Some indicators of BEP-MIS

(Draft: V1.2)

MIS|BEP|BRAC

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PART 2:

1. Pre-primary School (Activities vs. indicators)

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
1.1	**Schools:** One-room rented house and one teacher school; One Year course (January-December); 2.5 hours a day, 6 days a week. School's types: ▪ BRAC preprimary Schools/BPPS (Urban, Ethnic etc.) ▪ Shisu Bikash ▪ ECD **SMC and Parents' Forum:** Each school has a SMC and a Parents' Forum where SMC consists of three mothers, one community leader, one teacher from the particular pre-primary school, the head teacher of the government primary school as chair, and its SMC president as adviser. The Parents' Forum consists of all parents of the preprimary school plus one teacher and the pre-primary SMC to maintain the school and ensures regular attendance for the children	1. Number of pre-school » by donor/fund (i.e. SPA, Unicef etc.) » by School's type 2. Number of pre-schools located on Government primary schools (GPS)/Registered Non Government Primary Schools (RNGPS) 3. Number of SMC/Parents forum organized.	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	Each School's level data
1.2	**Teachers:** One teacher one school Preferably married with at least a SSC graduate qualification. Teachers receive a comprehensive basic training of one week *(Child psychology, child development, teaching learning process, competencies, materials, pre-primary content)* with **three days of orientation** *(Classroom*	1. Number of preschool teachers and Number/ proportion of female teachers » by donor/fund » by School's type 2. Number of teachers received basic training and proportion of female	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas)	Each teacher's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	management, preparation and uses of materials, practice teaching– learning delivery process, content) followed by **monthly refreshers** *(Identifying problems, analysing delivery of lessons and finding solutions, fix up target and preparation for the next month)* at the local BRAC office.	teachers received basic training » by donor/fund » by School's type 3. Number of teachers received monthly refreshers and proportion of female teachers received monthly refreshers. » by donor/fund » by School's type 4. Educational qualification-wise number of teachers (below SSC, SSC, HSC etc.) **or** proportion of preschool teachers with SSC and higher level qualifications » by donor/fund » by School's type » by sex 5. Number of preschool teachers dropped out	- BEP field offices (Region, Area, Branch etc.)	
1.3	**Students:** Small class size with 28-30 children; No tuition fees ; sitting in a U-shaped formation; 2.5 hours a day, 6 days a week	1. Number of preschool students » by donor/fund » by School's type 2. Number/proportion of female students » by donor/fund » by School's type 3. Average attendance of the students (both girls and boys) » by donor/fund » by School's type	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	Students /schools level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
1.4	**Graduates / course completers:**	1. Number of pre-school students completed the one year course » by donor/fund » by School's type 1. Number/proportion of female students completed the course » by donor/fund » by School's type	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	Student's level data
1.5	**Graduates transfer to GPS/RNGPS (**Government Primary School / Registered Non Government Primary School)	1. Number of preschool course completed/graduated students transferred to formal primary school (GPS/RNGPS) » by donor/fund » by School's type 1. Number/proportion of female students transferred to GPS/RNGPS » by donor/fund » by School's type	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	Student's level data
1.6	**Follow up pre-primary graduate:** BPPS graduates-progress in formal primary school (GPS/RNGPS) tracks on regular basic (G I-V). Programme Organisers (POs) visit the primary school (GPS/RNGPS) once a week to check on the attendance of BPPS graduates in primary school. POs maintain a register to record all information of the students and organize meeting with the parents of BPPS graduates every alternative month that includes the importance of their children's regular attendance in primary school, good use and	1. Number of BRAC preschool students (enrolled in GPS/RNGP 5 years ago at grade-I) completed the DR form for attending at the PSC exam. And Number of BRAC preschool female students (enrolled in GPS/RNGP 5 years ago) completed the DR form for attending at the PSC exam. 2. Number of BRAC preschool students (enrolled in GPS/RNGP 5 years ago at Grade-I) appeared at the PSC exam.	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.) -	Students/Schools level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	care of student's materials, and cleanliness, personal hygiene etc.	**And** Number/proportion of BRAC preschool female students (enrolled in GPS/RNGP 5 years ago at Grade-I) appeared at the PSC exam. 3. Number of BRAC preschool students (enrolled in GPS/RNGP 5 years ago at Grade-I) passed the PSC exam by grading (A+, A, A-, B, C, D, Fail). **And** Number/proportion of BRAC preschool female students (enrolled in GPS/RNGP 5 years ago at Grade-I) passed the PSC exam by grading (A+, A, A-, B, C, D, Fail)		
	Shisu Kanon/SK (Cost recovery interventions): 2 years course for the 4 years (+) children. Average class size per school is 35. With fee *(monthly, admission and session etc.)* and Sitting in a small group formation. Per day 2.5 hours and 3.0 hours respectively for the 1st year and 3 hours' children. 6 days a week.	Followed table 1.1 to table 1.4 **+** - Total tuition fees collected in the reporting month by » by year (1st and 2nd) » by sex - Total overdue in the reporting month » by year (1st and 2nd) » by sex - Total admission/session and others fee collected » by year (1st and 2nd) » by sex	Followed table 1.1 to table 1.4	Followed table 1.1 to table 1.4

2. Primary School (Activities vs. indicators)

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
2.1	**Schools:** One-room rented house and small class size with 28-30 children; Five-year primary curriculum (BRAC for Grade I-III and NCTB for grade IV-V) in four years. Schools locate at remote (e.g. Char/Haor/Baor/CHT), Urban and plain land areas. Type of schools are: 1. BRAC Primary schools 2. Urban schools 3. Ethnic schools 4. Boat /Shikka Tari schools 5. Schools for marginal community 6. Street children schools 7. School for dropout children/Bridge school 8. ESP/partner NGOs operated schools [To make sure parents' participation in education, a monthly parents' meeting is conducted at each school]	1. Number of BRAC primary schools 　» by donor/fund (i.e. SPA, EAC, BRAC etc.) 　» by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) 2. Class/grade (I-V)-wise BRAC primary schools 　» by donor/fund 　» by School's type 3. Number of partner NGOs	**Indicators/KPI by** - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP)	School's level data
2.2	**Teachers:** One teacher one school but some ethnic schools are two teachers; At least 10-12 years of schooling and preferably married teachers is required but qualification can be relaxed for disadvantaged areas (i.e. ethnic, char/ haor/ CHT etc.). Teachers receive the following training/orientations: ✓ Basic training (12 working days); ✓ Orientation prior to school opening (4 working days);	1. Number of BRAC primary school's teachers 　» by donor/fund (i.e. SPA, EAC, BRAC etc.) 　» by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) - Number/proportion of female teachers / % of female teachers 　» by donor/fund 　» by School's type 2. Number of BRAC Primary school's teachers	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP)	Teacher's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	✓ Orientation prior to grade change (Grades I–III, 5 days) ✓ Orientation prior to grade change (Grades IV–V, 12 days); ✓ 1-2 days Monthly refreshers (Grades I–III) and ✓ 3-4 days monthly refreshers (Grades IV–V) etc.	by educational qualification (SSC, HSC, above HSC etc.) » by donor/fund » by School's type » by sex - Number of BRAC primary school's teachers by experienced year or cycle completion 3. Number of BRAC primary school's teachers dropped out » by donor/fund » by School's type » by sex 4. Number of BRAC primary school's teachers trained » by donor/fund » by types of training (i.e. basic, refreshers etc.) and » by School's type - Number/proportion of female teachers trained » by donor/fund » by types of training (i.e. basic, refreshers etc.) and » by School's type		
2.3	**Students:** 9–12 years age cohort who are out of schools (never schooled or dropouts), ethnic minorities and poorest rural household in socio-economic background. However, age requirement will be relaxed for the high demand places and remote areas (CHT, Char/hoar/boar)	1. Number of students enrolled in BRAC primary school » by donor/fund (i.e. SPA, EAC, BRAC etc.) » by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) » by grade/class (I-V)	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar,	Schools/Students level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	3.5 - 4.5 class hours a day (Grade I-V), 6 days a week. sitting in a U-shaped formation; text books free of cost even they do not have to pay any tuition fees (except cost recovery: Shisu Niketon)	- Number/Proportion of female students to total number of students enrolled in BRAC primary school » by donor/fund » by School's type » by grade/class (I-V) 2. Number of students dropped out from BRAC primary school » by donor/fund » by School's type 3. Number of students replaced in primary school » by donor/fund » by School's type » by sex 4. Average attendance of the students (both girls and boys) » by donor/fund » by School's type	CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP)	
2.4	**BRAC Graduates / course completers** (grade-V) and status of students those completed DR form and appeared status in the PSC (Primary School Certificate) Exam:	1. Number of BRAC Primary School's students who completed the grade V » by donor/fund (i.e. SPA, EAC, BRAC etc.) » by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) - Number of female students who completed the grade V **Or** Proportion of girls to total number of students who completed class V » by donor/fund » by School's type 2. Number of BRAC Primary school's students	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP) -	Student's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		who completed the DR form for attending at t PSC exam » by donor/fund » by School's type - Number/proportion of female students who completed the DR form for attending the PSC exam. » by donor/fund » by School's type 3. Number of BRAC primary school's students who appeared in the PSC exam » by donor/fund » by School's type - Number/proportion of female students who appeared in the PSC exam Or Proportion of girls to total number of students who appeared in the PSC exam. » by donor/fund » by School's type		
2.5	**PSC result of BRAC graduates/course completers at national level:**	1. Number of BRAC students who passed the PSC exam Or pass rate of students who appeared in the PSC exam » by donor/fund (i.e. SPA, EAC, BRAC etc.) » by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) - Number of female students who passed the PSC exam. Or proportion of girls to total number of students who passed the PSC exam. » by donor/fund » by School's type 2. Number of BRAC students who attained	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP)	Student's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		Grading/GPA : A+, A, A-, B, C, D and F » by donor/fund » by School's type - Number/proportion of female students attained Grading/GPA : A+, A, A-, B, C, D and F » by donor/fund » by School's type		
2.6	**Graduates/ course completers of primary schools transfer to mainstream secondary school:**	1. Number of course completed/graduated students from BRAC primary school transferred to mainstream secondary school or enrolled in grade VI » by donor/fund (i.e. SPA, EAC, BRAC etc.) » by School's type (i.e. BPS, Urban, ESP, Ethnic etc.) - Number of course completed/graduated female students transferred to mainstream secondary school or enrolled in grade VI / Or Proportion of girls to total number of students enrolled in grade VI. » by donor/fund » by School's type	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, Branch etc.) - Partner NGOs (ESP)	Student's level data
2.7	**TBS** (Tracking BRAC-Graduates in Secondary Schools): BEP initiated TBS, a follow up programme, in 2011 for BRAC graduates (BPS students who completed grade V from BRAC schools) to increase the retention and successful completion of education cycle in secondary schools. To make sure the students attendance,	1. Number of secondary schools under TBS 2. Number of students by classes (VI-X) under TBS - Number of female students by classes (VI-X) under TBS 3. Number of students drop-out and	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban,	Students/Schools level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	participation in examination (i.e. year exam, JSC, SSC etc.), timely pay the schools fees , buy the text books and others materials and cleanliness, a bimonthly meeting held at school by formed SMS and village or union-wise 'para committee' and parents.	repetition in secondary school under TBS » by class (VI-X) » by sex 4. Number of Para community formed and members by sex. 5. Number of students (brac Graduated) attended/appeared in the Junior School Certificate **(JSC)** exam **And** - Number/proportion of female students attended/appeared in the Junior School Certificate (JSC) exam 6. Number of students (brac Graduated) passed the Junior School Certificate **(JSC)** exam. » by grading/GPA: A+, A, A-, B, C, D and F » by subject (i.e. Eng, Science, Math etc.) » by number/proportion of female grading/GPA 7. Number of students (brac Graduated) attended/appeared in the Secondary School Certificate **(SSC)** exam - Number/proportion of female students (brac Graduated) attended/appeared in the Secondary School Certificate **(SSC)** exam 8. Number of students (brac Graduated) passed the Secondary School Certificate **(SSC)** exam. » by grading/GPA: A+, A, A-, B, C, D	plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		and F » by number/proportion of female grading/GPA		
	Shisu Niketon/SN (Cost recovery interventions): 7 years (+) aged group children who are from lower income families living in slums and adjacent areas. With fee *(monthly, admission and session etc.)* where Class size per school is 30. Sitting (Chairs & round tables) in a small group formation (5 students per table). Five years schooling (Class: I-V) and follow the methods of existing formal schools. School Management Committee (SMC) and monthly parents' meeting are also functional. One teacher per school with minimum HSC pass who receives the following training: • Basic training • Orientation • Monthly refreshers • Special training	Followed table 2.1 to table 2.7 **+** - Total tuition fees collected in the reporting month by » by classes (I to V) » by sex - Total overdue in the reporting month » by classes (I to V) » by sex - Total admission/session and others(i.e. sports, exam etc.) fee collected » by classes (I to V) » by sex	Followed table 2.1 to table 2.7	Followed table 2.1 to table 2.7

3. Programme for Ethnic Minority (EEC) and Child with Special Needs (CSN): Activities vs. indicators

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
3.1	**Ethnic/CSN Schools:** BEP has been implementing EEC programme to increase enrolment and retention of ethnic minority children in BRAC schools (Pre-primary, Primary, ESP etc). CSN is a cross cutting issues where each school has at least one child with special needs children **+** Followed table 2.1.	1. Number of Ethnic schools » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund (i.e. SPA, EAC, BRAC, Unicef etc.) 4. Number of Class/grade (preschool and I-V)-wise ethnic schools » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund (i.e. SPA, EAC, BRAC, Unicef etc.) » by sex (both girls and boys) 5. Number of schools with CSN students » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund (i.e. SPA, EAC, BRAC, Unicef etc.)	**+** Followed table 2.1.	**+** Followed table 2.1.
3.2	**Ethnic/CSN Teachers:** Followed Table 2.2 **+** There are two teachers in some ethnic schools.	**Ethnic:** 1. Number of ethnic teachers » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund (i.e. SPA, EAC, BRAC, Unicef etc.) » by Ethnic community types (i.e. Chakma, marma, garo etc) 2. Number of female ethnic teachers / % of female teachers	Followed Table 2.2 **+** - by Ethnic community types	Followed Table 2.2

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		» by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund (i.e. SPA, EAC, BRAC, Unicef etc.) » By community type 3. Number of ethnic schools' teachers by educational qualification » by School's type » by donor/fund 4. Number of ethnic schools' teachers dropped out » by School's type » by donor/fund 5. Number of ethnic teachers trained » by types of training (i.e. basic, refreshers etc.) and School's type » by donor/fund 6. Number/proportion of female ethnic teachers trained » by types of training (i.e. basic, refreshers etc.) and School's type » by donor/fund **CSN:** 7. Number of teachers who received training to organize inclusive education » by School's type (i.e. pre-primary, primary, ESP etc.) » by sex and donor/fund 8. Number teachers who received monthly refreshers training to organize inclusive education » by School's type (i.e. pre-primary,		

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		primary, ESP etc.), » by sex and donor/fund		
3.3	**Ethnic/CSN Students:** Followed Table 2.3 **+** The CSN unit provides medical support (i.e. eye treatment/operation, intellectual treatments etc.) and assistive devices (i.e. crutches, artificial limbs, hearing aids, magnifying readings lamp etc.) to the children with special needs to increase their accessibility to the society and maintain a normal and smooth life.	**Ethnic:** 1. Number of Ethnic students » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund » by ethnic community (i.e. Chakma, marma, garo, tea-garden etc.) 2. Number of female Ethnic students » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund » by ethnic community **CSN:** 3. Number of CSN students » By CNS types (i.e. physical, visual, hearing, speech, multiple etc.) » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund 4. Number of female CSN students » By CNS types (i.e. physical, visual, hearing, speech, multiple etc.) » by School's type (i.e. pre-primary, primary, ESP etc.) » by donor/fund	Followed Table 2.3	Followed Table 2.3

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		5. Number of CSN students received treatment » By treatment types (i.e. eye, hearing etc.) » by School's type (i.e. pre-primary, primary, ESP etc.) » by sex and donor/fund 6. Number of CSN students received operation treatment » By operation/treatment types (i.e. eye, hearing, Cleft & palate etc.) » by School's type (i.e. pre-primary, primary, ESP etc.) » by sex and donor/fund 7. Number of Assistive Device provided to CSN students » by School's type (i.e. pre-primary, primary, ESP etc.) » by sex and donor/fund		
3.4	**Ethnic/CSN Graduates / course completers** (Pre-primary and Primary/ESP)	For ethnic/ CSN (pre-primary) followed table 1.4 **and** for ethnic/CSN (primary, ESP) followed table 2.4	Followed Table 2.4	Followed Table 2.4
3.5	**PSC result of Ethnic/CSN students at national level**	For ethnic/ CSN (pre-primary: students who enrolled in RGS/RNGPS 5-year ago at grade-I and finally attended at grade-V /PSC exam) followed table 1.5 **and** for ethnic/CSN (primary, ESP) followed table 2.5	Followed Table 1.5 and Table 2.5	Followed Table 1.5 and Table 2.5
3.6	**Ethnic/CSN course completers (graduates) transfer to mainstream school** (Pre-primary students to primary school and Primary/ESP to secondary school)	For ethnic/ CSN (pre-primary) followed table 1.6 and for ethnic/CSN (primary, ESP) followed table 2.6	Followed Table 1.6 and Table 2.6	Followed Table 1.6 and Table 2.6

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
3.7	**TBS** (Tracking BRAC-Graduates in Secondary Schools):	for ethnic/CSN (BRAC primary) followed table 2.7	Followed Table 2.7	Followed Table 2.7

4. Secondary school (supported): Activities vs. indicators

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Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
4.1	**Secondary school (supported):** The objective is to supplement the government's effort to improve the quality of education particularly in poor performing rural-areas secondary schools. The criteria, for selecting new schools include; - Being registered for salary payments through the government - Having an elected School Management Committee (SMC), - Having a minimum of 8–10 teachers and at least 250 students, and - Being within BRAC's working areas. To make better teaching learning process, this programme provides ✓ Management training for the Head teachers and Assistant Head teachers and SAP *(School Action Plans) for Head teachers and SMC chairpersons and members.* ✓ Subject based teachers training (English, Mathematics, and Science etc.)	1. Number of secondary schools (both total and new) supported by BRAC 2. Number of students in secondary schools (both total and new) supported by BRAC 3. Number/proportion of female students in secondary schools (both total and new) supported by BRAC 4. Number of Head teachers/ Assistant head teachers and SMC members who attended orientation workshops. - Number/proportion of Female Head teachers/ Assistant head teachers and SMC members who attended orientation workshops 5. Number of Head teachers and Assistant head teachers who received management training - Number/proportion of female Head teachers and Assistant head teachers who received management training 6. Number of Head teachers and Assistant head teachers received training on SAP (School Action Plan) - Number of Female Head teachers and Assistant head teachers received training on SAP (School Action Plan) **JSC/SSC result of BRAC supported secondary**	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char/Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, DM/Branch etc.)	Schools and Management trainees' level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		school: 7. Number of students from BRAC supported secondary school who appeared in the SSC/JSC exam - Number/proportion of female students from BRAC supported secondary school who appeared in the SSC/JSC exam 8. Number of students from BRAC supported secondary school passed the SSC/JSC exam. - Number/proportion of female students from BRAC supported secondary school passed the SSC/JSC exam. 9. Number of students from BRAC supported secondary school who attained the grading/GPA (A+, A, A-, B, C, D and F) in the SSC/JSC exam. - Number of female students from BRAC supported secondary school who attained the grading/GPA (A+, A, A-, B, C, D and F) in the SSC/JSC exam.		
4.2	**Subject based training and refreshers for teachers:** These trainings are residential and offered at BRAC Learning Centres (BLCs) in two groups: one is for Grades VI–VIII and the other is for Grades IX–X comprises two modules of 18 working days each. A six-day refresher training courses are followed to serve as a brush-up on subject-based training. The curriculum of this training was modified by assessing the needs of trainees during workshops. The objective of the training is to help teachers in understanding the concepts	**Subject based teachers training:** 1. Number of English teachers trained **And** Number/proportion of Female English teachers trained » by classes (VI-VIII and IX-X) » by module 2. Number of Mathematics teachers trained **And** Number/proportion of Female Mathematics teachers trained » by classes (VI-VIII and IX-X) and module	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union) - BEP field offices (Region, Area, DM etc.)	Each teacher's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	and delivering the secondary school curriculum in an interesting and interactive way.	3. Number of Science teachers trained **And** Number/proportion of Female Science teachers trained » by classes (VI-VIII and IX-X) and module 4. Number of geography teachers trained **And** Number of Female geography teachers trained » by classes (VI-VIII and IX-X) and module etc. **Follow-up/refreshers training:** 5. Number of English teachers (by classes VI-VIII and IX-X) attended follow-up training **And** number/proportion of female 6. Number of Mathematics teachers (by classes VI-VIII and IX-X) attended follow-up training **And** number/proportion of female. 7. Number of Science teachers (by classes VI-VIII and IX-X) attended follow-up training **And** number/proportion of female etc.		
4.3	**Mentoring (students):** 25–30 students of Grades VI–IX from each school are selected for mentoring training. Generally the head teachers select students for the training after getting permission from their parents. Girls are given preference in the selection process. To become a mentor, a student needs to be a strong student, have a mind to help others, have the capacity to make others understand, have an influential personality and have leadership capacity.	1. Number of BRAC supported secondary school involved for mentoring programme /activities. 2. Number of teachers trained on values and mentoring **And** Number/proportion of female teachers trained on values and mentoring 3. Number of students trained on mentoring And Number/proportion of Female students trained on mentoring » by Classes (VI-IX)	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union) - BEP field offices (Region, Area, DM etc.)	School's level data (Or student's level ??)

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
4.4	**Chhatrabandhu (volunteer tutor)**: BEP introduces this intervention in education to assist poor children who cannot meet the expenses of private tuition. BRAC provide all the necessary support for the volunteers to turn chhatrabandhu into pedagogical resources. While the volunteers do not receive an honorarium, they will receive both public recognition for their work and a BRAC certificate.	1. Number of Chhatrabandhu (Voluntary tutor) - Number/proportion of Female Chhatrabandhu (Voluntary tutor) 2. Number of students involved under Chhatrabandhu (Voluntary tutor) programme by classes - Number of female students involved under Chhatrabandhu (Voluntary tutor) programme by classes	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union) - BEP field offices (Region, Area, DM etc.)	Chhatrabandhu/ School level data
4.5	**Medhabikash (Promoting Talent)**: This intervention was initiated to provide financial support to helping poor and meritorious students to gain access at post secondary level to engage in higher education. A large number of such brilliant students cannot continue to higher education as they are from a very poor socioeconomic background and most of their parents are day labourers or rickshaw pullers with a monthly income of Taka 3,000 or less.	1. Number of students receiving financial assistance at HSC level **And** Number of female students receiving financial assistance at HSC level » by group (Science, Arts, commerce etc) » by student' type (BRAC students, non BRAC students etc.) 2. Number of students receiving financial assistance at under graduate level **And** Number/proportion of female students receiving financial assistance at under graduate level » by subject » by institution (college/ university/medical etc.) 3. Medhabikash Students result at HSC level » by Grading/GPA » by sex 4. Medhabikash Students result at undergraduate level » by Grading/GPA » by sex	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union) - BEP field offices (Region, Area, DM etc.) -	Each student's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
4.6	**CAL** (Computer Aided Learning): To promote the use of computers to make instruction interactive, and to enable students to better understand the course concepts/contents prescribed for study. The key objective is to develop interactive-learning software based on the national curriculum to improve teachers" capacity and make lessons more interesting for students.	1. Number of BRAC supported secondary schools implemented CAL 2. Number of teachers trained on CAL materials and number/proportion of female	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union) - BEP field offices (Region, Area, DM etc.)	School's level data

5. Adolescent Development Programme/ADP (Activities vs. indicators   )

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Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
5.1	**Adolescent Club /** Kishori Club: The prime focus of the club is adolescent girls to come and pass their time, to be sociable, to share experiences, and to be supported through the various challenges in their lives. One club one Adolescent Leaders (ALs), selected from the members and receive a small honorarium, are responsible for club operations and management. In the clubs, the girls may read books and magazines, and may also borrow books to take home.	1. Number of Adolescent Club (both total and new) by fund/donor (i.e. SPA, UNICEF etc.) 2. Number of Adolescent members **And** Number/'proportion of female enrolled in adolescent clubs by fund/donor (i.e. SPA, UNICEF etc.) 3. Number of community supported adolescent clubs (Trust clubs) 4. Number of Adolescent leader **And** Number/proportion of female Adolescent leader by fund/donor 5. Number of adolescent leader received leadership training **And** Number/proportion of female adolescent leader received leadership training by fund/donor 6. Number of adolescent leader received refreshers **And** Number/proportion of female adolescent leader received refreshers by fund/donor	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char / Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, Branch etc.)	Club/centre and member level data
5.2	**STAGE** (Stimulating Theatre for Adolescent Girls' Empowerment): STAGE, as the BRAC Community Empowerment programme has similar Popular Theatre activities for adult age groups. The objective of the initiative is to empower adolescents (especially girls) and	1. Number of Adolescent Club members received training on STAGE - Number/proportion of female Adolescent Club members received training on STAGE 2. Number of STAGE (IPT) shows organized	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, Branch	Club/ participant level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	the community by raising awareness of social (i.e. child marriage, gender, dowry practice) and health (i.e. HIV/AIDS) issues. This initiative has enabled the ADP to reach the wider community in an interactive manner.		etc.)	
5.3	**Cultural Activities:** ADP arranges various cultural competitions at different skill levels to promote cultural activities at the Kishori Clubs. One of the most popular cultural competitions that ADP arranges is the Meghe Dhaka Tara competition (aired on local TV channel in 2010, 2011, 2013). This initiative has helped to boost the confidence of the adolescents and increase their value in the eyes of their respective family members and communities.	1. Number of cultural activities (Meghe Dhaka tara) organized 2. Number of members involved in cultural activities **And** proportion of female members 3. Number of participants selected for TV shows » by categories (i.e. song, dance etc.) » by sex	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, Branch etc.)	Participant's level data
5.4	**Life skill based education (LSBE):** ADP developed the Life Skill Based Education (LSBE) and APON (Adolescent Peer Organized Network) courses for the adolescents to develop life skills and raise awareness among the adolescents of various issues that greatly affect their lives. The issues include reproductive health, family planning, children's rights, gender, HIV/AIDS, child marriage, dowry, sexual harassment, and tobacco and drug use that have a bearing on the adolescent's lives and healthy development. Through a peer-to-peer participatory education approach, adolescents also get to acquire certain life skills such as critical thinking, negotiation	1. Number of adolescent club members received LSBE sessions/courses (### female) 2. Number of Adolescent Leaders APON/LSBE designated to facilitate adolescent club activities (### Female) 3. Number of Adolescent Leaders (girls & boys) who received orientation and refreshers for organizing APON/LSBE courses	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/ Branch etc.)	Club/ Participants level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	skills, and decision making.			
5.5	**Livelihood Skill Development Training:** Livelihood training, one of ADP's main components, was initiated to assist girls in engaging in income-generating activities to carry on their education and delay marriage. The ADP organizes skill-development training for adolescent girls in a variety of trades.	1. Number of adolescent club members received livelihood training » by training type (i.e. beauty care, basic computer training etc.) » by sex	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/ Branch etc.)	Participant's level data
5.6	**Community participation:** **Mother's forum:** The mother's forum has been supporting the development and running of adolescent clubs by sensitizing mothers to issues addressed through the Life Skills Based Education course. **Forum with parents:** The parents' forum has been initiated to ensure the participation of fathers in ADP activities. The quarterly sessions with the fathers have contributed to the creation of a platform for enhancing their awareness of issues relating to adolescent development. **Forum with community leaders** (Adolescent Club Support Committee)**:** Community leaders representing union parishad representatives, teachers, imams, kazis, etc. have been familiarized with ADP activities through workshops.	1. Number of parents mobilized through parents meetings 2. Number of mothers mobilized through mothers forum meetings 3. Number of mothers meeting held on child rights, family planning, child marriage, dowry, sesual harassment etc. 4. Number of sessions were held with adolescent's fathers 5. Number of community leaders in how many batches participated at workshop **And** number/proportion of female	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/ Branch etc.)	Club level data (or participants ??)
5.7	**Other developments and initiatives** - Sports for Development - Tutorial Initiative for Adolescents (TIA)	1. Number of team developed » by category (i.e. football, cricked, volleyball etc.)	Indicators/KPI by - Geographical locations (Division, District,	Participant's level data

Steps	Activities/ Basic info	Indicators/KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
	- EITA (English & ICT for Adolescents) Project, GOAL Project	» by donor/fund 2. Number of coach under GOAL project 3. Number of members under GOAL Project 4. Number of members/students completed GOAL curriculum etc. ……	Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/ Branch etc.)	

6. Multi-purpose Community Learning Centre/ Gonokendro (Activities vs. indicators)

Steps	Activities/ Basic info	Indicators /KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
6.1	Gonokendro/MCLC (Text in progress)	1. Number of MCLC/Gonokendro established (both cumulative and new) 2. Number of librarian/ in charge for MCLCs **And** number/proportion of female 3. Number of MCLC's members in MCLC (both cumulative and new) **And** Number/proportion of female members in MCLC 4. Average number of users per MCLCs **And** Average number of female users per MCLCs 5. Average number of books issues per MCLCs **And** Average number of books issues for female member per MCLCs	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - Geographical variations (Remote, Char / Hoar, CHT, Coastal, Urban, plain land etc. areas) - BEP field offices (Region, Area, DM/Branch etc.)	Gonokendro/ centre level data
6.2	Trust formed	1. Number of community supported MCLCs established (both cumulative and new) 2. Total matching fund 3. Average interest received per month	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/Branch etc.)	Gonokendro/ centre level data
6.3	Skill training to members through GoB	1. Number of members received skill training by categories/types 2. Number of female members received skill training by categories/types	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices	Gonokendro/ centre level data (or participant ??)

Steps	Activities/ Basic info	Indicators /KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
			(Region, Area, DM/Branch etc.)	
6.4	Readers forum (students and general members)	1. Number of reader's forum students operational 2. Number of students involved of the reader forum and number/proportion of female 3. Number of reader's forum for general members operational 4. Number of members involved of the reader's forum for general members **And** number/ proportion of female	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/Branch etc.)	Gonokendro/ centre level data
6.5	Children corner	1. Number of children's corner (both cumulative and new) 2. Number of children participating in activities of children corner (both cumulative and new) **And** Number/proportion of girls participating in activities of children corner (both cumulative and new)	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/Branch etc.)	Centre level data
6.6	Mobile library	1. Number of mobile library established (both cumulative and new) 2. Number of members using the mobile library (both cumulative and new) **And** Number/proportion of female members using the mobile library (both cumulative and new)	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/Branch etc.)	Mobile library/Centre level data
6.7	MCLC/Gonokendro with IT/Computer	1. Number of MCLCs equipped with computer facilities (both cumulative and new)	Indicators/KPI by - Geographical locations	MCLC/Centre level data (or

Steps	Activities/ Basic info	Indicators /KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		2. Number of members/trainees received basic computer training (both cumulative and new) **And** Number of female members/trainees received basic computer training (both cumulative and new)	(Division, District, Thana/ Upazilla and Union), BEP field offices (Region, Area, DM/Branch etc.)	trainees level data)

7. Others data/Info(Activities vs. indicators):

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Steps	Activities/ Basic info	Indicators /KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
7.1	STAR (Skill training for Advancing Resources) STAR targets adolescent learners aged between 14 years to 18 years to provide Technical and Vocational Education and Training. The learners are receiving training from Master Crafts Person (shop/enterprise owners) and Technical Trainers (Instructors from different vocational training institutes) on 9 different trades in formal sector	- Number of trainees **And** Number/proportion of female trainees - Number of trainees trained by type (i.e. Motorcycle repairing, tailoring, Mobile phone services etc.) - Number/Proportion of female trainees trained by type (i.e. Motorcycle repairing, tailoring, Mobile phone services etc.) - Number of trainees dropout **And** number/proportion of female trainees dropout - Number of MCP (Master Craft Persons)	Indicators/KPI by - Geographical locations (Division, District, Thana/ Upazilla and Union), - BEP field offices (Region, Area, DM/Branch etc.)	Each participant/ member level data

7.2	Staff training info	1. Number of PO (Programme Organizer) who received training(including Female)
		  » By training types (i.e. basic/foundation, PMT-1, PMT-2, etc.)
		  » By components/programmes (i.e. pre-primary, primary, ESP, ethnic/CSN, PACE, ADP etc.)
		  » By donor/Fund (i.e. SPA, Unicef, EAC, BRAC etc.)
		
		2. Number of Managers (BM, AM/RM) who received training(including Female)
			Indicators/KPI by
			- BEP field offices (Region, Area, DM/Branch etc.)
				Each participant's level data

Steps	Activities/ Basic info	Indicators /KPI	Locations level Information (for analysis and planning)	Data collection/ requirement
		» By training types (i.e. OMC, EMC etc.) » By components/programmes (i.e. pre-primary, primary, ESP, PACE, ADP etc.) » By donor/Fund (i.e. SPA, Unicef, EAC, BRAC etc.)		
7.3	School Nutrition Programme			
7.4	Deepshikha			
7.5	Aflatoun			
7.6	Monitoring	Monitoring unit		