

An Appraisal of the Proposal for BRAC's Education Programme: Phase III

22nd August - 12th September 1998



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ACRONYMS AND ABBREVIATIONS

BEOC	Basic Education for Older Children
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Primary Education
CHT	Chittagong Hill Tracts
CLE	Concentrated Language Encounter
CLIP	Chaudina Learning Improvement Project
ESP	Education Support Programme
ESU	Education Support Unit
FLE	Family Life Experience
GO	Government Organisation
GoB	Government of Bangladesh
GQAL	Gender Quality Action Learning
GSS	Gono Shakajjo Sangstha
HPD	Health Population Division
IRI	Interactive Radio Instruction
JPO	Junior Programme Officer
KfW	Kreditanstalt für Wiederaufbau
MDU	Materials Development Unit
MIS	Management Information System
MT	Master Trainer
NEC	National Education Council
NFPE	Non Formal Primary Education
NGO	Non Government Organisation
PEDP	Primary Education Development Programme
PO	Programme Officer
PRA	Participatory Rural Appraisal
QM	Quality Manager
RDP	Rural Development Programme
RED	Research Evaluation Division
RT	Resource Teacher
SEN	Special Educational Needs
SMC	School Management Committee
SPELT	Society for Pakistan English Language Teachers
TARC	Training and Resource Centre
VO	Village Organisation

ACKNOWLEDGEMENTS

The Appraisal Team appreciates the assistance given by the Donor Liaison Office and the NFPE staff in the Dhaka Office and in the field offices visited.

Without their collaboration it would not have been possible to produce this report.

ACRONYMS and ABBREVIATIONS

ACKNOWLEDGEMENTS

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1 EXECUTIVE SUMMARY

Primary

The four-member Team contracted by the Consortium of Donors to appraise BRAC's proposal for its Education Programme, Phase III, April 1999 - March 2004, unanimously recommend that the Donors approve and fund Phase III. Phase III builds on BRAC's existing and well-functioning Non Formal Popular Education Project (NFPE). The principal features of Phase III are: the expansion of the curriculum in all NFPE schools to cover the current, compulsory five-year formal primary school cycle; the introduction of a decentralised quality control system supported by the creation of an Educational Support Unit to provide primary education expertise necessary for the development of quality materials; the improvement of accessibility to BRAC's continuing education services through the expansion of the existing library systems.

The Team carried out its appraisal through a study of the relevant documents, consultations with government and NGO apex bodies, and focused interactions with BRAC personnel, both in the Dhaka office and in the field. On the basis of these interactions, the Appraisal Team raised the salient questions which were discussed in detail, and allowed the Team to have confidence in its conclusions and recommendations.

The headings of the four Terms of Reference are as follows: long range vision planning, institutional organisation and management capacity, significant changes planned for Phase III, and NFPE Phase III finances and budgeting.

The list of the Appraisal Team's recommendations is given in 1.1

2 Long Range Vision Planning

BRAC's mission is poverty reduction and the economic and social advancement of the poorest section of the population. The purpose of NFPE and Phase III is to provide educational opportunities, targeted to poor children and adolescents, particularly girls, who do not avail of the formal education system. The direction of the Government's non formal education and emerging Primary Education Development Programme also has a poverty focus, and the Government has stated that NGOs have a complementing role to play in delivering education to this hard to reach section of the young population. The Appraisal Team is satisfied that Phase III reflects BRAC's mission and goals and complements the Government's non formal education and formal primary education.

The compulsory primary school curriculum for Grades I - V, to be provided in all NFPE schools under Phase III, is being piloted in 1000 schools. To ensure quality control, two new employee categories have

been created and positions filled. To ensure better access to its continuing education service, the existing library systems is being expanded and library personnel augmented. The Campaign for Popular Education (CAMPE), the sectoral apex body for NGOs in non formal education, negotiates programme allocation with the Government and coordinates the deployment of these programmes in response to identified need. BRAC is a leader among the NGOs, and is linked to a number of them through joint delivery of special programmes and through its Education Support Programme (ESP) which provides pedagogical and financial support to those NGOs who replicate BRAC's NFPE programmes. BRAC has the organisational capacity to undertake Phase III and has the required links with government agencies and with other NGOs to ensure effective programme delivery.

BRAC will retain NFPE after the completion of Phase III. While hoping to increase its self-financing activities and secure government funding for teaching materials and teacher salaries, BRAC still sees an ongoing need for Donor funding. Like other NGOs, BRAC expects to become increasingly involved in primary education, a development in line with the worldwide trend whereby the demarcation lines between non formal and formal primary education are becoming more blurred.

The Appraisal Team raise a poverty issue for Donors to consider. Poverty is pervasive in Bangladesh. Over 40% of the population live below the poverty line. Among this sector of the population there are varying degrees of disadvantage. The lowest 15% are extremely vulnerable. This group concentrates its efforts on day-to-day survival. Even within households there can be significant differences in access to, and control over resources among members of the same household. These differences can be due to a range of factors but are generally related to age and gender. It is obviously necessary to be aware of these differences when targeting initiatives designed to maximise access for the most vulnerable. However, when addressing poverty through initiatives such as the provision of educational opportunities it may be more effective to target initiatives at poor communities rather than at specific subsections of the poor. An *exclusive* preoccupation with the "poorest of the poor" may be counter-productive.

4. Institutional Organisation and Management Capacity

BRAC's education team has coherent and realistic plans to increase educational expertise through the training and development of key personnel. These plans include focused quality training in pedagogical research and evaluation for a wide range of trainers and mechanisms to allow for qualitative feedback from primary stakeholders at community level.

The BRAC education team has planned, and is in the process of implementing, management structures to decentralise quality improvement and assurance to area and local levels. In the estimation of the Appraisal Team, BRAC has the capacity to manage the proposed expansions.

A number of innovative material development programmes underway at present can be built on during Phase III. Experiences from the Concentrated Language Encounter (CLE) and the potential for development of Interactive Radio Instruction (IRI) can be integrated into the programme that the Chandina Learning Improvement Project (CLIP) is now developing. With the Education Support Unit support, these existing initiatives and their ongoing development will enable BRAC to develop quality supplementary materials related to the formal school textbooks, and provide quality training in primary education methodology.

BRAC is taking all necessary measures to ensure that the best possible teaching is given to children entering Grades IV and V. New materials are in the process of development, and the expanded training and support of teachers has been carefully developed, including a range of measures to support teachers who might have difficulty with the subject content in English and Maths.

5. Significant Changes Planned for Phase III

Changes in Phase III are generally either in response to community demand (e.g. access to what is currently the complete primary school cycle) or related directly to the potential for replicating and transferring experiences from the non formal to the formal primary school context.

The continuing education programme has the potential to expand as Phase III progresses. The Union Libraries in particular represent an initiative to support the establishment of a community-controlled facility that can access and channel resources to promote learning at the local level.

The proposed Education Support Unit will play a significant development role within the Phase III quality improvement focus. Once operational, the ESU will become a repository of specialist expertise in all aspects of education including the capacity to involve the target population directly in planning and evaluation activities. Collaboration between the ESU and other divisions within BRAC will be important to the ESU's success. The nature of the links established between NFPE and the ESU will be crucial. In essence, the research and development functions currently undertaken within NFPE will shift to the ESU while responsibility for programme implementation will remain with NFPE.

The Appraisal Team considers that the proposed ESU will give impetus to the quality focus of Phase III.

The scale of expansion proposed in Phase III is modest by comparison with previous NFPE phases. Given the capacity that NFPE and BRAC as a whole have demonstrated in the past to cope with rapid and large-scale expansion, this level of expansion should not pose problems. The Appraisal Team is satisfied that BRAC has anticipated and prepared for the changes needed to carry out its plans.

6. Finance and Budget Issues

Projected under-expenditure of six percent will not have any adverse impact on qualitative outputs of Phase II during the remainder of the programme period to March 1999. The Appraisal Team estimates that the under-expenditure will allow BRAC to operate the existing NFPE programme on a maintenance, no cost basis for 1.5 months after the completion of Phase II, i.e to mid-May 1999.

The Appraisal Team is concerned about donor delay in meeting the agreed-on payment schedule to BRAC. Delays in payment transfer during Phase II have already cost BRAC over US\$300,000 in bank charges, a heavy, and possibly unnecessary burden for BRAC to bear.

The NFPE Phase III budget is well constructed. BRAC emphasises standardised financial procedures that have aided the controlled expansion of NFPE over the past ten years. The procedures are workable at the field level and ensure prompt returns to the Dhaka office.

In the time available to the Appraisal Team, it was not possible to carry out a detailed examination of the whole accounting and audit function of BRAC's NFPE programme. The Team is confident that BRAC has in place a comprehensive and effective financial management system which appears to work well at all levels and is certainly capable of continuing to manage an NFPE Phase III programme.

The Appraisal Team assessed the cost efficiency of the NFPE programme. The data indicate that the unit cost per child per year in the BRAC NFPE schools is much lower than that for the child in a government primary school, and can be considered comparable with similar non formal education programmes.

Revisions made to the proposed schedule for the opening and reopening of the NFPE schools during Phase III will require the budget to be revised. The effect on the overall total budget will be small as the planned number

of 34,000 schools remains unchanged. A series of revised tables are given in Annex 1H.

The Appraisal Team was conscious that it was doing its work at a time when Bangladesh was experiencing possibly its worst flooding in living memory. The Team's demands on BRAC staff time and resources came at a very difficult time for BRAC because of its involvement in flood relief. The Team was impressed, both in the Dhaka office and in the field, with the efficiency, openness to ideas, and BRAC's responsiveness to change.

1.1 RECOMMENDATIONS

The Appraisal Team makes recommendations with regard to the Education Support Unit; expansion to Grades IV and V, finances and budget, gender issues, and recognition of qualifications.

Education Support Unit

The Appraisal Team recommends that:

- during Phase III, the ESU focus primarily on its potential to strengthen and support BRAC's education programme.
- a detailed outline be provided of the nature of the training and research support the ESU would offer to the NFPE and how this would enhance the education programme during Phase III.
- an indication be given of the impact a participative pedagogical focus would have on the research approach to be adopted by the ESU; how this approach would differ from the present RED approach; and how this approach would increase stakeholder participation in the overall education process.
- during Phase III, priority be given to the provision of training for BRAC's education programme staff and for staff within the NGOs in the ESP schools.
- the potential of linkages with existing activities such as the GQAL Training be explored.
- the implications of separating the implementation functions (NFPE) from the research and development functions (ESU) be identified in relation to the day to day work of NFPE staff in the field and in the Dhaka office (with particular reference to the quality improvement initiatives already underway and detailed in section 4 above).
- the ESU be recognised as an integral component of the quality improvement being undertaken during Phase III.
- the integration of research and evaluation into the proposed ESU be spelled out clearly in the Proposal
- the Proposal makes clear the initiatives that have already started to manage the proposed expansions; and that the key element of development of expertise in primary education and the ESU be explained as an integral part of this support.
- consideration be given to changing the name to the "Educational Development Unit".
- ESU be funded.

Expansion to Grades IV and V

The Appraisal Team recommends that:

- the expansion to Grade IV and V be supported although also suggesting that BRAC will need to take care to ensure that adequate process evaluation takes place as well as initiating some longitudinal qualitative studies which produce evidence of children's and teachers' progress over time.

Finances and Budget

The Appraisal Team recommends that:

- funding allocations to the continuing education programme allow for growth and innovation that is in keeping with the broader aims of the overall education programme.
- the donors take a formal decision, at the earliest opportunity, to allow BRAC to plan, in principle, for a no cost extension of the Phase II project by utilising the projected underspend. BRAC should in turn prepare detailed output and financial projections for this extension period and submit to the donor group for approval.
- the donor group review its policy relating to disbursement of its funds. Delays in Phase II have already cost BRAC US\$308,286 in bank charges.
- the budget line for innovative programmes and materials should have a supporting schedule detailing a budget for this activity.
- NFPE Phase III proposal is explicit about where all costs associated with each and every programme related activity (even small scale pilots) are located.
- the donor consortium publicly recognise that, in BRAC, it has a partner organisation which has and will apply high standards of financial control. This should be reflected in the nature of any funding partnership.

Gender Issues

The Appraisal Team recommends that:

- girls be given priority when places are being allocated.
- teachers be given gender awareness training so that they are aware of any overt or subtle differences in how they respond to the learning needs of the girls and the boys.
- field staff continue to monitor the agreed on gender balance in schools and resist pressure to accept boys if there are girls who should be given priority.

Recognition of Qualifications

The Appraisal Team recommends that:

- BRAC explore the possibility of the provision of certification for Phase III's successful Grade V graduates in a manner that identifies the acquisition of the Government's required basic competencies.
- BRAC develop a method of teacher certification that would formally recognise the training that BRAC teachers have acquired

2 INTRODUCTION

Bangladesh is an agricultural country and, while rural migration to the cities is increasing because of a stagnant rural economy, 80 percent of the population lives on the land. The literacy rate is a little over 50 percent and poverty is pervasive. The Government of Bangladesh, because of its limited resources and underdeveloped infrastructure, has difficulty tackling the scale of the country's poverty. Non Government Organisations (NGOs) play a critical role in Bangladesh, more so than in other developing countries, in helping to alleviate poverty, reduce the level of illiteracy, and raise the living standards of the population. The Government acknowledges the importance of the role and contribution of NGOs, and has included them as providers of education in the Fifth Five Year Plan, 1997 - 2004.

It is against this backdrop that the Bangladesh Rural Advancement Committee (BRAC) operates. BRAC's mission is poverty eradication and the empowerment of the people through its grassroots initiatives that address fundamental needs such as basic education, health care and income generation. BRAC's target population is poor children and adolescents, particularly girls. BRAC's Non Formal Primary Education programme (NFPE) provides a basic education to this target group.

BRAC's proposed Education Programme, Phase III April 1999 - March 2004, is intended to: extend the NFPE programme through offering the full Grade I - V curriculum comparable to that of the formal primary system; introduce a decentralised quality control system; and make its continuing education services more accessible through the expansion of its existing library systems. BRAC has requested funding from its NFPE Consortium of Donors for this new phase.

The task of the Appraisal Team, contracted by the Donors, is to examine the proposal, make suggestions and recommendations where necessary, and recommend whether the proposal should be supported by the Donors. The Terms of Reference are outlined in the next section.

2.1 Terms of Reference

The Donors and BRAC listed the following four areas for appraisal: longterm vision planning; institutional organisation and management capacity; significant changes planned for Phase III; and NFPE Phase III budget.

2.1.1 Longterm Vision Planning

- Appropriateness of BRAC's longterm objective and strategy regarding its own role in primary education in the context of national priorities and strategies;
- The role of CAMPE and any other apex bodies to be assessed in the area of collaboration among GO/NGO and private sector schools;
- How the proposal relates to the emerging GOB Education Policy;
- Is NFPE a model for others to take over or is it a permanent BRAC activity?
- Contribution of BRAC's longterm objective and strategy and activities in a range of different programmes linked to primary education including, for example, Education Watch:
- Linkage between NFPE and other BRAC educational activities i.e. Hard to Reach Children, Ex-Garment Workers schools, etc.
- BRAC's commitment to ensure that NFPE is as accessible as possible to the poorest of the poor;
- How does BRAC see the evolution process of GoB collaboration in all education areas i.e. cost sharing, quality of teachers / training / textbooks / curriculum, etc.
- Linkage between education and poverty eradication and how the proposal relates to it.

2.1.2 Institutional Organisation and Management Capacity

- Implication of merging RDP/NFPE area offices: the impact on the NFPE programme: the rationale for the merger: cost savings: role of managers etc.
- BRAC's plans and efforts regarding improving the quality of monitoring/research/evaluation of pedagogical issues related to the expansion i.e. material/teachers/type of education skills/vocational training etc.
- Linked to BRAC's proposed expansion to teach Grades IV and V, appraise BRAC's cooperation, collaboration, and systems in place for exchange of experiences with other agencies and organisations (see sub-issue **Role of CAMPE in Longterm Vision and Planning**);
- BRAC's capacity, i.e. management, training, skills, recruitment of new teachers, quality of material etc. with regard to the expansion of Grade IV and V.

2.1.3 Significant Changes Planned for Phase III

- Appraise not only pedagogical issues related to BEOC expansion (male/female ratio changes, material/teachers/type of education skills,

vocational training etc.) but also pedagogical issues related to the expansion of the programme into the CHTs.

- Review the objectives and result/impact of the continuing education programme and appraise the rationale for BRAC's capacity to expand this programme;
- Review and appraise the Education Support Unit.

2.1.4 Budget Issues to be Reviewed by the Financial Consultant

- Review/assess the reasons/impact of the NFPE Phase II expected under expenditure;
- Make a critical analysis on the calculation of costs and the allocation of funds programme-wise, component-wise per year;
- Comment on the project proposal in respect to the adequacy of means/tasks of the accounting and audit system and to the cost efficiency of the separate programme activities;
- Assist BRAC in ensuring the transparency of the project proposal budget by making sure that all costs likely to be financed by the Donors are clearly explained and accounted for in budget lines.

The above budget issues should be undertaken taking into account the balance needed to maintain a reasonable degree of flexibility and the need for a precise as possible budget.

2.2 Methodology

Initially, the Appraisal Team had intended to review appropriate documentation relevant to the proposal and conduct a number of interviews with BRAC personnel for an understanding of contextual issues and clarification of different elements of the proposal. Based on the information gathered through these methods, the Team would write its report.

- At the meeting of the Donors' Consortium and BRAC with the Appraisal Team on August 25, the following gaps in the proposal were identified:
- the fit between the proposed NFPE expansion and the publicised, planned revitalisation of the public primary education system;
- the manner in which BRAC intends to achieve quality improvement;
- the method by which BRAC will introduce process evaluation and involve grassroots stakeholders both in shaping the evaluation tools and participating in the process; and
- the role and relevance of the Education Support Unit.

Given that the Donors considered that these were major gaps, it was decided that it would be useful for the Appraisal Team to collaborate with

BRAC personnel and jointly "fill the gaps." The Appraisal Team agreed, and consequently, its report is not a standard one: rather it is both a fact finding and an appraisal document arrived at through a process of collaboration.

2.3 Logical Framework Analysis

One of the specific tasks assigned to the Appraisal Team at the August 25 meeting was a revision of the Logical Framework Analysis (LFA). The framework was revised jointly with BRAC personnel and the new version is given on the next page.

2.4 Structure of Report

The report is set out in accordance with the Terms of Reference as follows: longterm vision and planning, institutional organisation and management capacity, significant changes planned for Phase III, and budget issues to be reviewed by the financial consultant.

Logical Framework Analysis

Project Title: BRAC's Education Programme (NFPE), Phase III

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
GOAL. Poverty reduced through access to non formal primary education for those traditionally outside formal schooling, and contribution to the strengthening of the national education system.	1. Number of joint initiatives with government and other partners increased by 2002. 2. 80 % of male/female students completing grade V (current primary school cycle) by 2002.	Education programme reports BRAC RED studies Monitoring Mission Impact Assessment Mid Term Review	Improvement in literacy rate assists quality of life and equitable economic growth
PURPOSE The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.	1. At least an average score of 35% for Bengali social studies, maths and English attained by a representative sample of 5% of learners in the annual Standardised Achievement Test (SAT) by 2004 2. 90% completion of primary cycle achieved 3. At least 80% of BRAC BEOC graduates remain in touch with literacy materials and involved in training on poultry rearing, horticulture, vegetable gardening, sewing , embroidery and book binding. 4. 50% of graduates complete education until Grade VIII	SAT results, Monitoring report, Assessment of basic competencies	Good co-ordination maintained among GoB, NGO and private sector GoB continue to subsidise girls' secondary education

Outputs: 1. Equitable access to cost effective primary education ensured for poor children, especially girls.	YEAR YEAR YEAR YEAR YEAR YEAR 1999 2000 2001 2002 2003 2004						
	Grade I	10912	3264	13392	10506	10102	4735
	Grade II	7475	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)	(2669)	(12367)	(9576)	(9507)	(3710)
	Total		34000	34000	34000	34000	34000
	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						
	SCHOOL TYPE						
	NFPE	21955	21955	21927	21909	21726	21726
	BEOC	9495	9495	9523	9541	9724	9724
	ESP	2550	2550	2550	2550	2550	2550
	New Enrolments:						
		346506	979220	426000	333139	321694	142050
	Graduates:						
		315647	890121	385008	301266	290879	129383
	Annual cost per pupil: \$20						
	60% girls enrolled						
70.30 NFPE :BEOC school ratio (excluding ESP)							

2. Quality improvement in curriculum and training for staff and teachers through the decentralisation of educational expertise and the development of improved classroom processes.	2.1 Creation at BRAC Head Office, by 2000, of Educational Support Unit that carries out curriculum development, materials development, training and participatory research and evaluation. 2.2 Links between ESU and NFPE institutionalised 2.3 17 Quality Managers trained manage the decentralisation of the quality improvement in primary pedagogy. 2.4 240 Master trainers who are more capable, articulate, trained in subject areas 2.5 4 Master trainers developed for each NFPE area office by 2002 2.6 All resource teachers each completing 1 to 2 cycles who are more capable, articulate, trained in subject areas 2.7 At least 70% teachers trained by Master trainers &/or Resource teachers through refresher training by 2002 2.8 90% staff trained by Master trainers by 2004 2.9 In every team office at least 95% of refreshers conducted by staff who have been trained by master trainers starting from 1999 2.10 Each teacher receives a total of 100 days training in an NFPE school cycle and a total of 90 days training in a BEOC school cycle. 2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation, using participatory rural appraisal (PRA) methodologies	Training review report Monitoring Report Evaluation Studies	
3. Quality improvement through revision and development of learning materials	3.1 Materials Development Unit operating as integrated part of the ESU. 3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001. 3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions, mainstreamed by 2002. 3.4 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2004.	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 NIPLE graduates who have very little access to literacy materials	4.1 500 new Union Libraries; 10,000 new Reading Centres opened by March 2004 (6,000 Reading Centres will be on going) 4.2 At least 75% of members to form a trust for the Union Library. 4.2.1 By 2004 at least 30% of each Union Library Trust Ctee to be women. 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. 4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e. >80%. 4.5 At least 20% of Union Library readership are women by 2002. 4.6 At least 2 cultural activities held in each Union Library annually, one of which interests women specifically. 4.7 > 500,000 books in place in union libraries and at least 150,000 books in place in reading centres which include fiction, non-fiction such as law, health, nutrition, by March 2004 4.8 > 150 books borrowed monthly by Union Library members and >35 books borrowed by Reading Centre members monthly. 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 4.10 Orientation courses for at least 50% of Library Committee members conducted within one year of library being established. 4.11 At least 60% of librarians are female.	Sample survey of Reading Centres and Union Libraries Library reports Training Reports MIS reports	Community are able to raise matching funds. Demand for prin materials contin and national policy permits BRAC graduates not continuing schooling are motivated to join libraries.
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ACTIVITIES			
1.1 Villages identified and surveyed 1.2 Supervisors deployed 1.3 Students selected 1.4 School house rented 1.5 Office building rented 1.6 School management committees (SCM) formed 1.7 School supplies provided 1.8 NFPE schools operational 1.9 BEOC and ESP schools operational 1.10 Monthly parent meetings which incorporate sessions on health, hygiene, nutrition, gender, legal education organised. 1.11 School supervised by POs weekly for classroom support and assessment. 1.12 Good local contacts between BRAC and formal primary and high schools. 1.13 Effective linkage with RDP for better collaboration between programmes.	1.1 School site selected based on NFPE criteria 1.2 Around 2500 PO/RTs deployed as school supervisors at the field level (at least 50% POs female). 1.3 33 students for each NFPE school (8 - 10 year olds), 30 for each BEOC (11 - 14 year olds) ESP and urban NFPE schools. $\geq 60\%$ of students in each class to be girl 1.4 Each school is 336 sq. ft. less than 1km from child's home, rented. 1.5 425 Team Offices, 80 Schools in radius 10km, rented 1.5.1 75% RDP/NFPE Team Offices sharing establishments 1.6 SMCs (1 per school, comprising 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. 1.7 School and learner supplies available in each school. 1.8 Total 3380 school contact hours for 260 days in 4 years 1.9 Total 2470 contact hours for BEOC schools over 3 years. 1.10 >70% of pupils have a parent present at monthly PTA meetings. 1.11 PO visits each school twice weekly to monitor. 1.12 Meetings with Formal School Heads during final year of BRAC schools 1.13 NFPE staff to operate from every RDP office where there is space available/RDP present. RDP VO members given preference while selection of school house. 1.13.1 At least 80% of training in the Reading Centres conducted by skilled RDP staff.	Village survey sheets MIS reports Monitoring reports School house deed Area office deed between BRAC and house owner Annual Report SMC meeting minutes PO reports MIS report Monitoring Report Parent-teacher meeting minutes School reports RDP and NFPE monthly meeting reports Reports	1. Opposition from religious fundamentalists does not disrupt programme. 2. Timely disbursement of donor funds. 3. Sufficient number of target group available for BRAC school. 4. GoB continues to permit local NGOs to provide basic education. 5. Parents willing to send their children to school.

2.1 Capacity building in primary pedagogy in ESU	2.1. ESU staffing needs assessed and staff with appropriate primary education experience and qualifications appointed by end 1999	Staffing figures/costs	
	2.1.1 Consultants identified, contracted and monitored	Consultants TORs	
2.2 Research and evaluation staff with primary interest/ experience appointed	2.2 ESU undertaking research and evaluation activities by 2.000	Research and evaluation reports	
2.3 Training of ESU staff and decentralisation of expertise	2.3 ESU staff and QMs trained in primary pedagogy by 2000		
2.4 The operation of links between ESU and NFPE	2.4 Links between NFPE and ESU operationalised by 2,000		
2.5 Teacher/staff training for Grade IV and V defined	2.5 17,000 teachers receive a 15 day training course on Maths and English for grades IV and V	Training Review Report/Monitoring report	
2.6 New teachers selected	2.6 One teacher per school, with at least 9 years schooling, 20-35 years of age married >80% female, local resident	NFPE Report	
2.7 New teachers trained	2.7 9600 new teachers receive 15 days Basic training at TARC		
2.8 Refresher training held	2.8 At least 65 refresher training sessions held in each team office over the 5 year period		
	2.8.1 All teachers receive a 6 day refresher prior to grade II, III, IV and V		
2.9 Master Trainers, staff and teachers development courses implemented and evaluated	2.9 Courses held in maths and English to develop 240 Master trainers by end 1999, Social Studies and Science by 2000	Training schedule Training costs MIS reports	
	2.9.3 90% of staff trained by Master Trainers by 2004		
	2.9.4 At least 70% of the teachers trained by Master Trainers and Resource Teachers by 2004		
	2.9.5 95% refresher courses conducted by trained staff		
	2.9.6 Master Trainers, staff and teachers graded subject wise based on their knowledge and skills related to teaching by 2004		
2.10 AVA training materials on social studies, maths, English, Science and CLIP developed	2.10 AVA developed and in use with teachers by 2004		
2.11 Training needs assessed and overseas training planned and implemented	2.11 At least 5% of NFPE staff provided with national and international training courses by 2004		
2.12 Experienced teachers trained to take up advisory posts	2.12 At least 20 training session provided to 50% resource teachers on pedagogy and classroom management by 2002		
	2.12.1 500 resource teachers selected by 2004		
2.13 Consultants identified, contracted, monitored	2.13 More than 70% consultants TORs successfully completed	Consultants TORs	
2.14 Laboratory schools operational	2.14 Laboratory schools operational by 2002		
2.14.1 Identifying sites, staff and teachers for laboratory school	2.14.1 Staff, teachers trained and schools operational by 2002		
2.14.2 Identifying learning materials	2.14.2 Learning materials in use by 2002		
2.15 Training courses for teachers planned and implemented	2.15 19 courses designed for teachers by 2002	Training reports of QMs and other staff	

3.1 Development function of MDU integrated within ESU 3.2 Supplementary materials for Grades IV and V developed 3.3. Significant and successful elements of CLIP methodology and supplementary materials mainstreamed 3.4 Revised materials developed for English (IRI) complementing government primers	3.1 Deveopment function of MDU located in ESU by 2,000 3.2 Supplementary materials for social studies and science developed for Grade IV by 2000 and Grade V by 2001 3.3 Significant and successful elements of CLIP incorporated in Grade I by 2000 3.4 Revised materials in use by end 2000	MDU reports	GoB continues to permit BRAC to use its own textbooks GoB continues to provide textbooks for Grades IV & V
4.1 Space for Union Libraries identified. 4.2 Staff recruited and trained. 4.2.1 Librarians hired and trained 4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees. 4.4 Library activities planned 4.6 Vocational activities developed and planned	4.1 Public premises selected for Union Libraries and BRAC school for Reading Centres. 4.2 One PO recruited and trained to oversee 5 libraries and one PO to oversee 45 Reading Centres. 4.2.1 All librarians hired and trained by 2002 4.3 All POs given appropriate gender training by 2002. 4.4 Socio - cultural / educational / recreational activities held at each Union Library 4.6 Life skills training covering a range of relevant skills like sewing, embroidery, poultry, vegetable gardening, horticulture and book binding imparted at the Reading Centres by RDP skilled POs.	Library Reports Library PO Reports	Community continues to provide space for library. Books are available in the market.

3 LONG TERM VISION PLANNING

In order to assess the appropriateness of BRAC's Education Programme, Phase III, April 1999 - March 2004 from a longrange planning perspective, the following three related questions are addressed. At the strategic level, does Phase III reflect BRAC's mission, priorities and resource allocation, and the Government of Bangladesh's (GoB) intentions towards primary education? On an operational level, what functional changes, if any, are BRAC introducing to implement the new phase? How do the GoB, BRAC, and the other NGOs involved in basic education cooperate and collaborate on meeting the identified needs of specific target groups? On an evolving context, what issues are BRAC likely to encounter as Phase III progresses? What is BRAC's longterm vision for NFPE and BRAC's role in education generally?

3.1 Strategic Context

In addition to identifying BRAC's mission and GoB's non formal and evolving primary education plans, this section also raises a poverty issue for reflection.

3.1.1 BRAC's Mission and Goals and Their Relevance to NFPE

BRAC's mission statement indicates a commitment to raising the quality of life of the very poor whose lives are blighted by illiteracy and serious health and safety problems. BRAC is further committed to promoting human rights and, in particular, to advancing gender equity. To fulfil its mission, BRAC has identified a twofold goal: poverty alleviation and empowerment of the poor (BRAC, 1997). BRAC accomplishes these goals through its programmes in rural development, non formal education, and health and population.

The Non Formal Primary Education (NFPE) programme, through its 34,000 one-room schools, provides a basic education to enable participants to improve their quality of life. The programme reduces illiteracy and thereby enhances the public good. NFPE is targeted at the poorest children and adolescents, particularly girls, in rural areas where 80 percent of the population lives and, more recently, at the same target group in the country's six main urban areas where the population is growing and is increasingly of the poorest sector of society. Traditionally, the targeted group has not availed of the formal public primary education system: simply put, the members of this group have either never attended school or have dropped out of primary school at a very early age.

Phase III, an extension and expansion of NFPE, targets the same population group. Phase III is a direct response to community demand for

the equivalent of a full primary curriculum in NFPE schools. Even though a high percentage of the graduates enter the formal primary school at the Grade IV level, the drop out rate, particularly of girls, is high: the reasons are complex and involve social, religious, financial, and school-related aspects. The expanded adult and continuing education component, also a response to community demand, complements BRAC's goal of empowering the poor: through the library system, community members can maintain their literacy skills and acquire new knowledge.

BRAC's allocation of resources in accordance with its mission and goals, principally in relation to NFPE Phase II, was reviewed through structured interviews with those responsible both for NFPE decision making, and the financial, monitoring, audit, and personnel departments. Funds are allocated according to institutional priorities. Professional staff are hired and selected for specific tasks: orientation activities, both in BRAC headquarters and in the field, are provided for new members so that they can understand the organisational culture in which they will work. Regular training is provided for those who require additional expertise to assume responsibility for priorities and to accomplish specific tasks. For example, BRAC, in anticipation of the implementation of Phase III, has introduced the Master Trainer position to assist with teacher training, and has started to provide the requisite teacher and supervisor training to ensure that Phase III will have the necessary personnel to start the new phase on schedule.

It is evident that the Phase III is in line with BRAC's mission and goals, and that BRAC allocates its resources to meeting its goals and priorities. It is worth noting, at this stage, that BRAC, at the invitation of the GoB, is becoming involved in providing non formal and formal primary education services to specific groups: these requests for service complement BRAC's goals of poverty alleviation and empowerment and will be examined below within the operational context heading. The issue of providing a decentralised quality-controlled primary curriculum is examined within the institutional organisation and management Term of Reference, the fourth part of this report.

3.1.2 GoB's Primary Education Plan, Non Formal and Formal

Approximately 53 percent of the population is considered illiterate (GoB, 1997, July). The GoB has recently adopted a two-pronged policy to combat this problem - the eradication of illiteracy and the universalisation of primary education. The Government states that there is a continuing role for NGOs to play in both areas. (GoB, 1998, March; 1997, July; 1996, August).

The Primary and Mass Education Division has two Directorates, one for non formal education and the other for formal primary education.

The Directorate of Non Formal Education does not provide non-formal primary education programmes: this service is left to the NGOs. Thus, NFPE will continue to fill a gap. While the Directorate is concentrating on literacy, it does not intend to run programmes on its own. Instead, the Directorate relies on NGOs to deliver the programmes, and provides the necessary funding. The target population is the poor, both rural and urban, particularly girls (GoB, 1998, March; 1997, July). With designated government funding, BRAC and certain other NGOs are already involved in adult literacy, and are providing literacy and basic education skills to such groups as Hard to Reach Children: these programmes are outlined in the following section.

In the area of formal primary education, the Government's new Primary Education Development Programme (PEDP), 1998-2002, has, as its goal, poverty reduction and economic development through the expansion of its formal primary education system. The GoB envisages the extension of the current primary school to cover Grades I - VIII: this extension would not be fully realised until 2008. The PEDP is intended to reach all school-age children in all regions of the country: special effort is to be made to reach girls, the poor, and those who do not avail of the existing school system. This is an enormous task and to meet it, the GoB states that it will require assistance from those NGOs that currently deliver educational services to children and adolescents (GoB, 1998, March; 1996, August). The implication of this expected involvement is that NGOs such as BRAC will become increasingly involved as providers of primary education to their traditional target groups.

One example of the importance of NGOs, and BRAC in particular, to the Government is the August 1998 invitation to BRAC to assume responsibility for a number of community primary schools considered to be non-functional by the Directorate of Primary Education. Following the invitation to BRAC, the Government advertised in the newspapers for other NGOs and private sector bodies to indicate an interest in taking over the management of some of these non-functional schools. At the time of writing this report, BRAC is involved in discussions with the Government on the implications of the invitation. It is anticipated that BRAC may be invited to take over management of approximately 100 schools. This involvement may have long term benefits in that it would permit a level of convergence between the non formal and formal, a trend that is taking place world-wide. BRAC stands to benefit from such an evolution, given the clear statement in the Government documents on the emerging primary education development role of NGOs.

Three things are clear from the documentation on the Government's new non formal education and formal primary school initiatives outlined under the Fifth Five Year Plan, 1997-2002. Firstly, NGOs such as BRAC are expected to continue to complement the government's non-formal system. Secondly, there is a new complementing role for NGOs to play in the formal primary education system. The aim of the Government to reach those children who have not used the formal education system - the poor, those in remote areas, and girls - is in line with BRAC's target group. Thirdly, the Government is relying on BRAC and other NGOs to help it reach that group. The Government, should it wish, can benefit from BRAC best practices. Thus, Phase III has the potential to be an active participant in both the Government's non formal education programme and the new Primary Education Development Plan.

3.1.3 Challenges

The ongoing challenge facing NFPE and Phase III is their ability to reach the very poor of society.

To achieve an integrated approach to providing training and non formal education, BRAC concentrates its NFPE primarily in the areas where the Rural Development Programme (RDP) operates. The NFPE budget supports RDP's education activities which are targeted at the poor, particularly girls. According to BRAC's annual report for 1997, RDP operates in all 64 districts and in 337 of the 460 thanas or sub-districts.

At present, 35 percent of those attending school come from RDP families - a group that may no longer be considered to be the very poor. Specific areas are surveyed to determine the need for NFPE schools. The criteria for selecting schools help BRAC to reach out to the very poor. These include: evidence of sufficient numbers of the target group who have either never been to school or are dropouts at an early age from the formal system; proximity to other small villages; and reasonable proximity of formal schools for graduates to continue their education.

BRAC questions on an ongoing basis its success in reaching its target group, defined in rural terms as those whose families own less than fifty decimals of land, rickshaw drivers, day labourers, and part-time fishermen. Recently, RDP initiated a study to identify the very poor who were not availing of BRAC services. In the different districts, two hundred thousand families, considered to be extremely poor, were identified by RDP: these families are now being surveyed to determine their needs and how best they can be met. BRAC expects the findings to be available in October 1998, and it is anticipated that there will be a demand for NFPE. BRAC will then work to deliver the requested programmes in the identified manner. In the city slum areas, the Appraisal

Team estimates, from its field visits, that the very poor are being reached through both NFPE and BRAC's non formal schools for specific, targeted groups. It is useful to note that there are no public elementary schools in slum areas.

The Appraisal Team, in its field visits in Rajshahi, Jessore and Dhaka, spot checked the background of children and adolescents during school visits. The members found that the majority come from very poor families. For example, in one Rajshahi school, no child's family had land of any kind: parents were day labourers, rickshaw wallahs, parttime fishermen and such like. After school many of the children pick over rubbish to find saleable items to supplement the family income. During the Dhaka field visits, it was obvious that the children are very poor: granted, this was not a surprise given that two of the four schools visited are for Hard to Reach Children and Ex-Garment Industry child workers respectively.

NFPE schools are located in 61 of the 64 districts of Bangladesh. The three exceptions are the Bandarban, Khagrachhari, and Rangamati districts, all three constituting the Chittagong Hill Tracts (CHT). When negotiations with the Government and the CHT have been completed in the near future, BRAC and other NGOs expect to provide, among other services, non formal education. Designated funding for this endeavour will be provided by the donors to the participating NGOs.

The decision to charge five taka per month to children - BEOC students are not included - struck the Appraisal Team as likely to inhibit the very poor from attending school. Essentially, parents will be paying for their children's school supplies - paper, pencils and such like. The fee structure has been discussed at, and approved by School Management Committees. BRAC officials believe that this small fee is within the reach of almost all children: however, the poorest, approximately 20 percent of the total, will be exempt. The fee is being introduced principally for three reasons. Firstly the fee allows parents to invest in the education of their children, an investment that both are likely to value. Secondly, the fee allows parents to reflect on the fee burden that faces them if their children enter Grade IV in the public, formal system or Grade VI when Phase III is underway. Thirdly, the income generated by the fees will contribute to the sustainability of NFPE. The Appraisal Team believes that time is needed to gauge the effect that the fee structure has on the participation of the very poor. Since it is assumed that BRAC intends to monitor the situation closely, the Appraisal Team is satisfied that BRAC will not allow the imposition of the fee structure to deflect from the organisation's focus on the poor.

Having reflected on the different aspects of poverty as it carried out its task, the Appraisal Team decided to raise a poverty issue for donors to consider. Poverty is so pervasive in Bangladesh that, with some exceptions, it may be more effective to target initiatives at poor communities rather than at specific subsections of the poor. An exception would be special programmes developed in response to identified need, for example, working children. A preoccupation with the "poorest of the poor" may not only diminish an appreciation of the value of both NFPE and Phase III, but may be counterproductive. It is important to keep in mind that the "poorest of the poor" concentrate their efforts on day-to-day survival, namely, finding the next bowl of rice and shelter for the night. Schooling is not a priority for the children in this category.

3.2 Operational Context

In Phase III, a major emphasis is on the provision of a decentralised quality-controlled programme, and this requires functional change. It is essential to the success of Phase III that BRAC has the capacity to develop this quality. Given the official recognition by GoB of the needed involvement of NGOs in both the Government's new non formal and formal primary education plans, it is clear that BRAC needs good links with GoB as well as with other NGOs as it collaborates with them on new programme initiatives, and implements Phase III. It is also important for BRAC to ensure convergence between NFPE and the Government-funded programmes in which BRAC is becoming increasingly involved, for example, the schools for the Hard to Reach Children and the Ex-Garment Industry Child Workers, as well as the community primary schools that BRAC expects to be managing in the near future.

3.2.1 Functional Changes to Facilitate the Implementation of Phase III

The Appraisal Team reviewed the capability of BRAC to implement Phase III. While there is a well-functioning NFPE/BEOC foundation on which to build, the new phase, with its emphasis on quality, requires specific expertise. Can BRAC provide it?

In direct preparation for the introduction of Phase III, BRAC has appointed a Quality Control Manager and created two new employment categories - Quality Managers and Master Trainers. Furthermore, BRAC is piloting the full Grade I - V programme in 1000 schools.

BRAC has assigned responsibility to the Quality Control Manager for the existing Materials Development Unit, and has appointed seventeen Quality Managers to work in the field. The tasks of the Quality Managers include the preparation of teachers and supervisors to help students learn in more effective ways, and the provision of training for the second new

group - Master Trainers. The Master Trainers will provide subject-based training for the additional number of teachers required for Grades IV and V. The 1000 pilot schools will have completed the full Grade I - V programme by mid-1999 in time for Phase III to benefit from lessons learned and identified best practices.

The Appraisal Team considers that BRAC has the necessary infrastructure and expertise to start implementing Phase III as planned in 1999. The specific issues around programme quality, student learning, and quality control are addressed in the next two parts of the Report, management capacity and significant changes planned for Phase III.

3.2.2 Links Between Critical Players: NGOs and GoB; BRAC and NGOs

Non Government Organisations play a critical role in Bangladesh. They have one umbrella organisation, the Association of Development Agencies in Bangladesh (ADAB) and a number of sectoral coordinating bodies. ADAB has two main functions - coordination and advocacy (ADAB, 1997). Essentially, ADAB provides management training for its members as well as undertaking sector monitoring and liaison, and engages in policy lobbying with government agencies.

3.2.2.1 Non Formal Education NGOs and GoB

Over 400 NGOs are involved in non formal education, and BRAC is the most significant provider (CAMPE, 1995, December). Given this large number of NGOs and the fact that they are becoming increasingly involved both in non formal education and formal primary education particularly when PEDP becomes well established, it is important for NGOs to have a structure that enables them to rationalise their operations, develop policies and plans, monitor and evaluate their programmes, and have clear links with government agencies. The Campaign for Popular Education (CAMPE), the sectoral apex body for non formal education, was created to fulfil those functions.

CAMPE acts as spokesman for the NGOs with Government mostly through membership on government task forces. CAMPE also assists with the deployment of programmes in a manner that maximises the different organisations' expertise and ensures that the districts of the country are served in accordance with identified need. CAMPE's national map showing the distribution of non formal education programmes forms a solid base for creating such a coherent and equitable distribution of services.

As part of its direct service to NGOs, CAMPE provides management training and produces learning materials which NGOs, particularly the

small ones, can use. Within CAMPE, BRAC plays a leading role in the provision of training and advising on, and sharing of learning materials.

Through its recently created Education Watch, CAMPE, as from 1999, will provide an annual assessment of education, particularly basic and primary education, indicating the gaps that need to be filled and suggesting solutions to identified problems. The attention that Education Watch will pay to primary education is a significant activity for a non formal sectoral body to undertake: this is another signal of the potential convergence of the two education sectors. BRAC, in accordance with policy direction from Education Watch's Advisory Board, also provides the technical assistance for carrying out Education Watch's research and preparing its annual report.

3.2.2.2 BRAC and Other NGOs

BRAC works in collaboration with many NGOs in delivering non formal education programmes. Two examples are noted. Firstly, BRAC and a number of other NGOs are operating schools for what are known as Hard to Reach children - children in the informal workforce. Based on the BEOC model, BRAC trains the teachers for these schools. Secondly, BRAC and GSS (Gono Shakajjo Sangstha) are the principal NGOs involved in operating schools for former garment workers under the age of 14. The schools are based on the BEOC model and BRAC operates some 250 of them.

Outside CAMPE, BRAC also plays a leadership role in supporting a number of small NGOs that offer non formal education programmes. BRAC created its Educational Support Programme (ESP) for this purpose. Under ESP, BRAC provides training, counselling, financial and material support to enable the participating NGO to replicate the NFPE and BEOC models. In the BRAC Annual Report for 1997, it is stated that ESP had assisted over 260 NGOs that are running approximately 2,500 NFPE/BEOC model schools in various parts of the country.

However, certain organisational and financial management issues require corrective measures. A recommendation on ESP management is given in the last part of the report on BRAC's financial and budgetary issues. This problem notwithstanding, the Appraisal Team is of the opinion that ESP should continue and be strengthened since it provides a worthwhile and important service.

The necessary links and structures exist between the different non formal education providers and funders to facilitate programme planning and coordination. The Appraisal Team is impressed with the leadership role BRAC assumes within CAMPE, with other NGOs in joint delivery

programmes, and through ESP. The transfer of BRAC's professional expertise and the NFPE and BEOC best practices to other NGOs is a value added component of donor investment.

3.2.3 Challenges

The leadership and technical assistance roles that BRAC plays in non formal education makes heavy demands on its permanent and professional members. There is a danger that they could become over-extended. New initiatives such as the provision of services to the Chittagong Hill Tracts could become burdensome for BRAC. The infusion of donor funds for the new initiative will allow additional staff to be hired; however, they will require training and guidance from existing personnel.

Dynamic organisations, such as BRAC, that evolve as the world unfolds around them are often in danger of stretching their resources too thinly. The Appraisal Team, while admiring BRAC's willingness to adapt to change and to accept government and social challenges, suggests to BRAC that it monitor the workload of its professional staff and take corrective action if they become overextended, either through establishing priorities and/or hiring additional staff.

3.3 Evolving Context

The Appraisal Team looked at the evolving context from two levels. The first relates to the evolving nature of Phase III from a policy perspective, and the second to BRAC's intentions regarding the future of NFPE and BRAC's role in primary education generally.

3.3.1 Policy Issues

Two main issues will surface if/when Phase III is implemented: both deal with recognition, recognition of teacher qualifications and students' successful completion of Grade V respectively. These two issues will require policy decisions by BRAC.

3.3.1.1 Teacher Recognition

BRAC teachers receive extensive and regular training. As previously mentioned, additional training is being given to an increased number of teachers who will have to teach at the Grades IV and V levels, where government requirements for these grades will be introduced. In particular, a considerable level of training is being given for the teaching of Maths and English. As a consequence, Phase III teachers will be well trained but will have no formal recognition of their qualifications. BRAC may want to develop a policy on teacher certification. The lack of

recognition may, in the longer term, inhibit teacher transfer either into the formal system or to related employment outside BRAC, if, for example, individual NFPE schools close because of lack of demand. Given the high level of training that BRAC teachers receive, it is reasonable to state that, at the Grade I - V level, teacher qualifications and competencies are comparable between BRAC and the public system.

The Appraisal Team recommends that BRAC develop a method of teacher certification that would formally recognise the training that BRAC teachers have acquired.

Allied to the recognition of qualifications is the issue of teacher salary: BRAC teachers are paid considerably less than their public system counterparts, and BRAC may need to review and possibly revise the salary structure for teachers.

3.3.1.2 Recognition of NFPE Graduating Students

The Government does not have a primary school exit examination that authorises the holder to enter what is, at present, secondary school (Grade VI). There is, therefore, no official requirement for entry into Grade VI. This situation notwithstanding, many thanas administer their own examination at the end of Grade V in public primary schools but, while success in the examination does not serve as entry into Grade VI, it does signify the student's successful completion of primary school.

BRAC does not have, as yet, an exit examination planned for the end of Grade V. The Appraisal Team believe that the time may be appropriate to consider giving successful students recognition for their learning.

The question arises as to how successful those students who graduate from Grade V in a Phase III school will be in being accepted into Grade VI in the formal system. Theoretically, these graduates should have no difficulty because they will have followed the government curriculum. However, what if there are not enough places in Grade VI for all applicants? How would this situation affect NFPE graduates? Since the current secondary system welcomes girls because of the subsidy given the school for each girl entering the secondary system, girls will not have a problem. There could be a problem for boys. A formal BRAC graduation certificate indicating the basic competencies achieved could provide NFPE graduates with the same entry opportunity as that enjoyed by graduates of the formal system.

The Appraisal Team recommends that BRAC explore the possibility of the provision of certification for Phase III's successful Grade V

graduates in a manner that identifies the acquisition of the Government's required basic competencies.

3.3.2 BRAC's Vision of Its Role in Non Formal and Formal Primary Education

Considerable change is taking place in education in Bangladesh. Only the changes relevant to NFPE have been mentioned - non formal and formal primary education. How does BRAC see the future of NFPE and its role in formal primary education?

Through their interviews and meetings, the members of the Appraisal Team ascertained BRAC's plans for NFPE (including BEOC) when Phase III has been completed. It is understood that BRAC wishes to continue NFPE and continue reaching the very poor. BRAC hopes to acquire government funding for textbooks and, ideally, teachers' salaries. BRAC continues to aim for a higher level of self-sufficiency but sees a continuing need for donor support, if a reduced one, for the foreseeable future.

With regard to BRAC's potential role in the primary education field, the recent government recognition of the need for NGO assistance in reaching those who have traditionally not used the formal system - BRAC's target group - means that organisations such as BRAC will participate in helping the Government fulfil its PEDP goals. BRAC's positive response to the Government's invitation to manage some of the non-functioning, community public schools is an indication of BRAC's willingness to participate. This is a logical move, since BRAC can transfer the expertise acquired in Phase III to the larger primary education arena. The heading on the cover page of BRAC's proposal to the donors for the funding of Phase III - BRAC's Education Programme - is possibly an indication of future direction.

Conclusion

Phase III reflects BRAC's mission and goals, complements the GoB's non formal education direction, and provides a base for BRAC's potential involvement in the new PEDP. BRAC has the organisational capacity to undertake Phase III, and has the necessary links with government agencies through CAMPE, and with other NGOs through ESP and participation on delivering specific government-funded school projects. BRAC intends to continue with NFPE but, at the GoB's invitation, will play a role in delivering primary education. As mentioned earlier, the blurring of the lines between non formal and formal education is a world-wide trend. BRAC is continuing to evolve in a manner similar to that of the larger educational community.

3.4 References

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4. INSTITUTIONAL MANAGEMENT AND DEVELOPMENT

On the basis of successes and identified weaknesses in pedagogy in Phase I and II BRAC intends to move towards further quality improvement in pedagogy and management in Phase III. A sustainable system of delivery and supervision for education has been created and proven to work on a large scale and now BRAC intends to create depth and quality in its educational materials and training. Most importantly BRAC intends that this quality improvement and expertise should be decentralised to the field. These important foci for Phase III are subsumed under general educational issues in the proposal and do not have the clarity that has become apparent in lengthy discussion with the education team at BRAC.

The BRAC education team plans to achieve this quality improvement through the development of a core team of primary education experts who can concentrate on curriculum development and the development of quality training and materials in a context of improved evaluation capacity. The dissemination of expertise and knowledge would be achieved through increased expertise in subject content, methodology and training at regional and area level. The development of a wider educational research capacity, particularly for qualitative research, and the increased use of process evaluation and feedback into planning and pedagogical innovation will support this development and aid in dissemination of quality improvement. The inclusion of primary stakeholders in the participatory evaluation process will be an important part of continued empowerment of women at village level.

The Materials Development Unit and the newly appointed Quality Managers at central and regional level will be the means through which this improved quality in pedagogy will be managed. The screening of teachers and staff has identified suitable people to become Master Trainers who will ensure that quality improvements are delivered to the teacher through good training.

A number of key management decisions will move forward this process of developing quality components at all levels. This will result in:

- Increase of educational expertise in curriculum, materials and training
- Decentralisation of expertise to the field
- Development of educational research to support innovation
- Development of process evaluation to feedback into development
- Quality improvement in training materials and processes
- Quality improvement in classroom materials and processes
- Community development

The creation of an Educational Support Unit will be the means of effecting these quality dimensions in the educational programme during Phase III.

The concept of the development of the ESU is discussed in detail in Section 5 and is merely referred to here. It is essential that the development of staff expertise within ESU and disseminated from ESU is firmly located in an understanding of how primary school children think and learn.

4.1 The Merging of RDP and NFPE Offices.

This initiative is part of the on-going intention to make development a coherent activity in the village. Schools are set up in villages in which BRAC/RDP activities are already up and running. The community is involved in the preparation for the school. NFPE is therefore an integral part of BRAC development. The separate offices for NFPE did however mean that they sometimes operated separately, one comment being: *"It was possible to go into the RDP office and they wouldn't seem to know much about NFPE"*.

The integration of the offices is a logical development. It enables best use to be made of buildings – NFPE moving into RDP offices, or occasionally the other way round, or additional buildings being added onto the RDP building. Trainers at TARC and supervisors in the field can already move from one part of BRAC activities to another and some POs and JPOs from both RDP and education are resident in the area or team office. The joint offices have been welcomed by the field officers.

Conclusion

The merger of the offices of RDP and NFPE appears to be welcomed by field officers, is a logical development and allows for exchange of information and expertise across programmes. This is particularly important in areas e.g. Union Libraries where education activities result in improved community involvement in literacy activities. There are no apparent cost implications for NFPE in this merger.

4.2 The Improvement of the Quality of Research and Evaluation

The need for improvement in the educational research and evaluation capacity related to educational activities in BRAC is recognised. Although there is little reference to this in the proposal, in discussion it is clear that development of this capacity will be a key activity during Phase III. At present RED has an effective and professional team, recently developed to include some educational researchers. They admit however that their capacity to produce qualitative research is limited and that they have not been involved in much process evaluation. A key element in the proposed Educational Support Unit (see Section 5) will be the integration of research and evaluation with the development of primary educational

expertise. In order to introduce and sustain improvements in materials, training and learning there is a need for feedback and qualitative studies. NFPE already has in place an excellent monitoring system, which feeds back quantitative information at all levels. The system is impressive by any standards and is an essential component of the efficient functioning of the delivery of the educational programme. However in order to allow for analysis and conclusions that will affect quality and development there is need for both fast feedback from all stakeholders, including the community, and also for in-depth studies which might be small in focus but will produce quality information to inform decision making and future developments within NFPE. Within the proposed development of educational expertise through the ESU there is an obvious opportunity to widen the range of research and evaluation activities within NFPE and also to ensure that there is a greatly increased participation in these activities. A possible model would be:

- Core team of primary school educators trained in evaluation and undertaking local studies and participatory evaluation as part of their training
- Training of Quality Managers and possibly TARC trainers (particularly if laboratory schools are attached to the TARC), to undertake studies, to supervise participatory evaluation and to collate and analyse data for dissemination and feedback into planning processes
- Training of field supervisors and trainers in process evaluation and local studies
- Setting up PRA at community level in order to get feedback from primary stakeholders
- Dissemination procedures that feedback information to stakeholders, including the community, in an accessible form

Such a model assumes that some people at Head Office and at TARC and area level would have special responsibility and training in evaluation and that good, accessible training materials would be produced to support evaluators at local level. It also assumes a reduction in trainers' present workload to accommodate research and evaluation activities, subsequent staffing implications and a possible upgrading of the function of TARC education trainers through training in pedagogy.

Conclusion

BRAC education team has coherent and realistic plans to increase educational expertise through training and development of key personnel and the setting up of an Educational Support Unit. Provided these plans include focussed quality training in pedagogical research and evaluation for a sufficient number of people to be able to implement and train at area

level there will be a powerful central force capable of reaching out to the grass roots level in order to provide quality feedback into planning and development.

Recommendation

The Appraisal Team supports BRAC's identified need to increase the educational expertise of its core education team and to develop more educational expertise at field level. The Appraisal Team considers that BRAC does give importance to the development of research and evaluation capacity but needs to make clear the steps it intends to take to create that capacity. This needs to include staffing implications at TARC and area level and the way in which participatory evaluation will enable quality feedback from the grass roots level to inform development and planning.

The Team recommends that the integration of research and evaluation into the proposed ESU should be spelled out clearly in the Proposal.

4.3 Capacity of BRAC to Handle Proposed Developments and Expansion.

Expansion is planned for Phase III in both width and depth. The intention to expand the NFPE classes to include Grade IV and V curriculum is a considerable expansion in terms of both capacity and outreach. There are implications here for the place of BRAC vis a vis the formal Primary Education system, for future developments and the place of non-formal education in the long term in Bangladesh and for the capacity of NFPE's trainers and teachers to deliver an expanded curriculum.

Additionally expansion is intended to achieve a depth of quality in curriculum materials, training and learning that will help teachers and learners to develop classroom processes that are flexible, reflective and effective. The present situation, both as described in papers and books and as observed in field visits, is of friendly, well-organised and active classrooms in which teachers and learners pursue clear goals in a well-structured format. This itself, in the context of Southern countries, is a remarkable achievement and it is because of this foundation of clarity, organisation and supervision that the Appraisal Team feels that the proposed expansions are not beyond the capacity of BRAC to deliver. In particular the motivation of children and teachers and the hard work of supervisors and trainers would indicate both willingness to develop and the potential to create quality improvement.

The proposed ESU, which will drive the quality improvements, will also create the means through devolved and participatory evaluation activities,

to involve teachers and parents in reflective processes related to quality in pedagogy. Parents taking part in participatory evaluation could make important contributions to the development of school management committees and planning for school improvement.

4.3.1 The Management of Development and Expansion

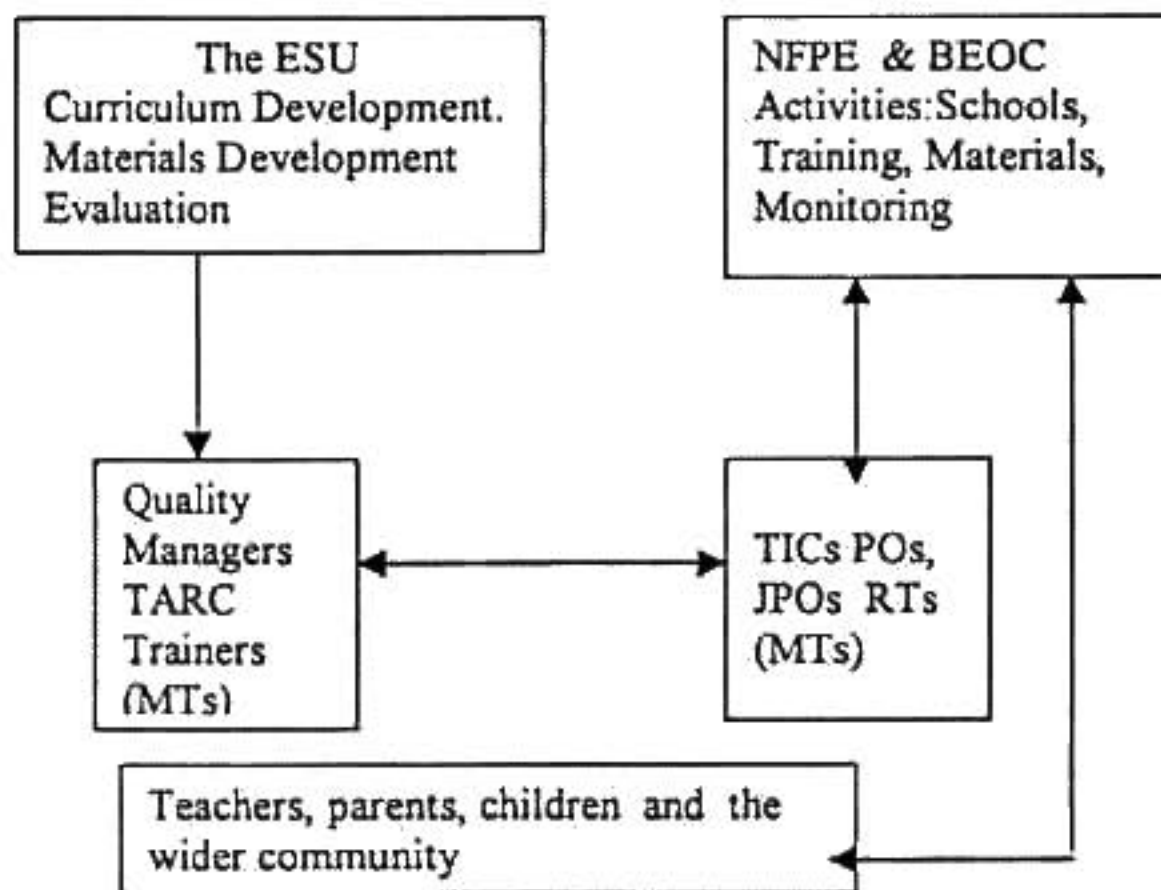
The BRAC education team has already begun the process of developing new management structures to support quality improvement in NFPE. The creation of a Quality Control Manager and the selection and training of 17 Quality Managers to operate at field level is the first step in the decentralisation of educational expertise and quality assurance. Quality Managers meet monthly at Head Office ensuring that there is a forum for discussion and dissemination. They are then responsible for overseeing development at field level. Again this development is not clearly described in the Phase III Proposal, probably because it is still in the process of development. The ESU's mission to increase expertise in primary education and the potential for increased discussion and alternative views will be crucial to the proper development of the Quality Managers. The QMs will themselves need exposure to primary pedagogy and on-going opportunities for training and research activities. This will then create a decentralised team of experts capable of responding to and initiating pedagogical activities.

Additionally a team of expert trainers is in process of being created with the selection and training of Master Trainers with particular subject expertise and with proven training ability. The MT can be from any level of supervisory staff, the key quality they require being the ability to motivate and communicate ideas and training to others. MTs will work at the level of both training and implementation. It is proposed that each team should eventually have at least one MT in their team. A process of selection and grading of field supervisors and trainers will make it easier to identify people with the potential to act as QMs and MTs. A set of indicators has been used in the screening process that will enable teams to be created with complementary abilities in both subject content and training.

At present TARC education trainers have responsibility for the residential training courses such as the initial basic training course for new teachers (15 days) and the Maths promotional course for teachers of Grade IV (15 days). In spite of their important interface with teachers these trainers appear to lie somewhat outside the dynamic structure of NFPE field staff. There is an opportunity to increase the capacity of these trainers, particularly by giving them classroom experience. In view of the plans to develop laboratory schools (see Section 5) there seems a possibility of giving more training and educational expertise to this group of trainers. In

discussions TARC trainers expressed the desire to know more about pedagogy and an interest in taking part in research activities. This would have implications for staffing at the TARC but would increase pedagogical capacity at an important level and increase communication with the central education team.

The Resource Teacher, working directly at the interface with the teacher and community, is another valuable resource with the capacity to take on both some community level evaluation and also the support of teachers who have to implement initiatives that will result in improvement in classroom processes.



Possible means of dissemination of pedagogical improvements through management structure

Conclusion

BRAC education team has planned, and is in the process of implementing, management structures to decentralise quality improvement and assurance to area and local level. They have proven ability in initiating and sustaining efficient management structures and provided that there is the development of sufficient pedagogical expertise in the centre then they seem to have the capacity to manage the proposed expansions.

Recommendation

The Appraisal Team recommends that the proposal makes clear the initiatives that have already started to manage the proposed expansions.

Additionally it recommends that the key element of development of expertise in primary education and the ESU be explained as an integral part of this support.

4.4 Improved Quality through Curriculum and Materials Development

The key to success for BRAC education to date has been well organised training, management and supervision and materials and co-curricular activities which teachers and children enjoy and succeed in using. As BRAC moves into a new phase there are new initiatives which will require considerable development. The Government request to NGO schools to complete the primary cycle in their non-formal schools (NPA & NEC reports) and the growing wish of parents and children from both NFPE and BEOC schools to not only enrol but also to stay in secondary schools (supported by grants, scholarships and stipends) means that the expansion of NFPE to Grade IV and V figures largely in the Phase III proposal. The implications of this expansion are considerable. In order to achieve convergence with Government curriculum and formal demands the new initiatives in BRAC include the need to centralise at least some Government textbooks and to develop supplementary materials and training that allow children to access these materials competently. Feedback through the monitoring system from Phase I and II, the experimental materials development programmes undertaken in Phase II and lessons learned from training and teaching activities have identified the following key areas for quality improvement in Phase III:

- Development of materials that will support the formal textbooks and curriculum where this is necessary
- Development of activities that have a structure of cognitive development
- Materials that have high expectations of pupils achievement and ability to engage with interactive learning
- Training which enables teachers to use activities and materials to support learning in a flexible and creative way
- Trainers who can communicate well and are flexible and creative
- Trainers who have an understanding of children's learning
- New materials to support the development of NFPE into Grade IV and V
- New training and support for teachers for meeting the demands of this expansion

The training and placement of Master Trainers with specialist subject training in English and Maths will enable the quality improvement to be implemented

at the local level, although this implies high quality and ongoing development of educational expertise in the Master Trainers.

The Educational Support Unit at Head Office, incorporating the Materials Development Unit, will offer expert educational support for field activities and ensure that flexible and improved materials and methodology are available both to support BRAC's own educational initiatives and also to act as a resource for sharing developments and ideas with the Government Primary Education Development Programme and other NGOs.

The process evaluations already undertaken by BRAC (e.g. the CLIP evaluations) show the usefulness of developing systems for fast feedback of evaluation findings into planning and materials development. The involvement of primary stakeholders in evaluation will give a voice to the community and mean that materials and training can more closely support and develop existing skills in rural learners.

The increasing need for schools in the urban slums and the work BRAC is undertaking with Hard to Reach children, ex Garment workers and older children in the rural areas means that more materials relevant to these needs and contexts will be required. As BRAC impacts on villages other educational needs arise. The support of Adult Literacy and the development of Pathargath Libraries attached to BEOC schools and Union level libraries require that literacy is placed in a functional context with additional opportunities for using and developing literacy and training in the community. A pilot project is in process where two BEOC graduates in a village will be trained to set up and run pre-school classes. Feedback from the first pilot classes indicates that this is a successful initiative. The children from these classes will be more likely to pass immediately into the formal system at six years old and to remain within the system (providing there is a primary school nearby). In this way the gains from education for the individual begin to feed back into the public good of the community. It is clear that BRAC education is viewed as a continuing process, benefiting many people in the community.

Phase III offers BRAC the opportunity to develop its pedagogy in a qualitative way to support these many on going activities. BRAC's proven capacity to organise and deliver educational systems is the firm foundation for this depth improvement and development. In view of the Government's Primary Education Development Programme expertise in curriculum and research developed during Phase III could become a valuable national resource. In particular the initiatives to develop supplementary materials and methodologies for supporting Government textbooks could give valuable feed back into the formal system.

BRACs strength lies, and will lay for many years, in its ability to provide education for children who have either never entered the formal system or

have dropped out for reasons of poverty or failure to thrive in the system. The intention to develop a few formal schools attached to TARCs which could be used as laboratory schools for trialling new pedagogical initiatives and giving TARC lecturers the school experience they need is a possible partnership area with Government and will give BRAC educators the experience of a formal curriculum so that they might respond more effectively to Government's invitations to partnership.

4.4.1 Innovative Programmes developed during Phase II

Three main materials and curriculum development programmes, CLE, IRI and CLIP have been developed under Phase II. Elements of CLE will be carried forward into other programmes, particularly the use of Big Books and the attractive and lively readers could be useful supplementary materials although it is unlikely further work will continue in this project on grounds of cost. However IRI is still in process of development and CLIP is rapidly developing to the point where it will be in a position to influence thinking in NFPE and BEOC.

4.4.2 Interactive Radio Instruction (IRI)

The further development of IRI will be based on the pilot evaluation study, which indicates the need for more appropriate contexts and content for rural learners. The materials would seem to be worthy of further development.

However the development of IRI raises the questions which have already been raised related to the ESU. The capacity of the team to move further in developing the materials may be limited by the team members' lack of wider experience of innovative materials in English Language Teaching. Additional expertise will be needed to enable the materials to be more effective and to ensure that the developmental structure is correct (e.g. it seems unwise to give learners subtle vowel discriminations so early in the programme). It is suggested that SPELT (Society of Pakistan English Language Teachers) which has a large organisation with extensive experience, including training and materials developed for some NGO schools might be a useful contact to assist in further development of this material.

Additionally the team is presently fully extended meeting the demands for training: five members of the IRI team are involved in the English training. This does not allow sufficient time for the long term development work that is required. Equally the lack of field experience is problematical and there is probably a need for field staff to be more closely involved in the team's work.

There is an urgent need for more and better materials for primary schools across the sub-continent and evaluation of cost benefits related to educational innovations (Lockheed et al 1996) show that radio is a powerful medium for

engaging children's interest and supporting teachers. Consideration of the present government English textbooks and proposed developments of these might be important to consider in future work on IRI. The training of Master Trainers to teach English incorporates at least some elements of the IRI materials, particularly the use of the cassette. Closer links with trainers and on going evaluation from the field will help in adjusting IRI materials so that they can support the crucial development of better capacity for teaching English.

4.4.3 The Chandina Learning Improvement Programme (CLIP)

The CLIP programme is the most extensively developed programme and is in process of being extended to 800 schools. The focus of CLIP is on the development of supplementary materials that support the textbooks. They intend to use Government textbooks in the development of materials to support Grades IV and V and, as improved Government textbooks are developed, for all grades. This opens the possibility of producing materials that would support work in the formal sector. In order to ensure quality development this programme is developing at a pace which allows for thorough evaluation of progress and detailed and careful development of supporting materials and training. GSS schools are also involved in this programme, and are trialling materials. It will be important to share insights and evaluations across both NGOs.

CLIP has developed supplementary materials that depend on a more flexible and varied methodology in which child to child teaching, focussed group work and interactive whole class teaching supports a developmental approach to the curriculum. The intention of developing a more creative and responsive curriculum model seems to be reflected in the CLIP activities. The approach to language in which careful exposition to the phonemic and grapho-phonemic elements of the alphabet are internalised by the learner and then practised in orthography using a developmental approach to writing has some impressive results. Children are learning to read the text quickly and the writing, with its emphasis on communication and self-correction, allows them to practice their phonetic knowledge in a meaningful way. There is no doubt that the children are highly focused and that they are learning more quickly and effectively as a result (see Annex 3). At present there are weekly and monthly assessment tests. It may be necessary to ensure that when CLIP is scaled up these tests do not predominate and encourage teachers to 'teach to the test'. There is an opportunity here to develop new assessment procedures related to classroom processes, which might also give additional information about what contributes to, and indeed what constitutes, school improvement.

The strength of CLIP would seem to lie in its intention to support Government textbooks with supplementary materials, appropriate interactive methodologies and good training. This would mean it is a model that could

also be used to support Government training and curriculum development. When CLIP develops IV and V year materials it will be on the basis of these well trialled 1st to 3rd year materials and as they will support the Government textbook they should facilitate the transfer into formal secondary school. However it is essential that the programme gives constant attention to what is realisable in the field when it is scaled up. The programme training for field staff will need to ensure that they are competent and confident enough to train and supervise teachers without intensive help from the centre. The work of decentralising expertise under ESU should help in this respect.

Conclusion

CLIP is an extremely interesting and potentially mould breaking programme. It works within a wider focus than existing materials and is being developed in a context where the pressure to produce materials for immediate use is not predominant. Teacher training will be critical and an experiential approach to training for staff and teachers should encourage teachers to also be more creative and responsive in their teaching. Initiating some action research activities amongst teachers and trainers in this programme would open up interesting possibilities and help ensure that trainers and field staff are confident enough to operate independently. It is likely that concurrent development of new Government textbooks and training could benefit from the CLIP experience.

Recommendation

Experiences from CLE and the potential for development of IRI should be integrated if possible into the programme that CLIP is now developing and that the ESU should support such existing initiatives and their quality development as CLIP continues to develop materials related to the formal school textbooks, supporting these with innovations in methodology for both the learner and the teacher.

The Appraisal Team recommends that the proposal makes clear the initiatives that have already started to manage the proposed expansions. Additionally they recommend that the key element of development of expertise in primary education and the ESU be explained as an integral part of this support.

4.5 The Expansion of NFPE to cover Grades IV and V

BRAC's staff is not unaware of the potential difficulties inherent in this expansion. The Appraisal Team feels however that they have taken

responsible and measured steps to respond quickly to a definite demand from parents and also the request of the Government (See Section 3).

1,000 schools are now educating their NFPE children up to Grade V and the monitoring system and feedback from teachers and trainers produces some subjective data relating to teachers' feelings and experiences, as well as quantitative data about achievement, to be fed back to the supervision and training staff. The Maths Training is well organised and includes an end of training test to screen out teachers who have difficulty with understanding the Maths content. Even with extended hours and a 20 month period for teaching Grades IV and V, covering the curriculum successfully will be a challenging task. However the commitment of trainers and supervisors, materials expanded from existing BEOC materials and specialist training from MTs give a fair chance of success.

Work is carrying on intensively to produce current materials and support for teachers, particularly in Maths and English. These will include AVA materials to support these subjects. The work on improving the textbooks and supplementary materials for supporting Maths and English, undertaken by the MDU group, the IRI and the CLIP programmes will gradually feed into the training of teachers for this task. The experimental work being done under CLIP which is resulting in accelerated learning allows CLIP staff to confidently predict that teachers and children will be able to achieve highly in the given time when they are supported by CLIP supplementary materials and training in new methodologies.

The training is not envisaged as a once for all training. It is likely to be on going and one of the most powerful features of NFPE training is the monthly Refresher Course at the team office. Teachers claim that they learn a lot in these interactive sessions where they try out materials for themselves, teach one another and share problems and solutions. Certainly field visits to training and refresher courses support a view that the interactive nature of these courses is likely to deal with any difficulties that teachers find.

A range of measures is in hand for supporting teachers who experience difficulty. These include:

- Pairing of a weak teacher with a nearby teacher who will share Maths teaching and receive an additional Tk100 for doing this
- Use of suitable Resource Teachers trained as MTs to support teachers in their area
- Bringing in another teacher at Grade IV and V and letting the original teacher start up in another new school
- Considering the possibility of subject peripatetic teacher/s in a particular area

Additionally BRAC might consider whether simple distance learning study packs, either for use at team office level or individually might be an appropriate additional resource for teachers who are teaching the expanded curriculum.

Conclusion

BRAC is taking all necessary measures to ensure that the best possible teaching is given to children entering Class IV and V. New materials are in process of development for Class V. More importantly in long term planning the programme initiatives of IRI and CLIP are likely to produce quality materials to support this expansion and in particular CLIP materials will support Government textbooks making transfer to formal school easier.

Recommendation

The Appraisal Team recommends that the expansion to Grade IV and V should be supported although also suggesting that BRAC will need to take care to ensure that adequate process evaluation takes place as well as initiating some longitudinal qualitative studies which produce evidence of children's and teachers' progress over time.

5. SIGNIFICANT CHANGES IN PHASE III

5.1 BRAC as an Organisation

In appraising the changes proposed during Phase III of BRAC's education programme one has to take cognisance of BRAC's achievements to date, such as its capacity to overcome logistic constraints in delivering development programmes to otherwise excluded sectors of the population, the scale of its operation and the innovations it has pioneered in order to achieve its goals.

While the appraisal of BRAC's proposal for funding did not specifically call for a review of BRAC's organisational dynamics the Appraisal Team believes it is worth briefly commenting on some of the obvious institutional traits that determine BRAC's organisational "culture". This gives a sense not only of *what* BRAC has achieved but *how* it achieved it. The success of future endeavours may rely on BRAC continuing to work the way it has to date. If BRAC's organisational style differs from more conventional approaches this may be a strength not a weakness.

It is worth noting the key characteristics of what have been termed "effective or responsive organisations". Such organisations tend to see change as an opportunity to be grasped rather than a threat to be contained. A hallmark of dynamic, creative organisations is their openness to the environment in which they operate. The focus and direction of the organisation is maintained by having a clear vision that is shared across the organisation rather than by following a rigid plan. Such organisations often find themselves at odds with more conservative or traditional approaches in which success is rated in terms of how closely a detailed plan has been followed even if conditions change and the plan begins to deviate from the overall vision.

A brief look at BRAC's profile to date indicates that while the organisation has a decidedly hierarchical management structure, and a largely centralised top down delivery approach it simultaneously reflects through its policy decisions a sensitivity to needs in the field at one level and to the national development agenda at another level. It would require a more detailed study of the organisation than possible within the appraisal time frame to understand how precisely these different positionings are articulated in practice. What is clear is that adherence to predetermined administrative and managerial formulae goes side by side with a high level of organisational agility.

Within the organisation there is a strong impression of on going change and adaptation - always with an eye to what is happening locally, nationally or internationally; a willingness to take calculated risks; and an

openness to adjust and amend procedures and detailed plans if they are hindering rather than helping in achieving the ultimate goal. The ultimate goal of tackling poverty is the one consistent and constant feature. In the course of the Appraisal the team members noted that when describing their role within the organisation everyone spoken to, whether in the Dhaka office or the field offices, and including the teachers, always did so in terms that related their specific task to the overall goal.

As a result of this, albeit cursory, glance at BRAC's organisational culture it would appear to have many of the dynamic characteristics of a "responsive" organisation. In a five year project proposal from such an organisation one expects to find little by way of precise detail and a great deal by way of anticipated potential. It would be an anathema to such an organisation to predict what precisely it would be doing in 5 years time, instead it would tend to define its direction and continuously adapt and adjust what it does on the way. BRAC's education programme proposal reflects this kind of approach.

5.2 The Nature of the Changes Planned in Phase III

To date the key features of BRAC's development approach have been a clearly defined target population of poor girls and women, its capacity to mobilise support at community level and its integrated approach to programme implementation, particularly in the field. There has also been a tendency towards rapid expansion. Within NFPE in the ten year period between 1987 and 1997 the number of schools rose from 22 to 34,000. Dealing with this level of expansion has necessitated a focus on centralised co-ordination, standardised procedures and support structures designed primarily to minimise slippage at the operational level. Consequently monitoring and supervision have focused on maintaining standards rather than fostering creative responsiveness at the local level.

The major thrust of the Phase III project proposal is towards addressing issues pertaining to quality assurance, identifying the lessons that have been learned and the potential to replicate good practice within different educational contexts. Proposed expansion to programmes and new initiatives are generally in response to community demand (e.g. access to what is currently the complete primary school cycle) or related directly to the potential for replicability (e.g. working within the formal school environment and expanding operations into the CHTs).

5.3 Expansion of the BEOC Programme

BEOC has to date proven to be a popular way to reach adolescents, especially girls. Plans to expand the programme appear to be very much

in keeping with BRAC's overall vision. If the BEOC schools did not exist one suspects this target group would not receive any education. Considering the age group BEOC targets, these children fall into the category of "non starters" or "dropouts" from the formal system. With over 50% of the population illiterate any initiatives to reduce that figure are welcome. In 1996, 58% of children past primary school going age were found to not have been enrolled in school. The Appraisal Team recognises that providing good basic education to this age cohort *before* they reach adulthood is not only a more effective way to tackle illiteracy but in effect offers "second chance" opportunities to these young people to reconnect with the formal education system.

Apart from the possibility BEOC graduates have to go on to further education, the programme is particularly significant in that it provides the basic education needed to avail of a range of other opportunities. In many respects the BEOC programme is a pivotal activity within BRAC's overall development portfolio. It is firmly located within NFPE but has strong links with both the RDP and HPD programmes. The existence of the BEOC schools make it possible for both programmes to reach young people. This in turn facilitates the integration of initiatives that relate to health and employment. BEOC graduates are literate which means that they are easier to reach even after they have completed school.

5.3.1 The quality of BEOC schools

Children within the BEOC programme have scored well on achievement tests. In December 1997 a test was administered to students in 400 NFPE schools and 100 BEOC schools, all of whom had completed grade III. BEOC students achieved higher scores in Social Science, Mathematics and English. NFPE students scored marginally higher in Bengali.

Notwithstanding the differences between both systems (namely the age of the students and the shorter BEOC cycle), it would appear from these findings that the learning that goes on within the BEOC programme is comparable with NFPE. The recruitment criteria and initial training is similar for teachers within both programmes, and the on going training, while separate, is similar in content and regularity.

The plan to expand the BEOC programme has no implications for the numbers of teachers in the system. Structures and procedures are in place for recruiting and training teachers and for siting and supervising schools. The Appraisal Team is satisfied that this solid infrastructure provides a sound base that can be adjusted and fine tuned as need arises but does not require major overhaul.

5.3.2 The demand for BEOC schools

According to BRAC staff the need for BEOC schools is determined through the annual surveys carried out in each village within BRAC's catchment areas. These surveys are conducted in September in new areas and in October/November in areas where programmes are already operational. As part of the survey at least two to three meetings are held with the community members. It is through these meetings that the level of demand can be compared with the apparent needs. All meetings are minuted and a summary of the issues raised and any conclusions or decisions are fed into the monitoring system by way of PO, TIC and Area Manager reports. Decisions regarding the number and type of schools to be opened each year are made at the monthly meetings of the 65 Area Managers at the Dhaka Office. At these meetings information relating to the potential take up of school places for each type of school, capacity within the area to operate the proposed number of schools and other operational constraints or opportunities are taken into account when making decisions. In the opinion of the Appraisal Team these feedback procedures are appropriate to ensure that questions pertaining to demand at community level and capacity to meet that demand are adequately addressed.

5.3.3 The specific needs of BEOC learners

Because of the age group served by the BEOC schools issues to do with physical development and gender specific social roles have been included in the curriculum since 1993. The first text book was designed specifically for girls. In 1995 it was revised to take account of the fact that boys were also entering the BEOC system. A study conducted in 1998 indicated that BEOC graduates were generally better informed on health related issues than their peers who had not been exposed to this information. In light of the findings it is planned to further develop the text during Phase III. The findings from the pilot FLE (Family Life Experience) course offered through the HPD will also be taken into account during the revision process.

5.3.4 Changes in male/female ratios

The proposed reduction in girls participation from 70% to 60% appears to be based on a desire to respond to an evolving situation in the field. In areas where BRAC has been active the girls have had opportunities but the boys have not and parents are anxious that they be included. A 1997 study on trends in enrolment in both formal and non formal primary schools among 6 to 15 year olds living in rural villages noted that enrolment rates

were dropping since 1995, particularly for boys (Hadi, 1997). In light of these considerations the Appraisal Team is satisfied that the reduction is not unduly significant but would be anxious that the 60:40 ratio be maintained as a bottom line.

It is recommended that:

- 1. Girls be given priority when places are being allocated.**
- 2. Teachers be given gender awareness training so that they are aware of any overt or subtle differences in how they respond to the learning needs of the girls and the boys. This could be incorporated in refresher training sessions.**
- 3. Field staff continue to monitor the situation and resist pressure to accept boys if there are girls who should be given priority.**

5.3.5 Target population's input to policy decision-making

Questions were raised by a number of members of the donor consortium regarding written evidence that proposed changes, including the expansion of BEOC, have come from the target population. The information the Appraisal Team has been given is that minutes are taken at all meeting with the community. In the case of NFPE and BEOC programmes these minutes are kept by the teacher. A list of the issues raised and the decisions reached are recorded by the JPO or PO present. These are inserted in his/her report to the team office and are incorporated in reports that eventually go to head office.

It is also evident that BRAC staff, particularly teachers, librarians, health workers, POs and JPOs have close personal and working relationships with the members of the communities in which they are based. This level of staff are well positioned to advocate on behalf of these communities which they do through staff reports and at training sessions when they bring up topics for discussion. The Appraisal Team are satisfied that these indirect channels are important. Informal settings in which information is exchanged or a concern raised by a member of the community can sometimes highlight practical day to day issues that need addressing in programme design. Formal meetings do not always elicit that kind of information.

In the section on the ESU below it is proposed that research approaches be adopted that provide more formalised information flows between the target community and BRAC.

Conclusion

The Appraisal Team believes the proposed ESU (dealt with in detail below) will play a part in up grading the quality of the education experience across the NFPE and BEOC schools. The scale of expansion proposed in Phase III is modest by comparison with previous levels. Given the capacity NFPE and BRAC as a whole have demonstrated in the past to cope with rapid and large scale expansion this level should not pose problems. The Appraisal Team is satisfied that BRAC has anticipated and is prepared for the changes needed to carry out its plans.

5.4 The Continuing Education Programme

The Continuing Education programme has two components - Reading Centres (incorporating Life Skills Training) and Union Libraries.

5.4.1 Continuing Education to promote a "Learning Society"

The Continuing Education programme was described by BRAC staff as having an agenda that includes providing opportunities for children and adults to use and extend the literacy skills and knowledge they have acquired. The programme aims to stimulate interest in acquiring information and encountering new ideas in order to create an environment that is conducive to a "Learning Society". In this way literacy is not an end in itself but rather a mean to an end.

5.4.2 Reading Centres

The Reading Centres are intended to provide opportunities for young women to come together for up to three years after completing the BEOC programme. Reading is an important aspect of the programme, however, equally important is the opportunity for members to meet each other. Without these Centres many of these young women would be isolated in their homes. The Appraisal Team recognises that exchanging information and giving each other support are very much part of the empowerment process.

5.4.3 Life Skills Training

The training that will be provided to 68,000 girls through this intervention represents a joint NFPE/RDP undertaking. This venture allows the RDP to directly target the youth sector. In a country where 9.3% of the

population (9.5 million) is between the ages of 15 and 19 years, this is a most important target group.

5.4.4 Links between Life Skills Training and vocational training

Most of the subjects covered in the Life Skills training programme do not easily fit the category of vocational training. The skills tend to be used by women to allow them engage in small scale entrepreneurial activities rather than seek paid employment. The training is not formally certified nor accredited.

The Appraisal Team recognises that training programmes such as the Life Skills one, can have a number of learning outcomes. The practical knowledge gained is one. Other outcomes are less tangible and may even be unplanned or unexpected such as enhanced well being on the part of the participants. At the Reading Centres visited in the course of the Appraisal it was evident that the participants on courses were benefiting psychologically as well as intellectually from the experience. Bearing in mind these considerations the Team is nevertheless, keen that some attention begin to be paid to the longterm possibilities of accrediting Life Skills training courses within a vocational training framework.

There are major difficulties associated with gaining formal recognition for courses, not least of which are to do with restrictions regarding the duration of courses, subject matter, entry restrictions and assessment procedures. Nevertheless, the Team believes that BRAC is well positioned as a large NGO to explore the possibilities and keep up to date on initiatives to establish a national framework for certification of vocational training. The Team is reluctant to make a firm recommendation that specific actions be taken during Phase III, however, they believe that the issues relating to accreditation should be explored as part of BRAC's focus on providing quality education.

Preliminary initiatives have been taken by BRAC to establish links with outside providers of more substantial skills training programmes. A very small group of trainees has been sent on a Youth Training Complex course through the Union Library. The Youth Training Complex is one of a number of training centres operating under the Ministry of Youth and Sport. If this initiative proves successful the possibility of establishing closer links could be explored. Linkages with larger training providers would make it possible to broaden the range of courses offered through the Reading Centres. While the courses would remain at a foundational or introductory level it may be possible to have them recognised as access courses for more formal training courses.

5.4.5 Union Libraries

The Union Library programme began in 1995. The planned expansion rate during Phase III is the same as during Phase II - that is 100 per year. The libraries are described by BRAC staff as essentially focal points within communities - places where people can come to read, borrow books, become involved in socio-cultural activities, or avail of the text book lending scheme for high school students from poor households.

5.4.6 Beneficiaries of the Union Libraries

Within a three year period a Library Trust Committee takes over full financial and as much operational and managerial responsibility as feasible. Libraries are located in Unions where NFPE and RDP are active.

The decision to support the establishment of a library comes after a number of consultative meetings with the community. At least three to four public meetings are held in addition to discussions with key individuals. Before a decision is made the community is made aware of the long term commitment involved in the undertaking including the financial implications. Communities are required to raise funds and find a suitable space to house the library. Members of the ad hoc committee put in place before the Trust is formed include at least one RDP staff member. At least 25% of the committee members are women.

Currently 40 libraries have Trust Committees in place and are financially viable. Most of these need further support to become fully independent. BRAC anticipates that these Committees will require 2 to 3 years support including training inputs for committee members and librarians. Such inputs will include organising activities that appeal to the broader community, and developing leadership, planning and management skills among Committee members. An exit strategy is being put in place so that this support can be phased out gradually as the Committees assume full operational responsibility.

To date the numbers of women using the library, the preference for hiring women librarians, and the text book lending scheme which gives priority to BRAC graduates, indicates that the BRAC target group is among the beneficiaries of this initiative.

The Appraisal Team believes that the libraries have the potential to integrate those who fall within the BRAC target group with the better off members of the community. Integration with the general community is important for those who have been part of an excluded group. If the libraries continue to be inclusive of all sectors of the population they will provide a valuable forum where those who have acquired literacy skills can avail of the facilities. However, the Appraisal Team is anxious that

the numbers of women readers be maintained over the longterm and that the libraries take active steps to attract a cross section of the community, including those who are economically disadvantaged.

Conclusion

The Appraisal Team is not only satisfied that the initiatives underway within the continuing education programme are appropriate features of the education programme but also believes that there is potential for expansion as opportunities arise. It is recommended that funding allocations to the continuing education programme allow for growth and innovation that is in keeping with the broader aims of the overall education programme.

5.5 Education Support Unit (ESU)

5.5.1 The ESU as a *reflective, learning space*

Lengthy discussions were held with BRAC staff regarding the proposed ESU. A synthesis of the ideas and issues raised by staff in the course of these discussions is presented here. The presentation is somewhat detailed in order to respond to the questions raised in the TOR and at the meeting on 25th August.

In essence the role of the ESU was described by staff in terms of creating a *learning space* for BRAC to reflect on its educational experiences. It was felt that the process of reflection would ensure that BRAC's current capacity to deliver services would be augmented by a capacity to offer innovative responses to educational dilemmas.

NFPE and RED were described as currently lacking the educational expertise needed to resolve dilemmas that emerge when concerns of quality may be compromised by the need for efficient delivery mechanisms. In the case of NFPE the foremost concern is efficient service delivery on a relatively large scale. The effectiveness and relevance of specific educational initiatives are afforded less attention.

To date the focus within NFPE has been largely on training and teaching inputs rather than learning outcomes. Shifts in this focus are evident but as yet not widespread. NFPE lacks the capacity to initiate the range of innovative initiatives needed and to adequately support those currently underway. A number of BRAC staff consulted in the course of the appraisal indicated that they envisaged the ESU playing a key role in creating a more effective and relevant education programme. The rationale for locating the ESU as a separate unit within BRAC but outside

NFPE was that it would not compromise NFPE's existing efficient delivery mechanisms.

5.5.2 The research function of the ESU

The RED was described as having some educational research expertise that could transfer to the ESU. However, the paucity of qualitative, participative data collection expertise and the lack of capacity to use "action research" approaches mitigate against the RED providing the kind of research support sought from the ESU.

Satisfying the developmental needs of the education programme necessitates a capacity to engage in collaborative data collection endeavours with primary stakeholders such as the parents, students, teachers, librarians and life skills trainers. A number of initiatives planned or already underway for other purposes could provide opportunities to begin collaborative data collection ventures at the grassroots level. The proposal to have 34,000 School Management Committees (SMCs) operational will necessitate capacity building for members of these committees. Once the committees are functioning it would be opportune to involve them in action research activities which could be linked to the managerial functions of the SMCs.

The main purpose of using an action research approach that involves the target population directly would be to adjust practices in the education programme in response to emerging trends or indications. The value to the programme would be that it could more effectively address gender and poverty based disadvantage and increase the extent of community participation in defining the direction of BRAC interventions. Devolving responsibility to the community ultimately puts the community in a position to demand quality services from BRAC and from other service providers. The research and implementation functions of the education programme as a whole would need to be closely connected so that the planning, action, reflection cycle was not disjointed.

5.5.3 The training function of the ESU to support BRAC educational initiatives

Training for staff would be required to incorporate a developmental aspect within what has been essentially a service delivery operation. There would obviously need to be close links with the Training Division within BRAC.

One of the initiatives currently underway within the Training Division would have much to offer to the ESU. The GQAL (Gender Quality Action Learning) unit conducts training for all BRAC staff. Professional or working relationships between men and women staff and between staff at different levels within the organisation are given attention. This example is given here for the following reasons:

- (i) it represents a shift from an emphasis on training that aims primarily at achieving procedural proficiency to one which is concerned with creating an open, discursive and reflective organisational culture;
- (ii) the subject matter i.e. gender based relationships, cannot be engaged in without developing a capacity to reflect on experience, analyse it or deconstruct it, search for patterns and draw conclusions - skills needed to undertake research in the work environment;
- (iii) within the work of the GQAL unit the emphasis on finding new ways for people to interact, and recognising that different individuals and groups may have differing perspectives on reality are important principles that underpin the research approaches the ESU would need;
- (iv) although the GQAL unit is small it has amassed experience in how to train staff to encourage active participation;
- (v) it uses an integrated team approach in planning and implementing its training programme;
- (v) aspects of the GQAL approach could be replicated within the ESU.

It is not suggested that the work of the GQAL unit be subsumed into the ESU but rather that elements of the approach used by GQAL be considered as a model which could inform the ESU's approach to training field staff.

5.5.4 Laboratory Schools

The proposal to set up twelve laboratory schools at TARC Training Centres comes from a desire on BRAC's part to respond to the opportunities that are emerging to successfully operate formal primary schools. To do so it needs to test the transferability of the approaches that have been used within the non formal NFPE and BEOC schools to the formal primary school context. The laboratory schools would be used to assess how best to utilise BRAC teaching methodologies, supplementary materials and management systems within the more rigid and constrained conventional school setting.

Ultimately the success of the BRAC education programme depends on the extent to which the good practices it has pioneered can impact on the broader educational system.

The proposal to set up laboratory schools does not represent a move away from the provision of basic non formal education for particularly poor

children but it does indicate a readiness to attempt a degree of convergence between the non formal and formal systems.

While the Appraisal Team support the inclusion of laboratory schools within the overall strategy to develop the BRAC education programme, a number of operational questions will need to be addressed.

5.5.5 The external training function of the ESU

A question that has been raised by a number of donors is the extent to which the ESU would be engaged in offering training courses to outside agencies. The rationale put forward by BRAC staff for engaging in such activities is that BRAC has acquired experience in delivering education services to sectors of the population which are difficult to reach; its delivery mechanisms are innovative and it can maintain high standards across a large scale operation.

BRAC has a great deal to contribute to the body of knowledge that informs current practice in the field of education both in Bangladesh and elsewhere. Other agencies could learn from the BRAC experience. Disseminating the knowledge BRAC has accumulated minimises the need for others to reinvent what has been tried and tested, would lead to experimentation to adjust the BRAC model to suit different contexts and thereby enhance the potential to reach even greater numbers of poor children in the long run. One obvious and immediate target group for such courses are the NGO staff supported by BRAC through the ESP programme.

The Appraisal Team agrees that professional courses are an appropriate way to disseminate knowledge and would be beneficial to the broader development community, however, at this point in time the ESU should focus on strengthening and developing BRAC's education programme.

5.5.6 An overview of the ESU

The range of possible functions to be undertaken by the ESU through its research and training remit would include the following:

- devising innovative responses to educational problems identified by practitioners
- acting as a repository of pedagogical expertise to be drawn on by practitioners
- providing a forum where the experience gained in the field can be augmented by theoretical knowledge (so that the theory and practice of education can inform each other)

- creating opportunities where educators can discuss the *Big Questions* of development that inform the individual's and organisation's vision

In practice the ESU would support and further develop current NFPE activities (such as those going on within the MDU and CLIP); anticipate on-going education programme needs relating to innovation in the classroom and effectively targeting those who have not participated in NFPE's education programmes (such as the 200,000 landless households identified by RDP Area Managers); disseminate the knowledge and expertise acquired by BRAC to other development agencies (particularly those "partner NGOs" within the ESP programme).

Within this arrangement Training for Development Educators, and Research and Development functions would transfer to the ESU while programme implementation would remain within the NFPE division.

Conclusion

Presentation of the ESU within the Phase III Proposal Document under Section 3 does not capture the thinking within BRAC which emerged in the course of discussions. The sub section entitled "*The Purposes of the ESU will be:*" identifies a number of the functions outlined above. Little, if any, emphasis is placed on the developmental role ESU could play in relation to BRAC's current and future educational endeavours, nor does it consider how the interdependence of the ESU and NFPE would be articulated in practice. The proposal largely confines itself to describing a series of courses to be developed and the setting up of "*laboratory schools to facilitate the work of the ESU*". As evident in the above synthesis of staff thinking the real potential is for "*ESU to facilitate the work of the schools*" within the BRAC system.

In light of the shortcomings within the proposal and in recognition of the potential role for ESU as described earlier the following recommendations are made to amend section 3 of the proposal document.

Recommendations

It is recommended that ESU be funded.

In addition it is recommended that:

1. During Phase III the ESU focus primarily on its potential to strengthen and support BRAC's education programme.
2. A detailed outline be provided of the nature of the training and research support the ESU would offer to the NFPE and how this would enhance the education programme during Phase III.

3. An indication be given of the impact a participative pedagogical focus would have on the research approach to be adopted by the ESU; how this approach would differ from the present RED approach; and how this approach would increase stakeholder participation in the overall education process.
4. During Phase III priority be given to the provision of training for BRAC's education programme staff and for staff within the NGOs in the ESP schools.
5. The potential of linkages with existing activities such as the GQAL Training be explored.
6. The implications of separating the implementation functions (NFPE) from the research and development functions (ESU) be identified in relation to the day to day work of NFPE staff in the field and in the Dhaka office (with particular reference to the quality improvement initiatives already underway and detailed in section 4 above).
7. The ESU be recognised as an integral component of the quality improvement being undertaken during Phase III.
8. Consideration be given to changing the name to the "Educational Development Unit".

References

- Hadi, Abdullahel (1997) *Trends and Differentials in School Enrolment in Bangladeshi Villages*. Paper No.23. BRAC

6.0 THE NFPE BUDGET.

6.1 Analysis of Expenditure Variances

Table 6.1

NFPE Phase II: Analysis of Reported Expenditure Variances (%) April 1996 to June 1998

Expenditure	original allocated budget for Phase II (Tk 000's)	Variance (%) for reporting period					
		as a % of the original budget	4/96 to 6/96	4/96 to 12/96	1/97 to 6/97	6/97 to 12/97	1/98 to 6/98
I. Schools cost							
A. Teachers Cost	1,051,22	37	17	7	4	-2	4
B. Student books and supplies	995,149	35	58	38	8	1	8
C. Field Operations	325,999	12	9	0	5	-24	-6
D. Research and Evaluation	23,724	1	41	33	42	67	43
E. H.O. Logistics and Mangt. Support	237,237	8	38	27	4	10	7
II Library Programme	117,741	4	30	66	6	6	25
III Innovative Prog. and Materials Dev.	55,021	2	64	69	28	0	55
Total % underspend (cumulative)			35%	21%	6%	-1%	6%

Total Actual Expenditure to April 1996 to June 1998: Tk1,822,246,921

Estimated expenditure July 1998 to March 1999 : Tk 750,000,000

Total estimated expenditure April 96 to March 1999 : Tk2,572,246,921

Total NFPE budget available from donors : Tk2,714,000,000

Estimated underspend at 31/3/99 : Tk 141,753,079

Interest paid By BRAC against donor fund deficit (to June '98) : Tk 14,406,215/ US\$308,286
(@ US\$1=Tk46.73 see Annex 1E. for breakdown)

6.1.1 Review of projected underspend of NFPE Phase II budget

The analysis of variances in the main budget heads (Table 6.1) shows that overall the NFPE Phase II expenditure profile is well within acceptable variances for all the main budget heads for a programme at this stage of delivery. Variances exceeding 10% are confined to activities, which form a very small overall proportion (c.3 %) of the total approved expenditure over the 3-year life of Phase II. 100% expenditure against these heads (research and evaluation, library programme and innovative programme and materials development) by the year end will have a small impact on the overall out-turn. The question of how the underspend on these activities has and will effect the delivery and quality of the educational experience is difficult to determine at this stage.

The underspend has not effected the achievement of the Phase II quantitative targets, with 34516 schools operational as of June 1998 and 1,090,468 learners (66% girls) attending these schools. An explanation of the current underspend is contained in the half-yearly report (to June 1998) currently being prepared by NFPE team at BRAC.

The appraisal team has concluded that the projected underspend will not have any adverse impact on quantitative outputs of the NFPE programme Phase II programme during the remainder of the programme period to March 1999.

6.1.2 Utilisation of underspend

It is estimated that the projected underspend at 31/3/99 will enable BRAC to operate the existing NFPE programme on a maintenance, no cost basis for 1.5 months (to mid May 1999). This strategy was discussed with donors at the last donor liaison meeting (August 2, 1998). Although the donors are not in a position to confirm funding for a NFPE Phase III programme at this stage, they indicated that release of the first tranche of funds ranges from April (DfID possibly) to March 2000 (EC). With this scenario it makes sense for the donor: to formally agree to the underspend being used for extending Phase II. Subject to approval, the proposed Phase III budget expenditure should begin as proposed in April 1999 with an arrangement for the Phase II expenditure made in the first two months (April and May 1999) being set off against any approved Phase III budget.

6.1.3 It is recommended that the donors take a formal decision, at the earliest opportunity, to allow BRAC to plan, in principle, for a no cost extension of the Phase II project by utilising the projected underspend. BRAC should prepare detailed output and financial projections for this extension period and submit to the donor group for approval.

The team also recommend that the donor group review their policy relating to disbursement of their funds. Delays in Phase II have already cost BRAC US\$ 308,286 in bank charges. It is understood that there are many and varied reasons for delays. BRAC is an established NGO with a good track record in donor fund management therefore it is recommended that when donors submit the BRAC Phase III proposal for evaluation and approval, through their own channels, they flag up as a priority the need to have flexible funding release mechanisms in place.

6.2 Critical Analysis of NFPE Phase III budget and related costings

The proposed NFPE Phase III budget sets out the costs and income for a five year programme which builds on the NFPE Phase II programme due for completion in March 1999.

Costs for Phase III are estimated at Tk 5,646,777,183 (\$122,756,026 - US\$1@Taka 46). The well-constructed budget has been prepared by the BRAC Chief Management Accountant and his team using his extensive knowledge and experience of the NFPE Phase I and II programmes. Direct consultation/communication takes place between the NFPE

management team (including the MIS section) and the management accounting section. BRAC's management accounting department is well organised and has excellent financial reporting capability. This was well demonstrated by the speed and accuracy with which budget and unit costing information was provided to the appraisal team.

There is no doubt that the emphasis that the BRAC organisation puts on standardised financial procedures has been a vital element in the huge but controlled expansion of the NFPE programme in the last 10 years. These procedures are workable at field level where each team and area office have accountants (increasingly shared with the RDP) to support the field staff and who take responsibility for financial record keeping and making prompt returns to HO.

The remainder of this section comments on the Phase III budget in light of the extensive consultations and discussions the team had with the Chief Management Accountant and his staff. Attached at Annex 1E is the revised (1/9/98) Phase III project proposal budget which already incorporates many of the explanatory and presentational points raised during these discussions.

6.2.1 Unit costs

The selection and grouping of cost centres in the Phase III budget reflects the need to have budget lines which encompass the major activities of the NFPE programme (e.g. NFPE/BEOC/ESP schools) and which have common costs. A project costing model for each programme strand would be too complex to manage on this scale since 82% of the proposed budget is expended on the main schools' budget. The project costing model would rely extensively, in many cases, on having to allocate costs against different project cost centres at field level thereby probably introducing an unnecessary element of complexity and potential for error.

The budget is built up by using unit costs which are based on an analysis of historic costs derived from the experience of operating the Phase I and current Phase II programme. Economies of scale have been reflected in this process - for example the unit cost for basic training (15 days at a TARC) for new teachers has fallen from Tk2500 to Tk2200 per course.

Time did not permit a detailed assessment of the costing and competitive procurement process of even a selected sample of classroom supplies and teaching materials. However during the field visits to the schools, team and area offices a quick random check was made of various items listed in the budget. Certainly the school children seemed to have all the books and writing material itemised in the budget. Checking of a sample of ledgers and copies of the monthly receipts and expenditure statements revealed that average salaries (with allowances) for field staff were in line with the unit costs indicated in the Phase III budget.

Careful scrutiny of the unit cost annual multiples for all budget lines in the five main account heads across the five years (1999-2004) showed that the reading of the numbers of schools opened and re-opening in the schedule set out in Annexure B (in the proposal document)

was incorrect due to a data input error. An amended series of Tables are presented in **Annex III**. Changes in the number of schools will have implications for the phasing costs in the five-year budget but should not effect the global budget.

To aid better understanding of the basis for unit costs and multiples for each budget line a column for budget notes has now been inserted into the budget spread sheets. A copy of the budget notes is attached to the revised budget at **Annex IE**. It is suggested that the chief management and NFPE staff (including the MIS staff) review these budget notes again when doing the final review of the budget before re-submitting the revised project proposal to the donors by the end of September.

The budget line for innovative programmes and materials is now set at 0.97% of expenditure reflecting the likely underspend on this activity (2%) in the Phase II budget.

It is recommended that the budget line for innovative programmes and materials should have a supporting schedule detailing a budget for this activity.

6.2.3. Programme activity and allocation of funds

The narrative of the Phase III programme proposal has been carefully examined to ensure that any reference to programme activity that may have a budgetary implication is recorded and then checked off line by line against the Phase III budget. Attached at **Annex IE** is a table summarising this process. From this it can be seen there are a number of budgeting issues to be addressed.

We recommend that NFPE Phase III proposal is explicit about where all costs associated with each and every programme-related activity (even small-scale pilots) are located.

Particular attention may be taken with costs that might be incurred as a consequence of another decision - for example the appointment of resource teachers and the cost associated with their replacement.

6.3. Adequacy of accounting and audit system

BRAC is a large organisation with a wide variety of programmes and income generating activities. Income from all sources and activities in the year-end to 31 December 1997¹ was Tk 2,637 billion of which Tk 1,94 billion came from donations. It has a well-established financial management system and is able to carry the execution of numerous projects simultaneously and adapt quickly to the changing financial reporting and management requirements of new programmes. The accounting system at BRAC's head office has been designed in such a way that data and information for all projects and programmes can be distinctly identified and collected and reported on at various times in accordance with

¹ BRAC Financial Statements to 31 December 1997, together with the independent auditors' report. Arthur Andersen

particular donor's needs. BRAC's accounting policies and procedures are set out in their BRAC Accounting Manual.

6.3.1 NFPE Management Information System (MIS)

BRAC has two central units responsible for its MIS. Within the NFPE division of BRAC there is a unit responsible for collecting and collating the basic data records produced at the school/centre level. These records are collected by the PO/JPO (from 14 schools) and presented to the team-in-charge. This information finds its way directly to the BRAC Head Office (a summary of the hierarchy of MIS formats in use can be found in Annex 1F).

As a check on the quality of the data, a monitoring team visits schools and offices on a random basis, covering about 10% of the centres during each year. However, BRAC also has a separate Monitoring and Audit Section reporting directly to the Executive Director, which includes responsibility for the NFPE programme. This division does not duplicate the work of the NFPE monitoring system, but does exercise an internal monitoring (30 monitors in the field) function over qualitative and quantitative targets and the delivery of the NFPE programme at the local and area/regional levels. Its audit function is referred to below.

A quick assessment of this MIS system and the record keeping system in three schools, two team offices and one area office during a field visit confirmed that the team level accounting and monitoring records appear to have been kept up to date. It is likely then that the baseline planning data supplied by the NFPE MIS section to the management accounting section as a basis for building up the five-year Phase III budget can be considered sound. Staffing levels are determined by carefully set ratios of supervisory staff to teachers (and hence schools) and so on up through the field operations organisation. The whole Phase III budget is predicated on these fixed ratios and so the accuracy of the school/learner projections and the start-up and re-opening of schools from Phase I and II is critical to preparing an accurate budget forecast.

6.3.2 Internal Financial Control Systems

6.3.2.1 Auditing Arrangements

Currently there are three sources of audit:

- annual audit of the BRAC organisation - last carried out for the period to 31 December 1997 by Arthur Andersen (copy made available to the appraisal team)
- quarterly audit of NFPE schools required by KfW (copies available to appraisal team).
- BRAC internal audit team activity

A condition of Kreditanstalt für Wiederaufbau (KfW), a major donor (15%) to the Phase II NFPE programme, is a quarterly audit report. Seven of these audits have been carried out since the commencement of NFPE Phase II programme in April 1996. The scope of the work carried out by the auditors is set out in Annex 1A.

BRAC has a team of 70 internal auditors (all CACC qualified) which reflects the emphasis and importance the organisation puts on financial control and probity. The size of this team enables every NFPE, RDP and HPD office to be visited every year when all records, accounts and ledgers are examined. A report is prepared and sent to the relevant area and regional office as well as the director of the programme.

Much of the appraisal team's assessment of the adequacy of BRAC's accounting and financial management systems to support the proposed Phase III programme are based on these audit reports along with direct observation of HO and field operations accounting documentation and discussion with the BRAC Chief Management Accountant and his HO and field staff.

6.3.2.2 Fund Management by Area and Team Offices

On a monthly basis the Receipts and Expenditure Statement (Form NFPE4) is returned by each team (by the 6th of each month at the latest) to the accounting department at BRAC HO. This statement is prepared by the team accountant (now combined with the RDP in many cases) using the standard format which has heads of account reflecting those that appear in the six-monthly income and expenditure statements received by the donor consortium members.

Each team has a local bank account used for drawing cash for salaries, topping up petty cash and paying local suppliers. Procuring goods and services locally (following BRAC's laid down policy) requires the team accountant to get more than one quote. BRAC Supplies of learning materials and other capital items are also procured centrally by HO and supplied directly to the field (e.g. textbooks, motor cycles etc.). Salaries, allowances and deductions are calculated at HO and the team accountant prepares pay statements using these figures for all teachers and staff. Shared costs (e.g. rental costs with the RDP) are split on an agreed basis and HO credit or debit the relevant account codes accordingly.

The team level expenditure is very much determined by the set ratios referred to above. These indicate clearly the levels of staffing, schools supplies, training days, number of motorcycles etc that each team is allocated. The cumulative receipts and expenditure statements enable these to be closely monitored on a regular basis and allow effective cashflow control for the whole NFPE programme.

6.3.3 Assessment of the adequacy of BRAC's financial management system

Key features of control in any well run organisation are:

- definition and establishment of objectives, standards and procedures
 - clear definition of responsibilities for management and operational activities
 - measurement inputs, outputs and performance in relation to objectives taking corrective action where appropriate
 - critical review of objectives, operations, outputs and value for money
- reporting of financial and non-financial results and performance

It is against these features that the BRAC financial management systems have been assessed.

- 6.3.3.1** The KfW audit reports referred to above provide ample evidence to show that with a few exceptions BRAC's accounting and financial systems work effectively and provide timely and accurate reports. Although the auditor's brief gave special emphasis to the general systems and procedures related to the KfW portion of the NFPE programme they in effect examined the whole NFPE programme and provide an excellent source of up to date information on the quantitative and qualitative aspects of the programme. During the seven KfW audits completed to date, visits were made to 185 BRAC NFPE schools, 23 ESP schools, 6 ESP NGO partners, 73 team offices, 32 area offices, 5 regional offices and 3 quality managers.

On the basis of this the auditors made a series of recommendations for improvements and changes to BRAC NFPE accounting and financial management systems as well as a surprising number of relating to pedagogical issues. Significant among these that relate to the Phase II programme were:

- steps to be taken establish a reserve of trained teachers to overcome the problem of some teachers teaching two schools (December 1996; June 1997; September 1997; December 1997; March 1998; June 1998)
- efforts made to incorporate all its accounting policies into the accounting manual itself (March 1997; June 1997)
- operational and statistical reports prepared and sent to KfW by NFPE (MIS) programme should be cross checked by the Accounts Department and Finance to avoid discrepancies and to act as a control mechanism on the quality of reporting (March 1997 with notable improvement acknowledged in September 1997 audit report)
- efforts should be made by ESP Programme Management of BRAC to upgrade and strengthen the accountancy skills of partner NGOs through frequent training, lasting 3-4 days (June 1997; September 1997; December 1997; March 1998; June 1998)
- steps be taken to ensure that the standard accounting system is properly followed and the rules and policies are complied with by field offices - refers to one team office that had two bank accounts open simultaneously, one unused since 1994. (September 1997)
- steps be taken to ensure that the standard accounting system is properly followed and the rules and policies are complied with by field offices - refers to lack of approval of vouchers by authorised person in one team office (March 1998)
- determined efforts should be made by the ESP as well NFPE management to overcome the situation with ESP schools through more effective and close monitoring and teaching techniques - this refers to the lower percentage of ESP graduates satisfying all basic skills (reading, writing numeracy life, skills) competency criteria than NFPE schools (49.1 % for ESP schools against 69% for NFPE schools). (March 1998)

6.3.3.2 The Director of Monitoring and Internal Audit confirmed that the NFPE programme generally performs well with its financial control systems being in good order. He reported few problems with the way some field offices handled store documentation related to goods procured by HO; and in a few cases excess petty cash being held due to inaccurate calculations of salaries. He commented on the pro-active style of the senior NFPE manager which meant that when problems occurred solutions were immediately sought. He recommended that the NFPE accountancy staff should be given additional training and support by the HO accountancy section.

6.3.3.3 The ESP

In light of the auditors recommendations about strengthening the capacity of the participating NGOs to improve their financial management and the quality of the education programme they offer, NFPE should consider revising their strategy in order to provide an improved level of support and training to their NGO partners. There needs to be a greater recognition of the special requirements of working with small local, community-based NGOs.

Conclusion

In the time available to the team it was not possible to carry out a detailed examination or 'audit' of the whole accounting and audit function within BRAC and particularly the NFPE program. The team is confident that BRAC has in place a comprehensive and effective financial management system which appears to work well at all levels and is certainly capable of continuing to manage a NFPE Phase III programme with an annual donor income of \$US22 - 26 million.

It is recommended that the donor consortium publicly recognise that, in BRAC, they have a partner organisation which has and will apply high standards of financial control. This should be reflected in the nature of any funding partnership.

6.3.4 Cost efficiency

The appraisal team was asked to assess the cost efficiency of the NFPE programme. This has been done through a comparative approach selecting where possible comparable programmes with a similar cost base from the NGO sector and Government programmes. The data in the table below should not be considered definitive and is presented to give some indications of where BRAC's unit cost appears in a range of costs.

6.3.5 NFPE Schools

TABLE 6.2: Estimated comparative unit costs (per enrolled child per year)

Organisation	1992 (public costs for one grade)	1992 (private costs average for one grade)	1992 (combined public & private costs 1yr.)	1994-5 (public costs for one grade)	1994-5 (combined costs for one grade.)	1996	1997
BRAC NFPE schools	\$13.74 (1)	\$0.24 (1)	\$13.92		\$14.18 (8)	\$17 (6)	\$18 (6)
Proshika NFPE schools			\$17.52 (7)	\$18.76 (7)	\$18.76 (7)	\$18.76 (7)	\$19.03 (2)
GoB GEP* NFPE Programme (average for all participating NGOs)			\$20.86 (1993 figure) (8)	\$14.95 (5)	\$14.95 (5)		
Integrated NFE Prog. (GoB)				\$15.78 (5)	\$15.78 (5)		
Govt. Primary School	\$13.80 (1)	\$34.69 (1)	\$48.49 (1)	\$12.03 (3)	\$46.72 (4)		

* General Education Project - NFPE programme provides a subvention to participating NGOs to deliver the programme as with BRAC's ESP.

(1) Cost Comparison of BRAC NFPE and Government Primary Schools Final Report commissioned by AED Rahman Rahman Huq 1992.

(2) Proshika Poverty Alleviation Programme Phase V - Mid-term Review, November 1997.

(\$US1 = Tk40[1996] and Tk41[1997])

(3) Fifth Five Year Plan - 1997-2002, Planning Commission, Ministry of Planning, Completion rates stated at 60%. (\$US1 = Tk40).

(4) Includes private costs taken from 1992 estimate (in 1 above) for 1 grade (year).

(5) NFE Project - Project Preparatory Technical Assistance Report, GoB, 1994. These include a project specific proportion of general overhead. (1\$US=Tk40)

(6) Derived from BRAC's NFPE income and expenditure accounts.

(7) Proshika data

(8) NFPE Programme, Project Monitor's Working Paper No.2, December 1995 World Bank, Resident Mission, Dhaka. Unit cost excludes imputed value of materials (in most cases)

Note: Private costs referred to in the table above include the following: admission/registration fees, examination fees, cost of student supplies, reference books, students' textbooks, private tuition fees, school maintenance, contribution for sports and religious functions (milad) and peon fees.

6.3.6 Comparative analysis

Table 6.2 attempts to present a unit cost comparison across the NGO sector and with the GoB NFE (Basic Education) programmes and Government primary schools. Data has been drawn from various sources and in the time available it has not been possible for the appraisal team to thoroughly check all data sources to ensure like is being compared with like. However it is possible to make a broad comparative analysis across the programmes and draw tentative conclusions about the cost efficiency of BRAC's NFE schools.

There is little doubt that from these figures the unit cost of an enrolled child in a Government primary school is much higher (when private costs are included) than an NFE place provided by the NGO sector.

The unit cost of a Grade 3 'graduate' from a Government primary school compares even less favourably than one from a BRAC NFE school as the retention rate for BRAC (and Proshika) is 92-93% compared with current figure of 60% for the Government primary schools. Due to the high retention rate in BRAC NFE schools the BRAC cost per enrolled learner and 'graduates' differs marginally. Lower retention rates in government schools means that public costs per graduate sharply increase (in the order of 150% against 7% for BRAC schools) as shown in the Rahman Rahman Huq 1992 report.

More recent unit cost comparisons with the Proshika NFE schools (based on the BRAC model) show similar costs for 1996 and 1997.

The MoE's 1994-95 NFE programme and INFE programme have unit costs in line with BRAC's likely unit costs for the same year. More recent MoE figures would show if BRAC's costs are keeping in line with the unit costs associated with the basic education (Grades 1-3) programmes within the Integrated Non formal Education Programme (INNFE).

A further underlying strength of the BRAC model relates to the additional costs that would be incurred in efforts to improve the quality and effectiveness of the educational experience. BRAC teacher costs are around 15%² of those in government schools (based on cost/grade III graduates).

BRAC put considerable emphasis on the management, supervision and training of teachers and staff which is reflected in the higher proportion of the unit costs attributed to these activities than in government primary schools (27% against 0.50%²).

Efforts to improve the quality of provision through the appointment and training of additional staff are likely to have a much greater impact on the unit cost in the government system which appears to be starting from a low base. With the BRAC schools there will be a much higher multiplier effect resulting from the appointment of additional quality management and training staff since they are building on an established and effective system giving high retention rates.

² Rahman Rahman Huq 1992

Finally, although it is not possible to reflect it in the unit cost comparisons, the BRAC schools could be considered as efficient in achieving the goal of widening participation of female children and teachers with enrolment rates and employment rates significantly higher than government primary schools and 14% higher than the average for the 17 NGOs participating in the GoB General Education Project NFPE Programme 1994 (Annex 1C) gives an analysis of unit costs³ in 1993 and 1994 of NGOs participating in the NFPE Programme.

Conclusion

The scope of the comparative cost analysis was limited. Nevertheless it shows that the unit cost of the BRAC NFPE schools is broadly within the range of similar programmes and therefore can be considered cost effective when measured against other non formal and basic education programmes aimed at widening participation within the same target group.

6.4 Project Proposal Budget - Transparency

6.4.1 Many of the issues arising from close scrutiny of the budget have now been dealt with. The BRAC NFPE and Management Accountancy staff have been very co-operative, providing full and open access to all documentation and personnel.

Revision of the table (Annexure B, see Annex 1H) in the proposal setting out the schedule for the opening and re-opening of NFPE, BEOC and ESP schools will require the five-year Phase III budget to be re-cast. The effect on the overall total budget will be small as the total target of 34,000 schools remains.

The revised schedule of school opening/closing should make the presentation of the Tables 1 to 4 on pages 28, 29 and 30 in the project proposal clearer. Graphic presentation of these tables might assist donors with better understanding of the links between the different school programmes. Examples of charts based on existing data have been prepared (see Annex 1H).

The revised PP budget that will be submitted to donors will contain considerably supporting information and schedules. The first steps towards this have been taken and additional details will become available when BRAC finalise their plans (ESU and other issues).

³ NFPE Programme, Project Monitor's Working Paper No.2, December 1995 World Bank, Resident Mission, Dhaka. Unit cost excludes imputed value of materials (in most cases)

LIST OF PEOPLE and GROUPS CONSULTED

BRAC

M. Fazle Hasan Abed, Executive Director
Mr. Aminul Alam, Deputy Executive Director
Mr. Jahurul Amin, NFPE, MIS, Programme Organiser
Dr. A.M.R. Chowdhury, Director, Research and Evaluation
Mr. Farukh Chowdhury, Adviser
Dr. Sadia Chowdhury, Director HPD
Chandina Learning Improvement Project (CLIP) Team
Concentrated Language Encounter (CLE) Team
Dr. Golam Samdhani Fakir, Director, Training Division
Ms. Kaniz Falima, Director, NFPE
Ms. Sheepa Hafiza, Manager, Gender Quality, Training Division
Mr. Shahidul Hasan, Programme Manager, Field Operations, NFPE
Interactive Radio Instruction (IRI) Team
Mr. Khondoker Ariful Islam, Senior Regional Manager
Mr. M. Tajul Islam, Director, Public Affairs and Communications
Dr. Saliqui Islam, Programme Coordinator, NFPE (Continuing Education)
Dr. A.K. Jalaluddin, Consultant, CLIP, NFPE
Mr. S. N. Kairy, Chief Management Accountant
Mr. Monwarr Hossain Khandkar, Senior Regional Manager, NFPE
Ms. Erum Mariam, Manager, Quality Control, NFPE
Ms. Reyhana Murshed, Coordinator, Gender Resource Centre
Quality Managers (QMs) and Master Trainers (MTs) at BRAC Head Office
Mr. Zahidur Rahman, Programme Organiser, NFPE, MIS
Ms. Cerina Samad, Senior Material Development Specialist, NFPE
Dr. Sudhir Chandra Sarkar, Programme Coordinator, NFPE
Mr. Sukhendra Kumar Sarkar, Director, Monitoring and Audit Division
Mr. M. G. Saltar, Manager, Research and Evaluation Division

CAMPAIGN FOR POPULAR EDUCATION (CAMPE)

Rasheda K. Choudhury, Director

DIRECTORATE OF NON-FORMAL EDUCATION

Khandaker Shahidul Islam, Director General

DONOR LIAISON OFFICE

Sheila Ryan, DLO Officer

PROSHIKA

Janet Bland, Coordination Officer

SWISS DEVELOPMENT CORPORATION

Annex A

KfW Quarterly Audit of BRAC NFPE Phase II - Scope of Work

The scope of work is as follows:

1. Review whether books and records relating to NFPE have been kept and accounts prepared in accordance with BRAC's accounting policies and conform to the special agreement with KfW, showing all costs of goods and services required for the project and clearly identifying the goods and services financed by KfW.
2. Ascertain the soundness of the Internal Control System in operation.
3. Review and confirm whether disbursement and utilisation of fund and interests have been made in accordance with the agreed guidelines for disbursement, with other stipulation of the separate agreement and with the Generally Accepted Auditing Standards (GAAS). This will include, inter alia, the following:
 - 3.1 maintenance of a special bank account for KfW funds to be exclusively used for NFPE purposes;
 - 3.2 ascertaining if the ceiling on overheads of 10% of project expenditure or actual proportionate allocation of overhead based on expenditure levels, whichever is lower is maintained;
 - 3.3 ascertaining if BRAC's quarterly reports to KfW both in substance and manner of presentation, are in conformity with Annexure 4 of the special agreement with KfW;
 - 3.4 examining documents supporting request for disbursements;
 - 3.5 examining evidence of utilisation of fund and ensuring that the KfW funds have been used for the stipulated purpose.
4. On completion of the audit the auditors are to issue a certificate stating the correctness of utilisation of funds and interest. The report should be considered as an audit opinion on the financial statement of NFPE and other information provided by BRAC and presented in the report.

Annex B

Documents consulted

No	TITLE
1	BRAC Accounting Manual, January 1992
2	Cost comparison of BRAC NFE and government schools: Prepared by Rahman Rahman Huq, Chartered Accountants 1992
3	Getting Started - Universalising Primary Education
4	An evaluation of Integrated NFE Programme of Bangladesh (Draft Final Report) GoB, Directorate of NFPE
	ACCESS - Quarterly newsletter of BRAC Jan-April 1998
	Primary Education for All: Learning from the BRAC Experience ABEL, 1993
	Daunting Challenge - an alternative strategy for effective delivery of primary education. Oxfam America Inc, New Delhi 1996
	Proshika Poverty Alleviation Programme Phase V - Mid term Review November 1997

Table - 11

UNIT COST BUDGETARY STATUS OF PARTICIPATING NGOS

Sl. No.	Name of NGO	Own Source	GOB Sources	Other Sources	Total	Total Beneficiaries	Proposed Unit Cost (Tk.) Per Student Year		Actual Unit Cost - Based on Expenditures	
		Tk. Laks	Tk. Laks	Tk. Laks	Tk. Laks		GOB	Total	1993	1994
01	Bangladesh Association for Community Education (BACE)	276	4800	450	6026	13500	356	446	418	373
02	Bangladesh Literacy Society (BLS)	-	10000	-	10000	24000	417	417	569	379
03	Bangladesh Rural Advancement Committee (BRAC)	806	62700	-	63506	81000	774	784	967	539
04	Center for Mass Education in Science (CMES)	1214	9500	1119	11823	12600	754	939	743	815
05	Comilla Froshika Center (CPC)	492	5000	294	5786	16800	298	334	300	328
06	Dhaka Ashania Mission (DAM)	-	27600	-	27600	81000	341	341	980	359
07	Jagarani Chakra (JC)	380	2800	-	4180	11520	330	363	701	496
08	Haierhat Juba Shangha (HJS)	-	3000	66	3066	3861	777	794	1306	805
09	Pratiaduty (PRATI)	25	3000	34	3059	5145	583	594	681	426
10	Rangpur Dinajpur Rural Service (RDERS)	258	17600	-	17858	30150	584	592	738	466
11	Swanidar Bangladesh (SB)	140	42600	7312	50052	64560	660	775	789	653
12	Shaw Unnayan (SU)	-	3000	-	3000	7236	415	415	519	425
13	Village Education Resource Center (VERC)	1135	10000	-	11135	14400	694	773	721	488
	Total	5226	202600	9275	217101	365772	554	594	797	474

Source: Project Proposals submitted to the PCU by the participating NGOs.

Notes:

1. Total Unit cost = Total project cost/total beneficiaries per student year. This excludes imputed value of materials (in most cases)
2. GOB unit cost = GOB subvention/total beneficiaries per student year.
3. These Unit cost's are subject to changes/modifications.
4. Actual Per Unit Cost Reported by DPC Annual Evaluation Report, 1994, Page 21

BRAC
NON-FORMAL PRIMARY EDUCATION PROGRAM - 06
Receipts and Expenditure Statement
For the Month July 1998

Annex D

U.S. -

Area :

SREEPUR (Team Area)

Account Code No.

835 603505

Heads of Accounts	Code	For the Month	Cumulative
A. TEACHERS COST - 01			
1. Teacher Training (Basic)	0601403		
2. Teacher's Orientation	0601404		
3. Teacher's Refreshers	0601405	4 248	10 999
4. Teacher's Refreshers	0601406		826
5. Teachers Salary	0601206	89 821	2 62 809
6. Teachers aids and Supplies	0601472		
7. Teachers Training (4th phase)	0601407		
Total of A	**	94 069	2 74 634
B. STUDENT BOOKS AND SUPPLIES - 02			
1. Learners Books	0602471		
2. Learners Supplies	0602510		(5 280)
3. Reading Materials	0602511		
4. Class Room Supplies	0602512	375	2 264
5. School Room Renovation and	0602473	7 142	44 733
6. Nutritional Intervention	0602513		
7. Education materials	0602460	(1 980)	(8 125)
Total of B	**	5 537	33 592
C. FIELD OPERATIONS			
1. Area Team Office Cost 03			
1.1 Salary of Team Incharge	0603203	2 292	19 672
1.2 Salary and Benefits P & PA	0603201	34 878	1 19 312
1.3 Salary of Service Staff	0603206	1 765	5 345
1.4 Travelling and transport.	0603207	6 950	22 450
1.4 Staff Training and Dev.	0603301	171	760
1.5 Office Rent	0603208	6 000	20 500
1.6 Utilities	0603209	448	718
1.7 Stationeries	0603210	22	46
1.8 All Expenses not mentioned	0603211	2 326	4 326
1.9 Furniture and fixtures	0603003		90 070

Heads of Accounts	Code	For the Month	Cumulative
1.10 Motor cycle	0603005	1 1 1	2 26 800
1.11 Bi-cycle	0603006	1 1 1	1 1 1
1.12 Equipment	0603007	1 1 1	1 1 1
Total of 1	*	1 59 830	5 09 999
2. AM Office operating cost -04			
2.1 Salary of AM	0604201	1 1 1	1 1 1
2.2 Salary of Monitor	0604202	1 1 1	1 1 1
2.3 Salary of PO (Accounts)	0604204	1 1 1	1 1 1
2.4 Salary of service staff	0604206	1 1 1	1 1 1
2.5 Travelling and transport.	0604207	1 1 1	1 1 1
2.6 Staff Training and Dev.	0604301	1 1 1	1 1 1
2.7 Office Rent	0604208	1 1 1	1 1 1
2.8 Utilities	0604209	1 1 1	1 1 1
2.9 Stationeries	0604210	1 1 1	1 1 1
2.10 G. Expenses and Maintenance	0604211	1 1 1	1 1 1
2.11 Furniture and Fixtures	0604003	1 1 1	1 1 1
2.12 Motor cycle	0604005	1 1 1	1 1 1
2.13 Bi-cycle	0604006	1 1 1	1 1 1
2.14 Equipment	0604007	1 1 1	1 1 1
Total of 2	*	1 1 1	1 1 1
3. PM Office Operating Cost -05			
3.1 Salary and Benefits	0605201	1 1 1	1 1 1
3.2 Salary of Monitor	0605202	1 1 1	1 1 1
3.3 Salary of PO (Accounts)	0605204	1 1 1	1 1 1
3.4 Salary of service staff	0605206	1 1 1	1 1 1
3.5 Travelling and transport.	0605207	1 1 1	1 1 1
3.6 Staff Training and Dev.	0605301	1 1 1	1 1 1
3.7 Office Rent	0605208	1 1 1	1 1 1
3.8 Utilities	0605209	1 1 1	1 1 1
3.9 Stationeries	0605210	1 1 1	1 1 1
3.10 G. Expenses and Maint.	0605211	1 1 1	1 1 1

Heads of Accounts	Code	For the Month	Cumulative
3.11 HQ Logistics and Management	0605214		
3.12 Furniture and Fixtures	0605003		
3.13 Motor cycle	0605005		
3.14 BI-cycle	0605006		
3.15 Equipment	0605007		
Total of 3	*		
Total of C (1+2+3)	**	159,830	5,09,999
E. Monitoring, Resource, MIS and Rese			
E.1. Monitoring, Resource and MIS			
1.1. Salaries and benefits	0608201		
1.2. Travelling and transport.	0608207		
1.3. Stationery and supplies	0608210		
Total of 1	*		
E.2. Research team			
1.1. Salaries and benefits	0609201		
1.2. Travelling and transportation	0609207		
1.3. Stationery and supplies	0609210		
Total of 2	*		
Total of E (1+2)	**		
G. Innovative Program materials	0609515		
H. LIBRARY PROGRAMME ~			
1. Union Base Library (Gonskendra)			
1.1 Salary and Benefits	0610201		
1.2 Travelling and transportation	0610207		
1.3 Librarian	0610206	1,300	3,250
1.4 Rent and Utilities	0610208		
1.5 Maintenance	0610211		456
1.6 Books	0610471		
1.7 Furniture and Fixtures	0610003		
Total of 1	*	1,300	3,706

Heads of Accounts	Code	For the Month	Cumulative
2. School Base Library - 11 ✓			
2.1 Salary and Benefits	0611201	1 1 1	1 1 1
2.2 Travelling and transport.	0611207	1 1 1	1 1 1
2.3 Teachers Salaries	0611206	1 1 1	1 1 1
2.4 Training	0611402	1 1 1	1 1 1
2.5 Magazine	0611511	1 1 1	1 1 1
2.6 Books	0611471	1 1 1	1 1 1
2.7 Frunk	0611512	1 1 1	1 1 1
Total of 2	*	1 1 1	1 1 1
3. Pathchakra - 12			
3.1 Salary and Benefits	0612201	1 1 1	1 1 1
3.2 Travelling and transport.	0612207	1 1 1	1 1 1
3.3 Magazine	0612511	1 1 1	1 1 1
3.4 Books	0612471	1 1 1	1 1 1
3.5 Bag	0612512	1 1 1	1 1 1
Total of 3	*	1 1 1	1 1 1
Total of 4 (1+2+3)	*	1 1 300	3 706
5. OTHERS - 15			
1. Advance to staff agt. salary	0615024	1 1 1	1 1 1
2. Advance to staff agt. expenses	0615023	1 1 1	1 1 1
3. Advance to 3rd party	0615025	1 1 1	1 1 1
4. Stock of transferable goods	0615029	1 1 1	1 1 1
5. Cash and bank balance	0615021	1 1 1	1 1 1
6. Depreciation expenses	0615212	1 1 1	1 1 1
7. Accumulated Depreciation	0615113	1 1 1	(55 236)
8. Outstanding liabilities	0615083	1 1 1	1 1 1
9. Outstanding Receivable	0615084	1 1 1	1 1 1
10. Savings accounts	0615114	(1 376)	(46 243)
11. Subscription of Reading library	0615085	1 1 1	(64 650)
12. Current Account with H O	0615120	(1 59 260)	(6 55 802)

Heads of Accounts	Code	For the Month	Cumulative
13. Loan Disbursed	0815421		
14. Interest receivable	0815422		
15. Loan Realized	0815423		
16. Interest Realized	0815424		
17. Interest Income	0815425		
18. Interest Realizable	0815426		
19. Interest Income in advance	0815427		
20. Capital Fund	0815431		
Total of I	rr	(1:60736)	(8:21931)
Total Expenditure (A+.....+I)	rrr	NILL	NILL

Signature : 
Name : Shula Chakra Parth
Designation : P.O (A/C)
31.07.98

Signature : 
Name : Indraje
Designation : P.O Indraje

**BANGLADESH RURAL ADVANCEMENT COMMITTEE (BRAC)**

HEAD OFFICE CURRENT A/C BREAKUP

As at July 1998

0603505

Project : M.F.P.E Location : STEEPUR Accounts Code : 825

Sl. No.	Particulars	DR/CR Note No.	Debit			Credit		
1.	Opening balance 01.07.98					4	96	442
2.	ent p.f. deduction						3	562
3.	m/c loan instalment						3	078
4.	BONUS provision						1	318
5.	head office rent from R.C.P. Steepur						2	500
6.	cash received from R.C.P. Steepur					1	48	902
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.	Closing balance 31.07.98		6	55	802			
	Total Taka :		6	55	802	6	55	802

P.O. (Accounts)

75

w

For the month of July 198 1998

(Reporting month)

Area breeder

Area Code No.

$$\begin{array}{r} 835 \\ 605 \end{array}$$

76

Signature of PO Accounts

Annex E

NFPE Programme: Proposed Phase III Budget (1999 to 2004)

Notes to Budget:

1. **New Teachers' Training:** Teachers selected are given 15 days of training at a BRAC residential training centre. Calculation of number of teacher is as follows:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Number of re-opened schools (Ref: page pp 28 and budget page 2)	<u>3,384</u>	<u>13,092</u>	<u>10,530</u>	<u>7,831</u>	<u>6,187</u>
Estimated 30% of re-opened school teacher newly selected	1,015	3,928	3,159	2,349	1,800
+ 10% of total ongoing schools (estimated dropout)	3,400	3,400	3,400	3,400	3,400
	<u>4,415</u>	<u>7,328</u>	<u>6,559</u>	<u>5,749</u>	<u>5,250</u>

2. **Orientation Course:** New teachers receive 3 days orientation just before opening of a school.
3. **Teachers Training:** Grade-IV teachers receive 15 days training right before teaching Grade-IV. Refer to table on page 2 of budget.
4. **Refresher Course:** On monthly basis all teachers attend one day refresher course of which are run by NFPE Team-in-charge in the field Team Office.
5. **Refresher Course:** The six day refresher training at the end of the Grade-I and Grade-II. Reference to Annexure B. Addition of each school moving from Grade I and Grade 2 for each type of school.
6. **Teachers Salary:** Average 600 per month salary required for school teacher. An annual increase of Tk 25 per month is included.
7. **Teaching Aids:** New teachers receive teaching aids just before starting teaching.

- 8.1 **Teacher's bag:** Teachers receive bag right before opening of a school.
- 8.2 **Bound Exercise Book:** 8 required per learner every year for all 34,000 schools.
- 8.3 **Ball Pen:** Required per school 12 numbers Ball pen per year for all 34,000 schools.
- 8.4 **Clip File:** Required per school per cycle one clip file for all 34,000 schools.
- 8.5 **Folding File:** Required per school per cycle one folding file for all 34,000 schools.
9. **Salary of PO/PA:** Estimated salary of Tk.5,000 per month per PO/PA. 1/3 of salary is shown in main budget line of Teachers cost, 1/3 shown in books and supplies and 1/3 shown in field operation.
10. **Travelling and Transportation of PO/PA:** Travelling and transportation of PO/PA is Tk.1,000 per month (20% of salary @ Tk.5,000). This is allocated under the three heads: 1/3 in teachers cost, 1/3 in student book and supplies, 1/3 in field operation. Estimated Tk.1,000 per month per PO includes milage allowance of motorbike and conveyance.
11. **Staff Training:** Estimated 10% salary of PO/PA required for training. Every PO/PA recruited will receive the following training:
 - 3 days pre-service training just before recruitment.
 - 15 days teachers' basic training at end of two months of service.
 - 12 days inservice training within 6 months of service.
 - 12 days training of trainers after 12 months of recruitments.
 - 6 days staff development 9 months after of recruitment.
 - 6 days Operational Management course after 12 months of service.
12. **Office Rent and Utilities:** Estimated Tk.2,500 per month required for office rent and utilities. 1/3 of 2,500 shown in main budget line of Teachers cost, 1/3 in Books and supplies 1/3 in field operations.

Office Sharing by NFPE & RDP: NFPE and RDP have been sharing field office accommodation based on the percentage of total square footage occupied by the NFPE and RDP programme. Cost allocation done on a proportionate basis standard and it is revised annually as necessary.
13. **Stationery and General Expenses:** Estimated Tk.1,000 is required for stationery and Tk.1,000 for General expenses. (1/3 shown teachers cost, 1/3 books and supplies and 1/3 shown in field operation.)

14. **Student Book and Supplies:** Student Books are required as per grade. Average 32 students per school used when calculating numbers of books required. Grade wise school shown in Table on budget page 2.
15. **Research and Evaluation:** 1% of the budget required for Research and Evaluation.
16. **Head Office Management and Logistics Expenses:** 10% of the budget required for programme management and logistics service which includes direct head office cost for NFPE.

The components of *HO Program Management Costs* are:

- **Direct Program Cost** – salary of Director, Program manager, Education Specialist, etc.
- **Support Cost** – expense for support services like Administration, Personnel, Accounts, Audit & Monitoring, Logistics, Transport, and also Head Office Space, Supplies and Utilities, etc.

In 1997, we found the actual expenses for these overheads to be 9.89% of the total cost (see below). That is why we estimated 10% of total programme expenses.

BRAC
Statement of HO Total Logistics and Management Expenses
For the year ended December 31, 1997

	<i>Taka</i>
Payments:	
Salary and Benefits	59,295,647
Travelling and Transportation	15,607,419
Staff Training and Development	437,607
Entertainment	2,262,109
Rental Expenses	33,182,304
Audit Fee	727,520
Utilities	10,787,974
Repair and Maintenance	5,913,102
Postage & Stationery	6,830,105
Computer Operating Expenses	3,703,411
Depreciation	8,365,657
Program Materials	7,001,738
Publicity & Subscription	3,118,636
Total Payments (9.89% of total programme expenses)	157,233,229

17. **Innovative Programme and Materials Development:** 1% of budget allocated for innovative programme development. It is based on experience.

g D

NONFORMAL PRIMARY EDUCATION PROGRAM PHASE III
SUMMARY BUDGET
FILE NAME: NF99-12 DATED 17-6-98

on 17.9
[based on incorrect
ANNEXURE B]

	APRIL 1999 MARCH 2000	APRIL 2000 MARCH 2001	APRIL 2001 MARCH 2002	APRIL 2002 MARCH 2003	APRIL 2003 MARCH 2004	Total Cost	%
A. School Cost							
A.1 Teachers Cost	371,009,665	376,209,321	370,608,187	364,449,794	375,205,546	1,858,472,514	37.22%
A.2 Students Books and Supplies	309,401,042	340,573,068	343,746,724	333,431,302	318,478,667	1,645,630,803	32.96%
A.3 Field Operations	117,202,857	117,202,857	117,202,857	117,202,857	117,202,857	588,014,286	11.74%
A.4 Research and Evaluation	7,986,036	8,339,852	8,315,578	8,150,840	8,108,871	40,901,176	0.82%
A.6 HO Management and Support Services	70,860,356	83,308,525	83,155,777	81,508,395	81,088,707	409,011,760	8.19%
Sub total	886,449,856	925,723,623	923,029,123	904,743,188	900,084,648	4,540,030,538	90.93%
B. Library programme	82,815,000	82,833,500	63,397,000	65,824,500	67,852,000	322,322,000	6.48%
C. Innovative Program and materials Dev	9,492,650	9,883,571	9,864,261	9,703,677	9,679,366	48,623,525	0.97%
D. Education Support Unit	64,022,000	8,822,000	2,772,000	2,772,000	2,772,000	82,060,000	1.64%
Total	1,023,679,608	1,007,062,694	999,062,384	982,843,365	980,388,015	4,993,036,064	100.00%
Inflation Cost	51,183,080	103,223,926	157,477,208	211,808,888	270,863,133	794,557,135	
Total Project Cost	1,074,863,588	1,110,286,620	1,156,539,592	1,194,652,253	1,251,251,147	5,787,593,199	
In Taka	23,366,600	24,138,666	25,142,165	25,970,701	27,201,112	125,817,243	
E. Project Income	19,863,360	22,514,978	33,831,072	30,952,944	33,653,664	140,816,016	2.82%
Net Requirement	1,055,000,228	1,087,771,644	1,122,708,520	1,163,699,309	1,217,597,483	5,646,777,183	97.18%
In Taka	22,034,788	23,647,210	24,406,707	25,297,811	26,469,511	122,766,026	
Net Requirement							
In US \$							

Exchange Rate US \$ 1 = Taka 48.0

BRAC
Nonformal Primary Education Program Phase III
Plan for Number of Schools re-opened and on-going

	April 1999 March 2000	April 2000 March 2001	April 2001 March 2002	April 2002 March 2003	April 2003 March 2004
Number of School					
School Reopen					
NFPE	1,952	8,447	6,720	5,482	3,900
PEOC(KK)	837	3,620	2,880	2,349	1,672
ESP	595	1,025	930	0	595
Total	3,384	13,092	10,530	7,831	6,167
Ongoing School(In Total)					
Grad I	3,384	13,092	10,530	7,831	6,167
Grad II	7,924	2,547	9,472	7,650	5,482
Grad III	10,025	8,761	6,167	12,352	9,999
Grad IV	12,067	9,600	7,831	6,167	12,352
Grad IV	0	0	0	0	0
Total	34,000	34,000	34,000	34,000	34,000
Ongoing School(NFPE)					
Grad I	1,952	8,447	6,720	5,482	3,900
Grad II	6,994	1,952	8,447	6,720	5,482
Grad III	6,603	6,994	1,952	8,447	6,720
Grad IV	8,553	6,603	6,994	1,952	8,447
Grad IV	0	0	0	0	0
Total	24,102	23,996	24,113	22,601	24,549
Ongoing School(PEOC)					
Grad I	837	3,620	2,880	2,349	1,672
Grad II	0	0	0	0	0
Grad III	2,997	837	3,620	2,880	2,349
Grad IV	3,514	2,997	837	3,620	2,880
Grad IV	0	0	0	0	0
Total	7,348	7,454	7,337	8,849	6,901
Ongoing School(ESP)					
Grad I	595	1,025	930	0	595
Grad II	930	595	1,025	930	0
Grad III	1,025	930	595	1,025	930
Grad IV	0	0	0	595	1,025
Grad IV	0	0	0	0	0
Total	2,550	2,550	2,550	2,550	2,550
Grand Total	34,000	34,000	34,000	34,000	34,000

Detailed Budget

A. SCHOOL COST

A.1. TEACHERS COST:

1. Teachers Training (Basic)

Training) 15 days

Tk 2200 per teacher per course

2. 3 day orientation course

(before opening school)

Tk 30 per person per day

3. Teachers Training (15 days on Math and Eng)

(4th Phase)

Tk 2200 per teacher per course

4. Refreshers course 1 day per month

Field based

Tk 30 per person per month

5. Refreshers course 8 days in Year 2 & Year 3

Tk 30 per person per day

6. Teacher Salary

Tk 600 per month

7. Teaching aids and manual (Details in annex-1)

8. Teachers Supplies

8.1 Teacher Bag

8.2 Bound Exercise Book

Per School per year 8 Nos

8.3 Ball pen

Per School per year 12 Nos

8.4 Clip File

Per School per Cycle 1 No

8.5 Folding File

Per School per Cycle 1 No

9. Salary of PQPA

Tk 5000 per month

(1/3 time spent for training)

10. Travelling & transportation

20% of salary

11. Staff training & Development

10% of salary

12. Office Rent and Utilities(1/3)

Tk 2500 per month

13. Office stationeries and supplies(1/3)

Tk 1000 per month

14. General Expenses and Maintenance(1/3)

Tk 1000 per month

Total cost of Teacher

Note	Unit Cost Taka	Nos					Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total	Total Cost Total
		Year 1	Year 2	Year 3	Year 4	Year 5						
1	2,200	4,415	7,328	8,559	5,749	6,250	9,712,440	16,120,720	14,429,800	12,948,460	11,550,220	64,482,640
2	90	4,415	7,328	8,559	5,749	6,250	397,368	658,484	590,310	517,437	472,508	2,837,108
3	2,200	12,087	9,800	7,831	8,187	12,352	26,547,400	21,120,000	17,228,200	13,567,400	27,174,400	105,637,400
4	30	34,000	34,000	34,000	34,000	34,000	11,220,000	11,220,000	11,220,000	11,220,000	11,220,000	66,100,000
5	180	21,348	12,145	19,259	22,882	17,830	3,978,268	2,188,100	3,468,920	4,118,760	3,209,400	18,858,160
6	600	34,000	34,000	34,000	34,000	34,000	244,800,000	244,800,000	244,800,000	244,800,000	244,800,000	1,224,000,000
7	454	3,384	13,092	10,530	7,831	8,187	1,536,338	5,943,768	4,780,620	3,555,274	2,798,818	18,815,818
8												
8.1	50	4,415	7,328	8,559	5,749	6,250	220,790	388,380	327,950	287,465	262,505	1,485,080
8.2	8	272,000	272,000	272,000	272,000	272,000	1,832,000	1,832,000	1,832,000	1,832,000	1,832,000	8,160,000
8.3	3	408,000	408,000	408,000	408,000	408,000	1,224,000	1,224,000	1,224,000	1,224,000	1,224,000	6,120,000
8.4	8	3,384	13,092	10,530	7,831	8,187	18,820	65,480	62,650	39,155	30,835	305,020
8.5	8	3,384	13,092	10,530	7,831	8,187	20,304	78,552	63,180	48,808	37,002	248,024
9	5,000	2,429	2,429	2,429	2,429	2,429	48,571,429	48,571,429	48,571,429	48,571,429	48,571,429	242,857,143
10	20%	-	-	-	-	-	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
11	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,143	4,857,143	4,857,143	24,285,714
12	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
13	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
							371,898,868	378,200,321	370,808,187	364,448,794	375,203,548	1,836,472,514

Note	Unit Cost Taka	Prog					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						

A.2. Student Books and Supplies

1. Student Books (Grade II)

14

1.1 Bangla Text book(Part I)	8	104.904	405.852	328.430	242.781	191.177	839.232	3,246.816	2,611.440	1,942.088	1,529.416	10,168.992
1.2 Bangla Text book(Part II)	10	104.904	405.852	328.430	242.781	191.177	1,049.040	4,058.520	3,264.300	2,427.810	1,911.770	12,711.240
1.3 Math's Text book	8	104.904	405.852	328.430	242.781	191.177	839.232	3,246.816	2,611.440	1,942.088	1,529.416	10,168.992
1.4 Math Workbook	14	104.904	405.852	328.430	242.781	191.177	1,488.856	5,681.828	4,570.020	3,398.654	2,678.478	17,795.736
1.5 Shana(Path	8	104.904	405.852	328.430	242.781	191.177	524.520	2,028.280	1,632.160	1,212.805	955.885	6,355.820
1.6 Pathbani Pathchil Workbook	14	104.904	405.852	328.430	242.781	191.177	1,488.856	5,681.828	4,570.020	3,398.654	2,678.478	17,795.736
1.7 Story Books (Per school)	575	3.384	13.082	10.530	7.831	6.187	1,845.800	7,527.900	6,054.750	4,502.825	3,546.025	23,577.300

2. Student Books (Grade III)

2.1 Bangla Text book	8	338.551	104.904	405.852	328.430	242.781	2,708.408	839.232	3,246.816	2,611.440	1,942.088	11,347.984
2.2 Bangla Workbook	14	338.551	104.904	405.852	328.430	242.781	4,739.714	1,488.856	5,681.828	4,570.020	3,398.654	19,858.972
2.3 Math's Text book	8	338.551	104.904	405.852	328.430	242.781	2,708.408	839.232	3,246.816	2,611.440	1,942.088	11,347.984
2.4 Math's Workbook	14	338.551	104.904	405.852	328.430	242.781	4,739.714	1,488.856	5,681.828	4,570.020	3,398.654	19,858.972
2.5 Maths Teachers Guide	20	10.821	3.384	13.082	10.530	7.831	218.420	87.880	261.840	210.600	156.620	915.160
2.6 Social studies Text book	10	338.551	104.904	405.852	328.430	242.781	3,385.510	1,049.040	4,058.520	3,264.300	2,427.810	14,184.980
2.7 Social studies Workbook	14	338.551	104.904	405.852	328.430	242.781	4,739.714	1,488.856	5,681.828	4,570.020	3,398.654	19,858.972
2.8 Social studies Teachers Guide	20	10.821	3.384	13.082	10.530	7.831	218.420	87.880	261.840	210.600	156.620	915.160
2.9 English Workbook	14	338.551	104.904	405.852	328.430	242.781	4,739.714	1,488.856	5,681.828	4,570.020	3,398.654	19,858.972
2.10 Story Books (4 copies per School)	10	43.684	13.538	57.368	42.120	31.324	438.840	125.360	573.680	431.200	313.240	1,830.320

3. Student Books (Grade III)

3.1 Bangla Text book	10	329.375	271.591	191.177	382.912	309.969	3,293.750	2,715.910	1,911.770	3,829.120	3,099.690	14,850.240
3.2 Bangla Workbook	10	329.375	271.591	191.177	382.912	309.969	3,293.750	2,715.910	1,911.770	3,829.120	3,099.690	14,850.240
3.3 Maths Text book	12	329.375	271.591	191.177	382.912	309.969	3,952.500	3,258.082	2,294.124	4,584.944	3,719.828	17,820.288
3.4 Maths Workbook	14	329.375	271.591	191.177	382.912	309.969	4,811.250	3,802.274	2,878.478	5,300.768	4,339.568	20,790.336
3.5 Maths Teachers Guide	18	10.825	8.781	6.187	12.352	9.999	191.250	157.898	111.008	222.338	179.982	882.272
3.6 Social studies Text book	10	329.375	271.591	191.177	382.912	309.969	3,293.750	2,715.910	1,911.770	3,829.120	3,099.690	14,850.240
3.7 Social studies Workbook	14	329.375	271.591	191.177	382.912	309.969	4,811.250	3,802.274	2,878.478	5,300.768	4,339.568	20,790.336
3.8 Social studies Teachers Guide	14	10.825	8.781	6.187	12.352	9.999	148.750	122.654	88.338	172.928	139.988	670.656
3.9 English Workbook	14	329.375	271.591	191.177	382.912	309.969	4,811.250	3,802.274	2,878.478	5,300.768	4,339.568	20,790.336

4. Student Books(Grade IV)

4.1 Bangla Text book	10	374.077	297.600	242.781	191.177	382.912	3,740.770	2,878.000	2,427.810	1,911.770	3,829.120	14,885.270
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Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
4.2 Maths Text book	10	374.077	297.800	242.781	191.177	382.912	3,740.770	2,978.000	2,427.810	1,911.770	3,829.120	14,885.270
4.3 Maths Teachers Guide	18	17.087	9.800	7.831	6.187	12.352	217.208	172.800	140.958	111.008	222.336	884.308
4.4 Social studies Text book	10	374.077	297.800	242.781	191.177	382.912	3,740.770	2,978.000	2,427.810	1,911.770	3,829.120	14,885.270
4.5 Social studies Teachers Guide	18	17.087	9.800	7.831	6.187	12.352	217.208	172.800	140.958	111.008	222.336	884.308
4.6 English Workbook	14	374.077	297.800	242.781	191.177	382.912	5,237.078	4,168.400	3,398.654	2,678.478	5,360.768	20,839.378
4.7 Religion Text book	10	374.077	297.800	242.781	191.177	382.912	3,740.770	2,978.000	2,427.810	1,911.770	3,829.120	14,885.270
5. Student Books(Grade V)												
5.1 Bangla Text book	10	88.458	374.077	297.800	242.781	191.177	884.580	3,740.770	2,978.000	2,427.810	1,911.770	11,820.740
5.2 Maths Text book	10	88.458	374.077	297.800	242.781	191.177	884.580	3,740.770	2,978.000	2,427.810	1,911.770	11,820.740
5.3 Maths Workbook	14	88.458	374.077	297.800	242.781	191.177	1,210.426	5,237.078	4,168.400	3,398.654	2,678.478	18,689.038
5.4 Maths Teachers Guide	18	2.789	12.087	9.800	7.831	6.187	50.202	217.208	172.800	140.958	111.008	692.172
5.5 Social studies Text book	10	88.458	374.077	297.800	242.781	191.177	884.580	3,740.770	2,978.000	2,427.810	1,911.770	11,820.740
5.6 Social studies Teachers Guide	20	2.789	12.087	9.800	7.831	6.187	55.780	241.340	192.000	156.820	123.340	788.080
5.7 English Workbook	14	88.458	374.077	297.800	242.781	191.177	1,210.426	5,237.078	4,168.400	3,398.654	2,678.478	18,689.038
5.8 Religion Text book	10	88.458	374.077	297.800	242.781	191.177	884.580	3,740.770	2,978.000	2,427.810	1,911.770	11,820.740
6. Student Supplies												
6.1 Slate	15	104.904	405.852	328.430	242.781	191.177	1,573.568	8,087.780	4,898.450	3,841.418	2,887.655	19,088.860
6.2 Scale	3	104.904	405.852	328.430	242.781	191.177	282.208	1,014.810	818.078	608.903	477.843	3,177.810
6.3 Hard board	8	104.904	405.852	328.430	242.781	191.177	839.732	3,248.818	2,811.440	1,842.088	1,828.418	10,188.982
6.4 Line drawing sheet	2	104.904	405.852	328.430	242.781	191.177	230.788	882.874	718.148	834.074	420.588	2,796.473
6.5 Slate pencil Per year per Student 12 Nos	0.25	12,848.000	12,848.000	12,848.000	12,848.000	12,848.000	3,182.000	3,182.000	3,182.000	3,182.000	3,182.000	19,810.000
6.6 Wood pencil Per year per Student 8 Nos	1.50	8,324.000	8,324.000	8,324.000	8,324.000	8,324.000	9,488.000	9,488.000	9,488.000	9,488.000	9,488.000	47,430.000
6.7 Exercise book Per year per Student 12 Nos	2.50	12,848.000	12,848.000	12,848.000	12,848.000	12,848.000	31,820.000	31,820.000	31,820.000	31,820.000	31,820.000	198,100.000
6.8 Pencil sharpener Per year per school 4 dozen	20.00	138.000	138.000	138.000	138.000	138.000	2,720.000	2,720.000	2,720.000	2,720.000	2,720.000	13,800.000
7. Supplementary Reading Materials												
7.1 Gonikendra Per year per school 48 copies	3.00	1,832.000	1,832.000	1,832.000	1,832.000	1,832.000	4,896.000	4,896.000	4,896.000	4,896.000	4,896.000	24,480.000
7.2 Story Book Per school 30 copies per Cycle	18.00	227.830	101.520	292.760	215.800	234.930	4,914.480	1,822.800	5,891.400	4,738.500	3,523.950	20,591.100
8. Classroom Supplies												
8.1 Signboard (30% of Rampen School)	150	1,018	3,928	3,158	2,348	1,858	152.280	888.140	473.850	352.385	277.515	1,845.180

Item	Unit Cost (Lshs)	Nos					Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total	Total Cost Total
		Year 1	Year 2	Year 3	Year 4	Year 5						
8.2 Blackboard(30% of Reopen School)	150	1,015	3,928	3,158	2,348	1,850	152,280	588,140	472,850	352,395	277,515	1,845,180
8.3 Painting of Black boards Per year	10	34,000	34,000	34,000	34,000	34,000	340,000	340,000	340,000	340,000	340,000	1,700,000
8.4 Truck(30% of Reopen School)	220	1,015	3,928	3,158	2,348	1,850	223,344	884,572	684,990	516,848	407,022	2,706,784
8.5 Floor Mat	250	3,384	13,092	10,530	7,831	6,187	848,000	3,273,000	2,632,500	1,957,750	1,541,750	10,251,000
8.6 Duster (2 nos Per Year)	8	34,000	34,000	34,000	34,000	34,000	204,000	204,000	204,000	204,000	204,000	1,020,000
8.7 Chalk	38	34,000	34,000	34,000	34,000	34,000	1,224,000	1,224,000	1,224,000	1,224,000	1,224,000	6,120,000
8.8 Classroom supplies(Details in Annex-2)	817.00	3,384	13,092	10,530	7,831	6,187	2,784,728	10,686,164	8,603,910	6,387,927	5,038,439	32,500,288
9. Salary of POPA Tk 5000 per month (1/3 time spent for Books and Supplies)	5,000	2,429	2,429	2,429	2,429	2,429	48,571,429	48,571,429	48,571,429	48,571,429	48,571,429	242,857,143
10. Travelling & transportation 20% of 1	20%	-	-	-	-	-	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
11. Staff training & Development 10% of salary	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,143	4,857,143	4,857,143	24,285,714
12. Office Rent and Utilities(1/3) Tk 2500 per month	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
13. Office stationeries and supplies(1/3) Tk 1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
14. General Expenses and Maintenance(1/3) Tk 1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
15. School room renovation & maintenance	200	34,000	34,000	34,000	34,000	34,000	81,600,000	81,600,000	81,600,000	81,600,000	81,600,000	408,000,000
Total cost of Student Books and Supplies							309,401,042	340,573,068	343,748,724	333,431,302	318,478,667	1,845,830,803
A.3. Field Operation												
1. Salary of POPA Tk 5000 per month (1/3 time spent for Field operation)	5,000	2,429	2,429	2,429	2,429	2,429	48,571,429	48,571,429	48,571,429	48,571,429	48,571,429	242,857,143
2. Travelling & transportation 20% of 1	20%	0	0	0	0	0	9,714,286	9,714,286	9,714,286	9,714,286	9,714,286	48,571,429
3. Staff training & Development 10% of salary	10%	-	-	-	-	-	4,857,143	4,857,143	4,857,143	4,857,143	4,857,143	24,285,714
4. Salary of Team Incharge Tk 8000 per month	8,000	283	283	283	283	283	20,400,000	20,400,000	20,400,000	20,400,000	20,400,000	102,000,000
5. Salary of Area Manager Tk 7500 per month	7,500	88	88	88	88	88	8,120,000	8,120,000	8,120,000	8,120,000	8,120,000	30,800,000
6. Salary of Accountant Tk 5000 per month	5,000	88	88	88	88	88	4,080,000	4,080,000	4,080,000	4,080,000	4,080,000	20,400,000
7. Travelling & transportation 25% of 4 to 6	25%	-	-	-	-	-	7,850,000	7,850,000	7,850,000	7,850,000	7,850,000	39,250,000

Note	Unit Cost Take	Year					Year 1 Take	Year 2 Take	Year 3 Take	Year 4 Take	Year 5 Take	Total
		Year 1	Year 2	Year 3	Year 4	Year 5						
8 Staff training & Development 10% of salary	10%	-	-	-	-	-	3,080,000	3,080,000	3,080,000	3,080,000	3,080,000	15,300,000
9 Office Rent and Utilities(1/2) Tk 2500 per month	2,500	425	425	425	425	425	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	21,250,000
10 Office stationaries and supplies(1/2) Tk 1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
11 General Expenses and Maintenance(1/2) Tk 1000 per month	1,000	425	425	425	425	425	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	8,500,000
12 Salary of service Staff Tk 2000 per month	2,000	213	213	213	213	213	5,100,000	5,100,000	5,100,000	5,100,000	5,100,000	25,500,000
Total cost of field operation							117,202,857	117,202,857	117,202,857	117,202,857	117,202,857	586,014,288
A 4 Research and Evaluation	15						7,986,038	8,339,852	8,519,378	8,190,840	8,108,871	40,901,178
A 5. HD Management and Logistics Expenses 10% of above expenses	18	10%	0	0	0	0	79,860,368	83,398,528	83,155,777	81,608,385	81,088,707	409,011,780
Total School Cost Take							889,449,956	925,723,823	923,028,123	904,743,188	900,084,648	4,540,030,538

B. LIBRARY PROGRAMME

1. Union base Library(Gonohendra)

April 99 March 2000	April 2000 March 2001	April 2001 March 2002	April 2002 March 2003	April 2003 March 2004
------------------------	--------------------------	--------------------------	--------------------------	--------------------------

No of Union base Library Opened
No of Union base Library(Gonohendra)
in operation)

100	100	100	100	100
400	500	600	700	800

Note	Unit Cost Taka	Year					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						

1.1 Cost per centre(Start up Cost)

1.1.1 Furniture and Fixture	25,000	100	100	100	100	100	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	17,500,000
1.1.2 Trust fund	50,000	100	100	100	100	100	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
1.1.3 Books	50,000	100	100	100	100	100	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
Total							13,500,000	13,500,000	13,500,000	13,500,000	13,500,000	67,500,000

1.2 Operating Expenses (2 Year)

1.2.1 Salary of Librarian(Full time) Tk.100 per month	700	300	400	300	300	300	2,520,000	3,360,000	2,520,000	2,520,000	2,520,000	13,440,000
1.2.2 Utilities Tk.200 per month	200	300	400	300	300	300	720,000	960,000	720,000	720,000	720,000	3,840,000
1.2.3 Maintenance and Magazine Tk.300 per month	300	300	400	300	300	300	1,080,000	1,440,000	1,080,000	1,080,000	1,080,000	6,780,000
1.2.4 Orientation to Community members Tk 2000 per Library	2,000	100	100	100	100	100	200,000	200,000	200,000	200,000	200,000	1,000,000
1.2.5 Salaries and benefits of PO Tk 5500 per month for 5 Union library	5,300	80	100	120	140	160	5,280,000	6,600,000	7,920,000	9,240,000	10,560,000	39,600,000
1.2.6 Salaries and benefits of AM Tk 7500 per month for 50 Union library	7,500	8	10	12	14	16	720,000	800,000	1,080,000	1,280,000	1,440,000	5,400,000
1.2.7 Travelling and transportation (25% of 1.2.4 & 1.2.5)	25%	-	-	-	-	-	1,500,000	1,875,000	2,250,000	2,625,000	3,000,000	11,250,000
1.2.7 Staff Training (10% of 1.2.4 & 1.2.5)	10%	-	-	-	-	-	800,000	750,000	900,000	1,050,000	1,200,000	4,500,000
1.2.8 HO logistics and management expenses	10%	-	-	-	-	-	3,962,000	4,308,500	4,367,000	4,668,500	4,772,000	21,978,000
Total							30,082,000	33,893,500	34,537,000	36,784,500	38,982,000	174,288,000

1 School base Reading Centre (Detail budget)

April 99	April 2000	April 2001	April 2002	April 2003
March 2000	March 2001	March 2002	March 2003	March 2004

No of Reading Centre Opened

2,000 2,000 2,000 2,000 2,000

No of Reading Centre (In operation)

7,100 8,000 8,000 8,000 8,000

Note	Unit Cost Taka	Year					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
2.1 Start up Cost												
2.1.1 Tools	250	2,000	2,000	2,000	2,000	2,000	500,000	500,000	500,000	500,000	500,000	2,500,000
2.1.2 Books (100 books X 20.00 per books)	2,000	2,000	2,000	2,000	2,000	2,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	20,000,000
2.1.3 Training per member	100	13,000	13,000	14,000	14,000	14,000	1,300,000	1,300,000	1,400,000	1,400,000	1,400,000	8,800,000
Total							5,800,000	5,800,000	5,900,000	5,900,000	5,900,000	29,300,000
2.2 Operating Expenses												
2.2.1 Salary of Teachers(Part time) Tk 80 per month	80	7,100	8,000	8,000	8,000	8,000	8,816,000	8,780,000	8,780,000	8,780,000	8,780,000	29,856,000
2.2.2 Magazine Tk 20 per month	30	7,100	8,000	8,000	8,000	8,000	2,556,000	2,180,000	2,180,000	2,180,000	2,180,000	11,196,000
2.2.3 Salaries and benefits Tk 5500 per month 45 School Library	5,500	156	133	133	133	133	10,413,333	8,800,000	8,800,000	8,800,000	8,800,000	45,613,333
2.2.4 Travelling and transportation (25% of 2.2.3)	25%	-	-	-	-	-	2,603,333	2,200,000	2,200,000	2,200,000	2,200,000	11,403,333
2.2.5 Staff training and Development (10% of 2.2.3)	10%	-	-	-	-	-	1,041,333	880,000	880,000	880,000	880,000	4,941,333
2.2.6 ITO logistics and management expenses 10% of above	10%	-	-	-	-	-	2,603,000	2,140,000	2,140,000	2,140,000	2,140,000	10,123,000
Total							32,733,000	28,740,000	28,800,000	28,800,000	28,800,000	148,053,000
Total cost of Library Prog in Taka							62,816,000	62,833,600	63,267,000	65,874,500	67,852,000	322,322,000

Note	Unit Cost Taka	Nos					Year 1 Taka	Year 2 Taka	Year 3 Taka	Year 4 Taka	Year 5 Taka	Total Cost Taka
		Year 1	Year 2	Year 3	Year 4	Year 5						
C. INNOVATIVE PROGRAMME AND MATERIALS DEVELOPMENT (1% of expenses)	17						9,492,850	8,883,871	8,884,281	9,703,877	8,878,368	48,823,325
D. EDUCATION SUPPORT UNIT												
1. Physical Facilities												
1.1 Land and Building (30,000 sq ft)							50,000,000	0	0	0	0	50,000,000
1.2 Vehicles (2 nos Bus and 1 no Jeep) Tk. 2000000 each							4,000,000	2,000,000	0	0	0	6,000,000
1.3 Library Development							1,000,000	1,000,000	0	0	0	2,000,000
1.4 Book and Supplies								1,000,000	0	0	0	1,000,000
1.5 Computer (10, 10.0 Nos) Tk. 150000 each							1,500,000	1,500,000				3,000,000
Sub total							56,500,000	5,500,000	0	0	0	62,000,000
2 Institutional Development												
2.1 Project Head (1) (Tk. 100000 per month)							1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	6,000,000
2.2 Curriculum Designer (1) (Tk. 50000 per month)							600,000	600,000	600,000	600,000	600,000	3,000,000
2.3 Subject Specialist (2) (Tk. 30000 per month)							480,000	480,000	480,000	480,000	480,000	2,400,000
2.4 Computer Technologist (1) (Tk. 20000 per month)							240,000	240,000	240,000	240,000	240,000	1,200,000
3.1 HO Logistic and management Expenses							5,902,000	602,000	252,000	252,000	252,000	7,460,000
Total							64,922,000	8,822,000	2,772,000	2,772,000	2,772,000	82,060,000
E. PROJECT INCOME												
1. School fees Tk. 8 per Student (80% of Student) (12840, 14214, 21358, 19541, 21246 NFPE Schools)	60	413,820	488,062	704,814	644,853	701,118	18,863,360	22,514,876	33,831,872	30,852,844	32,652,884	140,818,918

Annex F

ERAC-NFPE LIST OF FORMS

Date: 15-12-95

1 S. No.	Name of Form	Form #	PAGE
01	Survey on boys/girls(3-10 yrs)	1/N	1
02	Survey on boys/girls(7-10 yrs) Urban	1/N-U	2
03	Survey on older boys/girls(11-16 yrs)	1/K	3
04	Possible list of teachers	02	4
05	List of school house	03	5
06	Selected learners list(8-10 yrs)	4/N	6
07	Selected learners of Kishore-Kishoree school	4/K	7
08	Selected teacher's bio-data	05	8
09	Budget for extension/development of school house-199	06	9
10	Interim budget for school house development/extension	07	10
11	Village committee	08	11
12	Received for rent of school house	09	12
13	Weekly school visit report	10	13
14	Monthly school visit report	11	14
15	Monthly parents meeting	12	15
16	Weekly action plan	13	16
17	School opening date *	14	17
18	Monthly honourarium of teachers	16	18
19	Information of course completed learners *	21	19
20	Monthly report on teachers *	22	20
21	Monthly reports on schools *	23	21
22	Monthly reports on staff *	25	22
23	Information of course completed school *	45	23

* The above forms are used in the NFPE field offices to send reports regularly to Head office.

Annex G

NFPE Programme Phase III Proposal - identified programme components

Programme activity/components mentioned in PP	Budget/Costing line/numbers identified?	Comments
NFPE schools	yes	Core programme, cost of maintaining reserve pool of teachers?
BEOC	yes, unit costing same as with NFEP schools	
ESP	unit costing same as above	Possible extra costs associated with providing extra support to participating NGOs
Reading centres	yes	Possibility of increasing sessions to twice weekly
Union libraries	yes	How is Trust Fund calculated
Adult Literacy centres	not in NFPE budget	
Schools for hard to reach children	funded separately	
Permanent primary school	not yet started, pilot basis (30)	Five times more costly than NFPE schools
CLIP(Chandina Learning Improvement Project)	innovative programme budget	Clarify where all costs are allocated - is it a mixture of core NFPE schools and mats. dev. budget?
Teacher Training (initial)	yes	
Teacher Training (refresher)	yes	
Staff Training (local & overseas)	yes	need separate section in PP explaining case for overseas training
Quality Managers	no	confirm ex-Regional managers and where is training budget and operating costs?
Master Training	not separately costed, comes out of HO 10%	Implications for replacing teachers taking these posts?
Resource teachers	confirm salaries and costs are covered by training budget?	Are they replacing PO/PA in some cases?
Resource teacher training	in which training budget?	
TARCs training courses	yes unit cost reflected in training budget	
ESU	yes	needs revising in light of proposed changes
Laboratory schools	idea at this stage	
ICT experiments	no	idea only at this stage
IRI	not specifically, part of	

	Mats Dev. budget	
New primers for Grade VI & V: -Maths -Social Studies (training video) -Science -English -staff/teacher audio visual training mats -teacher support mats SATs	Mats Dev budget	
Craft training in libraries	not separately identified	where does this fit in?
Formation of SMCs	not separately identified	cost implications for good quality capacity building training
Staffing (HQ) - Management /logistics/admin	costed	
Staffing - team level (programme organisers);	costed	
Staffing - area level	costed	
Logistics	included in 10% HQ overhead	
Transport	costed	for new posts referred to above?
Management	in 10% overhead charge	
Admin/accounting	in 10% overhead charge	
Area/Team office costs	area and team costed separately	shared with RDP

Annexure B (Revised): Gradewise Schools in Operation during Phase III (Oct 1998 to March 2004)

September 1999

School Cycle						
Typical Class Period (Months)						
	I	II	III	IV	V	Total month
HFPE	8	9	10	10	10	48
BEOC	8	7	7	8	8	38
ESP	12	12	12	0	0	36

	Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Oct-Dec '98	Jan-Mar '99	Apr-June '99	July-Sep '99	Oct-Dec '99	Jan-Mar 2000	Apr-June 2000	Jul-Sep 2000	Oct-Dec 2000	Jan-Mar 2001	Apr-June 2001	Jul-Sep 2001	Oct-Dec 2001	Jan-Mar 2002
HFPE	I		** 8838	8,838	8,838						** 8857	8,857	8,857		** 8414
	II	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432	8,432
	III	8885+8789	8,885	8,885	8,432	8,432	8,432	8,432	8,838	8,838	8,838	8,838		8,857	8,857
	IV				** 8985	8,885	8,885		8,432	8,432	8,432		8,838	8,838	8,838
	V	+ 1,000	(1000)					8,885	8,885	8,885	(8,885)	8,432	8,432	8,432	(8,432)
Sub Total		22,008	21,955	21,955	21,955	21,955	21,955	21,955	21,955	21,955	21,927	21,927	21,927	21,927	21,909
BEOC	I		** 3144	3,144			** 2689	2,689			** 3710	3,710			** 3182
	II	3,682			3,144	3,144			2,689	2,689			3,710	3,710	
	III		3,682	3,682			3,144	3,144			2,689	2,689			3,710
	IV	2,689	2,689		3,682	3,682	3,682		3,144	3,144	3,144		2,689	2,689	2,689
	V	2,193	(2193)	2,689	2,689	2,689	(2,689)	3,682	3,682	(3,682)		3,144	3,144	3,144	(3,144)
Sub Total		8,544	9,495	8,495	9,495	9,495	9,495	9,495	9,495	9,495	9,523	9,523	9,523	9,523	9,541
Total HFPE+BEOC		31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450	31,450
ESP	I	1,025	** 930	930	930	930	** 595	595	595	595	** 1025	1,025	1,025	1,025	** 930
	II	595	1,025	1,025	1,025	1,025	930	930	930	930	595	595	595	595	1,025
	III	930	595	595	595	595	1,025	1,025	1,025	1,025	930	930	930	930	595
	IV		(930)				(595)				(1,025)				(930)
	Sub Total	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550
Grand Total		34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000
Grand Total	I	1,025	10,812	10,812	7,768	930	3,264	3,264	595	595	13,392	13,392	9,682	1,025	20,506
	II	10,709	7,467	7,467	4,169	11,007	7,768	7,768	3,599	3,599	595	595	4,305	12,982	9,682
	III	18,404	12,982	12,982	7,027	7,027	10,801	10,801	7,883	7,883	10,437	10,437	930	930	4,305
	IV		(7719)				(595)				(1,025)				(930)
	V	2,689	2,689		12,387	12,387	12,387		9,578	9,578	9,578		9,507	9,507	9,507
Total		34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000

Note: 1* These are pilot schools.

2. Figure in parentheses indicate schools closing down. Figures having ** indicate schools that have been reopened. Please note that in case of HFPE, as 10-12, the number of schools closing down is not identical to the number of schools reopened. This is because adjustments had to be made to keep the total number of BEOC schools above 20%. Please note further that the number of schools closing down in the case of ESP was identical to the number of schools reopened.

3. ** These schools were opened during Jan-Mar '99 and will be in grade IV in that period.

56

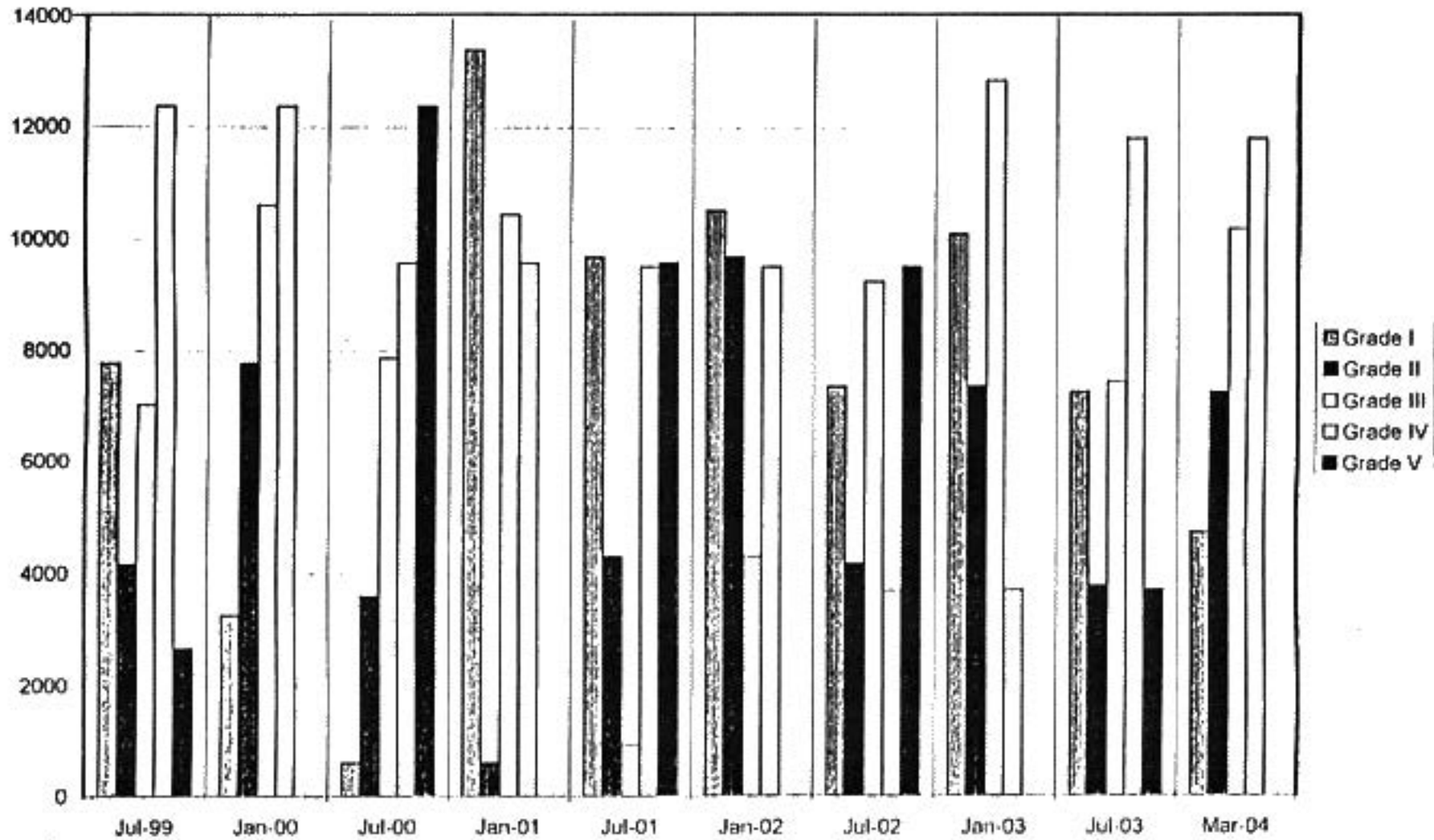
Annexure B (Revised): Gradewise Schools in Operation during Phase III (Oct 1998 to March 2004)

September 1998

[illegible]

Chart 3

Grade-wise schools in operation during Phase III



96.

**Table 1 (Revised) : Distribution of Schools in Operation by Grade
(NFPE, BEOC and ESP combined)***

September 1998

Grades	Year 1999 (Jan-March)	Year 2000 (Jan-March)	Year 2001 (Jan-March)	Year 2002 (Jan-March)	Year 2003 (Jan-March)	Year 2004 (Jan-March)
Grade-I	10,912	3,264	13,392	10,506	10,102	4,735
Grade-II	7,457	7,768	595	9,682	7,344	7,250
Grade-III	12,962 (7719)	10,601 (595)	10,437 (1025)	4,305 (930)	12,844 (595)	10,196 (1025)
Grade-IV	2,669	12,367	9,576	9,507	3,710	11,819
Grade-V	(3193)	(2669)	(12367)	(9576)	(9507)	(3710))
Total	34,000	34,000	34,000	34,000	34,000	34,000

Note : * Details are given in Annexure B (revised)

The figure in parenthesis indicates the number of schools completing cycle. The same number of schools will be reopened during the same quarter which are shown in the row of grade I. While calculating the total either the numbers in grade I or the figure shown in the parenthesis should therefore be ignored.

Table 2 (Revised) : Distribution of On-going Schools by Type and Learners in Phase III

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners	Schools	Learners
NFPE	21,955	720,124	21,955	720,124	21,927	719,206	21,909	718,615	21,726	712,613	21,726	712,613
BEOC	9,495	284,850	9,495	284,850	9,523	285,690	9,541	286,230	9,724	291,720	9,724	291,720
ESP	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500	2,550	76,500
Total	34,000	1,081,474	34,000	1,081,474	34,000	1,081,396	34,000	1,081,345	34,000	1,080,833	34,000	1,080,833

Note : The table indicates year-end estimates. The average enrollment in NFPE schools comes to 32.8 because urban-NFPE schools has 30 learners each. The BEOC and ESP schools also enroll 30 learners each.

Table 3 (Revised) : Schools Reopened and Enrollment in Phase III

September 1998

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment
NFPE	6,838	224,286	0	0	8,657	283,950	6,414	210,379	6,655	218,284	0	0
BEOC	3,144	94,320	2,669	80,070	3,710	111,300	3,162	94,860	2,852	85,560	3,710	111,300
ESP	930	27,900	595	17,850	1,025	30,750	930	27,900	595	17,850	1,025	30,750
Total	10,912	346,506	3,264	97,920	13,392	426,000	10,506	333,139	10,102	321,694	4,735	142,050

Note: The average class size is : NFPE = 32.8, BEOC & ESP = 30

95

Hv

Completing I

Table 4 (Revised) : Schools Completing Cycles and Graduates in Phase III

September 1998

Type of School	Year 1999 (Jan-March)		Year 2000 (Jan-March)		Year 2001 (Jan-March)		Year 2002 (Jan-March)		Year 2003 (Jan-March)		Year 2004 (Jan-March)	
	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates	Schools	Graduates
NFPE	7,789	229,931	0	0	8,085	250,381	0,432	109,873	0,830	201,858	0	0
BEOC	2,193	59,211	2,669	72,063	3,682	99,414	3,144	84,888	2,609	72,063	3,710	100,170
ESP	930	26,505	595	16,958	1,025	29,213	930	26,505	595	16,958	1,025	29,213
Total	10,912	315,647	3,264	89,021	13,392	385,008	10,506	301,266	10,102	290,879	4,735	129,383

Note : The average class size is : NFPE = 32.8, BEOC = 30, ESP = 30 and the retention rate is : NFPE & BEOC = 0.9, ESP = 0.95

100

H vi

Schools which will collect fees from learners

September 1998

Year	No of Schools *	Total Learners	Learners Paying Fees (80% of total Learners)
1999	13270	435256	348205
2000	13270	435256	348205
2001	21927	719206	575365
2002	21909	718615	574892
2003	21726	712613	570090

* All reopened NFPE schools (excluding ESP and BEOC) from the year 1998 and onward.
The number of reopened NFPE Schools in 1998 was 6432.

ANNEX 2

FIELD VISITS: HEARING THE VOICE OF THE PEOPLE

The concern of any Appraisal Team is that in a short space of time it has to get to grips with a large amount of complex material, meet with many people in an official capacity both within and outside the institution and form considered conclusions which can be translated into acceptable recommendations. In particular members of a Team such as the present one are aware of the gap between the work we have been undertaking in meetings and at our desks, and the reality of life outside in the flooded city of Dhaka. If BRAC is about anything it is about people. People in the village and people in the slum and those who work with them and who manage the conditions in which that work can take place.

The wish of the Team members to visit people in schools in both the urban and the rural areas is a wish to ground what we have been thinking and discussing in reality; to test our perceptions and intuitions against the real world outside. We have been fortunate in being able to make visits, in spite of the appalling weather conditions presently in Bangladesh. People already harried and overburdened with relief work and anxiety have given time to making sure that all our endless questions are patiently answered, often the same question again and again as we have struggled to make sense of both the institutional structure of BRAC's education programme and what we have seen in schools and offices.

What is often lost in reports and de-briefings is this sense of reality and a sense of the voice of the people - who also deserve to be heard. The managers, supervisors and resource teachers at local level are those who have to try and turn rhetoric into reality, and it is often a tough and demanding thing to do. Teachers work in difficult conditions trying to utilise their training so that the children they teach can learn. They do this with kindness and a sense of joy, and there is no doubt that they too feel part of the BRAC mission to reach out to the poorest of the poor. Some teachers themselves have benefited from the entrepreneurial activities in RDP, and many parents come to value education for their children through being part of the RDP. As one parent put it: "This is the cow that I bought when I took a loan and now I am working so that my son can go to university. Without that life is nothing". We did not want to lose the resonance of such voices because they add the flesh to the bones of the report. This annex then is a narrative about our field visits and where possible the actual voice of the people we met comes through. It is given as an integral part of our reporting because we believe that hearing at least some of the voices of the people gives a context to what we say.

URBAN SCHOOLS IN DHAKA 26th August 1998

Miriam Bailey and Brigid Smith accompanied by Mr. Khondoker Ariful Islam, Senior Regional Manager, NFPE

We first visited the Team Office, Mirpur where we met Farida Yeasmin (PO for Hard to Reach Schools and ex-Garment Worker's Schools and Zannatun Ferdous (Team in Charge)

We were given background on working in the slums, the particular difficulty of finding and maintaining suitable buildings and of targeting the area for a school. We saw the survey form that is used when a particular area is selected and the way in which potential pupils and teachers are identified. It is more difficult to select and retain teachers in the slum areas, because of migration and movement within the city and because the salary is low in terms of costs in an urban area.

In Dhaka there are 708 NFPE schools, all operating in slums which are insecure because they are on what is virtually squatted land and people may be moved at any time. 105 Hard to Reach Schools for working children are operated in tandem with the Government who provide some funds and books (which are not really suitable). Another 202 schools for ex garment works are run and children from these schools often go on for technical training e.g. in Knitting .

There is some student drop out from the slum schools as families migrate from one area to another. Finding secure premises is also a difficulty because accessible premises result in criminal activities and vandalism. Once the community becomes involved they can give a degree of protection to the school, but many parents are away from home in the daytime either working, looking for work or begging. Because of this parents' meetings are held in the evening for many slum schools.

How the selection of the school and pupils takes place

An area is chosen where there is thought to be a need for a school (the presence of government schools is not a factor as no government schools are built in the slums). The Survey is the operational plan and staff go from door to door with it. They note all non school going 8 -10 year olds.

The survey we were shown took place over 4 kms. covered 450 households with 337 children. 98 of the children were already going to school (in government and NGO schools). 239 children between 8 and 10 were out of school. It was proposed to open 4 or 5 schools and to identify at least 4 teachers. In this survey the 4 teachers were identified from the households that were visited. The acceptability of the teachers to the community was investigated. Then every child was visited and their suitability for entry to the school considered in terms of poverty level and capability (it is difficult for new teachers to cope with SEN particularly in urban areas). If there are still places left then some children might be taken from the next level up from the poorest children. During the Survey an attempt is made to also find suitable premises to rent for the school. Three community meetings are held - one pre-survey, one during the survey and one after the completion of the survey .

MIRPUR 10 Vth Grade KK school opened in May 1995



The school is situated on a tiny patch of land in between shacks and a mud road. The walls are simple tin sheets against a bamboo structure. Inside the walls are covered with pictures and the children's work.

The children were delighted to show us their dancing and singing. We showed them on their wall map Canada and England where we come from. They asked a lot of questions about what it is like in our country. These girls are confident and independent. They are proud of their school and their teacher. They all want to go on in education, to enter the formal school. Some of them are dressed like school children, practising their role maybe. When we ask them the answer is the same for all:

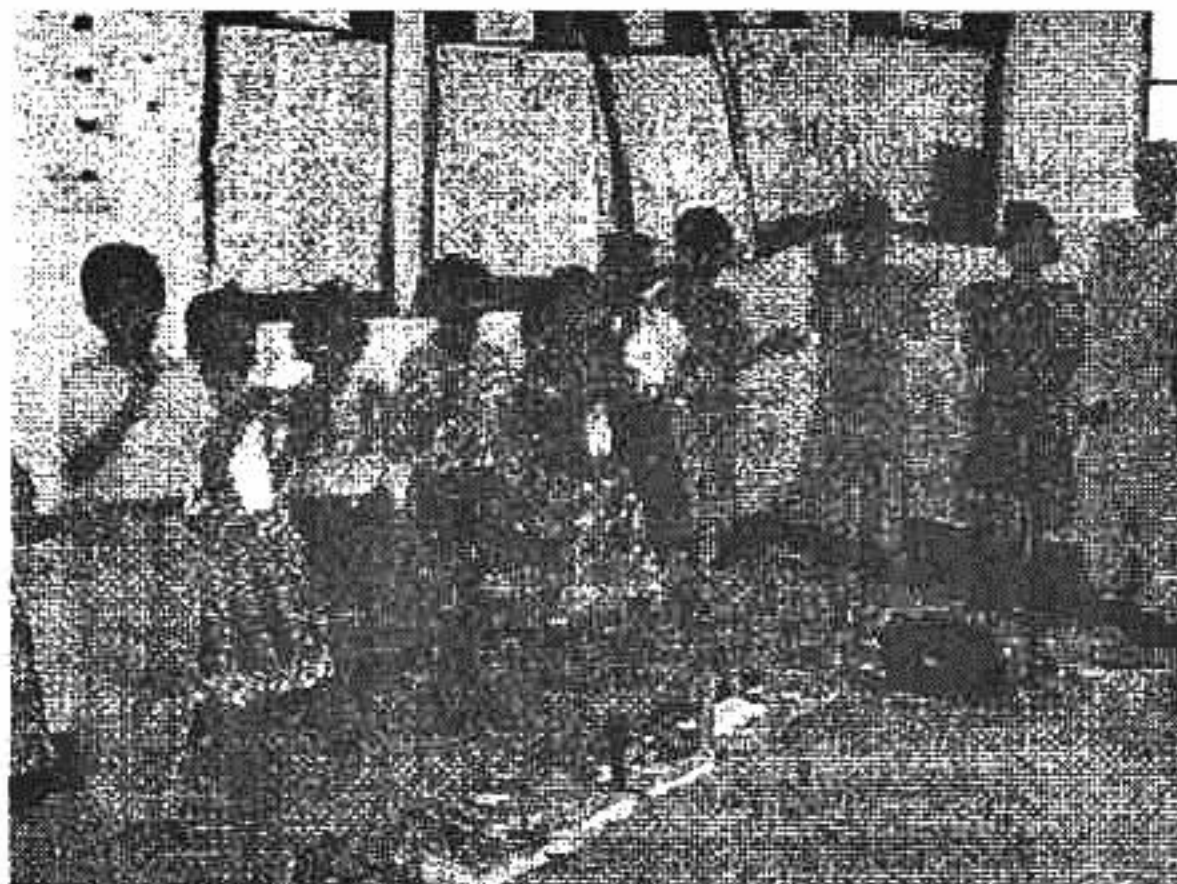
"We want to go to school now but it will be difficult to find the money"

MIRPUR 14 Grade II School opened in 1995

A cheerful group of children in a small building on the corner of a busy intersection are keen to show us their work. They are working in a typical BRAC learning form – the teacher makes a presentation of a point, they respond orally and then work on their slate. They show the teacher and us the words that they have written. We ask a boy to read to us – not the page that they are currently working on but three pages ahead of this. The boy reads fluently. Another girl is asked. What is interesting is that she is a less able reader and possibly also a bit flustered to read in front of a lot of people. She does so and stumbles somewhat. What is interesting here is her independence - she does not wait for help, and the way in which she goes back over the word and tries it again, sounding out

letter by letter. This is a good reading strategy in a language like Bengali which is phonetically regular.

The children then want to sing and dance to us – but the bells are missing. In the search there is a degree of negotiation between child and child and child and teacher which is impressive – they sing and dance to us with joy. In the dreariness and dirt of the slum outside with its small stalls with sacks of cotton waste this singing and dancing really gives a sense of light.



IBRAHIMPUR I Grade One Hard to Reach children. First opened in 1992

These children are working children. Their school is a previous clubhouse with a tiny patch of grass in front of it. It is clean and neat. Around the school are blocks of government and private apartments. These are the houses where many of the girls live and work as house maids. Their employers have been persuaded by BRAC to allow the children to come to school for three hours a day.

This school has a different atmosphere. These are street children, worldly wise and old beyond their real, often unknown, ages. They are sparky and bright, they love their school and their teacher. They cannot wait, boys and girls alike to get on the ankle bells and sing and dance to us. Their voices rise in loud loud chorus. In discussion we learn about the kinds of work they do:

"I work in a garage"

"I help mend rickshaws"

"I sell bananas"

"I sell vegetable"

"I work in a shop"

"I do messages for the mullah and carry him his things"

and so many

"We work as house maids"

Looking round at these little girls with their bright faces and ribbons tied in their hair one suddenly becomes aware of their hands. They have the hands of old women. Wrinkled with submersion in water, grime, the nails cracked. For them school is more than education – it is a tenuous link with a childhood some of them may never have had. Here they play and sing and draw and write – the walls are covered with the evidence of their work. Their teacher reads to them from a picture book, a story about chickens – their faces are absorbed, they watch the turning pages smiling a little. When we leave their voices ring out with goodbyes and Kudahafiz.



The workers of Dhaka city



PARIS ROAD SCHOOL Ex Garment workers school. Grade II opened in 1992

This school is for children who once worked in the garment industry. The children have been rescued from a working life and given a taste of education and freedom. They are passionate when they talk about their school and about their 'Appa' the teacher. They talk to us about the work they used to do – cutting threads, fetching and carrying

"If we did things wrong we used to get beaten"

Now they learn in the morning and in the afternoon many of them go on to technical and vocational training which will give them some skills.

It is here that one is most aware of the power of the co-curricular activities. They are restoratives, they give back to the children the colour, sweetness and joy that they lost. Watching these girls dance, their faces intense, their voices raised, everyone clapping to keep the rhythm – this is the face of BRAC in the city.



26th and 27th August, 1998.

Barry Reeves and Anne Ryan (accompanied by Mr. Shahidul Hasan, Field Operations Programme Manager, Dhaka Head Office)

26th August

Visited Churaman Kathi Team Office

Discussed record keeping with TIC Ms. Suprya Banargee.

Met PO and JPO staff of the Churaman Kathi and Jessore Team Offices. Discussed roles of individual Team members and observed demonstration teaching session conducted by the respective TICs - Ms. Suprya Banargee and Mr. Abbas Uddin.

Stayed at the TARC Training Centre, Jessore.

27th August Morning

Met Ms. Shova Sarker, Area Education Manager, Kazirhat Area.

Visited:

Haria BRAC school, 2nd year NFPE;

Manoharpur BRAC school, 5th year NFPE;

Kaymkola BRAC school, 3rd year BEOC.

Observed teaching and spoke to students in all three schools and to the parents in the NFPE schools.

Afternoon

Visited Kuada Gonokendro Library (Union Library).

Met Mr. Wohab, Librarian and Mr. Harun, Continuing Education Area Manager.

Visited Jessore Area Office. Spoke with the Accounting Staff and observed Refresher Training for teachers conducted by Mr. Abbas Uddin, TIC Jessore.

IMPRESSIONS FROM THE FIELD

A sign in the Kuada Gonokendro Library reads: "There is music in the midst of desolation". The children we met in the course of our field visit were indeed music makers. They made their music not only in song and dance but in their overall capacity to enjoy what must have been a rather tense even if somewhat exciting event.

Despite the daunting presence of a group of visitors who filled their small classrooms, the children were wonderfully eager to be part of all that was going on. Their spontaneity and playfulness left no doubt that their experience of school is largely positive and affirming. When responding to the teacher's maths questions each child wanted to get the answer correct but was confident enough, even in such pressurised circumstance, to recognise an error and to correct it.

The teachers and their supervisors were equally impressive. The teachers in each school taught a sample lesson, which they adjusted as necessary to lengthen or shorten the session. It cannot have been easy to do this under such intense circumstances. The close relationship between teacher, supervisor and students was evident in the willingness of all

to co-operate with each other. Not understanding the words being said allows an observer to read other signals such as body language, tone of voice, facial expression and type of gesture used. These signals invariably indicated relationships based on respect, warmth and cooperation.

The simple yet effective and colourful decoration in each classroom and in the Union Library created a visually stimulating learning environment. There was a sense that those who used these venues were afforded a status that warranted taking the time and effort needed to beautify the surroundings.

Management and accounting/administrative staff in the Team and Area Offices were knowledgeable and well briefed about the schools in their "patch". The monitoring, accounting and administrative records viewed, albeit quickly, were up to date and returns to HQ had been made promptly. There was enthusiasm and pride shown by these BRAC staff in their recording systems, which they were keen to show to us.

We stayed at the Jessore TARC. Unfortunately due to time constraints we were unable to explore the facility fully. However, what we saw in the course of our visit was most impressive. The buildings and surroundings were very well maintained with an eye to creating an attractive as well as functional venue.

The importance attributed to "connections" and "relationships" was a recurring theme on the visit. Linkages between the BRAC programmes were constantly spoken of particularly between RDP and NFPE. At the institutional level the importance of support for teachers and learners, POs, JPOs, Quality Managers and TICs, and for communication between Team Offices, Area Offices and HQ were stressed. The importance of good personal relationships among staff and between staff and the target population was always to the fore. Consequently staff not only knew exactly what their specific role entailed but also seemed to share a strong sense of the overall purpose of BRAC's endeavours.

There is a story told of two stone masons who were asked what they were doing: one said "I am cutting stones"; the other said "I am building a great cathedral". There was a strong sense on the field trip that BRAC has created an organisational environment that has much in common with the latter response.

RAJSHAHI FIELD VISIT August 29th - 1st September 1998

Brigid Smith

Accompanied by Mr. Khondoker Ariful Islam General Manager of BRAC

Visit facilitated by Regional Manager Abdul Mazid Talukder and Quality Manager Sunil Kumar Gaine

29th August a.m.

TARC training of 4th phase KK teachers for Mathematics training

The opportunity to sit on the carpet with a group of lively women and share their experience of training. The atmosphere very relaxed, the trainer creating an atmosphere of confidence. Asking questions and then sitting at the side of the room.

Materials: Class 5 book – government cf. Class 4 BRAC book 4 preferred by all the teachers – cartoons, illustrations, white space “easier to use” class 5 book based on algorithmic approach – only practice no context

Confident atmosphere – women very friendly

Teacher leading the class and then asking one participant to take on the leading

Then finishing the class together (the BRAC model)

Posters on the wall, name badges for teachers and tutor

At the end of the session there was the opportunity to talk to the teachers.

Most of the participants would like to become Resource teachers:

“If I was a resource teacher then another woman would get my job as a teacher”

“I could share my experience from one school with ten schools”

“If I get promotion I will be happy”

“After getting promotion I’ll get more money”

Sohrab – the trainer for maths was previously NFPE PO

Gives basic training to teachers and specialises in maths. Intelligent and interested in improving his pedagogical expertise

“Allowing women to come to training can be difficult initially if it is a new area and the RDP is not already functioning – now this doesn’t happen – NFPE always follows RDP”

For many teachers coming to the training is a very positive experience – meals are provided, there is no housework, they have other women to talk to. The hostel rooms are good – fan, toilet, four beds. They can bring their small children and they enjoy it too, making friends and playing together (This may solve a real problem in training govt. teachers where it is so difficult to get women to come to training). This question resulted in a long tour before dinner in the evening which ended up with my visiting every hostel room, talking to participants of many different courses, admiring babies and gathering, like a rolling snowball, more and more people as we progressed! Highly enjoyable

experience which meant that my subsequent time staying in the TARC was characterised by friendly greetings and smiles from participants and children.

p.m. Meeting at Paba Team Office TIC Jalal Uddin

POs, JPOs RT MTs QT Area manager RDP, Area Manager NFPE

My first experience of meeting the supervisors and trainers who support the teachers in the field. A room full of smiling faces and the chance for extended talk. Here there were shared buildings, shared offices and it was possible to see in operation the merging of NFPE and RDP offices – I met all RDP workers, RDP manager attended meeting. They share hostel facilities *"we eat together"*

Questions asked by me and discussed by the whole group

Criteria for selection of children for schools

Age

Parents involved in RDP

Poverty – landless

Parents doing more than 200 days manual labour a year

How can you reach the poorest of the poor?

"The problem of the poorest – beggar children, migrant children, children of divorced or widowed single mothers is that by 8 they are often working – often in distant houses – we try to persuade the employer"

"If begging then they are often away from home or mother is begging and they have to look after other children"

"It can be done but it takes a great deal of work and energy"

"Often they are absent, we must follow up and help them to catch up the work"

"I had the child of a beggar woman in my school. It took energy and time to get her in but she was in my school and she stayed there."

RDP is not suitable for a very small proportion of people – credit would be an added burden not a solution so their children might not get first preference – but the Vulnerable Groups Programme will eventually target these more efficiently. Another kind of schooling may be necessary for a very small proportion of children – e.g. some home learning, less days etc.

How does supervision work in the field?

POs and JPOs all ride bicycles, motor bikes. I asked the women this question.

"It helps improve my mobility"

"No one minds us riding bicycles we have done it for the last ten years"

"Here come BRAC they say"

"They are already used to it"

"At the beginning it was difficult"

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Is it difficult to get the women to leave the village for training?

"Some husbands don't like it they say why should we leave the village."

"At first they thought their wives would be converted to Christianity" (because the donors are from the North)

How do you know BRAC education programmes are really targeting the poorest of the poor?

Indicators of poverty in our students

"they have no shirts"

"their clothes are torn"

"There is no financial pressure on parents"

"I think the poorest of the poor do come"

"If the school is full they ask us to open another school"

How are children selected for the school?

- 1 Survey
- 2 First preference to target group
- 3 Less than -50 decimal land
- 4 200 days labour
- 5 illiterate parents

What is the job of the Resource Teacher?

Prepare action plan

Observe teaching

If there is a problem they will help

Check registers, lesson plans

Conducts parents meetings

Participates in workshops

Staff meetings – do not attend refresher courses and would like to

"I visit many villages"

"I meet children not previously met with their parents"

"Because I am local if I am not there for two or three days parents and teachers say"

"Why are you not here!"

"Sharing with RDP – Unity is strength"

"Relationship and sharing"

"our aim is the same - serving the landless poor"

What are your feelings about the expansion to Grades IV and V?

"I feel confident in everything but English"

"some teachers will find it difficult with maths and English"

"If there is a problem we have the understanding"

"Increased use of AVA in training will help – every team office has a VTR and TV – there are videos"

A very interesting discussion took place about the professional development of staff

All very enthusiastically would like to be able to study together at team office, area office level and to use distant learning materials (could include videos)

Areas of interest:

Comparative Education

Psychology of Education

How children learn

Methodology

Assessment

Materials preparation

Non formal education in other countries

Human behaviour

"Head Office should set up a mobile unit that could support staff"

The afternoon finished with an expedition to see the Padma, where the army were busy constructing flood barriers where the river was threatening to break through the bank. Eventually took to the water in company of Regional Manager, TIC, QM, and various POs and JPOs.

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30th August
Natore Area Office

Started with meeting at the Area Office RDP and NFPE offices side by side. Shared hostel and mess for staff. Built in 1991. 100 schools 94 NFPE 6 KK 8 staff 2 RTs female 3 POs female
RDP and NFPE managers travelled to schools with us.

The Pilot schools have been teaching Grade IV and V. Monitoring of these pilot IV and V schools has taken place through usual monitoring procedures; weekly reports including page of book being taught, whether the teacher is teaching properly and with understanding, visits from Head Office and Regional and Area office staff)
Kaniz Fatemah has co-ordinated the pilot programme and herself gone to see how the teachers are coping.
Questions asked:

How do the poorest of the poor fare in RDP programmes?

"The poorest may not have the capacity to run large businesses but they take part in programmes and as their capacity builds may take small loans"

"In the villages the hard core of the poor we do also enrol in NFPE but it is difficult in KK"

"If a beggar is blind they need help so they might take the children for that"

"If a widow has boys and girls working then we need to convince the employer"

"It is not likely that the beggars sons will be beggars"

School Visit One

Bon Belghoria

NFPE Class 5 (pilot school for IV & V grade)

Thatched school with mud washed walls, noisy by the road. Bit dark inside although there are windows – not helped by the fact that the entire village is gathered at the doors and windows!

Decorations hanging from the ceiling

Word pockets for the alphabet on the wall

Children's work displayed

Children's paintings on the wall

The children are doing spelling and then the teacher reads through a poem in the whole group. She moves neatly and quietly to group reading – different formats, some reading together some with one person reading. All following with great attention in their books. Finished with songs and some good dancing. A nice touch a boy helps a girl to put the bells around her ankle.

All the children want to go into Class VI and pursue their education but all said that there would be a financial burden on their families that would cause difficulties
 The teacher has shown the ability for creative development of co-curriculum – introduced the singing of a Quwali – beautifully sung by a boy with the whole class joining in.
 Tremendous enthusiasm and commitment – the religious heart being sung out.

Work of father (indicating relative poverty)

Work of father	Bon Boghoria
Agricultural labourer	15
Day labourer	8
Rickshaw puller	3
Small shop keeper	6
Vegetable seller	
Porter in godown	
Bullock cart driver	
Jute worker	
Agricultural labourers with more than .5 decimal land	1

Visit to randomly chosen pupils' houses nearby to check out poverty focus

First house: Very clean – four children, one room with a few pots and a bed. One chair to sit on and a table in the corner with school books and papers on it. Pots in a woven basket up on poles. (The inside spotless and well organised, like others we saw so maybe this is a BRAC training effect).



Visit to the home of Nanadi.

Eldest of four children

Mother deserted and family verging on destitution

Mother works as a house servant – if she can't get work on a day then she begs.

Grandmother looking after the baby. Children all look undernourished.

One room house, very spare. Thatch and mud. The rain comes through the roof.



Rameshwarpur Phase 3 KK

A KK school where the children are in the third class and doing Social Studies. They are talking about co-operation and who can help us to do things. It is a question and answer mode.

(In a way I suppose this is a bit of pedagogy that might get expanded e.g. group work to see what questions children can raise. This might happen under CLIP)

Teacher moves around the group – has a nice manner with them.

They have just had English

They try to answer the teacher who asks the question in Bangla. The teacher is very nervous about this. To ease the tension I do some greetings protocols round the class. In an interactive situation they quickly get the hang of different ways of saying hallo, how are you and what is your name. At the end I teach them all One Two Three Four Five once I caught a fish alive! Jolly chaos all round. It is amazing how flexible these children are and how responsive and confident.



Visited home of a BRAC member, with a boy in the school. She has taken a loan to build her house. Before she had nothing, her husband is mentally disturbed and she has to give him about 10Tk a day and then he goes away. Now she has a neat thatch and mud house, spotless inside and with a good, well made large bed and racks for pots. She bought a cow with her loan and so paid for her house. Now the cow has two calves. She sells the milk in the village. She took a further loan to stock a fishpond and this is also thriving. She is saving money for her daughter (now 15 and working as a housemaid) to get married when she is 18. The effort is so that her son can go to university. A wonderful story of faith, hard work and enterprise.



The cow with a stake in education

Chowdhury Berogasa First Year NFPE

A new Class One school, opened for four months, with 20 girls and 14 boys, none has ever gone to school before.

The govt. PS is far away. There is another BRAC school but it is a big village and it is at the other end.

A new teacher – (2 months – the previous teacher became PO)

The children knew lots of songs and dances and had done some good pictures for the wall and their wall magazine.

They were having a reading lesson and had reached Page 19 of the book. We asked several children to tell what single words were out of context. They could all read these words – it is quite amazing that after 4 months in a school the children are able to read quite extended pieces of text and to not rote read but to be able to answer questions and read individual words.

Work of father (indicating relative poverty)

		What I want to be when I grow up	
Work of father	Chowdhury Borogasa	Doctor	7
Agricultural labourer	6	Office worker	1
Day labourer	2	College teacher	2
Rickshaw puller	16	Teacher	5
Small shop keeper		Teacher in a big school	2
Vegetable seller	4	Headteacher	1
Porter in godown	3	BRAC teacher	5
Bullock cart driver	1	Driver	1
Jute worker		Engineer	1
Agricultural labourers with more than .5 decimal land	None	Police Officer	1
		A job abroad	1
		A job in Dhaka	2

We asked the children what they wanted to be when they grow up.

An amazing variety of jobs. Children living with a different hope and vision

"Now they can dream and have their own visions" Area Manager

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Natore Team Office: Teachers' Refresher Course for Class 2 teachers (15 called, 15 present)

A very lively and confident group – ready to answer questions

6 had 9 years experience

1 had 8

1 had 7

1 had 6

The rest had about 14 months

Their qualifications were 2 x PTA (primary teachers certificate)

2 x HSC, 12 x 10 years some with SSC (many leave school to marry before taking SSC)

10 taught in their own village and 5 in a nearby village.

They were very positive about the experience of being a BRAC teacher saying:

"We can serve the society especially the poorest of the poor"

"Because we are housewives we spend time ideally in our houses, at the school we spend productive time the students are learning as well we are learning from our refresher courses"

"Because I have education in the village where I live I can be a teacher, and I can help the society"

The Refresher Course Teachers

They were very enthusiastic about the course and all agreed that their lives would be very restricted if it was not for their experience of being BRAC teachers

"Because we are meeting after one month I wait for the day. I meet colleagues and come to the refresher"

"We are very busy and in trouble in the family life. When I come to the school then I feel that this time is mine and I forget the other painful times"

"We travel by Rickshaw and families don't mind – though in the beginning they sometimes came to see what was happening!"

What difficulties do they face?

"Some poor children do not have food and they find it difficult to maintain regularity"

"Sometimes my technique is not right and sometimes the children do not understand. I learn from the Resource Teacher and from the Refresher"

"If children are naughty I bring them near me"

"If they are naughty they may have lost their pencil – I offer another pencil and talk to them about it"

"Our salaries are essential to the family economy" (all)
"I spend on children's education" (many of them)
"I save 90Tk a month for my daughter"
"I buy lungi for my father and sari for my mother"
"It helps to repay bank loan for opening a small medical shop" (run by uncle)
"Supplement a poor income." (6 of them)
"Our husbands give us importance now – they listen to us when there are decisions to be made."



Community Library: Kafuria Gonokendro Pathagar

In spite of our being late and a fantastic rainstorm the library is full of people reading – although the delay has meant that most of the women have had to go home to prepare the evening meal. The library has papers, books, and magazines. Children playing games and reading books in the Children's Corner. The Librarian is there from 10 – 12 and 3 – 7. It is based in a secondary school and the children use it. Poor children (ex BRAC usually) can borrow the textbooks for their classes if they can't afford them.

One novel taken out 15 times since May 18th 1998

Subscription of 1000Tk by Donor 16 Life long 500Tk 25
 Honourable 100Tk 114 General 40 67
 Student 10 all plus 2 Tk admission. 801 Total 1023

READERS-JULY	MALE	FEMALE	TOTAL
Student	1020	570	1590
General	2140	263	2403
Total	3160	833	3993

Books dealing among the members for the month of July 1998

Total:400 nos

Total books:1148

Overdue books 10

Subscription collected from members: 56,334.00

BRAC matching grant :50,000.00 Date of Trust: 09.06.97

Readers:

Our community library is open for all the people. Any person who is interested to read books and newspapers has entitled to come and read within the library. People have an opportunity to look at reference books and magazine also. But there is no scope to take a book out of the library by a non – member person. Without subscription any person cannot be a member. Total 1132 non –member readers read the books of the library for the month of July 1998. Among them, 1047 were male and 85 were female readers.

Children's Corner:

Children corner is very interesting and enjoyable place for the children. All the children have the right to use it. Some of them come here to read story books, draw pictures, play indoor games and use some learning materials. They are not members of this library. IN July 98 total 635 children used this children's corner. Within this boys were 308 and girls are 317.

Textbooks distribution:

BRAC supplied textbooks among the students of Class VI and Class IX through the library. With the help of the headmaster and the library committee select the poor students. The market value of per set books are about Tk400 and Tk1200 respectively. But the poor students have to pay Tk50 for Class VI and Tk70 for Class IX. This amount is very minimum . If a poor student is not able to pay the money he may apply to the committee through the headteacher for getting books free of cost. Then the committee may consider it.

According to the reports of 3 libraries of Natore area 46 sets of Class VI and 51 sets of Class IX were distributed without rent – figures are shown below.

CLASS	VI	→	CLASS	IX	→
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
4	3	7	3	4	7

The library has many poor students demanding books but the library has limitations. Information sent by Mohammad Shahidullah Miah, Area Education Manager (Continuing Education) Many thanks for his effort.



Readers in the library

The community must raise 50,000TK which BRAC will match. Then through their subscriptions and entrance fee they must save 450,000 Tk in total to put into the bank to earn interest. This interest is calculated to be enough to then make the library self supporting and sustainable – to pay for books, magazines, electricity, librarian and new books.

A cultural group has also formed, at present 10 people, to try and keep Bangladeshi culture alive. Tabla player and Music Master are teaching some children – a very good performance including a song of Tagore. BRAC bought the harmonium and tablas – a real educational opportunity for schools to increase their co-curricular opportunities. The group want to include writing and painting too eventually.



The Children's Corner



Two of the Honourable Members

Visit to Area Office Rajshahi

The Organisation of the Office

QUALITY MANAGER AND AREA EDUCATION MANAGER

Concerned with pedagogy and administration

QM 28 TEAM OFFICES

Responsible for staff development

Workshops

Orientation

Refreshers

TICs and POs

Works with MTs

Conducts training with MTs

Links back to HO

QKM monthly meetings with Directors QC and Programme management

AEM has 7 Team Offices

School surveys

Planning

Recruits teachers

Supervises training centres

Supervises schools

Helps TIC

Quality manager's vision of his job

- 1 To improve the quality for children's learning
- 2 Improve the capacity of staff
- 3 Solve problems seen in the school

The Quality Manager needs training:

- 3 Subject wise
- 4 Methodology and techniques
- 5 How to develop staff

He is confident to take courses but wants more expertise in curriculum and education

"there is no limit to the development we want to make"

Refresher Class for Teachers 14 Participants Class 3 teachers, Urban schools

A teacher giving a demonstration – she was so good I thought she was a PO

Maths training.

Procedure. TIC draws up programme of subjects and what they think the teacher's need to learn – this is the refresher module. Based on problems noted in the field, according to need the module is developed by the team.

Objectives	Content	Time	Method	Materials
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Then there are group meeting with the teachers to negotiate what is to take place in the day in Bangla, Social Studies and Maths. Then the trainers incorporate that into their plan.

What have they learned today?

"Problem solving maths especially division"
"....not clear now I am having clear understanding"
"I had a problem with writing large numbers now I understand"

A target for each subject is set. This used to be set by the POs but now the teachers agree together what the target should be. Some would go beyond the target if the children were quick but some wouldn't they would do more revision. This was discussed and it was agreed that there was no objection to a teacher going beyond the target. If the target is not reached it is not a matter for upset but the PO will take time to help the teacher and ensure there are not any problems

PO *"Now it is coming well because we are not putting any pressure on the teachers"*

Comments on being a BRAC teacher

"Because I am a teacher I am learning as well"
"In my mind I feel proud to be a teacher"
"Children are coming from the poor people's home to my school so I am contributing to the society"
"Some are drop outs they start because they don't need to buy anything. It is a good thing to help them"
"We are getting salary – it is helping in my family"
(13 of the teachers felt that their salary was a necessity not for extras)
"for children's education (many)"
"for family affairs"
"for my two daughters, for medicine and for food"
"for a tutor for my children"
"for my brothers and sisters"
"I have bought a sewing machine and now I make many clothes"
"When we started earning we feel independent"
"We think we don't need to take permission from our husbands to spend our income"

Difficulties in teaching

English *"felt a problem but we got the guide book and now we don't feel a problem"*
(they sang two English songs with very good pronunciation)

After two months we are having 2 day refresher course for English because it has been asked for.

Introduced extra Maths and English training

POs and TIC – "we do feel that some of the teachers will have problems

Special refreshers for weak teachers

Closely visit schools and give more time

Demonstrate in that school

In this area with IV and V year teaching a nearby teacher will take maths in a weak teacher's school, assisting them and demonstrating so that they learn too. They receive Tk100 extra for this. (The teacher will have failed the assessment for Class 5 when they went for their TARC 15 day training).

12 teachers were SSC and 1 HSC

All had been teaching for three years

2 had 3 children

3 had 2 children

4 had 1 child

5 had no children

2 had babies with them at the course

Barogasi Kari Korpara CLIP School NFPE Class 1
34 children

Teacher with 7 years experience. CLIP trained

She says that these children are learning faster with CLIP

We spent the whole 3 hour morning session in this school and so were able to see the curriculum in action – watched through doors and windows by large numbers of villagers

The atmosphere very impressive. Children working in groups with the abacus

Buzz of activity and quiet interaction

Children very involved, an intense working atmosphere

Cf. To other schools:

- Children talking very quietly rather than shouting the response after the teacher
- Listening to each other
- Talking purposefully
- Teacher also talking quietly

Maths - Using abacus in groups and writing numbers and then they come back to whole group for feedback from group leaders. (Group leaders are changed every week)

Whole Class – for Bengali lesson

Teacher introduces on the board and checks that leaders understand by asking them questions. Then the children sit in the groups – one reading and others following

Teacher circulates. One child having difficulties – the teacher spent a lot of time helping her individually. When she got it right the teacher gave wonderful feedback and the whole group clapped.



No difficulty at the moment in reading. They were on P.13 and reading but more impressively when they went back to their groups the teacher asked them to make up sentences using the word on the board. They were able to do this without difficulty. After four months schooling this is impressive by any standards. They were writing the words neatly and on the wall sentence work was displayed, they can spell words, write sentences and read sentences. Their newness to school was clear in the fact that some of the protocols of putting books neatly, turning slates etc were still not fluent.

Social Studies: Group Work

Teacher drew picture of a house on the board and asked them all to copy. I interrupted after identical ones appeared drawn with a ruler and asked her to ask them to draw their own house. Then there was a variety, clearly showing different shapes, roofing etc. One boy put in the toilet at the back of the house. When asked they all talked about what their house looked like. (Another way of checking on poverty levels – one tin roof and one tile roof all the rest made from grass.)

The teacher very responsive to the suggestion that children can explore their own experiences in this kind of way.

Singing and dancing of a high standard given that they were new to BRAC.

We checked among children outside. All were BRAC graduates except two. One wanted to go to school but his father was dead and his brother wouldn't let him, the other obviously just didn't fancy school – no reason given!

No children had been to school before, but all who had older siblings they had been to a BRAC school

Parents' Meeting

Discussing children's progress – whose children have done well

Talk about timely attendance

6 out of 34 parents have had some school experience. Two male members of the committee there. PO took the meeting. Teacher reported back

All wanted their children to go on to secondary school but all thought they would suffer financial hardship and find it difficult to get books.

Member of the committee – the government secondary schools are bad - why can't BRAC open secondary schools as they think BRAC schools are better.

The question of 5Tk – reason accepted

23 out of 34 parents are members of the RDP – some said that their husbands would not let them take part in the meetings

Committee – 6 parents and teacher.

Parents said they took problems to the teachers.

LIBRARY: Yholabari School Library (PATILAGAR)

34 girls there. Open once a week from 4 – 6

All the girls and the teacher think that it would be better if it was open twice a week

Change books more frequently

Meet more often

Able to learn more – put on more courses

Sometimes it is difficult for older girls to get there – they are visiting home if they are married or else they may have a lot of work to do

Teacher "I like it very much because they are my old students. It is important because they can meet friends, play and read books and sometimes share problems"

Courses offered:

Poultry rearing 14

Book binding 4

Vegetable gardening 4

Nursery

Teacher has brought her sewing machine and taught 9 of them how to make clothes – display of children's and babies clothes.

Library supplies newspaper

Games – Karam board, Ludo, Chess being played

Story books

"we can read and play"

"we can meet the girls once in a week – it is a very fun day to us. We enjoy being here"

15 x 19 girls

16 x 6 girls

17 x 2 girls

Over 18 Bangladeshi girls are too shy to give their age!

11 are married and 3 have babies

"Everyone likes coming. We can read stuff, all kinds of story books which makes us happy. We can meet different friends"

"There is a saving scheme of Tk2 a month. If I save enough I might buy a chicken and a poultry box. If I save a high amount I might buy a small goat"

why is the library important to you?

"We feel happy here"

"We can meet our friends"

"at home we feel lonely, I don't feel happy. Meeting friends makes me happy"

"We are getting different training which will help us"

"We can play and we can't at home"

"There are no games like chess at home"

"Share with people how to entertain my relatives" (this actually means how to relate to prospective marriage partners and what to do when the relatives and the boy visit the house)

"When there are marriage proposals and they come to visit we share it with other girls"

Married girls

"We have to do a lot of work – they do create a problem but I told my in-laws I need to make fresh my mind and learn my hand so I need to go there"

"Yes I talk to my husband and he permits me to come and he is convinced so it is not a problem to me"

"If one girl cannot control a man what is that?"

27 of the girls mothers are involved in BRAC Activities

All the girls want to become involved

"I want to do something by myself"

"Teacher is our Appa"

Teacher often helps solve problems

"Kajuna has no mother she died some years ago. She is married but her in-laws upset her and she wanted to take a divorce. She came to me and we discussed. I said to go to the mother in law to discuss things this way try to convince her. Now she is living with her husband and has a baby. It is very very important for a Bangladeshi woman."

Teacher has been teaching in the school for 7 years and lives in the village.

The library has been running for 3 years

"There are not sufficient books because they are growing up. They need more. They also need training courses. If there is non scope for BRAC to train the girls then they could train me and I could train them"

"More good books"

"Training on embroidery"

"We want more thick books"

"I have read more books than the number of weeks in the month"

A girl said a poem to us

"I learned it at the beginning of the BRAC school—I can remember it until now

