An In-depth Monitoring Report

"Basic Literacy Project (64 Districts)"

Monitoring and Evaluation Sector-6
Implementation Monitoring and Evaluation Division (IMED)
Ministry of Planning
Government of Bangladesh

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June 2019

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Acronym

BBS	Bangladesh Bureau of Statistics
BL	Basic Literacy
BNFE	Bureau of Non-Formal Education
BoQ	Bill of Quantity
CMC	Center Management Committee
DBNFE	District Bureau of Non-Formal Education
DC	District Commissioner
DG	Director General
DNFEC	District Non-Formal Education Committee
DPP	Development Project Proposal
ECNEC	Executive Committee of the National Economic Council
EFA	Education for All
e-GP	Electronic Government Procurement
FGD	Focus Group Discussion
GO	Government Organization
IMED	Implementation Monitoring and Evaluation Division
INGO	Implementing Non-Government Organization
KII	Key Informant Interview
LCs	Learning Centers
MDG	Millennium Development Goal
MIS	Management Information System
MLSS	Member of Lower Subordinate Staff
MoPME	Ministry of Primary and Mass Education
NGO	Non-Governmental Organization
NPA	National Plan of Action
OTM	Open Tender Method
PD	Project Director
PEC	Project Evaluation Committee
PEDP	Primary Education Development Program
PPP	Public Private Partnership
PSC	Project Steering Committee
PIMU	Project Implementation Management Unit
PLCEHD	Post Literacy and Continuing Education for Human Development
PPA	Public Procurement Act
PPR	Public Procurement Rules
PRSP	Poverty Reduction Strategy Plan

RDPP	Revised Development Project Proposal
RFQ	Request for Quotation
SDG	Sustainable Development Goal
SFYP	Sixth Five Year Plan
SPSS	Statistical Package for Social Science
SWOT	Strengths, Weaknesses, Opportunities and Threats
ToR	Terms of Reference
ULC	Union Literacy Committee
UNFEC	Upazila Non-Formal Education Committee
UNO	Upazila Nirbahi Officer
UPO	Upazila Program Officer

Executive Summary

Education is a key factor for a sustainable development of the country and is considered vital for improving people's living standards. Continuing education, with the development of non-formal education, especially the literacy and the development of the skills of life and livelihood of adults and youth, is considered as a process of empowerment, which contributes to the development of human resources and poverty reduction. Despite the immense importance of the development of education in the country, the 3.35 million people are still illiterate. The government has been working sincerely to raise the percentage of literate people and skilled manpower. For the development of the existing education system Ministry of Primary and Mass Education has undertaken a project called 'Basic Literacy Project (64 districts)' in the 8 divisions (250 Upazilas) in the country, with the help of Non-formal Education Bureau, which was held on 11 February 2014 at the meeting of the Executive Committee of the National Economic Council. At the meeting of the Committee (ECNEC) a total of 45258.62 lakhs was approved at the estimated cost. The implantation period of the project was from February 2014 to June 2018, however, the end period later extended without increasing the cost to June 2019.

The main objective of the project is to increase the literacy rate according to the Sustainable Development Goals, Education for All, National Action Plan-2, Sixth Five-Year Plan, and National Education Policy. In addition, the project aimed at providing basic literacy and skill-based education to 4.5 million illiterate people aged between 15 and 45 years. Moreover, this project will help to ensure the participation of the local people in the implementation of non-formal education and to build a strong cooperation between the government-NGOs and local people.

DM WATCH was appointed as a consultant organization of the project by the Implementation Monitoring and Evaluation Division to monitor the overall progress of its current implementation. The main objective of the in-depth monitoring was to review the current situation and progress of the project for a comparative evaluation towards achieving the project objective. To improve the constancy of the benefits DM WATCH was expected to provide feedback and identify likely challenges to improve the project's ongoing activities. Besides, strengths and weaknesses were also been assessed. This intensive monitoring study has reviewed the progress of real purpose by reviewing the current status and progress of the project, where main components of the project have been considered.

To closely monitor the project, the project's relevance, effectiveness and sustainability have been evaluated. For this study, both quantitative and qualitative information were collected. For quantitative information, the consultant organization conducted survey among 800 students in 16 districts (in selected sample areas) across the country and organized group

discussions, key informant interviews and workshops for qualitative information (overall impact of the project on beneficiaries).

Although the project was approved in 2014, because of the administrative complication at both the local and national levels, the project only began in full swing on mid-December 2018. Since the implementation of the project took time, the physical and financial progress could not be achieved within the prescribed time specified in the DPP. Analysis of overall progress of the project shows that only 25.71% financial and 36.27% physical progresses have been accomplished.

Among the 250 Upazilas listed in the project, project activities are ongoing in 134 Upazilas. In 39,311 learning centers, a total of 78,621 teachers and 1,967 supervisors were appointed. Although 2,359,441 students were included in the initial stage, no significant progress in the increase in literacy was found from the field level surveys. However, the participation of students is impressive and in this case the interest of women and older students are appreciable. It should be noted that the social activities of different partners of the project have encouraged 86.13% of the students. It has been found that low-income populations have been preferred over the selection of students involved in the project, which followed the DPP's instruction. Sustainable development goals and national policy review has also shown that the implementation of the project have been reasonable and timely.

The survey result shows that more than 50% of the students expect that the project will create employment opportunities for them, making them interested in this educational project. 88.5% of participants in the survey believe that social prejudice or negative outlook on adult literacy is the main obstacle to such activities. More than 90% of the students receive family support to participate in the education program. About 67.10% of students expect that the course should be extended for at least 12 months so that they get the chance to enhance the development of their life skills. Most of the admitted students desired to have the ability to read and write, which is highly appreciative. Field level observations show that on an average 20-22 students are present in the class regularly, which is helpful for the project's progress.

As the project was delayed at the beginning of implementation, physical and financial progresses were not achieved within the given time specified in DPP and the implementation of the project was hampered because of the reduced fund allocation. Moreover, the lack of the stability of implementation of project monitoring and management unit is one of the weak aspects of this project. Besides, teachers' salary is inappropriate considering the current socio-economic background. The project was formulated five years ago, which makes the salary incompatible with the current socio-economic perspective of the country.

Because the implementation period of the project is not enough to implement the goals and objectives of the project properly, the length of the project can be increased. In this case, the

ministry can modify and re-plan DPP, if necessary. Under the continuous education program, emphasis should be given on skill development (e.g., food processing, sewing, animal feeding) and long-term opportunities. In addition to the skill training, the project can encourage learners to employment, self-employment and entrepreneurship and can play a role in human resource development. The duration of the literacy course under the project is six months, which is inadequate, thus extension of the course-length should be considered. Because of the lack of manpower, the implementation of the project has delayed, so manpower should be increased in the monitoring sector. Organizing different programs, offering attractive prizes among students, education can be made more interesting, and thus students can be attracted to the program. A realistic and time-based action plan can be formulated so that the project does not interfere with its normal operation because of repeated revisions and expansions. Besides, textbooks for the students of minority ethnic groups of three hill districts must be developed in their mother tongue.

In addition to identifying the current progress of the project through in-depth monitoring, this study has also pointed out various problems and obstacles. To ensure the sustainability of the benefits and outcomes of the project as a whole, this in-depth monitoring report will play a key role. Hence, it will further open up the scopes of improving the quality of life of a large part of the rural population.

Chapter 1

Brief Description of the Project

1. Brief Description of the Project

A properly educated populace is the precondition for building a strong, progressive country. Education is considered not only as the backbone of a nation but also the most significant guiding force for achieving the sustainable development of a country. As Bangladesh is a densely populated country, poverty and illiteracy are interwoven in its social context. Education is essential to upgrade the quality of lives of people. Realizing the importance of the education, the constitution of Bangladesh recognizes it as a fundamental right of every citizen. It can be an effective instrument of social changes when it functions as an empowering force by arming human individuals with the essential skills of literacy, numeracy, communication, problem solving and productive work.

According to the definition of the United Nations Educational, Scientific and Cultural Organization, literacy is the ability to identify, understand, interpret, communicate and compute something using printed and written materials connected to different contexts (International Bureau of Education, 2005). Literacy is a driving force for the sustainable development, which enables greater participation in the labor market; improved health and nutrition of children and families; reduces poverty and expands opportunities (UNESCO, 2018). Literacy is achieved through the ability of a person to achieve his goals, develop his knowledge and potential, and engage in continuing education to fully participate in the community and the wider society. In addition, the Bangladesh Bureau of Statistics has defined a person as literate who is capable of writing a simple letter (Literacy Assessment Survey, 2011).

Non-formal Education including life skills & livelihood skills development, is considered as the process of empowerment that contributes to human resource development and poverty reduction. Many cases proved that Non-Formal Education including adult literacy and continuing education plays a vital role in improving the lives of millions of poor with enhanced ability to create better health, more income and to utilize existing resources. Besides, in pursuance of its constitutional obligations and commitments made in the international forums, the Government of Bangladesh is determined to ensure education for all within the shortest possible period of time[1].

"Bangladesh Statistics 2017", of the Bangladesh Bureau of Statistics' says that Bangladesh's adult literacy rate is 72.3 percent [2] (ages 15 and up). According to the UNESCO Institute for Statistics (UIS), the highest literacy rate of Bangladesh is 72.76% in the last decade, which was achieved in 2016. During this time, the literacy rate of women increased from 43.74% to

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[1]https://mopme.portal.gov.bd/sites/default/files/files/mopme.portal.gov.bd/notices/d9e078d1_b0f8_4b9f_b15a_294d93da9c1d/PS2.pdf

[2]http://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/a1d32f13_8553_44f1_92e6_8ff80a4ff82e/Bangladesh%20%20Statistics-2017.pdf

69.90%, and the male literacy increased from 49.83% to 75.62% (UNESCO, 2018). Despite the immense importance of education in the development of the country, 3.35 Crore people are still illiterate [3] which is a major obstacle to the development of the country.

1.1. Background of the Project

To improve this condition, Ministry of Primary and Mass Education (MoPME) initiated a project named "Basic Literacy Project (64 Districts)" with the assistance of Bureau of Non-Formal Education (BNFE) in 7 divisions (250 Upazila) of the country. The direct beneficiaries of this project were the illiterate adolescents and adults of 15–45 age group. Among the direct beneficiaries, 50 percent were male and another 50 percent female. The project aimed at letting access of 18,000 illiterate adolescents and adults of 15–45 age group to basic literacy. The illiterate adolescents and adults of 15–45 age group from marginalized and hard-core poor households and outcaste minority communities and those living in remote locations were chosen to receive special emphasis.

1.2. Objective of the Project

The goal of the project was to increase literacy rate as per MDG, EFA, NPA-II, Sixth Five Year Plan and National Education Policy of Bangladesh. Under this specific goal the following objectives were set.

- To provide Basic Literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15–45 age group;
- To contribute to the eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year plan;
- To contribute to the implementation of the National NFE Policy-2006 and the National Education Policy-2010;
- To strengthen the capacity of BNFE and other agencies involved in Non-Formal Education;
- To Promote GO-NGO and community collaboration in NFE; and
- To develop primers in the mother tongue(s) of the ethnic groups for the learners of 3 hill districts.

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[3] http://www.risingbd.com/english/Literacy-rate-increasing/56355

1.3. Description of the Project

(a) Name of the project : Basic Literacy Project (64 districts)

(b) Supporting Ministry : Ministry of Primary and Mass Education (MoPME)

(c) Executive Agency : Bureau of Non-Formal Education (BNFE)

(d)Location of the Project :

Division	District	Upazila
7 Divisions	64 Districts	250 Upazilas

Note: About 50% of Upazilas from each district were selected for the project intervention. The upazilas are selected from each district according to low literacy rates.

(e)Estimated Cost of the Project (Taka in Lakh) :

i	Total	45258.62
ii	GOB	45258.62
iii	P. A	-

(f) Source of funding : Total GoB

(g) Project Implementation Period

Original

Expected Date of Commencement : February 2014

Expected Date of Completion : June 2018

No Cost Extension : February 2014–June 2019

Year wise required fund (according to DPP)

Fiscal Year	Amount (Taka in lakh)	Source of required fund
2013-2014	00.00	GoB
2014-2015	151.07	GoB
2015-2016	162.62	GoB
2016-2017	202.19	GoB
2017-2018	4512.45	GoB
2018-2019 (I.C.A)	40230.29	GoB
Total	45258.62	

1.4. Status of Approval, Correction and Financing (Summary of Revision)

Although the project was approved by the Executive Committee of the National Economic Council held on February 11, 2014, some observations and appointment of project managers delayed the implementation of the project somewhat. With only six months of literacy activities without livelihood training, the expected results are not possible, therefore the Honorable Minister of the Ministry of Elementary and Mass Education proposed revisiting the project at the monthly ADP Progress Review Meeting held on May 26, 2015. The final selection of the implementing NGO was postponed. As per the decision of the ADP meeting, the Project Implementation Management Unit took the initiative to revise the DPP and after completion of the amendment, it was sent to the Planning Commission through the Ministry of Primary and Mass Education. The Implementation, Monitoring and Evaluation Department allows the project to increase time without cost increase by inter-component coordination. Subsequently, the Divisional Project Evaluation Committee Meeting, held on October 9, 2018, recommended the approval of inter-product coordination, which the authorities approved

1.5. Major Components and Activities of the Project

Major components of the project are:

- Salary and Allowances (Officers, Staffs and Upazila set up);
- Social Mobilization;
- Publication of primers manuals and guide books;
- Training and workshop;
- Baseline survey;
- Management of BL program;
- Learners assessment;
- Fuel, water, electricity and gas;
- Committee meetings cost;
- Machinery, equipment and furniture etc.

Activities of the project includes:

1) Preparatory Activities

(Formation of PIMU, recruitment of Project officials and staffs, procurement of furniture, vehicle and transport, machinery & equipment and logistics & materials, formation of different level committees, selection of implementing NGOs, capacity building training and orientation for the NFE implementing officials and staffs, etc.)

2) Baseline survey

3) Recruitment of teachers and supervisors

4) Formation of CMC

5) Establishment and operation of learning center
(Establishment of Learning Centers, enlistment of learners, center operation, primer of the Literacy Programme, extra-curricular activities, volunteer service, community contribution, caretaker of LC, and assessment/evaluation of learners)

6) Training of teachers and supervisors

7) Orientation of CMC members

8) Distribution of materials for learners and LCs

9) Social Mobilization

10) Operation of program

11) Monitoring and Evaluation

12) Organization of workshop, orientation and seminars

13) Establishment of media partnership

14) NFE research & documentation and sharing

Following table shows financial and physical targets of the project. Component wise estimated costs were further adjusted (see Table A1 in annex A). Besides Table A2 shows the project activity and procurement plan.

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)	
		Financial (Taka in Lakh)	Physical (Amount)
Machineries & Equipment	Nos.	199.29	1032
Furniture	Nos.	64.45	1568
Transport & Vehicle	Nos.	70.00	1
Pay & Allowances of PIMU's Officers & Staffs	Person	2346.42	526 (1828-man year)
Local Training	Persons	3207.94	155369
Workshop	Nos.	4.00	4
Program Operation Cost	LCs	32475.90	5000
Social Mobilization	Nos.	493.17	4368
Monitoring and Evaluation	LCs	17.25	75000
Assessment of Learners	Lakh	541.00	45
Primer, Manual & Guidebook printing	Nos.	4818.81	9536855 Nos.
Baseline Survey	lakh learners	300.00	45
National Consultant	PM	18.00	12
VAT	LS	100.00	

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP) Financial (Taka in Lakh)	Physical (Amount)
Transportation cost		30.00	251
Fuel & Gas, Petrol, Oil and Lubricants		20.00	256
Water, Electricity, and Gas		170.7	256
Advertising and publicity		1.50	9
Stationary, seals, stamps	Nos.	67.80	256
Postage, Telephone, Fax and Internet	Nos.	63.60	256
Registration of Vehicles	No.	0.10	1
Rent-Microbus	Nos.	24.00	4 (1 per year)
Committee meetings costs	Nos.	75.76	1620
Repairing/ Maintenance (RM) of Motor Vehicles	No.	2.00	1
RM of Machineries		1.00	255
Contingency & unallocated fund		145.93	181924

Chapter 2

Methodology of the In-depth Monitoring of the Project

2. Methodology of the In-depth Monitoring of the Project

The main objective of in-depth monitoring is to evaluate the recent scenario and progress in comparison to the project objectives, to increase the stability of the facilities created after the completion of the project, to provide feedback with the analysis of the strength and weakness of the project and deficiencies and challenges in the way of completion of the project. To that end, DM WATCH has conducted the current Intensive Monitoring Survey in which the realities of the project area have been evaluated in terms of the effectiveness and verification of quality of the project simultaneously.

2.1. Scope of the In-depth Monitoring (According to ToR)

- To review & present project related information (Background, Objectives, Status of project Approval/Revision, mode of financing & other relevant issues etc.) and to examine whether the overall project design is relevant with the project objectives;
- To collect, review, analyze and present with graphical/tabular form the data in regards to overall progress & component-wise implementation progress (physical and financial) of the project;
- To review the targets and actual progress of the project against the approved Annual Work Plan & Annual Procurement Plan;
- To monitor whether implementation of the project or any of the components has been delayed in terms of financing, procuring goods, managerial inefficiency, which causes to increase of project cost or implementation period and identify/analyze the reason/s and responsible for the delay;
- To analyze the qualitative & quantitative aspect of the training and other activities of basic literacy program conducted comparing with the target of the approved DPP/RDPP;
- To examine whether the provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process (Invitation of tender, specification/ToR/BOQ, evaluation of tender, approval procedures, contract awards etc.) of the packages (goods, works and services) & to analyse the procurement related functions based on predetermined indicators;
- To examine and review the status of goods/works/services procured and its proper maintenance with necessary/appropriate manpower under the project;
- To assess and analyze the information regarding project management capacity, experience, project management and procurement related training, meeting arrangement and efficiency to implementation of the decision and tenure as project director of project director;
- To analyze the data and information of project approval, revision (if any), financing, fund release and payments etc.;

- To conduct survey over the Beneficiaries/Stakeholders of the project and analyze their opinions included in the study;
- To investigate the strengths and weaknesses of the project and identify potential threats and challenges (SWOT analysis) towards effective implementation of ongoing activities of the project;
- To evaluate whether illiterate adolescents and adults are being motivated to be literate through the Basic Literacy Program.
- To assess the overall Non-formal education system especially the coverage of this project is being implemented.
- To evaluate all activities of BL program i.e., social mobilization, training & workshop, LCs etc. and to comment whether the activities is being implemented on right track.
- Overall review on the basis of findings of In-depth Monitoring Study;
- To make specific recommendations based on the findings of the In-depth monitoring study with a view to attain the project objectives as planned;
- To make comments on sustainability (Exit Plan) of project's benefits after completion of the project;
- To accomplish other relevant/related tasks assigned by the Authority in the contract period

2.2. Detail Work Plan of the Study

The study has been planned to be completed within the 4 (four) months (from January, 2019 to April, 2019). Hence, according to the study-related tasks and activities, the following work schedule was proposed in the inception phase of the study.

N	Activity	Year/2019															
		January/2019				February/2019				March/2019				April/2019			
		Week				Week				Week				Week			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	**Activity Group-1: Initial orientation meeting with the concerned IMED officials**																
2	Initial Fact Finding																
4	Design of the Study																
4	Design of the Data Collection Instruments																

N	Activity	Year/2019															
		January/2019				February/2019				March/2019				April/2019			
		Week				Week				Week				Week			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5	Pre-testing of Data Collection Instruments		X														
6	Finalization of Data Collection Instruments		X														
7	Preparation of Survey Plan including sampling Plan			X													
8	Submission of the **Inception Report**				X												
9	Approval of Study Design and Data Collection Instruments				X												
10	**Activity Group-2: Selection and Training for investigation**				X	X	X										
11	Field Survey**:**					X	X										
a)	Supervision of data collection					X	X										
b)	Conduction of Focus group Discussion (FGD) session					X	X										
c)	Conduction of Key Informant Interview (KII)					X	X										
d)	Conduction of local workshops					X	X										
e)	Physical verification					X	X										
f)	Fine-tune of collected data					X	X										
12	**Activity Group-3: Preparation of output table plan**					X	X										
13	Editing of Data				X	X	X										

N	Activity	Year/2019															
		January/2019				February/2019				March/2019				April/2019			
		Week				Week				Week				Week			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
14	Data entry and verification					▓	▓	▓									
15	Data Processing							▓	▓								
16	Data analysis									▓							
17	Report writing							▓	▓	▓							
18	Submission of **1st Draft report**												▓				
19	**Activity Group-4:** Preparation of Draft Report in a Review meetings with Technical committee												▓				
20	Revision of Draft Report based on comments given by Technical committee												▓				
21	Presentation of **2nd Draft Report** in Steering Committee meeting													▓			
22	Comments on Revised Draft Report													▓			
23	Preparation of **Draft Final Report**														▓		
24	Presentation of Draft Final Report in local workshops														▓		
25	Comments on Draft Final Report															▓	
26	Finalization of Draft Final Report															▓	
27	Submission of **Final Report**															▓	

2.3. Methodological Workflow

The objective of this assignment is to conduct an in-depth monitoring of the project "Basic Literacy Project (64 Districts)" in all aspects in collaboration with project personnel and all potential stakeholders. The findings of the study will exhibit the impact and effectiveness of the project along with the project relevance depending on the context of the country, what are the extent of changes created in the livelihood of beneficiaries as well as in the society due to the project. Similarly, the study will identify how this project has contributed to the eradication of illiteracy from the country, with the implementation of the National NFE Policy-2006 and National Education Policy-2010. The recommendations made by the consulting firm would be a guideline to direct the project on the right track and help to implement similar project in future to achieve global and national EFA goals as envisaged in NPA-II and Sixth Five Year Plan.

A systematic methodological approach was followed for conducting the study. After selecting all the relevant stakeholders, a list of indicators in line with the objectives was prepared to assess the overall project goal. After determining the indicators, different tools e.g. individual survey questions, focus group discussion checklist, key informants interview checklist, agenda of local level workshop and physical observation checklist were prepared. Besides, project documents were identified and reviewed comprehensively.
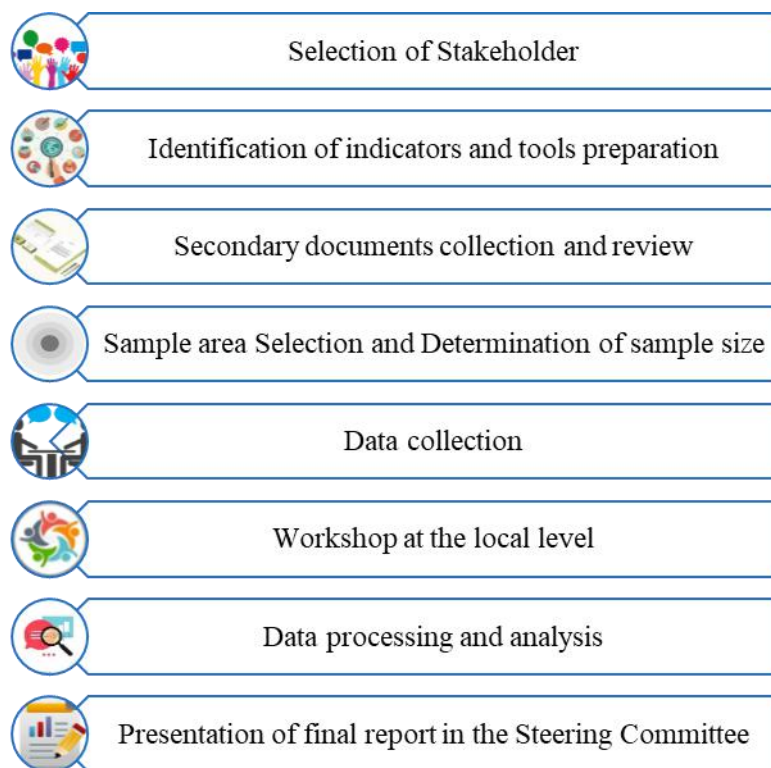
Figure 1: Methodological workflow

At the final stage, the information collected from the participants / respondents were analyzed and findings were shared with steering committee and the final report incorporated feedback from the committee. Following flowchart depicts the methodological workflow of the in-depth monitoring of the project whereas table 3 depicts the objective-wise stakeholders' list and appropriate tools to evaluate each of the activities of the project.

On the contrary, Table 1 expresses the list of stakeholders and the appropriate tools for evaluating the objectives of the project.

Table 1: List of tools to evaluate the activities under the project

Study Objectives	Tools	Stakeholders	Source
1. To review & present project related information (Background, Objectives, Status of project Approval/Revision, mode of financing & other relevant issues etc.) and to examine whether the overall project design is relevant with the project objectives.	✓ Secondary document review		✓ DPP/ RDPP
2. To collect, review, analyze and present in graphical/tabular form the data in regards to overall progress & component wise implementation progress (physical and financial) of the project;	✓ Secondary document review ✓ Qualitative and quantitative tools (Survey, FGD, KII, Workshop), ✓ Physical Observation	✓ Learners ✓ Respective stakeholders	✓ Detailed Implementation Plan, DPP/RDPP ✓ Progress Report (physical and financial)/ Monitoring report ✓ Physical component (Primers, learning center)
3. To review the targets and actual progress of the project against the approved Annual Work Plan & Annual Procurement Plan;	✓ Secondary document review ✓ KII		✓ Detailed Implementation Plan/DPP/RDPP ✓ Progress Report (physical and financial) ✓ Annual work plan ✓ Annual Procurement Plan ✓ Asst. Director- (National level)

	Study Objectives	Tools	Stakeholders	Source
4.	To monitor whether implementation of the project or any of the components has been delayed in terms of financing, procuring goods, managerial inefficiency, for which the cost and implementation time of the project may have increased, and identify/analyze the underlying causes for the delay;	✓ KII ✓ Secondary document review	✓ Upazila Program Officer ✓ Asst. Directors (National level) ✓ INGO ✓ MIS	✓ Detailed Implementation Plan ✓ Progress Report ✓ DPP
5.	To analyze the qualitative and quantitative aspect of the training and other activities of basic literacy program compared to the target of the approved DPP/RDPP;	✓ Secondary document review, ✓ Survey, ✓ KII, ✓ FGD	✓ Learners, ✓ Upazila Program Officer, ✓ Asst. Director-Training, ✓ Assistant Director-BNFE ✓ Teachers	✓ Progress Report/ Monitoring reports ✓ Training/workshop report ✓ DPP/RDPP ✓ Training Manual
6.	To examine whether the provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process (Invitation of tender, specification/ToR/BOQ, evaluation of tender, approval procedures, contract awards etc.) of the packages (goods, works and services) and to analyze these procurement related functions based on predetermined indicators;	✓ Secondary document review	✓ Asst. Director Procurement ✓ MIS	✓ PPA 2006, ✓ PPR 2008 ✓ Procurement Process documentation/ Procurement Report (Tender invitation, ToR, BOQ, evaluation of tender, approval procedure) ✓ Tender Meeting Minutes ✓ DPP/RDPP
7.	To examine and review the status of goods/works/services procured and its proper maintenance with necessary/appropriate manpower under the project;	✓ FGD ✓ Secondary document review ✓ Physical Survey ✓ KII	✓ Teachers ✓ Learners ✓ AD-procurement, monitoring ✓ Upazila Program	✓ DPP/RDPP, DIP

Study Objectives	Tools	Stakeholders	Source
		✓ officer ✓ CMC	
8. To assess and analyze the information regarding project management capacity, experience, project management & procurement related training, meeting arrangement and efficiency to implementation of the decision and tenure as project director of project director;	✓ KII, ✓ Survey ✓ FGD ✓ Secondary document review	✓ All Assistant Directors (National level), ✓ INGO ✓ Upazila Program Officers ✓ Learners ✓ Teacher	✓ Project management & procurement related training, meeting minutes, ✓ Employee bio-data, ✓ DPP/RDPP
9. To analyze the data and information of project approval, revision (if any), financing, fund release and payments etc.;	✓ Secondary document review	✓ MIS	✓ Project Approval Documentation, financing and fund release documentation, ✓ Progress report, ✓ DPP/RDPP
10. To conduct survey over the Beneficiaries/Stakeholders of the project & to analyze their opinions included in the study;	✓ Survey ✓ KII	✓ Learners, ✓ Respective stakeholders	✓
11. To investigate the strengths and weaknesses of the project and to identify potential threats and challenges (SWOT analysis) towards effective implementation of ongoing activities of the project;	✓ Qualitative and quantitative tools (Survey, ✓ KII, FGD ✓ Workshop	✓ Learners, ✓ Respective stakeholders ✓ Teacher	✓ Study findings
12. To evaluate whether illiterate adolescents and adults are being motivated to be literate through the Basic Literacy Program.	✓ KII ✓ FGD ✓ Survey	✓ UNO, ✓ AD-BNFE ✓ Teacher ✓ Learners	
13. To assess whether the overall Non-formal education system is being implemented in the areas under the project.	✓ KII ✓ Secondary document review	✓ Asst. Directors of DBNFE	✓ NFE sector progress report ✓ Progress report
14. To evaluate all activities of BL program i.e. social	✓ KII, ✓ FGD,	✓ Respective stakeholders	✓ DPP/RDPP, DIP, Progress report and

Study Objectives	Tools	Stakeholders	Source
mobilization, training & workshop, LCs etc. and to comment whether the activities is being implemented on right track.	✓ Survey ✓ Secondary document review ✓ Observation	✓ Teachers ✓ Learners	other relevant docs
15. Overall review on the basis of findings of In-depth Monitoring Study;	✓ Review of the Study findings		✓ Study findings
16. To make specific recommendations based on the findings of the In-depth monitoring study with a view to attain the project objectives as planned	✓ Review of the Study findings		✓ Study findings
17. To make comments on sustainability (Exit Plan) of project's benefits after completion of the project.	✓ Secondary document review ✓ Qualitative and quantitative tools (Survey, KII, FGD) ✓ Workshop	✓ Learners ✓ Asst. Directors, DBNFE ✓ PD ✓ Teachers	✓ Exit Plan
18. To accomplish other relevant/related tasks assigned by the Authority in the contract period.			

Following are the indicators to monitor the progress of the project on basic literacy for the 45-lac illiterate population aged between 15-45 years.

Table 2: List of indicators of in-depth monitoring

	Narrative Summary	Objectively Verifiable Indicators
Project Goal	✓ Increased literacy rate as per SDG, EFA, NPA-II, Sixth Five Year Plan and National Education Policy	✓ MDG-2, Target-3, elimination of 100% illiteracy by 2015, ✓ EFA & NPA-11, elimination of 50% illiteracy by 2015, ✓ The Sixth Five Year Plan and the National Education Policy 2010, achieve 100% literacy by 2014

	Narrative Summary	Objectively Verifiable Indicators
Project Purpose	✓ Increased literacy rate, ✓ Increased life skills and participation in productivity	✓ Condition that will indicate purpose has been achieved at the end of the project Resource mobilized ✓ Increased literacy rate, income & life style of learner and participation of the learners in national development activities, ✓ Developed literacy skills and life skills of learner as human resource development ✓ Strengthened & effective NFE sub-sector
Output	✓ Efficient project management established ✓ LC level literacy services provided, ✓ Monitoring and Evaluation system established	✓ 75000 Basic Literacy Centers are established by 2012 ✓ 4.5 million illiterates (15-45 age groups) were provided with 6 months duration Basic Literacy course and life skills by 2017
Input/ Activities and Resources	✓ Project Implementation and Management Unit (PIMU) established, ✓ Project personnel recruited, regularly fund released Consultants were recruited ✓ INGOs were appointed, ✓ Furniture, machinery equipment, vehicles, materials were procured ✓ Training & capacity building of NFE personnel accomplished, Baseline survey conducted ✓ Selection of learners completed, ✓ Learning Centers(LC) were established, ✓ Operations of program activities at LC level started, NFE-MIS established	✓ Machinery & Equipment ✓ Furniture ✓ 3 Transport/Vehicle ✓ Manpower of PIMU ✓ Training Local ✓ Workshop ✓ Support to the Program (center establishment & operation Cost) ✓ Social Mobilization ✓ Monitoring, Evaluation, Assessment, Reporting & MIS ✓ Primer, Manuel & Guide book printing ✓ Consultant ✓ Baseline Survey & Documentation ✓ Supply & Services ✓ VAT ✓ Contingency & Unallocated Fund

2.4. Data Collection and Analysis

2.4.1. Review of Project Documents

To monitor, evaluate and analyze the component wise target and actual progress the study has collected the relevant secondary data (project documents) listed in the following table. This tool has also helped the study team to examine whether the provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process of the packages (goods, works and services) and to analyze these procurement related functions based on predetermined indicators and to evaluate all activities under the Basic Literacy Project.

Table 3: List of documents required for in-depth monitoring

Tools	Number	List of Documents
Document Review	19	✓ The Public Procurement Act, 2006 ✓ The Public Procurement Rules 2008 ✓ Revised DPP ✓ Detailed Project Plan/Detailed implementation plan ✓ National NFE Policy-2006 ✓ National Education Policy-2010 ✓ Education for All: National Plan of Action [NPA II] ✓ Sixth Five Year plan ✓ Annual Work Plan ✓ Annual Procurement Plan ✓ Progress report (Financial and physical) ✓ Monitoring report ✓ Training/workshop Report ✓ Procurement Process documentation/ Procurement Report (Tender invitation, ToR, BOQ, evaluation of tender, approval procedure) ✓ Tender Meeting Minutes ✓ Project Approval Documentation, financing and fund release documentation ✓ Report of Non formal education System of BD ✓ Exit Plan ✓ Upazila Assessment Report

2.4.2 Sampling Technique

Both quantitative and qualitative data were collected for this study. Probability sampling technique has been used for quantitative data collection whereas qualitative data were collected by Non-probability sampling technique. For quantitative data, the consultant team has prepared a structured questionnaire for individual (learner) survey in the selected sample areas whereas for qualitative data, FGDs, KIIs, workshops and a few case studies were conducted to know the overall project impact on the beneficiaries.

Under the Basic Literacy Course, the project has been covering 4.5 million illiterate adolescents and adults of 15- 45 age group which is 13% of estimated total illiterates (37.3 million) of 11-45 age group of the country as per the statistics of the NFE Mapping Report-2009. The project's coverage area is 250 selected upazillas of 64 districts of the country. Under the project 75,000 learning center were about to be established at selected 250 upazillas where both male and female learners of 15-45 age group should receive Non-Formal education. Special efforts have been given for enrolment of the people living in remote locations, marginalized people, ethnic groups, people living in slums and hard-core poor.

The sampling technique being proposed by Disaster Management Watch is "Multistage Cluster Sampling[4]" technique which refers to taking of sample in different stages using smaller and smaller sampling technique. It is a complex form of probability sampling (e.g., Cluster sampling) that involves dividing the population (beneficiaries) into groups or clusters hence one or more clusters are selected randomly. After selecting each cluster, a random sample is drawn from the selected clusters.

As the Project is being implemented in 64 districts across the country initially, two sample areas or clusters (districts) are selected randomly from each of the division (16 districts from 8 divisions) to cover the whole project implementation areas. Each of the sample areas have equal number of samples, whereas the samples will be chosen randomly from each district in the final stage.

2.4.3 Sample Design

Quantitative Sample Size

For quantitative survey, the study has followed widely-used statistical formula for calculating the sample size. In order to determine the required sample size an approach based on confidence level and precision rate are followed. Apart from the population number what matters in this approach is the required level of probability (confidence level), required

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[4] Multistage sampling (Ch13) - Researchgate

degree of precision and the variability of the population. Sample size has been worked out for the quantitative survey following the formula (Bill Godden, 2004).

For quantitative survey, the size (n) of the sample is determined by using the following widely used statistical equation, on conditions that the sample would be 95% likely to yield an estimate with a given level of precision (5%). Precision is defined as the tolerated margins of error in the estimate.

$$n = \frac{P\,(1 - P)\,(Z_{95\%})^2}{(P-p)^2}$$

Where,

P =	Proportion to be estimated
P =	Estimate of P
P – p =	Margin of error in P
Z95% =	Z-value at the 95% statistical confidence limits
n =	size of sample

The maximum size (n) that the sample would require to yield the estimate (p) with the given error margins (precision) is 384 found by solving equation (1) for P=.50 and P-p=.05. We assume that about 5 percent of beneficiaries selected for the survey are likely to be non-responsive for some reasons.

However, "respondents in the same cluster are likely to be somewhat similar to one another"[5]. As a result, in a clustered sample "Selecting an additional member from the same cluster adds less new information than would a completely independent selection"[6]. Hence, the effectiveness of the sample decreases to a degree depending on the design error (design effect). In this study, the sample calculation addresses this design error so that the samples are true representation of the total population (beneficiaries). The standard formula to compute sample size hence is:

$$n = \frac{P\,(1 - P)\,(Z_{95\%})^2}{(P-p)^2} \; *deff$$

Where
deff= Design effect

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[5] Alecxih, L, Corea J and Marker D. Deriving state-level estimates from three national surveys: A statistical assessment and state tabulations. Department of Health & Human Services/ASPE. May 4, 1998. Accessed 11 January 11, 2001. Section II B, Precision of estimates.

[6] Health Survey for England: The Health of Young People '95 – 97. see chapter 13, Survey Methodology and Response, section 13.10 Estimating errors in complex sample designs: design factors, at

Based on the above formula the calculated sample size is 768 where the design effect is considered as 2 and the cluster number has been reduced to 16 so that there has been less variance among the clusters hence the design effect remains around 2 to be accepted statistically. However, this study selected 800 direct beneficiaries purposively as sample to have the survey data for at least 768, which covers a minimum sample to be statistically representative. The estimated sample size of direct project beneficiaries was equally distributed in all the clusters. The consultant has randomly selected 50 beneficiaries from each of the clusters where the number of male and female beneficiaries has been proportionated. As the socio-economic context of all the beneficiaries within each clusters (district) is almost identical this study has chosen one Upazila randomly from the Upazila list.

However, the target respondents were only the learners, and the survey has incorporated relevant statistics of learners' household members. Following table shows the adopted sampling technique for the study.

Table 4: Multistage sampling technique

Multistage Sampling	Steps (Stages)
Population (Project Beneficiaries)	All beneficiaries across the country under the project
Groups (Clusters)	16 districts in Bangladesh (2 from each division)
Obtaining Simple Random Sampling Sample Size	50 people from each of the cluster or group 50*16=800 selected beneficiaries (learners)
	Learners have been selected from five different learning centers (10 from each area)

Qualitative Sample Size

Non-probability sampling techniques have been employed for collection of qualitative data from the targeted project locations. For the current study, the study team has conducted KIIs, Cases Studies, FGDs and workshops at local and national level.

Table 5: Stakeholder wise Sample Size

SL.	Tools	Number	Stakeholders
1	Key Informant Interview (KII)	Upazila Level	
		16 (1 per Upazila)	UNO (UNFEC chairman)
		16 (1 per Upazila)	Asst. Directors of DBNFE

SL.	Tools	Number	Stakeholders
		16 (1 per district)	Upazila Program Officer (Upazila level)
		16 (1 per Upazila)	Chairman of the CMC
		16 (1 per Upazila)	Focal person, INGO
		National level	
		1	Project Director, PIMU
		1	Deputy Director (Admin & Finance, Procurement & Logistics, Training & Manual Development, Social Mobilization),
		1	PIMU
		1	Director General, BNFE
		1	Deputy Chief (Palnning), MoPME
		1	Deputy Chief, Planning Commission
		1	ASST. DIRECTOR (Admin & Finance, Planning, Survey, Study & research and documentation)
		1	ASST. DIRECTOR (Procurement & logistic, Implementation)
		1	ASST. DIRECTOR (Training and Material Development, Social Mobilization,
		1	Monitoring Evaluation and MIS)
		1	Director, IMED
			Representative, NEC-ECNEC, Planning Comission
			Senior Assistance Chief, Programing Division, Planning Commission
Total		91	
2	Focused Group Discussion (FGD)	16 (1 per Upazila)	Teachers (2 per selected LCs, total 20)
Total		16	
3	Physical Observation	80 LCs	LCs, Materials purchased at LC, Primers etc.
4	Local level Workshop (45-50 people)	1 (Upazila Level)	Stakeholders and Beneficiaries (e.g. Project Officials, ULC, UAC, UC, DC)

2.4.4 Study Area Selection

The study team has randomly selected all of the 16 Upazilas across the country which also covers each of the divisions to assess the nationwide progress of the project. Moreover, it has helped the study team to understand the socio-economic context and variability of each of the regions. Sampled Upazilas are illustrated in map 1 and the following table shows the sample distribution.

Table 6: Randomly selected sample areas (districts and upazilas)

Division	District	Upazila	Number of sampled LCs	Number of learners from the neighborhood of each of the sampled LCs	Total number of learners
Barisal	Barisal	Gourinadi	5	10	50
	Bhola	Daulat Khan	5	10	50
Chottogram	Coxs bazar	Kutubdia	5	10	50
	Comilla	Daudkandi	5	10	50
Dhaka	Narshingdi	Belabo	5	10	50
	Faridpur	Sadarpur	5	10	50
Khulna	Jessore	Jhikorgacha	5	10	50
	Narail	Kalia	5	10	50
Mymensing	Mymensing	Ishwarganj	5	10	50
	Sherpur	Nalitabari	5	10	50
Rajshahi	Pabna	Bera	5	10	50
	Bogura	Gabtali	5	10	50
Rangpur	Dinajpur	Birganj	5	10	50
	Panchagarh	Debiganj	5	10	50
Sylhet	Sylhet	Gowainghat	5	10	50
	Habigonj	Ajmiriganj	5	10	50
Total			80	80*10	800

Study Areas

Sl.	District
1	Barisal
2	Bhola
3	Coxs bazar
4	Comilla
5	Narsingdi
6	Faridpur
7	Jashore
8	Narail
9	Mymensing
10	Sherpur
11	Pabna
12	Bogura
13	Dinajpur
14	Panchagarh
15	Sylhet
16	Habigonj

Legend

Upazila
District
Districts Boundary
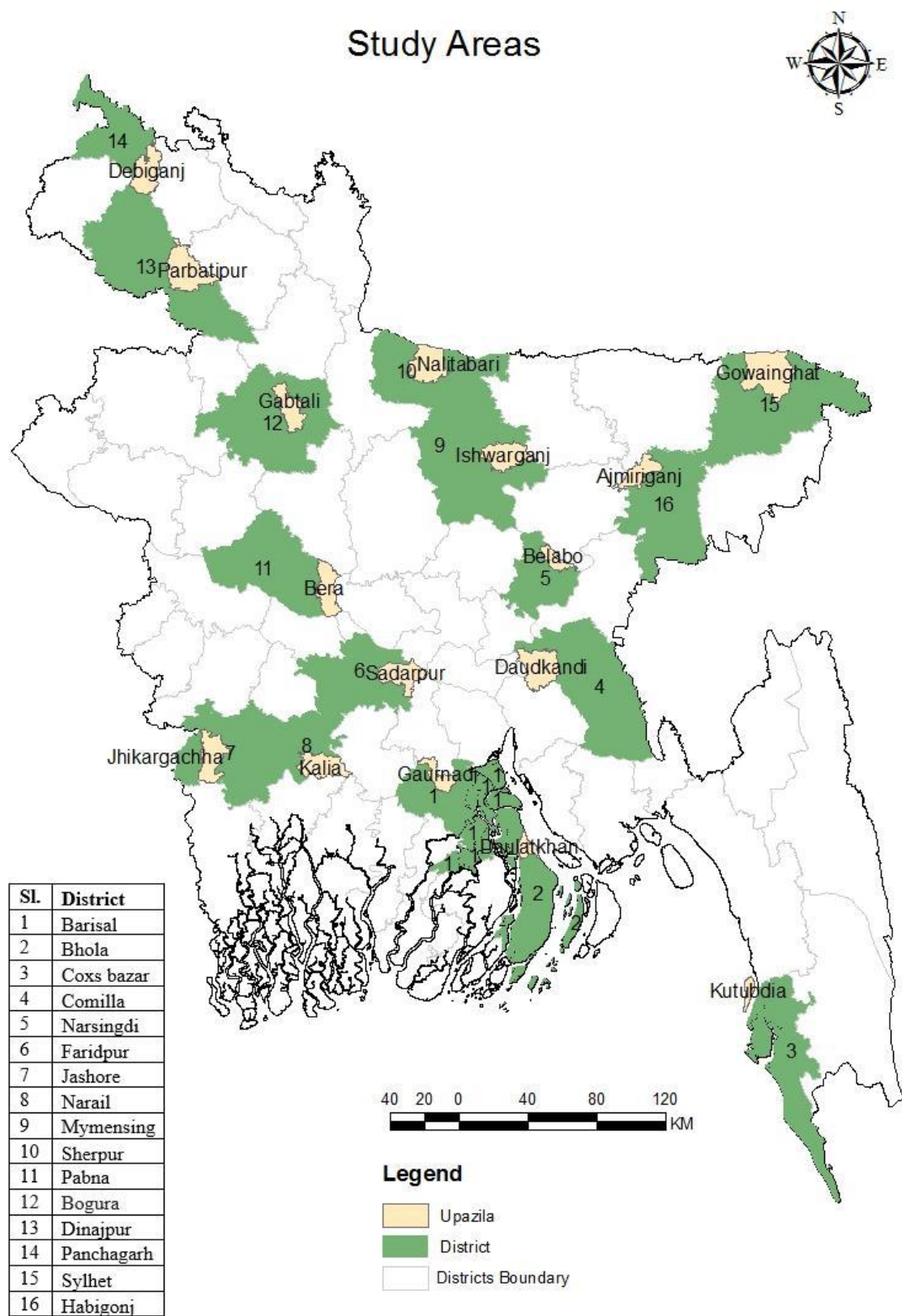
Figure 2: Location map of the study area

2.4.5 Primary Data Collection Methods

In this study, primary data has been collected from respective target respondents, followed by the core set of objectives. Hence, various data collection tools have been applied, which are given below in a detailed manner:

Individual/ Household Questionnaire survey

To understand the beneficiaries' (learners) overall perspective about basic literacy project, initiated by GoB, individual survey questionnaire was applied. Through this one-to-one interview with the respondents, the possible project impact on their livelihood has been understood.

Key Informant Interview (KII)

To understand the project's overall perspective including progress, lacking, potential, threats and current issues along with the study's recommendation purposes, KIIs have been conducted in the study among respective stakeholders (Upazila Program Officer (Upazila level), UNO (UNFEC chairman), Asst. Directors of DBNFE, Project Director (PD), Deputy Director, Asst. Director- 7(National level), CMC member, INGO), under the consultation with the IMED nominated authority.

Focus Group Discussion (FGD)

The study team has steered Focus Group Discussion (FGD) among the different stakeholders to collect qualitative information regarding the project. During the FGD session, the respondents have answered some Boolean questions to describe their perspectives regarding project progress. Along with these, some probing questions were also provided to verify the answers given under the Boolean questions.

Local Level Workshop

A local level workshop was organized at one of the project intervention area. It was conducted and coordinated by Disaster Management Watch. The workshop was interactive and participatory. The participants of the workshop were the stakeholders of various levels of the project, direct beneficiaries (learners), project officials, representative of IMED, Representative of local government Authority and representatives of Disaster Management Watch. Participants shared their perception and opinions on the overall project goals and contribution and engaged in intensive discussion which includes progress, effectiveness and shortcomings of the project which further complemented the study findings. Along with quantitative data from questionnaire survey, findings and discussions in local workshop also helped in performing SWOT analysis.

Physical observation of the project

The study has also applied physical observation tool to evaluate and monitor the overall implementation of the project along with the impact in the project implementation locations.
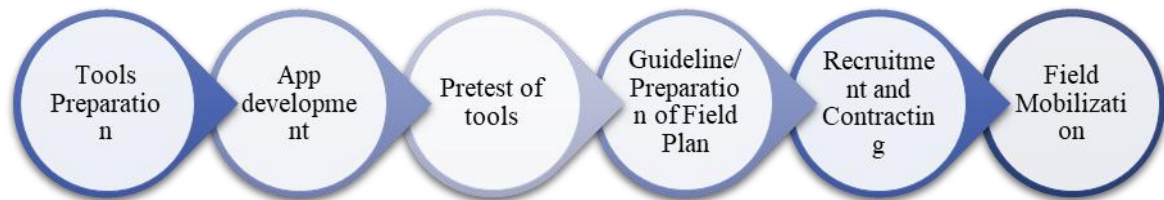
Figure 3: Data collection process

2.4.6 Data Collection Management Process

Preparing and Finalizing of study tools (Checklist and survey questionnaire)

In realization of the project objectives and deliverables of the assignment, the following data collection instruments have been used in this study. All these tools are attached in the Annex.

a) Household Questionnaire
b) Physical Observation Checklist
c) FGD Checklist
d) KII Checklist
e) Discussion Agenda of workshop

Data Collection (Digital Data Collection Method)

After the approval of the quantitative and qualitative tools an app was developed using the pre-developed questionnaire. The survey was carried out using modern Tablet based survey instrument where a survey application was developed using KoBo Collector. The application also recorded geographical location of the beneficiaries (GPS coordinate) which ensured the transparency in data collection method.

Pertest of tools

A pilot survey was conducted using the app to look for any bugs and further adjustments. The feedbacks from the pilot survey was recorded to use in the final adjustment of the questionnaire and troubleshooting. Besides, debugging of the app was done to ensure the smooth functioning of the app.

Guideline/ Preparation of Field Plan

After finalizing the checklists and questionnaires, a comprehensive guideline was developed for research assistant and supervisor for conducting (one-to-one) individual survey questionnaire, FGD, KII, and workshops which specifically described important definitions, terminology, question objective, data input instructions, skipping etc. This guideline was easy to use and helpful in data collection process.

Recruitment and Contracting

A field research team was recruited based on their knowledge of collecting information on similar projects. In addition, their prior experience of collecting data in similar domain was given higher consideration.

Field Mobilization

As process of field mobilization, the consultant familiarized themselves with the local authority prior to the data collection. A detail schedule with date, time and venue was prepared and shared with the local authority prior to the survey. A letter was sent to the local authority with the assistance from IMED to inform about the objectives and detail schedule of the study which made the process of data collection easier.

Quality Control

Disaster Management Watch places a high priority on the quality of the data. Disaster Management Watch policy guidelines support rigorous process of data collection and management. Different quality control mechanism was in place for this study which has been illustrated below.

Qualitative Data Management

The study team has collected qualitative data to understand the overall impact of project in the study areas. Following measures were taken to ensure the data quality of qualitative data.

Note keeping: Research Assistants used to keep the notes during the discussion which were used later on to prepare transcripts.

Observation: Report making report based on observation of daily activities to keep the team on track.

Feedback: Research Associates will discuss with the team leader, and expertise in the research team on the findings at the end of the day.

2.4.7 Data Processing

2.4.1.1. Data Cleaning and Editing

After collecting data from filed corrupt or inaccurate records were identified from the record set, table or database. Consequently, these identified data were referred as incomplete, incorrect or irrelevant which was finally replaced, modified or deleted. Hence respective respondents were contacted again to collect those missing data.

2.4.1.2. Screening of the Data and Coding

After cleaning and editing the collected data a final screening was performed which ensured the usability, reliability and validity for testing. Besides, in need basis data was transformed into suitable code for computer-aided analysis.

2.4.8 Triangulation and Data Analysis

2.4.1.3. Quantitative and Qualitative Data Triangulation

Triangulation involves the conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design where the logic is because a single method can never adequately solve the problem of rival causal factors (Denzin 1978; Patton 1990). Two types of triangulation approach have been followed in this study.

The quantitative data collected from questionnaire surveys was triangulated within themselves and with the qualitative data collected from KII, FGD and local level workshops.

2.4.1.4. Data Analysis

The study has used data from both secondary and primary sources. Qualitative tools provided the basis for both content and impact analysis. Nevertheless, primary and secondary data (e.g. Project related documents) were investigated based on the indicators. To check the overall progress and impact of the project on the beneficiaries the consultant analyzed both qualitative and quantitative data. Hence both the qualitative and quantitative data analysis reflected each of the component of the project intervention in the in-depth monitoring process.

Quantitative data acquired through questionnaire interviews e.g. learners' survey was analyzed through SPSS and MS Excel software. In particular, this study used SPSS v.22 to derive at various descriptive as well cross-tabular analyses. This software has been chosen over others because of its superior analytical accuracy (Stolzenberg, 2005). Statistical analysis has been based on respondents' response concerning individual question. For analytical convenience, the questionnaires are framed close-ended where respondents'

responses were recorded in numeric expression majorly. Generated cross-tables, later on, were transferred to MS Excel for producing graphs.

Qualitative data collected from different types of stakeholders through various qualitative data collection methods, i.e. IDI, FGD, KII and Local Workshop were organized in four steps.

a) Preliminary analysis of the findings with research assistants and supervisors who were involved in qualitative data collection in a separate session;
b) Thematic coding of data according to content and specific categories;
c) Compiling data by themes to systematically analyses qualitative data;
d) Compiling qualitative observations by themes and selecting issues and appropriate Quotations

2.4.9 Data Processing

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f) Thematic coding of data according to content and specific categories;
g) Compiling data by themes to systematically analyses qualitative data;
h) Compiling qualitative observations by themes and selecting issues and appropriate Quotations

2.4.1.9. SWOT Analysis

To understand and realize the significant impact and overall scenario of project intervention benefits, potentials and complexities, SWOT (Strength, Weakness, Opportunity and Threat) analysis was conducted through leveraging the empirical data and secondary records of the project documents.

2.5. Technical and Monitoring Committee Meeting

Inception report and final report have been initially evaluated through the technical committee meeting in IMED. Technical Committee representatives are evaluating the draft inception report and draft final report and presented their views which the consultancy team. It is then included in the report, and finally the report has been presented before the Steering Committee. The final inception report and the final report are presented in front of the Steering Committee in different stages. After that the final report was prepared based on the observation and recommendation of the Steering Committee. The observations and recommendations of this study and the comments collected from the Steering Committee meeting have been presented through the National Workshop.

2.6. Local Level Workshop

During the analysis of in-depth monitoring survey data, DM Watch organized workshops in Dhamrai Upazila at local level, where relevant issues related to project related results, observations, etc. were presented to the stakeholders. The main purpose of the workshop was to find out the overall progress of the project from the concerned stakeholders and specify their ideas and recommendations for the sustainability of the project. It also discusses the strengths, weaknesses, opportunities and threats of this project in the workshop by all stakeholders.

Figure 4: Local level workshop at Dhamrai upazila

2.7. Reporting

Based on the ToR of In-depth monitoring study of Basic literacy project (64 districts) the consultant submitted the Inception Report. After preparing the 1st Draft Report, feedback from technical and steering committee were incorporated. After the successful submission of 2nd Draft Report and Draft Final Report in agreed time, Final Report was submitted

accordingly. The outline of these reports follows the direction and indications in RFP and Circular of the project.

2.8. Study Limitations

Following are some of the significant aspects of the survey limitations of the "Basic Literacy Project (64 Districts)":

- In the study 2 Districts from each Division has been selected and from the 16 selected Districts a total of 80 learning centers is chosen by choosing 5 learning centers from each district. Which shows a slight insignificance as sample. If there was no quantitative restriction of samples, it would have been possible to emphasize the real picture of the learning center more accurately;
- During the field level survey while visiting the Learning Centers it was found that some of the learning centers were already aware of the study, which was a barrier in revealing the real picture of the centers.
- In many cases the learning centers of the remote areas could not be visited due to the Non-cooperation of the implementing NGOs; and
- The allocated budget and time for the survey has created some obstruction in the quality of the data and information.

Chapter 3

Results and Discussion

Scopes/Work Procedure of the project	Sections and chapters
1. To review & present project related information (Background, Objectives, Status of project Approval/Revision, mode of financing & other relevant issues etc.) and to examine whether the overall project design is relevant with the project objectives.	Chapter 3 Section 3.1
2. To collect, review, analyze and present with graphical/tabular form of data in regards to overall progress & component wise implementation progress (physical and financial) of the project;	Chapter 3 Section 3.2
3. To review the targets and actual progress of the project against the approved Annual Work Plan & Annual Procurement Plan as well;	Chapter 3 Section 3.2
4. To monitor whether implementation of the project or any of the components has been delayed in terms of financing, procuring goods, managerial inefficiency, which causes to increase of project cost or implementation period and identify/analyze the reason/s and responsible for the delay;	Chapter 3, Chapter 4 Section 3.2
5. To analyze the qualitative & quantitative aspect of the training and other activities of basic literacy program conducted comparing with the target of the approved DPP/RDPP;	Chapter 3 Section 3.3
6. To examine whether the provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process (Invitation of tender, specification/ToR/BOQ, evaluation of tender, approval procedures, contract awards etc.) of the packages (goods, works and services) & to analyze these procurement related functions based on predetermined indicators;	Chapter 3 Section 3.4
7. To examine and review the status of goods/works/services procured and its proper maintenance with necessary/appropriate manpower under the project;	Chapter 3 Section 3.4
8. To assess and analyze the information regarding project management capacity, experience, project management & procurement related training, meeting arrangement and efficiency to implementation of the decision and tenure as project director of project director;	Chapter 3 Section 3.4
9. To analyze the data and information of project approval,	Chapter 1

revision (if any), financing, fund release and payments etc.;	Section 1.5
10. To conduct survey over the Beneficiaries/Stakeholders of the project & analyze their opinions included in the study;	Chapter 3 Section 3.5, 3.6
11. To investigate the strengths and weaknesses of the project and identify potential threats and challenges (SWOT analysis) towards effective implementation of ongoing activities of the project;	Section 5
12. To evaluate whether illiterate adolescents and adults are being motivated to be literate through the Basic Literacy Program.	Chapter 3 Section 3.3
13. To assess the overall Non-formal education system especially the coverage of this project is being implemented.	Chapter 3 Section 3.3, 3.5
14. To evaluate all activities of BL program i.e. social mobilization, training & workshop, LCs etc. and to comment whether the activities is being implemented on right track.	Chapter 3 Section 3.5
15. Overall review on the basis of findings of In-depth Monitoring Study;	Chapter 3 Section 3.2, 3.3
16. To make specific recommendations based on the findings of the In-depth monitoring study with a view to attain the project objectives as planned	Chapter 6 Section 6.2
17. To make comments on sustainability (Exit Plan) of project's benefits after completion of the project.	Chapter 6 Section 6.2
18. To accomplish other relevant/related tasks assigned by the Authority in the contract period.	

3. Results and Discussion

In this chapter of the report overall progress of the project in terms of financial resource mobilization and activities relevant to physical components are evaluated. This chapter also comprises whether the project design is relevant to the project objectives considering the current context in Non-formal education sector. The study also scrutinized findings of physical inspections which have been narrated in this chapter along with the assessment of procurement activities.

3.1. Relevance of the Project

The study team has scrutinized the overall project design comparing with the set objectives of the project, whether it's relevant with the context of the intervention areas across the country and national policy guidelines. The context of the study areas can help to evaluate the progress towards goals, demonstrate the overall project impact. The project aimed to provide basic literacy and basic skills to illiterate adolescents and adults of 15-45 age groups along with promotion of GO-NGO and community collaboration in non-formal education so that national EFA goals can be achieved in line with the national education policy. In the current evaluation process the study team has also assessed the overall non-formal education system specially the coverage of this project is being implemented. However, context of the study areas enables to bring together observations and experience on these issues through a detailed contextual analysis. The context includes different demographic setting, e.g. monthly household income and expenditure, education, occupation, age distribution, number of dropout students and other socio-political context. In addition to that, outcomes of the project so far helped the study team to evaluate the project relevance. Nevertheless, the relevance of the project has been judged under two thematic areas- Compliance and Appropriateness.

3.1.1 Demographic Setting of the Study Areas

The study has collected the demographic information (e.g. age, gender, educational qualification, occupation and household income etc.) of learners and their household members to know the socio-economic context of the study areas. The gender ratio is almost even as analysis shows that within the study areas 51.69% of the people are male and 48.28% are female whereas only 0.03% are of third gender.
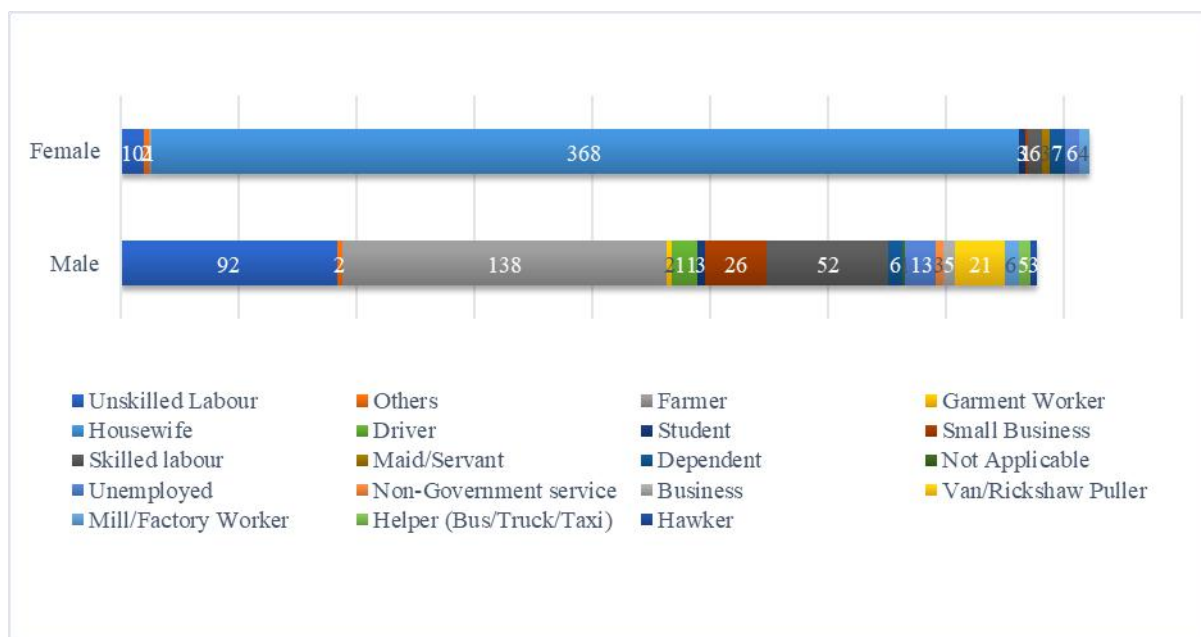
Figure 5: Gender wise occupational distribution

Though occupation wise students and housewives prevail in the project intervention areas the household members of the learners are also involved in agriculture (9.70%) and small business (2.47%). Analysis portrays 4.12% of the household member are skilled labor and on the contrary 7.19% are inefficient as they claimed. However, almost 8% are somehow unemployed or dependable to the household head. The study also analysed the occupation of the learners which results that majority of the female learners are housewives e.g. 368 (89.5%), on the other hand farmers are the dominant group in male learners followed by unskilled labor (23.7%), skilled labor (13.4%) and small business (6.7%). There are few learners who are either van/ rickshaw driver or factory workers. Besides, the study explored that among 800 learners 288 (36%) are the household head of which 34 are female alternatively, 64% of the learners are only the household member.

The average household income of the learners is 11493.585 BDT. Majority of the respondents e.g. 66.6% belongs to the monthly household income group of 9000-17499 BDT. 24.1% of the respondents have reported to have a monthly household income of 500-8999. 18% of the respondents have a monthly income between 5000-10000 BDT. Very few learners e.g. 0.25% belong to a higher household income group of 34500-40000 BDT per month.

The study also analyzed the educational qualification of the learners in the study area to understand the relevance of selecting the learners within project intervention areas. Among the learners surveyed in this study, 40% are dropped out of formal education. Although 23.1% of the learners were previously enrolled in any non-formal education,25.1% learners were not enrolled in any formal or non-formal education. Besides 9.4% of the learners were found who can only sign their name. An assessment to find out if the learners were chosen

according to the definition of illiteracy shows that almost 88.29% of the learners are illiterate because they are not capable of reading, writing or counting at all.
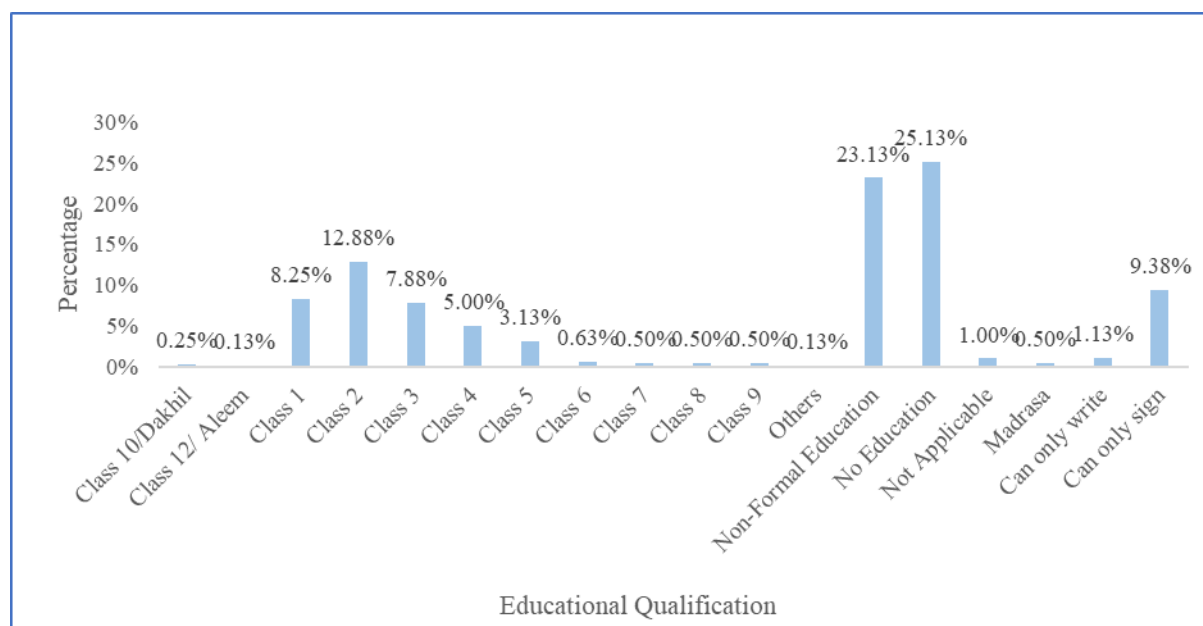
Figure 6: Educational qualification distribution of beneficiaries

The project aimed adolescents and adults of 15-45 years of age irrespective to gender to be literate through the intervention. The study has summarized that 35.3% of the learners are from age group of 35-45 where female outnumbered the male in this category e.g. male-129, female-153. Similarly, female learners are also prominent in the age group of 25-34 years. On the other hand, male learners prevailed in the rest of the age groups. 24.4% of the learners belong to the age group of 15-24 where number of male learner is more than the females as presented in the following table. In few of the learning centers there were learners aged under 15 years though the percentage is not that much significant. Similarly, out of 800 learners 61(7.6%) have been identified and surveyed who are aged above 45 years.

Table 7: Gender wise age distribution of learners

Age of the learners	Total	Male	Female
<15	6 (0.8%)	6	0
15-24	195 (24.4%)	122	73
25-34	256 (32%)	92	164
35-45	282 (35.3%)	129	153
>45	61 (7.6%)	40	21
Total	800	389	411

Source: Learners Survey 2019

Among 800 respondents who are surveyed for the current study 77.8% of the learners are married and whereas 19.3% are unmarried as almost 200 respondents are of 15-24 years of

age. However, this project also enlisted physically disabled adolescents and adults and 11 out of 800 respondents are found as physically handicapped. The graphs illustrated the nature of the disability of such learners in the study areas
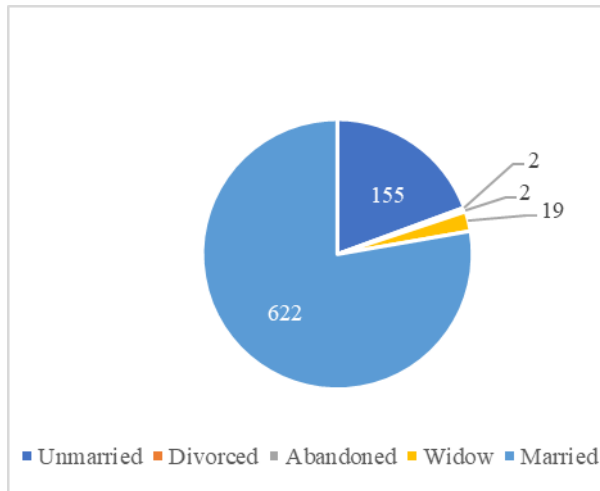
Figure 8: Marital status of the learners
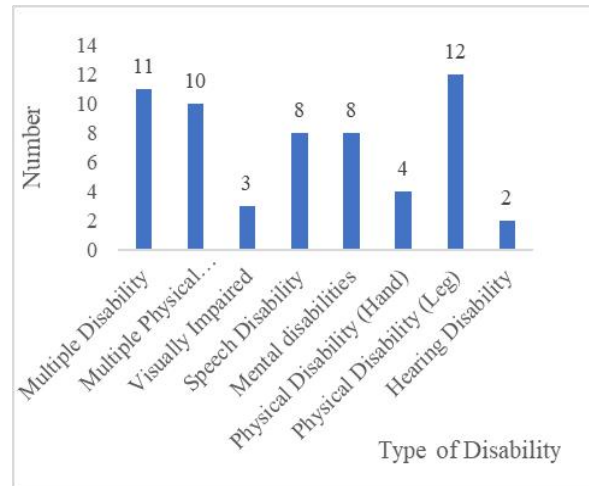
Figure 7: Physical disability distribution of the learners

3.1.2 Policy Relevance

Basic Literacy program aims to contribute in eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year plan. Also, it has an objective to contribute in implementation of the National NFE Policy-2006 and the National Education Policy-2010. Hence, this study reviewed relevant policy documents to examine whether the overall project design and activities are relevant with the project objectives.

National Education Policy-2010 states that the objective of adult and non-formal education will be to make all the adult citizens of the country literate by the year 2014. The aim of adult education is to make people literate, to offer them minimum skills in reading, writing and numeracy, to instil in them some humane values, to make them aware of health and environment and to increase their professional skills. Efforts will be persistently continued till the enrolment rate reaches 100% and all the adult people become literate. Besides, the policy considers those children who cannot be in the schools till 100% enrolment is ensured at the primary level or drop out of primary education are supposed to receive some basic education or vocational training to use their skills in real life situations through the non-formal schooling system.

Education for All: National Plan of Action [NPA II] aims to increase adult literacy rate (among 15 to 45 years of age) from 62% in 2000 to 90% by 2015 (reducing adult illiteracy by

half, MDG), especially for women, through equitable access to quality basic and continuing education for all youth and adults. The clientele identified for NFE programs are 3-5 year old children of poor families, Primary school drop-outs and non-enrolled of dropped out (16-25), Never-enrolled or dropped out (16-24) adolescents and young adults (25), Children living in remote locations, engaged in hazardous and suffering social exclusion, Illiterate and non-Illiterate adults. Adolescents, youth and adults already engaged in the world of work and need constant upgrading of knowledge and skills for advancement of the quality of performance in the changing national and global contexts.

The goal of **National NFE Policy-2006** is to contribute to fulfilling EFA goals and alleviating poverty as spelled out in the National Plan of Action II, 2004-2015 and the Poverty Reduction Strategy Paper (PRSP), by creating a community-based network of learning centers, aimed at reducing illiteracy by at least 50% by 2015, extending opportunities for effective skill training and continuing education and creating lifelong learning opportunities.

Sixth Five Year plan (SFYP) has a provision for Public-Private Partnership in Education which states that the SFYP will continue the efforts to promote the role of private sector in education, support the delivery of non-formal education by NGOs through financing and other means, and explore Public-Private Partnership (PPP) both for mobilizing resources and for improving the performance of educational programs.

Analysing the above policies, following basic provisions have been identified to examine how the project design and activities meet these provisions.

Table 8: Relevance with national policy provisions

Major Policy Provisions	Project Relevance	Status of Implementation
Creating a community-based network of learning centers	Basic Literacy project has a target to establish 75000 learning centers	Currently, the project has established 39,311 Learning centers.
To make all the adult citizens of the country literate and efforts will persistently be continued till the enrolment rate reaches 100% and all the adult people become literate	The project aims to provide basic literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15-45 age group;	Basic literacy training has just started with 23,59, 441 number of learners. However, they couldn't take initiatives for life skill training.

Major Policy Provisions	Project Relevance	Status of Implementation
Extending opportunities for effective skill training and continuing education	The plan for skill training is not clear in the project design. The project aims to start the life skill training after the completion of basic literacy course.	Skill development training has not been started yet.
To offer them minimum skills in reading, writing and numeracy, to instil in them some humane values	The course curriculum was designed to provide minimum skills in reading, writing and numeracy.	The courses have just started.
Increase adult literacy especially for women, through equitable access to quality basic and continuing education for all youth and adults	The project targets to enrol 50% women learners.	Current ratio of women is more than 50%.
The target group of NFE programs should be: • 3-5-year-old children of poor families, • Primary school drop-outs and non-enrolled of dropped out (16-25), • Never-enrolled or dropped out (16-24) • adolescents and young adults (25), • Children living in remote locations, • Engaged in hazardous and suffering social exclusion, Illiterate and non-Illiterate adults. • 15 to 45 years old people	The project aims to provide basic literacy to adolescents and adults of 15-45 age group. The project doesn't cover 3-5-year-old children The project has given priority to the people living in remote areas, marginalized people and ethnic groups.	Among the learners surveyed in this study, 40% are dropped out of formal education. Although the age range in this project is 15-45 years. The field survey finds that 0.8% learners are below 15 years and 7.6 % learners are above 45 years of age.

Major Policy Provisions	Project Relevance	Status of Implementation
Public-Private Partnership in Education (delivery of non-formal education by NGOs through financing and other means)	This project targets to promote GO-NGO and community collaboration in NFE. The target is to assign 250 NGOs in Basic literacy programs.	Currently BL program is implementing through 134 Implementing partner NGOs. Besides, selection of another 126 INGOs has already been done to implement the interventions in second phase.

3.1.3 Overall Non-formal Education System

A countrywide program of mass education was launched in February 1980 and in order to achieve long-term objectives, the Integrated Non-Formal Education Program (INFP) was introduced in 1991 by introducing a fundamental structure of non-formal education, which is intended to create a strategic process of human resources development. The main objective of the project was to establish a non-formal educational system to supplement the formal education system. In order to strengthen primary and mass education programs, a separate division named Primary and Mass Education Department (PMED) was established in August 1992. The primary education (compulsory) law passed in 1990. Compulsory primary education was first introduced in 1992 in accordance with law of 64 countries. It has been implemented throughout the country since 1993. INFP's success and thus the experience contributed to the establishment of the Private Education Directorate (DNFE) as an effective organization of Primary and Mass Education Department (PMED). The headquarters of the DNFE is located in Dhaka, under the leadership of the Director General. In the local level, under the supervision of this program, DNFI has set up offices in 64 districts and district offices are managed by the district coordinator. DNFE started including 34.4 million uneducated people under 8-45 years of age under the NFE program. DNFE implemented its program using different methods: such as the Center-based approach (CBA), campaign-based approach (TLM) and Primer delivery methods. Before 2004, DNFE administers four NFE projects for young NFL and non-educated population of adolescents. Some organizations directly implement the NFE program and others provide funding and technical assistance to local grassroots level NGOs (Khatun, 2003).

In order to fulfil the national and international commitments, the government created non-formal education bureau in the revenue sector in April 2005. It has contributed a lot to the

operation and management of the non-formal education sub-sector at national level, and this is why literacy is expanding in the country through organized method. On the other hand, in order to strengthen the non-formal education sub-sector, the government has passed the Non-Formal Education Act 2014 in the great parliament. The main objective of this Act is to provide an opportunity for education to the deprived sections of the population, creating opportunities for lifelong education, livelihood through technical and vocational training, transforming skilled human resources, creating self-employment capabilities and education of children outside and drop out schools ("Non-formal Education Bureau,"n.d.).

The Bureau of Non-Formal Education (BNFE) has been working as apex body of Non-Formal Education under the ministry of Primary and Mass Education (MoPME). A large number of people is still illiterates in Bangladesh. Currently BNFE has two running projects titled 'Out of School Children' and 'Basic literacy program'. BNFE) has been entrusted to implement the 'Out of School Children' Program as Second Chance Education (SCE) Program under the sub component 2.5 of PEDP-4. Accordingly, BNFE has got the administrative responsibility of 1 lac students of 3332 Learning Centers (LC) since September, 2018. These LCs has been previously established under Second Chance Education Pilot program of PEDP-3. It is to be mentioned that PEDP-3 ended on 30 June 2018. The SCE pilot program was designed for 100,000 Out-of-school-children.7

3.1.4 Rationale of the Project

To ascertain the livelihood of the disadvantaged and impoverished population in the study areas along with the literacy status of the underprivileged youths and adults aged from 15-45 years the consultant team investigated the existing setting.

The context of the study areas reflects the needs of the unfortunate community and the interventions steadily comply with the national policies regarding the mentioned issues. Government's 7th five-year plan targets to ensure basic literacy for 32.5 million adolescent and adults. This project aims to cover only 4.5 million illiterates. National Policies are strongly supportive for youth and adult literacy. Government documents of education policies focus on poverty alleviation and to attain EFA goal. In order to motivate a large number of illiterate people, BNFE needs to integrate Basic Literacy program with skill training and job opportunity.

A conclusion can certainly be made by addressing the relevancy of the project and interventions which are rationale and timely according to both SDG and national strategies.

7

http://bnfe.portal.gov.bd/sites/default/files/files/bnfe.portal.gov.bd/notices/d72ad64a_72ae_4094_aa23_c54623f6ed5a/Revised-ToR-ISA-10.12.pdf
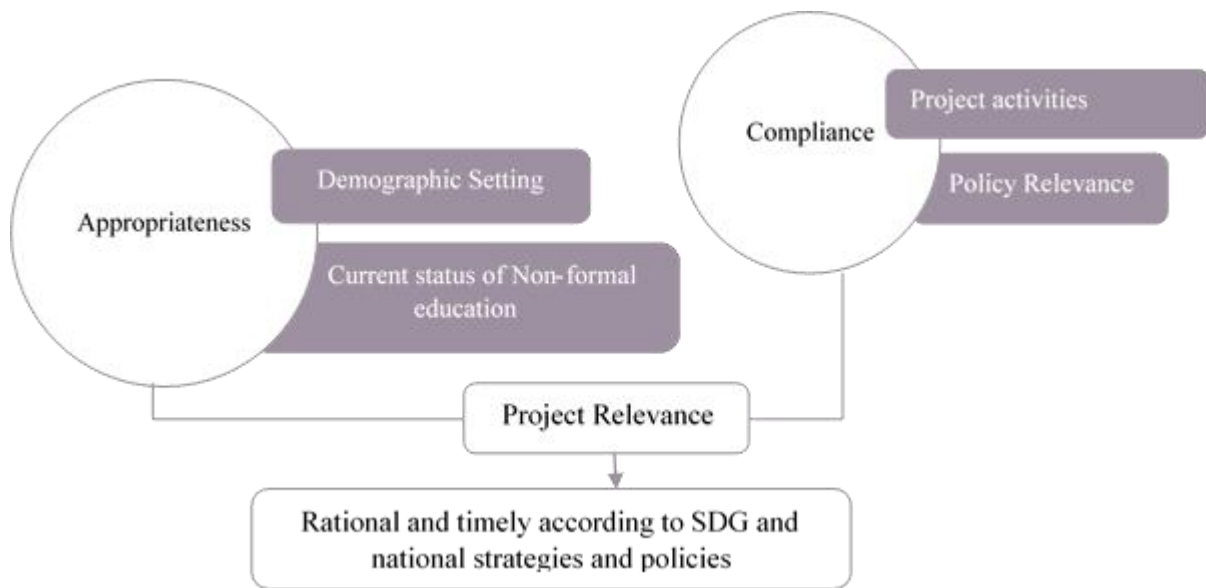
Figure 9: Contextual analysis flow chart

3.2. Monitoring and Review of the Progress of the Project's Components

This section comprises of component wise comparison between target and progress of the project up to January 2019. It also describes whether the project is implemented with respect to the year wise work plan from the beginning of the project. Comparison between year wise resource allocation and amount of disbursed resources for each of the components has also been analyzed. Similarly, the physical progress has also been evaluated based on the components to identify the remaining portions of the project to be done. It also helped to identify if there exist any lapse or delay in overall progress in comparison to project planning and design. Hence, the grounds for such delay have been discussed comprehensively in this section of the monitoring report.

3.2.1 Review of Actual Project Implementation Strategies

The program was estimated to be implemented in 5 years, starting from February 2014 and continued up to June 2019 with no cost extension. The proposed time plan shows the phase wise implementation plan of the project. Within 2019 all of the 250 Upazila should be under the project interventions which should cover 4500000 learners with the support of 75000 LCs. However, the project is now on its first and second phases.

Table 9: Proposed year/ phase wise implementation time plan as per RDPP

Year	Phase	District	Upazila	Total Center/ Learner		Comments
				Center	Learner	
Year-1 (2013-2014)	-	-	-	-	-	Preparatory activities
Year-2 (2014-2015)	Phase-1	-	-	-	-	1) Preparatory activities and operation of Learning Centers
Year-3 (2015-2016)	Phase-2	-	-	-	-	Centers
Year-4 (2016-2017)	Phase-3	-	-	-	-	2) 300 centers per Upazila and 60 learners per center (30 male and 30 female)
Year-5 (2017-2018)	Phase-1&2	64	137	41100	2466000	
Year-6 (2018-2019)	Phase-3&4	64	113	33900	2034000	
Total			**250**	**75000**	**4500000**	Each center: 2 shifts (male and female shift) Each shift: 30 learners

Table 10: Year/ phase wise status of implementation (Actual)

Year	Phase	District	Upazila	Total Center/ Learner		Comments
				Center	Learner	
Year-1 (2013-2014)	-	-	-	-	-	Preparatory activities
Year-2 (2014-2015)		-	-	-	-	1) Revising DPP and PIMU formation
Year-3 (2015-2016)		-	-	-	-	2) Selection of INGOs
Year-4 (2016-2017)		-	-	-	-	
Year-5 (2017-2018)		-	-	-	-	
Year-6 (2018-2019)	Phase-1&2	64	136	39,311	23,59,441	The learning centers has been operational since December 2018
	Phase-3&4	64	109			
Total						Each center: 2 shifts (male and female shift) Each shift: 30 learners

3.2.1.1. Preparatory Activities

In DPP, it has been mentioned that in first two years preparatory activities should be accomplished. The preparatory activities include formation of PIMU, Recruitment of Project Officials and staffs, Procurement of furniture, vehicle & transport, machinery & equipment and logistics & materials, Formation of different level committees, Selection of Implementing NGOs and capacity building training and orientation for the NFE implementing officials and staffs. After reviewing, the project documents and analysing the primary data collected from Key Informant Interview, Focus Group Discussion and Local level workshop the study has scrutinized the preparatory activities of the project, which are discussed below.

Formation of PIMU and Recruitment of Project Officials & Staffs

After analysing the collected data, the study witnessed that the existing work force does not comply with the proposition in the revised DPP. Besides, there has been eccentricity also in recruiting UPOs and MLSS following the phase, which was proposed in the RDPP. Other officials and staffs' recruitment also experienced the same in some cases as analysed in the documents, which further has been cited by the relevant personals. The post of project director is not steady right now and the project is directed by additional personnel. From the commencement of the project, procrastination was there in recruiting workforce specially in case of recruiting outsourced manpower as said by the DG, BNFE. He further added that the behaviour of those outsourced staffs seemed like conventional intermediary, which at times made the implementation process quite difficult. According to the statement of DG, only 118 UPOs are working currently in the project and rest of the recruited UPOs resigned as they got better opportunity. The following table illustrates a comparative scenario of current and proposed project implementation and monitoring unit.

Table 11: Comparative analysis of PIMU's current manpower

	Name of the post	Number of posts		Remarks	
		Proposed	Actual	Proposed	Actual
PIMU Setup					
1	Project Director	1	1	Deputation	
2	Deputy Director	2	0	Deputation	
3	Programmer	1	1	Direct Recruitment	
4	Assistant Director	7	3	Deputation	
5	Accounts Officer	1	1	Direct Recruitment	

	Name of the post	Number of posts		Remarks	
		Proposed	Actual	Proposed	Actual
6	Store Keeper	1	1	Direct Recruitment	
7	Office Assistants cum Computer typist	7	6	Direct Recruitment	
8	Assistant Accountant	1	1	Direct Recruitment	
9	Driver	1	1	Out sourcing	
10	Dispatch Rider	1	1	Out sourcing	
11	MLSS-cum-Dispatch Rider	3	3	Out sourcing	
Total		26	19		
Upazila Setup					
1	UPO	250		Direct Recruitment	118
2	MLSS	250		Out sourcing	
Total		500			
Grand Total		526			

Table 12: Phase wise recruitment of upazila level work force

Phase	Name of District	Number of Upazila	Number of UPOs		Number of MLSS		Year of recruitment	
			Proposed	Actual	Proposed	Actual	Proposed	Actual
Phase-1	-	-	-		-		Year-2 (2014-2015)	
Phase-2	-	-	-		-		Year-3 (2015-2016)	
Phase-3	-	-	-		-		Year-4 (2016-2017)	
Phase-1&2	64	137	137		137		Year-5 (2017-2018)	
Phase-3&4	64	113	113		113		Year-6 (2018-2019)	
Total		250	250	118	250			

Procurement of furniture, vehicle & transport, machinery & equipment and logistics & materials

The study team has discussed with Assistant Director (Procurement, Logistics) of BNFE at national level to know about the procurement of equipment and other logistics. He confirmed that procurement for the first phase of the project (primers, manuals, and office equipment) has been completed. The number of primers distributed in the current phase is 48,96000 whereas 83,640 training manuals have been printed and distributed with 40,800 flipcharts. According to the progress report essential furniture and equipment has already been supplied to each of the Upazila where the project is being implemented. In some upazilas study materials got replace by better quality study materials like charge light is used instead of hurricane and instead of plastic rags good quality mat has been used, black boards are replaced by white boards in some learning centers as well as claimed by one of the UNO of the sampled Upazila.

Though the second phase is also running, it is not being implemented in field level yet. Due to delay in NGO selection, budget failure of the tender for the primers, delay in decision-making process, and outnumbered formalities in e-GP the implementation is slowed down as DG was saying during the interview. However, the logistic support is insufficient or underestimated for the current project. Transportation facilities are dreadful, he added.

Selection of Implementing NGOs

The project just has started its activities from December last year. Out of 137, in 136 Upazila the project is being implemented by PIMU in the current phases. One of the INGO was unable to have the agreement hence; a new EOI has been requested for the remaining Upazila. For the third and fourth phase, for 113 Upazila, agreement has been made with 109 INGOs whereas the remaining four is listed as confined to litigation. Though ADs of DBNFE claimed that the INGOs were selected by high-level selection committee and they are qualified enough for the project the study found some inconsistencies over the competency and performance of few of the sampled INGOs. Moreover, the willingness to contribute in the project as implementing partner is also under question as many of them are dissatisfied with financial disbursement process and limited budget. A minimum resource of INGOs have also been observed which may affect the performance. The study team has found opposing statements from both INGOs and recruiting agencies regarding selection of INGOs. Political influence, biasness in selection, unethical approach, incompetency of INGOs are most frequently discussed words during interview session with both the stakeholders of this project.

Capacity building training and orientation for the NFE implementing officials and staffs

The trainings are satisfactory for project management and procurement in most of the Upazilas. The study has identified few Upazilas e.g. Sadarpur, Goainghat, Kutubdia where until the survey date there were no arrangement or activity for training on project management and procurement.

3.2.1.2. Baseline Survey

It was mention in the DPP to conduct a baseline survey by the implementing partner NGO in cooperation with DC, UNO and DBNFE. This survey was supposed to be finished by mid of the second year of the project commencement in its first phase. The secondary documents e.g. progress report, survey reports show that it has been accomplished only in the last year and it includes 23,59,441 learners in 134 Upazilas.

In the yearly planning of DPP it was mentioned to execute the baseline survey and establishment of learning centers along with all the educational activities simultaneously, which can be considered as a weakness in the project implement phase. Because it is irrelevant to initiate the main activities before completing the baseline survey. It is also evident in the analysis of the baseline survey that it was necessary to consider the guidelines for the selection of illiterate people of 15-45 years of age in the basic education program (for example, writing letters for communication, whether he/she is currently studying in an educational institution etc.) which has not been done. In the baseline survey, the number of members of the family has been considered as the indicator of the student selection. The information collected under this survey was based on feedback received from the respondents, where no experimental test was conducted so that there is a chance of not getting proper information. As the literacy is defined by the ability to write a simple letter for communication, it could be included in the baseline survey. However, since most of the surveys and studies do not have identical definition of an uneducated person, then it is challenging for the implementing NGOs to include these indicators. Following is the form that was used as the baseline survey of this project mentioned below.

But while conducting the survey in the learning centers it is seen that 8.4% of the learners are aged below 15 or over 45 which is against the DPP. Though according to the DPP 100% of the selected learners were expected to be illiterate but at the field level data analysis, it is found that around 88.29% of the students are illiterate who are unable to read, write and count. In the above discussion, it is clear that the implementing NGOs did not follow the DPP to the fullest while selecting the learners.

3.2.1.3.Recruitment of Teachers and Supervisors

The number of teachers recruited so far is 78,621 whereas 1,967 supervisors have been appointed to operate all the learning centers across the country in 134 Upazilas. Teachers and Supervisors are recruited by Implementing Partner NGOs with the assistance of UNO. Students were satisfied with the number of teachers.

Figure 10: Format of baseline survey of 15-45 years age old illiterates

Table 13: Division wise analysis of recently recruited teachers and supervisor

Division	Present supervisor Number	Proposed supervisor Number	Present Teacher Number	Proposed tearcher number
Khulna	297		11870	
Chittagong	330		13203	
Dhaka	420		16792	
Barishal	171		6816	
Mymensingh	135	3750	5400	150,000
Rangpur	210		8400	
Rajshahi	300		12000	
Sylhet	105		4180	
Total	**1968**		**78661**	

3.2.1.4. Formation and Orientation of CMC

As per RDPP, the INGO shall form CMC at each center in consultation with UNFEC and Union Literacy committee. The study team conducted interview with CMC chairmen to know their involvement, roles and responsibilities. Most of the CMC chairman cited monitoring of the attendance of learners in learning centers, resolving difficulties or problems related to learning centers as their responsibilities. On the contrary the study has identified few of them inactive and they couldn't say anything about the project. For instance, CMC chairman of Goainghut Upazilla of Syhlet confessed that he didnt even aware of being selected as CMC chairman and he doesn't know anything about this project. However, they generally didn't face any conspicuous problem in arranging meeting as learners are conscious and interested in learning except reduced budget (as people demand incentives or a little refreshment after executing social mobilization activities). According to the CMC chair of Belabo Narshindi the greatest contribution of the community is providing the site of learning center. According to the proposition in DPP, in coordination with DNFEC, DBNFE, INGO and Union Literacy Committee the concerned UNO shall organize orientation sessions for CMC members. The study has found that in all Upazilas the instruction has been followed to some extent.

3.2.1.5. Establishment and Operation of LCs

The project has already established 39,311 learning centers within 134 Upazilas. A list of 23, 59,441 students has already been prepared from the base line survey result. It has been illustrated in the progress report that all the learning centers already have received primers (part 1 and 2) and other learning materials. However, the learning centers have been functional in 134 Upazilas since 17 December 2018, which are being implemented and

operated by the implementing partner INGOs. The number of LCs established so far across the country has been illustrated below.
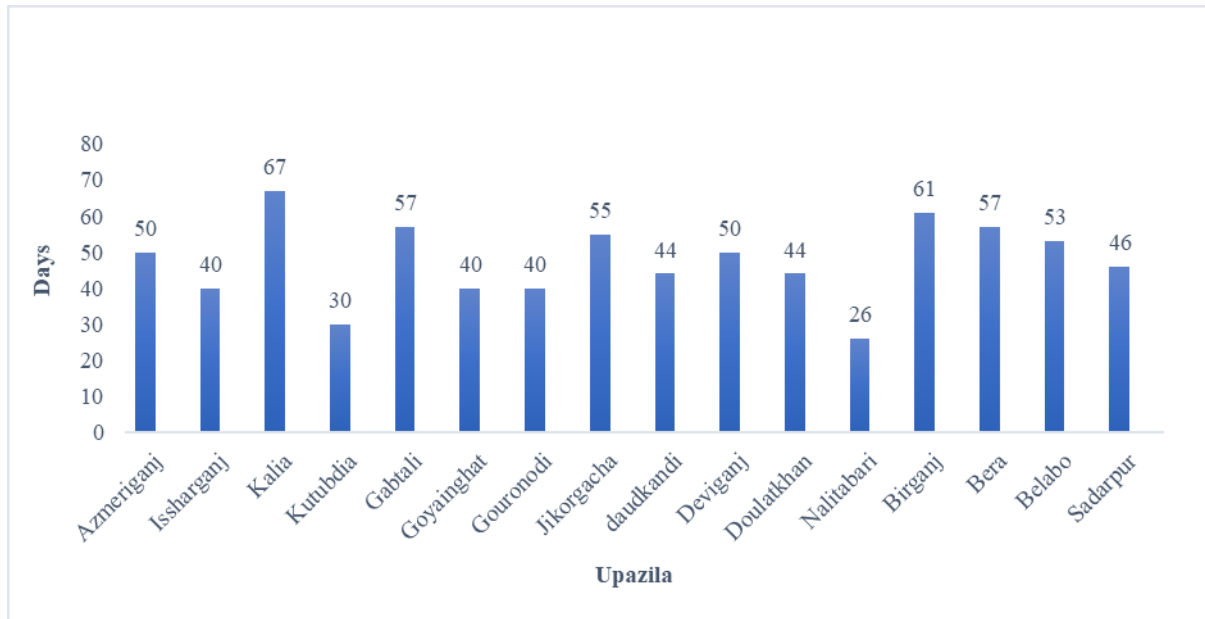
Figure 11: Average operating duration of upazila wise of learning center (Days)

According to survey result, most of the learning centers were established in rented places of respected localities, though it is mentioned in the DPP that most of them should be in the govt. /reg. non-govt. primary schools. In most cases the school authority is unwilling to use their classrooms for establishment of LCs. Space insufficiency for learners in learning centers has been also found during field observation. According to the information of BRTA, money allocation was inadequate in this project. However, In case of Primary Schools, they are less cooperative as they do not get any incentives. Regarding the operational period of LCs, the study has summarized that, except LCs in Kutubdia and Nalitabari all most all the LCs have been functional for more than 40 days.

The following illustration shows that PIMU has established around 50% of the LCs in most of the regions except Dhaka and Sylhet. Dhaka has only 33% of the LCs established already in the first phase whereas 37% of allocated LCs have been established in Sylhet.

During the field survey learners were asked about their opinion on educational quality of learning center corresponding to provide teaching of LC's teacher. The result represents the satisfactory output as it depicts 50% learners mark very good educational standard and 37.37% learners mark good. In contrast the educational standard of bad and very bad are very negligible (0.50% and 0.13% respectively) in percentage.

Figure 13: Percentage of division wise established learning centers

Figure 12: Educational standard of learning center

The program implementing INGOs have prepared the list of learners for each center as per the baseline survey. But the mentioned age range has not been fully followed. All the observed learning centers have two separate shifts male and female, both in day time or evening/night time. All the others specifications are followed accordingly as per the RDPP for center operation.

So far, the primer for adult literacy Amader Chetona: Part- 1 is being taught in the centers. In some of the learning centers there are practice of extra-curricular activities for learners, whereas in other centers it is absent. In some learning centers there are teachers who are providing volunteer services in own initiative. As for community contribution, the greatest contribution of the community is providing the site of learning center without rent. In all LCs the teachers of the male shift hold the charge as caretaker.

For assessment/evaluation of learners a committee has been formed. One member from that committee is also acting as Monitoring Officer in few of the Upazilas. Monitoring officer submits regular report to UNO which assures the honorarium of teachers.

3.2.1.6. Training of Teachers and Supervisors

So far, the project has arranged training program for all the teachers and supervisors appointed under the basic literacy project. They have been trained through 20 core trainers and where there were 1280 master trainers also in the training program.

Before the commencement of LCs training for teachers and supervisors has been arranged in 134 Upazila in the first phase. Till January 2019, 1973 supervisors and 78792 teachers

received those training as stated in the progress report prepared by PIMU. However, the duration of training was too short, which has limited the effectiveness of the training. In some Upazilas no training was provided in this concerns as stated by local concerned. Besides, in focus group discussion most of the teachers opinionated that they have participated in 5-6 training programs arranged for the teachers. However, they are satisfied with the training in terms of quality but complained about the duration of the training as it was insufficient. On the other hand, DG, BNFE has confirmed that there was almost no fund for trainers.

3.2.1.7. Distribution of Materials for Learners and Centers

PIMU, DBNFE, INGO, DC, UNO and INGO are responsible in distributing materials for centers and learners as per the project proposal. In every Upazila, materials for learners such as primers, exercise books, pens, etc. have been reached to respective INGOs. In some Upazilas they have started distributing them already. From the secondary document the study has got the evidence that PIMU has printed 4896000 primers to distribute among 24,48,000 learners in the project intervention areas. Moreover, 1280 training manual for core trainer / master trainer, 83,640 training manuals for teachers and supervisors and 40,800 flipcharts have already been printed and distributed among the relevant stakeholders.

In field survey, learners were questioned for the individual materials that are distributed in LCs. Majority of the learners claimed for insufficient amount of bench, mat, chair and desk. About 68.10% learners claimed that benches are insufficient as a result older person and female members face difficulty in sitting on the ground. Besides 61.2% of the learners thought there are shortage of chairs in LCs. 48.7% learners were unsatisfied with provided sitting mats' quality. In fact, with most of the material or equipment supplied to LCs learners are unsatisfied with of which lack of appropriate lighting arrangement, lack of desk seems prevalent. Apart from these materials, 27.16% learners suggested for others materials for instant bag, umbrella, fan, khata, pen and so on. Following figure shows the perception of the learners towards sufficiency of the materials in LCs.
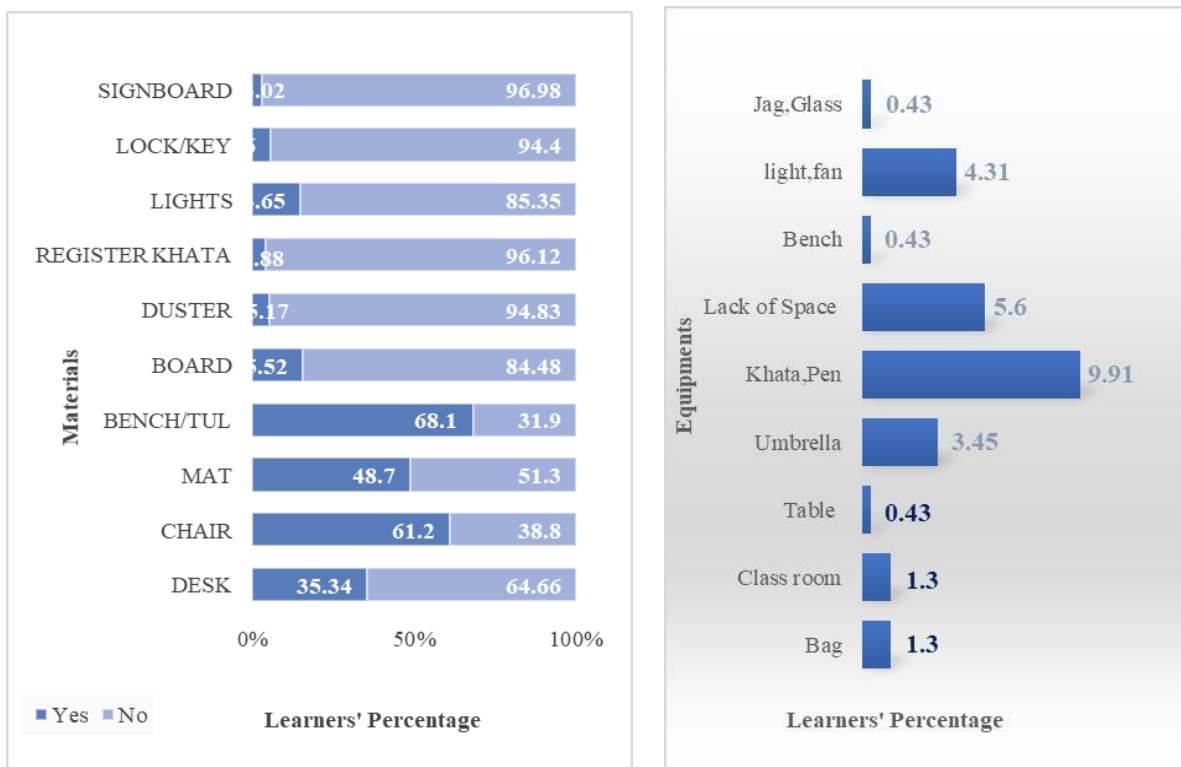
Figure 14: Insufficiency in the Learning Centers

3.2.1.8. Social Mobilization

The project activities include social mobilization which shall be organized jointly by BNFE/PIMU, DBNFE, DC, and UNO as stated in the RDPP. As the study found learners were informed about the project through social activities by different stakeholders of the project. According to the survey result, 86.13% learners were informed about the project by the project worker whereas 53.5% learners were familiar to the project activities with the assistance of their friends or relatives. On the other hand, about 30% of learners had been informed either from local representatives or other listed learners. Very few of the learners were found who had captured the project from masjid, Govt. organized consciousness program and media.
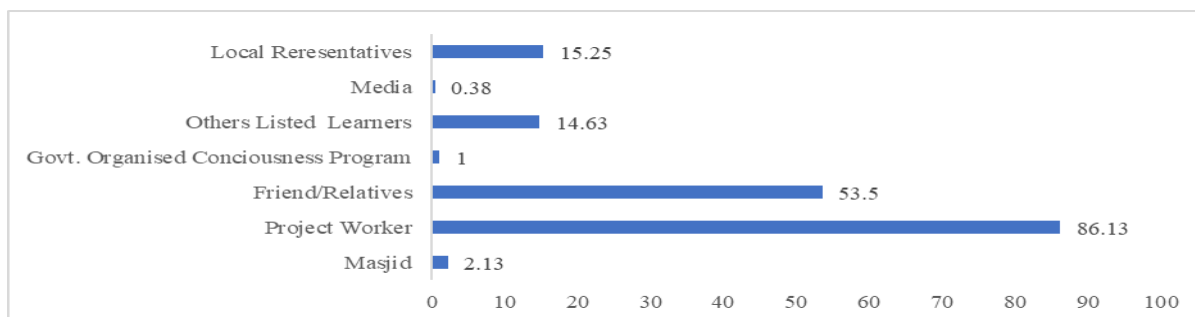
Figure 15: Sources of information about Project

Based on the discussion with the focal persons of INGOs the study has identified the budget issue as their primary concerns in every stage of the project implementation. There is no noticeable barrier for organizing meeting, workshop for social mobilization sessions etc. except the limited funding. According to the INGO focal person of Kutubdia they felt embarrassed and distressed while the meeting being executed without any refreshment or incentives.

According to UNO of Sadarpur Upazilla of Faridpur district, at initial period superstition was the greatest barrier for progression of the project which was gradually removed and now the overall situation is satiable though the situation of Ajmirigong upazila of syhlet district is quite insatiable. Political influence is a big deal to implement the project whereas the religious aspect is another issue which interferes with social mobilization of Goainghat Upazilla of syhlet.

3.2.1.9. Operation of Program

Deputy Commissioner, UNO and DBNFE are operating all the learning centers in partnership with selected Implementing NGO (INGOS) and Local Government Institutions. PIMU has bought and supplied furniture and other office equipment to 136 UPOs of the intervention areas. However, the amount of budget and the fund distribution made the implementation of the project more complex. This budget is made in 2011 but the implementation of the project started in December 20018 with the same budget. It has made the purchase quite impossible as the rate of procurement increased geometrically in comparison to the past as PD stated. Supervisors visit the learning centers regularly in some areas and in some other areas there are no supervisor. Where regular monitoring is practiced properly the supervisors give technical advice and assistance to the teachers. Interestingly the study identified that most of the teachers have the enthusiasm of providing voluntary teaching service even after complex remuneration issue. In all implementing Upazilas BNFE has arranged workshop, orientation and seminars for institutionalization of NFE Sub-Sector system, capacity building of NFE Sub-Sector, development of NFE-MIS, Public Private Partnership at national and field level. At field level Workshops, orientations and seminars has been organized by DC, UNO and DBNFE.

3.2.1.10. Monitoring and Evaluation

To monitor and evaluate the project activities BNFE/ PIMU, DC, UNO and DBNFE, Upazila Primary education officer, ULC, CMC, INGOs and any other volunteer group were mentioned in the RDPP. The study has interviewed above-mentioned stakeholders in the study areas. As stated by Upazila Education Officers in local level workshop at Dhamrai, they didn't receive any formal instruction from the higher authority in this concern and there should be consistency in monitoring project activities. Despite of their willingness to involve

actively in monitoring and evaluation process no TA/ DA or sometimes a small amount of incentives make them reluctant in regular monitoring and evaluation. However, for learners' evaluation selection of (Assessment Agency) third party is mentioned in the RDPP, which is still work in progress. In few of the Upazila, monitoring officer has been appointed as confirmed by the respective UNOs. There was no funding for the headmasters of schools for monitoring.

3.2.1.11.   Establishment of Media Partnership and NFE Research & Documentation and sharing

The project has provision to establish partnership with print media and electronic media for advocacy, mobilization and sharing of good practices as well as learning for the learners. The media partnership was supposed to be established by BNFE/PIMU. Media selection procedure should be developed by BNFE with the approval of PSC/MoPME. BNFE shall conduct NFE research and documentation through-out the project period. The lesson learnt by them should be disseminated. The coverage of this project so far is good but the duration insufficient stated by one of the Assistant Director, DBNFE. There were no significant researches and sharing of the project impact as the expected outcome of this project is yet to be achieved.

3.2.2   Component Wise Progress against Target of the Project

Feature of the Basic Literacy Project has been illustrated below in the table. The study has reviewed the project documents, e.g. annual progress report, year wise plan, implementation schedule etc. to analyze the progress against the target based on the components.

Table 14: Project related information

SL.	Subject/ Item	Number/ Quantity	Comments
1	Number of Center	75,000	Each center has two shifts (male shift and female shift)
2	Number of Learner (15-45 age group)	45 lakh (4.5 million)	60 learners per center (30 male + 30 female)
3	Number of teachers	150,000	Two teachers per center (one male + one female)
4	Number of Supervisor	3,750	One for each 20 centers
5	Course duration	6 months	Each phase
6	Number of phases	4 phases	
7	Average number of Center per District	1,172	Two shifts per center

SL.	Subject/ Item	Number/ Quantity	Comments
8	Average number of Center per Upazila	300	Two shifts per center
9	Average number of learners per District	70,313	60 learners per center (30 male + 30 female)
10	Average number of learners per Upazila	18000	60 learners per center (30 male + 30 female)

The progress report of the project has been reviewed and it has been found that the implementation of the project has continued till now. The current progress of the project activities is mentioned in the following tables. Yearly and phase wise tables of overall progress are attached in the annexures (e). In the next section, analysis of the physical and financial progress has been analyzed.

Table 15: Progress of the project till to date

Sl. No	Subject/Activities	Progress of Project Activities
1	Selection of Implementing NGO	The work of 250 implementation NGOs has already been completed and the agreement is concluded with them.
2	Work area selection	The implementation of the project in 136 Upazilas for the first and second phase of selected 250 Upazilas is ongoing.
3	Preparing list of learners	A total of 23, 59,441 students have been enlisted in 134 Upazilas by baseline survey.
4	Establishment of learning centers	A total of 39,311 learning centers have been established in 134 Upazilas
5	Recruitment of teachers and supervisors	78, 621 teachers and 1967 supervisors have been recruited for conducting learning centers
6	Training	Basic training of teachers and supervisors of 134 upazilas has been completed in the last October / November by 20 core trainers, 1280 master trainers.
7	Reading materials and tools	Already all the textbooks (primer, Amader Chetona 1st and 2nd part) and other learning materials have been provided in all centers.
8	Activation of learning centers	From December 2018, implementation activities of 39311 earning centers of 134 Upazillas are ongoing.

3.2.3 Progress of the Project's Financial Components up to April 2019

In this study, the study team compared component wise physical progress with the actual targets mentioned in the DPP, which was analyzed with graph in this paragraph. As the project implementation has been delayed from the beginning so, the physical and financial progress could not achieve within the determined time mentioned in DPP. These will be discussed in the in the following sections with data and information:
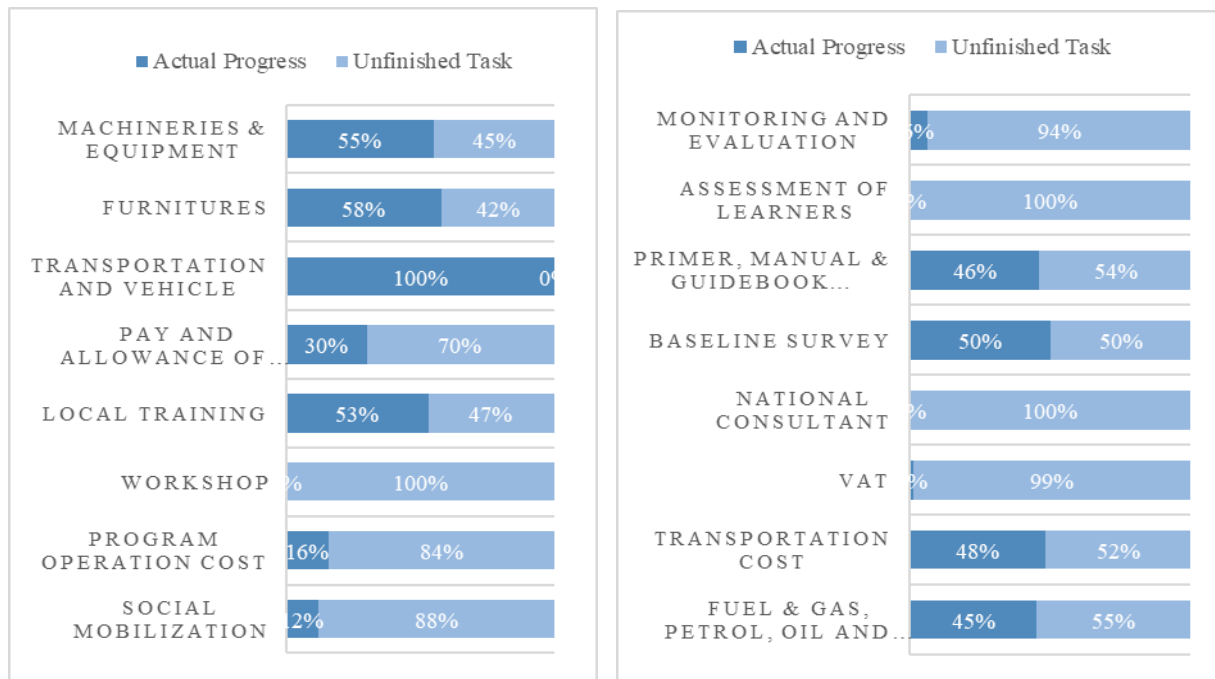
Figure 17: Actual progress of the project (Physical) (till April 2019)

According to DPP, the actual progress of the project and the unfinished tasks of the project have been shown in the chart above. Firstly, this graph shows that the progress of social mobilization is only 12% which is much less than all the other components, although the progress of water, electricity and gas and evaluation of learners is almost absent. Improvement of transport and vehicle parts is 100%. On the other hand, the percentage of salary and allowance of PIMU staff employees is 30 percent, where furniture, machinery and equipment, fuel and gas, petrol oil and other lubricants, baseline
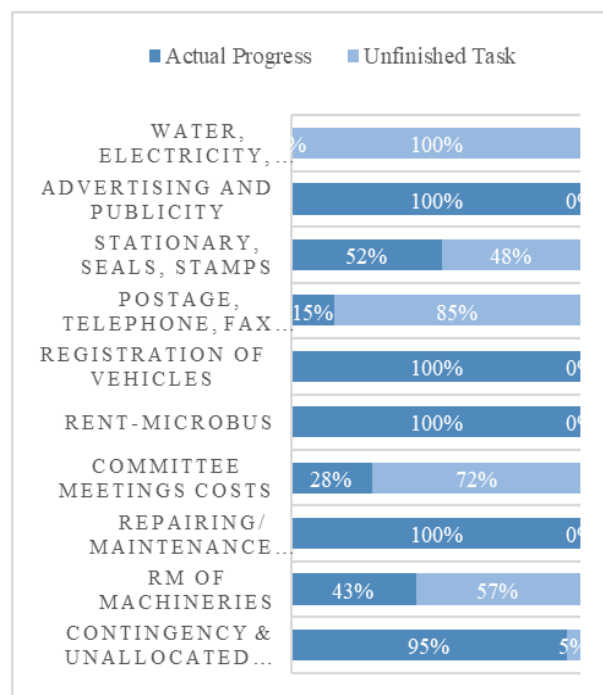
Figure 16: Actual Progress of the Project (till April 2019)

survey, primer and manual guide, local training rate is above 46

Table 16: Comparative picture of component wise actual progress (physical) (till April 2009)

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)	Actual Progress
		Financial (taka in Lakh)	**Financial (taka in Lakh)**
Machineries & Equipment	Nos.	1032	570
Furniture	Nos.	1568	911
Transport & Vehicle	Nos.	1	1
Pay & Allowances of PIMU's Officers & Staffs	Person	526 (1828-man year)	547
Local Training	Persons	155369	82578
Workshop	Nos.	4	0
Program Operation Cost	LCs	5000	12050
Social Mobilization	Nos.	4368	530
Monitoring and Evaluation	LCs	75000	787
Assessment of Learners	Lakh	45	0
Primer, Manual & Guidebook printing	Nos.	9536855	4384969
Baseline Survey	lakh learners	45,00,000	2248851
National Consultant	PM	12	0
VAT	LS		1.27
Transportation cost	Nos.	251	120
Fuel & Gas, Petrol, Oil and Lubricants		256	116
Water, Electricity, and Gas		256	0
Advertising and publicity		9	9
Stationary, seals, stamps	Nos.	256	133
Postage, Telephone, Fax and Internet	Nos.	256	38
Registration of Vehicles	No.	1	1
Rent-Microbus	Nos.	4(1 per year)	4
Committee meetings costs	Nos.	1620	452
Repairing/ Maintenance (RM) of Motor Vehicles	No.	1	1
RM of Machineries	Nos.	255	109
Contingency & unallocated fund	-	181928	172897
		Total	

3.2.4 Progress of the Project's Financial Components up to April 2019

In this study, the study team compared component wise physical progress with the actual targets mentioned in the DPP, which was analyzed with graph in this paragraph. As the project implementation has been delayed from the beginning so, the physical and financial progress could not achieve within the determined time mentioned in DPP. The PIMU itself seems unsatisfied with the budget provided in DPP. It seems quite difficult to implement the project with this poor and non-realistic/impractical budget which reflects the observation of DG, BNFE and PD of the project in this concern. Moreover, financing process has been very complex through-out the project period in each of the project components. The following tables shows the comparison of actual progress against set targets based on the financial components. These will be discussed in the in the following sections with data and information. Graphs showing comparative analysis in resource disbursement, proportion of disbursement, activity wise causes of such status etc.
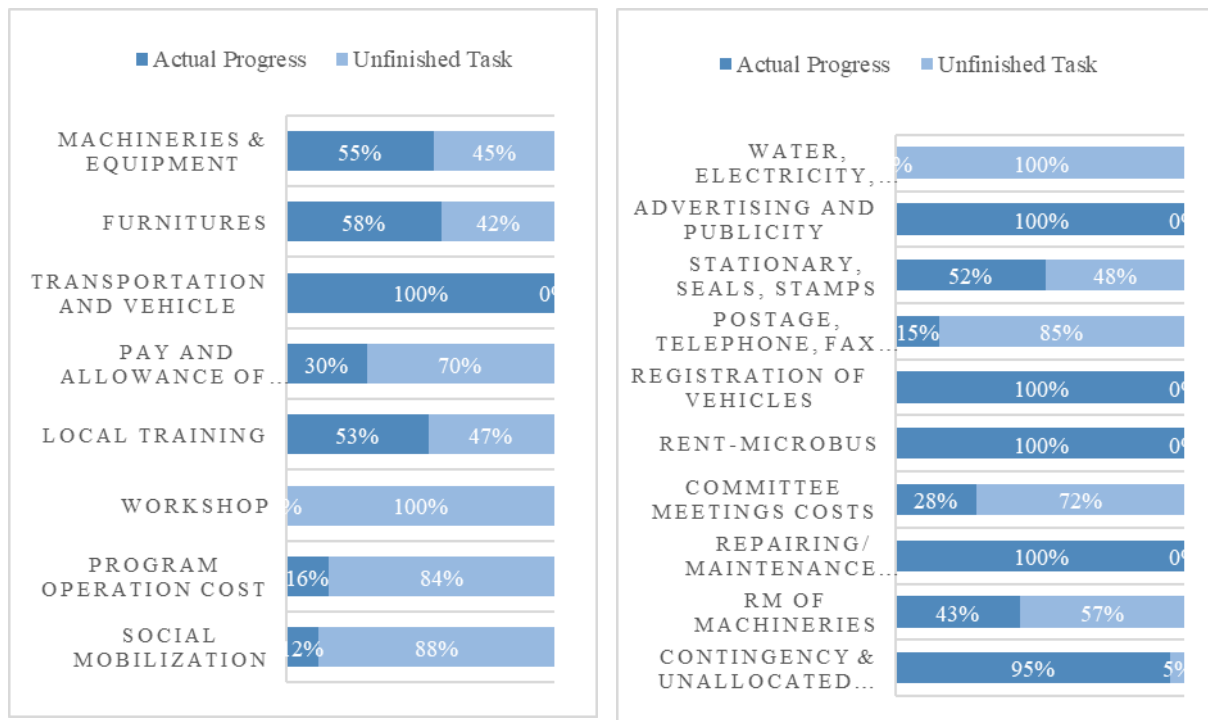
Figure 18: Actual progress of the project (till April 2019)

According to DPP, the actual progress of the project and the unfinished tasks of the project have been shown in the chart above. Firstly, this graph shows that the progress of social mobilization is only 12% which is much less than all the other components, although the progress of water, electricity and gas and evaluation of learners is almost absent. Improvement of transport and vehicle parts is 100%. On the other hand, the percentage of salary and allowance of PIMU staff employees is 30 percent, where furniture, machinery and

equipment, fuel and gas, petrol oil and other lubricants, baseline survey, primer and manual guide, local training rate is above 46% The design of the project is high ambitious regarding to the recent price inflation. According to UPO of Sadarpur Upazilla of Faridpur, the implementation of the project is quite impossible with this poor budget. Moreover, only expert INGOs are capable of implementing the project barely within this budget as said by one of the UPO. Moreover, the fund distribution process is too lengthy and INGOs have to face difficulties in traveling and purchasing with such a tiny budget. Due to such complexities few INGOs with project officials, e.g. Assistant Directors don't think this project as ground breaking to achieve its goal and objectives within this short period of time. For instance, for the purpose of travelling to learning centers only 6000 BDT is allocated for UPOs for 8 months.
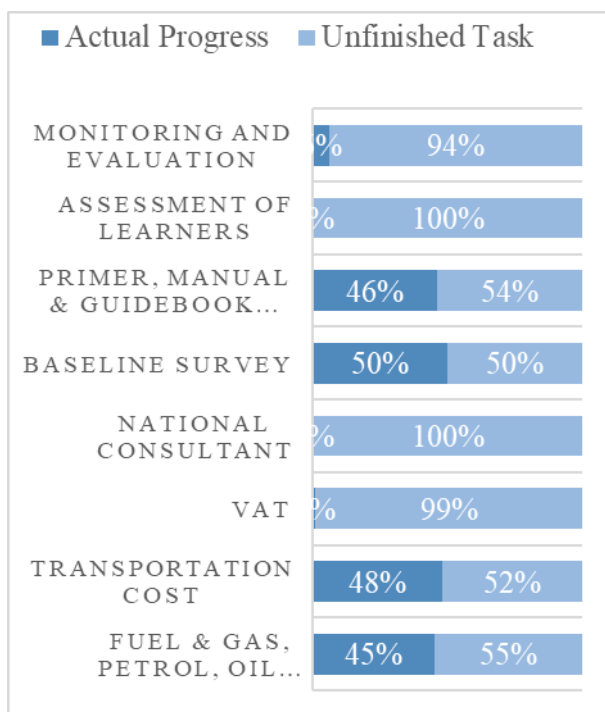
Figure 19: Actual progress of the project (till April 2019)

Table 17: Comparative picture of component wise actual progress of the project (till April 2019)

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)	Actual Progress
		Financial (taka in Lakh)	Financial (taka in Lakh)
Machineries & Equipment	Nos.	199.29	110.20
Furniture	Nos.	64.45	37.45
Transport & Vehicle	Nos.	70.00	69.26
Pay & Allowances of PIMU's Officers & Staffs	Person	2346.42	1414.27
Local Training	Persons	3207.94	1701.85
Workshop	Nos.	4.00	0
Program Operation Cost	LCs	32475.90	3271.82
Social Mobilization	Nos.	493.17	83.92
Monitoring and Evaluation	LCs	17.25	0.75
Assessment of Learners	Lakh	541.00	0
Primer, Manual & Guidebook printing	Nos.	4818.81	1706.56
Baseline Survey	lakh learners	300.00	132.28
National Consultant	PM	18.00	0
VAT	LS	100.00	1.27
Transportation cost	Nos.	30.00	20.41
Fuel & Gas, Petrol, Oil and Lubricants		20.00	8.68
Water, Electricity, and Gas		170.7	0.25
Advertising and publicity		1.50	1.50
Stationary, seals, stamps	Nos.	67.80	35.45
Postage, Telephone, Fax and Internet	Nos.	63.60	9.83

Registration of Vehicles	No.	0.10	1.254
Rent-Microbus	Nos.	24.00	23.97
Committee meetings costs	Nos.	75.76	23.38
Repairing/ Maintenance (RM) of Motor Vehicles	No.	2.00	1.09
RM of Machineries	Nos.	1.00	0.43
Contingency & unallocated fund		145.93	126.00
		Total	8781.87

3.2.5 Reasons for Delay and Working Plan for Remaining Works

First, the project design is not realistic within the fixed amount of budget mentioned in the RDPP. The implementing organization has the capability to implement the project but within this short period, it would be a tough call for the implementing agency. This project is approved by ECNEC in February 11 and the recruitment of PD executed in 25 September 2014, which means a clear procrastination of 8 months. Moreover, complexities with addition of livelihood skill development training to this project caused further delay in the progress. Later on, The DPP of the whole project turned into RDP. The process became lengthier due to submitting the RDPP to socioeconomic structure department. After Project Evaluation Committee (PEC) meeting in 27 April in 2016 the decision of project implementation according to the main DPP was finalized. Apart from those decision-making process by the policy maker at national level, selection of INGOs took three years up to 18 august 2017.

 Besides, UPOs are reluctant to stable in their job hence, further procrastination to implement the project in terms of recruiting them and motivating them to stay stable with the low honorarium as PD was saying during the interview. Furthermore, delay in conducting baseline survey conceived more time to start the main activities of the project. In some areas, mismanagement of INGOs has also been a reason of delay. In some cases, political issues create barrier against the progress of the project said by one of the AD of DBNFE. Traditional tendering process was also one of the influential reasons, which was primitive and time consuming those results in moving to e-GP process. Due to outnumbered formalities, the implementation was delayed again, said by DG, BNFE.

Although the project period is going to end in June 2019, considering the project's current progress, all stakeholders including project officials are recommending its extension. Besides, only the first and second phase activities are ongoing. This project requires more time to achieve expected results, which is clearly stated in the review of collected data.

3.3. Review and Observation on Achieved Goals of the Project

This section portrays objective wise progress of the project and to what extent the project has achieved its goal. As the project almost just started its implementation, the study team has focused mostly on to output-level achievements compare to assessment of goal achievement. Besides, the study team appraised the details of interruption in programmed activities analyzing the grounds made by different stakeholders.

This project is however, a comprehensive approach for achieving goal directed by MDG, which expected that the elimination of 100% illiteracy will be ensured by 2015. Similarly, the target of EFA & NPA-11 was elimination of 50% illiteracy by 2015, which was also specified in The Sixth Five Year Plan and the National Education Policy 2010. To achieve the above-mentioned specific goal a number of activities were executed under this project throughout the years which have been evaluated in this study by means of resource mobilization, augmented literacy rate, better income & improved life style of learners and participation of the learners in countrywide development actions. Similarly, the current literacy skills and life skills of learner as human resource development along with existing NFE sub-sector across the country assisted the evaluation team to conclude how effective and impactful being the project so far.

As the present study is an In-depth monitoring where the project almost just started its implementation, the study team emphasized more on output-level achievements compare to assessment of Goal Achievement. The outcome of the project has been evaluated via demonstrable indicators efficient for project management like Learning Center (LC), level of literacy services for 4.5 million illiterates of 15-45 age group adolescents and adults, which will aid in abolition of illiteracy, establishment of 75000 Basic Literacy Centers and their effective monitoring as well as evaluation.

However, the project's core implementation activities should have been started in 2014 but it took three more years and started in full swing from mid-December of 2018. The procrastination due to different bureaucratic complexities and reduced budget made the project implementation quite challenging which has been elucidated in both local as well as the national level. Project director (PD) claimed that the amount of budget and the fund distribution made the implementation of the project more complex. This budget was made in 2011 but the implementation of the project started in December 2018 with the same budget. It has made the purchase quite impossible as the rate of procurement increased geometrically in comparison to the past due to inflation and other economic factors. The study however, evaluated the effectiveness of project activities along with impact carried out so far through the interventions.

3.3.1 Effectiveness of the Project

Effectiveness of the project has been measured based on the progress made against the set goals. The actual achievement is assessed with the set targets to record the progress made so far. The consultant team has focused on both quantitative and qualitative data to gather evidence of progress made. Under effectiveness, the study has evaluated both coverage and progress. Moreover, effectiveness has been assessed based on how successful being the project achieving its goals and to what extent the access to basic literacy of the underprivileged people has increased.

3.3.1.1 Participation of Learners

Participation of Learners is a vital and dynamic parameter to evaluate the project's implementation. From questionnaire survey, it is evident that the percentage of female learners are beyond expectation. Female learners are more excited about this program. The aged people are also fervent to come to learning center.
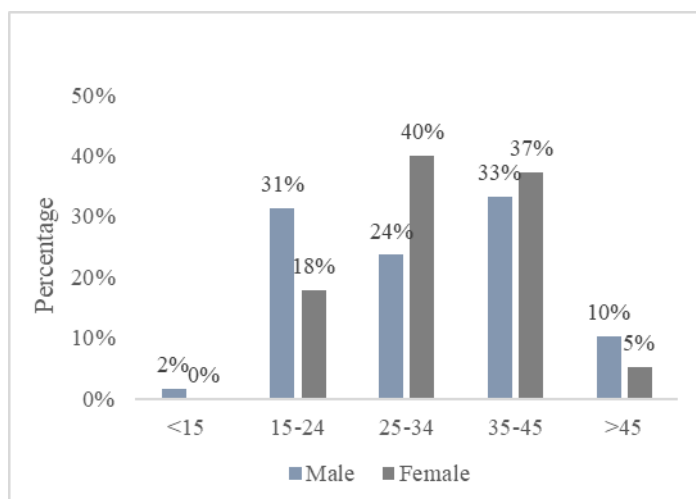
Figure 21: Age distribution of learners
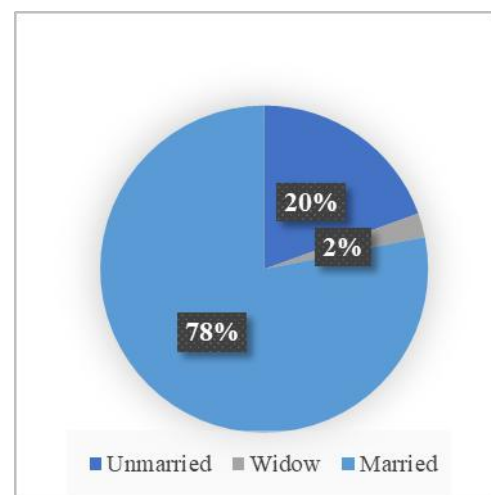
Figure 20: Marital status of learners

They come to learning centers regularly and inspire others to come to eliminate the curse of illiteracy. For instance, Assistant Director of DBNFE, Sylhet said 'the presence of female learners is approximately 100%'. However, the context of male learners is quite opposite as most of them are unwilling to come to learning center after a hectic day work. The study has looked into the age distribution of learners in the study areas. From the survey data, it has been seen that, among male the dominant group is 35-45 years, e.g. 16.125% conversely, maximum 20.5% female learners belong to the age group of 25-34 years. Despite of no consideration in the basic literacy program, a few people aged either under 15 years or above 45 years have been seen in the class during the survey.

Another analysis depicts that married learners prevailed e.g. 78% followed by unmarried learners e.g. 20%. From the interview with the UNOs of each of the surveyed Upazila, the study concludes that this project is providing literacy especially to the people who could not go to school at the proper age and it is a great opportunity for them. Therefore, they feel great aspiration and hope about this project. One of the UNO further added that the enthusiasm of the female learners is noticeable. Apart from that, learners demanded some incentives from the government like some refreshment after the class and TA/ DA for coming to learning centers. Besides, project can incorporate vocational education, which was urged by the learners in most of the learning centers.

3.3.1.2 Increased Literacy Rate

One of the most important indicators for evaluation is augmented literacy rate which helped the study to substantiate the achieved goal. As this project targeted the growth of literacy rate, the learning centers have started their activities with least resources since mid-December 2018. According to the Project Director, learning centers are functional in 134 Upazila at present. However, there are many financial obstructions the learning centers are operating in full swing in some Upazilas. People are enthusiastic to receive education as well as livelihood skill development training. Though the rate of attendance of the male learners is quite low, the presence of female and aged people is noticeable. Therefore, the study is anticipating that within the given period this project will at least increase the literacy rate slightly. However, these potential learners will bring a positive revolution and contribute to the nation as significant human resource in future.

3.3.1.3 Resource Mobilization

Resource mobilization incorporates activities regarding financial, human and material resources for the advancement of any project. This project will proliferate the life skills of rural people, which will eventually transform them as human resources that can bring a positive socio-economic alteration in the intervention areas. Rural community will get rid of the curse of superstations. Besides, there is a chance for cooperative association of learners. Project Director complied with the notion that the project will avert childhood marriage and decrease social crime. He further added that it would be easier to train up the literate laborer. Moreover, literate driver will be inspired to obey the rules and regulations of traffic that will reduce road accidents and other social crimes. Therefore, the greatest effect of this project will be intensification of human resource as well as other resources. A generation of enlighten and productive citizen will contribute in global and national EFA goal as envisaged in NPA- II and PRSP/Sixth Five Year Plan. However, the project is ongoing at this moment and it is too challenging to say anything specific about the achievement. Moreover, the financial resources are not fully disbursed yet to the fullest. The progress and activities done

so far certainly have positive indication to achieve the project's goal only after the project completion.

3.3.1.4 Livelihood Skill Development Training Affiliation

The project's progression in terms of livelihood skill development training affiliation will accelerate employment and poverty alleviation headway as spelled out in PRS and MDG. People are eager to receive trainings, as they are being more conscious. However, the fund of the project is so meagre to continue the activities of learning centers. From questionnaire survey in different leaning centers, it is clear that the female learners are awaiting for livelihood skill improvement training. They are yearning for extra income, which they can attain by utilizing their free time. Therefore, affiliation of livelihood development program will upgrade human resource in terms of woman empowerment. These potential female learners will inspire their children to go to school and they will be able to check their educational activities too. Educated and skilled mothers will contribute the country with a broadminded, creative and dynamic cohort. On the other hand, the interested male learners will also be benefited by receiving livelihood skill enhancement training. They will be able to attain better job or can be entrepreneur after receiving the trainings. These trainings will enhance the effect and durability of basic literacy project as their achieved knowledge will appropriately be utilized in practical life.
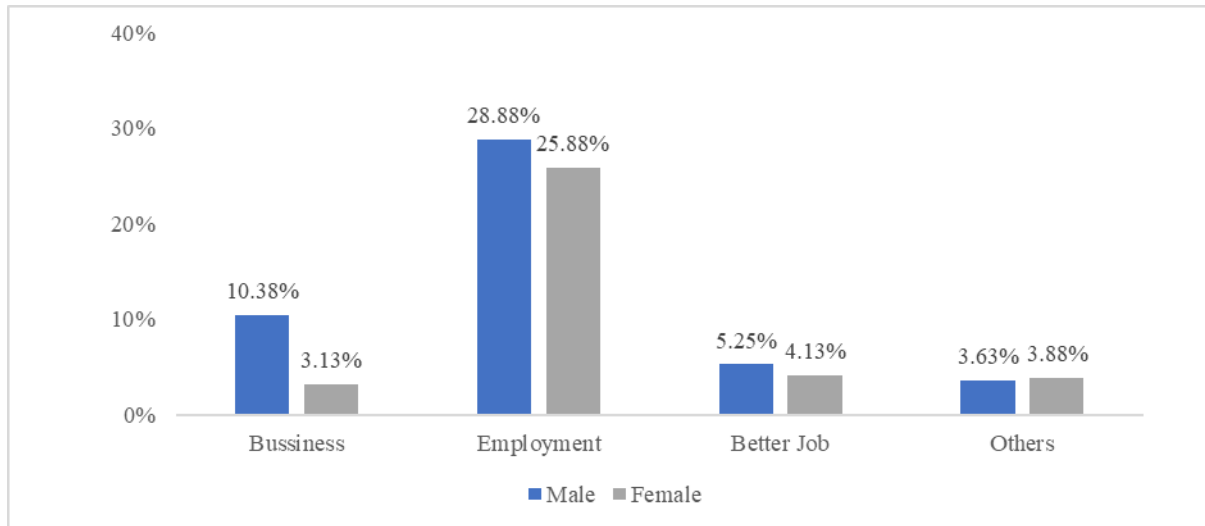
Figure 22: Expectation of learners from the learning process

These trainings will also promote some cooperative associations of the learners that is another income generating and resource mobilization opportunity. Survey results shows that irrespective to the gender of the learners the expectation from the project is creating opportunity of employment as above 25% of the learners both male and female expressed their belief during questionnaire survey. More or less all the relevant stakeholders complied with the aforementioned prospect of the learners and indirect beneficiaries. However,

currently there are no such livelihood skill development training affiliated due to poor funding.

3.3.1.5 Challenges of Learners to Participate in the Program

In few areas, the LCs are being operated in irregular routine. Learners of such LCs were asked about the reason behind such inconsistency. The interesting reason explored from their answer is absence of teachers and students in the LCs. If majority number of students remain absent then the authority suspends the classes and the notion is applicable for the teachers. Family management, working time of male member and limited space in the learning center is also identified as reasons behind irregular class.
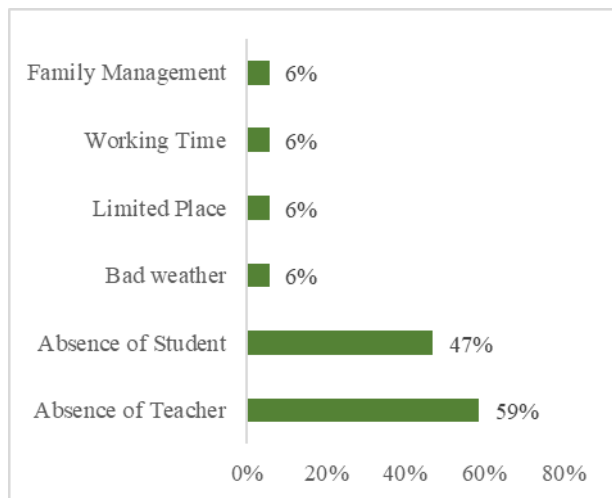
Figure 24: Environmental problems
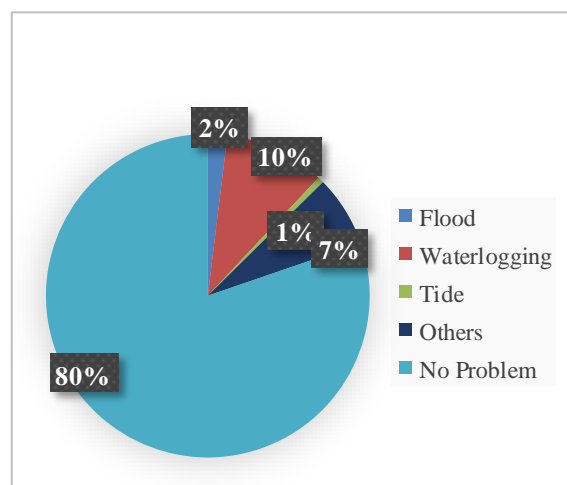
Figure 23: Reasons behind irregular class

Apart from the irregular class in LCs, the study has revealed the difficulty due to environmental issues in reaching to the LCs. About 80% of the learners do not face any difficulties. Only 2% learners have mentioned about flood and above 10% of the learners have cited about water logging as their struggling point. Except for these there is not much environmental problem faced by them till the survey date.

As the learning centers are established considering the accessibility of the learners, so for almost all people the learning centers are at convenient distance to reach. Teacher's behavior are also satisfactory. There are no security issues faced by the learners when coming to learning centers. Above 90% learners have family co-operation. Apart from the issue discussed above, social prejudice or negative outlook of adult literacy seems like a hindrance towards participating in the program as stated by 88.5% of the learners surveyed. *However,* overall learners are now more concern about literacy, so that they are thinking less about the

social barriers in the way of being literate. However, one of the CMC chairmen has said, 'The biggest challenge is to motivate old aged people towards learning'.
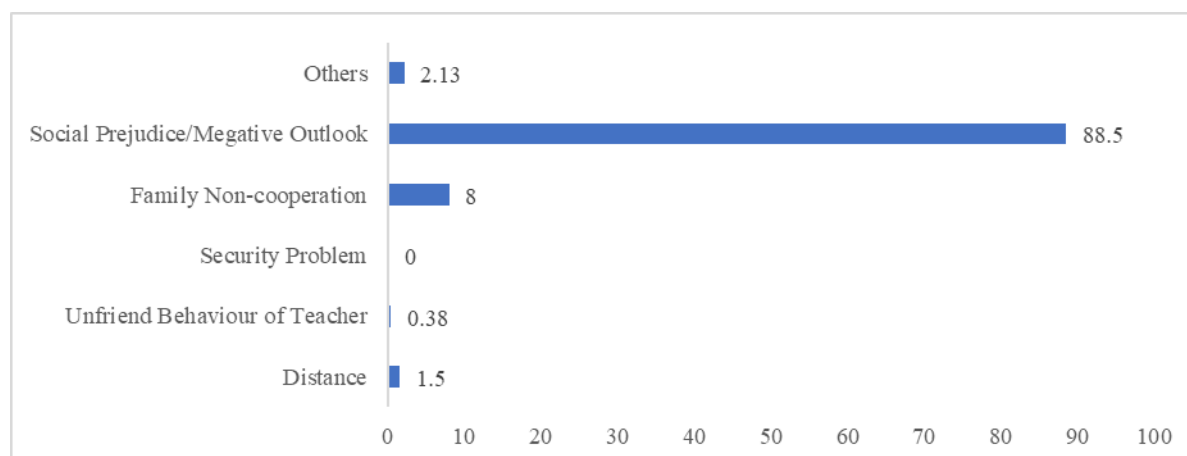
Figure 25: Challenges faced by the learners to participate in the project

When learners are asked for the project duration, they are unsatisfied for the course duration. Almost all learners demanded to extend the time duration. About 67.10% learners expected that the course should be expanded to 12 months at least whereas 25.23% learners expected it 15 to 24 months.

Table 18: Learners expectation with the course duration

Expected Course Duration (Month)	Percentage
3 to 10	4.86%
12	67.10%
15 to 24	25.23%
30 to 60	2.81%

3.3.2 Overall Impact of the Project

Under the scope of the study, the consultant has looked into a larger scale of progress to capture the overall impact the project e.g. cumulative change or likely change in livelihood had on the targeted beneficiaries.

3.3.2.1 Reading, Writing, Calculation and Life Skills

Though the project has just started, the progress of learners is not seen as emerging in field survey. Most of them are in initial stage. They were more fluent in first word (which is easiest than second and third) or sentences to read and write. The percentage is comparatively lesser than first word or sentences to second and third word or sentences. However, it shows the anticipation that above 56% learners are able to read and write words.

In writing skill above 36% learners are capable to read and write all the sentences. There is
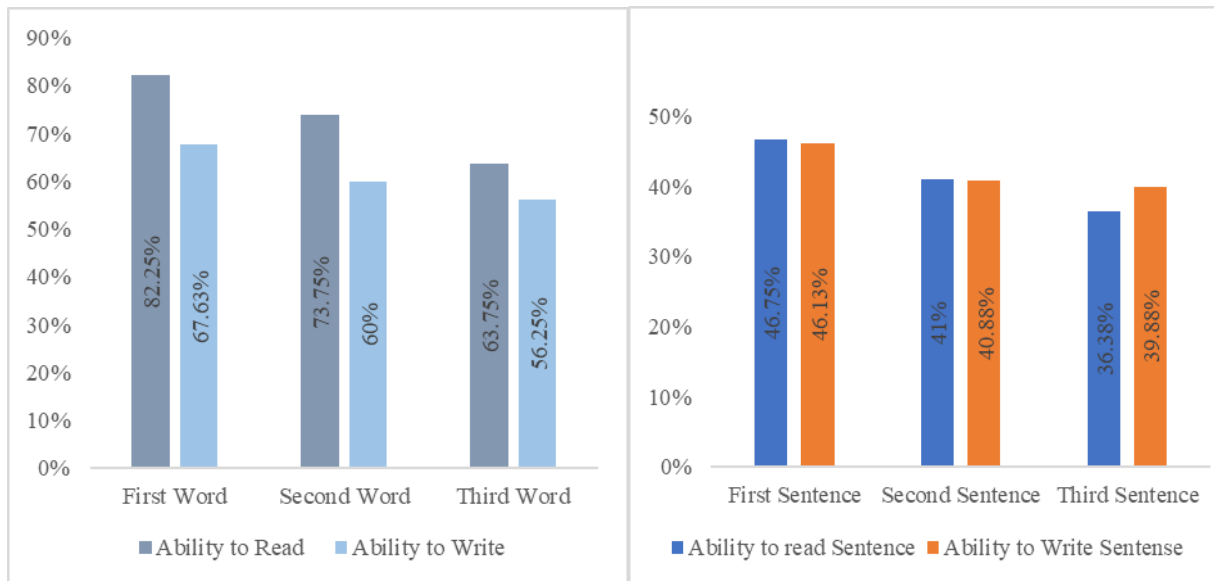
Figure 27: Learners skill (reading and writing sentence)

Figure 26: Learners skill (Reading and Writing Word)

nothing much of difference with the sentences in terms of order. As the project is in initial stage so the capability to solve the equation especially multiplication and division lies in narrow percentage.
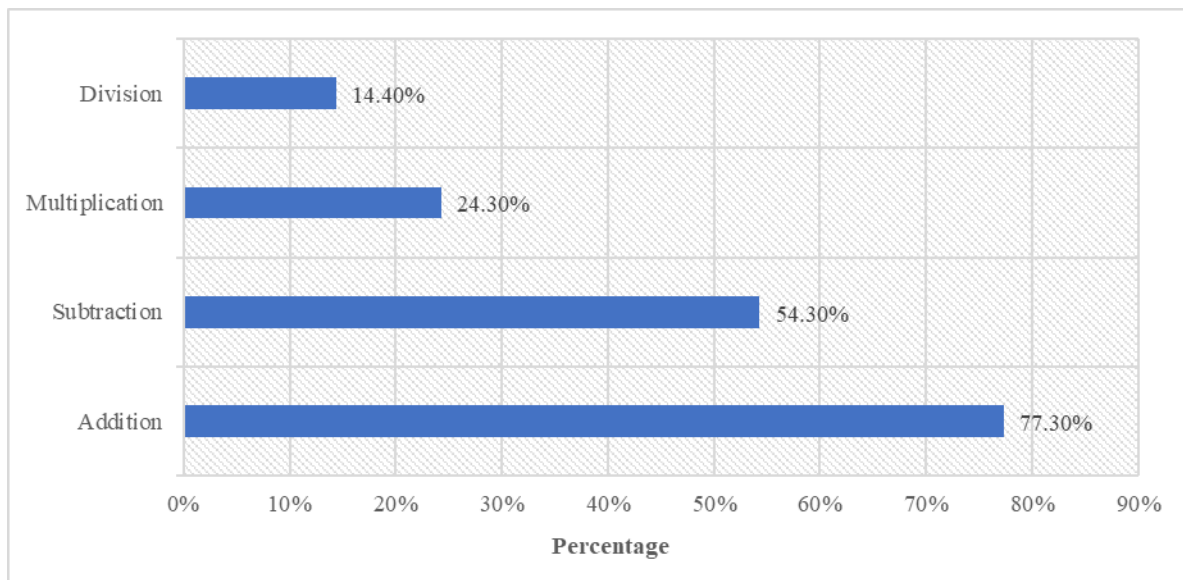
Figure 28: Skill of regular learners (ability to solve equation)

Under the scope of the study, the consultant team has tried to see if there exist any relation in capacity of the learners with the learning days. The graph illustrated below depicts the progress of learners' capability to read, write and equation solving with respect to duration of learning. Analysis shows that ability of reading and writing words and sentences has a positive relationship as seen increased with the number of learning days. The positive relationship might be due to their previous academic qualification. Moreover, the ability to multiply two numbers seemed poor compare to reading and writing. Only 24.25% of the surveyed learners were able to perform multiplication showed to them during field survey.
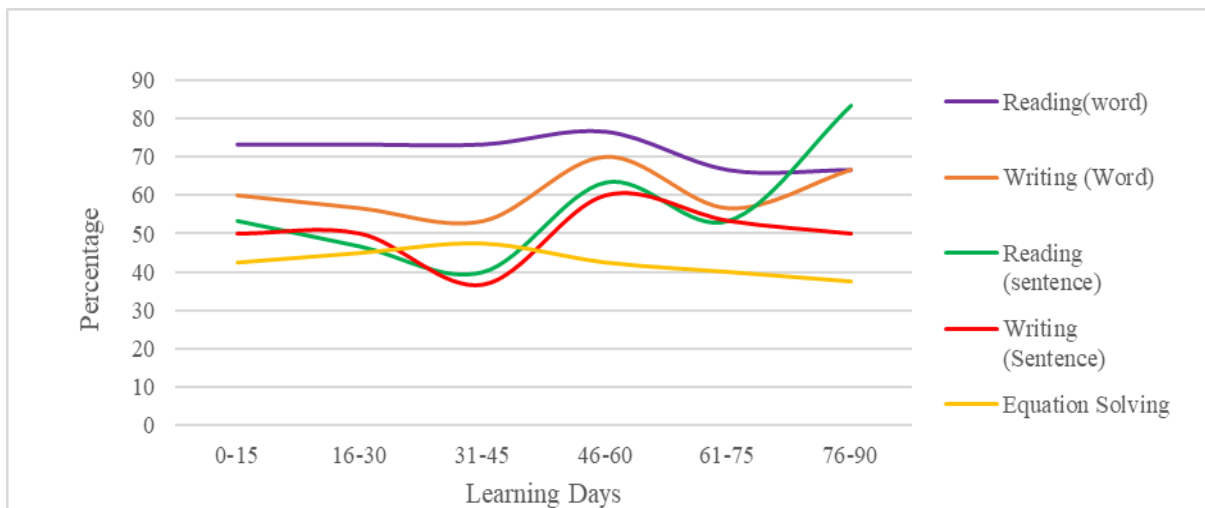
Figure 29: Progress of regular learners in terms of learning duration
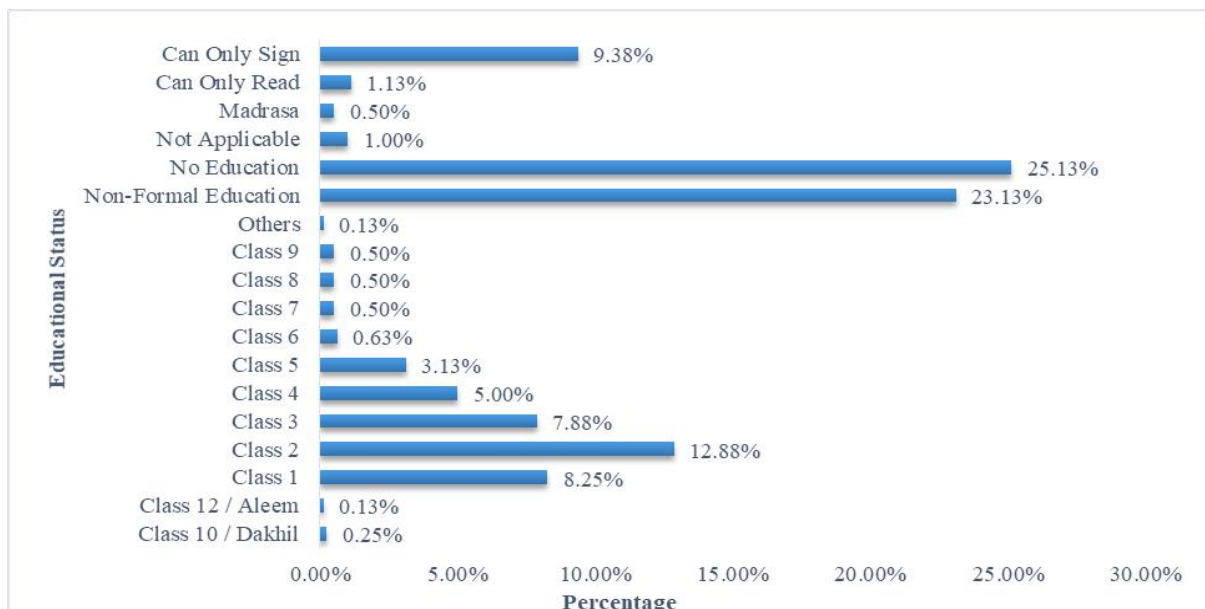
Figure 30: Ability of the learners to solve at least a mathematical problem, to read and write a word and a sentence

From the study it was seen that maximum 20.95% student can solve a mathematical problem, can read and write a word and a sentence, who were involved in any non-formal education previously. On the other hand 14.68% learners were found who have learnt to read and write and solve mathematical problems and they were not involved in any kind of non-formal education before.

3.3.2.2 Income Generation and Improved Life style of the Learners

The study has assessed the indicator, Income Generation and Improved Life style of the Learners, to show the impact level of the project. People are enthusiastic about this project from an intention of generating income and attaining a better life style. For instance, most of the learners of Uttar Sotyanondi Primary School learning center in Daudkandi upazila demanded livelihood skill development training for being proficient in sewing or embroidery work or rearing animals or bee keeping or other related works that will generate income and ensure a better life as stated by INGO focal person of the corresponding learning center. The scenario is almost similar across the sixteen Upazila visited by the study team. If the learners get training, they will surely be capable of changing their present condition, which will further add value to national economy. According to Project Director, there is a chance to arise learning center wise cooperative associations, which will mobilize socioeconomic development. The study has identified the reasons of admission into LCs from the learners' survey. Analysis revealed that more than 95% of the respondents admitted to make them capable of reading and writing. Another 79% of the learners believed on enhancement of their counting ability. Besides, 20% of the surveyed learners admitted into the course with the target of employment opportunity in near future. Given the above, people are participating with a view to change their way of living, which will surely trigger up their social setting along with livelihood.
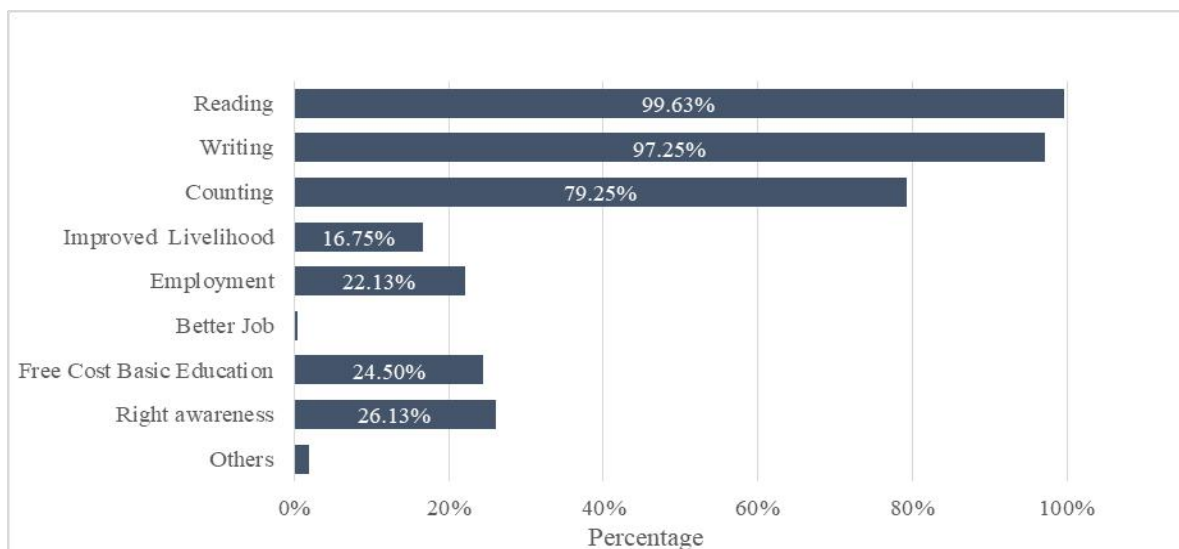
Figure 31: Purpose of admission to learning center

The survey results showed that irrespective to male or female around 40% of the learners are willing to take admission into either any vocational training institution or other educational institution. Out of 800 learners a few number of learners showed their enthusiasm of learning from their educated son/ daughter or neighbors. This is surely a positive intent from the learners which should be taken care of.

3.3.2.3 Strengthen and Effective NFE Sub-sector
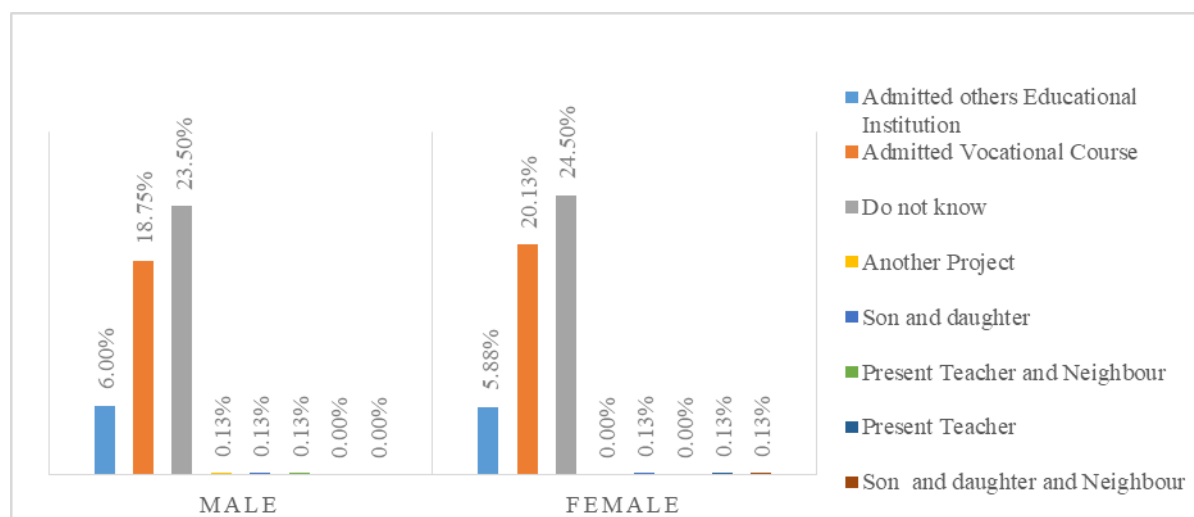
Figure 32: Continuation of literacy process after course completion

As a final point strengthen and effective NFE sub sector is another precursor of apposite implementation of the basic literacy project. Nevertheless, there are serious bureaucratic problems stated in the interview with project director in terms of recruiting project officials. Instability of the project director's post also created immense difficulties in accomplishing the project's activities. The facilities of UPOs are not as much of to conduct their liabilities, as it should be. Hence, UPOs are not stable with their jobs. BNFE cannot hold the UPOs from leaving. For instance, 137 UPOs were recruited for 137 Upazilas among them only 80 UPOs are now assigned in their designation. As a result, serious demand of work force is required in this sector.

3.3.3 Analysis of Progress of the Project and Achievement of Objectives

The following table shows the objective wise actual progress in a nut shell and in addition to that the reasons have also been explained shortly.

Table 19: Analysis of the success of the project objective

DPP Wise Objectives	Output of the Project	Actual Progress	Reason Behind the Gaps
To provide Basic Literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15-45 age group	✓ Established efficient project management ✓ Providing literacy services at learning center level ✓ Monitoring and Evaluation system established	✓ Basic literacy project has just started with 23,59, 441 number of learners ✓ The interventions do not include any skill training program despite of the learners' demand ✓ If the learners are trained up they will surely be capable of changing their present condition which will further add value to national economy	✓ The project took three more years to be started in full swing from mid-December of 2018 ✓ The procrastination due to different bureaucratic complexities and reduced budget made the project implementation quite challenging
To contribute in eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year plan		✓ EFA & NPA-11 , elimination of 50% illiteracy by 2015 is achieved already ✓ MDG-2, Target-3, elimination of 100% illiteracy by 2015 is not achieved yet ✓ The study is anticipating that within the given time frame this project will at least increase the literacy rate slightly.	✓ The Project's contribution to the growth of the literacy rate is not evaluated yet as the project has been functional since December last year. It is too early to assess the contribution of the project in national literacy rate
To contribute in implementation of the National NFE Policy-2006 and the National Education Policy-2010		✓ The target of the Sixth Five Year Plan and the National Education Policy 2010, to achieve 100% literacy by 2014 is not achieved yet	✓ The Project's contribution to the growth of the literacy rate is not evaluated yet as the project has been functional since December last year. It is too early to assess the contribution of the

DPP Wise Objectives	Output of the Project	Actual Progress	Reason Behind the Gaps
			project in national literacy rate
To strengthen the capacity of BNFE and other agencies involved in Non-Formal Education			
To Promote GO-NGO and community collaboration in NFE		✓ Currently BL program is implementing through 134 Implementing partner NGOs. Besides, selection of another 126 INGOs has already been done to implement the interventions in second phase ✓ INGOs are reluctant in working effectively and efficiently towards the improvement of literacy rate in Project intervention areas	Socio political context at times hindered the INGOs selection process appropriate hence the activities performed by the INGOs. The collaboration with NGOs and BNFE seems precarious that is resulting in undesirable outcome
To develop primers in the mother tongue(s) of the ethnic groups for the learners of 3 hill districts		✓ No primers have been prepared yet for learners of hill districts	✓ Lack of efficient manpower ✓ Developing primers in diverse language is challenging

3.4. Observation and Review of Procurement Activities

In the current Study there would be an analysis of whether the Project related goods collection procedure (Call for tender, ToR, BOQ, tender evaluation, application procedure, contract agreement, etc.) are following the described rules in the PPA 2006 and PPR 2008 and evaluation of procurement process. The survey team has reviewed all the purchasing documents, has been meeting multiple times with the relevant officials for collecting tender's data sheet, tender assessment report, notice, contract paper, work order to evaluate the purchase process. Based on the obtained information in this section project procurement related topics are analyzed closely. In addition, the appropriate reasons for these are included

in the survey if the package or product services have been purchased in accordance with the packages mentioned in the DPP, and reasons behind the division of the package.

3.4.1 Observation on Goods Procurement

DPP has guidelines and plans for purchase of basic literacy projects. The year-wise plan of product collection package of this project has been shown in the following table. Under review of some of the documents received from PIMU, it is seen that in almost all the cases, the purchasing process under the project's ongoing and ongoing activities has followed the PPA, PPR and e-GP guidelines, although in some cases the discrepancy has been observed.

Table 20: Package of products for purchase of goods (as per DPPP)

Goods		
Year	Package no	Description of the package
2014-2015	GD-1	Machinery and equipment
	GD-2	Transport/vehicle
	GD-3	Furniture
	GD-4	Printing of primers, manual, guide books and other materials
2015-2016, 2016-2017, 2017-2018	GD-1	Machinery and equipment
	GD-3	Furniture
	GD-4	Printing of primers, manual, guide books and other materials

There are four packages mentioned in the DPP which are expanded from 2014 to 2018. Computers, printers and UPS s are purchased for upazila project officers and computers for the head office respectively, under the purchase of equipment and machineries under the GD-1 package. 97.30 and 9.35 lakhs Taka are spent in gradually. This purchase process is done in OTM system. Likewise, the purchase of furniture for the Upazila Project Officers under package GD-3 was given in the year 2017, although it was mentioned in the DPP for the 2014-15 fiscal year. It has not been possible to slow down the implementation of the project. Apart from this, it is clear from the analysis of the information that the package of purchase plan mentioned in the DPP for the Primer manual and guide book printing has been broken. The project director's statement about the package break and the approval of the appropriate authorities is as follows.

The financial value of manual and guide book printing package GD-4 is 4818.81 lakh Taka; initially there was no benefit in inviting tenders in the Manuel system. Because, according to PPA and PPR, there was no tender submitter was found who has the experience of dealing the same amount of money. Moreover, in the manual method, the fear of irregularity in this

type of high value material purchasing arises due to the occurrence of unwanted events, due to which in the later purchase process is followed by the e-GP system. At the same time, the package of TK 4818.81 lakhs was divided into 5 different packages. This reduces the amount of money under each package. OTM method is followed in this purchase process.

According to PPR, it has been said to open the tender within one hour from the last date of receipt of tender document. It was maintained in purchasing all the packages except for two packages such as: Primer "Amader Chetona-1", lot no-2, e-Tender ID No: 189662 and Primer "Amader Chetona-2", lot no-3, e-Tender ID No: 191220. In addition, in these packages, the work is taken 60 days more than the starting date of the work, to start the work in the real sense. The reason for delaying delivery of Primer soft / sample copies has been identified. Except for the aforementioned subject, the previous experience of newspaper advertising was not mentioned in the purchase of at least five packages.

3.4.2 Observation on Work Procurement

The packages mentioned in the DPP are as mentioned in the following tables. There are 11 packages related to the purchase of work and services. Services purchased under the SD-9 package have been made up to 5 phases from 2015 to 2018. In this purchase process, three steps have been followed in OTM and the remaining two steps have been followed by the RFQ system, whose financial value is 25.70 lakh Taka, which has exceeded the estimated cost   24 lakhs Taka. Moreover, in the case of recruitment of manpower in the outsourcing system, the relevant departments of the Ministry of Finance have been complied with. Financial accounts of services purchased under other packages have been reviewed in the previous paragraph.

Table 21: Packages of project services purchase

Services		
Year	**Package no**	**Description of the package**
2014-2015	SD-1	Training (local)
	SD-2	Baseline survey
	SD-3	National consultant
	SD-4	Social mobilization
	SD-5	Monitoring, evaluation and assessment
	SD-6	Support to the program
	SD-7	Transportation cost
	SD-8	Stationary, seals, stamps
	SD-9	Rent microbus
	SD-10	Repairing/ maintenance of motor vehicles
	SD-11	Repairing/ maintenance of machineries

Services		
Year	**Package no**	**Description of the package**
2015-2016, 2016-2017,	SD-1	Training (local)
	SD-2	Baseline survey
	SD-4	Social mobilization
	SD-5	Monitoring, evaluation and assessment
	SD-6	Support to the program
	SD-7	Transportation cost
	SD-8	Stationary, seals, stamps
	SD-9	Rent microbus
	SD-10	Repairing/ maintenance of motor vehicles
	SD-11	Repairing/ maintenance of machineries
2017-2018	SD-1	Training (local)
	SD-4	Social mobilization
	SD-5	Monitoring, evaluation and assessment
	SD-6	Support to the program
	SD-7	Transportation cost
	SD-8	Stationary, seals, stamps
	SD-9	Rent microbus
	SD-10	Repairing/ maintenance of motor vehicles
	SD-11	Repairing/ maintenance of machineries

3.4.3 Observation on Service Procurement and Monitoring of Manpower for Maintenance

Under the project, Upazila project officers in each Upazila have been appointed for proper maintenance of the collected goods. In addition, coordination with other relevant stakeholders of the project, organizing meetings, monitoring of learning centers regularly, coordination with assistant directors of the non-formal education bureau, and above all, connecting with all the activities of the project at the local level is mentioned in the DPP . According to the project director, the Upazila project officers are performing their responsibilities properly. In order to increase the capacity of the project management, various training programs have been provided under this project which are proven on the basis of review of documents.

An analysis of the skill related information related to the training related to purchase, meeting management and implementation of the decisions of the project director is seen in the fact that most of the projects implemented in the project areas have finished the first phase, but in some areas there is no such training evidence. On table 24, 25, 26 the information related to the purchase of goods and services under this project are presented in detail.

The study team has reviewed all the procurement documents e.g. Tender Data sheet, Tender Opening report, Tender Evaluation report, Notification of awarded, Contract paper, Work order to evaluate the procure process whether it complies with PPA and PPR, whether the packages mentioned in DPP are split or not. The study also included the reasons for such delay or split in the package in procurement.

Procurement plan of basic literacy project has been provided in the RDPP. The packages and year of procurement of goods and services of this project are shown in the following annexes (f).

3.5. Field Inspection and Evaluation of Quality of Works

According to DPP, in each of the selected Upazilas, Learning Centers supposed to be established by the INGO in each govt. Primary School/reg. Non-Government Primary School. In each school two rooms should be allocated for two separate groups of learners (male and female group) before or after the school hours. The existing Learning Centers of PLCEHD-2 project of BNFE can also be used for the Basic Literacy Project. Learning centers can be established by renting houses in the adjacent communities if there are insufficient Primary Schools or Centers of PLCEHD-2 project. The location of the rented learning centers should be approved by UNFEC. Concentration of learners, coverage of the illiterates, availability of facilities for the center and demand for program on the locality would be considered when selecting the locations. A draft list of the location of LCs, prepared by the program implementing NGO should be submitted to UNFEC for approval. The space of BL Center should be ample for accommodating 30 learners (Minimum space of each learning center should be 240 sft).

3.5.1 Assessment of Established Learning Centers

From the field observation the research team has found that only 36.25% of Learning Centers are established in Primary Schools or Madrasas. The rest 63.75% of Learning Centers are established in local people's residence or in open spaces.
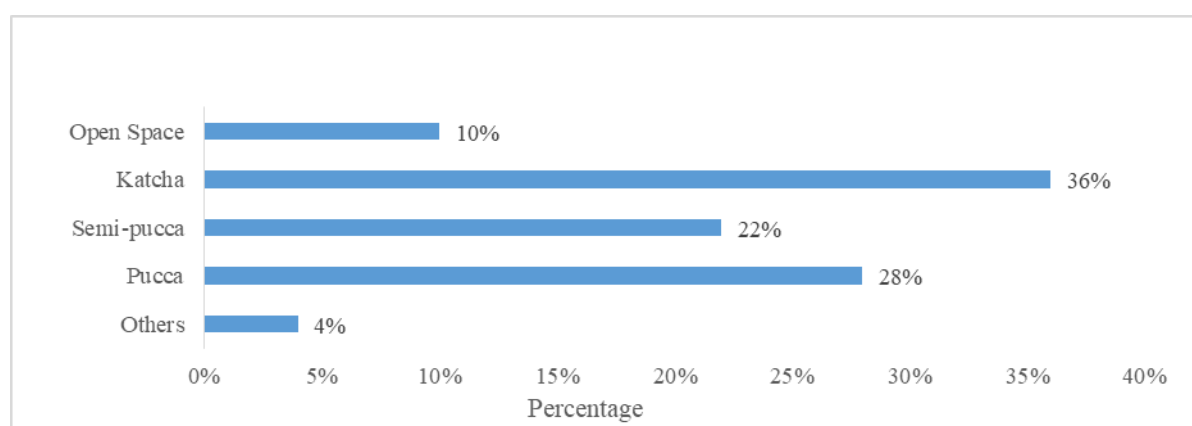
Figure 33: Observed physical structure of the learning Centers

From the physical inspection the research team got to see that about 10% of total sample LCs were established in open space and only 28% were in building. The study also witnessed 36%
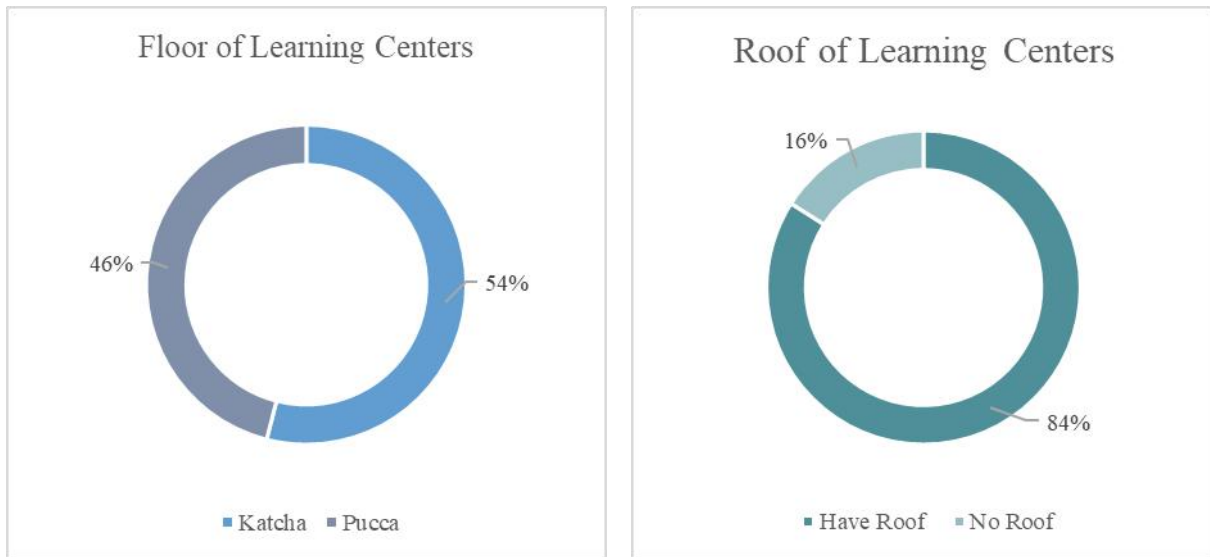
Figure 34: Floor type and existence of roof in LCs

As per the specification of RDPP, the minimum space of each classroom/learning center should be 240 sqft for 30 learners. However, in most cases, the space is not enough for all of the learners and the rooms become overcrowded which damages the required healthy environment for learning in the learning centers. Apart from the space, the floor and roof of each of the visited LCs has been observed. Observation shows that more than half of the LCs (54%) have earthen floor whereas 16% of the LCs do not have any roof. In some Upazilas, there were no space for LCs and INGOs arranged classes in open space which are deprived of proper illumination and sitting arrangement.

Figure 35: Insufficient space for learners in the LCs

3.5.2 Assessment of Equipment in LCs

All materials for learning centers and learners supposed be brought by the INGO with the provided fund. Field observation discovered that, the quality of materials supplied to the learning centers and students are substandard. On an average 65% of learning centers do not have tables and chairs. There are some learning centers which have a tiny black board in comparison to desired size and in many of them there is no proper arrangement for hanging the black board. Absence of electricity connection in some learning centers is also problematic. Due to the lack of proper illumination in the learning centers it is difficult for the learners specially the aged learners to concentrate on reading and writing.

Figure 36: Insufficient lighting arrangement in the learning centers

Sitting arrangement in the learning centers is improper especially for the female learners. Above 70% of the learning centers do not have benches or tools. On top of that, there are no mats provided in almost 15% learning centers where benches or tools are not available. The scenario is almost common in the LCs of male learners. Moreover, the quality of the provided mat is so poor that in some cases they are unusable. Teachers in FGD mentioned about the inferior quality of equipment and learning materials. The overall availability of equipment for learning centers is illustrated in the following figure.
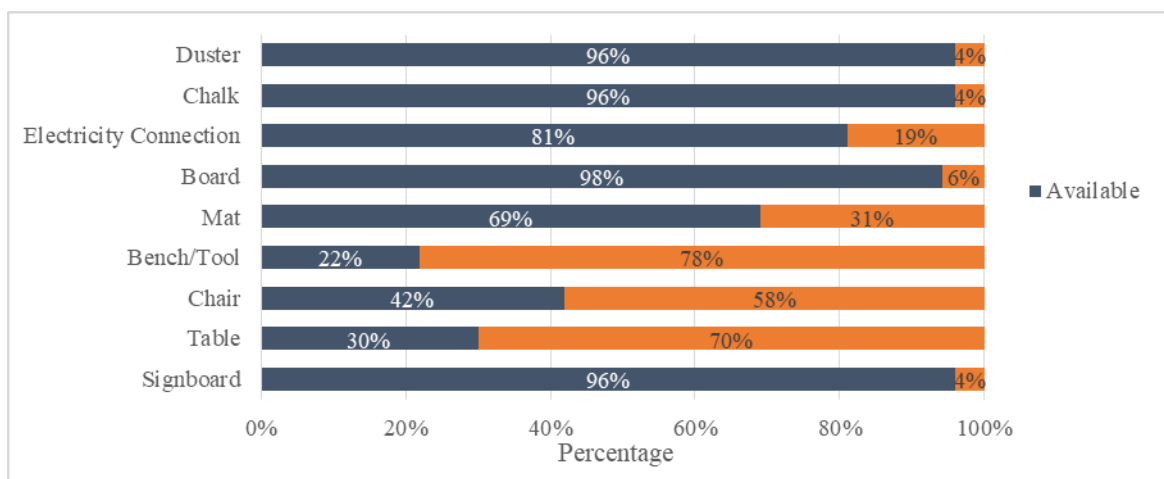
Figure 37: Equipment and study materials of LCs

3.5.3   Assessment of Education Materials

Almost 96% of all the learning centers have sufficient amount of chalk, duster and signboard. However, the provided pen and exercise books are not sufficient for most of the learners also the quality is below standard. From the field visit the study team found attendance register books are being maintained regularly to the fullest (100%) in learning centers. Analysis revealed that only 55.06% learners have primers as they were able to show their primer during the field observation. At the time of field visit about 55.75% of the total learners were present.
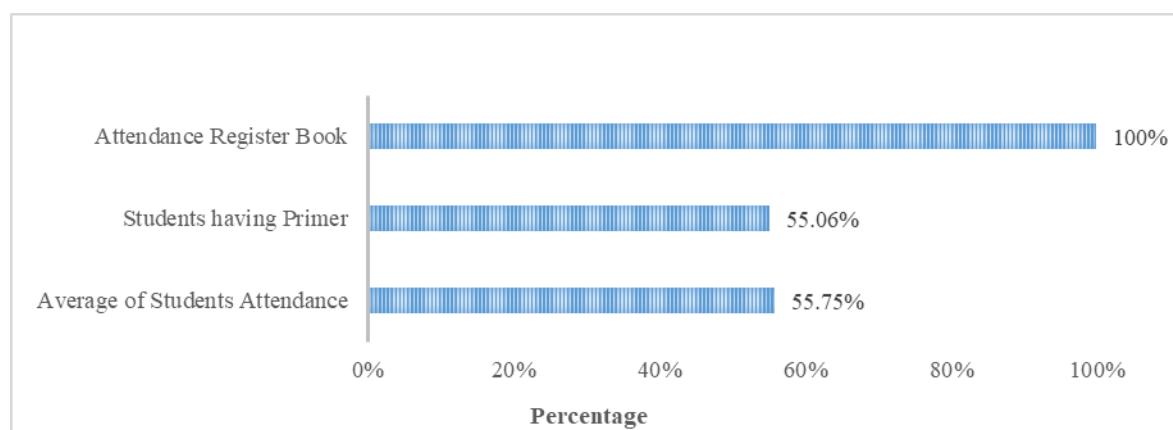
Figure 38: Learners information

In the above discussion, it is clear that the implementing NGOs for setting up of most learning centers have set up centers without considering the matters mentioned in the DPP. During the study, some of the activities of the centers were conducted by the researcher's team, which seems to be premeditated, which is absolutely not desirable. At the same time, most implementing NGOs could not ensure the facilities for the learners. During the field visit it was found that while educational material is available to most learners, there are enough complaints among learners and teachers regarding the quality of it.

3.6.   Analysis of Data from a Local Level Workshop

The local level workshop on Basic Literacy program was held on 4 March 2019, at the Upazila complex building, Dhamrai Upazila. A total of 60 Persons attended the workshop. DG, Directors, Deputy Directors from IMED participated in the workshop. Besides, Project director, AD-DBNFE, Upazila Education Officer (Primary, secondary) and elected representatives also took part in the discussion. Apart from them, the participant list also includes INGO Focal person, Supervisor, CMC president, Teachers, Students and representatives of DM. WATCH.

Figure 39: Participants in the local level workshop

The main purpose of the workshop was to know about the overall progress of the project from the relevant stakeholders. Their perceptions and recommendations towards sustainability of the project were also noted down. On top of that, strength, weakness, opportunity and threat of the project has also been discussed in the workshop by almost all of the stakeholders.

A briefing note was prepared for the Deputy Director, IMED to explain the purpose of the workshop and tasks to be undertaken. At the beginning of the workshop, one of the representative of DM watch presented a short presentation on the monitoring study being conducted by the team. The presentation was based on few of the findings of the current study.

After the presentation, the participants have discussed about different issues which they have been facing during this project. In that 2-hour open discussion the prevalent issue being discussed by most of the stakeholders was salary of the teachers and supervisors which had been identified as one of the major obstructions in smooth operation of the project. PD expressed that ''teachers will get only 1200 taka monthly out of 2400 Taka as honorarium and rest of the money they will receive after 3 months". He further added that, there was complexity in program design and salary disbursement went through the approval of several stages. So they couldn't pay an honorarium to everyone yet. On top of that, in this project phase, there would be no scope for creating employment opportunity for learners as PD was saying. Due to limited budget the project couldn't incorporate skill development training whereas students and teachers urged to the PD for its inclusion in the next phase. Besides, teachers and students who were participated in this workshop expressed that their education materials are not sufficient, students got only 1 pen and 1 exercise book for six months and

after utilizing the exercise book and pen they would need to buy these educational materials with their own cost.

Other stakeholders e.g. Upazila vice chairman, Union Chairman focused on motivating the learners to participate in the program. Many of the participants especially the male learners were unsatisfied with the class schedule due to their regular work.

The educational officers urged for better sitting arrangement and lighting in the Learning Centers. Arrangement of attractive prize/ award, multimedia or any incentives can lead to effective participation of the learners in the Learning Centers which was further added by them. Apart from all these discussed issues, appropriate monitoring system, responsibilities of relevant stakeholders, way out to motivate the learners, sustainability of the project were also discussed in the workshop.

At the end of the discussion, Director and DG from IMED requested every participant to do their duties properly and urged to the students to participate in the program for their self-improvement. Bangladesh Government has a vision of removing illiteracy by 100% from the country which firmly requires willingness of the learners to assist government to achieve their vision.

Lacunae (Quantitative, Temporal and Qualitative) Analysis

4. Lacunae (Quantitative, Temporal and Qualitative) Analysis

This chapter discusses the quantitative, temporal and qualitative lacunae in the implementation of project activities specified in the DPP briefly.

4.1. Quantitative Lacunae

The data provided in the review of the purchase of products, works and services from the non-formal education bureau has also been given to GD and SD packages for various products purchased from 2014 to 018. Though the non-formal education bureau firstly followed the manual method for purchasing products, services and services, but has later on they followed the e-GP method. In this case Procurement related activities is supposed to be operated according to DPP, but in some cases discrepancy has been observed which has been discussed in the previous chapter. From the analysis of overall progress of the project it can be seen that only in 25.71% financial, 36.27% actual progress has been completed.

According to the DPP 9536,855 primers were supposed to be printed, where in reality 4896,000 primers were printed. But data analysis shows that only 55.06% of students have primer because they were able to show their primer during field visits. 55.75% of the students were present when visiting the learning center.

There was discrepancy of the Implementing NGOs in documentation of the baseline survey and selection of learners. In this basic literacy program 88.29% of learners are completely illiterate while to the selection of the rest 11.71% did not followed the DPP accordingly.

Figure 40: Comparative picture of the overall progress of the project (till April 2019)

Also, teachers and students participating in the local workshop said that their education material was not enough, because students got only 1 pen and 1 exercise book for six months and after using this book and the pen the learners have to buy these educational materials at their own expense. One of the goals of this project was to create primer in the native language for ethnic populations, which was not implemented.

4.2. Temporal Lacunae

Firstly, this project was approved by the ECNEC on February 11, 2014 and the project director was appointed on September 25, 2014, where there is 8 months delay to start the implementation of the project. Moreover, the complexity of adding life skills development training in the project became another reason for a delay. Subsequently, the revised DPP was formulated after the change in the entire DPP. After the revised DPP is submitted to the socio-economic infrastructure department, the implementation process of the project became more longer. In the meeting of the project evaluation committee on April 27, 2016, the decision to implement the project according to the DPP was finalized. As well as decision-making in the national level, the implementation of NGO elections was postponed from August 18, 2011 to three years. Later, due to the delay of Baseline surveys, more time was needed to start the project's main activities. In some cases, the non-cooperation of the implementing NGO has become a reason for the delay. Irregularities and other effects at the local level interrupted the progress of the project. Also the process of inviting the tender is delayed due to manual process in the initial stage. Later, although the purchase process has followed the e-GP method, the formal process of this procedure takes longer time.

Although the project is going to end in June 2019, considering the current progress of the project, all stakeholders including project officials have recommended about expanding the project duration. Besides, only the first and second phase activities are ongoing. This project requires more time to achieve expected results, which is clearly stated in the review of the data.

4.3. Qualitative Lacunae

Field level observations show that 36.25% learning centers were established in primary schools or madrasas. The remaining 63.75% of learning centers have been set up in the house of the local people or in open space. Observations of the researcher's team showed that 28% of the total sample learning center was established in and 10% on the open space. The study found that only 22% of the learning center was built with concrete floor and 36% of the learning centers wasn't established in any building. According to the DPP, most of the learning center should be established in government / reg. Private Primary School or PLCEHD-2. In this survey, all the beneficiaries said that although there is a guideline to setting up learning centers, but in reality most of the primary schools did not allow the allocation of learning center in their classroom. For example, in Daudkandi Upazila, a learning center which is listed as a primary school center, its activities are being operated in open space, which is ineligible for use during rainy season. This scenario is applicable for most learning centers. In addition, due to the absence of light in most learning centers, it is difficult for students, especially for older students, to concentrate on studies, as well as the

sitting arrangement in learning centers is inappropriate especially for older women. There is no bench or other equipment at 70% learning center. Also, no mat was supplied at 15% of the learning center and also no benches were found there. In some cases the quality of the mat are so low that they are not suitable for use. In some instances there is no specific place for the daily activities of the learning center. Some learning centers have been set up in open fields, open spaces, courtyards, wasteland, etc. in the open areas of the center, which is absolutely unpredictable. As per the DPP guidelines, the minimum space for the 30 students of each class / learning center should be 240 square feet. But in most cases it is not enough for all students, which is essential for the suitable environment for learning centers. In addition to the lack of space in the learning center, the floor and roof of each learning center was observed during inspection. It has been observed that there are no roofs of 16% learning centers and more than half of the learning center's floor (54%) are made of soil. The quality of the paper used for printing the primers for students is very low and its contents are not suitable for the population in selected areas. The color of the provided flipchart is not accurate. Moreover, the most mentioned topic was to the project director, Assistant Director (DBNFE), Upazila Education Officer (Primary, Secondary), and the Upazila Project Officer to strengthen the monitoring of the project further.

Chapter 5

SWOT Analysis of the Project

5. SWOT Analysis of the Project

SWOT analysis is a framework, which helps to evaluate project's interventions and to take strategic decisions in the upcoming phase. SWOT stands for strengths, weaknesses, opportunities, and threats. SWOT analysis assesses internal and external factors, as well as current and future potential. It is a technique for assessing the performance, risk, and potentiality of any interventions in a project. Under the scope of the study, the research team has performed a SWOT analysis of the Basic Literacy project (64 districts). Primary data collected from KII, FGD and Local level workshop along with background study has been used and analyzed to develop SWOT of the project. Moreover, RDPP has also been gone through along with the stakeholders' opinion in this matter. The study has considered both programmatic and operation-related issues in the analysis.

5.1. Strengths of the Project

1. This project has included the people living in remote locations, people who are marginalized, people from ethnic groups, and the people living in slums and are hard-core poor. The inclusion of such groups is a good indication of inclusive development to achieve SDG.

2. For the implementation and monitoring of the projects, the units /implementing teams that are proposed from the national level are relevant and timely according to the project activities.

3. Social Inclusion have been prioritized in the formulation of this project by recruiting teachers and supervisors at local level.

4. There are targets for enrolling 50% female learners in basic literacy projects, which is an important step in empowering women.

5. At some local level, students' willingness, self-motivated volunteer service of teachers and providing necessary space for establishing learning centers by local people; etc. are very positive in project implementation.

6. This project will contribute to eradicating illiteracy from the country and help achieving the goal of "National Action Plan-2" and "Sixth Five-Year Plan" prepared in the context of achieving "Education for All" at national and international level.

7. It has also strengthened the capacities of Non-Formal Education Bureau and other organizations involved in non-formal education.

5.2. Weakness of the Project

1. As per the DPP the fund shall be distributed to the account of DNFEC of each district by PIMU/ BNFE and shall be disbursed among UNOs and INGOs. Besides, the account is joint signatory (DC and AD) which further hinders smooth mobilization of the financial resources.

2. Based on the competency, management and manpower, most of the implementing NGOs are eligible to implement the project but the capability of some of those raised the questions of incompetency to implement the project successfully.

3. 36.25% learning centers are established in the primary schools or madrasas, but no fixed and permanent infrastructure or places are available for the other 63.75% learning centers. The latter percentage of learning centers have been set up locally or in the open space. Besides, other materials such as mattresses, blackboards, books, pens are not enough to accommodate students.

4. One of the major weaknesses of this project is the instability of Project Implementation Management Unit. In particular, there are many vacancies of Directors, including the acting, deputy- director and assistant director of this project. In the national level, 21 of the 26 project officials and the same Upazila project officers in all Upazilas have not been able to recruit till now. Besides, temporary recruitment of Upazila Project Officer has made the Implementation unit unstable to some extent.

5. In most of the cases, male learners do not want to come to learning centers, as they want some incentives. In addition, no livelihood skill development trainings are included in this project, hence, they do not seem to be interested in this late age learning provision.

6. Teachers are not satisfied with the process of getting their honorarium mentioned in RDPP, which yields reluctance of taking regular classes among the teachers. Moreover, they are disappointed with the deduction of Advance Income Tax (AIT) of 10% by GoB from the honorarium they are receiving.

7. The study found a lack of sufficient manpower. For example, one Upazila project officer cannot regularly monitor all the 300 learning centers singlehandedly.

8. Coordination among the project implementation units and the Upazila education officers are not strong, hence the process of monitoring the project activities is being interrupted.

9. Visually impaired persons have not been included as learners in this project.

5.3. Opportunity of the Project

1. By ensuring proper implementation of this project an efficient populace will be promoted, thus making them aware of their rights and responsibilities which will bring constructive changes in the society.

2. Inclusion of livelihood skill development training can enhance the percentage of total skilled work force of the country. Likewise, learners with life skill training can have income generating opportunities like employment, self-employment and entrepreneurship development.

3. Because the women participation in Basic literacy project is noteworthy (51.3% female learner), there is a good chance of women empowerment as a result of possession of literacy and life skills.

4. The activities of this project will play an important role in reducing poverty by fulfilling the goals of Education for All, eliminating poverty and creating a community-based network of learning centers.

5. Rural community will be free of the curse of superstitions and drug addiction.

6. The project will help averting child marriage and decreasing social crime.

7. As the illiterate people are being literate through this project, they will be more conscious about their rights and responsibilities.

8. As Bangladesh government seeks for 100% literacy, local elected representatives shows their willingness to involve in the program so that they can also contribute to the growth of the national literacy rate.

5.4. Threat of the Project

1. In many cases, students are self-motivated to participate in class activities. However, because of the lack of skill training, students may become reluctant to participate in class activities regularly, which might threaten the successful implementation of the project.

2. Only 28% of the learning centers had some sort of establishment and there was no stable structure to conduct class activities for the remaining 72% learning centers. So, during the natural hazards such as floods, the project activities can be seriously disrupted.

3. Teachers and supervisors may lose their motivation for not getting paid timely.

4. Short duration for the implementation of the main activities in the field level (such as teaching activities at the learning centers) may not ensure the 100% success of the project.

Chapter 6
Recommendation and Conclusion

6. Recommendation and Conclusion

6.1   Recommendations

6.1.1   Project Implementation Phase

1. Structured leaning centers should be established for the learners with suitable sitting arrangement, ensuring proper light and aeration system of the classroom. Otherwise, the project should manage classrooms of govt. / non-govt. schools to provide the aforementioned facilities. (Ref: 3.2.1.5 and 3.5.1)

2. Livelihood skill development training should be included in the program design to make the project sustainable. In addition, some incentives to the learners will boost their spirit and willingness to participate actively in the course for contributing to the removal of the illiteracy. (Ref: 3.3.2.2 and 3.6)

3. For social mobilization, celebrities and media persons can be involved in the broadcast of project ideas on radio and television channels. To achieve 100% literacy, stakeholders involved with this project, such as the Chairman of Upazila Parishad and chairman and members of the Union Parishad, should play a major role in encouraging the students. (Ref: 3.2.1.8 and 3.6).

4. Though there is a system of monitoring in every stages of the project implementation, more emphasis should be given to ensure the quality control of every activities. Moreover, allocated fund can be distributed in a simpler way to different sources by Project Implementation Management Unit / Non-formal Education Bureau to accelerate the progress of the project. (Ref: 3.2.1.1 and 3.6)

5. Door-to-door motivation-program is conducted to encourage the students. Yet, such activity needs to be expanded to a larger extent so that the students participate in the 6-month course to the end. Teachers can play a major role in this. (Ref: 3.2.1.8 and 3.6)

6. Considering the inflation in the last 5–6 years, other economic indicators and present socio-economic context, the salary of the teachers and supervisors should be logically increased. (Ref: 3.6)

7. More training programs for the skill development are required because the existing training program are not enough to developing skills of the participants. (Ref:3.2.1.6)

8. Because of a lack in manpower in the field-monitoring, the effective implementation of the project has been delayed. Therefore, more manpower should be added in the field of monitoring.

9. At present, Assistant Director and Upazila project officer has to perform more duties; Proper transportation and other relevant facilities should be ensured for the Assistant Director and Upazila project officer so that they can regularly monitor the activities of learning centers. (Ref: 3.2.1.9 and 3.2.1.10).

10. A realistic and time-based action plan can be formulated so that the project cannot be interrupted because of repeated revisions and expansions. (Ref: 3.2.1).

11. The indicators for selecting the learners in the baseline survey was not appropriate. To resolve this issue, internationally used indicators can be considered.(Ref: 3.2.1.2)

12. Selection of students for this program didn't portray the requirement stated in the DPP to the full extent. Therefore, the NGOs implementing the next phase must be brought under strict monitoring.

13. In the next phase, it needs to be followed by strict surveillance and follow the procedure mentioned in the DPP, because there are questions regarding the selection of some NGOs implemented in the current phase of the project. At the same time, it is necessary to verify the quality of materials supplied by NGOs. (Ref: 3.2.1.1 and 3.5.3).

14. More incentives should be provided for the concerned CMC of the learning center to organize meetings and other activities regularly; in this regard local government representatives can co-ordinate with the project officers. (Ref: 3.2.1.4).

15. Prepare textbooks for the ethnic minor communities of the three hilly Districts. (Ref: 3.2.1.5 and 3.3.3).

6.1.2 Project Completion Stage and Exit plan

The project was initiated with a target to prepare 4.5 million learners enable to gather further education and livelihood skill training in order to foster a better life style and to develop them as enlightened and productive citizens involved in lifelong learning. Special efforts should be given for enrolment of the people living in remote locations, marginalized people, minor ethnic groups, people living in slums and hard-core poor. According to RDPP, no workforce will be included in this project after the termination of the project. However, emphasis should be given on creating opportunities for effective skill training under continuing education program, and creating lifelong opportunities. Nevertheless, cost of this skill development training exceeds the estimated budget, hence, leaving no way to achieve sustainability at least in this concern. To ensure the sustainability of this project, here are some recommendations:

1. Because the project is going to be completed by June 2016, the remaining implementation period is not enough to execute the project's objectives effectively. Therefore, the authorities need to increase the time without increasing the fund, or the DPP can be revised by amendment.

2. According to the development project plan, adequate manpower should be increased in the implementation and monitoring unit of the project; vacancies must be filled up as early as possible.

3. Similar projects conducted previously showed that after the completion of 6–7 months course of basic literacy, the neo-literates can relapse into illiteracy because of the lack of

practices and livelihood trainings. Hence, this project should involve them in post-literacy and continuing education course to upgrade their livelihood to make them human resources. In fact, possibility for creating employment opportunity for learners under the scope of this project is limited. There was an option for skill development training in the design. Therefore, to make the project sustainable a program after the course completion can be adopted which will boost the way of living of the learners.

4. As per the NFE policy framework, the provision of establishing equivalence between formal and non-formal education, establishment of community ownership for CLC, decentralization of planning and management system of NFE sub-sector, establishment of public private partnership in implementation of NFE programs and establishment of sustainable NFE sub-sector would be ensured through adopting a program approach in NFE sub-sector.

6.2 Conclusion

The basic literacy project will help eliminating illiteracy and making an unprecedented contribution to the development of Bangladesh. This study has identified various problems and obstacles in achieving the desired goal and the status of current progress of the project through in-depth monitoring of the project activities and exit plan. In order to implement the project, suggestions have been given to make the project implementation more efficient. In addition, this study played an important role in the monitoring of the activities of the project in implementing National Non-Formal Education Policy 2006 and National Education Policy 2010. In general, to make the outcomes of this project sustainable, the research findings are clearly stated in the report of the in-depth monitoring. This project can elevate the skills and livelihood quality of a large portion of the rural population by ensuring 100% literacy and will guide us to take effective steps to free Bangladesh from the curse of illiteracy.

6. References

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Annexure

Annexure

Annex A: Project Implementing Areas

বিভাগ	জেলার নাম		উপজেলার নাম	বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
বরিশাল	১.বরগুনা	১	আমতলী	নাইচ সোশ্যাল ওয়েলফেয়ার অর্গানাইজেশন (NSWO)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		২	বরগুনা সদর	জাগো নারী	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২.বরিশাল	৩	আগৈলঝড়া	BRAVE (বাংলাদেশ রুলার এডভ্যাসনেন্ট থ্রু ভলান্টারী এন্টারপ্রাইজ)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৪	গোরনদী	BRAVE (বাংলাদেশ রুলার এডভ্যাসনেন্ট থ্রু ভলান্টারী এন্টারপ্রাইজ)	১৮.০০০	৩০০	১৫	৬০০	১৯/১২/২০১৮
	৩.ভোলা	৫	দৌলতখান	অগ্রদূত সংস্থা AS	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬	লালমোহন	দ্বীপ উন্নয়ন সোসাইটি (DUS)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪.ঝালকাঠি	৭	কাঠালিয়া	বহুমুখী জন কল্যাণ সংস্থা (BJS)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৮	নলছিটি	দুস্থ মানব উন্নয়ন সংস্থা (DMUS)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯	বাউফল	সোসাইটি ফর রুলার বেসিক নিড (SRABON)	১৮.০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫.পটুয়াখালী	১০	দশমিনা	পিডিও (পীস এন্ড ডেভেলপমেন্ট অর্গানাইজেশন)	১৭.৫২০	২৯২	১৫	৫৮৪	১৭/১২/২০১৮
	৬.পিরোজপুর	১১	কাউখালী	সকলের জন্য কল্যাণ (SJK)	১০.৮১৯	১৭৫	৯	৩৫০	১৭/১২/২০১৮
		১২	মঠবাড়িয়া	রিসোর্স ইন্ট্রিগ্রেশন সেন্টার (RIC)	১৫.৪৪৬	২৪১	১২	৪৮২	১৭/১২/২০১৮

বিভাগ	জেলার নাম		উপজেলার নাম	বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	মোট ১২ টি উপজেলা				২০৫,৭৮৫	৩,৪০৮	১৭১	৬,৮১৬	
	৭.বান্দরবন	১৩	আলীকদম	কমিউনিটি এডভান্সমেন্ট ফোরাম (CAF)	১৮,০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১৪	রোয়াংছড়ি	তাজিংডং	১১,৮৪৪	১৮৫	১০	৩৭০	১৮/১২/২০১৮
	৮.ব্রাহ্মণবাড়িয়া	১৫	বাঞ্ছারামপুর	CHANGE	১৮,০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮
		১৬	বিজীয়নগর	ভরসা ব্রাহ্মণবাড়িয়া পরিবেশ উন্নয়ন সোসাইটি	১৮,০০০	৩০০	১৫	৬০০	২৬/১২/২০১৮
		১৭	কসবা	সমাজ প্রগতি সংস্থা	১৮,০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮
	৯.চাঁদপুর	১৮	চাঁদপুর সদর	সমাহার	১৮,০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১৯	হাইকোর	সেভ আওয়ার লাইফ	১৮,০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	১০.চট্টগ্রাম	২০	আনোয়ারা	বর্ণালী	১৮,০০০	৩০০	১৫	৬০০	২৭/১২/২০১৮
		২১	বাঁশখালী	সোসাইটি ফর সোশ্যাল এডভান্সমেন্ট অব রুরাল পিপলস (SSARP)	১৮,০০০	৩০০	১৫	৬০০	১৯/১২/২০১৮
		২২	ফটিকছড়ি	সোসাইটি ফর পার্টিসিপেটরী ইকোনোমিক সোশ্যাল ডেভেলপমেন্ট (SPESD-Bangladesh)	১৮,০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	১১.কুমিল্লা	২৩	চান্দিনা	হলুদিয়া মহিলা উন্নয়ন সংস্থা (HMUS)	১৮,০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮
		২৪	দাউদকান্দি	নিবেদন কমপ্লেক্স (NIC)	১৮,০০০	৩০০	১৫	৬০০	২২/১২/২০১৮
		২৫	মুরাদনগর	VARDO (ভেলেন্টারি এন্ড রুরাল ডেভলপমেন্ট অর্গানাইজেশন	১৮,০০০	৩০০	১৫	৬০০	২৫/১২/২০১৮
চট্টগ্রাম	১২.কক্সবাজার	২৬	কুতুবদিয়া	সংযোগ বাংলাদেশ	১৮,০০০	৩০০	১৫	৬০০	২০/১২/২০১৮
		২৭	মহেশখালী	স্পকাশ গন কেন্দ্র (PGK)	১৮,০০০	৩০০	১৫	৬০০	১৫/১২/২০১৮

বিভাগ	জেলার নাম		উপজেলার নাম	বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	১৩.ফেনী	২৮	দাগনভূঁইয়া	যুব একাডেমী	১৫,৬০০	২৬০	১৩	৫২০	২৪/১২/২০১৮
		২৯	ফুলগাছি	পদক্ষেপ মানবিক উন্নয়ন কেন্দ্র	১৬,১১৩	২৬৬	১২	৫৩৭	২২/১২/২০১৮
	১৪.খাগড়াছড়ি	৩০	লক্ষীছড়ি	ANANDO	৭,৯৩২	১৩১	৬	২৬২	২৭/১২/২০১৮
		৩১	মহালছড়ি	ANANDO	৪,০০৪	৯২	৫	১৮৪	২৭/১২/২০১৮
	১৫.লক্ষ্মীপুর	৩২	কমলনগর	জেন্ডার এন্ড এনভায়রনমেন্ট ম্যানেজমেন্ট সোসাইটি(GEMS)	১৮,০০০	৩০০	১৫	৬০০	২০/১২/২০১৮
		৩৩	রায়পুর	গ্রামীণ উন্নয়ন সংস্থা (GRAUS)	১৮,০০০	৩০০	১৫	৬০০	২০/১২/২০১৮
	১৬.নোয়াখালী	৩৪	হাতিয়া	ফেইথ এন্ড হোপ ওয়েলফেয়ার এসোসিয়েশন (FHWA)	১৮,০০০	৩০০	১৫	৬০০	২০/১২/২০১৮
		৩৫	কবিরহাট	নোয়াখালী রুরাল একশন সোসাইটি(N-RAS)	১৮,০০০	৩০০	১৫	৬০০	১৯/১২/২০১৮
	১৭.রাঙ্গামাটি	৩৬	কাউখালী	আশিকা মানবিক উন্নয়ন কেন্দ্র	১৬,৪৯৭	২৬৫	১৪	৫৩০	১৭/১২/২০১৮
ঢাকা	১৮. ঢাকা	৩৭	ধামরাই	সমাজ কল্যাণ ও উন্নয়ন সংস্থা (SKUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৩৮	দোহার	টিসিএম বাংলাদেশ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	১৯. ফরিদপুর	৩৯	চরভদ্রাসন	দারিদ্র মোচন প্রচেষ্টা (DMP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৪০	সদরপুর	দারিদ্র মোচন প্রচেষ্টা (DMP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২০. গাজীপুর	৪১	কালিয়াকৈর	রুরাল এগ্রিকালচারাল এন্ড সোশ্যাল ডেভলপমেন্ট অরগানাইজেশন(RASDO)	১৮০০০	৩০০	১৫	৬০০	২৪/১২/২০১৮
		৪২	কাপাসিয়া	এন্টিগ্রেটেড রুরাল ডেভলপমেন্ট অরগানাইজেশন (IRDO)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

বিভাগ	জেলার নাম	উপজেলার নাম		বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	২১. গোপালগঞ্জ	৪৩	কাশিয়ানি	কমিউনিটি ডেভলপমেন্ট সংস্থা (CDS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৪৪	টুঙ্গিপাড়া	পল্লী উন্নয়ন কর্মসূচী (RDP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২২. কিশোরগঞ্জ	৪৫	অষ্টগ্রাম	বন্ধন সোসাইটি	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৪৬	ইটনা	বন্ধন সোসাইটি	১৮০০০	৩০০	১৫	৬০০	২৪/১২/২০১৮
		৪৭	করিমগঞ্জ	পিপলস ওরিয়েন্ট প্রোগ্রাম ইমপ্লিমেন্টশন(POPI)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২৩. মাদারীপুর	৪৮	রাজৈর	সমাধান সমাজ উন্নয়ন সংস্থা (SSUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৪৯	শিবচর	বাসাবো জন কল্যাণ সংস্থা (BJS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২৪. মানিকগঞ্জ	৫০	দৌলতপুর	PASA-(পিপলস এডভান্সমেন্ট সোশ্যাল আসসিয়েশন)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৫১	ঘিওর	ব্যুরো অফ হিউম্যান ফ্রেন্ডশিপ(BHF)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২৫. মুন্সিগঞ্জ	৫২	লৌহজং	অন্বেষণ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৫৩	সিরাজদিখান	ভ্রমনগাও দুস্থ মহিলা কল্যাণ সমিতি (VDMKS)	১৮০০০	৩০০	১৫	৬০০	২৬/১২/২০১৮
	২৬. টাঙ্গাইল	৫৪	ভুয়াপুর	বন্ধন সমাজ উন্নয়ন সংস্থা(BSUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৫৫	কালিহাতি	উদয়	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৫৬	নগরপুর	পসশিক পর্ষদ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	২৭. নারায়ণগঞ্জ	৫৭	আড়াইহাজার	ডেভলপমেন্ট সেন্টার ইন্টারন্যাশনাল (DCI)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৫৮	সোনারগাঁও	কমিউনিটি ডেভলপমেন্ট ফাউন্ডেশন (CDF)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

বিভাগ	জেলার নাম		উপজেলার নাম	বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	২৮. নরসিংদী	৫৯	বেলাবো	পভার্টি এলিভিয়েশন থ্রু পার্টিসিপেটরি রুরাল ইনিশিয়েটিভ (PAPRI)	১৭৭৬০	২৯৬	১৫	৫৯২	১৭/১২/২০১৮
		৬০	মনোহরদী	ফাউন্ডেশন ফর ইউনাইটেড এফোর্ট ফর ডেভলপমেন্ট(FUED)	১৮০০০	৩০০	১৫	৬০০	২৬/১২/২০১৮
	২৯. রাজবাড়ী	৬১	গোয়ালন্দ	নারী কল্যাণ সংস্থা (NKS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬২	কালুখালি	পল্লী মুক্তি সংস্থা (PMS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩০. শরীয়তপুর	৬৩	ভেদরগঞ্জ	নড়িয়া উন্নয়ন সমিতি (NUSA)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬৪	গসাইরহাট	সোসাইটি অফ এলিভিয়েশন অফ রুরাল প্রভাটি (সর্প)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
ময়মনসিংহ	৩১. শেরপুর	৬৫	ঝিনাইগতি	সেবা পরিষদ(SP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬৬	নালিতাবাড়ি	বহুমুখী উন্নয়ন সংস্থা (BUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩২. ময়মনসিংহ	৬৭	ধোবাউড়া	গণ কল্যাণ পরিষদ (GKS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬৮	হালুয়াঘাট	একতা সমাজ কল্যাণ সংস্থা (ASKS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৬৯	ঈশরগঞ্জ	সোশ্যাল উইনিটি ফর নার্সিং (SUN)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩৩. নেত্রকোনা	৭০	বারহাট্টা	সোসিও ইকোনমিক এন্ড রুরাল এডভান্সমেন্ট এসোসিয়েশন (SERAA)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৭১	খালিয়াজুড়ি	ইন্টিগ্রেটেড এনভায়রনমেন্ট সোসাইটি (IEDS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩৪. জামালপুর	৭২	দেওয়ানগঞ্জ	সোশ্যাল এসোসিয়েশন অফ উইনাইটেড এডভান্সমেন্ট(SAUA)	১৮০০০	৩০০	১৫	৬০০	১৮/১২/২০১৮
		৭৩	ইসলামপুর	এসোসিয়েশন ফর সোশ্যাল ডেভলপমেন্ট অরগানাইজেশন(ASDO)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩৫. বাগেরহাট	৭৪	চিতলমারি	শাপলা ফুল	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

বিভাগ	জেলার নাম		উপজেলার নাম	বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
		৭৫	মোংলা	উদয়ন বাংলাদেশ	১৮০০০	৩০০	১৫	৬০০	২৭/১২/২০১৮
	৩৬. চুয়াডাঙ্গা	৭৬	আলমডাঙ্গা	রুরাল ইকোনমিক এন্ড সোশ্যাল ওয়েলফেয়ার অর্গানাইজেশন (RESWO)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৭৭	দামুরহুদা	ওয়েড ফাউন্ডেশন	১৮০০০	৩০০	১৫	৬০০	০১/০১/২০১৯
	৩৭. যশোর	৭৮	বাঘারপাড়া	দিশা সমাজ কল্যাণ সংস্থা (DEESHA)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৭৯	ঝিকরগাছা	উলশী সৃজনী সংস্থা (USS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩৮. ঝিনাইদহ	৮০	হরিণাকুন্ড	উদ্ভাবনী সমাজ কল্যাণ সংস্থা	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৮১	মহেশপুর	সৃজনী বাংলাদেশ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৩৯. খুলনা	৮২	ডুমুরিয়া	ছায়াকুঞ্জ ডেভলপমেন্ট সোসাইটি (CDS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৮৩	কয়রা	ছায়াকুঞ্জ ডেভলপমেন্ট সোসাইটি (CDS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪০. কুষ্টিয়া	৮৪	দৌলতপুর	SETU	১৮০০০	৩০০	১৫	৬০০	২৬/১২/২০১৮
		৮৫	খোকসা	প্রভাতী পল্লী উন্নয়ন ও সেবা সংস্থা(PPUSS)	১৮০০০	৩০০	১৫	৬০০	২৭/১২/২০১৮
	৪১. মাগুরা	৮৬	মহম্মদপুর	এন্ট্রিগেটেড সোশ্যাল এন্ড এগ্রিকালচারাল ডেভলপমেন্ট অরগানাইজেশন (ISADO)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৮৭	শালিখা	রোভা ফাউন্ডেশন	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪২. মেহেরপুর	৮৮	গাংনী	সুবাহ সামাজিক ফাউন্ডেশন	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৮৯	মুজিবনগর	মেহেরপুর ফাউন্ডেশন	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

বিভাগ	জেলার নাম	উপজেলার নাম		বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	৪৩. নড়াইল	৯০	কালিয়া	নড়াইল আশার আলো ফাউন্ডেশন(NAAF)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯১	লোহাগড়া	নড়াইল আশার আলো ফাউন্ডেশন(NAAF)	১৭৩৫৪	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪৪. সাতক্ষীরা	৯২		উত্তরণ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯৩		সুশীলণ	১৪৩৫২	২৩৮	১২	৪৭০	১৭/১২/২০১৮
রাজশাহী	৪৫. বগুড়া	৯৪	ধুণট	এসোসিয়েসন ফর ডেভলপমেন্ট এন্ড সোশ্যাল ওয়ার্ক (ADS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯৫	গাবতলী	আলোর দিশারী মহিলা উন্নয়ন সংস্থা	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯৬	সারিয়াকান্দি	পল্লী গণ উন্নয়ন সংস্থা (PGUS)	১৮০০০	৩০০	১৫	৬০০	১৮/১২/২০১৮
	৪৬. জয়পুরহাট	৯৭	কালাই	উপমা সমাজ উন্নয়ন সংস্থা	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		৯৮	ক্ষেতলাল	পল্লী সমাজ উন্নয়ন সংস্থা (PSUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪৭. নওগাঁ	৯৯	আত্রাই	টিএমএসএস	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১০০	নিয়ামতপুর	টিএমএসএস	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪৮.	১০১	বড়াইগ্রাম	এক্সেস ট ওয়ার্ড লাইভলীহুড এন্ড ওয়েলফেয়ার অর্গানাইজেশন (ALOW)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১০২	গুরুদাসপুর	এক্সেস ট ওয়ার্ড লাইভলীহুড এন্ড ওয়েলফেয়ার অর্গানাইজেশন (ALOW)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৪৯. চাঁপাই নবাবগঞ্জ	১০৩	ভলাহাট	চেতনা মানবিক উন্নয়ন সংস্থা	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১০৪	গোমস্তাপুর	অগ্রদূত বাংলাদেশ (AB)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫০. পাবনা	১০৫	বেড়া	অন্যান্য সমাজ কল্যাণ সংস্থা	১৮০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮

বিভাগ	জেলার নাম	উপজেলার নাম		বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
		১০৬	ফরিদপুর	প্রত্যাশা	১৮০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮
	৫১. রাজশাহী	১০৭	বাগমারা	সমতা নারী কল্যাণ সংস্থা (SNKS)	১৮০০০	৩০০	১৫	৬০০	২৭/১২/২০১৮
		১০৮	চারঘাট	হরিরামপুর দুঃস্থ মহিলা বহুমুখী সংস্থা (HDMBS)	১৮০০০	৩০০	১৫	৬০০	২৩/১২/২০১৮
	৫২. সিরাজগঞ্জ	১০৯	চৌহালী	কামারখন্দ পল্লী উন্নয়ন সংস্থা(KPUS)	১৮০০০	৩০০	১৫	৬০০	২৪/১২/২০১৮
		১১০	রায়গঞ্জ	মানব উন্নয়ন সংস্থা (MUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫৩. দিনাজপুর	১১১	বীরগঞ্জ	মহিলা বহুমুখী শিক্ষা কেন্দ্র (MBSK)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১১২	বিরল	ভিলেজ ডেভলপমেন্ট ফাউন্ডেশন(VDF)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১১৩	পার্বতীপুর	গ্রাম বিকাশ কেন্দ্র (GBK)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫৪. গাইবান্ধা	১১৪	ফুলছড়ি	আত্ম উন্নয়ন সংস্থা	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১১৫	গোবিন্দগঞ্জ	গণ উন্নয়ন কেন্দ্র (GUK)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫৫. কুড়িগ্রাম	১১৬	ভূরুঙ্গামারী	ছিন্ন মূলক বাংলাদেশ	১৮০০০	৩০০	১৫	৬০০	২৫/১২/২০১৮
		১১৭	চিলমারি	সলিডিরিটি	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
রংপুর	৫৬. লালমনিরহাট	১১৮	আদিতমারি	ওন ভিলেজ এডভান্সমেন্ট (OVA)	১৮০০০	৩০০	১৫	৬০০	১৮/১২/২০১৮
		১১৯	হাতিবান্ধা	আরশিনগর	১৮০০০	৩০০	১৫	৬০০	১৮/১২/২০১৮
	৫৭. নীলফামারী	১২০	ডিমলা	সেলফ হেলপ এন্ড রিহ্যাবিলিটিশন প্রোগ্রাম (SHARP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১২১	ডোমার	সেলফ হেলপ এন্ড রিহ্যাবিলিটিশন প্রোগ্রাম (SHARP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

বিভাগ	জেলার নাম	উপজেলার নাম		বাস্তবায়নকারী এনজিও নাম	মোট শিক্ষার্থী	শিখন কেন্দ্র	সুপারভাইজার সংখ্যা	শিক্ষক সংখ্যা	কেন্দ্র শুরুর তারিখ
	৫৮. পঞ্চগড়	১২২	বোদা	পরস্পর	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১২৩	দেবিগঞ্জ	ডুডুমারি গ্রাম উন্নয়ন সংস্থা (DGUS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৫৯. রংপুর	১২৪	বদরগঞ্জ	রামনাথপুর বহুমুখী নবায়ন সংঘ	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১২৫	গঞ্জাচড়া	গ্রাসরুট ক-অপারেশন	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৬০. ঠাকুরগাঁও	১২৬	বালিয়াডাঙ্গি	রুরাল ডেভলপমেন্ট প্রোগ্রাম (RDP)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১২৭	ঠাকুরগাও	সামাজিক কল্যাণ সংস্থা (SKS)	১৮০০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
সিলেট	৬১. হবিগঞ্জ	১২৮	আজমিরিগঞ্জ	সচেতন সাহায্য সংস্থা(SSS)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১২৯	বানিয়াচং	হবিগঞ্জ উন্নয়ন সংস্থা (HUS)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
	৬২. মৌলভীবাজার	১৩০	কমলগঞ্জ	উই আর ফ্রেন্ডস ফর হিউম্যান (WAFFH)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১৩১	কুলাউড়া	প্রচেষ্টা	১৭৪০০	২৯০	১৫	৫৮০	১৭/১২/২০১৮
	৬.৩ সিলেট	১৩২	বিশ্বনাথ	ফ্রেন্ডস ইন ভিলেজ ডেভলপমেন্ট বাংলাদেশ (FIVDB)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১৩৩	কম্পানীগঞ্জ	ফ্রেন্ডস ইন ভিলেজ ডেভলপমেন্ট বাংলাদেশ (FIVDB)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮
		১৩৪	গোয়াইনঘাট	জৈন্তা ছিন্নমূল সংস্থা(JASHIS)	১৮০০	৩০০	১৫	৬০০	১৭/১২/২০১৮

Annex B: Component Wise Project Activity Plan

Year- 1 (2013-2014)

Year	District	Upazila	Center
Year-1	**64**	**250**	

Activities	Months of the Year-1											
Preparatory Activities												
	1st	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
1. Formation of PIMU										■	■	■
2. Deputation of Officers										■	■	■
3. Stationeries										■	■	■

1. Time Schedule for Phase**-1**

Year	District	Upazila	Center
Phase-1 / Year-2	**64**	**64 (one Upazila per District)**	**19200**

Activities	Months of the Year-2											
	1st	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
1.Recruitment of officers and staffs	■	■	■									
2. Procurement of machineries, equipment transport/vehicles	■	■	■									

Activities	Months of the Year-2											
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
3.Training of officers and staffs				▓	▓	▓						
4. Curriculum and Material development	▓	▓	▓	▓	▓	▓						
5. Selection of NGO			▓	▓	▓	▓						
6. Baseline survey				▓	▓	▓						
7. Identification of centers				▓	▓	▓						
8. Recruitment of Teachers & Supervisors				▓	▓	▓						
9. Formation of CMC				▓	▓	▓						
10. Finalization of learners list				▓	▓	▓						
11. Establishment of Learning Centers				▓	▓	▓						
12. Distribution of Materials				▓	▓	▓						
13.Development of Social mobilization materials and distribution				▓	▓	▓						
14.Social mobilization at national and field level				▓	▓	▓	▓	▓	▓	▓	▓	▓
15. Orientation of INGO/Local Administration CMC				▓	▓	▓						
16. Development of monitoring plan and monitoring tools				▓	▓	▓						
17. BL center operation							▓	▓	▓	▓	▓	▓
19. Monitoring, Evaluation & Documentation				▓	▓	▓	▓	▓	▓	▓	▓	▓
20. Selection of Learners for 2nd phase								▓	▓	▓	▓	▓
22. Teacher & Supervisor Training for 2nd phase								▓	▓	▓	▓	▓
21. Center establishment & material distribution for 2nd phase								▓	▓	▓	▓	▓

2. Time Schedule (Phase-2)

Year	District	Upazila	Center
Phase-2 / Year-3	64	73	21900

Activities	Months of the Year-3											
	1st	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
1. BL Center operation	■	■	■	■	■	■	■					
2. Social mobilization at field level	■	■	■	■	■	■	■	■	■	■	■	■
3. Monitoring	■	■	■	■	■	■	■	■	■	■	■	■
4. Evaluation & Documentation				■	■	■	■	■	■	■	■	■
5. Selection of Learners for 3rd phase							■	■	■	■	■	■
6. Teacher & Supervisor Training for 3rd phase									■	■	■	■
7. Center establishment & material distribution for 3rd phase								■	■	■	■	■

3. Time Schedule (Phase-3)

Year	District	Upazila	Center
Phase-3 / Year-4	62	75	22500

Activities	Months of the Year-4											
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. BL Center operation	▓	▓	▓	▓	▓	▓	▓					
2. Social mobilization at field level	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓
3. Monitoring	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓
4. Evaluation & Documentation				▓	▓	▓	▓					
5. Selection of Learners for 4th phase							▓	▓	▓	▓	▓	▓
6. Teacher & Supervisor Training for 4th phase								▓		▓	▓	▓
7. Center establishment & material distribution for 4th phase								▓	▓	▓	▓	▓

4. Time Schedule (Phase-4)

Year	District	Upazila	Center
Phase-4 / Year-5	37	38	11400

Activities	Months of the Year-5											
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. BL Center operation	▓	▓	▓	▓	▓	▓	▓					
2. Social mobilization at field level	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓
3. Monitoring	▓	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓

Activities	Months of the Year-5											
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
4. Evaluation & Documentation				▓	▓	▓	▓	▓	▓	▓	▓	▓
5. Study, evaluation, documentation and phasing out							▓	▓	▓	▓	▓	▓

Annex C: Component-wise Estimated Costs and Their Adjustments

Old Economic Code	New Economic Code	Budget Head	Physical Quantity/ Unit	Original DPP	Estimated Cost (no cost extension)	Inter Component Adjustment)
Revenue Component						
4500-4599 4600-4699 4700-4799	311101 311201 311304 311301-35	Officials/Staff Salary & Allowances	1828 man	2346.42	2346.42	0
4813-4814	3821101	VAT	LS	100.00	100.00	0
4833,4899	3211125	Social Mobilization	4368 Nos.	493.17	493.17	0
4827	3255102	Printing of Primers, manuals and guide books	9536855 Nos.	4818.81	4818.81	0
4840	3231201	Training (local)	155369 persons	3207.94	3207.94	0

Old Economic Code	New Economic Code	Budget Head	Physical Quantity/ Unit	Original DPP	Estimated Cost (no cost extension)	Inter Component Adjustment)
4842	3211111	Workshop	4	4.00	4.00	0
4874	3257101	Consultancy: Contract Services	12 PM	18.00	18.00	0
4886	3257104	Baseline survey	45 lakh learners	300.00	300.00	0
4899	3221109	Support to BL Programme	5000 LCs	32475.90	32475.90	0
4899		Monitoring & Evaluation	75000 LCs	17.25	17.25	0
		Learners Assessment	45 lakh	541.00	541.00	0
4846	3221106	Transportation cost	251	30.00	40.00	+10.00
4822-4823	3243101-3243102	Fuel & Gas, Petrol, Oil and Lubricants	256	20.00	20.00	0
4819-4822	3211115-3211113-3243102	Water, Electricity, and Gas	256	170.7	132.14	(-38.56)
4833	3211125	Advertising and publicity	9	1.5	16.50	+15.00
4828	3255104	Stationary, seals, stamps	256 Nos.	67.8	67.8	0
4815-4817	3211119-3211120-3211117	Postage, Telephone, Fax and Internet	256 Nos.	63.6	63.6	0
4818	3221104	Registration of Vehicles	1 No.	0.1	1.36	+1.26
4899	3211107	Rent-Microbus	4 (1 per year)	24.00	30.30	+6.30
4895		Committee meetings costs	1620 Nos.	75.76	75.76	0

Old Economic Code	New Economic Code	Budget Head	Physical Quantity/ Unit	Original DPP	Estimated Cost (no cost extension)	Inter Component Adjustment)
4901	3258101	Motor Vehicles (Main.)	1 No.	2.00	5.00	+3.00
4911-4916	3258103-3258105	Computer, Machineries and Equipment's	255	1.00	+4.00	+3.00
Sub-Total (Revenue)				44778.95	44778.95	38.56
b) Capital Component						
6813	3258105	Machinery & Equipment's	1032 Nos.	199.29	199.29	0
6821	4112314	Furniture	1568 Nos.	64.45	64.45	0
6807	4112101	Transport & vehicle	1 No.	70.00	70.00	0
Total Capital				333.74	333.74	0
C) Price Contingency			181360	145.94	145.94	0
Grand Total (a+b+c)			18976298	45258.62	45258.62	38.56

Annex D: Summary of Year wise Physical and Financial Targets

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
01	Machineries & Equipment	Nos.	0	0.00	287	59.79	292	54.75	300	56.25	152	28.50	199.29
02	Furniture	Nos.	0	0.00	452	19.81	438	17.52	450	18.00	228	9.12	64.45
03	Transport & Vehicle	Nos.	0	0.00	1	70.00	-	0.00	-	0.00	0.00	0.00	70.00
04	Pay & Allowances of PIMU's Officers	Person	26	8.26	300	398.27	450	574.90	526	676.43	526	688.55	2346.42

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
	& Staffs												
05	Local Training	Persons	0	0.00	40866	860.86	44970	924.23	46163	945.64	23370	477.20	3207.94
06	Workshop	Nos.	0	0.00	2	2.00	2	2.00	0	0.00	0	0.00	4.00
07	Program Operation Cost	LCs	0	0.00	19200	8296.32	21900	9462.99	22500	9722.25	11400	4994.34	32475.90
08	Social Mobilization	Nos.	0	0.00	1462	190.27	1502	179.70	762	100.00	2	23.20	493.17
09	Monitoring and Evaluatio	LCs	0	0.00	50079	10.25	50073	3.00	75	2.00	38	2.00	17.25

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
	n												
10	Assessment of Learners	Lakh	0	0.00	3456000	138.49	3942000	157.93	4050000	162.25	2052000	82.33	541.00
11	Primer, Manual & Guidebook printing	Nos.	0	0.00	2771360	1449.96	2674125	1327.84	2723370	1357.01	1368000	684.00	4818.81
12	Baseline Survey	lakh learners	0	0.00	2466000	187.23	1350000	74.85	684000	37.92	0.00	0.00	300.00
13	National Consultant	PM	0	0.00	12	18.00	0.00	0.00	0.00	0.00	0.00	0.00	18.00

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
14	VAT	LS	0	0.00	70	70.00	10.00	10.00	10.00	10.00	10.00	10.00	100.00
15	Transportation cost	Nos.	0	0.00	64	12.00	75	9.00	73	6.00	38	3.00	30.00
;16	Fuel & Gas, Petrol, Oil and Lubricants		0	0.00	66	6.50	76	5.00	74	4.50	39	4.00	20.00
17	Water, Electricity, and Gas		0	0.00	66	45.00	76	45.00	74	40.70	39	40.00	170.7
18	Advertising and		0	0.00	3	1.00	3	0.50	74	0.00	0	0.00	1.50

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
	publicity												
19	Stationary, seals, stamps	Nos.	1	1.72	66	21.08	76	15.00	0	15.00	39	15.00	67.80
20	Postage, Telephone, Fax and Internet	Nos.	0	0.00	66	15.90	76	15.90	74	15.90	39	15.90	63.60
21	Registration of Vehicles	No.	0	0.00	0	0.10	0	0.00	74	0.00	0	0.00	0.10
22	Rent-Microbus	Nos.	0	0.00	1	6.00	1	6.00	0	6.00	1	6.00	24.00

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
23	Committee meetings costs	Nos.	0	0.00	400	20.00	450	20.00	1	20.00	250	15.76	75.76
24	Repairing / Maintenance (RM) of Motor Vehicles	No.	0	0.00	1	0.25	1	0.50	450	0.50	1	0.75	2.00
25	RM of Machineries	Nos.	0	0.00	66	0.25	76	0.25	1	0.25	39.00	0.25	1.00
26	Contingency &		0	0.00	60398	31.2245	60628	46.1045	74.00	46.1045	270	22.5	145.93

Sl. No.	Name of Items/Subject (According to DPP)	Unit	Year-1		Year-2		Year-3		Year-4		Year-5		Total (taka in lakh)
			Physical	**Financial**	**Physical**	**Financial**	Physical	Financial	Physical	Financial	Physical	Financial	
	unallocated fund												
	Grand Total		27	10	8867288	11930.5507	8147300	12952.959	60628	13242.71	3456481	7122.4021	45258.62

Annex E: Review of Procurement and Progress on Year-based Implementation

Table E (1): Project Product Purchase Packages (physical)

SL.	Description of procurement	Procurement method	Description of Procurement Activity	Number of Tender	Year of call for Tender	Notification of Award	Work Order	Total Cost (Lakhs)	Estimated Cost (Lakhs)
GD-1	Machinery and equipment	OTM	Computer purchases at the head office	-	2015	21-5-2015	4-6-2015	9.35	199.29
		OTM	Computer, Printer and UPS purchase of UPOs e-Tender ID No:193354	-	2018	4-6-2018	11-6-2018	97.30	
GD-2	Transport/vehicle	DPM	Vehicle purchase for the Project Director	-	-	-	25-3-2015	69.29	70
GD-3	Furniture	OTM	Furniture purchase for	-	2017	5-11-2017	16-11-2017	26.19	64.45

SL.	Description of procurement	Procurement method	Description of Procurement Activity	Number of Tender	Year of call for Tender	Notification of Award	Work Order	Total Cost (Lakhs)	Estimated Cost (Lakhs)
			the UPOs						
GD-4	Printing of primers, manual, guide books and other materials	OTM	Primer Amader Chetona -1 Lot No-1, e-Tender ID No:169714	-		-	4-7-2018	605.45	4818.81
		OTM	Primer Amader Chetona -1 Lot No-2, e-Tender ID No:189662	-	-	-	4-7-2018	580.19	
		OTM	Primer Amader Chetona -2 Lot No-3, e-Tender ID No: 911220	-	-	-	4-7-2018	563.05	
		OTM	Primer	-	-	-	4-7-2018	566.11	

SL.	Description of procurement	Procurement method	Description of Procurement Activity	Number of Tender	Year of call for Tender	Notification of Award	Work Order	Total Cost (Lakhs)	Estimated Cost (Lakhs)
			Amader Chetona -2 Lot No-4, e-Tender ID No:171184						
		OTM	Training materials (Guide book for Amader Chetona 1 and 2, manual for teacher and supervisors, manual for master trainer training and flipcharts), e-Tender Id No: 197490	-	-	-	13-8-2018	147.50	

Table E (2): Project Services Purchase Packages (Physical)

SL.	Description of procurement	Procurement method	Description of Procurement Activity	Number of Tender	Year of call for Tender	Notification of Award	Work Order	Total Cost (Lakhs)	Estimated Cost
	Local Training	-	-	-	-	-	-	1701.85	3207.94
	Baseline Survey	-	-	-	-	-	-	132.28	300
	National Consultant	-	-	-	-	-	-	0	18
	Social Mobilization	-	-	-	-	-	-	83.92	493.17
	Monitoring and Evaluation	-	-	-	-	-	-	.75	558.25
	Cooperating in Learning Center establishment and operation cost	-	-	-	-	-	-	3271.82	32475.90
	Transportation cost	-	-	-	-	-	-	20.41	30.00
	Stationary, seal, stamp	-	-	-	-	-	-	35.45	67.80
SD-9	Renting Microbus	OTM	-	-	2014	8-1-2015	11-1-2015	25.70	24.00
		OTM	-	-	2015	15-7-2015	23-8-2015		

SL.	Description of procurement	Procurement method	Description of Procurement Activity	Number of Tender	Year of call for Tender	Notification of Award	Work Order	Total Cost (Lakhs)	Estimated Cost
		RFQ	-	-	2016	29-11-2016	29-11-2016		
		OTM	-	-	2017	11-6-2017	17-6-2017		
		RFQ	-	-	2018	17-12-2018	17-12-2018		
	Repairing/ maintenance of motor vehicles	-	-	-	-	-	-	1.09	2.00
	Repairing and/ or maintenance of machineries	-	-	-	-	-	-	0.43	1.00
	Recruiting Manpower	OTM	Manpower recruitment with outsourcing method	-	-		9-8-2016	324.04	
Total									

Table E (3): Information regarding purchase of goods as per PPA-2006 and PPR-2008

Sl No	2	3	4	5	6	7	8	9	10	11	12
1	Ministry/Division	Ministry of Primary and Mass Education									
2	Implementing Agency	Bureau of Non-Formal Education									
3	Name of Project	Basic Literacy Project (64 Districts)									
4	Name of Activities according to the Tender Paper	Computer purchases at the head office	Vehicle purchase for the Project Director	Manpower recruitment with outsourcing method	Furniture purchase for the UPOs	Computer, Printer and UPS purchase of UPOs e-Tender ID No:193354	Primer Amader Chetona -1 Lot No-1, e-Tender ID No:169714	Primer Amader Chetona -1 Lot No-2, e-Tender ID No:189662	Primer Amader Chetona -2 Lot No-3, e-Tender ID No: 911220	Primer Amader Chetona -2 Lot No-4, e-Tender ID No:171184	Training materials e-Tender Id No: 197490
5	Media for publication of tender (national / international)	National	National	National	National	National	National	National	National	National	National
6	Name of the tender publishing newspaper	13.3.2015	Direct Purchase	9.8.2016	5.10.2017	7.5.2018	26.02.2018	25.4.2018	25.4.2018	8.3.2018	25.4.2018
7	Starting Date	13.3.2015		9.8.2016	5.10.2017	7.5.2018	26.02.2018	25.4.2018	25.4.2018	8.3.2018	25.4.2018

Sl No	2	3	4	5	6	7	8	9	10	11	12
	of Tender Document Sale										
8	The deadline of the sale of tender document and date	6.4.2015 5.00pm		7.9.2016 5.00pm	17.10.2017 5.00pm	22.5.2018 4.00pm	27.03.2018 5.00pm	9.5.2018 4.00 pm	9.5.2018 4.00pm	8.4.2018 4.00pm	9.5.2018 4.00 pm
9	The deadline of the Receiving of tender document and date	7.4.2015 2.00pm		8.9.2016 2.00pm	18.10.2017 2.00pm	23.5.2018 2.00pm	28.03.2018 2.00pm	10.5.2018 1.00pm	10.5.2018 1.00pm	9.4.2018 2.00pm	10.5.2018 1.00pm
10	Number of tender received	5		22	7	2	7	5	5	4	6
11	Tender opening deadline	7.4.2015 2.30pm		8.9.2016 2.30pm	18.10.2017 2.30pm	23.5.2018 2.00pm	28.03.2018 2.00pm	10.5.2018 3.00 pm	10.5.2018 3.00 pm	9.4.2018 3.00pm	10.5.2018 2.00pm
12	Do the newspaper mention about pre-experience	Yes	Yes	Yes	Yes	-	-	-	-	-	-
13	Number of evaluated	5			7	1	2	4	3	2	3

Sl No	2	3	4	5	6	7	8	9	10	11	12
	tender										
14	Number of non-evaluated tender	0			0	1	5	1	2	3	3
15	Do the tender evaluation committee was formed properly?	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	Date of tender evaluation committee meeting	15.4.2015 19.4.2015			18.10.2017 29.10.2017	27.5.2018 28.5.2018 31.5.2018	02.04.2018 08.04.2018 24.04.2018	13.5.2018 15.5.2018 4.6.2018	13.5.2018 16.5.2018 4.6.2018	12.04.2018 19.04.2018 25.04.2018	2.7.2018 12.7.2018 19.7.2018
17	Date of the approval	15.4.2015 19.4.2015			18.10.2017 29.10.2017	27.5.2018 28.5.2018 31.5.2018	02.04.2018 08.04.2018 24.04.2018	16.5.2018 16.5.2018 4.6.2018	27.5.2018 27.5.2018 4.6.2018	23.04.2018 23.04.2018 25.04.2018	4.7.2018 15.7.2018 19.7.2018
18	Date of Creating CS	12.5.2015		10.11.2016	29.10.2017	4.6.2018	22.5.2018	4.6.2018	4.6.2018	4.6.2018	19.7.2018
19	Date of CS approval	21.5.2015		16.11.2016	29.10.2017	4.6.2018	03.06.2018	4.6.2018	4.6.2018	4.6.2018	19.7.2018
20	Date of CS giving	-	-	-	-	-	-	-	-	-	-
21	The total contract value	935000.00		32403906.12	2619675.00	9730800.00	60545160.00	58018824.00	56305224.00	56611224.00	14749543.88
22	Date of Contract Sign	4.6.2015		27.12.2016	16.11.2017	11.06.2018	04.07.2018	04.07.2018	04.07.2018	04.07.2018	13.8.2018

Sl No	2	3	4	5	6	7	8	9	10	11	12
23	Date of giving Work Order	4.6.2015		27.12.2016	16.11.2017	11.06.2018	04.07.2018	04.07.2018	04.07.2018	04.07.2018	13.8.2018
24	Date of starting work according to work order	4.6.2015		27.12.2016	16.11.2017	11.06.2018	04.07.2018	04.07.2018	04.07.2018	04.07.2018	13.8.2018
25	Reason of time extending, number of days extended	-		-		-	6o days delay to supply soft/sample copy	6o days delay to supply soft/sample copy	6o days delay to supply soft/sample copy	6o days delay to supply soft/sample copy	-
26	Date of completing work according to Work Order	-				19.6.2018	4.9.2018	4.9.2018	4.9.2018	4.9.2018	
27	Do the Procurement policy was followed during purchasing	-	Yes	No							
28	If not, then why?										

Annex F: Tables and Diagrams of the Survey Results

Table F (1): Occupational distribution of the household members of the learners

Occupation	Count	Percent
Unskilled Labour	274	7.19%
Others	53	1.39%
Farmer	370	9.70%
Garment workers / employees	19	0.50%
Housewife	983	25.78%
Driver	33	0.87%
Student	1024	26.86%
Small Business	94	2.47%
Skilled Labour	157	4.12%
Maid / slave	4	0.10%
Dependent	198	5.19%
Not Applicable	312	8.18%
Seller	1	0.03%
Unemployed	102	2.68%
Private Service	32	0.84%
Business	23	0.60%
Van/Rickshaw Driver	68	1.78%
Mill / factory workers	30	0.79%
Government Service	5	0.13%
Helper (Bus/Truck/Taxi)	27	0.71%
Hawker	4	0.10%
Grand Total	**3813**	

Table F (2): Disability distribution of the household members of the learners

Physically challenged type	Count	Percent
Not disable	3755	98.48%
More than one disability	11	0.29%
Multiple physical incompleteness	10	0.26%
Visually impaired	3	0.08%
Speech impediment	8	0.21%
Mentally impaired	8	0.21%
Physically disabled (hand)	4	0.10%
Physically disabled (Leg)	12	0.31%
Hearing impairment	2	0.05%
Grand Total	**3813**	

Table F (3): Academic qualification of the household members of the learners

Educational Status	Count	Percent
10/ Dakhil	101	2.65%
11	21	0.55%
12/ Alim	55	1.44%
1	275	7.21%
2	300	7.87%
3	263	6.90%
4	242	6.35%
5	262	6.87%
6	141	3.70%
7	113	2.96%
8	115	3.02%
9	104	2.73%
Honors/ Degree	15	0.39%
Others	36	0.94%
Non-formal education	249	6.53%
No Education	666	17.47%
Not applicable	392	10.28%
Madrasha	56	1.47%
Masters	4	0.10%
Onle can read and write	25	0.66%
Only can sign	378	9.91%
Grand Total	**3813**	

Table F (4): Marital status of learners

Marital Status	Count	Percentage
Unmarried	155	19.375
Widow	19	2.375
Married	622	77.75

Table F (5): Upazila wise average learning duration

Upazila	Average Learning Duration (Days)
Azmeriganj	50
Issharganj	40
Kalia	67
Kutubdia	30
Gabtali	57
Goyainghat	40
Gouronodi	40
Jikorgacha	55
daudkandi	44

Upazila	Average Learning Duration (Days)
Deviganj	50
Doulatkhan	44
Nalitabari	26
Birganj	61
Bera	57
Belabo	53
Sadarpur	46

Table F (6): Average monthly income of a household

Income Range	Frquency	Percent
500-8999	193	24.13%
9000-17499	533	66.63%
17500-25999	61	7.63%
26000-34499	11	1.38%
43000-51499	2	0.25%

Table F (7): Average monthly expenditure of a household

Expenditure Range (BDT)	Percent
500-8999	40.50%
9000-17499	56.38%
17500-25999	2.63%
26000-34499	0.38%
43000-51499	0.13%

Table F (8): Insufficiency of equipment in learning center

Insufficient Equipment	Yes	No
Desk	35.34	64.66
Chair	61.2	38.8
Mat	48.7	51.3
Bench/Tul	68.1	31.9
Board	15.52	84.48
Duster	5.17	94.83
Register Khata	3.88	96.12
Hurricane	14.65	85.35
Lock/Key	5.6	94.4
Signboard	3.02	96.98
Others	27.15	72.84

Table F (9): Goal in admitting into learning centers

Aim to Admit in Learning Center	No	Yes
Reading	0.38	99.62
Writing	2.75	97.25
Counting	20.75	79.25
Improved Livelihood	83.25	16.75
Employment	77.87	22.13
Better Job	99.5	0.5
Free Cost Basic education	75.5	24.5
Right awareness	73.87	26.13
Others	98	2

Table F (10): Evaluation of the learners based on their reading, writing and equation solving capacity

Reading Capability of Word	1st Word	2nd Word	3rd Word
Yes	82.25	73.75	63.75
No	17.75	26.25	36.25
Writing Capability of Word	1st Word	2nd Word	3rd Word
Yes	67.63	60	56.25
No	32.37	40	43.75
Reading Capability of Sentence	1st Sentence	2nd Sentence	3rd Sentence
Yes	46.75	41	36.38
No	29.63	33.13	35.88
Partial	23.62	25.87	27.74
Writing Capability of Sentence	1st Sentence	2nd Sentence	3rd Sentence
Yes	46.13	40.88	39.88
No	33.63	40.12	40.25
Partial	20.24	19	19.87
Capable to Solve Equation	Addition	Subtraction	Multiplication
Yes	77.25	54.25	24.25
No	22.75	45.75	75.75

Table F (11): Respondents' expectation about course duration

Expected Course Duration (Month)	Total
3	0.56%
6	0.37%
7	0.37%
8	1.31%
9	1.87%
10	0.37%
12	67.10%
15	3.55%

Expected Course Duration (Month)	Total
18	8.41%
19	0.19%
24	13.08%
30	0.37%
36	0.93%
48	0.56%
60	0.93%
Grand Total	**100.00%**

Table F (12): Frequently faced problem attending the class

Problem to Face	Yes	No
Distance	1.5	98.5
Unfriend Behaviour of Teacher	0.38	99.62
Security Problem	0	100
Family Non-cooperation	8	92
Social Prejudice/Negative Outlook	88.5	11.5
Others	2.13	97.87

Table F (13): Sources of learning about the project

Source of Knowing the Project	Yes	No
Masjid	2.13	97.87
Project Worker	86.13	13.87
Friend/Relatives	53.5	46.5
Govt. Organized Consciousness Program	1	99
Others Listed Learners	14.63	85.37
Media	0.38	99.62
Local Representatives	15.25	84.75

Table F (14): Reasons of not coming to classes in a regular basis

Reason for irregular class	Yes
Absence of Teacher	58.82%
Absence of Student	47.06%
Bad weather	5.88%
Limited Place	5.88%
Working Time	5.88%
Family Management	5.88%

Table F (15): Respondent's plan for further continuation of their learning

How to Continue Study Process in Future	Male	Female	Percent
Another Project	0.13%	0.00%	0.13%
Son and daughter	0.13%	0.13%	0.26%
Present Teacher and Neighbour	0.13%	0.00%	0.13%
Present Teacher	0.00%	0.13%	0.13%
Son and daughter and Neighbour	0.00%	0.13%	0.13%
Admitted others Educational Institution	6.00%	5.88%	11.88%
Admitted Vocational Course	18.75%	20.13%	38.88%
Do not know	23.50%	24.50%	48.00%
Grand Total	**48.63%**	**51.38%**	**100.00%**

Table F (16): Encouraging others for learning

To encourage Others	Male	Female	Total
No	4.50%	5.38%	9.88%
Yes	44.13%	46.00%	90.13%
Grand Total	**48.63%**	**51.38%**	**100.00%**

Table F (17): Perception of the respondents regarding their improvement of life

Improvement of life from this Project	Male	Female	Total
No	7.63%	10.13%	17.75%
Yes	41.00%	41.25%	82.25%
Grand Total	**48.63%**	**51.38%**	**100.00%**

Table F (18): Expectation of the learners from the literacy program

Life expectancy	Male (Yes)	Female (Yes)	Male (No)	Female (No)
Business	10.38	3.13	30.63	38.125
Employment	28.88	25.88	12.13	15.375
Good Job	5.25	4.13	35.75	37.125
Others	3.63	3.88	5.25	4.875

Table F (19): Perception about the vulnerability of learning centers due to environmental risks

Environmental Problem	Yes	No
Flood	2	98
Waterlogging	10.38	89.62
Tide	0.63	99.37
Others	7.37	92.63
No Problem	82.87	17.13

Table F (20): Learning center assessment from learners

Quality Assessment of Learning Center	Male	Female
Very Bad	0.00%	0.13%
Bad	0.25%	0.25%
Medium	6.00%	6.00%
Good	18.63%	18.75%
Very Good	23.75%	26.25%
Grand Total	48.63%	51.38%

Annex G: ToR

Terms of Reference

For

The In-depth monitoring study of the project

'Basic Literacy Project (64 Districts)'

A. Project Description (in brief)

01.	Name of the Project	"Basic Literacy Project (64 Districts)"
02.	Administrative Ministry/Division	Ministry of Primary and Mass Education (MoPME)
03.	Executing Agency	Bureau of Non-Formal Education (BNFE)
04.	Location of the Project	7 Divisions, 64 Districts, 250 Upazilas

05. Estimated Cost (in Lakh taka):	Original	Latest Revised
a) Total	Tk. 45258.62	N/A
b) Taka (GOB)	Tk. 45258.62	N/A
c) Foreign Currency	--	--
d) Project Aid	--	--
e) RPA	--	--

06. Implementation Period	Date of Commencement	Date of Completion
a) Original	February 2014	June 2018
b) No Cost Time Extension	February 2014	June 2019

07. Background of the Project

Bangladesh is a densely populated country in the world. Poverty and illiteracy are interwoven in this country. Each is the cause and effect of the other. The Constitution of Bangladesh recognizes education as a fundamental right of every citizen.

Education can be an effective instrument of social changes when it functions as an empowering force by arming human individuals with the essential skills of literacy, numeracy, communication, problem solving and productive work. Non-formal Education especially literacy and continuing education for adults and youths including life skills & livelihood skills development, is considered as the process of empowerment that contributes to human resource development and poverty education. It has been proved from many instances that Non-Formal Education including adult literacy and continuing education plays a vital role in improving the lives of millions of poor with enhanced ability to create better health, more income and to utilize existing resources. Besides, In pursuance of its constitutional obligations and commitments made in the international forums, the Government of Bangladesh is determined to ensure education for all within shortest possible period of time.

In Bangladesh, it is expected that due emphasis would be given on literacy-based programs. However, the actual situation is still not encouraging, the government, donors, NGOs and broader civil society have much to do on literacy-based programs. Basic literacy program at the national level mostly remain discontinued for last few years. The consequence is that around half of the population of the country is still illiterate. At present the data from the report on

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"Bangladesh Literacy Survey-2010" of Bangladesh Bureau of Statistics (BBS), indicate that the adult literacy rate in Bangladesh is 59.82 percent (15 and above years age group).

So, according to the national priority, Ministry of Primary and Mass Education has initiated this project to provide Basic Literacy and Life Skills to the targeted illiterate adolescents and adults of 15-45 age group

08. Objectives of the Project

- To provide Basic Literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15-45 age group;
- To contribute in eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year plan;
- To contribute in implementation of the National NFE Policy-2006 and the National Education Policy-2010;
- To strengthen the capacity of BNFE and other agencies involved in Non-Formal Education;
- To Promote GO-NGO and community collaboration in NFE;
- To develop primers in the mother tongue(s) of the ethnic groups for the learners of 3 hill districts.

09. Main Components of the Project
- Salary and Allowances (Officers, Staffs and Upazila set up)
- Social Mobilization
- Printing of Primers manuals and guide books
- Training and workshop
- Baseline survey
- Support to BL programme
- Learners Assessment
- Fuel, Water, Electricity and Gas
- Committee meetings cost
- Machinery, Equipment and furniture etc.

10. Objectives of the Current Assignment:

i) To review & present project related information (Background, Objectives, Status of project Approval/Revision, mode of financing & other relevant issues etc.) and to examine whether the overall project design is relevant with the project objectives.

ii) To collect, review, analyze and present with graphical/tabular form of data in regards to overall progress & component wise implementation progress (physical and financial) of the project;

iii) To review the targets and actual progress of the project against the approved Annual Work Plan & Annual Procurement Plan as well;

iv) To monitor whether implementation of the project or any of the components has been delayed in terms of financing, procuring goods, managerial

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inefficiency, which causes to increase of project cost or implementation period and identify/analyze the reason/s and responsible for the delay;

v)   To analyze the qualitative & quantitative aspect of the training and other activities of basic literacy program conducted comparing with the target of the approved DPP/RDPP;

vi)   To examine whether the provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process (Invitation of tender, specification/ToR/BOQ, evaluation of tender, approval procedures, contract awards etc.) of the packages (goods, works and services) & to analyze these procurement related functions based on predetermined indicators;

vii)   To examine and review the status of goods/works/services procured and its proper maintenance with necessary/appropriate manpower under the project;

viii)   To assess and analyze the information regarding project management capacity, experience, project management & procurement related training, meeting arrangement and efficiency to implementation of the decision and tenure as project director of project director;

ix)   To analyze the data and information of project approval, revision (if any), financing, fund release and payments etc.;

x)   To conduct survey over the Beneficiaries/Stakeholders of the project & analyze their opinions included in the study;

xi)   To investigate the strengths and weaknesses of the project and identify potential threats and challenges (SWOT analysis) towards effective implementation of ongoing activities of the project;

xii)   To evaluate whether illiterate adolescents and adults are being motivated to be literate through the Basic Literacy Programme.

xiii)   To assess the overall Non-formal education system especially the coverage of this project is being implemented.

xiv)   To evaluate all activities of BL programme i.e. social mobilization, training & workshop, LCs etc. and to comment whether the activities is being implemented on right track.

xv)   Overall review on the basis of findings of In-depth Monitoring Study;

xvi)   To make specific recommendations based on the findings of the In-depth monitoring study with a view to attain the project objectives as planned

xvii)   To make comments on sustainability (Exit Plan) of project's benefits after completion of the project.

xviii)   To accomplish other relevant/related tasks assigned by the Authority in the contract period.

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11. Professionals required for the In-depth monitoring works

No	Types of professionals	Educational Qualification Experience required	Experience required
1.	**Consulting Firm**	--	At least 1 (One) year working experience at relevant field.
2.	**Professionals of Consulting Firm:**		
	(a) Team Leader	Master Degree in Education/Development Studies/Social Sciences/ Population Sciences from any recognized University. Higher degree in relevant field will be given preference.	▪ At least 10 years working experience at related field. ▪ Experience in at least 1 (One) monitoring and evaluation study as Team Leader. More experiences will be given preference. ▪ Experience on Procurement related activities.
	(b) Specialist on Project Management/ Monitoring & Evaluation	Master Degree/Postgraduate diploma in Project Management/Procurement/ Monitoring & Evaluation/ other relevant field from any recognized University.	• At least 5 years' experience in related fields. • At least 3 (Three) years working experience in monitoring and evaluation.
	(c) Sociologist	Master Degree in sociology/Social Work/Social Welfare from any recognized University.	• At least 5 years' experience in related fields. • At least 3 (Three) years working experience in monitoring and evaluation.
	(d) Statistician	Master degree in Statistics from any recognized university.	At least 5 years' experience in conducting survey/research, data management activities and analysis.

12. List of reports, Schedule of Deliveries, Period of performance

No.	List of reports & no.	Schedule of Deliveries
1.	Inception report (Technical 20 + Steering 20) Copies	Within 15 Days from the date of contract Signing
2.	1st Draft report (Technical 20 + Steering 20) Copies	Within 60 Days from the date of contract Signing
3.	2nd Draft report (in Workshop 130 Copies)	Within 90 Days from the date of contract Signing
4.	Final report (Bangla 40 + English 20) Copies	Within 120 Days from the date of contract Signing

- All reports will be submitted to the Director General, Monitoring and Evaluation Sector-6 (Education and Social), IMED. Font of Reports should be Unicode Based Font. Printing cost will be borne by the consultant.

13. Data, Personnel, Facilities and Local Services to be provided by the Client

a) Only project related following documents will be provided by the client, if available; (Project document (DPP/RDPP)/ Project Monitoring Report; etc.)

b) Provide necessary assistance for the communication with different stakeholders.

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জুয়েল রানা
উপ-পরিচালক
বাস্তবায়ন পরিবীক্ষণ ও মূল্যায়ন বিভাগ
পরিকল্পনা মন্ত্রণালয়
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

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Annex H: Data Collection Tools

Questionnaire

Survey Questionnaire
Basic Literacy Program

Confidential: For Research Purpose Only

☐☐☐ [Official use only]

<u>Consent of the respondent</u>

My name is _____. I work with **Disaster Management Watch**. We are currently conducting an **In-depth Monitoring on Basic Literacy Program** supported by **IMED** which I invite you to participate in. I am now going to tell you more about the study.

Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time.

If you have questions: The study is conducting by DM. WATCH. Please ask any questions you have now.

Statement of Consent: I understand the above information, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature _____Date_____

Your Name (printed) _____

Start after having the consent of the respondents

Interviewer's Name		Signature	Starting Time	End Time

Check			Field Supervisor Name:		
	YES	No	Date	Time	Signature
Accompany/Back Check	1	2	/ / 2018		

Demographic Characteristics (Age and gender composition along with marital status)

Please tell me the name of your family members, their age, marital status, occupation etc.

S.L.	A. Name of the respondents (Learners)	B. Name of the LC	C. Household members	D. Relation to respondents 1= Self (head of household) 2= Spouse 3= Son 4= Daughter 5= Father 6= Mother 7=In-laws 8= Nephew/ Niece 9= Grand children 10= Other (specify) _____	C. Sex: 1= Male 2= Female 3= Third Gender	D. Age	E. Marital status: 1= Married 2= Unmarried 3= Widowed 4= Separated 5= Divorced	F. Education 1=class 1 2= class 2 3= class 3 4= class 4 5= class 5 6= class 6 7= class 7 8= class 8 9= class 9 **10**=class 10 11= class 11 12= class 12 **13=Madrasha** **14=Can read and write** **15=Can sign** **16=No education** **17=Non-formal education** **18=Others**	H. Occupation: Garments worker/ employee (1) Mill/factory worker (2) Business 03 Small trade 04 Skilled labour 05 Unskilled labour 06 Government Service07 Non-government service08 Driver09 Hawker10 Sales man/sales woman11 Assistant (Bus/Truck/Taxi) -12 Van/Rickshaw puller 13 Maid servant 14 Housework/wife15 Student 16 Unemployed 17 Dependent 18 Other(specify) 19	Average Monthly Household income: BDT…….	Average Monthly Household expenditure: BDT…….	Average monthly income of the respondent BDT….	I. Physical disability? Not disabled------------------1 Physically handicapped (arms)--------2 Physically handicapped(legs)-----------3 Multiple physical handicap------------------------4 Visual impairment------------5 Hearing impairment---------6 Speech impairment ---------7 Mental impairment---------8 Multiple handicapped-------9	J. Remarks
1)			Respondent	☐	☐		☐	☐	☐				☐	
2)			Household head	☐	☐		☐	☐	☐				☐	
3)			Member-1	☐	☐		☐	☐	☐				☐	
			….	…	…	..	…	….	….	...	….	…	….	..

SL.	Question	Code	Options
1	How long are you studying here?	☐ ☐	….. Months …… Days
2	Which of the materials you have received? (Multiple answer is allowed)	☐ ☐ ☐	1) Exercise Book 2) Ball point pen 3) Primers 4) Guide Book 5) None of the above
3	Do you understand the lecture of your teachers?	☐ ☐ ☐	1) Yes 2) No 3) Not that much
4	Are the number of teachers sufficient?	☐ ☐	1) Yes 2) No
5	Do you think the goods purchased for class room are sufficient?	☐ ☐	4) Yes 5) No
5.1	If No, mention the items which are insufficient? (Multiple answer is allowed)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	1) Desks 2) Chairs 3) Board 4) Duster 5) Register books 6) Lantern 7) Lock and Key 8) Signboard 9) Other………
6	Do you feel the necessity of learning Bangla? (Only for Ethnic groups)	☐ ☐	1. Yes 2. No
7	What motivated you to get admitted into Learning Center? (Multiple answer is allowed)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	1) Learn to read 2) Learn to write 3) Learn to calculate 4) Better livelihood 5) Employment 6) Better job 7) No cost basic education 8) Awareness 9) Other…………..
7.1	(If answer=1 in Q7) Can you read this word? (shown by surveyor) First word	☐ ☐	1) Can Read 2) Cannot Read
	Second word	☐ ☐	1) Can Read 2) Cannot Read
	Third word	☐ ☐	1) Can Read 2) Cannot Read
7.2	(If answer=2 in Q 7) Can you write this word?		

	(shown by surveyor)		
	First word	☐ ☐	1) Can Write 2) Cannot write
	Second word	☐ ☐	1) Can Write 2) Cannot write
	Third word	☐ ☐	1) Can Write 2) Cannot write
7.3	(If answer=1 in Q7) Can you read this sentence? (shown by surveyor) First Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
	Second Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
	Third Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
7.4	(If answer=2 in Q8) Can you write this sentence? (shown by surveyor) First Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
	Second Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
	Third Sentence	☐ ☐ ☐	1) Can Read 2) Cannot read 3) Partially
7.5	(If answer= 3 in Q 8) Please solve this equation (Addition) (shown by surveyor)	☐ ☐	1) Can Calculate 2) Cannot calculate
7.6	(If answer= 3 in Q 8) Please solve this equation (Subtraction)	☐ ☐	1) Can Calculate 2) Cannot calculate

	(shown by surveyor)	☐	
7.7	(If answer= 3 in Q 8) Please solve this equation (Multiplication) (shown by surveyor)	☐ ☐	1) Can Calculate 2) Cannot calculate
7.8	(If answer= 3 in Q 8) Please solve this equation (Division) (shown by surveyor)	☐ ☐	1) Can Calculate 2) Cannot calculate
8	Is the course duration sufficient?	☐ ☐	1) Yes 2) No
9	If no, what is your expected length of the course?		……… Months ……… Year
10	Is the class time appropriate?	☐ ☐	1) Yes 2) No
10.1	If No, what should be the class time	☐ ☐ ☐ ☐ ☐ ☐	1) ……. am to….. am 2) …….. pm to …… pm 3) ……… am to …… pm 4) …… days in a week 5) ……. Hours per day Others…………..
11	What are the difficulties you faced in this literacy program? (Multiple answer is allowed)	☐ ☐ ☐ ☐ ☐ ☐ ☐	1) Distance 2) Unfriendly attitude of teachers 3) Safety and security problem 4) Unsupportive family 5) social Prejudice 7) None of the above 6) Other………….
11.1	(If answer = 3 in Q 18) What type of safety and security problem? (Multiple answer is allowed)	☐ ☐ ☐	1)Teasing while going to school 2) Unsafe transportation system 3) Physical harassment while going to school 4) Others
	Did you receive life skill training did you receive?	☐ ☐	1) Yes 2) No
	If yes, what are the life skill training did you receive?	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	1) No training 2) First Aid 3) Sanitation 4) Menstrual Hygiene 5) Agriculture 6) Family planning 7) Forestry and environment 8) Fisheries and livestock 9) Handy craft 10) Vocational training 11) Road safety 12) Climate Change 13) Disaster Management

		☐ ☐ ☐ ☐ ☐ ☐ ☐	14) Gender 15) Democracy 16) Human values 17) Reproductive health 18) HIV AIDS 19) None of the above 20) Other
12	How did you hear about this program? (Multiple answer is allowed)	☐ ☐ ☐ ☐ ☐ ☐ ☐	1) Mosque 2) Project staff 3) Friend/relative 4) Awareness program organized by government 5) Other enlisted learner 5) Media.................... 6) Other………….
13	Are the classes held regularly?	☐ ☐	Yes No
13.1	If No, what is the reason? (Multiple answer is allowed)	☐ ☐ ☐ ☐	1) Absence of teacher 2) Absence of students 3) Bad weather 4) Others
14	How many days do you present weekly in the class?	☐ ☐ ☐ ☐ ☐	1 2 3 4 5 6
15	Do you have any plan to continue this learning process after the end of this course? (current)	☐ ☐	1) Yes 2) No
15.1	If yes, how will you continue further learning?	☐ ☐ ☐ ☐	1) Get admitted in vocational course 2) Get admitted in other educational institute 3) Others…………….
16	Do you motivate others to enroll in basic literacy program?	☐ ☐	Yes No
17	Do you think this project will improve your quality of life?	☐ ☐	Yes No
17.1	If yes, what is your expectation? (Multiple answer is allowed)	☐ ☐ ☐ ☐	1) Improved livelihood 2) Employment 3) Better job 4) Others
18	Rate the education quality of learning center (out of 5). 1=Very poor 2=poor 3=moderate 4=good 5= Very good	☐ ☐ ☐ ☐ ☐	1 2 3 4 5
19	Give your overall comment on the program?	☐	………….

Physical Observation Checklist

District/Upazila	Learning Center	Area of Observation	Checklist	Criteria	Comment
		Class Equipment	Table Chair Boards Chalk Duster	Number and Quality	
		Study Materials	Primers	availability	
		Record Keeping	Attendance register	maintenance	

FGD Checklist

SL.	Name	Age	Occupation/ Designation	Education	Phone No.	Signature
1.						
2.						
.....	....	......	......	......	......	....

FGD Checklist for Current Student

1. How long are you studying here?
2. How did you hear about this program?
3. What do you learn here (including life skill training)?
4. How efficient were your teachers? Are the number of teachers sufficient?
5. Do you feel the necessity of learning Bangla language?
6. Do the goods purchased for class room are sufficient? Did you receive all the materials?
7. Did you get any benefit from the literacy program?
8. Is the course duration sufficient?
9. Do you face any difficulties regarding this program (i.e. safety and security)?

10. Are the classes held regularly?
11. Do you have any plan to continue this learning process after the end of this course? (current)
12. Do you motivate others to enroll in basic literacy program?
13. Discuss the strength, weakness, opportunity and threats of this program?
14. Give your overall comment on the program?

Checklist for FGD with Teacher

1. Activities of the basic literacy project done at LC. Your main responsibilities. Responsibilities you are not capable to perform. Reason behind this.
2. Number and types of trainings organized for teachers. Topics of the trainings. Was the training sufficient? Any gaps in the training? Suggestion regarding the improvement of training quality. Discuss.
3. Number of learners in each LC. Activities at LC.
4. Number of teachers recruited for each learning center? Number of classes in a week? Which books are taught in LCs? Do you think the quality of teaching is being ensured?
5. Any difficulties faced performing classroom activities.
6. Is there proper human resource/capacity for managing the project/ LC?
7. Is there any problem in goods and service procured for which the quality of education gets hampered?
8. How do you conduct pre and post assessment of the learners?
9. Types of life skill training provided.
10. Do you think the learners need to learn Bangla language? Please discuss. (Only for ethnic group).
11. Do the supervisors monitor the centers regularly (at least two visits per center in a week) and provide technical advice and assistance to the teachers?
12. Benefits of basic literacy projects? Negative side of the project?
13. Give your opinion on sustainability (Exit Plan) of project. Do you have any plan to continue teaching as voluntary service?
14. Discuss the strength, weakness, opportunity and threats of this program?
15. Opinion on the overall activities of the program? Any further suggestion.

KII Checklist

Participant's Information	
Name	
Age	
Education	
Occupation	
Designation	

Phone no.	
Interviewer Name	
Note Taker	

INGO

1. Roles and responsibilities of your organization in this project
2. Current progress regarding targets
3. Past experience of your organization in handling similar project.
4. Reason behind the delay of project implementation.
5. Problem faced in organizing meeting, workshop social mobilization sessions etc.
6. Did you receive proper support from PIMU?
7. How do you evaluate the project design? Capability of your organization to implement project according to the decision and tenure as project director.
8. Any difficulties in financing, procurement, logistic and supply?
9. Challenges faced in project implementation.
10. Effectiveness of training on project management and procurement
11. Tell us the strength, weakness, opportunity and threats of this project?
12. Your overall recommendation

PROJECT DIRECTOR

1. Challenges faced in project implementation.
2. Reason behind the delay of project implementation.
3. Capability of the implementing organization to implement project according to your decision.
4. Sustainability (Exit Plan) of project's benefits after completion of the project
5. Tell us the strength, weakness, opportunity and threats of this project?
6. Your overall recommendation

DEPUTY DIRECTOR (Admin & finance, Procurement & logistics, Training & Manual Development, Social mobilization)

1. Challenges faced in project implementation in term of following sections
   - Admin & finance,
   - Procurement & logistics,
   - Training & Manual Development,
   - Social mobilization
2. Reason behind the delay of project implementation.
3. Capability of the implementing organization to implement project according to your decision.
4. Sustainability (Exit Plan) of project's benefits after completion of the project
5. Tell us the strength, weakness, opportunity and threats of this project?
6. Your overall recommendation

DEPUTY DIRECTOR (Implementation, monitoring, Evaluation & MIS, Social mobilization, Planning, Survey, Study & research and documentation)

1. Challenges faced in project implementation in term of following sections
   - Implementation,
   - Monitoring & Evaluation
   - MIS,
   - Social mobilization,
   - Planning,
   - Survey, Study & research and documentation
2. Reason behind the delay of project implementation.
3. Capability of the implementing organization to implement project according to your decision.
4. Sustainability (Exit Plan) of project's benefits after completion of the project
5. Tell us the strength, weakness, opportunity and threats of this project?
6. Your overall recommendation

ASST. DIRECTOR – DBNFE

1. Your roles and responsibilities in this project
2. Challenges faced in performing your responsibilities.
3. Current progress regarding targets of the project
4. Current state of overall Non-formal education system especially the coverage of this project
5. How do you evaluate the implementing organization?
6. Reason behind the delay of project implementation.
7. Problem faced in organizing meeting, workshop social mobilization sessions etc.
8. How do you evaluate the project design? Capability of implementing organization to implement project according to the decision and tenure as project director.
9. Any difficulties in financing, procurement, logistic and supply?
10. Effectiveness of training on project management and procurement
11. Tell us the strength, weakness, opportunity and threats of this project?
12. Sustainability (Exit Plan) of project's benefits after completion of the project
13. Your overall recommendation

MoPME

1. Current state of overall Non-formal education system
2. Prospects and challenges of NFE sector in Bangladesh
3. Status of NFE in national policies (target and gaps)
   - National NFE Policy-2006
   - National Education Policy-2010
   - Education for All: National Plan of Action [NPA II]
   - Sixth Five Year plan
4. Sustainability (Exit Plan) of project's benefits after completion of the project
5. Your overall recommendation

ASST. DIRECTOR (Admin & Finance)

1. Your roles and responsibilities in this project
2. Current progress regarding targets
3. Reason behind the delay of project implementation. (Financial or administrative cause?)
4. Challenges faced in financial management.
5. Sufficiency of financing for logistics support for running this project?
6. Any administrative complexity
7. Capacity and efficiency of implementing NGO regarding financial management?
8. Tell us the strength, weakness, opportunity and threats of this project?
9. Your overall recommendation

ASST. DIRECTOR (Procurement & logistic)

1. Your roles and responsibilities in this project
2. Current progress regarding targets
3. Reason behind the delay of project implementation. (Procurement & logistic)
4. Challenges faced in procurement and logistic supply
5. Sufficiency of financing for logistics support for running this project?
6. How do you ensure the logistics support at the field level?
7. Any administrative complexity
8. Evaluate the manpower for the maintenance of goods/works/services procured
9. provisions of PPA 2006 and PPR 2008 are being followed properly in the procurement process
10. Capacity and efficiency of implementing NGO regarding financial management?
11. Any procurement related training and effectiveness
12. Tell us the strength, weakness, opportunity and threats of this project?
13. Your overall recommendation

ASST. DIRECTOR (Training and Material Development)

1. Your major roles and responsibilities
2. Current progress regarding targets
3. Reason behind the delay of project implementation.
4. How do you ensure the quality of training and training materials/manuals?
5. Any gap in capacity building training of BNFE, PIMU and field level officers?
6. What is the role of master trainers in this project?
7. How the teachers, supervisors, CMCs, NGOs and others are able to perceive the trainings?
8. Do you prepare any training report?
9. How do you evaluate the project design? Capability of implementing organization to implement project according to the decision and tenure as project director.
10. Any difficulties in financing, procurement, logistic and supply?
11. Effectiveness of training on project management and procurement
12. Tell us the strength, weakness, opportunity and threats of this project?
13. Your overall recommendation

ASST. DIRECTOR (Social Mobilization)

1. Your major roles and responsibilities
2. Current progress regarding targets
3. Reason behind the delay of project implementation.
4. How do you engage community and other stake holders in social mobilization program
5. Impact of social mobilization program
6. How do you evaluate the project design? Capability of implementing organization to implement project according to the decision and tenure as project director.
7. Any difficulties in financing, procurement, logistic and supply?
8. Challenges faced in social mobilization.
9. Tell us the strength, weakness, opportunity and threats of this project?
10. Your overall recommendation

ASST. DIRECTOR (Implementation)

1. Roles and responsibilities of your organization in this project
2. Current progress regarding targets
3. Past experience of your organization in handling similar project.
4. Reason behind the delay of project implementation.
5. Challenges faced in project implementation
6. Problem faced in organizing meeting, workshop social mobilization sessions etc.
7. Did you receive proper cooperation from INGO?
8. How do you evaluate the project design?
9. Capability of implementing organization to implement project according to the decision and tenure as project director.
10. Effectiveness of training
11. Tell us the strength, weakness, opportunity and threats of this project?
12. Sustainability of the project benefit (exit plan)
13. Your overall recommendation

ASST. DIRECTOR (Monitoring Evaluation and MIS)

1. Roles and responsibilities of your organization in this project
2. challenges faced in monitoring, evaluation and MIS
3. Current progress regarding targets
4. Reason behind the delay of project implementation.
5. Problem faced in organizing meeting, workshop social mobilization sessions etc.
6. Did you receive reporting from different level timely
7. The process of M&E
8. How do you maintain MIS?
9. How do you evaluate the project design? Capability of INGO to implement project according to the decision and tenure as project director.

10. Tell us the strength, weakness, opportunity and threats of this project?

11. Your overall recommendation

ASST. DIRECTOR (Planning, Survey, Study & research and documentation)

1. Your Roles and responsibilities
2. challenges faced in Planning, Survey, Study & research and documentation
3. Current progress regarding targets
4. Reason behind the delay of project implementation.
5. Types of study/research conducted so far.
6. How do you maintain documentation?
7. How do you evaluate the project design?
8. How to make the project benefit sustainable?
9. Tell us the strength, weakness, opportunity and threats of this project?
10. Your overall recommendation

Upazila Program Officer (UPO), DBNFE

1. Roles and responsibilities in this project.
2. Current progress regarding targets.
3. Reason behind the delay of project implementation.
4. Problem faced in organizing meeting, workshop social mobilization session etc.
5. Did you receive proper support from PIMU?
6. Support from local office staff.
7. How do you evaluate the project design? Capability of your organization to implement project according to the decision and tenure as project director.
8. Any difficulties in financing, procurement, logistics and supply?
9. Effectiveness of training on project management and procurement.
10. Tell us strengths, weaknesses, opportunities and threats of this project.
11. Challenges faced in project implementation. Measures should be taken to minimize that challenges.
12. Your overall recommendation.

Upazila Nirbahi Officer (UNO), UNFEC

1. Roles and responsibilities in this project.
2. Current progress regarding targets.
3. Reason behind the delay of project implementation.
4. Problem faced in organizing meeting, workshop, social mobilization session etc.
5. Role of Upazila Assessment Committee.
6. Role of INGO and DBNFE. Any corruption or misappropriation of funds/resources is done by implementing NGO.
7. Do you think illiterate adolescents and adults are being motivated to be literate through the Basic Literacy Program?
8. Any observation in financing, procurement, logistics and supply.

9. Tell us strengths, weaknesses, opportunities and threats of this project.

10. Challenges faced in project implementation. Measures should be taken to minimize that challenges.

11. Your overall recommendation.

CMC Members

1. Roles and responsibilities in this project.

2. Problem faced in organizing meeting.

3. Status of Community Action Plan to eradicate the illiteracy from the community.

4. Community contribution for the establishment of learning center and sustainability.

5. Any observation in financing, procurement, logistics and supply.

5. Sustainability of project's benefits after completion of the project.

6. Challenges faced in project implementation. Measures should be taken to minimize that challenges.

7. Your overall recommendation.

Discussion Agenda of workshop

Tool	Sample Areas	Number	Stakeholder	Discussion Item
Local level workshop in study area		1	✓ Stakeholders of National and Local level of the Project ✓ Stakeholders of the in depth monitoring of the project. ✓ Representative of IMED ✓ Representative of Local Government Authority ✓ Representatives of Disaster Management Watch	✓ Project Benefits ✓ Progress of the Project ✓ Recommendation regarding the Project Plan ✓ Recommendation regarding the Remaining Project Implementation ✓ Observation regarding the Project ✓ Project Strength and project Opportunities ✓ Project Weakness and Threat

Checklist of Secondary Documents

List of Documents	Stakeholders	Items Reviewed
1. The Public Procurement Act, 2006 2. The Public Procurement Rules 2008 3. Revised DPP 4. Detailed Project Plan/Detailed implementation plan 5. National NFE Policy-2006 6. National Education Policy-2010 7. Education for All: National Plan of Action [NPA II] 8. Sixth Five Year plan 9. Annual Work Plan 10. Annual Procurement Plan 11. Progress report (Financial and physical) 12. Monitoring report 13. Training/workshop Report 14. Procurement Process documentation/ Procurement Report (Tender invitation, ToR, BOQ, evaluation of tender, approval procedure) 15. Tender Meeting Minutes, 16. Project Approval Documentation, financing and fund release documentation, 17. Report of Non formal education System of BD, 18. Exit Plan, 19. Upazila Assessment Report.		

Component wise Progress Checklist

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)		Actual Progress		Comments
		Financial (taka in Lakh)	Physical (Amount)	Financial (taka in Lakh)	Physical (Amount)	
Machineries & Equipment	Nos.	199.29	1032			
Furniture	Nos.	64.45	1568			
Transport & Vehicle	Nos.	70.00	1			
Pay & Allowances of PIMU's Officers & Staffs	Person	2346.42	526 (1828 man year)			
Local Training	Persons	3207.94	155369			
Workshop	Nos.	4.00	4			
Program Operation Cost	LCs	32475.90	5000			
Social Mobilization	Nos.	493.17	4368			
Monitoring and Evaluation	LCs	17.25	75000			
Assessment of Learners	Lakh	541.00	45			
Primer, Manual & Guidebook printing	Nos.	4818.81	9536855 Nos.			
Baseline Survey	lakh learners	300.00	45			
National Consultant	PM	18.00	12			
VAT	LS	100.00				
Transportation cost	Nos.	30.00	251			
Fuel & Gas, Petrol, Oil and		20.00	256			

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)		Actual Progress		Comments
		Financial (taka in Lakh)	Physical (Amount)	Financial (taka in Lakh)	Physical (Amount)	
Lubricants						
Water, Electricity, and Gas		170.7	256			
Advertising and publicity		1.50	9			
Stationary, seals, stamps	Nos.	67.80	256			
Postage, Telephone, Fax and Internet	Nos.	63.60	256			
Registration of Vehicles	No.	0.10	1			
Rent-Microbus	Nos.	24.00	4 (1 per year)			
Committee meetings costs	Nos.	75.76	1620			
Repairing/ Maintenance (RM) of Motor Vehicles	No.	2.00	1			
RM of Machineries	Nos.	1.00	255			
Contingency & unallocated fund		145.93	181924			

Project Objective Checklist

Sl. No.	DPP Wise Objectives	Actual Progress	Reason Behind the Gaps
01	To provide Basic Literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15-45 age group		
02	To contribute in eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year plan		
03	To contribute in implementation of the National NFE Policy-2006 and the National Education Policy-2010		
04	To strengthen the capacity of BNFE and other agencies involved in Non-Formal Education		
05	To Promote GO-NGO and community collaboration in NFE		
06	To develop primers in the mother tongue(s) of the ethnic groups for the learners of 3 hill districts		

Procurement Checklist

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)		Actual Progress		Comments
		Financial (taka in Lakh)	Physical (Amount)	Financial (taka in Lakh)	Physical (Amount)	
Machineries & Equipment	Nos.	199.29	1032			
Furniture	Nos.	64.45	1568			
Transport & Vehicle	Nos.	70.00	1			
Pay & Allowances of PIMU's Officers & Staffs	Person	2346.42	526 (1828 man year)			
Local Training	Persons	3207.94	155369			

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)		Actual Progress		Comments
		Financial (taka in Lakh)	Physical (Amount)	Financial (taka in Lakh)	Physical (Amount)	
Workshop	Nos.	4.00	4			
Program Operation Cost	LCs	32475.90	5000			
Social Mobilization	Nos.	493.17	4368			
Monitoring and Evaluation	LCs	17.25	75000			
Assessment of Learners	Lakh	541.00	45			
Primer, Manual & Guidebook printing	Nos.	4818.81	9536855 Nos.			
Baseline Survey	lakh learners	300.00	45			
National Consultant	PM	18.00	12			
VAT	LS	100.00				
Transportation cost		30.00	251			
Fuel & Gas, Petrol, Oil and Lubricants		20.00	256			
Water, Electricity, and Gas		170.7	256			
Advertising and publicity		1.50	9			
Stationary, seals, stamps	Nos.	67.80	256			
Postage, Telephone, Fax	Nos.	63.60	256			

Name of Items/Subject (According to DPP)	Unit	Target (According to DPP)		Actual Progress		Comments
		Financial (taka in Lakh)	Physical (Amount)	Financial (taka in Lakh)	Physical (Amount)	
and Internet						
Registration of Vehicles	No.	0.10	1			
Rent-Microbus	Nos.	24.00	4 (1 per year)			
Committee meetings costs	Nos.	75.76	1620			
Repairing/ Maintenance (RM) of Motor Vehicles	No.	2.00	1			
RM of Machineries		1.00	255			
Contingency & unallocated fund		145.93	181924			

Annex I: Photographs of Physical Observation

Project activity in the backyard during monitoring

Due to lack of space classes are being taken in congested environment

Taking class in low light has been a common facts during monitoring period

Using the front space of houses as learning centers

Project activities in government primary school

No chairs or table in the class room

Annex J: Photographs of Local Stakeholder Workshop

Workshop guests at the local level

Participants in the workshop