



Progress Report of **BEP**



June-December 1999

Phase-III



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Introduction:

The BRAC's Education programme (BEP) has completed its Phase – 2 cycle and has had a smooth transition into Phase – III cycle from the 1st of June, 1999. This 5 yr. Phase – III cycle will end in May 2004.

The major facets of BEP in Phase – 3 has been categorised into 3 components. One is providing full primary education to NFPE children with a better quality of learning. This will be facilitated through a number of activities organized by Education Development Unit (EDU). The other facets are management, MIS & monitoring system of the programme and finally the Continuing education programme (CEP). The role of these 3 components along with other support units within BEP are distributed into 4 outputs.

Output-1, whose objective is "equitable access to cost effective primary education ensured for poor children especially girls". The operation of on-going schools, opening and closing comes under this category.

Output-2, whose goal is "quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes". The capacity development of staff and teachers fall under this output.

Output-3, aims at "quality improvement through revision, development of learning materials and introduction of new initiatives". Under this output all subject-wise materials development and new initiatives are portrayed.

Output-4, focuses on "Continuing education expanded, catering to different age groups of the community as well as BRAC graduates who have very little access to literacy materials". The operation of Union based libraries along with Reading centres are covered in this output.

Summary:

The present progress report of BEP covers the period of June to December 1999. The pages that follow within the report compares the actual achievement with LFA indicators at the purpose, outputs and activities level.

Budgeted and actual expenditures (output-wise) which take place during this period is also reported upon in this report. The major findings and pertinent observations stated in the report arise from the comparison between achievement and planned activities.

The BEP in Phase – III was found to be on target for many of the criteria set out in the LFA, against the agreed indicators for Jun to Dec '99. The indicators regarding number of schools in operation, teachers teaching, formation of EDU & recruitment of staff, trainings held for both teachers & staff, operation of libraries and staff carrying out their assigned activities have been achieved.

It must be noted that the post of Area education manager (AEM) in Phase-III of the BEP has been withdrawn and the concept of Quality managers have been introduced and the number of Regional managers (RMs) have slightly increased.

Finance level of BEP during Jun – Dec 1999:

The end of December '99, the BRAC's education programme has received a total of Tk. 256,272,538 from the following donors indicated below:

Donors	Amount in Taka received
AKF/CIDA	33,763,443
DFID	187,500,000
NOVIB	35,009,095
Total	256,272,538

N.B. The financial status above does not include all donor members of the Consortium funding for BEP in Phase-III.

The actual expenditure that took place during the 7 months period was slightly higher than planned. However, most of the over expenses during the reporting period will be adjusted in the coming quarters.

The total expenditure that took place between June to December '99 was Tk. 641,429,842. The deficit of Tk. 385,157,304 that occurred between the actual expenditure and donor funds received was due to unavailability of funds from donors on time.

The situation regarding availability of funds has remained unchanged during the first quarter of 2000. This is effecting the plan of major activities such as opening/reopening of schools, libraries, trainings and so on.

Output-1:

Since all BEP schools open and close during January – May each year, achievements on schools opening and closing, new enrollments, graduates and the drop out rate of learners cannot be reported upon for this period of 7 months.

The total number of on-going schools at the end of December '99 was 34,000, with an enrollment of 1,069,327. The ratio of female learners during this period was 65.8%. From Jun-Dec '99 the number of teachers required was 33,391 and staff needed was 3,521. The regional offices (previously known as area offices) in operation during the reporting period was 43. As planned BEP operated 467 team offices, of which 330 of them are shared with RDP. The number of books and supplies provided to both teachers and learners at this time was per plan, numbering 1,123,327.

NFPE grades IV & V:

At the end of December '99, BEP was operating 7,155 NFPE schools in grade IV with 260,334 learners and 85 schools in grade V with an enrollment of 2,788 students. The evaluation of grade V will take place on completion of course cycle that is at the end of Dec 2000/Jan 2001.

Results of the Standardized Achievement Test (SAT) that took place in January 2000:

Since there were no course completed BRAC schools available at the end of December 1999, SAT had to be conducted in January 2000.

The SAT was developed in 1997 by Research & Evaluation Division (RED) to assess the learner's academic achievement in different subjects at the end of their school course cycle. This test has been based on the curriculum and textbooks of the four subjects, i.e. Math, English, Bengali and Social studies taught in BRAC's NFPE and BEOC schools.

As SAT is carried out at the end of randomly chosen course completed BRAC schools, for this year the test battery has been administered only in BEOC and not NFPE schools in January '00. The reason for this is BEP since 1998 does not end their NFPE school cycle on completion of 3 years but continues through to a fourth year, which sees a completion of a five year primary program (Grade I – IV) over a four year school cycle.

The SAT in January '00 was tested in 200, Grade V course completed BEOC schools. These schools covered 34 teams under 30 regions. The total number of examinees that took the test was 5,499, of which 65% were female learners.

Table-1:

Total			Regions, teams & school covered by SAT			Total number of examinees examined through SAT		
Regions	Teams	Grade-III course completed BEOC schools	Regions	Teams	Grade-III course completed BEOC schools	Boys	Girls	Total learners
43	467	3,882	30	34	200	1,936	3,563	5,499
			(70%)	(7%)	(5%)		(65%)	

Table-2:

The table below indicates the average findings of the 4 subjects obtained by BEOC learners:

Subjects	Maximum marks	Average marks obtained by BEOC students in different subjects	
		KK boys	KK girls
Bengali	30	16.07	15.67
Math	30	13.68	12.63
Social studies	30	11.80	11.73
English	25	10.14	9.5

The subject-wise average results indicate that KK boys have appeared to be higher achievers than their female counterparts. Another factor that is revealed from the average findings is the gender-wise categories of students having scored highest in Bengali followed by Mathematics. The average score was lowest in English, which was similar to the findings of 1998.

ESP schools:

The Education Support Programme commonly known as ESP was first initiated in 1991 when BRAC decided to share their education experiences with other organizations by extending technical and financial support so that they may successfully replicate BRAC's NFPE model. Through ESP, BRAC at the end of December '99 has provided technical & financial assistance to 285 NGO's to run 2,550 NFPE schools. All ESP schools are rural based and follows the NFPE's previous 3 yrs. school model. The monitoring of these schools are carried out by partner organization POs and by ESP POs-TSSs (Programme organizer-Technical support specialists), who are reportable to the ESP Programme Manager and to the partner organization.

ESP at a glance, at the end of December 1999

- As planned ESP operated: 2,550 schools
- Enrollment of learners during this period: 76,500
- Drop out rate: can be reported upon after completion of the school cycle
- Number of course completed ESP schools: since ESP follows the NFPE & BEOC calendar year, no schools have closed during this 7 month period.
- Total number of ESP schools in operation class-wise:

Class I -	930
Class II -	1,025
Class III -	595
- Total enrollment of learners (gender-wise) in on-going ESP schools:

Male -	19,831
Female -	56,669 (74.1%)
- Average enrollment in each ESP school: 30
- Total number of teachers teaching in ESP schools:

Male -	25
Female -	2,525

Activities of ESP held during Jun - Dec '99

The ESP has organized discussion meetings as well as provided several trainings and orientations to teachers, staff & heads of NGOs between June to December '99. Stated below are the following activities that took place during the reporting period.

- Training of trainers (TOT) provided to 30 partner NGO-POs. The trainings were conducted by trainers at the Mymensingh TARC.
- One day discussion meetings (in four batches) were held between 97 NGO heads and the ESP's Program Manager at the BRAC head office. The agenda of the meeting was to discuss the (a), objectives of ES - as perceived by NGO heads, (b), impact of summative evaluation on attainment and achievement of learners, (c), utilizing the skills of experienced teachers, (d), importance of monthly refresher held for teachers and the payment of their salary, (e), maintenance of accounts and registers, (f), preparation of monthly and six-monthly financial statement prepared by partner NGOs, (g), local community participation in ESP programme and (h), administering the ABC test with the students of ESP school.
- 12 days basic training was provided to 13 newly recruited teachers for the new schools which will open in the next months. These training were conducted by trainers at the Savar TARC.
- 2 days orientation was organized at the BRAC head office for partner NGO-POs, who will be supervising new schools that are to be opened in the next months.
- 18 partner NGO-POs received training on classroom instruction and management held at the Uttara training centre. This training was conducted by both the Program manager of ESP and POs-TSSs.
- One day long discussion meeting took place with NGO heads to orient them about the objectives of ESP NFPE. The participants present were 2 and the meeting took place at the BRAC head office.

At the end of December '99, ESP has carried out summative evaluation tests in Grade 1, 2 and 3 of the ESP NFPE schools to assess the achievements of the learners. Depending on the results appropriate measures will be taken to improve and ensure the better learning of each child.

Outputs-2:

Plan & achievement of trainings provided to BEP staff during June to December 1999:

Particulars of the trainings & refresher courses	Participants	June to December 1999	
		Planned by BEP	Actual achievement
Pre-service orientation	POs & PO5s	217	217
Basic training for staff	POs & PO5s	200	191
Operational management course (OMC-1)	POs & PO5s	500	487
Operational management course (OMC-2)	TICs	80	79
Other trainings:			
GOAL	POs, TICs & RMs	-	108
Team building training	TICs, POs, RTs	-	391
BRAC values and culture training	QMs, RMs, TICs, Senior POs & monitors	-	193
Gender & sustainable development training	Higher management, field based staff & EDU members	-	12
Staff special training comprises of:	TICs, POs & RTs		
General subject-based trainings		2,341	2,148
Master trainers trainings		1,285	1,549
Refresher courses		1,225	730
Technical co-operation training (TCT)*	EDU's material development specialists	2	2 (the trainings will end in Oct '00)

- * 2 Material development specialists of EDU are attending a 1 yrs. Masters course held in U.K. This one yr. program began in October '99 and will conclude in Oct 2000. The participants attending the courses are on M.S. in Multi Media, University of Sussex and M.S. in Human Rights Education at the Institute of Commonwealth Studies, University of London.

Indicated below is the breakdown of Staff special trainings achieved during Jun-Dec '99:

June to December 1999			
Subject	No. of staff who have received GT training	No. of selected trainers who have received MT training	No. of refreshers provided to MTs
Math	457	393	353
English	375	341	163
Social studies (rural)	435	376	98
Bengali	435	194	-
Social Science (urban & rural)	446	245	116
Total	2,148	1,549	730

Plan & achievement of trainings and refresher courses held for NFPE and BEOC teachers held during June to December 1999:

Particulars of the trainings	June to December 1999	
	Planned by BEP	Actual achievement
15 days basic training	1,980	1,624
3 days orientation before school opens	-	-
2 days refreshers after preparatory phase	-	-
2 days refreshers before introducing Poribesh Porichiti 1	5,580	5,530
6 days refreshers held at the beginning of class II	9,980	9,909
6 days refreshers held at the beginning of class III	6,430	6,432
15 days Math development training (for NFPE)	4,800	4,690
15 days Math development training (for BEOC)	3,680	3,640
6 days refreshers held at the beginning of 4 th phase (BEOC)	3,680	3,600
6 days refreshers held at the beginning of 5 th phase (BEOC)	2,670	2,600
8 days refreshers held at the beginning of class 4 (NFPE)	8,680	7,204
6 days refreshers held at the beginning of class 5 (NFPE)	-	-
1 day monthly refreshers	218,150	198,161
Subject- based trainings		
Subject-based general training	725	435
Batch training	415	348
Refreshers	-	-

Indicated below is the breakdown of subject-based special trainings provided to teachers during Jun-Dec '99:

June to December 1999			
Subject	No. of teachers who have received GT training	No. of selected teachers who have received BT training	No. of refreshers provided to BTs
Math	85	50	-
English	200	86	-
Social studies (rural)	150	115	-
Bengali	-	-	-
Social Science (urban & rural)	participant donot receive any GTs	97	-
Total	435	348	-

Stated below are the General subject trainings provided to staff & teachers during June-December '99:

Achievements of June to December 1999	
Subject	No. of participants who have received trainings
Urban curriculum	65 (includes both staff & teachers)
Drama (co-curricular activity)	321 (includes both staff & teachers)
Pre-Primary	3,064 (2,868 teachers) (184 staff)
Adolescent Family Life Education	50 (adolescent girls)*

- * The AFLE provide general trainings to selected participants, after which only those who qualify go on to become key trainers, whose role is to facilitate trainings held at Reading centres as well as develop other facilitators. During June -Dec, 25 key trainers have been developed.

Output-3:

Education Development Unit (EDU)

One of the most important aspects of BRAC's education programme is the development of curriculum, which was carried out through the Material development unit (MDU). Since the inception of MDU, the unit was constantly involved in creating and producing most of the teaching and learning materials used by the learners and teachers for grades (I to II). The members of MDU who developed these materials also brought about necessary changes and made revisions to existing materials to assess the suitability of both learners and teachers. The changes were based on information and feedback received from field staff, teachers and the field testing of materials. Orientation provided to TARC trainers and Senior staff for the developed materials was conducted through MDU. A few new initiatives such as Interactive Radio Instruction (IRI), Chandina Learning Improvement Project (CLIP) and Concentrated Language Encounter (CLE) were introduced and piloted under this component.

Therefore it was seen that in Phases I and II of BRAC's education programme, MDU concentrated primarily on curriculum development. Changes were brought about in mathematics, social studies and teaching techniques were tested in the area of language and so on. However, with the introduction of grades IV & V MDU initially began experimenting with the training of field staff, which was a task that they took for the first time as training was usually conducted by senior field officers and TARC trainers.

After the first two training sessions MDU learnt that:

- curriculum developers need to have direct contact with staff who are involved in refreshers. This would enable staff and curriculum developers to gain understanding of the rationale and methodology of the primers on one hand as well as problems in dissemination on the other;
- not every staff was a good communicator but appropriate selections would need to be carried out;
- the design and development stage of the training module was critical therefore the staff of the core team and the trainers would require maximum participation at this stage;
- in each training session relationships will need to be built with field staff in order to minimize communication gaps between subject core groups and field staff.

When MDU was responsible for providing training to the field staff the form of the unit changed from material development to professional development of field staff. It must be noted that at this point direct links were established with field staff. Information channels were two ways which lead to minimizing gaps between core groups and field staff and therefore a sense of understanding and respect for each other. In fact at this stage there was capacity development of field staff and head office staff. This was a transition from the former MDU to a more field oriented professional unit. At this stage the MDU addressed a few notable changes in field management. These were:

- in the selection of trainers preference was given to only the competent staff irrespective of position;
- once selected as a trainer the person was responsible for decision making on that subject area. This provided opportunities for junior staff to develop;
- MDU core staff also considered the possibilities of having trainers from teacher groups;
- MDU subject staff perceived themselves as "supporting" the major players who were RTs/POs/TIs in the respective team offices.

The changes in the forms and ideologies of MDU evolved from the transition stage to what later became EDU. EDU focuses exclusively on establishing pedagogical links in the field. Administrative links in the field were known and established, however if qualitative improvements were to be carried out than it was critical to develop a network of pedagogical links. This became the major function of EDU. Quality managers were selected from a junior group to form better working relationships in BEP's field management. Batch trainers were identified and trained to make refresher courses more interactive and participatory. EDU staff consciously tries to encourage the culture of "negotiated dialogue". This was reflected in training, meetings etc. The assumption being that once pedagogical links between BTs, MTs, QMs were established then problems faced in schools and refreshers would be solved through debate and dialogue by those concerned.

Progress of EDU at the end of December '99:

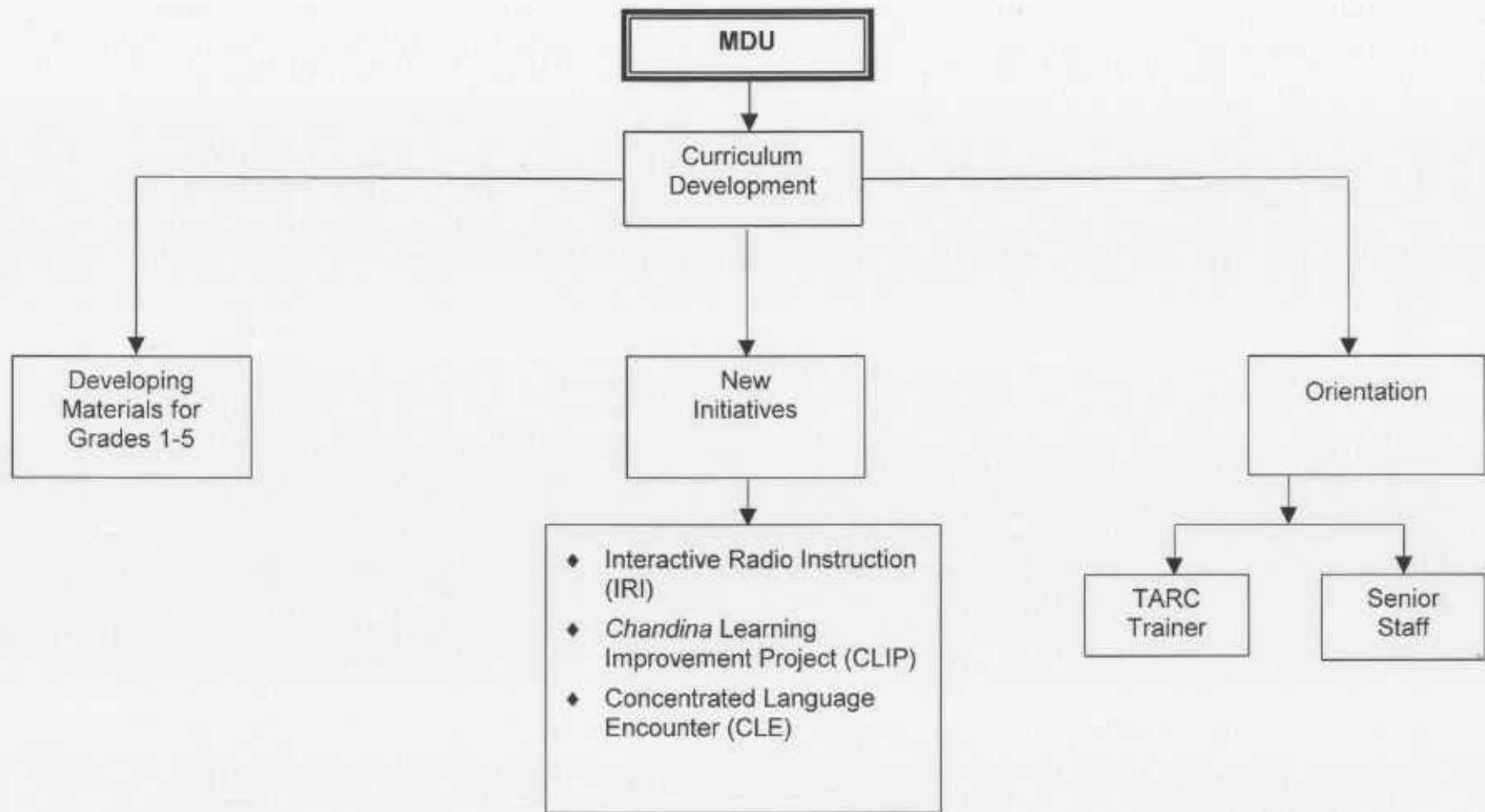
The formation of EDU has taken place, with staff reallocated and recruited both in the head office and field. Subject-based trainings have been provided in areas Math, English, Bengali, Social Studies & Science to 3,697 staff and 783 teachers. A total of 1,549 MTs have been developed and 348 BTs during the reporting period. Material development has taken place in English: teacher's guide has been revised for grade 3;

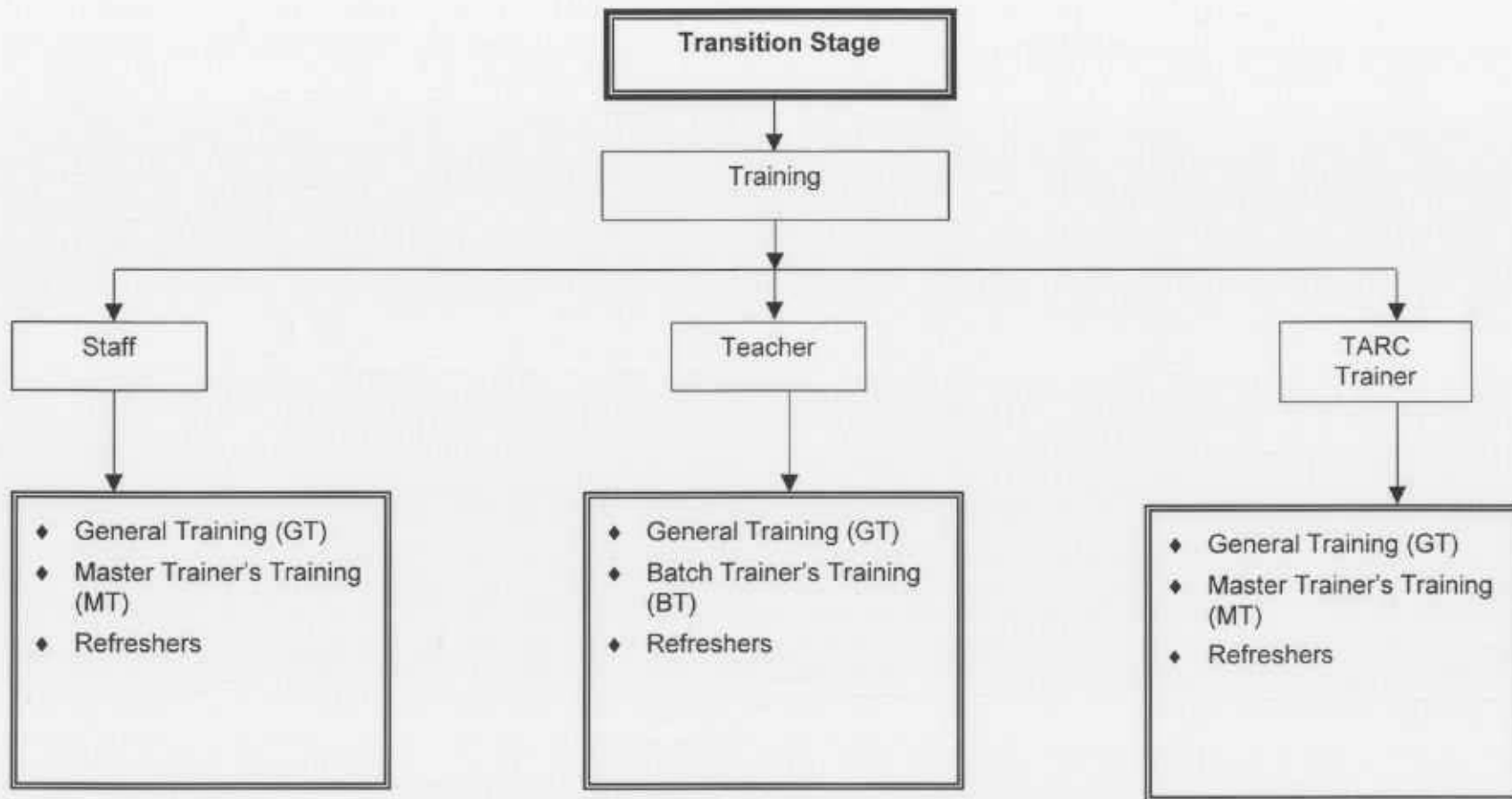
teacher's guide along with workbook for grade 4 has been developed;

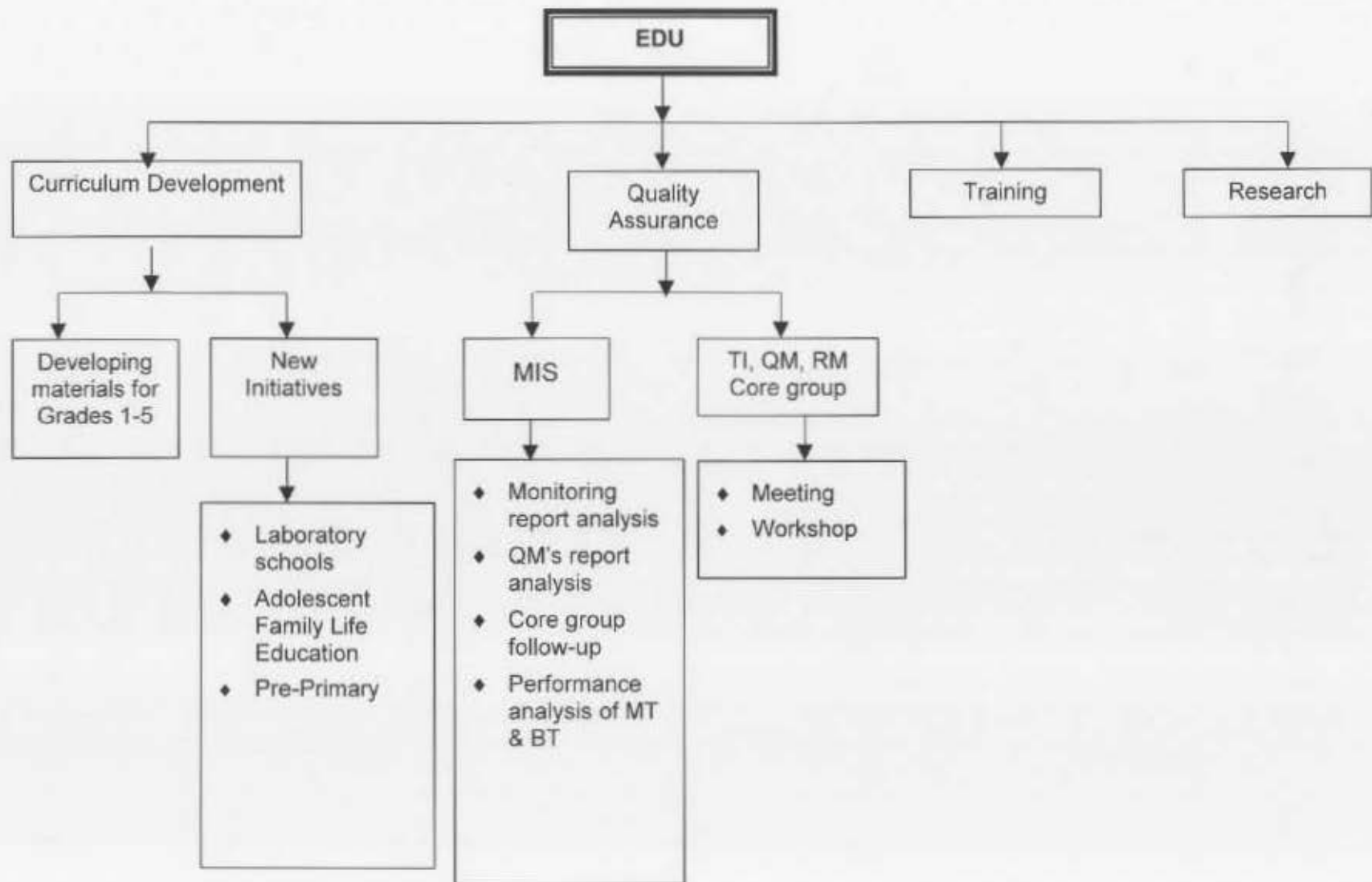
Social studies: workbook and teacher's guide for grade 3 has been printed;

Bengali: teacher guide for grade 4 has been developed;

Math: teacher's guide and workbook for grade 5 developed and supplementary book to practice problems for grade 4 developed;







Under new initiatives 10 laboratory formal schools have been formed and is in operation, a few materials on pilot basis has been developed along with trainings provided to adolescent girls in the area of Adult family life education and a drama workshop as a co-curricular activity has designed and disseminated through trainings to staff.

Under research & evaluation through EDU, the Math core group team has conducted an assessment on training of teachers and achievement of children in grade 4 of the NFPE school. This assessment test was conducted in 10 schools. The questionnaire was prepared by the Math team using both the Govt. competencies and BRAC's own materials developed for Grade 4. Positive feedback was received from this evaluation study conducted by EDU.

New Initiatives:

Formal laboratory schools

The BRAC's education programme (BEP) during 1999 have established 10 formal laboratory schools in the rural areas with an enrollment of 800 learners. Each of these school are situated within the radius of 10 km. away from the TARC. The objectives of establishing the laboratory schools was to:

- assist the Govt. in providing compulsory primary education;
- improve the quality of primary education through innovative teaching methodologies;
- motivating other organizations to adopt or learn from BRAC's formal primary education model;
- improve the quality of teacher's education;
- provide a supplementary education programme to that which is provided by the Govt.

The formal laboratory school program consists of a 6 yrs. school cycle which begins from pre-primary and continues up to grade 5. Each of these schools comprise of a newly built brick building which has 5 classrooms, 1 library room, 1 teacher's common room, 2 toilets and a playground along with a tube-well.

The laboratory schools began operating their pre-primary and grade 1 classes from May/June 1999. One more of these schools is scheduled to operate in February 2000.

The children attending these schools are local residents belonging to both the poor and well-off families of the communities, especially females are preferred. The children attending the pre-primary classes must be of 5-6 yrs. in age. A nominal fee of Tk. 20 is charged per month from all Grade 1 learners and Tk. 15 from pre-primary students. This amount is collected to cover material costs. Each grade within the laboratory school will operate through a 12 months school cycle. However, for the pre-primary and grade 1 classes that have been in operation since May/June 1999, the course period will run through a 7 months course cycle, which will end in December '99.

At present, there are 40 learners and a teacher in each class. The teachers teaching in the laboratory schools are residents of the local community who receive a monthly honorarium of Tk. 600. These teachers have to be of ages 22 – 27 and should have a minimum qualification of S.S.C (Secondary School Certificate).

The BEP's laboratory schools follow the Govt. curriculum and competencies but uses BRAC books and supplementary materials. The contact hours for pre-primary class is for 3 hrs. and for grades one to five 3 and half hours a day. These schools remain open 5 days a week and follow the BRAC holiday calendar. Examinations will be held at the end of the year for each class. The results of the examinations that were held for pre-primary and grade 1 in December '99 will be reported upon in the next progress report.

Adolescent Family Life Education (AFLE)

Adolescent Family Life Education (AFLE) is one of BEP's new initiative projects to improve the quality of life of female adolescents. The main objective of this initiative is to form a peer education model where an adolescent girl will be able to understand the subject well and at the same time will be able to share it with her peer group. AFLE team through field visits and discussion with the adolescent girls and their mothers has assessed the needs of adolescent girls. A series of storybooks and supplementary aids are being developed to introduce to the girls attending the reading centres. The curriculum has been finalized and few other materials concerning reproductive health, social and environmental issues have been developed and field-tested.

The training module has been designed and developed in collaboration with Health and Population Division (HPD), BRAC. Relevant trainings are being provided to the adolescent girls since December. A group of core trainers comprising of ten individuals has been formed to provide key trainer's training to the adolescent girls. Only the excellent ones are selected as key trainers whereas average ones are chosen as facilitators. Each of the key trainers again train their fellow team members as facilitators in their own teams who in turn facilitate in the Reading centres and the other girls in the community. At the end of December '99, 25 key trainers and 25 facilitators have been developed.

Pre-primary

The pre-primary class has been one of the most interesting interventions of BRAC's education programme. Positive results from the experiments influenced the programme to operate 1,434 pre-primary classes, with an enrollment of

36,549 learners. This class has been established for young learners of age 5-6 years. The duration of each class is for 18 months. There are 25 learners in a class and 2 *Kishori* (adolescent) teachers, who have graduated from BRAC schools. The average age of these teachers is 15. At the end of December '99 trainings have been provided to 3,064 teachers and 184 staff.

The NFPE staff has implemented the curriculum for the Pre-primary class. As of December '99, a work book for Math, teacher's guide and staff training module, drawing materials and supplementary materials have been developed. The teachers receive a 3 days training held at the local team office of the NFPE programme. The trained trainers provide training to them and as well as monthly one-day refreshers. The pre-primary classes are both urban and rural based.

Drama Workshop

Drama training for staff and teachers which was conceptualized in May '99 has been redesigned as drama workshops on the basis of feedback and field experience.

Drama workshops for co-curricular activity are a new intervention, taken up by the EDU to develop teachers and learners to upgrade the quality of co-curricular activities and education within the BEP schools. The idea was conceptualized in December '99, as this was an area, which required improvement. Through this new initiative the teachers and learners are to be provided with workshops in attaining various skills and ideas to improve the existing co-curricular activities by making it interesting and subject related.

These workshops cover a wide range of activities that will teach the participant spontaneous methods of involving children to organize drama and role-plays without the help of a script. As of December '99, 14 workshops have been provided to 321 staff and teachers.

Other activities:

Gonokendra magazine, Children's section "Alo":

Within the Gonokendra Magazine (BRAC's monthly publication) there is a children's issue termed "ALO" (meaning light). This magazine is distributed to all BRAC NFPE schools of Grade 2 and above. Each school receives four copies. The magazine has been designed to be used independently or in the class.

During June-Dec. '99 the EDU has been providing continuous assistance to include varieties of elements that compliment the materials used in the classroom. Many of the featured items are activity based which, cover all the subjects of the EDU curriculum. In this way, students practice the challenging areas of the curriculum in an enjoyable and informal way. Short stories and features from around the world are also included to promote the reading and learning habit. Puzzles and quizzes aimed at promoting problem-solving skills are also featured in this section. The students are encouraged to get involved in the publication directly by writing stories, letters, jokes etc. This magazine also motivates the creativity of those potential writers.

The magazine is a vital secondary resource which, aims to promote the fun of reading and a part of everyday life and not a school chore.

Cultural integration of ethnic minority groups

Integrated Ethnic Culture is another interesting intervention of BRAC's education programme, which also includes Chittagong Hill Tracts (CHT). This intervention started with a workshop, which is still at the preliminary stage. The objective of this 6 days workshop was to create awareness among the staff to understand different Ethnic cultures. The workshop was held in August '99, where 75 staff were familiarized on how to interact with the teachers and the students.

Output-4:

Continuing Education Programme:

The Continuing education programme (CEP) in Phase – 3 aims at "greater retention of learning and increased community participation through an expansion of BRAC's CEP".

Introduced in 1995, the CEP focuses on mainstreaming the post-literacy activities of BEP by promoting the reading habit of both the rural and urban citizens through an organized network and a new infrastructure. The CEP is achieved through two components. One is the Reading centre (Kishori pathagar), which is set up two months before a BEOC school completes its cycle. And the other is the Union library (Gonokendra pathagar), whose objective is to develop a learning society by creating access to reading materials and organizing events such as discussions, debates and cultural activities for the local community. Another important feature of the CEP is the formation of "Trusts" through the Union based libraries, so that they may remain sustainable.

At the end of Phase – 2 of the BEP cycle, the Continuing education programme stands at having established 6,151 Reading centres and 400 Union libraries. Of the total Union libraries 243 have formed Trusts.

Progress of CEP during June – December 1999

a. Union libraries:

Particulars	Status of library programme as of May 1999	Proposed in the PP for Jun-Dec 1999	BEP's plan for Jun – Dec '99	Achievement of Jun – Dec '99	Total
Union based library	400	50 (new)	50 (new)	36 (rural) 10 (urban) Total: (46)*	446
Activity plans of Union based libraries	198 (These libraries performed different socio-cultural activities)	No target has been specified in the proposal	300 (Each library's plan & preparation depends on its scope and ability)	300 (out of the existing 400 Union libraries)	300
Training plans of Union libraries:					
a. Basic orientation provided to librarians on library operations	a. 300	a. 50	a. 150 (including 100 libraries opened at the end of Phase – 2)	a. 150	150
b. Orientation provided to community members	b. no budgetary proposition in Phase – 2	b. 50	b. 400 (all existing libraries)	b. 400**	400
c. Basic training provided to staff on library operation	c. 67	c. 20	c. 20	c. 19	19
Union library "Trusts" to be formed	243	Trust is formed within 2 years of library operation	100 (new) Total: (343)	99	342

* As per plan, the opening of 4 libraries could not take place as the committee could not mobilize adequate amount of funds (Tk. 50,000 per library) to meet the library opening requirements. However, all other preparatory works have been completed during the reporting period and the libraries can be opened in the next one – two months.

** The orientation was organized in the field (instead of TARC), and the number of participants per library was also reduced (6 instead of 10) to accommodate more libraries.

b. Reading centres:

Particulars	Status of library programme as of May 1999	Proposed in the PP for Jun-Dec 1999	BEP's plan for Jun - Dec '99	Achievement of Jun - Dec '99	Total
Reading centres	6,151	2,000	2,000 (new) Total: (7,151)	1,129* (new)	7,094 (ongoing)
Members to receive training through Reading centres	53,523 (have received trainings)	7,583	10,250 (planned to receive trainings)	8,377**	61,900
Particulars of the trainings conducted through Reading centres	Vegetable tr. - 6,402 Nursery tr. - 2,535 Poultry tr. - 22,318 Tailor tr. - 19,892 Other trs. - 2,376 <hr/> Total: 53,523 (these trainings have been achieved)	7,583	Vegetable tr. - 2,700 Nursery tr. - 1,350 Poultry tr. - 2,700 Tailor tr. - 3,500 <hr/> Total: 10,250 (members to receive these trainings)	Vegetable tr. - 1,808 Nursery tr. - 485 Poultry tr. - 2,300 Tailor tr. - 3,784 <hr/> Total: 8,377 (members have received the trainings) ***	61,900

* As per the PP and BEP's plan 2,000 new Reading centres was supposed to open during June - Dec '99. However, at the end of December '99 the achievement status shows that 1,129 (new) centres were opened. The remaining 871 centres (to be newly opened) were integrated to the existing Reading centres which were completing their 3 yr. cycle.

** As per BEP's plan during Jun to Dec '99 10,250 members were to receive various trainings. At the end of Dec '99 a total of 8,377 members have received those trainings. The remaining 1,873 members will be involved in the RDP village organization along with other BRAC school graduates where they will be provided with skill trainings and other supports including credit.

*** Except for tailoring trainings all other trainings was conducted by RDP skilled staff during the reporting period.

Community Schools:

The community schools are low-cost, social education institutions, setup by the Government. These were constructed by the General Education Project (GEP) between 1990-96. The local residents of each area where such a school was to be established formed a School Management Committee (SMC), arranged for an empty plot/land on which the school was to be built and made a deposit of Tk. 10,000 to the Govt. In this manner, 3,259 community schools have been established in areas where the literacy rate was low, the density of population was high and where for geographical reasons, many children (particularly girls) were unable to attend other schools. Once the schools were built, the SMCs were made responsible by the Govt. in handling administrative issues, maintain discipline, ensure security, hire a local teacher from the community and supervise the quality of education imparted to the learners. In return the Govt. would bear the costs of building construction, providing furniture and other logistics such as books, pencils, blackboard and so on. The teacher's monthly salary would also be borne by the Govt. However, it was not before long, when the Govt. found the performance of many schools to deteriorate as the local communities were unable to run the schools successfully. As a result, a countrywide survey was carried out by the Government where it was found that 194 community schools were non-functional. After the survey the Govt. decided to hand over these schools to various NGOs to run them more efficiently from the organization's own resources or funds they have received from Donors. However, if the NGOs are able to run these schools successfully for more than 2 yrs. the Govt. will consider providing salaries for teachers each month.

Out of the 194 Community schools, the Government allocated 67 schools to BRAC to make them operational. Of the 67, BRAC has formally received 34 schools. Thirty-three schools were brought under operation during May-June '99. In order to make these schools functioning BEP has appointed teachers with a minimum qualification of S.S.C, provided them with 15 days of basic training, 1 day orientation and refresher courses which they receive every month. The schools are supervised by 20 head office and field based staff. The financial support which are required to run the schools are funded by BRAC's education programme.

The Government curriculum, competencies and books are being used in these community schools, however all supplementary materials such as storybooks, charts and other materials are being provided by BRAC.

Problems which BRAC faced in re-opening the non-functional schools:

The circumstances under which the 33 non-functional schools had to be opened out of 67, caused a lot of pressure on BRAC to convince the local community who were not initially willing to accept. The ex-teachers and SMC members of the Community schools were spreading negative rumours about BRAC operating the schools. BRAC on its part held a lot of informal and formal meetings with the local community, Govt. Education officials including Thana Nirbahi and Thana Education officers in this regard. After much persuasion BRAC succeeded in reopening the schools which now results in children's attendance and academic performance higher than before. The parents of the learners also have a positive attitude in accepting BRAC managing these schools.

BRAC's Urban Programme:

BRAC started its education program in the urban during March 1992, to provide education to the uprooted slum children who were neglected amidst the other poor children. The program was first implemented from the Moghbazar team office, under Khilgaon area in Dhaka. BRAC's education programme tries to provide education for all illiterate and poor children who are not attending any schools or are dropouts. Since, the Govt. also provides free education for young learners all over Bangladesh, it was learnt that they had no schools implemented for the poor children of the slum dwellers living in the urban area. Therefore, BEP took up the project of implementing schools in the urban areas for these under privileged children.

There is no major difference between the curriculum set out for the urban and rural schools of BRAC. However, in the case of Social Studies a slight difference is found in the curriculum of the urban schools as it has been catered to the needs of the urban life and surroundings. Within the urban programme there are Hard to Reach schools, Garments Child Labour schools and Domestic Child Labour schools. The Adult literacy centres found in the rural areas have not been incorporated in the urban programme. The urban schools of BRAC have been opened in different divisions of Bangladesh, that is Dhaka, Chittagong, Khulna, Rajshahi and Sylhet. In total there are 1,545 urban schools in operation of which 1,191 are NFPE, 48 BEOC, 75 Garments Child Labour, 225 Hard to Reach and 6 Domestic child labour schools (pilot project). As the end of December '99, the children enrolled in the NFPE schools are 38,820 out of which the female learners are 24,556. 1,440 students enrolled in BEOC schools (987 girls and 453 boys). Garments child labour schools has an enrollment of 2,001 learners (1439 girls and 562 boys). In the Hard to Reach schools there are 6,799 students of which 3,809 are girls and 2,990 are boys. 180 students are present in the Domestic child labour schools (109 girls and 71 boys). The total number of teacher working in all the schools under urban programme are 1,481. Some of the teachers are working in two shifts. The minimum qualification required of these teachers Secondary School Certificate (S.S.C).

Some of the difficulties that the urban programme experiences in operating the schools are stated below:

- the student dropout rate is higher due to eviction of slums for reasons such as fire incidents, floods, demolishing of slums by the Govt. and also parents moving out of a particular area because of occupational change;
- irregularities of attendance can be observed due to many of the children being engaged in various income generating activities;

- during festival occasions and harvesting period many of the children are found to be temporarily absent from schools as a result, irregularities and dropout occurs;
- setting up schools in the urban area is also a problem that is faced many a times. The reason for this is finding low-cost school houses and sometimes the local musclemen (normally known as mastans) cause trouble by frequently demanding for donations;
- the dropout of teachers is another factor which is due living costs being higher in the cities and their wages in comparison being lower;
- teachers find it difficult to teach the children of the urban schools as most of them have migrated from different parts of Bangladesh, where there is difference in the dialect language they speak;
- the supervisors who are supervising these schools health problems due to air pollution, noise, traffic and as a result they suffer from various allergies, respiratory distress, headaches, etc.
- since the urban learners are exposed to a lot of happenings around them they are found to be much more matured and fast learners in comparison to the rural students. However, a lot of in-discipline is found in the lives of these children which makes the teacher difficult to handle at times as they causes a lot of disturbance within the class

Garments child Labour schools:

In response to an international focus on child labour issues in the garments industry, BRAC initiated this programme in 1996 with the co-operation of Bangladesh Garments Manufacturing & Exporting Association (BGMEA), UNICEF and ILO in order to provide child labours with basic education. The children eligible to enroll in these schools need to be less than 14 years old. They receive a monthly stipend of Tk. 300.00 to supplement their income. The previous income that these students would earn from working in a garment factory was Tk. 700 to 1,000.

The manner in which these school operate follows the BRAC education programme curriculum and policies. As of December '99 the total number of on going Garment child labour schools are 75 out of which 65 are in Dhaka and 10 in Chittagong. The enrollment of learners in these schools are 2,001 of which 1,439 are girls and 562 are boys.

Hard to Reach schools:

The Hard to Reach programme was initiated by UNICEF and DNFE (Directorate of Non-formal Education) to set-up schools for children who are "hard to reach" – particularly those involved in hazardous occupation aged between 8 to 14. The DNFE is responsible for implementing this programme through different NGOs. BRAC in 1997 became involved in this programme and have opened schools in Dhaka urban, Chittagong, Rajshahi and Khulna. These schools follow the BRAC school model but operates through a 2 yr. school cycle which is equivalent to the competencies of grade III of the Govt. schools. Each class consists of 30 learners and a teacher.

At the end of December '99, 6,799 working children are studying in BRAC's HRT schools, of which 3,809 are girls and 2,990 are boys.

The school program follows both the Govt. and BRAC curriculum and the procedures in terms of management, supervision and logistics are the same as in other BRAC schools. The contact hrs. of these schools are 2 hours a day. The teachers receive a monthly salary of Tk. 800, and the Govt. also monitors these schools on a regular basis. To maintain attendance the supervisors keep in touch with the employers of the students as well as parents.

Domestic child labour school:

For the past 2 years, BRAC has been administering Hard to Reach schools for working children and schools for garments child labourers. While working in this sector it was observed that there are a large number of boys and girls working as domestic labours in Dhaka and Chittagong. Most of them are between the ages 10 to 14 years old. Since these children are deprived from all opportunities of receiving basic education BRAC has undertaken a 2 year long education program for them. The school timing has been fixed on the flexibility of the children's employers and the school house is situated near their working place.

BRAC has implemented this programme in May 1999 as a pilot project in Dhaka city. The schools for Domestic Child Labours were initiated in May, '99 as a pilot project in Dhaka city. At present, there are 6 domestic child labour schools with an enrollment of 180 students, out of which 109 are girls and the rest boys.

Research Studies Carried out During June - December 1999

The case studies that were undertaken by Research and Evaluation Division (RED) on BRAC's Education Programme are:

- **"Quality of Primary Education in Bangladesh": The Case Study of BRAC's Non-Formal Schools**
(Samir R. Nath and A. Mushtaque R. Chowdhury)

The aim of this study was to assess the quality of education, input, process and output of BRAC's schools programme which were seen in the light of national goals of primary education in Bangladesh and BRAC's vision in education and development. The findings reveal that BRAC provides a certain level of quality education through on-going teacher training, quality supervision and improved classroom culture.

- **"The Level and Trend of Basic Education of Children in Bangladesh": 1993-1998**
(Samir R. Nath and A. Mushtaque R. Chowdhury)

Using data generated through two nationally representative sample surveys, the findings of this study reveal the level of 'basic education' increased very slowly, 26.7 per cent in 1993 to 29.6 per cent in 1998. Less than one percentage point per year.

- **"A Study on the Improvement in Health Knowledge of Bangladeshi Children": 5 Years Experience**
(Samir R. Nath and A. Mushtaque R. Chowdhury)

Data were generated from two nationally representative sample surveys covering 2520 and 3360 children aged 11-12 years. In both the surveys, children's performance varied significantly by items. To equip children with necessary health knowledge, this study suggested introducing health education in primary curricula.

- **"Enrolment at Primary Level": Gender Difference Disappears in Bangladesh**
(A. Mushtaque R. Chowdhury, Samir R. Nath and Rasheda K. Choudhury)

This study reports results from a nationwide study on the levels and changes in enrolment pattern of children at primary level. Gross enrolment has reached 107% and net enrolment 77%. Gender gap has disappeared: in fact girls have surpassed boys! However, the increase in enrolment is not at the desired speed, less than one percentage point per year.

- **"Analysis of Issues and Problems of BRAC Pathagar" (Reading Centre)**
(Kaisar A. Khan)

The study aimed to gain a comprehensive understanding of issues and problems that affect the normal operation of BRAC pathagar. Data were generated from six pathagars through in-depth interviews. It was found that community perception toward BRAC pathagars was positively good.

- **"Assessing the Level of Cognitive Knowledge in English Among the Teachers and Staff of BRAC's Non-Formal Primary Education Programme"**
(Kaisar A. Khan)

The data of this study were taken from the study of HE-Link of project for more elaborate analysis, where 13 Programme Organizers (POs), 5 Junior Programme Organizers (JPOs) and 111 teachers of three NFPE Teams were given a test on English. The test instrument was developed following the textbook and contained 100 marks. The finding shows that out of 100 marks, the POs obtained 64.0, the JPOs 76.4 and the teachers 39.0 scores respectively.

- **"Parental and Community Participation in Improving Non-Formal Primary Education in Bangladesh": A BRAC Experience**
(Md. Aitaf Hossain)

Strong parental and community involvement in education policy can potentiate a sound environment to ensure children's higher educational attainments. This study reveals a positive correlation between community participation and effective running of the school.

- **"A Case Study of Learning Achievement of the Students after Completion of Grade Five from BRAC Schools"**

(Md. Altaf Hossain, Shaheen Akter and Md. Abul Kalam)

A total of 420 learners were selected by stratified sampling method from 60 NFPE schools in five subjects (Bengali, English, Mathematics, Science and Social Studies). The Study indicated that the mean score of the learners was comparatively higher in Science, Social Studies and Bengali than English and Mathematics. There was no significant difference in performance between girls and boys.

- **"An Analysis of the Situation of Community Schools in Bangladesh"**

(Md. Abul Kalam and Abdullahel Hadi)

The study attempted to undertake a situation analysis of the community schools focusing on assessing current and previous condition of non-functioning schools, knowing quality of teachers, preparing learner's profile, documenting the causes of non-functioning of schools and obtaining information for future evaluation. Consensus positive motivation among community people towards their children's education found to be key factor for smooth running of community schools.

BRAC's Education Programme (BEP) – Phase III: Progress of Jun to Dec 1999

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
Purpose: The provision of 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, Math and English attained by a representative sample of 5% learners in the annual Standardized Achievement Test (SAT) by May 2000	Since there were no course completed schools, SAT did not take place during this period.	The SAT for 1999 took place in Jan '2000. For details please refer to pg. 2 in the text summary of the report.
	90% completion of primary cycle achieved	Completion rate cannot be reported upon, as no schools closed during this period.	
	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	73% of the BEOC graduates will join the Reading centres to be in touch with literacy materials. The RDP will take up a programme to impart the proposed training through BRAC VOs.	This % has been based on the 2,758 BEOC schools which will be closing in January '00. The total number of new and merged Reading centres is 2,000 at the end of December '99. It may be noted that a Reading centre is set up two months before a BEOC school completes its cycle.
	50% of graduates complete education until Grade VIII	Not applicable for this period.	The NFPE graduates of Phase - 3 will enter into High school in yr. 2001.
Programme level finance:	Budgeted as per PP for June – Dec 1999: Tk. 600,621,044	Actual expenditure during June – Dec 1999: Tk. 641,429,842 Cumulative donor funds to end December 1999: Tk. 256,272,538	A deficit of Tk. 385,157,304 occurred between the actual expenditure and donor funds received during Jun to Dec '99. This was due to unavailability of funds from the donor funds on time.

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
<p>Output 1: Schools operating, opening and closing</p> <p>(Equitable access to cost effective primary education ensured for poor children, especially girls)</p>	<p style="text-align: center;"><u>Year</u> 1999 (end of Dec '99)</p> <p>Grade 1: 930 Grade 2: 11,007 Grade 3: 7,027 Grade 4: 12,367 Grade 5: 2,669</p> <hr/> <p>Total: 34,000</p> <p>(The grades stated above include NFPE, BEOC & ESP schools)</p> <p>School types at the end of December '99:</p> <p>NFPE: 21,955 BEOC: 9,495 ESP: 2,550</p> <hr/> <p>Total: 34,000</p> <p>New enrolments (Jun-Dec 1999): no schools will close/reopen during this period</p> <p>Graduates (Jun - Dec '99): no schools closing or reopening during this period</p> <p><u>Annual cost per child: \$20</u></p> <p><u>60% female enrollment in BRAC schools</u></p> <p><u>70:30 NFPE/BEOC ratio (excluding ESP)</u></p>	<p style="text-align: center;">(end of Dec '99)</p> <p style="text-align: center;">(on-going schools)</p> <p>Grade 1: 930 Grade 2: 10,934 Grade 3: 8,532 Grade 4: 10,886 Grade 5: 2,718</p> <hr/> <p>Total: 34,000</p> <p>(The grades mentioned above include NFPE, BEOC and ESP schools)</p> <p>NFPE: 22,322 BEOC: 9,128 ESP: 2,550</p> <hr/> <p>Total: 34,000</p> <p>not applicable for this period</p> <p>not applicable for this period</p> <p>\$18.5</p> <p>65.8% of the learners are female, at the end of Dec '99</p> <p>71.29 NFPE/BEOC, at the end of Dec '99</p>	<p>Deviations in Grade 3 & 4 has occurred due to some schools (NFPE type) not being promoted to Grade 4. The reason for this was the teachers of some Grade 3 schools were found to be weak in Math & English. Therefore the schools with weak teachers and whose replacements were not available either to continue to operate in Grade 4.</p> <p>Achievement has been higher than targeted.</p> <p>The number of BEOC schools opened in 1999 was slightly lower than the plan due to non-availability of learners in areas where more than 2 school cycles has been completed and subsequently the actual demand will be lower than the number stated in PP. Therefore a variation of 1% is seen.</p>
<p>Finance level of Output 1:</p>	<p><u>Budgeted as per PP for June - December '99:</u> Tk. 448,504,154</p>	<p>Actual expenditure during June to December '99: Tk. 476,720,492</p>	

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
<p>Output 2: Capacity development of staff & teachers</p> <p>(Quality improvement in curriculum and training for staff and teachers through the decentralization of educational expertise and the development of improved classroom processes)</p>	<p>2.1 Creation at BRAC head office by 2000 of EDU which carries out curriculum development, material development, participatory training and research & evaluation</p>	<p>a. Formation of EDU; b. Staff reallocated and recruited; c. Subject-based special trainings provided to staff and resource teachers; d. Materials developed; e. Research & evaluation - the process has begun in the area of Math.</p>	
	<p>2.2 Links between EDU and NFPE institutionalized</p>	<p>This has taken place through NFPE's capacity building of staff and trainings provided to teachers & staff. This has been EDU's major function during the reporting period.</p>	
	<p>2.3 17 Quality Managers (QMs) trained to manage the decentralization of quality improvement in primary pedagogy</p>	<p>38 QMs developed, of which 27 male & 11 female. Each QM is responsible for a different region within BEP. The QMs during the reporting period have attended a training on basic English conducted by a Consultant from USA. RED conducted a workshop on research methodologies (sampling) with the QMs.</p>	
	<p>2.4 400 MTs who are more capable and articulate, trained in subject areas</p>	<p>During capacity development field demands indicated that the target of developing 400 MTs was inappropriate. In fact it was realized that BEP teams (467) needed to be covered for all subject areas. EDU therefore changed its strategy for training & development of MTs accordingly. Similarly the idea of teachers conducting refreshers was piloted. The results indicated that these sessions were extremely interactive. EDU therefore not only changed its concept of developing subject specialists from staff but also selecting teachers for these trainings.</p>	

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
	2.5 Four MTs developed for each BEP area office by 2002.	This plan has been revised. At present 4 MTs for each subject (i.e Math, English, Social studies & science) has been developed for each BEP team office and are carrying out their assigned responsibilities, which are to: a. develop staff in the weekly meetings held in team offices; b. provide trainings & refreshers to teachers; c. supervise the school they are responsible for.	Batch trainers (BTs) from selected teachers are being developed in all subject areas and they are responsible for: a. developing other teachers in their batch; b. developing children in their schools; c. developing staff in weekly meetings if it is possible for the teacher to attend.
	2.6 All resource teachers (RTs) completing 1 to 2 cycles and who are more capable & articulate trained in subject areas by 2001	The process of subject-based trainings provided to RTs has begun.	
	2.7 At least 70% teachers trained by MTs or RTs through refresher trainings by 2002	This is being achieved through the developed MTs and BTs who are conducting training and refreshers in his/her teams.	
	2.8 90% staff trained by MTs by year 2004	Staff are being trained either by MTs or subject-wise core group teams. Since the development of more than 400 MTs (subject-wise) and BTs has achieved by 1999 it will be possible to train 90% of BEP's staff by MTs & BTs by 2004.	Capacity development processes indicate that each staff requires at least 3 stages of trainings. 1. Training related to subject content. 2. Training related to skills of a trainer. 3. Training related to what problem solving strategies the trainer adopts during his/her school supervision or refresher sessions.
	2.9 In every team office at least 95% of refreshers conducted by staff who have been trained as MTs starting from 1999	Refreshers have been conducted in every team office for subjects Math, English and Social studies by staff who have been trained as MTs. It must also be mentioned that some refreshers are being conducted by BTs of specific subject areas.	For Bengali & Social science selected staff are in the process of being developed as MTs.

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
	2.10 Each teacher receives a total of 100 days training in an NFPE school cycle and a total of 90 days training in a BEOC school cycle	Trainings and refreshers for both NFPE and BEOC teachers have taken place.	Stated in the text summary on pg. 5 are the training and refresher plan & achievement that have taken place during the reporting period.
	2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation by using participatory rural appraisal (PRA) methodologies	Not applicable for this period.	
	2.12 EDU members, field staff and teachers to receive training on pedagogy and research by 2004	This will take place from yr. 2000 onwards.	
	2.13 Audio visual aids (AVA) to assist in teacher and staff development in use by 2002	Video developed on creative writing has been completed during this period but will be disseminated in Jan 2000.	
Finance level of Output 2:	Budgeted as per PP for June to December '99: Tk. 97,126,654	Actual expenditure during June to December '99: Tk. 117,363,974	Over expenses in this area has been affected by some of the elements related to field operations, teachers cost and staff trainings.

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
<p>Output 3: Materials development and new initiatives</p> <p>(Quality improvement through revision, development of learning materials and introduction of new initiatives)</p>	3.1 Material development unit operating as integrated part of EDU.	As one of the functions of EDU is curriculum development, in that capacity EDU is performing.	
	3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001	For grade 4 supplementary material has been developed. For grade 5 the development is in process.	
	3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions mainstreamed by 2002	Innovations related to CLIP for Social science and Bengali have been mainstreamed in NFPE grade 4.	
	3.4 IRI materials revised and developed for BEP and mainstreamed by 2001	The plan to outline and revise IRI materials will take place later on.	
	3.5 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2003	The process of revisions made to existing subject materials have not begun as yet. Revisions will begin once the developed materials have completed their course book cycle and the material developers have collected all facts and information received as feedbacks on them.	
	3.6 12 formal laboratory schools set up to attempt a degree of convergence between the non-formal and formal system	10 schools under operation.	
	3.7 Urban curriculum strengthened by incorporating issues related to working children and child domestic workers	Content related to working children has been incorporated in the primers for grade 3.	
Finance level of Output 3:	Budgeted as per PP for June to December '99: Tk. 15,716.050	Actual expenditure during June to December '99: Tk. 12,533.121	

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
<p>Output 4: Continuing education programme</p> <p>(Continuing education expanded, catering to adults of the community as well as BRAC graduates who have very little access to literacy materials)</p>	<p>4.1 500 new Union libraries; 10,000 new reading centres to be opened by May 2004 (6,000 reading centres will be on-going)</p>	<p>Union libraries (rural & urban): 46 (new) At the end of December '99 the total number of Union libraries are: 446</p> <p>Reading centres: 1129 (new) At the end of December '99 the total number of Reading centres are: 7,094</p>	<p>On request from the Scouts headquarter one urban Union library is being jointly operated by BRAC and the Scouts community. This library is named "BRAC Scouts Pathagar".</p>
	<p>4.2 At least 75% of the members form a trust for the Union library</p>	<p>76% of the members form a Union library Trust.</p>	<p>Source: BEP's internal Pathagar report of Dec '99.</p>
	<p>4.2.1 30% women should be present in each Union library Trust committee by 2004</p>	<p>14% women are present in each Trust committee.</p>	
	<p>4.3 500,000 new members (at least 400 members in each Union library and a minimum of 30 members in each Reading centre by May 2004)</p>	<p>The number of total members present for both Union libraries & Reading centres are: 421,320</p> <p>Breakdown Union libraries: 199,974 Reading centres: 221,346</p> <p>At present the average number of members per Union lib. is 448 and for Reading centre is 31.</p>	<p>The statistics indicated for the total members present in the Union libraries include members from both rural & urban communities.</p>
	<p>4.4 Reading centres continue to retain the current high proportion of girls/women users, i.e 80%</p>	<p>91% female</p>	<p>Source: BEP's quarterly report.</p>
	<p>4.5 At least 20% of Union library readers to be women by 2002</p>	<p>24% of Union library readers are women.</p>	<p>Source: BEP's monthly Pathagar report (Dec '99)</p>
	<p>4.6 At least 2 cultural activities held in each Union library annually, one of which involves women participation specifically</p>	<p>300 (old) libraries in the rural performed different activities such as: Individual performance: 90 (eg. writing on wall magazines); Group performance: 30 (eg. performing a skit); Celebrating national days: 50; Social service: 10; Fundraising through crop collection: 75; and Training of members: 45 libraries.</p>	<p>It must be noted that women participate in most of the activities organized through the libraries.</p> <p>In cooperation with the Youth Training Centres of the Directorate of Youth, through 45 libraries trainings have been provided to 1,094 Union lib. members (free of cost) on: Fishery: 91 (2 women); Poultry & Livestock: 846 (121 women); Tailoring: 74 (52 women); Stenotype: 8; and Nursery: 75, during the reporting period.</p>

Narrative summary	Objective verifiable indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
	4.7 500,000 books to be placed in the Union libraries and at least 1,500,000 books in the Reading centres which include fiction, non-fiction such as law, health nutrition by May 2004	36,869 books have been provided to the (rural & urban) Union libraries. 243,798 books have been supplied to the Reading centres.	
	4.8 150 books issued by each Union library to its members every month and 35 books borrowed per month by the members of each Reading centre	On an average 144 books are borrowed each month in the Union libraries; and 40 books in the Reading centres.	
	4.9 Training provided to 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and book binding through Reading centres by May 2004	8,377 members have received various skill based trainings.	The achievement is less than the BEP's plan by 1,873 (18%). A programme has been taken up with RDP to involve all BRAC school graduates including the remaining 1,837 members in the village organization where they will be provided with life skill trainings and other services.
	4.10 Union library orientation courses for at least 50% of library committee members conducted within one year of library being established	The one day orientation has been given to selective Management committee (MC) members of all libraries, excluding the 46 newly opened Union libraries. A 6 days basic training has been provided to the 10 urban librarians.	The orientation was organized in the field and the number of participants per library was also reduced to accommodate more libraries. As a result, a lot of ideas were shared and the outcome from the training was very productive.
	4.11 At least 60% of the librarians are female	76% in the Union libraries and 100% in the Reading centres are female.	Source: BEP's Pathagar report
Finance level of output 4:	Budgeted as per PP for June to December 1999: Tk. 36,474,186	Actual expenditure during June to December 1999: Tk. 34,812,255	The positive balance is due to less amount being disbursed for furniture fixture and Trust funds. There expenses will occur in the next few months.

Narrative summary	Objective Verifiable Indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
Activities:	1.1 Villages identified and surveyed	Not applicable for this period as no new schools have been opened.	
	1.2 Supervisors deployed	242 supervisors have been recruited as POs, PO 5 & RTs; out of which 41.3% are female.	These supervisors have been deployed against those who have either dropped out or have been promoted to higher positions within BEP or have transferred to RDP.
	1.3 Students selected	Not applicable for this period.	
	1.4 School house rented	-as above-	
	1.5 Office building rented	-as above-	
	1.6 School management committee (SMC) formed	No new school management committees have been formed during Jun to Dec '99.	
	1.7 School supplies provided	1,123,327 book and supplies have been provided to both teachers & learners.	
	1.8 NFPE school operational	22,322 NFPE were in operation during this period.	
	1.9 BEOC & ESP schools operational	BEOC: 9,128 ESP: 2,550	
	1.10 Monthly parent meetings which incorporate sessions on health, hygiene, nutrition, gender, legal education organized	This has taken place between POs & parents within the school premises in the afternoon. The objective of the meetings is to educate illiterate parents. 90% attendance rate of parents to these meetings of which the ratio of mother's present is high. The focus of discussion is usually on health issues, marriage age & dowry. The supervisor (PO) of each school maintains an agenda and an action plan for each meeting. The outcome from the meeting is reported in a prescribed format and then the issues are discussed with the TI in the weekly meeting held in BEP's team office.	
	1.11 School supervised by POs weekly for classroom support and assessment	This has taken place. The weekly supervision of POs involve: checking of logistics; assessing methodologies; on-going class observation; weakness of the learners identified through question & answer sessions; giving demonstration of a particular lesson to develop teachers and students, and collect recorded feedback to discuss in monthly refreshers with teachers and with staff during weekly meetings.	

Narrative summary	Objective Verifiable Indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
Activities:	1.12 Good local contacts between BRAC and formal primary and high schools	<p>Meetings have been organized by the TIs with Govt. school teachers, TEOs & ATEOs. The objective of these meetings were to:</p> <ul style="list-style-type: none"> a. check on availability of seats and facilitate admission of BRAC graduates into formal schools; b. ensure that BRAC graduates entering the formal or high schools are provided with book supplies for the required class; c. familiarize the Govt. teachers and education officers about BRAC's education system; d. improve relations with Govt. teachers & officials. <p>These half day meetings are conducted by TIs in BEP's team offices. During the reporting period 414 such meeting session have taken place, of which 11,380 teachers and 561 TEOs/ATEOs have attended.</p>	
	1.13 Effective linkage with RDP for better collaboration between programmes	320 BEP offices operating from RDP area offices. Through sharing offices discussions take place between RDP & BEP staff on issues such as selection of learners and villages.	
	2.1 Capacity building in primary pedagogy in EDU	This will take place from yr. 2000 onwards.	
	2.2 Research & evaluation staff with primary interest/experience appointed	Has taken place.	
	2.3 Research & evaluation functions of EDU operational	A test was designed and conducted to see the effectiveness of the Math grade 4 primer.	

Narrative summary	Objective Verifiable Indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
Activities:	2.4 Training of EDU staff and decentralization of expertise	Developed MTs and BTs are providing trainings and refreshers.	
	2.5 Teacher/staff training for Grade IV & V defined	Teacher and staff training for Grade 4 has been designed according to its subject curriculum.	
	2.6 New teachers selected	1,261 new teachers have been recruited, of which 94.5% are female.	Recruitment of teachers have been taken against dropouts.
	2.7 New teachers trained	1,624 have received trainings, of which 363 teachers were trained for new schools to be opened in January 2000.	
	2.8 Refresher training held	233,436 teachers have received refreshers in on-going schools.	Please see the table on on pg. 5 in the text summary, as it reflects both the plan and achievement of the refresher courses.
	2.9 MTs, staff and teachers development courses implemented & evaluated	This has not taken place.	
	2.10 AVA training materials on Social studies, Math, English, Science & CLIP developed	This has not taken place.	
	2.10.1 AVA materials produced on classroom management & teaching methodologies	This has not taken place.	
	2.10.2 AVA materials for developing MTs & RTs	This has not taken place.	
	2.10.3 AVA materials produced in specialised areas i.e. teachers, parents	This has not taken place.	
	2.11 Training needs are assessed and overseas training planned and implemented	This has taken place.	2 Material development specialists of EDU have been sent to U.K. to receive specialized trainings on particular courses.
	2.12 Training courses designed to upgrade pedagogical expertise for existing staff	This has not taken place.	
	2.13 Training courses designed to increase the capacity of teachers and adolescent library members	A course has been designed in collaboration with HPD on life skills. This will be provided to adolescents of Reading centres.	

Narrative summary	Objective Verifiable Indicators (OVI)	Achievements of June to December '99	Comments/recommendations
Activities:	2.14 Experienced teachers trained to take up advisory post	Experienced teachers who are articulate and acceptable to the others are being trained as BTs.	
	2.15 Consultants identified, contracted & monitored	Consultant for Math and CLIP identified and contracted	
	2.16 Laboratory schools operational	10 schools are under operation.	
	2.16.1 Identifying sites, staff and teachers for formal laboratory schools	Took place.	
	2.16.2 Identifying learning materials	Took place.	
	2.17 Training courses for teachers planned and implemented	Training for Batch trainers has been planned and implemented.	
	3.1 Development function of MDU integrated within EDU	Curriculum development and subject-based trainings.	
	3.2 Supplementary materials for Grade IV and V developed	Supplementary materials for grade IV has been completed.	
	3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed	Bengali and social science has been mainstreamed in grade IV.	
	3.4 Curriculum for specialised programmes i.e. CHT, Urban strengthened	<p>CHT - it is in its preliminary stage. The children are following the regular curriculum. Orientation on cultural integration will be provided to staff and teachers.</p> <p>The process of strengthening the urban curriculum is on-going.</p>	
	3.5 Revised materials developed for English (IRI) complementing Government primers	The process of revisions have not begun during this period.	
	3.6 New ideas formulated and piloted	Concept of batch trainers was piloted during this period.	

Narrative summary	Objective Verifiable Indicators (OVI)	Achievements of June to December '99	Comments/ recommendations
Activities:	3.7 Twelve formal laboratory schools setup to incorporate innovative practices with non-formal methods	Operational.	
	4.1 Space for Union identified	Space for 50 Union libraries has been identified and 46 already opened.	Out of 50 Union libraries, 36 have opened in the rural and 10 in the urban.
	4.2 Staff recruited and trained	19 staff members have been trained for (rural & urban) Union libraries; 233 staff members have received orientation for Reading centres.	It must be noted that for library programmes staff is not recruited separately. BEP's 6 months to 1yr. old POs are transferred to the CEP where they receive necessary orientation and training to become regular library staff.
	4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union library Trust committees	Not planned for this period.	
	4.4 Library activities planned	Most of the 12 months old Union libraries have organized socio-cultural activities.	
	4.5 Vocational activities developed and planned	8,377 members have received various skill based trainings through the Reading centres. <u>Breakdown</u> Vegetable tr. : 1,808 Nursery tr. : 485 Poultry tr. : 2,300 Tailoring tr. : 3,784 <hr/> Total: 8,377	The trainings provided on vegetable, nursery and poultry rearing to the trainees was conducted through RDP.

LFA based financial summary report for June to December 1999

Narrative Summary	Agreed Indicators	Achievement to end Dec. 99	Comments and Recommendations
Programme-level finance	Budgeted for June - Dec. 1999 600,821,044	Expenditure June - Dec. 1999 641,429,842	
Output 1 Finance of the School cost	Budgeted for June - Dec. 1999 449,504,154	Expenditure June - Dec. 1999 476,720,492	
Output 2 Finance of the Capacity Development	Budgeted for June - Dec. 1999 97,126,654	Expenditure June - Dec. 1999 117,363,974	
Output 3 Finance of the Materials development and New Initiatives	Budgeted for June - Dec. 1999 15,716,050	Expenditure June - Dec. 1999 12,573,121	
Output 4 Finance of the Continuing Education Program	Budgeted for June - Dec. 1999 38,474,186	Expenditure June - Dec. 1999 34,812,255	

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

Budget June 99 to Dec. 99	Actual June 99 to Dec. 99
1	2

Output 1 Level Financing:

A. Teachers Cost		
2. Teachers Salary	149,940,000	158,170,626
3. Teachers aids and Supplies	2,813,041	491,670
4. Salary and Benefits of PO & PA	29,750,000	31,376,539
5. Travelling and transportation	5,950,000	6,690,056
6. Office Rent and utilities	2,603,125	6,440,777
7. Stationeries and supplies	1,041,250	629,988
8. General Expenses and maintenance	1,041,250	3,411,338
Total of A	193,138,666	207,210,994
B. Students Books and Supplies		
1. Learners Books and supplies	55,907,408	62,773,197
2. Students Supplies	30,496,863	29,867,605
3. Supplimentary Reading Materials	6,006,420	2,181,908
4. Class Room Supplies	3,527,922	2,948,717
5. School Room Renovation and Maintenance	49,980,000	37,726,569
6. Salary and Benefits of PO & PA	29,750,000	31,376,539
7. Travelling and transportation	5,950,000	6,690,056
8. Office Rent and utilities	2,603,125	6,440,777
9. Stationeries and supplies	1,041,250	629,988
10. General Expenses and maintenance	1,041,250	3,411,338
Total of B	186,304,238	184,046,694
C. Field Operations		
1.1 Salary and Benefits of PO & PA	29,750,000	31,376,539
1.2 Travelling and transportation	5,950,000	6,690,056
1.3 Salary and benefits of Team Leader	14,994,000	16,008,407
1.4 Salary of Area Manager	3,748,500	5,696,376
1.5 Salary of Accountant	2,499,000	4,438,988
1.6 Salary of Service Staff	3,123,750	4,156,737
1.7 Travelling and transportation	5,310,375	6,613,598
1.8 Office Rent and utilities	2,603,125	6,440,777
1.9 Stationeries and supplies	1,041,250	629,988
1.10 General Expenses and maintenance	1,041,250	3,411,338
Total of C	70,061,250	85,462,804
Total of Output 1	449,504,154	476,720,492

Output 2 Level Financing

1. Teacher Training and refreshers	33,708,685	49,124,730
2. Staff training and development		
2.1 Teachers cost	2,975,000	2,475,041
2.2 Student Books and supplies	2,975,000	2,475,041

	Budget June 99 to Dec. 99	Actual June 99 to Dec. 99
	1	2
2.3 Field operations	5,099,150	5,214,892
3 Research and Evaluation	2,942,620	4,473,251
4 H O Logistics and Management Support	49,426,199	53,601,019
Total of Output 2	97,126,654	117,363,974
Output 3 Level Financing		
III. Innovative Program and Materials Dev.	5,871,050	6,098,893
IV. Education Development Unit		
1.1 Rent and utilities	2,100,000	273,000
1.2 Books and supplies	0	445,085
1.3 Computer	750,000	453,960
1.4 Consultant	1,750,000	374,676
1.5 Special training and workshop	4,000,000	4,255,684
1.6 Consultant (Audio visual)	350,000	46,893
1.7 HO Logistics and Management Support	895,000	584,930
Total of Output 3	15,716,050	12,533,121
Output 4 Level Financing		
II. LIBRARY PROGRAMME		
1.1 Start up Cost :		
1.1.1 Furniture and Fixtures	2,143,750	1,122,745
1.1.2 Trust fund	3,062,500	486,746
1.1.3 Books	5,512,500	7,432,387
1.1.4 Trunk	306,250	28,045
1.1.5 Training	796,250	3,084,128
1.2 Operating Expenses :		
1.2.1 Salary and Benefits	10,053,166	9,758,619
1.2.2 Teachers Salary	4,174,800	4,535,410
1.2.3 Travelling and transportation	2,513,291	1,641,824
1.2.4 Staff training	1,005,316	1,245,431
1.2.5 Orientation to Community centre	122,500	455,781
1.2.6 Librarian	1,543,500	1,268,867
1.2.7 Maintenance and Magazine	2,227,050	1,951,325
1.2.8 Utilities	441,000	195,656
1.2.9 H O Logistics and Management Support	4,572,313	1,605,291
Total of Output 4	38,474,186	34,812,255
Total Program Level Financing	600,821,044	641,429,842

LOGICAL FRAMEWORK ANALYSIS

Project Title: Education Programme (NFPE Phase III) **Period of funding:** Apr '99 - May 2004

Brief Description: Education for poor children, especially girls **Total Project Funding:** TK.5, 695,693,412 (US\$ 118,660,279)
File reference: LOGFRAME.RTF **This LFA Matrix dated** 29th September 1998

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
<p>SUPER GOAL : Poverty reduced through access to non-formal Primary education for those traditionally outside formal schooling.</p> <p>GOAL: Primary Education will contribute to the strengthening of the national education system.</p>	<p>1. Number of joint initiatives with government and other partners increased by 2002.</p>	<p>Education programme reports BRAC Research & Evaluation Division (RED) studies Monitoring Mission Impact Assessment Mid Team Review</p>	<p>Improvement in literacy rate assists quality of life and equitable economic growth</p>
<p>PURPOSE The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy, and life skills learned.</p>	<p>1. 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 Standardised Achievement Test (SAT) by 2004.</p> <p>2. 90% completion of primary cycle achieved</p> <p>3. At least 80% of BRAC BEOC graduates remain in touch with literacy materials and involved in training on poultry rearing, horticulture, vegetable gardening, sewing, embroidery and bookbinding.</p> <p>4. 50% of graduates complete education until Grade VIII.</p>	<p>Standardized Achievement Test (SAT) results, Monitoring report, Assessment of basic competencies</p>	<p>Good co-ordination maintained among Government of Bangladesh (GOB), NGO and private sector</p> <p>GOB continue to subsidise girls secondary education</p>

Outputs: I. Equitable access to cost effective primary education ensured for poor children, especially girls.	Year	Year	Year	Year	Year	Year
	1999 (Jan-Mar)	2000 (Jan-Mar)	2001 (Jan-Mar)	2002 (Jan-Mar)	2003 (Jan-Mar)	2004 (Jan-Mar)
Grade I	10912	3264	13392	10506	10102	4735
Grade II	7457	7768	595	9682	7344	7250
Grade III	12962 (7719)	10601 (595)	10437 (1025)	4305 (930)	12844 (595)	10196 (1025)
Grade IV	2669	12367	9576	9507	3710	11819
Grade V	(3193)	(2669)	(12367)	(9576)	(9507)	(3710)
Total:	34000	34000	34000	34000	34000	34000
<p>Figures in parenthesis indicate numbers of schools completing cycles. The same number of schools will be re-opened during the same quarter as shown in the row of Grade I. While calculating the total either the numbers in Grade I or the figures shown in parenthesis should therefore be ignored.</p>						
SCHOOL TYPE						
NFPE	21955	21955	21927	21909	21726	21726
BEOC	9495	9495	9523	9541	9724	9724
ESP	2550	2550	2550	2550	2550	2550
New Enrolments:						
	346506	97920	426000	333139	321694	142050
Graduates:						
	315647	89021	385008	301266	290879	129383
Annual cost per pupil : \$20						
60% girls enrolled						
70:30 NFPE:BEOC school ratio (excluding ESP)						

Narrative Summary	Objective Verifiable Indicators (OVI)	Means of Verification	Assumptions
<p>2. Quality improvement in curriculum and training for staff and teachers through the decentralisation of educational expertise and the development of improved classroom processes.</p>	<p>2.1 Creation at BRAC Head Office, by 2000, of Educational Development Unit that carries out curriculum development, materials development, training and participatory research and evaluation.</p> <p>2.2 Links between EDU and NFPE institutionalised.</p> <p>2.3 17 Quality Managers trained to manage the decentralisation of quality improvement in primary pedagogy.</p> <p>2.4 400 Master trainers who are more capable, articulate, trained in subject areas</p> <p>2.5 4 Master trainers developed for each NFPE area office by 2002</p> <p>2.6 All resource teachers each completing 1 to 2 cycles who are more capable, articulate, trained in subject areas bP 2001</p> <p>2.7 At least 70% teachers trained by Master Trainers & or Resource Teachers through refresher training by 2002</p> <p>2.8 90% staff trained by Master Trainers by 2004</p> <p>2.9 In every team office at least 95% of refreshers conducted by staff who have been trained by master trainers starting from 1999</p> <p>2.10 Each teacher receives a total of 100 days training in an NFPE schools cycle and a total of 90 days training in a BEOC school cycle.</p> <p>2.11 25% of field staff trained by 2001 to undertake local qualitative studies and process evaluation, using Participatory Rural Appraisal (PRA) Methodologies</p> <p>2.12 Material Development Unit (MDU), field staff and teachers receive training on pedagogy and research methodology by 2004</p> <p>2.13 Audio Visual Aids (AVA) to assist in teacher and staff development in use by 2002</p>	<p>Training review report</p> <p>Monitoring Report</p> <p>Evaluation Studies</p>	
<p>3. Quality improvement through revision, development of learning materials and introduction of new initiatives</p>	<p>3.1 Materials Development Unit operating as integrated part of the Education Development Unit (EDU).</p> <p>3.2 Supplementary materials developed for Grade IV by 2000 and Grade V by 2001.</p> <p>3.3 Significant and successful innovations developed in CLIP related to improved learning achievement and classroom interactions, mainstreamed by 2002.</p> <p>3.4 Interactive Radio Instruction (IRI) materials revised and developed for NFPE mainstream by 2001</p> <p>3.5 Revisions made to existing subject materials in order to make them more activity based and enjoyable for learners by 2003.</p> <p>3.6 12 Formal laboratory schools set up to attempt a degree of convergence between the non-formal and formal system.</p>	<p>Curriculum review report</p> <p>Evaluation reports</p> <p>Case studies of the CLIP experience</p> <p>Full evaluation report on the CLIP by 2001</p> <p>Materials</p>	

<p>4. Continuing education expanded catering to adults of the community as well as NFPE graduates who have very little access to literacy materials</p>	<p>3.7 Urban curriculum strengthen incorporating issues related to working children and child domestic</p> <p>4.1 500 new Union Libraries; 10,000 new Reading Centres opened by March 2004 (6,000 Reading Centres will be on going)</p> <p>4.2 At least 75% of members form a trust for the Union Library.</p> <p>4.2.1 By 2004 at least 30% of each Union Library Trust C'tee to be women.</p> <p>4.3 500,000 new members (at least 400 members in each Union Library, at least 30 members in each Reading Centre) by March 2004.</p> <p>4.4 Reading Centres continue to retain the current high proportion of girls/women users, i.e.>80%.</p> <p>4.5 At least 20% of Union Library readership are women by 2002.</p> <p>4.6 At least 2 cultural activities held in each Union Library annually, one of which interests women specifically.</p> <p>4.7 >500,000 books in place in union libraries and at least 1500000 books in place in Reading Centres which include fiction, non-fiction such as law, health nutrition, by March 2004</p> <p>4.8 >150 books borrowed monthly by Union library members and >35 books borrowed by Reading Centre members monthly.</p> <p>4.9 Training for 68,000 girls/women on poultry rearing, sewing, embroidery, horticulture, vegetable gardening and bookbinding carried out in Reading Centres by March 2004</p> <p>4.10 Orientation courses for at least 50% of Library Committee members conducted within one year of library being established.</p> <p>4.11 At least 60% of librarians are female.</p>	<p>Sample survey of Reading Centres and Union Libraries</p> <p>Library reports</p> <p>Training Reports</p> <p>MIS reports</p>	<p>Community is able to raise matching funds.</p> <p>Demand for printed materials continued and national policy permits.</p> <p>BRAC graduates not continuing schooling are motivated to join libraries.</p>
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<p>ACTIVITIES</p> <p>1.1 Villages identified and surveyed</p> <p>1.2 Supervisors deployed</p> <p>1.3 Students selected</p> <p>1.4 School house rented</p> <p>1.5 Office building rented</p> <p>1.6 School Management Committees (SCM) formed</p> <p>1.7 School supplies provided</p> <p>1.8 NFPE schools operational</p> <p>1.9 BEOC and ESP schools operational</p> <p>1.10 Monthly parent meetings which incorporate sessions on health, hygiene, nutrition, gender, legal education organised.</p> <p>1.11 School supervised by POs weekly for classroom support and assessment.</p> <p>1.12 Good local contacts between BRAC and formal primary and high schools.</p> <p>1.13 Effective linkage with RDP for better collaboration between programmes.</p> <p>2.1 Capacity building in primary pedagogy in EDU</p>	<p>1.1 Schools site selected based on NFPE criteria</p> <p>1.2 Around 2500 PO/RTs deployed as school supervisors at the field level (at least 50% POs female).</p> <p>1.3 33 students for each NFPE school (8-10 year olds), 30 for each BEOC (11-14 year olds) ESP and urban NFPE schools. $\geq 60\%$ of students in each class to be girl</p> <p>1.4 Each school is 360 sq. ft. less than 1 km from child's home, rented.</p> <p>1.5 425 Team Offices, 80 schools in radius 10 km, rented.</p> <p>1.5.1 75% RDP/NFPE Team Offices sharing establishments.</p> <p>1.6 SMCs (1 per school, comprising of 2 parents, 1 community leader, 2 RDP beneficiaries and the teacher) meeting at least 9 times annually.</p> <p>1.6.1 At least 3 members of the SMC are women</p> <p>1.7 School and learner supplies available in each school.</p> <p>1.8 Total 3380 school contact hours for 270 days in 4 years</p> <p>1.9 Total 2470 contact hours for BEOC schools over 3 years</p> <p>1.10 > 70% of pupils have a parent present at monthly PTA meetings.</p> <p>1.11 PO visits each schools twice weekly to monitor.</p> <p>1.12 Meetings with Formal School Heads during final year of BRAC schools</p> <p>1.13 NFPE staff to operate from every RDP office where there is space available/RDP presents RDP VO members given preference while selection of schoolhouse.</p> <p>1.13.1 At least 80% of training in the Reading Centres conducted by skilled RDP staff.</p> <p>2.1. EDU staffing needs assessed and staff with appropriate primary education experience and qualifications appointed by end 1999</p>	<p>Village survey sheets</p> <p>MIS reports</p> <p>Monitoring reports</p> <p>Schools house deed</p> <p>Area office deed between BRAC and house owner</p> <p>Annual Reports</p> <p>SMC meeting minutes</p> <p>PO reports</p> <p>MIS report</p> <p>Monitoring Report</p> <p>Parent teacher meeting minutes</p> <p>schools reports</p> <p>RDP and NFPE monthly meeting reports</p> <p>Reports</p> <p>Staffing figures/costs</p>	<p>1. Opposition from religious fundamentalists do not disrupt programme.</p> <p>2. Timely disbursement of donor funds.</p> <p>3. Sufficient number of target group available for BRAC school.</p> <p>4. GoB continues to permit local NGOs to provide basic education.</p> <p>Parents willing to send their children to school.</p>
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<p>2.2 Research and evaluation staff with primary interest/experience appointed</p>	<p>2.2 MDU, MT, RT and RED outstanding staff involved in EDU by end 1999</p> <p>2.2.1 Staffing takes place in each EDU cluster i.e. Curriculum Development, Research, Training and New initiatives by end 1999</p>		
<p>2.3 Research and evaluation functions of EDU operational</p>	<p>2.3 Consultants identified, contracted and monitored by end 1999</p> <p>2.3.1 EDU undertaking research and evaluation activities by 2,000</p> <p>2.3.2 All MTs training evaluated by 2000</p> <p>2.3.3 Studies related to effectiveness of new curriculum in social Studies, Maths designed by 2000</p> <p>2.3.4 Effectiveness of new management structures e.g. QM, MT assessed by 2002</p> <p>2.3.5 Methods in IRI and CLIP in NFPE mainstreaming evaluated in 2003</p> <p>2.3.6 CHT curriculum developed by 2000 and evaluated by 2004</p> <p>2.3.7 Curriculum changes related to value education and urban assessed by 2003</p> <p>2.3.8 Effectiveness of parental involvement in monthly meetings by 2001</p> <p>2.3.9 Studies on Parent involvement in curriculum and school management by 2002</p> <p>2.3.10 Effectiveness of supplementary materials and teaching methodologies for Grades IV and V by 2004</p> <p>2.3.11 Needs of adolescent related vocational training and life skills assessed by 2004</p> <p>2.3.12 Community demands related to services in Union Library studied by 2003</p> <p>2.3.13 Effectiveness of teachers as councilors studied by 2004</p> <p>2.3.14 Community perceptions related to NFPE/BEOC models studied by 2004</p> <p>2.3.15 Evaluation of the quality of expertise available at the team level conducted by 2002</p> <p>2.3.16 Effectiveness of newly acquired skills of teachers and RTs, MTs related to assessment tools assessed by 2002</p> <p>2.3.17 Evaluation of CLE books and materials conducted by 2000</p>	<p>Consultants TORs</p> <p>Research and evaluation reports</p>	
<p>2.4 Training of EDU staff and decentralisation of expertise</p> <p>2.5. Teacher/staff training for Grade IV and V defined</p>	<p>2.4 EDU staff and QMs trained in primary pedagogy by 2000</p> <p>2.4.1 Links between NFPE and EDU operationalised by 2,000</p> <p>2.5 46,979 teachers receive a 15 day training course on Maths and English for grades IV and V</p>	<p>Training Review Report Monitoring report</p>	

<p>2.6 New teachers selected</p> <p>2.7 New teachers trained</p> <p>2.8 Refresher training held</p>	<p>2.6 One teacher per school, with at least 9 years schooling, 20-35 years of age married >80% female, local resident</p> <p>2.7 29601 new teachers receive 15 days Basic training at TARC</p> <p>2.8 At least 100 days for NFPE and 90 days for KK refresher training sessions held in each team office.</p> <p>2.8.1 All teachers receive a 6 day refresher prior to grade II, III, IV and V.</p>	<p>NFPE Report</p>	
<p>2.9 Master Trainers, Staff and teachers development courses implemented and evaluated</p> <p>2.10 AVA training materials on Social Studies, Maths, English, Science and CLIP developed</p> <p>2.10.1 AVA material produced on classroom management and teaching methodologies</p> <p>2.10.2 AVA materials for developing MTs and RTs</p>	<p>2.9 Courses held in Maths and English to develop 400 Master trainers by end 1999, Social Studies and Science by 2000</p> <p>2.9.1 90% of staff trained by Master Trainers by 2004.</p> <p>2.9.2 At least 70% of the teachers trained by Master Trainers and Resource Teachers by 2004.</p> <p>2.9.3 95% refresher courses conducted by trained staff</p> <p>2.9.4 Master Trainers, staff and teachers graded subject wise based on their knowledge and skills related to teaching by 2004</p> <p>2.10 QMs, MTs, RTs and teachers receive courses on new developments related to teaching Math, Language & Social Studies, supplementary materials in grades IV & V, early childhood education by 2004.</p> <p>2.11 Materials Developers receive courses on new development related to Math, Language & Social Studies, new focuses in materials production, early childhood education by 2004</p> <p>2.12 Teachers receive courses on new focuses in materials production, classroom management and on counseling adolescents, child domestics & working children by 2004</p> <p>2.13 Trainers of Reading Centre receive courses on life skills and vocational skills by 2004</p> <p>2.10 AVA materials developed for refreshers courses on language and Social studies based on training of MTs by 2002</p> <p>2.10.1 AVA materials on roles and responsibilities of RTs, MTs on classroom management finalised by 2004</p> <p>2.10.2 AVA developed and in use with teachers by 2004</p> <p>2.10.3 AVA materials on parent meetings</p>	<p>Training schedule</p> <p>Training costs</p> <p>MIS reports</p>	

<p>2.10.3 AVA materials produced in specialised areas i.e teachers, parents.</p>	<p>developed by 2003 2.10.4 AVA materials developed on role of teachers as councilors for adolescent and children with special needs by 2004</p>		
<p>2.11 Training needs assessed and overseas training planned and implemented</p>	<p>2.11 At least 5% of NFPE staff provided with national and international training courses by 2004</p>		
<p>2.12 Training courses designed to upgrade pedagogical expertise for existing staff</p>	<p>2.12 Material developers, QMs, MTs, TARC trainers and RTs trained in primary education by 2001 2.12.1 MDU, QM, MT, RTs trained on assessment tools by 2003 2.12.2 MDU, QM, MT, RT and teachers trained on early childhood education by 2004 2.12.3 At least 20 training session provided to 50% resource teachers on pedagogy and classroom management by 2002 2.12.4 1 500 resource teachers selected by 2004</p>		
<p>2.13 Training courses designed to increase the capacity of teachers and adolescent library members</p>	<p>2.13. Trainers of Reading Centres trained in life skills by 2003 2.13.1 RTs and teachers trained on classroom management by 2004</p>		
<p>2.14. Experienced teachers trained to take up advisory post</p>	<p>2.14 Teachers trained as councilors for children and adolescents with special needs by 2004</p>		
<p>2.15 Consultants identified contracted, monitored</p>	<p>2.15 More than 70% consultants TORs successfully completed</p>	<p>Consultants TORs</p>	
<p>2.16 Laboratory schools operational</p>	<p>2.16 12 Laboratory schools operational by 2002</p>		
<p>2.16.1 Identifying sites, staff and teachers for formal laboratory school</p>	<p>2.16.1 Staff, teachers trained and schools operational by 2002</p>		
<p>2.16.2 Identifying learning materials</p>	<p>2.16.2 Learning materials in use by 2002</p>		
<p>2.17 Training courses for teachers planned and implemented</p>	<p>2.17 9 courses designed for teachers by 2002 2.17.1 Training of adolescents teachers of pre school assessed by 2002 2.17.2 Training design of adolescent teachers revised by 2003</p>	<p>Training reports of QMs and other staff</p>	
<p>3.1 Development function of MDU integrated within EDU</p>	<p>3.1 Development function of MDU located in EDU by 2000</p>	<p>MDU reports</p>	<p>GOB continues to permit BRAC to use its own textbooks</p>
<p>3.2 Supplementary materials for Grade IV and V developed</p>	<p>3.2 Supplementary materials for Social Studies and Science developed for Grade IV by 2000 and Grade V by 2001</p>		
<p>3.3 Significant and successful elements of CLIP methodology and supplementary materials mainstreamed</p>	<p>3.3 Significant and successful elements of CLIP incorporated in NFPE mainstream by 2002</p>		<p>GOB continues to provide textbooks for Grade IV & V</p>

<p>3.4 Curriculum for specialised programmes i.e. CHT, Urban strengthened.</p> <p>3.5 Revised materials develop for English (IRI) complementing government primers</p> <p>3.6 New ideas formulated and piloted</p> <p>3.7 12 Formal laboratory schools setup to incorporate innovative practices with non formal methods</p>	<p>3.4 CHT curriculum designed and developed by 2001</p> <p>3.4.1 Health curriculum revised by 2001</p> <p>3.4.2 Materials related to registration, delayed marriage developed for Reading Centres and BEOC by 2004</p> <p>3.4.3 Value education materials developed by 2003</p> <p>3.4.4 Urban curriculum strengthened by 2004</p> <p>3.5 Revised materials in use by end 2001</p> <p>3.6 Involving adolescent girls as teachers of pre schools piloted and assessed by 2003</p> <p>3.7 Formal laboratory school model designed and in operation by 2000</p> <p>3.7.1 Formal laboratory school's linkages and experience sharing with other NGOs and institutions established by 2000</p> <p>3.7.2 Pre school projects tested and possible transfer of pre school children into the formal system explored by 2000</p> <p>3.7.3 Changes based on child performance and community demand in curriculum, training and design of formal schools analysed by 2002</p> <p>3.7.4 Performance of students in Grade I, II and III assessed by 2004</p> <p>3.7.5 Curriculum designed for Grade IV developed using Govt. primers and supplementary materials by 2003</p>		
<p>4.1 Space for Union Libraries identified.</p> <p>4.2 Staff recruited and trained.</p>	<p>4.1 Public premises selected for Union Libraries and BRAC school for Reading Centres.</p> <p>4.1.1 Story books for adolescent library finalised by 2004</p> <p>4.2 One PO recruited and trained to oversee 5 libraries and one PO to oversee 45 Reading Centres.</p>	<p>Library Reports Library PO Reports</p>	<p>Community continues to provide space for library.</p> <p>Books are available in the market.</p>

<p>4.3 Training to include building the capacity of POs to recruit and support women to actively participate in Union Library Trust Committees.</p>	<p>4.3 All POs given appropriate gender training by 2002.</p>		
<p>4.4 Library activities planned</p>	<p>4.4 Adolescents trained to produce books , and journals for the community library by 2002</p>		
<p>4.5 Vocational activities developed and planned</p>	<p>4.4.1 Socio-cultural/educational/recreational activities held at each Union Library. 4.5. Life skills training covering a range of relevant skills like sewing, embroidery, poultry, vegetable gardening, horticulture and book binding imparted at the Reading Centres by RDP skilled POs.</p>		