

**CARE Bangladesh
Patsy Collins Trust Fund Initiative**

[Cohort 2]



**Bi-annual Program Report
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1. Program Activities and Accomplishments

Workshop for tools finalization, field test and sample design

The visit of MIDEAC and Bangladesh CO accomplished several important steps toward implementing their PCTFI program and quasi-experimental design. A workshop held on February 9-18, 2010. The participants included PCTFI CO team CARE-B and Joan DeJaeghere, Soo Kyoung Lee, Vidhya Shanker on behalf MIDEAC.

The design plan for data collection for baseline and on-going data were decided, instruments for all stakeholder groups were finalized in Bangla and English, a field test of several of the instruments was conducted, the SMC and teacher training content was discussed, and a process for how the team will proceed given changes in staff were discussed. The action points included detail plan for implementing over the next six months had planned.

Baseline data collection of PCTFI, CARE-B

Data collection for baseline started from March 22, 2010 after finalizing all the instruments and completed on April 30, 2010. However, a few portion of data collected during May, 2010 because of the unavailability of respondents at due time.

Manpower engagements- A total of 8 people were involved for all baseline data collection. Two pairs (4 persons) were engaged for classroom observation as well as SMC interviews. Rests of the persons were interviewed students and parents. Moreover, in-depth interview of the selected girls students were performed by female data collector and for boys it was male data collector, throughout the period of whole study. Among 8 people 4 were hired as adhoc basis for this particular baseline from Economic Development Unit (EDU) of CARE-B. Rest of the data collectors were the team members of PCTFI of CARE-B.

The whole data collection process was supervised by one supervisor. He was maintaining all the daily schedules for data collection and rechecked the entire filled-up questionnaire at the end of the day. However, all the questionnaires were double checked by Research Coordinator after a week of data collection. All data sheets were copied and preserved at field office as well as at Dhaka office. Whole process was supervised by Research Coordinator to ensure the time line and sequence of data collection.

Training for data collection- At the beginning of the data collection total 4 persons including Research Coordinator oriented and trained by MIDEAC for all the tools and methods.

Afterwards, the whole team was trained by Research Coordinator for 4 days including field test. All instruments were field tested at one of the govt' primary schools of Gazipur the nearest district from Dhaka before finalization.

Data collection process and quality checking- Whole process of data collection were prescheduled for all instruments according to each individual data collector.

All the instruments were followed the following processes to have equitable responses from the respondents:

Classroom observation- all observation were performed by a pair of data collectors. They got introduced with the respective teachers before



Student's interview at school

observation of his/her class. Observations started from the very beginning of a class by setting behind, till the end of each class. One was responsible to count all the tallies of teacher's performances and another was to track rest of the descriptions on the scripts. Therefore, length of each observation was 45 minutes.

Teacher's interview- All the teachers were interviewed after their class room observation in every schedules at school premises. Each interview required about 30 minutes.

Student's in-depth interviews- Selected students who were poor were interviewed from grade 3 & 4 after structured interview of all the students. All the girls were interviewed by women interviewer and boys were interviewed by men. Each interview required at least one hour, sometimes even one hour 45 minutes depended upon the length of responses/descriptions.

Students' structured interview- Students were interviewed during school time in an empty classroom. All the interviews were done during class, to avoid interruption by other students. Students were called one by one by their respective classroom for interview. Each interview lasted for 40 to 50 minutes; in some of the cases even one hour.

Timing for each interview depended upon the length of responses of students. All the in-depth interviews were recorded and transcribed at night to avoid missing.

SMC interview- Same methods were followed as student's in-depth interview for SMC. Each interview required about 1 hour. In most of the cases interviews were performed at home by respective members. However, sometimes they preferred nearby 'mosques' for talking.

Parent's interview- Parents were selected according to their wellbeing. Both fathers and mothers were interviewed by same interviewer in separate schedules. Household expenditure for child education was asked to the mothers; however, sometimes it was rechecked/ verified by fathers if some discrepancy was observed. Mothers were interviewed at home, whereas in many cases fathers were interviewed at their working places as in market, paddy fields or at local shops. Each interview required approximately 30 minutes to be complete.



Parent's interview at their home

To ensure the quality of information it was instructed to check the entire form or questionnaire by the respective interviewer and submitted to the 'Supervisor'. Afterward, those were rechecked by 'Supervisor' at same night and codes were marked by red pen to finalize all the codes.

All the in-depth interviews were transcript by hearing records at following nights. Afterwards, all transcripts were rechecked by 'Research coordinator' by hearing the records. Re-interviews were done if needed after final checking, to check the error or insufficiency.

All the data sheets has preserved both in Dhaka office and at Sunamganj office by photocopying.

Data management

Quantitative

Data entry- To entry all the quantitative data, layout were prepared in SPSS datasheets and entered after all the checking. Name of the variable followed by respective numbers of questions. All common items were coded accordingly followed by the instruction gave by MIDEK.

Coding- Data were coded in SPSS data sheet for all close ended questionnaire. However, all open ended questionnaire were listed separately, recoded and entered in the same data sheet.

Data Cleaning and checking- After entering all the quantitative data in SPSS data sheet all the variables were rechecked for extreme values by frequency running. Any mismatch/ discrepancy have been confirmed by rechecking/ reviewing original questionnaire.

Qualitative

Recording- All the in-depth interviews were recorded by 'micro cassette players' and preserved.

Transcript writing- All the interviews were transcribed at the end and rechecked for any further clarification.

Coding- Coding was followed by the main ideas/themes related to specific statements. Codes were listed with the main statements in tabular form to look at the patterns of responses.

Consent

We took 'written consent' from all respondents before taking the interviews. Teachers also gave consent before starting their class to observe their classes.

Lessons and Challenges

Manpower/Data collector- It was a suggestion of MIDEAC to have equal number of interviewer in data collection team. Because, almost the half of the respondents were female and to have good rapport with them; female respondents were a prerequisite. However, it was difficult to manage 4 female interviewers for one month. At the final stage we got only one interviewer to do all the in-depth interviews of females. To overcome this challenge 'Research Coordinator' her-self was involved in interviewing the female SMC members as well as some of the girl students.

Time management- To catch the students during the school hours the team always plan the data collection during school hours (12pm to 4 pm). However, sometimes the school ended and students were ready to go home, even when interviews were ongoing. Especially girls were not ready to go back to home alone those live at long distance, if there were no classmates. Therefore, they always felt tension if there were a finishing bell. Moreover, it was a common challenge at the end of the day for both students and teachers to get attention from them. During the interview of the parents, most of the time interviewers had to visit to their home twice or thrice to get the father. Especially, in May when early harvesting was started because of flash flood in this year; all male were busy with their crops in the field. Therefore, sometimes team managed interview of the father even at field. Moreover, it was hard to follow a precise schedule of data collection during that time.

Space for interview- In one of the study schools we faced space scarcity. At Charnerchar School it was hard to manage three separate places at a time to take students interview. Team arranged an empty house nearby from school for interview by taking permission from head master.

Team felt resistance to take parents interview in some of the households. As all of the interviewers were male, for that reason, some of the mothers were not easy with them. However, team overcomes the problem by interviewing the fathers of those households at first, were assuring them about what they would ask to their wives etc.

Early flash flood & harvesting- In Bangladesh monsoon started from April, especially in haor region. Our data



People are busy for harvesting

collection was delayed at the finishing stage when there were strong winds with heavy rain in some occasions. In those days data collection team could not go the field to collect data. Moreover, due to early harvesting all boats were engaged to carry paddy. Data collection team sometimes felt challenging to get proper transportation in those days. Sometimes it was difficult to get enough attention from respondents due to their workload for harvesting.

Reformation of SMC

Due to new amendment of Bangladesh government SMC of all Government Primary Schools had to be reformed by increasing number of total committee members as well as number of women members in SMC. During baseline data collection this changing process did not find completed in Charnerchar. Therefore, data collection for SMC had been withheld for about two months for the area. Charnerchar SMC completely formed on June 30, 2010. So, data collection went behind the date of completion. These types of changes were not pre-assumed, which destructed the flow of data collection.

Transfer & absence for Govt' Training

In Bhatipara school one teacher has been selected for PTI training. This is a teachers training course for next one year. However, the mentioned teacher had been interviewed/observed for baseline. Sudden transfer and long training courses for teachers interrupt our intervention process & data collection as well during baseline period.

Reconstruction of SMC, a new announcement of Directorate of Primary Education, Government of Bangladesh

Government of Bangladesh has changes previous formation of SMC for all government primary schools of the country. In the latest amendment the previous structure of SMC has been changed for following aspects:

- a. Each SMC will be valid for the next 3 years (in place of 2 years)
- b. Number of members in each SMC will be 12 (in place of 11)
- c. At least 3 female members in committee (earlier it was specific)
- d. Member of same UP (Union Parishad)/ Ward commissioner (12th member, new position)

Training module development for SMC & teachers

Separate modules for SMC and teachers have developed. The content of the modules includes detail process and aligned with outcome matrix of interventions. Both of the training has designed for total 4 days.

The main contents of the SMC training module:

Training Plan for the SMC (Modular Training)

Course Title	Duration	Major contents	Comments
Module – I : Foundation Training	4 days	Project Briefing Expected school Expected children Present situation of the school Problem solving Child Right and security/protection Child Friendly school Gender Child-Centered Teaching-learning Methods	After this training MSC will carry out their responsibilities 3 months and they will be observed keenly whether they change their roles in school or community

		Government Initiatives for Primary School Role and responsibilities of SMC Meeting Coordination and Network	
Module – II: Roles and Responsibilities of SMC	2 days	Reflection of the Foundation Training Barriers of playing their roles Roles and Responsibilities to make school child friendly Roles to protect children from different abuse Roles to reduce gender discrimination in school and community Roles to build up girl's leadership	After 3 months of the Foundation Training this module will be offered to reflect and enhance knowledge and skills in order to change their attitudes emphasis will be given on specific areas.
Module – III: Problem Solving and Decision Making	2 days	Reflection of Module I and II Identification of Existing School Related Problems Means of Solving of Existing Problems Concept of Problem Solving and Decision Making Concept of Leadership	After 2 months of the training on Module – II this module will be offered to build up their specific skills of Problem Solving and Decision Making
Module – IV: Resource Mobilization and Network	2 days	Reflection of Module I, II and III Concept of Resource Identification and Mobilization Identification of Local Resource to improve school Utilization of resource Accountability, Transparency and Participation	After 2 months of the training on Module – III this module will be offered to build up their specific skills on Resource Identification and Mobilization
Module – V: Child Centered Learning	2 days	Reflection of the Module I, II, III and IV Concept of Child Centered Learning Some Child Centered Methods Role of SMC to ensure Child Centered Methods	After 2 months of the training on Module – IV this module will be offered to enhance knowledge and comprehensive understanding on Child Centered Learning

The main contents of the teachers training module:

Training Plan for the Teacher
(An Approach of Modular Training)

Course Title	Duration	Major contents	Comments
Module – I : Foundation Training	4 days	Project Briefing Expected school Expected children Present situation of the school Child Right and security/protection Child Friendly school Quality of Good Teacher Lesson Plan Child-Centered Teaching-learning Methods Learning Materials Classroom Management Role and Responsibilities of Teacher	After this training MSC will carry out their responsibilities 3 months and they will be observed keenly whether they change their roles in school or community

Module – II: Girls’ Leadership and Gender	2 days	Reflection of the Foundation Training Government Initiatives for Primary School Barriers of playing their roles Gender Sensitive and Child Centered Methods Concept of Leadership Build up girl’s leadership in classes	After 3 months of the Foundation Training this module will be offered to reflect and enhance knowledge and skills in order to change their attitudes emphasis will be given on specific areas.
Module – III: Child Friendly Teaching Learning Methods	2 days	Reflection of Module I and II Child Friendly Teaching Learning Methods	After 2 months of the training on Module – II this module will be offered to build up their specific skills of Child Friendly Learning Methods
Module – IV: Multiple Intelligent Learning	2 days	Reflection of Module I, II and III Concept of Multiple Intelligent Teaching Learning Methods of Multiple Intelligent	After 2 months of the training on Module – III this module will be offered to build up their specific skills on Multiple Intelligent Learning
Module – V: Resource Mobilization and Network	2 days	Reflection of Module I, II, III and IV Concept of Resource Identification and Mobilization Identification of Local Resource to improve school Utilization of resource Accountability, Transparency and Participation	After 2 months of the training on Module – IV this module will be offered to build up their specific skills on Resource Identification and Mobilization

2. Networking and Collaboration

Mapping of all partners in implementation area

The total activity at intervention villages as well as control villages has mapped out. All types of intervention and supports of GO/NGO’s are going on in three school catchments areas during baseline has identified. It will help to guide community to seek help from different stakeholders through SMC, during programme intervention years.

Submission of paper at UNGEI

PCTFI has submitted a paper with the findings from situation analysis and program and research data in two countries, Bangladesh and Malawi. PCTFI cohort two initiatives of Bangladesh and Malawi has presented at UNGEI on May 17-20, 2010 at Dakar.

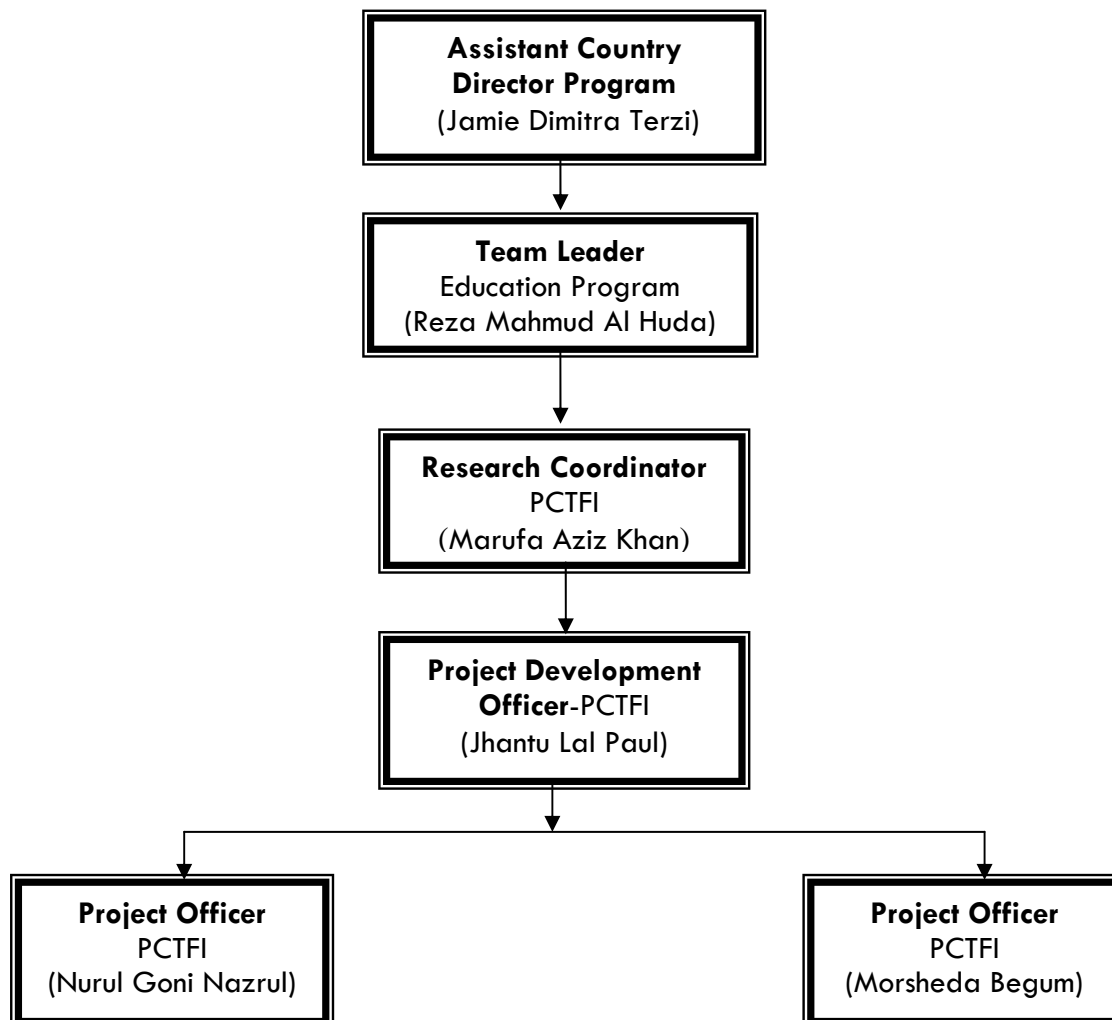
The findings of situation analysis of PCTFI CARE-B had been proposed as a case study. The paper included the primary education situation in Bangladesh, salient finding of situation analysis and baseline conduction of PCTFI Bangladesh.

The process had been coordinated by MIDEDEC. Bangladesh and Malawi prepared their respective portions for the paper.

3. Program Management

Staffing changes and new organogram of PCTFI, CARE-B

In last six month there were some significant changes took place in CARE-B PCTFI organogram. Bellow is the current organogram:



PI of PCTFI CARE-B Eliza Islam joined CARE Atlanta on February, 2010. PDO 'Md. Kamruzzaman' joined at Rangpur from Shunamganj in CARE-B 'PRODUCE' project in January, 2010. APO 'Morshda Begum' of Derai, Sunamganj had been promoted to PO in March, 2010. A new PO 'Nurul Gony Nazrul' had been appointed in the same time at Derai, Shunamganj.
