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DESIGNING THE ACCELERATED EDUCATION MODEL FOR THE BRAC EMDC PROJECT

A Process Documentation

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ACKNOWLEDGEMENT

EXECUTIVE SUMMARY

The unexpected upsurge of the Coronavirus (SARS-Cov-2) began at the end of 2019 and intensified in the first quarter of 2020, which led the World Health Organization (WHO) to declare the Coronavirus disease (COVID-19) as a global pandemic. As a containing measure, governments worldwide began shutting down educational institutions. Similarly, the Government of Bangladesh began shutting down all educational institutions in March 2020, which lasted for 18 months. Although this measure aided in the containment for the pandemic, it has also almost stopped the education process for almost 16 lakh primary school students.

To support the Out-of-School Children (OoSC) and students who dropped out during the pandemic, the BRAC Education Programme (BEP) has developed an accelerated model for the most disadvantaged children living in the selective areas of Bangladesh. It is a six-year project with a specific goal of bringing back the students who have dropped out of primary education by filling the learning gap in the school. BEP has taken multiple initiatives to develop the model in the inception phase of the first year. It is essential to document the inception phase of model development to understand how, when, and where the intervention has been developed. The BRAC James P Grant School of Public Health (JPGSPH), BRAC University, therefore, began process documentation (PD) research of the accelerated model from the initiation to the end of the inception phase.

This research has captured different approaches of the BRAC Accelerated Model encompassing head office and field level activities, planning, meetings, negotiations, decision-making, implementation of decisions, resolutions of differences, challenges, mitigation system, etc. Multiple qualitative data collection instruments were used in this PD research, including desk review, document capture and analysis, interview and observation. The Research team collected all the relevant documents (both printed and electronic) and analysed them accordingly. The respective team members from BEP shared their brief concept notes, workshop reports, scripts, an audio recording of the hands-on training guidelines, meeting minutes, etc., with the research team. Data were collected both remotely and face to face by trained qualitative researchers in three steps: firstly, identification of specific participants from the BEP; secondly, collection of contact information, seeking permission for interviews and making appointments; and finally, conducting a semi-structured in-depth interview with the target participants. Study participants, who were purposively selected, consisted of technical experts on content and curriculum development, assessment, monitoring and evaluation, capacity development, ICT, gender and diversity, and procurement. All interviews were recorded with permission, and following each consultation, verbatim transcription and expanded notes were prepared. Comprehensive interview notes were thematically analysed using inductive coding. Based on the initial analysis, the follow-up interviews were conducted to mitigate gaps. Then, events, experiences and perceptions were organized chronologically by identifying the common themes and a report was prepared.

The accelerated Model approach of BEP is designed to provide one-year teaching to OoSC who have dropped out of primary schools in areas of high incidence of poverty. The accelerated model school will be providing catch-up education for children who have recently dropped out of school for at least one year, children aged 7-14 years who have dropped out of primary school and who are facing barriers to accessing formal education located in six districts of Bangladesh, including Kurigram, Bhola, Gaibandha, Sherpur, Jamalpur and Sylhet. In addition, as part of inclusive education, the model guarantees 50% of female students, participation of ethnic communities and mild to moderate levels of disabled students. Overall, through this model, BEP will support the government in increasing the primary school completion rate and supplement the government's interventions. The Accelerated Model is applicable for two groups where students from grades 1 and 2 will be accommodated in group A, and grades 3,4 and 5 will be in group B. After identification of their learning gaps, the students will be enrolled in a 4-month Bridge course and a 6-month accelerated course, respectively. Finally, the students of Group A will be enrolled in grade 3, and Group B will be in grade 4 or grade 5 of government primary schools in the following year.

After the national lockdown in 2020, when all educational institutions, including BRAC schools, were closed, the innovative idea of BRAC's home school emerged to remain connected with the most marginalized children in Bangladesh. At the same time, BEP started to plan to do something for the students who had already dropped out of primary school. The already developed 'Bridge school' model' was a crucial milestone, and the positive feedback from the donor agency spurred the creation of the Accelerated Model. The BEP Accelerated Model development team was formed to initiate and ensure the project's plan, design and implementation. Curriculum creation, fundraising and grant management, finance and accounts, monitoring and evaluation, knowledge management and communication, and HR and administration are all areas where the BEP has in-house and specialized functional teams. A core team was formed with experienced content and curriculum development staff already working on curriculum development, capacity development, student assessment, etc. This team first prepared a timeline for the inception phase targeting multiple activities, such as literature review, supplementary materials selection, National Curriculum and Textbook Board (NCTB) curriculum revision, class routine preparation, worksheet development for a 12-day crash course, lesson distribution for a 3.5-month bridge course, and a six-month accelerated course, training module and teachers' guide development, etc. The plan was to direct the team to finish the job promptly.

We have observed that content selection and material development were prepared by ensuring attractiveness, gender balance and inclusivity. When designing the drawings, graphics, and texts for this model, the BEP tried to maintain gender equality, diversity, morality, and values in messages but did not compromise colourfulness in representation. BEP solicited the assistance of Bangla Academy's language experts to produce a perfect document using their experience of previous collaborations. After examining the materials, the programme head, gender focal and the curriculum development team worked together to finish it. The final product was then taken for printing with the support of the procurement department.

Some trainers who had previous experience working with BEP were selected during the curriculum development phase. They were also involved in teacher's modules and teacher's guide development activities with the support of respective curriculum developers. Finally, accounting for various feedbacks and accommodating content, they completed lots of materials. However, at the end of January 2022, the team did not finalize some supporting materials such as socio-emotional learning cards, climate change and Aflatun, tools for student assessment, a teacher's guide, and a training module for the 2nd cohort. On the other side, at the initial stage during November and December 2021, the monitoring and grant management teams worked with FCDO to finalise the theory of change, project log frame and value for money framework. Now, based on that, the monitoring and the ICT teams were reported to initiate some activities to monitor and supervise field-based activities. Although the basic design was planned, various monitoring tools needed to be prepared.

The design phase of the accelerating model, which spanned from November 2021 till February 2022, has not been achieved easily. The teams working on the project underwent tremendous challenges to accomplish this. The major challenge was the rapid pace at which the core team needed to finalise the design. Given that the program was scheduled to launch in April 2022, the design of the model had to be finalised prior to this timeline. Secondly, it was challenging to arrange trainings given the Covid pandemic situation and associated guidelines, which meant that it could not be rolled out to many trainees at the same time. Trainings were thus rolled out in two phases. Thirdly, as the program was being aligned with the Bangladesh government's NCTB, the review of materials under the NCTB took a long time. Additionally, there was uncertainty regarding school reopening under government guidelines. There was always the tension that the work would not get implemented properly as planned. However, these challenges were handled by excellent leadership at two levels within the project – the first being that of the project lead, who was also guided by supervision from their senior management.

This PD of this period has unfolded how BEP used their profound knowledge and expertise in curriculum development for primary education, which was commendable. However, since the curriculum was designed in a very short period, during the implementation phase, further refinement could be done if any gaps were detected. In that case, field-based monitoring, supervision, continuous feedback, and documentation would be helpful. Secondly, teachers need to be recruited carefully as they might have to multitask. Thus, each teacher has to be trained and constantly supported individually or in groups during the training session.

ACRONYMS

A
ABAL   Ability Based Accelerated Learning
ADP   Adolescent Development Programme
AEP   Accelerated Education Programme
AEWG   Accelerated Education Working Group
ALP   Accelerated Learning Programme

B
BEP   BRAC Education Program
BLC   BRAC Learning Centre
BPS   BRAC Primary School
BPPS   BRAC Pre-Primary School

C
CEP   Community Empowerment Programme
CLG   Children Learning Group

D
DM   Divisional Manager

E
EAC   Educate a Child
EMDC   Educate the Most Dis-advance Children
ERP   Enterprise Resource Planning

F
FCDO   Foreign, Commonwealth & Development Office
FGD   Focus Group Discussion

G
GJD   Gender, Justice & Diversity
GoB   Government of Bangladesh
GTBT   Good Touch, Bad Touch

H
HO   Head Office
HR   Human Resource

J
JCF   Jagoroni Chokro Foundation
JPGSPH   BRAC James P Grant School of Public Health, BRAC University

K
KII   Key Informant Interview

L

LUL   Let Us Learn

M

M&E   Monitoring & Evaluation
MIS   Management Information System
MoE   Ministry of Education
MoPME   Ministry of Primary and Mass Education

N

NCTB   National Curriculum of Textbook Board
NFPE   Non-Formal Primary Education
NOC   No Objection Certificate

O

OoSC   Out of School Children

P

PBL   Project Based Learning
PD   Process Documentation
PECE   Primary Education Completion Examination
PA   Project Assistant
PM   Programme Manager
PO   Progamme Organizer
PS   Project Staff
PwD   Person with Disability

R

RM   Regional Manager

S

SCE   Second Chance Education
SEL   Socio-Emotional Learning

T

TG   Teachers Guideline
TOT   Training of Trainers
TV   Television

U

UM   Upazila Manager
UN   United Nations
UNESCO   United Nations Educational, Scientific and Cultural Organization
UNICEF   United Nations International Children's Education Fund
USAID   United States Agency for International Development

W

WHO   World Health Organization

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CHAPTER **01**

INTRODUCTION

1.1 BACKGROUND

Beginning in December 2019, COVID-19 became one of the most devastating diseases in the last decades and severely affected people's lives, livelihoods, and lifestyles. The education sector, in particular, was one of the most affected ones, as 102 countries implemented a nationwide shutdown of educational institutions and 11 other closed educational institutions in specific locations, which affected, according to UNESCO, over 870 million students.[1]

It is claimed that only school-going children worldwide have lost 1.8 trillion hours of in-class learning because of the COVID-19 pandemic (Alhattab, Schoolchildren worldwide have lost 1.8 trillion hours and counting of in-person learning due to COVID-19 lockdowns, says UNICEF, 2021). She also points out that the new preschool-going learners are entirely cut-off from the schools' education. In Eastern and Southern Africa, 4 out of 10 school-aged children are estimated not to be attending schools for the most extended closures due to pandemics (Elder & Alhattab, 2021).

SITUATION ANALYSIS: EDUCATION AND COVID19 IN BANGLADESH

Following the examples of other countries, the Government of Bangladesh implemented a nationwide closure of all educational institutions for 18 months and in-class learning was halted for 77 million students (UNICEF 2021), and becoming one of the few countries in Asia that kept schools closed for the most extended period (Khan, 2021). More than 35 million students from pre-primary to secondary students faced an unprecedented challenge of learning during the time of school closure.[2] As more than 7 million children aged 6-16 years are estimated to be out of school in pre-pandemic Bangladesh[3] and the primary school cycle dropout rate was already 17.9%,[4] this closure can further exacerbate the situation by increasing pandemic-induced dropouts, unless there are significant interventions.

The GoB announced the opening of schools on multiple occasions, but each time, this was delayed due to successive waves of the virus. The most recent wave, caused by the Delta variant, reached its peak in the middle of this year and rapidly decreased after that. Alongside the decrease in infection rates, the GoB had significantly increased their vaccination sourcing supplies and mass vaccination campaigns. Finally, after one and a half years of school closures, physical classes resumed on September 12, 2021, as per GoB directives. Most grades attended school once or twice a week.[5] Grades preparing for public exams or transitioning from primary to secondary have been permitted to attend school daily. With such significantly reduced teaching time and the likelihood of more significant disparity in learning levels across grades, schools face a massive challenge in supporting students to make up for their learning gap. Therefore, a substantial investment could be one of the solutions to restart schooling and learning loss.

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[1]   UNESCO. Half of world's student population not attending school: UNESCO launches global coalition to accelerate deployment of remote learning solutions (20th March, 2019). https://en.unesco.org/news/half-worlds-student-population-not-attending-school-unesco-launches-global-coalition-accelerate.

[2]   UNICEF. Press Release. MoPME, UNICEF, the World Bank with Global Partnership for Education to help children mitigate COVID-19 learning loss. 23rd November, 2021. https://www.unicef.org/bangladesh/en/press-releases/mopme-unicef-world-bank-global-partnership-education-help-children-mitigate-covid-19

[3]   The World Bank. (2021, January). A simulation of covid 19 school closure impact on student learning in Bangladesh

[4]   Annual primary school census, directorate of primary education, 2019

[5]   Bangladesh pushes back plan to reopen educational institutions, DhakaTribune, 2021

When the COVID-19 pandemic hit Bangladesh, like other educational institutions, due to the spread of the virus, primary schools led by the BRAC Education Program (BEP) were also closed. Nevertheless, BRAC supported the government of Bangladesh to ensure the continuation of the education of primary and secondary schools by providing training to the teachers to deliver the classes through TV and supporting their content development.[6] Moreover, BRAC started piloting remote learning through mobile phones for BRAC schools because all the technologies or logistics for such learning were unavailable for all the students.[6] Furthermore, as schools have opened after the most extended closure due to COVID-19, BRAC assumed that all the students might not gain the same competency as expected of the same grade. Hence, BRAC plans to develop an accelerated education model for out-of-school children (OoSC) from the most disadvantaged areas of Bangladesh. These accelerated schools are designed to bring back the growing number of primary school dropouts, who are apt to be further exacerbated by the pandemic. The ultimate aim of the model is to re-familiarize them with learning and then reintegrate them into government primary schools.

BEP's Accelerated Model is set to provide one year of teaching to OoSC who have dropped out of primary school. The model will be tested in six districts of Bangladesh. As per initial planning over six years, starting from April 2022, 5,900 one-room schools will deliver ten months of non-formal primary education to approximately 147,500 OoSC in the six districts above. During the first year of model development and implementation, BEP has taken up multiple initiatives, embracing the establishment of the learning centre, learner selection, providing and ensuring a safe and healthy learning environment, staff and teacher recruitment and capacity development, curriculum, and lesson development, school operations, engagement of community, parents, local government, and education administers in various activities and monitoring. Proper documentation of all the activities is critical to understanding the journey of implementation that provides information on when, where, why, and how changes and adaptation occur during the inception phase of the interventions.

BRAC James P Grant School of Public Health (JPGSPH), BRAC University, therefore, aims to conduct a process documentation research to illustrate the development of a model of BEP from its inception. Documenting BEP's accelerated model of teaching and learning will highlight successes and demonstrate its pathways, detect challenges, explain how challenges are being mitigated, and help make decisions and measures on time.

1.2 ACCELERATED LEARNING AND EDUCATION

Accelerated Learning is an educational notion based on Howard Gardner's theory of multiple intelligences, which points to the enlightening idea that people's learning process is not concentric. The theory suggests that people can learn in different ways through emotional, social, physical, reflective, and cognitive learning systems. (Gardner, 2013) Smith broke down the original theory of multiple intelligence and associated his works with the approach and previous research, which showed that an accelerated learning program is not about increasing learning speed

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6   Zaian Chowdhury, Rubab Al Islam and Sarah Jane-Saltmarsh. How BRAC is Supporting Bangladesh to Continue Education in a Pandemic (10th May, 2020). http://blog.brac.net/how-bangladesh-is-continuing-education-in-a-pandemic/

but about reaching the learning level. (Smith, 2003). This customised model was adopted in different educational contexts, like developing countries, to achieve their Millennium Development Goals and implement structural alternatives. This accelerated program has other names. For instance, it is familiar as "Speed" schools in Liberia and Ethiopia,[7] while programs in Ghana and Malawi are labelled complementary primary education, or CBE, programs. The Speed School programme is a great example of bringing marginalised students back into mainstream school through a supportive curriculum. According to the research findings, the Speed School model may provide insights into how government schools might maximise learning opportunities while lowering the chance of dropout. Former Speed School students have more vital aspirations to continue their education beyond primary school. They are less likely to drop out when they reach lower secondary school than Government School students. Starting a family is the second most important reason some former Speed School students drop out of government schools after a lack of financial resources to pay for their education. Former Speed School students consider family support a key component in encouraging them to continue their education. Even though students do not find lessons in government schools easy, they are inspired to try harder to study. The significant variations in confidence in one's ability to learn, kids who attend Speed Schools rank higher than students who do not attend Speed Schools, are also noticeable.

The most common terms used are Accelerated Education Programs (AEPs) and Accelerated Learning Programs (ALPs)

(Randall, O'Donnell, & Botha, 2020). The Accelerated Education Working Group (AEWG), a group commissioned by the United Nations to strengthen the quality of accelerated education programs, defines an AEP as follows: Accelerated Education Programs (AEPs) are flexible, age-appropriate programs run in an accelerated time frame. The goal is to provide learners with a primary education that is certified and equivalent to the formal schooling system (USAID ECCN, 2018). AEP offers a transition to the mainstream and formal schools or provides recognition and certification after developing skillsets for the labour market. Different organisations have worked on the accelerated model in Bangladesh in other contexts. 'CHOSEN' was an alternative school program that used creative techniques to enhance education scopes for tribal children lagging in mainstream education. It was focused on activity-based learning rather than depending entirely on textbooks. Teacher training focuses on innovative learning, encouraging a learner-centred environment (Gomes, 2007). 'LET US LEARN (LUL)' is a project of Dhaka Ahsania Mission based on Accelerated Learning that works with out-of-school children. It reached a significant number of students with continuing education.[8] LUL is a model of UNICEF, that helps both school and out-of-school children encourage alternative learning pathways.[9] UNICEF has been working with the GoB to develop a Second Chance Education (SCE) model to provide primary education to children who have never been enrolled in primary school or dropped out before completing the cycle. It is an excellent initiative by the Government of Bangladesh, being run by BRAC, Save the Children, and Dhaka Ahsania mission under structured guidance by the government.

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[7]   Speed School. https://hundred.org/en/innovations/0-speed-school#42cfa11f

[8]   Let us Learn. http://www.ahsaniamission.org.bd/let-us-learn/

[9]   Let us Learn: Equity in Education. https://www.unicefusa.org/mission/protect/education/let-us-learn

This model addresses the flexible learning needs of the highly vulnerable and hard-to-reach out-of-school children, implementing four government-approved learning models – Ability-Based Accelerated Learning (ABAL), Cohort, and Multigrade SHIKHON rural model. The program reached 10000 students aged eight to fourteen in grade 1 in its' piloting phase, implemented in 2017-2018.[10] ABAL is a form of curriculum design, teaching strategies and evaluation method that helps to inspire learner-centred strategies. As a partner of UNICEF, Jagoroni Chokro Foundation (JCF) has been implementing the project in the Satkhira district since 2002, and up to now, 15,307 learners have been taught, and 9,690 out of them have been mainstreamed through admission to govt. primary schools.[11] BRAC's non-formal education programme is one of the best examples of accelerating education programmes in Bangladesh.

Dropout is the most common hindrance to Bangladesh's education achievements, especially in primary education. BRAC has been working for children who have dropped out of school through the Non-Formal Education Programme since 1985. Starting with 22 classroom-based schools in 1985, BRAC operates over 47,000 schools of various categories covering different age/social groups (pre-primary schools, primary schools, adolescent primary schools, and ethnic schools) all over Bangladesh now. BRAC schools complement the national education system, filling the gap in providing primary education (Aldeen, 2009)[12]. Currently, BRAC schools in Bangladesh have an enrolment of 3 million students, with 55% being girls. Meanwhile, 14 million children graduated

from BRAC award-winning schools across eight Asian and Sub-Saharan Africa (BRAC website 2022). BRAC's non-formal education programme was initiated to address the challenge faced by young learners who had discontinued formal education and were forced to lose precious years of their lives before gaining access to adult literacy programmes. The program's evolution and pilot phase took place during the initial eight years, spanning from 1985 to 1992.

Non-Formal Primary Education (NFPE) began with 22 one-room schools with tin sheds or thatched roofs rented from the communities, accommodating 30 students aged 8 to 10. The children sat in a 'U' formation on the floor, on mats, so that teacher and student were quickly visible to one another. Each school received books, a blackboard, slates, pencils, and a small steel trunk for the teacher's supplies. During the 8-year piloting period, NFPE achieved several impressive results. It kept student dropouts to less than 2% at the end of three years, compared to more than 50% of students who dropped out of government primary schools at the end of Grade III. Children who graduated from NFPE schools began Grade IV in government schools. Above all, in 1992, a significant achievement was made: an NFPE graduate became a teacher in an NFPE school, completing nine years of education.

Bangladesh has a remarkable primary enrolment rate of 97.97 per cent, but 18.85 per cent of students drop out before completing their studies. Dropout rates are even higher in informal urban settlements and difficult-to-reach areas like haor (wetlands) and char (riverine islands). BRAC sees

[10]   Minu Ahmed and Ashfaq Zaman. Creating a World of Learning: An Opportunity to rejoin the classroom. Business Times, 2018. https://ibtbd.net/creating-world-learning-opportunity-rejoin-classroom/

[11]   Promoting second chance in education. JCF. http://jcf.org.bd/promoting-second-chance-in-education/

[12]   https://bdeduarticle.com/brac-non-formal-primary-education-programme-scope-growth-achievements-and-factors-contributing-to-its-success/

significant reductions in dropout rates due to implementing its Bridge Schools initiative, which consists of specially designed, accelerated programs to bridge learning gaps and assist children in completing primary school. Bridge Schools work with children from disadvantaged backgrounds who have dropped out of the formal school system between grades 2 and 4. BRAC piloted the model in Bangladesh in 2013, with 39 schools, and it has rapidly expanded since then, now involving 59,433 students across 2,100 school sites. Closing the gender gap was a significant priority; girls, who have traditionally had less access to education, now account for more than half of the total student population. Everyone is welcome to attend the schools, and all necessary learning materials are provided. Students take the primary education Completion Examination in Bangladesh (PECE) after completion. Pass rates were high – 99.83 per cent of students passed the first cohort in 2016, and subsequent years have produced similar results.

"School closures in South Asia have forced hundreds of millions of children and their teachers to transition to remote learning in a region with low connectivity and device affordability," UNICEF's regional director, George Laryea-Adjei, said in a statement.[13] After being closed for 18 months, schools resumed in-person classes on 12th September 2021 in Bangladesh. Before being accustomed to the unique arrangements against the COVID-19 situation in school, the Omicron variant arrived with new threats. On the media's query, the Education Minister of Bangladesh expressed her apprehension in front of the press that the Government hopes that any problem leading to the shutdown of educational institutions would not come; still, if it comes, the government would take necessary steps for students' safety[14] per se closing the educational institutions again.

During the lockdown situation, the Bangladesh Government considered distance learning. The Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) started implementing distance learning through pre-recorded classes hosted on televised broadcasts and online platforms in April 2020.[15] However, these initiatives of distance learning failed to reach two out of three pre-primary students in Bangladesh. Countries in this region would have to increase their education budget by an average of 10% if they want to catch up with the incurred losses to meet the education targets of the UN 2030 Agenda's Sustainable Development Goals in the next nine years.[16]

1.3 ADAPTING AND CONTEXTUALIZING THE BEP "ACCELERATED MODEL."

Over the last few decades, BRAC has developed various non-formal education programmes to assist the GoB by feeding children into the mainstream system through its primary school initiative. The BEP has always worked with the most unprivileged and marginalised people by providing pre-primary education and also with programs like the Adolescent Development Programme (ADP), which mainly works with adolescent girls to

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13 Faisal Mahmud. Bangladesh reopens schools after 18-months covid shutdown. Aljazeera. September, 2021. https://www.aljazeera.com/news/2021/9/13/bangladesh-reopens-schools-after-18-month-covid-shutdown

14 https://www.dhakatribune.com/bangladesh/2021/12/02/omicron-schools-will-be-closed-again-if-pandemic-worsens-says-education-minister

15 https://openknowledge.worldbank.org/handle/10986/35043

16 Xinhua. Bangladeshi children's education severely affected by covid-19: UN Report. October 2021. https://www.globaltimes.cn/page/202110/1236904.shtml

grow their literacy rate and life skills after pre-primary cohort model, which is known for its 'one school one teacher' model, OoSC project under the bureau of non-formal education which mainly focuses on bringing back the dropout into the school and also the bridge programme to develop the dropouts' skills to bring them into formal schooling. But all the programs face difficulties, and the country experienced a massive dropout during COVID-19. In COVID-19, most of the student dropouts happened due to migration, parental job insecurity, reduced learning capacity induced by the extended closure, child marriage, child labour, financial insolvency, also the closing of low-cost schools. BRAC is developing an accelerated model that aims to reintegrate OoSC into mainstream schools by giving them a catch-up education. The principally accelerated model is a restructured bridge model[17] to get dropouts back to school. The bridge model aims to "bridge Schools work with children living in marginalised situations who have dropped out of the formal-school system between classes 2 and 4. The schools are free for everyone, and all necessary learning materials are provided. After completion, students sit for Bangladesh's primary education completion examination (PECE)."[18]

1.4 THE ACCELERATED MODEL FOR EMDC PROGRAMME

The BRAC accelerated model is designed to educate the most disadvantaged children (EMDC) in Bangladesh on three key strategic areas: providing catch-up education for recently dropped-out children, accelerated education for disadvantaged OoSC, and strengthening and supporting

the government's interventions for educating OoSC. The model targeted children aged 7-14 years from Kurigram, Bhola, Gaibandha, Sherpur, Jamalpur and Sylhet who have dropped out of primary school for at least two years and also the children who are facing

BRIDGE SCHOOL

During 2013-2014, BEP started piloting for a new innovative model called "bridge school" with 39 schools. Currently, bridge school is working with 2,100 schools in marginalised areas of the country, like urban slums. This school mainly works with the dropout students from class 2 to class 4, mostly 8 to 12 years old. For bridge schools, areas or locations are identified through data or reports of government, organisations, global insights, and inclusive surveys. A test is conducted on the students to measure their competency; if they have the competency of class 1, they start learning from class 2, and students with the competency of class 2 start learning at class 3. Each type of bridge school content has 25 to 30 students. For class 2, it takes 40 months to complete the cycle, and for class 3, it takes 36 months. All students do a bridge course for the first four months where the main focus is on the learning gap and refreshing basic knowledge of the previous class. After completing the bridge courses, they take an assessment and then start the main lessons on essential Mathematics, Bangla, English, and social science of class 2 or class 3 following the syllabus of the National Curriculum.

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[17] Evaluation of Bridge School. January 9, 2021-January 14, 2021. https://ngotenders.net/tenders/evaluation-of-bridge-schools/

[18] Fahad Bin Touhid. Bridge Schools: A second chance at education in Bangladesh. http://blog.brac.net/bridge-schools-a-second-chance-at-education-in-bangladesh/

barriers to accessing formal education. These districts are selected based on their high poverty, number of OoSC, early marriage, and prevalence of disability. However, the inclusive areas ensure 50% girl students, ethnic communities, disabled students, and students from marginalised and vulnerable regions. It is a grade-specific 10-month course that will develop students' competencies to bring back themes into formal schooling. After completing the program, students will be transferred into grades 3, 4 and 5 of formal education.

1	Providing catch-up education for recently dropped-out children
2	Providing accelerated education for disadvantaged OoSC
3	Strengthening and supporting the government's interventions for educating OoSC
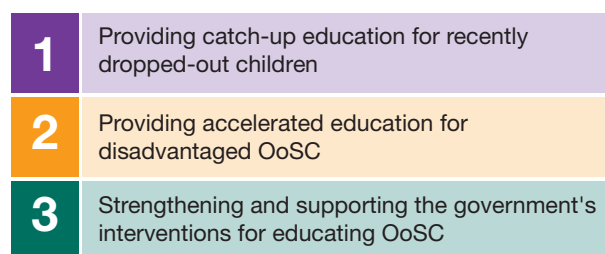
Figure 1: Key Strategic area: EMDC Project of BRAC Education Program

The project is divided into two groups. Group A will consist of grades 1 and 2, and grade B comprises grades 3, 4 and 5. For group A, at first, the team will survey to identify dropouts from grades 1 and 2 and conduct an aptitude test to assess the competency to identify their learning gaps. Then, the student will be provided with four-monthly bridge courses to address those gaps. After completing the bridge course, they will complete an accelerated grade 2 course and then be enrolled in grade 3 of a formal school. On the other hand, Group B will consist of dropout students from grades 3, 4, and 5. Grade 3 competency tools will assess them to identify their learning gaps. Then, the students will be provided with a four-monthly bridge course; After completing it, they will be evaluated based on their level of achievements; they will be placed either in an accelerated course based on their competency that will ready them for enrolment in grade 4 or grade 5 of a formal school.

In conclusion, the accelerated model is an admixture and reengineering model of previous models developed by BEP. This model is set to bring formal schooling students who drop out during pandemics. The model is designed to include ethnic communities, girls, and disabled children, and also BEP is developing an accelerated course, especially for OoSC. So, the overall design process involves qualified teachers and staff, parents and the community to make it more sufficient for the OoSC.
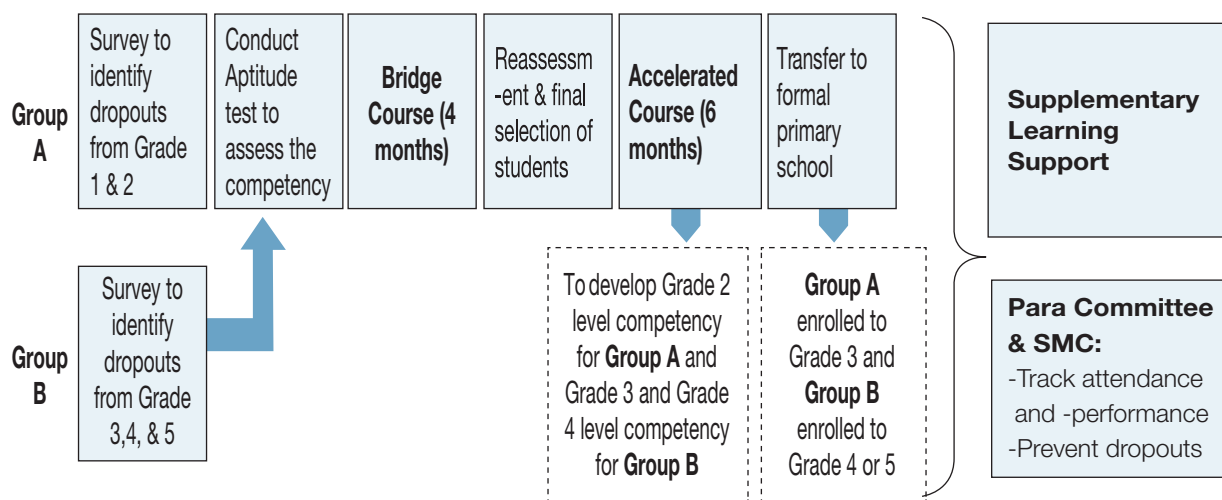
Figure 2: Accelerated Model for the EMDC Project, BRAC Education Programme

1.5 PURPOSE OF THE STUDY

The documentation captures the implementation process from the start of the accelerated model, beginning with the design workshop. This will include documenting the rationale, overall design process, workshop learnings, curriculum, lesson plans and guidelines, teacher training modules, and assessment methods, among other aspects.

CHAPTER 02
METHODOLOGY

2.1 STUDY DESIGN

Process documentation (PD) research design is approached for this study. Process design in the context of social science research is about finding occurrences of similar events or deviations, causative factors, etc., in an ongoing manner.[19] Hence, PD in the accelerated model continuously collects data about recurring phenomena to provide implementing strategies, curriculum development mechanisms, and insights into programs. This process documentation study will capture different approaches, including head office and field level activities, planning, meetings, negotiations, decision-making, implementation of decisions, resolutions of differences, challenges, mitigation system, etc.

2.2 STUDY PARTICIPANTS

The research participants were the key stakeholders from the BEP involved in accelerated model curriculum design and implementation. They were selected purposely with the support of the BEP and based on their expertise area. Details are listed in Table 1.

Table 1: Research Participants for PD Research on Accelerated Model

Population of Interest	Participants	Sample size
Content and Curriculum Developer	Participants are from the BRAC Education Programme, involved in developing content and curriculum for the accelerated model.	9
Management	Senior Management who provides feedback during the course curriculum designing phase and overall supervision.	6

2.3 TOOLS AND TECHNIQUES

Multiple qualitative data collection instruments are used in this process of documentation research, including desk review, document capture and analysis, interview and observation.

2.3.1 DESK REVIEW

The PD study started with a comprehensive project review to collect secondary data. We have reviewed various documents relevant to the accelerated learning model and certain background study documents. This includes renowned journal articles, research reports, newspaper articles, grey reports, and a national curriculum in Bangladesh (NCTB) pertinent to the topic.

2.3.2 DOCUMENT CAPTURE AND ANALYSIS

We have used document analysis to supplement data and verify findings or corroborate evidence from in-depth interviews (IDI). Research reports usually have greater credibility when there is a convergence of information from different sources. The research team collected all the associated documents (both printed and electronic), including brief concept notes, project proposal, workshop reports, scripts, PowerPoint presentations, training guidelines, meeting minutes, etc. The documents that we have gathered are given in Table 2.

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[19] Process Documentation

Table 2: Documents collected and analysed for PD research

Documents collected and analysed for PD research
Project Document
1	Project Document on Accelerated Model
2	Accelerated Model content and lesson development
3	EMDC PPT December 19 V2
4	BRAC Primary School Management Guide (Darpan)
5	EMDC Value for money-Project Proposal
6	Theory of Change- EMDC Project
7	Logical frameworks of EMDC with targets
8	Draft School Opening Guideline
9	Roadmap-Accelerated Model
Curriculum
10	Lesson Plan (Lesson Distribution_B_C2-G3; Lesson Distribution_B_C2-G4; English Activity Plan 12 days Final format)
11	Crash Course (12 days activity; Bangla 12 days plan second cohort; Content list for 12 days)
12	Class Activities (class routine; wellbeing activities)
13	Teachers' Training (Outline for Basic Teacher Training)
14	Gender Activity Plan
Worksheet
18	BRAC Academy: (1) Amader Dadu_BRAC Academy_SE; 2) Bang O Hash_BRAC Academy_SE; 3) Bondhur Khoje Hati_BRAC Academy_SE; 4) Dipur Sharabela_BRAC Academy_SE; 5) Jadur Kotha_BRAC Academy_SE; 6) Pakhider Neta_BRAC Academy_SE Value oriented books: (1) Values class_1; 2) Values class_2; 3) Values cover page_class_1; 4) Values cover page_class_2
Teachers guide
19	NCTB Teachers guide (TG) (1. English TG (1-4); 2) TG - Class 3 Bangla; 3) TG - Class 4 Bangla)
20	Basic Teachers Training Module

Other Supplementary Materials	
21	All game-June 2017
22	CCEE content selection
23	Child safety
24	Presentation on socio-emotional learning (SEL) Edited version _ 21.10.2020
25	Responsibilities of parents for SEL
26	Teacher's manual_SEL
Circulars	
27	Birth Registration of BRAC School Students
28	Ensuring a gender-sensitive and supportive environment
29	Gender & safeguarding and people with disability (PWD)
30	Teachers and Parents responsibility in child protection (Gender and safeguarding)
31	Implementation of Gender-sensitive branch office and responsibility of a focal person

2.3.3 INTERVIEW

As mentioned earlier, we used qualitative methods and techniques for the process documentation study, such as In-depth interviews (IDI) and group discussions (GD). Individuals responsible for program policies and planning, decision-making and implementation, operational field managers and supporting staff participated in IDIs. Through in-depth interviews, it was possible to explore the answers provided by respondents and probe for underlying causes. Through this process, IDIs were deemed suitable for untangling cause and effect differently, which is impossible in more structured research methods. Interview and discussion guides focused on crucial questions such as:

- How did the accelerated model come into the plan, and what innovation this programme can offer?

- What metamorphosis made the proposal offer, and on what basis were the proposal development team selected?

- How the model was planned and different from the BEP's previous programme.

- How does the content and curriculum team work?

- How does another unit of BEP (monitoring, ICT, procurement, gender, monitoring, etc.) support developing this model?

- How does the feedback mechanism work, who provides feedback, and how does feedback happen?

2.3.4 OBSERVATION

We have participated as observers in different internal meetings and workshops to capture model and curriculum development activities and decision-making processes. For this study, most of the interviews have

been conducted at the Gulshan BLC. This allowed us to make direct observations and cross-verify some of the information received from interviews. As the project has diverse activities, it is essential to structure the data collection process considering its subtleties. In this circumstance, the type/critical areas of information collected depended on actions made by the implementers. The questions were designed to elicit current activities, constraints, and opportunities.

2.4 DATA COLLECTION

Data collection was done in three steps. At first, the research team had several formal and informal meetings with a focal person from the BEP and identified the target participants closely linked with the model development. Secondly, the research team collected the contact information of these targeted study participants. Permission and appointment for the interviews were taken right after collecting their contact information. Thirdly, semi-structured interviews were conducted with the specified personnel.

Step-1: Identification of the specific participants from the BEP management staff → Step-2: Collection of contact information seeking permission for interview and making appointments → Conduction of semi-structured interview with the targeted participants and Observation of the activities
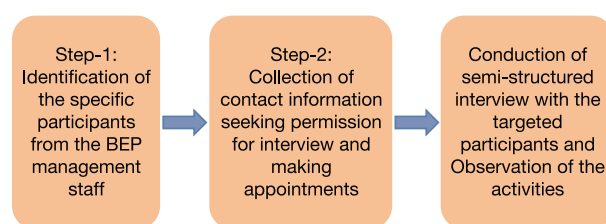
Figure 3: Steps of Data Collection

During making appointments, respondents' preferred timing for the interviews was asked to ensure their convenience and not interrupt their workflow. All the interviews were recorded with the consent of the respondents. After each consultation, a verbatim consultation and extended notes were prepared for the talk.

2.5 TRIANGULATION AND DATA VALIDATION

The interview findings were juxtaposed with insights from the document analysis to gain deeper perspectives. As multiple data collection methods have been applied, a methodological triangulation occurred. In PD research, we have observed that methodological triangulation provides comprehensive data, which increases the validity of the studied phenomenon.

KII/FGD

Triangulation

Document Analysis

Observation
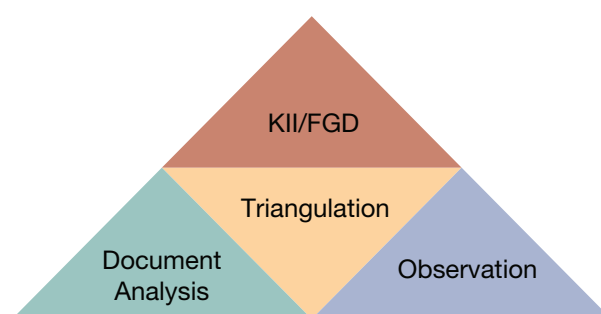
Figure 4: Methodological Triangulation for Process Documentation Research

2.6 DATA MANAGEMENT & ANALYSIS

A qualitative content analysis technique was employed to analyse the data. All the interviews were audio-recorded, transcribed, and translated into English. After collecting data, the research team identified and systematically organised the emerging themes.

2.7 ETHICAL CONSIDERATION

The research team adhered to the BRAC and BRAC JPGSPH Safeguarding, Data Protection and Privacy policies throughout all research and administrative works. About the consent process, interviewees were asked for their appointment and initial consent in advance, and before starting the interview, we took verbal consent from each of the

participants; the process of informed consent included explaining the purpose of the study, potential risks and benefits from the interview, content and time requirement of the interview, confidentiality, and privacy of the data.

Regarding COVID-19 safety protocol, the study team ensured that the whole research team had health safety equipment, such as face masks and hand sanitiser, as required to provide both research teams and participants' safety. While collecting data, we also ensured that the interviewer and participants maintained social distance.

2.8 STRENGTH & LIMITATIONS

One of the significant strengths of this PD research is its methodology. As discussed earlier, triangulation of information from different groups using IDI, document review and observation was a helpful strategy for checking consistency and disagreement within and across the groups. The research lead spent a considerable amount of time interviewing the respondents and observed the respondent's activities in natural settings and interaction with the project team members. This brought a lot of personal observations and reflexivity to the analysis part of the report. However, the major limitations of this PD research were the inadequacy of time for data collection, document review and analysis. Most of the time, the activities

conducted by the content and curriculum team and data collection and management had to be completed simultaneously. This posed serious challenges for us. Given the nature of PD research, the researcher should actively engage with the model development team. That is why the research team has always tried to participate in the activities. Due to the excellent understanding of the team leader, it was possible to retrieve all the information quickly despite the short data collection time.

2.9 CHAPTER OUTLINE

The report is divided into nine chapters. The first chapter intends to discuss the background, accelerated learning and objective of the study. The second chapter presents the methodology of this research. The process of conceptualising the accelerated model and involvement of the respective unit has been outlined in chapter three. The fourth chapter discusses the curriculum development process, including selecting supplementary material. An update on the implementation has been presented in the fifth chapter. In the sixth chapter, the initial stage of capacity development for trainers is presented. The seventh chapter briefly discusses monitoring and supervision planning for the accelerated model. How procurement is involved in this is elaborated in the eighth chapter. Lastly, the ninth chapter concluded the study.

CHAPTER 03

CONCEPT BUILDING AND TEAM DEVELOPMENT

3.1 INITIAL CONCEPT DEVELOPMENT

In 2020, schools were fully closed during the Covid-19 pandemic in Bangladesh. Like other schools, BRAC also continued distance learning in their schools. At the same time, many webinars, online seminars, and conferences were organised in various parts of the world, especially in the education system during the pandemic. The main objective of these webinars and discussions was to discuss the education stance or teaching system before and after COVID-19. BRAC and its sister organisation also started a conversation on this.[20] The key leaders of the BRAC and BEP started discussing the education system internally and attending all these webinars and seminars.[21]

In the meantime, BEP has started planning to change some of the strategic work plans prepared for 2021-2025 before Covid-19. Initially, BEP conducted a study titled "Response during Covid-19". The study result showed a considerable number of dropouts after COVID-19; the school closure will be prolonged, and, on the continuation, many students will be dropped out. Due to Covid-19, the number of out-of-school children, already at 18%, will be amplified. Thus, it was assumed that the number would be more in remote areas where govt. schools are operated. BEP already has a 'bridge school' model for 36 and 40 months when it's coming out to dropout children. Then there was a decision that as BRAC already have experience with the bridge model in the emerging situation, BEP can start from grade 2 and 3 instead of grade 1 and 2. This is how senior management thought they could create a new model using their existing expertise.

Getting drop-out children back to mainstream education came to BEP in the Nineties when the number of govt. primary school were fewer. Over time, the number has increased, almost doubled at present. Every village has primary schools; some towns have even more. Those who have completed primary education were brought back to secondary school, and BRAC has a follow-up program so that those students can be retained and drop out again. Therefore, the senior management thought they could make a short course, and after completing the short period, they could be sent back to primary school. They won't drop out again under the follow-up programme.

Then again, they thought about the duration of the model. Usually, a bridge school curriculum takes 36-40 months, whereas a primary school curriculum takes four years to complete. If the new model continues as a bridge model, child dropouts will likely increase. At that time, they thought that the students who already dropped out in 2020 and who will drop out in 2021 could be given a short course and later admitted to the school. After that, they would be followed up to go back to school shortly. As a result, during August-September 2020, a model was created named 'First Track School'.

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[20] Webinar: Covid-19, Schooling and Learning in Bangladesh. June 25. https://bigd.bracu.ac.bd/event/webinar-covid-19-schooling-and-learning-in-bangladesh/

[21] School closure during Covid 19 pandemic: Concerns over rising rate of school dropouts, child marriage.BRAC Shanglap, 20th October, 2020. https://www.brac.net/latest-news/item/1291-school-closure-during-covid-19-pandemic-concerns-over-rising-rate-of-school-dropouts-child-marriages

3.2 LOOKING FOR A FUNDER AND SHAPING THE MODEL

The 'First Track School' was planned to bring the dropped-out children back to mainstream schooling. Till then, the model was not finalised. But BEP started looking for funders for this project. At first, the senior manager talked with a Qatar-based donor named "EAC," as BEP already operated bridge schools with EAC's fund. As the whole idea was just an assumption, EAC liked the idea, but at that moment, they backed away due to the uncertainty of the school opening in Bangladesh. Then, they shared the concept of First Track school with USAID around March-April 2021.

USAID liked the idea and agreed to fund the project under the Covid-19 Response Fund. Unfortunately, due to various reasons, it didn't work with them either. On the other hand, in 2021, BEP did not open the school due to the extension of lockdown. In the meantime, BEP had some time in hand to refine and redesign the model. While refining and redesigning the model, BEP first thought about what could be the next priority after Covid-19.

By this time, BRAC started working in social and economic recovery after Covid-19 in 2021-2025. The first two years (21-22) were called the recovery phase, and the last three years (23-25) were called the development phase. Under social recovery, BRAC works in a few areas, i.e., education, gender and community empowerment programme (CEP), etc. Migration and inequity will be under economic recovery. And in doing so, it includes drop-out children and out-of-school children in this mode. In the words of one of the senior management members of BEP, this matter has come up more specifically:

"As BEP is under the social recovery area, depending on it, the BEP management prepared a document based on its priority, for the first two years and three years respectively. As BEP didn't work on contingency yet, especially for the last three years, so there's a thought that the things we have done so far, we have to review again. But we have instantly set priorities for what we would do, so we decided to work with out-of-school children nothing other than not with schools. We would instead target the children who already dropped out or are at risk of dropping out".

August- September
- Proposal Submission
- FCDO Activity Plan
- Mapping

October
- Literature Review
- Material Review (Story Book Revision, SEL Material Revision, Climate Change)

November
- Class Routine development (Two cohorts (12 Days, 3.5 Months, 6 Months) Total 6 Routine (3 for each cohort)
- Content Mapping (12 days + 3.5 month + 6 month)
- Lesson Development (Two Cohort)

December
- Development (TG)
- External Story Selection
- Teacher Training Module Development

January
- Development (TG) continue
- Teacher Training Module Development Continue
- Trainer Selection
- ToT
- Staff Recruitment

Accelerated Model: Inception phase

Figure 5: Inception phase of Accelerated Model

As a result of settling priority areas of the social recovery strategy, BEP made the 'Accelerated Model'. As discussed earlier, this model is developed as a ten-month course with two parts, a bridge course and an accelerated course. Finally, during August-September 2021, the FCDO was interested in working with BEP to intervene in this model. At the same time, a Denmark-based donor organisation, Hempel Foundation, contacted BEP and showed their interest in partially funding this project. Other donors, including Hampel Foundation, now share budgets for different project areas.

Regarding model finalisation, there was an initial sharing meeting in November 2021. In that meeting, FCDO had raised two major concerns. As per the accelerated model, the children will appear for competency assessment at the end of the accelerated course to assess their level of competencies before transitioning to the govt. schools. It was identified by both FCDO and BEP that except for students who will be enrolled in grades 3, 4 or 5, there would be the possibility of another group who can't reach the competency but join the government school. So, what action will be taken for all those students through this project was a topic of discussion. In addition, as we know, the accelerated project is targeted students from 7-14 aged children. But students with age group 16 could be considered through this project. So, students aged 16 will also be adjusted through an innovative project that may be piloted from 2023.

3.3 FCDO & UNICEF FIELD VISIT

On 23rd November, Robert Chatterton Dickson, British High Commissioner in Dhaka, and representatives from FCDO and BRAC, visited Sunamganj, Sylhet to visit BRAC primary school[22] as the British Government is working to improve the education of children in remote villages of Bangladesh. Currently, they are working on a large project in coordination with the Government of Bangladesh to make this project sustainable. The project will contribute to the education of marginalised children and the socio-economic development of students from underprivileged families. During their visits, they have observed that a large number of students were struggling to read aloud. It is evident that the children lack grade-specific competencies. Teachers also have lack skills and work to make the lessons enjoyable for the children. Although their visits were not directly related to the model, it was helpful to understand the justification for starting an accelerated model.

3.4 THE TEAM: FCDO EMDC PROJECT

The BEP Accelerated Model development team was developed to complete the project successfully. The group formed and continued its –path with several phases. BEP team is also established with in-house and specialised functional units designated to work on curriculum development, fundraising and grant management, finance and accounts, monitoring and evaluation, knowledge management and communication, and HR & administration.

3.4.1 CURRICULUM AND CAPACITY DEVELOPMENT TEAM

As Curriculum and Capacity Development Team is the core team of the Accelerated Model Program, the whole program is designed based on its diverse curriculum and capacity building mechanisms. The team was built with the most experienced and creative members.

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22   সুনামগঞ্জে ব্র্যাকের বিদ্যালয় ঘুরে দেখলেন যুক্তরাজ্যের এম পি. 23rd November, 2021. Prothom Alo.

The Curriculum Developers are well educated and experienced in their respective field. The previous remedial team involved in Curriculum development was more significant, but the current squad is more minor but experienced as they all played a part in the last project. The team was mainly divided based on team members' previous experiences. The team head designed the subject curriculum team with experts who had previously worked the subject-specific area within various projects. For instance, a team member handles the math curriculum development with extensive experience in content development in mathematics for secondary school students. Again, the graphics designer for the project has extensive expertise in her specific area. In summary, the team has been formed with members with long-term experience developing a curriculum. They receive regular feedback sessions and are subject-specific to build on their skills and abilities. Two members from assessment unit was also working with the curriculum team.

3.4.2 MONITORING & EVALUATION TEAM

The monitoring and evaluation unit is essential for every NGO to assess the programme's overall performance. Monitoring is a systematic process that gathers data regarding the progress made by an implemented programme. Evaluation is the process of evaluating whether the programme reached its goals and delivered the programme's original target. According to the BEP FCDO proposal, the Monitoring and Evaluation unit will take the lead in data collection, data utilisation, and overall supervision to see if the indicators set at the programme's inception are met or not. There will be a team that will actively work in the monitoring and evaluation part of FCDO. The senior manager of two units observes the whole responsibility: monitoring and evaluation and MIS. The lead has over 17 years of working experience in material and capacity development, monitoring and evaluation, and MIS. For the FCDO-EMDC project, there will be separate monitoring officers, and the core department of M&E will be involved accordingly. The senior manager will provide a step-by-step guide per the M&E plan and develop the wise indicator checklist. The team leader is well experienced in her department and well known to guide the whole FCDO team to strengthen the use of data.

3.4.3 FIELD MANAGEMENT TEAM

Field management is the most prominent process of a programme; at times, it plays the most crucial role, and mainly the outcome of a programme depends on its field team. From January 2022, the BRAC HR started recruiting field staff for this project. However, they are not yet started their work. The accelerated model filed management team will contain three layers of staff, the project staff, whom BRAC calls Programme organiser (PO) or Project Assistant (PA), and Project Staff (PS). They will implement directly in the misconduct survey and take the aptitude test. And another layer is Upazila Manager (UM); above them, BEP has Divisional Manager (DM). The recruitments are in process, they will be completed within 31st December, and some will be completed within the 2nd week of January. BEP is placing their senior staff, but it needs some new recruitment too. So, the old teams will be placed within 31st December, but new recruitment will take some time. After staff recruitment completion, BEP will give them training or orientation on the accelerated model. BEP has project managers so that the DM will be reportable to the Project Manager (PM). The field management team will get training to build their capacity for better intervention in the field.

3.4.4 GRANT MANAGEMENT

The grant management team is an integral part of any programme for identifying and validating suitable development partners, programme formulation, programme delivery, financial management and compliances and sustainability. In the FCDO- EMDC project, the grant Management unit solicits financial support from development partners. Also, the department oversees the entire lifecycle of grants applying set processes, systems, standards, procedures, and tools to ensure that donations are compliant and well managed. This unit is also experienced in collecting funds from several donor and partner organisations.

3.4.5 PROCUREMENT TEAM

BRAC has a clear procurement policy and a procurement department to operate the procurement part of every programme to ensure compliance. There are many procurement processes in the accelerated model as newly designed books, storybook purchasing, and school-related stationery purchasing. So, for easy operation, there is a purchase committee approved by programme heads for dealing with the procurement with everyone's concern. The purchase committee works for every FCDO related procurement, consisting of four different department members. One member from the procurement department is selected by the programme, one from the curriculum team, another member from HR, and one member from the accounts departments; this committee oversees all procurement-related responsibilities.

3.4.6 SUPPORTING TEAM

BEP also has a gender and safeguarding focal person responsible for monitoring and reviewing all activities, including staff, program, lessons, content, etc. The focal person is also responsible for staff training in gender and safeguarding issues.

BRAC has no separate IT team, but every program has a technical person from the IT sector responsible for understanding the program's needs and achieving them with the help of external resources by working together. A senior program manager heads the BEP Innovation in the Education and ICT team. One team member is responsible for coordinating between the program and the developing system. Another helps the team piloting from the managerial level. Another maintains all types of communication with the field. Recently the team recruited another systems developer because some programmes, including the accelerator model, are being rolled out for the first time; if these programmes face any problem, the responsible person can give immediate support. The team recruited him under the bridge programme. This team also provides training to individual project staff to build their capacity on technology.

3.5 KICK-OFF MEETING

On 8th February 2022, Tuesday, BEP organized a half-day kick-off meeting held at BRAC centre, to share updates and future plans on the EMDC project with the BRAC Finance team and central F&A focal and GRP grant management team. Though a kick-off meeting is supposed to be organized at the beginning of the project to establish common goals and the purpose of the project. The agenda of the meeting was very clear. As BEP had pre-set agenda, they had enough time to discuss the issues. In the overall discussion, the participants were informed and deliberated the statement of the work, the project scope, timeline and deliverables. After the welcoming session by BEP Director, the project lead provided a detailed overview of the project and a work plan and timelines with key milestones. Then each of the unit vocals made an introduction with the project

team along with their roles and responsibilities of different units. They briefly discussed field structure & operations, reporting requirements & responsibilities and monitoring indicators. A detailed discussion was held on the requirements of donor compliance, budget presentation and financial reporting. Finally, the ED, BEP wrap up the meeting with a vote of thanks and future activities.

Foreign Commonwealth and Development Office (FCDO)
Kick-off Meeting Agenda
Venue: BRAC Auditorium

February 8, 2022

Time	Session	Method	Session Lead
09:30 am-10:30 am	**Registration**		
10:30 am-10:40 am	• Welcome & Introduction	Interactive	Safi Rahman Khan
10:40 am-11:15 am	• Project overview • Project work plan & timelines with key milestones	Presentation	Syeda Siddiqua Akhtari
11:15 am-11:30 am	**Refreshments**		
11:30 am-11:50 am	• Introduction of project team with roles and responsibilities of different units of BEP - Field structure & operations - Reporting requirements & Responsibilities - Monitoring indicators	Presentation	Unit Focals of BEP
11:50 am-12:30 pm	• Donor compliance requirements	Presentation	GRP Grant Management Team
12:30 pm-01:15 pm	• Budget presentation & financial reporting • Open discussion	Presentation	BEP Finance Team and Central F&A Focal
01:15 pm-01:30 pm	• Wrap up and way forward	Speech	Director
01:30 pm-02:30 pm	**Lunch**		

Image 1: Kick-off Meeting Agenda

Image 2: Kick off meeting held on 8th February 2022

CURRICULUM AND LESSON DEVELOPMENT

"Accelerated Model" is a 10-month intervention to reduce the learning loss of the most dis-advanced children through a 4-month catch-up and 6-month accelerated course. It aims to achieve grade-specific competencies and transition them to formal school. It will also support the Government to increase primary school completion rates and supplement its interventions to educate OoSC. Accelerated Model is designed into two groups, the first group is for class 1 and 2 dropouts, and the second group is for Class 3, 4, and 5 dropouts. And into two parts, one part is a four-month Bridge course to mitigate learning loss and a six-month accelerated period for developing and achieving relevant grade-level competency.

4.1 WORK PLAN DISTRIBUTION

The team first identified what might work in this model. Then the curriculum team started reviewing literature in October 2021. One of the reasons for this review was to get an idea of how to engage children in this type of project and what activities to design. Through the literature review, it was found that Bridge School has some documents that can be used in this project. By this time, it was seen that the NCTB had also changed their books a lot. Earlier, the content selection was made from BRAC's Text Book. But in the case of this model, the curriculum team decided that from 2021, the BEP will use NCTB books for any model. After reviewing the literature, they divided the work into three groups.

According to their initial plan, it was decided to complete worksheets for 12 days crash course and lesson plan for 3.5 months and six months by November 2021. Then teachers' guidelines and teachers' training module development will be completed by mid-January 2022. As it is extensive work for the curriculum team, it is assumed that this will take longer than initially considered. Based on this guideline, an 11-day essential training/ToT will be provided by the end of January 2022, as teachers' training will be conducted by February. In addition, supplementary material revision and recreation processes are also planned for February 2022.

4.2 SEEK OUT PEACE AND A QUIET PLACE

A meeting room of BLC in Gulshan has been hired as a space to develop the model. All the respective members of this project sit in the different parts of the office, making communication and complex brainstorming easier through group work. Moving to a new place allows them to sit together, escalating their working process as they can easily communicate as a team.

From 8:00 am, they work by sitting in four groups based on subjects like Bangla, English, Mathematics. Simultaneously, a team of graphics designers consisting of an illustrator and an artist also work on the illustrations. The work is done in a group setting, in a casual atmosphere, while colleagues' brain-storm with each other. While working in the group, they sat casually, drank tea, talked with each other, and did their work. A team leader sits at a separate table and promptly monitors and supervises the team's activities through attentive listening and careful and appropriate suggestions.

Image 3: The artist draws this picture on the glass board the outside of the workshop room in Gulshan BLC. Photo Credit: Atiya Rahman

4.3 ORIENTATION OF GENDER, SAFEGUARDING AND DISABILITY INCLUSION

BRAC has an explicit gender policy, an explicit gender policy including sexual harassment elimination policy, and a supportive HR policy from the organisation level. BRAC has designed and operated the gender mainstreaming process in a systematic matter. According to the revised gender policy 'all members of BRAC actively engage in the effort to build a just and inclusive society promoting gender equality". In 2016, BRAC first adopted Gender equality, reduced violence, and increased men's engagement to create greater voice, choice, and spaces for women across all BRAC"s programmes" as strategic goals in its 2016-2020 strategic plan. From then, the gender equality promotion approach has been shifted from independent project implementation to gender mainstreaming with existing BRAC's sectoral programmes, enterprises and departments, including BEP.[23]

As mentioned in the BRAC Gender Policy a gender focal person (GFPs), consisting of mid management representatives from each programme, enterprise and department in the organisation, are closely working with GJD to incorporate the gender policy into the respective programmes interventions and organisational level. So, as per the policy BEP GFP were involved in the model development process, especially from the proposal development phase to the curriculum development phase. The GFP will also involve in the implementation phase as an expert, trainer, and monitor because every activity for a project should be processed by crosschecking with BRAC's gender and safeguarding policy. While developing the project proposal for the FCDO project, the gender focal briefed about BRAC's policy for gender and safeguarding. Thus, the development team created the proposal while considering what the program can offer to promote gender and safeguarding policy commitment.

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[23]   BRAC Gender Policy, Towards Gender Equality.

"Safeguarding is at the core of BRAC's vision and is particularly relevant for FCDO. Accordingly, BRAC has developed a comprehensive FCDO-approved safeguarding policy - an approach supported by global best practices that build capacity and institutionalised prevention and response (including accessible and anonymous reporting mechanisms) for quality programming."[24]

As BEP works with the children, child safety is one of the significant safeguarding issues for all activities. BEP works on child safety issues and raises awareness among the children and the parents. The gender focal point oriented the team on 20 points included in the curriculum, teachers' training, staff training, teacher refresher, parents' meetings, etc. Also, the FCDO project school and staff must follow major four rules and regulations while preparing and implementing the model. These included that BEP will ensure a safe and healthy environment, including maintaining children's hygiene and securing equal participation. The main aim is to provide 50% of the classroom quota to girls and 2-3% to persons with disabilities (PwD) children. The third one is protection; the existing policy of BEP ensures that everyone abides by and reports any incident through the reporting format called the incidental report format. And the last point is creating 'friendly teachers', especially by training them in gender and PwD issues. Teachers are trained to use gender-sensitive language and PwD-friendly language throughout their classroom activities.

4.4 WORK PROCESSES OF CURRICULUM TEAM

Each team member focused on the leader, accepting only the leader's guidance and authority, and maintaining a polite but distant relationship with the others. The whole unit sits once or twice a week for reciprocating the ideas. The leader's attitude was open with information and ready to answer any questions. The curriculum team is working together for a similar goal. Still, as every member has their work responsibility and individual perception, they might disagree or want to establish a more suitable work pattern. It can become a challenge for team members to be on the same page, but as the team needs to make compromises to enable progress, the leader will develop ideas to coach them. On this ground, the curriculum team said:

"The way I think about this chemistry is that I listen to everyone when we need any decision or need everyone's opinions. Then we can generally see that if there are five persons, two people are saying one thing, and the other three are saying something else. In this case, I listen to all of them, and then I ask them to tell me the best thing to do."

While the curriculum team was working on respective tasks, agreements and consensus were essentially forming among the group, who responded well to the leader's facilitation. The team was very sceptical and understanding about the team leader's decision, and they were finding out ideas to handle disagreement better.

"For example, today in content distribution, everyone was saying different things regarding whether we should go forward this way or some other way. Then I went to the blackboard and wrote that this would be X, its design will be Y, and its result will be Z. Then, they discuss completing the task in this way".

---

[24]   (Project Proposal)

We also observed that decisions are never made only by the team leader. Significant decisions are made through group consensus, and more minor decisions are delegated to individuals or small teams within the group. But sharing content and activity was the most common method when developing the curriculum. One of the team members shared her experience of working together by sharing their content:

"There is more sharing among us. Like I'm developing the Bangla curriculum for cohort 1, 'A' is developing the same subject for cohort 2. That's why sharing was more commonly happening among us. On the other hand, as 'S' is developing the English language, what we did…. the same game we kept in both Bangla and English. We do support each other and provide comments to each other. If we don't think the feedback is logical, we reencounter it; if we think it's logical, we accept it. In this way, we have developed a good understanding among all of us."

However, in the later stage of curriculum development, the team clearly understood their work pattern. That's why the team leader did not interfere in every work. We have observed that each of the teammates provide feedback on their work when they sit together. Technical experts also gave input on inclusiveness, child safety, gender equity when they visited there. As the team started developing the crash course, the technical expertise provided feedback several times so that their understanding of inclusiveness, gender equity course content and others.

4.5 CONTENT DEVELOPMENT

On developing the contents of this model, the BRAC Education Program always tries to ensure gender neutrality, diversity, colourfulness, messages of morality, and values while creating the drawings, illustrations, and contents of the lessons. For the cohort 1 as children dropped out from grade one and two will be enrolled with basic competencies of grade 1. That's why the content for 12 days crash course for this group is started with enhancing their literacy and numeracy skills. The students will be introduced with two basic subject Bangla and Math along with 24 lessons on Bangla and Math respectively.

Contents for each subject has selected according to the need of children where they can learn with fun. For instance, in Bangla, content have selected from 04 basic language competencies listening, speaking, reading and writing considering the prerequisite of enrolled grade. The content will focus story listening and speaking from text books and story books, vowel recognition and writing, rhymes, 07 days name, storytelling from story books, coloring pictures and consonant recognition (K-O). On the other hand, in Math, content have selected from the basic competencies of mathematical knowledge, process and problem solving (application). The content will cover mathematical concepts (more less, light heavy, small big, tall short), number counting (1-50), number recognition, number comparison (1-10), addition (up to one unit). The 6 months accelerated course is mostly focused on must and should learn competencies of starting grade. For this courses content have been selected according to the academic calendar aligning with the competencies. Then, a detail lesson distribution has developed for teachers. As the model follows NCTB curriculum and text books, all the contents have been selected from government text books. Moreover, BEP has significant number of supplementary materials namely values education story books, climate change workbooks, games and emotion card for Social emotional

learning, activities on Aflatoun, story books on regional issues) and activities to support and accelerated the learning of children.

4.6 MATERIAL DEVELOPMENT

4.6.1 SETTING UP A CLASS ROUTINE

In the third week of November 2021, the curriculum team completed preparing the class routine. At first, the team calculated the total number of school or working days for children and teachers, government holidays, and days for refresher training within the ten months. Then they divided them into three essential time divisions: 12 days crash course, 70 days bridge course, and six months AEP program for both cohort one and cohort two. These three programs are aimed at different learning outcomes and cover an additional amount of content. The routines are designed according to learning outcomes and timelines.

The basic structure of the class routine is derived from NCTB's given outline of class routine for primary education level. The targeted subjects in the BRAC EMDC program are Bangla, Math, and English. So, the way NCTB provides the class routine is slightly customised according to program needs.

Such as for classes one and two BRAC AEP model does not have English in the subject list for 12 days program. NCTB routine targets for 12 months academic year whereas BRAC AEP is for ten months.

Image 4: Draft planning for class routines and lesson distribution according to a timeline. Photo Credit: Atiya Rahman

NCTB

☐	

☐ Total time 7 hours

☐ 40 Minute break

☐ Highest classtime duration 55 minutes

BRAC Accelerated Model

☐	

☐ Total time 4 hours in 12 days and 70 days plan, 4.30 hours in six months plan

☐ Activity bassede break

☐ Higest class time duration 50 minutes

Figure 6: Comparison between NCTB and BRAC Accelerated Model

A BRIEF OVERVIEW OF THE CLASS ROUTINE

There are three types of class routines for both cohorts. Every routine follows almost the same format and contents, but there are slight differences. The duration of each day school hour and each class are decided based on BRAC non-formal primary education (NFPE) school rules.

"Every school has a standard routine. When we run non-formal schools, our class hours are 4-5 hours. We know how long a Grade One or Two students can take. For example, children of Grade One to Three can take 4 to 4 and a half hours of class. Accordingly, we have fixed the class time"

12 DAYS ROUTINE FOR COHORTS ONE AND TWO

Twelve days routine for classes one and two is designed with two basic subjects- Bangla and Math. Classes will be started with a 15-minute session called *'Valo Thaka'* (wellbeing). The course will follow Bangla, English, 25-minute creative sessions like art, acting, story-telling, rhyme, etc. Then again, Bangla and English class, respectively. The creative session is a great idea; students will break from classes and enjoy creative activities. Every Bangla and English class run for 50 minutes. *'Valo Thaka'* is a warm-up session for starting the rest of the day. Cohort two has almost the same features except for the addition of English in the subject list.

শ্রেণি ক্লাস রুটিন (১২ দিন) শ্রেণি: (প্রথম-দ্বিতীয়) মোট সময়: ০৪ ঘন্টা						
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	২৫ মিনিট	৫০ মিনিট	৫০ মিনিট
শনিবার	ভালো থাকা	বাংলা	গণিত	ছড়া, ছবি আকা	বাংলা	গণিত
রবিবার	ভালো থাকা	গণিত	বাংলা	গান, গল্প বলা	গণিত	বাংলা
সোমবার	ভালো থাকা	বাংলা	গণিত	অভিনয়	বাংলা	গণিত
মঙ্গলবার	ভালো থাকা	গণিত	বাংলা	গান, গল্প বলা	গণিত	বাংলা
বুধবার	ভালো থাকা	বাংলা	গণিত	অভিনয়	বাংলা	গণিত
বৃহস্পতিবার	ভালো থাকা	গণিত	বাংলা	ছড়া, ছবি আকা	গণিত	বাংলা

Image 5: 12 days class routine cohort 1

শ্রেণি ক্লাস রুটিন (১২ দিন) শ্রেণি: (তৃতীয়-চতুর্থ) মোট সময়: ০৪ ঘন্টা						
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	২৫ মিনিট	৫০ মিনিট	৫০ মিনিট
শনিবার	ভালো থাকা	বাংলা	ইংরেজি	ছড়া, ছবি আকা	গণিত	বাংলা
রবিবার	ভালো থাকা	ইংরেজি	বাংলা	গান, গল্প বলা	গণিত	ইংরেজি
সোমবার	ভালো থাকা	গণিত	ইংরেজি	অভিনয়	বাংলা	গণিত
মঙ্গলবার	ভালো থাকা	বাংলা	গণিত	গান, গল্প বলা	ইংরেজি	বাংলা
বুধবার	ভালো থাকা	ইংরেজি	বাংলা	অভিনয়	গণিত	ইংরেজি
বৃহস্পতিবার	ভালো থাকা	গণিত	ইংরেজি	ছড়া, ছবি আকা	বাংলা	গণিত

Image 6: 12 Days routine for cohort 2

3.5 MONTHS BRIDGE COURSE ROUTINE FOR COHORT ONE AND TWO

In cohort one's 3.5-month routine is almost identical to the structure of 12 days course except for the subjects. Here learners will be taught Science, English, Religion, besides Bangla and English. The time duration of the classes is also 50 minutes, and 'Valo Thaka' and' creative session also remains the same with the time duration and activities— cohort two routines follow almost the same, including Bangladesh and global studies. Besides total timing is 4.5 hours here and has some changes in class duration.

শ্রেণি ক্লাস রুটিন (৩.৫ মাস) শ্রেণি: (প্রথম-দ্বিতীয়) মোট সময়: ০৪ ঘন্টা						
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	২৫ মিনিট	৫০ মিনিট	৫০ মিনিট
শনিবার	ভালো থাকা	বাংলা	ইংরেজি	ছড়া, ছবি আকা	গণিত	বিজ্ঞান
রবিবার	ভালো থাকা	গণিত	বাংলা	গান, গল্প বলা	ইংরেজি	ধর্ম
সোমবার	ভালো থাকা	ইংরেজি	গণিত	অভিনয়	বাংলা	বিজ্ঞান
মঙ্গলবার	ভালো থাকা	বাংলা	ইংরেজি	গান, গল্প বলা	গণিত	ধর্ম
বুধবার	ভালো থাকা	গণিত	বাংলা	অভিনয়	ইংরেজি	বিজ্ঞান
বৃহস্পতিবার	ভালো থাকা	ইংরেজি	গণিত	ছড়া, ছবি আকা	বাংলা	ধর্ম

Image 7: 3.5 months class routine for cohort 1

শ্রেণি ক্লাস রুটিন (৩.৫ মাস) শ্রেণি: (তৃতীয়-চতুর্থ) মোট সময়: ০৪ ঘন্টা ৩০ মিনিট							
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	৫০ মিনিট	২০ মিনিট	৪৫ মিনিট	৪৫ মিনিট
শনিবার	ভালো থাকা	বাংলা	ইংরেজি	গণিত	ছড়া, ছবি আকা	বিজ্ঞান	বাংলাদেশ ও বিশ্ব পরিচয়
রবিবার	ভালো থাকা	গণিত	বাংলা	ইংরেজি	গান, গল্প বলা	বাংলাদেশ ও বিশ্ব পরিচয়	বিজ্ঞান
সোমবার	ভালো থাকা	বাংলা	ইংরেজি	গণিত	অভিনয়	বাংলা বাংলাদেশ ও বিশ্ব পরিচয়	ধর্ম
মঙ্গলবার	ভালো থাকা	গণিত	বাংলা	ইংরেজি	গান, গল্প বলা	বিজ্ঞান	বাংলাদেশ ও বিশ্ব পরিচয়
বুধবার	ভালো থাকা	বাংলা	গণিত	ইংরেজি	অভিনয়	বিজ্ঞান	ধর্ম
বৃহস্পতিবার	ভালো থাকা	গণিত	ইংরেজি	বাংলা	ছড়া, ছবি আকা	বাংলাদেশ ও বিশ্ব পরিচয়	বিজ্ঞান

Image 8: 3.5 months class routine for cohort 2

SIX MONTHS ACCELERATED COURSE ROUTINE FOR COHORT ONE AND TWO

Six monthly class routines have some significant schedule changes. Here new addition is Climate/aflatoun, Learner Support class and value Education in cohorts one and two, Bangladesh and Global studies. The total time of types is 4 hours 30 minutes here for cohort one and 4 hours for cohort two.

শ্রেণি ক্লাস রুটিন (৬ মাস) শ্রেণি: (প্রথম-দ্বিতীয়) মোট সময়: ০৪ ঘন্টা ৩০ মিনিট							
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	২৫ মিনিট	৫০ মিনিট	৫০ মিনিট	৪০ মিনিট
শনিবার	ভালো থাকা	বাংলা	ইংরেজি	ছড়া, ছবি আকা	গণিত	বিজ্ঞান	মূল্যবোধ শিক্ষা
রবিবার	ভালো থাকা	গণিত	বাংলা	গান, গল্প বলা	ইংরেজি	ধর্ম	জলবায়ু/আফলাতুন
সোমবার	ভালো থাকা	ইংরেজি	গণিত	অভিনয়	বাংলা	বিজ্ঞান	লারনিং সাপোর্ট ক্লাস
মঙ্গলবার	ভালো থাকা	বাংলা	ইংরেজি	গান, গল্প বলা	গণিত	ধর্ম	লারনিং সাপোর্ট ক্লাস
বুধবার	ভালো থাকা	গণিত	বাংলা	অভিনয়	ইংরেজি	বিজ্ঞান	লারনিং সাপোর্ট ক্লাস
বৃহস্পতিবার	ভালো থাকা	ইংরেজি	গণিত	ছড়া, ছবি আকা	বাংলা	ধর্ম	লারনিং সাপোর্ট ক্লাস

Image 9: 6 months accelerated course class routine for cohort 1

শ্রেণি ক্লাস রুটিন (৬ মাস) শ্রেণি: (তৃতীয়-চতুর্থ) মোট সময়: ০৪ ঘন্টা								
বার	১৫ মিনিট	৫০ মিনিট	৫০ মিনিট	৫০ মিনিট	২৫ মিনিট	৪৫ মিনিট	৪০ মিনিট	৩০ মিনিট
শনিবার	ভালো থাকা	বাংলা	ইংরেজি	গণিত	ছড়া, ছবি আকা	বিজ্ঞান	বাংলাদেশ ও বিশ পরিচয়	জলবায়ু/আফলাতুন
রবিবার	ভালো থাকা	গণিত	বাংলা	ইংরেজি	গান, গল্প বলা	বাংলাদেশ ও বিশ পরিচয়	ধর্ম	লারনিং সাপোর্ট ক্লাস
সোমবার	ভালো থাকা	বাংলা	ইংরেজি	গণিত	অভিনয়	বিজ্ঞান	বাংলাদেশ ও বিশ পরিচয়	লারনিং সাপোর্ট ক্লাস
মঙ্গলবার	ভালো থাকা	গণিত	বাংলা	ইংরেজি	গান, গল্প বলা		ধর্ম	লারনিং সাপোর্ট ক্লাস
বুধবার	ভালো থাকা	বাংলা	গণিত	ইংরেজি	অভিনয়	বাংলাদেশ ও বিশ পরিচয় গণিত	বিজ্ঞান	লারনিং সাপোর্ট ক্লাস
বৃহস্পতিবার	ভালো থাকা	গণিত	ইংরেজি	বাংলা	ছড়া, ছবি আকা	বিজ্ঞান	বাংলাদেশ ও বিশ পরিচয়	জলবায়ু/আফলাতুন

Image 10: 6 months accelerated course for cohort 2

Class routines of accelerated model schools significantly emphasise students' classroom motivation. Subjects have been arranged so students don't have to read an issue at a stretch. Twenty-five minutes break consisting of creative activities will help students to relax. It will also help reduce students' monotony and motivate them to attend the next class with new enthusiasm.

4.6.2 ASSESSMENT AND SELECTION OF THE SUPPLEMENTARY MATERIAL

Supplementary materials are additional materials that help to scaffold students' knowledge and understanding. It includes practising skill development activities and is related to the curriculum. From the begging of the model development phase, the team considered how existing supplementary material could be replaced or improved and used for the respective program. In the accelerated model some additional materials are used for grade-wise development. Such as:

- Socio-emotional learning (SEL) card
- Value-oriented storybooks developed and published by BRAC
- Supplementary storybooks published by renowned publisher
- Climate change and Environmental education
- Aflatun program

Every activity has a specific aim. Such as

♦ **Storybooks** are categorised according to contents. Such as Rhyme, General Knowledge, Fables etc. Storybooks target developing students' reading habits, proper pronunciation, content-based knowledge, and entertainment.

♦ **Value storybooks** aim at learning values through stories. Every story is based on a theme that represents a value.

♦ **Socio-Emotional Learnings cards** aim to teach the skills necessary to handle the relationships by themselves and their work effectively and ethically, manage emotion effectively, help develop the skills for making good decisions, and help children and adults develop the basic skills necessary for a safe and happy life.

♦ **Climate change and Environmental education** target environmental and climate change literacy. Students learn how they can contribute to the environment.

- **Aflatun program** provides financial literacy and trains how a student can break the poverty cycle.

STORY BOOK REVISION

The team started the revision of the existing supplementary materials in October 2021. The storybooks are already used in the *Shishu Niketon* school programme. *Shishu Niketon* is a semi-formal school with a blended characteristic from BRAC non-formal school (I e., BPSs), govt. schools and kindergarten. *Shishu Niketon* mainly used Bangla, English and Mathematics textbooks published by NCTB, storybooks posted by BRAC, and natural sciences. For the accelerated model, in total, forty-four books were selected for both cohorts. Among them, 12 for cohort 1 and 30 for cohort 2.

In mid-October 2021, the team began work on selecting a storybook. A total of 18 storybooks have been chosen out of 28 books for the first cohort. Of these, six are for grade 1 and 6 for grade 2. The topics that have been given priority in selecting these storybooks were: gender dimension, inclusiveness, class-cast dimension, picture and page quality. For example, in the 1st cohort, it was decided to pick the stories of the story room for grade 1; some words of the *'Golper Ashor 1'* were not time for the children. So, it has been excluded, and the 2nd, 3rd and 4th series of the story have been kept. Since the stories in these series are short, the stories in the three series have been put together into one book.
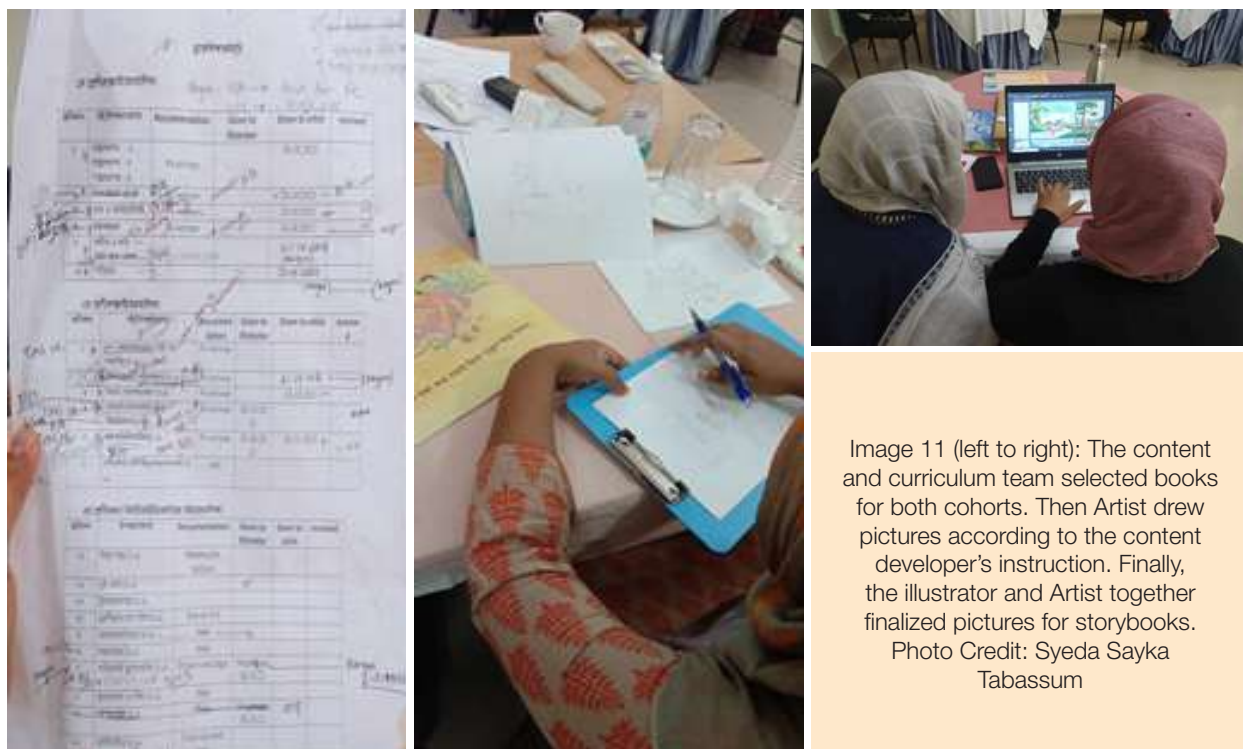

Image 11 (left to right): The content and curriculum team selected books for both cohorts. Then Artist drew pictures according to the content developer's instruction. Finally, the illustrator and Artist together finalized pictures for storybooks. Photo Credit: Syeda Sayka Tabassum

Two Senior Managers from the youth support programme have been involved in the selection process. After the books were selected, they identified that the quality of the pages and pictures of a few readers had to be changed. That's why they hired an artist and an illustrator for two months. However, the illustrator involved a few more months. At first, the artist drew a picture according to the story's theme then the illustrator started working on it. The work of the artist and illustrator started last week of October 2022.

REVISION OF VALUE-ORIENTED STORYBOOKS

In 21st-century education practice, value education occupies a significant place. One of the essential supplementary materials of the accelerated model is value education books. In December 2021, value-oriented storybooks were also reviewed by the curriculum team. The storybook book consists of different levels that provide specific value. In addition, these stories are very much interesting to read. Moreover, every level is very much suited to the competency levels of the children. For example, in the novel *'Pakhir Shish'*, we can learn about the value of knowing our own. After the first morning of her birthday, Miti wakes up hearing a harmonious whistle. Miti noticed that Hashu, her neighbour, played with a leaf and made beautiful sounds. She asks Hashu from which CD he had learned the music. Hashu says that this is the sound of a beautiful dancing bird. Hashu shows Miti the bird. Miti identifies the bird as the 'Doyel', the national bird of our country. She reminds us that there is a picture of a Doel in her book. She realises that though Doel is Bangladesh's national bird, she had previously noticed the bird. She decides to know about our national bird, fruit and animal. She reminds us that they sing the national anthem every day before school. She loves the anthem very much. At the end of the story, the reader will feel the importance of knowing their nation.

The story *'Horin o Banor'* promotes the value of friendship. We can see how the monkeys save the deer from the clever tiger. "Everyone deserves liberation", we learn it from *'Dahuk Pakhi Chhara Pelo'.* No one can live a subjugated life. In our liberation war, we lost many of our dear friends and family members. This country is like our mother. In this story, an uncle teaches his nephew about the value of liberation. In the novel *'Dui Bondhu'*, we learn the power of unity. It is better to complete the work together than keep the job for later. *'Duita Pakhi, Ekta vabe Ekta kore'* promotes the value of learning nothing without patience and industry. Diligence is the key to success. Another story is about Arif. Arif always lies to his mother and bunks school. He did very poorly in his examination but did not stop lying. One day he falls into trouble for his lie. After the rescue, he decides to leave this bad habit. This story describes that telling a lie is not a solution; one should stay honest and do their work correctly. All these stories are from 'MULLOBODH SHIKKHA-PROTHOM BHAG.'

In MULLOBODH SHIKKHA-DITIYO BHAG, we find five more stories with different values. For example, in *'Alo Vora Din's story,* we learn that greed is very harmful. One who covets can fall into unwanted trouble in consequence. We should not allure for others; this habit will always brighten up our day and make us a person of solid character. *'Onker Jonno'* describes the value of commitment. We should try to keep our promises in both favourable and unfavourable situations. *'Putli'* encourages the habit of reading books. *'Cherag er Doitto'* describes how we should behave with elders. We should talk to them with manners, and help them out in their work. It does not mean that we cannot correct them if they are wrong, we can point

out their mistakes, but we should generously explain the greeting. *'Felna Pori'* tells us about recycling. It's incredible how we can recycle things. Happiness does not always come from costly items. These stories take the readers into learning and beautifully revising different values. All the stories are very child friendly.

Besides BRAC, the accelerated model also includes fables in their supplementary materials. Students learn important messages through story time.

SEL MATERIAL REVISION

SEL is the ability to comprehend one's emotion and manage it. It helps raise self-awareness, make good relationships with others even though they are from different backgrounds, make better decisions to achieve goals, show empathy to others, create a positive relationship, and regulate emotions by understanding it- overall a safe and happy life. It also includes handling challenging situations ethically and constructively, resolving conflicts, self-calming and making ethical and safe choices. As per CASEL,[25] a dedicated organisation that works on SEL. SEL involves five essential competencies- self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

In BEP, SEL was used in May 2011 under a pilot project initiated in 45 BRAC pre-primary schools (BPPS) and 26 BRAC primary schools (BPS) located in 2 two suburban areas of Gazipur and Tangail Sadar. Later, in 2013, SEL expanded to all over the country, which means all the programme areas of BEP.

It is decided to revise existing SEL materials as supplementary material during October 2021. Initially, some storybooks were selected for SEL. Each book has a unique theme that will help learners navigate different situations and learn how to face challenging problems empathetically, make friendships, conflict resolution, and many more. For example, in *'Pakhider Neta'*, it is shown that a leader's sense of equity, helpfulness, empathy, intelligence is more important than knowledge and power. *'Bondhur Khoje Hati'* shows that friends can come in all sizes. Such that every story portrays different situations which help in social-emotional development.

4.6.3 SELECTION PROCESS OF THE STORYBOOK

BRAC's storybooks are usually given for grade one students. However, some external books were purchased through tenders. Since this model is new to BRAC, several external books are selected for the school's reading corner. In the first phase of choosing external books, about a thousand books came to the curriculum team through tender in mid-December 2021. The purchase committee then decided on 100 books based on the content, font size, colour, and story's message. It is pertinent to mention here that this purchase committee is made up of 3 members where there are representatives of finance, procurement and programs. The purchasing committee handed over these 100 books to the curriculum team.

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[25]   https://casel.org/fundamentals-of-sel/
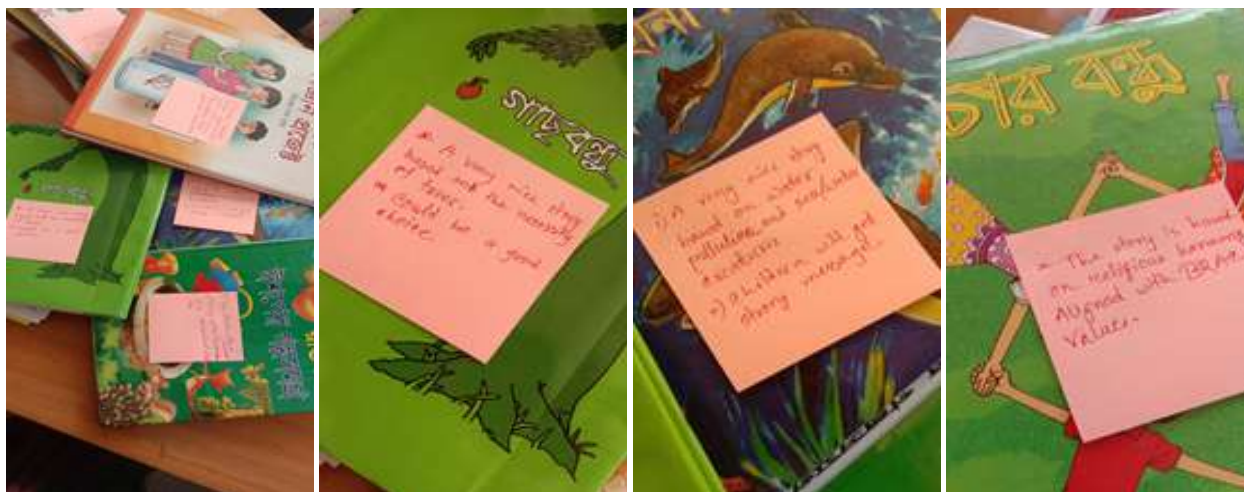
Image 12: Story Books sorted by the purchase committee and insert notes about content and quality of the books.

The three members of the content team then selected 30-40 books from there based on some pre-determined content such as fairy tales, legends, environment, values, liberation war, history, science, biography and poetry. In the third week of December 2022, the curriculum team again selected 20 books from 40 and submitted a list to the procurement.

Image 13: Storybooks published by various publishers other than BRAC are selected by the content and curriculum team. Photo Credit: Atiya Rahman

A crosscheck with the procurement budget reveals that the list exceeds their budget. Then the two curriculum team members sat down to discuss these 20 books again and finally selected 15 books for purchase. To reduce the number from 20 to 15, the team first separates the books according to the content and price. However, they selected the lowest-priced books from there. There were multiple books of the same content, replaced it with the list of the previous 40 books and added another book of the same content.

4.6.4 CLIMATE CHANGE MATERIAL REVISION

BEP had two sets of climate change materials for grades 1-3 and 4-5. Some of these materials are important, including flashcards, workbooks, flipcharts. These materials are mainly used for 12 months course design. Some re-arrangements are done for the accelerated model.

One of the curriculum team's things in October 2021 was developing climate change materials. Since the time was short for creating all the activities, there was no workbook for the students of the two cohorts, but seven issues have been kept to sensitise them. These are 1) the use of bins, 2) the quality of planting and medicinal plants, 3) planting trees in plastic bottles, 4) protecting yourself during thunderclap, 5) things to do during earthquakes, 6) making tools from discarded objects, and 7) good practices for

the environmental protection. The students will do these activities during the accelerated learning period. These seven activities are adjusted in the routines accordingly, and the teacher has a guide on how to conduct these activities. In this case, they kept in several issues, such as sensitising students through activities. Factional, planting trees focusing on the world environment day on 5th June, etc. Again, the students will write good habits in the class and hang them in posters under the practice part of 6 good habits.

Image 14: Existing climate change material of BEP. Contents were taken from here for accelerating model of education

4.6.5 SOCIO-EMOTIONAL LEARNING MATERIAL SELECTION PROCESS

Socio-Emotional learning materials is one of the significant parts of supplementary materials. SEL materials once reviewed on October 2021. In February 2022, to finalise the material and activities according to the core competencies of SEL, a workshop was arranged at Gulshan BLC. By group work contents, moves according to core

competencies and materials for SEL were selected from the initially set source. Besides the BEP Curriculum team, a representative from the BRAC assessment team was present in the workshop. For instance, to meet the competency Self Awareness, they selected an activity named class meeting where learners will decide by discussion among themselves.
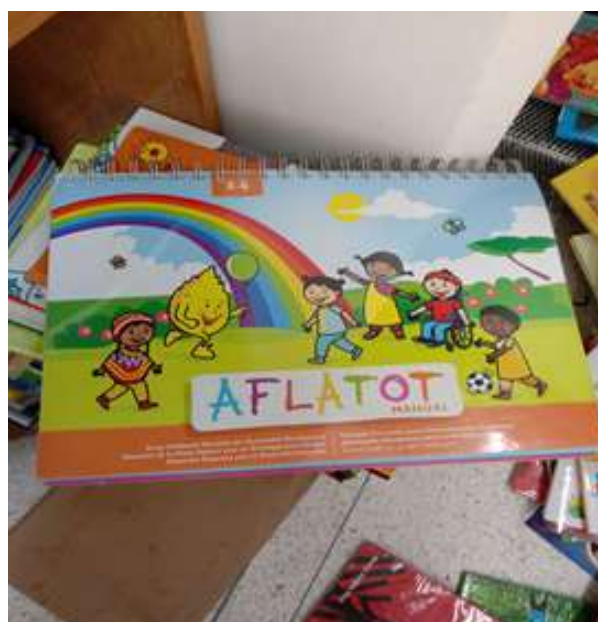
Image 15: The manual. Aflatun materials were developed from this manual

4.6.6 AFLATOUN

To meet the 21st century's challenges, financial management is one of the essential skills; the Aflatun programme is one of the applauded programmes of BRAC, which promotes children's economic and social education. Aflatun is an Arabic word that indicates the person who explores. The basic idea of Aflatun is to provide learners with concepts about values, rights, and responsibilities and empower them with the knowledge of financial literacy to break the vicious cycle of Poverty. Aflatun teaches learners about five basic things: knowing thyself, observation, and assessment skills, knowing own rights and responsibilities, savings and expenditure rules, Planning and

Budget and children's social enterprise. These skills will help develop a child socially intelligent, honest and competent civilian. The child will learn to appreciate other good deeds and will attain the habit of gratitude. Besides, they will achieve the skill of saving and practically apply it. In future, they can start small ventures with these savings if they want. To run the AFLATUN programme, BRAC has provided learners with a bag, a lock, a workbook, and a guide for the teachers. There is an Aflatun class in a week in BRAC primary school for class two to class five. Besides, under the Post Primary Basic and Continuing Education activities, Aflatun has been implemented experimentally in some secondary schools and ADP centres since 2008.

Image 16: Aflatoun materials selection and worksheet development team, 24th February, 2022

For EMDC project core elements of Aflatoun were determined by five major topics namely personal understanding and exploitation (social); rights and responsibilities (social), savings and spending (financial), planning and budgeting (financial) and child social entrepreneurships (social and financial). A three members curriculum team finalized the content of Aflatoun based on Aflatoun manual. After reviewing the existing BRAC Aflatoun materials and Aflatoun manual the team decided to keep the content same but the photos will be contextualized based on Bangladeshi culture.

Table 3: Aflatoun content for Accelerating model of education

SL. No	Theme	Applicable for
1	Introduction to Aflatoun	Cohort 1 & 2
2	Self-concept; living peace in harmony for emotion	Cohort 1 & 2
3	Problem comprehension and identification; cause and effects of problem	Cohort 1 & 2
4	Our basic needs and rights	Cohort 1 & 2
5	The concept of saving; resources saving	Cohort 1 & 2
6	Financial consequences; managing resources; planning to spend	Cohort 1 & 2
7	Need and want	Cohort 1 & 2

4.6.7 WORKSHEET DEVELOPMENT

Worksheet for both cohorts is developed for 12 day's crash courses. It was the most time consuming and hardworking phase for the curriculum team. Starting from the first week of November 2021, the group completed the worksheet development in the second week of November 2022. However, the worksheet was confirmed on January 2022 after reviewing and editing by the external consultant.

At first, the team discussed how this worksheet and 12 days activities would help students engage in the classroom. In this regard Dale Cones model of student's engagement theory was helpful for initial planning. In the later stage we will see how this engagement theory has been also used during the teacher's guide development process.
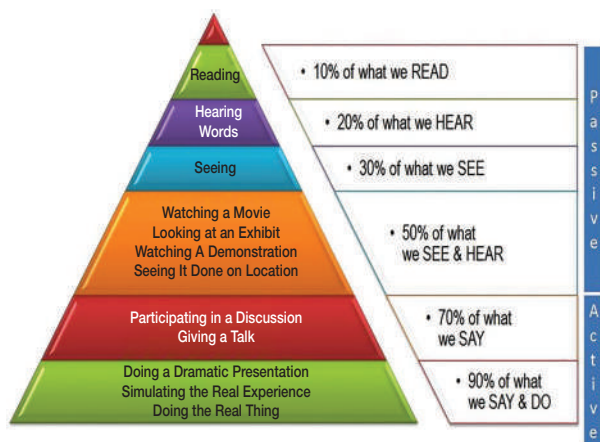
Figure 7: Dale Cone's Theory of Student Engagement in Classroom

Edgar Dale gave his theory on the cone of experience, which presents how different backgrounds play a role in human learning. Dale portrayed that each type of experience people has given different kinds of results. He categorised his model from the least abstract to the most abstract background. According to Edgar Dale's 'Cone of experience', we have observed a time gap that emphasises learning by doing. The worksheets are designed with students' practice, direct involvement, and active participation in the worksheets. Subsequently, these will help develop students' more profound understanding of respective subjects and learning retention. Such as learners' practising handwriting, counting games, Matching, and completing the sentences will actively involve them in the

Important features of Worksheet

✓ The activities in subjects' worksheets are from cognitive and psychomotor development.
✓ The activities are designed with age-appropriate and competency-based tasks.
✓ Most of the activities are related to Bloom's taxonomy's Remembering, Applying and Evaluation level.
✓ Gender and diversity-focused

given task, resulting in sustainable learning. It was thus planned that this phase should be focused on increasing learners' literacy and numeracy skills to assist in developing essential skills that will enable them to learn more complex content in the upcoming days. They also decided that the classes will be taken by participatory approach to allow students to' active participation. The class routine has been developed in this manner so that it will be helpful for the teachers to implement the program. After completing the writing process, the worksheet and activity sheet was sent to the graphics designer after completing the writing process. The curriculum team and the graphics designer work together to reach a consensus about the content.

OVERVIEW OF THE WORKSHEET (COHORT 1)

In the first cohort Bangla, there are 15 worksheets. Every worksheet is very colourful, which is very attractive for the children. The size of the word characters is significant, which is reading friendly. The activities designed ate here is easily understandable, and directions are demonstrated. There are two pages at the beginning of the sheet for students' painting which is very thoughtful.

Activities are constructed from simple to complex forms. For example, in worksheet two, activity one directs learners to hold the pencil, and in training, three, learners will learn to draw a curve. Gradually learners will learn progress to write a letter using a turn. This strategy allows learners to know words consisting of familiar letters step by step. From worksheets one to fifteen, learners will learn *SHOROBORNO* and be acquainted with the first five *BENJONBORNO*. Moreover, the activities are designed to enjoy while being engaged. Additionally, there are 11 activities of drawing and painting which will encourage students to stay motivated.

Image 16: Bangla Worksheet no 5 & 10, Cohort 1

In image 16, two worksheets of cohort 1 Bangla - worksheet 5 and worksheet 10 are shown. Here, activities two and three of worksheet five and activities one and two of worksheet ten are shown. Learners are told to find the learned letter from a word in activity two, an. After observing the given picture in activity three, learners will guess the appropriate word and fill in the gaps with a correct letter to construct the expected term. These activities are the remembering process, according to Bloom's taxonomy. In activity one, worksheet 10, learners will practice writing the given vowels and learners will be able to write down the letters without any help. These activities are part of applying in Bloom's taxonomy.

Similarly, worksheets of first cohort math follow the same strategy of involving students in simple to complex activities. There are 32 Worksheets in total consisting of different activities. At the very outset, the worksheets emphasise activities on identifying sizes, which will help students compare big and small things—moreover, other activities like matching, counting, order, addition, and subtraction. There are also some brainstorming activities like a maze, game etc. We can follow figure two for

better understanding according to Blooms taxonomy.
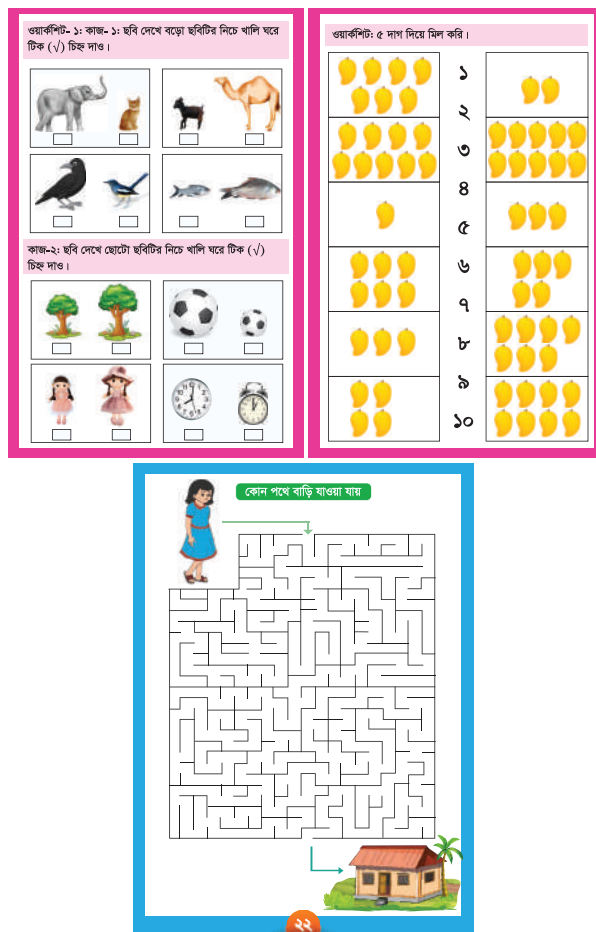
Image 17: Math Worksheet no 1, 5 and 32 for cohort 1

In image 17, there are three examples of the cohort 1 math worksheet. Activity one of worksheet one is to identify the big picture. By this activity, learners will evaluate which image is small or considerable. This activity belongs to Bloom's taxonomy's evaluation level and includes the cognitive domain. In worksheet 5, the activity is to match the number with given pictures, an example of remembering[26] according to Bloom's taxonomy. Activity 2 of worksheet 32 instructs learners to help the hen find its house. This activity is an example of applying according to Bloom's taxonomy, which is a function of the psychomotor domain.

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26   https://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf

OVERVIEW OF THE WORKSHEET (COHORT 2)

The second cohort includes three types of subjects. They are Bangla, Math and English. Second cohort worksheets are also like the first cohort. Worksheets are very colourful and attractive. In the second cohort, Bangla has ten worksheets, Math has 20 worksheets, and English has 38 worksheets.
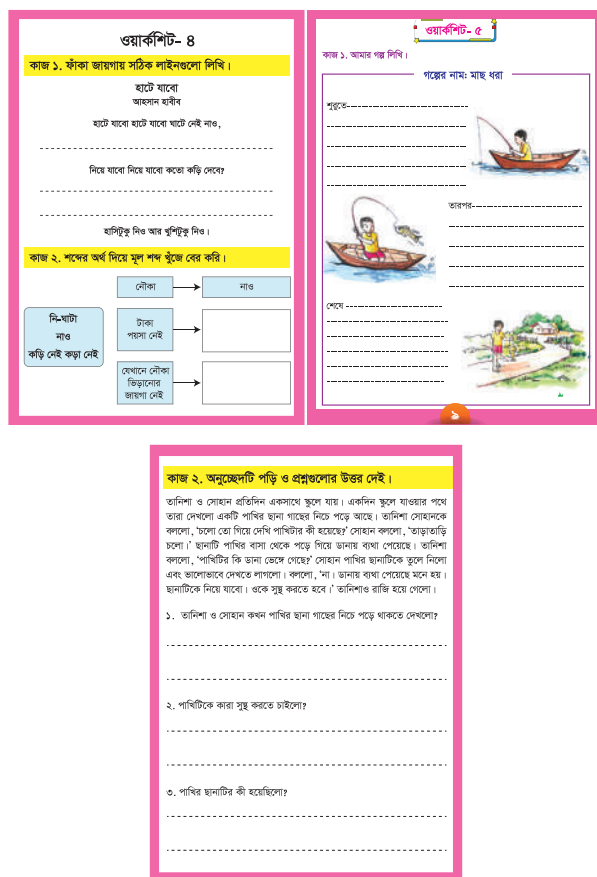
Image 18: Bangla Worksheet for cohort 2

In image 18, we can see three different worksheets from the second cohort, Bangla. In Worksheet four activity one, learners write the proper line in the blank space. In this 'Remembering' activity, learners will retrieve the lines from their memory. On the other hand,

learners will have to write a story under a given theme in worksheet 5, relevant to Creating in Bloom's taxonomy. Another worksheet is activity two from worksheet 9. Here learners will read a passage and will answer provided questions. By Bloom's taxonomy, this activity is pertinent to Understanding.

Image 19 manifests two worksheets from second cohort math. By worksheet 18, learners will have to apply their mathematical knowledge. On the other hand, worksheet two directs learners to follow the writing according to provided letter sample, which is seemingly relevant to the concept of understanding.

Image 19: Math worksheet for cohort 2

English is added in the second cohort only as it was thought that English would be hard for the first cohort students. Initially, some contents were selected to reduce the learning gap in English. They are alphabet (capital & small: non-cursive), number in figure (1-30), number in word (1-10), greetings & conversation, classroom instruction, rhymes, body parts, days of the week, colours, shapes, story and grammar (use of a/an, use of in/at, use of in/on/under, use of size (big/small, tall/short, fat/thin)).
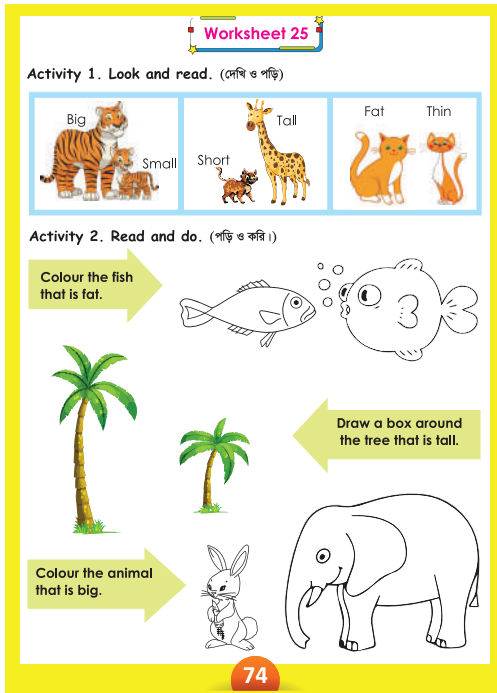
Image 20: Sample of English Worksheet cohort 2

Image 20 represents cohort 2 English worksheets 29 and 31. In an activity of worksheet 29, learners are asked to trace and write, which is an activity of understanding. On the other hand, activity two of worksheet 31 is also an understanding process where students will reflect on the idea from activity one.

Students will learn the differences between big and small objects in this worksheet.

Worksheets of 12 days phase are very much inclusive. Pictures used for examples of having diversity, such as both boys' and girls' images, have been used. We can also see children with disabilities in the worksheets. An example is given below for better understanding- according to Blooms Taxonomy.
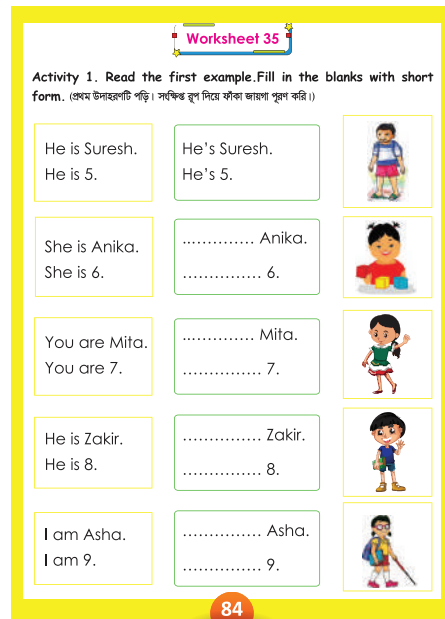
Image 21: Gender and Diversity inclusion in Bangla and English Worksheet, cohort 2

In Image 21, we noticed that the picture selection is very inclusive. The picture shows that both the girl and boy participate in worksheet five. Learners are asked to make a story out of the images and give a name. This is a beautiful example of creativity. We can see a child with downs syndrome and a visual disability in worksheet 36. These pictures will arise a positive sense of diversity in the learners. In this worksheet, students will fill in the blanks with the short form of verbs, an understanding activity.

FEEDBACK MECHANISM ON WORKSHEET

In the FCDO team, feedback mainly works in informal and formal ways. In informal feedback, while developing the content, the curriculum team shares the content and sometimes the team leader. The team members and team leader gave feedback they found reasonable and based on rationality, the respective curriculum developer incorporated the input in their curriculum. And another way is formal, which mainly happens during feedback sessions and meetings. The Programme Head of BEP attend feedback sessions where the curriculum developers or the team leader manifest the developed content; the Programme Head provide appropriate feedback. The curriculum team incorporates the provided feedback in their content.

The curriculum developer team incorporate the feedback provided by Programme heads and team leader. The team leader also talked about accepting an opinion from the person whose more rational thought. The team lead listens to everyone's opinion and makes a decision. For example, the Math Curriculum Developer noted that they showed how they would deliver the content in the first feedback session and got input to make

the content interactive between student and teacher so that students give more attention to the teachers. The respective curriculum developer then incorporated the given feedback.

Feedback also comes from the supportive team members, especially from the gender and safeguarding focal point. BRAC gender justice and diversity (GJD) programme also ensured gaps from the gender and PWD point of view in the content, curriculum and other documents. After studying the documents, both the gender focal of BEP and the curriculum development team worked together on it for completion. The Gender Focal from BEP involved with the curriculum development team disclosed.

"X sent me all the handouts and materials, and I reviewed them from a gender perspective, especially its languages, concepts, picture presentation, the male-female participation, social stereotypes, like the boy is playing with football and girl is playing with dolls etc. I reviewed all of them accordingly. When they were done with the final draft, they instantly sent me. Even the graphics designer who illustrated every picture I sat with her also; so that she would be able to draw the picture from a gender perspective. For example, she sat beside me recently and showed me every picture after illustrating it. She designed a photo of a disabled child, showed me, and asked if I could understand from the picture."

PROOF EDITING AND REVISION

BEP hired language expertise from Bangla Academy to produce a flawless document. The worksheet and activity document were then sent to him by mid-December 2021 to check for errors in grammar, punctuation, syntax, spelling and formatting. After sending the worksheets to the proofreader, some

feedback was given. For instance, in Bangla, the font was edited due to the issue of breaking fonts after printing. Some changes were beautified in the English worksheet, like colour grade and picture selection. After receiving his feedback, the curriculum team and graphics designer revised and finalised it for publication. However, the curriculum team was dissatisfied with the work of the editor. Because they recognised that the editor did not know well about the current Bangla Academy policy for grammatical practices. For example, some words were suggested to change, but BEP has not included them. Such as using *Thik* instead of *Sothik* as BEP thought *Sothik* was more appropriate and using *Shrenikokkho* instead of the classroom, BEP hasn't changed it as NCTB uses both Shrenikokkho and Classroom.

Image 22: Proof editing is done by the language expert

CONSULTANT FEEDBACK ON WORKSHEETS:

Accelerated Learning Model; one of the newest models from the BRAC Education Programme, so the team thought to take opinions from the experts outside of the group. For this purpose, BEP hired consultants; Shah Shamim Ahmed and Syeda Aticun Nahar, Associate Professors IER, University of Dhaka. The first feedback session with consultants

happened on second February 2022 at BRAC learning centre, Gulshan Niketon; the experts sat with the team and gave feedback on 12 days activity plan and worksheet. The responsible persons from the BEP team presented the PDF version of worksheets over the intelligent board. The experts, along with the rest of the members of BEP, observed the presentation. They also reviewed the NCTB textbook, Teachers' guide and shared their analytical opinion on 12-day worksheets.

BANGLA:

In Cohort one Bangla worksheets, some specific suggestions were given related to beautification, religious sensitivity, skill enhancement, font correction etc. Such as using Sabrina Tonny font like NCTB, justifying the sage picture from a spiritual perspective etc.

Image 22: (from left) Math and Bengali Book

MATH:

Several suggestions were given by the experts per worksheet basis in cohort one Math, like using an indigenous fish picture instead of a random fish picture, trying to use a content picture like NCTB, using more explicit photos, avoiding repeated examples etc. In cohort two Math, some suggestions of incompetency were given, like keeping one objective in one learning outcome, some changes in beautification like keeping uniform width in stairs etc.

4.6.8 DEVELOPING LESSON DISTRIBUTION

A lesson plan is a detailed plan by a teacher per day where the teacher determines what lessons will be taught, how they will be taught, what competencies students will acquire. The curriculum team had a plan to complete lesson distribution for both cohorts by the end of November 2022, and finally, they did it very successfully. On the third week of November, the team sat with the academic calendar to see how many days they would get for the bridge course. They observed that they would get 70 working days in 3.5 months, excluding the 12 day's crash course. Then they have figured out which subject is getting how many days. In the same way, they found out that 130 days during an accelerated course period (6 months). After figuring it out, the team accommodated the lessons for 70 days first. This is termed as lesson distribution in which teachers can teach from day 1 to 70. The team have also made a chart of which learning can give which outcome. However, before starting lesson distribution for bridge and accelerated courses, the curriculum team shared their plans with senior management.

The lesson plan structure, followed in the BRAC FCDO model, is designed with six columns where every column represents an indicator. There are six indicators: day, chapter, content, page number, learning outcomes, and learning competencies, respectively. Lessons are designed to take four or five days to complete with a specific learning outcome goal. Every lesson has been broken down into small parts and carefully observed that every particular part serves learning outcomes and learning competencies. In Bangla, learning outcomes and learning competencies are categorised into three umbrellas - listening, speaking and reading. Under every umbrella, competencies grow gradually. Such as, if a student learns a compound letter on day one, s/he can form a sentence with a compound letter on day five on their own. Based on this part of the lesson following lesson plan will be followed:

দিন	অধ্যায়/ পাঠ	বিষয়বস্তু	বইয়ের পৃষ্ঠা নম্বর	শিখনফল	অর্জন উপযোগী যোগ্যতা
১	১ . ছবি ও কথা	'ঐশী আর--- ওড়াউড়ি করছে।' পর্যন্ত	১	**শোনা** ১.১.১ বর্ণ ও যুক্তবর্ণ সহযোগে তৈরী শব্দ শুনে স্পষ্ট ও শুদ্ধভাবে বলতে পারবে। ১.১.২ বর্ণ ও যুক্তবর্ণ সহযোগে তৈরী শব্দযুক্ত বাক্য শুনে স্পষ্ট ও শুদ্ধভাবে বলতে পারবে। **বলা** ২.৫.১ কথোপকথনে অংশগ্রহণ করতে পারবে। ২.৫.২ সহজ বিষয় বর্ণনা করতে পারবে। **পড়া** ১.৩.১ যুক্তব্যঞ্জন স্পষ্ট ও শুদ্ধ উচ্চারণে পড়তে পারবে।	**শোনা** ১.১ বাক্য ও শব্দে ব্যবহৃত বাংলা যুক্তবর্ণের ধ্বনি মনোযোগ সহকারে শুনবে। **বলা** ২.৫ কথোপকথনে অংশগ্রহণ করতে এবং বিষয় বর্ণনা করতে পারবে। **পড়া** ১.৩ যুক্তব্যঞ্জন স্পষ্ট ও শুদ্ধ উচ্চারণে পড়তে পারবে।
২	১ . ছবি ও কথা	'ঐশী আর--- ওড়াউড়ি করছে।' পর্যন্ত	১	**শোনা** ১.২.১ পরিচিত ও অধীত শব্দ দিয়ে গঠিত বর্ণনামূলক বাক্য শুনে বুঝতে পারবে। **পড়া** ১.৪.১ পাঠ্যপুস্তকের শব্দ শ্রবণযোগ্য স্পষ্ট স্বরে ও শুদ্ধ উচ্চারণে পড়তে পারবে। ১.৪.২ পাঠে ব্যবহৃত বাক্য শ্রবণযোগ্য স্পষ্ট স্বরে ও প্রমিত উচ্চারণে পড়তে পারবে।	**শোনা** ১.২ পরিচিত ও পাঠে ব্যবহৃত শব্দ দিয়ে গঠিত বাক্য শুনে বুঝবে। **পড়া** ১.৪ পাঠ্যপুস্তক ও সমমানের বইয়ের শব্দ ও বাক্য শ্রবণযোগ্য স্পষ্ট স্বরে ও প্রমিত উচ্চারণে পড়তে পারবে।

Figure 8: Lesson Plan, lesson 1, Bangla, class 3

As we see, the first learning outcome of listening is 'pronouncing the word with letters and compound letters', which has developed into a more complex competency like 'understanding descriptive sentences made with familiar and previously read words. Similarly, every other competency gradually evolves into a more complex competency. Figure 1 represents page one of lesson one from the NCTB Bangla textbook of class 3; another lesson plan includes the other page's content.

Like that, every lesson is divided into attainable daily tasks and linked to a designated learning competency frame. In math, some changes have been brought from the NCTB lesson plan. For example, in NCTB, teachers are instructed to use boxes to teach counting. But in the FCDO project, teachers must use low-cost materials available in the environment, like sticks and seeds of tamarind, to teach counting. Some repeated activities are reduced here because of time shortage.

4.6.9 DEVELOPING ACTIVITIES FOCUSING BEP GENDER FRAMEWORK

On 17th January 2022, the curriculum team started working on gender activity design. The BEP Gender focal person-oriented the section about the gender framework and gender content for the FCDO project. Based on FCDO gender content, the gender focal point divided the who activities into two groups. The team was responsible for preparing gender activities for grade 2 and grade 4. One group worked on three issues: equal participatory and mutual participation, gender discrimination and household work, and child safety. At the same time, the other group focused on good touch-bad touch (GTBT), sexual harassment, puberty and child marriage.

Table 4: Gender Content for EMDC Project

Gender content for EMDC Project	
Priorities equality (mutual respect and equal participation)	Grade 2 & Grade 4
Good touch, bad touch (GTBT)	Grade 2 & Grade 4
Household work/care	Grade 2 & Grade 4
Sexual harassment and Rape	Grade 4
Equality and gender discrimination	Grade 4
Child marriage	Grade 4
Puberty (Physical and mental changes and menstruation)	Grade 4

Before preparing the activity module, the team considered class hours, the total number of classes, types of activities, required materials for each activity, etc. It was identified that nine classes would be available for this activity. Where six classes for grade 2 and 4 courses for grade 4 can be scheduled. Then, they tried to find out how existing materials could be helpful. The gender focal point helped them provide those activities and instruct them on new ones.

Here are a few examples that show how curriculum designers have created multiple activities from a single content. There is coordination with each class to show no difference between men and women in household work. For example, in the continuation of the topic discussed in the first class, on the 4th day, a student will be able to relate to the first day's content (see table 4).

There will be two groups based on gender; each gender group will draw pictures or list down what work the opposite gender of their family does. For example, a boy will draw or symbolise what his mother, sister, or aunt

does at home. This is the work on the first day, and a discussion will be afterwards.
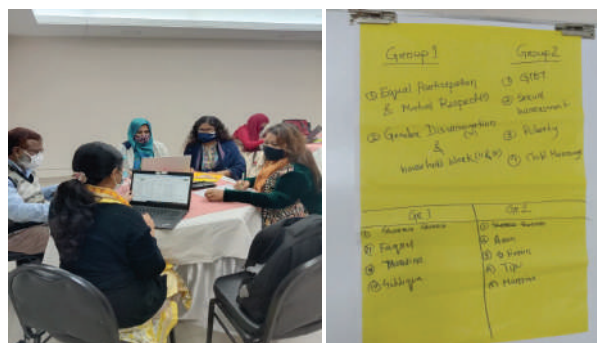
Image 22: Gender activity workshop at Gulshan BLC.
Photo Credit: Atiya Rahman

On the second day, they will read the relevant story from Meena and Razu, and there will be a discussion about the first-day list they did; they will write the differences and similarities between the first and second days. On the third day, both boys and girls will list their favourite game and what game they want to play. Then, the teacher will make a list of what games the boys and the girls want to play, and the teacher will discuss it. So, from this, it will show the discrimination between girls and boys from an early age, as a boy, play with guns and cars while a girl plays with dolls, so the whole sum up will be like that every gender can play every game. The last discussion will be the teacher reading a story about "The Red Hen" where the mother wants help from everyone, and no one helps her, so there will be an assignment. For two weeks, the whole teaching from the first day to the last day was based on this: the girl would do the work with their father, they assumed only men were supposed to do and the boy would do the work with their mother or help them they thought only women were supposed to do. After two weeks, they will submit an assignment on their work, how they felt while doing it, and their family members' perception of this. On Day 5, they will present it, and there will be an elaborative discussion on this. This is a total of 5 days' work plan.

Table 5: Gender activity for grade 2

Gender activity of grade 2 students for 4 classes			
Theme	Activity	Materials	Duration of activity
1.Household work/care 2.Mutual respect and equal participation	1. Group wise activity (2 for boys and 2 for girls) 2. Boys and girls will draw pictures of the household work of the opposite gender 3. Image will be displayed and discussed by the students and teacher respectively	Poster, paper, colouring materials	40 minutes
1.Household work/care 2.Mutual respect and equal participation	1.Reading storybooks: 'Meena & Raju' 2.Discussion on the essence of the story and the previous day's activity	Story books	40 minutes
Mutual respect and equal participation	1.Activities with 'play-checklist'. 2. Identification of gender-based play 3. Discussion of the reason behind the specification of gender-based play 4. Play performance	Worksheet	40 minutes
1.Household work/care 2.Mutual respect and equal participation	1. Reading storybooks: 'The Red Hen (Lal Murgi)' 2. Discussion on the essence of the story and the last few days' activity 3. Assignment distribution based on 5 major questions (activity name; who used to do this; when and how did I do it; how I like to do the activity; how family member reacted)	Story books	40 minutes
1.Household work/care 2.Mutual respect and equal participation	1. Discussion on assignment		40 minutes

For grade 4, there won't be any difference. The plan will be the same just the goal is for four days, but they will add the occupation as there is a presumption about the different careers men and women should have. There will be play for every gender; boys will play with cooking pots and dolls, girls will play football, and they will play together.

For the content GTBT, the team was planning to use a poster on GTBT and, if possible, to show a video on the 1st day. On the 2nd day, they thought about worksheets. So, whatever the students understand, they will write in the worksheet like what they will do if they fall in such a situation or their friend falls in such a situation. It's a kind

of self-awareness that the children will think about their safety and let their friends know about the safety guidelines. Also, there will be the situation with examples like if in the road some strangers call them what they will do in the street. The theme will be 'Save Me" and 'Save my Friends' for grades 2 and 4, respectively. Again, in the context of sexual harassment, there will be a definition and nature of harassment and what to do while getting harassed. In this content in the second class, the student will role-play based on the script of eve-teasing. With this exercise, they can feel wrong about the eve-teasing and harassment.

The curriculum team spent the most time discussing puberty when designing activities. They have noticed that both teachers and students are not usually open about this issue, even in their own surroundings. That is why, to remove the inertia of both, they are planning to use the emotion card. In the card, the student will see physical and emotional changes in both sexes during puberty. The children will see it alone because, in the group, they may feel uncomfortable. In this way, both genders will see each other's changes. The gender focal person reminded me that the issue of menstruation must be mentioned in the card.

4.7 TEACHERS GUIDE DEVELOPMENT

Teachers guide development is a hugely time-consuming activity. Starting from first week of January, 2022, the guideline is still in the developing phase. However, the design for the guide has been set by the content and curriculum team.

Previously, some columns were set as days, chapters, contents, and page numbers of books. Along with this, BEP has added necessary materials and teaching and learning functions. The lesson plan was done, including these columns. Then, some competency was set, and the page number of the NCTB textbook was added, which reflects the competency. After that, BEP thought to copy it and make it smaller. It turned out that it would take more time to do that. After that, by excluding the TG page inside it, a teacher needs to know as much as he needs to know in brief about the learning tasks; the team has brought it in TG format by adding 4/5 points here, which has been shared. Nowadays, the chapter or lesson content in the lesson plan is determined according to how many children the teacher will teach that day, which page to lead from there, and the learning outcome. For example, in Bangla, under the umbrella of four competencies, contents will be selected, and what are the necessary materials will be determined, and briefly written learning activities will be added. Homework is from classroom activities. Implementation of the learning method will be described step by step in the lesson plan. Also, in Refresher, all of this discussion will be held.

In social science and science, the teaching guide for the accelerated model is similar as NCTB. While developing BGS and Science, TG BEP noticed that lesson distribution, instructions, and competency are similar to NCTB. So, they followed the NCTB. Teachers will have to understand students' level-wise competency achievement. Lesson distribution according to competency will be added to the Final project document. There will be a final document which will demonstrate teachers' activities in detail according to lessons. Here, no day-wise division will be stated. There are 53 days of Science in Grade 1 and 48 days in Grade 2 following the teacher guide. Grade one has 35 days in the model, and Grade two has 63 days. The difference between the two is three days. These three days plan to sing the national anthem one day. And rest of two

days' activities will be drawing the national flag. Grade two has 63 days, so where will the rest of the activities come from? BEP will finish in 35 days.

In the NCTB book, there are some examples of Ethnic minorities. BEP includes inclusiveness in their routine. Teachers will discuss different religions and ethnic groups. Every learner will know about their faith but also other religions and diverse ethnic groups. They will know how social harmony works in Bangladesh.

In the TG, there will be some content on student assessment. For example, Monthly assessment will be done every month by the teachers. They will set the question paper according to the Refresher learning, Teachers guide. There will be ten blank pages for ten assessments in 10 months' programme. Besides, there will be two assessments that will be done according to the MIS question paper. Subject wise formative assessment format will be given to teachers for 20 working days. Assessment timing will be pre-determined. Teachers will instruct students on how to take preparation TG will help the teachers to take guidelines. The management will determine the date or signature to track lesson progress and management of the lessons. There will be three table formats for 12 days activities, 3.5 months activities, and six months accelerated model activities. The details plan for teachers' assessment is described in the following sections.

4.8 STUDENT ASSESSMENT IN ACCELERATED MODEL

Globally formative assessment is getting more important day by day than summative assessment. BRAC schools are also trying for a long time. In 2017 Doctor Kelvin, an education specialist from Singapore, visited BRAC schools and gave some feedback. He pointed to students' involvement with assessment, inclusiveness in evaluation, skill and competency-based measurement. On 2018, Shah Shamim Ahmed, Associate Professor, IER, University of Dhaka and Syed Mahfuz Ali, sector specialists from NCTB, revised BRAC schools' existing assessment system and developed some new guidelines. Such as, in the assessment, if only the teacher is the focal person, it becomes challenging and lengthy, sometimes some of the learners is deprived, and in many cases, teachers do not get quality time. So, experts emphasised peer-based assessment, group assessment and self-assessment. Students will complete their self-assessment with the guidance of the teachers. CLG (Children Learning Group) & PBL (Project Based Learning) is given how they will assess their peers. These guidelines were implemented among 35 schools in Dhaka Urban and Rangpur in 2018. In-home school teachers ask students questions and collect the answer paper after a particular period. Three experts on distance learning helped BRAC on this. In the pandemic, Shah Shamim Ahmed sir from IER again hired for three months who considered the blended mood in the assessment, which is app-based. But BRAC accelerated model teachers are still not given tabs, so online learning cannot be implemented immediately though app development has been incepted.

Assessment of the learners is planned in different categories like monthly continuous assessment, which leads to monthly assessment record, terminal assessment, soft skill assessment, competency-based assessment final assessment. Teachers will do constant checks according to lesson completion. It will not be a formal assessment so that children can be comfortable. Here teachers will regularly assess students' learning and track their knowledge. After four

months, there will be competency-based assessment, and students will be distributed in four categories- better, good, need to take care, require special care. Teachers give feedback based on these categories, which PO revises. Here students who will achieve 80-100 per cent score are better, 60 per cent-79 per cent are categorised as good, 40 -59 per cent are needed to take care, and the rest need special care. After four months, students will be transferred into six months accelerated course.

Based on the category, if a group of students or any student need special care, there will be a remedial plan, or the teacher will think of intervention. In monthly assessments, learners will be mentally prepared when and which subject will be assessed. Though it will be conducted based on class routine, teachers can plan the schedule. Besides, continuous monthly assessments of the students will be done too. Teachers will keep regular data, and student profiles will be the developed basis on their monthly learning and skill-based status. These skills will be listening, reading, writing, and speaking in language courses. This profile is helpful to track students' development. In the second month of implementing the accelerated model, 20 minutes assessment of 10 marks is planned.

There will be a terminal assessment and a summative assessment for the accelerated course. Also, a monthly assessment on each subject in the last week of each month will be organised. The terminal assessment will be conducted in the fourth week of 3rd month from the start of the accelerated course. In the same way, summative assessment will be conducted in the 4th week of the 6th month from the accelerated course. In the third month, a terminal assessment is planned, which is 40 marks. It is designed to take the assessment in the first class, and after that, other classes can

go in routine. Monthly assessments continue in the 4th and 5th months; after six months, a total evaluation of the learners' progress is planned. The Bangladesh government has decided not to take any summative assessment until class three, so there will be no formal summative assessment here.

Soft skills (CLG and PBL) carry 10 per cent, Learning Achievement tests 60 per cent, and higher-level abilities takes 10 per cent. Higher-level assessment will be done through assignments or projects. There are three formative assessments- after four months of bridge course and two assessments during the accelerated course.
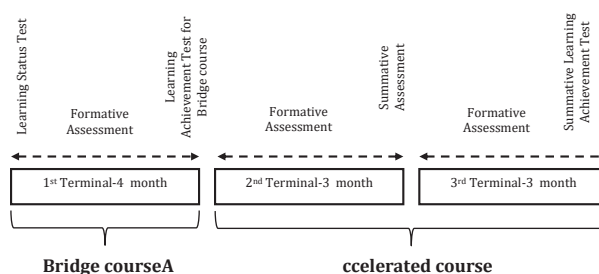
Figure 9: Schedule of Student Assessment for Accelerated Course

In addition, students will evaluate how they accomplished their activities through self-assessment. In this case, each student will be given a prescribed sheet where they will be given three options for each task. They have to fulfil that accordingly.

In this process, the development of assessment tools, rubrics, specification tables of item selection according to the learning domain in the assessment questionnaire is significant. It will be prepared next month before the opening of schools in March 2022. Master trainers for ToT will train the teachers with all these specific assessment processes. Two experienced senior BEP management are monitoring the whole assessment process development.

4.9 KEY POINTS OF THE CHALLENGES AND MITIGATION POLICY

The curriculum and content team has faced problems while designing the whole curriculum. For instance, the lesson plan and activity plan were done according to NCTB guidelines. But as the program is in shortage of time, it was challenging to keep the exact instructions to gain the expected learning outcome. The team decided to exclude repeated activities in the worksheet; they guided teachers to repeat the actions in the same way. The curriculum and content team has to select all books within 1500 taka. It was challenging to cover the values they wanted to include. The team tried to select texts at lower prices with similar messages. As NCTB develops teachers' guides for the teachers who have graduation, DPEd, BEd, MEd or likewise qualification, the maximum selected teachers have only completed their HSC. The team has to simplify the language for teachers'

guides as most teachers are for the community with less education qualification. They simplified the instructions to make them more understandable for the teachers' level. The accelerated model is different from previous education models implemented in BRAC. It took a lot of time to develop the worksheet and determine the activities as the team had to think from a new perspective to reach the targeted group with proper engagement in time limitation. They don't support previous experience here as the model is unique for BRAC, so they emphasised available literature on accelerated education programmes to meet the challenge of extensive-period. The team has done a lot of literature review to set the strategy of students' engagement to mitigate the learning loss of the students. Though the members of the curriculum and content team are expert enough, still they feel the need to evaluate their works before implantation at the field level., They hired two education experts, respectable teachers from the Institute of Education and Research, University of Dhaka (IER, DU), to scaffold the curriculum team.

Table 6: Major challenges faced by the curriculum team during the model designing phase

Themes	Description	Mitigation policy
Alignment with NCTB	As a matter of time short, the team has faced problems setting the activities to link NCTB.	The team has not included repeated activities in the worksheet; instead included in practice.
Story books' budget	The budget was limited for buying storybooks.	They selected alternative books with similar values.
Teachers' Guide development	Because of their education level, selected teachers may not correctly understand NCTB teachers' guides.	Some instructions have to simplify from the NCTB teachers' guide.
Teaching Aid selection	Some Teaching aid stated in the NCTB teachers' guides is not readily available.	I am using low-cost materials available in nature like sticks, seeds etc.
Worksheet Development	Student engagement in the limited period.	The team did a lot of literature reviews to design the activities.
Need of Expert opinion	As the model is new, the team has to see the activities from a third view.	The team takes help from the experts from IER to evaluate the activities.

CHAPTER 05

ON THE WAY TO IMPLEMENTATION
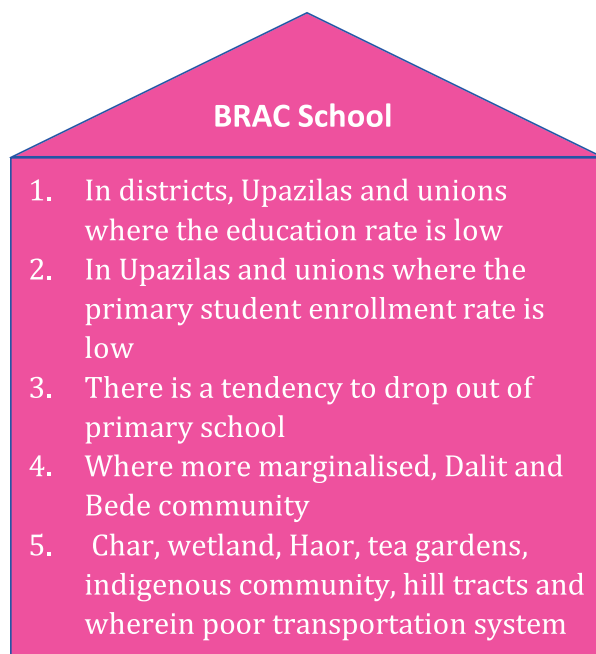
5.1 TEACHER SELECTION

Teacher selection for the accelerated model is not started during the inception phase. However, according to its design, after completing the student survey, the implementation team will circulate advertisements for teachers in the area so that people can drop curriculum vitae (CVs). When the CVs are dropped, they will start selecting a suitable person for the job. However, a recently formulated school opening guideline contained a few criteria to follow during the recruitment process. The teacher must be a citizen of Bangladesh and have a national ID card. Minimum HSC pass as educational qualification and age will be between 18-35 years. However, in the case of teachers who got an 'A' grade in the 2021 Teacher Assessment, 40 years may be relaxed. Since in this model, a teacher must provide information using the specified app, it will be seen in the case of teacher recruitment whether he/she has a smartphone and his ability to use the internet app. A teacher must be vaccinated to deal with the current covid situation. Therefore, it will be considered whether the applicant has been vaccinated or registered for vaccination at the time of recruitment. However, the above rules have been relaxed for some applicants, especially those representing the marginalised society such as Bede, Dalit and sex workers.

The recruitment procedure consists of two parts- the first will be an exam on 90 marks, and the latter will be an oral interview for ten spots. After hiring the teachers and opening the schools, the teachers will be provided 11 days of basic training. The manual for the teacher's activity will be developed in December 2021

5.2 SCHOOL OPENING

For the EMDC project, BRAC prioritised areas where higher dropout rate, net enrolment rate, increased number of child marriage, remote areas etc., while selecting the districts for the projects. Locations were chosen through a joint meeting, and the schools will be opened on the selected Upazilas through non-formal communication with government and private institutions. However, remote areas and tea gardens will not be excluded from opening schools. Before going to open the schools, some works that need to be checked by the field staff include communicating with the community leaders, organising small meetings, surveying door to door, gathering information about the household, teachers and taking consent from the guardians while doing surveys.

According to the current policy titled "Regarding ensuring a gender-sensitive and supportive environment for the BRAC School students'[27] BEP must follow four types of issues while opening and running

BRAC School

1. In districts, Upazilas and unions where the education rate is low
2. In Upazilas and unions where the primary student enrollment rate is low
3. There is a tendency to drop out of primary school
4. Where more marginalised, Dalit and Bede community
5. Char, wetland, Haor, tea gardens, indigenous community, hill tracts and wherein poor transportation system

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[27] ব্র্যাক স্কুলের শিক্ষার্থীদের জন্য জেন্ডার সংবেদনশীল ও সহায়ক পরিবেশ নিশ্চিতকরণ প্রসঙ্গে- স্মারক নং BIP/2021/106; 29 November 2021

any school irrespective of donor and model. These are a safe and healthy environment, equal participation, safety measurement and, gender and disability friendly teacher. Major key points from this policy are highlighted in the following table, which the EMDC project also follow during the school opening and implementation stage:

Table 7: Key points: Ensuring a Gender-Sensitive and Supportive Environment for the BRAC School Students

Key points: ensuring a gender-sensitive and supportive environment for the BRAC School students'	
A safe and healthy environment	*Gender and disability-friendly toilet *Availability of sanitary pad for grades 4 & 5 *Adequate lights *Adequate space inside the classroom *Ensure the availability of disable friendly equipment such as a wheelchair, special seats, brail materials, hearing aid, white stick, and crutch, etc. * school opening guideline instructed in the 'Darpan.'
Equal participation	*50% girl child & at least one medium level disables students *Prioritize girls while selecting the class leader *Motivate students irrespective of gender in-class participation *Motivate students in organisation activities * Motivate disabled students in all sorts of activities
Safety measurement	*Discussion and awareness building on child safety, child marriage, gender-based violence in parent's meetings. * Inform govt. and BRAC affiliated helpline in case of child marriage, sexual harassment and gender violence *Special attention should be taken if any student experiences child marriage, sexual harassment, etc. *Ensure the availability of gender and safety material and helpline no. in the school. *Transmit information related to gender-based violence into headquarter through the MIS system and register in the branch office. *Presence of three female members in the school committee
Gender and disability-friendly teacher	*Orientation on gender and disability issues *Uses of gender and disability sensitive words in the classroom *Discussion on gender equity issues in the classroom *Discussion on menstruation and puberty with the grade 4 & grade 5 students.

ORIENTATION OF THE REGIONAL MANAGER REGARDING SCHOOL OPENING

On 5th and 6th January 2022, a meeting on new schools opening for the EMDC project was arranged. The program heads, program manager, other staffs from the main branch, including the divisional manager of the BRAC education program and monitoring officers, were present at this meeting. The content of this meeting was introducing the accelerated model and its aim, briefing project model, discussion on project coverage and staffs, works related with opening of schools, key challenges and mitigation plan, school opening plan (project wise), project smart budget, issues regarding inclusion of disabled persons, safe and welcoming space and question-answer session. PM also orients the regional manager (RM) about the working plan or grant plan for school opening, employee orientation plan, and dos and not to does base on the team following the projects. There are multiple project-related documents such as orientation modules, handouts, school opening guidelines. Everything will be sent to the field before opening the schools.

SCHOOL OPENING GUIDELINE FORMULATION

On 27th January 2022, a school opening guideline for the accelerated model was distributed. All the staff from BEP and working at the FCDO-EMDC project will implement the programme by this policy. These guidelines highlight branch selection and management for branch opening; Village or area selection for school; Student Selection Criteria and Survey Related; Teacher selection, teacher recruitment test; Teacher training; Teachers 'Honors; Teachers' Holidays; School house-related such as schoolhouse selection, the physical structure of schoolhouse; Ensuring a conducive environment for the disabled in schools; Material related and Safe Gardening related issues.

5.3 CHALLENGES

Traditionally BRAC schools target unprivileged students. Sometimes students are enrolled in two BRAC schools in side-by-side catchment areas. In the case of this type of scenario, it is decided by the teachers which school is more suitable for the learners according to their preference. The implementation teams also assume that the field staff may face some challenges, including overlapping the students, not getting support from the government, collecting NCTB books, employing staff, etc. In that case, the best mitigation policy would be communication and collective meetings at every level when required.
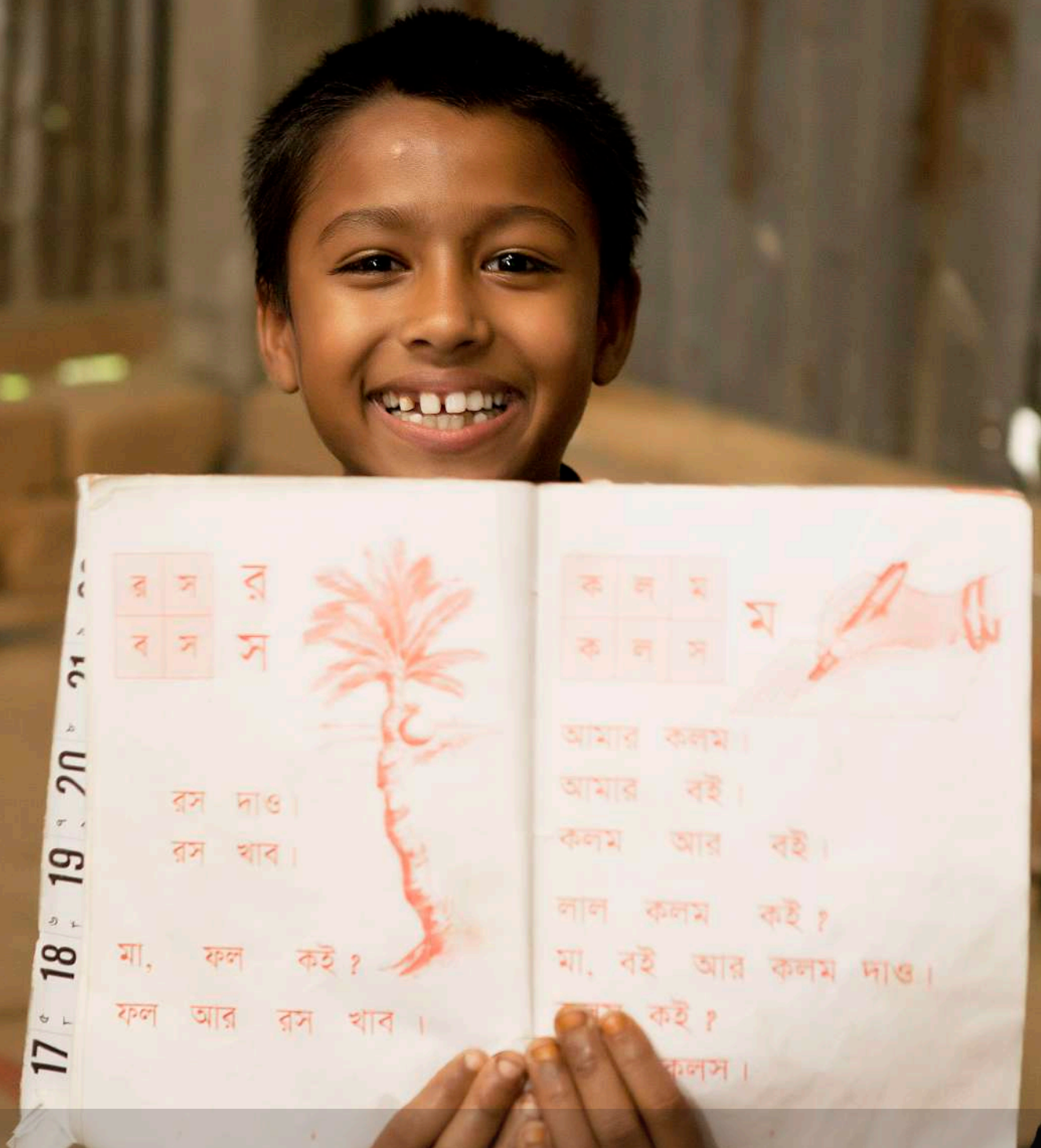
CAPACITY DEVELOPMENT OF THE STAFF AND TEACHER

Teaching and learning are the centre of all activities in schools in establishing quality primary education. Efficient and skilled teachers can implement teaching programs in schools. Training is vital for building teachers' skill efficiency to make their classroom teaching practical and attractive to the children. In this chapter, we aim to describe the training provided and how.

6.1 INITIAL PLAN OF TEACHERS TRAINING

Teachers will be provided with 11 days of basic training. The main goal of these training sessions will be giving teaching techniques. They will be taught and demonstrated how to deliver the courses/contents of the subjects. They will also be introduced to BRAC and the Accelerated Model they will be working on. Along with it, they will be told about safeguards regarding COVID-19 and how they can Address gender and diversity. Besides these 11 days long basic training, there will be one refresher training once a month for the teachers. According to the project log-frame, during the project period, in total, 5900 teachers will be trained in (output indicator 1.1.3) and receive refresher training (output indicator 1.1.4) on accelerated teaching-learning pedagogy to apply in the classroom. It is expected that 100% trained teachers will be used accelerated teaching-learning pedagogy at the school (output indicator 1.1.5).

As, the accelerated model schools will start in March, and teacher training is planned to happen in February. On 15 TH January, the training module is entirely ready. Depending on BLC availability, movement will be started. Otherwise, an outside venue can be hired.

6.2 DEVELOPMENT OF TEACHERS BASIC TRAINING MODULE

According to one of the curriculum team members S, constructivism theory develops a teacher training module. As teachers' understanding levels and capacity can vary, their prior knowledge checking is essential. After having an idea of teachers' understanding level, teacher trainers will plan how to train the participants effectively. In this case, trainers have the freedom to choose their method to deliver the contents. The teacher Training module is constructed by following NCTB teachers' guide.

Image 23: Trainers are developing teachers training guideline at Gulshan BLC. Photo Credit: Atiya Rahman

This module has been developed by the curriculum team and trainers jointly. Two experienced members from the capacity development unit were responsible for preparing the module.   Staff who joined the first week of January 2022 started working on this module from 7th January. However, they received two days' orientation from the curriculum team. Starting from the 7th, the team completed the draft module for cohort one and sent critical feedback to the broader group by the last week of January.   This module is about the details of the accelerated model and lots of handouts. Twenty handouts have been incorporated in the module, which will be a great source of conceptualisation and understanding of the terminology. These

are an introduction to the BRAC, BEP, Primary education, accelerated model school and its activities, education-related terminology, 4Cs, child development, child psychology, intelligence, child safety and security, classroom management, Education materials, learning-teaching method and techniques, coeducation activities, backward student, active communication and relationship development, remedial class, assessment, use of online, subject-wise discussion.

6.3 OVERVIEW OF THE TEACHERS BASIC TRAINING SCEDULE

The eleven-day training will be conducted for 8 hours, focusing on the lesson plan for cohorts 1 and 2. The teachers will be provided with a training module and course materials such as a 12 day's lesson plan, worksheet, gender and wellbeing activity. Each session has a specific time limit within which trainees will be taught how the teachers will run their school and manage the students. As per the standard rules of any training program, all the trainees will be assessed on the first day to know their basic knowledge and expectations.

And on the last day, the training will be ended with a post-test assessment session for half an hour and thanking others. The following table highlights the topics covered in the basic training.

During the eleven days introductory training sessions, they will be trained solely on a fundamental understanding of BRAC, primary school, the EMDC project and the accelerated model on the first day. The next three days are designed on the theoretical ground where the trainee will be able to know about 4Cs; child development; child psychology, intelligence, child safety and security, classroom management, Education material, teaching methods and techniques, co-curricular work, dropout students, active communication and relationship building, Parents meeting, remedial classes, evaluation, online training. From the fifth day, trainers will demonstrate how the Bangla lesson will be presented in front of the student. Finally, the trainee will conduct some activities on the last day. Detailed contents of the eleven day's training are added at the end of the report (Annex Table 1).

Table 8: Schedule and Contents of The Basic Training

Schedule and Contents of Basic Training			
Day	Session no	Time	Subject matter
1	1-6	9:00-5:00	Introduction; Overview of BRAC; BRAC Education program; Primary education; Accelerated model-school and course overview; Education related terminology; Pretest/assessment
2	7-15	9:00-5:00	4Cs; Child development; child psychology, intelligence, child safety and security, classroom management,
3	16-21	9:00-5:00	Education material, teaching methods and techniques, co-curricular work
4	22- 28	9:00-5:00	Dropout students, active communication and relationship building, Parents meeting, remedial classes, evaluation, online training,

5	29-35	9:00-5:00	Lesson presentation (Bangla), Lesson presentation by the trainer, lesson presentation by a trainee
6	36-43	9:00-5:00	Lesson presentation by the trainer, lesson presentation by a trainee
7	44-51	9:00-5:00	Math: Lesson presentation;
8	52-58	9:00-5:00	Lesson presentation (Math); Math class presentation by the teacher
9	59-66	9:00-5:00	English: Conversation; Alphabet; Rhymes; Numbers; Re-discussion
10	67-73	9:00-5:00	English: Numbers; Questions; Concept; Grammar; Story; Activities; Re-discussion
11	74-79	9:00-5:00	Activities; class presentation by the teacher (Bangla, Math, English); Posttest, closing

6.4 TRAINING OF TRAINERS

In January 2022, the first batch of Training of Trainers (TOT) was rolled out. Having received the TOT and orientation, master trainers (MTs) will be ready to provide basic training based on their learning. After receiving the basic training, the trainer will gain expertise on how to provide training to the teachers.

To fulfil the purpose of capacity building and staff training, second round of four days training of trainers (ToT) was arranged by BEP at Gulshan BLC on February second week. There were 29 participants, 27 Learning Facilitators from the Learning and Leadership programme, and the rest two are programme trainers. Besides the subject-based session, there was also an assessment session from the monitoring and evaluation team BRAC. An observer team was present for all four days from the Learning and Leadership programme (LLD) and BEP. Training sessions were so interactive and group work that the trainee's active participation made the training joyful. According to participants, the difference between previous models of BRAC that they applied in the field with the Accelerated model is the simultaneous progress of two cohorts together. Generally, in Bridge schools, one affiliate and Accelerated model two grades are running together simultaneously. In the opinion of another participant, the accelerated model is possible to apply in the field if school remains open.

Image 24: Second round of TOT

Image 25: Second round of TOT

A typical day of TOT

On 26th January, the topic of the ToT was mathematics. Although the training is conducted on two subjects each day, mathematics got a whole day as it is a tricky subject. All the trainees of the session were males. From the instructor, I learned that it was not intentionally chosen. It happened as there was not any female applicant. One of the curriculum developers was the trainer of the session, and he aimed to teach them how the classes needed to be conducted. In the session, trainees were sitting in groups at separate tables.

At first, the instructor introduced himself and asked the trainees how their training was on other days. After exchanging greetings, the instructor went through the teachers' guidelines and explained each part. Then, he provided math worksheets to each trainee and gave them 5 minutes to solve them. After solving the sheets, one person from each group came to the board and explained how the problem needed to be solved. While presenting, others asked and told them to teach it more efficiently and guided them where they needed to explain it a bit more. Then, the instructor gave his feedback and showed where improvement was required. From this presentation, all the trainees learn how to easily present these complex problems to the students to learn them quickly.

This is how the training was conducted, and there was 2 hours break during the session.

CHALLENGES

The trainees mentioned that the first few days of the session were conducted in a smaller room which was a bit congested for them to do their activities. They also said that the contents of the session are very pact which sometimes becomes a bit difficult to catch up with. Some senior trainees felt that the jargon of the training might be intricate for the new trainees to understand because of the pact contents and fast delivery of it. They also suggested that it would have been better if the ToT was a few days longer as the training contents were quite heavy.

CHAPTER 07

MONITORING AND ICT IN MONITORING & SUPERVISION

Monitoring is considered a central component for refining and improving the programme's quality. Some activities should be designed before beginning monitoring activities to keep track of programme improvements. This master planning helps the implementer to understand data collection methods and techniques, analysis process, reporting and dissemination style. As per general rule, for the FCDO-EMDC project, a monitoring plan was developed when the interventions were designed during the inception phase of the model. However, the process is continuing at the end of January 2022.

## 7.1 DEVELOPING THEORY OF CHANGE (TOC) AND LOGICAL FRAMEWORK

The first step to creating an M&E plan was to identify the programme goal. As mentioned earlier, the monitoring team was involved when BEP started thinking about a fast-track model and both FCDO and BEP formulated the initial model step by step. When the model came to a shape through the context's relevancy and effectiveness, the BEP monitoring team

started planning on their activities. Because at that time, concepts related to the whole model was clear to them.

"I was clear about the concept, especially how we are going to do it; what we are going to do, which education materials will be suitable for it, where do we want to reach, and how do we want to reach. Then, monitoring and evaluation came in".

Usually, quick planning is possible when the programme has a logical framework or theory of change. The monitoring team started working when Theory of Change (TOC) was developing. Elements such as the analytical framework, monitoring indicators, and theory of change are jointly set by the FCDO and BEP. According to the EMDC project document[28] *'The ToC addresses the challenge of enabling marginalised children (between the ages of 7 to 14) to gain foundational skills (basic literacy, numeracy, socio-emotional development and life skills) by generating two outcomes: i) OoSC catch-up with their learning backlog and transition back to the formal education system; and ii) OoSC are retained in the formal education system. The theory of change is based on some basic assumptions where the*

Theory of Change – EMDC project, BRAC Education Programme

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[28]   Project Document, Page 9
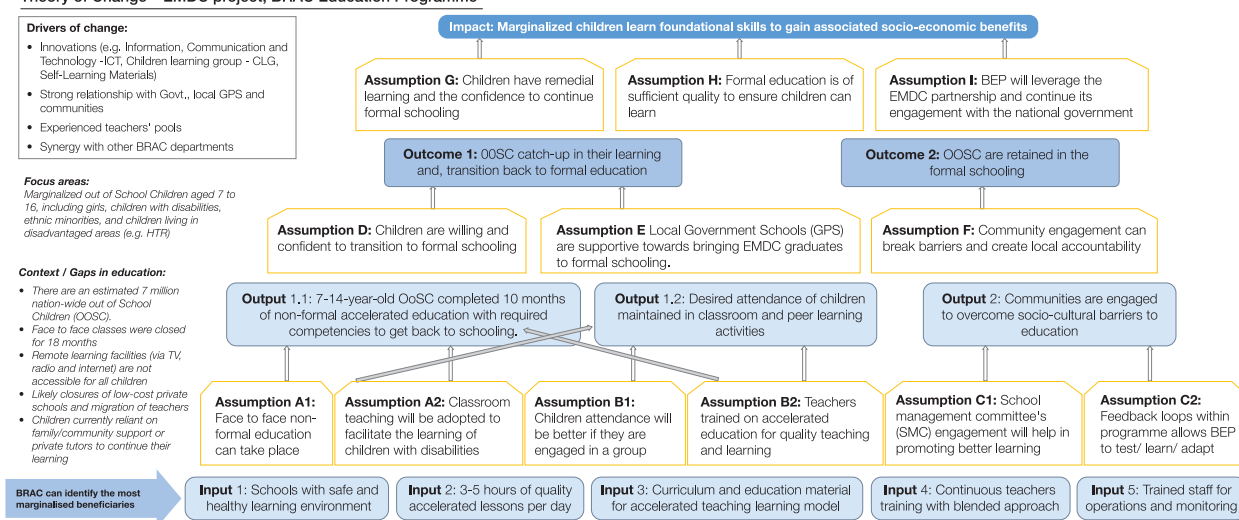
change pathways from outputs to outcomes are dependent on a combination of mutually reinforcing and in some cases overlapping activities/inputs. Foremost of these is that BRAC can identify the most marginalized beneficiaries based on its vast experience of working with disadvantaged communities since its formation and with hard to reach, marginalized children for over 35 years'.

If we can see in the ToC, each input has some output against it. And in order to achieve this output, it is necessary to fulfil some assumptions. For example, *'two direct support outputs (Output 1.1 and 1.2) are designed to address learning loss for OoSC to get them back to formal schooling and to maintain the desired attendance levels. The two outputs will reinforce one another leading to Outcome 1. Through output 1.1 and 1.2, OoSC will be able to catch-up with the necessary learning and complete accelerated non-formal primary education with the required competencies, and their desired attendance will be maintained in the classroom along with peer learning activities. On the other hand, community members will be engaged to overcome socio-cultural barriers to education as Output 2 if the assumptions C1 and C2 are valid"* (Source: Project document).

After ten months, BEP is sending students to the Formal system. So, after going to the formal system, retaining there must be done through this project. This outcome has been determined in the same way as the project. So basically, improving the health and socio-economic status of marginalised students will significantly impact this project.

Then the team started working on the logical framework during August-September 2021. From September 2021, the up-gradation of the analytical framework has been done. However, the development of ToC

and log frame went together. BRAC MEAL was also involved in certain stages. Before finalising these, the BRAC monitoring team, BEP management, and BRAC risk department jointly identified some risks and mitigation policies. As an example, two chances can be mentioned here. BRAC's students usually go to mainstream schools after one year, completing education under the non-formal education system. The project assumes that these mainstream schools will be suitable for the children. If that doesn't happen, the students again will be dropped out from there. So how the mainstream school will support BEP is a place of risk.

By December 15, 2021, the log frame for the EMDC project was also finalised accordingly. A significant discussion was held between FCDO and EMDC regarding impact evaluation. Both parties understood that the impact of the EMDC project is highly ambitious for both BRAC and FCDO. FCDO wanted to see projects impact on child marriage and social changes. FCDO had a plan for impact evaluation in that way. Thus, lots of indicators came into log frames which were not realistic. Because BEP realised that the budget would not cover the impact evaluation but rather have for project evaluation. At that point, FCDO and BEP divided their responsibility. However, both parties came to a realistic understanding that the EMDC-research component will evaluate some indicators. So, in the final version of the log frame, all suggested indicators for impact evaluation are in the comments part to be seen from the impact point of view.

7.2 WORK IN PROGRESS

There is still a lot of work left in the monitoring activities. But the design has been fixed a lot. As discussed earlier, there are many indicators in this project. Those

indicators will have several checklists that have not yet been developed. An example of a teacher assessment is given by the Monitoring Lead. Based on their measurable performance indicators, there were plans to rank teachers in A, B and C categories. But they are assessed by this indicator, but some observational tools will also be used—for example, teachers-students relationship in the classroom.

A separate monitoring officer will be appointed for this project. However, the core BEP monitoring team will be involved in the central tracking system. As per the project plan, Monitoring officers must play specific roles. The core team will provide step by step instructions to the monitoring officer. Training will be given to them when developed, and the monitoring officer's join. So basically, what needs to be done for monitoring is designed. Still, now, these tools (staff orientation, recruitment of teachers, renting a room for school, survey follow up, Aptitude test, coordination meeting) are in the development stage.

There will also be a reporting mechanism that will also be managed by the BEP Monitoring Team centrally. The monitoring officers will report to the head office, but they will share the information from divisional managers to district managers.

On 10th January 2022, the content & curriculum team, MIS and Monitoring team, and ICT jointly discussed the digitisation or WEB MIS at the BRAC Centre. The main goal of the discussion was to identify or fix the monitoring indicators, especially for student and teacher performance plan the observation, test administers, human resources involved and their activities etc. The whole team planned to bring enrolment data from each school through web MIS. The key expert personnel can get additional

data, including teacher training, community, attendance etc., every month. However, they have found limited and no budget for an extra MIS person. However, there is a big budget for Supervision App development through which regular supervision will be conducted.

Overall, we observed that the monitoring team discussed teacher training, refresher training, student performance, monitoring for CLG and PBL activities etc., which will be finalised through further discussions.

7.3 VALUE FOR MONEY FRAMEWORK (VMF)

DFID uses a 3E framework to track value for money through its results chain (from inputs to outputs, outcomes and impact). These are economy, efficiency, effectiveness. However, the 'equity' was added as a fourth E to ensure women and marginalised groups were included. The VFM framework was developed in 2019. Therefore, this required adjustment based on FCDO's set of standards. The details of this version of VFM are attached in the annexure (Annex Table 2). The grant team, MIS manager and monitoring lead jointly work on these activities.

However, the VFM was slightly changed from the previous version. When BEP made VFM for the project proposal there was some methodological note. But later in the presentation, they brought those changes. Because they found that at the initial stage it is difficult to think the methodological things. That is why in the newer version all the indicators are there. According to FCDO's recommendation provided during the month of December 5, 2021, BEP had changed some terminology, changed their indicators for equity and effectiveness.

Also, there's a new addition of a cost-effective indicator that was incorporated later. There was a discussion about the calculation of cost-effectiveness because there has to be a certain calculation of how the cost will be effective and, in every indicator, a reference should be provided. According to this recommendation, BEP added a reference from the world bank by reviewing one of their documents about cost-effectiveness. Then from the lens of projects outcome and impact, BEP incorporated some indicators in VFM for showing effectiveness and efficiency. Also, FCDO raised some questions about how the BEP fixed those percentages of targets which

was indicated in the first version. Because from FCDO's point of view those targets were not practical rather than ambitious. It was noticed that in the finalized version of VFM, BEP disaggregated equity indicators for the areas of hill tracts, climate-vulnerable areas, PWD, ethnic and tea garden population. Here indicators for the students of climate-vulnerable areas came as a new indicator that was not incorporated in the proposal version. Finally, both FCDO and BEP came to a final settlement of what will be the final VFM for the EMDC project. The VFM was finalized on December 15.

Table 9: BRAC EMDC Value for Money Framework

Economy	
Key Costs **Key cost drivers** **Economy indicators**	Teacher salary, teacher training, education supplies cost, monitoring
	Teacher salary, teacher training, education supplies cost, monitoring Number of students, inflation attrition of students and teachers, large scale disasters/calamities
	• Learning cost (/learner cost) as a percentage of total cost • Teachers cost as a percentage of total cost • Infrastructure cost as a percentage of total cost • Supervision and monitoring cost as a percentage of total cost • Average number of learners enrolled in grade appropriate BRAC operated accelerated non-formal schools
Efficiency	
Efficiency Indicators	• Per child cost as an average cost spent per year. • Attendance rate of children in accelerated non-formal primary education [Output Indicator 1.2.1] • Survival rate of students as proportion of learners starting an education course in BEP schools • Teacher development cost as a percentage of total teachers cost • Retention rate of teachers as a percentage of trained teachers

Effectiveness	
Effectiveness Indicators	• Proportion of children attained grade-appropriate level reading and numeracy proficiency. • Transition rate as a percentage of EMDC graduates (students who passed the required learning and numeracy competencies) [Outcome Indicator 1.1] • Retention rate as the percentage of EMDC graduated students who transitioned to formal primary schools [Outcome Indicator 2.1]
Cost Effectiveness	
Cost-Effectiveness Indicators	• Cost-effectiveness as an average cost on retention per child. That is total programme cost divided by the total number of students retained in the mainstream schools after additional learning year.
Equity	
Equity Indicators	• Percentage of students from HTR areas • Percentage of students in Climate venerable areas • Percentage of students who are girls. • Percentage of students with disabilities • Percentage of students who from ethnic and tea population • Percentage of recruited teachers who are females.

7.4 RESEARCH FORMULATION BRAINSTORMING SESSION

For the EMDC research project, about 3million pounds has been allocated for third party research. Among the three components of the EMDC project, the one piece has been given to BEP. UNICEF will lead the other two components. UNICEF has the most significant element with Bangladesh Non-Formal Education (BNFE) on capacity building. FCDO also participated to some extent for participate in evidence generation.

Table 10: Research Objectives and Key Activities for EMDC Project

Research Objective	Activities
Expand the evidence base on 'what works to improve learning for marginalised children in Bangladesh, including girls living in poverty and children with disabilities.	Activity 1: LARGE SCALE HIGH-QUALITY STUDIES
To improve the efficiency of catch-up and alternative education interventions delivered under EMDC through robust action research, sharing learning widely with other stakeholders.	Activity 2: ACTION RESEARCH
To evaluate the approach used in the EMDC programmes to inform Phase 2 of the programme and similar FCDO programmes.	Activity 3: IMPACT EVALUATION
To inform/ influence TA components.	

Two brainstorming meetings have been conducted for identifying the research agenda according to FCDOs interests. The first one was born with BEP field staff and BEP's research partner, e BIGD, BIED, and JPGSPH. The brainstorming idea with the two groups separately came from the ED, BEP. It was essential to know how the grassroots level staff, such as the divisional manager field monitoring officer, perceive the model and its impact.

Lots of issues came from the first brainstorming session. Few researches may focus on the explanatory point of view, such as reasons to find out why students cannot go to school or low attendance during the project period, dropping out from NGO schools etc. The field staff also want to know the learning gaps that can be identified if the students do not achieve grade-level competency; after completion of 10 months, how students are adapting to the culture of government/ formal institutions; how effective it would be to compress a 12-month curriculum to 6 months; how supplementary materials such as climate and value-based education contribute to quality education; how PBL and CLG activities impact on learning etc. They also suggest monitoring some indicators regularly to track the progress and status of the teaching and learning pedagogy. According to their

experience, community influence is essential for the model's success and sustainability. Thus, they suggest crossing check parents and community roles through qualitative research.

The second brainstorming workshop has been organised to gather expert insights to determine BEP's research, particularly in the 'Accelerated Model'. Primary suggestions that came from the experts was to conduct formative research, action research, RCT. However, a lot of fine-tuning is required as per their instant evaluation. Such as dropout definition should be clear, health and socio-economic indicators must be considered, for action research, input and output indicators should be included. They should consist of outcome and impact indicators for baseline and end-line evaluation. According to their suggestion, one research topic could be differences in dynamics of different aged children in the same classroom. Much discussion happened on the 'standardisation issue and 'what works and what does not work' for the EMDC project. BRAC already has some standardisation on the teaching methodology, curriculum, teachers' quality, etc. Thus, everything is standardised, then the question of "what works and what does not work?" is invalid as BEP offers a set number of courses and activities.

CHAPTER **08**

PROCUREMENT

Any organisation usually follows specific methods in purchasing goods, equipment, and services required for the organisation's needs or its projects. Procurement is BRAC's central department that regularly lends support to various departments, including BEP. BRAC has a separate procurement department that manages the requisitioning of purchases for the program. It follows BRAC procurement guidelines and implementation procedures, transparent and developed according to international procurement standards.[29]
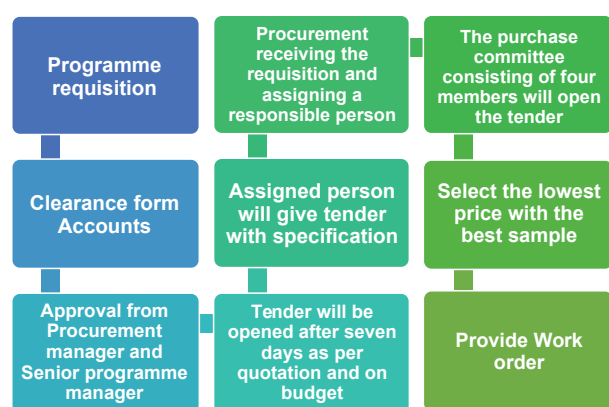

Figure 10: Procurement process of BEP

THE PROCESS

The procurement team for the FCDO project is related to many responsibilities; the procurement team contributes from the budget part in the proposal, which was submitted between August-September. Then after budget preparation, they have to submit documents for FD6 in October. The FD6 runs in a process like. First, the budget team has to prepare a budget, then submit it to the Procurement manager, who will offer it to the Accounts department, and then finally review the FD6 department and submit it to NGO Bureau. After getting the FD6 approval, the finance department will release the fund. With the located budget, the procurement department will deal with

the project. The purchase committee works for every FCDO related procurement of four different departments. One member from the procurements department was selected by the respective program, one from the curriculum team, another member from the HR, and one from the accounts department. All sorts of procurement issues had been managed through this committee.

As discussed earlier, the curriculum team selected 34 storybooks from outside publishers for classes 1-3 and 25 for classes 4-5 and 20. For this EMDC project, the curriculum team slightly modified a few storybooks from the existing list. In the example of storybook purchasing and book printing, the procurement team had given requisition first in ERP with all the specifications; then, this requisition was transferred to the budget section for budget clearance. Then it went to the procurement heads as a table authority to support.

At this stage, procurement seeks a quotation on the product, and based on this, they arrange a meeting with supplier parties. The supplier parties will submit a rate and sample of that specified items. Then the Purchase Committee takes note of the proposed rate, review the models, and selects the best selection; the cheapest rate submitter (within budget) from those best samples will get the orders. The Purchase Committee sign and place the order and provide a soft copy for printing. The printer will provide a printed document, and the program team will review it if the design is satisfactory or there's any spelling mistake, and the team will give feedback. On feedback, the printer will design the final draft. After getting the clearance, the printers will print the final version and the printed copy; one copy will be given to procurement, one to the program team, and

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[29]   http://procurement.brac.net/

two to central as it's mandatory. Then the last step will be submitting to the store with all the specifications, colour, design references; the store will receive it if all the criteria are fulfilled. If they find any manipulation, the vendor will be disassociated. Then the purchase committee will sit with the program and mention that the product got clearance from the program side has got these problems; then, the whole team will go for a solution together as it's already printed.

The program team has to select someone who can place requisition to (ERP) whenever needed for requisition purposes. The team also purchase stationery items through the same system as the printing version. The stationery items include a pencil, colour pencil, eraser, and sharpener, considering utility, price, quality, quantity, and storage facility. The whole procurement process is now working through an online platform as a safety measure during the Covid-19 pandemic. The figure represents the entire procurement process regarding the BEP.

CHAPTER **09**

CONCLUSION

This process documentation described how the FCDO programme came into discussion, and from the proposal to the development of every step was explained thoroughly. The Process documentation report contains how much curriculum they developed; lesson guide developed, training module developed, conflict, cooperation, and challenge management. The information also includes the field implementation part. In this process documentation, all of the team's responsibility was discussed, how they got modified over time, everything was discussed and also process documentation team members visited the field and collected data and wrote several columns with information collected from team members and their work and experience of working in this model. This document has every data of developed content with the timeframe and feedback on specific ranges.

As the FCDO Programme started with the inception planned timeframe, it's an outstanding achievement to complete the most task within the timeframe. They selected readings every month until January when they began in August. They finished every job within the fixed plan except the TG development. This is also in the process, and from the observation, it can be disclosed that they will finish it very soon. So, BEP for this particular programme had a curriculum team that quickly developed a new curriculum. The team was mainly divided based on team members' previous experience. The team head designed the subject curriculum team with experts who previously worked in that particular subject in different projects. Some of the team's backgrounds match with the curriculum subject. The team also has strong leadership that helps them run smoothly and complete every task quickly. Even in this programme, both the core and field management teams have predetermined responsibilities. Every sector and position is equally needed for a convenient run of the selected task. Several core sectors are involved in the FCDO programme and are working from the beginning, like IT and Gender, Grant management, and the monitoring team. Some teams got involved later, including Procurement, supporting team, etc. There are different positions in the field management team, including PO, Branch manager, Upazila Manager, and Divisional Manager. It has also been observed that the team has to revise their curriculum every year with the consultant and monitor the programme closely to achieve its objective. The programme needs rigorous monitoring and evaluation through which BEP can observe whether they are meeting the benchmarks, for example, the inclusion of Gender diversity and PWD and technology intervention as planned. We also observed and concluded that this project has fixed plans and personnel to function. However, BEP could face a significant challenge concerning children's access to the model if the COVID situation does not improve. Since most of the dropout children are already involved with household work and agricultural activities, it will be difficult for the programme to enrol them in the school again.

The key prospect and scope for the PD study are to integrate the perspectives of field staff and teachers. Their views on this model are crucial, and conducting proper research to explore their opinions and experiences can provide great insight into the model's improvement in the consecutive year. At the same time, how parents, community and students will be engaged with the process and how they perceive its importance should be documented. Then, the accelerated model will be developed as a complete model where all the stakeholders provide their inputs.

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ANNEXURE

Annex Table 1: At a Glance-Supplementary Materials-Value Oriented books

Value-oriented books selected for cohort 1 (class-1)	
Arifer Vul Kotha	Arif always lies to her mother and bunks school. He did very poorly in the examination but did not stop lying. One day he falls into trouble for his lie. After the rescue, he decides to leave the bad habit. This story describes that telling a lie is not a solution; one should stay honest and do their work correctly.
Pakhir Sish	Miti wakes up hearing a harmonious whistle after the first morning of her birthday. Miti noticed that Hashu, her neighbour playing with a leaf and making beautiful sounds. She asked Hashu from which CD he has learned the music. Hashu said that this was the sound of a beautiful dancing bird. Hashu shows Miti the bird. Miti identifies the bird as Doel, the national bird of our country. She reminds us that there is a picture of Doel in her book. Suddenly Miti realised that though Doel is the national bird of Bangladesh, Miti had not noticed the bird previously. She decides that she will try to know about our national bird, fruit animal. She reminds us that every day they sing the national anthem before school. She loves the anthem very much. This story indicates the value of knowing the own nation.
Horin o Banor	This story promotes the value of friendship. The report describes how monkeys save Deer from the clever tiger.
Dahuk Pakhi Chhara Pelo	No one can live a subjugated life. In our liberation war, we lost our dear friends and families. This country is like our mother. In this story, an uncle taught his nephew the value of liberation.
Dui Bondhu	This story describes the power of unity. It is better to complete the work together than keep the job for later.
Duita Pakhi, Ekta vabe Ekta kore	You can learn nothing without patience and industry. Diligence is the key to success.

Value-oriented books selected for cohort 1 (class 2)	
Alo Vora Din	Greed is very harmful. One who covets can fall into unwanted trouble in consequence. We should not allure for others; this habit will always brighten up our day and make us a person of solid character. This habit should be our in-built.
Onker Jonno	This story describes the value of commitment. We should keep our promises in both our favourable and unfavourable situations.
Putli	This story encourages the habit of reading books.
Cherag er doitto	This story describes how we should behave with the elders. We should talk to them with manners and help them out in their work. It does not mean that we cannot correct them if they are wrong, we can restore their mistakes but we should generously explain they're mistaken.
Felna Pori	This story tells us about recycling. It's amazing how we can recycle things. Happiness is not always from costly items.

Annex Table 2: VFM framework (Proposal version)

VFM Pillars	Indicator	Methodology note
Economy	Learner's cost	% spent on teaching learning materials and activities of total school expenditure.
	Teachers cost	% spent on teachers for salary & benefits and their professional capacity development through training, orientation, refreshers, and meeting of total school expenditure
	Infrastructure cost	% spent on school rent, maintenance, and decoration of total school expenditure.
	Supervision and Monitoring	% spent on salary and benefits of staff for direct school supervision and monitoring.
	Average number of learners enrolled	Average students enrolled in BEP schools.

Efficiency	Per child cost	Amount spent per child per per
	Teacher development cost	% spent of teachers capacity development of total teachers cost
Effectiveness	Survival rate of student	Proportion of learners starting an education course who complete the course (last grade of the cycle)
	Retention rate of teachers	% of trained teachers continued their job
	Reading and numeracy competency of students	Proportion of children attained grade appropriate level reading and numeracy proficiency.
	Transition rate of students to mainstream schools	% of EMDC graduates (students who passed the required learning and numeracy competencies) transitioned back to formal schools (disaggregated by sex, disability and ethnicity).
	Retention rate of students in the mainstream schools	% of EMDC graduated students who transitioned to formal primary schools are retained (disaggregated by sex, disability and ethnicity.
Equity	# Students in HTR areas supported	Number of students enrolled in schools located in HTR areas.
	Proportion of girls in schools	Percentage of total enrolled students who are girls.
	Proportion of CwD in schools	Percentage of total enrolled students who are CwD.
	Proportion of ethic and tea population children in schools	Percentage of total enrolled students who are ethnic, and tea population children.
	Percentage of female teachers	Percentage of total school teachers recruited who are females.