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FINAL TECHNICAL REPORT

USAID'S INNOVATION FOR IMPROVING EARLY GRADE READING ACTIVITY (IIEGRA)

Grant No: AID-388-G-15-00001



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ACRONYMS

ALO	Assistance for the Livelihood of the Origins
AM	Area Manager
AUEO	Assistant Upazila Education Officer
BEP	BRAC Education Programme
BIEDBRACU	BRAC Institute of Educational Development – BRAC University
BM	Branch Manager
BPS	BRAC Primary School
CDC	Community Development Center
CHTRC	Chattogram Hill Tracts Regional Council
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
FEO	Field Education Officer
GPS	Government Primary School
HT	Head Teacher
M&E	Monitoring and Evaluation
MoPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Text Book Board
NFP	Non Formal Primary
PMT	Project Management Team
RAC	Reading Advisory Committee
RCA	Recipient Contracted Audit
SMC	School Management Committee
UEO	Upazila Education Officer
UP	United Purpose
URC	Upazila Resource Center
USAID	United States Agency for International Development

A. EXECUTIVE SUMMARY

The main objective of USAID's Innovation for Improving Early Grade Reading Activity (IIEGRA) is to improve the early grade reading skills of students of grades one through three in the lowest performing areas in Bangladesh. IIEGRA aims to support improved reading skills by strengthening the capacity of teachers and school management committees (SMCs) to deliver quality early grade reading instruction and service delivery.

IIEGRA began implementation in June 2015 in 245 Government Primary Schools (GPS) located across 7 upazilas in the Khagrachari and Cox's Bazar districts. In January 2017, the activity expanded its operational scope and coverage through provision of non-formal education in BRAC Primary Schools (BPS) and Community Development Centers (CDC) to meet the increased demand for access to education in urban slum communities.

The activity was implemented by a consortium of partners, BRAC, the lead implementing partner (IP), BRAC Institute of Educational Development-BRAC University (BIED), United Purpose (UP) and Assistance for the Livelihood of the Origins (ALO), with continuous guidance from the USAID/Bangladesh (USAID/B) project team. IIEGRA also tailored its service delivery approach in consultation with the Directorate of Primary Education (DPE) of Bangladesh and the National Curriculum and Text Book Board (NCTB), who provided guidance on material development, teacher training, and project implementation in GPS. The consortiums of partners were selected based on their ability to contribute complementary technical expertise and strengthen the IIEGRA team's capacity to deliver on its goals and objectives.

From the June 2015 to December 2018 project period, IIEGRA has accomplished the following three objectives: (i) enhanced the reading skills of students of grades one through three in Government Primary Schools (GPS), (ii) created access to quality primary schools through BRAC Non-formal Primary Schools (BPS) in selected urban areas, and (iii) improved community and parental engagement and investment in children's early grade reading through Community Development Centers (CDC). During the project period, IIEGRA reached 104,557 students in 445 GPS, and increased access to quality primary education for 26,684 out-of-school children in 1,000 BPS across 17 urban districts. Moreover, 99,782 children, adolescents, and adults accessed early grade reading activities, soft skills training, parent forums, games, and health and hygiene services through the Community Development Centers (CDC). Based on the positive outcomes achieved in children's reading fluency, community participation, and teachers' capacity development, USAID/B approved expansion of the project in selected urban slums from June 2017 to December 2018.

Research and monitoring were key to measuring project impact and ensuring quality delivery of project outcomes. In addition to regular internal monitoring and supervision of the project, the research unit of BRAC University, BIED conducted a baseline assessment from April to May 2016 and an endline assessment from July to August 2018. At the baseline, reading outcomes for children in both intervention and comparison schools were similar (c.f. BIED, 2018, pp 34). The endline evaluation reflected significant impacts of the project on children's reading outcomes. According to the survey, 90% of students who completed grade one and 97% of students who completed grade two

⁴<https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDhmY2Uy&rID=NTE2MzMz>

in USAID IIEGRA schools were categorized as ‘readers,’ which indicates that they were able to read at least 5 correct words in 30 seconds from a reading passage. The corresponding figures in the comparison schools were 62% and 83% respectively. Students in IIEGRA schools also achieved a higher oral reading fluency than students in comparison schools. In IIEGRA schools, the average oral reading fluency measured in words read per minute was 41.6 for students who completed grade 1, 64.7 for students who completed grade 2, and 73.1 for students who completed grade 3, whereas in the comparison schools the average oral reading fluency rate was 18.2 words per minute for students at the end of grade 1, 41.6 words for students at the end of grade 2, and 42.8 words for students at the end of grade 3 (c.f. op.cit). Similar progress was also evident in student’s ‘reading with comprehension’ skills.

At the endline, 69.6% of students who completed grade one, 66% of students who completed grade two, and 75.6% of students who completed grade three in IIEGRA schools read with comprehension (correctly answering $\geq 80\%$ of the comprehension questions) compared to 22.3% of students who completed grade one, 28% of students who completed grade two, and 24.5% of students who completed grade three in comparison schools.

IIEGRA also had a behavioral impact on student’s propensity to borrow books from the library. The baseline data revealed that only 5% of students used to borrow books from the library both in intervention and comparison schools. The endline report reflects that 65% of students who completed grade three in IIEGRA schools borrowed books from the library compared to only 6.5% of students in comparison schools. A similar differential impact was measured across students who completed grades one and two in IIEGRA schools versus comparison schools.

In order to maintain financial transparency, USAID IIEGRA conducted continued internal auditing and Recipient Contracted Audits (RCA). BRAC has also conducted an internal audit to ensure full compliance with USAID/B’s requirements.

Enclosed is the final USAID IIEGRA technical report, which highlights the key interventions, challenges, mitigation approaches, and learning outcomes, achieved during the project period from June 2015 through December 2018.

B. THE ACTIVITY AND CONTEXT

Bangladesh has made notable improvement in basic education in the last decade. The net enrollment rate in 2017 was 97.97% in primary education, with female enrollment at 98.29% and male enrollment at 97.66%. Nonetheless, the quality of education remains a big challenge for Bangladesh's education system. The 2015 National Student Assessment conducted by the government of Bangladesh found more students failed to meet grade-level competencies in grade five than in grade three. Due to the weak foundation in basic literacy skills in the early grades, students failed to perform well in the upper grades. Providing students with a strong foundation in reading in the early grades is essential for them to persist in the upper grades.

The challenges to early grade reading are even greater in the most poverty stricken regions of Bangladesh, especially in the Chattogram Hill Tracts (CHT) and the coastal parts of Chattogram Division. These areas are home to minority and indigenous communities, with 13 different tribes, speaking several different languages distinct from Bengali, which is the medium of instruction in government primary schools. The language barrier has been identified as a major barrier to achieving early grade reading competencies in these areas.

There are multiple causes of low-quality reading instruction in Bangladesh. Many teachers lack the proper qualifications and training to provide quality education. As a result, teachers make students memorize facts, rather than encourage them to be critical and independent readers. Classrooms also lack teaching and learning materials.

To address the needs of children, the Innovation for Improving Early Grade Reading Activity (IIEGRA) intervention was initiated by USAID in collaboration with BEP, BIED, BRACU, and UP and approval of government authorities in two hill districts of Bangladesh. The main objective of IIEGRA is to improve the early grade reading skills of students of grades one through three in the lowest performing areas in Bangladesh.

BIED Baseline assessment illustrates students' low reading outcomes:

List of subtasks (outcome variables)	Grade I Completers	Grade II Completers	Grade III Completers
Percentage of Letters Identified Correctly	76.3	88.6	-
Percentage of Frequently-used Words Read Correctly	65.4	79	87.6
Average Percentage of Similar Beginning Sounds Identified Correctly	63	77	-
Percentage of Rhyming Words Identified Correctly	57.9	70	-
Percentage of Pseudo words Identified Correctly	-	-	54.5
Percentage of Antonyms Identified Correctly	-	46	63
Oral Reading Fluency scores (in words per minute)	17.8	36.8	49.6
Reading Accuracy (as a percentage of words read correctly)	51.4	75.1	84.2
Percentage of Readers (defined as reading at least 5 words correctly in the first 30 seconds of the sub-test)	51.7	79.8	90.5
Percentage of Students Reading with Comprehension (correctly answering ≥80% of the comprehension questions)	21.2	20.9	32.8

C. GENERAL INFORMATION AND PROJECT OVERVIEW

I.1 Name of the project	Innovation for Improving early Grade Reading Activity (IIEGRA)
I.2 Funded by	USAID/Bangladesh
I.3 Budget	\$ 7.8 million
I.4 Name and designation of the contact person	Safiqul Islam Ph.D. Director, BRAC Education Programme
I.5 Implementing partners	<ul style="list-style-type: none"> BRAC Education Programme (BEP) of BRAC BRAC Institute of Educational Development BRAC University (BIED, BRACU) United Purpose Bangladesh (UPB) Assistance for the Livelihood of the Origins (ALO)

Components		Duration	Coverage			# of Children/Members	
			# of District	# of Upazila	# of School/Center	Total	Girls/women
Phase 1: Early Grade Reading-focused	Early grade initial Phase	43 months (June 2015-December 2018)	2	7	245	58,432	29,993
	Early grade scale-up phase	12 Months (January 2018-December 2018)	13	14	200	46,125	24,046
	Sub total		15	21	445	104,557	54,039
Phase 2: Reaching hard-to-reach children in urban areas	Non-formal Primary (BPS)	24 Months (January 2017-December 2018)	17	83	1,000	26,684	14,584
	CDC	24 Months (January 2017-December 2018)	17*	83	1,000	99,782	60,607
	Total		*		2,445	231,023	129,230

*The same number of districts are covered by GPS, Non-formal BRAC Primary Schools and CDCs.

D. GOAL AND OBJECTIVES

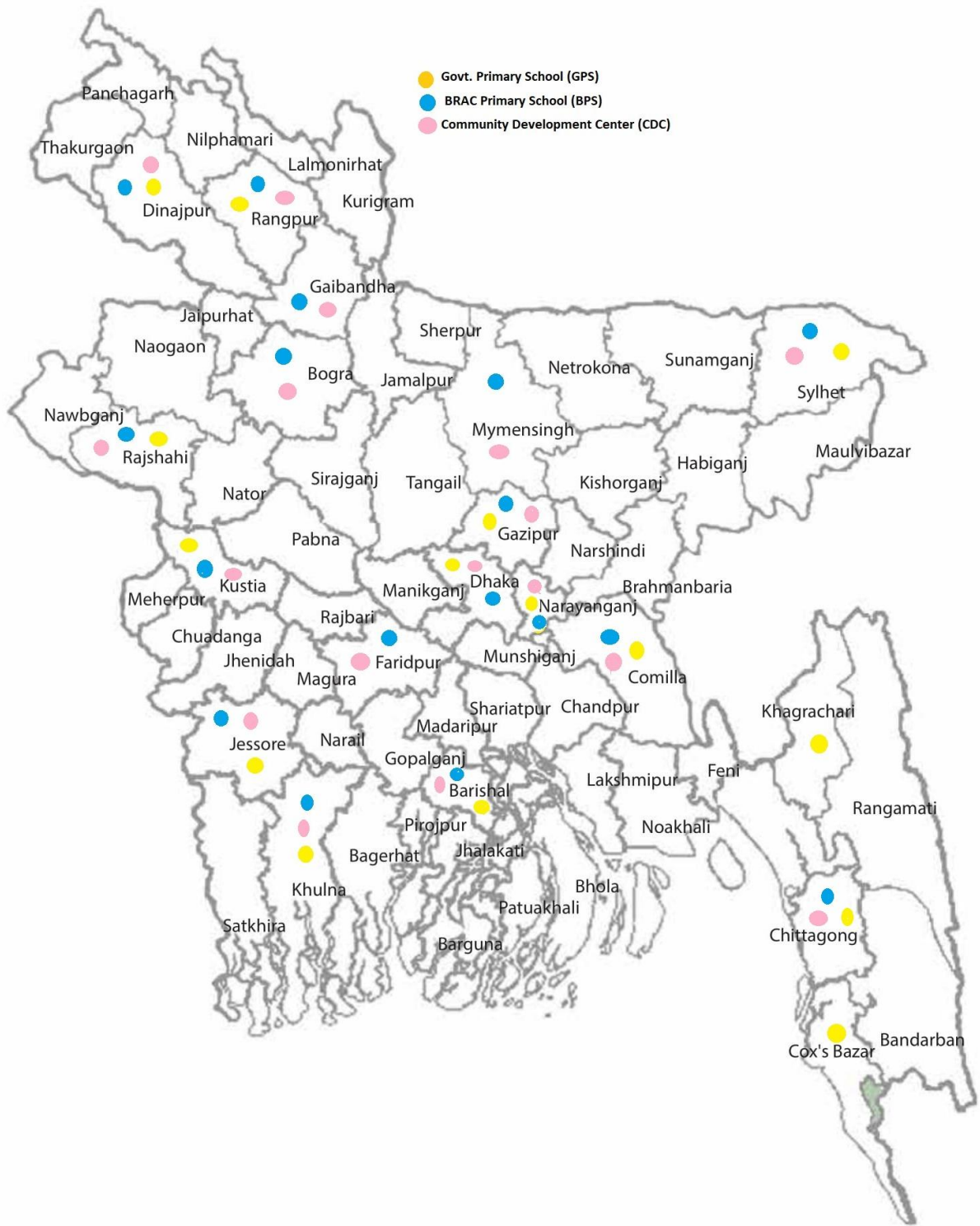
Goal

The goal of Innovation for Improving Early Grade Reading Activity (IIEGRA) is ‘to improve the mother tongue early grade reading skills of Bangladeshi students living in low-performing areas’.

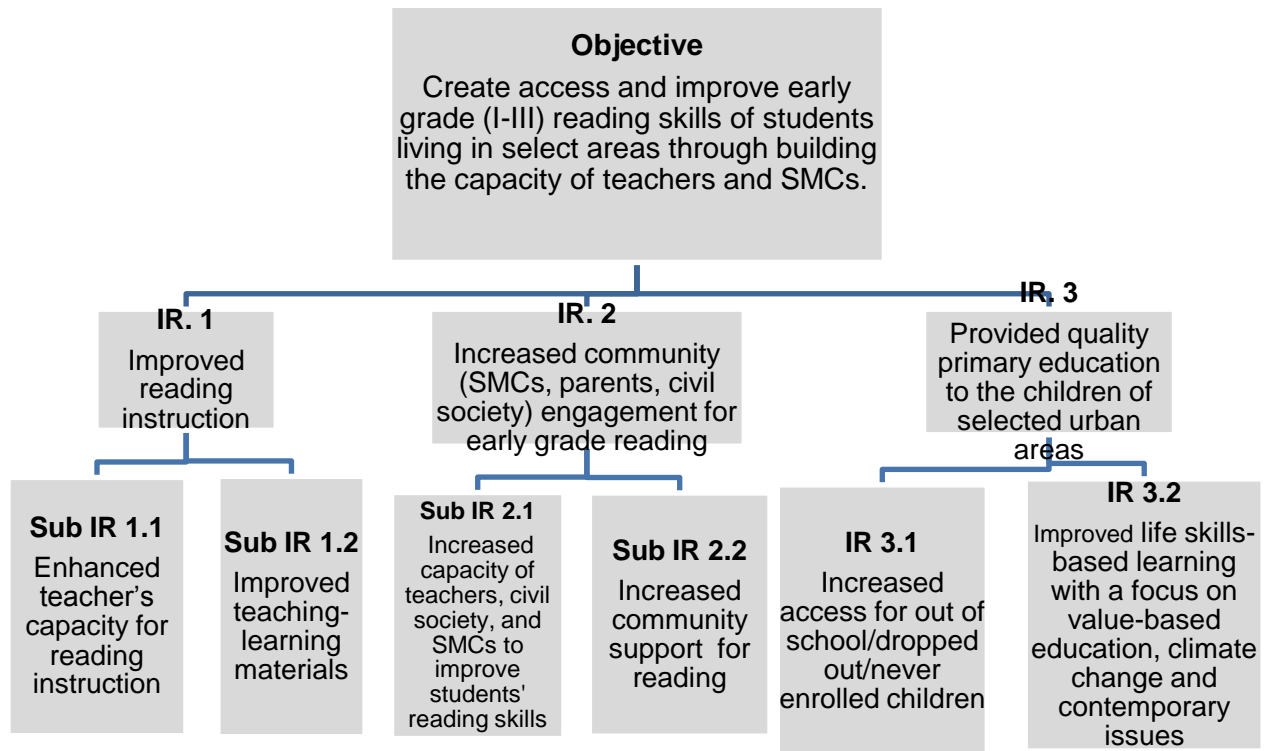
Objectives

The objective of the project is to create access and improve early grade (I-III) reading skills of students living in selected areas through building the capacity of teachers and SMCs.

DISTRICTS COVERED BY USAID IIEGRA



E. RESULT FRAMEWORK



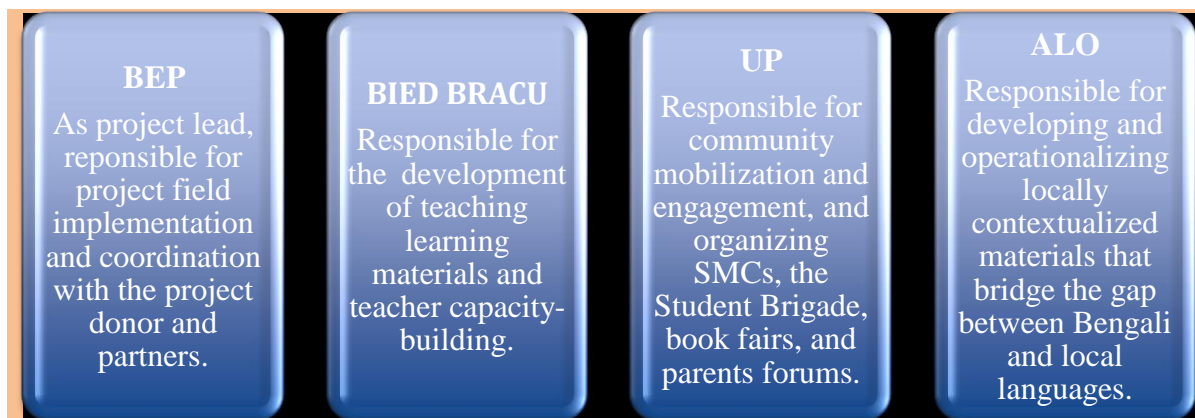
F. DESCRIPTION OF ACCOMPLISHMENTS

F.1 Partnership Management

F.2 Project Approach

F.1. PARTNERSHIP MANAGEMENT

A consortium of four partners implemented IIEGRA, BEP, BIED BRACU, UP and ALO, with technical support from USAID/Bangladesh and the Directorate of Primary Education (DPE). USAID provided funding for the project. The following chart outlines the roles and responsibilities of project partners:



Roles and Responsibilities

BRAC

BRAC has decades of experience, as the largest and most experienced organization in Bangladesh, implementing programs in health, micro-finance, ultra-poor graduation, education, skills, humanitarian crisis management, community empowerment, water sanitation and hygiene, gender, advocacy, climate change, and social enterprise. BRAC's widespread presence and experienced staff across Bangladesh has contributed to the successful implementation of this project. During the project period, BRAC has had the opportunity to enhance coordination with government departments, relevant high and field management officials, teachers, and other partner organizations. As a lead partner in IIEGRA implementation and coordination, BRAC was responsible for establishing project offices, operating libraries, supporting Class Assistants, field coordination, and project monitoring and reporting.

BIED BRACU

BIED BRACU is a lead research institute with expertise in learning and teaching, material development and capacity development. It has developed materials for students, teachers and project staff and conducted trainings for teachers, staff and relevant government officials to build their capacity for improving education service delivery and early grade reading instruction. BIED BRACU also led the implementation of the needs assessment, baseline evaluation, and endline evaluation.

United Purpose (UP)

UP is an organization working to end poverty and inequality across the globe through grassroots and community-led development. UP's specialization in community mobilization has significantly contributed to IIEGRA's objective of increasing community participation in reading activities through parent, School Management Committee, PTA and civil society engagement. UP has contributed to IIEGRA's objectives of increasing community engagement and investment in students reading skills development by organizing forums, workshops and upazila (sub-district) level meetings with community stakeholders. They have also helped in the coordination of Students Brigade activities, organized a upazila-level book fair, and a community reading competition for students in GPS areas.

Assistance for the Livelihood of the Origins (ALO)

ALO, a Khagrachari Hill district-based local NGO, partnered with BRAC to assist in project implementation in the Khagrachari district. Given their knowledge of the local context, they helped develop teaching learning materials for schools in Khagrachari that reflected the local culture and practices, and were linguistically-relevant, taking into account the variations in the local spoken language and Bengali, the medium of instruction in schools. The organization also helped facilitate the development of Class Assistants, or community members and caregivers who helped facilitate class activities.

Other non-financial partnerships

USAID IIEGRA collaborated with relevant government agencies to ensure project activities were aligned with national-level education policies and objectives and to ensure smooth partnership with government schools and their governing agencies.

Directorate of Primary Education (DPE)

DPE sits under the Ministry of Primary and Mass Education (MoPME) and is responsible for ensuring equitable access to primary education for all children in Bangladesh. DPE recruits and develops teachers, constructs schools, conducts assessments, and monitors school progress. DPE has been involved in ensuring the proper clearance of permissions for implementation of IIEGRA activities in government schools and has facilitated partnerships with the Ministry of Primary & Mass Education (MoPME), National Curriculum and Text Book Board (NCTB), Upazila Resource Center (URC), Sisimpur (Sesame Street in Bangladesh), Room to Read, SCF, Dhaka Ahshania Mission, and other relevant stakeholders. DPE also provided input on selection of sites for teacher trainings and approved the use of teaching learning materials in the GPS. With the involvement of DPE, a “Reading Advisory Committee” was formed, which included DPE, NCTB, MoPME and IIEGRA senior management. The committee played a pivotal role in providing guidance and clearance on key IIEGRA decisions.

National Curriculum and Text Book Board (NCTB)

NCTB assisted in the development of teaching learning materials and the selection of additional student reading materials. BRAC’s partnership with NCTB ensured all project activities were in compliance with national primary education standards.

Ministry of Chattogram Hill Tracts Affairs

Chattogram Hill Tracts Regional Council (CHTRC), a local government body that sits under the Ministry of Chattogram Hill Tracts Affairs, served as a primary liaison connecting BRAC to local partners with experience implementing programs and working with the population in the Chattogram Hill Tracts. With additional consultation with CHTRC, ALO was selected to be a sub-IP of the project and assist in the development of locally contextualized teaching learning materials. They also assisted in the recruiting and capacity-building of Class Assistants who helped teachers facilitate classroom activities and focused on strengthening students’ early grade reading skills.

Partnership Development Key Outputs

- Developed relationships with DPE and four other partners along with one additional partner (ALO). Each partner contributed their technical expertise to building out project capacity.
- Developed familiarity with managing USAID procedures and processes and built increased capacity to manage consortia of partners.

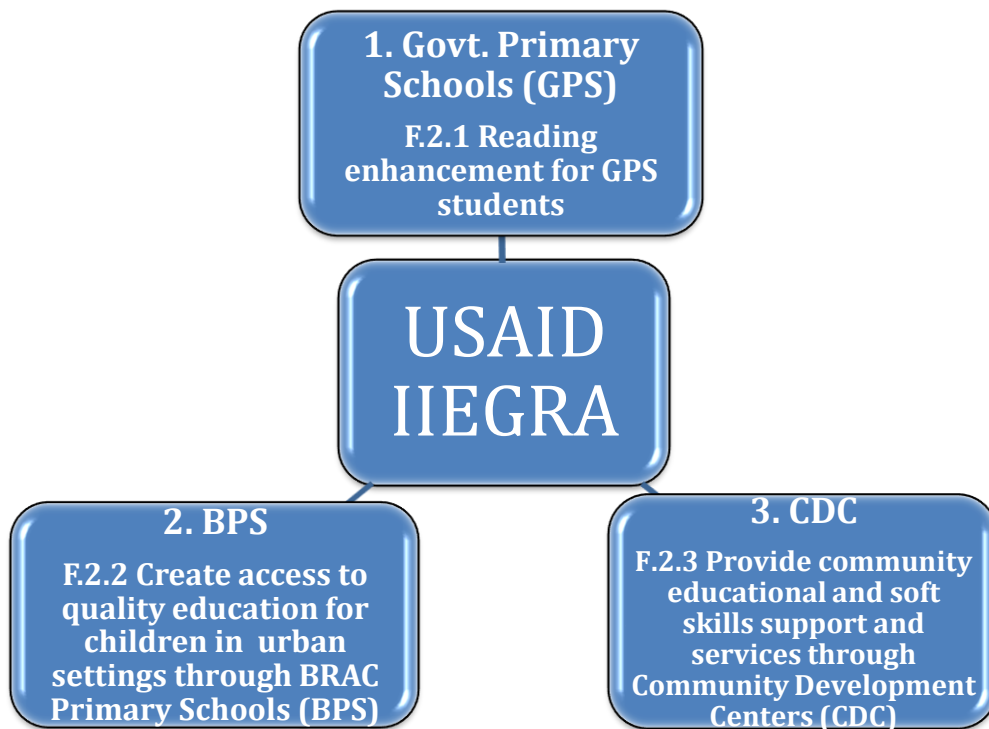
Partnership Development Learnings

- Sharing technical expertise and best practices across partner organizations helps ensure projects are able to respond nimbly to challenges that come up.
- Government resources can be used to build project capacity. IIEGRA used Upazila Resource Centres (URC) for developing materials and training teachers.
- Local learning is key to designing projects that respond to beneficiaries’ distinct needs.
- Timely and flexible funding transfers from principal recipients to sub-recipients (BRAC to other IP) are necessary for smooth project operation.



Photo (1) Visitors from USAID at the seminar Photo (2) Kate Maloney, AOR for USAID IIEGRA at USAID/Bat a CDC Photo (3) Students introducing themselves to visitors (DD, DPE) at a GPS

Project Components



F.2.1 READING ENHANCEMENT FOR GOVT. PRIMARY SCHOOL (GPS) STUDENTS

From June 2015 to December 2018, the project reached 245 GPS with the objective of enhancing primary school students' reading skills. From January 2018 to December 2018, an additional 200 GPS were reached. BEP, BIED BRACU, UP, and ALO were involved in implementation.

The GPS intervention aims to achieve the following objectives:

1. Improve learning outcomes in early grade reading by strengthening the quality of teacher instruction and school management.
2. Build institutional capacity of local organizations to promote early grade literacy.
3. Promote innovative, low-cost, effective interventions that promote early grade literacy.

Project Coverage (Geographical of GPS)

The project began implementation in 245 GPS in seven Upazilas in the Cox's Bazar and Khagrachari districts of the Chattogram Division. IIEGRA has worked with 13 different linguistically diverse ethnic groups in the region, particularly in the Chattogram Hill Tracts (CHT) and coastal regions of the Chattogram Division, which are known as being the most resource poor and having the most limited access to quality education and early grade reading instruction. These areas are home to large populations of indigenous groups and religious minorities that have long faced lower acquisition of literacy in Bengali, the medium of instruction in government primary schools.

Table 1: District and Upazila Distribution of GPS (245 GPS area)

Division	District	Upazila	No. of Schools	
Chattogram	Cox's Bazar	Chakaria	50	
		Ukhiya	30	
		Teknaf	20	
		Cox's Bazar	40	
	Subtotal of GPS in Cox's Bazar			140
	Khagrachari	Panchari	25	
		Matiranga	35	
		Dhiginjala	45	
	Subtotal of GPS in Khagrachari			105
	Grand Total of GPS in Khagrachari and Cox's Bazar			245

Considering the acute need for access to education and quality early grade reading instruction in urban settings in Bangladesh, in 2018, the project expanded to include another 200 Government Primary Schools. IIEGRA went from reaching two districts at the beginning of the project in 2016, to reaching a total of 17 districts by the end of the project in 2018 (c.f. pp 21).

District coverage of GPS in urban areas

Sly	District	No. of GPS in urban areas
1	Dhaka	20
2	Gazipur	20
3	Narayangonj	10
4	Cumilla	10
5	Chattogram	20
6	Sylhet	20
7	Jashore	10
8	Khulna	10
9	Barishal	20
10	Kushtia	10
11	Rajshahi	20

12	Rangpur	20
13	Dinajpur	10
Total		200

Beneficiaries in Govt. primary Schools (GPS) (Students and Teachers)

Students in GPS

In the beginning of project implementation in 2016, IIEGRA reached 38,112 students in grades one through three across 245 GPS. By the end of the project, IIEGRA reached a total of 58,432 unique student beneficiaries. In addition, another 46,125 learners (22,079 boys and 24,046 girls) from grades one through three were reached through the project expansion in 200 GPS in urban settings. Across both GPS phases of the intervention, the project reached a total of 104,557 students.

Unique Student Beneficiaries through 445 GPS

Year	Students in 245 GPS			Students in 200 GPS			Total students		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2016	18,643	19,469	38,112	0	0	0	18,643	19,469	38,112
2017	5,221	5,644	10,865	0	0	0	5,221	5,644	10,865
2018	4,575	4,880	9,455	22,079	24,046	46,125	26,654	28,926	55,580
Grand total	28,439	29,993	58,432	22,079	24,046	46,125	50,518	54,039	104,557

Activities for reading enhancement

#	Activities	Frequency
1	Group Story telling/Read-a-loud sessions	Once a month
2	One minute guided reading*	2/3 times a week
3	Creative story writing and reading	Once a month
4	Creating stories based on children's experiences and reading	Once a month
5	Wall magazine	Bimonthly
6	Reviewing Alphabet and Number frieze	Everyday
7	Word game	Once a week
8	Review Word chart and Vocabulary chart	Everyday
9	Sustained silent reading	Once a week
10	Vocabulary games	1/2 times in a week.
11	Printing decorative classroom materials	Every day
12	Picture reading	Once a month
13	Picture drawing and coloring	According to class routine
14	Parent's day	Once a year
15	Inviting a class guest to share their success story and serve as a role model	Every two months for class I and every 3 months for class II and class III.

	for the children.	
16	National day	Varies based on the calendar

*The objective of the one-minute guided reading activity is to enable the students to read fluently with clear, accurate, and standard pronunciation and comprehension and to develop their vocabulary and phonemic awareness.

Either the Bengali teacher or the Class Assistant conducts the activity and selects books according to the students' reading level. Each student reads aloud to the teacher for one minute, with a total of ten students participating in the activity 2/3 times daily. Teachers keep a written record of the students' performance after reading. During the activity, the rest of the students in the class are either working in pairs or engaged in group activities.

The GPS intervention achieved the following results:

Outputs and results

- 445 Govt. Primary Schools (GPS) were reached under IIEGRA
- 58,432 learners (boys: 28,439 and girls: 29,993) in 245 GPS and 46,125 learners (boys: 22,079 and girls: 24,046) in 200 additional GPS were reached. A total of 104,557 students overall (boys: 50,518 and girls: 54,039) accessed reading enhancement support.
- Project endline results showed the impact of the GPS intervention: 70.53% of learners achieved reading skills, which surpassed the target of 70%. Reading skills include emergent literacy skills, decoding skills, and fluency and reading comprehension skills, which are further defined below.
 - More students are mastering emergent literacy skills. Over 92% of students in IIEGRA schools have mastered emergent literacy skills, such as recognizing similar beginning words and rhyming words, compared to an average of 60% in the baseline.
 - More students are mastering decoding, or the ability to identify new words. Over 90% of students in IIEGRA schools have mastered decoding. (At the endline, on an average, grade I completers in beneficiary schools could identify 94% of Bangla letters whereas the grade I completers in the comparison schools identified 81% of letters. The grade II completers in intervention schools identified 96% of most used words; whereas the students of control schools could identify 85%. The grade III completers in intervention schools recognized 98% of most used words and 83% of pseudo words, while in comparison schools the numbers respectively were 87% and 54% at the end line.)
 - More students are becoming readers in IIEGRA schools compared to comparison schools. For the purposes of evaluation, IIEGRA defines "readers" as students who can read at least 5 correct words from a reading passage in 30 seconds. In the IIEGRA schools, 90% of grade I completers and 97% of grade II completers were found to be readers, compared to 62% of grade I completers and 83% grade II completers in comparison schools.
 - Students in IIEGRA schools are reading with greater fluency than students in comparison schools. In IIEGRA schools, the average oral reading fluency measured in words per minute was 41.6 for grade I completers, 64.7 for grade II completers and 73.1 for grade III completers, compared to 18.2 for grade I completers, 41.6 for grade II completers and 42.8 for grade III completers in the comparison schools.
 - More students are reading with comprehension. The endline data shows that, 69.6% of grade I completers, 66% of grade II completers, and 75.6% of grade III completers of IIEGRA schools read with comprehension (correctly answering ≥80% of the comprehension questions) compared to 22.3% of grade I completers, 28% of grade II completers, and 24.5% of grade III completers in comparison schools.
- Students at IIEGRA schools are more likely to borrow books from the library than their peers at comparison schools.

Challenges

- A one-year period for the second phase of project implementation in the 200 GPS was insufficient to meet project goals. As is evidenced by the outcomes achieved in the first phase of the project in GPS, achieving successful early grade reading outcomes requires 2 – 3 years.

- Getting timely government approval of teaching learning materials, trainings, and story books to use in the classroom proved to be an additional challenge.

Learnings

- Using existing government facilities can reduce pressure on time management i.e. using Upazila Resource Center (URC) resources and venues for refresher trainings, teacher forums, etc.
- More training for officials can help raise their awareness on the importance of follow-up at the school level to ensure quality implementation of project activities.

F.2.2 CREATE ACCESS TO QUALITY EDUCATION FOR CHILDREN IN URBAN SETTINGS THROUGH BRAC PRIMARY SCHOOLS (BPS)

To create access to quality primary education for out-of-school children, IIEGRA provided primary education to 26,684 learners (boys: 12,100 and girls: 14,584) through 1,000 BRAC Primary Schools (BPS) in urban areas. BRAC's Non-Formal Primary approach starts with a one-room school house, provides all textbooks and learning materials for free, and pairs one class of students with the same teacher for the duration of primary school. Class sizes are limited to 33 children. Those children learn from a customized curriculum that begins with BRAC-designed lessons and slowly transitions students to government curriculum by the time they graduate, covering five years of study in just four.

The curriculum is contextually relevant and reflects the lived experience of the children. Reading and writing are central components because BRAC knows that when children are equipped with the power of literacy, learning improves in other subjects, offering greater opportunities, and encouraging a lifelong love of learning.

Characteristics of a BRAC Primary School

- One teacher (female, recruited from the vicinity of the school and community)
- Co-Curricular activities
- Reduced vacation time to increase children's learning and time in school
- Supportive supervision and regular follow-up on children's wellbeing
- In service- teacher refresher trainings
- Parent meetings and community involvement
- Child-friendly curriculum
- Reaching out-of-school, economically disadvantaged children ages 8-10

Activities for the operation of BRAC Primary Schools

In order to set up BRAC Primary Schools, BRAC conducted surveys, trainings, and stakeholder meetings to identify out-of-school children, recruit and train teachers, and identify appropriate classroom spaces. All activities have been implemented according to BRAC Education Program best practices.

- **Student, teacher and schoolhouse selection:** BRAC field staff conducted meetings with community members to raise awareness of project activities. The team also conducted a door-to-door survey to recruit teachers and identify potential students and schoolroom spaces.
- **Teachers' Basic training:** Teachers selected participated in 12-day basic training in the BRAC Learning Centers and a three-day orientation course in the field offices. A total of 600 teachers received basic training. Of the teachers selected, 400 teachers were previously a part of the BRAC education program and had previously formally received BRAC's basic training. In January 2017, 1,000 BRAC Primary schools were opened. Within 2 years, by December 2018, most of the students completed grade three and were promoted.
- **Teachers' Refreshers:** During the project period, teachers participated in monthly one-day refresher trainings, and six-day trainings before students transitioned to the next grade. Quality promotion officers were responsible for coordinating teacher training.

- **Supervision:** Field staff and monitoring officers regularly supervise and monitor and report on project progress according to BRAC Primary School operational procedures.

Geographical coverage

In 2017, IIEGRA started working in 17 districts of Bangladesh, operating a total of 1,000 non-formal primary schools.

BPS district coverage in urban areas

Sly	Districts	No. of BPS in urban
1	Dhaka	331
2	Gazipur	146
3	Mymensingh	40
4	Narayangonj	63
5	Cumilla	35
6	Chattogram	135
7	Sylhet	30
8	Faridpur	25
9	Jashore	15
10	Khulna	10
11	Barishal	10
12	Kushtia	20
13	Rajshahi	39
14	Bogura	31
15	Gaibandha	10
16	Rangpur	40
17	Dinajpur	20
Total		1,000

Beneficiaries in BRAC Primary Schools (BPS)

Students

The project set a target of enrolling 25,000 students across 1,000 BPS. Based on the student survey results, BRAC identified 26,684 learners requiring access to quality primary education. BRAC supplied the additional materials required to accommodate an additional 1,684 students in the 1,000 BPS.

Table 2: Students in Urban 1,000 BPS

Component	Target	Achievement		
		Boys	Girls	Total
1,000 BRAC Primary Schools (BPS)	25,000	12,100	14,584	26,684

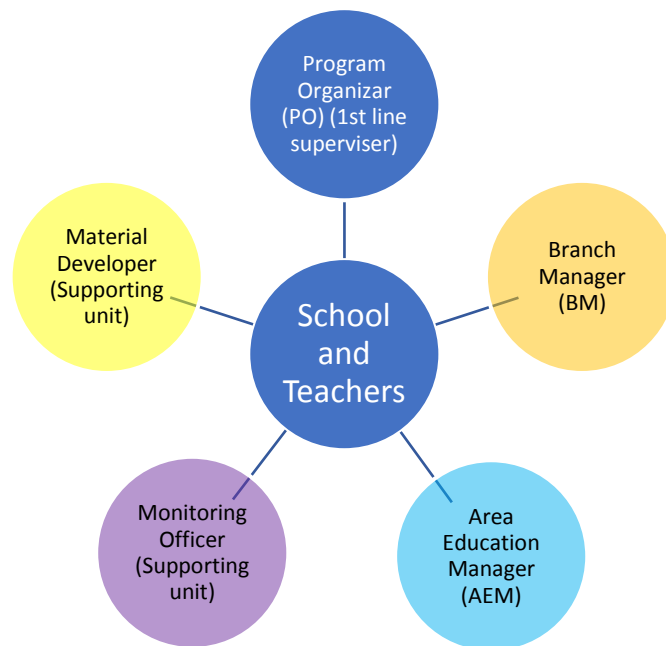
Teachers

For the purposes of this project, BRAC recruited a total of 1,000 teachers for 1,000 BPS. Each BRAC School recruits one female teacher from the local community, a method core to BRAC's education

model that has been found to encourage girls' school attendance. BRAC also prioritizes recruiting teachers who live near the school and have received a secondary school certificate.

Table 3: Teachers in 1,000 BPS

Component	No. of Teachers		
	Male	Female	Total
1,000 BRAC Primary Schools (BPS)	0	1,000	1,000



A snapshot of a BPS classroom

The BPS intervention achieved the following results:

Outcomes

- 1,000 BPS were successfully opened.
- 26,684 students accessed quality primary education (up to grade III)
- 98.16% students completed the course from BPS
- 99.98% of the students transitioned to attend formal primary schools.

Challenges

- Migration is a frequent phenomenon for families in urban contexts in Bangladesh, which contributed to teacher and student turnover.
- Teacher retention was a challenge, given the availability of other attractive employment opportunities with higher pay in urban settings.
- Limited availability of space in urban, slum areas, finding ample space for classrooms proved to be a challenge.
- The project end date was December 31, 2018, before the end of the primary education cycle. After the project end date, students transferred to other primary schools.

Learning

- Introducing tuition fees to share the cost of learning increases ownership and participation in project activities. Tuition fees were used to provide additional funding coverage for CDC activities.
- Cycle completion in schools is necessary to ensure value for money.

F.2.3 PROVIDE COMMUNITY EDUCATIONAL AND SOFT SKILLS SUPPORT AND SERVICES THROUGH COMMUNITY DEVELOPMENT CENTERS (CDC)

Community and caregiver engagement and participation in children’s learning is key to improving child learning outcomes. To create a platform for greater community engagement, and provide access to educational and soft skills development activities and services for a wider segment of the population, IIEGRA established Community Development Centers, community-based social spaces for children, adolescents, and their families. In the CDCs one facilitator organizes age-appropriate activities for center participants of different ages. Soft skills are delivered through workshops with parents, siblings, and other stakeholders.

Geographical coverage of CDC:

District coverage of CDCs in urban areas

Sl.	District	No. of CDCs in urban areas
1	Dhaka	331
2	Gazipur	146
3	Mymensingh	40
4	Narayangonj	63
5	Cumilla	35
6	Chattogram	135
7	Sylhet	30
8	Faridpur	25
9	Jashore	15
10	Khulna	10
11	Barishal	10
12	Kushtia	20
13	Rajshahi	39
14	Bogura	31

15	Gaibandha	10
16	Rangpur	40
17	Dinajpur	20
Total		1,000

Beneficiaries in 1000 CDCs (Members and Facilitators)

CDC Members

The project developed 1,000 CDCs to reach a target of 100,000 members, or 100 members per CDC. During the project period, CDCs reached 99,782 children, adolescents, youth, and adults.

Table 4: Age breakdown of CDC beneficiaries

Sl.	Component s	Age	Beneficiaries		
			Male	Female	Total
1	Children	6-12	22,236	32,624	54,860
2	Adolescent	13-18	11,758	20,175	31,933
3	Youth	19-39	3,481	5,391	8,872
4	Adult	40+	1,700	2,417	4,117
Total			39,175	60,607	99,782

CDC Facilitators

Each CDC deployed a female facilitator from the community who implemented CDC activities, with the guidance of Program Organizers. In selecting CDC facilitators, priority was given to experienced teachers.

CDCs covered the following skills and knowledge

- i) Soft skills (book reading, drawing, dance, story-telling, rhymes, drama).
- ii) Health and hygiene, and
- iii) Nation-building and Leadership.

CDCs served children, adolescents, youth, and adults from the community. In order to deliver age-appropriate content and accommodate diverse age groups, the CDC's followed the following weekly schedule:

Table 5: Day allocation for using CDC by age

Groups	Age range (year)	Weekly Participation Day
Children	6 to 12	Sunday
Adolescent	13 to 18	Thursday
Youth	19 to 39	Tuesday
Older	40+	Tuesday

Table 6: CDC contents of sessions

Soft skills activities		
Age group	Objectives	Contents
Children (6 to 12 years)	Provide activities that facilitate child development and enhance reading skills	Drawing, acting, handicrafts, hand writing practice, wall magazine, reading competition, numeracy activities.
Adolescent (13 to 18 years)	Provide recreational activities and enhance reading skills	Drawing, acting, dance, handicraft, hand writing practice, wall magazine, reading competition, numeracy activities.
Youth (19 to 39 years)	Provide recreational activities that relieve stress and provide critical support.	Entertainment, including movie screenings, and sessions on family-relations and psycho-social support.
Older (40+ years)	Provide recreational activities that relieve stress and provide critical support.	Entertainment, including movie screenings, and sessions on family-relations and psycho-social support.

The following table shows the number of sessions covered across age groups and topic areas:

Table 7: CDC Session details

SI	Name of the event	Target (Number of Sessions)				Achievement (Number of Sessions)			
		Children	Adolescents	Youth	Adult	Children	Adolescents	Youth	Adult
1	Soft skill development	24	24	24	12	24	24	24	12
2	Health and security	24	24	24	12	24	24	24	12
3	Nation building and Leadership	24	24	24	12	24	24	24	12

- **Sessions**

CDC sessions engaged parents and community members in soft-skill development sessions and trainings that raised awareness on the importance of education and parents' roles in their children's reading skills development. Participants also expressed increased interest in sessions that covered life skills topics like health, hygiene, and road safety and livelihoods. Youth in particular had the opportunity to participate in sessions on youth development, livelihood sessions, on topics like preparing for entering the workforce and searching for jobs, and more specific industry-related topics like nursing. Adults participated in sessions on development of cottage and small-scale industry workforce opportunities and financial literacy and savings. USAID/B provided approval for the project to include these sessions as part of the CDCs scope of work.

- **Supervision**

Program Organizers provided oversight, support, and supervision of CDC activities, with frequent visits to monitor activities and ensure timely, quality execution of planned sessions and events.

Table 8: CDC events and achievements

SI	Name of the events	Target/Planned	Achievement	Remarks
01.	Movie screenings(topics included hygiene, awareness building of gender-dynamics, early marriage, and harassment)	4,000	4,000	
02.	Art competition	1,000	1,000	
03.	Book Fair	50	48	Two couldn't arranged due to interference with the timing of the national election
04.	Nation building campaign	200	200	
05.	Health advocacy sessions	1,000	997	Three couldn't be arranged due to interference with the timing of the national election
06.	Reading competition	1,000	1,000	



Measuring Blood pressure in CDC



Snapshots of book fair in CDC

CDC implementation challenges

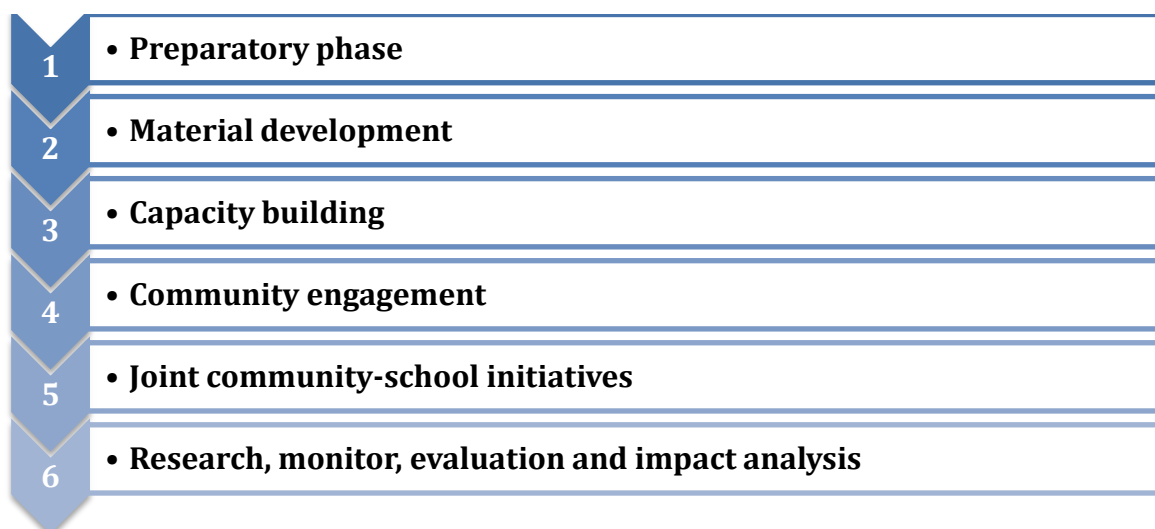
- There was a delay in getting approval to implement CDC activities, which compressed the original timeframe for implementation of CDC activities. Project activities were supposed to start in May 2017, but they started in August 2017.

CDC Learnings

- Prioritizing community input and developing activities that communities care about increases community participation and involvement.
- CDCs increase the communities' involvement in children's education by encouraging their engagement in school management activities (like participating in parents meetings and SMCs, and organizing events like reading competitions, art competitions etc.)
- CDCs provide a platform for community members to access services like soft skills trainings, psycho-social support, recreational activities, and health education.
- In order to complete the reading enhancement activities and achieve higher value for money, the project needed at least a two-year implementation period.

Steps of the Project Implementation

Implementation of IIEGRA in GPS, BPS, and CDCs required a several step process:



G.I PREPARATORY PHASE

G.I.1.DURING THE PREPARATORY PHASE, THE FOLLOWING ACTIVITIES WERE ACCOMPLISHED

- Approval to work in 245 Government Primary Schools (GPS)
- Signing partnership agreements with implementing partners
- Kick-off and Orientation Meetings
- Staff Development and Training
- Field Office set-up
- Planning Meeting

- Development of M&E plan

In addition to the activities listed above, other activities completed during the preparatory phase of the project included staff deployment and orientation, procurement of logistics and materials, and conducting a needs assessment to inform teaching learning material development. Some of the activities are described in further detail below:

Approval to work in 245 GPS: The Directorate of Primary Education (DPE) provided approval to implement project activities in 245 GPS. The project also had to receive approval from the NGO Affairs Bureau of Bangladesh, the Ministry of Primary and Mass Education (MoPME) and the Ministry of Chattogram Hill Tracts Affairs. The total process of receiving government approval to implement project activities took six months, with final approval from the DPE in February 2016.

Signing partnership agreements with implementing partners: BRAC worked with a consortium of partners to implement IIEGRA, and had to sign separate partnership agreements with BIED BRACU, UP, and ALO to specify each partners' budget, reporting mechanism, and roles and responsibilities.

Kick-off and Orientation Meetings: BRAC conducted district-level kick-off meetings in the Khagrachari district and Cox's Bazar. District government education officials, and community and civil social stakeholders participated in these meetings with the objective of getting oriented on project activities and objectives and understanding their role and responsibilities in implementing project activities at the field-level.

Staff deployment: BRAC, UP, and BIED BRACU recruited and deployed staff from their existing pool of staff. Their experience and expertise working in the local contexts with similar projects helped ensure quality implementation of project activities.

Field Office set up: In order to ensure smooth project coordination and management across project sites, BRAC set up field offices across the seven upazilas where the project was being implemented in Khagrachari and Cox's Bazar districts. Of the seven offices, five new offices were set up and two offices were set up in existing BRAC offices that had additional space available. The offices were based in Cox's Bazar Sadar, Ukhiya, Teknaf, Chakaria, Matiranga, Panchari and Dighinala. Staff collaborated with project partners to establish a work plan for field office set-up, and the work plan was reviewed and approval by USAID/B.

Planning meeting: To ensure sound project management and project planning, the IIEGRA team developed a core Project Management Team which consisted of senior management members from BEP of BRAC, BIED BRACU, and UP. Project Management Team members met quarterly.

M&E plan: The IIEGRA monitoring team of staff from BRAC, UP, and BIED BRACU developed an M&E plan, which was approved by USAID/B. The M&E plan was developed in alignment with the IIEGRA operation manual field staff used as a guide that detailed and provided instruction on project field activities, timelines, and targets.

G.1.1.A. IIEGRA EXPANSION TO 200 GOVERNMENT PRIMARY SCHOOLS

In 2018, the IIEGRA project scope expanded to include another 200 GPS. The DPE approved IIEGRA operation in 200 GPS on June 22, 2017, with plans to begin implementation in 2017. However, due to delayed approvals, the expanded implementation was delayed. Under the expansion, IIEGRA activities took place in 200 GPS in urban areas across 13 districts. The materials developed during the first stage of project implementation in the 245 GPS were reprinted and implemented in the 200 new GPS sites.

G.1.2 PREPARATORY PHASE FOR BPS

IIEGRA expansion to 1,000 urban BRAC Primary School (BPS)

In 2017, IIEGRA expanded its operational scope to increase access to quality education, and address the limited access to education and high drop-out rates present in urban slums. The 1,000 schools followed BRAC's non-formal primary school model. They conducted student surveys, and selected of school spaces and teachers.

G.1.3 PREPARATORY PHASE FOR IIEGRA IMPLEMENTATION IN CDCS

IIEGRA expansion to 1,000 CDCs

To further address the need for educational activities and reading skills development for community members not being reached by IIEGRA schools, BRAC created Community Development Centers (CDC) to create social spaces to access educational instruction and soft skills development. CDCs were designed to complement the expanded scope of IIEGRA activities taking place in the 17 additional urban settings by further addressing their need for supplementary reading skills and soft skills development and community engagement. After conducting the needs assessment, BRAC recruited 1,000 facilitators to implement activities across 1,000 CDCs.

Challenges in preparatory phase

- The IIEGRA team faced challenges managing and implementing all project interventions within the limited timeframe.

Learning from the preparatory phase

- To complete the reading enhancement activities and to achieve higher value for money, the project needs at least a two year implementation period.
- The government approval process was lengthy and delayed implementation of project activities, though they were ultimately supportive of IIEGRA's scope of work and objectives.

G.2 MATERIAL DEVELOPMENT

During the project period, BIED BRACU developed teaching and learning materials and research implements for the three sites of project intervention - GPS, BPS, and CDC. BIED BRACU developed new materials for all GPS and CDC. For BPS, BRAC used existing materials that have been tested and proved to be effective in supporting students reading enhancement in BRAC's non-formal primary schools.

G.2.1 GPS Materials

G.2.2 BPS Materials

G.2.3 CDC Materials

G.2.1 GPS Materials

In order to effectively promote children's reading skills development, BRAC developed a series of evidence-based teaching and learning materials to inform and supplement classroom instruction and learning. As a part of the material development process, the project conducted a needs assessment to identify gaps in instruction and teaching learning needs, and a material development workshop, to develop the physical materials. From April 5, 2016 to April 6, 2016, BIED BRACU conducted a needs assessment in four upazilas in the Cox's Bazar and Khagrachari districts - Cox's Bazar, Chakaria, Dighinala and Matiranga. A needs assessment was also conducted in urban settings in Narayangonj, Savar, Rajshahi and Khulna from August 27, 2017 to August 29, 2017 prior to the project's expansion in urban areas. The process started through Baseline Survey, Need Assessment and completed in the Material Development Workshop. The workshop participants included the Directorate of Primary Education (DPE), NCTB, Upazila Resource Centers (URCs), local NGOs, United Purpose, BRAC Education Program (BEP), and BIED BRAC University. All the partners participated in the material development workshop and other relevant joint activities.

BIED followed a three-step process to develop the tools for the needs assessment, including developing a competency assessment, and conducting focus groups and a needs-based workshop. To assess student's current reading abilities, BIED developed a grade wide competency-based assessment tool. To

supplement the student assessments, BIED conducted a Focus Group Discussion (FGD) with parents and teachers to collect their views on student’s reading abilities and the impact of the classroom environment on student’s learning. BIED also conducted a need-based workshop with Upazila Education Officers (UEO), Assistant Upazila Education Officers (AUEO), URC instructors, teachers, Head teachers, local NGOs, SMCs, parents and students.

BIED used the needs assessment findings to develop reading materials that develop student’s reading competencies and are tailored to their needs. Given BIED’s wealth of experience developing teaching and learning materials for BRAC programs, the team also created a data bank of their pre-existing reading and literacy materials and activities to inform the development of new materials. BIED then organized a six-day reading material development workshop to design materials, before testing them in the field, and finalizing them during a second material development workshop. The six-day workshop took place from April 23, 2016 to April 28, 2016, and involved several partner organizations, including BEP, United Purpose, BIED BRACU, ALO, and government officials from DPE, NCTB and URC.

Partners provided valuable feedback on the workshops, sharing suggestions to make more explicit the reading outcomes-based focus of the teacher’s guides, include more activities that develop student’s analytical skills, and develop supplementary reading materials that are well-aligned with the thematic content in student’s textbooks. After incorporating feedback, BIED finalized a range of learning materials for students, including flash cards, pre-reading cards, charts, word cards, and work sheets. BIED also developed Teachers’ Guides (SHIKKHAK SHAHAIKA) and instructional materials for first, second and third grade teachers. The materials were finalized and implemented in schools starting in September 2016.

Curriculum testing

BIED conducted a curriculum development workshop to develop learning materials and activities for students in grades one through three. From May 14, 2016 to May 20, 2016, they tested the effectiveness of the materials in a classroom setting, assessing them based on whether they suited student’s needs and interests, were accomplished in an appropriate time-frame, promoted children’s learning and skill-building, and whether teacher’s found them appropriately suited to her needs. Based on the observations and feedback provided during the material testing process, BIED further refined the scope of the activities and teaching-learning materials.

Following table shows the information of field testing of materials

No. of District	No. of Upazila	No. of School	Date	No. of test group	No. of test group member
2	5	20	14.05.2016 to 20.05.2016	5	10

Before being finalized, the teaching and learning materials, guides, and activities were tested in 20 GPS in Teknaf, Ukhiya, and Chakaria, three upazilas in Cox’s Bazar district, and Matiranga and Dighinala, two upazilas in the Khagrachari district. The main criteria used to test the materials in the field included:

- Instruction
- Duration of activities
- Process and sequence
- Suitability with classroom environment and students’ academic level
- Compatibility with learner’s interests

After testing materials in the classroom, teachers provided additional input, and shared the following feedback:

- Need more activity cards, and make them bigger to increase visibility.
- Provide alphabet audio materials
- Need to make text on activity cards easier to understand.

The test run of activities also raised important feedback, including making sure that classroom seating arrangements were conducive to shared reading activities, and that materials take into account students' reading comprehension abilities. BIED compiled the feedback and incorporated it into the final iteration of the materials.

Reading Enhancement Materials Sharing Workshop











In preparation for the three-day Reading Enhancement Materials Workshop meant to develop and revise the teaching learning materials to be contextualized for the GPS in urban settings, BIED BRACU conducted a needs assessment across the four urban areas where BRAC would implement the expanded intervention. BIED then conducted the three-day Reading Enhancement Materials Sharing Workshop from March 11, 2018 to March 13, 2018. Based on the assessments they conducted, BIED revised the reading materials and activities to include more activities and session on value-based education and topics like climate change. URC Instructors, PTI instructors, AUEOs, Head Teacher and Assistant Teacher, NGO officials, Materials Developers and guests from BEP, BIED BRACU, United Purpose, USAID/Bangladesh, NCTB and DPE participated and provided valuable feedback, including making pictures and fonts in the flashcards and storybooks bigger for better visibility. BIED BRACU incorporated the feedback before finalizing and printing the materials.







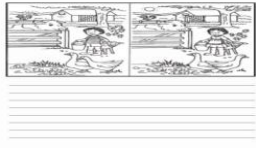


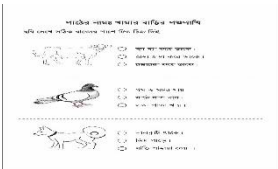


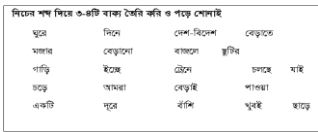
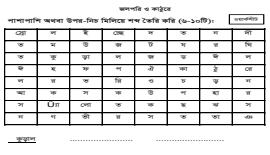
Table 8:List of Materials developed for Govt. Primary School

SI	Name
1.	Vowel Flash Card - Bangla Bornomala (Sor-borno)Number of Cards : Sor-borno - 11
2.	Consonant Flash Card -Bangla Bornomala (Benjon-borno)Number of Cards :Benjon-borno - 39
3.	Sign of Vowel Flash Card (Sign/kar-cinno) Number of Cards : Sign – 10
4.	Flash Card - Bangla Word (Sor-borner)
5.	Flash Card - Bangla (Benjon-borner)
6.	Flash Card - Bangla (Sor-borno & Benjon-borno)
7.	Flash Card (Picture) Based on Sor-borno
8.	Flash Card (Picture) Based on Benjon-borno
9.	Flash Card (Bangla Borno, Picture &Word) - Sor-borno
10.	Flash Card (Bangla Borno, Picture &Word) -Benjon-borno
11.	Activity Card (Based on Rhyme)
12.	Students Worksheet
13.	Activity Card
14.	Activity Worksheet
15.	Flash Card (Picture Card) For Picture Reading
16.	Teacher's Guide (Pothon Unnayon Sohayeka) Grade I

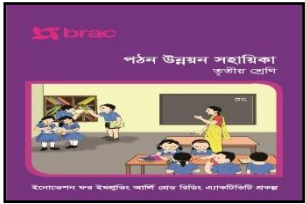


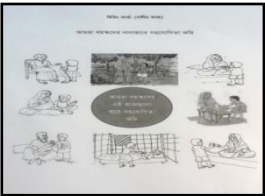
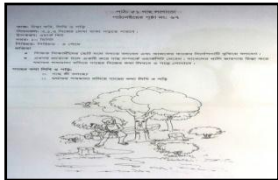
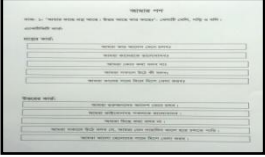

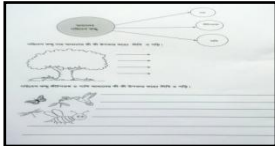

17.	Teacher's Guide (Pothon Unnayon Sohayeka) Grade 2
18.	Teacher's Guide (Pothon Unnayon Sohayeka) Grade 3
19.	Conjunct Letter Chart (Juktakkhor Chart)

Reading Enhancing Chart

#	Grade- I			
1		<p>Teachers guide (T.G) Grade- I</p> <p>Teacher follows this guide during Bangla class.</p>		<p>- Flash Card - Bangla Bornomala (Sor-borno)</p> <p>Student reads and learns these alphabets.</p>
2		<p>- Flash Card - Bangla Word (Sor-borno&Benjon-borno)</p> <p>Students read picture and word together and match.</p>		<p>- Flash Card (Picture) Based on Sor-borno</p> <p>- Student reads and learns letter, picture and words together.</p>
3		<p>Flash Card (Bangla Borno, Picture &Word) Benjon-borno and Sor-borno.</p> <p>Student reads and letter, picture and words together.</p>		<p>Flash Card Bangla word(Picture) Based on Benjon-borno</p> <p>Student reads picture and word together and match.</p>
4		<p>- Activity Card (Based on Rhyme)</p> <p>Student recites rhyme.</p>		<p>- Flash Card (Bangla Borno, Picture &Word), Benjon-borno</p> <p>- Student reads and learns letter, picture and words together.</p>
5		<p>- Activity word Card (Sor-borno & Benjon-borno)</p> <p>- Student reads and learns these words in a group</p>		<p>Flash Card (Picture Card) For Picture Reading</p> <p>Students learn to describe picture.</p>

6		<ul style="list-style-type: none"> - Flash Card (Picture) Based on Sor-borno - Student compares the picture with letter and read the picture 		<ul style="list-style-type: none"> - Flash Card (Bangla Borno, Picture & Word), Benjon-borno - Student reads and learns letter, picture and words together.
7		<ul style="list-style-type: none"> - Conjunct Letter Chart (Juktakkhor Chart) - Student learns conjunct letter 		<ul style="list-style-type: none"> - Flash Card (Sign/ kar-cinno) Student learns sign/ kar-cinno
Grade: 2				
8		<ul style="list-style-type: none"> - Teachers guide (T.G) Grade – II - Teachers follow this guide during Bangla class. 		<ul style="list-style-type: none"> - Students Activity Card Students will able to learn how to fill-up missing alphabet.
9		<ul style="list-style-type: none"> - Students Worksheet - Student learns and compares two pictures with each other. 		<ul style="list-style-type: none"> - Flash Card (Picture Card) For Picture Reading Student learns to describe the picture .
10		<ul style="list-style-type: none"> - Students Worksheet - Student learns to express own opinion to answer from this picture 		<ul style="list-style-type: none"> - Students Worksheet Student will able to give correct answer from this picture
11		<ul style="list-style-type: none"> - Conjunct Letter Chart (Juktakkhor Chart) - Student learns conjunct letter. 		<ul style="list-style-type: none"> - Students Worksheet Student learns to make word from the picture
12		<ul style="list-style-type: none"> - Students Worksheet - Student learns to make sentence from the chart 		<ul style="list-style-type: none"> - Students Worksheet Student learns to make word from the chart

Grade: 3

<p>13</p>		<p>- Teachers guide (T.G) Grade – III</p> <ul style="list-style-type: none"> - Teacher follows this guide during Bangla class. 		<p>- Students Worksheet</p> <p>Student will able learns how to make sentence from the chart</p>
<p>14</p>		<p>Flash Card (Picture Card) For Picture Reading</p> <ul style="list-style-type: none"> - Student learns to describe the picture. 		<p>- Activity Card</p> <p>Student knows heroes of independence from the picture.</p>
<p>15</p>		<p>- Activity Card</p> <p>Student knows the traffic signal</p>		<p>- Activity Card</p> <p>Student knows the traffic signal</p>
<p>16</p>		<p>- Activity card and Worksheet on Ethics and Values</p> <ul style="list-style-type: none"> - Student learns ethics and values. 		<p>- Activity Cards and Worksheet on Environment and Climate change</p> <p>Student learns effect of climate changes</p>
<p>17</p>		<p>- Activity card and Worksheet on Ethics and Values</p> <ul style="list-style-type: none"> - Student learns ethics and values 		<p>- Activity Cards and Worksheet on Environment and Climate change</p> <p>Student learns affect of climate changes</p>
<p>18</p>		<p>- Activity Cards and Worksheet on Environment and Climate change</p> <ul style="list-style-type: none"> - Student learns the effect of climate changes 		<p>- Activity Cards and Worksheet on Environment and Climate change</p> <p>Student learns affect of climate changes</p>
<p>Class interventions</p>				



19		<p>- Wall magazine</p> <p>- Student learns to make wall magazine</p>		<p>- Words chart</p> <p>-Student learns to make word chart.</p>
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Table of Materials

List of Materials provided to the schools during project lifetime

SI	Name of Materials	Type (Flash Card, Chart, Book etc.)	Quantity	User	Remarks
1	Teacher Guides (Pothon Unnayon Sohayeka)	Book	2,250	Teachers	For GPS
2	Teacher Guides (Pothon Unnayon Sohayeka)	Book	300	Teachers	For GPS
3	Teacher Guides (Pothon Unnayon Sohayeka)	Book	2,400	Teachers	For GPS
4	Story Books (15 Types)	Book	22,200	Students	For GPS
5	Story Books (15 Types)	Book	18,375	Students	For GPS
6	Picture Card for Picture Reading (15 Types)	Flash Card	18,450	Students	For GPS
7	Picture Card for Picture Reading (15 Types)	Flash Card	6,375	Students	For GPS
8	Picture Card for Picture Reading (15 Types)	Flash Card	15,600	Students	For GPS
9	Conjunct Letter Chart	Chart	750	Students	For GPS
10	Conjunct Letter Chart	Chart	300	Students	For GPS
11	Conjunct Letter Chart	Chart	1,250	Students	For GPS
12	Conjunct Letter Chart	Chart	1,500	Students	For GPS
13	Letter (Sor-borno)	Flash Card	13,750	Students	For GPS
14	Letter (Sor-borno)	Flash Card	4,620	Students	For GPS
15	Letter (Sor-borno)	Flash Card	13,530	Students	For GPS
16	Letter (Sor-borno)	Flash Card	13,200	Students	For GPS
17	Letter (Benjon-borno)	Flash Card	48,750	Students	For GPS
18	Letter (Benjon-borno)	Flash Card	16,380	Students	For GPS
19	Letter (Benjon-borno)	Flash Card	47,970	Students	For GPS
20	Letter (Benjon-borno)	Flash Card	46,800	Students	For GPS
21	Sign (Karchinno)	Flash Card	12,500	Students	For GPS
22	Sign (Karchinno)	Flash Card	4,200	Students	For GPS
23	Sign (Karchinno)	Flash Card	12,300	Students	For GPS
24	Sign (Karchinno)	Flash Card	12,000	Students	For GPS
25	Word Card (Sor-borno)	Flash Card	27,500	Students	For GPS
26	Word Card (Sor-borno)	Flash Card	9,240	Students	For GPS
27	Word Card (Sor-borno)	Flash Card	26,400	Students	For GPS
28	Word Card (Benjon-borno)	Flash Card	97,500	Students	For GPS

29	Word Card (Benjon-borno)	Flash Card	32,760	Students	For GPS
30	Word Card (Benjon-borno)	Flash Card	93,600	Students	For GPS
31	Word Card (Sor-borno & Benjon-borno)	Flash Card	125,000	Students	For GPS
32	Word Card (Sor-borno & Benjon-borno)	Flash Card	42,000	Students	For GPS
33	Word Card (Sor-borno & Benjon-borno)	Flash Card	120,000	Students	For GPS
34	Picture Card based on Sor-borno & Benjon-borno	Flash Card	125,000	Students	For GPS
35	Picture Card based on Sor-borno & Benjon-borno	Flash Card	42,000	Students	For GPS
36	Picture Card based on Sor-borno& Benjon-borno	Flash Card	120,000	Students	For GPS
37	Word Card with Letter and Picture (Sor-borno & Benjon-borno)	Flash Card	125,000	Students	For GPS
38	Word Card with Letter and Picture (Sor-borno & Benjon-borno)	Flash Card	42,000	Students	For GPS
39	Word Card with Letter and Picture (Sor-borno & Benjon-borno)	Flash Card	120,000	Students	For GPS
40	Activity card based on Rhyme	Flash Card	25,000	Students	For GPS
41	Activity card based on Rhyme	Flash Card	8,400	Students	For GPS
42	Activity card based on Rhyme	Flash Card	24,000	Students	For GPS
43	Students Worksheet (4 types)	Worksheet	49,200	Students	For GPS
44	Students Worksheet (4 types)	Worksheet	54,000	Students	For GPS
45	Students Worksheet (13 types)	Worksheet	195,300	Students	For GPS
46	Activity Card (29 types)	Card/ Worksheet	33,750	Students	For GPS
47	Activity Card (29 types)	Card/ Worksheet	40,600	Students	For GPS
48	Activity Card (188 types)	Card/ Worksheet	221,100	Students	For GPS
49	Supplementary Reading Materials	Story books	166,875	Students	For GPS
	Subtotal materials for GPS		2,301,975		
50	Materials on values and climate change	Book	2600	Students	For GPS
51	GPS	Total Materials	2304,575		
52	BPS	Total materials	870,000		
53	CDC	Books	45,000		
54	GK	Books	41,306		
Grand total of the materials for IIEGRA			3,260,881		

G.2.1 BPS MATERIALS

BRAC Education Program provided materials for students and teachers that aimed to improve reading instruction and learning. For students, BRAC provided textbooks and supplementary learning materials, including charts, cards, activity books, worksheets, notebooks, and storybooks that facilitated learning about issues faced in the local context and value-based learning on topics like climate change. BRAC also provided all teachers' guides.

The project purchased teaching learning materials from BRAC Primary Schools (BPS). BRAC provided a total of 870,000 learning materials for BPS students, including 325,000 materials for students in grade one, 334,000 materials for students in grade two, and 211,000 materials for students in grade three.

Table 9: Materials for BRAC Primary Schools

Sl.	Grade	Number of materials given per school	No. of schools	Total materials
1	One	325	1,000	325,000
2	Two	334	1,000	334,000
3	Three	211	1,000	211,000
			Total	870,000

G.2.2 CDC MATERIALS

To increase children’s access to free reading materials and promote good reading habits, the project provided 45,000 storybooks to be distributed and used across the 1,000 CDCs. Participants also had access to play materials and games for children and health-related implements like equipment to measure participants’ blood pressure and weight. CDC facilitators also had access to guidebooks that provided instruction on how to facilitate activities and learning for community engagement.

G.3 CAPACITY BUILDING

- G.3.1 Enhancing Teacher’s Capacity for Reading Instruction in Government Primary Schools (GPS)
- G.3.2 BRAC Primary Schools’ (BPS) teachers training
- G.3.3 CDC Facilitators training/ orientations

G.3.1 ENHANCING TEACHER’S CAPACITY FOR READING INSTRUCTION IN GOVERNMENT PRIMARY SCHOOLS (GPS)

For the purpose of implementing the GPS component of IIEGRA, BRAC trained a total of 1,557 teachers, with BIED BRACU playing a pivotal role in conducting basic trainings, refresher trainings, and training of trainers (TOT) and provision of teaching learning materials. From September 2016 to May 2017, 1,157 teachers from 245 GPS, including head teachers, bilingual resource teacher (Class Assistant) and Bengali teachers were provided training on effective pedagogy and the methods for effective instruction and implementation of teaching learning materials. Of the 1,157 teachers trained, 464 participants were male and 693 were female. For the additional 200 GPS implemented in urban contexts, 400 teachers participated in basic training from April 2018 to June 2018. Of the teachers trained, 99 were male and 301 were female teachers.

In most schools, one head teacher, three assistant Bengali teachers for grades one, two, and three, and one bilingual resource teacher, or Class Assistant (CA), per school participated in basic training. In some schools, the same teacher taught multiple grades and classes, which contributed to a lesser number of teachers trained than originally anticipated. The start date of training was delayed due to the delayed approval from the Directorate of Primary Education (DPE).

The trainings were well-attended, with high involvement and teacher commitment. DPE and field-level government officials regularly visited and observed the training sessions. The training rooms were designed and decorated to simulate the classroom environment so that the participants could replicate realistic classroom scenarios.

Table 10: Basic Training for teachers in GPS

Phase	Date of Training	Participants										Remarks
		Head Teacher			Assistant Teacher (Bengali subject teacher)			Class Assistant	Total			
		M	F	T	M	F	T	F	M	F	T	
245 GPS in Cox's Bazar & Khagrachari	September 2016-May 2017	172	51	223	292	393	685	249	464	693	1157	
200 urban GPS	April to June 2018	63	123	186	36	178	214	-	99	301	400	
Grand total		235	174	409	328	571	899	249	563	994	1,557	

BIED BRACU conducted 47 sessions of basic training for teachers in Cox's Bazar and Chattogram Division. Prior to conducting basic training, BIED and several Upazila Resource Center instructors received five-day Training of Trainer (TOT) sessions.

In total, 223 Head Teachers (Male: 172 and Female: 51), 685 Bengali subject teachers (Male: 292 and Female: 393), and 249 female Class Assistants received the training, representing 245 GPS in Cox's Bazar and Khagrachari. BIED BRACU also conducted 19 sessions of training for teachers from the 200 urban GPS included in the second phase of IIEGRA implementation from May to December 2018. A total of 186 Head Teachers, (Male: 63 and Female: 123), and 214 assistant teachers participated in the training.

Key outputs

- 1,557 teachers total participated in capacity development training
- 803 Education Administrators (Male: 420 and Female: 383) received support to help them oversee and manage early grade reading activities.
- Developed low cost materials for reading enhancement. IIEGRA provided 2,304,575 materials to 445 Govt. Primary Schools (GPS)
- Increased participation and involvement of the parents and SMC members in education.
- Oriented teachers and administrators on new teaching techniques and shared progress and learnings.
- Cross-learning and relationship-building between teachers.
- Increased teachers', administrators', parents', and communities' understanding of the importance of reading activities.
- Provided a platform for IIEGRA stakeholders to advance the cause of reading.
- When government instructors are engaged in trainings, it provides additional motivation to government primary school teachers.

Challenges

- It was difficult to complete 19 sessions of Government Primary School Teacher Trainings within a month and a half, given the short timeframe.
- In 2018, the training period coincided with the month of Ramadan. To address this problem, training times were made more flexible to accommodate teachers' schedules.



Snapshots of basic teachers' training of GPS in Cox's Bazar BLC

Refresher training in GPS

While the original work plan aimed to conduct refresher trainings three times a year for Head Teachers and subject-based teachers starting in January 2016, the first refresher training began on March 19, 2017. The number of refresher training was adjusted to two times a year, given teachers' feedback. During the project period, BIED BRACU completed refresher training for teachers in 245 GPS in Cox's Bazar and Khagrachari districts. BIED BRACU also conducted refresher trainings for teachers from 200 urban schools between September and October 2018.

The objective of the refresher trainings was to review key competencies and ensure teachers were continuing to implement quality instruction and best practices in the classroom. In the refresher trainings, teachers shared knowledge and learnings based on their hands-on experience in the classroom and shared their commitment to implementing best practices beyond the completion of the project. They strongly recommended an extension of the project activities in their schools.

Table 11: Teacher's refresher of GPS

No. of GPS	Duration	Number of participants						Grand Total
		Head teacher			Assistant teacher (Bengali subject teacher)			
		M	F	T	M	F	T	
245 GPS of Cox's Bazar & Khagrachari	March-April, 17	163	59	222	238	448	686	908
	August – September, 17	156	50	206	259	401	660	866
	January-March, 18	171	50	221	280	397	677	898
	July-September, 18	161	54	215	284	391	675	890
200 GPS of urban		53	128	181	37	181	218	399

BIED BRACU provided day-long refresher trainings for 908 Head Teachers and Bengali teachers (male: 401 and female: 507) from 245 GPS. All the trainings were conducted in the Upazila Resource Centers in Panchari, Dighinala, Matiranga, Cox's Bazar Sadar, Chakaria, Ukhia and Teknaf. Refresher trainings used several methods, including group work, discussions, pair work and demonstrations.

Additionally, BIED BRACU conducted refresher training for 399 teachers (male: 90 and female: 309) across 200 GPS in urban areas from September to October 2018.

The refresher training was designed with the following objectives -

- To review the interventions and activities accomplished to date
- To make a plan for the next months and review pertinent project activities and content

Lessons learned

Given GPS teachers were government employees, they were subject to government policies that at times required them to transfer schools, resulting in many newly recruited and trained IIEGRA teachers being transferred to non-IIEGRA schools. The teachers who were transferred shared that they are putting the early grade reading instruction skills they learned in IIEGRA trainings to use in their new schools.

Class Assistants (CA) Training

Class Assistants (CA) served a central role in helping teachers facilitate Bengali reading activities in the classroom and engaging with parents as community ambassadors to build awareness on the importance of reading for children’s learning. During Bengali language instruction, CAs assist Bengali subject teachers in conducting supplementary classroom reading activities, including one minute independent reading, vocabulary and word games, and drawing activities. CAs provide reading support during the 40 minutes of Bengali class time allocated for each grade per day, spending a total of three hours providing support across grades. Beyond class time, CAs are responsible for meeting with parents and community members to check-in on students’ progress and school attendance. CAs are also responsible for arranging teacher forums, reading competitions, and maintenance of IIEGRA libraries.

During the project period, a total of 245 CAs helped facilitate class in 245 GPS in Khagrachari and Cox’s Bazar. All CAs were females from the local community, which ensured their familiarity and access to community members and government teachers. They work whole week in the respective GPS as a temporary IIEGRA staff. CAs participated in four-day trainings to build their capacity to help facilitate early grade reading activities.

Class Assistant Refresher Training

CAs received a basic training and orientation course. They also participated in monthly refresher trainings to continue to build their capacities and address any performance or instruction challenges faced in the classroom. Refresher trainings also provided the opportunity for CAs to set performance targets for the coming month and share cross-learning with other CAs. Upazila Education Managers (UEM) and Field Education Officers (FEO) conducted refresher trainings for CAs. During the project period, the average CA attendance in the refresher courses was 95.31%.

Learning

- Classroom Assistants helped teachers better manage class and focus on quality implementation of reading activities. However, in some cases, the teacher completely depended on CAs to conduct class.

Teachers’ Forum

Fourteen teachers’ forums were arranged in Khagrachari and Cox’s Bazar district in the second and third year of the project for teachers to share learnings and advice on their experience in the classroom. 1,815 teachers (male: 567 and female: 1248) participated in the forums.

Key outputs of the teachers’ forum

- Created a platform for teachers to exchange experience and learning
- Enabled teachers to build relationships that would facilitate future cross-learning and sharing
- Underscored participants’ understanding of the importance of reading activities.

Education Administrators and Officials Professional Development and Training

Education administrators and head teachers participated in one-day orientation trainings facilitated by BIED personnel and Upazila Education Managers (UEM). The objective of the trainings was to orient education administrators on IIEGRA activities and objectives and to ensure that, as key project stakeholders, they prioritized and implemented project objectives.

Table 12: Training of Education Administrators

No. of GPS	Target	Achievement	HT	Edu. Officer	Grand Total
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			M	F	Total	M	F	Total	M	F	Total
245	329 persons (245 Head Teachers and 84 Govt. education officials)	294 persons Male:236 Female: 58	191	53	244	45	5	50	236	58	294
200	500 persons (200 Head Teachers and 50 Govt. Officials participating in two sessions across 14 upazilas)	1stbatch 255	60	140	200	33	22	55	93	162	255
		2 nd batch 254	58	142	200	33	21	54	91	163	254
		Total (1 st and 2 nd batches) 509 persons	118	282	400	66	43	109	184	325	509

Key output

- Training education administrators and government officials created a system of accountability and educated leadership on the importance of school management and follow-up with educators to ensure quality implementation of project activities.
- Provide a platform for IIEGRA stakeholders to promote initiatives on reading.

Challenge

- The project faced challenges in head teacher and upazila government education official attendance in the trainings, given their demanding schedules.

Learning

- Training sessions were well-received and well-attended with strong participant engagement.

G.3.2 BRAC PRIMARY SCHOOL (BPS) TEACHERS CAPACITY-BUILDING AND TRAINING

A. Basic training for teachers: Of 1,000 BPS teachers, 600 teachers participated in basic training. The other 400 teachers had prior experience in teaching in BRAC-operated schools. New teachers participated in 12-day residential training across different BRAC learning centers. Training included lessons on child psychology, classroom management, creating lesson plans, teaching methods, evaluation, and facilitating co-curricular activities.

B. Refreshers' training: Branch managers and Senior Program Organizers conducted monthly teacher refresher trainings to discuss teachers' monthly progress and set-backs, and set goals for the coming month. Teachers also participated in six-day trainings once a year between school year cycles.

Key outputs

- Oriented teachers on new teaching techniques to improve early grade reading skills

- Provided a platform for teachers to build rapport and form relationships, which helps facilitate collaboration and cross-learning outside of formal trainings
- Increased teachers' capacity to implement BRAC's non-formal primary education approach, including child-centered pedagogy and participatory approaches

Learning

- Leveraging BRAC teachers who had prior experience in BRAC-operated schools helped save costs on training and created network of teachers to serve as a resource for newer teachers.

G.3.3 CDC FACILITATORS CAPACITY-BUILDING AND TRAINING

A. Basic training: Branch managers conducted basic two-day training for a total of 1,000 CDC facilitators. One facilitator manages and implements project activities in each CDC. Basic training consisted of modules orienting facilitators on the objectives of CDCs, the roles and responsibilities of a CDC facilitator, and information and methods for facilitating tailored sessions for CDC members of different ages.

B. Refreshers training: CDC facilitators participated in one-day refresher trainings once a month to ensure project activities were running smoothly and to set project targets and goals for the next month.

G.4 COMMUNITY ENGAGEMENT

The project employed a community engagement-based approach to building awareness and support for project activities. Community engagement activities included seminars, meetings, workshops, parents' forums, student brigades and reading competitions that aimed to sensitize and raise awareness among parents, students and education officials on project activities and the importance of early grade reading. Engaging parents and community members helped strengthen their capacity to become active in their children's learning, understand the importance of early grade reading, and become invested in the success of the project.

G.4.1 NATIONAL SEMINAR

A seminar was organized on May 22, 2016 to create an open forum for cross-learning and sharing on IIEGRA strategy and activities and the importance of early grade reading in primary schools. The seminar included participation from USAID/B, DPE, Dhaka University Institute of Edu. and Research, Save the Children, Room to Read, DAM, Campaign for Popular Education (CAMPE), RDRS, and Sisimpur and increased stakeholder awareness and involvement in IIEGRA activities.



DG, DPE in the Learning sharing seminar, BRAC Centre, Dhaka in 2017

Key Output

- Project activities were shared with stakeholders. Stakeholders also had the opportunity to review the work plan before implementation.
- Expansion of IIEGRA to GPS in the urban areas.

G.4.2 MEETINGS WITH GOVERNMENT OFFICIALS

At the beginning of the intervention, IIEGRA arranged two district-level meetings to increase involvement of different stakeholders' in the working districts. A total of 57 participants attended the meetings, including the Deputy Commissioner, District Education Officer, Primary Training Institute (PTI) Super, UEO representative, Assistant District Commissioner, HT Representative, SMC representative, and BRAC Representatives.

Table 13: Meeting workshop with Government officials at respective district

Target	District	Participants		
		Male	Female	Total
One	Khagrachari	25	7	32
	Cox's Bazar	23	2	25
	Total	48	9	57

Key Output

- District-level meetings with government officials ensured buy-in and investment in the project outcomes.

Learning

- Frequent communication contributed to district officials cooperating and being responsive to project staff.
- Engaging local government officials ensured government ownership over the project.

G.4.3 UPAZILA-LEVEL MEETING

BRAC and UP organized two general project orientation meetings with community members, civil society organizations, and parents:

1. Upazila general meeting (organized by BEP-BRAC)
2. Meeting with SMC members at upazila-level (organized by UP)

BRAC Education Program conducted an upazila general meeting with government education officials to orient them on IIEGRA and create a platform for them to actively engage in project activities. During the project period, this meeting was held once a year in each upazila.



Snapshot of upazila general meeting

Table 14: Meeting workshop with Government officials at the upazila-level

Type	Target	Achievement up to Dec.2018			
		No.	Male	Female	Total
245 GPS	7 upazilas to host 3 workshops with 40 participants each	21	679	140	819
200 GPS	14 upazilas to host 2 workshops For200 HT and 50 Education officers each	28	180	329	509
	Total	49	859	469	1328

Meeting with SMC members at upazila-level:

United Purpose Bangladesh organized a day-long workshop with SMC members. A total of 957 people participated in the meeting, including SMC members, parents, civil society and district- and upazila-level department of primary education officials. The objectives of the workshop were to disseminate information about the project and its objectives, and to highlight the participant's role in achieving project outcomes by participating in project activities and investing in children's education and learning. SMC members also shared best practices and methods of improving school management and ensure accountability to improving student's reading skills. Group activities were also conducted to identify the main challenges students face in acquiring Bengali reading skills, the roles and responsibilities of SMC members in helping address those challenges, and methods of sustaining best practices after project completion. Key recommendations were shared with primary education officials. Participants were:



Group activities were also conducted to identify the main challenges students face in acquiring Bengali reading skills, the roles and responsibilities of SMC members in helping address those challenges, and methods of sustaining best practices after project completion. Key recommendations were shared with primary education officials. Participants were:

1. 20 SMC representatives
2. 2 NGO representatives
3. 3 IIEGRA Project representative
4. 5 Parents
5. 2 HT representatives
6. 2 Teacher representatives
7. 6 Others

Table 15: Meeting with SMC members at Upazila level

SI	Name of district	Name of Upazila	Target	Achievement	No. of participant		
					Male	Female	Total
1	Cox's Bazar	Cox's Bazar sadar	3	3	103	35	138
		Ukhiya	3	3	101	39	140
		Teknaf	3	3	97	37	134
		Chakaria	3	3	102	36	138
Sub-total			12	12	403	147	550
2	Khagrachari	Matiranga	3	3	105	37	142
		Dighinala	3	3	93	35	128
		Panchari	3	3	101	36	137
Sub-total			9	9	299	108	407
Grand total			21	21	702	255	957

Key outputs

- Improved relationships between SMC members, teachers, parents, and other education stakeholders, which contributes to increased collaboration across stakeholders and continued investment in project activities.
- Better understanding of the importance of reading in children's learning and education success.
- Meetings provided a platform for engaging a wide range of stakeholders in activities around the importance of reading.

Challenges

- Frequent transfer of government officials presented a challenge for the continuity of officers involvement in project activities

Learning

- Teachers and SMC members at the school-level received support and improved engagement from meeting participants.

G.4.4 SCHOOL LEVEL FORMAL ORIENTATION

At the beginning of the project, BRAC organized an orientation to introduce stakeholders to the project and introduce ways that they can get involved. A total of 30 people participated, including AUEO, HT, Assistant Teachers, and project representatives, among others.

Formal orientation

# of participants received orientation			
No. of schools	Participants		
	Male	Female	Total
245	3452	3852	7,304

Key outputs

- Participants' increased capacity for evaluating student's reading competency, comparing with the school average.
- In the endline evaluation, 90% of students reported that their family members read with them (Page 20).

G.4.5 ORIENTATION TRAINING FOR COMMUNITY MEMBERS AT SCHOOL LEVEL

UP organized an orientation training for community members to disseminate project information and progress, highlight the importance of the project in promoting children's early grade reading skills, and identify ways for community stakeholders to participate in the project objectives by investing in their children's reading. The training also included sessions on best practices for community members to engage and participate in children's learning and the importance of their role in contributing to the importance of reading at home and in the community. A total of 445 orientation training sessions were organized for community members during the project period. A total of 15,740 community members participated, including 9,611 women and 6,129 men. Training participants included SMC members, parents, civil society and local community members.



Table 16: School level workshop

SI	Name of the district	# of meeting targeted	# of meeting achieved	No. of participant present		
				Male	Female	Total
1	Cox's Bazar	140	140	2633	2816	5449
2	Khagrachari	105	105	1966	2215	4181
3	Barishal	20	20	179	441	620
4	Dinajpur	10	10	68	242	310
5	Khulna	10	10	32	278	310
6	Kushtia	10	10	38	272	310
7	Rajshahi	20	20	159	461	620
8	Rangpur	20	20	192	428	620
9	Gazipur	20	20	180	424	604
10	Sylhet	20	20	98	502	600
11	Chattogram	20	20	151	455	606
12	Narayangonj	10	10	123	177	300
13	Dhaka	20	20	144	456	600
14	Cumilla	10	10	46	254	300
15	Jashore	10	10	120	190	310
Grant Total		445	445	6129	9611	15,740

Key Outputs

- Improved relationships between teachers, community members, and parents.
- Parent and community capacity-building around the importance of reading activities, and their role in facilitating children's engagement in reading activities at home and in the community. The endline evaluation demonstrated the impact of targeted community engagement, including the statistic that- "94% of students in intervention schools were received reading help from family members," compared to 80% in the baseline.

Community involvement in BPS

BRAC organized a five-person SMC to support recruitment of teachers and students and find affordable, ample spaces for BPS. SMCs create community buy-in and provide a platform for community members to get involved in the project. SMCs also help facilitate other management and logistics-related activities to ensure schools are operating effectively. SMCs also meet with parents once a month to ensure students are keeping good attendance.

Learning

- Created increased parental participation and involvement in their children's education.

Community involvement in CDC

BRAC organized a seven-person CDC committee to oversee the implementation of CDC activities, and manage event and schedule logistics. The CDC consisted of one chairperson, one education specialist, and one member secretary, who also serve as a CDC facilitator, and 4 general members.

G.5 JOINT COMMUNITY INITIATIVE

Under the Joint Community Initiative, IIEGRA launched the following activities to enhance early grade reading competency:

G.5.1 PARENTS' FORUM ON LEARNING OUTCOMES AND BENEFITS AT SCHOOL LEVEL.

As the lead on community engagement activities, UP conducted a number of parents' forums to raise awareness and sensitize parents on the importance of engaging in their children's learning and education. The forums took place at schools and aimed to provide the opportunity to share key messages on the importance of early grade reading in setting the foundation for children's academic success and raising awareness of methods parents can take to create a reading-friendly environment at home. Parents also shared progress and existing barriers to creating time for reading with their children at home, and strategies for building on their progress and effectively collaborating with their children's teachers to reinforce what they are learning at school. A total of 1,670 parents' forums were organized and reached 32,958 parents, including 12,430 female participants and 20,528 male participants.



The target attendance rate for parents' forums was 20 participants per forum. During the project period, six forums were held across 245 GPS for a total of 1,470 parents' forums and 29,400 forum participants. For the 200 GPS in urban settings, the target was 30 participants per forum. During the project period, one forum was held in each of the 200 GPS, reaching a total of 6,000 participants.

Table 17: Parents' forums Information

Sl	Name of the district	# of forums Targeted	# of forums held	# of participant		
				Male	Female	Total
1	Cox's Bazar	840	840	6250	10332	16,582
2	Khagrachari	630	630	4687	7749	12,436
3	Barishal	20	20	149	246	395
4	Dinazpur	10	10	74	124	198
5	Khulna	10	10	73	131	204
6	Kushtia	10	10	77	124	201
7	Rajshahi	20	20	151	242	393
8	Rangpur	20	20	149	247	396
9	Gazipur	20	20	148	247	395
10	Sylhet	20	20	149	243	392
11	Chattogram	20	20	150	241	391
12	Narayangonj	10	10	74	119	193
13	Dhaka	20	20	149	246	395
14	Cumilla	10	10	76	116	192
15	Jashore	10	10	74	121	195
Grant Total		1,670	1,670	12,430	20,528	32,958

Key Outputs

- The endline evaluation showed that there was a significant increase in the parents that helped their children read with peers at home, from 22.6% of parents in the baseline to 60% of parents in the endline.

- 89% parents ensured a reading table/corner for the students at home, compared to 75% in the baseline.
- Students' average study time at home increased from 110 minutes in the baseline to 193 minutes a day in the endline.
- After three years of intervention, the repetition rate among fourth grade students was 7.4%, significantly lower than the repetition rate at comparison schools (18.1%).

Sustainability

- Through parent forums, parents are making stronger ties with other parents and getting more involved in support school activities.
- Parent forums have emerged as a platform for interaction between parents, teachers, students and the community. Parent forums have also created a more sustainable mechanism for follow-up with teachers on school activities, which has had positive impacts on the school environment.

Festoon for Parents Forum and Students Brigade

- The project disseminated 200 community sensitization festoons outlining the role of parent forums across the 200 Govt. Primary Schools a part of the expanded project in urban areas.
- 400 festoons outlining the role of student brigade and session plans were developed and disseminated across the 200 GPS.

ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং অ্যাকটিভিটি প্রকল্প

স্টুডেন্টস ব্রিগেড

"পড়ুন, বুঝুন- ভাবতে শিখুন
বিষুকে জানুন- শৃঙ্খলা মানুন"

স্টুডেন্টস ব্রিগেড কি?
"ব্রিগেড" শব্দটি এসেছে মূলত সামরিক ব্যক্তির কর্মকর্তা হতে যা বলতে বুঝায় ইলাস, পৌর, স্পোর্ট, শুল্কাদি, নিয়ন্ত্রণকারী, তালিকা ইত্যাদি ক্ষেত্র সমন্বয়ে গঠিত একটি বিশিষ্ট পেশিকত বহুটি দল। মূল পর্বেই বিভিন্ন পেশিকত সমন্বয়ে গঠিত একটি ব্রিগেড গঠন করা হয়। আর তাই ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং অ্যাকটিভিটি প্রকল্পটি শিক্ষার্থীদের সম্পৃক্ততার মাধ্যমে বাংলা জাতির পঠন-লেখার উন্নয়নের উদ্দেশ্য নিয়ে ব্রিগেড গঠন করছে।

স্টুডেন্টস ব্রিগেডের শিক্ষার্থী বৃন্দ:
সর্বাঙ্গী ছাত্র সমূহের ১৫ জনি হতে ৩০ জনি পর্যন্ত শিক্ষার্থী বৃন্দ

স্টুডেন্টস ব্রিগেডের কার্যক্রমের উদ্দেশ্য:
বিভিন্ন সঙ্গী, কার্যক্রম, সেবা এবং অন্যান্য আশংকাহীনকালে তাদের মাধ্যমে স্টুডেন্টস ব্রিগেড সদস্যদের অন্যান্য একটি শিক্ষার্থীর সংগে পঠন বিষয়ে সার্বভৌম ও সহায়কতা করা

- ১৫ জনি হতে ৩০ জনি শিক্ষার্থীদের মধ্যে নেতৃত্বদান, দায়িত্বশীলতা ও নিয়ন্ত্রণকারী
- স্টুডেন্টস ব্রিগেডের মাধ্যমে জাতির পঠন-লেখার উন্নয়ন করা
- শিক্ষার্থীদের সুসংগঠিত, দায়িত্বশীল ও নিয়ন্ত্রণকারী করে তুলে দেয়া
- শিক্ষার্থীদের সুসংগঠিত করা, করে পড়া গ্রহণ করা ও অনুপ্রেরিত্ব দান করা

স্টুডেন্টস ব্রিগেডের সাফল্য:
• নিয়ন্ত্রিত ছুটে উপস্থিত থাকার ব্যাপারে সঙ্গীত ও বস্তুনিষ্ঠ উপস্থাপিত করা
• বেশি সংখ্যক পড়ার পত্রি গঠন করা
• পঠন-লেখার উন্নয়ন করা
• পঠন-লেখার উন্নয়ন করা
• পঠন-লেখার উন্নয়ন করা
• পঠন-লেখার উন্নয়ন করা
• পঠন-লেখার উন্নয়ন করা
• পঠন-লেখার উন্নয়ন করা

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ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং অ্যাকটিভিটি প্রকল্প

স্টুডেন্টস ব্রিগেড সেশন পরিকল্পনা

"পড়ুন, বুঝুন- ভাবতে শিখুন
বিষুকে জানুন- শৃঙ্খলা মানুন"

ক্রমিক নং	বিষয়	সময়	উপস্থিত শিক্ষার্থীর সংখ্যা	উপস্থিত শিক্ষার্থীর নাম	অন্যান্য বিবরণ
১	পঠন-লেখা	১০:০০-১০:৩০			
২	পঠন-লেখা	১০:৩০-১১:০০			
৩	পঠন-লেখা	১১:০০-১১:৩০			
৪	পঠন-লেখা	১১:৩০-১২:০০			
৫	পঠন-লেখা	১২:০০-১২:৩০			
৬	পঠন-লেখা	১২:৩০-১৩:০০			
৭	পঠন-লেখা	১৩:০০-১৩:৩০			
৮	পঠন-লেখা	১৩:৩০-১৪:০০			
৯	পঠন-লেখা	১৪:০০-১৪:৩০			
১০	পঠন-লেখা	১৪:৩০-১৫:০০			
১১	পঠন-লেখা	১৫:০০-১৫:৩০			
১২	পঠন-লেখা	১৫:৩০-১৬:০০			
১৩	পঠন-লেখা	১৬:০০-১৬:৩০			
১৪	পঠন-লেখা	১৬:৩০-১৭:০০			
১৫	পঠন-লেখা	১৭:০০-১৭:৩০			
১৬	পঠন-লেখা	১৭:৩০-১৮:০০			
১৭	পঠন-লেখা	১৮:০০-১৮:৩০			
১৮	পঠন-লেখা	১৮:৩০-১৯:০০			
১৯	পঠন-লেখা	১৯:০০-১৯:৩০			
২০	পঠন-লেখা	১৯:৩০-২০:০০			

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ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং অ্যাকটিভিটি প্রকল্প

অভিভাবক ফোরাম

অভিভাবক ফোরাম কি?
অভিভাবক ফোরাম হলো শিক্ষার্থীদের পঠন-লেখার বিষয়ে অভিভাবকদের মাধ্যমে গঠিত একটি সঙ্গীত দল। এই সঙ্গীত দলের মাধ্যমে তারা অভিভাবক, শিক্ষার্থী ও সামাজিক পরিবেশে পঠন-লেখার উন্নয়ন ও বিভিন্ন বিষয়ে তাদের মতামত-অভিভাবকদের মাধ্যমে পরিবেশে পরিবেশিত করতে পারবে এবং তা সমন্বয়ে পঠন-লেখার উন্নয়ন করা হবে।

অভিভাবক ফোরামের সদস্যবৃন্দ:
বিদ্যালয়ের ১৫-২০ জন অভিভাবক এবং ১৫-২০ জন শিক্ষার্থী

অভিভাবক ফোরামের উদ্দেশ্য:
• অভিভাবক ফোরামের সদস্যবৃন্দের মাধ্যমে পঠন-লেখার উন্নয়ন করা
• অভিভাবকদের সঙ্গীত দল করা
• অভিভাবকদের একত্রিত করার মাধ্যমে সঙ্গীত দল করা

অভিভাবক ফোরামের সভার সদস্যবৃন্দ ও স্থান:
সদস্যবৃন্দ : বিদ্যালয় পঠন-লেখার উন্নয়ন (১৫-২০ জন) এবং পঠন-লেখার উন্নয়ন (১৫-২০ জন)
স্থান : সঙ্গীত দল

অভিভাবক ফোরামের সাফল্য:
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা
• বিদ্যালয়ে পঠন-লেখার উন্নয়ন করা

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Figure 1: Student Brigade: Concept, objectives and role of brigade members

Figure 2: Student Brigade grade wide session plan

Figure 3: Parents Forum: Concept, Objectives and roles of its members

G.5.2 BOOK FAIR

In collaboration with IIEGRA schools, UP organized a book fair to engage communities in fun, engaging activities around reading, and promote healthy reading habits in the community. UP organized a total of 14 book fairs in each of the seven upazilas where the project was being implemented in the second and third years of the project. As part of the project expansion, IIEGRA also began implementation in 200 GPS in urban settings. UP organized an additional six book fairs to reach communities in the 14 upazilas reached by the new schools.

These community-based book fairs aimed to showcase the collection of books accessible to students in Community Development Centers and schools and to promote community awareness on the importance of reading. The



book fairs engaged students in reading, story writing, and art competitions and activities that explored themes of history, culture, art-work, and story-telling. They also hosted a number of local library and Government Primary School stalls which distributed educational materials. Students also performed cultural shows, which rewarded the best performers with prizes and certificates.

More than 24,000 people participated in the fairs across 8 districts, including parents, SMC, teachers, primary education officials (including DPEO, ADPEO, UEO, UNO and local government representatives like the Upazila Chairman and municipal Mayor). The book fairs also introduced the community to IIEGRA's innovative early grade reading interventions.

Table 18: Book Fair Information

SI	Name of district	Name of Upazila	# of fairs Targeted	# of fairs held
1	Cox's Bazar	Cox's bazar sadar	2	2
		Ukhiya	2	2
		Teknaf	2	2
		Chakoria	2	2
2	Khagrachari	Matiranga	2	2
		Dighinala	2	2
		Panchari	2	2
3	Khulna	Khulna Sadar	1	1
4	Kushtia	Kushtia	1	1
5	Rangpur	RangpurSadar	1	1
6	Sylhet	SylhetSadar	1	1
7	Chattogram	ChattogramSadar	1	1
8	Dhaka	Savar	1	1
9	Gazipur	Gazipur	1	-
10	Barishal	Barishal	1	-
11	Rajshahi	Rajshahi	1	-
12	Dinajpur	Dinazpur	1	-
	Total		24	20

Key Outputs

- UP organized a total of 20 book fairs, which were well-received by community members and the local administration. They expressed the desire to continue having community book fairs, as they promoted safe, educational alternatives for children, adolescents and youth to participate in outside of school.
- Book fairs provided a space for cross-exchange between teachers of different upazilas to share instruction materials, learnings, and ideas.

Impact

- Upazila education department committed to incorporating similar events at the upazila-level
- Community members shared they were going to advocate for education officials to prioritize school and community activities that improve children's reading skills.
- Parents are sensitized on the importance of early grade reading and providing reading support for their children at home.

Challenges

- UP organized an additional six book fairs to reach communities in the 14 upazilas reached by the 200 new GPS in urban settings. After the delays in the approval process for implementing the expanded scope of the project, the book fairs were supposed to be held between November and December 2018. However, due to Bangladesh's national election in December

2018, GPS were rescheduled twice, pushing back the school schedule, and preventing the IIEGRA team from being able to organize 4 of the 24 book fairs scheduled for December 2018.

G.5.3 IIEGRA LIBRARY

As part of the IIEGRA intervention, BRAC established several libraries across the Khagrachari and Cox's Bazar districts to increase students' access to books and promote positive reading habits. Developing good reading habits is key to furthering the project's objective of improving students' reading skills and competencies. IIEGRA libraries provided students with access to story books, biographies, magazines, daily newspapers, and workbooks on life skills. BRAC has experience operating community libraries called Multi-Purpose Community Learning Centres (MCLC). While the initial plan was to link the IIEGRA-operated government primary school students with the existing network of MCLCs, this was difficult in many cases, due to the physical distance between project schools and the MCLCs.

IIEGRA Libraries took many forms. BRAC set up school libraries in 200 GPS. Four GPS were covered by existing MCLC libraries within close distance of the schools. The remaining 41 GPS were supported by 9 mobile libraries, or bookstores transported by a Rickshaw van, a three-wheeled vehicle that is used as a common form of local transportation in Bangladesh. Classroom Assistants (CA) operated libraries. The project contributed a total of 41,306 books to the libraries. Books were selected based on whether they were relevant and age-appropriate for the students. DPE approved the books supplied to the libraries.

Key outputs

- The endline evaluation suggests that 65.76 % of students borrowed books from IIEGRA library during the project period.
- The survey indicates a positive correlation between academic performance of children and reading books.
- Parents appreciated the impact they saw on children's increased time spent reading books during holidays and leisure time.

G.5.4 READING COMPETITION AMONG STUDENTS

The IIEGRA project hosted reading competitions to promote the development of students' reading skills, including their fluency, speed, and comprehension. IIEGRA hosted two types of reading competitions, reading competitions at the school-level and the community level.

The project planned reading competitions for the second and third years of the project.



Reading competition in school level

BRAC organized reading competitions at the school-level once in the second year and once in the third year of the project in 245 government schools. This reading competition was open to all the students of grades one through three. Teachers of nearby GPS were chosen to be judges for the competition, and were responsible for determining first, second and third place winners for each grade. Students who placed in the competition received story books as a prize. All participants were also given a prize for their participation in the competition.

Table 19: Reading competition in school level

SI	Name of upazila	No. GPS School	Yearly target of reading competitions held			Achievements			Deviation
			Year 2	Year 3	Total	Year 2	Year 3	Total	

1	Cox's Bazar sadar	40	40	40	80	40	40	80	N/A
2	Teknaf	20	20	20	40	20	20	40	N/A
3	Ukhiya	30	30	30	60	30	30	60	N/A
4	Chakaria	50	50	50	100	50	50	100	N/A
5	Matiranga	35	35	35	70	35	35	70	N/A
6	Dighinala	45	45	45	90	45	45	90	N/A
7	Panchari	25	25	25	50	25	25	50	N/A
Total		245	245	245	490	245	245	490	

Reading competitions at the community level

At the community-level reading competitions were organized to enable children, parents, and community members who were not involved in IIEGRA to engage in early grade reading activities and to learn about the role reading plays in setting foundations for children's future success. Parents and community members were invited as guests, and local community members with a background in education were selected as judges.

Reading competitions in urban locations

In collaboration with GPS and local communities, the IIEGRA team arranged reading competitions in 200 GPS with the objective of promoting children's positive reading habits and reading competencies. Reading competitions were widely attended, with 39,992 children participating.

Table 20: Reading competition in community level

SI	Name of district	Target	Achievem ent	No. of participant		
				Male	Female	Total
1	Cox's Bazar	280	280	7356	8464	15820
2	Khagrachari	210	210	5519	6661	12180
3	Barishal	20	20	524	675	1199
4	Dinajpur	10	10	263	336	599
5	Khulna	10	10	264	334	598
6	Kushtia	10	10	260	338	598
7	Rajshahi	20	20	527	673	1200
8	Rangpur	20	20	526	672	1198
9	Gazipur	20	20	527	673	1200
10	Sylhet	20	20	524	676	1200
11	Chattogram	20	20	527	673	1200
12	Narayangonj	10	10	265	335	600
13	Dhaka	20	20	526	674	1200
14	Cumilla	10	10	263	337	600
15	Jashore	10	10	262	338	600
Grant Total		690	690	18,133	21,859	39,992

Reading Competition Key Outputs

- Encouraged students to build reading habits and read story books beyond school-required textbooks
- Introduced community-wide reading events, in many cases, for the first time
- Community engagement that contributed to involvement of students, SMCs, teachers and parents, and a wide range of community members both involved in and not involved in IIEGRA activities to participate in reading competitions and other events organized for the community.

Reading Competition Impact

- The reading competitions got community members excited and engaged in reading, and incited conversations about replicating similar activities across other schools in the community.
- Upazila Education Officers showed interest in providing support to the schools to organize these events regularly in the future.

G.5.5 STUDENT BRIGADE INITIATIVES

IIEGRA engaged Student Brigades, or student-led leadership groups, to spearhead peer engagement initiatives that promote the importance of reading and encourage positive reading habits among students. Through Student Brigades, students are equipped with leadership skills, communication skills, and social skills to



shape them into responsible, knowledgeable and empowered future community leaders. Brigade members encourage their peers to attend school regularly, borrow books from libraries, participate in reading competitions, and actively participate in class. The slogan of the student brigades is: “Read and think; know thyself, know the world”. The project target was for all 245 schools to hold 4 workshops in the 2nd and 3rd years of the project period, to conduct a total of 980 workshops. Over the project period from June 2015 to December 2018, the project surpassed its target by organizing 1,180 student brigade workshops with attendance from 45,600 students, teachers, SMCs and DPE officials, including 24,337 women and 21,263 men.



Table 21: Students Brigade workshops

Sl.	Name of districts	Target	Achievement	No. of participants		
				Male	Female	Total
1	Cox's Bazar	560	560	10,610	12,019	22,629
2	Khagrachari	420	420	7,807	9,164	16,971
3	Barishal	20	20	286	314	600
4	Dinajpur	10	10	148	152	300
5	Khulna	10	10	147	153	300

6	Kushtia	10	10	146	154	300
7	Rajshahi	20	20	270	330	600
8	Rangpur	20	20	286	314	600
9	Gazipur	20	20	264	336	600
10	Sylhet	20	20	279	321	600
11	Chattogram	20	20	282	318	600
12	Narayangonj	10	10	163	137	300
13	Dhaka	20	20	284	316	600
14	Cumilla	10	10	146	154	300
15	Jashore	10	10	145	155	300
Grant Total		1,180	1,180	21,263	24,337	45,600

Students Brigade Key Outputs

- Students improved their team-building skills through involvement in the student brigades
- Prepared the students to become future leaders of the community.
- Student brigades supported peer learners who required extra support to improve reading skills.

Students Brigade Sustainability

- Student brigades are embedded in primary schools in Bangladesh, ensuring students that participated in IIEGRA student brigade activities can continue to serve as internal champions for the sustainability of project activities and encourage students to develop positive early grade reading habits.
- Through student brigade sessions, children will form area-based peer groups, extend their support to children who attend school irregularly and encourage use of the library beyond the lifespan of the project.



International Mother Language & Language Day celebration by the CDC members

G.6 RESEARCH

BIED BRACU conducted the baseline and endline evaluations to evaluate the impact of IIEGRA on student reading outcomes in Cox's Bazar and Khagrachari districts. The baseline data collected helped the team design targeted project interventions. USAID/B assigned the research team for the endline evaluation. The IIEGRA team analyzed the baseline and endline data to measure the project impact on improving students reading skills. This study adopted a repeated cross sectional design, with a control group for comparison. The schools were randomly selected and were different from those included in the baseline.

G.6.1 BASELINE ASSESSMENT

From April to May 2016, BIED BRACU conducted a baseline survey to assess the reading competencies of government primary school students who had completed grades one through three in the previous academic year (December 2015).

Table 22: Data on Baseline Assessment

Type of respondents	No. of District	No. of Upazila	No. of School	No. of Students				No. of data collector
				Grade	Boys	Girls	Total	
Intervention	2	7	30	1	211	209	420	25
				2	201	210	411	
				3	206	203	409	
Control			30	1	193	190	383	
				2	195	188	383	
				3	188	182	370	
Total	2	7	60	-	1194	1182	2376	25

The baseline study was quantitative in nature and used random sampling to select study participants. 30 IIEGRA GPS were selected for the intervention group, and 30 non-IIEGRA GPS were selected for the comparison group. The total sample of study participants included 2,376 students; 803 completers of grade I; 794 completers of grade II; and 779 completers of grade III (1,194 boys and 1,182 girls) 25 field Research Assistants (of which 5 were field Research Supervisors) were recruited for data collection. Research Assistants participated in a five-day training, including one day of field exercises. Data was collected by using written and oral assessments for the students and interview with the teachers. The data was collected by using tablet devices and the Tangerine Software and analyzed by using the SPSS software. The questionnaires were developed based on student's reading competencies including comprehension of letters, frequently used words, similar beginning sounds, ending rhyme words, vocabulary, pseudo words, sentence making, reading accuracy, reading fluency, and reading comprehension.

G.6.2 ENDLINE EVALUATION

BIED BRACU research unit conducted the endline evaluation from July to August 2018 in 60 GPS schools across seven upazilas in Cox's Bazar and Khagrachari districts. Given the project timeline was extended from May 2018 to December 2018, research team conducted the endline evaluation from July to August 2018 instead of in May 2018.

Table 23: A Summary of Progress

No. of Districts	No. of Upazilas	No. of Schools			No. of Students				Date of data collection	Sex of the students		No. of data collectors	Tool used for data collection
		Intervention	Control	Total	Grade 1	Grade 2	Grade 3	Total		Boys	Girls		
2	7	30	30	60	803	796	793	2392	July to August 2018	1187	1205	33	Electronic Tablet, Tangerine Software

The endline evaluation was conducted to assess the impact of the project on improving reading competencies for students that completed grades one through three. For the endline evaluation, 30 schools (IIEGRA-GPS) were randomly selected for the intervention group, and 30 non-IIEGRA GPS were randomly selected for the comparison group. The schools selected differed from the schools included in the baseline. The study covered 2,392 randomly selected students; 803 from Grade 1, 796 from Grade 2, and 793 from Grade 3.

The project recruited 19 male and 14 female data collectors to collect and analyze data. The research unit of BIED BRACU conducted five-day trainings on administering reading assessments and survey tools, and child safeguarding and interacting with children. The training also included sessions on field practice and mock tests. Data collectors used tablet devices and the Tangerine software to collect and upload data. The principal research team then accessed the data from the Tangerine central website and cleaned and prepared the datasets for analysis and report writing. The research team drafted final report summarizing the endline evaluation results.

Lessons learned

The findings from the study noted that IIEGRA interventions and activities significantly contributed to students improved reading skills. The endline findings are provided below:

- More students are mastering emergent literacy skills. Over 92% of students in IIEGRA schools have mastered emergent literacy skills, such as recognizing similar beginning words and rhyming words, compared to an average of 60% in the baseline.
- More students are mastering decoding, or the ability to identify new words. Over 90% of students in IIEGRA schools have mastered decoding. (At the end line, on an average, grade I completers in beneficiary schools could identify 94% of Bangla letters whereas the grade I completers in the comparison schools identified 81% of letters and 74% of most used words. The grade II completers in intervention schools identified 96% of most used words; whereas the students of control schools could identify 85%.The grade III completers in intervention schools recognized 98% of most used words and 83% of pseudo words, while in comparison schools the numbers respectively were 87% and 54% at the end line.)
- More students are becoming readers in IIEGRA schools compared to comparison schools. For the purposes of evaluation, IIEGRA defines “readers” as students who can read at least 5 correct words from a reading passage in 30 seconds. In the IIEGRA schools, 90% of grade I completers and 97% of grade II completers were found to be readers, compared to 62% of grade I completers and 83% grade II completers in comparison schools.
- Students in IIEGRA schools are reading with greater fluency than students in comparison schools. In IIEGRA schools, the average oral reading fluency measured in words per minute was 41.6 for grade I completers, 64.7 for grade II completers and 73.1 for grade III completers, compared to 18.1 for grade completers, 41.6 for grade II completers and 42.8 for grade III completers in the comparison schools.
- More students are reading with comprehension. The end line data shows that, 69.6% of grade I completers, 66% of grade II completers, and 75.6% of grade III completers of IIEGRA schools read with comprehension (correctly answering $\geq 80\%$ of the comprehension questions) compared to 22.3% of grade I completers, 28% of grade II completers, and 24.5% of grade III completers in comparison schools.

H. MONITORING

Project monitoring was key to ensuring the timely, quality execution of project outcomes. A monitoring team, consisting of three monitoring officers -one from BEP, one from BIED BRACU, and one from UP- were responsible for tracking project metrics across 245 GPS. After the monitoring team developed a set of indicators for measuring project progress and finalized an M&E and quarterly monitoring plan. Based on the plan the team developed, three monitoring officers collected data through frequent field visits, and compiled collected data in the form of a Quarterly Performance Monitoring Report. These quarterly reports have been shared with USAID/B.

Monitoring officers were responsible for executing the following tasks:

- Developing Indicators used in the M&E plan
- Verification and validation of data
- Conducting basic trainings and refresher trainings
- Ensuring classroom performance was up to standard
- Organizing field staff activities
- Helping organize field events like parent forums, book fairs, and reading competitions
- Providing high-level oversight and management of project activities
- Assessing students to measure their reading skills progress

To monitor project activities, BEP leveraged the expertise of their in-house monitoring unit and approaches adopted through their decades of experience monitoring BRAC Education Programs.

I. PROJECT PERSONNEL

To coordinate the project's field activities in 245 GPS areas, seven Upazila Education Managers (UEM) and 24 Field Education Officers (FEO) were appointed across field offices. Three monitoring officers from three partner agencies and BRAC's field HR officers and accounts officials were also mobilized to support the coordination of field activities. In the first phase of IIEGRA implementation in the 245 GPS, 245 Class Assistants were deployed in 245 GPS, one in each school. Two UP staff were deployed to work in field offices in Khagrachari and Cox's Bazar. They maintained consistent communication and coordination with BRAC field staff. BIED staffs were deployed for developing materials and providing training. Two ALO staff were assigned to assist in developing teaching learning materials and supporting Class Assistants.

After the project expansion into urban areas, BRAC deployed 83 Program Organizers, 55 Branch Managers and 19 Area Managers to provide field support. Two community mobilizers from UP were also mobilized to support project activities in urban areas.

J. REPORTING

There were two types of reports prepared throughout the course of the project.

Field-level

To track project progress, BRAC employed a monthly reporting system in which Field Officers, Programme Organizers, Branch Managers, Area Managers and Upazila Education Managers send their consolidated activity reports to the head office. In addition to frequent monitoring and reporting from field monitors, senior officials from three project partner organizations paid regular visits to the field to monitor activities and prepared reports.

K. PROJECT CHALLENGES AND RISK FACTORS

GPS Phase Two Implementation Timeline

- The one year timeframe for IIEGRA implementation in the 200 GPS in urban areas was insufficient to reach project targets. In order to achieve project targets (including 70% of the students demonstrating that they can read and understand the meaning of grade level text by the end of grade three, and teacher and education officer capacity development) the project needed a two to three year implementation period.

CDC Implementation Timeline

- The interventions provided through the Community Development Centers (CDC) were well-received. However, given the short project timeline, the IIEGRA team was unable to implement all the planned activities, including some programming the community requested around social issues like climate change, managing drug addiction and psycho-social issues.

Ways to Mitigate and Address Project Challenges

- To address those challenges, BRAC trained government teachers (including Bengali language teachers and Head Teachers) and local-level education officers (AUEO) on project interventions so that they can support and continue to implement IIEGRA activities after the project phase-out.
- Staff members experienced in implementing IIEGRA were deployed from Khagrachari and Cox's Bazar to managing the interventions in GPS and CDCs.

L. LESSONS LEARNED

IIEGRA libraries effective for improving children's reading habits

- IIEGRA libraries are an effective intervention for improving students' reading habits. The endline evaluation report showed that 58% to 73% of children were borrowing books from IIEGRA libraries, compared to 5% across grades in the baseline. Discussions with parents also suggested that children read and enjoyed books they borrowed from the library. Evidence also suggests that children who read books perform better in exams and in school more generally.

Children from ethnic, linguistically diverse backgrounds benefit from targeted early grade reading interventions.

- The intervention benefited children from ethnic communities by increasing their confidence and skills in Bengali through access to libraries and reading competitions. In Khagrachari, the project reached 11 ethnic groups for whom Bengali is a second language.

Student Brigades offer students leadership opportunities and incentivize healthy reading and school habits among children.

- Through students' brigades, children found an opportunity to demonstrate their leadership and engage peers in educational and early grade reading activities. They were eager to have the opportunity to become brigade members and earning the appreciation from their teachers, parents, and community members. Student brigades also provided a unique opportunity for increased interaction between the Bengali and minority ethnic groups, building closer relationships between students from linguistically diverse communities.

Class Assistants are an effective method for reducing the burden on teachers.

- The IIEGRA project team developed the concept of Class Assistants, which eased the burden placed on teachers to facilitate learning for a large classroom of students. Their role and contributions to the classroom were highly appreciated by school teachers and local school administrations.

Training Class Assistants and teachers about early grade reading activities improves reading instruction.

- The IIEGRA project enhanced the capacity of teachers to provide quality Bengali instruction. Many teachers noted that it was their first time learning about the challenges and early grade reading needs of young children.

IIEGRA Value-add for Low Performing Areas in Bangladesh

- Until IIEGRA, rural communities did not have access to reading competitions. The competitions were well-received and children, parents, and community members found it to be a useful mechanism for building good reading habits.
- Students of IIEGRA intervention schools showed a large improvement in reading with comprehension (correctly answering $\geq 80\%$ of the comprehension questions) with 69.6% of grade I completers, 66% of grade II completers, and 75.6% of grade III completers of IIEGRA schools reading with comprehension in the endline compared to 21.2 of grade I completers, 20.9% of grade II completers, and 32.8% of grade III completers in the baseline.
- The project transformed school administrators, teachers, and parents into champions of early grade reading. Many teachers were not familiar with the concept of early grade reading, and shared that they now understand its potential to improve the quality of education in the government primary schools.

- Both teachers and parents now recognize the value of reading beyond school-based homework and text books. Reading competition and book fairs helped contribute to that increase in awareness.
- IIEGRA was well-received by the DPE. They shared it was an effective solution for improving the quality of schools particularly in urban slums, remote areas, and areas with low literacy rates. Working with DPE provided BEP with good partnership experience and set the groundwork for future collaboration.
- BRAC's non-formal schools provided many out-of-school children with a second chance at completing their primary education. A high transfer rate of children from IIEGRA assisted schools to other schools to continue their education indicates the claim.
- The project developed a large number of quality reading materials for students, which will continue to be beneficial to the children who use them in the libraries and government schools in the future.

M. ACHIEVEMENT AT A GLANCE

Achievement during June 2015 to December 2018

Event	Project overall target	Cumulative achievement from inception to Dec'18	Source	Remarks
Proportion of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	70%	Grade I: 69.6% Grade II: 66.4% Grade III: 75.6%	From endline evaluation	
Number of learners enrolled in BRAC Primary Schools (BPS) and/or equivalent on-school based settings with USG support	25,000 learners in 1000 BPS	26,684 Boys: 12,100; Girls: 14,584	Enrollment records, Attendance records	
Number of learners are getting IIEGRA interventions in Govt. Primary School (GPS) with USG support	245 GPS	58,432 Boys: 28,439; Girls: 29,993	From Attendance register and enrollment documents	Newly Enrolled Learners by year: 2016: 38,112. 2017: 10,865. 2018: 9,455. Total: 58,432
	200 GPS	46,125 Boys: 22,079; Girls: 24,046	From attendance register and enrollment documents	
	445 GPS	104,557 Boys: 50,518; Girls: 54,039		
ES.I-6: Number of primary educators who complete professional development activities with U.S. government support.	2,225 teachers GPS: 1,625 (1225+400) BPS: 600 (60% of 1000)	2,157 Male: 563; Female: 1,594	Training records	2,157 (BPS: 600 (all female), GPS: 1,557)
ES.I-7: Number of primary school educators who complete professional development activities in implementing evidence-based reading instruction with U.S. government assistance.	1,625 teachers (1,225 teachers in 245 GPS +400 teachers in 200 GPS)	1,557 Male: 563; Female: 994	Training records	
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Refreshers training)	980+400=1380 (980 teachers in 245 GPS +400 teachers in 200 GPS)	1,307 Male: 491; Female: 816	Project documents	1,307 teachers (in 245 GPS & in 200 GPS)
	1,000 teachers in 1000 BPS	1000 Male: 0; Female: 1,000	Project documents	
Number of Teaching	1,070,400	3,260,881	Project	All materials have

Learning Materials for GPS and BPS provided with USG support			documents	been counted as individual unit instead of counting as set.
ES. I-12: Number of education administrators/officials who complete professional development activities with U.S. government support.	329 persons (in 245 GPS) (245 HT and 84 Officials)	294 (HT:244; Officials:50)	<ul style="list-style-type: none"> • Training records • Project documents 	Male:236 (HT:191; Officials:45) Female:58 (HT:53; Officials:5)
	1 st Training (in urban slums) 250 persons (200 HT and 50 Officials)	255 (HT:200; Officials:55)	<ul style="list-style-type: none"> • Training records • Project documents 	Male: 93 (HT:60; Officials:33) Female: 162 (HT:140; Officials:22)
	2 nd Training (in urban slums) 250 persons (200 HT and 50 Officials)	254 (HT:200 Officials:54)	<ul style="list-style-type: none"> • Training records • Project documents 	Male: 91 (HT:58; Officials:33) Female: 163 (HT:142; Officials:21)
	Total (two Trainings in urban slums) 500 persons (400 HT and 100 Officials)	509 (HT:400; Officials:109)		Male: 184 (HT:118; Officials:66) Female: 325 (HT:282; Officials:43)
	Grand Total(in urban slums) 829 persons (645 HT, 184 Officials)	803 (HT:644; Officia:159)		Male:420 (HT:309; Officials:111) Female: 383 (HT: 335; Officials:48)
Number of PTAs or similar school governance structures supported	445	445		
No. of schools opened to Provide quality primary education to the children of selected urban areas	1,000	1,000		
No. of Community development Centres (CDC) opened and no. of members in CDC	CDC-1000, Participant-100,000	99,782 Male:39,175 Female: 60,607		
Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	245 Class Assistants, in 245 Govt. Primary schools.(all are female)	245		245 Class Assistants, in 245 Govt. Primary schools.(all are female)

N. CONCLUSION

IIEGRA is a USAID/BANGLADESH funded flagship project to enhance the reading capacity of early grade students in Bangladesh.

The project gradually evolved and helped to engage more urban schools (Government and BRAC Primary Schools) and engaged the community in project activities through CDCs. Teachers built their capacity to adequately address the early grade reading needs of primary school children. The Class Assistant (CA) model was a useful contribution in itself, as it created a system for schools to facilitate classes in a more effective, efficient way, which ultimately improved classroom instruction. Children benefitted most from the intervention, and have become better readers with improved vocabularies and a new-found excitement about reading.

The CDC also provided an effective new model to engage the community in reading and soft skills. Reading competitions, book fairs, and student brigades built support and excitement about reading among children and communities alike.

By giving out-of-school children a second chance at getting an education, IIEGRA has inspired new hope in children and set the foundation for them to complete their education and succeed in the future.

The partnership between BRAC, BIED BRACU, UP and ALO was instrumental in ensuring project success and impact. The IIEGRA team extends its thanks to DPE and the Government Education Department for their continuous support and cooperation. We also convey our sincerest thanks to USAID/B, whose willingness to provide financial support and consistent guidance was vital to ensuring IIEGRA's successful implementation.

O. CASE STUDY FOCUSED ON ACHIEVEMENT (BEP, BIED, UP)

CASE STORY-I

“Community Engagement Makes Positive Change Possible”

Manikchari Headman, Para government primary school in Dhighinala upazila, Khagrachari, Chattogram Hill Tracts (CHT), is bringing about positive change to the local community through increased community engagement in primary schooling. Involved in the IIEGRA project since 2016, the school has delivered significant results around community engagement through School Management Committee (SMC) engagement, formation of community-led parents' forums, and active participation in quarterly meetings.

“The program predominantly intends to enhance students' Bengali reading skills, reduce the low Bengali literacy rates, and improve student's retention rates.” Current Head Teacher, Jhorna Chowdhury is enthusiastic about the impact of the schools' involvement in the IIEGRA project: “Some of our school teachers were uninterested to join and participate in project activities because we were busy with our own academic and administrative tasks. We thought we would not be able to take on more work and concentrate on activities. Meanwhile, we have realized that the program really is helping improve our student's academic outcomes, through counseling and assisting our students in many ways. Now it has become easier to coordinate with students, parents, and school managing committees through the introduction of new reading materials as well as different learning methods.”

Complementing the National Curriculum textbooks and learning methods, teachers are now including alternative, engaging methods of learning through storytelling, word games, one-minute reading, silent reading and exercises to improve vocabulary. Students are more engaged in school activities through Student Brigades, participating in activities through the creation of friendly learning environment. Teaching Assistant, Protiva Tripura showed us some of her students' drawings: The project activities are really helping my students' basic development through performing arts and storytelling.”

There were so many barriers while new students enrolled in school as many spoke other languages at home and had no access to learning the Bengali alphabet. The IIEGRA program has supported Class Assistants to identify slower learners and arrange extra support for them. **Class Assistant, Proya Talukder** is supporting students using her own language, reducing the language barrier so that students

can better understand their lessons. If any student fails in Bengali the student will not be permitted to move on to the next class. Since 2016, 21 students out of 105 were unable to pass Bengali in Class I. Since the program intervention, this has significantly decreased, with only 7 students failing their Bengali reading class in 2017.



Suvash Chakma
UEM, IIEGRA

CASE STORY-2

“Last year, I came to school with my parents, but now I come to school with my many friends such as Mraching, Shreya, Jelly and Sheuly.”
Uma Marma, Class 2, Pilot farm school, Panchari

The first time I met her in December 2017 was at the student brigade workshop program. She was reciting Bengali rhyme “Aay re aayTiye”. When I first met her, I was shy and couldn’t communicate with her because of a language barrier. The second time I met her was in school while she was participating in a reading competition at the school-level. She caught my attention for two reasons– not only is she a minority from the Marma community but she is the youngest student in her class. In December 2018, I met her again in school and asked if she wanted to hang out during her Tiffin period and she agreed. I told her about the “Student Brigade.” She shared, *‘I have many friends and we come to school together. Last year, I came to school with my parents, but now I come to school with my many friends, Mraching, Shreya, Jelly and Sheuly. I always wear clean dresses and keep our classroom clean.’* She is enjoying Bengali class as well as the brigade sessions because they provide an opportunity to share rhymes with others. She also enjoys storytelling and word games. Sometimes she helps some of her friends to make a lesson and share Tiffin. She was able to speak with me in Bengali without any hesitation. When I asked how she felt about learning Bangla, she smiled and shared she finds learning Bangla easier and more enjoyable. I am impressed with her Bengali speaking abilities and realize the impact the IIEGRA program has had for minority students in the Chattogram Hill Tracts like Uma Marma.

Bimol Das
UEM, IIEGRA,
Panchari, Khagrachari



CASE STORY- 3

“IIEGRA has enriched my teaching experience.”

Samia Sultana, assistant teacher in Rumkha government primary school, Ukhiya,

In early 2016, IIEGRA began implementation in the Rumkha GPS. On the first day, Md. Saiful Islam, Field Education Officer, IIEGRA briefed us, and all the teachers including Head Teacher Md. Kamal Uddin on IIEGRA. Honestly, when I first heard about IIEGRA, I was unclear about the activities and its purpose.

IIEGRA started its three year journey with 22 interventions. As a Bengali subject teacher, I was selected to receive a basic training on intervention implementation and uses of supplementary reading materials developed by IIEGRA. I received a wonderful learning-sharing basic training organized by IIEGRA at BRAC learning centre in Cox's Bazar. After participating in basic training I learned more about IIEGRA's objectives and I was ready to start putting to practice what I had learned. I have strengthened and enriched my teaching experience, especially in Bengali, through participating in teachers' forums, teaching in the classroom, and refreshers organized by IIEGRA.



I have learned a lot about the importance of co-curricular activities, children's psychology, curriculum, terminal competency, learning, teaching-learning process, learning outcome, class and subject-wise achievable competency, importance of educational materials, importance and uses of supplementary reading materials, about selected innovations and activities of IIEGRA, and how to implement these interventions and activities into the classroom. If it weren't for IIEGRA, I would not have learned about creative writing, students' experience based story building, storytelling session, one minute reading, picture reading, word making games etc. Now I am fully convinced on the purpose and the role of IIEGRA in children's learning. I am confident that the skills I have learned will help me to better help and teach my students. My students are very eager to learn and they learn something with me every day.

CASE STORY-4

Abdus Salam,
SMC member, Amtali GPS, Ukhiya, Cox's Bazar.

I have been an active SMC members of Amtali government primary school, Ukhiya, Cox's Bazar since 2013. Before working with IIEGRA, I was totally reluctant to do my duties and responsibilities as an SMC member. I now know what my main duties and responsibilities are as a SMC member. I participate in orientations, meetings, workshops and forums at different level organized by IIEGRA. Now, I've realized the importance of SMCs in ensuring quality education and strengthening school management. The initiatives, which have been taken by IIEGRA to develop Bengali reading skill, is an effective approach to encouraging sustainable lifelong learners. I think the project has a wonderful triangulation approach to improve students' reading skill. Our students will grow to be independent readers and learners. Also, Student Brigades help students to develop a leadership mentality, to be punctual, disciplined and prepare them to be responsible citizens in the future.

If students can improve their Bengali reading skills, it will improve their performance in other subjects. IIEGRA has taught me the importance of Bengali reading. As SMC members, we are responsible for visiting schools, monitoring students' attendance in school and making sure they are reading at home. We are seeing positive results from our students as they can now read story books, magazines, print materials, and tell stories fluently at their level. We will continue to implement IIEGRA's innovative interventions to improving our children's reading skills and give them opportunities for a better future. I remain ever grateful to IIEGRA.

P. ANNEXURE

1. DPE Approval for working with 245 GPS
2. DPE Approval for working with 200 GPS
3. RAC committee
4. RAC minutes
5. Training Manual approval
6. Teachers request for IIEGRA continuation
7. Book Fair newspaper cutting
8. UNO certificate
9. Staffing for IIEGRA implementation
10. Quarterly and yearly reports
11. Office assets for IIEGRA
12. CDC materials list
13. Sample partner agreement
14. Staff training module
15. GPS Teachers training module
16. Endline assessment

Annex 1: DPE Approval for working with 245 GPS

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬

স্মারক নং: প্রাশিঅ/পওঅ/৩০/IE(PPE)ব্র্যাক/PEDP-3/২০১৩/ ২০(৫)

তারিখ: ২২ মাঘ ১৪২২
০৪ ফেব্রুয়ারি ২০১৬

বিষয় : ব্র্যাক বাংলাদেশ কর্তৃক USAID এর আর্থিক সহায়তায় খাগড়াছড়ি ও কক্সবাজার জেলার ২৪৫টি সরকারি প্রাথমিক বিদ্যালয়ে “Innovation for Improving Early Grade Reading Activity” কর্মসূচি বাস্তবায়ন প্রসঙ্গে।

সূত্র : প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের স্মারক-৩৮.০০.০০০০.০১১.৩৫.০২১.১৬-২২৬, তারিখ: ২৭-০১-২০১৬ খ্রিঃ।

উপর্যুক্ত বিষয় ও সূত্রের আলোকে খাগড়াছড়ি ও কক্সবাজার জেলার ২৪৫টি সরকারি প্রাথমিক বিদ্যালয়ে “Innovation for Improving Early Grade Reading Activity” শীর্ষক প্রকল্প বাস্তবায়নের জন্য নিম্নোক্ত শর্তসাপেক্ষে অনুমতি দেয়া হলো।

- প্রস্তাবিত কার্যক্রমের মধ্যে যে সকল কার্যক্রম প্রাথমিক শিক্ষা অধিদপ্তর কর্তৃক বাস্তবায়িত হয় সেগুলো সরাসরি বাস্তবায়ন হবে এবং অন্যান্য কার্যক্রম গ্রহণের পূর্বে প্রাথমিক শিক্ষা অধিদপ্তরের অনুমতি গ্রহণ করতে হবে;
- প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের অনুমোদন ব্যতীত কোন উপকরণ, প্রশিক্ষণ ম্যানুয়াল, প্রশিক্ষণ, শিখন-শেখানো সামগ্রী, সম্পূর্ণক পঠনসামগ্রী ইত্যাদি ব্যবহার করা যাবে না। অনুমোদন গ্রহণের ক্ষেত্রে মহাপরিচালক, প্রাথমিক শিক্ষা অধিদপ্তরের মাধ্যমে প্রস্তাব প্রেরণ করতে হবে;
- প্রস্তাবিত কার্যক্রম বাস্তবায়নে মাঠপর্যায়ের কর্মকর্তা অথবা শিক্ষকদের প্রশিক্ষণসহ যে কোন প্রশিক্ষণ, ওয়ার্কশপ, সেমিনার ইত্যাদি আয়োজনে প্রাথমিক শিক্ষা অধিদপ্তরের অনুমোদন গ্রহণ করতে হবে;
- প্রস্তাবিত কার্যক্রম সমন্বয়ের জন্য মহাপরিচালক, প্রাথমিক শিক্ষা অধিদপ্তরের সভাপতিত্বে একটি উপদেষ্টা কমিটি গঠন করতে হবে;
- প্রস্তাবিত কার্যক্রমে সরকারের কোন আর্থিক সংশ্লেষ থাকবে না;
- প্রস্তাবিত কার্যক্রমের উপর প্রতি বছর একটি প্রতিবেদন প্রাথমিক শিক্ষা অধিদপ্তর এবং প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ে প্রেরণ করতে হবে এবং প্রকল্প শেষে একটি পূর্ণাঙ্গ প্রতিবেদন প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় ও প্রাথমিক শিক্ষা অধিদপ্তরে প্রেরণ করতে হবে;
- প্রশাসনিক কারণে যে কোন সময় এ আদেশ বাতিল করা যাবে।


০৪.২.২০১৬
মোঃ আলমগীর
মহাপরিচালক
জি.সি.সি.

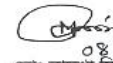
ডঃ শফিকুল ইসলাম
পরিচালক, ব্র্যাক শিক্ষা কর্মসূচী।

স্মারক নং: প্রাশিঅ/পওঅ/৩০/IE(PPE)ব্র্যাক/PEDP-3/২০১৩/ ২০(৬)

তারিখ: ২২ মাঘ ১৪২২
০৪ ফেব্রুয়ারি ২০১৬

অনুলিপি: সদয় অবগতি ও প্রয়োজনীয় কার্যার্থে

১. বিভাগীয় উপপরিচালক, প্রাথমিক শিক্ষা, চট্টগ্রাম বিভাগ, চট্টগ্রাম।
২. জেলা প্রাথমিক শিক্ষা অফিসার, খাগড়াছড়ি ও কক্সবাজার জেলা।
৩. উপজেলা শিক্ষা অফিসার উপজেলা, খাগড়াছড়ি ও কক্সবাজার জেলা।
৪. মহাপরিচালক মহোদয়ের ব্যক্তিগত সহকারী (ইহা মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
৫. অফিস কপি।


০৪.০২.২০১৬
মোঃ বাদশা মিয়া
সহকারী পরিচালক (প্রাক-প্রাথমিক)
প্রাথমিক শিক্ষা অধিদপ্তর
ফ্রি ০১৭১৮-৯৩৮২০৯
জি.সি.সি.

Annex 2: DPE Approval for working with 200 GPS

“শিক্ষা নিয়ে গড়ব দেশ, শেখ হাসিনার বাংলাদেশ”

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬

স্মারক নংঃ ৩৮.০১.০০০০.১৪৬.২৪.০০৪.১৬- ১৫৫

তারিখঃ ০৮ আষাঢ় ১৪২৪
২২ জুন ২০১৭

বিষয়ঃ ব্র্যাক বাংলাদেশ কর্তৃক বাস্তবায়িত “Innovation for Improving Early Grade Reading Activity” কর্মসূচি সম্প্রসারণের অনুমোদন প্রসঙ্গে।

সূত্রঃ ব্র্যাক বাংলাদেশ এর গত ২৭ এপ্রিল ২০১৭ তারিখের পত্র।

উপর্যুক্ত বিষয় ও সূত্রোক্ত পত্রের আলোকে প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় এবং প্রাথমিক শিক্ষা অধিদপ্তরের অনুমোদনক্রমে ব্র্যাক বাংলাদেশ “Innovation for Improving Early Grade Reading Activity” নামক প্রকল্প বাস্তবায়ন করছে। ব্র্যাক বাংলাদেশ কর্তৃক বাস্তবায়িত উক্ত প্রকল্পটির কার্যক্রম তালিকাভুক্ত ২০০ টি সরকারি প্রাথমিক বিদ্যালয়ে সম্প্রসারণের অনুমতি নিম্নোক্ত শর্তসাপেক্ষে প্রদান করা হলোঃ

১. বাস্তবায়িত প্রকল্পে কর্মকর্তা ও শিক্ষকদের প্রশিক্ষণের জন্য প্রাথমিক শিক্ষা অধিদপ্তরের অনুমতি গ্রহণ করতে হবে;
২. কর্মকর্তা ও শিক্ষকদের যেকোন প্রশিক্ষণ বিদ্যালয় বন্ধের সময়ে অগ্রাধিকার ভিত্তিতে করতে হবে;
৩. প্রাথমিক শিক্ষার মাঠ পর্যায়ের কর্মকর্তাদের এ বিষয়ে অবহিতকরণের ব্যবস্থা করতে হবে;
৪. মাঠ পর্যায়ের কর্মকর্তাগণ প্রস্তাবিত কার্যক্রম মনিটরিং ও সুপারভিশন করবেন;
৫. বাস্তবায়িত কার্যক্রম বিষয়ে প্রতিবছর প্রাথমিক শিক্ষা অধিদপ্তরে মূল্যায়ন রিপোর্ট প্রদান করতে হবে;
৬. প্রশাসনিক কারণে যেকোন সময় এ আদেশ বাতিল করা যাবে।
৭. প্রস্তাবিত কাজে সরকারে কোন আর্থিক সংশ্লেষ থাকবে না।

সংযুক্তঃ জেলাভিত্তিক বিদ্যালয় সংখ্যা ০১ প্রস্থ।

মহিউদ্দীন আহমেদ চাহাদতুল্লাহ ২০১৭
উপপরিচালক (প্রাক-প্রাথমিক)
প্রাথমিক শিক্ষা অধিদপ্তর

ড. শফিকুল ইসলাম
পরিচালক, ব্র্যাক শিক্ষা কর্মসূচী

স্মারক নংঃ ৩৮.০১.০০০০.১৪৬.২৪.০০৪.১৬-

তারিখঃ ০৮ আষাঢ় ১৪২৪
২২ জুন ২০১৭

অনুলিপিঃ সদয় অবগতি ও প্রয়োজনীয় কার্যার্থে প্রেরণ করা হলোঃ

১. বিভাগীয় উপপরিচালক, প্রাথমিক শিক্ষা, সংশ্লিষ্ট বিভাগ।
২. জেলা প্রাথমিক শিক্ষা অফিসার, সংশ্লিষ্ট জেলা।
৩. উপজেলা শিক্ষা অফিসার, সংশ্লিষ্ট উপজেলা।
৪. ইন্সট্রাক্টর, উপজেলা রিসোর্স সেন্টার, সংশ্লিষ্ট উপজেলা।
৫. মহাপরিচালকের ব্যক্তিগত কর্মকর্তা (ইহা মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
৬. অফিস কপি।

উপপরিচালক (প্রাক-প্রাথমিক)
প্রাথমিক শিক্ষা অধিদপ্তর

G/GO-NGO/SAVE THE CHILDREN/Letter

২৬

Annex 3: RAC Committee

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬

প্রজ্ঞাপন

ব্রাহ্মণ বাংলাদেশ কর্তৃক USAID এর আর্থিক সহায়তায় খাগড়াছড়ি ও কক্সবাজার জেলায় ২৪৫টি সরকারি প্রাথমিক বিদ্যালয়ে "Innovation for Improving Early Grade Reading Activity" কর্মসূচী বাস্তবায়ন করছে। প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের নির্দেশনার আলোকে নিম্নোক্ত উপদেষ্টা কমিটি গঠন করা হলো।

মহাপরিচালক, প্রাথমিক শিক্ষা অধিদপ্তর	সভাপতি
পরিচালক (পলিসি এন্ড অপারেশন), প্রাথমিক শিক্ষা অধিদপ্তর	সদস্য
পরিচালক (প্রশিক্ষণ), প্রাথমিক শিক্ষা অধিদপ্তর	সদস্য
পরিচালক (মনিং ও মূল্যায়ন), প্রাথমিক শিক্ষা অধিদপ্তর	সদস্য
প্রতিনিধি- ০১জন প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়	সদস্য
প্রতিনিধি-০১ জন, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড	সদস্য
প্রতিনিধি-০২জন ব্র্যাক (প্রস্তাবিত প্রকল্পের সাথে সম্পৃক্ত)	সদস্য
উপপরিচালক (প্রাক-প্রাথমিক)	সদস্য সচিব

বিঃদ্রঃ কমিটি প্রয়োজনে সদস্য কো-অপ্ট করতে পারবে। কমিটি প্রতি তিন মাস অন্তর একটি সভা করবে। তবে প্রয়োজনে যে কোন সময় সভা করতে পারবে।

কমিটির কর্মপরিধিঃ

- প্রস্তাবিত প্রকল্পের কার্যক্রমসমূহের সমন্বয় সাধন;
- প্রস্তাবিত প্রকল্পের সহায়ক পঠন সামগ্রী ও অন্যান্য শিখন-শেখানো সামগ্রী অনুমোদন ও প্রয়োজনে অনুমোদনের জন্য মন্ত্রণালয়ে সুপারিশসহ প্রেরণ করা;
- বিবিধ।



০৪.২.২০১৬
মোঃ আলমগীর
মহাপরিচালক
উপপরিচালক

স্মারক নং: প্রাশিঅ/পওঅ/৩০/আইই(পিপিই)ব্র্যাক/পিইডিপি-৩/২০১৬/ ২০ (২)

তারিখঃ ২২ মাঘ ১৪২২
০৪ ফেব্রুয়ারি ২০১৬

বিতরণ (জ্যেষ্ঠতার ক্রমানুসারে নয়)ঃ

- সচিব, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা (দৃঃআঃ কাজী আলী রেজা, সহকারী সচিব)।
- পরিচালক (পলিসি এন্ড অপারেশন), প্রাথমিক শিক্ষা অধিদপ্তর।
- পরিচালক (প্রশিক্ষণ), প্রাথমিক শিক্ষা অধিদপ্তর।
- পরিচালক (মনিটরিং ও মূল্যায়ন), প্রাথমিক শিক্ষা অধিদপ্তর।
- চেয়ারম্যান, এনসিটিবি (একজন উপর্যুক্ত প্রতিনিধি মনোনয়নের অনুরোধসহ) মতিঝিল, ঢাকা।
- ডঃ শফিকুল ইসলাম, পরিচালক, ব্র্যাক শিক্ষা কর্মসূচী (দুইজন উপর্যুক্ত প্রতিনিধি মনোনয়নের অনুরোধসহ), ঢাকা।
- মহাপরিচালকের ব্যক্তিগত কর্মকর্তা (মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
- অতিরিক্ত মহাপরিচালকের ব্যক্তিগত কর্মকর্তা (অতিরিক্ত মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
- অফিস কপি।


০৪.২.১৬
মোঃ দেলোয়ার হোসেন
উপপরিচালক (প্রাক-প্রাথমিক)
প্রাথমিক শিক্ষা অধিদপ্তর
উপপরিচালক

Annex 4: RAC meeting minutes

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬

বিষয় : ব্র্যাক এর 'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্পের উপদেষ্টা কমিটির ১ম সভার কার্যবিবরণী।

সভাপতি : জনাব মোঃ আলমগীর
মহাপরিচালক, প্রাথমিক শিক্ষা অধিদপ্তর।

স্থান : মহাপরিচালকের কার্যালয়, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর- ২, ঢাকা-১২১৬।

তারিখ : ১৪ মার্চ ২০১৬।

ব্র্যাক এর 'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্প বাস্তবায়নের লক্ষ্যে গঠিত উপদেষ্টা কমিটির ১ম সভা ১৪ মার্চ ২০১৬ তারিখ প্রাথমিক শিক্ষা অধিদপ্তর এর মহাপরিচালকের কার্যালয়ে অনুষ্ঠিত হয়। সভায় সভাপতিত্ব করেন এ অধিদপ্তরের মহাপরিচালক, তথা উক্ত কমিটির সভাপতি জনাব মোঃ আলমগীর। সভায় উপস্থিত কর্মকর্তাদের নামের তালিকা পরিশিষ্ট "ক" এ প্রদর্শিত হল।

সভাপতি সকলকে স্বাগত জানিয়ে সভা শুরু করেন। সভায় সকলের পরিচিতি পর্ব শেষে মোঃ মাহফুজুর রহমান জুয়েল, শিক্ষা অফিসার (প্রাক-প্রাথমিক), প্রাথমিক শিক্ষা অধিদপ্তর 'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্প বিষয়ে সংক্ষিপ্ত বক্তব্য উপস্থাপন করেন। সভায় আলোচনা শেষে নিম্নোক্ত সিদ্ধান্ত গৃহীত হয়:



ক্র:ন:	বিষয়	আলোচনা	সিদ্ধান্ত
১	প্রকল্পের জন্য বিদ্যালয় নির্বাচন	জুন ২০১৫ হতে মে ২০১৮ সাল পর্যন্ত প্রকল্প মেয়াদের জন্য কক্সবাজার জেলার কক্সবাজার সদর, টেকনাফ, চকোরিয়া ও উখিয়া এবং খাগড়াছড়ি জেলার মাটিরাঙ্গা, দীঘিনালা ও পানছড়ি উপজেলার মোট ২৪৫টি বিদ্যালয়ে প্রাথমিক স্তরে ১ম থেকে ৩য় শ্রেণীর শিক্ষার্থীদের পঠনদক্ষতা বৃদ্ধিতে সহায়তা করার জন্য প্রকল্প অনুমোদনের জন্য সভায় প্রস্তাব এবং অবহিত করা হয়। 'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্পটি প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় এবং প্রাথমিক শিক্ষা অধিদপ্তর কর্তৃক ইতোমধ্যে অনুমোদিত হয়েছে।	সংশ্লিষ্ট উপজেলা শিক্ষা অফিসার এর সাথে আলোচনা করে প্রাথমিকভাবে বিদ্যালয় নির্বাচন পূর্বক অধিদপ্তরে অনুমোদন গ্রহণ করতে সিদ্ধান্ত গৃহীত হয়।
২	বেজলাইন জরীপ ও চাহিদা নিরূপন	২৪৫টি নির্বাচিত বিদ্যালয়ের মধ্য থেকে রেনডম ভিত্তিতে ৩০টি বিদ্যালয় ইস্টারভেনশন এবং ৭টি উপজেলা হতে প্রকল্প বর্হিভূত ৩০টি বিদ্যালয় কনট্রোল গ্রুপ হিসেবে নির্বাচন করে বেজলাইন জরীপ পরিচালনার জন্য ব্র্যাক প্রস্তাব করে। প্রকল্প এলাকার বিদ্যালয়সমূহের পঠনের বর্তমান অবস্থা যাচাই, চাহিদা নিরূপন কর্মশালা, সাক্ষাৎকার, এফজিডি করার জন্য প্রকল্পের পক্ষ থেকে প্রস্তাব করা হয়।	সেড দি চিলড্রেন এর READ প্রকল্প কর্তৃক ব্যবহৃত Instrument ব্যবহার করে বেজলাইন জরীপ সম্পাদনের জন্য সিদ্ধান্ত গৃহীত হয়। তবে বেজলাইন জরীপ ও প্রকল্প এলাকার স্কুলসমূহে পঠনের বর্তমান অবস্থা যাচাইপূর্বক প্রকল্পের জন্য পঠন উন্নয়ন কর্মপন্থা নিবুপনের লক্ষ্যে চাহিদা নিরূপন সম্পন্ন করে প্রাপ্ত ফলাফল সর্বপ্রথমে অত্র কমিটিতে আলোচনা করার জন্য সভায় সিদ্ধান্ত গৃহীত হয়।

১৫

৩	ওরিয়েন্টেশন, প্র শিক্ষণ, সভা /সেমিনার আয়োজন	প্রকল্পের আওতায় বিভিন্ন ওরিয়েন্টেশন/ প্রশিক্ষণ, রিফ্রেশার্স, সভা ও কর্মশালা আয়োজন ও এতদসংশ্লিষ্ট উপকরণ উন্নয়নের বিষয় সভায় উপস্থাপন করা হয়।	প্রকল্পের আওতায় যেসব প্রশিক্ষণ, কর্মশালা, ওরিয়েন্টেশন পরিচালনা করা হবে সেসবের লক্ষ্য, উদ্দেশ্য, সময়কাল উল্লেখ করে প্রত্নতকৃত শিক্ষা উপকরণ সংযুক্তকরে একটি ধারণাপত্র অবিদগুরের মতামত প্রদানের জন্য ব্র্যাক জমা দিবে। প্রশিক্ষণ ও অন্যান্য কর্মকাণ্ড যথাসম্ভব বিদ্যালয় ছুটির সময় পরিচালনা করার জন্য সিদ্ধান্ত হয়।
৪	প্যারা শিক্ষক	পিছিয়ে পড়া শিক্ষার্থীদের উন্নয়ন এবং পঠনদক্ষতা বৃদ্ধিতে প্রকল্প সংশ্লিষ্ট অন্যান্য কাজে সহায়তা করার জন্য প্যারা শিক্ষক নিয়োগের জন্য সভায় প্রস্তাব করা হয়। প্রকল্পভুক্ত ২৪৫টি স্কুলে একজন করে প্যারা শিক্ষক নিয়োজিত হবেন এবং তাঁরা প্রকল্প থেকে নির্ধারিত হারে সম্মানী পাবেন বলে সভায় জানানো হয়।	বিদ্যালয়ের শিক্ষার্থী সংখ্যা বিবেচনা করে প্যারা শিক্ষক প্রদানের জন্য সিদ্ধান্ত গৃহীত হয়। প্যারা শিক্ষক মূল শিক্ষকের কাজে কোনরূপ বিঘ্ন সৃষ্টি না করে পঠন সহায়ক কর্মকাণ্ড পরিচালনায় বিদ্যালয়কে সহায়তা করবেন। প্যারা শিক্ষক নিয়োগের ক্ষেত্রে অবসরপ্রাপ্ত সরকারী শিক্ষকদেরকে অগ্রাধিকার দেওয়ার জন্য সুপারিশ করা হয়।
৫	সম্পূরক পঠন সামগ্রী ব্যবহার	প্রাথমিক স্তরে পঠনদক্ষতা বৃদ্ধিতে সহায়ক সম্পূরক পঠন সামগ্রী হিসেবে ব্র্যাক কর্তৃক বাছাইকৃত বই ব্যবহারের জন্য সভায় প্রস্তাব করা হয়। সভায় জানানো হয় যে, সেভ দি চিলড্রেন এর READ প্রকল্পে ও এরূপ সহায়ক গল্পের বই ব্যবহৃত হয় মর্মে সভায় অবহিত করা হয়।	সম্পূরক বইএর তালিকা ও একসেট বই অধিদপ্তরে জমা দেওয়ার জন্য সিদ্ধান্ত গৃহীত হয়। পরবর্তীতে যাচাই - বাচাই পূর্বক অনুমোদনের জন্য পদক্ষেপ গ্রহণ করা হবে।
৬	বিবিধ	'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্পে আগামী তিন বছরের কার্যক্রমসমূহ ও কার্যক্রম পরিচালনার পদ্ধতি আলোকপূর্বক একটি কর্মপরিকল্পনা তৈরির প্রস্তাব করা হয়।	প্রকল্পের কর্মকাণ্ড মনিটরিং করার প্রয়োজনে তিন বছরের সকল কার্যক্রমের একটি কর্মপরিকল্পনা কমিটিতে উপস্থাপনের জন্য সিদ্ধান্ত গৃহীত হয়।

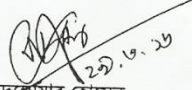
৭। ব্র্যাক এর 'ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি' প্রকল্পের উপদেষ্টা কমিটিতে জনাব মোঃ মাহফুজুর রহমান জুয়েল, শিক্ষা অফিসার, প্রাথমিক শিক্ষা অধিদপ্তর এবং ব্র্যাক, কনসার্ন ও ব্র্যাক আইইডি একজন করে কর্মকর্তাকে কোঅপ্ট করার সিদ্ধান্ত গৃহীত হয়।

সভায় আর কোন আলোচ্যসূচী না থাকায় সভাপতি মহোদয় সকলকে ধন্যবাদ জানিয়ে সভার সমাপ্তি ঘোষণা করেন।


 ২৩.৬.২০২৪
 মোঃ আলমগীর
 মহাপরিচালক


বিতরণঃ (জ্যেষ্ঠতার ক্রমানুসারে নয়)

১. পরিচালক, প্রশাসন, পলিসি এন্ড অপারেশন, মনিটরিং ও মূল্যায়ন, প্রশিক্ষণ, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর-২, ঢাকা।
২. উপ সচিব, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
৩. জনাব মোঃ দেলোয়ার হোসেন, উপপরিচালক, প্রাক-প্রাথমিক, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর-২, ঢাকা।
৪. মিসেস হুমায়রা খান, উর্দুতন বিশেষজ্ঞ, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
৫. জনাব মোঃ মাহফুজুর রহমান জুয়েল, শিক্ষা অফিসার (প্রাক-প্রাথমিক), কমিটির সিদ্ধান্তের আলোকে পরবর্তী ব্যবস্থা গ্রহণের অনুরোধসহ, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর-২, ঢাকা।
৬. ডঃ শফিকুল ইসলাম, পরিচালক, ব্র্যাক শিক্ষা কর্মসূচি, ৭৫ মহাখালী, ঢাকা- ১২১২।
৭. জনাব প্রফুল্ল চন্দ্র বর্মণ, কর্মসূচি প্রধান, ব্র্যাক শিক্ষা কর্মসূচি, ৭৫ মহাখালী, ঢাকা- ১২১২।
৮. বেগম সৈয়দা ফারিয়া ইসলাম, ইনস্টিটিউট অব এডুকেশনাল ডেভেলপমেন্ট, ব্র্যাক বিশ্ববিদ্যালয়।
৯. জনাব আঃ হামিদ, হেড-অর্গানাইজেশনাল ডেভেলপমেন্ট এন্ড এডুকেশন ইউনিট, কনসার্ন ইউনিভারসাল বাংলাদেশ।
১০. জনাব কবির আহাম্মদ, ব্র্যাক শিক্ষা কর্মসূচি।
১১. বেগম নিশাত সুলতানা, কনসার্ন ইউনিভারসাল বাংলাদেশ।
১২. মহাপরিচালক মহোদয়ের ব্যক্তিগত কর্মকর্তা (মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
১৩. অতিরিক্ত মহাপরিচালক মহোদয়ের ব্যক্তিগত কর্মকর্তা (অতিরিক্ত মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
১৪. অফিস কপি।


মোঃ দেলোয়ার হোসেন
উপপরিচালক
বিদ্যালয় ও প্রাক-প্রাথমিক

ও
সদস্য সচিব, Advisory committee
ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি



Annex 5: DPE Training Manual approval

“শান্তিমুক্ত বিদ্যালয়, শিক্ষালাভে সহায় হয়”

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬

স্মারক নংঃ ৩৮.০১.০০০০.১৪৬.২৪.০০৭.১৬- ১৬৭

তারিখঃ ১৫ ভাদ্র ১৪২৩
৩০ আগস্ট ২০১৬

বিষয় : ব্র্যাক এর “Innovation for Improving Early Grade Reading Activity” প্রকল্পের কর্মকাণ্ডে ব্যবহারের জন্য তৈরিকৃত শিক্ষক প্রশিক্ষণ ম্যানুয়াল ও উপকরণ অনুমোদন।

সূত্রঃ ১. ব্র্যাক, বাংলাদেশ এর গত ৩০ মে ২০১৬ তারিখের পত্র।
২. প্রশিক্ষণ বিভাগের ৩৮.০১.০০০০.৬০০.২৫.০৬৯.১৬-৬১১ তারিখঃ ১৭.০৮.২০১৬ খ্রিঃ

উপর্যুক্ত বিষয় ও সূত্রদ্বয়ের আলোকে ব্র্যাক বাংলাদেশ কর্তৃক “Innovation for Improving Early Grade Reading Activity” প্রকল্পের কার্যক্রমে ব্যবহারের জন্য তৈরিকৃত শিক্ষক প্রশিক্ষণ ম্যানুয়াল ও উপকরণ বিষয়ে গঠিত কমিটির সুপারিশের আলোকে ম্যানুয়াল ও উপকরণসমূহ অনুমোদন করা হলো।

মহাপরিচালকের অনুমোদনক্রমে

মোঃ আলোয়ারুল হক

পরিচালক (পলিসি এন্ড অপারেশন)
প্রাথমিক শিক্ষা অধিদপ্তর

৩০.৮

আনিসা হক
কর্মসূচী প্রধান
ব্র্যাক শিক্ষা উন্নয়ন ইনস্টিটিউট
ব্র্যাক বিশ্ববিদ্যালয়, ঢাকা।

অনুলিপিঃ অবগতি ও প্রয়োজনীয় কার্যার্থে

১. বিভাগীয় উপপরিচালক, প্রাথমিক শিক্ষা, চট্টগ্রাম বিভাগ, চট্টগ্রাম।
২. জেলা প্রাথমিক শিক্ষা অফিসার, খাগড়াছড়ি ও কক্সবাজার জেলা।
৩. সুপারিনটেনডেন্ট, পিটিআই, কক্সবাজার, খাগড়াছড়ি, রাঙ্গামাটি, পিটিআই।
৪. মহাপরিচালক মহোদয়ের ব্যক্তিগত সহকারী (ইহা মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য)।
৫. অফিস কপি।

Annex 6: Teachers request for IIEGRA continuation

সরকারী প্রাথমিক বিদ্যালয়
যশোর সদর।

বিষয়ঃ ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং চলমান রাখা প্রসঙ্গে।

ব্র্যাক কর্তৃক পরিচালিত ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং কর্মসূচি আমাদের স্কুলের শিক্ষার্থীদের পঠন দক্ষতা বৃদ্ধিতে সহায়ক ভূমিকা পালন করেছে। স্কুলের শিক্ষার্থীরা এই কর্মসূচির কারিকুলাম ও উপকরণ পেয়ে আনন্দ ও উৎসাহের সাথে শিক্ষা গ্রহণ করেছে। এই পদ্ধতি ও উপকরণ সমূহ শিক্ষার্থীদের যোগ্যতা অর্জনে সহায়ক ভূমিকা পালন করেছে।

অতএব, সরকারী প্রাথমিক বিদ্যালয়ের শিক্ষকগণের পক্ষ থেকে এই কর্মসূচি চলমান রাখার জন্য বিনীত অনুরোধ করছি।

ক্রমিক নং	নাম	পদবী	স্কুলের নাম	স্বাক্ষর
০১	সীতা দেব	সহকারী শিক্ষক	আড়াশির নতুন স্কুল	সীতা দেব
০২	মোছাঃ তাছনিমা খাতুন	সহকারী শিক্ষক	মুনশেফপুর সরকারী প্রাঃ বি.	তাছনিমা খাতুন
০৩	জান্নাতুন নাহার	সহকারী শিক্ষক	হামিদপুর মঃ প্রাঃ বি.	জান্নাতুন নাহার
০৪	সুজ্ঞা বানী	প্রঃ শিক্ষ:	চাঁদনিয়া ডেঙ্গা প্রাঃ বি.	সুজ্ঞা বানী
০৫	অনিতা দাস	মহঃ শিক্ষ:	এ	অনিতা দাস
০৬	তমিজুমা খাতুন	প্রঃ শিক্ষ:	কুশুলাপুর প্রঃ প্রাঃ বি.	তমিজুমা খাতুন
০৭	দেবীপ্রিয়ংগো	মহঃ শিক্ষ:	বহুলাপুর প্রঃ প্রাঃ বি.	দেবীপ্রিয়ংগো
০৮	সুব্রতী দেবী	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	সুব্রতী দেবী
০৯	কোঃ আব্দুল হক	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	কোঃ আব্দুল হক
১০	মোছাঃ জমিদার খাতুন	প্রঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	মোছাঃ জমিদার খাতুন
১১	বি. প্রম. ওসমান	প্রঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	বি. প্রম. ওসমান
১২	সুজ্ঞা বানী দাস	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	সুজ্ঞা বানী দাস
১৩	নার্জিস চান্ডী	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	নার্জিস চান্ডী
১৪	নাহিদা খাতুন	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	নাহিদা খাতুন
১৫	সার্বাঙ্গী	মহঃ শিক্ষ:	আড়াশির মঃ প্রাঃ বি.	সার্বাঙ্গী

সরকারী প্রাথমিক বিদ্যালয়
যশোর সদর।

বিষয়ঃ ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং চলমান রাখা প্রসঙ্গে।

ব্র্যাক কর্তৃক পরিচালিত ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং কর্মসূচিটি আমাদের স্কুলের শিক্ষার্থীদের পঠন দক্ষতা বৃদ্ধিতে সহায়ক ভূমিকা পালন করেছে। স্কুলের শিক্ষার্থীরা এই কর্মসূচির কারিকুলাম ও উপকরণ পেয়ে আনন্দ ও উৎসাহের সাথে শিক্ষা গ্রহণ করেছে। এই পদ্ধতি ও উপকরণ সমূহ শিক্ষার্থীদের যোগ্যতা অর্জনে সহায়ক ভূমিকা পালন করেছে।

অতএব, সরকারী প্রাথমিক বিদ্যালয়ের শিক্ষকগণের পক্ষ থেকে এই কর্মসূচি চলমান রাখার জন্য বিনীত অনুরোধ করছি।

ক্রমিক নং	নাম	পদবী	স্কুলের নাম	স্বাক্ষর
০১	মুহঃ-ই. মোহাম্মাদ	প্রধান শিক্ষক	আদর্শ মুজিবুল সরঃ আঃ বিটানির	
০২	মোঃ কামিল হোসেন	প্রধান শিক্ষক	পূনর্দা-পূঃ সখাটি	
০৩	মোঃ সোহাবুল হোসেন	প্রধান শিক্ষক	ইনোভেশন ফর ইমপ্রুভিং	
০৪	মোঃ আমদুল্লাহমান	প্রধান শিক্ষক	আঃ সখাটি সরঃ প্রাঃ বিঃ	
০৫	মোঃ আব্দুর বাকিদ	প্রধান শিক্ষক	বড় বৈষ্ণব সরঃ প্রাঃ বিঃ	
০৬				
০৭				
০৮				
০৯				
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১৪				
১৫				

চট্টগ্রাম | ৭

ফেনীতে টমটমচালক হত্যার ১৪ মাস পর খুনি গ্রেপ্তার

প্রতিনিধি, ফেনী

ফেনীতে চালককে হত্যা করে টমটম ছিনতাইয়ের ঘটনার ১৪ মাস পর এক ব্যক্তিকে গ্রেপ্তার করা হয়েছে। গত রোববার রাতে কুমিল্লার ইপিজেড এলাকা থেকে তাঁকে গ্রেপ্তার করে ফেনী মডেল থানার পুলিশ। ২০১৬ সালের ২৪ ডিসেম্বর এই খুনের ঘটনা ঘটে।

গ্রেপ্তার হওয়া ব্যক্তির নাম আবদুল্লাহ আল মামুন (২২)। তিনি ফেনী সদর উপজেলার মোটবী ইউনিয়নের সাহাপুর গ্রামের বাসিন্দা। তিনি গতকাল সোমবার ফেনীর জ্যেষ্ঠ বিচারিক হাকিম আদালতে টমটম ছিনতাই ও হত্যার ঘটনার দায় স্বীকার করে জবানবন্দি দেন।

পুলিশ জানায়, ফেনী শহরের ট্রাংক রোডের খাজুরিয়া রাস্তার মাথা এলাকায় ছিনতাইকারীদের হাতে রাজিবুল হক (২০) নামের একজন টমটমচালক খুন হন। এ সময় ছিনতাইকারীরা টমটমটি নিয়ে যান। এ ঘটনায় রাজিবুলের বাবা পেয়ার আহম্মদ বাদী হয়ে অজ্ঞাতপরিচয়ের আসামিদের বিরুদ্ধে হত্যা মামলা করেন।

ফেনী সদর মডেল থানার ভারপ্রাপ্ত (ওসি) কর্মকর্তা রাশেদ খান চৌধুরী বলেন, পুলিশ তথ্যপ্রযুক্তি ব্যবহারের মাধ্যমে ঘটনার ১৪ মাস পর আসামি শনাক্ত করে। এরপর তাঁকে গ্রেপ্তার করা হয়েছে। আসামি আদালতে হত্যার দায় স্বীকার করে জবানবন্দি দিয়েছেন। পরে তাঁকে কারাগারে পাঠিয়ে দেওয়া হয়।

শত বছরের পুরোনো পুকুর ভরাট, কারাদণ্ড-জরিমানা

প্রতিনিধি, সীতাকুণ্ড, চট্টগ্রাম

চট্টগ্রামের সীতাকুণ্ডের বাড়বকুণ্ড ইউনিয়নের ঢাকা-চট্টগ্রাম মহাসড়ক-সংলগ্ন শত বছরের পুরোনো একটি পুকুর ভরাটের দায়ে দুই ব্যক্তিকে ছয় মাস করে কারাদণ্ড দিয়েছেন ভ্রাম্যমাণ আদালত। তাঁরা হলেন মো. আনোয়ার ও মো. রুবেল। গত রোববার সন্ধ্যায় এ অভিযান পরিচালনা করেন পরিবেশ অধিদপ্তর চট্টগ্রামের নির্বাহী ম্যাজিস্ট্রেট কাজী শহীদুল ইসলাম।

নুরমার দিঘি নামে ওই পুকুরটি ভরাট করার দায়ে কারাদণ্ড ছাড়াও ওই দুই ব্যক্তিকে দুই লাখ টাকা জরিমানা অনাদায়ে আরও তিন মাসের কারাদণ্ড দেওয়া

হয়। এ সময় মাটি সমানের কাজে ব্যবহার করা একটি বুলডোজারও জব্দ করা হয়।

কাজী শহীদুল ইসলাম প্রথম আলোকে বলেন, দণ্ডপ্রাপ্ত ব্যক্তির প্রায় চার একর জায়গায় দুই শ বছরের পুরোনো জলাশয়টি ভরাট করছিলেন। কিন্তু আইন অনুযায়ী জলাধার হিসেবে চিহ্নিত যেকোনো জায়গা ভরাট করার প্রয়োজন হলে পরিবেশ অধিদপ্তরের ছাড়পত্র নিতে হয়। আইন ভঙ্গের অপরাধে দুজনকে কারাদণ্ড দেওয়া হয়েছে। ভরাটকারী মালিক পক্ষের বিরুদ্ধে আদালতে নিয়মিত মামলা করা হবে।

সীতাকুণ্ড থানার উপপরিদর্শক আনোয়ার হোসেন খান বলেন, দুজনকে কারাগারে পাঠানো হয়েছে।

চকরিয়ায় বইমেলা শুরু

প্রতিনিধি, চকরিয়া, কক্সবাজার

‘বই পড়ি, আলোকিত আগামী গড়ি’ এ স্লোগানে কক্সবাজারের চকরিয়ায় শুরু হয়েছে দুই দিনব্যাপী বইমেলা। গতকাল সোমবার বেলা ১১টায় উপজেলার মধ্য চকরিয়া সরকারি প্রাথমিক বিদ্যালয় মাঠে মেলার উদ্বোধন করা হয়। বেসরকারি উন্নয়ন সংস্থা ব্র্যাকের

‘ইনোভেশন ফর ইমপ্রুভিং আর্লি গ্রেড রিডিং এ্যাকটিভিটি (আইআইইজিআরএ)’ প্রকল্পের আওতায় এই বইমেলায় আয়োজন করা হয়েছে।

চকরিয়া উপজেলা নির্বাহী কর্মকর্তা নুরুদ্দীন মুহাম্মদ শিবলী নোমানের সভাপতিত্বে বইমেলায় উদ্বোধনী অনুষ্ঠানে প্রধান অতিথি ছিলেন উপজেলা পরিষদের চেয়ারম্যান জাফর আলম।

Annex 8: UNO Certificate



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
উপজেলা নির্বাহী অফিসারের কার্যালয়
চকরিয়া কক্সবাজার
chakaria.coxsazar.gov.bd

প্রত্যয়ন পত্র

স্মারক নং : ২০২২,

তারিখ : ১৭/১০/২০১৮-১৮

১	জেলার নাম	ঃ	কক্সবাজার
২	সংস্থার নাম ও ঠিকানা	ঃ	ব্র্যাক, ৭৫ মহাখালী, ঢাকা-১২১২
৩	বাস্তবায়িত/ বাস্তবায়নাবীন প্রকল্পের নাম	ঃ	" USAid/Bangladesh's Innovation for Improving Early Grade Reading Activity"
	ক) এনজিও বিষয়ক ব্যুরোর প্রকল্প অনুমোদন " স্মারক নং ও তারিখ	ঃ	০৩.০৯.০০০০.৬৬২.৬৮.১০১.১৫-৫২; তারিখ : ১৩.১২.২০১৫
	খ) প্রকল্প এলাকা	ঃ	০৩.০৯.০০০০.৬৬২.৬৮.১০১.১৫-৪৪১ ; তারিখ : ১৪.০৬.২০১৮
	গ) উপজেলায় প্রকল্পের মোট বরাদ্দ	ঃ	চকরিয়া
	ঘ) উপজেলায় বর্তমান বছরে মোট বরাদ্দ	ঃ	২৯,৫২৩,২৫৯ টাকা
	ঙ) উপজেলায় বর্তমান বছরে মোট বরাদ্দ	ঃ	১০,৯৫২,৮১৯ টাকা
	চ) প্রকল্পের মেয়াদ কাল	ঃ	জুন ২০১৫ থেকে ডিসেম্বর ২০১৮
	চ) প্রকল্প বছর	ঃ	জুন ২০১৭ থেকে মে ২০১৮
	ছ) প্রকল্পের উদ্দেশ্য/ ধরণ (সারসংক্ষেপ)	ঃ	১.শিক্ষকের কার্যকারিতা তৈরি, শ্রেণির এবং স্কুল ব্যবস্থাপনা শক্তিশালীকরণের মাধ্যমে প্রাথমিক ধাপে পড়া ও শিখনের ফলাফল উন্নয়ন করা ; ২.স্থানীয় প্রতিষ্ঠানের প্রাতিষ্ঠানিক সক্ষমতা প্রথম শ্রেণীতে উন্নীত করা; ৩.প্রথম শ্রেণীর ছাত্রদের জন্য এই হার উন্নীত করা যা উদ্ভাবনী মাধ্যমে কম খরচে কার্যকর করা; ৪.নির্ধারিত আরবান এলাকায় ১,৬০০ নতুন ব্র্যাক প্রাথমিক বিদ্যালয় খোলার মাধ্যমে ঝড়ে পড়া অভুক্ত ৪০,০০০ শিশুর জন্য শিক্ষার সুযোগ তৈরি করা; ৫.ইন্টার্যাকটিভ শ্রেণি কক্ষে মানসম্মত শিক্ষা উপকরণ ব্যবহার এবং এর ৭০০ শিক্ষকের দক্ষতা উন্নয়নের মাধ্যমে প্রত্যাশিত শিখন ফল অর্জন করে শিক্ষার গুণগত মান নিশ্চিত করা; ৬.ছাত্র-ছাত্রী, কিশোর-কিশোরী ও কমিউনিটি লোকদের জীবনব্যাপী শিক্ষা অর্জনে সহায়তার লক্ষ্যে ১,৬০০ কমিউনিটি উন্নয়ন কেন্দ্র স্থাপন করে পাঠাগার সুবিধা প্রদান, সাংস্কৃতিক কর্মকান্ড পরিচালনা, আস্তঃ প্রজন্ম সভার সুযোগ প্রদান এবং পঠন চর্চার সুযোগ প্রদান
	জ) সংস্থা ব্যুরোর নির্দেশনা মোতাবেক এফডি-৬ এর কপি জমা দিয়েছিল কিনা ?	ঃ	হ্যাঁ
	ঝ) প্রকল্পের প্রত্যক্ষ/ পরোক্ষ উপকারভোগীর সংখ্যা	ঃ	প্রত্যক্ষ ১১,০৫০ জন পরোক্ষ
৪	সংস্থাটি প্রকল্প কার্যক্রম শুরু প্রাক্কালে এবং বাস্তবায়ন মেয়াদে স্থানীয় প্রশাসন -কে সম্পৃক্ত করেছে কি না ?	ঃ	হ্যাঁ
৫	সংস্থার স্থানীয় প্রতিনিধি নিয়মিত জেলা উন্নয়ন সমন্বয় সভায় যোগদান করে কি না ? সংস্থা অগ্রগতি প্রতিবেদন নিয়মিত প্রদান করেছে কিনা ? এবং প্রকল্পটি নিয়ে আলোচনা করেছে কিনা ?	ঃ	হ্যাঁ
৬	অনুমোদিত প্রকল্পের পত্রোক্ত ক ও খ নং শর্ত সংস্থা কর্তৃক অনুসরণ করা হয়েছে কি না ?	ঃ	হ্যাঁ
৭	প্রকল্পের মান/ অগ্রগতি সম্পর্কে সার্বিক মন্তব্য অন্য কোন মতামত/ মন্তব্য/ সুপারিশ (যদি থাকে)	ঃ	

(নূরুদ্দীন মুহাম্মদ শিকলী দীমান)
উপজেলা নির্বাহী অফিসার
চকরিয়া, কক্সবাজার।
ফোন : ০৩৪২২-৫৬০৫০

Annex 9: Staffing for IIEGRA implementation

Innovation for Improving Early Grade Reading Activity (IIEGRA)**Subject: Staff information for IIEGRA operation**

SI	Designation	Organization	Working station	No. of staff (year wise)			Remarks
				2016	2017	2018	
1	Team Leader	BRAC	Dhaka	1	1	1	
2	Focal Person	BIED BRACU	Dhaka	1	1	1	
		UP	Dhaka	1	1	1	
3	Program Coordinator	BRAC	Dhaka	1	1	1	
		BIED BRACU	Dhaka	1	1	1	
		UP	Dhaka	1	1	1	
4	Material Developer	BRAC	Dhaka	2	3	3	
		BIED BRACU	Dhaka	10	12	2	
5	Sr. Finance and Monitoring Officer	BRAC	Dhaka	-	1	1	
6	Procurement officer	BRAC	Dhaka	-	1	1	
7	Monitoring Officer	BRAC	Dhaka	1	1	1	
		BIED BRACU	Dhaka	1	1	1	
		UP	Dhaka	1	1	1	
8	Upazila Educatrion Manager	BRAC	Field office	7	7	7	
9	Field Education Officer	BRAC	Field office	24	24	24	
10	Field Coordinator	UP	Field office	2	4	4	
11	Quality Promotion Officer	BRAC	Field office	-	1	1	
12	Area Education Officer	BRAC	Field office	-	4	4	
13	Branch Manager	BRAC	Field office	-	20	20	

14	Program Organizer	BRAC	Field office	-	83	83	
15	Office Assistant	BRAC	Field office	7	7	7	
16	Illustrator	BIED BRACU	Dhaka	3	-	-	for 6 months
17	Class Assistant	BRAC	Field office	245	245	245	
18	BPS Teachers	BRAC	Field office	-	1000	1000	
19	CDC Facilitator	BRAC	Field office	-	1000	1000	

Note: Part-time staff positions included Branch Accounts Officer, Upazila Accounts Officer, Regional Accounts Officer, Monitoring Officers (Field).

Annex 10: Quarterly and yearly reports

Documents are available here:

<https://dec.usaid.gov/dec/content/AdvancedSearch.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDNmY2Uy>

Documents submitted:

Sl	Name of the documents	Period	Remarks
01	Annual Monitoring performance report	June,15 to September,16	Uploaded
02	Annual Monitoring performance report	October, 16 to September, 17	Uploaded
03	Annual Monitoring performance report	October, 17 to September, 18	Uploaded
04	Quarterly Monitoring Performance Report	June, 15 to February, 16	Uploaded
05	Quarterly Monitoring Performance Report	October, 16 to December, 16	Uploaded
06	Quarterly Monitoring Performance Report	January, 17 to March, 17	Uploaded
07	Quarterly Monitoring Performance Report	April, 17 to June, 17	Uploaded
08	Quarterly Monitoring Performance Report	October, 17 to December, 17	Uploaded
09	Quarterly Monitoring Performance Report	January, 18 to March, 18	Uploaded
10	Quarterly Monitoring Performance Report	April, 18 to June, 18	Uploaded
11	Process Documentation Research (PDR)	For IIEGRA	Uploaded
12	Endline assessment report	For IIEGRA	Uploaded

Annex 11: Office assets for IIEGRA

Sl	Name of furniture	Quantity		
		Purchased	Received from USAID	Total
1	Arm Chair	71	-	71
2	Armless Chair	53	-	53
3	Dinning Chair	17	-	17
4	Revolving Chair	7	-	7
5	Visitor Chair	18	35	53
6	Office table	12	-	12
7	Computer table	7	-	7
8	Almira	3	-	3
9	File cabinet	6	-	6
10	File rack	3	-	3
11	File shelf (Multipurpose display)	-	12	12
12	Multipurpose display shelf	-	7	7
13	Book Self	-	3	3
14	Spl Multipurpose Shelf	-	5	5
15	Fan	12	-	12
16	Fire Extnguisher	6	-	6
17	Motor cycle	18	-	18
18	Computer (Desktop)	7	-	7
19	Printer	7	-	7
20	Laptop	21	4	25
21	UPS	4	-	4
22	Camera	3	-	3
23	Water filter	7	-	7
24	Tab	37	-	37
Note: This is consolidated information of assets.				

Annex 12: CDCmaterials list

S1	Name of Materials	Quantity	Remarks
01	Story books	45,000	
02	Indoor game material	1,000	
03	Basket ball	1,000	
04	Basket	1,000	
05	Cricket bat (set)	1,000	
06	Carom board	1,000	
07	Skipping rope	1,000	
08	Racket (badminton) set	1,000	
09	Football	1,000	
10	Puzzle	1,000	
11	Ring	1,000	
12	whistle	1,000	
13	Train (toy)	1,000	
14	Kitchen item (toy)	1,000	
15	Doll	1,000	
16	Weight measuring machine	1,000	
17	Height measuring tape	1,000	
18	Blood pressure measuring machine	1,000	
19	Thermometer	1,000	
20	Moving chair	1,000	
21	Harmonium	1,000	
22	Scissors	1,000	
23	Banner, festoon	1,000	
24	Scotch tape	1,000	
25	Thread with needle	1,000	
26	Color pencil	1,000	
27	Attendance register	1,000	
28	Register	1,000	
29	Bound khata	1,000	
30	Ball per	1,000	
31	Book shelf	1,000	

Annex 13: Sample partner agreement (BRAC and UP)

Partnership Agreement

(March 24, 2016)

Between



BRAC, having its registered office in BRAC Centre, 75 Mohakhali, Gulshan 1, Dhaka 1212, Bangladesh, registered under Societies Registration Act XXI of 1860 No. 3695/334 of 1971-1972, duly represented by its authorized representative [designation/ Programme] Director, BRAC Education Programme (BEP) [name] Dr. Safiqul Islam, (hereinafter referred to as "BEP", which expression shall, unless excluded by or repugnant to the subject or context, mean and include its successors-in-interest, legal representatives, administrators, executors and permitted assigns)

And



Concern Universal-Bangladesh

House # 08 (5th Floor), Road # 28, Block - K, Banani
Dhaka-1213, Bangladesh

For the purpose of jointly undertaking the project titled:

**"USAID/Bangladesh's Innovation for Improving Early Grade
Reading Activity"**

AID-388-G-15-00001

The project is funded by:



USAID

FROM THE AMERICAN PEOPLE

USAID, BANGLADESH

A handwritten signature in black ink, located in the bottom right corner of the document.

DEFINITIONS used in the Agreement:

- The Agreement** this Partnership Agreement
- BEP** BRAC Education Programme
- The Partner** CONCERN UNIVERSAL- BANGLADESH (CUB). The organization is responsible for implementing activities covered under the Agreement
- Project Activities** All activities are to be implemented under the Agreement
- Project Services** All services are to be performed under this Agreement by the Partner
- The Donor** USAID
- Project Documents** Documents produced by, or on behalf of, the Partners who carry out the project services. This in particular includes reports, tables, schedules, drawings, designs, bills of quantity, procurement documentation and other documents except material owned by the partners or third parties prior to the date of this Agreement.
- “Intellectual Property Rights”** All copyright and neighboring rights, all rights in relation to inventions (including, but not limited to, patent rights), plant varieties, registered and unregistered trademarks (including, but not limited to, service marks), registered designs, confidential information (including, but not limited to, trade secrets and know how), circuit layouts and all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields.

Other conditions:

- All references to BEP and the Partners apply to employees and agents thereof.
- Words in the singular include the plural and words in the plural include the singular.
- The clause headings in this Agreement are for convenient reference only and have no effect on its construction, interpretation and meaning.

The following Annexes form an integral part of the Agreement:

Attachments:

	USAID Terms and Conditions (will be attached to Partnership Agreement)
Annex 1	USAID approved Technical Application
Annex 2	USAID Approved Annual Work Plan
Annex 3	Budget of the Partner

1. CONTEXT

BRAC Education programme (BEP) has requested and secured funding of \$3,138,419 from USAID, herein after referred to as “the Donor”, for implementation of a three years project titled “Innovation for Improving Early Grade Reading Activity” in the seven Upazillas of Cox’s Bazar and Khagrachari districts in the Chittagong Division of Bangladesh. The overarching aim of this project is to improve the reading skill of the children of grade 1-3, in the low performing government primary Schools.

To design and implement innovative methods of improving early grade reading activity, BRAC Education Program (BEP), Concern Universal– Bangladesh (CUB) and the BRAC Institute of Educational Development (BIED), have jointly developed the project titled “Innovation for Improving Early Grade Reading”. The project also includes a Khagrachari based local NGO named “Assistance for the Livelihood of the Origins (ALO)” as sub-awardee.

A total number of 1,225 teachers and 39,200 students from 245 Schools and 21 Education Officers from the local level will be benefited from this Project. A bilingual Resource Teacher from the community, who is skilled both in the local language and in Bengali will also be trained and mobilized.

The project has the following five key outcomes:

1. Improved students’ reading ability in the targeted School
2. Enhanced teachers’ capacity for classroom instruction and management in the targeted Schools
3. Developed teaching and learning materials for the selected Schools
4. Enhanced knowledge and skills of local communities and SMC & PTA and other relevant institutions.
5. Designed cost effective early grade literacy model

The Agreement will cover project activities in Panchari, Matiranga and Dighinala Upazilas of Khagrachari district and Chakaria, Ukhia, Teknaf and Sadar Upazillas of Cox’s Bazar district. As the lead organization, BEP is responsible for the overall management of this project, which includes providing support and coordination services, ensuring implementation of activities in accordance with the project proposal and work plan. BEP is accountable for utilizing project funds and reporting to the Donor. CUB (the Partner) is responsible for providing technical supports for undertaking the community engagement, community sensitization and awareness development activities in respective areas while BEP field staffs will implement the activities. The purpose of the Agreement is to assist the detail role, responsibilities and obligations in between BEP and CUB for implementation of project activities.

2. DURATION

The Agreement shall be effective from **June 01, 2015** and after signing of the agreement by both parties, the estimated completion date of the project is **May 31, 2018**. The project closure date can only be altered by Amendment of the Agreement.



3. ROLES AND RESPONSIBILITIES: BRAC Education Programme (BEP)

- 3.1 BEP shall be responsible for overall management of the project and for liaison with the Donor.
- 3.2 BEP shall release funds to the Partner in accordance with the payment schedule. If delays are expected in the transfer of funds, BEP will immediately inform the Partner and the Partner will bear no responsibility for delayed implementation as a direct result of such delayed fund transfer.
- 3.3 It is understood that at times BEP may have to change designs, schedules, approaches, procedures, work flows, budget, work plan and reporting requirements because of factors or events that are beyond BEP's control, such as changed policies of the Donor, the Government of Bangladesh and unforeseen events or price increases. BEP shall consult with the Partner before making any such decisions or changes to project activities and project services that affect cost, quantity and quality of outputs and/or implementation schedules.
- 3.4 BEP shall maintain contact with the Partner through appropriate and clear lines of communication, without interfering directly in project implementation or coordination processes of the Partner.
- 3.5 BEP reserves the right to conduct inspection visits to any project location or stakeholder, either announced or unannounced. BEP will inform the relevant staff of the Partner of the findings of such visits and reserves the right to demand the Partner to correct any shortcomings.
- 3.6 BEP shall provide necessary training and organize coordination meetings for key technical and management staff of the Partner
- 3.7 BEP shall be responsible for compilation, final editing and submitting financial and progress reports to the Donor.

4. ROLES AND RESPONSIBILITIES: Concern Universal–Bangladesh (CUB)

- 4.1 CUB will work for 3 years (June, 2015 - May, 2018) and shall implement the project in accordance with all relevant sections mentioned in the Agreement and in accordance with all relevant professional and industrial standards, requirements and practices.
- 4.2 Under this project CUB will be responsible for the formation and activation of students' brigades, parents' forum, orientation, workshop and meetings for SMC, parents and civil society members, reading competition and book fair arranged for the community people and children.
- 4.3 CUB will provide technical assistance to the BEP project staff (Upazila Education Manager, Field Education Officers) to perform agreed project services within the confines of the USAID agreed Work Plan and attached Budget and shall notify BEP immediately if problems in this respect are forecasted.
- 4.4 The Partner will consult BEP in the recruitment process of any staff that it intends to hire for the project activities.
- 4.5 The Partner will insert the logo of the donor and BRAC in all official communication, media publications, publicity materials and all equipment brought by the project.
- 4.6 The Partner shall ensure that appointed key technical and management staff are available to participate in the agreed project activities such as trainings, meetings, workshops etc.



- 4.7 The Partner shall bear full legal responsibility for the actions of all staff that are involved in the implementation this project and take appropriate precautionary and remedial actions against neglect and misconduct.
- 4.8 The Partner shall institute proper accounting procedures, internal control and external review and take appropriate precautionary measures against the possibility of theft or misappropriation of these funds.
- 4.9 The Partner shall perform all the project activities in consultation with the Team Leader of this project. Under this project Upazila Education Manager (UEM) and Field Education Officer (FEO) of BEP will act in accordance to the technical assistance provided by CUB staff in the agreed activities.
- 4.10 The respective BEP staff will provide monthly reports to CUB field staff (Trainer-Community Mobilization) on the Community Engagement activities CUB is assigned for. The CUB field staff will compile the report and send a monthly report to the CUB management located in Dhaka. CUB will be responsible to provide quarterly report to BRAC on the progress of activities under this project.

4.11 REPORTING AND EVALUATION

4.11.1 Financial Reporting

Financial reports shall be in keeping with the USAID Standard Provision entitled "Accounting, Audit, and Records (December 2012)". Advances shall be requested monthly by submitting a Standard Form (SF) 1034 in accordance with the requirements of the Standard Provision entitled "Advance Payment and Refunds (December 2014)". At the end of each quarter, CUB must submit a SF 1034 (marked "Liquidation of Advances") to liquidate the advances of the previous quarter, unless otherwise notified in writing.

4.11.2 Program Reporting

4.11.2.1. Performance Monitoring Report

CUB must submit Performance Monitoring Report on progress toward agreed performance targets every three (3) months, based on the approved M&E Plan. Quarterly Performance Reports shall be submitted 20 calendar days after the end of the calendar year quarter.

4.11.2.2. Annual Report

The report shall be submitted 60 calendar days after the end of fourth quarter. It shall be submitted in lieu of the fourth quarterly progress report (Oct-Sep).

4.11.2.3. Annual Work Plan

Partner must submit a draft Annual Work Plan (AWP) within sixty (60) calendar days of the effective date of the Grant. CUB will work with the Team Leader and other partners of the project throughout the AWP development process prior to submittal to ensure the AWP appropriately reflects activity objectives and the program description. Subsequent AWP's must be submitted in a similar fashion, and CUB must submit its work plans for successive years thirty (30) calendar days before the beginning of each successive year.

4.11.2.4. Monitoring and Evaluation Plan

CUB will work jointly to develop and submit Monitoring and Evaluation (M&E) Plan for the project.

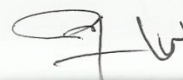
4.11.2.5. Final Report

The final report is due from the partner within sixty (60) calendar days of the completion date of this Grant. Within thirty (30) calendar days of completion of the Grant, CUB shall submit a draft final report to BEP for review by the AOR who will provide comments within fourteen (14) calendar days to BEP. CUB shall work jointly to develop and submit the final report in time.

- 4.12 The Partner shall maintain clear and appropriate lines of communication with BEP.
- 4.13 The Partner will comply with all relevant laws and regulations of the Government of Bangladesh, and shall ensure payment of all relevant taxes, levies and social security payments.
- 4.14 The Partner shall ensure that, while implementing the project, its employees, agents or other representatives will not be involved in any political or other activities that can be a risk for the reputation of the Partner and BEP or the security of project staff and beneficiaries.
- 4.15 The Partner represents and warrants that neither it, nor any of its affiliates, nor any subsidiaries controlled by it, makes use of child labour in the manufacture, production, packaging, distribution, or sale of any product. The Partner agrees that this is a fundamental provision of this agreement that will entitle BEP to terminate this agreement immediately and without penalty.

5. MANAGEMENT OF FUNDS

- 5.1. This agreement is made on condition that the funds will be administered in accordance with the terms and condition as set in the USAID approved technical application for the project. And obviously that document shall be a part of this agreement.
 - 5.1.1 The total budget (attached in annex) for the total activity amount of this grant is \$ **522,292** (Five Lac Twenty Two Thousand Two Hundred Ninety Two USD) for its full period including Partners own contribution. The total budget for the project services under this agreement available to the Partner is \$ **477,117** (Four Lac Seventy Seven Thousand One Hundred Seventeen USD) only. The partners agrees to expand an amount not less than \$45,175 (Forty Five Thousand One Hundred Seventy Five USD) as shown in the budget as its cost share contribution to the programme. If authorized Revision to this budget shall be made in accordance with the Donors needs.
 - 5.1.2 Amount of the budget items shall be provided in BDT by transferring to CUB's bank account for this project (Bank account no: account will be opened on signing on this agreement, Account name: CU-IIIEGRA', Dutch-Bangla Bank Limited, Banani Branch, Plot - 75, Block - B, Kemal Ataturk Avenue, Banani, Dhaka - 1213, Bangladesh directly in quarterly basis. Each installment shall cover the expenditure for the period of one quarter according to the budget. The budget is attached with the Agreement.




- 5.2 10% variation on expenditure by the Partner shall be acceptable with in sub-line under summary budget head. In case of expenditure more than 10% or among summary budget head will require revision of budget with BEP.
- 5.3 BEP shall Pre-finance project funds quarterly subject to formal request for funds.
- 5.4 All funds shall be spent for this Agreement through the new bank account mentioned in clause 5.1.2.
- 5.5 The Partner shall receive disbursements and account in Bangladeshi currency (BDT).
- 5.5.1 Apart from USAID required financial reports receipt/expenditure statement and the stock statement shall have to be sent to BEP, once in every one year. If BEP requires any clarification regarding the statements, the Partner shall be responsible to address the issue. They shall prepare a monthly financial statement also. Progress reports shall be provided to BEP as detailed in the project document whenever needed.
- 5.6 CUB will maintain project accounts following standard accounting procedure of Bangladesh. In particular, the Partner shall maintain a secure location, all invoices, receipts and other documentation, which clearly supports all expenditure specified in monthly financial reports. The Partner shall allow BEP and its appointed agent's full access to the Partner accounts and documents for the purpose of verification or Audits.
- 5.7 BEP will provide only the budgeted cost to the Partners; all the other cost related to the involvement of this partnership would be borne by the Partner.
- 5.8 BEP shall be entitled, without derogating from any other right it may have, to defer payment of an installment until the Partner has fulfilled to BEP's satisfaction all its prior obligations under this Agreement. BEP shall not bear any cost which would not been approved by the Donor. In case of any disapproved expenditure, partner will have to refund the money.
- 5.9 The Partner shall return all unspent project funds to BEP.

6. PROCUREMENT

The acquisition of goods, services and equipment for the project will be done under clear transparent procedures and healthy competition. The Partner will follow procurement procedures that comply with the relevant Donor regulations or as advised by BEP.

7. DISPUTES AND MANAGEMENT OF CONFLICTS

- 7.1 Any disputes between BEP and the Partner regarding the implementation or interpretation of the Agreement that cannot be solved, shall be settles amicably, failure of which the unresolved issues shall be resolved through mediation by a third person to be agreed by both parties.
- 7.2 If also mediation is not successful in such cases, the parties shall then submit their dispute to arbitration by a neutral party to be agreed by both parties, whose decision shall be binding on the parties

7


- 7.3 All conflicts between BEP and the Partner regarding interpretation or implementation of the project or the present contract will be resolved amicably. In the case where this is not possible, the executive management of each of the two organisations involved will meet to find a mutual solution. In the event of non-conciliation, the parties will resort to the local judicial authorities in the Republic of Bangladesh. In all cases of conflict between BEP and the Partner, BEP is obliged to inform the Donor as this could affect project delivery.

8. TERMINATION

- 8.1 This agreement will come to an end if the fund is decided to suspend or terminate grant funding and also will be subject to the satisfaction of the Donor.
- 8.2 BEP reserves the right to suspend or terminate the present contract due to the poor performance of the Partner in the execution of the project, poor financial management, changes in the mission of the Partner which affects the implementation of the project. In these conditions, the Partner will reimburse and return all equipment and financial resources of the project, including any unspent funds.
- 8.3 Either party may terminate this Agreement by giving thirty (30) calendar days' notice to the other Party if it concludes that the other Party has breached its obligations under this Agreement and has not remedied that breach after consultation with the other party and after being given fourteen (14) calendar days' written notice to do so.
- 8.4 The party receiving a notice of suspension or termination will immediately take all necessary steps to suspend or terminate (as the case may be) its activities in an orderly manner so that continued expenses are kept to a minimum, while ensuring that all works under construction are made safe.
- 8.5 In the event of notice of termination by either party the Partner shall, within 10 days of written request by BEP:
- i. Return to BEP all unspent money provided to it under this contract;
 - ii. Return to BEP all equipment and assets provided to it or purchased by it under this contract;
 - iii. Provide a full accounting of all funds spent since the most recent Financial Report.

9. SUBCONTRACTING

- 9.1 The Partner shall not, without any written approval of BEP assign or subcontract any individual, company, organization or a third party.

10. APPLICABLE LAW

- 10.1 This Agreement is subjected to the laws of Bangladesh, where the BRAC's office is located and where jurisdiction lies in the event of any dispute.
- 10.2 If any provision of this Agreement is adjudged by a court of competent jurisdiction to be invalid, void, or unenforceable, the parties agree that the remaining provisions of this Agreement shall not be affected thereby, and that the remainder of this Agreement shall remain valid and enforceable.

11. LIABILITIES

- 11.1 BEP shall not accept any liability for compensation in case of death, disability, injury or other hazards, which may be suffered by employees of the Partner as a result of their employment on work, which is the subject matter of the Agreement.



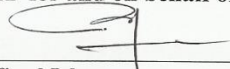
12. GENERAL PROVISIONS

- 12.1 For all matters not specifically covered by the terms of this contract, common rules and regulations and good business practices shall apply.
- 12.2 Both parties agree on the need for promoting international best practices and ensuring transparency in all processes related to activities and transactions under this agreement. Both parties would act in best faith towards achieving success of the objectives laid out under this Agreement. Both Partners shall protect each other's interests, image, and credibility.
- 12.3 Staff members of both parties shall conduct themselves at all times in manner benefiting their status as Partners of each other.
- 12.4 In case one of the parties is unable to perform its obligations under the Agreement, both parties shall immediately start consultations to address the situation.
- 12.5 Force Majeure is here defined as acts of nature, war, invasion, revolution, insurrection or other acts or events of a similar nature. In case one of the parties to the Agreement is confronted by a Force Majeure, and is rendered unable, wholly or in part, to perform their obligations or meet their responsibilities under the project Agreement, the affected party will immediately inform the other party. In such an event the parties to the Agreement shall consult and agree on the appropriate action to be taken, which may include suspension of the project or termination or amendment of the Agreement.
- 12.6 Both parties to the Agreement adopt a policy of zero-tolerance towards any form of corruption, collusion and nepotism as well as discrimination on the basis of race, gender or religion.
- 12.7 Both parties will preserve all records and documents and materials for a period of Five (05) years from the end of the project.

13. AMENDMENTS TO THE AGREEMENT

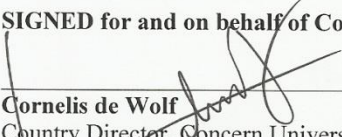
Except for the case of termination, the agreement can only be changed by a formal amendment to the agreement which shall be in writing and duly signed by both parties subject to the approval of the donor. Amendments will be clearly stated in which clauses or Annexes were altered and the revised sections will be annexed to such Amendments.

SIGNED for and on behalf of BEP, BRAC



Dr. Safiqul Islam
Director, BRAC Education Programme (BEP)
Date:

SIGNED for and on behalf of Concern Universal - Bangladesh



Cornelis de Wolf
Country Director, Concern Universal-Bangladesh (CUB)
Date:

Witness:

1. Abdul Hamid, Head- OD Education, Concern Universal - Bangladesh.
2. Md. Kabir Ahammed, Programme Manager, BEP
3. Profulla Chandra Barman, Programme Head, BEP

Annex 14:

Staff training module (Finance, procurement, audits and USAID operational procedure trainings for the Accounts Manager and Project Managers)

BRAC Education Programme

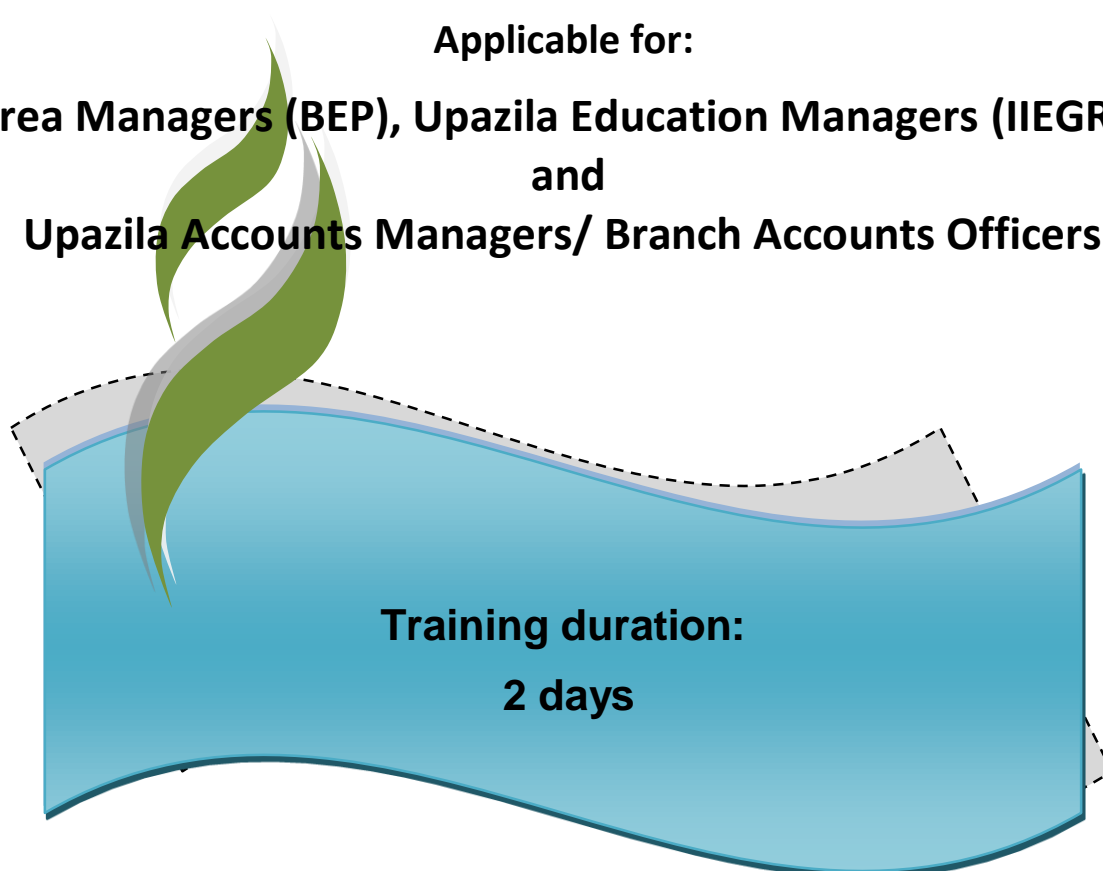
Innovation for Improving Early Grade Reading Activity (IIEGRA)



**Training on Finance, Procurement,
Audit and USAID Issues**

Applicable for:

**Area Managers (BEP), Upazila Education Managers (IIEGRA)
and
Upazila Accounts Managers/ Branch Accounts Officers**



**Training duration:
2 days**

Organised by:

- BRAC Finance and Accounts Department
- BRAC Procurement Department
- BRAC Internal Audit Department
- BRAC Education Programme

September, 2018

Summary of Training Plan

Resource Person :

1. Profulla Chandra Barman, Programme Head, BEP
2. Ashit Baran Das, Head of Finance
3. Saidur Rahman, Head of Procurement
4. Asif Ahmed, Head of Internal Audit
5. Md. Monwer Hossain Khandker, Head of Partnership and Projects, BRAC Education Programme

Participants :

1. Area Managers (BEP): 26
 2. Upazila Accounts Managers:19
 3. Branch Accounts Officers :7
- Total : 52

Representative from BEP :

1. Md. Kabir Ahammed, Project Coordinator, IIEGRA
2. Md. Nazrul Islam, PM, BEP
3. Syeda Faria Sajjad, Manager, Finance, BEP

Staff Training On Finance, Procurement, Audit And USAID Compliances

- ### Venue and Date :
1. BLC Uttara, 03/10/18 to 04/10/18 and
 2. BLC Chattogram, 09/10/18 to 10/10/18

Facilitators from Finance and Accounts, Procurement and Audit :

1. Amaresh Biswas, Manager, Finance and Accounts
2. Md. Fazlul Hoque, GM, Procurement
3. Kamal Uddun Gazi Jishan, DGM, Internal Audit

BRAC Education Programme Innovation for Improving Early Grade Reading Activity (IIEGRA)

Training Programme Background

The USAID Innovation for Improving Early Grade Reading Activity (IIEGRA) was initiated to improve the early grade reading skills of students of grades one through three in seven upazillas in the hill and coastal areas of Bangladesh. In 2015, IIEGRA started implementation in 245 Government Primary Schools (GPS). In 2017, the project scope expanded to include an additional 200 GPS, 1,000 urban BRAC Primary Schools (BPS) and 1,000 Community Development Centers (CDC) across several urban areas. BRAC Education Programme (BEP) is leading this project with a consortium of partners including BRAC Institute of Educational Development, BRAC University (BIED-BRACU), United Purpose (UP) and Assistance for the Livelihood of the Origins (ALO).

IIEGRA is a USAID-funded project and requires adherence to specific USAID finance and procurement policies. In order to build BRAC staff's capacity to manage USAID policies and procedures, ED decided to develop a group to conduct trainings on finance and accounts, procurement and auditing for Managers and Accountants. (08/12/18 Meeting minutes from these discussions included in Annex) The group met on 10/09/18 to plan and arrange the training. The group developed a course outline to build the capacity of Managers and Accountants to manage USAID systems and ensure smooth implementation of project activities and procedures.

Objective of training

1. Participants will be able to explain USAID accounts, procurement and overall fund management system
2. Participants will be able to explain BRAC Project finance-related rules
3. Participants will be able to explain BRAC procurement-related rules
4. Participants will be able to explain audit issues

Participants

52 Staff will be participating in the two-day training. Participants of the training are listed below:

1. Area Managers, BEP
2. Upazila Education Managers, IIEGRA, BEP
3. Upazila Accounts Managers/ Branch Accounts Officers

Outline for Staff Training
on Finance, Procurement, Audits, and USAID compliance

Day 1:				
Time	Topic	Materials	Processes/Methods	Facilitators
09:00 - 09:05	Registration	Participants list	Discussions	Md. Kabir Ahammed, BEP
09:05 - 09:15	Objectives and session plan sharing	Multimedia	PowerPoint Presentation	Amaresh Biswas, Finance and Accounts
09:15 - 09:25	Introduction of the participants	Flash card	Large group discussions	Md. Kabir Ahammed, BEP
09:25 - 09:35	Introduction of IIEGRA Project <ul style="list-style-type: none"> • Objectives • Role of partners • Major activities 	Multimedia, Board, Marker	PowerPoint Presentation	Md. Kabir Ahammed, BEP
09:35 - 11:00	Finance and Accounts <ul style="list-style-type: none"> • Local purchase • Purchasing committee • Quotation collection • Approval according to procedure • Purchasing and bill payment by cheque • Stock entry • Chart of Accounts, Miss coding 	Multimedia, Board, Marker, Handout	Small group, Large group, discussion	Md. Nazrul Islam, BEP & Amaresh Biswas, Finance and Accounts
11:00 - 11:30	Tea break			
11:30 - 12:15	Finance and Accounts <ul style="list-style-type: none"> • Joining, Transfers letter, Register(Salary, leave, stock) • Resignation and Final payment • Provision and Reconciliation • Debit note and approval with supporting 	Board, Marker, Handout	Small group, Large group, discussion	Amaresh Biswas, Finance and Accounts
12:15 – 01:00	Open discussion on financial practice of IIEGRA	Handout	Presentation and discussion	Ashit Baran Das, Finance and Accounts
01:00 – 02:00	Lunch break			
02:00 – 03:00	Procurement <ul style="list-style-type: none"> • Procurement policy • Types of procurement • Process of procurement • Field procurement 	Board, Marker, Handout	Discussion	Md. Fazlul Hoque, Procurement
03:00 - 03:45	Procurement <ul style="list-style-type: none"> • Complain procedure • Process of service of procurement • Table of authority 	Board, Marker, Handout	Discussion Large group,	Md. Fazlul Hoque, Procurement
03:45 - 04:30	Open discussion on Procurement policy and purchasing based on BRAC and USAID procurement system	Handout	Presentation and discussion	Saidur Rahman, Procurement
04:30 - 05:00	Review and closing session	-	Large group discussion	Md. Kabir Ahammed,

**Outline for Staff Training
on Finance, Procurement, Audit and USAID compliance**

Day 2:				
Time	Topic	Materials	Processes/ Methods	Facilitators
09:00 – 09:30	Introduction and Review session of previous day		Discussion	Md. Kabir Ahammed, BEP
09:30 – 11:00	Audit related issue <ul style="list-style-type: none"> • Concept of Internal control • Internal control and Lines of Defense • Types of Audit Services • Scope of Audit • Difference between Internal and External Audit • Donor Audit 	Multimedia, Board, Marker, Handout	PowerPoint Presentation, Small group, Large group, discussion	Kamal Uddun Gazi Jishan, DGM Internal Audit Division
11:00 – 11:30	Tea break			
11:30 – 12:00	Audit related issues <ul style="list-style-type: none"> • Audit tools & technique • Management responsibility & auditor's interaction 	Multimedia, Board, Marker, Handout	PowerPoint Presentation, Small group, Large group, discussion	Kamal Uddun Gazi Jishan, DGM Internal Audit Division
12:00 – 01:00	Open discussion on BRAC Internal Audit	Handout	Presentation and discussion	Asif Ahamed, Internal Audit Division
01:00 – 02:00	Lunch break			
02:00 – 3:30	USAID-related issues <ul style="list-style-type: none"> • Procurement (page -32) • Cost sharing (page -7) • Financial reporting (P -7) • Tax and Vat • Keeping record (P -29) • Audit (P -29) • Property (P -35) • Allowable cost • Questions cost • Indirect cost 	Multimedia, Board, Marker, Handout	PowerPoint Presentation, Small group, Large group, discussion	Md. Kabir Ahammed, BEP&Bipul Gharami, Finance and Accounts
03:30 – 05:00	Review and closing session	Handout	Discussion	Md. Kabir Ahammed, BEP

List of Area Education Managers (BPS) and Upazila Education Managers for participating in training

Code: 50911256

Sl. no.	Name of Area/ Upazila Education Office	Number of Participants			Venue	Duration	
		Area Manager	Upazila Education Manager	Total		From	To
1	Uttara	1	0	1	BLC Uttara	03.10.18	04.10.18
2	Savar	1	0	1	BLC Uttara	03.10.18	04.10.18
3	Shyamoli	1	0	1	BLC Chattogram	09.10.18	10.10.18
4	Narayongonj	1	0	1	BLC Chattogram	09.10.18	10.10.18
5	Khulna	1	0	1	BLC Uttara	03.10.18	04.10.18
6	Barishal	1	0	1	BLC Uttara	03.10.18	04.10.18
7	Faridpur	1	0	1	BLC Uttara	03.10.18	04.10.18
8	Jashore	1	0	1	BLC Uttara	03.10.18	04.10.18
9	Kushtia	1	0	1	BLC Uttara	03.10.18	04.10.18
10	Rajshahi	1	0	1	BLC Uttara	03.10.18	04.10.18
11	Bogura	1	0	1	BLC Uttara	03.10.18	04.10.18
12	Gaibandha	1	0	1	BLC Uttara	03.10.18	04.10.18
13	Rangpur	1	0	1	BLC Uttara	03.10.18	04.10.18
14	Dinajpur	1	0	1	BLC Uttara	03.10.18	04.10.18
15	Gazipur	1	0	1	BLC Uttara	03.10.18	04.10.18
16	Mymensingh	1	0	1	BLC Uttara	03.10.18	04.10.18
17	Sylhet	1	0	1	BLC Chattogram	09.10.18	10.10.18
18	Cumilla	1	0	1	BLC Chattogram	09.10.18	10.10.18
19	Chattogram	1	0	1	BLC Chattogram	09.10.18	10.10.18
20	Matiranga	0	1	1	BLC Chattogram	09.10.18	10.10.18
21	Panchori	0	1	1	BLC Chattogram	09.10.18	10.10.18
22	Dighinala	0	1	1	BLC Chattogram	09.10.18	10.10.18
23	Cox's Bazaar Sadar	0	1	1	BLC Chattogram	09.10.18	10.10.18
24	Teknaf	0	1	1	BLC Chattogram	09.10.18	10.10.18
25	Ukhia	0	1	1	BLC Chattogram	09.10.18	10.10.18
26	Chakoria	0	1	1	BLC Chattogram	09.10.18	10.10.18
Total		19	7	26			

List of Upazila Accounts Manager and Branch Accounts Officer Training Participants

Code: 50911256

Sl. no.	Name of Upazila Accounts/ Branch Accounts Office	Number of Participants			Venue	Duration	
		Upazila Accounts Manager	Branch Accounts Officer	Total		From	To
1	Uttara Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
2	Savar Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
3	Shyamoli Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
4	Narayongonj Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
5	Khulna Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
6	Barishal Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
7	Faridpur Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
8	Jashore Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
9	Kushtia Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
10	Rajshahi Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
11	Bogura Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
12	Gaibandha Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
13	Rangpur Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
14	Dinajpur Sadar	1	0	1	BLC Uttara	03.10.18	04.10.18
15	Gazipur Sadar	1	0	1	BLC Chattogram	09.10.18	10.10.18
16	Mymenshingh Sadar	1	0	1	BLC Chattogram	09.10.18	10.10.18
17	Sylhet Sadar	1	0	1	BLC Chattogram	09.10.18	10.10.18
18	Cumilla Sadar	1	0	1	BLC Chattogram	09.10.18	10.10.18
19	Chattogram Sadar	1	0	1	BLC Chattogram	09.10.18	10.10.18
20	Matiranga	0	1	1	BLC Chattogram	09.10.18	10.10.18
21	Panchori	0	1	1	BLC Chattogram	09.10.18	10.10.18
22	Dighinala	0	1	1	BLC Chattogram	09.10.18	10.10.18
23	Cox` s Bazaar Sadar,	0	1	1	BLC Chattogram	09.10.18	10.10.18
24	Teknaf	0	1	1	BLC Chattogram	09.10.18	10.10.18
25	Ukhia	0	1	1	BLC Chattogram	09.10.18	10.10.18
26	Chakoria	0	1	1	BLC Chattogram	09.10.18	10.10.18
Total		19	7	26			

Annex 15: GPS Teacher training module

Training Schedule (Basic Training of IIEGRA Project)

Day 1			
Time	Session	Method	Material
09:00-09:30	Registration		Attendance sheet, Pen
09:30- 11:00	<ul style="list-style-type: none"> • Opening ceremony - Introduction of the participants - Expectation of the training - Training Norms and objectives • Introduction of the IIEGRA Project 	Discussion, Question-Answer, Brainstorming, PPT	Poster paper, Marker, VIP card, Handout/ Training manual
Tea break 11:00-11:30			
11:30-01:00	<ul style="list-style-type: none"> • Education System of Bangladesh • Introduction of Bangla Curriculum and Text book 	PPT, Discussion Group work, Presentation	Poster paper, Marker, Bangla Curriculum and Text book (Class I-III)
Lunch Break 1:00-2:00			
02:00-03:45	<ul style="list-style-type: none"> • Existing Situation of Bangla language teaching - Sharing the situation followed by group work (strengths and difficulties) and discussion • Reading Skill and its Components • Strategies to increase reading fluency • Requirements for Reading Skill • How to increase vocabulary 	Group work, Question-answer, Sharing, Discussion	PPT, Poster paper, Marker, VIP card, Handout/ Training manual
Tea Break 3:45-4:00			
04:00- 05:30	<ul style="list-style-type: none"> • Introduce the Interventions of the project regarding reading skill development of the learners • Share and Discuss the interventions <ul style="list-style-type: none"> - Classroom based intervention -Community based intervention 	Display, Discussion, PPT, Demonstration, Question-answer	PPT, Handout/ Training manual, Flash Cards (Letter, word, Picture), Work sheets (Class 1-3), Activity cards, Teachers' Guide, Charts, Story books. Text book.

Day2			
Time	Session	Method	Material
09:00-09:30	Reflection	Review /presentation	Note book, Pen, Poster paper, Marker
09:30- 10:15 10:15-11:00	Material orientation (with demo by facilitator) • Introduce the Workbook along with Teacher Guide followed by demo - Rational of Workbook and TG - Format - Link among Textbook, TG and WB - Types of activities - Demonstration	Display, Group work, PPT Material demonstration, PPT, question-answer	Flash Cards (Letter, word, Picture), Work sheets (Class 1-3), Activity cards, Teachers' Guide, Charts, Story books. Training manual, Bangla Text book (Class 1-3), Note book, Pen, Poster paper, Marker.
Tea break 11:00-11:30			
11:30-12:00	Continue....		
12:00-01:00	• Introduce One minute reading followed by demo	Demonstration, discussion	PPT, Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Reading record sheet.
Lunch Break 1:00-2:00			
02:00-03:45	Introduce Creative writing followed by demo	Discussion, Question-answer, Demonstration	PPT, Note book, Pen, Poster paper, Art paper, Marker, Hand out/ Training manual
Tea Break 3:45-4:00			
04:00- 05:30	Introduce the strategies of Story developing and telling followed by demo	Discussion, Question-answer, Demonstration	PPT, Note book, Pen, Art paper, Poster paper, Marker, Hand out/ Training manual
Evening break			
	Evening Session: Preparation of demo for 3 rd day's session by the teacher		Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book Lesson plan, Training manual

Day3			
Time	Session	Method	Material
09:00-09:30	Reflection	Demonstration and feedback	Note book, Pen, Poster paper, Marker
09:30- 11:00	Demo by Teachers	Demonstration and feedback	Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book, all materials of IIEGRA
Tea break 11:00-11:30			
11:30-01:00	Continue.....	Demonstration and feedback	Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book, all materials of IIEGRA
		Demonstration and feedback	Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book All materials of IIEGRA
Lunch Break 1:00-2:00			
02:00-03:45	Introduce the interventions Provided By BEP	Discussion, Q-A Demonstration and feedback	All materials of IIEGRA project
Tea Break 3:45-4:00			
04:00- 05:30	Introduce the interventions Provided By CU	Discussion, Q-A Demonstration and feedback	All materials of IIEGRA project
Evening break			
	<i>Evening Session:</i> Demo by the teacher followed by morning sessions.		All materials of IIEGRA project, Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book Lesson plan, Training manual

Day 4			
Time	Session	Method	Material
09:00-09:30	Reflection	Review /presentation	Note book, Pen, Poster paper, Marker
09:30-11:00	Mode of Coordination among the HT , Teacher and Resource Teacher - Role of RT - Coordination between class teacher and RT - Role of HT - Coordination among the T, RT and HT	PPT, Discussion, Q-A, Demonstration and feedback	All materials of IIEGRA project, Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book Training manual
Tea break 11:00-11:30			
11:30-01:00	Way to adopt / apply the intervention - Discuss on time management and classroom management - Model Plan sharing - Planning for 3/6 months	PPT, Discussion, Q-A, Demonstration and feedback	Note book, Pen, Poster paper, Marker, Hand out/ Training manual, Text book Training manual, Model plan.
Lunch Break 1:00-2:00			
02:00-04:00	Closing Ceremony	Participatory discussion/ speech	Note book, Pen
Tea Break 3:45-4:00			
04:00- 05:30	Closing Ceremony	Participatory discussion/ speech	

Annex 16: Baseline and Endline comparison

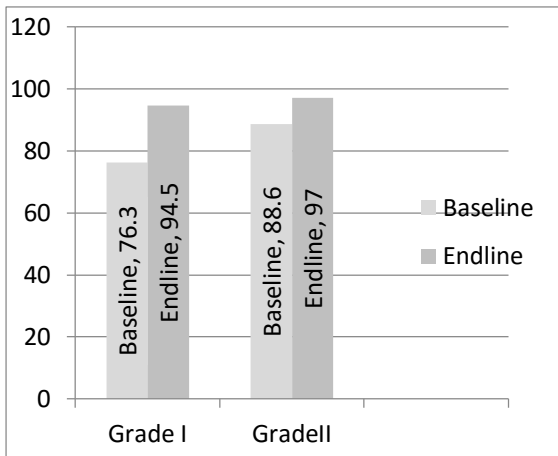


Figure 1. letter Identification

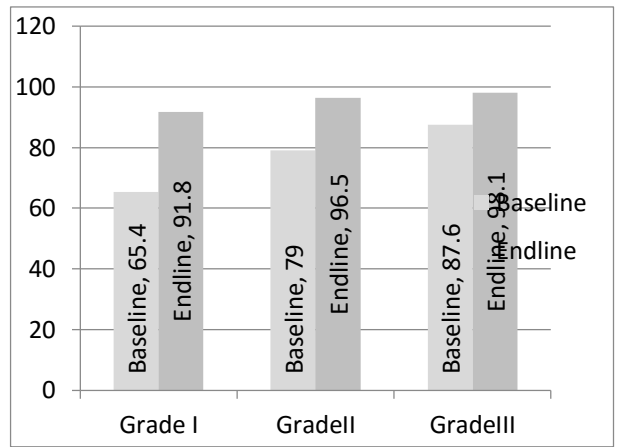


Figure 2. Most Frequent word

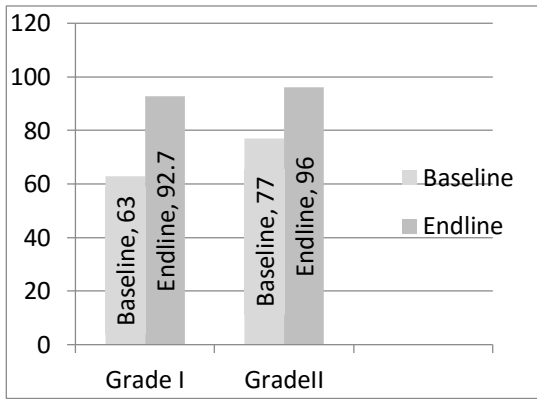


Figure 3 Similar Beginning sound

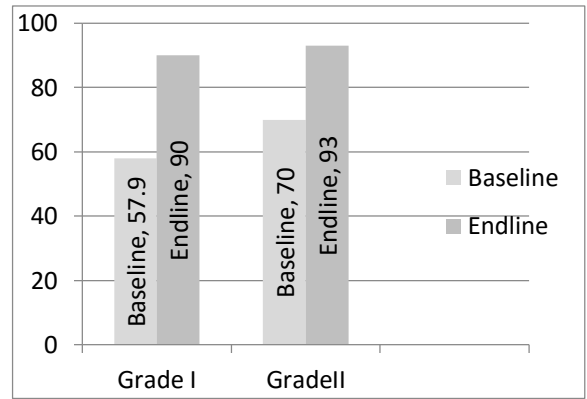


Figure 4 Rhyme words

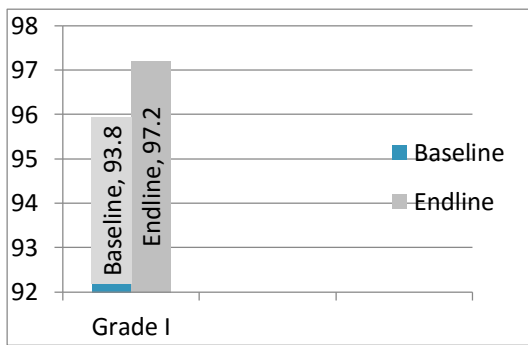


Figure 5 Word Matching with Picture

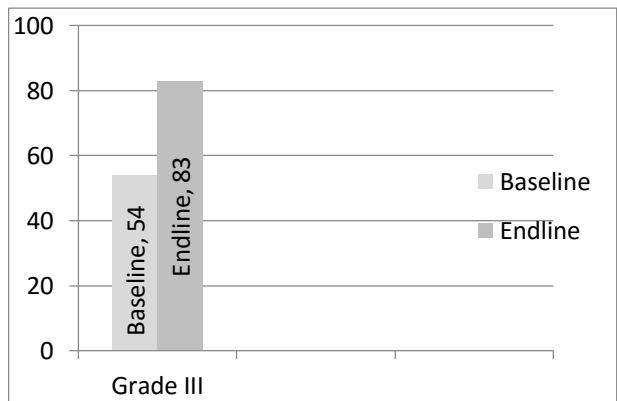


Figure 6 Pseudo Words

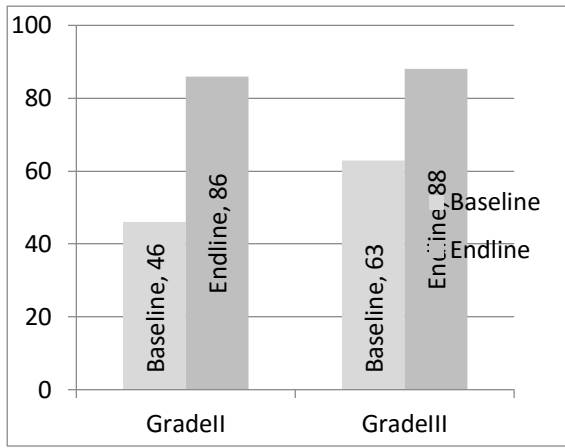


Figure 7. Antonyms

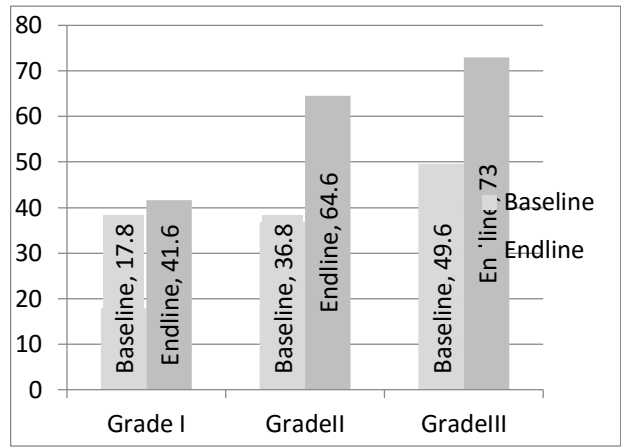


Figure 8. Fluency

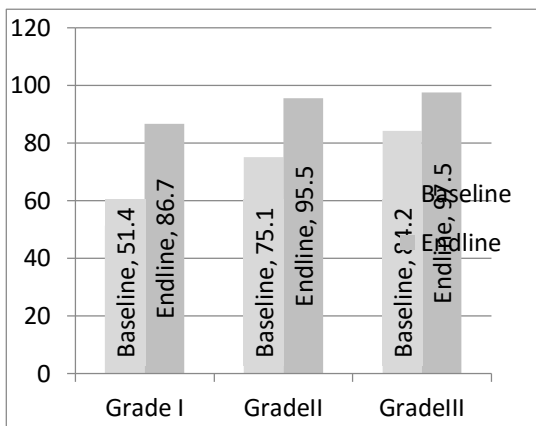


Figure 9. Accuracy

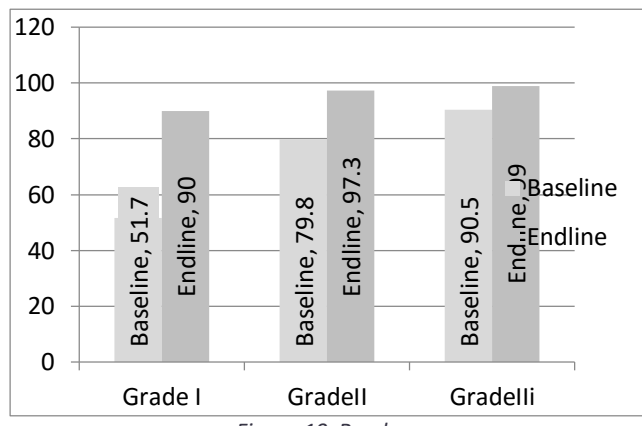


Figure 10. Readers

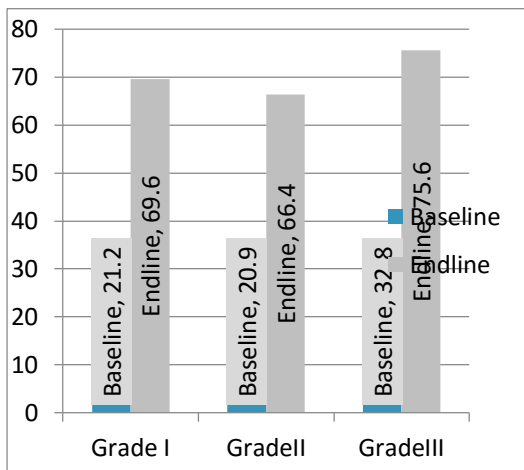


Figure 11. Comprehension

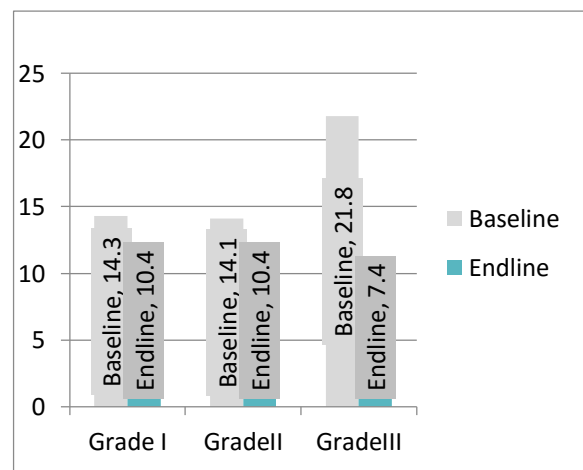


Figure 12. Repetition

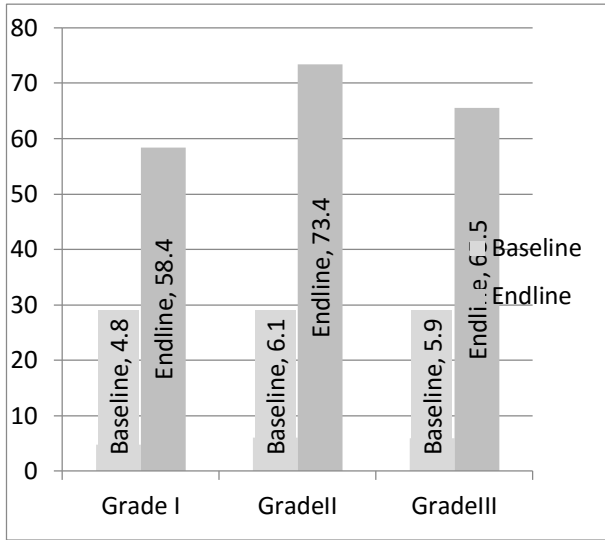


Figure 13. Borrowing books from Library

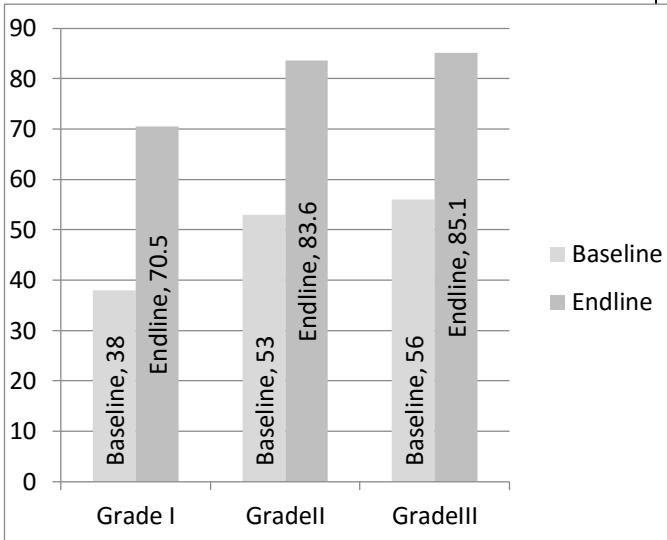


Figure 14. Family Chores

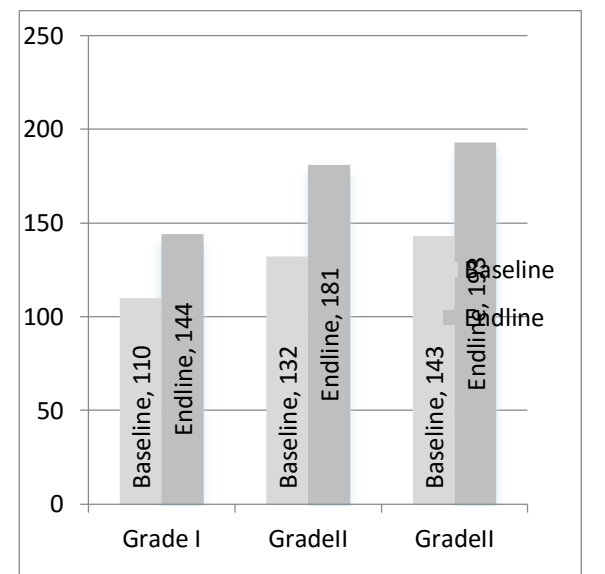


Figure 15. Average Study Time per day (Minutes)

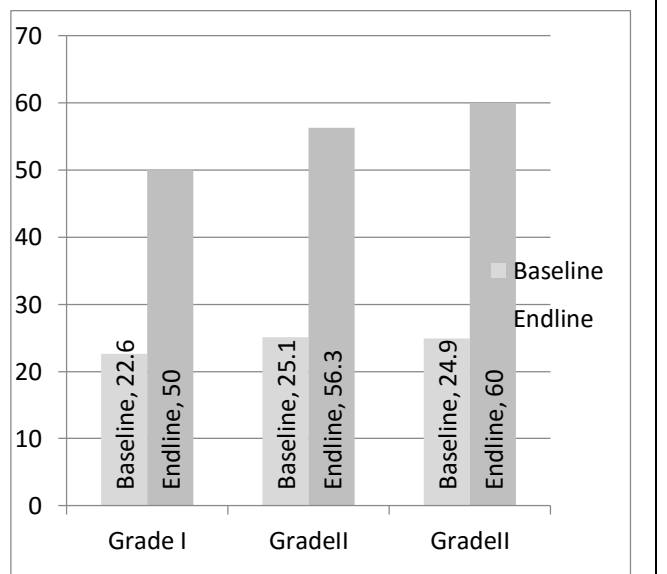


Figure 16. Read with Peers