Government of the People's Republic of Bangladesh

**Disbursement Link Indicator (DLI) Targets Verification**

**of**

**'The Fourth Primary Education Development Program (PEDP4)'**

# Result Verification Report (RVR)

On

**Verification Study through Sample Survey with Desk Review on the Disbursement Link Indicator**

**Target 6.1**

**"Out-of-School Children enrolled in Learning Centers under Third Primary Education Development Program are back to school or Learning Centers."**

**February 2020**


**IVA Unit**

Implementation Monitoring and Evaluation Division (IMED)

Monitoring and Evaluation Sector-6

Ministry of Planning

Sher-e-Bangla Nagar, Dhaka-1207

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DLI Target 6.1: "Out-of-School Children Enrolled in Learning Centers under Third Primary Education Development Program are back to school or Learning Centers"

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**February 2020**

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# Acronyms

| | |
|---|---|
| ABAL | Ability Based Accelerated Learning |
| BEHTRUWC | Basic Education for Hard to Reach Urban Working Children |
| BNFE | Bureau of Non-Formal Education |
| CMC | Center Management Committees |
| CODEC | Community Development Centre |
| DAM | Dhaka Ahsania Mission |
| DLI | Disbursement Link Indicator |
| DNCC | Dhaka North City Corporation |
| DNFE | Directorate of Non-Formal Education |
| DPE | Directorate of Primary Education |
| DSCC | Dhaka South City Corporation |
| DSK | Dustho Sastho Kendro |
| FGD | Focus Group Discussion |
| FY | Financial Year |
| GoB | Government of Bangladesh |
| IMED | Implementation Monitoring and Evaluation Division |
| INFEP | Integrated Non Formal Education Program |
| JCF | Jagoroni Chakra Foundation |
| JSUC | Ghasful and Juganthar Samaj Unnayan Sangstha |
| JVP | Joint Venture Partner |
| KII | Key Informant Interview |
| KPI | Key Performance Indicator |
| LC | Learning Center |
| MoPME | Ministry of Primary and Mass Education |
| NCTB | National Curriculum and Textbooks Board |
| NEP | National Education Policy |
| NFE | Non-Formal Education |
| NFEDP | Non-Formal Education Development Programme |
| NFPE | Non-Formal Primary Education |
| NGO | Non-Government Organization |
| OOSC | Out-of-School Children |

| | |
|---|---|
| PEDP | Primary Education Development Program |
| PESP | Primary Education Stipend Project |
| PRSP | Poverty Reduction Strategy Paper |
| ROSC | Reaching out-of-School Children |
| SCE | Second Chance Education |
| SDG | Sustainable Development Goals |
| SFP | School Feeding Program |
| SWOT | Strength Weakness Opportunity Threat |
| ToR | Terms of Reference |
| YPSA | Young Power in Social Action |

# Executive Summary

This initiative for out-of-school children is the continuation of a long-drawn effort by the Government of Bangladesh (GoB) towards the achievement of universal primary education. Since the beginning of *Education for All* campaign in 1990, Bangladesh has taken significant strides towards the universalization of primary education including basic literacy. By achieving near universal primary education along with gender parity, GoB has shown remarkable commitment towards achieving universal primary education. However, pockets of exclusion remain, which has made transition from near universal primary education to complete universal achievement of primary education difficult.

The purpose of this validation exercise under DLI target 6.1 for out-of-school children within PEDP4 was to validate whether remaining OOSCs are back in schools or Learning Centers. In addition, the TOR required verifying to what extent the innovative approaches ensured positive learning environment, teaching learning process, timely provision of inputs as well as effective management of implementation process leading to the expected learning outcomes. A total of 100,073 out-of-school children were targeted.

A mixed method was employed in the study. Both qualitative and quantitative tools and techniques were developed and administered. For the quantitative aspect for the verification of the actual participation of children in the NFPE program, first, we selected 96 learning centers (LCs) from a total of 3332 LCs with 95% confidence level and 10% precision level. The 96 LCs were divided proportionally among all 7 regions according to the total number of LCs and students in each region. Two Upazillas/ Thanas from each region were selected purposively, considering the location, distance from each other, and representativeness of 4 curriculum modalities. In addition, to strengthen the reliability of the statistics on the presence of students, multiple methods were used for the triangulation.

The qualitative aspect of study covered both institutional and pedagogical aspect of the implementation process. Desk review enabled the study team to establish the context of the study. Specific methods used for the various dimensions of qualitative investigation as stated involved semi-structured interview, Focus Group Discussion (FGD), Key Informant Interview (KII), observation and workshop. The different methods helped to triangulate the findings for validation. All the relevant stakeholders who had a role in the implementation of the various

innovative models of NFPE right from the BNFE central to teachers as well as parents and communities were inquired by using the stated methods.

According to BNFE, a total of 98664 children were identified instead of 100,073 at the time when the responsibility of out-of-school children was transferred from DPE to BNFE. Using one method of verification, that is with 99% confidence level, names of 78% (n=507, out of a total of 653) students from the original list of BNFE were found to be regularly registered in the attendance books. At the day of visit, the enumerators could verify the physical presence of 59% (n=387) students. Besides, using another method, that is a total enumeration of current students in 96 LCs, we found that 66% (n=1907, out of a total of 2883) of the children in the original list were present at the Learning Centers or have got themselves enrolled in formal schools. Notably, a total of 1136 students (replacing the students that left the LCs in the middle or went back to school) were found newly enrolled. Which means, the total target number, despite loss of some original students, was maintained throughout the project.

Factors considered for determining whether the DLI target 6.1 was achieved included issues such as unclear statement of DLI protocol, challenging target of achievement, unforeseen event of transition in management, lack of tracking system, trend of low rate of completion among out-of-school children due to socio-economic constraints and challenges faced during the project implementation process.

Because the decision to transfer the responsibility of implementing the out-of-school children project from DPE to BNFE was made in the middle of the ongoing school sessions, it naturally created a number of challenges including time lag, dropouts, problems in logistics such as, among others, supply of books and learning materials.

Findings further reveal that one of the central strategies of all the innovative models was reaching maximum number of hard-to-reach children at a minimum cost. From this standpoint, the project was effective. Having stated that, low budget allocation for these marginalized children resulted in poor learning conditions evidenced by poor infrastructural facilities.

Particularly in the urban slums, allocation of TK3000 per month for the rent per LC resulted in congested learning space, which is neither healthy nor congenial for learning. Furthermore, the implementation process also suffered during the transition of responsibility from DPE to BNFE; particularly during the short span of time when the project was supported neither by DPE nor by BNFE.

Having stated the constraints, there are a number of factors that has enabled to overcome the constraints. These factors are embedded within the structure and delivery mechanism of each curriculum model. For instance, all the models are based on participatory and child centered approaches. There were 4 models; two models considered multi-graded or multi-level ability, two models were based on block teaching methods with uniform class. The 1:30 ratio of teacher and student in an otherwise compact space perhaps creates better teaching-learning conditions than the often-crowded government primary schools. The very exercise of dividing the children in small groups according to their ability and assigning a group leader for each group in a multi-grade situation empowers the children with individual as well as collective leadership and responsibility.

Considering the above experience, a number of lessons have been learned which could be translated into future directions. In addition to the need for making the various innovative models better resourced in terms of learning materials, improved infrastructure, better training and fringe benefit for teachers, it has been recommended to reconfigure the innovative models in the light of SDG 4 to which Bangladesh is also a signatory.

Even though the target for out-of-school children was partially achieved (78% presence of children in comparison to the MoPME approved list) in comparison to absolute number (100% presence of students in the LCs according to the MoPME approved list), considering the challenging circumstances surrounding the out-of-school children and the nature of action taken to address the situation, which resulted in the maintenance of total target number of children currently studying the LCs through replacement, it could be stated that the DLI target 6.1 concerning out-of-school children has been met.

# Section 1: Introduction

Bangladesh has achieved remarkable progress in providing access to primary education. In addition to achieving near universal access to primary education Bangladesh has achieved gender parity in terms of enrolment. This puts Bangladesh ahead of its neighbors in the South Asia (World Bank, 2016; Save the Children, 2018). Having stated that, pockets of exclusion remain. Millions of children still cannot go to schools (USAID, 2019). These children cannot go to schools since they are marginalized for a number of reasons. Their marginalization has to do with a combination of socio-economic, geographic, ethnic dimensions among others. This runs contrary to the national constitutional obligation that directs the state to provide basic education to all its citizens (Constitution of the People's Republic of Bangladesh, 1972). The latest national education policy elaborated in 2010 emphasizes on inclusive approaches consisting of innovative needs-based targeted interventions (Ministry of Education, GoB, 2010). These include flexible and responsive primary education delivery for the socio-economically marginalized, physically and mentally challenged as well as ethnic minorities among others. The nature of hardships faced by these children do not allow them to get enrolled to formal primary education system. They need NFE mode of education delivery tailored to their needs. To this end, Government of Bangladesh (GoB) instituted NFE policy back in 2006 (BNFE, 2006). Initially NFE targeted the youth and adults but not for out-of-school children. Out-of-school children used to be managed by the DPE, which is the lead agency for running all the government primary schools in the country. However, GoB enacted NFE Act in 2014 (Gob, 2014). The Act made BNFE responsible for out-of-school children aging between 8 and 14 years in providing NFPE which was being provided by DPE. In addition, GoB is signatory to SDG4 Incheon Declaration that commits for holistic and integrated approach to learning based on the principles of lifelong learning leading to sustainable development. As consequences to these policies the GoB is moving towards a minimum 8 eight years of basic education linked to vocational as well as other life related skills. These skills are considered critical in fulfilling government’s policy obligation of making education a tool for poverty reduction through sustainable development. It is within this policy discourse the DLI target verification on out-of-school children has taken place.

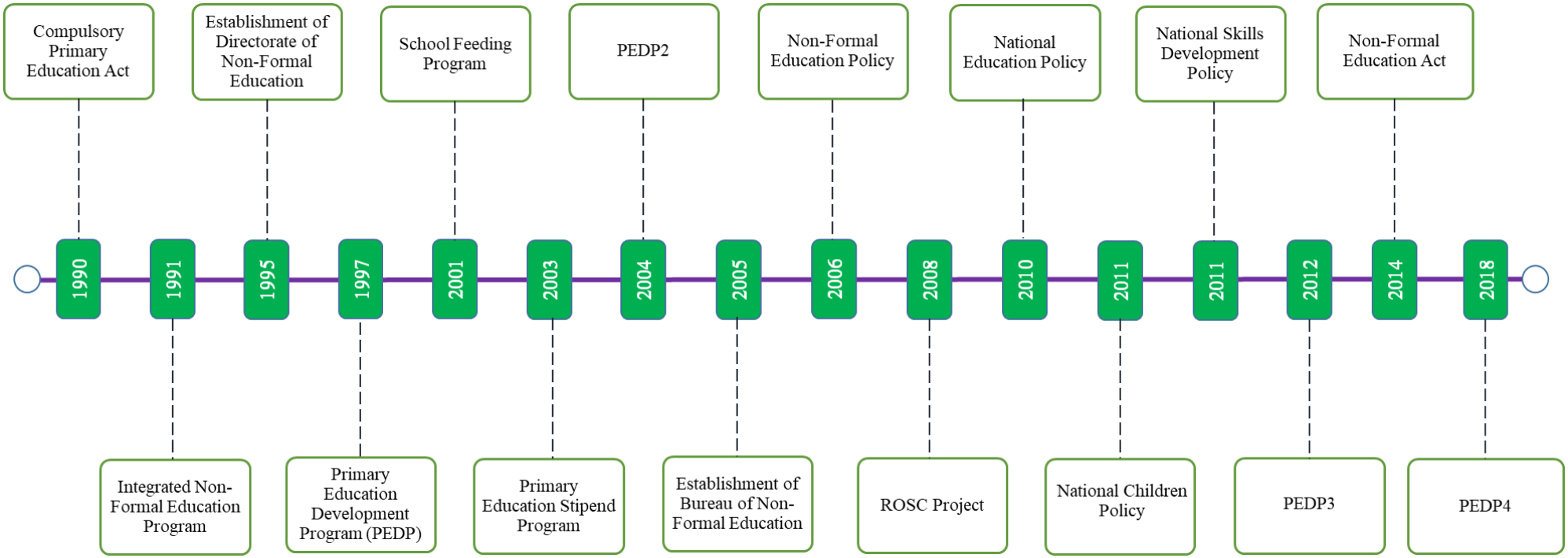


Figure 1: Historical trajectory of the initiatives taken by GoB to recognize Non-Formal Education

## 1.1 Out-of-school children in Bangladesh

Almost one-fifth of children aged 6–10 years in Bangladesh are out-of-school (Save the Children, 2018). The proportion of children out-of-school varies by district and Upazila, as well as by rural and urban location, age, sex and wealth quintiles. While all districts have a significant portion of out-of-school children, it ranges from 32% in Bandarban to 15% in Jhalokati. At the upazila level, the prevalence ranges from 13% to 45%. However, the majority of out-of-school children are concentrated in 72 of the 483 upazilas, which illustrates the within-district disparities (UNICEF, 2015). While Bangladesh has made considerable progress over the past decades increasing primary school enrolment—raising GER (gross enrolment ratio) to 107 percent and NER (net enrolment ratio) to 95.6 percent—an estimated 39.8 percent children are reported to have dropped out before completing primary schooling. In general, the proportion of out-of-school children is higher in rural areas, by an average of 5%, whereas the dropout rate is slightly higher in urban areas (Kamaluddin, 2019).

Importantly, the Government of Bangladesh remains committed to ensuring that all children receive a high-quality primary education. The Primary Education Stipend Project (PESP) covers 7.8 million children by providing families with BDT 100, although this is less than the opportunity cost of schooling, as well as private out-of-pocket school expenses. The School Feeding Program (SFP) covers about 3 million children and provides eligible children with a mid-morning snack in an effort to prevent dropout. Nonetheless, millions of children do not benefit from these government-led programs, to date. Data on out-of-school children reveal that boys are slightly more likely to be out-of-school than girls. Younger children, around age six are almost five times more likely to be for out-of-school (53%) compared to children age 9 (11%). After the age of 9, the number of out-of-school children increases again. Relatedly, while children from poorer families are more likely to be for out-of-school, regardless of wealth status, the prevalence of dropout increases after age 9, likely as children begin to find work opportunities. Finally, children with disabilities are also unsurprisingly more likely to be out-of-school. In sum, millions of children are missing out on their right to obtain a quality basic education in Bangladesh.

## 1.2 Second Chance Education Program

Bangladesh has a long history of reaching some of the country's most disadvantaged children through education partnerships between Government and NGOs. These partnerships have

played a crucial role in providing learning opportunities to out-of- school children through alternative learning programs. As stated, the largest initiative targeting OOSC currently operating is the DPE-implemented Reaching Out-of-School Children (ROSC) Project, which enrolls over 3,00,000 children in 12,000 community learning centers. Out-of-School Children could not be enrolled through the formal system. DPE created a Second Chance Education (SCE) Division, which aims at enrolling out-of-school children in learning centers. The Second Chance Education (SCE) program is the first GO-NGO-INGO partnership that led to establish a strong public-private partnership of its kind. In close collaboration with the Directorate of Primary Education (DPE), under the Ministry of Primary and Mass Education (MoPME), SCE offers a flexible, needs-based education approach for children who are out-of-school, whether they never enrolled or dropped out. The overarching objectives of SCE are:

- ✓ To create a second chance for children who are out-of-school for any reason to complete primary education through flexible learning strategies;
- ✓ To create opportunities for out-of-school children to integrate into the formal education system at any appropriate level, as per their skills and competencies;
- ✓ To create opportunities for those children who have missed out on completing their primary education to attend their Grade 5 completion exam so that they can enroll in Grade 6 and/or attend skills development courses as appropriate;
- ✓ To ensure that the education system is responsive to reduce the number of school-age children who are out-of-school and support them to receive a quality primary education.

### 1.2.1 Implementing Agency and Joint Venture Partners for implementing NFE programs

The process of implementation is led by BNFE which is the central government agency for implementing NFE programs in Bangladesh. It has also been assigned by the law to provide NFPE to out-of-school children with ages between 8 and 14 years. BNFE implements its NFPE interventions through NGOs with track record of working in this domain. The functions of BNFE and its partner NGOs who are currently providing NFPE to hard to reach out-of-school children through four different NFPE delivery models has been provided below:

### 1.2.2 Directorate of Non-Formal Education (DNFE)

Following World Conference on Education for All (EFA) in Jomtien in 1990, the government of Bangladesh launched a major Non-Formal Education program titled "Integrated Non-Formal Education Program (INFEP)" in 1991 while the literacy rate was 35.3%. INFEP targeted 1.6 million illiterates to provide basic literacy.

Encouraged by the success of INFEP, the government gave more emphasis on expansion of NFE sector and subsequently in 1995, Directorate of Non-Formal Education (DNFE) was formed under the development budget. DNFE extended its activities throughout the country during the period of 1996-2002. The NFE programs implemented under DNFE were: (1) Non-Formal Education Project-1, (2) Non-Formal Education Project-2, (3) Non-Formal Education Project-3 and (4) Non-Formal Education Project-4 (TLM). Besides Gram Shikkha Milon Kendra as continuing education center and Family Life Education Project has been implemented in this period. The NFE 3 project which is better known as BEHTRUWC (Basic Education for Hard to Reach Urban Working Children) was the only basic education program for the out-of-school children belonging to 8–14 years age group.

The rest of the NFE programs under PEDP3 that were implemented by the former Directorate of Primary Education is the implementing authority of SCE, while BRAC, Dhaka Ahsania Mission (DAM) and Save the Children International (SCI) are the Joint Venture Partners to support DPE for implementing SCE. BRAC has been implementing one model by itself in rural areas and through partnership with five implementing partners at urban areas. DAM has been implementing one model in rural and urban areas. SCI has been implementing two models; one in fully at rural and another one in at both urban and rural through partnership with two implementing partners. In the implementing process, SCI has taken the lead role as Implementing Support Agency, and is responsible for ensuring the program vision, providing overall program management and financial accountability, liaising amongst MoPME and DPE partners, overseeing the operational framework and program models and coordinating among the joint venture partner (JVP) organizations. However, following the enactment of the NFE Act whereby the government by law assigned BNFE to address 8-14 years old out-of-school children nationwide; therefore, the focal point for implementing SCE has shifted from DPE to BNFE.

Following matrix would show all the major features of the four modalities at a glance:

Table 1: Major features of 4 modalities.

| Modality | Implementing NGO | Physical set up of LC | Duration | Timing | Teaching method | Curriculum | Area coverage | Number of teacher in each LC | Number of student in each LC |
|---|---|---|---|---|---|---|---|---|---|
| Ability Based Accelerated Learning (ABAL) | JCF | 12/16 feet room, 1 door, 2 windows, 1 book self, 1 wall clock, 2 floor mat | 45 months (9 months for each class) | 9.00 am–5.00 pm (2.40 hours break) | Multi grade | NCTB curriculum, co-curricular, course of life skill | Gaibandha, Sylhet, DSCC, DNCC. | 1 teacher (female is prioritized, with Higher Secondary Certificate degree) | 30 |
| SHIKHON | RDRS | 22/16 feet room, 1 blackboard, 1 mat, decoration with different posters and charts prepared by the students | 48 months (4+8+8+9 +9+10) | 3–4 hours, 6 days | Single grade | Textbooks of NCTB curriculum | Kishoreganj, Sylhet, Sunamganj. | 1 married female teacher (Higher Secondary Certificate passed) | 30–35 |
| Cohort | BRAC | 336 sq feet/8 feet, 1 door, 5/6 windows, ceiling of the house | 48 months (9+9+9+10+11) | Class 1–Class 2= 3 hours; Class 3= 3.30 hours; Class 4–Class 5= 4 hours. | Single grade | Class 1–Class 3= books developed by BRAC, Class 4–Class 5= textbooks of NCTB curriculum & conducive books developed by BRAC | Gaibandha, Chattogram. | 1 married female teacher, at least Secondary School Certificate passed | 28–30 (55% Girls) |
| Multi grade | FIVDB | 4 tables, 2 blackboards, textbooks published by NCTB, domestic study materials, decoration with different posters and charts prepared by the students | 42 months (9+8+8+9) | 9.00 am–12.00 pm and 2.00 pm –5.00 pm (2 shifts) | Multi grade, peer learning | Textbooks of NCTB curriculum | Kishoreganj, DNCC. | 1 female teacher | 25–30 |

### 1.2.3 Learning centers

Learning centers for out-of-school children are single room learning space for children. The learning centers are located within the communities of the target children. This close proximity

to the communities provided strong sense of community ownership. Under ideal situation learning centers are owned by the communities and have multipurpose role serving the cause of lifelong learning. However, in this specific case the learning centers served the temporary role of providing NFPE to the children belonging to specific marginalized communities. Therefore, they were rented. Each center had a small center management committee, which consisted of the center teacher and community leaders along with parents. This enabled the communities to keep strong oversight on center operations as well as collaborate with the NGO staff. Even though the learning centers did not provide an ideal learning conditions due to poor ventilation and poor furniture and fixtures, the teachers and children made good use of the internal walls/partitions by attaching learning materials and colorful drawings that helped to create child friendly learning environment.

Table 2 : Modalities of the LCs.

| **Model** | **Districts + Upazilas/ Thanas** | **Learners Enrolled** | | **Centers Opened** | | **Teachers Recruited** | **Teachers Trained** |
|---|---|---|---|---|---|---|---|
| | | **Targeted** | **Achieved** | **Targeted** | **Achieved** | | |
| ABAL (Rural) Model | Sylhet: Jakiganj, Dakhin Surma Bainibazar, Bishwanath, Gaibandha: Sadar, Sadullapur | 20,000 | 20,010 | 667 | 667 | 667 | 667 |
| ABAL (Urban) Model | Dhaka South City Corporation (DSCC): Demra, Dhanmondi, Lalbagh, Mohammadpur, Motijheel, Sutrapur | 10,000 | 10,021 | 333 | 333 | 333 | 333 |
| Cohort Model | Maibandha Rural: Palashbari, Sundarganj Chattogram Urban: Doublemuring, Pahartali, Bandra, Pachlaish , Chandgaon, Kotwali | 20,000 | 20,000 | 666 | 666 | 666 | 666 |
| Multi-grade Model | Dhaka North City Corporation (DNCC) Gulshan, Cantonment Mirpur and Mohammadpur Kishoreganj: Karimganj-1, Karimganj-2, Tarail and Nikli | 20,000 | 20,000 | 666 | 666 | 666 | 666 |
| SHIKHON Rural Model | Sylhet: Sylhet sadar, Jointapur, Fenchuganj Kishoreganj District: Katiadi, Hossainpur, Pakundjia Sunamganj District: Jamalganj | 30,000 | 30,041 | 1,000 | 1,000 | 1,000 | 1,000 |
| **SCE Total** | | 100,000 | 100,072 | 3,332 | 3,332 | 3,332 | 3,332 |
| **% of Progress** | | 100.07% | | 100% | | 100% | 100% |

## 1.3 The context of verification

With the objective of improving primary education in Bangladesh PEDP3 was implemented for the duration of five years (FY 2012- FY 2018). Currently PEDP4 is ongoing. PEDP3 had a specific sub-component – Second Chance and Alternative Education. It stated: **"This sub-component addresses the needs of two types of primary school age children: those who never enrolled in school and those who have dropped out-of-school."** PEDP3 envisaged the development of an equivalency framework aligned with the revised national curriculum, inclusion of Non-Formal Education (NFE) activities, participation of NFPE learners in the Grade V terminal examination, enrolment of NFPE leavers in Grade 6 etc. In the 2011 financing plan SCE was allocated 3.82% of the total PEDP3 programme. DPE was responsible to implement the project. This has been subsequently shifted to PEDP4. PEDP4 could be considered as a second-generation sector-wide primary education program for Bangladesh; since for the first time a result-based approach has been undertaken to implement national primary education intervention in Bangladesh, which puts special focus on improving learning outcomes, and ensuring the enrolment of disadvantaged children into pre-primary and primary education. PEDP4 is consistent with Vision 2021 and is largely aligned with the reform priorities articulated in the National Education Policy (NEP) (2010), the Seventh Five-Year Plan (FY 2016– FY 2020), and the Sustainable Development Goals (SDGs) related to education.

However, since this component falls within the mandate of BNFE, so BNFE has been entrusted to implement the Second Chance Education (SCE) Program for OOSC under the sub component 2.5 of PEDP4. 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 PEDP3. It is to be mentioned that PEDP3 ended on 30 June 2018. The SCE pilot program was designed for 100,000 out-of-school children. Since there was a transition between PEDP3 and PEDP4 in the middle of 2018, so a provision has been kept in PEDP4 under sub-section 2.5 to handover the responsibilities of the out-of-school children from DPE to BNFE. BNFE has been directly implementing the program since September 2018 as an interim period and has continued till deployment of Implementation Support Agencies. BNFE has recruited Implementing Support Agency (ISA) which are BRAC, RDRS, JCF and FIVDB. Through a competitive bidding

process, these NGOs have been hired to run the LCs for imparting education to out-of-school children.

However, component 2 under PEDP4 has been fixed aiming at providing all communities with learning environments that support participation of all children, ensure continuity of education, and enable quality. 8 sub-components have been designed under the component 2, to achieve an intermediate outcome. Among the 8, sub-component 2.5 has been set to ensure that OOSC are identified and enrolled in Learning Centers (LCs) to complete the primary education cycle. The objective of the sub-component 2.5 is to reduce the number of children aged 8-14 years who have never enrolled or dropped out.

To address and evaluate the accomplishment of above sub-component, **Disbursement Link Indicator (DLI) target 6.1 (OOSC enrolled in LCs under PEDP3 are back to school or LCs) has been fixed up as one of indicators. This assignment will verify the BNFE report approved by MoPME and whether OOSCs under PEDP3 are back to LCs maintaining proper procedures**.

| PEDP3 | PEDP4 | DLI 6.1 |
|---|---|---|
| **Component 2:** Participation and Disparities<br><br>**KPI 4:** Assessment of the number of children out of school (boys and girls) ; 6-10 years old and 11-14 years old | **Component 2**: Equitable Access and Participation<br><br>**Sub- component 2.5:** Out-of- school children are identified and enrolled in schools/ learning centers to complete the primary education cycle. | **Target:** Out-of-School Children (OOSC) enrolled in LCs under PEDP3 are back to school or LCs<br>**Definition:** OOSC means children aged between 8–14 who have dropped out or have never been enrolled and have not passed the Primary Education Completion Examination (PECE)<br>**Achievement description**: This target is considered achieved when the following conditions are met: (i) BNFE report confirms that remaining OOSCs under PEDP3 are back in schools or Learning Centers.<br>**Source of verification:** (i) DPE/ BNFE report approved by MoPME ii) List of students. |

Figure 2: Background of the assignment

## 1.4 Verification Action Plan: DLI target-6.1

| Year | DLI targets | Verification Protocol & Approach | Responsible (IVA Unit/ Experts/ Survey Firm) | Time Schedule (Tentative) (Depends on DLI's declaration | | |
|---|---|---|---|---|---|---|
| | | | | FY | Review Period | Report Submit |
| **Year-1** | 6.1: OOSC enrolled in LCs under PEDP3 are back to school or LCs | As per the ToR through conducting Sample Survey with desk review. | a) IVA unit<br>b) Deployed consulting firm for survey. | 2019-20 | Aug-Oct, 2019 | Nov, 2019 |

**DLI: Definition and Protocol**

**DLI 6: Educational opportunities for OOSC**

**DLI Target 6.1:**

OOSC enrolled in LCs under PEDP3 are back to school or LCs (Year 1)

**Definition:**

OOSC means children aged between 8-14 who have dropped out or have never been enrolled and have not passed the Primary Education Completion Examination (PECE)

**Achievement description:**

This target is considered achieved when the following conditions are met: (i) BNFE report confirms that remaining OOSCs under PEDP3 are back in schools or Learning Centers.

**Source of verification:**

i) DPE/ BNFE report approved by MoPME,

ii) List of students.

## 1.5 Objectives of the Verification Task

Broader objective of the verification task is to review and verify the achievements of declared DLI target 6.1 and to check whether this DLI target is achieved according to the verification protocol (definitions, description of achievement and Sources) and relevant tools and techniques. In this assignment, Result Verification Report has been prepared according to the prescribed or standard verification format emphasizing all the essential elements and submitted evidences.

Under the broader objectives, the major specific objectives of the study are (according to the ToR):

- ✓ To verify and evaluate the OOSC are enrolled maintaining the definition of the DLI target- 6.1;
- ✓ To review and confirm whether OOSCs under PEDP3 are back to schools or in Learning Centers appropriately maintaining proper procedures through examining the physical presence of students mentioned in the list of BNFE;
- ✓ To evaluate the present status of these OOSCs in terms of learning, timing;
- ✓ To assess learning environment in schools or LCs and also existing problem(s) & reason(s);
- ✓ To compare the targets and actual achievement of DLI target-6.1 (achieved, not achieved, partially achieved, extent to which achieved);
- ✓ To review all the submitted documents/evidences collected from BNFE and analyze with a view to compare with the field data;
- ✓ To examine whether DLI target 6.1 have been delayed meeting because of untimely financing, managerial inefficiency and also identify/analyze the reason(s) and responsible factors for such delay;
- ✓ To analyze the strengths and weaknesses and identify potential threats and challenges (SWOT analysis) towards achievement of the DLI target 6.1;
- ✓ To compare on-going operational procedure of the implementation of SCE program maintained by BNFE with the previous operational procedure maintained by DPE;
- ✓ To make specific recommendations based on the field findings.

# Section 2: Verification Methodology

For conducting the current assignment, both primary and secondary sources of data were used. As the secondary sources of data, relevant documents of PEDP3, PEDP4, DPE's reports, BNFE's reports and other relevant literatures have been studied to know the background of SCE program and the OOSC. Documents of PEDP4 were reviewed to obtain the insights of the program and to get knowledge about DLI target 6.1.

To review all the submitted documents/evidences collected from BNFE and comparison of the targets and actual achievement of DLI target-6.1, the study team collected the report of BNFE approved by MoPME (See Annex 2) from the responsible official of BNFE. In addition, a list of 98664 students prepared by BNFE from the list made earlier by DPE was collected from the same source and was reviewed (See Annex 3 for example). The list mentions the District, Sub-district, modality, LC ID, LC name, LC address, the class in which the student belonged during their survey, number of student present at the time, student's ID, name, father's and mother's name, contact number of the parents, date of birth, and student's gender.

On-going operational procedure of BNFE to run SCE program was assessed to compare with the previous operational procedure, which was implemented by the DPE. This comparison would suggest us to adopt relevant initiatives for ensuring smooth operation of SCE implementation by BNFE.

Sample survey (2 methods, described later) was conducted at the sampled LCs in 7 regions—Dhaka North City Corporation, Dhaka South City Corporation, Chattogram (City Corporation), Sylhet, Sunamganj, Kishoreganj and Gaibandha—for the verification purpose. Each region follows specific modality through which LCs have been operating. The study team considered representativeness of different factors such as geographical spread, modality in use, socio-economic background of areas, NGOs working on site, and gender. Physical observations were done to verify the presence of the students in LCs and to evaluate the learning environments of LCs.

Focus Group Discussions (FGDs) were conducted with the parents and community members in each region following specific modality.

Key Informant Interviews (KIIs) were conducted at the local level with the teachers of LCs, NGO officials, Supervisors, Trainers, and BNFE District level officials. The KIIs provided

knowledge about the present status of the LC and the OOSC in the specific areas. In addition, KIIs at the national level with the responsible officials of BNFE were done to get their opinion on how to ensure the better learning environment for the OOSC at the LCs. As tracking the students who are back to school is difficult and requires a rigorous method, we got the information of number of students back to school from the KII of teachers. A semi-structured checklist cum questionnaire collected data of students and other criteria (see Annex 5, 'Checklist of KII with the teacher of LC'). If a teacher reported that any or some students from the LC went back to mainstream primary schools, enumerators cross-checked the information by physical observation into the primary schools in case the schools are situation in the catchment area. Although this method is not strictly controlled, it gives the best estimate of the status of the students that went back to the mainstream educational institutions.

Using FGDs and KIIs, the study team identified case stories. For the case story, performance of the students, their socio-economic background, problems, and reasons behind the absence or irregularity were considered.

A local level workshop was arranged at the Headquarter of BNFE where representatives of all the stakeholders were present. The workshop became an open platform for sharing all the challenges and problems faced by the LC teachers, students, guardians and implementing partner NGOs. Stakeholders from the root level raised their demands to make the LCs more effective. Upper-level and mid-level officials from IMED, DPE and BNFE were present at the workshop to discuss on the solutions to ensure the cent percent presence of the OOSC at the LCs. Overall, the local level workshop was very interactive to discuss about the problems and prospects of SCE program for improving the status of primary education in Bangladesh.

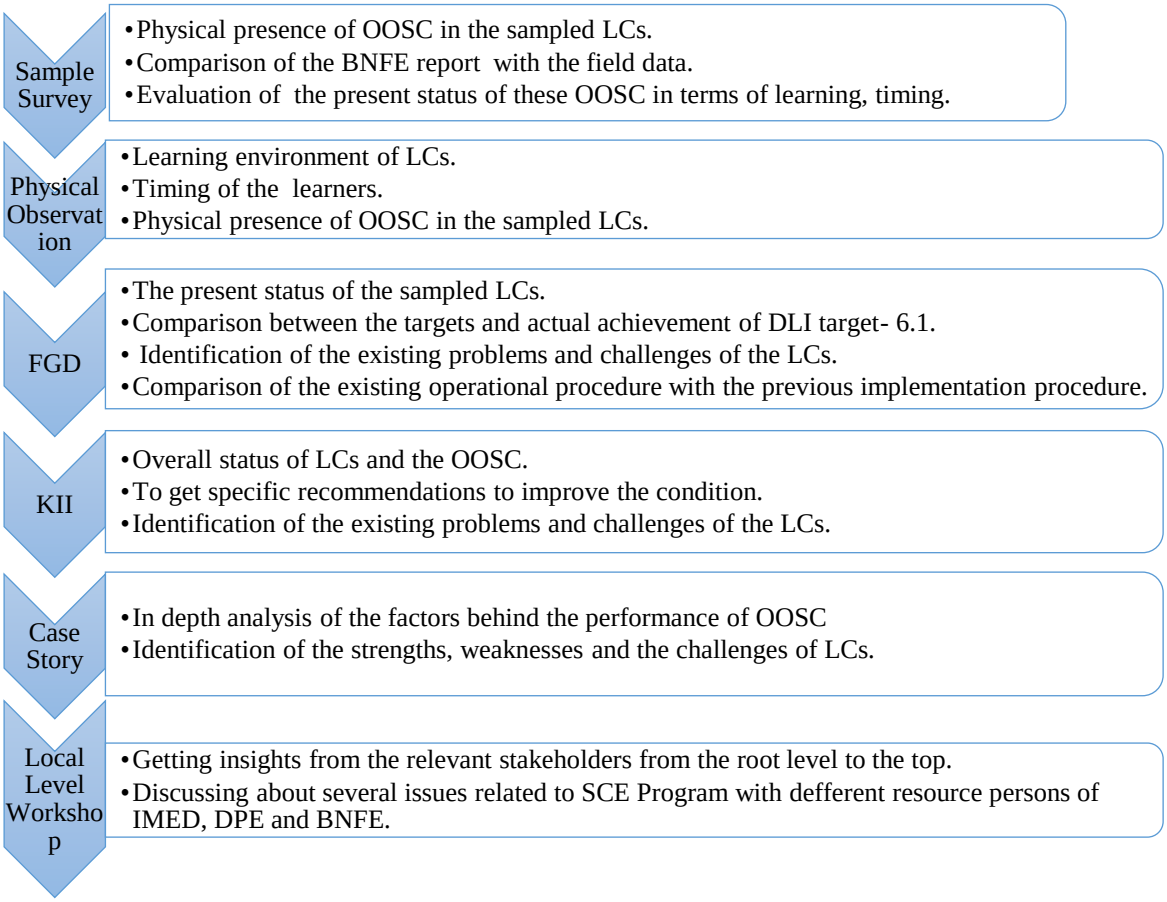


Figure 3: Study tools and intended outputs.

Figure 4 would give an overview of the activities which have conducted to accomplish the study:

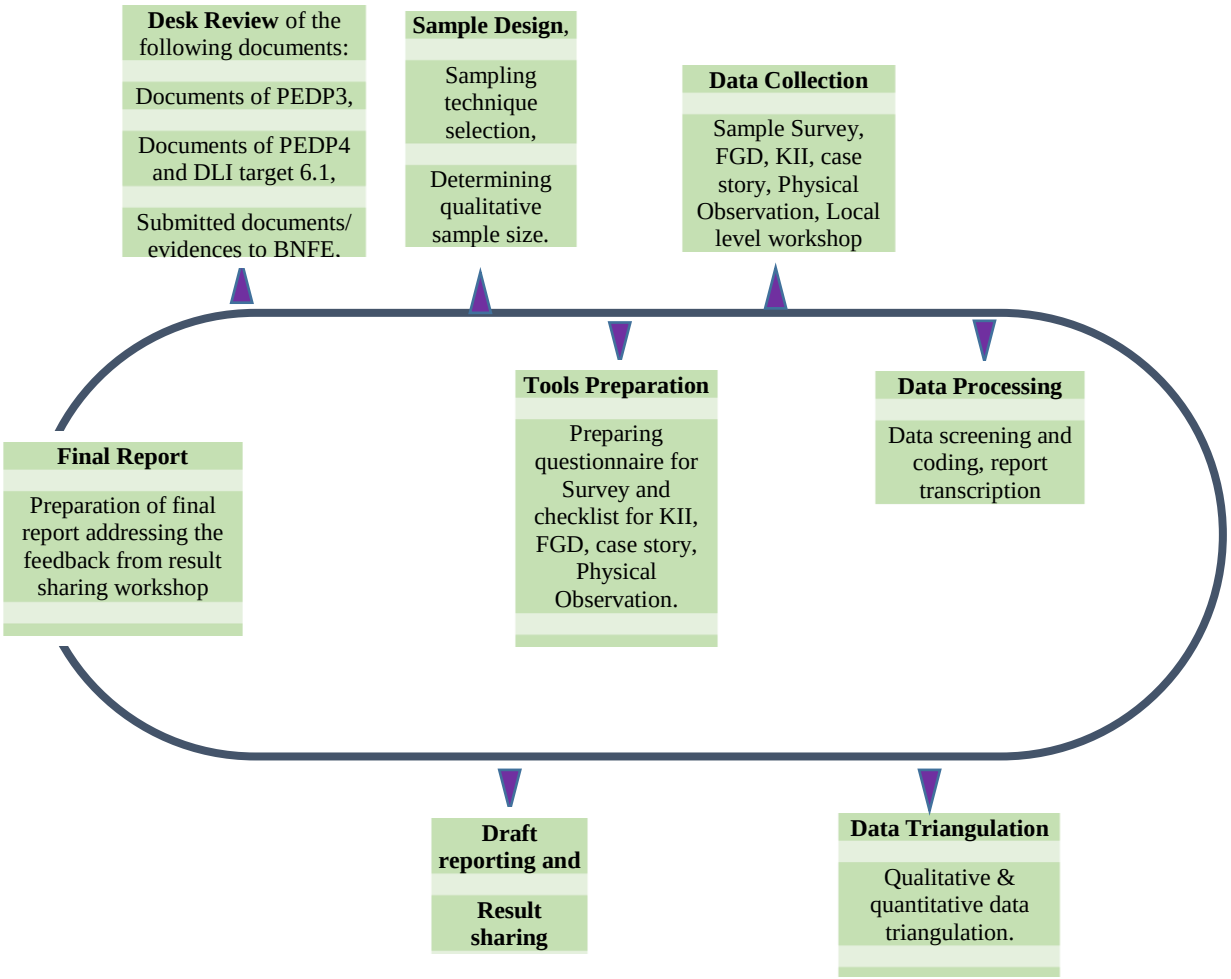


Figure 4: Activity flowchart of the study

Table 3 illustrates the comprehensive data collection methodology from both primary and secondary sources of this study:

Table 3: Methodological framework at a glance

| Major Specific Objectives | Issues | Key Indicators | Tools | Respondent Category | Level of Respondents | Expected Outputs |
|---|---|---|---|---|---|---|
| To verify and evaluate the OOSC are enrolled maintaining the definition of the DLI target- 6.1 | ✓ Achievement of DLI target-6.1 | ✓ Approved Report by DPE/BNFE<br>✓ List of students given by BNFE<br>✓ Physical presence of the students in the list | ▪ Desk Review of the submitted documents/ evidences<br>▪ Sample Survey<br>▪ KII<br>▪ FGD<br>▪ Observation | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Responsible Officials of BNFE<br>▪ NGO officials | Local level | Present status of the enrolment of OOSC under PEDP3 |
| To review and confirm whether OOSC under PEDP3 are back to schools or in Learning Centers appropriately maintaining proper procedures through examining the physical presence of students mentioned in the list of BNFE; | ✓ Achievement of DLI target-6.1 | ✓ Approved Report by DPE/BNFE<br>✓ List of students given by BNFE<br>✓ Physical presence of the students in the list | ▪ Desk Review of the documents of PEDP3, submitted documents/ evidences<br>▪ Sample Survey<br>▪ KII<br>▪ FGD<br>▪ Observation | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Responsible Officials of BNFE<br>▪ NGO officials | Local level | Present status of the enrolment of OOSC under PEDP3 |
| To evaluate the present status of these OOSC in terms of learning, timing | ✓ Learning and timing of the OOSC | ✓ OOSC's learning status and their punctuation | ▪ Sample Survey<br>▪ KII<br>▪ FGD<br>▪ Observation<br>▪ Local level workshop | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Learners<br>▪ Parents<br>▪ NGO officials | Local level | Present status of these OOSCs in terms of learning, timing |
| To assess learning environment in LCs;<br>To identify existing problem(s) and reason(s);<br>To compare the on-going operational procedure of BNFE | ✓ Assessment of the learning environment and problem(s) & reason(s) | ✓ Student friendly learning environment in schools or LCs which ensure the enrolment of OOSC | ▪ Sample Survey<br>▪ KII<br>▪ FGD<br>▪ Observation<br>▪ Local level workshop | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Parents<br>▪ NGO officials<br>▪ Responsible Officials of BNFE<br>▪ Responsible Official of DPE for SCE under PEDP3 | Local level | Assessment of the learning environment in schools or LCs and also existing problem(s) & reason(s), |

| Major Specific Objectives | Issues | Key Indicators | Tools | Respondent Category | Level of Respondents | Expected Outputs |
|---|---|---|---|---|---|---|
| with the previous implementation procedure of DPE. | | | | | | Comparison of the on-going operational procedure of BNFE with the previous implementation procedure of DPE |
| To compare the targets and actual achievement of DLI target-6.1 | ✓ Gaps between the targets and achievements | ✓ Degree of attainment of the DLI target-6.1 | ▪ Desk Review of the documents of PEDP3, submitted documents/ evidences<br>▪ KII<br>▪ Local level workshop | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Responsible Officials of BNFE<br>▪ NGO officials | Local & National level | Extents of the DLI target-6.1 achievements |
| To review all the submitted documents/evidences collected from BNFE and analyze with a view to compare with the field data. | ✓ Achievement of DLI target-6.1 | ✓ Alignment of the submitted documents to BNFE with field data | ▪ Desk Review of the submitted documents/ evidences;<br>▪ KII | ▪ Responsible Officials of BNFE,<br>▪ NGO officials | Local & National level | Comparison of the submitted documents/evidences with field data |
| To examine whether DLI target 6.1 have been delayed to meet because of untimely financing, managerial inefficiency and also identify/analyze the reason(s) and responsible factors for such delay; | ✓ Identifying the factors for delay to achieve DLI target-6.1 | ✓ Duration and extents of DLI target- 6.1 achievement | ▪ Desk Review of the submitted documents/ evidences;<br>▪ KII | ▪ Responsible Officials of BNFE,<br>▪ NGO officials | Local & National level | Causes for the delay of DLI target- 6.1 attainment |

| Major Specific Objectives | Issues | Key Indicators | Tools | Respondent Category | Level of Respondents | Expected Outputs |
|---|---|---|---|---|---|---|
| To make specific recommendations based on the findings of the verification study | ✓ Pointing out the recommendations | | ▪ Sample Survey<br>▪ Desk Review of the submitted documents/ evidences;<br>▪ KII<br>▪ Observation | ▪ Teachers of LCs,<br>▪ CMC members<br>▪ Responsible Officials of BNFE,<br>▪ NGO officials | Local & National level | Recommendations based on the findings of the verification study |
| To do SWOT analysis and make specific recommendations based on the findings of the verification study | ✓ SWOT analysis | | ▪ Sample Survey<br>▪ Desk Review of the submitted documents/ evidences;<br>▪ KII<br>▪ Observation<br>▪ Local level workshop | ▪ Responsible Officials of BNFE,<br>▪ NGO officials | Local & National level | Specific recommendations based on the findings of the verification study |
| To accomplish other relevant tasks assigned by the Authority within the contract period | | | | | | |

## 2.1 Quantitative sampling

### 2.1.1 Sampling of LCs

To determine how many LCs to be visited among the 3332 LCs spread across 7 regions, the size of the sample for LCs *n(LC)* was determined using the Equation 1. For the sample of LCs *n(LC)*, the sample size would be 95% likely to yield an estimate with a given level of precision (10%). Precision is defined as the tolerated margins of error in the estimate. Replacing the parameters in the Equation 1 with corresponding values, the minimum size that the samples require to yield the estimate (P) with the given error margins (precision) was found to be **96 for LC.**

The 96 LCs were divided proportionally among the regions according to the total number of LCs and students in each region. Two Upazillas/ Thanas from each region were selected purposively, considering the location, distance from each other, and representativeness of Modality (Figure 5). Finally, number fixed for each region was equally divided between the two Upazillas/Thanas selected under the region. For instance, 10 LCs were fixed for the region Chattogram, according to its proportionate number of LCs and students compared to the other regions. Two Thanas (Halishahar and Bayazid Bostami) were purposively selected considering their geographic distribution. Finally, 10 LCs were divided between the Thanas, each having 5 LCs.

$$n(LC) = \frac{P(1-P)(Z95\%)^2}{(P-p)^2} \quad \text{..... (Equation 1)}$$

Where

P = Proportion to be estimated = 50%, which gives statistically significant sample size

P – p = Margin of error (values is 0.1)

Z95% = Z-value at the 95% confidence level = 1.96

*n (LC)* = Size of sample for LCs

### 2.1.2 Sampling for the verification of students in the 96 LCs from the original list of students provided by BNFE

We conducted verification of students using 2 methods. In one method, later called method 1, a statistically representative sample of students for verification was drawn randomly from the original list of students provided by BNFE, considering and covering 7 regions, modality, area

type (urban or rural), and gender of the students. The size of the sample for number of students *n(student)* was determined using the Equation 2. The sample size *n(student)* is 99% likely to yield an estimate with a given level of precision (5%).

$$n(student) = \frac{P(1-P)(Z99\%)^2}{(P-p)^2} \quad \text{..... (Equation 2)}$$

P = Proportion to be estimated = 50%, which gives statistically significant sample size

P – p = Margin of error (value is 0.05)

Z99% = Z-value at the 99% confidence level = 2.58

*n (student)* = Size of sample for students

The minimum size that the samples require to yield the estimate (P) with the given error margins (precision) is found to be **672 for students from the original list of BNFE**.

In total, 672 students (336 boys and 336 girls) from 96 LCs was verified. Therefore, from each LC, a total of 7 students from the original list were sampled. To balance the sampling of boys and girls, we alternatively sampled "4 boys, 3 girls" and "3 boys, 4 girls".

As we were provided with a list of all LCs and students, we randomly selected which LCs to visit. In addition, using randomly generated serial number, we selected and predefined the students from each LC to verify.

Random samples were produced and selected using the software R, version 3.5.2 (2018-12-20) (R Core Team, 2018).

Areas where the study was conducted are mentioned below:

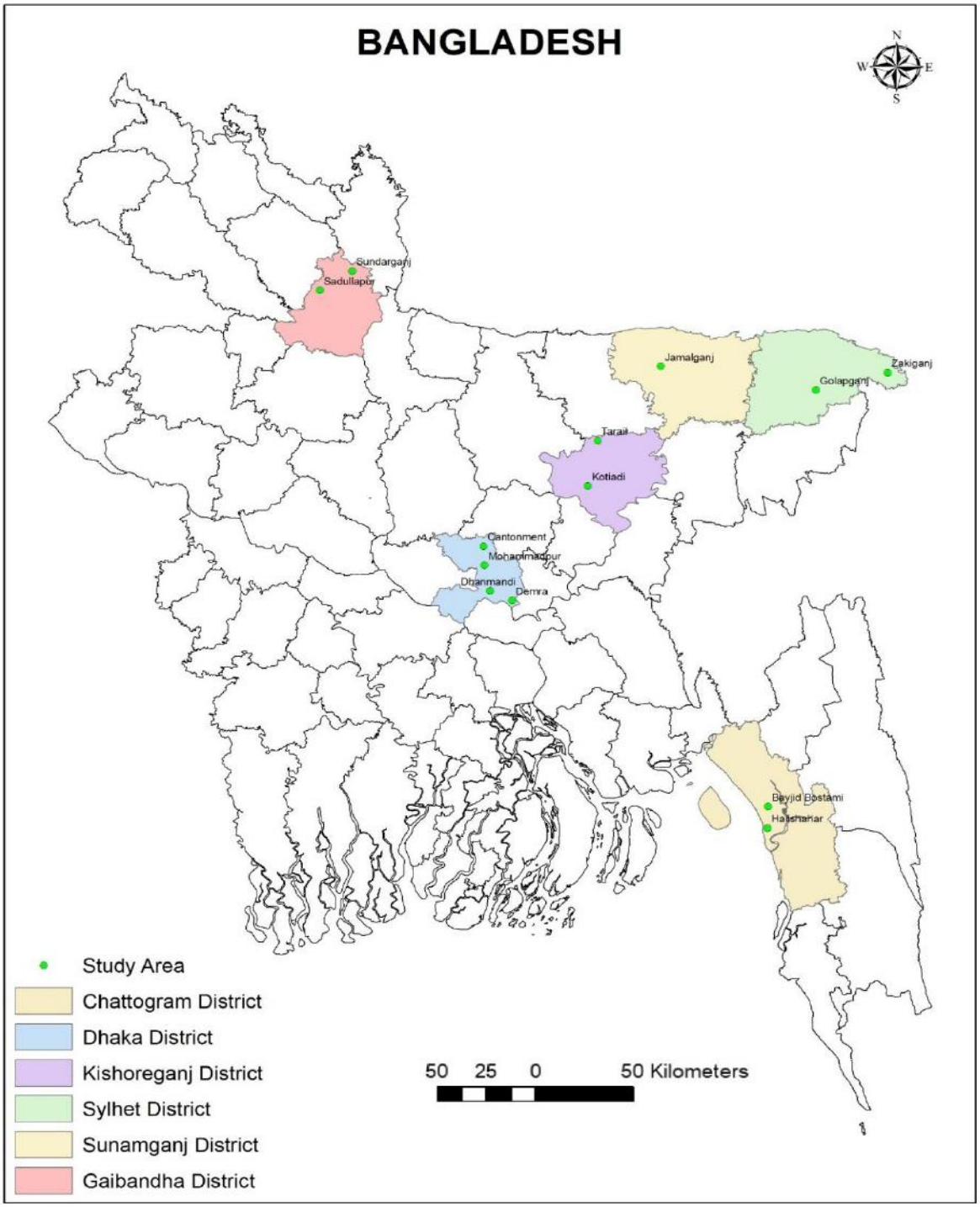


Figure 5: Study areas

Following tables are depicting the summery of sampling of the LCs and students based on region, area, modalities and operative NGOs.

Table 4: Region-based sample number of LCs and students to be verified from the original list provided by BNFE

| District/ Region | Upazilla/Thana | Modality | NGOs working | No. of LCs sampled | No. of students sampled | |
|---|---|---|---|---|---|---|
| | | | | | Boys | Girls |
| Chattogram | Bayazid Bostami | Cohort | BRAC | 5 | 17 | 18 |
| | Halishahar | | | 5 | 18 | 17 |
| DNCC | Cantonment | Multigrade | FIVDB | 6 | 21 | 21 |
| | Mohammadpur | | | 6 | 21 | 21 |
| DSCC | Demra | ABAL | JCF | 3 | 11 | 10 |
| | Dhanmondi | | | 4 | 14 | 14 |
| Gaibandha | Sadullapur | ABAL | JCF | 9 | 31 | 32 |
| | Sundarganj | Cohort | BRAC | 10 | 35 | 35 |
| Kishoreganj | Kotiyadi | SHIKHON | RDRS | 11 | 39 | 38 |
| | Tarail | Multigrade | FIVDB | 10 | 35 | 35 |
| Sunamganj | Jamalganj | SHIKHON | RDRS | 6 | 21 | 21 |
| Sylhet | Golapganj | ABAL | JCF | 10 | 35 | 35 |
| | Zakiganj | SHIKHON | RDRS | 11 | 38 | 39 |
| **Grand Total** | | | | ***96*** | ***336*** | ***336*** |

Table 5: Area type-based sample number of LCs and students to be verified from the original list provided by BNFE

| Area type | Number of LCs sampled | Number of Students Sampled | |
|---|---|---|---|
| | | Boys | Girls |
| Rural | 67 | 234 | 235 |
| Urban | 29 | 102 | 101 |
| **Grand Total** | ***96*** | ***336*** | ***336*** |

### 2.1.3 Sampling for the verification of all the students studying in the sampled 96 LCs during the verification study

Second method, subsequently called method 2, of verification included a total enumeration of all the students found in the sampled 96 learning centers to get a sense of the status of the project currently. From the original list of students provided by BNFE, the total number was enumerated to be 2883 from the sampled 96 LCs. As we predicted drop out from the original list and inclusion of new students, the students coming from the original BNFE list would be called "old students" and the students newly admitted would be called "new students".

Table 6: Enumeration of all the students in sampled 96 learning centers (from the original list)

| Region | No. of LC sampled | Total old students verified |
|---|---|---|
| Chattogram | 10 | *300* |
| DNCC | 12 | *360* |
| DSCC | 7 | *210* |
| Gaibandha | 19 | *576* |
| Kishoreganj | 21 | *636* |
| Sunamganj | 6 | *180* |
| Sylhet | 21 | *621* |
| **Grand Total** | **96** | ***2883*** |

## 2.2 Qualitative sampling

For collecting data from different stakeholders of the study areas, different tools such as KII, FGD, observation, local level workshop were deployed. Table 7 illustrates the qualitative tools and sample number proposed to be deployed. Table 8 shows the actual qualitative sample conducted, their time, place and number of participants.

Table 7: Proposed qualitative sample

| Tools | Stakeholders | Level | Number |
|---|---|---|---|
| Literature review<br>Desk review of all the relevant and submitted documents | | | |
| KII | Teachers of LCs,<br>NGO officials,<br>Trainers,<br>Supervisors,<br>Responsible Officials of BNFE | Local and National level | • 1 KII with LC's teacher × 96 LC = 96 KIIs,<br>• 1 KII with NGO official × 4 NGOs = 4 KIIs,<br>• 1 KII with Trainer × 4 modalities = 4 KIIs<br>• 1 KII with Supervisor × 4 modalities = 4 KIIs<br>• 1 KII with responsible official of BNFE (District level) × 6 Districts = 6 KIIs<br>• 2 KIIs with national level BNFE officials<br>• 2 KIIs with national level DPE officials |
| FGD | Community Members,<br>Parents of OOSC | Local level | • 1 FGD with 1 CMC member × 7 Region = 7 FGDs,<br>• 1 FGD with parents of OOSC × 7 Region = 7 FGDs |
| Case story | OOSC | Local level | • 2 case story × 7 Region= 14 Case Story |
| Observation | LCs | Local level | • 1 Observation × 96 LCs = 96 Observations |
| | | Total (Qualitative) | 242 |

Table 8: Actual qualitative sample conducted, their time, place and participants

| Region | Upazila/ Thana | Working NGO | No. of LC sampled | No. of KIIs | FGD | FGD Place (LC ID) | No. of FGD Partcipants | FGD conduction date | No. of Observation |
|---|---|---|---|---|---|---|---|---|---|
| DNCC (Multigrade) | Cantonment | FIVDB | 6 | with teacher = 6, with trainer = 1 (Multi grade), with supervisor = 1 (Multi grade), | FGD with parents=1 | Ashar Alo Shishu Shikhon Kendro (3331031007053) | 7 | 12/12/2019 | 6 |
| | Mohammadpur | | 6 | with teacher= 6, with NGO official= 1 (FIVDB), with district level BNFE official= 1 | FGD with Community Members=1 | Ashar Alo Shishu Shikhon Kendro (3331031002102) | 7 | 14/12/2019 | 6 |
| DSCC (ABAL) | Dhanmondi | JCF | 4 | with teacher= 4, with trainer= 1 (ABAL), with supervisor= 1 (ABAL), | FGD with parents=1 | Salam Sarder Road Bou Bazar-1 Ashar Alo Shishu Shikhon Kendro (1331031003013) | 8 | 14/12/2019 | 4 |
| | Demra | | 3 | with teacher= 3, with NGO official= 1 (JCF), | FGD with Community Members=1 | Ashar Alo Shishu Shikhon Kendro (1330531012094) | 7 | 14/12/2019 | 3 |
| Kishoreganj (SHIKHON, Multi grade) | Katiadi | RDRS | 11 | with teacher= 11, with trainer= 1 (SHIKHON), with supervisor= 1 (SHIKHON), | FGD with parents=1 | Baghata Ashar Alo Shishu Shikhon Kendro (4330530511174) | 10 | 10/12/2019 | 11 |
| | Tarail | FIVDB | 10 | with teacher= 10, with NGO official= 1 (RDRS), with district level BNFE official= 1 | FGD with Community Members=1 | Ashar Alo Shishu Shikhon Kendro (3330530504064) | 9 | 11/12/2019 | 10 |

| Region | Upazila/ Thana | Working NGO | No. of LC sampled | No. of KIIs | FGD | FGD Place (LC ID) | No. of FGD Partcipants | FGD conduction date | No. of Observation |
|---|---|---|---|---|---|---|---|---|---|
| Gaibandha (ABAL, Cohort) | Sadullapur | JCF | 9 | with teacher= 9,<br>with trainer= 1 (Cohort),<br>with supervisor= 1 (Cohort), | FGD with parents=1 | Uttor Manduyar Ashar Alo Shishu Shikhon Kendro (1770870805158) | 7 | 12/12/2019 | 9 |
| | Sundarganj | BRAC | 10 | with teacher= 10,<br>with NGO official= 1 (BRAC).<br>with district level BNFE official= 1 | FGD with Community Members=1 | Mondol Para Ashar Alo Shishu Shikhon Kendro (2770870807163) | 7 | 13/12/2019 | 10 |
| Sylhet (ABAL, SHIKHON) | Golapganj | JCF | 10 | with teacher= 10,<br>with district level BNFE official= 1 | FGD with parents=1 | Minabpara Ashar Alo Shishu Shikhon Kendro (1660260208039) | 8 | 13/12/2019 | 10 |
| | Zakiganj | RDRS | 11 | with teacher= 11 | FGD with Community Members=1 | Dokkhin Bipak-1 Ashar Alo Shishu Shikhon Kendro (1660260210035) | 7 | 13/12/2019 | 11 |
| Sunamganj (SHIKHON) | Jamalganj | RDRS | 6 | with teacher= 6 | FGD with parents=1<br>FGD with Community Members=1 | Kalipur Ashar Alo Shishu Shikhon Kendro (4660160106199) | 8 | 11/12/2019 | 6 |
| Chattogram (Cohort) | Halishahar | BRAC | 5 | with teacher= 5 | FGD with parents=1 | Shobujbagh 2, Ashar Alo Shishu Shikhon Kendro (2441141109054) | 7 | 12/12/2019 | 5 |
| | Bayazid Bostami | BRAC | 5 | with teacher= 5 | FGD with Community Members=1 | Muktijuddha -1Ashar Alo Shishu Shikhon Kendro (2441141117042) | 7 | 12/12/2019 | 5 |

## 2.3 Quantitative data collection (digital data collection method)

A digital form was developed in the KoBoToolbox for Android (KoBoToolbox, Harvard Humanitarian Initiative, Cambridge, USA, available at: https://www.kobotoolbox.org/) using the pre- developed questionnaire. The survey has carried out using modern Tablet-based survey instrument. The system recorded the geographical location of the respondents (GPS coordinates), which has ensured the transparency in data collection method. Moreover, KoBoToolbox is committed to protecting the data of its users. It employs industry standard best practices (both technical and administrative) to protect against unauthorized access of users' data. To protect from loss of data, it does frequent system and incremental backups which are stored encrypted in various locations.

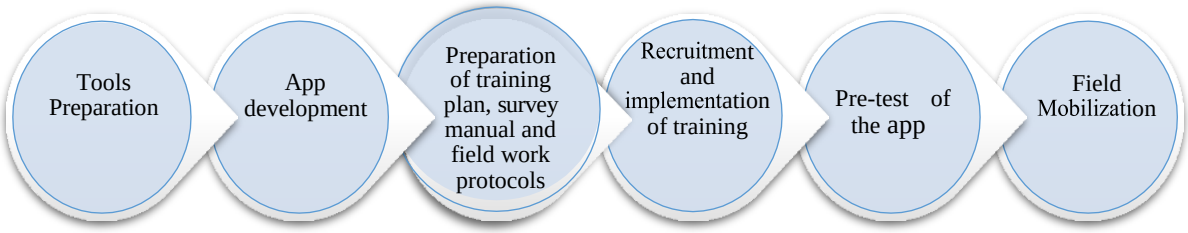


*Figure 6: Data collection process*

### 2.3.1 Pre-test of tools

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

### 2.3.2 Guideline/ preparation of field plan

After finalizing the checklists and questionnaires, a comprehensive guideline was developed for Research Assistant and Supervisor for conducting quantitative survey, KII, case story and Observation. The guideline described important definitions, terminology, question objective, data input instructions, skipping technique etc. This guideline was easy to use and helpful in data collection process.

### 2.3.3 Recruitment and contracting

A field research team comprising 18 enumerators was recruited based on their knowledge of collecting information on similar projects.

### 2.3.4 Field mobilization

As the process of field mobilization, a detailed schedule with date, time and venue was prepared. It was shared with the local authority and with the clients prior to the survey.

## 2.4 Quality control

Disaster Management Watch (DM WATCH) places a high priority on the quality of the data. The organizational policy guidelines support rigorous process of data collection and management. Different quality control mechanism was placed for this study. Different quality control mechanisms that were adopted during the field survey are illustrated below:

### 2.4.1 Quantitative Data Management

**Accompany check:** Supervisors reviewed the process of the interview by accompanying the research assistants.

**Back check:** Supervisors back checked (visit again) and recollect data of a certain proportion of the completed survey to ensure that there are no anomalies.

**Daily check:** Supervisors checked the data every day to make sure that the data have been entered correctly. They did logical check of the data collected before sending out the data to the server.

### 2.4.2 Qualitative Data Management

The study collected qualitative data to get in-depth findings in the study areas. Following measures were taken to ensure the quality of qualitative data.

**Note keeping:** Interviewers kept the notes during the discussion. These are used later to prepare transcript.

**Observation:** Observation of daily activities to keep the team on track.

**Feedback:** Data collection team supervisor discussed with the Team Leader and other team members of the research team on the findings at the end of each day.

**Transcription:** Transcripts have prepared from the findings of KII, FGD, case story and Observation.

## 2.5 Risk mitigation measures

DM WATCH identified a few unforeseeable circumstances which might have been beyond its control. The study team maintained the following mitigation approaches against the identified risks:

Table 9: Risk mitigation measures.

| Identified risk | Possible mitigation approach |
|---|---|
| Accidents | For avoiding accidents, no driving after sun set and before sunrise was allowed. |
| Natural disasters, weather conditions and unexpected shift in climate change impact | For avoiding natural disaster and weather conditions, regular weather updates and forecast was followed. We have processes in place to anticipate and plan for the impact of climate change. While these have long time horizons, they are reviewed regularly to ensure that any changes are identified early. |
| Armed conflicts, strikes and other political unrest, restrictions imposed by a government or government agency | Proper communication was maintained with the government authorities prior to the field movement. |
| Health and safety precaution/ team contingency management | In-house team of DM WATCH has a pool of enumerators having expertise in the relevant works, who can replace any member of the core team in case anyone becomes sick or has to leave the station for emergency cause. Our health and safety policy and safety management system define clear arrangements and responsibilities for implementation and management throughout the Company. This is audited as part of our quality and environmental management system. |

In reality, the study team faced problems mainly with the local transportation as some LCs in the rural areas were too much remote. However, the team completed the field work with the

help of personnel of local NGOs and local people. One of our team members because sick during the field work. As she was working in a remote area, her peer colleague continued the work, and she joined the peer after 3 days after getting well.

## 2.6 Data analysis procedure

Documents related to DLI target 6.1 were collected from authentic sources. Collected documents (report of DPE, report of BNFE and the list of students) were reviewed to verify the accuracy and alignment of proper procedures. Survey data were collated and analyzed to get the final output to triangulate with the qualitative data. Major findings and recommendations from the FGDs and case stories were used to complement findings. The Result Verification Report ensures whether the OOSCs under PEDP3 are back in the LCs, appropriately maintaining proper procedure and the present status of these OOSCs in terms of learning, timing, LCs learning environment etc. Summary descriptive statistics for verification including tables and figures, along with related written analysis explaining what can be concluded from tables and figures have been included. Discussion for each key element of the content, whether the reported achievement is consistent with the verification protocol and the rationale for the judgment made has incorporated in the verification report. Inferential statistical test such as Chi-Square Goodness-of-Fit Test was used to see whether observed values of two variables significantly differ by not following predicted distribution (0.5 and 0.5). All the statistical tests were done using the software R, version 3.5.2 (2018-12-20) (R Core Team, 2018).

Following figure illustrates the overall data analysis plan

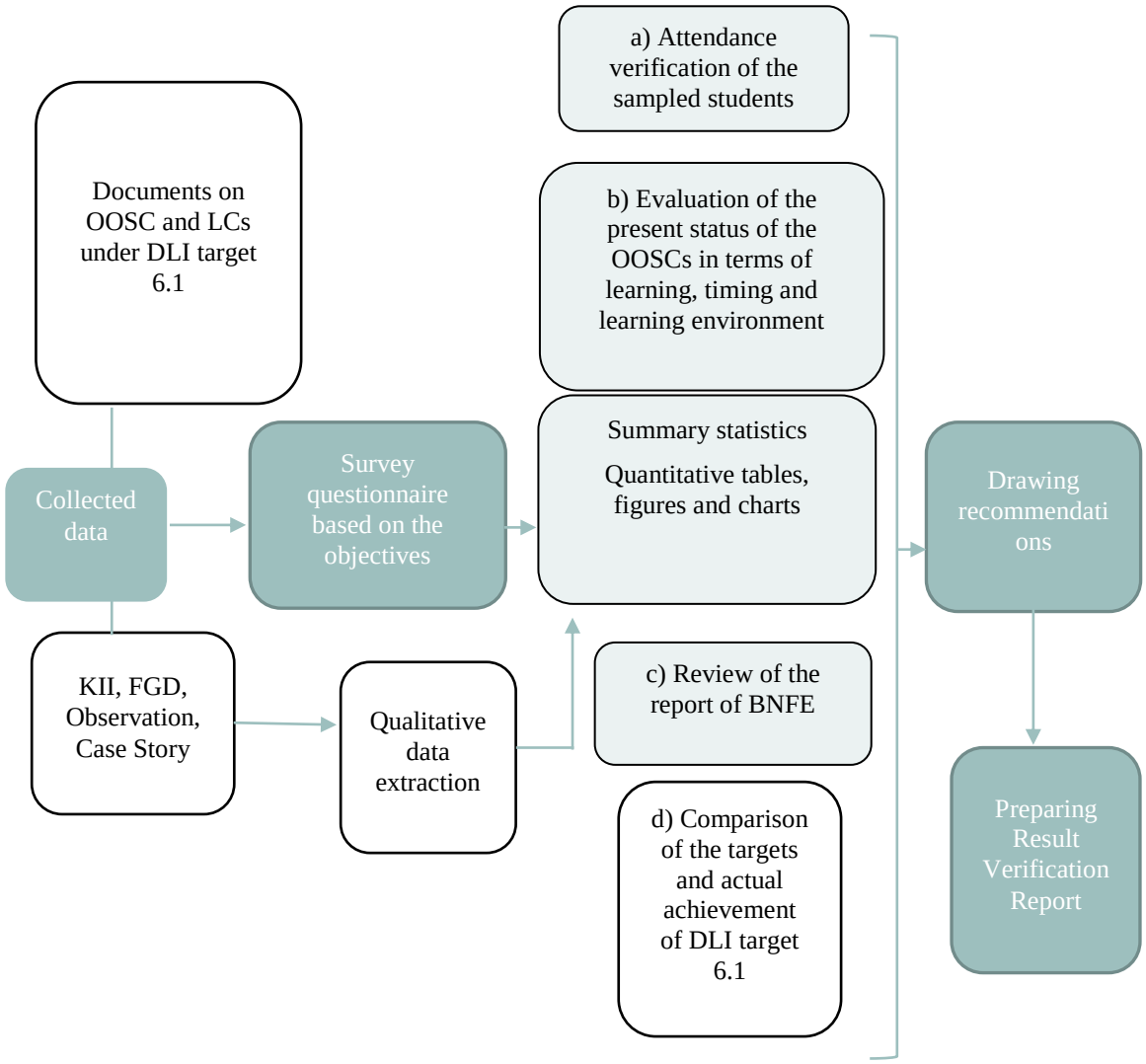


*Figure 7: Data analysis plan*

# Section 3: Findings

## 3.1 Verification and evaluating the OOSC are enrolled maintaining the definition of the DLI target- 6.1

"One of the major policy goals during the Education for All (EFA) era was the declaration of universal access to basic education, setting goals and targets, and implement programs towards achievements of the stated goals" (UNICEF, 2018). Despite numerous efforts, one of the most recent accounts for out-of-school children estimates that globally 264 million children and youth are excluded from education, 61 million of which are of primary school age (UNESCO Institute for Statistics, 2016). Bangladesh as is also not out of that. Still too many children await the opportunity to access and participate in schooling. The number of out-of-school children is thought to be declining, but according to UNICEF estimates, approximately 2.9 million children of primary school age (6–10 years) do not regularly attend school (UNICEF, 2018). However, PEDP4 targets to create a second chance for children who are out-of-school for any reason to complete primary education through flexible learning strategies.

Field data and local level workshop found that enrollment of OOSC at the LCs were conducted maintaining proper procedures. Teachers of LCs informed that for the admission of OOSC at the LCs they maintained several requirements such as:

a) Birth certificate of the students,
b) National Identity Card of parents,
c) Age range of the OOSC between 8–14,
d) OOSC who are unable to get admission in other school because of discontinuation of study,
e) Financially poor,
f) Drop-out.

All the teachers do not follow same criteria to enroll OOSC at the LCs. In case of Zakiganj and Sundarganj, LC's teachers informed that they enroll the students who are 8–14 years old, dropped-out, children with disability and working children. They do not need any No Objection Certificate from the nearby Government Primary School or other educational institutions. It is noticeable that teachers from Sadullahpur and Jamalganj do not have knowledge about the

requirements of enrollment of the OOSC in the LCs. However, overall it can be said that LC teachers tend to enroll OOSC maintaining the definition of the DLI target- 6.1.

Generally, problems were encountered during the collection of birth certificates. Those parents who did not receive birth certificate found it difficult to reissue the certificates. The main reason behind this is that many parents find the cost of reissuing of birth certificates to be rather high. To compensate for this lack of information, immunization cards were used as an alternative to the birth certificates.

## 3.2 Review and confirm whether OOSC under PEDP3 are back to schools or in Learning Centers

Bringing the OOSC back in LCs or to schools is very important to ensure universal access to primary education. PEDP3 targeted to bring 100,000 OOSC in 3332 LCs under Second Chance Education (SCE) Program. This program was run by DPE from June, 2017 to June 2018. Then a database of 100,000 OOSC was prepared by DPE. In 2018 DPE handed over the SCE program to BNFE with the database of 100,000 students in 3332 LCs. BNFE was entrusted to implement the 'Out-of-School Children' Program as Second Chance Education (SCE) Program under the sub component 2.5 of PEDP4. Accordingly, BNFE got the administrative responsibility of 100,000 students of 3332 Learning Centers (LCs) since September 2018. In February 2019, BNFE conducted a survey to verify the presence of 100,000 students in the LCs as per DPE's database. This survey showed that 98664 students were present in the 3332 LCs.

However, this study conducted sample survey to review and confirm whether OOSC under PEDP3 are back to schools or in LCs.

Although we intended to verify a sample of 672 students (method 1) in the 96 LCs from the original list provided by BNFE, because of spreading of the sampled students (7 from each LC) between multiple shifts in the same LC, enumerators were unable to sample 19 students mostly from Zakiganj, thus finally verifying a total of 653 students (Table 10).

In addition, Table 11 depicts the findings of verification of all the students of all the sampled LCs (method 2). A total of 2883 old students were registered in the main list provided by BNFE. Each LC had, on average, 30 students, however, the number varied among LCs. Overall, we found that 61% (N=1747) of the students from the original list were present

currently (as of 18 December, 2019). 6% (N=160) of the students found their way back to school (source: result from survey method 2 and KII of teachers, later verified physically by the enumerators in the nearby schools if possible). Unfortunately, 34% (N=976) students from the original list were not found during the verification survey. However, together with these 34% students and 6% of the students back to school, a total of 39% students were later replaced by newly admitted students, thus making the number of current students during survey the same as that found in the original list (Table 11).

From the old students, sample of 653 (method 1), our study targeted 2 verification criteria:

I. whether the name of the students could be found in the attendance registrar books; and
II. whether the sampled students are physically present at the time of survey, thus verifying the attendance.

From the primary quantitative sample survey of 653 old students in 96 LCs, we found the name of 507 students (78%) in the registrar books. However, a total of 387 (59%) students were physically present in the LCs during the survey in December 2019 (Table 10). Meaning, from a total of 507 students found in the attendance registrar book, we could verify 76% of the students physically. The rest 24% (n=120) of the students contained in the attendance registrar book were found absent during the survey because of, as teachers reported, different shifts in which students arrive in the LC, or they bunked the lesson that day.

When we look at the results of verification (method 1), it becomes evident that the result varies geographically. Descriptive charts (Figure 8 and 9) clearly depict this trend. To sum up this result, we find from the Figure 10 that, urban and rural settings vary significantly. Chi-Square Goodness-of-Fit Test showed that for both the criteria of verification, LCs in the rural setting showed significantly better performance than the LCs in the urban settings [(i) for name found at the registrar book, $X^2(1)=218.8$, $P<0.001$; and (ii) for physical presence during the survey, $X^2(1)=209.6$, $P<0.001$].

Interestingly, gender-segregated verification results did not show any difference between boy and girl (Figure 11). For example, in case of names being found in registrar books, $X^2(1)=0.001$, $P=0.96$. Although the Figure 11 shows that in case of physical presence during the survey, the number of girls present were slightly higher than that of boys, the numbers are not different significantly [$X^2(1)=1.6$, $P=0.2$]. The higher presences by girls than boys, although insignificant, may reflect the fact that once affiliated in an LC, boys face higher pressure for working outside, thus less present in the centers compared to their girl counterparts. This may also, in vague term, shows more interest by girls towards education.

Curriculum module and NGOs working in the field cannot explain any difference in the performance in these verification criteria, as the modules and NGOs are correlated to geographical distribution (Figure 12 and 13). It is expected that, module implemented and NGOs working in the rural settings would show better result than those implemented and working in the urban settings.

Total enumeration of students for verification (method 2) showed similar results. From the verification survey and KII from the LC teachers, we found that the number of students we expected (2883) in 96 LCs are present in the LCs, although not all are from original list provided by BNFE to us. Table 11 summarize the results. As said, we expected to verify a total of 2883 students. We found that 1747 students (called old) from the original list are present (in registrar books of November and December 2019, and confirmed by LC teachers). In addition, we found 1136 students were newly admitted. Therefore, number of students from original list and number of students newly admitted comprise the currently available number of students, which amounts to exactly 2883, as expected from the original list. It means, 60.6% of the students currently available come from the original list, and 39.4% of the currently available students are newly admitted.

Note that, LC teachers from 96 LCs reported that 160 students went back to formal Government primary schools (5.5% of the original number of students in the list). Our enumerators verified this information for a number of cases (N=26) physically and confirmed us verbally. We understand that this is a limitation of the study, as tracking the students going back to school is not easy and requires rigorous time-consuming methods. We recommend that BNFE with the help of other bodies develop an authentic method of surveilling the students who are supposedly dropping out or going back to either formal educational institutions or non-formal LCs. It could happen that a percentage of those who are newly admitted in our surveyed LCs came from other LCs. For not tracking and conserving the data of students, real scenario of drop-outs or students' going back to formal schools cannot be captured.

Considering the 60.6% of students from the original list and 5.5% of students that went back to schools, 33.9% of the students against the original list were not found during the verification. But we would like to emphasize on the fact that the number of students that are putatively drop-outs were replaced by newly admitted students. Importantly, the number of students that went back to school were also replaced by newly admitted students. Which indicates, the program continuously had targeted keeping the total number of students, despite different obstacles. Concluding the achievement of DLI 6.1 merely based on the findings of the table 10 and 11 is not pragmatic. We discuss this in detail in the section 5, status of DLI 6.1.

Similar to the results of verification method 1, ratio of the old and new students varied among geographical locations (Figure 14). The highest percentage of newly admitted students were found in Chattogram (79%), whereas LCs in Gaibandha retained 85% of their old students. As evident from the Figure 15, retention of old students is significantly higher in the LCs of rural areas than those of urban areas [$X^2(1)=17.6$, $P<0.001$].

Students' attendance throughout the study period remained satisfactory. From the verification survey of students (method 1), we found that, since September 2017, LCs remained open on average 22 days per month both in rural and urban areas (Figure 17). Students in urban LCs attended the LCs on average 19 days, whereas students in rural LCs attended on average 21 days. The difference in the percentage of attendance varies neither among regions nor between area types [$X^2(1)=0.1$, $P=0.75$] (Figure 16 and 17).

Table 10: Key results of the verification survey of 653 old students in 96 LCs

| Region | No. of LC sampled | No. of students sampled from main list | Name found at the registrar book | | Physically present during survey | |
|---|---|---|---|---|---|---|
| | | | Number | % of total | Number | % of total |
| Chattogram | 10 | *70* | 21 | 30 | 19 | 27 |
| DNCC | 12 | *84* | 23 | 27 | 12 | 14 |
| DSCC | 7 | *50* | 35 | 70 | 17 | 34 |
| Gaibandha | 19 | *133* | 133 | 100 | 97 | 73 |
| Kishoreganj | 21 | *145* | 128 | 88 | 97 | 67 |
| Sunamganj | 6 | *42* | 40 | 95 | 33 | 79 |
| Sylhet | 21 | *129* | 127 | 98 | 112 | 87 |
| **Grand Total** | **96** | ***653*** | **507** | **78** | **387** | **59** |

Table 11: Key results of the verification survey of all the students in 96 LCs

| Region | No. of LC sampled | Total old students verified | Total students found in LCs (old + new) | Total old students found during verification | | Total students back to school | | Old students not found during verification | | New student intake | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number | % of total | Number | % of total | Number | % of total | Number | % of total |
| A | B | C | D | E | F | G | H | I | J | K | L |
| | | | (E+K) | | (E/C)×100 | | (G/C)×100 | C-(E+G) | (I/C)×100 | G+I | (K/C)×100 |
| Chattogram | 10 | *300* | *300* | 64 | 21 | 3 | 1 | 233 | 78 | 236 | 79 |
| DNCC | 12 | *360* | *360* | 118 | 33 | 0 | 0 | 242 | 67 | 242 | 67 |
| DSCC | 7 | *210* | *210* | 88 | 42 | 0 | 0 | 122 | 58 | 122 | 58 |
| Gaibandha | 19 | *576* | *576* | 489 | 85 | 62 | 11 | 25 | 4 | 87 | 15 |
| Kishoreganj | 21 | *636* | *636* | 447 | 70 | 93 | 15 | 96 | 15 | 189 | 30 |
| Sunamganj | 6 | *180* | *180* | 129 | 72 | 0 | 0 | 51 | 28 | 51 | 28 |
| Sylhet | 21 | *621* | *621* | 412 | 66 | 2 | 0 | 207 | 33 | 209 | 34 |
| **Grand Total** | **96** | ***2883*** | ***2883*** | **1747** | **60.6** | **160** | **5.5** | **976** | **33.9** | **1136** | **39.4** |

Note:

Old student = Students in the original list of students prepared by BNFE

New student = Newly admitted students as a replacement of those students that are back to school and those old students not found during verification

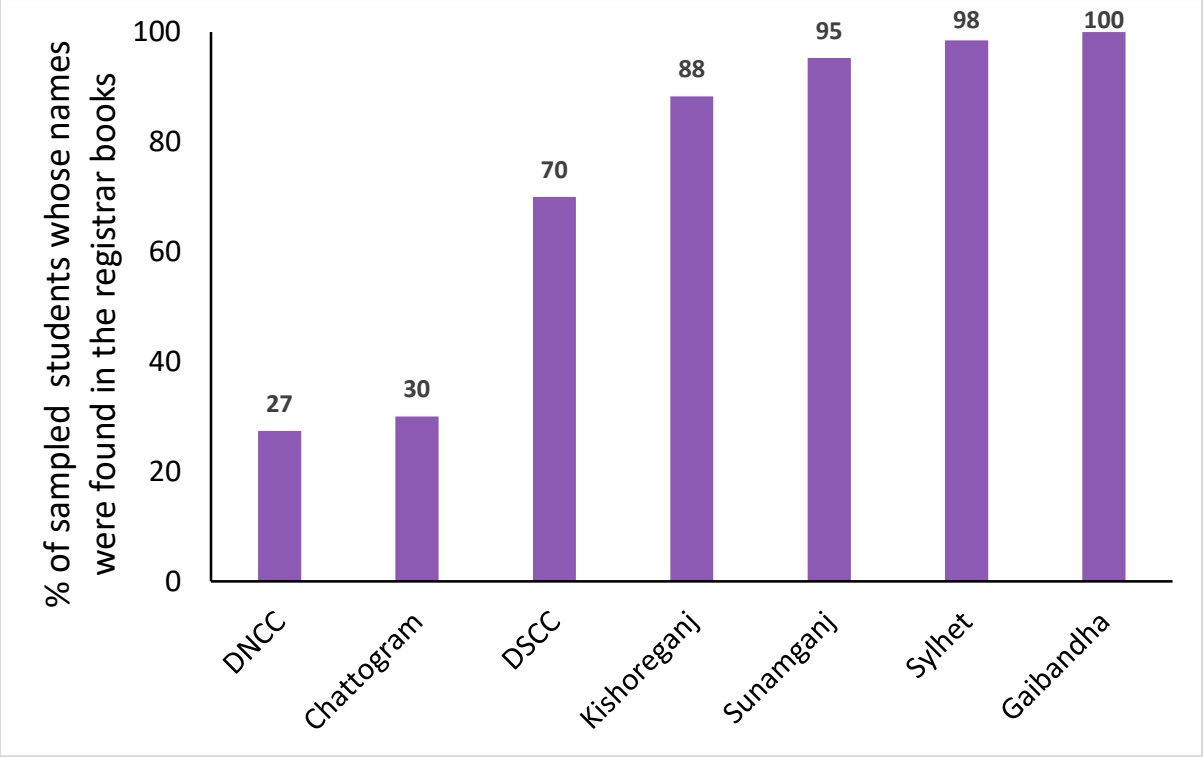


Figure 8: Area wise outcome of verification for sampled students' name in the attendance registrar books

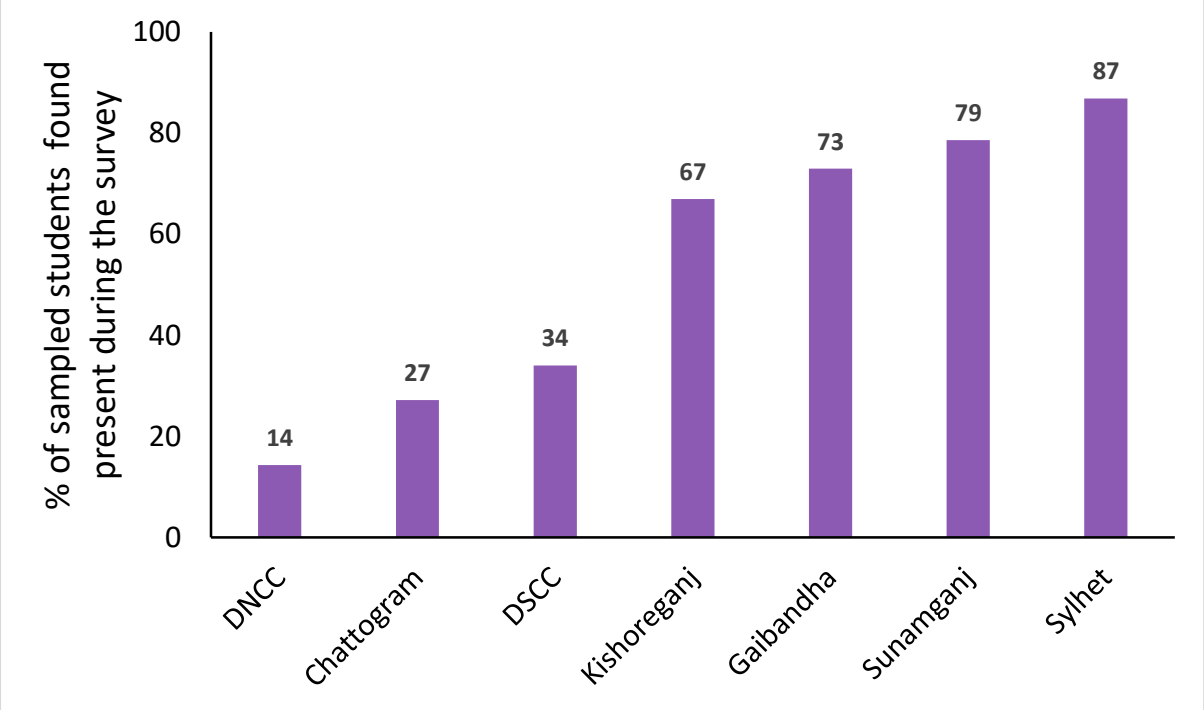


Figure 9: Area wise outcome of verification for the physical presence of sampled students in the LCs during the survey

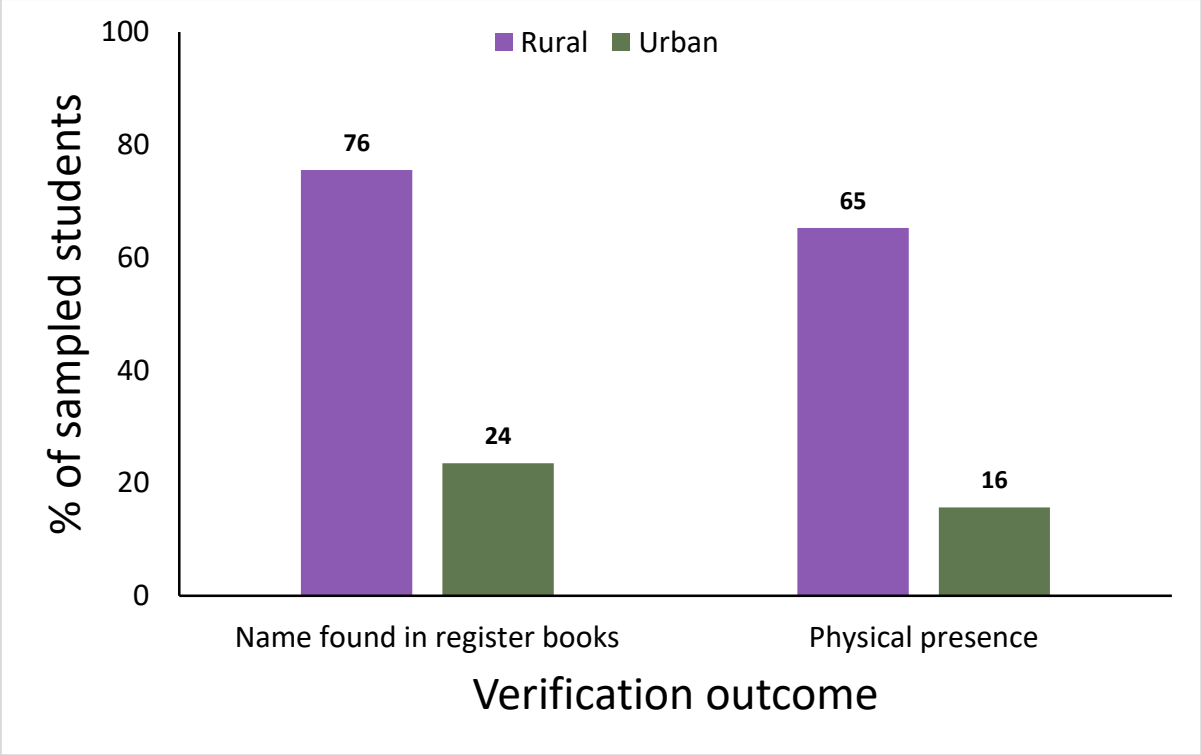


Figure 10: Outcome of the verification variables between rural and urban settings

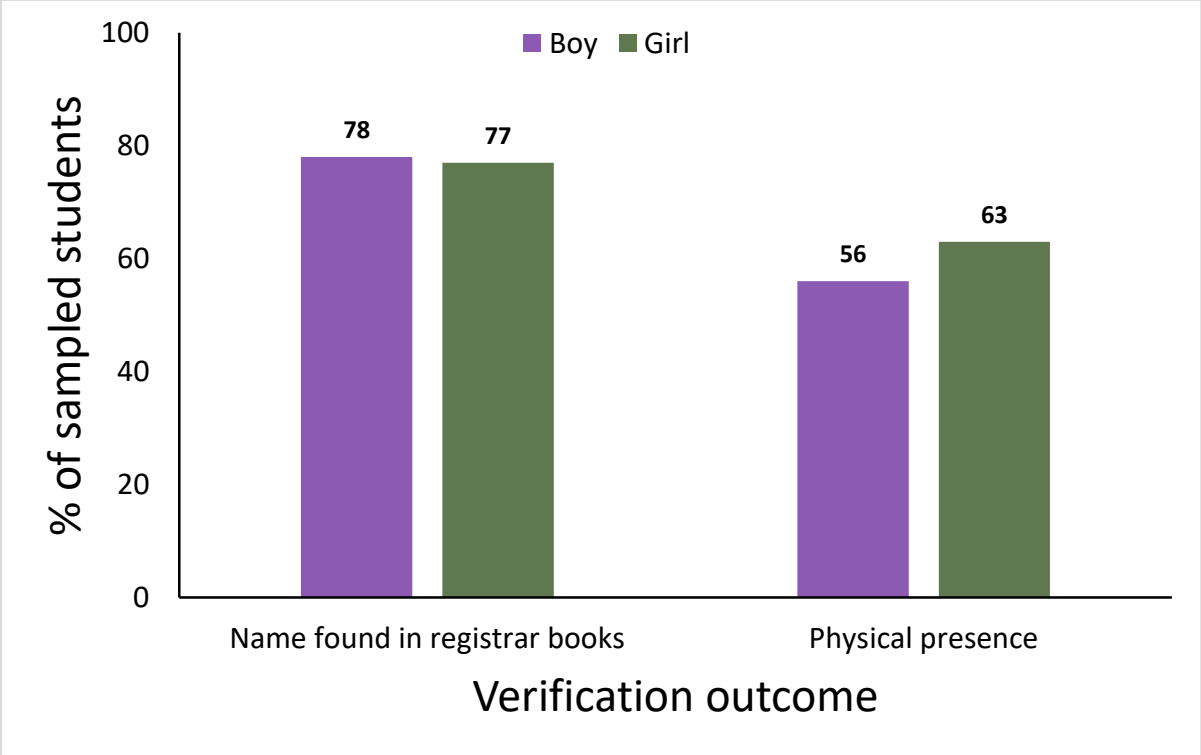


Figure 11: Gender segregated outcome of the verification criteria

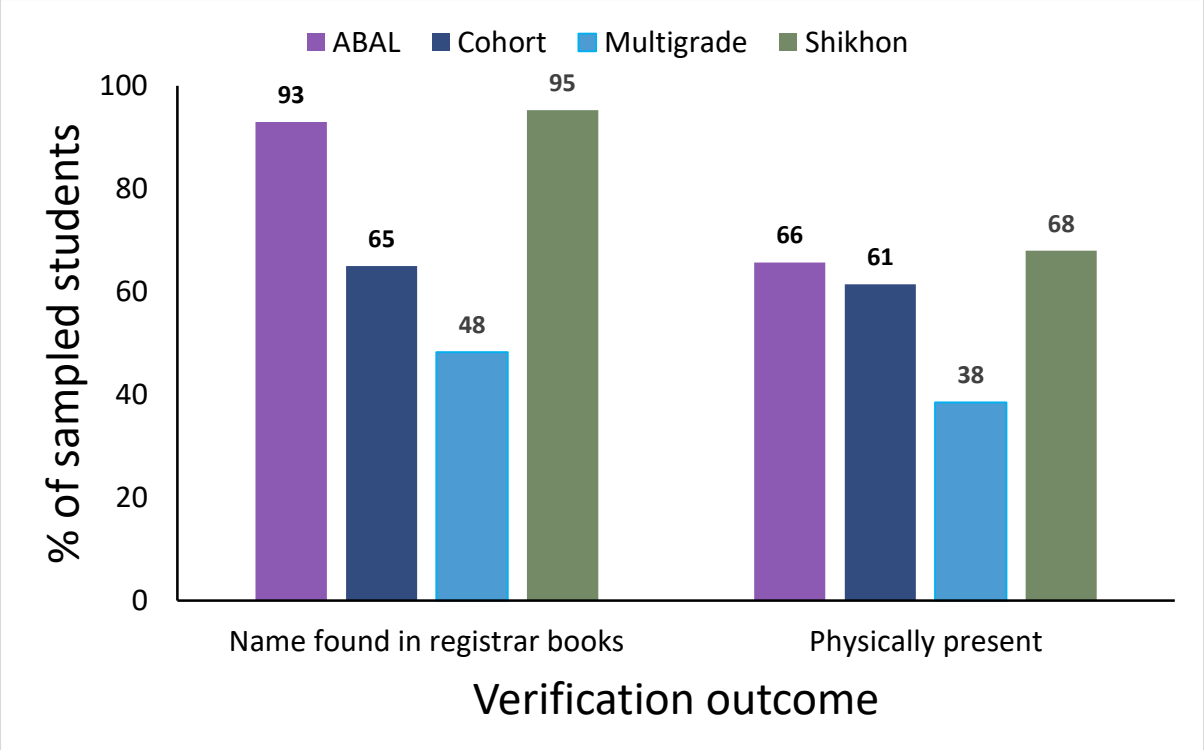


Figure 12: Outcome of the verification criteria segregated by the curriculum module

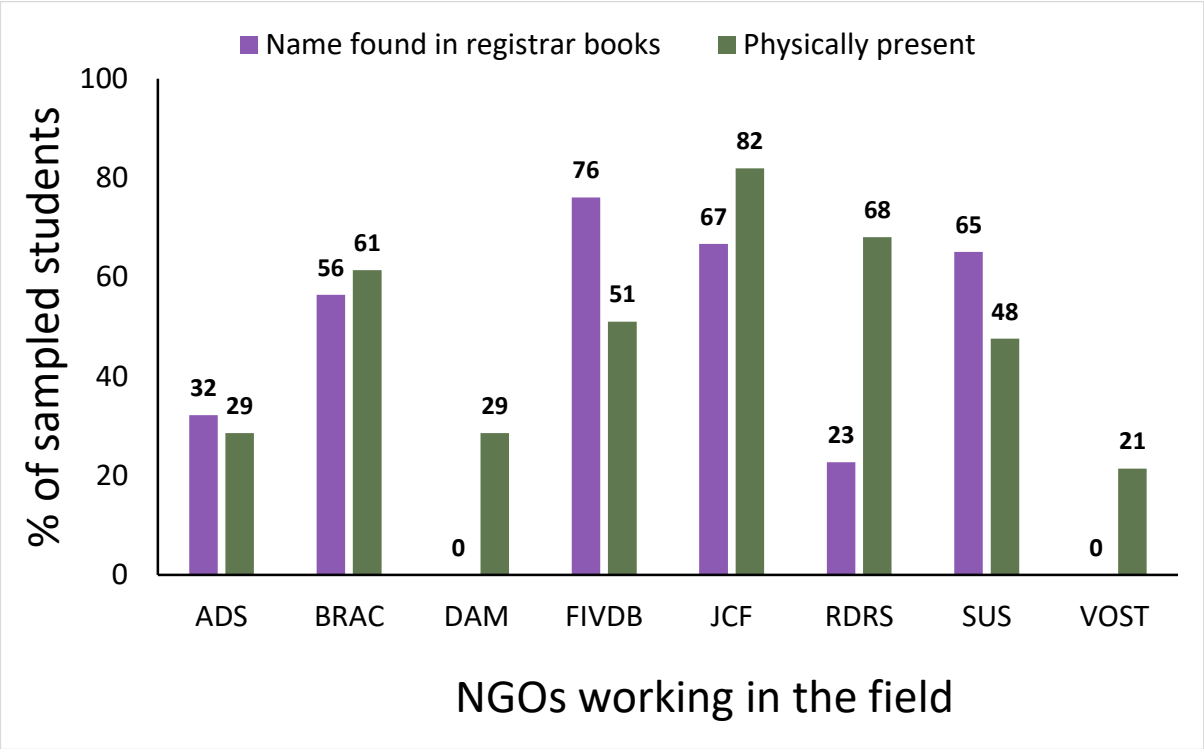


Figure 13: Verification outcome of the set criteria based on NGOs working on site

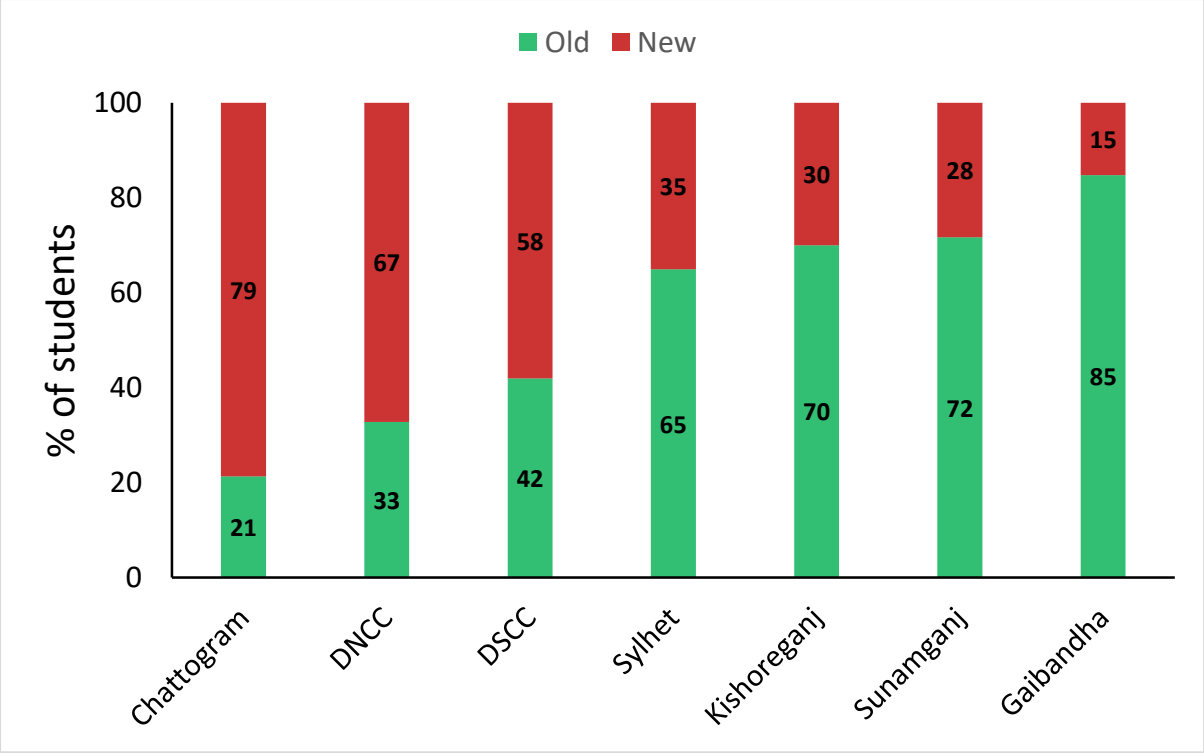


Figure 14: Percentage of old students from the original list and new students found during the observation in different regions

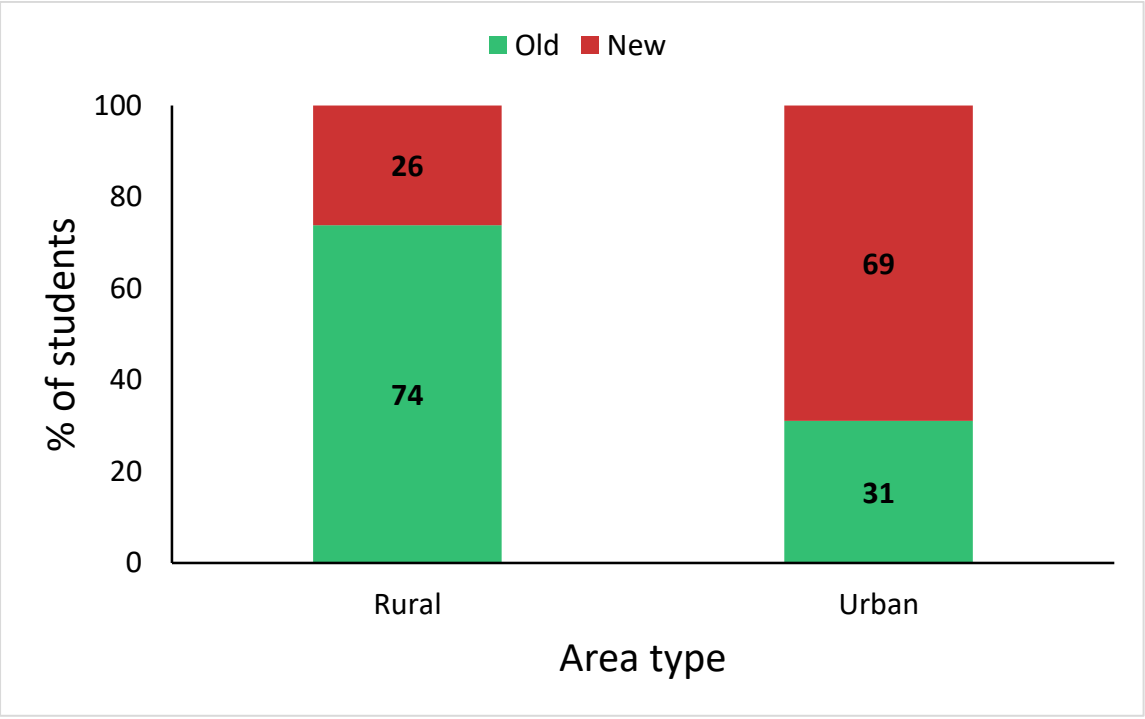


Figure 15: Ratio of old and new students found during the observation in the LCs of rural and urban settings.

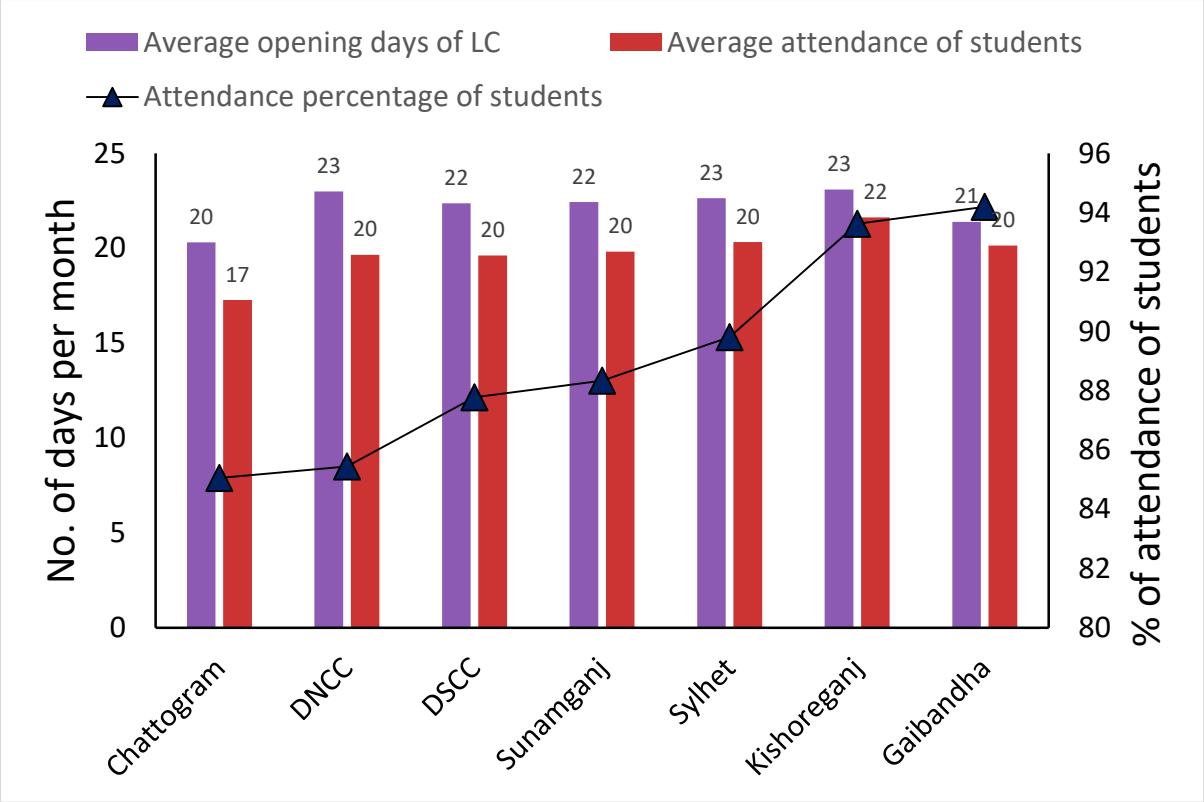


Figure 16: Regularity of students in the LCs in different regions

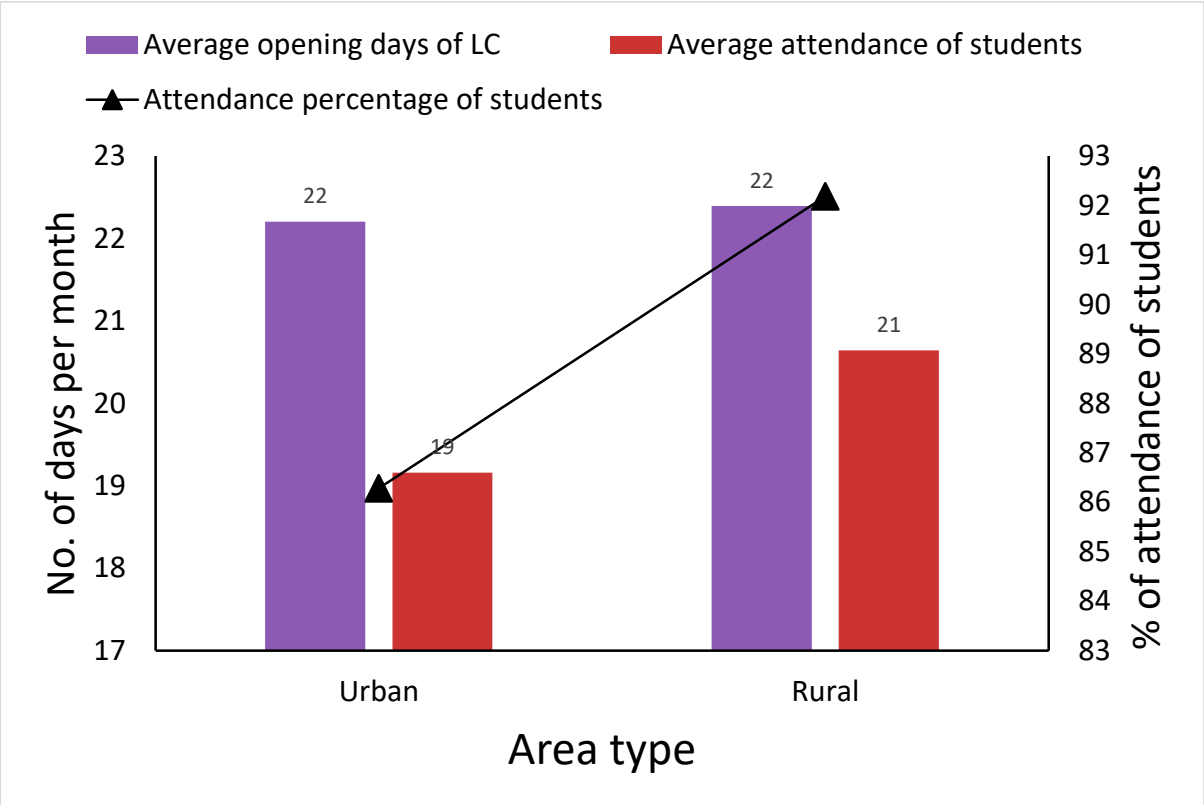


Figure 17: Regularity of students in the LCs in urban versus rural settings

The above statistics reveal that considering the difficult circumstances of the socio-economic living conditions of the children, the project has been able to maintain a reasonable attendance and performance of the children. The performance status of rural areas outperforms the performance of urban areas. This is understandable since the urban slum population within which these LCs were located and meant for are floating in nature. One LC teacher from Cantonment of DNCC informed, *"*

*In 2018 the slum was demolished and the children went elsewhere."*

Another LC teacher from Mohammadpur (DNCC) also said that for the demolition of the slum, all the previously admitted students are not present now. She continued to say that for shifting of the family from urban areas to countryside or from rural area to urban area, previously admitted students are not available at LCs now. One teacher from Vashantek (DNCC) claimed,

*"Many of them went to countryside and many have shifted to other places."*

A combination of factors comprising of economic hardship and opportunities for low income activities keeps a substantial number of children economically active. As a result, the factors are not supportive enough to ensure their full participation as compared to rural children. The same difference in rural and urban situation also made it possible for the implementing agencies to maintain better record keeping of the children in rural areas. For instance, significant difference was found between urban and rural areas in registering the name of students as well as field identification of their physical presence (source: in addition to the Figure 8–13, debriefing from enumerators after field survey).

To sum up, field findings and the local level workshop indicates that for different reasons 100,073 students admitted in person under PEDP3 are not cent percent present in the 3332 LCs. Some LC teachers from Kotiyadi (Kishoreganj) mentioned that several students in the LCs have done good results and they have taken admission in the mainstream primary schools. Besides, they opined, because of rural to urban and urban to rural migration and in quest of work, students dropped out of the LCs. Teachers from Bayazid Bostami and Halishahar (Chattogram) as well as from Demra (DSCC) informed that several students migrated from the area in quest of work. One of the LC teachers from Halishahar (Chattogram) informed that all the students dropped out because the LC remained closed continuously for 5 months during the

transfer of management from DPE to BNFE. Currently, the LC is continuing with 30 newly admitted students.

Sometimes poor infrastructure of the LCs become one of the reasons behind students' dropping out. For example, one teacher from Ashar Alo Shishu Shikhon Kendra (Chattogram) regretted,

*"The LC's structure is very vulnerable. Once the house collapsed. From then on, none of the students except one came to school. We readmitted new students."*

We found frequent cases of slum eviction in the urban areas such as Mohammadpur, Dhanmondi, and Cantonment. One big factor of students' dropping out from LCs in the urban areas can be attributed to the slum eviction. In case of a slum eviction, new LCs with new students restart as a replacement of previous ones. We reiterate the finding that teachers enroll new students against the students that drop out.

## 3.3 The present status of these OOSCs in terms of timing and learning

Majority of the LC teachers are satisfied about the progress of the students. They informed us that students are doing better day by day. For example, we found that the level of performance of students from the replacement test to evaluation test of current year shifted towards above average (Figure 18). This progress is similar for both girls and boys (Figure 19). Majority of the teachers highly believed that their students, irrespective of their gender, would be able to utilize their knowledge gathered from LCs in their real life (Figure 20).

Various factors such as regular class participation, easily understandable teaching method, students' enthusiasm, team work, monthly evaluation test, and regular follow-up by the teachers influence the students showing of good performances. According to the teachers, interesting learning environment attracts the students to be regular in the LCs.

In case of timing, field findings confirm that most of the students attend class timely. LC teachers narrated that almost all of their students are punctual (also see Figure 17). But the children that are working cannot attend the LCs in due time. One teacher from Golapganj, Sylhet, informed,

> *"Every student attends the LC in time. But sometimes working children become late. I go to their house and talk to their parents about importance of education."*

In some cases, because of their poverty, parents are not interested to let their children become educated, which makes their children less punctual in the LCs. A teacher from Dhanmondi area (DNCC) mentioned,

> *"All the students do not attend class timely because they are poor and have to help their parents in their work"*.

Md. Jony is a student at an LC situated in Mohammadpur (DNCC). He needs to work in a hotel because his family is in extreme financial crisis. Sometimes, this creates problem for his study. But he likes to go to the LC and study. After graduating from this LC, he hopes to get himself admitted in a formal school. In future he wants to serve the country.

Another LC student by the name Shakil Ahmed from Jamalganj, Sunamganj, has learned how to read and write and calculate. He works as a fridge mechanic, and his earnings have increased ever since he got admitted to the LC. He likes to study at the LC. He wants to study in high school after graduating from LC.

Jolil Sardar, a student from Dhanmondi (DSCC), enjoys to study at the LC as the learning process is enjoyable and creative. Such as, teachers teach by telling stories and drawing pictures. Despite his keen interest, he gets discouraged from the community. Especially his peer group in the community mocks at him and pressurize him to drop out saying he is not "cool" and would not be able to do anything by studying. Rather he should be working and earning like a man.

LC's teacher from Demra (DSCC) told,

> "*Almost all the students are regular and arrive in time. But working students wake up late, and thus regularly become late. Many parents do not understand the importance of education, they prefer to send their children to work than to LCs.*

Poverty and attitude of guardians become a limiting factor for the success of the program of second chance education. Although many parents want that their children attend the school, extreme poverty leave them helpless. These LCs and informal education methods opened a door for their children's education. However, as the cases showed, not all parents are interested despite this sort of provision for attaining education. Therefore, awareness of different sort should be an element related to the program. Interesting, we found that LC teachers visit the homes of irregular students and try to make the parents understand the importance of education. Another teacher from Demra (DSCC) informed,

> *"I regularly talk to the parents. CMC members also help to motivate and bring back the students."*

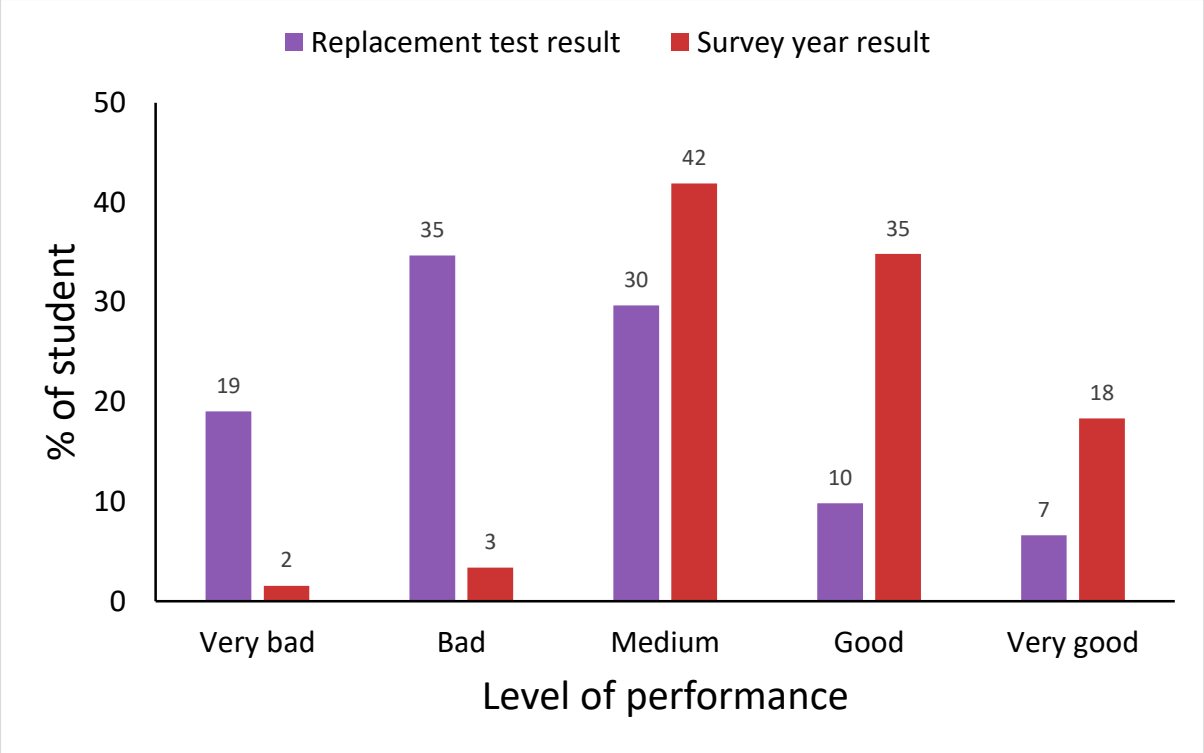


Figure 18: Academic improvement of students from the result of replacement test to that of current year

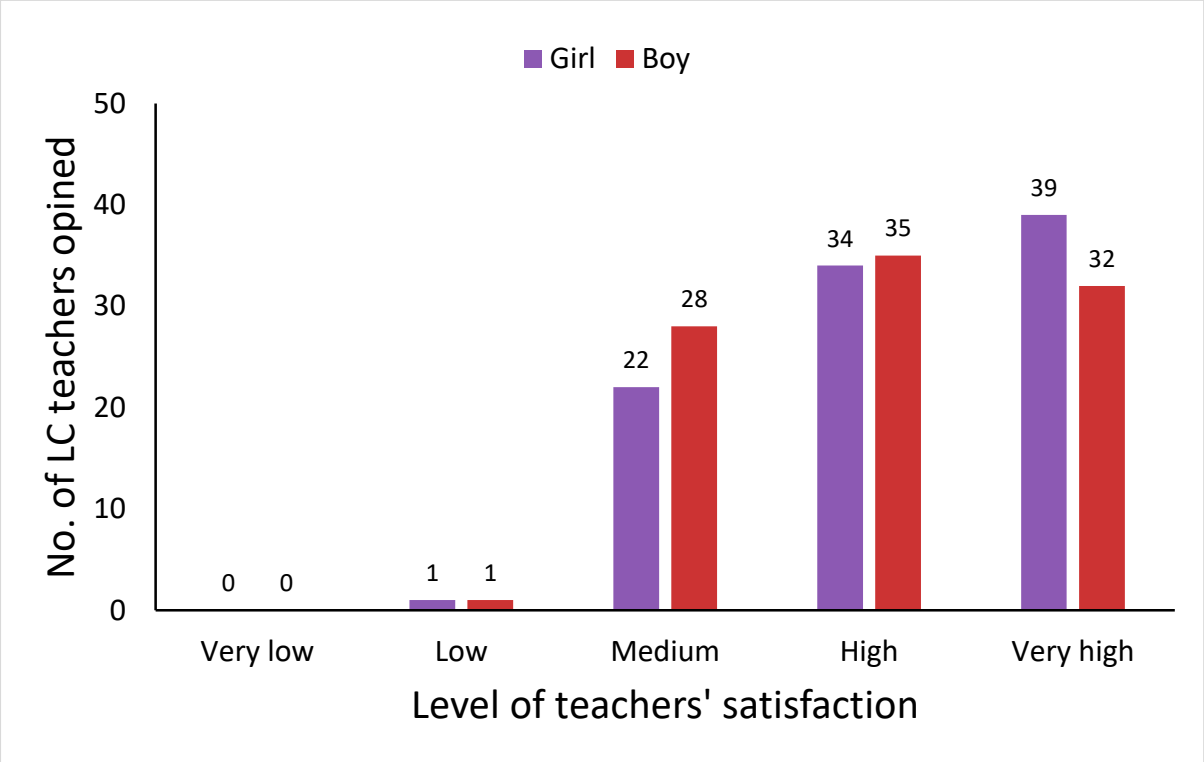


Figure 19: Satisfaction of LC teachers on achievement of students

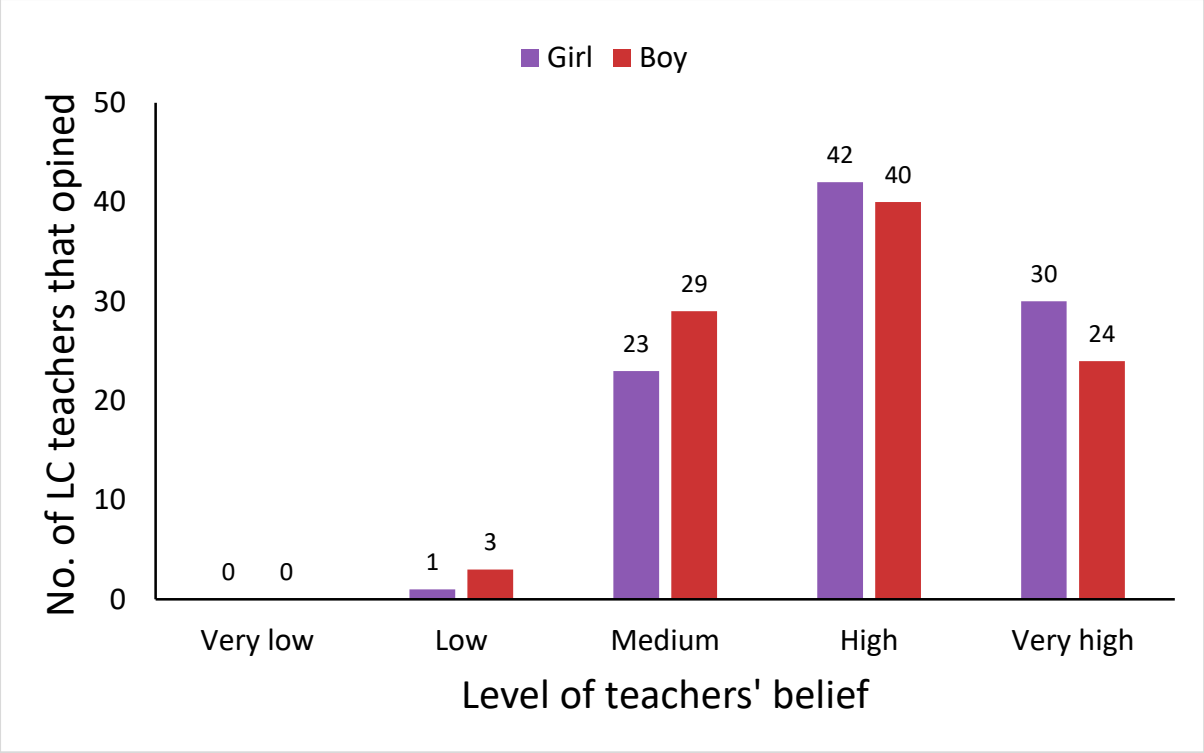


Figure 20: Teachers' belief about how far the students will successfully implement the achieved knowledge in their daily life

Teaching learning process has been affected due to drop out of teachers in many cases. They are less qualified, less experienced and less paid in comparison to formal primary education teachers. Interestingly, teachers in the LCs of urban areas have been teaching in the LCs for longer than their rural counterparts (Figure 21).

The foundation training provided to the newly recruited teachers under the four innovative approaches vary between one to three weeks only. Therefore, quality of teaching learning process depends on the effectiveness of monitoring and technical supervisory support combined with active support from the community. Local level workshop informed us that during the transitional phase even though it was not possible for BNFE to maintain the operational standard to its optimal level, the current leadership was largely successful in overcoming the operational gaps. Therefore, it can be expected that the project would be able to achieve its future predetermined outputs and outcomes. Even though on-the-job trainings were provided to the newly recruited teachers who did not had the chance for receiving foundation training has compensated for their lack of training, but ways and means should be sought for better management of replacement of teachers. One of the alternatives to deal with this situation would be to train a pool of additional trainers at the very outset of the project with

a minimum financial incentive; so that it is possible to immediately replace the sudden unannounced vacancy created as a result of getting dropped out of the teachers at the middle of the course.

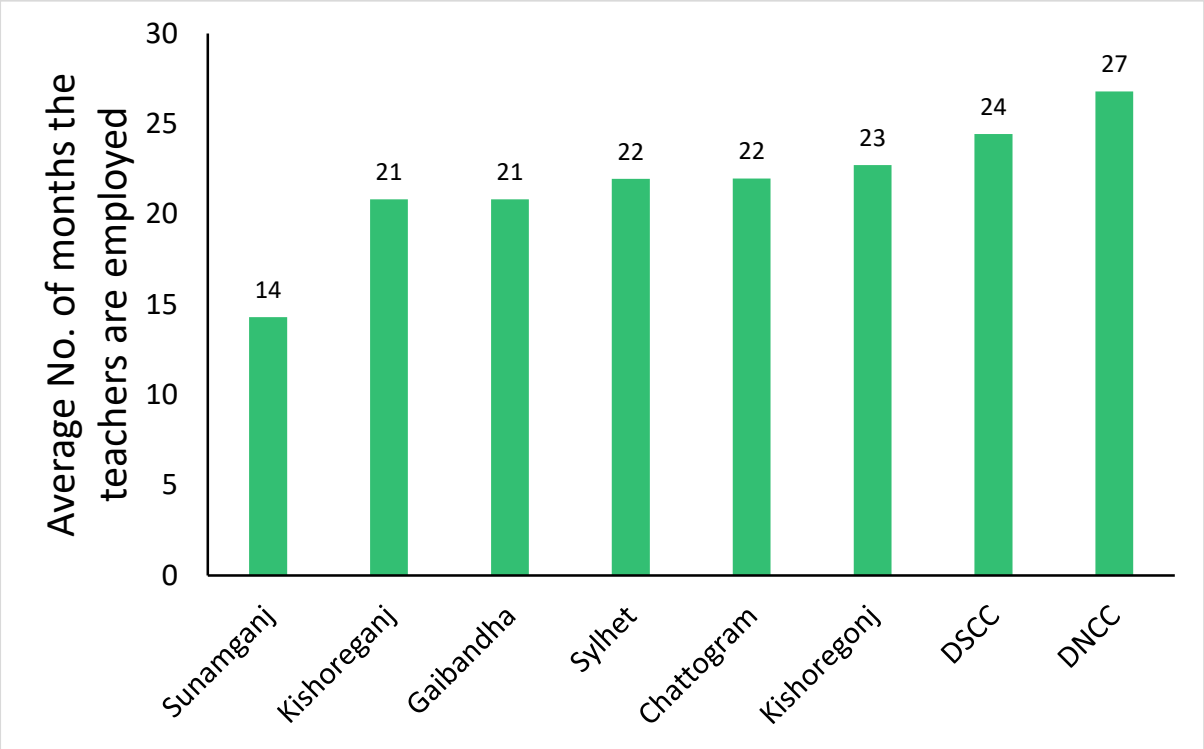


Figure 21: Average length of tenures of teachers of the LCs in different regions.

## 3.4 Assessment of the learning environment in LCs and also existing problem(s) & reason(s)

According to Young (2014), classroom environment is one of the most important factors affecting the students' learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006). A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Sheffler, 2009). So, learning environment has very significant role to bring the OOSC back to the LCs or schools.

The study revealed that mean age of LC teachers were 27 years (N=96). Almost all the teachers (97.9%, N=94) were female. Marital status of the LC teachers was mixed, whereas 54 (56.3%) were married and the rest 42 (43.8%) were unmarried.

While the observation criteria overwhelmingly support the evidence that physical infrastructure were provided according to the plan (Table 12; Figure 24, 25, and 26), the overall quality of the infrastructural support could have been better. The problems faced in the provision of learning materials, particularly the textbooks were due to the unique limiting conditions created by the transition of managing authority from DPE to BNFE. The fact that the survey test shows a higher performance rate in comparison to replacement test (Figure 18) is a positive indicator that the teaching learning inputs are having a positive effect on the learners. The fact that most of the learners' performance ranges from medium to high also speaks positively about the implementation process.

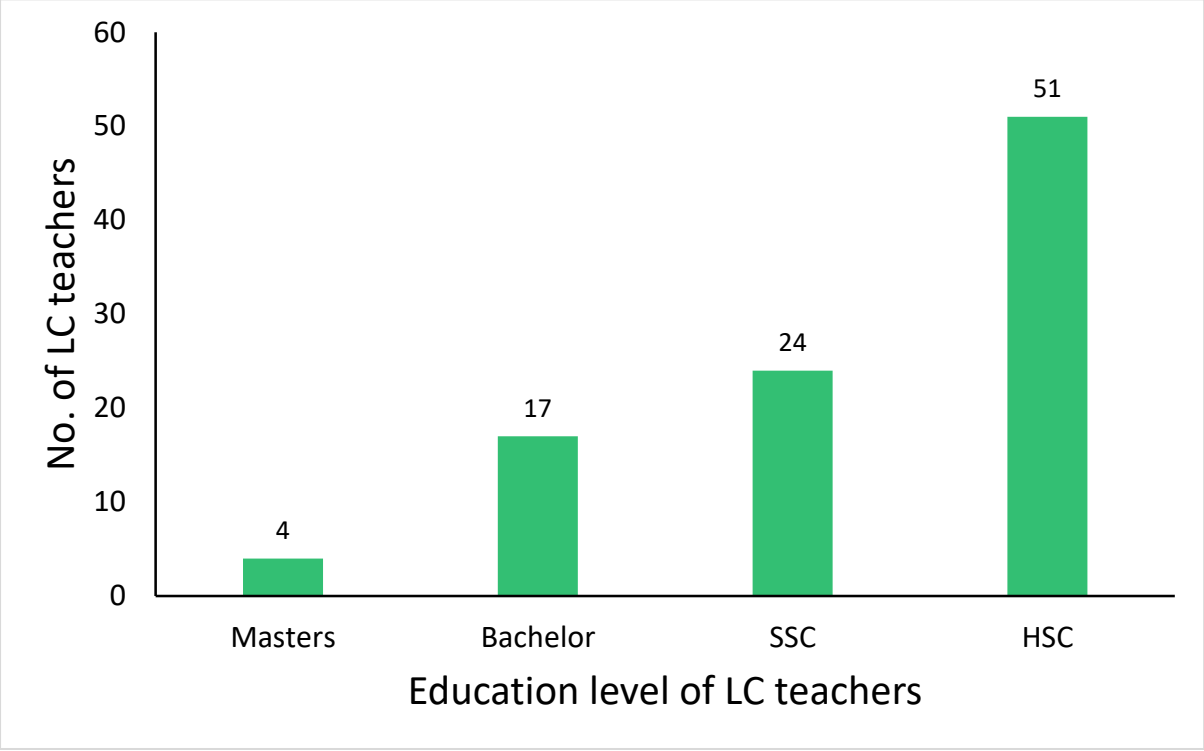


Figure 22: Education qualification of teachers teaching in the LCs

Majority of teachers are either Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) pass, with a maximum of teachers having HSC degree (51 out of 96) (Figure 22). Therefore, qualification of teachers in the LCs is significantly less than that of the teachers in the government primary schools, who mostly have either bachelor and master degrees. The

quality and duration of in-service training is also far superior in case of government primary schools.

Comparing the different teaching module or among different NGOs working on site would not be conclusive as their correlation exists with geographical distributions. Our study clearly shows disparity in terms of outcomes between rural and urban setup for obvious reasons. Therefore, no matter what teaching module is practiced or whichever the NGO work on site, results may not be different. Moreover, different methods need to be employed for such comparison, which is beyond the scope of this study. Having stated that a number of hypothesis could be developed from the exercise. Perhaps a single approach cannot claim to be superior over the other. For instance, multi grade approach could be better applied in case of urban floating population as well as in geographically difficult-to-access areas with sparse population. Cohort model can be more applicable to typical village setting. Also, the effectiveness of the training intervention and qualification of teachers will come into play while choosing a particular approach. The multigrade and ability based accelerated model can be effective only in case of high performing NGOs while cohort model can be effectively implemented in a typical average village setting with a medium performing NGOs; therefore, could be more implementable at a large scale.

Study findings show that LCs in the rural areas have better learning environment than that of the LCs in the urban areas (Table 12). Irrespective of statistical significance, LCs in the rural areas are larger than those in the urban areas (Figure 23). Rural LCs have more facilities for pure drinking water. Enumerators subjectively described that they felt better in the LCs of rural areas. One of the LC's teachers from Sundarganj (Gaibandha) mentioned,

> *"The class room is decorated with various flower vase, pictures, paintings, word pictures so that students feel better while learning".*

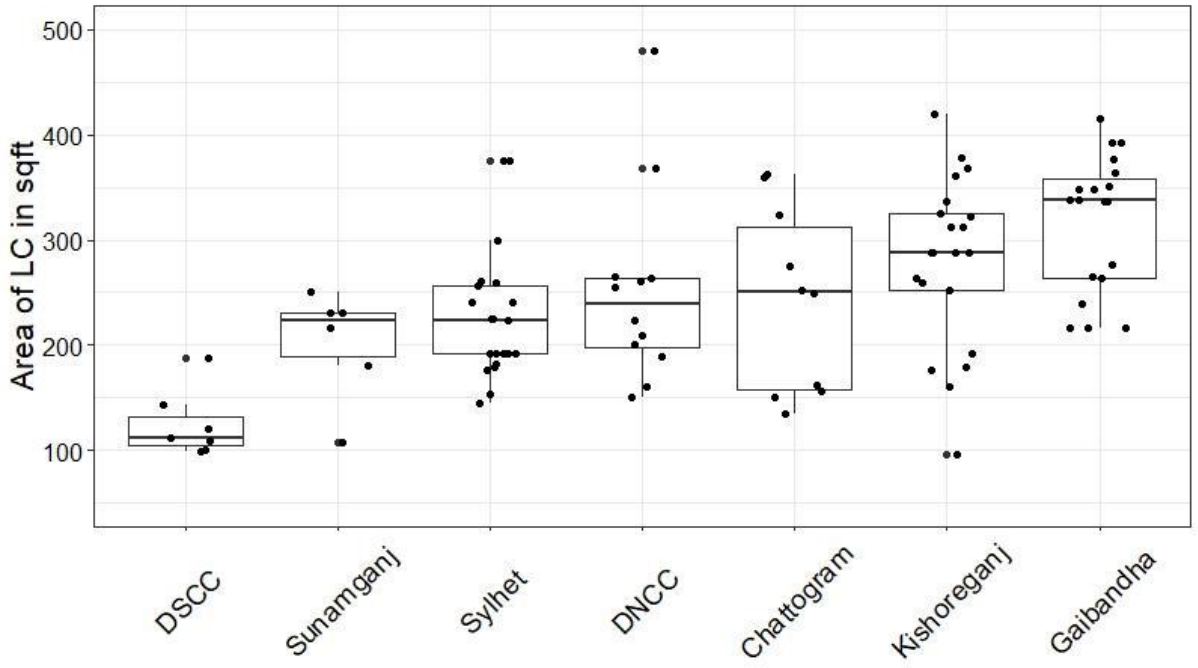


Figure 23: Variation of size of LCs in different regions. Boxplots represent minimum, first quartile, median, third quartile and maximum values.

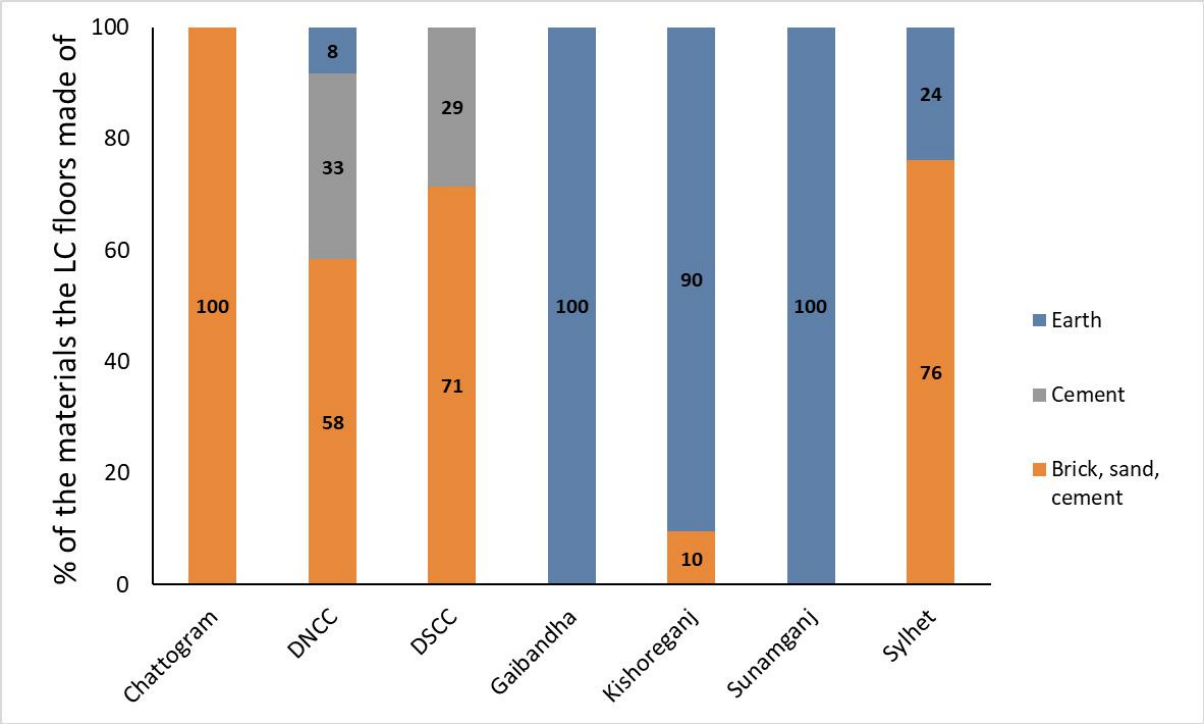


Figure 24: Principal materials with which floors of LCs in different regions are made of

But students in the rural area face problems to sit on the mat during the rainy season and winter. For example, floors of the LCs in the rural areas are made of Earth, thus becomes wet in the rainy season (Figure 24). As assumed, rural LCs significantly lack in getting electricity connection that urban LCs. This happens because of remoteness of LCs and unavailability of electricity connection in the area.

In case of the LCs in urban area, students do not get enough space and proper ventilation is unavailable. Lack of enough light and air makes barrier in learning environment for the students. From the field findings it has seen that sometimes due to the poor infrastructural condition of LCs, students drop out (Figure 24–26). One of the LC teachers from Mohammadpur area (DNCC) informed,

> *"LC was broken down two times and materials got damaged. So, all the students dropped out".*

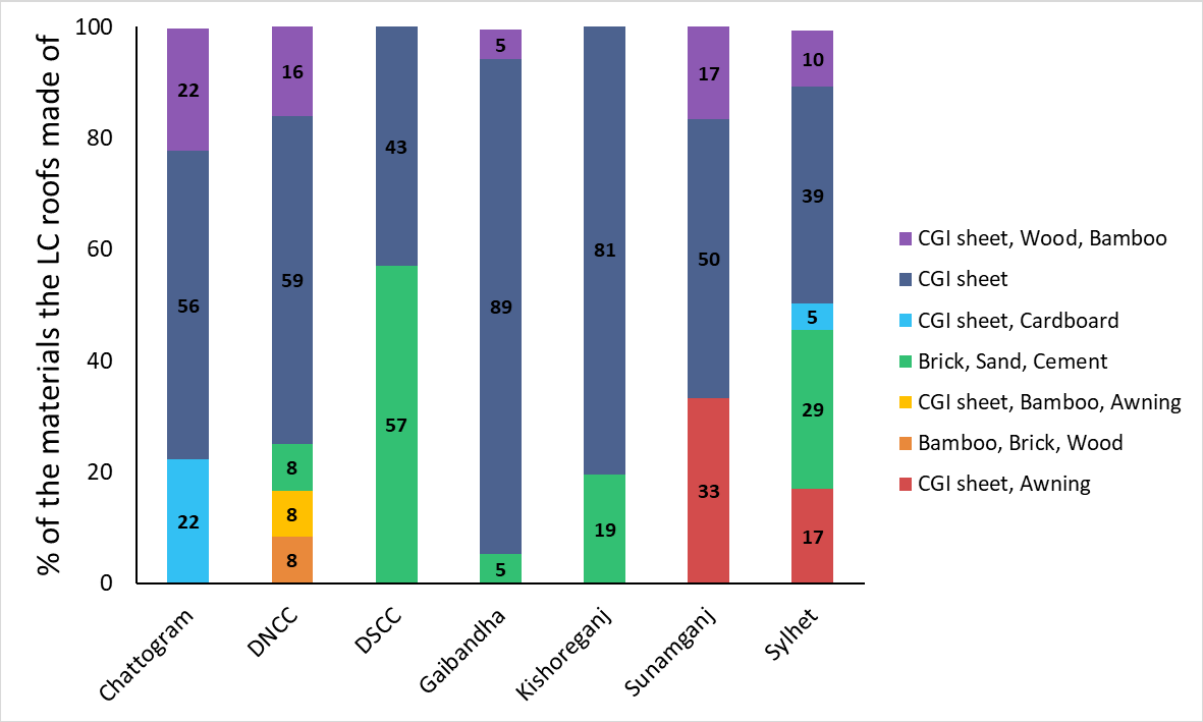


Figure 25: Principal materials with which roofs of LCs in different regions are made of

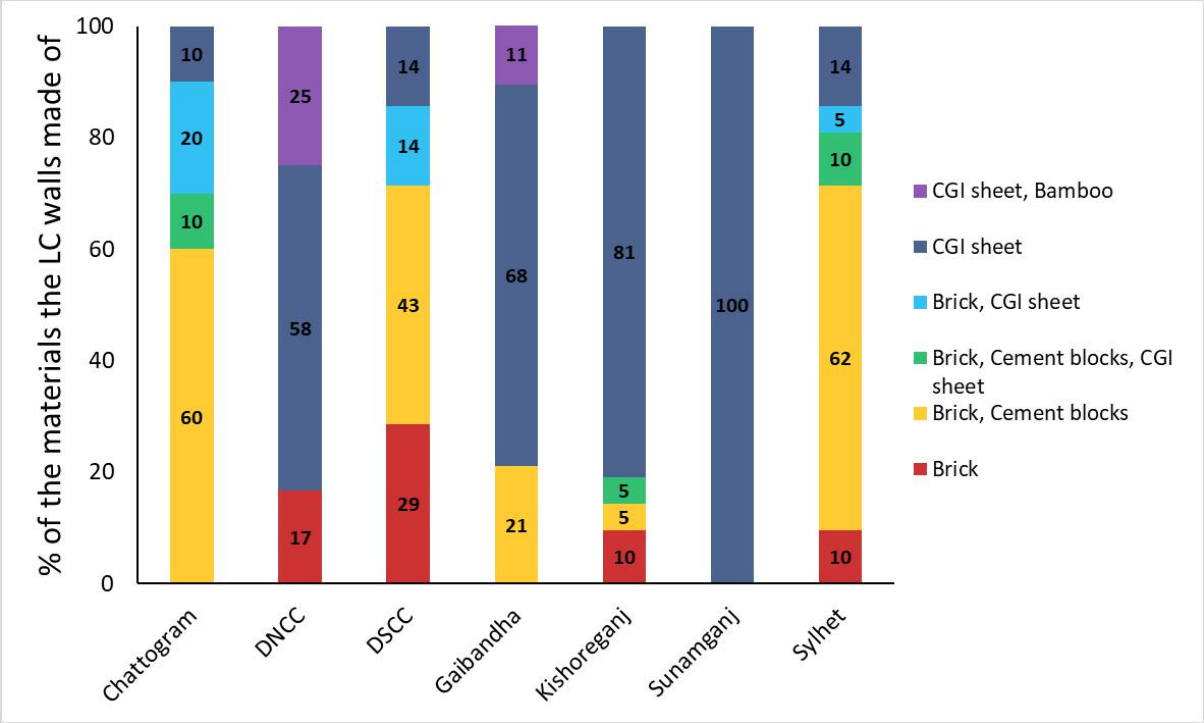


Figure 26: Principal materials with which walls of LCs in different regions are made of

It has been seen that sitting arrangement is not good in the LCs. Sometimes the mat in the LCs become scratched and ragged which creates the learning environment improper for the students. Survey findings show that learners do not sit on a mat in the ten learning centers. Besides, during the rainy season, the floor of the LCs becomes muddy and slippery which makes barrier in the sitting arrangement on floor. Facility of the benches in LCs may ensure better learning environment. Children with physical challenges may also benefit from the arrangement.

Furthermore, field findings show that LCs are not well furnished and there is also lack of study materials such as pencil, exercise book, and textbooks. Interestingly, students in the rural LCs had on average 7 books, compared to 5.1 books of their counterparts in the urban LCs. Similarly, rural students had on average 4.9 writing pad with them, whereas urban students had on average 3.6 writing pads. Although the difference is not significant, the result recommends the implementing agency about future indication for better allocation of study materials. During the local level workshop, most students, parents and teachers complained about not getting enough number of exercise and text books. The situation mainly occurred during the transition period right after BNFE took over. BNFE explained that because of irregular fund disbursement, such scenario occurred. Despite many obstacles, teamwork in the LCs and teachers' affectionate behavior kept attracting the students to study in the LCs.

Table 12: Outcome from the observation of 96 LCs on different criteria

| Observation criteria | % of availability | | Chi-Square test value | P value |
|---|---|---|---|---|
| | Rural | Urban | | |
| Whether evaluation report of the students present | 84* | 45 | 11.8 | 0.001 |
| Whether replacement test report of the students present | 67* | 24 | 20.3 | 0.001 |
| Whether enough light and air present in the LC | 96 | 86 | 0.6 | 0.45 |
| Whether electricity connection is available in the LC | 51 | 97* | 14.3 | 0.001 |
| Whether LC has the facility of pure drinking water | 99* | 69 | 5.4 | 0.02 |
| Whether toilet is available for the learners | 91 | 97 | 0.2 | 0.6 |
| Whether list of current learners available | 94 | 90 | 0.1 | 0.7 |
| Whether the learners seat on a mat | 96 | 76 | 2.3 | 0.1 |
| Is there any signboard available in the LC? | 100 | 79 | 2.5 | 0.1 |
| Is there any blackboard available in the LC? | 100 | 100 | 0 | 1 |
| Is there any chalk box available in the LC? | 97 | 93 | 0.1 | 0.7 |
| Is there any duster available in the LC? | 99 | 100 | 0.01 | 0.9 |
| Is the attendance book available? | 100 | 100 | 0 | 1 |
| Is there any inspection book available in the LC? | 100 | 97 | 0.1 | 0.8 |
| Do the learners have textbooks? | 100 | 93 | 0.3 | 0.6 |
| Do the learners have writing pad? | 100 | 97 | 0.1 | 0.8 |

* Significantly higher than the counterpart

Irregularity in fund disbursement affected almost all areas of management, one such being payment of the rent to the LC owners. In his speech in the local level workshop, director of BNFE shared that during the transition period, several owners of the LCs from Dhaka phoned him and reproached for not paying the rents on time. Nevertheless, BNFE, in collaboration with the NGOs working in the field, tried their best to continue the program as smoothly as possible. As the fund started getting disbursed, the BNFE officials claimed, all the problems were solved. They also assured all the participants in the workshop, especially the students, parents and the teachers, that as the fund is hoped to be continued regularly, such problems will be avoided in the future, and problems raised by the participants will be taken care of with maximum care. There will be a mid-term review from BNFE to get the update of the LCs to fulfill demands of the stakeholder representatives participated in the workshop.

## 3.5 Review of all the submitted documents/evidences collected from BNFE and comparison of the targets and actual achievement of DLI target-6.1

According to the DLI target-6.1, intended target is that OOSC enrolled in LCs under PEDP3 are back to school or LCs (Year 1). This target is considered achieved when BNFE report confirms that remaining OOSCs under PEDP3 are back in schools or Learning Centers.

Following sources of verification ensures that the target is achieved (see Annex 1, 2 and 3):

- DPE/ BNFE report approved by MoPME,
- List of students.

In this case study team collected the report of BNFE approved by MoPME (See Annex 2) from the official of BNFE. In addition, a list of 98664 students prepared by BNFE from the list made earlier by DPE was collected from the same source and was reviewed (See Annex 3 for example). The list mentions the District, Sub-district, modality, LC ID, LC name, LC address, the class in which the student belonged during their survey, number of student present at the time, student's ID, name, father's and mother's name, contact number of the parents, date of birth, and student's gender.

Although BNFE handed over to the study team the approved report with a letter from MoPME, the 2-page report (Annex 2) can barely be called a report in the traditional sense. A report is a written document that presents information in an organized format for a specific audience and purpose (Madan et al., 2019). Generally, a report follows IMRAD structure—introduction, method, result and discussion. To inform and persuade its intended audience, a report uses different elements such tables, graphics, pictures, specialized vocabulary, and narratives. It may also include a table of contents, appendices, and references. Nevertheless, whether the 2-page list of students can be called a report is arguable. Although there have been no specific instruction or format of a report provided by the DLI, we ultimately considered it a summary report as it was approved by the MoPME (Annex 2). BNFE should have been prepared a formal and traditional report, although not set as mandatory by the DLI. Although it is not expected, the study team recommend that the structure of a report be specified so that any implementing agency cannot neglect this issue.

## 3.6 Present managerial status of the sampled LCs

Managerial status of the LCs has very critical role to ensure a suitable learning environment for the students and to make the LCs sustainable, and thus accelerating the process of achieving the DLI target-6.1. For getting knowledge about the present managerial status of the sampled LCs, the study team collected qualitative data from the relevant stakeholders. Based on the findings from field study, present managerial status of the sampled LCs is described hereunder as sub sections:

### 3.6.1 Problems faced during transition

As a result of enactment of NFE Act assigned responsibility of providing NFPE to the out-of-school children between 8 and 14 years, it became a legal necessity to transfer the responsibility of implementing the SCE from DPE to BNFE. These kind of shift of responsibility from one agency to the other for an ongoing project is very rare. In the absence of existing procedural mechanism for smooth transition the project was left in a limbo for a period of approximately 6 months. During this period the project received minimum support from BNFE. This resulted, for obvious reasons, to cause children to get dropped out in large numbers. In the absence of supervising agency and monitory support the implementing NGOs could not apparently mobilize their own resources for this medium-sized project. There were also some inconsistencies in selecting out-of-school target children between DPE and BNFE. When this SCE project was initially started by DPE under PEDP3, the target out-of-school children was divided into two segments. They were out-of-school children belonging to 6–10 years and 11–14 years of age. When BNFE took over, it quickly enrolled and reenrolled a combination of new as well as previous children. Having stated that their target age group as assigned by the law is children between 8 and 14 years old. As a result, children belonging to the age group of 6–7 years were not included. Having said that due to the absence of birth certificate in case of many students the stated age groups for enrolment could hardly be followed. As a result, it could be assumed that many children in the so-called excluded age group of 6 and 7 years have indeed been included in the revised list of BNFE. In the end the number of children after taking over of BNFE remained almost the same.

### 3.6.2 Condition of the teachers at LCs

Field findings show that majority of the teachers are satisfied with their students' academic progress. In spite of the progress of the students, teachers of the LCs had to face different

problems. Lack of proper learning environment in the LCs hampers the pedagogy also. It is to be considered that, almost all the respondent teachers regretted that they do not get salary regularly. Teachers attending the local level workshop also complained strongly about the irregular disbursement of their salaries. Moreover, when study materials like pencil, exercise book, text book are not supplied then the teachers need to buy those for the students. In the local level workshop, teachers demanded a raise in their salary and a regular disbursement. We believe a raise in and regular disbursement of salary will motivate the teachers teach well. Besides, teachers receive misbehave from the LC owners for the delay of the payment of the rent. Apart from the issue of money, training remained an issue for them. For example, they received subject-wise training only once in 2017. The teachers requested to provide them improved subject-wise training so that they can achieve comprehensive knowledge in different subjects and improve their teaching quality. Also, delayed distribution of the study materials among the students make difficulties to the teachers to complete the classes timely. Many teachers do not get enough facilities from the NGOs when they need.

### 3.6.3 Role of the Center Management Committee (CMC) and the Parents Committee (PC)

Each LC possesses a CMC and PC for monitoring the activities of the LC. Head teacher of the nearby Government Primary School acts as the president of the CMC. Teacher of the respective LC acts as the member secretary. In addition, representatives from the Councilor office, parents and local elites play the roles of member in the CMC. Total number of the member of a CMC may vary modality wise or locality wise. PC is constituted with respective parents of the locality. CMC and PC are formed for improving the standard of LCs and to ensure better management system. Every month, CMC and PC arrange a meeting to discuss overall status of the LC, progress of the students and the problems the LC face. Members of both CMC and PC informed that both the committees play an influential role in bring the drop outs and over-aged children back to the LCs. They added that education quality in the LCs is good and the students learn basic skills of reading, writing and calculations.

One of the committee members from Bayazid Bostami (Chattogram) mentioned,

> *"The teachers are dedicated. They motivate the students and guardians, even visit their homes to bring back the absent or drop outs".*

Another member of PC from Demra (DSCC) told,

*"We are very happy that our children are getting educated and learning different kind of activities like singing, dancing, and drawing from the LC."*

Members of PC think that the lectures of teachers will be very helpful for the children. They also think that the education received from the LC can be utilized in business and job sectors. CMC members uttered that the students have learned how to read and write and now are teaching their illiterate parents how to read and write. They have now gained qualification to study in good schools.

Field study found that majority of the committee members have enough knowledge about the selection procedure of the students and the teacher in LCs. Most of the committee members are afraid that if the LCs become closed then the students will not be able to continue their study because of the poverty.

Field study shows that CMC members sometimes visit the LC and learns if everything is in order or done appropriately. If not, they talk to some of the guardians and try to solve the problem. Unfortunately, majority of the committee members do not have any training on gender, human rights and children right which is necessary for them to improve the LCs.

CMC members of an LC from Golapganj, Sylhet, motivate the parents to send their children to LC. If any child is sent back to work or stops attending the LC for any other reason, the CMC members try to convince the employer or the parent to send the children back to schools. CMC even funded the space for LC and also helped to build a tube well. Sometimes CMC members distribute study materials among the students and monitor the progress of the LC.

Field findings indicate that meetings of CMC and PC are held regularly in the study areas. Frequency of meeting varies from location to location. Committee members informed that they discuss about the development of the LC and the students in the meeting. In the meeting they hear the problems of the teachers and parents and try to solve them.

Committee members added that local NGOs provide logistics of the school, monitor the teachers and motivate the students to attend the school. An FGD with the committee members in Dhanmondi area (DSCC) opined that NGOs play very important role to make bridge between the LCs and BNFE. They are responsible to monitor and supervise LCs regularly.

Study findings show that LCs as a non-formal institute is having far-reaching impact on the parents. Parents are generally interested to make their children educated. As, they believe, the quality of education in the LCs is good, they are enthusiastic in sending their children to LCs.

### 3.6.4 Status of training provided to the LC teachers

Today, teachers' training and professional development are seen as the central mechanism for the improvement of teachers' content knowledge and their teaching skills and practices to meet high educational standards (Darling-Hammond & McLaughlin, 1995). For improving teachers quality, basic and refreshers training are provided to the LC's teachers. Upon joining the LC, teachers receive a basic training for seven days where they learn the teaching methods and gain subject wise knowledge to improve teaching quality. Study findings indicate that NGOs recruit trainers with relevant experience through fair recruitment process so that they train the LC teachers and the CMC members. One of the trainers mentioned,

*"The main role of the trainings is to make the teachers eligible for teaching in the LCs".*

Training materials and the venue should be improved for providing trainings more effectively.

# Section 4. SWOT analysis and lessons learnt

SWOT analysis is a framework, which helps to evaluate any assignment'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 potentials. It is a technique for assessing the performance, risk, and potentiality of any interventions in a project. Review of the documents, field study, local level workshop and consultation with the responsible persons of BNFE along with background study have been analyzed to develop the SWOT. The study has considered both programmatic and operation-related issues in the analysis.

## 4.1 Strengths of DLI target-6.1

1. The project is an outcome of multi-actor collaboration among the government, NGOs and the communities which has enabled to evolve an effective NFPE delivery mechanism for the out-of-school children.
2. Parents of out-of-school children are willing to send children to the schools which are flexible and responsive to the needs of the children.
3. For child centered learning environment, OOSC are enthusiastic to come to the LCs.
4. Community members encourage the initiatives of establishing LCs for educating the OOSC.
5. DLI target- 6.1 would play critical role in national economy through making 1 lac OOSC educated.

## 4.2 Weakness of DLI target-6.1

1. The implementation design lacks the necessary inputs and linkages with vocational education and livelihood training for those children not willing and/or able to continue with vocational education.
2. The implementation design falls short of providing minimum eight years equivalent of education as espoused in the policy documents.
3. The implementation design also considers minimum nine years of compulsory education according to SDG4 to which GoB is also a signatory.
4. Lack of sufficient study materials makes the teachers as well as the student of LCs demotivated.

5. Irregular and low salary disbursement makes the teachers depressed for which quality of teaching may be decreased.
6. For unsuitable learning environment and poor infrastructure, students become demotivated to come to the LCs.
7. Lack of incentives for the students like stipend, study materials, sports program etc. makes the students less eager to the study.
8. For the irregular rent payment of the rented house teachers are to face misbehave from the house owners.
9. Lack of human resources makes the employees overburdened with so many activities.
10. There is no provision of taking feedback from the LC's teachers by BNFE.

## 4.3 Opportunity of DLI target-6.1

1. GoB has the policy focus for improving Primary Education, ensuring quality education, bringing the OOSC back to the schools and that is why continuing the SCE program under DLI target-6.1 might get priority.
2. The OOSC project has the opportunity to modify the current OOSC project which provides education to grade V level to be extended to grade VIII level.
3. The OOSC project has the opportunity to link the children successfully completing the NFPE with vocational / livelihood training (for those who are not willing and/or able to continue further education in the general stream).
4. DLI target-6.1 has the opportunity to bring 1 lac OOSC in the LCs or schools to accelerate the Govt.'s commitment to ensure 'Education for All'.
5. Once the NFEDP (Non-formal Education Project) which is a sector wide NFE program is approved, the current 00SC children will have the opportunity to get involved in socio-economic activities through CLCs (Community Learning Centers).

## 4.4 Threat of DLI target-6.1

1. Reduction of the budget for the SCE program may hamper the achievement of DLI target-6.1.
2. Lack of sustained support to the children might not enable the children to translate their education into socio-economic gains.

## 4.5 Lessons learned

A better preparation is need for any transition. One of the obvious findings from the verification is that perhaps the transition from DPE to BNFE could be better managed. It was back in 2014 the NFE Act was approved by the government in which the responsibility to provide NFPE to children between 8 and 14 years who never enrolled or got dropped out-of-school was given to BNFE. Therefore, a window of almost five years was there to plan in a way which would have allowed a smooth transition. Better transition could have taken place under the following conditions:

a. The transition could have been made smoother by letting the original NGOs who were implementing the project under DPE to continue their work under BNFE.
b. Otherwise transfer could have taken place after the out-of-school children completed their full cycle of primary education. This would have allowed BNFE to take necessary measures to organize its institutional capacity to coordinate and deliver NFPE through partner NGOs effectively.
c. Lowering the cost of projects for out-of-school children hardly serve the cause of equity. Since the out-of-school children consist of the most marginalized segment of population, they are in the most need for support.
d. Better paid, more experienced and more qualified teachers needed to improve the quality of teaching-learning process and consequent learning outcomes.

# Section 5: Status of DLI 6.1

The report so far is expected to have established that any straightforward conclusion cannot be drawn about the status of DLI 6.1. Therefore, we discuss the status under different contexts and circumstances.

## 5.1 Verification Action Plan: DLI target-6.1

Let us, once again, provide the details of DLI target 6.1 under PEDP4 below:

| Year | DLI targets | Verification Protocol & Approach | Responsible (IVA Unit/ Experts/ Survey Firm) | Time Schedule (Tentative) (Depends on DLI's declaration | | |
|---|---|---|---|---|---|---|
| | | | | FY | Review Period | Report Submit |
| **Year-1** | 6.1: OOSC enrolled in LCs under PEDP3 are back to school or LCs | As per ToR through conducting Sample Survey with desk review. | a) IVA unit b) Deployed consulting firm for survey. | 2019–2020 | Aug–Oct, 2019 | Nov, 2019 |

**DLI: Definition and Protocol**

**DLI 6: Educational opportunities for OOSC**

**DLI Target 6.1:**

OOSC enrolled in LCs under PEDP3 are back to school or LCs (Year 1)

**Definition:**

OOSC means children aged between 8-14 who have dropped out or have never been enrolled and have not passed the Primary Education Completion Examination (PECE)

**Achievement description:**

This target is considered achieved when the following conditions are met: (i) BNFE report confirms that remaining OOSCs under PEDP3 are back in schools or Learning Centers.

**Source of verification:**

i) DPE/ BNFE report approved by MoPME,

ii) List of students.

### 5.1.1 Unclear protocol statement against the ground reality

The statement of the DLI 6.1 target demands verification of whether out-of- school children selected were attending their classes in the LCs or have gone back to school. It does not specify the exact percentage of students. This has left the statement somewhat unclear and, therefore, subject to multiple interpretations.

### 5.1.2 Challenging target of achieving 100% completion for out-of-school children

If the statement of DLI 6.1, in a strict sense, means that 100% students should be retained, from all practical reasons based on empirical experience, there is no room to claim that 100% retention can be met for children who are hard-to-reach and are living in an extremely difficult socio-economic circumstance. Not only in South Asia but also globally, there are no instances of 100% completion in NFPE programs at a national scale. Even in a much better education facility, learning environment and economic background of children in government schools of Bangladesh, the dropout rate currently stands at 18.8% (Directorate of Primary Education, 2018). Having stated that, the path towards this reduction of drop outs in the primary education system has not been easy. It was almost 60% in 1991 which came down to 48% in the early 20s. A UN taskforce report on education and gender equality on low and middle income countries shows that completion rates are lowest for children from poor households and less than half of the poorest children complete even the first year of school (Birdsall et al., 2005). At a micro-level, family income is directly linked to the affordability of education and, as such, has a direct impact on whether children attend education (Hadley, 2010). If children do attend education, changes in the financial situation of parents, as reflected by the volatility of family income, may push some children out of education. Although, this may be a temporary effect and income may recover and return to schooling (Kane, 2004; Hadley, 2010). In addition, every year, approximately 1 million children between 5 and 14 years die due to health-related reasons (UN Population Division, 2017). This statistic, therefore, will have a proportionate impact on

children attending the schools. However, since this was not considered in the methodology, thus, cannot be confirmed. Therefore, considering all the factors the expectation that children in most precarious conditions belonging to the bottom segment of the population will complete primary education cycle with 0% dropout rate is unrealistic.

### 5.1.3 Unforeseen event of transition

Yet another important issue that needs to be considered has to do with the uncertainly faced during the transitions of responsibility. As the responsible body for implementing the SCE project, DPE was assumed to be the lead of the project from the inception to the end. However, there was no preparation for a smooth transition of the responsibility. This is understandable because there was no reason to think otherwise until the NFE Act was enacted.

### 5.1.4 Lack of tracking system

In the absence of a well-defined tracking system, it became very difficult to verify whether children have managed to get enrolled in formal schools. As a result, the verification team had to depend mostly on verbal reporting of teachers and other stakeholders who directly oversaw the implementation of the projects. However, in some cases schools in catchment areas were verified. In order to have an evidence-based picture of children going back to school, an effective tracking system for children needs to be built into the project plan.

### 5.1.5 BNFE's response to the challenging circumstances

In order to put things into context, until NFE law was enacted BNFE was mandated to address youth and adults only, and not the out-of-school children. Upon taking over the responsibility BNFE undertook its own survey on the children. They conducted literacy assessment of children handed over to them from DPE. They also enrolled children belonging to 8–14 years as prescribed by the NFE law. Upon taking over the responsibility BNFE had to undergo procurement procedure which is often time consuming, for selecting NGOs. During this slack time, BNFE deployed its own limited workforce to ensure the continuity of project implementation. Until such time the NGOs were selected and put into operation. Due to this response of direct implementation it was possible to maintain the continuity of the project by minimizing the disruption during the transition period. The new list of students consisted of 98664 children were subsequently approved by MoPME and according to the protocol this list was the basis on which the presence was supposed to be verified. Accordingly, the verification was done subsequently. The verification confirmed that overwhelming 78% (n=507) of children from the original list were still coming to LCs (as per attendance book), and a total of

59% (n=387) students were found physically present at the LCs at the day of survey (Table 10).

### 5.1.6 Maintaining the original number of students through new enrollment

Throughout the project period, BNFE almost maintained the total targeted number of students by the new enrollment of students replacing those who left the LCs, despite many challenges. This could be considered as a positive achievement of BNFE. Our survey, using 2 verification methods, found a large proportion of students to be still present in the LCs (Table 10 and 11). We remind that if the verification study could be done in due time of the assignment (August 2019), the survey result would have been much better (Annex 1, Terms of Reference, Verification Action Plan). However, the study team was commissioned for the study in November 2019, and the survey was conducted in mid-December, 2019.

Even though the target for out-of-school children was partially achieved (78%, n=507, presence of children in comparison to the MoPME approved list) in comparison to absolute number (100% presence of students, n=98664, in the LCs according to the MoPME approved list), considering the challenging circumstances surrounding the out-of-school children and the nature of action taken to address the situation, which resulted in the maintenance of approximately 98% of target number of children currently studying the LCs through new enrollment, it could be stated that the DLI target 6.1 concerning out-of-school children has been met.

# Section 6: Recommendations and conclusion

## 6.1 Recommendations

i. *Equity of inputs needs to be considered:* Given that the quality of inputs was generally of low quality it is recommended that the budget allocation per learner ought to be at par with the per learner cost of the primary education children in keeping with the equity principle of the national education policy.

ii. *Nutritional needs of the children ought to be addressed:* Given that one third of child population in Bangladesh are underweight and stunted, it is recommended that the provision be made for out-of-school children at least one meal with balanced food.

iii. *Better teachers with better salaries for ensuring effective teaching:* Given that low qualification, experience and low salary of the teachers do not create adequate conditions for high commitment and performance, it is recommended that necessary improvements be made in the stated areas in keeping consistency with the qualifications and fringe benefits of the primary school teachers.

iv. *Lessons learned ought to be shared to increase the level of effectiveness and efficiency:* Given the wealth of lessons have been learned and experience have been gained during the previous phase when DPE implemented the project it is recommended that these lessons and experiences be systematically documented and shared among the NGOs.

v. *Tracking system for school completers to be developed:* Given the absence of tracking system, that is, being able to tell how children who have completed NFPE are applying and benefiting from the acquired literacy skills, it is recommended that an IT enabled long-term tracking system be developed and put to operations.

vi. *Linking with market responsive vocational/livelihood skills:* Given that there is policy requirement of minimum eight years of primary education and the great need of acquiring vocational skills for those NFPE completers who are either not willing or able to pursue general education, it is recommended that the current four-year NFPE intervention be progressively increased to 7/8 years with provision for market responsive vocational/livelihood skills.

vii. *BNFE's institutional capacity to implement NFPE for out-of-school children to be strengthened:* Given that BNFE does not have any prior experience of

implementing NFPE for children, it is recommended that a separate training and implementation department for OOSC within BNFE be setup, equipped with the necessary institutional as well as human resources.

## 6.2 Conclusion

The transfer of responsibility from DPE to BNFE gave rise to many challenges. However, for policy alignment it was necessary since it will bring long-term benefit to the children by directly linking them with adult NFE programs which is BNFE's original institutional mandate. Despite facing initial problems, the project is currently showing reasonable recovery soon after the implementing NGOs were selected and put into operation. This process can be further accelerated through making necessary investments in BNFE's capacity building and through adequate resourcing of the project.

Finally, it could be reiterated that based on the verification findings and consequent analysis it could be stated that the DLI target 6.1 for the out-of-school children was met.

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# Annexes

## Annex 1: Terms of Reference (ToR)

Verification of DLI Target -6.1: OOSC enrolled in LCs under PEDP3 are back to school or LCs

Terms of Reference (ToR)

Verification of

DLI Target -6.1: OOSC enrolled in LCs under PEDP3 are back to school or LCs

DLI 6 (Educational opportunities for OOSC) is related with component two stated as 'Equitable Access and Participation' of PEDP4. The objective of the sub-component 2.5: Out-of-school children is to reduce the number of children aged 8-14 years who have never enrolled or dropped out. To address and evaluate the accomplishment of above sub-component, Disbursement Link Indicator (DLI) target 6.1 (OOSC enrolled in LCs under PEDP3 are back to school or LCs) is fixed up as one of indicators.

1. **DLI: Definition and Protocol**

**DLI 6: Educational opportunities for OOSC**

**DLI Target 6.1:**

OOSC enrolled in LCs under PEDP3 are back to school or LCs (Year 1)

**Definition:**

OOSC means children aged between 8-14 who have dropped out or have never been enrolled and have not passed the Primary Education Completion Examination (PECE)

**Achievement description:**

This target is considered achieved when the following conditions are met: (i) BNFE report confirms that remaining OOSCs under PEDP3 are back in schools or Learning Centers.

**Source of verification:**

(i) DPE/ BNFE report approved by MoPME ii) List of students

**2. Location Coverage**

The location coverage of this DLI target is as the following districts-

a) Dhaka (South & North City Corporation)

b) Chattogram (City Corporation)

c) Sylhet

d) Sunamganj

e) Kishoreganj

f) Gaibandha

The number of students and LCs are about 1 lac and 3,332 nos. respectively. Sample size of this survey will be statistically significant covering all related districts (6 districts).

3. **According to Verification Action Plan: DLI target-6.1**

| **Year** | **DLI targets** | **Verification Protocol & Approach** | **Responsible (IVA Unit/ Experts/ Survey Firm)** | **Time Schedule (Tentative) (Depends on DLI's declaration** | | |
|---|---|---|---|---|---|---|
| | | | | FY | Review Period | Report Submit |
| **Year-1** | 6.1: OOSC enrolled in LCs under PEDP3 are back to school or LCs | As Per ToR through conducting Sample Survey with desk review. | a) IVA unit b) Deployed consulting firm for survey. | 2019-20 | Aug-Oct, 2019 | Nov, 2019 |

**4. ToR of the Current Assignment:**

a) To review and verify the achievements of declared DLI target-6.1 whether this DLI target is achieved according to the verification protocol (definitions, description of achievement & Sources) and relevant tools and technique;

b) To prepare the Verification Report (RVR: Result Verification Report) according to the prescribed or standard verification format emphasizing all the essential elements and submitted evidences;

c) Consulting firm will visit schools/learning centers sampled from the BNFE report and verify the physical presence of students in the list. Sample size will be statistically significant covering all related districts (6 districts);

d) To verify and evaluate the OOSC are enrolled maintaining the definition of this DLI target;

e) To review and confirm whether OOSCs under PEDP3 are back to schools or in Learning Centers appropriately maintaining proper procedures;

f) To evaluate what are the present status of these OOSCs in terms of learning, timing, LCs Learning environment in schools or LCs and also existing problem(s) & reason(s);

g) To compare the targets and actual achievement of DLI target-6.1 (achieved, not achieved, partially achieved, extent to which achieved);

h) To review all the submitted documents/evidences and analyze with a view to compare with the field data.

i) To examine whether DLI targets have been delayed to meet because of untimely financing, managerial inefficiency and also identify/analyze the reason(s) and responsible factors for such delay;

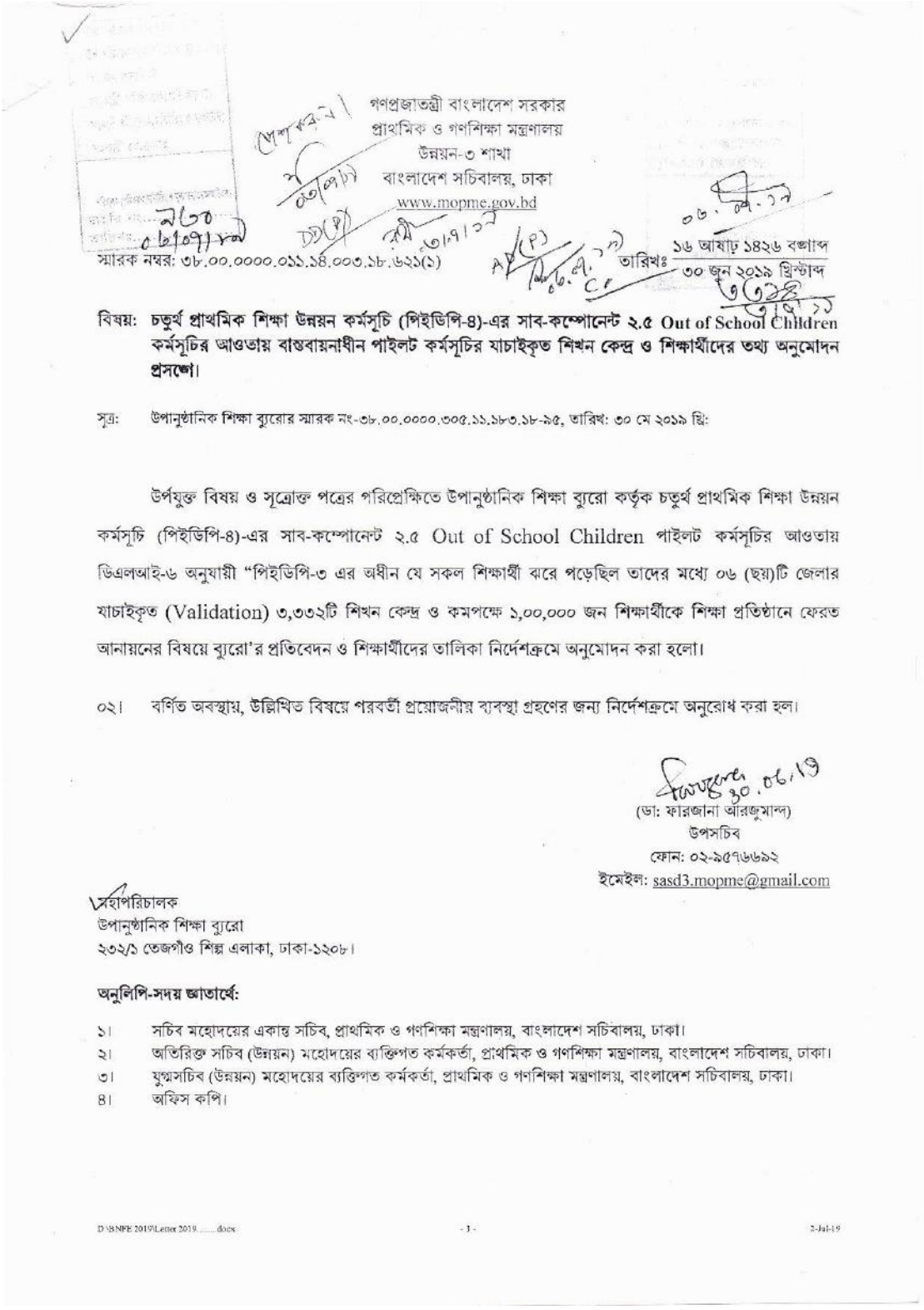
j) To analyze the strengths and weaknesses and identify potential threats and challenges (SWOT analysis) towards achievement of the DLI target 6.1;

k) To make specific recommendations based on the findings of the verification study;

l) To accomplish other relevant tasks assigned by the Authority within the contract period.

# Annex 2: Letter of approval by MoPME

Information of learning centers and students validated by BNFE and approved by MoPME



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়
উন্নয়ন-৩ শাখা
বাংলাদেশ সচিবালয়, ঢাকা
www.mopme.gov.bd

স্মারক নম্বর: ৩৮.০০.০০০০.০১১.১৪.০০৩.১৮.৬২১(১)

তারিখঃ ১৬ আষাঢ় ১৪২৬ বঙ্গাব্দ / ৩০ জুন ২০১৯ খ্রিস্টাব্দ

**বিষয়: চতুর্থ প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি (পিইডিপি-৪)-এর সাব-কম্পোনেন্ট ২.৫ Out of School Children কর্মসূচির আওতায় বাস্তবায়নাধীন পাইলট কর্মসূচির যাচাইকৃত শিখন কেন্দ্র ও শিক্ষার্থীদের তথ্য অনুমোদন প্রসঙ্গে।**

সূত্র: উপানুষ্ঠানিক শিক্ষা ব্যুরোর স্মারক নং-৩৮.০০.০০০০.৩০৫.১১.১৮৩.১৮-৯৫, তারিখ: ৩০ মে ২০১৯ খ্রি:

উর্পযুক্ত বিষয় ও সূত্রোক্ত পত্রের পরিপ্রেক্ষিতে উপানুষ্ঠানিক শিক্ষা ব্যুরো কর্তৃক চতুর্থ প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি (পিইডিপি-৪)-এর সাব-কম্পোনেন্ট ২.৫ Out of School Children পাইলট কর্মসূচির আওতায় ডিএলআই-৬ অনুযায়ী "পিইডিপি-৩ এর অধীন যে সকল শিক্ষার্থী ঝরে পড়েছিল তাদের মধ্যে ০৬ (ছয়)টি জেলার যাচাইকৃত (Validation) ৩,৩৩২টি শিখন কেন্দ্র ও কমপক্ষে ১,০০,০০০ জন শিক্ষার্থীকে শিক্ষা প্রতিষ্ঠানে ফেরত আনায়নের বিষয়ে ব্যুরো'র প্রতিবেদন ও শিক্ষার্থীদের তালিকা নির্দেশক্রমে অনুমোদন করা হলো।

০২। বর্ণিত অবস্থায়, উল্লিখিত বিষয়ে পরবর্তী প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য নির্দেশক্রমে অনুরোধ করা হল।

৩০.০৬.১৯
(ডা: ফারজানা আরজুমান্দ)
উপসচিব
ফোন: ০২-৯৫৭৬৬৯২
ইমেইল: sasd3.mopme@gmail.com

সহাপরিচালক
উপানুষ্ঠানিক শিক্ষা ব্যুরো
২৩২/১ তেজগাঁও শিল্প এলাকা, ঢাকা-১২০৮।

**অনুলিপি-সদয় জ্ঞাতার্থে:**

১। সচিব মহোদয়ের একান্ত সচিব, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
২। অতিরিক্ত সচিব (উন্নয়ন) মহোদয়ের ব্যক্তিগত কর্মকর্তা, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
৩। যুগ্মসচিব (উন্নয়ন) মহোদয়ের ব্যক্তিগত কর্মকর্তা, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।
৪। অফিস কপি।

D:\BNFE 2019\Letter 2019.....docx - 1 - 2-Jul-19

## সেকেন্ড চান্স এডুকেশন পাইলট কর্মসূচীর ভ্যালিডেশনকৃত
## শিক্ষার্থীদের উপজেলা ভিত্তিক তথ্যের মডালিটি অনুযায়ীসারসংক্ষেপ

| কোহর্ট-রুরাল -ব্রাক | | | | | | |
|---|---|---|---|---|---|---|
| জেলা | উপজেলা | মডালিটি | শিক্ষার্থী সংখ্যা | বালক | বালিকা | শিখনকেন্দ্র সংখ্যা |
| গাইবান্ধা | পলাশবাড়ী | কোহর্ট-রুরাল - ব্রাক | ৩৯৮৮ | ১৮৭৮ | ২১১০ | ১৩৩ |
| | সুন্দরগঞ্জ | | ৫৯৯৯ | ২৭০২ | ৩২৯৭ | ২০০ |
| কোহর্ট-রুরাল: মোট | | | ৯৯৮৭ | ৪৫৮০ | ৫৪০৭ | ৩৩৩ |
| চট্টগ্রাম | বন্দর | কোহর্ট-আরবান- ব্রাক | ৮৬৯ | ৩৯৯ | ৪৭০ | ২৯ |
| | চান্দগাঁও | | ১৩৪৫ | ৫১১ | ৮৩৪ | ৪৫ |
| | ডাবলমুরিং | | ৭৫২ | ৩৩৭ | ৪১৫ | ২৫ |
| | কোতয়ালী | | ১০৪৯ | ৪২৪ | ৬২৫ | ৩৫ |
| | পাহারতলী | | ৯৯০ | ৩৮৬ | ৬০৪ | ৩৩ |
| | পাচঁলাঈশ | | ১৭৭১ | ৬৯০ | ১০৮১ | ৫৯ |
| | আকবরশাহ্ | | ৪৮৫ | ২২৭ | ২৫৮ | ১৬ |
| | বায়োজিদ বোস্তামী | | ১৪৪১ | ৬১১ | ৮৩০ | ৪৮ |
| | খুলশী | | ৫৪১ | ২১০ | ৩৩১ | ১৮ |
| | হালিশহর | | ৭৫০ | ৩৩৫ | ৪১৫ | ২৫ |
| কোহর্ট-আরবান: মোট | | | ৯৯৯৩ | ৪১৩০ | ৫৮৬৩ | ৩৩৩ |
| কোহর্ট: মোট | | | ১৯৯৮০ | ৮৭১০ | ১১২৭০ | ৬৬৬ |

| শিখন-আরডিআরএস | | | | | | |
|---|---|---|---|---|---|---|
| জেলা | উপজেলা | মডালিটি | শিক্ষার্থী সংখ্যা | বালক | বালিকা | শিখনকেন্দ্র সংখ্যা |
| কিশোরগঞ্জ | হোসেনপুর | শিখন (রুরাল)-আরডিআরএস | ২৮৩৭ | ১৪২৮ | ১৪০৯ | ৯৫ |
| | কটিয়াদি | | ৫৮২১ | ৩০৩৫ | ২৭৮৬ | ১৯০ |
| | পাকুন্দিয়া | | ২৮২৩ | ১৫৩৬ | ১২৮৭ | ৯৪ |
| কিশোরগঞ্জ: শিখন-মোট | | | ১১৪৮১ | ৫৯৯৯ | ৫৪৮২ | ৩৭৯ |
| সিলেট | ফেঞ্চুগঞ্জ | শিখন রুরাল-আরডিআরএস | ১৮৯১ | ৯৬১ | ৯৩০ | ৬৪ |
| | গোলাপগঞ্জ | | ৭৪১ | ৩৮৭ | ৩৫৪ | ২৫ |
| | জৈন্তাপুর | | ৩৭৯৩ | ১৮৪৭ | ১৯৪৬ | ১২৯ |
| | জকিগঞ্জ | | ১৭৩১ | ৮৪৮ | ৮৮৩ | ৬২ |
| | দক্ষিণ সুরমা | | ২৭৫ | ১৩৯ | ১৩৬ | ৯ |
| | সিলেট সদর | | ৩৫৪৪ | ১৭৮৬ | ১৭৫৮ | ১১৯ |
| সিলেট: শিখন-মোট | | | ১১৯৭৫ | ৫৯৬৮ | ৬০০৭ | ৪০৮ |
| সুনামগঞ্জ | জামালগঞ্জ | শিখন রুরাল-আরডিআরএস | ৫২৪৯ | ২৩১৯ | ২৯৩০ | ২১৩ |
| সুনামগঞ্জ: শিখন-মোট | | | ৫২৪৯ | ২৩১৯ | ২৯৩০ | ২১৩ |
| শিখন-মোট | | | ২৮৭০৫ | ১৪২৮৬ | ১৪৪১৯ | ১০০০ |
| এবিএল-জাগরণী চক্র ফাউন্ডেশন | | | | | | |

| জেলা | উপজেলা | মডালিটি | শিক্ষার্থী সংখ্যা | বালক | বালিকা | শিখনকেন্দ্র সংখ্যা |
|---|---|---|---|---|---|---|
| গাইবান্ধা | গাইবান্ধা সদর | এবিএএল- রুরাল-জেসি | ৫০১০ | ২৩৩৭ | ২৬৭৩ | ১৬৭ |
| | সাদুল্যাপুর | | ৫০১০ | ২৩২২ | ২৬৮৮ | ১৬৭ |
| **গাইবান্ধা: এবিএল রুলাল-মোট** | | | **১০০২০** | **৪৬৫৯** | **৫৩৬১** | **৩৩৪** |
| সিলেট | বিশ্বনাথ | এবিএএল রুরাল-জেসিএফ | ১৩৭৯ | ৭১৮ | ৬৬১ | ৪৭ |
| | বিয়ানীবাজার | | ২২১৪ | ১১৩৭ | ১০৭৭ | ৭৪ |
| | গোলাপগঞ্জ | | ১৬৫০ | ৮৯৮ | ৭৫২ | ৫৫ |
| | জকিগঞ্জ | | ২২২৩ | ১০২১ | ১২০২ | ৭৪ |
| | দক্ষিণ সুরমা | | ২৪৭২ | ১২১১ | ১২৬১ | ৮৩ |
| **সিলেট: এবিএল রুলাল-মোট** | | | **৯৯৩৮** | **৪৯৮৫** | **৪৯৫৩** | **৩৩৩** |
| ঢাকা | ডেমরা | এবিএএল আরবান-জেসিএফ | ৪,৩৭৫ | ১৮৫৭ | ২৫১৮ | ১৪৫ |
| | ধানমন্ডি | | ৫৬৯ | ২৫৫ | ৩১৪ | ১৯ |
| | লালবাগ | | ৭২০ | ৩৫৩ | ৩৬৭ | ২৪ |
| | সুত্রাপুর | | ৩৬২ | ১৬১ | ২০১ | ১২ |
| | মোহাম্মদপুর | | ২,৪৫৯ | ১০৯৪ | ১৩৬৫ | ৮২ |
| | মতিঝিল | | ১,৫৩৮ | ৬৩৩ | ৯০৫ | ৫১ |
| **ঢাকা: এবিএল আরবান-মোট** | | | **১০০২৩** | **৪৩৫৩** | **৫৬৭০** | **৩৩৩** |
| **এবিএএল-মোট** | | | **২৯৯৮১** | **১৩৯৯৭** | **১৫৯৮৪** | **১০০০** |
| **মাল্টিগ্রেড টিচিং লার্ণিং এ্যাপ্রোচ- এফআইভিডিবি** | | | | | | |
| জেলা | উপজেলা | মডালিটি | শিক্ষার্থী সংখ্যা | বালক | বালিকা | শিখনকেন্দ্র সংখ্যা |
| কিশোরগঞ্জ | করিমগঞ্জ | মাল্টিগ্রেড টিচিং লার্ণিং এ্যাপ্রোচ-রুরাল-এফআইভিডিবি | ৪৮৯৫ | ২৫২৭ | ২৩৬৮ | ১৬৩ |
| | নিকলী | | ২৫৫১ | ১২২৮ | ১৩২৩ | ৮৫ |
| | তাড়াইল | | ২৫৫০ | ১২৬৭ | ১২৮৩ | ৮৫ |
| **কিশোরগঞ্জ: মাল্টিগ্রেড রুরাল-মোট** | | | **৯৯৯৬** | **৫০২২** | **৪৯৭৪** | **৩৩৩** |
| ঢাকা | ক্যানটনমেন্ট | মাল্টিগ্রেড টিচিং লার্ণিং এ্যাপ্রোচ আরবান-এফআইভিডিবি | ৯৬০ | ৪৭৪ | ৪৮৬ | ৩২ |
| | গুলশান | | ২৭৬০ | ১২৫৭ | ১৫০৩ | ৯২ |
| | মিরপুর | | ৩০৯৫ | ১৩২৫ | ১৭৭০ | ১০৩ |
| | মোহাম্মদপুর | | ৩১৮৭ | ১৩৬৩ | ১৮২৪ | ১০৬ |
| **ঢাকা: মাল্টিগ্রেড আরবান -মোট** | | | **১০০০২** | **৪৪১৯** | **৫৫৮৩** | **৩৩৩** |
| **মাল্টিগ্রেড-মোট** | | | **১৯৯৯৮** | **৯৪৪১** | **১০৫৫৭** | **৬৬৬** |
| **সর্বমোট** | | | **৯৮৬৬৪** | **৪৬৪৩৪** | **৫২২৩০** | **৩৩৩২** |

# Annex 3: Sample of a page of the students' list prepared by BNFE

## সেকেন্ড চান্স এডুকেশন পাইলট কর্মসূচির শিখন কেন্দ্রের শিক্ষার্থীদের তালিকা

জেলা: ঢাকা উপজেলা: গুলশান মডালিটি: মাল্টি গ্রেড

শিখন কেন্দ্রের আইডি: ৩৩৩১০৩১০০৭০০১

শিখন কেন্দ্রের নাম: আশার আলো শিশু শিখন কেন্দ্র

শিখন কেন্দ্রের ঠিকানা: কুমিল্লা পট্টি, কড়াইল বস্তি, ওয়ার্ড নং-১৯, বানানী, ঢাকা

শ্রেণি: ২

মোট শিক্ষার্থী সংখ্যা: ৩০

| শিক্ষার্থীর আইডি | শিক্ষার্থীর নাম | শিক্ষার্থীর পিতার নাম | শিক্ষার্থীর মাতার নাম | শিক্ষার্থীর পিতা/ মাতার মোবাইল নম্বর | শিক্ষার্থীর জন্ম তারিখ মাস-দিন-বছর | শিক্ষার্থীর জেন্ডার |
|---|---|---|---|---|---|---|
| ৩৩৩১০৩১০০৭০০১০১ | রতনা আক্তার | বিল্লাল হোসেন | আমিরন বেগম | ০১৮৭১৬১৪৫৫১ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১০২ | ইয়াসিন হোসেন | ওসমান | সাহানাজ | ০১৭৪৭৮২৪২৬৫ | | ছেলে |
| ৩৩৩১০৩১০০৭০০১০৩ | আয়না আক্তার | ইসমাইল হোসেন | আফরোজা | ০১৭৮৩১১৪০৪০৮ | | মেয়ে |
| ৩৩৩১০৩১০০৭০০১০৪ | রোকন ইসলাম | হালিম মিয়া | রোকসানা | ০১৬৩০৫৮১৪২১ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১০৫ | রহিম হোসেন | শহিদ মিয়া | শরিফা বেগম | ০১৯৮২৫৬৫৭১৩ | | ছেলে |
| ৩৩৩১০৩১০০৭০০১০৬ | মিম আক্তার | ইলিয়াস হাওলাদার | রুবিনা বেগম | ০১৭৯৪৪৫৭৬১৮ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১০৭ | লিপালি আক্তার | হযরত মিয়া | মনিয়া বেগম | ০১৭৪৭৮২৪২৬৫ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১০৮ | সোহাগ হোসেন | জালাল হোসেন | মিনা বেগম | ০১৮৭৭৩৪৪২১৮ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১০৯ | মাহমুদা আক্তার | আল আমিন | জাহেনা বেগম | ০১৭৪৭৮২৪২৬৫ | | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১০ | হাসিদা আক্তার | আল আমিন | জাহেনা বেগম | ০১৭৪৭৮২৪২৬৫ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১১ | সোহান হোসেন | সফিক | শিল্পী | ০১৮৭৭৩৪৪২১৮ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১১২ | আবির রহমান | সাহা আলম | পারুল বেগম | ০১৮৭৩৪২১৮৭৪ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১১৩ | রিয়া মনি | যাদু রহমান | লাবি বেগম | ০১৯৩৫০৫৫৫৩৫ | | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১৪ | তাজবিনা আক্তার | তাহের উদ্দিন | মরিচবতি | ০১৮৭৯৪০১৮২৫ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১৫ | সাগর হোসেন | লতিফ | ময়না বেগম | ০১৭২৩১৮৫৬১২ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১১৬ | সালিয়া আক্তার | মনসুর আলি | হালিমা | ০১৬২৫০৭৫৯৫৬ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১৭ | মিম আক্তার | সোহাব উদ্দিন | রহিমা বেগম | ০১৭২৮৯৬৩২৫৬ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১৮ | হাফসা আক্তার | আজিত হোসেন | মিনারা বেগম | ০১৯৬৮৬১৯৮৪৩ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১১৯ | রাহামিন ইসলাম | রহিজ মিয়া | সেলিনা | ০১৯০৫৮০৯৬৭০ | | ছেলে |
| ৩৩৩১০৩১০০৭০০১২০ | ইসমতারা আক্তার | ইউসুফ | সালেহা | ০১৯৯১০১৬০০১ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২১ | মিথি আক্তার | মোনর উদ্দিন ইসলাম | ফিরোজা বেগম | ০১৯৬৩৬৬৭৩২৬ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২২ | রুশি আক্তার | হালিম মিয়া | রোকসানা বেগম | ০১৬৩৭২৭৬৫৮৪ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২৩ | পায়েল আক্তার | কবির তালুকদার | লাইলু বেগম | ০১৭৭১০০৫৬০২ | | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২৪ | রাকিবুল ইসলাম (নয়ন) | যাদু রহমান | লাকি বেগম | ০১৯৩৫০৫৫৫৩৫ | ৩০/১২/১৮৯৯ | ছেলে |
| ৩৩৩১০৩১০০৭০০১২৫ | আবু তালেব | আব্দুল করিম | সাহেরা বেগম | ০১৯০৫৮৩৯৬৭৭ | | ছেলে |
| ৩৩৩১০৩১০০৭০০১২৬ | মমিন হোসেন | ফারুক হোসেন | মরজিনা | ০১৯৯৩৮০২৩৯৩ | | ছেলে |
| ৩৩৩১০৩১০০৭০০১২৭ | তানিয়া আক্তার | এনায়েত | ভাবিলা বেগম | ০১৮৫৫৬৯২৩৫১ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২৮ | শিল্পী আক্তার | নাছির হোসেন | মিনা বেগম | ০১৯২২৬৫২৬১৭ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১২৯ | জোনাকি আক্তার | ভায়নাল হোসেন | খাদিজা বেগম | ০১৯২৩৮১২৬৫৮ | ৩০/১২/১৮৯৯ | মেয়ে |
| ৩৩৩১০৩১০০৭০০১৩০ | মহিন আলম | আব্দুল খালেক | ইয়ানুর বেগম | ০১৭২৮২৬৩৮৩১ | ৩০/১২/১৮৯৯ | ছেলে |

# Annex 4: Questionnaire and checklists in Bangla (originally conducted in the field)

(সিএমসি + কমিউনিটি মেম্বারদের সাথে দলীয় আলোচনার চেকলিস্ট)

| | |
|---|---|
| এলাকার নাম | |
| উপজেলা/ থানা | |
| এল সি র নাম | |
| এল সি র ঠিকানা | |
| এল সি র আইডি | |
| এল সি র মডালিটি | |
| এল সি তে কর্মরত এন জি ও | |
| পর্যবেক্ষকের নাম | |
| পর্যবেক্ষণের তারিখ এবং সময় | |

১। এল সি সম্পর্কে আপনাদের সর্বোপরি ধারণা কি?

২। এল সি তে প্রদানকৃত শিক্ষার মান সম্পর্কে বলুন।

৩। এল সি তে প্রদানকৃত শিক্ষা ছাত্রদের কতটা সাহায্য করে?

৪। এল সি তে শিক্ষার্থীদের কিভাবে বাছাই করেছিলো?

৫। এল সি তে শিক্ষকদের কিভাবে বাছাই করা হয়েছিলো? শিক্ষার্থীদের পাঠদানে এল সি র শিক্ষক যোগ্য কি?

৬। এল সি তে সাপ্তাহিক ছুটি কতদিন? এল সি বন্ধ হয়ে গেলে আপনি কি মনে করেন শিক্ষার্থীরা তাদের পড়ালেখা চালিয়ে যেতে পারে?

৭। সি এম সি কিভাবে গঠিত হয়েছে? সি এম সি- এর মেম্বার কারা?

৮। এল সি র উন্নয়নে সি এম সি কি কোন ভূমিকা রাখতে পারছে? রাখতে পারলে কি কি ভূমিকা রাখছে?

৯। আপনারা কি জেন্ডার, মানবাধিকার, শিশু অধিকার সম্পর্কিত কোন প্রশিক্ষণ পেয়েছেন?

১০। এল সি তে কি সি এম সি- এর কোন মিটিং হয়? হলে কতদিন পর পর?

১১। আপনি কি এল সি র কোন মিটিং এ অংশগ্রহণ করেছেন? করে থাকলে সেটি কবে? মিটিং সম্পর্কে বলুন।

১২। এল সি চালাতে এন জি ও এর ভূমিকা কেমন?

১৩। আপনারা কি মনে করেন অভিভাবকরা এখন শিক্ষার্থীদের পড়তে পাঠাতে আগ্রহী?

১৪। এল সি পরিচালনায় কি কোন সমস্যা রয়েছে? সমস্যা থেকে থাকলে সেগুলো কি? (বিস্তারিত বলুন)।

১৫। এল সি র সার্বিক উন্নয়নে আপনার পরামর্শ কি?

## (এনজিও/ সুপারভাইজার/বিএনএফই কর্মকর্তা/ডিপিই কর্মকর্তার সাথে দলীয় KII এ চেকলিস্ট)

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|---|---|
| উত্তরদাতার নাম | |
| বয়স | |
| লিংগ | |
| শিক্ষাগত যোগ্যতা | |
| বৈবাহিক অবস্থা | |
| চাকরির মেয়াদ | |
| যোগাযোগ | |
| তথ্য সংগ্রহকারীর নাম | |
| তারিখ এবং সময় | |

১। আপনি এস সি ই প্রোগ্রামের সাথে কতদিন যাবৎ যুক্ত আছেন? এস সি ই প্রোগ্রামে আপনার দ্বায়িত্ব কি?

২। আপনি এল সি র কাজ কিভাবে মনিটর এবং কোঅর্ডিনেট করেন? আপনার কাজ কে বা কারা তত্বাবধান করেন?

৩। আপনি কিভাবে এল সি তে শিক্ষক নিয়োগ দেন? শিক্ষক নিয়োগের ক্ষেত্রে কি নির্দেশনা থাকে?

৪। বি এন এফ ই তে আপনি কিভাবে রিপোর্ট করেন? কতদিন পর পর আপনি রিপোর্ট করেন?

৫। আপনার মতে, এই প্রোগ্রামের প্রাধান্য, কৌশল এবং মূল কাজ কি?

৬। মানব সম্পদ উন্নয়নে প্রোগ্রামে কত বরাদ্দ ছিলো?

I. শিক্ষকদের প্রশিক্ষনেঃ .....%

II. তত্বআবধান এবং মনিটরিং এঃ.....%

III. কর্মীদের বেতনঃ.....%

IV. সি এম সি উন্নয়নঃ.....%

৭। এল সি সার্বিক অবস্থা সম্পর্কে বলুন;

I. এল সি র অবস্থাঃ ভালো, মোটামুটি, খারাপ

II. শিক্ষার্থীদের গড় সংখ্যাঃ

III. শিক্ষার্থীদের গড় উপস্থিতিঃ

IV. গড় পাশের হারঃ

V. শিক্ষকরা কি মাসিক রিফ্রেসার প্রশিক্ষণ পানঃ

VI. শিক্ষকদের কি এলাকার লোকজন সমর্থন দেয়ঃ

VII. পাঠদান সম্পর্কে বলুনঃ

VIII. এলাকার লোকজনের সম্পৃক্ততাঃ

IX. তত্তবাবধানের পদ্ধতিঃ

X. মনিটরিং পদ্ধতিঃ

৮। এস ছি ই প্রোগ্রামের পূর্বের বাস্তবায়ন প্রক্রিয়া সম্পর্কে বলুন। শক্তিশালী বা দুর্বলতাগুলো কি ছিলো?

৯। এই প্রোগ্রামের আর্থ-সামাজিক প্রভাবগুলো কি?

১০। এই প্রোগ্রামের সমস্যাগুলো কি কি? এল সি কি কোন সমস্যার সম্মুখীন হয়?

১১। কারিকুলাম উন্নয়ন এবং বাস্তবায়ন সম্পর্কে বলুন।

১২। শিক্ষকদের নিয়োগ এবং প্রশিক্ষণ সম্পর্কে বলুন।

১৩। এল সি তে পাঠদান পদ্ধতি সম্পর্কে আপনার মতামত কি?

১৪। এল সি র সার্বিক উন্নয়নে আপনার পরামর্শ কি?

# ট্রেইনারের সাথে KII

| | |
|---|---|
| উত্তরদাতার নাম | |
| পদবী | |
| এলাকা | |
| বয়স | |
| লিংগ | |
| শিক্ষাগত যোগ্যতা | |
| বৈবাহিক অবস্থা | |
| চাকরির মেয়াদ | |
| যোগাযোগ | |
| তথ্য সংগ্রহকারীর নাম | |
| তারিখ এবং সময় | |

১। আপনি এস সি ই প্রোগ্রামের সাথে কতদিন যাবৎ যুক্ত আছেন? এস সি ই প্রোগ্রামে আপনার দ্বায়িত্ব কি?

২। আপনি কাদেরকে প্রশিক্ষণ প্রদান করেন? কি কি ধরণের প্রশিক্ষণ প্রদান করেন? কোণ প্রশিক্ষণ কত দিনের জন্য প্রদান করেন?

৩। প্রশিক্ষণ প্রদানের মূল উদ্দেশ্যগুলো কি কি? কতদিন পর পর প্রশিক্ষণ প্রদান করা হয়?

৪। প্রশিক্ষণ পরবর্তী কোন মূল্যায়ন ব্যবস্থা আছে কি? থাকলে, প্রশিক্ষণার্থীদের কিভাবে মূল্যায়ন করা হয়?

৫। কোণ প্রশিক্ষণটি আপনি সবচেয়ে কার্যকর বলে মনে করেন?

৬। এল সি পরিচালনায় প্রশিক্ষণের ভূমিকা কি কি? বিস্তারিত বলুন।

৭। প্রশিক্ষণ ব্যবস্থা সম্পর্কে আপনার পূর্ব অভিজ্ঞতা রয়েছে কি? থাকলে, কি কি?

৮। আপনার নিয়োগ প্রক্রিয়া সম্পর্কে বিস্তারিত বলুন।

৯। এন জি ও বা বি এন এফ ই- এর কাছ থেকে আপনি কি সমর্থন এবং সুযোগ সুবিধা পান? পেলে কি ধরণের সমর্থন এবং সুযোগ সুবিধা পান? না পেলে কেন পান না?

১০। আপনার কাজ কে বা কারা তদারকি করেন?

১১। প্রশিক্ষণ প্রদানে আপনি কি কোন বাধাঁর সম্মুখীন হয়েছেন? হয়ে থাকলে কি কি বাধাঁর সম্মুখীন হয়েছেন?

১২। আপনার প্রদানকৃত প্রশিক্ষণের শক্তিশালী এবং দুর্বল দিকগুলো সম্পর্কে বলুন।

১২। প্রশিক্ষণকে আরও কার্যকর করতে কি কি পদক্ষেপ নেওয়া যেতে পারে?

## এল সি র শিক্ষকের সাথে কে আই আই

| | |
|---|---|
| এলাকার নাম | |
| উপজেলা/ থানা | |
| এল সির ঠিকানা | |
| এল সির আই ডি | |
| শিক্ষকের নাম | |
| বয়স | |
| লিংগ | |
| শিক্ষাগত যোগ্যতা | |
| বৈবাহিক অবস্থা | |
| চাকরির মেয়াদ | |
| যোগাযোগের ফোন নাম্বার | |
| তথ্য সংগ্রহকারীর নাম | |
| তারিখ এবং সময় | |

১। ওওএসসি দের এল সি তে ভর্তির ক্ষেত্রে কি কি আবশ্যিক শর্ত ছিলো?

২। এল সি খোলার সময়ে ভর্তিকৃত সকল শিক্ষার্থীগণ এখনো কি এল সি তে আছে? উত্তর হ্যাঁ হলে কতজন?

২.১) (উত্তর না হলে) তাহলে সেইসব ভর্তিকৃতদের মধ্যে কতজন ছাত্র ছাত্রী বর্তমানে আছে?

২.২) (উত্তর না হলে) না থাকার বা ঝরে পড়ার কারণ বিস্তারিত বলুনঃ

৩। আপনার এল সি তে কতজন শিক্ষার্থী আছে? কতজন ঝরে পরেছে? কতজন নতুন ভর্তি হয়েছে? কতজন প্রাথমিক বিদ্যালয়ে ভর্তি হয়েছে?

| | **ভর্তিকৃত** | **ঝরে পরা** | **নতুন ভর্তিকৃত** | **প্রাথমিক বিদ্যালয়ে ভর্তিকৃত** |
|---|---|---|---|---|
| **মেয়ে** | | | | |
| **ছেলে** | | | | |

৪। শুরুতে রিপ্লেসমেন্ট টেস্ত অনুসারে নমুনাকৃত শিক্ষার্থীদের শিক্ষাগত অবস্থা কেমন ছিলো?

| | **নমুনাকৃত শিক্ষার্থী সংখ্যা** | **খারাপ** | **খুব খারাপ** | **মোটামুটি সংখ্যা** | **খুব ভালো** | **ভালো** |
|---|---|---|---|---|---|---|
| **মেয়ে** | | | | | | |
| **ছেলে** | | | | | | |

৫। তাদের এ বছরের ফলাফল কি?

| | **নমুনাকৃত শিক্ষার্থী সংখ্যা** | **খারাপ** | **খুব খারাপ** | **মোটামুটি সংখ্যা** | **খুব ভালো** | **ভালো** |
|---|---|---|---|---|---|---|
| **মেয়ে** | | | | | | |
| **ছেলে** | | | | | | |

৬। ভর্তির ২৬ মাস শেষে আপনি সকল শিক্ষার্থীর অর্জন নিয়ে কতটা সন্তুষ্ট?

| | খুব উচ্চ | উচ্চ | মোটামুটি | নিম্ন | খুবই নিম্ন |
|---|---|---|---|---|---|
| মেয়ে | | | | | |
| ছেলে | | | | | |

৭। তারা এখান থেকে অর্জিত জ্ঞান কতটা কাজে লাগাতে পারবে বলে আপনি মনে করেন?

| | খুব উচ্চ | উচ্চ | মোটামুটি | নিম্ন | খুবই নিম্ন |
|---|---|---|---|---|---|
| মেয়ে | | | | | |
| ছেলে | | | | | |

৮। সকল শিক্ষার্থী কী সময়মত এল সি তে উপস্থিত হয়? না হলে কেন (বিস্তারিত)?

৯। এল সি থেকে ঝরে পরা ছাত্রদের ফিরিয়ে আনার জন্য আপনি কি কোন পদক্ষেপ নিয়েছিলেন? নিয়ে থাকলে, কী কী ধরনের, বিস্তারিত বলুনঃ

১০। আপনার প্রদানকৃত বিভিন্ন পাঠদান পদ্ধতি সম্পর্কে ব্যাখ্যা করুন।

১১। আপনার শ্রেণীকক্ষের পরিবেশ সম্পর্কে বলুন (জায়গা, সময়, জিনিসপত্র)।

জায়গাঃ

পর্যাপ্ত আলো এবং বাতাসঃ

বিদ্যুৎ সংযোগঃ

বিশুদ্ধ খাবার পানিরঃ

টয়লেটঃ

বসার ব্যবস্থাঃ

অন্যান্যঃ

১২। এখানে শিক্ষকতার শুরুতে আপনি কি কোন অন দি জব প্রশিক্ষণ পেয়েছেন?

১২.১। মোটামুটি কতগুলো প্রশিক্ষণ পেয়েছেন? নামগুলো বলুন ।

১২.২। প্রশিক্ষণগুলোর মধ্যে কোন ট্রেনিংগুলো আপনার শিক্ষকতার ক্ষেত্রে বেশি কাজে লেগেছে? কেন?

১৩। কর্মজীবী শিশুদের প্রয়োজন পূরণে বর্তমান কারিকুলাম কতটা ইফেকটিভ বা কার্যকর?

১৪। আপনার শ্রেণীকক্ষে পাঠদান কে বা কারা তত্তাবধান করেন? কিভাবে তত্তাবধান করেন?

১৪.১। আপনি কি আপনার তত্তবাবধানকারীর বা এন জি ও র কাছ থেকে প্রয়োজনীয় সাহায্য পান?

১৪.২। পাঠদান উন্নত করতে তারা কিভাবে আপনাকে সমর্থন দেন?

১৫। আপনি কি এন জি ও থেকে নিয়মিত সকল সুযোগ সুবিধা পান? (বেতন, ভাতা, ছুটি) না পেয়ে থাকলে কারণ কি?

১৬। প্রোগ্রাম পরিবর্তনের সময়ে আপনি কি কোন সমস্যার মধ্যে পরেছিলেন?

১৭। বর্তমানে শিক্ষক হিসেবে এল সি চালাতে আপনি কী কী কোন সমস্যার সম্মুখীন হচ্ছেন?

১৮। এলসি তে সিএমসি র ভূমিকা কতটুকু কার্যকর? বিস্তারিত ।

১৯। কতদিন পর পর সিএমসি এর মিটিং হয়? সাধারণত কতজন উপস্থিত থাকেন? মিটিং এর কোন রেজুলেশন আছে কি? (গত মিটিং এর রেজুলেশন পর্যবেক্ষন করুন)।

২০। এল সি র উন্নয়ন এবং শিশু শ্রম বন্ধে তারা কি কিছু করেছেন?

২১। কতদিন পর পর আপনি অভিভাবকদের সাথে মিটিং করেন? মিটিং এ সাধারনত কতজন উপস্থিত থাকেন?

২২। অভিভাবকরা এল সি তে কী ধরণের ভূমিকা রাখেন? বিস্তারিত বলুন।

২৩। এল সি র উন্নয়নে আপনার পরামর্শ কি?

## কেইস স্টোরি চেকলিস্ট

**মেটা ডাটা**

| | |
|---|---|
| শিক্ষার্থীর নাম | |
| বয়স | |
| জেন্ডার | |
| শ্রেণি | |
| তথ্য সংগ্রহকারীর নাম | |
| তারিখ এবং সময় | |

১। আপনি কবে এল সি তে ভর্তি হয়েছেন?

২। আপনি কেন শিক্ষার্থী হিসেবে নির্বাচিত হয়েছিলেন? রিপ্লেসমেন্ট টেস্টে আপনার ফলাফল কি ছিলো?

৩। সর্বশেষ ইভালুয়েশন টেস্টে আপনার ফলাফল কি ছিলো?

৪। এই এল সি থেকে পাশ করার পর আপনার ভবিষ্যৎ পরিকল্পনা কি?

৫। এল সি তে ভর্তি হয়ে আপনি কিভাবে লাভবান হয়েছেন?

৬। আপনি এখানে পড়াশুনার ক্ষেত্রে কোন বাঁধার সম্মুখীন হয়েছেন কি?

৭। আপনি কি এল সি তে আসতে পছন্দ করেন?

৮। এল সি র সার্বিক উন্নয়নে আপনার পরামর্শ কি?

# Annex 5: Questionnaires and checklists (in English)

## FGD with CMC and Community Members

| | |
|---|---|
| Area name | |
| Upazila/Thana | |
| LC Name | |
| LC Address | |
| LC ID | |
| LC Modality | |
| Associated NGO | |
| Surveyor Name | |
| Date of Interview and date | |

1. What is your overall perception about LC?
2. How is the educational quality of the LC?
3. How helpful is the education for the LC students?
4. How the students were selected for the LC?
5. How the teachers were selected? Are the teachers eligible to teach the students?
6. How many weekly holidays are given in the LC? Do you think the students can continue their study if the LC closes?
7. How was the CMC/PC committee formed? Who are the members?
8. Do you think the CMC can contribute to the development of the LC? If yes then, what are the roles of CMC in the development of the LC?
9. Have you got training on gender, human rights and children rights?
10. Does this LC arrange meetings with the CMC/PC members? How frequently the meetings are held?

11. Did you attend any meeting? IF you did then when? Kindly give information about the meetings.
12. What is the role of the NGO to run the LC?
13. Do you think the parents are interested to send their children to the LC?
14. Have you faced any problem to run the LC? If yes, then describe.
15. Give us your overall recommendation for the development of the LC?

# Checklist of the KII with NGO officials/supervisors/BNFE officials/ DPE officials

| | |
|---|---|
| Respondent's name | |
| Organization | |
| Designation | |
| Age | |
| Gender | |
| Educational qualification | |
| Marital status | |
| Tenure of job | |
| Contact Number | |
| Enumerator's Name | |
| Verification Date and Time | |

1. How long are you involved with the SCE program? What are your responsibilities to run SCE program?
2. How do you monitor the operation of SCE program at the field level? Who does supervise your activities? How do they do?
3. How do you recruit teachers in the LC? What are the instructions for hiring a teacher?
4. What is your reporting mechanism to BNFE? How often do you report?
5. In your opinion, what were the priorities, strategies and the key activities of the program?
6. What percentage was fixed for human resource development? Percent spent for teacher training: _____%
    a. Percent spent for supervision and monitoring: _____%
    b. Percent spent for staff salary: _____%

c. Percent allotted for SMC development: _____%

7. Shade some light on the modality of the project:

Condition of the center: □ Good □ Average □ Poor

Number of students per center

Average attendance

Average completion rate

Number of days teacher have basic training:

Teachers have monthly refresher training?

Teachers are supported by the community?

Comments on teaching learning activities:

Involvement of community in the process:

Link with government:

Process of supervision:

Process of monitoring:

8. What was the previous implementation process of SCE by DPE? What were the strengths and weaknesses?

9. What are the significant socio-economic impacts of the program?

10. What are the challenges in this program? Do the LCs face any challenge or problem?

11. Tell me about the development of curriculum and its implementation process?

12. How were the teachers recruited and trained?

13. What is your view about the teaching-learning methods used in the learning centers?

14. What is your suggestion to improve the LC?

# KII with Trainer

1. How long you have been involved with SCE program? What is your role in this program?
2. Whom do you provide training? What type of training do you give? What is the duration of the projects?
3. What are the objectives of providing the trainings? How frequently the trainings are given?
4. Is there any evaluation process after providing the trainings? If yes, then how the trainees are evaluated? If no, then do you face any problem regarding this?
5. Which project is the most effective?
6. What are the roles of these training to run the LC? Describe in detail.
7. Do you have any past experience of providing trainings? If yes, then explain.
8. How the trainers are selected?
9. Do you get enough facilities from the NGOs and BNFE? If yes, then what are those? If no, then why?
10. Who supervise your work? How they supervise your work?
11. If you faced any problem while conducting the training? If yes, then explain?
12. Tell us about the strengths and weaknesses of your trainings.
13. What steps can be taken in order to improve the training system?

# Checklist of KII with the teacher of LC

| | |
|---|---|
| Area name | |
| Thana | |
| LC address | |
| LC ID | |
| Teacher's Name | |
| Age | |
| Gender | |
| Educational qualification | |
| Marital status | |
| Tenure of job | |
| Contact Number | |
| Enumerator's Name | |
| Verification Date and Time | |

1. What were the prerequisites for admission to LC of OOSC?

2. Are all students admitted at LC opening still in LC? If yes, how many?

2.1 (If no) So how many of those admitted students are currently students?

2.2 (If no) Explain the reason:

3. How many students did you have in your LC? How many dropped out? How many students have taken admission in the primary school?

| | **Enrolled** | **Dropped out** | **Back to primary school** | **Reasons for Dropping Out** |
|---|---|---|---|---|
| **Girl** | | | | |
| **Boys** | | | | |

4. What were your students' education levels at the beginning?

| | **Sampled students** | **Low** | **very Low** | **Average** | **Very high** | **High** |
|---|---|---|---|---|---|---|
| **Girls** | | | | | | |
| **Boys** | | | | | | |

5. What are their results this year?

| | Sampled students | Low | very Low | Average | Very high | High |
|---|---|---|---|---|---|---|
| **Girls** | | | | | | |
| **Boys** | | | | | | |

6. How satisfied are you with your students' achievements at the end of their 26 months?

| | Very high | High | Average | Low | very Low |
|---|---|---|---|---|---|
| **Girls** | | | | | |
| **Boys** | | | | | |

7. To what extent do you think they would be able to use this knowledge in their practical life?

| | Very high | High | Average | Low | very Low |
|---|---|---|---|---|---|
| **Girls** | | | | | |
| **Boys** | | | | | |

8. Do all students attend LC on time? If no, why (Please explain.)?

9. Did you take extra efforts for the dropouts? If yes, what were those, please explain?

10. Explain about the different methods you used to teach them?

11. Let us know something about your classroom environment (regarding space, time and materials)?

Space :

Adequate light and air:

Electricity/power connection:

Drinking water :

Toilet :

Setting Arrangment :

Others:

12. Did you receive any on-the-job training prior to beginning your teaching?

13. How many training did you get ? Please explain ?

14. What idea did you received from your training in regards to teaching out-of-school children? why?

15. How effective was the curriculum in responding to the needs of working children?
16. Who supervised your classroom teaching? How, please explain?
17. Did you receive all the necessary support from your supervisors and NGO officials?
18. In what ways s/he supports you in improving your teaching?
19. Do you get enough facilities (salary, leave, refreshment allowance etc.) from the NGO? If no, what are the reasons?
20. What are the perceived challenges you faced in the program?
21. Do you face any challenge as a teacher to run the LC?
22. How effective was Community Management Committee's role in the LC?
23. How frequently do you arrange CMC meeting? How many do present the meeting? any resolution? (See the previous resolution)
24. How does the SCE help working children in achieving their right to education?
25. How frequently do you arrange parents meeting? How many members usually attend the meetings?
26. Do the parents keep any role in the LC? Please explain?
27. What is your suggestion to improve the LC?

# Checklist of case story

**Meta Data**

| | |
|---|---|
| Learner's Name | |
| Age | |
| Gender | |
| Grade | |
| Enumerator's Name | |
| Date and Time | |

1. When did you take admission at the LC?

2. Why were you selected as a learner here?
3. What was your result in the last evaluation test?
4. What is your future plan after the completion of your study from this LC?
5. How have you benefitted from this LC?
6. Do you face any challenge to study?
7. Do you like to come to the LC? Why?
8. Do you have any recommendation to improve the LC?

# Annex 6: Selected photograph of LCs from the surveyed study area

Figure S1: Top and bottom panel show the front views of LCs from Jamalganj (Sunamganj) and Vashantek (Dhaka), respectively.

Figure S2: Students are learning in LCs. Upper left panel: Jamalganj, Sylhet; upper right panel: Bayazid Bostami, Chattogram; lower left panel: Mohammadpur, DNCC; and lower right panel: Kotiyadi, Kishoreganj.

Figure S3: LCs with limited light and ventilation facility. Left: Halishahar (Chattogram), right: Tarail, Kishoreganj.

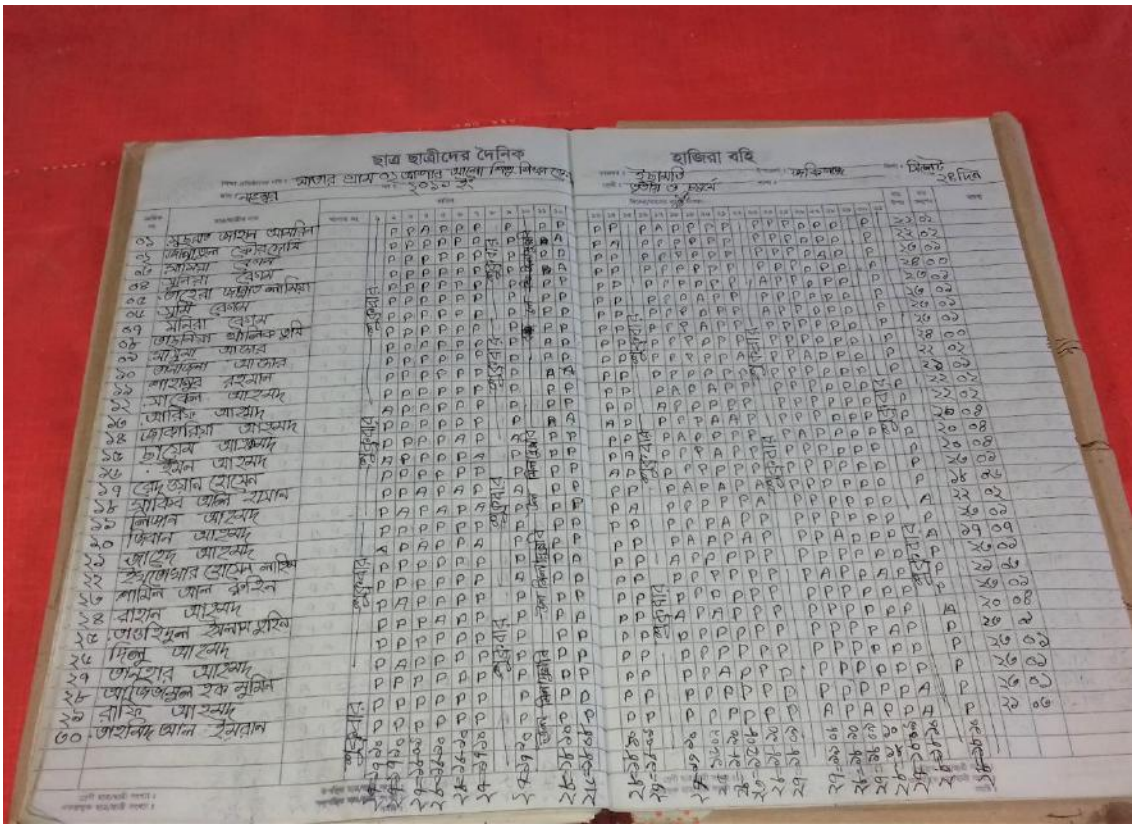


Figure S4: An open student attendance book

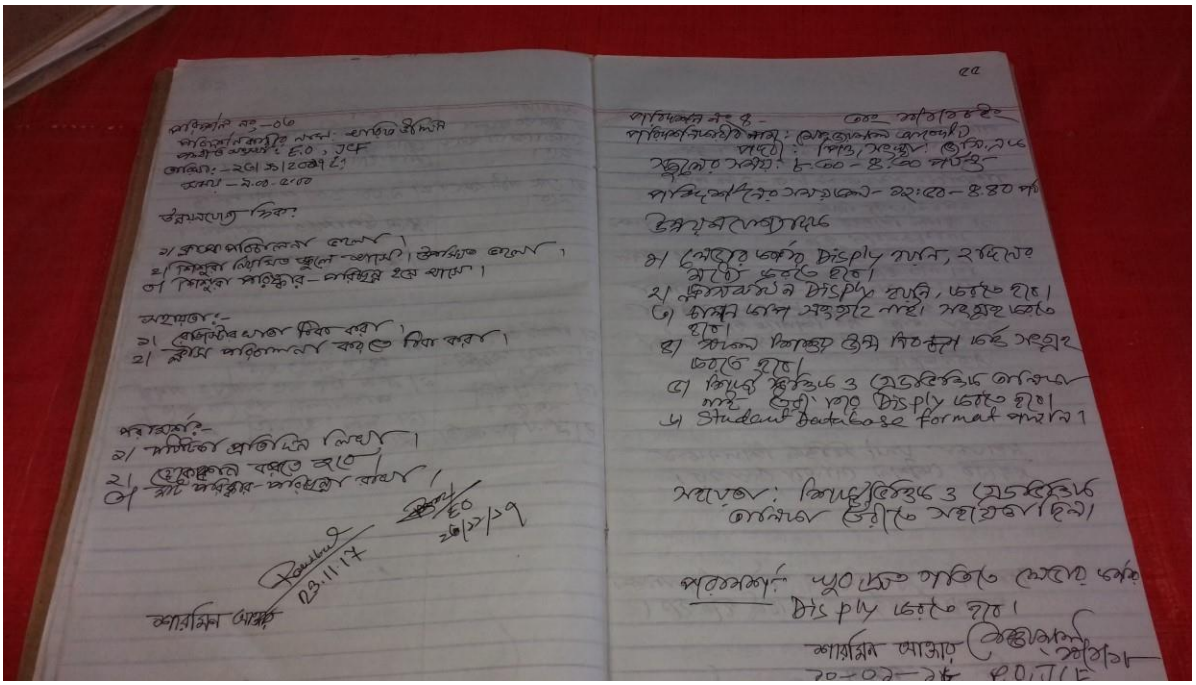

Figure S5: Top: front of an inspection book, bottom: open inspection book

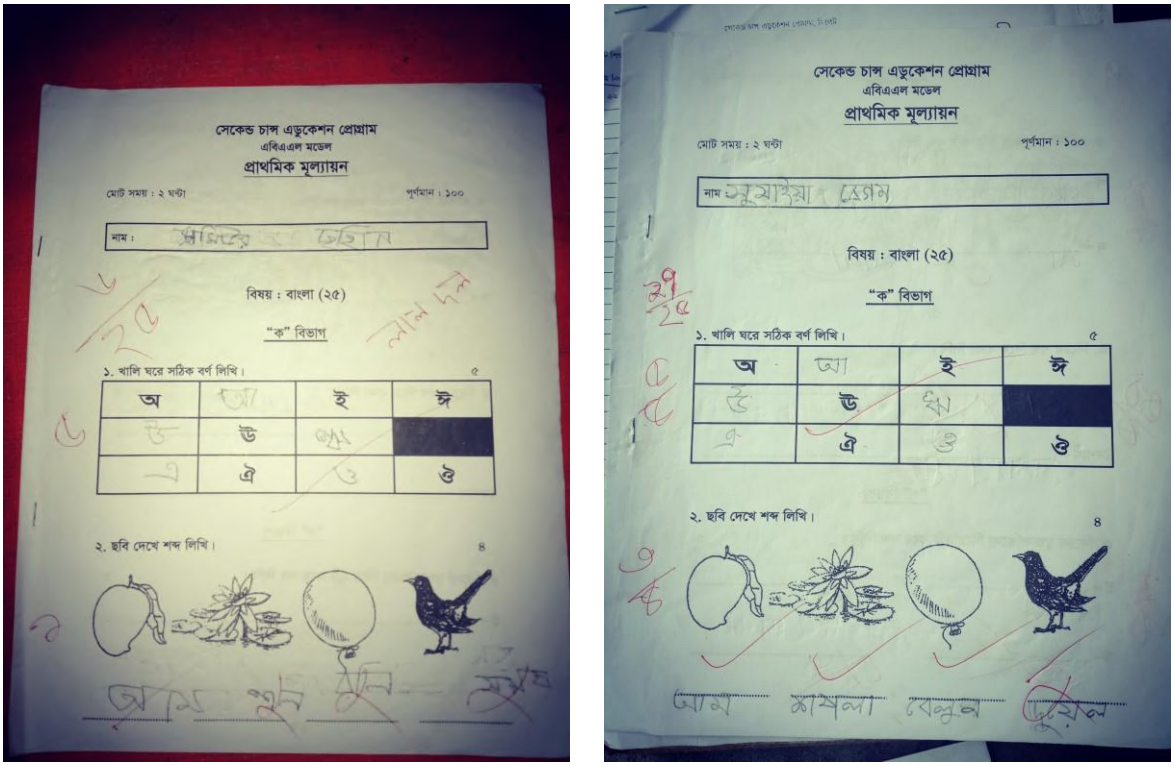


Figure S6: Replacement test exam paper


Figure S7: 5 out of 7 students sampled from original list found present in an LC



Figure S8: Local level workshop with different stakeholders at BNFE (held on December 21, 2019)

Figure S9: National level workshop at conference room of IMED, held on January 2, 2020.

DM WATCH
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