

# BRAC EDUCATION PROGRAMME (NFPE PHASE III) PROGRESS REPORT



NFPE



ADP



Pre-Primary



Gano kendra pathagar

*December 2002- May 2003*

## Table of Contents

|                                                                                     |            |
|-------------------------------------------------------------------------------------|------------|
| <i>Table of contents</i>                                                            | <i>I</i>   |
| <i>List of Acronyms Used</i>                                                        | <i>II</i>  |
| <i>Executive summary</i>                                                            | <i>1</i>   |
| <i>Highlights</i>                                                                   | <i>3</i>   |
| <i>BEP Activities by Funding sources</i>                                            | <i>4</i>   |
| <i>BEP Organogram</i>                                                               | <i>6</i>   |
| <i>Output – 1</i>                                                                   | <i>8</i>   |
| <i>Output – 2</i>                                                                   | <i>26</i>  |
| <i>Output – 3</i>                                                                   | <i>38</i>  |
| <i>Output – 4</i>                                                                   | <i>57</i>  |
| <i>Output – 5</i>                                                                   | <i>79</i>  |
| <i>Output – 6</i>                                                                   | <i>99</i>  |
| <i>Financial Report</i>                                                             | <i>108</i> |
| <i>Report On Unit Cost of NFPE</i>                                                  | <i>110</i> |
| <i>Annex – 1. EDU's Achievements against Work plan</i>                              |            |
| <i>a) Summary of training achievements</i>                                          |            |
| <i>b) Different subject based achievements</i>                                      |            |
| <i>c) Flowchart of Material Development Process</i>                                 |            |
| <i>d) Flow chart of Training Structure</i>                                          |            |
| <i>Annex – 2. Progress on Implementation of MTR Recommendations</i>                 |            |
| <i>a) BEP Work plan Against MTR Recommendations</i>                                 |            |
| <i>b) BEP Work plan Against AMM Recommendations</i>                                 |            |
| <i>c) ESP Review Mission Conclusion &amp; Recommendations</i>                       |            |
| <i>d) ESP Implementation plan Against RM Recommendations</i>                        |            |
| <i>Annex – 3. LFA based Progress</i>                                                |            |
| <i>Annex – 4. Annexure for Financial report</i>                                     |            |
| <i>a. Financial report as per BRAC Format</i>                                       |            |
| <i>b. Financial report as per EC Format</i>                                         |            |
| <i>c. LFA based financial report</i>                                                |            |
| <i>d. Unit cost based Actual Report</i>                                             |            |
| <i>e. Budget Variance NFPE III</i>                                                  |            |
| <i>Annex – 5. Consideration of The Future Direction of BRAC Education Programme</i> |            |

### List of Acronyms Used

|      |                                              |
|------|----------------------------------------------|
| ADC  | Additional Deputy Commissioner               |
| ADP  | Adolescent Development Programme             |
| AM   | Area Manager                                 |
| AMR  | Annual Monitoring Report                     |
| APON | Adolescent Peer Organized Network            |
| AUEO | Assistant Upazila Education Officer          |
| BATB | British American Tobacco Bangladesh          |
| BCDM | BRAC Center for Development<br>Management    |
| BDP  | BRAC Development Programme                   |
| BEOC | Basic Education for Older Children           |
| BEP  | BRAC Education Programme                     |
| BT   | Batch Trainer                                |
| CDU  | Capacity Development Unit                    |
| CEP  | Continuing Education Programme               |
| CIDA | Canadian International Development<br>Agency |
| CLIP | Chandina Learning Improvement<br>Project     |
| DC   | Deputy Commissioner                          |
| DC   | Donor Consortium                             |
| DCM  | Donor Consortium Meeting                     |
| DEO  | District Education Officer                   |
| DG   | Directorate General                          |
| DLO  | Donor Liaisons                               |
| DNFE | Directorate of Non-Formal<br>Education       |
| DP   | Donor Partner                                |
| DTP  | Desktop Publication                          |
| 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 Skill Project              |
| EM                  | Ethnic Minority                          |
| EMIS                | Education Management Information Systems |
| ESP                 | Education Support Programme              |
| FED                 | Foundation for Education and Development |
| GoB                 | Government of Bangladesh                 |
| GPU                 | GoB Partnership Unit                     |
| GT                  | General Training                         |
| HKI                 | Helen Keller International               |
| HO                  | Head Office                              |
| HPD                 | Health & Population Division             |
| KK (BEOC)           | Kishor Kishori(adolescent boys & girls)  |
| KK (Reading Centre) | Kishori Kendro                           |
| KS                  | Kishori Supervisor                       |
| LCM                 | Lowest Common Multiples                  |
| LFA                 | Logical Framework Analysis               |
| MD                  | Material Developer                       |
| MDU                 | Materials Development Unit               |
| MIS                 | Management Information Systems           |
| MP                  | Member of Parliament                     |
| MT                  | Master Trainer                           |
| MTR                 | Mid Term Review                          |
| NCTB                | National Curriculum Textbook Board       |
| NFPE                | Non-Formal Primary Education             |
| NGO                 | Non-Government Organization              |
| OMC                 | Operational Management Course            |
| PBE <sub>n</sub>    | Post Primary Basic Education             |
| PE                  | Peer Educator                            |

|        |                                                |
|--------|------------------------------------------------|
| PH     | Programme Head                                 |
| PM     | Programme Manager                              |
| PMC 1  | Pedagogical Management Course 1                |
| PMED   | Primary and Mass Education Division            |
| PMIS   | Programme Management Information Systems       |
| PO     | Programme Organizer                            |
| PP     | Project Proposal                               |
| PP     | Pre-primary                                    |
| PRIME  | Primary Initiatives in Mainstreaming Education |
| PS     | Project Staff                                  |
| PTA    | Parents Teacher Association                    |
| QAS    | Quality Assurance Specialist                   |
| RC     | Reading Circle/centre                          |
| RED    | Research & Evaluation Division                 |
| RM     | Regional Manager                               |
| RNE    | Royal Netherlands Embassy                      |
| RPO    | Regional Programme Organizer                   |
| RSS    | Regional Sector Specialist                     |
| RT     | Resource Teacher                               |
| SAT    | Standardized Achievement Test                  |
| SMC    | School Management Committee                    |
| SS     | Sector Specialist                              |
| SSC    | Secondary School Certificat                    |
| TARC   | Training and Resource Centre                   |
| TCT    | Technical Co-operation Training                |
| TIC    | Team-In-Charge                                 |
| TOT    | Training of Trainers                           |
| UAEO   | Upazila Assistant Education Officer            |
| UEC    | Upazilla Education Committee                   |
| UEO    | Upazilla Education Office                      |
| UL     | Union Library                                  |
| UNICEF | United Nations Children's Fund                 |

|     |                                     |
|-----|-------------------------------------|
| UNO | Upazila Nirbahi (Executive) Officer |
| UP  | Union Porishod                      |
| URC | Upazila Resource Center             |
| VO  | Village Organisation                |

## *Executive Summary*

This report reflects the achievements and progress of the BRAC Education Programme (BEP) from December-May 2003.

Output 1 highlights CIDA's confirmed funding of CAD \$4 million for the Education for Indigenous Children (EIC) programme. The funds will go towards providing access to indigenous children in 700 BRAC schools and 125 secondary schools through post-primary intervention. BEP's partnership with the GoB continues to be strengthened as the GoB officials have expanded their interest in BEP's initiatives. Major developments in the Education Support Programme (ESP) include consolidation of the expansion plans outlined in the first Progress Report, the first external review of the ESP and a funding boost from NORAD for further expansion.

Under Output 2, the Capacity Development Unit is exploring training activities to improve the English language and computer skills of the BEP office and field staff. Several staff members were promoted and trained as QASSs, to accommodate the educational progress in the field. Team members from the Training and Resource Centre (TARC) and the ADP Capacity Development Group developed 12 new training modules for the staff/adolescents, which are already in practice.

A new sub-addition to the Education Development Unit, the Illustration and Design Unit (Output 3), collaborated with the Curriculum Development Unit to continue creating new materials for grades IV and V, and to make curriculum revisions as needed.

Continuing Education and Post-primary Basic Education have been merged and renamed as Post Primary Basic and Continuing Education (PACE). The mobile libraries and union libraries continue to grow and develop under PACE. The Directorate of Youth agreed to provide skill development training to 9,550 members of *Gonokendros* and *Kishori Kendros*. BRAC has received permission from the Ministry of Education (MOE) to conduct subject-based and management workshops for head teachers, subject teachers and members of the SMC in secondary schools. A new BRAC initiative to supplement secondary education, called Value Education and Citizenship Building through Co-curricular Activities has been designed to provide training and support to teachers of BRAC-supported secondary schools.

To reinforce empowerment for adolescents the Adolescent Development Programme (ADP) launched the Economic Life Skills project (Output 4) which aims to provide basic business skills and confidence for young women. ADP has also expanded its activities in various areas and held a series of workshops with adolescents to receive feedback on improving existing APON material.

The Pre-primary initiative (Output 5), in collaboration with the GoB is well underway, with some Pre-Primary schools operating in the GoB school campus and plans are in progress to extend classrooms for running Pre-primary programmes. The Ministry has also approved BRAC students to compete in formal school scholarship examinations at

the end of grade V. The Ministry of Primary and Mass Education (MoPME) decided to allocate another 96 dysfunctional community schools to BRAC to make them operational.

The Effective Programme Management (Output 6) section deals with details regarding BEP's support structure, such as Administration, Monitoring, Communications, Equity in Education and MIS.

Finally a high level workshop was held on 16<sup>th</sup> January 2003 between donor partners and BRAC top management. The focus of this workshop was to discuss a long term vision for BEP (for details please see Annex 5).

### *Highlights during the reporting period*

#### *Output 1*

- ❑ GoB recognition to allow Grade V students to compete with the formal primary school students in scholarship examination
- ❑ CIDA Funding for 700 NFPE schools for ethnic minorities
- ❑ Stipend introduced for children with disabilities
- ❑ NORAD Financing for 1500 ESP schools outside DC funding

#### *Output 2*

- ❑ Professional Development training to the QASs
- ❑ Development of twelve new training modules to develop the capacity of ADP staff both adults and adolescents

#### *Output 3*

- ❑ Production of Grade IV workbooks with embedded text for children in Social Studies, Science and Mathematics
- ❑ Introducing English from Grade I

#### *Output 4*

- ❑ CIDA funding for Post-Primary Basic Intervention in 125 schools
- ❑ Development of ELSP (Economic Life Skills Project) under the Adolescent Development Programme
- ❑ Expansion of APON boys

#### *Output 5*

- ❑ Establishment of 500 Pre-Primary Schools in GPS campus
- ❑ Piloting with ways of strengthening SMCs of GPSs
- ❑ GoB decision to hand over 96 dysfunctional Community Schools

#### *Output 6*

- ❑ Initiating the development of Gender Education Monitoring System (GEMS)

# Funding Activities

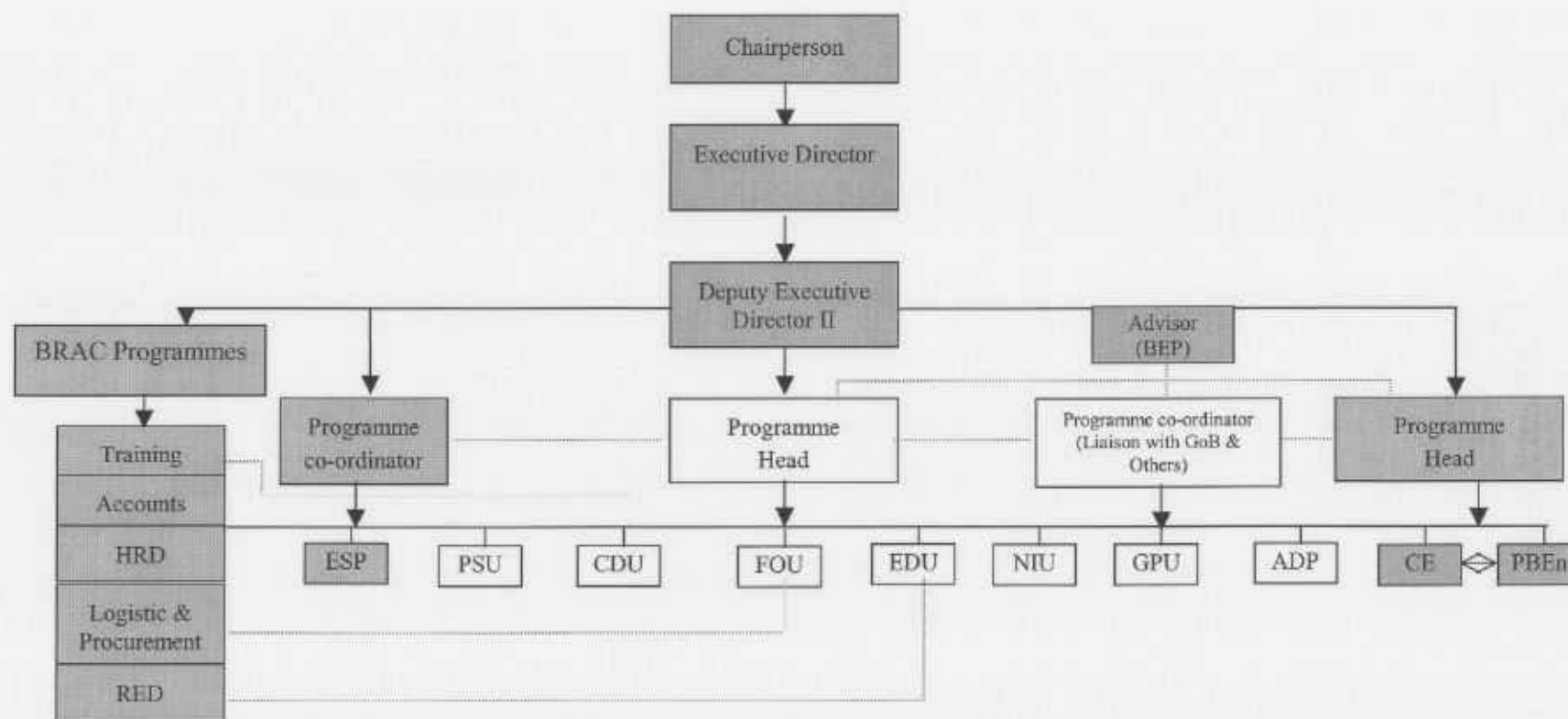
The following BEP activities are being funded by the NFPE Phase III Donor Consortium, i.e. AKF/ CIDA, DFID, RNE, EC NOVIB and UNICEF

### BEP Financing

| Component                        | Activities funded under NFPE III                    |
|----------------------------------|-----------------------------------------------------|
| Schools                          | -NFPE ( <i>Non-Formal Primary Education</i> )       |
|                                  | -BEOC ( <i>Basic Education For Older Children</i> ) |
|                                  | -ESP ( <i>Educatin Support Programme</i> )          |
|                                  | -Ethnic Minority                                    |
| Capacity Development             | - Teacher training and development                  |
|                                  | - Staff development                                 |
|                                  | -Teachers Certification                             |
| Education Development Unit       | -Curriculum development                             |
|                                  | - Material development                              |
| Continuing Education             | - Union Library                                     |
|                                  | -Mobile library                                     |
| Adolescent Development Programme | -Kishori Kendros/ Reading Centre                    |
| Government Partnership           | - PRIME                                             |
|                                  | -Pre-Primary                                        |
|                                  | -Community                                          |

| Fund from other Sources | Other components                           |
|-------------------------|--------------------------------------------|
| ILO                     | WFCL ( <i>Worst Form of Child Labour</i> ) |
| UNICEF                  | IT in Union Library                        |
|                         | APON Kishori Abhijan                       |
| NORAD                   | ESP                                        |
| RNE                     | Expansion of Pre-Primary under preparation |

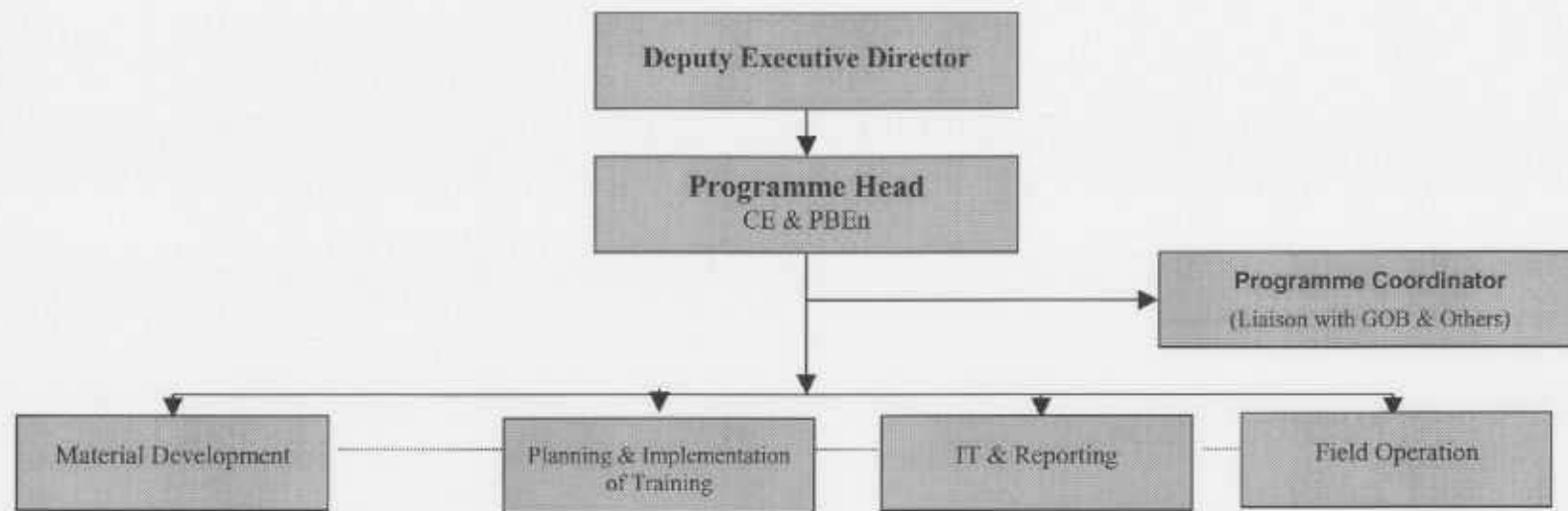
## ***BEP Organogram***



### ***List of Acronyms***

ADP-Adolescent Development Programme  
 CDU-Capacity Development Unit  
 EDU- Education Development Unit  
 CE-Continuing Education  
 ESP-Education Support Programme

FOU-Field Operation Unit  
 GPU-GoB Partnership Unit  
 PBE-Post Primary Basic Education  
 NIU-New Initiatives Unit  
 PSU-Programme Support Unit



# Output 1

## *School Operations*

*Equitable access to cost-effective primary education for children, especially girls ensured.*

## Overview

*School operations are one of the most fundamental components of BRAC Education Programme (BEP) as it involves teachers, students, staff and all field related activities. The number of schools remains at 34,000 and the period from December 2002 to May 2003 continued to observe steady progress in school operations.*

*The BRAC Non-Formal Primary Education (NFPE) programme operates three kinds of schools (see the following, along with its 11 formal schools).*

**NFPE Schools:** NFPE schools cater to children from poor families who are between 8-10 years old. These children have either never attended the formal primary schools in the country or have dropped out. The NFPE schools provide full primary education (a five year course) in four years. The teachers are mostly locally recruited females. They get necessary training before and after their induction. The NFPE Schools from Grades I to III follow the BRAC curriculum in the light of GoB competencies along with supplementary materials and teacher's guide. Government textbooks are supplemented by workbooks developed by BEP for Grades IV - V (except for mathematics).

**Basic Education For Older Children (BEOC)/KK Schools:** BEOC/KK schools have been designed for children aged 11-14 years. It provides basic education within a three years period. However, it has been decided that the KK curriculum will receive the same status as primary education – covering grades I-V over a period of four years in the future (2004-2009). This decision has been made in order to provide older children with the opportunity to complete their primary education in BRAC schools, and afterwards to pursue their secondary education in the formal schools system.

**Education Support Program (ESP) Schools:** The ESP concept engenders from the idea of reaching out to more children with a prototype of NFPE education through working with smaller national NGOs operating in the areas of Bangladesh where BEP has not extended its services. As of May 2003, BRAC supported 514 NGOs who run 3,624 schools through its Education Support Program. The Education support Program will continue to work with partner NGOs to run three-year NFPE schools. The curriculum and materials used in ESP are the same as that used in NFPE schools.

## Highlights

- In the past, BRAC students were not permitted to participate in scholarship exams. This provision was strictly confined to the formal primary school students at the end of Grade V. The Government of Bangladesh has recently approved regulations to allow BRAC Grade V students to compete with the formal primary school students in scholarship exams.
- BEOC schools have not been opened in some areas where BEP had a presence for at least 6-10 years, due to a shortage of 11- 14 years old students. Therefore, BEP had to identify new areas to open BEOC schools where the literacy rate is low and students of that age group are out of school.
- The programme has extended into the three hill districts of: Rangamati, Bandarban and Khagrachari by opening 218 schools. The majority of the students in these schools are from ethnic minority background.
- In March 2003, CIDA confirmed funding of CAD \$ 4 million, which will provide indigenous children with access to 700 Primary schools in NFPE and 125 secondary schools through Post-primary interventions. Additionally, new staff from indigenous background have been recruited, and a survey has been conducted to find potential teachers and students of a particular age group for these schools. In addition to that, other innovative work have been done under the CIDA funded projects. *For more information on the CIDA funded initiative please see outputs 3 and 4.*

### *Education For Indigenous Children (EIC) Initiative*

#### *Work done so far*

#### *Capacity Development of Staff and teachers*

- *Workshop with Batch Trainers (BTs) to revise the Basic Teachers Training Module*
- *Workshop with the Trainers to revise and finalise the Basic Teachers' Training Module for Ethnic teachers.*
- *Orientations have been held with team-in-charges (TIs) on ethnic minority issues and plan for Preparatory Phase*
- *Workshop with SIL, (Summer Institute of Linguistic) Consultant and Quality Assurance Specialists (QASs), Regional Sector Specialists (RSS) on a comprehensive plan for Preparatory Phase and Grade I in ethnic minority schools*

#### *Material Development*

- *2 books on ethnic legal rights and folk tales for Ethnic Kibory Kendros (Reading/ Centras) are being published*
- *Materials for Grades I to III are being developed by resource persons from ethnic backgrounds*
- *In co-operation with FIVDB, a Bangladeshi NGO working with indigenous communities, materials are being collected about the history and culture of indigenous communities for publication in a magazine entitled "Manush."*

- Another major highlight during this reporting period is that the government high officials like DC, DPEO, TNO, UEO have visited various components of BEP and have appreciated its overall activities. These local government officials have commented that, BEP activities complement the GoB efforts towards achieving "education for all" in the

country. The officials have shown also their interest in other BEP activities such as the Adolescent Development Programme (ADP), Continuing Education Programme, Schools for Indigenous Children as well as Pre-primary Schools for five year old children and above.

### Achievement during December'02 – May'03

*The success of an education programme is primarily conditioned on the status of teachers and students and matters related to these two performers.*

#### Students

The student related achievement of the programme depends overtly on the number of schools operating, schools reopening, students enrolled in the on-going schools and the course completed schools. Yet underlying factors such as attendance levels, female participation, ratio of girls to boys, level of learning achievement and students' numbers are no less important in gauging the success of the programme. The following data shows at a glance the status of the students at various levels during this reporting period.

*Table 1.1 presents grade wise learner's information as of May 2003*

| School<br>Type | Total<br>Schools | Grade wise learners |               |          |               |           |               |          |               |         |               | Type wise Learners |               |
|----------------|------------------|---------------------|---------------|----------|---------------|-----------|---------------|----------|---------------|---------|---------------|--------------------|---------------|
|                |                  | Grade I             |               | Grade II |               | Grade III |               | Grade IV |               | Grade V |               |                    |               |
|                |                  | Total               | % of<br>Girls | Total    | % of<br>Girls | Total     | % of<br>Girls | Total    | % of<br>Girls | Total   | % of<br>Girls | Total              | % of<br>Girls |
| NFPE           | 20695            | 139316              | 63.0          | 213078   | 64.9          | 36684     | 65.7          | 263402   | 64.2          | 38413   | 64.2          | 680893             | 64.2          |
| BEOC           | 9330             | 31685               | 67.5          |          |               | 111373    | 69.0          |          |               | 137619  | 68.8          | 280677             | 68.8          |
| BSP            | 3975             | 44850               | 72.4          | 43290    | 71.4          | 32064     | 70.8          |          |               |         |               | 119204             | 71.6          |
| Total          | 34000            | 215831              | 65.6          | 255368   | 66            | 180121    | 68.3          | 263402   | 64.2          | 158032  | 68            | 1080774            | 66.2          |

*Table 1.2 presents detailed numbers and types of schools in operation during December 2002 - May 2003*

| Particulars                   |            | Plan as per PP for June 2002 – May 2003 | BEP's Plan for June 02 – May 03 | Achievements in December 2002 to May 2003 | Remarks                                                                                                  |
|-------------------------------|------------|-----------------------------------------|---------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Schools                       | NFPE       | 21,726                                  | 21,726                          | 20,695                                    |                                                                                                          |
| Operating                     | BEOC (KK)  | 9724                                    | 9724                            | 9330                                      | Due to the shortage of 11 – 14 years old children in existing areas fewer BEOC schools have been opened. |
|                               | ESP (NFPE) | 2550                                    | 2550                            | 3975                                      |                                                                                                          |
|                               | Total      | 34,000                                  |                                 | 34,000                                    |                                                                                                          |
| Students enrolled in on-going | NFPE       | 712,613                                 | 712,613                         | 680,893                                   |                                                                                                          |
|                               | BEOC (KK)  | 291,720                                 | 291,720                         | 280,677                                   |                                                                                                          |

|                                        |              |                  |                |                  |  |
|----------------------------------------|--------------|------------------|----------------|------------------|--|
|                                        | ESP (NFPE)   | 76,500           | 76,500         | 119,204          |  |
|                                        | <b>Total</b> | <b>1,080,833</b> |                | <b>1,080,774</b> |  |
| Schools Re-opening                     | NFPE         | 6655             | 6655           | 4280             |  |
|                                        | BEOC (KK)    | 2852             | 2852           | 1068             |  |
|                                        | ESP (NFPE)   | 595              | 595            | 1495             |  |
|                                        | <b>Total</b> | <b>10,102</b>    | <b>10,102</b>  | <b>6843</b>      |  |
| Students Enrolled in Re-opened schools | NFPE         | 218,284          | 218,284        | 141,240          |  |
|                                        | BEOC (KK)    | 85,560           | 85,560         | 31,685           |  |
|                                        | ESP (NFPE)   | 17,850           | 17,850         | 44,850           |  |
|                                        | <b>Total</b> | <b>321,694</b>   | <b>321,694</b> | <b>217,775</b>   |  |
| Course Completed schools               | NFPE         | 6838             | 6838           | 5676             |  |
|                                        | BEOC (KK)    | 2669             | 2669           | 672              |  |
|                                        | ESP(NFPE)    | 595              | 595            | 495              |  |
|                                        | <b>Total</b> | <b>10,102</b>    | <b>10,102</b>  | <b>6843</b>      |  |
| Graduates                              | NFPE         | 201,858          | 201,858        | 175,249          |  |
|                                        | BEOC (KK)    | 72,063           | 72,063         | 19,494           |  |
|                                        | ESP (NFPE)   | 16,958           | 16,958         | 14,813           |  |
|                                        | <b>Total</b> | <b>290,879</b>   | <b>290,879</b> | <b>209,556</b>   |  |

### *The Ratio of Girls to Boys*

The standard ratio of girls to boys in BRAC schools is 70:30. But from the beginning of the year 2002 a slight change was seen in the ratio, which was 65:35. The ratio is still seen as 70:30 in the out reached areas whereas in the existing operating areas the ratio came down to 60:40 somewhat. Therefore, the average ratio as of **May is 66.2: 33.8**. It is a resultant of the fact that for the past few years more girls have been enrolling in schools, due to the Food For Education, Female Secondary School Stipend and finally the Primary Education Stipend Project (PESP) and other major mobilisation efforts undertaken by the Government. The country has almost achieved gender parity in terms of enrolment in Grade I.<sup>1</sup> In the first half of the year, the total number of reopening schools for NFPE, BEOC and ESP was 4,280, 1,068 and 1,495 respectively.

### *The Status of Schools in Different Grades*

Each BRAC school starts from Grade I and ends after the completion of Grade V. The average number of students in each class is 30-33. Table 1.3 shows the percentages of schools from Grades I – V and table 1.4 shows details regarding schools in Grades IV and V.

*Table 1.3 indicates grade wise on-going schools as of May 2003*

| School type                                | Total School | Grade |      |      |      |     |
|--------------------------------------------|--------------|-------|------|------|------|-----|
|                                            |              | I     | II   | III  | IV   | V   |
| <b>NFPE (Non-Formal Primary Education)</b> | 20695        | 4280  | 6458 | 1113 | 7983 | 861 |

<sup>1</sup> Various field surveys conducted by the programme & Education Watch report entitled Renewed Hope Daunting Challenges – State of Primary Education in Bangladesh 2001.

|                                                           |              |             |             |             |             |             |
|-----------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|
| <b>BEOC</b> ( <i>Basic Education for Older Children</i> ) | 9330         | 1068        | -           | 3707        | -           | 4555        |
| <b>ESP</b> ( <i>Education Support Programme</i> )         | 3975         | 1495        | 1410        | 1070        | -           | -           |
| <b>Total</b>                                              | <b>34000</b> | <b>6843</b> | <b>7868</b> | <b>5890</b> | <b>7983</b> | <b>5416</b> |
| <b>% of total</b>                                         |              | 20.1        | 23.1        | 17.3        | 23.5        | 15.9        |

Table 1.4 presents grade IV and V Schools as of May 2003

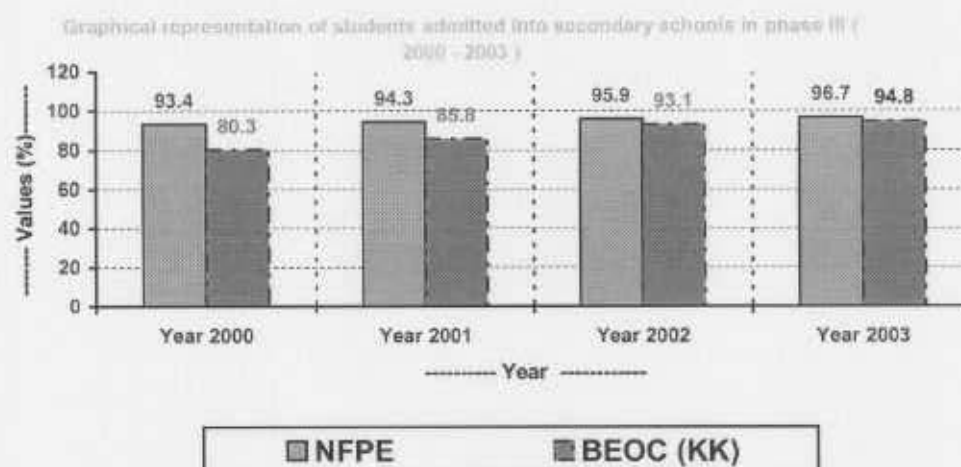
#### Operation of BRAC Schools at Grades IV & V

| School type | Level | Number of Schools | Enrolment | Female Enrollment (%) |
|-------------|-------|-------------------|-----------|-----------------------|
| NFPE        | IV    | 7,983             | 263,398   | 64.2                  |
|             | V     | 861               | 28,413    | 64.2                  |
| BEOC        | IV    | -                 | -         | -                     |
|             | V     | 4,555             | 137,619   | 68.8                  |

#### Progression of BRAC Graduates in the Secondary Schools

During Phase III, the percentage of graduating students who have completed grade V and progressed to secondary schools has gradually increased between 2000 and 2003 as shown in figure 1.1. The percentage of female graduates enrolling in formal schooling has continued to be slightly higher than that of male graduates (94.7% of girls in 2002 compared to 93.9% of boys AMR, 2002).

Figure 1.1 shown below is a graphical representation of graduates progressing in the secondary schools



#### Stipend for the BRAC School Graduates in Secondary Schools

After graduating from BRAC schools, students are encouraged to enroll in the secondary schools. BEP has been providing scholarships to meritorious children who are from poor families. This programme was introduced in 2002 according to the recommendations made by the MTR in 2001. In this reporting period, this scheme provided more than 12370 secondary students with

scholarships. Amongst them, 4442 (35.9%) are from mainstream Bengali society, 5150 (41.6%) are from indigenous background, and 2778 (22.5%) are students with disabilities. The ratio of girls to boys privileged by the scholarship is 71.4%:28.6%. The selection of scholarship recipients reflects BRAC's philosophy of supporting poorly served segments, thus contributing to the overall development process. Regular attendance is a pre-requisite to receive the stipend.

*Table 1.5 presents a summary of the number of students from various backgrounds who received scholarships.*

| Summary report on scholarship 2003        | Total | % of total |
|-------------------------------------------|-------|------------|
| Total students from Bengali background    | 4442  | 35.9       |
| Total students from indigenous background | 5150  | 41.6       |
| Total students with disabilities          | 2778  | 22.5       |
| Total students                            | 12370 | 100        |

### Teachers

Competent and skillful teachers are essential for the success of the education programme. In this regard it is beyond saying that teachers' capacity development is an essential part of the Programme.

Most of the teachers in BRAC schools are females, which reflect BRAC's philosophy of gender parity. They have about 10 years of school qualification and are recruited from the local community. The teachers should be between 18-35 years old, she/he should have good communication and presentation skills, reside nearby the school, have an interest in working with children and, above all, should be able to dedicate a reasonable amount of her time to school.

*Table 1.6 shows number of teachers with the ratio of females to males as of May 03*

|                                      |           |
|--------------------------------------|-----------|
| Number of teachers                   | 33655     |
| Ratio of Female to Male teachers (%) | 98.3: 1.7 |

### Training

Prior to the beginning of each school every teacher receives 12 days of basic training. Teachers are also provided with one-day monthly refreshers (from grade I to V). In addition, a six-day refresher is provided to the teachers at the beginning of each grade, which is called the grade promotion refresher. There are also needs-based special refreshers held at definite intervals. *The trainings, which were provided to the teachers during this period is mentioned under output 2.*

### Teacher Certification

As noted in previous reports, BRAC's NFPE teacher's certification, in collaboration with other institutions (e.g. Open University, etc.), was introduced as a pilot project. BEP has experimented with providing 600 NFPE / KK teachers (hired between 1985-1994) with the opportunity to earn their Secondary School Certificate (SSC) through distance education at Open University. BRAC is paying 75% (taka 1500 / US \$25) of the cost of tuition for the two-year course, which requires

teachers to attend a tutorial every Friday. BRAC is encouraging these teachers to earn their SSC qualifications given that their employment depends on the availability of students in the next cycle. SSC certification gives these teachers a better chance of getting employment after leaving BRAC and gives the opportunity to study for those who have missed it due to early marriage and other reasons. Moreover, BRAC also expects that the teachers' studies might have an impact on their teaching in BRAC schools. In this period the number of the teachers approved for these stipends are 1466 and 473 for SSC and Higher Secondary Certificate (HSC) examinations respectively.

It should be noted that in the last reporting period teachers were given stipends for SSC exams only. In this period, eligible teachers are able to get a scholarship for the HSC examination. The table below reflects the teacher certification status of this reporting period.

*Table 1.7 presents Teacher Certification*

| Explanation on report                                                                                                                        | Total approval | % admitted    | % of appeared in the examination |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|----------------------------------|--|--|--|
| For SSC Certification                                                                                                                        | 1466           | 71.4*         | 61.0**                           |  |  |  |
|                                                                                                                                              |                |               |                                  |  |  |  |
| * The remaining 28.6% of candidates will be admitted in the January 2004 session                                                             |                |               |                                  |  |  |  |
| ** The remaining 39.0% of candidates will be appearing in the examination that is scheduled to be held in Nov/Dec. 2003                      |                |               |                                  |  |  |  |
|                                                                                                                                              |                |               |                                  |  |  |  |
| For HSC Certification                                                                                                                        | 473            | Under process |                                  |  |  |  |
| ▪ In the case of HSC applicants, the maximum number of candidates who have received approval will be admitted in the September 2003 session. |                |               |                                  |  |  |  |

### ***Training Course for Quality Assurance Specialists***

During this reporting period, a fair proportion of staff have been promoted as QASs. These newly promoted QASs need more professional development training in terms of their role, their contribution to quality and assurance of quality in BRAC schools. Keeping this in mind a training course has been designed which was conducted by a consultant. The TORs ask that the role of the QASs be defined, that the skills required for providing quality support, training and supervision in the programme be developed and that consideration be given to how quality control can be intensified in the field of operation. The course was designed to meet their needs and was flexible enough to changing circumstances. The course was divided into two halves. In the first half, the QASs identified the needs of the training and the problems in BEP's existing quality assurance process. Additionally they also identified the steps to overcome these problems. Then they were assigned field studies. The second half of the course was therefore concentrated on analysis of the findings of the field studies, synthesis of ideas, and the drawing up of action plans. Indicators of quality in several areas including pedagogy were identified during this phase. At the end, a final job description and an outline appraisal system was completed. It is hoped that the action research reports will contribute significantly to understanding the demands of the classroom and the needs of the teacher.

### ***The Field Operation***

The Programme Manager under the direct supervision of the Program Head (PH) is responsible for smooth field operation. There are three areas under the Field Operation Unit:

1. School Operation and Management
2. Quality Improvement
3. Logistics and supplies

This unit supervises the activities of the Regional Managers (RMs). Planning of school openings with RMs occurs under the guidance of the Programme Head (PH). The PH is assisted by the Program Manager in the assessment, deployment and promotion of the staff. Regular monthly meetings also take place with the RMs. This bridges the flow of information between the Head Office and field. The Programme Manager is responsible for supervision of the activities of school operations through the RMs. S/he takes part in BEP's policy planning with the Programme Head.

One Sector Specialist (SS) is responsible for coordinating matters related to Quality Assurance. Currently there are 40 Quality Assurance Specialists across Bangladesh. The role of Quality Assurance Specialists includes ensuring the pedagogical performance of the staff and teachers, monitoring the learning achievement of the children and liaising with EDU in an effort to bridge the information gap between the head office core group and the field. The Quality Assurance Specialists (QAS's) post was specifically designed to ensure the quality of the pedagogic aspects of the programme. 40 QASs (formerly called QMs) were developed in Phase III. QASs were given a combination of pedagogic and management training, and they are vital in linking the field with the Head Office Education Development Unit. They were directly involved with the Master Trainer (MT) and Batch Trainer (BT) developing process. At the same time, the negotiated dialogue often leads to innovative solutions or changes that they bring back with them to the field.

Another Senior Manager is responsible for providing logistic support. Under her, the two-member team ensures that teaching and learning materials are provided on time from the field offices. They prepare materials distribution plan and submit it to the BRAC procurement department for purchase and delivery of the materials as needed.

The Sector Specialist being responsible for Capacity Development Unit (CDU) coordinates the activities of CDU with field operations. Under her guidance a small group deals with the BRAC training division to develop appropriate training modules for staff and teachers, and to prepare training plans. According to the plan, the BRAC training division provides training.

There are 510 team offices across the country through which BEP operates. A total of 510 team offices are divided into 40 regions with each region having its own RM. Regional Managers are selected from the experienced Quality Assurance Specialists. This is because the QASs are usually from the most competent Team-in-charges (TIs) and they receive orientation and experience specifically on pedagogy and matters related to improving quality at the school level. The Regional Managers (RMs) are reportable to the Programme Manager and are the senior most people at the field level. Their duties include supervising the programme, planning new school openings, developing staff members, monitoring the schools and overseeing finances and all local level material purchases. They supervise the activities at the team level, take part in teachers' recruitment, supervise the TIs activities and conduct meetings with POs and TIs. They participate in monthly meetings at the Head office (HO). The RMs are assisted by the QAS. In addition, RMs provide support to field operations through continuous information on the performance of existing staff for further capacity development.

The Team-in-charges (TIs) also come from the ranks of Program Organisers (POs), with at least two years of experience in the BEP programme. They are responsible for planning and implementation of school opening, task distribution among POs, developing quality of the POs, regular monitoring and follow-up programme activities, supervision of PO activities and conducting refresher courses along with the POs, etc. The TI's team consists of 6 to 7

Programme Organisers. As of May 2002, the number of TIs stands at 443. Some TIs are responsible for two teams.

Program Organisers (POs) are recruited and trained to become first-line supervisors of the teachers and of the schools. They visit all the schools in their areas at least twice weekly. Attending and reporting on monthly parent meetings and conducting the monthly teacher training sessions are some of their other duties. POs are also responsible for selection of villages to open schools, students survey, identifying suitable persons from the locality for teachers, arranging school houses, distributing school materials among the teachers, and above all, for providing support to the teachers under his/her supervision in running schools smoothly. As of November 2002, the total number of POs are 2432.

Master Trainers (MTs) are selected from the ranks of Programme Organisers. Experienced and new staff who demonstrate skills in a specific subject were provided special training to enhance their skills as Master Trainers. MTs were made responsible for providing assistance related to subject teaching in Math, English and Social Studies to the teachers and other staff at the local level. Those who are natural communicators, are articulate and well accepted by teachers are selected as MTs.

Batch Trainers (BTs) are created from teachers who demonstrate a clear understanding of a subject, can identify the strengths and weaknesses of pupils and are good communicators. These individuals are made responsible for developing average teachers through refresher training sessions. Batch Trainers are responsible for working with about 15-20 teachers in their own batch and implementing new techniques and ideas in their own schools.

Teachers who have taught at least two cycles in BRAC schools and who showed the necessary qualities are selected as Resource Teachers (RTs). They perform their duties as POs. RTs are also developed as Master Trainers for subjects. They are also asked to work closely with weaker teachers.

### ***Staffing and Supplies***

Field staff plays a key role in sustaining the operations of BRAC schools in terms of management and supervision. The wide-ranging management and intensive supervision structure of BEP has enabled it to operate schools in such a large magnitude while retaining its standard level of quality and service delivery. In October 2002, BEP decided to recruit women with HSC qualification at the local level for supervising schools, Adolescent Centres and for supervising Pre-primary schools. This recruitment policy has increased the number of women staff from 51.5% as of the last reporting period to 59.2% by May 2003.

During the period of December 2002 to May 2003, there was a total of 33,655 teachers for 34,000 schools. The reason for the variation is that 345 teachers were teaching double shifts.

The number of team offices and regional offices stands at 510 and 40 respectively. Texts and supplementary materials amounting to 1,114,774 have been supplied for learners and teachers. More supplies have been added for students such as erasers, scales, crayons and exercise books etc. Major items are supplied following strict rules and in coordination with BRAC's Procurement Department. More purchasing at the central level provides scope for buying higher standard of materials.

Table 1.8 Teachers, staff and books required for operating area and team offices

| Particular                                                    | Plan as per PP for Jan-Dec 2002 | BEP's Plan for Jan-Dec 2002 | Achievements in December 2002 to May 2003 |
|---------------------------------------------------------------|---------------------------------|-----------------------------|-------------------------------------------|
| Teacher                                                       | 34,000                          | 34,000                      | 33,655 <sup>2</sup>                       |
| Staff                                                         | 3560                            | 3544                        | 6993 <sup>3</sup>                         |
| Regional offices                                              | 68                              | 37                          | 40                                        |
| Team offices                                                  | 425                             | 505                         | 510                                       |
| Book supplies<br>(according to number of children & teachers) | 1,115,833                       | 1,115,930                   | 1,114,774                                 |

### Quality Checks

#### *Developing Standardized School Assessment System for BRAC Education Programme- By BEP*

Developing standardized school assessment system for BEP is an ongoing project which started in April 2002. This project is a collaborative action research, which has already finished its initial stage. At the preliminary stage, QASs and Monitors were involved in developing a grading system, which could be implemented by both parties for school assessment. Under this project, four workshops had been conducted with QASs to ensure the active participation of implementers and to build their capacity to comprehend the newly developed grading system in field level. The details of these workshops are as follows;

#### **1<sup>st</sup> workshop on Bloom's Taxonomy of Educational objectives**

The first training was conducted on Bloom's taxonomy of educational objectives. This training was for developing the capacity of QASs' in the base of assessment.

#### **2<sup>nd</sup> workshop on writing learning outcome**

This training was a continuity of the 1<sup>st</sup> one. It is the application part of the bloom's taxonomy of educational objectives. Through this training the project intended to build up the capacity of the QAS in writing learning outcome properly.

#### **3<sup>rd</sup> workshop on questioning**

The training was conducted in three consecutive sessions. This training was intended to promote the technique of developing good test items for question bank concentrating the learning outcome of the lesson. Several techniques were discussed and job aids regarding this purpose were served to the participants.

#### **4th workshop on quality education**

This workshop was conducted with QASs and more intensely with monitors. Monitors were involved in this process actively; they were the agency of piloting the grading policy in the field level. After piloting the preliminary grading manual, it has merged with the newly developed

<sup>2</sup> 345 teachers are conducting double shifted classes.

<sup>3</sup> Including service staff (Office Assistance, Cook)

Project Staff (Program Assistance, Pathagar Supervisor, Kishori Supervisor, Resource Teachers)

draft monitoring source book. The final monitoring source book will be published after incorporating the comments on the draft. Final monitoring source book will be published in two versions, the popular version will be available for every staff and teachers of BEP and the technical version will be provided to the BEP monitors and QAS.

## EDUCATION SUPPORT PROGRAMME (ESP)

Three main developments have taken place within the ESP during the last six months, viz:

1. Consolidation of the expansion plans outlined in the last Progress Report.
2. Making plans for further expansion due to additional support from NORAD.
3. An external review of ESP made in February-March 2003.

All three have given added impetus to the work of ESP, first by enlarging the coverage and scope of its activities and, second by providing the first detailed insight into the management and operation of the programme to assess its strengths and weaknesses and to make practical recommendations for its further improvement.

### Expansion Plans

As planned, the number of partner NGOs was increased from 313 to 514 in the first quarter of 2003 and the number of ESP schools increased from 2,975 to 3,975. In effect the increase was implemented by allocating five schools to each of the two hundred new partner NGOs.

The ESP now operates schools in 59 Districts compared with 60 as previously, due to the dropout of the one partner NGO who was working in Chapai Nawabganj. However, the geographical coverage of the programme has increased from 196 to 249 upazilas. Much of this recent expansion has been in the more remote parts of Bhola, Thakurgaon, Panchagarh, Habiganj and Kishorganj Districts thus adding to the earlier expansion in similar remote areas in the Chittagong Hill Tracts, coastal chars and islands, and the various chars on the Jamuna, Padma and Meghna rivers. Coverage has also been extended to ethnic minority groups. ESP has formed partnerships with another four NGOs headed by ethnic minorities to administer 35 schools in Natore, Rajshahi, and Moulvi Bazaar Districts plus two more NGOs to open 20 schools in the Chittagong Hill Tracts. By May 2003 there were 185 ESP schools in the Chittagong Hill Tracts enrolling 4,550 Pahari children (the Paharis form over 50% of the twelve ethnic groups in this area).

The expansion programme has now been given a further boost through additional support from NORAD (funding outside NFPE III DC). Just before the end of this reporting period NORAD confirmed its intention to provide up to NOK 14 million (BDT 115.3 million) to support another 1,500 ESP schools. Although these funds are being provided outside the NFPE III umbrella, they are to be used within the time frame of the NFPE III programme - i.e. by end May 2004. Due to this time limitation the most practical way to implement this additional assistance is by increasing the school allocation to existing partner NGOs. Thus, under this expansion, the number of ESP schools is being increased from 3,975 to 5,475 while the number of partner NGOs remains at 514.

The Table and Map on the following three pages show that the geographical distribution pattern for ESP schools that was given in the last Progress Report will be further strengthened by these developments i.e.

- The South-West of the country (Map Area 3, with 1,340 schools)) will continue to be the largest single area for ESP schools
- Two-thirds of all ESP schools will continue to be located in four of the nine geographical areas depicted on the map (Areas 1, 2, 3, and 6). Together they will have 3,605 schools.

Please see the following pages for ESP distribution table followed by the area maps

**DISTRIBUTION OF ESP SCHOOLS: Existing Plus NORAD Funded**

|                                  | Number of<br>Partner NGOs | Number of Schools<br>Additional |            |             |
|----------------------------------|---------------------------|---------------------------------|------------|-------------|
|                                  |                           | Existing                        | (NORAD)    | TOTAL       |
| <b><u>Area 1: NW</u></b>         |                           |                                 |            |             |
| Gaibandha                        | 15                        | 125                             | 40         | 165         |
| Dinajpur                         | 14                        | 100                             | 45         | 145         |
| Thakurgaon                       | 10                        | 65                              | 40         | 105         |
| Rangpur                          | 9                         | 65                              | 35         | 100         |
| Lalmonirhat                      | 6                         | 45                              | 20         | 65          |
| Panchagarh                       | 7                         | 45                              | 20         | 65          |
| Nilphamari                       | 4                         | 30                              | 15         | 45          |
| Kurigram                         | 3                         | 20                              | 15         | 35          |
| Sub-total                        | <b>68</b>                 | <b>495</b>                      | <b>230</b> | <b>725</b>  |
| <b><u>Area 2: W. Central</u></b> |                           |                                 |            |             |
| Sirajganj                        | 15                        | 135                             | 35         | 170         |
| Bogra                            | 14                        | 115                             | 35         | 150         |
| Pabna                            | 13                        | 100                             | 45         | 145         |
| Rajshahi                         | 11                        | 75                              | 45         | 120         |
| Natore                           | 9                         | 70                              | 25         | 95          |
| Naogaon                          | 7                         | 60                              | 20         | 80          |
| Joypurhat                        | 7                         | 50                              | 30         | 80          |
| Sub-total                        | <b>76</b>                 | <b>605</b>                      | <b>235</b> | <b>840</b>  |
| <b><u>Area 3: SW</u></b>         |                           |                                 |            |             |
| Jessore                          | 19                        | 165                             | 45         | 210         |
| Satkhira                         | 14                        | 110                             | 40         | 150         |
| Kushtia                          | 13                        | 105                             | 40         | 145         |
| Faridpur                         | 13                        | 100                             | 40         | 140         |
| Jhenaidah                        | 13                        | 105                             | 30         | 135         |
| Khulna                           | 12                        | 90                              | 35         | 125         |
| Rajbari                          | 10                        | 75                              | 35         | 110         |
| Narail                           | 9                         | 75                              | 25         | 100         |
| Bagerhat                         | 7                         | 55                              | 20         | 75          |
| Meherpur                         | 6                         | 35                              | 20         | 55          |
| Magura                           | 5                         | 25                              | 25         | 50          |
| Chuadanga                        | 5                         | 25                              | 20         | 45          |
| Sub-total                        | <b>126</b>                | <b>965</b>                      | <b>375</b> | <b>1340</b> |
| <b><u>Area 4: N Central</u></b>  |                           |                                 |            |             |
| Tangail                          | 22                        | 180                             | 75         | 255         |
| Jamalpur                         | 11                        | 95                              | 20         | 115         |
| Mymensingh                       | 8                         | 65                              | 25         | 90          |
| Sherpur                          | 8                         | 70                              | 15         | 85          |
| Netrakona                        | 5                         | 45                              | 20         | 65          |
| Sub-total                        | <b>54</b>                 | <b>455</b>                      | <b>155</b> | <b>610</b>  |

|                          | TOTAL        | Existing    | Additional<br>(NORAD) | TOTAL       |
|--------------------------|--------------|-------------|-----------------------|-------------|
| <b>Area 5: Central</b>   |              |             |                       |             |
| Kishoreganj              | 11           | 75          | 45                    | 120         |
| Brahmanbaria             | 10           | 75          | 25                    | 100         |
| Gazipur                  | 1            | 10          | 5                     | 15          |
| Dhaka                    | 1            | 10          | 0                     | 10          |
| Narayanganj              | 1            | 10          | 0                     | 10          |
| <b>Sub-total</b>         | <b>13</b>    | <b>105</b>  | <b>30</b>             | <b>135</b>  |
| <b>Area 6: S Central</b> |              |             |                       |             |
| Barisal                  | 11           | 85          | 25                    | 110         |
| Pirojpur                 | 9            | 70          | 35                    | 105         |
| Gopalganj                | 11           | 75          | 25                    | 100         |
| Shariatpur               | 9            | 85          | 15                    | 100         |
| Madaripur                | 7            | 45          | 30                    | 75          |
| Bhola                    | 8            | 40          | 30                    | 70          |
| Barguna                  | 6            | 45          | 20                    | 65          |
| Jhalakati                | 4            | 40          | 15                    | 55          |
| Patuakhali               | 2            | 10          | 10                    | 20          |
| <b>Sub-total</b>         | <b>67</b>    | <b>495</b>  | <b>205</b>            | <b>700</b>  |
| <b>Area 7: NE</b>        |              |             |                       |             |
| Habiganj                 | 10           | 65          | 25                    | 90          |
| Moulvibazar              | 10           | 65          | 15                    | 80          |
| Sylhet                   | 6            | 40          | 25                    | 65          |
| Sunamganj                | 4            | 25          | 15                    | 40          |
| <b>Sub-total</b>         | <b>30</b>    | <b>195</b>  | <b>80</b>             | <b>275</b>  |
| <b>Area 8: E Central</b> |              |             |                       |             |
| Comilla                  | 12           | 90          | 35                    | 125         |
| Noakhali                 | 8            | 100         | 15                    | 115         |
| Laxmipur                 | 6            | 45          | 15                    | 60          |
| Chandpur                 | 4            | 35          | 10                    | 45          |
| <b>Sub-total</b>         | <b>18</b>    | <b>180</b>  | <b>40</b>             | <b>220</b>  |
| <b>Area 9: SE</b>        |              |             |                       |             |
| Chittagong               | 14           | 110         | 30                    | 140         |
| Rangamati                | 11           | 80          | 0                     | 80          |
| Khagrachari              | 8            | 65          | 10                    | 75          |
| Cox's Bazar              | 5            | 30          | 25                    | 55          |
| Bandarban                | 3            | 30          | 5                     | 35          |
| <b>Sub-total</b>         | <b>41</b>    | <b>315</b>  | <b>70</b>             | <b>385</b>  |
| <b>TOTAL (All Areas)</b> | <b>516**</b> | <b>3975</b> | <b>1500</b>           | <b>5475</b> |

\*\* Two NGOs - VPKA and BAWPA - each cover two districts

**N.B.** For visual view of the geographical areas used in this Table see the map overleaf

## Area Map

## Review of ESP

In response to a decision taken at the March 2002 DCM an in-depth review of ESP was carried out from 3 February to 4 March 2003 to identify the strengths and weaknesses of the programme, its effectiveness and efficiency and to recommend its future course of actions.

The overall conclusion of the review was positive: that ESP has achieved a large measure of success in reaching out-of-school children, and that it has clearly demonstrated that the NFPE model can be disseminated through partner NGOs. However, for building on this success and making fuller use of the critical mass of programme staff (Regional Managers and PO-TSSs) that has been created, the Review Team recommended that immediate attention should be focused on the following measures before ESP embarks on further expansion:

- Clarify the vision and objectives of ESP related to the kind of partnerships wanted and the kind of underserved areas to be included in the programme.
- Undertake school mapping of ESP and BEP and, if possible, GOB schools, in order to prioritise the geographical areas for future expansion and develop regional strategic plans.
- Undertake training of staff in strategic planning and results based management.
- Develop a five-year strategic plan for NFPE IV with an LFA that articulates outcomes, outputs and indicators for measuring progress towards expected results.
- Develop and implement a plan for decentralisation of ESP, specifying roles and responsibilities of all staff and delegation of decision-making power.
- Address quality assurance issues through (a) revisions to existing training programmes before training new batches of teachers and POs, and (b) standardisation of assessment tools for pupil and teacher performances.
- Strengthen the existing management systems with a focus on improving communication, reporting, monitoring, planning and assessment.

The Review Team also made recommendations on a wide range of other issues for the longer-term development of ESP. These more detailed findings and recommendations are summarised in Annex 2 of this report

ESP has responded by drawing up an Implementation Chart (see overleaf) that incorporates most of the above key recommendations. The programme of work envisaged gives prominence to identifying areas for closer collaboration with BEP, MIS and other units in BRAC; defining job responsibilities for key staff; strategic planning; reviewing criteria for selection of partner NGOs; financial planning; school mapping; and training. In the two months since the Review a start has been made on the first four items listed.

---

**Formal Schools**

---

This teaching programme consists of a six-year schooling cycle ranging from Pre-primary to Grade V.

With respect to BRAC's commitment to 'Education for All' and the belief that children with Special needs should be included in mainstream as a pilot scheme was developed in partnership with Helen Keller International. In January 2002, BEP signed an agreement with HKI to pilot an inclusion program in two formal schools. The commitment and enthusiasm of teachers has been key to the success of the pilot. In the previous reporting period, since HKI did not maintain its commitment BEP was on its own. And till this reporting period it has not changed its track as it feels that such initiatives could be expanded to the other non-formal schools for providing inclusive education for children with disabilities.

# Output 2

## *Capacity Development*

*Pedagogic skills of teachers and staff (supervisory), and supervisory skills of staff are developed, updated and in use.*

### Overview

*The role of the Capacity Development Unit of BEP is to facilitate and coordinate the professional development of BEP staff / teacher and adolescents. CDU coordinates and endorses appropriate training and workshops for EDU, Pre-primary Unit, and ADP on a continuous basis. In addition, it conducts both long and short-term essential and appropriate trainings in its attempt to increase and improve the skills level and quality of skills of BEP programme staff.*

### Achievements during December 2002 –May 2003

During the period of December 2002 to May 2003, the following training and courses took place:

- A fair proportion of staff were promoted as Quality Assurance Specialists (QASs). A training course was designed to provide professional development training to the QASs. The course covered the following areas:
  - Recognizing what quality is in a classroom situation
  - Understanding the educational theory or learning that underline the development of indicators of quality
  - Acknowledging the minimal level of resources that are required before quality education can be considered
  - Planning the required training and supervision required in order to innovate and sustain new methodologies in the classroom
  - Recognising the role of the QASs and others in this process.
- EDU's Curriculum Group conducted a workshop with TARC trainers to modify the modules on specific-subject for Pedagogy Management Course (PMC)-1, PMC-2 training in February 2003. Later on orientation training has been organised for the trainers.
- Curriculum Group has been providing different subject based workshops and training to the QASs and the subject core group MTs. *(For further details please see Annex 1)*
- ADP's staff capacity has also been developed through training. Twelve new training modules were created towards the end of last year by a team of 10 Training and Resource Centre (TARC) trainers and a senior member from the ADP Capacity Group. The modules were modified and finalised after being tested in the field. Following are the latest ADP training modules based on the modified version.

| Sl.no | Training Name                              | Participant                    | venue |
|-------|--------------------------------------------|--------------------------------|-------|
| 1.    | Basic training on Kishori Kendro           | Kishori Netri, RSS, PS, KS     | TARC  |
| 2.    | Basic training on APON Social Skill        | Kishori Netri, RSS, PS, KS, AM | TARC  |
| 3.    | Basic training on APON Economic Life skill | Kishori Netri, RSS, PS, KS, AM | TARC  |
| 4.    | Operation Management course for ADP staff  | RSS, PS, KS                    | TARC  |
| 5.    | Communication skill Development training   | RSS, PS, KS                    | TARC  |

- During the reporting period the group (ADP) also developed the facilitators guide and the participants' copy for Economic Life Skills Project (details of this is given in the ADP section, output 4).
- A series of workshops with adolescents were held to receive feedback for improving APON materials. The updated material will be offered to both girls and boys.
- An adolescent (girl) from Tangail attended the International conference on Safe water and Sanitation for the future in Kyoto, Japan.
- The Programme Organisers who are involved in PRIME activities were provided with an orientation of three days. Besides this a series of orientation courses for the Upazila Managers (UMs) with the development of communication skills, communicative English and computer literacy were provided.
- A BEP staff member has received seven months of training as a Webmaster.
- The BEP monitors attended a three-day workshop to assess the need for future training. As monitors, all EDU and Capacity Development Unit (CDU) staff members have also attended a workshop on need assessment of curriculum development.
- Two BEP staff are doing one year long MA courses at the University of London UK (under TCT award funded by DFID) for the session Sept 2002-Sept. 2003. During the reporting period, another two senior staff members have been selected for one year long courses (award funded by AKF/CIDA).

#### Training Achievements against 2002 - 2003 Work Plan

| Particulars of Training and Refresher Courses | Participants | Duration (days) | BEP's Work Plan June 2002 -May' 2003 | Achievements in December 2002 to May 2003 |
|-----------------------------------------------|--------------|-----------------|--------------------------------------|-------------------------------------------|
| Basic/ Foundation training                    | PO           | 6               | 234 + new staff                      | 180                                       |
| Operational Management course (OMC) – 1       | PO, RT       | 6               | 368 + new staff                      | 160                                       |
| Operational Management Course (OMC) – 2       | TIC          | 12              | 180                                  | 50                                        |
| Pedagogy Management Course (PMC) – 1          | PO           | 12              | –                                    | –                                         |
| Pedagogy Management course (PMC) – 2          | PO           | 12              | –                                    | 24                                        |
| Pre-Service training                          | PO           | 3 days          | –                                    | 52                                        |

| Particulars of Training and Refresher Courses | Participants                        | Duration (days) | BEP's Work Plan June 2002 -May' 2003 | Achievements in December 2002 to May 2003 |
|-----------------------------------------------|-------------------------------------|-----------------|--------------------------------------|-------------------------------------------|
| In-Service training                           | PO                                  | 6days           | —                                    | 30                                        |
| Communicative English course                  | Monitor                             | One month       | —                                    | 31                                        |
| Other Trainings                               | PO, TIC, RM                         | 3               | 180                                  | 23                                        |
| GQAL                                          |                                     |                 | 500                                  |                                           |
| Team building                                 | TIC, PO, RT, QM, RM,                | 2               | 500                                  | 10                                        |
| BRAC Values and Culture                       | Sr. PO, Monitors, Higher Management |                 | 25                                   |                                           |
| Gender & sustainable Development              | PO, TIC                             | 6 days          | 50                                   |                                           |
| Organisational development                    | PO                                  | 3 days          | 920                                  |                                           |
| Staff orientation for Pre-primary schools     |                                     |                 |                                      |                                           |
| Subject based MT                              | TIC<br>PO<br>RT                     | 6 days          | MT:                                  | MT:360                                    |
| MT Workshop & Refresher Workshop Refreshers   | TIC<br>PO<br>RT                     | 1-3 days        | —                                    | 866                                       |
| TIC Training & Workshop                       | TIC                                 | 2 days          | —                                    | 38                                        |
| Financial orientation                         | TIC                                 | 2 days          | —                                    | 84                                        |
| QAS Workshop                                  | QAS                                 | 2 days          | —                                    | 47                                        |
| Special Workshop                              | Staff                               | 3days           | —                                    | 20                                        |
| Staff workshop on assessment                  | QM/ Core group MTs                  | 6 days          | Rest core group MTs                  | —                                         |

| Particulars of Training and Refresher Courses                                         | Participants                        | Duration (days) | BEP's Work Plan June 2002 -May' 2003 | Achievements in December 2002 to May 2003 |
|---------------------------------------------------------------------------------------|-------------------------------------|-----------------|--------------------------------------|-------------------------------------------|
| Subject based training for non MTs<br><br>Subject based general workshop & refreshers | PO                                  | 6 days          | —                                    | 99                                        |
|                                                                                       | Staff                               | 1-3 day         | —                                    | 1694                                      |
| NGO Leadership And Management Course                                                  | RM                                  | 8 months        | —                                    | 3                                         |
| Technical co-operation training                                                       | Sr. Material Development specialist | 1 year          | 2                                    | —                                         |
|                                                                                       |                                     | 3-6 months      | 1                                    |                                           |

### Training Achievements against 2002 - 2003 Work Plan

#### PRIME & Pre-Primary

| Particulars of Training and Refresher Courses | Participants | Duration (days) | Achievements in December 2002 to May 2003 |
|-----------------------------------------------|--------------|-----------------|-------------------------------------------|
| Pre-primary Basic training                    | KS           | 6               | 1273                                      |
| Pre-primary Basic training                    | Teacher      | 6               | 14690                                     |
| In-Service training                           | PS           | 6               | 352                                       |
| In-Service training                           | KS           | 6               | 933                                       |
| Training on pre-primary                       | RSS          | 3               | 38                                        |
| TOT on pre-primary                            | PS           | 6               | 317                                       |

### Training Achievements against 2002 - 2003 Work Plan

#### Post-Primary Basic and Continuing Education (PACE)

| Particulars of Training and Refresher Courses           | Participants                                                  | Duration (days) | BEP's Work Plan June 2002 -May' 2003 | Achievements in December 2002 to May 2003 |
|---------------------------------------------------------|---------------------------------------------------------------|-----------------|--------------------------------------|-------------------------------------------|
| Foundation training on Library                          | PO(PACE)                                                      | 9               | 20                                   | 22                                        |
| Orientation on PACE                                     | PO(PACE)                                                      | 3               | —                                    | 118                                       |
| Basic training on library Operation                     | Librarian                                                     | 12              | 130                                  | 130                                       |
| Refreshers on Library                                   | Librarian                                                     | 5               | —                                    | 162                                       |
| Committee orientation                                   | Committee members                                             | 1               | 100 Library                          | 584 Participants                          |
| Basic training on Mobile Library                        | Assistant Librarian                                           | 5               | —                                    | 50                                        |
| Workshop on Mobile library                              | Assistant Librarian                                           | 1               | —                                    | 19                                        |
| Advance training on Computer                            | Librarian                                                     | 16              | —                                    | 14                                        |
| IT workshop                                             | Librarian                                                     | 1               | —                                    | 23                                        |
| Advance IT Course                                       | PO                                                            | 3 months        | —                                    | 6                                         |
| Workshop excellent Union Library                        | Librarian                                                     | 1               | —                                    | 45                                        |
| Subject based teachers Training English (Module1)       | Teachers of high school                                       | 18              |                                      | 84 (Including 15 pilot schools teachers)  |
| Subject based teachers Training Math (Module 1)         | Teachers of high school                                       | 18              |                                      | 152                                       |
| Workshop on development Of Post primary basic education | Head teacher,Assistant headTeacher,SMC Chairman &Vice-hairmam | 3               |                                      | 492 (Including 30 pilot schools teachers) |

*Breakdown of Staff Special Training plans to take place during December 20002 - May 2003*

| Subject        | Staff to receive MT training/ workshop                 | Number of MTs to receive refreshers/worksh ops (2 days) | Achievements in December 2002 to May 2002     |
|----------------|--------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------|
| Mathematics    | MT workshop :<br>MT workshop :<br>MT training :<br>242 | 350                                                     | Training :136<br>Refreshers & workshops : 218 |
| English        | MT workshop :<br>MT workshop :<br>MT Training :<br>282 | 310                                                     | Training :104<br>Refreshers & workshops :108  |
| Social Studies | MT workshop :<br>MT workshop :<br>MT Training :<br>232 | 300                                                     | Training :26<br>Refreshers & workshops :234   |
| Bengali        | MT workshop :<br>MT workshop :<br>MT Training :<br>262 | 410                                                     | Training : 94<br>Refreshers & workshops : 177 |
| Social Science | MT workshop :<br>MT workshop :<br>MT Training :<br>263 | 400                                                     | Training :<br>Refreshers & workshops : 129    |

---

**Plans for Teacher**

---

*Training to take place during December 2002-Mar 2003*

| Particulars of training and refreshers courses                               | BEP's Work Plan December 2002 -May' 2003 | Achievements in December 2002 to May 2003 | Remarks                                                                                                                                   |
|------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 12 days basic training for teachers                                          | 4800                                     | 5216                                      |                                                                                                                                           |
| 3 days orientation (before school opening)                                   | 6843                                     | 6843                                      |                                                                                                                                           |
| 3 days refreshers after Preparatory phase (+ introducing Poribesh Porichiti) | 6843                                     | 6843                                      | 2 days refreshers after preparatory phase(+ introducing Poribesh Porichiti) has been redesigned and included with 3 days refreshers after |

| Particulars of training and refresher courses                                                                        | BEP's Work Plan<br>December 2002<br>-May' 2003 | Achievements in<br>December 2002 to<br>May 2003 | Remarks                                                      |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|
|                                                                                                                      |                                                |                                                 | preparatory phase.                                           |
| 4 days refresher at the beginning of class II                                                                        | 1410                                           | 1410                                            | 6 days refresher have been reduced to 4 days from March 2000 |
| 4 days refresher at the beginning of class III                                                                       |                                                | 4847                                            |                                                              |
| 1 day monthly refresher                                                                                              | 120000                                         | 106880                                          |                                                              |
| Subject based special refresher on definite intervals for teachers of grade IV (NFPE)                                | 7983 (4 days)<br>861 (2 days)                  | 7983(4days)<br>861 (2 days)                     | Around 1500 schools completed course after Grade III         |
| Subject based special refresher on definite intervals for teachers of 4th phase (BEOC)                               | 4555 (6 days)                                  | 4555(6 days)                                    |                                                              |
| Subject based special refresher on definite intervals for teachers of grade V (NFPE)                                 | 861(3 days)                                    | 861(3 days)                                     |                                                              |
| Subject based special refresher on definite intervals for teachers of 5th phase (BEOC)                               | 4555 (3 days)                                  | 4555 (3 days)                                   |                                                              |
| Refresher on Math for teachers of class IV (NFPE)                                                                    | 7983 (1 day)<br>861(1 days)                    | 7983 (1 day)<br>861 (1 days)                    |                                                              |
| Refresher on Math for teachers of 4th phase (BEOC)                                                                   | 4555(3 days)                                   | 4555(3 days)                                    |                                                              |
| Refresher on Math for teachers of class V (NFPE)                                                                     | 861 (3 days)                                   | 861 (3 days)                                    |                                                              |
| Refresher on Math for teachers of class V (BEOC)                                                                     | 4555(2days)                                    | 4555(2 days)                                    |                                                              |
| Subject based training<br>General training (GT)<br>Batch trainers training (BT)<br>Orientation(BT)<br>Refresher (BT) |                                                | --<br>19(3days)<br>53(3days)<br>470(1-2 days)   |                                                              |
| Special BT orientation, workshop & refresher 1-3 days                                                                |                                                | 805                                             |                                                              |
| Workshop on story & letter writing for teachers 1 day                                                                |                                                | 35                                              |                                                              |
| Subject based training 3rd year Community School teachers 6days                                                      |                                                | 27                                              |                                                              |
| Community School teachers Meeting & workshop 2days                                                                   |                                                | 12                                              |                                                              |
| Training for Formal School Teachers 6 days                                                                           |                                                | 128                                             |                                                              |

*Breakdown of special subject-based training to be provided to teachers during December 2002 - May 2003*

| Subject        | BEP's plan for Jan - Dec 2002   |                                           | BEP's Achievements in December 2002 to May 2003 |                                             |
|----------------|---------------------------------|-------------------------------------------|-------------------------------------------------|---------------------------------------------|
|                | Teachers to receive BT training | BTs to receive refreshers (3 days/6 days) | Teachers received BT training (3/6 days)        | BTs received refreshers/workshop (2/3 days) |
| Mathematics    | 974                             | 3 days : 600<br>4/5 days : 90             | Orientation: 18                                 | Refreshes & Workshop: 116                   |
| English        | 937                             | 3 days : 450<br>4/5 days : 90             | Orientation: 17                                 | Refreshes & Workshop: 94                    |
| Bengali        | 1,023                           | 3 days : 600<br>4/5 days : 70             | Orientation:                                    | Refreshes & Workshop: 122                   |
| Social Studies | 927                             | 3 days : 300<br>4/5 days : 30             | Orientation: 18<br>Training : 19                | Refreshes & Workshop: 138                   |
| Science        | 478                             | 3 days : 300<br>4/5 days : 30             | Training:<br>Orientation:                       | Refreshes & Workshop:                       |

*ADP Capacity Development Achievements against December 2002-May 2003*

| Subject                                                           | BEP's plan for Jan-June 2002 | BEP's Achievements in December 2002 to May 2003 |
|-------------------------------------------------------------------|------------------------------|-------------------------------------------------|
| Adolescent Leader workshop 2 days                                 | 85 (UNICEF)                  | 47                                              |
| Adolescent Leader workshop 3 days                                 | (UNICEF)                     | 25                                              |
| Basic training on Kishoree Kendra for Kishoree Netree(KN) 12 days |                              | 816                                             |
| KS/PS Training                                                    | 210 (UNICEF)<br>200 (DC)     |                                                 |
| *Training on ADP Management PS & KS 6 days                        |                              | 46                                              |
| *Training on ADP Management for facilitators 12 days              |                              | 25                                              |
| ADP workshop RM, RSS, new RSS & TIC 2-3 days                      |                              | —                                               |

|                                                               |                |                |
|---------------------------------------------------------------|----------------|----------------|
| ADP Orientation for RM & RSS 3 days                           |                | 38             |
| Concept & subject matter of Reading Centre PS 6days           | (UNICEF)       | 44             |
| Concept & subject matter of Reading Centre TARC Trainer 6days |                | 18             |
| APON workshop for TARC Trainer 2days                          |                | 21             |
| Concept & subject matter of Reading Centre KS 6days           |                | 47             |
| Communication & reproductive health training for PS (5days)   | (UNICEF)       | 75             |
| Kishori life education for Kishories 6 days                   |                | 46             |
| Economic life skill training for Kishoree 6 days              | (UNICEF)       | 106            |
| Adolescent monitor                                            | 90 (UNICEF)    | --             |
| Exchange workshop                                             | 90 (UNICEF)    | 90             |
| Married Adolescent                                            | 60             | --             |
| Workshop on risk for adolescent (sexual abuse)                | 25 (UNICEF)    | --             |
| Pathagar Supervisor                                           | 100 (UNICEF)   | 73             |
| *Photographer training                                        | 25 (UNICEF)    | Not done       |
| *Photographers' refreshers                                    | 25             | Not done       |
| *Journalism training                                          | 30 (UNICEF)    | Not done       |
| *Journalism refreshers                                        | 30             | Not done       |
| *Computer training                                            | 25 (UNICEF)    | Not done       |
| Health Checkup 6days (KS)                                     | 14             | 14             |
|                                                               | 16 (UNICEF)    | 16             |
| Librarians training                                           | 1,138 (UNICEF) | 1,138 (3 days) |
| Peer Educator girls 6days                                     | 990 (UNICEF)   | 948            |
| Mixed group workshop PS & KS 6 days                           | 320 (UNICEF)   | 150            |
| Counseling training for APON (APON boys)- 3days               | --             | --             |
| APON boys workshop 6 days                                     | --             | 249            |
| APON orientation for Pathagar Supervisor                      | --             |                |
| Communication skill Development 3days (PS)                    | (UNICEF)       | --             |
| Experience Sharing workshop                                   | (UNICEF)       | --             |
| TOT (trainers training)                                       | (UNICEF)       | --             |
| AL training (APON)                                            |                |                |

\* Constrains in providing livelihood led to the development of Economic Life Skills Project (ELSP).

*For further details please see Output 4.*

# Output 3

## *Materials Development and New Initiatives*

*Curriculum and materials are continuously updated  
and developed.*

## Overview

*The Education Development Unit of BEP is committed to fulfilling its tasks according to one of the facets of phase III, which is 'to provide full primary education to NFPE children with better quality of learning'. Education Development Unit (EDU) aims at quality improvement through revision, development of learning materials'.*

*EDU deals with many different aspects of BRAC Education Programme (BEP). It has been playing a very important and essential role for BEP by helping and assisting BRAC schools in numerous ways.*

*EDU works very closely with Capacity Development Unit (CDU), Monitoring & Research, MIS, Communication and Field Operations in order to get information and constantly remain in touch with the field, which helps to continuously develop, revise and implement materials in the field.*

*The Education Development Unit is divided into two sub units:*

- *The Curriculum Development Group and*
- *Illustration and Design Group*

### The Curriculum Group

*The curriculum group is comprised of different subject groups: Mathematics, Bangla, English, Social Studies and Science (IV and V). All these groups are responsible for developing materials in their respective domains. Each subject group again is comprised of 2-3 members who either have a relevant subject or education background or have many years of field experience. This combination is made so that the members can complement each other to strengthen the capacity of the curriculum group.*

*Based on the Mid-Term Review (MTR) in November 2001, and an analysis of the strengths and weaknesses of the curriculum group, EDU has already recruited 5 new members qualified in relevant subject areas as per its requirement. Another 5 experienced members from the field level have been transferred into Head Office curriculum group to strengthen the theoretical and experiential stability of the curriculum team.*

*The Curriculum Group members are comprised of the following responsibilities:*

- *To develop subject materials (textbooks/workbooks, teachers' guides, other supplementary materials) for BRAC school students and teachers;*
- *To collect continuous feedback from all levels and analyze them;*
- *To revise the existing materials;*
- *To conduct training, workshops and refreshers for the Quality Assurance Specialists (QASs), core Master Trainers (MTs), TARC trainers, monitors for the purpose of dissemination of all prepared and revised materials;*
- *To develop different types of training modules; To visit and follow-up schools; To maintain liaison with the QASs, core MTs and monitors;*
- *To set indicators for the monitors and analyze the monitoring reports;*

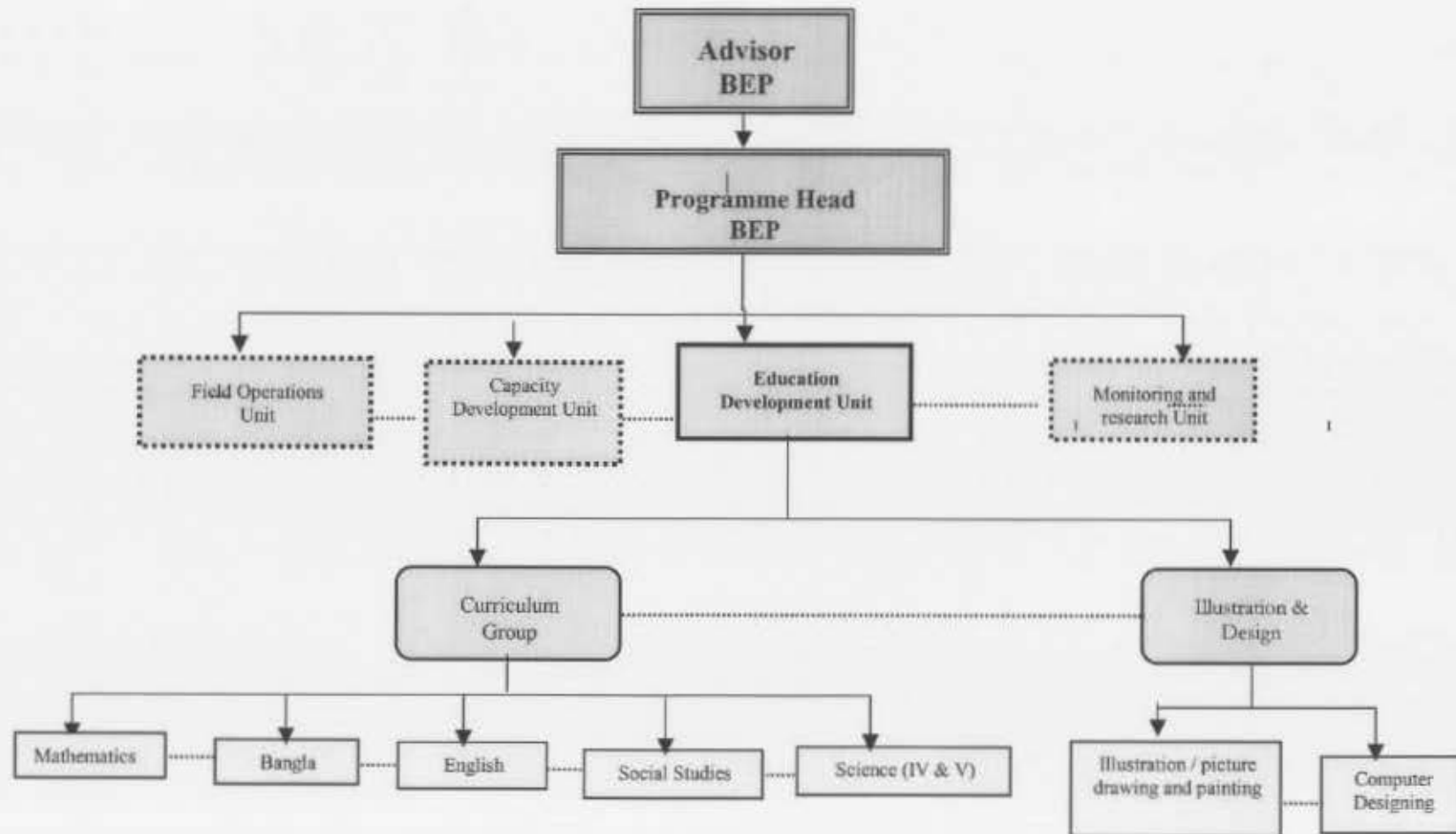
### **Illustration and Design Group**

*The Illustration and Design Unit was launched more than a year back as a separate unit. This relatively new unit has now merged within EDU to meet the necessary requirements. There are three members in this group. One of them is an artist who draws pictures, another is both an artist and a computer illustrator / designer and the third member is a computer illustrator / designer.*

***The Illustration and Design Group is comprised of the following tasks:***

- To design all EDU materials (textbooks / workbooks, teachers supplementary materials ) used in BRAC schools;
- To draw all the illustration pictures used in different materials of EDU; To draw illustration pictures of other BEP publications;
- To design all cover pages for all the books used in BRAC schools using computer graphics and Desk Top Publishing;
- To design all the cover for other BEP publications (APON material Annual Reports, Progress Reports, Proposals etc.);

## Organogram of Education Development Unit



## Highlights

Phase III faced a major challenge in developing the curriculum and materials for grades IV and V. As BEP intends to prepare graduates to continue their education in formal schools, BEP with discretion had decided to use government textbooks in these grades except for Mathematics.

The government textbooks being too difficult for the teachers and students to comprehend necessitated the development of teacher's guides and students' workbooks in all subjects and ensuring that all GoB competencies are covered within the curriculum. There was another rationale for developing BRAC's own books since the government books were not available in time, and thus a lot of inconvenience was created. Moreover, it was learnt that since the National Curriculum and Textbook Board (NCTB) books did not reflect the national competencies properly, all new and existing learning materials will be written reflecting all the terminal national competencies and will also be written in simple and lucid language. This was when the education programme realized and decided-

- that we should revise and redesign the existing curriculum and syllabus as it should reach the learner so that the cognition and acquisition of knowledge is attained.
- workbooks will be developed in all subjects and will be used in all BRAC schools.

Thus, the education development unit started developing its own workbooks for the learners and guides for the teachers. The workbook is embedded with texts, and exercises are incorporated after each concept in an innovative way. This gives students a scope for practice as well as evaluation of the learners. The materials are *relevant, gender sensitive, activity based, child and teacher friendly* as they are designed to captivate the learners' minds with *interesting, enjoyable and effective teaching*.

- The existing materials for grades I to III are required to be revised too as most of the contents are not reflecting the national competencies.
- Grades I to III books will be revised following the grade IV and V material format.

### ***Objectives of Workbooks and Teacher's Guides:***

- *Time Duration of each grade and subject:* In BRAC schools, students of each grade get specific months to complete their syllabus. All the new materials are designed based on the time duration of that particular grade covering all competencies and syllabus. In addition, a month is also kept for revision and evaluation purpose.

- *Designed only for BRAC students and teachers:* All the materials both student's workbooks and teacher's guides are designed for BRAC students and teachers. The materials are relevant to the needs of the poor rural children.
- *Based on national terminal competencies:* As the NCTB books do not reflect all the terminal competencies completely, in our new materials/curriculum we have tried to reflect all the terminal competencies and have also added couple of more concepts based on current issues. For example, national competency missed out 'Arsenic Pollution', which is now an important issue for environmental problems and we have incorporated this concept in our Grade IV Science workbook.
- *Develop student's knowledge and understanding:* In all the developed materials, we have tried to impart emphasis on understanding rather than rote memorization. More pictures with the related texts have been used to make the workbooks easier and friendlier for the children. In the case of difficult and broad concepts, we have used more pictures and points to make the text look and read simple and lucid. Simple words and concepts relevant to our students' context are used in the texts.

#### **Achievements of Curriculum Group, Illustration & Design Group against this reporting period**

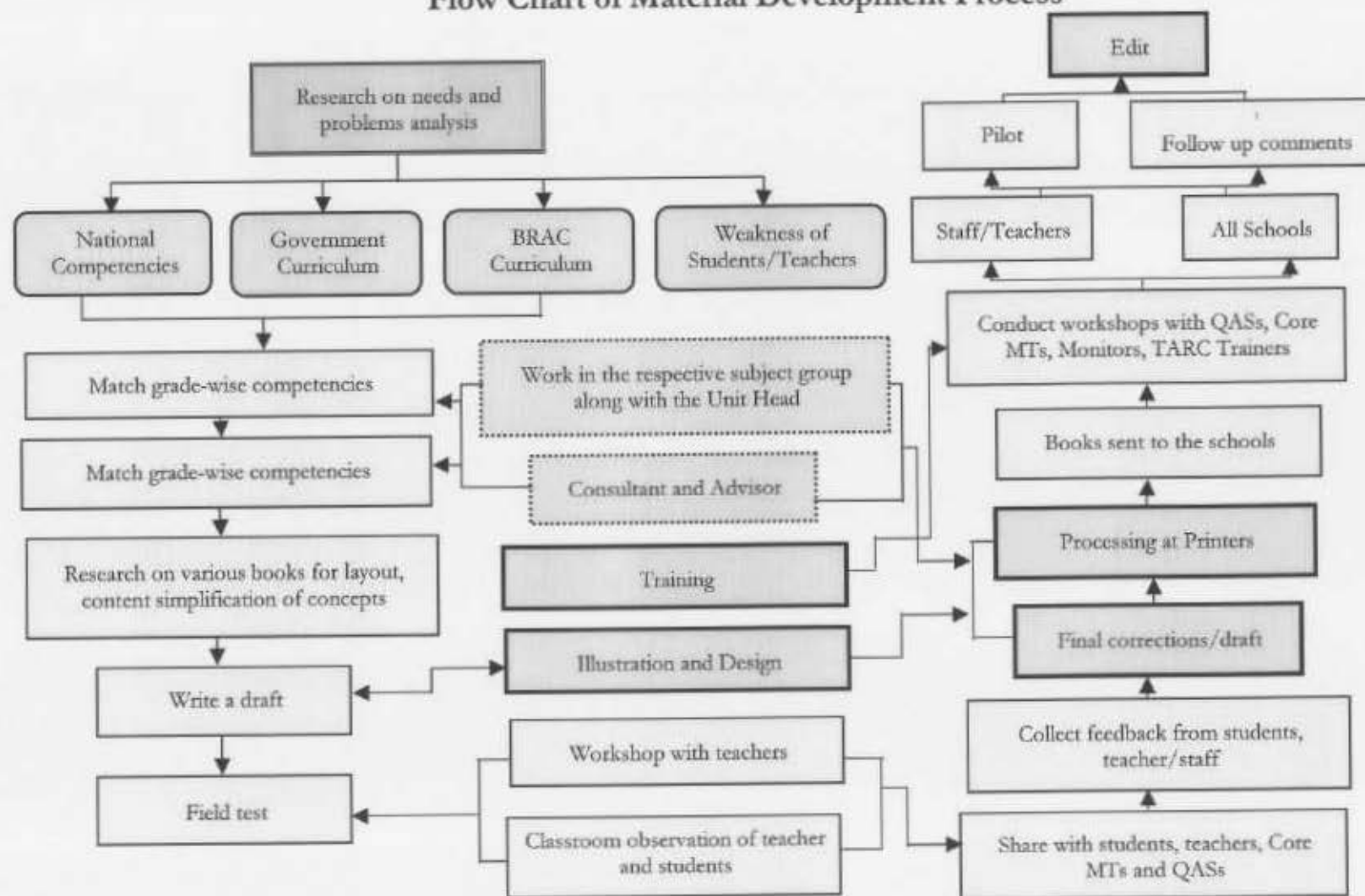
- English for Today students' one colour practise book for grade III.
- English for Today teacher's one colour guide book for grade III.
- Science multi-colour workbook for grade IV.
- Science one colour teacher's guide for grade IV.
- Social Studies multi colour workbook for grade IV.
- Social Studies one colour teacher's guide for grade IV.
- Maths multi-colour workbook for grade IV.
- Maths one colour teacher's guide for grade IV.
- English multi colour alphabet chart for grade I.
- English multi colour practise book for grade I.
- English multi colour teacher's guide for grade I.

#### **Material Development (Pedagogy Management)**

The BRAC school curriculum and syllabus have been redesigned based on government competencies. This change came about due to increased awareness of both competencies and teaching and learning. Previously NCTB curriculum formed the basis for BRAC supplementary materials but it was discovered that these did not cover the competencies. The new materials being developed include more activity-based workbooks and teacher's guides designed to teach the competencies and are specifically for BRAC teachers.

The curriculum, while covering government competencies, strives to be relevant to the needs of the poor rural children. Currently, the curriculum consists of lessons in Bangla, Mathematics, English, Social studies and Science. Science is being taught in grade IV and V, while Religious Education from class III. A significant portion of each day (40 minutes) is

### Flow Chart of Material Development Process



spent on songs and dances encouraging the children to think creatively, take pride in their culture and to view the classroom as an enjoyable place.

All the new developed books are activity based and focus on developing life and thinking skills for rural children. Gender bias is a common problem in the textbooks of developing countries. Often the activities of men are treated as admirable while women, if featured at all, are portrayed only in domestic roles and as passive creatures. The curriculum is therefore designed to present positive gender portrayed. In all the new developed materials, there is an equal distribution between men and women. Girls are portrayed as doctors, riding cycles while boys portrayed as helping his mother, sweeping the yard etc.

During the time span of Dec '02 to May '03 and in consistent with the previous period EDU is continuing to focus on grades IV and V and this will continue till the end of this Phase. The projected activities are in accordance with the project proposal for phase III and according to the 2003 work plan.

### **Progress in Mathematics**

#### **Material Development for Mathematics**

##### ***Grades I – III***

This reporting period observes the completion and publication of both the teacher's guide and students' workbook for grade III incorporating national competencies. These books are used in all BRAC schools. The subject core groups together with the QASs, MTs and teachers regularly follow-up the teaching-learning outcome.

##### ***Grades IV and V***

During this reporting, students' workbook and teachers' guide for grade IV have been published and are in use in the schools.

#### ***Material Dissemination***

The published material of grade IV had been disseminated through QASs and core group MTs. For this purpose, the group conducted workshop with them, which has taken place in the months of April and May.

*Annex 1 shows the further achievements in mathematics*

### **Progress in English**

#### **Material Development for English**

##### ***Grades I – III***

To impart quality in a three-month English teaching and learning environment for Grade I, a workbook has been developed. Now it is being used in the schools. The grade I teacher's guide has been formalized and extended to three months teaching. Instructions related to using alphabet charts and instruction on game by using alphabet cards have been written.

Both the books will be in use in schools from June 2003. A workshop was organised on grade I workbook and teacher's guide for core group MTs and QASs.

The grade II teacher's guide and workbook have been revised, developed and field-tested. These have been finalised and awaiting illustration, printing and publication. This followed detailed discussion during training with QASs earlier this year. This book no longer uses Bengali sounds as a basis for teacher's English reading pronunciation.

### ***Training for Staff and Teachers***

*For training achievements please see Annex 1*

## **Progress in Social Studies**

### **Materials Development for Social Studies**

#### ***Social Studies I-III***

The students' workbook and teacher's guide for grade II are in the process of development and will be incorporating national competencies. The Social Studies curriculum and syllabus for all grades are in the process of development which will incorporate national competencies. Materials on value education and Ethnic Minorities are in the process of being added to the revised grade II workbooks. Revision of grade III curriculum (workbook and teachers' guide) will be started from July 03 and it will be published within May 04.

It is to be noted that a draft syllabus has been chalked out. Accordingly, content is being incorporated into the existing material. All teacher's guides and students' books have texts with exercises. The revised workbook and teachers' guide for grade II are undergoing development process. It is hoped that it will be published by August'03. After publishing grade III workbook and guide book, revision of grade I workbook and teacher's guide will be started.

#### ***Social Studies IV and V***

Government text was being used in grades IV and V. Nevertheless, many of the government competencies are not reflected in the textbooks and they are overloaded with complicated concepts. In addition, since the texts have no students' workbook and teacher's guides, they appear to be difficult not only for the teachers to teach but also for the students to learn. Such a condition necessitated the development of grade IV & V supplementary materials.

The distinctiveness of the grade IV students' workbook and teacher's guide is that it is in simplified language. Additionally, there is proper incorporation of the government competencies, exercises are patterned innovatively and creatively and thus contribute to facilitating the teaching-learning process.

Workbook and teacher's guide of grade IV have been published in April'03 and the materials have already been started to be used in schools. Development of materials (workbook and teacher's guide) for grade V is going on and it will be published by the beginning of next year.

### ***Training / Workshops grades IV & V***

A six day workshop with core MTs in April '03 was organised to introduce the newly developed workbook and teacher's guide of grade IV.

*Annex I shows the further achievements in Social Studies*

## **Progress in Science**

### **Material Development for Science**

#### ***Grades IV & V***

In this reporting period, the group continued its work on developing and disseminating materials, which are discussed below.

#### ***Material Dissemination***

The primary challenge in this reporting period is to disseminate the newly developed materials of grade IV up to terminal, i.e. school level. For this purpose, the group arranged and conducted workshop with QASs and subject group core MTs during April-May. These workshops have been conducted in two consecutive weeks for convenience of those stakeholders for disseminating this training in the field. When the group planned to disseminate the material, it found that the major constraint of the dissemination process was that there had no separate science MTs in the field level; rather a group of MTs took responsibility both for Science and Social Studies (IV-V) materials. As a result, pedagogy of Science and Social studies remained the same, which is a major contradiction from the educational perspective, and thus created several problems, as Science and Social Studies need different approaches of teaching and learning. For those afore-mentioned purposes, the group realized that it should develop its own subject group i.e., MTs to *cope with, validate/ evaluate and disseminate* the newly developed materials. Therefore, new core group of MTs was formed. These core group MTs along with QASs will develop the new Science MTs in the field level, which will start in next July. An outcome-based flexible, Science MT based training module was developed in accordance with the QASs for this purpose. On the other hand, introducing new materials and its pedagogy for the new staff, the subject specific module of *Pedagogy Management Course II (PMC II)* revised by TARC trainers with group in February took place. Additionally, they were given an orientation on those newly developed materials in May.

#### ***Material Development for Grade V***

The group continued its material development process for grade V. For this purpose a number of dialogues have taken place with different level of stakeholders both at the field level and Head office. Right now, there is a supplementary material, a teacher's guide, used in the field, which assist the teachers for providing meaningful teaching in accordance with NCTB textbooks. At the outset, the group evaluated this teacher's guide in terms of strength and weakness for deciding the group's next intervention. In line with this effort, several other ground work have been done; as the group studied the subject-based essential learning continua prescribed by NCTB, particularly for grade V and reflection of those competencies in the NCTB textbook. After this, the group uncovered the learning outcomes and a detailed

course of study for designing a new student's workbook and teacher's guide. However, it has been decided that new materials have been developed in line with grade IV materials for the convenience of teachers to teach and learners to learn. Since from this reporting period onward the learners can participate in the scholarship examination, so that the group has reviewed questions/ contents required for appearing in the scholarship examination and planned to reflect those related issues in the new material. In this reporting period, the group developed two chapters that will be field-tested both by the group and QASs in the next period.

*Annex 1 shows the further achievements in Science*

## **Progress in Bengali**

### **Materials Development for Bengali**

#### ***Grades I to V***

The story books of grade I, II and III have been published and being used in BRAC schools of all regions. These storybooks are interesting as exercises are added to the text. The exercises include activities like solving puzzles, drawing and colouring. How children read out from the storybooks in classrooms is closely monitored / followed-up by the Bangla Group. Teacher's guide for grade IV & V are being used in BRAC schools of all regions.

A work book for grade IV is under the process of development. Its field-testing will be going on from July 2003. On the basis of the feedback, the workbook is being revised. Side by side the teacher's guide on the basis of the workbook is under the process of development and being field-tested too.

Technical assistance from a consultant has been sought in language development. The consultant will be working closely with EDU from the next reporting period.

#### ***Training***

Training on supplementary materials has been provided to QASs & subject core MTs. The subject core group is following up the dissemination of the material.

## **The training structure followed in the curriculum Group**

### ***Training activities in the Curriculum Group***

The material development is also complemented with subject based training modules for field staff and teachers. The curriculum group members are engaged in providing special subject based training/workshops to all QASs and core group MTs who are selected subject wise from each region. These workshops are later on disseminated by the QASs together with the core group MTs to all Team In Charges (TICs), other MTs and BTs (Batch Trainers). The methods and ideas obtained from the workshops are again shared and disseminated to all the teachers in the monthly teacher's refreshers. The same training and workshops are being provided to BEP monitors, TARC trainers and Regional Managers (RMs).

*For further training details, please see Annex 1*

## Quality Checks

### Monitoring Findings

#### *An assessment of the uses of workbooks and teachers' guide books - by BRAC monitoring Department*

137 schools of class II were taken as sample to assess the use of teacher's guide books and work books in class II. 92% boys and 94% girls were present. Among the students attending, 49% boys and 50% girls attended school timely. 59% schools started timely. 92% students brought all the relevant books. 93% teachers wrote their lesson plan, 72% Bengali, 82% Mathematics, 88% English, 85% Social studies lesson plans were compatible with the teachers guide. The percentage of teachers that followed the guidebooks was 79% in Mathematics, 83% in English and 82% in Social Studies. Students used 100% pages of Mathematics, 83% pages of Social Studies and 95% pages of English work books.

## New Initiatives Unit

### Education for Indigenous Children

This is a new initiative under phase III. Previously this initiative was placed in output 3 under the Equity in Education Unit. Recently the unit was renamed the New Initiatives Unit.

Bangladesh is a diverse and culturally rich country. It is a country where different ethnic groups co-exist with the mainstream Bengali population. There are approximately 45 different indigenous groups living in the country. The major groups include: Shantal, Monipuri, Khasia, Hajong, Urao, Bagani (tea garden people), Munda, Paharia, Pahan, Garo, Dhalo, Koch, Kuki, Chakma, Marma and Tripura. According to the latest population census (1991), the total number of indigenous people in Bangladesh is 1.2 million. This number constitutes approximately 1.13% of the total population of the country.

After the World Conference on Education for All (Jomtien) in 1990, Bangladesh started working to reduce the gender gap in its primary education sector. By 2002, the country had managed to reduce the gender gap in the area of primary school enrollment with the ratio of boys to girls being 51.1:48.9. In addition to this, a proposal was made to improve the enrollment ratio of indigenous groups in the primary system. Unfortunately, no national, government-led targets have yet been set to increase the number of indigenous children attending schools. Thus far the emphasis has been put only on reducing the gender gap. In addition, research in the area of education for indigenous peoples is very limited. Presently there are no national statistics providing educational data on indigenous groups. Despite this lack of statistical data, it has been reported that the children of ethnic minorities were less likely to enroll in schools than those of majority Bengalis.<sup>1</sup> Similarly, children of indigenous communities also face numerous difficulties in post-primary education. Lack of an indigenous child-friendly environment along with untrained teachers, classes not being taught in the mother tongue, insufficient and inappropriate materials and poor management systems result in the children of these communities dropping out of school prior to completing Grade X.

<sup>1</sup> Education Watch Report 2001

### **Case Study: Dreams Have No Boundaries**

Luxmi Rani is a young Mahato girl who is currently studying in the seventh grade. She has two brothers and an older sister. Financially her parents can only afford the bare necessities of life. The socio-economic status within the Mahato community makes educational attainment rare. Parents usually want to marry their daughters off at an early age to rid themselves of an additional financial dependent.

The establishment of the BRAC School is fairly new in Luxmi's community. Now with the arrival of the school these children have the opportunity to learn and broaden their horizons. Before BRAC set up the school in the area Luxmi had no real interest in attending an educational institution. Through BRAC she was able to attend school, which led to her to want to learn on her own through the encouragement of the BRAC staff. Thus, Luxmi has continued her education up to the secondary level.

Presently Luxmi is continuing her studies and is now more aware of her surroundings. She knows about basic sanitation and is aware of issues not discussed openly in society (women's health, legal rights, etc.) Luxmi now is also encouraged and able to invest time in her interests such as handy craftwork. She believes that without BRAC she would not have had any of the opportunities she has had so far.

### Common Misconceptions

Misconceptions of Indigenous people arise because of the lack of knowledge of the mainstream Bangladeshi population. Since little of the culture of indigenous groups is known, people tend to make assumptions to feed their curiosity. Unfortunately, most of the assumptions made about these groups tends to be negative. Popular misconceptions of indigenous groups are:

- These minority groups are indiscreet and less intellectual
- They abuse alcohol
- These groups lack patriotism
- They are less confident and cannot pronounce Bangla very well

To create equality in the minds of the population these misconceptions must be done away with. To learn more about indigenous cultures BRAC set up group discussions. These groups were comprised of different ethnic groups in hopes that each individual group would be able to understand another ethnic group's culture. For example, to the mainstream Bangladeshi population the consumption of alcohol is seen as a crime against their religion. The consumption of alcohol in most of the indigenous societies is largely due to religious traditions. By becoming more aware of others cultures it will become easier to respect and be proud of the diverse cultures in this nation. Hopefully these group discussions will aid in the peaceful co-existing of minority groups within the mainstream population.

### BRAC's Efforts for Indigenous Education

In an effort to improve the prevailing situation and to strengthen the GoB's objective to achieve its EFA goals by 2015, BRAC became involved in furthering the opportunities of indigenous people in the education sector in 1999. Since BRAC's initial involvement it has enrolled indigenous students in its NFPE schools in 14 different regions. BRAC has made an effort to cater to the specific needs of these children by developing special materials, raising awareness of issues both internally and externally, hiring a complement of teachers and support staff of indigenous backgrounds, undertaking research studies on the suitability of its interventions, and making linkages with other NGOs working with indigenous populations. In order to step up the pace of results, the numbers of indigenous schools, students and teachers have been increased in recent months.

BRAC has been working in the non-formal primary education sector for the past seventeen years, and in the area of indigenous education for over three years. During this period, it has accumulated knowledge and expertise in the area of indigenous education that will help it to successfully carry out the planned expansion of the current initiative.

In addition, BRAC has been working on a Post-Primary Basic Education (PBE) (grades 6 to 10 in Bangladesh) pilot program since 2001. The focus of the PBE program has been to enhance the capacity of teachers of rural non-government secondary schools in mathematics, English, science subjects, and school management through in-service training and workshops. Over the period of a year, BRAC has carried out needs assessment exercises, consulted relevant institutions (e.g., Institute of Education Research, teachers of training colleges), functionaries of DSHE (Directory of Secondary Higher Education), and experts on different subjects in addressing the prevailing problems in secondary schools. During this time BRAC has also worked to develop appropriate training packages and materials for the professional development of teachers in order to enable them to teach better in the classroom and to create a better learning

environment in the schools. To date, BRAC has carried out intensive training for teachers in mathematics and English, and is planning on mainstreaming its PBE program in the next Phase of BEP.

Lastly, BRAC possesses a well-developed national infrastructure, support system and management system, all of which will be applied to intensifying its Education for Indigenous Children (EIC) program.

#### Specific Objectives:

- To increase enrolment of indigenous children in schools
- To boost the self esteem of indigenous people
- To create a positive attitude of main stream communities towards indigenous people
- To use the indigenous mother tongue as an instruction of language in primary education

At present, BRAC's Education Program (BEP) runs 34,000 non-formal primary schools. There are approximately 14 289(56.7% females) indigenous students studying in 928 of these schools, where either 100% of the students are of indigenous backgrounds, or where there is a mix of indigenous and mainstream Bengali children. There are 421 teachers in these schools of which 94.5% are females. Of the 40 regions covered by BEP, 14 include schools with indigenous children. Out of 510 BEP teams, 76 include schools with indigenous children. There are 172 Team in Charge and Program Organisers. There are also 8 Regional Sector Specialists, 3 of whom have been recruited from ethnic minority communities. Additionally, there are currently 250 Kishori Kendros with 6350 adolescents attending them.

Under BRAC's new initiative (This project will be funded by CIDA) 700 new schools are being opened to serve indigenous communities. Along with a new curriculum, these schools will also be provided with latrines to promote good hygiene habits. The program will be located in the 14 regions and 55 upazillas where a significant number of indigenous children have been identified. BRAC conducted workshops and field visits, as well as hired an independent consultant and 6 resource personnel from indigenous backgrounds, in order to assess the need to revise the curriculum and to create supplementary materials. The supplementary materials are in indigenous languages and have content that better reflect and serve the indigenous communities where the new schools will be opened. In order to maximise the learning potential of the students, the preparatory phase will be taught in the mother tongue, with Bangla as the language of instruction gradually phased-in throughout the curriculum from grade I to V, with support in the mother tongue when necessary. Currently the preparatory phase has been extended from two and a half months to a four-month period. Workshops were held with indigenous teachers and indigenous batch trainers with strong minority language skills in order to assess the need to review the basic teacher's training module and the foundation training module for BRAC staff. The training modules have since been revised. Additionally, a two days refresher course for the teachers in the EIC program has been introduced in the preparatory phase and in the first grade.

BRAC would like to recruit 1400 new teachers under this new initiative, which would have the secondary benefit of furthering the employment of ethnic minorities. Two teachers will be recruited for each class, each teacher belonging to the same ethnic group as the students. Given BRAC's goal of encouraging employment for members of the indigenous societies the criteria for the employment of teachers is flexible. Additionally, 200 ethnic minority staff have been recruited as school supervisors, and another 53 have been hired in the Chittagong Hill Tracts with

funding from BEP (DC financing). Two staff from ethnic background have been transferred into the EIC core group at Head Office.

In addition to the curricular and material development being undertaken for the new indigenous schools, materials are also being developed for adolescent reading centres. In co-operation with FIVDB, a Bangladeshi NGO working with indigenous communities, materials are being collected about the history and culture of indigenous communities for publication in a magazine entitled "Manush." Two such magazines have been published thus far, with an additional two to be created. The magazines are being distributed to the reading centres, BRAC team and regional offices, to the upazilla Executive Officers, the upazilla Educational Officers, and the District Commissioners. The indigenous resource team has also been working on publishing two books for the reading centres to educate **adolescents about their legal rights and folk history**. These books will be distributed throughout reading centres whose clientele is indigenous, as well as to reading centres in mainstream Bengali communities.

*For further details please see output 1.*

**The indigenous population is divided into four geographical cluster:**

**A. North Bengal Cluster:**

Dinajpur, Rajshahi, Sirajgonj Joypurhat, Natore, Nawgoan, Chapai.N.gonj, Rangpur, Bogra, Nilphamari, Gaibandha, Panchagor, Thakurgoan

**B. Mymensing-Jamalpur Cluster:**

Mymensing, Jamalpur, Tangail, Sherpur, Netrokona, Gajipur

**C. Sylhet-Hobigonj Cluster:**

Sylhet, Sunamgonj, Moulovibazar, Hobigonj, Sreemongal

**D. Chittagong & Chittagong Hill Tracts Cluster:**

Chittagong, Coxbazar, Comilla, Bandarban, Khagrachari, Rangamati, Payuakhali, Borguna

As a result of socio-economic, cultural, and geographical differences, BRAC commenced using different policies in each cluster. The clusters are presently as follows:

- Tea Garden, Sylhet, Sreemongal- this cluster is comprised of the Manipuris, Shantals, Hajang, Khasia and the Tea garden population.
- Hill Tracts includes Rangamati, Khagrachori, and Bandarban-comprised of Chakma, Marma, Tripura, Lusai, Mro, Bom, Khumi, Khang.
- Plain Land includes Mymensingh, Rajashi, Rangpura, Dinajpur belt- made up of the Garos, Rajbonshi, Hajong, Dhalo, Koch, Shantal, Pahan, Urao, Mahato, Munda, Shantals, Paharia, and a few other groups.

### **Pre-Primary Initiative**

BRAC launched its pre-primary school programme in 1997, which it still executes successfully on a small scale. Pre-Primary classes have been one of BEP's most interesting interventions. As a matter of policy Pre-Primary Schools are only linked to Government Primary schools. Positive results from the pilot phase encouraged BEP to expand to **7,500** pre-primary classes with an enrollment of 216,667 learners (As of May 2003). The Pre-Primary project model serves up to **25-30** young learners in each class, 60% of whom must be girls, aged **5-6** years old. The Pre-Primary curriculum emphasizes pedagogy of play to prepare students to be able to read and write Bengali alphabet and numbers and to count and manipulate numbers through games. The programme lasts a full 12 months and is led by two Kishori (adolescent) teachers, with an average age of 15 years. BRAC provides these pre-primary teachers training before the school year starts. In addition, each teacher receives a guidebook with detailed instructions for the preparation and conduct classroom activities.

Although this is a new initiative and was under the EDU, it is now being managed under the Government of Bangladesh Partnership Unit (GPU).

*Details are given in output 5.*

# Output 4

## *Post-Primary Basic & Continuing Education*

*BEP Graduates (including adolescents)  
and community people (children,  
adults, and adolescents) have increased  
access to continuing education.*

### **Overview**

*In 1995, Continuing Education was introduced to give an access for reading materials to rural people especially children & adolescents. Union Library (UL), a core of Continuing Education, popularly known as "Gonokendro", has been emerged to promote the idea of a "learning society" within rural communities. Apart from its basic role of providing reading materials, ULs also carry out several other important functions such as educational, socio-cultural, sports and skill and computer training activities.*

*In February 2001, Post Primary Basic Education (i.e. secondary Education) was piloted to improve the capacity of teachers to deliver quality education and promote better management of non-government secondary schools. The major activities of this programme are to provide training on relevant subjects to the teachers ( i.e. English, Mathematics, Science) of non-government rural secondary schools, management to the Head, Assistant Head Teachers and organize workshops to the members of schools management committee (SMC) and to enhance Co/Extra Curricular activities in the schools for developing self-esteem among the students.*

*Continuing Education & Post-Primary Basic Education interventions have been integrated into one programme and renamed as Post Primary Basic And Continuing Education (PACE) in 2003.*

## Highlights

- The Union Library is a financially sustainable mechanism of life long learning in the rural communities.
- Communities where the Union Library (UL) is located provide at least one room (400-500 square feet) free of cost.
- Communities form local committees, to organize and run the library (e.g. find a library room, mobilize subscribers, make decisions about activities in the library etc). Communities mobilize 200-300 subscribers to raise a minimum of Tk. 30,000 (approximately US \$ 500) before the library is opened. Once the library is established, the community mobilizes another Tk. 20,000 to develop a trust.
- BRAC provides a matching grant of Tk. 50,000; 1,000 books and the necessary furniture. BRAC also provides the supervisory and capacity development support.
- The community registers the library with the GoB (Govt. of Bangladesh) as a trust.
- The funds mobilized by the community and granted by BRAC are then put into a fixed account. The interest earned from the bank is used to meet the monthly recurring expenses of the library, including the salary of the librarian.
- Usually a local person (preferably a woman) is selected as a Librarian, and s/he receives necessary training from BRAC to operate the library.
- The library is kept open for 4 to 6 hours a day, 6 days a week. The hours and days of operation are set by the committee.
- Members of the library are eligible to borrow one book at a time for one week. Since many students of rural secondary schools are poor and cannot afford to buy textbooks, the Union Libraries keep a few sets of textbooks for students to borrow for an entire academic year.
- Apart from its basic role of providing reading materials such as books, newspapers and magazines, the Union Libraries also carry out several other important functions including educational, socio-cultural and sports activities in an effort to bring the community together.
- BRAC links library members with free skills training courses (e.g. poultry and livestock rearing & treatment) offered by The Directorates of Youth.
- Some library committees actively encourage and accept in-kind donations (e.g. of crops after harvest or book donations) to raise funds.
- Since 87% of Union Libraries are housed in Secondary School premises, the libraries set aside a specific amount of time (in consultation with school routine) to promote the habit of library usage among students of the school.
- Most libraries have a corner dedicated to children. Each children's corner has 100 to 150 books, 1 or 2 magazines suitable for children, a selection of indoor games and a blackboard for arts.

## Activities of the Gonokendro Pathagar

### Mobile Libraries

The mobile library has been piloted since September 2001. The objective is to reach adult women and men who, for a number of reasons (e.g. distance of the library from the residence, etc.), are unable to take advantage of library services of the ULs. The mobile library is managed by a part-time Assistant Librarian (usually a woman), who carries about 100 books to the doorsteps of

rural households by a rickshaw van once/twice a week. He/She rings a bell to announce his/her arrival. Generally books are displayed in a trunk. A list of all the books is also available in the respective Union Library and is obtainable from the Assistant Librarian for readers to make a selection. This intervention is still at its pilot stage.

- As of now there are 74 mobile libraries.
- There are 2,168 members (678 new members were admitted during December '02 to May '03), out of which 1,443 (66.56% of total) members are female. The average number of member per mobile library is 30.

### *Introduction of Computers in the Uls*

BRAC initiated a pilot project in late 1999, in response to the community demand for basic computer literacy. Accordingly 10 Union Libraries were equipped with computers. The librarians are provided training on Basic computer operation (12 days) & an Advance course (15 days). Librarians then provide training to children, students and adult. Special, reduced rates are given to women, disabled persons, children of poor families and students of the attached school. The objective of a charging small fee is to develop a mechanism to cover costs including maintenance.

- As of May 2003, 70 libraries have been equipped with computers. Some of the computers were donated by FED (Foundation for Education & Development), BATB (British American Tobacco Bangladesh), BCC (BRAC Computer Section), UNOCAL and UNICEF.
- To date 749 people (mostly students of colleges) of which 226 are female, have been given computer training. About 285 children (128 female) have also been were being trained on the computer basic course.
- On a pilot basis, 20 libraries have each been given 10 interactive CDs on different subjects including general knowledge, English and science.
- About 6 staff (3 female) received Advance IT training for a duration of 3 (three) months. During the period of June 2002 to November 2002, 28 staffs were trained on Basic IT . This staff training was organized to monitor IT activities at the field level.

### *Children's Corner*

As of May 2003, about 88.30% of the libraries have set a separate space for children. Children aged 6-10 years can get access to this corner. There are a total of 100-150 books and 1-2 magazines in the corner.

- The corner is decorated with different materials (charts of birds, fish, animals, world map etc.).
- There is a blackboard, chalk and duster to draw pictures. The librarian helps children to draw pictures.
- Occasionally, the librarian organizes story telling for children.
- Different types of CDs (general knowledge, learning, games etc.) that are suitable for children are also introduced in a few libraries where there are computers.

### ***Skill Training (Working with the Directorate of Youth)***

Initiatives have been taken to organize livelihood enhancement skill development training courses for adolescents/youth members of Gonokendro in cooperation with different government bodies. The Directorate of Youth plays the leading role in organizing skill development training courses. Started in 1998 in a very small scale, the number of beneficiaries/trainees has been increasing almost every year. The Directorate of Youth agreed to provide cost-free training to 9550 members of the Gonokendros and Reading Centres on different trades in the period July 2003 – June 2004.

The training centres of the Directorate offer both long & short duration courses on different subjects. Long duration courses (such as livestock rearing and treatment) are residential and take place in the centres, while short duration course are non-residential and usually organized in field locations. The skill training now covers a variety of training such as Fisheries, Electrical, Refrigeration, Poultry & Livestock, Electronics, Computer, Tailoring, Nursery, and Handicrafts etc.

As of May 2003, a total of 12,286 (female: 4,835) library members received training on different trades in cooperation particularly with the Directorate of Youth.

### ***Textbook Lending***

While organizing Union Library activities, BRAC realized that students of poor households in secondary schools face difficulty in obtaining textbooks. Many parents cannot afford to buy books in time. To address the issue BRAC introduced a "text book lending programme" in 1997. Under the programme, students are allowed to borrow a set of books for an entire academic year. On return of the current set at the end of the academic year, she/he can borrow another set for the next grade. In 2003, a total of 13,131 sets of books have been distributed through 539 libraries

### ***Socio-Cultural Activities***

Organising educational, socio-cultural and sports activities are regular phenomena in most Gonokendros. Most common activities are as follows:

- *Individual performance:* Usual activities include writing wall magazines and individual competitions such as drawing, essay writing, presentation, recitation, etc. During the period December 2002 to May 2003, a total of 137 libraries organized individual performances.
- *Group performance:* Performing a skit, drama, publishing annual magazine, etc. During the reporting period of December 2002 to May 2003, a total of 392 libraries organized group performances.
- *Celebrating important occasions:* This covers International Mother Language Day, Independence Day, Victory Day, Bengali New Year Day, anniversary of libraries, etc. During the period of December 2002 to May 2003, a total of 265 libraries celebrated national days.
- *Social service:* Organizing Medi-Care (e.g. eye camps, blood donations and medical camps for general diagnosis to benefit the common people) is an important facet of social service. During the period December 2002 to May 2003, a total of 120 libraries organized social services.

### *Harmonium and Tabla (Musical Instrument)*

267 Libraries have been provided with harmonium/tabla sets. These musical instruments are mostly being used in different cultural activities. Additionally, adolescents and youth are taking harmonium lessons in an increasing number of libraries.

### **Achievements (December 2002 – May 2003)**

During the reporting period (December 2002 – May 2003) 64 new libraries have been opened bringing the total to 752. The membership now stands at 327,578 or an average of 436 members per library. About 151,285 members are female (46.18% of the total) and about 680 librarians (i.e. 92.26%) are women. On average 225 books were borrowed in each library.

*Table 1.1 Summary of achievements made by the ULs during the period of December 2002 to May 2003 against BEP's June 2002 to May 2003 Work plan.*

| Particular                                  | BEP's Work Plan for<br>June 2002 – May 2003<br>(12 Months)                                                                          | Achievement during<br>December 2002 – May 2003<br>(6 Months)                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Union based library                         | 100 new libraries to be opened to make a total of 750 libraries.                                                                    | 64 new libraries have been opened to make a total of 752 Union Libraries.                                                                                                                                                                                                                                                                                                                                                |
| Activity plans of the Union based libraries | Each library committee prepares its own annual plan, which is revised by the committee half yearly and adjusts to realities/scopes. | 474 libraries organized activities which are as follows:<br><div style="text-align: right;">No. of libraries</div> <ul style="list-style-type: none"> <li>- Individual performance :137</li> <li>- Group performance :392</li> <li>- Celebrating national days :265</li> <li>- Social Services :120</li> <li>- Training of members on different trade :44</li> <li>- Fundraising through crop collection :474</li> </ul> |
|                                             | Skill development training providing to members in cooperation with The Directorate of Youth and other Govt. departments.           | Through 44 libraries skill training has been provided to 941 members (467 of them women). Subject/tradewise breakdown is as follows:<br><ul style="list-style-type: none"> <li>- Fishery :271 (57 women)</li> <li>- Poultry and livestock :286 (88 women)</li> <li>- Tailoring :303 (287 women)</li> <li>- Agriculture :51 (34 women)</li> <li>- Others :30 (1 woman)</li> </ul>                                         |
|                                             | Libraries with computer training provide short duration courses to children and adults (including youth)                            | Basic computer training: 921 (in 6 month period)<br>Total of 1,136 trained (38% female) as of May 2003<br>Advanced IT for librarians: 15 librarians                                                                                                                                                                                                                                                                      |

| Particular       | BEP's Work Plan for<br>June 2002 – May 2003<br>(12 Months)                    | Achievement during<br>December 2002 – May 2003<br>(6 Months)                                                                                             |
|------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Training         | Librarians of 100 libraries will receive basic training on library operation. | 130 librarians (including 30 replaced) received basic training on library operation. The course has been revisited and upgraded.                         |
|                  | 20 staff will receive basic training on library operation.                    | 22 staff received basic training on library operation.<br>6 (including 3 female) staff received Advanced IT training.                                    |
|                  | 100 libraries will provide orientation to community members.                  | Orientations have been provided to the committee members of 587 libraries.                                                                               |
|                  | Mobile Library (New initiative)                                               | 50 Assistant librarians received training on Mobile library operation. A separate workshop on mobile library for assistant librarian has also been held. |
| Trusts formation | 75% UL formed trust out of 750.                                               | Trusts have been formed in 36 Union libraries during this period. The total number of trusts is 567 (75.60% of the total)                                |

### Quality Checks

The Monitoring Report of November/December 2002, published by BRAC Monitoring Department shows that of 56 Pathagar that were monitored:

- 95% of Pathagar completed annual work plans for 2002,
- 62% of these plans were prepared by the members of trustee board and the rest with support from BRAC staff, and
- 80% of Pathagar achieved their goals in terms of issuing books.

### Post Primary Basic Education Activities

#### Background

In Bangladesh, secondary education spans 5 academic years, from class VI to X and concludes with a public examination, Secondary School Certificate (SSC). The local community manages 98% of the 16,166 secondary schools in the country and the government runs the rest. However, the non-government secondary schoolteachers receive 90% of their salary from the government and grants for maintenance. 96% of secondary school students attend community-run non-government schools.

In the recent years, a number of positive developments took place in secondary education. Enrolment has increased by 84%, from 2.99 million in 1990 to 7.9 million in 2001 and female enrolment increased to 53.2% in 2001 (BANBEIS, 2001). The number of secondary schools in the country has increased by 54% from 1990 to 2001.

Despite these changes, secondary education system is confronting with mentionable problems, particularly in delivering quality education to students. Pass rate in the SSC exam is poor, 36% in 2003. The results were particularly poor in Maths, English and Science. The situation is even worse in the rural areas and non-government schools.

### ***Rationale***

Although the local community runs 98% of the secondary schools, the performance of the students in the SSC examination falls short of expectations. There are a number of reasons for this:

- Changes in the national curriculum meant teachers needed to be trained in new skills, yet there is no adequate provision of such training (the exception is English, yet even here the coverage is limited)
- The government's provision of management training to the Head and Assistant Head Teachers and School Management Committee (SMC) falls short of expectations.
- The current mechanisms of monitoring teachers have not been adequate in ensuring quality teaching.

### ***Goal***

To ensure better management of non-governmental secondary schools and improve their capacity to deliver quality education.

### ***Objective***

- To enhance the subject teachers' capacity in Mathematics, English and Science by providing them with training on the relevant subjects.
- To improve the management skills of the School Management Committee (SMC) members as well as the Head and Assistant Head Teachers by providing management courses.
- To facilitate the physical and mental growth of the students by promoting co-curricular and extra curricular activities.

### ***Government Cooperation***

In the light of the stated objectives, BRAC introduced an experimental project in 22 non-government schools in 2001. Initial results were encouraging so a formal request was made to the GoB for permission to conduct workshops/training for Head Teachers, subject teachers and members of the SMC in secondary schools. The Ministry of Education granted permission in 2002. Meanwhile, BRAC requested the DC to extend their support to carry out the activities in schools in the ethnic areas. The CIDA extended its support through additional funding for work in the ethnic areas.

### ***Survey and School Selection***

In December 2002, BRAC began a survey of secondary schools in 10 districts – Moulvibazar, Habiganj, Mymensingh, Netrokona, Sherpur, Tangail, Dinajpur, Naogaon, Joypurhat and Rajshahi – where the presence of ethnic minority students is higher. A total of 200 schools were surveyed and 125 schools were selected on the basis of the information collected by the survey. Survey results suggest that, on average, 15% of students and 9% of teachers belong to ethnic minority. The survey also suggests that there is an immense need for capacity development of subject teachers as well as SMC members, Head and Assistant Head Teachers. BRAC carried out

rapport building exercises with these 125 selected schools and reached a consensus to work together in improving the quality of education through capacity development of the SMC members, Head Teachers, Assistant Head Teachers and subject teachers. A series of workshops were conducted on management which were offered to the Head Teachers, Assistant Head Teachers and SMC members. These were followed by training of teachers in Mathematics and English. Appropriate materials for training were developed in these areas. In the process of material development, BRAC engaged the services of experts and experienced teachers of well-reputed organizations and schools. A pool of trainers has also been developed. Schoolteachers (including retired) and employees of government/private teachers training institutes are included in this pool as part-time trainers.

BRAC planned training for 600 Math and 500 English teachers in the 125 selected schools in the ethnic minority areas. The survey results showed that the number of teachers in these schools is less (329 Math and 361 English teachers). To reach the planned number of teachers, BRAC is considering increasing the number of schools to approximately 175.

*Achievements (From December 2002 –May 2003)*

| Particular                     | BEP's Plan for June 2002 to May 2003                                                                                                   | Achievement in Dec. 2002 to May 2003                                                                                                                             |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Material Development</b> |                                                                                                                                        |                                                                                                                                                                  |
| a. Mathematics                 | - Materials on selected topics to be developed for refreshers training of Class 6 to 8.<br>- Materials to be developed for TOT.        | - Materials on selected areas/topics were developed for training of teachers of Class 6 to 8.<br>- Materials on 32 topics were developed for TOT.                |
| b. English                     | - Materials to be prepared for the trial course for training of teachers of Class 6 to 8 and revise after the trial course, if needed. | - Training materials for the trial course of Class 6 to 8 have been prepared on 12 topics, and were increased to 16 topics in light of trial course experiences. |
| c. Science                     | - Materials on 19 topics (including 2 pedagogical contents) to be developed for trial course for teachers of Class 6 to 8.             | - Materials on selected topics have been developed which will be used in the trial course.                                                                       |
| <b>2. Training</b>             |                                                                                                                                        |                                                                                                                                                                  |
| a. Mathematics                 | Five batches of 21-day modular training (module1) to be provided to 125 teachers of Class 6 to 10.                                     | Five batches of training were provided to 122 teachers who are engaged in teaching Class 6 to 10 from ethnic schools. This was Module 1.                         |
| b. English                     | A trial course to be provided to 20 teachers of grade 6 to 8.                                                                          | A trial course was conducted to finalize the training materials on English.                                                                                      |
|                                | Training on Module I to be provided to teachers teaching in Class 6 to 8 in ethnic minority schools.                                   | In 4 batches, 84 teachers from ethnic schools received the training. The rest of the teachers will receive the training in coming months as per plan.            |
| <b>3. TOT</b>                  |                                                                                                                                        |                                                                                                                                                                  |
| Mathematics                    | 10-day TOT to be provided to the trainers.                                                                                             | TOT was provided to 17 trainers who are now eligible to work as Mathematics trainers.                                                                            |
| English TOT                    | A TOT to be provided to potential trainers of English.                                                                                 | 16 trainers (including 7 part-time) have received training to become eligible to work as trainers.                                                               |

| Particular                         | BEP's Plan for June 2002 to May 2003                                                                                    | Achievement in December. 2002 to May 2003                                                                                                                                                                                                                                                                       |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4. Management Workshop</b>      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |
| Management Workshop (March to May) | Management workshops for Head Teacher, Assistant Head Teacher, SMC Chair and Vice Chair of 125 schools to be organised. | 125 Head Teachers, 123 Assistant Head Teachers, 122 SMC Chairs and 122 SMC Vice Chairs participated in the 3-days residential management workshop (492 altogether). 8 participants could not attend these workshops due to personal reasons (e.g. sickness). They will go through the workshop at a later date. |

#### ***Value Education And Citizenship Building through Co-Extra Curricular Activities***

Despite good values, co-extra curricular activities are rarely organized in the remote rural secondary schools. The reasons behind this are multifarious, including lack of teacher's capacity. BRAC has planned to provide training to one teacher from each of the schools on this subject. These activities will include debates, creative writing and subject-based clubs/brigades. Notre Dam College and St. Joseph School, which are well reputed for their club activities, have agreed to work with BRAC in this area. Works are underway to develop a training module to train up teachers on the subjects.

It is worth noting that on an experimental basis, BRAC introduced some co and extra curricular activities in three schools early this year. Initial results are encouraging. Mentoring has resulted better attendance among the students, increased their interest in peer learning and is helping weaker students learn better.

#### **Post-Primary Basic Education Activities Outside Donor Support**

BRAC, which started its PBE works with 22 non-government secondary schools from Manikgonj and Tangail districts in 2001, has been providing training support to these schools. During the reporting period, Headmasters, Assistant Headmasters and SMC members participated in 3-day management workshops. Additionally, 47 teachers received training in Mathematics, including a 6-day refresher course for teachers of grades 6 to 8. The details on the subject-based training are given in the table below. English teachers will receive the training in the next quarter.

| Particular  | BEP's Plan for June 2002 to May 2003                                        | Achievements in Decemnrber 2002 to May 2003                      |
|-------------|-----------------------------------------------------------------------------|------------------------------------------------------------------|
| Mathematics | A 12-day training to be provided to 20 teachers of Class 6 to 8.            | Training was provided to 19 teachers of Class 6 to 8.            |
|             | A 16 working days training to be provided to 25 teachers of Class 6 to 8.   | Training was provided to 16 teachers of Class 6 to 8.            |
|             | A 6-day refreshers training to be provided to 19 teachers of Class 6 to 10. | Refreshers training was provided to 12 teachers of Class 6 to 8. |



*Adolescent Development  
Programme  
(ADP)*

*BEP Progress Report December 2002- May2003*

## Overview

*After completing BRAC's BEOC schools, many of the young girls and boys are unable to continue their course of learning. Hence, the Continuing Education Programme was created in 1993, meeting the needs of these primary school graduates through the establishment of Reading Centres (later named as Kishori Kendra). Adolescent girls become members of these Reading Centers. They get access to reading materials and thus are able to retain and develop their reading habits. Reading Centers have become a safe place for the adolescent girls to meet and socialize. Later on, BEP put emphasis in some areas related to daily needs of adolescent girls and designed a tailor-made course for them called APON (Adolescent Peer Organized Network). Here 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 attacks/dowry etc. The project is led and managed by the adolescent girls themselves. While working with APON, BEP realized that there were opportunities to focus on the entire adolescent group, including boys, since their needs varied from the girls. It was also thought that working with boys would ensure a safer environment for girls in the long run. Thus APON for boys was launched.*

*APON has been introduced in 40 regions. 11 regions out of these 40 regions are being funded by UNICEF (outside DC financing).*

## Highlights

### *Economic Life Skills Project (ELSP)*

A new course on basic economic life-skills has been field tested in 4 Regions, at 8 KKs. This course has evolved out of the livelihood component that has been an integral part of ADP since early 2000. Keeping in mind that it is not easy for adolescent girls who are continuing with their studies to get full time jobs with their level of education, this course came out as a substitute. It is intended to provide basic knowledge on jobs (covering interview skills etc.) and business, so that they feel confident in entering the job market or starting up their own small-scale business.

The regions where the field test was done are Natore, Naogaon, Sherpur and Manikganj. The objectives of the course are as follows:

- To develop the self- confidence of adolescent girls.
- To give them an idea about basic business skills.
- To inform them of the best possible ways to utilize the available resources that their community has to offer.

The main objective of the ELSP is not to promise employment but rather to focus on entrepreneurship development among rural adolescent girls. In this project, 20-25 members of each KK (APON course graduates get priority) have been selected to get basic ideas related to small-scale business and few basic information prior to entering into the job market. The contents mainly cover the essential elements related to business, for example, resources and obstacles, sources of capital, profitability, book-keeping, promotion and distribution, proper way of writing job applications, etc. The field test took place between May and June for one –and-a- half months. The findings from the field test are being incorporated and these will be implemented in the mainstream ADP shortly.

### **Rationale behind this initiative**

In the livelihood training project adolescent girls were given training in a particular area (photography, computer training, etc.). After receiving training some of the girls were provided with part-time jobs through BRAC. The project faced certain difficulties, which were as follows:

- The part time job opportunities in a particular field were not always available in the girls' respective areas. It became difficult to provide girls with job as promised, since a large number of girls were trained in one area.
- Many employers are reluctant to hire part-time workers, and the girls need to continue their studies, thus they are unable to work full time. This goes along with the fact that, due to security issues, adolescent girls cannot enter the job market as easily as their male counterparts.
- Lack of prior knowledge/ideas related to business or jobs makes it difficult for people to come up with ideas or become self- reliant, let alone be successful in life, and the case is even stronger in the rural context. This is due to the fact that necessary prior knowledge

to start up any business or to enter into the job market is literally non-existent in our society, particularly for rural girls.

It is expected that if the girls receive this course positively, then this would help them become better-equipped<sup>1</sup> persons for either starting up a business or performing in any job. Even if some of them decide not to do anything by themselves, they will be able to help their family members or in-laws with their knowledge, thus changing their status in their family.

### ***Capacity Development for the Staff***

Staff capacity has been developed through different training and workshops. Twelve new training modules for the staff have been developed and were completed by the end of 2002 by a team comprising of 10 trainers from TARC and along with a senior member from the ADP Capacity Development group. At first, need was assessed, then materials were prepared, field-tested and, after collecting the feedback from the field, alterations were made and then the final version of the modules came out. Training is going on based on these current modules. To develop and revise the existing module is one of the key responsibilities of the section that works in capacity. Besides developing modules, this group conducts both training and workshop sessions. The developed training modules that are to be provided to the staff, AM and Kishori Netri (Adolescent Leader) are divided into five steps. These are:

| Sl no. | Training Name                              | Participant                    | Venue |
|--------|--------------------------------------------|--------------------------------|-------|
| 1      | Basic training on Kishori Kendro           | Kishori Netri, RSS, PS, KS     | TARC  |
| 2      | Basic training on APON Social Skill        | Kishori Netri, RSS, PS, KS, AM | TARC  |
| 3      | Basic training on APON Economic Life Skill | Kishori Netri, RSS, PS, KS, AM | TARC  |
| 4      | Operation Management course for ADP Staff  | RSS, PS, KS                    | TARC  |
| 5      | Communication Skill Development training   | RSS, PS, KS                    | TARC  |

### ***Expansion of APON Boys***

APON for Boys has been expanded in six more regions since May 2003. The APON for Boys course is running in 110 high schools at present.

<sup>1</sup> Two sisters in the Sherpur region, having completed APON training, were still in school when their family went through a financial crisis. Threatened with being withdrawn from school, they set about generating their own income. One started offering tailoring services, the other photographs. This sister had heard about the success of others in the ADP program. Having been rich enough before their crisis to have a camera, she began the initiatives herself without the training. Both sisters have since been part of the Pilot APON II / ELSP, which they say was very useful in giving them ideas for running their businesses. For example, the photographer, after learning about supply and demand, dropped the price of her photos from Taka 20 to Taka 15. Both are now earning enough to cover the costs of their own education and more". J. Raynor's Report for the BEP Appraisal Mission'03 on ELSP ADP

## Achievement during December 2002 -May 2003

During this reporting period the pilot of the Economic Life Skills Project has concluded successfully in three regions. Alongside this major activity, the groundwork for redesigning APON-I has been progressing in this period. The programme has decided that girls as well as boys will get the same material for the APON -I course. Parallel to this, APON for Boys has been expanded successfully in 6 more regions. In this reporting period the number of female RSSs increased from 11 to 22, at the field level, currently making the female:male RSS ratio 55:45 for ADP.

*The following is the glimpse of Number of KKs and on-going Adolescent Peer Organised Network (APON) course:*

- 8,038 KKs are in operation as of May
- 642 KKs opened between December 2002 - May 2003
- 1664 KKs are running APON I ( both 5 months and 13 months, funded by DC )
- 879 KKs are running APON I (both 5 months and 13 months, funded by UNICEF, outside DC financing)

## Major components of ADP

According to the nature of activities, ADP is split into three components to support the programme. These are:

- field operations
- curriculum and capacity development
- new initiative

### *Field Operations*

To support the APON course, an infrastructure was developed called Adolescent Development Programme (ADP). This programme introduced various positions both at the Head Office and in the field. Although all PS and KS are female, the RSS position was dominated by male staff. However, during the reporting period the number has changed from 11 to 22 women out of 40 (55.45%) RSS. The RSS hold the top position at the field level. The *Kishori Kendros* situated in a region are administered by the RSS. These RSS meet on a monthly basis with the H/O staff and exchange feedback from the field, thus incorporating a decentralised dynamic management style.

#### ☐ **PS - Full Time Job opportunities for Adolescent Girls**

The PS, or Project Staff, supervises the existing *Kishori Kendros* in a given team. This is a fulltime position, and only HSC graduates are eligible for these posts. This decision was consciously made; as it enables BRAC graduate girls who have finished their 12 years education to get a full time job. It also acts as a career stepping-stone for girls interested in joining BRAC or other organisations, later on as PO. The PS is responsible for all the *Kishori Kendros* in a Team. There are approximately 20-25 KKs in each team.

#### ☐ **Adolescent Girls as Monitors and Supervisors**

A new field management structure was needed for adequate monitoring and supervision of the course when APON-I for girls was introduced in the *Kishori Kendro*. Thus, in 2001 the jobs of Kishori Supervisors (KS) and Adolescent Monitor (AM) were introduced. These are part-time monitoring and supervisory positions for adolescent girls enabling them to continue with their studies as well as work part-time. AMs monitor 8 centers in a month whereas KSs are responsible for 6 KKs per week. They usually visit KKs during the afternoon for two hours, five days a week. One day per week is kept for them to be at the office for necessary deskwork and weekly meetings.

□ **Adolescents as Peer Leaders (Kishori Netri)**

BEP's experience to work with the adolescent teachers for the pre-primary schools led to the creation of the post for two peer educators for each APON class. To strengthen the mechanism for KK members to be able to practice leadership skills the programme has decided to change the role of the KK librarians and Peer Educators, and has developed them as *Kishori Netris* (Adolescent Leaders).

### ***Curriculum and Capacity Development***

This unit is responsible for developing various materials for the courses offered to the adolescents as well as developing different training and workshop modules for both adolescents and for the staff. During the reporting period the group has developed the *Facilitators' Guide* and the *Participants' Copy* for ELSP, and modules for all the training of ADP (staff & adolescents), and is on the process of redesigning APON-I materials.

Capacity development for adolescents as well as the ADP staff is the other responsibility of this unit. ADP builds the capacity for the staff through different training, orientation and workshop as well as builds capacity for the adolescents through different relevant training and workshops.

### ***NEW INITIATIVES***

The purpose of this component is to closely monitor the new interventions that are being implemented within the ADP. Each intervention has been part of this new initiative and once it shows positive results (both in terms of relevance, necessity and practicality as a separate component) it goes for expansion e.g. APON for Girls, APON for Boys etc.

#### ***APON for Boys***

With the success of APON for Girls, BEP felt that it was important that adolescent boys also be given a course in life-skills to sensitise them about similar social and reproductive health related issues. Without the awareness and support of adolescent males (who are going to be the husbands and fathers of these girls in future), the idea of women's empowerment and equality will never be fully achievable in society. Thus, APON for Boys, a similar course as APON -I (for girls) was developed. APON for Boys uses the same concept as APON for Girls, with a peer to peer approach. The course deals with many of the same issues as APON for Girls, including early marriage, dowry, acid attacks, HIV/AIDS, abuse, reproductive health, drug addiction, trafficking, etc. The programme was initiated in two regions in 2001 on a pilot basis. By July 2002, it was expanded to three more regions. Boys in high school (grades IX-X) are being reached through this course. The boys are expected to become aware and sensitive to the issues related to girl's empowerment. The course is offered through 11 books in 16 classes. There are 25-30 members in each class. The class meets once a week for 3 months, on their school premises.

Feedback was collected from the course-completed boys on materials, methods, and the course as a whole through a survey<sup>2</sup> from a section of the participants and management staff. The main objective of this study was to assess how well the present programme was serving the purpose of the project. Following their feedback and recommendations, the programme is now on its way to being redesigned. As planned, the boys and girls will get the same course material in future.

### ***Upgraded Kishori Kendro Project***

When the KKs were first set up, the objective behind it was to maintain and continue to develop the literacy levels of the adolescents who had completed 3 years of schooling from the KK schools, and in most cases were discontinuing with further education. Previously it was found that most of the BEOC graduates did not continue with their secondary education. The scenario has recently been reversed. Presently the majority of the BEOC students are continuing with their secondary schooling. As a result, the girls are no longer satisfied with just the basic reading programme that the Reading Centres used to offer.

To address the current needs, ADP changed its policy and thus has started a pilot project in order to experiment with several issues through the Upgraded Kishori Kendro. The goal is to create a secure and congenial atmosphere for the adolescents so that they can enjoy their adolescence through activities such as games and singing and dancing- rather than being confined in their homes. These centers offer them different kinds of recreational items. They also aim to increase the involvement of the community; mothers are invited to watch TV on Fridays; parents are invited to take responsibility for offering structural support, i.e., providing the rooms for the centers. To increase the involvement of the community a committee has been formed with the members of the KK and with participation from the community. The rent of the house and the electricity bill are provided collectively by the community, as well.

The upgrade project has been initiated in 20 KKs in three regions – Rangpur, Nilphamari and Bogra. These KKs are provided with Television sets, cassette players, book shelves, more game items, daily newspapers, textbooks etc. The girls groups meet 6 days a week for two hours and Fridays are kept open for mothers to gather at the centres.

## **Quality Checks**

*Various reports and surveys were done during this reporting Period*

### **Research Findings**

#### ***APON for Boys: A Study done in December 2002***

This study, done jointly by ADP and RED, shows the followings:

- APON boys course should be offered to the 9<sup>th</sup> grade students. The duration of the class should be one hour
- APON class should be included in the class routine

<sup>2</sup> done jointly by ADP and BEP Research Group, in Dec. 2002

- Among all of the 12 booklets, the one on environmental issues is not necessary
- The class should take place in the High School
- Head Teachers and the School Management Committee should be more involved in the process
- Game items should be provided
- Other activities rather than stories could be used to convey messages
- An increased number of community meetings will involve the community and help serve the purpose of changing people's perspectives on selected issues
- Centres should have a management committee
- Not more than 25-30 students should be in each class

*A few Case Studies gathered from 3 regions revealed the following:*

- Many who used to smoke tobacco have given up smoking.
- Adolescent boys have become more aware of the company they keep since they learned about the negative influences of peer pressure.
- Participants have become aware of STD/AIDs.
- They have become aware of gender discrimination, and gender roles.
- They have shown increased interest to know about relevant issues.
- They have become aware of the horrific aftermath of acid attacks.
- They have been aware of the negative effects of early marriage and dowry.

### **Monitoring Findings**

Monitoring findings during the reporting period on adolescents' savings capacity showed that, the percentage of adolescent girls able to save Taka 2 is 70.6%, whereas 20.78% believed they could save Taka 5, and 7.05% believed that they could save Taka 10 per month. However, observation done by supervisors at different levels showed that even those who believed they could save Taka 2 per month were irregular in doing so. Due to this prevailing situation the programme decided to make savings an *optional habit* rather than a compulsory one. This itself proves that the majority of the girls whom the programme is catering to lie below the poverty level. Therefore, making ADP a self-sustaining venture may not be possible in the immediate future, although the option remains open for the long-term.

### **Technical Assistance**

#### ***Consultant's Report on Redesigning the APON course***

ADP's consultant, Rachel Carnegie, worked with the ADP group from 23-28 February, 2003. This was the second consultancy done by Ms. Carnegie for the ADP. She made her first visit in late 2001.

Key Recommendations of this consultancy are as follows:

#### ***Promote a supportive environment for adolescents***

- ❑ It is vital that BRAC and other agencies involved in adolescent programming work urgently to counter any negative reactions to adolescent girls' education and development and to **create a supportive and enabling environment for adolescent girls**. Without a supportive environment, it is very difficult for APON girls to put their new learning into action. A situation where an adolescent *knows* the best course of action (e.g. delaying marriage) but is not supported by her family and community can lead to even greater stress and suffering for the girl.
- ❑ **At national level** - It will be necessary to develop a national communication strategy in support of adolescent development.
- ❑ **At community level** - BRAC already works with communities before the APON centres are opened to gain their support. However, it seems necessary to continue this open discussion with parents and community leaders to ensure that any misunderstandings are cleared, and that the community can see the benefits of the APON centres both to the girls and to their families and communities.

#### *Revise or create new learning materials*

- ❑ Detailed notes are given in the report for revising existing learning materials and where necessary creating new materials, either where the existing materials require too extensive changes or where new topics have emerged as priorities. **This revision process requires investment of time** in formative research with adolescents and in gaining technical advice, but such investment will be repaid in terms of the quality and effectiveness of the final product.

#### *Extend and revise methods in learning process*

- ❑ APON staff and adolescents themselves want to see greater variety in the methods used in APON sessions. In many centres it has now been found that the majority of the adolescents have continued in secondary school, so the learning processes can be accelerated.

#### *Reinforce life skills development*

- ❑ For adolescents to put learning into action, four factors are necessary:
  - *Information*
  - *Motivation*
  - *The ability to act (life skills, and*
  - *A supportive environment*
- It is important that the APON learning process communicates health and social *information* and *motivates* them to act, but also develops *life skills* in young people to enable them to put their learning into action. Life skills-based education is already implicit in much of APON's materials (through role models in the stories and through learning activities) but it also needs to be explicit to help the adolescents relate their learning to their real lives.

- After each topic has finished, the messages need to be reinforced and the life skills, highlighted in the stories, need to be practiced. Research has shown that while general life skills education is useful, adolescents are more likely to apply life skills to situations, which they have practiced in a learning setting.

#### Experience Related to Programme intervention

- It was found out that to provide the adolescent girls with part time jobs while enabling them to continue their studies was not possible. However, BEP has been successful in absorbing around 33,000 adolescents through different projects by providing them with full/part-time jobs in-house through mainly its ADP and Pre-Primary programmes.
- As expected earlier -providing livelihood opportunities to the adolescent girls became difficult keeping in mind the outside BRAC employment/employers. Therefore, after series of discussion with the concerned stakeholders it was found out that the entrepreneurship development amongst the adolescent girls was feasible. Thus the introduction of a short course on basic ELSP evolved.
- Having established the Reading Centres and APON course, BEP experienced that the needs and concerns of adolescents differ from one group to another. For example, there are married/unmarried group, school going and out of school group, girls/boys etc. Therefore, a further strategy was taken to develop an *Adolescent Development Programme*. Besides on-going Adolescent Centers, APON in 15 regions and APON Kishori Abhijan in 11 regions, another pilot initiative has been undertaken for adolescent boys- *the APON for Boys*, which is now being piloted in 5 regions of Bangladesh. This initiative was started keeping in mind the fact that the sensitized adolescents will be married to the boys of the society who are less sensitive about these issues. Therefore, providing these boys with a similar course would not only make them sensitive towards their female counterparts, but also would help them learn about problems (trafficking, child abuse, drugs, threat of STD/AIDs etc.) they might face as adolescents themselves.
- Both adolescent girls and boys want entertainment/recreation side-by-side education. Therefore, emphasizing on entertainment and education should be a constant focus of the programme.
- Given the support and opportunities (adolescent girls and boys) will form a resource pool for various activities.
- As support and involvement of the parents and community is very important for the successful running of a project such as the ADP, it has been decided to initiate certain sessions with the parents on a pilot basis from August 2003. Based on the out come of the pilot, initiatives will be mainstreamed.

# Output 5

## *GoB Partnership Unit A maturing Collaboration*

*Formal Primary School stakeholders (local and national) are aware of BRAC's experiences and considering them in their policies and programmes.*

## Overview

*The GoB Partnership Unit (GPU) of BRAC Education Programme (BEP) was established in July 2001 with a plan to collaborate with the Government of Bangladesh (GoB) in the context of the formal primary school system. Since its inception, the GPU and GoB have made significant advances in raising the level of working relationship in primary education. The GPU continues to expand its reach through the following objectives in the areas of Primary Initiatives in Mainstreaming Education (PRIME), Pre-Primary and Community schools.*

**GPU has the following objectives:**

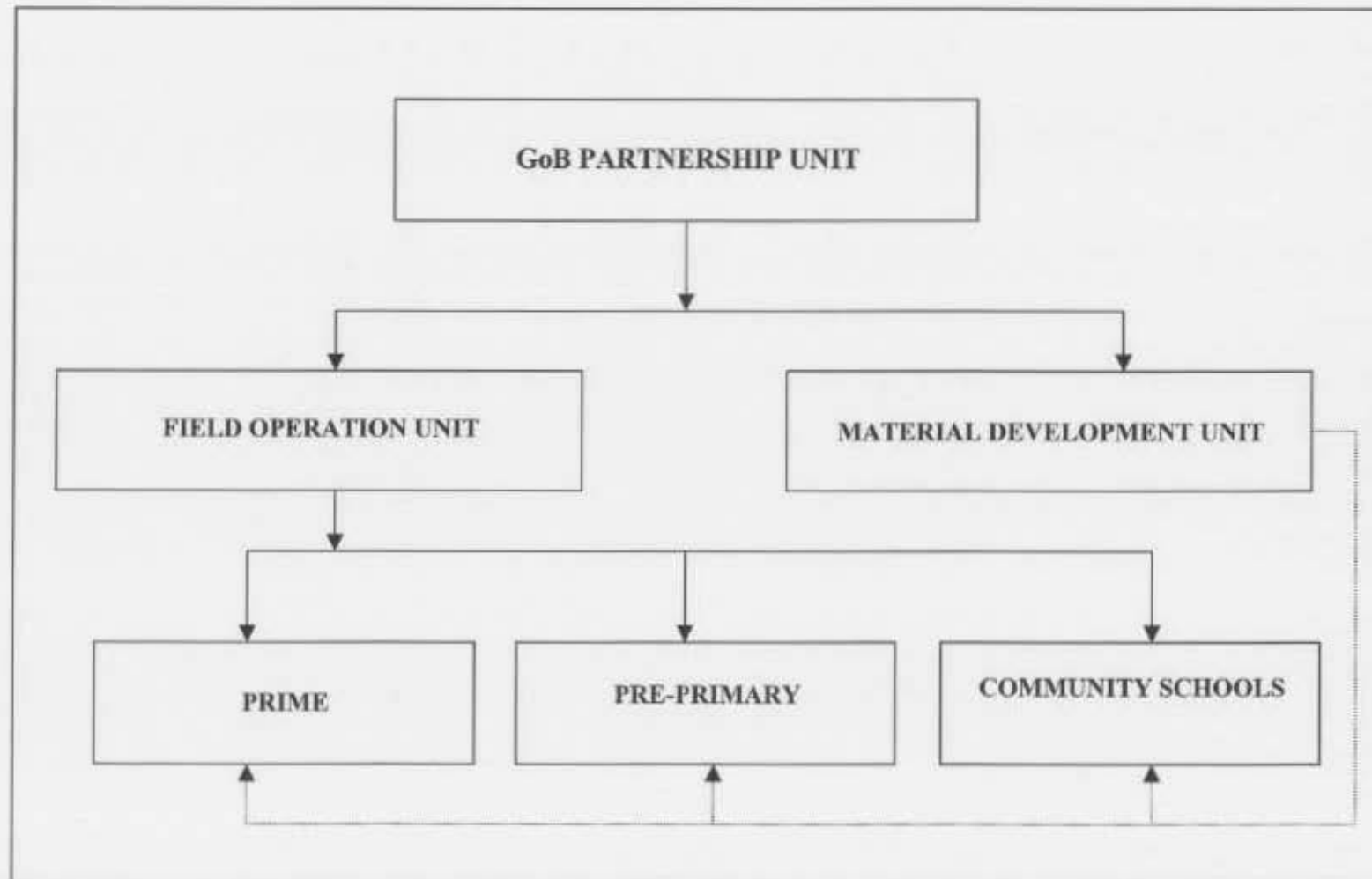
- *Establishing a closer working relationship between BRAC and GoB at Upazila /local and national levels*
- *Sharing of experience and expertise with GoB personnel and others (MP, UP chairmen, civil society members etc.) engaged in primary education*
- *Developing pre-primary schools as an effective gateway to the formal education system*
- *Strengthen the existing link with GoB through the Community Schools run by BEP*

## Highlights

- In November 2002 the Government gave BRAC approval to open pre-primary schools in GoB primary school catchment area across the country.
- Under the framework of pre-primary we have received permission to hold workshops with the SMC members, head teachers, teachers of GoB primary schools as well as with other persons engaged in primary education.
- This year the Government has given BRAC permission to allow grade V students (from BRAC operated non-formal schools; community and formal schools) to compete in the Government scholarship examination (see also output 1).
- Recently the MoPME has decided to allocated another 96 dysfunctional community schools to BRAC to make them operational. Formal agreement between the Government and BRAC will soon be signed.
- GPU identifies the expansion of the pre-primary schools as a potential area for strengthening collaboration with GoB. Now 7,500 pre-primary schools are being operated throughout the country both in GoB primary school campuses and in GPS catchment.<sup>1</sup>
- In order to activate the School Management Committee (SMC), workshops are held with all the members of the SMC to make them aware of their functions, roles and responsibilities.
- In 2003, with permission from the GoB, the Pre-Primary school initiative began to operate schools on the campuses of government primary schools. Director General (DG) of Directorate of Primary Education (DPE) gave formal permission for classroom extension within the primary school campuses to operate the pre-primary classes, in response to the letters from the District Primary Education Officers (DPEO) of Kushtia and Rajbari districts. It should be noted that local level GoB officials in all PRIME areas have given written permission in this regard as well.

<sup>1</sup> Each GoB primary school has some specified area which is determined by the government from where all the eligible school going children will attend that GoB primary school. This area is called a catchment.

The following organogram shows the different interventions in the GP



## Components of GPU

### PRIMARY INITIATIVES IN MAINSTREAM EDUCATION (PRIME)

PRIME has undertaken the aim of improving the quality of primary education by being directly involved with all the stakeholders of primary education. The initiative is delivering its activities under the guidance and supervision of a number of experienced staff from the central level to the grassroots to establish relationships with various stakeholders in the formal education system. PRIME works to study the existing formal primary education system and to seek the ways to collaborate in bringing more quality to primary education.

*The overall objective of PRIME is to improve the quality of primary education through BRAC's involvement with the main actors in primary education sector.*

### Activities of GPU during this period

During the reporting period PRIME has taken initiatives to establish Pre-Primary schools in GPS campuses to strengthen the collaboration with GoB. PRIME has already established 582 Pre-Primary schools in the GPS campus. *(For further details, please see Pre-Primary section)*

#### *Workshop with School Management Committee (SMC)*

PRIME has started conducting workshops with the SMC members in PRIME intervention areas. The Material Development Unit (MDU) has trained 40 Program Organizers whose particular task it is to provide training to the SMC members. In the meantime three workshops have been held on an experimental basis attended by the Deputy Commissioners, Additional Deputy Commissioners, District Primary Education Officers, Upazila Nirbahi Officers, Upazila Education Officers and others concerned. It created enthusiasm among the SMC members and other government officials. PRIME has also received suggestions from the mentioned GoB officials and participants, which have been incorporated in the module. The SMC workshops impart knowledge to the participants about their functions, roles and responsibilities. All participants prepare an action plan at the end of each workshop which entails their tasks for a specific period of time. PRIME staff will follow up on these action plans and maintain regular contact with the SMC members to ensure the tasks are implemented. Based on the revised module SMC workshops are now being held in all PRIME areas.

#### *Workshop with the Head teacher / teachers*

Since its inception PRIME has been conducting workshops with the head teachers of GoB primary schools. All activities of PRIME center around the quality of primary education. As Pre-Primary course graduates are admitted into grade I in GoB Primary schools it is important that the head teachers of these schools get involved in the whole process. Consequently PRIME started holding workshops with the GoB head teachers. Every year each head teacher in the PRIME intervened areas from GoB primary schools attend four workshops at the PRIME office.

Moreover, Recently PRIME has been requested by the upazila administration of Fulbari under Kurigram district to arrange an orientation course for the newly recruited GoB primary school

teachers. It should be mentioned that in the government system there does not exist any provision for providing orientation to GoB primary school teachers before they start teaching at schools.

### ***Field Trips by GoB Officials***

GoB officials, public representatives, members of the civil society and other concerned community members started visiting PRIME activities which created a lot of enthusiasm and encouragement among them. BRAC began getting appreciation from the GoB officials and others expressing their outstanding satisfaction and their request for expansion. As a result, in March 2003 PRIME expanded to another 10 upazilas. Moreover, 2003 witnessed a smooth transfer of pre-primary school graduates to adjacent GPSs which are regarded as mother schools. This led to an improvement in the relationship between BRAC and the GPSs at local as well as in the central level.

*Letters from GoB officials are included below:*

#### **Inspection Report : Deputy Commissioner DC, Manikganj**

**Government of the People's Republic of Bangladesh  
Office of the Deputy Commissioner  
Manikganj**

Golom Nabi, Deputy Commissioner, Manikganj  
School run by BRAC Education Programme, Manikganj  
Inspection report

According to the preset program I visited some schools and a Union Library under BRAC Education Programme on 27.08.2002. I was accompanied by the Upazila Manager, BRAC Education Programme, PRIME, Manikganj, Regional Manager, Quality Assurance Specialist (QAS) and BRAC Education Programme, Manikganj.

At 10:30 a.m I visited Terdona BRAC Pre-primary School. The two teachers were present at that time. The Manager, of BRAC Education Programme PRIME informed me that both the teachers were BRAC graduates and they were studying in class ten and in college. The total number of children of that school was 30 and 100% of the children were present that day.

The students did addition and subtraction on their slates correctly. When asked, four students read out alphabets clearly. At the end, they recited rhymes by clapping their hands, performed drama, and dance, which were attractive. The enthusiasm of the children was quite noteworthy.

At 11:15 I visited Outpara BRAC School. During the time of the visit I was informed that this it was the 3<sup>rd</sup> grade of BRAC Education Programme. The teacher, named Parvin Akhter, has been teaching there for a long time. The total number of children of that school was 33 and 32 were present. The students could do the multiplications and divisions on slates correctly. Some students could recite tables, could read Bengali and English properly. The students danced and played the game 'Country Name' through clapping which was excellent.

I visited BRAC, Bethila Gonokendro Phathagar (Union Library) at 12 a.m. This library was on the premises of Bethila High School. Here, I saw computers, a lot of books, sufficient reading materials, tables, chairs, and a children's corner. A local woman serves as the librarian. One cannot help appreciating this

kind of library in a village.

I am satisfied with the Education Programme of BRAC. Their programme can play an effective role in helping to accomplish the Government's 'Education for All' Programme. BRAC's supervision system and teaching methods can be followed by others. The rural people maintain a positive attitude towards BRAC Education Programme.

Though Manikganj is not far off from the capital city, the literacy level is not satisfactory there. Most of the people live under the poverty line. It is essential that the BRAC Education Programme should be further extended.

(Golam Nabi)  
Deputy Commissioner  
Manikganj.

Memo. No. jeproma/gop-18/2003...-4 (10)

Date: 02.01.2003  
19.9.1409  
(Bangla)

1. Secretary, Ministry of Primary and Mass Education, Bangladesh Secretariat, Dhaka
2. Director General, Directorate of Primary Education Division, Mirpur, Dhaka
3. Director General, Directorate of Non-formal Education, Office of Non-formal Education, Tejgaon, Dhaka
4. Chairman, BRAC 75, Mohakhali BRAC Centre, Dhaka-1212
5. Executive Director, 75, Mohakhali BRAC Centre, Dhaka-1212
6. Programme Head, BRAC Education Programme, 75, Mohakhali BRAC Centre, Dhaka-1212
7. Upazila Nirbahi Officer, Manikganj
8. District Primary Education Officer, Manikganj
9. Upazila Primary Education Officer, Manikganj
10. Upazila Manager, BRAC Education Programme, Manikganj.

Sd. ....  
Deputy Commissioner  
Manikganj

**Letter for collaboration : District Primary Education Officer (DPEO), Rangpur**

**Govt. of the People's Republic of Bangladesh  
Office of the District Primary Education Officer  
Rangpur**

Memo no. 6021/3

From: District Primary Education Officer  
Rangpur

To: Upazila Education Officer  
Sadar/Mithapukur/Taraganj  
District: Rangpur

**Subject: Collaboration with PRIME project, BRAC**

Reference: Letter of the Upazila Manager, BRAC, dated 15.03.03.

In reference to the subject and letter mentioned above, it may be stated that, BRAC with its 16 years experience in non-formal education has initiated a project named PRIME (Primary Initiative in Mainstream Education) in response to the call by the honourable Prime Minister of the of People's Republic of the

Bangladesh to share experience in this field of education with the Government sector. For the overall development of the primary education through out the county, PRIME is working in 40 Upazilas of 16 Districts including Rangpur Sadar/Mithapukur/Paraganj. You are kindly requested to visit Non-formal Primary Education, Pre-primary Schools and other programmes and give your valuable advice and full co-operation to these programmes with kind attention to following points of association (1-8).

**Areas of Association:**

1. Opening of pre-primary school in the catchment area of Govt./Registered and Community School
2. Increasing the number of classrooms with the assistance of SMC and local stakeholders.
3. Assistance in appointment of part time teachers.
4. Assistance in activating the SMC.
5. Exchange views with the head teachers and teachers to improve the standard of education.
6. Involve local stakeholders in the school activities.
7. Exchange views with the persons related to school activities in field level.
8. Involvement with the URC.

(Md. Akbar Ali Sarker)  
District Primary Education Officer (Acting)  
Rangpur  
Dated: 18.03.2003

**Letter For Collaboration: Upazilla Nirbahi Officer (UNO), Pabna**

Government of the People's Republic of Bangladesh  
Office of the Upazila Nirbahi Officer  
Chatmohar, Pabna

Memo no. Misc-18-13/2003-151

Date: 18.02.2003

To: The Upazila Manager  
BRAC Education Programme, PRIME  
Chatmohar, Pabna

**Subject: Permission for implementing PRIME project of BRAC Education Programme in Chatmohar Upazila.**

**Ref: Letter submitted on 18.02.2003**

In reference to your letter dt.18.02.03, permission has been given for the implementation of the following activities to ensure the quality of primary education in Chatmohar Upazila, as a supplementary effort to the Government's effort.

1. Opening of pre-primary schools in the catchment areas of the Govt. primary schools.
2. To activate and raise awareness of the parents.

3. To activate the School Managing Committee.
4. Hold meetings in order to exchange opinions with the teachers.
5. To involve the local administration, civil society and renowned personalities in the development of primary education.
6. To assist in making the primary schools 'free from smoking'.

Shishir Kumar Roy  
Upazila Nirbahi Officer  
Chatmohar, Pabna  
Dated: 18.02.2003

### ***Material and Capacity Development of PRIME***

The Material Development Unit creates and modifies the curriculum that is used in PRIME related activities of different training, workshop and materials related to GPSs.

An orientation module has been developed for the Program Organiser (PO) and they have been provided with a three-day orientation. A series of orientation courses for the Upazila Managers (UMs) with the development of communication skills, communicative English and computer literacy etc. have been provided. A seven days orientation on social mobilization has been provided for some selected POs of PRIME who are now conducting workshops of SMC members.

Modules as well as materials have been developed for workshops for the SMC members regarding their roles and responsibilities in improving Govt. primary schools. In this regard the MDU has exchanged ideas and experiences with the relevant persons of primary education such as District Primary Education Officers, Upazila Education Officers and Assistant Upazila education Officers. They have also visited a good number of GoB primary schools and talked to the teachers and SMC members to assess the need for module preparation. All Regional Managers (RMs) have been provided with two days orientation on linkages with GoB.

*Table 1.1 indicates the progress of work against the planned activities of PRIME for December 2002 to May 2003*

| Particular                                       | BEP's plan for June 2002 - May 2003                                            | Achievements from December 2002 - May 2003                                                                                                                                                                      |
|--------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Household Survey on potential students           | Survey will continue to another 3 unions to operate 2,500 pre primary schools. | Survey completed and a total number of 7,500 pre-primary schools are in operation.                                                                                                                              |
| Awareness building among communities and parents | Approximately 3,000 different types of meetings will be held.                  | PRIME staff have arranged and participated in 1,133 SMC meetings. They have participated in 1,330 monthly forums, parents meetings and forums. These forums discussed the importance of education.<br><br>Done. |

|                                                        |                                                                                                                                                                   |                                                                                                                                                                                        |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | Another new three unions will be covered up by arsenic tests.                                                                                                     |                                                                                                                                                                                        |
| School Opening                                         | Approximately 2500 (accumulated) Pre-primary schools will be in operation.                                                                                        | 3,495 Pre-primary schools are in operation in PRIME intervention areas. 4005 are operating outside PRIME areas.                                                                        |
| Training                                               | Approximately 5,000 Basic teacher's training will be held.                                                                                                        | 12,262 teachers have been provided with basic training (including PRIME).                                                                                                              |
| Parents meetings on school activities                  | Organise monthly parents meetings to inform them about the progress of schools, support required from them and also to address their address their concerns, etc. | PRIME staff conduct monthly meeting with the parents of Pre-primary learners and community people.                                                                                     |
| Advocacy seminars for local GoB officials and teachers | Workshops & seminars will be held.<br>It will be continued whenever survey will be conducted.                                                                     | Workshops and meetings with GoB primary head teachers/teachers are being conducted which are also attended by local GoB officials.                                                     |
| Dissemination of survey findings                       | It will continue.                                                                                                                                                 | Dissemination is going on with the GoB primary head teachers.                                                                                                                          |
| Organising field visits for GoB officials              | It will continue during this period by BRAC BEP.                                                                                                                  | This is continuing. MPs, DCs, ADCs, DPEDs, UNOS UEOS and others concerned are visiting PRIME's activities.                                                                             |
| Teaching Materials                                     | Review of all materials, i.e. teacher's guide, learner's books, support materials, aid, training materials and module of staff, supervisors and teachers.         | Basic teacher's training module, teacher's guide, support materials, staff training module have been revised. Presently learner's books and other related materials are being revised. |
| Training to staff                                      | 200 Supervisors will be given orientation on review materials and module.                                                                                         | Concerned supervisors have been oriented on the revised materials.                                                                                                                     |
|                                                        | Basic training on Shishu Sreni will be provided to 200 Shishu Sreni Supervisors.                                                                                  | Completed.                                                                                                                                                                             |
|                                                        | Management training will be provided to 200 Shishu Sreni supervisors.                                                                                             | 120 PSs have received ToT.                                                                                                                                                             |
|                                                        | More refresher will be provided.                                                                                                                                  | Monthly refresher are continuing                                                                                                                                                       |

### Pre-primary Schools

BRAC's pre-primary schools enroll children 4-5 years of age. Each school enrolls 25-30 children (60% female). The duration of the program is 12 months. The pre-school runs for 2 hours a day, 6 days a week. The pre-school is conducted by two adolescent teachers, with an

average age of 15 years who are continuing their studies in Secondary School. The Pre-primary program requires community participation. The pre-school program runs on activity based curriculum in which child-to-child teaching-learning methodology is used. All the children are provided the education materials and supplies free of cost.

The overall aim of the pre-school intervention is to promote children's holistic development through a joyful and child friendly environment and prepare them for the formal primary school. Indeed, women's empowerment is a secondary aim of the pre-primary initiative, with adolescent women playing a key role in program implementation as teachers and supervisors.

*Table 1.2 Pre-Primary schools at a glance as of May 2003*

| Total Pre-Primary Schools: 7,500 | Total No. Of Adolescents: 14274 <sup>2</sup> | Total no. of      |                  |
|----------------------------------|----------------------------------------------|-------------------|------------------|
|                                  |                                              | KS                | PS               |
|                                  |                                              | 1115 <sup>3</sup> | 404 <sup>4</sup> |
| Female                           | 100% female teachers                         | 100%              | 100%             |
| Pre-Primary Schools              | No. of Mother schools <sup>5</sup>           |                   |                  |
|                                  | GPS /RNGPS<br>4,560                          |                   |                  |

BRAC's initiative of pre-primary schools is an effort to strengthen the government's objective to achieve Education For All (EFA) successfully by 2015. In an effort to strengthen GoB linkages in all regions BEP created a new position, the Regional Sector Specialists (RSS) for pre-primary, in 36 out of 40 (39% female) regions where PP schools were operating.

### *Status of Operations*

In May 2003, 7,500 schools are in operation. Out of these 4,005 schools are operating in the NFPE area and the remaining 3,495 schools are in PRIME area of 40 upazilas. Altogether 7,500 schools are located in 54 districts of Bangladesh.

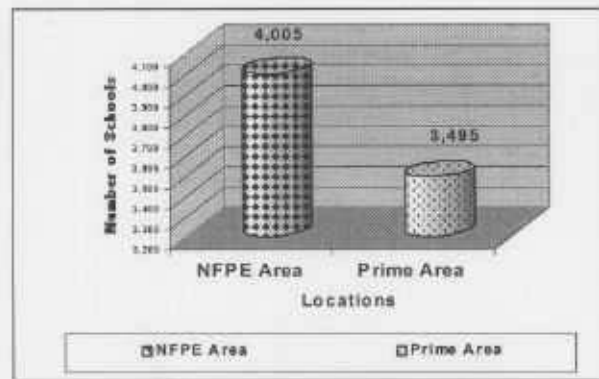
*Figure- 1.1: Distribution of present Pre-primary school operated in the areas of NFPE and PRIME*

<sup>2</sup> In the case of an experienced BRAC NFPE teacher, one teacher is considered for each Pre-primary school

<sup>3</sup> KS: Kishori (Adolescent) Supervisor who are overseeing Pre-Primary schools

<sup>4</sup> PS: Pre-Primary Supervisor who are supervising KSs

<sup>5</sup> Mother school means the GoB primary schools where Pre-Primary course graduates will get enrolled.



With the advent of PRIME, BEP realised that together with other activities the pre-primary schools could be an excellent way of reducing the number of dropouts in the GPSs and, at the same time, it could aid in building closer relations with the formal system stakeholders at the local level. In 2003 BEP intensified effort to operate PP schools in GPS campuses. The lessons learnt will be transferred elsewhere in areas where PP are operating outside PRIME.

*At the end of the November 2002, we received a letter from the MoPME in connection with approval of the Government. The letter is as follows:*

**Government of the People's Republic of Bangladesh  
Bangladesh Secretariat,  
Dhaka.**

Memo no- PMED/ Admn-3/ Mis-16/ 2001/ 827

Date: 25/ 11/2002 AD

**Sub: BRAC's collaboration with GoB to complement GoB's commitment to The Compulsory Primary Education by bringing the school going children under its umbrella.**

According to the above mentioned instruction age that in order to open the pre-primary classes as a complementary effort to GoB's commitment to Primary Education through the government/ registered non government primary school catchments areas the Education Department of GoB has assented that BRAC may open pre-primary school centers within the primary school catchment areas as an experimental endeavor.

**O2. Keeping in consistence with time BRAC may take up this experimental endeavor discussing with the community people and School Management Committee (SMC) members of the catchments area.**

( Selima Akhter Banu)  
Senior Assistant Secretary (Admn. -3)  
Phone: 8617718  
Executive Director,  
BRAC,  
75, Mohakhali, Dhaka.

CC:

01. Director General, Directorate of Primary Education Office.
02. Director General, Compulsory Primary Education Implementation Monitoring Unit, Shikha Bhaban, Dhaka.

03. Directorate of Non-Formal Education, Tejgaon, Dhaka  
04. Office Copy.

(The letter has been translated from the original Bangla version)

## **Activities of Pre-Primary**

### ***Survey before introducing Pre-Primary Program***

An intensive survey is conducted in the new area before introducing the pre-primary program. The survey includes an intensive effort to comprehend the formal education system for setting up the infrastructure needed to undertake planned activities, and relationship building with various stakeholders, as well as of planning for the future. The survey is conducted by the staff members and local surveyors working in the field level. This process facilitates building relationships with various stakeholders in the formal education system, to study the existing formal primary education system and to assess demands and expectations through informal discussions.

The survey which includes the children from 0-14 years old was undertaken with the following objectives:

- To know the status of all children whether or not they attend schools
- 5-6 age group children for pre-primary schools
- 8-10 age group children for NFPE schools
- 11-14 age group children for Kishore-Kishori (adolescent) schools
- 

This survey contained information not only on the children, but also on the financial status of the parents. It is hoped that the information from the survey will also be useful in the future, for example, in helping the formal system to identify dropout children, as well as in forming a baseline survey from which improvements can be measured.

### ***Classroom Extension in Primary School Campus***

Pre-Primary has taken the initiative to establish Pre-Primary schools in GoB primary school campuses. At the initial stage, in some areas Pre-Primary has started to construct and renovate rooms in GoB primary schools with approval of the local GoB officials through PRIME interventions. The Director General of Directorate of Primary Education has given written permission to PRIME for the construction of new rooms in GoB primary schools in Kushtia and Rajbari in response to the letters from the concerned District Primary Education Officers.

In selecting the pre-school classrooms within the GPS campus, BRAC considers the following options:

- Build a new room within the primary school campus
- Renovate some unusable rooms in GoB primary schools
- Use the primary school's surplus rooms
- When establishing more than one pre-primary class in a GoB campus, a separate house is rented within the catchment of the GoB primary schools.

In response to the letter of District Education Officer Kushtia, Director General of DPEO has sent the following approval letter.

**Letter of Director General (DG) for classroom extension**

**The People's Republic of Bangladesh  
Directorate of Primary Education  
Bangladesh, Dhaka**

Memo no: O AM/25 B-Khu/98

Date:

From: Director General

Directorate of Primary Education

Bangladesh, Dhaka

To: District Primary Education Officer Kushtia

**Sub: BRAC's collaboration with the GoB to complement its commitment to The Compulsory Primary Education by bringing eligible school age children under its umbrella.**

Ref: His letter no: 1898  
13.03.2003

Date:

Ref to the above subject and memo number, according to his request BRAC is permitted to open Pre-primary schools on the GoB primary school campuses constructing one room each in GoB primary schools in six unions of Kushtia sadar upazila in consultation with the School Management Committee members as a complementary effort to the Government to bring eligible school age children to school.

**Conditions:**

- A. The ownership of the constructed rooms will be lying with the concerned primary school/Government
- B. The Government reserves the right to demolish the rooms for the development of the school or the need of the Government
- C. Rooms can not be built in the playground/in front of the school
- D. Upon completion of the program the room along with the furniture have to handed over to the concerned school authority.

(Farhana Huq)

Assistant Director (Biddalay-2)

On behalf of the Director General

Directorate of Primary Education

Bangladesh, Dhaka

Memo no: O AM/25B-Khu298/497/4

Date: 08.04.2003

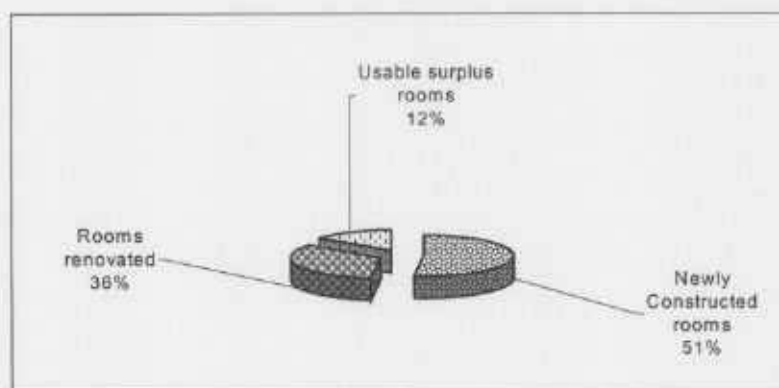
Copy forwarded for information and necessary action to:

1. Deputy Director, Primary Education, Khulna Division, Khulna
2. Manager, BRAC PRIME Program, Kushtia
3. Upazila Nirbahi Officer, Kushtia Sadar, Kushtia
4. Upazila Education Officer, Kushtia Sadar, Kushtia
5. Office copy

*(The letter has been translated from the original Bangla version)*

By May 2003, 582 pre-primary schools are being operated in GoB primary school campus of which 301 (52%) rooms have newly been constructed, 196 (36%) rooms have been renovated and 85 (12%) usable surplus rooms have been provided by the concerned GoB primary schools for operation of pre-primary schools. (Shown in figure 1.2)

*Figure-1.2: Percentage distribution of Pre-primary classroom extension status within the mother school campus*



The pre-primary Material and Capacity Development Group deals with the materials regarding the pre-primary schools and also the materials related to the capacity development of pre-primary staff.

### **Curriculum Review**

Recently the material development unit has started to review the on-going pre-primary curriculum. The review includes the *Barner Mela* (Alphabet Book), *Shankhar Mela* (Math), *Chabi Dekhe Shikhi* (social & environmental studies) along with all the materials used for the pre-primary schools.

### **Capacity Development**

A capacity development plan is designed for the purpose of making the teacher and staff professionally efficient. The general list of this plan includes training, meeting, workshop, refreshers, discussion and supportive supervision. It should be noted that 7,424 (out of 12,262) teachers were provided with basic training in TARC. The group noted that basic training held at TARC differs significantly in terms of capacity development from basic training held at local level. Because the exposure in TARC is much greater BEP is considering the policy of holding basic training for pre-primary teachers at TARC only.

*Table 1.3 indicates the Capacity development strategy for the pre-primary personnel*

| Type of personnel | Type of capacity development | Duration (days) |
|-------------------|------------------------------|-----------------|
| Teacher           | Basic training + Orientation | 6+2             |

|     |                                                                           |       |
|-----|---------------------------------------------------------------------------|-------|
| KS  | Basic & In-service                                                        | 6+6   |
| PS  | Basic training, In-service training & Training of Trainers                | 6+6+6 |
| RSS | Orientation on pre-primary, Training of Trainers & Communication training | 3+6+6 |
| UM  | Orientation                                                               | 2     |
| PO  | Training of Trainers                                                      | 6     |

KS=Khishori Supervisor, PS=Project Supervisor, RSS=Regional Sector Specialist, UM=Upazila Manager, PO=Program Organiser

It should be noted that under the frame work of Pre-Primary we have also received permission to carry out social mobilisation, exchange ideas and expertise with the personnel engaged in Pre-Primary education such as holding workshops with head teachers, teachers, AUEOs, UEOs etc. and SMC members in order to involve them in primary education.

*Table 1.3 The progress of work against the planned activities of Pre-primary for December 2002 to May 2003*

| Particular                     | BEP's plan for June 2002-May 2003                                                                                                                        | Achievements from December 2002 - May 2003                                                                                                                                                                                                                                             |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | Basic teacher's training module teacher's guide, staff training module, some support materials have been reviewed. Learner's books and some related materials are being revised.                                                                                                       |
| Training of staff and teachers | It will continue                                                                                                                                         | Orientation has already been conducted.<br>14 RSSs have been provided communication training<br>33 RSS received special orientation on GoB linkage<br>448 PSs have been provided Basic training<br>352 PS received In-service training<br>KS 1,273 Basic training<br>933 KS In-service |
|                                | PS will be in charge of supervising the Sheshu srence supervisors in stead of POs. Relative numbers of PS will receive ToT.                              | 317 PSs have been provided with ToT.                                                                                                                                                                                                                                                   |
|                                | Approximately 4,000 teachers will be provided with basic training.                                                                                       | 12,262 teachers have been provided with basic training.                                                                                                                                                                                                                                |
|                                | More refresher will be provided                                                                                                                          | Every teacher attends monthly teacher refreshers every month.                                                                                                                                                                                                                          |

### Community Schools

Community schools were established by the GoB under the General Education Project between 1990 and 1996 in rural areas where the density of population was very high, but where literacy

rates were very low and where, for geographic reasons, many children (especially girls) were unable to attend primary schools.

After a survey done in 1998 revealed that 194 community schools had become dysfunctional, the GoB decided to hand them over to various NGOs. Using their own funds, the NGOs were to make the schools functional within two years and in return the GoB agreed to consider providing free textbooks and paying the teachers salaries.

BRAC was given 73 community schools under this arrangement in 1998 & 2000. Of these, 45 schools were handed over to BRAC by the GoB (one school was eroded by river).

#### **Activities of Community Schools**

- A Training Course Module ( subject based ) was developed for the community staff and the training was conducted during May 2003.
- Class routine was prepared and supplied to all classes of all the community schools.
- Class ( grade I-V ) lesson distribution was prepared for all subjects and will be distributed to all schools within June 2003.

All staffs working with community school project have been provided training on management and academic supervision early this year.

#### **Achievement so far**

As of May 2003, the 44 community schools are functioning well, with classes ranging from pre-primary to Class V. The schools use the GoB curricula and textbooks (which are being provided free by the GoB), with supplementary materials that are provided by BRAC. At present, 6,687 students attend these schools from Pre-primary through Class V. The ratio of male to female students is 51: 49.

BRAC field staff supervise the schools and provide ongoing support to the teachers as and when required; where there isn't a BEP office, a separate program organizer (PO) has been trained to supervise the school. All community schoolteachers are given the same component of training as BEP's non-formal schoolteachers. They receive 15 days basic training and 3 days orientation before opening schools. They receive a one-day refresher course every month. Each teacher receives 6 days of training at the beginning of each new academic year at BRAC's training centers. As of May 2003, they have also received an in-service training of 6+ days training after the first term and second term examinations respectively.

#### ***Extension of Classroom***

Participation of the community in improving the school infrastructure has been noteworthy. Out of the 44 schools there were 23 two-roomed schools. Among 14 of these schools the members of the community constructed one of the rooms for each. This participation is further reflected when we see that in nine community schoolrooms will be built this year.

#### ***Scholarship Examination***

Of the 44 schools, 27 initially completed grade V. Some of these Class V students have taken the Class V scholarship examinations in 2002; in addition, all students from pre-primary to Class V have taken final exams in December 2002. Out of 27 schools which completed class V, 11 students received scholarships in 2002.

*Table 1.4 The progress of work against the planned activities of Community Schools for December 2002 to May 2003*

| Particular                       | BEP's plan for June'02- May' 03                                                                                       | Achievement from December'02-May'03                                                                                                                                                                     |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operation of Schools             | GPU plans to operate 44 community schools with 6,355 students and 162 teachers.                                       | 153 teachers are employed in these Community schools and imparting teaching to 6,687 students.                                                                                                          |
| Course complete                  | 714 students of 27 community schools will complete Grade V and will get admitted in secondary schools.                | 714 students completed Grade V from 27 community schools and of these 652 students got admitted in secondary schools.                                                                                   |
| Grade V scholarship test         | Grade V students of Community schools will be given the opportunity to sit for scholarship exam this year.            | Students from grade-V took scholarship examinations in 2002 and a total of 11 students obtained scholarship.                                                                                            |
| Subject based teachers' training | Teachers of community schools will be provided 6 days subject based training.                                         | 153 teachers from community schools have received 6 days subject based training at the beginning of new academic year of 2003.                                                                          |
| Negotiations with GoB officials  | Negotiations will be continued with the GoB for taking over the 28 schools that have not been handed over to BEP yet. | Negotiations are going on. Recently the GoB has requested BRAC to take over another 96 dysfunctional schools to make them operational. A formal agreement between the GoB and BRAC will be signed soon. |

## Quality Checks

### Research Findings

#### *"Performance of BRAC Preschool Students in Primary Schools"- by Data International*

In 2003, BRAC commissioned, Data International, a local consulting firm, to undertake an assessment of their preschool program. Covering 52 government primary schools, students of Grade I, who had earlier attended BRAC's preschool (termed "BRAC students") and those who had not (termed "non-BRAC students"), were included in the study. Classroom activities of BRAC preschools, including usage of teaching materials, were studied. In addition, teachers, head teachers, and parents were interviewed. The salient findings of the study are provided in bullets below.

- ❑ BRAC students performed better in the achievement tests – an average score for BRAC students was about 26 percent higher than that of non-BRAC students.

- ❑ The multivariate analysis identified that BRAC students were 4 times more likely to perform better than non-BRAC students.
- ❑ The multivariate analysis also found that although the education of both parents has an impact on student performance, the mother's education has more of an impact. Children whose mother had HSC or higher education were 3 times more likely to perform better.
- ❑ The perceptions and opinions of the class teachers regarding the performance of BRAC children support this finding.
- ❑ The majority of the parents of the BRAC children also had positive views on the efficacy of the BRAC pre primary schooling.
- ❑ Head teachers of the relevant primary schools also view the program in a positive light.
- ❑ In terms of qualitative findings, BRAC students were more responsive and attentive.

Two *cautionary* notes should be considered for this study and its findings. First, the observations and findings are on studying various direct and indirect beneficiaries and stakeholders of the BRAC preschool program. This is a sample based study and entailed single interactions, classroom observations and interviews. Multiple and lengthier visits and interviews would arguably have yielded greater insights into the process.

Second, this study did not explore the cost effectiveness or the sustainability of BRAC's preschool program. While the benefits from the intervention appear to be conclusively positive and effective, recommendations for expansion of the program should take cost factors into consideration.

***"Quality of baseline data: the case of PRIME project"-By Md. Abul Kalam***

This study attempted to assess the quality of baseline data of the Primary Initiative in Mainstream Education (PRIME) project of the BRAC Education Programme collected through census done by locally recruited interviewers. A sample survey of 900 households was done. Of these 900 households 100 were re-surveyed. Inter-observer agreement or concordance was used in assessing the quality of data. The measurement of inter-observer agreement indicated that there were less than 10% cases in each variable in which a disagreement between observers of sample survey and re-survey was found. This further indicated an acceptable level of the quality of data in sample survey as well as re-survey. However, the study indicated that there was disagreement of 10% to 30% cases in two variables out of 12. These variables were related to age and socio economic conditions. It is therefore, suggested that one should be careful in using the census data for a more realistic interpretation otherwise it could give a misleading picture of the situation. The study also suggests, that for any census in the future it should be ensured that proper, adequate and sufficient training is provided to interviewers with a well-explained manual. It further suggests that proper and adequate monitoring/supervision by the supervisors has to be done to ensure the quality of data and that the data are properly collected.

# Output 6

## *Effective Programme Management*

### *Overview*

*Output 6 includes activities such as management, monitoring, research and management information system (MIS). Effective Programme Management is necessary to support BEP. Currently the Programme Support Unit is comprised of five supporting units. These sub-units are the Administration Unit, the Monitoring Unit, the MIS, the Communications Unit and the Equity in Education Unit. However, recently after the reporting period the Equity in Education unit has been renamed as the New Initiatives Unit (NIU). New Initiatives Unit (NIU) is mentioned in outputs 1 and 5.*

*MIS is working closely with the other BEP Units. The Monitoring Unit works in two areas; these are Monitoring and Research. This unit is playing a vital role in quality development by providing necessary information to the programme.*

### Management Information System (MIS) Unit

The MIS Unit was formed in October 2001. Previously it was comprised of three groups MIS, Research, and Monitoring. During the reporting period June 2002 – May 2003, MIS was working as an independent unit. MIS is responsible for storing and updating data on BEP's programmes, as well as analysing and producing relevant reports for programme planners.

At the beginning of Phase III, the MIS system was maintained exclusively for the NFPE/ BEOC schools. Regional offices would send hard copies of information on all aspects of school operations and staff, which were then crosschecked. Currently, the MIS system is being updated to include information on the various components of BEP, including Continuing Education, PRIME and Pre-Primary schools etc.

The new MIS unit was strengthened in order to restructure and improve the existing system. The restructuring of the MIS involved the following tasks:

1. Technical assistance for a period of 3 months
2. Building the capacity of BRAC staff who are engaged in the MIS unit
3. Planning the development of the MIS system
4. Piloting with MIS decentralization at field level

During the period of June 2002 to May 2003, BEP engaged a consultant who has 13 years of experience in development and maintenance of IT applications on Windows. The consultant has been employed for the following tasks:

- ◆ to provide guidance and suggestions for upgrading the existing software/system
- ◆ to develop capacity for decentralizing the system at BEP regional office
- ◆ to pilot existing software for decentralizing the MIS system.

The consultant has also been involved in the development of the MIS Unit and has submitted a draft report with initial findings and possible recommendations.

In addition, two staff members have received training on Information Technology i.e. Webmaster on computer for seven months and six months Diploma in Information Technology. Another senior staff member of BEP is being enrolled in a 1 year Diploma Course on Information Management Systems at the Asian Institute of Technology in Thailand beginning in August 2003. These measures will increase the capacity of some BEP staff to address the challenges in future.

Again, the design of restructuring and the planning of MIS have been completed, but much of the work is still under the process of development. One of the major obstacles has been that *VISUAL BASIC. NET* expert is extremely difficult to find in Bangladesh.

Finally, from 2003, MIS decentralization is being piloted at the field level. Four computers have been provided in four Regional offices (Manikgonj, Mymensing, Rangpur and Hobigonj). Based on the pilot at field the consultant will be engaged in October to provide assistance in making the piloting of decentralization effective.

## **Communication Unit**

BEP has realized that it has to put forth its progress and development at the national as well as at the international levels. As a result, BEP has formed a group that is responsible for communication and exposure of its programme. All communications related to donor liaison and internships have been carried out under this unit. In addition, the unit is responsible for maintaining correspondence related to in-country/ overseas training of staff and technical assistance for the programme. The Communication Unit is also maintaining good linkages with all BEP's units to get information that helps to develop and prepare effective reports, and work plans.

*Communication Unit is responsible for the following activities:*

- Responsible for making linkages with different BEP units for the development of half yearly progress reports and annual work plan
- Working closely with the Donor liaison office
- Writing and updating project proposals within BEP
- Maintaining correspondence related to in-country/overseas training of staff and technical assistance for the programme.

## **Administration Unit**

The Administration Unit is responsible for all administrative tasks related to procurement, financial matters, personnel issues at the Head Office as well as at the field level and all related logistical needs. This unit is working closely with Field Operations Unit (FOU) and Educational Development Unit (EDU) related to students books and supplies.

## **Monitoring and Research Unit**

BEP's monitoring team consists of two staff members in Head Office and 36 field monitors. Of these, 30 are of the NFPE/KK school programme, five are for Continuing Education (CE), and one Head Office staff member is responsible for coordinating all the NFPE/KK monitors, CE and ADP monitors. The separate monitoring unit was originally created so that biases at the field level could be circumvented and the state of the school programme could be monitored independently. A 10% sample size is used, therefore enabling the monitors to cover all 34,000 schools.

The old method of monitoring focused mainly on student achievement, without taking into consideration the reasons behind the achievement. In an effort to improve the monitoring process, new tools are being developed for the monitoring team that take in account the classroom teaching process as well as student achievement. In addition, refreshers observation is included as a part of the Monitor's regular job. Moreover, the process of dissemination of the findings will be changed to involve more actors. During this reporting period, four workshops have been arranged. The main objectives of these workshops are to develop the knowledge and skill on questioning, interviewing, method of sampling, information collection techniques, analysing process and reporting. Both theories and practices took place in the workshops.

These new initiatives have been piloted since May 2002 and will continue until December 2003.

The Monitoring Unit has begun an initiative to monitor the Gender Education Monitoring System (GEMS) in the programme. It has developed a new database based on SPSS (Statistical Package for Social Sciences) to analyse the monitoring findings concentrating on the gender issue in learning achievement. Later on, these databases will be merged with BEP MIS database. In the near future the monitoring unit will also include an education database for monitoring inclusive education that will take into account disability and indigenous issues, and the poverty line while analysing students' achievement.

### **Research abstract**

The BEP Research group planned to undertake three studies for the year 2002-3, but based on demands from different groups of BEP, it started seven different research projects, of which two were technical assistance projects.

### **Studies related to school operation and quality assurance**

#### ***Developing Standardized School Assessment System for BRAC Education Programme:***

Research Group of MRU has started a collaborative action research project involving the Monitors and Quality Assurance Specialists in a guideline development process. The project started in April 2002 and expected to be finished by December 2003 (*except for the follow up study of this project*). Desk research and capacity development of the QASs and monitors has been taking place since May 2002. A draft-grading guide characterized by a two-step absolute grading system has been piloted in the field. The grading manual has merged with the monitoring source book which is at the very initial stage.

#### ***BEP documentation project***

This is a new project launched by the Research and Monitoring Unit. This project intends to digitalize the documents, which are essential for the program representation. Already one demo CD has been published in a form of multimedia archive where all the available research documents and other related documents are included. The project team will continue upgrading this multimedia archive. The Final version of this archive CD is expected to be developed by the end of December 2003.

#### ***An assessment of the process of learner sampling used in the BEP monitoring system***

The main objective of this study was to assess that the ongoing sampling for selecting learners for monitoring was scientifically appropriate. Twenty-four schools from eight team offices of four regions were selected randomly. The team offices and regions were also randomly selected. All learners of each selected school were tested by a produced test instrument. The test result was analysed from three points of view regarding sample sizes i) all students of a school in a sample, ii) five students of the same school in a sample, which was followed by the monitors, and iii) ten students of the same school in another sample. Although the report has not been finalized, an analysis of the findings has been included here. The results from the above mentioned three approaches did not reflect any significant

differences, which confirms that the sample size followed by the monitors is appropriate. Final draft of this research is under process.

***Achievement of Competencies of the Students of BRAC Non-formal Primary Schools, 2000-2002 (done by RED)***

Using the test instrument developed for *Education Watch 2000*, this study assessed the achievement of competencies of the students of BRAC non-formal primary schools. Three batches of students (second, third and fourth) completing full cycle of primary education within a time span of four years were the subjects of this study.

The findings revealed that the students of all the three batches were equally competent. Both inter and intra school variation in performance reduces over time.

**The key findings of this study:**

*Students of all the three batches performed equally.* Of the 27 competencies considered for the test, on average, the students of each batch achieved about 18 competencies. Otherwise, the mean number of competencies achieved by the students was mostly equal in all the surveys. This means that, on average, the students of NFPE achieved two-thirds of the competencies assessed.

*The students of recent years more homogenous than the previous years.* Analysis of co-efficient of variation of number of competencies achieved and the number of correct answers made ensured this. A similar pattern was also observed when data were analysed for boys and girls separately. This is good from an equity perspective.

*Inter-school variation reduces over time.* It was observed in *Education Watch 2000* that school-to-school variation was more in the non-formal schools than the formal schools. This is because non-formal schools are run by many NGOs at various situations. School-level analysis of this study shows that inter-school variation in BRAC system is reducing over time.

However, the findings noted a gender gap where girls were lagging behind. To address this discrepancy and increase over all performance, teaching methods in mathematics, social science and general science will be examined more carefully.

***"Basic Competencies of the Graduates of BRAC Non-formal Primary Schools Declining"*  
– By Samir R Nath (done by RED)**

Based on the Declaration of the World Conference on Education for All held in Jomtien in 1990, BRAC designed an instrument to measure the level of basic education of Bangladeshi children. The Research and Evaluation Division of BRAC regularly monitors the performance of the graduates of BRAC's non-formal primary schools through this instrument. The instrument has four sections – reading, writing, numeracy and life skills/knowledge. A respondent satisfying the set criteria in all the four areas was considered having a basic education. This report presents the basic educational status of the graduates of four cohorts of 1995, 1997, 1999 and 2001. Four independent samples were drawn from these four cohorts and the graduates were tested after nine/ten months of their graduation. Besides, re-test of the previously assessed graduates were done during the following surveys.

The sampling design was similar in each survey. Children from three types of BRAC schools were assessed, these are Non Formal Primary Education (NFPE) and Basic Education for Older Children (BEOC) directly run by BRAC Education Programme, and NFPE under the Education Support Programme (ESP) operated by other NGOs with support from BRAC. The sample size for the four independent surveys was about 1,260 each. Not all former graduates were found in the re-surveys, for instance only a third of the graduates of 1995 were common in all the four surveys. It could be concluded from these studies:

The overall performance of the learners is gradually decreasing. Higher level of deviations was seen in BEOC schools while performance of learners of ESP schools show a gradual improvement. Gender gap against girls is gradually increasing. Numeracy is the area where the performance of the girls was behind the boys in all the four surveys. Incorporation of life skills/ knowledge is a strong point in BRAC curriculum. Performance in life skills / knowledge seriously deteriorated in recent years, especially in BEOC schools. The level of basic education of the former graduates increased over the period due to higher knowledge retention rates and admission in formal schools. Major improvement occurred during the first two years of graduation from BRAC schools.

***"Changes in lives of Kishori Supervisors due to employment in BRAC Education programme"- by Md. Kaiser Ali Khan and Md. Altaf Hossain (done by RED)***

Findings reveal that due to employment, the KSs have benefited economically - they are no longer dependent on their households, especially for their schooling, rather they often provide economic support to their households. Their social status, mobility and social networks seem to have increased significantly.

However, the employment and - thus income of the KSs has contributed to their schooling, but it creates problems in attending classes held in the afternoon that may result in poor attainment in school examinations. As they work six days a week from 1.30 pm to 5.30 pm, it hampers their regular study.

Adolescents' employment in the BRAC Programme helps change economic behaviour at the household level, leads to greater participation in the households' economic decision making, access to financial resources, facilitates greater freedom of mobility and creates new social networks. It also discourages the practice of early marriage.

Finally, considering the economic and social benefits of the girls, it is suggested that more adolescent girls may be employed following existing selection criteria. At the same time, it is necessary to explore ways of improving their level of educational attainment.

### **Quality Checks**

The Monitoring department of BRAC conducted monitoring surveys on several issues of BRAC Education Program (BEP) during the period of November 2002 to June 2003. Information related to some issues have been mentioned below

### ***Present conditions of the former teachers of BRAC schools and Opinions of the examinees of HSC/SSC-by BRAC monitors***

In 13 areas, 310 teachers who are no longer working in BRAC schools were taken as samples. Reasons for not continuing showed 14% of the teachers identified their family pressure as the reason for discontinuing the job, husbands opposed to work in the case of 7% teachers, 9% teachers themselves do not want to continue, 4% indicated the behaviour of the supervisors, 6% had got other suitable jobs, teaching quality of 1% teachers were below standard, new schools were not setup in the village of 28%, having small children 9%, got married 3%, unwell 6% and other reasons 13%.

Sixty-three teachers who were working in BRAC schools and took grants from BEP to appear for SSC/HSC examination were taken as samples. 14% of the sampled teachers sat for HSC examination and 86% teachers sat for SSC examination. Out of the 63 teachers 97% were married. 2% teachers had teaching experience of 1-2 years, 3% of teachers had 2-5 years of experience, the rest of the teachers had more than 5 years experience.

### ***Assessment of School survey of new schools***

In the sampled 38 new schools 37% in preparatory phase of the students were boys and 63% of the students were girls. Out of the boys and girls 96% boys and 97% girls were present on the monitoring date. 80% of students were 8-10 years old, 9% of them were more than 10 years old, and 11% of students were appropriately 7 years old. 80% of students were from the target group. 74% of the schoolhouses were according to the correct size. 45% of schoolhouses belonged to target group and VO members. 32% teachers were newly appointed and 68% were former teachers. 95% of teachers had the basic training. Among the teachers 97% came from lower and mid income families.

### ***Employment of BRAC Graduates***

98% of the BRAC graduates were working in BEP, 1% in BDP while remaining 1% of the graduates were working outside of BRAC. 87% of the BRAC graduates had continued their studies. 96% of the sampled graduates were unmarried. 91% of the 45 workers used bicycles. 74% of graduates earned less than 300 taka, 17% earned 301 to 600 taka, 7% earned 600 to 1500 taka and 2% earned 1500 to 2000 taka.

### ***Union Libraries***

Among the 26 sampled Gonokendra Pathagar, 51% of the honourable members, 69% of the were general members and 52% of the students renewed their cards. In nine pathagar readers' a forum was organized. Book transactions were increased in 78% pathagar due to the activities of the reader's forum. Drawing was taught in 35% of the pathagar. There were games for the children in 85% of pathagars and out of these 86% were in order.

### ***ESP Schools***

15 ESP schools were monitored. Cash registers of 79% of schools were updated up to May 2003. The compatibility of the stock registers and actual stock had been checked. The percentage of compatibility was 60% for chalk, 27% for wooden pencil, 33% for slate, exercise khata for 40%, slate pencil for 47%, pen for 20% and bound khata (exercise copy)

for 53% schools. The schools that started on time on the monitoring day were 90% of class I, 90% of class II, 71% of class III. After rechecking the answer sheet it was found that 21% of the students got less than 10 marks while 49% of the students got 10 marks.

# Financial Report

## Financial Report

During the period from June 1999 to May 2003 total amount of Taka 3,969,414,515 was received and actual expenditure for the period was Taka 4,152,545,158.

Opening deficit balance of the Project fund on 1<sup>st</sup> June 2002 was Tk. 90,883,710. During the period from June 2002 to May 2003 total amount of receipt for the project was Tk. 1,117,723,191. The amount of receipt was Tk. 1,101,813,156 from donor grant, Tk. 15,000,000 from BRAC contribution and Tk. 910,035 from Bank interest. Actual expenditure for the period was Tk. 1,209,970,124 resulted in a deficit closing balance by Tk. 183,130,643. This deficit occurred primarily because some of the disbursements of donor financing installments have been delayed. As a result, we have to finance the deficit through overdraft/loans from outside.

The financial reports of the reporting period have been enclosed in three different formats, which are stated below:

1. Financial report including budget variance analysis
2. Financial report as per EC Format.
3. LFA Based financial report.

In addition to this, we have enclosed Unit cost (Cost per student per year/per grade) as of June 2003.

*(For more details please see annex-4)*

## Report on Unit cost of NFPE/BEOC/ESP Schools

Unit cost of different type schools are set out below:

**NFPE:** Non Formal Primary Education (NFPE): In these type of schools BRAC teaches with its unique education system offering 4 year basic education covering I-V grades over a period of 4 years (48 months). Each grade consists of 33 students. At present BRAC is operating 20,695 NFPE schools.

**BEOC:** Basic Education for Older Children (BEOC): In these type of schools BRAC teaches with its unique education system offering 3 year basic education covering I-V grades over a period of 3 years (36 months). Each grade consists of 30 students. At present there are 9,330 BEOC schools are in operation.

**ESP:** Education Support Program (ESP): This type of school was started to expand NFPE coverage through partnership with small NGOs. Through this program BRAC provides technical and financial support to a number of small NGOs. ESP schools follow the BRAC approach including material and textbooks and offer 3 year of basic primary education covering I-III grades over a period of 3 years (36 months). Each grade consists of 30 students. At present BRAC is supporting 3,975 schools.

### Methodology:

The statement has been prepared on the basis of the actual cost incurred as of June 2003. There are mainly two types of expenditure. Fixed costs are incurred once for a cost cycle, on the other hand, variable costs are incurred in accordance with the programs progress. During the preparation all these concepts has taken into account. In the statement activities/events are shown vertically whereas performance indicators are horizontally. Details of the contents and methodology are set out below:

**Head of expenditure:** This column represents the name of expenditure's head. Notes inserted in the parentheses have been used to specify the nature of expenditure of the respective heads.

**Unit cost:** This column represents the amount incurred for each event/activity as stated in the head of expenditure.

**Unit:** This column represents respective time/unit for which the amount on the unit cost column was incurred for.

**Number/quantity:** This column represents the number or quantity of an event/activity that was occurred during the stipulated period.

**Total cost (per school per course):** This column represents the actual amount incurred to teach one student for a cycle. This amount is the outcome of multiplication of Unit Cost Column and Number /Quantity column.

- ✓ Total cost for per cycle per school was the summation of all the expenditure heads (Teachers cost, student books and supplies, field operation, research and evaluation and Ho management and logistics expenses).
- ✓ Total cost per student per year has been calculated using the following formula:

$$\frac{\text{Total cost per cycle per school}}{\text{Number of years in a cycle} \times \text{Number of students per school}}$$

- ✓ Total cost per student per grade has been calculated using the following formula:

$$\frac{\text{Total cost per cycle per school}}{\text{Number of grades in a cycle} \times \text{Number of students per grade}}$$

*Details cost schedule of unit cost is in Annex -4*

# Annex 1

## *EDU's Achievements against Work plan*

- a. Summary of training achievements*
- b. Different subject based achievements*
- c. Flowchart of Training Structure*

## Summary of Training Achievements

*During the reporting period of Dec '02 to May '03, the Curriculum Group has providing the following subject based workshops / training to the QASs and subject core group MTs:*

- In *Math (grade IV)*, a three day long workshop was held in April with core group MTs;
- In *Math (grade IV)*, a two-day long workshop on revised materials with QASs was held in May;
- The QASs and Core group MTs disseminated this training in the field;
- In *English (grade I-V)* a training has been provided to Formal and Community school staff;
- In *English (grade I-V)* a workshop was conducted for TARC trainers to develop module in February;
- In *Bengali (grade IV –V)* a training on supplementary materials has been provided to the QASs & subject core MTs;
- In *Social Studies (grades I – III)* one-day training has been provided to the TARC trainers;
- In *Social Studies (grades I-III)* a one-day workshop was organised for the QASs;
- In *Social Studies (grades I-III)* a two-day training has been provided to Community School teachers and staff at Barishal;
- In *Science (grades IV-V)* new core group MTs were developed;
- In *Science (grades IV-V)* a four day long workshop with the QASs on newly developed materials has been held in April this year;
- In *Science (grade V)* a six-day long workshop on newly developed grade IV materials with core MTs has been held in April;

## Progress in Mathematics

| Particular                   | BEP's plan for June 2002 to May 2003                                                                                                                                                                                  | Achievements in December 2002 to May 2003                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Materials Development</i> | <i>Grades I - III</i><br>Teacher's Guide and Workbook for grade III will be revised and published.                                                                                                                    | Teacher's guide and workbook for Grade III have been revised and published.                                                                                                                                                                                                                                                                                                                              |
|                              | <i>Grade IV</i><br>Workbook for grade IV will be revised.                                                                                                                                                             | During this reporting period, a students' workbook and teacher's guide for grade IV have been revised, published and are in use in the schools.                                                                                                                                                                                                                                                          |
|                              | <i>Grades I-IV</i><br>Math curriculum and syllabus for Grades I-V will be developed and finalized in accordance with the national competency.                                                                         | Curriculum and syllabus for each grade is being upgraded and revised. Total syllabus for each grade will be finalized by the end of this year.                                                                                                                                                                                                                                                           |
| <i>Training</i>              | <i>Grades IV-V</i><br>Training on supplementary materials related to grades IV and V will be provided to QASs and selected subject core group MTs. They will disseminate these trainings to other staff and teachers. | Three – day long workshop on revised grade IV materials with core group MTs has been held in April this year.<br><br>Two-day long workshop on revised grade IV materials with QASs has been held in May this year.<br><br>The QASs and Core group MTs disseminated this training in the field.<br>Two-day long workshop on revised grade IV materials with TARC trainers has been held in May this year. |

|                         |                                                   |     |
|-------------------------|---------------------------------------------------|-----|
| <i>Achievement Test</i> | Achievement test will take place for grades IV-V. | --- |
|-------------------------|---------------------------------------------------|-----|

### Progress in English

| Particular                   | BEP's plan for June 2002 to May 2003                                                                                                                                                                                                                                                                                   | Achievements in December 2002 to May 2003                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Materials Development</i> | <p><b>Grades I-III</b><br/>A students' Practice Book (Workbook) will be developed for Grade III.</p> <p>Teachers' Guide for Grade III will be revised and improved according to the format developed for Grades IV and V.</p>                                                                                          | <p>The students' Practise Book has been developed and is being used in the schools.</p> <p>The teacher's Guide book has been revised and is being used in the schools.</p> <p>A teacher's Guide &amp; Practice book for Grade-I have been developed and will be used in the schools in the next reporting period.</p>                                                         |
|                              | <p><b>Grades IV-V</b><br/>An English text book named "English for Tomorrow" along with a students' workbook have been developed for Grade IV which will be piloted and used in Mymensingh region and in all Formal schools.</p> <p>English curriculum and syllabus for Grades I-V will be developed and finalized.</p> | <p>The previous book of Grade IV is being used in the schools. It is well accepted by the field staff and accordingly they want to continue this book. To introduce the new book in the schools the respective staff and teachers require more training, workshop and refreshers.</p> <p>The curriculum and syllabus for Grades I-V is now under the development process.</p> |
| <i>Training</i>              | <p>Training on supplementary materials related to Grades IV and V will be provided to QASs, MTs &amp; RTs.</p> <p>Refreshers training will be conducted for the newly selected core group members.</p>                                                                                                                 | <p>Core MTs training was conducted on Grade IV &amp; V supplementary materials. QASs training was conducted on grade I.</p> <p>This has not taken place.<br/>A training has been provided to formal &amp; Community schools staff on Grade II, III, IV, V in Dec' 02</p>                                                                                                      |

| Particular | BEP's plan for June 2002 to May 2003 | Achievements in December 2002 to May 2003                                               |
|------------|--------------------------------------|-----------------------------------------------------------------------------------------|
|            |                                      | A workshop was conducted with TARC trainers to develop module of I- V in February 2002. |

### Progress in Social Studies

| Particular                   | BEP's plan for June 2002 to May 2003                                                                                                                                                                                                                                            | Achievements in December 2002 to May 2003                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Materials Development</i> | <p><i>Grade I - III</i><br/>Workbook and textbook of grade I will be revised on the basis of the new syllabus.</p> <p>Social Studies curriculum and syllabus for Grades I-III will be developed and finalized.</p> <p>Chapter-wise exercise will be prepared for Grade III.</p> | <p>Due to the revision of Grade II workbook grade I workbook and textbook have not been revised. This will be done in the next year.</p> <p>Curriculum and syllabus for each grade is being upgraded and revised. The complete syllabus for each grade will be finalized by the end of this year.</p> <p>It has already been completed. Except this a competency based workbook and Guide book for Grade-III will be finalized later this year. This book is now undergoing the development process.</p> |
|                              | <p><i>Grades IV-V</i><br/>Supplementary materials for Grade V will be finalized.</p> <p>Social Studies and science Curriculum and syllabus for Grades IV and V will be developed and finalized.</p>                                                                             | <p>The grade V workbook and teacher's guide are under the development process and will be published in the next year. The grade IV supplementary materials have been published in May'03 and are in use in all schools.</p> <p>Curriculum and syllabus for each grade is being upgraded and revised. The complete syllabus for each grade will be finalized by the end of this year.</p>                                                                                                                 |
| <i>Training</i>              |                                                                                                                                                                                                                                                                                 | <p><i>Grade I - III</i><br/>One-day training has been provided to the TARC trainers.</p> <p>One day workshop has been organised for the QASs.</p> <p>Two day training has been</p>                                                                                                                                                                                                                                                                                                                       |

| Particular | BEP's plan for June 2002 to May 2003                                                                                                                                                                                        | Achievements in December 2002 to May 2003                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                             | provided to Community school teachers and staff at Barishal TARC.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|            | <p><i>Grades IV-V</i></p> <p>Training on supplementary materials related to grades IV will be provided to QASs and selected subject- core group MTs. They will disseminate these trainings to other staff and teachers.</p> | <p>Workshop with formal school staff and teacher was held for introducing new workbook and teachers guide for Grade IV.</p> <p>Workshop was held with Community Schools' teachers and staff on teaching learning methodology for grade IV.</p> <p>One special subject based module modification session has been carried out with TARC trainers in February.</p> <p>A Six day workshop with core MTs for introducing the new workbook and teachers' Guide for the process of dissemination of new materials in field was held in April '03.</p> <p>One and half day workshop with TARC trainers for introducing new materials of Grade IV in May '03.</p> |

### Progress in Science

| Particular                   | BEP's plan for June 2002 to May 2003                                                    | Achievements in December 2002 to May 2003                                                            |
|------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <i>Materials Development</i> | <p><i>Grades IV-V</i></p> <p>Supplementary materials for Grade V will be finalized.</p> | Supplementary materials for grade V have not been completed yet. The group is now working to develop |

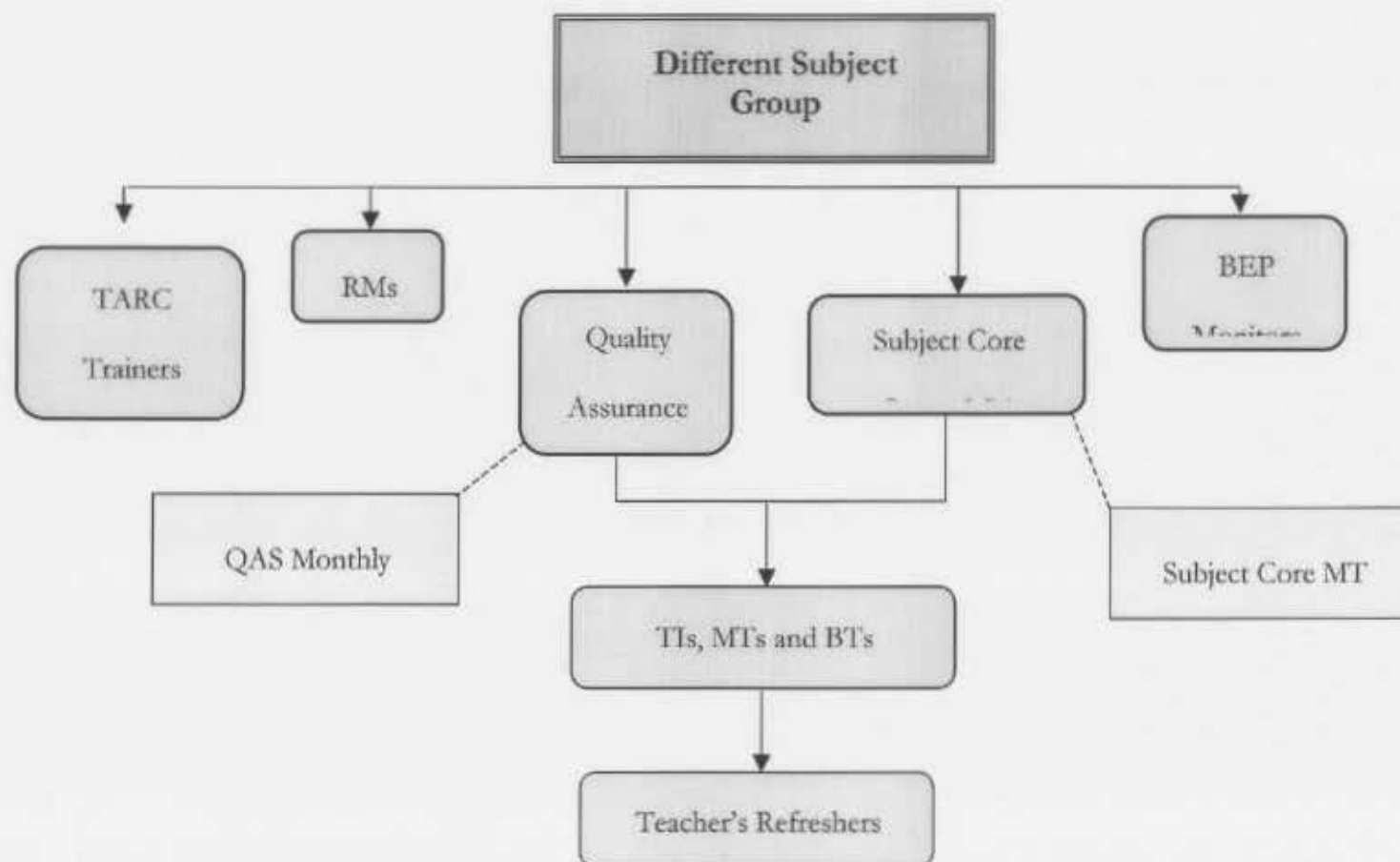
|                 |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                                                                                                                           | Students' workbook and teacher's guide for grade V and this will be finalized by this year.                                                                                                                                                                                                                                                                                                                                                                           |
|                 | Social Studies and Science curriculum and syllabus for Grades IV to V will be developed and finalized.                                                                                                                    | <p>During this reporting period, a student' workbook and teacher's guide for grade IV have been developed, published and used in the schools.</p> <p>Curriculum and syllabus for each grade is being upgraded and revised. Total syllabus for each grade will be finalized by the end of this year.</p>                                                                                                                                                               |
| <i>Training</i> | <p><i>Grades IV-V</i></p> <p>Training on supplementary materials related to Grades IV and V will be provided to QASs and selected subject-core MTs. They will disseminate these trainings to other staff and teachers</p> | <p>New core group MTs for Science was developed.</p> <p>Six-day long workshop on newly developed grade IV materials with core group MTs held in April this year.</p> <p>Four- day long workshop on newly developed grade IV materials with QASs held in April this year.</p> <p>The QASs and Core group MTs disseminated this training in the field.</p> <p>Two-day long workshop on newly developed grade IV materials with TARC trainers held in May this year.</p> |

### Progress in Bengali

| Particular                   | BEP's plan for June 2002 to May 2003                                                                               | Achievements during December 2002 to May 2003 |
|------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Materials Development</b> | <p><i>Grades I-IV</i></p> <p>Bangla curriculum and syllabus for Grades I to V will be developed and finalized.</p> | This is under the process of development.     |

|                 |                                                                                                                                                                                                                              |                                                                                                                                                   |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <p><b>Grades IV-V</b><br/>Grade IV teacher's guide is finalized and is under the process of publication.</p> <p>Grade V Teacher's Guide is under the process of development.</p>                                             | <p>Now it is being used in the schools.</p> <p>It has been published and being used in the school.</p>                                            |
| <b>Training</b> | <p><b>Grades IV-V</b><br/>Training on supplementary materials related to grades IV and V will be provided to QASs and selected subject core group MTs. They will disseminate these training to other staff and teachers.</p> | <p>Training on supplementary materials has been provided to QASs &amp; subject core MT. We are following up the dissemination of the material</p> |

### Flowchart of Training Structure Followed in EDU



# **Annex – 2**

## *Progress on Implementation of MTR Recommendations*

- a. BEP Work plan Against MTR Recommendations 2001*
- b. BEP Work plan Against AMM Recommendations 2002*
- c. ESP Review Mission Conclusion & Recommendations 2003*
- d. ESP Implementation plan Against RM Recommendations*

### BEP Work plan Against MTR Recommendations 2001

| ACTIVITIES                                                             | 2002 |   |   |   | 2003 |   |   |   | 2004 |   | UNIT RESPONSIBLE         | Present Status |
|------------------------------------------------------------------------|------|---|---|---|------|---|---|---|------|---|--------------------------|----------------|
|                                                                        | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 |                          |                |
| Analysis of EDU strengths and weaknesses -- --<br>-- -- -- -- --       |      |   |   |   |      |   |   |   |      |   | EDU                      | Completed      |
| Review LFA -- -- -- -- --<br>-- -- -- -- --                            |      |   |   |   |      |   |   |   |      |   | Communication            | Completed      |
| Detail out terminal competencies -- -- -- -- --<br>-- -- -- -- --      |      |   |   |   |      |   |   |   |      |   | EDU                      | Completed      |
| Identify areas in EDU where external assistance<br>might be used --    |      |   |   |   |      |   |   |   |      |   | EDU                      | Completed      |
| Redesign TARC training to focus on child/teacher<br>learning methods   |      |   |   |   |      |   |   |   |      |   | EDU, CDU                 | On-going       |
| Start giving individual attention to weaker students<br>-- -- -- -- -- |      |   |   |   |      |   |   |   |      |   | Field Operations         | On-going       |
| Female fellowship scheme -- -- -- -- --<br>-- -- -- -- --              |      |   |   |   |      |   |   |   |      |   | Field Operations         | Introduced     |
| Prepare a systematic staff development plan for<br>RMs, QASs, and RTs  |      |   |   |   |      |   |   |   |      |   | CDU, Field<br>Operations | Completed      |
| Disseminate quarterly MIS reports more widely --<br>-- -- -- -- --     |      |   |   |   |      |   |   |   |      |   | MIS                      | On-going       |

[illegible]

| ACTIVITIES                                                              | UNIT/UNITS RESPONSIBLE | COMMENTS                                                                                                                                          |
|-------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis of EDU strengths and weaknesses.....                           | EDU                    | Competent staff were recruited to strengthen the EDU. We think that the capacity has increased considerably.                                      |
| Review LFA.....                                                         | Communication          | Done                                                                                                                                              |
| Detail out terminal competencies.....                                   | EDU                    | Done                                                                                                                                              |
| Identify areas in EDU where external assistance might be used...        | EDU                    | Done. Consultants have been invited for providing technical assistance. DR. William Gibbs for Maths and Dr.Brigid Smith for language development. |
| Redesign TARC training to focus on child /teacher learning methods..... | EDU, CDU               | This will be reviewed as a part of quality assurance mechanisms.                                                                                  |

| ACTIVITIES                                                             | UNIT RESPONSIBLE          | COMMENTS                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Start giving individual attention to weaker students.....              | Field Operations          | A consultant has been engaged to work on quality assurance systems in management, EDU, Monitoring and training. The consultant has worked with Quality assurance Specialists. Giving individual attention to weaker learners is part of a larger framework for quality assurance mechanisms. This initiative will continue. |
| Female fellowship scheme.....                                          | Field Operations          | Implemented                                                                                                                                                                                                                                                                                                                 |
| Prepare a systematic staff development plan for RMs, QASs and RTs..... | CDU                       | CDU has prepared a yearlong plan for staff capacity development. Foundation Course, Pedagogy Management Course (PMC)- I, PMC – II modules have been finalised to be disseminated to field Supervisors.                                                                                                                      |
| Disseminate quarterly MIS reports more widely.....                     | MIS                       | Done                                                                                                                                                                                                                                                                                                                        |
| Progression of BRAC graduates (esp. girls) in secondary schools.....   | BRAC Monitoring, RED, MIS | Done                                                                                                                                                                                                                                                                                                                        |
| Development of a tool for assessing learner achievement (SAT)..        | RED                       | Work in progress.                                                                                                                                                                                                                                                                                                           |
| Prepare pilot for annual work planning at regional level.....          | Field Operations, MIS     | Pilot has started in four regions. This is in a n initial stage.                                                                                                                                                                                                                                                            |
| Capacity building for data interpretation                              | MIS                       | A consultant has been engaged to strengthen the capacity of information system.                                                                                                                                                                                                                                             |

|                                                                                  |         |                                                                                                 |
|----------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------|
| Develop a tutoring and counseling scheme                                         | CE, ADP | Rather than tutoring ADP considers counseling scheme more appropriate within the ADP framework. |
| Continue links with Min. Y & S in organizing skills, trainings for members of CE | CE      | Implemented.                                                                                    |

## BEP Work Plan Against AMM 2002 Recommendations

| AMM 2002 Recommendation                                                                                                                                                                                                                         | BRAC's Reactions | BRAC Implementation Work Plan                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Primary Grade I-V Cycle &amp; Quality Developments</b>                                                                                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>The full primary cycle (i.e. including Grades IV and V) should be extended to all NFPE/BEOC/ESP as soon as possible.</li> </ul>                                                                          | Agreed           | We have decided to extend the BEOC course into four years to cover primary education in BEP Proposal 2004 -2009.                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Standardized Achievement Tests should be developed and conducted regularly.</li> </ul>                                                                                                                   | Agreed           | Work in progress by RED.                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Pioneer an improvement of English for NFPE teachers and supervisors by setting up an "English Language Learning Log-frame".</li> </ul>                                                                   | Disagreed        | Our first goal is to improve the standard of English related to primary level.                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>BRAC should evaluate its emerging MIS system early in 2003 to ensure that it remains strongly linked to management and does not develop into an unwieldy structure.</li> </ul>                           | Agreed           | We think that MIS system requires improvements. A consultant has been working with BEP MIS to serve this purpose.                                                                                                                                                                                   |
| <b>Continuing Education &amp; Support for Adolescent Girls</b>                                                                                                                                                                                  |                  |                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>BRAC to consider the possibility of transforming Union Libraries into Community Learning Centres and turn selected Reading Centres into sub-centres of a broader library/information service.</li> </ul> | Disagreed        | The objectives of Reading centres now renamed, as Adolescent centres are not similar to those of Union libraries.                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Additional training should be given through APON in communication skills and courses provided in counseling skills.</li> </ul>                                                                           | Agreed           | We are in line with the recommendation and accordingly training modules for ADP have been developed and reviewed. These are for strengthening the communication skills of KSSs, PSSs and RSSs. This is a cross cutting issue for capacity development of all ADP staff.                             |
| <ul style="list-style-type: none"> <li>Additional training should be given through APON in parents craft, child development and land inheritance laws procedures.</li> </ul>                                                                    | Disagreed        | The APON course has been reviewed based on consultations with adolescents. The major focus at this stage is to redefine the role of Adolescent Centres and to redesign the training modules and the APON courses. An economic life skill project is in the process of being mainstreamed with APON. |

| AMM 2002 Recommendation                                                                                                                                                                                                                                                                                                 | BRAC's Reactions | BRAC Implementation Work Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary Grade I-V Cycle & Quality Developments                                                                                                                                                                                                                                                                          |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>BRAC should commission an in-depth study into the existing training provisions.</li> </ul>                                                                                                                                                                                       | Agreed           | RED has been asked to conduct studies for ADP. One study has been undertaken in this context and is entitled as: <i>Changes in Secondary education status of Adolescent Girls in Wage Employment, 2001</i> . The study is now complete.                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>A number of suggestions were made for new initiatives including: expansion of children's corners in ULs, introduction of adult literacy classes, use of libraries by disabled people, introduce intra-and inter-library schemes, use of ULs as regional Call Centres.</li> </ul> | Agreed           | We do agree with the recommendation on all points and have already started few initiatives on a pilot basis. But due to non-availability of funds it may not be possible to introduce adult literacy classes through ULs. Experimental operation of one call centre started in July 2003. A few more <i>Gonokendros</i> are planning to start call centres. Physically impaired people will be encouraged to use libraries and appropriated mechanisms need to be worked out in this context. Through book rotation, intra and inter-library contact will be introduced. |
| <ul style="list-style-type: none"> <li>Seize opportunities for linkages between BRAC and GoB in continuing education and adolescent development.</li> </ul>                                                                                                                                                             | Agreed           | Cooperation with the Directorate of Youth (DoY) has been strengthening. The DoY agreed to provide training to 9550 members of <i>Gonokendro</i> and ADP each year.                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>PRIME &amp; New Initiatives</b>                                                                                                                                                                                                                                                                                      |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>An organisational review should be made of the higher levels (managers and above) of PRIME to ensure that administration, communication and the exchange of ideas is not impeded by a dysfunctional structure.</li> </ul>                                                        | Agreed           | Effort to mainstream PRIME in future may lead to structuring and management review. For the moment PRIME needs its own separate structure for the experiment to be effective.                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>BRAC should explore the possibilities of achieving wide-ranging partnerships with GoB in specific geographical areas to ensure that all children in that area complete primary education and achieve basic competencies.</li> </ul>                                              | Agreed           | BEP has already started working with the GoB through PRIME initiatives. We agree with the proposal, but developing wide-ranging partnership requires mutual understanding and time. Donor agencies can play a role in this regard.                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Arrange for Grade V students to compete for scholarships before entry into high school.</li> </ul>                                                                                                                                                                               | Agreed           | The MoPME has given the permission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Make an evaluation of BRAC's formal and community schools in 2003.</li> </ul>                                                                                                                                                                                                    | Agreed           | We agree. We shall commission an evaluation in future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Recognised qualifications for BRAC teachers should</li> </ul>                                                                                                                                                                                                                    |                  | Most of the BEP teachers are GoB recognized SSC level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| AMM 2002 Recommendation                                                                                                                                                                                                                            | BRAC's Reactions | BRAC Implementation Work Plan                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary Grade I-V Cycle & Quality Developments                                                                                                                                                                                                     |                  |                                                                                                                                                                       |
| be addressed in consultation with the GoB.                                                                                                                                                                                                         | Partially agreed | certificate holders. Those who are not being encouraged by BEP to take part in public examinations. For the information 72% of the existing teachers are SSC holders. |
| <ul style="list-style-type: none"> <li>Consider the possibility of a BRAC representative being invited to join the PEDP Steering Committee and, in turn, a senior GoB officer participating in the BEP committee.</li> </ul>                       | Agreed           | We completely agree with the proposal but the GoB needs to accept the suggestion.                                                                                     |
| <b>NFPE IV</b>                                                                                                                                                                                                                                     |                  |                                                                                                                                                                       |
| <p>The AMM recommends that for NFPE IV BRAC and the DPs give creative consideration to:</p> <ul style="list-style-type: none"> <li>Maintain at least 34,000 schools in operation</li> </ul>                                                        | Agreed           | All the recommendations mentioned below have been given due attention in preparing the new proposal for the period of BEP 2004-2009.                                  |
| <ul style="list-style-type: none"> <li>Continue support to these schools through materials development (including a major English language component), teacher upgrading (including formal certification) and constructive supervision.</li> </ul> | Agreed           | These are being incorporated in the new Proposal 2004 -2009, Pgs. 30-35.                                                                                              |
| <ul style="list-style-type: none"> <li>Establishment of Community Learning Centres</li> </ul>                                                                                                                                                      | Agreed           | Union Libraries will be renamed as multi-Purpose Community Learning Centres/ <i>Gonokendro</i> to better reflect the actual situation.                                |
| <ul style="list-style-type: none"> <li>Increasingly gear the Adolescent Development Programme to the socio-economic requirements of the participants.</li> </ul>                                                                                   | Agreed           | This has been indicated in BEP Project Proposal 2004 -2009, P. 62.                                                                                                    |
| <ul style="list-style-type: none"> <li>Expand the PRIME initiative, including the establishment and operation of Pre-primary schools in an increased number of primary school catchment areas.</li> </ul>                                          | Agreed           | This has been indicated in the Project Proposal 2004 -2009, p. 49.                                                                                                    |
| <ul style="list-style-type: none"> <li>Underwrite a number of GoB-BRAC action research initiatives aimed at enabling all children in a specific geographical area satisfactorily to completed primary education.</li> </ul>                        | Agreed           | This has been indicated under new initiatives in the Project Proposal 2004 -2009, p. 95. However, this requires to be elaborated further.                             |

# ESP REVIEW MISSION

*CONCLUSIONS &  
RECOMMENDATIONS*

## CONCLUSIONS

### Partner NGOs

1. ESP's partner NGOs have changed. Now have larger and wider capacity & potential.
2. Need to revise the selection criteria for partner NGOs.
3. Location of ESP schools driven by NGO community rather than by strategic concerns
4. Additional training & incentives needed for NGO POs.

## RECOMMENDATIONS

- Need to clarify ESP's long-term planning vision
- Revise selection criteria, to include:
  - Financial capacity of the NGO
  - Staff capacity and experience
  - Level of interest in ESP
  - How ESP is linked to the NGOs goals & objectives
  - Level of acceptance & credibility of the NGO in the community that it serves
- Formalise the selection process with the development of an assessment tool. This could be done in consultation with BDP staff.
- Carry out school mapping of BEP & ESP schools. To be done asap to prioritise locations for future expansion in NFPE IV.
- A 6-day course in finance & management for POs and accounting staff of partner NGOs.
- ESP appoint a staff member to develop with EDU & TARC a course giving priority to teaching pedagogy that promotes effective teaching & learning.
- Establish incentive programmes to foster exchange visits among NGOs or with BEP.
- The ESP model to include monthly or bi-monthly refresher 1-2 day courses to introduce new teaching pedagogy & assessment strategies.
- Include items for professional development activities in next budget.
- Develop a profile form for each PO to complete and update on an annual basis.

## CONCLUSIONS

| CONCLUSIONS                                                                                                                                                                                                                                                                               | RECOMMENDATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. No systematic tracking of NGO POs.</p> <p>6. No performance assessment of programme staff.</p> <p>7. Need a formal system to identify the capacity of partner NGOs.</p> <p>8. Cash contributions to NGOs not adjusted for inflation.</p> <p>9. Need to phase out those NGOs who</p> | <ul style="list-style-type: none"> <li>• Monthly reporting form of staff and teacher turnover</li> <li>• Develop clear policy guidelines for training replacement POs.</li> <li>• Improve PO gender balance by selecting the best female teachers as POs when positions become vacant.</li> <li>• Develop an instrument to assess PO performance as an administrator, trainer and mentor to teachers.</li> <li>• Include training for this task in the NGO Orientation.</li> <li>• Carry out a formal assessment of NGOs at the end of each 3-year cycle.</li> <li>• Wider sampling of NGOs in annual internal audits, and especially to audit those with irregular financial accounting.</li> <li>• Build an annual inflation factor into cash contributions to NGOs. Include in contract documents with guidelines on allocation for teachers salaries, PO subsidies etc...</li> <li>• Communities to pay Tk50 towards the Tk200 increase in house rents.</li> <li>• Review teachers salaries in line with those of BEP teachers. Include a small amount to cover transport cost to &amp; from refresher courses.</li> <li>• Review PO subsidy &amp; negotiate a minimum salary of Tk2,500 .Adjust this upwards to Tk3,000 where PO takes responsibility for 15 or more schools.</li> <li>• Increase overhead costs to 7%</li> <li>• Ensure that ESP staff have a clear understanding of sustainability and how it should be built into schools. Examine options for withdrawing financial support (E.g. Raising funds through donors, communities, public funds)</li> </ul> |

## CONCLUSIONS

| have acquired a degree of financial sustainability.                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Levels of Support (Schools &amp; Communities)</u></b></p> <ol style="list-style-type: none"> <li>1. BEP model delivered through partner NGOs under ESP management worked well.</li> <li>2. Some under- &amp; over-aged children found in ESP schools</li> <li>3. Teachers salaries are low</li> <li>4. Existing training programmes of teachers and POs are inadequate.</li> <li>5. The Lesson Plan widely used does not contain methods/techniques of</li> </ol> | <ul style="list-style-type: none"> <li>• Replication of BEP model through partner NGOs should continue.</li> <li>• ESP should committed to adhere to its strategy for setting children aged 8- 10 years.</li> <li>• Give preference to enrolling children with minor impairments.</li> <li>• Teacher training should address mainstreaming &amp; inclusive education.</li> <li>• Teacher salary should be raised to at least Tk1,000.</li> <li>• Increase duration of training programmes from 12 to 15 days.</li> <li>• Redesign basic training programme to prepare effective teachers and supervisors; also include a practicum of at least one week.</li> <li>• Trainers of TARC &amp; PO-TSSs to be given TOTR before introduction of redesigned basic training programme.</li> <li>• Provide subject based to all teachers at TARC on a rotation basis</li> <li>• Monthly 3-4 day refresher courses; comprehensive refresher training at TARC every three years.</li> <li>• Redesign existing 1-day refreshers for teachers to develop Unit Plan.</li> <li>• Appropriate Lesson Plan should be taught &amp; practiced in basic training.</li> <li>• Include presentation of Lesson Plan in monthly refresher courses.</li> <li>• Provide POs with intensive training on pedagogy.</li> </ul> |

## CONCLUSIONS

presenting lessons and assessing pupils.

6. Seldom use of teaching aids in ESP schools
7. PO check list covers mainly admin aspects; poor on pedagogical aspects.
8. Teachers do not have scope to observe others at full length.

### Management Capacity & Systems

1. Endorsement of the placement of ESP with the BEP under DED II.

## RECOMMENDATIONS

- Give emphasis on use of teaching aids
- ESP to provide aids that are difficult to prepare or collect locally.
- Develop checklist for classroom observation
- PO to record classroom performance & provide support and follow-up to overcome weak areas.
- Develop a programme to observe teachers at other NGO, BEP or formal schools
- Have annual 1-day upazila workshop to share ideas/experience.
- DED II to take a proactive role in identifying areas for collaboration between ESP and other units.
- Inclusion on ESP in key processes of planning, setting policy, setting policy, systems for implementation and quality assurance as well as critical consultative for a.
- Review job profiles of ESP and BEP staff to ensure responsibilities include scope for collaboration and cooperation.

## CONCLUSIONS

1. Key policy decisions required to determine what kind of NGO ESP should support, and how the programme seeks to contribute to the national EFA objective.
2. Need of long-term planning to optimise benefits of ESP and attract donor support.
3. Need to realign reporting as part of a wider information system.

## RECOMMENDATIONS

- Undertake a school mapping exercise to show the provision of ESP, BEP and GOB schools.
- Redefine the primary focus of the ESP programme.
- Realign the goal, objectives and strategies with the agreed vision of the programme.
- Develop policy guidelines for:
  - Assessment of NGOs for entry & exit in the ESP programme.
  - Developing a gender parity policy for recruitment of management and other staff.
  - Sharing the cost of replacement training programme with NGOs.
  - Inclusion of children with disabilities.
- Train staff in strategic planning and results based management.
- Develop a 3 to 5 year planning framework/LFA with clearly defined milestones, results and outputs.
- Devolve planning and budgeting to PO-TSS (for NGOs) and to RMs for regions.
- Make budgetary provisions for establishment of internal/external monitoring systems, training needs, exchange visits etc..
- Finalise job responsibilities of HQ PO responsible for information management.
- Work closely with MIS unit, review BEP reporting systems and develop standardised data formats.
- Train all PO-TSS staff in results based report writing.
- Institutionalise periodic review and planning meetings of POs and PO-TSSs.
- Expedite training in use of computers for all RMs and PO-TSSs.

## CONCLUSIONS

## RECOMMENDATIONS

|                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Monitoring</b></p> <p>1. Need to put in place a new monitoring system that is results based and feeds into strategic planning needs.</p>                                                                                                | <ul style="list-style-type: none"> <li>• Develop a systematic monitoring design that articulates key results as defined in the revised LFA. Streamline the monitoring system with MIS.</li> <li>• Institutionalise an external monitoring system for ESP at the end of two years of each multi-year phase so that it can feed in to the mid-term and end-term review of the NFPE cycle.</li> </ul>                                                                                                                                                                                      |
| <p><b>Staff Responsibilities, Workload &amp; Skills</b></p> <p>1. Need to realign staff structure with clear allocation of responsibilities along with systems for performance assessment and professional development.</p>                   | <ul style="list-style-type: none"> <li>• Define work breakdown structure and clear written job responsibilities.</li> <li>• Develop tools for assessment.</li> <li>• Strengthen the existing performance appraisal and have regular updates.</li> <li>• Provide training to ESP supervisors as well as NGO heads in performance management.</li> <li>• Make linkages with the Capacity Development Unit for training needs.</li> <li>• Develop stronger peer networks within ESP and with BEP.</li> </ul>                                                                               |
| <p><b>Linkage &amp; Comparison of Models</b></p> <p>Need to institutionalise the level of cooperation and collaboration among the various divisions and units in the wider education programme.</p> <p>Beneficial to have more sharing of</p> | <ul style="list-style-type: none"> <li>• Take a proactive role in identifying areas for collaboration required by ESP from other units.</li> <li>• Align structure and processes in the education programme to enable inclusion of ESP in the key processes.</li> <li>• Review job profiles of ESP and BEP staff to ensure responsibilities including scope for collaboration and cooperation.</li> <li>• Explore the possibility of assisting GOB in developing a strategic plan where NGOs will play the role of implementers and the GOB will play the supporting role as</li> </ul> |

### CONCLUSIONS

experiences and lessons learnt to assist in expanding linkages with GOB and other NGOs.

### RECOMMENDATIONS

- supervisors and monitors.
- Share lessons learnt through periodic workshops and discussion sessions.

## BRAC/ESP

ESP Implementation plan Against Review Mission Recommendations, February to March 2003

| Sl. no. | Recommendation                                                                                                                   | Time | 2003 |     |     |     |     |     |     |     |     |     | 2004 |     |     |    |     |     |     |     |     |     |     |  |
|---------|----------------------------------------------------------------------------------------------------------------------------------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|--|
|         |                                                                                                                                  |      | Apr  | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb  | Mar | Apr | Ma | Jun | Jul | Aug | Sep | Oct | Nov | Dec |  |
| 1       | Identifying areas of collaboration required by ESP from other units                                                              |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 2       | Working closely with BRAC MIS                                                                                                    |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 3       | Alignments of structure and process in BRAC education program                                                                    |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 4       | Defining job responsibilities of RMs, TSSs and Monitor.                                                                          |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 5       | Developing strategic plan for ESP                                                                                                |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 6       | Developing profiles of POs of partner NGOs containing academic qualifications, gender, length of service, training received etc. |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
| 7       | Institutionalize external monitoring system                                                                                      |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |
|         | Allocating funds in budgets                                                                                                      |      |      |     |     |     |     |     |     |     |     |     |      |     |     |    |     |     |     |     |     |     |     |  |



# **Annex – 3**

*LFA based Progress*

**BRAC's Education Programme (BEP) – NFPE Phase III**  
**Progress of December 2002 to May 2003**

| Narrative Summary                                                                                                                                                 | Objective Verifiable Indicators (OVI)                                                                                                                                                                                | Achievement of December 2002 – May 2003                                                                                                                                                                                                                                                                                                                                                  | Comments/Recommendations                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose:<br>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.                        | SAT has not taken place.                                                                                                                                                                                                                                                                                                                                                                 | SAT tools are under the process of development.                                                                                                                                                               |
| 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 209,556 (NFPE+BEOC+ESP) was achieved during Dec 2002 – May 2003. A total of 94.3% learners enrolled completed the course. Out of 6,843 schools 6191 schools completed full primary school cycle (190,148 learners 93.9%). The rest 652 (including 495 ESP) completed 3 <sup>rd</sup> grade. | ---                                                                                                                                                                                                           |
|                                                                                                                                                                   | 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. | 642 Kishori Kendros have been opened during this reporting period.                                                                                                                                                                                                                                                                                                                       | A new project (ELSP) has evolved as an extension of livelihood training to give basic knowledge on business, which has already completed its pilot phase 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 2003:<br>Tk. 4,705,261,024<br>Budget for June 2002 – May 2003:<br>Tk. 1,283,386,823                                                                                                     | Cum. Expenditure to end May 2003:<br>TK. 4,175,856,663<br>Expenditure for June 2002- May 2003<br>TK. 1,233,945,412                                                                                                                                                                                                                                                                       | Achievement on yearly budget in Percentage:<br><br>96% (achieved)                                                                                                                                             |

| Narrative Summary                                                                                                       | Objective verifiable Indicators (OVI)                                                                                                                                                                                                                                                                        | Achievement of December 2002 – May 2003                                                                                                                                                                                                                                                                                                                                     | Comments /Recommendations                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Output 1: Operational Schools</b>                                                                                    |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                       |
| 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.<br><br>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).<br><br>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 2003:<br>Tk. 3,482,648,609<br>Budget for June2002 – May 2003:<br>Tk. 945,035,744                                                                                                                                                                                                | Cumulative expenditure to end May 2003 Tk. 3,289,118,073<br>Expenditure for June 2002 – May 2003 Tk. 910,347,764                                                                                                                                                                                                                                                            | 96%                                                                                                                   |
| <b>Output 2: Capacity development of staff and teachers</b>                                                             |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                       |
| 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).<br><br>2.2 At least 80% of the supervisory staff (PO, TI, RM, QAS) are following the supervision action plan and | 5,216 Teachers have received basic (12 days) teachers' training during this reporting period.<br><br>The following number of staff have received the following training:<br><br>OMC-I Training: 160                                                                                                                                                                         | In addition to basic training teachers also received monthly refreshers and subject based special refresher sessions. |

|                                   |                                                                                                              |                                                                                                                      |      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------|
|                                   | assessing the teachers and facilities periodically and giving feedback including suggestions.                | PO/RT<br>OMC-2 Training: 50 TIC<br>PMC-2 Training: 24 PO                                                             |      |
| <b>Finance level of Output 2:</b> | Cumulative budget to end May 2003:<br>Tk. 704,819,052<br>Budget for June 2002 – May 2003:<br>Tk. 151,627,447 | Cumulative expenditure to end May 2003<br>Tk. 531,799,670<br>Expenditure for June 2002 – May 2003<br>Tk. 153,509,301 | 101% |

| Narrative Summary                                                       | Objective Verifiable Indicators (OVI)                                                                                                                                                   | Achievement of December 2002 – May 2003                                                                                                                                                                                                                                                                                                                                 | Comments/ Recommendations |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Output 3: Material development and new initiatives</b>               |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                           |
| <b>Curriculum and materials are continuously updated and developed)</b> | 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. It has been decided that the curriculum has to be child-friendly, gender friendly and NCTB competency based. Grade I and III English, grade IV social studies, grade IV science and grade IV math practice book as well as guide have already been published and being used in the field. | ---                       |
| <b>Finance level of output 3.1:</b>                                     | Cumulative budget to end May 2003:<br>Tk. 105,584,533<br><br>Budget for June 2002 – May 2003:<br>Tk. 19,752,869                                                                         | Cumulative expenditure to end May 2003<br>Tk. 63,100,033<br><br>Expenditure for June 2002 – May 2003<br>Tk. 20,863,316                                                                                                                                                                                                                                                  | 106%                      |
| <b>Finance level of output 3.2:</b>                                     | Cumulative budget to end May 2003:<br>Tk. 14,658,559                                                                                                                                    | Cumulative expenditure to end May 2003<br>Tk. 434,923                                                                                                                                                                                                                                                                                                                   | 3% (The financing is for  |

|  |                                                       |                                                   |                                       |
|--|-------------------------------------------------------|---------------------------------------------------|---------------------------------------|
|  | Budget for June 2002 –<br>May 2003:<br>Tk. 14,658,559 | Expenditure for June<br>2002 – May<br>Tk. 434,923 | the EIC initiative funded<br>by CIDA) |
|--|-------------------------------------------------------|---------------------------------------------------|---------------------------------------|

| Narrative Summary                                                                                                                                   | Objective Verifiable Indicators (OVI)                                                                                                                                                                                                                                                           | Achievement of December 2002 – May 2003                                                                                                              | Comments/ Recommendations                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Output 4: Continuing education programme</b>                                                                                                     |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                      |                                                                     |
| <b>BEP graduates (including adolescents) and community people (children, adults and adolescents) have increased access to continuing education.</b> | 4.1 6000 Reading centres at different district 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. | As of May 8,038 KKs are in operation. During this reporting period 642 KKs have been opened. 100% KKs are managed and supervised by the adolescents. | ---                                                                 |
|                                                                                                                                                     | 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.                                                                                                                 | A total of 752 Gonokendros are in operation. Out of this 64 have been opened during this period.                                                     | CE has been renamed as Post Primary Basic and Continuing Education. |
| <b>Finance level of output 4.1:</b>                                                                                                                 | Cumulative budget to end May 2003: Tk. 285,583,653<br><br>Budget for June 2002 – May 2003: Tk. 75,204,146                                                                                                                                                                                       | Cumulative expenditure to end May 2003 Tk. 210,270,322<br><br>Expenditure for June 2002 – May 2003 Tk. 75,450,411                                    | 100%                                                                |
| <b>Finance level of output 4.2:</b>                                                                                                                 | Cumulative budget to end May 2003: Tk. 4,201,204<br><br>Budget for June 2002 – May 2003: Tk. 4,201,204                                                                                                                                                                                          | Cumulative expenditure to end May 2003 Tk. 2,697,543<br><br>Expenditure for June 2002 – May 2003 Tk. 2,697,543                                       | 64% (This funding is for PACE under CIDA financing)                 |

| Narrative Summary                                                                                                                              | Objective Verifiable Indicators (OVI)                                                                                                                                                                                                                                                                                                       | Achievement of December 2002 – May 2003                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Comments/ Recommendations |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Output 5: GoB Partnership</b>                                                                                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |
| Formal primary school stakeholders (local and national) are aware of BRAC's experiences and considering them in their policies and programmes. | <p>5.1 At the local level, a sample 15 -20% of formal primary school stakeholders covered by to improve the formal primary school system by 2004.</p> <p>5.2 At the national level, stakeholders have expressed interests/willingness in making 2 policy and /or programme changes to improve the formal primary school system by 2004.</p> | <p>At the local level formal primary school stakeholders are covered through pre-primary intervention, workshop with SMC members of the govt. primary schools for which the government has given the approval. Moreover as measures of social mobilization informal and formal discussion, meetings are also held with government officials, parents, teachers and local community to improve the formal primary school system. 582 pre-primary schools (one room school) have been running in the Government primary school campus and out which 301 rooms have been constructed during this reporting period.</p> <p>Previously a letter from MoPME indicated a willingness to collaborate through pre-primary schools linked to GPS and social mobilization to improve the formal primary school system.</p> | ---                       |
| Finance level of Output 5:                                                                                                                     | <p>Cumulative budget to end May 2003:<br/>Tk. 107,765,414</p> <p>Budget for June 2002 – May 2003:<br/>Tk. 72,906,854</p>                                                                                                                                                                                                                    | <p>Cumulative expenditure to end May 2003<br/>Tk. 78,436,094</p> <p>Expenditure for June 2002 – May 2003<br/>Tk. 70,642,142</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 97%                       |
| <b>Output 6: Management and Research</b>                                                                                                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |
| An effective programme management is in place.                                                                                                 | <p>6. BRAC's NFPE and CE programme is running smoothly according to plan and any deviation is continuously handled with timely follow-up actions.</p>                                                                                                                                                                                       | <p>A number of studies have been carried out by BEP and RED.</p> <p>In addition RED and BRAC monitoring Department also conducted follow-up activities at the out put level of the intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ---                       |

| Narrative Summary                                                                                                                                                                                                     | Objective Verifiable indicators (OVI)                                                                                                                                                                                                  | Achievement of December 2002 – May 2003                                                                                                                                                                                               | Comments/ Recommendations                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Activities</b><br><b>Output 1:</b><br><b>Child Selection</b><br>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.<br><br>Total Team Offices: 510                                                                                 | ---                                        |
| <b>Physical facilities</b><br>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 in 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. |
| <b>Teachers/ Supervisors</b><br>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 and PO/RTs                                                                                            | During this reporting period, 33,655 teachers (98.3 are female) and 2544 PO/RTs (30.4 are female) have been placed. It is noted that in this reporting period the ratio of female staff increased to 59.2% (including project staff). | ---                                        |
| <b>Provide Textbooks</b><br>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 for learners and teachers.                                            | ---                                        |
| <b>School Management</b><br>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. | In each month Parents and SMC members meet (mostly mothers) for each school.                                                                                                                                                          | ---                                        |
| <b>GoB /NGO Linkages</b><br>f) Establish & 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,                                                                                                                            | During this reporting period 87 workshops (with 1340 participants) have been held with the head teachers of GPSs.                                                                                                                     | ---                                        |

|                                                                                                                                                                                                                                            |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                            | out of whom 70% can explain major points of BRAC's education programme every year within the working areas of Team Offices.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                              |
| <b>Output 2:</b><br><b>Primary Pedagogy:</b><br><b>Teachers</b><br>a) Provide need-based training to teachers including ESP (Grade 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 describe on subject-related contents after the training.         | 5,216 Teachers have received basic (12 days) teachers' training during this reporting period. The other trainings and number of participants are:<br>Subject based special refreshers for teachers of grade IV (NFPE): 7983 (4 days) 861 (2 days)<br><br>Subject based special refreshers for teachers of 4 <sup>th</sup> phase (BEOC): 4555<br><br>Subject based special refreshers for teachers of grade V (NFPE): 861<br><br>Subject based special refreshers for teachers of 5 <sup>th</sup> phase (BEOC): 4555<br><br>In addition to the above trainings teachers have received monthly refresher training. | ---                                                                                                                                                                          |
|                                                                                                                                                                                                                                            | At least 70% of BT can conduct teacher's training followed by positive evaluation after receiving 2 subject-specific training.                                                  | ---                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | BTs can conduct refreshers. However the entire BT capacity development process is currently being required. More information will be available in the next reporting period. |
| <b>Primary Pedagogy:</b><br><b>Supervisors</b><br>b) Provide need-based training on primary education pedagogy and subjects to supervisors (RTs, MT/POs, QMs) and teacher's trainers under                                                 | 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 | A total of 24 POs have received PMC – 2 and after this training they can demonstrate and prepare appropriate lesson plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ---                                                                                                                                                                          |

|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                 |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| ESP.                                                                                                                                                                                                 | supervision plan by 2003.                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                 |                      |
| <b><u>Adolescent Training</u></b><br>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 Kishori Kendro facilities following prescribed supervision plan, grading librarians and providing feedback.                                                                                                     | Basic training (12 days) have given to 816 Kishoree Netrees on Kishoree Kendro<br><br>46 PS & KS have given 6 days training on ADP Management.<br><br>25 Kishoree Netrees (course facilitator) have provided with training on ADP Management<br><br>The training increases the supervision capacity of the adolescents.         | ---                  |
| <b><u>CE Staff Development</u></b><br>d) Provide staff development for CE staff and capacity development training for the community (Trust members, librarians, and different other local people).   | d.i. All CE staff who participated in training can explain their tasks and demonstrate their work after training.<br><br>ii. 50% of the community librarians, community members and Trust members in 500 new libraries can explain their tasks after training | ---<br><br>ii. Committee members of 584 Gonokendros have been provided orientation on their task. About 31.20% of the participants were women.                                                                                                                                                                                  | Please see Output 2. |
| <b><u>Output 3</u></b><br><b><u>Grade I – III</u></b><br>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.                                                                                                                                 | NCTB Competency and more activity-based Students' Practice book as well as Teachers' Guide for grade I and III of English have been developed during this reporting period. It is to be mentioned that the Grade III book is being used in the field and Grade I book will be used in the schools in the next reporting period. | ---                  |

|                                                                                                                                                                     |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                     |                                                                                                                        | Chapter wise exercises has been incorporated in Grade III Social Studies book. Revision of Grade II students' Practice book and a competency based students' practice book as well as teachers' guide for grade III are under process.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
| <u><b>Grades IV – V</b></u><br>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            | Competency and activity based students' practice book and teachers' guide for social studies grade IV have been finalized during this period and the practice book & guide for grade V are under the process of development.<br><br>Grade IV practice book and guide on science have been finalized and the development of practice book and guide for grade V is under the process of development.<br><br>Grade IV practice book and guide on mathematics have been finalized and the development of grade V practice book and guide has been started during this reporting period. | Please see Output 3 and Annex- 1.                                                                                                            |
| <u><b>Output 4</b></u><br><u><b>Establish Reading Centers</b></u><br>a) Establish Reading Centers for BEP graduates and adolescent girls following defined policies | a) 6000 Reading Centers with usable facilities (mats, stool, trunk) in different Districts are in operation each year. | As of May 8,038 KKs are in operation. During this reporting period 642 KKs (Kishori kendros) have been opened.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ---                                                                                                                                          |
| <u><b>Reading Materials</b></u><br>b) Provide reading materials on selected issues relevant for adolescents for on and off premise uses.                            | 200 materials of different kinds are available for use and borrowing by 2004 in all RCs.                               | In addition to different types (6) of magazines and books (150 – 200) in the KKs there are 20 reading materials of different kinds on APON available in the KKs.                                                                                                                                                                                                                                                                                                                                                                                                                     | A pilot project has been initiated in 20 KKs to experiment with entertainment & game items, textbook, daily newspapers etc. This comes as an |

|                                                                                 |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                         |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                                 |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | addition to the existing materials.                                     |
| <b>Life Skill Training</b><br>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.                      | Life Skills training was running through APON course in 458 KKs during this reporting period. So approximately 11,450 adolescents received this training.                                                                                                                                                                                                                                                                                                                                                                                                                                              | It is to be noted that the redesigning of APON course is under process. |
| <b>Social Activities</b><br>d) Organize and promote                             | 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. | The KK and its various activities organize and promote the adolescents socially and create a social network for the adolescents. National holidays are being observed in Kishori Kendros in all regions. This comes as an addition to the monthly cultural activities to be taken place in Kishori Kendros with approximately 50% achievement. A pilot project has been initiated in 20 KKs to create a secure and congenial atmosphere for the adolescents. A committee has been formed with the members of the KK and with participation from the community, which upholds the adolescents socially. | ---                                                                     |

|                                                                    |                                                                                                |                                                                                                                                                                                                                                                                                                       |     |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Mobilization Measures</b><br>e) Undertake mobilization measures | e) 50% of the adolescent girls are visiting organizations/institutions related to their needs. | As measures of mobilisation more than 50% of the adolescent girls are visiting different organisations/institutions related to their needs. For example: adolescent girls are coming to the KKs, attending the APON class, going to the TARC. Besides adolescent girls working as part time employees | --- |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

|                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                                                                                                                                       |                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                  |                                                                                                                                                                                                            | have been given bicycle for their personal and official use. The above initiatives create an opportunity to interact with more people and to share their ideas with each other and virtually increase their mobility. |                                                                                                                                                         |
| <b><u>New Community Libraries</u></b><br>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.                                                        | 332 (94.32% of 352; Phase III) Gonokendros with children's corner are functioning till May 2003.                                                                                                                      | ---                                                                                                                                                     |
| <b><u>Reading Materials</u></b><br>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 available for on/off premise use, including 50% of them from mobile library. | There are a total of 318,208 books in the Gonokendros (Phase III). A total of 904 books per Gonokendros are available for on/off premise use, including 30% of them from mobile library.                              | ---                                                                                                                                                     |
| <b><u>Socio-cultural Activities</u></b><br>h) Organize socio-cultural activities                                                                                                                 | h) At least 2 socio-cultural activities held in 70% of the libraries 40% women/girls participants in the events.                                                                                           | At least 2 socio-cultural activities have been observed in 474 (63%) Gonokendros.                                                                                                                                     | ---                                                                                                                                                     |
| <b><u>Introducing Computers</u></b><br>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 Gonokendros have been equipped with computer and a Gonokendro has been connected to internet.                                                                                                           | ---                                                                                                                                                     |
| <b><u>Output 5 School Forums</u></b><br>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 30 Upazillas, after which 50% of SMC members, 70% MF members and 30% of PTA members can articulate their roles and responsibilities.            | PRIME staff have participated in 1,133 SMC meetings, which have been organised and coordinated by them.                                                                                                               | ---                                                                                                                                                     |
| <b><u>Upazila Resource Centers</u></b><br>b) Establish Upazila Resource Centers for teachers to share successful/effective teaching methods practiced by BRAC.                                   | b) URCs (one in each target Upazila) are established by 2004, where 30% of formal primary school teachers headmasters, and ATEOs attended the workshops on good classroom practices and                    | This has not taken place.                                                                                                                                                                                             | The GoB approval for teachers' training and strengthening the URC has not been given. As a result the idea to establish the URCs seems to be redundant. |

|                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                                                                                                                                                                                       | effective school management systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
| <p><b><u>Organizing Awareness Efforts</u></b></p> <p>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</p> | <p>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.</p> <p>c.2) 2 national conferences held with DPs, civil society and GoB representatives, where discussions and recommendations indicate that participants are willing to engage in further debate and discussion on the issue of Go-NGOcooperation in education.</p> <p>c.3) 2 field visits by members of the parliamentary Standing Committee on education, after which the state of primary education and NGO/GoB cooperation is discussed in Parliament.</p> | <p>During this reporting period 87 workshops (with 1340 participants) have been held with the head teachers. These workshops have been organised to make the participants aware about the state of primary education and PRIME goal. The workshop findings also indicated that the participants are well aware of these.</p> <p>c.3) Up to now a total of 425 government officials have visited different components of GPU and their great appreciations recommended for the expansion for the programme and thus create a positive atmosphere for the development of GPU. The government officials include the MPs, DCs, ADCs, DPEOs, UNOs, UEOs, AEUOs, UPs, and other high officials.</p> | --- |

|                                                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                                                                                                                                               |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                                                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                                                                                                                                               |                     |
| <u><b>Establish Pre-primary Schools</b></u><br>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 ..... children of ..... years age.              | 7500 schools have been running during this reporting period having 25-35 children of aged 5+ each.                                                                                                                                                                            | ---                 |
| <u><b>Reopening Community Schools</b></u><br>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.                          | The number of Community Schools using NFPE method in operation is 44.                                                                                                                                                                                                         | Please see output 5 |
| <u><b>Output 6 Monitoring and Reporting</b></u><br>a) Continue with periodic monitoring and reporting                                                                                                       | a) Monitoring reports shared and recommendations used to revise operational plans regularly                                                      | Monitoring reports are shared in 3 bimonthly monitoring meeting and also in cluster meeting in the field level.                                                                                                                                                               | ---                 |
| <u><b>Upgrading MIS System</b></u><br>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. | In order to upgrade the existing HQ-based MIS a design on overall data and object model for the new management information system has been completed.<br><br>4 Computers have been provided to 4 regions for the pilot project. The Head Office based LAN has been completed. | ---                 |
| <u><b>Research Activities</b></u><br>c) Undertake need-based research activities (baseline operation, action and evaluation research)                                                                       | c) At least 10 research activities and reports are available and used for decision making.                                                       | Two ongoing research projects is taking place in this period and six completed research are available for decision-making. (for detail please see the research abstracts)                                                                                                     | ---                 |
| <u><b>Internal Sharing</b></u><br>d) Continue internal sharing sessions for learning and review and participate in selected                                                                                 | d) At least 30 meetings (RMs-12, QAS-12 and monitors-06) held internally at different levels.                                                    | This has taken place regularly at different levels, both in HO and field level.                                                                                                                                                                                               | ---                 |

|                                                                                                                                                |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| external sharing sessions on NFPE and CE.                                                                                                      | Senior staff members have participated in 10-20                                                                                                      | A high level workshop was held in January 16, 2003.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | For details please see Annex – 5. |
| <b><u>Disseminating Programme Information</u></b><br>e) Disseminate selected programme information to local and national development partners. | e) Development partners periodically received selected information about BEP and its major achievements.                                             | DPs received Progress reports, draft proposal prior to DCM in November and April 2003.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ---                               |
| <b><u>Professional Development Training</u></b><br>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 for reports and presentations. | The following need-based professional development training has been provided to the programme personnel during this reporting period: <ul style="list-style-type: none"> <li>♦ A month long training has provided to the QASs for their professional development</li> <li>♦ Monitors have received a month long course on communicative English</li> <li>♦ Two BEP staff have been doing a year long MA course in the University of London UK for the session Sept 2002 – Sept 2003.</li> <li>♦ Another 2 staff have been selected for a year long course funded by AKF/CIDA</li> <li>♦ A BEP staff has received a seven month training as a Webmaster</li> <li>♦ A BEP staff has been working and another staff</li> </ul> | Please see Output 2 for details.  |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>has been selected to work in Southern Sudan as part of UNICEF – BRAC Partner linking project to replicate BEP Schools</p> <ul style="list-style-type: none"> <li>♦ An adolescent (female) from Tangail has attended the International Conference on Safe Water and Sanitation for the future in Kyoto, Japan</li> <li>♦ Two adolescents (a girl and a boy) have attended a round table session with the Prime Minister.</li> </ul> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

# Annex-4

## *Financial Report*

- a. Financial Report as per BRAC Format*
- b. Financial Report as per EC Format*
- c. LFA based Financial Report*
- d. Unit cost based Actual Cost*
- e. Budget Variance NFPE III*

# **Annex-5**

## *Consideration of The Future Direction of*

BRAC EDUCATION PROGRAMME

---

## CONSIDERATION OF THE FUTURE DIRECTION OF BRAC EDUCATION PROGRAMME

---

This paper sets out the ideas and suggestions put forward at a discussion meeting between senior members of BRAC's management and education programme staff and representatives of the donor consortium that is funding Phase III of BRAC's Non-Formal Education Programme (see Annex 1 for list of participants). The purpose of the meeting was to consider BRAC's position and strategy in the future development of the education sector, and especially the primary sector, in Bangladesh and the role of donors in supporting BRAC's activities. The discussion and conclusions, summarised in this paper, are expected to (a) be an input into each donor's own decision-making about assisting BRAC's education programme, (b) be helpful in preparing BRAC's programme proposal for the next phase, and (c) serve as a guide for donors' appraisal of the proposal. The day-long meeting took place on 16 January 2003 and was presided over by Dr Manzoor Ahmed as facilitator.

### The Education Sector Context

There is a huge unmet need for basic education both in terms of the number of children to be educated and in the quality of education they receive. At the primary level:

#### *Numbers:*

- 20% of children are not going to school and a third of those that do attend soon drop out of the system. In effect this means that almost a half of all children (estimates of numbers vary from 5 to 8 million) are not getting basic education. At present BRAC caters for 1 million of these children.
- Demographic forecasts indicate that there will be no decline in the number of children entering the primary age group for at least another 10 years. Even then the decline in numbers is likely to be slow and gradual.
- The present system is very inequitable. While parity in gender has been achieved in primary education enrolment, there are still many disadvantaged groups (e.g. disabled, blind, ethnic minorities and the very poor) who are still largely excluded.

#### *Quality:*

- There is no system in place to assess what children are learning. Ad hoc studies indicate that achievement levels are deplorably low, notably in the core subjects of English, Maths and Science.
- The causes of poor quality are many. Major ones are low standards of teaching, poor textbooks and learning materials, poor classroom environment (including overcrowding), absenteeism and inadequate supervision.
- What constitutes "basic" education is also under discussion. Extension of the present primary cycle from 5 to 8 years has been approved in principle but implementation is still on hold.

- A little over 2 per cent of the national GDP is allocated for education in Bangladesh; in other countries (including neighbouring ones such as Thailand, India and Malaysia) the proportion is much higher.

The Government appears not to be able to mobilise the resources necessary to meet the basic education needs. New schools and addition of more classrooms to existing schools are urgently needed to cater for the large number of children who are not being served at present and who will continue to come of primary school age in the foreseeable future. It is understood that the government is not intending to open new schools; instead it is relying on the development of registered non-government schools to fill the void. At the same time there is grudging acceptance of the continuing intervention by NGOs although, since their input is termed as "non-formal", they are considered to be outside the mainstream primary system, do not receive any financial assistance from the government and are excluded from any government statistics. NGOs and the contribution they might make to future of primary education, have been excluded from the terms of reference of the five-year primary education development programme in preparation under PEDP II.

It is clear that, although NGOs still have an important role to play in the primary education sector, the main questions to be considered are:

- How to obtain better recognition of the NGO contribution from government, and
- How to promote cooperation between government and non-government providers of education.

### **Short-Term Considerations: Strategy for NFPE IV**

The main thrust of NFPE IV will continue to focus on schools. These now number 34,000 but this figure could be increased substantially to meet the large unsatisfied demand if funding is available.

BRAC also clearly sees the need to pursue the initiatives it has taken under NFPE III. These would involve the programme in:

- Further improving quality through the provision of better textbook/class materials and training to teachers in better teaching methods,
- Capacity building within BRAC plus assistance to government with post-primary teacher training,
- Adolescent development,
- Continuing education, in which the development of IT packages will play a significant part,
- The development of pre-primary schooling,
- Increased work with disadvantaged groups, and especially to pursue and extend the ongoing work with ethnic minorities.

Scope is also seen for a number of new initiatives, viz:

- Early childhood development as it is now recognised that critical mental, physical and emotional development of children take place in the formative phase of 0-3 years,

- Introduction of the full primary cycle in all schools run by BRAC,
- Transformation of the Community Schools into formal primary schools,
- Extension of the work with disadvantaged groups to include urban slum children,
- Exploring ways of supporting post-primary education in the context of evolving and broadened definition of basic education,
- Systematic formative and summative assessment of children's learning achievement, especially for full cycle primary education, as an important tool for quality assurance.

Fundamental to all these initiatives is acceptance of the need to actively pursue closer linkages and collaboration with the government and this BRAC intends to follow rigorously through its PRIME initiative which is already showing positive signs of acceptance at the District level. Even so, it is recognised that government is more able to deal with a standardized general education programme than with varied educational needs of disadvantaged target groups such as disabled children, slum children, children of ethnic minorities and children from very poor families. Hence BRAC's interest in making its own special contribution in these areas. Pre-primary schooling (as well as interventions in early childhood development) and quality improvement at the post-primary stage are also seen as areas that provide a way of establishing the desired closer linkages with the government. They are also areas that hitherto have received limited attention.

The problem for donors is twofold. First, and most important, is how to defend continued support for these efforts by BRAC (and other NGOs) in view of the fact that donors are aiming for a government-led, sector-wide approach. However, the government has not articulated a comprehensive sector approach for primary education that can serve all children, making full use of both government and non-government providers of education services. Donors prime concern is the effective working of the primary education system, covering all groups of children. Their hope is that non-formal education, offered by BRAC and other NGOs, and PEDP, confined to formal programmes, can gradually be merged into a unified programme of quality primary education with necessary diversity in delivery modes to suit special circumstances and needs of learners. This goal is best promoted by assisting both government and NGO programmes and encouraging them to work together to move towards a unified and effective sectoral programme.

Secondly, some members of the present donor consortium have funding limitations which will require a reduction in their level of support from that pertaining in NFPE III. This may not be a limiting factor if other donors join the consortium. It was noted that NORAD has already expressed its interest in becoming a member. However, it is clear that donors will remain the main source of funding in NFPE IV.

## **Long Term Vision**

Human resource development is the major need of Bangladesh as the country has limited other resources. In order to be part of the emerging global system Bangladesh should be aiming for an education system where:

- At least 40% of children would have a good secondary education (the present proportion is less than 15%)
- 10-15% of young people would receive tertiary education (the current ratio is under 5%).

These figures will not be reached without a major improvement in quality and achievements at primary level.

Government will be unable to meet this need from its own resources so there is still a case for external assistance in the foreseeable future. Moreover, the government has not demonstrated the will or the capacity to develop and implement creative approaches to serve effectively the disadvantaged groups in the population. Therefore, if all funds were to be channeled directly through government these will not be utilised to the best advantage. Although both BRAC and donors recognise that ultimately education is a public sector responsibility, there is still a need for a diversity of providers, preferably working through an increased institutional capacity at upazila and local levels. At the same time, there should be a gradual shift towards funding from indigenous sources, with higher public allocations for education and greater mobilisation of community and other non-government resources.

BRAC has the ability to support the government's primary and basic education goals both through its primary school and other education activities and its role as a learning resource centre. Equally importantly, it can support the government education programmes through its large and widespread organisation, at the community level due to its extensive VO network. Through the combination of these factors it is envisaged that BRAC could eventually become an education Resource Centre for the nation, assisting with community-based management of education, teacher training, curriculum development, and capacity building. Interim measures that might lead to this end are:

- Setting up an Institute of Education in BRAC University in order to institutionalize professional support for BRAC's education programme and offer assistance to the public sector and other programmes,
- Establishing BRAC primary schools in areas where there are no schools, with a view to turning them eventually into registered institutions eligible for government funding,
- Using the transformation of Community Schools (as proposed in the new initiatives to be adopted under NFPE IV) as the vanguard for the establishment of BRAC primary schools,
- Consolidating various non-formal education activities - including early childhood development, the adolescent programme, reading centres, ICT-based education and skill training into Community Learning Centres - as a step towards building the learning community.

In this vision the progression seen for BRAC is from its present position as providers of basic primary education to one as a network of education Resource Centres on a regional / national scale. This path will take BRAC through a growing role in high priority innovative activities ranging from early childhood and pre-primary schools, to extended primary and post-primary basic education, to education for children with special needs, and to creating community learning centres.

## LIST OF PARTICIPANTS

Facilitator: Dr Manzoor Ahmed

|              |                           |                                |
|--------------|---------------------------|--------------------------------|
| <u>BRAC:</u> | Mr F.H.Abed               | Chairman                       |
|              | Mr Abdul-Muyeed Chowdhury | Executive Director             |
|              | Mr Aminul Alam            | Deputy Executive Director      |
|              | Ms Erum Marium            | Programme Head, BEP            |
|              | Dr Safiqul Islam          | Programme Head Cont. Education |
|              | Ms Kaniz Fatima           | Education Adviser              |

|                |                          |                                  |
|----------------|--------------------------|----------------------------------|
| <u>Donors:</u> |                          |                                  |
| AKF            | Ms Samira Tharani        | Education Programme Officer      |
| CIDA           | Ms Amanda Edmunds        | Third Secretary                  |
| DFID           | Dr Rokeya Khanam         | Education Sector Manager         |
| EC             | Ms Josephine Kalinauckas | First Secretary                  |
| RNE            | Mr Cornelius Hacking     | First Secretary, Education       |
| UNICEF         | Mr James Jennings        | Chief, Child Dev. & Educ. Sector |

|             |                 |             |
|-------------|-----------------|-------------|
| <u>DLO:</u> | Mr Graham White | Coordinator |
|-------------|-----------------|-------------|