**Verification of opening process of new school (ESP)**

**Introduction**

BRAC Education Programme have built the largest secular, private education system in the world with over 6 million students worldwide enrolled in BRAC primary school. BRAC also supplements the government in achieving the goals of education for all by its education support programme. ESP was launched in 1991 considering the formal structure, location, population, potential honesty and commitment of the potential NGOs to operate the programme. ESP is contributing a lot in child education arena. At present a number of 2162 grade one schools are running by 163 NGOs throught the country. Monitoring department provides support to ESP to track the activities. Recently a study has been conducted with a view to verification of the opening process of new schools with the following objectives.

**Objectives was to know the following:**

1. Information of the class room

2. Information about students admission, attendance, age, & learning materials

3. Teachers related information

4. Information about school materials

5. Agreement with house owner, SMC formation and responsibilities of SMC members

6. Collection of tuition fee, receipt delivery and depositing the collected money to office.

**Sampling and Methodology**

The monitoring was carried out in the month of June’16 on 36 branches. These 36[[1]](#footnote-1) Branch offices were selected from 4 geographicall zones. Zone wise Branch offices were selected purposively and schools were selected randomly. Data were collected on 80 schools from 36 NGOs. In data collection observation and interview techniques were applied. Necessary documents were also checked by the monitoring officers.

**Findings**

**1. Information about class room**

**1.1 Measurement of class room and having celling:** Data were collected from the school about the measurement of class room, celling, sufficient light and pure drinking water. The result showed that, 55% of the class rooms were found within specified measurement in Indigenous/CHT area, which was the highest compare to other zones. Class room along with celling was observed highest (68%) in the Haor area. In Rural area 86% schools were found having sufficient light in the class rooms. 79% schools of Rural area were found with pure drinking water, which was the highest compare to other zones.Details are given in the following table-1

Table 1: Measurement and celling of class room

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Class rooms having specified measurement. | 45 | 26 | 55 | 17 |
| Schools having celling | 66 | 68 | 50 | 50 |
| Having sufficient light in the class room | 86 | 74 | 80 | 83 |
| Schools having pure drinking water | 79 | 58 | 55 | 75 |

**1.2 Information about sanitation:** Data were collected from sampled schools about sanitation. The findings showed that, 84% schools of Haor area were found with sanitation facilities, which was the highest compare to other zones. Latrine ownership of schools were observed and found highest (57%) in the coastal zones. The percentage of Joint latrine was observed high almost in all zones. It was observed that 100% of the students of all zones got the opportunity to use the joint latrine. Details are given in the following table-2

Table 2: Information about sanitation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| School having sanitation facilities | | 79 | 84 | 70 | 58 |
| Of them | under school ownership | 39 | 25 | 7 | 57 |
| Joint with land owner | 61 | 75 | 93 | 43 |
| Students got opportunity to use the joint latrine | | 100 | 100 | 100 | 100 |
| Latrine at useable condition | | 83 | 75 | 71 | 100 |

**1.3 Windows of class room:** Windows are very important factor for lighting and to keep the balance of weather and temperature into the class room. Monitoring officers collected data from the school through observation about the windows of the class room. The findings showed that 100% schools of Haor and Coastal area were found with windows. As per programme policy every school supposed to have at least 5 windows. The result showed that 84% of sampled schools of Rural area were found with 5 or more windows, which was the highest compare to other zones. Details are given in the following table-3

Table 3: Windows of class room

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Having windows in the school | | 86 | 100 | 70 | 100 |
| Schools according to the number of windows | 1 | 4 | 5 | -- | -- |
| 2 | 8 | 11 | 14 | 8 |
| 3 | -- | 16 | 14 | -- |
| 4 | 4 | 21 | 14 | 17 |
| ≥5 | 84 | 47 | 58 | 75 |

**2. Information about students admission, attendance, age, and learning materials**

2.1 **Students admission and attendance:** Monitoring officers collected data on admission and attendance by checking registers. The result showed that the number of enrolled girls students are comparatively higher than the boys in all zones. In this study data on students attendance were also collected. The result showed that the highest ( 89%) number of attendance of the students were found at Haor and Indigenous/CHT area and the lowest (86%) attendance of the students were found at Coastalarea.Details are given in the following table-4

Table 4: Students admission and attendance

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Description | | | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Of the enrolled students | | boys | 45 | 43 | 46 | 44 |
| girls | 55 | 57 | 54 | 56 |
| Attendance | | | 88 | 89 | 89 | 86 |
| Of the attending students | boys | | 91 | 89 | 91 | 81 |
| girls | | 86 | 89 | 86 | 91 |

**2.2 School wise students attendance:** Monitoring officers collected data on school wise students attendance by checking attendance register. It was found that students attendance of 52% schools of Rural area were within 91%-100%, which was the highest compare to other zones. Details are given in the following table-5

Table 5: School wise students attendance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Students attendance | <50 % | 3 | -- | -- | -- |
| 50-60 % | 4 | -- | -- | -- |
| 61-70 % | -- | 5 | 5 | -- |
| 71-80 % | 7 | 21 | 15 | 33 |
| 81-90 % | 34 | 26 | 45 | 33 |
| 91-100 % | 52 | 48 | 35 | 34 |

**2.3 Age of students:** It was instructed by the programme to open new schools with the children at the age of 5 and above. Monitoring officers verified the birth certificate/Immunisation card to ascertain the age of students. The findings showed that 69% students of Coastal area were found within the specified age group (age 5-6 years), which was the highest compare to other zones. Besides the lowest (57%) number of specified age group students were observed at Rural area. Details are given in the following table-6

Table 6: Age of students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (students-797) | Haor  (students-510) | Indigenous/CHT  (students-472) | Coastal  (students-311) |
| Age | <5 years | 10 | 16 | 12 | 11 |
| 5-6 years | 57 | 64 | 62 | 69 |
| >6 years | 33 | 20 | 26 | 20 |

**2.4 Learning materials of the students:** Ensuring all necessarylearning materials is very important for a student to improve their quality of education. Data were collected from the students of the sampled schools through observation on having the educational materials by the students. The result showed that allmost cent percent of the students of all zones have got Amar Boi Prack Prathomik Shikha and brought to the class. On the other hand the other materials of Asho Likte Shikhi was observed less in almost all of the sampled zones. Details are given in the following table-7.

Table 7: Learning materials of the students

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Description | Result in percentage | | | | | | | |
| Rural  (students-797) | | Haor  (students-510) | | Indigenous/CHT  (students-472) | | Coastal  (students-311) | |
| Did get | Brought to the school | Did get | Brought to the school | Did get | Brought to the school | Did get | Brought to the school |
| Amar Boi Prack Prathomik Shikha | 98.99 | 98.47 | 99.41 | 97.83 | 95.97 | 96.90 | 97.10 | 92.05 |
| Asho Likte Shikhi | 91.21 | 95.18 | 87.84 | 96.87 | 88.13 | 93.99 | 83.60 | 85 |

**Causes of not getting the education materials:** Lack of supply from office, late admission and giving less number requisition.

**Causes of not bringing the education materials by the students:** Forgot to carry, for rushing to school, materials lost and materials torn.

**3. Teachers information**

**3.1 Types of teacher and marital status:** Monitoring officers collected data on types of teachers and their marital status. The result showed that conducting the class by the new teacher was found for 52% of Rural area and 55% for Indigenous/CHT area. On the other hand conducting class by the highest (53%) number of old teacher was found at Haor area. Conducting the class by married teacher was found highest (92%) at the coastal area. Besides the lowest (65%) rate was observed at Indigenous/CHT area. Details are given in the following table-8.

Table 8: Types of teacher and their marital status

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (teacher-29) | Haor  (teacher-19) | Indigenous/CHT  (teacher-20) | Coastal  (teacher-12) |
| Types of teacher | old | 48 | 53 | 45 | 50 |
| new | 52 | 47 | 55 | 50 |
| Marital status | married | 90 | 79 | 65 | 92 |
| unmarried | 10 | 21 | 35 | 8 |
| Schools have alternative teacher | | 52 | 63 | 55 | 42 |

**Causes of appointing unmarried teacher:** Due toinavailability of qualitative teacher, Not interested to work at low honorarium.

**3.2 Trained teacher:** A good and experienced teacher is precondition for doing good result in a school. In addition basic training is very important for a teacher for conducting the class smoothly. By receiving the training it is possible for a teacher to conduct the class effectively. Data were collected from the school by discussing with the teacher regarding receiving the training by the teachers. Result showed that 90% of the teachers of Indigenous/CHT received training, which was the highest compare to other zones. Details are given in the following picture-1.

Picture 1: Trained teacher

**3.3 Teachers qualification** It was instructed from the programme that all the classes of BPPS school will be conducted at least by the SSC qualified teachers. Area wise distribution of teacher’s qualification showed that, teachers qualification of Rural area were observed to be SSC and above. On the other hand the name of NGO Poverty alleviation Committee at Haor area appointed one ˂SSC new teacher without approval of the authority. Rest of all new and old teacters below SSCs qualification were appointed with due approval from authority. Details are given in the following table-9.

Table 9: teachers qualification

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Description | Result in percentage | | | | | | | |
| Rural | | Haor | | Indigenious/CHT | | Coastal | |
| New (sample-15) | Old (sample-14) | New (sample-9) | Old (sample-10) | New (sample-11) | Old (sample-9) | New (sample-6) | Old (sample-6) |
| < SSC | -- | -- | 11 | -- | 18 | 11 | -- | 17 |
| SSC | 73 | 43 | 89 | 80 | 55 | 78 | 50 | 33 |
| ≥ HSC | 27 | 57 | -- | 20 | 27 | 11 | 50 | 50 |

**4. School materials:** Learning materials is very important for a student to improve their quality of education. Data were collected from the school through observation in regards to having school materials. The result showed that 100% schools of Coastal area were found with signboard. 100% schools of Rural area were found with calendar and 100% schools of all area were found wth blackboard. Blackboard was found useable for 100% schools of Rural area. Details are given in the following table-10.

Table 10: School materials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Schools with signboard | 48 | 84 | 90 | 100 |
| Found hanging the signboard | 100 | 100 | 94 | 100 |
| Schools with calendar | 31 | 32 | 20 | 33 |
| Schools found with card into the calendar | 100 | 50 | 75 | 75 |
| Schools found with updating calendar | 56 | 67 | 33 | -- |
| Schools with blackboard | 100 | 100 | 100 | 100 |
| Schools found with useable blackboard | 100 | 95 | 90 | 92 |
| Schools with trank | 79 | 84 | 100 | 75 |

**Causes of unusable blackboard:** Lack of ink at blackboard, creases the blackboard, having holes.

**5. Agreement of house owner, SMC formation and responsibilities of SMC members**

**5.1 Agreement of house owner:** Data were collected from the school by checking the different documents such as: agreement with the house owner, signature in agreement and duration of the agreement. Signature were found for 100% agreement at Haor, Indigenous/CHT and Coastal areas on bahalf of house owner. Duration of agreement was found highest for 1 year period for all zones.Details are given in the following table-11.

Table 11: Agreement of house owner

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | | Result in percentage | | | |
| Rural  (school-29) | Haor  (school-19) | Indigenous/CHT  (school-20) | Coastal  (school-12) |
| Have agreement with the house owner | | 72 | 95 | 95 | 100 |
| Have signature in agreement | House owner | 95 | 100 | 100 | 100 |
| On behalf of NGO | 90 | 72 | 84 | 67 |
| Duration of agreement | 1 year | 43 | 55 | 74 | 83 |
| 2 year | 5 | -- | -- | -- |
| 3 year | 38 | 17 | -- | -- |
| 4 year | 9 | 28 | 5 | 17 |
| 5 year | 5 | -- | 21 | -- |

**5.2 Formation of SMC:** School management committee usually play the vital role to look after all kinds of activities. Strong and active SMC are suppose to bring the school in good reputation. Data were collected on formation of SMC from the school by checking the documents. The result showed that, 90% schools of Indigenous/CHT area formed SMC, which was the highest compare to other zones. Details are given in the following picture-2

Picture 2: Formation of SMC

**Causes of not formation of SMC:** Gave less importance, spent more time to croup cutting and not formed because of mistake.

**5.3 knowledge Verification on responsibilities of SMC members:** Data were collected from smc committee members whether they knew their responsibilities as a SMC committee member. The result showed that 94% members of Rural area could answer membership in the committee, which was the highest compare to other zones. On the other hand 86% members of Coastal area knew their responsibilities, which was the highest compare to other zones.Details are given in the following table-12.

Table 12: knowledge Verification regarding the responsibilities of SMC members:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description | Result in percentage | | | |
| Rural  (membe-48) | Haor  (membe-51) | Indigenous/CHT  (membe-54) | Coastal  (membe-18) |
| Knew about their membership in the committee | 94 | 88 | 59 | 78 |
| Knew the responsibilities | 67 | 71 | 66 | 86 |

**6. Collection of tuition fee, receipt delivery and depositing to office.**

**6.1 collection of tuition fee:** Data were collected from the schools by verifying the tuition fee register and receipt book. The result showed that 81% students of Rural area paid tuition fee fully/partially, which was the highest compare to other zones. On the other hand 44% students of Indigenous/CHT area did not pay any tuition fee, which was the highest in terms of non payment of tuition fee compare to other zones.Details are given in the following table-13.

Table 13: collection of tuition fee (previous month)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description | Result in percentage | | | |
| Rural  (students-903) | Haor  (students-571) | Indigenous/CHT  (students-533) | Coastal  (students-360) |
| Fully paid | 76 | 55 | 55 | 65 |
| Partially paid | 5 | 7 | 1 | 3 |
| Did not pay | 19 | 38 | 44 | 32 |

**6.2 Causes of non payment of tuition fee by the students:** Monitoring officers collected data through in depth investigation to find out the real causes behind not paying the tuition fee by the students. Detail causes are given in the following tale-14.

Table 14: Causes of not paying tuition fee by the students

|  |  |  |
| --- | --- | --- |
| Description | number | % |
| Lack of cash in hand | 28 | 35 |
| Will pay in the next month | 23 | 29 |
| Due to increase of family expenditure | 22 | 28 |
| Lack of opportunity to sale manual labour | 17 | 21 |
| Give less importance | 13 | 16 |
| Lack of income earner in the family | 4 | 5 |
| Needs to bear expenses of one more children | 4 | 5 |
| Illness of family members | 2 | 3 |
| Due to loan liabilities | 2 | 3 |
| Due to late sending of money from abroad | 1 | 1 |
| Fee is high | 1 | 1 |
| Money exhausted to purchase learning materials | 1 | 1 |
| others | 3 | 4 |

**6.3 Receipt delivery:** Those who had paid tuition fee at school they are supposed to provide receipt by the teachers. Data were collected from schools by verifying the receipt book and interviewing the teachers and students. The result showed that, money receipt was given in case of 16% students for Haor area, which was the highest compare to other zones.Details are given in the following picture-3.

Picture 3: Receipt delivery

**6.4 Depositing of collected money to the office:** Monitoring officers collected data from the schools regarding depositing of collected money to the office. The findings showed that 71% of the tuition fee from the schools of Rural area were collected, which was the highest compare to other area. On the other hand 100% of collected amount from Indigenous/CHT area were deposited to the office. Details are given in the following table-15.

Table 15: Depositing collected money to the office

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Description | Rural  (school-29) | | Haor  (school-19) | | Indigenous/CHT  (school-20) | | Coastal  (school-12) | |
| taka | % | taka | % | taka | % | taka | % |
| Collectable amount | 60,500 | -- | 29,460 | -- | 24,280 | -- | 20,220 | -- |
| Amount collected | 42,915 | 71 | 14,200 | 48 | 14,340 | 59 | 13,830 | 68 |
| Depositing to the office | 28,550 | 67 | 10,220 | 72 | 14,340 | 100 | 10,570 | 76 |

**Cause of less deposit:** cash was with teachers hand and for repaying teacher salary

**Recommendations**

* To get and ensure specified measurement of class room the staff needs to be proactive.
* To give emphasis not to enrolled under age student.
* To increase the encouragement of students for using of learning materials.
* Staffs need to be more serious for ensuring the quality of education. In recruitment good teachers to be selected for ensuring quality. Alongside higher educated teacher may be recruited.
* Staff need to be more sincere in communicating with the SMC members with a view to strong participation in their duties.

1. **Zone wise Branch name:**

   **Rural :** Birol, Bokshigonj, Debigonj, Dinajpur sadar, Gangachara, Kaligonj (Lalmonirhat), Lalmonirhat sadar, Melandha, Nilphamari, Saghata, Taragong & Thakurgaon sadar.

   **Haor:** Ashugonj, Bahubal, Charjabbar, Chunarughat, Joyntapur, Kolmakanda, Madhabpur, Najirpur, Subornachar & Usmaninagor.

   **Indegenious/CHT:** Bandarban sadar, Godagari, Guimara, Joypurhat sadar, Kulaura, Panchbibi, Rangchari & Sreemangal.

   **Coastal :** Charfession, Chitalmari, Golachipa, Kalapara, lalmohan & Mollahat. [↑](#footnote-ref-1)