



EDUCATION

Working Paper ■ May 2016

An Evaluation to Improve Literacy of School Age Children Project: Findings from the Baseline

Rifat Afroze

Working Paper

An Evaluation to Improve Literacy of School Age Children Project: Findings from the Baseline

Rifat Afroze

May 2016

Research and Evaluation Division
BRAC Centre, 75 Mohakhali, Dhaka 1212, Bangladesh
Web: www.research.brac.net, E-mail: altamas.p@brac.net
Telephone: 9881265, 8824180-87

For more details about the report please contact: rifat.a@brac.net

Contents

Acknowledgements	iii
Abstract	iv
Chapter 1: Background	
Contributions from non-government agencies	1
Improve literacy of the school age children project description	2
Chapter 2: Evaluation process	
Sampling	4
Instruments	5
Data collection	6
Ethical consideration	6
Chapter 3: Findings	
Teacher's reaction on training	7
Findings from school survey	11
Socioeconomic profile, parental education and related factors	13
Learner's profile	13
Power of reading	16
Crisis in writing	20
Inside story of training room	23
Learning materials	24
Methods	24
An overview of ToT and pedagogy training	24
Handouts, posters and other elements	25
Training conduction	25
Trainer's profile	25
Activities in training session	25
An overview of teacher's orientation programmes	26
Handouts, posters and other elements	26
Training conduction	26
Trainer's profile	26
Activities in training session	27
Follow-up training	28
Training type, duration, participants and others	28
Trainer's profile	28
Handouts and checklist	28
Workshop on school management for head teacher	30
Chapter 4: Lesson learned	32
References	34
Annexes	35

List of Tables

Table 1.	Training name, type and duration at a glance	2
Table 2.	Data collection methods and sample size for baseline evaluation	5
Table 3.	Sample size in different phase of evaluation	5
Table 4.	Sample size for teacher's self-evaluation by gender	7
Table 5.	Proportion distribution of teachers in different designation by <i>upazila</i> and sex	8
Table 6.	Proportion distribution responses based on teacher's training experience by <i>upazila</i> and sex	8
Table 7.	Proportion distribution of teacher's opinion on different training contents	9
Table 8.	Proportion distribution of teacher's opinion on training evaluation	9
Table 9.	Proportion distribution of teacher's opinion on trainer's quality	10
Table 10.	Grade wise percentages of mean attendance rate by <i>upazila</i> and sex	11
Table 11.	Proportion of primary examination completion rate in 2014	11
Table 12.	Proportion of grade wise pass rate in 2014	12
Table 13.	Proportion of grade wise dropout rate in 2014	12
Table 14.	Proportion of grade repetition rate in 2014	12
Table 15.	Socioeconomic background and other related information	13
Table 16.	Last year economic condition of respondent's households	13
Table 17.	Learner's basic information	14
Table 18.	Family support for study purpose	14
Table 19.	Subject studied at home (multiple response)	14
Table 20.	Sources of tutoring	15
Table 21.	Subject studies through private tutoring	16
Table 22.	Learner's performance in reading comprehension 1	17
Table 23.	Learner's fluency in reading in comprehension 1	18
Table 24.	Overall reading status for comprehension 1	18
Table 25.	Learner's performance in reading comprehension 2	19
Table 26.	Learner's fluency in reading in comprehension 2	19
Table 27.	Overall reading status for comprehension 2	19
Table 28.	Learner's performance in writing task 1	21
Table 29.	Learner's performance in writing task 2	23
Table 30.	Training type, methods and other relevant issues	24

List of Figures

Figure 1.	Mean years of teaching experience by <i>upazila</i> and sex	7
Figure 2.	Percentage of responses on the issues which found helpful in their future class	10
Figure 3.	Percentage of learners having private tutor	15
Figure 4.	Percentages of learners who were not able to read any word in reading comprehension 1	16
Figure 5.	Percentages of learners who were not able to read any word in reading Comprehension 2	18
Figure 6.	Percentages of learners who were not able to write anything in Task 1	20
Figure 7.	Percentages of learners who were not able to write anything meaningful in Task 1	21
Figure 8.	Percentages of learners who were not able to write anything in Task 2	22
Figure 9.	Percentages of learners who were not able to write anything meaningful in Task 2	22

Acknowledgements

We are grateful to Ms Christa Rader, Country Director-Dhaka of the World Food Programme (WFP), Mr Zahir Islam and Mr Rezaul Karim, Programme Senior Programme Office of School Feeding programme of WFP, Mr Mad. Rezaul Islam Chowdhury, Deputy Project Director, School Feeding Programme of the Directorate of Primary Education (DEP) and Mr Profulla Chanda Barman, Programme coordinator of BRAC Education Programme (BEP) for providing valuable feedback at findings dissemination session. We are grateful to Mr Samir Ranjan Nath, Programme Head Educational Research Unit BRAC Research and Evaluation Division for his useful suggestions to improve the manuscript. The data management and field management team also deserve special thanks for their continuous support. Finally, sincere thanks go to Mr Iftekhar A Chaudhury, former Coordinator of Editing and Publications for editing the manuscript. We are also grateful to Mr Altamas Pasha for assiduously copy editing the manuscript and Mr Md Akram Hossain formatting and layout.

RED is supported by BRAC's core fund and funds from donor agencies, organizations and governments worldwide. Current donors of BRAC and RED include Aga Khan Foundation Canada, AusAID, Australian High Commission, Bill and Melinda Gates Foundation, Canadian International Development Agency, CARE-Bangladesh, Department for International Development (DFID) of UK, European Commission, Euro consult Mott Mac Donald, Global Development Network Inc (GDN), The Global Fund, GTZ (GTZ is now GIZ) (Germany), Government of Bangladesh, The Hospital for Sick Children, Institute of Development Studies (Sussex, UK), Inter-cooperation Bangladesh, International Labour Office (ILO), IRRI, Liverpool School of Tropical Medicine, Manusher Jonno Foundation, Micro-Nutrient Initiative, NOVIB, Plan Bangladesh Embassy of the Kingdom of the Netherlands, Swiss Development Cooperation, UN Women, UNHCR, UNICEF, Unilever-UK, University of Leeds, World Bank, World Food Programme, World Fish, Winrock International USA, Save the Children USA, Save the Children UK, Safer World, Rockefeller Foundation, BRAC UK, BRAC USA, Oxford University, Karolinska University, International Union for Conservation of Nature and Natural Resources (IUCN), Emory University, Agricultural Innovation in Dryland Africa Project (AIDA), AED ARTS, United Nations Development Program, United Nations Democracy Fund, Family Health International, The Global Alliance for Improved Nutrition (GAIN), Sight Saver (UK), Engender Health (USA), International Food Policy Research Institute (IFPRI) and Yale/Stanford University.

Abstract

Bangladesh has achieved remarkable success in establishing a uniform mass oriented universal system of education in the primary sector. However, in terms of the quality of education, students' learning achievement and reduction in dropout did not attain similar breakthrough. For providing quality education, BRAC, World Food Programme and Rangpur Dinajpur Rural Services initiated a project in Fulchari and Sundarganj *upazilas*. Various capacity development training were considered as key components of this project which were provided by BRAC. WFP provided funding support and RDRS directly implemented project activities in the schools. Both WFP and BRAC are monitoring their project activities and are working for their improvement. A total of 375 schools in Fulchari and Sundarganj *upazilas* will get benefit from this. 110 schools have been included in the first phase. For evaluating project activities a series of studies has been planned. This baseline study explored the initial situation of schools under intervention in terms of enrolment, attendance, completion and literacy skills of students. Review of training process, measures changes that comprehend stakeholders (teachers and RDRS staff) and understanding the challenges in implementing new knowledge are also inbuilt agenda of this study. Both qualitative and quantitative techniques were applied for data collection. A total of 30 schools were randomly selected where school survey, assessment on students' learning ability and their socioeconomic background, teacher's perceptions and stakeholder's views on project activities were collected. Findings revealed that student's enrolment and attendance are quite satisfactory, however, they are not much competent in reading and writing. Specially, there is a significant crisis in writing which proves that they need much attention on it. Generally, teachers and RDRS staff seemed to be satisfied with the quality of training, while some of them thought that teachers' orientation and school management training should be more elaborate. This study suggests frequent classroom observations and initiate some extra efforts for the go-slow-learners. Regular communication with community, teachers, stakeholders and govt. officials is required.

Chapter 1. Background

Bangladesh achieved remarkable success in increasing access to elementary education for all children. In order to implement Education for All (EFA) both the government and non-government organisations took several initiatives to establish a uniform, mass oriented and universal system of education making it free and compulsory for all children aged 6 to 10 years (DPE 2014). As a fundamental right education is being treated as a very crucial element and in the last 10 years a gradual improvement has been visible in the primary education sector of Bangladesh. However, in terms of the quality of education, students' learning achievement and reduction in dropout have not been able to attain similar breakthrough. The enrolment rate is very high (97.7%) which is quite satisfactory but still 20.9% students quit their study without completing the full phase of education (DPE 2014). Currently one teacher is engaged for teaching 40 pupils in the class and the Government of Bangladesh (GoB) is taking more initiatives to recruit qualified teachers to provide quality education.

Contributions from non-government agencies

GoB has already taken several projects to achieve six goals of EFA like increase access to education, promote compulsory free primary education, establish gender parity, promote life-long skills, rise adult literacy rate and improve education quality. In every year a national budget is set aside to help put these programmes into action. Additionally, non-government organizations (NGOs) are also paying continuous efforts for moving ahead. NGOs can work individually, in partnership with GoB or with other NGOs. The partnership programmes are popular because it ensures proper utilisation of resources.

BRAC has already made significant contribution through its Non-Formal Primary education (NFPE) approach among the poor segment of population. In the last 30 years it has provided continuous efforts to increase the participation of disadvantaged children, reduce dropout and gender disparity in primary education. Several studies showed that a joyful teaching learning process has been applied in BRAC primary schools (BPS) which has been found to be effective in achieving more competencies than other institutions (CAMPE 1999, 2001, Nath *et al.* 2007).

On the other side, World Food Programme (WFP) which has been working to fight hunger has been able to reach more than 80 million people with food assistance in 75 countries each year. They provide fortified biscuits for reducing short term hunger in their school feeding programme. It provides 75% of the daily vitamin allowance for school aged children (Ahmed 2004). Evaluation shows that this programme has effects on increasing several educational outcomes like attendance, enrolment and class participation (Ahmed 2004, Dreze and Kingdon 1999). It has also significant impact on reducing the dropout rate and increasing learner's cognition (WFP 2009).

Additionally, RDRS Bangladesh (Rangpur Dinajpur Rural Service) is an established NGO working for empowering poor people and it's mainly focused in the northern part of Bangladesh. RDRS Bangladesh and WFP have a joint venture of providing mid time snacks (biscuit) to students in rural primary schools. At present, they are working in two districts-Kurigram and Gaibandha. About 1,30,285 students of primary schools are getting this support from this intervention (WFP 2012). Everyday each student is entitled to receive 75 grams of high energy biscuits at the beginning of the class which creates

a positive influence in their learning. They also conduct several awareness activities such as systematic de-worming, primary healthcare, sanitation and motivating teachers and students for school vegetables gardening.

Improve Literacy of the School Age children Project Description

BRAC is committed to provide technical support to partner organisations (WFP and RDRS) for improving teaching learning process and literacy skills of primary school students in Fulchari and Sundarganj *upazilas* of Gaibandha district. WFP and RDRS both are implementing School Feeding Programme in both of these areas which help to improve the nutrition and education situation in these primary schools. For better implementation this year, WFP is involved with BRAC. BRAC has been acting as an active agent for providing quality education in their primary schools for a long time and it has field setup in these areas as well. With the support of WFP and RDRS, BRAC works for improving the education level of government primary schools of Fulchari and Sundarganj. RDRS directly implements project activities in the schools. Both WFP and BRAC monitor their activities and work for its improvement. This programme is funded by WFP and it would be implemented in to three phases. A total of 375 schools in Fulchari and Sundarganj *upazila* would get benefit from this. This year, 110 schools have been included in the first phase. The specific objectives of this project are to:

1. Increase enrolment, attendance and completion rates in primary schools in Fulchari and Sundarganj *upazila* of Gaibandha
2. Ensure an interactive classroom and follow-up for involved staff
3. Contribute for improving the learning ability of primary school children

Various capacity development training would be considered as key components of this project. For capacity building BRAC plans for conducting several training to improve skills of RDRS staff in terms of pedagogical, teaching learning provision, monitoring and follow up skills. Additionally, BRAC conducts workshop on school management for head teachers of these primary schools. RDRS plans for conducting training for subject based school teachers, refreshers and follow-up activities in the class. Training name, participants and duration are given below in Table 1.

Table 1. Training name, type and duration at a glance

Name of the training	Participants	Provided organisation	Duration
ToT and pedagogy training	RDRS officials	BRAC	10 days
Teachers' Orientation	Teachers from govt. school	RDRS	Half day
School Management Workshop	Head teachers of govt. school	BRAC	One day
School Follow-up	RDRS officials	BRAC	5 days

Local BRAC staff are responsible for observing training conducted by RDRS and provide feedback if required. RDRS field staff conduct a monthly based sharing meeting where they can exchange their views with BRAC and WFP. Additionally, the three organisations have their own quality control mechanisms for providing best support to their participants.

BRAC prepared different types of training materials and handouts for all participants. Besides, for improving reading and creative thinking skills, BRAC introduced a new component named Multi Strategy Language Teaching (MSLT) in formal schools which

has already been successfully implemented in BRAC schools since 2006. MSLT can stimulate learning by engaging students on multiple levels like: gather information about a task, link ideas, perceive logic and learn problem solving, tap nonverbal reasoning skills, understand relationship between concepts and so on. MSLT helps children to learn through more than one sense. Usually, in our country teaching techniques are done using either sight or hearing (visual or auditory). Whereas, MSLT can deal with reading and looking at comprehension/pictures/information, listen to teacher's instructions and engage themselves into thinking. For doing this systematically BRAC Education Programme (BEP) has developed grade wise materials and these are (24 set of books) provided to each school in the project area. These books will be displayed in a separate corner of a class and this corner will be termed as 'Reading Corner'. In a training session, RDRS staff learnt about the application of this technique and they disseminated this knowledge to the teachers through teacher's orientation sessions.

Chapter 2. Evaluation process

To evaluate 'Improve Literacy of the School Age Children Project', a series of studies was undertaken by the BRAC Research and Evaluation Division. A baseline study was conducted in October-November 2015 to know about elementary situation in project areas in terms of different educational indicators which used to measure the impact of this project. Samples were independently chosen from both from *upazilas* and organisations. Though training is the main component of this programme, training room observations are more emphasised in this evaluation. Most of the indicators were qualitative in nature, so, observation and in-depth interview were more suitable methods for data collection. However, some indicators were quantitative in nature so survey technique was also applied to estimate educational rates and ratio from schools. Thus, this evaluation comprised both quantitative and qualitative measures for achieving the purpose.

The main objective of this series of evaluations is to measure how effectively BRAC functions in three phases (beginning, middle and termination stages) of this programme. To understand implementation procedures of the project's activities, we derived the following five objectives:

1. Assess student's literacy skills along with their socioeconomic profile
2. Review training process (design, content, instructions, trainer's quality etc.) and quality control mechanism of BRAC
3. Measure changes that comprehend stakeholders (teachers and RDRS staff) in themselves in terms of their knowledge, skills and attitude
4. Understand the challenges in implementing new knowledge in their context
5. Know stake holder's views on programme's activities

Sampling

This study dealt with various programme beneficiaries like staff of partner organisations, schools, students and their household members. Data were collected from both Fulchari and Sundarganj project areas. The evaluation process will be conducted in three phases. Table 2 presents a brief description of data collection methods and sample size for baseline evaluation.

Initially, four types of trainings were observed and training materials were also reviewed. Five Teachers orientations and school management workshops was observed on convenience basis. Others training were fully covered. In-depth interviews with partner's staff (programme coordinator and implementer) provided details of effectiveness of BRAC trainings and their engagement with BRAC. For measuring literacy skills of grade 3 students a test administered and for this a sample of 30 schools were chosen from 110 schools by using simple random sampling technique. Twenty students (comprising 10 girls and 10 boys) from each school were selected randomly. A total of 600 students were selected for the test. The required sample size was calculated by considering a confidence limit of 95% with 5% error tolerance limit. The socioeconomic condition of this test giving students were collected from the household members. Two other surveys also conducted from previously selected 30 schools for estimating the enrollment, attendance and completion rates and a self-evaluation of training from teachers also collected. Teachers who were participating in the teacher's orientation programme conducted by RDRS and the workshop by BRAC rate their training

experiences into four broad categories: reaction, learning, behaviour and application (George *et al.* 1989). A total of 90 teachers were participated in this survey.

Table 2. Data Collection methods and sample size for baseline evaluation

Data collection methods	Respondents	Sample size
Document review	Modules and handouts used for all training and workshop	
Observation	ToT and pedagogy training	1 observation= 10 days
	Teachers orientation	5 observation= 5 days
	School management workshop	5 observation= 5 days
	School Follow-up	1 observation= 5 days
In-depth interview	RDRS field staff	5 persons
	WFP field and head office staff	3 persons
	BRAC field staff	3 persons
	School teachers	6 persons
Survey	School	30 schools
	Teacher's self-evaluation	3 teachers from each school= 3*30 teachers= 90 teachers
	Students assessment	20 students (10 boys+ 10 girls)= 600 students
	Household	Household of test participant= 600 households

The midline and endline study will be replicas of baseline study. A new sample of 30 schools will be selected for survey and observation from the year-end coordinator meeting which will be included in midline evaluation. Again, test and household information will be collected from 600 students and their family members. School and teacher survey will also be a component of midline evaluation. Additionally, 30 schools selected in the baseline will also be included in the midline. A new set of grade 3 students will be randomly selected from those 30 schools and a test will be conducted on them which will be used for estimating the changes after a year of intervention. In the endline evaluation, the previously selected 60 schools will be surveyed again and a fresh set of grade 3 students will be chosen for the test. Endline evaluation will be able to capture the two years impact of this programme. The qualitative components (methods and sample) will be the same as the baseline. The following table presents a brief description of the sample size in these three evaluations.

Table 3. Sample size in different phase of evaluation

Survey type	Baseline	Midline	Endline
School	30	30+30=60	30+30=60
Teacher	90	90+90=180	90+90=180
Students	600	600+600=1200	600+600=1200
Household	600	600+600=1200	600+600=1200

Instruments

Three independent surveys was conducted in the schools, five different training (refreshers would be included in upcoming years) was observed in schools and BRAC learning Centre (BLC) and five interviews with different stakeholders was the key components of this evaluation. Student's literacy skills measured through a reading and writing test. Based to training contents and reading materials of reading corner a test

instrument was designed where reading through paragraph and creative writing tasks were placed. Several instruments were used for data collection. Following are some of those:

- a) School survey questionnaire to know basic information about the schools under this project including some school related information of its students
- b) Literacy test of grade 3 students
- c) Household survey questionnaire to know socioeconomic background of the test giver students
- d) Teacher's self-evaluation to measure their learning from this training
- e) A set of checklists to review the entire training process, stakeholder's views on other activities

Data collection

Temporarily recruited field enumerators were engaged for data collection. They recruited just before the data collection phase. A brief project description on the programme activities and detailed sessions on data collection process discussed through a rigorous training. A field trial also conducted for their better understanding which was encompassed in training sessions. For survey, 17 field investigators were recruited (15 for quantitative and two for qualitative). They worked respectively for 25 and 30 days. Two layers of supervision followed by the core researcher and field management unit of RED. Both groups checked the data quality at field level. Random visits conducted in data collection spots. In addition, the core researcher arranged re-interviews on a portion of the sample. Data gathered from interviews and re-interviews were matched later to check consistency.

Ethical consideration

This study includes nothing that might be harmful for the respondents regarding legal or medical ground. A verbal consent was taken before data collection. Information don't share with each other and the research report doesn't mention any identity of the respondents. A promise of maintaining confidentially was followed at the top of each questionnaire and checklist.

Chapter 3. Findings

Teacher's reaction on training

Effective teaching has long been an issue that concerned all educational institutions, GoB and other agencies, but in recent years enhanced teacher's quality has become a priority so that several type of teacher's training programmes (long/short) was introduced. Improved literacy of school age children programme aimed to enhance teaching capacity of teachers which helps students to improve their reading and writing ability. Hence, BRAC and RDRS both conducted two different types of training for improving school management skills for head teachers (by BRAC) and MSLT (by RDRS) for subject based teachers. This study tried to capture the views and reaction about these training. A total of 30 GPS were selected for data collection from where we have chosen 90 teachers among them 29 teachers were from Fulchari and the rest of them were from Sundarganj. The gender-wise segregation shows in Table 4.

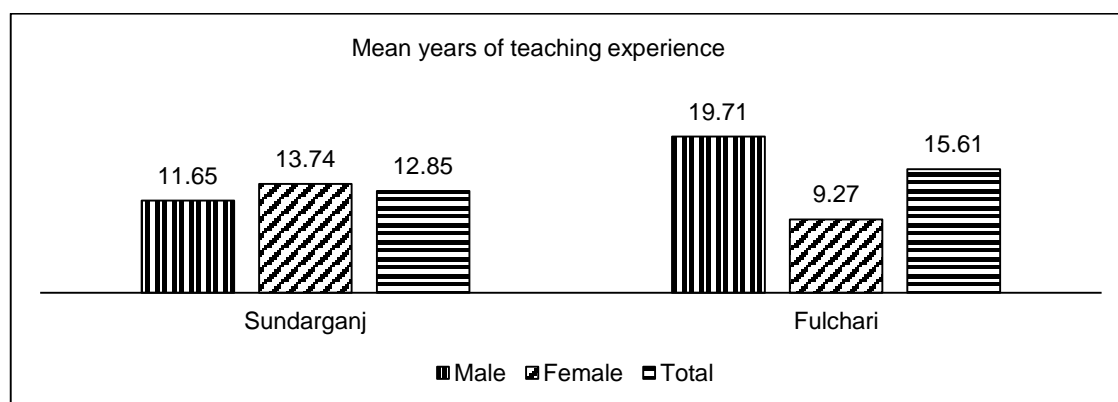
Table 4. Sample size for teacher's self-evaluation by gender

Indicators	Male	Female	Total
Fulchari	17	12	29
Sundarganj	26	35	61

The sample schools were chosen randomly. After visiting schools, field enumerators collected teacher's name of that school and randomly selected three teachers from each school. A self-evaluation form was provided which captured information on training contents, trainer's quality and the reaction of teachers after receiving this training. A total of 90 teachers participated in this training. More female teachers participated from Sundarganj *upazila*.

For effective teaching, engage adequate time in teaching might be essential. Figure 1 shows the average years of teaching experience of our sampled teachers segregated by sex and *upazila*.

Figure 1. Mean years of teaching experience by *upazila* and sex



On an average, male teachers from Fulchari *upazila* has huge working experience, more than 19 years they have engaged themselves in teaching profession. In other

upazila Sundarganj, female teachers were more experienced rather than their counter parts.

In GPS teacher's recruitment is centrally controlled. Each schools has a head teachers who is responsible to maintain school discipline, liaison with GoB staff, do administrative work and so on. In teacher's survey we have interviewed 13.8% head teachers (among them 17.6% were male and 8.3% were female) from Fulchari. (Table 5) In Sundarganj this proportion was 23%. More assistant head teachers were participate from Fulchari *upazila* (17%) compare to Sundarganj (1.6%).

Table 5. Proportion distribution of teachers in different designation by *upazila* and sex

Designation	Fulchari			Sundarganj			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Head Teacher	17.6	8.3	13.8	30.8	17.1	23.0	25.6	14.9	20.0
Assistant Head Teacher	23.5	8.3	17.2	0.0	2.9	1.6	9.3	4.3	6.7
Teacher	52.9	83.3	65.5	69.2	80.0	75.4	62.8	80.9	72.2
Community Teacher	5.9	0.0	3.4	-	-	-	2.3	0.0	1.1

More than 60% teachers were working as assistant teachers in both *upazila*. A very few (3.4%) community teachers were engaged in Fulchari *upazila*.

Directorate of Primary Education (DPE) is mainly responsible for all aspects of educational management, including resources (financial, human, and information), curriculum, budgets, training and professional development, policies, comprehension book creation and distribution, and infrastructure. In Bangladesh, Primary Training Institutes (PTIs) are the chief source of training and preparing GPS teachers. Except this, some others NGOs/institutions also conduct several types of training for teacher's development. Tables 6 presents the percentage of responses on teachers who having the training experiences from two invented *upazilas*.

Table 6. Proportion distribution responses based on teacher's training experience by *upazila* and sex

Received Training	Fulchari			Sundarganj			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
PTI/C-in-Ed	93.3	91.7	92.6	91.7	97.0	94.7	92.3	95.6	94.0
BEd	20.0	0.0	11.1	12.5	9.1	10.5	15.4	6.7	10.7
MEd	13.3	0.0	7.4	-	-	-	5.1	0.0	2.4
School Management & leadership	20.0	8.3	14.8	25.0	15.2	19.3	23.1	13.3	17.9

Percentages and totals are based on responses

Certificate in Education (C-in-ED) is a compulsory one-year teachers training programme for all primary school teachers. More than 90% teachers already attended this training programme. Around 11% teacher completed their BEd degree, 20% of male participants from Fulchari attained this degree which is the topmost involvement. For MEd degree, only male teachers from Fulchari *upazila* responded significantly.

Approximately 15 to 9% teachers received school management and leadership training arranged by BRAC.

Training is about developing skills, and teaching is clearly a skill. Training presents a prime opportunity to expand the knowledge and development which benefited the institution and students both. Here teachers expressed their opinion on the training contents. Table 7 presents item-wise proportion of opinion on training contents.

Table 7. Proportion distribution of teacher’s opinion on different training contents

Statements	Strongly Agree	Partially Agree	Strongly Disagree
Training contents reflected training objectives	72.2	27.8	-
Training contents satisfied our training demand	78.9	21.1	-
We can’t apply these issues in our daily class activity	67.8	31.1	1.1
The duration of training was sufficient to describe all contents	46.7	48.9	4.4
Module and handouts are reflects training objectives	68.2	30.7	1.1
Teaching learning process and applications are well-discussed in this training	53.9	43.8	2.2
The way of contents presentation were very easy to grasp	77.8	22.2	-

The findings reveal that more than half of the teachers showed very positive attitude towards training contents, handouts and teaching learning process (Table 7). Generally, more than one fifth of the teachers seemed partially satisfied in these regards. However, about half of teachers thought the duration of the training was inadequate for describing all contents. In a large class it’s tough to apply the training contents in daily basis as teacher’s thoughts. Around 44% teachers opined that the content based discussion was not enough for completing the entire training contents. A very few teachers expressed negative approach on training duration, teaching learning process and handouts.

Training evaluation aims to check the quality of the training process and determine to what extent it was effective. Table 8 describes the overall reaction of the teachers. Trainees seems happy with the interactive session of group and pair works.

Table 8. Proportion distribution of teacher’s opinion on training evaluation

Statements	Strongly Agree	Partially Agree	Strongly Disagree
Group work and pair work applied effectively in training session	82.2	17.8	-
Trainer and trainee got huge scope to share their views	71.1	28.9	-
An effective communication was established between trainer and trainees	71.1	28.9	-
Trainings were started timely	81.1	18.9	-
The entire contents were discussed in detail	57.8	41.1	1.1
The duration of this training was not enough	35.6	46.7	17.8

More than 70% trainees reported that they were able to share their views with each other. Hence, majority of the trainee’s thought that they felt an effective communication

was established in his session through the trainer. Trainer was also conscious about time management. However, more than one fourth trainees opined that this training requires more time for explaining all the contents in handouts. And that's why around 65% trainees demanded more time for this.

Table 9. Proportion distribution of teacher's opinion on trainer's quality

Statements	Strongly Agree	Partially Agree	Strongly Disagree
Trainer showed proficiency in his presentation.	58.9	41.1	-
He encouraged trainees to ask question.	74.4	24.4	1.1
Trainer dealt with trainee's questions very efficiently.	67.8	31.1	1.1
He paid attention to each trainees in the training session.	51.1	46.7	2.2
He was found well prepared in each session.	70.0	27.8	2.2
The trainer showed a friendly attitude.	92.2	7.8	-
Enough time was spent for discussing every issue in the training session.	28.9	63.3	7.8
Trainer has clear and loud voice.	81.1	18.9	-
He applied enough examples in his session.	53.3	44.4	2.2
Sufficient educational aid was used in training session.	34.4	62.2	3.3

Training is usually a person centred approach that should be done by trainers who are trained and experienced in person centred thinking and planning. In general, trainers are very friendly, have clear and loud voice. Nearly one third trainees told that they felt encouraged to ask questions and they also through trainers provided them quality answers. But trainees seemed unsatisfied about the use of educational aids. They thought trainers could be more innovative in this area.

Figure 2. Percentage of responses on the issues which found helpful in their future class

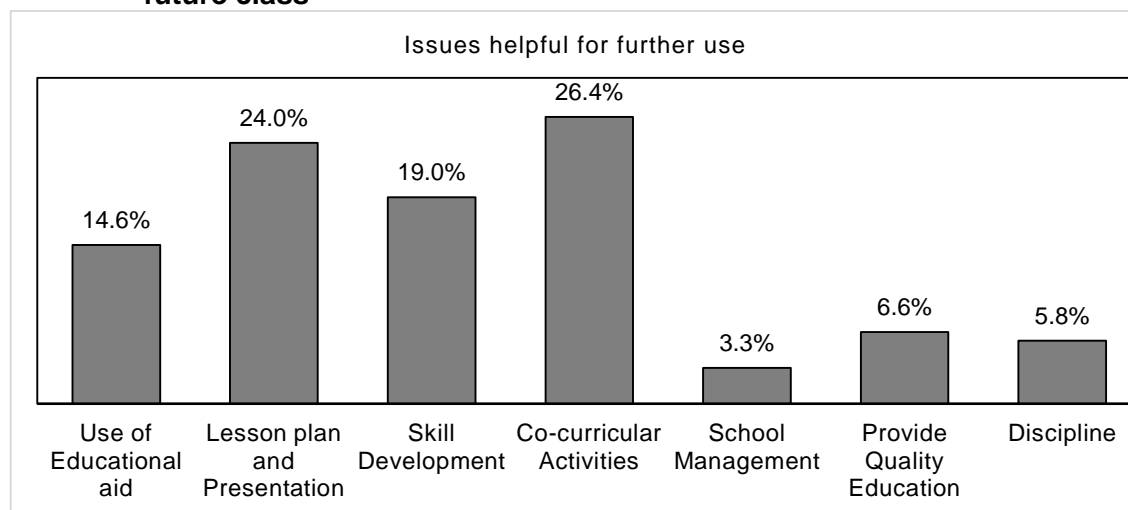


Figure 2 reflects teacher's opinion on issues that would help them for further teaching. Here researcher collected multiple responses. Nearly one fourth teachers thought that the co-curricular activities and preparing lesson plan before class were very useful idea that can implement in classroom setting. Approximately one fifth teachers opined that this training helped them for skill development. 14.6% responses expressed that the use of educational aid was applicable in future. Some responses also reflected on school management and discipline related issues.

Findings from school survey

School survey focused on collecting grade-wise information on attendance, the number of passed, repeated, dropped out, transferred and unidentified (i.e. not traced) students of the previous year (2014). Here, students who were enrolled in January 2014 were only considered for collecting information on their educational status. This means, all the rates were estimated based on the number of enrolled students in January 2014. Table 10 shows grade wise percentage of mean attendance rate in two *upazilas*. The number of attending students was measured in two random days from each school. For measurement here the research assistants visited each class and simply applied the head count method. In general the attendance rates were more than 60%. Female students were found more alert in both *upazilas*. This rate was found higher in preprimary level, then it gradually declined and at the end of the primary an opposite trend was observed. The primary terminal examination might be a reason behind this.

Table 10. Grade wise percentages of mean attendance rate by *upazila* and sex

Attendance rate	Fulchari		Sundarganj		Total	
	Male	Female	Male	Female	Male	Female
Pre-primary	75.7	74.9	74.0	84.7	75.1	78.3
Grade one	64.1*	74.3*	71.6	71.7	66.7	73.4
Grade two	60.6	70.7	66.6	67.3	62.6	69.5
Grade three	61.9	71.2	63.4	70.3	62.5	70.9
Grade four	68.5	71.1	59.8	73.7	65.4	71.9
Grade five	70.7	78.3	81.1	76.6	74.4	77.7

* denotes significance level at 5%

Table 11 shows the proportion of primary examination completion rate in 2014. Findings revealed pass rate of this examination was too high in both working areas. The gender wise performance was significantly different in both project sites, more female students passed in this examination in Fulchari.

Table 11. Proportion of primary examination completion rate in 2014

	Male	Female
Fulchari	90.8*	98.1*
Sundarganj	94.4*	93.9*
Total	93.1	95.3

* denotes *Upazila* wise significant at 5% level

Table 12 presents proportion of grade wise pass rate in 2014 sampled schools. The semester wise pass rates are placed in annex. In 2014 the pass rate was highest among female students of Fulchari (96.8%). In general pass rate was found comparatively higher among female students in both project sites.

Table 12. Proportion of grade wise pass rate in 2014

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre-primary	76.3	75.3	86.6	86.1
Grade one	77.7	81.7	84.5	88.3
Grade two	77.9	81.8	80.9	86.3
Grade three	79.1	84.6	67.2*	88.7*
Grade four	84.8	89.3	70.9	79.5
Grade five	92.5	91.2	78.8	96.8
All	81.3	83.9	77.1	87.5

* denotes significance level at 5%

The high dropout rate was of considerably concern for GoB and others agencies. Fee free education system, stipend programme, free books, primary terminal examination and there were some others activities which helped a lot to decrease the dropout rate in primary schools. In this two *upazilas* the maximum dropout rate was found among grade four female students of Fulchari (5.9%). In the early stage student's dropout rate was minimum which gradually increased according to increase grade. Overall, the proportion of students leaving school was slightly lower in Sundarganj.

Table 13. Proportion of grade wise dropout rate in 2014

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre-primary	0.0	0.0	0.0	0.0
Grade one	1.2	1.2	0.0	0.0
Grade two	0.4	0.4	0.0	1.3
Grade three	2.6	1.3	4.8	1.2
Grade four	3.6	1.3	4.2	5.9
Grade five	2.9	1.7	7.5	3.2
All	1.8	0.9	2.9	2.0

* denotes significance level at 5%

Grade-wise repetition usually occurred when students failed in the annual examination. Some of them continued in the same grade for an additional year. Findings revealed that the rates of repetition were highest among male students of Fulchari compared to their counterparts. The repetition rate was higher in early stage of Sundarganj *upazila* and more male students repeated class in both *upazilas*.

Table 14. Proportion of grade repetition rate in 2014

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre-primary	13.3	13.4	12.3	12.7
Grade one	11.9	9.2	6.2	6.3
Grade two	10.0	10.6	10.0	7.5
Grade three	10.2	7.2	11.1	7.0
Grade four	5.3	3.1	13.3	8.7
Grade five	1.9*	4.2*	10.8*	0.0*
All	8.9	7.9	10.5	6.9

* denotes significance level at 5%

The grade wise proportion distribution of students shifting in other school and untraced students were placed in annex.

Socioeconomic profile, parental education and related factors

A total of 600 students were sampled and their socioeconomic information was collected. 400 of them sampled from Sundarganj and 200 of them were randomly selected from 30 schools. Table 16 presents socioeconomic background of the students which indicates to some extent similar features present in the two working areas. The average household size of the students was around five and one member was involved in earning activities in both *upazilas*. More parents were found illiterate in Fulchari *upazila*. On an average the amount of household owned land was 42.4 decimal, whereas, it was 34.4 in Sundarganj *upazila*. However, it was observed the average monthly income of the households where higher in Sundarganj *upazila*. In Fulchari households were ahead in terms of selling manual labour and had electricity at home. Detailed analysis on parental education and household's sources of income are placed in annex.

Table 15. Socioeconomic background and other related information

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Average hh members	4.9	4.9	4.9	5.3	5.2	5.2
Average earning members	1.2	1.2	1.2	1.2	1.2	1.2
% of father has no schooling	50.0	46.2	48.0	53.0	56.0	54.5
% of mothers has no schooling	33.2*	40.0*	36.8	47.0	48.0	47.5
Average monthly income	8484.2	8861.9	8682.5	7521.0	6765.0	7143.0
Average amount of land (in decimal)	35.1	33.9	34.4	41.5	42.9	42.2
% of hh sale labour at least 100 days in a year	45.8*	36.2*	40.8	65.0	69.0	67.0
% of hh has electricity facility	56.8	55.7	56.3	58.0	55.0	56.5

* denotes significance level at 5%

In terms of yearly food security status of the households, students from Fulchari *upazila* were more vulnerable than others with 10% always and 44.5% sometimes in deficit (Table 16) situation. They were followed respectively by the students from sundarganj 5.8% and 29.3% households. Gender wise dissimilarity was observed between two project sites, in Sundarganj female students were better off than their counterparts and opposite findings revealed from the other *upazila*.

Table 16. Last year economic condition of respondent's households

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Surplus	26.8	31.4	29.3	18.0	14.0	16.0
Breakeven	35.8	35.7	35.8	29.0	30.0	29.5
Sometimes in deficit	28.9	29.5	29.3	47.0	42.0	44.5
Always deficit	8.4*	3.3*	5.8	6.0*	14.0*	10.0

* denotes significance level at 5%

Learner's profile

Our learners almost completed grade 3 education in their school. Their mean age was nearly 10 years and in Fulchari female learners were a little more aged. The proportion of students engaged in school coaching was notably higher in Sundarganj and they also got more family support for improving their learning.

Table 17. Learner's basic information

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Mean age	10.4	10.2	10.3	10.4	10.6	10.5
% of students attend coaching in school	15.3	16.7	16.0	6.0*	3.0*	4.5
% of students support from family members	53.7	60.5	57.3	53.0	50.0	51.5

It is widely recognised that if learners are to maximize their potential from schooling they will need the full support of their parents and family members. This parental/sibling participation is a significant indicator of the quality of learning. Table 18 shows the proportion and type of this support received by the learners of grade 3 in our sampled school. This proportion was analysed on the basis of those students who received family support for their study (Table 17). It was prominent that the learners got major support from their mother in both working areas. Fathers and siblings were also cooperative in this regard. Some respondents also mentioned the contribution of their relatives like uncle, aunt or cousins.

Table 18. Family support for study purpose

Who support in the family	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Father	13.6	13.6	13.6	16.4	23.3	19.8
Mother	47.2	41.6	44.1	27.9	33.3	30.6
Brother	12.0	22.1	17.6	23.0	23.3	23.1
Sister	13.6	16.2	15.1	19.7	13.3	16.5
Relatives	13.6	6.5	9.7	13.1	6.7	9.9

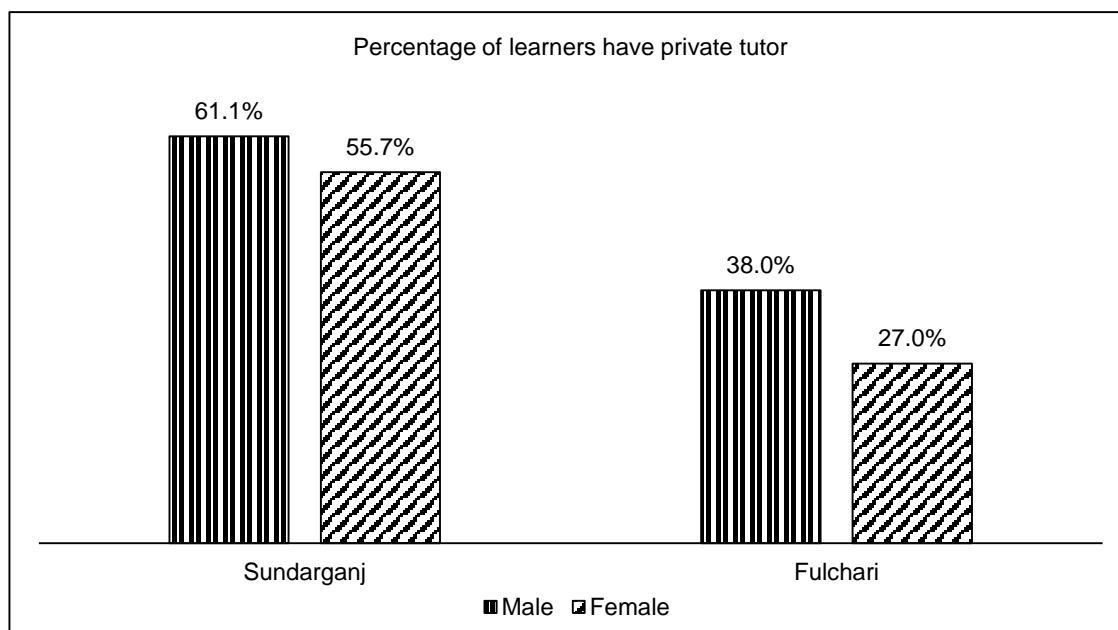
The students who told they received family support for their study, we asked them for mentioning the name of the subjects that they usually studied at home. More than half of the learners of Sundarganj reported that they studied all subjects, in Fulchari this proportion was 38.5%. After that learners paid more concentration for learning mathematics, 14.5% respondents supported this fact. However, 18.3% respondents came from the other *upazila* where learners paid more effort on learning language like Bangla. A very few respondents mentioned other subjects like social science, science and religious study.

Table 19. Subject studied at home (multiple response)

Subjects- study at home	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Bangla	13.8	7.8	10.5	18.6	18.1	18.3
English	14.5	13.3	13.8	14.0	9.6	11.8
Mathematics	16.7	12.7	14.5	12.8	10.8	11.8
Social science (Bangladesh and global studies)	0.0	3.0	1.6	8.1	9.6	8.9
Science	0.0	3.0	1.6	3.5	8.4	5.9
Religious study	-	-	-	4.7	4.8	4.7
All subject	55.1	60.2	57.9	38.4	38.6	38.5

Children's education is the top priority for most of the parents. When effective communication between teacher and student is absent in classroom, students struggle to survive with their class/home work. On that time, private tuition plays a very important part for helping the weaker students to cope with today's competitive learning environment. Hence, private tutoring got acceptance among all economic level and parents are willing to pay for it. Findings revealed that, a significant portion of the students of Sundarganj were receiving supplementary tutoring from various sources for achieving better performance in school (Fig. 3). In Fulchari this proportion was relatively low, female learners/their family were found less interested on hiring private tutors.

Figure 3. Percentage of learners having private tutor



Home tuition has long been an integral part of our education scene. However, it has severe negative consequences, like de-motivated learners to learn from the mainstream system and manipulation by tutors. We talked with the students those who hired tutor for their better learning about their preference. A major part of students/their parents preferred home based private tutor (usually lesson provide one-to-one) and most of them preferred college/university students they are relatively cheaper but easily available. Approximately 80% students of Fulchari chose this option whereas, 53.4% students from other *upazila* chose it. Students from Sundarganj preferred to study in group in coaching centre (25.6%). Interestingly, own schoolteachers were less likely chosen, in Sundarganj 9.4% students were taking help from their own schoolteachers and in Fulchari it was a rare option.

Table 20. Sources of tutoring

Sources of tutoring	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Teacher from own school	9.5	9.3	9.4	-	-	-
Teacher from others school	2.6	2.5	2.6	5.3	3.7	4.6
Coaching centre	27.6	23.7	25.6	7.9	0.0	4.6
Private tutor	50.9	55.9	53.4	78.9	81.5	80.0
Relatives	1.7	0.0	0.9	5.3	11.1	7.7
Neighbours	7.8	8.5	8.1	2.6	3.7	3.1

More than two third students from Sundarganj studied all subjects, while in Fulchari more than one fourth students did that. In this age of globalisation, everyone needs to know English to communicate with the world. For this reason students and their parents were concerned and employed a teacher for better learning (9.3% in Sundarganj and 28.0 in Fulchari). Similarly, Mathematics is a skill which is used frequently in our daily life. So, private tutor also required for extra learning. Other subjects seemed relatively more manageable by students.

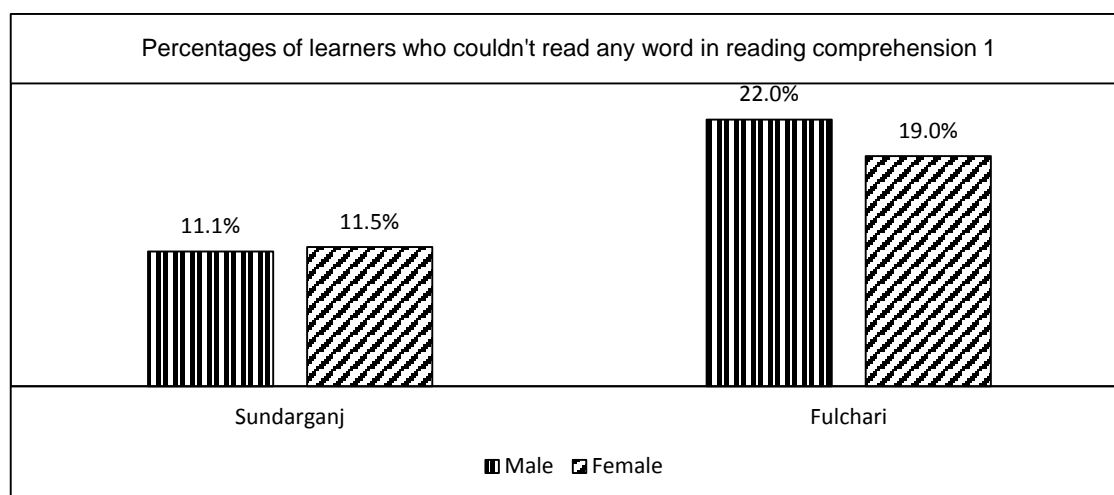
Table 21. Subject studies through private tutoring

Subjects- private tutoring	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Bangla	1.6	5.0	3.4	14.3	10.4	12.7
English	7.1	12.1	9.7	27.1	29.2	28.0
Mathematics	7.1	11.3	9.3	27.1	29.2	28.0
Social science (Bangladesh and global studies)	-	-	-	1.4	2.1	1.7
Science	-	-	-	2.9	2.1	2.5
All subject	84.3	71.6	77.6	27.1	27.1	27.1

Power of reading

Reading is a lifelong activity. It is a crucial form of communication through which we get most of the information required in teaching and learning situations and in everyday life. It is also a complex performance that requires simultaneous coordination across many tasks. Fluency, the ability to decode words quickly and accurately, is more than just a buzzword in reading. It is a fundamental skill that offers tremendous insight into a student's level of fluency. The fluent reader glides through comprehension almost effortlessly, reading with meaning, expression, and appropriate pacing. A struggling reader labours over words, decode them in a slow, halting manner that hinders comprehension.

Figure 4. Percentages of learners who were not able to read any word in reading comprehension 1



All learners must be encouraged to read for developing their knowledge about themselves and the world in which they live, and to gain knowledge across the curriculum. For assessing reading skills we used two comprehensions, collected from grade 3 Bangla book. For testing purpose we made them slightly shorter like 7/8 sentences in each paragraph. Though we used seen paragraph, still a notable portion of learners couldn't read at least a single word. This percentage was high in Fulchari *Upazila* (Fig.4).

Those who were able to recognise at least one word from comprehension 1 we recorded their entire effort of reading. Researcher along with her assistants listened carefully all these reordered version and assessed learner's reading ability word by word in terms of accuracy, fluency, punctuation, decoding, letter addition/subtraction and so on.

Table 22. Learner's performance in reading comprehension 1

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Average duration of reading (in minutes)	2.1	1.9	2.0	2.5	2.3	2.3
Percentage of mean of correct words (total)	82.1	82.2	82.1	73.3	75.8	74.5
Percentage of mean of correct words (for 2 letters)	85.8	84.2	84.5	75.9	73.6	74.7
Percentage of mean of correct words (for 3 letters)	84.1	80.8	82.4	69.7	69.9	69.8
Percentage of mean of correct words (for 4 or more letter words)	69.4	67.5	68.4	55.6	54.0	54.7
Percentage of mean of correct words (for consonant conjuncts)	80.8	78.2	79.4	58.8	64.5	61.7
Average number of skipped words	5.1	4.6	4.8	7.0	7.5	7.3
Average number of using unnecessary words	1.5	1.9	1.7	2.6	2.1	2.4
Percentage of mean of using appropriate pause	59.6	59.1	59.3	30.2	33.7	32.0
Average number of taking unnecessary pause	11.3	9.0	10.1	9.5	7.8	8.6

Learner from Sundarganj showed better performance compared to other *upazila*. More students could read correctly 2 letters word, because those were relatively easy. Consonant conjuncts were comparatively tough for Fulchari's learners. Using appropriate pause, learners seemed less aware of it.

Table 24 shows learners fluency by word, phrase and a combination of both style. Those who read out the comprehension by words they were the slowest reader. Initially, they read each letter then made a word and then made a phrase. This proportion was higher in Fulchari. The most frequent reader who able to read by phrase, they can read more frequently. The highest percentage who possessed this quality was female students from in Sundarganj. Students who used a combination of both techniques. When a word were unfamiliar, they took some time, tried to read by word. This proportion was highest in Sundarganj.

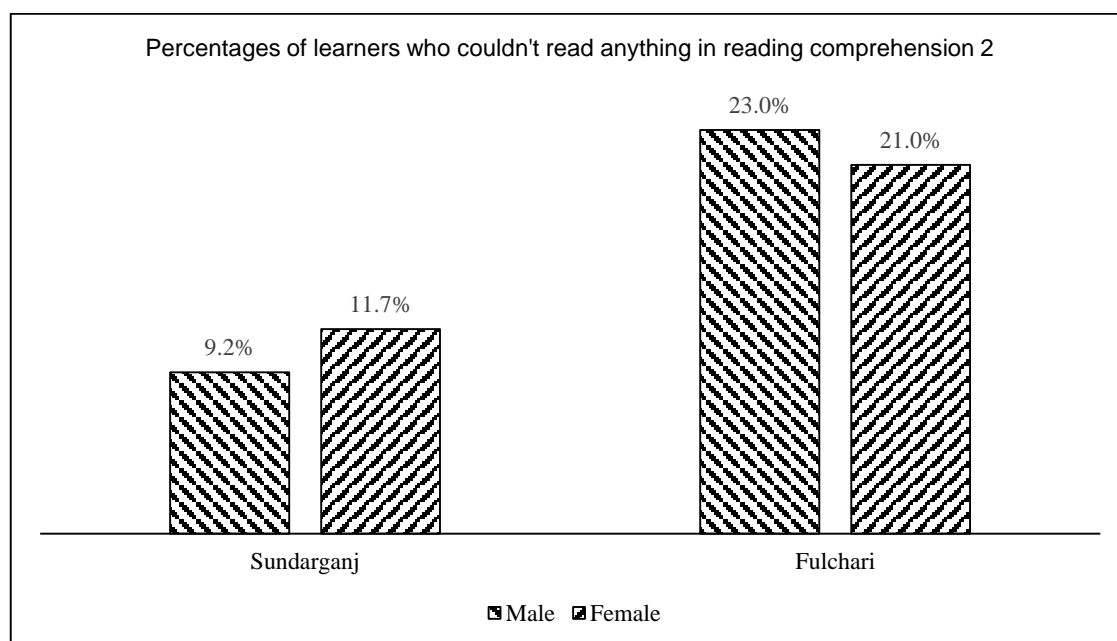
Table 23. Learner's fluency in reading in comprehension 1

How they read	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
By word	17.8	16.2	16.9	41.0	49.4	45.3
By phrase	56.8	62.7	59.9	37.2	39.5	38.4
Both	25.4	21.1	23.2	21.8	11.1	16.4

Table 24. Overall reading status for comprehension 1

Reading Status	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Very good	25.4	34.1	29.9	17.9	19.8	18.9
good	33.1	32.4	32.8	19.2	18.5	18.9
Neither good nor bad	27.8	13.5	20.3	30.8	30.9	30.8
Bad	8.3	13.5	11.0	20.5	17.3	18.9
Very Bad	5.3	6.5	5.9	11.5	13.6	12.6

For measuring overall reading status here we considered four factors: accuracy, decoding, fluency and punctuation. Nearly one third students from Sundarganj achieved these four qualities, whereas, this proportion was significantly lower in Fulchari. We called them as very good reader. Students who possessed at least three qualities were addressed as good reader, this proportion was also higher in Sundarganj. More than 12% students achieved none of this qualities from Fulchari which is almost double compared to Sundarganj.

Figure 5. Percentages of learners who were not able to read any word in reading Comprehension 2

In comprehension 2 we again used a shorter text from a Bangla book of grade 3. Like figure 4, here a similar situation arose. A significant per cent of learners couldn't read at least a single word. This portion was high in Fulchari *upazila* (Fig. 5).

Table 25. Learner's performance in reading comprehension 2

Indicators	Sundarganj			Fulchhari		
	Male	Female	Total	Male	Female	Total
Average duration of reading (in minutes)	2.0	2.0	2.0	2.4	2.2	2.3
Percentage of mean of correct words (total)	81.7	80.7	81.2	72.8	73.2	73.0
Percentage of mean of correct words (for 2 letters)	85.0	83.2	84.1	74.2	75.6	74.9
Percentage of mean of correct words (for 3 letters)	82.2	81.1	81.6	72.3	72.6	72.4
Percentage of mean of correct words (for 4 or more letter words)	77.1	77.7	77.4	62.0	67.4	64.7
Percentage of mean of correct words (for consonant conjuncts)	79.4	77.6	78.4	78.6	68.5	73.5
Average number of skipped words	6.2	5.5	5.8	9.4	7.8	8.6
Average number of using unnecessary words	2.1	2.0	2.1	1.8	2.7	2.3
Percentage of mean of using appropriate pause	57.8	57.6	57.7	29.6	30.9	30.3
Average number of taking unnecessary pause	9.7	7.3	8.5	7.2	5.9	6.6

The technique of assessing comprehension 1 is also followed for assessing the second one. Those who were able to recognise at least one word from comprehension 2 were considered for this analysis. Student's reading ability was also found similar with the first comprehension (Table 22). Overall, in Sundarganj student's achieved better reading competency compared to other *upazila*.

Table 26. Learner's fluency in reading in comprehension 2

How they read	Sundarganj			Fulchhari		
	Male	Female	Total	Male	Female	Total
By word	14.4	14.3	14.3	44.2*	54.4*	49.4
By phrase	59.3	64.3	61.9	45.5	36.7	41.0
Both	26.3	21.4	23.8	10.4	8.9	9.6

* denotes significance level at 5%

In Table 26 student's reading ability was divided into three categories, fluency by word, phrase and a combination of both style. The proportion of slowest reader was highest (49.4%) in Fulchhari. The most frequent reader was who able to read by phrase, was from Sundarganj area (61.9%). Students who used a combination of both techniques was highest in Sundarganj (23.8%).

Table 27. Overall reading status for comprehension 2

Reading Status	Sundarganj			Fulchhari		
	Male	Female	Total	Male	Female	Total
Very good	23.4	28.0	25.8	16.9	21.5	19.2
good	36.5	36.3	36.4	24.7	19.0	21.8
Neither good nor bad	24.6	19.2	21.8	29.9	30.4	30.1
Bad	9.6	11.5	10.6	18.2	21.5	19.9
Very Bad	6.0	4.9	5.4	10.4	7.6	9.0

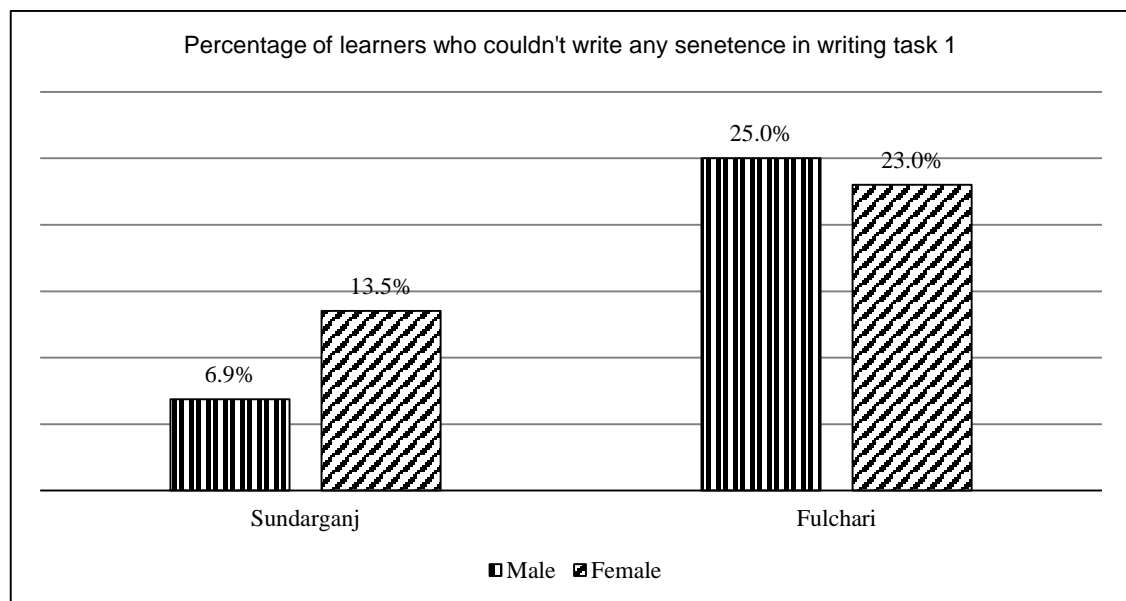
25.8% students from Sundarganj achieved four qualities (accuracy, decoding, fluency and punctuation.), whereas, this proportion was slightly lower in Fulchari (19.2%). Students who possessed at least three qualities were also higher in Sundarganj. Nine per cent students achieved none of this qualities from Fulchari whereas, in Sundarganj this proportion was 5.4%. The syllable wise analysis are placed in annex for both comprehensions.

Crisis in writing

One of the most important outcomes of a primary education is the development of basic academic skills in writing specifically in the area of creativity, detail and accuracy. Writing is an essential part of academic success. Many primary students suffered from lack of motivation and confidence in their ability to write creatively.

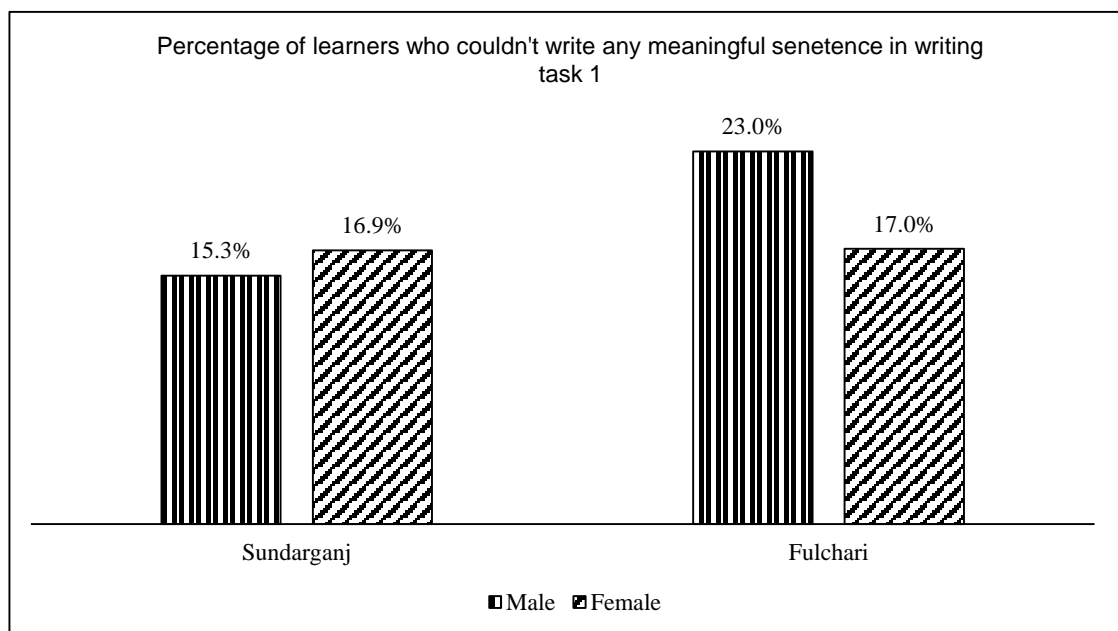
For measuring writing skills of our sampled students, we also used two textbook based task in which they had to write five sentences in each task. Figure 6 shows approximately one fourth students from Fulchari were unable to write a single sentences in task 1. In Sundarganj this rate was higher among female students (13.5%).

Figure 6. Percentages of learners who were not able to write anything in Task 1



Those who made efforts in writing task 1, 15%-23% of them failed to write any meaningful sentence. This rate was maximum among male students of Fulchari. Gender wise significant variation was observed among students of Fulchari. Students of Sundarganj *upazila* performed slightly better compared to Fulchari, however, this rate was highly alarming for achieving literacy skills. Lack of fundamental writing skills would create sufferings in the upgrade level of education. In primary school, student should get more encouragement and engagement in writing task like: formation of letters, organise their ideas, use correct grammar, punctuation, and spelling. By the end of primary school, they should be able to write independently and produce paragraph/essay that contain formal introductions, supporting evidence, and conclusions. Teachers should engage their students and pay more concentration for go-slow learners in classroom.

Figure 7. Percentages of learners who were not able to write anything meaningful in Task 1



This analysis was based on those students who were able to write (Table 28). In general, female students showed more proficiency in task 1 specially in Fulchari project site. Out of five sentences, one an average male students were able to write three relevant sentences. Female students of Fulchari were able to write one more. Coherence in writing is the 'logical glue' that allows readers to move easily and clearly from one idea to the next. Students were able to write 3/more than 3 coherent sentences. Using vowel diacritic form, female students performed better compared to their counterpart.

Table 28. Learner's performance in writing task 1

Criteria	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Mean number of correct sentences (out of five)	4.4	4.4	4.4	4.1*	4.5*	4.3
Mean number of meaningful sentences	3.3	3.6	3.5	3.8	4.3	4.1
Average number of sentences relevant with this task	3.3	3.3	3.3	2.7**	4.1**	3.4
Average number of coherent sentences	3.0	3.0	3.0	3.3*	3.9*	3.7
Percentage of mean of correct spelling	86.9	89.1	88.0	85.2	89.5	87.5
Percentage of mean of correct words (for consonant conjuncts)	21.5	16.9	19.3	23.3*	13.3*	18.3
Percentage of mean of correct words (for vowel diacritic form)	85.7	89.2	87.4	84.9*	90.6*	88.0

* and ** denotes significance level at 5% and 1%

Figure 8. Percentages of learners who were not able to write anything in task 2

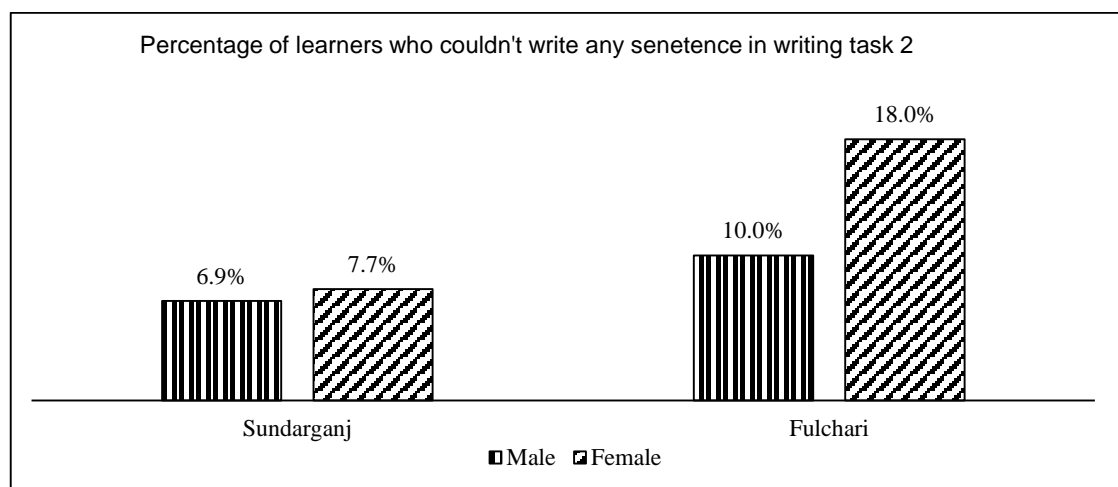
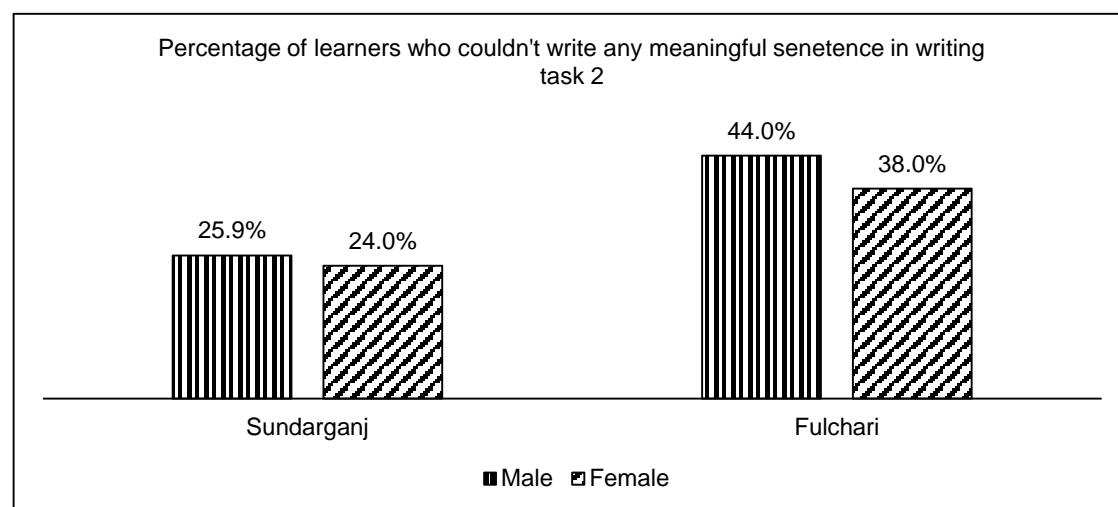


Figure 8 depicts the performance in writing task 2 of our sampled students, they had to write five sentences which will describe their home. Students performed better in task 2 specially in Fulchari *upazila* (Fig.6). Female students of Sundarganj also showed better performance compared to writing task 1.

Figure 9. Percentages of learners who were not able to write anything meaningful in Task 2



Those who attempted in writing task 2, a lot of them failed to write a meaningful sentence. Again, this rate was highest among male students of Fulchari. Nearly one fourth students of Sundarganj *upazila* were unable to show their skills. Proper guidance is required in generating and selecting ideas for improving writing skills.

Table 29. Learner's performance in writing task 2

Criteria	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Mean number of correct sentences (out of five)	4.8*	4.4*	4.6	4.5	4.8	4.5
Mean number of meaningful sentences	3.7	3.9	3.8	3.9	3.9	3.9
Average number of sentences relevant with this task	3.4	3.7	3.6	3.8	3.9	3.8
Average number of coherent sentences	3.2	3.5	3.4	3.7	3.8	3.7
Percentage of mean of correct spelling	86.7	87.5	87.1	86.6*	91.6*	89.2
Percentage of mean of correct words (for consonant conjuncts)	97.8	90.4	93.8	94.1	85.7	91.7
Percentage of mean of correct words (for vowel diacritic form)	86.5*	90.3*	88.4	86.8	87.6	87.2

* denotes significance level at 5%

Students who were able to write among them female students showed more proficiency in second writing task. Out of five sentences, on average students were able to write four correct sentences. They also showed proficiency in spelling in both with and without using consonant conjuncts. Female students from Sundarganj (90.3%) also showed skills in proper use of vowel diacritic form.

Inside story of training room

Education is a systematic and scientific process of providing knowledge, skills and experiences to develop a human force as per requirements of society. Educational institution is an important component of the system, where key role is played by the teachers. Teachers can motivate students to participate and learn and use the newly acquired knowledge and skills in practical situations. So, for making an efficient education system, availability of effective teachers is prerequisite and therefore teacher's training is an essential element. The purpose of these training programmes is to equip them with latest content knowledge, modern methodology and technology or other aspects of academic or administrative nature, so that they may fulfill their responsibilities to the fullest satisfaction of students, parents and society. Teacher's performance is strongly associated with his student's achievement, so it is critical to pay close attention to how we train and support our educators.

With this aim BRAC designed four different training for different stakeholders. Table 31 presents training type with a brief description of learning materials, methods and some features of the trainers. Four different training were conducted, one of them conducted by the RDRS staff. The main features of BRAC's training were abundant use of co-curricular activities, active trainee's participation and trainer's active stimulation to their participants. Among the training the Training of trainers (ToT) was the longest training which was conducted by one staff from BRAC Learning Division (BLD) and by a project staff. The other training (except teacher's orientation) were conducted by BRAC project staff only.

Table 30. Training type, methods and other relevant issues

Name of the training	Learning materials	Methods	Trainer's profile
ToT and pedagogy training	Detail, definitions and theories	Lecture and participatory	Experienced and friendly
Teachers' orientation	Very brief description on MSLT	Lecture and participatory	Less experience but friendly
School management Workshop	Checklist	Lecture and discussion	Experienced and friendly
School follow-up	Neither too detail nor to short	Lecture, participatory, field work	Experienced and friendly

Learning materials

The handout of ToT training provides a thick description on teaching learning process, trainer's quality and different participation methods for teacher's stimulation. The first five days were spent with discussion on different training methods. This handout requires more examples on competencies, lesson plan and different way of assessments.

In teacher's orientation programme, the handout was very brief, about three pages with a little description on MSLT and its elements and the trainer explained a bit detail in the session. Overall the content and lecture was not enough to get a clear concept on MSLT. However, this handout can be enriched by using symbols, pictures, and guidelines specially for correcting spelling mistakes, sentence construction, relevancy, coherence and use of variety of vocabularies in their story.

In school management workshop a checklist was used where some issues were gathered. Trainer picked them one by one and started discussion on it.

In the school follow-up training, the handout was neither too small nor too short. There was some ambiguity about the definitions and purpose of monitoring, follow-up and evaluation. Most of the participants had some knowledge/experience on monitoring, assessment and evaluation. Some of them found similarity with prior knowledge/experience, some of them thought it was a different task. The difference between these methods were not clearly defined in the handouts.

Methods

The main feature of BRAC's training was that, they know how to engage people in training session. In ToT training, a variety of techniques were used for trainee's engagement, like group/pair work, brainstorming, discussion, presentation (mini-iversity), role play and so on. In teacher's orientation, there was very little scope, teachers only participated in writing task. School management workshop required more time for trainees engagements. Need more field visit in follow-up training and feedback session after each field visit.

An overview of ToT and pedagogy training

As earlier mentioned it was the most lengthy training for RDRS staff, a careful design and flawless presentation was observed in all the stage of this training. Two trainers

were engaged and the training was also divided into two major portions: How to improve themselves as a trainer and to get brief idea on teaching learning process in primary schools.

Handouts, posters and other elements

The core BRAC team prepared handout comprising training outline, slides for presentation and some selected co-curricular activities. This handout provided a detailed description on different types of educational definitions, theories and methods that were applicable in training room/classroom. For the beginner (like RDRS staff) it gave a vast explanation on some important concepts like: education, training and its methods, evaluation, lesson plan, child psychology, textbooks, classroom management and communication with relevant stakeholders. Overall the content and lecture was very detailed but more chart or picture could make it more attractive. The trainers and trainees both used posters and pictures and displayed them in board. Power point was also used for presentation.

Training conduction

Only one ToT was conducted and researcher observed it. Total 14 RDRS staff (including 4 technical officers, one coordinator and nine monitoring officers), one WFP representative, project and head office staff of BRAC also participated in this training. Training usually started at 9 am and finished at 5 pm comprising two health breaks and one lunch cum prayer break. Project gave technical support when it was required.

Trainer's profile

One female trainer (from BLD) and one male trainer (project staff) jointly conducted this training. The female trainer focused on education and training related issues, whereas, the other one dealt with lesson-plan, primary competencies, classroom management and other technical issues. Their ages were between 35 to 47 years. They seemed friendly and cooperative. They also showed respect to their trainees. They had very clear voice and knew how to participate in the trainees efficiently. Overall this training was able to provide a good impression through knowledge, behaviour and application aspects.

Activities in training session

This training was conducted in two phases:

- Education and training
- Teaching learning process and communication with stakeholders

Each phase took 5 days and lots of examples, group/pair work, co-curricular activities and discussion were conducted in each phase. The training was started with explaining the definition of education. Then the trainer presented two important issues: necessity of professional training and how to provide it. That means trainers tried to disseminate knowledge which would help them to be an efficient trainer in future. There were lots of relevant topics discussed like cycle of training, methods, use of educational aid, training evaluation methods, feed-back giving technique and training ethics. Detailed discussion, using appropriate examples and live participation of trainees were observed in this phase. However, some topics required more detailed discussion such as: refreshers procedure, training evaluation and providing feed-back. To some extent the

definition of education and related part could be updated by using a description of formal education, here a description of non-formal education was used, which was irrelevant with this project.

In the 2nd phase, trainees discovered a new horizon of classroom teaching. The trainer started with lesson plan, why it was necessary and the way of making it. After that a brief discussion was conducted on child psychology which covered how to understand students better in class, help them to cope with their teacher and other learners. A day was spent only for how to improve the capacity of go slow learners. Trainees also reviewed the text book of different classes and made lesson plan on it. Some quick micro teaching exercise was also conducted for better understanding. The last but not least session was focused on communication with SMC members, schoolteachers, parents and community members. The trainer was much experienced about these issues and the part of this training was also enjoyable.

An overview of teacher's orientation programmes

We all know that good teaching contributes to the well-being of the nation by building a fairer and more knowledgeable society. With this aim RDRS staff conducted a separate training programme for each teacher of every intervened schools. They totally covered 110 schools and each school had 5-8 teachers including head teachers. All of them joined and RDRS visited all the schools and conducted the training in the school periphery. The training name was 'Teacher's Orientation'. It was a half-day training programme where a little discussion on MSLT (definition and way of implementation), lecture on the process of engaging learners in creative writing and practice of some co-curricular activities. The basic elements of this training was story-writing. Firstly, concept map technique was applied for brainstorming. For spice up in writing trainers spent a little time for discussion and then helped his trainee to structure their write-up. Teachers not only thought of pen and paper but bought out their sense of humor as well.

Handouts, posters and other elements

The core BRAC team prepared handout for this training and they also provided support to RDRS staff to make an outline of this training, designed poster and selected some co-curricular activities. The handout is about three pages where a very brief description on MSLT and its elements and the trainer was explained a bit in detail in the session. Overall the content and lecture was not enough to get a clear concept on MSLT. In the handout there was some points on story tracking (i.e how meaningful communication can create) and primer tracking (i.e how thoughts can organise and correctly express). Then several steps were described for practicing on one/two selected issues in the training session. The whole content was comprised in one page and the two pages six rhymes was placed for reducing monotony in the training/class. An instruction on story sharing was also mentioned at the end of the task. However, this handout can be enriched by using symbols, pictures, and guidelines specially for correcting spelling mistakes, sentence construction, relevancy, coherence and use of variety of vocabularies in their story.

Training conduction

Researcher observed five 'Teacher's Orientation' training programmes in five different schools. Two were located in Fulchari and the rest in Sundarganj. It was a very brief training session which started from 2 pm and was wrapped up by 4 pm. In each school 2 RDRS staff conducted this training, one of them was the core trainer and the other

person gave him technical support when required. In the training day the school was early finished and teachers told the students to go home. Trainers came about 30 minutes before starting this training. But in two schools training started 20 to 30 minutes late. The teachers and trainers couldn't decide which room would be suitable for training. After discussion they come up with a solution.

Trainer's profile

Except one female staff other trainers were male and they played a key role in the session. Their ages varied 32 to 39 years. They seemed friendly and cooperative. They also showed respect to the school teachers. In one training session the trainer had almost no experience on conducting training session. The rest of them were also less knowledgeable on education related issues. When we talked with them personally it seemed that they are more knowledgeable on their school feeding and gardening programme. Sometimes teachers appeared more well-informed on this type of language skills. Few of them told that they received training from *Upazila* Resource Center (URC), few of them told that they already used this techniques in class room. They were also aware about the competencies fixed for improving writing skills of learners. However, the duration of the training was not much longer, so trainee's good impression was not much visible.

Activities in training session

Trainers bought one banner, several poster (6 to 7), writing pads and snacks for trainees. Training was started by exchanging *salam* and national anthem. In one training they included *quran tilawat* after the national anthem. It took almost 12 to 15 minutes to complete the whole procedure. After that the trainer displayed the posters on the board. Firstly the objective of the training was displayed where the objectives and the steps were described in a table. Then trainer talked little about the ways of language writing and the importance of it. It also took about 15 minutes, teachers also made contribution on it. Then he started with the basics of MSLT, the story track and primer track. He described how learners intend to pull out their ideas and thoughts and express them in an effective way. In primer track he explained how these thoughts could be written down in correct and systematic way. After this session a mini practice session was also conducted.

For practicing, the trainer wanted to choose such a topics which was commonly experienced by all the teachers. For instance, something related with their daily activities or habits that they experienced. In one training session, trainer asked help from the trainees and they chose a topic jointly 'our school'. In another school they chose 'my favorite fruit', 'rainy season', 'our national flower' and so on. After choosing the theme trainer told them to spend couple of minutes for thinking and then few more minutes for organizing their thoughts through writing. After completing the task trainer again gave them couple of minutes for revising and correcting their writing. After that the trainer requested the teachers to read loudly their thoughts. As for example one trainer said, 'Let Jamal sir read the story and see if the story makes sense and if there is anything we want to change'. Here trainers played an important role, he had to listen to all the teachers. Sometimes he provided some suggestions in sentence constructions, sometimes others teachers also helped for correcting sentences. After finishing the story reading session, trainer asked 'whose writing is the best'? Teachers scrutinised with quality of writing and they praised one teacher's writing skills. Trainer also agreed with them. Then, trainer wrote the whole story on the board and again told the teachers to analyse and correct the whole comprehension. Finally, a story was

produced and evaluated jointly. Same techniques were followed in rest of the training sessions that we observed.

Before starting a new writing activity some rhymes were recited performed by RDRS and teachers which helped to reduce monotony in the session. After that another writing activity was also conducted by applying the same technique. Teachers were instructed to work on another theme, write a story in their own words, share with others and make correction if required.

The overall training sessions were interactive but one question the teachers asked was how could they do it in a large class? Is it possible to evaluate all the copies and provide feedback on this? Answering this question trainers suggested them to select a day in a week and apply this technique in class. In a large class divide in it two or three portion and evaluate the task one portion in a week. However, teachers had to ensure that one student was evaluated at least once in a month. The trainers thought this strategy was effective in class.

Follow-up training

Follow-up is essential in all training/learning situations as it provides participants with further support and skill development. Also, follow-up improves existing trainings as well as future training plans. The lecturers get a feedback on what the participants actually learned during the training, whereas, the participants have the opportunity to reflect on their learning a second time. However, the follow-up training provided by BRAC comprised a five days discussion on the various techniques of follow-up in the classrooms of intervened schools. The training was entitled for RDRS's technical staff. Before this training BRAC conducted several trainings like ToT and pedagogy and school management and RDRS conducted teacher's orientation training. Hence, they gained some experiences and faced challenges in conducting and implementing the newly received knowledge. This follow-up training was basically designed for helping them for monitoring school performances and provide feedback for enhancing their capacity. There were three main components discussed in this session: what is follow-up and why it matters, how to provide feedback and the appropriate way of communication after follow-up in a school.

Training type, duration, participants and others

With the participation of 22 RDRS staff (17 male and 05 female), one principal trainer, senior manager and quality facilitator arranged this training at Rangpur BLC of BRAC. It was a five days rigorous eight hours training which included a field trial in five government primary schools.

Trainer's profile

BRAC engaged the same trainer who conducted ToT and pedagogy and school management training. He was a project based staff of BRAC. Though he conducted several training, this training session was slightly monotonous. Trainees wanted variation in terms of training activities, content presentation and practical enough to make the overall training session fruitful. Trainer seemed friendly in attitude, sensitive in approach and cooperative for reinforcement of learning.

Handouts and checklist

Like other training, the core BRAC team prepared the training materials and checklist for this training. Abundant co-curricular activities, group and pair work were also inbuilt agenda of this training. This handout also contained a brief description on the necessity of follow-up, how to use it, appropriate way of communication and provide feedback. A course outline was placed before the content. The contents started with the definition, techniques, necessary actions of follow-up and a check list of follow-up in a school; however, how this follow-up can take place for improving this programme was missing. In the techniques part it was written that the RDRS staff should have a clear understanding on the rationale of it. But after training discussion, we found that they had prior knowledge on monitoring, evaluation and follow-up and they were trying to match with the newly provided information. Some of them got puzzled, they thought it was the same thing they did for the "Biscuit programme". In the entire handout there was no discussion about several types of assessment and follow-up system, the difference and suitable situation of application of it. The follow-up check list was also very brief, there was no instruction about filling it, how the RDRS staff used rate/score (1 to 5) each component, which time was appropriate for collecting information and interestingly, there was no section for observing MSLT activities in class.

The next section was based on organisational communication, which meant how project staff should communicate with teachers, parents and other community people. This type of communication, was used for understanding the need of others, analysis information and improve the way of communication in organisational comprehensions. Its main function was to inform, persuade and promote goodwill. The flow of communication could be either formal or informal. Communication flowing through formal channels were downward, horizontal and upward whereas communication through informal channels are generally termed as grapevine. In the handout BPE used an example of guardian/parents meeting in BPS. This example started with an outline, objectives, time tables and topics of discussion were clearly defined, which indicated preparation before any organisational communication is highly required. After that, several essential steps were described for conducting a meeting in BPS. This section was elaborately described with several steps.

The feedback session started with the definition then its types, how and when it would be implemented and which things should be strictly maintained in feedback session. The language in the handout was not simple/familiar. Sometimes, the sentences were not constructed properly. In some cases, meaning of the sentences was not clearly understood. The writer couldn't be tricky for choosing words. The wrong choice of words might confuse trainees and it would have an impact on trainer's credibility. Therefore, the part of this handout was relatively tough to understand for the trainees. Additionally, 'Johari's Window', basically a physiological tools used to help people better understand their relationship with themselves as well as with others. It is used primarily in self-help groups and corporate settings as a heuristic exercise. Better communication skills helps to improve the situation.

Training activities

All BRAC's training programmes are carefully designed and specially focused on trainee's spontaneous participation. This training started with the definition of follow-up and the necessity of it. After that a checklist was provided and the trainer explained a bit about the steps of conducting follow-up in school. Here some of trainees were shared their experience on working with primary schools. Then a discussion was conducted on

monitoring and why it was required. At that time the trainees were slightly confused, they said that this definition made contradicted with follow-up. However, the trainers couldn't resolve this confusion. He started with a new topic, feedback: definition, usefulness and how to provide it in school. Some of the trainees asked few questions, they seemed a little worried, whether the school authority would accept their feedback or not.

In this training one important component was to observe classroom without hampering any school activity. Here the checklist seemed helpful. The trainees had a quick idea which things they need to observe and which indicators they need to measure from this observation. Then trainers conducted a discussion on evaluating performance of a class (teacher's engagement, lecture method, time management, check home/class work, and so on). Besides, some other important issues were also discussed like school hygiene, environment, activities of SMC and parents meeting. After this training a short field trip was arranged, five schools were chosen for this purpose. In school, the trainers didn't spend much time on rapport building and explained the reason of their visit. They seemed to hurry for collecting information and if any of them wrote something in the checklist, others copied that instantly. In one school, one RDRS staff rudely behaved with one class teacher for keeping a child as a maid for taking care of her kid. The RDRS staff said child labour is illegal, not appreciable and it violate her organisation's policy. Therefore, an uncomfortable situation emerged in the school and other teachers seemed not friendly to her.

In the feedback session the trainer said the aim of this follow-up was to check whether the teaching learning process was effective or not. One RDRS staff suddenly raised his voice and said the aim of this project was to ensure providing 'biscuits' in school. Then a confused situation occurred. According to RDRS staff their main task was to provide biscuits and BRAC staff said they were appointed to improve the education situation in the project schools. Then the area manager of BRAC tried to minimise this conflict by saying 'both works are important' for us. Then a question answer session was conducted. And finally everybody thanked to his colleagues and trainers.

Workshop on school management for head teacher

It was a day long workshop, 10 to 14 head teachers were present in the workshop. The workshop was started by 9 am and finished within 4:30 pm. BRAC and the head teachers both preferred weekend for this workshop. One project based trainer conducted this workshop and two BRAC staff were also present there for providing technical support. This training mainly focused on improving leadership skills of the head teachers in two aspects: to improve their skills for managing school and to improve school performance. For presentation they used only discussion method, trainer chose a topic and started discussion and then teachers started sharing their experience and at the end of sharing they came to a conclusion. In the first part a lengthy discussion on school management which comprise effective learning environment, school discipline, lesson plan, enrolment, yearly working plan, child survey and 100% admission and take care of school's wealth. However, each and every issue was very crucial and could significantly contribute on quality education. Trainers spent around two hours for discussing all the topics, which was very inadequate. Some of the trainers (3/4) didn't participate in the discussion, most of them were female. No significant effort was observed for participation from the trainer's side. After lunch session was carried out for two hours and it covered the role of head teachers for academic supervision and capacity building of assistant teachers. This topic also takes huge time, because for this each school need a yearly plan for improving teaching learning process in class. Trainer

followed the same technique, discuss with these topics and encouraged teachers to share their experience and expectation. Overall this workshop contained very inadequate time and to some extent it was monotonous. A handout could be produced, the length of this workshop could be extended and more participatory techniques could be introduced.

Chapter 4. Lessons learned

Literacy pertaining to information is very crucial as a social indicator that has direct association with human development index (HDI). By literacy skills we can understand the ability to read and write and have a sense of numeracy skills. For primary schoolchildren language learning is essential to skills development which includes learning about and through language that is going on elsewhere in the curriculum. Several studies proved that decoding words, oral comprehension, vocabulary are the three key components of literacy skills for primary schools. Results of the test indicate that teachers in primary schools could not equip learners with the expected abilities. The low attainment rate established lack of proficiency in their mother tongue.

Our reading test shows 11% to 22% students struggled with their reading comprehension which could be improved if teachers could spend a lot of time and effort on reading, especially focusing on the sub-skill of comprehension. Test results suggest that even as late as grade three many learners did not step into the road to effective reading. An extreme indication of this negligence is that a few learners showed strange behaviour while reading, they tried to guess the words and if they were able to identify at least one letter they read out any word by using this letter. They could not interpret the instructions in the tests, and therefore did not attempt the tasks. Apparently, some of our readers have the ability to discern letter and to transfer this perception onto paper as a copy of what they see. For their writing was quite accurate in letter formation and spelling. However, they did not meet the specified requirements. We discovered though, the culture of reading can grow with particularly interested and supportive parents, or the foresighted and specially gifted children will learn to read and practice the skill in meaningful ways.

The majority of learners could not write simple stories/paragraph although textbook based task was used. Learners at upper primary could not write simple paragraphs to explain common functions although they have learnt about them in the class. Instead, most of them defined the processes in identical sentences. It would seem that the teaching content has not been translated into functional language practice. At tasks a significant proportion of pupils were failed because they did not understand the instructions, since they could not read for meaning. Seeing one familiar content word, most pupils took it for granted that they were required to reproduce the factual content learnt in class.

To improve this situation a consistent, coherent, focused reading programme should be conducted at all level. In the early stage emphasis on decoding and phonics is very essential. Loud reading practice can help to get correct pronunciation. Reading fluency and using appropriate pause is also important. For achieving all of these a variety of reading materials and regular reading practice in class is required. For improving writing skills learners need to dedicate themselves to read instructions carefully and keep continuous practice. This practice can help to gain confidence on their writing abilities. For teachers, create a culture of achievement and set a clear performance that is expected from students. They also should focus on input and development process. Go-slow learners can tag with a good one. That means primary school teachers should be more dedicated, resourceful, self-evaluative, and mutually supportive. Head teachers should be accountable for improving student's achievements. Parents can be an official partner in this process. If they can get updated information of their children's learning, they can be more active. Teachers' professional needs should be identified.

Classroom observation can help in this regard. There are plenty of training that conducted in URC or PTI on a regular basis. Head teachers should ensure implementation of the new learning in class.

For improving BRAC's training some strategies can be taken such as: modify handouts and make them interesting by using colours and pictures, engage more trainers in a session, regular field visit for observing training implementation, arrange refreshers or informal meeting/communication for problem solving and maintain liaison with relevant agencies and stakeholders. For better implementation BRAC, RDRS and WFP should establish a regular communication system in the field and head office level. When several organisations are working together, a plan for relationship evolving over time is required. Special attention is essential for schools in remote areas. Probably more staff should be engaged for classroom visit for those school. Finally, government support can foster fantastic partnerships, by providing continuous support and creating an enabling environment in the public sector - through regulation and co-ordination.

References

Annual Primary School Census (2014). Directorate of primary education, Government of the People's Republic of Bangladesh. Dhaka: Ministry of Primary and Mass Education.

CAMPE (1999). Hope not complacency: state of primary education in Bangladesh. Dhaka: Campaign for Popular Education.

CAMPE (2001). A question of quality: state of primary education in Bangladesh. Dhaka: Campaign for Popular Education.

Drèze J (1999). School participation in rural India. Centre for Development Economics (Delhi School of Economics) & Geeta Gandhi Kingdon Institute for Economics and Statistics (University of Oxford)
This Draft: August 1999
<http://sticerd.lse.ac.uk/dps/de/dedps18.pdf> access on 1 October 2015

Alliger GM and Janak EA (1989). Kirkpatrick's levels of training criteria: thirty years later. *Personnel Psychology*. Wiley 42 (2): 331–342.

Luca Molinas and Marc Regnault de la Mothe (2015). The multiple impacts of school feeding: a new approach for reaching sustainability
<http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp225966.pdf> access on 1

Nath SR, Roy G, Dutta NC and Hossain A (2007). Achievement of primary competencies: a comparison between government and BRAC Schools, Dhaka: BRAC (Working paper).

UNICEF (1990). Compulsory primary education act. Dhaka: Bangladesh.

WFP (2009). Revolution: From Food Aid to Food Assistance — Thematic Areas.
<http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp228797.pdf> access on 1

WFP (2012). World Food Program Annual Report-2012 on School feeding program in Poverty-prone areas
<http://www.lcgbangladesh.org/Education/reports/School%20Feeding%20Programme%20Annual%20Report%202012.pdf> access on 1 October 2015.

Annexes

Table 1. Proportion distribution of educational attainment of teachers by *upazila* and sex

Educational Attainment	Fulchari			Sundarganj			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
SSC	11.8	8.3	10.3	0.0	5.7	3.3	4.7	6.4	5.6
HSC	29.4	50.0	37.9	3.8	14.3	9.8	14.0	23.4	18.9
BA/BCom	17.6	0.0	10.3	30.8	40.0	36.1	25.6	29.8	27.8
BSc (Hons)	11.8	8.3	10.3	34.6	17.1	24.6	25.6	14.9	20.0
MSc	29.4	33.3	31.0	30.8	22.9	26.2	30.2	25.5	27.8

Figure 1. Percentage of responses on the most important learning from this training

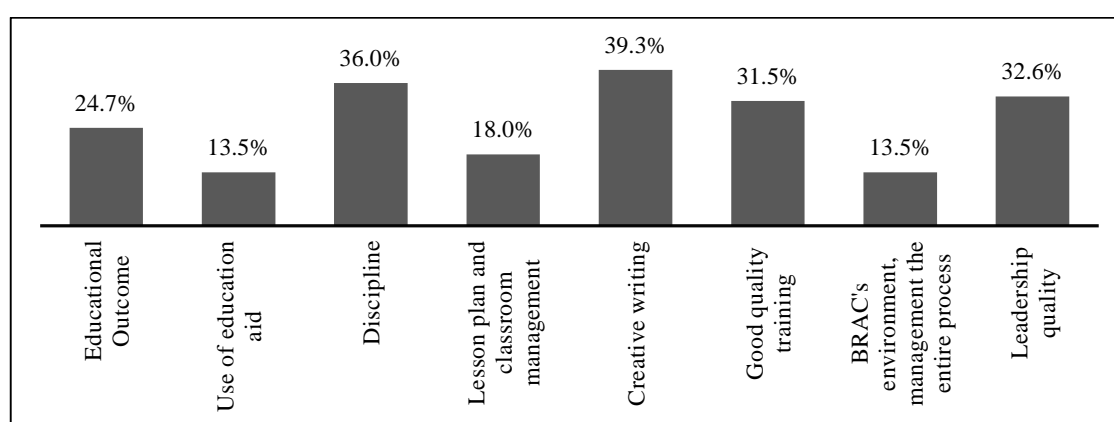


Figure 2. Percentage of responses on the issues that teachers applied before

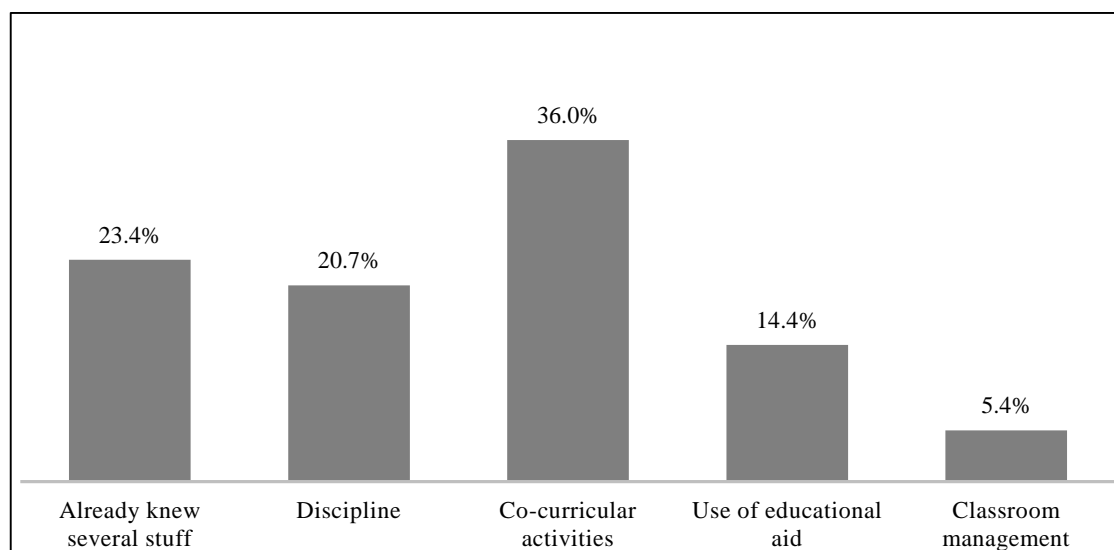


Table 2. Grade wise average enrolment rate by upazila and sex

Enrolment rate	Fulchari		Sundarganj		Total	
	Male	Female	Male	Female	Male	Female
Pre primary	21.3	21.0	26.9	30.2	25.0	27.1
Grade one	41.8	42.4	36.8	37.7	38.4	39.2
Grade two	29.1	33.5	30.4	35.7	29.9	34.9
Grade three	26.1	26.0	29.9	34.9	27.6	29.5
Grade four	18.7	21.2	20.6*	27.8*	19.9	25.6
Grade five	13.6	14.9	19.7	23.4	17.7	20.6

* denotes significance level at 5%

Table 3. Proportion of grade wise pass rate 2014 (1st semester)

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	-	-	-	-
Grade one	88.9	91.0	97.6	98.8
Grade two	85.7	89.4	98.6	98.1
Grade three	77.8	79.6	96.4	94.4
Grade four	78.6	78.8	94.7	97.9
Grade five	84.6	84.7	94.6	84.7
All	83.1	84.6	96.5	93.9

Table 4. Proportion of grade wise pass rate 2014 (2nd semester)

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	-	-	-	-
Grade one	80.1	84.8	100.0	100.0
Grade two	83.8	84.8	98.3	98.9
Grade three	82.4	85.9	97.3	97.8
Grade four	80.0	81.5	97.9	97.3
Grade five	88.4	91.3	96.2	92.2
All	82.9	85.7	98.0	97.4

Table 5. Proportion of grade wise pass rate 2014 (3rd semester)

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	-	-	-	-
Grade one	87.4	90.6	97.8	98.4
Grade two	85.2	85.8	98.9	97.4
Grade three	85.4	88.9	95.2	99.4
Grade four	91.0	91.2	92.7	95.8
Grade five	98.4	98.5	90.0	100.0
All	89.7	90.9	95.1	98.2

Table 6. Proportion of grade wise pass rate 2015 (1st semester)

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	-	-	-	-
Grade one	88.3	91.8	98.8	98.6
Grade two	88.5	88.5	98.1	97.7
Grade three	83.5	88.6	91.0	95.2
Grade four	86.3	86.9	96.7	97.6
Grade five	89.1	91.3	99.4	99.5
All	87.0	89.5	96.9	97.8

Table 7. Proportion of grade wise pass rate 2015 (2nd semester)

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	-	-	-	-
Grade one	90.9	92.6	96.9	99.1
Grade two	89.8	91.1	96.7*	98.9*
Grade three	85.7	88.6	95.3	95.5
Grade four	90.6	91.2	94.7*	97.8*
Grade five	95.4	95.9	98.2	97.4
All	90.5	91.9	96.5	97.8

* denotes significance level at 5%

Table 8. Proportion of students shifting in other schools in 2014

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	8.3	5.9	1.1	1.2
Grade one	9.2	7.9	9.3	5.5
Grade two	11.1	7.2	9.1	4.9
Grade three	8.1	6.9	17.0	3.0
Grade four	6.3	6.4	11.6	5.9
Grade five	2.7	2.9	2.9	0.0
All	8.0	7.1	8.9	3.6

* denotes significance level at 5%

Table 9. Proportion of students has no information of further schooling in 2014

Grade	Sundarganj		Fulchari	
	Male	Female	Male	Female
Pre primary	0.1	0.04	0.0	0.0
Grade one	0.0	0.0	0.0	0.0
Grade two	0.6	0.0	0.0	0.0
Grade three	0.0	0.0	0.0	0.0
Grade four	0.0	0.0	0.0	0.0
Grade five	0.0	0.0	0.0	0.0
All	0.1	0.1	0.0	0.0

* denotes significance level at 5%

Table 10. Proportion of student's parental education (father)

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
No schooling	50.0	46.2	48.0	53.0	56.0	54.5
Below primary	13.7	13.3	13.5	16.0	17.0	16.5
Primary	9.5	10.5	10.0	14.0	9.0	11.5
Below secondary	11.6	13.8	12.8	11.0	10.0	10.5
Secondary	10.0*	6.7*	8.3	2.0	4.0	3.0
Above secondary	5.3	9.5	7.5	4.0	4.0	4.0

* denotes significance level at 5%

Table 11. Proportion of student's parental education (mother)

Indicators	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
No schooling	33.2*	40.0*	36.8	47.0	48.0	47.5
Below primary	24.2*	19.0*	21.5	29.0*	21.0*	25.0
Primary	10.5	8.6	9.5	7.0	11.0	9.0
Below secondary	26.3	24.3	25.3	14.0	19.0	16.5
Secondary	4.7	4.8	4.8	3.0	1.0	2.0
Above secondary	1.1	3.3	2.3	-	-	-

* denotes significance level at 5%

Table 12. Percentage distribution of main source of income

Type	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
Agriculture	17.9	17.6	17.8	14.0	11.0	12.5
Labour	32.6	31.4	32.0	57.0	60.0	58.5
Service	7.4*	14.3*	11.0	4.0	4.0	4.0
Business	21.1	18.1	19.5	10.0	9.0	9.5
Driver	13.7	14.3	14.0	10.0	8.0	9.0
Others#	7.4	4.3	5.8	5.0	8.0	6.5

* denotes significance level at 5%

House maid, Barber, Beggar, Fisherman, Village doctor, Muezzin, Chowkidar etc.

Table 13. Syllable wise reading status for comprehension 1 (for syllable 4)

Able to read 4 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 4 words	47.4	47.9	47.8	50.0	50.0	50.0
5 to 9 words	52.6	52.1	52.2	50.0	50.0	50.0

Table 14. Syllable wise reading status for comprehension 1 (for syllable 3)

Able to read 3 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 13 words	41.1	50.2	48.7	48.7	50.5	50.0
14 to 25 words	58.9	49.8	51.3	51.3	49.5	50.0

Table 15. Syllable wise reading status for comprehension 1 (for syllable 2)

Able to read 2 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 30 words	50	48.1	48.2	50.0	50.0	50.0
31 to 60 words	50.0	51.9	51.8	50.0	50.0	50.0

Table 16. Syllable wise reading status for comprehension 1 (for syllable 1)

Able to read 2 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 7 words	5.4	3.9	4.6	6.8	5.5	6.2
8 to 14 words	94.6	96.1	95.4	93.2	94.5	93.6

Table 17. Syllable wise reading status for comprehension 2 (for syllable 4)

Able to read 4 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 3 words	21.2	21.6	21.4	34.8	22.1	28.5
3 to 6 words	78.8	78.4	78.6	65.2	77.9	71.5

Table 18. Syllable wise reading status for comprehension 2 (for syllable 3)

Able to read 3 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 11 words	15.1	17.4	16.3	25.7	18.3	22.0
12 to 21 words	84.9	82.6	83.7	74.3	81.7	78.0

Table 19. Syllable wise reading status for comprehension 2 (for syllable 2)

Able to read 2 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 37 words	12.7	18.2	15.5	16.9	14.3	15.6
38 to 73 words	87.3	81.8	84.5	83.1	85.7	84.4

Table 20. Syllable wise reading status for comprehension 2 (for syllable 1)

Able to read 1 syllable words	Sundarganj			Fulchari		
	Male	Female	Total	Male	Female	Total
1 to 37 words	3.6	5.5	4.6	4.3	7.0	5.7
38 to 73words	96.4	94.5	95.4	95.7	93.0	94.3