

BRAC Research Report

May 2006

## Research Plan for BRAC Education Programme 2006-2009

Research and Evaluation Division  
BRAC Education Programme

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## **ABSTRACT**

This report provides RED's education research plan for the remaining duration of the fourth phase (2006-09) of BRAC Education Programme. The basis of the plan was a review report on existing research studies on BEP focussing on research on quality issues of various components of BEP using an input-process-output framework. Based on this review, a draft research plan was developed and this was discussed for prioritization and revision in joint meeting of RED and BEP. This document is the outcome of these exercises which includes a list of 22 research studies, tentative issues to be addressed under each, and timeline. The studies will be conducted basically by the researchers in RED; however help would be sought from external experts as and when needed.

## **INTRODUCTION**

Children's enrolment in primary and basic education in Bangladesh has now reached a certain level with gender parity. Such an improvement has been possible due to various programmes launched by both the government and the non-government organisations. Bangladesh has to now address the serious systemic challenge of ensuring quality education for its children. The national emphasis is to ensure the full cycle of primary education with good quality.

BRAC has been involved in primary education since 1985. Although it started with a non-formal education programme for the children of a certain area, it is now spread all over the country with about 12 components<sup>1</sup>. It broadly covers primary and secondary education for the children and programmes for the adolescents. The BRAC Education Programme is now running its fourth phase (2004-09). A number of quality improvement initiatives are there in both primary and secondary education components.

The Research and Evaluation Division (RED), an independent division within BRAC, is mandated to provide research and analytical support to the programme. Education research in RED started in 1998 with a baseline survey for the school programme of BRAC. A total of 140 research reports/papers came out from this division during last 18 years. Three quarters of these reports are on BRAC Education Programme and the rest on the national primary and basic education system.

This report presents RED's education research plan on BRAC education programme for the remaining of phase IV (2006-09). Unlike earlier this plan was based on a review work of existing research studies and brainstorming among the concerned persons of both RED and BEP.

## **REVIEW OF RESEARCH**

Studies on quality of education have been given serious importance in the phase IV proposal of BRAC Education Programme. Before starting new research on quality it was felt necessary to review the existing works on this issue. Thus a review of the research studies conducted so far was done in last March (Nath 2006). It had two aims. Firstly, to explore the quality of education provided by the programme and secondly, to find the gaps in existing studies in order to inform further research on quality of education.

Exploring the issue through an Input-Process-Output (IPO) framework the review work identified a number of gaps in existing studies which are reparable in future studies. The framework is provided in Annex 1 and the full list of gaps at the end of the review report. Some components of BEP were well researched and some were not. It proposed to carry at least one research on each of the issues mentioned in the analytical framework during the timeframe of phase IV focusing on the components of BEP that are relatively under researched.

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<sup>1</sup> These are BRAC Primary School (BPS), BRAC Adolescent Primary School (BAPS), Education for Indigenous Children (EIC), BRAC formal school, Community school, Education Support Programme (ESP), Education with disability, BRAC pre-primary school, Government partnership programme (GPP), Adolescent development programme (ADP), Ganakendra pathagar, Post-primary basic and continuous education (PACE)

Need of longitudinal studies on some issues like external efficiency of programme was also felt.

On preparation, the review report was sent to the programme management and the donors of BEP. It was presented and discussed in a Donor Consortium Meeting (DCM) held in April 2006. Some partners like Canadian International Development Agency (CIDA), The Royal Netherlands Embassy (RNE) and The Royal Norwegian Embassy (RNorE) sent their written comments and suggestions on the report. The report was finalised in April 2006 incorporating all the comments and suggestions.

## PREPARATION OF RESEARCH PLAN

The Educational Research Unit in RED sat in several brainstorming meetings in order to prepare a draft research plan based on the review report. The Director Research of BRAC and the Coordinator of the Social Development Research Unit were also present in some meetings. The draft was then shared with the programme management of BEP. A joint meeting of RED and BEP was also held on 30 May 2006, where the plan was finalised. The final plan contains 22 titles to be conducted during 2006-09. Along with the titles, timeline and tentative issues to be addressed were also identified (Tables 1 and 2). However, the issues would finally be fixed by the respective research teams while doing the studies. It was agreed that the research teams would prepare proposal/outline and share it with programme management and other RED researchers in RED seminars. Draft research reports will also be similarly shared before finalization. The proposed studies would be conducted basically by the researchers in educational research unit of RED. However, help would be sought as required from individuals and institutions outside RED.

**Table 1. Timeline for the proposed research**

Serial	Research title	Timeline			
		2006	2007	2008	2009
<b>BPS, BAPS, Education for indigenous children, Brac formal school and Community school</b>					
1	BRAC school curriculum: reflection of primary competencies and pupils skills in language and maths				
2	Links among subject based skills and preparation and the POs and classroom practices in BEP				
3	Community participation in Brac Education Programme (including pre-primary)				
4	Education management at area level: how does it influence quality?				
5	Achievement of competencies of Brac school graduates				
6	Performance of Brac school graduates in secondary schools				
7	Impact of education on the lives of the graduates				
8	Education for indigenous children: an assessment of social issues				

<b>Education Support Programme</b>					
9	Education Support Programme of Brac: An evaluation				
<b>Education with Disability</b>					
10	Addressing the issue of disability: the case of Brac Education Programme				
<b>Brac Pre-primary schools</b>					
11	Teacher preparation and teaching learning provisions in Brac pre-primary schools				
12	Skills and competencies of Brac pre-primary school students and its sustainability in primary classes				
<b>Government Partnership Programme (GPP)</b>					
13	Baseline survey in the programme area				
14	Documentation of Brac activities in the upazilas				
15	Reflection of Brac support in school operation and pupils learning achievement				
<b>Adolescent Development Programme</b>					
16	Empowerment of the adolescents: Impact assessment of ADP				
17	A comparative quality assessment of APON course for girls and boys				
<b>Ganakendra Pathagar/Library</b>					
18	Assessment of Brac Ganakendra pathagar				
19	Gonokendro and ICT: assessment of the input, process and outcome of continuing education				
<b>Post Primary Basic and Continuing Education (PACE)</b>					
20	Effect of PACE training on English language teachers				
21	Effect of PACE training on Maths teachers				
22	An assessment of the management training in the secondary schools				

**Table 2. Tentative issues against the planned research titles**

<b>Serial</b>	<b>Research title</b>	<b>Tentative issues</b>
<b>BPS, BAPS, Education for indigenous children, Brac formal school and Community school</b>		
1	BRAC school curriculum: reflection of primary competencies and pupils skills in language and maths	<ul style="list-style-type: none"> <li>• Textbook assessment from classes I-V</li> <li>• Test on language ability</li> <li>• Test on maths skills</li> <li>• Classroom practices</li> </ul>
2	Links among subject based skills and preparation and the Pos and classroom practices in BEP	<ul style="list-style-type: none"> <li>• Test of knowledge and skills in Bangla and English languages and maths</li> <li>• Observation of teachers basic training</li> <li>• Observation of monthly refreshers training</li> <li>• Classroom observation</li> <li>• Background of the teachers and the POs</li> </ul>
3	Community participation in Brac Education Programme (including pre-primary)	<ul style="list-style-type: none"> <li>• The actors</li> <li>• Process of participation</li> <li>• Depth of participation</li> <li>• Influence/benefits of participation</li> </ul>
4	Education management at area level: how does it influence quality?	<ul style="list-style-type: none"> <li>• Activities related to school management</li> <li>• Management style</li> <li>• Information flow from top to bottom and vice versa</li> <li>• Links among various levels (school, PO, AO, RO and HO)</li> <li>• Role of quality assurance specialists</li> </ul>
5	Achievement of competencies of Brac school graduates	<ul style="list-style-type: none"> <li>• Pupils background info</li> <li>• Achievement test</li> </ul>
6	Performance of Brac school graduates in secondary schools	<ul style="list-style-type: none"> <li>• Baseline of performance and socioeconomic background of pupils (2006)</li> <li>• End line of performance (2008)</li> <li>• A comparable group of formal school</li> <li>• Continuation in secondary schools</li> </ul>
7	Impact of education on the lives of the graduates	<ul style="list-style-type: none"> <li>• Various livelihood indicators</li> </ul>
8	Education for indigenous children: an assessment of social issues	<ul style="list-style-type: none"> <li>• Social setting</li> <li>• Schooling and the society</li> <li>• Availability of teachers, POs &amp; pupils</li> <li>• Management</li> <li>• Community participation</li> </ul>
<b>Education Support Programme</b>		
9	Education Support Programme of Brac: An evaluation	<ul style="list-style-type: none"> <li>• Management of ESP</li> <li>• Supervision of schools</li> <li>• Teacher preparation</li> <li>• Classroom practices</li> <li>• Role of Brac</li> <li>• Pupils' performance</li> <li>• Continuation of education</li> </ul>

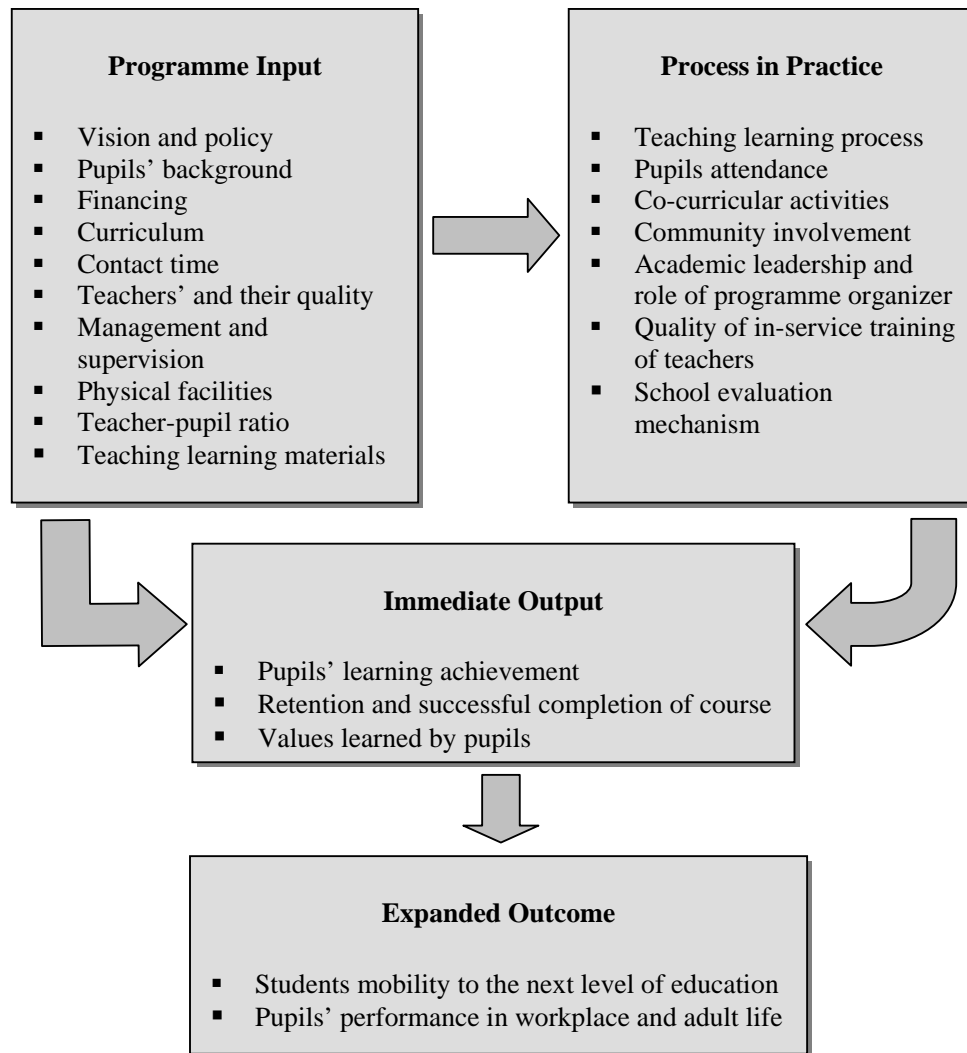
<b>Education with Disability</b>		
10	Addressing the issue of disability: the case of Brac Education Programme	<ul style="list-style-type: none"> <li>• Teacher and staff preparation</li> <li>• Classroom practices</li> <li>• Reaction of others (teachers, parents, peers, POs etc.)</li> </ul>
<b>Brac Pre-primary schools</b>		
11	Teacher preparation and teaching learning provisions in Brac pre-primary schools	<ul style="list-style-type: none"> <li>• Teachers' background</li> <li>• Training observation</li> <li>• Classroom observation</li> </ul>
12	Skills and competencies of Brac pre-primary school students and its sustainability in primary classes	<ul style="list-style-type: none"> <li>• Learning achievement of pre-primary graduates in various grades of formal schools</li> <li>• Background info of pupils and teachers</li> </ul>
<b>Government Partnership Programme (GPP)</b>		
13	Baseline survey in the programme area	<ul style="list-style-type: none"> <li>• Various indicators of school quality</li> </ul>
14	Documentation of Brac activities in the upazilas	<ul style="list-style-type: none"> <li>• Process documentation of activities</li> </ul>
15	Reflection of Brac support in school operation and pupils learning achievement	<ul style="list-style-type: none"> <li>• Process documentation after Brac activities</li> <li>• Comparison of pupils performance before and after intervention</li> </ul>
<b>Adolescent Development Programme</b>		
16	Empowerment of the adolescents: Impact assessment of ADP	<ul style="list-style-type: none"> <li>• Stakeholders profile</li> <li>• Nature and trends of employment or entrepreneurship developed</li> <li>• Perception on usefulness, limitation and future implication of the intervention</li> <li>• Life histories</li> <li>• How knowledge changed life style and livelihood</li> <li>• Empowerment</li> </ul>
17	A comparative quality assessment of APON course for girls, and boys	<ul style="list-style-type: none"> <li>• Source of Knowledge and experiences</li> <li>• Process of knowledge and skill transfer</li> <li>• Quality of course in relation to relevance, contents, dissemination and evaluation</li> <li>• Supervision and management process</li> <li>• Perception of participants</li> </ul>
<b>Ganakendra Pathagar/Library</b>		
18	Assessment of Brac <i>Ganakendra pathagar</i>	<ul style="list-style-type: none"> <li>• Users and their background</li> <li>• Reading needs and availability of resources</li> <li>• Existing library provisions and future directions</li> </ul>
19	<i>Gonokendro</i> and ICT: assessment of the input, process and outcome of continuing education	<ul style="list-style-type: none"> <li>• Community participation</li> <li>• Users socio-economic profile</li> <li>• Monitoring and supervision process</li> <li>• Nature, scope and extent of knowledge dissemination</li> <li>• Quality of service delivery</li> <li>• Impact of intervention</li> </ul>



<b>Post Primary Basic and Continuing Education (PACE)</b>		
20	Effect of PACE training on English language teachers	<ul style="list-style-type: none"> <li>▪ Knowledge, skills and attitude of teachers</li> <li>▪ Classroom practices</li> <li>▪ Teachers' perceptions on training programme</li> <li>▪ Challenges faced by the teachers after training</li> <li>▪ Students' perception on trained and non-trained teachers</li> </ul>
21	Effect of PACE training on Maths teachers	<ul style="list-style-type: none"> <li>▪ knowledge, skills and attitude of teachers</li> <li>▪ Classroom practices</li> <li>▪ Teachers' perceptions on training programme</li> <li>▪ Challenges faced by the teachers after training</li> <li>▪ Students' perception on trained and non-trained teachers</li> </ul>
22	An assessment of the management training in the secondary schools	<ul style="list-style-type: none"> <li>▪ Structure of training</li> <li>▪ Chain of charge</li> <li>▪ Norms, values and perception</li> <li>▪ Prospect and limitation of intervention</li> <li>▪ Decision making process and participation</li> <li>▪ Planning process</li> <li>▪ Change mechanism</li> <li>▪ Key role performance</li> </ul>

Note: The issues like quality and equity in terms of gender, socioeconomic status, ethnicity, disability, religion, first generation learners, slow learners, etc. would be addressed in all the studies wherever possible.

## Annex 1. Analytical framework for quality assessment



Sources: Nath (2006)