



# ANNUAL WORKPLAN

January - December 2002



## BRAC EDUCATION PROGRAMME

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## NFPE Phase III Annual Work plan

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## Acronyms:

ADP	-----	Adolescent Development Programme
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
GOB	-----	Government of Bangladesh
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 2002. The purpose of this Work plan is to reflect upon the planned activities to be achieved during the year 2002. The work plan has been based on the five outputs as per the LFA of Phase III, 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 2002 will be reported in the Progress Reports.

34,000 schools will remain in operation during this period (January- December 2002), with an enrollment of 1,081,930 learners. The number of teachers that are required for this period is 34,000. The programme will be operated through 505 team offices and 37 regional offices. For these 12 months the staff required has been estimated to a total of 3,544.

A number of activities regarding materials development and relevant subject based 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 matrices.

The fourth output, which summarizes the Continuing Education section, will operate 6,000 Reading Centres and 700 Union libraries including 64 new trusts at the end of the planned period.

The fifth output (new component) Government of Bangladesh Partnership Unit includes Primary Initiative in Mainstreaming Education (PRIME) as one of the part in this Work plan. PRIME has initiated its work in July of 2001. The unit has been established to improve relations with the government and to facilitate the sharing of experiences between Government of Bangladesh and BRAC. Pre-primary schools and Community Schools have been placed under this unit. The activities that have taken place during the last 5/6 months regarding PRIME have been explained in the Progress Report (Jan-Dec) 2001.

The planned expenditures for each of the outputs have also been shown in the Work plan for the months January to December 2002.

## **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 34,000 schools are in operation, with 1.1 million students being enrolled. 67% 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 67% of the students are female, and most of the 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 I. This is the Non-Formal Primary Education (NFPE) school model that covers a curriculum equivalent to classes I through V 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 I through V. 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.

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 and conceptual skills in successfully replicating BEP's NFPE model. The ESP schools operate for three years and cover Grades I to III The ESP not only provides technical support but also financial support to some 368 local NGO's in implementing 2,505 schools.

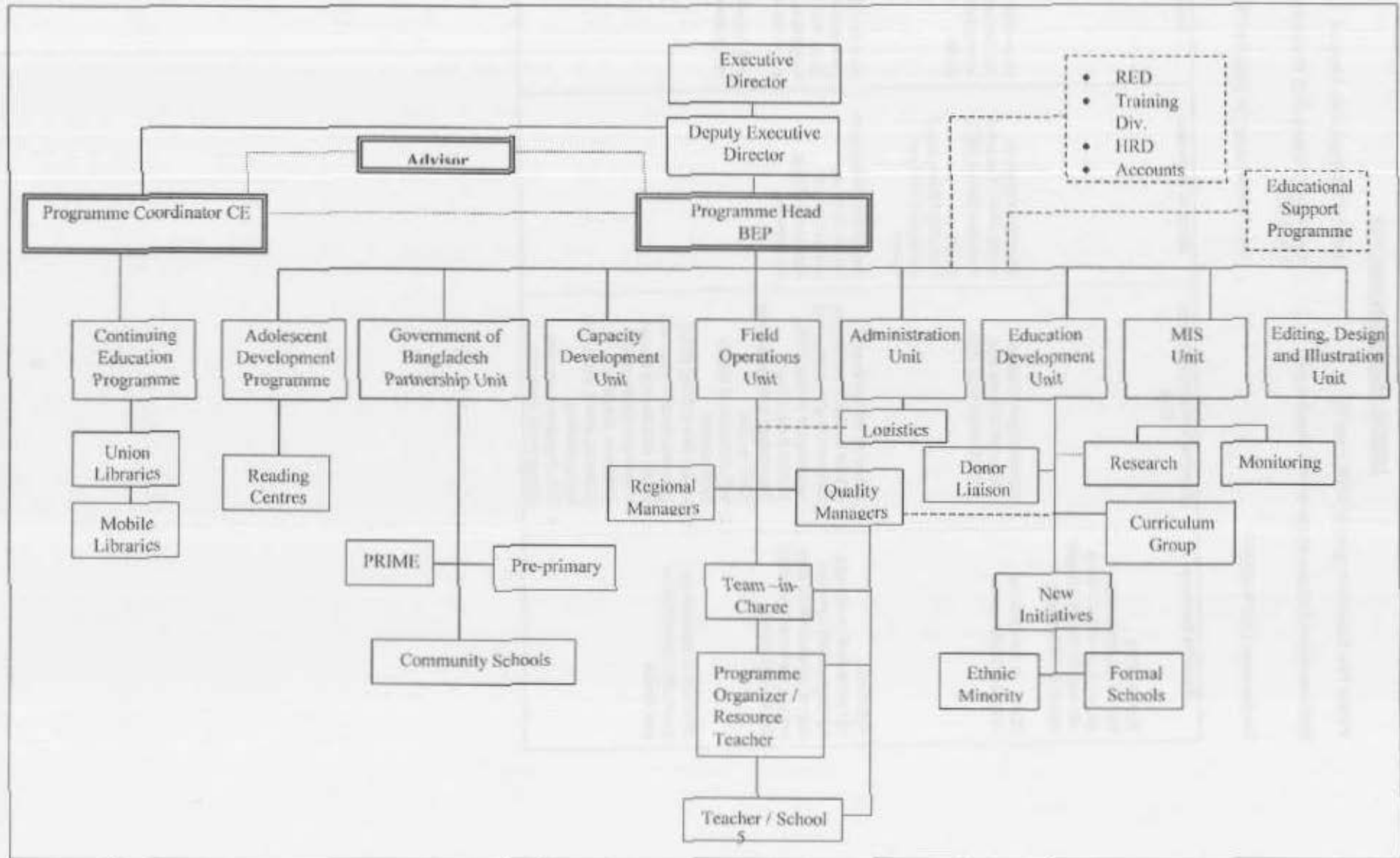
BEP has been invariably perceptive towards developing materials and methods to improve the quality of learning in its schools. Training activities provided to both staff and teachers also play an important role in strengthening the institution's capacity. The Education Development Unit (EDU) is active in terms of developing new materials & methods as well as carrying out necessary training activities in cooperation with Capacity Development Unit. Subject based curriculum development training for the QMs and core group members are being conducted by EDU's different subject groups. At the same time EDU is involved in continuous assessment of the quality of these materials and methods' 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 was initially made up of 2 types of libraries. One is the Reading centre, which targets mostly the adolescent graduates, and the other is the Union library that is opened to all. At present, there are 6,500 Reading Centres and 570 Union based libraries. All the activities regarding Reading Centres are now managed and operated by Adolescent Development Programme.

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, 436 libraries have been transformed into Trusts.

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

## BEP ORGANOGRAM



### LOGICAL FRAMEWORK ANALYSIS

Project Title: Education Programme (NFPE Phase III)

Period of funding: Apr '99 - May 2004

Brief Description: Education for poor children, especially girls

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

File reference: LOGFRAME.RTF

This LFA Matrix dated 26th September 1998

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



Outputs:	Year						
	1999 (Jan-Mar)	2000 (Jan-Mar)	2001 (Jan-Mar)	2002 (Jan-Mar)	2003 (Jan-Mar)	2004 (Jan-Mar)	
1. Equitable access to cost effective primary education ensured for poor children, especially girls.	Grade I	10912	3264	13392	10506	10102	4735
	Grade II	7457	7768	595	9682	7344	7250
	Grade III	12962	10601	10437	4305	12844	10196
		(7719)	(595)	(1025)	(930)	(595)	(1025)
	Grade IV	2669	12367	9576	9507	3710	11819
	Grade V	(3193)	(2569)	(12367)	(9576)	(9507)	(3710)
	Total	34000	34000	34000	34000	34000	34000
	<p>Figures in parenthesis indicate numbers of schools completing cycles. The same number of schools will be re-opened during the same quarter as shown in the row of Grade I. While calculating the total either the numbers in Grade I or the figures shown in parenthesis should therefore be ignored.</p>						
	<p>SCHOOL TYPE</p>						
	NFPE	21955	21955	21827	21909	21726	21726
BEOC	9495	9495	9523	9541	9724	9724	
ESP	2550	2550	2550	2550	2550	2550	
<p>New Enrolments:</p>							
	346506	97920	426000	333139	321694	142060	
<p>Graduates:</p>							
	315647	89021	385008	301266	290879	129383	
<p>Annual cost per pupil : \$20 60% girls enrolled 70:30 NFPE:BEOC school ratio (excluding ESP)</p>							

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.	<ul style="list-style-type: none"> <li>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.</li> <li>2.2 Links between EDU and NFPE institutionalized.</li> <li>2.3 17 Quality Managers trained to manage the decentralization of quality improvement in primary pedagogy.</li> <li>2.4 400 Master trainers who are more capable, articulate, trained in subject areas</li> <li>2.5 4 Master trainers developed for each NFPE area office by 2002</li> <li>2.6 All resource teachers each completing 1 to 2 cycles who are more capable, articulate, trained in subject areas bP 2001</li> <li>2.7 At least 70% teachers trained by Master Trainers &amp; or Resource Teachers through refresher training by 2002</li> <li>2.8 90% staff trained by Master Trainers by 2004</li> <li>2.9 In every team office at least 95% of refreshers conducted by staff who have been trained by master trainers starting from 1999</li> <li>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.</li> <li>2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation, using Participatory Rural Appraisal (PRA) Methodologies</li> <li>2.12 Material Development Unit (MDU), field staff and teachers receive training on pedagogy and research methodology by 2004</li> <li>2.13 Audio Visual Aids (AVA) to assist in teacher and staff development in use by 2002</li> </ul>	Training review report Monitoring Report Evaluation Studies	
3. Quality improvement through revision, development of learning materials and introduction of new initiatives	<ul style="list-style-type: none"> <li>3.1 Materials Development Unit operating as integrated part of the Education Development Unit (EDU).</li> <li>3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001.</li> <li>3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions, mainstreamed by 2002.</li> <li>3.4 Interactive Radio Instruction (IRI) materials revised and developed for NFPE mainstream by 2001</li> <li>3.5 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2003.</li> <li>3.6 12 Formal laboratory schools set up to attempt a degree of convergence between the non-formal and formal system.</li> <li>3.7 Urban curriculum strengthen incorporating issues related to working children and child domestic</li> </ul>	Curriculum review report Evaluation reports Case studies of the CLIP experience Full evaluation report on the CLIP by 2001 Materials	
4. Continuing education expanded catering to adults of the community as well as NFPE graduates who have	<ul style="list-style-type: none"> <li>4.1 500 new Union Libraries; 10,000 new Reading Centres opened by March 2004 (6,000 Reading Centres will be on going)</li> <li>4.2 At least 75% of members form a trust for the</li> </ul>	Sample survey of Reading Centres and Union Libraries	Community is able to raise matching funds.

<p>very little access to literacy materials</p>	<p>Union Library.</p> <p>4.2.1 By 2004 at least 30% of each Union Library Trust C'tee to be women.</p> <p>4.3 500,000 new members (at least 400 members in each Union Library, at least 30 members in each Reading Centre) by March 2004.</p> <p>4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e. &gt;80%.</p> <p>4.5 At least 20% of Union Library readership are women by 2002.</p> <p>4.6 At least 2 cultural activities held in each Union Library annually, one of which interests women specifically.</p> <p>4.7 &gt;500,000 books in place in union libraries and at least 1500000 books in place in Reading Centres which include fiction, non-fiction such as law, health nutrition, by March 2004</p> <p>4.8 &gt;150 books borrowed monthly by Union library members and &gt;35 books borrowed by Reading Centre members monthly.</p> <p>4.9 Training for 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and bookbinding carried out in Reading Centres by March 2004</p> <p>4.10 Orientation courses for at least 50% of Library Committee members conducted within one year of library being established.</p> <p>4.11 At least 60% of librarians are female.</p>	<p>Library reports</p> <p>Training Reports</p> <p>MIS reports</p>	<p>Demand for printed materials continued and national policy permits.</p> <p>BRAC graduates not continuing schooling are motivated to join libraries.</p>
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<b>ACTIVITIES</b>			
1.1 Villages identified and surveyed	1.1 Schools site selected based on NFPE criteria	Village survey sheets	1. Opposition from religious fundamentalists do not disrupt programme.
1.2 Supervisors deployed	1.2 Around 2500 POVRTs deployed as school supervisors at the field level (at least 50% POs female).	MIS reports Monitoring reports	
1.3 Students selected	1.3 33 students for each NFPE school (8-10 year olds), 30 for each BEOC (11-14 year olds) ESP and urban NFPE schools. ≥ 60% of students in each class to be girl		
1.4 School house rented	1.4 Each school is 350-sq. ft. less than 1 km from child's home, rented.	Schools house deed	2. Timely disbursement of donor funds.
1.5 Office building rented	1.5 425 Team Offices, 80 schools in radius 10 km, rented. 1.5.1 75% RDP/NFPE Team Offices sharing establishments.	Area office deed between BRAC and house owner	
1.6 School Management Committees (SCM) formed	1.6 SMCs (1 per school, comprising of 2 parents, 1 community leader, 2 RDP beneficiaries and the teacher) meeting at least 9 times annually. 1.6.1 At least 3 members of the SMC are women	Annual Reports SMC meeting minutes PO reports	3. Sufficient number of target group available for BRAC school.
1.7 School supplies provided	1.7 School and learner supplies available in each school.	MIS report Monitoring Report	4. GoB continues to permit local NGOs to provide basic education.
1.8 NFPE schools operational	1.8 Total 3380 school contact hours for 270 days in 4 years		
1.9 BEOC and ESP schools operational	1.9 Total 2470 contact hours for BEOC schools over 3 years		
1.10 Monthly parent meetings, which incorporate sessions on health, hygiene, nutrition, gender, legal education organized.	1.10 70% of pupils have a parent present at monthly PTA meetings.	Parent teacher meeting minutes schools reports	
1.11 School supervised by POs weekly for classroom support and assessment.	1.11 PO visits each school twice weekly to monitor.		
1.12 Good local contacts between BRAC and formal primary and high schools.	1.12 Meetings with Formal School Heads during final year of BRAC schools.		Parents willing to send their children to school.
1.13 Effective linkage with RDP for better collaboration between programmes.	1.13 NFPE staff to operate from every RDP office where there is space available/RDP presents RDP VO members given preference while selection of schoolhouse. 1.13.1 At least 80% of training in the Reading Centres conducted by skilled RDP staff.	RDP and NFPE monthly meeting reports	
2.1 Capacity building in primary pedagogy in EDU	2.1 EDU staffing needs assessed and staff with appropriate primary education experience and qualifications appointed by end 1999	Reports	
2.2 Research and evaluation staff with primary interest/experience appointed	2.2 MDU, MT, RT and RED outstanding staff involved in EDU by end 1999  2.2.1 Staffing takes place in each EDU cluster i.e. Curriculum Development, Research, Training and New initiatives by end 1999	Staffing figures/costs	
2.3 Research and evaluation functions of EDU operational	2.3 Consultants identified, contracted and monitored by end 1999  2.3.1 EDU undertaking research and evaluation activities by 2000 2.3.2 All MTs training evaluated by 2000 2.3.3 Studies related to effectiveness of new	Consultants TORs  Research and evaluation reports	

	<p>curriculum in social Studies, Maths designed by 2000</p> <p>2.3.4 Effectiveness of new management structures e.g. QM, MT assessed by 2002</p> <p>2.3.5 Methods in IRI and CLIP in NFPE mainstreaming evaluated in 2003</p> <p>2.3.6 CHT curriculum developed by 2000 and evaluated by 2004</p> <p>2.3.7 Curriculum changes related to value education and urban assessed by 2003</p> <p>2.3.8 Effectiveness of parental involvement in monthly meetings by 2001</p> <p>2.3.9 Studies on Parent involvement in curriculum and school management by 2002</p> <p>2.3.10 Effectiveness of supplementary materials and teaching methodologies for Grades IV and V by 2004</p> <p>2.3.11 Needs of adolescent related vocational training and life skills assessed by 2004</p> <p>2.3.12 Community demands related to services in Union Library studied by 2003</p> <p>2.3.13 Effectiveness of teachers as councilors studied by 2004</p> <p>2.3.14 Community perceptions related to NFPE/BEOC models studied by 2004</p> <p>2.3.15 Evaluation of the quality of expertise available at the team level conducted by 2002</p> <p>2.3.16 Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002</p> <p>2.3.17 Evaluation of CLE books and materials conducted by 2000</p>		
2.4 Training of EDU staff and decentralization of expertise	<p>2.4 EDU staff and QMs trained in primary pedagogy by 2000</p> <p>2.4.1 Links between NFPE and EDU operationalised by 2,000</p>	Training Review Report Monitoring report	
2.5 Teacher/staff training for Grade IV and V defined	<p>2.5 46,979 teachers receive a 15 day training course on Maths and English for grades IV and V</p>		
2.6 New teachers selected	<p>2.6 One teacher per school, with at least 9 years schooling, 20-35 years of age married &gt;80% female, local resident</p>	NFPE Report	
2.7 New teachers trained	<p>2.7 29601 new teachers receive 15 days Basic training at TARC</p>		
2.8 Refresher training held	<p>2.8 At least 100 days for NFPE and 90 days for KK refresher training sessions held in each team office.</p>		
2.9 Master Trainers, Staff and teachers development courses implemented and evaluated	<p>2.8.1 All teachers receive a 5-day refresher prior to grade II, III, IV and V.</p> <p>2.9 Courses held in Maths and English to develop 400 Master trainers by end 1999, Social Studies and Science by 2000</p> <p>2.9.1 90% of staff trained by Master Trainers by 2004.</p> <p>2.9.2 At least 70% of the teachers trained by Master Trainers and Resource Teachers by 2004.</p> <p>2.9.3 95% refresher courses conducted by trained staff</p> <p>2.9.4 Master Trainers, staff and teachers graded subject wise based on their knowledge and skills related to teaching by 2004.</p> <p>2.10 QMs, MTs, RTs and teachers receive courses on new developments related to</p>	Training schedule Training costs MIS reports	

<p>2.10 AVA training materials on Social Studies, Maths, English, Science and CLIP developed</p> <p>2.10.1 AVA material produced on classroom management and teaching methodologies</p> <p>2.10.2 AVA materials for developing MTs and RTs</p> <p>2.10.3 AVA materials produced in specialized areas i.e teachers, parents.</p> <p>2.11 Training needs assessed and overseas training planned and implemented</p> <p>2.12 Training courses designed to upgrade pedagogical expertise for existing staff</p> <p>2.13 Training courses designed to increase the capacity of teachers and adolescent library members</p> <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</p>	<p>teaching Math, Language &amp; Social Studies, supplementary materials in grades IV &amp; V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language &amp; Social Studies, new focuses in materials production, early childhood education by 2004</p> <p>2.12 Teachers receive courses on new focuses in materials production, classroom management and on counseling adolescents, child domestics &amp; working children by 2004</p> <p>2.13 Trainers of Reading Centre receive courses on life skills and vocational skills by 2004</p> <p>2.10 AVA materials developed for refresher courses on language and Social studies based on training of MTs by 2002</p> <p>2.10.1 AVA materials on roles and responsibilities of RTs, MTs on classroom management finalized by 2004</p> <p>2.10.2 AVA developed and in use with teachers by 2004</p> <p>2.10.3 AVA materials on parent meetings developed by 2003</p> <p>2.10.4 AVA materials developed on role of teachers as councilors for adolescent and children with special needs by 2004</p> <p>2.11 At least 5% of NFPE staff provided with national and international training courses by 2004</p> <p>2.12 Material developers, QMs, MTs, TARC trainers and RTs trained in primary education by 2001</p> <p>2.12.1 MDU, QM, MT, RTs trained on assessment tools by 2003</p> <p>2.12.2 MDU, QM, MT, RT and teachers trained on early childhood education by 2004</p> <p>2.12.3 At least 20 training session provided to 50% resource teachers on pedagogy and classroom management by 2002</p> <p>2.12.4 1 500 resource teachers selected by 2004</p> <p>2.13. Trainers of Reading Centres trained in life skills by 2003</p> <p>2.13.1 RTs and teachers trained on classroom management by 2004</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 8 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</p>	<p>Consultants TORs</p> <p>Training reports of QMs and other staff</p> <p>MDU reports</p>	<p>GOB continues to</p>
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<p>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 develop for English (IRI) complementing government primers</p> <p>3.6 New ideas formulated and piloted</p> <p>3.7 12 Formal laboratory schools setup to incorporate innovative practices with non formal methods</p>	<p>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 modal 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 supplementary materials by 2003</p>		<p>permit BRAC to use its own textbooks</p> <p>GOB continues to provide textbooks for Grade IV &amp; V</p>
<p>4.1 Space for Union Libraries identified.</p> <p>4.2 Staff recruited and trained.</p>	<p>4.1 Public premises selected for Union Libraries and BRAC school for Reading Centres.</p> <p>4.1.1 Story books for adolescent library finalized by 2004</p> <p>4.2 One PO recruited and trained to oversee 5 libraries and one PO to oversee 45 Reading Centres.</p>	<p>Library Reports Library PO Reports</p>	<p>Community continues to provide space for library.</p> <p>Books are available in the market.</p>
<p>4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees.</p> <p>4.4 Library activities planned.</p>	<p>4.3 All POs given appropriate gender training by 2002.</p> <p>4.4 Adolescents trained to produce books, and journals for the community library by 2002</p> <p>4.4.1 Socio-cultural/educational/recreational activities held at each Union Library.</p>		

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.		
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## 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 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per PP (Phase III) for Jan-Dec 2002</i>	<i>BEP's plan for Jan -Dec 2002</i>
Schools operating	NFPE	22,015	21,936	21,909	22,118
	KK (BEOC)	9,435	9,559	9,541	8,937
	ESP (NFPE)	2,550	2,505	2,550	2,945
	<b>Total</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>
Students enrolled in on-going schools	NFPE	722,092	723,534	718,615	725,470
	KK (BEOC)	283,050	290,474	286,230	268,110
	ESP (NFPE)	76,500	75,150	76,500	88,350
	<b>Total</b>	<b>1,081,642</b>	<b>1,089,158</b>	<b>1,081,345</b>	<b>1,081,930</b>
Schools Re-opening	NFPE	7,553	8,958	6,414	6,482
	KK (BEOC)	6,053	6,177	3,162	2,091
	ESP (NFPE)	1,130	1,070	930	1,380
	<b>Total</b>	<b>14,736</b>	<b>16,205</b>	<b>10,506</b>	<b>9,953</b>
Student enrolled in re-opened schools	NFPE	247,738	295,060	210,379	212,610
	KK (BEOC)	181,590	186,509	94,860	62,730
	ESP (NFPE)	33,900	32,100	27,900	41,400
	<b>Total</b>	<b>463,228</b>	<b>513,669</b>	<b>333,139</b>	<b>316,749</b>
Course completed schools	NFPE	7,111	8,595	6,432	6,300
	KK (BEOC)	3,682	3,682	3,144	2,713
	ESP (NFPE)	1,025	1,010	930	940
	<b>Total</b>	<b>11,818</b>	<b>13,287</b>	<b>10,506</b>	<b>9,953</b>
Graduates	NFPE	209,917	256,252	189,873	185,976
	KK (BEOC)	99,414	100,761	84,888	73,251
	ESP (NFPE)	29,213	30,293	26,505	26,790
	<b>Total</b>	<b>338,544</b>	<b>338,544</b>	<b>301,266</b>	<b>286,017</b>

**b. Teachers & staff required, area & team offices operating and book supplies to be acquired during January to December 2002:**

<i>Particular</i>	<i>BEP's Plan for Jan-Dec 2001</i>	<i>Achievement During Jan-Dec 2001</i>	<i>Plan as per PP (Phase III) for Jan-Dec 2002</i>	<i>BEP's plan for Jan-Dec 2002</i>
Teacher required	34,000	34,000	34,000	34,000
Staff required	3,530	4,015	3,540	*3,544
Regional office operating	32	37	68	**37
Team office operating	425	425	425	***505
Books and supplies (according to number of children & teachers)	1,115,642	1,123,158	1,115,345	1,115,930

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

\* This figure indicates regular staff for all activities funded by DC. Additionally 940 part time staff E.g.K.S., pre-primary supervisor) are required.

\*\* Previously, there were 64 Area Education Manager who were responsible for both administrative and pedagogical tasks as well for union libraries. At present these tasks are distributed among Regional Managers, Quality Managers and Area Educational Managers (Continuing Education). Accordingly BEP has decided to reduce the number of Regional Office to 37.

\*\*\* In order to reach the remote areas number of team offices will be increased.

**Brief summary:**

In 2002 from January to December, BRAC's Education Programme (BEP) has planned to operate 34,000 schools; with an enrollment of 1,081,345 learners 9,953 schools will complete their courses with 1,081,930 graduates. BEP plans to re-open 9,953 schools where 3,16,740 students will be enrolled in order to keep the total number of schools at 34,000.

The number of teachers required for Jan-Dec 2002 is 34,000. The staff required for this period is 3,544. In the case of regional offices operating at this time is estimated to be 37. BEP also plans to keep 505 team offices operating during this period. The number of books (and supplies) to be acquired for children and teachers is estimated to be 1,115,930 (Jan-Dec 2002).

**c. Financial expenditure of Output – 1:**

**Planned expenditure (taka):**

<b>Output</b>	<b>Plan as per PP for Jan-Dec 2002</b>	<b>Operational budget for Jan – Dec 2002</b>
<b>School costs</b>	876,969,693	876,969,693

The financial status above indicates the planned expenditure as per PP and the operational budget estimated for January to December 2002.

## Output 2 – Capacity development of staff & teachers

### a. Plans for training Staff during January to December 2002:

Particulars of training & refresher courses	Participants	Duration (days)	BEP's Plan for Jan – Dec 2001	Achievement During Jan – Dec 2001	Number of staff to receive training/w/hop /refreshers during Jan-Dec 2002
Pre-service orientation	PO	3	250	205	-
Basic /Foundation training <sup>1</sup>	PO	15	250	130	234 + new staff
Operational Management Course (OMC) – 1	PO, RT	14	---	384	368 + new
Operational Management Course (OMC) – 2	TIC	14	300	146	180
Development management course on library	POs and AEM (CE)	8	40	70	40
Basic orientation on library	PO	6	40	27	20
Basic operation of library	Librarian	6	140	177	130
Basic orientation on Reading Centres <sup>2</sup>	PO	6	300	32	---
Other trainings: GQAL (Gender Quality Action Learning) <sup>3</sup>	PO, TIC & RM			268	180
Team building training	TIC, PO & RT QM, RM, TIC, Senior PO & monitors.			93	500
BRAC values and culture training	Higher management			36	500
Gender and sustainable development training	PO, TIC	---			25
Workshop on staff involvement in BEP	PO, TIC	2-3 days		20	50
Organizational development course	PO	6 days		80	920
Staff orientation for pre-primary schools		3 days			
Foundation training	Staff	6 days		373	
special training comprises of <sup>4</sup> GT (subject based), MT, TARC Trainers' Training	TIC, PO, RT	5 days 5 days 5 days	GT = - MT Workshop = 3,922 MT Training = 300	TARC based MT = 328 Field based MT Tg = 89 MT Refreshers = 4,926	GT = - MT- 1187

<i>Particulars of training &amp; refresher courses</i>	<i>Participants</i>	<i>Duration (days)</i>	<i>BEP's Plan for Jan -Dec 2001</i>	<i>Achievement During Jan - Dec 2001</i>	<i>Number of staff to receive training /refreshers during Jan-Dec 2002</i>
Staff workshop on assessment	QM/Core group MTs	6 days	32 (QM)	37(QM) + 25 core grp MTs <sup>5</sup>	rest core group MTs <sup>5</sup>
Subject based training for non MTs	PO/PA	6 days	75	149	
Subject Based w/shop for Non- MTs		1 day		289	490
Technical co-operation training (TCT)	Sr. Material Development specialist	1 yr.	1	1 <sup>6</sup>	2 <sup>6</sup>
		3-6 months			1
	Material Developer, RMs, QMs	1-2 months			2/3

1 Due to redesigning training plan, basic training has been replaced by Foundation training.

2 Earlier BEP school supervisors used to supervise RCs but it was found out that this added workload resulted in too much pressure on the supervisory staff. Therefore, 37 Regional POs have been selected. RPOs would oversee and facilitate 600 kishori supervisors (KS) who would supervise the RCs.

3 As GQAL training cycle starts from April each year, therefore, the planned *number of staff to receive training on GQAL* in the period Jan-Dec'2002 won't be available until April' 2002.

4 Training plan has been redesigned and from April '2002 PMC I & II will be introduced. Under the new plan all new staff will go through the PMC I contains subject based training of grade I -III. PMC II contains subject based training of grades IV & V. Those who will do well in these two courses will go straight for the MT training. These MT training will be facilitated by respective QMs & core group MTs and the venue of the training will be decided by the respective QMs

5 37 QMs and 25 core group MTs of Jessore Region participated in the workshop on assessment with Prof. Will Gibbs and there will be more sessions with the rest core group MTs. Later on the core group MTs will disseminate this to other BEP staff. (the core group MTs comprise of the best MTs in different subject areas).

6 In the past BEP has sent one staff each year for a yearlong MA course in the UK (funded by DFID under TCT award. Ruxana Hossain - Materials Development Specialist, is currently doing her M.A. in "Education & International Development" at the IoE London University, UK. Alongside, from this year onwards BEP will be sending one more staff for M.A. -one in the U.K. another one in Canada as CIDA has also proposed to fund for staff capacity building.

**Breakdown of Staff special training plans to take place during January-December 2002:**

Subject	BEP's plan for Jan- Dec 2002				
	BEP's Plan for Jan -Dec 2001	Achievement During Jan - Dec 2001	Staff to receive subject-based (GT) training	Staff to receive Master Trainers (MT) training/workshop	MTs to receive refreshers (2 days)
<b>Math</b>	GT= - MT= 140 MT Refresher = 1,000 +	GT= - MT= 72 MT Refresher = 1,122	--	*MT workshop = - **MT workshop = - ***MT Training = 242	350
<b>English</b>	GT= 900 MT= 385 MT Refresher = 420	GT= - MT=85 MT Refresher = 965	--	*MT workshop = - **MT workshop = - *** MT Training = 283	310
<b>Social Studies (rural and urban)</b>	GT= - MT= 100 MT Refresher = 1,000+	GT= - MT= 89 MT Refresher = 950	--	*MT workshop = - **MT workshop = - ***MT Training = 237	300
<b>Bengali</b>	GT= 100 MT= 320 MT Refresher = 500	GT= - MT= 91 MT Refresher = 900	--	*MT workshop = - **MT workshop = - ***MT Training = 262	410
<b>Social Science (IV &amp; V both urban &amp; rural)</b>	GT= - MT= 260 MT Refresher = 920	GT= - MT= 80 MT Refresher = 989	--	*MT workshop = - **MT workshop = - ***MT Training = 263	400

Note:- Information related to Adolescents will have a separate table.

b. Plans for teacher training to take place during January-December 2002:

SL. no.	Particulars of training & refresher courses held	BEP's Plan for Jan – Dec 2001	Achievement During Jan – Dec 2001	Plan as per PP (Phase III) for Jan-Dec 2002	BEP's plan for Jan – Dec 2002
1.	15 days basic training for teachers <sup>1</sup>	7,500	9,107	6552	6500
2.	3 days orientation (before school opens)	14,700	16,205	6552	10,100
3.	2 days refreshers after Preparatory phase	14,700	16,205	---	10,100
4.	2 days refreshers before introducing Poribesh Porichiti I	14,700	#3 & 4 jointly has become a three days refreshers	---	This refresher has been redesigned and included with 3 days refreshers after preparatory phase
5.	6 days refreshers at the beginning of class II <sup>2</sup>	11,481	11,360+	10,601	12,950
6.	6 days refreshers at the beginning of class III <sup>2</sup>	2,433	2,443	12,962	12,260
7.	15 days Math development training (for NFPE) <sup>3</sup>	--	-	--	-
8.	15 days Math development Training (for BEOC) <sup>3</sup>	--	-	3,710	-
9.	6 days refreshers at the beginning of 4 <sup>th</sup> Phase (BEOC) <sup>4</sup>	--	-	3,710	-
10.	6 days refreshers at the beginning of 5 <sup>th</sup> Phase (BEOC) <sup>4</sup>	--	-	2,669	-
11.	6 days refreshers at the beginning of class 4 (NFPE) <sup>4</sup>	--	-	6,838	-
12.	6 days refreshers at the beginning of class 5 (NFPE) <sup>4</sup>	--	-	---	-
13.	1 day monthly refreshers <sup>5</sup>	169,675	175,108	374,000	2,69,400
14.	Subject based special refreshers on definite intervals for the teachers of grade 4 (NFPE)	6,400 (2 days) 7,100 (15 days)	4,900 (2 days) 7,100 (15 days)	---	7,100 (1 day) 890 (15 days)
15.	Subject based special refreshers on definite intervals for the teachers of 4 <sup>th</sup> phase (BEOC)	2,700 (5 days) 600 (5 days)	2,700 (5 days) 600 (5 days)	---	600(2 days) 5,200(5 days)
16.	Subject based special refreshers on definite intervals for the teachers of grade 5 (NFPE)	6,400 (19 days)	4900 (16 days) <sup>6</sup>	---	7,100 (16 days)
17.	Subject based special refreshers on definite intervals for the teachers of 5 <sup>th</sup> phase (BEOC)	2,700 (9 days)	2,700 (9 days)	---	600 ( 7 days)
18.	Refreshers on Math for teachers of class 4 (NFPE)	6,400 (2 days) 7,100 (7 days)	4,900 (2 days) 7,100 (7 days)	---	7,100 (2 days) 890 (7 days)
19.	Refreshers on Math for teachers of 4 <sup>th</sup> Phase (BEOC)	2,700 (1 day) 600 (4 days)	2,700 (1 day) 600(4 days)	---	600 ( 1 day) 5,200 ( 4 days )
20.	Refreshers on Math for teachers of class 5	6,400 (10)	4,900 (10 days)	---	7,100 (10 days)

SL. no.	Particulars of training & refresher courses held	BEP's Plan for Jan – Dec 2001	Achievement During Jan – Dec 2001	Plan as per PP (Phase III) for Jan-Dec 2002	BEP's plan for Jan – Dec 2002
	(NFPE)	days)			
21.	Refreshers on Math for teachers of 5 <sup>th</sup> Phase (BEOC)	2,700 (5 days)	2,700 (5 days)	---	600 (5 days)
22.	Subject based training General Training (GT) Batch Trainers Training (BT) Refreshers	GT= --- BT=1,269 Refreshers =1,480	BT = 448 Refreshers= 2687 Orientation = 282	---	GT 6670 MT 4339

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

- 1 15 days basic training has been redesigned as 12 days duration.
- 2 6 days refreshers have been reduced to 4 days from March 2000.
- 3 Math development training is being held in the field level. Refreshers will be held phase by phase after definite intervals.
- 4 Monthly Refreshers' in grades IV & V of NFPE & BEOC schools has been redesigned as subject based special refreshers. The duration being 28 days each for grades IV & V in the NFPE model with 6 days refreshers at the beginning. And in the BEOC model 15 days in grade IV with 6 days refreshers at the beginning & 11 days in grade V with 4 days refreshers at the beginning.
- 5 One day monthly refreshers of grades I to III 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.
- 6 One day monthly refreshers of grades IV & V of NFPE & BEOC schools has been redesigned as subject based special refreshers which is being provided to teachers in definite intervals.

**Breakdown of special subject-based trainings to be provided to teachers during  
and January to December 2002:**

<i>Subject</i>	<i>BEP's Plan and achievement during Jan-Dec 2001</i>		<i>BEP's Plan for January to December 2002</i>		
	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</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>
<b>Math</b>	GT = --- BT = 423 Refreshers = 370	GT = --- BT = 99 Refreshers = 1 day = 229 2 days = 150 3 days = 400	---	974	3 days = 600 4/5 days = 90
<b>English</b>	GT = --- BT = --- Refreshers = 370	GT = --- BT = 88 Refreshers = 1 day = 200 2 days = 100 3 days = 200	---	937	3 days = 450 4/5 days = 90
<b>Bengali</b>	GT = --- BT = 423 Refreshers = 370	GT = --- BT = 91 Refreshers = 1 day = 210 2 days = 125 3 days = 350	---	1023	3 days = 600 4/5 days = 70
<b>Social Studies (rural and urban)</b>	GT = --- BT = 423 Refreshers = ---	GT = --- BT = 87 Refreshers = 1 day = 180 2 days = 125 3 days = 250	---	927	3 days = 450 4/5 days = 55
<b>Social Science (urban &amp; rural)</b>	GT = --- BT = --- Refreshers = 370	GT = --- BT = 83 Refreshers = 1 day = 150 2 days = 100 3 days = 200	---	478	3 days = 300 4/5 days = 30

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



*BEP Adolescent Capacity Development Plan: Achievement in 2001 (Jan - Dec)*

<i>S L</i>	<i>Areas</i>	<i>Plan for 2001 (Jan-Dec)</i>	<i>Achievement during Jan-Dec' 2001 (UNICEF)*</i>	<i>Achievement during Jan- Dec' 2001 ( Reading Centre)</i>	<i>Total Achievement during Jan- Dec' 2001</i>	<i>Com ments</i>
1.	<b>Livelihood Tg.</b>					
	- Photography	300	17	58	75	
	- Journalism		08	82	90	
	- Computer		17	64	81	
	- Agriculture & Poultry		13	77	90	
	- Tissue Culture		14	14	28	
2.	Kishori Supervisor (KS)		152	455	607	
3.	Pathagar Supervisor (PS)		73	---	73	
4.	Adolescent Leader (AL)	250	153	---	153	
5.	Adolescent Monitor		80	---	80	
6.	Peer Educator (PE)	3,000	2261		2,261	
7.	APON Course Completed		2395	---	2395	
8.	Total				5933	

\* As Adolescent activities in 9 regions out of 37 is being funded by UNICEF therefore this column represents activities under Unicef funded Kishori Abhijan.

*BEP Adolescent Capacity Development Plan: Work plan for 2002 ( Jan-Dec)*

Sl no	Subject	Jan--march	April--June	July --Sept.	Oct. -Dec	Total
1	Adolescent Leader	85 Unicef*				85
2	KS Tr.	210 unicef 200 RC				410
3	KS workshop			300	300	600
4	Adolescent Monitor	90 Unicef				90
5	Exchange workshop	Unicef	90			90
6	Married Adolescent		60			60
7	Workshop on risk for adolescent (Sexual Abuse)	Unicef	25	25		50
8	Pathagar Supervisor	100 Unicef				100
9	Regional PO workshop	Reading Centre Unicef		29 09		38
10	Photographer Tr.	Unicef	25	25		50
11	Photographers' Ref.		25	40	40	105
12	Journalism Tr.	Unicef	30		30	60
13	Journalism Ref.		30	30	30	90
14	Computer Tr.	Unicef	25	25		50
15	Agriculture Tr.	Unicef		30	30	60
16	Health Tr.	14	16 Unicef			30
17	Librarian's training	Unicef	1,138			1,138
18	Peer educator	Unicef	990			990
19	Mixed group workshop	Unicef	320			320
					Total=	4,416

\* The UNICEF represents activities under Unicef funded Kishori Abhijan and the rest is under the Reading centre funded by DC.

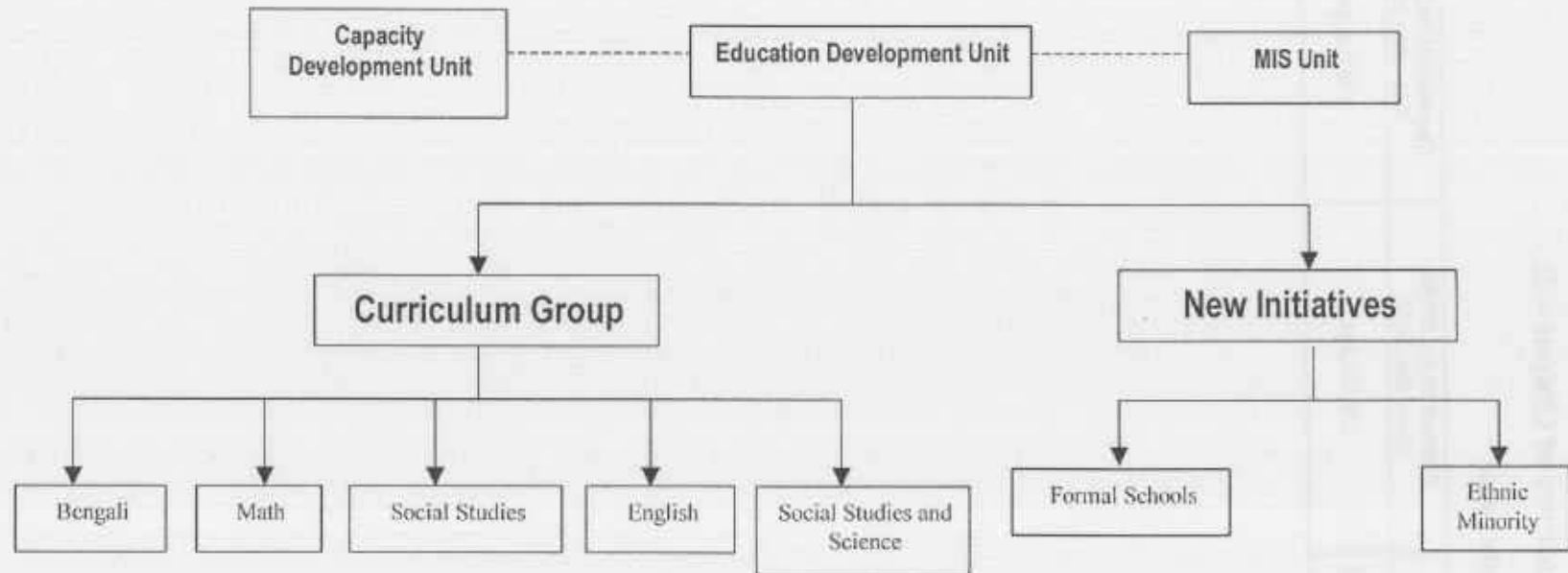
Urban social studies have been incorporated with rural social studies and thus the concept of general training for urban curriculum has also been changed.

**b. Financial expenditure of Output – 2:**

Planned Expenditure (In Taka):

<i>Output</i>	<i>Planned as per PP for Jan – Dec 2002</i>	<i>Operational budget for Jan – Dec 2002</i>
Capacity development of staff & teachers	178,916,486	178,916,486

### Education Development Unit (EDU) Organogram



### 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 materials development and subject based training for teacher and staff

At present, EDU comprises of two parts: Curriculum Group and New Initiatives. The EDU is linked with the Capacity Development Unit as well as with the Research and Monitoring Group of MIS Unit.

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 2002 of the materials and new initiatives' development.

#### *Pedagogy Management:*

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
<i>Subject: Math</i> <i>Material Development and Quality Improvement through Revision</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training for developing MTs to continue.</li> <li><input type="checkbox"/> More BTs to be developed as a policy for greater interaction among teachers during refreshers.</li> <li><input type="checkbox"/> Teacher's guide for Grade I will be revised &amp; published.</li> <li><input type="checkbox"/> Teacher's guide and workbook for Grade II will be revised and published.</li> <li><input type="checkbox"/> Refresher course for MTs, BTs to continue.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MTs are being developed on need basis.</li> <li><input type="checkbox"/> Relevant training has been provided to 99 BTs.</li> <li><input type="checkbox"/> Teacher's guide for grade I has been revised and published.</li> <li><input type="checkbox"/> Teacher's guide and workbook for grade II has been revised and published.</li> <li><input type="checkbox"/> QMs provided relevant refresher and orientation courses to MTs and BTs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supplementary materials for Grade V to be finalized.</li> <li style="text-align: center;">---</li> <li><input type="checkbox"/> Additional materials to be developed.</li> <li><input type="checkbox"/> Curriculum to be strengthened based on research findings.</li> <li><input type="checkbox"/> Training on new methods related to teaching of Math for material developers, QMs.</li> </ul>	<ul style="list-style-type: none"> <li style="text-align: center;">---</li> <li><input type="checkbox"/> Teacher's guide and workbook for Grade 3 will be revised and published.</li> <li><input type="checkbox"/> Workbook for grade IV will be revised.</li> <li><input type="checkbox"/> Math curriculum and syllabus for Grades I to V will be developed and finalised in accordance with the National competency.</li> <li style="text-align: center;">---</li> </ul>
<i>Subject: Math</i> <i>Material Development</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Test will be provided for Grade I – V.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An objective type test with ten questions has been taken</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training on supplementary materials related to Grades IV and V</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training on supplementary materials related to Grades IV and</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
<i>Development and Quality Improvement through Revision</i>	<ul style="list-style-type: none"> <li>□ 3 special workshops (3 days) to be held within 3 clusters with the Quality Managers (QMs) and 64 MTs.</li> <li>□ The QMs and MTs will conduct workshops with all the existing MTs in their own teams.</li> <li>□ All MTs who were not in the core group will be included in the core group through training.</li> </ul>	<p>place for the students of Grade I to V. The questions aimed at assessing the ability of students in mental math of mental math type.</p> <ul style="list-style-type: none"> <li>□ 1 special workshop on assessment has been held in with one cluster with 9 QMs and 18 MTs.</li> <li>□ Another workshop assessment and school observation (3 days) has been held in with 3 clusters with the QMs.</li> <li>□ 1 special workshop has been with the teachers to find out which material among BRAC text and GOB text is appropriate for the students of IV and V.</li> <li>□ The QMs and MTs have been conducting workshops on an ongoing process with all the existing MTs in their own teams.</li> <li>□ MTs who were not in the core group are in the continuous process of being included through training.</li> </ul>	<p>to be provided to QMs, MTs and RTs.</p> <ul style="list-style-type: none"> <li>□ Training on new methods related to teaching of Math for MTs, RTs and teachers.</li> </ul> <p style="text-align: center;">—</p>	<p>V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other staff and teachers.</p> <ul style="list-style-type: none"> <li>□ The above training will be disseminated to the MTs, RTs and teachers.</li> <li>□ Achievement test will take place for Grades IV and V.</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
		<ul style="list-style-type: none"> <li>□ Workbook for grade III has already been revised and is in the process of publication.</li> </ul>		
<b><i>Subject: English</i></b>  <b><i>Material Development and Quality Improvement through Revision</i></b>	<ul style="list-style-type: none"> <li>□ Supplementary materials for Grades IV and V to be finished and published.</li> <li>□ 200 double MTs to be developed and 2,000 BTs to be developed.</li> <li>□ Workbook for Grade III to be developed.</li> <li>□ More BTs to be developed.</li> <li>□ Training on supplementary materials to be held to continue with QMs, MTs, BTs &amp; TARC trainers.</li> </ul>	<ul style="list-style-type: none"> <li>□ A Teacher's Aid has been developed and published for Grade V.</li> <li>□ A Teacher's Aid and a Students' Practice Book for Grade IV are in the process of publication. The Grade IV supplementary material has been revised and improved.</li> <li>□ 200 double MTs have been developed and need based BTs have been developed.</li> <li>□ Emphasis was given more on Grades IV and V during this period; it was only possible to identify the competency-based contents for Grade III workbook.</li> <li>□ On the basis of need 88 BTs have been developed.</li> <li>□ Training on supplementary materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate</li> </ul>	<ul style="list-style-type: none"> <li>□ Additional materials to be developed.</li> <li>□ Supplementary materials for Grade V to be finalized.</li> <li>□ Training on supplementary materials related to Grades IV and V to be provided to QMs, MTs and RTs.</li> </ul>	<ul style="list-style-type: none"> <li>□ An English text book named 'English for tomorrow' along with a student's workbook has been developed for Grade IV which will be piloted and used in Mymensingh region and in all formal schools.</li> <li>□ A Students' Practice Book (Workbook) will be developed for Grade III;</li> <li>□ Training on supplementary materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other staff and teachers.</li> <li>□ A Teacher's Aid and a Students' Practice Book for Grade IV has been finalized and is in the process of publication.</li> <li>□ Teacher's Guide for Grade III will be revised and improved according to the format developed for Grades IV and V.</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan –Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
		these training to other staff and teachers.		
<b>Subject: English</b>  <b>Material Development and Quality Improvement through Revision</b>	<input type="checkbox"/> English Curriculum from Grade I to V will be revised.  <input type="checkbox"/> Findings related to Grade V 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.	<input type="checkbox"/> English curriculum from Grades I to V is in the process of development; in this regard a workshop has been held with group members.  <input type="checkbox"/> Findings related to Grade V materials testing have been collected and based on that Grade IV materials are being in the process of developing.  <input type="checkbox"/> New design of English Training and workshop have been developed and practiced with 32 QMs that later has been disseminated to the staff and teachers by the QMs.		<input type="checkbox"/> English curriculum and syllabus for Grades I to V will be developed and finalized.  <input type="checkbox"/> Refreshers training will be conducted with the newly selected core-group members.  <input type="checkbox"/> Special training for the textbook 'English for Tomorrow' to be provided to the responsible staff and teachers of NFPE school and all Formal school teachers and staff of Grade IV.
<b>Subject: Social Studies (Rural)</b>  <b>Material Development and Quality Improvement through Revision</b>	<input type="checkbox"/> Findings related to existing Social Studies to be collected and shared.	<input type="checkbox"/> The group visited 30 schools in 10 teams of 3 regions to find out the acceptability of the workbook and necessary changes have been incorporated in the core group MT training.	<input type="checkbox"/> Additional materials to be developed.  <input type="checkbox"/> Training on supplementary materials related to Grades IV and V to be provided to QMs, MTs and RTs.	<input type="checkbox"/> Workbook and Text Book of grade I will be revised on the basis of new syllabus.  <input type="checkbox"/> Training on supplementary materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other staff and teachers.



<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
	<ul style="list-style-type: none"> <li>❑ New developments related to Social Studies to be explored &amp; shared between material developers and QMs.</li> <li>❑ Effective questions to be developed and distributed by MTs &amp; BTs.</li> <li>❑ TARC trainers, who are involved in Basic teachers training, are to be provided with orientations.</li> <li>❑</li> </ul>	<ul style="list-style-type: none"> <li>❑ For developing effective questions for Grades I to III for Social Studies the group shared with the QMs.</li> <li>❑ To assist teachers for assessing previous knowledge and evaluation for Grade I to III students a set of effective questions for the students' has been prepared and distributed.</li> <li>❑ 75 TARC trainers have been provided with orientations.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Curriculum to be strengthened based on research findings.</li> <li>❑ Materials related to value education (addressing prejudices, stereotypes) to be developed in the story form for rural schools</li> </ul>	<ul style="list-style-type: none"> <li>❑ Social Studies curriculum and syllabus for Grades I to III will be developed and finalized</li> <li>❑ A series of books related to value education have already been developed by ADP and are in use in the field. Alongside, in materials of Social Studies Grade I to III and Ethnic Minority these are also addressed.</li> <li>❑ Chapter wise exercise will be prepared for Grade III.</li> </ul>
<p><i>Subject: Social Studies (Urban)</i></p> <p><i>Material Development and Quality Improvement through Revision</i></p>	<ul style="list-style-type: none"> <li>❑ All trainings to be followed up.</li> <li>❑ Textbook for Grade III to be published and distributed.</li> <li>❑ More refreshers to be provided on Grade I to III for staff and teachers. More MTs &amp; BTs to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The process of training is being followed up on an ongoing process.</li> <li>❑ Revision has been done and will continue to take place to upgrade the textbooks of Grades I to III.</li> <li>❑ The teachers are in the process of development by H.O. staff and QMs on an ongoing process.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Nothing has been specified in the PP this year.</li> </ul>	<p style="text-align: center;">---</p> <ul style="list-style-type: none"> <li>❑ A series of books related to value education have already been developed by ADP and are in use in the field. Alongside, in materials of Social Studies Grade I to III and Ethnic Minority these are also addressed.</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
	<ul style="list-style-type: none"> <li>❑ New edition of textbook II to be printed.</li> <li>❑ More information to be collected on working children to strengthen the existing curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>❑ New edition of textbook II has been printed.</li> <li>❑ Information to be collected and strengthened based on experience with pilot project with ILO in Rangpur.</li> </ul>		<ul style="list-style-type: none"> <li>❑ Social Studies curriculum and syllabus for Grades I to III will be developed and finalized.</li> <li>❑ Chapter wise exercise will be prepared for Grade III.</li> <li>❑ Training on supplementary materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other staff and teachers.</li> </ul>

\* The urban social studies curriculum has been revised. Now, Rural Social Studies curriculum is also being used in urban schools, as there are topics relevant to urban environment.

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
<p><i>Subject: Social Studies and Science (Grades 4 and 5)</i></p> <p><i>Material Development and Quality Improvement through Revision</i></p>	<ul style="list-style-type: none"> <li>❑ Teachers' training and refresher guide for Grade V will be published.</li> <li>❑ More BTs will be developed.</li> <li>❑ Revised teacher's training and refresher's guide</li> </ul>	<ul style="list-style-type: none"> <li>❑ Teachers' training and refresher's guide for Grade V has already been published and distributed in the field.</li> <li>❑ Need based more BTs are being developed in the field.</li> <li>❑ ---</li> </ul>	<ul style="list-style-type: none"> <li>❑ Additional materials to be developed.</li> <li>❑ Supplementary materials for Grade V to be finalized.</li> <li>❑ Curriculum to be strengthened based on research findings.</li> <li>❑ Training on supplementary</li> </ul>	<p style="text-align: center;">---</p> <ul style="list-style-type: none"> <li>❑ Supplementary materials for Grade V will be finalized.</li> <li>❑ Social Studies and Science curriculum and syllabus for Grades I to V will be developed and finalized.</li> <li>❑ Training on supplementary materials related to</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
	<p>will be published.</p> <p>---</p> <p>□ More refresher courses will be provided to both MTs and BTs.</p> <p>□ More double MTs will be developed.</p>	<p>□ Exploring the development of a student practice book for grade IV to support Govt. texts</p> <p>□ Need based refresher courses are being carried out in the field to 80 MTs and 83 BTs.</p> <p>□ ---</p> <p>□ A teacher's workshop for idea sharing has been carried out for developing supplementary materials for Grade IV.</p>	<p>materials related to Grades IV and V to be provided to QMs, MTs and RTs.</p>	<p>materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other staff and teachers.</p>
<p><b>Subject: Bengali</b></p> <p><b>Material Development and Quality Improvement through Revision</b></p>	<p>□ Training design to be developed for mainstreaming lessons related to teaching Bengali for Grades I to III.</p> <p>□ Training on new developments in Bengali to be arranged for material developers, QMs, MTs &amp; BTs.</p>	<p>□ Training design has been developed for mainstreaming lessons related to teaching Bengali for Grades I to III.</p> <p>□ Training on new development on Grade I to III Bengali materials has been arranged for BTs.</p>	<p>□ Additional materials to be developed.</p> <p>□ Training on supplementary materials related to Grades IV and V to be provided to QMs, MTs and RTs.</p>	<p>□ Grade IV teachers' guide is finalized and is in the process of publication and Grade V teachers' guide is in the process of development.</p> <p>□ Training on supplementary materials related to Grades IV and V will be provided to QMs and selected subject-core group MTs. They will disseminate these training to other</p>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
			---	staff and teachers. <input type="checkbox"/> Bengali curriculum and syllabus for Grades I to V will be developed and finalized.

### ***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 2002 are:

- A pilot study on newly produced English Textbook for Grade IV.
- Developing a system for standardized school grading for NFPE.
- Impact of teacher's refreshers in classroom practices.

This unit has a plan for a number of studies in collaboration with The Research and Evaluation Department (RED). These include-

- Impact of the function of QM.
- Exploratory study indicating what role the teacher can play in handling problems particular to adolescent/ children with special needs.
- A Comparative study on teacher's performance of preprimary school (BRAC Graduate teachers and non-BRAC graduate teachers).
- Achievement of learning outcome of Teachers Basic training: A case study.
- Impact of BEP staff training.
- What does trustee board members think about the future sustainability of Gonokendra Pathagar and its management.
- Causes behind gender difference in Mathematics: An exploratory study in BRAC schools. (Follow up)

Alongside BRAC Monitoring Department will be assigned to do the following studies-

- Effect of livelihood training provided by Adolescent Development program.
- Performance of NFPE graduates in Grade VI of secondary schools.
- Learning performance of course completed Pre-primary learners at formal school.
- The reason for the librarian drop out and its possible solution.
- Trend in borrowing of books in BRAC Gonokendra Pathagar.
- Performance of school Pathager. A comparative study between the areas, which are supervised by both 'PS' (Pathager Supervisor) & 'KS' (Kishori Supervisor) vis-à-vis that are supervised by 'KS'.

BEP Monitoring Unit is also assigned to conduct a study on the following by 2002-

- Coverage and status of Ethnic minority children in BRAC school of the existing working area.

*New Initiatives:*

<i>Particular</i>	<i>BEP's Plan for Jan - Dec 2001</i>	<i>Achievement During Jan - Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan - Dec 2002</i>	<i>BEP's plan for Jan - Dec 2002</i>
<p><i>Subject: Ethnic Minority</i></p> <p><i>Material Development and Introduction of New Initiatives</i></p>	<ul style="list-style-type: none"> <li>❑ 3 follow up workshops to be held between 75 teachers of schools for minority children.</li> <li>❑ Through these workshops these teachers will be identified as Batch Trainers for each team to assist other teachers.</li> <li>❑ Information on life and lifestyle of different ethnic groups will be collected and provided for publication in ALO magazine and EDU for developing supplementary materials.</li> <li>❑ Two workshops will be held with ethnic children on story writing.</li> <li>❑ Three workshops will be held with women among ethnic minority</li> </ul>	<ul style="list-style-type: none"> <li>❑ A workshop has been carried out at Sreemongal TARC with 20 Teachers in January 2001.</li> <li>❑ 15 teachers have already been selected as BT.</li> <li>❑ Stories written by ethnic children have been in the process of development and yet to be published.</li> <li>❑ 2 workshops with 50 ethnic children participants have been carried out at Sreemongal and Rajshahi in June.</li> <li>❑ Two workshops have already been carried out with 45 women among ethnic</li> </ul>	<ul style="list-style-type: none"> <li>❑ Nothing has been specified in the PP for the year 2002.</li> </ul>	<ul style="list-style-type: none"> <li>❑ A workshop to be held with TIC, PO and Teachers to create awareness and to increase number of schools.</li> <li>❑ To increase awareness and opinion sharing to preserve cultural heritage and to reduce discrimination workshop will be held with local community members.</li> <li>❑ 4 BT training to be held.</li> <li>❑ Cluster wise meeting will be held with QMs, RMs and staffs.</li> <li>❑ Workshop will be held with BRAC graduate Kishori to find out types of livelihood training and reading materials for RCs.</li> <li>❑ Effort through the stipend program for the ethnic minority students of secondary</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan - Dec 2001</i>	<i>Achievement During Jan - Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan - Dec 2002</i>	<i>BEP's plan for Jan - Dec 2002</i>
	<p>group.</p> <p>❑ Cluster wise three workshops to be held with staff to increase awareness</p>	<p>minority group.</p> <p>❑ Three workshops have been held at Sreemongal, Mymensingh and Rajshahi.</p>		<p>secondary schools who want to continue their studies.</p> <p>❑ Effort will be made to raise awareness among the field staff to provide children of ethnic minorities more access to education.</p> <p>❑ Initiative will be taken to deploy more staff from ethnic minority background.</p> <p>❑ Linkage with HRD to promote recruitment facilities for the staff of ethnic minorities.</p>

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

**Summary:**

Bangladesh is a multi-cultural country with 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.

There are about 4,500 Ethnic students who are studying at around 400 BRAC schools in the districts where Ethnic groups exist. Among 37 regions of BEP, there are only 16 regions, which have learners from Ethnic groups.

o **Financial expenditure of Output -3 :**

**Planned expenditure (taka):**

<i>Output</i>	<i>Planned as per PP for Jan - Dec 2002</i>	<i>Operational budget for Jan - Dec 2002</i>
<b>Materials development &amp; New initiatives</b>	29,519,619	29,519,619

The budget planned as per PP and BEP's operational budget for January - December 2002 has been estimated of Tk. 29,519,619.

### 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 2002:

**a. Union based libraries:**

<i>Particulars</i>	<i>BEP's Plan for Jan -Dec 2001</i>	<i>Achievement During Jan - Dec 2001</i>	<i>Planned as per PP for Jan-Dec 2002</i>	<i>BEP's plan for Jan-Dec 2002</i>
Union based library	100 (new) Total: 600	**70(New) Total: 570	100(New) Total: 700	130(Including previous 30) Total: 700
Activity plans of the Union based libraries	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)	526 *(Each library had prepared an annual plan which among other will include activities such as: Individual performance – 338 Group performance - 275 Celebrating national days- 298 Social services – 56 Training of members – 163 Fundraising through crop collection – 362)	<input type="checkbox"/> No target has been specified in project proposal.	550 (Each library will prepare an annual plan which among other will include activities such as: Individual performance – 400 Group performance - 300 Celebrating national days- 320 Social services – 80 Training of members – 185 Fundraising through crop collection – 400)
<u>Training plans of Union libraries:</u>				
a. Basic orientation (6 days) provided to librarians on library operations (No. of library)	a. 100	a. 177 (including 77replaced librarians)	c. 100	a. 130
b. Orientation (3 days) provided to community members (No. of library)	b. 100	b. 205 (1 day orientation)	d. 100	b. 130
c. Basic training (6 days) provided to staff on library operation (No. of library)	c. 20	c. 27	c. 20	c. 20
Union library trusts to be formed	110 (new) Cumulative total: 480	***46 (new) Cumulative total: 436	Trust has been formed within 2 years of library operation	64(new) Cumulative total: 500

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

\*\* Another 30 libraries will be opened in January, 2002.

\*\*\* 46 Union Libraries out of 110 (according to the work plan of 2001) will be formed as trusts. These Union Libraries will be 2 years old during the year 2001.



**b. Reading Centres:**

<i>Particulars</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Planned as per PP for Jan-Dec 2002</i>	<i>BEP's plan for Jan-Dec 2002</i>
Reading centres (New)	2,000 (Total 6,000)	2,280 (Total 6,500)	2,000	500 (Total 6,000)
Permanent Reading Centres*	---	---	---	10
Members to receive training through Reading centers	4,140	**2,750	13,000	***4,180
Particulars of the trainings conducted through Reading centres	Adolescent Leader -250 Peer Educators -3,000 Photography - 300 Agriculture - 90 Others - 500 Total: - 4,140	Adolescent Leader- 153 Peer Educators -2,261 Computer - 81 Photography - 75 Journalism 90 Agriculture - 90 Total: -2,750	13,000	Adolescent Leader- 30 Peer Educators - 900 Computer - 50 Photography - 50 Journalism 60 Agriculture - 60 Grocery shop training-30 Tailoring -3,000 Total: - 4,180

Note: Reading Centres were established by Continuing Education, but now and on all the activities are managed and operated by ADP, henceforth Reading Centres will be reported under ADP in the future.

- \* ADP plans to establish 10 permanent Reading Centres in 2002.
- \*\* Due to resource constraint 605 KK schools were reopened instead of the planned 2,454 in January-December, 2000. As a consequence 500 Reading Centres will be opened instead of BEP's plan 2,000 in the year 2002. However, the total number of on going Reading Centre will be 6,000 as per BEP's plan in 2002.
- \*\*\* Previously these training were life skills based, but some of these are now redesigned as livelihood training e.g. data entry training, photography, journalism etc so that they can earn themselves.

**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 '2002 is 700. 550, 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 64 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 '2002. The CEP during this period has also planned to provide short duration skill trainings to sum 4,180 members of the Reading Centres.

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2001												
2002												
2003												
2004												
2005												
2006												
2007												
2008												
2009												
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2021												
2022												
2023												
2024												
2025												
2026												
2027												
2028												
2029												
2030												

The following table shows the number of centres operating in each of the years from 2001 to 2030. The number of centres is expected to increase steadily over the period.

The following table shows the number of members of the Reading Centres in each of the years from 2001 to 2030. The number of members is expected to increase steadily over the period.

### MEMBERSHIP

The following table shows the number of members of the Reading Centres in each of the years from 2001 to 2030. The number of members is expected to increase steadily over the period.

The following table shows the number of members of the Reading Centres in each of the years from 2001 to 2030. The number of members is expected to increase steadily over the period.

The following table shows the number of members of the Reading Centres in each of the years from 2001 to 2030. The number of members is expected to increase steadily over the period.

## **Adolescent Development Programme (ADP) :**

The Adolescent Development Programme was established as a result of the accelerated developments of activities of BEP targeted to adolescents. Under ADP, the main focus is developing an infrastructure and service for adolescent. This is done through Reading Centres, APON and APON for boys. Adolescent Peer Organized Network (APON) runs activities and livelihood training for adolescent girls; this component has evolved into the *APON Kishori Abhijan* project (funded by UNICEF).

### ***Initiatives for Adolescents outside Kishori Abhijan:***

ADP will run a number of activities through Reading Centres that were previously managed by Continuing Education. But now on these will be managed and operated by ADP.

In the year 2002, ADP plans to run the following activities:

- 2 journals developed by adolescent girls will be processed for printing.
- Girls' nutritional status will be assessed by introducing health cards and nutritious food to increase awareness level. Necessary equipments will be supplied to carry on these activities.
- A simplified version of APON will be introduced for 2000 Reading Centres covering 80,000 adolescent girls.
- 10 girls will receive necessary support (credit and training) to set up and carry on grocery stall.
- A total of 126( 63 from RCs and 63 from APON Kishori Abhijan) girls will be developed as core trainers through 3 months training provided by SINGER. The core trainers will be responsible to train up the members of Reading Centres on tailoring, embroidery and knitting. Besides this, linkages will be established with Aysha Abed Foundation.
- Delayed marriage scheme will be introduced for 126 adolescent girls to prevent early marriage and to appear in the S.S.C. exam.
- A programme will be designed for married adolescents where 250 couples will take part through 50 reading centers.
- Efforts will be made to make the RCs more attractive and interesting through in house competition.

### Adolescent Peer Organized Network (APON):

<i>Particular</i>	<i>BEP's Plan for Jan - Dec 2001</i>	<i>Achievement During Jan - Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan - Dec 2002</i>	<i>BEP's Plan for Jan - Dec 2002</i>
<p><b>Subject:</b> <i>Adolescent Peer Organized Network (APON)</i></p> <p><b>Material Development and Introduction of New Initiatives</b></p>	<ul style="list-style-type: none"> <li>❑ APON programme will be implemented in 2000 Reading Centres covering more 50,000 adolescent girls.</li> <li>❑ Reading Centres will be managed by 3,000 new Peer Educators who will be provided with training.</li> <li>❑ 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.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Around 26,299 members have participated in APON programme through 1,138 Reading Centres.</li> <li>❑ 14 adolescent girls were selected as Core Trainers who has developed 153 girls as Adolescent Leaders, who in turn have trained 2,216 Peer Educators to carry on APON sessions in Reading Centres. Besides 80 girls have been developed as Adolescent Monitors and 600 girls as Kishori Supervisors.</li> <li>❑ Around 336 girls received livelihood training. Among them 81 girls received computer training and 51 girls are working at BDP, 75 girls received photography training and 61 girls received credit from BDP, 90 girls received journalism training and 16 of selected 60 girls are working with ETV (a private TV network) and 90 girls received agricultural training and 22 of them are working with BDP.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Storybooks to be developed for adolescent issues such as importance of birth registration, delayed marriage.</li> </ul>	<p style="text-align: center;">---</p> <ul style="list-style-type: none"> <li>❑ The course APON will be implemented in 450 new Reading Centres and necessary materials will be distributed to all centers for training purposes.</li> <li>❑ A total of 126 girls will be developed as core trainers through 3 months training provided by SINGER. The core trainers will be responsible to train up the members of Reading Centres on tailoring, embroidery and knitting. Besides this, linkages will be established with Aysha Abed Foundation.</li> </ul>
<p><b>Subject:</b> <i>Adolescent Peer Organized</i></p>	<ul style="list-style-type: none"> <li>❑ Interaction will take place between 250 adolescent leaders and core group of BRAC head office through workshops.</li> <li>❑ A discussion session on specific learnt issue to reinforce members' learnings</li> </ul>	<ul style="list-style-type: none"> <li>❑ 3 experience sharing workshop have been held between core group of BRAC Head Office and 90 Adolescent Leaders. These Adolescent Leaders carried out the same workshop with 2,216 Peer Educators.</li> <li>❑ The 5-month course of APON has been started in August 2001. Therefore, the discussion session will</li> </ul>		<ul style="list-style-type: none"> <li>❑ Around 28,000 members will receive certificate to find out the possibilities of future employment.</li> <li>❑ Trained Adolescent Leaders will receive a 3 days refreshers training and 34 new Adolescent Leaders will develop 900 girls as Peer Educators who will in turn be responsible for creating</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
<p><b>Organized Network (APON)</b></p> <p><b>Material Development and Introduction of New Initiatives</b></p>	<p>to be held twice in every month for 2 hours in Reading Centers.</p> <ul style="list-style-type: none"> <li>❑ Refreshers training will be conducted by adolescent leaders to peer educators three times during the course.</li> <li>❑ 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.</li> <li>❑ 90 adolescent girls will receive agriculture training on poultry.</li> <li>❑ 300 adolescent girls will be provided with photography training.</li> <li>❑ Three books (e.g. social barriers and environment) will be published. Annually two magazines on APON girls.</li> </ul>	<p>start to be held from February 2002. But in this 5-month course 5 discussion sessions were carried out on community network.</p> <ul style="list-style-type: none"> <li>❑ 2,261 peer educators were provided with monthly refreshers training carried out by 90 Adolescent Leaders, 3 times during the course.</li> <li>❑ Four 2-day workshops have been held with Adolescent Journalists to improve their writing skills and to collect features for the journal publication. Besides, counseling on child abuse was carried out with 15 adolescent girls by Head Office core group.</li> <li>❑ 90 girls received 6 months residential agricultural training on poultry, dairy and nursery.</li> <li>❑ 75 adolescent girls have been provided with photography training.</li> <li>❑ Three books on social barriers and environment were published. Along with that a guidebook for Peer Educators has been revised, printed and disseminated. Preliminary draft of adolescent magazine has been developed.</li> </ul>		<p>awareness among 11,000 members.</p> <ul style="list-style-type: none"> <li>❑ A discussion session on specific learnt issue to reinforce members' learning to be held twice in every month for 2 hours in 1,138 Reading Centers.</li> <li>❑ Experience sharing workshops will be organized for Adolescent Leaders and Peer Educators to improve their skills related to communication and group interaction.</li> <li>❑ Interaction will take place between 75 Adolescent Leaders and Head Office staff through experience exchange workshop.</li> <li>❑ 1,138 girls will be developed as librarians.</li> </ul>
<p><b>Subject: Adolescent Peer Organized Network (APON)</b></p>	<ul style="list-style-type: none"> <li>❑ Three books (e.g. More 100 staff will be provided with an orientation on APON programme.</li> </ul>	<ul style="list-style-type: none"> <li>❑ 73 team based Pathagar Supervisors have been oriented on the programme through a 3-day training. Moreover, all of them received a 3-day refreshers training. Additionally, one orientation and 6 one – day monthly meeting with 37</li> </ul>		<ul style="list-style-type: none"> <li>❑ 3 fact-finding workshops will be organized to plan possible employment opportunities at local level.</li> <li>❑ Different staff covering Regional Programme</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan – Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's Plan for Jan – Dec 2002</i>
<i>Material Development and Introduction of New Initiatives</i>		monthly meeting with 37 Regional Programme Organizers (RPOs) have been conducted.		Regional Programme Organizers, Pathagar Supervisors, Adolescent Supervisors, Adolescent Monitors will participate in 3 mixed group workshops to improve interaction and to share the process for effective implementation.  □ APON for boys will be implemented in 6 schools (2 classes in each school) covering 360 boys.

### Summary:

In 1993 BRAC set up Reading Centres for adolescents who had graduated from BEOC schools. The primary objectives of these centres were to provide adolescents with an opportunity to socialize with one another and to have access to reading materials to facilitate retention of their literacy skills. Prior to the establishment of the reading centres, these types of clubs for adolescents were completely absent in rural Bangladeshi society. As a result, girls who were not necessarily BRAC graduates as well as older women from the community also became interested in attending the reading centres.

Having established the APON programme for unmarried adolescent girls, BEP then began to examine the need to address the needs and concerns of other adolescents who were also dealing with similar issues and could also benefit from similar types of learning opportunities.

Later in 2001, in response to this recognised need for focus on all adolescents and their unique needs within their age group (including boys and married adolescents), BEP established the Adolescent Development Programme (ADP) as a separate unit with the responsibility to focus specifically on adolescent programmes.

The inclusion of boys was essential in this process as it was recognized that for girls to thrive successfully in their work and home environments, the support and increased awareness of boys is necessary.

Throughout the development of the APON programme, married adolescents girls always expressed keen interest (e.g. standing outside APON classes, following discussions etc.). In fact, a baseline survey carried out by BIDS and the Population Council revealed that unmarried girls were visiting the reading centres and consequently increasing their awareness as well. Also revealed through this survey, was the fact that marriage often decreased mobility for girls making them more vulnerable to various forms of oppression and discrimination.

ADP therefore felt that married adolescents needed to be included as a part of the intervention target. Consequently, BEP is looking to establish a program specifically for married adolescents. The course would involve participation by both husband and wife.

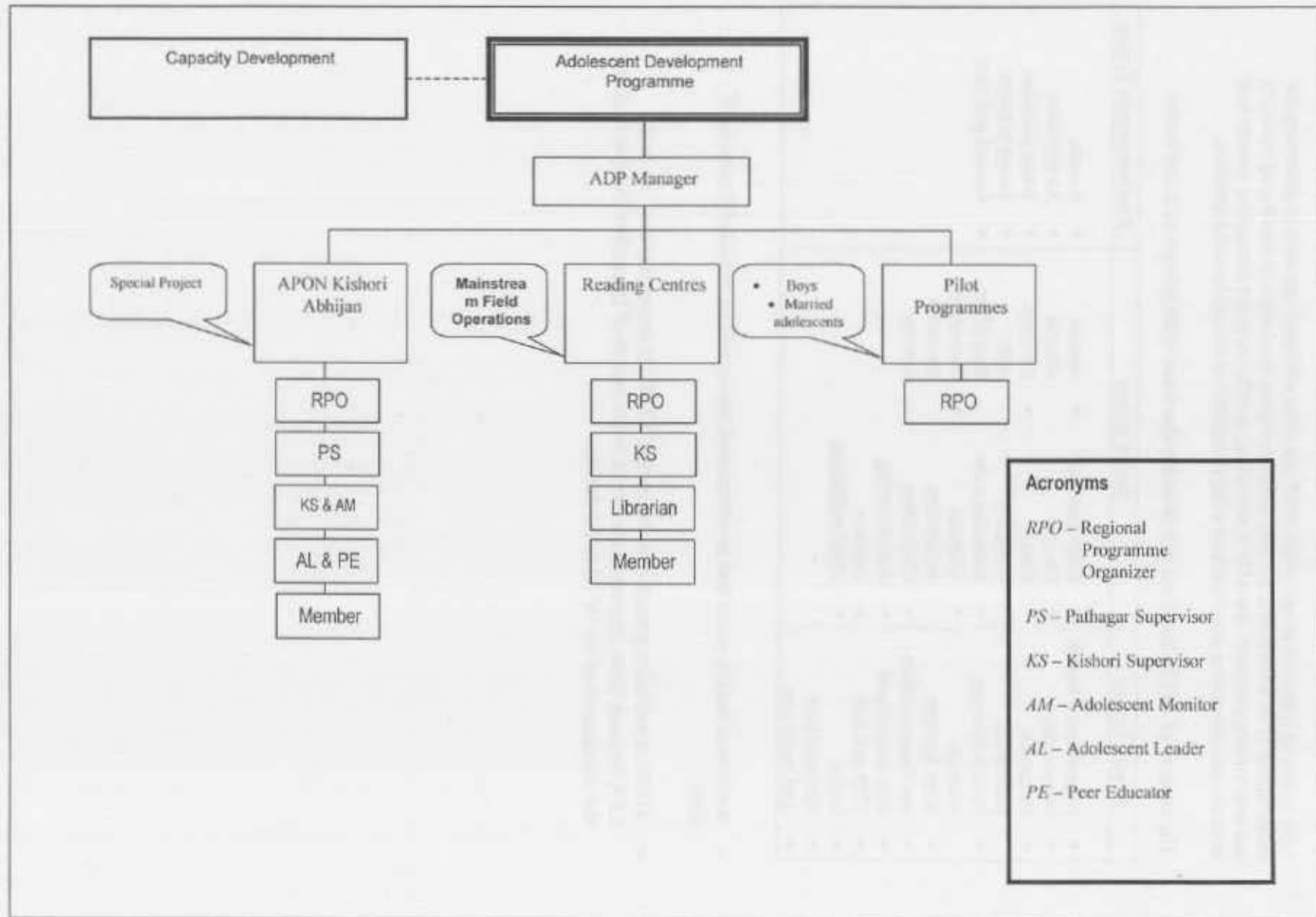
ADP is now an independent unit within BEP that takes a focused approach to addressing the unique needs of all adolescents, not only unmarried girls. In addition to developing materials and new training programs, the ADP is also taking an effort to make the reading centres more attractive and interesting so as to attract a larger segment of the adolescent population.

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

- 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.

## ADP Organogram





**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 appears 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 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. A workshop on sexual health counseling for Adolescent boys was carried out by Engendered Health. In the workshop it was revealed that boys are interested to have peer group session in high school, local club and field-based forum. Pilot test are being conducted in October in Jamalpur and Sirajgong in Highschools. As their contents are very different from girls, reading materials will be developed upon discussion with them.

**c. Financial expenditure of Output – 4:**

**Planned expenditure (taka):**

<i>Outputs</i>	<i>Planned as per PP for Jan – Dec 2002</i>	<i>Operational budget for Jan – Dec 2002</i>
<b>Continuing Education Programme</b>	71,744,964	71,744,964

As per plan BEP has estimated to spend Tk. 71,744,964 during January to December 2002.

## **Output 5 – Government of Bangladesh Partnership Unit:**

Another area that has become an independent unit as a result of the restructuring of BEP is the Government of Bangladesh Partnership Unit. This unit now manages three new initiatives that involve partnerships or collaboration with the Government of Bangladesh. These are pre-primary schools, community schools and the PRIME project.

Pre-primary schools are established to prepare children aged 5 for Grade I of primary school. Pre-primary schools are linked to Government Primary schools and not to NFPE schools. Community schools have been handed over by the government in order to make these institutions operational. Pre-primary schools and community schools fall under GOB partnership unit along with PRIME because the objective of these interventions is the same – effective collaboration with the GOB.

### ***PRIME (Primary Initiatives in Mainstreaming Education)***

PRIME began in July 2001 as a follow up to the concerns of the DC with respect to the extent of BRAC's cooperation and collaboration with the Government of Bangladesh. Its primary objective is to improve the quality of primary education through BRAC's involvement with the main actors in the primary education sector at large. It follows the rationale that in order for primary education to progress in Bangladesh, there needs to be an increase in sharing of experiences and ideas between NGOs and the GOB. Because, NGOs provide education to a mere 8.5% (Source: Hope Not Complacency: State of Primary Education in Bangladesh in 1999 by Education Watch) of the school age children in the country (out of which 6.5% is provided by BRAC), it is essential that the mainstream government system and BRAC facilitate a collaborative effort so that more children may benefit from increased quality primary education.

In the light of this, BRAC established PRIME, an initiative that will work at the pre-primary level and encourage the sharing of knowledge, methodologies and experiences between the GOB and BRAC's Education Programme. PRIME will operate under the Government of Bangladesh Partnership Unit of BEP.

### ***Achievement of 2001:***

This year being the initiation period for the project, there has been extensive groundwork and in order to formulate activities. Initially, a core group of BRAC staff having considerable experience with BEP as well as in other departments (RED & Training) was established. Following a brainstorming session with BRAC senior management and a former education sector specialist from UNICEF an initial plan was outlined. The major concern at this point was whether the work should begin at the local level interacting with the local authorities or whether it would be more prudent to acquire permission from higher authorities. It was decided that the initial field assessments would begin at the local level and simultaneously working with GOB authorities would continue.

including feedback from stakeholders at all levels. An average of 12 Unions within each of these Upazilas was then selected. An overlap with other BRAC project areas was kept to a minimum. The 30 Upazilas were then assigned managers who were given an orientation regarding PRIME and its objectives, provided with strategies in survey taking, relationship building with the government and local communities and ways to identify areas where BRAC could contribute. These staff met with various stakeholders over the last 6 months, including teachers, head teachers, School Management Committees (SMC), local governments authorities, civil society and parents.

In addition to the meetings with these stakeholders, another major undertaking was a survey of the conditions of children aged 0-14 years. This survey was conducted through large and small group discussions to gain an understanding of the lives of children in the areas where the project was to begin. This was done so that all factors that might affect the success of the program could be recognized and all segments of this group could be considered in the development of the project. Prior to the implementation of the survey, local communities were provided with orientation sessions so that the intentions of the survey were understood.

The potential opportunities were identified and categorized into activities that were possible without direct government approval and those that required it.

No approval necessary:

- Mobilization of parents & local community to increase attendance, reduce dropout & improve physical facilities in the schools
- Introduction of pre-primary classes within the catchment areas of selected primary schools/unions

Government Approval required:

- Work with SMC & PTA for smooth operation of schools where approval is needed.
- Introduction of co-curricular activities in the classroom
- Implementation of activities to assist slower learners in improving academic performance
- Training for Head teachers, AUEO & UEO
- Subject-based training to the teachers according to their needs

Key lessons learned through this initial assessment are that there definitely exist opportunities to work with the GOB at the local level and the type of intervention or activity will depend on local conditions and demands. Nonetheless, there do exist the somewhat expected challenges of local power dynamics in interacting with the Government infrastructure. Local level authorities have thus far however, been generally encouraging regarding working with BRAC in mainstreaming primary education. However, they have also articulated a concern regarding the need for approval from higher authorities. As a result, PRIME will look to examine ways in which higher authorities can be involved where necessary without hindering the progress of this innovative new project.

### ***PRIME's Plan for 2002:***

PRIME's plan for 2002 includes the following:

- A continuation of the survey in the 30 Upazilas until February.
- Hold approximately 1,080 meetings with local communities in each Union (3 per community per Union in 30 Upazilas) to raise awareness regarding the benefits of the imminent pre-primary school programme
  - These will be followed up with monthly meetings with parents once the schools have opened
- Conduct initial teacher training
  - These will be followed up by monthly refresher training sessions
- Conduct meetings in school areas/unions to raise awareness about why pre-primary is needed, why they should send their children and who qualifies to attend
  - Participants will be parents and community leaders
- Open 511 pre-primary schools beginning in March 2002  
This will involve:
  - Student selection
  - Selection of building location/site
  - Recruit teachers for the schools; these teachers will be BRAC graduates who have continued their schooling to at least class 8.
  - Select necessary supervisory staff: Supervisory staff will be adolescents who have passed their SSC. The experience of KS for Reading Centre will be used for employing pre primary school supervisors.
- Following the opening of the schools monthly meetings for parents will be held to keep parents informed about the progress of the school, the support needed from them and to address concerns they may have
- Organize workshops, seminars and conferences for MPs, DCS, DPEOs, UNOs, UEOs, AUEOs, UP chairmen and members, Head teachers and Teachers in each upazilla with the objective of advocating the current scenario regarding primary education at local and national level.
- Disseminate and share the findings of local surveys with Teachers, civil society and local level authorities.
- To organize field visits for GOB officials (central and local level) to see initiatives undertaken by BRAC Education Programme.
- With the permission of the PMED organized workshop and training with Teachers, Head Teachers, AUEOs, UEOs will be held on the basis at the local demand.

### ***Community Schools***

The community schools are low-cost, social education institutions, setup by the Government. These were constructed by the General Education Project (GEP) between 1990-96. The local residents of each area where such a school was to be established formed a School Management Committee (SMC), arranged for an empty plot/land on which the school was to be built and made a deposit of Tk. 10,000 to the Govt. In this manner, 3,263 community schools were established in areas where the literacy rate was low, the density of population was high and for geographical reasons, many children (particularly girls) were unable to attend other schools. Once the schools were built the SMCs were made responsible by the Govt. for handling

administrative issues, maintaining discipline, ensuring security, hiring a local teacher from the community and supervising the quality of education imparted to the learners. In return the Govt. would bear the costs of building construction, providing furniture and other logistics such as books, blackboard etc. The teacher's monthly honourarium would also be borne by the Govt. However, it was not long before the Govt. found the performance of many schools had deteriorated as the local communities were unable to run the schools successfully. As a result, a countrywide survey was carried out by the Government where it was found that 194 community schools were non-functional. After the survey the Govt. decided to hand over these schools to various NGOs to run them more efficiently from the organization's own resources or funds they have received from Donors. However, if the NGOs are able to run these schools successfully for more than 2 years, the Govt. will consider providing salaries for teachers each month.

Of the 194 community schools, the Government allocated 73 schools to BRAC to make them operational. Of the 73, BRAC has formally received 45 schools, 43 are currently operational. One schoolhouse has been eroded by the river and one which was received late will be operational in 2002. In order to make these schools operational BRAC had to repair the school-buildings and approach roads. At present 5,159 students are attending these schools from pre-primary to class IV. To make these schools operational BEP has appointed 148 teachers of whom 94% are women with a minimum qualification of S.S.C. (Secondary School Certificate). The teachers receive a 12 days of basic training, 3 days orientation before opening of schools and 1 day refresher courses every month. In addition to these, each teacher receives a 6 days training at the beginning of academic year. The teachers receive an honorarium of Tk. 625.00 per month. Grade I students pay Tk 15 per month. In grades II, III and IV Tk. 20 per month for material support apart from the textbooks. Extra to this each child pays Tk. 15-20 per year for examination fee.

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

#### *Achievement of 2001:*

In 2001, the total number of on going Community Schools was 43 with an enrollment of 5,169 students. Average number of students in each class was 32 and 143 teacher worked with the community schools in this year.

#### *Plan for 2002:*

- Government of Bangladesh Partnership Unit plans to operate 44 community schools in 2002. The number of students and teachers will be 6475 and 161 respectively.

- Grade V students of community schools will be given the opportunity to sit for scholarship test this year.
- Negotiations will be continued with the Government for taking over the 21 schools that have not been handed over to BEP yet.

*Pre Primary*

<i>Particular</i>	<i>BEP's Plan for Jan –Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's plan for Jan – Dec 2002</i>
<p><i>Subject: Pre-primary</i></p> <p><i>Material Development and Introduction of New Initiatives</i></p>	<ul style="list-style-type: none"> <li>□ Orientation on Shishu Sreni will be provided to 300 staff.</li> <li>□ Basic training will be provided to 4,000 teachers.</li> <li>□ Teachers will be provided with a half-day refresher every month.</li> </ul>	<ul style="list-style-type: none"> <li>□ Training has been provided to 290 staff.</li> <li>□ 3,674 teachers have been provided with training.</li> <li>□ Teachers have been provided with one-day refreshers every month.</li> </ul>	<ul style="list-style-type: none"> <li>□ Training of adolescent teachers of Preschools assessed by 2002.</li> <li>□ Training of adolescent teachers revised.</li> </ul>	<p>---</p> <p>---</p> <ul style="list-style-type: none"> <li>□ Review of all materials e.g. teachers' guide, learners' books, support materials and aid, training materials and module of staff, supervisors and teachers.</li> <li>□ TOT will be provided to 120 staff.</li> <li>□ TOT on Shishu Sreni will be provided to 200 Shishu Sreni supervisors.</li> <li>□ Basic training Shishu Sreni will be</li> </ul>

<i>Particular</i>	<i>BEP's Plan for Jan –Dec 2001</i>	<i>Achievement During Jan – Dec 2001</i>	<i>Plan as per Project Proposal (PP) for Jan – Dec 2002</i>	<i>BEP's plan for Jan – Dec 2002</i>
				<p>provided to 200 Shishu Sreni supervisors.</p> <ul style="list-style-type: none"> <li>□ Basic training on Shishu Sreni will be provided to 2,400 teachers.</li> <li>□ Teachers will be provided with one-day refreshers every month.</li> <li>□ 200 Supervisors will be given orientation on review materials and module.</li> <li>□ Management Training will be provided to 200 Shishu Sreni Supervisors.</li> </ul>

**Summary:**

The Pre-primary school has been one of the most interesting interventions of BRAC Education Programme. This school has been established for young learners of age 5 yrs. The session operates in a schoolroom similar to the BRAC school. The duration of each pre-primary school is 12 months. There are 25-30 learners in a school. Each pre-primary school consists of 2 Kishori (adolescent) teachers (former BRAC graduates are preferred). The curriculum for pre-primary has been implemented by the BEP staff. Pre primary schools as a policy operate near the GOB run primary schools in order to facilitate the process of transfer of students after the pre-primary school completes the course.

Pre-primary teachers are adolescents. The experience of APON and Batch Trainers will be shared to develop teacher into trainers. It is hoped that with the involvement of adolescent supervisors and adolescent teachers the child-to-child approach would benefit the pre-primary school model. Adolescent supervisors and teachers would get similar incentives as adolescents under RCs. Supervisors and teachers will be

provided with delayed Marriage Incentive Schemes to appear for S.S.C. and H.S.C. examinations.

- o Pre-primary is basically a self-financing project. Tk 20 is being provided as registration fee by each child. Furthermore, each child contributes TK. 10 per month that is being used for the teacher's honorarium.

**a. Financial expenditure of Output – 5:**

**Planned expenditure (taka):**

<i>Outputs</i>	<i>Planned as per PP for Jan – Dec 2002</i>	<i>Operational budget for Jan – Dec 2002</i>
<b>Government of Bangladesh Partnership Unit</b>	55,620,000	55,620,000

As per plan BEP has estimated to spend Tk. 55,620,000 during January to December 2002.



## 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
		<b>Total</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>
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
		<b>Total</b>	<b>1,081,474</b>	<b>1,081,396</b>	<b>1,081,345</b>	<b>1,080,833</b>	<b>1,080,833</b>
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
		<b>Total</b>	<b>3,264</b>	<b>13,392</b>	<b>10,506</b>	<b>10,102</b>	<b>4,735</b>
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
		<b>Total</b>	<b>97,920</b>	<b>426,000</b>	<b>333,139</b>	<b>321,694</b>	<b>142,050</b>
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
		<b>Total</b>	<b>3,264</b>	<b>13,392</b>	<b>10,506</b>	<b>10,102</b>	<b>4,735</b>
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
		<b>Total</b>	<b>89,021</b>	<b>385,008</b>	<b>301,266</b>	<b>290,879</b>	<b>129,383</b>

- 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 '2002	BEP's Plan for Jan-Dec 2002
1.	Teachers Basic training	29,600	6,552	6,500
2.	3 days orientation (before school opens)	29,600	6,552	10,100
3.	2 days refreshers after Preparatory phase	42,000	---	10,100
4.	2 days refreshers before introducing Poribesh Porichiti I	42,000	---	---
5.	6 days refreshers at the beginning of class II	48,170	10,601	12,950
6.	6 days refreshers at the beginning of class III	48,380	12,962	12,260
7.	15 days Math development training (for NFPE)	30,610	---	---
8.	15 days Math development Training (for BEOC)	16,370	3,710	---
9.	6 days refreshers at the beginning of 4 <sup>th</sup> Phase (BEOC)	16,370	3,710	---
10.	6 days refreshers at the beginning of 5 <sup>th</sup> Phase (BEOC)	19,040	2,669	---
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	---	---
13.	1 day monthly refreshers including development of Batch trainer (BT) from the teachers	1,786,000	3,74,000	2,69,400
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. Details have been shown in Output 2 in the text.

**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 2002	BEP's plan for Jan-Dec 2002
<b>Material Development</b>	<ul style="list-style-type: none"> <li>Developing supplementary materials for Grade IV and V on different subjects.</li> <li>Revising Health curriculum based on research findings.</li> <li>Mainstreaming CLIP materials.</li> <li>Developing storybooks for Adolescent.</li> <li>Designing and developing CHT curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials for Grade V to be finalized.</li> <li>Additional materials to be developed for Math &amp; Social Studies.</li> <li>Curriculum to be strengthened based on research findings.</li> <li>Materials related to value education (addressing prejudices, stereotypes) to be developed in the story form for rural schools.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials for Grade IV will be developed.</li> <li>Additional materials for Math and Social Studies will be developed.</li> <li>Curriculum will be developed based on research findings.</li> <li>Materials related to value education have been developed.</li> </ul>
<b>New Initiatives</b>	<ul style="list-style-type: none"> <li>Testing and developing Pre-primary school project.</li> <li>Designing and developing Formal (Laboratory) school model.</li> <li>Linking with other institutions and NGOs for Formal schools.</li> <li>Assessing performance of students of Formal schools.</li> <li>Developing training design for</li> </ul>	<ul style="list-style-type: none"> <li>Training of adolescent teachers of Preschools assessed by 2002.</li> <li>Storybooks to be developed for adolescent issues such as importance of birth registration, delayed marriage.</li> <li>Life skills training for trainers of Reading Centres to be developed.</li> <li>Possibilities of developing adolescent girls as community health workers to be studied.</li> </ul>	<ul style="list-style-type: none"> <li>---</li> <li>Storybooks related to these have been developed by APON.</li> <li>Training related to life skill will be provided to trainers of Reading Centres.</li> <li>---</li> </ul>
<b>Particulars</b>	<b>Planned as per PP for June '99 - May 2004</b>	<b>Planned as per PP for January – Dec 2002</b>	<b>BEP's plan for Jan-Dec 2002</b>
<b>New Initiatives</b>	adolescent teachers.	• Training design of adolescent teachers be	• ---

	<ul style="list-style-type: none"> <li>Developing strategies for staff and teachers development of Formal schools.</li> <li>Involving NFPE/BEOC graduates in the community through different trainings.</li> </ul>	completed and revised.	
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#### 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 2002	BEP's plan for Jan-Dec 2002
Union based Library's to be in operation	500 new libraries and 400 carried forward from Phase-2	100	130 (Including previous 30)
Activity plans of the Union based libraries (1 year old libraries)	800	No target has been specified in the project proposal	550
Union library trainings provided to librarians & staff	Librarians: 500 (New) Staff: 150	Librarians: 100 Staff: 20	Librarians: 130 (Including previous 30) Staff: 20
Trusts to be formed (2yr. old libraries)	800 (243 carried forward from Phase 2)	64	64

##### b. Reading centres:

Particulars	Planned as per PP for June '99 - May 2004	Planned as per PP for January - Dec 2002	BEP's plan for Jan-Dec 2002
Reading Centre's to be in operation	6,000	2,000	500
Members to receive training through Reading Centres	68,000	13,000	4,180

### ESP support to partner NGOs

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

Particulars	Training	Schedule	Purpose
Monitoring services	--	<ul style="list-style-type: none"> <li>Continuously throughout the whole course</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining and improving the quality of the programme.</li> </ul>
Supervision	--	<ul style="list-style-type: none"> <li>Usually once a month, throughout the whole course</li> </ul>	
Auditing the programme by BRAC's audit section	--	<ul style="list-style-type: none"> <li>Occasionally</li> </ul>	<ul style="list-style-type: none"> <li>Improving accounting system and bringing in financial discipline</li> </ul>
Assessing student achievement by BRAC's Research and Evaluation Division	--	<ul style="list-style-type: none"> <li>Once a year</li> </ul>	<ul style="list-style-type: none"> <li>Improving student achievement</li> </ul>
Supports in terms of money	--	<ul style="list-style-type: none"> <li>Six monthly installments</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
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&amp;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 2002

Narrative Summary	Agreed Indicators	
	Operational Plan January -Dec 2002	As per PP January -Dec 2002
Programme-level finance	Budget for January - Dec. 2002 1,212,770,761	Budget for January - Dec. 2002 1,212,770,761
Output 1 Finance of the School cost	Budget for January - Dec. 2002 876,969,693	Budget for January - Dec. 2002 876,969,693
Output 2 Finance of the Capacity Development	Budget for January - Dec. 2002 178,916,486	Budget for January - Dec. 2002 178,916,486
Output 3 Finance of the Materials development and New Initiatives	Budget for January - Dec. 2002 29,519,619	Budget for January - Dec. 2002 29,519,619
Output 4 Finance of the Continuing Education Program	Budget for January - Dec. 2002 71,744,964	Budget for January - Dec. 2002 71,744,964
Output 5 Finance of the Short term Strategy	Budget for January - Dec. 2002 55,620,000	Budget for January - Dec. 2002 55,620,000

## NON-FORMAL PRIMARY EDUCATION PROGRAM

Work Plan 2002

In Taka

	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	Actual January 2001 to Dec. 2001	As per PP January 2002 to Dec. 2002	Operational Plan 2002 (Jan-Dec)
	1	2	3	4	5	6	7
<b>Expenditure:</b>							
<b>I. School Cost</b>							
A. Teachers Cost	258,810,765	409,019,947	372,682,574	394,133,656	380,065,898	422,502,883	422,502,883
B. Student Books and Supplies	186,521,735	358,087,823	256,501,189	362,505,721	293,729,059	390,943,084	390,943,084
C. Field Operations	90,677,696	135,985,200	129,771,523	126,538,055	127,352,252	137,702,856	137,702,856
D. Research and Evaluation	4,473,251	8,997,121	5,800,140	8,802,707	6,093,692	9,622,473	9,622,473
E. H O Logistics and Management Support	53,601,019	89,971,219	75,895,528	88,317,742	80,114,720	95,114,881	95,114,881
II. Library Program	34,812,255	67,762,734	28,773,440	64,108,383	43,712,632	71,744,964	71,744,964
III. Innovative Program & Materials Dev.	6,098,893	9,164,433	4,800,031	10,433,131	7,459,864	11,096,936	11,096,936
IV. Education Development Unit	6,434,228	25,351,288	6,390,483	16,886,101	3,909,278	18,422,684	18,422,684
V. Short term Strategy	0	0	0	0	384,777	55,620,000	55,620,000
<b>Total Expenditure</b>	<b>641,429,842</b>	<b>1,104,339,765</b>	<b>880,614,907</b>	<b>1,071,725,496</b>	<b>942,822,172</b>	<b>1,212,770,761</b>	<b>1,212,770,761</b>
<b>Project Income</b>	<b>(6,327,896)</b>	<b>(20,892,300)</b>	<b>19,930,622</b>	<b>(12,282,160)</b>	<b>(397,065)</b>	<b>(21,731,707)</b>	<b>(11,815,040)</b>
<b>Total requirement</b>	<b>635,101,946</b>	<b>1,083,447,465</b>	<b>900,545,529</b>	<b>1,059,443,336</b>	<b>942,425,107</b>	<b>1,191,039,054</b>	<b>1,200,955,721</b>

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



**Details of Plan 2002**  
**NON-FORMAL PRIMARY EDUCATION PROGRAM III**

	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	Actual January 2001 to Dec. 2001	As per PP January 2002 to Dec. 2002	Operational Plan 2002 (Jan-Dec)
	1	2	3	4	5	6	7
<b>Output 1 Level Financing:</b>							
<b>A. Teachers Cost</b>							
1. Teachers Salary	158,170,626	264,537,000	266,685,261	255,345,300	259,432,144	277,763,850	277,763,850
2. Teachers aids and Supplies	491,670	8,089,522	2,972,533	9,676,921	9,221,623	10,589,429	10,589,429
3. Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	49,719,102	55,111,875	55,111,875
4. Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	6,943,815	11,022,375	11,022,375
5. Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	5,653,739	4,822,289	4,822,289
6. Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,502,375	1,928,916	1,928,916
7. General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	3,083,941	1,928,916	1,928,916
<b>Total of A</b>	<b>207,210,994</b>	<b>343,878,304</b>	<b>336,606,529</b>	<b>333,798,262</b>	<b>335,556,739</b>	<b>363,167,650</b>	<b>363,167,650</b>
<b>B. Students Books and Supplies</b>							
1. Lemners Books and supplies	62,773,197	111,435,889	69,148,061	115,368,734	66,343,680	127,476,365	127,476,365
2. Students Supplies	29,867,605	59,398,382	37,695,683	62,542,944	43,192,310	65,210,016	65,210,016
3. Supplementary Reading Materials	2,181,908	8,383,662	9,616,757	9,121,487	8,611,982	11,898,179	11,898,179
4. Class Room Supplies	2,948,717	14,190,358	4,453,439	16,515,040	16,589,588	16,068,965	16,068,965
5. School Room Renovation and Maintenance	37,726,569	88,179,000	65,670,007	85,115,100	89,755,230	89,964,000	89,964,000
6. Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	49,719,102	55,111,875	55,111,875
7. Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	6,943,815	11,022,375	11,022,375
8. Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	5,653,739	4,822,289	4,822,289
9. Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,502,375	1,928,916	1,928,916
10. General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	3,083,941	1,928,916	1,928,916
<b>Total of B</b>	<b>184,046,694</b>	<b>352,839,073</b>	<b>255,532,682</b>	<b>357,439,346</b>	<b>291,395,762</b>	<b>385,431,896</b>	<b>385,431,896</b>
<b>C. Field Operations</b>							
1.1 Salary and Benefits of PO & PA	31,376,539	52,487,500	51,913,020	50,663,750	49,719,102	55,111,875	55,111,875
1.2 Travelling and transportation	6,690,056	10,497,500	6,822,886	10,132,750	6,943,815	11,022,375	11,022,375
1.3 Salary and benefits of Team Leader	16,008,407	26,453,700	28,058,610	24,453,905	25,147,105	26,641,729	26,641,729
1.4 Salary of Area Manager	5,696,376	6,613,425	8,261,248	6,383,633	7,795,707	6,944,096	6,944,096
1.5 Salary of Accountant	4,438,988	4,408,950	5,347,277	4,255,755	4,731,373	4,629,398	4,629,398
1.6 Salary of Service Staff	4,156,737	5,511,188	6,301,160	5,319,694	6,537,094	5,786,747	5,786,747
1.7 Travelling and transportation	6,613,398	9,369,019	7,942,560	8,773,325	9,193,282	9,553,806	9,553,806
1.8 Office Rent and utilities	6,440,777	4,592,656	3,111,075	4,433,078	5,653,739	4,822,289	4,822,289
1.9 Stationeries and supplies	629,988	1,837,063	1,625,535	1,773,231	1,502,375	1,928,916	1,928,916
1.10 General Expenses and maintenance	3,411,338	1,837,063	3,476,219	1,773,231	3,083,941	1,928,916	1,928,916
<b>Total of C</b>	<b>85,462,804</b>	<b>123,608,064</b>	<b>122,859,590</b>	<b>117,962,350</b>	<b>120,307,533</b>	<b>128,370,146</b>	<b>128,370,146</b>
<b>Total of Output 1</b>	<b>476,720,492</b>	<b>820,325,441</b>	<b>712,998,801</b>	<b>809,199,958</b>	<b>747,260,034</b>	<b>876,969,693</b>	<b>876,969,693</b>
<b>Output 2 Level Financing</b>							
1. Teacher Training and refresher	49,124,730	39,892,893	33,107,538	55,269,019	42,175,862	53,824,045	53,824,045
2. Staff training and development							
2.1 Teachers cost	2,475,041	5,248,750	2,968,507	5,066,375	2,333,297	5,511,188	5,511,188
2.2 Student Books and supplies	2,475,041	5,248,750	2,968,507	5,066,375	2,333,297	5,511,188	5,511,188
2.3 Field operations	5,214,892	12,377,136	6,911,933	8,575,704	7,044,719	9,332,710	9,332,710
3. Research and Evaluation	4,473,251	8,997,121	5,800,140	8,802,707	6,093,692	9,622,473	9,622,473
4. HO Logistics and Management Support	53,601,019	89,971,219	75,895,529	88,317,743	80,114,721	95,114,882	95,114,882
<b>Total of Output 2</b>	<b>117,363,974</b>	<b>181,735,869</b>	<b>127,652,154</b>	<b>171,097,924</b>	<b>140,095,588</b>	<b>178,916,486</b>	<b>178,916,486</b>
<b>Output 3 Level Financing</b>							
<b>III. Innovative Program and Materials Dev.</b>							
6,098,893	9,164,433	4,800,031	10,433,131	7,459,864	11,096,936	11,096,936	
<b>IV. Education Development Unit</b>							
1.1 Rent and utilities	273,000	3,890,250	927,840	3,890,250	927,840	4,084,763	4,084,763
1.2 Vehicle	0	6,405,000	0	2,100,000	0	3,969,000	3,969,000
1.3 Library development	0	2,152,500	140,779	1,080,625	53,979	459,375	459,375
1.4 Books and supplies	445,085	1,102,500	65,632	437,500	(31,685)	0	0
1.5 Computer	453,960	3,228,750	0	1,575,000	0	1,653,750	1,653,750
1.6 Project Head	0	1,296,750	364,957	1,296,750	341,150	1,361,588	1,361,588
1.7 Support staff	0	0	2,044,691	0	2,188,509	2,609,709	2,609,709
1.8 Special training and workshop	4,255,684	0	135,000	0	0	0	0
1.9 Consultant	421,569	4,970,875	2,130,630	4,970,875	74,095	2,609,709	2,609,709
1.10 HO Logistics and Management Support	584,930	2,304,663	580,953	1,535,100	355,389	1,674,789	1,674,789
<b>Total of IV</b>	<b>6,434,228</b>	<b>25,351,288</b>	<b>6,390,482</b>	<b>16,886,100</b>	<b>3,909,277</b>	<b>18,422,683</b>	<b>18,422,683</b>
<b>Total of Output 3</b>	<b>12,533,121</b>	<b>34,515,721</b>	<b>11,190,513</b>	<b>27,319,231</b>	<b>11,369,141</b>	<b>29,519,619</b>	<b>29,519,619</b>

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	Actual January 2001 to Dec. 2001	As per PP January 2002 to Dec. 2002	Operational Plan 2002 (Jan-Dec)
1	2	3	4	5	6	7

#### 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	2,641,830	4,421,484	4,421,484
1.1.2 Trust fund	486,746	3,403,125	562,284	6,360,750	2,995,114	6,500,156	6,500,156
1.1.3 Books	7,432,387	9,725,625	951,032	8,824,813	7,905,113	10,349,719	10,349,719
1.1.4 Trunk	28,045	540,313	78,898	540,313	441,510	567,328	567,328
1.1.5 Training	3,084,128	1,404,813	343,771	1,469,125	177,426	1,588,519	1,588,519

##### 1.2 Operating Expenses

1.2.1 Salary and Benefits	9,758,619	17,663,771	11,820,605	17,768,406	13,838,236	21,371,733	21,371,733
1.2.2 Teachers Salary	4,535,410	6,686,400	2,627,911	6,224,400	3,095,865	6,535,620	6,535,620
1.2.3 Travelling and transportation	1,641,824	4,415,943	3,292,435	4,442,102	3,814,935	5,089,703	5,089,703
1.2.4 Staff training	1,245,431	1,766,377	257,203	1,776,841	893,825	2,035,881	2,035,881
1.2.5 Orientation to Community centre	455,781	216,125	(56,828)	172,375	80,448	226,931	226,931
1.2.6 Librarian	1,268,867	3,263,400	1,347,036	2,636,813	1,065,422	2,382,778	2,382,778
1.2.7 Maintenance and Magazine	1,951,325	3,906,000	2,498,512	3,464,213	2,656,218	3,472,048	3,472,048
1.2.8 Utilities	195,656	932,400	537,327	753,375	132,814	680,794	680,794
1.2.9 H O Logistics and Management Support	1,605,291	8,056,254	2,615,767	5,828,035	3,975,876	6,522,269	6,522,269

##### Total of Output 4

34,812,255	67,762,734	28,773,440	64,108,383	43,712,632	71,744,964	71,744,964
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##### Output 5 Level Financing

1.1 Salary and benefits	0	0	0	0	0	21,600,000	21,600,000
1.2 Workshop	0	0	0	0	281,744	2,400,000	2,400,000
1.3 Educational materials	0	0	0	0	0	6,000,000	6,000,000
1.4 IT Facilities	0	0	0	0	0	3,000,000	3,000,000
1.5 Rent and utilities	0	0	0	0	68,053	3,600,000	3,600,000
1.6 Furniture and fixture	0	0	0	0	0	1,300,000	1,300,000
1.7 Sensitisation of Local Govt.	0	0	0	0	0	2,550,000	2,550,000
1.8 Activities with LCG Sub-group on Education	0	0	0	0	0	3,000,000	3,000,000
1.9 Collaborative research	0	0	0	0	0	2,526,000	2,526,000
1.10 Media Coverage	0	0	0	0	0	2,000,000	2,000,000
1.11 HO Logistics and Management Support	0	0	0	0	34,980	7,444,000	7,444,000

##### Total of Output 5

0	0	0	0	384,777	55,620,000	55,620,000
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##### Total Program Level Financing

641,429,842	1,104,339,765	880,614,907	1,071,725,496	942,822,172	1,212,770,761	1,212,770,761
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