

## Education Local Consultative sub-Group (ELCG)

---

# INTERNATIONAL DEVELOPMENT COOPERATION FOR EDUCATION IN BANGLADESH



Partial listing based on information submitted to the ELCG,  
updated 2006

Phase/Type of Education	International Development Partners
Primary Education (PEDP) with DPE	DFID, UNICEF, NORWAY, WB, ADB, AusAID, SIDA, JICA, EC, CIDA, Netherlands, WFP, SDC
Secondary Education with DSHE / DTVE	Norway, ADB, WB, UNESCO
Non formal, post-literacy and continuing education through MoPME	UNICEF, UNESCO, WB, DFID, SIDA, ADB, SDC, DANIDA, UNSECO
Direct support to NGOs/ INGOs, other agencies	Netherlands, DFID, UNICEF, UNESCO, EC, CIDA, SDC, Norway, DANIDA, SIDA, USAID, NOVIB, SC USA, SC UK, AusAID, Enfants du Monde, Caritas Bangladesh, PLAN Bangladesh

## Projects at a Glance

Focus area	Pg.	Project Name	Funding Agency	Implementing Agency	
ECD / Primary / Children	6	Early Learning for Development Project	UNICEF	GoB	MOWCA (associated by (Directorate of Women Affairs, Bangladesh Shishu Academy, Ministry of Information, Directorate of Mass Communication, Directorate of Family Planning, Directorate of Primary Education, Board of Non-Formal Education, Directorate of Secondary Education, Ministry of Local Government and Rural Development (City Corporations / Union Parishads), Ministry of Chittagong Hill Tracts Affairs (Chittagong Hill Tracts Development Board / Hill District Council / Regional Council). Autonomous technical/research institutions, e.g. Institute of Child and Mother Health. National Curriculum and Textbook Board) and NGOs having direct programmatic contact with families through their existing operational structure, e.g. BRAC, Grameen Bank, Save the Children (USA) and professional bodies e.g. Obstetrics/Gynaecology Society, Paediatric Association.

8	Inclusive education and Early Childhood Care and Education (ECC)	UNESCO Dhaka	GoB	NGOs
9	Second Primary Education Development Program (PEDP)	ADB, AusAID, CIDA, DFID, European Commission, JICA, Government of the Netherlands, Norway, SIDA, WB, UNICEF	GoB	Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME)
13	BRAC Education Program	CIDA, DFID, Netherlands, Norway, NOVIB		BRAC
15	Education	Save the Children USA		Save the Children USA
17	Basic Education	Save the Children,UK		Friends In Village Development In Bangladesh (FIVDB)
18	CHT Children Opportunity For Learning Enhanced-2 (CHOLEN-2)	USAID		CARE through TAUNGYA, CIPD, GRAUS, Green Hill and MROCHET
19	Dirirha Suchana	USAID		Save the Children, USA and FIVDB
20	Child Friendly Learning Community Leading to Improved Quality Education	USAID		PLAN International and Dhaka Ahsania Mission
21	Sesame Street Bangladesh	USAID		Sesame Workshop, Nayantara Productions
22	SUCCEED (Early Learning for School Success Program)	USAID		Save the Children USA through FIVDB, RDRS, CODEC, JC and VERC
24	Underprivileged Children's Educational Programmes, Phase V	DANIDA, DFID, NORWAY, SDC, SC/ SD		Underprivileged Children's Education Program (UCEP)
25	Eliminating the Worst Forms of Child Labour in Bangladesh: Preparatory Phase of a Time Bound Program in Bangladesh	DFID, NORWAY, USAID		ILO in partnership with UNICEF and ADB
26	Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Project	UNICEF, SIDA	GoB	Bureau of Non-Formal Education (BNFE), Ministry of Primary and Mass Education (MoPME)
27	Quality Improvement of Teacher Training on Science & Mathematics	JICA	GoB	Directorate of Primary Education
28	Reaching Out of School Children	IDA, SDC	GoB	MoPME

		Project (ROSC)			
	29	WFP School Feeding programme in Bangladesh, under Country Programme 10059.0	AusAID, USAID, WFP, Saudi Arabia	GoB	MoPME with 4 NGOs
	31	Active Learning Core Project	DFID		FIVDB
	32	The People Schools - Gonopathsala	One World Action/ Gonoshasthaya Kendro		EC
	33	Tribal Children Education Programme	Tear Fund UK/ Koinonia		EC
	34	Expanding Inclusiveness and Government Cooperation (EIG)	Royal Norwegian Embassy		BRAC
Secondary / Adolescents	36	Poverty alleviation through social change and alternative lifestyles: Integrated programme in 3 Dhaka slums	Terre des Hommes (Italy)/ ARBAN		EC
	37	Programmatic Education Sector Adjustment Credit	MoE	GoB	IDA
	38	Literacy Initiative for Empowerment (LIFE)	BNFE, BBN, NGOs		UNESCO
	39	Basic School System and Adolescent Girls' Program: Human Resource Development through Education, Technology for Livelihood and Gender Empowerment (Phase III).	CMES		SIDA, SDC
	40	Basic School System	CMES		PLAN Bangladesh
	41	Young Social Entrepreneurs in Sustainable Development (YSES)	CMES		CARITAS
	42	Internship in Real Life Enterprises (IRE)	Enfants du Monde		CMES
	43	Life Skill Based Education and Livelihood Skill for Child Brick Chippers	UNICEF		CMES
	44	Female Secondary School Assistance Project II (FSSAP II )	IDA	GoB	Directorate of Secondary and Higher Education, MoE
	45	Female Education Stipend Project -	Royal Norwegian Embassy	GoB	Directorate of Secondary and Higher

		FESP III			Education
	46	Empowering Adolescent Girls to become the agent of social transformation	UNESCO		Dhaka Ahsania Mission and Nari Maitree
	47	Mitigation of HIV/AIDS Crisis in Asia through Education	UNESCO	GoB	Ministry of Education, NGOs
(Children, Adolescents & Adults)	48	Participating Learning and Empowerment of Adivashis through Sustainable Education ( <b>PLEASE</b> )	SDC		ASHRAI
Post Literacy / Continuing Education / Adult	49	Post-Literacy and Continuing Education for Human Development (PLCE HD 1) Project – 1	IDA, SDC	GoB	MoPME
	50	Post-Literacy and Continuing Education for Human Development (PLCE HD II) Project – II	ADB, DFID	GoB	MoPME
General	51	Democratizing Culture and Human Development (Mobile Library)	Royal Norwegian Embassy		Bishwa Shahittyo Kendro or World Literacy Center (NGO)
	52	Mobile Library Vans Support – Expansion of Mobile Library	Royal Norwegian Embassy		Bishwa Shahittyo Kendro or World Literacy Center (NGO)
	53	Quality Education for All (EFA)	SDC, RNE, NOVIB		CAMPE
	54	Statistical Capacity Building	UNESCO Dhaka, UNESCO Institute of Statistics	GoB	BANBEIS (MoE), MoPME
	55	Australian Development Scholarships (ADS)	AusAID		Australian universities

Note: 1US \$ = BDT 70 (Dec 06)



## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Early Learning for Development

**Status:** Operational

**Project Period:** 2006 - 2010

**Goal:** Children aged 0-5 participate in age-appropriate interactive care and early learning activities in safe child friendly learning environments in centers, homes and communities and develop their cognitive, emotional and linguistic abilities to communicate, socialize and learn, and become better prepared for school.

**Implementing Agency:** MOWCA in collaboration with directorates of relevant GoB Ministries (Directorate of Women Affairs, Bangladesh Shishu Academy, Ministry of Information, Directorate of Mass Communication, Directorate of Health Services, Directorate of Family Planning, Directorate of Primary Education, Directorate of Non-Formal Education, Directorate of Secondary Education, Ministry of Local Government and Rural Development (City Corporations / Union Parishads), Ministry of Chittagong Hill Tracts Affairs (Chittagong Hill Tracts Development Board / Hill District Council / Regional Council). Autonomous technical/research institutions, e.g. Institute of Child and Mother Health. National Curriculum and Textbook Board) and NGOs having direct programmatic contact with families through their existing operational structure, e.g. BRAC, Grameen Bank, Save the Children (USA) and professional bodies e.g. Obstetrics/Gynaecology Society, Paediatric Association.

**Development Partners:** UNICEF, Plan Bangladesh

**Total Funding:** US\$ 14.14 million      **GOB:** Tk. 56,520,000.00= US\$ 85,000.00 (Salary of project staffs/CD/VAT/ other office cost)  
**Development Partners:** US\$ 13.285 million

**Contact Person:** Dr. Golam Mostafa, Senior Project Officer - Early Learning for Development (ELD) Project, Education Section, UNICEF Bangladesh

Program Component	Objective in Brief	Major Activities
Center based early learning	Children aged 3-5 participate in center based early learning activities that are organized into Safe Child Friendly Learning Environment (CFLEs) where their cognitive development is nurtured and their readiness for primary education improves.	<ol style="list-style-type: none"> <li>(1) Development and modification of generic training resources, guidelines and materials for early learning centers.</li> <li>(2) Training of trainers of a core trainers group from partner agencies.</li> <li>(3) Training of teachers of Early Learning Centers (ELCs).</li> <li>(4) Procurement and supply of teaching and learning materials.</li> <li>(5) Support to run ELCs in the form of yearly supply of replenishable teaching learning materials, refresher training of teachers and partial operational cost.</li> <li>(6) Support for transition from pre-school to primary schools.</li> </ol>

Program Component	Objective in Brief	Major Activities
Promotion of interactive care and safe child-friendly environments in homes and communities	Children aged 0-5 participate in age appropriate care in homes and community level fixed facilities that are organized into safe CFLEs.	<ul style="list-style-type: none"> <li>(1) Development of generic training resources, guidelines and materials for caregiving in homes and communities.</li> <li>(2) Incorporation of care-givers education module into basic and refreshers training package.</li> <li>(3) Procurement and supply of materials for promotion of age appropriate early stimulation and learning through fixed facilities.</li> <li>(4) Training of trainers from partner organizations (v) number of frontline workers trained.</li> <li>(5) Training of service providers from fixed facilities.</li> <li>(6) Training of Front Line Workers of Government and partner agencies.</li> <li>(7) Caregivers' education for parents, older siblings and extended family members.</li> <li>(8) Child to Child approach for promotion of age appropriate interactive care at homes and creation of safe CFLEs in communities.</li> <li>(9) Orientation of managers and supervisors of fixed facilities and FLWs.</li> </ul>
Advocacy, social mobilization and program communication	Caregivers and community leaders receive adequate information and support to practice and promote age appropriate interactive care, creation of safe CFLEs, and policy/decision makers to develop and implement policies and raise funding for ECD/early learning initiatives.	<ul style="list-style-type: none"> <li>(1) Review, modification and development of advocacy, social mobilization and program communication materials.</li> <li>(2) Procurement of advocacy, social mobilization and program communication materials.</li> <li>(3) Advocacy/orientation workshops at national, sub -national (district/upazila) and Union level.</li> <li>(4) Social mobilization and program communication for promotion of early learning and child friendly environment.</li> </ul>
Development and strengthening of early learning components of partners' systems and structures	Project partners are supported to build their capacity to develop guidelines and materials, project structures and M&E systems that can strengthen the sustainability of their activities and support them in taking initiatives to scale	<ul style="list-style-type: none"> <li>(1) Development of policy on early learning for school readiness.</li> <li>(2) Strengthening and development of M&amp;E unit for monitoring and evaluation of various project interventions.</li> <li>(3) Orientation/workshops of managers, supervisors, and service providers of partner organizations.</li> <li>(4) Periodic M&amp;E by engaging independent agency for assessment of outcomes of the project.</li> <li>(5) Capacity building of ECD network members for center based early learning.</li> <li>(6) Capacity building of the lead agency -Bangladesh Shishu Academy.</li> <li>(7) Support to ECD Network.</li> <li>(8) Support for Professional development of partners.</li> <li>(9) Research and innovation</li> </ul>

Information submitted by Dr. Golam Mostafa, Senior Project Officer - ELD Project, Education section /UNICEF on 17.07.06

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Inclusive education and Early Childhood Care and Education (ECC)

**Project Period:** 2006-2007

**Purpose:** Promoting quality, inclusive and child friendly education

**Implementing Agency:** NGOs

**Development Partner(s):** UNESCO Dhaka

**Total Funding (US\$):** (GOB) 98,000 (Dev. Partners)

**Contact Person:** Ichiro Miyazawa

Programme, project or activity	Objectives in brief	Major components
Support the national ECD network to promote more understandings and better practice on ECCE	Enhance awareness and understanding of quality and inclusive early childhood care and education	Dissemination of ECCE documents and materials Organizing training workshops and seminars through ECD network in Bangladesh Developing key materials in ECCE
Promote inclusive and child friendly education	Support to establish a national framework for ECCE in Bangladesh  Promote more understanding and better practice of inclusive and child friendly education in Bangladesh	Dissemination of materials and toolkits of inclusive education Establish forums of inclusive and child friendly education Organizing training on inclusive and child friendly teaching and learning

\*Information submitted by Ichiro Miyazawa (person) on 05/02/06 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Second Primary Education Development Program (PEDP)

**Status:** Operational

**Project Period:** 2004-2009

**Goal:** The overall goal is to reduce poverty through universal primary education and contribute to sustainable socio-economic development and equity in Bangladesh society as envisaged in the Millennium Development Goals. The specific objective is to provide quality primary education to all eligible children in Bangladesh.

**Implementing Agency:** Directorate of Primary Education, Ministry of Primary and Mass Education

**Development Partners:** Asian Development Bank (ADB), Australian Agency for International Development (AusAID), Canadian International Development Agency (CIDA), UK Department for International Development (DFID), European Commission, Government of Japan/Japan International Cooperation Agency (JICA), Government of the Netherlands, Norwegian Ministry of Foreign Affairs, Swedish International Development Agency (SIDA), World Bank, United Nations Children's Fund (UNICEF)

**Total Funding:** US\$ 1.815 billion

**GOB:** US\$ 1.161 Billion

**Development Partners:** US\$ 654 Million

**Contact Person:** Jahed Rahman, Team Leader, ADB Program Liaison Unit for PEDP II. Telephone: 9111555

Program Component	Objectives in brief	Major Indicators
1, Quality Improvement through Organizational Development and Capacity Building	<p>1. Enhance the capacity of the Ministry of Primary and Mass Education and the Directorate of Primary Education to ensure quality and equitable provision of primary education</p> <p>Enhance the capacity of EMIS to support monitoring and evaluation functions</p> <p>Enhance field level capacity at divisional, district and upazila levels</p> <p>Enhance and improve the capacity of school organizations and management at the local level.</p>	<p>1. Organizational reform implemented and all vacant/ identified posts at all levels agreed upon on a continuing basis by 2009.</p> <p>The number of newly trained teachers appointed each year to increase from 12,000 in 2005 to 15,000 by 2009.</p> <p>Starting in 2005, all textbooks and teaching and learning materials available to the students by the first week of</p>

Program Component	Objectives in brief	Major Indicators
<p>2. Quality Improvement in Schools and Classrooms</p>	<p>2. Improve the physical environment of schools</p> <p>Strengthen the Primary Education Curriculum Wing of National Curriculum Textbook Board</p> <p>Provide sufficient textbooks, curriculum guides and materials to all Bangladesh primary schools.</p> <p>Enhance the capacity of the National Academy for Primary Education to provide academic and technical support for improving primary education</p> <p>Enhance the quality of teaching in primary schools through improved recruitment and status of teachers.</p> <p>Enhance the quality of teaching in primary schools through improved support to teachers for career development.</p> <p>Improve the physical and professional capacity of Primary Education Teacher Training Institutes to deliver quality primary teacher training.</p> <p>Improve the quality and delivery of in-service teacher training as an extension to the initial teacher training program through a sequence of career development modules</p> <p>Improve the quality of head teachers</p> <p>Promote Upazila Resource Centers to provide and support the delivery of in-service teacher training.</p> <p>Promote and facilitate greater community participation and support for education improvement in Bangladesh primary schools.</p>	<p>the school year.</p> <p>2. Students' competency-based learning achievements to increase by 50% in 2006 and 75% in 2009 compared with the assessed results in 2002.</p> <p>Proportion of Class V students entering Primary Scholarship Examination to increase to 50% by 2009 from 20% in 2001 and the proportion of students attaining the pass level to increase to 20% in 2009 from 5% in 2001.</p> <p>At least 40% of schools nationally to meet Primary School Quality standards and procedures by 2009.</p> <p>Number of schools operating single shift systems to increase by 30% over 2002 levels.</p>



Program Component	Objectives in brief	Major Indicators
		<p>2005.</p> <p>4. Net enrolment ratio and educational attainment on the basis of ethnicity, location and gender showing no disparity by 2009.</p> <p>Existing disparity rates between identified districts reduced by 30% from the agreed upon baseline level by 2009.</p> <p>Children with special needs identified at the beginning of the 2006 school year to have at least 25% participation by 2009.</p> <p>Special needs support staff appointed to districts and in place by 2004.</p>

\*Information submitted by Robin Ruggles, Chair, PEDP II Consortium, First Secretary, Canadian High Commission, Dhaka, Bangladesh.  
Revised December 7, 2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** BRAC Education Program Status: Operational

Project Period: 2004-2009

**Program Goal:** To contribute to the achievement of Education for All in Bangladesh

**Program Purpose:** To help fill remaining gaps in coverage, retention and quality of compulsory primary and basic education institutions in Bangladesh

**Implementing Agency:** BRAC

**Development Partners:** CIDA, DFID, Netherlands, Norway, NOVIB

**Total Funding:** US\$ 133,259,190. BRAC Contribution: US\$ 4,773,430. Development Partner Contribution: US\$ 128,485,760

**Contact Person:** Graham White, Donor Liaison Coordinator, BRAC Donor Liaison Office. Tel: 8824789

Program	Objectives in brief	Major Indicators
1. BRAC Primary School Program	1. To provide cost effective, quality primary education for children not currently served by the government primary school system, particularly those from very poor families, those living in remote areas, adolescent girls, persons with special needs, and ethnic minorities.	1. Number of schools, in 2009: 23,000  Number of students in 2009: 702,500
2. Government Partnerships Program	2. To use Pre-primary school and follow-up activities to increase the school readiness, attendance and retention of children in Government Primary Schools and Registered Non Government Primary Schools	2. Number of pre-primary Schools in 2009: 23,000  Number of children enrolled in 2009: 644,000
3. BRAC Adolescent Development Program	3. To expand opportunities for girls finishing primary education in rural areas to maintain their literacy, continue in secondary school, and/or increase their participation in income generating activities and	3. Number of Kishori Kendros/Adolescent Centers in operation. 2009: 5,000

Program	Objectives in brief	Major Indicators
<p>4. Post-Primary Basic and Continuing Education Program</p> <p>5. New Initiatives</p>	<p>employment during adolescence</p> <p>4. Continuing Education: To expand the number, the outreach, relevance and demand for continuing education offerings of Gonokendros (union libraries) and mobile libraries in rural areas, with particular attention to the needs of girls and students</p> <p>Post-primary Basic Education: To identify and expand interventions to improve the quality of teaching and learning in and the management of post-primary non-government basic education institutions.</p> <p>5. To expand the BRAC Education Program into new avenues relating particularly to increased Government Linkages.</p>	<p>4. A total of 1,450 Gonokendros and 300 mobile units in operation by 2009.</p> <p>700 Non-government secondary schools strengthened through training of head teachers, assistant head teachers, School Management Committee Chairs and Vice chairs; training of trainers and subject -based teacher training in English, math ematics, science and value education; and training materials development.</p> <p>5. Increased participation in dialogue collaboration with local government authorities on school planning (in 2 Upazilas), teacher training, Government Primary School model schools, Upazila Resource Centers and Early Child Care and Development in pilot Upazilas.</p>

C:\mydoc\LCsG form on Education projects

\*Information submitted by: Robin Ruggles, Current Chair, BRAC Education Consortium. First Secretary, Canadian High Commission, Dhaka, Bangladesh. Revised December 7, 2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Education

**Status:** Operational

**Project Period:** Sept 2005-Oct. 2006 (**One Year**)

**Goal:** Children learn and develop to their full potential.

**Implementing Agency:** Save the Children USA (Own)

**Development Partners:**

**Total Funding:** US\$ 380687  
US\$

**GOB:** US\$

**Development Partners:**

**Contact Person:** M. Habibur Rahman, Director Education

Program Component / Major Activities	Major Results	Indicators
<b>Early Childhood Development</b> - Home Based early learning Opportunity - Home Based pre School - Parenting - Reading for Children	<b>1. Increased access to early childhood development programs for young children, their families and/or caregivers.</b>	<b>5600 children aged enrolled in ECD centers. 5000 parents participating in parenting training sessions.</b>
	<b>2. Improved community capacity and support to protect and promote early childhood development</b>	<b>Parents as caregivers and community teachers trained on Development of ECD materials.  5000 Parents are involved in Reading for Children program.</b>
	<b>3. Strengthened local, regional, national and or global policies capacities and resources for early childhood development.</b>	<b>Save the Children USA is one of the committee member of ECD Bangladesh network. 300 story books will be developed this year for children. ECD activity materials developed for ECD centers. ECD personnel trained on basic ECD.</b>

Program Component / Major Activities	Major Results	Indicators
<b>Primary Education</b> - <i>Child to Child</i> - <i>Reading Buddy Mentoring</i> - <i>Community Education Management Information system (CEMIS)</i> - <i>School Infrastructure development</i> - <i>Child Parliament</i> - <i>Lokokendra</i> - <i>Drop in Center</i> - <i>Shishu Class</i>	<b>1. Increased access to basic education for school aged children.</b>	<b>Established 10 private primary schools with the partnership of FIVDB.            10,600 children participating in Child to Child program.            63 Govt. and R. non Govt. Primary schools have reading buddy and mentoring group.            63 Govt. and R. non Govt. Primary school getting Infrastructure development support.            63 Govt. and R. non Govt. Primary school with 1800 children continuing pre primary classes.</b>
	<b>2. Improved quality of basic education opportunities that protect and promote children's cognitive, social, emotional and physical development .</b>	<b>16 govt. schools implementing interactive teaching learning process.            26 community teachers trained on active teaching learning method.</b>
	<b>3. Strengthened local, regional, national and or global policies capacities and resources for basic education.</b>	<b>16 govt. schools have School Assistant Group to support SMCs And PTAs.             16 Govt school have school Improvement plan.            6000 parents and children participated in Education campaign.            A Story book development initiative develops 100 story books for children.</b>

Information submitted by Talat Mahmud, Save the Children, USA on 03.07.2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Basic Education

**Project Period:** Till 2008

**Purpose:** To ensure Inclusive Quality basic education for all children

**Implementing Agency:** Friends In Village Development In Bangladesh ( FIVDB)

**Development Partner(s):** Save the Children UK

**Total Funding (GOB) TK. 50,0000 (Dev. Partners) , Contact Person:** Mr. David Humphrey, Programme Director Save the Children UK, Dhaka, Bangladesh; Zahin Ahmed, Executive Director, FIVDB.

Programme, project or activity	Objectives in brief	Major components
Basic Education for children	Ensure Quality Basic education for all children	Quality Education Inclusive Education  Save the Children UK is implementing Community based /Child focused Education Management Information System ( C-EMIS)  C-EMIS is a tools for ensuring the Inclusive Quality basic education through logical participation of community (children also) along with local education authority and other education stakeholders.

\*Information submitted by Rafiqul Islam Shathy, Programme Manager Education, Save the Children UK, Dhaka (person) on 10.10.04 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** CHT Children Opportunity For Learning Enhanced-2 (CHOLEN-2)

**Project Period:** August 2002 - January 2005

**Purpose:** To increase educational access and achievement of disadvantaged children in schools, with a special focus on girls and indigenous children in the underserved areas.

**Implementing Agency:** CARE and Five Local NGOs (TAUNGYA, CIPD, GRAUS, Green Hill and MROCHET (Bandarban))

**Development Partner(s):** USAID

**Total Funding:** (GOB) US\$ 591,086 (Dev. Partners)

**Contact Person:** Mary Hobbs and Fazle Rabbani, USAID

Programme, project or activity	Objectives in brief	Major components
<ol style="list-style-type: none"> <li>1. enhance school performance</li> <li>2. work with schools and communities to reach out to specific target groups</li> <li>3. establish community owned formal - equivalent education centers where no schools exist</li> <li>4. equip teachers with activity based materials and training</li> <li>5. introduce a supportive supervisory system through community participation</li> <li>6. promote stakeholders' participation in school management and improvement</li> <li>7. promote advocacy on part of parents and client communities at different levels for increased support from the government</li> </ol>	<ol style="list-style-type: none"> <li>1. To increase the demand of quality education in the underserved areas of the Chittgaong hill tracts area through enhancing the access and achievement of the poor, specially the girl and ethnic minority children.</li> <li>2. At the supply side, to equip the teachers with modern activity based teaching and learning methods and materials and to empower the stakeholders in taking more confident and stronger role in school management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase enrollment rates.</li> <li>2. Improve gender equity.</li> <li>3. Improve teaching practices.</li> <li>4. Improve learning environment.</li> <li>5. Mobilize and organize community.</li> <li>6. Promote the inclusion of indigenous languages and cultures while working within the GOB curriculum;</li> </ol>

\*Information submitted by Fazle Rabbani, USAID, (person) on September 09, 2004 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Dirha Suchana (Strong Beginning)

**Project Period:** August 2002 – January 2005

**Purpose:** To improve basic education opportunities for disadvantaged children, especially girls through pre-school programs, parent education and school transition initiatives.

**Implementing Agency:** Save the Children/US\_and Friends in Village Development, Bangladesh (FIVDB)

**Development Partner(s):** USAID

**Total Funding: (GOB)** US\$ 752,138 (Dev. Partners)      **Contact Person:** Mary Hobbs and Fazle Rabbani, USAID

Programme, project or activity	Objectives in brief	Major components
<ol style="list-style-type: none"> <li>1. Studying GoB shishu classes.</li> <li>2. Initiating home based preschool program.</li> <li>3. Initiating parenting program.</li> <li>4. Training GoB teachers.</li> <li>5. Reading Buddy/Mentor Program.</li> <li>6. Developing low cost teaching/learning materials.</li> <li>7. Providing training to SMCs</li> <li>8. PRA training for community representatives.</li> <li>9. Developing Community based Education Information System (CBEIS).</li> </ol>	<ol style="list-style-type: none"> <li>1. To foster new awareness and interest in what works best for children by testing, documenting and sharing knowledge on formal and non formal education innovations and linkages that improve basic education opportunities for disadvantaged children, especially girls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children Ready for School.</li> <li>2. Schools Ready for Children.</li> <li>3. Parents and Communities Ready to Support Children's' Education.</li> </ol>

\*Information submitted by Fazle Rabbani, USAID, (person) on September 09, 2004 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Child Friendly Learning Community Leading to Improved Quality Education

**Project Period:** August 2002 - January 2005

**Purpose:** To demonstrate a replicable model of quality primary education by combining early childhood care and development, community learning activities, and school improvements

**Implementing Agency:** PLAN International and Dhaka Ahsania Mission     **Development Partner(s):** USAID

**Total Funding: (GOB)** US\$ 891,161 **(Dev. Partners)**

**Contact Person:** Mary Hobbs and Fazle Rabbani, USAID

Programme, project or activity	Objectives in brief	Major components
<ol style="list-style-type: none"> <li>1. Testing a model of program consolidation in partnership with a local national NGO (Dhaka Ahsania Mission) and respective communities.</li> <li>2. Refinement of selected program interventions like SOPAN and School Improvement Program (SIP) in selected government and non-government (registered) primary schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure enrollment of children in primary schools with proper preparation as well as their health, cognitive and emotional development.</li> <li>2. Increase successful completion of primary school equally by girls and boys with sustainable acquisition of national core competencies</li> <li>3. To increase participation of the parents and school committees in the performance monitoring and management of schools.</li> <li>4. Establish network of various community -managed interventions that can improve children's learning and school performance.</li> <li>5. To create resource centers at regional and national levels to develop and support community participation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parenting programs established with Volunteer Mothers providing messages on early childhood developmental needs</li> <li>2. Community-managed Home Based Early Learning Centers Sishu Bikas Kendras (SBK) established</li> <li>3. Pre-schools run by community forums and supported by schools</li> <li>4. SOPAN</li> <li>5. Community Learning Assistance Project (CLAP) Tutor Camps to support primary school students</li> <li>6. School Improvement Program (SIP)</li> <li>7. Emphasize inclusive education for handicapped children.</li> </ol>

\*Information submitted by Fazle Rabbani , USAID, (person) on September 09,2004 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Sesame Street Bangladesh

**Project Period:** June 2003 June 2006

**Purpose:** To produce half hour television shows that will provide access to literacy, numeracy and critical thinking skills for the estimated 9 million Bangladeshi 3-6 year old pre-school children and thus prepare them for learning success and thereby combat traditionally low achievement and high drop out rates in the lower primary grades.

**Implementing Agency:** Sesame Workshop and Nayantara Productions    **Development Partner(s):** USAID

**Total Funding:** US\$ 6,259,704 (Dev. Partners)

**Contact Person:** Mary Hobbs and Bonnie Carlson, USAID

Programme, project or activity	Objectives in brief	Major components
<ol style="list-style-type: none"> <li>1. Educational Content Development</li> <li>2. Network Building</li> <li>3. Outreach</li> <li>4. Partnership Building</li> <li>5. Training</li> <li>6. Research</li> <li>7. Production of TV shows</li> </ol>	<ol style="list-style-type: none"> <li>1. Use television to help Bangladeshi Children age 3 - 6 learn basic skills that help them for their future</li> <li>2. Build capacity with respect to all aspects of Sesame Workshop's co-production process for children's television, including research, educational content development, production and educational out reach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of innovative educational content.</li> <li>2. Develop outreach materials and modalities such as teachers' handbooks, children' books and videos;</li> <li>3. Conduct screening through mobile units and/or at health clinics to ensure greater access to underserved children</li> <li>4. Provide training for production of puppet TV shows</li> <li>5. Produce TV shows .</li> </ol>

\*Information submitted by Fazle Rabbani, USAID, (person) on September 09, 2004 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program: SUCCEED**

**Status: Operational**

**Project Period: Sept 2004-June 2009**

**Goal: Is to bring innovation into the education system that enables all children, including those disadvantaged by poverty, gender, ethnicity and disability to be successful learners.**

**Implementing Agency: CODEC, VERC, FIVDB, JCF, RDRS.**

**Development Partners: Save the Children USA**

**Total Funding: US\$ 12 million**

**Contact Person: Delialah Borja, Program Director**

Program Component / Major Activities	Major Results	Indicators
<b>1. Early Childhood Development (ECD) Program</b>  <b>2. Early Primary Education (EPE)</b>  <b>3. Education Equity</b>  <b>4. Monitoring and research (M &amp; R)</b> <b>5. Communication &amp; Advocacy (C &amp; A)</b>	<b>1. Effective early learning opportunities increased.</b>  <b>2. Innovative learning tools for children and teachers developed and used</b>  <b>3. Capacity of selected institutions to foster education system change increased</b>	<ul style="list-style-type: none"> <li>• 1800 preschools operated in target regions.</li> <li>• 149,000 children<sup>1</sup> enrolled in preschools.</li> <li>• 19020 children with disabilities in catchments area of participating primary schools provided with early learning Opportunities</li> <li>• 1800 teacher participated in Pre school teachers professional development training.</li> <li>• 149000 parents trained in early childhood learning processes and 1800 preschool teachers a) trained and b) effectively using new learning tools and met hods</li> <li>• 600 / 1200 G1, G2 teachers and some head teachers</li> </ul>

<sup>1</sup> USAID: “# of early childhood learners enrolled in schools supported directly by USAID basic education programs”.

Program Component / Major Activities	Major Results	Indicators
		<p>a) trained<sup>2</sup> and b) effectively using new learning tools and methods in participating primary schools<sup>3</sup></p> <ul style="list-style-type: none"> <li>• 80% of students in participating primary schools taught with new learning tools and methods<sup>4</sup></li> <li>• 1800 community-based learning activities, such as learning corners, for G1 &amp; G2 students</li> <li>• 600 transitions-to-school activities such as Welcoming Day and Reading Buddy</li> <li>• 85% of PRE graduates finishing G1 &amp; G2<sup>5</sup>.</li> </ul> <p>• 80% of active and effective PTAs, SMCs and SAGs associated with participating primary schools.<sup>6</sup></p>

<sup>2</sup> USAID: “# of teachers and administrators trained through USAID basic education programs.”

<sup>3</sup> USAID: “% of targeted primary teachers in program areas using new learning tools and methods.”

<sup>4</sup> Wording same as USAID indicator.

<sup>5</sup> USAID “# of early childhood learners completing basic education programs sponsored by USAID. However, if basic education = compulsory = G1-G5, SUCCEED will not be able to measure “completion of basic education” Instead we can track PRE graduate persistence in G1 and G2.

<sup>6</sup> USAID: “Ratio of ‘active & effective’ PTAs and SMCs relative to total number of schools in each of the target areas.”

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Underprivileged Children's Educational Programmes, Phase V

**Project Period:** 2004-2007

**Purpose:** To provide non-formal education, skills training and job placement services in order to help improve the socio-economic conditions of urban poor working children and adolescents of Dhaka, Chittagong, Khulna and Rajshahi cities by imparting general education and technical and para-trade training.

**Implementing Agency:** Underprivileged Children's Educational Programme (UCEP)

**Development Partner(s):** Danish Embassy (DANIDA)  
DFID  
Royal Norwegian Embassy  
Swiss Agency for Development & Cooperation (SDC)  
Save the Children, Sweden-Denmark (SC-SD)

**Total Funding:** USD 9.8 mill (DANIDA 38%, DFID 30%, Norway 18%, SDC 15% and SC-SD 1%)

**Contact Person:** Mahal Aminuzzaman, Programme Officer, DANIDA (Chair, UCEP Donors Consortium)  
Mr. Aftab Uddin Ahmed, Executive Director, UCEP.

Programme, project or activity	Objectives in brief	Major components
§ Underprivileged Children's Educational Programmes	§ Urban working/underprivileged children (boys and girls) are educated and employed in gainful professions.	§ Non-formal General Education § Vocation training on different trades § Para-trade skill training (shorter duration) § Assistance in securing jobs after training

\*Information submitted by: Nazrul Islam, Advisor, Royal Norwegian Embassy on 06.09.2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Eliminating the Worst Forms of Child Labour in Bangladesh:  
Preparatory Phase of a Time-Bound Programme (TBP)

**Project Period:** 2004-2005

**Purpose:** To eliminate of the Worst Forms of Child Labour (WFCL) in Bangladesh.

**Implementing Agency:** International Labour Organisation (ILO) in partnership with UNICEF and ADB

**Development Partner(s):** DFID  
Royal Norwegian Embassy  
USAID

**Total Funding:** USD 2.5 mill (DFID 52%, Norway 40% and USAID 8%)

**Contact Person:** Najir Ahmed Khan, Deputy Programme Manager, DFID

Programme, project or activity	Objectives in brief	Major components
§ Eliminating the Worst Forms of Child Labour in Bangladesh: TBP	§ To produce a National Framework Plan on WFCL	§ Documentation of strategies on WFCL § Social Mobilisation and advocacy on WFCL § Formulation of National Plan of Action on Child Labour

\*Information submitted by: Nazrul Islam, Advisor, Royal Norwegian Embassy on 06.09.2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program / Project:** Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Project    **Status:** Operational    **Project Period:** July 2004 to June 2009

**Goal:** To contribute to the Education for All (EFA) national commitments and the fulfillment of the rights of disadvantaged children in Bangladesh.

**Purpose:** To improve basic competencies of urban working children to pursue safer and better life options with in a supportive environment including policy/networking

**Implementing Agency:** Bureau of Non-Formal Education (BNFE), Ministry of Primary and Mass Education (MoPME)

**Development Partners:** UNICEF, Swedish International Development Agency (Sida)

**Total Funding:** US\$ 35.52 million                      **GOB:** US\$ 1.28 million                      **Development Partners:** US\$ 34.24 million

**Contact Person/s:**

- |   |   |
|---|---|
| 1. James Jennings, Chief, Education Section,<br>UNICEF Bangladesh Country Office,<br>BSL Complex, 1 Minto Road, Dhaka Tel: 9336701-10 (ext 210)<br>E mail: <a href="mailto:jjennings@unicef.org">jjennings@unicef.org</a> | 2. Monica Malakar, Senior Programme Officer<br>Swedish Development International Agency (Sida)<br>House # 1, Road # 51, Gulshan -2, Dhaka Tel: 8824761-64<br>E mail: <a href="mailto:monica.malakar@si da.se">monica.malakar@si da.se</a> |
|---|---|

Program Component / Major Activities	Major Results	Indicators
1. Quality Life Skills Basic Education	1. Quality life skills basic education achieved urban areas of six divisional cities	1. At least 70% of the learners acquire a defined set of basic competencies upon completion of basic education course
1.1 Development of child-friendly and gender sensitive curriculum and teaching-learning materials	1.1 Child friendly, gender sensitive learning materials in place	1.1 Curriculum, teaching-learning materials and training manuals for 5 learning cycles (40 months) developed and printed
1.2 Training of trainers, teachers and supervisors	1.2 Trainers, Teachers and supervisors' training provided;	1.2 100 Masters trainers, 800 supervisors and 8,000 teachers receive training)
1.3 Implementation of curriculum and materials in learning centres	1.3 Basic education provided to learners	1.3 At least 80% of 200,000 learners complete basic education of which a minimum of 60% are girls
2. Livelihood Skills	2. Livelihood skills training institutionalized	2. Skills of urban working children to pursue safer and better life options developed / improved
2.1 Livelihood Skills training for 3-12 months	2.1 Livelihood skills including non-traditional skills for girls provided	2.1 20,000 learners complete livelihood skills training of which a minimum of 60% are girls
3. Advocacy and Communication	3. Advocacy and policy environment strengthened at the national and local levels	3. Existence of a supportive environment including policy/networking for urban working children to pursue safer and better life options
3.1 Development and implementation of advocacy and communication strategy	3.1 Strengthened policy capacity and multi-stakeholder awareness of child rights issues.	3.1 Functioning consultation mechanism involving MoPME, Ministry of Labour and Employment, Ministry of Women and Children Affairs, Ministry of Social Welfare, Employer and guardian groups

\*Information submitted by

James Jennings , UNICEF

Jan 06

## EDUCATION PROGRAMME S/PROJECTS/ACTIVITIES

**Program:** Quality Improvement of Teacher Training on Science & Mathematics    **Status:** Operational / ~~Closed~~    **Project Period:** 2004-2008

**Goal:** To strengthen the capacity of teacher training institutes on Science & Mathematics

**Implementing Agency:** Directorate of Primary Education (DPE)

**Development Partners:** JICA

**Total Funding:** US\$      US\$ 6.8 million

**GOB:** US\$

**Development Partners:** US\$

**Contact Person:** Mr.Yasumasa Nagaoka, 011-883835, Ms.Miyako Kobayashi, JICA Office 9891897

Program Component / Major Activities	Expected Results	Indicators
<p>JICA Support Program for Strengthening Primary Teacher Training on Science and Mathematics under Component 2 of PEDPII</p> <ol style="list-style-type: none"> <li>1. Develop and test teaching packages for heuristic and problem-solving learning</li> <li>2. Recommend improved curriculum and assessment</li> <li>3. Work with NAPE to improve PTI curriculum and assessment in PTIs for Science and Mathematics</li> <li>4. Improve and develop the training curriculum in Science and Mathematics for PTI instructors</li> <li>5. Improve Science and Mathematics training conducted by URCs and AUEOs</li> <li>6. Operationalize quality teaching cycle in Science and Mathematics at NAPE and PTIs</li> </ol>	<p>Primary teacher training in Mathematics and Science for the quality improvement of classroom teaching/learning are strengthened</p> <ol style="list-style-type: none"> <li>1. Teaching packages are developed</li> <li>2. Appropriate curriculum and valid assessment are recommended</li> <li>3. Improved trainings are planned and implemented properly</li> <li>4. Collegial relationship is enhanced</li> <li>5. The relationship between NAPE, PTI, URC, UEO 's office and field-testing schools is strengthened.</li> </ol>	<p>The degree of improvement of teacher 's class teaching, class management and attitude in Science and Mathematics (The degree of improvement of consciousness in terms of understanding and interest of trainees and pupils)</p> <ol style="list-style-type: none"> <li>1. Number and types of developed teaching packages</li> <li>2. Appropriateness and validity of recommended curriculum and assessment</li> <li>3. Number of trainings, duration of each training, and number of participants</li> <li>4. The frequency of study group activities and daily discussion among teachers.</li> <li>5. Number of study workshops and the content of discussions</li> </ol>
<p>Japan Overseas Cooperation Volunteers (JOCV) with science background fielded in 5 URCs, 4 PTIs and 2 TTCs</p>	<p>Quality education in Mathematics &amp; Science are improved through grass roots level activities</p>	<p>Reports from JOCV</p>
<p>Primary Education Advisor to DPE (JICA Expert)</p>	<p>Overall JICA activities in the field of education to be facilitated and well coordinated Inception and implementation of JICA support program under PEDPII to be ensured</p>	<p>Various reports</p>

\*Information submitted by Ms. Miyako Kobayashi, JICA, on 15<sup>th</sup> Jan 06.

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Reaching Out of School Children Project (ROSC)

**Project Period:** September 28, 2004 to June 30, 2010

**Purpose:** To reduce the number of out-of-school children in support of GoB's EFA goals.

**Implementing Agency:** MOPME    **Development Partner(s):** IDA, SDC

**Total Funding:** US\$ 58.3m: (GOB) 5.80m    **Dev. Partners:** (IDA) US\$ 51.0m; (SDC) US\$1.5m

**Contact Person:** Amit Dar, Senior Economist (Task Team Leader) WB; Tahsinah Ahmed, Senior Programme Officer, SDC.

Programme, project or activity	Objectives in brief	Major components
Reaching Out of School Children Project	(a) Reduce the number of out-of-school -children though improved access, quality and efficiency in primary education, especially for the disadvantaged children, in support of GoB's national EFA goals.	<p><b>Component 1:</b> Improving Access to Quality Education for Out-of-School Children</p> <p><b>Component 2:</b> Communications and Social Awareness</p> <p><b>Component 3:</b> Project Management and Institutional Development</p> <p><b>Component 4:</b> Monitoring, Evaluation and Research</p>

\*Information submitted by: Pema Lhazom, WB, on September 9, 2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** WFP School Feeding programme in Bangladesh, under Country Programme 10059.0

**Project Period:** 2002-2005

**Purpose:** The long-term objective of the School Feeding Programme is to contribute to the implementation of the Government's policy of universalizing primary education, by improving access to basic education, and particularly by those from food insecure areas.

**Implementing Agency:** The Ministry of Primary and Mass Education; four local NGO service providers;

**Development Partner(s):** AusAID; USAID; Government of Bangladesh; WFP multilateral; Saudi Arabia;

**Total Funding:** US\$ 3.2 million + 15,000 mt wheat (GOB); US\$ 27.1 million, incl. food commodities: 160,000 mt wheat (WFP and dev. partners)

**Contact Person:** Edith Heines, Manager, School Feeding programme, WFP

Programme, project or activity	Objectives in brief	Major components
School Feeding programme (WFP Country Programme CP 10059.0)	<ul style="list-style-type: none"> <li>• Contribute to increased enrolment; improve and maintain attendance and reduce drop-out rates;</li> <li>• Improve the concentration span and learning capacity of students by alleviating short-term hunger and micronutrient deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>• A snack of 75 gram of high-energy biscuits fortified with vitamins and minerals are to be provided in the early hours of schooling to each primary school attendant in the WFP-assisted areas;</li> <li>• Establish effective and accountable food delivery, distribution and monitoring networks;</li> <li>• Capacity building through training to Government counterparts, NGO service providers and biscuit manufacturers;</li> <li>• Promote WFP's gender policy on Enhanced Commitment to Women (ECW) through sensitization/ understanding to GoB officials for incorporation in School Management Committees (SMC).</li> <li>• Provide necessary orientation to SMCs for community mobilisation and advocacy;</li> <li>• Through the widespread sensitization of the importance</li> </ul>

Programme, project or activity	Objectives in brief	Major components
		<p>of good nutrition and education among all stakeholders to help ensure commitment to immediate and long -term programme goals;</p> <ul style="list-style-type: none"> <li>Beneficiaries: about 1.14 million primary school children in around 6,000 primary NGO and Government schools (Panchagarh, Lalmonirhat, Kurigram, Chuadanga, Meherpur, Jhenaidah, Jessore, Satkhira, Dhaka slum areas).</li> </ul>

\*Information submitted by Edith Heines, Manager, School Feeding Programme, WFP revised 09 September 2004

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Active Learning Core Project

**Project Period:** Jan 1999 End date: June 2006

**Purpose:** To extend the Action Learning Core Methodology to more schools within FIVDB's child education programmes so as to continue to improve the quality of primary education in these schools.

**Implementing Agency:** FIVDB      **Development Partner(s):** DfID

**Total Funding:** N/A(GOB) £ 2.11 million (Dev. Partners ) **Contact Person:** Dr Rokeya Khanam, Education Sector Manager DfID; Zahin Ahmed, Executive Director, FIVDB.

Programme, project or activity	Objectives in brief	Major components
	To extend the ALP to more schools within FIVDB's child education programmes so as to continue to improve the quality of primary education in these schools.	

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** The People schools - Gohopathsala

**Status:** Operational

**Project Period:** Apr 00 Apr 05

**Goal:** To enable poor and marginalized children especially girls, in Bangladesh and in CHT to access to basic primary education

**Implementing Agency:** One World Action/ Gonoshasthaya Kendro

**Development Partners:** EC

**Total Funding:** US\$ 1.5 million

**GOB:** US\$ /

**Development Partners:** US\$ 1 million

**Contact Person:** Fabrizio Senesi ([fabrizio.senesi@cec.eu.int](mailto:fabrizio.senesi@cec.eu.int))

Program Component / Major Activities	Expected Results	Indicators
Construction, equipment and furnishing existing and new schools (60); Establishment of school management committees; Training of teachers; Basic Primary Education classes	Provide educational opportunities, Increase capacity of school to provide basic primary education, Raise awareness on education	<ul style="list-style-type: none"> <li>- 10,500 children have access to NFE</li> <li>- 7200 children (3700 girls) complete primary education</li> <li>- 60 schools running</li> <li>- 100% women teachers</li> <li>- Max 10 % drop out in all schools</li> <li>- 90% attendance rate</li> <li>- Number of parents attending management committee</li> <li>- Available training materials (also in Indigenous language)</li> </ul>

Information provided by Stefan Lock EC

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Tribal Children Education Programme

**Status:** Operational

**Project Period:** Aug 03 Aug 08

**Goal:** To increase literacy and awareness of the indigenous people

**Implementing Agency:** TearFund (UK)/Koinonia

**Development Partners:** EC

**Total Funding:** US\$ 1 million

**GOB:** US\$ /

**Development Partners:** US\$ 0,8 million

**Contact Person:** Fabrizio Senesi ([fabrizio.senesi@cec.eu.int](mailto:fabrizio.senesi@cec.eu.int))

Program Component / Major Activities	Expected Results	Indicators
Set up Management Committee; select sites and constructs schools; develop curriculum; identify learning materials; training to teachers; community awareness	<ul style="list-style-type: none"> <li>- Interesting, attractive learning environment created</li> <li>- Well trained teachers committed to the learning of indigenous children</li> <li>- Community awareness and support for continued education secured</li> </ul>	<ul style="list-style-type: none"> <li>- 1000 children achieve level 5 competency</li> <li>- 5% increase literacy in Bandarban</li> <li>- 10% increase of literacy rate of indigenous people in Bandarban</li> <li>- 20% increase in number of children from indigenous community entering high school</li> <li>- 80% of children of primary school age attend school regularly</li> <li>- 80% attendance at parent/teachers meetings</li> </ul>

Information provided by Stefan Lock EC

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Expanding Inclusiveness and Government Cooperation (EIG)  
2006

**Status:** Operational

**Project Period:** 1 June 2005- 30 June

**Goal:** To help the government to fulfil its goal of providing education for all by helping to fill remaining gaps in coverage, retention and quality of compulsory primary and basic education institution in Bangladesh.

**Implementing Agency:** BRAC

**Development Partners:** Royal Norwegian Embassy

**Total Funding:** NOK 16 million

**GOB:** US\$

**Development Partners:** 16 million (Norway)

**Contact Person:** Ingrid Turkerud Haug/ Irene Parveen

Program Component / Major Activities	Major Results	Indicators
Pre- Primary Schools and GoB cooperation	<ul style="list-style-type: none"> <li>• 2700 children in 100 newly opened schools and 200 pre - primary teachers</li> <li>• Teachers guide, story books, pre -reading materials produced</li> </ul>	Number of pre-primary schools in operation Number of children attending Number of children who have completed the Pre - primary cycle Percentage of children transferred to formal schools. Increased cooperation between BRAC and the GoB at the local level.
BRAC Primary Schools for Indigenous children	<ul style="list-style-type: none"> <li>• 8400 children in 300 primary schools in ethnic minority areas, 600 teachers</li> <li>• material development, capacity development, research study, workshop and technical assistance</li> </ul>	Number of children in the ethnic minority area and their performance
Post Primary Basic and Continuing Education	<ul style="list-style-type: none"> <li>• 80 Secondary schools received support in ethnic minority</li> </ul>	Performance of schools whose teachers and SMC

Program Component / Major Activities	Major Results	Indicators
	areas with subject based training to teachers, management training to head teachers (HT) and assistant head teachers (AHT), workshops for AHT, HT and school management committee members (SMCs). <ul style="list-style-type: none"> <li>• Library (Gonokendra and mobile library) and IT services</li> </ul>	members have completed BRAC training.  Memberships of Gonokendros with IT and use of these facilities by the members
Children with disabilities (CWD)	<ul style="list-style-type: none"> <li>• Assistive devices provided to the disabled children</li> <li>• Special training for 1200 teachers on CWD issues</li> </ul>	Number of ethnic and disabled children attending these schools and their performance
BRAC- GOB joint initiative	<ul style="list-style-type: none"> <li>• Govt. primary school teachers, HT, AHT, SMCs received training</li> <li>• material development, field level workshops and community mobilization</li> </ul>	Performance of schools whose teachers and SMC members have completed BRAC training. Improved practices (e.g. delayed marriage, community/parents cooperation increased with schools)

Submitted by: Irene Parveen, Education Advisor, Royal Norwegian Embassy, 26.06.2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Poverty alleviation through social change and alternative lifestyles: Integrated programme in 3 Dhaka slums.

**Status:** Operational

**Project Period:** Jan 06 Jan 09

**Goal:** To contribute to reduce poverty and improve living conditions in the slums promoting social change and developing alternative lifestyles

**Implementing Agency:** Terre des Hommes (Italy)/ARBAN

**Development Partners:** EC

**Total Funding:** US\$ 1 million

**GOB:** US\$ /

**Development Partners:** US\$ 0,7 million

**Contact Person:** Fabrizio Senesi ([fabrizio.senesi@cec.eu.int](mailto:fabrizio.senesi@cec.eu.int))

Program Component / Major Activities	Expected Results	Indicators
<ul style="list-style-type: none"> <li>- Training</li> <li>- Refurbishing repairing 5 existing schools in 5 Dhaka slums</li> <li>- Enrollment and NF education for 1500 children</li> <li>- Vocational training</li> <li>- Job placement unit</li> </ul>	<ul style="list-style-type: none"> <li>- Improved quality of education in 5 slums</li> <li>- Access to skill and labor market especially for women and adolescents</li> <li>- Community mobilized and organized to address specific issues concerning welfare of community</li> </ul>	<ul style="list-style-type: none"> <li>- Primary enrollment and attendance increased</li> <li>- 200 teachers trained</li> <li>- Class attendance rate &gt; 80%</li> <li>- No. of children passing exams every year &gt; 60%</li> <li>- Pupils' parents meet regularly</li> <li>- 500 Teachers' guide kit distributed</li> <li>- No. of adolescents and women successfully competing training every year</li> <li>- No. of employers contacted</li> <li>- No. of jobs created</li> <li>- 5 schools running</li> </ul>

Information provided by Stefan Lock EC

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Programmatic Education Sector Adjustment Credit    **Status:** Operational    **Project Period:** Fy2006/07

**Goal:** This credit will assist the Ministry of Education (MOE) in undertaking the second phase of medium-term reform agenda aimed at addressing systemic governance issues in order to raise the quality and cost-effectiveness of service delivery, and improve equity of access in secondary education.

**Implementing Agency:** Ministry of Education

**Development Partners:** IDA

**Total Funding:** US\$ 100

**GOB:** US\$ 0

**Development Partners:** US\$ 100

**Contact Person:** Amit Dar, Senior Economist (Task Team Leader), WB

Program Component / Major Activities	Major Results	Indicators
1. System Management 2. Teacher Effectiveness 3. Curriculum and Textbook Reforms	1. better governance of secondary education 2. More qualified teachers in the system 3. Adequate emphasis on curriculum development and updating; efficient and better production and timely distribution of textbooks.	<ul style="list-style-type: none"> <li>• Increased accountability of secondary schools both to the government and to the community.</li> <li>• Enhanced equity in access</li> <li>• Improved Monitoring, Evaluation and Dissemination</li> <li>• Improved teacher's quality through emphasis on teacher recruitment and training</li> <li>• Enhanced transparency in textbook production and more relevant and demand-driven curriculum</li> </ul>

\*Information submitted by: Subrata Dhar, WB on January 2006.

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Literacy Initiative for Empowerment (LIFE)

**Project Period:** 2006-2007

**Purpose:** Eradicate illiteracy

**Implementing Agency:** BNFE, BBS, NGOs

**Development Partner(s):** UNESCO Dhaka

**Total Funding (US\$):** (GOB) 1,150,000 (Dev. Partners)

**Contact Person:** Vollmann Wolfgang, Abdur Rafique, Ichiro Miyazawa

Programme, project or activity	Objectives in brief	Major components
Literacy Initiative for Empowerment (LIFE)	Ensure that all youth and adults particularly the unreached master literacy skills and learning competencies so that they are empowered and fully participate in the process of development to contribute to the attainment of Dakar goals (3,4,5)	<ul style="list-style-type: none"> <li>• Supporting in developing the country operation plan of NFE</li> <li>• Literacy Assessment and Monitoring Programme (LAMP)</li> <li>• Building capacity of GOB and NGOs officials in planning, implementing, monitoring and evaluation NFE programmes</li> <li>• Establishing NFE EMIS</li> </ul>

\*Information submitted by Ichiro Miyazawa (person) on 05/02/06 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Basic School System

**Status:** Operational

**Project Period:** May 2004 to May 2008

**Goal:** Human Resource Development by the empowerment of disadvantaged adolescents and youth through appropriate education, skills and gender awareness and an access to decent and quality livelihood.

**Implementing Agency:** Centre for Mass Education in Science (CMES)

**Development Partners:** SDC-SIDA

**Total Funding: US\$** 2,277,070

**GOB: US\$**

**Development Partners: US\$** 2,277,070

**Contact Person:** Dr. Muhammad Ibrahim

Program Component / Major Activities	Expected Results	Indicators
Basic and Livelihood Technology Education for the school dropouts.	Adolescents and young people can pursue an education, effective in their life and livelihood, irrespective of their gender and economic situation.	<ul style="list-style-type: none"> <li>• Mutual reinforcement of basic and technical education.</li> <li>• Income generation through empowering livelihood activities.</li> </ul>

Information submitted by Nigar Sultana, Program Manager , CMES, (person) on 24.12.2005(date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Basic School System

**Status:** Operational

**Project Period:** July 2005 to June 2007

**Goal:** Human Resource Development by the empowerment of disadvantaged adolescents and youth through appropriate education, skills and gender awareness and an access to decent and quality livelihood.

**Implementing Agency:** Centre for Mass Education in Science (CMES)

**Development Partners:** Plan Bangladesh

**Total Funding: US\$** 194,863

**GOB: US\$**

**Development Partners: US\$** 194,863

**Contact Person:** Dr. Muhammad Ibrahim

Program Component / Major Activities	Expected Results	Indicators
Further Education and Livelihood Technology Education for the school dropouts and plan NGO school graduates.	Adolescents and young people can pursue an education, effective in their life and livelihood, irrespective of their gender and economic situation.	<ul style="list-style-type: none"> <li>• Mutual reinforcement of basic and technical education.</li> <li>• Income generation through empowering livelihood activities.</li> </ul>

Information submitted by Nigar Sultana, Program Manager , CMES, (person) on 24.12.2005(date)



## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Internship in Real Life Enterprises (IRE)

**Status:** Operational

**Project Period:** July 2002 to December 2005

**Goal:** Human Resource Development by the empowerment of disadvantaged adolescents and youth through appropriate education, skills and gender awareness and an access to decent and quality livelihood.

**Implementing Agency:** Centre for Mass Education in Science (CMES)

**Development Partners:** Enfants du Monde (EDM)

**Total Funding: US\$** 136,064

**GOB: US\$**

**Development Partners: US\$** 136,064

**Contact Person:** Dr. Muhammad Ibrahim

Program Component / Major Activities	Expected Results	Indicators
Further education and Livelihood Technology Education with Internship in Enterprises.	Adolescents and young people can pursue basic and technical education and earn for their economic self-reliance irrespective of their gender and economic situation.	<ul style="list-style-type: none"> <li>Mutual reinforcement of basic and technical education as well as engagement in service or business.</li> </ul>

Information submitted by Nigar Sultana, Program Manager , CMES, (person) on 24.12.2005 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Life Skill Based Education and Livelihood Skill for Child Brick Chippers    **Status:** Operational

**Project Period:** April 2003 to December 2005

**Goal:** Human Resource Development by the empowerment of disadvantaged adolescents and youth through appropriate education, skills and gender awareness and an access to decent and quality livelihood.

**Implementing Agency:** Centre for Mass Education in Science (CMES)

**Development Partners:** UNICEF

**Total Funding: US\$**            56,790

**GOB: US\$**

**Development Partners: US\$** 56,790

**Contact Person:** Dr. Muhammad Ibrahim

Program Component / Major Activities	Expected Results	Indicators
Effective general and technical education for the Brick Chipping Children at the City Slum.	A better life and livelihood for the graduates through a decent occupation, discontinuing the Brick Chipping work.	<ul style="list-style-type: none"> <li>• Young brick chippers are using their general and technical education for self - employment through improved livelihood.</li> </ul>

Information submitted by Nigar Sultana, Program Manager , CMES, (person) on 24.12.2005 (date)

## EDUCATION PROGRAMMES/PROJECTS /ACTIVITIES

**Program:** : Female Secondary School Assistance Project II (FSSAP II )    **Status:** Operational **Project Period:** June 2002 – June 2006

**Goal:** To improve the quality of, and girls' access to, secondary education in rural areas of Bangladesh.

**Implementing Agency:** Directorate of Secondary and Higher Education of MOE

**Development Partners:** International Development Agency (IDA)

**Total Funding:** US\$ 144.62 million      **GOB:** US\$ 23.49 m; Communities US\$0.24m      **Development Partners:** US\$ 120.90m

**Contact Person:** Irajen Appasamy, Task Team Leader, WB

Program Component / Major Activities	Major Results	Indicators
<ol style="list-style-type: none"> <li>1. Improving the Quality of Secondary Education.</li> <li>2. Increasing Access and Retention of Girls.</li> <li>3. Strengthening Management, Accountability and Monitoring</li> </ol>	<p>Improve the quality of, and girls' access to, secondary education in rural areas of Bangladesh .</p>	<p>Increased enrollment in, and completion of secondary education by girls and boys; improved educational attainment</p>

Information provided by Subrata Dhar January 2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Female Education Stipend Project - FESP III

**Project Period:** 2004-2006

**Purpose:** To encourage participation of women in socio-economic development by increasing the number of educated women, reduce population growth rate by motivating the girls to refrain from marriage until completion of secondary school certificate or until 18 years

**Implementing Agency:** Directorate of Secondary and Higher Education (DSHE - GOB)

**Development Partner(s):** Royal Norwegian Embassy

**Total Funding:** NOK 25.5 mill (Norway)

**Contact Person:** Ingrid Turkerud Haug/ Irene Parveen

Programme Component/ Major Activities	Major Results	Indicators
<ul style="list-style-type: none"> <li>§ Stipends and tuition fees for eligible girl students in grades 5-10 in secondary schools</li> <li>§ Support for separate toilet facilities for girls</li> <li>§ Teaching support for quality education</li> <li>§ Training for UPO/ AUPO, Head teachers, school management committee</li> </ul>	<ul style="list-style-type: none"> <li>§ 207,423 girls received stipends including books allowance and exam fees</li> <li>§ Latrine for girls in 476 schools</li> <li>§ Teachers' hand books provided</li> <li>§ Trained upazila officers, head teachers and school management committees</li> <li>§ Girls will complete at least secondary education</li> <li>§ Population growth rate reduced</li> </ul>	<ul style="list-style-type: none"> <li>§ Girls enrolment increased for the grades 6-10 in secondary education, retain them in schools and increase the female literacy rate</li> <li>§ Girls' attendance rate increased in the schools</li> <li>§ Girls refrain from marriage until completion of secondary school certificate or until 18 years</li> </ul>

\*Information submitted by: Irene Parveen, Education Advisor, Royal Norwegian Embassy on 27.06.2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Empowering Adolescent Girls to become the agent of social transformation

**Project Period:** 2006-2007

**Purpose:** Enhance the capabilities of adolescent girls with an integrated capacity building programme for becoming agents of social transformation

**Implementing Agency:** Dhaka Ahsania Mission and Nari Maitree

**Development Partner(s):** UNESCO Dhaka

**Total Funding (US\$):** (GOB) 100,000 (Dev. Partners)

**Contact Person:** Mahfuza Rahman

Programme, project or activity	Objectives in brief	Major components
<ul style="list-style-type: none"> <li>§ Provide functional literacy and continuing education to adolescent girls</li> <li>§ Provide non formal education in science and technology to adolescent girls</li> <li>§ Provide health and legal counselling and services to adolescent girls</li> <li>§ Provide skill development and vocational training and access to micro-financial services</li> <li>§ Mobilize community for girls and women's development</li> <li>§ Populize issues related to science, technology and the environment</li> <li>§ Enhance traditional communication and information mechanism and adapt new ICT</li> <li>§ Conduct dialogue, workshop and meeting with policy makers and other stakeholders for developing national strategies for responding to the leaning needs of the marginalized adolescent girls.</li> </ul>	<ul style="list-style-type: none"> <li>§ To generate a process of improvement in poor women's livelihood through broad-based activities as well as advocacy for favorable policy formulations</li> <li>§ To enhance the capabilities of adolescent girls with an integrated capacity building programme for becoming agents of social transformation, particularly for bringing about the desired changes in poor women's situation.</li> </ul>	<p>Non formal education Vocational education</p>

\*Information submitted by Ichiro Miyazawa (person) on 05/02/06 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Mitigation of HIV/AIDS Crisis in Asia through Education

**Project Period:** 2006-2007

**Purpose:** Prevent HIV/AIDS infection among young people, in and out of school through prevention education programmes

**Implementing Agency:** Ministry of Education, NGOs

**Development Partner(s):** UNESCO Dhaka

**Total Funding (US\$):** (GOB) 150,000 (Dev. Partners)

**Contact Person:** Mahfuza Rahman

Programme, project or activity	Objectives in brief	Major components
<ol style="list-style-type: none"> <li>1. Advocacy, consolidation of knowledge base</li> <li>2. Education sector capacity strengthening</li> <li>3. HIV/AIDS, education and media</li> <li>4. Scale up school based prevention education</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidate knowledge on what works and develop evidence-based advocacy materials for ministries, school and other actors in education system</li> <li>2. Strengthen capacity of key actors in the education sector, including in the areas of strategic planning, curriculum development, teacher training and monitoring and evaluation</li> <li>3. Expand prevention education against HIV through capacity building of media and community leaders</li> <li>4. Scale up HIV/AIDS prevention for adolescent and young people in and out of schools, especially in urban slums and rural areas</li> </ol>	<ul style="list-style-type: none"> <li>• Conduct a study on “Identify, collect, review and consolidate key advocacy and communication materials</li> <li>• Developing Advocacy toolkits</li> <li>• Organizing orientation workshops</li> <li>• Adaptation of teachers manuals on HIV/AIDS</li> <li>• Incorporating HIV/AIDS issues in textbooks</li> <li>• Developing materials for illiterates</li> <li>• Organizing awareness raising meetings</li> <li>• Organizing a master training of trainers workshop</li> <li>• Establishing a national forum on HIV/AIDS</li> <li>• Conducting an assessment study</li> </ul>

\*Information submitted by Ichiro Miyazawa (person) on 05/02/06 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Participating Learning and Empowerment of Adivashis through Sustainable Education ( **PLEASE**)

**Status:** Operational

**Project Period:** 2005-2007

**Goal:** To integrate the Adivasis and the hard core non- Adivasis poor people with the wider society through human resources development in ASHRAI working area.

**Implementing Agency:** ASHRAI

**Development Partners:** SDC

**Total Funding:** US\$ 1'100' 000

**GOB:** US\$ Nil

**Development Partners:** US\$

**Contact Person:** M. A. Salam, Program Manager, ASHRAI; Bhuiyan Mohammed Imran, Senior Programme Officer SDC.

Program Component / Major Activities	Expected Results	Indicators
Lahanti (Adult awareness education)	8000 Adivasi women will achieve literacy and numeracy skill , as well as problem solving attitudes and skill.	* Adivasi women can read, write and keep daily accounts. Adivasis are aware about their rights and problem.
NFPE (Children education)	* 3510 Adivasi (including the non -adivasi ) students will be educated up class -III  * A Para professional teacher group will be created	* Students have been graduated from NFPE schools.  * A Para professional teachers have been created.

C:\mydoc\LCsG form on Education projects

**\*Information submitted by** M.A.Salam, Project Manager (ASHRAI, 152/3, Uposahar, Rajshahi. Phone- 0721-760545, E-mail [salam.ashrai@librabd.net](mailto:salam.ashrai@librabd.net)) on 21.12.2004 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Post-Literacy and Continuing Education for Human Development (PLCE HD 1) Project – 1 **Project Period:** June 2001 – December 2005

**Purpose:** To increase the functional application of literacy skills by providing post-literacy and continuing education to neo-literates through a comprehensive and enhanced system of non-formal education

**Implementing Agency:** MOPME **Development Partner(s):** International Development Agency (IDA); SDC

**Total Funding:** 10m US D **(GOB);** 41,8000 SDR (approx. 53m USD) **(IDA);** 7m USD **(SDC)** **Contact Persons:** Mark LaPrairie, Education Specialist and Task Team Leader; Tahsinah Ahmed, Senior Programme Officer SDC.

Programme, project or activity	Objectives in brief	Major components
Post-Literacy and Continuing Education Project – I (PLCE-I)	<p><b><u>Overall objective:</u></b></p> <p>To increase the functional application of literacy skills by providing post-literacy and continuing education to neo-literates through a comprehensive and enhanced system of non-formal education</p>	<p><b>Component 1.</b> Promote enhanced and comprehensive non-formal education programme</p> <p><b>Component 2.</b> Support post literacy programme</p> <p><b>Component 3:</b> Support continuing education programme</p> <p><b>Component 4:</b> Strengthening institutional capacity building</p>

\*Information submitted by Pema Lhazom, WB, on September 9, 2004.

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Post-Literacy and Continuing Education for Human Development (PLCE HD II) Project – II **Project Period:** June 2002 – December 2008 (Suspended)

**Purpose:** To increase the functional application of literacy skills by providing post-literacy and continuing education to neo-literates through a comprehensive and enhanced system of non-formal education

**Implementing Agency:** MOPME **Development Partner(s):** ADB, DfID

**Total Funding:** £65 mio (GOB); £13 mio, (ADB) £43 mio, DfID £ 9 mio. **Contact Persons:** Jamal Mahmud, ADB

Programme, project or activity	Objectives in brief	Major components
Post-Literacy and Continuing Education Project – II (PLCE-II)	To ensure a community based and needs oriented PLCE course programme and a supporting organizational framework is operational in 29 districts of Bangladesh. The long term goal of the project is reduced poverty and more equitable human development in rural areas.	

\*Information submitted by Halima Begum, DfID.

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Democratizing Culture and Human Development (Mobile Library)      **Status:** Closed      **Project Period:** 2002-2005

**Purpose:** To strengthen and improve reading habits among young people and adults through mobile libraries (buses) in Dhaka, Chittagong, Rajshahi and Khulna cities.

**Implementing Agency:** World Literature Centre (Biswo Shahitto Kenrdo)      **Development Partner(s):** Royal Norwegian Embassy

**Total Funding:** NOK 2.002 mill (Norway)      **Contact Person:** Ingrid Turkerud Haug/ Irene Parveen

Programme, project or activity	Major Results	Indicators
§ Book lending among children and adults through mobile libraries in Dhaka, Chittagong, Rajshahi and Khulna	§ Eight mobile library units provided book-lending facilities to around 220 spots in four metropolitan cities . § 11200 borrowers registered and paid for their memberships. § each borrower borrowed on average 35 books over a year and total 392,000 books lent out pr year.	§ Mobile libraries § Number of borrowers and number of books borrowed per year

\*Information submitted by: Irene Parveen, Education Advisor, Royal Norwegian Embassy on 27.06.2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Mobile Library Vans Support- Expansion of Mobile Library **Status:** Operational Project **Period:** 2005-2006

**Goal:** To contribute to the development of human resources of selected areas of Bangladesh.

**Implementing Agency:** World Literature Centre

**Development Partners:** \*Royal Norwegian Embassy

**Total Funding:** NOK 2.2 million

**GOB:** US\$

**Development Partners:** NOK 2.2 million

**Contact Person:** Ingrid Turkerud Haug/ Irene Parveen

Program Component / Major Activities	Major Results	Indicators
Procuring chassis of bus Building bodies and equipping library Fielding the libraries in the selected project districts	<ul style="list-style-type: none"> <li>• 20 well equipped mobile library established in 20 district towns</li> <li>• 20, 000 new members/readers enrolled</li> <li>• 40,000 members (in 1000 spots/localities) borrowed and read books</li> <li>• good number of cultural groups formed and organized</li> <li>• Socio- cultural activities performed</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mobile library in action</li> <li>• Number of borrowers/readers and number of books</li> <li>• Performed socio- cultural activities</li> </ul>

Under separate contract, Manusher Jonno (MJ) will contribute to the WLC BDT 49 500 000 over a 3 -years (October 2005-September 2008) period to meet the operational cost of the existing and the new expansion (with books purchasing) of the mobile library.

\*Information submitted by: Irene Parveen, Education Advisor, Royal Norwegian Embassy on 27.06.2006

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Quality Education for All (EFA)

**Project Period:** January 2002 to December 2006 (5 years)

**Goal:** Enhance capacity of NGOs for efficient implementation of literacy programmes and to assist NFE providers better understanding for implementing the concept of Education for All (EFA) and to influence policy makers, practitioners and development partners to incorporate EFA into their policies

**Implementing Agency:** Campaign for Popular Education (CAMPE)

**Development Partner(s):** SDC, RNE and Novib

**Total Funding:** BDT 159,734,079

**GOB:** N/A

**Development Partners:** BDT 159,734,079

**Contact Person:** Tahsinah Ahmed, Senior Program Officer SDC, Arnold Vander Zanden First Secretary RNE, Rasheda K. Choudhury, Director, CAMPE

Program/project /activity	Major Results	Indicators
Develop/ produce motivational and advocacy materials on human rights, environment, and health and on rights based issue.	Build awareness on importance of sustainable and quality education program in the country.	Produce TV spot, Short Film, Talk show, Poster, Sticker and Leaflet, Booklet on different national and international events.
Meetings/Dialogue/Seminars/Round Table discussions/ National consultations/Sharing meeting/Training and Advocacy	Reach a general consensus of all stakeholders on achieving EFA goals	Organize 1 National Consultation, 2 Round Table Discussions, 1 Seminar.
Observance of national and international day / events.	Raise awareness among people with a view to mobilize them for Education for All.	Observer International Mother's Language day, Global Action Week, International Women's day, Environment day, International Literacy Day, Independence Day etc.
Training, research and other specific programs on emerging areas like ECCD and CE.	Create awareness among policy makers, civil society and related stakeholders about ECCD & CE.	Organize 10 district level seminars, 1 national level seminar, 2 national level workshops, organize training for 2 batches, publish 16 booklets.
Research, Documentation and Dissemination (e.g. Education Watch)	Monitor and inform people on the state of Primary Education in Bangladesh	Conduct National Survey, Sharing of draft report, publish report, organize 6 regional dissemination seminars.
Visitation Program/Study tours for the stakeholders (particularly CBOs)	Inform development partners about half -yearly progress of the planned activities.	Organize 4 visitation programs .
Institutional Development of 5 selected grassroots NGOs	Help ensuring sustainability of local and grassroots level NGO initiatives through institutional development	Prepare TOR, Appointment consultant, Organize 3 workshop, develop strategic guidelines and prepare specific project proposals.
Documentation of information and experience on innovative method of education of NGO in the field of Basic Education in Bangladesh.	Disseminate and exchange information on innovative literacy approaches/practice among the partner organizations.	12 Sharing Workshops on Best Practice/Innovations in Education.

Information submitted by K. M. Enamul Haque on 31<sup>st</sup> January 2006.

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Project:** Statistical Capacity Building

**Project Period:** 2004-2007

**Purpose:** Build the national capacity in the area of education statistics to develop an effective, efficient and sustainable National Education Statistical Information System (NESIS) which monitor and assess the achievement of country's EFA goals

**Implementing Agency:** BANBEIS (MOE) and MOPME

**Development Partner(s):** UNESCO Dhaka, UNESCO Institute of Statistics

**Total Funding (US\$):** (GOB) 150,000 (Dev. Partners)

**Contact Person:** Ichiro Miyazawa

Programme, project or activity	Objectives in brief	Major components
§ Establish a national mechanism, forming a national technical committee to oversee the activities § Conduct diagnostic study on the current capacity in education data and information management § Develop national action plans § Implement the action plans § Conduct independent evaluation	Build the national capacity in the area of education statistics to develop an effective, efficient and sustainable National Education Statistical Information System (NESIS) which monitor and assess the achievement of country's EFA goals	Primary Education Secondary and Higher Education Vocational Education

\*Information submitted by Ichiro Miyazawa (person) on 05/02/06 (date)

## EDUCATION PROGRAMMES/PROJECTS/ACTIVITIES

**Program:** Australian Development Scholarships (ADS)  
annual)

**Status:** Operational

**Project Period:** Continuous (the funding is

**Goal/ Objective:** Australian Development Scholarships aim to contribute to long-term development needs of Australia's partner countries to promote good governance, economic growth and human development. ADS provides people with the necessary skills and knowledge to drive change and influence the development outcomes of their own country, through obtaining tertiary qualifications at participating Australian institutions.

**Implementing Agency:** Australian Universities

**Development Partners:** AusAID

**Total Funding:** AUD\$ 4.4 million (annual funding)  
Million

**GOB:**N/A

**Development Partners:** AUD \$4.4

**Contact Person:** Fahmida Shabnam

Program Component / Major Activities	Major Results	Indicators
Scholarships support through and to partner agency officials (GoB, ICDDR,B) to conduct masters degree at Australian Universities	Increased capacity of public officials and other professionals on key areas of development needs identified by both GoA and GoB.	
Specially targeted scholarships (masters, bachelors and graduate certificate) for indigenous candidates from CHT.	Highly-educated CHT indigenous young people into development and governance responsibilities in the Hill Tracts.	

Submitted by: Fahmida Shabnam, Senior Program Officer, AusAID on 27.06.2006