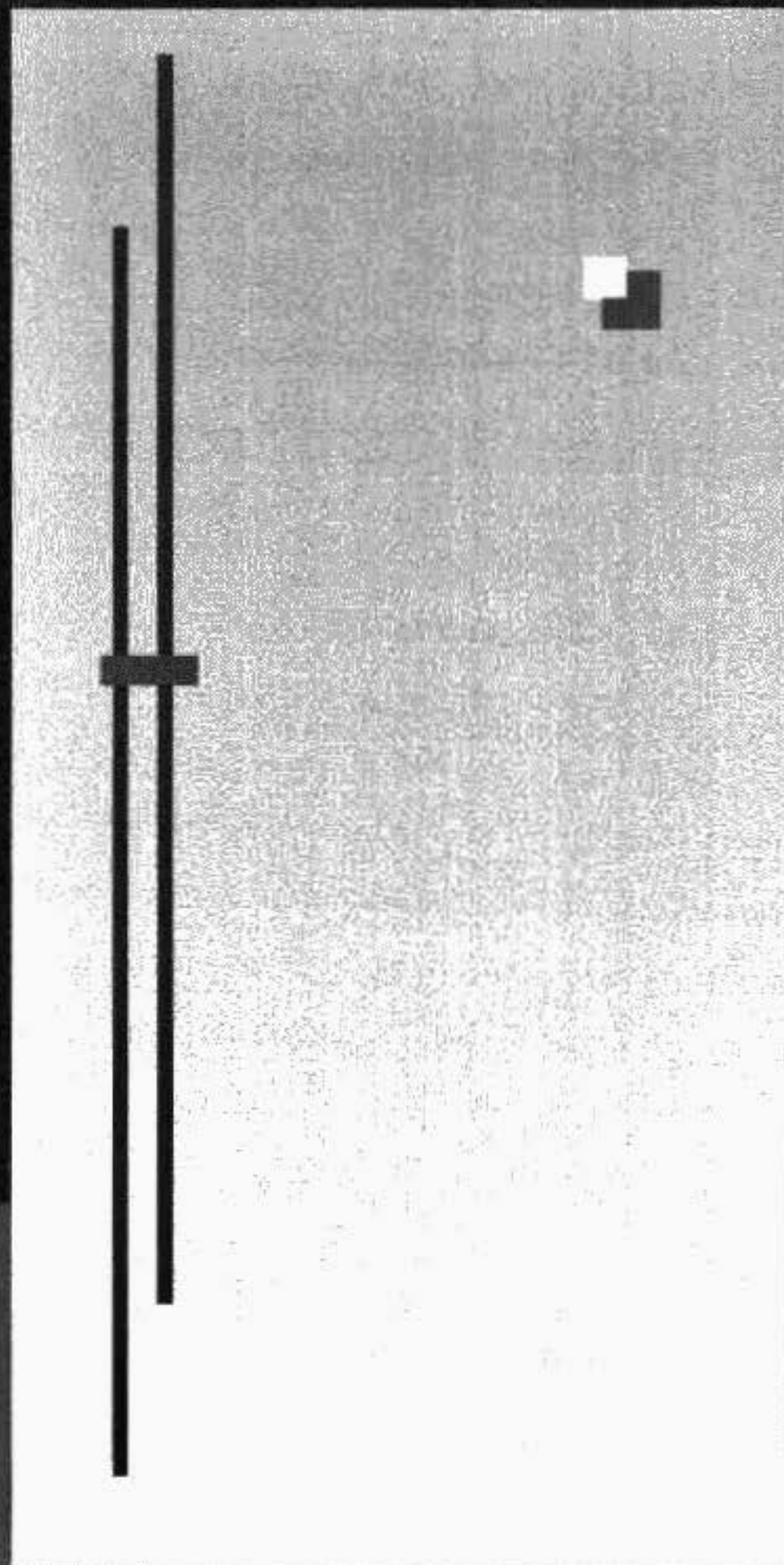


Progress Report

NFPE



Phase- **2**
January to May 1999



19th September, 1999

NFPE Phase – 2 Report of January to May 1999

The present progress report of Non Formal Primary Education programme covers the period of January to May 1999. The pages that follow within the report compares the actual achievement with LFA indicators at the purpose, outputs and activities level.

Budgeted and actual expenditures are also reported and the relevant LFA assumptions are addressed in this report. The major findings and pertinent observations stated in the report arise from the comparison between achievement and planned activities.

It must also be stated that on May 31st 1999, the NFPE programme will complete its cycle of Phase 2 and from the 1st of June '99 until May 2004, the programme will be in its 3rd Phase. Therefore, the report of Jan-May '99 will be the last progress update of NFPE Phase 2.

1. Overall progress:

NFPE Phase – II was found to be on target for many of the criteria set out in the LFA, against the agreed indicators. The indicators regarding number of schools operating, students enrolled, teachers teaching and staff carrying out their assigned activities have been achieved. It may also be anticipated that these basic targets of January to May '99 will continue to be met even after NFPE programme moves into its 3rd Phase.

2. Schools opened/re-opened:

The schools opened/re-opened during the period of Jan to May '99 was 10,839 and the enrollment of students in these schools were 345,891. In comparison with what had been estimated in the work plan for schools re-opening, 85 schools have not re-opened. The 85 schools have continued into completing the full primary cycle in urban and CLIP areas. The total number of on-going schools at the end of May '99 was 34,000 with 1.1 million children.

3. Completion rate:

During January to May 1999, 324,292 students graduated from 10,839 course completed, which equals to 93.4% of the target.

4. Transfer into the formal system:

From the 10,839 course completed schools the NFPE programme saw a transfer of 301,952 graduates into the formal schools. This represents a transfer rate of 93.1%.

5. Ratio of female students in BRAC schools:

At the end of May '99 the average ratio of female learners in BRAC schools was 65.8%. This achieved ratio was slightly less in comparison to the proposed ratio of 70% as stated in the agreed indicator of the LFA. The deviance in this case was due to female learners being lower in old areas where BRAC NFPE has operated 2 to 3 school cycles.

6. Funds from the Donors:

Till May 1999, the NFPE programme has received a total of Tk. 2,773,835,169 from the following donors stated below:

Donors	Amount in Taka received
AKF/CIDA	107,242,160
DFID	560,012,873
DGIS	548,081,928
EC	906,946,131
KFW	568,232,931
NOVIB	21,171,765
UNICEF	61,220,326
Other income	927,055
Total	2,773,835,169

The total expenditure as of May '99 was Tk. 2,815,638,560. This caused a deficit of Tk. 41,803,391 which was temporarily fulfilled by BRAC but will be reimbursed by donor UNICEF.

7. Evaluation feedback and comments received on Interactive Radio Instruction (IRI):

Interactive Radio Instruction (IRI) is a distant teaching and learning methodology which involves the use of audio materials. NFPE on experimental basis initiated IRI project in 1993 to support the teaching of English language in its schools. Materials were developed and by 1997 IRI was piloted in 1,000 BRAC schools and 17 Government schools. The NFPE programme carried out an evaluation survey during this period to study the level of English competency of the students that were taught with the aid of IRI. The feedback received from this evaluation study was:

- the level of English in which the programme was *conducted/presented* was too advance for children and teachers;
- the content was urban biased which made it difficult for rural learners to relate to;
- the IRI lessons did not completely complement and cover the Government's English textbook syllabus;
- the recording was not clear enough for teachers and students to understand in many of the lessons;
- the need for more supplementary materials especially for writing purposes was stressed upon by teachers.

Since the Government also experimented the IRI programme in 17 of its schools, the comments received from the teachers of those schools were:

Positive aspects of IRI programme

- children were found to be attentive when IRI lessons were played in class;
- children were attracted to the pictures illustrated in the workbook and chart;
- children were interested to learn what was being taught through the IRI lessons;
- children's deficiency of language skills in English was slightly reduced;
- the children's creativity increased and they were eager to spend more time & work harder on improving their English language skills.

Negative aspects

Technical findings were some of the major drawbacks of the IRI programme.

- recording was not clear in many of the lessons and also the performers spoke too fast when presenting each lesson;

- it was difficult for teachers to be consistent in matching the story cards and chart with the audio lessons;
- the programme caused disturbance for all the next door class learners as they would be distracted with the sound and music of IRI lessons;
- the teachers found it difficult to teach through IRI methodology as there are a large number of children to handle in each class;
- opportunities for children to be able to practice writing was reduced as writing materials that were provided was not enough;
- extensive trainings on the IRI programme for the school teachers was highly recommended;
- the lessons should complement and cover the Government's English textbook syllabus.

It must be noted here that the Government discontinued the IRI programme (reasons unknown) in its school after experiencing some 20 lessons only.

Based on the understanding of these weaknesses indicated above and on previous page, it will be the task of EDU of the NFPE programme in Phase – 3 to revise and re-design the IRI materials as supplementary aid for the on-going teacher training in English.

8. NFPE professionals trained overseas:

In total 11 of the NFPE staff at various levels within the programme have attended different workshops, courses and trainings held overseas. Brief details on the NFPE professionals and their training experiences have been stated below:

- A three member team which includes two Regional Managers and a Material Developer attended a workshop on "Self organizing learning for middle school students", in New Delhi, India. This workshop focused on reading, writing, and creative thinking aspects of learning. The course was facilitated by Dr. A.K. Jalaluddin at the NEEV organization. The duration of the workshop was from May 31st to June 11th, 1999.
- A six member team attended a workshop organized by the Institute of Aga Khan in Pakistan. The team included the Program Coordinator of Continuing Education Programme, a Sr. Regional Manager, a Sr. Monitor, a Sr. Area Manager and 2 Material Developers of the NFPE programme. The objective of this workshop was to share the AKF's (Pakistan) Community schools experiences with the NFPE programme schools. The workshop duration was from 10th – 18th April, 1999.
- An MDU staff working in the area of Urban Social Studies attended a 12-day training on the methodologies of Concentrated Language Encounter (CLE) in Bangkok, Thailand. The course duration was from 11th – 22nd January '99.
- A Material Developer working in the area of "Adult literacy" attended a course on "Communication across sectors, gender and literacy in development". The course was held at the University of Nottingham, U.K. Course duration was from 23rd March to 1st April, 1999.

9. Consultants/Advisers involved in MDU within NFPE:

The list below and in the following page includes both international and local consultants who have provided consultancy in various subject during the period of January to May 1999. The majority of these consultants have been involved with BRAC, NFPE for a number of years.

- William Gibbs worked on Mathematics
- Cornelia Rhode worked on Rural & Urban Social studies
- Murad Khan worked on Art & Craft/Drama (Co-curricular activities within NFPE programme)
- Dr. A.K. Jalaluddin worked on CLIP

- Angela Wofford worked on English language curriculum & training
- Kayla Barber worked on children's publications

10. Trainings:

Subject-based trainings of Master Trainers (MTs) and Batch Trainers (BTs):

Subject-based trainings include general, MT and BT trainings on Math, English and Social Studies which come under Staff Special trainings. Subject-based trainings are held for potential participants, selected through general trainings, to become facilitators where their skills and knowledge of a particular subject is developed. These trainings are provided to both staff and teachers. Once the trainees have received MT & BT trainings, it is their responsibility to improve the staff and teachers by providing trainings within their areas. Their duties also involve conducting refresher trainings in the NFPE offices, organizing workshops for other staff & teachers on the teaching methodologies being used within the programme and identifying new potential trainers who could become future MTs and BTs.

Trainings are provided team-wise, which will eventually cover all areas and regions. At present, there are 467 teams within the NFPE programme.

Stated below are tables which indicate the present status of the number of trainees who have already received MT and BT trainings and those who are going to receive the trainings. The tables also denote the teams that have been covered as of May '99 and those which will be covered by December '99 and December 2000.

a.

Subject	Staff trainees that have received MT trainings during Jan to May 1999	MTs trained as of May '99	Teams covered as of May '99	Teams to be covered by Dec '99
Math	100	301	300	187
English	125	195	195	272
Social Science	133	133	131	336

By December 1999, all MTs developed will cover the existing 467 teams.

b.

Subject	Teacher trainees that have received BT trainings during Jan to May 1999	BTs trained as of May '99	Teams covered as of May '99	Teams to be covered by Dec 2000
Math	76	76	76	391
English	49	49	49	418
Social Science	58	58	58	409

By December 2000 all BTs developed will cover the existing 467 teams.

11. Job descriptions and performance of all professional personnel reviewed:

The job descriptions and performance reviews of the AEMs and QMs have taken place. During Jan-May '99 the NFPE programme had a total of 85 AEMs and 14 QMs. These AEMs and QMs work at the field level to ensure quality control of education as well as strengthen the weaknesses in the administrative and logistic areas within the programme. The two have assigned responsibilities but at the same time they need to support and complement each other work to ensure the success of the administrative, logistics and pedagogy aspects of the programme at the field level. The AEMs work area-wise and has a designated area allocated to them each, and their duties include planning, implementing and supervising all administrative and logistic issues. The QMs responsibility involves all the pedagogical issues & concerns at field level of the programme. Each QM on an average is responsible for 3 or more areas. For the performance reviews of AEMs and QMs, frequent and random visits of the areas are made by Managers and Material Developers from NFPE headquarters. Monthly meetings are also held at the head office where QMs and AEMs discuss their responsibilities and problems with head office staff.

12. Job descriptions and career structure available for RTs:

The concept of Resource teachers (RT) was introduced in 1995. RTs are selected amongst the good and experienced school teachers of the NFPE programme. Their selection is based on the following criteria:

- the teacher must have completed at least one school cycle (i.e 3 years) of teaching;
- should have a good teaching record;
- minimum Secondary School Certificate (SSC) graduate;
- the teacher should cycle to work;
- competent enough to extend their services to 10-12 schools.

Once the teachers have been selected as RTs their job description involves:

- the RTs will take up the responsibility of supervising 10-12 schools, for which they will have to prepare a weekly plan for themselves. The RTs will assist the school teachers in improving their teaching skills by providing practical demonstration within the classrooms;
- the RTs will also help in developing the skills of other teachers apart from their own school areas. This will be achieved through monthly refreshers where they would be using different techniques and methods.
- during the weekly staff meetings, the RTs will share their experience and practically demonstrate teaching methodologies to develop the capacity of staff;
- selected RTs will also receive subject-based trainings to become MTs, so that they can assist the programme in improving the quality of staff and teachers.

The job descriptions for the RTs has been set out, as described above and a career structure has been made available through the Master Trainers' post.

At the end of May 1999, the total number of RTs is 192, out of which 172 of them are female and the rest 20 are male.

13. Continuing Education Programme:

a). Sustainability of Union based libraries:

A library is transformed into a local trust within a period of two years of operation. The trust body (comprising of 4 local community representatives and 1 BRAC staff) develops an endowment fund (usually Tk. 50,000 or more) through community contribution to which BRAC contributes an equal amount. The fund is kept in a bank account and the interest

earned from investment is being used to finance recurring expenses. Till May '99 a total of 243 libraries have already been transformed into Trusts

Organizing different programmes (eg. celebrating important days) are increasingly becoming a common phenomenon in Union based libraries. Some of these libraries also took initiative to organize training for youth members in collaboration with the Government's Department of Youth. So far, 17 libraries organized such trainings for 480 members on different skills such as poultry, duck rearing and fishery etc.....

The number of Union based libraries now stands at 400 with a total of 182,381 members.

b). School based libraries :

6,151 School based libraries have been in operation, with 196,669 members during Jan – May '99. Each School based library consists of 30-35 members and provides them with (100-150) books, magazines and indoor games. Short duration skill development trainings is also provided to these members, which is one of the most important interventions of the School based libraries. These skill based trainings are organized in cooperation with BRAC's Rural Development Programme (RDP). The professional RDP staff conduct the trainings at the *field/village* level, after which they provide follow-up and in-put supply services. So far, a total of 53,523 members have received trainings on various skills through School based library programme.

14. The table below denotes the training plans and achievements that have taken place for the old and new teachers during January – May 1999:

Types of trainings & refresher courses held	Total number of teachers	
	January – May '99	
	Plan	Actual
15 days basic training	3,774	3,942
3 days orientation (before school opens)	10,889	10,839
2 days refreshers (after preparatory phase)	10,889	10,839
2 days refreshers (for introducing Social Studies and Environmental Science book-1)	5,330	5,330
6 days refreshers (at the beginning of class II)	1,025	1,025
6 days refreshers (at the beginning of class III)	4,277	4,277
15 days Math development training	6,248	*3,887
6 days refreshers (for 4 th phase BEOC teachers)	-	-
6 days refreshers (for 5 th phase BEOC teachers)	-	-
6 days refreshers (for 4 th phase NFPE teachers)	-	-
6 day refreshers (for 5 th phase NFPE teachers)	-	-
1 day monthly refreshers	131,131	126,971
Batch trainer's trainings	183	183

The schools re-opened during January to May 1999 was 10,839. In comparison to the schools that have re-opened, the basic trainings (3,942) that have taken place, seem less achieved. This is due to many of the teachers having received their basic trainings in the previous quarters of the Phase – 2 cycle.

*The 15 days Math development trainings that was supposed to take place within May '99 was shifted to June '99 and onwards.

15. ESP Schools:

As many small NGOs began developing non-formal primary education programmes to meet local needs, it became apparent that efforts to develop and implement these programmes were being duplicated across the country. BRAC had already spent many years developing its NFPE model, and had valuable expertise regarding staff training, school organization, classroom management and instruction, community involvement, teaching methods, developing materials and curriculum development, progress monitoring and school supervision. As a result of this, in 1991, BRAC decided to share this experience with other organizations and began what is known as the Education Support Programme (ESP). The purpose of the project is to form partnerships for non-formal primary education with other organizations in order to develop their technical, conceptual and human skills in successfully replicating BRAC's NFPE model.

At the end of May '99, ESP has extended technical and financial support to 284 NGO's for 2,550 NFPE schools.

All ESP NFPE schools are rural based. The monitoring of these ESP schools are carried out by partner organization POs and by ESP PO-TSSs (Programme Organizer-Technical Support Specialists), who are reportable to the ESP Programme Manager and to the partner organization.

16. 1000 pilot schools of Grade 4 & 5:

When BRAC started its NFPE programme in 1985, it was thought that the students would not go on to complete their academic education beyond Grade 3. However, that was not the case, as many of the BRAC graduates were seen entering into Grades 4 & 5 of the Government schools. Over the years the figures of the graduates transferring into the formal system has been on the increase. At the end of May '99, 92.8% of BRAC graduates have enrolled in formal schools, and 84.7% of the adolescent graduates have got admitted into Grade 6.

The need for BRAC graduates to acquire further education indicates that the majority of BRAC students want to complete their full primary education. Therefore, request from the learners parents, number of problems encountered when ex-BRAC graduates transfer into the formal system and the Government's stipend programme which acts as an incentive for females to continue & complete their primary education have encouraged BRAC, NFPE to initiate 1,000 Grade 4 & 5 schools.

The future NFPE school cycle is planned to run for 48 months – distributed as follows: Grade 1 – nine months, Grade 2 – nine months, Grade 3 – ten months, Grade 4 – ten months and Grade 5 – ten months. However, the last two grades the class will meet for four hours each day instead of three hrs. The contact hours will substantially increase for this reason. The contact hour will be 3,380 for four years (NFPE schools). The BEOC school cycle will remain as it is.

With the piloting of these 1000 schools, Special Staff trainings provided to both staff and teachers of the BRAC schools are in effect. These special trainings are subject-based which cover the areas of Math, English and Social Studies. The selected trainees have to undergo a series of trainings and refreshers courses to become Master trainers and Batch trainers of a specialized subject. Government texts and BRAC books are being used in these schools. The NFPE programme has also been involved in designing and developing teacher support materials and supplementary books related to Govt. textbooks for both the learners and teachers of the schools. All these measures have been taken to improve and upgrade the quality of education so that BRAC NFPE is able to provide a more effective education programme to its learners.

Progress of the 1000 grade 4 & 5 pilot schools:

These 1,000 NFPE schools opened in 1995 (Jan-Mar) and completed its 3 years course cycle in 1998 (Jan-Mar). On completion, they were selected for the piloting of Grade 4 & 5, which began in 1998. During this period the enrollment of learners was 32,727, out of which 21,224 were female and 11,503 male students. In 1999 (Jan-Mar), the 1000 schools completed its four yrs. school cycle. The total number of learners who graduated out of these schools was 29,936, which represents an achievement of 91.5%. Out of those who graduated, 24,388 took admission into Grade 6 of the formal schools.

17. Baby class (1 year pre-primary):

The baby class has been one of the most interesting interventions of the NFPE programme. Experiments in this area began in 1997, in 40 schools. The work continued through to 1998, in 60 schools. Positive results from this experience influenced the programme in 1999 to operate 1,434 baby classes, with an enrolment of 36,549 learners. These classes were opened during the period of January to May.

The baby class takes place in an on-going NFPE school before or after the NFPE class period for each day begins or is over. This class has been established for young learners of age 5-6 yrs. There are 25 learners to a class. The duration of the baby class is for 9 months and after the completion of this course the learners will be admitted into class 1 of formal primary school. The baby class takes place 6 days a week, where the working duration for each day is 2 hours. Each school consists of 2 Kishori (adolescent) teachers, who have graduated out of BRAC schools. The average age of these teachers is 15. A 5 member committee from the local community is responsible for the schools being in operation and supervision. Once every month, the school is monitored by an NFPE field staff.

The curriculum for the baby class has been implemented by the NFPE staff. A workbook for Math, teacher's guide, games & drawing materials as well supplementary aids have been developed for the young learners of the baby class. These materials were developed and finalized during January – May '99. The teachers receive a 3 days training held at the local team office of the NFPE programme. The trainings are conducted by trained trainers who also provide refresher courses held once a month to the teachers. The baby classes are both urban and rural based.

18. Gonokendra magazine, Children's section "Alo":

The term "Gono" means people and "Kendra" means centre. In the Bengali context the term relates to people's centre, where people from all walks of life can get together to discuss and exchange ideas. With that in mind the BRAC publication's brings out a monthly issue, known as the "Gonokendra" magazine. This magazine is provided to staff, teachers, children, library members who are associated with and benefit from BRAC in one way or the other. Within the Gonokendra magazine is a children's issue termed "Alo" meaning "light". This Alo magazine is distributed to all BRAC NFPE schools of Grade 2 and above. Each school receives four copies. The magazine has been designed to be used independently or in the class.

During January – May '99 the magazine has been updated with the assistance of NFPE programme to include a variety of elements that compliment the materials used in the classrooms. Many of the featured items cover areas of the Science, Social studies and Bangla curricula. Math and English features have also been included for the first time. This helps students to practice two of the most challenging areas of the curriculum in an enjoyable, informal way. Practical craft activities have also become a new feature. These help students to follow simple instructions (which are given in the form of words and pictures), and enable them to create something unique, from the materials that are readily available in BRAC areas.

Puzzles and quizzes aimed at promoting problem-solving skills appear regularly. These also help to improve the "visual literacy" or picture interpretation skills of the students. The students are encouraged to write into the magazine, and become involved in the publication directly. As part of the process of redesigning the magazine, the editorial team trialled a series of questionnaires for the children and their teachers. This aimed to find out exactly which subjects interest them, which they find difficult and what they would like to see in the magazine.

Self expression through poetry and art is taught through articles and activities which show children clearly how to achieve a particular result, but leave them with a variety of suggestions as to how they can take the ideas shown a little further on their own.

Short stories from around the world have been included to promote the reading habit and to give the readers a new look at the world around them through literature.

As BRAC students have limited access to printed material, the magazine is a vital secondary resource which aims to promote the feeling that reading is fun and part of everyday life – rather than a school chore.

19. Brahmanbaria incident:

Brahmanbaria became the target of attack by the fundamentalist group in December 1998. Four schools were closed down during this period. Classes in another 35 schools were affected for a while (3 – 5 days). The materials that were damaged (such as school houses, motorbikes etc.) during this period was approximately worth of Tk. 250,000. The fundamentalist issues in Brahmanbaria still remain unresolved.

Activities outside Donor Consortium

1. Community Schools:

Community schools are low-cost, social education institutions, setup by the Government. Some 3,259 such schools have been established in areas where the literacy rate was low, the density of population was high and where for geographical reasons, many children (particularly girls) were unable to attend other schools. However, it was not before long, when the Government found it difficult to run some of these Community schools successfully. As a result, these inactive/non-functional schools were identified through a countrywide survey conducted by the Government. It was found that a total of 194 schools were not functioning. After the survey the Government decided to hand over these schools to various NGOs to run them more efficiently. Out of the 194 Community schools, the Government allocated 67 schools to BRAC to make them operational. Of the 67, BRAC has formally received 34 schools. Thirty-three schools were brought under operation during May-June '99. The teachers recruited for these schools received a 15 days basic training at the TARC. The POs who are to supervising and monitor these schools have also received adequate orientation and trainings.

The remaining 33 schools have not yet been handed over to BRAC by the local communities. Efforts however are being made through dialogues between NFPE and the local communities on this issue. The Government on its part is extending support to BRAC in this regard.

2. BRAC's Adult Education programme:

This programme is in implementation since 1997, as part of the GO-NGO cooperation. The target group who would benefit from these centres are the members of the village organization. The objectives of the programme is to increase the literacy and numeracy skills of the adult learners.

The duration of the DNFE project is for 12 months with a 3 months post literacy period. Classes are held six days a week, for 2 hrs each day. The DNFE provided textbooks and supplemented with BRAC materials and experiences. Under the GO-NGO cooperation, BRAC so far established 6,720 centres with 201,600 learners of 15-30 yrs. of age. 75% of these learners are female. The number of on-going Adult centres now stands at 660 with 30 learners to each class. The remaining 6,060 centres have completed their course.

3. Hard to Reach schools:

The Hard to Reach programme was initiated by UNICEF and DNFE (Government Directorate of Non-Formal Education) to set-up schools for children defined as "hard to reach" – particularly those involved in hazardous occupations and aged between 8 to 14. BRAC in 1997 became involved in this programme and has opened schools in Dhaka urban, Chittagong, Rajshahi and Khulna. The schools open for a two-year cycle and provides basic education for children who work as paper

and waste pickers, water bearers at market places, weight bearers and shoe shiners. At present, BRAC is operating a total of 225 schools in Dhaka, Chittagong, Rajshahi and Khulna. The children enrolled in these schools are 6,799.

4. Garments child labour schools:

In response to an international focus on child labour issues in the garments industry, BRAC initiated this programme in 1996 with the co-operation of Bangladesh Garments Manufacturing & Exporting Association (BGMEA), UNICEF and ILO in order to provide child labours with basic education. BRAC has opened a total of 256 school, out which 156 have completed their school cycle. At present the programme is operating 100 schools in Dhaka and Chittagong, with an enrollment of 2,510 child workers.

Non- Formal Primary Education Programme (NFPE Phase- II) Progress of Jan to May 1999

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Purpose: Cost effective basic education for poor children, especially girls and at present not served by primary education system:	Annual average of 1.1 million students are being enrolled to receive basic education from 1996 to 1999	Schools opened/reopened during this period is: 10,839 New enrollment in these opened/reopened schools are: 345,891 Total enrollment in the 34,000 schools are: 1,089,327	
	70% of the students are female	65.8% of the students are female, at the end of May 1999. This ratio of female learners include NFPE, BEOC & ESP schools.	
	80% students attending BRAC schools are from the target group	90% of the students belong to the target group.	The report published by Monitoring department for April to June '98 have indicated on pg 11 that 90% of learners in NFPE schools belong to the target group.
	All new students who attend NFPE schools are 8 yrs. old and are not attending formal schools	NFPE: 8 – 10yrs. BEOC: 11 – 14yrs. These students have never attended formal schools or have dropped out of formal schools.	
	90% completion rate of graduates	Course completed schools: 10,839 (NFPE, BEOC & ESP) Number of graduates from these schools: 324,292	Completion rate 93.4% of initial learners.
Programme Level Finance	Budgeted as per PP for Jan-May 1999: Tk. 506,235,615 As per PP the cumulative budget of April '96 to May '99: Tk. 2,800,272,354	Expenditure during Jan to May 1999: Tk. 521,801,821 Cumulative expenditure of Apr '96 - May '99: Tk. 2,815,638,560 Cumulative donor funds to end May 1999: Tk. 2,773,835,169	Expenditure has been achieved as per plan. The cumulative expenditure of Apr'96 to May'99 indicates a small deviation of 0.55%. The actual expenditure within the project period (Apr'96-May'99) was Tk. 2,815,638,560 whereas, the cumulative donor funds that the project received was Tk. 2,773,835,169. The deficit that occurs, totals to a sum of Tk. 41,803,391 which was temporarily fulfilled by BRAC, but will be reimbursed by donor UNICEF.

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Output 1: NFPE schools opened, operated and supported by BRAC	<u>July '98 – Dec '98 (open/reopen)</u> NFPE : - BEOC : - ESP : - Total : - N.B No schools have opened/ reopened during the period of July to December 1998.	<u>Jan '99 – May '99</u> <u>Schools operating Schools completed Schools opened/reopened</u> NFPE : 22,322 7,728 7,145 BEOC : 9,128 2,180 2,764 ESP : 2,550 930 930 Total : 34,000 10,839 10,839	
Output 1: Level Finance	Budgeted as per PP for Jan '99 – May 1999: Tk. 386,684,491 As per PP the cumulative budget of Apr '96 to May '99: Tk. 2,235,150,985	Expenditure during Jan to May 1999: Tk. 384,007,141 Cumulative expenditure of April '96 to May 1999: Tk. 2,232,473,635	The balance indicates attainment as per plan.
Output 2: Revised/new learning materials developed	New mathematics materials in full use by December 1997 New social studies materials in full use by July 1999	Book 4 and its guide has been published. The books have been distributed in the field, but will be in use by the teachers and children from July '99. 100 staff has been developed into MTs and 76 teachers as batch trainers for Math. Training has been provided to both staff & teachers for Workbook-4. Workbook 4 is being piloted under 10 NFPE areas in 796 schools. Book 5 for grade 5 is being developed. So far, the first 4 lessons of this workbook have been completed. Book-3 has been published and the teacher's guide is in the process of publication. MT trainings are taking place and batch trainers are also being developed. As of May '99 133 MTs and 58 batch trainers have been developed. During this period information has been collected from the existing MTs on their performances as well as the difficulties they face while training teachers. All this is discussed at the 2 day refresher course that is held for these MTs at the NFPE head office. Training video on questioning skill techniques required for teachers is in the process of being developed.	

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
	English Trainings: revised teacher & staff training materials in use by December 1998	Based on Govt. textbook-4 a workbook and teacher's guide has been developed for class 4 (of the BRAC schools). The final draft of the workbook & guide have undergone field testing and is at the publishers at present. Orientation on these books have been provided to the QMs by the English team at the NFPE head office. Based on this orientation the QMs have already begun their work on developing a relevant module to conduct their trainings that is to be provided to field staff & teachers. During Jan to May '99 125 Master trainers (MTs) and 49 Batch trainers (BTs) have been developed.	The decision to develop workbook 4 & guide was based on monitoring reports and MDU staff's field visits which revealed that the children were facing problems with reading and spelling. In a discussion meeting held at the head office it was jointly decided by the English team, QMs & a few MTs that a Workbook-4 & guide needed to be developed.
	100 schools included under CLIP by December 1997	Amidst the 100 experimental CLIP schools that began from class 1, 70 of them are NFPE schools which have moved to class 3; the remaining 30 are BEOC schools where the classes are in their last stage of class 4. Besides these 100 schools, CLIP at present is operating in another 1438 schools under 29 teams. Materials have been developed and revised in the areas of Math, English, Social Studies & Science and Bengali. Relevant trainings have also taken place during this period.	Please see activity no. 2.4 on page 18 for details on materials that have been revised and developed. Details on CLIP's training achievements during Jan to May '99 have also been included in the above mentioned activity column.
	New (ELT) IRI materials in full use by July 1997	The MDU as planned did not outline a revision plan for IRI. Since IRI methodology is used to teach English, the unit's focus during this period was on the English trainings. However, revision plan have been made to revise IRI for teacher training through EDU in Phase III.	See text for information on the evaluation feedback that was received for IRI from Govt. school teachers.
	CLE materials to be piloted in 20 schools	CLE methodology & materials are not in use at present. The reason for this is, since experiments in the area of language is also being carried out through CLIP in a larger number of schools, it will be the task of EDU in Phase III to assess the effectiveness of CLE. In January '99 an MDU staff attended a 12 day CLE training held in Bangkok, Thailand. The training was on CLE technique of teaching model - 1 for early school graders.	EDU in Phase III is targeting to re-pilot CLE in 6 urban schools for child domestic workers. EDU has plans to develop activity based books which will complement the existing CLE text based materials.
	All the subject-wise materials new & revised stated in the previous page are designed to promote effective learning	This takes place.	

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Output 2: Level Finance	Budgeted as per PP for Jan to May '99: Tk. 13,238,532 As per PP the cumulative budget of April '96 to May 1999: Tk. 32,733,379	Expenditure during Jan to May 1999: Tk. 8,988,363 Cumulative expenditure of April '96 to May 1999: Tk. 28,483,210	The reason for a positive variance in this case is due to Innovative Programme, where old materials that need to be revised and new materials developed on pilot basis have not all been completed within the project period.
Output 3: Continuing Education Programme developed	300 Union based libraries, 4000 School based libraries, and 2000 Reading circles all by May 1999	As of May '99 Union based library: 400 Union based libraries that have transformed into Trusts: 243 School based library: 6,151	Due to higher demands from the local community an additional 100 Union based libraries has been opened during Phase 2, within the approved budget as per PP. Reading circles do not exist any longer because they have merged with the School based libraries in 1997 as mentioned in earlier reports.
	300,000 members by end of 1999	At the end of May '99 the number of library members for Union based libraries is: 182,381 & School based libraries is: 196,669 Total: 379,050	In Phase 3 of the NFPE programme all School based libraries will be renamed as 'Reading Centres'.
	On average 40 books are borrowed within school libraries by each member annually	On an average 40-50 books are issued in each School based library monthly. In the case of each Union library on an average of 150 books are issued per month to its members.	
Output 3: Level Finance	Budgeted as per PP for Jan to May 1999: Tk. 27,266,346 As per PP the cumulative budget of Apr '96 - May '99: Tk. 112,755,494	Expenditure during Jan to May 1999: Tk. 42,712,196 Cumulative expenditure of April '96 to May 1999: Tk. 128,201,344	BRAC NFPE's contribution had to increase because the community's contribution to the Trust funds were higher than estimated. Therefore, expenditures have exceeded.
Output 4: BRAC NFPE's Institutional Capacity Strengthened	Job descriptions and performance of all professional personnel reviewed annually	This has taken place in the case of Area Education Manager (AEMs) and Quality Managers (QMs).	See text for details.
	Effective structural arrangements and communication ensured annually	This procedure is an on-going review which takes place annually. At present, effective structural arrangements have been achieved through review of job descriptions & performances of AEMs and QMs. Communication has been ensured by close interaction held between field and head office based staff, through different trainings, refresher courses, workshops & meetings. The objective of these interactions is to minimize gaps on various issues between all levels of staff at the field and headquarters of NFPE.	

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
	An effective Resource Teacher system in full operation by mid 1998	Total number of RTs in full operation at the end of May 1999 is 192. Out of 192 RTs 172 of them are female and the rest 20 are male.	Selected RTs are receiving subject-based trainings to become Master trainers.
	LFA based NFPE planning, implementation, monitoring and evaluation	Much of the LFA based NFPE planning and implementation has taken place – the process is still on-going. However, based on the feedback of these implementations that have taken place, where necessary changes and revision has been made accordingly (but within the proposed guidelines of the LFA). Final evaluation of Phase – 2 has taken place at the Phase end	
	By 98/99 all teams, areas, regional personnel and teachers would have successfully completed relevant trainings	This is taking place.	Subject-based trainings at present are being provided team-wise which will eventually cover all areas and regions. Figures of the trainees who've received subject-based trainings have been provided in the text
	At least one NFPE professional trained overseas annually in a specialized area	In total 11 staff at various levels within the NFPE programme have attended different workshops, courses & trainings held abroad.	Please see text for details
Output 4: Level Finance	Budgeted as per PP for Jan-May 1999 Tk: 79,048,248 As per PP the cumulative budget of April '96 to May 1999 Tk: 419,632,496	Expenditure during Jan to May 1999 Tk: 85,894,121 Cumulative expenditure of April '96 to May 1999 Tk: 426,480,371	Due to increase needs of Special Staff trainings, expenditure was higher than estimated According to the LFA all costs of training provided to BRAC's NFPE staff are part of the school costs (Output-1) programme.

Narrative Summary		Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations																				
Activities:			<u>At the end of May 1999</u>	As per plan each PO supervises 15 schools and each RT supervises 12 schools																				
	1.1	Around 2250 POs, PAs and RTs are deployed as school supervisors at the field level	POs & RTs = 2,632																					
	1.2	At least 30% of field staff are female by May 1999	On an average 27.8% are female staff in the field. Indicated below is both the male & female staff position at the field level: <table><tr><td></td><td><u>Total</u></td><td><u>Female</u></td><td><u>% of Female</u></td></tr><tr><td>Team In-charge =</td><td>308</td><td>66</td><td>21.4</td></tr><tr><td>POs =</td><td>2440</td><td>578</td><td>23.7</td></tr><tr><td>RTs =</td><td>192</td><td>172</td><td>89.6</td></tr><tr><td>Total =</td><td>2940</td><td>816</td><td>27.8%</td></tr></table>		<u>Total</u>	<u>Female</u>	<u>% of Female</u>	Team In-charge =	308	66	21.4	POs =	2440	578	23.7	RTs =	192	172	89.6	Total =	2940	816	27.8%	
		<u>Total</u>	<u>Female</u>	<u>% of Female</u>																				
	Team In-charge =	308	66	21.4																				
	POs =	2440	578	23.7																				
	RTs =	192	172	89.6																				
	Total =	2940	816	27.8%																				
1.3	Target of 30 students to an NFPE school, 30 students to a BEOC school, 30 students to an ESP school and 30 students to each Urban school	This is followed in most school.																						
1.4	As per the revised LFA of Phase – II 465 Team offices will be in operation by end of May '99	467 Team offices in operation.																						
1.5	All trainee teachers attend 7 days of pre-training visits to operating schools	This takes place	All the trainee teachers have to visit an on-going school which is situated nearby their homes in order to make their 15 days long basic training that they are to receive more effective.																					
1.6	All teachers to complete 15 days of basic training before they begin to teach	This takes place.																						
1.7	All NFPE practicing teachers complete 15 days basic training, 3 days orientation, 10 days refresher for grade 1, 8 days for Grade 2, 27 days for Grade 3,4,5. All BEOC practicing teachers complete. 15 days basic training, 3 days orientation, 6 days refresher for Grade 1, 12 days for Grade 2 & 3, 14 days for Grade 4 & 5. For both NFPE & BEOC 6 days refreshers at the beginning of each grade and 15 days Math & English training at the beginning of Grade 4.	All existing teachers have received necessary trainings.	A teacher training table has been provided the text.																					

Narrative Summary		Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Activities:	1.8	Each school consists of a SMC, which holds meetings at least nine times a year	This has taken place during this period. Any negative feedback received from these meetings are usually discussed and resolved by the NFPE officials at the local level.	
	1.9	70% of the learner's parent are present at the monthly PT Meeting	Parents attend meeting on a regular basis.	
	1.10	NFPE supervisors and teachers meet at least once with formal school heads or Thana Education Officers (TEO) during the final year of BRAC school cycle	These meetings take place in the 2 nd half of the calendar year to increase interaction and share experiences of the BRAC graduates who enter the formal system.	
	1.11	NFPE offices operates from RDP offices where there is space available	321 NFPE offices operates from RDP offices.	
	1.12	Meeting to be held once every month between RDP and NFPE staff at the field level	This takes place.	
	2.1	One mathematics workbook and teacher's guide for each Grade 1,2 & 3 by end of 1997	Workbook 4 and the guide has been published. The draft of Workbook 5 is in the process of being developed. Materials as planned are being developed and relevant trainings are taking place.	
	2.2	One social studies workbook cum primer for each Grade 1,2 & 3 by end of 1999.	Book 3 has been published and the teacher's guide is at the publishers. The books are expected to be in the field by end of June'99 and will be in use by the teachers and children from July'99. Required trainings are taking place and the training video as planned is being developed.	

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Activities: 2.3	Videos supporting teacher & staff training in use by end of 1997	For the period of Jan to May 1999 two training videos have been planned and is in the process of being developed for both staff and teachers. One of the two training videos is based on general teaching skill techniques while the other is on subject based creative language writing. The video on general teaching skills aims at involving the trainees to acquire questioning skills techniques so that the entire class participation in an actual classroom situation is ensured. The second video focuses on creative writing as this skill of writing is present in all NFPE schools. The main purpose of this video is to assist the trainees especially the teachers to understand the basic concept of creative writing. Therefore, the video will depict the kind of mistakes that a teacher makes while getting her class to write creatively as well as how to avoid them. Both the training videos are still in the process of being developed. The status at present is, scriptwriting for the videos has been completed, shooting spots have been chosen, the schools, hosts and children have been selected, much of the shooting has also been achieved but due to some technical difficulties the completion of the videos will be slightly delayed than expected.	Feedback on these training videos will be stated after its completion. Therefore the next progress report will submit details on it. The present video on creative writing will be a revised edition of the previous video that was developed for this subject.
2.4	CLIP materials to be developed and piloted in schools	Math 2nd year workbook (part II) published in April '99; 4th year teacher's guide is in the process of being developed. This guide is based on the Govt. textbook four. English Primary English practice book and its supporting guide is being developed; 3rd & 4th years teacher's guide is being prepared. Social Science 3rd & 4th years teacher's guide based on the Govt. textbook was published in May '99. Social Studies 3rd & 4th years teacher's guide based on the Govt. textbook was published in March '99. Bengali 2nd year teacher's guide published in March '99. 3rd & 4th yrs teacher's guide is in the process of being developed. Supplementary materials for Bangla are being revised. Trainings: on CLIP's subject based methods & techniques a by-monthly 5 days training is being held for 30 staff from 29 teams. At the end of these trainings the staff will be designated as "skilled supervisor". A training video on creative writing is in the process of being developed.	

Narrative Summary		Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations																		
Activities:	2.5	240 lessons and 2 workbooks in use by July 1997	At present IRI materials are not in use.	It will be the task of EDU in Phase III to revise the IRI programme for teacher training in English.																		
	2.6	A total of 20 new schools introduced to the CLE materials	CLE materials are not in use at present	EDU in Phase III will re-pilot CLE in six urban school																		
	2.7	From end 1996 all students completing Grade III tested on battery of four Standardized Achievement Test (SATs)	During Jan to May 99 no SAT was carried out, therefore information cannot be provided on this section.	The recent SAT that was carried out took place in Dec'98 whose details have been projected in the previous Progress report of July to December 1998.																		
	3.1	Preliminary surveys conducted and feasibility of libraries assessed	Before setting up a Union library feasibility aspects in terms of location, library space, potential subscriber/membership etc. are duly assessed through contact with local community. In case of school based library, it is usually found that when a BEOC school completes its course cycle, a library is opened in that premises for BEOC graduates.																			
	3.2	Training covering a range of relevant skills which are imparted at the School Based Library	<u>At the end of May 1999</u> <table><thead><tr><th><u>Skills</u></th><th><u>Members</u></th></tr></thead><tbody><tr><td>Tailoring/sewing:</td><td>19,892</td></tr><tr><td>Embroidery:</td><td>885</td></tr><tr><td>Poultry:</td><td>22,318</td></tr><tr><td>Book binding:</td><td>1,091</td></tr><tr><td>Nursery:</td><td>2,535</td></tr><tr><td>Vegetable:</td><td>6,402</td></tr><tr><td>Food processing:</td><td>400</td></tr><tr><td>Total members:</td><td>53,523</td></tr></tbody></table>	<u>Skills</u>	<u>Members</u>	Tailoring/sewing:	19,892	Embroidery:	885	Poultry:	22,318	Book binding:	1,091	Nursery:	2,535	Vegetable:	6,402	Food processing:	400	Total members:	53,523	
	<u>Skills</u>	<u>Members</u>																				
	Tailoring/sewing:	19,892																				
Embroidery:	885																					
Poultry:	22,318																					
Book binding:	1,091																					
Nursery:	2,535																					
Vegetable:	6,402																					
Food processing:	400																					
Total members:	53,523																					
3.3	1,000 books available at each Union Based Library 100 books available in each new School Based libraries	Each Union library is provided with 1,000 books and each School based library with 100 to 150 books. In addition to that 200 Union libraries each have been provided with 15-20 sets of textbooks for classes VI to IX. These textbooks are issued to the students of economically poor background, who would otherwise find it very difficult to purchase the books. These books are leased to them for a period of 1 academic year at a nominal users fee. 150 Union libraries and 10 School based libraries have also been provided with a set of harmonium & tabla (musical instruments) on a pilot basis to facilitate cultural activities.																				
4.1	Job descriptions available for all professional personnel	Reviewed and achieved.	See text for details.																			

Narrative Summary		Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations
Activities:	4.2	NFPE requirements and individual training gaps incorporated in training plans	Training gaps have been and are still in the process of being addressed through Special Staff trainings which are provided to both NFPE staff and teachers. This special staff trainings include subject-wise general trainings, subject-based trainings and refresher courses (which is in context to subject-based trainings).	
	4.3	At least one NFPE professional trained overseas annually in a specialized area	11 NFPE professionals have attended various workshops, courses and trainings held overseas.	See text for details.
	4.4	Structural/communication arrangements reviewed at least annually within NFPE	It is an on-going process which takes place.	
	4.5	On average 75% of the consultants TORs satisfactorily completed	Consultants for relevant subjects have been identified and contracted. During Jan-May '99 six consultants/advisers for different subjects have been actively involved in the NFPE programme under MDU. These consultants have satisfactorily completed their TORs.	See text for list of consultants.
	4.6	Sufficient and suitable training activities held by 1999 to cover all teams, areas & regional personnel	Trainings that have taken place for staff from Jan to May 1999: OMC - 1: 65 OMC - 2: --- In-service training: --- Pre-service training: 65 TOT: --- GOAL: 1,754 Staff special training: 1,780 Basic training for staff: 50 Team building training: 266 Gender & sustainable development workshop: 8 BRAC values & culture training: 269 Attachment & orientation course: 135 librarians	Staff special training comprises of subject-based general trainings and MT trainings the staff has received. 135 librarians of the Union based libraries went through a 5 days "attachment & orientation" course. This course is for the librarians prior to their attending the basic training held for libraries.
	4.7	Job descriptions and career structure available for RTs by mid 1997	Job descriptions and career structure has been identified and at present an effective RT system in operation.	See text for details.
	4.8	Sufficient and suitable training activities held to produce 500 RTs by end of 1999	Sufficient RTs were not found and employed as per plan.	In Phase 3 the NFPE programme will try to achieve this goal.
	4.9	Sufficient and suitable training activities held by 1999 to cover all teachers	Training that have taken place during Jan - May 1999: Basic training: 3,842 Math development training: 3,887 Batch banner training: 183	

Narrative Summary	Agreed Indicators	Achievements of Jan to May 1999	Comments/ Recommendations																																																
Assumptions (Output to Purpose)	Good Government – NGO relations maintained	BRAC and the GoB has undergone a fundamental and qualitative change in the past few years through the involvement in primary education. The relationship has developed gradually into a productive working partnership as can be seen in the case of Community schools and Hard to Reach schools																																																	
	Political stability maintained	Stability was maintained during this period																																																	
(Activities to Outputs)	Opposition from fundamentalists does not disrupt programme		Brahmanbana incident which took place in December '98, brief details have provided in text summary.																																																
	Timely disbursement of donor funds	Achieved.																																																	
	Sufficient numbers of target group available for BRAC schooling	This target has been achieved.																																																	
	GOB continues to permit BRAC to use its own textbooks	Books purchased from NTCB during Jan to May 1999 <table><thead><tr><th></th><th>I</th><th>II</th><th>III</th><th>IV</th><th>V</th></tr></thead><tbody><tr><td>Bengali</td><td></td><td></td><td>—</td><td>295,120</td><td></td></tr><tr><td>Math</td><td></td><td></td><td>—</td><td>265,120</td><td></td></tr><tr><td>English</td><td></td><td></td><td>338,000</td><td>279,120</td><td></td></tr><tr><td>Islam</td><td></td><td></td><td>301,000</td><td>311,920</td><td></td></tr><tr><td>Hindu</td><td></td><td></td><td>30,000</td><td>37,200</td><td></td></tr><tr><td>S. Studies</td><td></td><td></td><td>—</td><td>295,120</td><td></td></tr><tr><td>Science</td><td></td><td></td><td>—</td><td>344,120</td><td></td></tr></tbody></table>			I	II	III	IV	V	Bengali			—	295,120		Math			—	265,120		English			338,000	279,120		Islam			301,000	311,920		Hindu			30,000	37,200		S. Studies			—	295,120		Science			—	344,120	
	I	II	III	IV	V																																														
Bengali			—	295,120																																															
Math			—	265,120																																															
English			338,000	279,120																																															
Islam			301,000	311,920																																															
Hindu			30,000	37,200																																															
S. Studies			—	295,120																																															
Science			—	344,120																																															

Narrative Summary	Agreed Indicators	Achievement to end May 99	Comments and Recommendations
Programme-level finance	Budgeted for January - May 99 506,235,615 Cumulative budget to end May 99 2,800,272,354	Expenditure January - May 99 521,601,821 Cumulative Expenditure to end May 99 2,815,638,560	
Output 1 Level finance	Budgeted for January - May 99 386,684,491 Cumulative budget to end May 99 2,235,150,985	Expenditure January - May 99 384,007,141 Cumulative Expenditure to end May 99 2,232,473,635	
Output 2 Level finance	Budgeted for January - May 99 13,238,532 Cumulative budget to end May 99 32,733,379	Expenditure January - May 99 8,988,363 Cumulative Expenditure to end May 99 28,483,210	
Output 3 Level finance	Budgeted for January - May 99 27,266,346 Cumulative budget to end May 99 112,755,494	Expenditure January - May 99 42,712,196 Cumulative Expenditure to end May 99 128,201,344	
Output 4 Level finance	Budgeted for January - May 99 79,046,246 Cumulative budget to end May 99 419,632,496	Expenditure January - May 99 85,894,121 Cumulative Expenditure to end May 99 426,480,371	

Details of Financial Report
NON-FORMAL PRIMARY EDUCATION PROGRAM
As of May 1999

	Budget		Actual	
	Reporting Period January 99 to May 99	Total to date April 96 to May 99	Reporting Period January 99 to May 99	Total to date April 96 to May 99
Output 1 Level Financing:				
A. Teachers Cost				
1. Teachers Salary	108,237,938	728,605,906	104,762,299	725,130,267
2. Teachers aids and Supplies	7,163,238	10,840,166	6,349,062	10,025,990
3. Salary and Benefits of PO & PA	24,985,000	155,500,186	23,202,638	153,717,824
4. Salary of Service Staff	2,407,500	8,880,889	1,873,186	8,346,575
5. Travelling and transportation	4,785,000	28,940,097	4,639,382	28,794,479
6. Office Rent	7,976,000	20,181,623	7,246,467	19,452,090
7. Utilities	2,225,580	4,876,970	1,681,863	4,333,253
8. Stationeries	246,960	2,381,112	633,919	2,768,071
9. General Expenses and maintenanc	3,010,580	9,979,151	3,574,469	10,543,040
Total of A	161,037,795	970,186,100	153,963,284	963,111,589
B. Students Books and Supplies				
1. Learners Books	41,079,530	203,556,113	41,912,572	204,388,155
2. Learners Supplies	17,336,374	145,310,056	17,911,757	145,885,439
3. Reading Materials	2,875,541	24,019,715	2,149,976	23,294,150
4. Class Room Supplies	11,968,685	47,793,764	11,118,546	46,943,625
5. School Room Renovation and Ma	27,562,500	223,200,146	38,609,939	234,247,585
6. Salary and Benefits of PO & PA	24,985,000	155,500,186	23,202,638	153,717,824
7. Salary of Service Staff	2,407,500	8,880,889	1,873,186	8,346,575
8. Travelling and transportation	4,785,000	28,940,097	4,639,382	28,794,479
10. Office Rent	7,976,000	20,181,623	7,246,467	19,452,090
11. Utilities	2,225,580	4,876,970	1,681,863	4,333,253
12. Stationeries	246,960	2,381,112	633,919	2,768,071
12. General Expenses and maintena	3,010,580	9,979,151	3,574,469	10,543,040
Total of B	146,459,249	874,619,822	154,554,713	882,715,286
C. Field Operations				
1. Area Team Office Cost				
1.1 Salary and Benefits of Team Le	14,155,730	71,426,204	13,797,072	71,067,546
1.2 Salary and Benefits of PO & PA	24,985,000	155,500,186	23,202,638	153,717,824
1.3 Salary of Service Staff	2,407,500	8,880,889	1,873,186	8,346,575
1.4 Travelling and transportation	4,785,000	28,940,097	4,639,382	28,794,479
1.5 Office Rent	7,976,000	20,181,623	7,246,467	19,452,090
1.6 Utilities	2,225,580	4,876,970	1,681,863	4,333,253
1.7 Stationeries	246,960	2,381,112	633,919	2,768,071
1.8 General Expenses and maintena	3,010,580	9,979,151	3,574,469	10,543,040
Total of C.1	59,792,349	302,166,232	56,648,995	299,022,878
2. Area Office opareting cost				
2.1 Salary of AM	3,790,000	23,833,861	3,643,978	23,687,839
2.2 Salary of PO (Accounts)	9,705,900	21,000,350	8,660,331	19,954,781
2.3 Travelling and transportation	2,785,000	15,176,609	2,306,796	14,698,405
2.4 Office Rent & Utilities	1,619,215	11,959,707	1,507,741	11,848,233
Total of C.2	17,900,115	71,970,527	16,118,846	70,189,258

	Budget		Actual	
	Reporting Period January 99 to May 99	Total to date April 96 to May 99	Reporting Period January 99 to May 99	Total to date April 96 to May 99
3. Regional Office Operating Cost				
3.1 Salary and Benefits	426,352	4,169,929	459,059	4,202,636
3.2 Salary of Monitor	621,209	3,242,488	665,840	3,287,119
3.3 Salary of PO (Accounts)	86,472	839,868	50,802	804,198
3.4 Salary of service staff	19,680	235,095	19,086	234,481
3.5 Travelling and transportation	224,348	2,840,685	1,509,176	4,125,513
3.6 Office Rent	78,719	660,657	300	682,238
3.7 Utilities	12,734	209,878	4,623	201,767
3.8 Stationeries	12,734	324,023	12,436	323,726
3.9 General Expenses and maintena	12,734	238,281	0	225,547
3.10 Vehicle	0	3,447,400	0	3,447,400
Total of C.3	1,494,982	16,208,304	2,721,302	17,434,624
Total of Output 1	386,684,491	2,235,150,985	384,007,141	2,232,473,635
Output 2 Level Financing :				
III INNOVATIVE PROGRAMME AND DEVELOPMENT	13,238,532	32,733,379	8,988,363	28,483,210
Output 3 Level Financing :				
II. LIBRARY PROGRAMME				
1.1 Start up Cost :				
1.1.1 Furniture and Fixtures	9,490,000	14,999,079	8,114,330	13,623,409
1.1.2 Books	960,000	27,558,804	13,744,359	40,343,183
1.1.3 Bags	504,000	504,000	0	0
1.1.4 Trunk	0	562,470	156,458	718,928
1.1.5 Training	0	3,099,962	1,026,730	4,126,692
1.2 Operating Expenses :				
1.2.1 Salary and Benefits	6,109,923	27,534,000	9,263,369	30,687,446
1.2.2 Travelling and transportation	1,459,314	8,290,000	1,031,220	7,861,906
1.2.3 Teachers Salary	1,557,117	9,360,000	1,517,800	9,320,683
1.2.4 Librarian	2,047,864	4,320,000	866,719	3,138,855
1.2.5 Magazine	0	3,077,437	1,261,876	4,339,313
1.2.6 Rent and Utilities	3,176,137	5,400,000	3,127,734	5,351,597
1.2.7 Maintenance	479,050	2,046,907	813,390	2,381,247
1.2.8 H O Logistics and Manageme	1,482,941	6,002,835	1,788,211	6,308,105
Total of Library Program	27,266,346	112,755,494	42,712,196	128,201,344
Output 4 Level Financing :				
1. Teacher training				
1.1. Teacher Training (12/15 days)	9,795,823	53,133,139	10,726,191	54,063,507
1.2. Teacher Training (28 days)	686,472	4,487,571	984,801	4,785,900
1.3. Orientation Course (3 days)	0	4,241,581	43,748	4,285,329
1.4. Refresher Course (12 days)	2,500,000	20,207,514	3,628,834	21,338,348
1.5. Refresher Course (35 days)	15,317,333	53,950,052	16,896,072	55,528,791
2. Staff training and development				
2.1 Area team office	3,204,664	29,343,452	7,668,045	33,806,833
2.2 Area office	236,716	1,330,520	154,831	1,248,635
2.3 Regional office	39,717	710,491	33	670,807
3. Research and Evaluation	5,419,000	17,745,625	4,521,505	16,848,130
4. H O Logistics and Management	41,846,521	234,482,551	41,270,061	233,906,091
Total of Output 4	79,046,246	419,632,496	85,894,121	426,480,371
Total Program Level Financing	506,235,615	2,800,272,354	521,601,821	2,815,638,560

Project Title: Education Programme (NFPE Phase II)
Brief Description: Education for poor children, especially girls
File Reference: NFPE LFA - II

Period of Funding: Apr '96 – May '99
Total Project Funding: Tk. 2806m/US\$66m
This LFA Matrix dated: 26th April '99

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification (MoV)	Assumptions																												
Goal: Basic education skills retained and used by BRAC graduates	1. 80% NFPE graduates (including 80% of female graduates) transfer to class 4 annually. 2. 60% of those (including 50% of the female) complete full primary phase. 3. 20% of BEOC graduates not moving to formal school involved in RDP activities	NFPE & RDP reports, BRAC RED studies, Donor Consortium annual Monitoring Mission, Impact Assessment, Mid-Term Review	1. Quality of Formal education improves. 2. Formal primary education becomes more equitable																												
Purpose: Cost effective basic education for poor children, especially girls and currently unserved by primary education system provided.	1. Annual average of 1,100,000 pupils 1996/97 through 1998/99 2. 70% of pupils are female. 3. 80% of pupils are from target groups. 4. New pupils are 8 yr olds and not attending formal schools. 5. 90% completion rate 6. US\$ 18.00 annual cost per child.	Initial Survey, Team Office reports, School registers, Project monitoring & BRAC statistics	1. Parents able and Willing to enroll And retain their children at formal Primary schools. 2. Formal schools able to absorb BRAC graduates.																												
Outputs: 1. NFPE schools opened, operated and supported by BRAC 2. Revised & new learning materials developed. 3. Continuing Education Programme developed 4. BRAC NFPE's institutional capacity strengthened	1.1 <table border="1"> <thead> <tr> <th></th><th>Year 1 Apr '96-Mar '97</th><th>Year 2 Apr '97-Mar '98</th><th>Year 3 & 2 months extension Apr '98 – May '99</th></tr> </thead> <tbody> <tr> <td>Grade 1:</td><td>14,520</td><td>15,536</td><td>10,839</td></tr> <tr> <td>Grade 2:</td><td>8,082</td><td>9,684</td><td>7,457</td></tr> <tr> <td>Grade 3:</td><td>10,011</td><td>7,192</td><td>13,022</td></tr> <tr> <td>Grade 4:</td><td>1,159</td><td>1,025</td><td>-</td></tr> <tr> <td>Grade 5:</td><td>228</td><td>563</td><td>2,682</td></tr> <tr> <td>Total</td><td>34,000</td><td>34,000</td><td>34,000</td></tr> </tbody> </table> 1.2 By May '99, 34,000 schools will comprise 22,322 NFPE schools for (8-10) yr. old, including 9,128 BEOC schools (11-14) yrs. and 2550 ESP schools. 2.1 New materials in full use by July 1997 (ELT, IRI), December 1997 (Maths) and July 1999 (Social Studies). 2.2 Revised teacher training materials in full use by December 1998. 2.3 These new and revised materials designed to promote active learning. 3.1 300 Union based libraries, 4,000 school based libraries and 2,000 Reading Circles by May 1999. 3.2 147,000 library members (approx. 490 members in each Union Library and a minimum of 32 members in each School library and 7 in a Reading Circle) by May 1999. 3.3 110 books borrowed monthly by Union library members and 50 books borrowed by each school library members annually. 4.1 Job descriptions and performance of personnel reviewed at least once annually.		Year 1 Apr '96-Mar '97	Year 2 Apr '97-Mar '98	Year 3 & 2 months extension Apr '98 – May '99	Grade 1:	14,520	15,536	10,839	Grade 2:	8,082	9,684	7,457	Grade 3:	10,011	7,192	13,022	Grade 4:	1,159	1,025	-	Grade 5:	228	563	2,682	Total	34,000	34,000	34,000	NFPE monthly MIS reports, NFPE quarterly monitoring reports, Six monthly progress reports to Donors, Evaluation of curricula materials by independent critics, Sample surveys of libraries, Job descriptions/CVs	1. Good Government - NGO relations. 2. Political stability maintained.
	Year 1 Apr '96-Mar '97	Year 2 Apr '97-Mar '98	Year 3 & 2 months extension Apr '98 – May '99																												
Grade 1:	14,520	15,536	10,839																												
Grade 2:	8,082	9,684	7,457																												
Grade 3:	10,011	7,192	13,022																												
Grade 4:	1,159	1,025	-																												
Grade 5:	228	563	2,682																												
Total	34,000	34,000	34,000																												

Output: 4. BRAC NFPE's institutional capacity strengthened Activities: 1.1 Villages identified and surveyed 1.2 Supervisors deployed 1.3 Selection of teachers 1.4 Selection of students 1.5 Rented school house 1.6 Rented office building 1.7 Attachment of new teacher with old teacher & school 1.8 Teacher training 1.9 School management committee (SMC) 1.10 School & learner supplies 1.11 School operational 1.12 Monthly parents meeting 1.13 Weekly school supervision by POs and PAs 1.14 Selection of resource teachers 1.15 Local contacts between BRAC and formal schools 1.16 Effective linkage with RDP	4.2 NFPE's structural/communication arrangements reviewed at least annually within NFPE. 4.3 Effective resource teacher system operating by mid 1998. 4.4 LFA based NFPE planning, implementation, monitoring and evaluation explored. 4.5 NFPE Resource Centre operational by end of 1997. 4.6 By 1998/99 all Teams, Areas and Regional personnel have successfully completed relevant training. 4.7 By 1998/99 all teachers have successfully completed relevant Training 1.1 Selection of school site is based on population, literacy rate and number of GOB and other NGO schools in the area. 1.2.1 Around 2,572 POs, PAs who've turned into POs & RTs deployed as school supervisors at the field level 1.2.2 At least 30% of POs & PAs who have turned into POs will be female by May 1999. 1.3 One teacher per school with 9 years of schooling, 20-35 years of age, married, 80% female and has to be a local resident. 1.4 33 students to an NFPE school (age 8-10); 30 students to BEOC school (age 11-14) and 30 student to ESP school 70% girls in each class. 1.5 Each school is 336sq ft, 1 km from every child's home and rented at TK. 200/- per month 1.6 By May '99, 465 team offices and minimum of 70 schools to each team office in which the schools are in radius of 10 km. 1.7 All trainee teachers attend 7 days pre training visits to operating school 1.8 Teachers of both NFPE and Kk to complete 15 day of basic training in their first year, followed by refresher courses to be held at the beginning and during the period of each grade 2, 3, 4 & 5 1.9 SMCs (one per school, comprising 2 parents, 1 community leader, 2 RDP beneficiaries, the school supervisor and teacher) meeting at least nine times a year 1.10 School and learner supplies available from BRAC NFPE 1.11 3360 contact hours between teacher & student of NFPE schools maintained over 260 days in 4 yrs- 2470 contact hrs of BEOC schools maintained over 260 days in 3 yrs 1.12 70% of the learners' parent are present at monthly meetings 1.13 POs and PAs who have turned into POs visit each school twice a week to monitor progress 1.14 Resource teachers are selected from amongst teacher who have completed one school cycle. 1.15 Meetings with formal school heads during final year of BRAC school cycle 1.16 NFPE office to operate from every RDP office where there is space; RDP managers present during recruitment of programme assistants and teachers for NFPE. NFPE staff conducts one issue-based meeting with RDP members prior to a school opening; meetings held once every month between RDP and NFPE staff at field level	NFPE village survey sheets. Parents teacher meeting minutes. Assessment of basic competencies. MIS reports. Monitoring reports. TARC training records. School house deeds between BRAC and landlord. Area office deeds between BRAC and landlord. Report from the library POs. RDP and NFPE bench mark survey. Monthly meeting reports from RDP and NFPE. NFPE school reports. Curriculum Review reports Use of new material in the classroom	1. Opposition from religious fundamentalists does not disrupt programme 2. Timely disbursement of donor funds. 3. Sufficient number of target group available to attend BRAC education programme 4. GoB continues to permit local NGOs to provide basic education. 5. GoB continues to permit BRAC to use its own textbooks.
--	---	--	---

