

**CHOLEN-2**

**“CHT CHILDREN’S OPPORTUNITY FOR LEARNING  
ENHANCED”**

**FINAL PROGRAM PERFORMANCE  
REPORT**

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## **Acronyms**

<b>AUEO:</b>	<b>Assistant Upazila Education Officer</b>
<b>BGE:</b>	<b>Basic and Girls Education</b>
<b>CHOLEN:</b>	<b>CHT Children's Opportunity for Learning Enhanced</b>
<b>CHT:</b>	<b>Chittagong Hills Tract</b>
<b>DPEO:</b>	<b>District Primary Education Officer</b>
<b>EFA:</b>	<b>Education For All</b>
<b>GAW:</b>	<b>Global Action Week</b>
<b>GOB:</b>	<b>Government of Bangladesh</b>
<b>MG:</b>	<b>Mothers Group</b>
<b>NGO:</b>	<b>Non-Government Organization</b>
<b>PNGO:</b>	<b>Partner Non-Government Organization</b>
<b>PTA:</b>	<b>Parents Teachers Association</b>
<b>SMC:</b>	<b>School Management Committee</b>
<b>UEO:</b>	<b>Upazila Education Officer</b>
<b>USAID:</b>	<b>United States Agency for International Development</b>

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**CHT Children's Opportunity for Learning Enhanced (CHOLEN-2)  
Final Report**

**SUMMARY PAGE**

Project Start date: August 2002  
Project Completion date: January 2005

Total Budget: USAID grant: US \$ 591,085  
Total Expenditure USAID grant:  
US \$ 591,084

**Project Goal:**

CHOLEN aims to enhance the educational achievement of indigenous children, especially girls in primary school of Chittagong Hill Tracts.

**Project Objectives:**

1. Increase Access to basic education for the poor and marginalized, especially girls.
2. Improve Quality and Relevance of basic education.
3. Enhance the education system through increased Accountability and Capacity building.

**Project Coverage:**

Number of Schools:	<b>180 schools</b> (121 Government schools; 32 non-government registered school, 27 community schools)
Number of Children:	<b>15,232 students (45% Girls and 55% Boys)</b>
Number of Teachers:	<b>588 Teachers (40% female)</b>
Number of Teachers supported by the Project:	<b>72 Teachers (42% female)</b>
Number of Teachers Trained:	<b>509 Teachers (38% female)</b>
Number of School Committees functioning:	<b>370 Committees</b>
Number of Mothers Groups:	<b>60 (100% women members)</b>
Percentage of women in SMC:	<b>24%</b>
Percentage of women in PTA:	<b>25%</b>
Number of Unions:	<b>18 Unions</b>
Number of Upazila:	<b>08 Upazilas</b>
Number of Districts:	<b>03 Hill Districts of Chittagong Hill Tracts</b>
Ethnic Communities:	<b>12 (Chakma, Marma, Tonchongya, Tripura, Bawm, Mro, Khumi, Khyang, Pankhu and Bangali)</b>

## **I. Introduction**

The CHT Children's Opportunity for Learning Enhanced (CHOLEN-2) started in August 2002 with grants from USAID. This project was an extension of an existing CHOLEN pilot of CARE Bangladesh initiated in the Chittagong Hill Tracts in May 2000. In the extension phase, the project worked with 180 formal primary schools (more than 60% government schools) to improve the access of indigenous children, particularly girls, to quality primary education.

The Chittagong Hill Tracts (CHT), with its hilly terrain and an ethnically diverse population had been relatively neglected in terms of economic and social development and was a priority focus area in CARE Bangladesh's Long Range Strategic Plan (LRSP) 2002 – 2006. The CHT was under insurgency for nearly two decades, and it was only in the late 90's that a peace accord was signed between the then ruling Awami League government and the Jana Sanghati Samity. Following this peace accord, CARE carried out a comprehensive livelihood assessment in February – March 1999 to understand the constraints and possibilities faced by the people of CHT, and the development priorities in this region.

The assessment revealed that low levels of literacy and poor quality of education prevailed there. The main causes of these conditions were identified as follows:

- Poverty heightened the risk of low education levels in vulnerable areas.
- School standards were inequitable (i.e. government Vs non-government, rural Vs Urban, English medium Vs Bangali)
- The management system was not open to change.
- Community management in school management was ineffective.
- Teachers tended to be poorly motivated.
- The teaching methodology did not foster creativity and critical thinking.
- The curriculum promoted rote memorization rather than relevant life skills.
- Effective teaching time in the classroom was insufficient.
- Continuous learning assessment was absent.

While the above causes were generally true for describing the poor quality of education throughout Bangladesh, they were even more accurate for the CHT, which suffered from two decades of conflict. This very low level of basic education restricted local communities from acquiring the knowledge and skills necessary to transform traditional societies in the path of development.

### **i. Project Goal and Objectives:**

**Goal:** The overall goal of the project is to increase the access and educational achievement of poor children in school, with a special focus on girls and indigenous children in the underserved areas of the Chittagong Hill Tracts.

#### **a. Specific Objectives of the project:**

- Improve access to basic education for the poor and marginalized, especially girls through:
  - (a) Enhanced school performance, measured in terms of student attendance, students' retention, gender equality, and achievement of improved cognitive skills and social learning competencies.
  - (b) Working with schools and communities to reach out to specific target groups, this will happen through community mobilization, awareness building and promotional activities to increase the target students' attendance and retention, particularly for girls in the higher classes, focusing on their achievement levels,
  - (c) Seeking to establish community owned, formal equivalent education centers where there are no schools.
  
- Improve quality and relevance of education through:
  - (a) An enhanced learning environment,
  - (b) Teachers' use of activity-based methods and materials that are child-centered, interactive, socially and culturally relevant, locally available and easy to use,
  - (c) The introduction of a supportive supervision system through community participation, and teachers' forums.
  
- Enhance education system capacity and accountability to parents and "clients" communities through:
  - (a) Promotion of stakeholders' participation in school management and improvement,
  - (b) Their empowerment to work more effectively toward learning innovations in the classroom,
  - (c) School advocacy at different levels,
  - (d) Increased support from the government.

## **ii. CHOLEN Strategy**

The main strategy of CHOLEN was to address the key problems of primary education in the CHT by promoting greater community involvement in government as well as community-managed schools. The project facilitated a participatory process whereby

indigenous communities could take ownership and management of the education process. CHOLEN partnered with six community-based NGOs (namely, Green Hill, Gram Unnayan Sangathan, Mro Chow Chenchap Euong Ra Tia, Center for Indigenous People's Development, Taungya and Zabarang Kallyan Samity) as the implementing partners of CHOLEN, and these NGOs were the project's interface with the community and schools. CHOLEN staff members were mainly engaged in building the capacities of partnering NGOs to better implement the project activities and to control quality.

CHOLEN had two categories of schools – Primary Target schools and Secondary Target schools. The level of effort in terms of inputs and monitoring was different in the case of each category. Schools that were in very poor condition were selected as primary targets, and received greater inputs from the project. Secondary targets schools were in slightly better condition compared to primary target schools, but were located near to the primary target schools. Primary target schools were monitored more closely than the secondary target schools.

The five implementation strategies for the CHOLEN area were: 1) working through existing, though poorly functioning primary schools; 2) having a partnership strategy for project implementation; 3) creating a cadre of trained teachers and resource persons; 4) enhancing stakeholders involvement; and, 5) obtaining government 'buy-in'.

### iii. Operational Area of CHOLEN

The CHOLEN project was operational in all three Districts of CHT – Rangamati, Bandarban and Khagrachari, covering 180 schools (60 primary target schools and 120 secondary target schools) spread over 8 Upazilas and 20 Unions. The Table-1 below shows the number of schools covered by each of the partner NGOs in the project area.

The project had the highest number of schools (97) in Bandarban District, which also had the lowest rate of literacy among the three Hill Districts. Rangamati District had 68 schools, and Khagrachari District had 15 targeted schools.

**Table - 1: School Distribution among Partner NGOs of CHOLEN**

Partner NGO	Upazila	Total # of schools	Pry. Target	Sec. Target	Gov't schools	Non-gov't schools
Taungya	Belaichari	25	10	15	23	7
	Rangamati	05 30		05 20		
CIPD	Baghaichari	15	5	10	8	7
Green Hill	Bandarban S.	37	12	25	24	13
	Rajasthali	23 60	8 20	15 40	15 39	8 21
GRAUS	Rowangchhari	27	9	18	22	5
	Ruma	18 45	6 15	12 30	14 36	4 9

MROCHET	Bandarban	11	4	7	7	4
	Rowangchari	3	1	2	0	3
	Ruma	1	0	1	0	1
		15	5	10	7	8
Zabarang	Khagrachari	15	5	10	8	7
	Sadar					
Total		180	60	120	121	59

CHOLEN worked with three different types of schools, Government Schools, Non-Government Registered School, and Community Schools. The government schools were supported and managed by government funds. Non-government registered schools were government approved and often received substantial government funds, but were privately managed. The community schools on the other hand, were Non-government non-registered; they were not formally approved by the government and did not receive government funds, but were allowed to operate. These schools were supported by private funds and community pooled resources. The project worked with 67% Government Schools, 18% Non-government registered schools, and 15% Community schools.

#### iv. Catchment area survey

After CARE's selection of schools, the project conducted a catchment area survey to estimate the literacy and enrolment rate in the project area. The survey was based on household visits and group discussions. A questionnaire was developed and used for data collection. The survey found a total number of 16,521 households in the area, and an adult population of 79,609, out of which only 28% were literate (those who have been through any form of schooling). The average literacy rate for males was 35% and for females 21%. Table-2 gives an overview of the status of the literacy of adult populations in the catchment area.

**Table – 2 : Household population and Literacy rate of the project catchment area**

Partner	# HH	Working Area	Population			Literate population			Literacy rate		
			F	M	T	F	M	T	F	M	T
MROCHET	553	Bandarban S. Rowangchari Ruma	1837	1800	3637	458	571	1029	25	32	28
GRAUS	3577	Rowangchari Ruma	8595	9022	17617	1374	2171	3545	16	24	20
Green Hill	6383	Bandarban S. Rajasthali	15773	14316	30089	2854	4057	6199	18	28	23
Taungya	2924	Belachari	6712	7539	14251	1861	4066	5927	28	54	42
CIPD	2068	Baghaichari	5206	5823	11029	1773	2574	4347	34	44	39
Zabarang	1017	Khagrachari	1525	1461	2986	173	393	566	11	27	19
<b>Total</b>	<b>16521</b>		<b>39648</b>	<b>39961</b>	<b>79609</b>	<b>8493</b>	<b>13942</b>	<b>22435</b>	<b>21</b>	<b>35</b>	<b>28</b>

The survey also identified the status of certain physical facilities in the schools. Table - 3 highlights the condition of some physical facilities in the targeted schools. CHOLEN-2

provided inputs to improve these facilities in order to increase access and quality of education.

**Table - 3 : Facilities Available in CHOLEN-2 Schools**

Facilities	Satisfactory	Moderate	Poor	Very poor or non-existent	No information
Toilet	44	35	54	22	03
Drinking water	20	22	63	44	09
Playground	33	80	.	35	10
Play items	13	18	66	50	11
Learning aids	13	24	47	57	17
Condition of school building	69	53	29	04	03

## II. Report on Performance Indicators

(A table of indicators from the results framework is located in Annex – 1).

### a) Enhanced Learning

#### ❖ Teachers Training

Training the schoolteachers in active learning pedagogy was one of the key activities of the CHOLEN project. Its aim was to transform traditional, lecture-based teaching and rote memorization into a more participatory and active learning environment where children had the opportunity to develop cognitive and social skills by being active members of the learning process. The project had planned to train about 400 teachers covering the 180 schools of the project; however, due to the transfer of trained teachers, and new recruitment, the number of trained teachers rose to 509, 199 female and 306 male. More information on this component can be found below in section IV – Key Learnings “Successes and outcomes from training”.

#### ❖ Language sensitivity materials and approaches

To address the language diversity issue of CHT schools and the difficulties of children in learning Bangla, CARE conducted an action research on the language issue of the CHT. Learning materials for grade-1 and 2 were developed on the basis of the Bangla words used in the grade-1 and 2 textbooks. Teachers were then oriented on the use of the materials, and a study was conducted to determine the effectiveness of the materials. The study compared the performance of students that used the materials with the performance of students who did not. The study concluded that students in the experimental schools who had been using the learning materials performed better than the students of non-experimental schools in most of the assessment tasks, including: Word formation, Word writing, Word reading, Sentence formation, and Sentence reading. More information on

this original approach can be found below in section IV – Key Learnings “Mother tongue instruction”.

The CHOLEN project conducted an additional action research on the learning of Bangla language by the early grades in primary school. The purpose was to encourage teachers to speak the children’s language, and to develop low cost materials for learning Bangla. In general, the Bangla textbook provided by the government curriculum was very difficult for most early graders to read, and as such, was even more difficult for CHT children. The majority of these children spoke ethnic languages and lacked exposure to Bangla until coming to school for the first time. The teachers of CHOLEN schools encouraged the children to speak in their own mother tongue when they joined the school, then allowed them to gradually learn Bangla as they moved to higher grades.

◆ Use of locally available materials and folk cultures

One of the focus areas of the CHOLEN-2 project was to facilitate teachers and parents in using locally available materials and the promotion of folk cultures. Teachers, parents and children collected local materials and used them for learning with little or no modifications. These materials were made of mud, paper, seeds, sticks, leaves, shells, etc and used as concrete learning materials. Similarly, pictures from books, newspapers, magazines, and printed packages or posters were also used as learning materials. Wall magazines, pictures drawn by children, and role-plays were encouraged in the classroom to enhance learning and creativity.

Activity clubs were formed in 56 primary target schools. Students managed these clubs with guidance from the teachers. The goal of the clubs was to enhance social competencies among students and promote folk culture. Children performed folk songs and dances for the enjoyment of the parents and the community, while elderly people of the community were invited to tell stories and to teach the songs and dances of earlier times. Because the indigenous knowledge possessed by local communities was completely ignored by the national curriculum, people often talked about their values and traditions so that these would not be lost.

b) **Engaged community and local government in school issues and enhanced education**

The approaches to education promoted by the CHOLEN-2 project resulted in supportive learning environments for the students. In particular, greater flexibility was introduced throughout the teaching/learning process to make it more responsive to local needs and conditions. This was observed in the classroom in the following ways:

- There was flexibility in classroom routine; children had greater participation in managing the classroom learning processes.
- The activity-based learning methods allowed children to work in-and-out of the classroom. The overall learning environment encouraged children to participate by their own rights.

- Girls were given more attention by the teachers, who encouraged them to actively participate in classroom activities.

In some schools, the weekly holiday schedules were also changed according to the needs of the local community. The community people took great interest and participated in many of the school activities such as sports, picnic, and campaign for enrolment. This had the effect of transforming these events into social occasions for the whole community rather than only for school children. For more information on the improved status of community participation under CHOLEN-2 see section IV – Key Learnings “Community involvement in establishing and supporting schools”.

#### ◆ Improved access to schools

School age children of CHT had poor access to formal schools due to a variety of reasons. A few of these were:

- Schools were located far from the community, or were difficult to reach due to hilly terrain or water body;
- Parents were unable to pay teachers’ salary;
- Communities lacked knowledge and skills in school management;
- Learning in the classroom was not attractive for children;
- Books and other learning materials were unavailable,
- Facilities for toilets and water supply were in poor condition

The CHOLEN-2 project attempted to address many of these causes through partner NGOs and community participation. The gross enrollment rate of the catchment areas increased from 79.8% in 2003 to 87.2% in 2004; and the number of students enrolled in CHOLEN schools increased from 14,427 in 2003 to 15,232 in 2004. Girls’ enrollment increased from 44.86% in 2003 to 45.49% in 2004. One possible reason for the low increase in girls’ enrollment is that the total population of school-age girls who resided in the community was small.

The CHOLEN-2 project improved the access of children to schools in the following ways:

- Supported the community to activate non-functional or poorly functioning schools through motivation and strengthening management;
- Renovated and repaired schools with minimum physical facilities;
- Formed Mothers Groups which had the responsibility to ensure attendance of children in schools;
- Supported teachers and developed their teaching skills;
- Used activity-based learning pedagogy to make learning more attractive and joyful for children;
- Closely monitored select indicators showing the performance of schools.

#### ◆ Involvement of community

The project invested considerable time and resources in raising community awareness on the value of education and benefits of educating children. In CHT there were still many communities where formal education was not regarded as being of much use. Traditional life skills, such as growing crops, weaving, bamboo work, looking after domestic animals were considered to be much more important as practical skills for survival. Several meetings were held for the purpose of raising awareness on the benefits of education. First, rapport was established, then, gradually, committees were formed. Community people were invited to participate in school activities. Also, visits from government and the NGO sector were arranged to encourage the community further. Slowly the people started taking interest in the regular functioning of the schools. Communities varied significantly in the level of interest they expressed, as did their participation in project activities. Usually, more time was required for motivating communities that lived in the most remote areas.

Increased community participation and responsibility contributed to an increase in school enrolment, attendance, completion, teachers' attendance and teaching hours, and the maintenance and improvement of physical conditions. The project also promoted linkages of the community and local authorities, which then contributed to improvements in the school environment, for example, through the installation of tube-wells, road repairing, renovation of school buildings, and the delivery of textbooks.

CHOLEN-2 was successful in achieving a substantial level of community participation and ownership to improve children's access to education. People donated land, materials and labor to establish schools in their communities. More than 19 communities employed teachers for their schools (11 male and 8 female teachers) and most of the community schools started generating school funds. About five of the communities opened bank accounts, with a major share of the fund used for teachers' salaries when project support was withdrawn. Some of the mothers groups started income generating activities to also contribute collectively to pay the teachers' salaries. Besides financial support, communities contributed to the cost of teachers' housing and food, the repairing of schools, the installation of fences and gates, the supplying of children's books and uniforms, the purchase of play (football, karam board, skipping ropes) items and musical instruments. Community people, and government officers alike, enthusiastically participated in the events organized by the schools, such as Enrollment Week, sports, Environment Week, Children's Day, and Global Action Week for EFA. These types of initiatives helped to improve communication between the education officers of government departments and the community people.

#### ◆ Strengthened local partner NGOs

Capacity strengthening of the local partner NGOs was one of the major objectives of the project. Partner NGOs were at the forefront and directly implemented the project activities. Much of the success that was achieved was due to the partners' ability to gain

the trust of the communities and receive cooperation and support for implementation. CARE facilitated the partners to strengthen their financial and management capacity through technical inputs, as well as to strengthen their technical capacity in the field of education. The six partner NGOs of CHOLEN are now among the top level NGOs in the CHT.

CARE organized a series of workshops to train the staff of both partner NGOs and CHOLEN on active learning pedagogy as well as the management and monitoring of education projects. Team meetings were held on a monthly basis for joint planning and review of activities, and coordination meetings were held on a quarterly basis. Thus, critical issues were discussed, and solutions sought in a participatory manner. The partner NGOs had a comprehensive understanding of the communities in which they worked and CARE facilitated the growth of their technical and management capacity for educational work. With the continued strengthening of the PNGOs the project progressed well, often exceeding its expected results within the short two-year duration.

Partners' Coordination Meetings were held every quarter up to June 2004. These coordination meetings were effective in terms of creating a common understanding for the project's objectives, activities, challenges, and outcomes. They also made the CHOLEN team more cohesive and connected. Partners hosted these meetings on a rotational basis and the hosting other partners for arranged school visits. In this way the partners benefited from the experiential learning. All partners reviewed and presented their activity plans during coordination meetings and discussed the challenges and constraints they faced. Both management and programmatic discussions were held and collective actions were sought for common problems. In the last coordination meeting partners planned the exit strategy of CHOLEN-2 and budgeted for the no-cost period.

#### ◆ Increased government support

The CHOLEN-2 project made good progress in establishing linkages with the government authorities and key players of the Education and Development sector. Meetings were held at different levels from the Ministry of CHT, the Hill District Regional Council, the Hill District Councils, Union Parishads, as well as with community chiefs such as the Headman and Karbari. The project staff also maintained regular contacts with the Directorate of Primary Education, especially the DPEOs, UEOs and AUEOs.

Linkages with Government agencies and support from them increased over the life of the project. At the initial stage it was difficult to invite teachers from government schools to participate in the teachers' training sessions but the government officials of the education department were kept well aware of CHOLEN-2 activities, and regularly updated on the project activities. As a result, they actively participated in the CHOLEN-2 events to which they were invited. The District Education Officers encouraged teachers not only to participate in the teachers' training but also inspired them to apply the learning from the training in the schools. The Instructors of the Primary School Training Institutes were also involved and made valuable contributions to the sessions. Prior to the training, most

teachers of the government schools were reluctant to use local/tribal languages in the class but the Education Officers encouraged them to do this in order to improve communication with the children.

The regular supply of textbooks to community schools was not often practiced before CHOLEN-2. Now, however, this vital task of government is being regularly upheld, as all community schools submitted their list of requirement to the District Education Office and obtained free textbooks for the children. In addition, the District and Upazila Education Offices also took action against irregular teacher attendance. Upon receiving reports from the project the Education Officers and the UPEOs investigated the reasons for teachers' attendance and sent warning letters to all irregular teachers. In some cases the teachers were transferred to another locality. Such attention from Government Offices produced an increased alertness among the teachers and resulted in an increased attendance rate. Government officers began making more visits to schools, which encouraged the school management, teachers, students and community people. With increased support from the Government school governance has substantially improved. For more information on the improved status of governance under CHOLEN-2 see section IV – Key Learnings “How the project worked to end corruption.”

#### **c) Innovative learning tools developed**

CARE published a teacher guidebook in Bangla to assist with the application of the innovative learning tools in the classroom, and developed learning materials to promote creative thinking; however, some teachers were able to adapt the methods more efficiently than others. Even though teachers received only four days basic training and some on-site demonstration during post-training follow-up visits by the trainers, a good number them applied the techniques and methods quite skillfully and with ease; however, there were still a large number of teachers—those who tended to rely on structured teaching pattern—that required more practice and guidance before they were comfortable with the new methods. According to CHOLEN trainers about 305 (60% of those trained) teachers in 90 schools applied the innovative learning methods from which 8801 children benefited. Out of the 305 teachers, 87 were rated as highly skilled in the application of activity-based learning and the remaining 218 did moderately well. The other 204 teachers trained in the method needed further guidance and coaching to use the method effectively and efficiently.

#### **d) Active and effective School Committees**

Efficient and effective management of schools was one a prime area of focus for CHOLEN-2. In this regard the project worked diligently for the formation, activation and operation of school committees. Three main committees were targeted for each school: the School Management Committee (SMC), Parents Teachers Association (PTA) and Mothers Groups (MG). The SMC usually consisted of 9 to 11 members; parents of all children were members of the PTA, with an executive committee of 9 to 15 members. Similarly, all mothers are members of the Mothers Group, which had a core committee of 9 members. Any member could belong to more than one committee but to encourage

women's participation in school management at least 30% of the committee members had to be women; however this target was not yet achieved for all committees.

### **III. Supplemental Initiatives**

Supplemental initiatives played a vital role in addressing the special educational needs of communities in the CHT region. For the most part, these activities represent actions taken on the part of the partners, communities, and CHOLEN staff that resulted in an enhanced, comprehensive approach to the educational needs of the region.

#### **◆ Teachers Forum**

The Teachers Forum was comprised of groups of teachers who met and shared their learning and experience in order to enhance teaching and classroom management skills. Every month all partner NGOs organized 2-day meetings for the Teachers Forum and facilitated sessions. Teachers exchanged opinions, experiences, and questions to strengthen activity-based teaching, develop low cost learning materials, and solve various problems related to teaching and managing learning environments. The Teachers Forum effectively improved teaching skills, especially with regard to the practice of activity-based and joyful learning approaches.

#### **◆ Assistance to the children of *Jhum* cultivators**

*Jhum* is the traditional method of shifting cultivation commonly practiced in the hills of CHT. During the *Jhum* seasons many families temporarily migrated to the cultivating land and returned back after harvest. School-age children also moved with their families and missed school entirely for this long duration. When these children came back they found it difficult to attend annual examinations and often did not participate in the examinations. Thus they repeated the same grades over a long period of time and gradually dropped out of school. To address this issue the project arranged extra coaching hours for the children of *Jhum* cultivators when they returned back to school. The teachers gave an extra two hours of coaching after school hours and helped the children catch up with others in the class. More than 150 *Jhum* children of 60 schools were supported during the last annual examination in November 2003. All these children attended the exams and more than 40% passed to the next grade.

#### **◆ Observance of special days**

In addition to regular activities, the CHOLEN-2 schools observed and celebrated important awareness days. Through such observances the children and community learned about the significance of the particular day and were able to relate the issue to their community and personal life. A number of awareness days were observed and celebrated such as, International Children's Day, International Language Day,

International Women's Day, Environment Day, Independence Day and Victory Day. In each of these celebrations the community joined the schools and also invited government officials and local government representatives to share their knowledge on the significance of the events. The community people made contributions and raised their own funds to celebrate these important days.

◆ Global Campaign for EFA

The CHOLEN-2 project actively participated in the global campaign for EFA and observed the Global Action Week (GAW) for basic education. Schools arranged rallies and visits to the Chairperson of the Hill District Council, and the Deputy Commissioner of the District and submitted memorandum expressing their concerns for children who are denied access to school. Some schools spoke to politicians, local administrative officers and government education officers and demanded that they fulfill their responsibilities to out-of-school children. They also asked for an improvement in teachers' attendance and in the quality of education.

◆ Workshop on gender equity and education

To address gender responsiveness within the project a workshop was organized on Gender Equity and Education. Both the project staff of CARE and the partner NGOs attended the workshop, which aimed to provide them with conceptual clarity and analytical skill on gender issues within the education project. Exercises on a gender analysis framework served to produce a better understanding in the assessment of the project from the perspective of its support for gender equity. Above all, the participants felt that the workshop contributed in making them more gender sensitive and increased their sense of responsibility for generating changes in favor of gender equity at the community level.

◆ Advocacy workshops

CARE organized two advocacy workshops at Rangamati and Bandarban. The first was on 'Activity-based Learning Approaches' and the second on 'School Registration and Issues of Government Schools.' The Chairpersons from the Hill District Council, District Education Officers, Upazila Education Officers, representatives from the Teachers Association, community people, journalists and academics attended these workshops. The participants raised their concerns and talked openly about the struggling performance of schools. All appreciated the opportunity for a discussion that lent itself to improved action and expectations for improvement in the quality of education in the CHT.

◆ Staff development training/workshops

The project undertook capacity building activities in various levels. Motivational sessions and meetings were held at the communities for increased participation and to maintain linkages with local authorities, teachers training was conducted for improving quality of education, staff training and refreshers were arranged to strengthen skill and capacity of

staff in implementing and monitoring project activities. Capacity building for partner NGOs included fund management, project management and quality education.

The following staff development initiatives were organized for both partner NGOs and CARE staff:

- Orientation on Organizational Learning and Assessment Tools
- Facilitation Skill
- PRA method for enrollment survey
- Gender workshop
- Teachers Training Module development and Facilitation
- Quality education program in Bangkok, University of Kasersart
- Refresher training on Reflective Learning Monitoring System
- Effective Communication
- Budgeting and Expenditure training for Accounts Officers

#### ◆ Collaborative Pilot Initiative

The CHOLEN-SHABGE pilot was an integrated approach undertaken by CARE Bangladesh where Education and Agriculture components were merged to attempt a more holistic approach for community development. This pilot initiative was implemented in 16 communities of Bandarban District. The objectives of the project were:

- To improve the capacity of households in the disadvantaged tribal communities;
- To enhance the access of households to information, inputs, services, and resources in support of agricultural production;
- To improve the capacity of CARE and its partner NGOs to manage interventions in CHT addressing a wider range of livelihood.

The project implemented various activities including: staff orientation and development; training sessions for community farmers, demonstration plots and supply of high quality seeds, linkages with agriculture and livestock extension workers and capacity building of local farmers. An internal assessment conducted at the end of the project cycle concluded that it had successfully created awareness among the CHT farmers about proper utilization of fertilizer, diseases of vegetables and poultry, and proper methods of cultivation. Nevertheless, the study also revealed serious shortcomings in the joint management approach, and the need for CARE to reflect on the constraints that developed before making further attempts at integrated programming.

#### ◆ National Seminar on Education in the CHT

To disseminate the lessons that CARE learned during the implementation of the CHOLEN and CHOLEN-2 projects, it organized a National Seminar on CHT Children's

Opportunity for Basic Education. Government officials (including the Deputy Minister – Ministry of Chittagong Hill Tracts), the USAID Deputy Director, indigenous people of the CHT, members of the media, as well as representatives from international and local NGOs attended the one-day event to learn more about the experience of CARE and its partner NGOs related to education programming in the CHT.

❖ Internal Assessment of the project

Phase two of CHOLEN project had duration of two-and-a-half years, including a five-month no-cost extension. During the last five months, the project conducted a wide-ranging internal assessment to obtain a clear picture on the progress of the project.

All the 60 primary target schools were assessed against 62 indicators (37 quantitative and 25 qualitative) as a part of the exit strategy of the project. (The indicators and scoring were developed to coincide with the official criteria used by the Ministry of Education in its assessment of schools; however, the CARE instrument is far more comprehensive in its evaluation.) Each of the indicators was scored against a rating score of 4-points. The score ranges from a maximum of 248 to a minimum of 62. The criteria of assessment categorized the schools into four grades (A, B, C and D) based on the calculation of the percentage score: Total score obtained divided by 248 multiplied by 100. The grading of schools is as follows:

- A = above 80%
- B = above 60%
- C = above 40%
- D = below 40%

Following is a summary presentation of the results for the Primary Target Schools measured against selected indicators:

- a) Most of the schools (75%) are at B-grade while 7% are A-grade 15% C-grade and 3% D-grade.
- b) Gross enrollment rates: 57% of the catchment areas have gross enrollment rates above 90% while 8% have gross enrollment rates below 70%. High enrollment of girls (above 90%) was found in 50% of the catchment areas and low (below 70%) for 12% of the catchment areas. 77% of the schools have enrollment of ethnic students above 90% while only about 2% of the schools had ethnic students below 70%.
- c) Attendance rate: 32% of CHOLEN schools have attendance rates of students above 90% and 8% of the schools have attendance rates below 70%. Girls have high attendance in 30% of the primary target schools and low (below 70% attendance) in 12% of the schools. The attendance rate of the ethnic students is above 90% for 55% of the schools and low in 5% of the schools.

- d) **Retention rates:** Above 90% of retention was found for 75% of the primary target schools whereas retention below 70% was found for only 3% of the schools. Similarly the retention rate was high for girls in 72% and for ethnic students in 80% of the schools while it is low in 3% of the schools respectively for girls and 2% of the schools for ethnic students' retention.
- e) **Competencies achievement:** The competencies level was determined for each of the grades. High competency level denotes schools in which more than 90% of the students in the specified grade level demonstrated mastery of the primary education competencies. Low level schools are those in which fewer than 74% achievement of the students in the specified grade level demonstrated mastery of the primary education competencies. The findings show:
- Grade-1: 28% schools have high competency level and 36% have low competency level.  
Grade-2: 19% schools have high and 24% have low competency level.  
Grade-3: 9% schools have high and 33% have low competency level.  
Grade-4: 21% schools have high and 21% have low competency level.  
Grade-5: 27% schools have high and 18% have low competency level.
- Comparing competency levels for all students, the majority fall between 80-89% mastery of the performance achievement criteria.
- f) **Girls' and ethnic student competencies:** Measures on girls' and ethnic students' competency level show a similar pattern as mentioned above, both high competency (90%) and low level of competency decline through grade-3 but rise again for grade-4 and grade-5. Girl students of grade-5 are above 90% achievement in almost 30% of the schools. In 41% of the schools ethnic students also show high achievement in grade-5.
- g) **Teacher attendance:** In 47% of primary target schools teachers' attendance rate is above 90% and 8% have attendance below 70%. About 86% of schools start classes on time and teachers maintain full contact hours. 15% of schools hold monthly meetings with parents and 30% of the schools hold it once in three months. 85% of the schools have fewer than 40 students per teacher.
- h) **Gender parity in school committees:** The SMCs and PTAs have a very low percentage of women in the committees, more than 90% of the schools have fewer than 30% of women representatives in the committees.
- i) **Access to government officials:** Almost 62% of the schools are found to hold school committee meetings once in a month. And 60% of the committee members meet the education department officials once in two months while 43% of the committees make financial contribution to the school every two months.

- j) **Physical conditions at school site:** 42% of schools have adequate space, lighting and furniture; 52% have access to clean drinking water; 44% schools have well kept toilets; 58% schools had improved physical facilities.
- k) **Teaching methods:** The child-centered and active learning pedagogy is practiced in 52% of the schools, 32% schools demonstrate gender sensitivity in the classroom, and about 37% show cultural sensitivity in the teaching approaches. In almost 88% of the schools teachers use local languages in instruction. 33% of the schools do not use physical punishment to discipline students.

#### **IV. Key Learnings**

##### **> Successes and outcomes from training**

CHOLEN-2 focused on developing teachers of quality with effective teaching skills in order to enhance children's competencies at the primary level of education. The key objective was to transform traditional, lecture-based teaching and rote memorization into a more participatory and active learning environment where children had the opportunity to develop cognitive and social skills by being active members of the learning process. Thus, it was important for the teachers to learn techniques that would actively engage children in learning. Using curriculum relevant to students' practical lives, and low cost, locally available materials was also a key part of the training. Most important, however, was the change in teachers' understanding that the teaching/learning process must center on the children, and have at its core their behaviors, interests, capacity, development trends, and learning achievements. All of these teaching essentials were covered in the teachers training module of CHOLEN-2.

The training module was prepared in a participatory manner. Its flexible design allowed participants to adjust the contents to situational demands. The module was field tested in two batches. Trainers practiced on session facilitation and had peer feedback for improvement before actually launching the training with the teachers. An expert consultant Subir Shukla, from India was involved in developing the training module and the trainers group. Thus, a great deal of attention was given to the preparation of the training module to make it effective and useful. Over the last two years the CHOLEN-2 project successfully accomplished 19 batches of teachers training covering a total of 509 teachers (199 female and 306 male) of 180 schools in all three Districts. The trainings were facilitated by CHOLEN-2 trainers at both District and Upazila level.

The activity-based learning approach was central to the CHOLEN-2 strategy for improving the quality of education and enhancing the learning environment. In the activity-based approach, teachers created challenging situations that motivated learners to develop their own understanding of a situation or concept, rather than transferring knowledge to learners through explanation and lecture. Naturally this was very different from the teaching that usually took place, where children passively listened to the teacher

and tried to memorize facts and figures. In activity-based learning children became active participants in their own learning through the use of purposeful activities.

The outcome of the training was visible in the schools. Not all teachers could apply the methodology equally well but there were significant changes in the teaching and learning process. The major shift was away from predominantly lecture method to a mixture of lecture, group work, individual work, activities, questions-answers, etc. in which all children—girls and boys equally—had the opportunity to participate. Changes were also observed in the role of students, which shifted from passive tasks to more active and creative responsibilities that children managed by themselves. Improved learning in the schools led to increased attendance, a reduction of dropout and long absenteeism, and completion rates. Its interactive nature also improved the relationship between students and teachers. In many of the communities mothers were often heard to comment that they no longer needed to tell their children to go to school, because their children were now eagerly preparing themselves to attend.

#### ➤ **Community involvement in establishing and supporting schools**

The fight against poverty was one of the common characteristics of the communities where CHOLEN-2 operated. The low and unstable income of the community people made them vulnerable to adverse situations and they were easily exploited and victimized. Though higher levels of education could ultimately improve this situation other needs that demanded attention—for example, food, housing, and clothing—often resulted in education being undervalued or ignored altogether. CHOLEN-2 invested considerable time and resources in eliciting support and raising community awareness on the value of education and its benefits for children.

The project activated School Management Committees, Parent Teachers Associations, and mothers groups of the primary target schools simultaneously. Within one year's time each had been oriented in its roles and responsibilities and trained to advocate for increased support from the government. At the time of the project's closing 60% of SMC and 42% of PTAs were actively contributing to the improvement of the schools. Also at this time, all 60 Mothers Groups were actively holding meetings, making home visits, keeping contact with teachers, and assisting in maintaining the school premises. Mothers, in particular, increased their interest in, and acted as volunteers for the organization of school events.

Both the SMCs and PTAs were bodies of governance required for primary education according to the policies of the Government of Bangladesh. Mothers Groups, on the other hand, were initiated solely as voluntary, community-led associations. Nevertheless, Mothers Groups were seen to be the most consistent and responsible contributors to the education of the children. Mothers Groups became the 'eyes and ears' of project monitoring; they frequently visited schools to check on the attendance of children and whether classes were being held, or started on time. In addition, mothers also made a special effort to see that children, especially girls, got time to study at home as well as to

complete their home tasks. The unique contribution of mothers to the success of CHOLEN-2 cannot be overemphasized.

The following case study highlights the income-generation activities for self-reliance undertaken by three Mothers Groups in Baghaichhari Upazila in Rangamati District.

### **Mothers Groups and IGA Initiatives**

*The three Mothers' Groups of Tangum, Naba Pera chara and Kochuchari schools wanted to do something to improve their poverty stricken lives, and expressed their concerns to CHOLEN staff. These groups were linked up with the Upazila Office of Department of Women's Affairs where they voiced their concerns. Following the advice of the Women's Affairs Officer, the mothers formed a committee of 30 members and started a savings scheme. They opened a savings bank account into which each member deposited at least Tk.5.00 per week.*

*After one year of saving the Mothers Groups were eligible to apply for grants from the Women's Affairs Department. All three of the groups did so with the intent of starting income generating activities. The Kochuchari Mothers Group began cultivating spices. The Naba Pera chara Mothers Group started fish culture in a community-owned pond. The Tangum Mothers Group began both fish and vegetable cultivation. The objective of all these Mothers Groups was to earn money to reduce household poverty and take better care of their children, provide them with better food, clothing, health, and education. Rather than relying on institutional relief, they preferred to work hard in order to gain access to credit, an economic right to which they were entitled. This was EMPOWERMENT in action.*

Minority women in the remote villages of CHT suffer nearly 100% illiteracy, and are often unaware of their potentialities. Nevertheless, these three Mothers Groups did not require any extra facilitation or motivation, but instead capitalized on their own self-initiative and courage. The effort they displayed can serve as a model for others in the region that are also looking forward to a better future for their families and communities.

#### **➤ Mother tongue instruction**

One of the most difficult constraints to learning faced by the CHT indigenous children was the language diversity at school. The CHT children, especially those who lived in remote places, could not speak or understand Bangla. Nevertheless, textbooks and the medium of instruction were both in Bangla, and as a result, the school performance of the indigenous children was severely constrained—enrolment was low, attendance irregular,

dropout was high, and the achievement was very poor. The natural mental growth and creativity of the children was also greatly underdeveloped.

One significant outcome of the teachers training was its promotion of the use of mother tongue in the classroom. Children, especially the younger group, were to be encouraged to speak in their mother tongue with their teachers and other children. A gradual transition to speaking Bangla (the dominant language) would take place, giving children the scope to learn the language in their own pace and time. This would also lead to better learning in the classroom. Some of the government schoolteachers at the training voiced resistance to this approach and insisted on having instruction in Bangla for all grades; however, the Education Officers spoke up in support of the use of children's native language in the classroom. As they explained it, the teacher's use of the children's mother tongue actually made the lessons more meaningful and would ensure their active participation in the classroom.

An internal assessment of the primary target schools showed that almost 68% of the schools had teachers who used local languages in their instructional techniques to ensure that all students fully comprehended each lesson. To enhance this effort, the project advocated for the recruitment of teachers from the hill communities, and indeed, over the last two years, some emphasis was given by education officials to posting teachers according to the language spoken in each community.

#### **> How the project worked to end corruption**

The incidence of corruption in Bangladesh is widespread, unacceptably high, and exists at all levels. Nor is primary education free from its effects. As some analysts see it, corruption is the main factor that has caused public sector primary education to become almost dysfunctional in the country. Corruption in public education takes many forms—from bribes to officials for preferred postings, to unauthorized leaves of absence by teachers—all of which impact upon its overall performance and quality.

Lack of proper monitoring was a critical issue for primary schools in CHT, resulting in a lack of accountability among teachers, communities, education officers, and schools. The CHOLEN-2 project worked hard to eliminate bad practices by assisting the formation and activation of SMCs, PTAs and Mother Groups. These community institutions not only monitored activities in the schools and kept regular contacts with concerned officials and local authorities, but they also made their own activities accountable and transparent to their villages.

The project improved school governance by strengthening the school management committees and making them active in proper administration and management of the schools. Additionally, the Mothers Groups and PTAs also actively participated and contributed to school improvement activities. SMCs became actively involved in the enrolment process and ensured that the actual number of children enrolled was recorded

in the school register (doing away with an earlier tendency to inflate the enrolment with false numbers.)

Most worrisome, because of its adverse impact on student learning, was the issue of teacher attendance. Prior to CHOLEN-2's work with community groups, it was common practice for teachers to sub-contract their posting—particularly in the most remote villages—and discharge their duties through an unqualified surrogate in exchange for a share of the teacher's wages. In still other cases, teachers simply never showed up at all. However, among the CHOLEN-2 primary target schools these corrupt practices were virtually eliminated, due in large part to the communities' enhanced appreciation for education, and their increased sense of responsibility for the right of their children to be educated.

Community groups were empowered to articulate their grievances and received significant support from the local government. All three of the Hill District Councils took some measures to improve the attendance issue for teachers, including, recruiting more teachers for vacant posts, issuing warning letters to teachers with long absenteeism, and taking action against sub-contracting by other teachers. With these measures in place, the incidence of irregular, or unaccountable absences by teachers was halted. The citizens of the CHT learned the value of collective action, and that their efforts to secure a better education for their children could be successful.

## V. Conclusion

CHOLEN-2 was characterized by notable progress toward meeting its three project objectives. Children in the project area had greater access to schooling, and had begun to take advantage of this opportunity in increasing numbers. Significantly, the enrollment of girls (both numerically, and percentage-wise) increased at rates greater than that of boys, demonstrating that the schools were perceived as safe, nurturing environments by community members. This was due, in large part, to the efforts of CARE staff and PNGOs who helped parents understand the value of education for their children, and raised awareness of gender sensitivity. Classes were held on a regular basis, and consistently staffed by trained and motivated teachers. Educational quality showed a marked improvement as more teachers mastered the active-learning pedagogy and classrooms became stimulating and attractive centers of learning. Further, teachers showed their eagerness to improve upon their professional practices by attending regularly scheduled teachers forums. Finally, the entire education infrastructure showed signs of being strengthened as parents (particularly mothers), teachers, and government officials began to understand their roles as stakeholders in the children's learning. Communities made substantial material contributions to the schools, but more importantly, demonstrated an increased awareness of the issues that have an impact on education. Their increased capacity was manifested in improved school management—for example, when Mothers Groups intervened to make sure girl children continued to attend—and in their efforts to engage the local education officers in matters pertaining to improved conditions at their schools. For their part, the district education officers

responded to these efforts and were more forthcoming in lending assistance to the communities. The impact of the CHOLEN project resulted in a clear step forward in the effort to uphold the rights of the children of the CHT to receive a quality, basic education.

## **VI. Annexure**

**Annex – 1: Table of Indicators from the Results Framework**

**Annex – 2: Six Success Stories of CHOLEN – 2**

**Annex – 3: List of CHOLEN Schools**

**Annex – 4: List of CHOLEN Partners**

**Annex – 5: Selected Photos**

Annex – I: Table of Indicators from the Results Framework

SO or IR	Results Statement	Indicator	Baseline Year	Baseline Value	2002 Target	2002 Actual	2003 Target	2003 Actual <sup>1</sup>	2004 Target	2004 Actual
SO 10	Improved Performance at Early Childhood and Primary Education Levels through Innovative Learning Models.	<i>Improvement in student math and language performance (including reading) in the SO target areas.</i>	August 2002	No baseline data collected	No requirement of data until mid-2003		50% passed	grd-1: 65% grd-2: 74% grd-3: 67% grd-4: 71% grd-5: 68%	No data collected due to termination of project	
IR 10.2	Innovative Learning Tools for Children and Teachers Developed and Used.	<i>Percentage of targeted primary teachers in program areas effectively using new learning tools and methods.</i>	August 2002	12%			20%	25%	50%	52%
		<i>Percentage of children in target areas being taught with new learning tools and methods.</i>	August 2002	15%			25%	30%	60%	64%
IR 10.3	Capacity of Selected Institutions to Foster Education Systems Change Increased.	<i>Ratio of "active and effective" PTAs and School Management Committees relative to total number of schools in each of the target areas.</i>	August 2002	0.14			0.22	0.20	0.33	0.42
Agency wide		<i>Number of teachers and administrators trained through USAID basic education programs.</i>	August 2002	48			400	433	480	509

<sup>1</sup> Data shows the percentage of students passing mathematics and language tests in annual examination of 2003.

## **Annex – 2: Six Success Stories of CHOLEN – 2**

### **1. U Chaing Mee gets a second chance to dream**

U Chaing Mee of Turgu Chara village in Rajasthali of Rowangchari Upazila turned into a sad girl when she was forced to leave school for various reasons. Life seemed dark to her as she had little to dream of for her future. She dropped out from grade-2 because her parents were poor and did not see the value of education in her life. Moreover the school was very far away, almost 3 km from her village, the lessons were tough and teachers did not help much so her performance was not up to the mark. She also could not get the required educational materials like notebooks, pencils, etc.

Being out of school, U Chaing helped her father in the field or fetched water and firewood with her mother. Often she would aspire for a second chance to go back to school when she saw other children going. Her parents knew about her desires but could not help much. Then one day U Chaing Mee's father came across the Eyong Mrong Primary School and was impressed by the liveliness of the children and the way teachers were playing with them. He immediately went in and talked to the teachers and they explained to him the curriculum of the school and the methods of teaching. Her father thought, 'This is where I would like my child to come and become a learned person.' Within one month Uchaing Mee Marma was admitted in the Eyong Mrong Primary School and she started enjoying her new school from the very first day.

Life has taken a different turn for Uchaing Mee since then, her performance has excelled over others in many of the subjects; she happily participates in the extra curriculum activities, enjoys singing and dancing, and gives leadership in many of the class activities. She is getting ready to graduate from primary school next year and is already discussing her future plan for secondary schooling. U Chaing Mee had a second chance to dream of her future. Her parents are hopeful that there will be no more dropping out for U Chaing Mee and she can attain higher education as she has always wanted.

### **2. Inclusive learning opportunities**

Thowaisingnu Marma, 10 years old, is developmentally challenged. His inability to speak had led his family and others in the community to decide he cannot learn in school so his mother took him to the fields to help her. Thowaisingnu lost his father when he was 9 and since that time his mother has taken all responsibility for raising the family. He has an older brother who also helps his mother in the fields and two younger sisters who go to school, one in second grade and another in third grade. Thowaisingnu caused trouble not only for his sisters but also other children in the neighborhood on their way to school. He was labeled as a troublemaker in his community. Later as the CHOLEN project started working in that area, a staff of the partner NGO talked with the school teachers and had Thowaisingnu enrolled in the Kyamboa government primary school. His enrollment did

not make other children happy. They thought more trouble was coming because they believed Thowaisingnu had an intense disliking for school. But to everyone's surprise Thowaisingnu started catching up with the lessons pretty well and became attentive to his studies, both at home and school. His mother was very happy to see that although he could not speak, her son could read and write. The discovery of Thowaisingnu's ability to communicate through writing and reading was a pleasure and relief to his siblings and friends. After only two months of schooling he attended the annual examination and passed grade-2 with high scores, and was promoted to grade-3. Thowaisingnu is a different boy now, he helps others in their lessons, makes different kinds of hand-made materials, attends school regularly and behaves well with others. He is no longer seen as a troublemaker but is highly regarded for his creativity and quality.

### **3. Changing Childhood for Minority Girls**

Kabita Tripura, an elderly person of Simana Para Community of Khagrachari Sadar), the mother of two daughters and also a grandmother, talks about how the childhood of her daughters differed from that of her granddaughter. She and her family belong to the Tripura ethnic community of CHT.

Kabita's oldest daughter Ribika was married off at the age of 16 years but it was thought she married late as girls were considered mature enough for marriage at the time of puberty. Most of the girls in the village would be married by the age 13 or 14 years of age. Kabita recalls the childhood of Ribika as a very busy girl, helping her family from dawn to dusk and engaged in all kinds of activities, including household work, child care, cultivation, and looking after goats and boars. She had no time for play at daytime. Kabita remembers that very occasionally she saw her daughter playing in the small yard on the full moon nights but that she never saw any play items except some few handmade miniature cooking utensils. The only time she was with her peers was when they went to fetch water or collect firewood in groups. By the age of 13, the girls in their village were expected to demonstrate their skill at weaving, cooking, cultivating, fetching water, collecting fire wood, gathering fruits and vegetables from the forest, caring for younger ones and also knowing about taking care of animals. Kabita had a hard time teaching all these skills to her young daughters but at the same time she expressed that her daughters were good and cooperative and when Ribika went to her in-laws after marriage she tried her best to keep her husband and his family happy. Now she is a proud mother of one daughter and two sons.

Kabita then remarked on how different her granddaughter Sangita's life is from that of her mother. Sangita is about 19 years younger than her mother Ribika. She is her mother's second child, the first one did not survive. She has two younger brothers. Sangita is now 10 years old and she is in grade-3 of Simana Para primary school (a pilot school of CHOLEN project). Sangita does not have to work as hard and she has much time to play, especially when she is at school with her friends, she has a variety of items like jumping ropes, ludu, karam, and many more that could not be even thought of in Ribika's childhood. When Ribika was young there were no schools within 5 kms distance

and girls did not have a chance of attending a school so far away. Only the sons of a few families would be sent to those schools. Sangita brings new information to her family, such as, how sanitary latrines can help reduce diarrhea, the different kinds of people living in Bangladesh, the importance of immunization at childhood and much more; she learns all these in her school. She can read, write, calculate and talk in Bangla (Kabita and Ribika can neither talk nor understand Bangla though it is the dominant language of the country). Kabita says of her granddaughter, "She is a big help when we go to market, she can count even beyond 100. We see her so much ahead of us and we do not worry about her marriage, rather we would like her to continue her education and get married when she is a full woman. However it would be nice if she acquired some domestic skills but that can wait till she completes her primary education. We all feel so proud of Sangita, she is full of life and I think she has a much broader choice and will be able to control her own life even after she gets married. It is a wonder how education can change a person's life."

#### **4. The Case of Uluchuri Community School**

"We never had a regular school in our village until 2001. Attempts were taken several times to make a school here but for one reason or the other it was discontinued. When we were young we started learning to read and write but because the school was very irregular we did not have the continuous practice to develop our skill and now we remain illiterate", says a young woman of three children in Uluchuri village of Belaichari Upazila.

Belaichari is one of the remotest Upazila of Rangamati District. It takes about two and a half hours from Rangamati town by engine boat to reach there. Taungya, a partner NGO of CARE, started education program in five areas of this Upazila, namely, Uluchuri, Taktanala, Digholchari Debmatha, Chaindya and Tarachari Tripura para.

The Uluchuri village had no school until 1990 when an initiative was taken to start education for 7/8 children by a house tutor. The community contributed in paying the salary of the tutor. Then in 1992, a Christian Missionary constructed a one-room schoolhouse but the project ended in 1996 and the school was closed. Again in 1997 the community people tried to re-start the school by appointing one teacher but this teacher was irregular and finally discontinued due to ill health in 1998. Although the community people took initiative to appoint another teacher the schoolhouse was washed away by a flood in 1999. The community people did not have the resources to rebuild the schoolhouse and appoint a full time teacher. The situation was quite hopeless and some families started sending their children to other places for schooling where they lived with their relatives. But this was not feasible for all parents and most village children had no opportunity to learn.

"We could see the silver lining behind the dark clouds when Taungya approached us to find out our need for children's education, " says an elderly person of the village, "we understand that if we cannot educate our children they will live like the animals in the forest, but our resources are very limited. Our village is within the Reserved Forest area,

here we can only sell our labour for earning family income, which is so meager that we could not rebuild the old school and make it functioning again." With assistance from (CHOLEN – 2 staff member) Taungya the community people rebuilt the schoolhouse and the mothers group took responsibilities for its maintenance. The community people provided physical labour and some materials for construction, such as, bamboo and wood. The school management committee was reformed and two teachers appointed, one male and one female, Suresh Kanti Chakma and Rina Tonchongya. From June 2001 the school was re-started and children started coming. At present there are 74 children, 49 boys and 25 girls, studying in this school and their attendance is also satisfactory. The SMC has arranged a place for the teachers to stay in the community and also they are given 1 kg of rice each month from the community people. The SMC is also raising fund for the school and have initiated the process for registration. In 2002, as a result of community's drive the Rangamati Hill District Council has constructed a school house for the village and from 03 January, 2003 the children have started classes in the new school house. School committees are now working to make this a permanent school so that the children can continue schooling even after Taungya withdraws their support.

#### **5. Mro parents lift their demands for education**

Six-year old Rui Pao Mro started schooling in the Baby class of Dewai Headman para government school from the beginning of 2004. This is unusual because in her village girls of her age do not go to school. More than that, Rui has been sent to a residential school because there is no school near to her village, Jamini Para. Jamini Para is 2 kms away from the school she now attends. The road to the school is one km uphill and one km downhill, which is difficult for a six-year old to cross every day. Many children of the remote villages in Bandarban are facing the same problem in accessing schools. In Jamini para village there are only nine children who passed grade-5 and only one of them is a girl. In general, formal education is low among the Mro community of Bandarban district. It is said only 5% of the Mro have had any education and very few of them go for higher studies.

Rui's parents Tum Tha Mro (mother) and Mendue Mro (father) have different thoughts on rearing up their children: they want to educate them for a better life. Rui's older brother, a student of class-VI, also goes to a residential school in Soalock, 27 km away from their village and during vacation he comes to stay with Rui in her hostel so that she is less homesick. Rui enjoys her school and her parents visit her once or twice in a month. They want to keep Rui in a hostel because both are busy in the *Jhum* field most of the time and therefore cannot give much attention for taking care of her. In the hostel Rui has more friends and teachers to look after her. But most important she is becoming educated and will not have to live an impoverished life.

The Dewai Headman para school is quite old but due to lack of proper care the school was almost closed down. With support from CHOLEN-2 project and Mrochet's initiatives the school is now fully functioning with three teachers and 61 students, 13 girls and 48 boys. The residential facilities were established last year through the initiative

taken by Mr. Ranglai Mro, Chairman of Soalock Union Parishad. This year there are 20 students of different classes residing in the school; two are girls, Rui Pao Mro and Lang Rao Mro. The parents of these children pay Tk. 200 in cash per child and contribute 20 kg of rice, 2 kg vegetable and some firewood per month. According to the villagers the residential school is a big opportunity for development of their children. There are not too many children now, but children from far distant villages will gradually come to this school in increasing numbers. There are very few schools in the Mro villages but because of the impact of CHOLEN-2, parents are beginning to realize the importance of education.

#### **6. Peacebuilding in Sitamura Primary School**

The community primary school of Sitamura village is situated about 7 kms from Bandarban town across river Shangu. Previously this community hosted a BRAC school, but it was withdrawn after completion of an initial three-year cycle. The community people had great hopes when the BRAC school started and, so, were equally disappointed when it withdrew. However, the community then got together and decided they must do something to provide education for their children. Soon they applied for registered community school status at the Hill District Council, but this process is arduous and long. In the meantime, through the CHOLEN-2 project, it was possible for them to establish a community school in 2001. The Karbari (chief) of the community donated the land for school and other members contributed to cover most of the cost incurred in building the school.

The school is made of bamboo with a tin-shed roof and machang (raised bamboo) floor. The school premises are kept very clean and there is a small yard in front for children to play. It is noteworthy that the Sitamura Primary School is situated in the middle of two communities who were always in dispute and conflict. However, after completion of the school construction the children of the two communities had a picnic to celebrate and adults from both villages participated. Now, all children are attending the school, and the adults from both the communities offer their support. Thus, not only were the residents able to build a new school, but by engaging the process, they were able to build peace for themselves, as well.

**Annex – 3: List of CHOLEN schools**

Serial #	Name of School	Type	Category	Upazila	PNGO
1	Batiya Para community sch.	Community sch.	Primary target	Bandarban Sadar	MROCHET
2	Dewai Headmen Para pry sch.	Government	Primary target	Bandarban Sadar	MROCHET
3	Empu Para Mission pry. Sch.	Reg. Non-gov't	Primary target	Bandarban Sadar	MROCHET
4	Batiya Para gov't sch.	Government	Primary target	Bandarban Sadar	MROCHET
5	Bakichara gov't pry. Sch.	Government	Primary target	Bandarban Sadar	Green Hill
6	Bikrichara non-gov't pry. Sch.	Reg. Non-gov't	Primary target	Bandarban Sadar	Green Hill
7	Chemi Dalu Gov't. pry. Sch.	Government	Primary target	Bandarban Sadar	Green Hill
8	Gunguru gov't pry. Sch.	Government	Primary target	Bandarban Sadar	Green Hill
9	Khamong Khong Owa pry. Sch	Reg. Non-gov't	Primary target	Bandarban Sadar	Green Hill
10	Khoiya Para pry. Sch	Reg. Non-gov't	Primary target	Bandarban Sadar	Green Hill
11	Kulkhong gov't pry. School	Government	Primary target	Bandarban Sadar	Green Hill
12	Lai Para gov't pry. School	Government	Primary target	Bandarban Sadar	Green Hill
13	Noa Para pry. School	Community sch.	Primary target	Bandarban Sadar	Green Hill
14	Sitamura pry. Sch	Community sch.	Primary target	Bandarban Sadar	Green Hill
15	Joutha Khamer gov't school	Government	Primary target	Bandarban Sadar	Green Hill
16	Limu Jhiri Para pry. School	Community sch.	Primary target	Bandarban Sadar	Green Hill
17	Amtali Para gov't. school	Government	Secondary target	Bandarban Sadar	MROCHET
18	Farouk Para reg. School	Reg. Non-gov't	Secondary target	Bandarban Sadar	MROCHET
19	Gayalmera gov't. pry. School	Government	Secondary target	Bandarban Sadar	MROCHET
20	IDF Ramri para shishushiksha kendra	Government	Secondary target	Bandarban Sadar	MROCHET
21	Pabla Headman Para pry. Sch	Community sch.	Secondary target	Bandarban Sadar	MROCHET
22	Saron para gov't school	Government	Secondary target	Bandarban Sadar	MROCHET
23	Suslak Para Gov't school	Government	Secondary target	Bandarban Sadar	MROCHET
24	Krakdhangwa gov't pry. School	Government	Secondary target	Bandarban Sadar	Green Hill
25	Charai Para non-gov't pry. Sch	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
26	Janchari gov't pry. Sch	Government	Secondary target	Bandarban Sadar	Green Hill
27	Jankha gov't pry. Sch	Government	Secondary target	Bandarban Sadar	Green Hill
28	Kamlong gov't pry. Sch	Government	Secondary target	Bandarban Sadar	Green Hill
29	Krow Para Amtali reg. Pry. Sch	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
30	Kuhalong gov't pry. School	Government	Secondary target	Bandarban Sadar	Green Hill
31	Langgi Para reg. Non-go't sch	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
32	Luline Headman Para pry. Sch	Government	Secondary target	Bandarban Sadar	Green Hill
33	Min Jhiri para Mouhia aung	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
34	Rajvlla gov't. pry. School	Government	Secondary target	Bandarban Sadar	Green Hill
35	Reicha Thali gov't. school	Government	Secondary target	Bandarban Sadar	Green Hill
36	Taiger para gov't. school	Government	Secondary target	Bandarban Sadar	Green Hill
37	Thanjama para non-gov't sch	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
38	Tang Prue para satellite sch	Government	Secondary target	Bandarban Sadar	Green Hill
39	Thoeinga para gov't. school	Government	Secondary target	Bandarban Sadar	Green Hill
40	Tynkhal para non-gov't. sch	Reg. Non-gov't	Secondary target	Bandarban Sadar	Green Hill
41	Bangamura gov't pry. School	Government	Secondary target	Bandarban Sadar	Green Hill
42	Kuhalong Battali gov't sch.	Government	Secondary target	Bandarban Sadar	Green Hill
43	Suysa Karbari para gov't. sch	Government	Secondary target	Bandarban Sadar	Green Hill

Serial #	Name of School	Type	Category	Upazila	PNGO
44	Koladeyong para govt. school	Government	Secondary target	Bandarban Sader	Green Hill
45	Bagoyokul govt.pry. School	Government	Secondary target	Bandarban Sader	Green Hill
46	Toymerahong govt. school	Government	Secondary target	Bandarban Sader	Green Hill
47	Kana para reg. Pry.sch.	Reg. Non-govt	Secondary target	Bandarban Sader	Green Hill
48	Rawmasia primary sch.	Government	Secondary target	Bandarban Sader	Green Hill
49	Mong New Para	Community	Primary target	Rowangchari	MROCHET
50	Batchara Headman para sch.	Government	Primary target	Rowangchari	GRAUS
51	Beldhyong Punarbashan pry.sch	Government	Primary target	Rowangchari	GRAUS
52	Bighasen para pry. School	Community	Primary target	Rowangchari	GRAUS
53	Chang Ow para pry. Sch	Community	Primary target	Rowangchari	GRAUS
54	Doluziri para pry. Sch	Community	Primary target	Rowangchari	GRAUS
55	Kaintermukh para Govt. pry.sch	Government	Primary target	Rowangchari	GRAUS
56	Kanaizo para govt. pry. Sch	Government	Primary target	Rowangchari	GRAUS
57	Paglia Chara govt. pry.sch	Government	Primary target	Rowangchari	GRAUS
58	Sonaise Prue pry. Sch	Community	Primary target	Rowangchari	GRAUS
59	Ontong para pry.school	Community	Secondary target	Rowangchari	MROCHET
60	Sangking para pry. School	Community	Secondary target	Rowangchari	MROCHET
61	Bengchari govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
62	Garar Bhor para govt. pry.sch	Government	Secondary target	Rowangchari	GRAUS
63	Gonjok Headman para	Government	Secondary target	Rowangchari	GRAUS
64	Kachplali govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
65	Hong To Kri govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
66	Khaldhyong govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
67	Nachalong para govt. pry. Sch	Government	Secondary target	Rowangchari	GRAUS
68	Paikdhong para govt. pry. Scho	Government	Secondary target	Rowangchari	GRAUS
69	Rowangchari adarsha pry. Sch	Government	Secondary target	Rowangchari	GRAUS
70	Douchari para pry. School	Government	Secondary target	Rowangchari	GRAUS
71	Cainga para govt. pry.school	Government	Secondary target	Rowangchari	GRAUS
72	Mong Bai Tong govt. pry. Sch.	Government	Secondary target	Rowangchari	GRAUS
73	Monai Karbari Para pry. Sch	Government	Secondary target	Rowangchari	GRAUS
74	Noa Patang Mukh pry. School	Community	Secondary target	Rowangchari	GRAUS
75	Gherao Para govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
76	Baidya para govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
77	Batchara govt.pry. School	Government	Secondary target	Rowangchari	GRAUS
78	Mewla para govt. pry. School	Government	Secondary target	Rowangchari	GRAUS
79	Sonai Sekdu Govt. Pry. School	Government	Primary target	Ruma	GRAUS
80	Elim Sangdala pry. School	Community	Primary target	Ruma	GRAUS
81	Kyonbowai pry. School	Community	Primary target	Ruma	GRAUS
82	LirinPi para pry. School	Community	Primary target	Ruma	GRAUS
83	Pantala para govt. pry. School	Government	Primary target	Ruma	GRAUS
84	Polica para govt. pry. School	Government	Primary target	Ruma	GRAUS
85	CCBD school	Non-government	Secondary target	Ruma	MROCHET
86	Paindo Headman para pry. Sch	Community	Secondary target	Ruma	GRAUS
87	Samakal para govt. pry. Scho	Government	Secondary target	Ruma	GRAUS
88	Tambel govt. pry. School	Government	Secondary target	Ruma	GRAUS
89	Kongo Para govt. pry. School	Government	Secondary target	Ruma	GRAUS

Serial #	Name of School	Type	Category	Upazila	PNGO
90	Jurba ram govt. pry. School	Government	Secondary target	Ruma	GRAUS
91	Chinda Headman para pry. Sch	Government	Secondary target	Ruma	GRAUS
92	Arifa para govt.pry. School	Government	Secondary target	Ruma	GRAUS
93	Voga mukh govt. pry.school	Government	Secondary target	Ruma	GRAUS
94	Minziri para govt. pry. School	Government	Secondary target	Ruma	GRAUS
95	Bachylang para govt. pry. Sch	Government	Secondary target	Ruma	GRAUS
96	Monnuam para govt. pry. School	Government	Secondary target	Ruma	GRAUS
97	Sangum govt. pry. School	Government	Secondary target	Ruma	GRAUS
98	Aguiyachari pry. School	Reg. Non-govt	Primary target	Belaichari	Taungya
99	Belaichara Govt. pry. School	Government	Primary target	Belaichari	Taungya
100	Chainda primary School	Reg. Non-govt	Primary target	Belaichari	Taungya
101	Dighalchhari (Devematha) pry.sch	Reg. Non-govt	Primary target	Belaichari	Taungya
102	Dighalchhari govt. primary school	Government	Primary target	Belaichari	Taungya
103	Farua govt.pry. School	Government	Primary target	Belaichari	Taungya
104	Orachari govt. pry. School	Government	Primary target	Belaichari	Taungya
105	Taknala govt. pry. School	Government	Primary target	Belaichari	Taungya
106	Tarachari Tripurapary pry.sch	Reg. Non-govt	Primary target	Belaichari	Taungya
107	Uluchari non-govt. pry. School	Reg. Non-govt	Primary target	Belaichari	Taungya
108	Bangalkata non-govt pry. Sch	Reg. Non-govt	Secondary target	Belaichari	Taungya
109	Beganachari non-govt pry.sch	Reg. Non-govt	Secondary target	Belaichari	Taungya
110	Belaichari bazar model school	Government	Secondary target	Belaichari	Taungya
111	Dhupeshill govt.pry.school	Government	Secondary target	Belaichari	Taungya
112	Hazachari (Devachari) pry. Sch	Government	Secondary target	Belaichari	Taungya
113	Kengrachari bazar zone pry.sch	Government	Secondary target	Belaichari	Taungya
114	Kengrachari govt. pry. School	Government	Secondary target	Belaichari	Taungya
115	Keronchhari govt. pry. School	Government	Secondary target	Belaichari	Taungya
116	Koshlaya Gona govt. pry. Sch.	Government	Secondary target	Belaichari	Taungya
117	Kulubdia govt. pry. School	Government	Secondary target	Belaichari	Taungya
118	Marangchhari govt. pry. School	Government	Secondary target	Belaichari	Taungya
119	Naraichari govt. pry. School	Government	Secondary target	Belaichari	Taungya
120	Pankuapara govt. pry. School	Government	Secondary target	Belaichari	Taungya
121	Sacrachari govt. pry. School	Government	Secondary target	Belaichari	Taungya
122	Shahid Habib govt pry. School	Government	Secondary target	Belaichari	Taungya
123	Kachuchori govt. pry. School	Government	Primary target	Baghaichari	CIPD
124	Naba Para Chari pry. School	Community	Primary target	Baghaichari	CIPD
125	Tangum Mukh Primary school	Community	Primary target	Baghaichari	CIPD
126	West Khedamara pry. School	Reg. Non-govt	Primary target	Baghaichari	CIPD
127	Durchari govt. pry. School	Government	Primary target	Baghaichari	CIPD
128	Chinta Ram chara pry. School	Government	Secondary target	Baghaichari	CIPD
129	Khedamara govt. pry. School	Government	Secondary target	Baghaichari	CIPD
130	Maddyam Ugal chhari pry. Sch	Reg. Non-govt	Secondary target	Baghaichari	CIPD
131	Mora Ghona chara pry. School	Reg. Non-govt	Secondary target	Baghaichari	CIPD
132	Nalbernia govt.pry. School	Government	Secondary target	Baghaichari	CIPD
133	N.Khagrachari pry. School	Reg. Non-govt	Secondary target	Baghaichari	CIPD
134	Rangdur chhari satellite school	Government	Secondary target	Baghaichari	CIPD
135	Saratuli govt. pry. School	Government	Secondary target	Baghaichari	CIPD

Serial #	Name of School	Type	Category	Update	PNGO
136	S. Pabattani pry. School	Reg. Non-govt	Secondary target	Baghachari	CPD
137	Ugal chari multi pry. School	Government	Secondary target	Baghachari	CPD
138	Eyong Mlong para pry. Sch	Government	Primary target	Rajasthan	Green Hill
139	Kalacheri govt. pry. School	Government	Primary target	Rajasthan	Green Hill
140	Kulachari pry. School	Reg. Non-govt	Primary target	Rajasthan	Green Hill
141	Largadu govt. pry. School	Government	Primary target	Rajasthan	Green Hill
142	Mlong wa para pry. School	Reg. Non-govt	Primary target	Rajasthan	Green Hill
143	Chusak para govt. pry. Sch	Government	Primary target	Rajasthan	Green Hill
144	Tungu chera govt. pry. Sch	Government	Primary target	Rajasthan	Green Hill
145	Pandong lungu para pry.sch	Reg. Non-govt	Primary target	Rajasthan	Green Hill
146	Taludar para reg. pry. School	Reg. Non-govt	Secondary target	Rajasthan	Green Hill
147	Banghal hata jouna khmer	Reg. Non-govt	Secondary target	Rajasthan	Green Hill
148	Chang Khoyng pry. School	Government	Secondary target	Rajasthan	Green Hill
149	Hazi Para Govt. pry. School	Government	Secondary target	Rajasthan	Green Hill
150	Narachi govt. pry. School	Government	Secondary target	Rajasthan	Green Hill
151	Nakhyng govt. pry. School	Government	Secondary target	Rajasthan	Green Hill
152	Dak Banglo para pry. School	Government	Secondary target	Rajasthan	Green Hill
153	Dhaka Noya Para govt. school	Government	Secondary target	Rajasthan	Green Hill
154	Ganda govt.pry. School	Government	Secondary target	Rajasthan	Green Hill
155	Kuoria para reg. pry. School	Reg. Non-govt	Secondary target	Rajasthan	Green Hill
156	Mong bai Purnabesha pry.sch	Government	Secondary target	Rajasthan	Green Hill
157	Wampur govt. pry. School	Government	Secondary target	Rajasthan	Green Hill
158	Saipur govt. pry. School	Government	Secondary target	Rajasthan	Green Hill
159	Chagabkha reg. pry. School	Reg. Non-govt	Secondary target	Rajasthan	Green Hill
160	Kepai jouna khmer pry.sch	Reg. Non-govt	Secondary target	Rajasthan	Green Hill
161	Khanga Molejon reg. pry. Sch	Reg. Non-govt	Primary target	Khagrachari	Zabang
162	Barpara reg. pry. School	Reg. Non-govt	Primary target	Khagrachari	Zabang
163	Jadum govt. pry. School	Government	Primary target	Khagrachari	Zabang
164	Bhola govt. pry. School	Government	Primary target	Khagrachari	Zabang
165	Thopara community school	Community	Primary target	Khagrachari	Zabang
166	Kipa Roaza govt. pry. Sch.	Government	Secondary target	Khagrachari	Zabang
167	Debandra Mahazan para pry.sch	Government	Secondary target	Khagrachari	Zabang
168	Bhokanti para govt. primary	Government	Secondary target	Khagrachari	Zabang
169	Nunchari govt. pry. School	Government	Secondary target	Khagrachari	Zabang
170	Upper Parachara govt. school	Government	Secondary target	Khagrachari	Zabang
171	A.K. para govt. pry. School	Government	Secondary target	Khagrachari	Zabang
172	Roa sara reg. pry. School	Reg. Non-govt	Secondary target	Khagrachari	Zabang
173	Kongchary para reg.pry. Sch	Reg. Non-govt	Secondary target	Khagrachari	Zabang
174	Magistrats para non-govt. sch	Reg. Non-govt	Secondary target	Khagrachari	Zabang
175	Nunchari vil. Project school	Reg. Non-govt	Secondary target	Khagrachari	Zabang
176	Jeebdi primary school	Government	Secondary target	Rangamati	Tangya
177	Jogonoti primary school	Government	Secondary target	Rangamati	Tangya
178	Dhangata multi govt school	Government	Secondary target	Rangamati	Tangya
179	Gotachari primary school	Government	Secondary target	Rangamati	Tangya
180	Baradam govt primary school	Government	Secondary target	Rangamati	Tangya

#### **Annex – 4: List of Partner NGOs of CHOLEN**

**1. MROCHET**

Mr Ranglai (President)

Ujani Para, Bandarban District

Chittagong Hill Tracts

Working areas: Ruma, Rowangchari and Bandarban Sadar of Bandarban District

**2. GRAUS**

Mr. Aung Sa Thwi (Director)

Uzani Para, Bandarban District

Chittagong Hill Tracts

Working areas: Rowangchari and Ruma Upazilas of Bandarban District

**3. Green Hill**

Mr. Moug Thowai Ching (Coordinator)

Rawzo House

Champak Nagar, Rangamati-4500

Chittagong Hill Tracts

Working areas: Bandarban Sadar of Bandarban District and Rajasthali Upazila of Rangamati District

**4. TAUNGYA**

Mr. Amlan Chakma, (Executive Director)

Rajbari Road, Rangamati

Chittagong Hill Tracts

Working areas: Belaichari Upazila of Rangamati District

**5. Centre for Indigenous People's Development (CIPD)**

Mr. Jana Lal Chakma (Chief Executive)

Roy Bahadur Road, TNT Area

Rangamati Hill District

Working areas: Baghaichari Upazila of Rangamati District

**6. Zabarang Kalyan Samity**

Mr. Mathura Tripura (Executive Director)

Khagrapur, Khagrachari Sadar

Khagrachari District

Chittagong Hill Tracts

Working area: Khagrachari Sadar Upazila of Khagrachari District

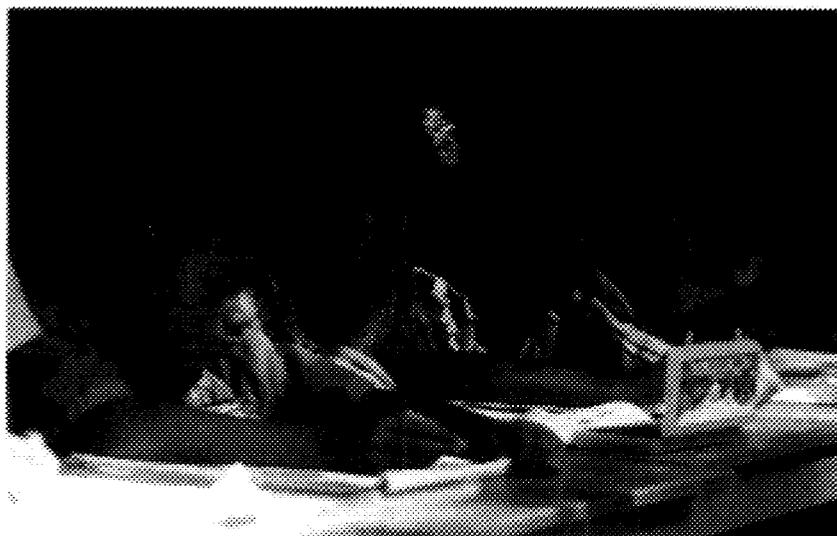
## Annex – 5: Selected Photos



1. Rui Pao Mro, a Mro student of Dewai Headman para residential school in Bandarban. Indigenous girls like Rui Pao are now reclaiming their right to be educated, an opportunity their mothers were denied.



2. For residents of the CHT, especially girls, livelihood security will improve only if basic education becomes universally accepted as a means to overcome poverty, and improve the quality of life.



3. CHOLEN is an acronym meaning *CHT Children's Opportunity for Learning Enhanced*, but it also means, "Let's Go!" in the Bangla language. It signifies the efforts of communities to move forward and enhance the quality of life for indigenous children through improved educational achievement.