

Final Report

School Effectiveness Through Union Parishad (SETUP), Pilot Project of CARE Bangladesh

**Study Commissioned by
CARE Bangladesh**

**Study carried out by
*iINTERACTION***

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Acronyms

AUEO	Assistant Upazila Education Officer
BUILD	Building of Union Infrastructure for Local Development
CA	Change Agent
CHOLEN	CHT Children's Opportunity for Learning Enhanced
CRC	Community Resource Center (pilot initiative Of CARE)
DDDPE	Divisional Deputy Director Primary Education
DPEO	District Primary Education Officer
GOB	Government of Bangladesh
GPS	Government Primary School
MG	Mothers Group
PTA	Parent-Teachers Association
PTI	Primary Training Institute
RNPS	Registered Non-government Primary School
Setup	School Effectiveness Through Union Parishad
SMC	School Management committee
UEO	Upazila Education Officer
UP	Union Parishad
UPESC	Union Parishad Education Standing Committee
URC	Upazila Resource Center

EXECUTIVE SUMMARY

School Effectiveness Through Union Parishad (SETUP) is a Pilot project of CARE Bangladesh running in 4 Schools in 4 Upazilas of Gaibandha & Rangpur district. The goal of the SETUP project was to enhance the efficacy of public primary schools systems to ensure quality education to girls and boys in the selected primary schools of Rangpur and Gaibandha districts. The project Capitalizes on trained Union Porishads and stakeholder groups to take responsibility for quality education and improved school efficacy in the associated schools.

1. Objectives and Methodology of the study:

The study was carried out in response to the request of CARE Bangladesh to assess the implementation process and outcomes of the project. The main objectives of the study of the SETUP Pilot project was as follows-

- a. To assess learning achievement of the students and changes in the school.
- b. To asses the capacity and linkages of Union Parishads to improve educational status in their constituencies.
- c. To assess the role of the school management committee, UP standing committee and other committee in contributing to improvement of the performances of the school.
- d. To assess the project strategy in terms of input and outcome and possibility of replication.

The study team had only five full days (7thSept-10th Sept.) of field investigation for its task. Evaluation team put its best efforts to make the process of evaluation as participatory as possible within the short time frame. FGD with various project participants, formal & informal discussion, direct observation etc were used in field investigation.

The major limitation of this study lies in its short period of time in the field. The team completed the field survey within a very short period of time. The last flood seriously affected Gaibandha area and people were passing very hard time during the study. Union Parishad was seriously busy in relief/VGD card distribution work, which created a lot of barriers in getting respondents especially UP members and parents.

2. Summary of Major Findings:

1. As a result of SETUP project attendance rate of the students to School has increased. 72 % students are attending at regular basis; before starting the project, attendance rate was 55 %. Dropout rate in SETUP Schools observed as quite developed than the regular Bangladeshi rural primary school. In SETUP Schools, dropout rate has reduced dramatically because of involvement of the Mothers group, UPESC, SMC, Parents and teachers. Through discussion with various groups like MG, SMC, Community people, UPESC, CA, Students & teachers, it is observed that teachers are now regular and maintaining schedule time of the School.

2. Before the SETUP project it was normal practice that teachers came late and left before end time. It is an instance that community can monitor school without having administrative power. Every SETUP school has visitor books, and CA, MG, UPESC visiting school.
3. It is observed that the quality of the study has been developed, especially “Activity based Teaching” by the teachers has helped develop the spontaneity among the students; both the girls and boys quickly responded when they were asked demonstrate a role-play on the activity. Continuous monitoring developed the quality of the education in SETUP School. Awareness among the parents regarding their children’s study facilitated the process of monitoring. Formation of students' parliament, provision of Wall magazine, Games are positively contributing to the quality of the study.
4. Personal Cleanness is being practiced in the school. Awareness about water born diseases has been increased among the students; every SETUP school has toilet and tube-well, soap for washing hands. In SETUP school SMC, Teachers and mothers group took initiatives for gardening and fencing the school boundary. By the community assistance Gopalpur and Gangachara school Management committee has successfully completed fencing and has made small garden in school premises. Other two Schools in Gaibandha district could not do that because the field of this school is low land; on the other hand due to lack of fund SMC could not complete their task yet.
5. SETUP project has provided training to the teachers on “Activity Based Teaching” and supplied a manual of Activity Based Teaching. All schools are using the methods and during discussion with the students they highly appreciated the activity based learning .The process has increased spontaneity of the students. Although the teachers appreciated it, they could not use all activities yet as because they did not receive the training at the beginning of the year. The teachers also face problem to do the activity for the lack of enough place in the classroom.
6. During discussion with UP members and Chairman it was observed that the Porishad now have clear perception about their area of role and responsibilities. They have 13 active Standing committee including Education standing committee. SETUP project from its very beginning stimulated the committee members to play their role in education in their Union and provided training to aware them about their responsibilities to the schools, importance of their involvement and way of ensuring the function the school. They visit school, Attend monthly meeting, monitor Change agent’s activities, write note/comments on visitors Khata lying with school. Before intervention of CARE there was no function of standing committee even they did not know about their role for the school.

7. Change Agents (CA) are playing an important role in monitoring schools on behalf of UPESC on the other hand UPESC monitor the activities of CA and CA has close relation with the schools.
8. The School Management Committee is now more active. SETUP project has provided training to the committee members & ensuring their monthly meeting regular basis. Earlier the committee formation was simply a “paper work”. The SETUP project has broken the regular practice and made the committee functional and created their accountability.
9. Activeness of the Mothers Group is one of the very strong out come of the SETUP project. This group provides direction & motivation to the Para Mothers Groups. Total 58 members are now included in the Mothers group in 4 Schools. They Send their children to school regularly, visit school rotationally, observe Cleanness of the students, Observe attendance rate of the students, teachers in and out time.
10. SETUP project also contributing to the gender issues; in all most all steps it is ensuring participation of Girls/women. But in case of SMC it failed to ensure the gender equality. There are 11 members SMC in every school, out of 44 SMC members only 6 are women.
11. During Focus Group Discussion with the community people it was observed that People do not know about the term- “SETUP” but almost 90% people told that the school is now running well. Community people thinks that the causes of the improvement of the school is because of teachers attention and regularity and activeness of the SMC and mothers group.
12. Build project has played an effective role in developing the capacity of UPs. This in turn helped SETUP in creating space to develop the capacity of UPESC in order to carry out the local government's role in the education sector. This approach has been able to prove the potentials of the concept that the local government should take over the prime role to maintain and manage the local level education programme. This model could be replicable to other UPs, provided the capacity building process instrumented by the BUILD should be there in existence to build up the motivation sense of accountability and capacity of UP.

3. Summary of Recommendations:

1. CARE should develop more leadership among Mother group so that they can keep the stream of the awareness among the Mothers as well as community.
2. CARE should continue support to SETUP school at list 2 years to establish it as a model.

3. More training needed for SMC on Resource mobilization, & Advocacy, which might help them to contribute to the school efficiently.
4. SETUP project need to strengthen its Advocacy program to generate effective policy, which will increase cooperation between Upazila Education Department and UPESC.
5. A sustainable Mother group can contribute to the project a lot, more attention needed to train them in the area of Leadership, IGA and democratic process.
6. Policy needed in the formation of SMC, which will address democratic manner, festive mode of the election process and Gender equity in the committee. CARE/ SETUP can play advocacy role to introduce policy by Govt,
7. Inter school exposure visit among Mother group, Students, Teachers, UPESD, CA and SMC within the Union or neighboring union can create strong wave for community awareness and quality of the education.
8. CARE need to think to raise income of the family of the vulnerable students through IGA, it is observed that many student do not attend school due to hard core poverty, they usually working as child labor for their survival. However, CARE can do advocacy work with other NGOs locally to include the family of the poor students in their development work.

MAIN REPORT

1. Background Information

1.1. Introduction to the project

During the long range strategic plan (2002-2006), CARE Bangladesh identified education as one of the priority areas for development work and is geared to expand the education programming to improve access to quality education that promotes critical thinking and life skills especially for girls and women, leading to greater empowerment and civic participation of the poor and the marginalized. In view of this, presently CARE is implementing 3 Pilot projects; 1. CHT Children's opportunities for learning enhanced in Chittagong hilltracts 2) School Effectiveness Through Union Parishad (SETUP) in Gaibandha & Rangpur, and 3) Community Resource Center (CRC) in Jesore & Tangi.

The SETUP project Capitalizes on trained Union Parishads and stakeholder groups to take responsibility for quality education and improved school efficacy. Care Bangladesh started SETUP (School Effectiveness Through Union Parishad) project as pilot basis in four schools of Rangpur and Gaibandha in February 2003 under Education program of CARE- Bangladesh. Initially the duration of the project was for one year; the project was extended up to December 2004. It was a collaborative approach with another project named BUILD under Integrated Food Security Program of Care. The BUILD project strengthens the role of local government and administration and organized stakeholder groups comprising of community people. The main focus of the project was to raise awareness of different groups like Union Parishad and Education Standing Committee, School Management Committee, Mothers Groups, Stakeholder groups, Guardian groups regarding their responsibilities in ensuring quality education for children, and to mobilize government and community responsibility.

1.2. Goal of the SETUP project: Goal of the SETUP project was to enhance the efficacy of public primary schools systems to ensure quality education to girls and boys in the selected primary schools of Rangpur and Gaibandha districts.

1.3. Objectives of the project:

1. Ensure the elected local Government body—the Union parishad, achieves the necessary operational capacity to earn out their expected role and function through the standing Committees for education.
2. Build capacities in community groups—Stakeholders, parents and mothers to actively participate in school management committee and school related activities and consciously support their children education.
3. Improve primary school teacher quality to improve quality of instruction and gender sensitivity in classroom instruction to improve students

learning achievement and narrower the gender disparity in learning achievement.

4. Increase flow of public resources to schools through Union Parishad, the local government elected body.

1.4. Genesis of the study:

The evaluation was conducted at the request of CARE- Bangladesh to assess the implementation process and outcome of the project. The terms of reference for evaluation was formulated by CARE & shared with the evaluators for their suggestions. Based on TOR the evaluation team prepared an evaluation plan including data collection methodology and field visit schedule, which was shared with CARE Bangladesh, and they agreed the plan.

1.5. Objectives of the study:

- a. To assess learning achievement of the students and changes in the school.
- b. To assess the capacity and linkages of Union Parishads to improve educational status in their constituencies.
- c. To assess the role of the school management committee, UP education standing committee and other committees in contributing to improvement of the performances of the school.
- d. To assess the project strategy in terms of input and outcome and possibility of replication.

1.6. Study design, Process and Methodology

The process of evaluative study began on a participatory mode with the staff of CARE (PO), and Change Agents. The evaluation team had only five full days (7thSept-10thSept.) of field investigation for its task. Evaluation team put its best efforts to make the process of evaluation as participatory as possible within the short time frame. These field visits included prolonged and intensive discussion with School Management Committee (SMC), Mother's Group (MG), Teachers, Students, Stakeholder, and Union Parishad Education standing Committee, Chairman of the Union Parishad. Besides, discussions were held with neighboring community people, teachers of other school, parents wherever possible. Student, and mothers group initiated brainstorming through group works to stimulate critical thinking and analysis. Exclusive meetings with SMC and Teachers were initiated to get a better insight into issues related to present monitoring system of the schools. During many of these meetings, challenging and provoking questions were asked in order to bring out the hidden potentials in many of the groups like students, Union parishad education standing committee.

Some case studies of the drop out students also carried out to understand the causes of drop out and struggles of enrolment of these students in to schools.

Evaluation team also interacted with Upazila education officer, Family members of the students & Change agents to get their impressions and views on SETUP project of CARE-Bangladesh.

1.7. Limitations of the study

- One of the limitations of the evaluation has been the lack of time to assess the project management system, financial procedures, internal coordination mechanism between SETUP and others project like BUILD, and the coordination process between project staff and Head office staff.
- Few weeks before the study a serious flood affected the Gaibandha area and people were passing very hard time during the study. Union Parishad was seriously busy in relief / VGD card distribution work, which created a lot of barriers in getting respondents especially UP members, parents.
- The major limitation of this study lies in its short period of time in the field. The team completed the field survey within a very short period of time.
- No instrument was developed to collect the quantitative data for the assessment in order to quantify the outputs and outcomes in number and percentage. Nevertheless the team tried to get some information from the school attendance books and visit register. As a result, the report lacks the quantitative analysis to draw inference for the future recommendations.
- The assessment process lacks the literacy assessment tools to test the literacy and understanding skills at individual level, the process of which is a longer process and it needs a different type of approach to administer those tools. To mention, the very purpose and nature of this assignment was not compatible for that.

1.8. Selection & Sampling:

The SETUP project of CARE is working in 2 Districts – Rangpur & Gaibandha in 4 schools under 4 unions. In addition the program is working with numbers of other groups involved to the project like Mothers group, School management committee, stakeholders. Based on TOR and discussion with the concern person of CARE, Evaluation team visited all of the project areas and conducted Focus group discussion with all project participants group: Students, Teachers, Mothers group, School Management Committee, Union Parishad Education Standing Committee, Parents, Change Agents and Stakeholder groups..

3 Discussion sessions held with 95 students of three schools (Bharatkali, Gopalpur, Pachim Nabonidas). It was holyday during the visit in Katabari Union of Gobindagonj Upazila so that the discussion were not held with the students of this Union (Bogadoha school)

FGD held with Mothers group in each union and average 5 members of mothers group were present in the discussion in every Union. 4 FGD held with Union Parishad Education Standing Committee (UPESC) where out of 16 total 7 were present and average one-hour discussion held with them. 4 meetings held with SMC

(School Management Committee) Discussion held with 10 members of the committee. Discussions held with 2 Union Chairman of Borat Khali (Gaibandha) & Gangachara (Rangpur) . All Change agents and project officer of SETUP project were interviewed and informal discussion were held with them. Discussion held with members of Stakeholders group, Teachers, Parents, and Community people in each Union. To understand about the feelings of the family members of the students 5 home were visited and 3 cases were recorded.

Evaluation team had a briefing session with CARE officials of Education department before starting its evaluation and during the field work informal discussions held and shared some issues over telephone.

2. Findings and Analysis: Outcomes of the Project

Based on the observations, interactions, interviews and FGDs, the team gathered insights and in-depth informations, and synchronising all those, findings and analysis are put in this section according to the objectives of the study. The achievements and limitations of the implemented project are discussed below accordingly:

2.1. Learning achievements of the students and changes in the school:

Schools Under STUP Project

SETUP project is running with 4 Schools in 4 union of 4 Upazila of Gibandha & Rangpur District. Total 1116 Students enrolled in the School, out of that 519 are Girls.

Name of the School	Union	Upazila	District	Present Students		Total	Total Teachers
				B	G		
Bogdah Sadar registered Primary School	Katabari	Gobindogonj	Gaibandha	111	94	205	4
Bhoratkhali government P. School	Bhoratkhali	Saghata	do	262	246	508	8
Gopalpur Hamidia P. School	Gopalpur	Mithapukur	Rangpur	147	111	258	4
Paschim Nabanidas school	Gongachra	Gangachara	do	77	68	145	4
Total	4	4	2	597	519	1116	20

Students' attendance: As a result of SETUP project attendance rate of the students to School has been increased. At present, 72% students are attending regular basis. Before starting the project, attendance rate was low; it was average 55 % at beginning of the SETUP project. Through motivational program to the mothers group, awareness raising program among the stakeholder groups and parents, and particularly organizing training for teachers, SMC and UPESC, SETUP project has increased the attendance rate of the student, which is a significant achievement of the Project in relation to other schools.

Girls' attendance Rate: Social negative attitude towards girls' education is very common in rural Bangladesh. Lacks of motivation, ignorance, Poverty, early marriage, superstition etc are the main barriers for the girl's education in rural area. In SETUP school girls participation found in optimum level and their presence in all activities (Activity based learning, Student Parliament, games,) were observed very spontaneous. During discussion with the students, girl's participation was very active in some cases especially demonstration of the learning activities girls were very active and took leading role in presentation. Mothers group, SMC, Teachers & Stakeholders groups were highly motivated in favor of girls education.

Drop-out rate: Drop out rate in SETUP Schools observed quite deferent then the regular Bangladeshi rural primary school. In SETUP School drop out rate has reduced dramatically because of involvement of the Mothers group, UPESC, SMC, Parents and teachers. In every level of motivational work and training / orientation on SETUP project, it has been expedite the initiatives and as result the drop out rate has been reduced. Presently a very few students are dropout due to the migration of their family. Girls dropout rate has been reduced due to high motivation of Mothers group and stakeholders groups.

Attendance of Teachers: Through different discussions with various groups like MG, SMC, Community people, UPESC, Change Agents, Students & teachers, it is observed that teachers are now regular and maintaining schedule time of the School. Before the SETUP project started, it was a normal practice that teachers came late and left before the end of stipulated time. **It is an instance that community can monitor school without having administrative power.** Every school has visitor books, and CA, MG, UPESC is visiting school regularly and writing comments in it, which ensure regular and effective monitoring and follow-up in order to ensure the standard of the school.

Quality of the study: Observing school, discussion with the students, and teachers it is observed that the quality of the study has developed especially "Activity based Teaching" by the teachers has developed spontaneity among the students, Girls and boys both has quickly responded when they ask to role play on the activity. Continuous monitoring, awareness among the parents regarding their children's study the quality have developed.

Students Teachers Relation: Teachers are more caring to the students regarding quality education, cleanness of the students, regular attendance of the students and the teachers visit home of the student, Mothers group are also visiting school, motivation by CARE SETUP training etc have created harmonious relation among students, teachers and guardians. It has improved accountability to each other's. However, teachers are still a bit traditional in giving punishment to the students some time they use stick, Duster in beating the students.

Cleanness of the Students: SETUP project has developed awareness among the students regarding their personal Cleanness, Mothers are now aware in cutting nail and washing hands and mouth of their children, student can say about causes of diahorrea and other water born diseases, process of saline making, importance of washing hands after using toilet. In every school has toilet and tube-well, soap for washing hands. However, more attention needed in this regard, last one month 2 tube-wells not functioning, Toilets are also not clean well. More motivation also needed in the family level, 28 % students have no toilet in their home, they use open latrine.

Gardening & fencing the School boundary: In SETUP School SMC, Teachers and mothers group took initiatives for gardening and fencing the school boundary. By the community assistance Gopalpur and Gangachara school Management committee has successfully completed fencing and has made small garden in school premises. Other two Schools in Gaibandha district could not do that because the field of this schools are low land and lack of fund SMC could not complete their task yet but they have plan in future.

Implementation of SETUP training/ methods by the Teachers: SETUP project has provided training to the teachers on "Activity Based Teaching" and supplied a manual of Activity Based Teaching. All schools are using the methods and during discussion with the students they highly appreciated the activity-based learning. The Evaluation team observed some activity like " Ful Fol Shabzi" (Flower, fruits, vegetables), (Bolte paro Keno) etc; the process has increased spontaneity of the students. The Teachers also appreciated it but they could not use all activities yet because they did not receive the training at the beginning of the year. The teachers also face problem to do activity for the lack of enough place in the classroom.

Students' Parliament: forming student parliament is a good concept to develop knowledge, leadership, confident, involving in work, self help attitude and creativity. SETUP school has taken initiative to form student parliament by the representative from the students and prim Minster has ministers are selected among them. It is an innovative idea, which can provide knowledge about the parliamentary government process as well as it might develop responsibility among the students to work on various activities of their schools. The Student Parliament concept newly included so that the function of the parliament not yet started.

Environment of the Classroom: In every SETUP School U pattern seating arrangement has observed. Each School has dustbin. However, in all school has shortage of Class room and students are doing class with a bit congested situation which some time hampered the Activity base Teaching process.

Scope for Creativity: It was observed that in every SETUP school there are some scopes for creativity, Students are encouraged to draw picture, writing story, singing song etc. The schools have wall magazine, Playing instrument like football,

2..2. Capacity and linkages of union Parishads to improve educational status in their constituencies:

Through BUILD project CARE provided various human development training including role and responsibilities of Union Parishad to strengthen the skill and capacity of Union Parishad members and Chairman. To make a people centered local government, CARE also successfully made aware the community people, formed stakeholder groups and provided training to them. During discussion with UP members and Chairman it was observed that the Parishad now have clear perception about their area of role and responsibilities. They have 13 active Standing committees including Education standing committee. The members can say about the role of standing committees and the committees are now functioning better than the previous time; the women members are now very active in playing their role, the UP members are now more people centered then previous,; community people can come to UP very easily.

In the given context and development level of the UPs of four unions where SETUP is being run for last one and half years, the climate and situation is very encouraging for the improvement of school quality and primary education. It is evident from the field observations and interactions with the UP members and chairman and other stakeholders of the project that the UPs are motivated and enthusiastic enough to take over the role of replicate the programme in the other schools of the constituencies. They are now interested to improve the educational status in the schools of their concerned areas. At the same time, it should be taken into considerations that they need more two year support to be equipped with the technicalities for the supervision of participatory management of schools and interactive teaching-learning process. The improvement of the school quality depends not only on the initiative of UP but also it is linked with the technical capacity of the teachers and management Committee. So the UPs need the technical as well as financial capacities of developing SMC or should have the strategies and access to link with the Government and Non-government initiatives/organizations who can develop the capacity of the SMC as well as teachers and headmasters. They still need further support to develop their own capacity to strengthen the capacity of the teachers and SMCs in order to replace CARE. If they get further systematic support and assistance from CARE with the view to equip them fully to play the role of what care is playing now, they will be able

to replicate the idea of SETUP in the other school in their constituencies. It is also not easy for the UP to motivate the community people and SMCs to be involved whole-heartedly in the whole processes.

Most importantly, the SMCs are ruled and guided by the Upajilla Education authority, not by the UPs, in the existing culture. So, this is also a vital issue for the replication of SETUP in other schools. So they will not be responsible and accountable to the UPs. This is applicable for the teachers even. In the current project, it was possible due to the strong contribution and presence of CARE-BUILD, which contributed a lot to the development of UPs, and at the same time, CARE supported the schools in building the capacity and some sort of infrastructures including gardening, toilets, fencing etc. More over, they did not create the deliberate linkages with the education authorities keeping this in mind and the idea of withdrawal of CARE is also seemed to be shocking for them. They are not mentally prepared at all to take up the responsibility. So in order to equip them fully and comprehensively to take over the responsibilities of further continuing the idea of SETUP or something like that, they should be nurtured in the line for two years so that they can make their link and make them capable enough and mentally fit for the challenging task. Care also need to systematically withdraw from the project in order to make them self-dependant.

2.3. Role of Different Stakeholders (Union Parishad Education Standing Committee, SMC etc) in contributing to improvement of the performance of schools:

Union Parishad Education Standing Committee:

One of the major objectives of the project was to ensure the elected Local Government body—the Union Parishad, achieves the necessary operational capacity to carry out their expected role and function through the Standing committees for Education. In view to achieve the objective, SETUP project from its very beginning stimulated the committee members to play their role in education in their Union and provided training to aware them about their responsibilities to the schools, importance of their involvement and away of ensuring the function the school.

Through Capacity BUILD project of CARE the UP members become more conscious about their role and responsibilities and the standing committees of the UP including Education standing committees are more active now in 4 Unions (Katabari, Bharatkali, Gongachara, Gopalpur.) SETUP project has created a strong environment for the Education Standing Committee to become active and sensitized in playing their role, 4 members in each union are now aware about their role and responsibilities. Out of 16 (11 Female, 5 Male) members in 4 unions, 7 members of the UPESC were interviewed regarding their understanding and present role particularly to the SETUP school.

All of the members of the UPESC are concern about their role in SETUP school, They visit school, Attend monthly meeting of school management committee, monitor Change agent's activities, write note/comments on visitors register lying with school. Before intervention of CARE there was no standing committee even they did not know about their role for the school. When they asked, " What will happen when CARE will withdraw its program?" They strongly told that " we are now aware and we will continue our role" In fact the process has given them self respect as well as increased their accountability. They said that in the initial stage it was a bit challenging for them because traditionally Teachers were not habituated to be monitored by Union Porishad But the situation is now changed, all concern groups including teachers are now aware about the function of the UPESC and well accepted.

Evaluation team, however, noticed that the involvement of UP Chairman of Boratkhali is still weak with the program. , The teachers of the school (Boratkhali) has shown their frustration about the Union Prishad role. It is observed that coordination between School-teachers and UPESC of Borat Khali is not in optimum level. Special attention needed in this regard. CARE staff can play animating role for that.

Role of the school management committee

SETUP project strengthening School Management Committee for ensure quality education. In view to exhilarate and functional the School Management Committee SETUP project has provided training to the committee members & ensuring their monthly meeting regular basis. There are 11 members SMC in every school, out of 44 SMC members 6 are women. It was known through discussion with Mothers group, Community people, Parents, UPESC, and teachers that before starting of the SETUP project the SMC was not active in their function. Earlier the committee formation was simply a "paper work". The SETUP project has broken the regular practice and made the committee functional and created their accountability. School Management Committee are now involve with various school related activities.

During the visit the Evaluation Team has observed that the SMC visit school, hold meetings on a monthly basis, opened register book to record their visits, supplied soap & shoes for use in the toilet of the school. Paschim Nobonidas and Gopal pur SMC have made fence by the participation of the MG and the community people.

However, progress toward fencing, gardening, developing school field, solving accommodation & room crisis has not been very impressive even the committee have no plan to taking steps in near future on above issues. Attention needed to ensure democratic process of the committee selection and balance gender equity.

Role of Change Agents: Change Agent (CA) appointed by UPESC to play day to day animating role in the School, 4 CAs have been appointed in 4 Unions,out of

which, 3 CAs are women. Change agents playing an important role in monitoring schools on behalf of UPESC. On the other hand, UPESC monitor the activities of CA and CA has close relation with the schools. On behalf of UPESC CA visit the school, monitor attendance of students, teachers. CA maintains liaison with other groups related to the SETUP project like Mother group, School management committee, Teachers, CARE staffs and parents.

Role of Mothers Groups:

Activeness of the Mothers Group is one of the very strong outcome of the SETUP project. Shafia Begum, Mothers group member of Gangachara says, "It has opened our eyes regarding importance of education of our children and our responsibilities" SETUP project has constituted mothers group for each of the school. Mothers group has formed with representatives of the Para based Mothers group, In fact Mothers group is the executive committee of the Para based mothers group. This group provides direction & motivation to the Para Mothers Groups. Total 58 members are now included in the Mothers group in 4 Schools. Total 20 members were present in the FGD in 4 Unions. Their role, achievements, feelings etc. were discussed.

The main responsibilities of the Mothers groups are identified as follows :

- They send their children to school regularly.
- The members of the Mothers Group visit school rotationally.
- The Mothers group observes Cleanness of the students (assist to cutting nail of the student.).
- Observe attendance rate of the students, teachers in and out time.
- The mothers groups sit in the monthly meeting and discussed about the problems of the schools, and try to find the solutions.
- The mothers visit the absent students home and motivate the family and the student to be regular in the school.

During discussion with the Mothers Group, it was observed that their consciousness has increased through training, various discussions with CARE staff, Change agent and attending meetings. The Mothers groups said, " Before this project we were not that much serious in sending our children to school but now we usually ensure their regular attendance even we take care of their studies at home"

Overall impression of the Evaluation team about Mothers group is that it's a very effective group, which is playing enthusiastic role in ensuring the attendance rate of the students to school. The communities are also appreciative of the activeness and role of the mothers group and many in the communities have expressed very high opinion about mothers' role particularly to the role of monitoring the school and caring of home study of their children. Mothers group of each Union truly playing very vital role in increase attendance rate of the students, reduce dropout rate, cleanness of the students and school premises. This process has increased their mobility, created harmony among them and empowered them in school managing

process; ultimately the Mothers Group action automatically has become a women empowerment process.

Evaluation team also has find some weakness of the MG ; though Mothers Groups are still very active but they don't have specific ideas about long term sustainability of the process, they don't have any guiding principals or written organizational structure .On the other hand in some cases poverty is big concern of the drop out and irregularity of the students but the mothers groups have no mechanism to raise income of the family of the students or don't have motivational capacity in that case.

Mothers Group can arrange community meeting or awareness raising campaign (like popular theater) to create strong vibration in the community level for mass awareness on responsibility to the children's education.

Community Attitudes Towards SETUP school: During Focus Group Discussion with the community people it was observed that People do not know about the term-“SETUP” but almost 90% people told that the school is now running well. Community people think that the causes of the improvement of the school only because of teachers attention and regularity and activeness of the SMC and mothers group.



During discussion with study team Community people shown very positive attitude towards SETUP project

Role of Stakeholder Group: The Stakeholder Groups are groups of the community people who were organized and trained by the BUILD project of CARE for monitoring various development work and activities of the Union Parishad. The stakeholder groups are Union-based and one of the responsibilities of this group is to observe and have oversight on the education status in the community. The group was observed as a conscious group having positive attitude in developing the quality education in their area. They have received various training from CARE and their awareness level was observed very high in the area of Human rights, gender issue, Leadership, role of UP and their responsibilities etc.

However, during the discussion on withdrawal of the BUILD project the stakeholder group has been observed as a bit reluctant and expressed their concern in conducting their regular group meeting. Though stakeholders are confident in raising their voice against discrimination but there is a threat that irregularity of group meeting might hamper their unity and lack of leadership in Stakeholder group crisis may create

Gender Issues: SETUP project giving emphasis in gender issue in all level of its implementation. It is contributing in woman empowerment process. Forming Mothers group and involving them in school activities has empowered the women, The Girls in School are encouraged to take part in various activities. It was observed that the girls are taking part in student parliament, Games and their spontaneous participation in teaching activity is in satisfactory level. Out of 4 Change agents 3 are women and they playing their role very actively. Women members involvement with UPESC , SMC are also contributing in women empowerment process.

2.4. Possibility of Sustainability and replication of the project:

SETUP project highly appreciated by all level of project participants including community people. It has brought tremendous changes in the area of participation of the Union Porishad, Awareness of the Parents, Attitude of the Teachers. Attendance rate of the students and the quality of the education was good. Now the Schools have got a realistic management Committee that is more empowered. Students are getting attention by the family especially by their mothers.

Considering the above we can say that a progressive process is going on but the process still demands more time to strongly say, "It is a successful project" .At list more one years support needed to a particular school and the target groups (UPESC, MG, SMC, Teachers, Community) to create a vibration to move in a sustainable process.



Setup project-giving emphasis on girls education. Mother group visit dropout children's house to bring them towards school. Kanchan Khatun was irregular, she was not coming to school due to distance & parents ignorance but Mother group make her regular through visiting her house and motivating her Parents. Kanchan is now hopeful for her better future

3. Strengths & Weaknesses

The study also tried to find out the major strengths and weaknesses of the SETUP project. The most of strengths and weaknesses mentioned here refer to the findings of FGDs along with informal discussions with different stakeholders and critical observations by the study team members.

Strengths of SETUP Project

1. SETUP is an innovative program, which has involved UP Education standing committees in developing qualities of primary Education of their constituencies. It has stimulated UP to become active and sensitized in playing their role to the School, It has changes their tradition thinking. Before intervention of CARE there was no standing committee even they did not know about their role for the school.
2. In the initial stage it was a bit challenging for them because traditionally Teachers were not habituated to be monitored by Union Prorishad . But the situation is now changed, all concern groups including teachers, Mothers Group, SMCs are now aware about the function of the UPESC.
3. SETUP project could organize and motivated mothers groups and they are very active and playing vital role in increase attendance rate of the students, cleanness of the students and school premises.
4. The project has got community acceptance.
5. Without big financial involvement SETUP project could bring changes in the quality of the primary education. Parents, Stakeholder group, Teachers, UP have appreciated.
6. Not in Education it al so contributing in women empowerment process, The project has increased mobility of mother group, created harmony among them and empowered them in school managing process.
7. SETUP project strengthening School Management Committee. There are 11 members SMC in every school, out of 44 SMC members 6 are women. The SETUP project has broken the traditional practice and made the committee functional and created their accountability.
8. Attendance rate of the students to School has increased and reduced dropout rate. Average attendance rate is 72 percent in the SETUP school but at the beginning it was 55% (as per teachers opinion).
9. Strong monitoring by SMC, Mothers group, CA, and UPESC has ensured in SETUP school which has broken the traditional irregularities in primary school in rural Bangladesh

10. Created Instance that that community can monitor school without having administrative power.
11. SETUP project has also developed awareness regarding Cleanness among the students, Teachers & Mothers. At list 75% Student can say about causes of Diohoria, process of saline making, importance of washing hands after using toilet.
12. SETUP project has developed teaching quality of the teachers through providing training on “Activity Based Teaching”
13. It has brought changes in Seating arrangement, cleanness of the classroom, gardening, fencing the school premises.
14. Students are more spontaneous
15. Teacher’s commitment has developed.

Weakness of SETUP Project

1. Involvement of UPESC & the UP Chairman of Boratkhali is not in optimum level.
2. Although Mothers Groups are very active, they don’t have specific ideas about long-term sustainability of the process. They don’t have any guiding principals or written organizational structure which might create inactiveness after withdrawal of CARE
3. Poverty is big concern of the drop out and irregularity of the students but the mothers groups have no mechanism to raise income of the family of that students or don’t have motivational capacity in that case.
4. Mothers Group not taking action for mass awareness (they can arrange community meeting or awareness raising campaign like popular theater)
5. Lack of fund fencing, gardening, developing school field, solving problem of accommodation & room crisis has not been very impressive.
6. SMC members are selected, not elected through involvement of the all mothers group, and community people widely . On the other hand gender equity also less emphasized in committee selection.
7. Cleanness of school premises, class room and toilet, are not satisfactory level.

8. Various type of punishment by Teachers existing.
9. SMC have no emergency fund to solve immediate need, 2 tube-wells not functioning since
10. Less initiative for Family level motivation, many students have not toilet in their home, they use open latrine.
11. Registered teachers are not happy with their salary, so they some time create presser to students for examine fees.
12. Very less advocacy activities.
13. Causes of drop out due to poverty is not addressing by SETUP project.
14. Student Parliament has formed recently, more time needed to make it a good functional.
15. Though Cleanness is big concern but cleaning toilets are not yet satisfactory level
16. Various type punishment by Teachers existing.
17. Coordination with Govt. Education Department not adequate.

4. General Recommendations:

1. CARE should develop more leadership among Mother group so that they can keep the stream of the awareness among the Mothers as well as community.
2. CARE should continue support to SETUP school at list 2 years to establish it as a model.
3. More training needed for SMC on Resource mobilization, & Advocacy, which might help them to contribute to the school efficiently.
4. SETUP project need to strengthen its Advocacy program to generate effective policy, which will increase cooperation between Upazila Education Department and UPESC. To involve UPESC in the development of the primary education in their constituencies more cooperation is needed from Upazila Education Department. A policy is needed in this regard.
5. To Replicate the SETUP process to other school/union CARE can produce VDO document on the whole process which may help full to introduce the process to other school easily and that would be also a good training and advocacy material for the future.

6. Policy needed in the formation of SMC that will address democratic manner, festive mode of the election process and Gender equity in the committee. CARE/ SETUP can play advocacy role to introduce policy by Govt,
7. A sustainable Mother group can contribute to the project a lot, more attention needed to train them in the area of Leadership, IGA and democratic process
8. Inter school exposure visit among Mother group, Students, Teachers, UPESD, CA and SMC within the Union or neighboring union can create strong wave for community awareness and quality of the education.
9. CARE should look for potential leader/ animator among Mothers group to take over the task of animation work after CARE would withdraw from an area, These persons should be given necessary training in the principles and practice of grassroots animation work and should do animation work under the supervision of executive committee of Mother group.
10. More monitoring needed by SETUP staff in involving UPESC.
11. After withdraw of CARE how UPESC will give salary/remuneration to CA is not defined. Need to capacitate UPESC in fund raising locally to continue the process.
12. CARE need to think to raise income of the family of the vulnerable students through IGA, it is observed that many student do not attend school due to heard core poverty, they usually working as child labor for their survival. However, CARE can do advocacy work with other NGOs locally to include the family of the poor students in their development work.

5. Objective wise Recommendation:

a) Learning achievement of the students and changes in the school

1. CARE should continue support to SETUP school at list 2 years to establish it as a model. One year is not enough to change a long traditional system and to bring change in habit and process by the teachers, parents SMC and other group it will take at list 3 yeas.
2. Inter school exposure visit among Mother group, Students, Teachers, UPESD, CA and SMC within the Union or neighboring union can create strong wave for community awareness and quality of the education.
3. Teachers need more orientation on child rights and child psychology to stop physical punishment by the teacher to the students.
4. CARE can publish easy reading bulletin for the primary students which will highlight the outcome of the project as well as it will create opportunity for the students to write about their own issues and sharing information.

b) Capacity and linkages of union Parishads to improve educational status in their constituencies.

1. After withdrawal of CARE how UPESC will give salary/remuneration to CA is not defined. Need to develop the capacities of UPESC in fund raising locally to continue the process.
2. Government Education department & UPESC need more cooperation. To empowered and capacitated the UPESC in improving educational status in rural area govern Education department can play facilitating role. CARE can organize Seminar, workshop on the issue to break the historical Bureaucratic distance.
3. In the action plan of UPESC they can give emphasis the family of the poor student in distributing slab latrine, VGD card and other development intervention by UP.
4. More monitoring needed by SETUP staff in involving UPESC of Borot Khali.

c) Role of the school management committee, UP standing committee and other committee in contributing to improvement of the performances of the school.

1. More training needed for SMC on Resource mobilization, & Advocacy, which might help them to contribute to the school efficiently.
2. A sustainable Mother group can contribute to the project a lot, more attention needed to train them in the area of Leadership, IGA and democratic process.
3. To stimulate and make them a visionary collective force CARE need to organize more training for them.
4. Policy needed in the formation of SMC which will address democratic manner, festive mode of the election process and Gender equity in the committee . CARE/ SETUP can play advocacy role to introduce policy by Govt, and also locally it can start the process.
5. CARE should look for potential leader/ animator among Mothers group to take over the task of animation work after CARE would withdraw from an area, These persons should be given necessary training in the principles and practice of grassroots animation work and should do animation work under the supervision of executive committee of Mother group.
6. More monitoring needed by SETUP staff in involving UPESC.
7. CARE need to think to raise income of the family of the vulnerable students through IGA, it is observed that many student do not attend school due to hard core poverty, they usually working as child labor for their survival. However, CARE can do advocacy work with other NGOs locally to include the family of the poor students in their development work.

d) Project strategy in terms of input and outcome and possibility of replication.

1. SETUP project need to strengthen it's Advocacy program to generate effective policy which will increase cooperation between Upazila Education Department and UPESC. To involved UPESC in the development of the primary education in their constituencies more cooperation is needed from Upazila Education Department. A policy is needed in this regard.
2. To Replicate the SETUP process to other school/union CARE can produce VDO document on the whole process which may help full to introduce the process to other school easily and that would be also a good training and advocacy material for the future.

6. Overall comments of Evaluation team

SETUP project is an innovative and realistic approach in developing the primary education of rural Bangladesh. It has created an environment where community and local government are now concern about well being of the primary education in their area, It has created a people empowerment process. Mother are now playing role in school, SMC are not a paper made element, Teachers are more committed, UP members know VGD card distribution is not their only business they have role in education too. Our 80% people living in rural area, the traditional education systems are still neglected due to lack of mass people's involvement. The idea generating by SETUP project can create a model in rural education system. To sustain and creating a model it needs more time at list next two years CARE need to continue the exiting project.



Personal cleanness among the students has developed in SETUP School

Annexures

Annex-1:Case Study

Case study:1 Disability not problem for Frena Akter



Frena Akter, a student of class five in Bharatkhal Primary School. She has disability by born fortunately she is not facing trouble by her school friends. Every body call her name not the disability. She is victim of clap lip but it is not a problem for her education because all teachers and students act positively to her. She says “ I enjoy here because nobody criticize me for my disability”

Frema was born in a poor family, before her born her father Alam left her mother and unfortunately she lost her mother when she was 5 months old baby. Her mother died by liver diseases.. Frena were living with her paternal uncle’s family in Sonarpara village. Her uncle admitted her to Bharatkhal School. Head teacher of Bharatkhal says, “ We oriented the student about disability”.

It is really encouraging for the disabled children. Though 10% people are disabled in our country but few are going to school. Positive attitude of the teachers & students of Bharatkhal School towards disability may encourage children with disabilities of the area.

Case Study –2: Who will stop their Dropout

Razzak and his younger brother Azadul live with her mother in Gobindachar gucha Gram. Razzak is thirteen and Azadul is eleven years old boy. When we were talking to them in Abbas Ali’s Hotel at Ullabazar Razzak and Azadul were starving because they could not come to work place last day at Ullabazar due to heavy rain so they could not earn and had nothing to eat.

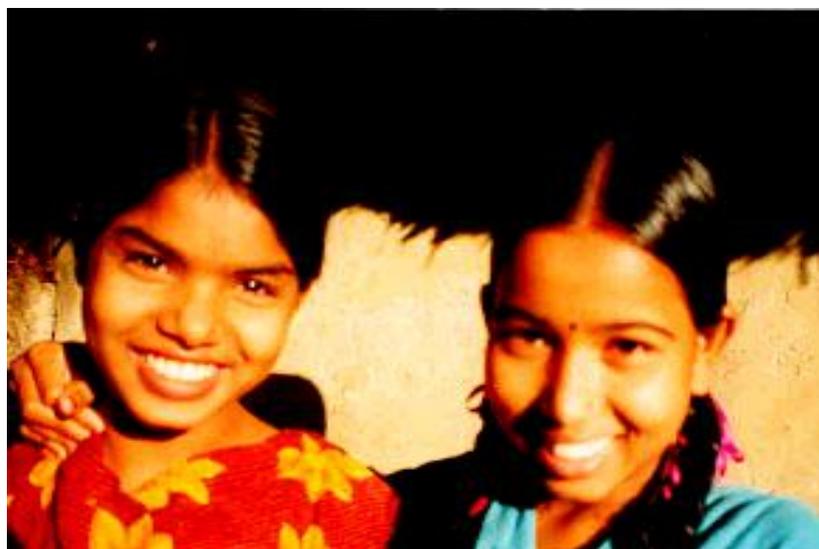
Azadul is a student of class two of Borhat Khali School but he does not go to school regularly his brother Razzak was also student of class three of Borhat Khali School but he has stopped his study. Their father left them in their childhood, their mother lives in Khasi land and she can not earn enough to feed her sons, so Azadul and his brother Razzak works with their mother in the hotel at Ullabazar, When we ask Razzak- why you have stopped your study? He said “ I like to go to school but who would provide me food” ? In fact it was very hard for us to reply. Without raising income of hard-core poor family like Razzak & Azadul, it is really impossible to motivate them to continue their study or grow their attention to the school .

Photo

Razzak is dropped out, his brother Azadul is now irregular, once Azadul will also be a dropped out student. They will work as child labor with their mother. They have no aim in life. Cleanliness of the school, good learning environment, and quality education nothing can attract them when their stomach is empty. Talking to them a question is raised - who will stop their drop out?

Case Study-3: Khaleda & Kanchan Khatun

Now Regular to the School



Khaleda, Daughter of Mozibur Rahman and Kanchan Khatun ,

Daughter of Rustom lives in Bogdaho colony of Katabari Union. They are student of Class four of Bogdoho Sador Register Primary School of Katabary Union under Gobindagonj Upazila of Gaibanda District.

These two adolescent girls are now regular but 5 months ago they almost left school. Ignorance of the family was the only cause of their dropout. Change Agent & Mother group visited their home, motivated their Parents and bring out them from the ignorance. These two girls revived by the CA and become regular to the school. They say, “ We will never not stop our Education”

It is very common in many cases that parents are not that much interested to send their daughter to school in rural area, Negative attitude to the girls education, superstition, and various wrong information some time become barrier for the girls education in rural Bangladesh but CA and Mother group can play inspiring role in stopping dropout.

CA says “ Some time it is very hard

Annex-2 : TERMS OF REFERENCE

Consultancy for Evaluation of SETUP project

1. Background

The 2002-2006 Long Range Strategic Plan of CARE Bangladesh identified education as one of the priority areas for development work and is geared to expand the education programming to improve access to quality education that promotes critical thinking and life skills, especially for girls and women, leading to greater empowerment and civic participation of the poor and the marginalized. CARE is currently implementing three projects: 1) CHT Children’s Opportunities for Learning Enhanced (CHOLEN) in the Chittagong Hill Tracts; 2) School Effectiveness Through Union Parishad (SETUP) in Rangpur and Gaibandha; and 3) Community Resource Center (CRC) in urban slums of Jessore and Tongi.

The SETUP project was initiated through a collaborative approach with another project – BUILD – under Integrated Food Security Program of CARE. The BUILD project strengthens the role of local government and administration, and organized stakeholder groups comprised of community people to take ownership of the development initiatives of the Union. The SETUP project capitalizes on trained Union Parishads and stakeholder groups to take responsibility for quality education and improved school efficacy in the two selected Districts: Rangpur and Gaibandha. The SETUP project is implemented in four Unions (Katabari, Bharatkhal, Gongachara and Gopalpur) of four Upazilas (Gobindogonj, Saghata, Mithapukur and Gongachara) under the two Districts. SETUP is the only project in Bangladesh where the Union Parishad - the elected Local Government body is a key partner in improving governance in schools. Learning in SETUP of improving school governance and internal efficiency has high potential to make an illustrative case for decentralization of educational administration and strengthening of the Union

Parishad's 'Standing Committee for Education' which today is the major concern of the Ministry of Primary and Mass Education of the Government of Bangladesh.

The Community Resource Center (CRC) is a collaborative pilot initiative developed between CARE's education sector, and an urban slum project (SHAHAR) of CARE's Integrated Food Security Program (IFSP). The original duration of the pilot initiative (July 2003 to June 2004) was recently extended three more months and is now due to end in September 2004.

The SHAHAR project facilitated the communities to establish Community Resource Centers (CRC) as a social capital to create opportunities for educational advancement, awareness of rights, and leadership development among the disadvantaged and deprived persons living in the slums. Community Resource Management Committees (CRMC) manage the CRCs with technical assistance from the partner NGOs. To complement these efforts, CARE's education sector designed a basic education component targeting children and adolescent beneficiaries in four of the communities: two each in Jessore and Tongi. The learning centers are managed by the CRC management committees and has two different learning program. The goal of the pilot project is to increase access, improve quality and sustain positive outcomes of investment of education with the following objectives:

- a) To implement a basic education program for the slum children and enable them to be enrolled in formal primary schools;
- b) To ensure ownership of the CRC-based school is assumed by the community and the PNGOs, and includes a plan for sustainable continuation after withdrawal of CARE support.
- c) To create opportunities of life-long education and life-skill training through institutionalized non-formal methods for the women members of SHAHAR.

The pilot initiative is at present implemented in four slum areas namely, Purba Barandipar and Ghop in Jessore; and Ershad nagar and Nishat nagar in Tongi.

Purpose of Consultancy

Both the pilots – CRC and SETUP – are due to end this year, in September and December 2004 respectively. CARE Bangladesh is seeking the appointment of a Consultant to assist the Education Unit/Program, to assess the pilot initiatives taken in collaboration with SHAHAR and BUILD projects of IFSP. The pilot is to be assessed in terms of its achievement of the specific objectives of the proposal from both quantitative and qualitative aspects. The consultant will also document the learning experiences, process and strategy followed, case studies of the pilot and give recommendation for future education programming in CARE Bangladesh.

Specific Objectives:

The consultant will be required to study and assess the strategy and outcome of two pilot initiatives of CARE namely, SETUP and CRC. The specific requirements for each of the pilots to be assessed are mentioned as follows:

CRC pilot:

- a) Assess the learning centers in terms of indicators addressing quality education (eg. **Learning achievement, teaching methodology, learning environment**, etc) and gender equity, including formal education of children and non-formal literacy program;
- b) Assess **community capacity and feasibility in managing** the learning centers;
- c) Assess program strategy in terms of collaborative initiative, **sustainability of the resource centers by the community** after withdrawal of CARE;
- d) Assess the project **output and outcome** in relation to project inputs, taking social indicators into consideration.

SETUP pilot:

- a) Assess **Learning achievement of students and Changes** in the schools;
- b) Assess the **capacity and linkages of Union Parishads** to improve educational status in their constituencies;
- c) Assess **school management and governance** and the role of different committees contributing to improvement in school performance
- d) Assess the **project strategy** in terms of input and outcome and **possibility of replication** (taking into considerations of challenges and opportunities).

Methodology

To assess the two pilot projects the consultant will be required to visit the field sites and have discussions and dialogues with the project participants. Selected participants will be interviewed to constitute qualitative aspect of the assessment. Questionnaire, checklist and indicators developed by consultant will be consulted with Assistant Project Coordinator and Deputy Program Coordinator of CARE Education program prior to their use in the field.

CRC

The consultant team will require to visit the resource/learning centers in Tongi and Jessore during Assessment. FGD are to be conducted with CRC management committees, teachers, PNGOs and project staff. Individual and/or group interview are to be conducted with learners, teachers and community people.

SETUP

The consultant team will require to visit the Union Parishads and respective schools in Rangpur and Gaibandha. Following groups are to be consulted to assess the project outcome:

- Union Parishad, especially the Education Standing Committee
- SMC, PTA and Mothers groups
- Stakeholder groups
- Teachers
- Students
- Change Agents and Project staff

- Upazila Education Committee

FGD are to be conducted with the various groups and case studies are to be cited to support findings.

4. Activities

- a) Review all documents of the pilot projects;
- b) Submit an action plan with dates of field visits;
- c) Share indicators/questionnaire/checklist/any other tools to be used for the assessment;
- d) Make field visits, conduct FGD and collect relevant data for the assessment;
- e) Share field findings with CARE;
- f) Submit final assessment report.

Output

At the end of the Consultancy period CARE will obtain two reports:

- a) Assessment report on Community Resource Center pilot
- b) Assessment report on SETUP pilot
- c) A presentation of findings from both assessments.

Key Contacts

All Field level activities are to be done in close contact with the Assistant Project Coordinator and Field staff in their respective operation area. For designing instruments and guidance the consultant will have contacts with the Deputy Program Coordinator-Education and Project Coordinators of SHAHAR and BUILD.

Time Frame

The consultant will work for 25 days from the date of signing of contract. A draft report is to be submitted to CARE by 26 September 2004 and the final report by 28 September 2004.

Annex-3

Evaluation plan of SETUP Pilot project of CARE- Bangladesh.

Background of the study :

In long range strategic plan 2002-2004 CARE- Bangladesh has identified education as one of the priority areas of it's development work. In view to expand the quality & accessible education which will promote critical thinking and life skills for girls and women, leading to grater empowerment and civic participation of the poor and marginalized program CARE is presently Implementing three pilot projects naming CHOLEN(Chittagong Hill tracts) SETUP (Rangpur & Gaibandha (Urban slum in

Jesore & Tangi) SETUP project was initiated through a collaboration approach with another project BUILD under integrated food Security Program of CARE. The SETUP project Capitalizes on trained Union Porishads and stakeholder groups to take responsibility for quality education and improved school efficacy in the two selected Districts; Rangpur and Gaibandha. The other project CRC (Community Resource Center) is a collaborative pilot initiative developed between CARE's education sector and an urban slum project (SHAHAR) of CARE's integrated food security program (IFSP) Both the above pilots- SETUP & CRC are due to end this year, in September & December-2004 respectively. CARE Bangladesh is now going to assess the above pilot projects to find out the achievement of the objectives of the project proposal from the both quality and quantitative aspects. INTERACTION consulting firm appointed to assess the strategy and outcome of the above projects.

Objective of the study of the SETUP Pilot project

- e. To assess learning achievement of the students and changes in the school.
- f. To assess the capacity and linkages of union porishads to improve educational status in their constituencies.
- g. To Assess the role of the school management committee, UP standing committee and other committee in contributing to improvement of the performances of the school.
- h. To assess the project strategy in terms of input and outcome and possibility of replication .

Information collection Methods :

For collecting data the methods will be used as below :

- Field visit./ direct observation to the respective places.
- Discussions and dialogues with Project Participants.
- Interview with relevant people and officials involved with the project. (with Open ended questioners)
- FGD with Stakeholders.
- Case studies.
- Study the documents of the projects.(Proposal, previous study report etc.)

Study Location :

The study will be carried out in the two Pilot projects area as below

SETUP : 4 unions under 4 upozilas of Rangpur & Gibandha

Study Team :

1. Serajud Dahar Khan- Chief consultant and Researcher.(Team Leader)
2. Sahanaz parveen Dristi-Programme manager Interaction and Study coordinator masters in Sociology
3. Salahuddin- Researcher (BSS.(Hons) MSS in Sociology
4. Md. Anisuzzaman (ph.D) Researcher

Time frame of the study

Preparation of the study (develop plan, papers,)----- 1-- - 5 Sept. ----- 5 Days
 Field investigation/ data collection ----- 6 --- - 15 sept.. -----10 days
 Information and Data processing ----- 16 --- 19 sept. ----- 4 days
 Draft Report & Sharing with the CARE contact person----- 18--- 21 Sept. -----4 Days
 Final Report preparation and submission ----- 23-- 26 Sept. ----- 4 days

Field Activity plan for the study of SETUP project

	Activities	Output	Resources/Materials needed
1	Meeting with Union Parishod (All members & Chairman)	4 meetings will be held in 4 union under (SETUP project Union) Through the meeting involvement of the UP and their role, future plan, present thinking , attitude to the project etc. will be identified	<ul style="list-style-type: none"> - Check list of the question . - Project proposal / goal / objective of the project
2	Meeting with Education Standing committee of UP	4 meeting will be held with the 4 subcommittee of the UP , through the meeting information will be collected - involvement of the Standing committee - their role in the committee, - Monitoring system. - Perception about future plan, - attitude to the project objectives. - thinking about sustainability of the project - what is main challenges - What is strong and weakness of the project. - the achievement will be assessed	<ul style="list-style-type: none"> - Check list of the question - Project proposal / goal / objective of the project/ input & expected output.
3	FGD with SMC	four FGD will be held in 4 Union. Information will be collected as bellow- - Role, responsibility - process of involvement in the committee, - Problem faced during the project, - gender balanced committee or not. - Contribution to the better performances. - future thinking about the sustainability, - confident to the UP,. - What deference they find between government school and SETUP school.	<ul style="list-style-type: none"> - Check list of the question - Project proposal / goal / objective of the project/ input & expected output. - Note book.

4	FGD with Mothers group	4 FGD will be held and Information will be collected as bellow <ul style="list-style-type: none"> - Their role in the school. - What they feel. - What is their opinion about the School management committee. - What they will do if CARE withdraw the project. - What they think about UP performance in managing the school. - What is the deferent between this school and Govt. School 	<ul style="list-style-type: none"> - Check list of the question - Camera
5	FGD with Stakeholder group	4 FGD will be held and Information will be collected as bellow <ul style="list-style-type: none"> - What is the objective of the formation of the stakeholder group? - What is the present status - How they feel their ownership to the pilot project (SETUP) - how they contributing to the school. - What training they received and how they implementing the training. - What changes have come out in their lives? 	- checklist of a question
6	Interview the teachers	Teachers of the School will be interviewed <ul style="list-style-type: none"> - Background. - Training received - capacity in following Methods. - participation, presence, - skill in curricula, - perception about UP supervision. - Perception about future replication of the project. - What is deference they find. - What is the main challenges and opportunities he find. 	<ul style="list-style-type: none"> - Check list of the question. - Note khata - . Camera
7	Discussion with the Students. Observe classes room, CARE input.	4 Open discussions will be held with the students in 4 Unions area of findings will be - <ul style="list-style-type: none"> - Learning process. - Curriculum, - Changes come out, - capacity of the teachers - future expectation, - dropout rate, - differences from other school, - motivation of the students, - Relation with the teachers, 	<ul style="list-style-type: none"> - Note Khata. - Poster paper, - Camera .

		<ul style="list-style-type: none"> gender ratio, - Classroom environment, - abuse by Teachers. - Student parliament. - Participation of the students in the discussion. - What input CARE given. - what is the monitoring system. 	
8	Dialogue with the Change agents and Project staff	<p>4 session will be held in 4 school.</p> <ul style="list-style-type: none"> - understanding of the project - perception of the future replication of the project, - satisfaction about the role of the standing committee/ SMC, and the UP, - Thinking about the sustainability, - Thinking about Challenges/ threat & opportunities. - What training they received and how they used it. - who monitor them, how the monitor others.. 	<ul style="list-style-type: none"> - Check list of the question. <p>Note khata. Camera</p>
9	Discussion with Upazila Education officer	<p>2 meeting will be held in 2 district.</p> <ul style="list-style-type: none"> - Attitude to the SETUP project and what they know about the project , - What is his/their contributed to the school, - attitude to the role of the UP standing committee. 	<ul style="list-style-type: none"> - Check list of the question.. - Note khata. - Camera
10	Case study	<p>4 Case studies will be held (Students-2, mother-1, Teacher-1,</p>	<ul style="list-style-type: none"> - Note khata - Camera

Schedule of the field Visit (Rangpur & Gaimandha)

Date	Time	Place	Activities	Responsible person
7/9/04	9AM -10 AM	Ganga Chara	Discussion with the Students/ Teachers & observation school (Materials and input of CARE and the out put)	Salahuddin & Dahar Khan
7/9/04	10.30AM-	Ganga Chara	Meeting with	do

	12		Education Standing committee & Meeting with Union Porishod	
7/9/04	1-2.00	Ganga Chara	FGD with the stake holder	do
7/9/04	3PM- 4. 30	Ganga Chara	FGD with Mothers group	do
7/9/04	5 PM-6 PM	Ganga Chara	FGD with SMC	do
8/9/04	9- 10.30 AM	Gopalpur	Discussion with the Students/ Teachers & observation school (Materials and input of CARE and the out put)	do
8/9/04	11-12	Gopalpur	Dialogue with the Change agent	do
8/9/04	12-12.30 PM	Gopal pur	Meeting with Education Standing committee & Meeting with Union Porishod	
8/9/04	2-3 PM	Gopalpur	FGD with Upazila Education Officer/ assistant officer	do
8/9/04	3.30- 4.30	Gopalpur	FGD with Mother group	do
8/9/04	6 PM—7 PM	Gopalpur	Case study.	do
8/9/04	7.30-8.30	Gopalpur	Sharing with Munmun Apa & Reza Bhai	do
9/9/04	9AM -10 AM	Bhorotkhali	Discussion with the Students/ Teachers & observation school (Materials and input of CARE and the out put)	do
9/9/04	10.30AM-12.30	Bhorotkhali	Meeting with Education Standing committee Meeting with Union Porishod (All members & Chairman	do
9/9/04	1PM - 2 PM	Bhorotkhali	FGD with SMC	do
9/9/04	3PM- 4. 30	Bhorotkhali	FGD with Mother group	do
9/9/04	5 PM-6 PM	Bhorotkhali	Dialogue with Staff & Change agent,	do

			Case study,	
10/9/04	9- 11.30 AM	Katabari	Discussion with the Students/ Teachers & observation school (Materials and input of CARE and the out put)	do
10/9/04	12-1PM	Katabari	Education Standing committee Meeting with Union Porishod (All members & Chairman	do
10/9/04	2-3 PM	Katabari	FGD with SMC	do
10/9/04	3.30- 4.30	Katabari	FGD with Mother group	do
10/9/04	6 PM—8 PM	Katabari	Dialogue with the Change agent	do

Annex-4 Questionnaire Checklist

প্রশ্নপত্র/চেক লিস্ট -- ১

ইউনিয়ন পরিষদ ও শিক্ষা উপকমিটির সাথে সভা

ইউনিয়ন ----- উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ ----- উপস্থিতি-----

প্রশ্ন ১ : উপকমিটির সদস্য কয়জন ? উত্তর :-----

প্রশ্ন ২ : উপকমিটির নির্বাচন পদ্ধতি কি ছিল ?

উত্তর :

প্রশ্ন ৩ : উপকমিটির কাজ কি কি ?

উত্তর :

প্রশ্ন ৪ : আপনারা কিভাবে স্কুলগুলো মনিটরিং করেন ?

উত্তর :

প্রশ্ন ৫ : আপনারা সেটাপ প্রকল্পের লক্ষ উদ্দেশ্য জানেন কি?

উত্তর :

প্রশ্ন ৬ : আপনারা কি কি প্রশিক্ষণ পেয়েছেন?

উত্তর :

প্রশ্ন ৭ : এই প্রকল্পের স্থায়ীত্বের ব্যাপারে আপনাদের চিন্তা ভাবনা কি?

উত্তর :

প্রশ্ন ৮ : এই স্কুল পরিচালনায় আপনারা কি কি সমস্যার সন্মুখীন হয়েছেন?

উত্তর :

প্রশ্ন ৯ : সবল এবং দুর্বল দিকগুলো কি?

উত্তর :

উত্তর :

মন্ডল

প্রশ্নপত্র চেকলিষ্ট ৩

এফ জি ডি: মাদার্স গ্রুপ

ইউনিয়ন ----- উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ ----- উপস্থিতি-----

প্রশ্ন ১ : স্কুল পরিচালনায় আপনারা কিভাবে সহায়তা করেন ?

উত্তর :

প্রশ্ন ২ : অধ্যাবধি আপনারা কি কি দায়িত্ব পালন করেছেন ?

উত্তর :

প্রশ্ন ৩ : এই প্রকল্প আপনাদের সন্তানদের জন্য কি পরিবর্তন আনবে?

উত্তর :

প্রশ্ন ৪ : ব্যবস্থাপনা কমিটি , ইউ পি, এবং কেয়ার এর ভূমিকা সম্পর্কে আপনাদের মতামত কি কি ?

উত্তর :

প্রশ্ন ৫ : অন্য স্কুলের সাথে এই স্কুলের কি কি পার্থক্য দেখেছেন ?

উত্তর :

প্রশ্ন ৬ : আপনারা কি প্রশিক্ষণ পেয়েছেন ? কিভাবে কাজে লাগাচ্ছেন?

উত্তর :

প্রশ্ন ৭ : কেয়ার চলে গেলে ইউনিয়ন পরিষদ / স্কুল কমিটি চালাতে পারবে কি?

উত্তর :

প্রশ্ন ৮ : সবল ও দুর্বল দিক কি?

সবল

দুর্বল

প্রশ্নকারীর মন্ডব্য

প্রশ্নপত্র/চেকলিষ্ট ৪

ফোকাস গ্রুপ ডিসকাসন
স্টেক হোল্ডার গ্রুপ

ইউনিয়ন ----- উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ ----- উপস্থিতি-----

প্রশ্ন ১ : স্টেক হোল্ডার গ্রুপের লক্ষ উদ্দেশ্য কি?

উত্তর :

প্রশ্ন ২ : লক্ষ উদ্দেশ্য বাস্তবায়নে কি কি কাজ করছে ?

উত্তর :

প্রশ্ন ৩ : বর্তমানে সভা নিয়মিত হয় কি ? না হলে কেন হয় না ।

উত্তর :

প্রশ্ন ৪ : স্টেক হোল্ডার গ্রুপের সদস্যরা কি কি প্রশিক্ষণ পেয়েছে ? কিভাবে তা কাজে লাগিয়েছে ?

উত্তর :

প্রশ্ন ৫ : পূর্বের ও বর্তমানের ।বস্থার পার্থক্য কি ?

পূর্বের অবস্থা

বর্তমান অবস্থা

প্রশ্ন ৬ : ভবিষ্যৎ পরিকল্পনা কি?

উত্তর :

প্রশ্নকারীর মন্ডব্য

প্রশ্নপত্র চেকলিষ্ট ৫

শিক্ষকের সাথে স্বাক্ষাৎকার

ইউনিয়ন ----- উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ -----

শিক্ষকের নাম শিক্ষা বয়স

অভিজ্ঞতা

প্রশ্ন ১ : কি কি প্রশিক্ষন পেয়েছেন । কিভাবে কাজে লাগিয়েছেন ?

উত্তর :

প্রশ্ন ২ : পাঠদান পদ্ধতি সম্পর্কে বলুন ।

উত্তর :

প্রশ্ন ৩ : উপস্থিতির হার

উত্তর :

প্রশ্ন ৪ : প্রকল্পের লক্ষ উদ্দেশ্য জানেন কি? বলুন

উত্তর :

প্রশ্ন ৫ : ইউ পি / স্কুল ব্যবস্থাপনা কমিটি ও ইউ পি শিক্ষা উপকমিটির সাথে কিভাবে আপনার সমন্বয় হয় ।
কি কি সহায়তা পান ।

উত্তর :

প্রশ্ন ৬ : স্কুল মনিটরিং এর ব্যবস্থাগুলি কি কি ?

উত্তর :

প্রশ্ন ৭ : ছাত্র/ ছাত্রী উপস্থিতি কম হলে কি ভূমিকা নেন?

উত্তর :

প্রশ্ন ৮ : ভবিষ্যতে এ ধরনের স্কুল পরিচালনা করলে আরো কি কি বিষয় সংযোজন করা দরকার বলে মনে করেন ।

উত্তর :

প্রশ্ন ৯ : সবল দুর্বল দিকগুলো বলুন।

প্রশ্নপত্র চেকলিষ্ট ৬

স্কুল ভিজিট ও ছাত্র / ছাত্রীদের সাথে সভা

ইউনিয়ন ----- উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ -----

মোট ছাত্র/ছাত্রীর সংখ্যা----- অধ্য উপস্থিতি-----

প্রশ্ন ১ : পড়তে কেমন লাগছে?

উত্তর :

প্রশ্ন ২ : নিয়মিত উপস্থিতি কেমন?

উত্তর :

প্রশ্ন ৩ : কি কি লেখা পড়া কর?

উত্তর :

প্রশ্ন ৪ : কি কি পড়তে বেশি ভালো লাগে?

উত্তর :

প্রশ্ন ৫ : লেখাপড়া ছাড়া কি কি শেখানো হয় ?

উত্তর :

প্রশ্ন ৬ : অন্য স্কুলের সাথে তোমাদের স্কুলের পার্থক্য কি?

উত্তর :

প্রশ্ন ৭ : তোমাদের স্কুলে গত দুই মাসে কে কে দেখতে এসেছিলেন ?

উত্তর :

প্রশ্ন ৮ : তোমাদের শিক্ষক তোমাদের মারে কি ?

উত্তর :

প্রশ্ন ৯ : মারলে কি কি কারণে মারে ?

উত্তর :

প্রশ্ন ১০ : গত দুই মাসে কাকে কাকে মেরেছে ?

উত্তর :

প্রশ্ন ১১ : তোমাদের সাথে কোন প্রতিবন্ধী ছাত্র /ছাত্রী আছে কি ?

উত্তর :

প্রশ্ন ১২ : শিক্ষক তোমাদের কে কি কি শাসিড় দেন ?

উত্তর :

প্রশ্ন ১৩ : এই স্কুলে পড়ালেখা করে তোমরা কি করতে চাও ?

উত্তর :

প্রশ্ন ১৪ : স্টুডেন্ট পার্লামেন্ট সম্পর্কে বল , (কি কি কাজ কর) ।

পর্যবেক্ষন :

উপস্থিতি খাতা :

বসার ধরন :

স্কুলে রক্ষমের অবস্থা :

উপকরন সমূহ:

পড়ার পরিবেশ:

ছাত্র /ছাত্রীর পরিষ্কার পরিচ্ছন্নতা :

আলোচনায় অংশগ্রহনকারীর সংখ্যা:

শিক্ষক, ছাত্র ছাত্রী সম্পর্কে:

প্রশ্নকারীর মন্ডব্য

উত্তর :

প্রশ্ন কর্তার মন্ডল্য

প্রশ্ন পত্র চেকলিষ্ট ৮

উপজেলা শিক্ষা কর্মকর্তার সাথে স্বাক্ষাংক

উপজেলা ----- জেলা -----

সভার স্থান----- তারিখ -----

উপস্থিতি / নাম

প্রশ্ন ১ : **SETUP** প্রকল্প সম্পর্কে কি জানেন ?

উত্তর :

প্রশ্ন ২ : স্কুলগুলো কেমন চলছে ?

উত্তর :

প্রশ্ন ৩ : এই স্কুল গুলোর ক্ষেত্রে কি কি ভাল দিক ও দুর্বল দিক রয়েছে ?

উত্তর :

প্রশ্ন ৪ : আপনি / আপনারা কখনো ভিজিট করেছেন কি ? করলে কতবার ?

উত্তর :

প্রশ্ন ৫ : আপনার সুপারিস গুলো কি কি ?

উত্তর :

প্রশ্নকারীর মন্ডল্য

Annex-6

Input given by project (for observation)

SETUP

1. Sitting arrangement
2. Self attendance
3. Activity based learning
4. Learning materials- Some are made by teachers and students
5. Progress monitoring
6. Result sheet
7. Library and book register
8. School parliament
9. Visitor register
10. Wall magazine
11. Waste basket
12. Drinking water
13. School boundary
14. Gardening
15. Day observation
16. School activities by the mothers group: Monitoring, nail cutting, button sticking, etc.
17. Cleanliness of student
18. Cleanliness of classroom/latrines
19. Parents conference
20. Coordination meeting at UP

CRC

1. Activity based learning
2. Sitting arrangement
3. Learning material development
4. Waste basket
5. Drinking water
6. Nail cutting day
7. Book covering day
8. School cleaning day
9. Innovative work
10. Self attendance
11. Drawing
12. Writing (Rhymes, Story)
13. Personal File of students
14. Wall magazine
15. Story telling
16. Monthly progress monitoring
17. Monthly ABC (Attendance, Behavior, Cognitive level) gradation
18. Progress report distribution
19. School profile
20. Visitor register
21. Book register
22. Weight and height monitoring
23. Child to child activity
24. Parents meeting
25. Cultural program