

BRAC



Education Programme



a class room of NPE school

WORK PLAN

Work-plan for January-December 2001

BRAC

Education Programme

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March, 2001

Acronyms:

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

Summary of Work plan:

This work plan (WP) has been prepared for January to December 2001. The purpose of this Work plan is to reflect upon the planned activities to be achieved during the year 2001. The work plan has been based on the four outputs as per the LFA of Phase – 3, BEP. The planned activities that are to be achieved for each output have been highlighted in the form of tables. The achievements of the planned activities of 2000 will be reported in the Progress Reports. In addition to this the achievements of 2001 will be reported upon at the end of the planned period.

34,000 schools will remain in operation during this period (January- December 2001), with an enrollment of 1,081,642 learners. The number of teachers that are required for this period is 34,000. The programme will be operated through 425 team offices and 32 regional offices. For these 12 months the staff required has been estimated to a total of 3,530.

A number of activities regarding materials development and relevant trainings will take place through BEP's Education Development Unit (EDU). The plans for these activities have been detailed in outputs 2 & 3 through tables and matrixes.

The fourth output, which summarizes the Continuing Education section, will operate 6,000 Reading centres and 600 Union libraries including 100 new trusts at the end of the planned period.

The planned expenditures for each of the outputs have also been shown in the Work plan for the months January to December 2001.

Introduction:

In Bangladesh illiteracy is considered to be one of the important parameters causing socio-economic backwardness. Being a rapidly growing country Bangladesh has one of the highest illiteracy rates in the world. Reducing illiteracy in the country is a major challenge. Despite progress there are still a large number of girls who remain illiterate. This is where the focus has been for the past 16 years – to provide primary education through a non-formal programme to the millions of poor rural and urban girls who are not served by the formal system.

BRAC's education programme (BEP) is not only aimed at serving under privileged girls with basic education but also providing them with basic skills in performing their roles and responsibilities within their families. The programme is specific in its plan, which is to serve the girls with schools that have flexible timings that are close to their homes and have a relevant curriculum. The programme also requires a female teacher who understands her learner's needs & requirements and caters to them accordingly. These qualities have given the BRAC's Education Programme (BEP) its structure in terms of its components and features.

At present, a total of 31,082 schools are in operation, with 1,000,632 million students being enrolled. 66% of the students attending BRAC schools are girls and 97% of the teachers teaching in these schools are female.

The objective of BEP is to provide cost effective basic education to poor children who are currently unserved by the country's formal school system, especially girls. Within the BEP programme 66% of the students are female, and 90% of the total learners belong to the target group who are unable to attend or have dropped out of formal schools.

There are two types of primary school models in BRAC Education Programme. The first, started in 1985, is a four-year programme for children aged 8 to 10 yrs. who have never enrolled in any school, or who have dropped out during class 1. This is the Non-Formal Primary Education (NFPE) school model which covers a curriculum equivalent to classes 1 through 5 in the formal schools. The second model Basic Education for Older Children (BEOC), initiated in 1988, is a three-year programme for children aged 11 – 14. The BEOC schools cover the curriculum from classes 1 through 5. In BEOC schools the 3 yrs. school cycle is divided into 5 phases. The subjects covered in all 5 phases are Bangla, Math and Social studies. In the fourth & fifth phases of the school cycle English, Science and Health education are taught as additional subjects. The students attending NFPE and BEOC schools are provided with books and other materials free of charge and pay no tuition fees.

BEP's Educational Support Programme (ESP) is in operation since 1991 to form partnerships for non-formal primary education with other NGO's in order to develop their technical, conceptual and human skills in successfully replicating BEP's NFPE model. The ESP not only provides technical support but also financial support to some 368 local NGO's in implementing 2,445 schools.

BEP has been invariably perceptive towards developing materials and methods to improve the quality of learning in its schools. Training activities provided to both staff and teachers also play an important role in strengthening the institution's capacity. The Education Development Unit (EDU) is active in terms of developing new materials & methods as well as carrying out necessary training activities and at the same time continuously monitoring the quality of their implementation and effect.

The Continuing Education Programme (CEP) was introduced in 1995 in order to mainstream the post literacy activities of BEP by promoting the reading habit of rural citizens through an organized infrastructure, which is made up of 2 types of libraries. One is the Reading centre, which targets mostly the ex-BRAC graduates, and the other is the Union libraries which is opened to all. At present, there are 7,030 Reading centres and 500 Union based libraries. Selected members of the Reading centres are provided with short duration skill development trainings to enhance their capacity. For Union libraries to remain sustainable a concept of Trust has also been introduced. Under the Trust the library committee develops an endowment fund through local contributions, after which the library gets registered as "Trust" with the relevant Government department. Once the library completes its fund collection and registration procedures,

BRAC contributes an equal amount to the Trust fund. The fund is then kept in a bank and the interest earned from the investment is used to finance the operating expenses of the library. So far, 390 libraries have been transformed into Trusts.

The BRAC Education Programme has completed its 16th year of operation, which began in 1985. From June 1st 1999, the programme has begun its 3rd Phase cycle, which is to conclude in May 2004.

LOGICAL FRAMEWORK ANALYSIS

Project Title: Education Programme (NFPE Phase II)

Period of funding: Apr '99 - May 2004

Brief Description: Education for poor children, especially girls

Total Project Funding: TK.5, 695,693,412 (US\$ 118,660,279)

File reference: LOGFRAME.RTF

This LFA Matrix dated 29th September 1999

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
<p>SUPER GOAL : Poverty reduced through access to non-formal Primary education for those traditionally outside formal schooling.</p> <p>GOAL: To strengthen the national education system.</p> <p>PURPOSE The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.</p> <p>NFPE/BEOC graduates are contributing economically to their families</p>	<p>1. Number of joint initiatives with government and other partners increased by 2002.</p> <p>1. At least an average score of 40% for Bengali, Social Studies, Maths and English attained by a representative sample of 5% learners in the annual Standardized Achievement Test (SAT) by 2004.</p> <p>2. 90% completion of primary cycle achieved</p> <p>3. At least 80% of BRAC BEOC graduates remain in touch with literacy materials and involved in training on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and bookbinding.</p> <p>4. 50% of graduates complete education until Grade VIII.</p>	<p>Education programme reports BRAC Research & Evaluation Division (RED) studies Monitoring Mission Impact Assessment Mid Team Review</p> <p>Standardized Achievement Test (SAT) results, Monitoring report, Assessment of basic competencies</p>	<p>Improvement in literacy rate assists quality of life and equitable economic growth</p> <p>Good co-ordination maintained among Government of Bangladesh (GOB), NGO and private sector</p> <p>GOB continue to subsidize girls secondary education</p>

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

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

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

	<p>2.3.1 EDU undertaking research and evaluation activities by 2,000</p> <p>2.3.2 All MTs training evaluated by 2000</p> <p>2.3.3 Studies related to effectiveness of new curriculum in social Studies, Maths designed by 2000</p> <p>2.3.4 Effectiveness of new management structures e.g. QM, MT assessed by 2002</p> <p>2.3.5 Methods in IRI and CLIP in NFPE mainstreaming evaluated in 2003</p> <p>2.3.6 CHT curriculum developed by 2000 and evaluated by 2004</p> <p>2.3.7 Curriculum changes related to value education and urban assessed by 2003</p> <p>2.3.8 Effectiveness of parental involvement in monthly meetings by 2001</p> <p>2.3.9 Studies on Parent involvement in curriculum and school management by 2002</p> <p>2.3.10 Effectiveness of supplementary materials and teaching methodologies for Grades IV and V by 2004</p> <p>2.3.11 Needs of adolescent related vocational training and life skills assessed by 2004</p> <p>2.3.12 Community demands related to services in Union Library studied by 2003</p> <p>2.3.13 Effectiveness of teachers as counsellors studied by 2004</p> <p>2.3.14 Community perceptions related to NFPE/BEOC models studied by 2004</p> <p>2.3.15 Evaluation of the quality of expertise available at the team level conducted by 2002</p> <p>2.3.16 Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002</p> <p>2.3.17 Evaluation of CLE books and materials conducted by 2000</p>	Consultants TORs	
2.4 Training of EDU staff and decentralization of expertise	2.4 EDU staff and QMs trained in primary pedagogy by 2000	Research and evaluation reports	
2.5 Teacher/staff training for Grade IV and V defined	2.4.1 Links between NFPE and EDU operationalised by 2,000	Training Review Report Monitoring report	
2.6 New teachers selected	2.5 48,979 teachers receive a 15-day training course on Maths and English for grades IV and V		
2.7 New teachers trained	2.6 One teacher per school, with at least 9 years schooling, 20-35 years of age married >80% female, local resident	NFPE Report	
2.8 Refresher training held	2.7 29601 new teachers receive 15 days Basic training at TARC		
	2.8 At least 100 days for NFPE and 90 days for KK refresher training sessions held in each team office.		
2.9 Master Trainers, Staff and teachers development courses implemented and evaluated	2.8.1 All teachers receive a 6-day refresher prior to grade II, III, IV and V.	Training schedule Training costs MIS reports	
	2.9 Courses held in Maths and English to develop 400 Master trainers by end 1999, Social Studies and Science by 2000		
	2.9.1 90% of staff trained by Master Trainers by		

	<p>2004.</p> <p>2.9.2 At least 70% of the teachers trained by Master Trainers and Resource Teachers by 2004.</p> <p>2.9.3 95% refresher courses conducted by trained staff</p> <p>2.9.4 Master Trainers, staff and teachers graded subject wise based on their knowledge and skills related to teaching by 2004.</p> <p>2.10 QMs, MTs, RTs and teachers receive courses on new developments related to teaching Math, Language & Social Studies, supplementary materials in grades IV & V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language & Social Studies, new focuses in materials production, early childhood education by 2004</p> <p>2.12 Teachers receive courses on new focuses in materials production, classroom management and on counselling adolescents, child domestics & working children by 2004</p> <p>2.13 Trainers of Reading Centre receive courses on life skills and vocational skills by 2004</p> <p>2.10 AVA materials developed for refreshers courses on language and Social studies based on training of MTs by 2002</p>		
2.10 AVA training materials on Social Studies, Maths, English, Science and CLIP developed			
2.10.1 AVA material produced on classroom management and teaching methodologies	2.10.1 AVA materials on roles and responsibilities of RTs, MTs on classroom management finalized by 2004		
2.10.2 AVA materials for developing MTs and RTs	2.10.2 AVA developed and in use with teachers by 2004		
2.10.3 AVA materials produced in specialized areas i.e. teachers, parents.	2.10.3 AVA materials on parent meetings developed by 2003		
2.11 Training needs assessed and overseas training planned and implemented	2.10.4 AVA materials developed on role of teachers as counsellors for adolescent and children with special needs by 2004		
2.12 Training courses designed to upgrade pedagogical expertise for existing staff	2.11 At least 5% of NFPE staff provided with national and international training courses by 2004		
	2.12 Material developers, QMs, MTs, TARC trainers and RTs trained in primary education by 2001		
	2.12.1 MDU, QM, MT, RTs trained on assessment tools by 2003		
	2.12.2 MDU, QM, MT, RT and teachers trained on early childhood education by 2004		
	2.12.3 At least 20 training session provided to 50% resource teachers on pedagogy and classroom management by 2002		
	2.12.4 1 500 resource teachers selected by 2004		
2.13 Training courses designed to increase the capacity of teachers and adolescent library members	2.13. Trainers of Reading Centres trained in life skills by 2003		
	2.13.1 RTs and teachers trained on classroom management by 2004		

<p>2.14 Experienced teachers trained to take up advisory post</p> <p>2.15 Consultants identified, contracted, monitored</p> <p>2.16 Laboratory schools operational</p> <p>2.16.1 Identifying sites, staff and teachers for formal laboratory school</p> <p>2.16.2 Identifying learning materials</p> <p>2.17 Training courses for teachers planned and implemented</p> <p>3.1 Development function of MDU integrated within EDU</p> <p>3.2 Supplementary materials for Grade IV and V developed</p> <p>3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed</p> <p>3.4 Curriculum for specialized programmes i.e. CHT, Urban strengthened.</p> <p>3.5 Revised materials developed for English (IRI) complementing government primers</p> <p>3.6 New ideas formulated and piloted</p> <p>3.7 12 Formal laboratory schools setup to incorporate innovative practices with non formal methods</p>	<p>2.14 Teachers trained as councilors for children and adolescents with special needs by 2004</p> <p>2.15 More than 70% consultants TORs successfully completed</p> <p>2.16 12 Laboratory schools operational by 2002</p> <p>2.16.1 Staff, teachers trained and schools operational by 2002</p> <p>2.16.2 Learning materials in use by 2002</p> <p>2.17 9 courses designed for teachers by 2002</p> <p>2.17.1 Training of adolescents teachers of pre school assessed by 2002</p> <p>2.17.2 Training design of adolescent teachers revised by 2003</p> <p>3.1 Development function of MDU located in EDU by 2000</p> <p>3.2 Supplementary materials for Social Studies and Science developed for Grade IV by 2000 and Grade V by 2001</p> <p>3.3 Significant and successful elements of CLIP incorporated in NFPE mainstream by 2002</p> <p>3.4 CHT curriculum designed and developed by 2001</p> <p>3.4.1 Health curriculum revised by 2001</p> <p>3.4.2 Materials related to registration, delayed marriage developed for Reading Centres and BEOC by 2004</p> <p>3.4.3 Value education materials developed by 2003</p> <p>3.4.4 Urban curriculum strengthened by 2004</p> <p>3.5 Revised materials in use by end 2001</p> <p>3.6 Involving adolescent girls as teachers of pre schools piloted and assessed by 2003</p> <p>3.7 Formal laboratory school model designed and in operation by 2000</p> <p>3.7.1 Formal laboratory school's linkages and experience sharing with other NGOs and institutions established by 2000</p> <p>3.7.2 Pre-school projects tested and possible transfer of pre school children into the formal system explored by 2000</p> <p>3.7.3 Changes based on child performance and community demand in curriculum, training and design of formal schools analyzed by 2002</p> <p>3.7.4 Performance of students in Grade I, II and III assessed by 2004</p> <p>3.7.5 Curriculum designed for Grade IV developed using Govt. primers and</p>	<p>Consultants TORs</p> <p>Training reports of QMs and other staff</p> <p>MDU reports</p>	<p>GOB continues to permit BRAC to use its own textbooks</p> <p>GOB continues to provide textbooks for Grade IV & V</p>
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	supplementary materials by 2003		
4.1 Space for Union Libraries identified.	4.1 Public premises selected for Union Libraries and BRAC school for Reading Centres. 4.1.1 Story books for adolescent library finalized by 2004	Library Reports Library PO Reports	Community continues to provide space for library. Books are available in the market.
4.2 Staff recruited and trained.	4.2 One PO recruited and trained to oversee 5 libraries and one PO to oversee 45 Reading Centres.		
4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees.	4.3 All POs given appropriate gender training by 2002.		
4.4 Library activities planned	4.4 Adolescents trained to produce books, and journals for the community library by 2002 4.4.1 Socio-cultural/educational/recreational activities held at each Union Library.		
4.5 Vocational activities developed and planned	4.5 Life skills training covering a range of relevant skills like sewing, embroidery, poultry, vegetable gardening, horticulture and bookbinding imparted at the Reading Centres by RDP skilled POs.		

Output 1 – Schools operating, opening & closing

a. Plan of schools operating, opening and closing during Jan – Dec 2001:

<i>Particulars</i>		<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per PP (Phase III) for Jan-Dec 2001</i>	<i>BEP's plan for Jan -Dec 2001</i>
Schools operating	NFPE	22,496	21,573	21,927	22,015
	KK (BEOC)	8,949	7,064	9,523	9,435
	ESP (NFPE)	2,555	2,445	2,550	2,550
	Total	34,000	31,082	34,000	34,000
Students enrolled in on- going schools	NFPE	737,869	711,485	719,206	722,092
	KK (BEOC)	268,470	215,797	285,690	283,050
	ESP (NFPE)	76,650	73,350	76,500	76,500
	Total	1,082,989	1,000,632	1,081,396	1,081,642
Schools Re-opening	NFPE	1,740	898	8,657	7,553
	KK (BEOC)	2,454	605	3,710	6,053
	ESP (NFPE)	600	490	1,025	1,130
	Total	4,794	1,993	13,392	14,736
Student enrolled in re- opened schools	NFPE	57,072	29,634	283,950	247,738
	KK (BEOC)	73,620	18,370	111,300	181,590
	ESP (NFPE)	18,000	14,700	30,750	33,900
	Total	148,692	62,704	426,000	463,228
Course completed schools	NFPE	1,566	1,647	8,685	7,111
	KK (BEOC)	2,633	2,669	3,682	3,682
	ESP (NFPE)	595	595	1,025	1,025
	Total	4,794	4,911	13,392	11,818
Graduates	NFPE	46,228	48,624	256,381	209,917
	KK (BEOC)	71,091	71,844	99,414	99,414
	ESP (NFPE)	16,958	17,836	29,213	29,213
	Total	134,277	138,304	385,008	338,544

b. Teachers & staff required, area & team offices operating and book supplies to be acquired during January to December 2001:

<i>Particular</i>	<i>BEP's Plan for Jan –Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per PP (Phase III) for Jan-Dec 2001</i>	<i>BEP's plan for Jan-Dec 2001</i>
Teacher required	34,000	*30,691	34,000	34,000
Staff required	3,570	2,884	3,520	3,530
Regional office operating	43	32	68	**32
Team office operating	460	459	425	***425
Books and supplies (according to number of children & teachers)	1,116,989	1,031,714	1,115,396	1,115,642

* Some of the teachers teach in two shifts. Thus the number of teachers are less than number of schools.

** The Area offices have been reorganized to Regional offices.

*** Subject to total implementation of the project.

Note: The package of inputs delivered by the ESP to partner organization is detailed in annexure.

Brief summary:

In 2001 from January to December, BRAC's Education Programme (BEP) has planned to operate 34,000 schools, with an enrollment of 1,081,642 learners. 11,818 schools will complete their courses with 338,544 graduates. BEP plans to re-open 14,736 schools where 463,228 students will be enrolled in order to keep the total number of schools at 34,000.

The number of teachers required for Jan-Dec 2001 is 34,000. The staff required for this period is 3,530. In the case of region offices operating at this time is estimated to be 32. BEP also plans to keep 425 team offices operating during this period. The number of books (and supplies) to be acquired for children and teachers is estimated to be 1,115,642 (Jan-Dec 2001).

c. Financial expenditure of Output – 1:

Planned expenditure (taka):

Output	Plan as per PP for Jan-Dec 2001	Operational budget for Jan – Dec 2001
School costs	809,199,958	809,199,958

The financial status above indicates the planned expenditure as per PP and the operational budget estimated for January to December 2001.

Output 2 – Capacity development of staff & teachers

a. Plans for training Staff during January to December 2001:

Particulars of training & refresher courses	Participants	Duration (days)	BEP's Plan for Jan-Dec 2000	Achievement During Jan-Dec 2000	Number of staff to receive training/workshop /refreshers during Jan-Dec 2001
Pre-service orientation	PO	3	--	--	250
Basic training	PO	15	250	68	250
Operational Management Course (OMC) - 1	PO, RT	14	600	--	--
Operational Management Course (OMC) - 2	TIC	14	100	344	300
Development management course on library	POs and AEM (CE)	8	40	--	40
Basic orientation on library	PO	6	140	40	40
Basic operation of library	Librarian	6	-	100	150
Basic orientation on reading centres	PO	1	250	250	300
Other trainings:*					
GQAL (Gender Quality Action Learning)	PO, TIC & RM			841	will be reported upon achievement
Team building training	TIC, PO & RT			193	
BRAC values and culture training	QM, RM, TIC, Senior PO & monitors.			74	
Gender and sustainable development training	Higher management	-----	-----	373	
Workshop on staff involvement in BEP	PO, TIC	2-3 days		25	
Organizational development course	PO, TIC	6 days		290	
Staff orientation for pre-primary schools	PO	3 days			
Special training comprises of:**					
General subject based trainings, Master trainer & TARC trainer trainings,	TIC, PO, RT & teachers	5 days	GT = 1,000	**GT = 107	GT = --
Batch trainer (BT), Adolescent Peer Organized Network (APON)		5 days	MT = 1,205	MT = 1,350	MT workshop = 3,922
Refresher courses		5 days			MT Training = 300
		5 days	400	595	Adolescent Leader = 250
		7 days			Peer Educator = 3,000
		1-3 days	3,840	3,922	Refreshers = ----

<i>Particulars of training & refresher courses</i>	<i>Participants</i>	<i>Duration (days)</i>	<i>BEP's Plan for Jan -Dec 2000</i>	<i>Achievement During Jan - Dec 2000</i>	<i>Number of staff to receive training /refreshers during Jan-Dec 2001</i>
Staff workshop on assessment	QM	6 days	--	--	32
Subject based training	PO/PA	6 days	--	--	75
Technical co-operation training (TCT)***	Sr. Material Development specialist	1 yr.	2	2	
	Material Developer, Regional Manager	3-6 months	3	---	

* Under "other trainings" which comprises of GQAL (Gender Quality Action Learning), team building, BRAC values & culture and gender & sustainable development training will be reported upon on achievement.

** A breakdown of the "special training" provided to TICs, POs, RTs has been indicated in the following page. These trainings are subject-based trainings whose duration varies from subject to subject, however, the maximum number of days within which the trainings are completed have been stated in the table above.

*** TCT (Technical Co-operation Training) is a subject-based specialized training/course held overseas. As per plan, two of our Senior Material Development Specialists have completed a year long masters programme from U.K. The have specialized in areas of Securing and Understanding Human Rights and in Digital Media.

Breakdown of Staff special training plans to take place during January-December 2001:

Subject	BEP's plan for Jan- Dec 2001				
	BEP's Plan for Jan-Dec 2000	Achievement During Jan-Dec 2000	Staff to receive subject-based (GT) training	Staff to receive Master Trainers (MT) training/workshop	MTs to receive refreshers (2 days)
Math	GT= -- MT= 140 MT Refresher = 1,000+	GT= -- MT= 320 MT Refresher = 1,053	--	*MT workshop=128 **MT workshop=423 ***MT Training = 50	850
English	GT= 900 MT= 385 MT Refresher = 420	GT= 25 MT= 318 MT Refresher = 689	--	*MT workshop=128 **MT workshop=423 ***MT workshop = 423 *** MT Training = 60	850
Social Studies (rural and urban)	GT= -- MT= 100 MT Refresher = 1,000+	GT= -- MT= 189 MT Refresher = 445	--	*MT workshop=128 **MT workshop=850 ***MT Training = 70	850
Bengali	GT= 100 MT= 320 MT Refresher = 500	GT= 32 MT= 280 MT Refresher = 722	--	*MT workshop=128 **MT workshop=423 ***MT Training = 70	850
Social Science (urban & rural)	GT= -- MT= 260 MT Refresher = 920	GT= 50 MT= 243 MT Refresher = 1,013	--	*MT workshop=128 **MT workshop=740 ***MT Training = 50	850
Adolescent Peer Organized Network (APON)	MT = 400	Adolescent Leaders = 291++	--	Adolescent Leader = 250 Peer Educator = 3,000	--

+ It was observed that some MTs were good in a particular subject but they were potential enough to be MTs for more than one subject. Therefore, the concept of double MT was initiated. It was also noticed that in a team a double MT can facilitate in a refreshers course while the other MTs can go for supervision of schools. This saves a lot of time for the supervisors who then can provide more attention to school supervision.

++ In the period January- December 2000, 595 adolescents have been provided with APON training out of which 291 adolescents became Adolescent Leaders. The duration of these trainings are for 5 days.

[Note: * MT workshop duration 4 days, ** MT workshop duration 2 days, *** MT training duration 5 days.]

b. Plans for teacher trainings to take place during January-December 2001:

SL. no.	Particulars of training & refresher courses held	BEP's Plan for Jan – Dec 2000	Achievement During Jan – Dec 2000	Plan as per PP (Phase III) for Jan-Dec 2001	BEP's plan for Jan – Dec 2001
1.	15 days basic training for teachers *	7,020	3,451	7,418	7,500
2.	3 days orientation (before school opens)	4,790	**1,993	7,418	14,700
3.	2 days refreshers after Preparatory phase	4,790	1,993	--	14,700
4.	2 days refreshers before introducing Poribesh Porichiti I	4,790	1,993	--	14,700
5.	6 days refreshers at the beginning of class II ***	5,120	2,433	12,962	11,481
6.	6 days refreshers at the beginning of class III ***	10,900	10,810	3,599	2,433
7.	15 days Math development training (for NFPE) ****	6,400	--	6,838	--
8.	15 days Math development Training (for BEOC) ****	2,800	--	2,669	--
9.	6 days refreshers at the beginning of 4 th Phase (BEOC)*****	2,800	--	2,669	--
10.	6 days refreshers at the beginning of 5 th Phase (BEOC)*****	3,680	3,680	3,144	--
11.	6 days refreshers at the beginning of class 4 (NFPE)*****	6,400	6,397	6,838	--
12.	6 days refreshers at the beginning of class 5 (NFPE)*****	7,200	7,098	6,432	--
13.	1 day monthly refreshers *****	374,000	212,378	374,000	169,675
14.	Subject based special refreshers on definite intervals for the teachers of grade 4 (NFPE)	--	6,400 (14 days)	--	6,400 (2 days) 7,100 (15 days)
15.	Subject based special refreshers on definite intervals for the teachers of 4 th phase (BEOC)	--	2,700 (4 days)	--	2,700 (5 days) 600 (5 days)
16.	Subject based special refreshers on definite intervals for the teachers of grade 5 (NFPE)	--	7,100 (12 days)	--	6,400 (19 days)
17.	Subject based special refreshers on definite intervals for the teachers of 5 th phase (BEOC)	--	3,600 (6 days)	--	2,700 (9 days)
18.	Refreshers on Math for teachers of class 4 (NFPE)	--	6,400 (10 days)	--	6,400 (2 days) 7,100 (7 days)
19.	Refreshers on Math for teachers of 4 th Phase (BEOC)	--	2,700 (4 days)	--	2,700 (1 day) 600 (4 days)
20.	Refreshers on Math for teachers of class 5 (NFPE)	--	7,100 (11 days)	--	6,400 (10 days)
21.	Refreshers on Math for teachers of 5 th Phase (BEOC)	--	3,600 (5 days)	--	2,700 (5 days)
22.	Subject based training General Training (GT) Batch Trainers Training (BT) Refreshers	GT=2,750 BT=3,500 Refreshers =1,092	GT=----- BT=3,581 Refreshers =1,207	--	GT=--- BT= 1,269 Refreshers =1,480

Note: 28 days subject based training of grade IV and 23 days training for grade V has been reorganized and readjusted in definite intervals. These trainings for teachers will be held at field level.

- * 15 days basic teachers training has been reduced to 12 days from August 2000.
- ** Only 1,993 schools were opened out of 4,911 schools.
- *** 6 days refreshers has been reduced to 4 days from March 2000.
- **** Math development training are being held in the field level. Refreshers will be held phase by phase after definite intervals.
- ***** 6 days refreshers at the beginning of grades IV and V of NFPE and BEOC schools has been redesigned as subject based special refreshers. This refresher is being provided to teachers in definite intervals from July 2000.
- ***** One day monthly refreshers of grades IV and V of NFPE and BEOC schools has been redesigned as subject based special refreshers which is being provided to teachers in definite intervals from July 2000.

Breakdown of special subject-based trainings to be provided to teachers during and January to December 2001:

<i>Subject</i>	<i>BEP's Plan and achievement during Jan-Dec 2000</i>		<i>BEP's Plan for January to December 2001</i>		
	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Teachers to receive subject-based 2 days Orientation</i>	<i>Teachers to receive Batch Trainers' (BT) training</i>	<i>BTs to receive refreshers (3 days/6 days)</i>
Math	GT = 550 BT = 500 Refreshers = 112	GT = -- BT = 755 Refreshers = 223	--	*423	**370
English	GT = 1,500 BT = 1,000 Refreshers = 480	GT = -- BT = 740 Refreshers = 181	--	--	**370
Bengali	GT = -- BT = 1,000 Refreshers = --	GT = -- BT = 775 Refreshers = 212	--	*423	**370
Social Studies (rural and urban)	GT = 700 BT = 500 Refreshers = 500	GT = -- BT = 711 Refreshers = 226	--	*423	---
Social Science (urban & rural)	GT = -- BT = 250 Refreshers = 250	GT = -- BT = 600 Refreshers = 365	--	--	**370
Adolescent Peer Organized Network (APON)	GT = -- BT (key trainer training) = 500	--	--	--	--

[Note: * BT training duration 3 days, ** BT refreshers duration 6 days]

*General subject trainings provided to both staff & teachers through a mixed training programme during and January to December 2001: **

<i>Subject</i>	<i>BEP's plan for Jan- Dec 2001</i>
	<i>Staff & teachers to receive general training</i>
* Urban curriculum (social studies)	--
Baby class curriculum	4,000 teachers

- * Urban social studies have been incorporated with rural social studies and thus the concept of general training for urban curriculum has also been changed.

c. Financial expenditure of Output – 2:

Planned Expenditure (In Taka):

<i>Output</i>	<i>Planned as per PP for Jan – Dec 2001</i>	<i>Operational budget for Jan – Dec 2001</i>
Capacity development of staff & teachers	171,097,924	171,097,924

Output 3 – Materials Development and New Initiatives

Education Development Unit (EDU) has already been evolved as an extremely important part of the programme of BRAC Education Programme, which is responsible for increasing the quality of the teachers and staff through training, workshop and materials development.

At present, EDU focuses exclusively on establishing pedagogical links in the field through main four clusters. These are: **Pedagogy Management, Research and Monitoring, New Initiatives** and **Adolescent Peer Organized Network (APON)**.

Some of the following items were not specified in the Project Proposal. The tables below reflect the planned activities to be achieved during January to December 2001 of the materials and new initiatives' development. Activities, which were planned for July to December 2000, will be explained in the Progress Report of 2001.

Pedagogy Management:

Particular	BEP's Plan for Jan – Dec 2000	Achievement During Jan – Dec 2000	Plan as per Project Proposal (PP) for Jan – Dec 2001	BEP's Plan for Jan – Dec 2001
Subject: Math Material Development and Quality Improvement through Revision	<ul style="list-style-type: none"> ❑ Refresher courses for MTs, BTs and TARC trainers will be provided for Grades 1,2,3 and 4. ❑ Teacher's guide and workbook for Grade 5 will be published and 5 days teacher's training will be held. Relevant trainings and refreshers will be provided to staff and teachers. ❑ 15 days training to be held at TARC for teachers of Grade 4, after which evaluatory questionnaires will be provided to the trainees as 	<ul style="list-style-type: none"> ❑ Refresher courses for MTs, BTs and TARC trainers have been provided for Grades 1,2,3 and 4. ❑ Teacher's guide and workbook for Grade 5 was published and 5 days teacher's training was held. Relevant trainings and refreshers were provided to staff and teachers. ❑ 15 days training at TARC for teachers of Grade 4 have been shifted to the field. 	<ul style="list-style-type: none"> ❑ Additional materials to be developed. ❑ Supplementary materials for Grade 4 finished and for Grade 5 to continue. ❑ Training on new methods related to teaching of Math for material developers, QMs. --- --- --- 	<ul style="list-style-type: none"> --- ❑ Teachers guide for Grade 4 & 5 of Govt. book will be published. ❑ Training for developing MTs to continue. ❑ More BTs to be developed as a policy for greater interaction among teachers during refreshers. ❑ Teacher's guide for Grade 1 will be revised & published. ❑ Teacher's guide

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
<i>Subject: Math</i> <i>Material Development and Quality Improvement through Revision</i>	<p>test, to ensure an effective training module;</p> <ul style="list-style-type: none"> <input type="checkbox"/> More relevant trainings will take place – i.e general trainings, MT & BT trainings and refresher courses for both staff and teachers of the programme. <input type="checkbox"/> Survey will be done on 50 teachers of 4th year schools in which they will give their opinion on BRAC and Govt. math books. <input type="checkbox"/> 5th year schools will be piloted in 38 teams where BRAC's new book will be taught. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relevant trainings took place. <input type="checkbox"/> Survey is being done on 50 teachers of Grade 4 schools in which they gave their opinion on BRAC and Govt. math books. Their opinion: - the concept in BRAC math book is clear. - different things can be learnt from BRAC math book. - BRAC math book is easier than Govt. math book. <input type="checkbox"/> Grade 5 schools have been piloted in 38 teams. <input type="checkbox"/> Supplementary materials have been developed for Grades 4 and 5. <input type="checkbox"/> Grade 1 	<p>---</p> <p>---</p>	<p>and workbook for Grade 2 will be revised and published.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refresher courses for MTs, BTs to continue. <input type="checkbox"/> Test will be provided for Grade 1 – 5. <input type="checkbox"/> 3 special workshops (3 days) to be held within 3 clusters with the Quality Managers (QMs) and 64 MTs. <input type="checkbox"/> The QMs and MTs will conduct workshops with all the existing MTs in their own teams. <input type="checkbox"/> All MTs who were not in the core group will be included in the core group through training.

Particular	BEP's Plan for Jan – Dec 2000	Achievement During Jan – Dec 2000	Plan as per Project Proposal (PP) for Jan – Dec 2001	BEP's Plan for Jan – Dec 2001
Subject: Math Material Development and Quality Improvement through Revision	---	workbook has been revised and published. <input type="checkbox"/> Special refresher courses for MTs have been provided for Grade 5. <input type="checkbox"/> Test has been provided to Grade 4 and 5.		
Subject: English Material Development and Quality Improvement through Revision	<input type="checkbox"/> Workbook for Grade 3 will be developed. <input type="checkbox"/> Trainings to be provided to the MTs and BTs on Grade 2 English Practice Book. <input type="checkbox"/> GT, MT and BT training are to be provided to both staff and teachers which will include Grade 5. <input type="checkbox"/> Additional 100 MTs and 420 BTs will be developed through GT, MT and BT trainings. <input type="checkbox"/> Relevant refresher courses for all MTs (480) will be provided.	--- <input type="checkbox"/> MTs and BTs have been provided with training on English Practice Book. <input type="checkbox"/> GT, MT and BT training have been provided to both staff and teachers for Grades 3, 4 and 5. <input type="checkbox"/> Additional 100 MTs and 420 BTs have been developed through GT, MT and BT trainings. <input type="checkbox"/> Relevant refresher courses for MTs have been provided. <input type="checkbox"/> 2 workshops with the staff and	<input type="checkbox"/> Supplementary materials for Grade 4 finished and for Grade 5 to continue. <input type="checkbox"/> RTs and supervisory staff to be trained as MTs. --- <input type="checkbox"/> Training on new developments related to teaching of English for Material developers, QMs. <input type="checkbox"/> Training on supplementary materials to be provided to QMs, MTs and RTs.	<input type="checkbox"/> Supplementary materials for Grades 4 and 5 to be finished and published <input type="checkbox"/> 200 double MTs to be developed and 2,000 BTs to be developed. <input type="checkbox"/> Workbook for Grade 3 to be developed. <input type="checkbox"/> More BTs to be developed. <input type="checkbox"/> Training on supplementary materials to be held to continue with QMs, MTs, BTs & TARC trainers. <input type="checkbox"/> English curriculum from Grade 1 to 5 will be revised.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: English Material Development and Quality Improvement through Revision	---	teachers on Grade 5 have been held. <input type="checkbox"/> A special workshop with the QMs has been held on Grade 5 textbook. <input type="checkbox"/> Based on the grade 5 workshop with the QMs, the final handout was prepared and disseminated. <input type="checkbox"/> QMs after the workshop on grade 5 English book have conducted the similar type of workshop for all English MTs.	---	<input type="checkbox"/> Findings related to Grade 5 material testing to be collected and shared, <input type="checkbox"/> New design of English training and workshop to be developed and tested with the QMs, staff and teachers.
Subject: Social Studies (Rural) Material Development and Quality Improvement through Revision	<input type="checkbox"/> Relevant MT, BT and refreshers training will be provided. <input type="checkbox"/> Effective questions for Grade 3 will be developed and distributed. <input type="checkbox"/> Hand outs will be distributed to the TARC trainers.	<input type="checkbox"/> 227 MTs have been developed. <input type="checkbox"/> Effective questions for Grade 3 has been developed. <input type="checkbox"/> TARC trainers were provided with orientation and handouts have been provided.	--- <input type="checkbox"/> Training on new developments related to teaching of Social Studies for Material developers, QMs. <input type="checkbox"/> Training on supplementary materials to be provided to	<input type="checkbox"/> Findings related to existing Social Studies to be collected and shared. <input type="checkbox"/> New developments related to Social Studies to be explored & shared between material developers and QMs.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: Social Studies (Rural) Material Development and Quality Improvement through Revision	<input type="checkbox"/> Grade 1–3 textbooks will be revised; relevant trainings will be provided to both staff and teachers. <input type="checkbox"/> Special MT training for TARC trainers will be provided.	<input type="checkbox"/> Minor revision has been done for Grades 1–3 textbook. ---	QMs, MTs and RTs. <input type="checkbox"/> Additional materials to be developed. ---	<input type="checkbox"/> Effective questions to be developed and distributed by MTs & BTs. <input type="checkbox"/> TARC trainers, who are involved in Basic teachers training are to be provided with orientations.
Subject: Social Studies (Urban) Material Development and Quality Improvement through Revision	<input type="checkbox"/> Textbook for Grade 3 to be published. <input type="checkbox"/> General Training (GT) to be provided in all urban teams on Grade 3. <input type="checkbox"/> More training and refresher courses on Grade 1 will be provided to both staff and teachers. <input type="checkbox"/> New edition of textbook 2 to be printed. <input type="checkbox"/> Relevant refresher courses to be provided for Chittagong urban staff.	--- <input type="checkbox"/> GT training have been provided to urban staff on Grade 3. <input type="checkbox"/> Refresher courses on Grade 1 have been provided to teachers. <input type="checkbox"/> New edition of textbook 2 has been printed. ---	<input type="checkbox"/> Additional materials to be developed. <input type="checkbox"/> Nothing has been specified in the PP for the year 2001. --- --- ---	<input type="checkbox"/> 100 double MTs and 2,000 BTS to be developed. <input type="checkbox"/> Textbook for Grade 3 to be published and distributed. <input type="checkbox"/> All trainings to be followed up. <input type="checkbox"/> More refreshers to be provided on Grade 1,2,3 for staff and teachers and More MTs & BTs to be developed. <input type="checkbox"/> New edition of text book 2 to be printed. <input type="checkbox"/> More information to be collected on working children to strengthen the existing curriculum.

Urban Pilot:

A pilot study is being carried out in Dhaka urban. The plan was to test and evaluate different teaching methods, curriculum and materials in 10 urban schools in order to further improve the quality. The main focus of this study has been on methodology and development of early reading skills through the existing storybooks of social studies. However, some new storybooks designed specifically for this purpose are now under development. Some visual aids have also been developed as a part of the pilot which are being used in teaching math, social studies and drawing. The schools are still operating and evaluation (e.g. observation of children and teachers, continuing assessment of teachers during refreshers) is ongoing. 10 teachers and 4-5 staff in one urban team office have received orientation. In the year 2001, the plan of this pilot study is to:

- ❖ Disseminate teaching methods to a wider number of staff.
- ❖ Story books to be developed further.
- ❖ Social studies to be further developed and their use within the social studies curriculum to be decided.
- ❖ 10 minute mental math activity to be evaluated by math team for further dissemination.
- ❖ Drawing activities to be further disseminated.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: <i>Social Studies and Science (Grades 4 and 5)</i> Material Development and Quality Improvement through Revision	<input type="checkbox"/> Additional 200 MTs and BTs to be developed.	---	<input type="checkbox"/> Nothing has been specified in the PP for the year 2001.	<input type="checkbox"/> Teachers' training and refresher's guide for Grade 5 will be published.
	<input type="checkbox"/> More refreshers course to be provided to both staff and teachers.	<input type="checkbox"/> Refresher courses on Grade 5 has been provided to both MTs and BTs.	---	<input type="checkbox"/> Revised teacher's training and refresher's guide will be published.
	<input type="checkbox"/> Some parts of the teacher's training and refresher's guide for Grade 4 to be revised due to field feedback.	<input type="checkbox"/> Teacher's training and refresher's guide for Grade 4 has been revised and ready for publication.	---	<input type="checkbox"/> More BTs will be developed.
	<input type="checkbox"/> Teachers' training and refresher's guide for Grade 5 to be published and relevant training will be provided.	<input type="checkbox"/> Teachers' training and refresher's guide for Grade 5 is in the process of developing.	---	<input type="checkbox"/> More refresher courses will be provided to both MTs and BTs.
	Workbook for	---		<input type="checkbox"/> More double MTs will be developed.

<i>Particular</i>	<i>BEP's Plan for Jan-Dec 2000</i>	<i>Achievement During Jan-Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan-Dec 2001</i>	<i>BEP's Plan for Jan-Dec 2001</i>
Subject: Social Studies and Science (Grades 4 and 5) Material Development and Quality Improvement through Revision	<input type="checkbox"/> the learners of Grade 5 based on Govt. textbook to be developed and published.	<input type="checkbox"/> A workshop for Grade 5 has been held with the QMs.	<input type="checkbox"/> Nothing has been specified in the PP for the year 2001.	---
Subject: Bengali Material Development and Quality Improvement through Revision	<input type="checkbox"/> Textbook for Grade 1 based on Govt. textbook to be developed and published. <input type="checkbox"/> Training and refresher's guides for Grade 2-5 to be developed and published. <input type="checkbox"/> GT, MT and BT training and refresher courses for all Grades to be provided to both staff and teachers based on the Govt. textbook.	--- <input type="checkbox"/> Training and refresher guide for Grades 2-5 have been developed and in the process of publication. <input type="checkbox"/> GT, MT and BT training have been provided to both staff and teachers. <input type="checkbox"/> A 4 days workshop had been held with some selected teachers and some MTs, QMs and RMs to finalize the curriculum for grade 1-5.	<input type="checkbox"/> Supplementary materials for Grade 4 finished and for Grade 5 to continue. <input type="checkbox"/> Training on new developments related to teaching of Bengali for Material developers, QMs. --- <input type="checkbox"/> RTs and supervisory staff to be trained as MTs.	--- --- <input type="checkbox"/> Training design to be developed for mainstreaming lessons related to teaching Bengali for Grades 1,2,3. <input type="checkbox"/> Training on new developments in Bengali to be arranged for material developers, QMs, MTs & BTs.

- ❑ BEP's innovative project (former CLIP) is being piloted in 36 teams of the BRAC's Education Programme. So far, Bengali for all Grades, Social Studies in Grades 4 & 5 and English in Grade 2 are being mainstreamed in NFPE schools. Supplementary materials of CLIP are being used in BRAC formal and Community schools.

Research and Monitoring Unit:

Research and monitoring unit of EDU work in a constant research and evaluation of the programme. Research studies that are planned for the year 2001 is:

- ❑ A Study on "Research - led Curriculum Development: Based on Social studies and Maths". (2000 - 2001)
- ❑ A Research on Decentralization of Training.
- ❑ Ability of Teachers Related to the Demands of Grade IV and V.
- ❑ Role of Master Trainers (MTs) to Improve the Quality of Respective Subjects.

New Initiatives:

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's plan for Jan – Dec 2001</i>
<p>Subject: <i>Ethnic Minority including Chittagong Hill Tracts (CHT)</i></p> <p>Material Development and Introduction of New Initiatives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Workshops and refresher module will be developed and relevant handouts will also be developed. <input type="checkbox"/> Workshops and refresher courses for staff and teachers will be held. <input type="checkbox"/> Orientation for CHT staff and teachers will be held. <input type="checkbox"/> Curriculum and materials will be developed for this new initiative. 	<ul style="list-style-type: none"> <input type="checkbox"/> One Batch trainer (BT) training module has been developed for the teachers and one for the staff orientation have been developed. <input type="checkbox"/> 4 *cluster workshops have been held in 4 different ethnic clusters of Bangladesh of about 115 staff and teachers. <input type="checkbox"/> Materials are on the process of developing which includes books consisting of histories, folk and fairy tales of ethnic groups. <input type="checkbox"/> 2 core group workshops consisting of 40 staff and teachers have been held. 	<ul style="list-style-type: none"> <input type="checkbox"/> CHT curriculum will be designed, finalized and completed. 	<p>---</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 follow up workshops to be held between 75 teachers of schools for minority children. <input type="checkbox"/> Through these workshops these teachers will be identified as Batch Trainers for each team to assist other teachers. <input type="checkbox"/> Information will be collected and provided to publication in ALO magazine and within EDU for developing supplementary materials.

* Cluster explains the settlements of different ethnic groups within the region.

Summary:

Bangladesh is a multi-cultural country where there are many Ethnic Cultures. Therefore, selected groups in the parts of Sylhet (e.g. Monipuri, Khashia, Hajong), Dinajpur and Thakurgaon (e.g. Shantal, Orao, Munda), Mymensingh (e.g. Garro), Chittagong Hill Tracts (e.g. Chakma, Marma, Tripura) etc. are a part of Bangladesh's population like the million others.

In 1999, a workshop was held with the staff of the Chittagong Hill Tracts (CHT). The purpose was to understand the culture of CHT. Another workshop was organized in the beginning of 2000. The main objective of this workshop was to create awareness among the staff and teachers to understand different Ethnic Cultures and also to develop a better understanding as to how to interact and socialize with the Ethnic teachers and students.

There are about 2,824 Ethnic students who are studying at different BRAC schools in districts where Ethnic groups are existing. Among 32 regions of BEP, there are only 14 regions, which have learners from Ethnic groups.

<i>Particular</i>	<i>BEP's Plan for Jan - Dec 2000</i>	<i>Achievement During Jan - Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan - Dec 2001</i>	<i>BEP's plan for Jan - Dec 2001</i>
<i>Subject: Pre-primary</i> <i>Material Development and Introduction of New Initiatives</i>	<ul style="list-style-type: none"><input type="checkbox"/> Math workbook to be revised and developed on the basis of field feedback.<input type="checkbox"/> Teachers' guide to be revised on the basis of 18 months field experience.<input type="checkbox"/> Staff training module to be revised on the basis of feedback.<input type="checkbox"/> Additional training to be provided to staff and teachers. Refresher courses will be	<ul style="list-style-type: none"><input type="checkbox"/> Math workbook was revised and developed.<input type="checkbox"/> Teachers' guide was revised.<input type="checkbox"/> Staff training module was revised.<input type="checkbox"/> 300 staff were provided with training. Refreshers for teachers in 950 (1900 teachers) schools were	<ul style="list-style-type: none"><input type="checkbox"/> Pre-primary curriculum and model to revised according to community demand.---------	<ul style="list-style-type: none">---<input type="checkbox"/> Training will be provided to 300 staff.<input type="checkbox"/> Training will be provided to 4,000 teachers.<input type="checkbox"/> Teachers will be provided with a half

<i>Particular</i>	<i>BEP's Plan for Jan - Dec 2000</i>	<i>Achievement During Jan - Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan - Dec 2001</i>	<i>BEP's plan for Jan - Dec 2001</i>
<i>Subject: Pre-primary</i> <i>Material Development and Introduction of New Initiatives</i>	provided to teachers. <input type="checkbox"/> Line drawing sheets and drawing books for learners to be developed. <input type="checkbox"/> More supplementary materials to be developed on the basis of field-test. <input type="checkbox"/> Bangla book for the learners to be designed and developed. <input type="checkbox"/> 2 staff on Diploma and 15 staff on short courses will be granted.	held. --- <input type="checkbox"/> Games were developed on the basis of art and craft <input type="checkbox"/> Bangla book for the learners were designed and developed. <input type="checkbox"/> 2 staff attended a Diploma course on pre-primary & 15 staff attended a short course. <input type="checkbox"/> Social Studies & Science workbook for the learners have been developed and published.		day refreshers in every month.

Summary:

The Pre-primary class has been one of the most interesting interventions of BRAC Education Programme. This class has been established for young learners of age 4-5 yrs. The pre-primary class takes place in an on-going NFPE school before or after the NFPE class period for each day begins or is over. The duration of each pre-primary class is 12 months. There are 28-30 learners in a class. Each pre-primary class consists of 2 Kishori (adolescent) teachers, who have graduated out of BRAC schools. The curriculum for pre-primary has been implemented by the BEP staff.

- ☐ Pre-primary is basically a self-financing project. For covering the material cost Tk. 130.00 is being provided by each child. Furthermore, each child contributes TK. 10 per month which is being used for the teacher's honorarium.

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

<i>Particular</i>	<i>BEP's Plan for Jan –Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: Adolescent Peer Organized Network (APON) Material Development and Introduction of New Initiatives	<input type="checkbox"/> Core trainers will be responsible for developing a network of 120 key trainers and also 400 staff will be oriented to supervise the APON class. <input type="checkbox"/> Parents will be motivated before the implementation of APON course. 1,500 facilitators will be developed for implementation of APON course in 1,400 KK schools and 6,000 reading centres. <input type="checkbox"/> Necessary reading materials will be distributed to all reading centres and KK schools and 20 reading materials will be processed for printing.	<input type="checkbox"/> Core trainers have developed 291 adolescent leaders formerly known as key trainers. 325 staff from rural & 11 from urban areas have been oriented. <input type="checkbox"/> Over 2,416 Peer Educators in rural and 79 in urban areas (previously known as facilitators) have been developed for implementation of APON course in 2,395 Reading Centres (39 Reading Centres and 42 Garments school in Dhaka urban) covering 53,000 adolescent girls. <input type="checkbox"/> All reading materials have been distributed for 2,395 Reading Centres for training purposes. 16 reading materials and a handout for	<input type="checkbox"/> Since APON is a new initiative, nothing has been specified in the PP. <div align="center">---</div> <div align="center">---</div> <div align="center">---</div>	<input type="checkbox"/> APON programme will be implemented in 2000 Reading Centers covering more 50,000 adolescent girls. <input type="checkbox"/> Reading Centres will be managed by 3,000 new Peer educators who will be provided with a training. <input type="checkbox"/> Relevant and innovative livelihood training, credit and employment opportunities will be provided to a number of the total members based on their needs in collaboration with BDP (BRAC Development Programme), previously known as RDP, BRAC. <input type="checkbox"/> Interaction will take place between 250 adolescent leaders and core group of BRAC head office through workshops. 250 adolescent leaders will be involved in monitoring and research of the programme.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: Adolescent Peer Organized Network (APON) Material Development and Introduction of New Initiatives	<input type="checkbox"/> Training gaps will be identified when key trainers will provide training to the facilitators; then training module will be revised and finalized.	<p>Peer Educators have been published.</p> <input type="checkbox"/> Training module was revised and finalized by identifying the gaps.	<input type="checkbox"/> Since APON is a new initiative, nothing has been specified in the PP.	<input type="checkbox"/> A discussion session on specific learnt issue to reinforce members' learnings to be held in twice in every month for 2 hours in Reading Centers. <input type="checkbox"/> Refreshers training will be conducted by adolescent leaders to peer educators three times during the course. <input type="checkbox"/> Two type of workshops will be held in different times during the APON course for the adolescent girls to improve their skills related to communication and group interaction. <input type="checkbox"/> 90 adolescent girls will receive agriculture training on poultry. <input type="checkbox"/> 300 adolescent girls will be provided with photography training. <input type="checkbox"/> Three books (e.g. social barriers and environment) will be published. Annually two magazines on APON girls.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
<i>Subject:</i> <i>Adolescent Peer Organized Network (APON)</i> <i>Material Development and Introduction of New Initiatives</i>		<input type="checkbox"/> Developed initiative to conduct 2 research on programme effectiveness, increase in leadership, adolescent entrepreneurship. <input type="checkbox"/> 30 adolescent girls were selected from the adolescent leader group, peer educator group and other members of Reading Centre for 6 months residential agriculture training on poultry. These girls were chosen by assessing their needs, educational qualification and family approval. <input type="checkbox"/> 23 adolescents girls were provided training on photography. <input type="checkbox"/> A workshop has been held with 14 adolescent leaders with the APON core group on *"sharing experience"*.	<input type="checkbox"/> Since APON is a new initiative, nothing has been specified in the PP.	<input type="checkbox"/> More 100 staff will be provided with an orientation on APON programme.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2001</i>	<i>BEP's Plan for Jan – Dec 2001</i>
Subject: Adolescent Peer Organized Network (APON) Material Development and Introduction of New Initiatives		<input type="checkbox"/> APON core trainers has conducted three workshops for collecting feedback on the programme. <input type="checkbox"/> 7,185 refresher courses have been conducted by adolescent leaders. <input type="checkbox"/> APON core trainers has conducted six refreshers with 73 adolescent leaders before starting the programme.	<input type="checkbox"/> Since APON is a new initiative, nothing has been specified in the PP.	

* The workshop has been designed to assess whether adolescent leaders can share experiences with each other in sessions which will be conducted by two adolescent leaders of that region.

Summary:

In 1998, the programme decided to intensify its efforts related to the investment on adolescents. Informal discussion with adolescent girls indicated that there was an apparent need to learn about issues that are close to their life. Issues such as menstruation, family planning methods, sexual abuse, acid attacks, inheritance laws for women, Aids were identified through a series of informal discussions with adolescents and their mothers in some regions and thus the programme termed as 'Adolescent Family Life Education' (AFLE) was initiated. However, further field test revealed that the specific topics such as those identified were an excellent method for initiating discussion and dialogue among adolescent peers. It was also observed at the same time that some adolescent girls needed to be developed as peer educators for holding active discussions.

The peer educator development process provided evidence regarding skills of adolescents related to communication, related to managing and organizing groups, related to class control, and finally those related to understanding concepts. Initial evidence indicated that there were some peers educators with exceptional leadership ability. The programme has past experience of developing leadership abilities of adolescent girls. It has been also

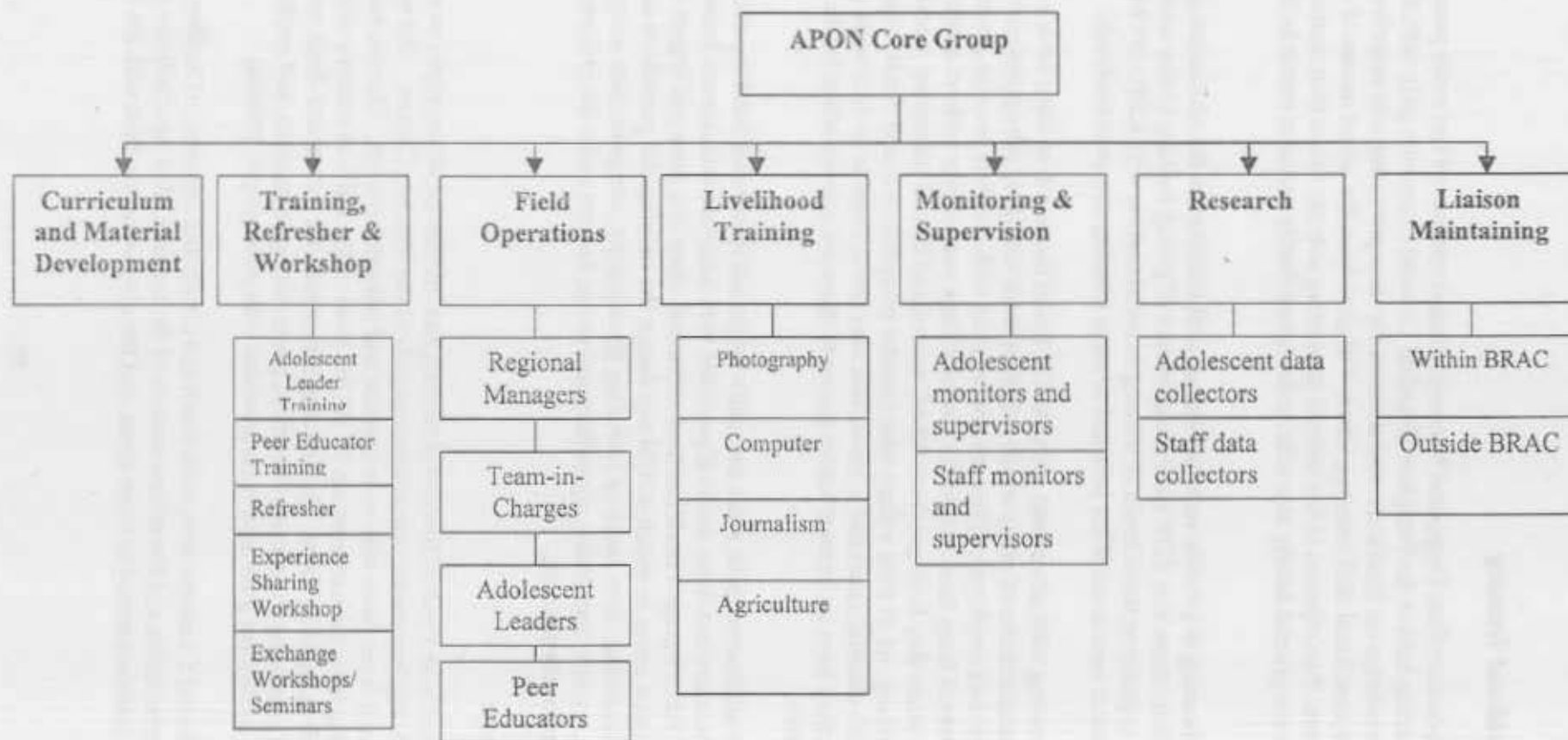
observed that adolescents can effectively coordinate their effort in making schools enjoyable for younger children. And thus it was decided that peer educators will be involved for every Reading Centre which resulted in changing the programme's name from Adolescent Family Life Education (AFLE) to Adolescent Peer Organized Network (APON).

The content of APON has been distributed under three main groups as stated below:

<i>Health Issues</i>	<i>Social Issues</i>	<i>Environmental Issues</i>
<ul style="list-style-type: none"> ▪ Reproductive Health ▪ Menstruation ▪ Ovulation conception ▪ Family Planning methods ▪ Birth Spacing ▪ Sex Determination ▪ Safe motherhood ▪ STD and Aids ▪ Iodine ▪ Postnatal care ▪ Anti-natal care 	<ul style="list-style-type: none"> ▪ Early marriage ▪ Divorce ▪ Dowry ▪ Polygamy ▪ Inheritance law ▪ Marriage registration ▪ Child abuse ▪ Acid throwing ▪ Leprosy ▪ Child trafficking 	<ul style="list-style-type: none"> ▪ Gender relation ▪ Children with disabilities ▪ Overcome the social barriers ▪ Arsenic ▪ Air pollution ▪ Water pollution ▪ Sound pollution ▪ Ground pollution

- Additional health, social and environmental topics will be included In course of time.
- APON is not being precisely in the part of NFPE III design nor they are in the LFA because these interventions started in the month of December '99 that is after the submission of the PP III to the donors.

APON Organogram



APON Livelihood Training

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

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

While discussing with adolescent girls, APON found that some of them have a strong interest in acquirement of skills which will give them well-paid job opportunities either employed or self-employed. They are not satisfied with classical income-generating activities, which keep them within the closed village community without making much use of education they have got from BRAC school and formal secondary school. They are now looking out of their village with broader perspective to seek for the opportunity, for their self-establishment and to prove that they are as capable as their male peers. The fact is that they have an interest but no access to those job opportunities for the lack of required skills.

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

Photography

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

APON selected 5 trainees from each batch and distributed cameras in October, giving them the orientation and the review session of the training. V.O. specially for the APON girls have been organized in those areas, and the girls were provided with the loan of

3,000 taka, out of which they paid the cost of the camera. The girls have started carrying out their job since then.

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

For the year 2001, APON plans to train 500 girls on photography with the training package that is to be revised and finalized within January 2001, according to the findings from the follow up research. The number of the trainees, 500, can be modified depending on the feasibility.

Journalism

Initiatives have been taken to provide training to adolescent girls on writing stories on current events on their surrounding happenings and editing them. Contacts are being explored with print/electronic media.

Agriculture

APON is planning to provide training to adolescent girls in poultry. The plan is just at the initial stage where 300 adolescent girls will be provided with 6 months residential poultry training. So far, 30 adolescents were initially selected for this training.

Computer Training

Following a preliminary target group assessment at the end of 2000, a computer training programme has been developed to provide adolescent girls who are BRAC school graduates with basic computer literacy skills. In addition, the participants will also learn about the data entry software used by the RDP Micro-Finance programme. The training sessions will last for 10 days at a time and will train 20 girls per session. As a result of this training BEP will look to work with RDP in securing data entry/accountant's assistant positions for the successful trainees. As nearly 400 RDP offices will be equipped with computers during 2001, the possibilities for employment of many of these trained adolescents is great.

APON Training (Urban):

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

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

Background for boys' involvement in the APON programme:

Attempts have also been taken to include adolescent boys in the APON programme

Rationale:

It is revealed through discussion with different groups of boys in Dhaka urban, they also need relevant education and training in regard to reproductive health as well as different social issues. During adolescence, like girls, boys also discuss physical changes with their peers who are less informed about these issues. Thus, they get wrong direction and become more confused. Moreover, now-a-days, AIDS / STDS appeared as a major issue in Bangladesh. Therefore, beside girls, boys also need to be aware to prevent this kind of deadly disease. On the other hand, it is the boys, who play an important role in different social happenings such as acid through throwing, dowry, divorce etc. This led boys to be aware in different legal aids.

Informal discussion with boys indicated that they are interested to know about HIV/ AIDS, Reproductive health, drug and substance abuse and so on. Pilot test will be conducted in April in Manikganj district. As their contents are very different from girls, reading materials will be developed in discussion with them.

❑ Financial expenditure of Output -3 :

Planned expenditure (taka):

<i>Output</i>	<i>Planned as per PP for Jan – Dec 2001</i>	<i>Operational budget for Jan – Dec 2001</i>
Materials development & New initiatives	27,319,231	27,319,231

The budget planned as per PP and BEP's operational budget for January – December has been estimated of Tk. 27,319,231.

Output 4 – Continuing Education Programme:

The tables below and in the following page indicates the planned activities of the Continuing Education Programme (CEP) for January to December 2001:

a. Union based libraries:

<i>Particulars</i>	<i>BEP's Plan for Jan –Dec 2000</i>	<i>Achievement During Jan – Dec 2000</i>	<i>Planned as per PP for Jan-Dec 2001</i>	<i>BEP's plan for Jan-Dec 2001</i>
Union based library	100 (new) Total: 500	100	100 (new) Total: 600	100 (new) Total: 600
Activity plans of the Union based libraries	400 (Each library's plan & preparation depend on its scope and ability. The plan comprises of activities such as: Individual performance – 100 Group performance - 40 Celebrating national days- 75 Social services – 25 Training of members – 50 Fundraising through crop collection – 110)	319 *(These libraries performed different activities such as: Individual performance – 70 (e.g. writing on wall magazines) Group performance - 50 (e.g. performing a skit) Celebrating national days- 20 Social services – 10 Training of members – 50 Fundraising through crop collection – 119)	No target has been specified in the proposal	410 (Each library will prepare an annual plan which among other will include activities such as: Individual performance – 120 Group performance - 50 Celebrating national days- 80 Social services – 25 Training of members – 55 Fundraising through crop collection – 120)
<u>Training plans of Union libraries:</u>				
a. Basic orientation (6 days) provided to librarians on library operations (No. of library)	a. 150 (including 50 libraries which will be opened in Dec'99)	a. 125	a. 100	a. 100
b. Orientation (3 days) provided to community members (No. of library)	b. 100	b. 125	b. 100	b. 100
c. Basic training (6 days) provided to staff on library operation (No. of library)	c. 40 (20 new staff)	c. 43	c. 20	c. 20
Union library trusts to be formed	100 (new) Cumulative Total: 400	390	Trust is formed within 2 years of library operation	110 (new) Cumulative total: 480

* Please note that many libraries performed more than one activity which are not included here.

b. Reading Centres:

<i>Particulars</i>	<i>BEP's Plan for Jan-Dec 2000</i>	<i>Achievement During Jan-Dec 2000</i>	<i>Planned as per PP for Jan-Dec 2001</i>	<i>BEP's plan for Jan-Dec 2001</i>
Reading centres (New)	6,000	7,030	2,000 (Total 6,000)	2,000 (Total 6,000)
Members to receive training through Reading centres	13,600	2,809	13,000	4,140
Particulars of the trainings conducted through Reading centres	Vegetable tr. - 3,000 Nursery tr. - 1,300 Poultry tr. - 4,000 Tailor tr. - 4,300 Other trs. - 1,000 Total: - 13,600	Adolescent Leader - 291 Peer Educators - 2,495 Photography - 23 Total: - 2,809	13,000	Adolescent Leader - 250 Peer Educators - 3,000 Photography - 300 Others - 500 Agriculture - 90 Total: - 4,140

Summary:

The Continuing Education Programme (CEP) caters to the needs of the local community as well as BEP graduates who have very little access to literacy materials. Through the CEP retention of learning is ensured for the ex-BRAC graduates and community participation through various activities is increased.

CEP consists of two components. One is the Reading Centre, which is known, as "Kishori Pathagar" in Bangla and the other is the Union based library called "Gono Kendra Pathagar" in Bangla.

The total number of Union libraries to operate during January to December '2001 is 610. 450, minimum one-year old libraries, are targeting to organize different activities during this 12 months period. Librarians, staff and committee members are to receive various orientations and trainings on library operations. Some 100 new trusts will also be in operation during this period.

In the case of Reading Centres a total of 6,000 centres will be operating during Jan-Dec '2001. The CEP during this period has also planned to provide short duration skill trainings to sum 4,140 members of the Reading Centres.

a. Financial expenditure of Output – 4:

Planned expenditure (taka):

<i>Outputs</i>	<i>Planned as per PP for Jan – Dec 2001</i>	<i>Operational budget for Jan – Dec 2001</i>
Continuing Education Programme	64,108,383	64,108,383

As per plan BEP has estimated to spend Tk. 64,108,383 during January to December 2001.

Annexures:

Output 1 - Schools operating, opening and closing:

Plan projection of the 5 yr. cycle of the BEP Phase – 3

As per PP of Phase – 3, the plans for operating, opening & closing schools during January 2000 to May 2004

Sl. No.	Particular		Yr. 2000 (Jan-Dec)	Yr. 2001	Yr. 2002	Yr. 2003	Yr. 2004 (Jan-May)
1.	Schools operating	NFPE	21,955	21,927	21,909	21,726	21,726
		BEOC	9,495	9,523	9,541	9,724	9,724
		ESP(NFPE)	2,550	2,550	2,550	2,550	2,550
		Total	34,000	34,000	34,000	34,000	34,000
2.	Students enrolled in on-going schools	NFPE	720,124	719,206	718,615	712,613	712,613
		BEOC	284,850	285,690	286,230	291,720	291,720
		ESP (NFPE)	76,500	76,500	76,500	76,500	76,500
		Total	1,081,474	1,081,396	1,081,345	1,080,833	1,080,833
3.	Schools re-opening	NFPE	0	8,657	6,414	6,655	0
		BEOC	2,669	3,710	3,162	2,852	3,710
		ESP (NFPE)	595	1,025	930	595	1,025
		Total	3,264	13,392	10,506	10,102	4,735
4.	Students enrolled in re-opened schools	NFPE	0	283,950	210,379	218,284	0
		BEOC	80,070	111,300	94,860	85,560	111,300
		ESP (NFPE)	17,850	30,750	27,900	17,850	30,750
		Total	97,920	426,000	333,139	321,694	142,050
5.	Course completed schools	NFPE	0	8,685	6,432	6,838	0
		BEOC	2,669	3,682	3,144	2,669	3,710
		ESP (NFPE)	595	1,025	930	595	1,025
		Total	3,264	13,392	10,506	10,102	4,735
6.	Graduates	NFPE	0	256,381	189,873	201,858	0
		BEOC	72,063	99,414	84,888	72,063	100,170
		ESP (NFPE)	16,958	29,213	26,505	16,958	29,213
		Total	89,021	385,008	301,266	290,879	129,383

- All schools open and close during January to March each year.

Plan projection of the 5 yr. cycle of the BEP Phase – 3

Teachers & staff required, area & team offices operating and book supplies to be acquired during Jan 2000 - May 2004 (As per the PP of Phase-3):

Particular	2000 (Jan-Dec)	2001	2002	2003	2004 Jan-May
Teacher required	34,000	34,000	34,000	34,000	34,000
Staff required	3,500*	3,520	3,540	3,560	3,580
Area offices operating	68	68	68	68	68
Team offices operating	425	425	425	425	425
Book supplies (according to number of children & teachers)	1,115,474	1,115,396	1,115,345	1,114,833	1,114,833

Output 2 - Training plans for teacher's capacity development:

Plan projection of the 5 yr. cycle of the BEP Phase -3:

Plans for teacher trainings of Phase -3:

SL. No.	Particulars of training & refresher courses held	Plan as per PP for Dec '99 - May 2004	Plan as per PP (Phase III) for Jan-Dec '2001	BEP's , Plan for Jan-Dec 2001
1.	Teachers Basic training	29,600	7,418	7,500
2.	3 days orientation (before school opens)	29,600	7,418	14,700
3.	2 days refreshers after Preparatory phase	42,000	--	14,700
4.	2 days refreshers before introducing Poribesh Porichiti I	42,000	--	14,700
5.	6 days refreshers at the beginning of class II	48,170	12,962	11,481
6.	6 days refreshers at the beginning of class III	48,380	3,599	2,433
7.	15 days Math development training (for NFPE)	30,610	6,838	--
8.	15 days Math development Training (for BEOC)	16,370	2,669	--
9.	6 days refreshers at the beginning of 4 th Phase (BEOC)	16,370	2,669	--
10.	6 days refreshers at the beginning of 5 th Phase (BEOC)	19,040	3,144	--
11.	6 days refreshers at the beginning of class 4 (NFPE)	30,610	6,838	--
12.	6 days refreshers at the beginning of class 5 (NFPE)	30,610	6,432	--
13.	1 day monthly refreshers including development of Datch trainer (BT) from the teachers	1,786,000	3,74,000	169,675
14.	*28 days field based refreshers training held in different duration throughout the year on Bengali, Mathematics, English, Social Studies and Science for grade 4	---	---	--
15.	*23 days field based refreshers training held in different duration throughout the year on Bengali, Mathematics, English, Social Studies and Science for grade 5	---	---	--

* The duration of the subject based refreshers trainings have been distributed into sections which will be provided to teachers. These trainings will be field-based.

Output 3 - Materials Development and New Initiatives: has to be updated

Plans for Material Development and New Initiatives under EDU

Particulars	Planned as per PP for June '99 - May 2004	Planned as per PP for January - Dec 2001	BEP's plan for Jan-Dec 2001
Material Development	<ul style="list-style-type: none"> Developing supplementary materials for Grade IV and V on different subjects. Revising Health curriculum based on research findings. Mainstreaming CLIP materials. Developing storybooks for Adolescent. Designing and developing CHT curriculum. 	<ul style="list-style-type: none"> Finalizing supplementary materials for Grade V on different subjects. --- CLIP materials developed for NFPE mainstream. Storybooks developed for adolescent issues. Materials based on life skills developed for BEOC schools and Reading Centres. Additional materials on social studies and math developed. 	<ul style="list-style-type: none"> Finalizing and distributing Supplementary materials. --- Mainstreaming CLIP materials in Bengali. Further developing storybooks for adolescent in APON. Materials based on life skills will be further developed for BEOC schools and Reading centres to be integrated through APON.
New Initiatives	<ul style="list-style-type: none"> Testing and developing Pre-primary school project. Designing and developing Formal (Laboratory) school model. Linking with other institutions and NGOs for Formal schools. Assessing performance of students of Formal schools. Developing training design for adolescent teachers. Developing strategies for staff and teachers development of Formal schools. Involving NFPE/BEOC graduates in the community through different trainings. 	<ul style="list-style-type: none"> --- Performance of students in Grade II of Formal (Laboratory) schools to be assessed. Training design of adolescent teachers revised. --- --- Changing curriculum, training and design of formal 	<ul style="list-style-type: none"> Findings related to pre-primary collected and shared. --- Performance of students of Grade II of Formal (Laboratory) schools to be assessed through half-yearly and annual examinations. --- --- --- Reviewing of curriculum,

Particulars	Planned as per PP for June '99 - May 2004	Planned as per PP for January – Dec 2001	BEP's plan for Jan-Dec 2001
New Initiatives	---	<p>schools based on student performance.</p> <ul style="list-style-type: none"> • Preschool curriculum and model revised according to community demand. • Training of adolescent teachers of preschools assessed. • Quality of teacher training, supervisory staff analyzed. • Feasibility of developing adolescents to produce literacy materials for the community explored. 	<p>training and design of Formal schools to continue.</p> <ul style="list-style-type: none"> • Preschool curriculum and model revised according to community demand. • Training of adolescent teachers of preschools assessed. • Quality of teacher training, supervisory staff analyzed. • Feasibility of developing adolescents to produce literacy materials for the community explored.

Output 4 - Continuing Education Programme:

a. Union based library:

Particulars	Planned as per PP for June '99 - May 2004	Planned as per PP for January – Dec 2001	BEP's plan for Jan-Dec 2001
Union based Library's to be in operation	500 new libraries and 400 carried forward from Phase-2	100	100
Activity plans of the Union based libraries (1 year old libraries)	800	No target has been specified in the proposal	400
Union library trainings provided to librarians & staff	<p>Librarians: 500 (New)</p> <p>Staff: 150</p>	<p>Librarians: 100</p> <p>Staff: 20</p>	<p>Librarians: 100</p> <p>Staff: 20</p>
Trusts to be formed (2yr. old libraries)	800 (243 carried forward from Phase 2)	100	100

b. Reading centres:

Particulars	Planned as per PP for June '99 – May 2004	Planned as per PP for January – Dec 2001	BEP's plan for Jan- Dec 2001
Reading Centre's to be in operation	6,000	6,000	6,000
Members to receive training through Reading Centres	68,000	13,600	4,140

ESP support to partner NGOs

Particulars	Training	Schedule	Purpose
Orientation to the NGO heads	<ul style="list-style-type: none"> 2 days orientation 1 day discussion meeting 	<ul style="list-style-type: none"> Before starting the programme Once a year 	<ul style="list-style-type: none"> Clarifying different aspects of NFPE and ESP To obtain feedback from partner NGO
Training provided to Program Organizers (PO)	<ul style="list-style-type: none"> 4 days training 12 days basic teacher training 6 days training 10 days training (TOT) in service practical training 	<ul style="list-style-type: none"> before opening of schools usually once with the teacher six months after opening of schools after one year of involvement in the project On the basis of need (Continuous process) 	<ul style="list-style-type: none"> school organization and other operational aspects to equip with knowledge, skill and attitude needed to conduct the act of teaching classroom management and instructional strategies develop capacity and facilitate teacher training capacity build up to improve school performance
Training provided to teachers	<ul style="list-style-type: none"> 12 days basic training 2 days orientation 1 day monthly refreshers 4 days refreshers 4 days refreshers 	<ul style="list-style-type: none"> before opening of schools just before opening of schools throughout the whole course After completion of Grade I After completion of Grade II 	<ul style="list-style-type: none"> perform classroom teaching brush up basic training exchange ideas with other teachers and solving classroom problems (management & instructional) prepare teachers with the Grade II curricular prepare teachers with the Grade III curricular

Particulars	Training	Schedule	Purpose
Monitoring services	--	<ul style="list-style-type: none"> Continuously throughout the whole course 	<ul style="list-style-type: none"> Maintaining and improving the quality of the programme.
Supervision	--	<ul style="list-style-type: none"> Usually once a month, throughout the whole course 	
Auditing the programme by BRAC's audit section	--	<ul style="list-style-type: none"> Occasionally 	<ul style="list-style-type: none"> Improving accounting system and bringing in financial discipline
Assessing student achievement by BRAC's Research and Evaluation Division	--	<ul style="list-style-type: none"> Once a year 	<ul style="list-style-type: none"> Improving student achievement
Supports in terms of money	--	<ul style="list-style-type: none"> Six monthly installments 	<ul style="list-style-type: none"> For refresher courses at field level, travelling and transportation, blackboard painting, school signboards, teacher's wooden stool, mat, school house rent, subsidy salaries of POs of partner NGOs and over head cost
Materials	<p>Student books- Bengali textbooks for Grade I,II,III Mathematics textbooks for Grade I,II,III Social Studies textbooks for Grade I,II,III English for today for Grade III One copy for each book</p> <p>Student supplies- slate, scale, hardboard, line drawing sheet, slate pencil, wood pencil, Exercise book.</p> <p>Supplementary reading materials- monthly magazine published by BRAC, storybooks.</p> <p>Teaching aids- Teacher training material (basic), teacher training material (refreshers), teachers guide for preparatory phase, teachers guide for social studies (I&II) two posters for social studies, three charts for Bengali alphabets, cards, charts and manuals for teaching mathematics, card calendar, eight story books, blackboard.</p> <p>Teacher supplies- teacher's bag, bound exercise book, ball pen, clip file, folding file.</p> <p>Classroom supplies- duster, chalk, steel trunk with lock.</p>		

LFA based financial summary of work plan for January to December 2001

Narrative Summary	Agreed Indicators	
	Operational Plan January -Dec 2001	As per PP January -Dec 2001
Programme-level finance	Budget for January - Dec. 2001 1,071,725,496	Budget for January - Dec. 2001 1,071,725,496
Output 1 Finance of the School cost	Budget for January - Dec. 2001 809,199,958	Budget for January - Dec. 2001 809,199,958
Output 2 Finance of the Capacity Development	Budget for January - Dec. 2001 171,097,924	Budget for January - Dec. 2001 171,097,924
Output 3 Finance of the Materials development and New Initiatives	Budget for January - Dec. 2001 27,319,231	Budget for January - Dec. 2001 27,319,231
Output 4 Finance of the Continuing Education Program	Budget for January - Dec. 2001 64,108,383	Budget for January - Dec. 2001 64,108,383

Details of Plan 2001
NON-FORMAL PRIMARY EDUCATION PROGRAM III
For the year 2001

	Actual June 1999 to Dec. 1999	As per PP January 2000 to Dec. 2000	Actual January 2000 to Dec. 2000	As per PP January 2001 to Dec. 2001	Operational Plan 2001 (Jan-Dec)
	1	2	3	4	5
Output 1 Level Financing:					
A. Teachers Cost					
1. Teachers Salary	158,170,626	264,537,000	266,685,261	255,345,300	255,345,300
3. Teachers aids and Supplies	491,670	8,089,522	2,972,533	9,676,921	9,676,921
4. Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	50,663,750
5. Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	10,132,750
6. Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	4,433,078
7. Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,773,231
8. General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	1,773,231
Total of A	207,210,994	343,878,304	336,606,529	333,798,262	333,798,262
B. Students Books and Supplies					
1. Learners Books and supplies	62,773,197	111,435,889	69,148,061	115,368,734	115,368,734
2. Students Supplies	29,867,605	59,398,382	37,695,683	62,542,944	62,542,944
3. Supplementary Reading Materials	2,181,908	8,383,662	9,616,757	9,121,487	9,121,487
4. Class Room Supplies	2,948,717	14,190,358	4,453,439	16,515,040	16,515,040
5. School Room Renovation and Maintenance	37,726,569	88,179,000	65,670,007	85,115,100	85,115,100
6. Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	50,663,750
7. Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	10,132,750
8. Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	4,433,078
9. Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,773,231
10. General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	1,773,231
Total of B	184,046,694	352,839,073	253,532,682	357,439,346	357,439,346
C. Field Operations					
1.1 Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	50,663,750
1.2 Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	10,132,750
1.3 Salary and benefits of Team Leader	16,008,407	26,453,700	28,058,610	24,453,905	24,453,905
1.4 Salary of Area Manager	5,696,376	6,613,425	8,261,248	6,383,633	6,383,633
1.5 Salary of Accountant	4,438,988	4,408,950	5,347,277	4,255,755	4,255,755
1.6 Salary of Service Staff	4,156,737	5,511,188	5,301,160	5,319,694	5,319,694
1.7 Travelling and transportation	6,613,598	9,369,019	7,942,560	8,773,323	8,773,323
1.8 Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	4,433,078
1.9 Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,773,231
1.10 General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	1,773,231
Total of C	85,462,904	123,608,064	122,859,590	117,962,350	117,962,350
Total of Output 1	476,720,492	820,325,441	712,998,801	809,199,958	809,199,958

Actual June 1999 to Dec. 1999	As per PP January 2000 to Dec. 2000	Actual January 2000 to Dec. 2000	As per PP January 2001 to Dec. 2001	Operational Plan 2001 (Jan-Dec)
1	2	3	4	5

Output 2 Level Financing

1. Teacher Training and refreshers	49,124,730	59,892,893	33,107,538	55,269,019	55,269,019
2. Staff training and development					
2.1 Teachers cost	2,475,041	5,248,750	2,968,507	5,066,375	5,066,375
2.2 Student Books and supplies	2,475,041	5,248,750	2,968,507	5,066,375	5,066,375
2.3 Field operations	5,214,892	12,377,136	6,911,933	8,575,704	8,575,704
3 Research and Evaluation	4,473,251	8,997,121	5,800,140	8,802,707	8,802,707
4 H O Logistics and Management Support	53,601,019	89,971,219	75,895,529	88,317,743	88,317,743
Total of Output 2	117,363,974	181,735,869	127,652,154	171,097,924	171,097,924

Output 3 Level Financing

III. Innovative Program and Materials Dev.	6,098,893	9,164,433	4,800,031	10,433,131	10,433,131
IV. Education Development Unit					
1.1 Rent and utilities	273,000	3,890,250	927,840	3,890,250	3,890,250
1.2 Vehicle	0	6,405,000	0	2,100,000	2,100,000
1.3 Library development	0	2,152,500	140,779	1,080,625	1,080,625
1.4 Books and supplies	445,085	1,102,500	65,632	437,500	437,500
1.5 Computer	453,960	3,228,750	0	1,575,000	1,575,000
1.6 Project Head	0	1,296,750	364,957	1,296,750	1,296,750
1.7 Support staff	0	0	2,044,691	2,500,000	2,500,000
1.8 Special training and workshop	4,255,684	0	135,000	500,000	500,000
1.9 Consultant	421,569	4,970,875	2,130,630	1,970,875	1,970,875
1.10 HO Logistics and Management Support	584,930	2,304,663	580,953	1,535,100	1,535,100
Total of IV	6,434,228	25,351,288	6,390,482	16,886,100	16,886,100
Total of Output 3	12,533,121	34,515,721	11,190,513	27,319,231	27,319,231

Output 4 Level Financing

II. LIBRARY PROGRAMME

1.1 Start up Cost :					
1.1.1 Furniture and Fixtures	1,122,745	3,782,188	1,897,487	3,646,825	3,646,825
1.1.2 Trust fund	486,746	5,403,125	562,284	6,560,750	6,560,750
1.1.3 Books	7,432,387	9,725,625	951,032	8,824,813	8,824,813
1.1.4 Trunk	28,045	540,313	78,898	540,313	540,313
1.1.5 Training	3,084,128	1,404,813	343,771	1,469,125	1,469,125
1.2 Operating Expenses :					
1.2.1 Salary and Benefits	9,758,619	17,663,771	11,820,605	17,768,406	17,768,406
1.2.2 Teachers Salary	4,535,410	6,686,400	2,627,911	6,224,400	6,224,400
1.2.3 Travelling and transportation	1,641,824	4,415,943	3,292,435	4,442,102	4,442,102
1.2.4 Staff training	1,245,431	1,766,377	257,203	1,776,841	1,776,841
1.2.5 Orientation to Community centre	455,781	216,125	(56,828)	172,375	172,375
1.2.6 Librarian	1,268,867	3,263,400	1,347,036	2,636,813	2,636,813
1.2.7 Maintenance and Magazine	1,951,325	3,906,000	2,458,512	3,464,213	3,464,213
1.2.8 Utilities	195,656	932,400	537,327	753,375	753,375
1.2.9 H O Logistics and Management Support	1,605,291	8,056,254	2,615,767	5,828,035	5,828,035
Total of Output 4	34,812,255	67,762,734	28,773,440	64,108,383	64,108,383
Total Program Level Financing	641,429,842	1,104,339,765	880,614,907	1,071,725,496	1,071,725,496

1,071,725,496