BRAC Education Programme. BEP 2004-2009. Mid Term Review

Report

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BRAC Education Programme

BEP 2004-2009

Mid Term Review

Report

17 March 2007

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Acknowledgements

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Our thanks also to the children of Grade 1, Kulapara ESP/SEDA School, whose delightful paintings are used for the cover of this report.

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Acronyms

ADP	Adolescent Development Programme
AHT	Assistant Head Teacher
AIDS	Acquired Immuno Deficiency Syndrome
APON	Adolescent Peer Organised Network (ADP)
APON (B)	APON for boys
AUEO	Assistant Upazila Education Officer
AusAid	Australian Overseas Aid
BAPS	BRAC Adolescent Primary Programme
BDP	BRAC Development Programme
BEP	BRAC Education Programme
BEP-MIS	BEP Management and Information System
BHP	BRAC Health Programme
BPPS	BRAC Pre-Primary School
BPS	BRAC Primary School
BRAC	Bangladesh Rural Advancement Committee
BU	BRAC University
BU-IED	BRAC University – Institute of Educational Development
CAMPE	Campaign for Popular Education
CDU	Capacity Development Unit
CE	Continuing Education
CEP	Continuing Education Programme
CFPR	Challenging the Frontiers of Poverty Reduction
CHT	Chittagong Hill Tracts
CIDA	Canadian International Development Agency
CLC	Community Learning Centre
CSN	Children with Special Needs
CREATE	Consortium for Research on Education Access, Transition and Equality
DC	Deputy Commissioner, District Level
DEO	District Education Officer
DfID	Department for International Development (UK)
DG	Directorate General
DLO	Donor Liaison Office
DP	Donor Partner
DPE	Directorate of Primary Education
DPEO	Directorate of Primary Education Officer
DSHE	Directorate of Secondary and Higher Education (GoB)
DYD	Department of Youth Development
EC	European Commission
ECD	Early Childhood Development
EDU	Education Development Unit
EFA	Education for All
EIC	Education for Indigenous Children
ELA	Employment and Livelihood for Adolescents (BDP)
EMIS	Education Management and Information System

ESP	Education Support Programme
GK	Gonokendro
GOB	Government of Bangladesh
GPP	Government Partnership Programme
GPS	Government Primary School
GPU	GoB Partnership Unit
HIV	Human Immune Virus
HSC	Higher Secondary Certificate
HT	Head Teacher
ICT	Information and Communication Technology
IT	Information Technology
KK	Kishori Kendro (adolescent centres, ADP programme)
LFA	Logframe Analysis
MIS	Management Information System
MoPME	Ministry of Primary and Mass Education
MoWCA	Ministry of Women and Children's Affairs
MT	Master Trainer
MTR	Mid Term Review
MWTL	Multiple Ways of Teaching and Learning
NFPE	Non Formal Primary Education
NGO	Non Governmental Organisation
NOVIB	Netherlands Organisation for International Development Cooperation
NPA	National Plan of Action
OMC	Operational Management Course
PACE	Post-primary basic And Continuing Education
PBEn	Post-primary Basic Education
PEDP-II	Second Primary Education Development Programme
PO	Programme Organiser
PP	Pre-primary
PPS	Partnership with mainstream Primary Schools
PRIME	Primary Initiatives in Mainstream Education
QAS	Quality Assurance Specialist
RC	Reading Centre
RED	Research and Evaluation Division
RM	Regional Manager
RNE	Royal Netherlands Embassy
RNGPS	Registered Non-Government Primary School
RPL	Recognition of Prior Learning
RSS	Regional Sector Specialist
RT	Resource Teacher
SESIP	Secondary Education Sector Improvement Project
SMC	School Management Committee
SS	Sector Specialist
SSC	Secondary School Certificate
TARC	Training And Resource Centre
TOR	Terms Of Reference

TOT   Training Of Trainers
TUP   Targeting the Ultra Poor
TPR   Total Physical Response
UEC   Upazila Education Committee
UEO   Upazila Education Officer
UNDP   United Nations Development Programme
UNICEF   United Nations Children's Fund
UPEP   Upazila Primary Education Plan
URC   Upazila Resource Centre

Executive Summary

0.1 Introduction

The BRAC Education Programme (BEP) (2004-2009) is the fourth phase of an ongoing education programme that began in 1985. Each phase has been consistent in its overall aim to provide educational opportunities to children and young adults who are otherwise not served or poorly served by the mainstream educational system. The main purpose of this Mid Term Review (MTR) is to assess whether BEP 2004-2009 is meeting its targets as set down in the LFA and Five Year Implementation Plan.

The MTR team is satisfied that the programme has achieved the outputs and targets up to December 2006 (the mid point) as stated in the 2006 Revised 5-Year Implementation Plan, and is on target to reach the goals set for the end this phase (June 2009). Furthermore, the programme was found to be efficiently managed and capable of delivering high quality school based education from pre-primary to post primary, and out of school education to adolescents and adults. BEP has also made significant links with the Government at local and national level.

The BRAC primary school remains the largest component of the programme. The target group is the poor, those living in remote areas, girls who have dropped out or never enrolled in primary school, children from ethnic minority groups and children with disabilities. To date 3,115,031 children have graduated from the BRAC primary system and of them 2,876,472 have made the transition to the formal system.

Over the years all of the numerous reports on BEP praise its capacity to maintain high standards across its many schools, to supervise classroom interactions, to offer continuous and regular in-service training to teachers and support staff, to deliver supplies on time to even the most remote schools, to recruit, train and retain women teachers and to achieve relatively high levels of literacy and numeracy among the students. These accomplishments are all the more amazing considering that the students in BEP's schools mainly come from families with little, if any, experience of education. The MTR team is happy to note that these characteristics, which have so often been commented on by those who have appraised, monitored, evaluated or reviewed the programme to date, remain key features of the programme.

In recent years BEP has expanded its educational provision to include continuing education and life skills training for adolescents and in close co-operation with the Government of Bangladesh it has provided pre-primary education and in-service teacher training for primary and secondary school teachers.

In the course of the field visits the MTR team found that members of the communities spoken to are very appreciative and interested in the range of educational opportunities being offered by BEP to their children and adolescents. There is a strong sense that if BEP were not active in their community many, if not all, of these children would not have an opportunity to attend school or to avail of out-of-school activities such as the

Kishori Kendro and Gonokendros. For the poorest families in these communities there are no alternatives that they can access. Many of the mothers of the school children and of the members of the Kishori Kendros had themselves experienced early marriage and the work of BEP provides them with an opportunity to offer their daughters opportunities for a better life.

Head teachers, teachers School Management Committee members and parents all expressed appreciation for BEP's provision of pre-primary education and for its in-service training and support for primary and secondary school teachers. These initiatives obviously have helped establish a sense of partnership with the Government system at a local level. This sense of partnership and appreciation was evident in the willingness of local officials to go out of their way to meet with the MTR team (well past office hours). The primary and secondary schools where BEP is active compared with schools where BEP is not active, have noticeably qualitative improvements in teacher-student relations, teacher motivation and teaching methods.

The scale of BEP's operations is particularly impressive. Currently there are more than 32,000 primary schools serving just under a million children There are an additional 20,000 pre-primary schools serving more than half a million children. A total of 25,000 children with disabilities are catered for in these schools. At secondary school level BEP is currently working with teachers and the members of School Management Committees in almost 1,500 schools in 175 upazilas.

In its provision for adolescents BEP caters for a quarter of a million girls who belong to just over 8,500 Kishori Kendros while almost 200,000 girls and boys have been given life skills training. There are in addition more than 1,200 Gonokendros with over half a million members who include children, adolescents and adults.

The MTR team has, in conjunction with the key stakeholders, considered where BEP may play the most effective role in the future. Recommendations are presented for consideration within the forthcoming strategic planning exercise. The team has also made recommendations for action which if implemented will help strengthen the programme. A further set of recommendations refer specifically to the research needs of BEP. The key points in each of these categories of recommendation are summarised below and a full list of all the recommendations is contained in chapter 8.

0.2 Recommendations for Strategic Consideration

Three key considerations emerged that are pertinent to the future strategic direction of BEP. These are, first the future role of BEP in relation to school provision and collaboration with Government, second enhancing primary school provision and third the provision of enhanced livelihood skills training. It is understood that BEP will soon review and reformulate its strategic plan for the future. This will involve consideration of what can be done in the remaining two years of the current phase as well as what can be anticipated for the next phase. The recommendations given under this heading have

significant budgetary implications and/or may involve repositioning of BEP and are to be considered during the strategic planning process.

0.2.1 Recommendations for the Future Role of BEP

At the beginning of the current phase it was envisaged that BEP's role as a provider of education would gradually decrease while its role in partnering Government to improve the overall access to quality public education would increase. The MTR team believes that in deciding its strategic direction BEP should give consideration to maintaining both roles.   There remains an irrefutable need for the provision of primary education and the changes made to this current programme in 2006 indicate an acknowledgement of this reality. At the same time there has been some noteworthy progress in working with Government at pre-primary and secondary levels and with a number of ministries and directorates. As relations with Government allow this work should be continued or expanded.

To augment its collaboration role the MTR Team also proposes that BEP considers developing advocacy skills that would actively promote the good governance principles that underpin BEP's educational provision with a view to disseminating these within mainstream provision.

0.2.2 Recommendations for Enhancing Primary School Provision

As noted above the evidence clearly points to the continuing need for BRAC to operate schools in the most deprived and challenging areas of the country and the MTR team suggests that BEP should maintain its schools programme at least at its current level for as long as it is needed. As funding allows, expansion of the BRAC Primary School (BPS) programme should be considered.

Within the context of expansion BEP could consider the potential of using alternatives to the one room schools for some areas and for some specific contexts. The current use of cluster schools in the urban slums works well and there may be opportunities to explore the application of different models to suit different circumstances. BEP's formal schools, for example although small in number (11), provide an interesting and 'additional model' of education provision within BEP. Their role, especially in improving practice could be explored.

Whether the programme expands or not consideration should be given to reviewing targeting procedures to ensure the school reaches those most in need. This will probably entail refining indicators for assessing poverty and improving data collection instruments.

0.2.3 Recommendations for Livelihood Skill Training

A quarter of Bangladesh's population are between the ages of 10 and 19. Statistics show that almost half of the girls are married by the age of 15 and both boys and girls lack knowledge on reproductive health and legal rights.   The cycles of poverty these

adolescents and their families are caught in can only be broken by access to employment opportunities. This situation indicates that this sector of the population is in need of interventions that would support both life skills and livelihood skills development.

These needs are particularly important for BEP primary school graduates and for other young people who did not come through the BEP system but are equally poor. This target group is reflected in the membership of the Adolescent Development Programme, the Gonokendros and Post-primary Basic Education. The MTR team recommends that all of these programmes work together to consider how best to respond to the livelihood needs of all their members.

0.3 Recommendations for Action

The second set of recommendations focuses on improvements that could be undertaken in the immediate or short term and that would enhance or fine tune the otherwise smooth running of the programme. With regard to the primary schools the actions called for relate to materials, pedagogy and enabling inclusiveness in the classroom, at the secondary level it relates to teacher support and the use of IT and finally a key action is called for to further livelihood skill provision.

0.3.1 Recommendations for Material and Capacity Development in Primary Schools

The BRAC schools are well established. They are greatly appreciated by the communities they serve. The biggest change, and the biggest challenge, has been (in 1999) the addition of grades 4 and 5, which has highlighted a number of issues that became apparent during the field visits. It was noted that the teachers are active and have established warm relations with the children for a child friendly environment. Most children are eager to learn and are achieving the basic competencies. However, there is a tendency to rely on traditional methods which reinforce passive learning. The programme could be strengthened by introducing more active learning and better classroom management. The main issues to consider relate to learning materials, teaching methods and the training of staff and teachers.

A review of the BEP learning package including materials and training should be undertaken by a pedagogic expert with an academic background in child-centred methods and extensive primary teaching experience. The review should include an examination of the teaching-learning materials and observations of BEP schools. It should focus on how to decrease the reliance on traditional methods and to improve time management in the classroom. It should result in an action plan to further improve the methods and materials through a process of development and field testing followed by implementation.

BEP should introduce more child centred active learning methods into teacher training so that the needs of different (slower and faster) learners will be met and students can attain higher level competencies through a pedagogy based on creativity, investigation and enquiry. This is particularly important for teachers of Grades 4 and 5.

In addition, cost effective ways should be identified to provide a variety of reading materials for children in each grade. The emphasis should be on multiple titles to give children opportunities for independent reading to develop their skills and to build a culture of reading for pleasure as well as information. Stories already developed by the EIC (Education for Indigenous Children) Schools and CSN (Children with Special Needs) units should be made available to all schools as part of this process.

As part of its teacher capacity-building BEP in consultation with the CHT (Chittagong Hill Tracts) district councils should consider developing courses for primary and secondary teachers in CHT districts on developmentally appropriate approaches for teaching Bangla as a second language and on ways to promote an appreciation of children's mother tongue. The EIC unit may be involved in the process along with a consultant who has experience in multilingual issues.

In order to introduce additional pedagogical approaches in the classroom, BEP also needs to consider the capacity of staff who are responsible for material production and dissemination and for teacher training.

A number of noteworthy initiatives have been developed for children who have traditionally been excluded from mainstream education. This includes children with special needs as well as children from linguistic minorities. The Education Support Programme (ESP), through its partnership with local NGOs is also an effective way to reach children who might not be included in BEP's regular programme. It is important that these initiatives are well resourced.

0.3.2 Recommendations for Capacity Development in Post-Primary Basic Education (PBEn)

The support and development offered to non-government secondary schools through the PBEn programme is one of the initiatives that exemplifies the positive possibilities that are possible through working closely with Government. This is an activity that the MTR team recommends should continue to grow in terms of teacher training and school support. In particular within the remainder of this phase, it is recommended that the 35 teacher forums established originally in 2001 should be extended to include more schools. These forums provide an opportunity for teachers to come together in small groups to share experiences, offer each other support and learn from each other. This kind of professional development enables the teachers themselves to become active in advancing their learning and less dependent on outside interventions.

Computer Assisted Learning (CAL) is being piloted this year in seven non-government secondary schools. Two English and 2 maths teachers are using the system in each of the 7 schools. The MTR team sees this innovative use of technology as advantageous to student learning and a good way to compensate for a teacher's lack of expertise in the subject matter, which is particularly the case in English and maths. During the assessment of the CAL project in 2008, the teacher's learning as well as the students' learning should be included. To ensure the optimal value from this project the MTR team

recommends that during the current pilot phase, BEP should liaise with professional experts in this field such as the Azim Premji Foundation in Bangalore and the Computer Council in Bangladesh.

0.3.3 Recommendations for Livelihood Skill Development

In the course of this review the need to improve livelihoods emerged as a most important consideration for parents and young people. With a view to enhancing BEP's capacity to address this need the MTR team recommends that BEP and BRAC Development Programme (BDP) explore ways in which the Adolescent Development Programme (ADP) and Employment and Livelihoods for Adolescents (ELA) can be brought together within one operational unit. To date ADP is heavily involved in life skills training for adolescents and has to a lesser extend been involved in livelihood skills training. ELA offers microfinance to young entrepreneurs. By bringing these two units together it will be possible to offer both life skills and livelihood skills to adolescents from economically disadvantaged families, especially girls. Whatever operational arrangements are put in place in bringing these two programmes together they should be such that the life skills training provided through ADP remains a vital component of the joint provision.

0.4. Recommendations for Research

During this five year phase BEP has added a number of new initiatives and is now a complex programme with many strands. At present its research needs are mainly for the purpose of evidence-based programme planning and improvement. The BRAC Research Evaluation Division (RED) has supported BEP with high quality studies which have been very instrumental in documenting and analysing various aspects of the programme. However, attention needs to be given to completing research within timeframes that can better inform the programme.

With the establishment of BU-IED (BRAC University – Institute for Education Development) there is the potential for a greater volume of research which will maintain the quality as well as improve the timeliness. The MTR team recommends that BEP should liaise with BU-IED and RED to set up a joint research task force that would develop a research agenda that would satisfy BEP's needs and conduct the identified research.

The MTR team identified a number of areas that need to be included in the research agenda. These are:
- (i) a longitudinal study to track the impacts of the Adolescent Development Programme (ADP) on members' behaviour and subsequent life choices
- (ii) an assessment of the impact of ADP on the social attitudes of teachers, parents and friends of those who have received training
- (iii) a study on the impact of livelihood training for adolescents conducted under BEP with a view to identifying the successes and the problems to date. This study should be used to inform the approach and agenda of the newly created ADP / ELA unit

(iv) a study to determine the causes of drop out among BPS students in secondary school. The findings should be used by PBEn to identify possible interventions to prevent these students from leaving before finishing their SSC.

Chapter 1: Introduction to the Review

1.1 Background

Along with its health and development programmes, the aim of BRAC's Education Programme (BEP) is to make a major contribution to BRAC's efforts to create a society free of poverty, illiteracy and disease.

The BEP (2004-2009) is the fourth phase of an ongoing education programme that began in 1985. Each phase has been consistent in its overall aim to provide educational opportunities to children and young adults who are otherwise not served or poorly served by the mainstream educational system. The BRAC primary school remains the largest component of the programme. The target group is the poor, those living in remote areas, girls who have dropped out or never enrolled in primary school, children from ethnic minority groups and children with disabilities. To date 3,115,031 children have graduated from the BRAC primary system and of them 2,876,472 have made the transition to the formal system.

Over the years all of the reports on BEP praise its capacity to maintain high standards across its many schools, to supervise classroom interactions, to offer continuous and regular in-service training to teachers and support staff, to deliver supplies on time to even the most remote schools, to recruit, train and retain women teachers and to achieve relatively high levels of literacy and numeracy among the students. These accomplishments are all the more amazing considering that the students in BEP's schools mainly come from families with little, if any, experience of education.

In recent years BEP has expanded its educational provision to include continuing education and life skills training for adolescents and in close co-operation with the Government of Bangladesh it has provided pre-primary education and in-service teacher training for primary and secondary school teachers.

These newer initiatives, like the schools, seek to improve access to quality educational opportunities for all sectors of the population. All of the BEP activities incorporate relationships built on respect whether it is between staff and the beneficiaries of the programmes or among staff.

The Mid Term Review team is happy to note that these features, which have so often been commented on by those who have appraised, monitored, evaluated or reviewed the programme to date, remain key features of the programme today.

1.2 Key Objectives for BEP 2004-2009

In this phase, as stated in the BEP Proposal document, BRAC intends '*...to support the Government of Bangladesh's (GOB's) efforts to achieve EFA in Bangladesh... The BEP's strategy over the next few years in addition to being an implementation-based*

organisation is to move towards a resource support NGO that collaborates with and assists the GOB in implementing and improving its education policies.' (p.ix)

The BEP 2004-2009 Proposal document noted that BRAC's aim of collaborating with and assisting GOB posed particular challenges. The initial omission of NGOs from the GOB's Primary Education Development Programme-II (PEDP-II) meant that BRAC was unable to fully contribute directly to this programme despite its extensive experience and capacity. A team of three consultants who conducted an Institutional and Organisation Analysis of BEP in 2003, when PEDP-II was at its inception stage, noted *'...that the NGOs have disappeared from the scene in PEDP-II'* and expressed a hope that it *'...might be a temporary situation'.* Now that PEDP-II is shortly to undergo a mid term review there is a possibility that the situation may improve.

Despite the marginal role of NGOs within PEDP-II, BEP 2004-2009 has to date focused its collaborative efforts with government in the pre-primary and secondary schools and with young adolescents.

1.3 Revisions to BEP 2004-2009

In 2004, when this current phase began, it was planed to slowly reduce the numbers of BEP schools with a view to BRAC ultimately relinquishing its role as an education provider. During the planning for this this phase of BEP it was assumed that the implementation of PEDP-II would reduce the need for NGOs such as BRAC to continue to deliver primary education. BRAC also felt it appropriate to apply its considerable expertise in primary education to benefit the very large numbers of children in the mainstream system. BRAC hoped that its work in pre-primary schools would allow it to continue to support vulnerable children and at the same time influence the GOB primary schools in which the pre-primary schools are located.

Within a year it was evident that the slow start-up of PEDP-II would not significantly address issues of access in the short-term and that the need for additional provision by NGOs such as BRAC had not diminished. In response to the ongoing need to provide education to those children who remained outside the mainstream system, the BEP five year plan was revised in January 2006. It proposed to increase activity across four components of the programme and in particular to reverse the decision to slow down the planned decrease in the number of schools by opening 4,000 new schools. At the same time it proposed to slow down the growth in pre-primary school provision while not actually reducing the overall target for the phase.

Funding for the five year BEP (2004 – 2009) is supported by a consortium of 5 donors (CIDA, DFID, Norway, the Netherlands and NOVIB) covering the revised budget of US$155.15 million including US$5.7 million which BRAC provides from its own resources. These figures include additional funding for the expansion agreed in January 2006 (US22.15 million provided through the Donor Consortium and US0.7million provided by BRAC). (See Annex XII for financial overview.)

In January 2006 the BEP (2004 – 2009) 5-Year Implementation Plan and LFA were revised to reflect the changes across the programme. These revised documents were used for the purpose of this Mid Term Review.

1.4 Purpose of the Mid Term Review

As stated in the Terms of Reference (see Annex II), the four strategic issues for consideration in the Mid Term Review are:
- (i)   progress of the programme to date in achieving its revised targets
- (ii)   the role of BEP in achieving EFA and Millennium Development goals
- (iii) the growing concern about the 'missing boys'
- (iv)   the relative size and balance of different components of the programme

The TORs also posed a series of questions pertaining to more specific monitoring issues and questions relating to the different components of the programme. These, and the strategic issues noted above, are addressed in the MTR Report in the relevant chapters that look at the individual components of the BEP and in the final chapter that reviews a series of broader crosscutting issues.

1.5 Methodological Approach to the Review

The three person MTR team began work on 18th February. At a meeting with BEP and the members of the Donor Consortium on 19th February the Terms of Reference were discussed and agreed as was the MTR team's proposal for field visits from 23rd to 28th February.

Initially the team undertook to determine what the revised targets for BEP 2004-2009 were and to gather evidence for what has been achieved from documents / reports, field observations, statistical data and discussions with BRAC HO and Field staff.   In light of these findings differences in what was planned and what was achieved were identified. In the course of the MTR team's field visits, extensive discussions were held with the beneficiaries of BEP activities.

Discussions were held with senior BEP staff, DLO staff and members of the Donor Consortium in order to get a sense of what is seen as the preferred way forward for BEP and Donors in respect of the *questions for the review* section of the TORs. The Team also met with GOB staff, consultants working on GOB projects and Donors who are not members of the DC with a view to establishing the context in which the BEP is operating. (A full list of those met within the course of the MTR is contained in Annex V.)

A meeting was held with BEP staff on 3rd March to discuss initial findings from the field. The draft report was circulated to BRAC and to members of the Donor Consortium on 11th March. At the 'presentation of findings' meeting on that day BRAC staff and donors gave their initial responses to the findings. More details responses were made later in writing. These comments and any issues raised have been addressed in this final report.

The priority afforded policy and strategic issues in both the TORs and in conversations with members of the Donor Consortium is reflected in the findings of the MTR. In the course of the review the Team paid particular attention to how the programme might orientate itself during the second half of this phase in order to consolidate or expand its work in particular areas and to prepare for the next phase. Where appropriate the MTR notes issues for the consideration of BEP when preparing its forthcoming Strategic Plan. These are listed as 'recommendations for strategic consideration' within the text and the key issues raised in this regard are highlighted in the executive summary. The text also contains recommendations that pertain to current operational issues. These are presented as 'recommendations for action'. Where appropriate 'recommendations for research' consideration are also proposed.

In the course of the review the MTR team considered the work of the Annual Monitoring Mission conducted in February 2006. Each of the recommendations in the Monitoring Report was responded to in the Revised Annual Report of the BEP July 2005 – June 2006. The responses have been reviewed by the Review Team and an up dated list detailing the recommendations and the actions taken by BEP up to March 2007 is appended to this document (See Annex X).

1.6 Field Visits

For the first part of the field visits the MTR team opted to visit one location where it was possible to see all of the BEP's components. The team was based in Mymensingh TARC. A detailed list of the field itinerary is appended to this Report (See Annex IV).

Being in one location allowed the Team to confer on a daily basis and get an overview of the connections across the range of programme components.

During the field visit two focus group sessions were conducted with (i) BEP staff and (ii) other BRAC staff based in the region. The findings from these sessions are dealt with in Chapter 7. (See Annex VI for a full list of those who attended the sessions and a record of the discussions.)

Field trips were also made to the slum areas in Dhaka. The places visited are also listed in Annex IV.

In the course of the field visits the MTR team found that members of the communities spoken to are very appreciative and interested in the range of services being offered by BEP to their children and adolescents. There is a strong sense that if BEP was not active in the area many, if not all, of these children would not have an opportunity to attend school or to avail of out-of-school activities such as the Kishori Kendro and Gonokendros. For the poorest families in these communities there are no alternatives that they can access. Many of the mothers of the school children and of the members of the Kishori Kendros have themselves experienced early marriage and the work of BEP provided them with an opportunity to offer their daughters opportunities for a better start in life.

Head teachers, teachers, School Management Committee members and parents all express appreciation for BEP's provision of pre-primary education and for its in-service training and support for primary and secondary school teachers. These initiatives obviously have helped establish a sense of partnership with the Government system at a local level. This sense of partnership and appreciation was evident in the willingness of local officials to go out of their way to meet with the MTR team (well past office hours).

Overall the MTR team is impressed by the exceptionally efficient nature of BEP's work, the scale of its operations and the good relations established with communities.

Chapter 2: School Operations

2.1 Introduction

Primary Schools remain the main component of the BRAC Education Programme (BEP). Over the 20 plus years that they have been operating, BRAC primary schools have provided basic education to over 3 million of the poorest children in Bangladesh. Currently there are four types of non-formal primary schools operating within the BEP, which together provide education for almost one million students. These include; BRAC Primary Schools (BPS), BRAC Adolescent Primary Schools (BAPS), EIC Schools for indigenous children and schools operated by partner NGOs under the Education Support Programme (ESP) with financial and technical support from BRAC. The number and proportion of these different types of school operating over the lifetime of the current BEP (2004-2009) is summarised in table 2.1 below.

Table 2.1

Particulars	Position at start of project July 2004		Achieved cumulative position as of December 2006		Targeted cumulative position at the end of project (June 2009)	
	No	**%**	**No**	**%**	**No**	**%**
- BPS	20,911	64	19,137	59.8	16,700	58.6
-BAPS	5,787	17.7	5,224	16.3	3,800	13.3
-EIC	700	2.1	2,139	6.7	2,500	8.8
-ESP	5,285*	16.2	5,500	17.2	5,500	19.3
TOTAL	**32,683**	**100**	**32,000**	**100**	**28,500**	**100**

Source BEP-MIS
* This figure includes 1500 schools funded by Royal Norwegian Embassy

In addition, BEP also operates 11 Formal Primary Schools, 43 Community Schools and, in urban areas, cluster schools have recently been introduced. Although these have significant differences to the BPS schools, they all follow the main features of the BRAC model.

2.2 BRAC Primary School (BPS)

The BPS schools aim to cater for children from the poorest families who are aged 8-10 years. Initially the BPS schools covered only grades 1-3, but in 1999 they were extended to cover all primary school grades 1-5 to bring them in line with formal primary education. However, unlike government primary schools (GPS), the full cycle is covered in 4 years and the same teacher remains with the class for all subjects throughout the full cycle.

2.2.1 Achievements to Date

Despite the recommendation from the BEP proposal (2004-2009) that the number of schools be maintained at their existing level (Kassam, Y. et al 2003 p.vi), it was decided to decrease the number of BPS schools from 20,911 to 15,200 by the end of the programme. For reasons already discussed in chapter 1, during the review that took place in 2005, it was decided to increase the number of all types of schools by 5,500. As a result, the number of BPS schools was to increase 16,700 by the end of the programme in June 2009. With additional funding from donors this revised target is now being implemented. Table 2.1 above summarises the current position of BPS (as of December 2006). More detail is given in the Statistical Summary in Annex VII.

Even taking into account the revised targets, these figures still indicate a decrease (approximately 20%) in the number of BSP schools over the lifetime of BEP, however it will not be such a significant decrease. It is also possible that the number of schools will increase further as other funders (e.g. EC and AusAid) have indicated their interest in supporting this.

It is evident to the MTR team, that increasing school provision within BEP 2004-2009 was the right decision. The need for primary education for the poorest children, those outside the formal school system, remains high. According to the Baseline Survey conducted for PEDP-II (DPE, 2006 draft report) the net enrolment rate in the primary education system for the baseline year 2005 was found to be 87% (gross enrolment of 95%) with a survival rate to Grade 5 of about 54%.

Overall, the achievements of the BPS schools have been considerable. When compared to the Government Primary Schools (GPS) there is a very low drop-out rate in BPS schools. In 2005, for example, the BPS survival rate to Grade 5 was 94% while in GPS it was just 54%. Similarly, the number of BPS students who go on to Grade 6 is higher than in GPS. In 2006, 98.6% of BPS Grade 5 leavers went on to secondary school compared to less than half from GPS (Ahmed, M. et al 2005). (Survival rate of BPS students in secondary school is not known but it is unlikely to be different to non-BPS students.)

For the first time last year (2006), the Government conducted National Examinations for Grade 5. Although limited in terms of the competencies it tested, the results show that 93.25% of students in BPS schools passed (BEP MIS).

These figures are impressive and show that in terms of access, retention and quality BPS schools are out performing GPS. They are efficient, cost effective and of a good standard and continue to respond to need, providing basic education for a significant number of children, especially girls, who otherwise would not be in school.

Good management and regular supervision of schools are vital for quality, and this, together with the regular in-service training for teachers are largely responsible for the smooth running and success of BRAC primary schools.

2.2.2 Strategic and Operational Issues in Relation to BPS

In the TORs for the MTR a number of strategic and operational issues and questions were raised, see Annex II, whilst others have been identified during the mission by the MTR team, these are discussed below.

1. Are the right people being targeted by the programme? Are the BPS schools reaching the most deprived children in rural areas?

BEP through its primary schools programme (including BPS, BAPS, ESP and EIC) is meeting the basic education needs of around one million (approximately 6%) of the school age population who would otherwise be out of school. Clearly there are many communities in Bangladesh where BRAC is not working, but in terms of coverage it 'does the best' with the resources it has. When considering the opening of new BPS schools it does so mainly in (or close to) communities where there are already contacts (Village Organisers) and/or other BRAC programmes (BDP, BHP) and where there is access to data and a field management structure.

BRAC has always expanded and adapted its schools programme in relation to identified needs (i.e. where there are a sufficient number of children, especially girls, from poor households not in school) but is the programme targeting the poorest and most deprived sectors of the population? From the survey data collected prior to establishing a new school, see Annex XI, it was not possible for the MTR team to determine the 'degree of poverty' of participants in the BPS, or to know if the poorest of the poor within the community had been included.

RECOMMENDATION FOR ACTION: BEP should ensure that its schools programme is really targeting the poorest and most deprived sectors of the population through refining its indicators for assessing poverty and improving its data collection instruments. For this purpose links could be made with the 'Targeting the Ultra Poor' (TUP) and 'Challenging the Frontiers of Poverty' segments of the Microfinance Programme.

2. Are the criteria for opening new schools adequate and how are these applied in practice?

In order to qualify for the opening of a new school in a village the following criteria are applied.

- No other primary school within at least 1 km of the village
- There are between 30-33 children (of whom 65% girls) between 8-10 years (BAPS 11-14 years) who are not in school
- These children are from 'poor' households, i.e. those with not more than 50 decimals of land and other marginalised groups such as children with special needs etc.
- There is a house or land available for building the school house

- Availability of a suitable person to become the teacher, this should be a female aged 20-35 years with SSC (Grade 10) and preferably married
- A certificate of non-enrolment should be signed by the GPS in the area to confirm the potential BPS students are not enrolled elsewhere

Most of this information is collected by POs using a village survey form, see Annex XI. Essentially the form is used to collect data on the composition, education and economic status of all households in the village as a basis for determining eligibility.

The identification of the villages to survey is done through discussions between BEP staff and other BRAC programme staff (e.g BDP and BHP) in the Area Offices. These programmes already have socio-economic data on the communities in which they work.

In discussions with field staff, no improvements to or problems with applying these criteria were mentioned, other than the workload it imposes on POs in addition to their other duties. During the field visit by the MTR, in all the villages visited there were children attending the BPS while other children in the village (sometimes from the same household) were attending a GPS (or Madrasahs). Even where GPS are available (but more than 1 km away) parents may decide not to send their children to school.

Notwithstanding the need to refine the survey form to better identify the poorest households in the community (see recommendation 2.1 above) the survey could also collect data on the reasons why children are not in school. This information would be useful for future programme planning. For example, where there are a large number of drop-outs, it might be more appropriate (depending upon the reasons) to provide tutorial support than to open a new school.

Furthermore, the criteria used for setting up new schools may need to be reviewed in order to reach the ultra poor in remote communities. It may be necessary to consider reducing the size of the class and the ratio of females.

RECOMMENDATION FOR ACTION: BEP should make the necessary improvements to the village survey form, which would allow 1) identification of the ultra poor within communities and 2) information on why children are not in school.

Some concern is also felt by the MTR team about the identification of villages prior to conducting the survey. As more data (EMIS) becomes available at the school and upazila level and as the situation becomes more conducive through PEDP-II, it should be possible to also make use of this data to help identify (in collaboration with UEOs) population areas where education participation levels are at their lowest.

RECOMMENDATION FOR ACTION: In future BEP should, wherever possible, make use of the additional data sources which will be available at upazila and school level (from PEDP-II) as well as those within BRAC itself, (e.g. BDP) in order to better identify gaps and target education provision where the needs are greatest.

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3. What has been the impact of increasing BPS from Grade 3 to Grade 5? Does the BRAC model still fit?

In 1999 BPS extended its cycle to cover all Grades 1-5 but over a period of 4 years (not 5 as in GPS). Due to year round teaching for 6 days per week, Grades 1, 2 and 3 are covered in 9 months each, Grade 4 in 10 months and Grade 5 in 11 months. From discussions with BPS teachers, parents and grade 5 leavers, the main impact has been:

> 1) To raise expectations of parents and students. Grade 5 is no longer seen as enough, parents now want BRAC to provide free secondary education (leading to SSC).
> 2) To increase the training needs of BPS teachers. Many teachers said they find difficulty teaching Maths and English in Grades 4 and 5.
> 3) (As posited by some parents) it could have an adverse effect on 'local development' and household incomes. Whilst removing children from the activities and skills development needed for village life, schooling (even up to grade 10) has not allowed children access to higher education and/or employment.

The question of the impact of single classroom/single teacher schools on learning is more pertinent when looking at Grades 4 and 5. The BPS model originally dealt only with Grades 1-3. It is timely to consider whether there could be any improvements or adjustments to this for Grades 4 and 5. For example, to revisit the issue of Generalist versus Specialist subject teachers, and to develop more appropriate teaching methods. This is raised again in section 2.6 and discussed further in chapter 3. It must be emphasised that the MTR team is wholly supportive of the inclusion of Grades 4 and 5 in BPS, but there is a case for providing more orientation training (especially in Maths and English) for teachers.

4. Should the number of schools and geographical coverage of BPS be maintained, increased or decreased.?

This is of course a policy decision for BEP, and depends on available funding, but various factors should be considered. Over the years, since the start of the BPS programme in 1985, circumstances have changed in Bangladesh. Government Primary Schools are now more widely available, however the quality of that provision remains problematic and despite high net enrolments (87%) the survival rate to the end of Grade 5 in GPS is little more than 50%. Many of the GPS are running a 'double shift', the number of students per class is unacceptably high (often 80-100), teachers are poorly trained with little supervision or support. The PEDP-II (2004-2010) has been designed to tackle many of these problems, however progress has so far been slow. Even if PEDP-II were to reach its targets, it may do little to address the problems of access and large classes.

BRAC, on the other hand, through its BPS schools has developed a model of primary education, which within the particular situation and needs of Bangladesh has, by any standards, been very successful at providing quality education to large numbers of poor

children. It is also very replicable, so the number of schools can be increased fairly quickly and without any dilution in quality.

Despite the expansion in GPS, participation in basic education in Bangladesh remains low. Over two million children do not go to primary school and many more drop out early. In effect well over half the children in Bangladesh are not receiving even basic education. This is unlikely to change for the better in the short to medium term. Demographic forecasts indicate that there will be no decline in the number of children entering the primary age group for at least another 10 years. Even then the decline in numbers is likely to be slow and gradual (BRAC, 2003). Clearly, for the foreseeable future, there is a need for BEP to continue to provide basic education through its BPS (and other schools) programme in those communities where the need is greatest.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: As funding allows BEP should expand its BPS school programme but careful consideration should be given to the most appropriate strategies and approaches for reaching those most in need.

5) To what extent should BEP provide schooling in urban slum areas?

BEP currently has 1,319 BPS/BAPS schools (including cluster schools) in urban slum areas. (There are no EIC or ESP schools in urban areas.) This represents a small but significant percentage (5.6%) of the total number of BPS/BAPS schools, see table 2.2 below.

Table 2.2

Rural / Urban wise BPS/BAPS December 2006	BPS	BAPS	Total	% of total
Total in rural areas (BPS/BAPS)	17847	5145	22992	94.4
Total in Urban areas (BPS/BAPS)	1290	79	1369	5.6
Total in Bangladesh (BPS/BAPS)	19137	5224	24361	100

Source BEP MIS

If the aim of BEP is to cater for children from the poorest families, it may be appropriate to increase school provision in urban slum areas where there is a huge unmet need. It is difficult to find data which disaggregates urban slums from general urban figures. It is known, however, that approximately 50% of urban dwellers are living below the poverty line.

According to Bangladesh Bureau of Statistics and UNICEF, *Multiple Indicator Cluster Survey,* 2003, net enrolments in urban slum areas are approximately 20% lower than the national average for both girls and boys.. The Government has no plans to establish new Government primary schools, and the regulations for recognition of private schools for

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Government support are not appropriate for urban areas. For example, one of the first requirements is the donation of a suitable piece of land, and with land prices in urban areas so high, it is very unlikely that anyone in the cities will donate land for a school. As a result, until Government recognises the problem and changes the policies accordingly, formal schooling opportunities will remain insufficient to meet the needs of the growing urban poor population.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: When considering the expansion of its school programme, BEP should look carefully at the education needs of children in urban slum areas. Appropriate indicators of poverty and criteria for opening new schools will need to be revised to reflect urban conditions.

2.3 BRAC Adolescent Primary School (BAPS)

In 1988 a revised version of the BPS model was introduced for adolescents aged 11-14 years. In most respects the BAPS schools are the same as the BPS. The most notable difference is the age of the students. The purpose of the BAPS programme is to provide the last opportunity for the adolescents from poor families in rural areas to be educated. It was thought that such an opportunity would help them (especially girls) in their life after their marriage (Nath, 2006).

In 2005, the duration of the BAPS's cycle was extended to 4 years to bring it in line with BPS. This has had an impact on the number of BAPS students going on to grade 6. In 2006, the first cohort to complete the 4 year BAPS programme, the percentage of students going on to grade 6 was 98.7%, compared to 83.4% in 2004 and 86.2% in 2005.

2.3.1 Achievements to Date

Under the present BEP 2004-2009, the number of BAPS schools is set to decrease significantly from 5,787 in July 2004 to 3,800 by June 2009, this is equivalent to a decrease of approximately 34%. Unlike the BPS, during the review that took place in 2005, the number of BAPS schools was not increased and the target remains at 3,800. Table 2.3 below summarises the current position (as of December 2006). More detail is given in the Statistical Summary in Annex VII.

Table 2.3

	At Start of BEP July 2004	*Target by June 2009*	*Achieved as of December 2006*
No. of BAPS Schools	5,787	3,800	5,224
No of BAPS Students	172,563	104,300	152,982

Source BEP MIS

The number of BAPS schools is approximately a quarter of the number of BPS schools. The number of new BAPS schools opening each year has remained fairly static, fluctuating between approximately 1000 to 1800 schools. In 2006, the transition of BAPS Grade 5 students into Grade 6 and the results of the Grade 5 National Examination 2006 was more or less the same as BPS students but there was a slightly higher drop-out rate from BAPS (9.5%) than from BPS (6%).

2.3.2 Strategic and Operational Issues in Relation to BAPS

The issues raised above in relation to BPS apply equally to BAPS. In addition it is important to consider:

1) what should be the future for these schools within the BEP? Is demand increasing or decreasing? Should they be phased out?

With the introduction in recent years of other BEP components, which address (some) education needs of adolescents (e.g. ADP, APON), it raises the question of whether BAPS is still appropriate.

It is not clear if the participants of BAPS are largely older unschooled children or largely 'drop-outs' from the GPS. If the later it might, for example, be more efficient to consider alternative strategies such as 'Tutoring Centres' to support these students within the GPS system in order to prevent them dropping out.

Not withstanding the above, the future of BAPS should depend on demand. In those villages where BEP has opened a BAPS school it is unlikely that another will follow once the cycle has ended. It is more likely that a BPS school may follow or that a BAPS school will open in another village. BAPS schools are more likely to be needed in areas where there have been no BEP schools previously and where access to formal education is most limited.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: The future of BAPS within the BEP should be re-examined and alternative strategies (such as Tutoring Centres) considered where appropriate.

2.4 Education Support Programme (ESP)

2.4.1 Introduction and Achievements

At the end of 2006 fhe Education Support Programme was supporting 624 NGOs to provide education from Grade 1 to Grade 3 to 164,838 children in 5500 nonformal primary education (NFPE) schools. The coverage extends to 63 of the 64 districts in Bangladesh. The materials and methods used in the ESP schools are the same as those used in BEP schools with a few modifications, and a number of studies have confirmed that children achieve similar levels in the two programmes at the end of Grade 3. Including those to be opened with the new funds approved by the European Commission,

the programme expects to have 7,000 schools in 2007 with an enrolment of over 200,000, which will exceed the targets for this phase by 1500 schools and 35,000 children.

Besides making a significant contribution to the education of poor and vulnerable children, the programme also builds the capacity and expands opportunities for local NGOs. Working with the NGOs and building their capacity is an important objective of the programme. Partner NGOs receive support in the form of technical services (orientation and training for staff and teachers, supervision and monitoring), goods (textbooks, supplies, supplementary reading materials and teaching aids) and financial support. Most of these NGOs do not receive funding or support from any other external source. They are carefully selected following set criteria, and their work is closely monitored. This provides a supportive environment to enable them to provide a valuable service to their communities while maintaining an appropriate standard of quality. In many cases the ESP schools are located in areas where BEP does not have work, so it is a valuable extension of the education programme while at the same time encouraging local initiatives.

2.4.2 EIC within ESP

ESP supports local indigenous NGOs in the Chittagong Hill Tracts and some of the northern districts to provide education for indigenous and/or linguistic minority children. Currently 46 such NGOs are operating approximately 300 schools for over 8,000 children. Of these 42 NGOs are in the CHT and 4 in other areas. All are headed by members of the relevant ethnic/linguistic group. The programme shares a similar philosophy and approach with the Education for Indigenous Children (EIC) unit of BPS, but to date there has been no joint work or consultation between the two programmes on cultural and linguistic issues of relevance to indigenous children. The possibilities for cooperation and enhancing the excellent work of both programmes, as well as liaising with other organisations working in this field, will be discussed fully under the EIC section of the report.

2.4.3 CSN within ESP

One of the most notable recent initiatives undertaken by ESP is a joint programme with Sight Savers International (SSI) to integrate sight-impaired children into the normal ESP schools. SSI has provided training for staff of BRAC and partner NGOs as well as for teachers. The training has included the use of Braille, and a number of sight-impaired children are now enrolled in ESP schools. Discussions are underway with SSI on setting up a Braille production centre. Operational costs are slightly higher to include these children, so an increased budget may be needed to cater to their needs. The additional costs are not high, however, and the initiative represents a major step forward to ensure that the right to education for these children is fulfilled. The initiative is in a pilot stage and issues, such as the additional resources required, will be considered before scaling up the programme.

The programme is also working to include other children with moderate special needs in the schools. There has not been any joint work with the Children with Special Needs (CSN) unit of BPS. This is a case in which cooperation and sharing of ideas could be mutually beneficial.

RECOMMENDATION FOR ACTION: The CSN unit should liaise with ESP to consider, after it has been evaluated, introducing the programme for severely sight impaired children into BPS and to integrate the CSN unit's initiatives into ESP schools.

2.4.4 Provision for Grades 1 – 3

The Annual Monitoring Mission in 2006 recommended that "the feasibility of ESP schools moving to the full primary cycle (as with BPS over four years) should be addressed." This has been discussed and the evaluation mission has been informed that ESP still feels strongly that it should confine itself to the support of Grades 1 – 3, as was recommended by the ESP evaluation mission in 2003. The reasons for not extending to Grade 5 are mainly related to concerns that it would be difficult to maintain the current quality of provision. It is felt that the local teachers might not be able to cope with the requirements of the maths and English curriculum. Also, there is a high turnover of supervisory staff of NGOs, which could impede the maintenance of quality for the higher grades. It is also considered that the transition of children to government schools in Grades 4 helps to engender good relations with the local schools and officials. Most of these points were also relevant for BEP when the decision was taken to extend BPS to Grade 5. As is noted elsewhere, the BPS programme is still working to overcome some of the pressures which adding Grades 4 and 5 has put on teachers in BPS. The issues may be reconsidered by ESP based on the BPS experience before the beginning of the next phase. For the next phase ESP could consider the feasibility of at least adding Grades 4 and 5 for the partner NGOs which have been with the programme for several years.

2.4.5 Coordination with BEP Units

ESP is an excellent initiative which provides the opportunity for many children to attend school in areas where BRAC is not operating while at the same time promoting local partnerships. While there are a number of reasons that some aspects of the programme are different from BPS, there are a number of ESP initiatives which, if introduced, could enhance the quality of BPS. In the same way some of the latest innovations of BEP could be implemented in ESP. There is the need for a coordination mechanism to ensure that ideas are shared at an early stage and, where useful and feasible, implemented in both ESP schools and BPS.

In order to facilitate and exchange of ideas and discussions on initiatives from an early stage, consideration could be given to introducing regular joint meetings between the heads of BEP and ESP and other relevant staff and regular meetings of members of the different units around issues of common concern.

2.5 Education for Indigenous Children (EIC)

2.5.1 Introduction and Achievements

The EIC programme was started from 2003 and by the end of 2006 there were 2,139 schools for indigenous and/or linguistic minority children in which 52,940 children were enrolled including children with special needs.   While there are some Bengali children (never more than 30% of a class) the vast majority of the children are from linguistic minorities. Not all are strictly speaking "indigenous" children, particularly those in the tea gardens, who are descended from labourers who were brought in during the British period from other parts of India, but all schools are primarily for children who speak Bangla as their second language, and in the CHT and most of the northern areas of Bangladesh they are from indigenous groups. Currently the programme is serving children from 31 distinct language groups.

There is a central unit in headquarters which has prepared the general approach and materials of the programme. All the teachers are from the language groups of the children whom they teach. Most classes are made up of a single language group, but some classes are mixed. In these cases, wherever possible, there is an assistant teacher who speaks the other language. In some classes Bangla speaking children are admitted to make a sufficient number. The minimum number of children for a school is relaxed in order to accommodate children in isolated communities.

2.5.2 Use of Mother Tongue and Bangla

The approach is basically one of teaching Bangla as a second language while showing appreciation for the children's culture and language and building on their oral abilities in their mother tongue. Mother tongue is promoted, but it is used only for oral activities. All literacy is in the Bangla script and language. The standard BPS course has been adapted in a systematic way to meet the needs of the children. The programme begins with a 4-month preparatory phase in which mother tongue is used and all activities are oral. In the last 15 days of the preparatory phase Bangla, the second language, is introduced using the total physical response (TPR) approach. In Grade 1 approximately 80% of the activities are conducted in the children's mother tongue and 20% in Bangla. The proportion of time using mother tongue is reduced each year while the time using Bangla is proportionately increased so that by Grade 5 about 90% of instruction time is in Bangla and 10% in mother tongue. After starting the programme, each year a new grade has been added. In 2007 the first cohort will start Grade 5.

The central team has in consultation with the field adjusted the guidebooks for teachers to enable them to conduct bilingual classes and developed a video for use in training. Training courses and the support system have also been adapted in accordance with the aims and contents of the programme. In addition to the guidebooks, a number of story books have been developed using stories from the different linguistic groups. The books are in Bangla but based on indigenous stories. Some of the stories are for teachers to tell

children in their mother tongue while others can be read by the children. The unit is also preparing alternative books on environmental science to use in the CHT since the books used in BPS have little content of relevance to children in the CHT. The area is both culturally and geographically very different from the rest of Bangladesh.

The unit has also developed some stories on indigenous children which have been included in the textbooks which are used in the regular BEP schools. This is with the purpose to broaden the outlook of Bangla speaking children and to promote cultural exchange and understanding. The team has also made suggestions on other adaptations in the BEP textbooks which are being incorporated in social studies and maths. Many of the indigenous story books which have been developed for the EIC classes are appropriate for use in the regular BEP programme.

In Khagrachuri, one of the CHT districts, an experimental two-year pre-primary programme has been conducted in order to give children in remote communities longer to become familiar with Bangla before being admitted to the regular BPS. This is still being evaluated but may not be necessary if the EIC programme can be implemented in all areas. A number of other NGOs are also working for the education of children from indigenous communities. UNDP is planning a new project in the CHT which should involve local and national NGOs. BEP should liaise with this project and other NGOs to ensure maximum coverage and to avoid overlap.

2.5.3 Mother Tongue Literacy Initiative

An exciting new pilot is in the planning stage. For the Chakma language a full bilingual programme is being developed which will include mother tongue literacy. The children will be taught exclusively in mother tongue at the beginning of the programme, and their initial literacy instruction will be in the Chakma script. Only after they are fluent readers in their mother tongue will literacy in the second language be introduced. Members of the Chakma community will be involved in the development of the programme, which is due to start from 2008. This should provide the model for the development of bilingual programmes for other language groups in the future.

2.5.4 Constraints

There are a number of constraints which are specific to the EIC programme. The communities tend to be scattered, so the number of children for each school has to be adjusted. Because of the long distances between schools, the POs have to travel many miles for supervision, and the teachers have to travel quite far to attend refresher training. Budgets may need to be adjusted to increase the travelling allowance for teachers when they attend training, and transport other than bicycles may be required for the POs covering large areas.

2.5.5 Lessons Learned

While there are a number of constraints, overall the programme seems to be effectively addressing the needs of linguistic minority children. The use of the children's mother tongue and the inclusion of culturally appropriate content in the lessons are strategies to build the self-esteem of children and to help them transition successfully into an exclusively Bangla curriculum while maintaining their own linguistic and cultural identity. As a result the retention of the children is high, and the children's confidence is obvious to observers of the EIC schools.

2.5.6 EIC for Urban and ESP

To date there are no programmes for children in urban areas for whom Bangla is a second language. In Dhaka there are large communities of Urdu speaking children as well as other linguistic groups. In some of the other cities there are also other linguistic groups such as the Telegu. The urban programme could explore using the EIC approach for the education of children from these communities.

As noted in the preceding section, the ESP also has a number of schools for indigenous and/or linguistic minority children. They share the same philosophy and approach, but they are not using any of the materials and guidebooks which have been specially developed by the EIC unit. It is imperative that the two programmes liaise closely to ensure that all the indigenous children receive all the benefits of the two programmes. Certainly ESP should carefully consider adopting the revised guidebooks, the supplementary reading materials and the revised training courses and support systems developed by the EIC unit. In at least some cases, such as in the CHT, partnerships with local indigenous NGOs through ESP may be a more effective delivery mechanism than BEP setting up its own schools. For this reason too it is important that the EIC unit and ESP work closely together to plan for the future and to ensure the very best provision possible for indigenous children.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: The EIC unit should liaise with ESP and the urban programme to introduce the approach and materials which have been developed by the unit for all linguistic minority children where feasible. The most effective mechanisms for delivery should be explored, which might include the extension of ESP schools for second language speakers to five years and the provision of a bilingual programme in urban areas.

2.6 Children with Special Needs (CSN)

2.6.1 Introduction

Since 2003 BEP has been developing its programme for children with disabilities, or as it is now called, children with special needs. The main objective of the programme is to ensure the participation of children with special needs in BPS and to improve the educational experience for the children through assistive devices, teacher training,

curriculum adaptations and awareness building activities. The programme also aims to foster a positive attitude towards children and adults with special needs.

There is a staff of four in headquarters who have developed the approach, materials and training programmes. They are all relatively new to this field but have networked with others both within and outside Bangladesh to develop a comprehensive programme. There are also 14 Core Master Trainers for CSN who support the work at the field level. As suggested by the Annual Monitoring Mission, the programme is aiming to meet the needs of children with mild special needs rather than those with severe disabilities.

2.6.2 Achievements

In 2006, 24,565 children with some form of special need had been enrolled in BPPs and BPS. This number includes those who have graduated as well as current learners. In the Bangladesh context the mere enrolment of such a large number of children with special needs and their integration into the BPS and BPPs are major achievements particularly considering that a few years ago there were no disabled children in BRAC schools and even today very few in mainstream Government schools. Training has been provided to 1,861 teachers and staff, medical support (surgery and/or treatment) to 2,324 children and assistive devices to 2,300 children with disabilities. The assistive devices include wheelchairs, artificial limbs, crutches, spectacles, hearing aids and special seats. Some of these have been provided by BEP and others by associated organisations. Where needed the entry to centres has been adjusted to allow for wheelchair access. The unit has produced a number of materials including a guide on disability issues for BEP staff and an awareness poster. A video on children with special needs and a number of story books are under production. The story books can be used increasingly in BPS when there is more emphasis on the provision of reading materials for independent reading.

2.6.3 Additional Resources

Many of the children who have been enrolled have physical disabilities which do not in any way impede their learning once they are given access to school. Others have mild or moderate hearing or sight impairments, and many of these have been treated with corrective devices. The general orientation and training given to teachers are sufficient to include these children effectively in the normal school programme. Only about 10% of the CSN children are intellectually challenged and a small number are hearing or sight impaired to the extent that corrective devices are not sufficient to fully restore their hearing or sight. For the children with these types of disabilities, teachers need additional training to effectively integrate the children into the classroom routine and to ensure that their learning needs are met. The unit may consider arranging special training for teachers who have such children in their schools. There may be additional costs for including such children in the programme, such as in some cases providing for a teaching aid. As is the case for indigenous children in isolated communities, as discussed in the last section, it is important to budget for the additional costs so that children with these types of special needs can receive the appropriate help.

RECOMMENDATION FOR ACTION: There should be provision for additional budget allocations to provide additional support for children with special needs, indigenous children in isolated communities and others who have specific circumstances that require additional inputs.

2.7 Formal, Community and Cluster Schools

2.7.1 Introduction

BEP operates a small number of formal schools which are different from the normal one room schools. These schools are similar to Government mainstream schools with all the grades of the primary cycle. The number of formal schools is 11 (10 established in 1999 and one in 2000), and the number of community schools in 2007 is 43. Recently the urban programme has established 36 cluster schools in Dhaka in slum areas.

2.7.2 BRAC Formal Schools

The 11 formal schools have been established in areas where there are no GPS within a 1km radius and where there is a sufficiently high population density. They provide an additional model which incorporates the key features of the non-formal BPS schools but are nearer to the traditional formal school. They are constructed of permanent material (brick or cement) on land bought by BRAC. They comprise 5 classrooms and teach 6 classes, all primary Grades 1-5 and pre-primary, on the same site. They have more internal space - larger classrooms, more windows, as well as outside playground space. Each school has an additional room for teachers to meet and work and each school has a small library.

They offer free education and the 11 schools currently have a total enrolment of 2,601 students of which 52% are females. Students are drawn from a wider spectrum of socio-economic groups than the BPS schools, although the majority of students are from poor families. The formal schools follow the BPS model in that one class has the same teacher for all subjects and throughout Grades 1-5 but the full cycle takes 5 years not 4 as in the BPS schools. There are opportunities, however, for teachers who are stronger in certain subjects (for example maths or English) to become 'specialist' teachers and teach that subject in the higher grades. The maximum class size is 40 rather than 33 students. They use Government textbooks in all grades supplemented by BRAC materials. Teachers receive the same in-service training and support from POs as the BPS and BAPS schools.

A Comparative Study on Performance
Given the above differences between the Formal and BPS schools, a study on differential performance in the various types of BRAC Schools was conducted (see Roy, Dutta and Nath, 2006). It showed that students of the 11 BRAC Formal schools had the best learning achievement followed by the Community Schools and the BPS. This is not a surprising conclusion given that a number of favourable conditions existed in BRAC formal schools. However, when looking at the differences in the performance of the school types, there was no statistical difference between average number of competencies

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achieved by BPS and community schools. The Formal schools, with their additional benefits, achieved only two more competencies (out of 27) than students from BPS.

The study goes on to posit, what would happen if three elements of the formal schools, for instance pre-primary course, one more year of primary education and a full set of NCTB textbooks could be added to the BPS initiative?

2.7.3 Strategic and Operational Issues in Relation to Formal Schools

The TORs for the MTR raised the issue *'should BRAC give consideration to replacing its one-classroom model by opening full cycle schools that may enable more effective teaching/learning to take place and give better opportunities for the children to socialise as they progress through different levels within the school?'*

One of the clear advantages of full primary schools is that teachers can specialize in certain subjects for the upper grades. In light of feedback from BPS teachers that they have faced difficulties teaching particularly maths and English in Grades 4 and 5 after the cycle of BPS was extended, this could be an important advantage of having all the grades in the same location. It would be useful to have more research on the effects of having subject specialists on the achievement of learners.

Concerns have also been raised about the socialisation of children in the one room, single cohort schools. This has not been raised as a problem from the field, but a study comparing the academic achievements of children in the two types of schools could also look comparatively at aspects of socialisation.

It appears to the MTR team that these are very interesting schools and their role, especially in improving practice should be enhanced. They provide a number of advantages over BPS schools but they should be seen as an 'additional model' rather than one which replaces BPS. When compared to BPS they are more costly to establish and are permanent whereas BPS are one classroom 'temporary' village schools which exist only so long as the need for them remains. On completing one 5 year cycle a BPS school may close (and others open in new areas), this allows a high degree of flexibility in education provision.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: BRAC formal schools provide an interesting and 'additional model' of education provision. Their role, especially in improving practice, should be enhanced within the BEP.

2.7.4 Community Schools

Community schools were initially set up under the General Education project in 1992. In 1998 MOPME allocated the 'failing' community schools to NGOs to run, and BRAC currently is successfully operating 43 such schools. The schools are operated in the same way as the BRAC formal schools, as described above. While there was the expectation that the Government would pay the teachers' salaries, to date this has not happened, and

it does not appear likely in the foreseeable future. All expenses for running the 43 schools are borne by BEP while the Government occasionally makes some allocation for repairs.

2.7.5 Cluster Schools

There is another model of school provision within BEP, one which may be better suited to the urban situation. The Dhaka urban programme has recently established 36 cluster schools. The schools are in densely populated urban slum areas, where the number of out of school children is sufficiently high to form several classes. In the first year some of the one room schools were combined to make cluster schools, so currently not all the cluster schools have all the grades. However, as the cluster schools become more the normal way of setting up schools in urban areas, it is expected that each school will have Grades 1 – 5. In addition, these classrooms are used for ADP activities. One of the advantages of clustering urban schools is that it becomes possible to provide ventilation in classrooms and ensure access to toilets and potable water. The schools are located in rented brick buildings as the cost of land would be too high for purchase.

2.7.6 BPS Expansion and Types of Schools

The MTR team supports the need to expand BPS so that some of the poorest out of school children have the opportunity of a quality education. BEP will have to decide the extent to which it is able to extend its coverage. This will be related to the need, its vision, its capacity and the funding available. As this strategic issue is being considered, it is also relevant to consider what types of schools should be expanded. The one room, single cohort schools are very practical in terms of providing an educational opportunity for a small number of children in a specific location. They will probably continue to be the main model used. However, other models may also be considered for specific circumstances, and the advantages of having a full primary school should be kept in mind. In urban areas, because of the high population density, cluster schools could become the norm rather than the exception. They may also be appropriate for some other geographical areas, particularly for isolated communities. The possibility of continuing one room schools for Grades 1 – 3 and, where possible, clustering the classes for Grades 4 and 5 could also be considered.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: As part of the strategic review of the expansion of BPS, the BEP should consider alternatives to the one room schools for some areas, such as cluster schools in urban slums, in order to enhance the quality of the educational provision. It may be appropriate to consider a mix of school models within the BEP to suit different circumstances.

Chapter 3: Capacity and Materials Development

3.1 Capacity Development

Capacity development within BRAC, and in particular the BEP, is given high priority. There are extensive structures and systems in place for teacher and staff capacity development and good links between HO and the field. Within the BEP management structure the responsibility for capacity development lies with the Capacity Development Unit (CDU) at head office. CDU co-ordinates and facilitates all opportunities for training and professional development of staff and teachers of the BEP. CDU links with field operations through the regional and area offices, in particular with the Quality Assurance Specialists (QAS) and Monitors located in each Regional Office.

Capacity development within BEP takes many forms including in-service training courses, mentoring (one to one or in small groups) workshops and attachments to experienced staff.

3.1.1 Achievements to Date

Within the LFA BEP (2004-2009) under component 2 capacity development, the expected outputs are: 1) all teachers provided with the appropriate training, with testing to ensure usage in practice, and 2) improve quality controls/supervision.

The cumulative achievements for capacity development and quality assurance up to December 2006 against expected targets, as specified in the Implementation Plan, are on track. There is no reason to believe the outputs and targets will not be met. Details of the current position can be seen in Annex IX.

3.1.2 Strategic and Operational Issues in Relation to Capacity Development

There are a number of issues and questions which were raised in the TORs in relation to capacity development (training and quality control) and others have arisen from observations in the field.

1) Could any improvements be made to the ongoing CDU operational settings, field linkages and mandates?

CDU links with field operations through the regional and area offices, in particular with the Quality Assurance Specialists located in each Regional Office. Problems associated with job performance (particularly of teachers) are identified in the field by POs and AMs and regional Monitors and reported to the Monitoring Unit (HO) and shared with QAS and RM at regional level. If the needs cannot be dealt with at field level a request goes to CDU for further assistance with training.

There are close links between the CDU and BRAC Training Division with its network of 17 Training and Resource Centres (TARCs) distributed throughout the country. The CDU

develops the training modules and the Training Division and/or the BEP field staff (MTs and CMTs) carry out the training. CDU staff in Head Office also carry out capacity building, especially of senior staff, and in particular the Quality Assurance Specialists who are based in the Regional Offices.

As far as it was possible to determine, the MTR team feels that this organisational structure and the linkages between staff at the different levels works well and training and supervision is delivered in an organised and timely fashion. A number of concerns arose, however, in relation to the role and responsibilities of QAS and Monitors and these will be addressed separately under 3 below.

2) What is the quality of teacher training and how far are teachers able to transform their learning into classroom practice?

In-service training of the teachers is known as the main strength of the BRAC school programme. The training of teachers follows a sequence of actions. Needs are identified, solutions sought, and training provided - mainly through monthly refresher training. When new materials or methods are ready for dissemination, training packages (for field staff and teachers) are developed at HO by CDU, EDU and QAS and disseminated to the field.

From observations of in-service teacher training, the 'quality' of the training in terms of the transference of knowledge and skills to teachers, appears to be high. This is confirmed by the observations of the teachers in their classrooms after training. They are very effective in teaching pupils what they themselves have been taught. However the range of teaching methods used by trainers and teachers are limited and learning is largely memorisation through repetition. This limited pedagogy is more questionable now that grades 4 and 5 are taught in the BEP schools. The MTR team feels it is important to introduce more flexibility and variety into teaching (teachers need to be more autonomous when selecting methods) so that the needs of different (slower and faster) learners will be met and students can attain higher level competencies through a pedagogy based on creativity, investigation and enquiry. (This is discussed further in section 3.2.2)

This raises the following question,

3) How, within BEP, does quality in the classroom improve?

Within BEP systems are in place for supervision and quality control, but it must be stressed that 'quality assurance' is not the same as 'quality improvement'. It is the Quality Assurance Specialists (QASs) based in Regional Offices who have overall responsibility for the quality aspects of the schools programme in their region. They together with the Monitors, who are also based in the regional offices, assess the performance of staff and teachers, identify any problems and seek solutions, which is usually further training or mentoring.

Quality assurance in the classroom is largely in the hands of POs (who provide support and supervision) and Monitors who are responsible to monitor programme implementation in schools. They are responsible for 'keeping the programme on track'. By completing a monitoring form they assess the performance of the teacher (in covering material) and test the learning achievements of the students. They also assess the state of the school environment (the classroom, teaching learning aids and materials) as well as the functioning of the SMC. These forms are analysed at regional office, and results fed back to teachers and POs as well as to all staff and units related to quality (CDU, EDU, QAS and RM) for appropriate action.

In response to the recommendation from the Annual Monitoring Mission, February 2006, *'that BRAC should pay increasing attention to **measuring changes** in job performance after attending capacity activities and the findings should...provide valuable feedback for the design and delivery of subsequent courses'* BEP has introduced on a pilot basis this year a system of **comprehensive monitoring** where the Monitor observes the teachers refresher training and then observes during their school visits how what they have learned is being delivered in school.

Whilst this is worthwhile in itself, it will not introduce better teaching and learning methods into the classroom. In order to achieve classroom innovation there is a need for more creativity and flexibility in the system of training and supervision.

It is suggested that the role of QAS should be widened to include advise on how to use different methods in the classroom. This will certainly require additional pedagogic training not only for the QAS and Monitors (as well as POs, MTs and CMTs) but probably CDU and EDU staff as well.

RECOMMENDATION FOR ACTION: In order to introduce new methods of teaching and learning into its schools, BEP must address the issue of pedagogic capacity of staff of the CDU, EDU and QAS through further training.

3.2 Education Development Unit (EDU)

3.2.1 Introduction and Achievements

The EDU is responsible for the development and dissemination of all the teaching-learning materials used in BPS in accordance with the competencies of the national curriculum. The unit monitors the use of the teaching-learning materials in the field and makes appropriate adjustments and revisions based on the feedback. There are specialists who work on the various subjects, including Bangla, English, maths, environment, social studies and science. All the materials for Grades 1 – 3 (except Islamic studies for Grade 3) have been developed by the unit. In Grades 4 and 5 mainly Government textbooks are used, but teacher's guides are provided to help the teachers diversify activities and to use the textbooks as effectively as possible. From 2008 Government textbooks will be used exclusively in Grades 4 and 5.

The unit has an ambitious plan for the revision of materials and the development of new approaches and methods. All targets have been met to date and in several cases the team is ahead of the projected timeframe. The team is also responsible to ensure that changes and improvements are disseminated throughout the programme and to the teachers who will implement the methods in the classroom.

3.2.2 Teaching-Learning Approaches and Materials

One of the most exciting new initiatives is the development of the multi-strategy language teaching (MLT) approach for Bangla. Traditionally BEP has relied on primers for the teaching of reading and writing, and little attention has been given to listening and speaking skills or the development of children to be independent readers and writers. The MLT approach has been developed so that the "story track" is delivered parallel to the primer track in Grades 1 and 2. From Grade 3 the two tracks are merged. The purpose of introducing MLT is the development of children's listening and speaking skills and particularly the development of children's abilities as independent readers and writers along with the promotion of creativity and critical thinking. Observations in the field indicate that the approach has been well received by teachers and that they are applying the principles effectively. The approach has been piloted in a number of schools in a phased way and will be implemented in all BEP schools which are starting Grade 1 from this year.

The MTR team reviewed all the teaching-learning materials and observed their use in the schools. From the field observations it was found that the teachers are very active and involved in their teaching. They follow the steps of teaching diligently and have warm relations with the children. The children are usually actively engaged in learning, but there are times that they are passive or without meaningful activities. Some general principles of classroom management, such as more efficient ways of checking children's work and more engaging activities for small group work, could greatly enhance the time children spend on task. In general it was found that there is still a heavy reliance on the traditional alphabetic method, which encourages spelling out of words, and on rote memorization, which does not encourage the development of higher level cognitive skills.

Following the field observations the teaching-learning materials were reviewed carefully. It was found that the reliance on these traditional methods is built into the materials and the training to a certain extent, and this is exacerbated by the teachers' natural tendency to use these methods even when they are instructed in other approaches. Despite this it was observed, as shown by various studies, that most of the children master the basic competencies of independent reading and writing, and those using MLT are fairly creative in their writing and confident when interacting with adults and other children. The concern is that they may not be developing higher level cognitive skills due to their heavy reliance on memorisation. The alphabet method is not an efficient method for learning to read, and most of the children observed seemed to naturally abandon their reliance on spelling out as they progressed through the grades. The alphabet method impedes reading for meaning, and memorisation often leads to boredom, particularly for

the brightest children, and can be a disincentive to reading for meaning and pleasure. More interactive exercises which require independent thinking are needed, such as a small group undertaking and writing up a project on water sources in their village.

The use of the alphabet method and memorization is especially apparent in the Bangla and English classes and materials, but they also spill over into other subjects such as environment, social studies and science, even though in general the learning materials were not designed for the use of these methods. Overall the textbooks for Grades 1 and 2 Bangla and all the books for environmental studies, social studies and science are attractive and developmentally appropriate, although sometimes the guide for teachers does not promote the most efficient use of the materials. The Grade 3 Bangla book and the English books are in need of major changes. English in particular should make use of more communication orientated techniques, such as the TPR method in Grade 1. It is understood from the unit that the Grade 3 Bangla book is being revised. The unit staff are very open to looking at how the methods and materials can be improved for the benefit of the children. In 2006 a review was undertaken of the pre-primary materials and approach, and a process has been put in place to improve the pre-school learning package in accordance with the recommendations. A similar type of review of the BEP learning package would also be very useful. This should be completed as soon as possible so that developmental work can be undertaken during the next two years in order to have an improved package for implementation throughout the programme in the next phase.

RECOMMENDATION FOR ACTION: A review by a pedagogic expert(s) with an academic background in child-centred methods and extensive primary teaching experience should be undertaken of the BEP learning package including materials and training. The review should include an examination of the teaching-learning materials and observations of BEP schools AND training sessions. It should focus on how to decrease the reliance on traditional methods and to improve time management in the classroom. It should result in an action plan to further improve the methods and materials through a process of development and field testing followed by implementation involving both the EDU and the CDU.

3.2.3 Reading Materials

One of the major difficulties is the scarcity of reading materials. To become fully confident and eager readers, children need the opportunity to choose books and to read for pleasure as well as to find information. This is an issue that the programme needs to carefully examine. It will be even more important as the programme moves towards the exclusive use of Government textbooks in Grades 4 and 5. These must be supplemented with a variety of reading materials readily available to the children. The most cost effective way to ensure this is through the provision of single copies of multiple titles instead of the traditional provision of multiple copies of the same book. There are already a number of titles which the unit has developed, and these could be supplemented with materials developed by the EIC and CSN units as well as with books available in the market or from other NGOS. From Grade 1 through Grade 5 children should have

access, through for example book corners or school libraries, to a variety of books which they can choose to read independently, with a friend or with an adult's assistance. The unit has already recognised this need to some extent and is piloting the introduction of book corners where different genres (including stories, poetry, rhymes, non-fiction, drama and comics) are provided.

RECOMMENDATION FOR ACTION: Cost effective ways should be identified to provide a variety of reading materials for children in each grade from a variety of sources. The emphasis should be on multiple titles to give children opportunities for independent reading to develop their skills and to build a culture of reading for pleasure as well as information. Stories already developed by the EIC and CSN units should be made available to all BEP and ESP schools as part of this process.

Chapter 4: Collaboration with Government (Primary)

4.1 Introduction

During the last few years, despite a sometimes difficult environment, BEP has developed a number of links with Government and is implementing several programmes in partnership with Government. The links start from pre-primary and extend through secondary and the Directorate of Youth. In this chapter two of the programmes will be reviewed, while the theme of collaboration with Government will be discussed more comprehensively in the final chapter as a cross-cutting theme.

4.2 Government Partnership Programme (GPP)

4.2.1 Pre-Primary Centres

In November 2002 the Ministry of Primary and Mass Education (MOPME) issued a letter giving BRAC permission to set up pre-primary centres within the catchment area of Government and non-government registered primary schools. The GPP unit is in charge of this programme which has three major thrusts. The operation of pre-primary centres is the major activity. It is complemented by work with the primary schools in whose catchment area the centres are located (mother schools) and the running of Tutorial Support Centres (TSS) for children who have completed the pre-primary programme and other poor children who need additional academic support.

The location of pre-primary centres is determined in consultation with the local primary education officials and the local schools. The primary teachers and members of the School Management Committee are involved in surveying the area and the identification of children to enrol. The mother schools agree to enrol all the children including CSN from the pre-primary centres in Grade 1 in the year following completion of the one-year pre-primary course.

In 2006 the programme operated 20,168 pre-primary centres with an enrolment of over half a million children of whom 61% were girls and 39% were boys. The programme has created enormous goodwill amongst the local communities and the schools. The schools see BRAC as a partner with them rather than as a competitor (as is sometimes the case when BEP operates its own schools). The programme has also developed a two-year pre-primary course which is being piloted in two upazilas.

4.2.2 Support to Mother Schools

The Government schools tend to be overcrowded and the methods of teaching are usually very traditional and not child-friendly. For this reason BEP cannot simply provide pre-primary education and then hand the children over to the primary schools. In order to help ensure the children's integration into the formal schools and to help prevent their dropping out, complementary initiatives have been developed.

The POs visit the mother schools once a week to ensure children's attendance as well as their active participation in classes and in examinations. Meetings are held with parents of the graduates of the pre-primary programme each month, and a yearly workshop is held with the head teachers of mother schools to exchange views and experiences. One day orientation sessions are held once in a year for School Management Committee (SMC) members of mother schools to discuss their responsibilities and duties. Some co-curricular activities are introduced to promote child-friendly teaching, personal hygiene, care of the school environment and use and care of learning materials. A total of 15,779 schools are participating in this programme.

4.2.3 Tutorial Support Centres

Many of the children from poor households, particularly ones in which the parents are illiterate, find the transition into the formal primary schools quite difficult, and some of them start falling behind in their studies. In Government primary schools generally inadequate attention is given to children due to large classes and poor teaching techniques. In Bangladesh most families who can afford it arrange private tutors for their children. While this is not an ideal practise, it adds to the disadvantage of children from poor and illiterate households. Parents can neither help the children with their studies nor can they afford to pay for private tuition. Having noted this problem the programme has developed a pilot scheme to provide additional support to some of the pre-primary graduates and other poor children who are struggling with their studies, starting from Grade 2. This is similar to initiatives successfully undertaken by some other NGOs in their working areas. Tutorial Support Centres (TSCs) are organised in schools according to need and demand. A local person is recruited to run the centre and parents pay a nominal amount of Tk 25 – 30 per month. About 15 – 20 children are taught in each centre. Tutorial classes take place 5 days a week, usually for one and half hours a day. The tutors are normally local youth, a BRAC pre-primary teacher or a BPS teacher. Teachers from the children's primary school are not allowed to be tutors. BEP provides a day long orientation and bi-monthly refreshers course covering subjects to be included in the tutoring. The programme also provides guidebooks for the teachers and some teaching-learning materials. All other costs are met by the parents or the community. A three member committee oversees the work of the TSCs. In 2006, 7,054 TSCs were in operation.

4.2.4 Programme Review

A review of the programme was undertaken by international consultants in July 2006 (Aboud and Hossain, 2006). A number of recommendations were made. The programme has already implemented some of the recommendations and is planning to engage a consultant to help the unit formulate and implement an action plan in order to improve the service. The MTR team has a number of observations about the programme which are similar to the observations of BPS. While teachers are active and relate well to the children, not all time is used effectively and there is a tendency to rely on the traditional methods of the alphabetic approach and rote memorization. It was also noted

that many of the children could profit from support from the beginning of Grade 1 before they start failing. The MTR team has reviewed the July 2006 report and agrees with most of the recommendations except for the institution of a feeding programme, which seems impractical. A consultant has already been identified to undertake the next steps to improve the programme. The unit plans to consult with the EDU and the ECD unit of the BRAC Institute of Education and Development (BU-IED) when the consultant starts her/his work. The evaluation mission fully endorses these plans.

RECOMMENDATION FOR ACTION: The teaching-learning materials and methods of the pre-primary centres and the TSCs should be improved in line with the recommendations of the July 2006 consultants' report consulting with the EDU and BU-IED. Consideration should be given to starting the TSCs from the beginning of Grade 1.

4.2.5 Extension of Services

The Early Learning Project is an initiative of the Ministry of Women and Children's Affairs (MOWCA), in cooperation with MOPME, supported by UNICEF. BRAC has been included as a partner in the project in the official Government documentation. Initially it was envisaged that the partnership would be with BRAC's health programme (as was the case with MOWCA's earlier ECD project), but it has been decided that the work relates more closely to BEP, and the GPP has submitted an initial plan to UNICEF and MOWCA. According to the plan a total of 5,530 early learning centres are to be operated by BEP from early 2008 to 2010. This will include 4,115 pre-primary centres and 1,415 child development centres for children aged 4 to 5.

Approximately 180 centres for indigenous children are being run using a course outline developed by the unit in consultation with the EIC unit. In the first three months only the children's mother tongue is used, in the next 6 months Bangla is introduced and both languages are used and in the final three months the curriculum is the same as for the regular pre-primary programme. In the regular pre-primary classes 5,265 children with mild or moderate level special needs are enrolled.

The programme is a member of the national ECD network, which involves most of the major organisations with pre-primary and ECD programmes in Bangladesh. BU-IED is the secretariat. The network has conducted a survey and projects that approximately 88,000 pre-primary centres are needed of which there are currently around 23,000, the vast majority run by BRAC.

4.2.6 Targets

The current target for pre-primary during this phase is 23,000. The target for 2007 was adjusted because of funding constraints, but the programme still hopes to meet the overall target for this phase of BEP. According to a number of sources MOPME is hoping to extend pre-primary coverage under PEDP-II following the upcoming PEDP-II MTR. Indications are that NGOs will continue to be encouraged to provide this service. The

unit feels that it has the capacity to continue expanding the programme while also improving the quality. If a plan for national coverage emerges under PEDP-II, it is imperative that BRAC be a major player along with other organisations in the ECD network. The opening that the pre-primary centres create for other forms of cooperation with Government should be fully exploited.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: The pre-primary target of 23,000 centres should be maintained and possibly increased, if funding is available, in line with plans under PEDP-II for national coverage. BEP's involvement in this service delivery should be used as leverage for participation in other aspects of the primary education system.

4.3 Partnership with Mainstream Primary Schools (PPS)

4.3.1 Introduction

Having started as a "special project" in 2004, the initiative was renamed Partnership with Mainstream Primary Schools in April 2005. The PPS programme has been developed in order to engage further with mainstream primary schools both Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS), especially in the area of teachers' training and social mobilisation. While permission has not been granted to implement the programme on a national scale as in the case of pre-primary, opportunities have been used as they have arisen. The programme is currently operating in all of Sherpur district (based on a letter of November 2005 from DPE), some parts of Comilla (based on a letter of 2 July 2006 from DPE), Kurigram and Hobiganj and the three CHT districts of Rangamati, Khagrachari and Bandarban (based on letters from the respective Hill Tracts District Councils). As part of the Peace Accord, the CHT districts have more direct control over primary education, so letters from district authorise are sufficient for BRAC to implement programmes. See Annex VIII for English translations letters from the Government of Bangladesh including for secondary.

4.3.2 Training Courses

The programme provides a one week management training course for head teachers, two weeks foundation training for untrained teachers, one week's training for English teachers, one week's training for maths teachers and refresher training for the participants of each of the courses three times a year. Recently a second module in maths has been introduced. To date 2,958 teachers have participated in the training.

The courses were developed with the assistance of EDU, the BRAC secondary group, BRAC Training Division, URC staff and primary school teachers. It has been noted that both multiple ways of teaching and learning (MWLT) and IPT for English teaching are promoted in the courses. This is in line with training provided by the Government through the URCs. BU-IED may also be involved in the future in course development and/or revision.

It was reported that some adaptations have been made to the courses delivered in the CHT districts in consideration of language issues. This could also be an excellent opportunity to develop a course for teachers on teaching Bangla as a second language. This would be a major contribution to formal schooling in CHT.

RECOMMENDATION FOR ACTION: BEP in consultation with the CHT district councils should consider developing courses for primary and secondary teachers in CHT districts on developmentally appropriate approaches for teaching Bangla as a second language and on ways to promote an appreciation of children's mother tongue. The EIC unit may be involved in the process along with a consultant who has experience in multilingual issues.

In the area of social mobilisation the programme holds yearly workshops for SMC members and monthly parents' meetings. Efforts are made to involve the community in activities to improve the school facilities and quality of education. The programme also works with the Upazila Education Committees (UEC).

4.3.3 Opportunities for Further Cooperation

The positive relations which have been developed with local officials by the GPP and PPS initiatives may be used to foster further cooperation. Under PEDP-II schools and upazilas are to be involved in preparing plans for effective education in their areas. BEP is already supporting schools with which it is working to develop annual plans. This support may be adapted and extended so that plans are developed in line with the requirements of PEDP-II. For the Upazila Primary Education Plans (UPEPs) all resources available in the area should be considered as plans are drawn up to achieve EFA in the upazila. This should include the provision of NGOs such as BRAC. As this is implemented, there may be opportunities for BRAC to agree with district and upazila officials on the location of BRAC schools based on information from the yearly survey conducted by schools. This could be another way forward to increase cooperation and to remove the negative view of competition. The training provided by BEP should also be included in UPEPs. Donors should continue to support BEP in its efforts to work with Government at local and national levels.

Under PEDP-II eventually all schools are meant to develop School Level Improvement Plans (SLIPs). Already the school surveys identify children attending NGO schools, and in the future cooperation with NGOs could be included in individual schools' SLIPs. PEDP-II has introduced a system of "innovative grants" and schools can choose to partner with NGOs in proposals they submit for funding. Although currently this seems to be limited to small scale partnerships with individual schools, in the future there may be scope for broader based partnerships.

Another important breakthrough in cooperation with Government in primary education is the recent permission for children from BEP schools to take part in the Grade 5 course completers' exam. This was granted in November 2006, and children from BEP were included in the very first examination of this type in the country. Children from BEP

schools are also allowed to sit the scholarship exam. BEP children have performed well in both exams. This should help to mitigate the risk identified in the LFA of Government not realising that teaching standards and materials for BPS meet or exceed national standards.

An assumption in the LFA was a positive change in Government's attitude towards NGOs. While it is not possible to claim a major change, the many examples of partnership are indications that attitudes are gradually changing as BRAC engages meaningfully with Government to provide support according to felt needs. Through the NGO Bureau the Government continues to sanction BRAC's work. Therefore it may be stated that this assumption remains valid.

Chapter 5: Adolescent Development Programme (ADP)

5.1 Introduction

A quarter of Bangladesh's population are between the ages of 10 and 19. Statistics show that almost half of the girls are married by the age of 15 and both boys and girls lack knowledge on reproductive health and legal rights. These facts combined with the limited employment opportunities especially for girls, indicate that this sector of the population is in need of interventions that cover both life skills and livelihood skills. ADP was set up in 1993 and introduced initiatives for adolescent girls. Since 2001 ADP has worked closely with the Ministry of Womens' Affairs and with UNICEF.

The aims of ADP are to provide (i) basic social education to adolescent boys and girls that would not otherwise be available to them and (ii) increased opportunities for adolescent girls to improve their participation in income generating activities and employment.

The ADP components are:
1. Kishori Kendros which run on three year cycles. Up to 30 girls meet once a week where they take courses and spend time relaxing together.
2. Adolescent Peer Organised Network (APON) courses for boys and girls. The courses deal with topics such as reproductive health, early marriage, dowry, legal rights, acid throwing, HIV/AIDS, abuse and drug addiction.
3. Leadership training for boys and girls who conduct the APON courses for their peers.
4. Mothers' meetings, parents' meeting and community meetings to promote information on the issues covered in APON and to generate support for girls' rights.
5. Livelihood skills training for adolescents.

5.2 Achievements to Date

To date a total of almost 200,000 girls and boys have received APON training. Training for boys was introduced in this phase of BEP to cater for their needs as adolescents and to raise their awareness of social practices that impact negatively on girls. Boys account for a third of the APON trainees. In addition to APON training a quarter of a million girls belong to 8,538 Kishori Kendros (2,500 of which are funded through UNICEF). The achievements under BEP 2004-2009 are ahead of target.

The Kishori Kendros visited in the field in both rural and urban areas, the mothers meeting attended and discussions with community members and ADP field staff, convinced the MTR team of the need for and the importance of the Kishori Kendros and the APON training.

The following table disaggregates the APON training provided to in-school and out-of-school adolescents progress of in the second half of 2006. These figures highlight the low coverage of out of school adolescents.

Cumulative number of APON trainees

| Name of the Activities | Year | | | | | | Cumulative number |
| | 2004 | | 2005 | | 2006 | | |
	DC	UNICEF	DC	UNICEF	DC	UNICEF	
APON boys in secondary school	2645	5750	4632	6048	16529	-----	35604
APON boys Out of School	348	523	737	1270	4047	-----	6925
Girls in Kishori Kendra	9954	----	15098	48014	31407	-----	104473
Girls in secondary school	574	310	718	1417	2386	-----	5405
Girls out of School				263	264	-----	527

(Source BEP MIS March 2007)

RECOMMENDATION FOR STRATEGIC CONSIDERATION: The number of Kishori Kendros and APON training for both girls and boys should be increased to cover a much greater number of adolescents, in particular the out of school boys and girls.

An evaluation report entitled *Impact Assessment of ADP* is nearing completion. A draft was made available to the MTR team. The report compared the responses of adolescents who had undergone APON training with data from the Bangladesh Adolescent Survey (2005) dealing with a range of life skills and social issues such as those covered in the APON training. The study concluded that *'...the programme has, more or less positively influenced on issues that it wanted to address'* (Kabir, Md. M. et al 2007 p24 draft report).

The very encouraging findings are a good starting point for future studies to probe the further potential achievements of this kind of programme. In addition to the impact on the adolescents who receive APON training there are also potential impacts on those associated with but not directly in receipt of the training such as teachers in the schools where girls and boys are trained, parents of the boys and girls involved in the training and young people who have not been trained but who are informed by friends and siblings

who have been trained. There are also likely impacts resulting from the meetings that are held with parents and community members. These impacts are difficult to measure and difficult to attribute to any one intervention but are nevertheless important and sought after outcomes of ADP.

RECOMMENDATION FOR RESEARCH: Further to the research assessing the impact of ADP on APON trainees additional evaluative studies should be undertaken to determine the spread of information and social issue awareness among adults who are associated with the APON programme such as teachers and parents and among the friends of those who have received APON training.

5.3 Strategic and Operational Issues within ADP

The Annual Monitoring Mission Report (2006) detailed the progress of ADP in the first year of the current phase and raised two key issues that are considered in this section. The first of these is the system in the field offices for tracking the impact of ADP and the second is livelihood skills training for adolescents.

Tracking the Impacts of ADP at field level
As mentioned above a study of the impacts of ADP life skills training on adolescents is almost finalised. At the field level records are kept of course participants' levels of knowledge immediately after a course.

Those working in ADP have much anecdotal evidence of what become of APON trainees and ex-Kishori Kendro members in terms of the age at which they marry, whether or not they take up employment etc., but no formal records are kept. To do so would involve tracking the girls over a period of time. Apart from the staff resources this would require it could also prove logistically difficult to track girls who marry and move away from their areas.

RECOMMENDATION FOR RESEARCH: The kind of longitudinal study required to track the impacts of ADP on APON trainees or Kishori Kendro members' behaviour and subsequent life choices requires sophisticated research capacity that is largely beyond the capacity of the ADP field staff and is best provided by the research teams and accordingly a study should be considered for inclusion in the BEP's research schedule. Furthermore, a research specialist from RED and the ADP Manager should consider what data could be feasibly recorded at field level that would assist in such future research and devise a recording log sheet for ADP field staff to use to record these data.

Livelihood Skills Training
A mother at the Uthan Boitok meeting in Bishnopur raised the problem that if a daughter finished Grade V and did not get a place in secondary school or if the parents could not afford to send their daughter to secondary school, there was no opportunity for the girl to

get employment. In such cases the mother felt it was difficult to delay a daughter's marriage and keep her at home until she reached the legal age for marriage.

This mother's concern is shared by the MTR team which believes that BEP needs to focus more attention on livelihood training for those who finish school after Grade V and for those who go on further with their schooling. A limited amount of livelihood training has been provided by ADP and ELA (Employment and Livelihood for Adolescents). The ELA programme was introduced in 2003 under the BRAC Development Programme (BDP). It has proven particularly difficult to provide livelihood training that results in income generation. This is reflected in the Revised LFA which attributes a 'medium risk' value to sufficient employment opportunities being available for the skills provided.

RECOMMENDATION FOR ACTION: The risk of insufficient employment opportunities being available to trainees of livelihood skills training initiatives should be managed by incorporating a planning phase into any livelihood skills training initiatives. The purpose of this pre-training phase should be to identify (i) skills that are appropriate to the educational levels and aptitudes of the trainees and (ii) skills that are in short supply or new skills that are in demand in the locality where trainees live. Two post-training phases also need to be incorporated into training initiatives. The purpose of the first post-training phase should be to provide follow-up support to the trainees. The purpose of the second post-training phase should be to track the rate of involvement of former trainees in income generating activities.

In order to adequately respond to the need to provide employment opportunities for adolescents the MTR team believes that ADP needs to include a more comprehensive livelihood training initiative within its range of programmes. Because ELA has experience and capacity in providing micro finance to support entrepreneurial endeavours it is an obvious ally for ADP. Similarly ADP has experience catering for the life skill and livelihood training needs of this sector of the population which would enhance the work of ELA. The Team appreciates that both programmes have worked together in the past but believe that a more concerted effort is needed to develop a common approach to livelihood training and follow-up-support and thereby move the livelihood skills training agenda of BEP forward.

RECOMMENDATION FOR ACTION: BEP and BDP should explore ways in which ADP and ELA can be brought together within one operational unit with a view to better serving the life skills and livelihood skills of adolescents. Whatever operational arrangements are put in place in bringing these two programmes together they should be such that the life skills training provided through ADP remains a vital component of the joint provision.

The *Impact Assessment of ADP* Report mentioned above focused mainly on life skills. The section covering livelihood skills is very short. A further study is needed to assess his aspect of BEP's provision.

RECOMMENDATION FOR RESEARCH: A study on the impact of livelihood training for adolescents conducted under BEP should be undertaken before the end of this current phase of BEP in order to identify the successes and the problems to date and this study should be used to inform the approach and agenda of the newly created ADP / ELA unit.

Chapter 6: Post-Primary Basic and Continuing Education (PACE)

PACE includes two distinct components – Post-Primary Basic Education and Continuing Education. Each component is dealt with separately below.

6.1 Post-Primary Basic Education (PBEn)

The Post-Primary Basic Education programme was set up in 2001 to address the development needs of non-government rural secondary schools and teachers. According to the Education Watch Report (Ahmed, M. et al 2005) there are a number of challenges facing the secondary sector. These can be summarised as:

- *Access* – only 45% of the eligible children enrol in secondary school
- *Retention* – dropout rates average over 50% between grades 6 to 10
- *Gender disparities* – although girls outnumber boys in enrolment their retention rates drop lower than those for boys after grade 7. 21% of the teachers are female. Less than 4% of the School Management Committee members are women.
- *Performance* – only 71% of girls and 81% of boys who complete grade 10 sit the SSC. Of these only 36% of the girls and 43% of the boys pass the SSC examination. Overall only 16% of the girls and 25% of the boys who enrolled in grade 6 pass the SSC.
- *Quality of the learning experience* – over 40% of the teachers in the non-government schools are untrained and many lack expertise in the subjects they teach and in modern teaching methods.

6.1.1 Achievements to Date

The activities under PBEn include training for English, maths and science teachers, values education training for teachers, management training for Head and Assistant Head teachers and members of the School Management Committee. All of these initiatives are approved by the Ministry of Education (MOE) and conducted through the Upazila Secondary Education Officers. Work is currently going on with teachers from 1,469 schools in 175 upazilas. To date the programme is on line to meet its planned end of year and end of programme targets.

6.1.2 Strategic and Operational Issues in PBEn

The key issues in PBEn relate to the work with teachers, school management, materials development and pilot initiatives to enhance teaching and student involvement.

Teacher Development
Training for teachers of science, maths and English involves two residential modules each delivered over 18 days and 3 months apart, followed by support through the POs in the field. The training for English teachers has recently been extended to include a third module designed to develop the teachers' capacity in English. One group of English

teachers has completed the new module. A small number of teachers have been trained in teaching Bangla in indigenous schools

An evaluation of the effect of PACE training on English language teachers conducted last year highlighted the need *'...to broaden the parameters of the programme to include an engagement with teachers' beliefs...'* (Rahman et al. 2006 p41). As a result of this recommendation the first module includes an extended input on 'sensitivity analysis'. The Education Watch Report points out that *'Teacher behaviour is difficult to change, especially when teachers have limited exposure to different kinds of knowledge and diverse teaching methods and little incentive to change current practice'* (Ahmed, M. et al 2005 P24).

Given the difficulties of motivating teachers who see themselves as both poorly paid and under pressure from the growing demands of catering for more students and the need to acquire new skills, the MTR team is impressed by the approach taken by the PBEn team to generate enthusiasm for change. The use of teachers in delivering some of the training is one such device. It gives the teachers who are selected an opportunity to earn additional income and provides a role model for other teachers. In addition it builds capacity in the teacher cohort within non-government secondary schools. The teachers the MTR team met in the field who are involved in delivering training were noticeably enthusiastic and energetic in their approach to their work.

Over the remaining life of BEP 2004-2009 the science training modules used for teacher development will be externally evaluated. The training modules for maths teachers are currently being reviewed.

While the training provided under PBEn is valued by the teachers and the schools there is a problem for schools when teachers are away for training. BEP needs to consider this problem and explore how it might best support schools which need to hire substitute teachers to replace those who are released for training.

Teacher Development Forums
Thirty-five Teacher Development Forums were set up in 2004 in ten districts. Each forum includes between 20 and 25 teachers from up to twelve schools. A forum meets four or five times a year to discuss issues and share information. Each forum is convened by a teacher who has been selected to be involved in training. Twenty of the original 35 forums have survived and the feedback from these is very positive.

The forums receive no financial support. The members themselves cover any costs involved. The demise of 15 of the original forums is largely attributed to the inability or unwillingness of the members to cover costs. The PBEn team is undecided whether it would be useful to provide a small sum to each forum to cover basic costs or whether this action would undermine the value of teachers voluntarily taking action to develop their professional skills. Whatever the outcome of the forum initiative the PBEn team are convinced that there are benefits from teachers coming together. As a result the PBEn team are considering convening a series of larger teachers meetings at upazila level.

RECOMMENDATION FOR ACTION: BEP should extend the Teacher Development Forums and review their usefulness to forum members after a two year period.

School Management Development
The training for Head and Assistant Head Teachers and School Management Committee (SMC) members involves two 6 day modules. The Annual Monitoring Mission Report (2006) commented on the need to measure the practical impacts of all training but especially SMC training. This feature of the PBEn programme is due for formal evaluation in 2007-2008. Given the key role school management plays in creating an environment that is conducive to development, consideration should be given to bringing forward the timeframe for evaluating the impact of the School Management Training**.**

Materials Development
A series of maths books covering the Secondary school curriculum for grades 6 to 8 are currently being finalised. These books will form part of BEP's application under the privatising of secondary school books scheme. At the moment there is no information available as to when the call for tenders will take place.

Computer Assisted Learning
Computer Assisted Learning (CAL) is being piloted this year in seven schools. Two English and 2 maths teachers are using the system in each of the 7 schools.   The MRT Team visited one of the pilot schools and talked to the teachers and students in the grade 9 English class. Both teachers and students said they found it valuable. Students enjoyed the variety its use brings to the classroom.   They found it easier to understand concepts that were explained visually. The MTR team sees this innovative use of technology as advantageous to the students learning and a good way to compensate for a teacher's lack of expertise in the subject matter. The assessment of the CAL project in 2008 should consider including an assessment of the teacher's learning as well as the students' learning.

RECOMMENDATION FOR ACTION: During the pilot phase of the Computer Assisted Learning (CAL) project PBEn should liaise with professional experts in this field such as the Azim Premji Foundation in Bangalore and the Computer Council in Bangladesh.

Addressing Student Drop Out
Half of the students who enter secondary school drop out before completion. Among the BPS entrants the drop out rates are estimated to be higher. Little data are available on the reasons why these children leave. The PBEn could play a role in increasing retention among these particular students.

RECOMMENDATION FOR RESEARCH: A study to determine the causes of drop out among BPS students in secondary school should be conducted and the findings

should be used by PBEn to identify possible interventions to prevent these students from leaving before finishing their SSC.

Responding to the Economic Needs of Students
The Education Watch Report (Ahmed, M. et al 2005) considers the increase in the numbers of students entering secondary school and the ways in which these students differ from those who traditionally went this far in their education. A major difference is their economic background. As with other components of BEP the provision of livelihood skills training for students in the schools where PBEn is engaged is important to prepare the students for employment.

RECOMMENDATION FOR ACTION: PBEn should work closely with the ADP / ELA unit proposed in chapter 5 with a view to ensuring the plans for livelihood skill training are suitable for the adolescents with whom it works.

Training Student Monitors
A student mentoring system was introduced last year involving 99 schools. A further 309 will be added this year. Under this scheme a mentor takes responsibility for 10 students in their class and ensures their group participates in co-curricular activities and behaves in a respectful manner to teachers and to each other. The mentor also offers assistance to a student who has academic difficulties. The mentors are supervised by a teacher. The MTR team believes that the school monitors initiative (i) has the potential to overcome some of the difficulties students experience being part of very large classes and (ii) it gives students a meaningful role in the organisation of the school. This initiative could be developed and eventually evaluated to access its strategic value in creating change within the school culture as well as its value in supporting students.

Medha Bikash
A pilot bursary scheme entitled Medha Bikash offering financial support to talented but poor students in higher secondary school was introduced in 2006. There were 400 applications (124 girls). Bursaries were awarded to 37 girls and 127 boys. This year there are 1,346 applications (363 from girls). The selection process is currently underway. Under this scheme students are given Tk2,000 to cover the costs of books and Tk150 per month to cover tuition fees. Girls get an additional Tk750 per month to cover additional expenses such as transport to and from school. Under this scheme students also receive additional training in English and IT. The MTR team see this as a small but significant intervention that can make a difference to those talented students who have made it past the SSC but may not be able to continue due to their economic circumstances.

RECOMMENDATION FOR ACTION: BEP should continue the Medha Bikash scheme and by the end of this phase assess its impact on the academic careers of the recipients.

Strategic Significance of PBEn

The use of the term 'Post-primary Basic Education' in reference to this programme reflects the fact that Bangladesh is one of the few countries in the world with such a short primary school cycle (5 grades). Documents on education in Bangladesh produced by BANBEIS (Bangladesh Bureau of Educational Information and Statistics) refer to the seven year secondary cycle as having three distinct phases (3+2+2). Grades 6, 7 and 8 form the first phase, grades 9 and 10 the second and grades 11 and 12 the final phase. Given that most primary school cycles are at least 8 years long it is reasonable to assume that the first three grades (6, 7 and 8) are an essential part of primary level education. It could be argued that in the Bangladesh context the achievement of universal primary education will not be complete until all children complete at least grade 8 in secondary school.

This view is echoed by Professor of International Education, James H. Williams who makes a strong case for including the full secondary cycle in any consideration of what constitutes the minimum level of education needed for effective development: *'The work of mass basic education will not be complete even with the achievement of universal primary education. The development effects of education, at individual and societal levels really take effect at the secondary level… Expansion of quality secondary education is increasingly recognised as a crucial next step in national development'* (Ahmed, M. et al 2005 p13).

He goes on to say that in a global economy basic skill sets differ from those needed in the past and the secondary school has to play a role in providing those skills. In the case of Bangladesh where large numbers go overseas to find employment computer literacy and an ability to speak English are among those basic skill requirements. Such skills are increasingly needed for employment in the domestic market also. Without these skills it is difficult for school leavers, especially those from poor families to break the cycle of poverty.

As the demand for secondary places grows different kinds of students are entering the schools. Teachers in the non-government secondary schools visited in the field remarked on the change in students, the increase in the numbers of girls and the growth in class size. In almost all cases they perceived these changes as a problem. The range of supports needed to address the needs of these students are largely not available.

The MTR team recognises that BEP is acquiring knowledge of the specific needs within the secondary system and needs to respond to these but the Team also recognises that BEP already has knowledge (from its primary school efforts) of the principals that underpin enhancing quality in education provision, sustaining that quality, promoting inclusiveness (in teacher behaviour in the classroom), creating a student-centred learning environment and mobilising community participation. The MTR team believes that work with the non-government secondary schools provides an opportunity for BEP to utilise its existing expertise and to further extend its work with the government of GOB.

In a meeting with the Director (Secondary), Directorate of Secondary and Higher Education he indicated that he fully supports and values the work of BEP and hopes it

will extend its role in terms of the numbers of schools covered and the range of inputs, in particular IT training.

REOMMENDATION FOR STRATEGIC CONSIDERATION: Given the Government support for BEP's work in non-government secondary schools and the level of improvement needed to enable these schools to provide a good quality educational experience, consideration should be given to expanding this aspect of BEP's work in the future.

6.2 Continuing Education

The Continuing Education component of PACE is articulated through the community-based libraries or Gonokendros. Since they began in 1995 the Gonokendros have used the mechanism of a community trust registered with the GOB, to fund the running of the library. The community provide the space for the library and raise Tk.50,000 from subscribers. This money is matched by BRAC and invested on a fixed term deposit. This arrangement encourages the active participation of community members from the start.

In the document entitled Reflections and Developments in BEP 2006-2009, the purpose of the Gonokendros is framed within the context of lifelong learning and EFA NPA II goals and objectives. The aim is to *'lay the foundation for a knowledge-based and technologically-oriented learning society by increasing access to reading materials, promoting computer literacy, and empowering communities to deliver a comprehensive range of educational support activities'* (pp31-32). In the view of the MTR team the role and responsibility afforded communities in establishing and running the Gonokendros and the way in which the Gonokendros act as a hub for community education and training and outreach activity, such as the Mobile and Micro Libraries, are in keeping with the broad aim of creating opportunities for the development of a culture of learning.

6.2.1 Achievements to Date

The MTR team are satisfied that this component of PACE is on line to meet its projected end of programme targets.

6.2.2 Strategic and Operational Issues in Continuing Education

The key issues in the Continuing Education programme relate to the funding, the role of the Gonokendro in raising social awareness, the impact of the Gonokendros and Mobile Libraries, provision of IT services and skill development training through the Gonokendros and two small pilot projects – micro libraries and micro museums.

Funding Concerns
The Gonokendros were set up to be self financing. The monies raised by the community (Tk50,000) is matched by BRAC and invested so that it earns interest which is used to pay the salary of the Librarian, the electricity bill and to buy newspapers. The Gonokendro also contributes to the cost of providing the mobile library and the costs (in

terms of foregone income) of providing free access to the facilities for the most disadvantaged groups. The continuing drop in interest rates has resulted in less income from the monies invested. At present the interest barely covers the salary of the librarian. At this point the Gonokendro Librarians and committee members are engaged in fund raising to keep the libraries running. It was intended that user fees and fund raising would be needed to cover the costs of additional activities but not to cover basic running costs. If the interest rates drop further the shortfall could become critical. The PACE unit in HO and field staff are aware of the situation and considering how best to respond. One option is to increase the amount of the trust funds so that they earn more interest. However, this would incur unplanned costs for this component of BEP and should interest rates continue to fall such a response may only solve the problem in the short-term.

RECOMMENDATION FOR ACTION: The funding problem caused by low interest rates on the trust funds of the Gonokendros should be monitored closely in conjunction with the Gonokendro management committees and efforts be made to avoid any closures due to lack of funds.

Raising Awareness of Social Exclusion
In running the Gonokendros the members of the management committees and general members of the Gonokendros have had to engage with issues to do with social exclusion. Apart altogether from the specific educational and training initiatives in the Gonokendros which set out to promote social awareness, the fact that provision is made to enable the involvement of users who are socially, educationally or otherwise disadvantaged, serves to raise awareness of issues of exclusion among the wider user group.

The impact of this kind of awareness is difficult to assess especially in the short-term. Changes in dominant attitudes within society tend to take time and to result from the spread of ideas emanating from a number of different sources. Nevertheless the MTR team believe that the Gonokendros provide an important inroad for change among people who may not otherwise consider the importance or possibility of inclusiveness.

Impacts of the Gonokendros and Mobile Libraries
The draft evaluation of the Gonokendros (March 2006) profiles the user groups of the Gonokendros and mobile libraries by gender, educational background, age and economic status. It also assesses the reading patterns of users and the value they attribute to reading.

Among the evaluation's many findings it is interesting to note that the majority of library members are aged between 8 and 24. Ninety-six percent of the members are involved in book reading and over 70% in newspaper reading. While the level of book reading is almost the same for males and females the newspaper reading is higher for males (72% males and 58% females). Over 47% of the members who read books from the Gonokendros and 38% from the mobile libraries did not have a habit of reading books before they joined. This finding was borne out by discussions with readers in the field. Some talked of 'discovering' books while some older readers had 'rediscovered' books.

One woman in the micro library talked of re-reading books she had not had access to you for a long time. All of the readers had fairly strong preferences for what they liked and these preferences spanned a wide range of literature types.

Most Gonokendros are located in non-government secondary schools where students do not have access to school library services. Less than 21% of these schools have libraries of their own. Student Gonokendro members who do not have libraries in their schools are among the largest group of readers. In the school-based Gonokendros the rate of use for students is slightly higher than in the Gonokendros based in premises other than schools whereas the use by non-student members is almost the same whether the Gonokendro is in a school or elsewhere.

The study found that almost 60% of the members of Gonokendros share books with non-members and a further 60% share the content of what they read with friends and family. In this way the impact of the libraries extends beyond the registered members and occasional users of the libraries.

The MTR team welcomes such an in-depth evaluation of all aspects of the Gonokendro. It highlights the role of the libraries in promoting reading in general and in supporting students in their studies. The study provides a level of detailed analysis that will be useful for future planning.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: The mobile library service has proved popular among communities and should be expanded to include all Gonokendros.

The Provision of IT Services through the Gonokendros
The revised BEP 2004-2009 proposed providing 950 Gonokendros with computers. Initially it was planned to provide one computer per Gonokendro but it has become apparent that this is inadequate to meet the demand and if there is a technical problem there is no service while it is being corrected.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: Consideration should be given to providing each Gonokendro with at least two computers.

IT training is provided to Librarians who in turn conduct training for a range of users including children, students and others. Software packages have been designed for these groups. Packages developed by other agencies are also made available for use in the Gonokenros. Multimedia packages are also available for presentation to large audiences on a range of issues.

A further software package, designed for use by people who have limited or no literacy skills, will be completed by June of this year and a package on health will be completed by the end of 2007. In addition to the services mentioned above it is hoped to provide internet services to three Gonokendros as a pilot project in the near future.

To date the librarians have provided the IT training. It is now evident that not all the librarians have the level of IT proficiency to be effective trainers. Skill development courses will be needed for these librarians. In the meantime it may be necessary to hire local trainers to deliver the training in the Gonokendros.

In the Revised LFA, the availability of infrastructure to support IT services was listed as a high risk factor. A factor that was not mentioned but which may slow the rate of achievements in the provision of IT services, is the level of librarian drop out from Gonokendros with IT. Over the six months from July to December 2006 librarian drop out was 18.4%. For non-IT Gonokendros the rate was just under 11%. There are many reasons why librarians leave. In the case of IT-trained librarians one of the main reasons is to move to better paid employment. Women advancing their careers has to be welcomed in a programme such as BEP that promotes women's empowerment but the impact on the IT-Gonokendros needs to be tracked as does the implications for providing training to new librarians.

The MTR team see the availability of computers and low cost computer training as a very worthwhile initiative that has the potential to generate employment opportunities suitable for a range of people including those who might otherwise find it difficult to work. IT capacity is also becoming a basic competency that students in particular need in order to enter the labour market. The location of Gonokendros in secondary schools and the training available in the Gonokendros makes it feasible for students to acquire IT skills even if these are not taught in their schools.

Skill Development Training
What is referred to as skill development training in this programme is the equivalent of livelihood training mentioned in relation to the ADP programme in chapter 5 above. Skill development training, which is provided by the Department of Youth Development (DYD), includes approximately 9,500 trainees annually who are identified by BRAC either through the Gonokendros or the ADP. Included in these numbers are Gonokendro and mobile library members and secondary school students. Where appropriate, the training takes place on the Gonokendro premises. During the field visit the MTR team met a member of the Fulpur Gonokendro who had taken a tailoring course last year and now teaches tailoring to other women and runs a small business from her home.

The Co-ordinator of the DYD Youth Training Centre in Mymensingh indicated a desire to develop even closer working arrangements with BRAC because of BRAC's ability to identify and mobilise young people in rural areas who need this kind of training. He felt that more follow-up is needed with trainees after the training to ensure they are utilising the skills they have learned. Trainees may also need to have access to small loans. Both follow-up and the provision of microfinance were role which he felt BRAC could undertake.

A visit to the DYD Mymensingh Training Centre highlighted the difficult conditions in which the training is delivered – the classes were large (c100 students), the approach to instruction appeared to be didactic rather than participative and the training facilities

appeared to be meagre. The value of this initiative is the scale of the DYD programme and therefore its potential to train large numbers. However, quality is a major consideration in training of this sort and whether the quality deficits could be addressed in a reasonable timeframe is questionable. The MTR team is aware of the urgent need to address skill-based training across the BEP but is not convinced that closer co-operation with DYD is the best way to do this. (See the chapter 5 for an alternative recommendation relating to livelihood skill development training.)

Micro Libraries
Fifteen micro libraries were opened in 2006 as a pilot project. These involve the provision of 150 books to suitable locations accessible to members of the public. Books are changed every month. A volunteer opens the library for two hours each day and loans books one day a week. The micro library visited was in a youth club and the volunteer, a degree student, was running the library since it began early last year. He said he was happy to devote his time to this work. It is anticipated that if the micro library generates interest, the community may decide to opt for a full Gonokendro. The pilot will be evaluated next year. The MTR team believes this approach is a good way to gauge the level of interest in a community and to engender interest in reading before establishing a full Gonokendro. This is also a good model for reaching readers in communities that may be unable to sustain a full Gonokendro. Providing opportunities for volunteerism is also important in fostering civic spirit.

Micro Museums
The establishment of Micro Museums is a fledgling pilot project whereby 14 Gonokendros have set aside a small corner space to display items that are donated by members of the community. In each of the Gonokendros visited, those present, especially older people, were particularly keen to talk about these displays and to discuss the former use and significance of each item and where it had come from. Although space in the Gonokendros is limited the MTR team sees this development as one that has the potential to be developed further. Reflecting on the past generates an awareness of change and a questioning of what constitutes progress which is important in empowering people to shape their future. It also provides an opportunity for older members to engage with younger members.

Chapter 7: Cross-Cutting Issues

This chapter reviews issues that have implication for more than one component of the BEP and which warrant consideration in the forthcoming BEP Strategic Plan.

7.1 Achieving EFA and Millennium Development Goals

There is no doubt that the EFA and Millennium Development Goals cannot be achieved by the provision of schools alone. Provision of schools in itself will not ensure full participation, especially of the poor and disadvantaged. The wider socio-economic factors at household level, which inhibit participation in school also need to be addressed, as do the issues related to the quality of education.

Access to education is of course a key component but the link between education and access to employment is crucial to individual and social development.

Access to employment and income generating activities has emerged in the course of this MTR as an elusive outcome of BEP's provision. To date the focus on livelihood skill training has tended to be marginal rather than integral to the work of BEP.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: Given that BEP's target groups come from economically disadvantaged sectors of the population, the cycles of poverty in which they and their families are caught, can only be broken if they can access employment opportunities that are different from those of their parents. These concerns are particularly important for BPS graduates and for other young people who did not come through BPS but are equally poor. This target group is reflected in the membership of ADP, the Gonokendros and PBEn. All of these programmes need to work together to consider how best to respond to the livelihood needs of all their members.

7.2 Collaboration with Government

A major aim of BEP 2004-2009 was to engage with Government to make a contribution to the improvement of mainstream education. To date there have been few opportunities to contribute to PEDP-II efforts. However, due to BEP's perseverance, a number of other cooperative ventures have been successful and have helped create amicable relationships with Government counterparts, particularly at the local level. These include the setting up of over 20,000 pre-primary centres at the invitation of the national Government and in close cooperation with local education officials and schools. This initiative has helped to create an atmosphere of cooperation and good will, replacing in many cases suspicion and non-cooperation. The programme has also been able to provide training to primary teachers in a few districts and upazilas. Besides this a large training programme is being undertaken for secondary teachers. The Adolescent Development Programme has close ties with Government and is included in the project documentation of the Ministry of Women and Children's Affairs. A partnership programme with the Directorate of Youth has also been undertaken.

These are all important endeavours both for what is being accomplished now and for building relationships for the future. BEP's vision of working with the Government is one that can be maintained.

Donors, who are supporting both PEDP-II and BEP, can play a role facilitating exchanges between PEDP-II and BEP. For the immediate future, expansion of and strengthening the partnership at pre-primary and secondary levels may be the most feasible avenues.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: BEP should continue its current partnerships with Government and may consider expanding them as feasible. Donors should facilitate the dialogue between BEP and the Government wherever possible.

7.3 Influencing Mainstream Education

The MTR team was asked to *review and comment on BEP's response to governance issues in a paper presented at the September 2006 DCM and the possibilities for learning from the BU Governance programme.*

The document prepared by BEP in response to questions of governance, highlights a number of guiding principles that underpin operational considerations for the programme. These relate to practices that ensure the responsiveness of the programme to community needs and the accountability of the programme to its target population. These are both important aspects to ensure governance practices that enable effective delivery of a service and are features that are worth replicating within mainstream education provision.

In this phase of BEP there was a shift in emphasis to include a more active role in supporting government in its efforts to improve mainstream education provision. Inherent in this shift was a desire to influence and ultimately change practices in the mainstream system.

Where governance is weak leakages occur that result in the benefits of investments not reaching their target. It is rarely in the interest of those who benefit from leakages to change their ways of working and any attempts to create change can provoke strong resistance. Influencing change in a system is therefore a difficult role that requires specialist skills to do it effectively. It is difficult for practitioners and service deliverers to undertake this role because the skills needed to do it are quite different from those needed for service delivery.

Without the capacity to influence change the resource role of BEP may be limited to shoring up a deficient system without being in any position to influence it significantly. Engagement at the field level without corresponding and focused engagement at national level may not result in policy change that will out-last good working relationships among field level staff. As indicated in the section above, the MTR team is aware that to date

BEP has established excellent working relationships with government personnel responsible for primary and secondary education at District and Upazila levels and that it has established good links with a number of Ministries at national level but the team believes that more could be done to disseminate the governance practices that underpin BEP's educational work.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: If BEP decides in its forthcoming strategic plan to continue with its resourcing role, the Advocacy Unit within BRAC in conjunction with BU-IED should consider establishing and leading a working group (that would include BEP because of its expertise in delivering education). This working group should outline a detailed work plan with achievable targets that would (i) promote the governance principles that underpin BEP's educational provision and (ii) enable BEP to exert influence on mainstream education provision. This plan should be designed to be implemented within a specific timeframe – ideally over the remainder of this phase of the programme. The Governance Programme at BRAC University indicated a willingness to assist with any training required by BEP to enable it to better articulate its governance stance.

Up to now there has been a tendency to urge caution in pressing for more meaningful engagement by BEP in contributing to national initiatives to reform primary education. It was feared that moves in this direction might jeopardise existing collaborative relationships. There is a sense that the time might be right now to adopt a more proactive role in this regard. PEDP-II is undergoing a mid term review and there are significant changes in the political sphere. The MRT team urgeS the Donor Consortium and BEP to explore how best to respond to these current circumstances with a view to enabling BEP to participate more fully in PEDP-II and to enhance BEP's involvement in initiatives that focus on secondary education.

7.4 Levels of Collaboration within BEP and between BEP and Other BRAC Programmes

During the MTR, focus group discussions were held with two groups of field-based staff – BEP staff working on different components of the programme and other BRAC staff not directly involved in BEP.

In the case of the BEP staff the purpose of the session was threefold, first to bring staff from different components of BEP together, second to ascertain staff views on the change of emphasis in this phase of the programme involving '...*BRAC gradually reducing its implementation role in running schools, becoming instead a national resource centre, providing advice and input to the GOB and other organisations / institutions on all education matters*' (BEP 2004-2009 Annual Monitoring Mission Report, 2006, p1). The third purpose was to ask staff working within the different components of the programme what existing BEP activities needed to be expanded or what new initiatives were needed.

While opinions differed across the groups there was a strong feeling that it was too early for BEP to begin to reduce its implementation role but that it should continue to run schools alongside its work with the GOB and other providers. These staff felt it was not necessary to opt for one or other role at this point in time. It is noteworthy that those in favour of maintaining or growing BEP's involvement in school provision included staff who are not directly involved in this particular area of work. A full record of the feedback that ensued from the discussions on each part of the session is appended to this Report (See Annex VI).

In the case of the non-BEP BRAC staff, the purpose of the session was to determine the nature and strength of the links between the different programmes. Participants in this session outlined their links with components of BEP and suggested where further links could be made. A full record of the feedback from the discussions with the non-BEP staff is appended to this Report (See Annex VI). In this session the MTR team found that there were a range of connections that are not immediately apparent in any organisational charts which show only vertical lines of communication. The MTR team suspects that the connections across programmes are integral to the dynamic capabilities of BRAC. If this is the case, and if BRAC's approach is to serve as a model for other providers, horizontal lines of communication between staff in different programmes may need to be made more explicit so that they are not obscured.

In both focus group sessions the participating staff demonstrated an appetite for this kind of exploratory dialogue, an ability to embrace a range of views and opinions within the small group discussions, a capacity to reflect and think beyond the present existing initiatives and a knowledge of the bigger agendas (such as the EFA and Millennium Development goals, and PEDP-II) that contextualise BEP's activities. Given the expertise and field knowledge of these staff the MTR team believes that more sessions of this nature would be beneficial to the organisation especially as it is now in the process of redefining or at least refining its role in light of ongoing developments in primary and secondary education in Bangladesh.

7.5 Gender Considerations

The MTR team believes that gender considerations are in the forefront of the minds of those working on different components of the BEP, both in HO and in the field. Gender equality is given ongoing and explicit attention within the programme components and across all areas of focus such as classroom behaviours, curriculum materials, school management committees at primary and secondary levels, disability and ethnicity, staffing and staff promotion.

Gender analysis of field staff positions in BEP show that over the period 2003-2006, the percentage of POs has doubled from 20-40%. Over the same period the percentage of RMs and AMs has remained more or less static. Given the social barriers to women taking up transferable positions, these figures represent an achievement. Women who occupy positions that are transferable tend to leave after they marry. BEP staff has noticed that following the re-emergency of fundamentalism in the past two to three years

combined with the bombs in 2006 fewer women are applying for transferable posts. This is a trend that BEP is concerned with and is monitoring closely. Roles that do not involve transfers to different locations such as teachers, librarians etc are occupied almost exclusively by women (98%).

In the TORs the MTR team was asked to consider a *'growing concern about the "missing boys" (whose Primary enrolment appears to have dropped significantly) and the social impact in Bangladesh of growing numbers of disaffected youth'*.   The Draft Report on the Baseline Survey of PEDP-II (June 2006) indicates that the net enrolment ratio in primary schools is 84.6% for boys and 90.1% for girls. Of these 49% of boys and 56.9% of girls complete grade V. The transition rates to grade VI for those who complete grade V are 88.7% for boys and 96.2% for girls. The Recent CREATE Report on Access to Education in Bangladesh (2007) notes that between 1996 and 2004 the growth in girls enrolment in primary school was almost three times higher than for boys (p9). These statistics emphasise that girls have made more gains than boys albeit in a context where the scale and quality of the provision for both boys and girls remain problematic.

In the course of the review discussions on the disparity in enrolment between boys and girls were held with a range of education experts. The general consensus was that the stipend for girls in secondary school was a significant 'pull factor' influencing parents' decisions to send girls to primary school, to keep them in school and to send them on to secondary school. It was also felt that boys had better opportunities to access employment and this combined with the incentive of the stipend for girls resulted in parents being more likely to withdraw their sons rather than daughters from school. If this is the situation, it raises the question how to influence parents to keep both their sons and daughters in school. Discussions with government staff in the Directorate of Secondary and Higher Education indicate better targeting of student stipends to poor families is an issue under review but no definitive decisions have yet been made in how best to proceed.

Throughout the MTR little if any information was found to support the case that the levels of disadvantage experienced by girls and women in society is significantly diminished. While the 'missing boys' is a concern that warrants further attention, the MTR team is reluctant to recommend that BEP undertake any major initiative that would dilute its focus on girls or redirect a significant proportion of its resources away from girls. Within the current BEP phase the enrolment figures for girls and boys in the Formal, Community, ESP and EIC Schools tend to be equal.   In the case of the BPS and BAPS, the Team believes that the status afforded girls and women in society remains such that the preference given to girls' enrolment should continue. The MTR team believe that the work with out-of-school boys under ADP could be expanded to ensure a greater level of engagement with this group without in any way diminishing the focus on girls. This work could also serve to highlight any further initiatives that would best meet the needs of these boys.

7.6 Research Support for BEP

A number of research studies have been recommended by the MTR team in accordance with the TOR. The BEP in this phase has added a number of new initiatives and is now a complex programme with many strands. Its research needs are diverse and in the main for the purpose of programme planning and improvement. For this reason the research needs to take place within a limited timeframe. RED has supported the programme with high quality studies which have been very instrumental in documenting and analysing various aspects of the programme. With the increasing need for qualitative as well as quantitative studies to inform practise and future directions, a new paradigm is needed. With the establishment of BU-IED there is the potential for a greater volume of research which will maintain the quality as well as improve the timeliness.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: BEP should liaise with BU-IED and RED to set up a joint research task force and research agenda. Research undertaken on behalf of BEP should be compatible with the ongoing needs of the existing components and provide the analytical basis for undertaking new initiatives. In addition the task force should review the potential for use of data collected from the field for use as part of ongoing research.

7.7 Communication with Donors

The TORs posed the question: at what stage should innovatory initiatives of BEP be discussed with donors? This is a question the team finds difficult to answer. Innovation by nature calls for a degree of flexibility in conceptualising the initiative and in attempting to operationalise it. The point at which one is in a position to present a meaningful overview varies for each innovation.

In the course of the Review the Team did find however, that the BEP – Donor relationship is one that both BEP and the individual donors speak highly of. BEP appreciates the support and guidance offered by donors and donors appreciate both the capacity of BEP to deliver programmes and its transparent and accountable procedures. The degree of mutual benefit appreciated by both sides implies a high degree of satisfaction with current communication procedures.

7.8 Accreditation of Teacher Training

There is no system for the accreditation of training in BRAC. A great deal of training is provided to staff at all levels of the organisation through the TARCs and within specific programmes such as BEP. While all of this training could potentially be considered for accreditation the MTR team is particularly concerned with teacher training especially in light of moves under TQI and PEDP-II to have all teachers at secondary and primary level trained.

Within BEP there is a comprehensive and structured system of short pre-service and ongoing training for BPS and BAPS teachers and in-service training for GPS teachers and non-government secondary teachers. In the case of a BPS or BAPS teacher, over the

duration of one school cycle (5 grades), the teacher will attend a minimum of 120 days training plus many more days of classroom supervision. There is no system in place whereby any of this training or the extensive experience of teachers can be formally recognised.

The MTR team appreciates that the accreditation of learning, whether acquired through formal training or through experiential learning, is not currently a feature of the Bangladesh educational system. Nevertheless, it is likely, in the medium to long term, that as the requirement for trained teachers in both primary and secondary schools gains momentum Bangladesh will need to address the issues of recognition of prior learning (RPL) and credit accumulation and transfer. It may therefore be opportune for BEP to consider establishing an internal framework of qualifications at this stage. Such a framework would ideally rank BEP's teacher training inputs based on the courses' learning outcomes or competencies. In the event of a national system being put in place, BEP's internal framework would make it easier to secure recognition for equivalences between BEP teacher training and that of other providers. In the short-term the qualifications framework could be used to issue certificates to trainees that record the level of the training given and the achievement of the trainee.

The Institute of Educational Development (BRAC University) indicated a willingness to work with BEP in establishing a qualification framework. It is a task that would require inputs from the EDU.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: BEP in conjunction with BU-IED should explore the feasibility of establishing an internal qualifications framework to cover BEP's range of teacher training and explore the possibility of linking PBEn secondary teacher training with the B.Ed course offered through BU-IED.

7.9 Balance of BEP Initiatives and Strategic Directions

At the beginning of this phase it was envisaged that the need for BRAC primary schools would decrease and that BEP should shift its focus to becoming a resource centre for Government initiatives to ensure quality education for all children. At this stage, the targets have already been adjusted in favour of BEP continuing as a major provider of basic education for poor and vulnerable children, and this is likely to be the case for the foreseeable future. As BEP considers its future direction, it should keep in mind the three issues that must be addressed to ensure the goal of education for all is reached. These are (1) provision (2) quality and (3) household economic solvency.

Educational Provision: It is essential that poor children are provided with free education which is easily accessible for them. This remains a problem for significant numbers of children in remote areas, children in urban slums, children with special needs, children from minority language groups, and children from the poorest families. It was hoped that the Government through PEDP-II would ensure provision to meet the neds of all these groups, but it is now recognised that this a long term goal rather than a short term reality.

Accordingly, there is an obvious need for BEP to continue its schools programme and probably to expand as well. The long term vision of free and accessible education being provided by the state should not be lost.

Quality Education: Unless good quality education is provided in the Government classrooms, children whose families cannot afford private tuition will continue to fail in school, to become discouraged and to drop out. Thus, for the benefit of children in the future, all stakeholders should seek to improve the quality of the state's provision of education. BEP has identified a number of ways to make a contribution to this process, and it should continue to look for innovative and creative ways to engage with the public system. As the quality is improved, the need for BEP to make separate provision will decrease, but this is a long term process.

Household Economic Solvency: Besides the accessibility and quality of education, families also must be able to afford to send their children to school, and even truly free education does not ensure that the families will be able to forego the child's earnings. And in most cases there are some actual costs to the families for the child's schooling. In order to address this issue BEP's work to economically empower families is vital. It is equally important for BEP to consider how to prepare learners to become economically solvent after the completion of their basic education. Otherwise, the cycle of poverty and its consequences will continue, and the education of the next generation will suffer.

Given these imperatives, BEP has to decide its priorities in terms of which educational programmes best address the ongoing unmet needs. At the same time it has to continue and strengthen its strategic role within the overall provision of education in Bangladesh.

RECOMMENDATION FOR STRATEGIC CONSIDERATION: As BEP reformulates its strategic vision, it should consider a multi-pronged strategy which will ensure the immediate provision of education for out of school children, contribute to the progressive improvement in the quality of state provided education and find viable opportunities for BEP graduates to secure the kind of employment that will ensure they escape the cycle of poverty and illiteracy.

8: Conclusion and Recommendations

8.1 Conclusion

As discussed in the preceding chapters BEP is an efficient and effective programme which, under various names, has been providing education for children from poor and vulnerable families for over 20 years. During this phase (2004 – 2009) it has diversified its operations while continuing to provide quality services.

Despite a difficult environment, partnership programmes with Government have expanded, particularly the provision of pre-schools in the catchment areas of GPS and RNGPS and the delivery of in-service training for primary and secondary teachers. Unlike the expectation at the beginning of this phase, Government provision of primary education has not yet expanded as had been anticipated. As noted in the Annual Monitoring Mission in 2006, the need for BEP to provide education for poor and vulnerable children is likely to continue for the foreseeable future. Because of the way BEP schools are set up, there would be a natural winding down of the programme as actual needed decreases. This is not expected in the short term, and unless access to mainstream education greatly improves, it is likely that the scope and size of the programme should be expanded during the remainder of this phase and in the next phase. The BPS remain vibrant, and almost one million children are currently enrolled.

8.2 Recommendations

As with any dynamic programme, BEP can continue to improve its performance. The MTR team has identified a number of areas in which further development is possible. In the preceding chapters, the recommendations of the team have been formulated as each issue has been discussed and highlighted in bold. These have been divided into three categories:

- *Recommendations for strategic consideration:* It is understood that BEP will soon review and reformulate its strategic plan for the future. This will involve consideration of what can be done in the remaining two years of the current phase as well as what can be anticipated for the next phase. The recommendations given under this heading have significant budgetary implications and/or may involve repositioning of BEP and are to be considered during this strategic planning process.
- *Recommendations for action:* These are recommendations for improvement of various aspects of the programme. The respective units should consider these suggestions and decide on how to take them forward. Most of the activities are ones that can be undertaken within the current phase.
- *Recommendations for research:* Under this heading the team has identified some specific areas for further research and has also made suggestions on how the diverse research needs of BEP might best be met in the future.

For easy reference, after each recommendation the number of the section in which it was first given is included in brackets. For a full understanding of each recommendation, reference to the text will be helpful.

8.2.1 Recommendations for Strategic Consideration

1. As BEP reformulates its strategic vision, it should consider a multi-pronged strategy which will ensure the immediate provision of education for out of school children, contribute to the progressive improvement in the quality of state provided education and find viable opportunities for BEP graduates to secure the kind of employment that will ensure they escape the cycle of poverty and illiteracy. (7.9)

2. BEP should continue its current partnerships with Government and may consider expanding them as feasible. Donors should facilitate the dialogue between BEP and the Government wherever possible. (7.2)

3. If BEP decides in its forthcoming strategic plan to continue with its resourcing role, the Advocacy Unit within BRAC in conjunction with BU-IED should consider establishing and leading a working group (that would include BEP because of its expertise in delivering education). This working group should outline a detailed work plan with achievable targets that would (i) promote the governance principles that underpin BEP's educational provision and (ii) enable BEP to exert influence on mainstream education provision. This plan should be designed to be implemented within a specific timeframe – ideally over the remainder of this phase of the programme. The Governance Programme at BRAC University indicated a willingness to assist with any training required by BEP to enable it to better articulate its governance stance. (7.3)

4. The pre-primary target of 23,000 centres should be maintained and possibly increased, if funding is available, in line with plans under PEDP-II for national coverage. BEP's involvement in this service delivery should be used as leverage for participation in other aspects of the primary education system. (4.2.6)

5. Given the Government support for BEP's work in non-government secondary schools and the level of improvement needed to enable these schools to provide a good quality educational experience, consideration should be given to expanding this aspect of BEP's work in the future. (6.1.2)

6. As funding allows BEP should expand its BPS school programme but careful consideration should be given to the most appropriate strategies and approaches for reaching those most in need. (2.2.2)

7. When considering the expansion of its school programme, BEP should look carefully at the education needs of children in urban slum areas. Appropriate indicators of poverty and criteria for opening new schools will need to be revised to reflect urban conditions. (2.2.2)

8. As part of the strategic review of the expansion of BPS, the BEP should consider alternatives to the one room schools for some areas, such as cluster schools in urban slums, in order to enhance the quality of the educational provision. It may be appropriate to consider a mix of school models within the BEP to suit different circumstances. (2.7.6)

9. BRAC formal schools provide an interesting and 'additional model' of education provision. Their role, especially in improving practice, should be enhanced within the BEP. (2.7.3)

10. The future of BAPS within the BEP should be re-examined and alternative strategies (such as Tutoring Centres) considered where appropriate. (2.3.2)

11. The EIC unit should liaise with ESP and the urban programme to introduce the approach and materials which have been developed by the unit for all linguistic minority children where feasible. The most effective mechanisms for delivery should be explored, which might include the extension of ESP schools for second language speakers to five years and the provision of a bilingual programme in urban areas. (2.5.6)

12. Given that BEP's target groups come from economically disadvantaged sectors of the population, the cycles of poverty in which they and their families are caught, can only be broken if they can access employment opportunities that are different from those of their parents. These concerns are particularly important for BPS graduates and for other young people who did not come through BPS but are equally poor. This target group is reflected in the membership of ADP, the Gonokendros and PBEn. All of these programmes need to work together to consider how best to respond to the livelihood needs of all their members. (7.1)

13. The number of Kishori Kendros and APON training for both girls and boys should be increased to cover a much greater number of adolescents, in particular the out of school boys and girls. (5.2)

14. The mobile library service has proved propular among communities and should be expanded to include all Gonokendrow. (6.2.2)

15. Consideration should be given to providing each Gonokendro with at least two computers. (6.2.2)

16. BEP in conjunction with BU-IED should explore the feasibility of establishing an internal qualifications framework to cover BEP's range of teacher training and explore the possibility of linking PBEn secondary teacher training with the B.Ed course offered through BU-IED. (7.8)

8.2.2 Recommendations for Action

17. BEP should ensure that its schools programme is really targeting the poorest and most deprived sectors of the population through refining its indicators for assessing poverty and improving its data collection instruments. For this purpose links could be made with the 'Targeting the Ultra Poor' (TUP) and 'Challenging the Frontiers of Poverty' segments of the Microfinance Programme. (2.2.2)

18. BEP should make the necessary improvements to the village survey form, which would allow 1) identification of the ultra poor within communities and 2) information on why children are not in school. (2.2.2)

19. In future BEP should, wherever possible, make use of the additional data sources which will be available at upazila and school level (from PEDP-II) as well as those within BRAC itself, (e.g. BDP) in order to better identify gaps and target education provision where the needs are greatest. (2.2.2)

20. A review by a pedagogic expert(s) with an academic background in child-centred methods and extensive primary teaching experience should be undertaken of the BEP learning package including materials and training. The review should include an examination of the teaching-learning materials and observations of BEP schools AND training sessions. It should focus on how to decrease the reliance on traditional methods and to improve time management in the classroom. It should result in an action plan to further improve the methods and materials through a process of development and field testing followed by implementation involving both the EDU and the CDU. (3.2.2)

21. In order to introduce new methods of teaching and learning into its schools, BEP must address the issue of pedagogic capacity of staff of the CDU, EDU and QAS through further training. (3.1.2)

22. Cost effective ways should be identified to provide a variety of reading materials for children in each grade from a variety of sources. The emphasis should be on multiple titles to give children opportunities for independent reading to develop their skills and to build a culture of reading for pleasure as well as information. Stories already developed by the EIC and CSN units should be made available to all BEP and ESP schools as part of this process. (3.2.3)

23. The CSN unit should liaise with ESP to consider, after it has been evaluated, introducing the programme for severely sight impaired children into BPS and to integrate the CSN unit's initiatives into ESP schools. (2.4.3)

24. There should be provision for additional budget allocations to provide additional support for children with special needs, indigenous children in isolated communities and others who have specific circumstances that require additional inputs. (2.6.3)

25. The teaching-learning materials and methods of the pre-primary centres and the TSCs should be improved in line with the recommendations of the July 2006 consultants' report consulting with the EDU and BU-IED. Consideration should be given to starting the TSCs from the beginning of Grade 1. (4.2.4)

26. BEP in consultation with the CHT district councils should consider developing courses for primary and secondary teachers in CHT districts on developmentally appropriate approaches for teaching Bangla as a second language and on ways to promote an appreciation of children's mother tongue. The EIC unit may be involved in the process along with a consultant who has experience in multilingual issues. (4.3.2)

27. BEP should extend the Teacher Development Forums and review their usefulness to forum members after a two year period. (6.1.2)

28. The risk of insufficient employment opportunities being available to trainees of livelihood skills training initiatives should be managed by incorporating a planning phase into any livelihood skills training initiatives. The purpose of this pre-training phase should be to identify (i) skills that are appropriate to the educational levels and aptitudes of the trainees and (ii) skills that are in short supply or new skills that are in demand in the locality where trainees live. Two post-training phases also need to be incorporated into training initiatives. The purpose of the first post-training phase should be to provide follow-up support to the trainees. The purpose of the second post-training phase should be to track the rate of involvement of former trainees in income generating activities. (5.3)

29. BEP and BDP should explore ways in which ADP and ELA can be brought together within one operational unit with a view to better serving the life skills and livelihood skills of adolescents. Whatever operational arrangements are put in place in bringing these two programmes together they should be such that the life skills training provided through ADP remains a vital component of the joint provision. (5.3)

30. During the pilot phase of the Computer Assisted Learning (CAL) project, PBEn should liaise with professional experts in this field such as the Azim Premji Foundation in Bangalore and the Computer Council in Bangladesh. (6.1.2)

31. PBEn should work closely with the ADP / ELA unit proposed in chapter 5 with a view to ensuring the plans for livelihood skill training are suitable for the adolescents with whom it works. (6.1.2)

32. BEP should continue the Medha Bikash scheme and by the end of this phase assess its impact on the academic careers of the recipients. (6.1.2)

33. The funding problem caused by low interest rates on the trust funds of the Gonokendros should be monitored closely in conjunction with the Gonokendro

management committees and efforts be made to avoid any closures due to lack of funds. (6.2.2)

8.2.3 Recommendations for Research

34. BEP should liaise with BU-IED and RED to set up a joint research task force and research agenda. Research undertaken on behalf of BEP should be compatible with the ongoing needs of the existing components and provide the analytical basis for undertaking new initiatives. In addition the task force should review the potential for use of data collected from the field for use as part of ongoing research. (7.6)

35. The kind of longitudinal study required to track the impacts of ADP on APON trainees or Kishori Kendro members' behaviour and subsequent life choices requires sophisticated research capacity that is largely beyond the capacity of the ADP field staff and is best provided by the research teams and accordingly a study should be considered for inclusion in the BEP's research schedule. Furthermore, a research specialist from RED and the ADP Manager should consider what data could be feasibly recorded at field level that would assist in such future research and devise a recording log sheet for ADP field staff to use to record these data. (5.3)

36. Further to the research assessing the impact of ADP on APON trainees additional evaluative studies should be undertaken to determine the spread of information and social issue awareness among adults who are associated with the APON programme such as teachers and parents and among the friends of those who have received APON training. (5.2)

37. A study on the impact of livelihood training for adolescents conducted under BEP should be undertaken before the end of this current phase of BEP in order to identify the successes and the problems to date and this study should be used to inform the approach and agenda of the newly created ADP / ELA unit. (5.3)

38. A study to determine the causes of drop out among BPS students in secondary school should be conducted and the findings should be used by PBEn to identify possible interventions to prevent these students from leaving before finishing their SSC. (6.1.2)

Annex I
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Annex II
Terms of Reference
for
BEP 2004-2009 Mid Term Review

Purpose of the Review

The core purpose of the Mid Term Review is primarily to assess whether the ongoing BEP 2004-2009 programme is meeting its targets as set in the LFA and Five Year Implementation Plan. It is also to identify any difficulties that may have affected the outcomes to date and to make recommendations for resolving them. The Review can also make recommendations and suggestions for the way forward in the remaining period of BEP 2004-2009.

Another important issue is to review the current strategic plan for BEP. This should be done in the light of the assumptions made at the start of BEP 2004-2009 regarding the role the programme should play towards achieving the Millennium and Education for All (EFA) goals and the development / progress of the Government's PEDPII programme. In this context note should be taken of the observation of the Monitoring Mission in January/February 2006 that "while BRAC's growing innovatory character and its function as partner rather than sub-contractor are increasingly acknowledged, its role in the provision of basic education will remain vital for several decades".

A third strategic issue to be considered in view of the gender emphasis of the programme is growing concern about the "missing boys" (whose primary enrolment appears to have dropped significantly) and the social impact in Bangladesh of growing numbers of disaffected youth.

A fourth strategic issue to consider is the relative size and balance of different components of the programme in the light of the strategic issues listed above.

Intervention Background

BEP 2004-2009 began in July 2004 and has now reached its mid-point. The programme activities comprise the following five main components:

1.   *School Operation*

The nucleus of the programme lies in operating schools to provide primary education (Grades I-V) to poor rural children, targeted mainly to girls who make up nearly two-thirds of the students. This component includes four categories of schools – primary schools for children aged 8-11 years one group of which is run under BEP's own mainstream programme and another through partner NGOs in BEP's education support programme, adolescent primary schools for children aged 11-14 years, and primary schools for children of ethnic minorities. This variety enables BEP to capture diverse age groups and have a wide geographical coverage. Primarily these schools target dropouts and children who have never enrolled.

2.   ***Capacity and Materials Development***

Two programme units, for capacity development (CDU) and education development (EDU), respectively embrace the activities of staff capacity and reading materials development of BEP. The CDU is responsible for providing appropriate subject based, staff development, operation and pedagogy management training to BEP schoolteachers and staff. The EDU is involved in the production of workbooks and teachers guides for primary schools and other supplementary reading materials.

3.   ***Collaboration with Government***

Collaboration with the Government has been a constant focus of BRAC's strategy and activities. In the education programme it has received additional emphasis since mid-2001, which is now explicitly demonstrated in twin programme units:

- Government Partnership Programme (GPP) unit that deals with operating pre-primary schools from which the graduates transfer into government primary schools.
- Community & Partnership with Mainstream Primary Schools (PPS) unit whose sole purpose is to support and improve mainstream government schools by building the professional capacity of teachers and improving the abilities and effectiveness of school management committees.

4.   ***Adolescent Development (ADP)***

This programme is mainly concerned with improving the quality of life and social awareness of adolescents in rural communities. This is done by providing them with issue-based courses on life-skills, especially on culturally sensitive topics such as early marriage, women's legal rights, dowry, HIV/AIDs etc.., as well as livelihood courses that aim to provide training and help participants in obtaining an income for themselves and their families.

5.   ***Post-Primary Basic and Continuing Education (PACE)***

PACE operates with twin mandates:

- Post-Primary Basic Education is concerned with the development of non-government schools and their teachers by providing them with management and subject based training.
- Continuing Education is responsible for setting up and maintaining Gonokendros (school based libraries) in order to build a learning society within rural communities. Gonokendros - with their associated mobile libraries - help in retaining and developing reading habits of village communities; they also act as centres for IT training.

Stakeholder Involvement

The Mid-Term Review exercise will be the outcome of inclusive participation from all relevant stakeholders. In order to derive maximum learning experience from all

stakeholders the Review Team will ensure discussion, observation and working with BRAC (at HQ and field offices), BEP target beneficiaries and communities, development partners, government officials (at central and field level), other local NGOs (i.e. partner NGOs involved in the education support programme) and the donor liaison office. However, the consultants alone will be responsible for the findings and recommendations of the end report.

Questions for the Review

Broader Monitoring Issues

In addition to addressing the core purposes mentioned above and the specific items relating to the individual components, the Review Team will consider the following issues:

- Has the recent expansion of the programme from January 2006 and the planned further expansion with EC funding, especially the opening of a large number of schools, diluted the quality of the BEP 2004-2009 programme?

- Make suggestions on how BRAC's BEP programme should position itself in future in relation to the PEDPII programme which itself will be having a Mid-Term Review in May 2007. Does the Review Team see any scope for BRAC to increase GoB-NGO participation within the framework of PEDPII ?

- Recommend some qualitative studies based on BEP's new strategic plan. For example:
    (i) Within the context of EFA, should BRAC give consideration to replacing its one-classroom model by opening full cycle schools that may enable more effective teaching/learning to take place and give better opportunities for the children to socialise as they progress through different levels within the school?
    (ii) Should BRAC be considering expanding the adolescent programme with more emphasis on dropout boys?

- How BEP links with other BRAC programmes in the community and how this is planned and coordinated within BRAC. Could more coordination result in programmes leading to better sustainability of current project initiatives and to increased efficiency and effectiveness of BEP?

- Review and comment on BEP's response to governance issues (see BEP Paper presented at the September 2006 DCM) and the possibilities for learning from the BRAC University Governance programme.

- Review the risks/assumption part of the LFA to assess BEP's management of internal risks. Most of these are low, but possible examples might be dropout of Programme Organisers and teachers. Does BRAC have any tracking system to see what happens to teachers who move on?

- Review and report on the implementation status of the recommendations made by the last annual monitoring mission (January-February 2006).

Specific Questions Based on LFA Outcomes

School Operations

- How effectively BRAC schools are fulfilling the following educational needs:
  - Reaching deprived children in remote rural areas
  - Managing dropouts
  - Addressing children with special needs and mainstreaming them into the GoB system
  - Expanding BEP schools up to Grade V
  - Mainstreaming gender equity into primary education

- How to ensure that children's learning is progressive? Should BEP concentrate more on improving quality in the classroom, e.g. by using less memorisation and by varying the co-curricular practices at different grade levels?

- Assess the effectiveness of the initiatives taken for educating indigenous children. This should include what lessons have been learned, how to address the problem of dropouts, and how to respond to the varied educational as well as social needs of different ethnic minorities.

- Asses the implementation of the ESP model and BRAC's mechanisms and criteria for selection and monitoring of ESP sub-contractors.

- Assess and review BRAC's criteria for opening new schools and how these are applied in practice (and relation with existing GoB schools or other NFE schools).

Capacity (CDU) and Material Development (EDU)

- Assess the ongoing CDU and EDU operational settings, field linkages and mandates and make suggestions for any identified improvements

- Assess teacher training to gauge how far they are able to transform their learning into classroom practice. Give particular attention to children of ethnic minorities and those with special needs.

- Review the understanding of 'basic competencies' of teachers and field staff plus how these understandings are reflected in the teaching-learning process?

Collaboration with Government

- Review the achievements made in increasing collaboration with the GoB at different levels, central and local, and suggest how BEP could make collaboration more effective and sustainable. Give particular attention to government's position at different levels (MoPME, regional, local) in respect of the PPS programme.

- Are there any developments in getting better assistance from the GoB in running community schools? Recommend how these schools could contribute to the improvement of quality in nearby GoB primary schools.

- The team may recommend additional activities or strategies to strengthen and increase GoB-NGO cooperation that would also benefit the outcome of BEP 2004-2009.

Adolescent Development (ADP)

- Review the existing records and follow up system in the field offices for tracking the impact of the Adolescent Development Programme - e.g. for measuring items such as delayed marriage, numbers of trainees entering or not entering the workforce etc. - taking into account the findings of the recently completed impact assessment study done by BRAC's Research & Evaluation Department.

- Review the status of the employment and livelihood programme for adolescents, assess whether the ADP is effective in creating real employment and livelihood opportunities, and make suggestions on how this initiative can bring more income earning opportunities for adolescent girls.

Post-Primary Basic and Continuing Education (PACE)

- Donors encourage BRAC to practice innovation and piloting for better programme development. At what stage should this work be discussed with donors? A case in point is the computer aided teaching programme in English and Maths being developed in PACE where BRAC made significant progress before bringing this work to the attention of the donors.

- Review and comment on the recent Research & Evaluation Division (RED) study on Gonokendros and mobile libraries.

Recommendations and Lessons

The final Mid-Term Review report will contain a separate section presenting all the recommendations and lessons learned under each component as well as on broader issues.

Methodology

I. Methods
A mixture of both quantitative and qualitative methods to be prepared and followed based on the LFA, 5-year Implementation Plan (revised), other relevant project documentation and field visits. The process will be discussed and finalised at the donor/BRAC briefing session to be held at the outset of the mission.

II. Work Plan and Schedule

The mission duration will be for 28 days from 18 February to 17 March 2007. The team will be based at the DLO office. The DLO and BEP will provide the logistical support and facilitation throughout the mission.

The team will have an initial briefing session with BRAC and the members of the Donor Consortium to ensure common understanding of the ToR and preparation of mission work schedule. Following this the team would meet BRAC/DC members as required, although most of the detailed information will come from the field visits. BRAC-HQ and DP representatives may accompany the team during their field visits, so that full interaction can be obtained between all stakeholders throughout the review process. However, the conclusions and recommendations drawn from these joint endeavours, as well as those expressed in the final report, will be sole responsibility of the consultants.

The team will have full access to programme reports and other documentation (i.e. research documents) among which the main items are:
-   BEP 2004-2009 project proposal and Appraisal report
-   Six monthly/Annual Progress Reports (July 2004 to June 2006)
-   The LFA (revised in May 2005) and 5- Implementation Plan (revised in March 2006)
-   1st Annual Monitoring Mission Report (January-February 2006)
-   Revised (by BRAC) strategic plan for BEP
-   Relevant PEDPII documents.

Reporting

Reporting will be in three stages:

-   Presentation of the main findings derived from the field observations to BRAC and the donor consortium. This presentation has to be made before the team writes its draft report.
-   Submission of the draft report to BRAC and donors (about 20 copies) not more than 4 days after the presentation meeting. BRAC and the donors will then have three days to make their comments on the draft and to interact with the team members.
-   Submission of the Final Report (25 copies) incorporating all the comments made by BRAC and the donor consortium. This report must be submitted before the mission is completed and the Team Leader leaves the country.

All reports are to be prepared in English in MS Word (font 12). All reports must be distributed to BRAC and donors through the DLO. An electronic copy of the final report should also to be given to the DLO.

Team Composition

The team will comprise two international and one or two local consultants. For preference, at least one member of the team will be female. The consultants are expected to have a good mix of the following competencies:
-   Strong analytical skills

- Relevant experience in non-formal education, adolescent development and quality aspects
- Knowledge of successful relationship building strategies with GO-NGO
- Knowledge of continuing education
- Experience with result based M&E of education programmes
- Fluency in English and Bengali

Additional preference will be given to consultants with experience of working in Bangladesh and other countries in South Asia.

The Donor Consortium will appoint a team leader after reviewing selected consultants. S/he will have overall responsibility for dividing the mission tasks between the team members, liasing with DLO, BRAC and Donor representatives and ensuring that the final report meets the requirements of the ToR and is completed on time.

Annex III
Mission Schedule
18 February - 17 March 2007

Date		Activity
Sat	17 Feb	Arrival of Anne Ryan and James Jennings
Sun	18 Feb	Informal discussion at DLO Team meeting and preparatory work (Anne & James) Evening: Arrival of Jill White
Mon	19 Feb	Team meeting and preparatory work Briefing with BRAC and donors Continue with individual meetings in BRAC
Tue	20 Feb	Meetings with BEP staff
Wed	21 Feb	Meeting at CIDA Team meeting and documentation review
Thur	22 Feb	Meetings with individual units in BEP Meeting with Finance Division BRAC Team Meeting
Fri	23 Feb	Reading Documents Travel to Mymensingh
Sat	24 Feb	Field visits
Sun	25 Feb	Field visits
Mon	26 Feb	Field visits
Tue	27 Feb	Field visits
Wed	28 Feb	Complete field visits and return to Dhaka
Thur	1 Mar	Meeting at DFID Team meeting Meetings with BEP staff
Fri	2 Mar	Team meeting Preparing presentation
Sat	3 Mar	Presentation of field findings to BEP staff Meeting with individual units in BEP
Sun	4 Mar	Meeting at Royal Norwegian Embassy Meeting at DSHE with TQI Project Meeting at ADB Review of teaching-learning materials
Mon	5 Mar	Continued meetings in BRAC Field visit to BEP schools in Dhaka slums Review of teaching-learning materials
Tue	6 Mar	Collecting information from and discussions with units of BEP Report writing
Wed	7 Mar	Meetings at BRAC University with CGS and IED Report writing
Thur	8 Mar	Report writing
Fri	9 Mar	Report writing
Sat	10 Mar	Meeting with staff of BEP to discuss draft report Finalise draft report

Sun	11 Mar	Prepare presentation Submit draft report and presentation of main findings to BEP and donors
Mon	12 Mar	Team meeting Collecting information from BEP Compiling annexes
Tues	13 Mar	Meeting with DPE Meeting with DSHE Meetings in BRAC Report editing
Wed	14 Mar	Comments from BRAC and donors Re-drafting
Thurs	15 Mar	Re-drafting
Fri	16 Mar	Re-drafting / Print final report
Sat	17 Mar	Submission of final report and team disperse

Annex IV
Field Trip Programme

Programme (AR)

Date	Location/event	
24.02.07	Secondary School Teachers Training (English VI-VIII)	TARC
	Mobile Library	Kakni
	Gonokendro with IT	Fulpur
	Librarians Refresher Training (IT)	TARC
	Students (6) in Receipt of Medha Bikash funding	TARC
	District Manager (PACE)	TARC
25.02.07	Uthan Boithok	Bishnopur
	APON Boys	Chechua
	Mogoltula Secondary School	Chechua
	BRAC Office	Chechua
	APON Boys	Podurbari
	Secondary School	Podurbari
	Community Members and ADP Staff	Chechua
	Kishori Kendra	Roghunathpur
	Kishori Kendra	Talukpara
26.02.07	Mr. Rafiqul Islam, Co-ordinator, Dept of Youth Development	Mymensingh
	Focus group sessions with (i)BEP Staff in Region (ii)BRAC Staff from Micro Financing and Health Programmes and TARC Staff	TARC
27.02.07	Charbangalia High School	Haluaghat
	Mentors	Haluaghat
	Gonokendro	Haluaghat
	Micro Library	Jhinaigati
	BRAC Office	Halaughat
28.02.07	ESP School	
	Secondary School CAL	Minzapur

Programme (JW)

Date	Location/activity
23.02.07	Dhaka to TARC Mymensingh Tour of TARC facilities
24.02.07	Visit to Isobpur West BPS and village Meeting at Netwkona Regional Office Meeting with parents at Mohendrapur Village

Date	Location/activity
25.02.07	Visit to Kolapara BPS Meeting with school leavers at Gauripur village Meeting teachers group at Fulbaria Area Office Meeting POs at Fulbaria Area Office
26.02.07	Workshop session with BEP staff Visit to Youth Training Centre, Mymensingh Workshop session with other BRAC programme staff Observing the Basic Training for ESP teachers
27.02.07	Visit to Sabzipara BPS Visit to BRAC Formal School Shombhugonj Meeting with staff at Shombhugonj Area Office Meeting with staff at Churkhai Regional Office Observing Refresher Training for Grade 3 teachers at Fulpur Area Office
28.02.07	Visit to ESP School Visit to Secondary School to observe CAL Return to Dhaka

Programme (JJ)

Date	Activity	Place
24.2.07	Visit Area Office and discussion with staff	Hobirbari
	Observation of schools with MLT G2 & G5	Labonkorta and Donokati, Hobirbari
	Observation of GPP parents meeting at mother school Observation of TSC	Unaipar Noor GPS, Churkahai
	Visit Area Office, discussion with staff and observation of refresher training of BPP teachers	Churkahai
25.02.07	Observation of ESP School G1	Churkaipara, Mymensingh Sadar
	Observation of pre-primary centre (catchment) with mother school (GPP)	Chikamari, Shambaganj Raghobpur GPS
	Observation of school G5	Chikamari, Shambaganj
	Observation of ESP teachers' foundation training	Mymensingh
	Observation of English training of GPS and RNGPS teachers and of	TARC Mymensingh
26.02.07	Focus group discussion with BEP staff from area Focus group discussion with other BRAC staff from area	TARC Mymensingh
27.02.07	Observation of BAP school with CSN G2	Bokshimul, Tarakandha

	Observation of EIC school for Koch children G3	Shalchura, Jhenaigati
	Observation of community school	Jaganir Kanda Para, Nalitabari
	Observation of pre-primary centre & discussion with staff of mother school	Pachgao GPS, Nalitabari
	Lunch meeting with staff in Regional Office	Sherpur
	Observation of ESP school G 2	Ghinabari, Sherpur
	Meeting with Shreebodi UEO Meeting with Sherpur Deputy Commissioner	Sherpur & Sribordi
28.02.07	Observation of EIC school G5	Joyramkura, Haluaghat
	Observation of EIC teachers refreshers training	Haluaghat
	Return to Dhaka	

Dhaka Slums (Mirpur and Kamrangir Char):

Date	Activity	Place
5.3.07	Observation of Grade 2	Shah Paran, Bihari Camp, Mirpur
	Observation of Cluster School (Grades 1, 2 and 3) Kishori Kendro	Munshihati, Kamrangir Char
	Observation of demolished slum area	Dhamalkat, Mirpur

Annex V
Key People Met

Donors
Arnold vander Zanden, First Secretary Education, Royal Netherlands Embassy
Robin Ruggles, First Secretary (Development) CIDA
Barbara Payne, Senior Education Adviser, DFID
Hans P. Melby, Deputy Head of Mission, Royal Norwegian Embassy
Ingrid Haug, First Secretary, Royal Norwegian Embassy

GoB
SM Ashfaque Hossain, Joint Programme Director, PEDP II, Directorate of Primary Education
Md Rafique Islam, Coordinator, Department of Youth Development, Ministry of Youth & Sport and staff of training centre
Professor Md. Khorshed Alam, Director (Secondary), Directorate of Secondary & Higher Education
Sheikh Abdul Ahad, Deputy Commissioner, Sherpur
Md Ali, Additional District Magistrate, Sherpur
Mostafizur Rahman, UEO, Shreebodi, Sherpur
Md Lufnan Ali, AUEO, Shreebodi, Sherpur

Others
Manzoor Ahmed, Director, Institute of Educational Development, BRAC University
Manzoor Hasan, Director, Centre for Governance Studies, BRAC University
Brajesh P. Panth, Programme Manager PEDPII, Asian Development Bank
Erik Winther-Schmidt, Team Leader, TQI Project, Ministry of Education
Dr. F. K. Chowdhury, Local Team Leader, TQI Project, Ministry of Education

BRAC HO
Aminul Alam, Deputy Executive Director, BRAC
Kaniz Fatima, Special Adviser, BEP
S. N. Kairy, Director of Finance, BRAC
Safiqul Islam, Director, BEP
Md Monwer Hossain Khandker, Programme Manager, Field Operations, BEP

Basabi Muksud, Manager, CDU
Shibani Rani Guha, Materials Dev. Specialist, CDU
AKM Badrul Alam, Unit Manager, CDU

Samir Ranjan Nath, Senior Research Fellow, RED

Fahmida Naznin, Education Development Manager, Communication, MIS Monitoring
Rubana Afrose, Unit Manager, Communication
Andaleeb Katrina Chowdhury, Communication Officer
Kaniz Fetema, Material Developer, MIS
Hyder Hossain, Data Management Assistant, MIS
Kamal Hossain, Monitor, Monitoring

Rashida Parveen – Manager ADP
Shardar Lutfar Rahman- Senior Material Developer ADP
Wahida Ifat – Material Developer, ADP

Profulla Chandra Barman, Manager, GPP
M. Nazrul Islam, Sr. Regional Manager, GPP
Afrina Hossain, Material Developer, GPP
A.Z.M Sakhawat Hossain, Manager, PPS
Md. Mazharul Haque Bhuian, Sr. Monitor, PPS
Hamida Akhter ZahanSr. Material Development Specialist, PPS
Sanjoy Kumar Saha, Material Developer, PPS
Sukumar Mallik, Sr. Area Manager, Community and Formal

Limia Dewan, Unit Manager Inclusive Education, CSN Unit
Jabunnesa, Material Development Specialist Inclusive Education, CSN Unit
Md Rezaul Mazid, Material Development Specialist, Inclusive Education, CSN Unit
Sultana Nasrin, Material Developer, Inclusive Education, CSN Unit

Tapan Kumar Acharjee, Senior Regional Manager, EIC
Marufa Mazhar, Unit Manager, EIC
Diploma Bonowary, Program Organizer, EIC
Debo Priya Chakma, Material Developer, EIC
Subrata Khisa, Program Organizer, EIC

Nashida Ahmed, Senior Material Development Specialist, EDU & Research
Laila Farhana Apnan Banu, Material Developer, EDU
Amena Begum, Material Developer, EDU
Zinia Akhter, Material Developer, EDU
Mazharul Karim, Material Developer, EDU
Jahana Begum, Material Developer, EDU
Anwarul Islam, Material Developer, EDU
Bilkis Begum, Material Developer, EDU (Community and Formal)

Md Nazrul Islam, Quality Assurance Specialist

Sunil Kumar Ghosh, Programme Coordinator, ESP

Dr. Jaya Sen Gupta, Programme Manager, PBEn

Nil Ratan Halder, Senior Regional Manager, PBEn

Kaisar Ali Khan, Senior Research Associate, PBEn

K.S. Islam, Material Developer, PBEn

Masum Billah, Senior Material Developer, PBEn

B.A. Wahid Newton, IT Specialist, PBEn

Ruxana Hossain, Senior Material Developer, PBEn

Md. Shafiqul Islam, Senior Material Developer, PBEn

Adiya Ansari, Teachers' Trainer, PBEn

Papia Ferdousi, Material Developer, PBEn

Salma Parvin, Material Developer, PBEn

Md. Abdul Quyyum, Senior Regional Manager, CE

Md. Sahidullah Mia, Regional Manager, CE

Helalluzaman Talukdar, Regional Manager, CE

Kaisar Ali Khan, Senior Research Associate, CE

Md. Nazrul Islam, Senior Area Manager, CE

B.A. Wahid Newton, IT Specialist, CE

Biswajit Roy Chowdhury, Sector Specialist, CE

Atiquzzaman Khan, PO (IT)

BRAC Field Staff Mymensingh
Netwkona Regional Office
Fakrul Alam, Regional Manager
Ms Sahera, QAS
Ruhul Amin, District Manager PACE
Mohiuddin, District Manager GPP
Shubrata, RSS ADP
Furid Kumar Rai, RSS EIC

Churkhai Regional Office
Mr Rashid, Regional Manager
Etika Debnath, QAS
Mr Enamul, Monitor
Ms Khadiza, District Manager GPP
Ruhul Amin, District Manager PACE

Rezaul Karim, Area Manager and MT Fulpur Area Office
Nomita Sutrodhor, Area Manager, Dapunia Area Office
Shawkod Osman, Area Manager and (8) POs, Fulbaria Area Office
Mr Belayet, PO, Shombhugonj Area Office

Md. Jahangir Alam, QAS Gazipur, Habirbari AO
Sabay Saci Suter, Branch Manager, Gazipur, Habirbari AO
Abdur Rasid, AEMI, Mymensingh
Etika Debnath, QAS Mymensingh
Shiraj Uddin, Branch Manager Mymensingh Haluaghat AO
Mitali Dango, PO Mymensingh Haluaghat AO
Balayat Hossiain, Branch Manager, Mymensingh Shambhugonj AO
Khadija Akther, RSS Mymensingh
Kamrul Ahasan Shahin, TL Mymensingh Churkhai AO
Shahinur Alam, TL Mymensingh Shambhugonj AO
Atiya Parvin, AM Sherpur
Madhab Chandra Biswas, RSS Sherpur
S.M.Sarwar Hossain, S.S Sherpur

Mohammad Hossain, TL Sherpur Trinani
Shakhor Chandra Roy, TL Sherpur Shribordi
Kamal Hossain, Branch Manager Sherpur Lalitabari
Anamul Haque, PO Sherpur Lalitabari
Jahid Hosen, PO Gazipur
Mokleshsur Rahman, Branch Manager Mymensingh FulpurBPS
Rafiqul Islam, TSS
Shendahar Gao, EIC PO
Md Nurrabi Talukdar, Area Manager
Arthur Rong, PO
Narayan Hajon, RSS

Md Ali Hanif, Regional Manager, Dhaka Urban
Jahangir Alam Majumder, Regional Manager, Dhaka Urban
Md Abdul Hae Chowdhury, Programme Organiser, DhakaUrban
Abdul Jobbar, Area Manager, Dhaka Urban
AKM Anwar Hossain, QAS, Dhaka Urban
Amal Kumar Dam, Area Manager, Dhaka Urban

Teachers
Arpona Rani, Teacher Isobpur West BPS
Firoza Akthar, Teacher Kolapara BPS
Anita Rani Koch, EIC teacher, Shalchura
Group of experienced BPS teachers and Batch Trainers Fulbaria Area
Ms Hasina, Teacher Sabzipara BPS
Molina Rani, Head Teacher, BRAC Formal School Shombhugonj
GPP teachers in refresher training, Churkhai Area Office
Ali Hossain, Headteacher, Pachgao GPS
Nazma Aktar, Teacher, Pachgao GPS, and co-trainer for GPP
Janaturn Farousi, Teacher, Ghinabari ESP school
Himali Drong, EIC teacher, Joyramkura

Others on Field Trip
BPS Grade 5 leavers,Gauripur village
Members of SMC, Isopur West BPS
Parents and community members, Mohendrapur Village
BPS Grade V leavers, Mohendrapur Village
Parents of BPP children at Unairpara RNGPS, Churkhai
Jasmin Nehar, NGO PO
Khurshed Alam, NGO PO

Annex VI
Record of Focus Group Discussions and Participants Lists
26 February 2007, Mymensingh TARC

Session with BEP Staff

The purpose of the session was threefold, first to bring staff from different components of BEP together, second to ascertain staff views on the change of emphasis in this phase of the programme involving *'...BRAC gradually reducing its implementation role in running schools, becoming instead a national resource centre, providing advice and input to the GOB and other organisations / institutions on all education matters'* (BEP 2004-2009 Annual Monitoring Mission Report, 2006, p1). The third purpose was to ask staff working within the different components of the programme what existing BEP activities needed to be expanded or what new initiatives were needed.

Group-1
Implications:

- According to the need, if we expand the programme, more students can get the opportunity
- Provide more training to improve subject based knowledge by incorporating it with teaching learning process for primary and secondary school teachers
- Expansion of ESP programme through other NGOs
- If the number of BPSs decrease, the ultra poor and most disadvantaged will not get the opportunity for education. Therefore the number of dropouts and the never enrolled will increase.

We agree :
- 'Education For All'- has not yet been achieved
- Still there is a demand for primary schools in remote areas
- If the number of BRAC Primary schools decreased , there will more drop outs and never enrolled

Expand existing Programme
- Partnership with Mainstream Primary Schools (PPS) – 4 red, 1 black
- Education Support Programme (ESP) – 3 red, 1 black

Create new programme:
- Technical education through secondary schools – 1 black, 1 red
- Primary / secondary schools may be established in remote areas – 3 red, 3 black

Group – 2
Implications:
- A good relationship with the government will arise
- It will create an opinion sharing relationship with the government
- The number of schools will decrease
- The number of girl students will go down
- Those most likely to be excluded from education will be children living in char, baor and haor areas.

- The number of children in primary schools will increase. As a result the quality of education will decrease
- Ethnic minorities, those with special needs and the ultra poor will be excluded from the opportunity of education
- The number of dropouts will increase

Do not agree:
- As a result of the number of schools decreasing, the children most affected will be from ethnic minorities, those with special needs, the ultra poor and those living in isolated areas.
- Teachers in government/non-government formal schools will be of lower quality and their workload will increase.
- Sacking staff will mean an increase in unemployment
- "Education For All" will not be attained by 2015

Expand:
- Increase the number of schools (BPS, BAPS, GPP) – 11 red
- Expand the PPS activities/programme – 6 black

New Programme:
- Teach male and female adolescents different life skills and income generating activities through the ADP – 3 black, 4 red
- Establish secondary schools (in remote areas) – 1 red

Group -3
Implications:
- Not ensure 100% education
- Quality education will not ensure
- Dropout rate will be increased

We are not agree with the goal of BEP 2004-2009
- GoB has no ability to cover all parts of Bangladesh, because of geographical problem,
- Not enough GoB schools and teachers
- Not enough teaching learning materials
- Traditional teaching learning method
- Poor quality of teacher
- Hard to increase education rate
- Hard to achieve quality Education

Expanding BRAC:
- Expanding BRAC primary schools – 4 red, 2 black
- Expanding library programmes – 1 red

Create New Programme:
- Volunteer teacher for schools
- Vocational / livelihood training institution

Group – 4
Implications:
- 'Education for All' this slogan would not be implemented
- On an average education rate for women will be decreased
- Awareness of parents would be decreased
- Drop out rate will increase

BRAC needs to increase the number of schools in its programme because:
- If BRAC reduces the number of schools then many boys and girls will be exempt from education
- Given the population of school-going children in Bangladesh, the number of schools is still very low
- The number of primary school teachers in Bangladesh is low
- There are problems with classrooms and their equipment (e.g. furniture)

Expanding:
1. Ensuring that primary school teachers of all zill as receive training
2. Increasing mentoring training in secondary schools

New Programme:
- Introducing internet in Gonokendros (libraries)
- Establishing technical schools through BRAC

Group – 5
Implications:
- Gradually the no of BPS and BAPS school will be reduced
- We will be more involved with mainstream education and institutions
- We have to be dependant on government, wait for their consent
- There might be some sort of gap with particular government
- Corruption and bureaucracy might leave us in a helpless condition. Hopefully these are only challenges. We will surely overcome.

We agree
- because though there are some bigger challenge to deal with in future for in place of quantity the quality of education would be given
- This is the only possible best solution for ensuring quality in edutcaion
- We can again launch formal school programme.

Expand existing Program:
- PACE – Post Primary Basic & Continuing Education
  By expanding its collaboration with non-govt secondary schools
- ADP – Adolescent Development Programme
  No of adolescent centres should be increased
  Expansion of APON in secondary schools

Create New Programme:
- Formal School in a large scale
- Vocational training

BEP Staff Participants

Name of Participant	Designation	Programme
Moniruzzaman	Quality Assurance Specialists	BEP
Afia Pervin	AEMI	BEP
Nurjahan Begum	Regional Sector Specialists (ADP)	BEP
Md. Kamal Hossain	Programme Organiser. in charge	BEP
Madhob Biswas	District Manager GPP)	GPP

S. M. Sorwar	Sector Specialists (PPS)	BEP
Md. Abdul Gani	Area Manager In-charge	PACE
Md. Ikbal Kabir	District Manager (PACE)	PACE
Md. Saidur Rahma	District Manager (PACE)	PACE
Md. Saiful Alam	District Manager (PACE)	PACE
Md. Nasir Uddin	District ManagerM GPP	BEP
Anwara Khatun	Area Education Manager In-charge	BEP
Nazma Akter	Team Leader (GPP)	BEP
Hafiza Khatun	Regional Sector Specialists (ADP)	BEP
Rafiqul Islam	TSS	ESP
Belayet Hossain	Programme Organiser. in charge	BEP
Amena Akter	Team Leader (GPP)	BEP
Khadiza Akter	District Manager (GPP)	BEP GPP
Hasina Akter	Area Education Manager (BEP)	BEP
Mojibor Rahman	Area Education Manager (BEP)	BEP
Etika Debnath	Quality Assurance Specialists	BEP
Abdur Rashid	Area Education Manager In-charge	BEP
Narayan Roy	Regional Sector Specialists (EIC)	BEP
Sohel Sobhan	TRAINER	BTD
Md Rezaul Karim	Regional Manager	ESP, Mymensingh

Session with Other BRAC Staff (Non-BEP)

The purpose of the session was to determine the nature and strength of the links between the different programmes. Participants in this session outlined their links with components of BEP and suggested where further links could be made.

Effective Linking + New Initiatives
- Technical training can be given alongside education
- Those taking part in the technical training should be helped in setting up businesses through loans
- Students undertaking technical training should have their medical expenses paid for
- These students should also receive free nutritious food
- Alongside the students' education, arranging 'micro enterprises' and assist them in selling them (e.g. handicrafts)
- Arrange meetings with students and prepare health module/s (according to age)

For strengthening + New Initiatives
- Reinforcing sanitation, nutrition and hygiene programmes
- Arranging low-interest loans for the parents of school-going children
- Arranging generic courses for BRAC school teachers
- Free community health service for BRAC school children [NI]
- Creating jobs for BRAC school graduates who complete secondary education [NI]
- Introducing specific health and hygiene course for the students of different level (NI)
- Increasing the honorarium (NI)
- Long term courses for teachers, POs and trainers as well (NI)

Existing Links with BDP:
- VO members children are students of BRAC schools
- BRAC graduates became members of the VO
- BRAC graduates who completed SSC became BDP staff (as Project Staff)
- Provide training to BRAC graduates VO members (e.g. sewing, poultry, and also giving loan for sewing machine or poultry rearing)

Existing Links with BHP:
- Lessons on health and hygiene on teachers refreshers training
- Talk to children about water and sanitation, nutrition, family planning, HIV/AIDS, tuberculosis in BPS and ADP centres (STDs are discussed only in ADP centres)
- Vaccination promotion in schools

Existing Links with TARC:
- Structured participatory training for BEPs teachers (BPS, BAPS & ESP) with emphasis on practice/applications.
- Training for BEP's staff at field level
- Training for primary (through PPS) / secondary school teachers (through PBEn)

How/when links:
- When school finishes, BDP staff (AM) meet BEP staff (AM)
- Meet with the teachers to arrange meetings with parents as well as children
- BHP staff (PO) sit with BEP staff (AM) to plan which schools they will visit
- Field visit to check appropriateness of training
- Training needs:
  Field
  ↓
  Area Manager
  ↓
  Regional Manager
  ↓
  Headquarter (BEP)
  ↓
  Headquarter (Training division)
  ↓
  TARC

Other Programme Staff Participants

NAME	DESIGNATION	PROGRAMME
Md. Shahidul Islam	AM	BDP
Md. Mahbubar Rashid	AMI	BDP
Sohel Sobhan	Trainer	BTD
Asma Khatun	PO (BHP)	BDP
Khaleda Khatan	PO (BHP)	BDP
Mahfuza Yasmin Rimi	Trainer	BTD

Annex VII
Cumulative Position Statistical Summary July 2004 – Dec 2006

Particulars	Position at end of June 2004	Target (July 2006 – June 2007)	Achieved (July 2006 – December 2006)	Target (Cumulative Position for July 2004 – June 2007)	Achieved (Cumulative Position for July 2004 – December 2006)	Targeted cumulative position at the end of project (June 2009)
1. School Operations a. Primary Schools						
- BPS	20,911	18,500	19,137	18,500	19,137	16,700
-BAPS	5,787	5,200	5,224	5,200	5,224	3,800
-EIC	700	2,300	2,139	2,300	2,139	2,500
-ESP	5,285	5,500	5,500	5,500	5,500	5,500
TOTAL	**32,683**	**31,500**	**32,000**	**31,500**	**32,000**	**28,500**
b. Students / Learners for on-going schools						
-BPS	687,215	583,000	610,207	583,000	610,207	526,200
-BAPS	172,563	142,800	152,982	142,800	152,982	104,300
-EIC	18,802	55,200	52,940	55,200	52,940	60,000
-ESP	158,525	165,000	164,838	165,000	164,838	165,000
TOTAL	**1,037,105**	**946,000**	**980,967**	**946,000**	**980,967**	**855,500**
c. % girl students for on-going schools						
-BPS	64.15	64	64.21	64	64.21	64.00
-BAPS	68.60	67	68.29	67	68.70	67.00
-EIC	56.4	58	56.70	58	56.70	58.00
-ESP	71.57	70	71.54	70	71.54	70.00
% IN TOTAL	**65.78%**	**60% - 65%**	**65.67%**	**60% - 65%**	**65.67%**	**60% - 65%**
d. Teachers[1] for on-going schools						
-BPS / BAPS	26,698	23,700	24,361	23,700	24,361	20,500
-EIC	1,400	3,680	3,176	3,680	3,176	4,000
-ESP	5,285	5,500	5,500	5,500	5,500	5,500
TOTAL	33,383	32,880	33,037	32,880	33,037	30,000
% of female teachers	**97.98%**	**98%**	**98%**	**98%**	**97.89%**	**98%**
e. CSN students						
-BPS	5,688	20,000	11,516	20,000	11,516	20,000
-BPPS	878	9,000	5,265	9,000	5,265	9,000
TOTAL	**6,566**	**29,000**	**24,565**	**29,000**	**24,565**	**29,000**

[1] There are no cumulative figures for schools / students / teachers as the school cycle is 3 years for ESP, 4 years for BPS/BAPS & EIC, and 5 years for Community Schools.

Particulars	Position at end of June 2004	Target (July 2006 – June 2007)	Achieved (July 2006 – December 2006)	Target (Cumulative Position for July 2004 – June 2007)	Achieved (Cumulative Position for July 2004 – December 2006)	Targeted cumulative position at the end of project (June 2009)
f. Graduates[2]						
-BPS	1,850,239	115,866	117,411*	529,805	583,245	2,609,707
-BAPS	765,701	26433	26,377*	113,083	127,879	947,788
-EIC	-	6930	5,616*	6,930	5,616	45,788
-ESP	192,307	25080	25,872*	150,665	157,723	474,643
TOTAL	**2,808,247**	**174,309**	**175,277***	**800,483**	**874,463**	**4,077,926**
g. Graduates transfer to Formal Schools						
-BPS	1,740,578	104,300	110,108*	476,817	562,414	2,424,095
-BAPS	646,536	23,800	24,531*	101,757	121,532	810,443
-EIC	0	6,200	5,054*	6,200	5,054	41,100
-ESP	189,718	22,600	25,355*	135,616	156,642	443,834
TOTAL	**2,576,832**	**156,900**	**165,048***	**720,390**	**845,642**	**3,719,472**
2. Government Partnership a. BRAC Pre-primary Schools						
-Schools (on-going)	28,154	20,000	20,168	36,025	36,193	110,179
-Students (on-going)	797,486	534,000	542,881	961,950	967,881	2,987,636
-% of female students	65.40%	65%	60.50%	65%	60.50%	65%
-Teachers (on-going)	30,345	20,000	20,168	20,000	20,168	46,000
-% of female teachers	100	100	100	100	100	100
-Graduates to GoB primary schools	335,516	500,000	522,979 (estimate)	1,341,200	1,382,750	2,385,516
b. Community Schools						
-Total number	44	44	43	44	43	43[3]
-Students	6,687	7,600	7,643	7,600	7643	7,600
-% of female students	51%	50%	53.72%	50%	53.72%	50%
-Teachers	198	198	217	198	217	198

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[2] Information on BPS/BAPS/EIC/ESP graduates and their transfers to formal schools will be available in Jan–Mar 2007.

* Estimates. Actual figures will be reported in the next report.

[3] Target of community schools has been changed from 44 to 43 because one school was handed back to the GoB.

Particulars	Position at end of June 2004	Target (July 2006 – June 2007)	Achieved (July 2006 – December 2006)	Target (Cumulative Position for July 2004 – June 2007)	Achieved (Cumulative Position for July 2004 – December 2006)	Targeted cumulative position at the end of project (June 2009)
3. Adolescent Developm't Programme a. Kishori Kendros						
-Total KKs in operation	2,500	1,500	1,024	6,000	6,038[4]	6,000
-Membership	62,500	25,000	27,136	132,539	160,007	150,000
4. Post-Primary Basic and Continuing Education a. Post Primary Basic Education						
-English Teacher's Training	958	1,800	873	4,232	3,925	8,790
-Mathematics Teachers' Training	923	1,500	689	3,832	3,807	7,755
-Science Teachers' Training	335	1,000	501	1,694	1,457	4,079
-Values Education Training	376	450	256	1,144	868	2,270
-Management Training for HT & AHT (6 days)	572	900	645	2,288	2,536	4,660

Particulars	Position at end of June 2004	Target (July 2006 – June 2007)	Achieved (July 2006 – December 2006)	Target (Cumulative Position for July 2004 – June 2007)	Achieved (Cumulative Position for July 2004 – December 2006)	Targeted cumulative position at the end of project (June 2009)
-Orientation Workshop with SMC members (3 days)	520	900	477	2,288	2,577	4,608
-Orientation Workshop with HT/AHTs	585	900	645	2288	2833	4673

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[4] The total number of KKs in operation will be 6000, with new target KKs opening and old KKs closing as per requirement.

-Follow-up (refresher) training on English	N/A	600	626	900	949	3,700
-Follow up (refresher) training on Mathematics	N/A	500	628	800	936	3,000
-Follow up (refresher) training on Science	N/A	500	223	700	390	2,900
-Follow up (refresher) training on Values Education	N/A	100	50	100	50	700
b. Gonokendro						
-Total	850	350	116	630	396	2,130
Membership	362,866	149,100	37,477	268,380	148,460	906,866
-Average Membership	427	426	323	426	375	426
c. Gonokendros with IT						
-Total number	70	250	36	480	266	950
-Total IT trainees	2,485	6,000	2,425	9,650	7,045	30,635
Mobile libraries						
-Total number	160	100	30	255	185	425

Annex VIII
Unofficial Translation of Letters to BRAC from Government of Bangladesh

Primary and Mass Education Division

Bangladesh Secretariat,

Dhaka

Memo no- PMED/ Admn-3/ Mis-16/ 2001/ 827   Date: 25/ 11/2002
AD

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

According to the above mentioned subject it is informed that, in order to open the pre-

primary classes in the pre-primary stage as a complementary effort to GoB's

commitment to Primary Education through the government/ registered non

government primary school catchments area survey selecting the number of total

students the Education Department of GoB has assented that BRAC may open Pre-

Primary School centers within the primary school catchment areas as an experimental

endeavor.

O2. Keeping in consistence with time BRAC may take up this experimental endeavor

discussing with the community people and School Management Committee (SMC)

members of the catchments area.

(Selima Akhter Banu)

Senior Assistant Secretary (Admn.-3)

Executive Director,

BRAC, 75, Mohakhali, Dhaka

CC:

1.   Director General, Directorate of Primary Education Office.

2.   Director General, Compulsory Primary Education Implementation Monitoring
     Unit, Shikha Bhaban, Dhaka.

3.   Directorate of Non-Formal Education, Tejgaon, Dhaka

4.   Office Copy

Government of People's Republic of Bangladesh

Ministry of Education

sim/sa – 99/misc – 3/2002/266   Date: 06-03-2002

Subject: Regarding BRAC provided workshop of SMC and Head Teachers and short-term subject based training of teachers for the non-government secondary schools.

A copy of the letter of the Executive Director of BRAC regarding the above issue has been attached herewith. It is requested to pass an order to all the District Education Officers and the upazila level concerning officers to give their fullest support in organizing workshop of SMC and Head teachers and conducting short-term subject based training of the teachers of the non-government secondary High Schools.

<div align="right">

Signature/ - (Md. Younus Rahman)
Senior Assistant Secretary

</div>

Director General
Directorate of Secondary and Higher Education
Bangladesh, Dhaka

<div align="center">

Directorate of Secondary and Higher Education
Bangladesh, Dhaka

</div>

Memo no. om/190-m/2009/2171/600 – ma   Date: 17-03-2002

CC to:

1. Executive Director, BRAC, HO, 75 Mohakhali, Dhaka
2. District Education Officer …………………………………………..
3. TNO/UNO …………………………………………………………….
4. For filing.

<div align="right">

(Navash Chandra Roy)
Assistant Director (Ma – 2)
On behalf of: Director General
Directorate of Secondary and Higher Education, Bangladesh, Dhaka

</div>

Government of the People's Republic of Bangladesh
Ministry of Primary & Mass Education
Directorate of Primary Education
Section 2, Mirpur, Dhaka-1216

Date: Agrahyon 1412

November 2005

Memo no. Prashio/Proshi/Misc/

Sub: Regarding BRAC's proposed complementary activities alongside the Government's efforts aimed at to improve the quality of primary education in Sherpur district.

Ref: Jepro/Sherpur/675/General/ Date: 10/11/05

In reference to the subject and source mentioned above, permission is given to BRAC to implement its proposed complementary Training Programme in 608 government and non-government registered Primary Schools in Sherpur District. Out of which 300 Primary Schools are in the first phase and 308 are in the second phase . The Director General has given approval in this regard.

(Md. Nurul Amin)
Director (Training)
Directorate of Primary Education

Deputy Commissioner

Memo no. Prasho/Proshi/Misc/10221/5   Date: 29 November 2005

Cc:
1. Joint Programme Director, PEDP -2, Directorate of Primary Education
2. Head of BRAC Education Programme, BRAC Centre, Mohakhali, Dhaka
3. District Primary Education Officer, Sherpur.
4. Regional Sector Specialists , BRAC Education Programme, Sherpur
5. Personal Assistant to the Director General
6. Office Copy

Government of the People's Republic of Bangladesh
Ministry of Primary & Mass Education
Directorate of Primary Education
Section 2, Mirpur, Dhaka-1216

Date: 2 July 2006

Memo no. Prasho / Proshi /man- poridorshon/69/05

Subject: Regarding BRAC's proposed Training Programme to increase the professional capacity development of the government and the non-government primary schools teachers' in Homna Upazila, Comilla District.

Ref: Upazila Nirbahi Officer, Homna. Comilla memo no 356, date: 13/06/2006

Permission is given to BRAC to conduct its proposed training programme for the professional capacity development of the government and the non-government registered Primary Schools teachers' in Homna Upazila, Comilla District.

(Md. Nurul Amin)
Director (Training)

Upazila Nibahi Officer
Homna
Comilla

Memo no Prashio/Prashi/ 69/05/7808/3   Date: 2 July 2006

Cc:
1. Zila EDuctaion Offcier, Comilla
2. Upazila Eductaion Officer, Homna, Comilla
3. Safiqul Islam, PhD, Head of BRAC Education Programme, BRAC Centre, 75 Mohakhali, Dhaka 1212.
4. Office copy

Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education
Directorate of Primary Education
Section 2, Mirpur, Dhaka – 1216.

Memo no.: OM/10 Bidha-Dhaka/05/   Dated: ~~Kartik 1413~~ ~~November 2006~~
                                                             November 2006

Subject: Regarding the examination for the Grade-V course completers|

Reference: Letter No PraGM/School-2/38 (Examination for course completers)-1/2006/668 of Ministry of Primary and Mass Education, 5 November 2006|

According to above mentioned subject and source, permission is given to the learners of the Children Welfare Trust operated schools and also the learners of BRAC schools to take part in the examination for the Grade-V course completers.

All concerned persons are requested to take necessary steps urgently regarding the above mentioned matter.

                                             Md Imamul Islam
                                      Assistant Director (School)
                                        for Director General
                                     Phone: 9000231

District Primary Education Officer (All)
.... |

C. C.:

1. Secretary, Ministry of Primary and Mass Education, Bangladesh Secretariat, Dhaka|
   [Attention: Senior Assistant Secretary (School-2)]
2. Divisional Deputy Director, Primary Education, Dhaka/Rajshahi/Chittagong/Khulna/Barisal/Sylhel Divisions|
3. Office Copy

Government of the People's Republic of Bangladesh
Directorate of Primary Education
Section 2, Mirpur, Dhaka – 1216.

Subject: Regarding the instructions of taking the scholarship examination of December 2003

Take part in the Scholarship examination:

A. 20% of total students studying at Grade-V in each Government Primary School, Registered Non-government Primary School, Registered KG School, the Community Schools given permission to BRAC to operate, Government and approved Junior Secondary School will have to be sent to take part in scholarship examination. The students of approved unregistered non-government primary school, approved community schools and the Children Welfare Trust operated primary schools will have to take part in the primary scholarship examination. The learners who are 12 years or below studying at BRAC operated formal and non-formal primary schools will have to take part in the Scholarship examination.

B. The students studying at Grade-V in the non-government primary schools which are not registered, non-government secondary/junior secondary schools will not be eligible to take part in scholarship examination.

C. The students once attended the scholarship examination will not be eligible to sit for the second time.

D. The students who transfer from one school with transfer certificate within 31 March will be eligible to take part in the scholarship examination from the school they take admission. The children of government and semi-government employers will have to be eligible to take part in the scholarship examination, if the children admit the primary school before filling up the DR forms. In this case, the learners have to submit the transfer certificate from the previous school and attested copy of the parents/guardians' transfer letter will also have to be submitted. If any compliant of taking scholarship examination by any child from any primary school doing otherwise of the above mentioned instructions, departmental actions will be taken against the concerned head teacher, Upazilla/Thana Education Officer, and Assistant Upazilla/Thana Education Officer.

2. **Sending of descriptive role form:**

A. Upazilla/Thana Education Officers will send 4 (four) copies of descriptive role forms filled up accurately to the respective District Primary Education Officer within 19-09-2003.

B. District Primary Education Officers will send 4 (four) copies of D.R forms and the amount of money got as examination fee will be sent as bank draft to the Divisional Deputy-Director. Deputy Directors will send 2 (two) copies of D.R forms (with signature) to the District Education Officer within 07-10-2003.

District Education Officer will send immediately 1 (one) copy of D.R form to the Upazilla/Thana Education Officer.

C. Deputy Directors will send 1 (one) copy of D.R form to the MIS of directorate within 10-10-2003.

3. **Examination Fee:**

Tk. 20 as examination fee and Tk. 20 as center fee in total Tk. 40 will have to be taken from each student. The amount of money got as examination fee will have to be sent as Bank draft to the Director (Finance), Directorate of Primary Education within 23-09-2003 and the amount of money got as center fee will be used to meet the expenditure of answer scripts, printing and the activities related to examination center management.

4. **Recruitment of Hall Superintendent and Assistant Hall Superintendent**

One Hall Superintendent and one Assistant Hall Superintendent will have to be recruited for each examination center. Respective Upazilla/Thana Education Officer negotiating with the Upazilla Nirbahi Officer (Upazilla Executive Officer) will propose their names and District Education Officer for Deputy Director will recruit them.

A. Examination management committee (Upazilla level)

1. Upazilla Nirbahi Officer (Upazilla Executive Officer)	President
2. Head teacher of the school used as examination center	Member
3. Acting Police Officer of the respective police station	Member
4. Acting Health Officer of the respective upazilla health carter	Member
5. One selected educationist	Member
6. Upazilla Education Officer	Member Secretary

One or more examinations held within the Upazilla will be managed with this committee. The committee will be responsible to run the examination properly.

B. Examination management committee (District Town) l)

1. Deputy Commissioner	President
2. Word Commissioner of respective area	Member
3. Upazilla Education Officer of respective Upazill/Thana	Member
4. One Assistant Thana Education Officer (selected by District Primary Education Officer)	Member
5. Chairman of School Management Committee of the school used as examination center	Member
6. Head teacher of the school used as examination center	Member
7. District Primary Education Officer	Member Secretary

5. **Development of Answer-Scripts:**

Answer-scripts will be developed in demy sized papers based on the sample sent by the respective Divisional Deputy Director. A straight line from one corner of the page to the other corner need to be drawn in the other side of the cover page and '**Writing is prohibited in this page**' - this sentence will have to written three times in bigger font. The main answer-scripts will be on 12

pages and the additional pages will be on 2 pages. Additional pages need to be identified in the main answer-script.

6. Sending Answer-Scripts:
One packet will have to be made with 100 (hundred) answer-scripts making order chronologically and there will be a top-sheet with necessary information. Then three packets of 100 answer-scripts each means 300 (three hundred) answer-scripts will be tied up with cotton cloth and put into a bigger packet. The address of the respective Deputy Director need to be written clearly and correctly on the packet and sent it in the same day through postal service of Tk. 100 (hundred). If it is not possible to send the same day for unavoidable circumstances, the packets will have to be preserved in the respective police station. In that case, the packets will have to be sent the following day.

Subject codes need to be mentioned certainly on the packet of the answer-scripts. The codes for the different subjects are as follows:
Bengali   01
English   02
Math   03
Social Studies   04

7. Recruitment of Supervisors:

Examination Management Committee will recruit necessary numbers of supervisors from the government primary schools, junior secondary schools, experiment schools closed to PTI and the teachers from the registered non-government primary schools may also be recruited as supervisor if necessary. In this case, impartiality needs to be ensured.

8. Seating arrangement in the examination center:
Two rows of the benches will have to be placed in two sides of the classroom keeping enough space between them. No more that 2 (two) examinees will be allowed to seat in each bench.

9.   Admit card will have to be given to each examinee at least 3 days before the examination begins. The name of the examinee, father's name, examinee's roll number, center, the date and time of the examination along with the signature of the Upazilla/Thana Education Officer will have to be in the admit card.

10. Coding of the answer-scripts:

A. The Divisional Deputy Directors will send the answer-scripts to the examiners within 30-01-2004 after completion of coding for the answer-scripts.
B. The examiners will have to send the answer-scripts with the number sheets to the head examiners within 15-02-2004.

C. Head examiners will certainly send the number sheets to the respective Divisional Deputy Director within 25-02-2004. Divisional Deputy Directors

will send the answer-scripts immediately to the MIS of directorate within 01-03-2004.

11.   Setting up of Examination Centers:

The centers for primary scholarship examinations will have to be set up as previous years. All the necessary steps will have to be taken through the properly arranged meeting of the local Examination Management Committee.

12.   Taking Confidentiality and Caution

All sorts of confidentiality and cautions will have to be taken for the managing of the primary scholarship examination 2003. All the activities certainly need to be done in time. Related officials will be responsible for occurring any kind insincerity, carelessness, irregularities and irresponsibility.

13.   Date of Scholarship Examination:

28 and 29 December 2003.

14.   Possible Date of publishing results:

31 March, 2004.

(Professor A. M. Mosaddekul Islam)
Director General
Directorate of Primary Education

Memo No.: OM-34-prashio/PTI/2000/prat-1/

Copy for kind information and necessary action:
1. Director General, Directorate of Secondary and Higher Secondary Education, Education Building, Dhaka.
2. Divisional Deputy Director, Primary Education, Dhaka/Rajshahi/Chittagong/Khulna/Barisal/Sylhel Divisions|
3. Regional Director, Secondary Education (All) .... |
4. District Primary Education Officer (All), ...| Requested to send the instructions to all the Upazilla/Thana Education Officers under the district.
5. District Education Officer (All), ...| Requested to send the copy of the letter to the concerned primary school attached with high schools.
6. Office Copy

The Peoples Republic of Bangladesh
Hill Tracts District Council
District of Khagrachari Hill Tract

Memo no-Khapazep/PraShi/Communication/1/2003-534   Date:17/08/2005AD

Subject: Regarding the permission of supplementary joint intervention of BRAC with the Government of Bangladesh for the development of primary education of Khagrachari Hill Tract District.

Source: Memo no of your office- BRAC/BEP/61/2005 Date: 27/7/2005AD.

In reference to the above subject and source it is to inform you that according to the proposal mentioned in the memo of the source and on condition listed below, for development of quality of primary education along with government program in all sub districts of Khagrachari Hill Tract district in government and non government registered primary schools to increase attendance, decrease drop out rate, children's enrolment, BRAC is given permission to initiate necessary program to communicate and organize regular meetings/seminar with parents, 6 day management training for head teacher's professional development, 12 days basic training for teachers without C-in- ed training and 6 days mathematics and English training for assistant teachers with 6 days subject based refreshers training for teachers and to motivate SMC members.

Condition:
1.The program will be operated with full funding of BRAC.
2. Teacher training would be conducted with communication and co-ordination with Primary Education Division Khagrachari.
3.It should be noticed that regular class sessions of school should not be hampered because of any training sessions.

To: (Nakhatra Lal Deb Barman)
Manager   Chairman
                                            Hill Tracts District Council Khagrachari
GPS
 BRAC Education Program
BRAC Head Office
Mohakhali Dhaka

Copy:
1.Divitional Deputy Director,Primary Education, Chittagong Division, Chittagong
2.Harun ur Rashid, Convener, Education Committee and honourable member of the council.
3..District Primary Education Officer, Khagrachari
4. Office Document.

Rangamati Hill Tracts District Council

Memo no-RAPAZEP/835   Date:28/06/2005AD
Rangamati Hill Tract Union

To: Deputy Director
BRAC,BRACcenter
Mohakhali- Dhaka –1212.

Subject: Regarding the permission of supplementary joint intervention of BRAC with the Government of Bangladesh for the development of primary education of Rangamati district.

Source: Memo no BRAC/Education Program59/2005 Date: 30/05/2005AD.

In reference to the above subject and source it is to inform you that according to the proposal mentioned in the memo of the source and on condition listed below, for development of quality of primary education along with government program in all sub districts of Rangamati district in government and non government registered primary schools, with the aim of to increase attendance, decrease drop out rate, children's enrolment, BRAC is given permission to initiate necessary program to communicate and organize regular meetings with parents, 6 day management training for head teacher's professional development, 12 days basic training for teachers without C-in- ed training and 6 days mathematics and English training for assistant teachers with 6 days subject based refreshers training for teachers and to motivate SMC members.

Condition:
1.The program will be operated with full funding of BRAC.
2. Teacher training would be conducted with communication and co-ordination with Primary Education Division Rangamati.
3.It should be noticed that regular class sessions of school should not be hampered because of any training sessions.

(Dr. Manik Lal Dewan)
Chairman
Rangamati Hill Tracts District Council
Rangamati

Copy:
1.Divitional Deputy Director,Primary Education, Chittagong Division, Chittagong
2.District Primary Education Officer, Rangamati

Government of the People's Republic of Bangladesh
Banderban Hill Tract Distract Council
Banderban

Date: 27/12/2005

Memo no – Pajepo/ Ba-ban/Prasha:/3-163/2005 -1552

Subject: Regarding BRAC proposed complementary activities alongside the Government's efforts aimed at improving the quality of primary education in Banderban district.

Ref: 1. Memo no- BRAC/BEP/62/2005, Date: 3/10/2005
         2. Memo no of this council – Pajepo/Ba-ban/Prosha/3-163/2005-, Date 09/10/2005
         3. Ref no – BRAC/BEP/64/2005, Date 14/12/2005

In reference to the above subject and source, permission is given to BRAC to implement the following activities alongside the Government's efforts aimed to improve the quality of Primary Education in Banderban district.

1. To conduct and organise parents meeting to increase learners attendance and to decrease dropout.
2. To arrange
      - Six days management training course for Head and Assistant Head Teachers,
      - 12 days basic teachers training course for those who didn't receive Certificate in Education Training
      - Six days maths and English training for HT/ AHT
      - Subject based refreshers training
3. To take necessary action to activate SMCs.

As for above activities following rules and regulation need to be followed:

1. The Programme will be operated with full funding of BRAC
2. Teachers Training would be conducted with coordination and communication with Primary Education Division of Banderban
3. Regular classes of schools should not be hampered because of any training session.

(Mamaching)
Chairman
Banderban Hill Tract District Council

Attention:
Manager, PPS
BRAC Education Programme
BRAC Head Office,
Dhaka

CC: 1. Director General, Directorate of Primary Education
     2.Deputy Director, Primary Education, Chittagong
     3. District Education Officer, Banderban

Annex IX
Cumulative Achievements Capacity and Quality
July 2004 - December 2006

Training:

Output	Target July 2006 – June 2007	Achievement July 2006 – December 2006
Primary - Monthly refreshers, year-ending, and subject-based training	32,880 teachers	33,037 teachers
EIC	teachers basic training (3,440) orientation for teachers and staff	See text below
CSN	all staff will receive general training include CSN training on teachers' basic training module	See text below - Included
Special Training - Training of Batch Trainers	1,000 Batch Trainers will be developed for teacher training	156 participants
MT refreshers	MT Refreshers Courses to take place	2,474 participants

Quality Controls:

Output	Target July 2006 – June 2007	Achievement July 2006 – December 2006
Bi-monthly monitoring	1,050 BRAC schools 630 BRAC pre-primary schools	1,386 914

Staff Training:

Output	Target July 2006 – June 2007	Achievement July 2006 – December 2006
All new staff	Foundation Training PMC-1 on Grades I – III PMC-2 on Grades IV - V	192 116 62
In-service training	PO in charge/AM will get OMC training MT training for 80% above	23 334
Needs-based workshops	700 Batch Trainers	278 (participants)

Targeted Developments

1 Training:

1.1 **Primary (Monthly refreshers, year-ending, and subject-based training):** Primary training is slightly more than targeted because of the slight increase in the number of schools. 33,037 teachers received training every month for six months.

1.2 **EIC (Teachers' basic training & Orientation for teachers and staff):** There are no separate targets for EIC in the Implementation Plan. The current total number of ethnic teachers (3,176) received refreshers and orientation.

1.3 **CSN (General training):** All staff received the general 6 days training on CSN issues. Special awareness training for CSN was received by 1,343 members of staff. Special teachers' training (i.e. with a focus on CSN) was given to 1,400 teachers. During the teachers' basic training, a handout on CSN issues is given out, and an hour and a half is spent in discussion on these issues.

1.4 **Special Training (Batch Trainers):** 156 Batch Trainers were developed for teacher training in the last six months. This is because most of Batch Trainers training is done in the beginning of the school year, when the new schools are being opened. Batch trainers are chosen from teachers who have experience and demonstrate skill and understanding and are able to work with the children's strengths and weaknesses. In addition, BTs have been found to be more effective in training teachers from Grades I – III as the subjects in Grades IV & V are more difficult and therefore better suited for MTs to handle. For this reason, the number of BTs trained is low.

1.5 **MT refreshers:** 2,474 Master Trainers received refreshers training the in the last six months. Master Trainers conduct the monthly refreshers

2 Quality Controls:

Bi-monthly monitoring was carried out on 1,386 BRAC primary schools and 914 BRAC pre-primary schools. More was done because instead of the comprehensive monitoring as was originally planned, only performance monitoring was carried out. Since this takes less time, with the extra days, more schools were covered. From December, comprehensive monitoring was started and this will be carried on for the rest of the year.

3 Staff Training:

There are no staff training targets in the Implementation Plan as training depends on the number of new recruitments and staff requirements. In the last six months, 192 members of staff received Foundation Training. PMC-1 and PMC-2 are in-service training courses that are meant to improve on staff managerial and pedagogical skills. These were given to 116 and 62 staff respectively. 23 members of staff received OMC training and 334 were given MT training. Out of the target of 700 BTs, 278 participated in the workshops. The target will be achieved in the next six months.

Annex X
Actions Taken on the Recommendations of the Annual Monitoring Mission

Recommendations	Action Taken	Status

1. School Operations
 	
(i) BPS / BAPS Schools
 	
▪ BRAC should – separately for each of BPS, BAPS and ESP – make clear for each calendar year
   o The total numbers of schools operating that year,
   o How many of these are new schools at the start of that year, and
   o How many of that total number of schools will be closing at the end of that year.
        Projected numbers of children completing BPS/BAPS, ESP and BPPS schools should also be given, through to the completion of the set of schools funded through BEP IV (i.e. possibly to 2013).
 	
▪ Respective BEP units and the MIS team should ensure that Norway-supported activities be
	a) These changes have already been made in the revised 5-Year Implementation Plan.
	
	b) These activities were incorporated into the mainstream programme in January 2006.
		a) A revised 5-year implementation plan is available.
		
		b) Information is available in the Annual Progress Report (July 2005 – June 2006).

Recommendations	Action Taken	Status
included in annual targets, and similarly reported upon. ▪ It is possible that minor (possibly cost-neutral) design improvements might overcome difficulties (such as poor sunlight and airflow) and BRAC should look at this issue with a view to incorporating modifications during future school construction or restoration.	c) BEP is aware of this matter and is assessing the extent of the problem. A pilot scheme has been initiated to improve the condition. The results will be available in 2007.	c) Keeping this in mind new school houses are being established.
▪ The retention of the BPS/BAPS and BPPS target of 'at least 65% girls' should reviewed from time to tim increased flexibility in applying th criterion is recommended. ▪ Qualitative gender issues should continue to be addressed, for instance, in curriculum materials and in parental and community awareness-raising, and reported upon.	d) BEP is now applying the range of 60%-65% in its planning and reports. e) In addition to the existing work that BEP is doing such as through materials (having girls as role models both in pictorial and text form), through different forums like parents meeting (addressing girls' equal right to access to education and basic rights) and through BRAC SHarE unit (working exclusively towards BRAC wider gender parity), BRAC would like to enhance/strengthen it's scope	d) Done e) BEP is concerned about this and doing this into all matters related to materials development and different forums

Recommendations	Action Taken	Status
	and activities to address qualitative gender issues.	
(ii) __ESP Schools__		
▪ The feasibility of ESP schools moving to the full primary cycle (as with BPS, over four years) should be addressed.	f) In regards to the plan whether BRAC will act on the recommendation to move ESP in to a full cycle, for a number of reasons, BRAC thinks that this will not be possible. The dropout of POs of partner NGOs is an issue for maintaining ESP quality and the inclusion of higher grades will make it more difficult. So a full cycle for ESP is not feasible step at this moment.	f) This is not appropriate at this moment
▪ Consideration should be given to the production and dissemination of a BRAC/ESP newsletter to share information and ideas.	g) This is a good idea, however, is not possible immediately due to shortage of man power within ESP.	g) It is a good idea but we are not ready for this. However, different training sessions and workshops we disseminate/share information.
(iii) __Ethnic Schools__ h) The EIC unit should open more schools in remote areas; attention should be placed on	h) From the inception of the project BEP has been trying to work with as many ethnic groups	h) Currently 2,139 EIC schools are in operations. BEP is working with 31 out of 73 ethnic

Recommendations	Action Taken	Status
highlighting different ethnic communities.	as possible/feasible in terms of access and capacity. In doing so, BEP has relaxed some criteria such as class size, teachers' educational background etc… and introduced indigenous issues on different ethnic groups in school materials.	communities. Another 430 EIC will be opened soon. For this all preparatory work has already done.
i) The numbers of teachers from ethnic backgrounds in BPS/BAPS schools should be monitored and reported upon.	i) Ethnic teachers in the EIC schools are already monitored and reported upon. Those with ethnic background in mainstream BRAC schools are low in number (less than 1%).	i) Currently, 0.2% ethnic background teachers are in the mainstream BRAC primary schools
▪ Links and information exchanges should be established with ethnic educational initiatives elsewhere in order to build on international experiences: the substantial Canadian experience, for example, could prove particularly valuable.	j) Agreed. BEP has already been networking with the other organisations (e.g SIL) working with the ethnic communities. BEP would be interested to benefit from Canadian experience.	J) A team of five-member EIC visited Cambodian bi-lingual education programme in Cambodia 2004 and shared experiences on bi-lingual issues. Over there, they met Ron Watt, a Canadian working as a consultant in Cambodian bi-lingual

Recommendations	Action Taken	Status
		education programmes. BEP asked him to work with EIC team as a consultant but he is contracted for 3 years with a Cambodian organization. In terms of this reference Frank Marry, another Canadian working as a consultant in Australia bi-lingual education programme was also contacted. However, she did not agree because Bangladesh is too far away and it involves a long journey (near about 22 hours air journey). Later BEP established contact with SIL India where Steve Simpson and Vicky Simpson working as consultants in the MLE programme. Steve and Vicky are Canadian and they have experience on the Canadian bi-lingual education programme. They invited us to visit the Tribal Education in Andhra Pradhesh and to attend MLE Material Production Workshop at Bhubaneswar in Orissa. A four-member team of EIC visited the Tribal Education programme in

Recommendations	Action Taken	Status
		Andhra Pradhesh and attended as observer participants in the MLE Material Production Workshop at Bhubaneswar from 23rd June to 2nd July 2006. The EIC team shared experiences in both places. In January 2007, SIL Bangladesh organized a 5-days long workshop on MLE programme at Dhaka. A member of EIC core team took part in the workshop. Steve and Vicky from SIL India facilitated this workshop. After the workshop, Steve and Vicky visited EIC schools at Haluaghat in Mymensingh. They were very pleased to see the learning performance of learners, teaching methods of ethnic teachers and the supplementary materials used in EIC schools. Finally, Susan Malone, Ph.D. and Dennis Malone, Ph.D. Experts in Minority Language Education, SIL International, who have been working as consultants from the beginning of the EIC Unit of BEP. Our EIC consultants, Susan

Recommendations	Action Taken	Status
		and Dennis, originally trained all of the aforementioned Canadian consultants on MLE. So BEP's EIC team feels that they have contact with one of the world's most experienced experts on MLE. However, BEP will continue to look into the Canadian experience and will keep on trying to get consultants from there. In addition, will also try and arrange an exposure trip in order to experience first-hand the MLE there
(iv) CWD / Children with Special Needs (CSN) ▪ A review of terminology is advocated for activities related to Children with Special Needs. ▪ Those involved in the planning and management of what is now termed the CWD unit should have increased networking and bonding with other organisations to learn more about the problems of CSNs and how best to deal with them.	k) BEP has revised this. From the next reporting period BEP will change the name of the CWD unit to CSN. l) So far, staff of CWD Unit have done bonding and networking nationally, but it is yet to be done on an international level.	k) Instead of CWD, now BEP is using the term CSN. I) CSN unit is increasing networking nationally and trying to increase networking internationally to learn more about CSN.

Recommendations	Action Taken	Status
▪ The Monitoring team strongly supports BRAC's continuing to provide general educational opportunities for CSNs but has reservations regarding the strategy of enrolling severely disabled children "once the staff and overall system are completely able to handle the challenge". It is believed that some children with acute educational needs may require particularly specialised provision. Internationally, while 'inclusion' is applied wherever feasible, special schools are established for, say, profoundly vision impaired or autistic children so that they may receive expert care.	m) The CWD is still in it's inception stage so it is practical, both in terms of capacity and awareness among the staff, to restrict its activities to children with slight to moderate disabilities. There are no plans to work with severe cases in the near future.	m) Now we are working with severe physically disabled. If we can develop all staff then we will be able to work with other severe disabled in future by using this experience
*(v) **Pre-Primary Schools***		
▪ Having established a successful and well-regarded pre-primary system, the Monitoring team shares the widespread wish that, when possible, the number be extended beyond the present 16,000.	n) BEP has already increased the number of pr-primary schools from 16,000 to 20,000. The target for 2007 is 23,000.	n). As of December 2006 20,168 schools were in operation.
2. Capacity & Materials Development ▪ The 'Multi Strategy Language Teaching' method should be monitored closely to verify its future success and, when proven, applied	o) As Pilot Project, the intervention was initiated in 2004 in nine grade I schools aiming at improving the Bangla	o) After expanding the MSLT pilot, BEP gathered similar kind of experience in line with learners learning outcome which

Recommendations	Action Taken	Status
more widely.	language skills of learners attending BRAC Primary Schools. Field visit feed back suggests that the pilot is successful if the issues i.e. learners' independent reading and writing; creative thinking; and oral communications are taken into consideration. The intervention has already been extended from 1 to 53 Area Offices in 6 BEP regions to gain further experience. Based on the finding the project will decide on widely application.	led BEP to mainstream the teaching approach in 2007 covering all grade I schools. Training for RMs, QASs, Core MTs and MTs have already been completed as part of ground work activities.
▪ BRAC should not to commit itself fully to government books until these have been delivered nationwide on schedule for two consecutive years. In the meantime, continued close collaboration between BRAC and GOB in materials development is advocated.	p) Distribution of the government text books has been on time in the running school year.	p) In grade IV & V govt texts are available in all BPS and BAPS.
▪ Trainers should provide guidance to the teachers on how to check each student's work without keeping every other student waiting.	q) BEP has already initiated this practice mainly through the refreshers training sessions along with practices in the classroom.	q) This practice has initiated mainly through the refreshers for all teachers of different grades. The practice is done by checking the learners' work in small group,

Recommendations	Action Taken	Status
		in pair and selecting the students by random basis.
▪ BRAC should pay increasing attention to measuring changes in job performance after attending capacity activities, and the findings should, as well as being reported in BEP documents, provide valuable feedback for the design and delivery of subsequent courses.	r) The process of measuring the performance of staff after receiving different capacity building activities has already started. The findings will be shared with relevant groups/units. BEP has started working to check teachers' performance in the training, through pre and post test. An instrument is under pilot. In addition RED will also be asked to do an impact study on teachers training.	r) CDU has taken initiative to follow up the impact of the capacity building activities for teachers and staff whether they can apply the knowledge and skills in real professional life.
▪ The CALP approach is endorsed and, in particular, should identify effective ways of providing better communication programmes for enhancing the English speaking skills of teachers and, hence, their ability effectively to teach that language.	s) Through the CALP approach (The Computer Aided Learning Project) BEP is already doing it.	s) CALP is focused to improve the teaching methodology of English for today (govt text book) in secondary school. Now it is in pilot stage/phase with 14 teachers in 7 non-government secondary school.

Recommendations	Action Taken	Status
3. Collaboration with Government ▪ Links between GOB and BRAC across the educational sector, particularly in Upazilas and Districts, but also to some degree at the national level, have strengthened during BEP IV. This enhanced collaboration is of undoubted benefit to Bangladesh and BEP should, thoughtfully and sensitively, continue to work ever more closely with GOB.	t) BRAC puts high value in terms of cooperation with GoB across the education sector and a pro-active relationship is functional with the Ministry of Education and Directorate of Sports and Women's Affairs. At the primary education level, interaction particularly with the Upazila district Education officers is increasing. Some development took place in 2003 in selected Upazilas/districts. (See next para)	t) The GoB has given permission to BRAC to provide training for GoB primary school teachers for Homna upazila under comilla district. The GoB has also given permission to BRAC allowing BPS/BAPS students to sit for centrally organised grade v completion test.
▪ While nothing should be done that might jeopardise the improving relationship, a realistic view of the state of mainstream education needs to be taken in planning the future of this and possible future programmes. While BRAC's growing innovatory character, and its function as partner rather than sub-contractor, is increasingly acknowledged, its role in the provision of basic education will remain vital for several decades.	u) Agreed. BRAC is working to strengthen this relationship in future, and a joint collaborative action has started in Sherpur, Homna and Chittagong Hill Tract districts in the form of teacher and SMC training.	u) Training for building capacity of GoB primary school teachers and SMC members are going on in the mentioned areas.

Recommendations	Action Taken	Status

▪ So that the lessons of BEP may be understood and disseminated, it is now necessary to obtain precise and independently verifiable data, and to apply rigorous analyses to those data, in relation to:
  ▪ The performance of ex-BPPS students in mainstream primary schools, compared with other students;
  ▪ The performance of BPS students in the Scholarship examination, compared with other students; and
  ▪ The examination performance of students in Secondary Schools supported by BEP, compared to those in other schools.
Should significant differences be established, the key factors need to be identified and lessons learned for widespread replication. These might well be areas of interest to CREATE.
	v) These topics are included in the programme of research on quality issues that RED has started.
	Other work done by Data International. Research suggests that ex BPPS graduates are performing better than children without pre-primary background. A specific study on BPPS graduate will be carried out in 2007.
		v) A study on BPPS graduates is going on by BEP Research Team. To see the performance of BRAC Pre-primary graduates at the end of Grade 2. Another specific study on BPPS graduates will be carried out in 2007 by RED.

▪ Strong advocacy and information sharing on the part of PEDP II are recommended, so that all stakeholders are aware of that Programme and understand its objectives: the BRAC donors, who co-fund PEDP II, should consider raising this issue in the appropriate forum.	w) We appreciate it.	w) We appreciate it, but it depends on donors.

Recommendations	Action Taken	Status
▪ BRAC should keep under review the Director of Secondary Education's hope that BRAC might assist in the ICT area.	x) Agreed. This is under process. However, progress has been made regarding the DSHE's hope that BRAC will assist it in the ICT area. Workshops are taking place with district level secondary education officials. The last one will take place in November this year, where DSHE central officials will participate and ICT issues will be discussed.	x) Three workshops were held, two in December 2006 and one in February 2007. All central level GoB officials e.g. DG, DCs and DEOs were participated in the workshops.
▪ The magnitude and significance of what is occurring through GPP and PPS, including BRAC's involvement in educational planning, should be clearly described, and the outputs and outcomes set out and assessed, in future BEP documents.	y) Agreed. This will be incorporated in future BEP Progress Reports.	y) This has already been incorporated in the BEP Progress Report and will be continued.
▪ Agreed formats for Upazila Primary Education Plans and School Learning Improvement Plans are vital. PEDP II is currently addressing these matters and BRAC's input to this process is highly desirable.	z) We would be happy to do, however, the scope for BRAC involvement has to evolve. This doesn't depend on BRAC only.	z) Appropriateness has yet to be evolved. Efforts are being put in this regard. BRAC will be happy in doing so if the GoB creates such space for BEP.

Recommendations	Action Taken	Status
▪ The training of educational planners – including but not limited to BRAC staff – should include case studies of joint planning initiatives between BRAC and GOB to demonstrate their cooperation, including the difficulties encountered and the steps have been taken to overcome them.	aa) A joint planning environment has yet to evolve. BRAC works to facilitate that when feasible.	aa) If GoB put its efforts for this then BRAC will take initiative to facilitate this.
▪ Once the URCs are again operational, there should be cooperation with them in relation to primary teacher training. BEP may begin to support them, as envisaged in the original programme documents. Consultation between BRAC and MoPME regarding the optimum utilisation of URCs is recommended.	bb) This is under active consideration. Efforts will be made in consultation between MoPME and BRAC. BRAC is working towards creating an environment for the implementation plan.	bb) In November 2005 all the URCs have been transferred under the revenue head of the government. So the financial difficulties that its staff were facing have come to an end. However, in terms of delivery of its service. i.e. development of professional capacity of teachers has yet to take place.
▪ BRAC should investigate ways of expanding the tutorial support programme. Measures might be taken of student performance and attendance both before and after entering the TSC, in order to assess the practical benefits.	cc) BRAC is currently doing it. As for measuring of student performance, this will be under consideration.	cc) TSC is a fully community participating program. But there is some financial implications that we need to keep in mind. In 2005 there were only 388 centres, since then it is expanded in to 7054 centres. Among them 1,710 centres has completed

Recommendations	Action Taken	Status
		grade II and grade III TSC course and continuing their education in primary school. Ensuring their performance in TSC orientation and refreshers have been arranged for teachers' development. Supervision and monitoring have also been provided.
▪ Numbers and percentages (including the proportion of ineligible over-12s) of BRAC students receiving merit and quota scholarships should be reported upon in future BEP documents.	dd) Yes, this will be done in future BEP documents.	dd) Already reported in the Annual Progress Report July 2005- June 2006
▪ BRAC's intention to continue supporting the 44 Community Schools is endorsed; the Community/Formal schools might well be used for applied educational research – for example, in comparing the effectiveness of BRAC and GOB textbooks – provided always that these activities enhance the education of the students in the short- as well as in the long-term.	ee) RED & BU-IED will do it in a convenient time.	ee) Not yet decided.

Recommendations	Action Taken	Status
4. Adolescent Development Programme ▪ BRAC's life skills programmes should include training sessions where adequate information is provided to the adolescent girls on procedures and processes for starting small business enterprises.	ff) APON ABRITO has been a pilot project for the last phase. Based on feed back of the pilot, which are mainly difficulties that adolescent facilitators face and language being somewhat difficult for them to understand. And finding suitable business as well as market for the product required additional manpower, time and financial support which ADP doesn't have at the moment.	ff) N/A
▪ A thorough going investigation of the impact of BEP's programmes for adolescents is opportune: for example, information on females trained and entering/not entering the workforce, including contributing factors, should be collected and followed up.	gg) BEP already has some information collected, however, follow up of these information will be under BEP's consideration.	gg) BRAC RED has already started working on it.
▪ BRAC's concentration on the community leader workshops – as opposed to the Delayed Marriage Scheme for the KK supervisors – is supported: the outcomes should be reported upon in future BEP documents.	hh) This will be under BEP's consideration. BRAC is creating an environment for the impleemnation of these recommendations.	hh) It has already been reported in the progress report.

Recommendations	Action Taken	Status
▪ BRAC staff members should have detailed guidelines on how to achieve a maximum impact from the several forms of community meetings and fora.	ii) Different ADP training modules have guidelines on how best to communicate with community forums with different types of participants. ADP is currently developing a guidebook for the supervisors regarding roles and responsibilities.	ii) All ADP staff received formal training regarding these issues. A PO manual has been published and distributed
▪ Kishori Kendras should be made more attractive by, for example, adding training in music and providing information on income generating activities; where funding permits, they should be opened in remote communities including BAPS locations.	jj) These already exist.	jj) These already exist. Besides, indoor games competition introduced in the KK.as pilot basis in 5 regions.
▪ The Employment and Livelihood for Adolescents (ELA) programme be more widely publicised so as to give more income earning opportunities for adolescent girls.	kk) This will be under BRAC's consideration.	kk) No action has been taken yet. It is still under consideration.
ll) Additional needs-related APON courses, for working and slum adolescents for instance, and those focusing upon ways of preventing early marriage particularly in isolated	ll) This already in practice and will continue to do so.	ADP already established KK and started other activities in slam (Dhaka and Chittagong) areas as well as isolated (CHT and TUP areas) areas

Recommendations	Action Taken	Status
areas, would be valuable.		
5. Post-Primary Basic & Continuing Education mm) TARC trainers should be given field practise and updates to ensure that they are familiar with the latest developments.	mm) BEP agrees. This is already in practice for the last 2- 3 months.	mm).It is now in practice. In each quarter TARC trainers visited field for 3 / 4 days. Information on updated programe is given to the trainers in the Trainers workshop. Monthly PACE meeting minutes are provided to the TARC regularly.
nn) BRAC should continue to take particular care to ensure that outside trainers genuinely embody in their presentations the philosophy of BRAC's methodologies.	nn) Screening is more strict as certain percentage of trainers have already been excluded from the list.	nn) Done. Currently PACE excluded 124 resource trainers through strict screening process.
oo) In respect of the training conducted for HTs, AHTs and SMCs, BRAC should monitor progress and actual achievements against the targets drawn up on charts at training sessions; measurable indicators should be developed for post-training behaviour and educational outcomes (e.g. the practical effects of the SMC training) and achievement against	oo) BRAC has already started doing it and will continue to do so.	oo) Done

Recommendations	Action Taken	Status
targets should be assessed and reported upon. pp) A thorough assessment of the consequences of Gonokendro and their associated activities, including the mobile and micro libraries, is opportune. It is important to establish how well these facilities are being utilised, what improvements in reading abilities and interests have occurred because of this intervention, and how outcomes could be enhanced. III. The provision of IT to GK should be expanded as quickly as resources allow. Possible ways in which the facilities may best be are used should be tested and the finding incorporated into Librarian training. IV. BRAC should carefully check the suitability of the books, newspapers and other materials that are made available to the community. Some books in English (e.g. on cricket as well as works of 'literature') might be provided. ss) The issue of whether the computer operators with disabilities, currently temporary employees, are suitable for permanency should be addressed.	pp) A study on the impact of Gonokendros is under process. BRAC is also working towards to creating an environment for the implementation of this recommendation. qq) Agreed. BRAC will look into this matter and once necessary information is collected, those will be communicated to the Donors. rr) Under consideration. English books are already being provided to 1000 libraries. ss) BEP will give this a careful consideration.	pp) A very preliminary draft report is available. qq) No of IT to GK has been increased (information is available in MIS, PACE) . rr) Done ss) N/A

Recommendations	Action Taken	Status
6. <u>Reporting</u> tt) BRAC acknowledges problems in reporting, including its handling of statistical data, The Communication Unit should submit the next draft progress report to people outside the unit to check for consistency and clarity. BRAC should consider establishing an international network of 'critical friends' ready to perform similar functions on a voluntary basis. Training activities should be considered, provided those to be trained are likely to continue to be involved in BEP (and wider BRAC) reporting for the foreseeable future. uu) The Research and Evaluation Division (RED) and the BEP research team might also benefit from having further training in descriptive statistics and on how to report their findings more effectively. These units should follow through on whether their findings are applied and to what practical effect, and all of this should be referred to in progress reports. ▪ More attention should be given to qualitative issues in targeting, monitoring, evaluation and	tt) BEP acknowledges this and has already been incorporated in the 2006 Progress Report. (the current one). uu) Agreed. Since the BEP Research team requires technical assistance, liaison has been made with the assigned consultant, who was unavailable during this reporting period.	tt) Done uu) Done BEP continues to integrate research recommendations in its planning process.

Recommendations	Action Taken	Status
research. ww) All BEP staff should be aware of all BEP activities and should, in the course of their duties, visit types of schools and programmes other than those for which they are directly responsible. Experiences should be shared and strategies should be consistent. All relevant information obtained by any BRAC unit (such as details of research findings and issues raised in the bi-monthly monitoring newsletters) should be adequately communicated to all others.	vv) BEP has already started doing it. ww) The information regarding BEP activites are mostly shared among different units in an informal manner. BEP agrees that the interaction should be more frequent and formal in manner in future. Some results will be reported in the 2007 Annual Report.	▪ Done V. ww) This is under process

Annex XI
Village Survey Form

Survey Format of 0 - 14 years Shisu / Kishor / Kishori																		
Region:			**Area:**		**Village:**		**Union:**							**Zilla:**			**Date:**	
House hold number	Name of House Owner	Surveyed Children/ Adolesent boys / Adolesent girl's Parents name	Educational qualification of Parents of surveyed children / A.boys / A-girls .Illiterate =0,1-10=1-10 grade.SSC Pass = 11, HSC pass =12, Ba pass =13, M.A pass =14	Occupation of the parents of surveyed children /A.boys/ A.Girls. Service =1,Business= 2, Agriculture=3 ,Rickshow puller = 4, others(menti on) =5	Amount of cultivated land of the surveyed child / A.Boys / A.girls. No land = 1, 1 - 30 decimal = 2, 31-50 decimal =3, 51+ decimal =4. Not known = 8	How long the house owner use to work in a year. Less than 100 days =1, More than 100 days =2, No land = 8, Not applicabl e = 9.	Village Organiz ation membe r. Mother is the membe r of BRAC =1,Me mber of other Organiz ation =2, Not membe r =3	Name of Childr en / Adole scent boy / A.girl	Relation of the member with house owner. Mother = 1, Father = 2, Grand father =3,Gran d mother = 4,Other(mention) = 5	Gen der. Girl =1, Boy =2	Age of child ren / Adol esce nt boy / A.girl	School going situatio n. Go to school = 1, Not go to school = 2, Never go to school = 3, Not known = 8	If don't go to school now: What class has been finished recently? Pre- primary pass = 33, 1st - 3rd Grade pass = 1 - 3, Not Known = 8, Not applicable = 99.	Reason of dropout . Poverty =3,Other(mention) = 4, Not Known = 8, Not applicabl e = 99.	Reaso n of not admissi on in school. Provert y =1,Sch ool is far away = 2, Not known =8,Not applica ble = 99.	If the surveyed children disable: Type of disability : Physical =1, Intelectul e =2, Visual = 3, Can't speak =4, Hearing = 5, Multiple = 6	Special type of children / Adolesc ent boy / A.girl. Bede =1, Working =2	Remark s
	Mother	Father	Mother	Father	Mother	Father												
1	2	3		4		5		6	7	8	9	10	11	12	13	14	15	16	17	18	19
Name of Data colector & signature:															Name of Incharge & Signature			
Date:															Date:			

Annex XII
Financial Report

Summary of Revised Budget after incorporation of additional teachers salary and DLO office expenses for the period from July 2004 to June 2009								
	Actual Cost			**Estimated Cost**			**Total Cost**	**%**
	Year-1		**Year -3**		**Year -4**	**Year -5**	**Revised**	**of Total**
	July 04 to June 05	**July 05 to June 06**	**July 06 to Dec. 06**	**Jan 07 to June 07**	**July 07 to June 08**	**July 08 to June 09**		
	Taka	**Taka**	**Taka**	**Taka**	**Taka**	**Taka**	**Taka**	
I. School Cost (BPS, BAPS & ESP)	984,639,418	1,055,109,188	572,118,433	679,108,416	1,346,526,681	1,444,825,826	6,082,327,961	51.6%
II. Government Partnership								
II.A BRAC Pre-Primary School	464,630,374	641,422,619	401,531,922	428,544,517	896,785,292	969,265,088	3,802,179,813	32.2%
II.B Relationship Building with the Government	1,769,130	3,243,985	1,255,915	1,250,000	2,500,000	2,500,000	12,519,030	0.1%
II.C Working with SMCs of GPS and Social Mobilization for GPS	19,609,974	31,039,299	17,917,973	18,873,941	39,635,277	41,617,041	168,693,505	1.4%
II.D Community School	10,990,275	11,392,557	6,323,017	8,810,677	20,171,472	21,013,072	78,701,070	0.7%
III. Adolescent Development Program	29,859,483	56,399,848	25,982,589	33,051,845	70,413,181	53,740,917	269,447,864	2.3%
IV PACE								
IV.A Gonokendra & Information Technology	28,250,787	54,881,692	47,200,224	61,607,326	143,596,374	134,088,125	469,624,529	4.0%

IV.B Post Primary Basic Education	25,403,718	90,828,072	77,437,134	84,508,312	200,517,085	225,840,982	704,535,303	6.0%
V. New Initiatives	12,430,826	18,264,831	5,604,987	8,764,970	17,820,485	18,715,037	81,601,136	0.7%
VI. Child With Disabilities (CWD)	-	4,797,035	5,841,862	6,713,805	16,078,328	15,741,898	49,172,928	0.4%

VII. Partnership with mainstream Primary School / Innovative Interventions	-	-	4,189,683	6,179,250	7,078,050	4,718,700	22,165,684	0.2%
VIII. DLO office expenses	-	-	-	5,532,083	22,128,333	22,128,333	49,788,749	0.4%
Total Project Cost	**1,577,583,985**	**1,967,379,124**	**1,165,403,737**	**1,342,945,142**	**2,783,250,557**	**2,954,195,019**	**11,790,757,572**	**100.0%**