

F O R M A T I O N

E D U C A T I O N

N A G E M E N T

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V E L O P M E N T

E D U C A T I O N

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E D U C A T I O N

A I N I N G

E D U C A T I O N

A N A G E M E N T

E D U C A T I O N

F O R M A T I O N

Bangladesh

BRAC

Mid Term Review

Non Formal Education Programme

July - August 2001

Annexes

Bangladesh
BRAC
Mid Term Review
Non Formal Education Programme
July – August 2001

Annexes

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Annex I

ANNEX I

TERMS OF REFERENCE NFPE III MID-TERM REVIEW

Study Objectives:

The purpose of the Mid-Term Review (MTR) to be undertaken in 2001 is to review and evaluate key components, as identified by BRAC and the Donor Consortium, of the NFPE Phase III Project, as well as to make recommendations for improvement.

A team of four consultants shall work in close collaboration with BRAC to undertake the MTR over a period of 20 working days. It is anticipated that the consultants will spend a considerable amount of time in the field in order to undertake the MTR: the field visit sites shall be determined in close consultation with BRAC NFPE staff. Specific tasks to be undertaken and outputs to be produced by the consultant team are outlined below.

Study Results:

Upon arrival in Dhaka, the consultants shall meet with the DC and BRAC in order to review these Terms of Reference, to clarify terms used, and to come to a common understanding of the expected results of this MTR, as well as to discuss generally how the Team will undertake the Review (e.g., sites to visit, stakeholders to consult, methodologies to use, etc.). The consultants shall review the following five components and make recommendations for improvement for each. At the end of the Review, the consultants shall, in collaboration with BRAC, revise the 1998 Project Proposal LFA to incorporate the current reality of the Project (e.g., New Initiatives, the new EDU structure, etc.) into a new LFA. As well, the consultants shall review BRAC's new proposal to the European Commission (referred to as the "Fifth Component") for complementarity with the current Project and make recommendations on how to integrate it into the new LFA.

The consultants shall submit a draft report of their findings to the BRAC DLO by 16 August 2001 and make a presentation to BRAC and the Donor Consortium on 19 August. The DC and BRAC will submit any comments on the draft report by 21 August and a final report shall be submitted to the DLO by 1 September 2001.

Issues to be Studied:

1. Quality Check on Grades 1-3 (NFPE & BEOC)¹:

a) The Classroom:

- Do the consultants recommend any other activities to improve the quality of child-centred learning?
- Is there a mix of appropriate class groupings (pairs, small groups, whole class)?

¹ The Team should take into account the recent study undertaken by BRAC's RED, which concluded that the overall performance of NFPE is decreasing.

- The competencies of the students should be checked in all subjects (i.e., Bengali, Maths, English, Social Science) in key skills areas such as reading, writing, numeracy and comprehension.
- The attendance rate in the schools and the girl/boy ratio in the classroom should be looked at, along with the impact they have on student learning (with a view to improvement, if necessary).

b) The Teachers:

- How effective is the teacher-training programme? How effective are the teacher support mechanisms? (Recommendations to improve both to be made.)
- The teachers' performance in the classroom should be evaluated, particularly in the following areas:
 - Is the teacher using activity-based learning (as prescribed in the curriculum)?
 - What is the quality of the teacher's interaction with the students?
 - Does the teacher cover the curriculum adequately?

c) The Curriculum:

- Does the curriculum cover important subject-based competencies?
- The co-curricular component of the curriculum should be evaluated.
- Is there any room to improve the curriculum so that it better addresses the target group's needs?

d) Head Office:

- The consultants should undertake discussions with the subject-based Pedagogical Unit of the Education Development Unit to determine strengths and weaknesses of the PU, and to make recommendations for improvement.

e) Monitoring and Evaluation:

- What are the current M&E processes? Are they effective? How are they fed back into the programme?

2. ESP Schools:

- The programme design should be reviewed and evaluated. This should include:
 - The type and quality of assistance given to the other NGOs;
 - The NGO selection process;
 - To what extent these interventions have or have not been successful and why;
 - The sustainability of the programme (e.g., How long should the other NGOs be assisted? Would they be able continue their activities without BRAC support?)
- In collaboration with BRAC, the expected outcomes and impacts of the programme should be determined and integrated into the revised LFA. (Please note that, aside from the number of ESP schools to be in operation during each year, no outcomes are noted in the current Phase III LFA.)

3. New Initiatives (only to include APON and Pre-primary):

- For EACH of the three items within this component the programme design and implementation should be reviewed and evaluated. This review should include:

- Programme rationale and planning (i.e., How and to what extent do these new initiatives fit into/contribute to the broader objectives of NFPE Phase III?: Are they relevant for the intended beneficiaries of NFPE III?:
- Impact on adequacy of staff resources, especially at Head Office;
- Linkages with other partners;
- Expected outcomes and impacts;
- Prospects for replication/scaling up;
- The monitoring and evaluation process; and
- Suggestions/recommendations for future directions and improvement.

4. Continuing Education:

- The Continuing Education programme design and implementation should be reviewed and evaluated, including:
 - The system of operation and supervision of the Union libraries and Reading Centres;
 - Expected outcomes and impacts, including the question of usage (i.e., Are the libraries/centres primarily being used to increase access to literacy materials and upkeep of literacy skills, or are other activities subsuming this goal? Check usage by women of reading centres and Union libraries and, if necessary, recommend ways to improve their participation.);
 - The monitoring and evaluation process; and
 - Suggestions/recommendations for future directions and improvement, especially with respect to:
 - Increasing community participation in the Union libraries;
 - The effectiveness of the book selection process for both Union libraries and Reading Centres (i.e., What kind of reading materials are provided? Are these the types of materials that the users find useful/attractive? Is there a good balance of fiction vs. non-fiction? Etc.); and
 - The possibility of keeping Reading Centres in operation past the stipulated 3-year span.
- In addition, the following specific issues should be looked at:
 - The merit of collaborations with government, lifeskills trainings and other interventions taking place in the libraries and reading centres; and
 - How well the Union library Trusts are working and how sustainable they are.

5. BRAC RED Education Research Capacity:

- Recently completed (i.e., since the beginning of Phase III) studies undertaken by BRAC RED should be reviewed to assess the quality of the research, soundness of research methodology, reliability of data, etc.
- The progress/changes at BRAC since the start of NFPE with regard to pedagogical research capacity (i.e., research expertise and skills specific to education) should be evaluated.
- Staff resources and capacity of both RED and the EDU Research Team should be evaluated and recommendations for improvements should be made.

A cross-cutting theme that shall be reviewed is gender equality. Specifically, the consultants shall assess the extent to which gender equality is promoted in the above components. Examples of specific questions to address are:

- Are girls given equal opportunities to actively participate in the classroom as boys?
- Are the teaching tools and the curriculum gender sensitive?
- Do the Reading Centres provide an empowering environment for girls?
- Does RED/EDU have the skills and capacity to conduct gender sensitive research?

Annex II

ANNEX II

BRAC Education Programme (BEP)

Itinerary for Mid Term Review Mission

Date	Time	To meet
July 28	4:30 A.M.	Arrival of Int'l Team members
July 28	7:00-9:00 A.M.	DLO briefing to the Int'l team members
July 28	3:30-7:00 P.M.	DLO briefing to the full team
July 29	10.00 A.M	Briefing at the HO
July 30	8.30-11.00	Program Coordinator, EDU
July 30	11.00-1.00	Curriculum Group
July 30	2.00-3.00	Education Research Group, RED
July 30	3.00-4.00	Director, BEP
July 30	4.00-5.00	EDU Research Group
July 31	9.00-10.00	Program Coordinator, ESP
July 31	10.00-11.00	APON and Reading Centres PC, EDU
July 31	11.00-12.00	Monitoring and Evaluation (EDU)
July 31	2.00-3.30	Director, BEP
July 31	3.30-5.00	PC, Continuing Education Programme
August 1-2	Morning onwards	Full Team Field visit (Comilla: Chandina & Borura Team)
August 4	10.00 A.M	Meeting at the HO
August 5-8	Morning onwards	Sub Team Field visit to Pabna Region Sub Team Field visit to Natore Region
August 9	10.00 A.M	Meeting at the HO
August 9	11.00 A.M.	Curriculum Group
August 9	11.00 A.M.	MIS & Monitoring
August 9	11.00 A.M.	Reading Centres
August 9	12.00 A.M.	EDU Research Group
August 9	12.00 A.M.	Continuing Education
August 9	3.00 A.M.	Presentation by MTR
August 10-11	8:30 onwards	Report Writing
August 12	12:00-12:30 A.M.	Director, Monitoring
August 12	11:00 A.M. onwards	Union Library and Reading Centres
August 12	11.00-1.00 A.M.	QMs and Report Writing
August 14	8:30 A.M. onwards	Report Writing
August 13	10.00 A.M	Director RED and Report Writing
August 15	8:30 A.M. onwards	Report Writing
August 16	2.00 P.M	Completion of preliminary draft report Mini workshop with BEP and Review team
August 17, 18	8:30 A.M. onwards	Completing first draft and Exec. summary
August 19	2.00 P.M	Wrap up of the MTR mission with DPs, BEP
August 20	Monday	Team Leader working on the report
August 20	Afternoon	Team Leader getting feedback on part III of the draft report

August 20	16:30 p.m.	Team Leader & Shireen Lutfunnessa meeting with Mr F.H. Abed, Executive Director, BRAC
August 21	Morning	Wim E. Biervliet, Team Leader, Graham White and Mahmuda Aldeen from the DLO finalising the Report by incorporating suggestions from BRAC
August 22	Morning	Wim E. Biervliet, Team Leader and Graham White and Mahmuda Aldeen- DLO finalizing the report
August 22	Afternoon	Team Leader meeting with the Royal Netherlands Embassy
August 23	Thursday	Team Leader departs
September 1	Saturday	Submission of the Final MTR Report to the DLO by the Team leader.

BRAC Education Programme
Name of Region : Natore
Itinerary for MTR SubTeam
Edwin Bourgeois-Sub Team leader
Shireen Luthfunnessa-Team member
Parveen -BRAC

Date: 05/08/2001

Date	Morning session			Afternoon session		
	Name of the team	Time	Visiting Activities	Name of the team	Time	Visiting Activities
06.08.2001	Lalpur (Gopalpur)	08.30-09.30 9.00-1.00	1) Meeting with POs 2) School visit IV & V	Lalpur	01.00-02.00PM 2.00-05.00PM	Lunch i) APON Training ii) Reading Centre visit
07.08.2001	Natore	8.30am 1.00 am	i) Pre-primary school visit ii) School visit, V iii) ESP school visit	Natore	01.00-2.00 pm 02.00-05.00 pm	Lunch i) Gonokendro Pathagar visit (Jonail)
08.08.01	Natore	08.30-11.00am	Meeting with TL, PO, MT, BT, QM & RM	Pabna TARC	12.00pm	Lunch

Name of Region : Pabna
Itinerary for MTR Sub-team
Wim E. Biervliet- Sub Team leader
Momtaz Jahan- team member
Ariful Islam-BRAC

Date: 04/08/2001

Date	Morning session			Afternoon session		
	Name of the team	Time	Visiting Activities	Name of the team	Time	Visiting Activities
05.08.2001	-	-	-	Pabna TARC	3.00pm 5.00 pm	Basic Teachers training
05.08.2001	-	-	-	Pabna Reional office	06.00-07.00 pm	Discussion o Regional MIS
06.08.2001	Chatmohor	08.30-09.30pm 09.30-1.00pm	Meeting with pos school visit grade IV & V	Chatmohor	01.00-02.00 02.00-05.00	Lunch i) Gonokendro Pathagar ii) Reading Centre
07.08.2001	Pabna	08.30-01.00pm	Pre-primary school visit Grade-IV ESP-III Union library	Pabna	01.00-02.00pm 05.00pm 02.00-05.00pm	Lunch Disession staffs TI, PO. MT, BT and RT
08.08.2001	Regional office (Pabna)	08.30-11.00am	Discussion with RM & QM	Pabna TARC	12.00pm	Lunch

BRAC Education Programme
Name of Region : Comilla
Itinerary for MTR full team, Salimah Kassam, AKFB
Parveen and Ariful Islam, BRAC

Date: 04/08/2001

Date	Morning session			Afternoon session		
	Name of the team	Time	Visiting Activities	Name of the team	Time	Visiting Activities
01.08.2001	Chandina	9.00-1.00pm	-Discussion with POs responsible for schools to be visited - School visit Grade-III Grade-IV Grade-V	Chandina	2.00-5.00 pm	-Visit to Union library at sreemontopur - Reading centre Gobindapur - Meeting with Team staff
02.08.2001	Borura	8.30-11.30	- Pre-primary school visit - ESP school visit - Discussion with ESP supported NGO executive	TARC Comilla	2.30-4.30pm	-Meeting with RM and QM - Checking regional level MIS
	TARC Comilla	11.30-1.30 pm	Observe basic teachers training at Comilla TARC			

Annex III

ANNEX III

DOCUMENTATION CONSULTED

in chronological order, starting from the most recent

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Chowdhury A. Mushtaque R., Choudhury, Rasheda K. & Nath, Samir R. (2001): *Towards Education for All: Lessons from Bangladesh*. In: *Perspectives in Education*, vol. 17 no. 3, Society for Educational Development, India, July 2001, p. 131-150.

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Education Watch Report 2000: Quality of Primary Education in Bangladesh. Draft: only for review, 195 p.

Education Support Program (ESP) Forming Partnership for Education, September 1991 - June 2001. BRAC, Dhaka, June 2001, 42 p.

Monitoring Report Analysis (April-May 2001), BRAC EDU Research and Monitoring, Dhaka, June 2001.

Proposal to the European Commission for Additional Funding for BRAC NFPE phase II programme, June 2001 - May 2004. BRAC, Dhaka, 2001.

BRAC Research 2000. BRAC, Dhaka, June 2001, 118 p.

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BRAC Education Programme progress report, July-December 2000. BRAC, Dhaka, 14 March 2001, 74 p.

Asian Development Bank (2000): *Country Assistance Plan (2001-2003) Bangladesh*. December 2000, 55 p.

EFA 2000 Assessment, Bangladesh Country Report, Part I: Descriptive Section

World Bank (2000): *Bangladesh Education Sector Review*. The World Bank, Washington / The University Press Ltd., Dhaka, 2000.²

² The World Bank Bangladesh Dhaka Office
3A Paribag
Dhaka 1000
Bangladesh
Fax 880 2 8613220

Ryan, Anne & Smith, Bridgid (2000): *BRAC Education Programme (BEP) NFPE phase III (1999-2004) review 1999-2000*. Review mission report, August 2000.

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2. Hadi A (1999). *Textbook distribution programme of BRAC: problems and issues*. Dhaka: Research and Evaluation Division, BRAC.
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- Shahjamal MM (2000). *Causes behind gender difference in mathematics achievement: an exploratory study in BRAC schools* [dissertation under BRAC supervision]. Dhaka: Department of Non-formal Continuing Education, Institute of Education Research, University of Dhaka.

Textbooks for Curriculum Development and Teachers Training

1. Textbooks on Bangla- Grade III to V
 2. Teacher's Guides on Bangla Textbook- Grade III to V
 3. Textbooks on Mathematics- Grade III to V
 4. Teacher's Guides on Maths Textbook- Grade III to V
 5. Textbooks on Social Studies- Grade III to V
 6. Teacher's Guide on Social Studies Textbook- Grade III to V
 7. Textbooks and Teacher's Guides on Science- Grade III to V
 8. Textbooks and Teacher's Guides on English-Grade III to V
 9. Supplementary Reading Materials (including Value Education)- Grade I to III
 10. *Training Programme of TARC*- (12 days Basic Training for newly recruited teachers)
 11. Lesson Plans of Teachers of the schools observed
 12. Checklists on Bangla, English, Maths and Social Studies developed by EDU curriculum groups to supervise teaching-learning process in the classroom
 13. Checklists of Supervisors procured at field level
- Data, figure on Pre-primary, NFPE and BEOC Teacher Training stating present status

Documents for Continuing Education, UL and APON

1. Three Monthly Monitoring Report (January-March 2001), BEP Monitoring Dept, May 2001 (Bangla)
2. Bi-monthly Monitoring Report (May-June), BEP July 2001, Monitoring Dept, BRAC (Bangla)

3. BRAC Education Workplan: The Orientation of Regional POs in the Girls Reading Centres, June 2001 (Bangla)
4. Teen-age Girls and the Gonokendro Pathagar: Report on the Girl's Sub-Committee Experiment in Baniajuri, November 1999-March 2000, BRAC Continuing Education- Lori Palano, AKFC, April 2000
5. Level of Knowledge, Attitude and Skills of Adolescent Leaders and Peer Educators: An Evaluation, BRAC BEP, Nashida Ahmed and Anwara Begum. April 2000
6. Young Voices Design a Program: The BRAC Experience
7. BRAC Education Program Project Proposal (Annex A) (UNICEF/APON Project)

Annex IV

ANNEX IV

TERMS OF REFERENCE

NFPE MID-TERM REVIEW: INPUTS TO THE DIALOGUE

Introduction

The Team for the MTR NFPE III consists of Mr. Wim E. Biervliet (team c-ordinator), Mr. Edwin Bourgeois Mrs Momtaz Jahan and Mrs. Hireen Lutfunnessa.

The team has carefully examined the MTR Terms of Reference and has studied the following key documents:

1. An Appraisal of the Proposal for BRAC's Education Programme: Phase III
2. NFPE Phase III, April 1999-March 2004, Final Version, 29th September 1998 (project document)
3. Basic Education Programme (BEP), Phase III, Review 1999-2000
4. BRAC Education Programme, Progress Report, July-December 2000
5. Proposal to the European Commission for Additional Funding for BRAC NFPE Phase III, June 2001-May 2004
6. World Bank: Project Appraisal Document for a primary Education development Project (PEDP), March 5, 1998 (Report No: 17271-BD)
7. Education Watch Report: Hope not Complacency.
8. EFA 2000 Assessment: Country Reports, Bangladesh

Through examining these key documents general insights could be obtained with regard to most of the items to be studied with a notable exception for Monitoring & Evaluation processes, procedures and formats.

As a first very general input to the planned review of the TOR with DC and BRAC on July 29, 2001, the team is presenting its first reflections on ways and means of operationalising the TOR into a Workplan.

This is substantiated through a general multi-pronged approach, five data sheets which when completed would provide the team with skeleton MTR data with regard to the degree to which NFPE III objectives have been achieved and planned activities implemented.

The following sheets are presented:

SHEET I: MTR COVERAGE

SHEET II: STATUS OF NFPE IMPLEMENTATION AT MID-TERM (vis a vis prodop outputs)

SHEET III: ACTIVITIES RELATED TO CURRICULUM AND MATERIAL DEVELOPMENT

SHEET IV: LIST OF ACTIVITIES RELATED TO TRAINING

SHEET V: ACTIVITIES RELATED TO RESEARCH AND EVALUATION

I. MTR Terms of Reference

Suggested approach:

The team suggests a multi- pronged approach:

- Determine scope and expected outputs related to the TOR items
- Revisit Appraisal Recommendations
- Revisit LFA
- Determine cumulative achievements with regard to key objectives
- Identify gaps /constraints in cumulative achievements
- Examine studies /documents by RED/EDU
- Review proposal to the European Commission
- In-depth discussion with Head Office Divisions/Units
- Select field sites (contrasts, e.g. high achievers/low achievers; village, thana, district)
- Focused field visit with clear data collection formats
- Feedback reporting in stakeholder workshop (August 16, 2001)
- Collaborative work with BRAC on LFA
- Draft report presented to BRAC and Donor Consortium (August 19,2001)
- Final report submitted to DLO by 1 September 2001

SHEET I: MTR COVERAGE

COMPONENTS	COVERED (item no)	REMARKS
NFPE schools		
BEOC		
ESP		
Grade IV and V		
Schools for Hard to Reach Children		
Permanent primary schools		
Pre-primary		
Laboratory Schools		
Community Schools		
Adult Literacy Centres		
Craft training in libraries		
Initial teacher training		
Refresher teacher training		
Staff training (local and overseas)		
Training of Quality Managers		
Master trainer training		
Resource teacher training		
Tarc training courses		
Research and Evaluation		
Monitoring		
EDU		
Curriculum/learning materials		
CLIP(Chandina Learning Improvement project)		
IRI		
APON		
SATs-Learner Assessment		
Grade IV and V primers		
Union Libraries		
Reading centres		
SMCs		

SHEET II.: STATUS OF NFPE IMPLEMENTATION AT MID-TERM (vis a vis prodoc outputs)

COMPONENT/ITEM	TARGET	ACHIEVEMENT	% Remarks
1. Children reached (60% girls)	2.402.277		
Quality improvement in curriculum/teacher-staff training			
2. New teachers trained	29,601		
3. Master trainers trained (in each NFPE area?)	400		
4. Teachers in monthly refresher	34000		
5. Training days NFPE for teachers in school cycle	Each teacher 100 days		
6. Teachers trained on Maths and English	46,979		
7. Courses on Primary Education attended	QMs TARC trainers MTs RTs Teachers		
Quality Improvement through revision, development of learning materials and introduction of new initiatives			
8. Revisions in existing subject areas: activity based enjoyable (2004)	All existing subject areas		
9. Clip materials developed and mainstreamed (2002).			
10. IRI materials revised and mainstreamed (2001)			
11. Supplementary materials for grade IV and V developed and completed (2001)			
12. AVA developed for refresher courses based on MT training (2002)	Math English Social Studies Language		
Continuing education expanded catering to adults of the community as well as NFPE graduates who have very little access to literacy materials.			
13. New Union Libraries opened by March 2004	500		
14. New Reading Centres opened by March 2004	10,000		
15. New members in Union libraries (400 each) and Reading Centres (30 each) by March 2004	500,000		
16. Life skill training attended in Reading Centres by March 2004	68000		

II. Issues to be studied

TOR Item 1: Quality checks on Grades 1-3 (NFPE & BEOC. Reason for restriction to Grades 1-3 (emphasis on quality)

The Phase III programme presents 2 significant differences from Phase II related to quality
Creation of an in-house unit for developing pedagogical and evaluative capacity;

Significant operational changes through a decentralization of quality management to field level.

Revisiting the Appraisal Mission on Quality:

Management decisions for developing quality components:

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

Key areas for quality improvement in phase III:

- Material development in support of formal textbooks and curriculum
- Interactive learning materials
- Training of teachers to support learning in a flexible and creative way
- Trainers with communication, flexible, creative competencies and who understand children's learning
- New materials in support of the development of NFPE into grade IV and V
- Training of teachers for this expansion

a) The Classroom

c) The Curriculum

a) The Classroom: (Final Terms of Reference Items)
• Do the consultants recommend any other activities to improve the quality of child-centered learning? • Is there a mix of appropriate class groupings (pairs, small groups, whole class)? • The competencies of the students should be checked in all subjects (i.e., Bengali, math's, English, social science) in key skills areas such as reading, writing, numeracy and comprehension. • The attendance rate in the schools and the girl/boy ratio in the classroom should be looked at, along with the impact they have on student learning (with a view to improvement, if necessary).

e) The Curriculum; (final Terms of Reference items)

- Does the curriculum cover important subject-based competencies?
- The co-curricular component of the curriculum should be evaluated.
- Is there any room to improve the curriculum so that it better addresses the target group's needs?

Examine research studies:

"Basic Competencies of the Graduates of BRAC's Non-Formal Schools" : Levels and Trends from 1995 to 1999 by *Samir R. Nath, Research Statistician, RED, BRAC*

"Continuation of BRAC Non-Formal School Graduates of 1995 in Formal School Education" *Samir R. Nath Research Statistician, RED, BRAC*

"An Evaluation of Primary Text Materials in Terms of the Coverage of Graded Attainable Terminal Competencies" *Md. Abul Kalam (Staff Sociologist, RED) and Sanat K. Ghosh (Consultant, RED)*

Results of the Standardized Achievement Test (SAT) that took Place in January 2000 (RED responsibility or EDU)

Insights originating from the learner achievement test for mathematics developed by EDU in collaboration with RED.

Assessment of Basic Competencies (ABC test) is a curriculum independent test. It was designed to provide an estimate of the achievement of basic education, irrespective of attendance in school and **does not provide an assessment on the basis of 53 terminal competencies expected in five years primary school cycle.**

Another outcome indicator is the progression rate from primary to the secondary level. Compared to primary, the enrolment in secondary schools is a poor 19%; 25% for boys and 13% for girls (Haq and haq, 1998)

Of the 11-12 age children 29.6% satisfied the minimum levels in all four competency areas, reading, writing, numeracy and life skills. Urban children (48.4%) did significantly better than rural children (26.5%)

Achievement in terms of literacy (ABC minus life skills) led to a higher proportion (42.5%) passed. (See: Education Watch: Hope not Complacency)

a) *The classroom*

b) *The teachers*

b) The Teachers:

- How effective is the teacher-training programme? How effective are the teacher support mechanisms? (Recommendations to improve both to be made.)
- The teachers' performance in the classroom should be evaluated, particularly in the following areas:
 - Is the teacher using activity-based learning (as prescribed in the curriculum)?
 - What is the quality of the teacher's interaction with the students?
 - Does the teacher cover the curriculum adequately?

Revisiting the appraisal mission:

- -Teacher certification

Is teacher support by way of MTs, BTs and supervisory staff fully in place?

What kind of on-going support to teachers by way of field staff visits to the classroom is being provided (what frequency, which approaches). Support to activity-based learning; classroom interactions, lesson planning, continuous assessment. Role and functioning of Resource Teachers

Are Teacher Guides and supplementary materials in key subjects being developed and provided and in how far do these diminish the gap between the government textbook and previous BEP materials.

Targets and achievements related to:

New teachers' training; Orientation courses for new teachers; teachers training: for Grade IV teachers; Refresher Course: all teachers (one day training); Refresher Course (six days at the end of Grade I)

c) Curriculum

c) The Curriculum:

- Does the curriculum cover important subject-based competencies?
- The co-curricular component of the curriculum should be evaluated.
- Is there any room to improve the curriculum so that it better addresses the target group's needs?

d) Head Office-Pedagogical Unit of Education Development Unit

d) Head Office:

- The consultants should undertake discussions with the subject-based Pedagogical Unit of the Education Development Unit to determine strengths and weaknesses of the PU, and to make recommendations for improvement.

Basis EDU Organigram and Information Flow model

Revisiting the Appraisal:

- A detailed outline to be provided of training and research support to be provided by EDU to NFPE and how it enhances Phase III education program.
- -Impact a participative pedagogical focus would have on EDUs research approach- difference with RED
- -integration of research and evaluation by EDU to be spelled out clearly in the proposal
-

-Staffing

-Development Plans vis a vis BRAC curriculum

-BRAC Curriculum vis a vis NCBT curriculum (convergence between terminal competencies

-Shifts in core group mandates

-Role of EDU in formative curriculum evaluation and monitoring progress

-How to substantiate the quality remit

-Pedagogic Unit (EDU) staff versus Quality Managers,

-Pedagogic Unit versus RED and EDU research unit related to pedagogical research

Outreach towards MTs and BTs (training model)

NFPE III Mid-Term Review 2001

- Double MTs
- Competency requirements
- Gaps in competencies/staff development
- Performance based approaches

SHEET III: Activities related to Curriculum and material Development

ACTIVITIES	STATUS REMARKS
Year I (April 1999-March 2000)	
-CLIP materials developed	
=Revisions made related to IRI	
-Supplementary materials for Grades IV and V developed	
-AVA developed for refresher course on Math and English	
-CHT curriculum designed and developed	
Year II April 2000-March 2001)	
CLIP materials to continue	
IRI materials finalised for NFPE mainstreaming	
Health curriculum revised	
Supplementary materials for Grade IV finalised; for Grade V to continue	
CHT curriculum finalised	
Year III April 2001 to March 2002	
CLIP materials developed for NFPE mainstream	
IRI support function to NFPE mainstream	
Supplementary materials for Grade V finalised	
AV materials developed for refresher courses on language and social studies based on training of MTs	
Additional materials in Social Studies and math developed	
Materials based on life skills developed for BEOC schools and Reading Centres	
Storybooks developed for adolescents issues such as importance of birth registration delayed marriage included	
AV materials developed to make parents meetings more active	

SHEET IV: List of Activities related to training

Year I	
Training on PRA methodologies for Material developers, QMs, supervisory staff	
Training of RTs for MTs in Social Studies to continue	
Training of RTs and other staff related to developing MTs in language to start	
Year II	
Course on Primary Education for Material Developers, QMs, TARC trainers	
Training on Assessment Tools developed for Material developers, QMs, teachers, RTs, MTs	
Training on PRA methods to continue for supervisory staff, RTs and teachers	
Aspects of GQAL incorporated for teacher training courses and handed over to NFPE management	
Year III	
Courses on primary education developed for RTs and/or MTs	
Training course on assessment tools to continue for RTs, supervisory staff and teachers	
Training on PRA methods to continue for RTs and Teachers	
Training on New developments related to teaching of math, language, social studies for material developers, QMs	
Training on supplementary materials provided to QMs, MTs and RTs	
Training adolescents on material production, books, journals for the community	

e)Monitoring and Evaluation

e)Monitoring and Evaluation:

- What are the current M&E processes? Are they effective? How are they fed back into the programme?

Revisiting the Appraisal Report:

- -BRACs plans and efforts regarding improving the quality of monitoring/research evaluation of pedagogical issues
 - Examine monitoring reports
 - Examine monitoring formats, procedures, data inputs, standard table formats, levels of aggregation and disaggregation

2-ESP Schools:

- The programme design should be reviewed and evaluated. This should include:
 - The type and quality of assistance given to the other NGOs;
 - The NGO selection process;
 - To what extent these interventions have or have not been successful and why;
 - The sustainability of the programme (e.g., How long should the other NGOs be assisted? Would they be able continue their activities without BRAC support?)
- In collaboration with BRAC, the expected outcomes and impacts of the programme should be determined and integrated into the revised LFA. (Please note that, aside from the number of ESP schools to be in operation during each year, no outcomes are noted in the current Phase III LFA.)

“Additionally a large research project on curriculum development is presently in the analysis stage after piloting and will be scaled up to look at potential areas for quality curriculum development. The research group in EDU is undertaking this with the technical assistance of Manchester University and two members of the RED group. The final report will be available in March 2001. Is the final report available and what are the implications for model of and approaches towards curriculum development.

3 APON and Pre-primary

3-1. New Initiatives (only to include APON and Pre-primary):

- For EACH of the three items within this component the programme design and implementation should be reviewed and evaluated. This review should include:
 - Programme rationale and planning (i.e., How and to what extent do these new initiatives fit into/contribute to the broader objectives of NFPE Phase III? Are they relevant for the intended beneficiaries of NFPE III?);
 - Impact on/adequacy of staff resources, especially at Head Office;
 - Linkages with other partners;
 - Expected outcomes and impacts;
 - Prospects for replication/scaling up;
 - The monitoring and evaluation process; and
 - Suggestions/recommendations for future directions and improvement.

APON

- Outline of the target group
- Roles and competencies of Adolescent leaders and peer educators
- Effectiveness of cascade training approach opted for (adolescent leader being trained by the PO; adolescent leader training Peer educators)
- Training of APON leaders for gainful skills

Targets/achievements

Pre-primary

- Actual coverage
- Experience with BRAC graduates as teachers
- Initial experience of influence on dropouts

4. Continuing Education

4. Continuing Education:

- The Continuing Education programme design and implementation should be reviewed and evaluated, including:
 - The system of operation and supervision of the Union libraries and Reading Centres;
 - Expected outcomes and impacts, including the question of usage (i.e., Are the libraries/centres primarily being used to increase access to literacy materials and upkeep of literacy skills, or are other activities subsuming this goal? Check usage by women of reading centres and Union libraries and, if necessary, recommend ways to improve their participation.);
 - The monitoring and evaluation process; and
 - Suggestions/recommendations for future directions and improvement, especially with respect to:
 - Increasing community participation in the Union libraries;
 - The effectiveness of the book selection process for both Union libraries and Reading Centres (i.e., what kind of reading materials are provided? Are these the types of materials that the users find useful/attractive? Is there a good balance of fiction vs. non-fiction? Etc.); and
 - The possibility of keeping Reading Centres in operation past the stipulated 3-year span.
- In addition, the following specific issues should be looked at:
 - The merit of collaborations with government, life skills trainings and other interventions taking place in the libraries and reading centres; and
 - How well the Union library Trusts are working and how sustainable they are.

Revisiting the Appraisal report:

- Framework for certification
 - Status of establishing reading centres and their role in imparting training
 - Status of establishing Union Libraries and membership growth.
 - Role and responsibilities of POs and Area Education Managers (CEs)
- Examine the study:

Assessing Operational Status of BRAC *Gonokendra Pathagar* (Union Library)"by *Kaisar A. Khan, Senior Staff Sociologist, RED, BRAC*

5Brac Red education Research capacity

5.1 BRAC RED Education Research Capacity:

- Recently completed (i.e., since the beginning of Phase III) studies undertaken by BRAC RED should be reviewed to assess the quality of the research, soundness of research methodology, reliability of data, etc.
- The progress/changes at BRAC since the start of NFPE with regard to pedagogical research capacity (i.e., research expertise and skills specific to education) should be evaluated.
- Staff resources and capacity of both RED and the EDU Research Team should be evaluated and recommendations for improvements should be made.

Revisiting the Appraisal Mission:

- RED used to be central in research; capacity to produce qualitative research is limited as well as in process e evaluation. EDU will integrate research and evaluation with the development of primary education expertise. Need for feedback mechanisms
 - Need for focussed quality training in pedagogical research and evaluation for a sufficient number of people to be able to implement and train at area level
- Research capacity building requires:
- Staffing implications at TARC and area level
 - Way participatory evaluation will enable quality feedback from grassroots level
- Integration of research and evaluation into EDU to be clearly spelled out in the proposal.

SHEET V: Activities related to research and evaluation

Year I	
Evaluation related to training of MTs to continue	
Effectiveness study of new Social Studies curriculum	
Culturally acceptability and effectiveness of activity based primers	
Math learning outcomes; teacher perception; relevance to BEOC schools/reading centres	
Community perception of BRAC pre-schools	
Modalities for BEOC students promoting birth registration	
Parental involvement and functioning of SMC	
Year II	
Performance of NFPE students in Grades IV and V	
Can teachers cope with demands of Grade IV and V	
Perception of MTs by non MTs	
Perception of Teachers of MTs	
Value education for urban and rural children	
Use of co-curricular activities for subject teaching	
Evaluation of CLE books and materials	
Year III	
Competency requirements of adolescent girl Community health workers	
Degree of system decentralisation in terms of quality	
Impact of QM	
Use of assessment competencies by teachers, RTs and MTs	
Role of teachers in enhancing parental involvement in school management	
Involvement of women in cultural activities of union Libraries	
Role of teacher in problem management of special need adolescents	
Approach of teachers to children with physical/mental handicap	
Parental perceptions of school curriculum	

6. Gender dimensions

A crosscutting theme that shall be reviewed is gender equality. Specifically, the consultants shall assess the extent to which gender equality is promoted in the above components. Examples of specific questions to address are:

- Are girls given equal opportunities to actively participate in the classroom as boys?
- Are the teaching tools and the curriculum gender sensitive?
- Do the Reading Centres provide an empowering environment for girls?
- Does RED/EDU have the skills and capacity to conduct gender sensitive research?

7. Review of new proposal to the European Commission

New LFA, the consultants shall review BRAC's new proposal to the European Commission (referred to as the "Fifth Component") for complementarity with the current Project and make recommendations on how to integrate it into the LFA

This proposal has according to the MTR team a strong relationship to the emerging GoB policy framework for primary education as embedded in the Primary Education development Project (PEDP).

PEDP fosters a comprehensive teacher development program that allows all serving teachers the opportunity to gain a Certificate in education (through PTIs). This certificate will be part of an accreditation scheme making all these teachers eligible to a salary equal to the Government base salary. All primary schools will be required to implement the national curriculum -registration/accreditation criteria will be adjusted over the program period to reflect required teacher qualifications and schools accountability for student and teacher performance. Registered/accredited NGO schools will receive subventions for teachers based on schools meeting accreditation criteria. Govt will register NGO schools on the basis of no other school within 2 kilometers, a minimum of 150 students and a minimum population of 2000 and the ability to provide a minimum of four teachers.

Within the strategy the roles of TEOs, ATEOs and TRCs (Pilot Thana resource centers) will change to focus on academic supervision activities and sub-cluster training. They will also serve as training centres for teachers, head teachers and SMC members, and for IDEAL project activities.

PEDP in the long run may influence the NFPE program, GOB –BRAC collaboration and finding quality and poverty niches which may remain or become crucial in BRACs service provision.

The Proposal to the European Commission for additional support to NFPE III covers: justification for the BRAC NFPE programme to remain at the original level of 34000 schools and 1.1 million students.

- to effectively target drop outs and students that cannot enroll in the government system
- approaches to transfer BRAC knowledge and best practices to the Government

Existing modalities of BRAC goB collaboration:

- With DNFE adult education programme
- With UNICEF on Hard to Reach children (HTR)
- Running of Community Schools (commissioned by GOB; BRAC implementing Agency)

- Pre-schools
- Grade IV and V following the GoB curriculum and NCBT textbooks

The project proposal has a dual approach of maintaining NFPE scope of intervention at the presnet level and exploring new approaches to GoB-BRAC relationship which may assist BRAC in future to accommodate a decrease in NFPE with new emerging types of services aiming at improving quality of interventions at sub-district and school level and actering for advocacy and providing a resource base to the overall primary sector in Bangladesh .

This is to be achieved by three sets of activities:

Strengthening the Capacity of existing TRCs through::

- providing additional staff with a team of 6 plus a monitor
- running workshops with TEOs, ATEOs, UP Chairs, Community leaders, head teachers and teachers with facilitation by BRAC
- improving training and library materials
- setting up a small IT facility in every TRC with 2 computers and educational CD-ROMs
- Enhancing an adequate relationship between activities at Thana level and the BRACs EDU through an increase EDU HO office staff with 5-6 specialists forming a new team called Support Team

Information and advocacy aimed at MPs, GoB officials and Community leaders(good governance)

Advocacy to development partners (DPs);to mobilise NGO resources for primary sub-sector improvement

BRAC proposes:

- to formulate a research workplan(collaborative-user based formats of presnetation)
- workshops based on those studies (based on experiences with Education atch; needs for Public Expenditure Review in Education) with involvement of internationally reknowm researchers

In reviewing the BRAC proposal it should be clarified whether this should involve an assessment of NGO niches within PEDP.

The MTR in itself does not concentrate on GoB-BRAC relationship and does not cover specifically existing programs of collaboration such as the Hard to Reach schools and the Community Schools

WEB/The Hague/25-07-01

Annex V

ANNEX V

School Observations (part)

Classroom Observations

Surpur BRAC Schools

Classes - III, IV & V

Teacher: Joytsna Akter

Boys: 12, Girls - 21

Age: 6/7 - 10/12 years

The team visited Surpur BRAC school and observed class III. The children's age was ranging from 6/7 -10, some were twelve also. The subject of the teaching was creative writing. The students were choosing themes according to their wish.

On the day of the visit, the attendance was 100% and the teacher, supervisor were present. The visit was pre-scheduled.

Classroom environment : The classroom had quite sufficient air and light. The children were seated in a circle, had space though not much, but enough to do movement required to dance and group work. The room was quite clean and few wall hangings were there. The basic T/L equipment - blackboard was there.

Teachers: The teacher appeared quite confident although she was not calling children by name. She was calling () But in spite of that good rapport was sensed among teacher and children. was giving clear instruction, she know what she was to teach. She organized classes when children worked individually

She had lesson plan identifying 3 steps - objectives, T/L methods as of T. guide and assessment procedures- the short, questions especially. She attended individual child, checked exercise books on the assignment- creative writing.

At one point the teacher was requested to give some sums to the children to do based on their class competencies. Sums were written on the blackboard. The children did those on their individual slate. While finished teacher did the sums on the blackboard asking children to tell the mechanism of solving those subtraction and one multiplication. They participated very actively in the process.

The teacher was interested to let the children solve some mental arithmetic's. These were old ones, so most of them could do except 1/2 children who might be bewildered by the presence of visitors.

The teacher was not found to appreciate the children or praise the children for their good performance. Moreover, no rebukes or punishment were seen in the classroom.

Students: 100% were present on the day of visit. They were quite clean and happy. Most of them were confident, were willing to take part in activities. Children enjoyed their learning. They worked in groups and did individual assignment. All of them participated in dancing and singing actively and they enjoyed them. They used 'bookish' some kind of artificial language rather than their spontaneous own dialect while they were answering or instructing the group to do some activity.

The written exercises books observed had some mistakes which was not known that they were corrected later (Bangla & English) .

No learning materials other than text were seen in use.

School Observation
BRAC School Rampur BRAC School
Class IV
Teacher: Bira Acharya
Boys- 9, Girls -23,
Age range - 8- 12/13 year
Session - Maths.

Classroom Environment: It had sufficient air, light was moderate, quite sufficient space it had to move around. All the children could sit although a bit crowded. The classroom was clean and few charts were there and it had a blackboard.

Teacher & Students: Teacher was teaching maths as regular subject. So the team asked to give children some multiplications and divisions to do changing the numbers on the blackboard. Children did them on their slates. After completion, teacher did the sums asking children's help in doing them. It found all of the children know the rules.

Then, the children read from their texts (old lesson) Bangla one by one. Most of them could read correctly. They were given some words to write -the teacher pronounced, children wrote. Most of the children could write words with correct spelling except a few, in conjunct letters, found difficulty. Students were found quite confident, teacher, was a bit less confident.

Eye contact, calling by name was not much. The questions asked were monotonous, because those were from texts they already knew. So they replied in chorus.

100% children were present and they were clean, happy and confident. While they were working individually, some helped weak and dependent, so helping peers should be training them on skills, process of doing things, not the studies itself. The children wanted to do dancing and singing, so the teacher followed their desire and the visitors had an opportunity to see the glimpse of joyful co-curricular activities.

The teacher had lesson plans as of T. guide given to them and both teachers and students had textbooks and exercise books. The children were enthusiastic to answer questions asked by teacher. Except textbooks, children were not using any other materials.

Children were eager to read English, so they were given chance to read. They had obvious difficulty in pronunciation and spelling.

School Observation
BRAC School Etbarpur BRAC School -8
Class V,
Boys- 13, Girls - 19, Age-range 10-12 year
Session - English

Teacher- Saleha Begum

School Environment : It was moderately lighted , enough space to move, had sufficient seats although a bit crowded. The room was clean with a number of wall charts, students drawings and had a blackboard.

Teacher & Students Performance : Teacher was moderately confident and was not always very clear about the competencies of English question from the text, she was unable to reply. But she knows the classroom management through group work, pair work, whole class activities. She received all teacher trainings. She is an old teacher.

She was also asked to give some sums changing numbers to children from textbooks on the blackboard. She did. The children could do the sums she gave.

As the class was terminal, so the team wanted to see what was the level of children's Bangla language skills. They were given parts of reading from their old lessons and to write five sentences on "why do they like their school" . They could write well except a number (8-10) who copied same sentences of their nearby peers. So , sometimes peer help actually turns into copying only and no help indeed.

But the children were so confident and happy that they were very eager to show their expertise and capacities, in reading , in writing, in English writing and reading and dancing and singing , especially.

Assessment followed questions of textbooks, T. guides as the teachers were trained on them. So, in a way, teachers were following what they were taught in T. training.

Classroom observation
Mathurapur School - 'A' grade
Charmohor, Pabna
Class V
Teacher: Mahbuba Jahan
Boys 14, Girls - 17

6/8/2001

Classroom Environment: It was moderately lighted and air was also moderate. Children had seats but not much room to move freely. They were clean. The classroom had few paper wall hangings and few charts (creative writing).

Teacher - She was speaking very fast. She is a SSC, had Basic tr. refresher's tr. She is doing 2nd cycle. No sign of use of blackboard. She was aware of each student's abilities. She was confident and used songs, dances, rhymes. She had textbooks and t. guides and lesson plan.

Students - The team tested:

Bangla reading - Most of the children read well, only few had difficulty with conjunct words.

Writing a letter on spending vacation in grand father's house to a friend.

Found: Too much copying, same event, same sentence, same happenings were found in the letter written by groups, Nearly 4 types of event with sentence construction were found in 4 groups.

Maths test: Saral changing numbers. Children could do the sums, it was from their current lesson.

Checked Exercise Khatas : Sentence, spelling had some difficulties, some were very good, but some had mistakes while copying from books.

*** Creative Writing -** while asked, children told that they do it copying from books.

So, creative writing, the meaning and teaching of this need attention and care from curr. specialists.

Assessment - Tests were used mostly from textbooks or lesson plan.

From curr. groups to teachers, they require special training on test making in order to measure different competencies.

Classroom Observation

7/8/2001

Kismat Pratappur BRAC School

Teacher: Arifa Sultana

Boys - 9, Girls - 24, (age - 8-12)

Class IV

Classroom Environment : The classroom has similar structure, air and light were moderate a little bit crowded room having little room to move freely, students had their own seats, quite clean. Some paper hangings and pieces of creative writing were on the walls. A blackboard was there, no sign of use . They were sitting in circle.

Teacher: She is an SSC and Basic Tr. refresher tr. She had copies of all textbooks and teacher guides. She was doing creative writing, which children most probably did earlier. She had lesson plans with her. She is an old teacher.

Students - The team checked :

Bangla - to write a letter to a friend on the marriage ceremony of her his aunt attended recently. (4-5 lines).

Findings - * groups of children wrote same thing, in same language, described same event. some invited friend to attend.

language written was heavily influenced by local dialect.

Spelling , sentence making had mistakes.

Maths test: Division changing numbers. **Findings:** Children could do the sums, they memorized number tables very well.

The Team Checked exercise books - (khata).

Findings - similar mistakes - in sentence construction, spelling and influence of local dialect were found.

Reading from Bangla - 30%-35% had difficulty in reading, pronunciation, pause.

Assesment by Teacher - Ask questions orally answer most of the time in chorus, sometimes individually. Writing exercise was to be individual, but helping each other in reading, writing, is obstructing individual learner's learning ability, or the weaker one very soon become dependent on stronger one for reading and writing.

Reflections: So grouping, leaders role, sometimes are acting to reduce weaker children's ability to enhance their growth.

Moreover, the copying is so common in the school system all over the country that while the children were given tests, neighbouring high school students parents came around the classroom and were trying to tell the answers from outside. This has impact on children too.

Annex VI

ANNEX VI

Field visits to Pabna and Natore

The teams will be split in two sub-teams arranging for meeting the requirements of the terms of reference at two different locations.

They will follow (if possible) a similar methodology and scope of interviews, observation and data collection. Of course this is subject to conditions while in the field which we cannot control. We can only try. The TOR and our Comments can be seen as guiding devices (plus experiences based on our Comilla field visit). Anyway, all things are fully depending on the degree to which the BRAC representatives in the team Arief Islam and Parvin can guide us and the Regional teams (which proved to be so instrumental in Comilla)

Attempts will be made to achieve the following:

Getting access to information available at the Office of the Regional Manager at the start of the visit (minimum half day in RM/TiC office)

The following can be attempted to:

What are the basic processed data available(not raw data but standard tables) in the RM office(MIS type of data: enrolment, retention, attendance, drop out, learning achievement.: completion and progression to grade 6; training planning and training implemented so far in the third phase). Emphasis on what is available to be used rather than creation of new tables.

Meeting with POs of the schools to be visited: Information about schools based on POs supervision reports (general trends); observation checklist; school grading; village survey Graduate follow-up checklist; where are the high schools which accommodate many NFP graduates

Visiting 3 NFPE schools (use class observation format: apply small achievement tests; check attendance register; check latest learner assessment in Bangla, Math, Science, social science and if applicable English). Follow approach and instruments developed by Momtaz Jahan.

The following criteria will be applied in selecting the schools:

By grade: (1 class 3, 1 class 4, 1 class 5) combined with the following criteria:

Teacher quality: One school is a BT teacher school.

School performance: By preference one school to be visited to be a grade C.

School experience: By preference two schools visited to be second cycle schools.

Visit 1 pre-primary school (see 2)

ESP schools (meet with ESP PO and be briefed on overall ESP coverage; no. of NGOs; problems; stopped support etc)Have meeting in ESP NGO office (30 minutes) followed by visit to one ESP school (see 2);

technical/financial assistance; number of schools covered by BRAC/ESP; other NFP schools through other NGOs (e.g. Proshika, own financing; approaches towards monitoring(PO-BRACs monitoring); teacher qualifications and conditions of services

Visit one Union Library selected ; between the teams one still in the stage of thrust formation; one already fully operational. Select also based on insight into possible former BRAC students enrolled.

In interview follow approach of Shireen Lutfunessa.

Try to organize small meeting with former BRAC graduates (collect information on number of former BRAC students by gender and grade; number of BRAC schools delivering those secondary education students; stipend girls). Check with alumni record

Visit one Reading Centre (between the teams; one which is still in the formation phase, BEOC being still operational), the other already formed.

Meeting with TiC, MT, PO/PA, RT, BT. Elaborate on Comilla field experience. Concentrate on teacher support related to lesson planning (including demonstrations); assessment (continuous, link between scores and school grading); grouping and slow learners. At least RTs should also be involved we did not meet them so far. Emphasize, monthly refreshers, supervision reports, meetings with QMs, MTs); specific responsibilities of the different categories. It is not clear what specific responsibilities the different categories of staff have and what they are exactly doing.

Observation during basic training of new teachers/ refresher training: again on points stressed in item 7. Follow the Comilla example.

Meeting with RM, QM.

Annex VII

ANNEX VII

BRAC NFPE School Observation guidelines (MTR instrument)

General:

Check with PO school register on:

Compare enrolment this year with enrolment two years ago (class 3 school); three years ago (class 4 and class 5 schools)

Identify (drop-outs/early school leavers) and ask for reasons

Check on new enrolments, if any

Check attendance register and register actual attendance(by gender)

Ask for POs school supervision report and examine observations made (observation checklist; reports prepared)

Check availability of results on tests and examinations over the years (SAT, monitoring visits).
Examine results

Has the school 6 windows and is it of the required minimum size

Classroom Environment:

Sufficient air & light

Sufficient space to move

Sufficient seats to sit

Clean & attractive

Blackboard

Seating arrangement: in rows, in groups, in circle

Grouping by gender/age/performance

Attractiveness classroom: charts, drawings(students) at eye level; learning materials and books accessible to students and showing signs of use

Teachers:

1. Teacher is punctual

2. Teacher talks too much

Teacher talks when necessary

Teacher uses games and activities

Teacher uses own examples and explanations

Teacher works in groups

Teacher works in pairs

Teacher works with whole class
Teacher knows the subject matter / competencies
Teacher is confident
Teacher rebukes/punishes some children
Teacher uses songs /dances/rhymes
Teacher assesses children

Check teacher profile (qualifications, gender, age) and training received during school cycle so far.

Has teacher a copy of all textbooks and teacher guides

Is the teacher following lesson plan and are lesson plans available of some days before

If class 4 or 5: existing teacher or new teacher

Use of blackboard and aids

Knows and calls students by name

Uses individual eye contact

Asks students questions

Praises good response; stimulates students

Is aware of achievement level of students

Allows children to express themselves (patient and considerate)

Students:

80-90 % children are present
Children are clean
Children look happy
Children are confident (80%)
Children enjoy teaching/lesson
Children work in groups
Children work pairs
Children work independently
Children participate in t/l process
Children do games /activities
Children sing/dance/recite
Children understand concepts/skills/competencies
Children ask questions
Children reply to questions asked
Children use own words/languages while answering

Do all students have textbooks , learning materials and writing materials

Do students work together and help each other

Is the atmosphere relaxed and do students look up while answering questions

Do students initiate activities (raising hands, asking questions)

Do students answer questions with confidence and in full sentences

Are students engaged in whatever activities going on

Annex VIII

BRAC's Education Programme

As of June – 2001

Annexure - 8

Set A : School & Learners' information in phase III

- 1.1 BEP Coverage as of June 2001
- 1.2 Schools operating, opening & closing during June 99 - June 2001
- 1.3 Course completed schools, graduates & admission into formal schools in phase III
- 1.4 Ongoing schools as of June, 2001
- 1.5 Class wise school & learner as of June, 2001
- 1.6 Contact hours in NFPE and formal school

Set B : School & Learners' information 1985 to June, 2001

- 2.1 Information on schools opened, course completed & ongoing schools (1985 to June, 2001)
- 2.2 Information about course completed schools, graduates & students admitted into formal school (1998 to June,2001)

Set C : Teachers' information

- 3.1 Existing Teachers Qualification
- 3.2 Teachers drop-out in phase III

Set D : Staff information

- 4.1 Staff position as of June, 2001

Graph : Information of dropout students having completed NFPE full cycle & 3 years during January – March, 2001

BRAC's Education Programme**Table : 1.1: BEP Coverage as of June 2001**

No. of Regional office	No. of Team Office	No. of Thana in the country	No. of Thana covered by BEP	No. of District in the country	No. of District covered by BEP
1	2	3	4	5	6
32	467	496 *	381 (76.8%)	64	64 (100.0%)

* Source : Statistical Pocket Book of Bangladesh 1988, Bangladesh Bureau of statistics, Statistics Division, Ministry of Planning, Government of the peoples Republic of Bangladesh, June 1999.

Table: 1.2 : Schools operating, opening & closing during June 99-June 2001

Particular		School type	No. of schools	Learners		
				Boys	Girls (%)	Total
Operating schools as of June 1999 (Carried forward from Phase II)		NFPE	22322	264176	471428 (64.1)	735604
		BEOC	9128	88577	188646 (68.0)	277223
		ESP	2550	19831	56669 (74.0)	76500
		Total	34000	372584	716743 (65.8)	1089327
Course completed schools in Phase III *	a. Graduates	NFPE	10242	115858	189018 (62.0)	304876
		BEOC	6351	59392	113213 (65.6)	172605
		ESP	1605	13280	34849 (72.4)	48129
		Total	18198	188530	337080 (64.1)	525610
	b. Dropout	NFPE		10209	21679 (68.1)	31888
		BEOC		4904	14119 (74.2)	19023
		ESP		10	11 (52.4)	21
		Total		15123	35809 (70.3)	50932
Schools opened in phase III		NFPE	8578	101855	180719 (64.0)	282574
		BEOC	5060	48379	104752 (68.4)	153131
		ESP	1560	14464	32336 (69.1)	46800
		Total	15198	164698	317807 (65.9)	482505
Operating schools as of June 2001		NFPE	20658	239964	441450 (64.8)	681414
		BEOC	7837	72660	166066 (69.6)	238726
		ESP	2505	21005	54145 (72.0)	75150
		Total	31000	333629	661661 (66.5)	995290
Additional 3000 schools will be opened by August 2001		NFPE	1266			
		BEOC	1734			
		Total	3000			

* Per school type (NFPE, BEOC & ESP) graduates + dropouts constitutes total of initial learners.

Table : 1.3: Course completed schools, Graduates & Admission into formal schools in Phase III

Type of Schools		No of School	Initial Learners			Graduates			Dropout			Admission into Formal school			Class wise admission in to Formal schools					
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	iii	iv	v	vi	vii	Total
NFPE (Full cycle)	No	7196	87398	149590	236988	80579	134284	214843	6819	15326	22145	74385	126035	200420			11363	188657	400	200420
	%		36,9	63,1	100	37,5	62,5	100	30,8	69,2	100	37,1	62,9	100			5,7	94,1	0,2	100
	%							90,7			9,3			93,3						
NFPE (Three year)	No	3046	38669	61107	99776	35279	54754	90033	3390	6353	9743	32130	50282	82412	1999	63031	12553	4784	45	82412
	%		38,8	61,2	100	39,2	60,8	100	34,8	65,2	100	39,0	61,0	100	2,4	76,5	15,2	5,8	0,1	100
	%							90,2			9,8			91,5						
ESP (NFPE)	No	1605	13290	34860	48150	13280	34849	48129	10	11	21	13127	34470	47597	-	33587	10294	3716	-	47597
	%		27,6	72,4	100	27,6	72,4	100	47,6	52,4	100	27,6	72,4	100		70,6	21,6	7,8		100
	%							99,9			0,1			98,9						
BEOC	No	6351	64296	127332	191628	58392	113213	172605	4904	14119	19023	52955	100586	153541	55	5626	19500	128091	269	153541
	%		33,6	66,4	100	34,4	65,6	100	25,8	74,2	100	34,5	65,5	100	0,1	3,6	12,7	83,4	0,2	100
	%							90,1			9,9			89						
TOTAL	No	18198	203653	372889	576542	188530	337060	525510	15123	35809	50932	172597	311373	483970	2054	102244	53710	325248	714	483970
	%		35,3	64,7	100	35,9	64,1	100	29,7	70,3	100	35,7	64,3	100	0,4	21,1	11,1	67,2	0,1	100
	%							91,2			8,8			92,1						

**Table: 1.4: On-going Schools
As on June 2001**

Annexure- 8

School Type	No of Schools	Learners			Teachers		
		Boys	Girls (%)	Total	Male	Female (%)	Total
NFPE	20.658	239.964	441.450 (64.8)	681.414	715	27.018 (97.4)	27.733
BEOC	7.837	72.660	166.066 (69.6)	238.726			
ESP	2.505	21.005	54.145 (72.0)	75.150	28	2.477 (98.9)	2.505
Total	31000*	333.629	661.661 (66.5)	995.290	743	29.495 (97.5)	30.238

*Additional 3000 schools will be opened in August 2001.

Table : 1.5 : Classwise school & learner
As of June, 2001

Annexure-8

Grade	NFPE				BEOC				ESP				Total			
	Schools	Learners			Schools	Learners			Schools	Learners			Schools	Learners		
		Boys	Girls(%)	Total		Boys	Girls(%)	Total		Boys	Girls(%)	Total		Boys	Girls(%)	Total
I	7.680	91.205	161.735 (63.9)	252.940	4.455	42.339	92.422 (68.6)	134.761	1.070	9.370	22.730 (70.8)	32.100	13.205	142.914	276.887 (66.0)	419.801
II	898 *1	10.650	18.984 (64.1)	29.634	-	-	-	-	495	3.967	10.883 (73.3)	14.850	1.393	14.617	29.867 (67.1)	44.484
III	-	-	-	-	605 *2	6.040	12.330 (67.1)	18.370	940	7.668	20.532 (72.8)	28.200	1.545	13.708	32.862 (70.6)	46.570
IV	7.132	81.744	153.812 (65.3)	235.556	-	-	-	-	-	-	-	-	7.132	81.744	153.812 (65.3)	235.556
V	4.948	56.365	106.919 (65.5)	163.284	2.777	24.281	61.314 (71.6)	85.595	-	-	-	-	7.725	80.646	168.233 (67.6)	248.879
Total	20.658	239.964	441.450 (64.8)	681.414	7.837	72.660	166.066 (69.6)	238.726	2.505	21.005	54.145 (72.0)	75.150	31.000	333.629	661.661 (66.5)	995.290

*1 898 NFPE schools opened during Jan-March 2000. These schools will move into grade III during July-Sept 2001. 18 months of classes are required to complete grade II. Duration of classes are 9 months each for grades I-II and 10 months each for grades III to V.

*2 Similarly, 605 BEOC schools were opened Jan-March 2000. These schools will move to phase IV during Oct-Dec 2001. 21 months of classes are required to complete phase III. Duration of classes are 7 months each for phases I to IV and 8 months for phase V.

Table : 1.6: Contact hours in NFPE and Formal School**NFPE school (Full cycle)**

Class	Month	Total days	Hours per day	Total hours
I	9	190	3.00	570
II	9	190	3.00	570
III	10	210	3.50	735
IV	10	210	4.00	840
V	10	210	4.00	840
Total	48	1010		3555

Contact hours**Govt. Formal School***

Year	Months	Total hours
1st year	12 months	444 hrs
2 nd year	12 months	444 hrs
3 rd year	12 months	734 hrs
4 th year	12 months	734 hrs
5 th year	12 months	734 hrs
	Total	3090

* Source: Education For All, National Plan of Action, Primary and Mass Education Division, Government of the Peoples Republic of Bangladesh, 1995, Page-23

Table 2.1: Information on schools opened, course completed & ongoing schools
(1985 - June, 2001)

School type	No. of schools opened & enrollment				No. of course completed schools & learners				Ongoing schools & learners			
	No. schools	Initial Learners			No. schools	Initial Learners			No. schools	Initial Learners		
		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
NFPE	74228 ^{*1}	813688	1590395	2404083	51065 ^{*1}	552719	1094800	1647519	23163 ^{*1}	260969	495595	756564
%			66,2				66,5				65,5	
BEOC	27259 ^{*2}	233524	596783	830307	19259 ^{*3}	159153	427570	586723	8000 ^{*4}	74371	169213	243584
%			71,9				72,9				69,5	
Total	101487	1047212	2187178	3234390	70324	711872	1522370	2234242	31163	335340	664808	1000148
%			67,6				68,1				66,5	

^{*1} Including ESP schools

^{*2} Including 256 Garments worker schools
285 Hard to Reach schools
6 Domestic child labour schools

^{*3} Including 213 Garments worker schools
165 Hard to Reach schools
6 Domestic child labour schools

^{*4} Including 43 Garments worker schools
120 Hard to Reach schools

Table: 2.2: Information about course completed schools, graduates & students admitted into formal school (1988 to June' 2001)

Types of schools	No. of course completed schools	Initial Learners			Graduates			Students admitted into formal schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NFPE *1	51065	552719	1094800	1647519	527560	1018154	1545714	494320	958767	1453087
%		33.5	66.5	100.0	95.4	93.0	93.8	93.7	94.2	94.0
BEOC *2	19259	159153	427570	586723	146463	376848	523311	122299	295743	418042
%		27.1	72.9	100	92.0	88.1	89.2	83.5	78.5	79.9
Total	70324	711872	1522370	2234242	674023	1395002	2069025	616619	1254510	1871129
%		31.9	68.1	100.0	94.7	91.8	92.6	91.5	89.9	90.4

*1 Including ESP schools.

*2 Including garments worker schools, Hard to Reach schools & Domestic child labour schools.

**Table: 3.1: Qualification of Existing Teachers
As on June 2001**

	Qualifications			
	Below SSC (%)	SSC (%)	Above SSC (%)	Total (%)
Total	9,626 (31.8)	16752 (55.4)	3,860 (12.8)	30,238* (100.0)

* Some teachers teach in two schools.

BRAC Education Programme**Additional Upazila/Thana run by ESP****Which already have been included in Thana coverage in BEP**

Sl No.	Name of Thana	Name of District
1.	Agail Jhara	Barisal
2.	Muladi	Barisal
3.	Gournadi	Barisal
4.	Pathorghata	Borguna
5.	Perojpur	Perojpur
6.	Nesarabad	Perojpur
7.	Bauphal	Patuakhali
8.	Matbaria	Pirojpur
9.	Mongla	Bagerhat
10.	Bagerhat	Bagerhat
11.	Naikangchari	Bandarban
12.	Doudkandi	Comilla
13.	Burichang	Comilla
14.	Boal khali	Chittagong
15.	Hat Hazari	Chittagong
16.	Haimchar	Chandpur
17.	Faridpur	Pabna
18.	Bhanga	Faridpur
19.	Sadullapur	Gaibandha
20.	Ful chari	Gaibandha
21.	Muksedpur	Gopalganj
22.	Bhandaria	Perojpur
23.	Rajapur	Jhalakathi
24.	Rupsa	Khulna
25.	Dumuria	Khulna
26.	Terokhada	Khulna
27.	Batiagata	Khulna
28.	Dighinala	Khagrachari
29.	Ramgati	Laxmipur
30.	Kalkini	Madaripur
31.	Niamathpur	Naogaon
32.	Atrai	Naogaon

Sl No.	Name of Thana	Name of District
33.	Araihazar	Narayangonj
34.	Hatiya	Noakhali
35.	Chatkhil	Noakhali
36.	Durgapur	Netrokona
37.	Atpara	Netrokona
38.	Kalia	Narail
39.	Barkal	Rangamati
40.	Jakigonj	Sylhet
41.	Companigonj	Sylhet
42.	Jagannathpur	Sunamgonj
43.	Tarash	Sirajgonj
44.	Shaymnagar	Satkhira
45.	Kaligonj	Satkhira
46.	Paikgacha	Khulna
47.	Chatak	Sunamgonj
48.	Nagarpur	Tangail

Table : 3.2: Teachers drop out in phase III

Quarter	No of dropout teacher	% dropout	Existing teacher
June 1999	283	0.8	33513
July 1999-September 1999	608	1.8	33443
October 1999-December 1999	485	1.4	33391
Jan-2000-March 2000	259	0.9	29939
April 2000-June 2000	522	1.7	30566
July 2000-September 2000	469	1.5	30590
October 2000-December 2000	216	0.7	30691
Jan 2001-March 2001	223	0.8	27547
April 2001-June 2001	471	1.5	30238

Table : 4: Staff Position
As of June, 2001

	RM			QM			AM			TIC			RPO			PO		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Programme	27	5 (15.6)	32	19	12 (38.7)	31	-	-	-	182	105 (36.6)	287	-	-	-	1681	405 (19.4)	2086
Reading Centre	-	-	-	-	-	-	-	-	-	-	-	-	29	3 (9.4)	32	24	11 (31.4)	35
Union Library	-	-	-	-	-	-	10	- (0.0)	10	-	-	-	-	-	-	76	16 (17.4)	92
Total	27	5 (15.6)	32	19	12 (38.7)	31	10	- (0.0)	10	182	105 (36.6)	287	29	3 (9.4)	32	1781	432 (19.5)	2213

	RT			Monitor			Kishori Supervisor			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Programme	25	146 (85.4)	171	20	3 (13.0)	23	-	-	-	1954	676 (25.7)	2630
Reading Centre	-	-	-	-	-	-	-	499 (100.0)	499	53	513 (90.6)	566
Union Library	-	-	-	-	-	-	-	-	-	86	16 (15.7)	102
Total	25	146 (85.4)	171	20	3 (13.0)	23	-	499 (100)	499	2093	1205 (36.5)	3298

BRAC Education Programme

Informations of dropout students (NFPE)

Date :28.05.2001

Date: 29.03.2007

Region	Class		Causes of dropout																	
			Total	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
32	V	Boy	6745	461	231	277	311	18	24	480	469	248	125	270	3082	540	97	44	49	21
		%		6.83	3.42	4.11	4.61	0.24	0.36	7.12	6.95	3.68	1.85	4.00	45.69	8.01	1.44	0.65	0.73	0.31
		Girl	15135	947	454	1092	394	40	66	963	674	812	287	25	1860	998	6175	171	124	53
		%		6.26	3.00	7.22	2.60	0.26	0.44	6.36	4.45	5.37	1.90	0.17	12.29	6.59	40.80	1.13	0.82	0.35
		Total	21880	1408	685	1369	705	56	90	1443	1143	1060	412	295	4942	1538	6272	215	173	74
		%		6.44	3.13	6.26	3.22	0.26	0.41	6.60	5.22	4.84	1.88	1.35	22.59	7.03	28.67	0.98	0.79	0.34
	III	Boy	2044	160	18	48	102	3	14	188	171	98	41	82	834	181	28	27	44	5
		%		7.83	0.88	2.35	4.99	0.15	0.68	9.20	8.37	4.79	2.01	4.01	40.80	8.86	1.37	1.32	2.15	0.24
		Girl	2835	218	23	103	79	18	26	279	108	250	79	8	378	219	921	57	59	10
		%		7.69	0.81	3.63	2.79	0.63	0.92	9.84	3.81	8.82	2.79	0.28	13.33	7.72	32.49	2.01	2.08	0.35
Grand total :	V	Total	4879	378	41	151	181	21	40	467	279	348	120	90	1212	400	949	84	103	15
		%		7.75	0.84	3.09	3.71	0.43	0.82	9.57	5.72	7.13	2.46	1.84	24.84	8.20	19.45	1.72	2.11	0.31
	III	Boy	8789	621	249	325	413	19	38	688	640	346	166	352	3916	721	125	71	93	26
		%		7.07	2.83	3.70	4.70	0.22	0.43	7.60	7.28	3.94	1.89	4.01	44.58	8.20	1.42	0.81	1.06	0.30
	Total	Girl	17970	1165	477	1195	473	58	92	1242	782	1062	366	33	2238	1217	7096	228	183	63
		%		6.48	2.65	6.65	2.63	0.32	0.51	6.91	4.35	5.91	2.04	0.18	12.45	6.77	39.49	1.27	1.02	0.35
Grand total :	Total	Total	26759	1786	726	1520	886	77	130	1910	1422	1408	532	385	6154	1938	7221	299	276	89
		%		6.67	2.71	5.68	3.31	0.29	0.49	7.14	5.31	5.26	1.99	1.44	23.00	7.24	26.99	1.12	1.03	0.33

1 Admission to formal primary schools

2 . Admission to primary schools for scholarship 3 . Admission to secondary schools

4 Admission to Madrasahs

5. Admission to other BRAC schools 6. Migration due to river erosion 7. Migration with parents

8 Migration due to job 9. Migration to work at others house 10. Migration to relatives house 11. Small trade

12 Absorbed in diff. professions/work as domestic help 13. Work with parents at home 14. Marriage 15. Sickness 16. Death 17. Others

BRAC's Education Programme

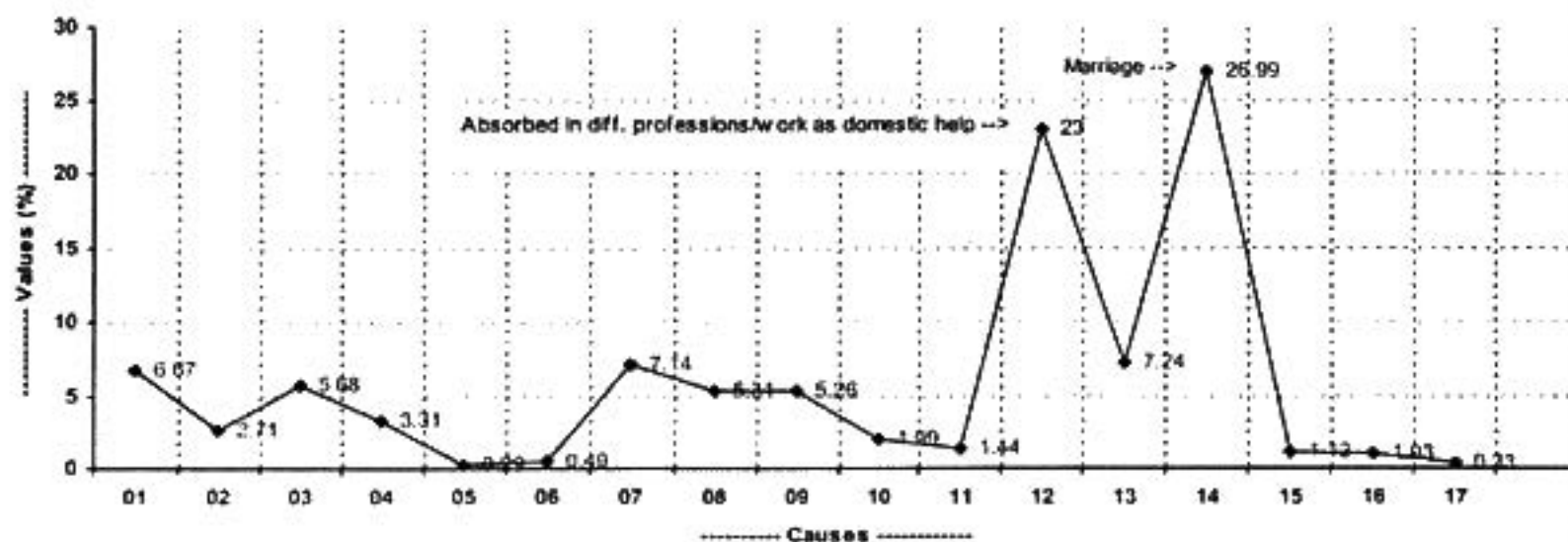
Informations of dropout students (NFPE)

Date :28-05-2001

Date: 20.05.2001

32 Regions		Causes of dropout																	
		Total	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Grand total :	Boy	8789	621	249	325	413	19	38	668	640	346	166	352	3916	721	125	71	93	26
	%		7.07	2.83	3.70	4.70	0.22	0.43	7.60	7.28	3.94	1.89	4.01	44.56	8.20	1.42	0.81	1.06	0.30
	Girl	17970	1165	477	1195	473	58	92	1242	782	1062	366	33	2238	1217	7096	228	183	63
	%		6.48	2.65	6.65	2.63	0.32	0.51	6.91	4.35	5.91	2.04	0.18	12.45	6.77	39.49	1.27	1.02	0.35
	Total	26759	1786	726	1520	886	77	130	1910	1422	1408	532	385	6154	1938	7221	299	276	89
	%		6.67	2.71	5.68	3.31	0.29	0.49	7.14	5.31	5.26	1.99	1.44	23.00	7.24	26.99	1.12	1.03	0.33

Causes of dropout - 2001



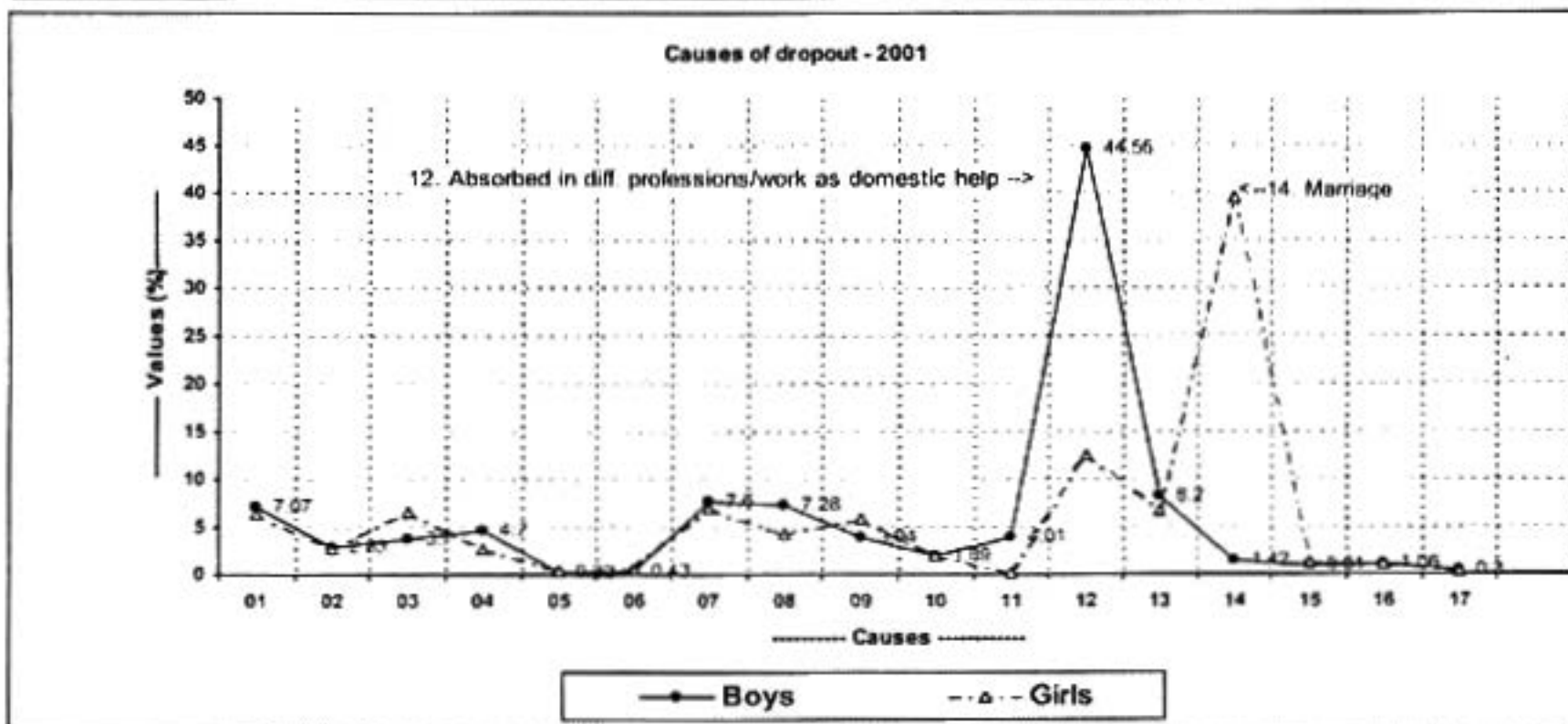
Causes of dropout

- 01 Admission to formal primary schools 02 Admission to primary schools for scholarship 03 Admission to secondary schools 04 Admission to Madrasahs
 05 Admission to other BRAC schools 06 Migration due to river erosion 07 Migration with parents 08 Migration due to job
 09 Migration to work at others house 10 Migration to relatives house 11 Small trade 12 Absorbed in diff. professions/work as domestic help
 13 Work with parents at home 14 Marriage 15 Sickness 16 Death 17 Others

BRAC's Education Programme

Informations of dropout students having completed NFPE full cycle & 3 years during January - March, 2001

32 Regions		Causes of dropout																	
		Total	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Grand total :	Boy	8789	621	249	325	413	19	38	668	640	346	166	352	3918	721	125	71	93	28
	%		7.07	2.83	3.70	4.70	0.22	0.43	7.60	7.28	3.94	1.89	4.01	44.56	8.20	1.42	0.81	1.06	0.30
	Girl	17970	1165	477	1195	473	58	92	1242	782	1062	366	33	2238	1217	7096	228	183	63
	%		6.48	2.65	6.65	2.63	0.32	0.51	6.91	4.35	5.91	2.04	0.18	12.45	6.77	39.49	1.27	1.02	0.35
Total		26759	1786	726	1520	886	77	130	1910	1422	1408	532	385	6154	1938	7221	299	276	89
%			6.67	2.71	5.68	3.31	0.29	0.49	7.14	5.31	5.28	1.99	1.44	23.00	7.24	26.99	1.12	1.03	0.33



01 Admission to formal primary schools 02 Admission to primary schools for scholarship 03 Admission to secondary schools 04 Admission to Madrasahs
 05 Admission to other BRAC schools 06 Migration due to river erosion 07 Migration with parents 08 Migration due to job
 09 Migration to work at others house 10 Migration to relatives house 11 Small trade 12 Absorbed in diff. professions/work as domestic help
 13 Work with parents at home 14 Marriage 15 Sickness 16 Death 17 Others

Annex 1X

ANNEX IX

Status Remarks on Activity Plans by Components prepared by BRAC BEP for the MTR

SHEET III: Activities related to Curriculum and material Development

ACTIVITIES	STATUS REMARKS
<i>Year I (April 1999-March 2000)</i>	
CLIP materials developed	CLIP materials are developed. Bangla and Social Science has been mainstreamed in grade IV. The CLIP methodologies have been used to develop grade 5 book. But experience indicates demand for development of child centred materials.
Revisions made related to IRI	IRI was not being done. Importance was given to developing materials involving teachers. Teachers were not actively involved in IRI. Currently the programme is focussing on traditional curriculum such as primers, workbooks etc. The programme is considering that an intervention like IRI it will be useful once all the competencies in reading, writing, comprehension in English have been achieved.
Supplementary materials for Grades IV and V developed	Supplementary materials for grade 4 in Bangla, Math and English have been developed. Supplementary materials for Math grade 5, English grade 5 draft have been developed.
AVA developed for refresher course on Math and English	Not done.
CHT curriculum designed and developed	Integrated with all Ethnic Minorities. A workshop was held to create awareness among staff to understand different ethnic cultures and also to develop a better understanding as to how to interact and socialize with ethnic teachers and students.
<i>Year II April 2000-March 2001</i>	
CLIP materials to continue	Bangla and Social Science has been mainstreamed in grade 4, Social Science in grade 5, English in grade 2 and supplementary materials in formal schools.
IRI materials finalised for NFPE mainstreaming	IRI was not being done. Importance was given to developing materials involving teachers. Teachers were not involved in IRI. Currently the programme is focussing on traditional curriculum. Such as primers, workbooks etc. The programme is considering that from IRI it will be benefited after achieving all the competencies in reading, writing, comprehension in English.
Health curriculum revised	Health curriculum has been integrated with APON curriculum. APON has developed 20 books. 10 health related books have been developed.
Supplementary materials for Grade IV finalised; for Grade V to continue	Supplementary materials for Math grade 5, English grade 5 draft have been developed. Social Studies grade 4 is being developed.
CHT curriculum finalised	Integrated with Cultural Integration of Ethnic Minorities. ♦ Stories of different ethnic cultures is being collected and gathered to develop storybooks. ♦ Workshops on child writers are being held with different ethnic children, where potential child writers are being identified, whose stories will be gathered and developed as storybooks. ♦ Storybooks will be developed on ethnic women's issues which will be used in schools (grades 4 & 5), Reading Centres, Union Libraries etc. ♦ A book on successful ethnic personalities in different areas (e.g. handicrafts, educationists, singers etc) will be developed.

<i>Year III April 2001 to March 2002</i>	
CLIP materials developed for NFPE mainstream	Bangla and Social Science has been mainstreamed in grade 4, Social Science in grade 5, English in grade 2 and supplementary materials in formal schools.
IRI support function to NFPE mainstream	Not being done.

Supplementary materials for Grade V finalised	Supplementary materials for Math grade 5. English grade 5 have been developed.
AV materials developed for refresher courses on language and social studies based on training of MTs	A TARC based subject core group trainers is in the process of development and staff training will continue. Staff development package has been resigned based on experience on staff training.
Additional materials in Social Studies and math developed	Additional materials for Maths have been done and Social Studies for grade 4 are in a draft form. The additional materials were developed to practice different concepts of Math. The govt. primer of Social studies is complex. Thus a new and simpler version is in the process of development, so that learners can easily understand concepts of Science and Social Studies.
Materials based on life skills developed for BEOC schools and Reading Centres	APON materials for reading centre have been developed and for BEOC possibilities are being discussed.
Storybooks developed for adolescents issues such as importance of birth registration delayed marriage included	This has been done through APON. APON focuses on reproductive health aspects related to early marriage.
AV materials developed to make parents meetings more active	Not being done.

SHEET IV: List of Activities related to training

Year I	
Training on PRA methodologies for Material developers, QMs, supervisory staff	PRA methodologies are yet to be explored.
Training of RTs for MTs in Social Studies to continue	Social Studies- 50
Training of RTs and other staff related to developing MTs in language to start	Bangla- 19 English- 10
Year II	
Course on Primary Education for Material Developers, QMs, TARC trainers	Has not been conducted as yet
Training on Assessment Tools developed for Material developers, QMs, teachers, RTs, MTs	An introductory workshop on assessment was provided to EDU research group. One cluster (consisting of 8 QMs, 18 MTs) was also provided with this workshop. This was facilitated by Professor William Gibbs from Leeds University. The process with working with the consultant will continue until finalization of assessment tools.
Training on PRA methods to continue for supervisory staff, RTs and teachers	Yet to be explored.
Aspects of GQAL incorporated for teacher training courses and handed over to NFPE management	A component of GQAL, gender has been included in the Basic Training of teachers where they are introduced with gender. In teachers refreshers apart from all the subjects a discussion on gender is being held. Gender has also been included in all the modules of staff trainings (e.g. OMC (1 & 2), DMC).
Year III	
Courses on primary education developed for RTs and/or MTs	Not done.
Training course on assessment tools to continue for RTs, supervisory staff and teachers	The process with working with the consultant will continue until finalization of assessment tools. Therefore, training course on assessment tools for all QMs and EDU staff will be developed once the entire learner assessment system has been finalized.
Training on PRA methods to continue for RTs and Teachers	Yet to be done.
Training on New developments related to teaching of math, language, social studies for material developers, QMs	Workshop with QMs in Math, English was held. 3 VSOs are working in English, Ethnic Minority and Formal schools.
Training on supplementary materials provided to QMs, MTs and RTs	Workshop with QMs was held in English and Maths on supplementary materials of grades 4 & 5.
Training adolescents on material production, books, journals for the community	Adolescent girls (APON) have been trained in journalism. Those who have been trained are being involved in cluster based journal development for adolescents.

SHEET V: Activities Related to Research and Evaluation

Year I	
Evaluation related to training of MTs to continue	MT roles in refreshers were assessed in "Research-led curriculum Development" an on-going research study. MTs are efficient in Lesson Presentation and methodologies They have enough subject based in-depth knowledge A gap was also identified in MTs, co-ordination in different subject based MTs; time management in refreshers.
Effectiveness study of new Social Studies curriculum	"Developing methodology for curriculum evaluation: A pilot study on Social Studies" was done in grade 2. It was being done to develop a methodology to assess learners' knowledge, appropriateness of content, context and methodology for teaching. The study revealed that the achievement test and interviews with learners were useful, the interviews with teachers and group discussions with staff gave insights of their perception on the subject.
Culturally acceptability and effectiveness of activity based primers	Not done.
Math learning outcomes; teacher perception; relevance to BEOC schools/reading centres	A research study on Math learning outcome in grade 4 NFPE schools was found to be more important. This was based on grade 4 schools who were following BRAC books. A test with learners was held where it was found that 89.90 children passed. During discussion with teachers it was found that teachers teach the concepts, but due to lack of practice many teachers had not been able to consolidate these concepts. These concepts are thoroughly covered in teachers' refreshers.
Community perception of BRAC pre-schools	Done. The study was conducted through data collection focussing group discussions, informal discussions, classroom observations etc. It was found out that the all the respondents expressed a positive view on pre-primary education.
Modalities for BEOC students promoting birth registration	This study was found to be not relevant and it has been included with APON requirements.
Parental involvement and functioning of SMC	Not done.
Year II	
Performance of NFPE students in Grades IV and V	Recently a research study was being done by "Education Watch" on govt. schools and NFPE (BRAC and other NGOs) schools, which indicates that although the performance of NFPE students was best however overall achievement levels related to competencies is low.
Can teachers cope with demands of Grade IV and V	Going on.
Perception of MTs by non MTs	Not done.
Perception of Teachers of MTs	This has been partly assessed through "Decentralization of training" which is in the process of finalization. It was found out that the teachers are now confident enough to teach in the classroom as they have assistance from different subject-based MTs. Whenever they find any difficulties in subjects they get a chance to share it with MTs in refreshers.
Value education for urban and rural children	Not done.
Use of co-curricular activities for subject teaching	Not done.
Evaluation of CLE books and materials	Not done.

Year III	
Competency requirements of adolescent girl Community health workers	Has been shifted considering APON requirements.
Degree of system decentralisation in terms of quality	Not done.
Impact of QM	This has been partly assessed through "Decentralization of training" which is in the process of finalization. QMs are capable enough to identify pedagogical gaps in the fields and can arrange and conduct need-based trainings and workshops with teachers and staff. They are playing a vital role in staff development through formal and informal discussions. Different core-group QMs are attached with EDU members in developing materials (identifying the gaps in books, feedback).
Use of assessment competencies by teachers, RTs and MTs	Not done.
Role of teachers in enhancing parental involvement in school management	Not done.
Involvement of women in cultural activities of union Libraries	Not done.
Role of teacher in problem management of special need adolescents	Not done.
Approach of teachers to children with physical/mental handicap	Not done.
Parental perceptions of school curriculum	Not done.

Annex X

ANNEX X

BRAC Education Programme, MIS

List of Forms and Tables

List of Forms

Sl No.	Name of Form	Form #
	Survey on boys/girls (8-10 yrs)	1/N
	Survey on boys/girls (7-10 yrs) Urban	1/N-U
	Survey on older boys/girls (11-16 yrs)	1/k
	Possible list of teachers	02
	List of schools house	03
	Selected learners list (8-10 yrs)	4/N
	Selected learners of kishore-kishoree school	4/k
	Selected teachers bio-data	05
	Budget for extension/development of school house-199.....	06
	Interim budget for school house development/extension	07
	Village committee	08
	Received for rent of school house	09
	Weekly school visit report	10
	Monthly school visit report	11
	Monthly parents meeting	12
	Weekly action plan	13
	School opening date*	15
	Monthly honorarium of teachers	16
	Information of course completed learners *	21
	Monthly report on teachers *	22
	Monthly report on schools*	23
	Monthly reports on staff*	25
	Information of course completed school *	45

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

BRAC Education Pgoramme, MIS

List of Tables

As of March 2001

Sl no.	Particular
1	Programme out put : 1985-2001 (School opening & learner with cumulative)
2	Completing schools & total Graduates by year (Cumulative)
3	Programme out put :Dec'92- March. 2001 (NFPE Fund)
4	Programme out put : 1985-2001 (School opening & learner)
5	Completing schools & total Graduates by year
6	Class wise on- going schools, as of March 01
7	Number of Gender Split of Student (NFPE fund) , As of March 2001 (Appendix-1.3)
8	On-going schools in urban cities, As of March 01
9	Year wise on-going schools, As of March 01
10	Year wise closing schedule in Urban areas :1992-2001
11	School : (As of March 01)
12	Year wise school opend & enrollment
13	Cumulative school programme up to 2001
14	Fund wise Teachers state ments , As of March 01
15	Drop out of teachers (NFPE fund) , As of March 01
16	Existing teachers (NFPE fund) , As of March 01
17	BRACs Education Programme, At a glance As of March 01
18	BRACs Schools at a glance At a glance, As of March 01
19	School opening schedule (NFPE fund) , As of March 01 (Phase wise)
20	Learners : (As of March 01)
21	Year wise course completed schools & graduates (by sex)
22	Year wise course completed schools, graduates & admitted (in to formal schools)
23	Drop out programme (NFPE fund) , As of March 01 (Appendix-1.5)
24	Teachers drop out Jan- March 2001
25	Year wise existing schools(Excluding Garment, HTR & DCL schools)
26	Year wise existing schools(including Garment, HTR & DCL schools)
27	Teachers recruited & dropout : 1985-2001
28	Year wise completion rate, drop out rate & rate of entering formal schools
29	Year wise ESP schools (On going)
30	At a glance in four urban area , As of March 01
31	Year wise opening school in four urban area , As of March 01
32	On going schools & learners in four urban area , As of March 01
33	Year wise course completing schools graduates & admission in to formal schools in four urban areas, As of March 01
34	Year wise School opend & enrollement
35	Year wise graduates
36	Staff postion (NFPE fund) , As of March 01(Appendix-1.4)
37	Staff postion , As of March 01
38	Year & fund wise Course completed schools (Excluding grament & HTR schools)
39	NFPE programme at glance in Divitional urban cities, As of March 01
40	Year wise Programme increase From 1985- 2001

Annex XI

ANNEX XI

Education Research completed by RED during 1999 - 2000

1. Chowdhury AMR, Nath SR and Choudhury RK (1999). Enrolment at primary level: gender difference disappears in Bangladesh. Dhaka: Research and Evaluation Division, BRAC.
2. Hadi A (1999). Textbook distribution programme of BRAC: problems and issues. Dhaka: Research and Evaluation Division, BRAC.
3. Hossain MA and Kalam MA (1999). Impact of the BRAC education programme on the adolescents. Dhaka: Research and Evaluation Division, BRAC.
4. Hossain MA, Akter S and Kalam MA (1999). Learning achievement of the students after completion of grade five from BRAC schools. Dhaka: Research and Evaluation Division, BRAC.
5. Kalam MA and Hadi A (1999). An analysis of the situation of community schools in Bangladesh. Dhaka: Research and Evaluation Division, BRAC. (pp. 43)
6. Khan KA (1999). Analysis of issues and problems of BRAC pathagars. Dhaka: Research and Evaluation Division, BRAC.
7. Khan KA (1999). Assessing the level of cognitive knowledge in English among the teachers and staff of BRAC's Non-Formal Primary Education programme. Dhaka: Research and Evaluation Division, BRAC.
8. Khan KA (1999). Determining performance indicators and developing tools for evaluating BRAC *pathagar*. Dhaka: Research and Evaluation Division, BRAC.
9. Nath SR and Chowdhury AMR (1999). Change in health knowledge of Bangladeshi children: five years' experience. Dhaka: Research and Evaluation Division, BRAC. (pp. 21)
10. Nath SR and Chowdhury AMR (1999). Level and trend of basic education of children in Bangladesh: 1993–1998. Dhaka: Research and Evaluation Division, BRAC. (pp. 23)
11. Sultan S, Khan KA and Imam SR (1999). The effectiveness of teachers training in English of BRAC schools. Dhaka: Research and Evaluation Division, BRAC.
12. Ghosh SK (1999). An appraisal of the BRAC's NFPE programme in respect to coverage of the terminal competencies specified by the government of Bangladesh. Dhaka: Research and Evaluation Division, BRAC. (pp. 41)
13. Nath SR (2000). Basic competencies of the graduates of BRAC's non-formal schools: levels and trends from 1995 to 1999. Dhaka: Research and Evaluation Division, BRAC. (pp. 37)

14. Nath SR (2000). Continuation of BRAC non-formal school graduates of 1995 in formal school education. Dhaka: Research and Evaluation Division, BRAC. (pp. 28).
15. Kalam MA et al (2000). Research-led curriculum development: pilot study on mathematics. Dhaka: Research and Evaluation Division, BRAC.
16. Imam SR et al (2000). Research-led curriculum development: pilot study on social studies. Dhaka: Research and Evaluation Division, BRAC.
17. Kalam MA (2000). An evaluation of primary text materials in terms of the coverage of graded attainable terminal competencies. Dhaka: Research and Evaluation Division, BRAC.
18. Nath SR, Ghosh SK and Akhter S (2000). Development of instruments to assess the achievement of national competencies at the end of primary cycle. Dhaka: Research and Evaluation Division, BRAC.
19. Khan MKA (2000). Assessing operational status of BRAC pathagar. Dhaka: Research and Evaluation Division, BRAC.
20. Khan MKA (2000). A follow up study of the former teachers of BRAC schools who lost their jobs due to shifting of schools. Dhaka: Research and Evaluation Division, BRAC.
21. Akter S (2000). Exploring the perception of different stakeholders regarding BRAC pre-primary schools. Dhaka: Research and Evaluation Division, BRAC.

Work done under RED supervision

1. Shahjamal MM (2000). Causes behind gender difference in mathematics achievement: an exploratory study in BRAC schools [dissertation]. Dhaka: Department of Non-formal Continuing Education, Institute of Education Research, University of Dhaka.

BRAC RED Education Research Plan 2001

Sl no.	Topic	Research team	Duration
1	Evaluation of curriculum towards a research led curriculum development: two studies on mathematics and social studies	MA Kalam, Kabir T Islam, MA Bareque, SM Ashrafuzzaman, V Howlader, & Rubana Afroz	Oct. 00 – Apr. 01
2	Social and economic impact of BEP	SR Nath & M Altaf Hossain	Dec. 00 – Sep. 01
3	Case studies on classroom situation at primary level	M Altaf Hossain	Apr. 00 – Apr. 01
4	Education watch 2000: Students learning achievement at the end of grade V	SR Nath & AMR Chowdhury	Sep. 00 – June 01
5	Education watch 2001: internal efficiency of primary education	SR Nath & AMR Chowdhury	June – Nov. 01
6	Revision of SAT according to current curriculum of BEOC	SR Nath, Md. Shahjamal + BEP staff	Apr. – Aug. 01
7	Development of a Standardised Achievement Test (SAT) for NFPE students completing grade V	SR Nath, Md. Shahjamal + BEP staff	Sep. 02 – Jan. 03
8	A comparative study of learning achievement of the students of NFPE and government schools at the end of grade V	SR Nath	Dec. 01 – Feb. 02
9	Assessment of basic competencies (ABC): a comparative study of grade III and V	SR Nath	Oct. 01 – Jan. 02
10	Enrolment of children in BRAC schools: process, priority and socio-economic differentials	Kaisar A Khan & M Altaf Hossain	Nov 01 – Feb. 02
11	BRAC graduates in Madrassas: perception, mobility etc.	Kaisar A Khan	Apr. – July 01
12	Community perception about the community schools operated by BRAC	MA Kalam	Sep. – Dec. 01
13	Workload of the NFPE teachers of grade IV and V	Shaheen Akter + BEP	Apr. – July 01
14	How do the teachers of grade IV and V accommodate with too many subjects during monthly refreshers training?	Shaheen Akter + BEP	Aug. – Nov. 01
15	Teachers' interaction with the students: does it vary with the variation in sex ratio of the students?	Yet to be decided	
16	An assessment of group work in the NFPE classrooms	M Altaf Hossain	July – Oct. 01
17	Time distribution in different activities regarding teaching and learning in BRAC schools	MM Shahjamal SR Nath + BEP	July 01 – Oct. 01
18	How does BRAC staff deal with the students' of ethnic minority community?	Yet to be decided	
19	Transfer of NFPE students to formal secondary schools: process, constraints determinants and continuation	MA Kalam + BEP staff	May – Aug. 01
20	Discontinuation of learners from urban NFPE schools: causes and variation	Yet to be decided	
21	A study on continuing education	Kaisar A Khan + BEP staff	Aug – Oct. 01

Annex XII

ANNEX XII

EDU Curriculum Group: tasks, qualifications and experience

This group includes people developing curricula of different subjects for BEP schools.

Working group: Bangla
Name: Farida Yasmin
Designation: Material Developer
Educational Qualification: Bachelor of Arts (Pass-course)
Date of joining BEP (Field): June 1991
Date of joining Head Office: February 2001
Job Description: Developing materials for Bangla, Field visits for School Supervision, Conducting training, Refreshers training follow-up, Monitoring report analysis,
Training received in BRAC: Pre-Service training, Staff Development training, Basic Training on NFPE, TOT training, Subject based training, Master trainer training, Gender Analysis and awareness course, Development Management Course.

Working group: Bangla
Name: Subraata Roy Chowdhury
Designation: Material Developer
Educational Qualification: Masters of Science (Zoology)
Date of joining BEP (Field): February 1991
Date of joining Head Office: May 2000
Job Description: Developing materials for Bangla, Field visits for School Supervision, Conducting training, Refreshers training follow-up, Monitoring report analysis,
Training received in BRAC: Staff Development training, Basic Training on NFPE, TOT training, Organization Development training, Development Management Course.

Working group: English
Name: Trishna Sarcar, Team Leader
Designation: Material Developer
Educational Qualification: Masters in Education
Date of joining BEP (Field): N/A
Date of joining Head Office: August, 1998, Before joining BRAC worked as a teacher during study (2 semesters 1996, 1997),
Job Description: Developing materials for English, Field visits for School Supervision, Conducting training and workshops with QMs and TARC trainers, Refreshers training follow-up, QM Liaison (Curriculum group)
Others: Writing Progress Reports, Work-plans & Donor Liaison
Training received in BRAC: "AV script writing", Esta de Fossad from John Hopkins University, USA for 6 days, "Research-led curriculum development", Prof. Julie Davies, Manchester University for 2 weeks, for 2 weeks, "Study tour", Partner Linkage Programme of Novib, The Netherlands, 2 weeks

Working group: English
Name: Sadia Salam Hafiz
Designation: Material Developer
Educational Qualification: Masters of Arts (English Literature)

Date of joining BEP (Field): N/A
Date of joining Head Office: April 1999, Before joining BRAC worked as a teacher from April, 1997
Job Description: Developing materials for English, Field visits for School Supervision, Conducting training and workshops with QMs and TARC trainers, Refreshers training follow-up <i>Others: Writing Progress Reports, Work-plans & Donor Liaison</i>
Training received in BRAC: "Writing for Professionals", British Council, 11 days "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days

Working group: English
Name: Md. Rezaul Majid
Designation: Quality Manager
Educational Qualification: Masters of Science (Botany)
Date of joining BEP (Field): December 1992
Date of joining Head Office: March 2001
Job Description: Developing materials for English, Field visits for School Supervision, Conducting training and workshops with other QMs and TARC trainers, Refreshers training follow-up, Monitoring report analysis
Training received in BRAC: Pre-Service training, Basic Training on NFPE, OMC training, TOT training, Subject training, MT training, GQAL training, Development Management Course, BRAC Values and Cultures training.

Working group: Mathematics
Name: Afroza Sultana, Team Leader
Designation: Senior Material Development Specialist
Educational Qualification: Masters of Science (Mathematics)
Date of joining BEP (Field): N/A
Date of joining Head Office: May 1998
Job Description: Developing materials for Math, Field visits for School Supervision, Conducting training and workshops with other QMs and TARC trainers, Refreshers training follow-up, Monitoring report analysis.
Training received in BRAC: Received training from consultant, Professor William Gibbs from Leeds University, UK on Math curriculum development, "AV script writing", Esta de Fossad from John Hopkins University, USA for 6 days, "Research- study tour" to India, training on "Research-led curriculum development", for 2 weeks

Working group: Mathematics
Name: Jahanara Begum
Designation: Material Developer
Educational Qualification: Masters of Arts (Bengali)
Date of joining BEP (Field): July 1990
Date of joining Head Office: June 1997
Job Description: Developing materials for Math, Field visits for School Supervision, Conducting training and workshops with other QMs and TARC trainers, Refreshers training follow-up, Monitoring reports analysis.

Training received in BRAC: Pre-Service training, Basic Training on NFPE, Staff Development training, TOT training, Development Management Course and Gender analysis and awareness course, Course on Material Development, University of Leeds, UK, for 3 months, English Language Course at Harrogate Language Academy, UK, for 1 month, English Language Course in British Council, 6 months, Received training from consultant, Professor William Gibbs from Leeds University, UK on Math curriculum development.

Working group: Mathematics

Name: Romena Akhter

Designation: Programme Organizer

Educational Qualification: Masters of Science (Botany)

Date of joining BEP (Field): August 1997

Date of joining Head Office: July 2001

Job Description: Developing materials for Math, Field visits for School Supervision, Refreshers training follow-up, Monitoring reports analysis.

Training received in BRAC: Pre-Service training, Basic Training on NFPE, Operational Management Course 1 and OMC 2 training, MT training, GQAL training, Development Management Course, BRAC Values and Cultures training, Pre-primary training.

Working group: Social Studies (Grades 1-3)

Name: Zeeshan H. Rahman, Team Leader and Coordinator Curriculum group

Designation: Senior Material Development Specialist

Educational Qualification: Master of Social Science (Public Administration)

Date of joining BEP (Field): N/A

Date of joining Head Office: April 1994

Job Description: Coordinating curriculum group, Maintaining liaison between QMs and curriculum group, Developing materials for Social Studies, Field visits for School Supervision, Refreshers training follow-up, Monitoring reports analysis.

Training received in BRAC: Attended a seminar on "Gender in Schools" Sussex, UK, training on "research" in Delhi, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days

Working group: Social Studies (Grades 1-3)

Name: Rabeya Khatun

Designation: Material Developer

Educational Qualification: Bachelor in Science (Pass-course)

Date of joining BEP (Field): March 1992

Date of joining Head Office: February 2001

Job Description: Developing materials for Social Studies, Field visits for School Supervision, Refreshers training follow-up, Monitoring reports analysis.

Training received in BRAC: Basic Training on NFPE, TOT training, Staff Development training, Organizational Development training, MT training, Course on Certificate in Education for Special Education (handicap) at Savar (CRP).

Working group: Social Studies (Grades 1-3)

Name: Sultana Nasrin Begum

Designation: Material Developer

Educational Qualification: Bachelor of Arts (Pass-course)

Date of joining BEP (Field): August 1990

Date of joining Head Office: 1996

Job Description: Developing materials for Social Studies, Field visits for School Supervision, Refreshers training follow-up, Monitoring reports analysis.
Training received in BRAC: Pre-Service training, Basic Training on NFPE, TOT training, Organizational Development training, Gender Analysis and awareness course, Subject-based training, MT training, "Research-led curriculum development", from Prof. Julie Davies, Manchester University for 2 weeks,
Working group: Social Studies and Science (Grades IV and V)
Name: Ruxana Hossain, Team Leader
Designation: Material Development Specialist
Educational Qualification: Masters of Social Science (Economics)
Date of joining BEP (Field): N/A
Date of joining Head Office: May 1997
Job Description: Developing materials for Social Studies and Science, Field visits for School Supervision, Conducting training and workshops with QMs and TARC trainers, Refreshers training follow-up, QM Liaison (Curriculum group)
Training received in BRAC: "Research- study tour" to India, "Research based Curriculum Development" conducted by Mr. Mike Harrison and Dr. Caroline Dyer, University of Manchester,, "Equity in the classroom", Deborah Llewellyn, USAID 6 day, "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks, Attended a conference in Tanzania on "School Improvement Programme (SIP)", for 5 days
Working group: Social Science (Grades IV and V)
Name: Rubana Afroze
Designation: Programme Organizer
Educational Qualification: Masters of Social Science (Economics)
Date of joining BEP (Field): N/A
Date of joining Head Office: January 2000
Job Description: Developing materials for Social Studies and Science, Field visits for School Supervision, Conducting training and workshops with QMs and TARC trainers, Refreshers training follow-up, Monitoring Report analysis.
Training received in BRAC: "Research-led curriculum development", Prof. Julie Davies, Manchester University.
Working group: Social Science (Grades IV and V)
Name: Nazneen Mahbuba
Designation: Material Developer
Educational Qualification: Bachelor of Arts (Pass-course)
Date of joining BEP (Field): June 1991
Date of joining Head Office: October 1996
Job Description: Developing materials for Social Studies and Science, Field visits for School Supervision, Conducting training and workshops with QMs and TARC trainers, Refreshers training follow-up, Monitoring Report analysis
Training received in BRAC: Basic Training on NFPE, Gender Awareness and analysis course, Development Management Course, TOT Training, STD training.
Working group: Social Science (Grades IV and V)
Name: Hasan Haider Abbas
Designation: Management Trainee

Educational Qualification: Masters of Social Science (Public Administration)
Date of joining BEP (Field): N/A
Date of joining Head Office: August 2001
Job Description: Developing materials
Training received in BRAC: None

Working group: Illustration
Name: Prohlad Chandra Karmaker
Designation: Senior Staff Artist
Educational Qualification: Masters in Fine Arts (Drawing and Painting)
Date of joining BEP (Field): N/A
Date of joining Head Office: September 1994, before joining BRAC 5 years working experience in a printing house as a designer.
Job Description: Illustration, Design, Cover Design, Computer compose, DTP works, Printing all education supporting materials, Computer Graphics.
Training received in BRAC: Training from Mark G. Evans, VSO volunteer for illustration and Kyla Barber VSO volunteer on material design.
Others: Coral draw 9.0, QuarkXpress 4.0, Illustrator 8.0, Photoshop 5.5, DTP

Working group: Illustration
Name: Md. Alimuzzaman
Designation: Illustrator
Educational Qualification: Bachelor of Arts (BA)
Date of joining BEP (Field): August 1994
Date of joining Head Office: July 2001
Job Description: Illustration, Design, Cover Design, Computer compose, DTP works, Printing all education supporting materials.
Training received in BRAC: Training from Prohlad Chandra Karmaker on illustration and material design, Basic training on NFPE, TOT training, In-Service training, OMC training and Subject wise training.

Some material developers working in EDU units other than the Curriculum Development Group:

Working group: Pre-primary
Name: Amal Kumar Biswas
Designation: Senior Material Developer
Educational Qualification: Masters of Arts (Economics)
Date of joining BEP (Field): October 1989
Date of joining Head Office: June 1999
Job Description: Preparing and developing materials for the project, Conducting training, workshops and orientation for staff and teachers, Field visits for School Supervision, analyzing school opening and closing reports, follow-up the course completed students into the formal system.

Training received in BRAC: Diploma in Childhood Education from Institute of Childhood Education, Dhaka Diploma in Non-Formal Primary Education Management, King Alfred's College of Higher Education, Winchester, UK. Basic Training on NFPE, School Supervision training, TOT training, Gender awareness and awareness course, Development Management Course.

Working group: Pre-primary
Name: Dilruba Begum
Designation: Material Development Specialist
Educational Qualification: Bachelor of Arts (Bengali)
Date of joining BEP (Field): March 1992
Date of joining Head Office: May 1997
Job Description: Preparing and developing materials for the project, Conducting training, workshops and orientation for staff and teachers, Field visits for School Supervision, analyzing school opening and closing reports, follow-up the course completed students into the formal system.
Training received in BRAC: Basic Training on NFPE, School Supervision training, TOT training, In-service training, training on Child Development and Learning Process from Save the Children.

Working group: Urban Pre-primary (pilot)
Name: Nahid Sultana
Designation: Material Developer
Educational Qualification: Masters in Arts (English Literature)
Date of joining BEP (Field): N/A
Date of joining Head Office: September 1999
Job Description: Developing curriculum and material for the project, providing training for staff and teachers, monitoring and evaluating the project, translating educational materials.
Others: writing short reports
Training received in BRAC: Receiving training from a VSO volunteer on pre-primary project.

Working group: Cultural Integration of Ethnic Minority
Name: Tapan Kumar Acharja
Designation: Regional Manager
Educational Qualification: MED and Masters of Arts
Date of joining BEP (Field): 1984 before joining BRAC, worked as a lecturer in a college and a teacher in High School.
Date of joining Head Office: 1997
Job Description: Organize and facilitate workshops, orientations and training of the project, School Supervision and training follow-up, develop supplementary materials for ethnic learners.
Training received in BRAC: Training on "Visual Aids" in Canada, Masters in Education from Queens University, Canada on Curriculum and Instructional Development, "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days.

Working group: Cultural Integration of Ethnic Minority
Name: Promod Kumar Singh
Designation: Material Developer
Educational Qualification: Masters of Arts (History)

Date of joining BEP (Field): September 1997
Date of joining Head Office: May 2001
Job Description: Organize and facilitate workshops, orientations and training of the project, School Supervision and training follow-up, develop supplementary materials for ethnic learners.
Training received in BRAC: Basic training, OMC training, Subject based training, MT training, DCT training, GQAL training.

Working group: Formal Schools
Name: Md. Monwer Hossain Khandaker, Team Leader
Designation: Senior Regional Manager
Educational Qualification: Masters of Science (Physics) and MEd.
Date of joining BEP (Field): July 1986
Date of joining Head Office: October 1994
Job Description: Implementation of the project, Quality Control, Providing training to staff and teachers, Staff development, Planning, Management, Coordination.
Training received in BRAC: Pre-service training, Basic training, In-service training, Staff Development training, TOT training, Organizational Development training, Gender Awareness and Analysis course, Development Management Course, OMC training, English Language Course, Training on "Visual Aids" in Canada, MEd. in curriculum from Queens University, Canada, 6 month training on "Executive Computer Training", Different study tours and exposures to Thailand, India, Pakistan.

Working group: Formal Schools
Name: A. Z. M Sakhawat Hossain
Designation: Regional Manager
Educational Qualification: MED and Masters of Social Science
Date of joining BEP (Field): 1989
Date of joining Head Office: 1997
Job Description: Implementation of the project, Quality Control, Providing training to staff and teachers, Staff development, Planning, Management, Coordination.
Training received in BRAC: Masters in Education from Reading University, UK, and Basic training, Staff Development training, TOT training, Management Development training, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days.

Working group: Formal Schools
Name: Md. Amran Hossain Sarker
Designation: Senior Area Manager
Educational Qualification: Masters of Science
Date of joining BEP (Field): November 1989
Date of joining Head Office: June 1998
Job Description: Implementation of the project, Quality Control, Providing training to staff and teachers, Staff development, Planning, Management, Coordination.
Training received in BRAC: Basic training, Staff Development training, TOT training, Management Development training.

Working group: Formal Schools and Teachers' Training
Name: Wahida B. Ahmed
Designation: Senior Material Development Specialist
Educational Qualification: L.L.B

Date of joining BEP (Field): N/A
Date of joining Head Office: April 1994
Job Description: Developing materials, staff and teachers development.
Training received in BRAC: "Visiting Teacher Programme Dhaka Model 2001", conducted by The Aga Khan University- Institute for Education Development in collaboration with AKES- Bangladesh for 7 months, "Study tour", Partner Linkage Programme of Novib, The Netherlands, 2 weeks "Research-led curriculum development", Prof. Julie Davies, Manchester University for 2 weeks, "Research- led curriculum development" by Mike Harrison and Dr, Caroline Dyer, Manchester University. "Gender Equality and Sustainable Development: Ms Kamla Bhasin, FAO, "AV script writing", Esta de Fossad from John Hopkins University, USA, "LFA" by Mike Douse, Consultant Monitoring and Reporting DLO, "Story writing and story telling" by Dr. Robin Pierce, Professor of Messey University, New Zealand.

Working group: Quality Manager Liaison
Name: Fahmida Nazneen
Designation: Senior Material Development Specialist
Educational Qualification: Masters of Social Science (International Relations), Masters of Arts (Human Rights)
Date of joining BEP (Field): N/A
Date of joining Head Office: March 1995
Job Description: Coordination of Quality Managers
Training received in BRAC: 6 weeks course (ELT) at CIEM, BOGNOR REGIS, University of Southampton, UK, MA (Human Rights) University of London, UK, Attended the annual ceremony of Novib in The Netherlands, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks, "AV script writing", Esta de Fossad from John Hopkins University, USA, "LFA" by Mike Douse, Consultant Monitoring and Reporting DLO, Attended a symposium on "alternative education for Southern Sudan".

Working group: Quality Manager Liaison
Name: Rashida Parveen
Designation: Senior Material Development Specialist
Educational Qualification: Bachelor of Arts
Date of joining BEP (Field): October 1989
Date of joining Head Office: February 1991
Job Description: Coordination of Quality Managers
Training received in BRAC: Basic training, Staff Development training, TOT training, Development Management Course, OMC training, Course on Material Development, University of Leeds, UK, for 3 months, English Language Course at Harrogate Language Academy, UK, for 1 month, English Language Course in British Council for 6 months, Attended a one month course on AVA in Delhi, CLE training in Bangkok, "Gender Equality and Sustainable Development: Ms Kamla Bhasin, FAO, "AV script writing", Esta de Fossad from John Hopkins University, USA, Working with the consultant, Professor William Gibbs from Leeds University, UK, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days, "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks, Attended a symposium on "alternative education for Southern Sudan".

Working group: Liaison- EDU and Field Operations
Name: Prafulla Chandra Barman
Designation: Senior Material Development Specialist

Educational Qualification: Masters of Science (Zoology) Diploma in Primary Education Management
Date of joining BEP (Field): July 1987
Date of joining Head Office: June 1999
Job Description: School operation, Staff and programme management, human resource development, monitoring and supervision for the qualitative improvement of the programme.
Training received in BRAC: Basic training, Staff Development training, TOT training, Development Management Course, Gender Awareness and Analysis course, Gender and sustainable development course, English Language course from British Council, Diploma in "Primary Education Management" 4 months course from Southampton University, UK, training on "Educational research" under direct coordination and direction of world renowned educationist Prof. A. K. Jalaluddin, 6 month training on "Executive Computer Training", "Equity in the classroom", Deborah Llewellyn, USAID for 6 days, "Research-led curriculum development", Prof. Julie Davies, from Manchester University for 2 weeks.
Working group: Training, Research and Monitoring Unit
Name: Kabir Tafiqul Islam, Team Leader
Designation: Training Module Designer
Educational Qualification: Masters of Science (Geography: Planning group)
Date of joining BEP (Field): July 1989
Date of joining Head Office: April 1997
Job Description: <i>Training:</i> Assess needs from different groups and field staffs and set objectives and select appropriate methods and techniques, Produce training modules, aids and materials, Share produced modules, aids and materials with different concerned groups and personnel, Test the produced modules, Revise modules and other materials according to need, Make training schedule with help of Quality Managers and according to opinion of Regional Managers, Liaison with Training Division, In order to keep the quality of training periodically visit the training. <i>Research:</i> Identify issues from monitoring reports, field visit, Prioritize research issues, Make tentative plan for conducting the selected research, Share the topic of the selected research with concerned group, Collect necessary data and information from field, Process collected data, Write draft reports, Present findings in different groups, Finalize reports, Liaison with Research and Evaluation Division. Before joining BRAC worked as a Research Assistant, Field Investigator and data processor, Centre for Urban Studies (CUS), Department of Geography, University of Dhaka. Publications: "Udvid Parichoy" (Plant Identification) was published in 'Bangla Academy Bijnan Patrica', Vol.-2, April'87. "Urban Planning in Bangladesh : Present trends and activities" was published in 'Nagar Samacher' a news bulletin of the Centre for Urban Studies, Department of Geography, University of Dhaka. Training received in BRAC: Received 14 days training on "Educational research" under direct coordination and direction of world renowned educationist Prof. A. K. Jalaluddin, Completed "The Distance Training Course in Youth Works" a leadership, planning and management oriented course under the Commonwealth Youth Program, Asia Centre, Chandigar, India, workshop on "Design New Program on Community Learning Assistant project" arranged by Plan International, Received a 10 days workshop on "Research based Curriculum Development" conducted by Mr. Mike Harrison and Dr. Caroline Dyer, University of Manchester, 6 month training on "Advanced Executive Computer Training", "Equity in the classroom", Deborah Llewellyn, USAID for 6 days.

Working group: Research and Monitoring Unit
Name: Md. Abdul Bareque
Designation: Senior Material Development Specialist
Educational Qualification: Masters of Science (Psychology)
Date of joining BEP (Field): August 1991
Date of joining Head Office: October 1998
Job Description: Identify issues from monitoring reports, field visit, prioritize research issues, make tentative plan for conducting the selected research, share the topic of the selected research with concerned group, collect necessary data and information from field, process collected data, write draft reports, Present findings in different groups, finalize reports, liaison with Research and Evaluation Division.
Training received in BRAC: Basic Training on NFPE, Staff Development Training, Development Management Course, TOT Training, "Research based Curriculum Development" conducted by Mr. Mike Harrison and Dr. Caroline Dyer, University of Manchester.

Working group: Research and Monitoring Unit
Name: Sheikh Md. Ashrafuzzaman
Designation: Senior Trainer
Educational Qualification: Masters of Commerce (Management)
Date of joining BEP (Field): 1989
Date of joining Head Office: 1996
Job Description: Identify issues from monitoring reports, field visit, prioritize research issues, Make tentative plan for conducting the selected research, Share the topic of the selected research with concerned group, Collect necessary data and information from field, Process collected data, Write draft reports, Present findings in different groups, Finalize reports, Liaison with Research and Evaluation Division.
Training received in BRAC: Received 14 days training on " Educational research " under direct coordination and direction of world renowned educationist Prof. A. K. Jalaluddin, Received a 10 days workshop on "Research based Curriculum Development" conducted by Mr. Mike Harrison and Dr. Caroline Dyer, University of Manchester, 5 days training on script writing, Training on "inclusive Education", 12 weeks English Language development course- BRAC, British Council, Development Management Course, Pre-Service training, Staff Development training, Basic Training on NFPE, OMC training, 2 weeks training on Zial Oriented Project Planning, TOT training (general &NFPE), Training on Education Technology, Organization Development training.

Working group: Research and Monitoring Unit
Name: Azmal Hossain Molla
Designation: Programme Organizer
Educational Qualification: Masters of Social Science (Economics)
Date of joining BEP (Field): February 1990
Date of joining Head Office: July 2001
Job Description: Identify issues from monitoring reports, field visit, prioritize research issues, Make tentative plan for conducting the selected research, Share the topic of the selected research with concerned group, Collect necessary data and information from field, Process collected data, Write draft reports, Present findings in different groups, Finalize reports, Liaison with Research and Evaluation Division.

Training received in BRAC: Basic training, Staff Development training, Development Management Course., Gender Awareness and Analysis course, TOT training, "Equity in the classroom", Deborah Llewellyn, USAID for 6 days.