

BRAC Education Programme

Progress Report

NFPE Phase III

June-November 2003



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Acronyms

AC	Adolescent Centre	TCT	Technical Co-operation Training
ADP	Adolescent Development Programme	TIC	Team-In-Charge
AEM	Area Education Manager	TOT	Training of Trainers
AMR	Annual Monitoring Report	UAEO	Upazila Assistant Education Officer
APON	Adolescent Peer Organized Network	UEC	Upazila Education Committee
AUEO	Assistant Upazila Education Office	UEO	Upazila Education Office
BDP	BRAC Development Programme	UNO	Upazila Nirbahi (Executive) Officer
BEOC	Basic Education for Older Children	UP	Union Parishod
BEP	BRAC Education Programme	URC	Upazila Resource Center
BT	Batch Trainer	VO	Village Organisation
CDU	Capacity Development Unit		
CEP	Continuing Education Programme		
DC	Deputy Commissioner		
DEO	District Education Officer		
DG	Directorate General		
DNFE	Directorate of Non-Formal Education		
DP	Donor Partner		
DPE	Directorate of Primary Education		
DPEO	District Primary Education Officer		
DSHE	Directorate of Secondary and Higher Secondary Education		
EDU	Education Development Unit		
EFA	Education For All		
EIC	Education for Indigenous Children		
ELSP	Economic Life Skills Project		
EM	Ethnic Minority		
ESP	Education Support Programme		
GOB	Government of Bangladesh		
GPU	GOB Partnership Unit		
GPS	Government Primary School		
GT	General Training		
KK	Kishor Kishori (adolescent boys and girls)		
KK	Kishori Kendro (reading centre)		
KS	Kishori Supervisor		
PH	Programme Head		
PM	Programme Manager		
PO	Programme Organizer		
PP	Project Proposal		
PP	Pre-primary		
PRIME	Primary Initiatives in Mainstreaming Education		
PS	Project Staff		
QAS	Quality Assurance Specialist		
RC	Reading Centre		
RED	Research and Evaluation Division		
RM	Regional Manager		
RPO	Regional Programme Organizer		
RSS	Regional Sector Specialist		
RT	Resource Teacher		
SMC	School Management Committee		
SS	Sector Specialist		
TARC	Training and Resource Centre		

Executive Summary

The period from June to November 2003 illustrates BEP's preparation for BEP 2004-2009 as all the programme's components are brought together to fit into the new objectives of the next phase.

NFPE, BEOC and ESP schools remain the main focus and backbone of the Programme as they did at the beginning of Phase III. However, the NFPE/BEOC/ESP model has expanded significantly to include a variety of components and branches that will provide a higher quality of education to a more diverse target population such as indigenous communities and children with disabilities.

Linking the whole BEP infrastructure and leading its evolution is its partnership with the GOB that will be the core of BEP 2004-2009. The intention is to build a greater synergy between the two partners to meet the 2015 Education for All (EFA) targets.

PRIME is an important achievement in the BEP/GOB partnership; of the 7500 pre-primary schools (under PRIME and additional financing from RNE) that are operating, 804 are located in Government Primary School campuses and have been well-received. PRIME will soon be opening 16,000 more schools out of which 1424 will be at GPS campuses. Training for School Management Committees at Government schools has also been successful in contributing to this partnership.

PACE's cooperation with the GOB Directorate of Secondary and Higher Education has introduced a new dimension in GO/NGO cooperation. With the GOB's consent 1,876 rural secondary school teachers have already been trained by BRAC staff using their own training material, which could contribute to improving the quality of teaching and education in Bangladesh. Similarly, the partnership with the Directorate of Youth was further institutionalized through the Skills Training project which trained 2,487 Gonokendro members, who not only develop human resources capacity but are also assisted in finding employment.

The Education for Indigenous Children (EIC) unit, and the Adolescent Development Programme have grown to become major branches of the Programme's infrastructure because of their potential outreach and inclusive capabilities, and will have strong implications in the next phase and in reaching EFA goals.

The main activities of the last six months are summarized below:

Schools

- The second half of 2003 saw further growth in the Education for Indigenous Children Programme. The EIC model and curriculum for the preparatory phase was developed, which aims to:
 - affirm indigenous heritage and language and strengthen cultural identity
 - help indigenous children succeed in the Bangla education system and integrate into the majority Bengali society.
- Teachers continue to receive training in disability issues that allows them to better understand and accommodate children with disabilities in the classroom.

Material Development

- In Material Development, learner-friendly and competency-based teachers' guides and student workbooks in Science Social Studies, English, Bangla and Maths have either been published or are in process as listed below:
 - Grade V Social Studies workbook and teacher's guide have been completed and are awaiting publication
 - English workbook embedded with text for Grade V is being developed
 - Grade V Science workbook and teacher's guide embedded with texts have being published.
 - Grade IV Bangla teacher's guide and workbook embedded with texts have been completed. Illustration work is being done for these materials.

Post-primary Basic and Continuing Education (PACE)

- PACE is on track establishing new Gonokendros. In particular, the mobile libraries, which are based on rickshaw vans, extend access to books to adult women in distant areas.
- The Gonokendros are now reaching even illiterate people by using multimedia IT presentations to educate them on social issues.
- PACE has devised a new mechanism of developing training materials and conducting sessions on Science, Maths, English, Values Education through Co- and Extra-Curricular Activities and School Management. Practicing teachers from well-reputed schools in Bangladesh and qualified professionals have been working with BRAC staff to train teachers from 250 community-run secondary schools with a focus on ethnic minority areas.

Adolescent Development Program

- In the Adolescent Development Program, the Adolescent Peer Organized Network (APON) program is in the redesign phase and has received important feedback from adolescents through workshops and discussion sessions.
- Kishori Netris began training in the New Economic Lifeskills course in November, and will be ready to teach in February. The course will be implemented in 2000 Kishori Kendros by June.

Management

- The Management Information Systems database has been redesigned and improved for better information processing and data collection methods.
- BEP Management has been restructured into 9 units at head office ensuring better delegation among unit managers and more freedom for higher level management to lead the Programme.

Programme expansion

- NORAD provided funding for 1500 ESP schools outside of the Donor Consortium.
- RNE provided additional funding for 4,000 pre-primary schools outside of the Donor Consortium.

BEP Logframe Analysis

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Purpose: The provision of an improved full-range primary curriculum that will allow learners to retain and use the literacy, numeracy and life skills learned.	At least an average score of 40% for Bengali, Social Studies, Maths and English attained by a representative sample of 5% learners in the annual Standardized Achievement Test (SAT) by 2004.	Study on competency based SAT tools development is undergoing.	SAT will take place next year for the 3 rd year graduates.
NFPE/BEOC graduates are contributing economically to their families.	90% completed primary cycle achieved	A total of 6,843 schools with a total enrollment of 222,311 (NFPE+BEOC+ESP) and a completion 209,566 (NFPE+BEOC+ESP) was achieved during 2003. A total of 94.3% learners enrolled completed the course. Out of 6,843 schools 6,191 schools completed full primary school cycle (190,148 learners 93.9%). The rest of 652 (including 495 ESP completed 3 rd grade.)	From June to Nov there were no course completed schools.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
	At least 80% of BRAC BEOC graduates remain in touch with literacy materials and are also involved in receiving trainings on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and book binding.	641 Kishori Kendros have been opened during this reporting period leading to a total of 8102 KKs in operation offering educational material and training opportunities.	However approximately 80% girls are reported to be continuing their education in the secondary schools, which is the reverse situation from 1993 when RC/KK reality was that only 20% girls went on to secondary schools. A new project (ABRITO) has evolved as an extension of livelihood training to teach basic business practices. It has already completed its pilot phase in regions and will be incorporated into the mainstream of ADP.
	50% of graduates complete education until Grade VIII.	In 2002, 137,032 (95.9%) learners have enrolled in secondary Schools in Grade VI from 4948 NFPE schools.	
Programme level finance:	Cumulative budget to end May 2004: Tk. 6,220,107,615 Budget for June 2003 - May 2004: Tk. 1,552,145,926	Cum. Expenditure to end November 2003: TK. 4,897,013,470 Expenditure for June 2003-Nov 2003: Tk. 721,156,805	The expenditure in this reporting period was 46% for the following reasons. First, the material for EIC schools and training for secondary school teachers under PACE are ongoing but will be increased in the next 6 months. Second, the contingency fund is under process of being fully utilised by Phase end.

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Output 1: Operational Schools			
Equitable access to cost-effective primary education for poor children, especially girls ensured.	34,000 schools are in operation for 1.1 million children including 60 - 70% girls with usable facilities (room, mat, board, child friendly environment) every year until 2004 at a cost of US\$ 20/ child/year).	34000 schools (NFPE 20,695 BEOC 9330 and ESP 3975) are in operation for 1.1 million children including 66.2% girls. A calculation of unit costs indicate: US \$17.5 for NFPE, US \$20.1 for BEOC and US \$14.4 for ESP (Per student per year). Total cost per student per grade indicates US \$14.0 for NFPE, US \$12.1 for BEOC and US \$14.4 for ESP.	
Finance level of Output 1:	Cumulative budget to end May 2004: Tk. 4,400,645,322 Budget for June 2002 - May 2003: Tk. 969,840,832	Cum. Expenditure to end November 2003: Tk. 3,781,229,933 Expenditure for June to Nov 2003: Tk. 492,111,860	51%
Output 2: Capacity development of Staff and teachers			
Pedagogic skills of teachers and staff (supervisory) and supervisory skills of staff are developed, updated and in use.	2.1 At least 70% teachers deliver the lessons following a standardized quality checklist (e.g. lesson plan, correct use of materials, ongoing assessment of learning, time management etc).	1924 teachers have received basic (12 days) teachers' training during this reporting period since at the school opening all the teachers receive basic teacher's training. 916 teachers from ethnic minority background received basic training.	In addition to basic training, all teachers also received monthly refreshers and subject based special refreshers.

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
	2.2 At least 80% of the supervisory staff (PO, TI, RM, QAS) are following the supervision action plan and assessing the teachers and facilities periodically and giving feedback including suggestions.	The following number of staff have received the following training: OMC-1 training: 233 OMC-2 training: 152 PMC- 1 training: 338 PMC- 2 training: 191	
Finance level of Output 2:	Cumulative budget to end May 2004: Tk. 934,025,384: Budget for June 2003 - May 2004: Tk. 177,156,309	Cum. Expenditure to end November 2003: Tk. 612,801,603 Expenditure for June to Nov 2003: Tk. 81,001,933	46%

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Output 3: Material development and new initiatives			
Curriculum and materials are continuously updated and developed	3. Updated and developed curriculum and materials (relevant, participatory, child-friendly, gender friendly and NCTB competency based) are in the possession of teachers and students.	Revision and development of curriculum and materials is a continuous process. So far in Grades IV and V the following Primers and teachers' guides have been completed: Maths Grade IV Science Grades IV and V Social Studies Grades IV and V. From existing materials (Grade I-III) Social Studies II English I English III The above existing materials have been revised except for Grade I English which has been introduced to the BRAC schools. Apart from these 700 ethnic minority schools are developing the following materials: Handout on Rhymes (for preparatory	Information from different communities have already been gathered by resource persons for developing materials for Grades I to V.

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
		schools and Grade 1), folk tales for Grade I and teachers guide (on community curriculum) for Grade I- Bangla, Social Studies, Maths) have been prepared and awaiting publication. The magazine MANUSH, published by a local NGO, FIVDB, has issued two editions on the Garo community and one on the Dhalo, Hajong, Koch and Mahato communities. Copies have been distributed to all adolescent centers. The EIC curriculum and Basic Training module was revised. The module incorporates issues related to ethnic minorities in the re-opened preparatory phase. Story books for Grade I are under process of development.	
Finance levels of Output 3.1	Cumulative budget to end May 2004: Tk. 131,263,755 Budget for June 2003 - May 2004: Tk. 20,782,719	Cum. Expenditure to end November 2003: Tk. 73,872,362 Expenditure for June 2003- Nov 2003: Tk. 10,772,329	52%

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Finance levels of Output 3.2	Cumulative budget to end May 2004: Tk. 73,159,070 Budget for June 2003 - May 2004: Tk. 58,500,511	Cum. Expenditure to end November 2003: Tk. 22,605,608 Expenditure for June 2003- Nov 2003: Tk. 22,170,685	38%
Output 4: Continuing Education Programme			
BEP graduates (including adolescents) and community people (children, adults and adolescents) have increased access to continuing education.	4.1 6000 Reading Centres at different districts (50% managed by adolescent as librarians and supervisors and by Regional Programme Organizers with books and materials on awareness raising) are in operations for BEP graduates and other adolescents (90% girls) for borrowing and mobilization. 4.2 900 community managed libraries including 500 new ones with 100 books (100-150 for children, news paper, magazines) are in operation with borrowing and reading facilities.	As of November 8102 are in operation. During this reporting period 641 KKs have been opened. 100% KKs are managed and supervised by the adolescents (KN, KS). Except for the RSS post (59% female) all other ADP staff are 100% female (KS and PS). A total of 802 (400 from Phase II) Gonokendros are in operation. Out of this 50 have been opened during this period.	For further details please see Output 4.

Narrative Summary	Objective verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Finance level of Output 4.1:	Cumulative budget to end May 2004: Tk. 374,764,380 Budget for June 2003 - May 2004: Tk 105,359,246	Cum. Expenditure to end November 2003: Tk. 262,595,603 Expenditure for June 2003- Nov2003: Tk. 52,325,275	50%
Finance level of Output 4.2:	Cumulative budget to end May 2004: Tk. 75,383,862 Budget for June 2003 - May 2004: Tk 71,182,658	Cum. Expenditure to end November 2003: Tk. 21,530,897 Expenditure for June 2003- Nov2003: Tk. 18,833,354	26%
Output 5: GOB Partnership			
Formal primary school stakeholders (local and national) are aware of BRAC's experiences and considering them in their policies and programmes.	5.1 At the local level, a sample 15 -20% of formal primary school stakeholders covered by the PRIME initiative are using BRAC methods to improve the formal primary school system by 2004.	At the local level formal primary stakeholders are covered through pre-primary intervention. Workshops with SMC members in all 40 upazilas are being conducted. From June to November, 350 SMC workshops with 3513 members have been conducted. In addition to this social mobilization such as formal and informal meetings, discussions with govt. officials, parents, teachers and local community are being conducted.	

Narrative Summary	Objective verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
	5.2 At the national level, stakeholders have expressed interest/willingness in making 2 policies and/or programme changes to improve the formal primary school system by 2004.	In September 2003 a workshop was conducted with 40 SMC chairpersons and 40 Member Secretaries (GPS head teachers) at BCDM Gazipur, Dhaka. The Director, Policy and Operation and the Director General, DPE attended the inaugural and closing session. More collaborative work is going on with the GOB in this regard.	The DC of Hobiganj has requested that BEP provide training for GOB primary and secondary school teachers. BRAC is going to sign an agreement with the upazila administrator, Fulbari in Kurigram district with regards to working jointly with the government to improve the overall condition of primary education.
Finance level of Output 5:	Cumulative budget to end May 2004: Tk. 182,865,840 Budget for June 2003 - May 2004: Tk 101,323,650	Cum. Expenditure to end November 2003: Tk. 122,377,455 Expenditure for June 2003- Nov 2003: Tk. 43,941,361	43%
Output 6: Management and Research			
An effective programme management is in place.	6. BRAC's NFPE and CE programme is running smoothly according to plan	According to the plan 34,000 schools with 1080774 learners are in operation. 802 Gonokendros along with 144 mobile libraries are in operation under CE Programme.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Activities Output 1: Child Selection a) Identify and select children based on a set of criteria (rural, never schooled, dropped out, age 8-14, ethnic minorities, and preferably girls.	a) 1.1 million children (785,000 age 8-10 years and 305,000 of 11-14 years through NFPE, BEOC and ESP schools) including 60-70% girls selected following the set criteria by 2004 (yearly 1.1 million) 505 Team offices.	1.1 million children (NFPE age 8-10: 680,893, BEOC age 11-14: 280,677 and ESP age 8-10; 119,204) including 66.2 girls. Total Team Offices: 520	
Physical facilities b) Arrange physical facilities (room, boards, mats and stools) according to defined specifications	b) Physical facilities (room, boards, mats and stools) are available in at least 80% of the 34,000 schools satisfying the quantity and quality criteria for each item every year.	In terms of quality and quantity 96% schools satisfy the criteria.	Information collected by the BEP monitors.
Teachers/ Supervisors c) Provide teachers (preferably female) and supervisory staff based on defined selection criteria.	c) 34,000 teachers and 2,500 PO/RTs as supervisors have joined (90% female teachers and 30% female PO/RTs) and placed at schools as PO/RTs	During this reporting period, 33674 teachers (98.5% are female) and 2461 PO/RTs (28.7%are female) have been placed at schools. In this reporting period the percentage of female staff stands at 58.09%.	

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Provide Textbooks d) Provide textbooks and supplementary materials including successful elements of piloted projects.	d) Usable textbooks and supplementary materials are in the possessions of all students in 34,000 schools according to grades at the beginning of school session each year.	100% students and teachers are provided quality books and materials on time. In this period 1,114,774 textbooks and supplementary materials have been supplied to students and teachers.	
School Management e) Establish and maintain school management in collaboration with the community (SMC parents)	e) Parents and SMC members meet in 80% of the cases, where at least 70% parents and SMC members participate and can explain their roles and responsibilities and impacts of education at the end of each year in each village school.	Every month parents and SMC members (mostly mothers) meet for each school.	
GOB/NGO Linkages f) Establish and maintain linkages with other institutions/programmes (GOB, NGOs)	f) 1010 workshops and meetings held yearly with heads of the educational institutions and all UEO and AUEO, out of whom 70% can explain major points of BRAC's education programme every year	During this reporting period 87 workshops (with 1340 participants) have been held with the head teachers of GPSs.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
	within the working areas of Team Offices.		
Output 2: Primary Pedagogy: Teachers a) Provide need-based training to teachers including ESP (Grades I-V) on primary education pedagogy and subjects (initial for new recruits and refreshers for existing).	a) By 2003 at least 80% of teachers trained in 9 sessions can demonstrate and prepare appropriate lesson plans and describe on subject-related contents after the training. At least 70% of BTs can conduct teacher's training followed by positive evaluation after receiving two subject-based specific training.	All teachers have received monthly refreshers training. Besides these teachers also have received the following trainings: Subject-based special refreshers for teachers of Grade IV (NFPE): 7980 (13 days). Subject-based special refreshers for teachers of Grade V (NFPE): 861 (9days) Subject-based special refreshers for teachers of 5th phase (BEOC): 4555 (9 days) 70% BTs are still continuing Refreshers.	For further details please see Output 2. BTs can conduct Refreshers. However the entire BT capacity development process is currently being reviewed.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Primary Pedagogy: Supervisors b) Provide need-based training on primary education pedagogy and subjects to supervisors (RTs, MT/POs, QMs) and teacher's trainers under ESP.	b) At least 80% of staff members trained can demonstrate and prepare appropriate lesson plans and describe on subject-related content after the training and work following the supervision plan by 2003.	All the staff who received PMC 1 and 2 training are able to prepare appropriate lesson plans.	
Adolescent Training c) Provide need-based training to adolescents as leaders and librarians and supervisors for Reading Centres and community people as Union Community Librarians.	c) The adolescent supervisors are supervising RC facilities following prescribed supervision plan, grading librarians and providing feedback.	Basic training (6 days) have been given to 2,500 Kishori Netris and 1029 KS on Kishori Kendros. 160 PS and 50 KS have done 6 days training on OMC management.	The training increases the supervision capacity of the adolescents.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
<u>CE Staff Development</u> d) Provide staff development for CE staff and capacity development training for the community (Trust members, librarians, and different other local people).	d.) All CE staff who participated in training can explain their tasks and demonstrate their work after training. 50% of the community librarians, community members and Trust members in 500 new libraries can explain their tasks after training	CE staff have proven capable of their given tasks. 701 Committee members from 117 Gonokendros received orientation of their tasks. 29.91% of the participants were women.	As the programme is always expanding and CE staff have more responsibilities, more refreshers and trainings are necessary.
<u>Output 3</u> <u>Grades I - III</u> a) Revise existing curriculum and materials for Grades I - III in all subjects	a) NCTB competency and more activity-based relevant revised curriculum and materials in all subjects are available each year.	In this phase curriculum has been redesigned which is NCTB competency based. Workbooks (primers) have been developed embedded with texts. Alongside teachers' guides have been designed incorporating lesson objectives, daily objectives and everyday plans.	To match with the new Grade II materials and to ensure consistency, Grade III materials will be developed before Grade I.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
		Grade II Social Studies teacher's guide and workbook embedded with texts have been published and are being used in all BRAC schools. Both the Grade III workbook and teacher's guide are in the process of development. The English teacher's guide and students' practice book for Grade II have been rewritten and completed and are awaiting illustration work.	These books will be introduced in October 2004
<u>Grades IV - V</u> b) Develop textbook and supplementary materials for Grades IV - V.	b) Activity based, child-friendly supplementary materials and textbooks for Grades IV - V available by 2004.	The development of Grade V Social Studies workbook and teacher's guide have been completed and are awaiting publication.	These books will be in use from March 2004.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
		English workbook embedded with text for Grade V is in the process of development. The development of Grade V Science workbook and teacher's guide embedded with texts have been completed and are undergoing the publication process. The development of Bangla Grade IV teacher's guide and workbook embedded with texts have been completed. Illustration work is being done for these materials.	This book is awaiting illustration. These books will be in use in all BRAC schools from March 2004. This book will be introduced in schools from May 2004.
Output 4 Establish Reading Centers a) Establish Reading Centers for BEP graduates and adolescent girls following defined policies	a) 6000 Reading Centers with usable facilities (mats, stool, trunks) in different districts are in operation each year.	8102 Reading Centers (Kishori Kendros) were in operation with usable facilities.	

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Reading Materials b) Provide reading materials on selected issues relevant for adolescents for on and off premise uses.	b) 200 materials of different kinds will be available by 2004 in all RCs.	100 books and selective journals were available for use in all KKs.	Interaction with the adolescents showed that they were interested in having a variety of books (instead of 250 books that were provided to each center earlier). Based on the findings, it was decided 100 books (per Kendro) will be provided.
Life Skill Training c) Introduce life skill training on a pilot basis	c) 5,000 adolescent girls received life skill training at RCs and 50% of them can explain their knowledge and demonstrate their skills.	Around 13,500 rural adolescents received life skill training at KKs and high schools and 70% of them can explain their knowledge and demonstrate their skills.	As during the reporting period APON G was operating in 431 KKs and APON B was operating in 108 schools. Therefore 10,775 girls and 2700 boys attended APON Course.
Social Activities d) Organize and promote socialization activities (cultural and social interaction, games, etc.)	d) 90% adolescent girls of each RC participated monthly in one kind of socio-cultural activity and 50% of them are organized in reading and social networks.	90% adolescent girls of each RC participated monthly in one kind of socio-cultural activity and more than 50% of them are organized in reading and social networks.	The adolescents participate/observe different national/special days e.g. independence/victory days, International Women's Day, Child Rights along with different cultural shows within and outside KKs.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Mobilization Measures e) Undertake mobilization measures	e) 50% of the adolescent girls are visiting organizations related to their needs.	80% of the adolescent girls are taking different measures/efforts to stop early marriage, dowry practice, polygamy, son preference etc. however with little success. Around 32,000 adolescents girls have been absorbed within BEP for part time employment as Ks/ KNs/ PP teachers related to their needs.	From Jan '04 bicycles will be given to all KNs (Kishori Netris) in addition to Ks to increase mobility.
New Community Libraries f) Establish facilities for new Union Libraries with children's corner, partially with community financing	f) By May 2004, 500 new Union Libraries with children's corner are functioning in different unions with active community membership and management.	A total of 715 (92.61% of 772) Gonokendros with children's corners are functioning to date, out of which 368 were opened during this period.	
Reading Materials g) Provide reading materials on diversified issues for on/off premise uses including from mobile library.	g) User-friendly books (fiction, non-fiction, educational, life issues, reference, textbooks etc.) 1,000 books per UL, are	A total of 361,600 books (Phase III) are available in Gonokendros, resulting in an average of 904 books per	

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
	available for on/off premise use, including 50% of them from mobile library.	Gonokendro.	
Socio-cultural Activities h) Organize socio-cultural activities	h) At least 2 socio-cultural activities held in 70% of the libraries performed by 40% women/girls each year.	523 Gonokendros organized at least one socio-cultural activity during this period.	
Introducing Computers i) Introduce computer and communication technologies in selected library on experimental basis.	i) At least 70-80 community libraries computer based information on child rights development etc. can be downloaded by May 2004.	A total of 70 libraries have been equipped with computer and 1 was connected to Internet.	
Output 5 School Forums a) Reactive school based forums (parents, SMC , teachers) to improve their understanding on roles and responsibilities and motivate them to perform them.	a) 4,320 sessions held with SMCs, 1080 with PTAs yearly in 40 upazillas, after which 50% of SMC members, 70% Mothers Forum(MF) members and 30% of Parents Teachers Association (PTA) members can articulate their roles and responsibilities.	PRIME staff have participated in 1427 SMC meetings, which have been organized and coordinated by them.	
Upazila Resource Centers b) Establish Upazila Resource Centers for teachers to share successful/effective teaching methods practiced by BRAC.	b) 30 URCs (one in each target upazila) are established by 2004, where 30% of formal primary school teachers headmasters, and	This has not taken place.	The GOB approval for teachers' training and strengthening the URCs has not been given.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
	ATEOs attended the workshops on good classroom practices and effective school management systems.		
Organizing Awareness Efforts c) Organize workshops, seminars, conferences and field visits for MPs, DCs, DPs, DPEOs etc. to make them aware of the state of the primary education goal, local and national, of the PRIME programme and seek commitment from GOB/stakeholders side.	c.1) 120 seminars (2 per year per upazila) held with DCs, local MPs, UNOs, TEOs, AIEOs, HMs, UP chairmen and civil society, where feedback sessions indicate that 50-70% of participants are aware of the state of primary education and of PRIME's goal. c.2) 2 national conferences held with DPs, civil society and GOB representatives, where discussions and recommendations indicated that participants are willing to engage in further debate and discussion on the issue of GOB NGO cooperation in education. c.3) 2 field visits by members of the parliamentary Standing	During this reporting period 61 workshops (with 1463 participants) have been held with the GPS head teachers. These workshops have been organized to make the participants aware of these. During the reporting period a total of 804 government officials visited different components of GPU and recommended the expansion of the programme.	Some MPS have visited BRAC Education Programme (MP of Mymensingh, Mithapur etc.) and expressed their satisfaction. Their reports have been given to the concerned government officials.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Establish Pre-primary Schools d) Establish pre-primary schools to demonstrate the importance of preparing children for formal schools.	d) 1,200 pre-primary schools of one-year cycle are in operation by April 2002 each school having 25-30 children of 5+ years age.	7500 schools have been running during this reporting period with an enrolment of 216,667 beneficiaries of children having 60.5% females.	
Re-opening Community Schools e) Take over from the GOB reopen and operate Community Schools to demonstrate to the GOB that BRAC NFPE methods can be used successfully in the formal system.	e) 44 Community Schools using NFPE methods in operation by 2002 and GOB assessed the running of the schools positively.	44 community schools are in operation.	Handing over 96 community schools is under process. Work is going on to prepare a subject based guide for students who will take scholarship examination.
Output 6 Monitoring and Reporting a) Continue with periodic monitoring and reporting	a) Monitoring reports shared and recommendations used to revise operational plans regularly	Monitoring conducted on both pedagogy and management areas during the reporting period of 518 team offices along with 1966 schools.	
Upgrading MIS System b) Upgrade the existing HQ-based MIS system as a decision support system	b) MIS section has updated hardware and software and provides data for documentation and analysis according to the demand of different sections.	A consultant was engaged to review the existing MIS system.	Please see Output 6 for some of the consultant's recommendations.

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Research Activities c) Undertake need-based research activities (baseline operation, action and evaluation research)	c) At least 10 research activities and reports are available and being used for decision making.	3 research studies have been completed in this reporting period. Please see the ADP section and Annex 3 for summaries of these studies.	The other 5 studies will take place in the next reporting period.

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
Internal Sharing d) Continue internal sharing sessions for learning and review and participate in selected external sharing sessions on NFPE and CE.	d) At least 30 meetings (RMs-12, QAS-12 and Monitors-06) held internally at different levels. Senior staff members have participated in 10-20 workshops/meetings	During this reporting period BEP administered meetings with senior staff members. Senior staff participated in a high level workshop in November which was organized by BRAC Institute of Education (BIOE). RMs participated in 2 planning workshops with head office staff. QASs participated in 2 quality improvement training workshops with the consultant. RSSs participated in 3 workshops with the head office staff.	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
Disseminating Programme Information e) Disseminate selected programme information to local and national development partners.	e) Development partners periodically received selected information about BEP and its major achievements.	Development partners received 6 monthly progress report and yearly work plan in time.	On the basis of the recommendation of the two missions undertaken by IOA and Appraisal BEP revised its Project Proposal before submitting the draft version on 22nd November 2003.
Professional Development Training f) Provide need-based professional development training to programme personnel	f) 4-5 members have participated in relevant training each year and shared major learning with colleagues in the form of reports and presentations.	IOA mission conducted following workshops with different level of staff members. Grass root level workshops with teachers. Open space workshop with mid-level management staff. Workshop with senior management personnel. BEP monitors shared their findings with head office staff. Data International presented their findings on pre-primary school	

Narrative Summary	Objective Verifiable Indicators (OVI)	Achievement from June to November 2003	Comments
		impact. Some staff received following professional trainings: One senior level staff of EDU and two staff members from EIC (ethnic minority background) participated in a workshop on Language Revitalization and Multilingual Education in Minority Communities in Asia organized by SIL International, Bangkok. In Inclusive Education (IE): 30 staff participated in a workshop at the Institute of Education and Research on Inclusive Education. 5 staff participated at the Center for Disability in Development on Inclusive education.	

Narrative Summary	Objective Verifiable indicators (OVI)	Achievement from June to November 2003	Comments
		1 staff member received training in speech therapy at the Center for Rehabilitation on Paralyzed.	

Output 1: School Operations

Table 1.1: School Operations activity

Activity for Output 1		Target for June 2003 to May 2004	Achievement From June to November 2003	Comments
Schools operating	NFPE	21,738	20,695	This is the number of on going schools that has been carried forward from the previous year. This also includes the number of re-opening schools.
	KK (BEOC)	7,287	9330	
	ESP (NFPE)	4,975	3975	
	Total	34,000	34000	
Students enrolled in on-going schools	NFPE	717,354	680,893	This number has been carried forward from the previous year. The number of students in the re-opening schools is also included here.
	KK (BEOC)	218,610	280,677	
	ESP (NFPE)	149,250	119,204	
	Total	1,085,214	1,080,774	
Schools re-opening	NFPE	2,148		
	KK (BEOC)	2,310		
	ESP (NFPE)	2,070		
	Total	6,528		
Student enrolled in re-opened schools	NFPE	70,884		
	KK (BEOC)	69,300		
	ESP (NFPE)	62,100		
	Total	202,284		
Course completed schools	NFPE	898		No course has been completed during this reporting period. 964 students (66.18% female) have been selected to sit for the Government organized Scholarship Examination.
	KK (BEOC)	4,560		
	ESP (NFPE)	1,070		
	Total	6,528		
Graduates	NFPE	26,671		Will be included in next Progress Report.
	KK (BEOC)	123,120		
	ESP (NFPE)	30,495		
	Total	180,286		

Planning for school re-opening and operational strategy

BEP is following a decentralized planning and management process. Although the team offices in BEP are the core unit, regional offices are playing a vital role to support and building up the capacity of the staff in the areas such as school planning and management, quality improvement, capacity development and ensuring educational supplies.

During the reporting period, Regional Managers (RMs) organised several workshops along with the Team-in-charges (TICs) and Programme Organisers (POs) in their respective regions to identify new working areas where new team offices can be set up. In addition, two planning workshops were held with the RMs and head office staff in order to finalise the plan. The following criteria was used as a guideline:

- Areas where BEP was not active
- Less representation of NGO's education related activities
- Lower literacy rate than national average
- Existence of indigenous community
- High poverty level rate
- Geographically remote areas

Again the RMs have come up with some innovative suggestions relating to school operation, which has some policy implications. For example in the Chittagong Hill Tract areas, one PO (Programme Organiser) cannot supervise 12-15 schools twice in a week due to inaccessibility of the areas. Therefore, the supervision has to be more flexible. In addition to this, 2 day bi-monthly teachers refreshers training are taking place whereas in the existing areas monthly one-day teachers refreshers are being held. In order to provide more flexibility in reaching dropouts and unenrolled children, BEP decided to enroll 25-33 children in each school. In addition, the required teachers qualification has been relaxed due to non-availability of SSC qualified candidates for teaching in BRAC schools. In this case BRAC has recruited teachers with less qualification and are providing training courses to improve their capacity.

Quality Assurance Specialist development

Math practice workshop to improve teaching quality

Although the average achievement level in mathematics in BRAC schools is satisfactory there is room for improvement. Based on experience and information from the field, BEP identified areas for improvement so that the capacity of staff and teachers could be better developed. Quality Assurance Specialists are the key personnel of pedagogical management in the field. They assist in the development of new teacher training materials and books and disseminate these to staff and teachers.

In order to further improve the quality in mathematics (especially in Grades IV and V), the Education Development Unit's staff members conducted a week long workshop for QAs and practised solving different arithmetical problems relating to teaching and technical assessment of learners' performance in school. The same workshop was taught to MTs, supervisory staff and BTs in the field. Time has been allocated in refresher courses for more practice in Mathematics by the teachers. Teaching quality since then has brought better results.

Developing Batch Trainers (BTs)

BT Development is a continuous process. During this period, the QAs conducted the subject-based BT refreshers training to increase BTs confidence, motivation and relationship building skills with other teachers and staff. Teams In Charges' assisted in the development of the refreshers training module and facilitated the BT refreshers training. Through this initiative BTs have been found to be accepted positively by fellow teachers and other field staff. They are more confident, responsible and motivated in terms of developing refreshers modules and conducting teachers refreshers training.

Promoting female and weak learners

BEP has always been taking initiatives to enroll and promote female learners in its schools. However, results show that female learners need more attention in the classroom. Steps were taken to create a more gender friendly environment for females, weak, and ethnic minority learners in the school.

All training and refreshers modules were reviewed, more female supervisory staff recruited, and mothers were encouraged to participate in the SMC and parents' meetings. This resulted in better inclusion and participation of female and weak learners in different classroom activities.

Building team capacity

Dr. Brigid Smith facilitated a workshop on capacity building of the QAs. In order to strengthen capacities of individual team offices, the workshop addressed issues such as attendance records, refreshers training courses, subject capability of both staff and teachers and supervision techniques. The QAs along with the RMs prepared a six month plan and have taken several initiatives to work with teams on their weaker areas.

Education for Indigenous Children (EIC)

BRAC's Education for Indigenous Children Unit has been working to provide culturally appropriate and innovative non-formal primary education to the indigenous communities of Bangladesh since 1999. The second half of 2003 saw the significant development and expansion of the programme.

BRAC has been enrolling indigenous students into NFPE schools in four different clusters: Greater Mymensingh, North Bengal, Sylhet-Hobigonj, and the Chittagong Hill Tracts. Approximately 22 different ethnic groups in 14 BRAC regions within these clusters are served by the various types of BRAC schools under the EIC initiative. In 2003, a target of 700 schools specifically for ethnic minority children was set. By November, 2003 the EIC programme had the following number of schools and students:

Table 1.2: Number of schools and students in EIC Programme in November

Students	Education Model	Funding	Number Of Schools	Number of Indigenous Students
Mixed indigenous and Bengali students	BRAC NFPE, with supplementary materials representing ethnic communities	BEP	645	14, 914
*Ethnic minority schools	BRAC NFPE, with supplementary materials representing ethnic communities, and EIC materials to be phased in	CIDA	65	
EIC	EIC curriculum	CIDA	612	10, 207
Ethnic minority schools in Chittagong Hill Tracts	BRAC NFPE, with supplementary materials representing ethnic minority communities	BEP	211	4082

**65 of the targeted 700 CIDA funded schools for indigenous children opened between January and April, 2003. These schools have an indigenous student body, but were opened before the EIC curriculum was created. As new content and materials are developed for the EIC schools, they will be phased into these 65 schools.*

The EIC model and curriculum for the preparatory phase were developed in consultation with Drs. Susan and Dennis Malone from SIL International in July, 2003. The objectives of the model are to:

- affirm indigenous heritage and language and strengthen cultural identity
- help indigenous children succeed in the Bangla education system (BRAC and/or government schools) and integrate into the majority Bengali society, if desired.

The EIC model met these objectives in 2003 through the design and implementation of a programme which uses indigenous languages as the medium of instruction in the preparatory phase, adapts the regular BRAC NFPE curriculum to the individual indigenous cultural contexts, and provides supplemental materials that reflect and celebrate indigenous cultures. The exception to this is in the tea gardens of the Sylhet Cluster, where the large diversity of indigenous cultures and the number which are currently in the process of mother tongue language loss has meant that the EIC model and curriculum is implemented in these schools with Bangla as the medium of instruction. By the end of 2003, most of the EIC schools were finishing preparatory phase.

In December 2003, Drs. Susan and Dennis Malone from SIL International returned to continue the planning process for Grade one. The consultants and the core EIC staff revised the existing BRAC NFPE curriculum to be more supportive and reflective of indigenous cultures. These curricular changes are particularly important for learning when one considers successful education as occurring when prior knowledge acts as the foundation for new knowledge. In Grade one the assistant teacher will engage the students in a Culture and Community component that draws on children's own knowledge and experience and helps the students build

confidence and proficiency in their oral mother tongue. The activities used will focus on whole language development, concrete and hands-on experience, and draw from the individual indigenous communities. This Culture and Community component will be for 20 minutes before each of the three Grade one subjects - language, social studies and Maths - and will help the students bridge into the BRAC curriculum in these subjects. The regular BRAC NFPE curriculum will use Bangla as the medium of instruction. Additionally, the time frame for the NFPE curriculum lessons has been extended to allow for more review in recognition of the need to build skills in Bangla as a second language for the ethnic minority students. Grade one classes for EIC schools will begin in 2004.

Table 1.2: A Comparison of the NFPE to EIC Models of Non-formal Primary Education at BRAC

BRAC's Non-Formal Primary Model	BRAC's Education For Indigenous Children Model
Bangla as medium of instruction	Mother tongue as medium of instruction in preparatory phase through Grade 3, with Bangla being phased in beginning in Grade 1
BRAC NFPE curriculum	EIC curriculum based on NFPE model, with supplementary materials and a culture and community component added to each subject in Grade 1
English as a subject begins in month 6 of grade 1	English as a subject will begin in Grade 2
BRAC holiday schedule	Holiday schedules designed to reflect the indigenous cultures in each cluster
Student teacher ratio 33:1	Student teacher ratio 33:2 - an additional teacher will be in each classroom to provide mother tongue language support to the main teacher and students
Target 70% female enrollment	Target 50% female enrollment due to smaller size of communities and desperate need for education for all children
5 taka per month student fee	No fee
2 month preparatory phase	4 month preparatory phase
Minimum requirements for teacher: from community, high school completion	Minimum requirements for teacher: from same indigenous community as part of student body, completion of Grade nine (difficult to find teachers with higher education)
Preference for married women as teachers	Preference for married women as teachers, but unmarried and male teachers also considered due to lack of educated potential teachers in community
Basic Training	Basic Training plus modules on indigenous issues and second language acquisition
2 day new school orientation for teacher	3 day new school orientation for teacher
1 day monthly refreshers	2 day monthly refreshers for preparatory phase and

BRAC's Non-Formal Primary Model	BRAC's Education For Indigenous Children Model
from preparatory phase through grade 3	grade one teachers to discuss second language acquisition and bridging issues
Latrine must be provided by landowner of school	An additional advance of TK 1000 is given to the community to build a latrine for school. Landowner must be indigenous (except for schools built on tea estates)

The face of BRAC has been changing due to the new EIC initiatives. In an effort to support indigenous employment and to draw on the knowledge and experience of the indigenous communities, many new staff have been recruited. Four indigenous staff have been hired for the core group at Head Office, and six indigenous resource staff hired to gather information and create supplementary materials. Nine existing staff, four from indigenous backgrounds, have been promoted to Regional Sector Specialist, who will act as cultural experts and build networks to mobilize the participation of the indigenous population in the education process. Additionally, 200 ethnic minority staff have been recruited as POs, with additional ethnic minority staff and teachers recruited for the Chittagong Hill Tracts (funded by BEP). Finally, 1400 indigenous teachers have been recruited to staff the new schools. Each school will have a main teacher and an assistant language teacher who will help instruct the students in their mother tongue.

BRAC has undertaken a considerable amount of capacity development and training with its indigenous and Bengali staff. Consultation with SIL International and workshops with indigenous teachers and teacher trainers were held to review and revise the Basic Teacher's Training Module and Foundation Training Module for programme staff to include information on indigenous issues and improve the quality of methods. Batch trainers and other staff have been given training about ethnic minority issues. Foundation training was held for 165 new ethnic minority programme staff, and many have also received the Operational Management Course 1. The revised 12 day Basic Teacher Training has been held for new teachers, including modules on issues in minority education, and the 4-day orientation for teachers was held before the new school openings. New issues in the Basic Teacher Training module include an introduction to indigenous language and culture, preparing and presenting profiles of indigenous groups, the background and present situation of indigenous education, and the incorporation of indigenous co-curricular activities and calendars into the curriculum. Teachers will also receive a 4-6 day grade promotion orientation after each grade is completed.

Bi-monthly cluster meetings in the four EIC clusters have been arranged to support and develop the new ethnic minority staff in the implementation of the initiative. The first cluster meetings, held in August, included new ethnic minority POs and their Teams-in-Charge. Information about new school openings was disseminated, and sensitization activities were held in order to minimize discrimination towards the new staff in the team. The second cluster meetings, held in November/December, also included sensitization issues, as well as discussion regarding the implementing process and how to improve the quality of the EIC schools.

Information dissemination about the programme has also been occurring through other means. In September the BRAC Local Representatives (BLR), a group of BRAC staff made up of Regional Managers and Area Coordinators, met in Savar for their tri-monthly forum. The focus of the information sharing in September was the EIC initiative. A presentation about the programme was followed by an open discussion and suggestions by the BLRs.

Funding for education

- BEP has set up a scholarship fund for ethnic minority (EM) teachers who want to continue their studies. Teachers receive TK 1500 to cover their examination fees and those with disabilities get an additional one month's leave with pay.
- 500 EM students at secondary and higher secondary levels also received financial support of TK 3000 each to continue their education. All recipients have expressed appreciation for the support and recognition of their needs.
- 12,370 BRAC graduates entering secondary schools from very poor backgrounds received a TK 400 stipend and textbooks for the year to support their education. The funding and books were distributed to 4,442 Bengalis, 5,150 ethnic minority children and 2,778 children with disabilities.

Training on disability issues for BEP staff

BEP increased the capacity of staff in this period reflecting its firm commitment to provide more access to children with disabilities.

- 4 H/O staff and 1 trainer received training from the Centre for Disability Development
- 5 H/O staff and 26 field staff received training from the Institute of Education and Research
- 1 H/O staff received speech therapy training from the Society of Assistants to Hearing Impaired Children
- 20 field staff received MT training from H/O staff and one trainer at Pabna TARC
- From November 2003, MTs will conduct monthly inclusive education information meetings with field staff
- From November 2003, H/O staff will provide an inclusive education orientation to 13 TARC trainers.

Training from the specialized institutes included providing an understanding of the concept of disability, types and levels of disabilities, causes and prevention of disabilities and classroom management. Since receiving this training, teachers are better able to accommodate to various disabilities and take measures to ensure that children with disabilities participate as much as possible. They also meet with parents to educate them about disability issues and take refresher courses to remain consistently updated in this field.

Education Support Programme (ESP)

ESP partners and schools

At the end of November 2003, ESP was working with 514 partner NGOs running 5,475 schools in 59 districts and 249 sub-districts of Bangladesh. Together, these schools had 2,995 students in Grade-I, 1,410 in Grade II and 1,070 in Grade III. Girls made up 72% of the total.

Through intended and careful efforts over the years ESP has extended its schools to:

The Rangamati, Khagrachari and Bandarban districts of Chittagong Hill Tracts, well known as politically disturbed and topographically difficult areas of Bangladesh,

The remote islands of Hatiya and Nijhumdwip,

The coastal chars of Noakhali and Chittagong,

The various chars of the Jamuna, Padma and Meghna rivers in Gaibandha, Jamalpur, Sirajganj, Pabna, Shariatpur, and Chandpur districts.

In 2002 and 2003 a carefully planned expansion also took place in the remote parts of Bhola, Thakurgaon, Panchagarh, Habiganj and Kishoreganj.

Implementation of ESP review recommendations

Priority was given to fourteen items in the implementation plan drawn up after the ESP Review mission on February /March 2003. The plan indicated that three of these would be completed by November 2003, while two more would continue until the end of the year and another would run over into 2004. The three due for completion were:

- Defining job responsibilities of Regional Manager (RM), Technical Support Specialist (TSS) and Monitoring staff.
- Developing a strategic plan for ESP, and
- Institutionalising an external monitoring system

In practice most progress has been made on Items 1 and 2, viz:

For Item 1, effort has been concentrated on the most numerous group, the TSSs, of whom there are 50 at the field level and 2 in the HQ office. Definition of their job responsibilities has been completed. Work is still in progress for the 6 RMs and monitoring staff.

For Item 2, a strategic plan has been prepared. The main elements of this plan are summarised in the following table. Further details of the plan, along with the rationale taken into account in its formulation are given in Annex 2.

Issues	Strategic Directions
Inter-Departmental Coordination & Cooperation	Intensifying the exchange of information and experience among the programmes. Aligning the structure and process to include the key areas of involvement. Reviewing the job profiles of ESP staff for more collaboration and cooperation with other programmes.
Improving ESP Management	Orienting ESP staff about the vision, goals and objectives of ESP. Strengthening the process and mechanism of developing second line leadership in ESP, with special focus on women in management. Improving monitoring, MIS, reporting and documentation.
Formalising the NGO Selection Process	Reviewing the NGO selection criteria.
Promoting Partnership	Strengthening coordination with the Government. Improving partnership with partner NGOs, civil society and apex bodies.
ESP Target Children	Expanding the programme to less accessible and underserved areas. Putting emphasis on children from ethnic minorities and children with disabilities.
Capacity Development	Revisiting job descriptions and improving the performance assessment system of ESP staff. Strengthening capacity development initiatives for different levels of functionaries. Retaining competent staff and diversifying their skills.

Re-monitoring, ESP monitoring capacity is in the process of being increased from two to six staff, one for each of ESP's six regional offices. The next external review will be included in the end-of-phase evaluation of NFPE III later in 2004.

Most of the other items in the Implementation Plan are continuous and ongoing work. Training is a particular feature of this work. In the reporting period it has included:

- 1-day orientation on ESP NFPE for 200 NGO heads
- 6-day training on classroom instruction and management/programme operation for 330 new POs and 30 replaced POs
- 10-day training of trainers (TOT) for 164 new POs and 15 replaced POs
- 12-day basic teacher training for 1,500 teachers and 100 POs
- Management and leadership training for 68 NGO heads
- Development management training for 17 TSSs

- Executive IT training for two HQ-based TSSs

In addition, two TSSs visited the Aga Khan Foundation in Pakistan to widen their knowledge on education development, and one TSS and one Regional manager have been selected to participate in studies for a post-graduate diploma in NGO Leadership and Management.

Quality check

The BEP internal monitoring system for School Operation is divided into academic and achievement sections:

Academic aspects in BEP monitoring strategy

There are six major academic aspects in school performance monitoring that are constantly checked by the monitors:

- The physical aspect (such as condition of schoolhouse, black board, calendar)
- Teacher and teaching (such as teacher preparation, teaching aids, lesson plan)
- Learner and learning aspect (such as learner's health, classroom discipline)
- Evaluation process
- Progress of co-curricular activities
- Home task review

The BEP monitoring source book provides guidelines for monitors to grade each aspect and then award a final overall grade.

Table 1.3: Bi-monthly academic grading status during the reporting period

Month	Academic Grading of schools			Total
	C	B	A	
July	1	298	397	696
September	2	158	651	811
November	--	151	563	714

Achievement aspects in BEP monitoring strategy

In the achievement aspect, students' achievement in particular is considered a key performance indicator. Monitors grade student performance in each subject following the monitoring source book guidelines. They usually perform an on-spot quick achievement test and grade accordingly in Bangla, English, Maths, Environmental and Social Study and Science.

Table 1.4: Bi-monthly achievement grading status during the reporting period

Month	Achievement Grading (schools)				Total
	D	C	B	A	
July	11	94	409	182	696
September	0	30	288	306	624
November	0	48	332	307	687

Quality check from BRAC's Monitoring Division

BRAC's Monitoring Division works as an external monitoring authority for BEP. This division usually addresses input and impact issues. In November, the division did a socio-economic survey of BEP learners

The monitors collected information from each of BEP's operational components (BRAC Schools, Kishori Kendros and Gonokendro Pathagars). Monitors generated random, proportional samples resulting in a pool of 3468 students/programme participants. In the case of students, monitors also interviewed their parents (3444 mothers and 3357 fathers). Structured interviews were used to collect indicators of the socio-economic status of students/participants, including the occupation of the clienteles' parents, poverty status of their family and literacy rate among the parents.

Several factors limit the generalizability of this survey. For example, annual family food deficit was used as a proxy for the poverty status. In interviews, monitors probed parents about family food availability and categorized the result in four major responses: always food deficit, sometimes food deficit, no food deficit and surplus food.

Results of the survey

Table 1.5 - Occupation of the parents

Occupation	Mother	Father
Day labor	3%	39%
Agriculture	--	25%
Small Business	1%	23%
Service holder	1%	8%
Housewife	95%	--
Others	--	5%

Table 1.6 - Poverty level of the parents

Poverty status	% of family
Always food deficit	12.5
Some times food deficit	34.12
No food deficit	32.27
Surplus	21.06

Table 1.7 - Literacy rate of the parents

Parents	Literate	Illiterate
Mother	38%	62%
Father	48%	52%

September 2003 Appraisal Mission recommendation

The following recommendation has been given immediate priority within BEP as well as several others listed in Annex 4. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Prospects and challenges in merging BRAC's and other NGOs' NFPE with the Formal Primary Education System

BRAC should rename its NFPE schools as "Primary Education Centres" or "BRAC Primary Education Schools". At the pragmatic level, the new term more accurately describes the product delivered and its venue - calling a spade a spade. At the strategic level, the new term will help the GOB to more readily understand, recognize and value the primary education provided by BRAC.

The donor partners, through their Education Local Consultative Sub Group, should play a brokering role in facilitating the set-up of a GOB/NGO Think Tank comprised of senior level officials from both sides to explore ways and means of merging the non-formal and formal programmes of education into a cohesive programme through a meaningful GOB/NGO partnership.

The BEP document should specify better how collaboration with both other NGOs and GOB structures are to be maintained in relation to the Continuing Education work. (pg. 8)

October 2003 IOA Mission recommendation

The following recommendation has been given immediate priority within BEP. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Main stakeholders of BRAC Education programme

Explore more possibilities to use the leverage of local governments, government officials and donors in accelerating the dialogue with MOPME. In this dialogue focus will be on the recognition of BEP's NFPE-model as the 12th type of officially recognised primary education model. Instruments of multi-stakeholder dialogue could be considered to open up further the present, but limited dialogue. The donors of BEP should play a brokering role (pg. 66).

Maps

The first map at the end of the Annex section illustrates the distribution of NFPE and BEOC schools in Bangladesh.

Output 2: Capacity Development Unit

Table 2.1: Outcomes of staff training related to school operation

Particulars	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Basic/ Foundation training	350	577	Due to the expansion of the programme more new staff members were recruited. In addition, 13 ethnic minority staff received this training.
Operational Management course (OMC) - 1	350	233	On target
Operational Management course (OMC) - 2	100	152	Due to expansion some new staff also received OMC-2 training.
Pedagogy Management course (PMC) - 1 (Grades I -III)	702	338 (target ongoing)	All new staff go through these (PMC-1 and 2) two courses. Those who do well will go straight for MT training which is facilitated by QASs or Core group MTs.
Pedagogy Management course (PMC) - 2 (Grades IV and V)	702	191(target ongoing)	It was not possible to arrange PMC 1 and 2 training at the same time. The target will be achieved at the end of the project year.
Special training comprises of GT (subject based), MT, TARC Trainers (TIC, PO and RT)	797 (6 days)	1156	These are TARC-based training. In addition staff received training in the field, which was facilitated by QASs and Core MTs.

Particulars	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
	465	333	BTs are experienced teachers who have already completed 2/3 cycles of teaching in BRAC schools. The achievement column figure indicates the number of BTs who received refreshers training. At the same time 637 teachers were trained as BT.
MT Workshop and Refresher	Subject wise need based workshops/training will be organized.		Please see table titled "subject based special training on page 45"
Special Training on Social Studies	As per BEP's requirement.		Please see table titled "subject based special training on page 45."
Staff workshop on assessment	The work is at preliminary stage.		
Subject based training for non MTs Subject based workshop for non-MTs	This has been integrated in PMC-I and PMC-II.		
Financial orientation	This has been integrated in OMC-II.		
Communicative English course (RM, QAS, AEM, UM)	75		Training will take place in the second half of the project year.
BEP meeting (General) RM, RSS, Monitor			As a policy of decentralization, BEP organised monthly meetings in HO to disseminate information and share ideas with RMs, QASs and Monitors.

Particulars	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Technical co-operation training	4	2	Two of BEP's senior staff members successfully completed their MA degrees in the University of London UK (under TCT award funded by DFID) from Sept 2002 - Sept 2003. Two senior staff members left in Sept 2003 to study for their MAs abroad (under TCT award funded by CIDA/AKFC).
Technical co-operation to Southern Sudan	4	2	Replication of BRAC's NFPE school model in Southern Sudan is funded by UNICEF.
Other trainings			
BRAC Values and Culture	200	136	On target
Gender Training		784 (female: 313, male: 471)	It was mentioned earlier that gender training was integrated in all training sessions. A special gender training course was organised for BRAC staff, facilitated by renowned Gender Specialist Kamla Vasin.

Table 2.2: Outcomes of special subject based staff training:

Subject	Target for June 2003 - May 2004	Achievement from June to November 2003	Comments
Mathematics	Need based	1583	In the field QASs arrange subject-based training for POs. In addition to that QASs also share these with the EDU members in the monthly/bimonthly meeting in order to select them as special subject-
English		661	

Subject	Target for June 2003 - May 2004	Achievement from June to November 2003	Comments
Social Studies (rural and urban)		594 (Grades I to II) 311 (Grades IV and V)	based core MTs.
Bengali		242	
Social Science (IV and V both urban and rural)		938	
Mixed subject		1020	As per need of the programme, MTs' also received training on different subjects.

In addition, the following subject based workshops were held during the last six months for QAs, subject core group MTs and Monitors:

- 39 QAs participated in two 3-day workshops on English (Grade I workbook and teacher's guide) and Social Study (Poribesh Prichiti Grade II workbook and teachers guide)
- 42 Core MTs received training on English (Grade I workbook and teachers guide)
- 24 Core MTs received a 6-day general training on different subjects
- 38 Core MTs participated in a 6-day workshop on different subjects

Table 2.3 Outcomes of teachers training and refreshers courses

Particulars of training and refreshers courses	Target for June 2003 May 2004	Achievement from June to November 2003	Comments
12 days basic training for teachers*	5360	1924	Basic teachers' training is designed only for the new teachers or replaced teachers. During this reporting period no new schools were opened. BRAC schools usually open in Jan-March. 961 teachers from ethnic minority background also received basic training.

Particulars of training and refreshers courses	Target for June 2003 May 2004	Achievement from June to November 2003	Comments
3 days orientation (before school opening)	6528		This 3 days orientation is designed only for newly recruited teachers. BEP has not opened any new schools in this reporting period.
3 days refreshers after Preparatory phase (+ introducing Poribesh Porichiti)	6528		BRAC schools usually open in Jan- March.
4 days refreshers at the beginning of class II	6850	5348	On track as per plan.
4 days refreshers at the beginning of class III	10245	11281	1036 replaced teachers also participated in the refreshers training course.
1 day monthly refreshers	232000	96693	On track as per plan.
Subject based special refreshers on definite intervals for teachers of grade IV (NFPE)	7994 (16 days)	7980 (13 days)	
Subject based special refreshers on definite intervals for teachers of 4th phase (BEOC)	3777 (11 days)		During the reporting period no BEOC schools of 4 th phase were operating.
Subject based special refreshers on definite intervals for teachers of grade V (NFPE)	898 (10 days) 7994 (6days)	861 (9 days)	On track as per plan.
Subject based special refreshers on definite intervals for teachers of 5th phase (BEOC)	4559 (9 days)	4555 (9 days)	During the reporting period no BEOC schools of 5 th phase were operating.
Refreshers on Math for teachers of class IV (NFPE)	7994 (10 days)	9980 (6 days)	The target will be adjusted after the end of the project year.
Refreshers on Math for teachers of 4th phase (BEOC)	3777 (5 days)		During the reporting period no BEOC schools of 4 th phase were operating.
Refreshers on Math for teachers of class V (NFPE)	898 (7 days) 7994 (3 days)	861 (7 days)	On target

Particulars of training and refresher courses	Target for June 2003 May 2004	Achievement from June to November 2003	Comments
Refreshers on Math for teachers of class V (BEOC)	4559	4535 (4 days)	During the reporting period no BEOC 5 th phase were operating.
Subject based training General training (GT) Batch trainers training (BT) Orientation(BT) Refreshers (BT)			Please see Table 2.4

Table 2.4: Outcomes of special subject-based teachers' training

Subject	Target for June 2003- May 2004	Achievement as of June to November 2003	Target for June 2003 May 2004	Achievement from June to November 2003	Comments
	Teachers received BT training (3/6 days)		BTs received refreshers/workshop (2/3 days)		
Mathematics	In all subjects need based	154	Need based	143	QASs and Core group MTS are responsible for developing MTs and BTs in the field through subject-based training.
English		66		44	
Bengali		59		19	
Social Studies (rural and urban)		45 (Grades I to III) 63 (Grades IV and V)		15	
Social Science (rural and urban)				20	
Mixed subject		250		61	

Output 3: Material Development and New Initiatives

Acronyms

QAS - Quality Assurance Specialist
 MT - Master Trainer
 RM - Regional Trainer
 TARC - Training and Resource Centre
 TI - Team-In-Charge

Table 3.1: Outcomes of pedagogy activities

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
1.Revision/ Development of Workbook	Grades I, II and III Social Studies workbooks(I, II and III) will be revised	Grade II workbook has been published and is in use in all BRAC schools. Grade III workbook is in process of development Grade I workbook will be revised after the development of Grade III workbook	To match with new Grade II materials and to ensure consistency, Grade III materials will be developed before Grade I
	English II workbook will be revised	The revision is completed and awaiting illustration work	
	Grades IV and V		
	Maths workbook V will be revised	Not yet done	All Maths primers will be revised chronologically reflecting all national terminal competencies
	English workbook V embedded with text will be developed	Work is in progress	
	Science workbook V will be developed and finalized	In press now and will be in used in schools from March 2004	

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
	Value education will be incorporated in all subjects materials IV and V	Being incorporated in all the newly developed materials in all subjects	
	Social Studies workbook V will be finalized and published	In press now and will be in use in schools from March 2004	
	Bangla workbooks IV and V will be developed and finalized	Work is in progress	
2.Revision/ Development of Teacher's guide	Grades I - III		
	Social Studies Teacher's guides I, II and III will be revised and published	Grade II Teacher's guide has been published and is in use in all BRAC schools. The Grade III Teacher's guide is in the process of development and will be used in July 2004. The Grade I Teacher's guide will be revised after developing Grade III materials	To match with new Grade II materials and to ensure consistency, Grade III materials will be developed before Grade I
	English Teacher's guide II will be revised	Revision is completed, now awaiting illustration work	
	Grades IV and V		
	Maths Teacher's guide V will be revised	Revision has been done, will be published by Jan. 2004	
	Science Teacher's guide V will be developed and finalized	The Teacher's guides are in the press for publication and will be in use from March 2004	The Teacher's guides will be introduced in schools from May 2004

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
	Bangla Teacher's guides IV and V will be developed and finalized	Grade IV Teacher's guide has been developed and is now awaiting illustration work Grade V Teacher's guide is in the process of development	
3. Achievement Test	Grade III Achievement tests will be taken based on the new book after revision	Not yet done	Will take place in the next six months
4. Curriculum and Syllabus	Math and English curriculum and syllabus for Grades I-V will be developed and finalized	In process of development	
5. Illustration and Design	Grades I-V		
	Social Studies workbook and Teacher's guides I, II and III will be developed and finalized	Grade I material has not yet been done. Grade II material is in use in the schools. Grade III material is in the process of development.	
	Grade V Social Studies workbook will be developed	In the press for publication	
	English workbooks and Teacher's guides II and V will be developed	Material is in progress	These materials will be finalized before the next reporting period
	Maths workbook and Teacher's guide V will be developed	Grade V Teacher's guide has been completed	It was decided to revise all Maths workbooks in four colour and chronologically reflecting all the national competencies
	Bangla workbook IV will be started	In process	

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
	Grade V Science workbook will be started	In the press for publication	
	Curriculum Syllabus book will be designed	Being developed	Will be completed in the next six months
	All types of design and illustration work related to books and reports, including cover pages will be done	This is a continuous task which is being done as and when required	
6. Training and Workshops			
a) Maths	Special subject-based training related to Grade IV to QAS and Core MTs	80 (6 days)	Also attended a four day-long Maths practice workshop on Grades IV and V primers. The QASs disseminated the same Math practice workshop to all TIs and Math MTs in their respective regions
	Workshops on revised Grade IV materials in Math will be provided to BEP monitors, TARC trainers and RMs	23 (1-3 days)	BEP monitors and RMs will attend workshop in next reporting period
b) English	Special subject-based training on new materials developed for Grades I, II and III will be provided to QASs and Core group MTs	78 (6 days)	
	Workshop on all developed materials in English will be provided to all BEP monitors, TARC trainers and RMS	23 (1-3 days)	BEP monitors and RMs will attend workshop in next reporting period (RMs will receive one day orientation)
c) Science, Social Studies and Bangla (Grades IV and V)	New Core Group MTs for Science will be developed	40 (6 days)	New Core MTs from each region have been developed

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
(Grades IV and V)			
	Workshop will be provided to TARC Trainers, BEP Monitors, QASs, and Core MTs on newly developed Science and Social Studies Students' workbooks and Teacher's guides for Grade IV. They will disseminate this training in the field	1-3 days	All have attended this workshop. The same training has been disseminated to other MTs and TIs in the field by the QASs and Core MTs
	One-day orientation will be provided to all RMs on newly developed Grade IV Science Students workbook and Teacher's guide	This will take place before the next reporting period	
	Continuous follow up and Refreshers will be going on after the dissemination of any new Science materials in the field	Continuous follow up is being done through school visits, monitoring reports, meeting with the QASs and Core MTs	
	Workshop with selected QASs and Core MTs for the development of Grade V Science and Social Studies student's workbooks and Teacher's guides will be provided	This took place before the development of Grade V materials	

Activities	Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
	Workshop will be provided to all Core MTs and QASs after finalization of Grade V Social Studies Student's workbook and Teacher's guide. They will disseminate it in the field	Will be done in next reporting period	
	Special subject based training will be provided to QASs and Core MTs on the Bangla Grades IV and V developed materials. They will disseminate this training to other staff and teachers	Subject based training will be provided to the QASs and Core MTs after publication of these materials	
	Special one-day orientation for all RMs will be held on new developed Bangla materials.	This will take place after the publication of the new developed materials	
d) Social Studies (Grades I to III)	After the publication of Grade II materials QAs and core MTs will receive special subject- based training. They will then teach these techniques to the field	The same training has also been disseminated to other MTs and TIs in the field in conjunction with the QASs and Core MTs	
	Subject based training on Grade II will be provided to BEP monitors and TARC trainers	Will take place before the next reporting period	
	One day orientation will be held with the RMs on developed Grade II materials	Will take place before next reporting period	

Table 3.2: Outcomes of New Initiatives

Activities	Target for June 2003 to May 2004	Achievements from June to November 2003	Comments
Ethnic minority	Increase number of schools and Reading Centers.	680 new EIC preparatory phase schools have been opened under 53 team members. Approximately 245 adolescent centres for ethnic minority adolescents have been opened.	Out of 700 proposed schools, 20 could not open until end of December due to special permission required in some areas.
Material Development, Training /Workshop	Grade wise supplementary materials will be developed.	Handouts on rhymes and folk tales for Grade 1 have been developed. A Teacher's guide for Grade 1 has been prepared	
	Linkage with other organizations such as FIVDB will be made to provide materials on Ethnic population	MANUSH magazine has published two articles on the Garo community and one on the Dhalo, Hajong, Koch and Mahato communities. Copies have been distributed to all adolescent centres	
	Technical assistance on language development will be sought to review design of EIC initiative;	The EIC curriculum and Basic Training module was revised. The module incorporates issues related to ethnic minorities in the newly opened preparatory phase.	
	Initiatives will be made to incorporate issues related to ethnic minorities in Social Studies from Grade I and in storybooks for mainstream schools.	Storybooks for Grade 1 are being processed.	
	More workshops with staff and community will be arranged to increase awareness.	One workshop to raise awareness on ethnic minority issues was held in Dinajpur for the staff and community members.	

Activities	Target for June 2003 to May 2004	Achievements from June to November 2003	Comments
	Material production through ethnic minority resources will be developed. BEP has already identified a group of individuals from EM backgrounds for this purpose.	Material for Grades IV and V have already been gathered from ethnic minority resources.	
Staff and teachers training / orientation	Training and orientation for teachers and new staff will be organized.	3 orientations took place at Rajshahi, Srimangal and Mymensingh with TIC and EM staff on the new preparatory phase. 3 days training for trainers on revised modules. 12 days basic training on revised module. 3 day orientation for EM teachers before the opening of new EIC schools.	
	Cluster wise meeting (orientation) will be conducted as per need.	One meeting has been held in each region (Rajshahi, Dinajpur, Rangpur, Gobindoganj and Mymensingh).	
	Stipend for EIC students.	5,150 EIC students in secondary schools received TK 400 annually. 500 EIC students from higher secondary and tertiary levels have been selected to receive TK 3000 each to support their education.	
	Teachers working with BRAC EIC initiative will be provided stipend to continue their higher study.	See Output 1 under Funding for Education.	

Activities	Target for June 2003 to May 2004	Achievements from June to November 2003	Comments
	Advocacy and research within and outside BRAC to promote BEP's EIC initiative Information.	Advocacy 46 workshops have been held at team offices in the EIC region to sensitize staff members about EIC issues and also to encourage links with upazila GOB members. EIC staff members held awareness presentations at 10 TARC's, for different levels of BRAC staff. Research RED has done research on factors affecting the performance of ethnic minority students in secondary schools. The information will be used towards improving teacher/student relationships. The Research Development Collective has submitted draft report on Education and Language Need of the Indigenous peoples of Bangladesh, which will be used accordingly.	
	Need based more staff will be recruited from EM background. All supervising staff in EIC initiative will be from ethnic minority background.	Two staff members from the field have been added to head office group. 176 EM background staff and 8 RSS were deployed for EIC schools.	
	Capacity development of EIC staff through training and workshop.	Trained up staff on revised foundation and OMC1 module. An indigenous core team staff member, an EIC RSS, and a BEP representative attended the first international conference on Language Development,	

Activities	Target for June 2003 to May 2004	Achievements from June to November 2003	Comments
		Language Revitalization, and Multilingual Education in Ethnic Minority Communities in Asia in Bangkok in November. A short paper was presented outlining BRAC's EIC program and was received positively. The participants also attended other presentations and learned much about the field and what other groups are doing in this area.	
	Recruitment of EM staff	Ongoing	

Material development

A component of the EIC initiative has been to create new materials in Bangla and the students' mother tongue for use in indigenous classrooms. A team of 6 indigenous resource collection personnel were recruited to collect stories and materials from indigenous communities. 55 indigenous stories from 8 communities were collected, translated into Bangla, and edited by the core EIC team. The stories were field tested in EIC classrooms by the core team, and feedback was sought during a workshop with indigenous field staff and indigenous resource people. The stories were subsequently revised and will be disseminated throughout the BRAC and EIC schools in 2004. Rhymes and songs have also been collected in indigenous languages from ethnic minority field staff and indigenous resource people for use in the EIC curriculum. Finally, indigenous issues have been added to the Grades two and four Social Studies curriculum for all BRAC mainstream NFPE schools, and curricular additions will also be made for Grades one and three in the future.

Materials for use outside of the BRAC schools have also been produced. Two books about legal rights and indigenous folklore have been published for distribution in BRAC adolescent centres, with a plan of 14-18 more by April 2004. The centres are also being given a magazine called *Manush* which discusses indigenous cultures and issues and is produced in conjunction with FIVDB, a Bangladeshi NGO working with indigenous communities. This magazine is distributed not only to the BRAC reading centres, but also to the BRAC team and regional offices and all BRAC teachers, in hopes of fostering greater understanding and sensitivity to minority issues amongst these groups.

Research

In order to plan a sensitive and effective programme for indigenous education, BRAC commissioned a study of the educational and language needs of indigenous communities. Prof. Mesbah Kamal with the Research Development Collective presented the preliminary findings of his three-month study. The final report to BRAC is due January 30, 2004.

Advocacy

Between July and September 2003, BRAC staff conducted workshops in 38 upazilas out of the 46 where BRAC teams have opened new schools for indigenous children. The workshops brought together various government officials, including Upazila Executive Officers, Upazila Education Officers, District Primary Education Officers, District Commissioners, BRAC indigenous teachers, and indigenous community leaders. BRAC organized these workshops with three broad goals in mind. The primary goal was to facilitate a discussion that would lead to mutual learning and sensitization to the issues faced by ethnic minority communities. Secondly, and more specifically, the participants explored the barriers to education that indigenous children face. This part of the workshop was conducted with hopes that government officials would take this information into consideration and take action to increase enrollment of ethnic minority students in the formal education system. Finally, the objectives of BRAC's education for indigenous children programme were discussed. BRAC detailed its long-term goal of mainstreaming indigenous BRAC graduates into the formal secondary school system. Through a discussion of the EIC goals BRAC sought and received the support and cooperation of the GOB in the smooth implementation of this new initiative.

Maps

The second map at the end of the Annex section illustrates the ethnic minority areas in Bangladesh.

Quality check

The BEP Monitoring Unit also prepares subject-wise monitoring reports, which are used by the Education Development Unit as well as the Quality Assurance Specialists. These reports are usually designed to demonstrate subject wise students' achievement status.

Month	Bangla (schools)				
		A	B	C	D
July	No	367	247	77	6
	%	52.7	35.4	11.0	.9
Sept	No	512	206	89	4
	%	63.1	25.4	11.0	.5
Nov	No	269	348	66	4
	%	39.2	50.7	9.6	.6

Month	Mathematics (schools)				
		A	B	C	D
July	No	327	226	120	24
	%	46.8	32.4	17.2	3.4
Sept	No	560	132	93	26
	%	69.1	16.3	11.5	3.2
Nov	No	314	253	98	22
	%	45.7	36.8	14.3	3.2

Month	Social Studies (schools)				
		A	B	C	D
July	No	155	238	104	45
	%	28.6	43.9	19.2	8.3
Sept	No	242	264	69	13
	%	41.2	44.9	11.7	2.2
Nov	No	169	169	56	15
	%	41.3	41.3	13.7	3.7

Month	Science (IV and V) (schools)				
		A	B	C	D
July	No	52	59	35	8
	%	33.8	38.3	22.7	5.2
Sept	No	91	84	38	11
	%	40.6	37.5	17.0	4.9
Nov	No	121	100	54	6
	%	43.1	35.6	19.2	2.1

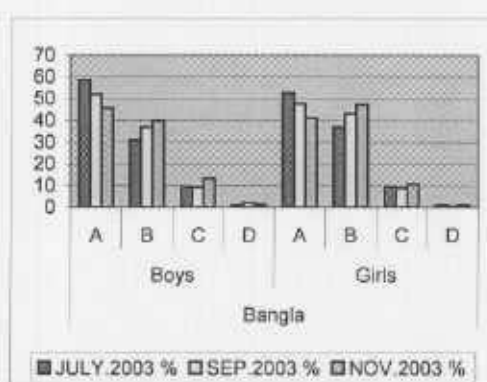
Month	English (schools)				
		A	B	C	D
July	No	234	195	106	40
	%	40.7	33.9	18.4	6.4
Sept	No	290	149	100	14
	%	52.4	26.9	18.1	2.6
Nov	No	269	286	109	16
	%	39.5	42.1	16.0	2.3

Gender Education Monitoring System (GEMS) report

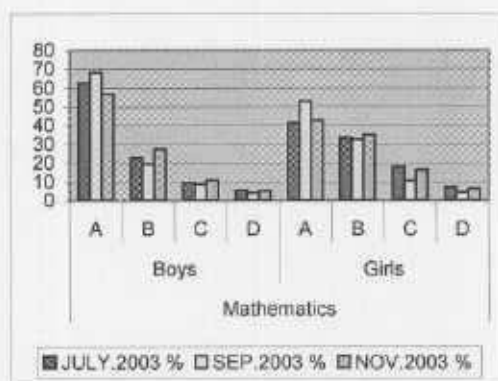
The following tables represent the gender-wise achievement of different subject areas in BRAC schools using GEMS. By monitoring and analyzing staff and teachers in the classroom, BEP are using this system to promote better teaching methods that ensure equal attention to both boys and girls.

Table 3.4: Gender-wise achievement of boys and girls from July to November

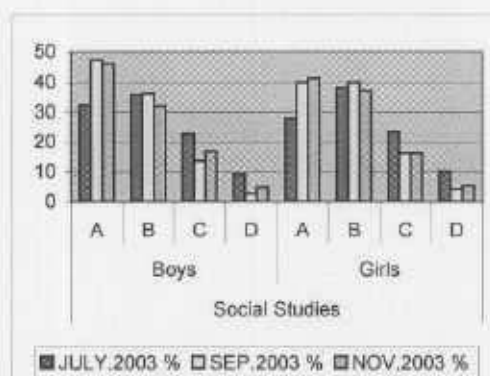
Month		Bangla (schools)							
		Boys				Girls			
		A	B	C	D	A	B	C	D
July	No	409	216	66	6	367	257	66	7
	%	58.7	31	9.5	0.9	52.6	36.9	9.5	1
Sept	No	422	299	73	17	387	349	72	3
	%	52	36.9	9	2.1	47.7	43	8.9	0.4
Nov	No	313	274	91	9	283	325	73	6
	%	45.6	39.9	13.2	1.31	41.2	47.3	10.6	0.9



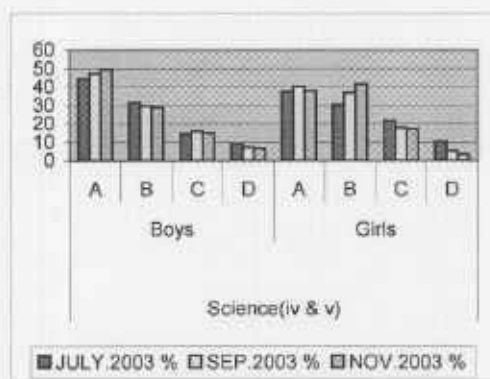
Month		Mathematics (schools)							
		Boys				Girls			
		A	B	C	D	A	B	C	D
July	No	437	157	65	38	287	233	126	51
	%	62.6	22.6	9.4	5.45	41.2	33.4	18.1	7.31
Sept	No	552	158	69	32	428	263	84	36
	%	68.1	19.5	8.5	3.95	52.8	32.4	10.4	4.44
Nov	No	389	188	74	35	293	240	111	42
	%	56.8	27.4	10.8	5	42.7	35	16.2	6.12



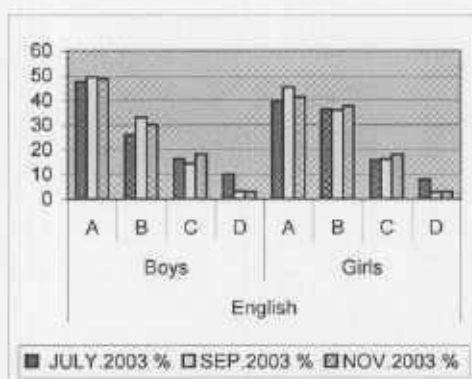
		Social Studies (schools)							
Month		Boys				Girls			
		A	B	C	D	A	B	C	D
July	No	176	195	123	50	153	208	128	55
	%	32.35	35.9	22.6	9.19	28.1	38.2	23.5	10.1
Sept	No	275	212	79	16	232	232	94	24
	%	47.3	36.3	13.6	2.75	39.9	39.9	16.2	4.12
Nov	No	191	133	70	20	171	154	67	22
	%	46.13	32.1	16.9	4.83	41.3	37.2	16.2	5.32



		Science(IV and V) (schools)							
Month		Boys				Girls			
		A	B	C	D	A	B	C	D
July	No	68	48	22	14	57	46	33	16
	%	44.7	31.6	14.5	9.21	37.5	30.3	21.7	10.5
Sept	No	107	67	36	16	91	83	40	12
	%	47.3	29.6	15.9	7.1	40.3	36.7	17.7	5.3
Nov	No	136	80	41	18	104	114	47	10
	%	49.5	29.1	14.9	6.6	37.8	41.5	17.1	3.6



		English (schools)							
		Boys				Girls			
Month		A	B	C	D	A	B	C	D
July	No	257	151	94	58	230	211	91	46
	%	47.6	26.1	16.3	10.1	39.8	36.3	15.8	7.96
Sept	No	273	182	79	17	249	198	89	15
	%	49.6	33	14.33	3.1	45.2	35.9	16.2	2.7
Nov	No	332	205	125	20	282	256	124	20
	%	48.7	30.1	18.3	2.9	41.4	37.6	18.2	2.9



Output 4: PACE/ADP

Post-primary Basic and Continuing Education

Table 4.1: Outcomes relating to Gonokendros

Activity	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Gonokendro	100 Gonokendros Cumulative total: 850	50 (new) 802 total	Gonokendros now exist in 53 of the 64 districts in Bangladesh
Mobile Library	100 Gonokendros	40 (new) 114 total	Mobile Libraries now function in 41 of the 64 districts in Bangladesh.
Activity plans of Gonokendros	650 Gonokendros (Each Gonokendro's plan and preparation depends on its scope and ability)	523 Gonokendros have organized activities as follows:	
	Individual performance: 250 Group performance: 300 Celebrating national days: 350	Individual performance: 216 *Group performance and Celebrating national days: 523	Local communities planned more events than BRAC expected. *Group performance and celebrating national days have been combined as almost all group performances take place on national days. These events bring the wider community together and offer avenues of socialization.
	Social services: 50	Social services: 30	Social services usually include activities such as blood donations and medical camps for general diagnosis.

Activity	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
	Skill Training: 300	Within 163 Gonokendros skill training has been provided to 2,640 Gonokendro members (1,572 female) as stated below: Poultry rearing: 810 (470) Poultry and livestock: 603 (344) Fisheries: 387 (35) Tailoring: 705 (660) Forestation and Nursery: 19 (5) Others 116 (58)	These trainings were provided by the Directorate of Youth under the cooperation framework, which took a formal shape this year. It is expected that similar trainings will be conducted in another 115 Gonokendros by May 2004.

Activity	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
	Fundraising including crop collection 500 libraries	640 libraries	BRAC experienced a good response from participating communities. BRAC POs however need to work as facilitators in order for crop collection to function.
	Computer Training -60 libraries	70 libraries	During this period BRAC introduced a new package on basic computer operation for high school students. The children's package also received more attention. As a result, 1783 persons received training on basic computer operation and literacy. ¹ New IT initiative: multimedia presentations - see below ² CD libraries - see below

¹ **Multimedia presentations:** On an experimental basis BRAC started a new IT initiative - multimedia presentations to bring IT to an even wider community. The advantage of multimedia presentations is that illiterate communities can participate as well. In June BRAC acquired one multimedia projector and began presenting educational CDs in Gonokendros. Approximately 150 to 200 people come to watch CDs projected onto a large screen in Gonokendros. BRAC has designed three separate types of presentations; for children, student and general community. The children's presentation, designed for children aged 4-12 years, presents Mina cartoons - VCDs designed by UNICEF addressing issues of sanitation, education, cleanliness, human rights, etc. The student presentation, for students of grade 6-10, includes 2 CDs - one on computer skills and another on virtual science, designed by students of BRAC University. The general community presentation involves two CDs - both concerning general health information. Through November BRAC conducted 15 multimedia presentations.

² **CD libraries:** Starting in March 2002, through November 2003, 49 libraries have been equipped with CD libraries, each containing 15 CDs. Topics of CDs include rhymes, songs, games, geography, encyclopedias, social awareness, and textbook materials. CDs are utilized by children, students and adult populations. Initial experiences are good and taking this into consideration the number of CDs may be increased in the future and all computers in Gonokendros may be updated with CD software.

Activity	Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Union library "Trusts" to be formed	74 libraries (New) Cumulative total: 638	44 613	78% of Gonokendros are under Trustee management. PACE is working to increase female participation in trustee committees. As per plan 33% of members should be female and to date only 24% are female.

Table 4.2: Training outcomes of the Continuing Education Programme

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
PO Training			
Basic Training on Library (foundation training) PO (PACE)	47	40	As some POs have left their position, BRAC has had to conduct extra trainings for the new POs.
Development management course on library PO (PACE), AM (PACE)	110		This training is planned to take place in the second half of the project-year.
Workshop Union Library PO (PACE)	100	70	These trainings were conducted for existing PO staff. The remaining trainings are for new-coming staff only.
Refreshers on foundation training PO (PACE)	103	39	As some POs have left their position and BRAC has had to recruit new POs, a smaller number of refreshers have taken place than initially planned.
Librarian Training			
Basic operation of library for Librarian	123	72	
Refreshers on operation of library for librarian	750	269	Up to February 2004 651 refreshers have been trained 99 are remaining.

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
Advance computer training for librarian	60	20	A number of librarians were not yet prepared for the advanced training. As librarians are going through Basic training in this reporting period, the remaining two-thirds of trainings are planned to take place in the next six month period.
Basic training on mobile library for assistant librarian	100	65	Including dropout and replacement.
Community training			
Orientation to community members	300	117 libraries	Trainings serve not only as an orientation for community members, but also serve as a place for BRAC staff and community members to exchange ideas about Gonokendro management. The training module was reviewed and updated in this period. Remaining training will take place in the next six month period.

Table 4.3: Training outcomes of secondary school teachers and management committees for training of 250 schools, including 175 ethnic area schools.

Subjects	Target for June 2003 to May 2004 Number of teachers/persons	Achievement from June to Nov 2003	Comments
Training of secondary school teachers			
Mathematics	600	428 (550 Cumulative)	The initial plan was to involve 125 schools to train approximately 600 Maths teachers. However within those 125 schools BRAC did not find enough Maths teachers. The number of participating schools was therefore increased from 125 to 175 in the ethnic areas. In addition to that BRAC increased schools in its initial pilot areas (Manikgonj and Tangail district). The

Subjects	Target for June 2003 to May 2004 Number of teachers/persons	Achievement from June to Nov 2003	Comments
			objective is to pilot a district and a Thana approach under which a better concentration is reached. This accounts for the higher number of teachers trained.
English	500	340 (Cumulative 425)	See note in Maths section.
Science	125	130	See note in Maths section.
COECA* (Co and Extra Curricular Activities)	125	226	*This project has been renamed Values Education and Citizenship Development to reflect the program better. The current focus is on mentoring, debate, creative writing and preparing posters (wall magazines). Students are the center of these activities.
Training of management committees			
Workshop with Chairman and Vice-chairman	250	436	See note in Maths section.
Head teachers and Assistant Head teachers	250	244	Increasing the number of participating schools to 250 also accounts for the higher number of head teachers, assistant head teachers, chairmen and vice chairmen trained.
Information on TOT training was not included in work plan. See comments.			TOT training: Information about TOT (training of trainers) was mistakenly not included in work plan - the numbers of actual trainings are as follow: English 30; Math 17; Science 14; Values Education 20.

Subjects	Target for June 2003 to May 2004 Number of teachers/persons	Achievement from June to Nov 2003	Comments
Material development was not included in work plan. See note below.			See footnote below ³
Part time teacher trainers			In addition to BRAC staff, BRAC recruited resource people to facilitate teacher's training sessions. Science employed 10, Math 17 and English 13. Trainers were acquired from outside universities and training organizations, as per relevant educational background and experience.
Workshops	Number of workshops		
School level	125	40	

³ **Material Development:** Post-Primary Basic BRAC staff worked with outside resource people to develop training materials.

Science: BRAC staff, along with nine outside resource people (from Dhaka University, Dhaka Teacher Training College, St. Joseph's School, and Holy Cross College), created an 18-day training module for General science for Grades 6-8. BRAC conducted needs assessment for secondary science teachers to determine which topics teachers and students found most difficult. Upon separate consultation with teachers and students, BRAC chose 18 themes that were problematic for more than 50% of participants. Those 18 themes were incorporated in the training module, as well as two themes on pedagogy. The team is currently working on Module 2, to incorporate those subjects that were not addressed in Module 1.

Math: BRAC staff worked with 5 outside resource people to develop two 18-day training modules for secondary Maths teachers - one for Grades 6-8 and one for Grades 9-10. Needs assessment was conducted in the same way as for Science (choosing subjects that more than 50% of participants found difficult). Based on needs-assessment results, 14 Maths topics were chosen for Module 1, Grades 6-8, and 13 for Module 2, Grades 9-10. Three topics on pedagogy were also included in both training modules.

English: BRAC staff worked with 6 outside resource people to develop two 18-day training modules for secondary English teachers - one for Grades 6-8 and one for Grades 9-10. Needs assessment was conducted in the same way as for Science and Maths. Sixteen contents were included in Module 1, Grades 6-8 training materials, seven of which are on pedagogy. Fifteen contents were included in Module 2, Grades 9-10, five of which are on pedagogy.

Subjects	Target for June 2003 to May 2004 Number of teachers/persons	Achievement from June to Nov 2003	Comments
Community workshops (Union level)	50	15	BRAC has learned the necessity of community involvement within education. From workshops already conducted BRAC has learned community members are very eager to participate.
Community workshops (Upazilla level)	30 (Upazila)	39 (Upazila)	Two workshops were conducted, attended by 45 participants from 39 Upazila. See footnote below ⁴ .
Community workshops (District level)	08 (Districts)	12 (Districts)	One workshop included participants from 12 districts; 9 District Education Officers, 2 Assistant District Education Officers, 1 Deputy Director, 7 Head Masters and 5 BRAC staff. See footnote below ⁵ .
Community workshops (Central level)	1	1	23 participants See footnote below ⁶ .

⁴ Upazila level workshops: While writing the work plan, BRAC planned to have separate Upazila and District level workshops. However, after consultation with field level government education officers and senior officers in the Directorate of Secondary Education (GOB), it was decided to conduct collective workshops. In the case of Upazila level workshops, two Upazila level workshops were conducted in August 2003, gathering UPOs (Upazila Project Officer of the DSHE) to one location. A total of 45 UPOs participated in workshops that were facilitated by senior BRAC staff and outside resources persons. Workshop content focused on the state of secondary education in Bangladesh, BRAC's involvement in the amelioration of secondary education, and the role of UPOs towards quality secondary education. Issues and concerns raised at the Upazila level workshops were then addressed at the ensuing District level workshop.

⁵ District level workshops: Representatives from 12 districts (9 District Education Officers, 2 Assistant District Education Officers, 1 Deputy Director, 7 Head Masters and 5 BRAC staff) participated in a two day TARC workshop in Savar on August 18 and 19 2003. Workshops were facilitated by senior BRAC staff, DSHE and other resource people. Mr. Fazle Abed, founder and chairman of BRAC, and the DG-DSHE attended the workshop as special guests.

⁶ Central level workshop: In an effort to explore the scope of co-operation between the GOB (particularly the DSHE) and BRAC, BRAC conducted its central level workshop in the BRAC Head Office on September 2, 2003. The meeting was attended by 23 participants including the Director General of DSHE (Directorate of Secondary and Higher Education), Prof. Mohammad Junaid, senior officers, including directors of major projects, and the Executive Director and other senior staff of BRAC. The meeting formed a working group to work on the possibility of cooperation between BRAC and DSHE.

Quality check

Monitors conducted a follow-up of 28 Gonokendros from May - October 2003. Monitors checked the following items: library opening and closing times, library accounts keeping, cash books, reader's forum, income from computers, book distribution, textbook lending (whether librarians are following correct application procedure). However, in the future, BRAC plans to carry out a more qualitative monitoring of Gonokendros, assessing such aspects as: which communities are reached in the computer training; from what socio-economic background do adults who use the libraries come from, how does access to mobile libraries change lives for those users. With a more qualitative and in-depth evaluation, PACE will be able to more adequately ameliorate and expand its programs.

Adolescent Development Programme

Acronyms

KN - Kishori Netri

KK - Kishori Kendro

RSS - Regional Sector Specialist

PS - Project Staff

KS - Kishori Supervisor

Table 4.4: Activity outcomes of the Adolescent Development Program

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
Adolescent Peer Organized Network (APON) Material Development and Introduction of New Initiative	APON will be implemented in 415 Kks	APON has been implemented in 431 Kks	The 5 month long APON-G course has been completed in 431 Kks under the Unicef-funded regions and is currently going through the 13-month long follow up/exchange of views session
	Economic Life skills will be implemented in 2000 Kks.	Economic Life Skills Project (currently changed to ABRITO) will be implemented in 2000 Kks from February 2004	The Economic livelihood strategy for adolescents needed to be reviewed. A new component, Aye Bridhimulok Totporota (ABRITO - income generating activities) was then created as an extension of livelihood training to increase the girls' knowledge and skills in basic business. It has already completed its pilot phase. By June 2004 ABRITO (ELSP) course will be implemented in 2000 Kishori Kendros. Training on ABRITO for the KN prior to the implementation at the Kendros has been planned in such a manner so that it doesn't clash with their exams as most of them

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
			are students. Therefore, the training for the KN has been scheduled for end November 2003, and the course at the Kendros will start from February 2004. Initially ABRITO will be implemented in 2000 KKs (1000 under the Unicef Kishori Abhijan and 1000 under DC funded regions), however, ABRITO will be implemented in more KKs later this year.
	25 adolescents after receiving training from Singer will train around 300 members in the KKs on tailoring	18 adolescents have received training from Singer and they have trained 180 participants	The outcome of the training with Singer has both positive and negative aspects to it. The girls receiving training went back and trained up other girls in the Kendros to members as well as outside girls. The trainers charge 30/80 taka for the members and 80 taka to the outside girls. This is a 12-session course (within 3 months) held at the Kendros. On one hand this helps girls to be able to take care of their house hold needs of the tailoring within 30 taka and also it makes them as well as their parents happy as most of them want training on tailoring. On the other hand, the training at Singer itself is quite expensive and, if most of the girls get training at the Kendros, then there is a slim chance of these girls making it a profitable business as there are/will be quite a lot of tailors available.

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
	Around 10,000 members will receive certificate after completion of 5 month APON intensive course	Certificates have already been given to more than 10,000 members after completion of 5 month APON intensive course.	As 5 month long APON intensive course has completed in 431 KKs ($431 \times 25 = 10,775$), therefore 10,775 members received certificates.
	40 Kishori Netris will be developed and will be provided with a 3 day refreshers as facilitators for conducting the sessions for developing 8000 KNs for creating awareness among 10,000 members on APON 4,000 +200 (core group) KN on ELSP	Initiatives will start from 1st quarter of January'04 to develop ADP staff (RSS, PS, KS as well as KNs) so that they can supplement the ADP TARC based trainers.	The training is scheduled to start from February 2004 with 2 batches of each category (RSS, PS, KS and KN)
	Discussion sessions on specific learnt issues to reinforce members learning to be held twice in every month for 2 hours in 873 KKs	Discussion sessions on specific learnt issues to reinforce members learning were held twice in every month for 2 hours in 1596 KKs	During the reporting period, the number of KKs having completed 5 month long APON course and thus having run 13 month long follow up /discussion sessions were ($1138 + 458 = 1596$) 1596 and discussion sessions were held in all of these Kendros.
	Experience sharing workshops will be organized for KNs with core group KNs to improve their skills related to communication and group interaction in 800 KKs	Interaction took place between KNs with core group KNs to improve their skills related to communication and group interaction in 458 KKs	As this is a Unicef Kishori Obhijan set activity, it was held only in the 458 Unicef -run KKs where APON has completed its 5 month-long course
	Interaction will take place between 40 KNs and Head Office staff through experience exchange	3 such sessions were held during the reporting period and 3 experience sharing workshops	3 exchange workshops were held in different TARCs between KNs and H/O staff regarding APON 3 more experience sharing workshops were

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
	exchange workshops	were held between KNs and ADP Head Office staff	held with a different group of KNs and BRAC staff to include more adolescent participation in the APON program redesign.
	4500 girls will be developed as KNs	752 girls have been developed as KNs during the reporting period	The target number couldn't be achieved due to the unavailability of the KNs for Exam and also the time when they were available from Nov onwards, the TARC's were occupied both in terms of venue and trainers for the purpose of training for different BEP components. Therefore, initiatives have already been started to develop ADP management staff to be developed as trainers so that they can be utilized as trainers for conducting any necessary training for ADP
	Different staff covering RSSs, Project Staffs, Adolescent Supervisors, Adolescent Monitors will participate in mixed group workshops to improve interaction and share the process for effective implementation in 415 KKs	3 mixed group workshops were held covering RSSs, Project Staffs, Adolescent Supervisors, and Adolescent Monitors to improve interaction and share the process for effective implementation in 431 KKs	

Activity	Target for June 2003-May 2004	Achievement from June to Nov 2003	Comments
	APON courses for boys will be implemented in 300 schools	APON courses for boys have been implemented in 108 schools during the reporting period	By June 2004 APON courses boys will be implemented in 350 schools that will be funded both by DC as well as Unicef. While the new version of APON, which will be the same for both girls and boys, is being designed, the existing APON-B will continue as usual.
	Basic training will be provided to 11 RSS, 73 PS and 277 KS on ELSP	Basic training has been provided to 15 RSS, 136 PS 488 KS	
	Workshops will be held on reviewed APON materials prior to implementation	4 Workshops were held during the reporting period	As the redesigning workshops for APON (both girls and boys) were taking place (4 of such as of December) with the intension to get the suggestions of the KNs and the ADP curriculum developers. Therefore, during these sessions the adolescents were actively participated in the redesigning the whole APON package (both girls and boys). Feedback from the adolescents who participated in these workshops were taken into account regarding the APON program redesign.

Table 4.5: Outcomes of ADP training

Subject	BEP's plan for June 2003 to May 2004	Achievements as of June to November 2003	Comments
APON-1			
Adolescent Leader (Peer Educator)		50 (boys)	To cater to the needs of the adolescents, boys were also trained as Peer Educators.
Exchange workshop	100		The Exchange workshop usually takes place after 5 months of the APON course. APON-G in 431 KKs ended in November and the workshop began soon after.
Mixed group workshop	200	150	On target
APON-2/ABRITO			
KS Tr. On Economic Life-skills/ABRITO (6 days)	100	875	The target was overachieved due to programme demand and availability of venue.
Photography training	75	36	
Other training			
Regional PO workshop ** Regional Sector Specialist (RSS)		37	Workshops were held with RSS on GOB Linkages and communication
KS workshop			Instead of KS workshops, workshops on the redesign APON took place. 75 adolescents participated in that workshop.
KS Basic training	200	1029	The target was given keeping in mind the practical aspect i.e. availability of trainers and venue. However, the availability of the facilities and trainers made it possible to go beyond the official target.
***Project staff Tr. on Basic	100	395	Same as above In addition to that 15 RSS also received basic training on Kishori Kendros

Subject	BEP's plan for June 2003 to May 2004	Achievements as of June to November 2003	Comments
Tr. on OMC - (PS) KS RSS	200	185 (PS) 75 (KS) 18 (RSS)	Target on going
Librarian's training/ Kishori Netri (Adolescent Leader) (12 days)	4500	752	The target number couldn't be achieved due to the unavailability of the KNs who were writing exams and also the time when they were (KNs) available (from Nov onwards), the TARC's were occupied both in terms of venue and trainers for the purpose of training of different BEP components. Initiatives have already begun to train ADP management staff as trainers so that they can replace the trainers when needed.

In addition following training took place during the period June -November 2003:

- 36 trainers received training on APON ABRITO
- 38 trainers received TOT on ADP
- 25 RSSs also received training on ABRITO
- 18 Adolescents received training under ELA (Employment Livelihood for Adolescent)

Major changes and outcomes of those changes

- Interactions with adolescents suggested the existing parent sessions needed to be changed to include more communication and meetings between BEP and the parents. As suggested by parents, backyard sessions have been introduced and attended by mothers. The feedback has been positive and BEP plans to continue these meetings, gradually including fathers and other community members.
- The revision/redesigning works of the existing APON materials have taken place. By the end of 2003, 4 such workshops were held; among them one was conducted by Rachel Carnegie. Adolescents participated in these workshops (both girls and boys). The curriculum development group working in the redesigning will be closely working under the supervision of Ms. Carnegie and they have already prepared the development plan for the next 18 months.

- Unicef-funded exchange workshop/retreat was held with indigenous communities at Cox's Bazaar in November 2003 for 80 Rakhkhain community adolescents to share their views and learn about basic child rights, gender issues, HIV/AIDS and lifeskills. The enthusiastic response from the participants even got parents involved in the workshop activities.
- During the reporting period the final work of the ELSP (ABRITO) was completed, the ToT (to the TARC trainers) on ABRITO as well as ADP staff (RSS, PS, KS) of the 2000 KKs was held from end October 2003. The training to the KNs of 2000 Kendros on ABRITO will start at the end of December 2003. ABRITO's implementation in 2000 KKs (1000 under DC and 1000 under Unicef Kishori Obhijan) will begin from February 2004. The ADP monitors will get an orientation/training on ABRITO by 1st quarter of 2004.

September 2003 Appraisal Mission recommendation

The following recommendation has been given immediate priority within BEP as well as several others listed in Annex 4. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Reaching Poor Children

As it is likely that the out-of-school adolescents are from poorer families, and probably the ones most in need of the information and development possibilities offered through the ADP, the Appraisal Team recommends that research be conducted to find out why these girls are not generally part of the membership, and devise strategies to ensure they are included (pg. 28).

Research abstract

Adolescent-to-Adolescent Development: A Pilot Assessment of Adolescent Peer Organised Network

By Md. Kaisar A Khan, Samir R Nath and Md. Mahbulul Kabir

This is an early assessment of BRAC's Adolescent Peer Organised Network (APON) programme - an initiative towards adolescent-to-adolescent development in order to acquire and share knowledge through peer organised network. This study aimed to examine the knowledge of the participants of this programme, measure changes in their attitude, observe any information exchange and determine their leadership skills are developed, and interact with the participants about the program.

Data was collected from 200 adolescents from two areas (team offices) of two regions under BRAC Education Programme. A half of the sampled adolescents was programme participants and the rest non-participants. The selected adolescents were interviewed using structured questionnaires, which contained a test and related questions. Focus group discussions were also held with the programme participants and their mothers separately.

Findings suggested that APON course participants were better informed than non-members on social, legal, health and environmental issues. They shared information with each other and were better leaders as a result of the APON course.

This course, however, would benefit the adolescents if they can implement their knowledge in real life situation, for instance, through linking this course with occupation and everyday life and continuing the network for longer period.

Maps

The third map at the end of the Annex section illustrates the distribution of Kishori Kendros in Bangladesh

Output 5: Government Partnership Unit

Table 5.1: Outcomes of PRIME activities

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Household Survey on potential students	PRIME will be expanding from 31 to 40 upazilas based on demand from the local govt. and community who have been impressed with PRIME activities.	PRIME has been working in 40 upazilas under 16 districts. In three PRIME intervened areas (Hobigonj, Dinajpur and Kurigram), the DCs and UNOs requested that BRAC provide training for GPS teachers.	Activities include operating pre-primary schools, holding workshops with head teachers of concerned GPS, developing relationships with GOB officials and conducting social mobilization efforts such as observing national days, and participating in the plantation programme with the government. In 2004, due to demand, PRIME intends to hold post pre-primary development activities to continue keeping in touch with the parents of pre-primary children who have graduated in order to ensure their primary cycle completion. Students surveys will take place in Dec-Jan.
Awareness building among communities and parents	Based on demand from local Govt.	PRIME staff members conduct regular meetings with local union parishad chairpersons, and members of civil society to ensure that they are aware of their responsibilities and to discuss any issues regarding operations of primary schools. These have been	The social mobilization efforts and activities related to developing relationships with the GOB have been very positive.

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
		positive. Staff members also meet with parents whose children attend government primary schools and observed that children are more regular. During the reporting period, 508 parents meetings, yard forums, mother's forums, etc. were held with 26946 participants. 61 workshops with 1425 GPS head teachers, 175 SMC workshops with 3513 members have been conducted. In addition, as part of our social mobilization efforts, 18842 trees have been planted in 1050 GPSS.	
	PRIME will be operating in existing 40 and new upazilas.	PRIME is operating in 40 Upazilas.	Target for expansion has been achieved.
School Opening	Because of the overwhelming response from the GOB, BEP plans to expand this component to at least 7,500 Pre-primary schools by the end of the project period.	7,500 pre-primary schools are operating with 301 constructed in GPS campus; 96 in rooms renovated in existing GPSS and 85 in surplus rooms of GPSS.	Due to tremendous demand from the community and the GOB BEP is planning to open 16000 Pre-primary schools in all BEP areas next year.

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Training	Approximately 6000 teachers will receive Basic training. ⁷	During the reporting period this has not taken place.	As Pre-primary school starts at the beginning of the year, teacher training usually takes place in December-January.
Parents meetings on school activities	Organize monthly parents meetings to inform them about the progress of schools, support required from them and also to address their concerns, etc.	To inform the parents about the progress of their children, to address their concerns etc. a parents meeting has been organized every month and is mostly attended by members who are supportive of their children's education.	During the reporting period a total of 42500 parents meetings have been held with the parents and guardians of the Pre-primary learners.
Advocacy seminars for local level GOB officials and teachers	Experience indicates that 3-4 workshops with GOB primary head teachers attended by UNO, DPEO, UEO and others, can be held at upazila level forecasting a pre-primary GOB primary linkage.	61 workshops have been held with the GPS Head Teachers with 1425 participants. DCs, ADCs, DPEOs, UNOs, UEOs, UAEOs etc. have also attended in these workshops as resource persons. A special workshop with 40 SMC Chairs and 40 Member Secretaries and head teachers has been held at Rajendrapur, BCDM, Dhaka. The Director, Policy and Operations has inaugurated the workshop and the Director General, DPE attended the closing session.	These workshops continue to build GOB-BRAC relations in a positive manner, disseminate experiences and expertise etc. This has created a lot of enthusiasm and encouragement among the GOB officials, SMC members and others. 60 POs were trained as social mobilizers in order to conduct SMC workshops. Their modules emphasized the need for effective SMCs, the mechanism involved

⁷ There are 15,000 teachers for 7,500 Pre-Primary schools. Out of which 6,200 new teachers will be provided basic teachers training. It is noted that remaining 8,800 teachers who have the experience of teaching and already received basic teachers training might be recruited for Pre-Primary. So that only 3 days orientation training will be arranged for them.

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
			and so on.
Dissemination of survey findings	It will be discussed with the local GOB and school administration.	PRIME meets with school administrators to inform them about the surveys conducted, shares opinions on selection of sites and number of PPs to be opened and to seek their opinions on ongoing issues and new developments.	On target
Organizing field visits for GOB officials	Field visits for DC, UNO, DPEO and others at local level will be organized.	Field visits for MPs DC, ADC UNO, DPEO and others is continuing and a number of 776 GOB officials including members of the Parliament and others have visited BRAC programmes and expressed their satisfaction.	GOB officials have been pleased with the performance of the programmes and have encouraged BEP to expand its activities.

Table 5.2: Outcomes of pre-primary teacher training

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Teaching Materials	Review of all materials, i.e. teachers guide, learner's books, support materials, aid, training materials and module of staff, supervisors and teachers.	Review of the support materials, aid, training materials and module of staff, supervisors and teachers has been made.	Reviewing of teachers' guide and learners books is under process.
Training to staff	450 Supervisors (PS and KS) will be provided basic training on Shishu Sreni. 1,674 Supervisors will be given leadership training.	This has not taken place. This has not taken place	The venues were fully occupied with teacher training session. The supervisors will be trained after teacher training is complete.
	140 new PS will be provided TOT on Shishu Sreni.	Done	Target achieved
	8,800 old teachers will be given 3 days orientation training.	Done	Target achieved
	15,000 Teachers will be provided with one-day refreshers in each month.	Done	Target achieved

Table 5.3: Outcomes of Community School Planning

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to November 2003	Comments
Operation of Schools	It will continue.	44 community schools are operating	Effort concerning staff development, teacher development etc. is going on.
Grade V scholarship test	Grade V students of community schools will be given the opportunity to sit for scholarship exam this year.	223 students from community schools are going to appear for the scholarship examination in 2003.	Work is going on to prepare a subject based guide for students who are going to take scholarship examination.
Negotiation to hand over more schools to BEP	109 Community Schools will be handed over to BRAC ⁸ .	Handing over of 96 community schools is under process	Holding dialogues, corresponding in writing with the GOB in this regard.

PRIME

BRAC's initiative to expand the pre-primary (pp) schools is an effort to strengthen the government's objective to achieve EFA successfully by 2015. Considering the existing scenario of internal efficiencies in the GOB primary school system, the need to expand a program of this nature appears to be imperative and most relevant.

The pre-primary intervention is successfully being implemented at the field level. The tremendous community demand raised the number of schools enormously. Where the pp intervention started with 40 schools in 1997 at a small scale, it has now grown to 7500 in 2003.

With the advent of PRIME, BRAC saw that the pp schools could be an excellent way of reducing the number of dropouts in the GPSs and at the same time, of building closer relations with formal system stakeholders. As a result, as many pp schools as possible are now being located within the GPSs or within their catchment areas.

⁸ Regarding this BRAC proposed GOB to change some of the terms and condition, if government agreed with this then BRAC is willing to take over 109 schools.

RNE funding

In 2003, the Royal Netherlands Embassy (RNE) gave additional funding to BEP to strengthen linkages with the GOB through the expansion of pre-primary schools. This additional financing was used to establish 4,000 pre-primary schools across the country, as well as in the following areas:

- To develop an infrastructure covering all BEP regions. A new position called the Regional Sector Specialist (pre-primary) was created for this purpose in all regions.
- To develop a mechanism to train adolescent teachers in TARC. This was the first time that pre-primary teachers were being trained in TARC. Preparatory work was done in collaboration with the Training Division for this purpose.
- To recruit, train and deploy young women between 18-22 years as supervisory staff of pre-primary schools.
- To plan for the implementation of a programme from 3,500 pre-primary schools to 7,500 pre-primary schools. This expansion later facilitated a wider expansion of pre-primary schools.

Quality check

To increase the literacy rate and the quality of education, BRAC opened pre-primary schools in government/nongovernment primary school areas under the PRIME program. These schools followed BRAC curriculum and local BRAC graduates or outside BRAC Kishoris who were involved with the learning at present conducted these schools.

The objectives of the monitoring were:

- To find out the ratio of the enrolled boys and girls and to determine the attendance rate of the students at the date of monitoring
- To know different information about school
- To know the time of beginning of the class
- To know about the teacher's educational qualification, age, marital status and personal opinion about the school.

All pre-primary schools monitored were located in the GPS campuses. Key findings of the monitoring are given below:

- The number of enrolled students was 2022 in 66 pre-primary schools. Among them 879 were boys (43%) and 1143 were girls (57%). The ratio of the enrolled boys and girls were 43:57. At the dates of monitoring 1729 students (86%) were present in the class. Among them 756 (86%) were boys and 973 (85%) were girls.

- 32 (48%) Pre-primary schools were new and the remaining schools were old among the monitored schools. In the new schools, 27 (84%) schools were in fixed size (24'X14'X8'). There are 4-5 windows in 29 (91%) new schools and 88% new schools were made of tin. To continue the schools, BRAC funded 44% and the community funded 56% of the total cost. Among the 66 monitored schools, 17 (26%) pre-primary schools were in front of the respective government/non-government school, 43 (65%) were beside the school and 6 (9%) were in the middle of the school. The roof of the 61 (92%) schools were made by tin and remaining 5 were made by wall.
- Observing the beginning time of the class it was found that 44 (67%) schools started on time and other schools started late.
- The number of teachers was 130 in 66 monitored schools. Observing the educational qualification of the teachers it was found that 24 (19%) teachers read in class eight or below eight, 72 (55%) teachers read in Classes 9-10, 30 (23%) teachers were SSC level and 4 of the teachers were HSC or higher educated. 36 (28%) pre-primary school teachers were below or equal to 15 years of age, 85 (65%) teachers were below 20 years and 9 (7%) teachers were above 20 years. Among 130 teachers, 125 teachers (96%) were unmarried and 5 teachers (4%) were married. In total, 32% teachers were BRAC graduate kishoris, 67% teachers were from outside BRAC graduates and only 1% teachers were former BEP teachers.

September 2003 Appraisal Mission recommendation

The following recommendation has been given immediate priority within BEP as well as several others listed in Annex 4. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Partnership with the GOB

BRAC should develop a strategy for engaging the central government in a process of dialogue and sharing with the purposes of achieving the goals of Education for All by the year 2015, fostering the recognition and value of BRAC's contributions, and developing a better partnership relationship. Needless to say, this strategy has to be guided with all the sensitivities and tactfulness involved in taking such an initiative.

Among other elements in such a strategy, it is recommended that BRAC should approach the GOB to convene a meeting that involves the key civil servants dealing with primary education and selected DCs, UNOs, and DEOs to review the progress made in PRIME. In addition to its own inherent merit of having such a review meeting, this process could facilitate the GOB's better understanding and appreciation of the current role that BRAC plays in contributing to the improvement of the quality of primary education. It will also stimulate and encourage the GOB to consider collaborating with BRAC in implementing some specific components of PEDP II (pg.17).

October 2003 IOA Mission recommendation

The following recommendation has been given immediate priority within BEP. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Government Partnership Unit

GPU should not so much be seen as a specific issue but should evolve in an overall and binding concept and strategy of BEP as a whole (pg. 69).

Maps

The last map at the end of the Annex section illustrates the distribution of pre-primary schools in Bangladesh

Output 6: Effective Programme Management

Table 6.1: Outcomes of planned activities

Particular	BEP's Target for June 2003 to May 2004	Achievement from June to Nov 2003	Comments
MIS At HO Level	Update the information for monthly and quarterly report. Rewrite the MIS with the help of a consultant.	All monthly information related to MIS has been updated and two quarterly "BEP at a glance" are also prepared in the reporting period. After some initial delays due to a lack of appropriate technical professional, the MIS project to rewrite the Management Information System of BRAC BEP is now well under way. After acceptance of the design last year, a consultant and a BRAC staff member are programming the data entry forms. Two other BRAC staff members will be starting shortly on programming the Web based reports. A network engineer has strengthened the MIS team. His tasks include improving the BEP LAN, overseeing the communication of the Central database with databases in Regional Offices, and setting up an Internet server. The MIS team obtained digital geographic files of Bangladesh, and adapted these files for use with the MIS Database. As a result, MIS can now create thematic maps illustrating geographic	

		aspects of data stored in the database. The conversion of the existing data to the new database has also been completed. This means that at any time, the BEP team can now create up-to-date reports and maps from the new database even though the data entry programs are not yet operational.	
MIS At field Level	Pilot the rewritten MIS system in BEP regional offices. In addition to that gradually all regions will be linked to central MIS system.	In each of the four regional offices that are part of the pilot project, a computer operator was hired, and was trained in Windows and Office applications in preparation for using the BEP MIS database application in the field.	
Monitoring	5% schools will be monitored bimonthly.	1435 schools were monitored bi-monthly following the school performance monitoring format.	Results are given in the Quality Check section of Outputs 1 and 3.
	At least 25 schools will be observed bi-monthly.	30 schools were observed bimonthly following the comprehensive school monitoring format.	This is part of comprehensive school monitoring system. The observation tools are under development. One consultant will be working on it in the next reporting period
	At least 25 teacher refreshers will be observed.	30 teacher refreshers were observed following the comprehensive school monitoring format	In this reporting period some qualitative monitoring assignments needed more effort and time to collect the necessary data (key findings are included in the Quality Check section of Output 4).
	3% Kishori Kendra will be observed bimonthly.	162 (2 %) of Kishori Kendras were monitored following the ADP monitoring format.	Workshops will be conducted in the next reporting period.

	5% Gonokendra Pathagar will be observed bimonthly.	5.5 % of Gonokendra Pathagars were monitored.	3 meetings will be conducted in next reporting period.
	At least one workshop with each group; QAS, RM and RSS.	Not yet	Monitoring process still under development as the GEMS software has recently been added to the system. Revisions are also being made to include pre-primary monitoring tools as per the 2004-2005 logframe.
	6 meetings will be held with the monitors.	3 meetings were held to keep everyone updated on any changes and to exchange information	
	An evaluation study will be conducted on newly introduced monitoring process and tools.	Not conducted yet	
	The following research activities will be done by RED:		
	Assess the achievement of competencies at the end of Grade V, using the tools under Education Watch.	On going	The piloting of the tools and field operation of the research has been conducted.
	Develop Standardised Achievement Test tools for assessing the achievement of competencies at the end of Grade III.	On going	Data has been collected and instrument will be developed within February.

	Develop Standardised Achievement Test tools for assessing the achievement of competencies at the end of pre-primary school.	Data International conducted impact assessments. Key findings of this study were included in previous progress report and the study team also presented the finding of the study at previous Donor consortium meeting.	BRAC's RED has been given responsibility to assess competencies of the pre-primary graduates of the next batch.
	Develop Achievement Test tools for assessing the achievement of outcomes at the end of the APON Course.	One consultant is now working on it to develop a mechanism to follow up APON course.	
	Conduct a study to identify the level of literacy among the Ethnic Minority Communities in Bangladesh.	On going	Data collection has been completed. A similar study titled " <i>Education and Language needs of the Indigenous Peoples in Bangladesh</i> " has been conducted by an external research agency 'Research Development Collective' which is funded by BEP. The findings of the research have already been shared with the programme and the final official report yet to be published. The study is available in Annex 3.
	Measure the performance of the student: A comparative study between the schools having Gonokendra Pathagar and the schools that do not have GP.	Not done yet	

Summaries of research abstracts from the Educational Research Unit have been included in Annex 3.

Communication Unit

BEP's communications team has thus far been relatively fluid, undertaking the work of writing various project reports and proposals, as they are needed. The team spent part of the reporting period assisting an international consultant with the 2004-2009 Proposal. A Canadian intern also joined the unit in September and has assisted with various projects as well as led the publication of this Progress Report. Currently, BEP is exploring ways of strengthening the team's capacity, including working closely with the Donor Liaison Office to write the six-monthly NFPE III Progress Report.

Programme Management

In this reporting period BEP's management structure at the head office underwent a major restructuring. The staff was divided into 9 units⁹, including Field Operations, Education Development, GOB Partnership, Administration, New Initiatives, Capacity Development, Monitoring and Research, Communication and MIS and Adolescent Development Programme. Each unit was assigned a unit manager who is in charge of coordinating and supervising the activities of the unit, and is reportable to the Programme Head. The restructuring has been very successful and has decentralised everyday tasks to the unit managers, leaving the Programme Head free to concentrate on higher-level management tasks. The BEP Organogram in Figure 6.1 outlines the new programme structure.

September 2003 Appraisal Mission Recommendation

The following recommendation has been given immediate priority within BEP as well as several others listed in the Annex 4. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

The Appraisal Team recommends that BEP and RED develop a closer and more collaborative working relationship. In order to facilitate a closer working relationship between BEP and the Educational Research Unit within RED, the Appraisal Team recommends that the staff of the Educational Research Unit within RED be made fully aware of the extent of the developments within BEP during Phase 3 and priority be given to undertaking the following two specific pieces of work:

- Devising a comprehensive and reliable system of performance tracking to be applied in BEP 2004-2009 in order to compare the current performance of learners with that of previous years and in order to compare the performance of one service provider with another
- Exploring the reason why there is an apparently growing disparity between the attainment of girls and boys in BEP schools. (Pg. 25)

⁹ This restructuring did not involve the continuing education staff, who are reportable to a separate Programme Head.

Financial Report

A total sum of Tk.4,900,804,341 was received from different donors for the period from June 1999 to November 2003. Tk.932,735,578 came from DFID, AKF/CIDA, EC and DGIS for the period from June 2003 to November 2003.

The expenditure was Tk.4,873,282,637 and Tk.720,737,476 for the periods from June 1999 to November 2003 and June 2003 to November 2003 respectively. This has resulted in a closing balance by Tk. 29,341,396.

The cumulative budget for the four year period (June 1999 to May 2004) was Tk.6,184,474,690 and total budget for the year (June 2003 to May 2004) was Tk.1,522,940,527.

The actual expenditure for the six month (June 2003 to November 2003) was Tk.720,737,476. The expenditure was 46% on target for the period. The balance amount will be utilized in the next six months period (December 2003 to May 2004).

The financial reports of the reporting period have been enclosed in three different formats:

1. Financial report.
2. Financial report as per EC format.
3. LFA Based financial report.

Annex 1

Description of main Programme activities

School Operations

The BRAC Non-Formal Primary Education Programme (NFPE) operates three kinds of schools, NFPE, BEOC and ESP, which are described below:

- **Non Formal Primary Education (NFPE):** NFPE schools provide Grades I–V education to children aged 8-10 years old in four years. 70 per cent of the children are girls. The teachers are mostly locally recruited married females who are consistently trained in the curriculum. From Grades I to III, the NFPE schools follow the BRAC curriculum and from Grades IV–V, Government textbooks are used, supplemented by BEP workbooks (except for Mathematics).
- **Basic Education for Older Children (BEOC):** For children aged 11-14 years old, BEOC provides a basic education within a three-year period.
- **Education Support Programme (ESP):** BRAC's ESP is an independent unit set up specifically to form partnerships for non-formal primary education with small NGOs working in Bangladesh and to develop their technical, conceptual and human skills to replicate BRAC's NFPE model successfully. Many of these small partner NGOs are able to reach segments of BRAC's target population that are too small and therefore not cost effective enough for BRAC to set up schools in those areas.

Capacity Development Unit (CDU)

Looks after the training and professional development of BEP staff, teachers and adolescents.

Education Development Unit (EDU)

Education Development Unit is divided into two sub-units: the Curriculum Development Group and the Illustration and Design Group. The Curriculum Development Group is responsible for developing materials in Maths, Bangla, English, Social Studies and Science (IV and V). The Illustration and Design Group designs all the educational material.

New Initiatives Unit

This unit includes the Education for Indigenous Children and the Disability Initiatives sections.

- Education for Indigenous Children programme attempts to bridge the gap between mainstream Bengali culture and the marginalized ethnic minority communities. It also seeks to provide equal opportunity to access as well as involvement in developing curriculum materials for ethnic minority groups.
- Through the Disability Initiatives section, which was formed in January 2003, BEP is working towards including children with disabilities in mainstream education by reducing physical, attitudinal and systemic barriers.

Post Primary Basic and Continuing Education Program (PACE)

The program promotes reading habits of rural citizens through an organized network of facilities. The components are Union Libraries or Gonokendro Pathagars and Capacity Development of the Secondary School Teachers in rural non-government secondary schools.

- **Gonokendro Pathagar (Union Libraries):** Provide access to reading materials and also act as centres for socio-cultural, sports and computer training activities.
- **Mobile Libraries:** Organized mobile libraries that travel to selected villages lending and picking up books.

Adolescent Development Program (ADP)

The ADP program works to improve the quality of life of adolescent girls and women by developing lifeskills, leadership skills, earning potential and increasing awareness of their rights. Girls are at the heart of the ADP and the Kishori Kendros are where the activities take place; activities include training in lifeskills and livelihood skills. The adolescents themselves deliver the activities, thus giving them the opportunity to earn a modest income and contribute to their continuing education and family expenses. Other activities such as the APON courses for boys take place within the wider context of ADP and beyond.

- **Kishori Kendros (adolescent centres):** The centres encourage BEOC graduates, non-BRAC girls and young rural housewives to continue developing their reading habits. In addition to functioning as reading centres, they also house APON's social activities. Each centre has 25-40 members and is kept open once a week, mostly in the afternoon for 2-3 hours.
- **Adolescent Peer Organized Network (APON) for Girls:** Girls of a similar age group learn through a peer-to-peer approach about a number of essential issues ranging from reproductive health to social matters like acid throwing/dowry, etc. The project is led and managed by the adolescent girls themselves.
- **Adolescent Peer Organized Network (APON) for Boys:** The program works to create a better understanding about social and personal health issues for adolescent boys similar to that of APON for girls. The boys gain an increased awareness of female issues as well as their own.

Government of Bangladesh Partnership Unit (GPU), PRIME and Community Schools

This was formed in 2001 to establish closer collaboration with the government in the field of primary education. GPU has two components: Primary Initiative in Mainstreaming Education (PRIME) and community schools. Through PRIME, BEP works with the GOB to bring quality education within the primary schools. Pre-primary schools have been successful in increasing collaboration with GPSs. BEP has also transformed more than 44 GOB non-functional community schools into fully operational systems using their own funds.

Programme Support Management Unit

The Administration section looks after BEP operations. The Research and Monitoring sections support and track BEP's progress. Management Information Systems is responsible for improving data collection methods and technical networking and Communications produces reports and documents about the program as required.

Annex 2

ESP Strategic Plan (2004-2008)

1. Introduction

BRAC is a national private development organization established in 1972. Founded by its Chairperson Mr. Fazle Hasan Abed in the wake of Bangladesh's Liberation War, BRAC was initiated as a relief organization to provide reinforcement and assistance to resettle refugees returning from India. The task of relief and rehabilitation over, BRAC directed its focus towards the long-term issue of poverty alleviation and empowerment of the poor in Bangladesh. Originally established as the Bangladesh Rural Advancement Committee, the organization is now known simply by its acronym BRAC. At present, BRAC promotes income generation for the poor, mostly landless rural women, through micro-finance, health, education and training program.

BRAC works with people whose lives are dominated by extreme poverty, illiteracy, disease and other handicaps. BRAC strives to bring about positive changes in the quality of life of the poor people of Bangladesh. BRAC firmly believes and is actively involved in promoting human capacity building especially of women and girls through its innovative and life skill Non Formal Primary Education (NFPE) program. The success of NFPE program has led it to assist many other NGOs in Bangladesh who are also trying to eradicate illiteracy and to provide educational services to poor by providing them non-formal basic education through Education Support Program (ESP).

BRAC has always pursued a holistic approach to poverty reduction, which is reflected in the breath of its program. BRAC activities are carried out through different programs, which are, development, education, and health. BRAC firmly believes that bringing about significant changes in the country in any fields of development requires concerted efforts from different stakeholders. Realizing the importance, ESP has started its activities in 1991 with a view to mobilize partnership for Non Formal Primary Education program. Till December 2002, EPP has had extended its support to 514 NGOs with more than 3,975 schools. ESP is providing both technical and financial support to the selected NGOs. ESP has also been extending support to small NGOs in strengthening the management capacity for their sustenance. ESP has also grown significantly over the past years.

BRAC's Education Support Program (ESP) started its activities in 1991 with a view to mobilize partnership for Non-formal Primary Education (NFPE) and putting efforts towards the eradication of illiteracy from Bangladesh. Until December 2002, ESP has extended its support to 514 NGOs with more than 2975 schools and is provided with both technical and financial support to the selected NGOs. ESP has been extending support to small NGOs in strengthening the management capacity for their sustenance.

BRAC Education Support Program was initiated as a small experimental project in 1991 with only 26 partner NGOs. In 1992 the number of partner NGOs increased to 47 with 129 schools. Over the last eleven years ESP achieved the expansion of its program to some 500 NGOs in Bangladesh. Realizing the changing circumstances both internally and externally, it has become necessary to develop a strategic plan for ESP to review the vision, mission, goals and working strategies in order to make the program framework more focused. The review of the Education Support

program during February- March 2003 also emphasized the need to revisit the long-term vision and redefine the primary focus of the program.

2. The conceptual framework of strategic planning

Every dynamic organization should have a strategy for ensuring its growth and future direction. Taking this into account ESP has decided to formulate a five-year strategy for its sustainable development. The strategy is defined as a broad-based and general plan developed to reach long-range objectives/goals. The strategy is the end result of strategic planning. To have a worth strategy, however, it must be consistent with organizational mission, goals, and objectives.

The new strategic plan for the period 2003-2007 has been developed through a participatory process involving different levels of stakeholders including staff of BRAC. The following steps were followed for developing the strategic plan:

- A daylong workshop was held on 13th April with the chief executive and senior level managers of the partner NGOs where they critically reviewed the performance and future prospect of ESP. A total of 20 persons from 10 partner organizations attended the workshop. The BRAC Training Division facilitated the daylong workshop.
- The second daylong intensive workshop was held on 21st April with the concerned senior level managers of BRAC. The Deputy Executive Directors attended the workshop and shared their own perspectives. The findings of the first workshop were also shared with them.
- The study and review reports by the internal and external experts were consulted and critical issues were identified to address in future.
- A critical analysis of the internal and external environment was done in both the workshops in terms of strengths, weaknesses, opportunities and threats to the organization. A set of strategic issues were identified and verified based on which the strategic plan was developed.
- The document was shared with the Chairperson, Executive Director, Deputy Executive Directors and the senior officials of BRAC for incorporating their final comments and directions and finalized.

3. Environment analysis:

3.1 Internal environment: Strength and Weaknesses

In the process of developing the strategic plan, the participants critically analyzed the strengths, weaknesses (internal), opportunities and threats (external) of the Education Support Program. Based on the environmental analysis they also suggested the strategic directions for ESP.

The Education Support Program is recognized as a unique partnership program between BRAC and other NGOs through which, both the parties benefit through achieving the common goal. ESP is serving the unserved and ethnic minority children with minimum cost, which made the program acceptable to the community and other NGOs. The fair dynamic leadership and team spirit helped identify the appropriate partner NGOs and maintains the quality of the program. In-house BRAC capacity to provide basic training to the NFPE teachers was also identified as one of the strengths of ESP. The innovativeness and simplicity of the program allows it to be easily implemented by the partner organizations. A proper

and effective decentralized monitoring system uphold the quality of education. Participation of the partner NGOs in implementing and monitoring the program has built a sense of ownership that has created a sound base for its work.

Analysis also revealed some of the weaknesses of the program. Absence of clear and well articulated criteria for replicating NFPE model through ESP, inadequate coordination and interaction with the relevant programs of BRAC, less emphasis on the staff development processes, retention of graduated children at upper grade five and six and absence of systematic criteria for dropping out the partner NGOs were identified as the internal weaknesses of ESP. As a weakness it was emphasized that the name of the program, Education Support Program (ESP), perceived to be less promoted the spirit of partnership among the NGOs. Taking into consideration the spirit of partnership approach, the name of ESP was proposed to change as Education Partnership Program (EPP). Absence of long-term strategies of ESP considering the environmental changes was also identified as a drawback of the program. A remarkable turnover among the Program Organizers (PO) of the partner organizations and less emphasis on the management and accounts related training to the concerned managers of PNGOs and ESP were identified as weakness of the program.

3.2 External environment: Opportunities and threats

ESP believes that over the past eleven years of working with the partner NGOs it has successfully implemented the education program, which has gained the acceptance of its services to the partners and the community at large. The global and national commitment 'Education for all' has created a wider scope to serve the unserved children in a more coherent manner. Increasing demand of quality basic education from the PNGOs and the community at large, positive attitude of the government and the formal sector to accept the graduates were identified as opportunity to scale up the program.

Perceived external threats, however, elicited from the management and representatives of the partner NGOs as a part of strategic planning exercise include the changes of donor strategies from non-formal sector to formal sector, discontent among the community people and the PNGOs after discontinuation of ESP supported schools, politicisation of NGOs and formation of other partnership in the same sector, are some of the impediments challenging the efforts of ESP in achieving its objectives. The rise of fundamentalism and its apparent antagonism towards programs often make automatic or natural anti development allies, which may hinder the advancement of girls' children education.

4. Organizational Societal Vision

A just, enlightened, healthy and democratic Bangladesh free from hunger, poverty, environmental degradation and all forms of exploitation based on age, sex, religion and ethnicity.

5. Mission Statement

BRAC works with people whose lives are dominated by extreme poverty, illiteracy, disease and other handicaps. With multifaceted development interventions, BRAC strives to bring about positive change in the quality of life of the poor of Bangladesh

BRAC firmly believes and is actively involved in promoting human rights, dignity and gender equity through poor people's social, economic, political and human capacity building. Although the emphasis of BRAC's work is at the individual level, sustaining the work of the organization depends on an environment that permits the poor to break out of the cycle of poverty and hopelessness. To this end, BRAC endeavors to bring about change at the level of national and global policy on poverty reduction and social progress. BRAC is committed to making its programs socially, financially and environmentally sustainable, using new methods and improved technologies. As a part of its support to the program participants and its financial sustainability, BRAC is also involved in various income generating enterprises.

Poverty reduction programs undertaken so far have bypassed many of the poorest. In this context one of BRAC's main focuses is the ultra poor.

Given that development is a complex process requiring a strong dedication to learning, sharing of knowledge and being responsive to the needs of the poor, BRAC places a strong emphasis on their organizational development, simultaneously engaging itself in the process of capacity building on a national scale to accelerate social emancipation.

The fulfillment of BRAC's mission requires the contribution of competent professional committed to the goals and values of BRAC. BRAC, therefore, fosters the development of the human potential of the members of the organization and those they serve.

In order to achieve its goal, wherever necessary, BRAC welcomes partnerships with the community, like-minded organizations, governmental institutions, the private sector and development partners both at home and abroad.

6. Goal of ESP

To expand education opportunities for disadvantaged children through partnership with small NGOs and provide technical and financial support to implement BRAC's NFPE model with adaptation as needed.

7. Objectives of ESP

The main objectives of ESP are to:

- Expand education opportunities to disadvantaged children
- Provide technical, financial and human development support to partner organizations so that they can implement the BRAC model of primary education with adaptation as needed
- Ensure women's participation in the implementation and management of primary education program
- Promote girls education

- Support national efforts towards basic education for all
- Contribute to poverty alleviation and enhancement of civil society in Bangladesh

8. Achievements of ESP

The BRAC's ESP model worked well and made a positive contribution towards Education For All (EFA) at school and community level. Involvement of parents and participation of community people in EFA is proved as one of the important factor for EFA program.

The program targeted children who were between the ages 8+ to 10 and who had never enrolled in school or had dropped out. Student enrollment increased from 3,870 in 1991 (the first year), to 89,231 by 2002. Over the past decade, girls' representation was approximately 72% of the annual enrollment compared to boys. The program contributed to the EFA goals of increasing enrollment, retention and learning achievement up to grade three levels. The drop out rate was less than 1% and completion rates for three years cycle remained high over the years with 98.5% of eligible pupils graduating in 2002. An average of 76.8% of ESP graduates satisfied basic competency in the four skill areas of reading, writing, numeracy and life-skills. ESP extended its reach to various ethnic minorities in Chittagong Hill Tracts and Costal Chars of southeast Bangladesh in 2000. Total enrolment among ethnic children was approximately 8,350 with girls representing the majority.

The 12-day basic training course had laid a good foundation of preparing new teachers to teach out of school children. Refresher courses were proved useful by teachers to share or exchange teaching ideas, jointly solve problems, and plan for their lessons. The program Organizers (Field Supervisor) frequent visits and checking of records had a positive impact on the regularity and punctuality of the pupil and the teachers in the schools. The POs contact with community helped foster parental interest towards the schools and education, and solve the problem with pupils, which could be replicated for further improvement of the EFA program as a whole in the country. The active school committee members motivated parents to send their children to school and kept vigil to maintain high rates regularly and punctuality of students and teachers. The ESP schools were perceived to be well organized and well managed by the parents. The quality of teaching was good and the children were learning.

ESP showed that the mobilization and strengthening of partnership with NGOs was an effective way of expanding the horizon of 'Education for All'. NGOs were able to establish/strengthen their education programs, develop staff and organizational capacity and gain credibility and visibility with other donors.

9. Stakeholder analysis

From the beginning ESP put emphasis on the appropriate selection of the partner NGOs. ESP follows some specific criteria to select a NGO as a partner for Non Formal Primary Education. The critical criteria for selecting the partner NGOs are given below:

- The partner NGO must be registered under the Social Welfare Department or Society Registration Act or women's Affairs Bureau of the People's Republic of Bangladesh. This requirement fulfills the legal existence of the organization.

- An ESP partner NGO should be small and local working in a union or thana or district so that they could invest a lot of energy and effort in making the program successful.
- ESP provides financial support to the partner NGOs which have little or no access to the donor agencies for funds.
- To be an ESP partner the NGO must be willing to accept the BRAC NFPE model with adaptation as needed.
- The NFPE proposed village by the NGOs must not coincide with that of BRAC's NFPE. This is simply to avoid duplication.
- Special preference to the women headed NGOs and persons belonging to the ethnic minority community.
- The partner NGOs must be secular and follow secular approach to development.

BRAC Education Program (BEP) is designed to reduce mass illiteracy and contribute to basic education of a significant portion of the country's children, especially those of the poorest families, and to ensure enhanced participation of girls in education. ESP supplements the objectives of overall BRAC's Education Program. The ESP promotes the NFPE, a three-year program for children aged 8-10 who have never been enrolled in any school, or who have dropped out during class I.

Considering the low literacy rate and low accessibility to the education system, the children of Chittagong Hill Tracts and Char (The char area refers to newly accreted land from the river) areas are given more importance to be included under ESP. The Chars are mainly the shelter place of the landless people and children of these areas have little or no opportunity to get education. In 1991, the average literacy for the Hill Tracts people was 22.1% as against 38.2% of Bangladesh.

The children with disability will also be considered deeply to be included in the school system.

10. Strategic issues and directions of ESP

Examining critically the performance of ESP's and internal and external environment, BRAC identified some strategic issues for ESP which are emergent in the sense that they could be developed or changed in accordance with need and experience. A number of strategic issues and directions that have been identified are considered as the means of attaining the goal of ESP and materializing the mission and goals of BRAC.

10.1 Inter-departmental coordination and cooperation

Strategic directions:

- Intensifying the exchange of information and experience among the programs
- Aligning the structure and process to include ESP in the key areas of involvement
- Reviewing job profiles of ESP staff for more collaboration and cooperation with other programs

BRAC is concerned to institutionalize the information flow process within and outside the organization. Attempts are being made to make the information flow

more frequently especially with BEP so that the improvements and changes in both the programs are used for making synergistic effect on the program. A continuous functional linkage is in place both at the head office and field level for ensuring quality of the program. Documenting the important decisions of BEP and ESP and circulating the proceedings of these meetings among the concerned managers and staff will be very useful for smooth coordination and cooperation.

The cross visits of the staff will also foster effective sharing of program experience among the staff. ESP maintains good relationship with other programs of BRAC to meet its needs for instructional materials, training, financial audit, evaluation of program performance of ESP and uses the Union libraries operated by the Post Primary Basic and Continuing Education (PACE) by ESP graduates.

The alignments are made in BRAC education Program to include ESP in key processes of planning, setting policy, system for implementation, and quality assurance as well as critical consultative forum. ESP maintains linkages with the donor communities and submits proposal separately to the donors for making intense coordination with all the stakeholders.

The job descriptions of RMs, TSS and Monitors are reviewed and defined in order to maintain close relationship and coordination with other concerned programs of BRAC.

10.2 Improving ESP management

Strategic directions:

- Orienting ESP staff about the vision, goals and objectives of ESP
- Strengthening the process and mechanism of developing second line leadership in ESP with special focus to women in management.
- Improving monitoring, MIS, reporting and documentation

There is a need for well-groomed staff to attain the organizational goals. The organizational mission, goals and their relationship with the ESP's goals and objectives are shared with all levels of staff of ESP. The senior staffs of ESP will continue to ensure common understanding by sharing ESP's vision, goals and objectives for promoting the leadership processes. There will be a group of the best staff from the field and head office whose leadership skills will be enhanced by participating in different training, meetings, workshops, seminars and symposia. ESP will take special measures to implement the existing gender policy of BRAC and adopt some affirmative actions for promoting women in management positions.

The ESP will work closely with BRAC MIS and intensify the exchange of information and experience with other programs. The main purpose of improved monitoring and MIS is to ensure a continuous flow of required information to managers to make appropriate and timely decisions for effective program management. The ESP works closely with the BRAC's MIS unit, monitoring and finance department for developing a framework of standardized formats to feed the data into MIS, the indicators, the source and frequency of data collection. The computerized information management system includes the profile of all functionaries (teacher, PO, PO-TSS, RM) and program performance. ESP collaborates with the monitoring department to piloting the tools and instruments before the instruments are standardized.

ESP will restructure the management system and provide necessary tools and techniques to the supervisory staff of ESP to intensify the monitoring and supervision of the program.

10.3 Formalizing the NGO selection process

Strategic direction:

- Reviewing the NGO selection criteria

ESP continuously placed emphasis on the maintenance of appropriate partner NGOs with objectivity. ESP develops a set of objective criteria considering the goals and objectives of the partner NGOs, geographical priorities, credibility of the NGOs at the community level and organizational and financial management capacity of the NGOs. The NGO assessment tool is developed in consultation with RED and BRAC Training Division, as they have considerable experience in assessing NGOs. The tool has some objective assessment by giving weight on some criteria with the recommendations of the TSS, Regional Manager and Program Coordinator ESP before finally approving by the DED-II.

10.4 Promoting partnership

BRAC has always acted to complement and supplement government and other NGOs programs wherever possible. It has been working with the government in the field of health, family planning, and employment creation through micro finance. The NGOs are also working with BRAC in the area of education, capacity building, health and micro finance. BRAC firmly believes that the significant national development can be made through collective effort of all the developmental organization if they work in a concerted manner. Improvements in the field of education can be made through the effort of ESP.

Strategic directions:

- Strengthening coordination with the Government
- Improving partnership with the partner NGOs, civil society and apex bodies

BRAC continually updates the government about BRAC's mission, goals, strategies and the programs. It has been supplementing and complementing Government's education program by undertaking the responsibility of running community primary schools, preparing the pre-primary age group children for ensuring their enrolment in the formal primary school and improving the capacity of the teachers and management committee members in secondary education. BRAC conducts joint research to find out the improving areas with other research institutions and NGOs. BRAC advocacy unit along with ESP contribute the government plans to expand 'Education for All' through NGOs by sharing of its experiences and lessons learned over the twelve years.

BRAC explores possibilities of developing and improving partnership with other NGOs wherever possible. The program organizes workshops and planned discussion sessions with the partner NGOs to share the lessons and experiences. ESP will take special measures to implement the existing gender policy of BRAC and adopt some affirmative actions for developing partnership with women headed NGOs.

10.5 ESP target children

ESP supplements the objectives of the overall BRAC Education Program. The ESP promotes the NFPE, a three-year program and remains focused on addressing the needs of out-of-school children, aged 8-10, in grades 1 to 3.

Strategic directions:

- Expanding program to the inaccessible and underserved education areas
- Emphasizing the children of the ethnic minority group and the children with disability

Considering the low literacy rate and low accessibility to the education system, the children of Chittagong Hill Tracts and Char areas are given more importance to be included in ESP. The Chars are mainly the shelter places of the landless people and children of these areas have little or no opportunity to get education. In 1991, the average literacy for the Hill Tracts people was 22.1% as against 38.2% of Bangladesh. Their religion, language, and culture will be at risk if no attention is given. Appropriate materials about the indigenous children will provide them a sense of pride and will also enlighten the Bengali children. The experience of BEP working with indigenous people is incorporated in the education program implemented by the ESP.

Children with disabilities are included in the school system through the partner NGOs utilizing the existing infrastructure and resources.

10.6 Capacity development

From the inception, BRAC emphasizes capacity development of the staff, program participants and the managers who take the lead role for attaining the organizational goals. The BRAC Training Division (BTD) assesses the needs continually and organizes the capacity development program for all levels of functionaries.

Strategic directions:

- Revisiting the job descriptions and improving the performance assessment system of ESP staff
- Strengthening capacity development initiatives for different levels of functionaries
- Retaining competent staff and diversifying their skills

Efforts will be made in the coming phase to improve the capacity of the ESP staff. A detail capacity development plan for the staff taking into consideration the areas of pedagogy, functional and strategic management is prepared with the assistance of BRAC Training Division. The detailed job description of different levels of functionaries (TSS, RM, PO) is prepared based on which participatory performance appraisal of the staff is done at a regular interval. The performance appraisal system also includes enhancing the recognition system of staff by different means for ensuring feedback and staff development. Motivating the PNGOs in order to diversify the skills of the teachers would emphasize by promoting teachers to supervisory staff.

Planned exposure visit to BEP schools and the education programs implemented by other NGOs enhance the professional development of the staff of ESP. Teacher network that would provide opportunities for exchange visit to other NGOs & BEP and would support them in their professional development.

10.7 Program Sustainability

BRAC recognizes from its experiences that participation of the stakeholders including the community people as a whole is essential for successful implementation of the development programs and making the program both financially and programmatically sustainable. It is therefore necessary to increase the awareness of the stakeholders and involve them in managing the program in a sustainable manner.

Strategic directions:

- Strengthening the involvement of the stakeholders at different levels
- Developing a mechanism of exploring alternative funding sources and phasing out the program

ESP will undertake efforts to educate stakeholders including the PNGOs and the community people in order to involve them in different levels of school management and shouldering the responsibilities of mobilizing local resources. An attempt would be taken to explore the possibilities of alternative funding sources towards financial sustainability. Parents of the students would be consulted to find the ways and options to contribute for making the education program sustainable.

A gradual process of phasing out the program will be developed in consultation with the PNGOs and concerned staff of ESP. This would be linked with the financial sustainability, cost-sharing plan and other variables of the program performance. The implications of the phasing out would be identified and a detail plan would be developed for ensuring proper implementation.

10.8 Quality Assurance

From the inception, BRAC believes that quality is very necessary for bringing any positive changes in the lives of the people. It has become one of the core organizational values of BRAC. It takes steps for improvement of the program on a continual basis.

Strategic directions:

- Revisit the existing training and education curricula and materials
- Revisit the students and teachers assessment system
- Developing quality indicators

An intensive collaboration is developed with BEP in regards to updating the education materials and student assessment system. The updated education materials are transmitted to ESP and are available to the PNGOs at the proper time. More collaboration and interaction will be developed with BRAC Training Division to modify the existing training program suited to the changing needs incorporating teaching-learning processes, student assessment and child-oriented approaches.

The ESP staff will be equipped with the techniques of school mapping for identifying the underserved areas and school locations. The regular refresher courses are conducted for the teachers, Program Organizers and TSS with a view to identifying the problems and overcoming those with a provision of developing new knowledge and skills for ensuring quality education.

A benchmark of the quality assessment of the teacher, student and the program itself is developed and projected in the LFA. The outputs and the purpose as measurable form are included in the LFA of ESP.

Annex 3

A Study on Education and Language Needs of the Indigenous Peoples in Bangladesh

Abstract

Bangladesh is inhabited by 129 million people, of them at least two and a half million belong to about 70 recognizable indigenous communities. Most of them are vulnerable in terms of economic, social, cultural and human rights conditions. Overwhelming majority of them can not even fulfill their basic needs to a minimum desirable extent. It is, therefore, no wonder that they generally lag behind in education - although their leaders consider deprivation from education as an impediment to economic, social, political and cultural development.

This study intends to understand the education and language needs of the indigenous peoples in Bangladesh with its focus on primary education, which also encompasses issues like medium of instruction and the mother-tongue. Though the gross enrolment rate has risen in the country, the situation is far from satisfactory in respect of indigenous children, despite recent efforts by the government and the NGOs. On the other hand, the "indigenous" entity itself does not represent any homogenous body and the rate of literacy among the different communities is quite uneven. For example, while the rate of literacy among Pankho and Chakma is 86 and more than 70 percent respectively (being exceptions for different historical reasons), this rate is very insignificant for the Murang, Bowm, Santal, Munda and the Mahato.

Objectives

The objectives of the study have been the following : 1) To understand the extent of social interaction between the Bengalis and Indigenous Peoples; 2) To examine the perception of indigenous peoples about their children's education; 3) To explore the attitude of mainstream teachers about the indigenous students in the class room; 4) To know /explore the opinion of the indigenous peoples about Bangla as a medium of instruction in the primary education; 5) To identify the problems of Bangla as language of instruction in the indigenous class room environment; 6) To examine the feasibility of indigenous language as a medium of instruction; 7) To see the enrolment and dropout rate of the indigenous students in mainstream primary schools, and 8) To assess the support that the indigenous peoples would need for ensuring their children's education.

Methodology

Ten indigenous communities namely the Chak, Chakma, Garo, Koch, Mahali, Mahato, Marma, Murang, Oraon and Santal have been selected as samples from three regions for the study. Of them, two large and comparatively two smaller communities from CHT and North Bengal, and one large and a smaller communities have been taken from Mymensingh regions. A total of 319 indigenous peoples have been interviewed as respondents. Data collection have been carried-out through survey method using the techniques of direct interview, focus group discussion (FGD), in-depth interview and observation. The data included both qualitative and quantitative elements.

Major Findings

The perceptions in terms of utility (or expectation) about children's education of the indigenous peoples, in accordance with importance, are; i) getting employment/job, ii) creation of awareness, iii) promotion of social status, iv) family income generation, v) elimination of illiteracy vi) old-age security and vii) reading and writing of letter.

As 94 percent indigenous peoples speak in their own language at home, most of them are in favour of introducing mother tongue as medium of instruction in primary schools for the indigenous students. In this respect, they mention "students will be more interested in study", "lessons will be easily understandable" and improvement of standard of their own language as logics.

The indigenous peoples are confronting a number of problems in enrolling their children in primary school. Of them, poverty, inability to understand the language/medium of instruction, lack of awareness about education and, absence of indigenous teachers and educational institutions are the acute, in particular. Teaching materials and textbooks do not reflect their history, culture and life and they can not identify and relate themselves with it. As a result, they lose their interest to enroll or continue education in mainstream primary schools.

The indigenous students suffer a lot from Bangla being the medium of instruction at primary level. The problems, in accordance with importance, include inability to understand the language/medium of instruction, communication gap with teachers, parents' inability to teach at home, lose of interest in study, reluctance of teachers to repeat instruction/ lessons in classroom etc.

On the other hands, about 40 percent respondents consider the attitude of non-indigenous teachers towards indigenous students as less-cooperative and neglecting/discriminatory in terms of rebuking for reply in incorrect Bangla, reluctance in asking lessons and for being less caring to indigenous children in classroom.

The suggestions are sought for solving the language problems of indigenous students, developing alphabet for those communities who has none, sensitizing about negligence/ discriminatory behavior, improving infrastructure, enriching curriculum, providing education material and support services instrumental for primary education of the indigenous peoples in Bangladesh.

For solving the language problems of indigenous students, the suggestions are: appointment of indigenous teachers, preparing books in indigenous languages, bi-lingual text books, establishment of pre-primary school, introducing special Bangla language course, engaging teachers to learn indigenous language and motivating teachers to take extra care of the indigenous students. With regard to development of alphabet for those communities who has none, majority of them suggest Bangla alphabet and or independent alphabet, and a small portion opine in favor of Roman alphabet in this connection.

In respect of counteraising negligence/ discriminatory behavior of the non-indigenous teachers the suggestions are: appointment of indigenous teachers, motivation for making them sympathetic and building positive attitude towards indigenous children, arrangement of teacher-guardian discussion and creating awareness about plurality among majority community.

For ensuring better education of their children, they also suggest for infrastructural development, curriculum improvement, providing education materials, and other support services like family income generation, medi-care, free residential school etc.

Finally, it is evident that if the above suggested measures are properly taken into consideration, the education and language needs of the indigenous peoples would be greatly realized in Bangladesh.

Recommendations :

In view of the study findings, summary and conclusions, the followings recommendations may be offered to meet the education and language needs of indigenous peoples in Bangladesh.

1. For Establishment of Primary School

- Adequate number of schools may be established in accordance with the requirement of indigenous children. In that case more than one schools may be need to establish in the large villages, in particular.
- Residential schools may be established for the most vulnerable indigenous communities (e.g., the Mro) particularly where the indigenous peoples dependent on Jhum cultivation.
- Pre-primary school may be established for making the children habituated and enthusiastic for primary education.

2. For Teachers

- In the indigenous areas at least two-third of the school teachers may be appointed from among the indigenous peoples.
- Preference may given for the female teacher at the time of recruitment.
- Non-indigenous teachers may be motivated to be more sympathetic and caring towards indigenous children in primary schools.

3. For Curriculum and Education Materials

- The textbooks may be published in indigenous languages. If not possible, bi-lingual textbooks may be made available for the primary level education.
- The history, culture, folk-tales and struggles of indigenous peoples may be incorporated in the curriculum of primary education.
- The textbooks, school-dress and tiffin may be distributed free of cost for the indigenous students.
- Sports materials, safe drinking water, Medicare and other related facilities may be made available to the indigenous students.
- Transportation facilities in terms of roads, bridge-culverts, machine-boats etc. may be made available to the indigenous students.

4. For Medium of Instruction and Language

- Medium of instruction may be the mother language, i.e., indigenous languages at least up to class five.
- Bangla as a subject may be introduced for the indigenous students at the upper grades of the primary level education.

- Bangla Roman or independent alphabet may be used, for those who none, to express the indigenous languages.

5. For Regions and Communities

- In launching education program for indigenous peoples, preference may given to CHT region compared that of the plain land.
- Special attention may be given to the Mro community as the most disadvantaged, vulnerable and deprived community, in particular.
- In respect of teacher recruitment, educational qualification may be relaxed for the Mro due to lack of persons among the having requisite qualification.
- For exchanging views on education and language needs, inter-regional and inter-community conference/ workshop/ seminar may be organized.

6. For Economic Viability

- Income and employment generating activities (IEGAs) may be initiated/ strengthened through micro-credit with minimum or no interest by the GAs and NGOs so that children are not forced to supplement family income as child labor.
- Day Care Centers may be set up for indigenous infants to free the school-age girl children from child rearing which may help them enroll in primary schools.
- Stipend may be provided to the poor and meritorious indigenous children.

7. Community Participation

- Indigenous community may be encouraged for their children's education through motivation and awareness building campaigns.
- Indigenous community may be involved in management, supervision and monitoring of local primary school.
- Parents-teacher discussion meeting may be organized monthly.
- Initiatives may be taken to make use of the supports available from the indigenous peoples in terms of land, labor, wood/bamboo etc. in establishing schools in respective localities.

8. For Social Integration

- Effective measures may be taken by the government functionaries, human rights agencies and civil society members for stopping land and resource grabbing, eviction, human indignation etc.
- Awareness building initiatives may be taken among the majority Bangali population to create empathetic and harmonious outlook towards the indigenous communities.
- For strengthening advocacy services, greater network may be established among indigenous communities, sympathetic persons of the majority community, civil society, political leaders, mass-media and the Government Agencies and NGOs.

- For strengthening social interaction/harmony among the indigenous peoples and the majority community, cross cultural interactions through reciprocal participation in various social, cultural and religious functions and festivities may be encouraged by the government, NGOs and Citizen Bodies.

Output 6: Educational Research Unit 2003: Abstract summaries

Material Fees in the BRAC Operated Community Schools: Should it be Reviewed?

By Md. Kaisar A. Khan

This study aimed at examining whether the rate of material fees that is charged to the students in the BRAC-run community schools should be reviewed. The survey included the guardians of 550 students of 11 BRAC-run community schools. Some qualitative information was also gathered from the guardians, teachers of the concerned community schools, members of School Management Committees, community people, and concerned BRAC staff. Data show that a large proportion of the students came from extremely poor and socio-economically backward households. Majority of the household heads yielded very low income and had no education. Thus, they were not in position to pay the material fees regularly. The findings suggest reducing the fees to a more affordable amount. *As of 2004, Community Schools will be free for students.

Factors affecting performance of the ethnic minority students in secondary schools

By Md. Abul Kalam

This particular study attempted to explore the level of and factors affecting performance of ethnic minority students in secondary schools. Five schools having at least 25% ethnic minority students, located in Kalmakanda, Kulaura, Haluaghat, Panchbibi and Dhamoirhat were selected purposively for the study. Three techniques viz., classroom observation, scanning of documents and group discussion with the teachers, ethnic minority students and their parents, were used for data collection. The study found that ethnic minority students were lagged behind their Bengali classmates in their performances in terms of completion of course, attendance in school, and results in public and school examinations. Several factors were found which might affect ethnic minority students' performance in secondary schools such as lack of encouragement and poor treatment from the teachers, exclusion from their peers, poor economic backgrounds and lack of home support. The study revealed that schools responses to these issues were very poor with limited or no results. The study gained some suggestions from different groups of respondents for improving the situation.

Annex 4

September 2003 Appraisal Mission Recommendations

The following recommendations have been given immediate priority within BEP. A complete list of BEP's responses to the Appraisal Mission and the IOA recommendations has already been provided to the donors.

Gender Equity

Gender equality should be given an ongoing and explicit priority across all new areas of focus, including classroom behaviours, staffing, staff promotion and awareness raising among staff. (pg. 11)

The BEP log frame currently uses the Gender Development Indicator (GDI) as an indicator. We recommend that the (Gender Education Monitoring System) GEMS also be included to help monitor progress in terms of the empowerment of women. (Pg. 12)

Partnership with the GOB

PRIME and Pre-primary Schools: BRAC should develop a strategy for engaging the central government in a process of dialogue and sharing with the purposes of achieving the goals of Education for All by the year 2015, fostering the recognition and value of BRAC's contributions, and developing a better partnership relationship. Needless to say, this strategy has to be guided with all the sensitivities and tactfulness involved in taking such an initiative. Among other elements in such a strategy, it is recommended that BRAC should approach the GOB to convene a meeting that involves the key civil servants dealing with primary education and selected DCs, UNOs, and DEOs to review the progress made in PRIME. In addition to its own inherent merit of having such a review meeting, this process could facilitate GOB's better understanding and appreciation of the current role that BRAC plays in contributing to the improvement of the quality of primary education, and stimulate and encourage the GOB to consider collaborating with BRAC in implementing some specific components of PEDP II. (Pg.17)

Non-Formal Primary Schools

The BEP proposal document should also specify the criteria that will be used to decide which areas to withdraw from during Phase 4. (Pg. 18)

ESP schools

The BEP Proposal document should be amended to reflect the repositioning of ESP under the Deputy Executive Director.

English

The Appraisal Team recommends that the plan to improve English language teaching be included in the proposal document. (Pg. 23)

Quality Management

The Appraisal Team recommends that BEP and RED develop a closer and more collaborative working relationship. In order to facilitate a closer working relationship between BEP and the Educational Research Unit within RED, the

Appraisal Team recommends that the staff of the Educational Research Unit within RED be made fully aware of the extent of the developments within BEP during Phase 3, in particular:

- The range of quality assurance mechanisms currently in place
- The present status of curriculum development and material production
- The link-role played by the QASs in feeding information from the field to HQ and back to the field
- The management and pedagogical responses generated to date by BEP in response to the challenges posed by the national terminal competencies, the extent of the target group's social, economic and other disadvantages, the capacity of teachers, the scale of the programme, and the resources available
- The Educational Research Unit collaborate with in BEP in ways that complement and elaborate on the qualitative micro level studies currently being undertaken by the Monitoring and Research Unit and by the QASs
- The timeframe for completing jointly agreed research projects be shortened considerably
- Consideration be given to allocating two of the researchers within the Education Research Group in RED to work exclusively with BEP. (Pg. 25)

Adolescent Development Programme

Reaching Poor Children: As it is likely that the out-of-school adolescents are from poorer families, and are probably the ones most in need of the information and development possibilities offered through the ADP, the Appraisal Team recommends that research be conducted to find out why these girls are not generally part of the membership, and devise strategies to ensure they are included. This will also help bring APON programmes in line with UNICEF's main target groups. (Pg. 28)

Earning Opportunity: The Team recommends close monitoring/tracer studies of APON II to assess what impact it has on the earning opportunities of the participants. (Pg. 31)

Continuing Education Programme

It has been proposed to change the name of Union Libraries (UL) to Library and Multipurpose Community Centres (LMCC). For several reasons, it is recommended instead to use the Bangla concept 'GONOKENDRO' throughout as a "trademark" for these resource centres. (Pg. 33)

Cooperation with the GOB in the Area of Skills Development: The Continuing Education Programme should indicate how PACE can benefit from contact and exchange of experience with other BRAC divisions and sectors, dealing with, for instance competence development in the same fields. (Pg. 37)

NON-FORMAL PRIMARY EDUCATION PROGRAM Phase III

Financial Report As of November 2003

In Taka

Budget		Actual Expenditure		Budget Balance	
June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov. 2003 (For the period)	June 1999 to Nov. 2003 (Cumulative)	Dec. 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)
1	2	3	4	5(1-3)	6(2-4)

Expenditure:

I. School Cost						
A. Teachers Cost	479,881,841	2,172,664,505	229,993,068	1,866,291,549	249,888,773	306,372,956
B. Student Books and Supplies	402,602,135	1,921,387,444	214,202,333	1,546,914,221	188,399,802	374,473,223
C. Field Operations	179,794,372	711,957,698	85,727,666	659,908,818	94,066,706	52,048,880
D. Research and Evaluation	10,359,308	48,060,095	4,626,130	34,099,600	5,733,178	13,960,495
E. H O Logistics and Management Support	74,359,485	480,600,964	38,564,595	286,817,348	35,794,890	193,783,616
II. Library Program	105,359,246	374,764,380	52,325,281	262,595,608	53,033,965	112,168,772
III. Innovative Program & Materials Dev.	12,364,815	57,094,352	5,605,795	39,298,585	6,759,020	17,795,767
IV Education Development Unit	8,417,904	74,169,403	5,166,534	34,573,777	3,251,370	39,595,626
V Short Term Strategy	101,323,651	182,865,842	43,941,364	122,377,459	57,382,287	60,488,383
VI Post Primary Basic Education and Ethnic Minority School	129,683,169	148,542,932	41,004,039	44,136,505	88,679,130	104,406,427
VII Contingency	48,000,000	48,000,000	0	0	48,000,000	48,000,000
Total Expenditure	1,552,145,926	6,220,107,615	721,156,805	4,897,013,470	830,989,121	1,323,094,145
Project Income	(29,205,400)	(35,632,927)	(419,332)	(23,730,837)	(28,786,068)	(11,902,090)
Total requirement	1,522,940,526	6,184,474,688	720,737,473	4,873,282,633	802,203,053	1,311,192,055

Funding of Expenditure :

Opening balance as on 1st June 2003

Grants received

NOVIB

DFID

AKF/CIDA

EC

DGIS

UNICEF

Others (Local donors)

Bank Interest Income

BRAC Contribution

Total Receipts

Total Expenditure (Net)

Deficit Balance as on Nov 2003

	June 2003 to Nov. 2003	June 1999 to Nov. 2003
Opening balance as on 1st June 2003	(183,130,643)	
Grants received		
NOVIB	-	157,417,442
DFID	93,403,700	1,015,897,500
AKF/CIDA	166,314,043	805,471,143
EC	552,037,796	1,975,886,196
DGIS	120,833,539	822,635,288
UNICEF	-	87,796,279
Others (Local donors)	146,500	700,493
Bank Interest Income	473,937	1,819,689
BRAC Contribution	-	35,000,000
Total Receipts	933,209,515	4,902,624,030
Total Expenditure (Net)	720,737,473	4,873,282,633
Deficit Balance as on Nov 2003	29,341,399	29,341,397

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

Annexure -I

Details of Financial Report
NON-FORMAL PRIMARY EDUCATION PROGRAM PHASE III
As of November 2003

Budget		Actual Expenditure		Budget Balance	
June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov. 2003 (For the period)	June 1999 to Nov. 2003 (Cumulative)	Dec. 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)
1	2	3	4	5(1-3)	6(2-4)

1. SCHOOL COST

A. Teachers Cost

1. Teacher Training and refreshers	69,105,016	300,701,131	27,534,629	221,665,255	41,570,387	79,035,876
2. Teachers Salary	306,000,000	1,420,308,256	156,585,617	1,258,281,571	149,414,383	162,026,685
3. Teachers aids and Supplies	6,766,761	40,921,129	4,193,838	27,381,689	2,572,923	13,539,440
4. Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	37,851,953	33,347,914
5. Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	8,622,263	15,263,261
6. Staff training and development	6,199,100	28,180,720	1,945,447	16,303,353	4,253,653	11,877,367
7. Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	3,050,750	(5,279,662)
8. Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	1,345,047	2,627,195
9. General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	1,207,414	(6,065,120)
Total of A	479,881,841	2,172,664,505	229,993,068	1,866,291,549	249,888,773	306,372,956

B. Students Books and Supplies

1. Learners Books and supplies	118,591,049	599,304,073	78,942,587	485,174,430	39,648,462	114,129,643
2. Students Supplies	65,159,208	314,418,468	45,847,106	251,934,244	19,312,102	62,484,224
3. Supplimentary Reading Materials	12,050,523	53,706,146	8,843,227	41,886,302	3,207,296	11,819,844
4. Class Room Supplies	9,647,291	69,788,683	3,994,258	52,133,410	5,653,033	17,655,273
5. School Room Renovation and Maintenance	99,144,000	473,436,085	34,896,171	356,822,801	64,247,829	116,613,284
6. Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	37,851,953	33,347,914
7. Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	8,622,263	15,263,261
8. Staff training and development	6,199,100	28,180,720	1,945,447	16,303,353	4,253,653	11,877,367
9. Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	3,050,750	(5,279,662)
10. Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	1,345,047	2,627,195
11. General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	1,207,414	(6,065,120)
Total of B	402,602,135	1,921,387,444	214,202,333	1,546,914,221	188,399,802	374,473,223

C. Field Operations

1. Area Team Office Cost

1.1 Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	37,851,953	33,347,914
1.2 Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	8,622,263	15,263,261
1.3 Staff Training and development	6,199,100	28,180,720	1,945,447	16,303,353	4,253,653	11,877,367
1.4 Salary and benefits of Team Leader	43,008,000	142,030,826	20,608,188	134,579,327	22,399,812	7,451,499
1.5 Salary of Area Manager	8,160,000	35,507,706	4,839,786	39,648,854	3,320,214	(4,141,148)
1.6 Salary of Accountant	6,804,000	23,671,804	2,735,119	28,983,924	4,068,881	(5,312,120)
1.7 Salary of Service Staff	7,740,000	29,589,755	3,258,628	29,893,053	4,481,372	(303,298)
1.8 Travelling and transportation	11,337,108	50,302,584	8,166,724	46,531,285	3,170,384	3,771,299
1.9 Staff Training and Development	4,735,200	20,121,034	4,440,237	21,309,341	294,963	(1,188,307)
1.10 Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	3,050,750	(5,279,662)
1.11 Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	1,345,047	2,627,195
1.12 General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	1,207,414	(6,065,120)
Total of C	179,794,372	711,957,698	85,727,666	659,908,818	94,066,706	52,048,880

D. Research and Evaluation	10,359,308	48,060,095	4,626,130	34,099,600	5,733,178	13,960,495
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Budget		Actual Expenditure		Budget Balance	
June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov. 2003 (For the period)	June 1999 to Nov. 2003 (Cumulative)	Dec. 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)
1	2	3	4	5(1-3)	6(2-4)

E. H O Logistics and Management Support	74,359,485	480,600,964	38,564,596	286,817,348	35,794,889	193,783,616
Total of I (School Cost)	1,146,997,141	5,334,670,706	573,113,793	4,394,031,536	573,883,348	940,639,170

II. LIBRARY PROGRAMME

1.1 Start up Cost :

1.1.1 Furniture and Fixtures	4,467,000	20,306,695	1,989,655	12,142,118	2,477,345	8,164,577
1.1.2 Trust fund	6,077,500	29,009,564	3,395,114	13,934,500	2,682,386	15,075,064
1.1.3 Books	15,300,000	52,217,215	10,322,713	41,964,239	4,977,287	10,252,976
1.1.4 Trunk	638,000	2,900,956	459,978	2,020,230	178,022	880,726
1.1.5 Training	1,778,000	7,907,428	462,296	5,378,768	1,315,704	2,528,660

1.2 Operating Expenses :						
1.2.1 Salary and Benefits	26,520,144	105,816,401	13,429,271	89,075,651	13,090,873	16,740,750
1.2.2 Teachers Salary	25,920,000	34,527,818	10,307,351	30,755,415	15,612,649	3,772,403
1.2.3 Travelling and transportation	6,637,320	26,454,100	3,316,565	20,908,970	3,320,755	5,545,130
1.2.4 Staff training	2,654,620	10,581,640	1,385,248	7,360,808	1,269,372	3,220,832
1.2.5 Orientation to Community centre	255,200	1,160,383	(68,358)	943,703	323,558	216,680
1.2.6 Librarian	3,214,800	15,546,920	1,266,500	8,233,394	1,948,300	7,313,526
1.2.7 Maintenance and Magazine	4,104,000	19,610,898	2,182,644	14,142,924	1,921,356	5,467,974
1.2.8 Utilities	900,000	4,441,977	88,010	1,355,087	811,990	3,086,890
1.2.9 H O Logistics and Management Support	6,892,662	44,282,385	3,788,294	14,379,801	3,104,368	29,902,584
Total of Library Program	105,359,246	374,764,380	52,325,281	262,595,608	53,033,965	112,168,772
III. INNOVATIVE PROGRAMME AND MATERIALS DEVELOPMENT	12,364,815	57,094,352	5,605,795	39,298,585	6,759,020	17,795,767
IV. Education Development Unit						
1.1 Rent and utilities	2,527,200	20,886,886	1,263,600	6,306,080	1,263,600	14,580,806
1.2 Vehicle	-	6,405,000	0	0	0	6,405,000
1.3 Library development	-	2,152,500	0	208,236	0	1,944,264
1.4 Books and supplies	-	1,102,500	0	473,558	0	628,942
1.5 Computer	1,200,000	3,228,750	652,800	1,494,760	547,200	1,733,990
1.6 Project Head	840,000	6,962,295	422,508	5,178,749	417,492	1,783,546
1.7 Support staff	1,980,000	13,015,054	1,259,683	8,723,184	720,317	4,291,870
1.8 Special training and workshop	-	4,390,684	0	4,390,684	0	0
1.9 Consultant	1,320,000	9,283,061	1,229,419	5,590,446	90,581	3,692,615
1.10 HO Logistics and Management Support	550,704	6,742,673	338,524	2,208,080	212,180	4,534,593
Total of Education Development Unit	8,417,904	74,169,403	5,166,534	34,573,777	3,251,370	39,595,626
V. Short Term Strategy (New Component)						
1.1 Salary and benefits	21,600,000	54,000,000	9,773,542	36,291,317	11,826,458	17,708,683
1.2 Workshop	300,000	8,000,000	538,307	3,304,420	(238,307)	4,695,580
1.3 Education materials & school operation	66,465,000	66,000,000	26,466,722	61,750,938	39,998,278	4,249,062
1.4 IT Facilities	0	3,000,000	0	186,825	0	2,813,175
1.5 Rent and utilities	3,600,000	9,000,000	2,308,931	6,563,013	1,291,069	2,436,987

1.6 Furniture and fixture 0 1,500,000 395,566 2,625,854 (395,566) (1,125,854)

	Budget		Actual Expenditure		Budget Balance	
	June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov. 2003 (For the period)	June 1999 to Nov. 2003 (Cumulative)	Dec. 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)
	1	2	3	4	5(1-3)	6(2-4)
1.7 Sensitisation of Local Government	500,000	4,500,000	351,312	1,588,268	148,688	2,911,732
1.8 Field Trip with Parlimantary comm.	30,000	100,000	0	0	30,000	100,000
1.9 Conference at BCDM	200,000	7,500,000	0	0	200,000	7,500,000
1.10 Collaborative research	1,500,000	6,144,000	1,211,280	1,581,880	288,720	4,562,120
1.11 Media Coverage	500,000	5,000,000	21,034	280,283	478,966	4,719,717
1.12 HO Logistics and Management Support	6,628,650	18,121,840	2,874,667	8,204,657	3,753,983	9,917,183
Total of Short Term Strategy	101,323,651	182,865,842	43,941,364	122,377,459	57,382,289	60,488,385
VII. Post Primary Basic Education and Ethnic Minority School						
A. Post Primary Basic Education						
1. Salaries and benefits	13,596,000	14,729,000	4,440,424	5,501,375	9,155,576	9,227,625
11. Travelling and transportation	2,556,000	2,770,200	404,536	461,940	2,151,464	2,308,260
12. Capacity development of staff	1,274,400	1,380,600	156,760	262,098	1,117,640	1,118,502
13. Local Consultant	3,600,000	3,900,000	396,328	412,508	3,203,672	3,487,492
14. Training and Workshop	33,544,000	33,544,000	10,039,494	10,039,494	23,504,506	23,504,506
14.5 Management Development training	1,939,000	1,939,000	73,124	73,124	1,865,876	1,865,876
14.6 Workshop	250,000	250,000	592,236	592,236	(342,236)	(342,236)
14.7 Advocacy and Sharing experience	790,000	790,000	528,976	528,976	261,024	261,024
15. Co-extra curricular support	600,000	1,000,000	0	0	600,000	1,000,000
16. Laboratory and teaching learning materials	1,200,000	2,000,000	201,572	907,457	998,428	1,092,543
17. Institutional linkage with other organozatio	1,500,000	2,000,000	0	517,795	1,500,000	1,482,205
18. Stipend for student and teachers	5,700,000	5,875,000	709,438	766,953	4,990,562	5,108,047
19. Computer	0	300,000	223,140	223,140	(223,140)	76,860
20. HO Logistics and Management Support	4,633,258	4,906,062	1,067,326	1,243,801	3,565,932	3,662,261
Total of Post Primary Basic Education	71,182,658	75,383,862	18,833,354	21,530,897	52,349,304	53,852,965
B. Ethnic Minority School						
1. Teacher Training and refreshers	4,312,000	5,992,000	1,851,347	1,985,514	2,460,653	4,006,486

2. Teachers Salary	8,400,000	8,600,000	1,775,239	1,834,865	6,624,761	6,765,135
3. Teachers aids and Supplies	411,200	567,400	355,606	356,231	55,594	211,169
4. Students Books and Supplies	4,801,000	5,573,120	3,097,689	3,097,839	1,703,311	2,475,281
5. Supplimentary Reading Materials	520,800	520,800	63,466	63,466	457,334	457,334
6. Class room supplies	1,011,400	1,345,800	602,396	614,423	409,004	731,377
7. School rent and maintenance	1,680,000	1,720,000	3,230,827	3,240,427	(1,550,827)	(1,520,427)
8. Supplementary materials development	10,849,216	19,809,216	4,009,015	4,018,015	6,840,201	15,791,201
9. Workshop	1,050,000	1,200,000	116,184	116,184	933,816	1,083,816
10. Advocacy	800,000	1,000,000	0	0	800,000	1,000,000
11. Salary and Benefits	11,520,000	12,105,000	3,167,541	3,260,908	8,352,459	8,844,092
18. Travelling and transportation	2,385,000	2,490,000	438,589	451,340	1,946,411	2,038,660
19. Staff training and development	1,044,000	1,093,500	518,807	523,530	525,193	569,970
20. Office Rent and utilities	1,800,000	1,950,000	146,799	164,149	1,653,201	1,785,851
21. Stationeries and supplies	360,000	390,000	271,543	271,543	88,457	118,457
22. General Expenses and maintenance	432,000	468,000	242,904	257,191	189,096	210,809
23. Consultant and Technical Assistance	2,500,000	2,500,000	320,698	320,698	2,179,302	2,179,302
24. Research and Monitoring	1,027,532	1,296,496	849,879	891,392	177,653	405,104
25. HO Logistics and Management Support	3,596,363	4,537,738	1,112,156	1,137,893	2,484,207	3,399,845
Total of Ethnic Minority School	58,500,511	73,159,070	22,170,685	22,605,608	36,329,826	50,553,462

Budget		Actual Expenditure		Budget Balance	
June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov. 2003 (For the period)	June 1999 to Nov. 2003 (Cumulative)	Dec. 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)
1	2	3	4	5(1-3)	6(2-4)

Total of Post Primary Basic Education and Eth Minority School	129,683,169	148,542,932	41,004,039	44,136,505	88,679,130	104,406,427
VI. Contingency	48,000,000	48,000,000	0%	-	48,000,000	48,000,000
VI. Project Income						
1. Project Income	(34,205,400)	(145,005,420)	(11,231,312)	(138,915,310)	(22,974,088)	(6,090,110)
2. Interest on deficit banace	5,000,000	109,372,493	10,811,980	115,184,473	(5,811,980)	(5,811,980)
Total	(29,205,400)	(35,632,927)	(419,332)	(23,730,837)	(28,786,068)	(11,902,090)
Total Cost	1,522,940,526	6,184,474,688	720,737,474	4,873,282,633	802,203,054	1,311,192,057

LFA Based

LFA based financial summary report for June 2003 to November 2003

Narrative Summary	Agreed Indicators	Achievement to end Nov. 2003	Achievement on yearly budget in %
Programme-level finance	Cumulative budget to end May 2004 6,220,107,615 Budget for June 2003- May 2004 1,552,145,926	Cum. Expenditure to end Nov. 2003 4,897,013,470 Expenditure for June 2003- Nov 2003 721,156,805	On target 46%
Output 1 Finance of the School cost	Cumulative budget to end May 2004 4,400,645,322 Budget for June 2003- May 2004 969,840,832	Cum. Expenditure to end Nov. 2003 3,781,229,933 Expenditure for June 2003- Nov 2003 492,111,860	51%
Output 2 Finance of the Capacity Development	Cumulative budget to end May 2004 934,025,384 Budget for June 2003- May 2004 177,156,309	Cum. Expenditure to end Nov. 2003 612,801,603 Expenditure for June 2003- Nov 2003 81,001,933	46%
Output 3.1 Finance of the Materials development and New Initiatives	Cumulative budget to end May 2004 131,263,755 Budget for	Cum. Expenditure to end Nov. 2003 73,872,362 Expenditure for	

	June 2003- May 2004 20,782,719	June 2003- Nov. 2003 10,772,329	52%
Output 3.2 Finance of the NFPE School for Ethnic Minority	Cumulative budget to end May 2004 73,159,070 Budget for June 2003- May 2004 58,500,511	Cum. Expenditure to end Nov. 2003 22,605,608 Expenditure for June 2003- Nov 2003 22,170,685	38%
Output 4.1 Finance of the Post -primary Basic & Continuing Education Program	Cumulative budget to end May 2004 374,764,380 Budget for June 2003- May 2004 105,359,246	Cum. Expenditure to end Nov. 2003 262,595,603 Expenditure for June 2003- Nov 2003 52,325,275	50%
Output 4.2 Finance of the Post Primary Basic Education	Cumulative budget to end May 2004 75,383,862 Budget for June 2003- May 2004 71,182,658	Cum. Expenditure to end Nov. 2003 21,530,897 Expenditure for June 2003- Nov 2003 18,833,354	26%
Output 5 Finance of the Short term Strategy GOB Partnership	Cumulative budget to end May 2004 182,865,840 Budget for June 2003- May 2004 101,323,650	Cum. Expenditure to end Nov. 2003 122,377,455 Expenditure for June 2003- Nov 2003 43,941,361	43%

Details of LFA Based Financial Report
BRAC EDUCATION PROGRAM Phase III
As of November 2003

Budget		Actual Expenditure		Achivement	Achivement
June 2003 to May 2004 (For the period)	June 1999 to May 2004 (Cumulative)	June 2003 to Nov 2003 (For the period)	June 1999 to Nov 2003 (Cumulative)	on yearly budget in % in %	on yearly budget in %
1	2	3	4	5	5

Output 1 Level Financing:

A. Teachers Cost

2. Teachers Salary	306,000,000	1,420,308,256	156,585,617	1,258,281,571	51%	51%
3. Teachers aids and Supplies	6,766,761	40,921,129	4,193,838	27,381,689	62%	62%
4. Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	44%	44%
5. Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	30%	30%
6. Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	50%	50%
7. Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	40%	40%
8. General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	61%	61%
Total of A	404,577,725	1,843,782,654	200,512,992	1,628,322,941	50%	50%

B. Students Books and Supplies

1. Learners Books and supplies	118,591,049	599,304,073	78,942,587	485,174,430	67%	67%
2. Students Supplies	65,159,208	314,418,468	45,847,106	251,934,244	70%	70%
3. Supplimentary Reading Materials	12,050,523	53,706,146	8,843,227	41,886,302	73%	73%
4. Class Room Supplies	9,647,291	69,788,683	3,994,258	52,133,410	41%	41%
5. School Room Renovation and Maintenance	99,144,000	473,436,085	34,896,171	356,822,801	35%	35%
6. Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	44%	44%
7. Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	30%	30%

8. Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	50%	50%
9. Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	40%	40%
10. General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	61%	61%
Total of B	396,403,035	1,893,206,724	212,256,886	1,530,610,868	54%	54%
C.Field Operations						
1.1 Salary and Benefits of PO & PA	68,040,000	281,807,196	30,188,047	248,459,282	44%	44%
1.2 Travelling and transportation	12,398,164	56,361,440	3,775,901	41,098,179	30%	30%
1.3 Salary and benefits of Team Leader	43,008,000	142,030,826	20,608,188	134,579,327	48%	48%
1.4 Salary of Area Manager	8,160,000	35,507,706	4,839,786	39,648,854	59%	59%
1.5 Salary of Accountant	6,804,000	23,671,804	2,735,119	28,983,924	40%	40%
1.6 Salary of Service Staff	7,740,000	29,589,755	3,258,628	29,893,053	42%	42%
1.7 Travelling and transportation	11,337,108	50,302,584	8,166,724	46,531,285	72%	72%
1.8 Office Rent and utilities	6,048,000	24,658,129	2,997,250	29,937,791	50%	50%
1.9 Stationeries and supplies	2,252,800	9,863,252	907,753	7,236,057	40%	40%
1.10 General Expenses and maintenance	3,072,000	9,863,252	1,864,586	15,928,372	61%	61%
Total of C	168,860,072	663,655,944	79,341,982	622,296,124	47%	47%
Total of Output 1	969,840,832	4,400,645,322	492,111,860	3,781,229,933	51%	51%
Output 2 Level Financing						
1. Teacher Training and refreshers	69,105,016	300,701,131	27,534,629	221,665,255	40%	40%
2. Staff training and development						
2.1 Teachers cost	6,199,100	28,180,720	1,945,447	16,303,353	31%	31%
2.2 Student Books and supplies	6,199,100	28,180,720	1,945,447	16,303,353	31%	31%
2.3 Field operations	10,934,300	48,301,754	6,385,684	37,612,694	58%	58%
3 Research and Evaluation	10,359,308	48,060,095	4,626,130	34,099,600	45%	45%
4 H O Logistics and Management Support	74,359,485	480,600,964	38,564,596	286,817,348	52%	52%
Total of Output 2	177,156,309	934,025,384	81,001,933	612,801,603	46%	46%

Output 3.1 Level Financing

III. Innovative Program and Materials Dev.	12,364,815	57,094,352	5,605,795	39,298,585	45%	45%
IV. Education Development Unit						
1.1 Rent and utilities	2,527,200	20,886,886	1,263,600	6,306,080	50%	50%
1.2 Vehicle	0	6,405,000	0	0		0%
1.3 Library development	0	2,152,500	0	208,236		0%
1.4 Books and supplies	0	1,102,500	0	473,558		0%
1.5 Computer	1,200,000	3,228,750	652,800	1,494,760		54%
1.6 Project Head	840,000	6,962,295	422,508	5,178,749	50%	50%
1.7 Support staff	1,980,000	13,015,054	1,259,683	8,723,184	64%	64%
1.8 Special training and workshop	0	4,390,684	0	4,390,684		0%
1.9 Consultant	1,320,000	9,283,061	1,229,419	5,590,446	93%	93%
1.10 HO Logistics and Management Support	550,704	6,742,673	338,524	2,208,080	61%	61%
Total of Output 3.1	20,782,719	131,263,755	10,772,329	73,872,362	52%	52%

Output 3.2 Level Financing**A. NFPE school for Ethnic Minority**

1. Teacher Training and refreshers	4,312,000	5,992,000	1,851,347	1,985,514	43%	43%
2. Teachers Salary	8,400,000	8,600,000	1,775,239	1,834,865	21%	21%
3. Teachers aids and Supplies	411,200	567,400	355,606	356,231	86%	86%
4. Students Books and Supplies	4,801,000	5,573,120	3,097,689	3,097,839	65%	65%
5. Supplimentary Reading Materials	520,800	520,800	63,466	63,466	12%	12%
6. Class room supplies	1,011,400	1,345,800	602,396	614,423	60%	60%
7. School rent and maintenance	1,680,000	1,720,000	3,230,827	3,240,427	192%	192%
8. Supplementary materials development	10,849,216	19,809,216	4,009,015	4,018,015	37%	37%
9. Workshop	1,050,000	1,200,000	116,184	116,184	11%	11%
10. Advocacy	800,000	1,000,000	0	0	0%	0%
11. Salary and Benefits	11,520,000	12,105,000	3,167,541	3,260,908	27%	27%
18. Travelling and transportation	2,385,000	2,490,000	438,589	451,340	18%	18%

19. Staff training and development	1,044,000	1,093,500	518,807	523,530	50%	50%
20. Office Rent and utilities	1,800,000	1,950,000	146,799	164,149	8%	8%
21. Stationeries and supplies	360,000	390,000	271,543	271,543	75%	75%
22. General Expenses and maintenance	432,000	468,000	242,904	257,191	56%	56%
23. Consultant and Technical Assistance	2,500,000	2,500,000	320,698	320,698	13%	13%
24. Research and Monitoring	1,027,532	1,296,496	849,879	891,392		83%
25. HO Logistics and Management Support	3,596,363	4,537,738	1,112,156	1,137,893		31%

Total of Output 3.2	58,500,511	73,159,070	22,170,685	22,605,608	38%	38%
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Output 4.1 Level Financing

II. LIBRARY PROGRAMME

1.1 Start up Cost :

1.1.1 Furniture and Fixtures	4,467,000	20,306,695	1,989,655	12,142,118	45%	45%
1.1.2 Trust fund	6,077,500	29,009,564	3,395,114	13,934,500	56%	56%
1.1.3 Books	15,300,000	52,217,215	10,322,713	41,964,239	67%	67%
1.1.4 Trunk	638,000	2,900,956	459,978	2,020,230	72%	72%
1.1.5 Training	1,778,000	7,907,428	462,296	5,378,768	26%	26%

1.2 Operating Expenses :

1.2.1 Salary and Benefits	26,520,144	105,816,401	13,429,271	89,075,651	51%	51%
1.2.2 Teachers Salary	25,920,000	34,527,818	10,307,351	30,755,415	40%	40%
1.2.3 Travelling and transportation	6,637,320	26,454,100	3,316,565	20,908,970	50%	50%
1.2.4 Staff training	2,654,620	10,581,640	1,385,248	7,360,808	52%	52%
1.2.5 Orientation to Community centre	255,200	1,160,383	(68,358)	943,703	-27%	-27%
1.2.6 Librarian	3,214,800	15,546,920	1,266,500	8,233,394	39%	39%
1.2.7 Maintenance and Magazine	4,104,000	19,610,898	2,182,644	14,142,924	53%	53%
1.2.8 Utilities	900,000	4,441,977	88,004	1,355,082	10%	10%
1.2.9 H O Logistics and Management Support	6,892,662	44,282,385	3,788,294	14,379,801	55%	55%

Total of Output 4.1	105,359,246	374,764,380	52,325,275	262,595,603	50%	50%
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Output 4.2 Level Financing

Post Primary Basic Education

1. Salaries and benefits	13,596,000	14,729,000	4,440,424	5,501,375	33%	33%
11. Travelling and transportation	2,556,000	2,770,200	404,536	461,940	16%	16%
12. Capacity development of staff	1,274,400	1,380,600	156,760	262,098	12%	12%
13. Local Consultant	3,600,000	3,900,000	396,328	412,508	11%	11%
14. Training and Workshop	33,544,000	33,544,000	10,039,494	10,039,494	30%	30%
14.5 Management Development training	1,939,000	1,939,000	73,124	73,124	4%	4%
14.6 Workshop	250,000	250,000	592,236	592,236	237%	237%
14.7 Advocacy and Sharing experience	790,000	790,000	528,976	528,976	67%	67%
15. Co-extra curricular support	600,000	1,000,000	0	0	0%	0%
16. Laboratory and teaching learning materials	1,200,000	2,000,000	201,572	907,457	17%	17%
17. Institutional linkage with other organozatio	1,500,000	2,000,000	0	517,795	0%	0%
18. Stipend for student and teachers	5,700,000	5,875,000	709,438	766,953	12%	12%
19. Computer	0	300,000	223,140	223,140	0%	0%
20. HO Logistics and Management Support	4,633,258	4,906,062	1,067,326	1,243,801	23%	23%
Total of Output 4.2	71,182,658	75,383,862	18,833,354	21,530,897	26%	26%

Output 5 Level Financing

V. Short Term Strategy (New Component)

1.1 Salary and benefits	21,600,000	54,000,000	9,773,542	36,291,317	45%	45%
1.2 Workshop	300,000	8,000,000	538,307	3,304,420	179%	179%
1.3 Training & materials	66,465,000	66,000,000	26,466,722	61,750,938	40%	40%
1.4 IT Facilities	0	3,000,000	0	186,825	0%	0%
1.5 Rent and utilities	3,600,000	9,000,000	2,308,931	6,563,013	64%	64%
1.6 Furniture and fixture	0	1,500,000	395,566	2,625,854	0%	0%
1.7 Sensitisation of Local Government	500,000	4,500,000	351,312	1,588,268	70%	70%
1.8 Field Trip with Parlimentary comm.	30,000	100,000	0	0	0%	0%

1.9 Conference at BCDM	200,000	7,500,000	0	0	0%	0%
1.10 Collaborative research	1,500,000	6,144,000	1,211,280	1,581,880	81%	81%
1.11 Media Coverage	500,000	5,000,000	21,034	280,283	4%	4%
1.12 HO Logistics and Management Support	6,628,650	18,121,840	2,874,667	8,204,657	43%	43%
Total of Output 5	101,323,650	182,865,840	43,941,361	122,377,455	43%	43%
Contingency	48,000,000	48,000,000	0	0		0%
Total Program Level Financing	1,552,145,926	6,220,107,615	721,156,805	4,897,013,470	46%	46%