

**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF
BANGLADESH**

BUREAU OF NON-FORMAL EDUCATION

**FINAL MID-TERM EVALUATION REPORT OF
THE BASIC EDUCATION FOR HARD TO REACH URBAN
WORKING CHILDREN'S PROJECT (2nd Phase)**



I could not calculate, now I can. The teacher has taught me. Even I learned English. Before I knew nothing, but now I know. I am happy.
Female student, LC #12, Khulna.

JUNE 2008

EXECUTIVE SUMMARY

Introduction

1. The Basic Education for Hard-to-Reach Urban Working Children, BEHTRUWC / the Project, was approved by Government in April 2005. The total Project Cost is 20,600 Lakh Taka, equivalent to US \$ 35.35 million at the then prevailing ROE of Taka 58. GoB's contribution is 745 Lakh Taka while the remainder comes through UNICEF as Project Aid as a grant. SIDA and CIDA are the co-financers. The Project has four components: (i) Quality Basic Education, BE(ii) Livelihood Skills Education, LST; (iii) Advocacy, Social Mobilization and Program Communication; (iv) Capacity Building. Implementation is through a Project Implementation Unit within the BNFE. A team of UNICEF staff support the PIU.
2. The Mid-term Evaluation, MTE, is intended to provide an in-depth analysis of the design, management, implementation and performance of the project in relation to its stated objectives and desired outcomes. Since the Project lies both in the fields of basic education and of child rights the MTE will analyse the poverty, child rights and gender dimensions of the project in the context of the socio-economic conditions of the target group and in relation to the project's objectives and outcomes.
3. **Relevance:** The Project is relevant across a number of dimensions. Globally, it is relevant to the Education For All Dakar Framework, the Millennium Development Goals, Convention on the Rights of the Child and the ILO Convention 182; nationally to both the National Plan of Action for EFA and the GoB's NFE policy, and locally and most importantly, for ensuring the rights of urban working children to basic education.
4. The planned resource allocation ensures that the largest share goes to the **basic education (BE) component**. The BE component is being implemented through a 40 month programme split into 5 cycles each of 8 months. To date some 5381 Learning Centres, LCs, each with 25 learners have been opened in the 6 Divisional cities. The identification of learners, all of whom are child workers, and the location of LCs is managed by 20 NGOs, selected on a competitive basis, under the supervision of the PIU.
5. **Effectiveness:** As represented by its curriculum, the teaching & learning materials, TLM, and as observed in the LCs BE is impressive. The curriculum includes basic literacy and numeracy as well as Life Skills Basic Education, LSBE, which aims to enable the learners to cope with familiar situations. The learners certainly enjoy learning. They seem motivated to learn. Their literacy levels seem well established even partly through cycle 3 with 2 more cycles to go. Within the limitations of the curriculum and the learning environment, we feel these Learners are receiving a 'Quality' education.
6. **Efficiency.** Costs per learner per year are estimated to be between Taka 3900 and Taka 4557.¹ These are comparable to costs in Government Primary Schools, Registered Non-Government Primary Schools and Registered Madrashes. Given that the quality of the learning, as judged by reported test scores and as observed in the MTE visits seems

¹ As explained in Chapter 6, in the section on Financial Management and detailed in Annex 10.

sound at this point we can conclude that the BETRUWC model for basic education is as efficient as comparable (primary education) programmes.

7. The drop-out of learners, as reported, is not great and attendance is satisfactory, given that all are working children have urgent needs to earn while learning.
8. A problem is noted in the equivalency of the certification offered by the Project, especially at the end of the fifth cycle of BE when the learners and their parents want to know whether the certificate will permit transfer to other educational opportunities.
9. Sustainability: (i) the BE curriculum, with its tested TLM and supplementary materials including games, is a strong resource which should be shared with other interested stakeholders immediately. (ii) Sustainability after 2011 of the LCs may occur where the community can be mobilised and can raise the funds to support the LC. The GoB itself may regard the BEHTRUWC approach as a relatively inexpensive way of meeting their responsibilities for providing universal access to basic education.
10. **Livelihoods Skills Training, LST** was included in the Project design as a result of the Final Evaluation of Phase I. It is not due to be started till this coming autumn when the Stage 1 learners enter Cycle 4. Targets in the PP look ambitious even for a “pilot” and sensibly the PIU has scaled down the initial intake. One agency is now retained for produce a strategy and action plan.
11. **Social Mobilisation / Advocacy and Programme Communication** Due to the delay in starting the Project, the process of social mobilisation was delayed in implementation and the essential social mobilization at the community level did not receive due priority. Apart from observance of some relevant national days, the component has, as yet, not served the twin purposes of advocacy for child rights at the national level and mobilising the communities, including employers, at the local level to ensure attendance and the well-being of learners. CMCs seem not to be aware of their roles and responsibilities. Although many committees are formed many of those committees are inactive and not playing their expected role.
12. **Advocacy** - There is little evidence that the Rights Based Approach, RBA, has deeply influenced either the planning or selection of activities. Institutional capacity to lobby and advocate for Child Rights both at PIU and NGO level is limited. NGOs are contracted to implement the BE component, such as opening and making the LCs operational. NGOs seem not to be oriented to the broader mission of the project. It can be argued that the capacity of NGOs to work in the RBA mode is very limited.
13. **Communication-** Lack of critical awareness on child rights issues at community level is another barrier. Social awareness on human rights, child rights, and citizen’s right is low..
14. **Gender.** The affirmative action towards girls in the selection of learners, together with the overwhelming majority of teachers being female, shows BEHTRUWC as being gender-aware. Supervisors are mainly male. The TLM materials when subjected to a rapid gender audit revealed some bias in illustrations and portrayal of roles in society, though generally the TLM seem gender sensitive. However, there is low gender sensitivity in the Project. No training in gender nor financial allocation is found in the PP. Mainstreaming gender is a challenge to the Project but is not yet a priority. The draft Gender Strategy should be finalised, taking into account the comments of the MTE, and operationalised. Since Child Domestic Workers are probably the largest single category of worker in the LCs and 80% of girls are CDWs, it is proposed to link actions on CDWs with the gender strategy.
15. **Capacity Development:** At mid-term capacity development of the human resources is only partially complete. An updated Capacity Development Plan is needed. Modalities for training need to be flexible in view of the difficulties of release of PIU staff. The PP

also points out that NGO capacity in management and social mobilisation is a target for improvement.

16. **Management**²: the elaborate committee structure is underused as an instrument for sharing knowledge and creating ownership. The potential of the Centre Management Committee to mobilise the local employers and the community to recognise child rights is not fulfilled at present. The 9 Programme officers and the 9 Monitoring Officers remain untrained in their technical roles though they have acquired some skills through experience. Moreover, some POs are overburdened especially in Dhaka and Chittagong. For a Project with a financial target of \$35m, one qualified Accounts Officer and an assistant, is a totally inadequate provision.
17. **Monitoring** is carried out by the various staff of PIU, BNFE the partner NGOs and by MoPME. It enables the Project Director to take action through his Program Officers where intervention is required. However, at present there is no management information system which can generate in a digested and consolidated form.
18. **NGOs**: NGO performance is crucial to the running of the LCs. NGOs may perform better if there were transparent criteria on which their performance is judged.
19. **Conclusion**: Overall, the Project is successful at mid-term. While there is scope for improvement in aspects of the planning, management and evaluation of the Project lessons can be learned from BEHTRUWC that could provide guidance to further efforts to bring working children into a relevant basic education with life skills.
20. **Recommendations**
 - a) The TLM of the BE and LSBE programme should be available widely in the country. The interactive teaching methods, which are integral to the use of the TLM, should be accessible by any organisation which wishes to adopt the TLM for BE.
 - b) The social mobilisation strategy and the capacity development plan should be reviewed, re-designed and operationalised.
 - c) Short-term consultants should be recruited in social mobilisation, M&E, LST and finance to strengthen the capacity of the PIU and assist the PIU to undertake the improvements in the technical systems.
 - d) An Assistant Accounts Officer is required to undertake data entry of the financial transactions and to assist in compiling the routine reports.
 - e) Urgent attention should be given to redesigning the present M&E operations with the aim of converting the data, presently collected, into useful information accessible to the stakeholders. The roles of all those who visit LCs, in particular the role of BNFE, to collect data need to be agreed and communicated.
 - f) A commissioned study should be undertaken by tracing the paths of a small, but statistically valid sample of learners, now in cycle 3, through the remaining cycles and on to the post LC lives up to October 2011.
 - g) The issue of the equivalence of the certificates issued by the Project at the end of cycles, and particularly, the relation of the leavers' certificate from Cycle 5 needs to be considered by BNFE and MoPME and a decision made by mid-2009 in anticipation of the output of Cycle 5 leavers from the Stage 1 LCs.
 - h) The honoraria and salaries of all contract staff should be adjusted for the price increases since the PP was approved. The honoraria of teachers and supervisors urgently need to be increased. Also, there ought to be a differential between the supervisor and the teacher such that if a teacher does two shifts the supervisor has 10% more than double the teacher's honoraria.
 - i) Incentives to retain the learner. All learners should be given a Project bag for their books; an annual mela or picnic; and opportunities to compete against children from

² See Main Text Chapter 6 p 36, The Committee Structure, Observations and Recommendations.

other LCs in drawing and / or story writing competitions. . Tiffin has already been included as an Output in the Project's latest Logframe. The implementation arrangements for this output require careful consideration.

- j) As part of the drive towards achieving EFA Goals GoB may consider how to sustain the Basic Education component from its own funds, should DP support not be forthcoming after 2011.

21. Lessons Learned

- i. Community mobilisation activities should be adequately funded and should precede the "substantive" components of a project such as basic education or livelihoods skills training.
- ii. In order to implement capacity development activities considerable flexibility needs to be shown in both in the thinking behind a capacity development plan and in the documentation, eg the PP or DPP, which underwrites the activities
- iii. A project implementation manual, PIM, should be drafted early on, widely distributed in a first draft, revised following use and comment by users at all levels.
- iv. Projects which have field offices should, from the outset, make the offices IT-enabled
- v. Project finance and management information systems should be formulated immediately after the project is launched.

Acronyms and Abbreviations

ADB	Asian Development Bank
AO	Accounts Officer
AWP	Annual Work Plan
BCC	Behaviour Change and Communication
BE	Basic Education
BEHTRUWC	Basic Education for Hard To Reach Urban Working Children
BNFE	Bureau of Non Formal Education
BOU	Bangladesh Open University
BSAF	Bangladesh Sishu Adhikar Forum
C1-5	Cycles 1-5
CDS	Centre for Development Services
CDW	Child Domestic Workers
CEDAW	Convention on the Elimination of Discrimination against Women
CMC	Centre Management Committee
CIDA	Canadian International Development Agency
CIMU	City Implementation Monitoring Unit
CPAP	Country Programme Action Plan
CRC	United Nations Convention on the Rights of the Child
CT	Core Trainers
DAM	Dhaka Ahsania Mission
DPE	Directorate of Primary Education
DPP	Development Project Proforma
EADS	Environment, Agriculture and Development Services
EFA	Education For All
ERD	Economic Relations Division (of the Planning Commission)
FE	Formal Education
FGD	Focus Group Discussion
FMS	Financial Management System
GoB	Government of Bangladesh
GPS	Government Primary School
HSC	Higher School Certificate
ILO	international Labour Organisation
IMED	Implementation, Monitoring and Evaluation Division (of the Ministry of Finance)
IPT	Interactive Popular Theatre
IT	Information Technology
LC	Learning Centre
LF	Logframe
LFA	Logical Framework Analysis
LS	Life Skills
LSBE	Life Skills Basic Education
LST	Livelihood Skills Training
M&E	Monitoring and Evaluation
MDA	Mid Decade Assessment
MDG	Millennium Development Goals

MIS	Management Information System
MO	Monitoring Officer (PIU)
MOV	Means of Verification
MoPME	Ministry of Primary and Mass Education
MT	Master Trainer
MTE	Mid Term Evaluation
NCTB	National Curriculum and Textbook Board
NER	Net Enrolment Ratio
NFE	Non Formal Education
NGO	Non -Government Organization
NPA	National Plan of Action
OVI	Objectively Verifiable Indicator
PA	Project Aid
PCAR	Protection of Children at Risk (UNICEF Bangladesh)
PIU	Project Implementation Unit (within BNFE)
PD	Project Director (within PIU)
PO	Project Officer (Divisional PIU representative)
PP	Project Proforma
PSC	Project Steering Committee
PRSP	Poverty Reduction Strategy Paper
RBA	Rights Based Approach
RNGPS	Registered Non Government Primary School
SARC	South Asia Regional Cooperation
SIDA	Swedish International Development Cooperation Agency
SOE	Statements of Expenditure
SSC	Secondary School Certificate
TA	Technical Assistance
TLM	Teaching and Learning Materials
TNA	Training Needs Assessment
ToR	Terms of Reference
UCEP	Underprivileged Children's Educational Programs0
UCW	Urban Child Worker
UNICEF	United Nations Children's Fund
WATSAN	Water and Sanitation Program of UNICEF
WHO	World Health Organisation

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ANNEX 7 B Tables showing Gender Statistics

ANNEX 10. Finance Tables.

CHAPTER 1: Introduction and Overview of Programme

Bangladesh has a population of approximately 140 million people, of which 65.3 million are under 18 years old. NER for the 6 -10 age group stands at 84.6% for boys and 90.1% for girls³. Figures from the *EFA National Plan of Action II 2003-15* identify that 12.83 million 6-14 year olds are not currently attending school and require some form of non-formal education. According to the National Child Labour Survey approximately 7.4m children in the 5 -17 age group were economically active and 3.2 millions were child labourers. Approximately 1.3 million child labourers are in “hazardous work”.

To address the problem of out-of-school children the GoB has developed strategies aligned with the Millennium Development Goals (MDGs) and the Education For All (EFA) Dakar Framework (particularly Goals 2, 3 and 6) which utilize NFE opportunities. The Reaching Out of School Children, ROSC, and BEHTRUWC are two projects under the GoB, the first under the DPE and the second under the BNFE.

MTE of BEHTRUWC

This report is a Mid-Term Evaluation of the BEHTRUWC. The Terms of Reference of the MTE are given in Annex 1, the composition of the team in Annex 2, the Itinerary in Annex 3, the List of Persons met in Annex 4 and Documentation consulted in Annex 5

The BEHTRUWC Project Proforma was approved by the Ministry of Primary and Mass Education (MoPME) in May 2005, and a baseline survey and mapping exercise completed in the second half of 2005, which identified an initial 165,647 9-14 year olds who were both working and out-of-school. The Phase II was originally planned to be rolled out in two stages over five years, between July 2004 and June 2009. This model has been adapted, following a delay of 18 months in launching the Project to roll out in four stages, with a proposed extension to December 2011.

BEHTRUWC Phase II is being implemented by the Project Implementation Unit (PIU) of the Bureau of Non Formal Education (BNFE), and has evolved directly from Phase I, which was implemented between 1997 and 2004. The lessons learned and recommendations from the final evaluation of Phase I (Mitra, 2004) have guided the development of Phase II, refining focus and outputs. Phase II was designed to educate 200,000 *hard-to-reach urban working children* aged in the age range 10-14 in the 6 divisional urban centres of Bangladesh. Recognising that the *hard-to-reach* require more than basic education (literacy and numeracy), it is designed to simultaneously provide components of Life Skills Based Education (LSBE) and livelihoods skills training. Parallel to the curriculum being delivered in the Learning Centres, there are also strategies to raise social awareness and advocate for change to promote working children’s basic rights from family to national levels. Table 1, below, compares the similarities and differences across the two phases.

³ PEDP-II Baseline 2005.

Table 1 Comparison Table of differences between Phases I and II

	Phase I	Phase II
Project span	1997 to 2004 (7 yrs)	2004 to 2009 (5 yrs) (extension approved to 2011)
Duration of 1 cohort of children	24 months	40 months
Target age range	8-14	10-14
Target No's of beneficiaries	350,000	200,000 ⁴
Number of learning centres	11,550	8,000 ⁵
Target Learner : Teacher ratio	1:15	1:25
Number of NGOs involved	Approximately 150	Maximum 20
Curriculum content and Educational Grade level	Bangla: Gd III Maths: Gr III Life Skills	Bangla: Gd V Maths: Gr III English: Gr III Environmental Studies: Gr V Life Skills Non-technical Livelihood Skills
Livelihoods component	No	Yes
Technical skills component	No	Yes
Hazardous jobs focus	100% target	
Percentage of Girls	70%	60% target

The objective of the BEHTRUWC Project Phase II is to identify and then support urban working children through providing quality non-formal basic literacy, numeracy and life skills training over 5 consecutive 8 month cycles with an increasing emphasis as they grow older upon livelihood and technical skills, so enhancing the life opportunities of these marginalised children. Implementation is through 20 carefully selected NGOs in the 6 divisional cities of Bangladesh. Of the original 200,000 beneficiaries 20,000⁶ were also intended to also access livelihood skills.

The challenges for the Project are the condition of working children, the profile of families(. 83% less than US\$ 2 a day), the high mobility of learners, internal migration, slum evictions, a course duration of 40 months , underage and overage learners, wastage of teachers and supervisors, the mindset of employers and some parents and guardians, and the modalities of providing LST.

Methodology of the Evaluation

Full details of the plan for the evaluation are given in Annex 9.

The MTE team held as a guiding principle that the MTE should contribute to understanding of, and feedback to, the implementation process so as to improve implementation over the

⁴ Now reduced to 166,150.

⁵ Now reduced to 6646.

⁶ Reduced to 500 for the first year (2008/9)

remaining years and to highlight lessons for the period after the Project. To do this the team sought data: projects generate data in the course of implementation, for instance, learner numbers, supervisor visits, teachers trained, disbursements against budget lines. A MTE has to collect other data which is often descriptive and raises questions about project activities and encourages deeper investigation. We did this through a carefully developed series of “Evaluation Instruments”. These were used in interviews, focus group discussions and to observe the activity in the LCs. Such semi-structured instruments are essential for a team which, by necessity, cannot all be present at all meetings. As an essential adjunct to the instruments are the reports of the interview, FGD or LC observation. All evaluation activities were minuted and shared between members of the team. The list of Evaluation Instruments is found appended in Annex 9

Critical reflection on the evaluation.

From the receipt of the ToRs, it was clear that the scope of the ToRs and the required multiple focus and required complex analyses would challenge a small team, whose members were unfamiliar with each other, in the time allocated. With a delayed start, and a fixed end date, the evaluation activities were compressed and the sequence altered. The preparation of the Technical Proposal was done after a considerable amount of study of the project documentation whereas it was to have been the first team activity. The background reading, the preparation of requests for data and the outline of the first draft of the Technical Proposal were all done by email contact and without the members of the team meeting. The team leader did not mobilise until May 15 some 2 weeks after the other members.

Logistics of the MTE:

UNICEF provided excellent office accommodation with the facility of 7 day use. The office arrangement could hardly be bettered. Transport was provided through the UNICEF transport pool with the occasional problem due to Dhaka traffic and the need to meet requests for multiple drops.

Appointments: The PIU had no internet communications until the penultimate week of the MTE. Hence, meetings with most stakeholders and arrangements for the field visits were done through the office of the manager of the Education Programme. The day-to-day programme was revised and updated more than a dozen times to accommodate changed timings and / or venues of meetings. In the Terminal Evaluation it is worth considering assigning a temporary admin/ research person to work with the team. Fixing appointments and sequencing visits is a time-consuming business. An admin assistant would also prompt consultants to ensure the timetable is kept to. While considerable, in fact too much, background information was available on the CDs, the essential data requested on May 7 and May 14 became available only in slowly and was never complete even with the efforts of UNICEF and PIU staff. The lack of a comprehensive data set was in itself revealing of the existing monitoring arrangements within the Project. However, the lack of the information in the format requested hindered the team’s considerations of the basic education component in particular. As the pressure to discuss and write mounted on the team latest versions of data were not able to be analysed effectively. A research assistant / admin assistant could have eased the load of the team. Without a functioning management information system the data requests⁷ made by the team proved in large part to be almost impossible to meet.

⁷ See Annex 9. Attachment TP1 for a List of All the Data Requests.

In dealing with the ToRs there was a natural division of labour between the members of the MTE team as spelled out in the ToRs. However, integrated team work demands talking and repeated cycles of reflection and re-interpretation of the facts as they emerge over the period of an evaluation. Time was insufficient to penetrate some areas as a team. In retrospect, and as a marker for the terminal evaluation, studies could have been commissioned in advance of

- The teaching / learning materials
- The curriculum of Life Skills component
- Comparison of the work of supervisors, NGO coordinators, PIU Monitoring Officers and Programme Officers.
- The performance of the NGOs against their contracts.
- The working of the various committees.
- Collection and collation of essential basic data in a readily accessible 'soft' format

Different studies will be required for the terminal evaluation and we have made a few suggestions to that end.

The report which follows as specified in the ToRs follows the evaluation matrix. This proved a helpful guide to the specification of questions, the analysis of information and reporting.

CHAPTER 2: Design of BEHTRUWC

Introduction

BEHTRUWC straddles both education and child rights and child protection. Any judgement of the design has to refer to these two perspectives.

Design has to be judged in relation to the target beneficiaries and their needs. Fortunately the Final Evaluation of Phase I gave strong pointers to the design of the second phase and made recommendations on the location and functions of the LCs, the selection of learners, teachers and NGOs, the management of the LCs etc. Annex 8 sets out the MTE team's assessment of the degree of fit of the design of BEHTRUWC phase II to the recommendations of Phase I. Overall, there is a high degree of consistency.

The design is relevant to the urban working children. For instance, the location of the LC is within easy access, the community are involved in the management of the LC, teachers are often from the same community, the ethos of the LCs is child friendly, etc. That there is a need for such LCs cannot be challenged since the 10 -14 age group in the poorest slum areas have missed out on accessing primary education through the absence of provision of GPS and RNGPS in those same areas. Casual observation in the slum areas, and comments by the members of the Centre Management Committees, suggests there is an unfulfilled demand for basic education and skills' training which BEHTRUWC is only partially able to fill. While other projects and NGOs target out of school children, none serve the same age group of urban working children.

With Bangladesh committed to achieving the EFA and MDG goals it is clear that the formal primary education and the existing provision by GOB and the NGOs will have to be supplemented if the goals are to be achieved. The Project is also relevant to the National Plan of Action for EFA in that it fills a gap.

The three MDG which are relevant here are

2. Achieve **universal primary education**.

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

3. Promote **gender equality and empower women**.

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

6. Combat **HIV/AIDS**, Malaria and other diseases.

Target: Have halted by 2015, and begun to reverse, the spread of HIV/AIDS

BEHTRUWC is also relevant to

Goal 2 of EFA

“ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”.

Goal 5

“eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;”

and **Goal 6**

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

Relevance can also be judged in relation to the curriculum which is offered. The BEHTRUWC basic education curriculum, while using the national curriculum's competencies, has significantly supplemented the content – to enhance the relevance. For instance, the Life Skills component is based on consideration of the issues and problems which the target learners encounter in their lives. Moreover, the treatment of the Life Skills is innovative and includes role play. Participation in learning is at the heart of both the BE and LS components. The teaching/ learning materials, TLM, encourage participation of the learner in her/ his learning.

Phase I evaluation also proposed that the life chances of the target group would be enhanced if they could receive “livelihood” skills. The BEHTRUWC phase II includes a small but potentially important component of Livelihood Skills Training, LST. If this component can be made to work it can demonstrate how to lift the skill level of young neo-literates. . The target adopted of 10% of all the target learners may have been determined for resource reasons or an anticipated the lack of training capacity.

Since the target learners are also in employment the design includes a component of social mobilisation through which awareness the employers of child domestic workers, small scale retailers and traders, workshop owners are to be made aware of their responsibilities to their employees and the rights of the child. The Centre Management Committee, CMC, has two employer representatives on it as well as community elite and parents and the teacher as member secretary. With appropriate support, the CMC can ensure that the child is released from work to attend the LC. Phase I evaluation recommended “**Changing the mindset of the employers**”. Going beyond releasing their employees is the need to try to persuade employers to treat the child domestic workers, CDWs, and other child workers decently and so make the working conditions less hazardous.

The design acknowledges some of the difficulties in operationalizing the Project through including a component of capacity development for people – the NGOs, teachers, supervisors and the Project – hired staff as well as the institutional capacity of MoPME, including, in post-Project design, the BNFE.

One test of the design is to examine where resources are allocated. Table 2 below, shows that, to quote one observer, BEHTRUWC is a basic education with a few add-ons”. The planned allocations of 2005 did not include a small new component – Family support through tiffin, nor the birth registration certificate activity. Allocations confirm that the LST is for demonstration or pilot purposes only. The social mobilisation component appears inadequately funded to undertake the mobilisation of the community and to advocate CRC and gender mainstreaming at policy level.

Table 2 Allocations to Project Components

Component	Planned Allocation in PP US \$ millions	%age of Total Project Expenditure
Basic Education & Life Skills Basic Education	29.629	83.41
Livelihood Skills Training	1.280	3.60
Social Mobilisation, Advocacy, Programme Communication	0.995	2.80
Capacity Development	1.032	2.91
Other including PIU, UNICEF support, vehicles, furniture, equipment	2.521	7.28
TOTAL	35.521	100

Source: data provided by UNICEF at the request of the MTE team. See Annex 10.

BEHTRUWC is on this evidence a basic education project with the supporting components of social mobilisation and capacity development and an experimental component to provide some livelihoods skill enhancement to some learners.

CHAPTER 3: Basic Education Component

The evaluation of this component, while following the general principles set out in Technical Proposal adopted a set of probing questions. The Matrix at the end of this Chapter shows how the general five criteria have been applied to the one component which is in full implementation.

Curriculum, TLM and Pedagogy⁸

Curriculum and TLM

Observations

The BEHTRUWC curriculum is delivered by teachers, supported by supervisors, over 5 consecutive Cycles of 8 months. The curriculum and teaching and learning materials (TLM) has been developed by a very capable materials development team with significant experience in child-centred teaching methodologies. The curriculum for Bangla, mathematics and English are closely based upon the GoB NCTB competencies. The curriculum for, Life Skills Basic Education, LSBE, is based upon WHO (2003) material but closely focused on the Bangladesh working child's environment. For both design models the approach is logical since it makes the materials relevant to the national and the local context.

The curriculum and TLM are initially tested in a small number of pilot schools then modified as necessary before undergoing an approval process, then being printed and distributed.

Bangla is taught to the equivalent of GPS Grade 5, Maths and English to Grade 3. Looking at the competencies, this provides an adequate level of literacy and numeracy and is probably reasonable for the maths curriculum as the teacher base is drawn from a pool only educated to SSC/HSC level. Maths above Grade 3 starts to become significantly more difficult to teach.

Findings

Despite the fact that the Competencies Matrices not always consistent, and the existence of certain anomalies in the content (eg there are sections on types of triangle and types of quadrilaterals in the maths curriculum, but nothing on understanding graphs or tables) the material essentially covers appropriate areas of knowledge, skills and understanding, and follows a logical development in skills. The LSBE material addresses the learning paradigm of changing:

knowledge > attitudes > skills > behaviour change

Different stakeholders said the quantity of material in the curriculum meant there was little time for consolidation and reinforcement of materials with the Learners, but the design prescriptively walks the teachers through 5 days of teaching then 1 day of consolidation, or 7 months of material then 1 month consolidation. The curriculum and TLM design provides sufficient structure for inexperienced teachers and from our discussions, seems to provide

⁸ A more detailed evaluation of these sections can be found in Annex 6.

adequate opportunity to cover the material. Only a limited number of teachers reported difficulties.

Design of materials is child-friendly, though in Bangla and English reading books, the context of the story is not always relevant to the working child's environment. The English readers in particular are designed for a developmental age of 4-7, not the 10-14 age range of BEHTRUWC Learners. Yet the learners seem to enjoy the books and other TLM. Pupils books have colourful pages with simple illustrations and vocabulary, and book based materials in all subjects are supplemented by participatory 'hands-on' materials: cards, games, posters.

The LC environment, while empty of the traditional "school" furniture, is comparatively rich and stimulating place with different types of materials displayed including commercially produced BEHTRUWC posters, teachers and pupils work. The classrooms are not always large enough for effective group work.

Recommendations

In the context of the status of BEHTRUWC being half way through its implementation period, and the overall strong quality of the curriculum design and quality of TLM, and although improvements could be made, the materials are actually strong enough already that any changes would not justify the time and expense. Small modifications which could be made have been identified in Annex 6, but our most significant recommendation about the Curriculum and TLM is that they should be made more widely available on the open market so other learners and organisations can benefit from the high standard of materials contained in the BEHTRUWC curriculum. BNFE should share this material with a wider audience.

Training of Teachers and Supervisors

Observations

Training involves 6 members of the materials development team training a small number of Master Trainers (76) who then 'cascade' the material down to supervisors and teachers in a 21 day Foundation Training, and subsequent Refreshers each Cycle.

Material produced for training teachers manages to balance content, methodology, and teaching practice. From our examination of materials and short observation training methods used seem to be participatory. The quality of training delivered to teachers and supervisors is constrained by the quality of training materials and quality of MTs. Quality of training materials is very comprehensive, utilizing participatory methods, and MTs seem to deliver this in a reasonably participatory manner, though there is significant room for improvement in their use of participatory training techniques.

Findings

There is, however, an issue with how self-reflective the three training⁹ NGOs (EADS, CDS and DAM) are. End of workshop reports contain no indication that they recognise any areas

⁹ Those NGOs contracted to deliver training as opposed to being partners with the PIU in delivery of the component.

which they could improve. This is a concern. Without recognising shortcomings it is very difficult for the materials and the Refreshers to strengthen teachers' capacity.

Additionally, the content of the Refreshers Training needs to give opportunities for teachers to share experiences and include peer mentoring. This should have at least an equal weighting with new curriculum content.

Balancing these points, the duration of Foundation and Refresher training is not particularly long considering the quantity of material that needs to be covered.

Recommendations

NGO management and MTs need to be trained to recognise and embrace their weaknesses as opportunities to develop and learn, and so strengthen service delivery. This same issue then applies at the teaching level with teachers and supervisors. The materials development team should develop a refresher module addressing the issue of reflection on performance to be delivered to all levels of the training system.

There is an argument that Refreshers' duration should be extended to make time for teachers and supervisors to have peer support forums. These teachers are now the most experienced educationalists in the BEHTRUWC system. It is inappropriate for MTs with only training experience, but no LC experience, to deliver all the training. Supervisors lack for the most part teaching experience.

Teaching¹⁰

Observations

Teachers work 6 days a week for 40 months, with only National Holidays and Refresher training as days away from the LC. They work very closely to well-defined lesson plans in the teachers' manuals. Despite many challenges, the teachers have positive relationships with their learners.

Teachers are supported by supervisors who visit each LC twice a week to monitor attendance, curriculum coverage and delivery. Supervisors are intended to be able to support the teachers with technical teaching skills and through modelling teaching.

Findings

There is evidence that teachers are using resources as intended, providing opportunities for class work, individual work, and group work methods: but, where the group work is intended to be differentiated by ability, as intended in the teachers manual and training, we saw no evidence though many teachers, supervisors and NGOs talked about it.

¹⁰ See Annex 6B for more discussion on Teaching.

Teachers deliver lessons almost verbatim from the manuals. This means that as the manuals are strong the teaching is usually quite effective, but it discourages the more capable teachers from experimenting with methods which would more closely match their particular students' needs.

Recommendations:

Differentiation and Multi-grade teaching is probably too ambitious for these teachers who have little experience and no effective support. However there are areas which they could improve.

Refreshers should address developing self-analytical strategies, and recording successes and failures in teaching. Supervisors could, through discussion with the teacher, help the teachers to conceptualize what is working or not working in their classrooms. The supervisors themselves would not necessarily need teaching experience to be able to do this.

Supervisors work should not pretend to be supportive of teachers' pedagogic skills. Their monitoring role is valued. When they do enter into the domain of pedagogy they should do so through discussion with the teacher. Supervisors can, through their observation of 10 LCs, identify and record common shared areas of concern with other teachers. Such observations can feed into Refresher Training and be shared with MTs.

Attendance and Achievements of Learners¹¹

Observations

Quantitative evidence of achievements of learners was difficult to find. Only small samples of data were available. These show that over different Stages and Cycles the average achievement of the learners was as follows (A is >80%, C is 40-59%):

Table 3 Grades Achieved by Learners

	A	B	C
Stage 1 Cycle 1	38%	40%	22%
Stage 1 Cycle 2	41%	40%	19%
Stage 2 Cycle 1	36%	37%	27%

Source: See Annex 6C

It is very surprising that no learners received less than 40%.

Attendance figures gave an inconsistent message. Visits to schools, and discussions with stakeholders all suggest that attendance is in the 80-100% range on a daily basis. Drop-outs only ever number 2-3 at most in each LC from our visits and discussions with NGOs and POs. This is consistent with data supplied by UNICEF which puts drop-out at approximately 8% over Cycle 1.

¹¹ See Annex 6C for more detailed statistics and discussion.

Findings

With regard to achievements, the limited quantitative data available triangulates well with qualitative evidence from observation and discussions with learners, teachers and community. Learners are achieving standards comparable with GPS and remain motivated to learn.

However, with regard to attendance figures, discussions with the 5 pilot schools and NGO puts drop out at closer to 50%. The disparity between Project LCs and this data is worth further investigation by the monitoring section of the PIU or by BNFE. See Annex 6C for a full account of the data on attendance.

Recommendations

It was not possible to investigate the teachers' and supervisors' capacity to develop end of Cycle tests. The grades or scores awarded to the learners should be moderated to ensure comparability of standards between LC clusters¹². A panel of curriculum and assessment specialists can be asked to review a sample of the tests (i) to ensure that the test items fit the curriculum is are valid; (ii) to compare the level of difficulty of the items across LCs. Moderation would be done by comparing the standard of marking of different teachers and could result in grades being adjusted once the first marking is done.

Terminal competences and Equivalencies

Though it is more than a year until the first "graduates" of BEHTRUWC Project appear some anxiety is already obvious concerning the value of a BEHTRUWC education. How far will a formal certificate stating the level of competences in Bangla, maths, English, Life Skills equate with a graduate of a GPS or RNGPS? Since the BEHTRUWC curriculum attempts to reach a class 5 competence only in Bangla, while class 3 level in the other subjects what institutional arrangements can GoB make to open a channel for a BEHTRUWC graduate to progress to class 6? For those BEHTRUWC graduates who want to enter technical training there is a gap of 3 classes to grade 8, the minimum entry level for technical training. It is beyond the BEHTRUWC Project Management to resolve this matter. It is a matter for both the MoPME and MoE. Given the disadvantaged backgrounds from which BEHTRUWC learners come the GoB may consider offering some condensed bridging courses to BEHTRUWC graduates through, for instance, the Bangladesh Open University. Some flexibility should be shown in devising routes for the BEHTRUWC learners once they have completed the 5 Cycles.

Recommendation:

The GoB consider the issue of the equivalency of the BEHTRUWC 5th Cycle competency test and communicate its decision by mid 2009 so that the 5th Cycle graduates are aware of the value of their certificate and can see options for their further study.

¹² A cluster of 10 LCs under one supervisor.

The Learners' Profile

The BEHTRUWC has identified a range of criteria which identify the target learner for the LCs. From data collected in this study and the Khan et al (2008) rapid appraisal the learner profile closely matches the students attending the centres. Target age range of 10-14 year olds (unlike Phase 1) is between 88.47 and 97.9%; NGO statistics reveal that the 60/40 female/male split is strictly adhered to, and although there is still some confusion as to exactly what constitutes work and particularly what is hazardous work), data collected during this MTE support the design profile that all children are “working” be it at home or elsewhere.

Duration of the course

In order that the BEHTRUWC graduates could exit the system with a standard more or less equivalent to the graduates of GPS and other formal primary education programmes the duration of the course was increased from 24 to 40 months for Phase II. The target age range was also changed to the 10 – 14 age group. Since the learners who began in 2006 are only about 60% through the 5 cycles it is too early to make a judgement as to whether the 40 month programme is a) effective; b) necessary; efficient. It is not too early for the PIU to consider gathering evidence to address these three criteria.

Effectiveness: to judge the effectiveness would require information on the level of competences of the graduates. While the present monthly and cycle tests are not rigorously designed they do offer one route, with modifications suggested in this chapter, to measuring the learners' achievements. Indicators of a more qualitative nature also need to be devised, including gender indicators. A study of a sample of learners is proposed to track them post-BEHTRUWC. This study would include investigation of the degree to which literacy is sustained.

To what extent are 40 months necessary? Observation during the MTE showed learners reading and writing confidently at the end of cycle 3. Given the motivation of the learners and the quality of the teaching / learning package if the BE component were to be used in a further phase of BEHTRUWC or by another organisation could the duration be shortened?

Efficiency: With entry at 10+ after 40 months most of the learners have reached puberty when there are fears that girls will leave for marriage and boys may leave for better paid work since they are stronger physically. A scrutiny of the rate of drop-outs and the reasons for drop-out should be included in the monitoring system. If drop out is high in the final 2 cycles there is a reduction in efficiency.

Recommendation: the PIU take steps to ensure that information is collected through the monitoring system, enhanced as proposed in the chapter on management, to enable the question of the 40 month programme to be properly addressed and an informed view taken.

Efficiency

Data on the relative unit costs of basic education programmes are hard to derive without an additional cost-accounting investigation. UCEP, which also targets working children is, in the words of its Executive Director “high cost”. Salaries at Tk 10,000 per month are paid to its

general education teachers. It has built up over the years extensive capital infrastructure which, it has to pointed out, is used intensively – 3 shifts per day for the general education programme and 2 shifts for the technical schools. While its annual report displays its accounts in great detail it is not possible in this MTE to derive an estimate of the unit costs of its general education programme.

Costs of primary education programmes in Bangladesh have been comprehensively reviewed in a commissioned study by CAMPE¹³. The data reported refers to 2005.

Table 4 Summary Of Average Cost Per Study In Various Types Of Institution

Figures in Taka per year

	GPS	RNGPS	Madrashas (registered)
From public sources	1728	93	1651
Private expenditures	2554	2438	2324
Total, includes expenditures from other donations	4300	3160	4284

Source: Table 8.1 in Financing Primary and Secondary Education in Bangladesh, 2007, CAMPE

An examination of the costs per learner in Basic Education was undertaken¹⁴. Two estimates were made: the first took the PP targets while the second took actual expenditures up to April of 2008. The two estimates were Taka 3900 per learner per year from the PP and Taka 4547 per learner per year based on actual expenditures. These figures are within the range of the GPS and registered Madrashas. The latter estimate assumes an 8% drop out. Given that the quality of the learning, as judged by reported test scores and as observed in the MTE visits seems sound at this point we can conclude that the BETRUWC model for basic education is as efficient as comparable (primary education) programmes.

¹³ Education Watch, Financing Primary and Secondary Education in Bangladesh, 2007, CAMPE.

¹⁴ See Finance Annex, 10.

Evidence for the following was sought through analysis of documentation, focus group discussion, interview, and observation

	Curriculum	Learning Materials	Training and Support, and Classroom Teaching and Learning	Achievements of learners
Relevance	<ul style="list-style-type: none"> • Is the BE and LSBE curriculum relevant to children in their home/ working life? • Do parents, guardians and employers recognise the curriculum as relevant? • Does the curriculum conform to GoB and international targets and standards (access and quality) 	<ul style="list-style-type: none"> • Are the learning materials relevant to children in their home / working life? • Do children like the learning materials? 	<ul style="list-style-type: none"> • Does the training provide the teachers and supervisors with the skills they need to deliver quality child centred education? • Are children enjoying school? 	<ul style="list-style-type: none"> • Have the achievements of the learners directly helped them?
Effectiveness	<ul style="list-style-type: none"> • Does curriculum cover appropriate content (BE) and issues/topics (LSBE) • Does the curriculum follow a logical progression (spiral) over the Cycles? • Is it effective in involving learners in design of BEHTRUWC (participation)? • Is curriculum gender sensitive • Does the curriculum address Child Rights? 	<ul style="list-style-type: none"> • Are the materials child-friendly (design/layout) for these ages? • Are the materials being used in class as they are designed to be? • Do the learning materials address Child Rights? • Are the learning materials gender sensitive? 	<ul style="list-style-type: none"> • Is the training Teachers and Supervisors get effective? (LF Component 1 Output 3) • Are Supervisors able to support Teachers to deliver quality teaching in the classroom? • Are Supervisors and Teachers classroom skills in Ch-Centred and Ch-Friendly teaching effective? (LF Component 1 Output 3) • Are learners happy with the course • Are learners confident to speak in class 	<ul style="list-style-type: none"> • Does it provide basic numeracy and literacy to the children? • # of students passing end of year competencies • Do learners have useable life skills

	Curriculum	Learning Materials	Training and Support, and Classroom Teaching and Learning	Achievements of learners
Efficiency	<ul style="list-style-type: none"> • Is curriculum developed and approved by MoPME on time? (LF Component 1, Output 1) • Is curriculum development, and piloting efficient? • Is curriculum modification efficient? • Is curriculum distributed on time? (LF Component 1 Output 2) 	<ul style="list-style-type: none"> • Appropriate quantities and types of materials designed and printed, eg posters, readers • Sufficient classroom resources, eg exercise books, pencils, sharpeners, crayons, erasers • Are materials distributed on time 	<ul style="list-style-type: none"> • Training happening before Cycles start for % of Supervisors and teachers? (LF Component 1 Output 3) • Recruitment and retention rates of staff • Is training efficient (internal and external monitoring)? • are systems in place for training to constantly improve • Are class sizes and duration of Cycles appropriate? • Is reporting (monitoring) honest, supportive and transparent? • Are learners attending regularly? 	<ul style="list-style-type: none"> • # of learners passing each end of Cycle competency test
Impact	<ul style="list-style-type: none"> • Is curriculum developing appropriate competencies in Learners? • Are learners more able to apply life skills to improve their personal environment and life chances? 	<ul style="list-style-type: none"> • Are TLM improving quality of learning in classroom? • Are TLM supporting enquiry based learning? 	<ul style="list-style-type: none"> • Are Supervisors and Teachers regularly using a range of child-centred teaching skills? • Are LCs child-friendly environments? • Are parents, guardians employers happy with the BE/LSBE skills? • Can learners use their new competencies in society? 	<ul style="list-style-type: none"> • Low drop-out rates • Transition to FE • Is LSBE leading to improved opportunities and/or behaviour change

	Curriculum	Learning Materials	Training and Support, and Classroom Teaching and Learning	Achievements of learners
Sustainability	<ul style="list-style-type: none"> • Parity with National GoB curriculum (reflected in competencies) • Is BNFE utilizing curriculum elsewhere • Evidence of acceptance/ utilization by other NGOs? 	<ul style="list-style-type: none"> • Is BNFE utilizing learning materials elsewhere • Evidence of acceptance/ utilization by other NGOs? 	<ul style="list-style-type: none"> • Are teachers and supervisors qualifications and experience recognised outside BEHTRUWC? 	<ul style="list-style-type: none"> • Data unavailable

CHAPTER 4: Livelihood Skills Training

Observations

The stated aim is to provide 20,000 working children (out of 200,000) of 13+ age group, who completed Cycle 3 of basic education course, with livelihood skills training and access to support systems to ensure optimal use of life skills based basic education to improve their life chances. From the outset, confirmed by the low financial target of less than 2% of Project funds, the component was meant to be a pilot from which lessons would be learned. It was to be implemented following two strategies, which are (i) livelihood skills education for 5,000 learners through contracting expert organisations/NGOs and (ii) livelihood skills education for remaining 15,000 through linkages. (ILO projects were considered to be the major possible link for BEHTRUWC learners.)

Livelihood skills can be regarded as including both technical and non-technical abilities. Technical livelihood skills education mainly referred to vocational training like carpentry, sewing, data entry, etc. Where as non-technical livelihood skills refers to seeking jobs such as interviewing strategies; and business management, entrepreneurial, and money management skills. Such a combination of non-technical and technical skills would equip the graduates of basic education and life skills component of the project with better livelihood options. While the non-technical livelihood skills will be introduced from the 4th cycle of the basic education component. Selected number of learners would have the chance to gain practical and marketable skills. A separate module has been incorporated under the curriculum of life skills subject of basic education course. All the learners of BEHTRUWC project will acquire non-technical livelihood skills throughout the 5 cycles of basic education.

Findings

Consideration of this component started in the period between phases of the Project. Four very modest pilots were run to identify the issues to be addressed in implementing the component and to point to possible effective modalities. In mid 2008 some months, before Cycle 4 starts for the first time, the practical skills component is at the early stage of conceptualisation and planning through a contracted agency. Yet, discussions with learners, CMC members, PIU field staff, other stakeholders suggest that a great deal more is expected of this component than the plans and low financial allocation can deliver. Moreover, the ILO projects are likely to be implemented only after 2009 hence the possible skill linkages for learners who leave before then are unlikely to materialise. The Work plan for 2008 wisely limits the number who will participate in the LST to 500 for this year.

Visits of the MTE team to UCEP and DAM show one model of skill training for the urban working youth. Essentially it is capital intensive and requires skilled trainers. Moreover, general education of trainees is grade 8. The ROSC project, catering for rural out-of-school children, has some to an arrangement with UCEP to pilot in one school a bridging course to raise ROSC leavers to grade 8 within one year.

How LST is to be delivered to the urban working child is not clear. The design is under progress and with Jobs a strategy and action plan being developed. The institutional model for provision of skill or para-skill training on the face of it looks a non-starter since the Urban Child Worker, UCW, cannot be freed to travel to an institution. He/she must earn each day. Possibly enterprise development skill and self employment training could be provided alongside efforts to improve the skills in their existing jobs. If self-employment after BEHTRUWC is catered for there will be a need to provide funds to purchase tools or to set-up the business.

Recommendations

- Since LST is innovative for this target group, there are few models to follow and no first hand experience in the PIU or UNICEF support team to launch the LST. A LST specialist is needed to support the PIU in implementing an innovation which, if successful, could be provide a route out of deep poverty for some urban working children. While the available resources are modest there is scope for creative solutions to be tried out.
- The PP targets for 20,000 learners to have skill training need to be revisited on account of the late mobilisation of ILO projects to which BEHTRUWC learners were to be attached and to the low training capacity for learners with sub-Class 8 education.
- Moreover, to ensure that lessons can be learned and communicated widely the LST component needs to be documented as it happens and evaluated both formatively and summatively.

CHAPTER 5

Output 9 Policy Advocacy:

Key findings:

The draft National Policy on Child Labour (2002) has been developed and it will be finalized after incorporating comments from different Ministries and to be placed before the Council of Advisors soon. National Plan of Action will be developed after the draft child labour policy is finalized. Strategic partners such as ILO, UNESCO, MOLA MOPME, and MOWCA are meeting time to time. PIU and UNICEF have contributed to the draft policy. A list of hazardous works has been developed in collaboration with MOLE and ILO. PD attended only one inter-ministerial meeting to discuss the draft policy. Child labour, child rights week, Meena day, education day, Independence Day were celebrated in all the six cities where a large number of parents, guardians, employers participated.

Institutional capacity to lobby and advocate for Child Rights both at PIU and NGO level is limited. No spending was done on Output 9, Advocacy, up till December 2007 while only US\$ 15,000, about 9% of the Output 9 budget, is allocated to activities this year. The Project has adopted mainly a macro level approach to through events, such as the observance of national days. Such observance, while valuable up to a point, is more symbolic than useful to the daily lives of working children.

NGOs have not taken any initiatives to begin a strong advocacy programme perhaps because of a lack of financial incentives. NGOs, working in a service mode, remove the responsibilities from the state which should fulfil the basic needs of the people. NGOs are contracted to implement the BE component such as opening LCs and making them operational. NGOs seem not to be oriented to the broader mission of the project. It can be argued that the capacity of NGOs to work in the RBA mode is very limited. NGOs need to develop strategies to work in rights-based mode and make the government responsive. Working on rights-based approach need activism, movement based orientation and working both on demand and supply side etc which is at present missing. Accountability is the main principle of rights based approach.

The Government has not yet ratified minimum age convention and is yet to acknowledge the issues of child domestic workers. This needs prior attention and lobbying. It is shame on Bangladesh that some of the poorest children are in semi-slavery situation. Even the draft Child Labour policy is very weak in terms of banning the employment of children in domestic work where wages are low and working hours can be more than 15-16 hrs a day.

Recommendations:

- Partner NGOs should not be seen as only ‘contractor’ but ‘real partner’ of this program. The terms and conditions should be revisited. Flexibility should be allowed within the program and NGOs should be reoriented in this aspect.

- Working in RBA model needs two way strategies; increasing the capacity of ‘right claimers’ and increasing the capacity of ‘duty bearers’. To promote child rights movement more activism is needed.
- Staff of NGOs should be trained on rights based approach. Exposure visit to rights based activities of NGOs in India and Philippines will enhance the capacity of NGOs.
- Accountability of both GO and NGOs are needed at all level. In this regard governance issues should be given priority.
- Advocacy and communication materials need to be reviewed by a panel of experts on gender and child rights.
- Advocacy needs specialized techniques, lobby and advocacy skills. Training on advocacy and lobbying is needed.
- PCAR project of UNICEF is working with the same target groups. PCAR and BETRUHWC can collaborate and coordinate in this area and develop joint strategic plan for advocacy.
- Civil society has not played due role to advance the cause of the working children. The issue of working children is very much neglected and overlooked in our society. Civil society both at local and national level needs to be involved.

Output 10: Social Mobilisation

A social mobilization program is a vital component for any project intervention especially for a Project whose targets are among the poorest and most deprived. It should be the entry point for all kind of development intervention. It is the pre-condition of successful implementation.

In 2007 launching ceremonies of some LCs were held. Parents/employers motivational meetings, workshop with parents/guardians, employers and CMC members held under social mobilization. A guideline to involve decision makers in social mobilization is developed.

Key Findings

BEHTRUWC project is a basic education project with a supporting component of on social mobilization and advocacy. Unfortunately, the component was weakly conceived and poorly integrated into the Project. Also it is under-resourced for the tasks which are assigned with an allocation of only 2.8% of total planned budget.

Due to the delay in starting the Project the process of social mobilisation was delayed in implementation and the essential social mobilization at the community level did not receive due priority. That is not to say that nothing was done. NGOs had to locate learners and find venues for the LCs. In that process some degree of social mobilization was bound to happen.

For grass roots mobilization role of CMC is crucial. CMCs seem not to be aware of their roles and responsibilities. As a result, their activities are limited to attending meetings and paying visits to the school. Communities’ contributions, whether in cash or kind, are negligible. Although many committees are formed many of those committees are inactive and not

playing their expected role. The training programme of one day training for two persons from each CMC, as envisaged in the PP is only just about to happen on a small scale.

Each partner NGO is required to submit to the PIU a social mobilization plan (zone wise) though, so far, no such plan is evident. NGOs also lack strategic directions and resources for community mobilization. Management capacity of some NGOs is identified as another barrier. So far strong social mobilization program has not been conducted except some day observations and launching ceremonies of LCs.

OVI in the revised log frame such as “% of parents/guardians of learners with 85% attendance at the LC” seems vague. There should be specific percentage to monitor the progress of the activities.

Except for the “Guideline for social mobilisation plan” other data requested information and community Action plans by zone were not available.

Recommendations:

Any social change is societal process which demands community participation. Social transformation requires movement oriented activities to create critical mass. It becomes clear that shift from service delivery to rights based approach is indicative of their increasingly urgent demand for fuller participation of all the stakeholders.

- Social mobilization and advocacy strategies should be reviewed thoroughly and redesigned accordingly. Existing social mobilization guidelines are incomplete in defining roles and responsibilities and task assignment of the different stakeholders. No sharpened strategies have been developed and no concrete action plan is developed based on the identified need analysis.
- The role of CMC should be redefined and underlining the pro-active role in the Project. In this regard capacity of the CMC needs to be enhanced. The planned training should be organized for CMC with their roles and responsibilities explained. Involvement of local elites, community leaders and religious leaders (as in WATSAN project of UNICEF) will bring positive results.
- Community should be the center of all activities. Communities need to be informed and sensitized and involved in the overall process to establish ownership.
- Pressures should be created on the employers through social mobilization to improve working conditions of child labour. Through regular dialogues, the employers should be motivated. In that case again massive social mobilization campaign is needed. Strong media advocacy is needed in this regard.
- Corporate social responsibilities should be encouraged. Best Employer prize should be introduced to motivate and inspire others. Employers should be convinced about the benefit of children education. To quote a good example - Phulki, a NGO, when started a crèche for young children for the garments workers within the premise of the factory there was lots of resistance from the factory owner. But once they have realized the

benefit in terms of increase in productivity they participated fully and shared the cost. Different Associations of employers and business could be invited and sensitized. In this regard private sector can be approached to pursue CSR.

- For effective mobilization capacity at all levels (UNICEF, PIU, NGOs, community).needs to be enhanced. A short- term expert on social mobilization and advocacy should be assigned to assess the training needs of staff of UNICEF and PIU and develop the plan accordingly. At NGO level a separate staff is needed for social mobilization with required expertise. It is not possible for either coordinator or supervisor to do the social mobilization. Social mobilization needs special facilitation and community mobilization skills.
- To bring attitudinal change of the society, massive sensitization and campaign program on gender and child rights issue is needed.

Output 11: Program Communication

Key findings:

Lack of critical awareness on child rights issues at community level is another barrier. Social awareness on human rights, child rights, and citizen's right is low. The community can facilitate the social mobilization process.

Materials like brochures, calendars and posters are not very effective in sensitizing employers, parents and other actors.

IPT seems to be effective in terms of social awareness. . IPT has started in a massive way at community level from March 2008. Social awareness to some extent is created through IPTs. A total of 220 IPT stage shows on child labour issues will be held in six divisional cities this year.

Recommendations:

- BCC materials like brochures, human stories should be appealing and capture that child rights as human rights and also societal obligations.
- Advocacy and communication materials need to be reviewed by a panel of experts on gender and child rights. There should not be uniform approach. The materials should be developed Keeping focus on the target audience. BCC materials like brochures, human stories should be appealing and capture the child rights as human rights and also societal obligations.
- Identifying the right audience and key people at all levels and sharing with them about Project success may be a strong strategy to involve them.
- Capacity building also includes tapping best practice and strengthening skills for designing and implementing a range of action strategies. Collecting and disseminating best practices and lessons-learned and building capacity for evidence-based advocacy

is essential task. It also includes internalizing RBA, leadership development, information-gathering, media work, education efforts, joint planning and agenda-setting processes, directly engage with debates, public accountability sessions and lobbying. In this respect initiatives should be taken to document the best practices and disseminate to all the stakeholders.

- Testimony of the children should be recorded and aired. Newsletters /magazines of children can bring the desired attitudinal change in the society.

Sustainability

With short term Project like BEHTRUWC it is highly unlikely that all these activities will sustain after the Project is over. However, some communities can be mobilized and trained to manage the learning centers.

Impact

Even in the absence of a thorough social mobilization strategy communities are slowly taking interest in the overall activities of LCs. In some LCs they have provided fans, food etc. They are also motivating parents, employers to send children to school, in some cases they have stopped early marriage. Some behavioural changes among the parents, employers and learners are observed such as parents are slowly realizing the value of education, learners are now more disciplined, and some employers are now taking keen interest about the education of the child domestic workers and becoming supportive.

Gender in the BEHTRUWC Project

Relevance in the wider context

Bangladesh has committed to achieve EFA, MDG goals, CRC, CEDAW, Beijing Declaration, Convention on the elimination of child labour in hazardous condition 182. At regional level, Bangladesh has endorsed the SARC convention for the promotion of child welfare in South Asia. GOB has adopted a Compulsory Primary Education Act of 1990, the Children's Act of 1974, a national children policy and developed a NPA for EFA, A draft Child Labour Policy is on the table, to be finalized soon. A list of hazardous works has been prepared. Bangladesh has also committed to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education, no later than 2015. Bangladesh third NPA for children (2005-15) is the outcome of the CRC. The PRSP has explicit reference of the constitutional obligation of the state to provide basic services. Recently a women's development policy of GOB (2008) has been adopted which aims to eliminate of all kinds of discrimination against the girl child and specially to put emphasis on the implementation of the activities related to elimination of girl child labour. Within the spirit of above national and international conventions this Project has been developed. The Country Program of UNICEF has also identified mainstreaming gender as one of the strategies to be followed in their policies and programs.

Mainstreaming Gender in the Project

To mainstream gender within the Project a draft 'Gender equality strategy' document has been prepared. This strategy addresses the issues of access, equity and quality of education and focuses on the following two objectives for gender equality that the project should achieve:

1. Increased access to quality life skills based non-formal basic education for girls
2. Increased access to livelihood skills training for girls

According to the 'Gender Strategy paper' the three main components (basic education, LST, Policy advocacy and mobilization) will be implemented through the following major strategies to contribute towards achieving the above mentioned objectives for gender equality.

- Research, surveys, studies, evaluation.
- Partnerships with limited number of competent implementing NGOs.
- Capacity building of key actors e.g. teachers, supervisors, NGO coordinators.
- Participation of urban working children, both girls and boys.
- Community involvement and participation.
- Coordination and linkage with other programmes, projects, development partners.
- Promotion of basic education and gender equality in national policies

20 NGOs were selected, on a competitive basis, to implement the BE component partly on the basis of their commitment and experience in supporting gender equality in development projects.

For LST training 20,000 children are targeted though no target has been fixed for girls' participation in LST. JOBS, the contracted agency for the implementation plan for LST, will soon conduct needs assessment and job market survey in the six divisional cities with a special focus on identifying potential job / self employment prospects of girls in non-traditional/ non gender-stereotyped skills, for planning and implementation of the livelihood skills training. They will prepare a list of marketable skills and a set of criteria for selection of trainees for livelihood skill training. Initially a pilot scheme with 500 children will start.

According to the gender strategy document, policy advocacy will be done both at national and local level for gradual elimination of child labour (long term) and elimination of hazards from work place both for working girls and boys and realisation of rights of working children at every level of the society. UNICEF is coordinating with ILO and ADB with regard to on-going preparatory phase and up-coming implementation phase of the Time Bound Programme for Elimination of Child Labour under Ministry of Labour and Employment.

The PIU is responsible for the implementation of gender strategy with technical support from UNICEF. Step by step they are going to implement the policy after approval. Policy advocacy in the Project is done through number of strategies like observance of national and international days, Meena days, child rights week video documentation, human stories. etc. Gender issues are highlighted in some of the communication materials. IPT is found to be very effective in raising awareness among parents, community, employers about child rights and issues of girl CDWs.

Efficiency

BEHTRUWC project is undoubtedly is relevant to CRC, MDG goals (2 and 4), CEDAW, ILO convention 182 concerning the prohibition and immediate action on elimination of worst form of child labour. Basic education is an entry point for empowerment of girls and one route for achieving their rights. This Project has provided a unique opportunity for access to education for the working children especially girl CDWs who have the least options. Affirmative action, by targeting 60% girls as learners, has aimed to achieve gender equity. The age group of the children is changed in this phase to the 10 -14 age group to which most working girls belong. Giving priority to girls' education is an important step towards gender equality.

Overall in all the learning centres the target of 60:40 ratios for girls and boys has been achieved¹⁵.

The revised curriculum and TLM are found to be effective in terms of teaching and learning. Children are learning to read and write. Parents are slowly taking interest in education of children specially girls. Some employers are motivated to allow children to go to school and have realized the value of literate employees.

Life Skills Basic Education, LSBE, is another good strategy to make children aware of their rights as well as to address topics relevant to their live such as gender, hygiene and environment. Children are acquiring information, skills and knowledge and then slowly applying what they have learned to their lives. In some cases, they have changed their job from hazardous to non – hazardous, convinced employers to allow them to go to school and have become self confident. Girls, who are the most neglected, are enthusiastic about learning and applying those skills.

Effectiveness

Although 60% girls are enrolled in the learning centres, retention of girls is a big challenge. Many of the parents are illiterate and may look only for short term benefits from attendance at the LC without seeing the long term value of education of girls. In poor households girls are often seen as a burden. By giving them away in early marriage parents try to offload the burden. Moreover, for safety reasons, parents often give early marriage. Children have little capacity to influence the decision of the households.

Distance of the LC in some cases such as Mirpur is another factor which may discourage adolescent girls to attend as often they are teased by the boys while going to the centres. High mobility of the poor households causes irregular attendance. Girls often have to do household work and take care of younger siblings, thereby sacrificing her education.

As learning centres do not generally have separate toilets for girls they find it difficult to use the same toilets. While teachers fear that many adolescent girls will drop out when they reach puberty so far girls' enrolment is holding up well.

¹⁵ See Annex 7 attachments in soft copy for the number of learners in each cycle.

Gender discrimination in terms of wages is quite profound in the labour market generally and among child workers. In stage I cycle I and II 18% (boys) and 82% (girls) are involved in in-house work which includes helping parents in household (non-paid) work and domestic help (paid). As there is no data available it is difficult to say the percentage of girl CDW in the LCs. Evidence points to 80% girls being involved in no pay to low pay jobs (Tk. 200-Tk. 500) whereas only 20% boys are involved in such kind of work. Employers find it convenient to employ cheap labour with more labour intensive work. These CDWs have little bargaining capacity.

Teachers and supervisors

The numbers of teachers and supervisors are not gender balanced. 87% teachers are female and 70% supervisors are male. In some cities the proportion of male supervisors is higher. It was reported that due to the travel essential in the supervisor role and the nature of the work women are not interested in supervisors' posts; yet some women break through conventions and take on the supervisor's role.

In stage-1 and 2 13% are male teachers and 87% are female. In stage 3 18% are male and 82% are female. In case of supervisors it is opposite. In stage 1 71% are male and 29% are female; in stage 2 65% are male and 35 % are female. In stage 3 69% are male and 31% are female (see the Annex 7 attachment).

Teacher and supervisor training

A single one hour session in Foundation training of teachers "what we can do for girls" is not enough to conceptualize and internalize gender. No gender training is planned for teachers and supervisors. During field visit teachers could not recall the content of gender session. Obviously gender is not given priority in training curriculum. Orientation on CRC is also weak.

Although the Gender Strategy document acknowledges the gender issues of child domestic workers in Bangladesh the curriculum of teachers' training course has not addressed those issues. There is no link between gender strategies and the training curriculum of teachers. A comprehensive training curriculum focusing on gender, child rights, and human rights is needed. No resource allocation was made for the capacity building of teachers and supervisors or for NGO Coordinators on gender issues. This aspect should be considered during DPP revision

Learner Curriculum and TLM

Reviewing TLM it was observed that in some cases a stereotyped gender role is projected. It would have been better if TLM could include more women role models to inspire girls and motivate them.

Although the TLM for Life Skills have included the gender concept and child rights, to some extent, more emphasis should have been given on day-to-day issues faced by CDWs as majority of the girls belong to this group. Assessment of LS is another area that needs attention. No parameters have been set to assess the progress or behavioural change of the learners. Qualitative indicators are not developed to measure the progress such as decision making, mobility, ability to tackle social issues alone, distinguish between right and wrong,

getting rid of bad companion etc. Indicators have not been developed to assess the impact on learners and their behavioural change on gender issues. Gender equity is achieved in terms of numbers: but, how girls are empowered in terms of participation, decision making, equal wage etc is not being documented. To achieve Gender equality equal rights, opportunities and obligations should be ensured. The ‘ABC on livelihood skills in Bangladesh’ has identified some of the issues of working children”. It is a real challenge for child workers to enter into competitive labour market with such low skills.

The revised Log frame of April 2008 does not contain any gender responsive qualitative indicators by which one can measure the progress of achieving gender equality and improving gender relation. Such as regarding Output 5 some qualitative indicators like-boys are helping in household works, boys and girls helping each other, girls taking decision about their marriage, boys are accompanying girls to come to school etc

At PIU level:

At PIU level only one woman is working as Assistant Director and two women are working as MOs. Out of 9 Pos, there are only two women. Except 5 all 20 NGOs are headed by men. There are few women in decision making at NGO level. Some NGOs reported that there is no maternity leave provision for teachers. They make arrangement for substitute teacher. There should be some maternity allowance for the teachers.

The indicators in the monitoring formats to assess the performance of the teachers are mostly quantitative and not qualitative (like whether the teacher treats boys and girls alike, if teacher takes extra effort to resolve gender issues, discriminate boys or girls etc) No gender indicator is so far developed. Supervisors also carry check lists: again there are no indicators on gender. Gender indicators in terms of empowerment of girls in terms of decision making, participation, mobility, equal wage, equal opportunity are missing.

Although the gender equality strategy document was first drafted in 2006 it is not yet finalized. As reported by PIU gender strategies will be mainly introduced along with the proposal for CDW as it is stated in the 2008 work plan. The document lacks clear goals, targets and time frame. Mainstreaming gender is acknowledged as a challenge but as yet has not been given priority.

The Gender Strategy document is very narrowly focused as it does not include strategic intervention of basic services like food, nutrition, health, shelter with physical facilities like safe drinking water and sanitation. Social security for girls is another aspect to be considered in the strategy paper as many parents expressed concern in the present scenario. While the Project may be able to address only the education parts of the Strategy the Strategy should provide a broader canvass on which others can work.

Gender is a cross cutting issue in all projects. Project components should be reviewed from gender perspective. Mainstreaming gender should be the priority to challenge existing unequal power relationships that exist within the society and establish gender equality.

Recommendations:

Mainstreaming gender, as a strategy to achieve gender equality, touches attitude, practices, policies, structure, human resources, power relations, decision making process etc. The staff of the implementing NGO should possess necessary skills on systematic gender analysis in planning, monitoring and implementation. It also requires sufficient financial resources for implementation.

- For mainstreaming gender, policies and programs need to be reviewed and the Gender Strategy Paper finalised. A “Road Map” with clear targets should be developed.
- Gender training needs to be introduced at all level.
- Communication materials need to be reviewed from gender perspective and developed accordingly.
- Advocacy work should be strengthened to establish rights of working children specially girls. Employers need to be sensitized to the issues of child rights.
- Birth registration program should be geared up in order to encourage later marriage of girls.
- Separate toilets for girls (a recommendation from 1st phase evaluation) need to be implemented as far as are practicable within the Project period.
- Special drive is needed for economic self reliance of adolescent girls. The pilot LST should be carefully designed to address the specific needs of the working children especially for girls. Appropriate skill development with emphasis on gender friendly technologies and non- traditional trades need to be explored. By identifying potential employers and the required skill (demand side) the children can be trained (supply side). For self- employment, access to financial resources and linkage to market are crucial. Opportunities to link with micro credit institutions are needed for boys and girls.
- Gender segregated qualitative data should be collected from the field. More qualitative gender responsive indicators should be developed to monitor the progress of working children in achieving gender equality.

Suggested Specific Activities for Implementing Gender Mainstreaming

Specific activities should include conducting needs assessment on gender; analyzing and reviewing all the TLM training and communication materials from gender perspectives; analyzing and reviewing all policy documents; developing training curriculum based on the needs assessment; incorporating feedback from UNICEF and PIU and conducting training on gender at all levels . The process has started already. In 2008 there is a plan for orientation on thematic issues like gender for PIU and BNFE officials.

Alliance building with gender and child rights network like “We Can” campaign of OXFAM-GB, Steps toward Development, NariPokkho ,BSAF and other child rights network could contribute to the empowerment of working children.

For the longer term

In order to retain girl learners, special incentives (a female stipend program according to merit) and job placement could be devised. Another strategy is to link parents with some income generating activities (in order to compensate their children's income) on the condition that parents will send their children to school instead of work.

A counselling program for girls and parents should be started. Parents need to be motivated and CMC can play effective role in this regard.

We cannot ignore the male members who play dominant role in the society. The strategy should include sensitizing them and taking them on board. More male sensitization programs are needed.

Impact:

Children in the LCs are learning about gender and other sensitive issues. Girls are now more aware about issues like HIV/AIDS, health, trafficking, marriage etc. They are now more self-confident.

The Project has obviously created a friendly space for working children and has addressed practical needs of the girls without addressing strategic needs and unequal gender relations prevailing in the society. To meet the challenge mainstreaming gender needs more attention and priority.

CHAPTER 6: Management, M&E, Capacity Development, Financial Management

Overview:

The final component of the Project concerns Capacity Development. This Chapter encompasses consideration of capacity development within a review of the management of the Project.

Management of the Project is vested formally under a PIU within the BNFE, which works under the MoPME. There are numerous committees from the apex Project Steering Committee to the Centre Management Committee at each LC, presumably with the intention of spreading ownership and ensuring accountability. Monitoring responsibility is shared between the PIU, the NGOs and, as a cross-check, the BNFE. Financial management is shared between the PIU and UNICEF which operates the TA portion.

Objectives of the Project.

The PP and the latest version of the Project Logframe are at odds on a number of points. The PP of 2005 shows the Project as having 4 Specific Objectives and 4 key activities. While the initial three Objectives are consistent with the initial 3 key activities the final objective does not correspond to the final key activity. Objectives are

- i. To provide quality non-formal, life-skills-based basic education to 200,000 urban working children and adolescents ages 10 to 14 years of which at least 60% will be girls.
- ii. To provide 20,000 (out of 200,000) urban working children and adolescents (13+ age group) with livelihood skills training, and access to support systems to ensure optimal use of life-skills-based basic education to improve their life.
- iii. Advocate at City and National levels for education, social and economic policies in favor of working children and their families and for protecting children from hazardous working environment.
- iv. Increase awareness of all relevant stakeholders to act in favour of progressive elimination of child labor.

Key activities are

- (i) Quality Basic Education
- (ii) Livelihood Skills Education
- (iii) Advocacy, Social Mobilization and Program Communication
- (iv) Capacity Building

It is reckoned that the fourth Objective of the Project is subsumed within the third (Advocacy) component.

The Logframe shows the same 4 activities, termed “components”. However, it also has 12 Outputs within the 4 components. Of these one, Output 7, seems unrelated to any Project activity. The 2008 Workplan ought to follow the Logframe. However, it shows only 9 outputs with some correspondence in the numbering with the Logframe.

The institutional memory of BEHTRUWC is such that there is no explanation of these variations. Pragmatically, the DPP will be revised while the Logframe will be revisited and the Annual Workplan for 2009 can then follow what the DPP dictates. However, in trying to evaluate this Project these discrepancies generate confusion for the evaluator. The most thorough treatment of the Project is encapsulated within the April 2008 Logframe.

Project Logframe

There have been three versions of the Logframe to date. The April 2008 version is an improvement on the PP and an earlier revision.

The Goal is clearly stated: yet, is subtly different from the Goal/ long term objective of in the PP.

PP: to enhance the life options of the urban working children and adolescents to access their rights to education protection a development and participation.

Logframe: to promote the rights of education, protection, development and participation of the urban working children and contribute to the achievement of Education for All goals.

Both ensure that the Project has scope beyond education. BEHTRUWC is within the child rights agenda. The logframe goal directly mentions the EFA and the place of BEHTRUWC in filling a gap in access.

OVI and Means of Verification are fuller but problems remain. OVIs lack the specifics of measurement eg OVI for Output 3: *% of trained teachers applying interactive teaching techniques*. This could be re-phrased as 90% of teachers use interactive teaching techniques.

1.9 Policy Advocacy. *# of inter-ministerial meetings* could be rephrased as

A minimum of 3 inter-ministerial meeting held at which Child Labour Policy and/ or Child Rights are on the agenda.

MOV: While the means of verification are set out, more needs to be done to spell out how the MOV relates to the OVI and what arrangements will be needed to generate the data for the OVI.. For instance

At the Purpose level there are 2 OVI. *%age learners (girls and boys) achieving set competences* and *% of trained learners 13+ (girls and boys) acquired livelihood skills.*

The MoVs are shown as

- Baseline report
- Supplementary survey report
- QR PIU reports
- MTR and FER.

This MTE cannot *verify* such a detailed OVI since it has a limited duration and relies on secondary data sources. The PIU reports are administrative reports. The baseline identified possible learners only some of whom could be located at implementation. The “Supplementary survey report” suggests a specially commissioned study.

An improved OVI might be

150,000 learners of whom at least 59% are girls achieve at least a “B” grade in at least one of the core areas of Bangla, maths and English at the end of Cycle 5..

The MOV for this could be NGOs records and a sample survey of Cycle 5 leavers, conducted by a third party.

The OVIs are intended to track movements in the major outputs of the Project. A M&E system is required to specify how the data will be collected, processed and analysed.

Recommendation

It is observed that the key staff of the PIU are unfamiliar with the thinking behind a Logframe and that none of the formats used to collect data is designed specifically to collect such data. The logframe appears as a decorative supplement to the Project rather than providing a vision and a logic to all that is done under the Project. There is a need for all PIU staff at HQ and in the field as well as the NGOs to be brought into the full picture of the Project through a Logframe workshop.

Monitoring and Evaluation and Information Management

Observations

From an examination of the OVIs and MOVs in the Project Logframe one cannot see “objective indicators” such as the example above for learner competences. It appears that, after 18 months, the Project has no simple set of indicators which all staff at all levels can understand and, to the attainment of which, they have a commitment.

Many respondents in the field and in the PIU talk of doing monitoring. For all the claims there is precious little easily accessed data on the Project. Enormous efforts by the PIU and UNICEF were made to respond to data requests from the MTE team. We sought data which, at a distance from the Project, we felt would be easily available. In almost all cases only partial information became available and for this we are grateful.

Starting at the level of the LC the supervisor pays many visits, perhaps 8 or 9 per month, to his/ her cluster of LCs. They state, and they are reported, to be monitoring. Evidence is found of their visits in the daily attendance register and in the lesson plans’ notebook of the teacher. One NGO provides a list of 32 items which a supervisor can “monitor”; another has a list of 20 items.

- POs have a target number of LCs which they visit sometimes for monitoring and sometimes to deal with actions requested by the PD as management actions following up information from the field. NGOs have coordinators who also collect data and monitor.
- One NGO also has a dedicated monitoring cell which monitors all that NGOs projects. So that cell monitors the NGO monitors.

- BNFE has a field operation and, it is understood, also monitors the LCs.
- MoPME Planning section also visit schools and report their observations to the PD. They also are monitoring.

The function of much of this monitoring is to identify problems at the various levels and formulate corrective action requests. Quarterly meetings are held between the PIU and the NGOs to discuss the corrective actions. Regular meetings are held between the PIU and the BNFE. One CIMU reported that it receives reports from the POs, though there is no PP provision for this.. Ward committees also consider problems in the LCs and, it is reported offer venues free of charge for the committee meetings.

Findings

The supervisors are intended as support to the teacher and to the CMC. While this role may be one for which they feel inexperienced due to lack of training, they seem to have settled into the role of the “inspector”. They are not able to comment on the pedagogy since their experience is very slight, for instance as emergency substitute, as teachers using the Project curriculum. They check attendance, test a few learners, observe the layout of the room and in a visit of 20 minutes they are gone. One supervisor was shadowed for a half day by a member of the team. (See also Annex 6B for detailed coverage of the work of the supervisor.)

There was no time to observe a PO on a duty visit. “Monitoring” by POs seems to result in information being passed to the PD about the LC and the NGO. It appears to be more trouble shooting than monitoring.

NGOs are charged with management of the LCs and send reports to the PIU. Some of that data, or parts of it, was consolidated and worked at the request of the MTE Team so that estimates of attendance at the 2 completed cycles could be obtained. NGO “performance” in supplying data is variable. NGOs also have a vested interest in presenting a positive portrayal of their LCs. (see above Basic Education, Attendance and Achievements of Learners.)

BNFE has responsibility for, broadly speaking, “quality and quantity” assurance in the field of NFE. Potentially, BNFE could provide in-depth monitoring and evaluation since the Bureau can see the larger canvas than any one project. BNFE, at one step removed from implementation, it could offer its own objective assessment of the activities of the Project.

The present system of monitoring allows Project management to share with the NGOs issues and problems in implementation. Moreover, it allows the PD to take action through his Program Officers where intervention is required. Moreover, the regular discussions with NGOs established the NGOs as partners and it may also contribute to building their capacity to manage GoB projects.

The major identified weakness is that the results of monitoring are not converted into useful information available to stakeholders. Of course, the capacity to identify, follow up and correct weaknesses is useful. However data on attendance and learner achievement is collected but remains unprocessed. As a result there is information loss. The explanation for the failure of the existing M&E system to produce useful results is possibly because the system is not a “management information system”, MIS, but rather it is system intended for administrative control.

Data users, data collection, analysis, and “publication”

Any M&E system, which also aims to be a MIS, has to start with identification of who are the data users and what are their data needs. Data collection follows. Some data is collected from all units- here the LCs – some from a sample. Some of the data is cross-checked ie verified independently. Analysis of data starts with establishing that the data is “clean” otherwise the value of the output is impaired. Data entry and checking are other stages once appropriate software has been identified and tested.

In BEHTRUWC the main users of data are the PIU, BNFE, MoPME, the DPs, All require basic data on enrolments, drop-out, retention, expenditures. The quality of the output, ie of the learners, is of great interest to all since the curriculum aims to bring learners to certain grade equivalents to those in primary education. Teacher and supervisor drop-out may be of interest to some. Information on the working of the various committees is another item of interest to some. Data on the lives of the learners, the jobs which they do, their income, their work conditions is also of interest to the wider agenda of child rights. Not all of these data needs should be met by mass collection of data.

An attempt was made to design a Monitoring and Evaluation system based upon individual learners. This sub-contract generated proposals which were totally unsuited to Bangladesh and to the Project. A review of the proposed system showed that it required data to be established on an individual learner basis. Millions of data records would accrue over the life of the Project. The capacity for accurate data collection is low in Bangladesh, the costs of data input and processing would be very high and the kind of tracking study could be more simply and cheaply done by a MIS, based on adjusted M&E formats, and some sample tracer studies.

Recommendations

- The roles of the various agents involved in monitoring require clarifying through the revised M&E system as below..
- What is required as a matter of urgency is a system of collection, processing, analysis of a core data set based on the routine work of the MOs. No individual learner data records are required for BEHTRUWC-wide collection. Data will be based on the LC as a unit and, as far as possible, use the existing formats for collecting data. Regular bulletins summarising the findings can be issued to interested stakeholders. The core data set can be defined by a process of consultation with the stakeholders. Other data can be collected according to a priority list and within an overall M&E plan.
- Since BEHTRUWC lies within the child rights and child protection agenda, as well as in the basic education field, studies can be commissioned of the socio-economic conditions of the learners. The MOs are a highly educated and motivated group. Under some short term TA they could be used to collect data from a sample of learners and learn, under supervision, to analyse and interpret this data. Such work moves from monitoring to evaluation “Evaluation is the systematic assessment of the worth and merit of objects.” It would be a wasted opportunity if the capacity of the MOs was not

developed from their present role as roaming data collection officials, towards a more intelligent interpretation of what they observe. The size and structure of the sample should be determined strictly in accordance with sampling theory by a qualified statistician. Once the sampling is done a team from the PIU including all or some of the MOs, working under the leadership of a short-term local consultant with expertise in the field of evaluative studies in the education can undertake the study. From early 2009 the learners can be studied and the scope of the material gathered can range from their achievements in the curriculum to their working and home conditions. It is recommended the study be over the period up to mid- 2011 and the sample will be taken from Stage 1 and Stage 2 LCs. That means that, from the 3rd quarter of 2009 when Stage 1 learners will leave, the evaluative study will follow them into the next part of their lives and trace how their lives and livelihoods change as a result of BEHTRUWC. Evidence would be collected on the effects of the Life Skills' component on the capacity of the learner to claim her/ his rights as a worker. For this second part of the study it is recommended that a "control" group of urban working children is also selected. The real impact of BEHTRUWC will not be shown through the grades in Bangla but rather in their improved life chances including increased daily income.

NGO Management

Observations and findings

The Basic Education component is by far the largest in the Project. It is delivered in large part through the partner NGOs. These NGOs were selected, through a competitive process, according to UNICEF rules. NGOs reported to the MTE team that, in this Phase of the Project, they felt more involved and were brought into discussions regularly with the PIU. Once contracted to provide the services of teachers, supervisors and to some extent mobilisation of the community their performance ought to be assessed.

Some are said to be "doing well"; one factor in the rating of the NGO is the "leadership" of the NGO. "If the top man shows interest (in BEHTRUWC) then the NGO performs better". If an NGO is said to be doing "well" what does it mean? Perhaps it is that it submits its SOEs within a week of the end of a quarter: Or that there are no instances of late payment of honoraria; Or that it retains and motivates its supervisors. Or that the learners' attendance is regular, participation regular in the extra-curricular activities and social mobilisation, reports provided on time, its CMCs have provided more items to the LC than all others etc Performance measures can be designed and performance can be measured. Assessment of performance, if transparent, should be a stimulus to improvement on the part of the NGOs and a defence against complacency since the contract is secure, except for certain possible breaches, for the contracted periods. A good performance indicator is one that incorporates a judgement of all the key services which are contracted. In BEHTRUWC it is essential to have the indicator linked to an assessment of the social development activities and gender sensitivity of the NGO. Like a good OVI it should be "objective". Where the assessed performance falls below a defined acceptable level corrective action should be agreed between the parties. NGOs may perform better if there were clear criteria on which their performance is judged.

Recommendations

NGOs are to be assessed on their Project performance in a transparent way using a performance indicator which will be a composite of elements that can be objectively measured and communicated to the NGOs. Responsibility for designing the Performance Indicator should be in the hands of the PIU and NGOs as a body, assisted by the (to be appointed)short-term consultant in monitoring & evaluation. The objectives of the assessment, using a constructed Performance Indicator are (i) to alert NGOs to what standards they are to achieve; (ii) to identify weak performing NGOs and, through discussion and assistance, enable the NGO to improve; (iii) to obtain feedback on NGOs so that in any future contracting process standards of performance can be identified.

It is recommended that there is a management review of the NGOs to address such issues as the contracting system, their involvement as partners with the BNFE, the ways in which their role in the project may be enhanced.

The Committee Structure

Findings

Time did not allow a performance review of the various committees. Minutes of the PSC and of the joint PIU and DP's meeting were read. One CIMU was visited. Discussions were held with 5 CMCs. Minutes of some CMC meetings were read. Overall, it appears that while the PSC gives leadership and strong guidance the contribution of the other formal committees does not reach the levels of involvement that the Project designers had in mind. The CMC is central to community participation: recommendations are made in the Social Mobilisation component on how to activate the CMCs.

Recommendation

A performance review is carried out of the working of the various committees under BEHTRUWC with a view to specifying their roles and responsibilities and clarifying lines of communication. The review should include consideration of the involvement of the BNFE at all levels since it did not exist when the Project was formulated.

Capacity Development.

Observations and Findings

Reference has already been made to the MOs and the need to use their talents within the Project. Others in the Project also need their skills extended and their knowledge base increased for instance, the POs, the staff of the PIU at Headquarters, the NGOs particularly

their Coordinators who monitor. The 2008 Workplan shows intention to launch a range of short training programmes. On account of the delayed start to the Project the release for training, for a period of one month of POs and MOs has proved impossible so far to arrange. There are other ways are possible to increase capacity such as forming teams with specific Project-related tasks under the guidance of one of the short-term consultants who acts as a coach. See below Recommendations.

Component 4 is expressed in the Logframe as Output 12 as follows:

Capacity of concerned MoPME, BNFE, PIU, NGOs staff strengthened in planning, implementation, monitoring and evaluation of project activities.

The allocation of project funds to this component is 304 Lakh Taka if workshops, review meetings are excluded, otherwise the amount is 599 Lakh Taka Thus between 1.5% and 3% is the allocation depending on how one defines capacity building. Performance to date has been slow. Up to April 2008, 21% of allocated 304Lakh Taka had been spent and 17% of the larger amount. 57.8 Lakh Taka or 9% was used up on one overseas study tour.

The PP shows tentative targets for short training courses for some 200 personnel while 2000 will be involved in in-country study visits and 16,000 LC personnel are to have a one-day training. The component has no obvious “home” in the PIU nor is there available a plan for implementation over the Project life. Granted that the Workplan for 2008 has very detailed activities, the component lacks coherence..

Recommendations:

- A new capacity development plan for the period to late 2010 should be developed. It should incorporate only activities which will work and for which human and other resources are available. One PIU member should have the implementation of the capacity development plan as an assigned duty. Reference has been made above to the priority for using the MOs as an intelligent resource for which their capacity requires development.
- Short-term consultants in social mobilisation, M&E, LST and finance can assist the PIU to undertake the design and implementation of the new capacity development plan.. From time to time, half day workshops dealing with particular topics such as the indicators of the Logframe, observation techniques in LCs, data analysis and interpretation, gender analysis, Child Rights can be tackled. Sessions outside the PIU office can be considered so as to ensure focus on learning. These short sessions can be followed up by the TA setting small tasks arising from the workshops and “coaching” the workshop participants in the skills. Taking into consideration that there will be limited time for such training the tasks have to be realistic and very clearly Project-related. To develop really useful skills requires time: there are no shortcuts to learning at this level.
- One good idea in the PP was for there to be exchanges between different zones and cities so that good practices – whether in LCs or by supervisors or through CMCs or by NGOs – could be noted and spread. In order for that idea to work, more systematic knowledge has to be built up of NGO performance at the various levels. Again

performance indicators for the NGO performance would be useful for indicating where to find best practice..

Financial Management

Observations:

The one Accounts officer and an assistant have many tasks related to financial transactions and reporting to various bodies. At present the Accounts Officer enters data on one PC using Excel. Quarterly advances are made to NGOs which, according to the accounting rules, have to be liquidated and Statements of Expenditure, SOE, returned, before the next advance is made. The present staff is fully occupied with the routine tasks and have no capacity for financial analysis. Requests for basic financial data from the MTE team were answered somewhat late thus limiting the amount of consideration that could be given.

As the analysis of expenditures by inputs will show, the rate of spending is accelerating after a slow start. After an external audit in 2007, it is understood that a time-bound action plan for strengthening BEHTRUWC Project's financial system was to be adopted.

Findings

There are three problem areas in the accounts section:

- i. Shortage of human resources both in number and skills
- ii. Late return by NGOs of their SOEs.
- iii. Slow release of PA by UNICEF, less of a problem.

The first problem may have been solved by a more robust financial management system. An attempt was made to install a new Financial Management System, FMS. Data for one year was entered and to date no output was received since there are problems inherent in the software. The demands for financial reporting are heavy. Different formats are required by IMED, ERD and the DPs. Reports are submitted mainly at quarterly intervals, and, for the last two months, an additional report has been requested by the Adviser to MoPME and that has to be submitted monthly, quarterly, six-monthly and yearly. UNICEF requires reports detailed down to NGOs.

The second problem is felt by the teachers and supervisors under some NGOs since, if the NGO has failed to return its SOEs, and any unspent cash, the NGO must use its own resources. On average returns are one month late from NGOs. If the NGO has insufficient cash to pay teachers and supervisors then their monthly honoraria are not paid on time

It is noted that, for a Project with a financial target of \$35m, one qualified Accounts Officer and an assistant is totally inadequate given the now increasing volume of transactions and the multiplicity of reports required. In the latter half of a Project when operations speed up and transactions multiply it is more than ever necessary to have sharp financial monitoring tools. At present there is little evidence of financial monitoring except that repeated reminders are sent by the Accounts Officer to NGOs to remind them of the need to submit their SOEs.

When winding up a project there are additional needs for analyses of expenditures and flows of funds. One can predict the present staffing would be challenged by these additional requirements.

Recommendations

- An Assistant Accounts Officer is required to undertake entry of the financial transactions and to assist in compiling the routine reports. Alternatively, data entry could be contracted out, and the AO would use the processed records for reporting.
- A finance specialist is recruited on a part-time / short-term basis to assist in developing simple financial monitoring tools and to ensure that a comprehensive financial picture is drawn up of BEHTRUWC with a view to the end of the Project. The specialist will be based in the PIU.

Analysis of Expenditures on BEHTRUWC

A. By Input

While BEHTRUWC is results- oriented, and has a Logframe with a clear goal and purpose, unless there is actual spending on the inputs, the required outputs are unlikely to be achieved. The Table below (Table 5) sets out an analysis by line item input category as per the PP.

The financial targets in the first column, 9.1, confirm that this is a basic education project: 79.7% of total project expenditure is intended for providing Quality Basic Education. No other item has more than 4.2% of total spending. In the period up to December 2007 actual expenditures were US\$6.749m or 19%, of a total of \$35.517m. On 8 of the 17 items nothing had been expended up to December 2007. These included item7, Need Assessment and Market Study; item 10.1 Advocacy, 13, Monitoring and Evaluation. These are surprising observations since all are core activities. To some extent the delay of 18 months in start-up must be responsible.

The cumulative expenditures estimated up to December 2008 are shown in column 8. Expenditures forecast for this year, an estimated \$8.643m are greater than all expenditures in the period 2004 – 2007. At last the LST is initiated with forecast spending in 2008 of \$278,000 representing 22.7% of the total allocation for item 9.2.1. Advocacy activities also begin in the current year with \$15,000 expenditure, or 9% of the total allocation. Social mobilisation spending accelerates with a \$200,000 allocation for this year. M&E also begins to spend with a forecasted \$70,000 in the present year.

Column 9 shows the extent to which the PP allocations will be used up by the end of this year. Two points are noteworthy:

The expenditure on the baseline survey cost almost 3 ½ times the estimate. Views of NGOs and POs were that it was not so useful on account of the delay between the baseline being carried out and the launching of the first batch of LCs.

The estimate for developing the curriculum materials was too low and spending has exceeded the target by 177% - row 8, column 9.

B. Analysis by Output

The Logframe identified 12 outputs required of the Project in pursuit of its Purpose. With some considerable rearranging and re-allocation it is possible to examine expenditures by output. These follow.

A. By Input

Table 5 PROJECT COSTS BY ITEM IN US \$ MILLIONS

SN	ITEM							
1	2	3	4	5	6	7	8	9
		FINANCIAL TARGET \$ M	%AGE OF BASE COST	ACTUAL EXPENDITURES TO DEC 07 \$ M	% AGE OF ACTUALS TO DEC '07	ESTIMATES FOR 2008 \$M	CUMULATIVE TO DEC 2008 \$ M	% AGE COMPLETION OF ITEM
1	Machinery & Equipment	0.118	0.3%	0.073	1.1%	0.009	0.082	69.6%
2	Furniture	0.024	0.1%	0.019	0.3%	0.001	0.020	83.6%
3	Transports/ Vehicles	0.167	0.5%	0.128	1.9%	0.000	0.128	76.3%
4	Project Personnel	0.392	1.1%	0.136	2.0%	0.094	0.230	58.7%
5	Technical Assistance	1.500	4.2%	0.835	12.4%	0.504	1.339	89.3%
6	Baseline Survey, Database & Mapping	0.052	0.1%	0.178	2.6%	0.000	0.178	343.2%
7	Need Assessment & Market Study	0.026	0.1%	0.000	0.0%	0.013	0.013	50.0%
8	Curriculum and Material Development	0.164	0.5%	0.293	4.3%	0.160	0.453	276.7%
9	Program Cost							
	9.1 Quality Basic Education	28.300	79.7%	4.771	70.7%	6.912	11.683	41.3%
	9.2 Livelihood Skills Education	0.000	0.0%	0.000	0.0%	0.000	0.000	
	9.2.1 Livelihood Skills Training	1.228	3.5%	0.000	0.0%	0.278	0.278	22.7%
	9.2.2 Linkage	0.026	0.1%	0.000	0.0%	0.000	0.000	0.0%
10	Advocacy, Social Mobilization and Program Communication			0.000		0.000		
	10.1 Advocacy	0.166	0.5%	0.000	0.0%	0.015	0.015	9.0%
	10.2 Social Mobilization	0.436	1.2%	0.068	1.0%	0.200	0.268	61.5%
	10.3 Program Communication	0.305	0.9%	0.012	0.2%	0.076	0.087	28.6%
11	Capacity Building & Experience Sharing							
	11.1 Local Training	0.266	0.7%	0.028	0.4%	0.067	0.095	35.7%
	11.2 Overseas Study Tours	0.172	0.5%	0.039	0.6%	0.030	0.069	40.3%
	11.3 Regional/ International Networking	0.086	0.2%	0.000	0.0%	0.005	0.005	5.8%
12	Workshops	0.100	0.3%	0.014	0.2%	0.047	0.060	60.2%
13	Monitoring, Evaluation & Reporting	0.195	0.5%	0.000	0.0%	0.070	0.070	35.9%
14	Review Meeting	0.408	1.1%	0.024	0.4%	0.044	0.068	16.7%
15	Research & Study	0.103	0.3%	0.000	0.0%	0.020	0.020	19.3%
16	Operation & Maintenance	0.347	1.0%	0.096	1.4%	0.075	0.171	49.3%
17	Contingency	0.937	2.6%	0.035	0.5%	0.024	0.059	6.3%
	Total	35.517	100.0%	6.749	100.00%	8.643	15.392	43.3%

The Basic Education component is so much more significant than the other components in terms of the volume of spending it is shown separately in Table 6. There are 5 outputs listed under the BE component. By December 2007 these 5 outputs were responsible for \$5.8m, about 20%, of the component's overall allocation. One year later spending will have more than doubled to reach 41.7% of its allocation. The saliency of this component is shown in the fact that in the period to December 2007 it was responsible for more than 86% of total Project spending, though the share will drop somewhat as other activities are launched. Output 1, the development of the curriculum and materials, though hugely successful in technical terms, has overshot already the planned target by 87%. Running the learning centres is predictably the most costly activity and represented just under half (47.85%) of total Project spending

B. By Output
The Basic Education Component:

Table 6 Expenditures on the Basic Education Component

BEHTRUWC FINANCIAL TARGETS AND ACHIEVEMENTS BY OUTPUT							
<i>Expenditures in US\$ millions</i>							
Outputs and Activities	ACTUAL EXPENDITURES				ESTIMATED EXPENDITURES		
	Planned Expenditures	Expenditure for Jul.'04 - Dec.'07)	%age of Planned Allocation	%age of Total Expenditure (all Outputs)	Expenditure for Jul 04- Dec 08	%age of Planned Allocation	%age of Total Expenditure (all Outputs)
Output - 1 : Curriculum and materials of five cycles for life skills based basic education for urban working children (girls and boys) developed	0.314	0.378	120.38%	5.62%	0.588	187.26%	3.87%
Output - 2 : Teaching and learning material of five learning cycles for life skills based basic education for urban working children (girls and boys) printed and distributed	4.12	0.6931	16.82%	10.31%	1.7341	42.09%	11.42%
Output - 3 : Teachers (female and male) trained to practice child centred interactive teaching	3.08	1.5641	50.78%	23.27%	2.7711	89.97%	18.24%
Output - 4 : Child friendly Learning Centres for urban working children (girls and boys) set up and functional in the 6 City Corporations (CCs)	22.0938	3.148	14.25%	46.84%	7.2674	32.89%	47.85%
Output - 5 : Girls and boys learners urban working children attending classes, completing all cycles and achieving learning competencies	0.021	0.016	76.19%	0.24%	0.177	842.86%	1.17%
Sub-Total of Component 1	29.629	5.800	19.57%	86.28%	12.538	41.72%	81.38%

Table 7 PP Allocations and Expenditures by Main Components

Component	Planned in PP	%age of Total	Expenditure for Jul.'04 - Dec.' 07)		Expenditure for Jul 04- Dec 08	
	\$ Millions		Total US \$ Millions	%age of Total	Total US \$ Millions	%age of Total
Basic Education	29.629	83.41%	5.800	86.28%	12.538	80.82%
LST	1.280	3.60%	0.000	0.00%	0.291	1.88%
Social Mobilisation	0.995	2.80%	0.166	2.46%	1.193	7.67%
Capacity Development	1.032	2.91%	0.104	1.55%	0.297	1.91%
Other (Support including PIU, TA, Vehicles etc)	2.585	7.28%	0.653	9.71%	1.240	7.97%
TOTAL	35.521	100.00%	6.722	100.00%	15.559	100.00%

Source: MTE estimates from data supplied by UNICEF. See also Annex 10.

If the new Output 6 – *Birth registration* and Output 7, *Family support*¹⁶, are added to the Social Mobilisation component, and items which are functionally support and facilitation of the entire project, such as staffing of the PIU, TA and transport are excluded from the Capacity Development (Output 12) total a more rational picture of the component allocations and spending emerges as shown in.

LST starts to spend in the current year. Social mobilisation is expected to have almost 7.7% of total spending by the end of 2008. Human Capacity development, will have almost 2% of all spending over the period 2004- 2008.

When one probes some of the outputs in depth certain observations are a cause for concern.

Output - 10 : *Parents/guardians, employers, urban working children and community well informed about alternative basic education programs and opportunities of livelihood skills, and are involved in project activities.* There are US\$ 524,000 allocated for this output. Up till December 2007 \$ 154,000 had been spent, while in 2008 a further \$374,000 will be spent. In short, \$528,000 will have been expended, thus slightly exceeding the target figure. The concern is that the main activity this year is to provide for 200 LCs while the physical target is all LCs. For the component to implement even the modest PP targets will require re-allocation of Project funds to Output 10 for the remaining period. On the other hand Output 9, Advocacy, will have spent less than 10% of its target by 2008, December. The activities of the revised Advocacy Strategy will ensure its financial target is reached.

¹⁶ See Annex 10, Financial Annex for all 12 Outputs

CHAPTER 7: Conclusions including Sustainability

Evaluation of BETRUWC at Mid-Term

The evaluation schema within which the MTE has worked provides a quick way to come to a conclusion about whether or not BEHTRUWC is successful as a project. For each component we have made a judgment based on the rounds of interviews and observations. All components are regarded as relevant as judged mainly by the design and intention and taking note of the Project Purpose. Since only the Basic Education and Life Skills Basic Education component is being fully implemented the MTE felt only that component merited positive ratings for effectiveness, efficiency, sustainability and impact. Sustainability is always difficult to judge at the mid-point of any project. If only the curriculum and teaching learning materials continue to be used, along with the orientation programmes for teachers, then the Project will have scored a huge success. For, teachers have been forced to adopt participatory methods of teaching where examples of this modern child-centered style of teaching are rare. The curriculum and the TLM enable the learners to learn supported by the teacher. The focus is on learning rather than teaching.

Component	Weight	Relevance	Effectiveness	Efficiency	Sustainability	Impact
BE & LSBE	83	Yes	Yes	Yes	Yes, probably	Yes
LST	4	Yes	No	No	No	No
Soc Mob	3	Yes	No	No	No	No
Capacity Devel't	3	Yes	No	No	No	No
Support	7	yes	For BE yes	?	Not applicable	Not applicable

The *No* indicates that so far it is not possible to judge in the way that it is possible to judge the BE component against the criteria.

The LST is yet to be launched. The idea for LST came from the evaluation of Phase I of the Project. Some very short term pilot efforts were made to find out whether LST could work in BEHTRUWC. Penetrative thinking about it started late and its conceptualisation has been slow to develop within the PIU. So, while its inclusion in the Project is a logical extension of providing to the working child literacy and numeracy as well as some key life skills, its status as an innovative component is somewhat reduced at this juncture through the lack of documentation on feasible modalities for its delivery.. It cannot be said to be effective, efficient nor is there evidence so far on which to judge its sustainability or impact.

The social mobilisation component is seen as an essential aspect of providing basic education to urban working children. Not much of real lasting value has been done so far though draft strategies are available. Again apart from saying that the component is relevant, indeed, essential the other criteria cannot be judged. In the design of this component it is noted that there were inadequate resource allocations and the need to carry out a saturation approach to locating out-of-school children, as recommended in the Phase I evaluation, was not included.

The capacity development component is again judged as highly relevant since it aims to build skills in the partner NGOs, as well as in Project staff and other GOB stakeholders. The late

start has resulted in Project management focusing on implementation of the BE component and thereby tying up the POs and MOs in deliver and monitoring respectively, both of which categories of labour have crucial roles in the Project. While busy implementing they have been available neither for training nor for the in-country exchanges which looks a promising modality on paper for capacity development. The component's effectiveness etc cannot be judged. NGOs, the providers of the LCs, the teachers and supervisors have meetings with the PIU, though these do not constitute a programme of capacity development.

The Support component represents the PIU staff, equipment, vehicles, TA, M&E and studies. These are normal inputs to any project.

The figure in the Weighting column has its origins in the allocation of funds in the Project design¹⁷. Hence, since 83% of all the target spending is on the Basic Education component and because our evaluation of that component is highly positive the fact that there are some negative aspects in the other components must not subvert the conclusion that the Project is, taken as a whole, successful as judged by the 5 criteria. There is another consideration which supports our view of the Project as "successful" at this mid-term. It is that Project Management has done well to reach this point after the delayed start. It is not quite two years since the first LCs were opened. The momentum of LC opening, TLM distribution, teacher and other training, has been maintained. The achievement has only be possible since the PIU kept their focus on implementing well the BE. . While there are some shortcomings, particularly in the M&E and management information areas and in social mobilisation, the Project is successful at mid-point and can achieve greater things if the shortcomings are addressed.

Sustainability

If the Project at mid-term was viewed a failure there would be no need to discuss Sustainability. The possible sustainable aspects of the Project have been referred to under the respective components.

The BE curriculum, with its tested TLM and supplementary materials including games, could be the basis for a BNFE BE curriculum. It is a strong resource which should be shared with other interested stakeholders immediately. The LSBE materials are strong enough to form the basis of a Life Skills curriculum for the formal sector if one be required.

Sustainability after 2011 of the LCs may occur where the CMC has been mobilised and can raise the funds to support the LC. Or, the GoB itself may regard the BEHTRUWC approach as a relatively inexpensive way of meeting their responsibilities for providing universal access to basic education. On the second possibility it is too early to say whether the GoB would resource the Project as a whole or the Basic Education part of it since the next Development Plan is not available and a political transition is to take place.

¹⁷ See Table 7

CHAPTER 8: Recommendations

Basic Education

The Curriculum and TLM: they should be made more widely available on the open market so other learners and organisations can benefit from the high standard of materials contained in the BEHTRUWC curriculum. BNFE should share this material with a wider audience.

Teacher and supervisor training: NGO management and MTs need to be trained to recognise and embrace their weaknesses as opportunities to develop and learn, and so strengthen service delivery. The duration of Refreshers training should be extended to make time for teachers and supervisors to have peer support forums.

Supervisors' work should try to be supportive of teachers' pedagogic skills. Their monitoring role is valued. When they do enter into the domain of pedagogy they should do so through discussion with the teacher. Supervisors can, through their observation of 10 LCs, identify and record common shared areas of concern with other teachers.

Testing of learners: The grades or scores awarded to the learners should be moderated to ensure comparability of standards between LC clusters

Terminal competences and Equivalencies: The GoB consider the issue of the equivalency of the BEHTRUWC 5th Cycle competency test and communicate its decision by mid 2009 so that the 5th Cycle graduates are aware of the value of their certificate and can see options for their further study.

The PIU take steps to ensure that information is collected through the monitoring system, enhanced as proposed in the chapter on management, to enable the question of the 40 month programme to be properly addressed and an informed view taken

LST

A short term LST specialist is needed to support the PIU in implementing an innovation which, if successful, could be provide a route out of deep poverty for some urban working children.

Moreover, to ensure that lessons can be learned and communicated widely the LST component needs to be documented as it happens and evaluated both formatively and summatively.

Social Mobilisation, Advocacy, Communication and Gender

The social mobilisation and advocacy strategies should be reviewed, re-designed and operationalised.

The role of CMC should be redefined and underlining the pro-active role in the Project. In this regard capacity of the CMC needs to be enhanced. The planned training should be organized for CMC with their roles and responsibilities explained.

For effective mobilization, capacity at all levels (UNICEF, PIU, NGOs, community), needs to be enhanced. Advocacy needs specialized techniques, lobby and advocacy skills. Training on advocacy and lobbying is needed.

Advocacy and communication materials need to be reviewed by a panel of experts on gender and child rights.

Pressures should be created on the employers through social mobilization to improve working conditions of child labour.

For mainstreaming gender, policies and programs need to be reviewed and the Gender Strategy Paper finalised.

Communication materials need to be reviewed from gender perspective and developed accordingly.

Advocacy work should be strengthened to establish rights of working children specially girls. Employers need to be sensitized to the issues of child rights.

Birth registration program should be geared up in order to encourage later marriage of girls.

Separate toilets for girls (a recommendation from 1st phase evaluation) need to be implemented as far as are practicable within the Project period.

Management

The Project Logframe: There is a need for all PIU staff at HQ and in the field as well as the NGOs to be brought into the full picture of the Project through a Logframe workshop.

Monitoring and Evaluation:

Urgent attention should be given to redesigning the present M&E operations with the aim of converting the data, presently collected, into useful information accessible to stakeholders

Since BEHTRUWC lies within the child rights and child protection agenda, as well as in the basic education field, evaluative studies can be commissioned of the socio-economic conditions of the learners. The real impact of BEHTRUWC will not be shown through the grades in Bangla but rather in their improved life chances including increased daily income.

NGOs: NGOs should be assessed on their Project performance in a transparent way and objective way.

A management review of the NGOs should be carried out to address such issues as the contracting system, their involvement as partners with the BNFE, the ways in which their role in the project may be enhanced.

Project Committee Structure: A performance review should be carried out of the working of the various committees under BEHTRUWC with a view to specifying their roles and responsibilities and clarifying lines of communication.

Capacity Development:

A new capacity development plan for the period to late 2010 should be developed.. One PIU member should have the implementation of the capacity development plan as an assigned duty.

Short-term consultants should be recruited in social mobilisation, M&E, LST and finance to strengthen the PIU and assist the PIU to undertake the design and implementation of the new capacity development plan.

Finance:

An Assistant Accounts Officer is required to undertake entry of the financial transactions and to assist in compiling the routine reports.

Longer Term

BEHTRUWC and ROSC and the various NGO initiatives should be set within the framework of a strategic plan to implement the GoB's NFE policy through the BNFE.

CHAPTER 9: Lessons Learned

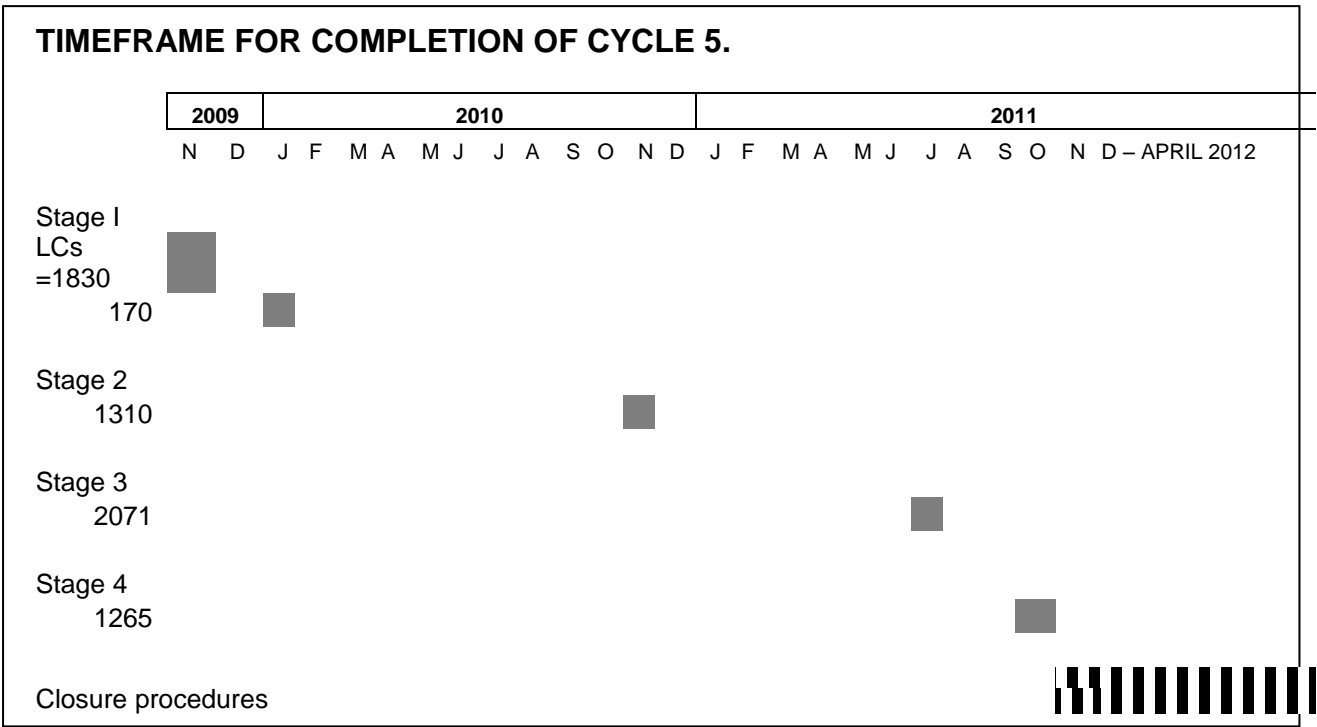
1. In a project such as **BEHTRUWC**, which requires active involvement of the community for its effective implementation, community mobilisation activities should be adequately funded and should **precede** the “substantive” components of a project such as basic education or livelihoods skills training.
2. In order to implement (human) capacity development activities considerable flexibility in the arrangements **needs** to exist both in the thinking behind a capacity development plan and in the documentation, e.g. the PP or DPP, which underwrites the activities. Capacity development for key project activities should be initiated in parallel with the development of the project management systems.
3. A project implementation manual, PIM, should be drafted early on, widely distributed in a first draft, revised following use and comment by users at all levels. The PIM can be revised from time to time over a project’s life if it is compiled in softcopy.
4. Projects which have field offices should, from the outset, make the offices IT enabled. Computers and internet connections are essential tools to ensure speedy communication and increased productivity.
5. Project finance and management information systems should be formulated immediately after project launching with a survey of user needs and how these might most efficiently be met

CHAPTER 10: Proposed action Plan for Revision of DPP

Action 1

Preparation of the request for an extension.

As the chart below shows the first, Stage 1 LCs will complete cycle 5 in November of 2009. Thereafter there is a progression of closures until Stage 4 LCs, to be opened in August of 2008 close in November of 2011. Unless the Project is extended to November 2011, from the original date of late 2009, learners in all stages other than Stage 1, part 1 = 1830 LCs, will have an incomplete schooling. End of project closure activities should extend up to April of 2012.



Action 2

Recalculation of Project Finances

Action 3

Costing of the proposals which will emerge from the MTR for amendments to the activities.

Action 4

Modelling of the proposed amendments within the overall available envelop of Taka available to obtain the best fit.

Action 5

Consultative process within BNFE with the DPs to agree the revised allocations.

Action 6

Preparation of final calculations of the revised figures for the DPP

Action 7

Preparation of the revised draft DPP, with full commentary on the adjustments following the decisions of the BNFE with the DPs

Action 8

Submission of the revised DPP to MoPME.

Action 9

Discussion and further refinement of the draft DPP with MoPME

Action 10

Submission of the DPP by MoPME to the Planning Commission.

ANNEX 1 TERMS OF REFERENCE

MID TERM EVALUATION: BASIC EDUCATION FOR HARD TO REACH URBAN WORKING CHILDREN, BEHTRUWC Project - PHASE II (2004-2009)

I. Intervention Background

The Basic Education for Hard to Reach Project Urban Children BEHTRUC – Phase I was implemented from 1997 to 2004, based on a first experience in the garment industry with working children. Phase I involved nearly 350,000 urban working children of 8-14 years from six divisional cities in a 2-year non-formal basic education course. The lessons learned and the results of the first phase have provided the basis for the development of the Basic Education for Hard to Reach Urban Working Children Project BEHTRUWC Project - PHASE II. The BEHTRUWC Project – Phase II is currently planned for five years, starting July 2004 and ending in June 2009. A formal request to extend the project up to December 2011 has been formulated by the Ministry of Primary and Mass Education (MoPME) and is expected to be approved during the RDPP. .

The general objective of the BEHTRUWC Project - Phase II is to enhance the life options of urban working children to access their rights to education, protection and development.

The specific objectives of the project are:

- a. To provide quality non-formal, life skills based basic education to 200,000 urban working children ages 10 to 14 of which at least 60 percent will be girls in six divisional cities of Bangladesh;
- b. To provide 20,000 urban working children (out of 200,000) of 13+ age group with livelihood skills training and access to support systems to ensure optimal use of life skills based basic education to improve their life chances;
- c. Advocate at city and national policy levels for education, social and economic policies in favour of working children and their families for protecting children from hazardous working environment;
- d. To increase awareness of all stakeholders to act in favour of supporting the progressive elimination of child labour.

A set of strategies have been considered in the project document:

- The urban working children will be provided with life-skills based basic education from Cycle 1 to Cycle 5 in 8,000 child friendly learning centres (LC), Phase A: 6,000; Phase B: 2,000 LCs, with the support of 20 NGOs in six divisional cities and under the leadership of a Project Implementing Unit (PIU). The PIU will work under the overall

guidance of the MoPME, and the Project Implementation and Support Team in absence of the Directorate of Non Formal Education.

- Based on the recommendations of the BEHTRUC Phase I and the revision of existing curriculum and materials, qualitative changes have been made for a 40 months Life Skills based Quality Basic Education course, five cycles of 8 months each, 2.5 hours a day, and six days a week.
- After completion of Cycle 3, 20,000 selected children of age 13+ will have the opportunity to receive training on technical livelihood skills. Among them, 5,000 will receive direct training on marketable trades while 15,000 others will be linked to other livelihood skills initiatives. 60% of the target group should be girls.
- Training activities will be developed to strengthen the capacity of stakeholders in managing and monitoring the project as well as activities to increase awareness on child labour and hazardous work and to advocate for education for working children.

According to the Technical Project Proforma, the project is due for an external Mid Term Evaluation conducted through contracting an external firm or consultants at the mid-period¹⁸.

II. Purpose of the Mid Term Evaluation (MTE) Mission

The evaluation will provide an in-depth analysis of the design, management, implementation and performance of the project in relation to its stated objectives and desired outcomes. Strengths and weaknesses will be analysed specifically with regard to relevance, effectiveness and efficiency and sustainability. Special emphasis should be given to the quality of education provided in terms of contents, teaching and learning processes, learning environment (physical and human) and learning outcomes. Attention should be given to the attendance and retention of girls in learning centers.

The evaluation will assess and analyse the poverty, child rights and gender dimensions of the project in the context of the socio-economic conditions of the target group and in relation to the project's objectives and outcomes.

The recommendations of the Mid Term Evaluation will provide key inputs into BEHTRUWC Mid Term Review and the Project Proforma Revision Process scheduled to start by June 2008.

III. Specific Deliverables

At the end of the MTE the consultants will provide the following four documents:

- a. Technical proposal of the Mid Term Evaluation;
- b. Completed MTE Report including the key findings with the partners and stakeholders;
- c. A list of recommendations including an action plan for the period 2008 – 2011;

¹⁸ TPP Document, p.51

IV. Specific Issues

The MTE should examine and provide specific examples of strengths and weaknesses, identify lessons learned, opportunities for improvements and provide recommendations to address the following:

- i. Curriculum, teaching learning materials and duration of the course vs profile of the learners:** How does the curriculum of each cycle fit with the profile and learning needs of the urban working children aged 10-14 (girls and boys) and, if required, what should the relevant and realistic adjustments be?
- ii. Reaching the Hard to Reach (HTR):** Who are the HTR urban working children? Has the current methodology designed to reach these specific groups of children been successful?
- iii. Targets and modality of Livelihood Skills Training:** Is it necessary to review the target, the modality of livelihood skills training including the types of eligible costs such as training cost, stipends to learners during the course (transport and meal) and sustainability support to learners to be provided at the end of the course?
- iv. Role of the Committee:** At the national, divisional and local levels there are different committees for coordinating the activities and providing decision for implementation of the project. Their specific role of each committee should be analysed, assessed and concrete recommendations for improvements developed.
- v. Management Issues:** Specific attention should be given to the teachers and supervisors salaries, the support provided to children and their families, the management and Center Management Committee (CMC) costs, the efficiency of training and the unit cost by learners.

V. Approach and Methodology:

5.1: Approach and Stakeholders Involvement

The MTE must involve inclusive participation from all relevant stakeholders. In order to obtain maximum learning experience from the stakeholders the MTE must: engage in discussion with, and observations from working with, the PIU (at national and divisional cities level); and target learners and their families, guardians and employers, teachers, supervisors, CMC members, NGOs implementing partners, other local NGOs, the professionals linked to the targeted sectors, representatives from organizations and civil society, developments partners, BNFE and government officials (both central and divisional cities level). Specific focus groups/meetings should be held with the Non Formal Education Task Force as well as with representatives of the Civil Society. However, the final responsibility of the report will lie with the MTE Consultant(s).

It is suggested that a representative of PIU be invited to accompany the mission in the field as an observer and resource person.

5.2 Methodology -

The MTE will use a mixture of both quantitative and qualitative evaluation tools to review the current Log-Frame, 5-year Implementation Plan and other relevant project documentation.

The evaluation tools will ensure that NGOs currently performing at different levels (good performance, medium performance, limited performance) are considered. The MTE will also facilitate the coordination of a debriefing meeting with the Ministry of Primary and Mass Education, the Bureau of Non-Formal Education (BNFE)/PIU and Development Partners to discuss relevant recommendations for the future as well as the process for review.

The MTE will include field-work in selected locations in Bangladesh, including site visits where the curriculum materials are tested and to those Learning Centers already under way at each Stage (Stage 1, 2 and 3).

The Consultant(s) will participate in all UNICEF events planned during the MTE period such as meetings with the material development team to adjust curriculum of Cycle 5 and meeting with livelihood team to assess the job placement opportunities in divisional cities.

5.3 Work Plan

The mission will be for 45 days commencing from third week of April and ending on first week^{of} June 2008. The Specialist for Basic Education and Specialist on CRC and Gender will remain 35 days. The team will be based in Dhaka, both the UNICEF Office and the PIU will provide the logistical support and facilitation throughout the mission.

The Consultants will have an initial presentation and introductory session with BNFE/PIU and UNICEF's BEHTRUWC Project Team to plan the technical proposal. The technical proposal will be finalised and presented to all key stakeholders in a briefing session held before starting the interviews and field work to ensure common understanding of the Terms of Reference plus preparation of the work schedule for the mission. Subsequently, the team will meet with staff from BNFE, PIU, MoPME, NGOs and other important stakeholders at national level. Where possible someone from the PIU and UNICEF will accompany the Consultants on field visits so that full interaction is obtained between stakeholders. However, the conclusions and recommendations drawn from these joint endeavours, as well as those in the Final Report, will be sole responsibility of the Consultant(s).

The Consultants will have full access to UNICEF programme reports and other documentation (i.e. research documents). The main documents include:

- Bangladesh Country Program Action Plan (CPAP),
- Non Formal Education policy,
- Final Evaluation and Recommendations BEHTRUWC – Phase I,
- BEHTRUWC Phase II Project proposal,
- Project Proforma,
- Annual reports July 2004, June 206; July 206 – June 2007,
- Meeting Minutes of PSC, Quarter Review Meetings, NGOs

VII. Reporting / Deliverables

The team of consultants will prepare:

a. A technical proposal:

The technical proposal will be elaborated in coordination with the BEHTRUWC Team (PIU and UNICEF). The technical proposal will highlight the approach and methodology for the evaluation (the “evaluation instrument”), and will include: a) Overview of the Program; b) Expectations of Evaluation; c) Roles and responsibilities; d) Evaluation Methodology; e) Evaluation Framework; f) Information Collection and Analysis; g) Reporting; h) Work Scheduling. The methodology will consider: Involvement of stakeholders, including children, and partners; sample evaluation tools for implementing NGOs (currently performing at different levels); and structured questionnaires for focus groups, interviews and observation timing. The technical proposal, which clearly mentions the distribution of tasks within the team of consultants, will be submitted to Development Partners for comments. The technical proposal must be submitted within 5 working days of arrival. Soft copy and five hard copies of a document are required.

b. Final draft version of the technical proposal for the MTE

The technical proposal will be finalized in a briefing session to be held after the desk review and before starting the interviews and field work. The report will contain a matrix addressing the following five criteria: relevance, effectiveness, efficiency, sustainability, and two perspectives (Human Rights Based Approach Programming – HRBAP and Gender mainstreaming). Soft copy and five hard copies of a document are required. Must be submitted within 10 working days of arrival.

c. Draft MTE debriefing session with stakeholders

A two days workshop with to the main stakeholders, PIU, BNFE and Development Partners is planned for the Consultants to present their preliminary key findings conclusions and recommendations for comments. The Team Leader of the MTE will be responsible for this session. Scheduled for the fifth week of work.

d. The draft final MTE report

The draft MTE report including comments from the debriefing session will be submitted no more than three days after the debriefing meeting. Included as an annex to the draft final MTE report must be an Aide Memoire for the revision of the Project Proforma. BNFE, PIU and Development Partners will have three days

to return comments on the draft MTE and to interact with the Team Leader. A soft copy and five hard copies of a document are required. See section VIII for details of the contents of the MTR. The report must be submitted within 40 working days after starting the mission.

e. The final MTE report and Aide Memoire for the Mid Term Review

The submission of the final report will have a separate section presenting recommendations and lessons learned under each component as well as on broader issues. At the same time, the Team Leader of the MTE will develop the Aide Memoire for the Mid Term Review. The reports must be submitted and agreed to by the stakeholders before the mission is completed and the Team Leader leaves the country. The final MTE will integrate the all data developed, gathered and used during the mid-term evaluation process. One soft copy and five hard copies of a document are required.

VIII Contents of the MTE report

The MTE report should not exceed 50 pages (excluding annexes) and should clearly describe the project being evaluated, including its context, purpose, procedures and findings so that essential information is clearly laid out and easily understood. The evaluation must be based on the UNICEF Evaluation Standards regarding utility, feasibility, propriety and accuracy.

It is suggested that the MTE highlights a human rights, gender and results based management perspective as follows:

- Executive summary (including conclusions, recommendations and lessons learned);
- Introduction (background of the evaluation, analysis and critical assessment of the methodology used for the evaluation);
- Design (Relevance of the proposed strategy vs needs of the target group),
- Findings (factual statements in an comprehensive matrix and include description and measurement regarding the relevance, effectiveness, efficiency, performance, sustainability, unexpected effects – positive and negative);
- Evidence of sustainability and mobilisation of resources;
- Conclusions (corresponding to the synthesis and analysis of the findings);
- Recommendations (what should be done in future and in a specific situation where possible);
- Lessons learned (conclusions that can be generalized beyond the specific case);
- Proposed Action Plan for further actions to be taken. This includes the process of the TPP revision ;
- Annexes (composition of the evaluation team and distribution of work, itinerary, sources of information, and other technical annexes and relevant documents).
- Aide Memoire of the Mid Term Review for the revision of the Project Proforma.

The representatives of the PIU will inform their partners on the general conclusions of the evaluation and the steps to be followed according to the recommendations of the evaluation. Specific attention will be given to the Aide Memoire for the Mid Term Review and to the Action Plan for the following years.

IX. Timeline (Annex 1)

The timeline for the evaluation and the tentative schedule includes 45 working days as follows:

Team of three consultants

Preparation of the technical proposal: 5 days;

Desk review: 6 days;

Final draft technical proposal integrating Development Partners and BNFE/PIU comments: 1 day;

One workshop with BNFE, PIU and NGOs to harmonize the understanding of the mid-term evaluation, agree on the process and adjust the timeline: 1 day;

Finalisation of the technical proposal: 1 day;

Technical meetings with key partners: 5 days;

Field work: 6 days;

Preparation of draft report: 5 days.

- Total 30 days

Team Leader

Debriefing of draft report with BNFE, PIU and NGOs: 2 days;

Incorporation of the comments: 2 days

Present the draft MTE report and draft Aide Memoire: 5 days;

Submit final version of the MTE report and Aide Memoire: 1 day

- Total: 10 days

Translation by UNICEF of the Aide Memoire to Bangla: 3 days

X. Team Composition

The evaluation will be carried out by a team of three senior level consultants who will be selected by UNICEF in consultation with PIU and Development Partners. The consultants should have previous experience in Bangladesh, and no prior involvement in the project. It is recommended that at least one member of the team should be female.

- The **Team Leader**, international consultant will have expertise in Education, more than 10 years experience in management and evaluation of development or social interventions from a results based management and gender perspective. The Team Leader will focus on the overall project management issues.
- The **Basic Education specialist**, international/national, will have an advanced degree in Education with specialization in curriculum, materials development and training. 8 to 10 years of working experience with disadvantaged children

and basic education. Specific experience in monitoring learning achievements of children and teaching/learning competencies, as well as proven experience in integration of Life skills and gender in curriculum will be an asset. The consultant will focus on the curriculum, materials, teaching/learning methods and achievements of the learners.

- The **CRC and Gender specialist** will have an advanced degree in Social Sciences. She/he will be a Bangladeshi citizen with 6 to 8 years experience in the field of assessment using participatory research methods. She/he has a good knowledge and understanding about urban working children and issues creating impact on their lives. The national consultant with experience on Hard to Reach Children will focus on the social mobilization area, CRC and Gender approach.

The Development Partners will recommend the set of consultants on consultation with BNFE/PIU. The team Leader will have the overall responsibility for dividing the mission tasks between the three members, liaising with PIU and UNICEF and Donors representatives as well as ensuring that the Final Report meets the requirements of the Terms of Reference and is completed on time.

Annex 1 to the ToRs. Suggested Questions

The Consultant(s) will review the following questions and should propose additional evaluation questions to:

- Assess the **relevance** of the project focus on the validity of the design.
 - The consultants will review the recommendations of the evaluation of the BEHTRUWC Phase I to analyze how far they were incorporated in the project document of the Phase II? How far the key stakeholders, including the children, have been involved in the design of the Phase II?
 - The Consultant(s) will provide analysis to what extent the project addresses the needs of the urban working children and the basic education needs of the target group? Are the outputs and outcomes clearly stated, describing solutions to identified problems and needs? Are the inputs and strategies realistic, appropriate and adequate to achieve results? Are the indicators direct and objective, elaborated from a gender perspective? To what extent are the indicators practical and adequate to report on the progress of the project? Have the responsibility in the execution, implementation, monitoring and evaluation clearly been identified?
 - How far the results are in line with the government priorities and policies? Is the project a good strategy to contribute towards the achievement of the goals of EFA”? Are the results complementary to other donor interventions? Should the results be adjusted, eliminated or new ones added in light of new needs, priorities and policies?
 - To what extent the project is relevant in relation to the HRBAP and gender mainstreaming. Is it in line with UNICEF mandate? The Child Rights Convention, the Convention n° 182 on the Worst Forms of Child Labour?
- Assess the **effectiveness** focus on the progress made toward the achievements of results at the outcome and output levels:

- To what extent the planned outputs have been achieved? Were they achieved in the planned time frame? What is the quality of the outputs? Are the indicators relevant? Has data been collected on the indicators of achievements? Does the data provide adequate evidence regarding achievements of programme outputs and contribution to outcomes and impact? Is it necessary to collect additional data? Is it necessary to review the logical framework? What were the achievements in terms of promoting gender equity and equality? What were the achievements in terms of capacity development of Gob counterparts, Partners NGO and BEHTRUWC Project team -UNICEF?
 - Have the external factors that could effect the implementation of the project been identified and have the assumptions about risk factors been validated?
 - Does the project design address the prevailing gender situation? Are the expected gender related changes adequately described in the outputs? Are the identified gender indicators adequate?
 - What particular factors or events have affected the programme results? Were these factors internal or external of the programme?
 - Identify necessary changes in the interventions or alternatives strategies in the areas where the analysis indicates that the expected qualitative and quantitative results might not be produced.
- Assess the **efficiency** focus on the reasonability of the relationship between project cost and results and recommend the key adjustment of the strategy to get a better impact and reduce the costs of the project:
 - How were the activities implemented? Were they of adequate quality? If not, why? Is the responsibility for tracking them clearly identified? Did the actual or expected outputs justify the costs incurred? Have the resources been spent as economically as possible?
 - Did the project activities overlap and duplicate other similar interventions? Are there more efficient ways and means of delivering more and better outputs with the available inputs? What should be adequate measures to recommend for increasing the impact of the project in the scope of Education for All?
 - Assess the **sustainability**. In particular, the evaluation will review levels of complementarities and synergy between the activities carried out by UNICEF and other partners contributing to the NFE in Bangladesh (ILO, UNESCO, EC, Sweden SIDA and Canadian CIDA, ADB); between ministries such as the Ministry of Education, Social Welfare, Labour, Planning, including the ministry of Economy and Finances; between the authorities at City Corporation level and between local partners.
 - Is it likely that the project achievement will be sustained after the withdrawal of external support? Are involved counterparts willing and able to continue project activities on their own? Have project activities been integrated into current practices of counterpart institutions and/or the target populations. Have resources been allocated by the counterparts to continue project activities?
 - What are the most effective ways and means to establish and/or promote complementarities with GO and NGO programs to ensure program sustainability?

Assess the **impact**, in particular the effect on the learners' and their families' lives.

- Are the learners getting Quality Education as they deserve? To what extent the project has contributed to changes in the learner's life? In their families lives? How far the project has made a change for the girls? Is the project still relevant for the urban working children 10-14 years. Why?

- How far this project results contribute in achieving MDG goal 2 and 3 and EFA? Does the project contribute to build a national system of Education for All? What are the main recommendations to improve the progress?
- Identify lessons learned, emerging good practices and provide recommendations for guiding the implementation in the further years of the project.

Programme Management:

- Did the programme implementers discharge their roles in a cost-effective and cost-efficient manner? If not, why not? Were sound financial and equipment management procedures put in practice? Were the financial, human and material resources managed responsibly and efficiently? Was the technical assistance provided appropriate and of good quality? Did the monitoring and evaluation systems and processes allow for adequate assessment of changes in risks and opportunist in the internal and external environments? Did they contribute to effective decision-making in the course of programme implementation?

SPECIFIC QUESTIONS

- **Curriculum, teaching learning materials duration of the course vs profile of the learners:** How far does the curriculum of each cycle fit with the profile and learning needs of the urban working children (girls and boys) aged 10-14 and, if required, what should be the relevant and realistic adjustments? How far are the issues of gender, HIV/AIDS and the concern for environment issues were included in the materials of the project? Is the teaching/learning methodology appropriate for the learners? What are the areas that require improvements? What are the strengths and weaknesses of the curriculum to be scaled up within the NFE sector? Is the methodology to assess the learners achievements appropriate?
- **Reaching the Hard to Reach:** Who are the HTR urban working children? What are their profiles (types of work, in house and out of house)? How far the methodology designed to reach these specific groups of children has been successful? How far are the learners attending the learning centres part of the group targeted by the project? How effective is the environment of the LC for the learners? What are the implications in reaching the project goals? What should be the corrective actions taken at this stage of the project? Does the 60% of the target girls, in particular the child domestic workers, need a specific approach and strategy for being involved and retained in the learning centers?
- **Targets and modality of Livelihood Skills Training:** Is it necessary to review the target, the modality of livelihood skills training including the types of eligible costs such as training cost, stipends to learners during the course (transport and meal), and sustainability support to learners to be provided at the end of the course?
- **Role of the Committee:** At national, divisional and local levels, there are different committees for coordinating the activities at different levels and providing decision for proper implementation of the project. These committees include: (a) Project Steering Committee (PSC), (b) NGO Evaluation Committee; (c) Working Committee; (d) City Implementation Monitoring Unit (CIMU); (e) Ward Committee; (f) Center Management Committee (CMC); (g) Guardians Committee; and (h) Employers Committee. Their specific role should be analysed, assessed and concrete recommendations developed.
- **Management Issues:** How much do the inputs planned during the design of the project fit the current implementation needs? Specific attention should be given to the teachers and supervisors salaries, to the support provided to the children and their families, to the

management and CMC costs, to the efficiency of the training, to the unit cost by learners. Comparative analysis should be provided and implication in the planed budget should be assessed as well as relevant provision recommended.

ANNEX 2 COMPOSITION OF THE TEAM

Chris Cumming, Team Leader / management specialist

Yasmin Ahmed, CRC and Gender specialist

Nic L'Anson, Basic Education specialist

ANNEX 3 ITINERARY for MTE of the BEHTRUWC

Date	Day	Activity
May 1	Thursday	TL: document study
May 2	Friday	TL; document study
May 3	Saturday	TL: document study
May 4	Sunday	Team Document study
May 5	Monday	Team Document study & prep of Technical Proposal
May 6	Tuesday	Team Document study & prep of Technical Proposal
May 7	Wednesday	Team Document study & prep of Technical Proposal
May 8	Thursday	Team Document study & prep of Technical Proposal
May 9	Friday	Team Document study & prep of Technical Proposal
May 10	Saturday	Team Document study & prep of Technical Proposal
May 11	Sunday	Team Document study & prep of Technical Proposal
May 12	Monday	Team Document study & prep of Technical Proposal
May 13	Tuesday	Nic/Yasmin document study
May 14	Wednesday	TL travel day; Nic/Yasmin document study
May 15	Thursday	Arrival of TL; visit to one LC; Meetings with PD & PIU staff & UNICEF support team; meeting with UNICEF Chief of Education Section.
May 16	Friday	Am: team meeting on revised work schedule. Pm, briefing by UNICEF support team.
May 17	Saturday	Am: Visits to LCs 75 & 77 Korail, TNT Colony, Mohakhali, Dhaka. Pm: arrangements for the field trips.
May 18	Sunday	Team working on Tech Prop , Evaluation Framework.
May 19	Monday	Am: as Sunday then pm Meeting with C. D'A to discuss logistics for remainder of time. Prep of Powerpoint presentation.
May 20	Tuesday	Am: completion of Tech Prop (v10) and of PPT. Pm: PIU/BNFE Technical proposal presentation.
May 21	Wednesday	am: meetings with Chief of UNICEF Child Protection section; BEHTRUWC Materials Development team. pm: SIDA/CIDA/UNICEF (DPs) Technical Proposal Presentation
May 22	Thursday	Am Nic: Aparajevo piloting of materials. Team: review of data request. Revision of evaluation instruments.
May 23	Friday	Team: Finalising of evaluation instruments . Mtg with UNICEF Regional Adviser.
May 24	Saturday	Team visits to 2 LCs in Dhaka, Interviews with PO, FGDs with teachers, supervisors, NGO. Separate interview with supervisor of LC visited.
May 25	Sunday	Team travel to Chittagong and Khulna. At Khulna, meeting with PO, then FGDs with teachers, Supervisors, CMC. At Chittagong, visited a LC and had FGD with learners, then meetings with two Zonal POs, and FGDs with NGO (TMSS), Teachers and CMC members

May 26	Monday	At Khulna, one LC then discussion with partner NGO, FCD. Return to Dhaka from Jessore. At Chittagong: visited LC, then FGD with learners, Supervisors and NGO (DSK)
May 27	Tuesday	CC: meetings at Dhaka CIMU, Planning Commission. YA, mtg with PD of PCAR project; NI shadowing work of supervisor. Team reporting to each other.
May 28	Wednesday	CC: meeting with James Jennings, formerly Chief Education sector, UNICEF. Pm: Team discussion of 2008 workplan with PIU at BNFE.
May 29	Thursday	CC: interview with Plan International, CC& YA discussion at CAMPE; pm; CC to ROSC; YA to BRAC,NFE programme.
May 30	Friday	Team: analysis and synthesis
May 31	Saturday	Am YA & CC visit to DAM, a partner NGO. Team analysis and synthesis. CC discussion with CIDA Education Adviser (DP).
June 1	Sunday	Am: YA & CC to UCEP; pm: CC to MoPME to meet Deputy Chief Planning; YA to meet JOBS re LST.
June 2	Monday	Meeting of team with PIU and MOs at BNFE. Pm Team review of the Project Logframe.
June 3	Tuesday	Am: CC to SIDA discussion with Education Adviser. Pm meeting with UNICEF senior Education sector staff re UNICEF as a DP.
June 4	Wednesday	Team discussion of soc mob component. Writing of draft report.
June 5	Thursday	Mtg with Sakhawat Hossain, Accounts Officer PIU.
June 6	Friday	Final team meeting; formation of matrix summary. Nic L'Anson leaves
June 7	Saturday	Preparation of Short summary of findings & recommendations.
June 8	Sunday	Meeting with DG DNFE & PIU senior staff. YA +CC. pm, Met with DPs to review progress
June 9	Monday	Drafting of Outline of Report.
June 10	Tuesday	PM preliminary presentation to BNFE chaired by DG, BNFE. Yasmin Ahmed leaves.
June 11	Wednesday	Preparation of Presentation in PPT for June 12 meeting
June 12	Thursday	PM: Presentation of Key Findings to Stakeholders, chaired by Secretary, MoPME.
June 13	Friday	Draft Report preparation, Gulshan office. Main text
June 14	Saturday	Draft Report main text & Annexes
June 15	Sunday	Finalisation of DFR,
June 16	Monday	Editing of DFR
June 17	Tuesday	Incorporation of comments in DFR
June 18	Wednesday	Development of MTE Summary Report.
June 19	Thursday	Notional travel day for CC
June 20	Friday	Revisions to DFR, final report completed
June 21	Saturday	Printing of FR, MTE FR soft copy sent.

ANNEX 4 List of Persons Met

MoPME

Mosharraf Hossain Bhuiyan, Secretary; Shamin Ahmed, Joint Secretary (Development)
Md Zakir Hossain Akanda, DepChief; Md Zakir Hossain Chowdhury Senior Assistant Chief.

Mr Rafiquzzaman, DG **BNFE**,

Planning Commission

Md Jalil, Joint Chief Education Wing; Krishna Gayen, Deputy Chief, Socio-Economic Infrastructure Division; Shereen Akther, Assistant Chief, Education Wing.

Mr. Iqbal, PD, PCAR project, Directorate of Social Services, Ms. Ishrat , Advocacy Specialist and Mr. Masood Ahmed , Skill development specialist

Mr. Jalil Mian, Deputy Secretary, Ministry of Women and Children Affairs

PIU of BEHTRUWC,

Rezaul Quader, Project Director; M Bazlul Karim Chaudhury, Deputy Director; Farhana Tarannum Masud, Assistant Director Monitoring and Planning; mxxxx Assistant Director Monitoring Officers of PIU – Chow. Abu Abdullah, Md Atiar Rahman, Atanu Roy, Md Ashraful Islam, Marina Jabunmer. Ferdousi Begum.
Shamsun Nahar, PO Zone 2. Mr. Dilip PO, Khulna Zone

UNICEF Nabendra Dahal, Chief Education Section; Christine D'Angostini, Education Manager; Susan Durston (Regional Education Adviser, UNICEF; Rose-Anne Papevero Chief Child Protection; Mirko Forni, Programme Officer; Shamima Pervin Project Officer; Debashis R Saha, Education Specialist; Md Golam Kibria, Education Officer, Shamima Siddiky Education Specialist , Syedul Hoqueq Milky, Programme Communication Specialist. Teaching Materials Development Team of UNICEF
Shamse Hassan, Team Leader; Zohora Khatum Resource person (maths); Mamuna Akther, Resource Person (Life Skills); Rekha Kibria, Resource person (Bangla).

Dhaka Ahsania Mission

M. Ehsanur Rahman, Deputy Executive Director, Shafiqul Islam, Director Programmes; Md Kassin Uddin, SDT; ? Sharif Coordinator for BEHTRUWC. YA, CC.

James Jennings, Regional Education Adviser AUSAID

Professor Selina Moshin, Education Adviser CIDA

Monika Malakar- Embassy of Sweden

UCEP

Brig. Gen (Retd) Aftab Uddin Ahmad, Exec Director. Md Abdul Mannan, Divisional Coordinator, UCEP Technical Institute.

Dhaka City Corporation (City Implementation and Monitoring Unit)

Khandker Millatull Islam, Chief Slum Development Officer; Afsana Akther Research Officer.

ROSC Project

Md Moheen Uddin, Project Director; Md Mohsen Uddin, Assistant Director; Tahmina Khatun, Assistant Director.

NGOs

Plan International

Md Mohsin, Regional ECCD Advisor

CAMPE

Md Azizul Haq, Director-in-Charge; Tasneem Ather, Deputy Director; Tapan, Programmes' Director.

BRAC, Mr. Shafiqul Islam, Director BRAC

JOBS

Ms. Erika Hoffmann- Kiess, Director and Mr. Shahriar, Consultant

FIVDB : Coordinator, Teacher, Supervisor:

RIC, Mr Hanif Mia Coordinator, Teacher, Supervisor

Uttara Development Program Society (UDP)

A F M Akther Uddin, Executive Director; Md Aminul Islam, Chief Coordinator; Rafikul Islam, Supervisor, **Ms. Shirin teacher** .Sajeda Chowdhury, teacher, Mirpur

JCF (Khulna)

Abdul Halim, APC; A B M Zahiduzzaman, APC; A B M Shahidul Islam, PD HTR Project.

Aparajeyo :

Basudeb Maitru Basu	Programme Coordinator
Mastafizur Rahman Evan	Supervisor
Mohammed Jahangir Alam	Motivator
Monira Begum	Teacher (B.Ed (secondary Ed) MA Islamic Studies
Masuma Begum	Teacher BA (social and political science)

Master Trainers and related NGO personnel for Training

Mr. Mofizul Islam, Shahan Ara khatun, Trainers, CDS

DAM

M A Razzk Sikder; Shaiful Karim; Abdul Hanif Molla; Salina Begum; Protap Kumar Das; Centre for Development Services, **CDS**.

Md Ali Siddique; Monir Alam Chowdhury; Kani Tania Rahim; Summoon Akther; Dopok Roy Chowdhury.

Environment, Agriculture and Development Services, **EADS**

Aminul Islam; Szzad Mahmud; Sahinur Rahman; Sarifa Ferdous

Teachers

Khulna: Md Kamal Hossain; Mirza Shahinoor; Sadia Ahmed; Moslema Khanan; Farduchi Akther; Md Milton Hossain; Md Mafizur Rahman; Farjana Taher

Sl. No.	Name	F/M	Position	Education
1	Farzana Rahman	F	Teacher	B.A
2	Nargis Begum	F	Employer	SSC
3	Abdul Motaleb	M	Guardian	Class V
4	S.M. Imam Uddin	M	Employer	M.A.
5	Enayet Iqbal	M	Social worker	M.Com
6	Jalal Ahmed (Rumi)	M	President	
7	Jahura Begum	F	Guardian	

Names of CMC Members met in Dhaka Zone at PO office in Mirpur

Names of Supervisors in FGD in Dhaka

Dhaka, 24/05/08				
Sl. No.	Name	M/F	Age	Qualification
1	G.M. Rafikul Islam	M	26	B.S.S
2	Md. Anwar UI Alam	M	34	B.Com
3	Afsana Sirmin	F	27	M.Sc.
4	Marina Akter	F	24	B.A
5	Saifur Rahman	M	27	B.S.S

Names of CMC members met in Khulna City at PO office

Sl. No.	Name	M/F	Position	Education
1	Khan Akram Hossain	M	Member	
2	Abdul Aziz	M	Chairman	
3	Md. Mokles	M	Member	
4	Jesmin	F	Guardian	
5	Ferdoushi Akter	F	Guardian	
6	Sattar Shakh	M	Secretary	
7	Sabina Begum	M	Employer	

List of persons met in Chittagong

date	Location	Name	Designation
25.05	PO Chittagong	Md. Shahin Waz Sarker	PO Zone 1
		Sukumarc Das	PO Zone 2
	Sobujer Mela LC	Shirina	Learners
		Shajeda	-
		Popi	-

		Rabiul Hassan	-
	TMSS NGO	Md. Habibul Hassan Siddique	Director (Programs)

Sl. No.	Name	F/M	Position	Education
1	Farzana Rahman	F	Teacher	B.A
2	Nargis Begum	F	Employer	SSC
3	Abdul Motaleb	M	Guardian	Class V
4	S.M. Imam Uddin	M	Employer	M.A.
5	Enayet Iqbal	M	Social worker	M.Com
6	Jalal Ahmed (Rumi)	M	President	
		Md. Mahbubur Rahman Lemon	Area Co-ordinator	
		Md. Mohinul Islam	Asst. Area Co-ord	
		Md. Rakibul Haque	Asst. Area Co-ord	
	CMC Sobujer Mela LC Chittagong Z2	Shahid Mya	Parent/guardian	
		Asia Begum	Parent/guardian	
		Shah Alam	Employer	
		Sufia Begum	Parent/guardian	
		Fatima Begum	Parent/guardian	
		Monura Begum	Parent/guardian	
		Sayedra Yasmin Chowdhury	Teacher	
	Chittagong Z2	Lucky Das	Teacher	
		Sorrie	Teacher	
		Fahima Akhter	Teacher	
		Naheda Sultana	Teacher	
		Shamima Wahid	Teacher	
		Md. Emran	Teacher	
		Sayedra Yasmin Chowdhury	Teacher	
		Sheuli Aich	Teacher	
26.05	Jabha 37 LC Chittagong Z1	Ruma	learner	
		Babul	-	
		Al-Amin	-	
		Ranu	-	
		Salma	-	
		Rahema	-	
	Chittagong Z1	Md. Monir Uddin	Supervisor	
		M.A. Rahim	-	
		Shiuli Chowdhury	-	
		Md. Nurul Islam	-	
		Md. Mamun Ur Rashid	-	
		Md. Khursidul Islam	-	
		Md. Harun Ur Rashid	-	
		Md. Fazlul Hoque Maniu	-	
	DSK (NGO Partner)	Azaz Ahmed	Senior Manager	
		Provash Biswas	Senior manager	
		Md. Monowar Hossain	Co-ordinator	

Names of children who were interviewed in LC run by JCF , Khulna

Sl. No.	Name	M/F	Age	Occupation	Hours working per day / pay rate
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1.	Monowara	F	13	CDW	13
2.	Enamul Haq	M	12	Packet making	12
3.	Sojib	M	11	Garbage worker	14
4.	Mohsin	M	11	Help parent	12
5.	Asma	F	14	CDW	12
6.	Rokeya	F	12	CDW	12
7.	Samana	F	12	CDW	12
8.	Nazmul	M	11	Hotel worker	14

E4 Teachers Dhaka Zone 2		Date: 24/05		NGO	Interviewed/led by Yasmin		
	Name	Cycle	No in schl	M/F	Age	Qualification	
1	Farzana Rahman (married)	3	25	F	33	BA	
2	Shahina sanker Shopnel	3	24	F	22	HSC	
3	Md. Sohel Rana	3	25	M	25	BA	
4	Shanzeda Akter	2	24	F	20	BA	
5	Shirin Akter	3	25	F	23	HSC	
6	Md. Hanif	2	23	M	23	HSC	
7	Khaisun Nahar	2	25	F	26	HSC	
8	Md. Iqbal	3	22	M	24	BA	

E4 Teachers Chittagong Z2		Date: 25/05		NGO TMSS	Interviewed/led by Nic		
	Name	Cycle	No in schl	M/F	Age	Qualification	
1	Lucky Das	3	25	F	35	HSC	
2	Sorrie	3	25	F	21	HSC	
3	Fahima Akhter	3	25	F	28	HSC	
4	Naheda Sultana	3	25	F	23	HSC	
5	Shamima Wahid	3	23	F	31	BA	
6	Md. Emran	3	24	M	20	HSC	
7	Sayed Yasmi Chowdhury	3	25	F	38	HSC	
8	Sheuli Aich	3	25	F	32	HSC	

Learners

Meghna 4, Mirpur, Dhaka				24.05.08	NGO: UDP	Cycle 2
	Name	M/F	Age	Education level	Occupation	hours working per day/ pay rate

1	Faisal	M	13	n/a	Fish market seller	50-100 BDT/day 6-9am and 5-10pm
2	Md. Din Islam	M	12	n/a	Same	same
3	Labomi	F	12	n/a	Factory embroidery	300 BDT/ month 9-2pm
4	Mitu	F	11	n/a	Home embroidery	All hrs, pay varies

Sobujer Mela, Chittagong Z2				25.05.08	NGO: TMSS	Cycle 3
	Name	M/F	Age	Education level	Occupation	hours working per day/ pay rate
1	Shirina	F	12	None	Tokai	1-4pm 50-100/day
2	Shajeda	F	12	-	Housework – own house	- (sister is another HTR LC)
3	Popi	F	12	-	Tokai	12.30-4.30 50-100/day
4	Rabiul Hassan	M	12	-	Tailoring shop	1-5 or 6 pm

Jabha 37, Chittagong Z1				25.05.08	NGO: DSK	Cycle 3
	Name	M/F	Age	Education level	Occupation	hours working per day/ pay rate
1	Ruma	F	12	-	All do the same work: Make packets/boxes piece rate	70-100 Tk per day Approx. 5 hrs per day
2	Babul	M	12	-		
3	Al-Amin	M	13	-		
4	Ranu	F	12	-		
5	Salma	F	13	-		
6	Rahema	F	12	-		

7 Partner NGOs Chittagong Zone 2	Date: 25/05	NGO TMSS	Interviewed/led by Nic
Md. Habibul Hassan Siddique			Director (Programs)
Md. Mahbubur Rahman Lemon			Area Co-ordinator
Md. Mohinul Islam			Asst. Area Co-ord
Md. Rakibul Haque			Asst. Area Co-ord

E7 Partner NGOs Chittagong Zone 1	Date: 26/05	NGO DSK	Interviewed/led by Nic
Azaz Ahmed			Senior Manager
Provash Biswas			Senior manager
Md. Monowar Hossain			Co-ordinator

ANNEX 5 REFERENCES & DOCUMENTATION CONSULTED

Many project documents, including curriculum materials, teachers' guides, Trainers, Supervisors and Material Developers manuals have been made available and reviewed, additionally:

- ♦ Project Proforma (MoP)
- ♦ Project Proposal BEHTRUWC Second Phase (UNICEF)
- ♦ Workplans (2007 and 2008)
- ♦ Financial Management Manual - Draft (2006)
- ♦ Trip reports to Thailand and Philippines
- ♦ Annual Project Progress Review (2004-06)
- ♦ Annual Report (2006-07)
- ♦ Various NGO Training Completion Reports (eg DAM, CDS, Surovi)
- ♦ Minutes of Meetings

have all been consulted during the course of the MTE. The main documents outside this project literature are identified below

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- World Health Organisation (2003);** *Skills for Health: Skills based health education including life-skills.* Geneva, Switzerland.

ANNEX 6A Review of curriculum and learning materials:

Relevance Effectiveness Efficiency Impact Sustainability
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Caveats:

- (1) The curriculum and learning materials have been difficult to assess in Bangla and Maths – all materials are in Bangla. For that reason a more detailed analysis has been conducted in English and LSBE where the majority of the materials are available in English. It is assumed, except where specific subject based issues are identified, that strengths and weaknesses will be similar across all subjects.
- (2) Time constraints across the MTE have forced this component of the evaluation to focus exclusively on materials from
 - a. Cycle 1 in Bangla, Maths and Life Skills,
 - b. Cycle 2 in English
 - c. Cycle 4 for the Livelihoods component of the LS curriculum.

Materials Development – process and overview

Materials are developed by a Materials Development Team, all experienced in developing pedagogic materials and some with significant (out of country) child-centred classroom teaching experience. The stages of development progress through

- ✕ NCTB curriculum review
- ✕ Focus group discussions with stakeholders, including children
- ✕ Preliminary development of materials
- ✕ Piloting in 5 Learning Centres in Dhaka by Aparajevo (an established Bangladesh NGO)
- ✕ Post pilot discussion with teachers and children
- ✕ Modification and if necessary re-piloting
- ✕ Finalization and production of materials

The piloting is closely supervised by the materials development team and difficulties which the teachers in the Learning Centres experience are identified. On the strength of this Pilot materials are further adapted and then printed and distributed. This model appears to be working effectively.

- ✓ One strength worth noting is that children from the Pilot Learning Centres have contributed stories which have been incorporated into the final materials (eg the Cycle 2 Bangla Pupils Textbook and Readers incorporate materials), a wonderful example of children's participation.

The Curriculum appears to be appropriate to the needs of the Learners and broadly speaking within the capacity of the Teachers to deliver though some teachers and supervisors mentioned problems with insufficient time for the quantity of materials to be covered.

The problem often experienced with untrained teachers lacking the subject knowledge to be able to deliver the curriculum has not been experienced up to now as only Cycles 1-3 have been delivered. BEHTRUWC should anticipate that some of the teachers will become more challenged by the curriculum material as the Learners enter Cycles 4 and 5. In this context it seems appropriate to limit the curriculum to Grade 3 Maths and English and Bangla to Grade 5.

English Curriculum and Learning Materials

Curriculum Competencies:

The English curriculum, introduced in Cycle 2, is designed to develop skills in the student to the equivalent of GoB Primary School Grade 3 competency. The English (and Bangla and maths) Curriculum is designed around NCTB Competencies with some modifications. These have been briefly defined for the 4 cycles in Listening, Speaking, Reading and Writing which sequentially reflect progressive sophistication. However, the layout of the Competencies table is not always consistent though it does appear to contain all the necessary elements. Eg:

2nd Cycle speaking competency #6= say numbers 1-20 in English.

3rd Cycle speaking competency #4= say numbers 21-50 in English.

This could be more logical, one strand continuing through the cycles.

Teachers Guide, Pupils Workbook and learning materials:

The English Teachers Guide contains 5 days of work to be covered over the 6 day week. The 6th day very sensibly allows for 'catch-up' or reinforcement activities.

The Teachers Guide for each day contains well planned whole class, individual, or group activities. These define recommended times for each component of the lesson and resources needed. The activities give the child opportunities to practice reading, writing, speaking and listening skills, and to then extend those skills further in different contexts. The design over Cycles 2-5 builds on previous work and aims to give opportunities to reinforce learning.

Group activities (the Guide book divides the class into 3 colour groups) are planned around more or less teacher support, varying over the week so all children benefit from the teachers input at some point. Well designed extension resources (games, flash cards, word charts), are available for the group activities.

The Pupils book for Cycle 2 places a lot of emphasis upon writing the alphabet, but is nicely illustrated with some interactive exercises (ie not just copying the first letter on the line out more times). It follows a logical pattern of introducing letters against simple illustrations that are then repeated in simple sentences. However, it introduces the letters in alphabetical order (a, b, c, d etc) rather than in the order of the most used letters and vowels first (as the Bangla curriculum does).

Materials produced vary from alphabet cards to games and books. The books as mentioned above, are colourful and not too word-based, but contain illustrations of an environment far removed from the environment the children are familiar with. The picture cards on the other hand contain simple and clear vocabulary which is well designed to support the children's learning.

Readers: the English Cycle 2 first readers are very basic books with simple vocabulary suitable for children starting to learn to read. The complete text of one reader (A Hungry Monster) follows:

Monster is hungry
Monster eats a fish
A duck
A crab
A chicken

And a lobster
 Monster is still hungry monster eats a bag
 A book
 A hat
 And a box
 Uh, oh!
 monster is sick.

This demonstrates many of the good points and limitations of the readers. Sentences are short with a repetitive structure. But it also illustrates the problem with the readers.

- ♦ Vocabulary is not always simple (*chicken*: letter blends and silent letters), or relevant (*lobster...?*)
- ♦ is clearly pitched at the interest levels of a 5-6 year old rather than the 10-14 year olds who will be using it.
- ♦ illustrations are from a European context

Assessment:

The assessment guidelines provided for the teachers include recommendations to conduct monthly assessment to evaluate the learners achievements (summative), as well as continuous assessment to evaluate the individual learner. This continuous assessment is intended to be the formative assessment, which *informs* the teacher about problems students are experiencing which perhaps need revisiting. It is not clear from field visits that Teachers understand it this way.

Life Skills Curriculum and Learning Materials

Curriculum Competencies:

Currently there is no LSBE in Government Primary Schools in Bangladesh (though a Secondary School LSBE curriculum is currently under development with UNICEF support). Hence, this curriculum and competencies have been designed around the 10 World Health Organisation (WHO, 2003) Life Skills, initially on the back of a range of issues relevant to working children in Bangladesh. Only in Cycle 4 are the 10 Life Skills explicitly identified and discussed.

Topics covered over the 5 Cycles are revisited in different ways. First Cycle topics for example include applied generic life skills such as fitting into the LC, friends, personal safety at work, working with others, feelings, etc, as well as basic health and nutrition information. These are all revisited again later. As the Cycles progress the generic LS component remains but is supplemented by other materials. See table below.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Generic (10 WHO) LS	✓	✓	✓	✓	✓
Basic Health	✓	✓	✓		
Cultural heritage		✓	✓		
Non-technical Livelihood skills				✓	✓

The curriculum appears to be strongly designed with clear activities, definitions and learning objectives which are directly relevant to the needs of working children in urban slum environments in Bangladesh.

Teachers Guide, Pupils Workbook and learning materials:

Cycle 1 includes 2 Teacher Guides, various posters, activity kits, games and cards. In Cycle 2 Activity books for Learners are introduced.

The Teachers Guides are very prescriptive walking the teacher through the lesson step by step, almost spelling out the exact words the teacher should say to the learner. The Teachers Guides contain useful ‘Good Teaching Tips’. The materials contain relevant stories which illustrate points or serve as a stimulus for discussion.

Given the wide range of general education of the Teachers (from SSC to Bachelors level, all with little or no teaching experience), this has advantages in ensuring certain standards are achieved. Lessons are interactive and participatory – very activity based. However, there seems to be no opportunity for the Teacher to modify lessons to match the needs of her/his students. The curriculum design also allows for revisiting topics and reinforcement of skills in month 8. Months 1-7 introduce materials, and month 8 is an opportunity to catch up on missed materials or revisit points not understood well.

This relates to a legitimate point made during the field research component of this MTE when a number of Teachers, Supervisors and POs mentioned that certain topics are inappropriate for the learners, eg Cycle 2: Puberty, for 10 yr olds was felt to be inappropriate. Building in flexibility in delivery would mean that topics could be delivered in an order that would suite the learners. Then, having a differentiated curriculum with (i) basic,(ii) average and (iii) more complex approaches to the same materials being available would significantly strengthen the LSBE. Practically in this learning environment, this differentiated approach might be too ambitious at this stage.

Classroom methodology includes whole class, group and paired work. LSBE resources for Cycle 1 for example include a snakes and ladders game, posters and flash cards. These are nicely illustrated with relevant issues covered.

The Teachers Methodology Handbook (in Bangla, but the LS component was originally written in English), contains a chapter on LSBE. This is very interactive and user friendly giving brief ‘self- administered’ exercises for the teacher, and emphasizes throughout the crucial cycle in LSBE of developing:

Knowledge>attitudes>skills>behaviour change.

The teaching approach of BEHTRUWC talks of a ‘life-skills based’ curriculum addressing basic education. This is reflected in the Teaching Methodology Handbook which attempts in Chapter 2 to explain in clear but concise steps to a novice how to implement what it calls ‘Active Learning’ techniques in the classroom. This has sections on how to use the curriculum and materials which are relevant to all subjects, for example the differences between, and how and when to use closed/open questions.

This section of the Teachers Methodology Handbook concludes with two self-quizzes for the novice Teacher which will help her assess her understanding. [Note: the original English version has these self-administered quizzes, but we were unable to find the quizzes in the Bangla version that the teachers use, which would be a great loss].

The quality of curriculum and learning materials in the LSBE appears to be exceptionally high. If it is used as it has been designed to be used, then it will be very effective in encouraging a participatory teaching environment and valuable life skills to the learners.

Assessment:

Each of the Cycles has Assessment built into it, to be administered at beginning and end of the unit (pre and post-test). Additionally there is Cycle and continuous assessment built in to measure whether attitude and behaviour change can be identified. Measuring behaviour change is a challenging area which the materials have addressed. It will be interesting to note results in this regard later.

A brief note about the livelihoods component of the LSBE curriculum:

This component is a part of the LSBE curriculum, introduced in Cycle 4 and 5 but building upon materials, methods, skills and behaviours introduced in earlier cycles. It addresses relevant and practical skills the learners will need such as ‘creative thinking for decision making’, leading onto ‘what kind of job do I want?’ and ‘what kind of workers are employers looking for?’ It also addresses very practical skills such as writing an application letter, finding jobs, interviews, and working overseas. As yet this component has not been implemented as BEHTRUWC is only in Cycle 3, but the materials follow a similar format to the other LSBE materials. Topics seem appropriate.

Bangla Curriculum and Learning Materials

Curriculum Competencies:

The Bangla curriculum covers the equivalent of Grades 1-5 across the 5 Cycles. A matrix of competencies matching NCTB competencies has been developed which divides Bangla skills into Listening, Speaking, Reading and Writing. There have been modifications to the NCTB Speaking and Listening competencies but the Reading and Writing apparently remain identical.

Unlike the English curriculum, the alphabet is taught in a logical order of the most commonly used and familiar letters first.

Like the English Competencies matrix, there are some inconsistencies in placing individual statements into the correct matrix box, but essentially the curriculum follows a logical pattern which covers the main skills necessary. Certain anomalies exist, such as

- ♦ the competency to be able to ‘sing the national anthem’ in Cycle 1, and 2, and 3. It is not clear how this can become more sophisticated?
- ♦ Certain competencies repeat across different cycles (eg ‘Express their thoughts in writing’ is repeated across all 5 Cycles) without any detail defining how they are different, when they obviously need to become more sophisticated. Apparently this is addressed in the actual content of the materials across the Cycles.
- ♦ According to the Bangla Competencies, Learners are not expected to understand what they read until the 3rd Cycle. This should start as soon as possible, and not be delayed.

Teachers Guide, Pupils Workbook and learning materials:

The Teachers Guide contains daily lesson plans which itemize the steps the teacher should follow. Like the LSBE curriculum, this is designed to support teachers with little training to ensure standards are achieved. It gives very rigid timings for each part of a lesson.

The Pupils text books appear to follow the same model as the English Pupils books, with simple clear illustrations of familiar objects which illustrate a word with the target letter included. Then opportunities follow for the pupils to practice the letter formation in their books. Two Pupils books exist for Cycle 1, and the second one starts to have 3-4 pages of continuous text with no exercises which may be ambitious.

Readers include 8 Core Readers per cycle, and supplementary readers. Analysing text in a couple of these books it seems some are designed for the Teacher to read '*The Story of the Tortoise*', but others have simpler language, eg '*Grandmother Hasi plays cricket*'. They have illustrations which clearly match the text, and few words per page, which a Cycle 1 child might be able to read. Unlike the English readers, these books are illustrated with pictures from a Bangladeshi context which would be familiar to the children.

- ♦ None of these books illustrate working children or urban slum environments however!

Supplementary learning materials include a number of posters/charts, reading games, picture and word matching cards and comprehension cards. The materials are essentially adequate though small improvements could be made.

- ♦ The consonants alphabet chart although well designed with appropriate illustrations has too much information, and very practically will be too small for children to be able to read from the far end of a LC. It should perhaps be divided into 3-4 different posters (to match Units?) each with less material but larger. The vowels alphabet chart is a better design.
- ♦ Some of the word and matching games contain complex letters joined together with little similarity to the individual letters – which will be challenging for early emergent readers to grasp.
- ♦ The activity cards have some very simple matching words to pictures exercises (eg Cycle 1, Unit 1, Card#1), but then other cards in the same series seem to have very complicated word structures/exercises on the cards (eg Cycle 1, Unit 3, Card #3).
- ♦ There is apparently some inconsistency in the way that pronunciation of letters is taught across the different Cycles, “sho”: “dunto-sho”, “talbo-sho” and “modhano-sho” for example.

Additionally, in the Bangla and Maths materials there are extension activities and Readers, produced after feedback from the Pilot schools identified that quick learners needed more materials.

Assessment:

Like the previous subjects the format for assessment of Bangla language skills involves the teacher conducting regular and ongoing class activities and individual activities to assess each learners understanding. Then an end of unit assessment is designed to happen on a monthly basis.

Maths Curriculum and Learning Materials

Curriculum Competencies:

The maths Curriculum covers Grades 1-3 over the 5 cycles. This seems appropriate as Teachers themselves might struggle with Grades 4-5 materials. The NCTB based competencies contain 23 competencies which cover a range of areas including basic number facts and performing operations on those numbers (+, -, x, /). There are also the obvious competencies relating to money, and time. However, there are also a number of points missing from the English version of the competencies.

- ♦ Competencies (in the English documentation) are not always complete, eg 22.1 starts the sentence but doesn't finish it.
- ♦ Competencies 18 and 19 have no defining statements whatsoever, only terminal competencies.
- ♦ Competency no 16 lacks detail or differentiation between Cycles 4-5, and has nothing for Cycles 1-3.
- ♦ Competency 23 refers to shape, but seems to repeat Competency 22. It also only starts in Cycle 3 – it could start in Cycle 1.

However, these are minor points which might be addressed in the Bangla version of the Competencies. A more fundamental point which is probably not addressed in the Bangla version – is omissions from the Curriculum

- ♦ Other than competencies 15, 20, and 21, the majority of the competencies relate to 'number' where for the target group of BEHTRUWC beneficiaries it is important to make the maths skills relevant and embedded in real situations. A competency which explicitly identifies opportunities for practical application and use of numeracy would be a valuable addition to the competencies.
- ♦ There is no apparent coverage of any form of data handling: graphs, bar charts, even tally charts. In empowering the learners to be able to make sense of their literate and numerate environment this would be a valuable skills even at a basic level.
- ♦ Recognising the different types of triangle and quadrilateral (Cycles 4 and 5 material) will have less direct relevance to working children than interpreting graphs or applying basic operations in a real context.

These last two points are explained by the competency development team apparently striving to retain equivalency with NCTB competencies, but it is an interesting point whether this should be at the expense of obvious competencies that the working child will need in their day-to-day life? If modifications to the competencies have been made elsewhere (Bangla Speaking and Listening for example), then why not in maths as well?

Teachers Guide, Pupils Workbook and learning materials:

There are 2 Teachers Guides for Cycle 1, each is divided into 4 Units. Each Unit starts by defining clear objectives for the teacher. The individual lessons are then clearly laid out in an easy to follow standard format. The lesson plans clearly identify class, group and individual work, and seem to frequently use concrete materials. Unit 8 is a review Unit which reinforces skills developed in Units 1-7.

The two Pupils Books for Cycle 1 are nicely laid out with simple colourful illustrations which give the learners opportunities to practice their numeracy skills in a positive way. The format of the exercises varies to keep the Learners interest. They are well designed.

As well as the Teachers and Pupils Guides and Books there are also a variety of different learning materials for the Teacher to utilize with the Learners. These are simply designed and so able to be used in different ways.

Assessment:

The Teachers Guide (part 2) Unit 8 identifies a number of different review exercises giving the Learner the opportunity to consolidate their learning. Additionally, the Methodology Handbook contains a simple maths checklist which the Teacher can use to monitor individual learners understanding.

As in the other subjects, assessment is designed to take place at the end of each month/Unit and to feed directly into the teachers deciding which groups to put Learners into. This will all lead to a very strong classroom learning environment.

Conclusion about the Curriculum and Learning materials

Relevance

The curriculum and learning materials that have been produced for the BEHTRUWC project shows a very strong design based around NCTB Competencies. This makes the materials relevant at the National level – the Learners from the Project can expect to be competent to a similar level and in a similar range of skills to their peers who have attended Government Primary Schools.

At the individual Learning Centre level the answer is slightly different. Although the materials are generally well designed (a small number of exceptions have been identified), there is no evidence that they are specifically designed with the working child in mind. The readers for example are culturally appropriate, but contain no stories about urban (predominantly slum) working children. The maths books and Bangla and English materials similarly do not contain any relevant examples. The LSBE curriculum is the exception to this. All of the LSBE material is very clearly focussed on the Bangladeshi urban working child's world.

A further indicator of relevance are the views of the different stakeholders. All the different levels (NGO Partners, Supervisors, Teachers, Parents and Guardians and Employers) said that the curriculum was very relevant to the learners and to the environment they worked in. The LSBE particularly was identified as very relevant to the Learners' needs.

The ultimate test of relevance though must be the Learners own identification with the materials. From this MTEs field trips, the overwhelming feeling was that the learners are very motivated and excited by the materials. The materials and learning aids encourage attendance and quality learning.

Effectiveness

With regard to the effectiveness of the curriculum and teaching materials, they clearly identify competencies which overall follow a logical (spiral) progression in developing skills. Supplementary materials are designed to support the Learners reinforcing or practicing their new knowledge and skills.

They are designed in a child-friendly manner and there is evidence that the Pilot schools have contributed materials from Learners which has been incorporated.

There is an issue which will be addressed below, concerning how the materials are actually being used in the classroom, but as far as the design of the curriculum and learning materials goes, they are essentially very effective.

Efficiency

The curriculum is designed, piloted, revised and then put up to MoPME for approval. This process seems to have worked very efficiently. There is a bottleneck when the materials pass to MoPME, but to date there don't seem to have been actual delays caused by the approval process. The development and piloting then approval process has resulted in a curriculum which overall achieves its aims and is "GoB authorised".

The distribution of curriculum and learning materials however has experienced problems. There have been delays in the printing or distribution stages which have resulted in some LCs remaining closed between one cycle and the next. Other NGOs talked of lacking sufficient materials so they need to photocopy materials to be able to keep the classes running. Apparently this situation is now improving, but needs to be monitored closely to ensure there are no interruptions between Cycles.

With regard to quantity and quality of materials, there have been concerns voiced about the quality of pencils, sharpeners, rubbers, etc, but overall the distribution and quantity is adequate though not generous.

Impact and Sustainability

It is difficult to comment on Impact and sustainability as the project is only half way through its intended duration but there are some indicators. The use of NCTB Competencies is ensuring some equivalence with GoB Primary Schools, though only teaching an abbreviated English and maths curriculum to Grade 3 equivalent limits the extent of equivalence.

There is no suggestion the moment that the BNFE has any intention of utilizing these excellent curriculum materials and learning aids outside BEHTRUWC, and in our talks with different stakeholders it was mentioned that other organisations (INGOs and NGOs) have expressed interest in using the curriculum, but without authority from MoPME, this has not been possible. A wider usage of the materials could benefit many more children.

The PD of the PIU states that the Learners will be issued with Certificates of Competence which recognise their achievements up to Grade 5 (or 3) in the different subjects. If this is implemented, and the Certificates are recognised by Employers and other educational establishments then it is a good example of how the BEHTRUWC project can have an impact at the individual learners level.

On a more mundane level, impact can be interpreted as impact on the Learners themselves on a day-to-day basis. Here the very strong message received during this MTE is that the Learners have all benefited from the curriculum and learning materials. Impact has already been significant at the level of the individual learner, even after only 2 ½ cycles have been completed. Level of learning is very impressive.

Recommendations:

It would be inappropriate to make significant recommendations to a curriculum that is already tried, tested, and in the field. The curriculum and learning materials as they stand are already, overall, working well. Despite this there are a number of flaws in them, identified above.

- 1) It is important to ensure that the duration of the Refreshers at the start of Cycles 4 and 5 is long enough to build teachers competency and confidence to teach the more advanced materials of these higher Cycles (Grades).
- 2) Where modifications in materials are possible, eg in the production of new readers or other materials, they should be designed as the LSBE materials are with a very specific focus on using an urban working child context. Vocabulary, sentences, number skills and maths operations – ones which are specifically designed for this unique group of learners.

This curriculum and learning materials analysis above recognises a range of appropriate and relevant materials. However, two questions now arise.

1. What is the quality of the training and the training materials designed to build capacity in the teachers?
2. how effective is the teaching, based upon these materials and recommended learning methods?

These questions will now be addressed in the next Annex.

ANNEX 6B Review of Quality of Training and Teaching

The BEHTRUWC training system aims to develop the capacity of teachers usually with no prior teaching experience to be able to become competent teachers in the BEHTRUWC Learning Centres. For this it utilizes what is essentially a cascade model of training.

The table below identifies training duration for different levels over the 5 Cycles. Training is based upon a 21 day Foundation Training, which all levels receive, then with different types of supplementary training for MTs and Supervisors. Subsequently there are regular Refresher training courses at the beginning of each Cycle. The Foundation Course was reviewed and modifications made to the first three days of it in May 2008, which resulted in new content on types of education (NFE, FE, informal, etc), and the History of education in Bangladesh. Apparently this latter was introduced at the insistence of PIU.

Duration of different Training Courses across 5 Cycles

Level	Number of trainers/ participants	Training received (days)					
		C1	C2	C3	C4	C5	TOTAL
Curriculum materials developers: (CTs: Core Trainers)	6						
Master Trainers (MTs)	76 (3 different NGOs)	21+5+5	9+2 +2	7+2 +2	7+2 +2	7+2 +2	77
Supervisors	(from 20 NGOs)	21+7+5	9+2	7+2	7+2	7+2	71
Teachers	(from 20 NGOs)	21+7	9	7	7	7	58

The duration and frequency of these trainings seems broadly reasonable. The quality of teaching in the classrooms (see below) speaks for itself. It seems more appropriate at this stage to concentrate on the quality of training and to maximize its impact than to consider lengthening or shortening them.

21 Day Foundation and 7 day Refresher Training

This 21 day course is the core course which all levels of the training pyramid receive in common. The Foundation Course manual includes brief notes for the MT on how to prepare and conduct the sessions.

The course introduces:

- ♦ Creating a suitable classroom environment
- ♦ Curriculum in all subjects (except English)
- ♦ TLM
- ♦ Lesson planning
- ♦ Record keeping
- ♦ Teaching methodologies
- ♦ Questioning techniques, Role play, etc
- ♦ 1 or more practice teaching sessions (mock lessons) on 11 days
- ♦ assessment.

The curriculum for the course is varied, balancing technique with content. Each day starts with a recap on the previous days points then goes into new materials. There is an emphasis

upon practice ‘mock’ lessons, and all subjects are covered¹⁹. From the timetable it seems the course has been well designed – to impart a lot of information in a short time.

Four months after the Foundation training, Teachers and Supervisors return for a 7 day Refresher. This includes a much greater subject emphasis:

- ♦ 2 days Bangla
- ♦ 3 days LSBE
- ♦ 2 days maths

It seems the content of this course balances content with analysis of the Teachers experience so far. However, the weight of materials produced suggests the content is still quite prescriptive, when, what might be more appropriate at this stage, would be to provide opportunities for the Teachers to share their experiences: successes and failures over the last 4 months, and so to develop their critical capacity in a supportive environment. That the MTs receive exactly the same training as Teachers suggests that content is more likely to be prescriptive than engaging with participants experiences. Some Supervisors eg. in Khulna confirmed that content of refreshers training is already too heavy and they could not absorb the whole content. Essential content such as gender and CDWs are not addressed adequately.

Recommendation:

If they are not already there, then significant opportunities need to be built into all the Refreshers for peer discussions and sharing of experiences and developing their own networks and strategies to address problems. This component should be structured, of a duration at least as long as the content component for this 1st Refresher.

Training of Master Trainers by Core trainers

The Materials Development Team provides a number of its Staff as CTs to develop the capacity of the MTs. The CTs deliver the Foundation Training and subsequent Refreshers to the MTs who in turn will deliver it to the Supervisors and Teachers. This is a strong model for training which is apparently working well. Those MTs consulted were confident in their understanding and their capacity, and CTs were able to practice their materials and adapt them when necessary.

It was not possible to attend a Training of Master Trainers Course, and only some sections of the LS components of the training manual for CTs to use with MTs were available for review in English. Like the LSBE materials reviewed in the last section these are of a high standard using participatory and open exercises to encourage participants to engage with the ideas behind the sessions.

Master Trainers – at NGO level

Currently 3 NGOs (DAM, CDS and EADS) are engaged to deliver training through their MTs. In discussions with the MTs and NGO management all NGOs are confident that they have highly qualified (all MTs have Masters, though only one of the group of 14 had a Masters in Education) and experienced staff (the same group had very limited classroom

¹⁹ A one hour session in the Foundation training “*What we can do for girls*” is not enough to introduce and ensure participants have internalised all the relevant messages about gender.

teaching experience, mostly in Kindergarten) who are able to deliver quality training and competency building to the Teachers and Supervisors.

A closer look at a sample of the NGO workshop reports from 2007-08 shows that none of the NGOs have recognised any issues in any of the workshops that need to be changed to improve quality. They cite a number of successes (support from UNICEF, capacity of Trainers, success in the Training methods used, participants numbers and infrequency of drop-out) and some structural limitations (size of venue is too small, water supply was a problem, electricity outages, etc). But, there is no evidence of critical analysis of the workshop Training and how it could be improved next time.

Additionally, nearly all participants (Teachers and Supervisors) in the sample of reports examined (with the exception of CDS Feb/March workshop in Chittagong) seemed to achieve 'excellent' pre/post training scores. The summed total from all CDS January '08 workshops is typical:

A Excellent	=575	(65%)
B Good	=261	(29%)
C Satisfactory	=49	(06%)
D Poor	=2	(00.2%)

If the assessment mode is normative one would expect a *normal distribution curve* would have the majority achieving B and C. As this is not the case it suggests that either:

- ♦ The Course is very successful and the majority of participants are indeed achieving 'A: Excellent' standards.
- ♦ The tool used to measure progress of participants is faulty
- ♦ The MTs are perhaps inadvertently biasing the marking

If on the other hand the assessment is criterion-referenced, then objective statements of what constitutes attainment should be available.

NGOs, the PIU, and UNICEF should be aware that assessment methods could be improved with some moderation to ensure scores are accurate, otherwise the exercise becomes futile – a self-aggrandising activity for the NGOs.

A further point about the NGO reports is that one NGO, CDS, has cut and pasted all the text from one report to the next, with no change whatsoever between reports except the numbers attending the course. The summary is identical, the conclusions are identical and the recommendations are identical across all reports examined. This is an example of how there has apparently been no learning or improvement between courses for this NGO. All the three NGOs reports lack this element of critical self analysis, and repeat similar A,B,C,D distributions of participants scores. It shows a compliance approach to reporting rather than reporting being an opportunity to reflect and improve.

UNICEF identified weaknesses in the report writing last year, and recommended a new format, but the quality does not seem to have improved. If the NGOs critical self analysis is weak, it becomes very difficult for quality of training to improve and it makes external analysis of the Training provided by these NGOs more important. Quality of learning in the LCs is dependent upon the quality of teachers which is dependent upon the quality of training.

Master Trainers

The MTs are a crucial component of the cascade training pyramid, they need to be strong, and supported by strong materials. It is difficult to judge from a single visit to one morning of Foundation training in one centre, in one city, what their capacity is. Observations from one visit follow.

Observations during a visit to a Dhaka Foundation Training Dhaka, EADS MTs, May 27th, 2008.

The morning sessions we observed displayed a range of teaching methods from a MT delivered lecture on the History of Education in Bangladesh (new component), to participatory groups exercises on participants views on the Roles and Responsibilities from the Foundation course. There were many strengths and some weaknesses in the mornings workshop sessions.

The MT had a friendly approach to the Teachers and Supervisors and used appropriate open/closed questions to assess participants understanding and extend their thinking. During Group feedback sessions to the whole class, they were told for example not to repeat previous groups points. This is a small point but one that would save a lot of wasted time and reflects the experience of the MT.

At another point the same MT singled out one woman at the back and told everyone she didn't understand what he was doing very well, so she had to come to the front. This might be modelling identifying the weaker students in your class and a strategy to deal with it, but it is also 'naming and shaming' which is inappropriate at any level of education.

At another point when the 36 participants (33 female, 3 male) were doing group exercises, 2/3 of the males were writing, but only 4/33 of the females. The Facilitator had no problem with this gender distribution.

At one point the MT asked participants what the qualities of a good teacher are, and the Teachers responded with a list that included a number of character traits but didn't mention the child once. This wasn't picked up.

Many of these points could have been picked up and used as learning points by the MTs but they weren't.

Having said all this, the workshop ambience was positive and participants and MT did interact well. Seating was in the traditional Bangladesh horseshoe shape rather than groups, but despite these criticisms, the morning that the workshop was observed it was largely participatory.

A small point noted during the visit to the Foundation Training is that apparently the MTs who deliver the 21 day training do not return to deliver the subsequent Refresher. This seems to be a missed opportunity to ensure continuity in the Teachers' learning. A MT who is familiar with his/her students from the previous Foundation Training or Refresher will be some steps ahead of a MT who does not know the students' weakness and strengths and what areas they struggled with in previous trainings. It would be worth considering continuity in MTs with particular Stages of Teachers.

As well as providing the Foundation and Refresher Training, the MTs also utilize non-Workshop training time to visit and support Teachers in LCs. Practically this means the 76 MTs visit approximately 2 LCs per day, of the 5125 LCs spread across Bangladesh. The MTs see this as an opportunity to enhance their own learning, a very positive outcome.

The MTs seemed confident about what child-centred learning is, they defined it well, but were less sure about what constitutes ‘quality education’, suggesting that it was education that matches the NCTB competencies, with no mention of providing an enriched learning environment or harmonizing the ‘child-centred- approach with the concept of ‘quality’.

Asked about the weaknesses in the training system, the MTs unanimously agreed it is the Participants who are weakest (*it’s them, not us*), but also the CTs lack training experience (*it’s them, not us*). MTs didn’t identify any significant problems they have, or that exist in the Training materials.

Recommendation:

As a priority, the Management Training component should incorporate training to develop evaluation skills, self-critical analysis and recognising areas which need improvement (this is necessary for the Supervisors as well). Then develop plans which incorporate how to improve training in the future. This could potentially have a positive knock-on effect with Supervisors, Teachers and very quickly – the quality of education children receive.

Supervisors

The recruitment base of the Supervisors and Teachers is similar. Supervisors tend to have higher qualifications, usually Bachelors level, where Teachers are predominantly HSC and Bachelor. Both categories include small numbers of Masters graduates The limited data we have from the POs for the January to April periods in a selection of NGOs identifies the following:

Qualifications of sample of Teachers and Supervisors

	SSC	HSC	Graduate	Other (BA? MA?)
Teachers	7.4%	80%	-	13%
Supervisors	-	-	77%	23%

Source: UNICEF supplied data, from data collected by 9 MOs.

However, the work of Teacher and Supervisor is substantially different. Both are recruited with usually no classroom teaching experience and receive the same Foundation Training course, but then the Supervisors go on to have supplementary training which will equip them to monitor and support the work of the Teacher.

The Supervisor is required to make twice weekly visits to each of the 10 schools s/he visits (Supervisors are almost all male). The expectation is that Supervisors will visit 80 LCs over a month. This constrains the Supervisor who must find his/her own transport between LCs. Practically it leaves little time for doing anything other than monitoring attendance. During those visits s/he is supposed to:

- ♦ identify strengths and weaknesses of the teacher²⁰

²⁰ One NGO provides a check-list of 32 points for a supervisor to use on a visit.

- ♦ provide ‘interactive supervision’ to the teacher, including modelling lessons and team teaching
- ♦ monitor pupil attendance
- ♦ keep records of visits

and various other tasks, including a level of interaction with the community. Visits can be either long or short: approximately 1½ hrs, or 20-40 mins. The short visits only include the school visit, the longer visits also include community/ parent/ guardian/ employer visits.

The Supervisors cannot do more than monitor attendance in these brief visits. If there is value in them routinely visiting all LCs in their cluster, then they should be focussed on that, and not attempt to develop quality of teaching or model active learning.

There seems to be some disparity between the Training Manuals, which define the Supervisors role as including this element of qualitative pedagogic support, and the reality in the field. The Supervisors C1-3 Manual (p22), for instance, explicitly states that the Supervisor should write formative comments in the Visitors Book. In practice, what was observed during a series of visits to LCs, (and this is confirmed in the LC Comments booklet) is that the Supervisor will visit and take attendance, question the teacher and learners on student absences, check what work is currently being covered and then record this ‘hard’ data in the comments booklet.

There was little evidence from any of the Supervisors’ comments that they were incorporating constructive criticisms into their comments. Discussion with different NGOs also suggested that some already recognise that they see the Supervisor’s role as more one of monitoring attendance and record keeping, and less one of improving the quality of teaching in the classroom.

Typical example comment in one LC visitors book by a Supervisor:
Attendance is 18 students. Lesson plans written, I visited a Bangla class. Rhymes were being read.
 Cycle 3 LC. NGO: FIVDB, Dhaka Zone 3, April, 2008.

A more valuable comment:
Attendance is 21 students. Some students are weaker in English. You [the Teacher] should give special attention to help the weaker students.

Same Visitors book,
 comment by NGO Monitoring Officer later in same month

However, even this stronger latter comment doesn’t advise the teacher who these weaker students are or how to pay them extra attention. With such a lack of specific comment the Supervisor misses a valuable opportunity to develop a strategic response to strengthen the classroom teaching, with continuity from one visit to the next.

Although the Supervisors role is supposed to include qualitative pedagogical support to the Teacher, there was no evidence that this is actually happening. in the field, and difficult to imagine how it could. The teachers, after the first few lessons, have become more experienced classroom practitioners than the Supervisors. Shadowing one Supervisor on afternoon visits confirmed this. There was no qualitative support or interactive teaching during the Supervisors visits, it was all quantitative data collection and monitoring of attendance.

Monitoring attendance is valuable, but does not reflect the job description of the Supervisor. The Supervisor visited two LCs, where fundamental mistakes were observed that the teacher was making. The Supervisor did not identify any of them.

Another role of the Supervisor is to cover for the Teacher if they are sick or absent. This ensures more continuity for the Learners.

Recommendation:

- ⇒ The Supervisor's role could usefully be redefined as more administrative and community mobilizing. They serve a valuable monitoring role, but lack the experience to be able to support Teachers pedagogically.
- ⇒ Supervisor's management Training component should include more focused advice on how to provide constructive but honest feedback perhaps utilizing a Supervisor's diary (see below) and LC visitors book format²¹.
- ⇒ Some Supervisors mentioned they are expected to make a yearly assessment, but have no idea nor training for the task.. Annual Assessment could be included in the management component of the Foundation Training.
- ⇒ DSK (partner NGO in Chittagong) issues its Supervisors with Diaries which they record their visits to LCs in. This provides a useful record and should be extended to all Supervisors, but also improved. The diaries and the comments in the Supervisor's visits books need to include an element of strategic development, so the Supervisor or teacher identifies a weakness and together they develop a strategy to overcome this which is recorded in the diary and visits book. There would then be a record of the Teachers professional development and this can become a tool for identifying issues that need to be addressed in Refreshers. The refreshers should be responsive to the need of the Teachers as well.

Teachers

My Teacher loves me very much, she motivates me.

Female student, Meghna 4 LC, Mirpur.

I could not calculate, now I can. The teacher has taught me. Even I learned English. Before I knew nothing, but now I know. I am happy.

Female student, LC #12, Khulna.

The Teacher is expected to teach one or two 2½ hour shifts per day using the Teachers manuals and resources. The teacher should be supported in their teaching by the twice weekly visits of Supervisors and others (eg POs, MTs, PIU MOs).

In all LCs visited the teachers had all developed positive relationships with their classes and were conscientiously following the curriculum as defined in the different Teachers manuals and pupils books. There were many strengths:

- ✓ Teaching methods varied between individual, group and class
- ✓ The classroom environment and ambience (feeling) was very positive and inviting with wall space covered with pictures and posters and smiling children.

²¹ The Draft MER Materials produced by SSI include a 'Specimen Format for Visitors Comments', (Documentation Tool A) which correctly identifies 'Findings of Inspection', 'Major Problems Found' and 'Recommendations'. An adaptation of this format would be an improvement on the current superficial comments left.

- ✓ Metal trunks contained the BEHTRUWC resources necessary for the classroom in an easily accessible place
- ✓ Boys and girls were treated equally in the classroom
- ✓ All teachers were loved by their students
- ✓ Teachers did move around the classroom looking at the students work and talking to them, encouraging or helping them.
- ✓ Children had opportunities to read together as a class and as individuals to the teacher
- ✓ Writing levels were very competent for their ages.
- ✓ Teachers asked the children questions and allowed some discussion in class
- ✓ There was limited use of manipulatives (concrete materials) in the maths lessons

However, as always, there is also room for improvement.

- ✗ Displays were not changed particularly regularly and most were the project posters which had been up for maybe 2 cycles. There was some evidence of children's work and teachers work on the walls, but it was limited in many classrooms perhaps by the shortage of materials.
- ✗ Group work enabled the teacher to work with small groups, but we saw no evidence of differentiation in work set
- ✗ Displays sometimes had posters on their side, or covering each other, the feel was that sometimes the posters were put up to cover the space rather than as a teaching aid, and they never seemed to be taken down, to match the current Unit only.
- ✗ There were a few instances of the learners saying the Teacher beats them if they misbehave
- ✗ Some classes were more teacher-led than others with less opportunity for children to interact and explore ideas
- ✗ There were frequent repetition exercises, and chanting, or class reading with little or no attention to comprehension.

The greatest discrepancy we found between project intention and reality in all our visits to different LCs was in the differentiation of work. In most LCs we observed teachers implemented Group activities but in a different manner to that intended in the manuals. One of the main functions of the group activities as explained in the teaching and learning materials (TLM) is for the Teacher to identify different ability groups and set work accordingly, possibly even from different Units or Cycles if more appropriate. All we observed was the teachers setting groups up so the Teacher could concentrate on supporting one group, or hear readers from one group for example.

Group work is in itself a very valuable classroom technique, and considering the inexperience of the teachers, it might be all the Project can reasonably expect from them at this stage. However, it is a significant deviance from the TLM approach recommended.

Relevance:

The training received by the MTs, Supervisors and Teachers provides them with the core skills necessary to be able to develop the teachers skills in the Foundation and Refresher workshops to deliver a quality education in the classroom. It is participatory and child centred, and the learners enjoy the pedagogic methods the Teachers utilize in the LCs.

Effectiveness

Overall the Foundation and Refresher training is effective, though it could be improved. However, post training, there is no effective monitoring or support system to improve the

quality of teaching. What feedback the teachers get from Supervisors, POs, MOs, MTs is usually very superficial. Teaching techniques could be improved, but the capacity does not seem to exist to be able to assess quality accurately and then provide constructive feedback. Supervisors are too inexperienced to be able to provide this service, but others visit too infrequently to be of much use. There is little constructive formative feedback and certainly no strategic direction to feedback. As Teachers are the most experienced LC component of the system, peer support/ LC clusters is perhaps the most fruitful avenue to develop professional capacity.

Teachers are developing their capacity in child-centred teaching, there is a noticeable difference in quality between C1 to C3, but Supervisors have no opportunity to practice the skills they have learned in the Foundation, so they concentrate on the more mundane data collection roles of their work.

However, the Learner is the final test of the efficiency of the Training, and overall, their views are that the LCs are friendly and rich learning environments.

Efficiency

We could find no data on whether Training workshops were all delivered before the start of cycles, but attendance figures for Teachers and Supervisors at the basic Foundation and Refreshers for the first 3 Stage shows attendance runs at between 88-100%.

Teacher and Supervisors attendance at Stages 1-3 Foundation Training

	Stage 1				Stage 2			St 3
	Cycle 1		C2	C3	C1		C2	
	21 Day	7 day	Ref	Ref	21 day	7 day	Ref	21 day
No of LCs	2000				1310			2071
Target no participants	2200	2200	2200	2200	1441	1441	1441	2278
Actual	2200	1939	1948	2066	1438	1406	1406	2263
% attendance	100	88	89	94	100	98	98	99
Supervisors courses	100	n/a	100	96	99	n/a	99	98

Source: Data supplied by UNICEF from POs reports to PIU

Retention rates of staff and learners are not available but discussion with NGOs and other stakeholders suggest drop out rates are approximately as follows (but see later table also):

Numbers dropped out	
Learners	8%*
Teachers	n/a
Supervisors	n/a

Source: statistics from the total UNICEF provided 'all years' column of *Stage 1 Cycle 2 spreadsheet*²².

²² However, these numbers are questionable as Stage 1 Cycle 2 apparently has a total of 14 under 8 year olds enrolled, but then another sheet cites 22 under 8 yr olds dropping out?

On a more qualitative dimension, training is happening, though there is little evidence of any analysis of its effectiveness. Workshop reports as mentioned above lack any critical analysis, and PIU monitoring likewise is superficial. MOs having had no training in the techniques of monitoring, and so no real critical attempt to identify weaknesses and develop strategies to improve training or teaching.

But the size of training workshops is very effective. They are all around 30-35 participants with 2 MTs. The venues are frequently too small for very effective workshops and group work, but they are manageable.

Impact and Sustainability

In the context of Training and Teaching, there are two very different pictures. One relates to impact in the classroom, and the other to sustainability of methods with the Teachers, Supervisors and the NFE system outside the classroom.

The Teachers are developing and refining their teaching skills through practice and refresher courses. These skills are then being utilized to improve quality of learning in the classroom. In this sense the training has a very real impact on the children as the outcome of good teaching are the literacy, numeracy and life skills which the children will retain for the rest of their lives. Teachers' skills are improving and the impact is significant at the level of the individual learners and teachers.

With regard to sustainability, the NGOs delivering the training are gaining in experience in using these training methods, which could be sustained in other projects as the MTs and NGOs move on. However, there is no suggestion at the moment that the system of training is going to become embedded in the official BNFE or NFE sectors of education in Bangladesh.

This is an area that the Project needs to address. The Foundation Training Course is a strong course which should be utilized by a wider audience. Currently Teachers, Supervisors and Master trainers attend and then practice the training, but they receive no recognition or certification for their successful attendance and application of the methodologies. BNFE should consider ways to recognise the Teachers and Master Trainers efforts through awarding of certificates acknowledging their new skills.

ANNEX 6C Achievements of Learners

The achievements of learners on one level can be seen in their exercise books and understanding of the work being covered in the LC. From observation of a limited number of LCs, the MTE team feels the Learners are almost certainly achieving at a comparable level to GPS and RNGPS. But this is a subjective assessment (based on our observations in the sections on curriculum, training and learning). A more objective assessment comes from the summative end of Cycle tests that teachers and supervisors conduct.

End of Cycle Tests

BEHTRUWC teachers assess their learners at the end of every Unit in every subject. This is ongoing and intended to feedback into the design of the next Units work. Additionally they design with the supervisors end of Cycle tests (with guidance from the relevant subject and methodology manuals). These end of Cycle test results are supposed to be forwarded to PIU from each NGO, and should provide a bench mark against which we can see progress of learners. Unfortunately, thus far, there has been inconsistent collection of these reports. Those that have been collected are all from Dhaka, and itemised below.

Stage 1 Learners are currently mid-Cycle 3, Stage 2 are currently mid-Cycle 2 (June 2008). Results have been collected only from 10 of the 16 NGOs working in Zones 1 and 2 of Dhaka (this represents 950 of the 2000 Stage 1, C1 LCs nationally), and provide the following information.

The tests are designed to give learners a score out of 100. Scores of:

80+ = Grade A

60-79 = Grade B

40-59 = Grade C.

Sample of Learners achievements/ scores on End of Cycle tests

Stage 1, Cycle 1				
	NGO	A	B	C
1	Dhaka Ahsania Mission	41	34	25
2	Gono Shahajja Sangstha	33	49	19
3	CEDAR	21	65	15
4	VARD	47	24	29
5	Annesha Foundation	36	55	9
6	Surovi	40	33	27
7	BDSC	33	40	27
8	UDP	45	34	21
9	Catalyst	38	36	26
10	SPK	41	34	25
	AVERAGE	38	40	22

Stage 1, Cycle 2				
	NGO	A	B	C
1	Dhaka Ahsania Mission	35	42	16
2	Gono Shahajja Sangstha	19	63	18
3	CEDAR	23	46	29
4	VARD	42	32	25
5	Annesha Foundation	37	57	6
6	Surovi	32	40	28
7	BDSC	51	39	10
8	UDP	48	34	18
9	Catalyst	48	34	18
10	SPK	70	13	17
	AVERAGE	41	40	19

Stage 2, Cycle 1				
	NGO	A	B	C
1	Dhaka Ahsania Mission	46	29	25
2	Gono Shahajja Sangstha	35	44	21
3	CEDAR	24	43	33
4	VARD	33	35	31
5	Annesha Foundation	26	42	32
6	Surovi	32	40	28
7	BDSC	38	33	29
8	UDP	50	33	17
	AVERAGE	36	37	27

Source: UNICEF supplied data 'End of Cycle Assessment of Learning Achievement'

These results show the students are achieving very impressive scores. The overwhelming majority (75-80%) are achieving scores of A or B, ie higher than 60%. On the basis of these internal scores we can say the Learners are receiving a very high standard of education in BEHTRUWC LCs in Dhaka Zones 1 and 2.

However, it also needs to be recognised that the tests may be neither reliable nor valid:

- ♦ the tests are developed by inexperienced Teachers and Supervisors. Different NGOs may develop/moderate more/less reliable tests.
- ♦ there is a very positive skew towards the higher scores. Using criterion referenced assessment this is impressive, but it also needs to be recognised that there may be a cultural influence to 'mark up' and scores may not be reliable.
- ♦ It is not transparent what 'A' actually mean, except that the learner has done well?

If the results are unreliable then it is difficult to assess the achievements of learners academically. In conclusion, it is impossible to make definitive statements from these results without more information.

It would be valuable for a further study to be conducted to (i) investigate how well the twin dimensions of validity and reliability are moderated across centres and across NGOs, and (ii) develop templates which could guide the Teachers and Supervisors in easy steps through test construction so ensuring reliability and validity, (iii) see if tests can be designed which correlate with NCTB competencies to provide a more objective and recognizable criterion referenced statistic comparable to national norms.

Attendance

If reliable achievement tests are currently unavailable, then it is necessary to look elsewhere for evidence of effectiveness. Attendance is clearly not a measure of effectiveness of learning, but is an indicator for how successful the centre is.

Attendance statistics only seem to exist at the local level, they have not been collated at Divisional or even NGO levels. However data supplied by the Project to the MTE, of a small sample (from 0-43 LCs per month per city) collated by PIU MOs of attendance figures for January to April 2008 shows that, between these months on average, between 9.5 and 10.3

girls were attending LCs at any one time. For boys the figure is lower (as you would expect as 40% learners are boys): between 6.1 and 6.8²³.

Attendance figures for a sample of LCs from different cities

	Jan	Feb	Mar	Apr	AVERAGE
Girls					
Dhaka	11.7	11.5	11.2	12.0	11.4
Chittagong	10.9	12.2	11.0	11.6	11.9
Khulna	10.3	10.0	0.0	9.6	10
Rajshahi	10.7	5.4	6.5	8.8	7.8
Sylhet	7.0	8.6	8.2	0.0	7.9
Barisal	10.9	0.0	12.3	10.7	11.1
AVERAGE	10.3	9.5	9.8	10.5	
Boys					
Dhaka	6.9	7.0	6.4	7.0	6.8
Chittagong	6.7	8.6	7.0	6.8	7.7
Khulna	7.1	4.7	0.0	7.6	6.5
Rajshahi	6.9	4.7	4.4	5.4	5.4
Sylhet	4.2	5.3	5.6	0.0	5.0
Barisal	6.7	0.0	7.5	7.3	7.2
AVERAGE	6.4	6.1	6.2	6.8	
TOTAL					
attendance	16.7	15.6	16.0	17.3	
As % of 25	66.8%	62.4%	64%	69.2%	

Source: PIU Monitoring Officers.

If these figures are representative, they suggest attendance varied between January to April 2008 between Sylhet (the lowest) at 12.9 to Chittagong (the highest) at 19.6. This is around the 62-70% of 25 attendance mark. It would be interesting to see whether there is seasonal variation in attendance or other factors which determine attendance in a systematic way.

Drop-out rates

During field visits, and discussions with stakeholders from Learners to NGOs and POs all indicated that drop-outs are numbering only a few in each LC. Between 0-3 or 4 at most. Currently data about numbers of learners who have dropped out are only available from NGOs up to end of Stage 1, Cycle 2. This data is summarized in the table below.

No's of learners who have dropped out, and new enrolments.

	Boys	Girls	Total	Drop out (no. %)	New enrolments
Stage 1, Cycle 1	19864	30280	50144	4061 (8.1%)	2723
Stage 1, Cycle 2	19289	29517	48806		

Source: UNICEF supplied data

There is not yet enough data to be able to identify trends, or an average percentage, but from the one cohort we have, it is hovering around the 8% mark (7.7% for girls and 8.7% for boys). When new enrolments are included the 'net' drop-out figure drops to 6%. Khan et al (2008) in

²³ Note, even amongst this data a number of statistics are missing. Data for Stage 2 was also submitted to the MTE but with so many gaps it was unusable.

the Rapid Assessment of BEHTRUWC at the end of Phase 1, put the drop-out figure at 10.6% (11.4 for male, 10.2 for female).

However, this needs to be seen in the context that one NGO, Aparajeyo has cited that drop-out in their Pilot Schools in Dhaka is running at closer to 50%. This contradiction between data we were seeing in the field and the sparse data we have been able to find in the records contradicts Aparajeyo. It is not clear why there is such a large difference? However, from the data available it seems drop-out is not a major problem.

Profile of Learners

The ToRs has asked for the curriculum and TLM to be matched with profile of the learners to see goodness of fit. The PP (Appendix N) defines the learners as being:

Profile of Learners

Profile	Comment	Match?
Between 10-14 years old	The Table below shows the overwhelming majority are in the target age range	YES
Unmarried	Data not available	
60% girls	See table below.	YES
Positive motivation towards education	FGDs and interviews all suggest Learners, and family have a positive attitude. Views of employers and community were more diverse, but generally also positive.	YES
Working (10% in hazardous occupations, child domestic workers or engaged in other forms of exploitive child labour)	FGDs and observation all confirm that apparently all children are engaged in some form of work.	YES
Should be illiterate or drop-outs from other forms of schooling	Almost all children in FGDs said they had never had any form of schooling before this LC opened. Khan et al (2008, p22) identified that 72% of children had not attended any form of schooling before. There was 1 case of Grade 4 and 1 Grade 5 girls in BEHTRUWC schools.	YES
Not enrolled in previous HTR project	No data available	

Source: Compiled from PP Appendix N, Khan et al (2008), and MTE data and observations

Table showing age range of learners in Stages 1 and 2.

	<8 yrs old	8-9	10-14	>14
St1 Cycle 1	14 (0.02%)	577 (1.15%)	49110 (97.94%)	179 (0.35%)
St 1 Cycle 2	14 (0.03%)	577 (1.18%)	47136 (96.58%)	173 (0.36%)
St 2 Cycle 1	243 (0.74%)	3502 (10.71%)	28916 (88.47%)	24 (0.07%)

Source: Data supplied by UNICEF

Interesting points from this are the differences in the lower ages for Stages 1 and Stage 2, where there are significantly more under 8, and 8-9 year olds in Stage 2. 10-14 year olds are appropriately the largest age range in all Stages and Cycles.

Learners by sex are as follows:

	Male		Female	
	No	%	No	%
St1 Cycle 1	19864	40	30280	60
St 1 Cycle 2	19289	40	29517	60
St 2 Cycle 1	13543	41.4%	19142	58.6%

Source: Data supplied by UNICEF

It was not possible in the time available to collect comprehensive data on profile of learners to match against appropriateness of Curriculum and TLM, but the indicators identified above suggest the correct target population are by and large correctly identified and the curriculum section identifies that this material closely matches the needs of the learners.

Conclusion

From the data available Learners are achieving very high scores in their end of Cycle tests – the majority are getting above 60%. Talking to them they all say this is directly relevant to them. There were numerous occasions during FGDs and interviews when stories were recounted of a learner talking to their employer about wages: 1 boy in Chittagong had been earning 2 (two) Tk per day in a fish market. After he had started to attend the LC he and his (almost certainly illiterate and disempowered) guardians realised he could stand up and assert himself and ask for more. His wage increased overnight to 100Tk per day. Other stories tell of how the learners can now count so are not short changed, and others of how the employers appreciate their employees being able to count so they can work more efficiently in the shops for example.

ANNEX 7 COMPONENT: ADVOCACY, SOCIAL MOBILISATION & COMMUNICATION

Activities	2005			2006			2007			2008		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Advocacy												
Media Mobilisation												35
Advocacy and Com.										120	80	200
Implementation plan												50
Social Mobilisation												
Launching ceremony (Project/LC)							1920	1280	3200			
Child Labour Day (12 June)							981	654	1635			
Child Rights Week (September)							1962	1308	3270			
Meena Day (24 Sep.)	1000	1000	2000				1368	942	2310			
Literacy Day (8 Sept.)							480	320	800			
Education Day/ EFA Week (April)							465	310	775			
Victory Day (16 December)				5000	3000	8000	5000	3000	8000			
Activities	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Independence Day							6000	4000	10000			
Education fair	600	600	1200									

Awareness												
Campaign on UWC - Billboard	200 bill board in six divisional cities											
Workshop							6	23	33			
Stage performance										66000	44000	1,10,000
Develop and Printing												
Calendar												15000
Brochure												15000 (Bangla-12000, Eng-3000) printed; Distributed: Bang;a 5000, English 2440
Evaluation												
Thematic							12	48	60			

ANNEX 8 Relevance & Treatment Of The Recommendations Of The Final Evaluation Of Phase I.

The 2004 Final Evaluation of Phase I had 12 sets of recommendations, some with up to 12 sub-parts.

In the table below we present what, to us seem the seminal recommendations and how these have shaped the second phase or have been rejected or otherwise overlooked.

#	Recommendation reference in Phase I Final Evaluation	Treatment in Phase II
1	<p>The HTR Centre: Location and Role The centres maybe located near the residences or the work places of the children. a saturation approach is advocated: essentially ensuring that every child of school going age (5-14) receives quality education LCs to function as recreation units for the children, like a reading room, ...and a place for the working children to spend some leisure time</p>	<p>LCs are located near to child workers places of work. No “saturation” mapping was tried. LCs are for BE solely.</p>
2	<p>The Selection of Learners selected according to the criteria defined for urban working children, but in a participatory manner involving the NGO, the community as well as the children The maximum number of learners in a centre shall be 20, the minimum 15.</p>	<p>NGO did the selection according to criteria set by PIU. LCs have a norm of 25 learners, perhaps a compromise from Phase I Some flexibility allowed in phase II regarding age and children working at home.</p>
3	<p>The Selection of the NGOs A maximum number of 20 NGOs with impeccable track records of integrity, efficiency and actual experience of working with HTR children/working children be selected as partners and not as contractors.</p>	<p>20 selected in an elaborate process. NGOs assert their “partner” status.</p>
4	<p>Selecting the Teachers/Supervisors Teachers & supervisors need to be from the local community. Efforts need to be made to recruit more women supervisors.</p>	<p>Teachers & supervisors seem to be from the community. But not from the same socio economic status Lack of mobility has kept the numbers of female supervisors low.</p>

5	<p>Managing the Intervention</p> <p>Revamped centre management committees, in which the HTR learners/ or the HTR learners committees as well as the parents / guardians and employers are represented. Selection to the centre management committee shall be by the community, through electoral processes. The CMCs shall play a vital role in guiding the teachers/supervisors and the NGOs going far beyond the role it played hitherto.</p>	<p>Committees set up by NGO. No learners but parents and employers' representatives. Role appears unclear and remains somewhat passive.</p>
6	<p>Changing the Learning/ Teaching Environment</p> <p>A drastic change is needed in the method of teaching. The emphasis has to be on teaching interactively a minimum of 22 days of basic training followed by refresher courses for every module, there has to be a weekly training meeting of the teachers at the local level The teachers/supervisors will have to be trained in social mobilisation techniques. Crediting courses so that if a learner has to dropout at the end of a module due to unavoidable reasons, she/he can rejoin later.</p>	<p>Impressive learner-centred teaching/learning packages devised & implemented. Foundation training of 20 days and shorter courses for later cycles. No weekly meeting. No training in soc mob techniques though awareness exists. Certificates issued at end of each cycle.</p>
7	<p>Modifying the Curriculum</p> <p>The curriculum and pedagogy be so devised that stress is laid on internalisation and retention Gender training and building up gender sensitivity has to be an integral part of the process. Essential life skills, the skills to negotiate, to understand the political economy of the system that creates inequalities and perpetuates them need to be imparted to the children. The skill training has to be organised very efficiently, taking into account the market demand at present as well as in the future. Such demand determination and forecasting should be carried out by professional marketing agencies</p>	<p>Undertaken successfully through UNICEF technical assistance. Gender training includes a little bit of gender . Integration of gender is weak. No gender training was held Life Skill Training introduced successfully. Agency hired after a delay to identify relevant skills and skill training providers.</p>
8	<p>Changing the Contact Hours</p> <p>instead of the present 24 months, the duration can be increased to 40 months. the contact hours can be increased gradually or reduced, depending on the needs of the</p>	<p>40 months adopted in 5 cycles of 8 months Contact hours are 2.5. Anecdotal evidence of some</p>

	children.	extension where teacher provides extra attention to learner(s).
9	Banning Corporal Punishment	Parent: “the teacher does not beat them”. Seems to be achieved.
10	<p>Changing the mindset of the employers</p> <p>This task can begin by talking and pressurising reluctant employers to allow the learners to attend the classes regularly.</p> <p>The learners together with the CMC/Guardian committees and the NGOs could try and persuade these households to treat the child domestics properly and decently, failing which they could initiate a boycott of those households. The idea is not to perpetuate child labour but when there is no other option, make the working conditions less hazardous</p>	<p>Seems that a few employers of learners continue to make difficulties over attendance, though many now see benefits of attendance.</p> <p>No evidence of this level of mobilisation against domestic employers.</p>
11	<p>Monitoring/Evaluation</p> <p>Monitoring the working status of learners must be done using uniform definitions of working children and of hazardous occupations.</p> <p>. It is necessary to regularly assess their educational achievements and the life skills they have gained.</p>	<p>The ILO defn is used for HO.</p> <p>Done on a monthly basis by teacher with checks by “monitors”</p> <p>Elaborate monitoring system awaits field trial.</p> <p>Arrangements for monitoring of LCs are shared by PO, Supervisors, BNFE and NGO coordinators. Data is not compared nor are analyses available.</p>
12	<p>Social Mobilisation and Societal Participation</p> <p>a national education plan of action, including a national non-formal education framework should be developed and the HTR made a part of it.</p>	<p>An NFE policy has been approved. No plan of action for the NFE sub-sector is available.</p>

ANNEX 9 BEHTRUWC Technical Proposal for MTE

(a) Overview of Programme:

The Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Phase II, evolved directly from Phase I which was implemented from 1997 to 2004. Phase I involved nearly 350,000 urban working children of 8-14 years from six divisional cities in a 2-year non-formal basic education and life skills course. The lessons learned and recommendations from the final evaluation of Phase I (Mitra, 2004) have guided the development of Phase II, refining focus and outputs. The Phase II was originally planned for five years, between July 2004 and June 2009. A request to extend the project up to December 2011 is currently pending approval by the Ministry of Primary and Mass Education (MoPME).

The objective of the BEHTRUWC Project is to identify and then support urban working children through providing quality non-formal basic literacy, numeracy and life skills training over 5 consecutive 8 month cycles with an increasing emphasis as they grow older upon livelihood and technical skills, so enhancing the life opportunities of these marginalised children. Target beneficiaries are 200,000 10-14 year old urban working children, with specific quotas for children drawn from hazardous occupations, and girls. Implementation is through 20 carefully selected NGOs in the 6 divisional cities of Bangladesh. Of these 200,000 beneficiaries 20,000 are intended to access livelihood skills.

Parallel to the educational, life skills and livelihoods components outlined above, there are also strategies to raise awareness and advocate for change to promote working children's basic rights from family to national levels.

Specific mid term and end of project strategies and targets have been defined across a number of dimensions including numbers of learners, learning centres, curriculum delivery methodologies, and project management. Supporting this, BEHTRUWC has recognised the need to build capacity of stakeholders' management and monitoring skills.

This Technical Proposal outlines the methodology that is to be used to conduct a mid term evaluation of the BEHTRUWC Phase II which will lead to a final report containing an interim evaluation of the Project on dimensions of relevance, effectiveness, efficiency, sustainability, impact, child rights and gender mainstreaming identifying strengths and weaknesses of the current Project, with recommendations for taking it forward from this point.

Comparison Table of differences between Phases I and II		
	Phase I	Phase II
Project span	1997 to 2004 (7 yrs)	2004 to 2009 (5 yrs) (extension pending to 2011)
Duration of 1 cohort of children	24 months	40 months
Target age range	8-14	10-14
Target No's of beneficiaries	351,000	200,000
Number of centres	11,550	8,000
Target Pupil : Teacher ratio	1:40	1:25
Number of NGOs involved	Approximately 150	Maximum 20
Curriculum content and Educational Grade level	Bangla: Gd III Maths: Gr III Life Skills	Bangla: Gd V Maths: Gr III English: Gr III Environmental Studies: Gr V Life Skills Vocational Skills Livelihood Skills
Livelihoods component	No	Yes
Technical skills component	No	Yes
Hazardous jobs focus	100% target	10% target
Girls bias	70%	60% target

(b) Expectations of Mid Term Evaluation

The Mid Term Evaluation (MTE) of the BEHTRUWC project is expected to provide an in-depth analysis of the design, management, implementation and performance of the Project in relation to its stated objectives and desired outcomes. The MTE will evaluate the project in terms of its relevance, effectiveness, efficiency, sustainability, impact, gender and child rights. Quality of education (in terms of contents, teaching and learning processes, learning environment and learning outcomes) as well as retention of girls will be given special emphasis.

The MTE will highlight child rights, gender and, as far as possible, a results based management perspective. The evaluation will provide major findings, lessons learned and recommendations which will be key inputs for Mid Term Review and Project Proforma revision process. An AM for the preparation of an action plan for the revision of the TPP for the period 2008-11 will be developed.

Gender and human rights are cross cutting issues. The evaluation will mainly focus on how far the project addresses gender equity in terms of access, participation, decision making ,gender needs, strategies and actions, policy and planning, practical vs. strategic needs capacity, institutional arrangements and resources (physical and financial) etc. Whether the strategies developed are contributing towards mainstreaming and institutionalization of gender. Gender and CRC perspective will be scrutinized at all levels. Gender specific needs and retention issues of girls will be given special emphasis. The evaluation will review the processes followed, the bottlenecks in, and the achievements in mainstreaming gender. It will identify what indicators have been adopted to assess the progress in terms of achieving gender equity and equality and promotion of child rights.

Using a human rights framework the evaluators will examine whether the Project follows the HRB approach specially promoting child rights and effectiveness of advocacy strategies, social mobilization and awareness activities in eliminating child labour ..

(c) Roles and responsibilities

As a guiding principle, the team leader has responsibilities for ensuring Project management issues, including that monitoring and evaluation aspects are reviewed. The basic education specialist will cover all pedagogical and curriculum aspects of the Project; while the CRC and gender specialist will ensure that human rights especially child rights and gender dimensions figure in the evaluation of all components of the Project. However, the team will work in a collegial way and subject all aspects to team scrutiny.

Specific Issues	Team Leader	Basic Education Specialist	CRC & Gender Specialist
Curriculum (basic education and life skills), teaching learning materials and duration of the course vs profile of the learners:		Main	Gender & CR dimensions
Quality of teaching and methodologies used		Main	Gender and CRC dimension
Reaching the Hard to Reach (HTR):	Main		Gender & CR dimensions
Targets and modality of Livelihood Skills Training		Main	Gender & CR dimensions
Role of the Committees	Main		Gender & CR dimensions
Management Issues	Main		Gender & CR dimensions

Responsibility for the evaluation methodology and the evaluation instruments has been shared across the team.

Responsibility for analysis of quantitative data provided by the Project will be initially for the team leader with inputs from the other team members.

Reporting responsibilities are shown under (g) below.

d) Evaluation Methodology for the MTE

The approach to the MTE can be broadly termed "Illuminative evaluation". Illuminative evaluation refers to what might be called, loosely, ethnography. The basic idea is for the investigator to interact openly with the participants (learners, teachers, supervisors, NGOs etc.) to pick up how they think and feel about the situation, and what the important underlying issues are. Its importance is as an open-ended method that can detect what the important issues are.

It will be necessary to study some sample LCs, NGOs, and other organisational units within the Project that are representative of the range found. Through *intensive familiarisation* with the issues and the organisations responsible, an understanding will be built up of the situations in which the Project operates and of the likelihood of the Project interventions being successful in its objectives. This understanding is then checked out by reference to stakeholders who could potentially hold alternative views.

The tools of Illuminative Evaluation are the tools of social research. Their application is determined by resources including time. Data will be collected and studied from Project monitoring sources as well as from the MTE evaluation activities.

Clarification of terms

It is a common misconception that monitoring happens during implementation of a project and evaluation happens at the end. Monitoring is certainly carried out during implementation. Evaluation can occur both during and after implementation. This MTE is designed as a formative evaluation

Evaluation collects both quantitative and qualitative data. The distinguishing feature of evaluation is that it involves the evaluators making a judgement and interpreting data – both quantitative and qualitative. Monitoring data normally “speaks for itself”.

“Evaluation is the systematic assessment of the worth and merit of objects.”

Evaluation, and particularly a MTE, should contribute to understanding of, and feedback to, the implementation process so as to improve implementation. Projects generate data in the course of implementation: for instance, learner numbers, supervisor visits, disbursements against budget lines can be indicators of progress. Also records can be kept of numbers of teachers who attend training courses. Such data are used for monitoring and provide an input to evaluation.

But, evaluation goes further: it collects different data which is often descriptive and raises questions about project activities and encourages deeper investigation. The various evaluation instruments (see section (f)), will generate information which, may in turn lead to recommendations for corrective actions.

Following on from the above account of the use of an illuminative evaluation approach we can specify, in outline, the framework within which we will work while carrying out the MTE.

(e) Evaluation Framework including the Analytical Matrix

Component	Criteria for Analysis				
	Relevance	Effectiveness	Efficiency	Sustainability	Impact
BE and LSBE					
LST					
Social Mob and advocacy					
Capacity Building					

In addition to the analytical matrix there are three important cross-cutting dimensions for consideration; namely Child Rights and, Gender Mainstreaming and Management.

In addition to the above reporting matrix, where appropriate, there are the following embedded foci for the MTE.

1. The 5 Specific Issues of section IV of the ToRs, Curriculum etc; Defining a HTR urban working child, targets for Livelihoods training, the committees and management issues. The last two are encompassed within the final cross-cutting management line.
2. The questions in Annex I to the ToRs
3. The recommendations from the Phase 1 evaluation are considered in the matrix predominantly in the Relevance column.

The testing out of the relevance, effectiveness, efficiency and sustainability and impact of the Project has to taken from two angles. First, taking the design and development of the project can we, as outside observers, make reasoned statements concerning those 5 concepts? Second, now that the Project is underway what evidence is emerging to allow us to make statements concerning those 5 concepts. To some extent, we can do the first task through a close study of the Project Proposal and Logframe, the Report of the Final Evaluation of the first phase and through reading of the background documents. Our perceptions of the design will change as we discuss and observe. In order to have a view on how the Project, as it is being implemented, shapes up in terms of relevance, effectiveness, efficiency sustainability and impact we require empirical data and insights from observation and discussion with all the stakeholders.

Note: this evaluation matrix in practice is/will be utilized

- I. at the planning stage of the MTE Technical Proposal to focus questions
- II. at the analysis stage to identify strengths and weaknesses
- III. and finally as a format for the reporting stage.

To support the matrix, data collection tools, piloted and designed by the MTE team, supplemented by data from routine Project records, will facilitate the evaluation of progress under each component. At mid-term the reason for evaluation of the outputs is to estimate how likely that the outputs will be achieved and to provide guidance on how to ensure their successful achievement. A matrix approach, see above (i) will be used to

determine how far the Project matches up in terms of relevance, effectiveness, efficiency, sustainability and impact.

f) Information Collection and Analysis

Collection

The main sources of information and data are as follows:

1. Background documentation supplied by UNICEF on CDs and by email.
2. Project records – PIU, CIMU, DPs – monitoring data.
3. Quantitative data requested by the MTE team - additional monitoring data
4. Qualitative data collected by the team from interviews, FGDs, observations – evaluation data
5. The BEHTRUWC LogFrame.
6. Information from the study of Project-generated Teaching/ Learning materials – evaluation data.

Item 1 is the most voluminous and provides the context essential for a MTE. Items 2 and 3 can be considered as a single set. The data formats compiled by the MTE team, See Annex TP1 for a list of all the data requests, are intended to provide fresh information as well as triangulate with information already held in the PIU in reports, or files or in soft copy. There are requests for data on learners, disaggregated by sex and city, and their characteristics, attendance of learners and teachers, teacher & supervision training, income and expenditures, availability of TLM, advocacy activities.

At LC level data will be collected to supplement data on learner characteristics and attendance as well as on the effectiveness of TLM and the revised curriculum.

Data collected under item 4 will be unique to the MTE. Some 19 different groups of respondents have been identified. Each set of respondents – implementing NGOs, BNFE, etc will have an appropriate instrument, an interview schedule., an instrument for recording data from focus group discussions, FGDs or an observation schedule. While there will be some overlap in the questions between some of the instruments each target stakeholder will have its own instrument, see Annex TP2 for a list of the Evaluation Instruments and some examples of those instruments which have been field tested already. Two of the 19 instruments are given in TP 3 and TP4. In any evaluation such questions provide a starting point for enquiry. What is more important are the questions which arise out of the responses to those questions – the follow-up and probing questions. The closer one is to the field and observation the sharper can be the follow-up questions and the probes.

Given the time available sampling of NGOs and of LCs is what might be termed “purposive”. The NGOs in Dhaka and Chittagong were chosen by the team from the list prepared by the PIU. In Khulna there is only one partner NGO. The LCs were chosen from 2 zones in Dhaka and one in Chittagong. Teachers were selected from the zones

where the LCs were located with the teacher of the observed LC in the focus group. A similar approach was followed with the supervisors and CMCs. It is recognised that seeing 13 out of more than 5000 LCs is hardly representative.

Accounts of each interview, discussion and FGD will be written up so that the MTE team can have access to the outcomes of each evaluation event. A common format for reporting will be devised.

Analysis

a) Quantitative data

With respect to data collected on learners trends in numbers can be shown and in chart form.

Eg: Trends in numbers of learners by Division

LEARNERS
Female

Division	2006	2007	2008
Barisal			
Chittagong			
Dhaka			
Khulna			
Rajshahi			
Sylhet			
TOTAL			

Tables have been compiled showing, for each data set collected, the format of analysis. For data collected on expenditure, the percentage of the total allocated to each main item can be calculate and used as an indicator of the relative importance of such items as teacher training, TLM, rentals of premises etc. Discussion within the team will highlight the utility of the analysis from varied perspectives and generate follow-up lines of enquiry as well as suggestions for routine monitoring data activity.

b) Qualitative Data

Analysis of qualitative data proceeds from close study of the reports of the MTE activity and in the context of some key persistent themes such as relevance, effectiveness, efficiency, sustainability and impact. Cross-checking the views of stakeholders on these critical areas will provide perspectives and insights towards suggestions for increasing effectiveness, impact etc. Again, using the MTE team's varied skills and knowledge a shared understanding of the Project and its successes and shortcomings will emerge. Testing out the team's views, through participatory briefings, against informed stakeholders will sharpen and refine insights and recommendations.

Analysis of qualitative data takes longer than for quantitative data. Moreover, it is best done in cycles with each cycle of analysis benefiting from and refining the focus from the previous cycle and subsequent interviews and discussions as well as reference to the results of monitoring data analysis and background materials.

The overall aim in data collection for a MTE is to ensure involvement of the full range of stakeholders while avoiding collection of data which cannot be analysed nor considered in the time available.

(g) Reporting

Expected deliverables	TOR target date	Revised Date
Technical proposal of the MTE	May 10	May 20
Final draft version of the technical proposal for the MTE	May 14	May 21
Key finding including matrix with 5 criteria	June 5	June 10
MTE Report including the key findings with the partners and stakeholders	June 10	?
A list of recommendations including an action plan for the period 2008 – 2011	June 10	
Draft Final MTE report, with draft AM for the MTR.		June 15
Aide Memoire for Mid Term Review of Proforma Revision Process	June 18	June 18

Writing of the MTE Report

Section	Main writer	Second writer/ specialist input
Executive summary	TL	CRC/ G
Introduction	BES	TL
Design (Relevance of the proposed strategy vs needs of the target group),	TL	CRC/ G
Findings (using the evaluation matrix)	Sub-sections to be allocated to team according to area of expertise	
Evidence of sustainability	TL	CRC/G
Conclusions	TL	CRC/G
Recommendations	TL	CRC/G
Lessons learned	TL	CRC/G
Proposed Action Plan for further actions to be taken. This includes the process of the TPP revision	TL	
Annexes	All team	
Aide Memoire of the Mid Term Review for the revision of the Project Proforma	TL	

(h) Work scheduling

NOTE: The work schedule was affected by the late mobilisation of the team leader due to delays in the contracting process and the obtaining of a visa. The revised programme

has been produced by the PIU with adjustments after comments by the MTE team. The late start and the fixed end-date have telescoped both field work and consultations with the stakeholders. To some extent the compromises made may well affect the quality of the final output though every effort will be made to ensure that the evaluation is as rigorous as time allows.

Annex TP 1 to the Technical Proposal

List of Data Requests

Explanation: without knowing when enrolments began or how formats are used to collect data the team formulated some requests to the PIU in early May. Later we realised that the main data sets for Component 1 could not be given for 2004 and 2005 since BEHTRUWC started in 2006. Also we were, and still are, unaware of what data is collected by the PIU, the BNFE, UNICEF support team and the NGOs. The requests did not require the PIU to collect more data but to provide data from project records in the requested format preferably.

Request #	Title of worksheet	Contents	Remarks
.1 All of 1- 5 made on May 7.	Basic Data	7 areas: LCs in operation; learners (by City, sex); teachers(by sex); supervisors (by sex); NGOs, CMCs; Ward Committees	NGOs, LCs, learners, seem to be readily available.
2	Attendance/retention data	Attendance by cycle by sex; retention C1-C2; C2- C3 etc	Stage 1 centres only in cycle 3.
3	Availability of TLM	Development and distribution of curriculum materials by subject and cycle; units supplied to LCs by subject by cycle; end of cycle competency tests Bangla & Maths; skills training	Realised later that no livelihood skills training till cycle 4.
4	Advocacy activities	Numbers of 11 possible categories of events for Soc Mob.	
5	Expenditures & income	For latest year, breakdown by type of spending; income from all sources	Not knowing what the spending units are made and what form the financial records appear, this format very speculative.
6 Made on May 14	Supplementary Data request	Reception of TLM by city; facilities of LCs, birth registration; display of learners photos: soc mob activities at all levels,age wise occupation	Record format unknown.

Annex TP 2

List of Evaluation Instruments and the Target Respondents.

Code	For which stakeholder(s)?	Interview or FGD and estimated no. of Is or FGDs	Comments on possible content
E1	PIU Director and senior staff	Interview One only English	Management, M&E, financial, performance assessment of NGOs & of LCs. Influence on policy and CS perceptions of CR.
E2	Learners	FGD, 13 LCs to be observed over 3 cities. 5 – 8 students (B&G)	Learner experience, perceptions and expectations. Gender & other disadvantage dimensions.
E3	Employers	4/5 interviews; in 2 FGDs in 2 cities Bangla/ English	Costs & benefits of employee attendance. Expectations & perceptions of outcomes. The employer experience
E4	Teachers	FGD with 8 teachers in 3 cities English?	Terms & conditions. Assess TLM, supervisor support, NGO facilitation, community contributions. Soc.mob activities
E5	Supervisors	FGD with 4 supervisors in 3 cities English	Role, expectations, reality. Performance review of teachers. NGO facilitation, community contributions
E6	CMCs	FGDs with CMCs in 3 cities. CMCs should include that of the LCs visited. Bangla	CMC role vis-à-vis the LC, the NGO. Expectations for their community. problems & benefits. Soc mob possibilities

Code	For which stakeholder(s)?	Interview or FGD and estimated no. of Is or FGDs	Comments on possible content
E7	Implementing NGOs	Interviews will leadership of NGOs partners for the LCs visited. English	Reasons for involvement in Project. Their role in provision of services. LC success criteria. Expectations & perceptions of PIU support. Performance assessment against their goals. Sensitising civil society activities?
E 8	Other NGOs	Interviews in Dhaka .with identified NGOs with interests in NFE / Working children who asked for the project tender documents but did not respond or were not chosen English	Their knowledge of the Project. The scope of present interests. Their views on the Project. Other target gps not addressed?
E 9	Parents / Guardians	FGD Bangla	
E 10	Organisations	Interviews with heads of CAMPE, BRAC (NFE programme); Child Rights Forum, Ahsania Mission etc DPs / PIU to suggest.	Broad sub-sector policy issues including gender, poverty alleviation thro' NFE, external views of the impact of the Project vis-à-vis other interventions.

		English	
E11	DPs	3 interviews with concerned staff. English	Motivation for involvement in the sector; expectations overall & at this stage. Assessment of performance. Processes for performance review.
E 12	BNFE	One interview English	Broad sub-sector policy issues including gender, poverty alleviation, child rights advocacy thro' NFE, external views of the impact of the Project vis-à-vis other interventions. Management of NFE sub-sector; professionalisation of NFE.
E 13	GoB including MoPME (Adviser?); Women & Children's Affairs; Planning Commission?	Interviews with policy heads or special interest in CRC or NFE English	Broad sub-sector policy issues including gender, poverty alleviation thro' NFE, external views of the impact of the Project vis-à-vis other interventions. Sustainability
E 14	NFE Task Force	Interview with chair of TF English	As E 13 but more specific on their perceptions of the Project at this point & how to achieve goals in the long run. Sustainability.
E 15	TLM	Nic needs to review with language assistance the new curriculum & TLM for the 5 cycles; the teacher training package ; the supervision package. At least 3 training agencies have been given the task of training teachers through a ToT programme. At least one of those agencies should be interviewed.	
E16	Curriculum writers and Core Trainers	FGD of 4-6 English	Design, relevance and appropriateness for beneficiaries, modifications that have been necessary, gender and child rights Training methods and effectiveness of training, constraints on methodology

E17	Master Trainers	FGD of 4-6 English or bangla?	Similar to last
E18	Classroom Observation schedule	A sheet to focus attention and ensure consistent collection of data between team members	Will identify quantitative and qualitative data
E19	UNICEF	Interviews	As significant stakeholders involved in many levels of the project and with extensive experience.

ANNEX 10 Calculations of Cost per Learner for BEHTRUWC and Comparable Programmes.

	Taka	\$ at 68 ROE			
			Share of costs by Stages 1&2 learners	Allocation	Note
Total expenditures to April 2008	572,148,807	\$8,413,953			
of the Total BE Program expenditures					
Materials	142,675,599	\$2,098,171	49.80%	71,058,717	ratio of Stages 1 & 2 LCs to all LCs(6646)
Training	77,081,403	\$1,133,550	80.00%	61,665,122	Training of stages 3 teachers had been done
LC operations	237,102,982	\$3,486,809	100.00%	237,102,982	Only Stages 1 & 2 opened
extra-curricular	3,199,524	\$47,052	100.00%	3,199,524	
Fixed costs	2,979,000	\$43,809	49.80%	1,483,673	as materials
Certificate	600,000	\$8,824	100.00%	600,000	
Sub-total	463,638,508	\$6,818,213		375,110,018	
		81.03%			of Total
Remaining expenditures ie Total less BE =	108,510,299				Regard as overheads
Assume BE's share of overheads is 79.7%	86,482,708				PP allocation to BE was 79.7%
Estimated expenditure for BE over the period 2006- 2008 =				461,592,727	
Cost per learner =				6063	covers a variable duration for the 2 sets of learners
Cost per learner per year =.				4547	Assume an average duration of 16 months
		Enrolments in LCs		Duration in BE Program up to April 2008	
Stage 1	2,000	50,000	21	August 2006 - April 2008	
Stage 2	1,310	32,750	9	August 2007 - April 2008	
Estimated learners		82,750	16	Mean period in BE in months	
Assume 8% drop out		76130			