

AN EVALUATION OF
BRAC'S PRIMARY EDUCATION PROGRAMME
[FINAL REPORT]

Report submitted
to
THE WORLD BANK

The Study Team
Dr. KAMRUNNESSA BEGUM
Mrs. SALMA AKHTER
Dr. SIDDIQUR RAHMAN

DHAKA, DECEMBER, 1988

AN EVALUATION OF
BRAC'S PRIMARY EDUCATION PROGRAMME
[FINAL REPORT]

Report submitted
to
THE WORLD BANK

The study Team

Dr. KAMRUNNESSA BEGUM
Professor, Institute of Education & Research

Mrs. SALMA AKHTER
Associate Professor, Institute of Education & Research

Dr. SIDDIQUR RAHMAN
Associate Professor, Institute of Education & Research
University of Dhaka

DHAKA, DECEMBER, 1988

PREFACE

In an attempt to provide educational facilities to the children of destitute families, who generally do not enroll in school and hence remain illiterate, Bangladesh Rural Advancement Committee (BRAC) designed and developed Non-formal Primary Education (NFPE) project for them. The 3-year experimental phase of the project was completed in early 1988. This modest venture of BRAC attracted the attention of all interested in education. At this point, The World Bank decided to sponsor a study on the effectiveness of the NFPE programme of BRAC, and hence after completing necessary formalities, signed an agreement with the Research Team in the first part of June, 1988.

The Government of the People's Republic of Bangladesh is struggling hard in implementing UPE in the country. Nothing seems to help much in its progress. At this juncture, it appeared that some of the factors which have been found contributory to the success of BRAC's educational Programme, may also be helpful in the improvement of the country's primary education system. Also NGOs having educational component and rendering services in the field of children's education, may find some of BRAC's policies and practices helpful in their educational programme. With this anticipation we are happy to submit this report.

Even though it had been a difficult job but it was quite challenging and rewarding experience to all of us. However, due to devastating flood in the country we were delayed in collecting data which delayed completion of the study. We are indeed, sorry for this unwanted delay.

Now let me, on behalf of the study team, take the opportunity of acknowledging those who in one way or other, helped us to conduct this study. First of all, I express my deepest sense of gratitude to The World Bank for sponsoring this study. I owe my sincere thanks and gratitude to Mr. Thomas Schmidt, A.S.I.P.H., World Bank for his constructive suggestions, guidance, and encouragement in conducting the study successfully. I owe thanks to Mr. OM . Prokash Nijhaon, A.S.I.P.H., World Bank for his guidance and suggestions in completing the job. I am thankful to Mr. Mir Bashir Ahmed, Programme Officer, World Bank, Resident Mission, Bangladesh for his sincere cooperation and assistance in negotiating and keeping contact with the World Bank and transmitting us necessary information and message from The World Bank, Washington.

The headteachers and other teachers of the selected schools very kindly cooperated and assisted us in administering the test. They provide us other necessary information. I record our sincere thanks and gratitude to all of them. My profound

thanks are due for the children who took the test, the parents and community leaders who responded the questionnaires. I have to record my sincere gratitude and indebtedness to Mr. F.H. Abed, Executive Director and other staff at the BRAC headquarter and at the field levels for their kind help and cooperation. Without their help, support and cooperation it would have been difficult to accomplish such a gigantic task.

Lastly, it is my proud privilege to thank the members of the study team— Mrs. Salma Akhter and Dr. Siddiqur Rahman for their untiring efforts in the completion of the task. I cherish happy memories of sincere services rendered by three field investigators Mr. Noor Mohammad, Mr. Masum Sawkat and Mr. Alamgir Kabir in collecting and processing the data for the study.

Kamrunnessa Begum
Dr. Kamrunnessa Begum
Leader, Study Team
and
Professor
Institute of Education and Research
University of Dhaka.

Table of Contents

	<u>Page</u>
Preface	...
Chapter 1 : Introduction	1
Chapter 2 : Methodology	31
Chapter 3 : Enrolment, Dropout and Transition Rates	46
Chapter 4 : Achievement of BRAC (NFPE) and Primary School Students	52
Chapter 5 : Cost, Resources and Finance	69
Chapter 6 : Variables Affecting NFPE programme	76
Chapter 7 : Community Participation	92
Chapter 8 : Educational Programmes for Children by NGOs	105
Chapter 9 : Main Features of BRAC Education Programme, Their Scope for Replication and Recommendation	115
Appendices :	
Appendix 1 : NFPE at a Glance (1985-88)	
Appendix A : Information Collection Sheet for Children	
Appendix B : Information Collection Sheet for Teachers	
Appendix C : Checklist for Head Teachers/BRAC Teachers	
Appendix D : Opinionnaire for Guardians/Local Influential People	
Appendix E : Information Collection Sheet for BRAC Officers	
Appendix F : Achievement Test	
Appendix H1 : BRAC Non-Formal Primary Education Budget	
Appendix H2 : BRAC Non-Formal Primary Education Budget	
Appendix N : List of NGOs Having Children's Education Programme Based at Dhaka.	

CHAPTER - 1

INTRODUCTION

1.1 Background

The Bangladesh Rural Advancement Committee (BRAC) is one of the largest non-governmental rural development organisations founded and manned by Bangladeshis. Starting initially in 1972 as relief and rehabilitation effort in the aftermath of the Bangladesh War of Independence, BRAC has now grown into a multifaced organization capable of undertaking innovative approaches to rural development. BRAC mobilizes the disadvantaged people (who constitute roughly 84% in the country) into cooperative groups enabling them to plan, initiate and control collective activities that lead to self-reliance. BRAC supports their activities (human and institutional development) and provides training, extension, credit and logistic services.

Till now, BRAC's activity is spread over two thirds of Bangladesh and scope of operation covers adult literacy, rural credit, health, education and recent non-formal primary education for out-of-school children.

1.2 Origin of Non-Formal Primary Education Programme (NFPE)

BRAC's Non-Formal Primary Education (NFPE) Programme has been developed as an "alternative and complementary" to the formal primary education programme prevailing in

the country. It is also planned in line with its development philosophy, which is based on its experience of working with the rural poor who constitute the vast majority of the country. The children of these poor disadvantaged majority are left unattended by the formal education system. Moreover, a significant number (60%) drop-out within a year or two.

Apart from poverty, there are other causes as BRAC observed, responsible for low enrolment and high drop-out in the present primary education system. These are:¹

- Children of poor parents can not afford full-time schooling as they have to help their parents in field or home,
- Curriculum content is alien to their life situation and mostly concerned with urban well-off children,
- Children of poor parents do not get equal treatment from teachers,
- Poor parents do not find it necessary to send their children to schools. This is particularly true for girls.

¹ Bangladesh Rural Advancement Committee, Report on the Non-Formal Primary Education Programme of BRAC For Out-of-School Children, May, 1988.

- Fear of failure in the school examinations.

Taking this situation into account, BRAC took the initiative of developing a Non-Formal Primary Education (NFPE) Project. In 1979 BRAC started an experimental school attached with its Training Centre at Savar, 30 miles away from Dhaka City. In that experimental school, comprehensive experiments were carried out on child psychology, curriculum content, teaching methodology, instructional materials, co-curricular activities etc. The findings of that experimental school set the pace for starting Non-Formal Primary Education (NFPE) Programme in 1984 on a modest scale. After necessary preparations, BRAC started the pilot phase of the programme in 1985 in 23 centres (out of which 3 are pre-primary) each having 30 students totalling 660.

1.3 Aims and Objectives of NFPE

BRAC initiated and started the programme with the aim of developing a model of NFPE for the rural out-of-school children, which could also be duplicated through out the country. The main objectives of the BRAC's programme include :

- a. Development of an innovative curriculum of three years duration for the children of 8-10 years age group,
- b. Designing, testing and evaluating materials to meet identified needs and interest of rural children,
- c. Improvement of the quality of rural primary education,
- d. Experiment with different modalities of community participation with a view to developing community participation model in support of NFPE Programmes for future adoption on a national scale,
- e. Development of new materials and innovative techniques for primary teacher training;
- f. Promotion of girls' education,
- g. Development of para-professional cadre of teachers in the community.

1.4 Programme Operation

a. Admission Policy

BRAC now operates 731 centres with 21,900 students of whom above 60% are girls. In view of low female literacy rate and women being most neglected, BRAC gave much emphasis to that section of the population. As

such the programme was expanded. The annual addition of both the centres and childrens' enrolment is shown below :²

<u>Years</u>	<u>No. of Centres</u>	<u>Enrolment</u>
1985	23 (including pre primary)	660
1986	154	4,620
1987	409	12,270
1988	145	4,350 (Age group 11-14)
Total	731	21,900

The annual growth of the centres and the children show that the numbers of both the centres and the children increased^{Substantially} during the period 1985 to 1987. BRAC has also expanded its programme for the adolescents (boys & girls of the age-group of 11-14 years) in 1988. The BRAC report further states that the average attendance rate in all the BRAC schools is more than 90% while that in the formal primary schools ranges from 60-70%.³

c. Retention and Dropout

BRAC Report shows that out of a total of 660 students of the 23 centres which started in March 1985 only 3 students dropped out in the first year indicating high retention and low dropout. BRAC also claims

² BRAC Report : October 1984 to November 1986.

³ BRAC Report, Opcit,

that the drop out rate in the BRAC schools is negligible and it stands at 4.08% only (see Appendix 1). But in the formal primary education system about 60% of the children enrolled in class I drop out before completing one year course. NFPE Programme is of 3 years duration and till now all the 20 centres have completed 3 years course. And 93% students of these centres have completed their courses successfully.

d. Curriculum

The core activity of the first phase of the project was the planning and development of the curriculum. In the planning and development process main emphasis was given on language, numeracy and environmental studies materials. The identified objectives in this process were to instill and achieve in the students, the required growth in knowledge, skills and ~~xxxxxxx~~ social developments expected from primary schooling.

Instructional materials such as books, teaching notes, manuals and also aids/charts, cards, counting rods etc. were either developed or procured.

e. Teacher and Teacher Training

NFPE is run by one teacher one centre basis. The teachers were recruited from the community having 9-10 years of schooling. Preference was given to

recruit more female teachers (70% if available). To make these less educated teachers efficient, appropriate training was organized. After recruitment, teachers were imparted training for about 15 days on child psychology, pedagogy, use of aids, organising co-curricular activities, formal and non-formal primary education. Refreshers training is also arranged every month with emphasis on the teachers own experiences and problems of classroom management.

f. Physical Facilities

NFPE centres are housed in a simple shedroom (20' X 12'), made of thatched roof, bamboo walling and kutcha floor taken on rent from the available houses in the community. The centres are provided with mats for sitting of about 30 children, one chalkboard, charts, maps etc.

g. Teaching and Pupil Evaluation

Each centre runs for two and a half hours a day and 271 days each year. Mostly traditional methods are used in the class room teaching. Teachers also follow some techniques of modern methods i.e. "look and say", discussion, question answer, etc. Students sit in a -U-form facing the teacher. Children are expected to learn their lessons in the classroom. As most

of the family members of the students are illiterate, very little home work is given. Again the number of children is 30, individual attention by teachers is possible and is paid.

A system of continuous student evaluation has been developed to relieve the students from the fear and anxiety of the examination. A performance Record Card/Proforma has been developed to record performance of each student. This helps to identify the learning difficulties of the children and arrange remedial teaching for them. BRAC also claims that the average performance level of the children is higher than satisfactory and the children show keen interest in their studies.

h. Co-Curricular Activities

Co-curricular activities (duration of 40 minutes daily), such as, physical exercise, singing, drawing, crafts, reading story books etc. are given special emphasis to add a variety to the school activities.

i. Linkages with Formal Primary Education

After completing 3-year course in the NFPE centres, students become eligible for admission in formal primary school in class IV. This becomes possible due to similarities of the curricula of BRAC and of formal primary school

programmes. BRAC claims that 93% of the first batch of NFPE students have got themselves admitted in formal primary schools, thus providing second chance to the out-of-school children to complete primary education.

1.5 Management and Supervision

The NFPE is headed by a Programme Manager, who performs administrative, planning and managerial job. The programme Manager is accountable to the Executive Director. Under the Programme Manager, there are Education Specialist, Field Supervisors, Trainers, Programme Organisers, Shiksha Shebaks (SS) and Teachers. The SS are mostly former teachers of the BRAC schools.

At the initial stage consultant was hired for a period of two and a half years for curriculum planning for supervision of NFPE centres and conducting refresher training every month. Each Shiksha Shebak (SS) supervises about 10-12 centres in one cluster. For regular and continuous supervision a supervisory checklist has also been developed and used.

1.6 Community Participation

BRAC's NFPE programme is also managed on a "participatory approach" - involving beneficiaries in planning and implementing process. For smooth functioning of the programme, a 5 member village committee has been formed for each centre.

One community leader, 2 parents and the teacher compare the committee and the concerned Programme Organiser(P.O.) acts as convener. Each Village Committee has the responsibilities of : (a) ensuring regular attendance of pupils (b) improving physical facilities (c) maintaining close relations and co-operation with the community particularly the pupils and their parents and (d) holding monthly meeting to resolve problems related to school.

Another forum of community participation is monthly meeting of parents, guardians of pupils (mostly mothers), teachers and BRAC personnel. In the monthly meetings pupils attendance, their progress including problems interfering the progress are discussed. The interaction with the community, as BRAC claims, is an outstanding feature which has contributed considerably to the success of the programme. Community inputs in the form of money are small as most of the parents and guardians constitute the most disadvantaged section of the society.

1.7 Cost and Finance

The expenditure on BRAC's NFPE Programme comes from BRAC's own source which is again dependent on various international sources. At present Taka 15,000/- is spent yearly for each centre making the average cost per child

as Taka 500/-. Future projection of BRAC's educational programme shows a substantial decrease in unit cost per child over the years (see Chapter 5).

1.8 Conclusion

BRAC reviews its NFPE programme as a success. On the basis of an internal review of NFPE which shows that the project target in terms of number of centres and enrolment has been achieved, BRAC has decided to expand the programme. The future ambitious plan of NFPE proposes to increase the number of centres up to 3,500 from the present number of 708 centres by 1991, with a view to covering 105,000 children in the country.

1.9 Formal Primary Education System in Bangladesh

1.9.1 Brief History of Development of Primary Education.

A. The British Period

The Formal Primary education, as it is understood to-day in Bangladesh and in the rest of the sub-continent, is the legacy of the British Colonial concept of Primary Education in this sub-continent. In the Wood's Education Despatch of 1854, recommendations were made for the establishment of a graded school system, from universities and colleges to primary schools

at the bottom. The Despatch also recommended education for the masses through indigenous elementary schools. In the traditional indigenous system of elementary education, there was no place for low caste pupils. Therefore, Wood's recommendation for educating masses came as a new concept in the sub-continent. But in the absence of adequate funds and patronage of East India Company, the recommendations of Wood's Despatch regarding promotion of primary education and provision of grants-in-aids to the indigenous elementary schools remained largely unimplemented.

The Government of India came directly under the British Crown in 1858. Between 1858 and 1871 local taxes were imposed in most of the provinces to meet the cost of primary education. In Bengal, although the peculiar land revenue known as permanent settlement was an obstacle, considerable expansion of primary education took place at local initiative but mostly aided. The Indian Education Commission appointed in 1882, recommended that primary education should be viewed as instruction of the masses through the vernacular in such subjects as would fit them for their position in life and be not necessarily regarded as part of instruction leading to the university. Commission also recommended that the control of primary education should be made over to the local bodies, and there should be a larger introduction of practical subjects such as native methods of

arithmetic, accounts and mensuration, elements of natural and physical science and their application to agriculture, health and industrial arts, lastly there should be a measure of elasticity in school timing depending on the seasons of the year.

Some of the recommendations of the Indian Education Commission on vesting responsibilities to the local boards were implemented except financing of primary education. As a result, indigenous schools slowly ceased to exist and many of them were incorporated into the new educational system and converted into primary schools. Under the viceroyship of Lord Curzon, during the decade of 1900, considerable expansion of primary education took place, which is as follows:⁵

	<u>1881 - 82</u>	<u>1901 - 02</u>	<u>1911 - 12</u>
No. of recognized primary schools.	82,916	93,604	118,262
Enrolment	2,061,541	3,076,671	4,806,736

During this period (1910-1913) the great Indian leader G.K. Gokhale made efforts to pass the Bill of Compulsory Primary Education in the parliament to make the Government to adopt that policy. Gokhale's efforts could not succeed

⁵ S. Nurullah and J.P. Naik, History of Education in India During the British Period, Delhi, Macmillan & Co., Ltd., 1943, p. 417.

at that time, but it made possible in some Indian provinces to pass Compulsory Education Acts and implement it in selected rural and urban areas later. In Bengal, the Bengal Primary Education Act (1919) and the Bengal Rural Primary Education Act (1930) helped in implementing Compulsory Act. Although the compulsory attendance was not attained, but it helped rapid expansion of primary education.

During the period of 1927-37, comparatively little progress was marked in the field of primary education due to policy of consolidation, financial stringency caused by world wide economic depression and failure to enforce compulsory education. Meanwhile the Government of India Act (1935) resulted in the introduction of provincial autonomy and almost all matters related to education were transferred to the provinces.

In 1944, a comprehensive plan of 40 years duration for educational reconstruction, known as Post-War-Development Plan or Sargent Plan was prepared. It provided for pre-primary education for children between 3-6 years of age, and universal, compulsory, free primary or basic education for all children between 6-14 years, divided into junior basic (6-11) and senior basic (11-14) stages. But the British left the Indian sub-continent within 3 years of the Sargent Report, and Pakistan came into existence in 1947.

B. Pakistan Period (1947-1970)

In the first National Conference of Pakistan (in which Bangladesh was a part as a province) on Education in November, 1947, the new country adopted the objective of universal free compulsory education for all children between 6-11 years extending it gradually to cover all children upto 14 years.⁶ In East Pakistan (now Bangladesh) the duration of primary course was extended from four to five years with effect from January 1952.

The First Five Year Plan of Pakistan (1955-60) set a major goal of Universal free primary education for the country and hoped that free compulsory education would be possible in about 20 years. The allocation of fund for primary education was Rs. 51.66 million, which was 21.4% of total allocation for province's education sector. At the end of the plan period it was observed that excepting some enhancements in the salaries of teachers, no noticeable progress was made. Besides, enrolment increased by less than 50% from what was planned.

The Second Five Year Plan 1960-65) allocated Rs. 70 million (which accounted for 18% of the total allocation for education sector). The Plan also set a target for increasing enrolment by 1.3 million, bringing the percentage

⁶ UNESCO/ROEAP, Towards Universalization of Primary Education in Asia and the Pacific, Country Studies : Bangladesh, Bangkok, 1984, pp. 5-6.

of the age-group children attending school from 48% to 63%. It is not clear from the plan if the recommendations of the National Commission of Education (set up in 1959) regarding universal compulsory primary education of 5 year course and promotion of children by age at the end of the year rather than on the basis of test results were taken into consideration. The Third Five Year Plan (1965-70) also laid stress on the achievement of universal primary education within the perspective plan period and increase the enrolment from 45% to 70% by 1970 by increasing the enrolment of girls mainly.

In reality, it is observed that primary education was a neglected sub sector in the three five year plans executed in the Pakistan period (1947-1971). Inspite of rhetoric for implementing UPE, the plans did not provide a programme for making primary education free, compulsory and universal. Actually the number of primary schools declined from 29,633 in 1947-48 to 26,665 in 1960-61 and subsequently increased to 29,029 in 1969-70.⁷ The share of primary education was around 20% of the total allocation in education, but actual utilization was much less.

⁷ UNESCO/ROEAP Opcit.

C. Bangladesh Period (1971-87)

The attainment of UPE is the declared aim of the Government of Bangladesh. This is evident from the directive statement in this respect in the constitution as well as from the various documents of the Government Commissions on Education and Plans. One of the first steps of the Government of Bangladesh was to nationalise primary schools in 1973-75 by an Act. As a result all the primary schools came under the direct management and control of the Government and the teachers became the Government servants.⁸

The First Five Year Plan of Bangladesh (FFYP: 1973-78) set high goals regarding the development of primary education, but it failed to achieve those in the subsequent plan period. The increase in enrolment was less than that was envisaged. Neither the recommendations of the National Education Commission to make primary education from Class I to Class VIII universal nor the strategies for implementing those had any references in the plan. Allocation for primary education accounted for 18% of the total allocation in education. In the two year plan period (1978-80) existing programmes of the FFYP continued. Total allocation in the primary education (combining First Plan and Two Year Plan) was Tk. 800 million of which only Tk. 341 million could be spent (a mere 42.6%). In contrast the university sub-sector spent

⁸ The Primary Education Taking Over Act, 1984.

Tk. 683 million as against an allocation of Tk. 571 million - a 119.5% utilization.⁹

The Second Five Year Plan (SFYP: 1980-85) stated the educational objective as to eliminate illiteracy and achieve UPE as a step towards comprehensive human resource development. In the Second Plan, primary education received undivided attention and allocated over 46% of the total allocation in education sub-sector. Moreover, the SFYP(1980-85) marked the beginning of the perspective plan (1980-2000) for UPE. The Government launched a special UPE Programme with the assistance of the World Bank (IDA) in a few selected areas. The national UPE programme was also launched at this time. The UPE programme included the development of primary education as a priority goal for the SFYP period emphasising on (i) increasing enrolment, particularly of girls, (ii) reducing wastage caused by drop-out and repetition, (iii) improving the quality of primary education through improved training of teachers and supervisors and (vi) reducing unit cost by improving retention rate and larger class. The strategy was built around school building construction, furniture and learning materials, improved teacher training

⁹ Ministry of Education, The Third Five Year Plan (1985-90) Education Sector Document, 1985.

and field supervision and improved educational management system.

A separate Directorate of Primary Education was established. Enrolment has been increased from 8 million to 8.5 million, the ratio of boys and girls being 61:39 in 1980, 59:41 in 1984, and 67:46 in 1987. The number of teachers increased from 145,377 in 1980 to 157,575 in 1986. Other achievements included (a) appointment of about 2000 Upazila Assistant Education Officers for effective supervision of primary schools (each ~~XXXX~~ UAEO has been given responsibility of supervision of 20-25 schools), (b) establishment of Community learning Centres (CLC) to make primary schools pivot of all community activities (c) in-service training programme to increase teacher effectiveness (d) training programme for the personnel of the Directorate of Primary Education, (e) The Utilization rate of the SFYP plan allocation¹⁰ in relation to ADP was 89.28%.

In the Third Five Year Plan (TFYP: 1985-90), the Government intends to give highest priority to the development of primary education towards achieving the goal of UPE. The main thrust and objectives of UPE by 1990 according to Third Five Year Education Sector Documents are :

¹⁰ Ibid.,

- a. to increase primary school enrolment (particularly of girls) from the present 60% to about 70% of the 6-10 age group,
- b. to ensure that a great majority of those who enrol in 1985 complete the 5 year primary cycle; and
- c. to improve internal efficiency of primary schools through better management, effective supervision and improved instruction.

In order to achieve these objectives and .. targets of achieving 90% enrolment by 2000, the strategy has been built around (a) setting up of a National Consultative Committee for Primary Education, (b) strengthening of DPE (c) strengthening of micro-planning and programme approach in implementation through effective decentralization at Upazila level, (d) developing an integrated teacher training and staff development and (e) encouraging innovation and research projects in primary education.

1.9.2 General Organization and Curricula of Primary Education

The duration of present primary education is five years (I-V) for the children of 6-10 years of age. Although the normal age of entry is six, it may be five and can go upto eight in absence of birth registration. The age of entry tends to be lower in urban and higher in rural areas.

The curricula for Class I and II include Bangla, Mathematics, Environmental Studies (Science and Social Studies), Physical Education, Art and Crafts, Music and Religion. This is similar for Classes III to V with an addition of English as a second language. Bangla is taught for five hours a week in Classes I and II. Each lesson is allocated 30 minutes for Classes I and II and 35 minutes for the higher Classes. Though there are provisions for Physical Education, Music, Art and Crafts, primary students seldom have Music lessons, Arts and Crafts, Physical Education, ^{and} Gardening in practice.

Primary schools operate in two shifts to accommodate children of Class I (including Baby Class) and Class II in the morning (2-2:30 hours) and Classes III - V in the afternoon (3-3:30 hours). The school functions for 6 days a week and the number of holidays is 140 indicating that the primary schools run for only 225 days in a year provided there are no natural calamities like flood, cyclone etc.

1.9.3 Enrolment and Participation

Linear expansion had occurred immediately after independence in number of enrolment and schools. Enrolment rose from 5.25 million in 1970 to 7.45 million in 1975, and

the number of schools rose by 10,250 during the same period. But stagnation was observed till the mid period of SFYP i.e. enrolment rose from 8.03 million in 1980 to 8.29 million in 1981. The enrolment figures are believed to be inflated by 10% and supplied by the field officers to justify the positing of more teachers. However, the present enrolment stands at about 9.6 million. Female enrolment has always been low. At present about 46% of the total female children of primary age group participate in the primary education system, showing a slight increase in girls enrolment. But inspite of its slow rise there seems to be no marked improvement in the ratio of girls since the period of 60's and it varies between 32% to 39% only.¹¹

The enrolment pattern in the urban and rural areas also varies. A survey carried out by the National Foundation for Research on Human Resources Development (NFRHRD) in 1978 revealed that of the total enrolment in the sample schools, 62.02% of boys and 37.98% of girls in the rural areas and 55.87% of boys and 44.13% of girls in urban areas - 53.57% of boys and 46.43% of girls in Dhaka City were in schools.¹² The survey also revealed that of the

¹¹ K. Begum and S. Akhter, Primary Education in Bangladesh, Dhaka, 1988.

¹² NFRHRD, Primary Education Network in Bangladesh, Capacity and Utilization, Dhaka, 1979.

total enrolment, 91% were in the rural and 10% in the urban schools. This is in conformity with the composition of the population : rural - 91% and urban - 10%. However enrolment of girls is markedly higher in the urban primary schools.

1.9.4 Attendance and Dropout

Enrolment is hardly qualified by regular or minimum of attendance. A child enrolled may hardly attend school and yet be counted on the roll and appear at the final examinations. A recent study on "Evaluation of Concerns' Primary Education System in Bangladesh : A Comparative Study"¹³ revealed that in the survey areas average attendance of the students in the urban Government Primary Schools was 52% where as in other primary schools i.e. in Concern Primary Schools it was 81% and in UCEP schools it was 63%. The average attendance in the rural Government schools is expected to be always lower than the urban schools. Low retention but high repetition has become a chronic problem in the primary education system of Bangladesh which has again coupled with low enrolment. It is estimated that nearly 33% children of primary age group population are never enrolled in the schools. Of those who enrolled about 70% of them drop out before they complete the school education. About 60%

¹³ S. Akhter & E. Gaegheon, Evaluation of the Concerns' Primary Education System in Bangladesh : A Comparative Study, CONCERN, Dhaka, 1988.

drop out before reaching Class III and only 11.83% reach Class V. Further only 40% of those completing primary education enter secondary school. Mass poverty, mass illiteracy are considered to be the root causes for low enrolment and high drop out. Other causes are poor physical facilities, uninteresting teaching, uneven distribution of schools, poor quality of teachers, unrelated curriculum, lack of female teachers, low quality of textbooks, and the absence of community support etc.

1.9.5 Teacher and Teacher Training

There are 1,57,575 teachers in 36,722 Government Primary Schools in the country.¹⁴ The number of female teacher is 12,606 i.e. 8% of the total teachers which is very discouraging.

The number of teacher per school is 3-4 and it allows one teacher for 50 children. With an average attendance of less than 50% there does not seem to be a serious shortage of teachers in the country. The minimum qualifications for recruiting teachers is 12 years schooling with Certificate-in-Education (C-in-Ed) degree for male and 10 years schooling for female candidates. The annual attrition rate in government primary schools due to death, retirement and other causes is about 5,000 as against

¹⁴ Bangladesh Bureau of Educational Information and Statistics, Bangladesh Educational Statistics, 1987.

the yearly out put of 3,000 newly trained teachers from the primary training institute. Although the number of trained teachers from this calculation seemed to fail to meet the demand, there is undisclosed number of candidates with C-in-Ed remain unemployed.

Regarding training of teachers, there are 51 Government managed PTIs and 3 Private PTIs spread over the country. The PTIs Offer 1 year course to serving untrained teachers. Present curricula include both general and pedagogical subjects and subjects taught in the primary schools, child psychology, principles of education and also practice teaching for which an experimental primary school is attached to each PTI. At present about 92% (including non-govt.) teachers are trained.

Besides formal training, recently introduced school-based recurrent cluster training programme serves the purpose of both the untrained in-service teacher and refresher training for the trained in-service teachers. The school-based recurrent cluster training is arranged for 2 hours in a day, once in a month. Improvement of teachers' professional competency through cluster training has taken root in the primary education system in Bangladesh and it has given the Upazila Assistant Education Officers (field level supervisor) a clearer direction for

visiting^{and} supervising school and helping teachers in their professional growth.¹⁵

1.9.6 Administration and Supervision of Primary Schools

With the reorganization and decentralization of administration at the Upazila level, primary education, its management and supervision has been vested with the Upazila authority. At the highest level of the Administrative Organisation is the policy making body i.e. the Ministry of Education (MOE). MOE makes policy decisions regarding all important aspects; i.e. broad management and development issues, teacher training, opening of new schools, development and preparation of curricula, textbooks and teaching methods. The Directorate of Primary Education (DPE) executes the policy decisions, manages and supervises the primary education system.

At the mid level there is Divisional and District Primary Education Offices for effective supervision and liaison between the central and local administration. At the Upazila/Thana level, Upazila/Thana Education Officers (UEO/TEO) now play a more important role in the development, management and supervision of primary education. Under the UEO/TEO there are Upazila Assistant Education Officers (one AUEO for about 20 schools) for regular supervision and organising in-school cluster training for the primary schools.

¹⁵ S. Akhter, Evaluation of Academic Aspects of the Cluster Training Programme in Bangladesh, UNESCO/UNDP Illustrative Study, Dhaka, 1987.

1.9.7 Financing Primary Education

It has been mentioned earlier that primary education was always a neglected sector until recently. With the nationalisation of primary schools, recurrent expenditure on primary education has gone astounding high from 181.9 million taka in 1972-73 to 687.3 million taka in 1977-78. In 1986-87 the provision for recurrent expenditure was Tk. 2,922 million while in the current year it is Tk. 3,033 million,¹⁶ big share of which obviously goes for teachers salary. The per pupil recurrent expenditure was taka 336/- in 1986-87.¹⁷ There are no statistics available to show the annual expenditure incurred by the privately managed primary schools.

1.9.8 Community Participation in Primary Education

Although Bangladesh had a long tradition of Community support in education in the form of land and cash donations, manual voluntary labour, gifts and provision for other sources of income, at present the individual or collective urge to promote education is decreasing. With the nationalisation in 1973-74 and subsequent deprival of the community for participating in the decisions that affect primary education, primary education has become supply-oriented from the Government. The teachers no longer feel accountable to the local community and almost all the private primary schools want to be nationalized.

¹⁶ Ministry of Finance, Annual Budget (Revenue), 1987-88, Dhaka, 1987.

¹⁷ S. Akhter and E. Gaeghon, *Opcit*, p. 44.

Recently every primary school has constituted a School Management Committee (SMC) and Parent Teacher Association (PTA) to play a role in the upkeep of the school structure and premises, in bringing more children to the school thus implementing UPE. But even through these forums, community participation is not encouraging. There are ample evidences that PTA members and also the SMC members neither attend the meetings regularly nor show keen interest in the schools' affairs.

1.10 Objectives of the Present Study

1.10.1 The present study has been undertaken to evaluate the nonformal primary education programme of BRAC, one of the largest non-government organizations (NGOs) of the country. As mentioned earlier 30% children of the primary age group never go to school and about 70% of those who do, leave school before completing primary education. BRAC is one of the NGOs which has been running educational programme aiming to reach the most disadvantaged children. Its programme is non-formal in nature but has linkages with the formal system of primary education. The world Bank in its recent report, observed that "with strong community organization, the use of teachers from the local community and flexible hours of instruction even very poor parents are encouraged to send their

boys and girls to schools and to keep them there and one successful NGO programme is the Bangladesh Rural Advancement Committees (BRAC) non-formal primary education programme.

In this context, the World Bank has decided to carry out a study of the effectiveness of BRAC's primary schools in attracting and educating children specially girls. Accordingly, an agreement was signed between the World Bank and the Research Team on an agreed TOR on June 6, 1988.

1.10.2 The goal of this study according to the TOR (Terms of References) was to describe and assess the degree of participation and learning of children in the BRAC primary schools as compared to Government schools, identify and evaluate the factors that account for the programmes success and to assess the practicability of its replicability on a greater scale.

The Objectives of the Study are to :

- a. describe BRAC's Primary Education Progress : its history, current scope, enrolment and costs.
- b. identify and assess the importance of in-school variables that contribute to student participation and learning.

- c. identify and assess the importance of out-of-school variables that contribute to student participation and learning.
- d. assess the prospects of expansion and replicability of the programme itself, and identify the features of the programme that would need to be transposed to the formal primary education system in order to ensure high level of enrolment and low drop out rates.

CHAPTER - 2

METHODOLOGY

- 2.1 The present study aimed at assessing and comparing effectiveness of BRAC's NFPE programme in particular and the formal primary education in general. The study covered a number of major features of BRAC's Non-Formal Primary Education programme and involved a variety of activities. In completing each of the activities appropriate methods and techniques were applied. The activities, their individual nature and methods, techniques and procedure that were followed in performing the tasks at different phases of investigation have been furnished below :
- 2.2 The beginning of the investigation was actually marked with the collection and review of related materials. The materials included project proposal of NFPE programme, its curriculum including instructional materials and teaching aids, its periodic reports, other related documents of the NFPE project, reports, profiles, annual budgets, policy papers and research findings on Primary Education.
- 2.3 Prior to the starting of the actual investigation work the research team members personally visited some of the BRAC schools and discussed various issues with teachers and PO's and BRAC personnel at the Head office informally which helped to form preliminary ideas about BRAC system of education.

2.4 Six categories of sample were selected for the study. The categories are (a) Schools and children of BRAC schools, (b) Schools and Children of Government schools (c) Teacher of BRAC schools (d) Head teachers of Government schools (e) Parents and Community leaders and (f) BRAC personnel.

Sample size of each category and methods applied in selecting sample, are given below :

2.4.1 Five BRAC's Primary Schools were randomly selected from the schools which started in 1985 in three Upazilas e.g. Manikgonj, Dhamrai (Non-BRAC area) and Mirzapur. A total of 75 children from the selected schools, who after completing 3 - year NFPE programme get themselves admitted into Government primary schools were selected as sample for the study.

2.4.2 Five Government Primary Schools were randomly selected from those areas in Manikgonj, Dhamrai and Mirzapur where children from selected BRAC Schools were admitted after completing 3 years BRAC's NFPE course.

A total of 75 primary school children from the 5 selected Government Primary Schools were selected as sample for the study. In all student sample comprised of 150 children.

The names and addresses of the selected BRAC and Government Primary Schools, the corresponding number of children, sex wise, selected from each school are given in the following table.

Table - 1
Selected DRAC and Government Primary Schools and
Number of Children Participating in the Study

Category of Schools.	Name and address of schools.	Number of participating children in the Study.		
		Boys	Girls	Total
BRAC NFPE Schools.	1. Muljan School, Manikgonj.	10	12	22
	2. Surundi School, Manikgonj.	2	6	8
	3. Joypura School Dhamrai (Non-BRAC Area)	6	10	16
	4. Sharishadair School, Mirzapur.	4	6	10
	5. Kanthalia School, Mirzapur.	13	6	19
Total :		35	40	75
Government Primary Schools.	1. Porra School, Manikgonj	3	5	8
	2. Muljan School, Manikgonj.	16	6	22
	3. Depashi School, Dhamrai (Non-BRAC Area)	12	4	16
	4. Sharaishadair School, Mirzapur.	4	6	10
	5. Kanthalia School, Mirzapur.	9	10	19
Total :		44	31	75

2.4.3 Teachers :

All the 5 teachers of the selected LRAC Schools and 4 head teachers of the 4 selected Government Primary Schools comprised the teacher sample.

2.4.4 Parents and Guardians :

A total of 71 parents/guardians of the selected BRAC School children were selected purposely as parent sample of the study.

2.4.5 Community Leaders of the Locality :

A total of 25 community leaders, 5 from each selected BRAC School areas were selected using purposive sample technique.

2.4.6 BRAC Personnel :

The following BRAC personnel holding different positions and performing various responsibilities of NFPE programme at the grass root level through head office were selected using purposive sample technique.

- (i) Executive Director of BRAC
- (ii) The Programme Co-ordinator of Rural Development Programme (RDP).
- (iii) The Programme Manager of NFPE.
- (iv) Education Specialist of NFPE
- (v) 3 Trainers

(vi) 2 Area Managers

(vii) 4 P.Os of NFPE

(viii) 2 Shikkha Sebaks (S.S.)

2.5 Two types of tools-test battery and questionnaire were developed for this study.

2.5.1 A test battery was constructed for assessing the achievement level of children who completed 3-year NFPE course in BRAC schools. The same test booklet was used for assessing the achievement level of children who passed Class III in the selected Government Primary Schools in 1987. The test was prepared for assessing knowledge of children at Class III level of both BRAC and Government Primary Schools. In developing this test care was taken to make them equally applicable to the pupils of both BRAC and Government Schools. The test aimed to assess achievement of children in 3 subjects namely, Bangla, Mathematics and Environmental Studies. The test was consisted of 80 items of which 30 were on Bangla, 25 on Mathematics and 25 on Environmental Studies. The test items were mostly of objective type (see Appendix). Only in Bangla some question items were given where students needed to write down the answers. Also in Bangla 3 marks were

assigned for assessing the ability of children in writing down their names, fathers' names and addresses, legibly and correctly. It was a test of 80 marks and there was no fixed time period for answering the test.

2.5.2 Data Collecting Instruments were of 5 types—each designed to collect data of different natures from different categories of sample. The following questionnaires were prepared for collecting necessary data for the study.

1. Questionnaire 'A' was specially designed for collecting information about children's enrolment, retention, drop-out and promotion from both BRAC and Govt. Primary Schools. (Appendix A).
2. Questionnaire 'B' was prepared for collecting information about the teachers of the selected BRAC and Govt. Primary Schools (Appendix B)
3. Opinionnaire 'C' was prepared for surveying opinions of head teachers/teachers of the Govt. Primary and the BRAC school about BRAC (NFPE) School programme. (Appendix C).

4. Opinionnaire 'D' was prepared for collecting the opinions of parents and community leaders about BRAC School programme including Govt. Primary School age children (Appendix D).
5. Interview Schedule 'E' was prepared for intervieweing BRAC personnel for their opinion about BRAC educational programme, its present problems, future prospects etc. (Appendix E).

In developing the test for the study the research team members first identified items individually, then frequently discussed the items in a group and prepared the draft. Draft of the test battery and all the questionnaires were then pilot tested in actual situation, separately on respective categories of population parallel to each of the selected sample groups. Vague and ambiguous items were thus identified, reviewed and given final shape for use.

2.6 Appointment and Orientation of Field Investigators :

Three field investigators were appointed for collecting data and administering test. These field investigators were given intensive training for about a week so that they would be able to collect relevant data and administer the test properly.

2.7 Collection of Data :

2.7.1 The History of BRAC's (NFPE) Programme has been written on the basis of the documents and reports directly collected from BRAC. The history of formal primary education has been written after consulting available reports, documents and books. Historical developments of formal primary education have been presented briefly.

2.7.2 Data on different aspects of BRAC (NFPE) programme have been collected directly from the head office of BRAC at Mahakhali, Dhaka. Data on children's enrolment, dropout and repeaters rates, average attendance ratio, transition rate to formal schooling have been collected directly from the teachers, school records and documents from the selected schools through a checklist specially designed for it.

2.7.3 Data on academic and professional experience of BRAC's Primary School and Government Primary School teachers have been collected directly from the teachers of the selected schools through a simple questionnaire and compared. A comparative analysis of the curricula and methodologies of teacher education programme of BRAC and Government Primary Teacher Training Institute have been made.

2.7.4 Data on recurrent and capital costs and expenditure have been collected from BRAC Office, sources of funds have been identified for measuring the involvement of parents, community, BRAC and Government and other agencies.

In school variables like (i) teacher effectiveness and efficiency (ii) flexibility of school timing (iii) punctuality of teachers (iv) quality of instructional materials in respect of their relevance to the life experience and needs of the children (v) availability and quality of teaching aids and other stationaries (vi) nature of school activities of the children and their attraction towards those activities (vii) co-curricular and recreational activities (viii) teacher student relationship (ix) physical facilities of the school (x) security of the girls student (xi) provision of classroom supervisors etc. have been identified, their scope have been measured and their impact on attendance, retention and learning have been measured through the administration of the questionnaires, check list and schedule.

2.7.5 Out of school variables like parental socio-economic condition (income, level of education, literacy, occupation, family size, housing condition) have been identified through the questionnaires and their impacts on enrolment and retention have been identified.

2.7.6 Motivational level of parents and community, methods and techniques applied by BRAC to motivate them, scope and extent of participation of the parents and community in BRAC school affairs particularly in recruiting new children, increasing attendance rate and reducing dropout rate have been identified through interview and observation methods with the help of a questionnaire. Extent of parent-teacher, parent-supervisor relationship, role of the supervisors in motivating and involving parents and community in school affairs as well as improving teacher-students in the school have been assessed. Attitude of the parents and community leaders towards BRAC School and Government School have been measured.

2.7.7. Management and monitoring techniques that BRAC follows with regard to functioning of its primary schools and important features of these techniques which contribute to the smooth functioning of the system have been identified through interview and observation techniques.

2.7.8 For successful implementation of BRAC School Programme in other areas of the country, problems and opportunities have been identified through survey techniques. Per unit start-up costs have been calculated and extent of financial support that may be

available from the community have been identified.

2.7.9 Main features of the BRAC's programme which help increase enrolment and reduce drop out have been identified and ways and means of adopting these in formal primary school have been suggested.

2.7.10 A list of Non-Governmental Organization which provide basic education in Bangladesh has been prepared. Five Non-Government Organization have been contacted and their impressions about BRAC's NFPE Programme have been recorded and possibilities of adopting BRAC's NFPE Programme by them have been identified.

List of NGOs which were contacted along with other NGOs having children's education programme have been given in Appendix N.

2.8 Interview Technique :

The BRAC officials were interviewed personally by the Principal Investigators. The teachers, guardians and local influential people were interviewed mostly by field investigators. A few of them were interviewed by the Principal Investigators.

2.9 Field Contact :

The head teachers of the selected Government Primary Schools were first contacted, who along with other teachers helped in administering the test. The head teachers provided

other necessary information about their respective schools. The teachers also helped the investigators in contacting the guardians and local influential people. Cooperation was also received from the BRAC officials in locating schools and contacting guardians and local influential people.

2.10 Administration of Test :

The test was administered in the 5 Government Primary Schools selected from three Upazilas by two teams of test administrators each of which included one Principal Investigator of the study and two Research Associates. Sufficient training and guidance were given to the members of the team for ensuring proper and effective administration of tests to selected students. The test administrators first discussed with the head teachers and other teachers about the objectives and importance of the test and sought their cooperation in administering the tests in each school. The teachers in each school helped them in administering the test.

The test was administered to a total number of 150 students of Class IV in 5 Government Primary Schools in 3 Upazilas. Out of these 150 students 75 got themselves admitted in Class IV in the selected Government Primary Schools after completing 3-year NFPE course of BRAC's Programme. The rest 75 children were studying in the selected Government Primary Schools from the beginning.

The schoolwise and sexwise distribution of students from selected BRAC and Government Primary Schools is shown in table 2. The date of test administration is shown against each school.

Table - 2

Number of Children

Name and address of school.	BRAC			Govt. Primary			Date administering the test
	Boys	Girls	Total	Boys	Girls	Total	
1. Porra Govt. Primary school, Manikgonj.	2	6	8	3	5	8	20-8-88
2. Muljan Govt. Primary School, Manikgonj.	10	12	22	16	6	22	21-8-88
3. Depashi Govt. Primary School, Dhamrai.	6	10	16	12	4	16	22-8-88
4. Sharishadair Govt. Primary School, Mirzapur.	4	6	10	4	6	10	10-8-88
5. Kanthalia Govt. Primary School, Mirzapur.	13	6	19	9	10	19	09-10-88
	35	40	75	44	31	75	

Table 2 shows that the test was administered to 75 BRAC students (35 boys and 40 girls) and 75 Govt. Primary School students (44 boys and 31 girls). Of the total sample, 79 were boys and 71 were girls.

Data presented in table 2 further shows that there were a few BRAC boys and girls in Porra and Sharishadair

Government Primary Schools who participated in the test, whereas, adequate number of BRAC boys and girls from the rest of the schools participated in the test.

Instructions :

Instructions were given to the students. Demonstrations on the chalkboard about the technique of answering the test items were given by the investigators. While the students were answering the test items, the test administrators personally checked the answer sheet of each individual student and guided them to answer properly.

2.11 Difficulties in Test Administration and Interviewing Guardians and Others :

Adequate facilities were not available in schools for administering the test properly. Specially in Muljan Government Primary School, sufficient number of benches were not available for allowing the children to seat properly for the test. They had to squeeze in few benches in such a way that they could not move their hands freely and write down the answers in a proper way. Thus shortage of benches in one selected school made proper and smooth administration of the tests difficult.

Quite a number of students had difficulties with the tests because of their deficiency in reading skills.

Due to inadequate school facilities despite taking all precautions it did not become completely possible,

particularly in two schools, to prevent students to look around and copy the answers from the tests of other students on either side.

Due to sudden outbreak of unprecedented flood, the schools remained closed for a long time. The research workers had to wait a long time for administering test to one school and collect other necessary data for the study. Flood situation made it very difficult to contact teachers, guardians, and community leaders and interview ^{them} on schedule.

2.12 Presentation and Interpretation of Findings :

The data and information collected from different sources through various tools adopting appropriate techniques have been processed and presented separately. In most cases, data have been presented in tables which were followed by analysis and interpretation. After the interpretations related findings have been presented. In appropriate cases results have been presented graphically by frequency polygon. For all scores of test result the descriptive statistics of mean and standard deviation have been computed group-wise and sex-wise separately. The significance of difference between the means of different sets have been calculated using t-test technique. Besides test scores, simple statistics comprising percentage etc. have been computed for all other cases.

Review of the major findings has also been made in the closing part.

CHAPTER - 3

ENROLMENT, DROP-OUT AND TRANSITION RATES

3.1 Data on children's enrolment by age and sex, drop-out rates, transition rates to formal schooling were collected from the school records through a specially designed questionnaire. Out of 20 schools established by BRAC in the first year of its NFPE programme, 6 schools, 2 from each of the clusters Mirzapur, Manikgonj and Dhamrai, were selected as sample schools. Five Government Primary Schools were randomly selected from those Upazilas (local administrative Unit) where selected schools of BRAC were located. But unfortunately the Headmistress of one of the five selected Government Primary Schools (Sharisadair Government Primary Schools Mirzapur) could not provide school records before the investigators and also could not furnish any datum as the past records were not available to her by her predecessor when she joined in 1987. As a result for the purpose of this study, data were collected from 6 BRAC schools and 4 instead of 5 Government Primary Schools.

Table - 3

Children's Enrolment by Sex

Types of primary school.	Number of sample schools	Enrolment in 1st year, Grade I in 1985			Average enrolment per school in 1st year, Grade I	
		Total	Girls	Girls (per cent)	Combined	Girls
BRAC	6	182	97	53.30	30	16
Govt.	4	385	154	40.00	96	38

BRAC started its first batch of schools in 1985. So April, 1985 has been taken as base line for calculating enrolment and drop-out ratio in this study.

In 1985 all the 6 selected sample schools of BRAC were started with a total of 182 children, of them 97 were girls. The percentage of girls was 53.30. At that time the total number of children in the entry Class (Class I) of the 4 selected Government schools was 385. Among those children 154 were girls and their percentage was 40. Although the percentage of girls in BRAC schools was 13 per cent higher than those in Government schools, yet percentage of girls in BRAC schools was below the target set by BRAC.

A look into the average enrolment in entry Class (1st year or Class I) indicates that the average enrolment in Government schools is more than three times higher than that in BRAC schools. These figures in BRAC schools and Government schools were 30 and 96 respectively. It was BRAC's policy to admit 30 children in each

school (one class school) and in this respect their target was fulfilled. The number of children in entry class in Government schools varied from 72 to 127. However, there were two sections in each of the two Government schools where the number of children in the class exceeded the figure 80. It needs to be mentioned here that the teacher-student ratio in BRAC schools is 1:30 and that in the Government school is 1:51 (national average).

Table - 4

Year-Wise Drop-out by Types of Schools

Type of schools	Base-year (1985) enrolment		Number of Drop-out during						Total Number of Drop-out		Percent- age of Drop-out	
			1st year		2nd year		3rd year					
	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total Girls	Total %	Total %
BRAC	182	97	1	1	4	3	-	-	5	4	2.75	4.1
Govt.	385	154	82	14	43	23	31	23	156	60	40.52	38.3

Table 4 presents year-wise drop-out by sex and types of schools. Data reveal that the drop out rate in BRAC school is remarkably low and ~~very~~ that in Government schools is extremely high. This is also similar with BRAC's own findings. However, BRAC reported that in the Non-BRAC area i.e. Dhamrai, drop-out rate in the NFPE centres is a little bit higher than the NFPE centres in the areas where BRAC is in operation. During 3-year period, drop-out rate in BRAC schools is only 2.75% whereas this figure in Government schools is 40.52%. But the national drop-out rate is much higher in a three year cycle than

this figure of the sample schools. Out of 182 children, numbers of drop-out in first and second years in BRAC schools were 1 and 4 respectively. There was no drop-out in the third year. On the other hand in Government schools total enrolment was 385 in 1985. Of them 82, 43 and 31 dropped out in three consecutive years. The data show that number of drop-out children reduces with the increase in the years of schooling in Government schools.

A comparative analysis of the drop-out rates of boys and girls shows that in BRAC schools drop-out rate of girls is a little higher than that of boys. But in Government schools the boys drop-out in higher number than girls.

When enquired about the causes of drop-out of each individual child the teachers of the Government school failed to furnish the same. It was reported by the teachers that they did not take any formal step to know the causes of drop-out of each of their children. However, they mentioned some causes which were general in nature. No specific cause was identified on a case by case basis.

Total number of drop-out children in BRAC schools was 5, of which 4 were girls. The teachers of the BRAC schools along with the POs adopted formal measures to know the causes of their children's drop-out. They found that due to ill-treatment of step-mothers two children dropped out. One of them had to do all household work, the other left the house and became cow-herd in

another village. Father of a child died, so she dropped out. The causes in the case of rest two are that their families had shifted to other places. The teachers of BRAC schools reported that there were more chances of drop out in their schools. But the timely and sincere joint efforts of the teachers and supervisors succeeded in resisting the children from dropping out from the programme.

Table - 5

Transition to Formal Schooling

Number enrolled in BRAC schools in 1985		Number completed BRAC school programme		Number transitioned to formal schooling		Transition rates in per cent	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
182	97	177	93	151	84	83%	86%

Data furnished in Table 5 show that a total of 182 children were enrolled in 6 BRAC schools in 1985, 177 of them completed the 3 year programme. Out of 182 children enrolled, 97 were girls and 93 of them completed the BRAC's programme. After completing the BRAC schools' programme 151 children enrolled in Class IV in local Government primary schools. Out of these 151 children enrolled in Class IV, 84 were girls. The average transition rate, irrespective of sex, is 83%. This figure for girls is 86.6%.

In conclusion, it can be said that BRAC undertook NFPE programme in 1985 for those children of underserved families who either did not attend school or who were early drop outs. BRAC succeeded, to a great extent, to enrol them and keep them in schools until the completion of their course. Another important feature of BRAC's success lies with the fact that BRAC transmitted a vast majority (83%) of its graduates, who were supposed to remain uncovered by any educational programme and hence remained illiterate, to formal schooling. It indicates that BRAC's NFPE programme has been able to generate interest and enthusiasm among its pupils as well as the community for further education. This has been found **true** both in BRAC and Non-BRAC areas.

CHAPTER - 4

ACHIEVEMENT OF BRAC (NFPE) AND PRIMARY SCHOOL STUDENTS

4.1

The study aimed to assess and compare the learning outcomes in terms of test scores of the students of BRAC Schools and Government Primary Schools who completed 3-year programme in the selected schools. Accordingly, an achievement test consisting of test items in Bangla, Mathematics, and Environmental Studies was constructed and administered to 150 students. Out of the total 150 students who participated in the test, 75 were the children of 5 selected Government Primary Schools who completed 3-year course from the same schools and the rest 75 were children who got themselves admitted in Class IV in the selected Government Primary Schools after completing 3-year course in BRAC schools.

A total of 80 marks was assigned for the test of which 30 was for Bangla, 25 for Mathematics and 25 for Environmental Studies. In Bangla out of a total of 30 marks, 27 marks were assigned for reading, writing and comprehension and 3 marks for writing name, father's name and address of the respondent child. Time taken by the students to answer the test items varied from 1 hour to 1 hour 50 minutes.

In an attempt to analyse and compare the test results of BRAC and Govt. Primary School students, the frequency

distribution, ranges, means, standard deviations of scores obtained by these students have been calculated and presented below. Presentation is followed by interpretation.

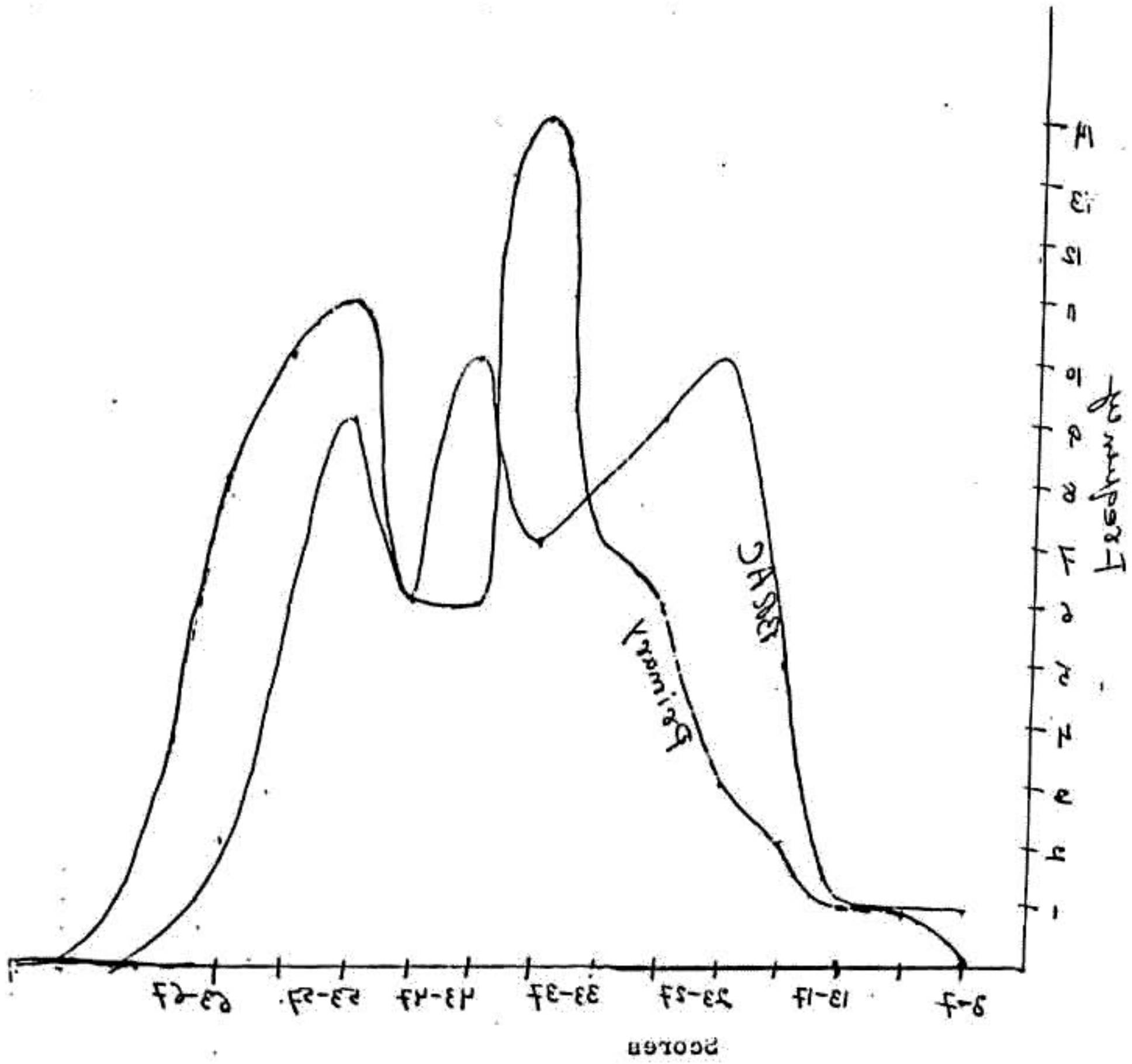
4.2 Frequency Distribution of the Test Scores

The frequency distribution of test scores of both boys and girls of BRAC schools and primary schools are presented in table 6. The maximum possible score in the total test was 80. The test scores of boys and girls of BRAC and Primary School students have been shown in graphs in the following pages.

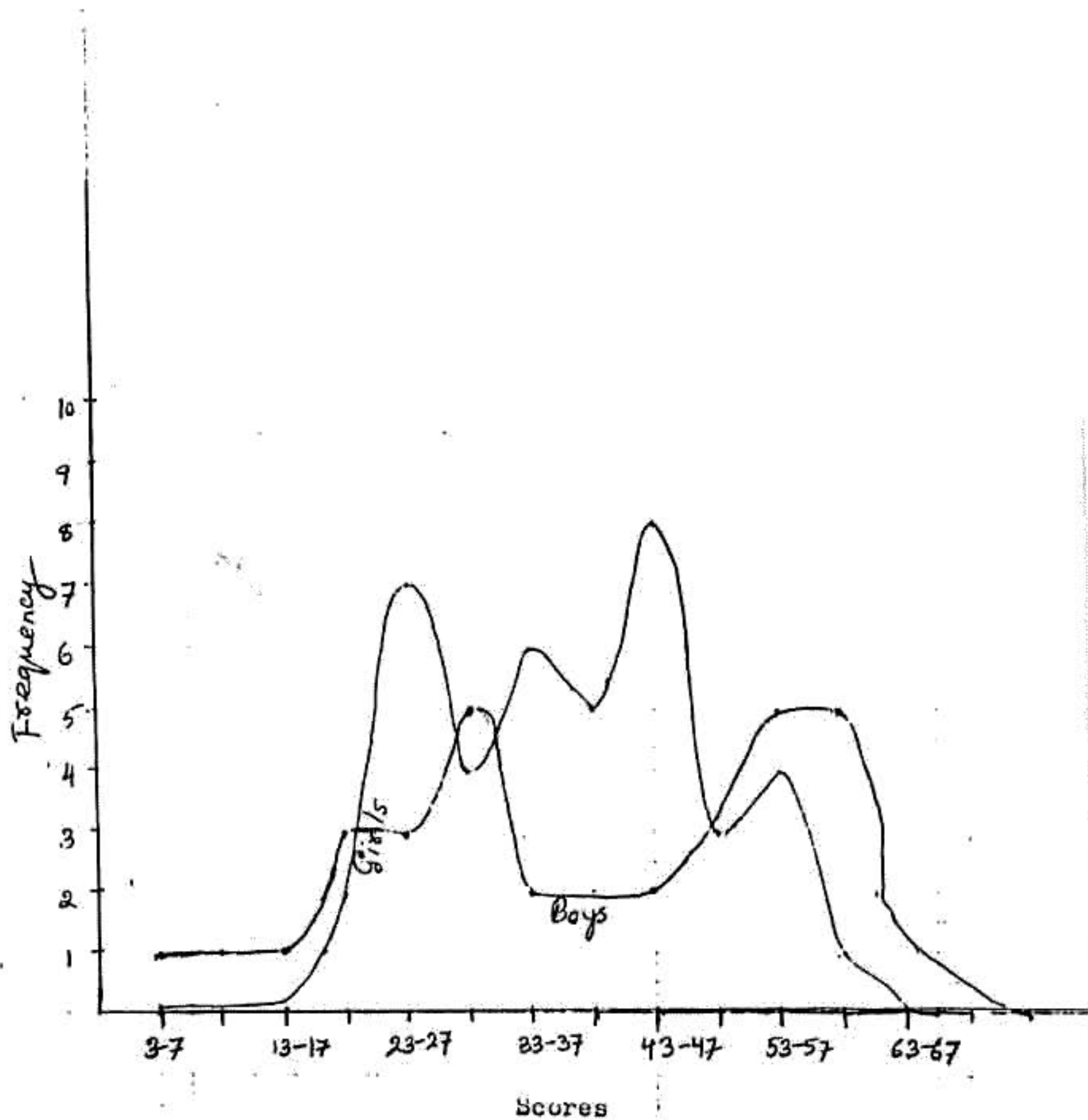
Table - 6

Frequency Distribution of Test Scores of
the Children of BRAC Schools and Pri-
mary Schools (All Subjects Combined)

Scores	BRAC			Primary		
	Boys	Girls	Both sexes	Boys	Girls	Both sexes
63-67	2	0	2	6	2	8
58-62	5	1	6	6	4	10
53-57	5	4	9	6	5	11
48-52	3	3	6	5	1	6
43-47	2	8	10	5	1	6
38-42	2	5	7	6	8	14
33-37	2	6	8	3	4	7
28-32	5	4	9	4	2	6
23-27	3	7	10	2	1	3
18-22	3	2	5	0	2	2
13-17	1	0	1	1	0	1
8-12	1	0	1	0	1	1
3- 7	1	0	1	0	0	0
N	35	40	75	44	31	75



Scores Obtained by MAC School
Boys and Girls



Scores Obtained by Primary School
Boys and Girls

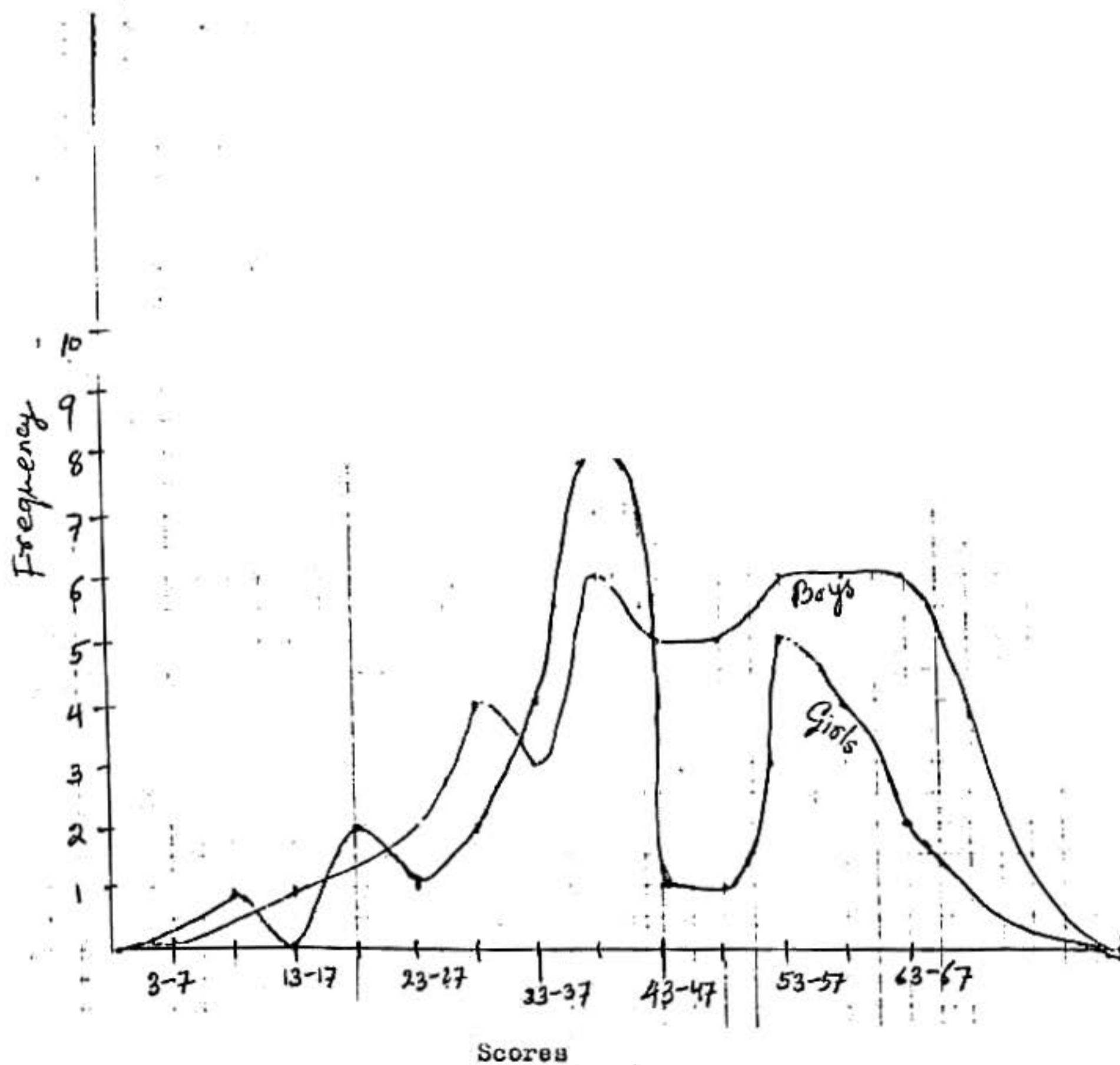


Table 6 shows that while 41 (54%) Primary school children scored above 47, only 33 (44%) BRAC school children got the marks of same level.

The ranges of scores for BRAC (NFPE) and Primary school children were found to be 61 and 60 respectively. The highest marks obtained were found to be 65 for BRAC and 67 for Primary school children. The lowest marks obtained were found to be 5 for BRAC and 8 for Primary school children.

4.3 Achievement of BRAC School and Primary School Students

Table - 7

Statistics of Test Results of BRAC and Primary School Students (All Subjects Combined)

Statistics	BRAC			Primary		
	Boys	Girls	Both sexes	Boys	Girls	Both sexes
N	35	40	75	44	31	75
Range	61	42	61	51	57	60
Mean	40.00	38.05	38.96	47.32	42.94	45.51
Mean as per centage of total test marks.	50	48	49	59	54	57
Standard Deviation	16.44	10.99	13.84	12.77	13.97	13.46
t =	2.92					

Table 7 presents the descriptive statistics of the results of achievement test of BRAC school and Primary school students. It shows that mean scores of BRAC and Primary school students were 38.96 and 45.51 respectively. In terms of the percentage of the total points the mean scores obtained by BRAC school and Primary school children were found to be 49 and 57 respectively. It means Primary school children scored higher than BRAC children. In order to see whether Primary school children scored significantly higher than BRAC school children t-test method was applied. The value of t-test was found to be 2.92 which was significant at the .01 level. It implies that score of Primary school children was significantly higher than that of BRAC children.

The standard deviations of test scores of both BRAC school and Primary school children were found to be quite large. It was 13.84 for BRAC school children and 13.46 for Primary school children. It indicates that both the groups were as regards to their level of achievement, heterogeneous in nature. It is noticeable that the difference of standard deviations between the groups is negligible indicating similar variations in both the groups.

4.3.2 Probable Reason for Lower Achievement of BRAC Children

It has already been mentioned that BRAC children come from disadvantaged families, and were first generation learners and for the first time got themselves admitted in the schools. On the other hand, Primary school children come from the family of different socio-economic backgrounds. Moreover, the duration of daily school hours was less in BRAC schools than Government Primary school. BRAC school children did not get direct help with regard to their studies from their family members or tutor at home. Whereas a considerable number of children of Government primary school got such help. These might be the causes of poor achievements of the children of BRAC schools in compared to Government schools.

4.4 Sexwise Presentation of Test Results

It is to be mentioned that girls of both categories of schools scored a little lower than that of boys. BRAC boys got 50% whereas BRAC girls scored 48% of the total marks in the test. Primary school girls got 54% whereas primary school boys obtained 59% of the total marks in the test.

Data presented in table 7 further show that difference of scores between BRAC boys and Primary boys is a little higher than that of BRAC and Primary girls. The mean score of BRAC boys was 50% whereas it was 59% for Primary school boys, the

difference being 9. In case of girls this difference was 6. When taken as a whole group the standard deviation of scores of BRAC and Primary school children were found to be 13.84 and 13.46 respectively which do not seem to differ much from each other. But the difference of standard deviations of test scores of BRAC boys and girls is quite noticeable. The standard deviation of test scores of BRAC boys was 16.44 whereas it was 10.99 for girls which was much lower than that of boys. This implies that there was less variation of scores in case of BRAC girls whereas more variation was observed in case of BRAC boys. It also means BRAC girls were comparatively a homogeneous group than BRAC boys. In case of Primary school children the standard deviations do not differ much for boys and girls. It means that there were similar variations of scores in case of both boys and girls.

4.5 Subjectwise Presentation and Analysis of Test Results

It has been mentioned earlier that an assessment of knowledge of the students in the selected school was made in three different subjects e.g., Dangla, Mathematics and Environmental Studies. Accordingly, an analysis and comparison of test results of the two groups of students in three subjects separately are presented below :

4.5.1 Test Results of Students in Dangla

The sexwise frequency distribution of test scores of seventy-five BRAC and seventy-five Primary school students in Dangla are shown in table 8.

Table - 8

Scores of
Frequency Distribution of BRAC School and Primary School
Students in Bangla (Full Marks - 30)

Scores	BRAC			Primary		
	Boys	Girls	Both sexes	Boys	Girls	Both sexes
28-30	-	-	-	2	2	4
25-27	3	0	3	4	4	8
22-24	5	9	14	13	5	18
19-21	5	6	11	6	2	8
16-18	8	9	17	6	6	12
13-15	4	10	14	2	6	8
10-12	6	3	9	4	3	7
7- 9	2	3	5	5	2	7
4- 6	2	0	2	2	1	3
	35	40	75	44	31	75

Table 8 shows that in Bangla highest number (17) of BRAC students obtained scores between 16 and 18, whereas the highest number of (18) Primary school students got between 22 and 24 out of a total of 30.

The ranges, means and standard deviations of scores in Bangla of BRAC and Primary school boys and girls are presented in table 9. Also mean scores of boys and girls as the percentage of the total marks in Bangla are shown in the same table.

Table - 9

Statistics of Test Results of DRAC School and Primary School Students in Dangla (Full marks - 30)

Type of school	Statistics	Boys	Girls	Both sexes
DRAC	N	35	40	75
	Range	23	17	23
	Mean	16.40	16.98	16.71
	Mean as % of the total scores.	55	57	56
	S. D.	5.73	4.22	4.92
Primary	N	44	31	75
	Range	23	24	25
	Mean	18.27	18.03	18.17
	Mean as % of the total scores.	61	60	61
	S. D.	6.49	6.16	6.36
t =		2.55		

The means of test scores of DRAC school and Primary school students in Dangla were found to be 16.71 and 18.17 respectively. When converted into percentage, these scores transformed into 56% and 61% respectively. Apparently, it seems that Primary school students as a whole scored higher in Dangla than DRAC school students.

But when tested statistically the difference of the scores of the two groups was not found significant. The computed value of t was 1.55 which is not significant at .05 level. It means that the Primary school students did not score significantly higher in Bangla than BRAC school students.

Data presented in table 9 show that results of boys and girls in both the groups do not differ much from each other. The mean score of BRAC boys was found to be 16.40 whereas it was 16.98 for BRAC girls. The mean scores of Primary school boys was found to be 18.27 whereas it was 18.03 for girls. In Bangla boys and girls seemed to have similar level of achievement in both BRAC schools and Primary schools.

4.5.2 Achievement of Students in Mathematics

An attempt was made to assess the achievement level of BRAC school and Primary school students in Mathematics and compare the levels of the two groups. Accordingly, the frequency distribution, ranges, means, standard deviations etc. of scores of students in the test of these two categories have been calculated. The analysis and comparison of the calculated data are presented below :

Table - 10

Frequency Distribution of Scores of Boys and Girls of BRAC and Primary Schools in Mathematics (Full marks-25)

Score	BRAC			Primary		
	Boys	Girls	Total	Boys	Girls	Total
21-23	1	0	1	1	0	1
18-20	3	1	4	6	5	11
15-17	4	3	7	7	2	9
12-14	9	3	12	11	7	18
9-11	4	12	16	8	6	14
6- 8	6	7	13	7	6	13
3- 5	2	11	13	3	4	7
0- 2	6	3	9	1	1	2
	35	40	75	44	31	75

Highest number (16) of BRAC students scored 9 to 11 points while highest number (18) of Primary school children obtained 12 to 14 points in the test out of 25.

The ranges, means, percentages of means and standard deviations of scores in Mathematics of BRAC school and primary school students are presented in table 10. Taking boys and girls together the mean scores in Mathematics were found to be 8.96 and 11.59 respectively for BRAC school

and Primary school students. The percentages of the scores were 36% and 46% respectively. The results of both BRAC and Primary school students seem to be very poor in Mathematics.

Table - 11

Statistics of Test Results of BRAC School and Primary School Students in Mathematics (Full marks = 25)

Type of school	Statistics	Boys	Girls	Both sexes
BRAC	N	35	40	75
	Range	22	19	22
	Mean	10.26	7.83	8.96
	Mean as % of the total scores.	41	31	36
	S. D.	6.22	4.24	5.40
Govt. Primary	N	44	31	75
	Range	22	20	23
	Mean	12.18	10.74	11.59
	Mean as % of the total scores.	49	43	46
	S. D.	4.88	5.09	5.01
t =		3.54		

However, when the results of the two groups of students are compared it seems that Primary school students as a whole scored higher in Mathematics than BRAC school students. To see whether Primary school students scored significantly higher than BRAC students, t-test was applied and the value of t was found to be 3.54 which is significant at .01 level. It means that Primary school students scored significantly higher score than BRAC students in Mathematics. When the results of boys and girls were compared it was found that the boys of both the groups scored higher than girls.

4.5.3 Achievement of Students in Environmental Studies

In an attempt to assess the achievement level of the two groups of students in Environmental studies, the frequency distributions, ranges, means, standard deviations etc. of scores of these students were calculated. The analysis and comparison of the calculated data are presented below :

Table - 12

Frequency Distribution of Scores of Boys and Girls of
BRAC Schools and Primary Schools in Environmental
Studies (Full Marks - 25)

Scores	BRAC			Primary		
	Boys	Girls	Both sexes	Boys	Girls	Both sexes
21 - 23	5	2	7	9	2	11
18 - 20	5	5	10	13	5	18
15 - 17	7	11	18	11	10	21
12 - 14	6	10	16	5	6	11
9-11	4	4	8	3	4	7
6-8	2	4	6	3	2	5
3-5	4	4	8	0	1	1
0-2	2	0	2	0	1	1
N	35	40	75	44	31	75

Table - 13

Statistics of Test Results of BRAC School and Primary School Students in Environmental Studies(Full Marks:25)

Type of school	Statistics	Boys	Girls	Both sexes
BRAC	N	35	40	75
	Range	24	21	24
	Mean	13.24	13.23	13.28
	Mean as % of the total points.	53	53	53
	S. D.	6.31	4.90	5.61
Govt. Primary	N	44	31	75
	Range	18	24	24
	Mean	16.84	14.16	15.73
	Mean as % of the total points.	67	57	63
	S. D.	4.39	4.87	4.78
t =		3.31		

The ranges, means and standard deviations of scores in Environmental Studies of BRAC school and Primary school students are presented in table 13. Also mean scores of boys and girls are shown as percentage of the total marks in Environmental Studies. Taking boys and girls together the mean scores in this subject were found to be 13.28 and 15.73 respectively for BRAC school and Primary school students. When converted into percentage these figures become 53% and 63% respectively. When the results of the two groups were ~~compared~~ compared Primary students seem to have done better in the subject. To see whether they scored significantly higher score than BRAC students, t-test was applied and the value of t was found to be 3.31 which is significant at .01 level. It means that Primary school students' achievement in this subject is significantly higher than BRAC students. When the results of boys and girls in each group were compared, it was found that results of Primary school boys and girls differ significantly ($t = 2.31$), boys doing better. Whereas results of BRAC boys and girls tend to be almost same.

4.6 Comparison of Results of BRAC and Primary School Boys and Girls in Bangla, Mathematics and Environmental Studies.

The comparative picture of achievement of boys and girls of BRAC (NFPE) schools and Primary schools in the three different subjects has been shown in table 14 for an overall view.

Data presented in table 14 show that Primary school students scored higher than BRAC students in all the subjects. The difference of results of BRAC and Primary school students in Bangla is minimum and not significant.

Table - 14

Mean Scores of Students as Percentage of Total Points in the Different Subjects

Subject	Mean score (as percentage of total points)					
	BRAC			Primary		
	Boys	Girls	Both sexes	Boys	Girls	Both sexes
Bangla	55	57	56	61	60	61
Mathematics	41	31	36	49	43	46
Environmental Studies	53	53	53	67	57	63

BRAC girls scored higher in Bangla, lower in Mathematics than BRAC boys. There is no difference of scores between BRAC boys and girls in Environmental Studies. Primary school boys and girls differed significantly in their scores in Environmental Studies and least in Bangla.

4.7 Comparison of Results of the Children of BRAC Schools Located in BRAC Areas and Non-BRAC Area.

BRAC initiated its first NFPE programme on an experimental basis in 1985 in three areas - Manikgonj ~~and Mirzapur~~ Dhamrai and Mirzapur. In Manikgonj and Mirzapur areas BRAC operates its other programmes, hence these areas have been termed here as BRAC areas. But in Dhamrai area it has no

other programme except experimental NFPE one. Therefore, it is termed here as Non-BRAC area. For the purpose of this study the achievement test was administered in five selected schools of which four were located in BRAC areas and one in Non-BRAC area. An area-wise comparative picture of the achievement levels of the boys and girls combinedly in three subjects has been presented in the following table.

Table - 14(a)

Mean Scores (in percentage) of the Boys and Girls of the NFPE Schools Located in BRAC area and Non-BRAC area.

Area	Schools	Mean Scores		
		Boys	Girls	Total
BRAC area (Manikgonj)	Muljan	28	44	36
	Surundi	53	58	56
BRAC area (Mirzapur)	Shareshabari	56	50	53
	Kanthalia	65	58	63
Non-BRAC area (Dhamrai)	Joypura	51	39	44

Data furnished in Table 14(a) indicate that children of Surundi, Shareshabari and Kanthalia did better in the test than those in Muljan and Joypura. The achievement level of the children of Non-BRAC area and one BRAC area is lower in comparison with these of other BRAC areas.

CHAPTER - 5

COST, RESOURCES AND FINANCE

5.1 Cost and Resources

The cost of education in comparison to benefits accrued to the learners is an important determinant in any investment decisions in education. BRAC's NFPE programme is one in that direction. The simple and inexpensive school house, low salary of teachers, sitting mats, low opportunity costs, moreover very little wastage have made the BRAC's NFPE a cost effective programme. Although the per child per annum cost is higher, BRAC's Projection of future programme indicates that the per annum cost would be much lower (Appendix).

5.2 Recurrent and Capital Costs

BRAC in its Report (May 1988) mentioned that the unit cost is Taka 500/- per child in the NFPE Centres. BRAC's report indicated that in 1985-86, BRAC spent Taka 15,293 annually for each centre which makes per child cost around Tk. 509.76. In the subsequent years BRAC did not have to spend for teacher training. As such the cost became lower over the years. At present cost per student per annum in BRAC school stands at Tk. 436.83 (1987-88). Unit cost on the other hand, in the Government Primary Schools was Tk. 336.00 in 1986-87 and has become definitely higher in 1987-88 and 88-89 (Table - 15).

Table - 15

Recurrent Cost per Student per Annum in BRAC Schools and Government Primary Schools.

Type of School	Year	Per Student per annum cost	Source of Information.
BRAC Non-formal Primary Schools.	1985-86	509.76	Calculated from the BRAC Reports.
	1986-87	447.66	
	1987-88	436.83	
Government Primary Schools.	1984-85	268.17	S.A. Chowdhury (ed) Educational Development in Bangladesh, 1980-85.
	1986-87	336.00	S. Akhter "Evaluation of Concern's Primary Education System in Bangladesh (A Comparative Study) 1988.

The table shows that per child cost in the BRAC schools is higher than the Government Primary Schools, but if high wastage in the Government schools are considered, per child cost of those schools stands much higher than the BRAC schools. Although the Unit Cost in the formal primary education seems lower but the actual cost of producing primary graduate is double than what it should be. In one estimate the World Bank has calculated that in a country like Bangladesh it takes appropriately 9 years of input (mainly teacher time) instead of theoretical 5 years to produce one graduate of the primary system. Besides in

the Government Primary Schools, the teacher-student ratio is 1:51 which is very high for primary level of education, whereas in the BRAC primary schools it is 1:30.

Heads of recurrent expenditures in BRAC's school systems included salaries, wages and allowances, teacher training, administration and supervision, books and supplies, teaching aids and equipments, follow-up materials etc. In the Government Primary School System, books and supplies, supervision etc. were excluded in calculating unit costs in Akhter's study. BRAC has provided notes in its NFPE Budget saying that "once a school completes 3 years BRAC will provide only training to teachers, students, textbooks, teachers supplies and supervision. All other costs e.g. teachers salary, rent and utility etc. will be borne by the community. It is estimated that approximately 50% schools will continue and 3 years cost for a continuing school will be Tk. 10,000, 8,000 and 8,000". This will ultimately lower down BRAC's expenditure on per child annually. But question remains as to what extent the community will come forward to bear the costs in the forms of teachers' salary, rent and utility etc?

Table - 16

Development Costs per Student per Annum in BRAC Schools and in Government Primary Schools.

Types of Schools	Year	Per Student per annum cost in Taka.	Source of Information
BRAC Primary Schools.	1986-87	50.00	BRAC Head Office
Government Primary Schools.	1984-85	79.00	S.A. Chowdhury (ed) Educational Development in Bangladesh, 1980-85

Table 16 indicates that per student per annum development cost in Government primary school was Tk. 79.00 in 1984-85 and this figure in BRAC primary school was 50.00 in 1986-87. Development cost of BRAC's NEPE programme includes school establishments, where as Government schools' development cost comprises project costs.

In both cases, expenditures increase with regard to educational inputs like books, supplies, teaching aids have been excluded from this head. The development costs of the two types of schools reveal that the physical resources of the Government primary school in respect of housing condition, furniture, provision for drinking water etc. are a little better than those of BRAC primary schools.

5.3 Cost Borne by the Family

At present the community contribution in monetary form to run the NFPE centres is absent. But BRAC claims and also expects that the community will share some of the expenditures in future.

Table - 17

Monthly Expenditure Borne by Guardian for Sending Children to BRAC Schools

Amount spent in Taka	No. of Gurdians	%
No costs involved	59	83
1-5	7	10
6-10	2	3
11-15	0	0
16-20	1	1
Above 50	2	3
Total :	71	100

The table above shows that cost borne by the family for sending children at the NFPE centres are minimal. Majority of the parents replied that they did not have to bear any cost because BRAC supplied all the instructional materials. When asked to identify reasons for sending children to the BRAC non-formal schools the same number of

parents said that they sent their children for special reason which was "free textbooks, stationary and other materials". This of course does not indicate any cost related to food, clothing and housing for the children. In fact, the guardian could not measure that cost at all. Parents survey also reveals that the opportunity costs of sending children to the NFPE centres were less because the children could manage household work and study in the schools as the timing of the schools was very flexible. In the formal primary education system, opportunity cost is rather very high as the parents have to forgo income or benefits they get from the children during school hours. Although child labour is prohibited, but it is a common fact in Bangladesh that majority of the school aged children in the rural areas have to help in the household activities or supplement family incomes. This is more so for the primary school aged girls.

5.4 Sources of Fund

BRAC finances its NFPE programme from its own resources. Regarding sources of funds, BRAC receives it from the International agencies against its projects. Students' families in the NFPE programme do not share any cost either recurrent or development. This can be substantiated by the findings of the Parents Survey, which was

discussed in the previous section in this chapter. The only contribution a community makes in this respect is providing a school house on a minimal rent. But the rent is also paid by ERAC.

Primary education in Bangladesh is tuition fee-free. The Government with financial help mainly from UNICEF, supplies books, exercise books and teaching aids to the school free of cost. However, the responsibility of paying salary to the teachers, administrative and supervisory staff lies with the Government and these are met from the revenue income of the Government. International agencies like UNICEF, SIDA, UNDP, UNESCO provided funds to the Government for development programmes against projects.

CHAPTER - 6

VARIABLES AFFECTING NFPE PROGRAMME

6.1 In-School Variables that Contribute to Participation and Learning

6.1.1 Teacher :

Teacher is an important variable in any system of education. Teacher effectiveness and efficiency depends, among others, on factors like teachers' educational and professional qualifications, teaching experience, teacher-student ratio, teacher-student relationship, teachers salary and status. Above all teachers' commitment and job satisfaction determines, to a great extent, the success of any educational programme.

In BRAC schools, 2 out of 3 teachers belong to female sex. BRAC recruits teachers from the school locality. BRAC teachers belong to age range between 20 to 35 years.

The educational level of BRAC teachers ranges from Class IX to S.S.C. After recruitment all teachers undergo 15 days basic training programme specially designed by BRAC. Teachers also participate in refresher course regularly once in a month. On average BRAC teachers possess teaching experience of 4 years.

The basic salary of teachers is Tk. 300.00 per month in the first year, Tk. 350.00 and Tk. 400.00 per month in the second and third years respectively which is far less than the Government school teachers. Inspite of these, BRAC teachers seemed, to some extent satisfied with their salaries. Because, there exists little job opportunities for them. Besides, they enjoy a better social status in the disadvantaged society.

In most cases teachers' families have other familial² sources of income. As the teachers have to work only for period of two and a half hour in schools they get enough time to do other activities. Most of these factors are conducive to lead them towards job satisfaction. Teachers of BRAC school expressed that they enjoyed their professional activities.

All the parents of the children and 84 per cent of the local leaders indicated that the BRAC teachers taught well. BRAC personnel also gave same impression about the teachers. Moreover the teacher-student ratio is very satisfactory i.e. 1:30 and block teaching method (1 teacher for all students for 3 consecutive years) have established a strong bondage between teachers and students in the BRAC schools.

Teachers job satisfaction and effectiveness appeared to lead higher enrolment and retention rates of children in the BRAC schools.

6.1.2 Punctuality, Regularity and Sincerity of Teachers

Teachers' punctuality and regularity has positive impact on students attendance, retention and learning. A punctual and regular teacher gets scope to keep his children active with interesting and fruitful activities in school. This in turn makes the children interested towards school.

All the 71 parents and 12 BRAC personnel reported that teachers of BRAC schools were very regular and punctual in attendance. BRAC teachers were also found to be affectionate towards children. This leads to believe that teachers of BRAC schools are punctual, regular and affectionate to the children.

6.1.3 School Timing

As regards school timing BRAC follows flexible system. There is no fixed school timing for all schools. School timing for each school is determined in the parents' meeting considering the advantages of the children. There is scope to refix the school timing in harvest season. This facilitates the children of poor families to attend school and obtain education while earning an income. This system also

encourages the parents to send their children to school without sacrificing family income. Out of 71 parent respondents, 58 (82%) agreed that they are consulted in fixing school timing and this in turn enables them to send their wards to schools.

6.1.4 Quality of Instructional Materials

With the notion that the curriculum and textbooks of the formal primary education system of Bangladesh is not suitable for the children of disadvantaged section of the society, BRAC designed and developed separate curriculum and instructional materials for its children. BRAC claims that in developing its curriculum national curriculum and instructional materials were analysed, its components required for higher education were identified and eliminated. Social and individual needs of the children were identified using survey methods. New curriculum for the children of BRAC programme was designed and developed by incorporating new components and activities with a view to making it more relevant to rural life and situation. BRAC claims that its curriculum is more functional and realistic. It includes components and content areas which one needs to meet the challenges of real life situation. Materials on three areas - Bangla (literacy), Mathe-

matics (numeracy) and Environmental Studies were developed. Also ERAC developed a preparatory programme with a view to making the beginners ready for learning.

An analysis of the curriculum and instructional materials of BRAC and that of formal primary school system of Bangladesh reveals that there is no remarkable difference between the syllabi and instructional materials in Bangla and Mathematics of BRAC system and formal system. As regards syllabus and instructional materials on Environmental studies, BRAC's ones are more problem and life oriented than the other. BRAC materials are also more functional and activity based, BRAC instructional materials on Environmental studies have been developed following an innovative approach and that enable the children to learn their lesson in schools. As such they do not require any help at home.

BRAC curriculum provides ample scope for the children to participate in cocurricular activities. This in turn, creates interest among the children towards school activities.

Curriculum is a never ending process. BRAC made a good start, but it has to go a long way in contributing a real rural-oriented activity based curriculum. There exists scope to make it really school based.

6.1.5 Teaching Aids

Appropriate teaching aids and their proper use make teaching-learning easier, effective and attractive. Teaching aids help translate the abstract concepts into concrete ones. BRAC central office as a part of their educational materials developed and procured some teaching aids and distributed them to the schools free of cost. While imparting training to the teachers emphasis was laid on proper and effective use of these aids. It was noticed by the Researchers during their school visits that quantity of such teaching aids is poor. Teachers were not so much enthusiastic in procuring locally available teaching aids and using them.

All the five selected BRAC schools had one chalk-board each. One but all the selected school had charts but not of various types. Two schools had letter charts. Not a single school possessed any map.

About one-half of the parents did not say whether teachers used teaching aids or not. Only 10 per cent of the parents informed that teachers used teaching aids to a great extent, 40 per cent well of opinion that they used to some extent. Out of 25 respondents of local leaders' category,

6 agreed with the statement that teaching aids were used to a great extent, 15 responded as 'to some extent' 2 answered in the negative. Majority of the BRAC personnel (7 out of 12) were of opinion that teachers used aids to some extent and the rest 5 considered the extent of use as 'great'.

On the basis of the observations of the investigators and findings of the study, it can be said that there is paucity of teaching aids in the BRAC schools and the extent of use is not satisfactory.

6.1.6 Methods and Techniques of Teaching

Methods of teaching has direct relationship with the learning of the students. It is also directly related to the attendance and retention rate of the students. The more interesting and effective are the methods of teaching, the more the children are attracted to school. Besides lecture, drill, discussion, question-answer, the teachers of BRAC schools used demonstration, and activity methods in the classroom. With a view to giving first hand experience, as a part of teaching Environmental Studies, teachers sometimes take the children in actual situation. This creates interest among the children.

6.1.7 Co-curricular and Recreational Activities

Co-Curricular and recreational activities of the school in making instructional activities interesting and effective is important and valuable in learning accretion and students performance.

Co-curricular activities occupy one-fifth of BRAC schools daily working hours. There is provision in the school time table for co-curricular activities. Teachers are also trained in organizing co-curricular activities. The parents and local leaders agreed with the statement that BRAC schools provide scope to the children to participate in co-curricular activities daily under the direct supervision of teachers. Students of BRAC schools also expressed their satisfaction for scope of participating in such activities in schools. Majority of the parents and BRAC personnel indicated this as one of the reasons contributing to high attendance and low drop-out rates in BRAC schools.

6.1.8 Teacher-Student Relationship

Research has shown that close and cordial relation, love, affection and understanding of the children by the teachers particularly at the primary stage have direct bearing upon childrens' participation in education.

Close and cordial relationship existed between teacher and students in the BRAC schools. A few factors like satisfactory teacher-student ratio, adoption of block system for 3 years cycle and one-teacher one class school system that BRAC follows have facilitated in developing the relationship stronger. Majority of the parents, BRAC personnel and local leaders maintained that the relationship as pleasant, cordial and sincere.

6.1.9 Physical Facilities

Adequate physical facilities facilitate good teaching. And BRAC schools in this regards lack behind. On the average, available area in each school house is 150 sq.ft. The minimum requirement of space in classroom per student is 10 sq.ft. where as this figure in BRAC school is 5 sq.ft. per child. Most of the school houses have tin-roof, bamboo wall and kutchra floor with one or two small windows or without window. There is no provision of good ventilation. The overall structure of the school house is unattractive. One half of the total schools have open small plot in front of the school house where children can play.

None of the selected BRAC schools has tube-well and latrine for the use of students and teachers. As regards furniture practically there is no furniture

in the schools for the use of the children. Children sit on Chattai (a kind of mat made of straw) on the kutcha floor. In the rainy season the condition of kutcha floor becomes muddy and children face difficulty in sitting on the floor.

The overall physical condition of the BRAC schools is poor and in no way better than the condition of Government primary schools. Almost all the primary school houses of rural areas are situated in open places. But two-thirds of the BRAC school houses are situated inside the homes of the local people. Sometimes the normal activities of such schools are hampered due to normal activities of the families.

6.1.10 Safety of Girls Students

Safety is one of the important determinant factors of school enrolment. Parents do not send their children to school if they foresee any threat to their safety. This is more applicable in the case of girls students. In most cases distance of the school from home has definite impact on the question of safety of the children. In this respect BRAC children are more safe because catchment area of BRAC school is small and hence children attend school from a very short distance. Normally school is located in the 'Para' or 'Mahalla' where the children

live. Moreover, it is observed that the teacher of the school pay individual attention to children's education, safety, health and hygiene. It can be said that, for many reasons, the children of BRAC schools are more safe than those of Government schools.

6.1.11 School Based Learning Activity

Children of poor families do not get favourable environment at home for studies. Almost all of them have none to tutor them at home. As a result children of poor families can not complete their home tasks. This causes learning difficulties. Learning difficulties of the children is considered as one of the major causes of school drop out.

Considering this draw back of the formal system of education, BRAC attempted to develop school based programme for the children. In this system learning tasks are completed in school, nothing or very little is left for home.

Data on the curricular activities of the BRAC programme reveals that there is a scope, to some extent, to complete all learning activities in school. This needs to be strengthened further.

6.1.12 Characteristics of Children Group

Children attending any educational programme may be either homogeneous or heterogeneous in nature in respect of age, socio-economic status, cultural heritage, cast and creed as well as of academic standard. Homogeneous group has some advantages. Children coming from same socio-economic and cultural status have strong unity among themselves. They have similar values and beliefs. Homogeneity of group has positive implication on the retention and attendance ratio of the children.

Children of BRAC schools are homogeneous in nature. They come from the families of same socio-economic and cultural background. As such they do not face any conflict in values in the school environment and activities. These might have contributed, to some extent, in raising retention rate in the BRAC schools.

6.2 Out of School Variables and Their Impact

6.2.1 Parents Socio-economic Condition

Parent's socio-economic condition is an important determinant of children's participation in the education system. It has also direct influence on students' enrolment, retention, drop-out and achievement.

Socio-economic condition of the children include familial income, parental ~~xxx~~ level of education, size of the family, nature of occupation, land size, housing condition, and other amenities available in the rural areas (safe drinking water, sanitation, bi-cycle, electric fan, radio, clocks etc).

Data of the socio-economic condition of the parents reveal that they are mostly illiterate, possess small land-holdings, have low income and are mainly day labourer. The size of the family is also large having 6.5 members average and the dependency ratio is 85. As regards other facilities and amenities, most of the families have possessed none (for detail see chapter 7).

Inspite, children of these groups come to the schools regularly and complete the 3-year course satisfactorily. This might be due to the fact that these children belong to homogeneous groups, have strong motivation for education created by BRAC's group process and economic developmental efforts.

6.2.2 Distance of School

Distance of school from the children's house is vital. Long distance develops the feeling of insecurity in sending children to schools, takes longer time in coming to and returning from the school and make the children tire easily.

BRAC schools are situated in the locality where the children live. In other words, the catchment area of the BRAC schools is small. Majority of the parents mentioned that this facilitated them to send their children in school. BRAC personnel also stated this as one of the factors of increase in enrolment and decrease in drop outs in BRAC schools.

6.2.3. Parents and Community Participation in School Affairs

Without effective participation of the beneficiaries no programme can achieve its real objectives. BRAC as a part of its policy adapted a number of measures to ensure effective participation of the parents and other community leaders in school affairs. The measures of BRAC include, (a) Personal contact of teachers, Shiksha Shebaks, Programme Officers with parents and community, (b) Monthly meeting of the parents-teacher supervisor committee etc. All these measures of BRAC are directed to motivate the parents and community in school affairs and to get things done by them. Monthly meeting of the parent-teacher supervisor committees are held regularly. Discussions on important matters and problems are held and specific assignments are given jointly to teachers, parents and community leaders. They generally perform their duties which lead to the solutions of the problems and smooth functioning

of the schools. They work in a team to (a) ensure enrolment of children, (b) regular and punctual attendance of children, (c) motivate others to send their children etc. (see chapter 7 for detail).

This is in contrast with the model of community participation in the Government primary schools. Active involvement in the decision-making process as well as implementation of the decisions by the community have probably made the BRAC NFPE centres successful in full retention of the children in the education system.

6.2.4 Supervision : Academic and General

Supervision system in education helps, to a greater extent, to overcome the classroom teaching problems of the teachers and improve the quality of teaching. It has positive impact on teacher effectiveness as well as punctuality and regularity of the teachers and students. Supervision has direct relationship with monitoring, follow-up and feed-back programmes of a system.

Classroom activities of BRAC schools are supervised by different supervisors belonging to different categories, such as Shilpa Shebak, Programme Officer, Regional Manager, Education Specialist and

Programme Co-ordinator of Education Programme of central level. Shikda Shebak visits school and supervises classroom activities of each school at least twice a week. Programme Officer does the same at least once in every month. Others visit the school and supervise classroom activities occasionally. Classroom supervision is followed by discussion with the teacher about the strengths and weaknesses of instruction and suggesting various methods of improvement. Sometimes supervisor takes demonstration class with a view to giving firsthand experience to the teacher.

Out of 71 respondents of the Parents category, 65 (92%) agreed that BRAC schools were supervised regularly and the rest 6 reported that schools were occasionally supervised. More than ~~two~~ two-thirds of the local leaders were of opinion that schools were regularly supervised, the rest recorded opinion as 'occasionally'. All the BRAC personnel stated unanimously that schools were regularly supervised.

Finally, it can be said that BRAC developed an effective supervisory mechanism for its schools and implemented the same. Data confirmed that supervision in BRAC schools is more regular than that of Government schools.

CHAPTER - 7

COMMUNITY PARTICIPATION

7.1 The full and active participation of the community has always been the cornerstone on which all education system has been found. A community may contribute in the educational development mainly in three ways, namely (a) contributions of a capital investment nature, (b) contribution of a recurrent nature and (c) contributions of a 'service' nature. In the BRAC's NFPE programme, one of the strong point was identified as community involvement and participation as a service nature. About 96 community members (71 guardians and 25 community leaders) were met and discussed about the extent, ways and means and nature of their involvement and participation in the BRAC's Non-Formal Education Programme. Following are the major findings from the data of the community and parents survey.

7.2 The age profile of the guardians shows that one half of the total number of parents were in their late twenties and thirties. The size of the family is large, having the average size is 6.5. Data show that in most cases both the parents are illiterate, while some can sign their names only (Table 18).

Table - 18

Education Level of Parents of BRAC School Children

	Level of Education											
	Illite-		Signa-		Upto		Upto		SSC		Total	
	rates		tories		Class V		Class VIII					N
	N	%	N	%	N	%	N	%	N	%	N	%
Mother	50	70	20	28	1	1	-	-	-	-	71	100
Father	45	63	18	25	5	7	1	1	2	3	71	100

Very few of the fathers read through primary and secondary stage of education. It is important to note here that in BRAC's NFPE programme, parental illiteracy has little to do with children's (particularly of girls) participation and continuation of education in the NFPE centres. On the otherhand, the communities were made to understand the values and benefits of education through proper community orientation/motivation process initiated and implemented by BRAC's field level personnel. Parents find it useful to send their children regularly to the BRAC schools.

Table - 19

Occupation of the Guardians (Fathers)

Occupation	Number of Guardians	Percentage
1. Farming	12	17
2. Labour	30	42
3. Fishing	8	11
4. Pulling Boat	1	1
5. Cooking	1	1
6. Rickshaw Pulling	4	6
7. Mason	1	1
8. Begging	1	1
9. Service	2	3
10. Small Business	8	11
12. Tailoring	2	3
Total	71	100

Economic condition of the parents ~~xxx~~ was also very poor. A substantial number of parents (42%) were day-labourers and their income extended upto maximum of Taka 500.00 per month. Besides daily labour, major occupations were found as farming, fishing, rickshaw pulling, tailoring, small business etc. (Table - 19).

Table - 20

Average Monthly Income of the Family

Average income in Taka.	No of families	Percentage
500 and below	41	58
501 - 1000	17	24
1001 - 1500	8	11
1501 - 2000	4	6
2001 - 2500	0	0
2501 - 3000	1	1
Total	71	100

Level of income also varied. Only few (7%) parents had a monthly income of Taka 150 and above and the rest 82 (93%) had a monthly income which varied between Tk. 500 to 1000 (Table - 20). However, the average monthly income of the families was found as Tk. 600.00 only, which indicated that most (82%) of the parents were far below poverty line.

Table - 21

Total Farming Land Owned by Guardians

Amount of Land	No. of Respondent	Percentage
No Land	38	54
Upto 11 decimal	0	0
12 - 22 decimal	9	13
23 - 33 decimal	7	10
1+ - 3 Bigha	13	18
3+ - 6 Bigha	2	3
6+ - 9 Bigha	1	1
9+ - 12 Bigha	1	1
Total	71	100

A slightly more than one half of the parents (54%) were landless, while the rest had cultivable land ranging between 12 decimal to 12 bighas. A substantial number of parents (23%) had cultivable land measuring upto 1-12 bighas which indicated that these groups were not so poor as BRAC claimed (Table-21). On the average each family owns only less than 30 decimal of farming land.

7.3 Another socio-economic indicator is the ownership of house and types of house where the family members live in. Most of the parents (86%) had their own house while only 6% parents lived in their relatives' houses and 8% parents had no houses of their own. Again most of the parents (72%) had houses made of tin shed and bamboo wall. Only 28% parents lived in houses which were either cottage or made of straw or bamboos. Other assets of the family revealed that 6% parents had Radio, 11% had clocks, 4% had Bicycle and 7% had Tubewells for safe drinking water. A good number of parents (24%) tin sheds for living. This is perhaps due to their involvement in income generating activities sponsored by BRAC.

7.4 Within this socio-economic background, parents were asked to identify different factors which made them send their children particularly girls to the NFPE centres. Data collected in this regard are furnished in Table 22.

Table - 22

Reasons Given by Guardians for Enrolling
Their Children in BRAC School (Guardi-
and Gave More than One Reason)

Reasons	No. of Respondents	Percentage
1. NFPE centres are near the house.	22	31
2. There is only one school (BRAC) in the locality.	4	6
3. Children can do household work and study in the school as well.	26	37
4. The standard of education in the school is good.	25	35
5. The standard of school near-by is inferior.	5	7
6. More opportunities for sports and recreational activities.	13	18
7. Other reasons (supply of books and stationaries, no direct cost to parents).	57 -	80 -

Table 22 shows that most of the parents (80%) said that facilities like books, pencil etc. and bearing no direct cost for children's education were most important factors in sending children to school. Again a significant

number of parents (37%) maintained that opportunity cost for non-formal education was not that high as "the children can do household work and study in the schools as well". This flexibility of school schedule (which makes the children "work as well as study") helps the BRAC's nonformal education successful one, if it is compared with formal primary education system. Another important factor which was identified by many parents was the distance between the school and home. BRAC's catchment area is small and most of the children live nearby. Parents also emphasized on the good standard of teaching and ample facilities of co-curricular activities in the BRAC centers.

7.5 The communities were involved in the school affairs through village Education Committees and Parent-Teacher Committees. All the guardians said that the meeting of parents supervisors and guardians were held regularly i.e. every month. Most guardians were found regular in attending meetings as well. About 79% guardians were found to attend meetings regularly while 17% were irregular and only 4% never attended the meetings. Regular participation of children in the schools, regular attendance, motivation of children etc were the major topics and issues of the monthly meetings.

Data collected in this regard are given in a following table (Table 23).

Table - 23

Topics Discussed in Supervisor - Parents - Guardians Meetings
(Guardians Mentioned More Than one Topic)

Topics discussed	Frequency of Responses
1. Parental responsibility in sending their children regularly	51
2. Techniques of motivating children to attend school	19
3. Poultry farming and plantation	18
4. Students' progress in studies	10
5. Raising standard of education in schools	10
6. Health practices	10
7. Parents' problems with children	06
8. Childrens' study practice at home	04
9. Good effect of DRAC association	04
10. Good effect of savings	04
11. Objectives of education	07
12. Necessity of education in life	03
13. Techniques of motivating children to study	03
14. Techniques of cultivating good manners in children	07
15. Problems faced by the parents	01
16. Cleanliness	01
17. Techniques of para preparing oral saline for treating diarrhoea	03
18. Fish farming	03
19. Others essential discussions about life	01
20. Child care	01
21. Accommodation problem of children in school	01

7.6 Parents and community leaders were asked about the steps they undertook in admitting children, particularly girls in the BRAC primary schools. Majority of the parents (72%) did not think about it coherently. Also majority of the community leaders said no special effort was undertaken in this regard. Those who replied mentioned the following:

- a. encourage parents in admitting children in schools
- b. BRAC's decision in prioritizing girls admission
- c. inspire parents with the expectations of better marriage and work opportunities for girls if they go to schools.

7.7 It was already found out that in the BRAC's schools drop-out of children was minimal. So when asked about their role in minimising drop-outs one-half of the parents and the community leaders said that no special steps were required to stop or reduce the drop-out. Regarding other steps in minimising drop-outs, guardians and the community leaders held similar views. These were as follows :

- Keeping close contact with the teachers regarding children's progress in the schools.
- Keeping vigilant about the regularity of children in attending schools and not spending school hours outside the classes.

- Regular presence in the parents-teachers and supervisors meeting and discuss the problems related to drop-outs and taking measures to stop it.
- Rewarding children for regular attendance.
- Punishing children for not attending schools.

Besides, flexibility in school timing, regular attendance of teachers, regular supervision and good teaching might help in reducing drop-outs in BRAC schools. As most of the parents (82%) expressed their satisfaction with school timing as it was compatible with the household and local work. All the guardians said that teachers themselves were very regular in attending schools. And great majority of the parents (60%) considered that teachers taught very well. Regarding supervision, about 38% guardians held the view that BRAC supervisors were very regular while 54% said regular and ^{some} said they occasionally supervised the schools.

7.8 It was revealed that community's contribution as well as involvement in managing the NFPE schools were of service nature. The parents and community leaders identified the following as their modalities of participation and thus contribution :

- a. Participating in making decisions regarding schools,

- b. Providing school house on a minimal rent,
- c. Providing land for school building,
- d. Providing labour and also materials (Bamboos) for school building and construction,
- e. Maintenance of school house,
- f. Cleaning the school house,
- g. Sharing the cost of repair,
- h. Protecting school houses, furniture from theft and ~~the~~ calamities like flood etc.

7.9 Parents also had a positive view regarding linkages between NFPE programme and the formal primary education system. Most of the parents (86%) mentioned that their children were admitted in the formal schools after completing 3 years of education at the BRAC schools. And few stated that their children were not admitted in the formal schools.

7.10 Parents and community members were asked about what contributions would they offer for making BRAC NFPE programme more effective in future. Most of them (75%) remained silent on this issue. Those who replied said that they would like to extend their assistance in :

- a. Expanding school houses and improving physical facilities,

- b. Repairing and maintaining the school houses,
- c. Motivating other community members to be involved in educational programme,
- d. Reducing drop-outs,
- e. Sustaining BRAC's nonformal education programme.

CHAPTER - 8

NGO's EDUCATIONAL PROGRAMMES FOR CHILDREN

8.1 A vast majority of the population of Bangladesh do not have access in education in basic literacy and numeracy. Apart from the government efforts, quite a number of NGOs are working in the country in both the areas of child literacy and adult literacy. With an aim to find out the alternative approaches that are being pursued in the nonformal child literacy programme undertaken by the NGOs, an attempt was made to contact their central organization - ADAB first. It was noticed that there are about 1100 NGOs in Bangladesh engaged in rural development activities. Some of them have special educational programmes for the children.

A few of the Dhaka based NGOs (Appendix N) having educational programme of their own or sponsoring/assisting other's educational programme were contacted. Either heads of the organizations or heads of the educational sectors of the organizations were interviewed and possibilities of replication of BRAC's model were discussed. It came out that NGOs only knew about BRAC's involvement in children's education. They were not aware in details about BRAC's educational programme. It was observed earlier that "too often have similar training schemes and programmes been

developed, without one organisation being aware of others work due to lack of awareness of what is going on outside of one organisation and other and ideas not diffused and exchanged among them".¹

Some of the NGOs which were contacted have education programme of their own. UCEP and CONCERN and some other have either programme of their own or they sponsor other's programme. NGOs of this type include PROSHIKA, MENNONITE CENTRAL COMMITTEE and CARITAS BANGLADESH.

Following sections cover a brief review of the educational programmes of 5 NGOs. In most cases data were collected through interview technique. In some cases, secondary data have been furnished.

8.2 Under-Privileged Children's Education Programme :

In 1972 UCEP started a kind of relief operation. The target group was identified as working boys from the streets of Dhaka city. To give them a better start in life UCEP organized schooling covering 8 years formal education through a 4-year course. Later they were offered technical training. After the initial target group being served, the need for UCEP schools became more and the programme

¹ Akhter and E. Gaeghon, Op.cit.

expanded gradually. Now there are 20 general schools in Dhaka, Chittagong, and Khulna, and 6 technical schools in Dhaka city. At present general education includes about 10,000 students and 260 teachers (117 female) and technical education covers 456 students in different trades. The annual report of UCEP of 1987 claims about 73% average attendance of students in the UCEP schools. Drop-out is reported to be minimum due to close follow-up by unit teachers on regular basis, visiting the students at sites (working place), consultation with parents/guardians/employers for overall improvement of the situation.

Working days of UCEP is comparatively higher than the Government schools. Number of yearly working days is 298 in UCEP schools. The boys and girls ratio is 85:15 and the future target in this respect is 50:50.

UCEP schools are housed in a building or land donated by the local community. They are located either in urban or semi-urban areas. UCEP recruits working children twice in a year in June and December. Children earn a living for themselves. They spend only 2 hours a day in the schools. And the courses have been shortened to complete education within 6 months. Special provisions are also there for the health care of the children. Over the years, UCEP has tried to be a comprehensive project to raise the quality of life of underprivileged children in Bangladesh.

8.3 Proshika :

Since 1976 'PROSHIKA MANOBIK UNNAYAN' has been working in the field of education, training and rural credit. As PROSHIKA observed that " a distinct endeavour in alternative development, the proshika process is not however, a choice made out of a given set of strategies, rather it is a growing praxis based on the life transforming activities and experiences of the rural poor constituting its audience ".²

The major programme areas of PROSHIKA include :

- (a) Organization of rural poor, (b) Development education, (c) Employment and income generating activities; (d) Community services and (e) Emergency relief and rehabilitation activities.

PROSHIKA developed alternative school concept for the children of its beneficiaries or group members. The basic features of alternative school include :

- Sensitization of PROSHIKA organize groups through animator about the benefits of education and hence send their children to the schools,
- Selection of pupils and admitting them in the schools by the village/Group Coordination Committee (GCS)

² PROSHIKA, A Praxis in Participatory Rural Development, Dhaka, 1986.

- Grouping students in 10 to 15 numbers in each considering their age and free time available for attending school,
- Provision for permanent teachers for alternative schooling. The teachers would be amongst the group/village GCS or external candidates with an acceptably minimum level of education, a proven sense of responsibility and ability to spare time for the schools,
- School activities would be of daily basis with a main objective of enabling them to read and write in Bangla and to do sum for simple accounts keeping,
- Used and/or abandoned books of the older students in the formal school system collected through the local school authority or directly from the students would be used for the children of Alternative schools.

Person in-charge of children's education could not be contacted. However, persons contacted showed interest in sharing the outcomes of this evaluative study of the DRAC's primary education programme.

8.4 Mennonite Central Committee (MCC):

MCC has been working in relief and development in the country since 1972. In the beginning its programme started with the assistance to the Bihari (non-local) refugees in Dhaka and Rangpur, and also agricultural

development in some places in the country. The MCC programme, over the years, has evolved into (a) Agriculture, (b) Job creation, (c) Food for Work, (d) Education (e) Sanitation, (f) Social Welfare/Institution support, (g) Disaster relief.

Education

MCC does not have its own education programme. It has engaged itself in 3 kind of educational activities which assist children's education, in the rural areas. These include: (a) supply of school kits, (b) sponsorships to children and (c) staff development through short teacher training i.e. workshops, seminars, etc.

Till now MCC has distributed 23,000 school kits through 157 schools, and orphanages and placed 10 box libraries each consisting of 100 books in rural schools in Noakhali as an experiment.

MCC sponsored 173 underprivileged children of two schools. The sponsorship programme covers school fees, school uniforms, books, supplies and medical assistance. Besides, MCC has direct scholarship programme in some selected areas.

Although MCC has no children's education programme of its own, the Field Director showed interest in using BRAC's experiences in designing education programme of their own.

8.5 CONCERN

Immediately after liberation, CONCERN started its relief and rehabilitation work among the non-locals. Gradually it has expanded its programme mainly in the areas - (a) Children's education, (b) Handicrafts' and women's training along with creches for children, (c) Health and Nutrition, (d) Engineering (Sanitation/Water), (e) Vocational Training for Adults, (f) Adult Literacy.

Education

CONCERN took over the responsibility of children's education (non-local minority) from the International Committee of the Red Cross in 1973. Till now, it operates 12 schools, 8 of which date back to 1973 period, the rest 4 schools cater the educational need of slum and street children. CONCERN's education programme is in parallel with formal primary education system and helps in achieving UPE and removing illiteracy by enrolling approximately more than 8,000 children annually. There are multiple shifts in the school sessions i.e. 2-3 shifts are in operation in one school to accomodate the children. School buildings and other physical facilities are modest. Children use mats for sitting. The unique feature of CONCERN's educational system is its "school based recurrent teacher training, modern methods of teaching, preparation, collection and use of aids in teaching and learning, continuous evaluation,

automatic promotion to higher grades, remedial teaching programme for slow learners, house visits for reducing drop-outs etc." A recent evaluative study³ of CONCERN's education system revealed that students achievement of CONCERN's schools was better than those of the Government and UCEP schools. Teachers were found to use modern methods more in the instructional activities than traditional methods. Average attendance was high and drop-out was less.

In spite of having a good education programme of its own, CONCERN showed interest in Community Motivation programme in order to help reduce drop-out problems.

8.6 Caritas Bangladesh :

Founded in 1967 as the eastern branch of Caritas Pakistan, superseded by CORR (Christian Organisation for Relief and Rehabilitation) and renamed in 1973 as Caritas Bangladesh, Caritas stands for ('Love' or 'Charity'). Established by the Catholic Bishops Conference of Bangladesh to carry on activities to human Welfare and Development, Caritas works for all people, irrespective of race, caste and creed. Major areas of operation cover - (a) Emergency aid projects (b) Disaster rehabilitation (c) Infrastructure (d) Orphanages (e) Marginalized (f) Assistance to the sick (g) Family Planning Programme (h) Visually handicapped (i) Education (j) Pisciculture (k) Agriculture (l) Women's handicraft and (m) Partnership.

Education : Feeder Schools

In 1982, Caritas feeder school programme for the children of destitute families was initiated with an aim to help children to attend normal public school. Till December 1987, 249 schools have been opened to accommodate 19,263 children in different areas of Bangladesh. The policy of admitting boys and girls at the ratio of 1:1 was undertaken. The percentage of average attendance is 84% while drop-out rate is 4%.⁴ Normally the schools have KG to Class III, but in some areas where there are no government schools, classes IV and V have been opened. The Caritas Report has also claimed that the initiative for setting up a feeder school comes from the community which donates a piece of land and also construct the school plant facilities. The community also select teachers. Teachers are given training on pedagogy. Caritas provides (a) educational materials and teaching aids (b) books (c) impart training to the teachers and to the members of managing committee and (d) salary at the rate of Tk. 200-300 per teacher. So far the communities contributed the following :

- land for 151 schools
- construction materials for 68 schools (either partially or fully)
- free labour for construction of 34 schools

⁴ Caritas, Annual Report, 1986-87, Dhaka, p. 38.

- donation of seasonal crops for generating fund for 62 schools
- donations in cash for 50 schools.

Caritas supports Feeder Schools only for 5 years. From the third year serious negotiation is started with the community and the Management Committee (M.C) for financial self-reliance of the school. Caritas encourages NCs to be self-reliant or negotiates with the Government for inclusion of their schools in the national programmes. Some Caritas schools have been handed over to the Government management recently.

8.7 From the foregoing discussions it can be said that UCEP CONCERN and CARITAS have their own education programme which appear to be successful. These NGOs and BRAC may exchange and share their experiences, ideas and materials to enrich their educational programmes.

On the other hand, educational programmes of MC and PROSHIKA are in the formative stage. These NGOs have ample scope of adopting and utilizing some of the features of BRAC's education programme.

However, it is not proper to comment at this stage as to whether other NGOs having children's education programme can adopt some of the features of BRAC's programme. Because the programmes and policies of other NGOs have not been investigated and reviewed in depth as a part of this study.

CHAPTER - 9

MAIN FEATURES OF BRAC PROGRAMME, POSSIBILITY FOR REPLICATION AND RECOMMENDATION

- 9.1 In search of new paths for providing educational opportunities, BRAC designed and implemented Non-Formal Primary Education Programme, for the children of the underserved section of the community. The NFPE programme has completed the experimental phase of 3-year duration in 1987. The present evaluative study based on its findings leads to conclude that BRAC, though on a limited scale, has demonstrated the capability of overcoming the initial problems of implementing its basic education programme in the country. However, it is neither an unqualified success story nor does it offer the complete answer to all problems. But some of its features have been found effective and conducive, which may contribute in achieving Universal Primary Education and removing illiteracy in the country.
- 9.2 The main feature of the BRAC programme is that BRAC succeeded to enrol the children of disadvantaged families who were supposed to remain uncovered by any educational programme and hence remain illiterate. Moreover, it succeeded to retain them (97%) in school for 3 years and after that transmitted a vast majority of them (83%) to formal schooling. This comprehensive success is the result of a number of efforts that BRAC adopted, which have been discussed below .

9.2.1 Teacher-student ratio in BRAC schools is 1:30 where as this ratio, on an average, in Government schools is 1:51. In Government schools teacher-student ratio in lower classes (Classes I & II) is about 1:70 and in upper classes it is 1:30 or so. Teacher-student ratio in the lower classes of Government school is quite unsatisfactory. In this situation, it is not possible on the part of the teachers to pay proper attention to the children. Hence it is desirable that more teacher should be employed in Government primary schools with an aim to reduce teacher-student ratio to a maximum of 1:30 particularly in lower classes.

9.2.2 All the BRAC schools are one-class, one-teacher schools and BRAC follows block system in a 3-year cycle. It facilitates to develop a rapport between teacher and students. This has definite impact on punctuality and regularity in attendance of the children.

Block system (one-class, one-teacher) at least in 2-year cycle may be introduced in Government schools.

9.2.3 As a matter of principle BRAC tries to recruit female teachers from the catchment areas of the school. In view of the facts that there exists less job

opportunities for the females in rural areas and their families do not depend fully on their income, female-teachers have more job satisfaction. Moreover, female teachers are considered more suitable than male teachers for primary children.

Policy of recruiting more local female teachers (which is already in the formal primary education system) should be emphasized.

- 9.2.4 BRAC schools follow flexible school timing. Number of yearly working days is higher in BRAC schools than that in Government schools. But daily duration of school hours is shorter in BRAC schools than the Government schools. All these provide opportunity to children of poor families to attend school while doing income generating or income saving activities.

As regards yearly working days and daily school timing BRAC systems may be followed in Government primary schools specially in rural areas. In fixing school timing parents may be consulted. Instead of giving long vacation (e.g. Ramadan etc.), vacation may be given in harvest season.

In rainy season when major areas of rural Bangladesh submerge under water, normal life is disturbed. It becomes difficult on the part of the children to attend schools. In fixing yearly vacation, this point may be taken into consideration.

9.2.5 BRAC gives much emphasis on co-curricular and recreational activities in its schools. Teachers are also imparted training on the ways and means of organizing co-curricular activities. One-fifth of the daily school hours is spent for these activities in BRAC schools. Co-curricular activities cover a variety of items. These activities create attraction among the children towards schools and reduce drop-outs.

Inspite of ample provisions for co-curricular and recreational activities in Government primary schools, very little is being practised. Therefore, more emphasis may be given on co-curricular activities in the teacher training programme as well as in the school activities. Some articles and equipments which are needed for conducting co-curricular activities may be supplied to the schools free of cost.

9.2.6 Catchment area of the BRAC schools is small. Schools are located in the 'para' or 'mahalla' where the children live. The parents of the children, particularly of the girls, feel secured in sending their children in schools. Also the communities remain vigilant whether children are in the schools or outside during the school hours. This is one of

the reasons of high enrolment and high retention in BRAC schools.

As a part of school plant planning, proper attention needs to be given in selecting new sites for new primary schools. Moreover, a good number of new schools have to be established with a view to providing educational opportunities to more children.

- 9.2.7 BRAC designed and developed separate curriculum and instructional materials mainly in three subject areas - Bangla, Mathematics and Environmental Studies for its school system. Its syllabus and instructional materials on environmental studies were found to be more problem and life oriented, functional and activity based for the disadvantaged group of children.

In designing curriculum for the disadvantaged children BRAC's experiences may be utilized.

- 9.2.8 Preparatory Stage is an important feature of BRAC programme. BRAC developed programme for this stage with a view to preparing the children physically and mentally fit for undergoing its NFPE programme. The main philosophy behind introducing preparatory programme is that children of poor families when join schools for the first time can not cope with the new situation, hence they need a programme which is more

similar to their family environment. With this philosophy BRAC designed and introduced 'Preparatory Programme' and it was found effective. This programme facilitated BRAC in reducing drop-out rates.

Such a programme is of vital importance for the formal system of primary education. Although initiative for such a programme was undertaken at the national level, due to unknown reasons it could not make much headway.

However, for making children prepared for school system and reducing early drop-out a national programme is badly needed. In this respect experiences of BRAC may be utilized.

- 9.2.9 BRAC evolved a less costly but effective supervision system, which succeeded in making the teachers and the students regular and punctual in attendance. It provides the teachers opportunity of getting professional support services in respect of solving pedagogical and administrative problems. Since the system of supervision is regular and continuous it helps in reducing drop-out as well.

The existing supervisory system in the field of primary education may be made more effective, regular, continuous and accountability be ensured.

9.2.10 BRAC succeeded in ensuring community participation in school affairs. Community leaders, parents, teachers and Programme Officers of BRAC attend meeting regularly once in a month, discuss problems and adopt necessary measures for solving problems. Community leaders and parents play active role in sending the children to schools regularly.

Besides BRAC motivational programme, the secret of success regarding community participation and pupils enrolment and retention in BRAC schools lies with the fact that a vast majority of the parents of BRAC school children are BRAC beneficiaries. They are covered by other development programmes of BRAC and are financially benefited. Either on being under an obligation or on being motivated by BRAC personnel they send their children to school. Whatever the case may be, the fact is that the parents send their children to BRAC schools and their children complete the course.

Any attempt by the authority to ~~ng~~ organize the rural poor under occupation-based or socio-economic group based co-operative societies will help to raise standard of living as well as raise their consciousness with regard to educating their children in schools.

- 9.2.11 In achieving UPE and removing illiteracy, BRAC may assist the government in sensitizing and mobilizing the community for active participation in bringing more children to the schools, in regular attendance and reduction of drop-out in the schools.
- 9.2.12 If any student remains absent in BRAC school for a particular number of days the teacher of the school along with other parents and community leaders contact his parents, know the cause and jointly try to take necessary measure to remove the obstacles which stand in the way of the child's attendance. This helps, to a great extent, reduce drop-out rates.

BRAC in this regard may help in training people to activate the school committees, teachers etc.

- 9.2.13 The children of BRAC are homogeneous in respect of socio-economic condition. As such they do not have to face any conflict in values in the school atmosphere. This is, perhaps one of the reasons of high retention in BRAC school.
- 9.2.14 Boys enroll in greater number in Government schools than girls. But in BRAC schools, girls enroll in higher number than boys. This is the result of BRAC's motivational programme where BRAC succeeded in motivating parents about the necessity of educating children, particularly girls.

BRAC's techniques and processes of community motivation may be utilized for higher participation of

children particularly of girls in the formal primary education system.

- 9.2.15 BRAC has been able to ensure accountability on the part of the teachers, supervisors and others responsible for conducting the programme. Ensured accountability contributed to the success of the programme.

Accountability in Government primary schools needs to be ensured.

- 9.2.16 BRAC offers inservice monthly refreshers training course for its teachers. Such training programme is based on classroom problems. This kind of training helps solve many of the teachers' problems.

In Government schools similar training programme is conducted for teachers which is known as 'Recurrent Cluster Training'. This programme needs to be strengthened further.

- 9.2.17 Apparently, per capita per annum recurrent cost seems to be higher in BRAC schools. During 1986-87, this figure in BRAC school was Tk. 447.66 and in Government school was 336.00. But if other factors, like wastage in the forms of high drop-out rates, high repetition rates are taken into account, BRAC Education programme will be proved more cost-effective than the national primary education programme. Moreover, per capita cost

becomes higher when any programme is implemented in small scale. Per capita cost decreases with increase of its horizon. BRAC's projection of future programme also indicates that per capita per annum cost will be lower.

9.3 Replication of BRAC Programme :

BRAC school programme has both advantages and disadvantages. In such a situation it will not be wise to replicate it, as such, throughout the country due to various implications associated with it.

BRAC designed and developed its programme for the children of underserved sections of people. The level of achievement of the BRAC's products is not equivalent to that of formal system. BRAC follows a one-class, one teacher based system, which will not fit in well with the prevalent formal system.

Nevertheless, there are some important features in BRAC programme which can successfully be replicated in the existing formal sector of education. A detail discussion of the features that need to be replicated has already been made in the previous sections of this chapter. Moreover, BRAC programme, as a whole or part, may be replicated by the NGOs having similar objectives. Besides, the Government has a plan to launch Non-Formal Education Programme and Mass Literacy in the country. To cover children of the disadvantaged communities under this nonformal education programme, BRAC's ideas, policies, experiences, and strategies may appropriately be utilized.

9.4 Recommendations :

On the basis of the findings of the present study the following recommendations are made.

9.4.1 With a view to raise the achievement level of the children of BRAC schools, BRAC may consider to take some measures which are as follows :

9.4.1.1 Duration of basic teacher training programme be enhanced from 15 days to at least two months and teachers training programme be reviewed and modified by giving more emphasis on pedagogy and language skills.

9.4.1.2 Minimum entry requirement of teachers for BRAC schools be fixed at 10 years of schooling with language and numeracy requirement upto certain level.

9.4.1.3. In teacher training programme, more emphasis be given on 'techniques and methods of preparing and using teaching aids'. Emphasis be given on more use of teaching aids in class room. More teaching aids be supplied to the schools and their extensive and proper use be ensured.

9.4.1.4 Teachers manual be reviewed and revised by incorporating appropriate and effective methods and techniques of teaching according to the nature of the lessons.

- 9.4.1.5 As there is none to tutor children of BRAC schools at home, attempts be taken to get the daily lessons learned by the children more effectively in school under the guidance of the teachers.
- 9.4.1.6 Curriculum of BRAC schools be reviewed and revised by incorporating more components so that its graduate face no problem in continuing further studies in the formal system.
- 9.4.1.7 BRAC may prepare and supply more teaching and learning aids to the NFPE Centres in order to make teaching-learning more effective and the centres attractive as well.
- 9.4.2 Its educational programme be extended from 3 years to 5 years and classes IV and V be opened so that children of underserved families get scope to complete primary education without sacrificing the scope of subsidizing their family income.
- 9.4.3 Overall physical facilities of BRAC schools be improved. Child-space ratio in school be increased, either floor be made pucca or furniture be provided so that the children do not face problems in rainy and winter seasons.
- 9.4.4 Post literacy centres may be opened in the NFPE centres so that new literates (products of the NFPE programme and others) do not relapse into illiteracy.

- 9.4.5 Teachers' salary may be raised to increase their productivity and job satisfaction.
- 9.4.6 Although BRAC is expanding its educational opportunities (admitting more children over the years), BRAC may increase present facilities of the centres by opening more shifts in each school so that more children be accommodated.
- 9.4.7 BRAC may give scholarships to the children particularly girls of the NFPE centres to go for and continue further education.
- 9.4.8 BRAC may involve itself in some selected geographical locations, in phases, in universalizing primary education in the country.

Similarly, other NGO's following BRAC's policies and practices, may help the Government in achieving UPE in the country by the year 2000.

- 9.4.9 BRAC may assist the Government, if so wanted, in designing and implementing Non-Formal Primary Education Programme for the children in order to attain "Education for All" by the year 2000.
- 9.4.10 It was observed, that most of the NGOs having education programme had little awareness about BRAC educational programme particularly about its strong features which lead the programme towards success. Necessary steps to disseminate experiences among other NGOs may be taken by BRAC.

APPENDICES

Note : All the instruments were developed and used in Bangla. English version of the original instruments (Appendices A to T have been furnished in the Appendices.

Appendix - 1

NOTE AT A GLANCE
1985 - 1988

School	Enrolment					Average enrolment	Average attendance	Teachers				Total	Drop out			
	Boys		Girls		Total			Male		Female			Boys	Girls	Total	
	No.	%	No.	%				No.	%	No.	%					No.
22	310	45.85	366	54.15	676	30.90	27.52	8	42.10	11	57.90	19	15	10	25	4.08
154	2022	43.65	2610	56.35	4632	30.10	27.88	77	53.47	67	46.53	144	30	25	55	1.18
409	4483	36.61	7762	63.39	12245	29.93	28.46	138	34.67	260	65.33	398	--	5	5	0.04
145	1305	30.00	3045	70.00	4350	30.00	--	3	2.56	114	97.44	117	--	--	0	0
730	8120	37.10	13783	62.90	21903	30.23	27.95	226	33.33	452	66.67	678	45	40	85	0.48

Drop-out rate is calculated for the period 1985 to Dec. 1987.

EVALUATION OF BRAC PRIMARY SCHOOL PROJECT
Information Collection Sheet (Enrolment & Retention)

Questionnaire - A

Name of the School _____

Address _____

Number of children enrolled in 1985. (as in April 1985).		Age level of children enrolled in 1985.		Number of children in April 1986. (Those who enrolled in 1985)		The number of children who did not get promotion to the next year in 1986.		Number of children in April 1987 (Those who enrolled in 1985).		Number of children who did not complete the 2nd year's course in 1987 and retained in previous class (The figures should be from the enrolment of 1985).		Number of children who completed the 3-year programme in April, 1988.	
Male	Females	Age level (in years)	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female

Contd... p/2.

many students lled in your ol from BRAC ols in 1988	Number of students who enrolled in class IV after completing 3-year course starting in 1985				Number of students who did not continue their study after com pleting the 3-years BRAC NFPE programme		The present Conditions of the out-of-school children (mention their numbers and what they are doing now), who have completed the BRAC 3-year NFPE schooling pro- gramme stating in 1985.
	in same school		in other school		Total	Female	
	Total	Female	Total	Female			

ause of discontinuation of children
e *st year of BRAC NFPE programme who
tered their names in 1985 (mention
auses agains the numbers)

The cause of discontinuation of
~~registered~~ children in 2nd year
of BRAC NFPE programme who regis-
tered their names in 1985 (mention
the causes against the numbers)

The cause of discontinuation
of children in 3rd year of
BRAC NFPE programme who
registered their names in 1985
(mention the causes agains the
numbers).

Name of the School _____ Address _____
Year of School Establishment _____, in the month of _____ operated by Government /BRAC

[illegible]

Questionnaire - C

Male/Female

1. Name _____
2. Age _____ years.
3. Highest Educational Qualification :
Training information : C-in-Ed./B.Ed./Non Trained.
4. Teaching Experiences :
_____ years in prrsent school
_____ years in other school(s)
5. Name and address of present school :
6. Up-date numbers of students : Total _____
 Female _____
7. Number of children of BRAC's Non-benificiaries studing in
BRAC school : _____
8. Length of the school building : _____ meter
Width of the school building : _____ meter
9. Number of rooms in the school : Classroom _____
 Total _____
10. Type of school building (Please use the tick () mark).
a. Building (having concrete roof)
b. Concrete floor and wall, tin shed.

- c. Fully tin made (floor pucca)
- d. Fully Tin made (floor kucha)
- e. Tin shed bamboo made house
- f. House made by bamboo and straw

11. Sitting arrangements of the students :

- a. Bench
- b. Mat

12. Other facilities :

- a. Tube well _____ yes _____ No _____
- b. Toilet _____ yes _____ No _____
- c. Garden _____ yes _____ No _____

13. Do your student get text books free of cost?

Yes _____ No _____

If you get regularly then who supplies?

Government _____ BRAC _____ other organiza
tions _____

14. How often do your teachers participate in training?

Regularly _____ Frequently _____

Not at all _____

15. Which of the following methods^{*} you or your teacher follow in teaching.

Subject Method followed frequently does not follow

Bangla :

- 1.
- 2.
- 3.

Mathematics:

1.

2.

3.

Environmental Study :

1.

2.

3.

*Some Teaching methods : Discussion method, question-answer method, participating method etc.

16. How many times your school is being supervised/average?

a. _____ times per week

b. _____ times per month

Date of last supervision _____

17. Teacher-Guardian meetings are held

a. _____ times per month

b. _____ times per year

18. Do you personnel from the central BRAC office supervise your school?

_____ yes _____ No

If yes then average _____ times per month

average _____ times per year

PART 'B'

1. What are the reasons of your working in the school? Are you willing to move on if you get better chance?

_____ yes _____ No

2. To what extent you enjoy your job

_____ to a great extent

_____ to some extent

_____ not at all.

3. Please state few good aspects of BRAC' school programme:

4. Please state few weak aspects of BRAC's school programme.

5. Are you satisfied with your salary ?

_____ yes _____ No

6. Do the parents keep regular contact with you?

_____ yes _____ No

7. What are your suggestions for improving the quality of education in the schools?

8. What, according to you, are the reasons of low rate of drop-out in BRAC's schools?

Appendix - D

EVALUATION OF DRAC PRIMARY EDUCATION PROJECT
(Guardians & Local Influential Persons)

Opennionnaire - D

1. Name : ----- Male/Female
2. Age : ----- Married/Unmarried
3. Educational Qualification :
 Father's Educational Qualification : -----
 Mother's Educational Qualification : -----
4. Number of Family Members :
 Aged (above 14 years): -----
 Children : -----
5. How many Children go to School? : -----
6. Occupation : -----
7. Average Monthly Income : -----
 Number of Earners : -----
8. Total Cultivable Land : -----
9. Housing Status : -----
 a. Own House : -----
 b. Relatives House : -----
 c. Desserted House : -----
 d. Squatter : -----
10. Types of House :
 a. Building : -----
 b. Tinshed : -----
 c. Bamboo Made : -----
 d. Others : -----

11. Other Facilities of the Family :

- a. Radio : -----
- b. Clock : -----
- c. Bicycle : -----
- d. Tubewell : -----

12. Why did you enrol your child in BRAC School?

- a. It is near the house : -----
- b. There is only that school in the locality: -----
- c. Children can do household works and study in that school : -----
- d. The standard of teaching is good in the school : -----
- e. More opportunities for sports and recreational activities are available : -----
- f. The standard of Government school nearby is inferior to this one : -----
- g. Others reasons (e.g. book, pencil, food etc. are given Guardians need no expenses for their children's education) : -----

13. Who encouraged you to admit your child in BRAC School?

- a. Local influential people : -----
- b. Other guardians : -----
- c. BRAC Workers : -----
- d. Self willed : -----
- e. BRAC teachers or BRAC Beneficiary : -----

14. How regular in your child in attending school

- a. Very regular : -----
- b. Regular : -----
- c. Irregular : -----

15. Does the teacher attend the school regularly?

_____ Yes _____ No.

16. Which of the following goes well with school hour?

- a. The school hour goes well with the work of the locality
- b. The school hour goes well with family activities
- c. BRAC worker has fixed the school hour.

17. How well does the teacher teaches in the class ?

- a. Very well : _____
- b. Well : _____
- c. So, so : _____
- d. Not good : _____

18. To what extent does the teacher use teaching aids ?

- a. To a great extent
- b. To some extent
- c. To a little extent
- d. Not at all.

19. How often does the supervisor supervise BRAC School ?

- a. Very regularly
- b. Regularly
- c. Occasionally
- d. Negligible.

20. Do the teacher-supervisor and guardians hold their meeting regularly?

_____ yes _____ No

If it is held how many times a month _____.

21. How often do you attend that meeting?

- a. Regularly
- b. Occassionally
- c. Not at all.

22. What are the topics for discussion in these meeting ?

23. What steps do you undertake in admitting children in BRAC school ?

24. What steps (special) do you undertake in admitting girls in BRAC School ?

25. Has your child left the school? If yes what are the reasons behind it ?

26. What are the steps you have undertaken for reducing drop-out rates in BRAC School ?

27. How much do you spend (monthly) for education of your child in BRAC School ?

28. What are the things/materials donated from the locality for starting and administering a BRAC School ?

29. What are your opinion about the success of BRAC School?

- a. It is very successful
- b. It is successful to some extent
- c. It is successful to a little extent
- d. It is not successful.

30. What other steps may be undertaken by guardians and other people of the locality for making BRAC (IFPE) school more effective ?

31. Has your child been admitted in primary school after completing BRAC programme?

----- yes ----- No.

EVALUATION OF BRAC PRIMARY EDUCATION PROJECT
(Information Collection Sheet(BRAC Personnel)

Interview Schedule - E

1. Name -----
2. Designation -----
3. Educational Qualification -----
4. Working Experiences : -----
5. In what context BRAC Non-Formal Primary School Project started ?
6. What are the characteristics of BRAC Non-Formal Primary School Project, which can be differentiated from usual primary Education System ?
7. (a) The students of BRAC school are the children of BRAC members. In this context what do you think about the motivation and participation of the local people ?
- (b) Do the Non-BRAC beneficiary children can participate in the BRAC school ? Give your opinion on the sources of BRAC schools, which are established outside the BRAC Project area.
8. How (what are the method adopted) BRAC has succeeded in motivating the local community ?
9. How BRAC has increased the enrolment of female students in BRAC school?
10. What are the causes behind increasing the attendance of regular students in BRAC school ?
11. Do you think that BRAC has raised/increased the effectiveness of BRAC Teachers by short term training? What are the main characteristics of BRAC Teachers' Training Programme.

12. Give your opinion on increasing of Teacher effectiveness.
13. Why BRAC teachers do not leave their jobs, even if they are recruited with less salaries in comparison to recognised ~~xx~~ salaries of teachers ?
14. What are the reasons of low drop-out rates in BRAC school ?
15. How does the local community assist BRAC in implementing its school project ?
16. How does BRAC ensure community's help in implementing its school programme ?
17. What are the specialities of implementing process of BRAC school project? For what reasons it can be differentiated from other implementation process ?
 - a. Special items of implementation process.
 - b. The differential characteristics from government/other projects.
18. What are the special techniques applied for inspecting and supervising BRAC schools ? What are the main characteristics of supervision ?
19. What are the monitoring system and its feed back to implement BRAC school Project ?
20. BRAC has prepared distinguished curricula and text books for BRAC Schools. What are the main characteristics of these curricula and text books? How can it be differentiated from general curricula?
 - a. The characteristics of BRAC curricula.
 - b. The differences from general curricula.

21. What are the differences between a BRAC school and a Government school ?
22. What are the reasons for the success of BRAC school project?
23. Is BRAC facing any particular problems to implement its school project at present? what are the problems ?
24. Has BRAC faced any difficulty to implement its school project in primary stage? If so, then what are the causes ?
25. Has BRAC implemented its school project all over Bangladesh? If yes, then how ?
26. How can BRAC assist government to introduce UPE programme with its own experience? What do you think about it ?

PART B

(Only for Supervisors)

1. The teaching abilities of BRAC school teachers are :
 - a. very good
 - b. good
 - c. moderate
 - d. not good.
2. How sincerely and affectionately BRAC Teachers teach the children.?
 - a. with much care
 - b. moderate care
 - c. care.

3. How much do the BRAC teachers care about individual differences when teaching in the classroom ?
 - a. much
 - b. moderately
 - c. little
 - d. do not care.
4. How much teaching aids do the teachers use in teaching?
 - a. sufficient
 - b. moderate
 - c. few.
5. Has the BRAC school any sports facilities ? Yes -----
No -----
6. Has it any facilities of drawing, in BRAC schools? Yes -----
No -----
7. Do the teachers attend the school regularly? Yes -----
No. -----
8. Is the classroom teaching supervised regularly? Yes -----
No -----
9. How many times do you supervise the classroom teaching? _____ times in a week
_____ times in a month
10. What ~~xxxxxxx~~ type of relationship between teacher and student exists ?
11. What are your suggestions for further improvement of BRAC school programme ?

ACHIEVEMENT TEST

Instruction

This is a test on Bangla, Mathematics and Environmental Studies. There is no pass or fail in this test. This is to test you how are you doing in your studies. There are 80 items in this test. You have to write down the answers of only question numbers 7 to 25 in Bangla. Except those, there are four answers for each of the test items of 59 questions set in this test. Only one of those four answers is correct. Identify the correct answer and put a tick mark (✓) on the line kept against each option.

Example : 1. What is the name of the Capital of Bangladesh?

-----	Chittagong
-----	Rajshahi
-----✓-----	Dhaka
-----	Comilla

Example : 2 $5 + 7 =$ ----- 16

-----✓-----	12
-----	1
-----	5

Write your

Name : -----

Father's Name: -----

Village : -----

Post Office: -----

District : -----

BANGLA

1. The word 'wish' (শ্রী) means
2. The word 'restless' (দুঃস্থ) means
3. The word 'respect' (শ্রদ্ধা) means
4. The opposite word for 'victory' (বিজয়)
5. The opposite word of 'strong' (কঠিন) is
6. ~~Which~~ Which of the following spelling is correct ?

আশা
আশা
আশা
আশা

Make Sentence with

7. শ্রী -----
8. আশা -----
9. বিজয় -----

Write answer of questions 10 - 12 (book portion)

10. What do you do to learn to swim? : -----
11. In which season the flower ' কিউলী ' blooms.
12. তালমাড় কিভাবে দাড়িয়ে আছে?

Write the next line (questions 13-14)

13. বলমা দিদি কোথায় গেল, আমবে আমবে কবে?
14. সারি কি না সারি কবে খসে আমবে।

Fill in the blanks :

15. বৈশাখ ——— এষ্টে দুইভাঙ্গা নিলু অশ্বিন।
 16. ————— ইলিশ ১ দিন।
 17. বাংলাদেশের পাকার বর ——— ৩ ———।

Read the following passage :

All kinds of fishes live in water. Fishes cannot live without water. Many fishes are available in the rivers, ponds and canals of Bangladesh. There are many kinds of fishes like Koi, Shing, Magur, Chingri, Hilsa, Rui, Katla, Boal etc. in our country. Rui & Katla do not lay eggs in pond water. For that reason baby fishes of these types are put in ponds. The best time for putting baby fishes in the ponds is the month of Assin. Hilsa lives in deep sea. But they come to the river at the time of laying eggs. Hilsa do not survive in the pond water.

Write down the answers of the following questions :

18. Where does fish live ? : -----
19. Where does Hilsha fish live? : -----
20. Where does Hilsha fish lay eggs? : -----
21. Which is the best time for putting baby
Rui fish in pond? : -----
22. Where the Hilsha fish cannot survive? : -----
- 23 - 27 Write 5 sentences about your school.

MATHEMATICS

1. Which is six hundred forty nine ?

- 659
- 649
- 6059
- 6049

2. Which one is two lakh five thousand four hundred fifty.

- 254050
- 205450
- 205405
- 250450

3. In the number 4952310 the digit 9 represents

- 9 hundred
- 9 thousand
- 9 Ajut (Ajut = ten thousand)
- 9 lakhs

4. Which of the following is the number 1,90,307 written in words?

- One lakh ninety thousand three hundred ~~ed~~ seven.
- Nineteen lakh nine thousand three hundred seven.
- One lakh ninety thousand three hundred seven.
- One lakh ninety three thousand three hundred seven.

5. Which is the largest number made by the digits 5, 2, 7, 3, 8, 3, 0

- 783520
- 7583520
- 875320
- 857320

6. $68 + 312 + 4010 + 214 = ?$

- 7142
- 4604
- 8024
- 16070

7. $5007 - 2138 = ?$

- 2969
- 2879
- 2869
- 3869

8. $204 \times 48 = ?$

- 9792
- 9702
- 10692
- 9252

9. $320 \times 10 = ?$

- 320
- 3200
- 3210
- 10

10. If 365 is divided by 12 what will be the quotient and the remainder?

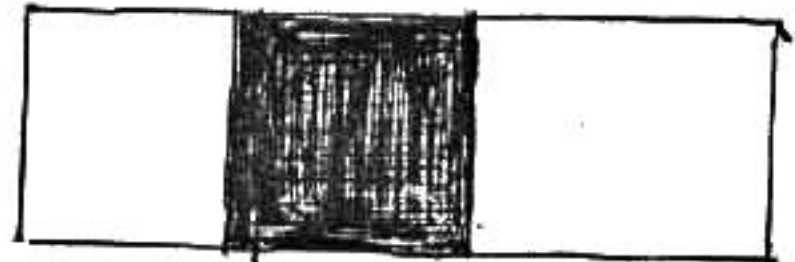
----- Quotient 3 remainder 5
 ----- " 30 " 5
 ----- " 30 " 0
 ----- " 21 " 3

11. Which of the following represents five taka and eight paise

----- : 5.8 paise
 ----- . . 5.08 paise
 ----- Tk. 5.08 . .
 ----- Tk. 5.8

12. What part of the picture is black ?

----- $\frac{1}{2}$
 ----- $\frac{1}{3}$
 ----- $\frac{1}{4}$
 ----- $\frac{1}{8}$



13. Which part of one yard ribbon is largest ?

----- $\frac{1}{4}$
 ----- $\frac{1}{3}$
 ----- $\frac{1}{2}$
 ----- All of the above are equal.

14. How many centimeters make two meters?

----- 100
 ----- 200
 ----- 250
 ----- 300.

15. How many decagrams are there in one Kilogram ?

- 10,000
- 1000
- 100
- 10

16. Which one is $\frac{1}{4}$ of a kilogram ?

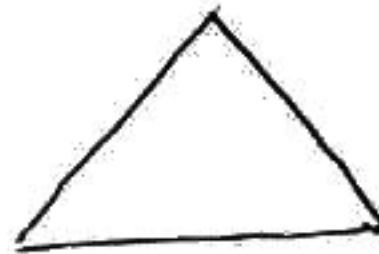
- 200 gram
- 250 gram
- 400 gram
- 500 gram

17. Khalil sold 5 kg tomatoes, 500 gram shak, 6 kg raddish, 200 gram ladies finger, 3 kg shim 700 gram of eggplant (which were produced in his garden). How much (weight) did he sell in total ?

- 15 k.g. 400 gram
- 15 k.g. 200 gram
- 15 k.g. 400 gram
- 15 k.g. 900 gram

18. The picture is a

- rectangle
- square
- triangle
- trapezium.



19. If 100 pens cost Tk. 3000/- then what is the cost of one pen?

- Tk. 70.00
- Tk. 50.00
- Tk. 30.00
- Tk. 3.50.

20. Four hundred twenty-one women live in the village Bakulia, 384 women in Kushmura and 447 women in Shimulia. What is the total number of women in these villages ?

----- 1142
 ----- 1152
 ----- 1242
 ----- 1252

21. Kabir got 305 and stood 3rd in his class. Khalil got 15 marks more than Kabir and stood 2nd. How much mark did Khalil receive?

----- 290
 ----- 305
 ----- 320
 ----- 325

22. How many minutes make 4 hours? (1 minute is equal to 60 minutes)

----- 240
 ----- 60
 ----- 24
 ----- 4

23. Kabir went to the market with Tk. 80.00. He bought rice for Tk. 30.00, Dal for Tk. 10.00, Oil for Tk. 12.50 and vegetable for Tk. 9.25. How much money was left with him now?

----- Tk. 18.25
 ----- Tk. 18.50
 ----- Tk. 19.25
 ----- Tk. 20.50.

24. You four friends bought 84 mangoes and divided them among yourselves equally. How many mangoes each of you got?

----- 88

----- 80

----- 21

----- 336.

25. You took 36 k.g. potatoes from your garden and gave your elder uncle 10 k.g. and younger uncle 15 k.g. potatoes. Then you bought home rest of the potatoes. How much potatoes did you get?

----- 10 k g

----- 11 k g

----- 15 k.g.

----- 36 k g

ENVIRONMENTAL STUDIES

1. Who is your neighbour?

- He who lives on the other side of the river
- He who lives in the next village
- He who lives in next house
- He who is in the same school with you.

2. Who makes ~~xxx~~ axe, knife

- ~~खेडिया~~
- काभार
- कुम्हार
- धनकार

3. Where would you get postcard, envelope and stamp?

- In the Government office
- In club
- In police station
- In the post office.

4. What happens due to Earth's rotation on its own axis?

- Rain
- Day-night
- Winter-Summer
- Storm.

5. Which kind of soil is good for crops to grow ?

- sandy soil
- Clay Soil
- mixed soil
- all of the above.

6. Which water is best for drinking?

- River water
- Pond water
- Water of Tubewell
- Sea water.

7. What is the colour of the national flag of Bangladesh?

- A round red sun within white
- A round red sun within green
- A round white moon within green
- A round red moon within white.

8. What was the name of Bangladesh before independence?

- East Pakistan
- West Pakistan
- Sind
- West Bengal.

9. What is the main occupation of the people living in forest area?

- Collecting wood
- Collecting fruits
- Collecting honey
- Collecting animal skin.

10. What is the main occupation of the people of Bangladesh?

- Mud work
- Cane work
- Farming
- Business.

11. Which way most of the people of Bangladesh move?

- Railway
- Air way
- Roads
- River way.

12. How does most of the land area of Bangladesh look?

- Full of jungles
- Mountainous
- Plane land
- Low land.

13. Which of the following two districts have more forest areas?

- Dhaka & Barisal
- Khulna & Chittagong
- Faridpur & Rangpur
- Comilla and Kushtia.

14. Which of the following materials are mostly used in making roofs of house in the villages of Bangladesh?

- Brick and cement
- Tin and straw
- Bamboo and Jute stick
- Mud and wood.

15. Which of the following is a name of an inanimate object?

- Three
- Horse
- Stone
- Fish.

16. What is the main source of water ?

- Fountain
- Pond
- Lake
- Sea.

17. When does the 'Kalbaisakhi' storm begin?

- Autumn
- Spring
- Summer
- Late autumn.

18. Which one of the following is made of several villages.

- Division
- Upazila
- District
- Union.

19. Which is not an infectious disease?

- Titanus
- Malaria
- Cholera
- Small pox.

20. Which of the following diseases are cured through taking little fish, vegetables and yellow fruits?

- Wound
- Diarrhoea
- Disease of tooth
- Night blindness (Ratkana).

21. Which of the following harms the environments ?

- Plantation of more trees
- Digging the soil and then putting the garbage there
- Putting garbage any where
- Burying the dead cattle underground.

22. Where would you go for treatment?

- Pharmacy
- Village Health Centre
- Moulti Sahib
- Ojha.

23. When you have diarrhoea which of the following is best for you?

- Water mixed sweet and salt
- Vegetable soup
- Bread made of flour
- Rice mixed with sweet and salt.

24. What are the main crops of Bangladesh ?

- Paddy and Jute
- Paddy and Wheat
- Paddy and Mustard
- Jute and Tea.

25. Which year did Bangladesh get independence?

- In 1947
- In 1950
- In 1970
- In 1971.

BANGLADESH RURAL ADVANCEMENT COMMITTEE
NON-FORMAL PRIMARY EDUCATION
BUDGET

1989 - 1993

Notes to Budget

1. Number of schools in operation

	1989	1990	1991	1992	1993
Old	552	1,000	2,000	2,000	2,100
New	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,100</u>	<u>1,200</u>
	1,552	2,000	3,000	3,100	3,300

2. Teachers are given refresher course in the 2nd year of their recruitment.

3. Books and supplies include text books, work books, slates, pencils, registers etc.

4. Teaching aids and equipments include chalks, dusters, blackboards, class furniture, office furniture etc.

5. Follow up materials include children's fiction and magazines.

6. A Palli Sebak (village level worker) will be facilitating the work of 10 schools.

7. A field supervisor will supervise 100 centres.

8. ~~At~~ H.O. Logistic & Mgt. support includes cost of programme personnel at H.O. including program h coordinators, supervisors, statistician, material developers, typists and other services e.g. accounting, administration, research and evaluation, etc. and cost of stationery and supplies and H.O establishment cost.

9. Once a school completes three years BRAC will provide only training to teachers, students text books teachers supplies and supervision. All other costs e.g. teachers salary, rent and utility etc. will be borne by the community. It is estimated that approximately 50% schools will continue and 3 year cost for 3 continuing school will be Tk. 10,000, 8,000 & 8,000. Number of continuing schools are

	1989	1990	1991	1992	1993
1st year	77	204	-	577	704
2nd year	-	77	204	-	577
3rd year	-	-	77	204	-
	<u>77</u>	<u>281</u>	<u>281</u>	<u>781</u>	<u>1281</u>

BANGLADESH RURAL ADVANCEMENT COMMITTEE
NON-FORMAL PRIMARY EDUCATION
BUDGET
1989 - 1993

	1st year school 1986	2nd year school 1987	3rd year school 1988
A. Teaching cost & supplies			
A1. Teachers training - Tk. 120x13 days	1,560	-	-
A2. Teachers Refreshers course - Tk. 120x7 days	-	840	840
A3. Teachers workshop - Tk. 15x8 6,6.	120	90	90
A4. Teachers salary - Tk. 400x12 months	4,800	4,800	4,800
A5. Books and supplies - Tk. 95x30 students	2,850	2,850	2,850
A6. Teaching aids & equipments	1,350	75	75
A7. Follow up Materials	-	300	-
B. School Establishments			
B1. Rent - Tk. 100x12 months	1,200	1,200	1,200
B2. Utility & Maintenance - Tk. 25x12 months	300	300	300
C. Organization and Supervision			
C1. Staff Salaries			
C1.1 Palli Sebak (Tk. 100x12 months)	1200	1200	1200
C1.2 Field Supervisors Tk. 50x12 months	600	600	600
C1.3 Travel and Transport 30% of C1.2	180	180	180
D. H.O. Logistics and Mgt support 10% of total cost.	1133	995	970
Total cost per centre	15,293	13,430	13,105

LIST OF NGOS HAVING CHILDREN'S EDUCATION
PROGRAMME IN DHAKA

1. AAB (Action Aid-Bangladesh)
9/4, Shaymolibagh, Shaymoli
Street No. 2, Shaymoli
Dhaka-1207.
2. ABC (ASSISTANCE FOR BLIND CHILDREN)
15, Road 16, Dhanmondi
Dhaka-1209.
P.O. Box 5082, Dhaka.
3. ADRA (ADVENTIST DEVELOPMENT AND RELIEF AGENCY)
(Formerly known as Seventh Day Adventist World Services)
149, Shah Ali Bagh
Nirpur 1, Dhaka 1210
CPO. Box 80, Dhaka-1000.
4. AKCHP (THE AGA KHAN COMMUNITY HEALTH PROGRAMME)
30/1, Purana Palton Lane
Dhaka-1000
P.O. Box 832, Dhaka.
5. ASME (ASSOCIATION FOR SCHOOL BASED EDUCATION)
39, Free School Street (by lane),
Hatirpul
Dhanmondi, Dhaka-1205
6. BACE (BANGLADESH ASSOCIATION FOR COMMUNITY EDUCATION)
140, Motijheel Commercial Area
Dhaka-1000.
7. BCME (BANGLADESH COUNCIL FOR MASS EDUCATION)
Bangladesh Gonoshiksha Sangha
232, Green Road, Dhanmondi
Dhaka-1205.
8. DDSC (BANGLADESH DEVELOPMENT SERVICE CENTRE)
30/8, Asad Avenue, Block-E
Mohammadpur, Dhaka-1207
CPO. Box No. 2059, Dhaka-1000.

9. LFNWT (BEGUM FATEMA LATIN WELFARE TRUST)
141, Azimpur
Dhaka-1205.
10. BIRDS (BANGLADESH INTEGRATED RURAL DEVELOPMENT SERVICES)
44, Naya Paltan, Dhaka-1000
GPO. Box 2786, Dhaka-1000.
11. BIMN (BANGLADESH LUTHERAN MISSION-NORWEGIAN)
6, Road 14,
Dharmondi
Dhaka-1209.
12. BMS (BANGLADESH MONTIA SAMITY)
New Bailey Road
Dhaka-1000.
13. BPE (BANGLADESH PROTIBONDHI FOUNDATION)
12 New Circular Road
West Maligagh
Dhaka-1217.
14. BRAC (BANGLADESH RURAL ADVANCEMENT COMMITTEE)
66, Mohakhali Commercial Area
Dhaka-1212.
15. CARITAS- BANGLADESH
2, Outer Circular Road
Shantibagh,
Dhaka-1217
GPO Box 994, Dhaka-1000.
16. CCDB (CHRISTIAN COMMISSION FOR DEVELOPMENT IN BANGLADESH)
26/A, Senpara Parbata
Mirpur-10,
Dhaka-1300
GPO Box 367, Dhaka-1000.
17. CDS (CENTRE FOR DEVELOPMENT SERVICES)
5/2, Barabo Mohonpur
Ring Road, Shaymoli
Dhaka-1207
CPO Box 93,
Dhaka-1000.

18. CMES (CENTRE FOR MASS EDUCATION IN SCIENCE)
37/C, Asad Avenue
Mohammadpur
Dhaka-1207.
19. CONCERN
63, Road 15A
Dhanmondi
Dhaka-1209
P.O. Box 650,
Dhaka.
20. CPCD (COMILLA PROSHIKA CENTRE FOR DEVELOPMENT)
12, Road . .
Dhanmondi
Dhaka-1209.
21. CTBDW (CENTRE FOR TRAINING & REHABILITATION OF DESTITUTE WOMEN)
302/A, Tall Office Road
Rayer Bazar,
Dhaka-1209.
22. DAM (DHAKA ASHANTA MISSION)
33, Road 11, Dhanmondi
Dhaka-1209.
23. DIAKONIA
40, Road 4A, Dhanmondi
Dhaka
PO. Box 5051
Dhaka-1205
24. DIPSHIKILA
77, Monipuripara
Tejgaon
Dhaka-1215.
25. FCI (FAMILIES FOR CHILDREN INTERNATIONAL)
70/4, Indira Road
Tejgaon,
Dhaka-1215.
26. FFFMB (FINISH FREE FOREIGN MISSION IN BANGLADESH)
9/8, Iqbal Road, Block-A
Mohammadpur,
Dhaka-1207.

27. FFFMB - School for the Under Privileged Children
20/5, Babar Road (Ground Floor)
Mohammadpur,
Dhaka-1207

28. FHI (FOOD FOR THE HUNGRY INTERNATIONAL)
17, Road 11, Block-G
Banani,
Dhaka-1213
GPO Box 162,
Dhaka-1000.

29. FIVDB (FRIENDS IN VILLAGE DEVELOPMENT BANGLADESH)
6/9, Block-E
Lalmatia
Dhaka-1207.

30. FPAB (FAMILY PLANNING ASSOCIATION OF BANGLADESH)
2, Naya Paltan
Dhaka-1000
PO. Box 3174
Dhaka.

31. HEED-BANGLADESH
Plot 19, Block-A
Main Road/Corner Road 6
Mirpur, Section 11, Dhaka
PO. Box 5052
New Market
Dhaka-1205.

32. IP (INTER PARES)
54, Road 3A,
Dhanmondi
Dhaka-1205
PO. Box 311,
Dhaka-1205.

33. MCC (MENNONITE CENTRAL COMMITTEE)
1/1, Block-A
Asad Gate
Mirpur Road,
Mohammadpur
Dhaka-1207.

34. NC-YMCAB (NATIONAL COUNCIL FOR YMCA OF BANGLADESH)
82, Green Road
Tejgaon,
Dhaka.

40A, Road 4A,
Dhanmondi, Dhaka
PO Box 5015
Dhaka-1205.

36. NLC (NEW LIFE CENTRE)
23/10, Khiljee Road
Mohammadpur
Dhaka-1205
PO Box 5005
Dhaka-1205.
37. PROSHIKA -MUK (PROSHIKA MANODIK UNNAYAN KENDRA)
5/2, Iqbal Road
Mohammadpur
Dhaka-1207.
GPO Box 3149
Ramna, Dhaka.
38. RB (RADDA BARNEN)
70 Road 11A,
Dhanmondi
Dhaka-1209
GPO Box 2124
Dhaka-1000.
39. RCEP (REHABILITATION OF CHILDREN THROUGH EDUCATION PROGRAMME)
Section 6, Avenue 4,
Block-6,
Plot 3,
Mirpur,
Dhaka-1216.
40. RCSB (ROYAL COMMONWEALTH SOCIETY FOR THE BLIND)
14, Road 15,
Dhanmondi
Dhaka-1209.
41. RDHCF (RURAL DEVELOPMENT & HEALTH CENTRE FOUNDATION)
12, Nymensingh Road
Dhaka.
42. RDRS (RANGPUR DINAJPUR RURAL SERVICE)
62, Road 7A,
Dhanmondi
Dhaka-1209
GPO Box 618
Dhaka-1000.

43. RAI (RABITAT-AL-ALAN-AL-ISLAM)
(Muslim World League)
14, Road 6,
Dhanmondi
Dhaka-1205.
44. SA (THE SALVATION ARMY)
3/12, Block-B,
Lalmatia
Dhaka-1207.
45. SAP (SOUTH ASIAN PARTNERSHIP - BANGLADESH)
10, Road 5,
Dhanmondi
Dhaka-1205.
46. SC (SAVE THE CHILDREN - USA)
33A, Road 9A,
Dhanmondi,
Dhaka-1209
GPO Box 421
Dhaka-1000.
47. SCF (SAVE THE CHILDREN FUND - UK)
56, Road 16,
Dhanmondi
Dhaka-1209
PO. Box 55,
Dhaka-1209.
48. SGK (SAVAR GONOSHASTHIYA KENDRA)
P.O. Nayarhat
Via-Dhamrai
Dhaka.
GPO Box 2328.
49. GONO SHIKSHALAYA
50. SN (SHAPALA NEER)
7/9, Sir Syed Road
Block-A,
Mohammadpur
Dhaka-1207
GPO Box 332
Dhaka-1000.

51. SOS-CVIB (SOS-CHILDREN'S VILLAGE INTERNATIONAL IN BANGLADESH)
1, Shaymoli
Mirpurroad
Dhaka-1207
GPO Box 546
Dhaka-1000.

52. SUROVI
16, Road 5,
Dhanmondi
Dhaka-1205.

53. TRRD (TECHNICAL ASSISTANCE FOR RURAL DEVELOPMENT)
Anandapur, Savar,
Dhaka.

54. TDH-N (TERRE DES HOMMES - NETHERLANDS)
670/A, Road 11 (New)
Dhanmondi,
Dhaka-1209.

55. TDH-F (TEREE DES HOMES - FRANCE)
51, Siddeswari Lane
Shantinagar,
Dhaka-1217.
GPO Box 527
Dhaka-1000.

56. UCEP (UNDERPRIVILEGED CHILDREN'S EDUCATION PROGRAMME)
Commercial Plot No. 2 & 3
Section 2, Mirpur
Dhaka-1210
GPO Box 482
Dhaka-1000.

57. VERC (VILLAGE EDUCATION RESPUCE CENTRE)
Anandapur (Genda)
Savar,
Dhaka-3802.