Pre-primary an essential preparatory phase. Therefore research still needs to be done to see if these students perform better.
- ◆ The teaching-learning process of Pre-primary will help the students to cope with Class I curriculum in a better way. This will ensure a smooth transition and retention at the Primary level.

Work done so far at Field Level:

- ◆ Small and large group meetings have been held with the local community.
- ◆ To open more schools in the selected Unions, a survey has been done to find out the children aged 5+, the number of school going and non-going children, the number of boys and girls. Before the survey, workshops with Head Teachers, teachers, UEO, AUEO were held.

- ◆ Three more Unions have been selected to open more PP schools. These 1006 schools started the session during Sept. – Oct. 2002.
- ◆ After the opening of a school, a 5 member School Managing Committee is established for each school. A Head Teacher or Assistant Teacher of the GoB Primary school is included in the committee.
- ◆ For the Jan. – Dec. 2003 session workshop, survey, small and large group meetings have already been held.
- ◆ PRIME has organized a Plantation Program with the assistance of local administration and community people and thus playing a supportive role in the National Plantation Exploration.

Work done so far for Material Development

The Material Development Group creates and modifies the curriculum that is used in the schools. Most of the teaching/learning materials are developed and produced by the Material Development Group.

a) At Pre-primary level:

Preparing Module: i) Teachers' basic training modules have been revised on the basis of field visit findings and revision of curriculum.

ii) In-Service Training for the Project Staff (PS) and Kishori Supervisors (KS) has been revised on the basis of field visit findings and review of curriculum.

Conducting Training: i) According to the revised basic training module, training is going on.

ii) Training has been facilitated by following the revised In-Service Training module.

b) For the staff:

Preparing Module: i) Some new POs from the existing BEP program have joined PRIME. The orientation module for them has been developed.

ii) **Conducting Training:** These 42 POs have been provided with an orientation of 3 days.

c) For the SMC members:

Preparation Module: Modules as well as materials have been developed for workshops for the SMC members regarding their roles and responsibilities in improving Govt. Primary Schools.

d) Subject-based lesson plan for the GoB Primary school: Subject-based lesson plans have been prepared particularly for Classes I and II¹.

¹ A number of contents of books of class I and II have been changed by the GoB. In addition to this, books of other class such as III, IV and V are being modified. Simultaneously the Govt. is preparing teachers guides and other materials for these classes. As a result PRIME will not produce lesson plans and other teaching aids in this regard.

e) Material test at field level: The lesson plans which were prepared earlier for Classes I and II have been tested on Community and registered Primary schools. Ideas have also been shared on those lesson plans with the Head Teachers, teachers, UEOs, AUEOs, and the instructors of the Upazila Resource Center (URC).

f) Plan: A plan has been taken to provide subject base orientation for the Non-Govt, registered, community and satellite schools teachers for Classes I and II. For this reason module development is going on.

Achievements at a Glance with Reference to Workplan:

Activities	BEP's Work Plan for January -December 2002	Achievement during June - November 2002
Household Survey on potential students	Survey will continue in 30 Upazilas if and when necessary	Conducted survey to open 1006 Pre-Primary Schools in three union per-Upazila under PRIME, adjacent to PRIME and Community School areas ¹ .
Social mobilization/ Awareness building among communities and parents.	Will have approximately 1,080 meetings with local communities in each Union to raise awareness about the benefits of the Pre-primary school programme; These will be followed up with monthly meetings with parents once the schools have opened. Conduct meetings with parents and community leaders in school	PRIME staff have been participated in 522 SMC meetings of GoB primary schools out of these 203 have been arranged and coordinated by them. They have also participated 294 mothers' forums, and 861 (with 11,594 participants) uthan boithak (yard forums) have been arranged and coordinated by the PRIME staff. These forums discussed the importance of educational materials, absenteeism etc.
	areas/Unions to raise awareness about the needs of pre-primary, benefits of children in attending Pre-primary; required qualifications to attend the Pre-primary, etc.	Moreover PRIME staff have been observed and participated in 151 GoB Primary school teachers' sub-cluster training. Separate parents meeting for each Pre-primary school are held each month

¹ PRIME area means where PRIME is working directly in the three respective unions under each Upazila (each Upazila consists of average 10 unions).

Adjacent to PRIME area means team offices situated near PRIME working area.

Community schools area is not in PRIME Upazila (two community schools are in PRIME Upazila but not in PRIME's working union).

Activities	BEP's Work Plan for January -December 2002	Achievement during June - November 2002
		<p>The follow up meetings are going on continuously.</p> <p>15834 trees have been planted by SMC members. GoB school teachers and community people in 326 school campuses have been motivated by PRIME staff.</p> <p>National days like International Literacy Day, Independence Day, Victory Day have been observed in collaboration with district/Upazila administration.</p>
Training	<p>Conduct initial teacher training;</p> <p>The above will be followed up by monthly refresher training sessions.</p>	<p>A total of 2010 Pre-Primary School teachers have been provided with basic teachers' training.</p> <p>Refreshers training for Pre-primary school teachers' are continuously happening.</p>
School Opening	<p>Open 511 Pre-primary schools beginning in March 2002. This work will involve:</p> <ul style="list-style-type: none"> - School selection - Selection of building site - Recruitment of teachers - Selection of Supervisors 	<p>1006 Pre-primary schools have been opened in three unions of each Upazila out of 30 Upazilas during this period. 459 Pre-primary schools have also been opened in NFPE areas and Community schools.</p>
Parents meetings on school activities	<p>Organize monthly parents meetings to inform the parents about the progress of schools, about the performances of the children and support required from them and also to address their concerns, etc.</p>	<p>Hold parents meeting in every Pre-primary school every month.</p>

¹ 33 pre-primary schools that are along with community schools do not require new teachers

Activities	BEP's Work Plan for January -December 2002	Achievement during June - November 2002
Advocacy seminars for local level GoB officials and teachers	Organize workshops for DPEOs, UNOs, UEOs, AUEOs, UP chairmen and members, Head Teachers and teachers in each Upazila to advocate the current scenario of Primary education at the local and national level.	In this period 96 workshops (with 1395 participants) have been conducted. Workshops/meetings are being held continuously with the GoB Primary school Head Teachers, focusing on their shared experiences and the survey findings. These workshops are mostly attended by the UEOs & AUEOs. Some workshops have been attended by UNOs & DPEOs.
	Organize workshop and training with teachers, Head Teachers, AUEOs, UEOs (This will require PMED permission)	<i>BEP is still awaiting PMED permission to start these activities.</i>
		PRIME staff have been participated 120 union parishad meeting.
Dissemination of survey findings	Disseminate and share the findings of local surveys with teachers, civil society and local level authorities.	The findings of local household surveys are being shared with UEOs, AUEOs, UP chairmen, members, teachers and civil society before opening Pre-primary school. The UEOs, AUEOs and others have been extremely impressed with the findings and requested to activate the SMCs of the GoB Primary Schools and to increase the attendance rate of the schools.
Organizing field visits for GoB officials	Organize field visits for GoB officials to see initiatives undertaken by BRAC BEP. Advocacy	More than 200 government officials and local government authorities such as MP, Secretary, Ministry of Primary and Mass Education, DG-DPE, DCs, ADCs, DPEOs, UNOs, UEOs, AUEOs and UP chairmen visited BRAC programmes.

Pre-primary:

Pre-school is the first step of the semi formal educational setup for a child. It fills up the gap before the start of a child's formal education (Primary). Along with BEP's Non-Formal Primary Education programme, it initiated Pre-primary in 1997 as a pilot project with 40 schools. In response to the high community demand, in 1999 the number of Pre-primary schools shot up to 1434. Now it is the pioneering intervention of BEP for the Pre School going children in mass scale. Originally the Pre-primary schools were situated in a NFPE schoolhouse but the physical distance from the Pre-primary to Government school produced dropout rates in the formal Primary school. In response to this finding, BRAC changed the policy to locate the PP schools within the catchment areas of the GoB

schools. With the advent of PRIME (July 2001), BEP realized that these Pre-primary schools could serve as a means of collaboration with GoB. In 2001, 1837 schools were in operation. The aim of the Pre-primary school is to prepare young children to enter into Class I of the formal system by sparking an interest in learning and by developing the social, physical, cognitive, language skills of the students. The programme also focuses on the empowerment of the adolescent girls along with their education and also makes them aware not to get married before age 18.

Pre-primary Features

One room class	
Curriculum emphasizes on pedagogy of play	
Low cost model	
Active community participation	
Situating in the catchment area of the GoB Primary School	
Class Duration	1 year
Number of students (per class)	25-30
Qualifying age	5-6
Ratio-Girls: Boys	60:40 (approx)
Teacher and Supervisor – Adolescent girls and BRAC graduates.	

Pre-primary project engages adolescent girls as teachers and supervisors. This creates part-time employment for them along with their education. The objective behind it is to delay their marriage.

The number of PP schools during this period is 2,279 of which 1273 schools will finish their courses in Jan 2003. The numbers of Pre-primary schools opened from 1997 to 2002 are shown in Figure (1). It is added that Pre-primary schools opened in 1999 numbered 1434. But 483 schools finished the course and the remaining 951 schools continued the course with the young learners.

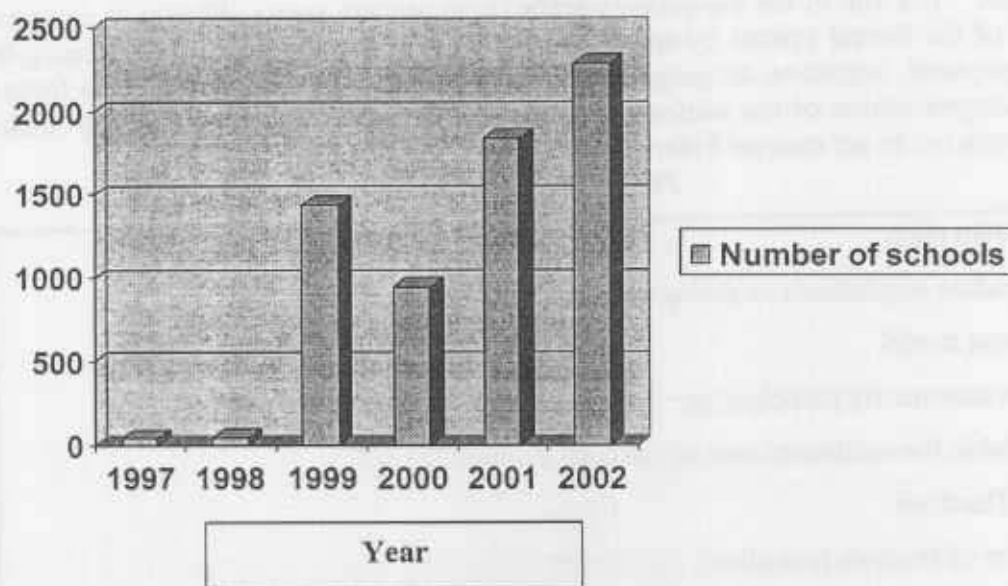


Figure (5.1)

Achievements during the June – November period with reference to the Workplan

Activities	BEP's Work Plan for January -December 2002	Achievement during June – November 2002
Teaching Materials	Review of all materials, i.e. Teachers Guide, learner's books, support materials, aid, training materials and module of staff, supervisors and teachers.	<p>Teachers Guide has been changed to more activity-based keeping the time frame in mind.</p> <p>Contents have been set up for the review class.</p> <p>Games have been given according to contents.</p> <p>Social Studies has been revised.</p> <p>Support materials and module of staff, supervisors and teachers have been revised</p>

Activities	BEP's Work Plan for January -December 2002	Achievement during June – November 2002
Training to staff and teachers	200 Supervisors will be given orientation on reviewed materials and module.	150 Supervisors have been given orientation on reviewed materials.
	Basic training on Shishu Sreni will be provided to 200 Shishu Sreni supervisors.	230 KSs and 54 PSs have been provided with basic training.
	Management training will be provided to 200 Shishu Sreni Supervisors.	
	Basic training on Shishu Sreni will be provided to 2,400 teachers.	4,519 teachers have been provided with basic training.
	Teachers will be provided with one-day refreshers every month.	One day monthly refreshers' training for 4,519 teachers is being provided.
		35 TARC Trainers have been provided with TOT.

Community School

Community School is one of the earliest collaborations with the government. These schools were set up through a partnership between the GoB and the selected communities between 1990 – 1996 under the General Education Project. The sites for the Community schools were selected on the basis of the need of the area. The local community deposited Tk. 10,000 to the government, formed a School Management Committee and provided land of 33 decimal. In this manner the GoB established a total of 3,263 community school buildings comprised of 2 or 4 rooms and bore the cost of school construction, furniture, study materials and teachers' salaries. But GoB found the performance of many schools deteriorating because of the teachers' recruitment process, site selection and the inability of the local GoB officials. Looking at the reality, the GoB carried out a survey in 1998 and found that 194 of the 3,263 community schools were non-functional. The GoB offered these dysfunctional schools to selected NGOs. They were given two years to make the schools fully operational using their own funds. The number of schools

allocated to BRAC was 73, only 45 of which were received between 1998 – 2002 (one school was destroyed by flood).

These schools operate from Pre-primary to Class V. The GoB academic year was being followed and the government curriculum and textbooks were used in these schools. However supplementary materials were being provided by BRAC. It is added that, for the Pre-primary class BRAC is using its own materials. At present, 6355 students are attending these schools from Pre-primary class through Class V. The girl students and boys students ratio is 51% and 49% respectively.

One of the major challenges was mobilizing staff and resources. In this regard teachers receive 15 days of basic training and 3 days orientation before opening schools. They receive 1-day refresher course every month. Each and every teacher also receives 6 days subject-wise training at the beginning of each academic year. BRAC field staff supervise the schools and gives support to teachers and the SMC. Head Office staff visit the schools regularly to ensure quality and teacher development.

Stipend for the students of Class V:

During this reporting period 27 out of 44 schools have completed Class V. From these 27 schools, BEP has identified a good number of brilliant and poor children who will take scholarship examination in 2002. In this regard, a total of 162 students have been selected. 41 students out of 162 have received Tk. 400 each for purchasing scholarship guides and some other materials. They have been selected on the basis of merit and need and most are girls (97%). This stipend offer supports them financially and also encourages them to do well in further education.

The selected students of each region are stated below:

Region	Number of students
Narshindi	2
Chittagong	2
Madaripur	9
Bhola	17
Gazipur	1
Rajbari	1
Sylhet	4
Manikganj	5

The following are the achievements during this period with reference to the Workplan:

During this reporting period a total of 7 rooms (one room for each Community school) have been constructed. In another five areas, five rooms for each Community school are

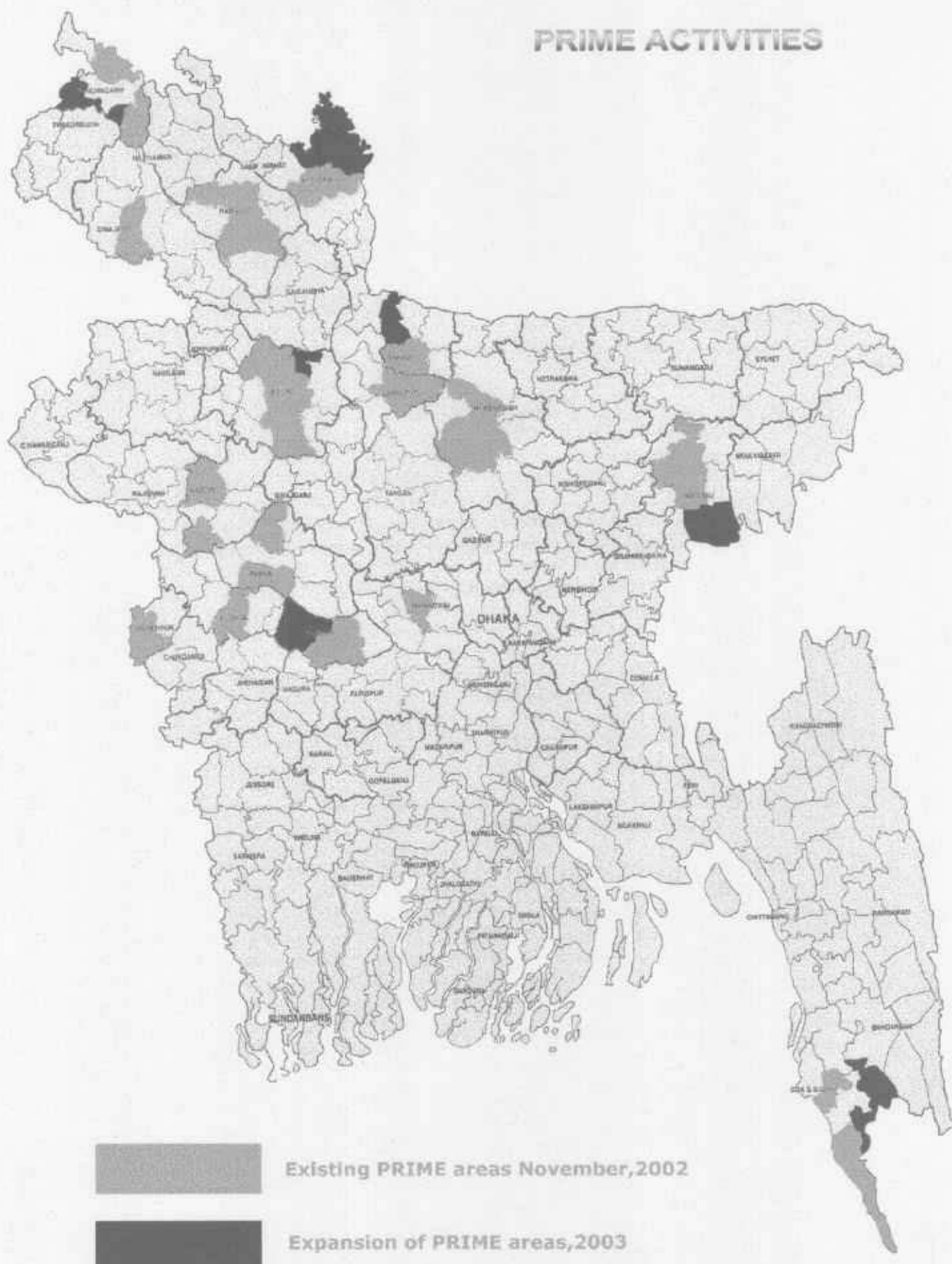
under construction. The monthly parents meetings have been ensured in the schools during this period.

Particular	BEP's Work Plan for July – December 2002	Achievement during June – November 2002
Operation of schools	GPU plans to operate 44 Community schools with 6355 students and 162 teachers.	44 Community schools are in operation.
Course Complete		27 schools have completed Class V and sent students to Class VI in Secondary schools.
Grade V Scholarship examination	Grade V students of community schools will be given the opportunity to sit for scholarship exam. this year.	41 out of 162 students of these 27 schools took scholarship exam who received Tk. 400 each from BEP.
Regular contact with GoB to handover more schools to BEP	Negotiations will be continued with the GoB for taking over the 21 schools that have not been handed over to BEP yet.	Regular contact with the GoB is going on.

Lessons Learnt

- The major lesson is that entry points for GoB collaboration needs to be reviewed in light of the recent approval.
- PRIME needs to be expanded as a response to the demands of local government.

PRIME ACTIVITIES



Output 6

Effective Programme Management

Output 6

Effective Programme Management

Overview

With the approval of the Donor Consortium, October 2002, the revised LFA has been incorporated in this reporting period. According to the revised LFA, two new outputs have been included; Output-5 which covers the work of closer collaboration with the GoB and Output-6 'Effective Programme Management'. The latter one covers the overarching programme and includes activities such as management, monitoring, research and MIS. Effective Programme Management is necessary to support BEP. Currently the Programme Support Unit is comprised of five units. The Units are the Administration Unit, Monitoring Unit, Communications Unit, Equity in Education Unit and MIS Unit. The Administration Unit and Equity in Education Unit have already been mentioned earlier in Output 1 and Output 3 respectively.

The MIS Unit was formed in October 2001. Previously it consisted of three groups – MIS, Research and Monitoring. During this reporting period, MIS became an independent supportive unit. It is working closely with the other units of BEP. The Monitoring Unit works with two other groups (Monitoring and Research). This unit is playing a vital role in quality development by providing necessary information.

Management Information System (MIS) Unit

The MISU is responsible for the collection and maintenance of all data related to field operation, research and monitoring. MIS unit maintains a comprehensive database that includes data on school operations, training session, staff related information, Union Libraries, Kishori Kendras (Reading Centres) and provides logistics support.

This Unit is responsible for storing and updating data on BEP's programmes. At the beginning of Phase III, the MIS system was maintained exclusively for the NFPE / BEOC schools. Regional offices send hard copies of information on all aspects of school operations and staff, which are then keyed in and cross checked. Cross-checking takes place at both the Head Office and Regional Office level to ensure there are no errors. The information is then used to provide monthly and quarterly reports to higher Management. Currently, the MIS system is being updated to include information on all the various components of BEP, including Continuing Education, PRIME, Pre-Primary schools etc. Moreover, a renowned IT consultant has been employed for the improvement of the MIS system who submitted a draft report with initial findings and possible recommendations.

Some of the Recommendations are as follows:

Organisational

Head office

Make MIS database application available on LAN through the user shell. Allow users browsing the MIS database using a query facility. Microsoft Access is an example of such query facility.

1. This computer will be used for office automation, such as word processing by the management of the Regional Office, and operated by an administrative assistant, possibly an adolescent.
2. The ZIP disk is sent to the head office no later than the 1 week after each team-in-charge meeting.
3. MIS at head office enters the content of the input forms on Zip disk in the MIS database, and prepares reports showing the entered new data or the status of the database after updating for the specific region.
4. A pilot could be set up with some interested managers at a regional level to explore these possibilities. Once a suitable set of planning and control tools is identified, a proper application or report is made, which is distributed to all regional offices.

Communications Unit

The Communications Unit is responsible for activities related to communication in regard to the programme, correspondence, donor liaison and internships. Development of communication related materials is also its responsibility such as producing bi-annual BEP Progress reports.

Monitoring Unit

BEP's monitoring team consists of two staff members in Head Office and 36 field monitors. Of these, 25 are of the NFPE / KK school programme 5 is for Continuing Education, and 6 are for PRIME. One Head Office staff member is responsible for coordinating all the NFPE / KK monitors, the CE and PRIME monitors. The separate monitoring unit was originally created so that biases at the field level could be circumvented and the state of the school programme could be monitored independently. A 10% sample size is used, therefore enabling the monitors to cover all 34,000 schools. The old method of monitoring focused solely on the student achievement, without taking into consideration the reasons behind the achievement. Thus, the method was not helpful in identifying the various problems that lead to low student achievement, which in turn

meant that the problems could not be solved. In an effort to improve the monitoring process, new tools are being developed for the monitoring team that take in account the classroom teaching process as well as student achievement. In addition, refreshers observation is included as a part of the Monitor's regular job. Moreover, the process of dissemination of the findings will be changed to involve more actors. During this reporting period, four workshops have been arranged. The main objectives of those workshops were to develop the knowledge and skill on questioning, interviewing, method of sampling, information collection techniques, analysing process and reporting. Both theories and practices took place in the workshops.

All these new things have been piloted since May 2002 and will continue till April 2003.

Research Abstract

The BEP Research group had planned three studies for the year 2002, but based on demands from different groups of BEP, it started seven different research works, of which two were project studies.

Studies related to school operation and quality assurance

Preparation of Design of Pilot for Mainstreaming: A Study on English Book for Grade IV

"A Pilot study on a newly produced English Text book for Grade IV" was taken as a research project titled "Prepare design of pilot for mainstreaming". The project started at the beginning of grade IV of May session, 2002 and the expected completion time is after two months, at the end of grade IV. The project is a mixed (both qualitative and quantitative) study, which has an experimental research design with qualitative analysis to prepare a permanent design for piloting the new text and teaching method. At present, the project already has completed the research design and tool development for the pre-test in the experimental and control group. It also has conducted the pre-test in the target area. The book review of the target text is in process. The project team has to wait for the post-test and the required necessary analysis for the experimental design until March 2003.

Developing Standardized School Assessment System for BRAC Education Programme:

It was the second task, which also has been taken by the research group as a collaborative project involving the Monitors and Quality Assurance Specialists in a guideline development process. The project started in April 2002 and is expected to be finished by June 2003 (*except for the follow up study of this project*). Desk research and capacity development of the QAS and monitors has been taking place since May 2002. A draft-grading guide characterized by a two-step absolute grading system is now being

tested in the field level by the monitor. However, the indicator based grading system is still in the initial stage.

An assessment of the process of learner sampling used in the BEP monitoring system

The main objective of this study was to assess how far the ongoing sampling for selecting learners for monitoring was scientifically appropriate. Twenty-four schools from eight team offices of four regions were selected randomly. The team offices and regions were also randomly selected. All learners of each selected schools were tested by a produced test instrument. The test result was analysed from three corners regarding sample sizes i) all students in sample, ii) five students in sample, which was followed by the monitors, and iii) ten students in sample. Although the report has not been finalized, however an analysis of the findings can be stated here. The results from the above mentioned three approaches did not reflect any significant differences, which confirms that the sample size followed by the monitors is appropriate.

An assessment of learner's performance based on Grade V Maths competencies:

BEP has introduced a new Math book for grade V. The main objective of this study was to assess student achievement on expected learning outcomes, explore gender difference in performance, identify types of mistakes etc. Several methods like achievement test, classroom process observation, interview and text analysis were used. All sorts of information was collected from 40 schools, randomly selected from twenty (two schools from each team) random team offices of ten regions, which were also randomly selected. All 40 teachers from each school and all staff from all twenty teams were interviewed.

The main findings of the study were that on average 39.57% of the included outcomes in the achievement test instrument were achieved by the student. Girls scored less than boys did (girls =38.08%, boy s=42.11%). Students did better in objective type questions. The new outcomes, which are incorporated in the grade V book showed better results (37.90%) than the continued outcomes from lower grades. However, the process is continuing.

As assessment of achievement of competencies of the students of BRAC NFPE schools

(Done by RED)

This study aimed to assess competency-based learning outcome of the students completing full cycle of primary education from BRAC schools respectively in 2000 and 2001. These students are the second and third batches of children completing full cycle of primary education from BRAC schools. In addition to overall estimates for the graduates of the years 2000 and 2001, sex-wise analyses were done. Two limitations of the study were that the study did not take into account the urban schools and the non-cognitive competencies.

The findings of the study clearly show that over eight percent of the students of BRAC schools attained all the 27 cognitive competencies tested. Again, on average the students of each cohort attained 66% of the competencies (18 out of 27). Such consistent results indicate some sort of validity of the test instrument and reliability in the findings. Also, the findings confirm that a majority of the students of BRAC schools do not attain all the competencies. Although there was no statistically significant difference in the performances of the students of two batches, but the overall performance tends to be better in Bangla and English languages over the period. However, it went down for Math, Social Studies and General Science. Languages are the basics for children to be learned, because, without having a standard level in language, students would face difficulty in learning or expressing themselves in other subjects. The Education Programme of BRAC could maintain a similar level in language, but not in other subjects.

Studies related to Continuing Education

Mobile Unit of Gono Kendra Pathagar : Bring Lifelong Learning Home

The Mobile Unit is a dream in the rural areas. To provide life long education will have an immense impact on the rural communities. It may be an effective component of the *Gonokendra Pathagar* (Union Library). Its goal is to serve the women, disabled and elderly population who cannot come to the *Gonokendra Pathagar*. The present study aims to find the people's demand, attitude and supposition towards the mobile units. The other purposes of this study were to find Mobile Unit related hazards and to discover challenges for implementing the project in the large scale.

Samples of the study consist of users, non-users, Assistant Librarian and van drivers of the Mobile Unit separately. Since literacy rates vary in the districts, reading practice may also vary in the districts containing Mobile Units. Taking into account this criteria, 26 districts has been divided into two strata. From the two strata consisting of 35 mobile units using Neyman allocation, 10 mobile units were selected. In this study, 191 users, 53 non-users (not representative), 9 Assistant Librarians and 8 van drivers were interviewed. Four distinct schedules were used for this study. Data was analyzed both qualitatively and quantitatively.

In the studied population, 29.8 % are male and 70.2 % are female. Major occupations of the users are housewives (33.5 %) and students (37.7 %). The average year of schooling of the users is 9.70 years. The average age of the users is 24.2 years. Among the readers, 52.9 % have a monthly nil income. Among the readers, 95.3 % are Muslims and 4.7 % are Hindus. The mean duration of the membership of the users is 8.31 months. It is revealed that 64.4 % readers prefer novels and story-type books and 30.4 % readers prefer religious and life history type books. About 41.9 % members have problems paying their yearly subscription and their expected yearly subscription is 13.01 Tk. 64.4 % of total subscribers want to pay monthly and their monthly-expected subscription is 1.74 Tk.

The users of the Mobile Units in the strata bearing higher literacy rates have more years of schooling (10.28 years) compared to the strata bearing lower literacy rates (9.46 years). Income variation in higher literacy ridden districts is high (115.20%). Students prefer novels and story type books (about 80.6 %). According to the members, non-users mainly have economical problems (45 %), then lack of time (38.8 %) and thirdly, lack of a reading habit (12.5 %). The average year of schooling for the Assistant Librarians is 9.13 years. About 87.5 % of the Assistant Librarians are married. 100 % of the Assistant Librarians are women. The mean age of the Assistant Librarians is 18.75 years. Van drivers all are males and about 50 % of them are illiterate.

For successful implementation of the Mobile Unit project to attract readers, more books of different categories should be increased. For the nil income holders, there should remain different strategies for paying the subscription.

Librarian dropout from Gonokendra Pathagar (UL): An Exploratory Study

Necessary information and data of the study has already been collected and data processing is going on.

Studies related to Adolescent Development

An assessment of APON Boys Programme:

APON for Boys was initiated with the aim of creating better understanding about social and personal health issues of adolescent boys similar to that of APON for Girls. The programme was initiated in two regions in 2001 on a pilot basis. By June 2002, it was expanded to three more regions. Boys reading in high school (Class 9-10) are eligible for this course. They can get direction on ways of living from specially written 12 books in 16 classes. They are made sensitive to social issues including those of girls of a similar age group. By the end of 2002, APON for Boys was completed in 14 schools of 12 teams in 5 regions.

The main objective of this study was to assess how far the present programme was suitable for boys regarding curriculum materials, methods and management style. Feedback was collected on programme materials, methods and curriculum through a survey from a section of the participants and management staff. One school from each team came under the survey. Following their feedback and recommendations, the programme was rearranged. Some of the findings of the survey can be stated here. The great majority of the participants of the research supported the rescheduling the course in class nine instead of its present timing in class ten as a good number of students were absent due to their final examination of class ten. The class time may be reduced to one hour. In addition, starting the course at the beginning of the year may increase the participation. There is also a scope for redesigning the curriculum with rearranging of books. Hence, omission of some current books and addition of alternative books according to the demand of the participants may increase their motivation for self-involvement. Similarly, awarding certificates may also be an encouraging factor for their close participation. The number of community meetings may increase to two for each

course for the smooth running of the programme. In order to effective classroom management the class size should be between 25 and 30. Involvement of the secondary school teachers is an important catalyst for this type of social mobilising work, which can be enhancing through given clear idea about the course and arranging reasonable numbers of meeting with them.

Others (Done by RED)

Education Watch 2001 Launched

The Education Watch report 2001 titled 'Renewed Hope, Daunting Challenges: State of Primary Education in Bangladesh' was launched on October 8 2002. This is the third report from the Education Watch initiative. RED has been involved with this initiative since its inception in 1998.

The current report enumerated changes in some internal efficiency indicators of primary education over the last two years, private cost of schooling, and a note on the literacy situation in Bangladesh. Although primary education is said to be free of cost, it was reported that the parents were paying more than half of the total costs. A wide variation also exists in private expenditure. It was found that the current adult literacy rate in the country is only 42.6% against a government claim of 66%.

Assessment of Secondary School Retention Study:

This study aimed at examining the status of BRAC graduates in formal Secondary schools. 320 BRAC graduates from 20 NFPE schools who were transferred to grade VI in formal schools in 1999 were chosen randomly as the programme group. An equal number of non-BRAC students of the same batch from the same Secondary schools were chosen randomly as the control group. The selected students were interviewed using a structured questionnaire. To assess their level of attainment in Secondary schools, marks obtained in the annual examinations in different classes (Class VI, VII and VIII) were collected from the concerned schools. Besides, 72 teachers from 8 Secondary schools, 6 NFPE teachers, 62 ongoing and 43 dropout students of programme group, 53 ongoing and 21 dropout students of control group were interviewed in-depth. 96 guardians of the selected students (55 programme and 41 control groups) and 55% of the students of the programme group and 73% of the control group were continuing in Secondary schools. The rate of continuation for girls of both groups was higher than boys. Although, the students of the programme group obtained comparatively lower marks than the control group in the school examination, the differences were not significant. Both the groups of students felt difficulties mainly in English and Mathematics and the students of the programme group felt difficulties with teaching-learning in the formal system. The teaching-learning system, economic crisis, involvement in income earning activities and practice of early marriage were the major impediments for continuing study especially for the former BRAC students. It is concluded that unless schools take the leading responsibility in teaching daily lessons in the classrooms, and BRAC's support are continued at the Secondary level, level of retention and attainment of the BRAC graduates in Secondary school may not be at an acceptable level.

Financial Report

A total sum of Tk. 222, 926, 808 was received from Donors (CIDA/AKF and DGIS) for the period of June 2002 to November 2002. A total sum amounting to Tk 3,074,736,829 was received for the three year period of June 1999 to November 2002.

The expenditure (net) was Tk. 533,426,680 (June- November 2002), and Tk. 3,476,117,832 (June 1999 to Nov. 2002) respectively, thus resulting a closing deficit balance of Tk. 401,381,003. This mainly occurred due to late disbursement of funds from some donor partners.

The total budget (net) for the whole year (June 2002 to May 2003) was Tk. 1,256,919,225 and, the cumulative budget for the 4 years (from June 1999 to May 2003) was Tk. 4,646,815,412.

The actual expenditure for the six months period (from June 2002 to November 2002) was Tk. 533,426,680 (net); The expenditure was 42% on target for this period. The balance amount will be utilized in the next six months period (December 2002 to May 2003).

The financial reports of the reporting period have been enclosed in three different formats; these are:

1. Financial report (in BRAC format)
2. Financial report as per EC Format
3. LFA Based financial report

(For more detail please see annex-4)

Annex-1

LFA Based Report

- a. LFA Based Progress*
- b. LFA Based Implementation Plan*

i. BRAC's Education Programme (BEP) – NFPE Phase III
Progress of June to November 2002

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June- November 2002	Comments/ Recommendations
<p>Purpose: The provision of an improved full-range primary curriculum that will allow learners to retain and use the literacy, numeracy and life skills learned.</p> <p>NFPE/ BEOC graduates are contributing economically to their families.</p>	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 Standardized Achievement Test (SAT) by 2004.	SAT has not taken place during this period.	The programme has decided to use the test instrument developed for Education watch to assess the achievement of learners at the end of Grade V.
	90% completed primary cycle achieved	It should be mentioned that a total of 9950 schools with a total enrollment of 316831 and a completion 296193 was achieved during January- March, 2002. A total of 93.5% of learners enrolled completed the Primary cycle.	---
	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.	1315 new Kishori Kendros (Reading Centres) were opened during this period.	All existing livelihood training have been redesigned.
	50% of graduates complete education until Grade VIII.	In 2001, 186,498 (88%) learners have enrolled in Secondary Schools in Grade VI from 7,111 NFPE schools. All these learners are supposed to be in Grade VIII in 2003.	It is proposed that at the end of 2003 a study can be conducted to find the status of BRAC graduates in Secondary Schools who have completed their education up to Grade VIII. RED has conducted a study on Students in Secondary Schools, which show that 55% learners enrolled continue in Secondary School
Programme level Finance:	<p>Cumulative budget to end May 2003: Tk. 4,650,124,076</p> <p>Budget for June 2002 – May 2003: Tk. 1,264,527,069</p>	<p>Cum. Expenditure to end Nov 2002: TK. 3,482,266,538</p> <p>Expenditure for June 2002-Nov 2002 TK. 540,355,281</p>	<p>Achievement on yearly budget in Percentage:</p> <p>43% (achieved)</p>

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement of June - November 2002	Comments /Recommendations
Output 1: Operational Schools			
Equitable access to cost-effective primary education for poor children, especially girls ensured.	34,000 schools are in operation for 1.1 million children including 60% - 70% girls with usable facilities (room, mat, board, child friendly environment) every year until 2004 at a cost of US\$ 20/ child/ year).	34,000 schools (NFPE 22,085, BEOC 8,940 and ESP 2975) are in operation for 1.1 million children including 65.8% girls. Annual cost per child US \$19.	-----
Finance level of Output 1:	Cumulative budget to end May 2003: Tk. 3,482,648,609 Budget for June 2002 - May 2003: Tk. 938,807,861	Cum. Expenditure to end Nov 2002: TK. 2,775,177,147 Expenditure for June 2002-Nov 2002 TK. 396,406,839	Achievement on yearly budget in Percentage: 42%(achieved)
Output 2: Capacity development of staff & teachers			
Pedagogic skills of teachers and staff (supervisory) and supervisory skills of staff are developed, updated and in use.	2.1 At least 70% teachers deliver the lessons following a standardized quality checklist (e.g. lesson plan, correct use of materials, ongoing assessment of learning, time management etc). 2.2 At least 80% of the supervisory staff (PO, TI, RM, QAS) are following the supervision action plan and assessing the teachers and facilities periodically and giving feedback including suggestions.	2.1 In this period 776 (2.5%) teachers have received basic teachers training. 2.2 In this period following numbers of staff have received training: PMC-I training: 491 (76.1%) POs PMC-II training: 491 (76.1%) POs	New schools were not opened during this period therefore basic training sessions were minimum The only basic training was for teachers who were replaced because of teachers' dropout. It should be noted that monthly refresher training for teachers in all grades were conducted. It indicates that more 70% teacher deliver the lessons successfully. Special subject-based workshops and training are disseminated continuously by the QAS's with the core group MTs to MTs, TIs and BTs. In addition to that EDU's curriculum group will also be providing training and workshop for BEP staff monitors and TARC Trainers
Finance level of	Cumulative budget to end May 2003: Tk. 673,936,775	Cum. Expenditure to end Nov 2002: TK. 445,986,198	Achievement on yearly budget in Percentage: 45%(achieved)

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement of June - November 2002	Comments /Recommendations
Output 2:	Budget for June 2002 – May 2003: Tk. 151,627,452	Expenditure for June 2002-Nov 2002 TK. 67,695,829	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
Output 3: Material development and new initiatives			
Curriculum and materials are continuously updated and developed)	3. Updated and developed curriculum and materials (relevant, participatory, child-friendly, gender friendly and NCTB competency –based) are in the possession of teachers and students.	<p>English Teacher's Guide and Student's Workbook for Grade I have been developed and will be in use in all BRAC schools in July 2003.</p> <p>Science Teacher's Guide and Student's Workbook for Grade IV have been developed and are ready for publication. These books will be in use in all BRAC schools in May 2003.</p> <p>Social Studies Teacher's Guide and Student's Workbook for Grade IV have been developed and are waiting for illustration. These books will be in use in all BRAC schools in May 2003.</p>	<p>The Workbooks are embedded with text, which are relevant, participatory, child friendly, gender friendly and completely NCTB competency based.</p> <p>The Teacher's Guides contain detailed guidelines on how to use the workbook along with each day's lesson objectives and distribution.</p> <p>New Initiatives: Pre-Primary and Education for Indigenous Children (EIC) are new Initiatives. Therefore these are now under specific units and a separate management in order to address the challenges of expansion of Pre-Primary and EIC initiatives.</p>
Finance level of output 3:	<p>Cumulative budget to end May 2003: Tk. 105,241,760</p> <p>Budget for June 2002 – May 2003: Tk. 24,236,576</p>	<p>Cum. Expenditure to end Nov 2002: TK. 53,910,469</p> <p>Expenditure for June 2002-Nov 2002 TK. 11,673,752</p>	Achievement on yearly budget in Percentage: 48%(achieved)

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
Output 4: Continuing education programme			
BEP graduates (including adolescents) and community people (children, adults and adolescents) have increased access to continuing education.	4.1 6000 Reading centres at different district 50% managed by adolescent as librarians and supervisors and by Regional Programme Organizers with books and materials on awareness raising are in operations for BEP graduates and other adolescents (90% girls) for borrowing and mobilization.	4.1 A total of 7896 KKs/RCs are in operation out of that 1315 have been opened during this period. 100% RCs/KKs are managed and supervised by adolescents.	RCs have been renamed as <i>Kishori Kendras (KKs)</i> .
	4.2 900 community managed libraries including 500 new ones with 100 books (100-150 for children, news paper, magazines) are in operation with borrowing and reading facilities.	4.2 A total of 688 libraries are in operation. Out of this 52 have been opened during this period.	
Finance level of output 4:	Cumulative budget to end May 2003: Tk. 282,765,078 Budget for June 2002 – May 2003: Tk. 76,948,326	Cum. Expenditure to end Nov 2002: TK. 177,740,185 Expenditure for June 2002-Nov 2002 TK. 42,920,274	Achievement on yearly budget in Percentage: 56%(achieved)

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
Output 5: GoB Partnership			
Formal primary school stakeholders (local and national) are aware of BRAC's experiences and considering them in their policies and programmes.	<p>5.1 At the local level, a sample 15 -20% of formal primary school stakeholders covered by to improve the formal primary school system by 2004.</p> <p>5.2 At the national level, stakeholders have expressed interests/willingness in making 2 policy and /or programme changes to improve the formal primary school system by 2004.</p>	<p>PRIME works with Government Primary Schools (GPS) as an intervention for Pre-Primary.</p> <p>A letter from PMED indicated a willingness to collaborate with BRAC through Pre-Primary Schools linked to GPs. The letter also indicated second willingness was to collaborate for social mobilization to improve the formal Primary School system.</p>	<p>Based on demand from local Govt., PRIME is being expanded to 10 more Upazillas. The preliminary work or expansion started during this period</p>
Finance level of Output 5:	<p>Cumulative budget to end May 2003: Tk. 105,531,854 Budget for June 2002 – May 2003: Tk. 72,906,854</p>	<p>Cum. Expenditure to end Nov 2002: TK. 29,452,539 Expenditure for June 2002- Nov 2002 TK. 21,658,587</p>	<p>Achievement on yearly budget in Percentage: 30%(achieved)</p>
Output 6: Management and Research			
An effective programme management is in place.	<p>6. BRAC's NFPE and CE programme is running smoothly according to plan and any deviation is continuously handled with timely follow-up actions.</p>	<p>During this reporting period, more units have been in place to improve management in BEP. The Units are:</p> <ul style="list-style-type: none"> -Field Operations Unit -GoB Partnership Unit - Capacity Development Unit -Education Development Unit - Adolescent Development programme -Pre-primary Unit. - Programme Support Unit. <p>Continuous Field visit, analysing field reports, monitoring reports and research findings as well as through discussion with the field staff (RM, QAS, TIC and all others) necessary steps have been taking place regularly in order to address deviations of any.</p>	<p>It is to be mentioned that the Programme Support Unit is comprised of five distinct units:</p> <ul style="list-style-type: none"> -Administration -Monitoring & Research -Communications -Equity in Education & -MIS <p>Further, other changes have taken place in Continuing Education Programme. During this period, Continuing Education Programme has been renamed as Continuing and Post Primary Basic Education. This Programme is operating and reporting to its own Programme Head.</p>

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
Activities Output 1: Child Selection a) Identify and select children based on a set of criteria (rural, never schooled, dropped out, age 8-14, ethnic minorities, and preferably girls.	a) 1.1 million children (785,000 age 8-10 years and 305,000 of 11-14 years through NFPE, BEOC and ESP schools) including 60% - 70% girls selected following the set criteria by 2004 (yearly 1.1 million) 505 Team offices.	1.1 Million children (NFPE age 8-10: 728,450, BEOC age 11-14: 269,553 and ESP age 8-10: 89,250) including 65.8% girls Total team offices: 504	4,703 students of Secondary Schools have received stipends to continue their studies. Out of which 1805 (39%) are from Ethnic Minorities Background No. of Team, offices will be increased from January 2003.
Physical facilities b) Arrange physical facilities (room, boards, mats and stools) according to defined specifications	b) Physical facilities (room, boards, mats and stools) are available in at least 80% of the 34,000 schools satisfying in the quantity and quality criteria for each item every year.	96% schools satisfying in the quality and quantity criteria.	---
Teachers/ Supervisors c) Provide teachers (preferably female) and supervisory staff based on defined selection criteria.	c) 34,000 teachers and 2,500 PO/RTs as supervisors have joined (90% female teachers and 30% female PO/RTs) and placed at schools and PO/RTs	During this period, 33,478 teachers (98.1% are female) and 2377 PO/RTs (28% are female) have been placed. It is noted that in this reporting period a total of 5,588 staff, including regular staff, service staff and project staff have been placed,	522 teachers take classes in two shifts. (33478+522) = 34000. As a policy we have recruited local female teachers to encourage them to study and to work part time. In addition to that, through the programme all the teachers and staff have received training to increase their professional skills and development in order to encourage their mobility in their careers.
Provide Textbooks d) Provide textbooks and supplementary materials including successful elements of piloted projects.	d) Usable textbooks and supplementary materials are in the possessions of all students in 34,000 schools according to grades at the beginning of school session each year.	100% students and teachers are provided quality books and materials on time. In this period 1,121,253 usable textbooks and supplementary materials have been supplied for learners and teachers.	More supplies have been added for students such as erasers, scales & exercise books etc. GoB gave permission to print Textbooks for Grades III English & Grades IV and V because NCTB could not provide this on time. Procurement and supplies are channeled from HO than team

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
			offices for purchasing better quality materials.
School Management e) Establish and maintain school management in collaboration with the community (SMC parents)	e). Parents and SMC members meet in 80% of the cases, where at least 70% parents and SMC members participate and can explain their roles and responsibilities and impacts of education at the end of each year in each village school.	In each month Parents and SMC members meet (mostly mothers) for each school	----
GoB/NGO Linkages f) Establish & maintain linkages with other institutions/programmes (GoB, NGOs)	f) 1010 workshops and meetings held yearly with heads of the educational institutions and all UEO and AUEO, out of whom 70% can explain major points of BRAC's education programme every year within the working areas of Team Offices.	96 workshops (with 1395 participants) held with primary school head teachers. UEOs and AUEOs were present in these workshops. Some workshops have been attended by UNOs & DPEOs.	

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June – November 2002	Comments/Recommendations
Output 2: Primary Pedagogy: Teachers a) Provide need-based training to teachers including ESP (Grade I-V) on primary education pedagogy and subjects (initial for new recruits and refreshers for existing).	a) By 2003 at least 80% of teachers trained in 9 sessions can demonstrate and prepare appropriate lesson plans describe on subject-related contents after the training.	776 (2.5%) teachers have received Basic (12 days) Training. In addition to that each teachers also received monthly refreshers training. Teachers received special subject based training on Grades IV and V: 898 (3%) teachers received subject based special refreshers (13 days) on grade IV (NFPE). 2,754 (9%) teachers received subject based special refreshers (4 days) on 4 th phase (BEOC). 5,600 (18.4%) teachers received subject based special refreshers (13 days) on grade V (NFPE). 603 (2%) teachers received subject based special refreshers (7 days) on 5 th phase (BEOC).	Teachers are provided stipend for certification under Open University: For Secondary School Certificate (SSC): 1233 teachers & Higher Secondary Certificate (HSC): 454 teachers New schools were not opened during this period therefore basic training/subject based training sessions were minimum The only basic training was for teachers who were replaced because of teachers' dropout. It should be noted that monthly refreshers training for teachers in all grades were conducted
	At least 70% of BT can conduct teacher's training followed by positive evaluation after receiving 2 subject-specific training.	There are 4400 BTs. Out of them 3200 are conducting teacher's refresher training. That indicates approximately 72% BTs are conducting refresher training.	Each BT goes through three stages of training. <ul style="list-style-type: none"> - 3days orientation by QAS - 4/5days subject based training by MT/QAS - 1 day's refresher by MT/QAS
Primary Pedagogy: Supervisors b) Provide need-based training on primary	b) At least 80% of staff members trained can demonstrate and prepare appropriate lesson plans	A total of 982 POs have received (PMC) – 1 and (PMC) – 2	From the beginning of this year, the training plan has been redesigned. Under the

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
education pedagogy and subjects to supervisors (RTs, MT/POs, QMs) and teacher's trainers under ESP.	and describe on subject-related content after the training and work following the supervision plan by 2003.		new plan all the new staff will go through the PMC-I, it contains subject based training of Grades I- III. PMC-II contains subject based training of Grades IV and V. Those who will do well in these two courses will go straight for the MT training. These MT training will be facilitated by QASs and Core group MTs.
Adolescent Training c) Provide need-based training to adolescents as leaders and librarians and supervisors for Reading Centres and community people as Union Community Librarians.	c) The adolescent supervisors are supervising RC facilities following prescribed supervision plan, grading librarians and providing feedback.	83 AL has been trained to create awareness among the APON members via KKs. 79 (43.4%) KS have been provided with 6 days in service training. 111 (45.5%) PS have been provided with 6 days Basic Training. 106 (34.9%) KS and PS received 3 days orientation on APON. 89 (36.5%) PS have received 3 days workshop on photography. 75 members have been provided with photography training. 19 KS have been received 6 days training on Health Checkup.	A total of 972 KS & 354 PS are involved to supervise and manage RCs/KKs. Percentage (%) mentioned in the left column was based on the total recruitment of PS & KS as of this reporting period. (Within RCs/KKs).

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
CE Staff Development d) Provide staff development for CE staff and capacity development training for the community (Trust members, librarians, and different other local people).	d.i. All CE staff who participated in training can explain their tasks and demonstrate their work after training. ii. 50% of the community librarians, community members and Trust members in 500 new libraries can explain their tasks after training	i. 156 (including 114 replacement & dropout) librarians have been received basic orientation (6 days) on library operation. 28 (5 female) Staff/librarian has been provided with IT Training. 15 staff have been received basic training on library operation. ii. Through 58 libraries training has been provided to 1382 union library members (582 of them women).	
Output 3 Grade I – III a) Revise existing curriculum and materials for Grades I – III in all subjects	a) NCTB competency and more activity-based relevant revised curriculum and materials in all subjects are available each year.	Bangla story books for Grades I to III students have been developed. English Teacher's Guide and Student's Workbook for Grade II have been revised and awaiting for illustration work. Grade II Social Studies Teacher's Guide and Student's Workbook is in the process of development.	Bangla storybooks will be used as a supplementary reading material to increase the students reading skills.
Grades IV – V b) Develop textbook and supplementary materials for Grades IV – V.	b) Activity based, child-friendly supplementary materials and textbooks for Grades IV – V available by 2004	Science & Social studies: In this period NCTB competency based Grade IV Teacher's Guide and Students workbooks have been developed.	The curriculum group of EDU has started developing new materials and is revising all existing materials in all subjects based on NCTB competencies.
Output 4 Establish Reading Centers a) Establish Reading Centers for BEP graduates and adolescent girls following defined policies	a) 6000 Reading Centers with usable facilities (mats, stool, trunk) in different Districts are in operation each year.	7896 KKs/RCs are in operation. During this reporting period 1315 KKs/RCs have been opened.	To cater to the needs of Adolescents, additional RCs were opened to meet their demands. It is to be noted that in this reporting period Reading Centres have been renamed as Kishori

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
Reading Materials b) Provide reading materials on selected issues relevant for adolescents for on and off premise uses.	200 materials of different kinds are available for use and borrowing by 2004 in all RCs.	A total of 20 reading materials on APON are available in the KKs /RCs. These come as an addition to a range of materials both books & magazines to be provided to each KKs. 6 different types of magazines and 150-200 books (depending on the requirements of the adolescents) are being provided to the KKs.	Kendros (KKs). A change in Policy to provide more entertainment related magazines or materials to be provided to the KKs to cater to the needs of adolescents. In fact one particular publisher prints a popular entertainment magazine as a separate edition for BRAC adolescents in RCs/KKs.
Life Skill Training c) Introduce life skill training on a pilot basis	c) 5,000 adolescent girls received life skill training at RCs and 50% of them can explain their knowledge and demonstrate their skills.	APON course was running in 1664 Kishori Kendros during this reporting period, therefore, approximately 44,928 adolescents received life-skills related training. More than 50% of them can explain their knowledge and demonstrate their skills. Apart from this more adolescents were introduced with different livelihood opportunities e.g. photography, KS, AI etc.	It is to be noted that process had already started of re-designing of APON course. Also groundwork has already started for a separate life- skills (to be addressing more on the basic business skills) during this reporting period. This came out from the finding that providing livelihood training for adolescent was difficult.
Social Activities d) Organize and promote	d) 90% adolescent girls of each RC participated monthly in one kind of socio-cultural activity and 50% of them are organized in reading and social networks.	The programme is designed in such a manner that it creates a network of adolescents in the community, thus the whole country comes under the " Adolescent network ". Also National holidays are being observed in Kishori Kendros in all regions. This comes as an addition to the monthly cultural activities to be taken place in Kishori kendros- with approximately 50% achievement. 20 KKs /RCs are being piloted with new ideas and interventions.	For details of Upgraded KK please see Output-4.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
Mobilization Measures e) Undertake mobilization measures	e) 50% of the adolescent girls are visiting organizations/institutions related to their needs.	More than 50% of the adolescent girls visited different org/inst related to their needs. For example: Adolescents' attending KKs, going to TARC and BRAC offices and working as part time employees have changed the typical role of the adolescents in the rural context.	Please see Output 4.
New Community Libraries f) Establish facilities for new Union Libraries with children's corner, partially with community financing	f) By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	639 (93%) ULs with children's corner are functioning till Nov '02. During this reporting period 71 ULs have been provided with children corner.	
Reading Materials g) Provide reading materials on diversified issues for on/off premise uses including from mobile library.	g) User-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc....) 1,000 books per UL, are available for on/off premise use, including 50% of them from mobile library.	There are a total of 252,000 books in the ULs. A total of 875 books per UL are available for on/off premise use, including 30% of them from mobile library.	
Socio-cultural Activities h) Organize socio-cultural activities	h) At least 2 socio-cultural activities held in 70% of the libraries performed by 40% women/girls each year.	At least 2 socio-cultural activities have been observed in 531 (77%) ULs.	
Introducing Computers i) Introduce computer and communication technologies in selected library on experimental basis.	i) At least 70-80 community libraries computer based information on child rights development etc.... can be downloaded by May 2004.	A total of 60 libraries have been equipped with computer and 1 connected to internet.	
Output 5 School Forums a) Reactive school based forums (parents, SMC, teachers) to improve their understanding on roles and responsibilities and motivate them to perform them.	a) 4,320 sessions held with SMCs, 1080 with PTAs yearly in 30 Upazillas, after which 50% of SMC members, 70% MF members and 30% of PTA members can articulate their roles and responsibilities.	PRIME staff have been participated 522 SMC meetings of GPS. Out of these 203 meetings have been arranged and coordinated by them.	All SMCs of GoB run Primary schools linked to Pre-Primary schools have been involved in consultation related to Pre-Primary interventions. They have therefore been actively involved in the linkage with Pre-Primary school. However, orientation of SMC

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
			members will begin as part of social mobilization effort from April 2003.
<p>Upazila Resource Centers b) Establish Upazila Resource Centers for teachers to share successful/effective teaching methods practiced by BRAC.</p>	<p>b) URCs (one in each target Upazila) are established by 2004, where 30% of formal primary school teachers headmasters, and ATEOs attended the workshops on good classroom practices and effective school management systems.</p>	<p>In this reporting period URCs have not been established.</p>	<p>The main objective of establishing URC was to provide subject-based teacher training and to prepare master trainer among the GoB primary teacher. However, the GoB approval mentioned Pre-Primary and Social mobilization excluding teacher training and effort to strengthen URCs. Moreover, URCs have not been established in all the Upazilas of Bangladesh. Additionally, it should be mentioned that the existing URCs have not been fully staffed. Therefore, PRIME's objective to work with URCs now seem to be redundant. Consequently PRIME is not giving effort to strengthen the URCs.</p>
<p>Organizing Awareness Efforts c) Organize workshops, seminars, conferences and field visits for MPs, DCs, DPs, DPEOs etc.... to make them aware of the state of the primary education goal, local and national, of the PRIME programme and</p>	<p>c.1) 120 seminars (2 per year per Upazila) held with DCs, local MPs, UNOs, TEOs, AIEOs, HMs, UP chairmen and civil society, where feedback sessions indicate that 50-70% of participants are aware of the state of primary education and of PRIME's goal.</p> <p>c.2) 2 national conferences held with DPs, civil society and</p>	<p>In this period 96 workshops (with 1395 participants) have been conducted. Workshops/meetings are being held continuously with the GoB primary school head teachers centered on primary to share experiences and survey findings. These workshops are mostly attended by the UEOs & AUEOs. Some workshops have been attended by UNOs & DPEOs.</p>	<p>Please see Output 5</p>

Narrative Summary	Objective Verifiable Indicators (QVI)	Achievement of June - November 2002	Comments/ Recommendations
	<p>GoB representatives, where discussions and recommendations indicate that participants are willing to engage in further debate and discussion on the issue of Go-NGO cooperation in education.</p> <p>c.3) 2 field visits by members of the parliamentary Standing Committee on education, after which the state of primary education and NGO/GoB cooperation is discussed in Parliament.</p>	<p>c.3) Some DCs, ADCs DPEOs and other officials have visited PRIME programmes in different Upazilas of the country. Their reports on the visit are outstandingly good and asked PRIME to expand programme in all the Upazilas of their districts. However, this is creating a very enabling atmosphere for PRIME for expansion.</p>	<p>The policy of Parliamentary Standing Committee appears to be less effective. Involvement of Local Administration such as DCs, DPEOs emerge as being an effective mechanism to create demand at local level.</p>
<p><u>Establish Pre-primary Schools</u> d) Establish pre-primary schools to demonstrate the importance of preparing children for formal schools.</p>	<p>d) 1,200 pre-primary schools of one-year cycle are in operation by April 2002 each school having children of years age.</p>	<p>During this reporting period, 1006 pre-primary schools have been opened. Each school having 25-30 children of aged 5+.</p>	<p>Preliminary work for expanding Pre-Primary was underway drawing on lessons from PRIME.</p> <p>The new Pre-Primary school expansion will be financed by DGIS(outside DC). The preparation for this was initiated from November 2002.</p>
<p><u>Community Schools</u> e) Take over from the GoB reopen and operate Community Schools to demonstrate to the GoB that BRAC NFPE methods can be used successfully in the formal system.</p>	<p>e) 44 Community Schools using NFPE methods in operation by 2002 and GoB assessed the running of the schools positively.</p>	<p>There are 44 Community Schools using NFPE methods in operation.</p>	<p>Please see output 5</p>
<p><u>Output 6 Monitoring and Reporting</u> a) Continue with periodic monitoring and reporting</p>	<p>a) Monitoring reports shared and recommendations used to revise operational plans regularly</p>	<p>Monitoring conducted on both pedagogy and management areas during the reporting period on 384 team offices along with 1966 schools.</p>	<p>---</p>

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
Upgrading MIS System b) Upgrade the existing HQ-based MIS system as a decision support system	b) MIS section has updated hardware and software and provides data for documentation and analysis according to the demand of different sections.	A consultant was engaged to review MIS and made consultations with RMs to improve the existing MIS.	Please see Output 6 for some of the consultant's recommendations.
Research Activities c) Undertake need-based research activities (baseline operation, action and evaluation research)	c) At least 10 research activities and reports are available and used for decision making.	BEP research group had plan three studies for the year 2002, but based on demands from different groups of BEP it started seven research works. The work by BEP research group are related to quality assurance systems, programme support, assessments, CE and ADP. 1. Prepare design of pilot for mainstreaming : A study on English Textbook for Grade IV. 2. Developing Standardize School Assessment System for BRAC Education Programme; 3. An assessment of the process of learner sampling using in BEP monitoring system; 4. An assessment of learner's performance based on grade V Maths competencies; 5. Mobile Unit of Gono Kendra Pathagar : Bring Lifelong Learning to home 6. An assessment of APON Boys Programme 7. Librarian dropout from Gonokendra Pathagar: An expletory study. 8. Education Watch 2001 (conducted by	See Output 6.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement of June - November 2002	Comments/ Recommendations
		CAMPE and RED). 9. Assessment of Competencies of the Students of BRAC NFPE Schools (RED). 10. Secondary School retention study. (RED).	
Internal Sharing d) Continue internal sharing sessions for learning and review and participate in selected external sharing sessions on NFPE and CE.	d) At least 30 meetings (RMs-12, QAS-12 and monitors-06) held internally at different levels. Senior staff members have participated in 10-20	This has taken place regularly at different levels, both in HO and field level	
Disseminating Programme Information e) Disseminate selected programme information to local and national development partners.	e) Development partners periodically received selected information about BEP and its major achievements.	DPs received Progress reports, draft proposal prior to DCM in November.	
Professional Development Training f) Provide need-based professional development training to programme personnel	f) 4-5 members have participated in relevant training each year and shared major learning with colleagues in the form for reports and presentations.	During this period following idea sharing Workshops took place: - PEDP II workshop; -The Quest for Quality education forum in Manila Philippines. In addition to that following training and courses took place: - One Regional Manager and Two Area Education Manager have been sent for Global Partnership Course; - Communicative English Language course for RMs/QASs/Managers for both PRIME and CE;	Please see Output 2

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement of June - November 2002	Comments/Recommendations
		<ul style="list-style-type: none"> - One staff has been sent to BITI for a six month long Advanced course on Computer Programming; - Two BEP staff have sent to the UK each for one year Master's course. - Two of BEP staff went to Southern Sudan as part of UNICEF-BRAC Partner linking project to replicate BEP Schools . - One of BEP Sector Specialists went to Jordan as part of ADP. - A group staff went to Afghanistan as part of BRAC-Afghanistan linking project. 	

NFPE III: IMPLEMENTATION PLAN

SI	Activity	Objectively Verifiable Indicators	Means of Verification	99-00	00-01	01-02	02-03	03-04	Action
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OUTPUT 1 (Operational Schools)

<u>Child Selection</u>									
a.	Identify and select children based on a set of criteria (rural, never schooled, dropped out, age 8-14, ethnic minorities, and preferably girls)	1.1 million children (785,000 age 8-10 years, and 305,000 of 11-14 years through NFPE, BEOC and ESP schools, including 60-70% girls selected following the set criteria by 2004 with 505 Team Offices	Assessment of enrollment records	<u>Jan-Mar 2000</u> Gde I. 3264 " II 7768 " III 10601 " IV 12367 Total 34000 <u>End of cycle:</u> Gd I-III 595 " V 2669 <u>New Enrolled:</u> 97920 <u>Graduates:</u> 89021 <u>School Type:</u> NFPE 21955 BEOC 9495 ESP 2550 <u>Students:</u> 33 per school 60% girls	<u>Jan-Mar 2001</u> Gde I. 13392 " II 595 " III 10437 " IV 9576 Total 34000 <u>End of cycle:</u> Gd I-III 1025 " V 12367 <u>New Enrolled:</u> 426000 <u>Graduates:</u> 385008 <u>School Type:</u> NFPE 21927 BEOC 9523 ESP 2550 <u>Students:</u> 33 per school 60% girls	<u>Jan-Mar 2002</u> Gde I. 10506 " II 9682 " III 4305 " IV 9507 Total 34000 <u>End of cycle:</u> Gd I-III 930 " V 9576 <u>New Enrolled:</u> 333139 <u>Graduates:</u> 301266 <u>School Type:</u> NFPE 21909 BEOC 9541 ESP 2550 <u>Students:</u> 33 per school 60% girls	<u>Jan-Mar 2003</u> Gde I. 10102 " II 7344 " III 12844 " IV 3710 Total 34000 <u>End of cycle:</u> Gd I-III 595 " V 9507 <u>New Enrolled:</u> 321694 <u>Graduates:</u> 290879 <u>School Type:</u> NFPE 21726 BEOC 9724 ESP 2550 <u>Students:</u> 33 per school 60% girls	<u>Jan-Mar 2004</u> Gde I. 4735 " II 7250 " III 10196 " IV 11819 Total 34000 <u>End of cycle:</u> Gd I-III 1025 " V 3710 <u>New Enrolled:</u> 142050 <u>Graduates:</u> 129383 <u>School Type:</u> NFPE 21726 BEOC 9724 ESP 2550 <u>Students:</u> 33 per school 60% girls	

Physical Facilities									
b.	Arrange physical facilities (room, boards, mats and stools) according to defined specifications.	Physical facilities (room, blackboard, mats, stool) are available in at least 80% of the 34,000 schools satisfying the quantity and quality criteria for each item every year.	Physical observation	80 rented schools in 10 km radius. Each school is 360 sq.ft and less than 1 km from each child's house. All supplies available in each school.	80 rented schools in 10 km radius. Each school is 360 sq.ft and less than 1 km from each child's house. All supplies available in each school.	80 rented schools in 10 km radius. Each school is 360 sq.ft and less than 1 km from each child's house. All supplies available in each school.	80 rented schools in 10 km radius. Each school is 360 sq.ft and less than 1 km from each child's house. All supplies available in each school.	80 rented schools in 10 km radius. Each school is 360 sq.ft and less than 1 km from each child's house. All supplies available in each school.	
Teachers/Supervisors									
c.	Provide teachers (preferably female) and supervisory staff based on defined selection criteria	34,000 teachers and 2,500 PO/RTs as supervisors have joined (90 % female teachers and 30 % female PO/RTs) and placed at schools and PO/RTs.	Review of joining and placement records	34,000 teachers (90% female with at least 9 years schooling, 20-35 years of age, married, local resident) and 2,500 PO/RTs (30% female) deployed. <u>Inputs:</u> NFPE schools 3380 contact hours for 270 days in 4 years BEOC schools 2470 contact hours over 3 years	34,000 teachers (90% female with at least 9 years schooling, 20-35 years of age, married, local resident) and 2,500 PO/RTs (30% female) deployed. <u>Inputs:</u> NFPE schools 3380 contact hours for 270 days in 4 years BEOC schools 2470 contact hours over 3 years	34,000 teachers (90% female with at least 9 years schooling, 20-35 years of age, married, local resident) and 2,500 PO/RTs (30% female) deployed. <u>Inputs:</u> NFPE schools 3380 contact hours for 270 days in 4 years BEOC schools 2470 contact hours over 3 years	34,000 teachers (90% female with at least 9 years schooling, 20-35 years of age, married, local resident) and 2,500 PO/RTs (30% female) deployed. <u>Inputs:</u> NFPE schools 3380 contact hours for 270 days in 4 years BEOC schools 2470 contact hours over 3 years	34,000 teachers (90% female with at least 9 years schooling, 20-35 years of age, married, local resident) and 2,500 PO/RTs (30% female) deployed. <u>Inputs:</u> NFPE schools 3380 contact hours for 270 days in 4 years BEOC schools 2470 contact hours over 3 years	

				PO visits each school twice weekly	PO visits each school twice weekly	PO visits each school twice weekly	PO visits each school twice weekly	PO visits each school twice weekly	
<u>Provide Textbooks</u>									
d.	Provide textbooks and supplementary materials including successful elements of piloted projects	Usable textbooks and supplementary materials are in the possession of all students in 34,000 schools according to grades at the beginning of school session each year.	Physical observation and interview with learners.	Learner supplies available in each school. *1,115,474 books and supplies to be acquired for learners and teachers. 1,031,714 books and supplies have been provided to both teachers and learners.	Learner supplies available in each school. *1,115,396 books and supplies to be acquired for learners and teachers. 1,123,158 books have been supplied for learners and teachers	Learner supplies available in each school. *1,115,345 books and supplies to be acquired for learners and teachers. 1,121, 253 books have been supplied for teachers and learners.	Learner supplies available in each school. *1,115,833 books and supplies to be acquired for learners and teachers.	Learner supplies available in each school. *1,114,833 books and supplies to be acquired for learners and teachers.	
*As per the PP of Phase-III									
<u>School Management</u>									
e.	Establish & maintain school management in collaboration with the community (SMC parents)	Parents and SMC members meet in 80% of the cases, where at least 70% parents and SMC members participate and can explain their roles & responsibilities and impacts of education at the end of each year in each village school.	Review of the minutes of meetings plus focus group discussions with parents and SMC members.	34,000 SMCs (1 per school comprising 2 parents, 2 RDP beneficiaries, + the teacher) meeting at least 9 times annually. At least 3 members of	34,000 SMCs (1 per school comprising 2 parents, 2 RDP beneficiaries, + the teacher) meeting at least 9 times annually. At least 3 members of	34,000 SMCs (1 per school comprising 2 parents, 2 RDP beneficiaries, + the teacher) meeting at least 9 times annually. At least 3 members of	34,000 SMCs (1 per school comprising 2 parents, 2 RDP beneficiaries, + the teacher) meeting at least 9 times annually. At least 3 members of	34,000 SMCs (1 per school comprising 2 parents, 2 RDP beneficiaries, + the teacher) meeting at least 9 times annually. At least 3 members of	

				the SMC are women.	the SMC are women.	the SMC are women.	the SMC are women.	the SMC are women.	
GoB/NGO Linkages									
f.	Establish & maintain linkages with other institutions/programmes (GoB, NGOs).	1010 workshops and meetings held yearly with heads of the educational institutions and all ATE and TEOE, out of whom 70% can explain major points of BRAC's education programme every year within the working areas of Team Offices.	Review of workshop reports and discussion with teachers	1010 workshops and meetings held yearly with heads of educational institutions and all ATEO and TEOs.	1010 workshops and meetings held yearly with heads of educational institutions and all ATEO and TEOs.	1010 workshops and meetings held yearly with heads of educational institutions and all ATEO and TEOs.	1010 workshops and meetings held yearly with heads of educational institutions and all ATEO and TEOs.	1010 workshops and meetings held yearly with heads of educational institutions and all ATEO and TEOs.	

OUTPUT 2 (Capacity Building)

Primary Pedagogy: Teachers									
a.	Provide need-based training to teachers including ESP (Grade I-V) on primary education pedagogy and subjects (initial for new recruits and refreshers for existing).	By 2003 at least 80% of teachers trained in 9 sessions can demonstrate and prepare appropriate lesson plans and describe on subject-related contents after the training.	Training evaluation	EDU staffing need assessed. Staff with appropriate primary education experience / qualifications appointed. 1,268 teachers receive 12 days basic training at TARC. 6,400 teachers receive subject based refreshers	9,107 teachers received 12 days basic training at TARC. 4,900 teachers receive subject based refreshers training on Grade IV. (NFPE) 4,900 teachers receive subject based refreshers training on Grade V.	3375 teachers received 12 days basic training at TARC. 5,600 (2days) and 898 (4 days) teachers received subject based refreshers training. (NFPE - Grade IV)	Approximately 2069 new teachers will be received 12 days basic training at TARC.	Approximately 2006 teachers will be received 12 days basic training at TARC.	

					Team Office.	training sessions held in each Team Office.	sessions held in each Team Office.	sessions held in each Team Office.	
						<u>Training of adolescent teachers of pre-school assessed</u>	<u>Training design of adolescent teachers revised.</u>	<u>Teachers trained on classroom management.</u>	
		At least 70% of BT can conduct teacher's training followed by positive evaluation after receiving 2 subject-specific training.		2,088 teachers have received BT training. 1,207 refreshers provided to BTs Maths: 223 English: 181 Social St: 226 Bengali: 212 Social Sc: 365.	448 BTs have been provided with refreshers training Maths: 99 English: 88 Social studies: 87 Bangla: 91 Social sc grade IV & V : 83 615 experienced teachers have been provided with Batch Trainers training. Out of which 600 have become BTs.	126 teachers received BT training. 219 received BT orientation training. 207 BTs participated into subject based BT workshop. 418 BTs conducted subject based refreshers training			
<ul style="list-style-type: none"> • 15 days basic teachers training have been reduced to 12 days from August 2000. • 15 days Teachers training course has taken place on definite intervals on Bangla, Maths, English, Social Studies and Science for Grade IV and v 									

Primary Pedagogy: Supervisors									
b.	Provide need-based training on primary education pedagogy and subjects to supervisors (RTs, MT/POs, QMs) and teacher's trainers under ESP.	By 2003 at least 80% of staff members can demonstrate and prepare appropriate lesson plans and describe on subject-related content after the training and work following the supervision plan.	Training evaluation	EDU staff and QMs trained to primary pedagogy. Courses held in Maths and English to develop 400 MTs	Courses held in Social Studies and Science to develop 400 MTs. 13 EDU members have received training on curriculum based research. 30 BEP staff received a workshop on "equity in the classroom". One EDU staff from curriculum group participated in a 7 months training programme.	9 EDU staffs have received training on assessment tools. 317 staffs have received pedagogy management course.	Approximately 375 staffs will be received Pedagogy management course.	1,500 RTs selected by 2004.	
Adolescent Training									
c.	Provide need-based training to adolescents as leaders and librarians and supervisors for	The adolescent supervisors are supervising RC facilities following prescribed supervision plan, grading librarians and providing	Training evaluation	291 AL (adolescent leaders or key trainer) and 2,495 peer educators have	153 AL (adolescent leaders or key trainer) and 2,261 peer educators have	24 AL (adolescent leaders or key trainer) and 916 peer educators have	6 days basic training on APON course will be given to 600 PS & KS	All training should be continued.	

RCs and community people as Union Community librarians.	g feedback.		been trained to create awareness among 53,000 APON members via reading centres. (Funded by Donor Consortium)	been trained. (funded by UNICEF) 600 were trained as KS (kishory supervisors) 73 were trained as PS (Pathagar Supervisor) 80 girls were trained as adolescent monitor	been trained. (funded by UNICEF) 512 adolescent leaders (Key trainer) and 3467 peer educators have been trained. (funded by DC) 316 were trained as kishory supervisor training 92 girls were trained as adolescent monitors. 58 were trained as Pathagar Supervisor 92 girls received Adolescent Monitoring trainingf.	6 days basic library orientation training will be provide to 1000 RC's librarians 6 days basic training will be provided to 1000 PS & KS 6 days subject based (APON course) training will be provided to 1000 PS & KS & AL 3 days Monitoring training will be provided to 200 Adolescent Monitor 6 days in-service training will be provided to 600 KS 6 days communication training will be provided to 400 PS		
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CE Staff Development									
d.	Provide staff development for CE staff and capacity development training for the community (Trust members, librarians and other local people).	<p>All CE staff who participated in training can explain their tasks and demonstrate their work after training.</p> <p>50% Of the community librarians, community members and Trust members in 500 new libraries can explain their tasks after training.</p>	Training evaluation	<p>6 days Basic orientation provided to 100 librarians on library operations.</p> <p>3 days orientation provided to community members of 100 libraries.</p> <p>Basic Training for 20 POs has been provided.</p>	<p>6 days basic orientation provided to 177 librarians on library operations.</p> <p>One day orientation provided to community members of 205 libraries.</p> <p>27 POs have been provided with basic training.</p>	<p>Union library trainings provided to 130 librarians and 20 staffs.</p> <p>As of June: 6 days basic orientation training provided to *88 librarians.</p> <p>Basic training provided to 21 staffs on library operation</p>	Training will be provided to 100 new librarians and 20 staffs for union library operation.	Teachers trained as counselors for children and adolescents.	

* Including 8 replaced librarian

OUTPUT 3 (Curriculum, Materials Development)

Grades I-III									
a.	Revise existing curriculum and materials for Grades I-III in all subjects	NCTB competency and more activity-based relevant revised curriculum and materials in all subjects are available each year.	Books and materials review	<p>Revisions have been made in Grade-I Maths work book and teachers guide, Grade II English workbook and teachers guide.</p>	<p>CHT programme has been integrated within ethnic minority project. Stories of different ethnic culture group are being</p>		Social Studies Grade I and II Teachers guide and workbook will be revised and published.	Most of the books will be in use by 2004	

					collected and gathered to develop story books.				
					Maths learners workbook for Grades II & III have been revised.	Maths Teacher's guide for Grade III has been revised and published.			
					A new edition of Grade II urban Social Studies text has been published.	Grade III English Teacher's guide has been revised based on Grades IV and V	Grade I English workbook and text will be developed		
					First draft of Grades I, II and III Bangla Teacher's guide have been given for field testing.	Teacher's guide. A Grade III English workbook also has been developed and is in the process of publication.	Grade II English Teacher's guide and workbook will be revised and published. Grade III English Teachers guide will be published.		
							Grade III English workbook will be developed and published.		
							Grade III Bangla story		

					<p>A teacher's guide for Grade V has been developed and published.</p> <p>A teachers guide and workbook for Grade IV English has also revised based on Grade V.</p>		<p>English workbook for grade V will be developed.</p> <p>Grade IV Bangla Teacher's guide will be developed and published.</p> <p>Bangla story book for Grades IV and V will be developed and published.</p>	<p>Bangla story book for Grades IV and V will be in use.</p>	
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OUTPUT 4 (Continuing Education)

<u>Establish Reading Centres</u>									
a.	Establish Reading Centres for BEP graduates and adolescent girls following defined policies	6,000 Reading Centres with usable facilities (mats, stool, trunk) in different Districts are in operation each year.	Physical observation	7,030 RCs with usable facilities operating in different Districts.	6,500 RCs with usable facilities operating in different Districts.	6,888 RCs with usable facilities operating in different Districts.	6,000 RCs with usable facilities operating in different Districts.	6,000 RCs with usable facilities operating in different Districts.	
<u>Reading Materials</u>									
b.	Provide reading materials on selected issues	200 materials of different kinds are available for use and borrowing by 2004 in all RCs.	Physical observation	492,176 books have been provided to reading	216,000 books have been provided to reading	105,8850 books have been provided to reading	Continued development of story books on selected	Story books finalized. At least 150,000 books	

	relevant for adolescents for on- and off-premise uses.			centres. A total number of 15 reading materials and handout have been finalized and printed out.	centres. Three books on social barriers and environment were published. A long with that a guidebook for Peer Educators has been revised, printed and disseminated.	centres (As of June) 10 story books on reproductive health and social issues have already published.	issues.	(fiction, non-fiction, health, law, nutrition) in place at RCs.	
Life Skill Training									
c.	Introduce life skill training on a pilot basis	5,000 adolescent girls received *life skill training at RCs and 50% of them can explain their knowledge and demonstrate their skills.	Training evaluation	23 girls received photography training among them 17 received loan to buy camera. 20 girls were provided with 3 days orientation on data collection.	17 girls received photography training. (UNICEF) 8 girls received journalism training (UNICEF) 17 received computer training. (UNICEF) 13 girls received Agriculture and poultry training. (UNICEF)	15 girls received photography training. (UNICEF) 20 girls received photography training. (DC) 60 girls received agriculture training (DC) Singer company have been provided knitting & sewing	Photography training will be provided to 150 girls (UNICEF)	Training completed for 5,000/ women on poultry rearing sewing, embroidery, horticulture, vegetable gardening, book binding etc...	

					<p>14 girls received training on Tissue Culture. (UNICEF)</p> <p>Cumulative 58 girls received photography training (DC)</p> <p>82 girls received journalism training(DC)</p> <p>64 girls received computer training(DC)</p> <p>77 girls received agriculture & poultry training (DC)</p> <p>14 girls received training on Tissue Culture (DC)</p>	<p>training to 10 girls (Funded by UNICEF)</p> <p>Singer company have been provided knitting & sewing training to 10 girls (Funded by DC)</p>				
*Previously these training were life skills based, but some of these are redesigned										
<u>Social Activities</u>										
d.	Organise and promote	90% adolescent girls of each RC participated	Discussion with girls.	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	

	socialisation activities (cultural and social interactions games etc.)	monthly in one kind of socio-cultural activity and 50% of them are organised in reading and social networks.		recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	
Mobilisation Measures									
e.	Undertake mobilization measures	50% of the adolescent girls are visiting organizations/institutions related to their needs.	Discussion with adolescent girls	291 adolescent leaders (key trainer) and 2,495 peer educators have been trained to create awareness among 53,000 APON members via reading centres. (Funded by Donor Consortium) 23 girls received photography training among them 17 received loan to buy camera. 20 girls were provided with 3 days orientation on data collection.	50 attended the workshop "Amader Abhijan" 2 girls attended the "Girl Child Symposium" at Rowalpindi in Pakistan. 153 adolescent leaders (key trainer) and 2,261 peer educators have been trained. (funded by UNICEF) 17 girls received photography training. (UNICEF) 8 girls received journalism training (UNICEF)	1 girl attended the "Global Adolescent meeting" in Dhaka. 19 girls attended Adolescent leaders Experience sharing workshop (UNICEF) 14 girls participated refreshers training for AL (UNICEF) 90 girls participated exchange workshop for Adolescent leaders (UNICEF) 325 participated into mixed	150 girls will be participated into photography training.	50% of the adolescent girls are visiting organizations/institutions related to their needs.	

					17 received computer training. (UNICEF)	group workshop for PS/KS &AM (UNICEF)			
					13 girls received Agriculture and poultry training (UNICEF)	46 participated into TARC Trainer's Training (DC fund)			
					14 girls received training on Tissue Culture. (UNICEF)	15 girls received photography training. (UNICEF)			
					58 girls received photography training (DC)	20 girls received photography training. (DC)			
					82 girls received journalism training (DC)	60 girls received photography training (DC)			
					64 girls received computer training (DC)	Singer company have been provided knitting & sewing training to 10 girls (Funded by UNICEF)			
					77 girls received agriculture & poultry training (DC)	Singer company have			

					14 girls received training on Tissue Culture (DC)	been provided knitting & sewing training to 10 girls (Funded by DC)			
<u>New Community Libraries</u>									
f.	Establish facilities for new Union Libraries with children's corner, partially with community financing.	By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	Physical observation	100 new union libraries have been opened in this year under phase III. Cumulative total is 500.	70 new union libraries have been opened in this year. Cumulative total is 570.	80 new union libraries have been opened in this year. Cumulative total is 650. (as of June)	100 new union libraries will be opened in this year.	By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	
<u>Reading Materials</u>									
g.	Provide reading materials on diversified issues for on/off premise uses including from mobile library.	By May 2004, user-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc...) 1,000 books per UL, are available for on/off premise use, including 50% of them from mobile library.	Physical observation and interview with learners.	75,200 books have been provided to the union libraries.	150,551 books have been provided to the union libraries. (170 libraries from phase III)	Cumulative total of UL libraries are 650, so 650,000 books have been provided to the union libraries. As of June 212,500 books have been provided to the union libraries. (250	100,000 books will be provided to the union libraries (for 100 new libraries)	By May 2004, user-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc...) 1,000 books per UL are available for on/off premise use, including 50% of them from mobile	

						libraries from phase III)		library.	
Socio-Cultural Activities									
h.	Organise socio-cultural activities	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	Review of the yearly library activities	404 libraries performed different activities. Such as; individual performance - 340(e.g. writing in the wall magazine) 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.	102 libraries held one activity and 424 libraries held two or more activities targeting women.	As of June 465 Libraries performed activities targeting women. This includes training provided in co-operation with the Directorate of youths. Through 74 libraries training has been provided to 1779 Library members including 42% of them women.	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	
Introducing Computers									
i.	Introduce computer and	At 70-80 community libraries computer-based	Downloading of	Computers have been	Computers have been	Computers have been	Computers will be	At 70-80 community	

communication technologies in selected library on experimental basis	information on child rights, development etc... can be downloaded by May 2004.	information.	introduced into 10 libraries.	introduced into 20 libraries.	introduced into 60 libraries. (as of June)	introduced into 20 libraries.	libraries computer-based information on child rights, development etc... can be downloaded by May 2004.
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OUTPUT 5 (Government Partnership)

<u>School Forums</u>							
a.	Reactivate school based forums (parents, SMC, teachers) to improve their understanding on roles and responsibilities and motivate them to perform them.	4,320 sessions held with SMCs, 1,080 with PTAs yearly in 30 Upazilas, after which 50% of SMC members, 70% of MF members and 30% of PTA members can articulate their roles and responsibilities.	Feed back from informal meetings held by BRAC upazila managers.			Conducted survey of students in order to open 1000 pre-primary schools in 2 more new unions of the PRIME intervention area. 466 sessions with SMC's, 304 PTAs have been held in 30 Upazillas. (as of June) 305 sessions of Mothers forum have been held (as of June)	1699 sessions with SMCs, 388 with PTAs will be held in 30 Upazillas. 4,320 sessions held with SMCs, 1,080 with PTAs yearly in 30 Upazilas, after which 50% of SMC members, 70% of MF members and 30% of PTA members can articulate their roles and responsibilities.

Upazila Resource Centres

b.	Establish Upazila Resource Centres for teachers to share successful/effective teaching methods practiced by BRAC.	30 URCs (one in each target upazila) are established by 2004, where 30% of formal primary school teachers, headmasters and ATEOs attended the workshops on good classroom practices and effective school management systems.	Review of attendance of PRIME upazila managers.			It depends on GOB approval	It depends on GOB approval	30 URCs (one in each target upazila) are established by 2004, where 30% of formal primary school teachers, headmasters and ATEOs attended the workshops on good classroom practices and effective school management systems.	
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Organising Awareness Efforts

c.	Organise workshops, seminars, conferences and field visits for MPs, DCs, DPs, DPEOs etc.. to make them aware of the state of the primary education goal, local and national, of the PRIME programme and	c.1) 120 seminars (2 per year per upazila) held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society, where feedback sessions indicate that 50-70% of participants are aware of the state of primary education and of PRIME's goal. c.2) 2 national conferences held with DPs, civil society and GoB representatives, where discussions and	Informal evaluation by PRIME managers. Analysis of conference recommendations and discussions and review of Parliamentary Committee records.			30 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society	60 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society. 1 national conference held with DPs, civil society	30 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society 1 national conference held with DPs, civil society	
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	seek commitment from GoB/stakeholders side.	recommendations indicate that participants are willing to engage in further debate and discussion on the issue of NGO/GoB cooperation in education. c.3) 2 field visits by members of the Parliamentary Standing Committee on education, after which the state of primary education and NGO/GoB cooperation is discussed in Parliament.					and GoB representatives	and GoB representatives	
							1 field visit by members of the Parliamentary Standing Committee on education	1 field visit by members of the Parliamentary Standing Committee on education	
Establish Pre-Primary Schools									
d.	Establish pre-primary schools to demonstrate the importance of preparing children for formal schools.	1,200 pre-primary schools of one-year cycle are in operation by April 2002 each school having children of years age.	Physical observation and assessment of enrolment records.				1,273 pre-primary schools of one year cycle are in operation. (up to August) Pre-Primary Schools: NFPE area: 370 Community area: 89 PRIME area: 814 Another 1000 pre-primary schools are going to be opened in September 2002. (Under	1000 pre-primary schools of one year cycle are in operation in 2003, January. 4000 pre-primary School will be opened in NFPE area and another 1500 will be opened in PRIME area in January, 2003.	Approximately more than 1500 pre-primary schools will be opened at 2004. (under PRIME)

						PRIME))			
Reopening Community Schools									
c.	Take over from the GoB, reopen and operate Community Schools to demonstrate to the GoB that BRAC NFPE methods can be used successfully in the formal system.	44 Community Schools using NFPE methods in operation by 2002 and GoB assessed the running of the schools positively.	Review of GoB reports, letters to BRAC, comments in the visitors book.			44 Community Schools using NFPE methods in operation	44 Community Schools using NFPE methods in operation	44 Community Schools using NFPE methods in operation	

OUTPUT 6 (Management & Research)

Monitoring and Reporting									
a.	Continue with periodic monitoring and reporting	Monitoring reports shared and recommendations used to revise operational plans regularly.	Review of monitoring reports and plans	EDU, MT, RT and RED staff involved in EDU. Development functions of MDU located in EDU.	Monitoring reports shared and recommendations used to revise operational plans regularly.	Arrange a workshop on school assessment tools for HO and field staffs. Pilot monitoring processes and new tools of school programme. Develop a monitoring	Producing software for monitoring analysis	More than 70% of consultants TORs successfully completed. Decentralize monitoring software entry activity in regional level offices.	

						process for CE, ADP and PRIME components.			
						Improve the dissemination process for monitors' findings to all levels of BEP staff			
						Arrange the capacity development training for monitors 2002 2003			
Upgrading MIS System									
b.	Upgrade the existing HQ-based MIS system as a decision support system	MIS section has updated hardware and software and provides data for documentation and analysis according to the demand of different sections.	Assessment of the MIS system and discussion with users.			Update the information for quarterly (progress) reports	Update information for quarterly (progress) reports	Update information for quarterly (progress) reports	
						Upgrade the existing "School database" as needed.	Integrate all the mentioned database components under the same Mega Database in the name of BRAC Education Software	Decentralize MIS in regional offices.	
						Develop database for other components of BEP (ADP,CE,			

						PRIME, Community school, Pre- Primary school etc)	(BES) Improve dissemination of MIS reports Redesign the MIS formats so that the workload of the field level staff can be reduced by 2003 Pilot for the decentralization of MIS to the regional level offices.		
Research Activities									
c.	Undertake need-based research activities (baseline operation, action, and evaluative research).	At least 10 research activities and reports are available and used for decision making.	Review of the project proposals and plans.	EDU undertaking research and evaluation activities. Two research studies with RED have been conducted by EDU: - Developing methodology for curriculum evaluation: A pilot study on mathematics. - Developing	EDU research group planned to under take six research studies during the year. Of these 6 studies, 4 have completed and the reports are available. - Evaluation Of Curriculum Towards A Research-Led Curriculum Development:	On - going study of EDU research group : - Prepare design of pilot mainstreaming (A pilot study on newly produced English Textbook - Developing Standardize School grading	Research studies that are planned for the year: -A study on teacher's performance of preprimary school. (BRAC Graduates) - Study on effectiveness of involving batch trainers in monthly refreshers.	Research studies that are planned for the year: -Identify the common held in believes which creates discrimination for ethnic minorities. - Explore the advantage of library readers.	

					<p>A teacher's guide for Grade V has been developed and published.</p> <p>A teachers guide and workbook for Grade IV English has also revised based on Grade V.</p>		<p>English workbook for grade V will be developed.</p> <p>Grade IV Bangla Teacher's guide will be developed and published.</p> <p>Bangla story book for Grades IV and V will be developed and published.</p>	<p>Bangla story book for Grades IV and V will be in use.</p>	
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OUTPUT 4 (Continuing Education)

<u>Establish Reading Centres</u>									
a.	Establish Reading Centres for BEP graduates and adolescent girls following defined policies	6,000 Reading Centres with usable facilities (mats, stool, trunk) in different Districts are in operation each year.	Physical observation	7,030 RCs with usable facilities operating in different Districts.	6,500 RCs with usable facilities operating in different Districts.	6,888 RCs with usable facilities operating in different Districts.	6,000 RCs with usable facilities operating in different Districts.	6,000 RCs with usable facilities operating in different Districts.	
<u>Reading Materials</u>									
b.	Provide reading materials on selected issues	200 materials of different kinds are available for use and borrowing by 2004 in all RCs.	Physical observation	492,176 books have been provided to reading	216,000 books have been provided to reading	105,8850 books have been provided to reading	Continued development of story books on selected	Story books finalized. At least 150,000 books	

	relevant for adolescents for on- and off-premise uses.			centres. A total number of 15 reading materials and handout have been finalized and printed out.	centres. Three books on social barriers and environment were published. A long with that a guidebook for Peer Educators has been revised, printed and disseminated.	centres (As of June) 10 story books on reproductive health and social issues have already published.	issues.	(fiction, non-fiction, health, law, nutrition) in place at RCs.	
Life Skill Training									
c.	Introduce life skill training on a pilot basis	5,000 adolescent girls received *life skill training at RCs and 50% of them can explain their knowledge and demonstrate their skills.	Training evaluation	23 girls received photography training among them 17 received loan to buy camera. 20 girls were provided with 3 days orientation on data collection.	17 girls received photography training. (UNICEF) 8 girls received journalism training (UNICEF) 17 received computer training. (UNICEF) 13 girls received Agriculture and poultry training.(UNICEF)	15 girls received photography training. (UNICEF) 20 girls received photography training. (DC) 60 girls received agriculture training (DC) Singer company have been provided knitting & sewing	Photography training will be provided to 150 girls (UNICEF)	Training completed for 5,000/ women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening, book binding etc...	

					14 girls received training on Tissue Culture. (UNICEF)	training to 10 girls (Funded by UNICEF)			
					Cumulative 58 girls received photography training (DC)	Singer company have been provided knitting & sewing training to 10 girls (Funded by DC)			
					82 girls received journalism training(DC)				
					64 girls received computer training(DC)				
					77 girls received agriculture & poultry training (DC)				
					14 girls received training on Tissue Culture (DC)				
*Previously these training were life skills based, but some of theses are redesigned									
<u>Social Activities</u>									
d.	Organise and promote	90% adolescent girls of each RC participated	Discussion with girls.	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	Socio-cultural/ educational/	

	socialisation activities (cultural and social interactions games etc.)	monthly in one kind of socio-cultural activity and 50% of them are organised in reading and social networks.		recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	recreational activities held at each RC/UL	
Mobilisation Measures									
e.	Undertake mobilization measures	50% of the adolescent girls are visiting organizations/institutions related to their needs.	Discussion with adolescent girls	291 adolescent leaders (key trainer) and 2,495 peer educators have been trained to create awareness among 53,000 APON members via reading centres. (Funded by Donor Consortium) 23 girls received photography training among them 17 received loan to buy camera. 20 girls were provided with 3 days orientation on data collection.	50 attended the workshop "Amader Abhijan" 2 girls attended the "Girl Child Symposium" at Rowalpindi in Pakistan. 153 adolescent leaders (key trainer) and 2,261 peer educators have been trained. (funded by UNICEF) 17 girls received photography training. (UNICEF) 8 girls received journalism training (UNICEF)	1 girl attended the "Global Adolescent meeting" in Dhaka. 19 girls attended Adolescent leaders Experience sharing workshop (UNICEF) 14 girls participated refreshers training for AL (UNICEF) 90 girls participated exchange workshop for Adolescent leaders (UNICEF) 325 participated into mixed	150 girls will be participated into photography training.	50% of the adolescent girls are visiting organizations/institutions related to their needs.	

					17 received computer training. (UNICEF)	group workshop for PS/KS &AM (UNICEF)			
					13 girls received Agriculture and poultry training. (UNICEF)	46 participated into TARC Trainer's Training (DC fund)			
					14 girls received training on Tissue Culture. (UNICEF)	15 girls received photography training. (UNICEF)			
					58 girls received photography training (DC)	20 girls received photography training. (DC)			
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					77 girls received agriculture & poultry training (DC)	Singer company have			

					14 girls received training on Tissue Culture (DC)	been provided knitting & sewing training to 10 girls (Funded by DC)			
<u>New Community Libraries</u>									
f.	Establish facilities for new Union Libraries with children's corner, partially with community financing.	By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	Physical observation	100 new union libraries have been opened in this year under phase III. Cumulative total is 500.	70 new union libraries have been opened in this year. Cumulative total is 570.	80 new union libraries have been opened in this year. Cumulative total is 650. (as of June)	100 new union libraries will be opened in this year.	By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	
<u>Reading Materials</u>									
g.	Provide reading materials on diversified issues for on/off premise uses including from mobile library.	By May 2004, user-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc...) 1,000 books per UL, are available for on/off premise use, including 50% of them from mobile library.	Physical observation and interview with learners.	75,200 books have been provided to the union libraries.	150,551 books have been provided to the union libraries.(170 libraries from phase III)	Cumulative total of UL libraries are 650, so 650,000 books have been provided to the union libraries. As of June 212,500 books have been provided to the union libraries. (250	100,000 books will be provided to the union libraries (for 100 new libraries)	By May 2004, user-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc...) 1,000 books per UL are available for on/off premise use, including 50% of them from mobile	

						libraries from phase III)		library.	
<u>Socio-Cultural Activities</u>									
h.	Organise socio-cultural activities	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	Review of the yearly library activities	404 libraries performed different activities. Such as; individual performance - 340(e.g. writing in the wall magazine) 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.	102 libraries held one activity and 424 libraries held two or more activities targeting women.	As of June 465 Libraries performed activities targeting women. This includes training provided in co-operation with the Directorate of youths. Through 74 libraries training has been provided to 1779 Library members including 42% of them women.	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	At least 2 socio-cultural held in 70% of the libraries performed by 40% women/girls each year.	
<u>Introducing Computers</u>									
i.	Introduce computer and	At 70-80 community libraries computer-based	Downloading of	Computers have been	Computers have been	Computers have been	Computers will be	At 70-80 community	

	communication technologies in selected library on experimental basis	information on child rights, development etc... can be downloaded by May 2004.	information.	introduced into 10 libraries.	introduced into 20 libraries.	introduced into 60 libraries. (as of June)	introduced into 20 libraries.	libraries computer-based information on child rights, development etc... can be downloaded by May 2004.	
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OUTPUT 5 (Government Partnership)

<u>School Forums</u>									
a.	Reactivate school based forums (parents, SMC, teachers) to improve their understanding on roles and responsibilities and motivate them to perform them.	4,320 sessions held with SMCs, 1,080 with PTAs yearly in 30 Upazilas, after which 50% of SMC members, 70% of MF members and 30% of PTA members can articulate their roles and responsibilities.	Feed back from informal meetings held by BRAC upazila managers.			Conducted survey of students in order to open 1000 pre-primary schools in 2 more new unions of the PRIME intervention area. 466 sessions with SMC's, 304 PTAs have been held in 30 Upazillas. (as of June) 305 sessions of Mothers forum have been held (as of June)	1699 sessions with SMCs, 388 with PTAs will be held in 30 Upazillas.	4,320 sessions held with SMCs, 1,080 with PTAs yearly in 30 Upazilas, after which 50% of SMC members, 70% of MF members and 30% of PTA members can articulate their roles and responsibilities.	

Upazila Resource Centres

b.	Establish Upazila Resource Centres for teachers to share successful/effective teaching methods practiced by BRAC.	30 URCs (one in each target upazila) are established by 2004, where 30% of formal primary school teachers, headmasters and ATEOs attended the workshops on good classroom practices and effective school management systems.	Review of attendance of PRIME upazila managers.			It depends on GOB approval	It depends on GOB approval	30 URCs (one in each target upazila) are established by 2004, where 30% of formal primary school teachers, headmasters and ATEOs attended the workshops on good classroom practices and effective school management systems.	
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Organising Awareness Efforts

c.	Organise workshops, seminars, conferences and field visits for MPs, DCs, DPs, DPEOs etc., to make them aware of the state of the primary education goal, local and national, of the PRIME programme and	c.1) 120 seminars (2 per year per upazila) held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society, where feedback sessions indicate that 50-70% of participants are aware of the state of primary education and of PRIME's goal. c.2) 2 national conferences held with DPs, civil society and GoB representatives, where discussions and	Informal evaluation by PRIME managers. Analysis of conference recommendations and discussions and review of Parliamentary Committee records.			30 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society	60 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society. 1 national conference held with DPs, civil society	30 seminars held with DCs, local MPs, UNOs, TEOs, ATEOs, HMs, UP chairmen and civil society. 1 national conference held with DPs, civil society	
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	seek commitment from GoB/stakeholders side.	recommendations indicate that participants are willing to engage in further debate and discussion on the issue of NGO/GoB cooperation in education. c.3) 2 field visits by members of the Parliamentary Standing Committee on education, after which the state of primary education and NGO/GoB cooperation is discussed in Parliament.					and GoB representatives	and GoB representatives	
							1 field visit by members of the Parliamentary Standing Committee on education	1 field visit by members of the Parliamentary Standing Committee on education	
<u>Establish Pre-Primary Schools</u>									
d.	Establish pre-primary schools to demonstrate the importance of preparing children for formal schools.	1,200 pre-primary schools of one-year cycle are in operation by April 2002 each school having children of years age.	Physical observation and assessment of enrolment records.				1,273 pre-primary schools of one year cycle are in operation. (up to August) Pre-Primary Schools: NFPE area: 370 Community area: 89 PRIME area: 814 Another 1000 pre-primary schools are going to be opened in September 2002. (Under	1000 pre-primary schools of one year cycle are in operation in 2003, January. 4000 pre-primary School will be opened in NFPE area and another 1500 will be opened in PRIME area in January, 2003.	Approximately more than 1500 pre-primary schools will be opened at 2004. (under PRIME)

						PRIME))			
Reopening Community Schools									
e.	Take over from the GoB, reopen and operate Community Schools to demonstrate to the GoB that BRAC NFPE methods can be used successfully in the formal system.	44 Community Schools using NFPE methods in operation by 2002 and GoB assessed the running of the schools positively.	Review of GoB reports, letters to BRAC, comments in the visitors book.			44 Community Schools using NFPE methods in operation	44 Community Schools using NFPE methods in operation	44 Community Schools using NFPE methods in operation	

OUTPUT 6 (Management & Research)

Monitoring and Reporting									
a.	Continue with periodic monitoring and reporting	Monitoring reports shared and recommendations used to revise operational plans regularly.	Review of monitoring reports and plans	EDU, MT, RT and RED staff involved in EDU. Development functions of MDU located in EDU.	Monitoring reports shared and recommendations used to revise operational plans regularly.	Arrange a workshop on school assessment tools for HO and field staffs. Pilot monitoring processes and new tools of school programme. Develop a monitoring	Producing software for monitoring analysis	More than 70% of consultants TORs successfully completed. Decentralize monitoring software entry activity in regional level offices.	

						process for CE, ADP and PRIME components.			
						Improve the dissemination process for monitors' findings to all levels of BEP staff			
						Arrange the capacity development training for monitors 2002 2003			
Upgrading MIS System									
b.	Upgrade the existing HQ-based MIS system as a decision support system	MIS section has updated hardware and software and provides data for documentation and analysis according to the demand of different sections.	Assessment of the MIS system and discussion with users.			Update the information for quarterly (progress) reports	Update information for quarterly (progress) reports	Update information for quarterly (progress) reports	
						Upgrade the existing "School database" as needed.	Integrate all the mentioned database components under the same Mega Database in the name of BRAC Education Software	Decentralize MIS in regional offices.	
						Develop database for other components of BEP (ADP,CE,			

						PRIME, Community school, Pre-Primary school etc)	(BES) Improve dissemination of MIS reports		
						Establish LAN (Local Area Network) in BEP (HO)	Redesign the MIS formats so that the workload of the field level staff can be reduced by 2003		
							Pilot for the decentralization of MIS to the regional level offices.		
Research Activities									
c.	Undertake need-based research activities (baseline operation, action, and evaluative research).	At least 10 research activities and reports are available and used for decision making.	Review of the project proposals and plans.	EDU undertaking research and evaluation activities. Two research studies with RED have been conducted by EDU: - Developing methodology for curriculum evaluation: A pilot study on mathematics. - Developing	EDU research group planned to undertake six research studies during the year. Of these 6 studies, 4 have completed and the reports are available. - Evaluation Of Curriculum Towards A Research-Led Curriculum Development:	On - going study of EDU research group : - Prepare design of pilot mainstreaming (A pilot study on newly produced English Textbook - Developing Standardize School grading	Research studies that are planned for the year: -A study on teacher's performance of preprimary school. (BRAC Graduates) - Study on effectiveness of involving batch trainers in monthly refreshers.	Research studies that are planned for the year: -Identify the common held in believes which creates discrimination for ethnic minorities. - Explore the advantage of library readers.	

				<p>methodology for curriculum evaluation: A pilot study on social studies.</p> <p>EDU research group also has under taken another study titled "Training Decentralization." The following studies were carried out by RED:</p> <ul style="list-style-type: none"> - A follow up study of the teachers of BRAC schools who lost their job due to shifting of school. - Development instruments to assess the achievement of national competencies at the end of primary education cycle. - School without a head 	<p>A Study On Mathematics And Social Studies. (draft prepared)</p> <ul style="list-style-type: none"> - Training Decentralization: An immediate impact. - Ability of Teachers Related to the Demand of Grade IV - Investigation the Effectiveness of Monitoring feedback for ensuring Education in School. Research and Evaluation Division also conducted following studies: -Children's acquisition of health knowledge through compulsory primary schooling in 	<p>System for The BRAC Education Programme. (Developing a system for standardized school grading for NFPE)</p> <ul style="list-style-type: none"> - An assessment of the sample size in BEP monitoring system. - Competency measurement for Grade V mathematics. - Book analysis on the basis of national competencies. 	<ul style="list-style-type: none"> -Impact of the function of the QM. - Changes in socio economic status of adolescent girl involve in wage employment. -Exploratory study regarding material development incorporating issues related to ethnic minorities. - The involvement of the members of the trustee for the improvement of the Gonokendra pathager. -Retention of community school graduates in secondary 	<ul style="list-style-type: none"> - The influence of socio-cultural activities on increasing the speed of library activities. -The effectiveness of various training provided by government and non-governmental organizations to the library members. -Retention of formal school graduates in secondary school. - Effectiveness of inclusive education in formal schools. -Pilot of the newly introduced workbook and supplementary materials for NFPE schools 	
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				<p>teacher: one-teacher primary schools in Bangladesh.</p> <p>- Causes behind gender difference in mathematics: an exploratory study in BRAC Schools.</p>	<p>Bangladesh.</p> <p>- Perception of BRAC graduates studying in Madrassah on some selected social and cultural issues: A comparative study.</p> <p>- Factors affecting the discontinuation of learners in Grade III in formal primary schools and Ebtedayee Madrassah.</p> <p>- Classroom situation at primary level.</p> <p>- A question of Quality: State of Primary Education in Bangladesh. Volume I Major Findings: A synthesis.</p> <p>- A question of Quality:</p>	<p>school.</p> <p>- Study on competency of batch BTs and MTs in grade IV and V</p> <p>- Pilot of the newly introduced workbook and supplementary materials for NFPE schools in the year 2003.</p> <p>- The reflection of essential learning continua of Grade III Social Science in BRAC text.</p> <p>- Progress evaluation related assessment tools used in BRAC schools.</p> <p>- A continuous evaluation on performance of preprimary learners in formal schools</p>	<p>in the year 2004.</p>	
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					State of Primary Education in Bangladesh. Volume II Achievement of Competencies.		up to grade V. -A study on preprimary graduates in formal school in perspective of enrollment, retention and performance in Grade I.		
Internal Sharing									
d.	Continue internal sharing sessions for learning and review and participate in selected external sharing sessions on NFPE and CE.	At least 30 meetings (RMs-12, QMs-12, and monitors-06) held internally at different levels. Senior staff members have participated in 10-20.	External meetings and shared with others in internal meetings.		RMs -12, QMs -12 meetings have been held. Senior staff members have participated in 10-20	RMs-6, QMs -6 and 5 monitors meetings have been held (as of June Senior staff members have participated in 10-20	RMs-12, QMs-12, and monitors-06 meeting will be held internally at different levels Senior staff members will be participated in 10-20 workshops/meetings	At least 30 meetings (RMs-12, QMs-12, and monitors-06) held internally at different levels. Senior staff members have participated in 10-20 workshops/meetings	
Disseminating Programme Information									
e.	Disseminate selected programme information to local and national development partners.	Development partners periodically received selected information about BEP and its major achievements.	Survey among development partners.	Development partners periodically received selected information about BEP and its major achievements.	Development partners periodically received selected information about BEP and its major achievements.	Development partners periodically received selected information about BEP and its major achievements.	Development partners periodically received selected information about BEP and its major achievements.	Development partners periodically received selected information about BEP and its major achievements.	

<u>Professional Development Training</u>									
f.	Provide need-based professional development training to programme personnel	4-5 members have participated in relevant training each year and shared major learning with colleagues in the form of reports and presentations.	Review of staff training records and presentations	4-5 members have participated in relevant training each year	4-5 members have participated in relevant training each year	4-5 members have participated in relevant training each year	4-5 members have participated in relevant training each year	4-5 members have participated in relevant training each year	

Annex-2

1. *BEP Workplan Against MTR Recommendation 2001*
2. *BEP Workplan Against AMM Recommendation 2002*

BEP Workplan Against MTR Recommendations 2001

ACTIVITIES	2002				2003				2004		UNIT RESPONSIBLE
	1	2	3	4	1	2	3	4	1	2	
Analysis of EDU strengths and weaknesses -- -- -- -- --											EDU
Review LFA -- -- -- -- --											Communication
Detail out terminal competencies -- -- -- -- --											EDU
Identify areas in EDU where external assistance might be used --											EDU
Redesign TARC training to focus on child/teacher learning methods											EDU, CDU
Start giving individual attention to weaker students -- -- -- -- --											Field Operations
Female fellowship scheme -- -- -- -- --											Field Operations
Prepare a systematic staff development plan for RMs, QMs, and RTs											CDU, Field Operations
Disseminate quarterly MIS reports more widely -- -- -- -- --											MIS
Progression of BRAC graduates (esp. girls) in secondary school --											BRAC Monitoring, RED, MIS
Development of a tool for assessing learner achievement (SAT) --											RED
Prepare pilot for annual work planning at regional level -- -- --											Field Operations, MIS
Capacity building for data interpretation (MIS) -- -- -- --											MIS
Develop a tutoring and counselling scheme -- -- -- -- --											ADP
Continue links with Min. Y & S etc. in organizing skills, trainings for members of CE											CE

ACTIVITIES	UNIT/UNITS RESPONSIBLE	COMMENTS
Analysis of EDU strengths and weaknesses.....	EDU	We are continuously trying to build the capacity of the unit and increase the quality of the materials produced. Competent staff were recruited to strengthen the EDU.
Review LFA.....	Communication	Done
Detail out terminal competencies.....	EDU	Done
Identify areas in EDU where external assistance might be used...	EDU	We are exploring external assistance for language development in addition to Math we had a VSO for English language up to December 2002. Moreover, a consultant has been engaged to work on quality assurance systems in management, EDU, Monitoring and training.
Redesign TARC training to focus on child /teacher learning methods.....	EDU, CDU	This will be reviewed as a part of quality assurance mechanisms.
Start giving individual attention to weaker students.....	Field Operations	A consultant has been engaged to work on quality assurance systems in management, EDU, Monitoring and training. The consultant has worked with Quality assurance Specialists

		giving individual attention to weaker learners as a part of a larger framework for quality achievements. This initiative will continue.
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ACTIVITIES	UNIT RESPONSIBLE	COMMENT
Female fellowship scheme.....	Field Operations	This has been reviewed to also provide text books for children in Grade VI. The number of students receiving monthly stipends has increased from January 2003. The criteria for the stipend are: 1) In each team 7 Bengali mainstream students will get the scholarship and the ratio of girls to boys will be 5:2. 2) The students of indigenous background in each team will get the scholarship. 3) Each student will get 100/- quarterly. 4) Regular attendance is a pre-requisite to receive the stipend.
Prepare a systematic staff development plan for RMs, QASs and RTs.....	CDU	CDU has already prepared a yearlong plan for staff capacity development.
Disseminate quarterly MIS reports more widely.....	MIS	It will start soon.
Progression of BRAC graduates (esp. girls) in secondary schools.....	BRAC Monitoring, RED, MIS	Done

Development of a tool for assessing learner achievement (SAT)..	RED	Education Watch's Assessment tool has been used for NFPE Grade V learners last year and the SAT tool is under process.
Prepare pilot for annual work planning at regional level.....	Field Operations, MIS	Pilot will be conducted from March 2003.
Capacity building for data interpretation	MIS	A consultant has been engaged to look into the information systems and disseminations.
Develop a tutoring and counseling scheme	CE, ADP	Rather than tutoring ADP considers counseling scheme more appropriate within the ADP framework.
Continue links with Min. Y & S in organizing skills, trainings for members of CE	CE	Organizing skills and trainings for the members of CE

BEP Work Plan Against AMM 2002 Recommendations

MTR 2001 Recommendations	BRAC's Immediate Reactions	BRAC Implementation Work Plan

Primary Grade I-V Cycle & Quality Developments	BRAC's Immediate Reactions	BRAC Implementation Work Plan
<ul style="list-style-type: none"> The full primary cycle (i.e. including Grades IV and V) should be extended to all NFPE/BEOC/ESP as soon as possible. 	Agreed	We have decided to extend the BEOC course into four years to cover primary education in BEP Proposal 2004 - 2009.
<ul style="list-style-type: none"> Standardized Achievement Tests should be developed and conducted regularly. 	Agreed	SAT tools will be developed by the end of 2003. BEP has asked RED to conduct two achievement Tests annually. One is the SAT at the end of Grade III. The other is assessing the competencies of learners at the end of Grade V.
<ul style="list-style-type: none"> Pioneer an improvement of English for NFPE teachers and supervisors by setting up an "English Language Learning Log-frame". 	Disagreed	Our first goal is to improve the standard of English related to primary level. This has several implications. Firstly, Primers are being developed from Grade I for English. Secondly, Workbooks have been designed as supplementary material for learners from Grade III. Teacher guides are being developed for teaching English. Material Development has been followed according to GoB competencies. Regarding Capacity Development trainings / workshops are being conducted for QASs, core Master Trainers, and other Master Trainers. In addition, already a month long English language training course has been introduced for the managers.
<ul style="list-style-type: none"> BRAC should evaluate its emerging MIS system early in 2003 to ensure that it remains strongly 	Agreed	We think that MIS system requires improvements. A consultant has been working with BEP MIS to serve this

Primary Grade I-V Cycle & Quality Developments	BRAC's Immediate Reactions	BRAC Implementation Work Plan
linked to management and does not develop into an unwieldy structure.		purpose.
Continuing Education & Support for Adolescent Girls		
<ul style="list-style-type: none"> BRAC to consider the possibility of transforming Union Libraries into Community Learning Centres and turn selected Reading Centres into sub-centres of a broader library/information service. 	Disagreed	The objectives of Reading centres are not similar to those of Union libraries. As of January 2003 RCs have been renamed as Adolescent Centres. ACs are now being operated for addressing the needs of the Adolescents girls in the village and the ULs are for community people. RCs are a part of broader Adolescent Development initiatives. Therefore, we think that it would be better if we could keep it separate. However, there are possibilities for strengthening linkages between ULs and ACs. These linkages will be explored and adequately strengthened in future.
<ul style="list-style-type: none"> Additional training should be given through APON in communication skills and courses provided in counseling skills. 	Agreed	We are in line with the recommendation and accordingly training modules for ADP have been developed and reviewed. These are for strengthening the communication skills of KSSs, PSs and RSSs. This is a cross cutting issue for capacity development of all ADP staff. ADP has piloted with developing counseling skills of Adolescents with APON Boys. We are in principle and will develop appropriate design for training girls and boys for counseling.
<ul style="list-style-type: none"> Additional training should be given through APON in parents craft, child development and land inheritance laws procedures. 	Disagreed	The APON course has been reviewed based on consultations with adolescents. The major focus at this stage is to redefine the role of Adolescent Centres and to redesign the training modules and the APON courses. In addition, the APON Course is being extended to cover economic life skills to strengthen their entrepreneurship skills. In order to receive additional support from the

Primary Grade I-V Cycle & Quality Developments	BRAC's Immediate Reactions	BRAC Implementation Work Plan
		parents thus community at large, there is a plan to have more meetings/sessions with parents regarding APON course and other activities. We therefore consider, that all these endeavors will be given priority.
<ul style="list-style-type: none"> BRAC should commission an in-depth study into the existing training provisions. 	Agreed	RED has been asked to conduct studies for ADP. One study has been undertaken in this context and is entitled as: <i>Changes in Secondary education status of Adolescent Girls in Wage Employment, 2001.</i>
<ul style="list-style-type: none"> A number of suggestions were made for new initiatives including: expansion of children's corners in ULs, introduction of adult literacy classes, use of libraries by disabled people, introduce intra-and inter-library schemes, use of ULs as regional Call Centres. 	Agreed	We do agree with the recommendation on all points and have already started few initiatives on a pilot basis. But due to non availability of funds it may not be possible to introduce adult literacy classes through ULs. Experiments will be made with Call Centers. Physically impaired people will be encouraged to use libraries and appropriated mechanisms need to be worked out in this context. Through book rotation intra and inter-library contact will be introduced.
<ul style="list-style-type: none"> Seize opportunities for linkages between BRAC and GoB in continuing education and adolescent development. 	Agreed	We do agree with the recommendation and may find out some ways to work jointly with the GoB.
PRIME & New Initiatives		
<ul style="list-style-type: none"> An organisational review should be made of the higher levels (managers and above) of PRIME to ensure that administration, communication and the exchange of ideas is not impeded by a dis-functional structure. 	Agreed	PRIME is a pilot intervention to strengthen linkages with GoB. We think that such a management structure is required to carry out the intervention intensively with local government. However, BEP may consider the recommendation in future drawing from the lessons learnt in Phase III.
<ul style="list-style-type: none"> BRAC should explore the possibilities of achieving wide-ranging partnerships with GoB in specific geographical areas to ensure that all children in that 	Agreed	BEP has already started working with the GoB through PRIME initiatives. We agree with the proposal, but developing wide ranging partnership requires mutual

Primary Grade I-V Cycle & Quality Developments	BRAC's Immediate Reactions	BRAC Implementation Work Plan
area complete primary education and achieve basic competencies.		understanding and time. Donor agencies can play a role in this regard.
<ul style="list-style-type: none"> • Arrange for Grade V students to compete for scholarships before entry into high school. 	Agreed	We think it is a good proposal. BEP along with donor partners should advocate for this with GoB. BEP has submitted a letter to the Secretary of MOPME (formerly known as PMED) to allow students completing grade V of NFPE schools to appear for the scholarship examination. The letter was sent on 6.01.03 and we have not received a response as yet.
<ul style="list-style-type: none"> • Make an evaluation of BRAC's formal and community schools in 2003. 	Agreed	We agree and will take necessary steps by 2003/2004. We have already completed one research study entitled as <i>An analysis of the Situation of Community Schools in Bangladesh</i> and undertaken another study entitled as <i>An Assignment of Economic Status of Parents of BRAC Operated Community Schools, 2003</i> .
<ul style="list-style-type: none"> • Recognised qualifications for BRAC teachers should be addressed in consultation with the GoB. 	Have partially agreed with the proposal	Most of the BEP teachers are GoB recognized SSC level certificate holders. Those who are not being encouraged by BEP to take part in public exams. For the information 72% of the existing teachers are SSC holders.
<ul style="list-style-type: none"> • Consider the possibility of a BRAC representative being invited to join the PEDP Steering Committee and, in turn, a senior GoB officer participating in the BEP committee. 	Agreed	We completely agree with the proposal but the GoB needs to accept the suggestion.
NFPE IV		
The AMM recommends that for NFPE IV BRAC and the DPs give creative consideration to: <ul style="list-style-type: none"> • Maintain at least 34,000 schools in operation 	Agreed	All the recommendations mentioned below have been given due attention in preparing the new proposal for the period of BEP 2004-2009.
<ul style="list-style-type: none"> • Continue support to these schools through materials development (including a major English language component), teacher upgrading (including formal certification) and constructive supervision. 	Agreed	These are being incorporated in the new Proposal 2004 - 2009, Pgs. 30-35.

Primary Grade I-V Cycle & Quality Developments	BRAC's Immediate Reactions	BRAC Implementation Work Plan
<ul style="list-style-type: none"> Establishment of Community Learning Centres 	Agreed	Union Libraries will be renamed as multi-Purpose Community Learning Centres to better reflect the actual situation.
<ul style="list-style-type: none"> Increasingly gear the Adolescent Development Programme to the socio-economic requirements of the participants. 	Agreed	This has been indicated in BEP Project Proposal 2004 - 2009, P. 62.
<ul style="list-style-type: none"> Expand the PRIME initiative, including the establishment and operation of preprimary schools in an increased number of primary school catchment areas. 	Agreed	This has been indicated in the Project Proposal 2004 - 2009, p. 49.
<ul style="list-style-type: none"> Underwrite a number of GoB-BRAC action research initiatives aimed at enabling all children in a specific geographical area satisfactorily to completed primary education. 	Agreed	This has been indicated under new initiatives in Project Proposal 2004 -2009, p. 95

Annex-3

Explanation of BEP Activities by Funding Source

The following BEP activities are currently being funded by the NFPE Phase III Donor Consortium, i.e. AKF/CIDA, DFID, DGIS, EC, NOVIB and UNICEF

BEP Financing

Component	Activities funded under BRAC Education Programme (NFPE Phase III)	Other Donor/BRAC Funded Activities
Schools	<ul style="list-style-type: none"> - NFPE (Non-Formal Primary Education) - BEOC (Basic Education for Older Children) - ESP (Education support Programme) (Including Ethnic Minority schools) 	<ul style="list-style-type: none"> - WFCL (Worst Form of Child Labour), funded by ILO - BRAC Formal school, funded by BRAC - Preparation for expansion of Pre-primary schools funded by DGIS
Capacity Development	<ul style="list-style-type: none"> - Teacher training and development - Staff development - Teachers Certification 	
Education Development	<ul style="list-style-type: none"> - Curriculum Development - Materials Development 	
Continuing Education (CE)	<ul style="list-style-type: none"> - Union Library - Mobile Library 	<ul style="list-style-type: none"> - Post Primary Basic Education Initiatives funded by BRAC - IT in Union Library, funded by UNICEF
Adolescent Development Programme (ADP)	<ul style="list-style-type: none"> - Kishori Kendro / Reading Centres 	<ul style="list-style-type: none"> - APON Kishori Abhijan, , funded by UNICEF
Government Partnership	<ul style="list-style-type: none"> - PRIME (Primary Initiatives in Mainstreaming Education) 	
Innovative Programmes	<ul style="list-style-type: none"> - Community school - APON for boys - Stipend for BRAC graduates 	
Others		<ul style="list-style-type: none"> - NFPE replication in Sudan funded by UNICEF, Nairobi - NFPE replication and Accelerated Learning Programme (ALP) in Afghanistan (Schools funded by Swedish SIDA and ALP funded by UNICEF, Afghanistan).

Donors outside the NFPE phase III Donor Consortium are currently funding the following BEP activities:

Technical Assistance outside Bangladesh for Replicating NFPE

UNICEF- BRAC partner linking Project: BEP has been sending its senior staff to Southern Sudan to adapt BRAC school model in the Rumbek Province. Under the agreement, BRAC would send two staff at a time – one for the 5-6 month long period and the other a curriculum expert for a period of 2-3 weeks. During the reporting period one Regional Manager has been assisting the Sudanese team in operating the schools. Moreover, one curriculum expert visited the team and provided recommendations on the existing curriculum. She also assisted the team in developing new materials (Social Studies grade I and II) for the schools. There are currently 10 schools operating under this project.

BRAC's Current Intervention in Education in Afghanistan:

Currently BRAC runs 24 schools (12 schools in Bulk and another 12 schools in Jabel-e-Siraj) in two provinces of Afghanistan. These schools have been established for young girls aged 11-16 years. Each class consists of 30 girls. One of BRAC's senior level staff has been working for last few months at Kabul in Afghanistan for initial staff development and teachers' training. In addition to this two Afghan have been appointed as Programme Organizer. They support the BRAC's staff to run the schools successfully. This intervention is being supported by Swedish Sida.

A brief description of the "Accelerated Learning Programme" in Afghanistan: BRAC is participating in accelerating education Programme this winter (Dec '02 to March '03) in collaboration with the Ministry of Education of Afghanistan and UNICEF (Afghanistan). The Accelerated Learning Programme (ALP) has been taken to improve the quality of the teachers and to get enrolled the over aged children in the schools.

- ♦ Basic course for older children: Through this Winter Programme the older children who are not enrolled in the school can join in class I during winter vacation. Those children who have some education on class I level they can join with class II group. After 3 months they can appear in a placement test to get admission in regular school. All the records of pre and post tests of students should be preserved in order to facilitate future use (e.g. effect/impact study). In addition to that a student profile may need to be developed and those records are to be maintained as well.
In each class there will be 30 to 33 students and a total of 15264 can study under this programme. The class will be 4 hours a day and 6 days in a week. The parents and the authority will fix the school time jointly.
- ♦ Material Development: Appropriate material would be developed for training of teachers and supervisors, including refreshers in the post-training period. The material development will focus teachers of class I and II and teachers training of classes IV through VI would be on mathematics. The material developer cum trainer will under

take necessary need assessments before embarked upon materials development and training.

A team comprising experts from BRAC; and Afghanistan teachers training colleges/departments of education (primary and secondary) other local experts are engaged in developing materials and training. Initial works will be carried out by a group of four persons (2 from BRAC and 2 local experts with good command on English and Dari). The draft materials will then be reviewed by experts from teachers training college of Afghanistan; departments of education (primary and secondary) of the Ministry of Education of Afghanistan; and other local experts.

- ◆ Developing Master Trainer: The Master trainer will be the key person who will train the teacher, follow up them and conduct refresher training of the teachers. Initially 45 teachers have to be selected for training. They will receive basic teachers training course for 10 days. Further they will be selected for next training. This training is the Training of Trainer or Master Trainer Training for 5 days. Those who completed this training successfully will be the Master Trainer. Through this training MTs will know the approach, methodology of participatory training, training module preparation and practice all these during the course.
- ◆ Teachers training: 159 primary schools and Kabul district will be covered through the programme. 318 teachers of Class I and 159 teachers of class II will receive 12 days Basic training from Master trainers, who are especially trained for this winter programme.
- ◆ Subject based Training (Mathematics): In addition to above programme BRAC is to provide training to government teachers of Kabul city on particular subject. As a beginning of this , BRAC decided to give training to 500 teachers. After that a review will be done. It is found effective more teachers will come under this programme.
- ◆ Coordination: A co-ordination body will be formed with the representatives of Ministry of Education, UNICEF and BRAC. They will meet twice a month to discuss about the progress of activities, problems and the way of solutions and suggestions to continue the programme smoothly.
- ◆ Supervision: To make this programme successful a strong supervision system is necessary. A supervisor will supervise schools twice a week. After visiting or supervising the schools all the supervisors will prepare action plan and weekly report. Four managers from BRAC will be given responsibilities for overall progress of the Programme.

Please note that projects which are being funded by donors outside the DC and which have been covered in detail in the previous Progress Reports have not been mentioned this time.

NON-FORMAL PRIMARY EDUCATION PROGRAM Phase III

Financial Report

As of November 2002

In Taka

Budget		Actual Expenditure		Budget Balance	
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (For the period)
1	2	3	4	5(1-3)	6(2-4)

Expenditure:

I. School Cost

A. Teachers Cost	442,616,316	1,700,027,788	210,275,826	1,401,781,469	232,340,490	298,246,319
B. Student Books and Supplies	418,421,837	1,528,223,201	152,093,548	1,090,141,475	266,328,289	438,081,726
C. Field Operations	149,155,892	566,913,805	66,768,350	495,553,115	82,387,542	71,360,690
D. Research and Evaluation	10,102,121	37,700,747	4,010,730	24,078,447	6,091,391	13,622,300
E. H O Logistics and Management Support	70,139,147	323,719,843	30,954,207	209,608,834	39,184,940	114,111,009

II. Library Program

	76,948,325	282,765,076	42,920,280	177,740,190	34,028,045	105,024,886
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III. Innovative Program & Materials Dev.

	12,011,022	44,729,446	8,027,404	28,718,184	3,983,618	16,011,262
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IV. Education Development Unit

	12,225,554	60,512,314	3,646,349	25,192,285	8,579,205	35,320,029
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V. Short Term Strategy

	72,906,854	105,531,854	21,638,587	29,452,539	51,248,267	76,079,315
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VI. Contingency

	16,885,677	31,502,729	0	0	16,885,677	31,502,729
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Total Expenditure

	1,281,412,745	4,681,626,803	540,355,281	3,482,266,538	741,057,464	1,199,360,265
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Project Income

	(24,493,520)	(34,811,391)	(6,928,601)	(6,148,706)	(17,564,919)	(28,662,685)
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Total requirement

	1,256,919,225	4,646,815,412	533,426,680	3,476,117,832	723,492,545	1,170,697,580
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Funding of Expenditure :

June 2002 to Nov. 2002	June 1999 to Nov. 2002
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Opening balance as on 1st June 2002

(90,881,131)

Grants received

NOVIB

- 117,012,852

DFID

- 743,273,800

AKF/CIDA

41,805,059 513,261,958

EC

- 892,087,633

DGIS

181,121,749 701,801,749

UNICEF

- 86,341,447

Others (Local donors)

- 402,976

Bank Interest Income

- 554,414

BRAC Contribution

- 20,000,000

Total Receipts

222,926,808 3,074,736,829

Total Expenditure (Net)

533,426,680 3,476,117,832

Deficit Balance as on November 2002

(401,381,003) (401,381,003)

Note : 1. Details expenditure are shown in Annexure- I

Details of Financial Report
NON-FORMAL PRIMARY EDUCATION PROGRAM PHASE III
As of November 2002

Budget		Actual Expenditure		Budget Balance	
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (For the period)
1	2	3	4	5(1-3)	6(2-4)

1. SCHOOL COST**A. Teachers Cost**

1. Teacher Training and refreshers	49,459,118	230,876,307	21,113,439	163,167,153	28,345,679	67,709,154
2. Teachers Salary	297,536,010	1,107,854,610	145,343,894	947,648,259	152,192,116	160,206,351
3. Teachers aids and Supplies	9,572,000	34,146,716	2,797,691	16,523,888	6,774,309	17,622,828
4. Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	31,149,442	34,046,879
5. Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	6,228,674	12,816,887
6. Staff training and development	5,903,888	22,315,748	3,368,500	11,704,364	2,535,388	10,611,384
7. Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	2,724,588	(2,383,214)
8. Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	1,092,221	1,961,476
9. General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	1,298,073	(4,345,426)
Total of A	442,616,316	1,700,027,788	210,275,826	1,401,781,469	232,340,490	298,246,319

B. Students Books and Supplies

1. Learners Books and supplies	136,665,146	480,712,721	45,177,196	311,040,066	91,487,950	169,672,655
2. Students Supplies	67,658,243	249,259,419	21,856,923	163,154,355	45,801,320	86,105,064
3. Supplementary Reading Materials	11,697,627	41,655,597	3,999,909	29,732,667	7,697,718	11,922,930
4. Class Room Supplies	17,166,347	66,153,845	8,620,843	35,640,443	8,545,504	24,513,402
5. School Room Renovation and Maintenance	99,185,286	369,291,464	31,417,875	276,131,775	67,767,411	93,159,689
6. Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	31,149,442	34,046,879
7. Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	6,228,674	12,816,887
8. Staff training and development	5,903,888	22,315,748	3,368,500	11,704,364	2,535,388	10,611,384
9. Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	2,724,588	(2,383,214)
10. Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	1,092,221	1,961,476
11. General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	1,298,073	(4,345,426)
Total of B	418,421,837	1,528,223,201	152,093,548	1,090,141,475	266,328,289	438,081,726

C. Field Operations**1. Area Team Office Cost**

1.1 Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	31,149,442	34,046,879
1.2 Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	6,228,674	12,816,887
1.3 Staff Training and development	5,903,888	22,315,748	3,368,500	11,704,364	2,535,388	10,611,384
1.4 Salary and benefits of Team Leader	29,755,613	111,791,584	13,138,301	97,808,962	16,617,312	13,982,622
1.5 Salary of Area Manager	7,438,887	28,664,533	1,848,656	30,506,497	5,590,231	(1,841,964)
1.6 Salary of Accountant	4,959,258	19,937,929	2,294,388	23,483,876	2,664,870	(3,545,947)
1.7 Salary of Service Staff	6,199,105	23,080,739	2,860,385	22,937,618	3,338,720	143,121
1.8 Travelling and transportation	10,538,439	41,596,231	4,093,866	32,355,321	6,444,573	9,240,910
1.9 Staff Training and Development	4,215,402	14,692,634	1,511,952	14,018,672	2,703,450	673,962
1.10 Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	2,724,588	(2,383,214)
1.11 Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	1,092,221	1,961,476
1.12 General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	1,298,073	(4,345,426)

	Budget		Actual Expenditure		Budget Balance	
	June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (For the period)
	1	2	3	4	5(1-3)	6(2-4)
Total of C	149,155,892	566,913,805	66,768,350	495,553,115	71,360,690	71,360,690
D. Research and Evaluation	10,102,121	37,700,747	4,010,730	24,078,447	6,091,391	13,622,300
E. H O Logistics and Management Support	70,139,147	323,719,843	30,954,208	209,608,834	39,184,939	114,111,009
Total of I (School Cost)	1,090,435,313	4,156,585,384	464,102,662	3,221,163,340	626,332,651	935,422,044
II. LIBRARY PROGRAMME						
1.1 Start up Cost :						
1.1.1 Furniture and Fixtures	4,254,251	15,839,649	1,454,243	8,411,750	2,800,008	7,427,899
1.1.2 Trust fund	6,077,548	22,628,203	2,963,556	8,635,632	3,113,992	13,992,571
1.1.3 Books	10,939,586	40,730,766	12,111,093	30,353,450	(1,171,507)	10,377,316
1.1.4 Trunk	697,722	2,262,727	685,652	1,565,224	(77,930)	697,503
1.1.5 Training	1,701,710	6,120,632	438,967	4,422,127	1,262,743	1,698,505
1.2 Operating Expenses :						
1.2.1 Salary and Benefits	23,459,223	82,275,748	11,761,948	64,330,849	11,697,275	17,944,899
1.2.2 Teachers Salary	7,001,320	27,176,440	3,002,833	15,884,532	3,998,487	11,291,908
1.2.3 Travelling and transportation	5,864,822	19,817,087	3,073,811	14,034,927	2,791,011	5,782,160
1.2.4 Staff training	2,345,903	7,926,972	1,408,742	4,491,458	937,161	3,435,514
1.2.5 Orientation to Community centre	243,115	905,165	40,397	651,933	202,718	253,232
1.2.6 Librarian	3,063,079	12,330,697	964,124	5,114,649	2,098,955	7,216,048
1.2.7 Maintenance and Magazine	3,938,192	15,475,696	1,690,618	9,922,521	2,247,574	5,553,175
1.2.8 Utilities	875,175	3,523,087	219,690	1,161,034	655,485	2,362,053
1.2.9 H O Logistics and Management Support	6,576,679	25,752,207	3,104,606	8,760,104	3,472,073	16,992,103
Total of Library Program	76,948,325	282,765,076	42,920,280	177,740,190	34,028,045	105,024,886
III. INNOVATIVE PROGRAMME AND MATERIALS DEVELOPMENT	12,011,022	44,729,446	8,027,404	28,718,184	3,983,618	16,011,262
IV. Education Development Unit						
1.1 Rent and utilities	4,375,808	16,292,231	1,523,735	4,039,015	2,852,073	12,253,216
1.2 Vehicle	0	6,405,006	0	0	0	6,405,006
1.3 Library development	0	2,152,503	8,817	217,053	(8,817)	1,935,450
1.4 Books and supplies	0	1,102,503	106,545	580,103	(106,545)	522,400
1.5 Computer	0	3,228,725	0	841,960	0	2,386,765
1.6 Project Head	1,458,624	6,410,765	484,792	4,337,210	973,832	2,073,555
1.7 Support staff	2,107,404	7,210,765	1,080,335	6,183,696	1,027,069	1,027,069
1.8 Special training and workshop	0	4,390,684	0	4,390,684	0	0
1.9 Consultant	3,483,915	9,216,424	203,577	3,008,752	3,280,338	6,207,672
1.10 HO Logistics and Management Support	799,803	4,102,708	238,547	1,593,812	561,256	2,508,896
Total of Education Development Unit	12,225,554	60,512,314	3,646,348	25,192,285	8,579,206	35,320,029

	Budget		Actual Expenditure		Budget Balance	
	June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (For the period)
	1	2	3	4	5(1-3)	6(2-4)
V. Short Term Strategy (New Component)						
1.1 Salary and benefits	21,600,000	32,400,000	11,870,035	15,996,477	9,729,965	16,403,523
1.2 Workshop	2,400,000	3,600,000	670,947	1,037,615	1,729,053	2,562,385
1.3 Training & materials	30,000,000	36,000,000	3,577,689	4,716,099	26,422,311	31,283,901
1.4 IT Facilities	0	3,000,000	85,926	151,773	(85,926)	2,848,227
1.5 Rent and utilities	3,600,000	5,400,000	2,220,101	2,790,004	1,379,899	2,609,996
1.6 Furniture and fixture	0	1,500,000	1,023,186	1,841,327	(1,023,186)	(341,327)
1.7 Sensitisation of Local Government	2,500,000	4,000,000	883,777	883,777	1,616,223	3,116,223
1.8 Field Trip with Parlimantary comm.	50,000	50,000	0	0	50,000	50,000
1.9 Conference at BCDM	3,020,054	4,520,054	0	0	3,020,054	4,520,054
1.10 Collaborative research	2,526,000	3,618,000	0	0	2,526,000	3,618,000
1.11 Media Coverage	2,000,000	3,000,000	204,866	204,866	1,795,134	2,795,134
1.12 HO Logistics and Management Sur	5,210,800	8,443,800	1,122,060	1,830,601	4,088,740	6,613,199
Total of Short Term Strategy	72,906,854	105,531,854	21,658,587	29,452,539	51,248,267	76,079,315
V. Contingency	16,885,677	31,502,729	0	0	16,885,677	31,502,729
VI. Project Income						
1. Project Income	(34,493,520)	(110,800,020)	(18,803,368)	(105,678,306)	(15,690,152)	(5,121,714)
2. Interest on deficit banace	10,000,000	75,988,629	11,874,767	99,529,600	(1,874,767)	(23,540,971)
Total	(24,493,520)	(34,811,391)	(6,928,601)	(6,148,706)	(17,564,919)	(28,662,685)
Total Cost	1,256,919,225	4,646,815,412	533,426,680	3,476,117,832	723,492,545	1,170,697,580

BRAC Education Programme Phase III
Financial Report (EC Format)
As of November 2002

In Taka

Budget		Actual Expenditure		Budget Balance	
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)
1	2	3	4	5(1-3)	6(2-4)

Inflow (Grant and Income) :

Grants received from					
DFID	-	-	-	743,273,800	
CIDA/AKF	-	-	41,805,059	513,261,958	
NOVIB	-	-	-	117,012,852	
E C	-	-	-	892,087,633	
DGIS	-	-	181,121,749	701,801,749	
UNICEF	-	-	-	86,341,447	
Local donors	-	-	-	402,976	
BRAC Contribution	-	-	-	20,000,000	
Total donor contribution	-	-	222,926,808	3,074,182,415	
Bank interest income	-	-	-	554,414	
Project income	-	-	18,803,368	105,678,306	
Total Inflow	-	-	241,730,176	3,180,415,135	

Outflow (Expenditure) :

Local Staff	585,179,083	2,142,213,379	278,401,666	1,808,843,962	306,777,417	333,369,417
Works	99,185,286	369,291,464	31,574,078	276,287,983	67,611,208	93,003,481
Supplies (Materials and Equipment)	276,649,652	1,015,507,986	109,499,820	639,127,121	167,149,832	376,380,865
Training	113,597,153	369,589,197	39,144,007	226,756,107	74,453,146	142,833,090
Travel	51,876,588	195,357,808	23,895,258	141,824,353	27,981,330	53,533,455
Running Costs	40,685,115	151,827,293	18,205,433	143,350,347	22,479,682	8,476,946
Internal Monitoring & Evaluation	14,628,121	44,318,745	4,215,596	24,283,313	10,412,525	20,035,432
Head Office Management and Support Services	82,726,070	362,018,202	35,419,423	221,793,352	47,306,647	140,224,850
Contingency	16,885,677	31,502,729.00	-	-	16,885,677	31,502,729
Total Eligible costs	1,281,412,745	4,681,626,803	540,355,281	3,482,266,538	741,057,464	1,199,360,265
Overdraft Interest Charged	10,000,000	75,988,629	11,874,767	99,529,600	(1,874,767)	(23,540,971)
Total Outflow	1,291,412,745	4,757,615,432	552,230,048	3,581,796,138	739,182,697	1,175,819,294

Net Inflow/(outflow)		(310,499,872)	(401,381,003)
Deficit balance at the beginning of the period		(90,881,131)	-
Surplus/(deficit) at the end of the period		<u>(401,381,003)</u>	<u>(401,381,003)</u>

Note: Details expenditures are shown in Annex -1

Details of Financial Report
BRAC Education Programme, Phase III
As of November 2002

	Budget		Actual Expenditure		Budget Balance	
	June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)
	1	2	3	4	5(1-3)	6(2-4)
2.00 Local Staff						
2.01 Temporary Part time Staff	3,575,000	18,801,554	1,283,911	13,583,131	2,291,089	5,218,423
2.03 Teacher Salary	297,536,010	1,107,854,610	145,269,612	947,573,977	152,266,398	160,280,633
2.04 Teacher (Library)	7,001,332	27,176,452	3,002,833	15,884,532	3,998,499	11,291,920
2.05 Salary of PO/PA	177,176,160	669,531,975	82,330,092	567,286,175	94,846,068	102,245,800
2.06 Salary of Team Incharge	29,755,613	111,791,584	13,138,301	97,808,962	16,617,312	13,982,622
2.07 Salary of Area Manager	8,299,200	29,524,846	3,141,236	30,506,497	5,157,964	(981,651)
2.08 Salary of Accountant	6,564,240	21,542,911	2,294,392	23,483,880	4,269,848	(1,940,969)
2.09 Salary of Librarian	2,880,000	12,147,618	964,124	5,114,649	1,915,876	7,032,969
2.10 Salary of PO/Manager (Library)	22,391,528	81,208,053	11,761,948	64,330,849	10,629,580	16,877,204
2.11 Service staff salary	7,560,000	24,441,634	2,860,385	22,937,618	4,699,615	1,504,016
2.12 Program Head	840,000	5,792,141	484,797	4,337,215	355,203	1,454,926
2.13 Salary of New Component	21,600,000	32,400,000	11,870,035	15,996,477	9,729,965	16,403,523
Sub Total	585,179,083	2,142,213,379	278,401,666	1,808,843,962	306,777,417	333,369,417
3.00 Works						
3.01 School room renovation and maintenance	99,185,286	369,291,464	31,574,078	276,287,983	67,611,208	93,003,481
Sub Total	99,185,286	369,291,464	31,574,078	276,287,983	67,611,208	93,003,481
4.00 Supplies (Materials and Equipment)						
4.01 Teachers aid and supplies	9,572,000	34,146,716	797,691	14,523,888	8,774,309	19,622,828
4.02 Learners Books and Supplies	136,665,462	480,713,037	42,171,139	313,034,009	94,494,323	167,679,028
4.03 Students Supplies	67,658,242	249,259,418	25,845,090	163,142,522	41,813,152	86,116,896
4.04 Supplimentary Reading Materials	11,697,628	41,655,598	8,999,909	29,732,667	2,697,719	11,922,931
4.05 Classroom Supplies	17,166,347	60,153,845	4,618,384	35,637,984	12,547,963	24,515,861
4.06 Books (Library)	10,939,586	40,730,766	12,111,093	30,353,450	(1,171,507)	10,377,316
4.07 Books (EDU)	0	1,102,503	106,545	580,103	(106,545)	522,400
4.08 Trust fund	6,077,548	22,628,203	2,963,556	8,635,632	3,113,992	13,992,571
4.09 Trunk	607,722	2,262,727	685,652	1,565,224	(77,930)	697,503
4.10 Library Development	-	2,152,503	8,817	217,053	(8,817)	1,935,450
4.11 Innovative Program & Development	12,010,866	44,729,290	8,027,404	28,718,184	3,983,462	16,011,106
4.12 Furniture and Fixture	4,254,251	15,839,649	1,454,243	8,411,750	2,800,008	7,427,899
4.13 Computer	-	3,228,725	0	841,960	0	2,386,765
4.13 Vehicle	-	6,405,006	0	0	0	6,405,006
4.14 Educational Materials (New)	-	6,000,000	601,185	1,739,595	(601,185)	4,260,405
4.15 IT Facilities (New)	-	3,000,000	85,926	151,773	(85,926)	2,848,227
4.16 Furniture (New)	-	1,500,000	1,023,186	1,841,327	(1,023,186)	(341,327)
Sub Total	276,649,652	1,015,507,986	109,499,820	639,127,121	167,149,832	376,380,865
5.00 Training						
5.01 Teachers training and Refreshers	49,459,114	230,876,302	21,107,217	163,160,924	28,351,897	67,715,378
5.02 Staff training and development	21,927,065	81,639,879	11,617,453	49,131,765	10,309,612	32,508,114
5.03 Staff training and development (Library)	2,345,865	7,926,934	1,408,742	4,491,458	937,123	3,435,476
5.04 Orientation to Community members	243,115	905,165	40,397	651,933	202,718	253,232
5.05 Training (Library)	1,701,739	6,120,661	438,967	4,422,127	1,262,772	1,698,534

		Budget		Actual Expenditure		Budget Balance	
		June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	Dec. 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)
		1	2	3	4	5(1-3)	6(2-4)
5.06	Workshop (New)	2,400,000	3,600,000	692,240	1,037,615	1,707,760	2,562,385
5.06	Training and refreshers	30,000,000	30,000,000	2,976,504	2,976,504	27,023,496	27,023,496
5.07	Sensitisation of Local govt. (New)	2,500,000	4,000,000	862,484	883,777	1,637,516	3,116,223
5.08	Conference at BCDM	3,020,254	4,520,254	0	0	3,020,254	4,520,254
Sub Total		113,597,153	369,589,197	39,144,007	226,756,107	74,453,148	142,833,092
6.00	Travel						
6.01	Travelling and transportation	45,961,753	175,490,708	20,821,447	127,789,426	25,140,306	47,701,282
6.02	Travelling and transportation (Library)	5,864,822	19,817,087	3,073,811	14,034,927	2,791,011	5,782,160
	Field trip with parliament standing committee	50,013	50,013	0	0	50,013	50,013
Sub Total		51,876,588	195,357,808	23,895,258	141,824,353	27,981,330	53,533,455
7.00	Running Costs						
7.01	Office Rent and Utilities	15,120,000	64,596,980	7,323,966	72,124,354	7,796,034	(7,527,374)
7.02	Office stationeries and supplies	6,045,915	22,927,596	2,922,439	17,196,356	3,123,476	5,731,240
7.03	General Expenses and Maintenance	9,072,000	25,953,681	2,304,887	36,117,064	6,767,113	(10,163,383)
7.04	Utilities (Library)	720,000	3,367,912	219,690	1,161,034	500,310	2,206,878
7.05	Maintenance & Magazine	3,600,000	15,137,504	1,690,618	9,922,521	1,909,382	5,214,983
7.06	Rent and Utilities (EDU)	2,527,200	14,443,620	1,523,735	4,039,015	1,003,465	10,404,605
7.07	Rent and Utilities (New)	3,600,000	5,400,000	2,220,098	2,790,003	1,379,902	2,609,997
Sub Total		40,685,115	151,827,293	18,205,433	143,350,347	22,479,682	8,476,946
8.00	Internal Monitoring & Evaluation						
8.01	Internal Research and Evaluation	10,102,121	37,700,747	4,010,730	24,078,447	6,091,391	13,622,300
8.01	Collaborative Research	2,526,000	3,617,984	0	0	2,526,000	3,617,984
8.01	Media coverage	2,000,000	3,000,014	204,866	204,866	1,795,134	2,795,148
Sub Total		14,628,121	44,318,745	4,215,596	24,283,313	10,412,525	20,035,432
9.00	Management and Support Services						
9.01	HO Management Support (School)	67,943,674	321,524,565	30,954,208	208,254,867	36,989,466	113,269,698
9.02	HO Management Support (Library)	6,576,679	25,752,207	3,104,606	10,263,911	3,472,073	15,488,296
9.03	HO Management Support (EDU)	761,717	4,064,430	238,549	1,443,973	523,168	2,620,457
9.04	HO Management Support (New Component)	7,444,000	10,677,000	1,122,060	1,830,601	6,321,940	8,846,399
Sub Total		82,726,070	362,018,202	35,419,423	221,793,352	47,306,647	140,224,850
10.00	Contingency	16,885,677	31,502,729	0	0	16,885,677	31,502,729
11.02	Project Income	(34,493,520)	(110,800,020)	(18,803,368)	(105,678,306)	(15,690,152)	(5,121,714)
Sub Total		(34,493,520)	(110,800,020)	(18,803,368)	(105,678,306)	(15,690,152)	(5,121,714)

LFA Based

LFA based financial summary report for June 2002 to November 2002

Narrative Summary	Agreed Indicators	Achievement to end June 2002	Achievement on yearly budget in %
Programme-level finance	Cumulative budget to end May 2003 4,650,124,076 Budget for June 2002- May 2003 1,264,527,069	Cum. Expenditure to end Nov. 2002 3,482,266,538 Expenditure for June 2002- Nov. 2002 540,355,281	On target 43%
Output 1 Finance of the School cost	Cumulative budget to end May 2003 3,482,648,609 Budget for June 2002- May 2003 938,807,861	Cum. Expenditure to end Nov. 2002 2,775,177,147 Expenditure for June 2002- Nov. 2002 396,406,839	 42%
Output 2 Finance of the Capacity Development	Cumulative budget to end May 2003 673,936,775 Budget for June 2002- May 2003 151,627,452	Cum. Expenditure to end Nov. 2002 445,986,198 Expenditure for June 2002- Nov. 2002 67,695,829	 45%
Output 3 Finance of the Materials development and New Initiatives	Cumulative budget to end May 2003 105,241,760 Budget for June 2002- May 2003 24,236,576	Cum. Expenditure to end Nov. 2002 53,910,469 Expenditure for June 2002- Nov. 2002 11,673,752	 48%
Output 4 Finance of the Continuing Education Program	Cumulative budget to end May 2003 282,765,078 Budget for June 2002- May 2003 76,948,326	Cum. Expenditure to end Nov. 2002 177,740,185 Expenditure for June 2002- Nov. 2002 42,920,274	 56%
Output 5 Finance of the Short term Strategy	Cumulative budget to end May 2003 105,531,854 Budget for June 2002- May 2003 72,906,854	Cum. Expenditure to end Nov. 2002 29,452,539 Expenditure for June 2002- Nov. 2002 21,658,587	 30%

Details of LFA Based Financial Report
BRAC EDUCATION PROGRAM Phase III
As of November 2002

Budget		Actual Expenditure		Achievement on yearly budget in % in %
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	
1	2	3	4	5

Output 1 Level Financing:

A. Teachers Cost

2. Teachers Salary	297,536,010	1,107,854,610	145,343,894	947,648,259	49%
3. Teachers aids and Supplies	9,572,000	34,146,716	2,797,691	16,523,888	29%
4. Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	47%
5. Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	47%
6. Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	47%
7. Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	47%
8. General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	37%
Total of A	387,253,310	1,446,835,733	185,793,887	1,226,909,952	48%

B. Students Books and Supplies

1. Learners Books and supplies	136,665,146	480,712,721	45,177,196	311,040,066	33%
2. Students Supplies	67,658,243	249,259,419	21,856,923	163,154,355	32%
3. Supplementary Reading Materials	11,697,627	41,655,597	3,999,909	29,732,667	34%
4. Class Room Supplies	17,166,347	60,153,845	8,620,843	35,640,443	50%
5. School Room Renovation and Maintenance	99,185,286	369,291,464	31,417,875	276,131,775	32%
6. Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	47%
7. Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	47%
8. Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	47%
9. Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	47%
10. General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	37%
Total of B	412,517,949	1,505,907,453	148,725,048	1,078,437,111	36%

C. Field Operations

1.1 Salary and Benefits of PO & PA	59,038,878	223,157,483	27,889,436	189,110,604	47%
1.2 Travelling and transportation	11,807,776	44,631,497	5,579,102	31,814,610	47%
1.3 Salary and benefits of Team Leader	29,755,613	111,791,584	13,138,301	97,808,962	44%
1.4 Salary of Area Manager	7,438,887	28,664,533	1,848,656	30,506,497	25%
1.5 Salary of Accountant	4,959,258	19,937,929	2,294,388	23,483,876	46%
1.6 Salary of Service Staff	6,199,105	23,080,739	2,860,385	22,937,618	46%
1.7 Travelling and transportation	10,538,439	41,596,231	4,093,866	32,355,321	39%
1.8 Office Rent and utilities	5,165,910	21,658,237	2,441,322	24,041,451	47%
1.9 Stationeries and supplies	2,066,368	7,693,595	974,147	5,732,119	47%
1.10 General Expenses and maintenance	2,066,368	7,693,595	768,295	12,039,021	37%
Total of C	139,036,602	529,905,423	61,887,898	469,830,079	45%

Total of Output 1	938,807,861	3,482,648,609	396,406,839	2,775,177,147	42%
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Budget		Actual Expenditure		Achievement on yearly budget in % in %
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	
1	2	3	4	

Output 2 Level Financing

1. Teacher Training and refreshers	49,459,118	230,876,307	21,113,439	163,167,153	43%
2. Staff training and development					
2.1 Teachers cost	5,903,888	22,315,748	3,368,500	11,704,364	57%
2.2 Student Books and supplies	5,903,888	22,315,748	3,368,500	11,704,364	57%
2.3 Field operations	10,119,290	37,008,382	4,880,452	25,723,036	48%
3. Research and Evaluation	10,102,121	37,700,747	4,010,730	24,078,447	40%
4. H O Logistics and Management Support	70,139,147	323,719,843	30,954,208	209,608,834	44%
Total of Output 2	151,627,452	673,936,775	67,695,829	445,986,198	45%

Output 3 Level Financing

III. Innovative Program and Materials Dev.	12,011,022	44,729,446	8,027,404	28,718,184	67%
IV. Education Development Unit					
1.1 Rent and utilities	4,375,808	16,292,231	1,523,735	4,039,015	35%
1.2. Vehicle	0	6,405,006	0	0	0%
1.3 Library development	0	2,152,503	8,817	217,053	0%
1.4 Books and supplies	0	1,102,503	106,545	580,103	0%
1.5 Computer	0	3,228,725	0	841,960	0%
1.6 Project Head	1,458,624	6,410,765	484,792	4,337,210	33%
1.7 Support staff	2,107,404	7,210,765	1,080,335	6,183,696	51%
1.8 Special training and workshop	0	4,390,684	0	4,390,684	0%
1.9 Consultant	3,483,915	9,216,424	203,577	3,008,752	6%
1.10 HO Logistics and Management Support	799,803	4,102,708	238,547	1,593,812	30%
Total of Output 3	24,236,576	105,241,760	11,673,752	53,910,469	48%

Output 4 Level Financing

II. LIBRARY PROGRAMME

1.1 Start up Cost :					
1.1.1 Furniture and Fixtures	4,254,251	15,839,649	1,454,243	8,411,750	34%
1.1.2 Trust fund	6,077,548	22,628,203	2,963,556	8,635,632	49%
1.1.3 Books	10,939,586	40,730,766	12,111,093	30,353,450	111%
1.1.4 Trunk	607,722	2,262,727	685,652	1,565,224	113%
1.1.5 Training	1,701,710	6,120,632	438,967	4,422,127	26%
1.2 Operating Expenses :					
1.2.1 Salary and Benefits	23,459,223	82,275,748	11,761,948	64,330,849	50%
1.2.2 Teachers Salary	7,001,320	27,176,440	3,002,833	15,884,532	43%

Budget		Actual Expenditure		Achievement on yearly budget in % in %
June 2002 to May 2003 (For the period)	June 1999 to May 2003 (Cumulative)	June 2002 to Nov. 2002 (For the period)	June 1999 to Nov. 2002 (Cumulative)	
1	2	3	4	

1.2.3 Travelling and transportation	5,864,822	19,817,087	3,073,811	14,034,927	52%
1.2.4 Staff training	2,345,903	7,926,972	1,408,742	4,491,458	60%
1.2.5 Orientation to Community centre	243,115	905,165	40,397	651,933	17%
1.2.6 Librarian	3,063,079	12,330,697	964,124	5,114,649	31%
1.2.7 Maintenance and Magazine	3,938,192	15,475,696	1,690,618	9,922,521	43%
1.2.8 Utilities	875,175	3,523,087	219,684	1,161,029	25%
1.2.9 H O Logistics and Management Support	6,576,679	25,752,207	3,104,606	8,760,104	47%

Total of Output 4	76,948,326	282,765,078	42,920,274	177,740,185	56%
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Output 5 Level Financing

V. Short Term Strategy (New Component)

1.1 Salary and benefits	21,600,000	32,400,000	11,870,035	15,996,477	9,729,965
1.2 Workshop	2,400,000	3,600,000	670,947	1,037,615	1,729,053
1.3 Training & materials	30,000,000	36,000,000	3,577,689	4,716,099	26,422,311
1.4 IT Facilities	0	3,000,000	85,926	151,773	(85,926)
1.5 Rent and utilities	3,600,000	5,400,000	2,220,101	2,790,004	1,379,899
1.6 Furniture and fixture	0	1,500,000	1,023,186	1,841,327	(1,023,186)
1.7 Sensitisation of Local Government	2,500,000	4,000,000	883,777	883,777	1,616,223
1.8 Field Trip with Parlimantary comm.	50,000	50,000	0	-0	50,000
1.9 Conference at BCDM	3,020,054	4,520,054	0	0	3,020,054
1.10 Collaborative research	2,526,000	3,618,000	0	0	2,526,000
1.11 Media Coverage	2,000,000	3,000,000	204,866	204,866	1,795,134
1.12 HO Logistics and Management Sup	5,210,800	8,443,800	1,122,060	1,830,601	4,088,740

Total of Output 5	72,906,854	105,531,854	21,658,587	29,452,539	30%
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Total Program Level Financing	1,264,527,069	4,650,124,076	540,355,281	3,482,266,538	43%
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