

December 2005

**Early Childhood Development Project
Formative Evaluation of School Readiness Initiative
by Partner Agencies**

Final Report

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Executive Summary

The formative evaluation was conducted to assess the outcome of the school readiness initiative of the UNICEF assisted Early Childhood Development (ECD) project of Bangladesh Shishu Academy (BSA). This school readiness initiative consists of two elements of activities: (i) Play Group activities, popularly known as SBK (Shishu Bikash Karjokrom), for 4-5 years children; and (ii) the Pre-school activities for 5-6 years children. A brief description of the ECD project and the school readiness initiative is provided below for convenience of presentation and understanding of the evaluation findings on the SBK (Play Group) and pre-school activities.

1 A brief description of ECD project and the school readiness initiative

1.1 ECD project

Until recently, development activities for children in Bangladesh have almost exclusively been centered on ensuring their survival and healthy physical growth while there was no nation-wide structured programme for the early stimulation and learning of young children. *Every child should have the best start in life to develop his or her full potential and contribute to society in meaningful ways.* Issues that need to be highlighted are the importance of showing love and affection to children, of creating a stimulating environment, and of promoting children's self-esteem and confidence, particularly among girls.

In this context, the Early Childhood Development (ECD) project was launched by Bangladesh Shishu Academy (BSA), under the Ministry of Women and Children Affairs as part of the current five-year (2001-2005) Country Programme of Cooperation between the Government of Bangladesh (GoB) and UNICEF. Building on existing interventions that support young children's physical growth and development, the project aims to empower caregivers' to create safe and enabling environment for age appropriate nurturing of their children's cognitive abilities and learning skills during the early years. The project has four *sub-projects*, namely (1) Advocacy, Social Mobilization and Communication; (2) Caregivers education on ECD; (3) Research and Innovation; and (4) Networking and Capacity Building of Parents.

1.2 School readiness initiatives

School Readiness Initiative, consisting of the SBK (Play Group) and Pre-school activities, is one of the components under sub-project-3 "Research and Innovation". The objective of School Readiness Initiative is to expose "children of 4-6 years age group to participate effectively in learning activities appropriate for them". It is expected that through this process children will acquire basic competencies that would help them to cope with the new environment better when they graduate to primary schools. This is an integral part of ECD in Bangladesh aiming to strengthen young children's cognitive abilities to learn, socialize and thereby become better prepared for a life time of learning.

1.3 Specific objectives of school readiness initiative

Specific objectives of school readiness initiative are to:

- (a) Promote all areas of child development (motor, cognitive, language, social, emotional and autonomy).
- (b) Help children to build their confidence, skill and abilities from early life.
- (c) Foster children enthusiasm and love for learning.
- (d) Encourage parents/caregivers to take part for creating early learning opportunities for children.
- (e) Generate idea for suing low cost and household materials as learning aids.
- (f) Prepare children for the school.

1.4 Target groups

Target groups for the SBK (Play Group) course are 4-5 year old children, and those for the pre-school course are 5-6 year old children.

1.5 School readiness activities

School readiness activities for SBK (Play Group) children and those for Pre-school children are listed in Table 1 below.

Table: 1

For SBK (Play Group) children	For Pre-school children
1 Physical exercise	1 Physical exercise
2 Rhymes	2 Rhymes
3 Singing	3 Singing
4 Small Group Activities	4 Story Telling
5 Story Telling	5 Art and Craft
6 Free Play and Corner Activity	6 Reading and Writing of Bangla alphabets
7 Circle and Outdoor Play	7 Indoor and Outdoor Games
8 Creative Work	8 Free Play and Corner Activity
	9 Circle and Outdoor Play
	10 Creative Work
	11 Mathematical Ideas
	12 Health and environment Education

Specific lessons taught to each category of children are listed below:

For SBK (Play Group) children:

- **Reading including:** Sound practice (phoneme), picture reading, assembling of different parts of a picture, playing with various materials.
- **Writing including:** Drawing as you like, drawing of patterns
- **Mathematics including:** Conceptual understanding on (a) right and left, (b) small and big, (c) inside and outside, (d) up-and-down, (e) near-and-far, (f) front-and-back, (g) long-and short, (h) middle, (i) fat-and-thin, (j) different from -others.

For Pre-school children:

- **Bangla alphabets writing & reading including:** Drawing as you like, drawing of patterns, reading of alphabets using pictorial alphabet chart, writing of alphabets using pre designed alphabet khata (note book), practicing of alphabet writing.
- **Mathematics including:** Conceptual understanding on (a) different sizes and shapes, (b) counting, (c) writing of the numbers from 1-20, (c) practicing of additions (for not more than 10), (d) practicing of subtractions (not more than 9).

1.6 Implementing Agencies

Four partner agencies-- BRAC, GS (Grameen Shikkha) of Grameen Bank, BSA (Bangladesh Shishu Academy) and City Corporations -- are engaged to implementing the school readiness initiative (the SBK (Play Group) and Pre-school programmes) in selected areas of Bangladesh.

1.7 School readiness Packages

Two separate packages--one for SBK (Play Group) and one for pre-school-- were prepared and introduced in 2004 to the 64 learning centers of BSA., 206 Urban Development Centers (UDC) of the Dhaka, Chittagong, Khulna and Rajshahi City Corporations . BRAC introduced the SBK (Play Group) package in 130 centers in the selected Upazilas (sub-districts) of the Narisingdi, Dinajpur, Bogra and Gazipur districts, linked with their ongoing Pre-school activity. Grameen Shikkha introduced the pre-school package in the 20 centers in their working area in the Singair Upazila of Manikganj district. These learning centres are model basis from which family members, guardians, caregivers, social workers and others can learn how to create proper environment for early learning of young children at home also.

1.8 Duration of course

The duration of course is one year for both the SBK (Play Group) learning and the pre-school learning. At the end of one year, SBK (Play Group) children move to the Pre-school, and the pre-school children to the primary schools. Usually, the daily classes are run for two hours for the SBK (Play Group) children and for two and a half for the pre-school children, on all days a week, except Friday the weekend.

2. Purpose of the Formative Evaluation

The purpose of the evaluation was to assess the outcome of the school readiness (SBK or Play Group, and Pre-school) activities conducted by the four partner agencies (BSA, BRAC, GS and City Corporations). The results will be used to make necessary modifications of packages and the course correction for continuation and gradual expansion of the school readiness activities in more urban slums and other disadvantaged areas. The assessment is required to include information on the following:

- (a) Nature of application of interactive, child-centred teaching learning process inside the learning centers;
- (b) Status of children's achievements against expected learning outcomes;
- (c) Effectiveness of various supportive activities e.g., TOT, teachers training, Supervisors orientation, and Refresher training carried out so far; and
- (d) Outcome of application of the teaching and learning materials.

3. Methodology applied

Data were collected over a representative sample of the learning centres run by the four partner agencies. The sample consisted of 110 learning centres, including 30 of the 67 learning centres run by Bangladesh Shishu Academy (BSA), 30 of the 130 learning centres run by BRAC, 30 of the 206 learning centres run by the City Corporations, and all of the 20 learning centres run by Grameen Shikkha (GS). The learning centres for each partner agency were independently sampled.

Out of the 110 sampled learning centres, 90 centres included the SBK activities and 80 centres the Pre-school activities, with GS conducting only the pre-school activities and BRAC conducting only the SBK (Play Group) activities, with UNICEF supports, in their respective learning centres. With BRAC engaging two teachers to teach a session in a learning centre, there were 200 teachers included in the sample of 110 learning centres, that is, 120 from SBK (Play Group) sessions and 80 from pre-school sessions.

In-depth interviews were conducted with all the 200 Teachers of the sampled Learning centres; 673 Parents/Guardians, 69 Supervisors, 20 Trainers, and 40 Programme Managers. In addition, a sample of 1011 children, including an average of about 6 children from a sampled centre, was interviewed to evaluate their learning achievements. Classroom observations were conducted in each of the sampled 110 learning centres to observe the class activities, covering 169 sessions. Fieldwork for data collection was carried out from 16 November 2005 to 30 November 2005, by deploying 12 interviewing teams with each team consisting of two interviewers.

Findings from the interview of teachers

Background characteristics of teachers

Majority of teachers in the SBK (Play Group) learning centers run by city corporations and Bangladesh Shishu Academy (BSA), 77 and 80 percent respectively, were in the age range of 20-29 years. In the BRAC's learning centers however, almost every SBK teacher was from the 12-19 year age group. Striking differences between BRAC's SBK (Play Group) learning centers and those of the BSA and city corporations were also apparent in education of the teachers. Eight in ten teachers (80.1 percent) in BRAC's SBK (Play Group) learning centers had an education worth class IV –VIII, mostly class VII-VIII, while there was no teacher with an education below completed secondary level (SSC) in BSA's learning centers, and no teacher below completed higher secondary level in city corporations' learning centers.

Majority of teachers in pre -school learning centers, 63 percent, were from the age range of 20-29 years However, 40 percent of pre-school teachers in GS' learning centers were below 20 years, compared to only 10 percent of those in BSA's learning centers and 3 percent in city corporations' learning centers. There were wide variations among the learning centers of the different partner agencies (BSA, BRAC and city corporations), with respect to educational qualification of pre-school teachers. Almost every pre-school teacher (97 percent) in BSA's learning centers and 70 percent in city corporations' had an education up to the completed HSC level or higher, while most of the teachers (80 percent) in GS' learning centers were educated only up to the class IX/completed SSC level. The majority (75 percent) of pre-school teachers reported working as a pre-school teacher for two years or more in the overall sample, with 65 percent of those in GS' learning centers, 73 percent in BSA's and 83 percent in city corporations'. Both SBK teachers and pre-school teachers generally were female, save few exceptions notable only in BSA's and city corporations' learning centers.

Duties and responsibilities of teachers

In addition to teaching, both the SBK (Play Group) and the pre-school teachers are required to perform, as their duties and responsibilities, a variety of tasks supportive to the conduct of the SBK (Play Group) learning centre. Most commonly reported 'supportive' task usually carried out by SBK (Play Group) teachers was 'ensuring (children's) attendance' to the learning centre, reported by 68 percent of SBK (Play Group) teachers in the overall sample. Next most commonly reported 'supportive' tasks usually carried out by the SBK teachers were 'preserving materials in an orderly fashion' (54 percent), 'maintaining hygienic atmosphere in the centre' (51 percent) and 'organizing monthly meetings with guardians' (49 percent).

Most commonly reported 'supportive' task usually carried out by pre-school teachers was also 'ensuring children's attendance to the school', reported by nearly 79 percent of pre-school teachers in the overall sample. Next most commonly reported supportive tasks usually carried out by the pre-school teachers were 'organizing monthly meetings of guardians' (65 percent), 'explaining importance of learning to parents' (55 percent), and 'preserving materials in an orderly fashion' (49 percent).

Training of teachers

Among SBK (Play Group) teachers, almost every one reported having received the basic training, and nearly 80 percent the refresher training. Among the different partner agencies' SBK (Play Group) learning centers, the proportion having received the basic training was lower at 90 percent in city corporations' learning centers, compared to 97 percent for BSA's learning centers and exactly 100 percent for BRAC's learning centers. City corporations' learning centers had, however, the highest proportion of teachers having received the refresher training, 90 percent versus 73 percent in SBA's learning centers and 77 percent in BRAC's learning centers.

Among pre-school teachers, over 9 in 10 (93 percent) reported having received the basic training, and over 8 in 10 the refresher training. Teachers in GS' pre-school learning centers were

more likely to have received both the basic and refresher trainings than those in the BSA's or city corporations' learning centers.

Eight in ten (80 percent) of SBK (Play Group) teachers and almost every one among pre-school teachers stated that they needed further training. For both categories of the teachers, the most sought after further training was the training on teaching methods, followed by the refresher training and the training on teaching related issues.

Steps taken to get children enrolled

Most of the SBK (Play Group) and pre-school teachers reported that they had taken steps to get children enrolled in their learning centers. The most commonly taken step by a teacher was she/he explained the learning centre's activities to the parents and motivated them to send their children to the centre. Over 80 percent of the SBK (Play Group) teachers reported having taken this step to get children enrolled in their learning centers; the percentage for pre-school teachers was even higher, over 90 percent. Next most commonly taken step was conducting of the survey to identify children eligible to be enrolled in the learning centre. Around two-thirds of both the SBK (Play Group) and pre-school teachers reported having conducted the survey.

Teacher's guidebook (Shikkhak Shahayika)

Except in BRAC's learning centers, every SBK (Play Group) and pre-school teacher everywhere reported having had the Teacher's guidebook (Shikkhak Shahayika) with her/him. In BRAC's learning centers, only 22 percent of the teachers had the Teacher's guidebook with them. The BRAC teachers, who did not have had the Teacher's guidebook, said their office did not give it to them.

Among SBK (Play Group) teachers who had the guidebook, only 43 percent reported that they used it always in imparting lesson to the children while the rest 57 percent said they used it sometimes or used it when they needed to. Similar patterns of use of the guidebook were notable among the pre-school teachers.

Additional supports needed

Teachers were asked to state what additional supports they thought they needed to carry out the SBK (Play Group)/pre-school activities. The most commonly given response was that their salaries and allowances should be raised in order for them to be able to carry out the centre activities more successfully. Next most commonly sought additional supports were they needed a large classroom in a permanent building and they needed more materials. SBK teachers were more likely than the pre-school to ask for additional supports.

Receipt of materials

Among SBK (Play Group) teachers, every one of those in BRAC's learning centers reported having received, in due time, the materials supplied at the start of the SBK activities in their centers. But the proportion reporting receipt of the materials in due time was only 80 percent among those in BSA's learning centers and 60 percent in city corporations' learning centers. Compared to the SBK (Play Group) teachers, the pre-school teachers were much less likely to have received the materials in due time: 66 percent versus 85 percent for SBK (Play Group) teachers. The difference was largely due to the BSA's and city corporations' pre-school learning centers. Only 57 percent of pre-school teachers in those learning centers reported having received the materials in due time. The most commonly reported reason for not receiving the materials in due time was the materials were not supplied on time, which was true for both the SBK (Play Group) and pre-school teachers.

Materials locally collected/made by teachers

Most among both the SBK (Play Group) teachers and the pre -school teachers (95 percent in each category) said they collected materials locally for their respective learning centers. The materials commonly collected locally were seeds (beans, tamarinds, jackfruit, etc.), leaves, stones and bamboo-cane sticks. Teachers also made materials themselves for their respective learning centers, such as

clay stoves/utensils, paper boats/planes/birds, cloth dolls, and pictures of fruits and flowers, and mango/jackfruit/papaya models.

Additional materials required

In response to a question, teachers stated what additional materials they thought were necessary for running the activities of their learning centers. The additional materials commonly sought for both the SBK (Play Group) learning centers and the pre-school learning centers were dolls (made of cloth), kitchen utensils, balls, and animals (made of plastic). Toy-telephone was also among the commonly sought materials, but only for the pre-school learning centers.

Most suitable materials

Teachers were asked which teaching materials they thought were most suitable in teaching children. For SBK (Play Group) children the most commonly mentioned suitable materials were dolls (mentioned by 41 percent of SBK teachers), wooden blocks (39 percent), balls (37 percent) and utensils (33 percent). These were also among the most commonly mentioned suitable materials for pre-school children, with each mentioned by over 22 percent of pre-school teachers. The other most commonly mentioned suitable materials for pre-school children were letter blocks (21 percent) and picture/story cards (18 percent).

Preservation of materials

Most teachers, in either SBK learning centers or pre-school learning centers, said they had no problems in preserving materials in their learning centers. Steel trunks were used to preserve materials in most learning centers, that is, in 86 percent of SBK (Play Group) learning centers and 84 percent of pre-school learning centers. Almirahs were much less commonly used-- only in 15 percent of SBK learning centers and 23 percent of pre-school learning centers. Jute sacks were used to preserve materials in some 8 percent of SBK learning centers and 11 percent of pre-school learning centers.

Supervisors' visit

Every partner agency has supervisors to oversee and guide the activities of its learning centers. BRAC engages a trained project person as supervisor for every 10 of its (play group or SBK) learning centers. GS engages has a trained project person to work as the programme manager of its (pre-school) learning centers. His responsibilities include, among other things, supervising the activities of the learning centers. District officers of BSA are made responsible to supervise the activities of the BSA's learning centers, while Community Development officers (CDOs) of city corporations are made responsible to supervise the activities of the city corporations' learning centers.

SBK (Play Group) learning centers were visited quite often by their supervisors. As reported, on average, a SBK learning centre was visited by a supervisor about 8 (eight) times a month. However, city corporations' SBK learning centers were relatively less frequently visited by a supervisor than BRAC's or BSA's.

Pre-school learning centers were also visited quite often by a supervisor, as were the SBK learning centers. On average, a pre-school learning centre was visited by a supervisor about 8 (eight) times a month, which was virtually the same as the average number of times a SBK learning centre was visited a month by a supervisor. However, BSA's pre-school learning centers were visited by a supervisor much more frequently than the GS' or city corporations': on average 15 times a month, compared to 5 times for city corporations' learning centers and 3 times for GS' learning centers.

Performances of supervisors, most commonly reported by SBK teachers, were as follows: (i) supervisors assisted the teachers in conducting the learning center's activities; (ii) they visited the learning centers regularly; (iii) they supervised the work of teachers; and (iv) they ensured regular attendance of teachers to the centre. Supervisors' next most commonly reported performances were (a) they attended the monthly meetings with guardians and (b) they ensured regular attendance of

children to the centre. About similar performances of the supervisors were reported by the pre-school teachers.

As commonly reported by the teachers, the supervisor helped them in taking classes, in correcting the mistakes they made, in ensuring attendance of children to the learning centre, in procuring/preparing materials for the learning centre and in maintaining contacts with the parents. Teachers generally acknowledged that supervisor's help/assistance was useful to conducting their activities. There were however many teachers who did not acknowledge having received all of the listed helps from their supervisors.

Caregivers' monthly meetings

Every SBK (Play Group) teacher and pre-school teacher, except in BSA's learning centers, reported holding guardians' monthly meeting every month. Among BSA's learning centers, only 87 percent of SBK teachers and 83 percent of pre-school teachers reported holding caregivers' monthly meeting every month.

Most caregivers attended the monthly caregivers' meeting in most of the SBK (93 percent) and pre-school (94 percent) learning centers in the overall sample. However, a sizeable 23 percent of SBK teachers in city corporations' learning centers and 17 percent of pre-school teachers in BSA's learning centers reported that most caregivers did not attend the caregivers' meetings held by them, mostly because of their remaining busy all the time.

Every teacher or almost every teacher, except in BSA's learning centers, maintained a register of caregivers' meetings. In BSA's learning centers, 23 percent of both the SBK and pre-school teachers reported not maintaining the register.

Caregivers' visits

Parents/caregivers visit the learning centre to inquire about their children/wards (children). This was reported by virtually every SBK (Play Group) and pre-school teacher everywhere in the sample. Most commonly reported reasons of a parent's/caregiver's visits were she/he wanted to know (i) if her/his child/ward could read, and/or (ii) if her/his child/ward had come to the centre. Some 47 percent of SBK teachers and 36 percent of pre-school teachers mentioned of parents/caregivers visiting the centre to check if their child/ward was crying for any reason. Few parents/caregivers appeared to be visiting a centre to know about the center's development.

Dropping out of children from centre

In the overall sample, 42 percent of SBK (Play Group) teachers and almost the same percent (41 percent) of pre-school teachers did not have any children dropping out from their centers in the previous year, while another 34 percent of SBK teachers and 27 percent of pre-school teachers had only 1- 4 children dropping out from their respective learning centers. Only 8-9 percent of teachers in either group reported having 8 or more children dropped out from their respective learning centers. The mean number of dropped-out children per learning centre was only 2.7 among both the SBK (Play Group) and pre-school learning centers. It was lower for BRAC's and GS' learning centers than for BSA's and city corporations' learning centers.

The main reason of a child dropping out from a learning centre was she/he was enrolled in another school/madrasha or she/he moved to elsewhere (with her/his family). The children also dropped out when their parents/caregivers lacked in awareness about the importance of (teaching in)

the learning centre, or when they had problems of transport to/from the centre, or their house was far away from the centre.

Completion of the course

On average, 18.1 children were enrolled in a SBK learning centre and 22.4 children in a pre-school learning centre, in the year before the survey. The average number of children enrolled per SBK (play group) learning centre was only 7.7 for BRAC's SBK learning centers, compared to 29.9 for BSA's SBK learning centers and 26.9 for city corporations' SBK learning centers. Among pre-school learning centers, the average number enrolled per centre was 26.0 for BSA's pre-school learning centers, 23.4 for city corporations' centers and 15.4 for GS' centers.

Nearly 9 out of every 10 children in a learning centre were reported to have completed the learning centre course in the year before the survey. Among SBK learning centers, the proportion of children completing the course was lower 77 percent in BRAC's SBK learning centers, compared to 87 percent for city corporations' and 89 percent for BSA's. There were however no discernible variations in the proportion of children completing the course among the pre-school learning centers of the different partner agencies (GS, BSA and city corporations).

Enrollment in the Pre-school/Primary school

Nearly 80 percent of SBK (Play Group) children, who had completed the SBK course, were reported to have been enrolled in a nearest pre-school, while 86 percent of pre-school children, who had completed the pre-school course, were reported to have been enrolled in a nearest primary school. The likelihood of being enrolled in the nearest pre-school/primary school was highest among children of BSA's learning centers, intermediate among those of city corporations' learning centers and lowest among BRAC's or GS' learning centers. Most common reason for the children not being enrolled in a nearest pre-school/primary school was that many of them were enrolled in a madrasha/another non-government school. Next most common reason was that a good number of the children moved to elsewhere (with their families).

Management committee

Every one among BRAC's SBK learning centers and 9 in every 10 of GS' pre-school learning centers, had the management committee, as reported by their teachers. However, among BSA's learning centers, a few had the management committee, 13 (thirteen) percent among their SBK learning centers and 7 (seven) percent among their pre-school learning centers. Also among city corporations' learning centers, only about a half had the management committee, 53 percent among their SBK learning centers and 50 percent among their pre-school learning centers.

Most commonly reported roles of the committee were it monitor the attendance and activities of teachers, it solve the problem (s) when faced by the centre, the committee members attend the parents'/guardians' meetings, and they sometimes visit the learning centre to observe its activities. There were no remarkable variations in the committee's reported roles between SBK learning centers and pre-school learning centers.

Findings from Supervisors Interviews

The supervisors of the four implementing agencies under the study were well educated, having graduation/HSC/SSC certificate and 3 -5 years experience in their posts. The teachers belonged to different age groups; 35 to 40 years in case of BSA and GS, 25 to 30 years in case of City Corporation and 12 to 20 years in case of BRAC.

They widely carried out tasks of assisting teachers in running play group/pre-school activities, supervising the teachers, ensuring the attendance of teachers and children and attending monthly meetings of the parents.

Almost all the supervisors received basic training on play group and pre-school activities and more than 54% of them received refreshes' training and 25% on ToT training. They expected further training on these issues in future also to strengthen their ability of performing their job more effectively.

Supervisors explained the play group and pre -school activities and their benefits to the parents to motivate them to enroll their children in play group and pre-school centres. They (50%) also advised teachers to maintain contacts with caregivers and local elites by explaining the play group and pre-school activities and their benefits. The supervisors expected that the parents should send their children to these centres, attend the parents' meetings regularly, enquire about the children's attendance and performance in the class. They also expected that the parents should help repairing and maintaining centres, assisting teachers in procuring materials and creating congenial environment for children at home.

The supervisors advocated for providing facilities like arranging standard salaries for the teachers, higher training for teachers, supply of sufficient learning materials and setting up of permanent premises, providing entertainment for parents etc. for better management of these centres.

Materials

50% supervisors of BSA reported of receiving the necessary materials for running the play group and pre-school activities in due time but this was less frequent in case of City Corporation centres. All supervisors of BRAC and GS centres received the materials in time. The materials, which were not adequately supplied according of supervisors were Cloth Dolls, Balls, Plastic Animals, Boats, Picture / Story Cards, Toys, and Exercise Books.

Almost all supervisors claimed that the local materials such as seeds of beans, jackfruits stones and bamboo sticks were collected by the teachers. They also stated that some materials like Boat / Plane / Birds were made by the children themselves. Other hand-made materials used in the centres were stove, Hari Patil, models of mangos, jackfruits, banana, papaya and doll.

The supervisors reported that the centres required more quality-materials specially ball, doll, Toy vehicles, pictorial story book, fish, wooden block etc.

According to the supervisors, the teachers did not face any problem with the materials, but the children created problem specially with water and sand and bamboo tube and stick. They sometimes blew sand into eyes, or threw sand to other, drenched their body with water, fought with bamboo stick, cut their hands while playing with kitchen utensil.

About 74% supervisor reported that there was problem in respect of preserving the materials. 26% supervisor mentioned that lack of space, almirah, cupboard etc was the major problem in case of preserving the materials.

Suitable materials for teaching

Wooden block, ball, cloth made dolls, utensils and plastic animals were mentioned as the most suitable materials for teaching-learning. These are also very favourite to the children.

Number of learning centres under a supervisor:

The number of centres that a supervisor was supposed to visit in a months, varied from organisation to organisation. This should be uniform for bringing all the centres at the same standard.

The supervisors gave more attention on children attendance, hygienic atmosphere and cleanliness of the centres and teaching learning method/class lesson preparation and use of materials when they visited the centres.

About 70% supervisors were found satisfied with the teacher's performance. 30% supervisors found that the performance of the teachers was not satisfactory and stated that low remuneration of the teachers was the main reason behind their low performance.

Accordingly to the supervisors effective teaching method, good and professional behaviour, regular and timely attendance of teachers, ensuring attendance of children were the main indicators of a good teacher. The attendance of children in the centre was stated as very good or good by 90% supervisors.

Drop Out

The supervisors observed that there was small-scale dropping out of children from the centres due to shifting of their familiar to new places and lack of awareness of the parents. They also mentioned that attempts were taken to get back the children into the centres through convincing the parents. The supervisors asked the teachers to do the same, as they claimed.

Contact with primary school teachers

The supervisor claimed that they kept contact with the primary school teachers through visiting the primary schools and meeting the teachers.

Findings of the Caregivers Interview

The caregivers interviewed were 44% male and 56% female and 84% of them belonged to the age group 20 to 40 years. 30% guardians had no education.

The caregivers stated that their children attended the centres for 5/6 days in a week. The reason of remaining absence was mainly illness. About 86% caregivers of play group and pre-school centres used to discuss with the teachers about the performance of their children. They also stated that they maintained child friendly environment at home keeping toys, maintaining hygienic atmosphere and developing the children habit to use latrine. 93% of caregivers took extra care of the children like food supplementation, constant looking after and providing health care in case of illness. But only 12% caregivers told interesting stories to their children. The caregivers who did not take extra care stated they did not get time to do so.

About 32% caregivers of both play group and pre school centres did not attend monthly meetings of the parents as they remained busy with their other works.

The main issues discussed in the monthly meetings were regarding sending children to centres regularly, improvement in their learning and children's health awareness.

The caregivers mentioned that the children of play group learnt to tell the names of his/her own and family members, to recite rhymes/sing songs, to identify the different parts of his/her body, to play different games etc. The children of pre-school could do the same tasks more efficiently.

61% of the caregivers claimed that they assisted the teachers to their best in running the centres in different ways such as bringing children to centres, maintaining hygienic condition of the centre, organising monthly meetings but did less in case of preparing materials and raising awareness.

Enrolment

About 80% caregivers of play group as well as pre-school stated that they enrolled the children in pre-school/primary school after the completion of their children's learning in play group/pre-school centres.

Knowledge of caregivers about the duties and responsibilities of teachers

The caregivers mentioned that teaching the children, telling them stories / reciting rhymes, helping children in playing games or with toys, teaching health and hygienic rules and manners etc. were the duties and responsibilities of teachers.

About 98% caregivers of play group and pre-school children stated that teachers performed their duties in the centres and mentioned that lack of time, too much work load/personal work and lack of co-operation from the supervisors were the main reasons of not carrying out the duties by the teachers.

97%-100% caregivers of four partners were found satisfied with the performance of the teachers' duties; and the reasons of dissatisfaction of 3% caregivers were irregular attendance of teachers and their unsatisfactory attitude/professional conduct. The caregivers suggested to make the centres permanent/nice/large, provide handsome salaries to the teachers, supply more materials and arrange tiffin for the children.

Dropping out of children from their centres was also mentioned by about 15% caregivers and the main reasons of dropping out, according to them, were lack of awareness of the caregivers and enrolment of children in any other school/madrasha or going somewhere else.

As steps to be taken to check dropping out, according to caregivers were convincing the children and their parents and also advising teachers to contact the parents.

The authority of the concern centres were considered responsible by the caregivers to repairing the centres, when required.

Findings from Trainers' interview

20 trainers were interviewed; 13 of them were male and 7 were female. They belonged different age group and most of them had master degree.

The most common activities of the trainers were conducting training sessions, preparing training manual, arranging refreshment and selecting training venues. They received training on ToT, refreshers' training on play group and pre-school activities, teaching methods and rules and regulation of managing the centres. Only a limited number of trainers received training on development, using and displaying the materials, method of raising awareness among the guardians and society, and children's behavioural changes.

The method followed in training were classroom discussion only, practical training, and field practice. According to these trainers, they need more training, mainly on method of refreshers' training on play group and pre-school activities, teaching method, development and use of materials and child development and child psychology.

The trainers were trained in batches consisting of even 20 trainers in some organisation and different trainers trained different number of batches.

The prominent topics of training were teaching methods, objectives of play group and pre-school activities, preparation and procurement of materials and their maintenance. But these topics were not uniformly treated in all the four organisations. The methods used in training the trainers were repeated in case of training of teachers too. 75%trainers stated that the training materials were sufficiently supplied for the training of teachers in case of three organisations, such as in BRAC, BSA and GS but in City Corporation, it was inadequate. The materials used in training were toys, blocks, exercise books and story chart. The equipments necessary for imparting training such as projectors, video and documentary films were available according to 50%-70% trainers. The training manual was with all trainers and 60% of them used it always, 30% sometimes and 10% when required.

Refreshers' training

The frequency of refreshers' training differed from partners to partners of the program. BRAC offered bi-weekly, GS monthly and BSA as well as City Corporation after every 4 to 5 months. But the refreshers' training was given to the teachers every month in most cases. The prominent methods of refreshers' training were class room discussion only, practical demonstration, and verbal and display. The most needed issues of refreshers' training were teaching method, play group and pre-school activities and preparation, use and display of teaching materials.

Training of supervisors

The supervisors of BRAC and City Corporation were given training mostly on teaching method, subject matter and objectives of play group and pre-school activities, preparation and procurement of materials and their maintenance through class room discussion only and verbal and display method. The subject of training like Early Childhood Development and management of centre were given by only 2 trainers of BRAC and 2 trainers of City Corporation.

Adequacy of training materials

Adequate training materials, like video cassette, projectors and documentary films were used in training as stated by different trainers. All the trainers had training manuals. The trainers stated that refreshers' training should be imparted bi-weekly or monthly. The methods used for training of the supervisor were same as those were in case of training of teachers but 50% trainers considered the training of supervisors in sufficient for them. The issues of such training should be ToT, refreshers' training on play group and pre-school activities, teaching method and preparation and use of materials.

Findings from the Program managers

40 program managers taking 4 from BRAC, 1 from GS, 30 from BSA and 5 from City Corporation were interviewed. 80% of them were male and 20% were female. Majority of them were Master degree holders with 5 years service experience.

Duties and responsibilities of the program managers

According to program managers, their duties and responsibilities were encouraging caregivers to attend meetings and sending their children to learning centres (53% stated), conducting program and monitoring attendance of teachers and children (95% stated) and conducting training program (15% stated) preparing monthly report (50% of BRAC and 100% of GS stated).

Objectives of the project

The major objectives of the project, according to program managers were helping in child development and education, bringing the children of poor families under the coverage of the program and raising awareness for regular attendance of children.

The steps taken by the program managers

Arranging training (27%) supplying materials (37%) arranging caregivers to attend meeting and sending children to centre (37.5%) arranging child sending for enrolment (38%) and employed teachers (25%) were the main steps taken by the programme managers and their percentage as mentioned in brackets.

Appropriateness of step taken

65% of the program managers considered the steps taken as appropriate but 35% of them considered the steps as inappropriate.

Success of the program

52% of the managers stated the success of the program as very good, 27% as good and 17.5% as moderate.

Arguments in favour of considering the program as a success were (i) children became receptive of primary education (program managers of 100% of BRAC and GS, 33% of BSA and 60% of City Corporation stated centres stated) and (ii) caregiver became aware of health status and environment.

Problems

Problems faced by the programme managers in implementing the program were the size of the classroom (26%), absent of own premises (25% of BRAC, 100% of GS and 20% of BSA). low salary of the teachers (100% of BRAC and 36% of BSA and 25% of City Corporation) and insufficient allocation of fund (64% of BSA managers stated).

Steps to be taken for smooth running of the centres

Higher pay for the teachers, spacious school building/increasing number of centres/shifts, training of teachers and managers and permanent/separate school building had been suggested by the managers for smooth running of the centres.

Steps taken by the program managers

The managers stated that they encouraged the caregiver to attend monthly meetings, and to send the children to centres regularly, helped teachers in making materials locally, and also discussed with higher authorities about teachers' salaries, supply of materials and snack for the children.

Classroom Observation in Play-group Centres

The study covered 89 play group centres including 30 of BRAC, 29 of BSA and 30 of City Corporation. The centres are housed in verandah/court yard (90% of BRAC), own building (86% of BSA) and rented house (60% of City Corporation).

The centres are found neat and clean, with sources of drinking water like tube well, ring well or tap, water sealed latrine (66.3%), vacant places for playing outside (81%) and good hygienic environment (almost 100% centres of BRAC and BSA and 77% centres of City Corporation). On an average 94% teachers were found present in the centres. The average numbers of children in BSA centres was 29 and that in pre-school was 23.

Display-materials

The most common display materials, hanged on the wall of the centres, were class routine (90% centres), alphabet chart (60% centres) and picture drawn by children (56% centres on average). Only 16% centres were found unorganised.

The positions in respect of corners in the centres

Availability of materials

Imaginative Corner: The overall position regarding availability of materials in the imaginative corner was found satisfactory. The major materials such as plate, spoon, glass, pot, doll, telephone sets were found available in 85% to 100% centres of all three implementing partners of play group. But palanquin, dress stand / chairs and Dheki were found present in about 20% centres of BRAC only.

Block and manipulative corner: Out of 13 items only 5 items of materials such as Jhunjuni and small tambourine, ball, plastic fish, wooden block and plastic animals were found available in 80% to 90% centres on average. Availability of other items varied greatly in respect of percentage of centres. For example bamboo pipe was available in 93% centres of City Corporation but only in 30% centres of BRAC and 42% centres of BSA.

Book and Art Corner: Only one item, paper and slate, was found available in 93.3% centres on an average. Other materials were found only in 14% to 44% centres of BRAC but 60% to 90% centres of BSA and City Corporation.

Water and Sand Corner: The overall position of availabilities of materials in this corner of all three partners was good. Out of 5 items 4 items were found available in 82% to 94% centres on an average.

Number of children working in each centre

In the imaginative corners on an average 4.3 children were found playing in a BRAC centre, 6.8 children in a BSA centre and 7.3 in a City Corporation centre.

In block and manipulative corners the average number of children found working were 3.4 in a BRAC centre about 6 in a BSA centre and 7 in a City Corporation centre. In Book and Art centres these were 0.41 in a BRAC centre, 4 in a BSA centre and 5.4 in a City Corporation centre. In water and sand corner these figures were 2.6 in a BRAC centre, about 3.3 in a BSA centre and 3.2 in a City Corporation centre.

Activities of children

In the imaginative corners, the prominent activities of children were: playing with kitchen utensils, dressing up, singing care-songs and feeding the dolls. These activities were very common in the centres of BRAC, BSA and City Corporation. In the Block and manipulative corner, only a few activities such as making houses/trains (46% centres) making rattle toy and tabour (in 64% centres), playing/throwing ball in 67% centres were found being done.

In Book and Art corner, the children's participation in the activities was very poor. No child was found in this corners of 73% centres of BRAC and 6 out of 10 listed activities were going on in only 3% to 10% centres of BRAC. In the 30% centres of BSA also no child was found in this corner and in 30% to 40% centres 5 out of 10 activities were being done. In 73% centres of City Corporation children were found to play with crown and masks.

Water and sand corners provides a scope for a lot of activities but only four activities such as playing with boat, playing with fish, filling water into bottle and weighing water / sand were being done in 30% to 60% centres on average.

Teachers' activities

Helping all children and looking after them were the main activities of the teachers. They were found engaged in these two activities in 70% and 56% centres in total.

Help of caregivers

The caregivers were found helping the children in learning in 20% centres in total.

Maintaining discipline

The teachers were found active in maintaining class discipline by taking care of them and gently forbidding them to break the rules (70% and 56%)

Classroom Teaching-Learning Observation Play Group

The Findings

Activity-1

Free-Play: It was conducted in 88% centres but following rules completely in 60% centre, and moderately in 39% centres. All children participated in 70% centres, mostly participated in 23% centres. Children enjoyed high pleasure in 58% centres and moderate pleasure in 33% centres. About 81% children attended the free play.

Activity-2

Reciting rhymes and singing songs: Reciting rhyme was prominent in 90% centres and singing song was practiced in only 7% centre. The ways of performing were with clapping in 80% centres and with acting in 60% centres. All children participated in 70% centres and mostly participated in 25% centres in total. Children got high pleasure in 57% centres and moderate pleasure in 90% centres.

Activity-3

Playing in circles: This activity was conducted in 94% centres in the total but following the rule completely in 70% centres and moderately in 30% centres. All children participated in 81% centres and mostly participated in 14% centres. Children enjoyed high pleasure in 67% centres and moderate pleasure in 32% centres.

Activity-4

Telling stories: The activity was performed in almost 97% centres of the sample. The rules of telling story was followed completely in 64% centres and moderately in 35% centres. All children participated in 65% centres and mostly participated in 27% centres and enjoyed high pleasure in 51% centres and moderate pleasure in 40% centres.

Activity-5

Outdoor games: The activity was conducted in 91% centres of the told sample but following the rules completely in 72% centres and moderately in 28% centres. All children participated in 79% centres and mostly in 17% centres and enjoyed high pleasure in 66.7% centres and moderately in 32% centres. The overall position regarding outdoor game was highest in BRAC centres and lowest in City Corporation centres.

Activity-6

Free game(corner based): The corner-based free games was played in 98% centres of the sample but following the rules completely in 65% centres and moderately in 32% centres. All children participated in 80% centres and moderately in 15% centres and enjoyed high pleasure in 74% centres and moderately in 22% centres.

Activity-7

Drawing as you like (Free drawing): This activity was totally absent in City Corporation centres, but was found in practice in 86% centres of BRAC but following the rules completely in 68% centres and was found practicing in 100% centres of BSA but following rules completely in 33% centres. All children participate in 84% of BRAC and enjoyed high pleasure in 66% centres. The corresponding figures in case of BSA were 66% and 33%. The figures shows little co-relation between following the rules and the participation of children and the degree of pleasure enjoyed by the children.

Activities of Teachers - 8

Activities of teacher during class hour: On average the teachers in 61% centres of the samples were found very active and in 36% centres moderately active and only in 3.4% not active/less active.

Assessment of Learning achievement in Play-group Centres

The sample size of children tested was 533 comprising almost equal number from each of the three project implementing organisations. Out of them 50% were boys and 50% were girls.

The results of the test were as follows:

(i) Ability to tell parents' names: About 89% children could tell their parents' names, and children of BRAC did better than those of BSA and City Corporation

Ability to recite rhyme: About 81% children could recite the rhyme. The percentage non-performers was highest in City Corporation (9.4%)

Ability to walk with one leg: About 86% children could walk with one leg.

Ability of free drawing: The achievement of 42% children was very good, of 30% children moderate and 28% children could not draw any thing.

Ability to wash face (Cleanliness): On an average 87% children could show how to wash face.

Ability to place things in order: 70% children could arrange things in proper order.

Ability to understand a story: 32% children could understand fully- 34% children partially and 34% children failed to understand the story.

Classroom observation of pre-school children

The pre-school centres were found situated in own building (90% of BSA, 25% of GS and 30% of City Corporation) or in veranda/court yard (30% of GS) or in rented house (63% of City Corporation). The rooms were found clean, well ventilated, and mostly with tube well and latrine facility.

The teachers were found to attend in time in almost all centres and the average number of children found in a centre was 21 out of 29.

The main display materials found in the pre-school centres were Environment and health chart, Alphabet card, Pictures drawn by the children (84 – 100% centres).

Availability of materials: The main materials found in imaginative corner were doll and sets of utensils (77-100% centres of BSA and City Corporation), but the position of GS was not satisfactory. The position of availability of materials in Block and manipulative corner was found better in GS than that in BSA and City Corporation. Secondly, only wooden block and ball were found sufficiently in this corner of all the three implementing partners. In the water and sand corners all materials excepting straw of papaya tree and water weighing pot were found in 75% to 95% centres in total. In the Book and Art corners, color pencil, pictorial story book, crown and mask, and different kinds of picture were found in the centres of GS, BSA and City Corporation but in different proportion varying from 55% to 100%.

Number of children:

The average number of children found playing in the imaginative corner was 7. In the Block and manipulative corner it was 7, in the Water and sand corner it was 3 and in the Book and Art corner it was 5.

Activities of the children:

In the Imaginative corner the prominent activities were talking over phone, playing with kitchen utensils, dressing up, feeding the doll, and play with glasses, plate and spoon. In the Block and manipulative corner, the major activities were making house/train, motor vehicles, plane with wooden block, making rattle toy and tabor, playing with ball and playing with bamboo cane/tubes. In the Water and sand corner, the activities were playing with boat in water bowl (in 58% centres), filling water in a bottle (in 46% centres) and measuring water with glass (in 25% centres). In the Book and Art corners, the children were found to do three activities mainly such as drawing picture with color pencil (in 55% centres), looking at picture book/playing with picture (in 44% centres) and playing with crown and masks (in 42% centres) but the percentage of children's participation varies from centre to centre.

The teachers were found helping the child in 63% centres, looking after them in 43% centres and drawing children's attention to the corners in 21% centres.

Classroom Teaching-Learning Observation in Pre -school centres

Activity-1:

Physical exercise was conducted in 93% centres in total, but completely following the rules in 70% centres. All children participated in 78% centres and in 62% centres children enjoyed high pleasure. National anthem was sung in 94% centres but following rules completely in 84% centres. All children participated in 88% centres and enjoyed high pleasure in 66% centres.

Activity-2:

Reciting rhyme, singing song and telling stories were found in 58%, 39% and 29% centres respectively in total with clapping (75% centres), with acting (in 57% centres) and with dancing (in 23% centres). The rules were completely followed in 64% centres, all children participated in 68% centres and children enjoyed high pleasure in 58% centres.

Activity-3:

Pre-reading: It was found that children were practicing words with sentences in 57% centres, reading alphabet in 53% centres and practicing sound with word in 30% centres. The rules were completely followed and all children participated in 58% centres and in 41% centres, the children enjoyed high pleasure.

Activity-4:

Pre-writing: It was found that children were practicing writing word in 61% centres and writing alphabet in 38% centres. The rules were completely followed in 59% centres and all children participated in 68% centres but only in 37% centres children enjoyed high pleasure.

Activity-5:

Free-play was practiced in 79% centres and all children participated in 78% centres, and children enjoyed high pleasure in 75% centres.

Activity-6: Guided games:

This game was conducted only in 18% centres out of which in 73% centres the rules were followed completely, all children participated and enjoyed high pleasure.

Activity-7: Pre-Math:

The concepts of pre-math such as concepts of different things, concept of number, concept of addition and concept of subtraction were being practiced at different centres of the implementing agents at different level of achievement. These were being done following the rules completely in the 58% centres, and all children participated in 60% centres and children enjoyed high pleasure in 41% centres.

Activity-8:

Environment and health as well as Fine Arts were being practised in 79% and 15% centres respectively, but following rules completely in 63% centres. All children participated in 59% centres and children enjoyed high pleasure in 47% centres.

Activity-9:

The pre-school teachers were found very active in 63% centres and moderately active in 29% centres.

Assessment of learning activities in Pre-school centres

Telling parents' Names: 96% children could tell the names of the father and mother clearly.

Singing National Anthem: 77.4% children could sing the national anthem fully.

Matching of Shapes: 91% children could match the given shapes.

Telling names of fruit, flower and animal: 92% children in total could tell the names of the fruit, flower and animal given in the test.

Reading Bangla letters and words: 48% children of pre-school could read Bangla letters and words that were given in the test completely and 44% could read partially.

Reading Bangla numbers: The 51% children could read the number in Bangla fully and 38% could read their partially.

Addition and subtraction: 63% children could do the addition and 66% children could do the subtraction correctly.

Writing skill: 86% of the total children could completely write the letters given in the test.

Showing different parts of body: 94% children could show different parts of body, such as eye, tongue and nail correctly.

Telling names of different objects: 86% of total children could tell the names of different natural objects seeing their pictures.

Main observations and Suggestions

- (1) Most of the centres are situated in varenda/courtyard or in rented room on a temporary basis except some centres of BSA. The teachers as well as supervisors expressed their demand for more permanent/own house for such centres.
- (2) Supply of materials. Most of the teachers and supervisors stated that the supply of learning materials and their preservation were satisfactory. But they, specially the supervisors, desired for supply of more quality learning materials for every centres.
- (3) The teachers appreciated the role of supervisors but their visit in some cases were not frequent as expected by the teachers to get their assistance in different aspects. The frequency of supervisors' visit should be uniform in all the centres of different implementing partners.
- (4) Caregivers' monthly meeting did not hold regularly according to the teachers of about 17% centres as the caregiver remained busy with their work and the register of meeting were not maintained in 23% centres of BSA. So different alternative techniques should be identified and followed to involve the parents for running the centres successfully.
- (5) There was dropping out of children in a good percentage of centres. So different strategies such as regular monitoring by the teachers and parents to bring back the children into centres should be introduced for following by teachers, supervisors and management committee.
- (6) Training is a very important component of the programme. The teachers, the supervisor and the trainers, strongly demanded more training for them. An uniform need based training program for the teachers and the supervisors of all centres of the implementing agents should be introduced.
- (7) The corners of all centres should be well organised and well equipped. The children's possible activities should be identified and teachers should be trained accordingly, so that they can guide the children to be involved in different activities according to their individual choice. All the four corners should be attractive to the children so that no corners left unattended by them. The teachers should be trained to understand the children psychology and their choices.
- (8) The classroom observation showed that different identified/prescribed activities were performed in almost 90% and above centres and in 70% centres on average the rules of activities were followed. But comparatively in a less number of centres (50-60%) the children enjoyed high pleasure. So the technique teaching-learning for performing activities should be made more joyful and the teachers should be trained accordingly.
- (9) The achievement of the children in play group and pre-school centres was found high in all items of test except math. Teachers should be trained more appropriate method of teaching math.

Chapter 1

The Program and the Methodology

The formative evaluation was conducted to assess the outcome of the school readiness initiative of the UNICEF assisted Early Childhood Development (ECD) project of Bangladesh Shishu Academy (BSA). This school readiness initiative consists of two elements of activities: (i) Play Group activities, popularly known as SBK (Shishu Bikash Karjokrom), for 4-5 years children; and (ii) the Pre-school activities for 5-6 years children. A brief description of the ECD project and the school readiness initiative is provided below for convenience of presentation and understanding of the evaluation findings on the SBK (Play Group) and pre-school activities.

1. Background Information

1.1. ECD project

Until recently, development activities for children in Bangladesh have almost exclusively been centered on ensuring their survival and healthy physical growth while there was no nation-wide structured programme for the early stimulation and learning of young children. *Every child should have the best start in life to develop his or her full potential and contribute to society in meaningful ways.* Issues that need to be highlighted are the importance of showing love and affection to children, of creating a stimulating environment, and of promoting children's self-esteem and confidence, particularly among girls.

In this context, the Early Childhood Development (ECD) project was launched by Bangladesh Shishu Academy (BSA), under the Ministry of Women and Children Affairs as part of the current five-year (2001-2005) Country Programme of Cooperation between the Government of Bangladesh (GoB) and UNICEF. Building on existing interventions that support young children's physical growth and development, the project aims to empower caregivers' to create safe and enabling environment for age appropriate nurturing of their children's cognitive abilities and learning skills during the early years. The project has four *sub-projects*, namely (1) Advocacy, Social Mobilization and Communication; (2) Caregivers education on ECD; (3) Research and Innovation; and (4) Networking and Capacity Building of Parents.

1.2. School readiness initiatives

School Readiness Initiative, consisting of the SBK (Play Group) and Pre-school activities, is one of the components under sub-project-3 "Research and Innovation". The objective of School Readiness Initiative is to expose "children of 4-6 years age group to participate effectively in learning activities appropriate for them". It is expected that through this process children will acquire basic competencies that would help them to cope with the new environment better when they graduate to primary schools. This is an integral part of ECD in Bangladesh aiming to strengthen young children's cognitive abilities to learn, socialize and thereby become better prepared for a life time of learning.

1.3. Specific objectives of school readiness initiative

Specific objectives of school readiness initiative are to:

- (g) Promote all areas of child development (motor, cognitive, language, social, emotional and autonomy).
- (h) Help children to build their confidence, skill and abilities from early life.
- (i) Foster children enthusiasm and love for learning.
- (j) Encourage parents/caregivers to take part for creating early learning opportunities for children.
- (k) Generate idea for using low cost and household materials as learning aids.
- (l) Prepare children for the primary school.

1.4. Target groups

Target groups for the SBK (Play Group) course are 4-5 year old children, and those for the pre-school course are 5-6 year old children.

1.5. School readiness activities

School readiness activities for SBK (Play Group) children and those for Pre-school children are listed in Table 1 below.

Table: 1

For SBK (Play Group) children	For Pre-school children
1 Physical exercise	1 Physical exercise
2 Rhymes	2 Rhymes
3 Singing	3 Singing
4 Small group activities	4 Story telling
5 Story telling	5 Art and craft
6 Free play and corner activity	6 Reading and writing of Bangla alphabets
7 Circle and outdoor play	7 Indoor and outdoor games
8 Creative work	8 Free play and corner activity
	9 Circle and outdoor play
	10 Creative work
	11 Numeric ideas
	12 Health and environment education

Specific lessons taught to each category of children are listed below:

For SBK (Play Group) children:

- Pre-reading including: Sound practice (phoneme), picture reading, assembling of different parts of a picture, playing with various materials.
- Pre-writing including : Drawing as you like, drawing of patterns
- Numerics concept: Conceptual understanding on (a) right and left, (b) small and big, (c) inside and outside, (d) up-and-down, (e) near-and-far, (f) front-and-back, (g) long-and short, (h) middle, (i) fat-and-thin, (j) different-from-others.

For Pre-school children:

- Bangla alphabets reading & writing including: Drawing as you like, drawing of patterns, reading of alphabets using pictorial alphabet chart, writing of alphabets using pre designed alphabet khata (note book), practicing of alphabet writing.
- Numerics including: Conceptual understanding on (a) different sizes and shapes, (b) counting, (c) writing of the numbers from 0-20, (c) practicing of additions (for not more than 10), (d) practicing of subtractions (not more than 9).

1.6. Implementing Agencies

Four partner agencies-- BSA (Bangladesh Shishu Academy), City Corporations, BRAC, GS (Grameen Shikkha) of Grameen Bank, -- are engaged to implementing the school readiness initiative (the SBK (Play Group) and Pre-school programmes) in selected areas of Bangladesh. The strategies each agency follows in implementing the programme are briefly described below.

BRAC: BRAC introduced the SBK (Play Group) activities in October 2003, initially at 30 learning centers. The activities were expanded to another 100 learning centres over the period, March- April 2004 in the Sherpur, Dinajpur Sadar, Sreepur and Amdia Upazilas (sub-districts) of the Bogra, Dinajpur, Gazipur and Narshingdi Districts. A SBK (Play Group) learning centre is conducted either in a room or in an open verandah of a BRAC -group member's house. BRAC runs the SBK (Play Group) learning centers with the assistance of UNICEF. Their Pre-school learning centers are run as a separate initiative under their own education program.

A BRAC SBK (Play Group) learning centre is run with a pool of four trained adolescent girls who graduated from BRAC run NFPE school. They work by rotation, with two usually running a

session for a week. They do not get any fixed honorarium on monthly basis but receives on an average tk.120/- (one hundred twenty) per month as allowance when they attend monthly meeting cum refresher training. A trained project person acts as the supervisor for every ten SBK (Play Group) learning centers and is also responsible for running the parent's/guardian's meetings. A programme organizer from BRAC oversees the activities of all the SBK (Play Group) learning centers in his/her assigned upazila (sub-district) and is responsible for the basic and refresher training of both the teachers and the supervisors.

Grameen Shikkha (GS) of Grameen Bank: Grameen Shikkha with all its 20 learning centers in Singair upazila (sub-district) under Manikganj district has been implementing only the Pre-school activities since 2004. Children enrolled for the pre-school activity are from the families of the Grameen Bank's group members. A learning center is based in a community centre situated at a group member's house. The parents of the pre-school children have to pay TK.120/- (one hundred and twenty) per child per year as school fees.

Each of these centers is run by a female teacher with a minimum educational qualification of grade VII. She is paid @ Tk. 600/- (Six hundred) per month by GS. They are given a seven-day long basic training when they join as teachers. Afterwards, they are given refresher trainings at periodical intervals. A trained person of GS acts Programme Manager as well as both as supervisor and Trainer. He is responsible for supervising and running all the 20 learning centres, and arranging the parents/guardian's monthly meetings. As a trainer he is also responsible for the basic and refresher trainings of the teachers.

Bangladesh Shishu Academy (BSA): BSA has set up the learning centers in its 64 District offices and in 3 places in Dhaka under the central office. BSA runs both the SBK (Play Group) and Pre-school learning activities at the same venue, in two different shifts, one following the other after a short time interval. A BSA office has a library and facilities for cultural programmes such as art and dance classes. At the BSA centres, children are given food once a week and also school-uniforms, with Government's own fund.

Two female teachers –one for SBK (Play Group) activities and one for Pre-school activities -- are assigned per learning centre. They are paid @ Tk. 900/- (Nine hundred) per month by the Government. All teachers receive a seven day-long basic training, thereafter 3 days refresher training once a year. The District Officer of BSA acts as both the programme Manager and the Supervisor of the learning center in his/her district. They are responsible for the smooth running of SBK (Play Group) and Pre -school activities at the learning centre.

City Corporations: City Corporations conducts both the SBK (Play Group) and Pre-school initiatives through their UDCs (Urban Development Centers). UDCs are community-based centers set up to serve the people in the urban slums in four city corporations. UDCs are the base for the community health workers' programme and the various other programmes run by the City Corporation. The SBK (Play Group) and Pre-school learning sessions are also held at the UDC.

The UDC learning centers, each, have two teachers, one for SBK (Play Group) children and one for Pre-school children. They are paid @ Tk. 800/- (eight hundred) per month by the Government. Almost all the teachers are female with a minimum educational qualification of completed SSC examination. A Community Development Officer (CDO), assigned for an area containing 10-20 learning centres, oversees the functioning of the centers and supervises the teachers. Some selected CDOs also act as trainers and are responsible for imparting both the basic and the refresher trainings to the teachers and supervisors.

1.7. School readiness packages

Two separate packages--one for SBK (Play Group) and one for pre-school-- were prepared and introduced in 2004 to the 64 learning centers of BSA., 206 Urban Development Centers (UDC) of the Dhaka, Chittagong, Khulna and Rajshahi City Corporations. BRAC introduced the SBK (Play Group) package in 130 centers in the selected Upazilas (sub-districts) of the Narsingdi, Dinajpur, Bogra and Gazipur districts, linked with their ongoing Pre-school activity. Grameen Shikkha

introduced the pre-school package in the 20 centers in their working area in the Singair Upazila of Manikganj district. The package consists of teacher's manual and teaching leaning materials (print & play) materials for the children. Each center receives a set of materials to start with and resupply of replenisable items once every year from the ECD project.

1.8. Duration of course

The duration of course is one year for both the SBK (Play Group) learning and the pre-school learning. At the end of one year, SBK (Play Group) children move to the Pre-school, and the pre-school children to the primary schools. Usually, the daily classes are run for two hours for the SBK (Play Group) children and for two and a half for the pre-school children, on all days a week, except Friday the weekend.

1.9 Number of children in a batch

On average, about 30 children are taught in a batch for both the SBK (Play Group) and Pre-school classes. The actual number in a batch may vary based on the space available in the learning centre for organizing the learning sessions in a child friendly environment, and the local demand. But, BRAC leaning centers have fewer children, 8 -15, in a batch.

1.10 Management Committee

For a learning centre, there is a Mana gement Committee to guide and oversee the center's activities. The committee also assists in creating awareness about the learning centre among the parents and in getting the children admitted into the Primary school. The committee is comprised of distinguished local people, parents, the teacher(s) and supervisor of the centre, and the venue provider.

1.11 Supportive activities

Major, supportive activities undertaken so far for school readiness initiatives include:

1. *Development of SBK (Play Group) and Pre-school packages:* A working group with representatives from Bangladesh Shishu Academy (BSA) and ECD project partner agencies developed two separate packages for Play Group or SBK and Pre-school activities with technical guidance from PLAN Bangladesh and UNICEF.
2. *Training of Trainers (TOT) on two packages:* Twenty one trainers consisting of members from ECD project of BSA, Support for Basic Services in Urban Area Project (SBSUAP) under City Corporations, Dhaka Ahsania Mission (DAM), BRAC, and GS received training by master trainers from PLAN Bangladesh.
3. *Training of Teachers:* The selected trainers conducted a 4-day basic training for SBK (Play Group) teachers and a 7-day basic training for pre-school teachers of their own organization at different locations. Trainers of SBSUAP (Support for Basic Services in Urban Area Project), with the help of trainers from DAM and PLAN Bangladesh, conducted training for 412 teachers from the four city corporations.
4. *Supply of teaching and learning materials to learning facilities of BSA, UDC, BRAC and GS learning centers:* Teaching and learning materials for use by teachers and children were supplied to each centre of BSA and UDCs through PD-ECD and PD-SBSUAP.
5. *SBK (Play Group) & Pre-school activities at centers of BSA, UDCs, BRAC and GS:* Teachers on completion of the training run a two -hour Shishu Bikash Kendra & pre-school separately six days a week. They facilitate a set of activities a s shown in Table1 during the class hours.
6. *Refresher training of teachers:* Trainers of each agency conduct a 4-day refresher training of teachers once a year, with technical guidance from PLAN Bangladesh and BSA.

7. *Orientation of supervisors:* Caretakers & Community Development Officers of SBSUAP and the District Officers of BSA, who supervise teacher's tasks at UDCs' and BSA' learning centers, received a 2-day orientation on supervision and monitoring of SBK (Play Group) & pre-school activities. Supervisors of BRAC and GS received orientation from their own organization.

2. Purpose of the Formative Evaluation

The purpose of the evaluation was to assess the outcome of the school readiness (SBK or Play Group, and Pre-school) activities conducted by the four partner agencies (BSA, BRAC, GS and City Corporations). The results will be used to make necessary modifications of packages and the course correction for continuation and gradual expansion of the school readiness activities in more urban slums and other disadvantaged areas. The assessment is required to include information on the following:

- (e) Nature of application of interactive, child-centred teaching learning process inside the learning centers;
- (f) Status of children's achievements against expected learning outcomes;
- (g) Effectiveness of various supportive activities e.g., TOT, teachers training, Supervisors orientation, and Refresher training carried out so far; and
- (h) Outcome of application of the teaching and learning materials.

3. Methodology applied

Data were collected over a representative sample of the learning centres run by the four partner agencies. The sample consisted of 110 learning centres, including 30 of the 67 learning centres run by Bangladesh Shishu Academy (BSA), 30 of the 130 learning centres run by BRAC, 30 of the 206 learning centres run by the City Corporations, and all of the 20 learning centres run by Grameen Shikkha (GS). The learning centres for each partner agency were independently sampled in the following manner.

- From the BSA learning centres, the 30 centres were randomly selected by randomly picking 9 centres from each of the Dhaka and Chittagong divisions and 6 centres from each of the Rajshahi and Khulna divisions.
- From the City Corporations learning centres, the 30 centres were randomly selected by randomly picking 9 centres from each of the Dhaka and Chittagong City Corporations and 6 centres from each of the Rajshahi and Khulna City Corporations.
- From the BRAC learning centres in four upazilas, the 30 centres were randomly selected by randomly picking 8 centres from each of the bigger two upazilas and 7 centers from each of the smaller two upazilas.
- As there are only 20 learning centres run by Grameen Shikkha, all of them were included in the sample.

Out of the 110 sampled learning centres, 90 centres included the SBK activities and 80 centres the Pre-school activities, with GS conducting only the pre-school activities and BRAC conducting only the SBK (Play Group) activities, with Unicef supports, in their respective learning centres. With BRAC engaging two teachers to teach a session in a learning centre, there were 200 teachers included in the sample of 110 learning centres, that is, 120 from SBK (Play Group) sessions and 80 from pre-school sessions.

In-depth interviews were conducted with all the 200 Teachers of the sampled Learning centres; 673 Parents/Guardians, 69 Supervisors, 20 Trainers, and 40 Programme Managers. In addition, a sample of 1011 children, including an average of about 6 children from a sampled centre, was interviewed to evaluate their learning achievements. Classroom observations were conducted in each of the sampled 110 learning centres to observe the class activities, covering a total of 169 sessions

Fieldwork for data collection was carried out from 16 November 2005 to 30 November 2005, by deploying 12 interviewing teams. A team consisted of two members. Two Quality Control Officers and a Research Officer were deployed to ensure the quality of data collection. A seven day-long training on the study methodology and questionnaires was offered to them from 8 November 2005 to 15 November 2005. Experienced in-house trainers of Mitra and Associates imparted the training.

The data for the evaluation was collected by using the following assessment tools.

- Teacher questionnaire for SBK (Play Group) teachers
- Teacher questionnaire for Pre-school teachers
- Supervisor questionnaire
- Classroom observation tool for SBK (Play Group) activities
- Classroom observation tool for Pre-school activities
- Parent/guardian questionnaire
- Trainer questionnaire
- Programme manager questionnaire

Different categories of respondents interviewed, with the different tools, were the SBK (Play Group) and Pre-school Teachers, Supervisors (CDO, Community Development Officers), Trainers, Program Officers, and Guardians. Besides, classroom observations and the evaluation of children's learning achievements were conducted in all the sampled Learning -centres. The number of respondents successfully interviewed in each category from a partner agency is shown in Table 2. The number of class-sessions visited for classroom observations and the number of children examined for evaluation of the learning achievements are also shown in the table, according to the partner agency. The data processing included: editing of tools, coding of responses, and entering of data into the computer.

Table 2: Number of respondents* interviewed by categories, according to the partner agency

Partner Agency	Categories of respondents										
	School teacher		Classroom Observations		Guardian		Evaluation of Children's achievements		Super-visor	Trainer	Pro-gram Manager
	Play Group	Pre-school	Play Group	Pre-school	Play Group	Pre-school	Play Group	Pre-school			
BRAC	60	-	30	-	120	-	179	-	13	05	04
GS	-	20	-	20	-	80	-	120	1	1	1
BSA	30	30	29	30	116	117	174	178	30	07	30
City Corporation	30	30	30	30	120	120	180	180	25	07	05
Total	120	80	89	80	356	317	533	478	69	20	40

* Respondents also include the class sessions visited for classroom observations and the children examined for assessment of the learning achievement.

Chapter 2

SBK (Play Group) and Pre-school Teacher's and Learning Centres

SBK (PLAY GROUP) AND PRE-SCHOOL TEACHERS AND LEARNING CENTERS

A wide range of data was collected pertaining to SBK (play group) learning centers and pre-school learning centers, conducting in-depth interviews with the samples of play group or SBK teachers and pre-school teachers and thorough observations of the facilities and activities at their centers.

Background characteristics of teachers

SBK (Play Group) teachers

As shown in table 2.1a, majority of teachers in the SBK (play group) learning centers run by Bangladesh Shishu Academy (BSA) and city corporations were in the age range of 20-29 years-- 80 percent in the learning centers run by BSA and 77 percent in those run by city corporations. But in the SBK (Play Group) learning centers run by BRAC, almost every teacher was from the 12-19 year age group. Striking differences between BRAC's SBK (play group) learning centers and those of the BSA and city corporations were also apparent in education of the teachers. Eight in ten teachers (80.1 percent) in BRAC's SBK (Play Group) learning centers had an education worth class IV –VIII, mostly class VII-VIII, while there was no teacher with an education below completed secondary level (SSC) in BSA's learning centers, and no teacher below completed higher secondary level in city corporations' learning centers.

SBK (Play Group) teachers generally were female. Only the BSA had a few (3.3 percent) male teachers. There was no male SBK (Play Group) teacher employed by either BRAC or city corporations.

In the overall sample, nearly a half (48 percent) of SBK (Play Group) teachers reported working as a SBK (Play Group) teacher for 2 years, with 53 percent among those of BRAC and 43 percent among those both of BSA and of city corporations. BSA and city corporations had 37 percent and 40 percent, respectively of their teachers employed for over two years. BRAC had no teacher employed for over 2 years.

Table 2.1a: Percent distribution of SBK (Play Group) Teachers by background characteristics according to implementing partner.

SBK (Play Group) Learning Centers				
Background Characteristics	BRAC	BSA	City Corporation	Total
Age				
12-19	93.3	6.7	6.7	50.0
20-24	5.0	53.3	46.7	27.5
25-29	1.7	26.7	30.0	15.0
30-34	-	6.7	10.0	4.2
35-40	-	6.7	6.7	3.3
Total	100.0	100.0	100.0	100.0
Sex				
Male	-	3.3	-	0.8
Female	100.0	96.7	100.0	99.2
Total	100.0	100.0	100.0	100.0

Table 2.1a: Percent distribution of SBK (Play Group) Teachers by background characteristics according to implementing partner.

SBK (Play Group) Learning Centers				
Background Characteristics	BRAC	BSA	City Corporation	Total
Education				
Class iv	5.0	-	-	2.5
Class v	16.7	-	-	8.3
Class vi	8.3	-	-	4.2
Class vii	26.8	-	-	13.3
Class viii	23.3	-	-	11.7
Class ix	8.3	-	-	4.2
S.S.C	8.3	-	56.7	18.3
H.S.C	3.3	70.0	30.0	26.7
Graduate/Higher	-	30.0	13.3	10.8
Total	100.0	100.0	100.0	100.0

Table 2.1a: Percent distribution of SBK (Play Group) Teachers by background characteristics according to implementing partner.

SBK (Play Group) Learning Centers				
Background Characteristics	BRAC	BSA	City Corporation	Total
Length of service				
< 1year	21.7	16.7	10.0	17.5
1 year	13.3	3.3	6.7	9.2
2 year	53.3	43.3	43.3	48.3
3 year	11.7	13.3	13.3	12.5
4 year	-	3.3	3.3	1.7
5+	-	20.0	23.3	10.8
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Pre-school teachers

As shown in table 2.1b, majority of teachers in pre-school learning centers, 63 percent, were from the age range of 20-30 years, with 55 percent of those in GS' learning centers, 63 percent in BSA's learning centers and 66 percent in city corporations' learning centers. However, 40 percent of teachers in GS' learning centers were below 20 years, compared to only 10 percent of those in BSA's learning centers and 3 percent in city corporations' learning centers.

There were wide variations among the learning centers of the different partner agencies (BSA, BRAC and city corporations), with respect to educational qualification of pre-school teachers. Almost every pre-school teacher (97 percent) in BSA's learning centers and 70 percent in city corporations' had an education up to the completed HSC level or higher, while most of the teachers (80 percent) in GS' learning centers were educated only up to the class IX/completed SSC level. The majority (75 percent) of teachers reported working as a pre-school teacher for two years or more in the overall sample, with 65 percent of those in GS' learning centers, 73 percent in BSA's and 83 percent in city corporations'.

Table 2.1b: Percent distribution of Pre-School Teachers by background characteristics, according to implementing partner.

Pre-school Learning Centers				
Background Characteristics	GS	BSA	City Corporation	Total
Age				
12-19	40.0	10.0	3.3	15.0
20-24	30.0	30.0	33.3	31.3
25-29	25.0	33.3	33.3	31.3
30-34	5.0	16.7	16.7	13.8

35-40	-	10.0	13.3	8.8
Total	100.0	100.0	100.0	100.0
Sex				
Male	-	-	3.3	0.8
Female	100.0	100.0	96.7	99.2
Total	100.0	100.0	100.0	100.0
Education				
Class vii	5.0	-	-	1.3
Class viii	5.0	-	-	1.3
Class ix	40.0	-	-	10.0
S.S.C	40.0	3.3	30.0	22.5
H.S.C	10.0	60.0	40.0	40.0
Graduate/Higher	-	36.7	30.0	25.0
Total	100.0	100.0	100.0	100.0
Length of service				
< 1year	25.0	23.3	13.3	20.0
1 year	10.0	3.3	3.3	5.0
2 year	20.0	60.0	46.7	45.0
3 year	20.0	-	16.7	11.3
4 year	20.0	3.3	-	6.3
5+	5.0	10.0	20.0	12.5
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Duties and responsibilities

SBK (Play group) teachers

Table 2.2a lists the duties and responsibilities that the SBK (Play Group) teachers reported usually performing as a SBK (Play Group) teacher. In addition to teaching, a SBK (Play Group) teacher is required to perform, as their duties and responsibilities, a variety of tasks supportive to the conduct of the SBK (Play Group) learning centre. Most commonly reported ‘supportive’ task usually carried out by SBK (Play group) teachers was ‘ensuring (children’s) attendance’ to the school, reported by 68 percent of SBK (Play Group) teachers in the overall sample. Next most commonly reported ‘supportive’ tasks were ‘preserving materials in an orderly fashion’ (54 percent), ‘maintaining hygienic atmosphere in the school’ (51 percent) and ‘organizing monthly meetings with guardians (49 percent).

There were marked variations in performances of supportive tasks among the SBK (Play Group) learning centers of the different partner agencies (BRAC, BSA and city corporations). Teachers in city corporations’ learning centers were much more likely to ensure attendance to the school and organize monthly meetings with guardians than were the teachers in the BRAC’s or BSA’s learning centers. In city corporations’ learning centers, over 80 percent of teachers reported ensuring attendance to the school and exactly 70 percent reported organizing monthly meetings with guardians, while the proportions were lower 67 and 33 percent, respectively, for BRAC’s learning centers, and 53 and 60 percent, respectively, for BSA’s learning centers. On the other hand, teachers in BRAC’s learning centers were found to be much more likely to preserve materials in an orderly fashion, 70 percent versus only 47 percent for BSA’s learning centers and 30 percent for city corporations’ learning centers.

Table 2.2a: Percentage of SBK (Play Group) Teachers by specific type of duties and responsibilities they said they performed, according to implementing partner.

Type of duties and responsibilities	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Teaching children	100.0	100.0	100.0	100.0
Ensuring attendance of children	66.7	53.3	83.3	67.5
Preserving materials in an orderly fashion	70.0	46.7	30.0	54.2
Maintaining hygienic atmosphere	53.3	50.0	46.7	50.8
Organizing monthly meetings with guardians	33.3	60.0	70.0	49.2
Motivating guardians for creating an environment conducive to the growth of intellect of their children	16.7	53.3	43.3	32.5
Explaining importance of learning centers to parents	15.0	43.3	36.7	27.5
Taking care equally of both boys and girls	28.3	30.0	20.0	26.7
Motivating guardians to enrol their children in primary schools on completion of education at the centre	10.0	26.7	30.0	19.2
Collecting materials locally	18.3	16.7	13.3	16.7
Preparing monthly reports	1.7	10.0	10.0	5.8
Others	6.7	-	10.0	5.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Pre-school teachers

Table 2.2b lists the duties and responsibilities that the pre-school teachers reported usually performing as a pre-school teacher. Most commonly reported ‘supportive’ task usually carried out by pre-school teachers, in addition to teaching’ were ‘ensuring children’s attendance to the school’ reported by nearly 79 percent of pre-school teachers in the overall sample. Next most commonly reported supportive tasks usually carried out were ‘organizing monthly meetings of guardians’ (65 percent), ‘explaining importance of learning to parents’ (55 percent), and ‘preserving materials in an orderly fashion’ (49 percent). Teachers in GS schools were generally more likely to carry out the most and next most commonly reported supportive tasks than were those in the BSA and city corporation schools. Only exception was the greater likely of teachers explaining importance of learning to parents, notable in BSA schools than in the GS or city corporation schools.

Table 2.2b: Percentage of pre-school Teachers by specific type of duties and responsibilities they said they performed, according to implementing partner.

Type of duties and responsibilities	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Teaching children	100.0	100.0	100.0	100.0
Ensuring attendance of children	90.0	66.7	83.3	78.8
Organizing monthly meetings of guardians	75.0	60.0	63.3	65.0
Explaining importance of learning centers to parents	45.0	70.0	46.7	55.0
Preserving materials in an orderly fashion	85.0	43.3	30.3	48.8
Motivating guardians for creating an environment conducive to the growth of intellect of their children	40.0	30.0	43.3	37.5
Motivating guardians to enrol their children in primary schools on completion of education at the centre	15.0	23.3	43.3	28.8
Taking care equally of both boys and girls	25.0	26.7	30.0	27.5
Collecting materials locally	35.0	13.3	20.0	21.3
Maintaining hygienic atmosphere	85.0	40.0	33.3	18.8
Preparing monthly reports	5.0	13.3	13.3	11.3
Others	10.0	6.7	10.0	8.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Training

SBK (Play Group) teachers

As shown in Table 2.3a, among SBK (Play Group) teachers, almost every one reported having received the basic training, and nearly 80 percent the refresher trainings. Among the different partner agencies' SBK (Play Group) learning centers, the proportion receiving the basic training was lower at 90 percent in city corporations' learning centers, compared to 97 percent for BSA's learning centers and exactly 100 percent for BRAC's learning centers. City corporations' learning centers had however the highest proportion of teachers receiving the refresher training, 90 percent versus 73 percent in SBA's learning centers and 77 percent in BRAC's learning centers.

Table 2.3a: Percentage of SBK (Play Group) Teachers who have received specific type of training, according to implementing partner.

Type of Training	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Basic training	100.0	96.7	90.0	96.7
Refreshers' training	76.7	73.3	90.0	79.2
Others	1.7	-	-	0.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Pre-school teachers

Among pre-school teachers, over 9 in 10 (93 percent) reported having received the basic training, and over 8 in 10 the basic training (Table 2.3b). Teachers in GS' pre-school learning centers were more likely to receive both the trainings than those in the BSA's or city corporations' learning centers.

Table 2.3b: Percentage of Preschool Teachers who have received specific type of training, according to implementing partner.

Type of Training	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Basic training	100.0	93.3	86.7	92.5
Refreshers' training	90.0	76.7	83.3	82.5
Others	35.0	3.3	3.3	11.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Assessed effectiveness of training

SBK (Play Group) teachers

Teachers were asked to rate the effectiveness of the training they had received as very good, good, moderate or not good. As shown in Table 2.4a, more than 9 in 10 (93 percent) of SBK (Play Group) teachers rated the effectiveness as very good (50 percent) or good (43 percent). The proportion of teachers rating the effectiveness as very good was highest in BSA's learning centers (63 percent), intermediate in city corporations' learning centers (57 percent) and lowest in BRAC's learning centers.

Table 2.4a: Percent distribution of SBK (Play Group) Teachers by assessed effectiveness of their training, according to implementing partner.

Assessed effectiveness of Training	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Assessed effectiveness of Training				

Very good	40.0	63.3	56.7	50.0
Good	53.3	33.3	33.3	43.3
Moderate	6.7	3.3	6.7	5.8
Not good at all	-	-	3.3	0.8
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Pre-school teachers

Also, among pre-school teachers, over 9 in 10 (93 percent) rated the effectiveness of the training they had received as very good (66 percent) or good (30 percent) (Table 2.4b). Note that pre-school teachers were more likely to rate the effectiveness of the training as very good, compared to SBK teachers. The proportion of pre-school teachers rating the effectiveness as very good was highest in GS's learning centers, intermediate in BSA's learning centers and lowest in city corporations' learning centers.

Table 2.4b: Percent distribution of Pre-school Teachers by assessed effectiveness of their training, according to implementing partner.

Grade of effectiveness of Training	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Very good	75.0	60.0	56.7	62.5
Good	25.0	30.0	33.3	30.0
Moderate	-	6.7	6.7	6.0
Not good at all	-	3.3	3.3	2.5
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Benefits of receiving training

SBK (Play Group) teachers

Teachers were asked to state the benefits of the training they had received. As shown in Table 2.5a, slightly over one-third (34 percent) of SBK (Play Group) teachers stated 'training helped teach children more effectively'. The next most stated benefits were 'they could acquire new knowledge and skills of teaching', (stated by 23 percent) and 'they could learn teaching methods' (20 percent).

Stating of the benefit, 'training helped teach children more effectively' was much less common among teachers in city corporations' learning centers (10 percent) than among those in the BRAC's (40 percent) or BSA's (47 percent) learning centers. Similar differentials were evident in the case of the benefit, 'they could acquire new knowledge and skills of teaching', ranging from 13 percent in city corporations' learning centers to 27 percent in the other partner agencies' learning centers. But city corporations' learning centers had a much higher proportion acknowledging the benefit, 'they could acquire new knowledge and skills of teaching', 50 percent, compared to less than 12 percent in the other partner agencies' learning centers.

Table 2.5a: Percentage of SBK (Play Group) Teachers by stated benefits of receiving training, according to implementing partner.

Benefits of receiving training	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Learnt to teach children more effectively	40.0	46.7	10.0	34.2
Acquired new knowledge and skills of teaching	26.7	26.7	13.3	23.3
Could learn the teaching method	11.7	6.7	50.0	20.0
Helpful in taking classes	11.7	10.0	10.0	10.8
Could learn how to teach children by playing with toys	5.0	3.3	16.7	7.5
Learnt when and how children's early development occur	11.7	3.3	3.3	7.5
Learnt how to behave with children	3.3	-	20.0	6.7
Learnt about child care and child development	3.3	-	6.7	4.2
Learnt how to prepare children for pre-school	1.7	3.3	6.7	3.3
Acquired ability to become a teacher	-	10.0	-	2.5
Learnt how to control children	1.7	3.3	-	1.7
Others	-	-	6.7	1.7
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Pre-school teachers

Pre-school teachers stated about the same benefits of training as did the SBK teachers. As shown in Table 2.5b, nearly a quarter (24 percent) of pre-school teachers stated 'they could acquire new knowledge and skills of teaching'. The next most commonly stated benefits by the pre-school teachers were 'training helped teach children more effectively' (20 percent) and 'they could learn teaching methods' (16 percent). Acknowledgement of 'they could acquire new knowledge and skills of teaching' was more common among teachers in city corporations' learning centers than among those in the BSA's or GS' learning centers. In contrast, pre-school teachers in GS' learning centers were found more likely to acknowledge 'training helped teach children more effectively' and 'training was helpful in taking classes'.

Table 2.5b: Percentage of Pre-school Teachers who have stated benefits of receiving training, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Benefits of receiving training				
Could learn the teaching method	-	16.7	46.7	23.8
Learnt to teach children more effectively	45.0	20.0	3.3	20.0
Acquired new knowledge and skills of teaching	15.0	16.7	16.7	16.3
Helpful in taking classes	35.0	3.3	10.0	13.8
Learnt when and how children's early development occur	10.0	13.3	10.0	11.3
Acquired ability to become a teacher	-	16.7	10.0	10.0
Could learn how to teach children by playing with toys	20.0	3.3	6.7	8.8
Learnt how to mix with children, parents, local people	15.0	-	3.3	5.0
Learnt how to prepare children for primary school	-	3.3	10.0	5.0
Learnt how to behave with children	10.0	3.3	3.3	5.0
Learnt about child care and child development	5.0	6.7	-	3.8
Others	5.0	10.0	6.7	7.5
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Further training

Eight in ten (80 percent) of SBK (Play Group) teachers and almost every one among pre-school teachers stated that they needed further training (Tables 2.6a and 2.6b). The proportion of SBK (Play Group) teachers seeking further training was highest in BSA's learning centers (90 percent), followed by city corporations' learning centers (83 percent) and BRAC's learning centers (73 percent). For pre-school teachers however, there were no remarkable variations in the proportion seeking further training among the different partner agencies' learning centers. Among both the SBK (Play Group) and pre-school teachers, the most sought after training was the training on teaching methods, followed by the refresher training and the training on teaching related issues (Tables 2.7a and 2.7b).

Table 2.6a: Percent distribution of SBK (Play Group) Teachers by whether they needed any further training or not for running SBK (Play Group) activities, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Whether or not further training needed				
Further training needed	73.3	90.0	83.3	80.0
No further training needed	26.7	10.0	16.7	20.0
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.6b: Percent distribution of Pre-school Teachers by whether they needed any further training or not for running Preschool activities, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Whether or not further training needed				
Further training needed	90.0	96.7	93.3	93.6
No further training needed	10.0	3.3	6.7	6.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.7a: Percentage of SBK (Play Group) Teachers who mentioned a specific training/topic for further training, according to implementing partner.

Training/topic	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Teaching methods	79.5	74.1	68.0	75.0
Refreshers' training on SBK (Play Group) activities	52.3	66.7	52.0	56.3
Training on teaching related issues	36.4	55.6	48.0	44.8
Development/using/displaying of materials	38.6	37.0	16.0	32.3
Children's behavioural change	18.2	25.9	28.0	22.9
Rules and regulations of managing the centre	27.3	-	24.0	18.8
Methods of creating awareness among guardians and society	11.4	11.1	20.0	13.5
Others	6.8	7.4	4.0	6.3
Number	44	27	25	96

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.7b: Percentage of Pre-school Teachers who mentioned a specific training/topic for further training, according to implementing partner.

Training/topic	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Teaching methods	94.4	93.1	78.6	88.0
Refreshers' training on pre-school activities	22.2	65.5	67.9	56.0
Development/using/displaying of materials	38.9	51.7	35.7	42.7
Training on teaching related issues	38.9	37.9	28.6	34.7
Children's behavioural change	50.0	20.7	14.3	25.3
Methods of creating awareness among guardians and society	27.8	17.2	14.3	18.7
Rules and regulations of managing the centre	-	10.3	14.3	9.3
Others	16.7	13.8	3.6	10.7
Number	18	29	28	75

*Note: The percentages, based on multiple answers, add to more than 100.

Steps taken to get children enrolled

Steps taken by the SBK (Play group) and pre-school teachers in getting children enrolled in their learning centers are listed in Tables 2.8a and 2.8b. The most commonly taken step by a teacher was she/he explained the SBK (Play Group)/pre-school learning centre's activities to the parents and motivated them to send their children to the SBK (Play Group)/pre-school learning centers. Over 80 percent of SBK (Play Group) teachers reported having taken this step to get children enrolled in their learning centers. The proportion of pre-school teachers taking the step was even higher, over 90 percent. Next most commonly taken step was conducting a survey to identify children eligible to be enrolled. Around two-thirds of both the SBK (Play Group) and pre-school teachers reported having conducted the survey. The proportion of teachers conducting the survey was greater among BSA's learning centers than among the other partner agencies' learning centers.

Table 2.8a: Percentage of SBK (Play Group) Teachers by specific steps they said they took for enrolling children in SBK (Play Group) learning centers, according to implementing partner.

Steps taken to enroll children in SBK (Play Group) learning centre	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Explaining SBK (Play Group) learning centre activities to parents	76.7	90.0	86.7	82.5
Conducting survey on children	60.0	56.7	83.3	65.0
Explaining the learning centre activities to children	40.0	53.3	26.7	40.0
Increasing children's attraction to learning centre through materials/story-telling	16.7	36.7	16.7	21.7
Explaining the learning centre activities to elites of the area	30.0	10.0	33.3	25.8
Organizing different festivals at the centre	6.7	6.7	-	5.0
Maintaining contact with the female teacher of SBK	11.7	-	10.0	8.3
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.8b: Percentage of Pre-school Teachers by specific steps they said they took for enrolling children in pre-school learning centers, according to implementing partner.

Steps taken to enroll children in pre-school learning centre	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Explaining Pre-school learning centre activities to parents	100.0	83.3	96.7	92.5
Conducting survey on children	80.0	46.7	70.0	63.8
Explaining the learning centre activities to children	55.0	33.3	30.0	37.5
Explaining to elites of the area	70.0	20.0	23.3	33.8
Increasing children's attraction to learning centre through materials/story-telling	15.0	30.0	13.3	20.0
Organizing different festivals at the centre	-	10.0	-	3.8
Maintaining contact with the female teacher of pre-school	-	23.3	26.7	18.8
Others	-	6.7	3.3	3.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Teacher's guide book (Shikhhak Shahayika)

Except in BRAC's learning centers, every SBK (Play group) and pre-school teacher everywhere reported having had the Teacher's guide book (Shikhhak Shahayika) with her/him (Table 2.9a, 2.9b, 2.10a and 2.10b). In BRAC's learning centers, only 22 percent of the teachers had the Teacher's guide book with them. Those BRAC teachers, who did not have had the Teacher's guide book, said that their office did not give it to them.

Table 2.9a: Percent distribution of SBK Teachers by whether or not did they have the teacher's guide book with them, according to implementing partner.

Teacher's guide book	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Yes	21.7	100.0	100.0	60.8
No	78.3	-	-	39.2
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.9b: Percent distribution of Pre-school Teachers by whether or not did they have the teacher's guide book with them, according to implementing partner.

Teacher's guide book	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.10a: Percent distribution of SBK (Play Group) Teachers by whether or not they followed the teacher's guide book in imparting lessons, according to implementing partner.

Imparting the guide book	SBK (Play Group) learning Centers			
	BRAC	BSA	City Corporation	Total
Yes	92.3	100.0	100.0	98.6
No	77.7	-	-	1.4
Total	100.0	100.0	100.0	100.0
Number	13	30	30	73

Table 2.10b: Percent distribution of Preschool Teachers by whether or not they followed the teacher's guide book in imparting lessons, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Imparting the guide book				
Yes	100.0	100.0	96.7	98.8
No	-	-	3.3	1.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Among SBK (Play Group) teachers who had the guide book, only 43 percent reported that they used it always in imparting lesson to the children while the rest 57 percent used it sometimes or when they needed to (Table 2.11 a). Similar patterns of use of the guide were seen among the pre-school teachers (Table 2.11b).

Table 2.11a: Percent distribution of SBK (Play Group) Teachers by how frequently they followed the guidebook, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Frequency of following the guide book				
When needed	41.7	16.7	46.7	33.3
Sometimes	16.7	26.7	23.3	23.6
Always	41.7	56.7	30.0	43.1
Total	100.0	100.0	100.0	100.0
Number	12	30	30	72

Table 2.11b: Percent distribution of Preschool Teachers by how frequently they followed the guide book, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Frequency of following the guide book				
When needed	45.0	20.0	31.0	30.4
Sometimes	20.0	33.3	13.8	22.8
Always	35.0	46.7	55.2	46.8
Total	100.0	100.0	100.0	100.0
Number	20	30	29	79

Difficulties in running the learning centers

The difficulties the teachers faced in running the learning centers are listed in Tables 2.12a and 2.12b. The most difficulties they faced were because of insufficient materials, reported by 40 percent among SBK (Play Group) teachers, but only 22 percent among pre-school teachers.

Table 2.12a: Percentage of SBK (Play Group) Teachers by difficulties they faced in running the SBK (Play Group) activities, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Difficulties				
Insufficient materials	41.7	46.7	30.0	40.0
Lack of permanent house for the centre	46.7	3.3	6.7	25.8
Children want dress, bag, tiffin, books, notebook, etc.	3.3	20.0	26.7	13.3
Communication problem of children	6.7	10.0	20.0	10.8
Teacher's salary and allowances are not enough /are paid irregularly	10.0	20.0	-	10.0
Bringing children from home	5.0	3.3	20.0	8.3
Accommodation problem in classroom	-	16.7	13.3	7.5

Cont.

Table 2.12a: Percentage of SBK (Play Group) Teachers by difficulties they faced in running the SBK (Play Group) activities, according to implementing partner.

Difficulties	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Lack of playing ground for children	-	16.7	13.3	7.5
Lack of drinking water and latrine facilities	11.7	-	3.3	6.7
Materials of low quality	1.7	6.7	13.3	5.8
Lacking of awareness among parents	-	3.3	20.0	5.8
Absenteeism of children	1.7	6.7	-	2.5
Parents do not come at their monthly meeting	-	3.3	3.3	1.7
Dropout due to shifting to other place	-	3.3	3.3	1.7
Dropout due to joining at work	-	-	3.3	0.8
Delay in receiving materials	-	3.3	-	0.8
Problem in preserving materials	1.7	-	-	0.8
No problem	30.0	6.7	13.3	20.0
Others	3.3	10.0	16.7	8.7
Number	60	30	30	120

*NOTE: The percentages, based on multiple answers, add to more than 100.

Table 2.12b: Percentage of Pre-school Teachers by difficulties they faced in running the Preschool activities, according to implementing partner.

Difficulties	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Accommodation problem in classroom	15.0	30.0	20.0	22.5
Insufficient materials	15.0	26.7	16.7	20.0
Children want dress, bag, tiffin, books, notebook, etc.	5.0	16.7	10.0	11.3
Teacher's salary and allowances are not enough/ are paid irregularly	5.0	23.3	-	10.0
Lack of permanent house for the centre	20.0	3.3	6.7	8.8
Communication problem of children	-	10.0	10.0	7.5
Materials of lower quality	-	6.7	10.0	6.3
Bringing children from home	-	-	16.7	6.3
Absenteeism of children	15.0	3.3	3.3	6.3
Parents do not come at their monthly meeting	15.0	-	6.7	6.3
Lacking of awareness among parents	5.0	3.3	6.7	5.0
Neighbours feel disturbed	10.0	3.3	-	3.8
Lack of drinking water and latrine facilities	15.0	-	-	3.8
Delay in receiving materials	-	-	10.0	3.8
Lack of playing ground for children	10.0	-	-	2.5
Insecurity of learning centre	10.0	-	-	2.5
Dropout due to shifting to other place	-	-	3.3	1.3
Dropout due to joining at work	-	-	3.3	1.3
Limited class hour	-	-	3.3	1.3
Problem in preserving materials	5.0	-	-	1.3
No problem	30.0	23.3	26.7	26.3
Others	-	10.0	6.7	6.3
Number	20	30	30	80

*NOTE: The percentages, based on multiple answers, add to more than 100.

Additional supports needed

Teachers were asked what additional supports they thought they needed to carry out the SBK (Play Group)/pre-school activities. Their responses are listed in Tables 2.13a and 2.13b. The most commonly given response was their salaries and allowances should be raised in order for them to be able to carry out the school activities more successfully. Next most sought after additional supports were they needed a large class room in a permanent building and they needed more materials. There were little or no variations in order of seeking specific additional supports between SBK (Play Group) teachers and pre-school teachers. But, pre-school teachers were less likely than the SBK (Play Group) to ask for additional supports.

Table 2.13a: Percentage of SBK (Play Group) Teachers by additional supports they said they needed to run the SBK (Play Group) learning centre activities, according to implementing partner.

Additional supports	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Should increase salary and allowance of teachers	60.0	60.0	50.0	57.5
Permanent and large classroom	80.0	33.3	36.7	57.5
Provision of more materials	63.3	46.7	33.3	51.7
Dress tiffin bag, book, notebooks for children	6.7	36.7	73.3	30.8
Provision of high quality materials	3.3	10.0	33.3	12.5
Should arrange vans for children's transportation	8.3	23.3	-	10.0
Arranging trainings for teachers	10.0	10.0	-	7.5
Entertainment for parents during monthly meeting	-	-	26.7	6.7
Should arrange of drinking water and latrines	13.3	-	-	6.7
Needs a wall clock for the learning centre	8.3	-	-	4.2
Arranging study tours for children often	-	-	6.7	1.7
Should arrange prizes for children	-	-	6.7	1.7
Needs mat	1.7	-	3.3	1.7
Materials supplies in due time	-	3.3	-	0.8
Should extend class-time	1.7	-	3.3	1.7
Others	-	6.7	3.3	2.5
Number	60	30	30	120

*NOTE: The percentages, based on multiple answers, add to more than 100.

Table 2.13b: Percentage of pre-school Teachers by additional supports they said they needed to run the Pre-school learning centre activities, according to implementing partner.

Additional supports	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Should increase salary and allowance of teachers	60.0	40.0	33.3	42.5
Dress tiffin bag, book, notebooks for children	20.0	26.7	60.0	37.5
Permanent and large classroom	45.0	30.0	33.3	35.0
Provision of more materials	40.0	43.3	13.3	31.3
Provision of high quality materials	10.0	20.0	36.7	23.8
Should arrange of drinking water and latrines	45.0	-	3.3	12.5
Materials supplies in due time	5.0	16.7	10.0	11.3
Entertainment for parents during monthly meeting	-	-	26.7	10.0
Needs fan for summer	15.0	10.0	3.3	8.8
Arranging trainings for teachers	10.0	3.3	3.3	5.0
Supervisor should visit the centre very frequently	15.0	-	-	3.8
Needs a wall clock for the learning centre	5.0	-	6.7	3.8
Arranging study tours for children often	-	-	6.7	2.5
Requires trunk/almirah for preserving materials	-	3.3	3.3	2.5
Needs mat	5.0	-	3.3	2.5
Others	15.0	13.3	6.7	11.3
Number	20	30	30	80

*NOTE: The percentages, based on multiple answers, add to more than 100.

Receipt of materials

Among SBK (Play Group) teachers, every one of those in BRAC's learning centers reported having received, in due time, the materials supplied at the start of the SBK activities in their centers (Table 2.14a). But the proportion receiving the materials in due time was only 80 percent among those in BSA's learning centers and 60 percent in city corporations' learning centers. Compared to the SBK (Play Group) teachers, the pre-school teachers were much less likely to have received the materials in due time: 66 percent versus 85 percent for SBK (Play Group) teachers (Table 2.14b). The difference was largely due to the BSA's and city corporations' pre-school learning centers. Only 57 percent of pre-school teachers in those learning centers received the materials in due time, while the proportion was as high as 95 percent for GS' pre-school learning centers. The most commonly reported reason for not receiving the materials in due time was the materials were not supplied on time, which was true for both the SBK (Play Group) and pre-school teachers (Tables 2.15a and 2.15b).

Table 2.14a: Percent distribution of SBK (Play Group) Teachers by whether or not they received, in due time, the materials supplied at the start of SBK (Play Group) activities, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Whether Received in due time				
Yes	100.0	80.0	60.0	85.0
No	-	20.0	40.0	15.0
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.14b: Percent distribution of Pre-school Teachers by whether or not they received, in due time, the materials supplied at the start of Pre-school activities, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Whether Received in due time				
Yes	95.0	56.7	56.7	66.3
No	5.0	43.3	43.3	33.8
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.15a: Percentage of SBK (Play Group) Teachers by reasons for the delay in receiving materials, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Reasons for delay				
Supply was not on time	-	66.7	58.3	61.1
Delay in reaching from Dhaka	-	16.7	16.7	16.7
Did not send form head office	-	16.7	8.3	11.1
Don't know	-	-	16.7	11.1
Number	-	6	12	18

*NOTE: The percentages are based on multiple answers,

Table 2.15b: Percent distribution of Pre-school Teachers by reasons for the delay in receiving materials, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Reasons for delay				
Supply was not on time	-	61.5	69.2	63.0
Don't know	-	7.7	15.4	11.1
Did not send form head office	-	15.4	-	7.4
Management problem of high officials	-	-	7.7	3.7
Was not available at office	100.0	-	-	3.7
Delay in reaching from Dhaka	-	7.7	-	3.7
Authority knows	-	-	7.7	3.7
Others	-	7.7	-	3.7
Number	1	13	13	27

*NOTE: The percentages are based on multiple answers.

Materials locally collected/made by teachers

Most among both the SBK (Play Group) teachers and the pre-school teachers (95 percent in each category) said they collected materials locally for their respective learning centers (Tables 2.16a and 2.16b). The materials commonly collected locally were seeds (beans, tamarinds, jackfruit, etc.), leaves, stones and bamboo-cane sticks (Tables 2.17a and 2.17b).

Table 2.16a: Percent distribution of SBK (Ray Group) Teachers by whether or not they locally collected materials, according to implementing partner.

SBK (Play Group) Learning Centers				
Materials locally collected	BRAC	BSA	City Corporation	Total
Yes	95.0	93.3	96.7	95.0
No	5.0	6.7	3.3	5.0
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.16b: Percent distribution of Pre-school Teachers by whether or not they locally collected materials, according to implementing partner.

Pre-school Learning Centers				
Materials locally collected	GS	BSA	City Corporation	Total
Yes	80.0	96.7	96.7	92.5
No	20.0	3.3	3.3	7.5
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.17a: Percentage of SBK (Play Group) Teachers by type of materials they locally collected, according to implementing partner.

SBK (Play Group) Learning Centers				
Type of locally collected materials	BRAC	BSA	City Corporation	Total
Seed (beans, tamarind, jackfruit etc.)	65.5	75.0	60.0	66.4
Leaves (of different kinds)	58.2	50.0	53.3	54.9
Bamboo-cane/stick	41.8	50.0	36.7	42.5
Stone	34.5	46.4	40.0	38.9
Others	47.3	39.3	60.0	48.7
Number	55	28	30	113

*NOTE: The percentages, based on multiple answers, add to more than 100.

Table 2.17b: Percentage of Preschool Teachers by type of materials they locally collected, according to implementing partner.

Pre-school Learning Centers				
Type of locally collected materials	GS	BSA	City Corporation	Total
Seed (beans, tamarind, jackfruit etc.)	75.0	82.8	51.7	68.9
Leaves (of different kinds)	87.5	75.9	51.7	68.9
Bamboo-cane/stick	25.0	65.5	34.5	44.6
Stone	25.0	44.8	51.7	43.2
Others	50.0	13.8	37.9	31.1
Number	16	29	29	74

*NOTE: The percentages, based on multiple answers, add to more than 100.

Almost all the SBK (Play Group) and pre-school teachers said they made materials themselves for their respective learning centers (Tables 2.18a and 2.18b). The materials made were the clay or paper toys of different shapes and the pictures of flowers and fruits (Table 2.19a and 2.19b). The commonly made materials were clay stoves/utensils, paper boats/planes/birds, cloth dolls, pictures of fruits and flowers and mango/jackfruit/papaya models.

Table 2.18a: Percent distribution of SBK (Ray Group) Teachers by whether or not they themselves made materials, according to implementing partner.

SBK (Play Group) Learning Centers				
Materials made by teachers themselves	BRAC	BSA	City Corporation	Total
Yes	95.0	90.0	93.3	93.3
No	5.0	10.0	6.7	6.7
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.18b: Percent distribution of Pre-school Teachers by whether or not they themselves made materials, according to implementing partner.

Materials made by teachers themselves	Pre-school Learning Centers				Total
	GS	BSA	City Corporation		
Yes	85.0	90.0	93.3	90.0	
No	15.0	10.0	6.7	10.0	
Total	100.0	100.0	100.0	100.0	100.0
Number	20	30	30	30	80

Table 2.19a: Percentage of SBK (Play Group) Teachers by type of materials they themselves made, according to implementing partner.

Type of materials made by teachers	SBK (Play Group) Learning Centers				Total
	BRAC	BSA	City Corporation		
Clay models of stove/hari patil (Utensils)	63.6	48.1	53.3	57.1	
Paper models of boat/plane/bird	41.8	66.7	70.0	55.4	
Doll made with cloth	67.3	48.1	30.0	52.7	
Pictures of fruits and flowers	25.5	48.1	53.3	38.4	
Clay models of mango/jackfruit/banana/papaya clay-models	30.9	40.7	26.7	32.1	
Others	34.5	14.8	6.7	22.3	
Number	55	27	30	112	

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.19b: Percentage of preschool Teacher by type of materials they themselves made, according to implementing partner.

Type of materials made by teachers	Pre-school Program				Total
	GS	BSA	City Corporation		
Paper models of boat/plane/bird	73.3	89.3	69.0	77.8	
Pictures of fruits and flowers	73.3	42.9	62.1	56.9	
Clay models of stove/hari patil (utensils)	40.0	53.6	48.3	48.6	
Clay models of mango/jackfruit/banana/papaya model	40.0	53.6	41.4	45.8	
Doll made with cloth	46.7	35.7	37.9	38.9	
Others	33.3	17.9	6.9	16.7	
Number	15	28	29	72	

*Note: The percentages, based on multiple answers, add to more than 100.

Additional materials required

Teachers were asked what additional materials they thought were necessary for running the activities of their learning centers. The responses are provided in Tables 2.20a and 2.20b. The additional materials commonly sought for both the SBK (Play Group) learning centers and the pre-school learning centers were dolls (made of cloth), kitchen utensils, balls, and animals (made of plastic). Telephone was also among the commonly sought materials, but only for the pre-school learning centers.

Table 2.20a: Percentage of SBK (Play Group) Teachers by type of additional materials they said they needed to run the SBK (play group) activities, according to implementing partner.

Required additional materials	SBK (Play Group) Learning Centers				Total
	BRAC	BSA	City Corporation		
Doll (cloth)	10.0	36.7	36.7	23.3	
Hari patil set	11.7	16.7	30.0	17.5	
Ball	8.3	23.3	23.3	15.8	
Materials of better quality	21.7	-	20.0	15.8	
Animals (plastic models)	5.0	20.0	16.7	11.7	
Drum/ektara	23.3	-	-	11.7	
Toy motor vehicle	16.7	3.3	3.3	10.0	
Telephone set	3.3	13.3	16.7	9.2	
Toy	6.7	13.3	6.7	8.3	
Materials in large quantities	-	13.3	20.0	8.3	
Wooden block	5.0	10.0	10.0	7.5	
Alphabet chart	13.3	3.3	-	7.5	
Exercise khata	5.0	13.3	3.3	6.7	
Colour pencil	-	16.7	6.7	5.8	
Pencil	5.0	6.7	3.3	5.0	
Slate	5.0	3.3	6.7	5.0	
Stove	-	-	16.7	4.2	
Rattle toy and tabor	1.7	10.0	3.3	4.2	
Picture/story card	-	3.3	13.3	4.2	
Pictorial story book	3.3	3.3	6.7	4.2	
Toy bed/dress stand	5.0	3.3	-	3.3	
Plastic boat	-	10.0	3.3	3.3	
Chair/table/palanquin	1.7	6.7	-	2.5	
Fish (Plastic and paper)	1.7	-	6.7	2.5	
Different types of picture puzzles	-	6.7	3.3	2.5	
Paper (white/colour)	1.7	3.3	3.3	2.5	
Crown and mask	-	-	10.0	2.5	
Letter blocks (Plastic)	-	3.3	6.7	2.5	
Mat	1.7	-	3.3	1.7	
Stone of different colours	1.7	-	-	0.8	
Plastic glass	1.7	-	-	0.8	
Ludu	-	-	3.3	0.8	
Blackboard	-	3.3	-	0.8	
Others	8.3	6.7	10.0	8.3	
Not necessary	15.0	6.7	6.7	10.8	
Number	60	30	30	120	

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.20b: Percentage of pre-school Teachers by type of materials they said they needed to run Pre-school activities, according to implementing partner.

Required additional materials	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Doll (cloth)	35.0	33.3	36.7	35.0
Hari patil set	40.0	16.7	33.3	28.8
Telephone set	55.0	20.0	16.7	27.5
Ball	35.0	20.0	23.3	25.0
Book-writing book	-	20.0	20.0	15.0
Toy	5.0	23.3	10.0	13.8
Crown and mask	35.0	-	6.7	11.3
Animals (plastic)	35.0	-	10.0	12.5
Spoon	35.0	3.3	-	10.0
Pencil	5.0	16.7	6.7	10.0
Wooden block	15.0	13.3	3.3	10.0
Colour pencil	-	13.3	10.0	8.8
Materials of better quality	-	6.7	16.7	8.8
Pictorial story book	15.0	-	10.0	7.5
Plastic glass	25.0	-	3.3	7.5
Plate	20.0	-	3.3	6.3
Skipping/rope	-	10.0	3.3	5.0
Rattle toy and tabor	5.0	6.7	3.3	5.0
Letter block (Plastic)	1.0	6.7	-	5.1
Stove	20.0	-	-	5.0
Toy motor	-	10.0	-	3.8
Plastic boat	5.0	-	6.7	3.8
Paper (white/colour)	-	10.0	-	3.8
Rubber	-	6.7	3.3	3.8
Blackboard	-	3.3	3.3	2.5
Pot	5.0	3.3	-	2.5
Fish (Plastic and paper)	-	-	6.7	2.5
Different types of picture puzzles	-	3.3	3.3	2.5
Chalk (white and colour)	-	3.3	3.3	2.5
Slate	-	6.7	-	2.5
Ludu	5.0	-	3.3	2.5
Button	5.0	-	-	1.3
Bamboo and stick	5.0	-	-	1.3
Bowl	5.5	-	-	1.3
Picture/story card	-	3.3	-	1.3
Mat	-	-	3.3	1.3
Materials in large quantities	-	-	3.3	1.3
Others	5.0	16.7	23.3	16.3
Not necessary	-	3.3	16.7	7.5
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Difficulties in using materials

Most teachers said they had no difficulties in using the teaching materials supplied to the schools –over 90 percent among both the SBK (Play Group) teachers and the pre-school teachers (Tables 2.21a and 2.21b). Neither had the children have any difficulties in using the materials, as told by the most teachers, 93 percent among SBK teachers and 85 percent among pre-school teachers (Tables 2.25a and 2.25b).

Table 2.21a: Percent distribution of SBK (Play Group) Teachers by whether or not they faced any difficulty in using materials, according to implementing partner.

Difficulties in using materials	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Yes	-	16.7	16.7	8.3
No	100.0	83.3	83.3	91.7
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.21b: Percent distribution of pre-school Teachers by whether or not they faced any difficulty in using materials, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Difficulties in using materials				
Yes	-	13.3	10.0	8.8
No	100.0	86.7	90.0	91.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.22a: Percentage of SBK (Play Group) Teachers by specific type of difficulties they faced in using materials, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Difficulties in using specific materials				
Water and sand	-	40.0	60.0	50.0
Hari patil set	-	40.0	20.0	30.0
Telephone set	-	20.0	-	10.0
Wooden block	-	20.0	-	10.0
Doll (cloth)	-	20.0	-	10.0
Animal (plastic)	-	-	20.0	10.0
Bamboo tube and stick	-	-	20.0	10.0
Skipping-rope/rope	-	20.0	-	10.0
Number	-	5	5	10

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.22b: Percentage of Preschool Teachers by specific type of difficulties they faced in using materials, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Difficulties in using specific materials				
Doll (cloth)	-	25.0	33.3	28.6
Telephone set	-	25.0	-	14.3
Hari patil set	-	-	33.3	14.3
Bamboo tube and stick	-	-	33.3	14.3
Wooden block	-	25.0	-	14.3
Animal (plastic)	-	25.0	-	14.3
Stone of different colour	-	-	33.3	14.3
Exercise khata	-	25.0	-	14.3
Number	-	4	3	7

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.23a: Percentage of SBK (Play Group) Teachers by specific type of difficulties they faced in using materials, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Type of difficulties				
Children make the room/themselves dirty with water and sand	-	40.0	60.0	50.0
Throw sand in other's eyes	-	-	20.0	10.0
Pots/plastic commodities soon get broken/worn out	-	-	20.0	10.0
Insufficient number of toy mobile/telephone sets	-	20.0	-	10.0
Dolls soon get worn out	-	20.0	-	10.0
Hands get cut with silver pots	-	40.0	20.0	30.0
Others	-	20.0	20.0	20.0
Number	-	5	5	10

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.23b: Percentage of Preschool Teachers by specific type of difficulties they faced in using materials, according to implementing partner.

Type of difficulties	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Children make the room/themselves dirty with water and sand	-	75.0	33.3	57.1
Pots/plastic commodities soon get broken /worn out	-	25.0	33.3	28.6
Fight with bamboo-sticks/blocks	-	-	33.3	14.3
Dolls soon get worn out	-	25.0	33.3	28.6
Number	-	4	3	7

*Note: The percentages, based on multiple answers, add to more than 100.

Most suitable materials

Teachers were asked which three teaching materials they thought were most suitable in teaching children. As shown in Tables 2.24a and 2.24b, for SBK (Play Group) children the most commonly mentioned suitable materials were dolls (mentioned by 41 percent of SBK teachers), wooden blocks (39 percent), balls (37 percent) and utensils (33 percent). These were also among the most commonly mentioned suitable materials for pre-school children, with each mentioned by over 22 percent of pre-school teachers. The other most commonly mentioned suitable materials for pre-school children were letter blocks (21 percent) and picture/story cards (18 percent).

Table 2.24a: Percentage of SBK (Play Group) Teachers mentioning a specific material as a most suitable material for teaching, according to implementing partner.

Materials mentioned as most suitable	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Doll (cloth)	35.0	55.2	40.0	41.2
Wooden block	28.3	51.7	46.7	38.7
Ball	38.3	44.8	26.7	37.0
Hari patil set	31.7	34.5	33.3	32.8
Telephone set	21.7	6.9	6.7	14.3
Drum/ektara	26.7	-	-	13.4
Slate	13.3	10.3	10.0	11.8
Animals (plastic)	6.7	13.8	10.0	9.2
Toy motor	16.7	-	-	8.4
Picture/story card	1.7	10.0	20.0	8.4
Letter block (Plastic)	-	6.9	23.4	7.6
Toy	11.7	3.4	-	6.7
Toy bed/dress stand	13.3	-	-	6.7
Chair/table/palanquin	11.7	-	-	5.9
Rattle toy and tabor	-	6.9	13.3	5.0
Colour pencil	-	17.2	-	4.2
Plastic glass	1.7	6.9	3.3	3.4
Plastic	6.7	-	-	3.4
Pictorial story book	-	-	13.3	3.4
Bamboo and stick	-	6.9	6.6	3.3
Stove	1.7	3.4	3.3	2.5
Different types of picture (Puzzle)	-	-	6.7	1.7
Chalk (white and colour)	-	-	6.7	1.7
Pencil	1.7	3.4	-	1.7
Seed bag	-	-	3.3	0.8
Fish (Plastic and paper)	-	-	3.3	0.8
Bowl	-	-	3.3	0.8
Water and sand	1.7	-	-	0.8
Paper (white/colour)	-	3.4	-	0.8
Others	11.7	-	3.3	6.7
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.24b: Percentage of Pre-school Teachers mentioning a specific material as a most suitable material for teaching, according to implementing partner.

Materials mentioned as suitable materials	Pre-school Learning Centers				Total
	GS	BSA	City Corporation	Total	
Wooden block	75.0	53.3	30.0	50.0	
Ball	5.0	46.7	46.7	36.3	
Doll (cloth)	10.0	23.3	43.3	27.5	
Hari patil set	25.0	13.3	30.0	22.5	
Letter block (Plastic)	20.0	16.7	26.7	21.3	
Picture/story card	5.0	26.7	16.5	17.5	
Bamboo and stick	45.0	3.3	-	12.6	
String of bamboo and wooden pieces	30.0	-	6.7	10.0	
Stone of different colour	25.0	-	10.0	10.0	
Pictorial story book	5.0	6.7	13.3	8.8	
Telephone set	5.0	10.0	6.7	7.5	
Animals (plastic)	15.0	-	10.0	7.5	
Different types of picture (Puzzle)	-	10.0	10.0	7.5	
Exercise khata	-	10.0	6.7	6.3	
Skipping rope/rope	-	3.3	13.3	6.3	
Colour pencil	-	13.3	-	5.0	
Alphabet chart	5.0	10.0	-	5.0	
Paper (white/colour)	-	10.0	-	3.8	
Slate	-	10.0	-	3.8	
Water and sand	15.0	-	-	3.8	
Toy	-	6.7	3.3	3.8	
Learn letter and number	-	6.3	-	2.6	
Blackboard	-	-	6.7	2.5	
Rattle toy and tabor	-	-	6.7	2.5	
Bamboo tube and stick	5.0	-	3.3	2.5	
Wooden pieces for matching	5.0	3.3	-	2.5	
Crown and mask	5.0	3.3	-	2.5	
Ludu	-	3.3	3.3	2.5	
Toy motor vehicle	-	-	3.3	1.3	
Seed bag	-	3.3	-	1.3	
Plastic glass	-	3.3	-	1.3	
Plastic boat	-	3.3	-	1.3	
Others	-	-	3.3	0.8	
Number	20	30	30	80	

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.25a: Percent distribution of SBK (Play Group) Teachers by whether or not children faced any difficulty in using materials, according to implementing partner.

Difficulties in using materials	SBK (Play Group) Learning Centers				Total
	BRAC	BSA	City Corporation	Total	
Yes	-	20.0	6.7	6.7	
No	100.0	80.0	93.3	93.3	
Total	100.0	100.0	100.0	100.0	100.0
Number	60	30	30	120	

Table 2.25b: Percent distribution of Pre-school Teachers by whether or not children faced any difficulty in using materials, according to implementing partner.

Difficulties in using materials	Pre-school Learning Centers				Total
	GS	BSA	City Corporation	Total	
Yes	-	16.7	23.3	15.0	
No	100.0	83.3	76.7	85.0	
Total	100.0	100.0	100.0	100.0	100.0
Number	20	30	30	80	

Table 2.26a: Percentage of SBK (Ray Group) Teachers mentioning specific type of materials children faced difficulties in using, according to implementing partner.

Difficulties in using materials	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Stone of different colours	-	33.3	50.0	37.5
Hari patil set	-	33.3	-	25.0
Rattle toy and tabor	-	16.7	-	12.5
Fish (Plastic and paper)	-	16.7	-	12.5
Wooden block	-	-	50.0	12.5
Doll (cloth)	-	16.7	-	12.5
Water and sand	-	16.7	-	12.5
Others	-	33.3	-	25.0
Number	-	6	2	8

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.26b: Percentage of Pre-school Teachers mentioning specific type of materials children faced difficulties in using, according to implementing partner.

Difficulties in using materials	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Water and sand	-	40.0	14.3	25.0
Stone of different colours	-	-	42.9	25.0
Skipping rope/rope	-	20.0	14.3	16.7
Hari patil set	-	20.0	-	8.3
Bamboo and stick	-	-	14.3	8.3
Wooden block	-	20.0	-	8.3
Bamboo tube and stick	-	-	14.3	8.3
Different types of picture (Puzzle)	-	-	14.3	8.3
Colour pencil	-	20.0	-	8.3
Chalk (white and colour)	-	-	14.3	8.3
Crown and mask	-	-	20.0	8.3
Slate	-	-	14.3	8.3
Ludu	-	-	14.3	8.3
Pencil	-	20.0	-	8.3
Number	-	5	7	12

*Note: The percentages, based on multiple answers, add to more than 100.

Materials most liked by children

Teachers were also asked to mention which three materials the children liked most. As shown in Tables 2.27a and 2.27b, most commonly mentioned materials most liked by both the SBK (Play Group) children and the pre-school children were dolls, balls and utensils. These were also among the materials the teachers most commonly mentioned as the materials they thought were most suitable in teaching children.

Table 2.27a: Percentage of SBK (Play Group) Teachers mentioning a specific material as a most liked material by children, according to implementing partner.

Materials most liked by children	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Doll (cloth)	35.0	100.0	86.7	64.2
Ball	26.7	63.3	63.3	45.0
Telephone set	30.0	30.0	23.3	28.3
Hari patil set	33.3	36.7	50.0	38.3
Toy motor	49.3	-	6.7	23.3
Drum/ektara	41.7	-	-	20.8
Animals (plastic)	8.3	16.7	13.3	11.7
Wooden block	5.0	13.3	13.3	9.2
Chair/table/palanquin	15.0	-	-	7.5
Rattle toy and tabor	3.3	6.7	6.7	5.0
Stove	-	-	3.3	4.2
Crown and mask	-	3.3	13.3	4.2
Toy	6.7	3.3	-	4.2

Toy bed/dress stand	8.3	-	-	4.2
Plastic boat	6.7	-	-	3.3
Water and sand	3.3	-	3.3	2.5
Paper (white/colour)	-	6.7	-	1.7
Slate	-	6.7	-	1.7
Wooden pieces for matching	-	-	6.7	1.7
Fish (Plastic and paper)	-	3.3	-	0.8
Plastic glass	1.7	-	-	0.8
Different types of picture (Puzzle)	-	-	3.3	0.8
Others	13.3	6.7	3.3	9.2
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.27b: Percentage of Pre-school Teachers mentioning a specific material as a most liked material by children, according to implementing partner.

	Pre-school Learning Centers			Total
	BRAC	BSA	City Corporation	
Three materials most favourite to children				
Doll (cloth)	85.0	83.3	76.7	81.3
Ball	35.0	63.3	70.0	58.8
Hari patil set	50.0	16.7	56.7	40.0
Crown and mask	70.0	-	13.3	22.5
Telephone set	5.0	30.0	20.0	20.0
Wooden block	10.0	33.3	10.0	18.8
Animals (plastic)	35.0	6.7	3.3	12.5
Skipping rope/rope	-	13.3	13.3	10.0
Rattle toy and tabor	5.0	6.7	13.3	8.8
Ludu	-	10.0	3.3	5.0
Different types of picture (Puzzle)	5.0	3.3	3.3	3.8
Pictorial story book	-	6.7	3.3	3.8
Picture/story card	-	6.7	3.3	3.8
Toy motor vehicle	-	3.3	-	1.3
Fish (Plastic and paper)	-	-	3.3	1.3
Stove	-	-	3.3	1.3
Plastic boat	-	3.3	-	1.3
Toy	-	3.3	-	1.3
Alphabet chart	-	3.3	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Preservation of materials

As shown in Tables 2.28a and 2.28b, steel trunks were used to preserve materials in most learning centers, that is, in 86 percent of SBK (Play Group) learning centers and 84 percent of pre-school learning centers. Almirahs were much less commonly used-- only in 15 percent of SBK learning centers and 23 percent of pre-school learning centers. Jute sacks also were used to preserve materials in some 8 percent of play group or SBK learning centers and 11 percent of pre-school learning centers. Most teachers, in either SBK learning centers or pre-school learning centers, said they had no problems in preserving materials in their learning centers (Tables 2.29a and 2.29b).

Table 2.28a: Percentage of SBK (Play Group) Teachers by where they preserved materials, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Place for preservation of materials				
Almirah/cupboard	1.7	50.0	6.7	15.0
Steel trunk	95.0	80.0	73.3	85.8
Jute sack	1.7	-	26.7	7.5
In an open corner	-	-	10.0	2.5
Others	15.0	10.0	36.7	19.2
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.28b: Percentage of pre-school Teachers by where they preserved materials, according to implementing partner.

Place for preservation of materials	Pre-school Learning Centers				Total
	GS	BSA	City Corporation		
Almirah/cupboard	-	60.0	3.3	23.8	
Steel trunk	100.0	80.0	76.7	83.8	
Jute sack	-	-	30.0	11.3	
In an open corner	-	-	10.0	3.8	
Others	-	6.7	30.0	13.8	
Number	20	30	30	80	

*Note: The percentages, based on multiple answers, add to more than 100. Multiple answers

Table 2.29a: Percent distribution of SBK (Ray Group) Teachers by whether or not they faced any problem in preserving materials, according to implementing partner.

Facing any problem in preserving materials	SBK (Play Group) Learning Centers				Total
	BRAC	BSA	City Corporation		
Facing any problem in preserving materials					
Yes	6.7	3.3	53.3	17.5	
No	93.3	96.7	46.7	82.5	
Total	100.0	100.0	100.0	100.0	100.0
Number	60	30	30	120	

Table 2.29b: Percent distribution of Preschool Teachers by whether or not they faced any problem in preserving materials, according to implementing partner.

Facing any problem in preserving materials	Pre-school Learning Centers				Total
	GS	BSA	City Corporation		
Facing any problem in preserving materials					
Yes	45.0	3.3	66.7	37.5	
No	55.0	96.7	33.3	62.5	
Total	100.0	100.0	100.0	100.0	100.0
Number	20	30	30	80	

Table 2.30a: Percentage of SBK (Ray Group) Teachers by specific type of problem they said they faced in preserving materials, according to implementing partner.

Type of problems	SBK (Play Group) Learning Centers				Total
	BRAC	BSA	City Corporation		
Type of problems					
Lack of shelf/almirah/cupboard	25.0	100.0	56.3	52.4	
Shortage of trunks	50.0	-	50.0	47.6	
Lack of space	50.0	-	31.3	33.3	
Lack of security	-	-	6.3	4.8	
Others	25.0	-	-	4.8	
Number	4	1	16	21	

*Note: The percentages, based on multiple answers, add to more than 100. Multiple answers

Table 2.30b: Percentage of Pre-school Teachers by specific type of problem they said they faced in preserving materials, according to implementing partner.

Type of problem	Pre-school Learning Centers				Total
	GS	BSA	City Corporation		
Type of problem					
Lack of shelf/almirah/cupboard	22.2	100.0	60.0	50.0	
Shortage of trunks	66.7	-	35.0	43.3	
Lack of space	22.2	-	45.0	36.7	
Lack of security	22.2	-	5.0	10.0	
Others	11.1	-	-	3.3	
Number	9	1	20	30	

*Note: The percentages, based on multiple answers, add to more than 100.

Frequency of supervisors' visit

Every partner agency has supervisors to oversee and guide the activities of its learning centers. BRAC engages a trained project person as supervisor for every 10 of its (play group or SBK) learning centers. GS engages has a trained project person to work as the programme manager of its (pre-

school) learning centers. His responsibilities include, among other things, supervising the activities of the learning centers. District officers of BSA are made responsible to supervise the activities of the BSA's learning centers, while Community Development officers (CDOs) of city corporations are made responsible to supervise the activities of the city corporations' learning centers.

SBK (Play Group) learning centers

As shown in Table 2.31a, SBK (Play Group) learning centers were visited quite often by their supervisors. As reported, on average, a SBK learning centre was found to have been visited by a supervisor about 8 (eight) times a month. City corporations' SBK learning centers were relatively less frequently visited by a supervisor than BRAC's or BSA's: on average 4 times a month, compared to 7 times for BSA's learning centers and 12 times for BRAC's learning centers.

Table 2.31a: Percent distribution of SBK (Play Group) Teachers by frequencies of supervisor's visit in a month, according to implementing partner.

Frequency of visits in a month	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Once a month	-	6.7	10.0	4.2
2 times a months	3.3	16.7	43.3	16.7
3 times a months	-	3.3	10.0	3.3
4 times a months	26.7	13.3	13.3	20.0
5 times a months	-	-	3.3	0.8
6 times a months	10.0	3.3	3.3	6.7
7 times a months	6.7	-	-	3.3
8 times a months	15.0	-	-	7.5
10+ times a months	38.3	56.7	16.7	37.5
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120
Mean	7.47	11.9	4.17	7.75

Pre-school learning centers

Pre-school learning centers were also visited quite often by a supervisor as were the SBK learning centers. On average, a pre-school learning centre was visited by a supervisor about 8 (eight) times a month, which was virtually the same as the average number of times of supervisor's visits a month for a SBK learning centre. However, BSA's pre-school learning centers were visited by a supervisor much more frequently than the GS' or city corporations': on average 15 times a month, compared to 5 times for city corporations' learning centers and 3 times for GS' learning centers.

Table 2.31b: Percent distribution of Preschool Teachers by frequencies of supervisor's visits in a month, according to implementing partner.

Frequency of visits in a month	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Once a month	-	3.3	6.7	3.8
2 times a months	40.0	13.3	56.7	36.3
3times a months	15.0	-	6.7	6.3
4 times a months	45.0	6.7	16.7	20.0
7 times a months	-	6.7	-	2.5
10+ times a months	-	70.0	13.3	31.2
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Mean	3.05	14.53	4.73	7.99

Reported performances of supervisors

SBK (Play Group) learning centers

Performances of supervisors, as reported by the teachers, are shown in Table 2.32a for SBK (Play Group) learning centers. Most commonly reported performances of supervisors were (i) they assisted the teachers in conducting the SBK (Play Group) activities, reported by 69 percent of SBK (Play Group) teachers in the overall sample; (ii) they visited the learning centers regularly (68 percent); (iii) they supervised the work of teachers (58 percent); and (iv) they ensured regular attendance of teachers to the centre (57 percent). Supervisors' next most commonly reported performances were (a) they attended the monthly meetings with guardians (46 percent) and (b) they ensured regular attendance of children to the centre. There were no remarkable variations in supervisors' reported performances among the learning centers of the different partner agencies. However, BRAC's supervisors were more likely to test/evaluate the learning achievements of children than were BSA's or city corporations' supervisors, 40 percent versus 13 percent for BSA's or city corporations' supervisors. BRAC's supervisors (58 percent) were also more likely to attend the monthly meetings with guardians than were BSA's (40 percent) or city corporations (27 percent).

Table 2.32a: Percentage of SBK (Play Group) Teachers mentioning a specific performance of supervisors, according to implementing partner.

Reported performances of supervisors	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Assisting teachers in running SBK (Play Group) activities	70.0	76.7	60.0	69.2
Visiting learning centers regularly	61.7	76.7	73.3	68.3
Supervising teachers	41.7	76.7	73.3	58.3
Ensuring regular attendance of teachers	50.0	60.0	60.7	56.7
Attending monthly meetings of guardians	58.3	40.0	26.7	45.8
Ensuring regular attendance of children	21.7	43.3	53.3	35.0
Explaining pre-school activities to guardians	16.7	46.7	16.7	24.2
Testing/evaluating the learning achievement of children	40.0	13.3	13.3	26.7
Motivating parents to enroll their children in primary schools on completion of education at the centre	18.3	36.7	23.3	24.2
Maintaining contact with local people/ administration	25.0	30.0	10.0	22.5
Creating awareness among parents for taking equal care of both boys and girls	13.3	30.0	13.3	17.5
Motivating parents for creating an environment conducive to the development of intellect of their children	18.3	13.3	16.7	16.7
Preparing monthly reports	5.0	23.3	3.3	9.2
Others	18.3	3.3	6.7	11.7
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Pre-school learning centers

Supervisors' performances for the pre-school learning centers were about the same as those for the SBK learning centers. Most commonly reported performances of supervisors for pre-school learning centers were (i) they supervised the work of teachers, stated by 78 percent of pre-school teachers in the overall sample; (ii) they ensured regular attendance of teachers to the learning centre (73 percent); (iii) they supervised teachers (71 percent); and (iv) they assisted the teachers in conducting the pre-school activities (61 percent). Supervisors' next most commonly reported performances for pre-school learning centers were (a) they ensured regular attendance of children to the centre (61 percent) and (b) they attended the monthly meetings with the guardians (44 percent). There were no remarkable variations in supervisors' reported performances among the pre-school learning centers of the different partner agencies, except that GS' supervisors (75 percent) were more likely to test/evaluate the learning achievements of children than were BSA's (20 percent) or city corporations' (10 percent) supervisors.

Table 2.32b: Percentage of Pre-school Teachers mentioning a specific performance of supervisors, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Reported performances of supervisors				
Supervising teachers	80.0	76.7	76.7	77.5
Ensuring regular attendance of teachers	60.0	70.0	83.3	72.5
Visiting learning centers regularly	45.0	90.0	70.0	71.3
Assisting teachers in running pre-school activities	50.0	66.7	63.3	61.3
Ensuring regular attendance of children	75.0	63.3	50.0	61.3
Attending monthly meetings of guardians	45.0	60.0	26.7	43.8
Testing/evaluating the learning achievement of children	75.0	20.0	10.0	30.0
Creating awareness among parents for equal caring for boys and girls	20.0	30.0	26.7	26.3
Explaining preschool activities to guardians	10.0	40.0	20.0	25.0
Motivating parents for creating an environment conducive to the development of intellect of their children	25.0	10.0	20.0	17.5
Preparing monthly reports	10.0	13.3	20.0	15.0
Maintaining contact with local people/ administration	15.0	16.7	13.3	15.0
Motivating parents to enroll their children in primary schools on completion of education at the centre	5.0	16.7	16.7	13.8
Others	5.0	6.7	3.3	5.0
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Help/assistance received from supervisors

SBK (Play Group) learning centers

Table 2.33a shows the types of help/assistance the SBK (Play Group) teachers said they received from their supervisors. Most commonly reported help was the supervisor helped the SBK (Play Group) teachers in taking classes, reported by 83 percent of those (SBK teachers) in the overall sample. Next most commonly reported helps were the supervisors helped in correcting the mistakes the teachers made (55 percent). The supervisors also helped in ensuring attendance of children to the learning centre, in procuring/preparing materials for the learning centre and in maintaining contacts with the parents; but these helps were mentioned by less than 40 percent of the teachers.

Table 2.33a: Percentage of SBK (Play Group) Teachers by specific help/assistance they said they received from their Supervisors in running SBK activities, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Help/assistance received from supervisors				
Supervisors helped in:				
Taking classes	83.3	80.0	86.7	83.3
Correcting the mistakes made	58.3	30.0	73.3	55.0
Ensuring regular attendance of children	33.3	43.3	40.0	37.5
Procuring/preparing materials	40.0	46.7	16.7	35.8
Maintaining contacts with parents	21.7	53.3	33.3	32.5
Creating awareness about SBK activities among local people	23.3	23.3	23.3	23.3
Enrolling children in pre-school	8.3	30.0	10.0	14.2
Other	3.3	6.7	3.3	4.2
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Pre-school learning centers

Table 2.33b shows the types of help/assistance the pre-school teachers said they received from their supervisors. There were no much variations between SBK (Play Group) teachers and pre-school teachers in the types of help/assistance they received from the supervisors. Among pre-school teachers, 81 percent reported that the supervisors helped them in taking classes. Next most commonly reported helps were that the supervisors helped in correcting the mistakes the teachers made (58 percent) and that they helped in ensuring attendance of children to the learning centre (48 percent). Other helps received from supervisors were mentioned by only 40 percent or even less.

Table 2.33b: Percentage of Pre-school Teachers by how the Supervisors helped/assisted them in running Pre-school activities, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Help/assistance received from supervisors				
Supervisors helped in:				
Taking classes	80.0	80.0	83.3	81.3
Correcting the mistakes made	90.0	33.3	60.0	57.5
Ensuring regular attendance of children	65.0	50.0	33.3	47.5
Maintaining contact with parents	20.0	46.7	46.7	40.0
Procuring/preparing materials	50.0	50.0	16.7	37.5
Creating awareness about pre-school activities among local people	5.0	23.3	26.7	20.0
Enrolling children in primary school	10.0	23.3	16.7	17.5
Other	10.0	-	3.3	3.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Usefulness of supervisors' help

Teachers generally acknowledged that supervisor's help/assistance was useful to conducting their activities. Among the SBK (Play Group) teachers, 71 percent rated the help/assistance they received from the supervisor as very useful and 29 percent as moderately useful. Among pre-school teachers these proportions were about equally high as 75 percent and 24 percent, respectively. There was no teacher saying that the help/assistance was not of much use.

Table 2.34a: Percent distribution of SBK (Play Group) Teachers by their stated usefulness of supervisor's help, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Usefulness of Supervisor's help				
Very much	71.7	76.7	63.3	70.8
Moderate	28.3	23.3	36.7	29.2
Not so much	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.34b: Percent distribution of Pre-school Teachers by their stated usefulness of supervisor's help, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Usefulness of Supervisor's help				
Very much	80.0	83.3	63.3	75.0
Moderate	15.0	16.7	36.7	23.8
Not so much	5.0	-	-	1.3

Total Number	100.0 20	100.0 30	100.0 30	100.0 80
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Reasons for considering the supervisors' help/assistance useful

Reasons for considering the supervisor's help/assistance useful by the teachers are given in Tables 2.35a and 2.35b. Commonly reported reasons for considering the supervisor's help/assistance useful by SBK (Play Group) teachers were his help is needed in (i) solving problems encountered by a teacher, (reported by 28 percent of SBK teachers in the overall sample), (ii) correcting mistakes if made by a teacher (25 percent); (iii) guiding parents' meetings and in deciding what parents and teachers should do (with respect to the decisions taken) (17 percent) and (iv) taking classes by a teacher (15 percent). About similar reasons were commonly mentioned by pre-school teachers.

Table 2.35a: Percentage of SBK (Play Group) Teachers mentioning a specific reason for considering the supervisor's help/assistance useful, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Reasons for considering the Supervisor's help/assistance useful				
Help/assistance needed in:				
Solving problems when encountered	31.7	16.7	30.0	27.5
Correcting mistakes if made	31.7	16.7	20.0	25.0
Guiding parents' meetings and in deciding what parents and teachers should do.	18.3	20.0	10.0	16.7
Taking classes.	20.0	6.7	13.3	15.0
Learning the new teaching methods	5.0	20.0	13.3	10.8
Enhancing work-spirit.	3.3	6.7	13.3	6.7
Keeping contacts between parents and teachers.	-	3.3	13.3	4.2
Learning the forgotten things again.	1.7	3.3	6.7	3.3
Creating awareness among the parents.	-	6.7	3.3	2.5
Evaluating classroom performances.	-	3.3	3.3	1.7
Contacting absentee children's household	-	3.3	-	0.8
Motivating parents	1.7	-	-	0.8
Not necessary.	1.7	-	-	0.8
Others.	1.7	6.7	-	2.5
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.35b: Percentage of Pre-school Teachers mentioning a specific reason for considering the supervisor's help/assistance useful, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Reasons for considering the Supervisor's help/assistance useful				
Help/assistance needed in:				
Taking classes.	5.0	40.0	16.7	22.5
Correcting mistakes if made	25.0	13.3	26.7	21.3
Enhancing work-spirit	25.0	13.3	20.0	18.8
Solving problems when encountered	20.0	6.7	26.7	17.5
Learning the new teaching methods	15.0	20.0	3.3	12.5
Keeping contacts between parents and teachers.	-	6.7	10.0	6.3
Guiding parents' meetings and in deciding what parents and teachers should do.	15.0	3.3	-	5.0
Learning the forgotten things again.	15.0	-	-	3.8
Creating awareness among the parents.	5.0	-	3.3	2.5
Not necessary.	-	-	3.3	1.3
Others.	-	3.3	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Further help/assistance expected from supervisors

Teachers were asked to state what further help/assistance they expected from supervisors. The responses are shown in Tables 2.36a and 2.36b. Notable among the further help/assistance expected from the supervisor by more than 10 percent of either SBK (Play Group) teachers or pre-school teachers were: (i) the supervisor should attend the monthly parents' meetings (more) regularly/frequently (ii) the supervisor should visit the learning centre (more) regularly/ frequently, (iii) the supervisor should help in creating awareness among the parents to get their children admitted into primary schools, (iv) the supervisor should help obtain necessary materials on time, and (v) the supervisor should try to get the teacher's salary/allowances raised.

Table 2.36a: Percentage of SBK (Play Group) Teachers mentioning specific further help/assistance they expected from supervisors, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Further help/assistance expected from Supervisors				
Supervisor should:				
Attend parents' monthly meeting.	35.0	16.7	3.3	22.5
Visit the learning centre regularly and frequently.	41.7	3.3	-	21.7
Assist in creating awareness among parents to send their children to learning centre on time/in getting their children admitted into pre-school	16.7	16.7	3.3	13.3
Get teacher's salary/allowances raised and ensure that the salary/allowances are paid regularly.	1.7	16.7	3.3	5.8
Correct the mistakes made	1.7	10.0	6.7	5.0
Arrange training for teachers.	1.7	-	16.7	5.0
Provide necessary materials on time.	3.3	6.7	3.3	4.2
Arrange tiffin books, note books, bag, etc. for children.	-	13.3	3.3	4.2
Arrange snacks for parents at the monthly meetings.	-	-	16.7	4.2
Assist in taking classes.	5.0	3.3	-	3.3
Assist in the development of learning centers	1.7	6.7	-	2.5
Teach the forgotten things.	3.3	-	-	1.7
Evaluate children's progress.	-	-	3.3	0.8
Assist in preparing Monthly Report.	1.7	-	-	0.8
Nothing/No need.	15.0	13.3	43.3	21.7
Others.	-	3.3	-	0.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.36b: Percentage of Pre-school Teachers mentioning specific further help/assistance they expected from Supervisors, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Further help/assistance expected from Supervisors				
Supervisor should:				
Assist in creating awareness among parents to send their children to learning centre on time/in getting their children admitted into primary school.	35.0	20.0	10.0	20.0
Visit the learning centre regularly and frequently.	50.0	3.3	13.3	18.8
Get teacher's salary/allowances raised/ ensure that the salary/allowances are paid regularly	10.0	30.0	-	13.8
Attend parents' monthly meeting.	45.0	3.3	-	12.5
Provide necessary materials on time.	-	16.7	13.3	11.3
Arrange tiffin books, note books, bag, etc. for children.	-	10.0	13.3	8.8
Assist in taking classes.	15.0	3.3	10.0	8.8
Evaluate children's progress.	15.0	3.3	-	5.0
Arrange training for teachers.	-	3.3	3.3	2.5
Arrange snacks for parents at the monthly meetings.	-	-	3.3	1.3
Arrange the repair work of the learning centers.	5.0	-	-	1.3
Correct the mistakes made	-	-	3.3	1.3
Nothing/No need.	-	16.7	40.0	21.3
Others.	-	20.0	3.3	8.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Parents' monthly meetings

As shown in Tables 2.37a and 2.37b, every SBK (Play Group) teacher and pre-school teacher, except in BSA's learning centers, reported holding parents' monthly meeting every month. Among BSA's learning centers, only 87 percent of SBK teachers and 83 percent of pre-school teachers reported holding parents' monthly meeting every month.

Most parents attended the monthly meeting in most of the SBK (93 percent) and pre-school (94 percent) learning centers in the overall sample (Tables 2.38a and 2.38b). However, a sizeable 23 percent of SBK teachers in city corporations' learning centers and 17 percent of pre-school teachers in BSA's learning centers reported that most parents did not attend the parents' meetings held by them, mostly because of their remaining busy all the time (Tables 2.39a and 2.39b).

Table 2.37a: Percent distribution of SBK (Play Group) Teachers by whether or not did they hold the monthly parents meetings regularly, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Whether parents' monthly meetings held regularly				
Yes	100.0	86.7	100.0	96.7
No	-	13.3	-	3.3
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.37b: Percent distribution of Preschool Teachers by whether or not they organized the monthly parents meetings regularly, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Whether parents' monthly meetings held regularly				
Yes	100.0	82.8	100.0	93.7
No	-	17.2	-	6.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.38a: Percent distribution of SBK (Play Group) Teachers by whether or not did most of the parents/caregivers attend the parents'/caregivers' monthly meetings, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Whether most of the parents/caregivers attended the parents' monthly meeting				
Yes	100.0	93.3	76.7	92.5
No	-	6.7	23.3	7.5
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.38b: Percent distribution of Pre-school Teachers by whether or not did most of the parents/caregivers attend the parents'/caregivers' monthly meetings, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Whether most of the parents/caregivers attended the caregivers' monthly meeting				
Yes	100.0	82.8	100.0	93.7
No	-	17.2	-	6.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.39a: Percent distribution of SBK (Play Group) Teachers mentioning the main reason for parents/caregivers not attending the parents'/caregivers' monthly meetings, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
Main reason for not attending the monthly meetings	BRAC	BSA	City Corporation	
Being busy all the time	-	100.0	100.0	100.0
Total	-	100.0	100.0	100.0
Number	-	2	7	9

Table 2.39b: Percent distribution of Preschool Teachers mentioning main reason for parents not attending monthly meetings, according to implementing partner.

	Pre-school Learning Centers			Total
Main reason for not attending the monthly meetings	GS	BSA	City Corporation	
Being busy all the time	100.0	66.7	100.0	91.7
Others	-	33.3	-	8.3
Total	100.0	100.0	100.0	100.0
Number	1	3	8	12

Maintaining register of parents/caregivers' monthly meeting

Every teacher or almost every teacher, except in BSA's learning centers, maintained a register of parents/caregivers' meetings. In BSA's learning centers, 23 percent of both the SBK and pre-school teachers reported not maintaining the register.

Table 2.40a: Percent distribution of SBK (Play Group) Teachers by whether or not did they maintain a register of parents/ caregivers' monthly meetings, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
Whether maintaining a register of parents/caregivers' monthly meetings	BRAC	BSA	City Corporation	
Yes	100.0	76.7	96.7	93.3
No	-	23.3	3.3	6.7
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.40b: Percent distribution of Pre-school Teachers by whether or not did they maintain a register of parents/caregivers' monthly meetings, according to implementing partner.

	Pre-school Learning Centers			Total
Whether maintaining a register of parents/caregivers' monthly meetings	GS	BSA	City Corporation	
Yes	100.0	76.7	100.0	91.3
No	-	23.3	-	8.8
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Agenda of monthly parents/caregivers' meeting

It is required that the parents' monthly meeting be conducted following its agenda. The agenda includes nine topics, with a topic assigned for discussion in a specific month in the nine month period from February to October. The whole agenda is set for a review in the monthly meeting of November. The nine topics are *Right of a child, Equality of boys and girls, Child growth, Child development, Children learn by playing, Making toys for children, Children learn from environment, Learning by doing, and Co-operative behaviour: No punishment.*

Tables 2.41a and 2.41b show the percentage of teachers reporting holding of discussions of the assigned topic in a specific month's meeting. Most of the pre-school teachers in both city corporations' and BSA's learning centers reported holding of discussions of the assigned topic in a month's parents-meeting, ranging from 83-93 percent for city corporations' learning centers and mostly ranging from 60-87 percent for BSA's learning centers. Also, most of the SBK teachers in both city corporations' and BSA's learning centers reported holding of discussions of the assigned topic in a month's meeting, ranging from 76-90 percent for city corporations' learning centers and mostly ranging from 61-87 percent for BSA's learning centers. The assigned topic was however far less likely to be discussed in the parents' meeting of both BRAC's and GS' learning centers. Only 28-48 percent of teachers in BRAC's learning centers and 35-50 percent of those in GS' learning centers reported holding of the discussions of the assigned topic in a month's meeting.

Table 2.41a: Percentage of SBK (Play Group) Teachers by whether or not the assigned topic was discussed in a month's parents-meeting, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Month-wise assigned topic of guardians' monthly meetings				
February: Child Right	36.7	69.6	75.9	53.6
March: Boys and girls are equal	28.3	73.9	75.9	50.0
April: Growth of children	56.7	73.9	86.2	67.9
May: Child development	50.0	69.6	89.7	64.3
June: Children learn by playing	41.7	69.6	89.7	59.8
July: Making toys for children	35.0	69.6	86.2	55.4
August: Children learn from environment	48.3	73.9	86.2	63.4
September: Learning by doing	31.7	60.9	86.2	51.8
October: Cooperative behaviour - No punishment	31.7	47.8	86.2	49.1
November: Review	10.0	4.3	20.7	11.6
Number	60	23	29	112

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.41b: Percentage of Preschool Teachers by whether or not the assigned topic was discussed in a month's parents-meeting, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Month-wise assigned topic of guardians' monthly meetings				
February: Child Right	45.0	82.6	83.3	72.6
March: Boys and girls are equal	40.0	87.0	86.7	74.0
April: Growth of children	35.0	87.0	93.3	75.3
May: Child development	40.0	75.0	93.3	76.7
June: Children learn by playing	40.0	78.3	90.0	72.6
July: Making toys for children	35.0	73.9	90.0	69.9
August: Children learn from environment	37.0	69.6	90.3	69.9
September: Learning by doing	45.0	60.9	93.3	69.9
October: Cooperative behaviour - No punishment	50.0	39.1	93.3	64.4
November: Review	25.0	8.7	16.7	64.4
Number	20	23	30	73

*Note: The percentages, based on multiple answers, add to more than 100.

Parents/ caregivers' visit to centres

Parents/caregivers visit the learning centre to inquire about their children/wards (children). This was reported by virtually every SBK (Play Group) and pre-school teacher everywhere in the sample, as shown in Tables 2.42a and 2.42b. Also shown in Tables 2.43a and 2.43b that

the most commonly reported reasons of a parent's/caregivers's visits were she/he wanted to know (i) if her/his child/ward could read (reported by 77 percent of play group or SBK teachers and 75 percent of pre-school teachers), and/or (ii) if her/his child/ward had come to the centre (reported by 73 percent of SBK (Play Group) teachers and 68 percent of pre-school teachers). Some 47 percent of SBK teachers and 36 percent of pre-school teachers mentioned of parents/caregivers visiting the centre to check if their child/ward was crying for any reason. Few parents/caregivers appeared to be visiting a centre to know about the center's development.

Table 2.42a: Percent distribution of SBK (Play Group) Teachers by whether or not the parents/caregivers visited the learning centre to inquire about their children, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Whether parents/parents visited the learning centre				
Yes	96.7	100.0	100.0	98.3
No	3.3	-	-	1.7
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.42b: Percent distribution of SBK Teachers by whether or not the parents/caregivers visited the learning centre to inquire about their children, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Whether parents/caregivers visited the learning centre				
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Table 2.43a: Percentage of SBK (Play Group) Teachers mentioning a specific reason a parent/caregivers visited the learning centre for other than attending the parents'/caregivers' monthly meetings, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Reasons for a parent/caregiver visiting the center				
To inquire:				
Whether her/his child can read	73.3	86.7	73.3	76.7
Whether the child has come to the centre	75.0	70.0	73.3	73.3
Whether the child cries	48.3	50.0	40.0	46.7
About the centre's development	30.0	10.0	-	17.5
Others	3.3	6.7	-	3.3
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.43b: Percentage of Preschool Teachers mentioning a specific reason a parent/caregiver visited the learning centre for other than attending the parents'/caregiver' monthly meetings, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Reasons for a parent/caregiver visiting the center				
To inquire:				
Whether her/his child can read	85.0	83.3	60.0	75.0
Whether the child has come to the centre	65.0	73.3	63.3	67.5
Whether the child cries	25.0	46.7	33.3	36.3
About the centre's development	30.0	13.3	6.7	15.0
Others	30.0	-	3.3	8.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.44a: Percent distribution of SBK (Play Group) Teachers mentioning the reason for the parents/caregivers not coming to learning centre to inquire about their children, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Reasons for not coming				
Not aware	3.3	-	-	1.7
Not applicable	96.7	100.0	100.0	98.3
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.44b: Percent distribution of Pre-school Teachers mentioning the reason for the parents/caregivers not coming to learning centre to inquire about their children, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Reasons for not coming				
Not aware	-	-	-	-
Not applicable	100.0	100.0	100.0	100.0
Number	20	30	30	80

Help expected from parents/caregivers

Teachers were asked to state what help they expected from parents/caregivers.

Parents/caregivers would send their child/ward to the centre. This was the single most important help the teachers expected from parents/caregivers, reported by virtually every SBK (Play Group) teacher and pre-school teacher (Tables 2.45a and 2.45b). There were also a good number of teachers, 29 percent among pre-school teachers and 27 percent among SBK teachers, who expected that the parents/caregivers would keep their child/ward tidy.

Table 2.45a: Percentage of SBK (Play Group) Teachers by the type of help they said they expected from the parents/guardians, according to implementing partner.

SBK (Play Group) Learning Centers				
Type of help expected from parents/ guardians	BRAC	BSA	City Corporation	Total
Parents/guardians should:				
Send their children regularly on time to the learning centre	98.3	100.0	96.7	98.3
Keep the children tidy	35.0	13.3	23.3	26.7
Come to parents'/guardians' meetings	8.3	23.3	10.0	12.5
Know about the children by coming to the learning centre	-	3.3	16.7	5.0
Help in collecting/making materials locally	3.3	3.3	10.0	5.0
Others	5.0	3.3	6.7	5.0
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.45b: Percentage of Pre-school Teachers by the type of help they said they expected from the parents/guardians, according to implementing partner.

Pre-school Learning Centers				
Type of help expected from parents/ guardians	GS	BSA	City Corporation	Total
Parents/guardians should:				
Send their children regularly on time to learning centre	100.0	100.0	100.0	100.0
Keep the children tidy	50.0	26.7	16.7	28.8
Come to parents'/guardians' meetings	30.0	23.0	13.3	21.3
Maintain a learning environment in house	15.0	6.7	16.7	12.5
Take care of the children at home	15.0	6.7	-	6.3
Help in collecting/making materials locally	-	6.7	6.7	5.0
Know about the children by coming to the learning centre	15.0	-	-	3.8
Train the children on the using of sanitary latrine at home	5.0	-	-	1.3
Others	5.0	-	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Dropping out of children from centre

Table 2.46a shows the distribution of SBK (Play Group) teachers by the number of children (students) who dropped out from their respective centers in the year preceding the survey, according to the implementing partner agencies. Similar information for pre-school teachers is provided in Table 2.47b. In the overall sample, 42 percent of SBK (Play Group) teachers and almost the same percent (41 percent) of pre-school teachers did not have any children dropping out from their centers in the previous year, while another 34 percent of SBK teachers and 27 percent of pre-school teachers had only 1-4 children dropping out from their respective learning centers. Only 8-9 percent of teachers in either group reported having 8 or more children dropped out from their respective learning centers. The mean number of dropped-out children per learning centre was only 2.7 among both the SBK (Play Group) and pre-school learning centers. It was lower for BRAC's and GS' learning centers than for BSA's and city corporations' learning centers.

Table 2.46a: Percent distribution of SBK (Play Group) Teachers by the number of students who dropped out in the year before the survey, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Number of students who dropped out in the year before the survey				
1 Student	13.6	-	-	6.7
2 Students	3.4	3.3	10.0	5.0
3 Students	22.0	3.3	3.3	12.6
4 Students	8.5	10.0	10.0	9.2
5 Students	11.9	6.7	10.0	10.1
7 Students	-	6.7	10.0	4.2
8-15 Students	-	16.7	16.7	8.4
No students dropped out	40.7	53.3	33.3	42.0
Don't know	-	-	6.7	1.7
Total	100.0	100.0	100.0	100.0
Number	59	30	30	119
Mean	1.80	3.2	3.86	2.65

Table 2.46b: Percent distribution of Pre-school Teachers by the number of students who dropped out in the year before the survey, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Number of students who dropped out in the year before the survey				
1 Student	11.1	-	-	2.7
2 Students	11.1	13.8	7.1	10.7
3 Students	16.7	6.9	3.6	8.0
4 Students	-	10.3	13.6	5.3
5 Students	-	-	10.7	4.0
6 Students	5.6	10.3	10.7	9.3
7 Students	-	3.4	3.6	2.7
8-15 Students	-	6.9	17.9	9.3
No students dropped out	44.4	41.4	39.3	41.3
Don't know	11.1	6.9	3.6	6.7
Total	100.0	100.0	100.0	100.0
Number	18	29	28	75
Mean	1.31	2.56	3.67	2.70

The main reason of children dropping out from a learning centre was: they were enrolled in another school/madrasha or they moved to elsewhere (with their families) or their parents/caregivers lacked in awareness about the importance of (teaching in) the learning

centre, or they had problems of transport to/from the centre, or their house was far away from the centre. Most common reasons were of course *children being enrolled in another school* and *children moving (with their families) to elsewhere*. *Being enrolled in another school/madrasha* was more common a problem among SBK (Play Group) learning centres than among pre-school learning centres, while *moving to elsewhere* was more common a problem among pre-school learning centres than among SBK learning centres. Again among the different partner agencies, *being enrolled in another school/madrasha* was more common a problem for BRAC' learning centres than for the other agencies' learning centres while *moving to elsewhere* was more common a problem for city corporations' learning centres than for the other agencies' learning centres.

Table 2.47a: Percentage of SBK (Play Group) Teachers mentioning a specific reason for children dropping out from the learning centre, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Reasons for children dropping out from the learning centre				
Enrolled in another school/madrasha	68.6	50.0	35.0	55.1
Moved to elsewhere (with the family)	11.4	42.9	80.0	37.7
Lack of awareness about the importance of learning centre	17.1	35.7	10.0	18.8
Problems of transport to/from the centre	11.4	14.3	5.0	10.1
House far away from the centre	2.9	28.6	5.0	8.7
Working in own/someone else's house	2.9	14.3	5.0	5.8
Unwillingness of children to learn	5.7	-	5.0	4.3
Others	5.7	7.1	5.0	5.8
Number	35	14	20	69

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.47b: Percentage of pre-school Teachers mentioning a specific reason for children dropping out from the learning centre, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Reasons for children dropping out from the learning centre				
Moved to elsewhere (with the family)	55.6	58.8	94.1	72.1
Enrolled in another school/madrasha	33.3	29.4	23.5	27.9
Lack of awareness about the importance of learning centre	33.3	35.3	5.9	25.6
Working in own/someone else's house	-	29.4	5.9	14.0
Unwillingness of children to learn	33.3	5.9	-	9.3
House far away from the centre	-	17.6	-	7.0
Problems of transport to/from the centre	-	5.9	11.8	7.0
Others	11.1	5.9	11.8	7.0
Number	9	17	17	43

*Note: The percentages, based on multiple answers, add to more than 100.

Steps taken to prevent drop out from learning centers

As shown in Tables 2.48a and 2.48b, most commonly taken step by teachers to prevent the drop-out of children from the learning centre was they (teachers) motivated the parents to send their children to the learning centre, reported by 93 percent of SBK (Play Group) teachers and 98 percent of pre-school teachers. The next most commonly taken steps by teachers were *motivating the children to come to the learning centre*, and *seeking assistance from local elites to have children come to the learning centre*. Teachers were asked what steps they expected the supervisors to take to stop the drop out of the children. As shown in Tables 2.49a and 2.49b, the teachers expected the supervisors to take more or less the same steps as they (the teachers) took to stop the drop out.

Teachers were also asked about the steps the parents/caregivers could take to stop the drop out of children from the learning centre. Most commonly given responses were ‘the parents/caregivers would motivate their children to come to the learning centre’ and ‘the parents/caregivers would become more careful that their children come to the learning centre’ (Tables 2.50a and 2.50b). The former response was given by 74 percent of SBK (Play Group) teachers and 61 percent of pre-school teachers, while the latter response was given by 72 percent of SBK teachers and 74 percent of pre-school teachers. Any other step expected from the parents/caregivers to stop drop out was not as pronounced, given by relatively small proportions of teachers, usually at less than 30 percent.

Table 2.48a: Percentage of SBK (Play Group) Teacher by specific steps they said they took to prevent drop out from the learning centre, according to implementing partner.

Steps taken to prevent drop out from the learning centre	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Motivated the parents to send their children to the learning centre	91.4	100.0	90.0	92.8
Motivated the children to come to the centre	48.6	21.4	25.0	36.2
Brought the children from their homes	42.9	35.7	20.0	34.8
Sought assistance from the local elites to get children come to the centre	20.0	7.1	5.0	13.0
Gave the children attractive materials/told them stories to prevent the drop out	11.4	14.3	-	8.7
Others	8.6	7.1	5.0	7.2
Number	35	14	20	69

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.48b: Percentage of pre-school Teacher by specific steps they said they took to prevent drop out from the learning centre, according to implementing partner.

Steps taken to prevent drop out from the learning centre	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Motivated the parents to send their children to the learning centre	100.0	100.0	94.1	97.7
Motivated the children to come to the centre	66.7	47.1	29.4	44.2
Brought the children from their homes	33.3	11.8	35.3	25.6
Sought assistance from the local elites to get children come to the centre	22.2	11.8	5.9	11.6
Gave the children attractive materials/told them stories to prevent the drop out	11.1	5.9	5.9	7.0
Others	-	-	5.9	2.3
Number	9	17	17	43

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.49a: Percentage of SBK (Play Group) Teachers mentioning specific steps that supervisors could take to prevent drop out from the learning centre, according to implementing partner.

Steps that supervisors could take to prevent drop out from the learning centre	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Motivate the parents to send their children to the learning centre	91.4	78.6	80.0	85.5
Seek assistance from local elites to get children come to the centre	45.7	42.9	45.0	44.9
Motivate the children to come to the centre	48.6	35.7	20.0	37.7
Arrange food for children	40.0	42.9	10.0	31.9
Create awareness about child education	34.3	-	15.0	21.7
Give the children attractive materials/tell them stories to prevent the drop out	5.7	7.1	-	4.3
Nothing	-	14.3	10.0	5.8
Others	5.7	14.3	-	5.8
Number	35	14	20	69

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.49b: Percentage of Pre-school Teachers mentioning specific steps that supervisors could take to prevent drop out from the learning centre, according to implementing partner.

Steps that supervisor's could take to prevent drop out from the learning centre	Pre-school Learning centers			
	GS	BSA	City Corporation	Total
Motivate the parents to send their children to the learning centre	100.0	94.1	94.1	95.3
Motivate the children to come to the centre	55.6	41.2	23.5	37.2
Seek assistance from the local elites to get children come to the centre	55.6	29.4	35.3	37.2
Create awareness about child education	55.6	5.9	23.5	23.3
Arrange food for children	-	23.5	17.6	16.3
Give the children attractive materials/tell them stories to prevent the drop out	-	17.6	-	7.0
Nothing	-	5.9	-	2.3
Others	-	5.9	-	2.3
Number	9	17	17	43

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.50a: Percentage of play group or SBK Teachers mentioning steps that parents could take to prevent dropping out, according to implementing partner.

Steps that parents/caregivers could take to prevent drop out from the centre	SBK (Play Group) Learning Centres			
	BRAC	BSA	City Corporation	Total
Motivate their children to come to the learning centre	44.1	42.9	55.0	74.1
Become more careful that their children come to the centre	76.5	92.9	50.0	72.1
Take their children to the centre themselves	38.2	21.4	30.0	32.4
Create a willingness among the children to learn	5.9	14.3	10.0	8.8
Do not engage the children to any work	41.2	7.1	25.0	29.4
Nothing	5.9	7.1	5.0	5.9
Others	2.9	-	-	1.5
Number	34	14	20	68

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.50b: Percentage of Pre-school Teachers mentioning steps that Guardians could take to prevent dropping out, according to implementing partner.

Steps that parents/guardians could take to prevent drop out from the centre	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Become more careful that their children come to the learning centre	66.7	82.4	70.6	74.4
Motivate the children to come to the centre	88.9	58.8	47.1	60.5
Take their children to the centre themselves	88.9	29.4	29.4	41.9
Create a willingness among the children to come to learn	11.1	11.8	23.5	16.3
Do not engage the children to any work	-	23.5	17.6	16.3
Nothing	-	5.9	11.8	7.0
Others	-	-	5.9	2.3
Number	9	17	17	43

*Note: The percentages, based on multiple answers, add to more than 100.

Completion of the course

On average, 18.1 children were enrolled in a play group or SBK learning centre and 22.4 children in a pre-school learning centre, in the previous year (Tables 2.51a and 2.51b). The average number of children enrolled per SBK (play group) learning centre was only 7.7 for

BRAC's play group or SBK learning centers, compared to 29.9 for BSA's SBK learning centers and 26.9 for city corporations' SBK learning centers. Among pre-school learning centers, the average number enrolled per centre was 26.0 for BSA's pre-school learning centers, 23.4 for city corporations' centers and 15.4 for GS' centers.

Also shown in Tables 2.51a and 2.51b, 86 percent of children in SBK (Play Group) learning centers and 89 percent of those in pre-school learning centers were reported to have completed the learning centre course in the previous year. Among SBK learning centers, the proportion of children completing the course was lower 77 percent in BRAC's SBK learning centers, compared to 87 percent for city corporations' and 89 percent for BSA's. There were however no discernible variations in the proportion of children completing the course among the pre-school learning centers of the different partner agencies (GS, BSA and city corporations).

Table 2.51a: Percent distribution of SBK (Play Group) children by whether or not did they complete the SBK (Play Group) course, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Whether or not completed the course				
Completed SBK (Play Group) course	77.0(355)	89.3(802)	86.6(699)	85.7(1856)
Did not complete the course	23.0(106)	10.7(96)	13.4(108)	14.3(310)
Total	100.0	100.0	100.0	100.0
Number	461	898	807	2166
Mean number of children who completed the SBK (Play Group) course	7.7	29.9	26.9	18.1

Table 2.51b: Percent distribution of pre-school children by whether or not did they complete the pre-school course, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Whether or not completed the course				
Completed Pre-school course	93.3(288)	91.7(708)	85.9(603)	89.4(1599)
Did not complete the course	6.1(21)	8.3(71)	14.1(99)	10.6(189)
Total	100.0	100.0	100.0	100.0
Number	309	777	702	1788
Mean number of children who completed the pre-school course	15.4	25.9	23.4	22.4

Enrollment in the Pre -school/Primary school

As Tables 2.52a and 2.52b show, 79 percent of SBK (Play Group) children, who had completed the SBK course, were reported to have been enrolled in a nearest pre-school, while 86 percent of pre-school children, who had completed the pre-school course, were reported to have been enrolled in a nearest primary school. The likelihood of being enrolled in the nearest pre-school/primary school was highest among children of BSA's learning centres, intermediate among those of city corporations' learning centres and lowest among BRAC's or GS' learning centres. Most common reason for the children not being enrolled in a nearest

pre-school/primary school was that many of them were enrolled in a madrasha/another non-government school. Next most common reason was that a good number of the children moved to elsewhere (with their families).

Table 2.52a: Percent distribution of SBK (Play Group) children by whether or not were they enrolled in a pre-school, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Whether enrolled or not in a pre-school				
Enrolled in a pre -school (after completing the play group or SBK course)	62.5(222)	90.1(723)	75.7(529)	79.4(1474)
Not enrolled in a Pre-school	37.5(133)	9.9(79)	24.3(170)	20.6(382)
Total	100.0	100.0	100.0	100.0
Number	355	802	699	1856
Mean number of children enrolled in pre-school	5.9	26.7	23.3	15.5

Table 2.52b: Percent distribution of Preschool children by whether or not were they enrolled in a primary school, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Whether enrolled or not in a primary school				
Enrolled in Primary school (after completing pre-school)	57.3(165)	99.7(706)	82.6(498)	85.6(1369)
Not enrolled in primary school	42.7(123)	0.3(2)	17.4(105)	14.4(230)
Total	100.0	100.0	100.0	100.0
Number	288	708	603	1599
Mean number of children enrolled in primary school	14.4	23.6	20.1	20.0

Table 2.53a: Percentage of SBK (Play Group) Teachers mentioning a specific reason for the children not being enrolling in a Pre-school, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Reasons for not being enrolled in a Pre -school				
Enrolled in another school/madrasha	58.8	83.3	68.2	66.2
Gone to elsewhere	17.6	25.0	63.6	33.8
Parents not willing to give their children further education	2.9	-	9.1	4.4
Lack of seats in preschool	2.9	-	-	1.5
No school nearby	2.9	-	-	1.5
Didn't do well in admission test	-	8.3	4.5	3.0
Others	44.1	8.3	9.1	26.5
Number	34	12	22	68

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.53b: Percentage of Pre-school Teachers mentioning a specific reason for the children not enrolling in a Primary school, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Reasons for not being enrolled in a Primary school				
Enrolled in another school/madrasha	64.3	40.0	44.4	48.9
Gone to elsewhere	21.4	46.7	50.0	40.4
Parents not willing to give their children further	7.1	26.7	27.8	21.3

education				
Engaged to work	7.1	20.0	22.2	17.0
Lack of seats	-	-	5.6	2.1
Didn't do well in admission test	7.1	-	-	2.1
Others	57.1	6.7	16.7	25.5
Number	14	15	18	47

*Note: The percentages, based on multiple answers, add to more than 100.

Contacts with nearest pre-schools/primary schools

Most of the teachers, 93 percent among SBK (Play Group) teachers and 90 percent among pre-school teachers reported having contacts with the nearest pre-schools/primary schools (Tables 2.54a and 2.54b). The few teachers, who did not have contacts with the nearest pre-schools/primary schools, were mostly new teachers (Tables 2.55a and 2.55b).

In maintaining contacts with the nearest pre-schools/primary schools, the SBK (Play Group)/pre-school teachers sometimes visited those schools and talked to the teachers there about the possibility of getting the SBK (Play Group)/pre-school children enrolled in their pre-schools/primary schools (Tables 2.56a and 2.56b)..

Table 2.54a: Percent distribution of SBK (Play Group) Teachers by whether or not did they maintain contacts with the nearest Preschools, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Maintaining contacts with nearest Pre-schools				
Yes	85.0	100.0	100.0	92.5
No	15.0	-	-	7.5
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.54b: Percent distribution of Pre-school Teachers by whether or not did they maintained contacts with nearest Primary schools, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Maintaining contacts with nearest Primary schools				
Yes	78.9	86.7	89.7	89.5
No	21.1	3.3	13.3	10.5
Total	100.0	100.0	100.0	100.0
Number	19	30	30	79

Table 2.55a: Percentage of SBK (Play Group) Teachers stating a specific reason for not maintaining contacts with pre-schools, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Reasons for not maintaining contacts with Pre-schools				
Because newly joined as a teacher	33.3	-	-	33.3
Pre-school is far away	33.3	-	-	33.3
Others	33.3	-	-	33.3
Total	100.0	-	-	100.0
Number	9	-	-	9

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.55b: Percentage of Pre-school Teachers stating a specific reason for not maintaining contacts with primary schools, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Reasons for not maintaining contacts with Primary schools				
Because newly joined as a teacher	50.0	100.0	75.0	66.7
Others	50.0	-	25.0	33.3
Total Number	100.0 4	100.0 1	100.0 4	100.0 9

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.56a: Percentage of SBK (Play Group) Teachers mentioning a specific way they maintained contacts with pre-schools, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Ways of maintaining contacts with pre-schools				
Sometimes go to the pre-schools	86.5	69.0	53.3	73.0
Discuss with the pre-school teachers about enrolment	46.2	72.4	83.3	63.1
Invite pre-school teachers to the learning centre sometimes	26.9	13.8	13.8	19.8
Others	-	17.2	6.7	6.3
Number	52	29	30	111

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.56b: Percentage of Preschool Teachers mentioning a specific way they maintained contacts with Primary school, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Ways of maintaining contacts with primary school				
Sometimes go to the primary schools	73.3	82.8	80.8	80.0
Discuss with the primary school teachers about enrolment	40.0	65.5	80.8	65.7
Sometimes invite primary school teachers to the learning centre sometimes	13.3	10.3	3.8	8.6
Others	-	6.9	-	2.9
Number	15	29	26	70

*Note: The percentages, based on multiple answers, add to more than 100.

Steps taken to get children enrolled in pre-schools/primary schools

When asked, most teachers, 85 percent among SBK (Play Group) teachers and 95 percent among pre-school teachers, stated that they took steps to get their children enrolled in the next level of schooling (pre-school for play group or SBK children and primary school for pre-school children) (Tables 2.57a and 2.57b). Among the steps the SBK (Play Group) teachers took, most common were ‘they kept contacts with the teachers of the nearest pre-schools’ (reported by 71 percent) and ‘they took the children to the schools for enrolment’ (reported by 70 percent) (Table 2.59a). Next most common steps were ‘SBK (Play Group) teachers sent the list of their children to the nearest pre-schools’, ‘they motivated the parents/guardians to get the children enrolled in a pre-school’ and ‘they told the children to go to a pre-school’. Similar steps were taken by the pre-school teachers to get their pre-school children enrolled in a primary school (Table 2.59b).

Table 2.57a: Percent distribution of SBK (Play Group) Teachers by whether or not did they take any step to get SBK (Play Group) completed children enrolled in a preschool, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Whether taken any step to get children enrolled in a pre-school				
Yes	71.7	100.0	96.7	85.0
No	28.3	-	3.3	15.0
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.57b: Percent distribution of Pre-school Teachers by whether or not did they take any step to get Pre-school completed children enrolled in a Primary school, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
Whether taken any step to get children enrolled in a primary school				
Yes	94.4	93.3	96.7	94.9
No	5.6	6.7	3.3	5.1
Total	100.0	100.0	100.0	100.0
Number	18	30	30	78

Table 2.58a: Percent distribution of SBK (Play Group) Teachers mentioning the reason for not taking any step to get SBK (Play Group) children in a Preschool, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
The reason for not taking any step to get children enrolled in a Pre-school				
SBK (Play Group) course is not completed yet	76.5	-	100.0	77.8
Others	23.5	-	-	22.2
Total	100.0	-	100.0	100.0
Number	17	-	1	18

Table 2.58b: Percent distribution of Preschool Teachers mentioning the reason for not taking any step to get Pre-school children enrolled in a Primary school, according to implementing partner.

Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
The reason for not taking any step to get children enrolled in a Pre-school				
Pre-school course is not completed yet	100.0	50.0	100.0	75.0
The learning centre is new	-	50.0	-	25.0
Others	1	2	1	4

Table 2.59a: Percentage of SBK (Play Group) Teachers mentioning a specific step they took to get SBK (Play Group) completed children enrolled in a preschool, according to implementing partner.

SBK (Play Group) Learning Centers				
	BRAC	BSA	City Corporation	Total
Specific steps taken to get children enrolled in a pre-school				
Took the children to a pre-school for enrolment	75.0	75.9	58.6	70.6
Maintained contacts with teachers of preschools	63.6	69.0	79.3	69.6
Send list of children who had completed SBK (Play Group) course to the teachers at the preschools	27.3	55.2	41.4	39.2
Motivated guardians to get their children enrolled in a pre-school	31.8	27.6	41.4	33.3
Told children to go to preschool	22.7	48.3	24.1	30.4
Others	-	-	3.4	1.0
Number	44	29	29	102

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.59b: Percentage of Pre-school Teachers by mentioning a specific step they took to get Pre-school completed children enrolled in a Primary school, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Specific steps taken to get children enrolled in a pre-school				
Take the children to a primary school for enrolment	76.5	67.9	69.0	70.3
Maintained contacts with teachers of primary schools	47.1	78.6	75.9	70.3
Send list of children had completed preschool course to the teachers at primary schools	23.5	32.1	41.4	33.8
Motivated guardians to get their children enrolled in a primary school	35.3	42.9	34.5	37.8
Told children to go to a primary school	23.5	28.6	17.2	23.0
Others	-	7.1	-	2.7
Number	17	28	29	74

*Note: The percentages, based on multiple answers, add to more than 100.

Management committee

Every one among BRAC's SBK learning centers and 9 in every 10 of GS' pre-school learning centers, had the management committee, as reported by their teachers (Tables 2.60a and 2.60b). But among BSA's learning centers, a few had the management committee, 13 (thirteen) percent among their SBK learning centers and 7 (seven) percent among their pre-school learning centers. Also among city corporations' learning centers, only about a half had the management committee, 53 percent among their SBK learning centers and 50 percent among their pre-school learning centers.

Table 2.60a: Percent distribution of SBK (Play Group) Teachers by whether or not did their SBK learning centre have a Management committee, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Having a Management committee				
Yes	100.0	13.3	53.3	66.7
No	-	86.7	46.7	33.3
Total	100.0	100.0	100.0	100.0
Number	60	30	30	120

Table 2.60b: Percent distribution of Preschool Teachers by whether or not did their preschool learning centre have a Management committee, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Having a Management committee				
Yes	90.0	6.7	50.0	43.7
No	10.0	93.3	50.0	56.3
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Roles of the management committee, as reported by the teachers, are shown in Tables 2.61a and 2.61b. Most commonly reported roles of the committee were it monitor the attendance and activities of teachers, it solve the problem (s) when faced by the centre, the committee members attend the parents'/caregivers' meetings, and they sometimes visit the learning centre to observe its activities. There were no remarkable variations in the committee's reported roles between SBK learning centers and pre-school learning centers.

Table 2.61a: Percentage of SBK (Play Group) Teachers mentioning a specific role played by the Management committee in running the centre, according to implementing partner.

Role of the Management committee	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Monitor the attendance and activities of teachers	60.0	25.0	6.7	48.1
Solve the problem(s) when faced by the centre	33.3	-	40.0	32.9
Committee members attend the parents'/guardians' monthly meetings.	28.3	25.0	13.3	25.3
Committee members sometimes visit the learning centre to observe its activities	20.0	25.0	26.7	21.5
Committee members motivate the parents to send their children to the learning centre regularly.	18.3	-	20.0	17.7
Observe the average attendance of children.	11.7	25.0	13.3	12.7
Help in creating awareness among the parents.	1.7	-	26.7	6.3
Help in getting the children enrolled in a preschool	-	-	6.7	1.3
Others.	6.7	50.0	13.3	10.0
Number	60	4	15	79

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.61b: Percentage of Pre-school Teachers mentioning a specific role played by the Management committee in running the centre, according to implementing partner.

Role of the Management committee	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Monitor the attendance and activities of teachers	66.7	-	-	34.3
Solve the problem(s) when faced by the centre	50.0	50.0	13.3	34.3
Committee members attend the parents'/guardians' monthly meetings	61.1	-	6.7	34.3
Help in creating awareness among the parents.	-	50.0	33.3	17.1
Evaluate children's learning progress.	27.8	-	-	14.3
Committee members motivate the parents to send their children to the learning center regularly.	11.1	-	13.3	11.4
Committee members sometimes visit the learning centre to observe its activities	16.7	-	6.7	11.4
Observe the average attendance of children.	16.7	-	6.7	11.4
Always take information about the learning center	5.6	-	20.0	11.4
Help in getting children admitted into a primary school	5.6	-	13.3	8.6
Help by donating dress, tiffin, notebooks, pencils etc. for children.	-	-	13.3	5.7
Others.	16.7	-	13.2	14.2
Number	18	2	15	35

*Note: The percentages, based on multiple answers, add to more than 100.

Authority responsible for management of learning centre

A partner agency is responsible for managing its learning centres. Thus, BRAC is responsible for managing the BRAC's learning centres; GS for the GS' learning centres; BSA for the BSA's learning centres; and a city corporation for its learning centres. As shown in Tables 2.62a and 2.62b, most of the teachers were found to be knowing this that their respective partner agency was responsible for managing their centres: 90 percent among teachers in GS' learning centres, more than 86 percent in city corporations' learning centres, and more 83 percent in BSA's learning centres. But among teachers in BRAC's learning centres, only 40 percent mentioned BRAC as the management authority of their centres.

Table 2.62a: Percentage of SBK (Play Group) Teachers mentioning a specific individual/agency responsible for management of their learning centres, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Individual/agency responsible for management of learning centres				
Concerned partner agency	40.0	83.3	86.7	62.5
Local people	25.0	-	3.3	13.3
Center's Management Committee	20.0	3.3	-	10.8
Guardian	20.0	-	-	10.0
Landlord	13.3	-	-	6.7
Supervisor	3.3	10.0	10.0	6.7
Teacher	1.7	3.7	-	1.7
Others	-	3.3	-	0.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.62b: Percentage of Pre-school Teachers mentioning a specific individual/agency responsible for management of their learning centres, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Individual/agency responsible for management of learning centres				
Concerned partner agency	90.0	86.7	96.7	91.3
Center's Management Committee	20.3	3.3	-	6.3
Supervisor	-	10.0	-	3.8
Local people	-	-	3.3	1.3
Teacher	5.0	-	-	1.3
Guardian	5.0	-	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Authority responsible for maintenance of learning centres

A teacher was asked to mention which organization was responsible for the maintenance of her/his learning centre. Most teachers knew that their respective partner agency is responsible for the maintenance of learning centres (Tables 2.63a and 2.63b). As the authority responsible for the maintenance of their learning centres, 90 percent of teachers in GS' learning centers mentioned GS; more than 83 percent in BSA learning centres mentioned BSA; and more than 76 percent in city corporations' learning centres mentioned the concerned city corporation. But among BRAC teachers, only 28 percent knew BRAC is responsible for the maintenance of their learning centres.

Table 2.63a: Percentage of SBK (Play Group) Teachers mentioning a specific individual/agency responsible for maintenance of their learning centres, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Individual/agency responsible				
for maintenance of learning centres				
Concerned partner agency	28.3	83.3	76.7	54.2
Landlord	56.7	3.3	-	29.2
Supervisor	20.0	13.3	20.0	18.3
Center's Management Committee	23.3	3.3	-	12.5
Teacher	23.3	-	-	11.7
Guardian	18.3	-	-	9.2
Others	-	-	3.3	0.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.63b: Percentage of Pre-school Teachers mentioning a specific individual/agency responsible for maintenance of their learning centers, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Individual/agency responsible				
for maintenance of learning centers				
Concerned partner agency	90.0	86.7	86.7	87.5
Supervisor	-	10.0	13.3	8.8
Center's Management Committee	20.0	-	-	5.0
Landlord	-	3.3	-	1.3
Guardian	5.0	-	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Authorities responsible for solving problems of learning centres

When teachers were asked who are responsible for solving a problem or problems when faced by their learning centres, they most commonly mentioned the officials of their respective implementing partner agencies (Table 2.64a & 2.64b). Among BSA teachers' more than 86 percent mentioned the officials of BSA; among city corporation's teachers, more than 70 percent mentioned those of the concerned city corporation; and among GS teachers, 60 percent mentioned those of GS. But among BRAC teachers, only 38 percent mentioned the officials of BRAC as the authorities responsible for solving problems concerning their learning centres. Other people mentioned as responsible for solving problems-- notable mostly among BRAC's and GS' teachers-- were the committee members, supervisors, guardians, and landlords of the centre house (mentioned only in case of BRAC centres).

Table 2.64a: Percentage of SBK (Play Group) Teachers mentioning a specific individual/agency responsible for solving a problem or problems when faced by their learning centres, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Individual/agency responsible				
for solving problems of learning centres				
Officials of concerned partner agency	38.3	86.7	70.0	58.3
Supervisor	33.3	13.3	26.7	26.7
Center's Management Committee				
members	35.0	-	-	17.5
Landlord	30.0	-	-	15.0
Guardian	23.3	-	-	11.7
Teacher (male/female)	15.0	-	3.3	8.3
Elites of the Area	13.3	3.3	-	7.5
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.64b: Percent of Pre-school Teachers mentioning a specific individual/agency responsible for solving a problem or problems when faced by their learning centres, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Individual/agency responsible				
for solving problems of learning centres				
Officials of concerned partner agency	60.0	90.0	76.7	77.5
Center's Management Committee members	65.0	-	-	16.3
Supervisor	10.0	10.0	16.7	12.5
Teacher (male/female)	5.0	-	6.7	3.8
Guardian	10.0	-	-	2.5
Elites of the Area	-	3.3	-	1.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Authorities responsible for supplying materials to learning centres

Most teachers everywhere reported that necessary materials of their learning centers were supplied by their respective implementing partner organizations. As shown in Tables 2.65a and 2.65b, BRAC was mentioned as the supplier of necessary materials by most teachers among BRAC learning centers; concerned city corporation by most teachers among city corporations' learning centers, BSA by most teachers among BSA's learning centers, and GS by most teachers among GS' learning centers.

Table 2.65a: Percentage of SBK (Play Group) Teachers mentioning a specific individual/organization supplying materials of their learning centres, according to implementing partner.

	SBK (Play Group) Learning Centers			Total
	BRAC	BSA	City Corporation	
Authorities responsible for supplying materials to learning centres				
Concerned partner organization	88.3	100.0	76.7	88.3
Supervisor	6.3	-	-	3.3
Guardian	3.3	-	-	1.7
Committee	1.7	-	-	0.8
Others	6.7	6.7	23.3	10.8
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.65b: Percentage of Pre-school Teachers mentioning a specific individual/organization supplying materials of their learning centres, according to implementing partner.

	Pre-school Learning Centers			Total
	GS	BSA	City Corporation	
Authorities responsible for supplying materials to learning centers				
Concerned partner organization	100.0	96.7	83.3	92.5
Guardian	-	3.3	-	1.3
Others	-	6.7	16.7	8.8
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Steps suggested for more efficient administration of learning centres

Teachers were asked to suggest steps they deem necessary for more efficient administration of learning centres. Most commonly suggested step was teachers' salaries/allowances should be raised, suggested by 73 percent of SBK (Play Group) teachers and 75 percent of pre-school teachers (Tables 2.66a and 2.66b). Next most commonly suggested step was more (learning/teaching) materials need be given to learning centres (55 percent of SBK teachers and 66 percent of pre-school teachers). Other suggested steps (suggested by less than 45 percent of teachers) included the following. caregivers/parents should have more involvement in running the learning centres, supervisors should extend more assistance/cooperation to teachers, and there should be more involvement of local people in running the learning centres.

Table 2.66a: Percentage of SBK (Play Group) Teachers suggesting specific steps for more efficient administration of learning centres, according to implementing partner.

	SBK (Play Group) Learning Centers			
	BRAC	BSA	City Corporation	Total
Suggested steps for more efficient administration of learning centres				
Teachers' salaries/allowances to be raised	75.0	73.3	70.0	73.3
More materials to be given to a centre	45.0	70.0	60.0	55.0
Supervisors should extend more assistance/cooperation to teachers	48.3	43.3	26.7	41.7
More involvement of guardians	28.3	46.7	46.7	37.5
More involvement of local people	18.3	23.3	30.0	22.5
More training for teachers	21.7	20.0	23.3	21.7
Forming of management committee	15.0	16.7	10.0	14.2
Others	38.3	20.0	30.0	31.7
Number	60	30	30	120

*Note: The percentages, based on multiple answers, add to more than 100.

Table 2.66b: Percentage of Preschool Teachers suggesting specific steps for more efficient administration of learning centres, according to implementing partner.

	Pre-school Learning Centers			
	GS	BSA	City Corporation	Total
Suggested steps for more efficient administration of learning centres				
Teachers' salaries/allowances to be raised	75.0	76.7	73.3	75.0
More materials to be given to a centre	80.0	60.0	63.3	66.3
More involvement of guardians	35.0	60.0	33.3	43.8
Supervisors should extend more assistance/cooperation to teachers	60.0	40.0	13.3	35.0
More involvement of local people	25.0	33.3	36.7	32.5
More training for teachers	15.0	33.3	20.0	23.8
Forming of management committee	-	16.7	13.3	11.3
Others	55.0	26.7	46.7	41.3
Number	20	30	30	80

*Note: The percentages, based on multiple answers, add to more than 100.

Chapter 3
Findings from Supervisors Questionnaires

Findings from Supervisor Questionnaire

SBK (Play Group) and Pre-school are two major activities among others assigned to the Supervisors by their respective organizations namely BRAC, GS, Bangladesh Shishu Academy and City Corporation. The Supervisors were responsible for supervision and proper functioning of SBK (Play Group) and Pre- school activities. In determining their performances, in depth interviews were conducted over a sample of 69 Supervisors including 13 Supervisors from BRAC, one from Grameen Shikkha, 30 from BSA and 25 from City Corporation.

Supervisors of City Corporation are officially designated as Community Development Officer (CDO) and 'District Officer' is the official title of the Supervisors of Bangladesh Shishu Academy. The only Supervisor of GS is officially known as Manager and in BRAC their entitled post is Supervisor. All the CDOs of City Corporation, District Officers of BSA, and Manager of GS are addressed as Supervisor for the convenience of the evaluation.

Background characteristics

As shown in Table 3.1 all the Supervisors of Grameen Shikkha (GS) and Bangladesh Shishu Academy (BSA) followed by 92 percent Supervisors of City Corporation had been reported as Graduate or more educated while 92.3 percent Supervisors of BRAC were only of SSC (Secondary School Certificate) qualification. Only 3 Supervisors out of 69, 2 from City Corporation and one from BRAC reported of having a HSC (Higher Secondary Certificate) qualification.

The only Supervisor of GS, 90 percent of BSA and 32 percent of City Corporation reported of being 35-40 years old while more than fifty percent (68 percent) of City Corporation Supervisors were between 25-35 years. On the other hand 92 percent Supervisors of BRAC had been reported as teenagers ranging between 12-20 years of old.

Around fifty percent (46.4 percent) Supervisors reported of serving for more than 5 years including 70 percent Supervisors from BSA and 44 percent from City Corporation. All the Supervisors of BRAC and GS had been working as Supervisors for at best 3 years. A total of 32 percent Supervisors out of 69 reported of serving for 2 years while three Supervisors from BRAC and 2 from BSA reported as newly recruited within less than one year. Thus in terms of service length Supervisors of BSA and City Corporation were more experienced compared to others of BRAC and GS.

Table 3.1: Percent distribution of Supervisors by background characteristics according to Implementing partner.

Background Characteristics	BRAC	GS	BSA	City Corporation	Total
Age					
12-20	92.3(12)	-	-	-	17.4(12)
20-25	7.7(1)	-	-	-	1.4(1)
25-30	-	-	3.3(1)	20.0(5)	8.7(6)
30-35	-	-	6.7(2)	48.0(12)	20.3(14)
35-40	-	100.0(1)	90.0(27)	32.0(8)	52.2(36)
Total	100.0		100.0	100.0	100.0
Education					
S.S.C	92.3(12)	-	-	-	17.4(12)
H.S.C	7.7(1)	-	-	8.0(2)	4.3(3)
Graduate/Higer	-	100.0(1)	100.0(30)	92.0(23)	78.3(54)
Total	100.0		100.0	100.0	100.0
Length of service					
< 1year	23.1(3)	-	6.7(2)	-	7.2(5)
1 year	7.7(1)	-	3.3(1)	-	2.9(2)
2 year	61.5(8)	-	10.0(3)	44.0(11)	31.9(22)
3 year	7.7(1)	100.0(1)	3.3(1)	4.0(1)	5.8(4)

4 year	-	-	6.7(2)	8.0(2)	5.8(4)
5+	-	-	70.0(21)	44.0(11)	46.4(32)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Daily duties and responsibilities of Supervisors

Among the daily duties and responsibilities of the Supervisors *Regular visit of the learning centres* was highest, reported by 88.4 percent Supervisors (Table 3.2). All the Supervisors of BRAC and GS used to visit the learning centres regularly compared to 87 percent and 84 percent Supervisors of BSA and City Corporation respectively. The next widely carried out daily duties and responsibilities of Supervisors were: *Assisting teachers in running SBK (Play Group)/pre-school activities* (78.3 percent), *Supervising teachers* (73.9 percent), *Ensuring regular attendance of teachers* (66.7 percent), *Ensuring regular attendance of children* (63.8 percent) and *Attending monthly meetings of parents* (58 percent). No marked variation in terms of daily duties and responsibilities was found among the Supervisors of different partner agencies.

Besides other common activities that Supervisors less likely do were: *Testing/evaluating the intellect of children* (33.3 percent), *Explaining pre-school activities to parents* (31.9 percent), *Motivating parents to enrol their children in primary schools on completion of education at the centre* (24.6 percent), *Motivating parents for creating an environment conducive to the growth of intellect of their children* (24.6 percent), *Preparing monthly reports* (23.2 percent), *Raising awareness among parents for equal caring for boys and girls* (18.8 percent), *Maintaining contact with local people/ administration* (18.8 percent) and so on.

Table 3.2: Percentage of Supervisors by specific type of responsibilities they said they used to perform, according to Implementing partner.

Responsibilities of Supervisor	BRAC	GS	BSA	City Corporation	Total
Visiting learning centres regularly	100.0(13)	100.0(1)	86.7(26)	84.0(21)	88.4(61)
Assisting teachers in running SBK (Play Group)/pre-school activities	76.9(10)	100.0(1)	80.0(24)	76.0(19)	78.3(54)
Supervising the teachers	69.2(9)	100.0(1)	73.3(22)	76.0(19)	73.9(51)
Ensuring regular attendance of teachers	61.5(8)	100.0(1)	70.0(21)	64.0(16)	66.7(46)
Ensuring regular attendance of children	76.9(10)	100.0(1)	56.7(17)	64.0(16)	63.8(44)
Attending at monthly meetings of guardians	46.2(6)	100.0(1)	50.0(15)	72.0(18)	58.0(40)
Testing/evaluating the intellect of children	38.5(5)	100.0(1)	26.7(8)	36.0(9)	33.3(23)
Explaining Play Group/ pre-school activities to guardians	38.5(5)	100.0(1)	40.0(12)	16.0(4)	31.9(22)
Motivating parents to enroll their children in primary schools on completion of education at the centre	15.4(2)	100.0(1)	26.7(8)	24.0(6)	24.6(17)
Motivating parents for creating an environment conducive to the growth of intellect of their children	53.8(7)	-	20.0(6)	16.0(4)	24.6(17)
Preparing monthly reports	-	100.0(1)	23.3(7)	32.0(8)	23.2(16)
Raising awareness among parents for equal caring for boys and girls	15.4(2)	-	23.3(7)	16.0(4)	18.8(13)
Maintaining contact with local people/ administration	23.1(3)	100.0(1)	16.7(5)	16.0(4)	18.8(13)
Others	23.1(3)	-	10.0(3)	24.0(6)	17.4(12)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Training

Table 3.3 shows that almost all the Supervisors, 62 out of 69 including all the Supervisors from BRAC and GS and 24 from each of BSA and City Corporation, reported that they received Basic training on SBK (Play Group) and Pre-school activities while 54 percent Supervisors received refresher training. In case of receiving re-fresher training, Supervisors from BRAC were in highest position (77 percent) followed by City Corporation (72 percent) and BSA (30 percent). The only Supervisor of GS did not

receive any re-fresher training. Training on *Supervision and monitoring* was received by 26 percent Supervisors. One fourth of 69 Supervisors reported of having ToT training. A sizable 14.5 percent Supervisors received training on *Management-related issues*. In general, Supervisors from BSA received training on more issues compared to other Supervisors of BRAC, GS and City Corporation.

Attention should be drawn on Basic-training as 7 Supervisors, 6 from BSA and one from City Corporation did not receive the basic training though they had been carrying out their job for the period between less than one year to at least two years (Table 3.3). Re-fresher training also requires attention as only 37 Supervisors received re-fresher training till the data collection of this survey (Table 3.3) and 49 Supervisors sought re-fresher training on SBK (Play Group) and pre-school activities.

When asked about further training 65 Supervisors out of 69 expressed their intention to have further training (Table 3.4) and about the issues of further training 49 Supervisors out of 65 stated that they needed re-fresher' training on *SBK (Play Group) and pre-school activities* (Table 3.5). Training needed on 'Teaching methods' was reported by 61.5 percent Supervisors including 8 Supervisors of BRAC, 20 Supervisors of BSA and 12 Supervisors of City Corporation. A handsome 38.5 percent Supervisors reported to have further training on '*Subjects to be taught*'. Other issues sought to be trained again were: *Development/Using/displaying of materials* (24.6 percent), *Methods of raising awareness among the caregivers and society* (23.1 percent), *Rules and regulations of managing the centre* (23.1 percent) and *children's behavioural change* (23.1 percent).

While finding the reasons for further training, the most commonly found reason was 'managing the learning centre more successfully' reported by 77 percent Supervisors as in Table 3.6. 'Learning the forgotten things again' was the next common reason reported 54.5 percent Supervisors of BRAC, 31 percent of BSA and 79.2 percent of City Corporation giving a total of 52.3 percent Supervisors. The other reasons behind the necessity of further training were to learn: how children's intellectual development takes place through materials (40 percent), Developing/using/displaying materials more effectively (27.7 percent), Raising wide awareness in the society (26.2 percent), Efficient management (27.7 percent) and children's behavioural changes (10.8 percent).

Table 3.3: Percentage of Supervisors who have received specific type of training, according to Implementing partner.

Specific type of training	BRAC	GS	BSA	City Corporation	Total
Basic training on SBK (Play Group) and pre-school activities	100.0(13)	100.0(1)	80.0(24)	96.0(24)	89.9(62)
Refreshers' training	76.9(10)	-	30.0(9)	72.0(18)	53.6(37)
Supervision and monitoring	38.5(5)	100.0(1)	23.3(7)	20.0(5)	26.1(18)
ToT training	-	100.0(1)	16.7(5)	44.0(11)	24.6(17)
Management-related issues	23.1(3)	100.0(1)	13.3(4)	8.0(2)	14.5(10)
Training on child care and development	7.7(1)	100.0(1)	20.0(6)	-	11.6(8)
Training on child-right issues	7.7(1)	100.0(1)	13.3(4)	-	8.7(6)
Training on report-writing	-	-	6.7(2)	-	2.9(2)
Others	-	-	13.3(4)	-	5.8(4)
Number	13	1	30	25	69

Note: The percentages, based on multiple answers, add to more than 100.

Table 3.4: Percent distribution of Supervisors by whether they needed more training or not to supervise the activities, according to Implementing partner.

Whether more training needed	BRAC	GS	BSA	City Corporation	Total
Further training needed	84.6(11)	100.0(1)	96.7(29)	96.0(24)	94.2(65)
No more training necessary	15.4(2)	-	3.3(1)	4.0(1)	5.8(4)
Total	100.0		100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.5: Percentage of Supervisors who mentioned a specific training/Issues for further training, according to Implementing partner.

Training/Issues of training	BRAC	GS	BSA	City Corporation	Total

Refreshers' training on SBK (Play Group) and pre-school activities	81.8(9)	100.0(1)	69.0(20)	79.2(19)	75.4(49)
Teaching methods	72.7(8)	-	69.0(20)	50.0(12)	61.5(40)
Subjects to be taught	72.7(8)	-	48.3(14)	12.5(3)	38.5(25)
Development/using/displaying of materials	27.3(3)	100.0(1)	20.7(6)	25.0(6)	24.6(16)
Methods of raising awareness among guardians and society	27.3(3)	-	24.1(7)	20.8(5)	23.1(15)
Rules and regulations of managing the centre	45.5(5)	-	27.6(8)	8.3(2)	23.1(15)
Children's behavioural change	9.1(1)	100.0(1)	31.0(9)	16.7(4)	23.1(15)
ToT training	9.1(1)	-	27.6(8)	8.3(2)	16.9(11)
Others	18.2(2)	100.0(1)	6.9(2)	4.2(1)	9.2(6)
Number	11	1	29	24	65

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.6: Percentage of Supervisors who gave a specific reason for further training, according to Implementing partner.

Reasons for further training	BRAC	GS	BSA	City Corporation	Total
To manage the learning centre more successfully	100.0(11)	100.0(1)	86.2(25)	54.2(13)	76.9(50)
To re learn the lessons forgotten	54.5(6)	-	31.0(9)	79.2(19)	52.3(34)
To learn how children's intellectual development takes place through materials	54.5(6)	100.0(1)	41.4(12)	29.2(7)	40.0(26)
To develop/use/display materials more effectively	45.5(5)	-	27.6(8)	20.8(5)	27.7(18)
To learn efficient management	27.3(3)	100.0(1)	31.0(9)	20.8(5)	27.7(18)
To raise wide awareness in the society	27.3(3)	-	37.9(11)	12.5(3)	26.2(17)
To know on children's behavioural changes	9.1(1)	100.0(1)	13.8(4)	4.2(1)	10.8(7)
Others	9.1(1)	-	6.9(2)	8.3(2)	7.7(5)
Number	11	1	29	24	65

Note: The percentages, based on multiple answers, add to more than 100.

Steps taken to enrol children into Play Group(SBK) and Pre -school programme

Table 3.7 corresponds that most of the Supervisors (88.4 percent) used to explain SBK (Play Group) and pre-school activities and its benefits to parents to enrol their children to SBK (Play Group) and pre-school centres. Moreover conducting a survey in the catchments areas to get number of eligible children was also reported as one of their major steps to enrol children by 74 percent Supervisors. About fifty percent (49.3) Supervisors advised teachers to maintain contact with parents while seeking help from distinguished persons of the locality by explaining SBK (Play Group) and pre-school activities and its benefits to them was also reported by 46.4 percent Supervisors. Other steps that the Supervisors stated that they took to enrol children included: Motivating the children (30.4 percent), Increasing children's attraction through materials or story-telling (17.4 percent) and Advising /assisting the teachers to organize different festivals at the centre (11.6 person).

Table 3.7: Percentage of Supervisors by specific steps they said they took for enrolling children in SBK (Play Group) and Preschool activities, according to Implementing partner.

Steps taken to enroll children	BRAC	GS	BSA	City Corporation	Total
Explaining SBK (Play Group) and Pre-School activities to parents	84.6(11)	100.0(1)	90.0(27)	88.8(22)	88.4(61)
Conducting survey to get the number of eligible children	92.3(12)	100.0(1)	56.7(17)	84.0(21)	73.9(51)
Advise teachers to maintain contact with parents	46.2(6)	100.0(1)	53.3(16)	44.0(11)	49.3(34)
Explaining to elites of the area	53.8(7)	100.0(1)	43.3(13)	44.0(11)	46.4(32)
Motivating the children	61.5(8)	100.0(1)	30.0(9)	12.0(3)	30.4(21)
Increasing children's attraction through materials/story-telling	30.8(4)	-	16.7(5)	12.0(3)	17.4(12)
Advice/ assistance for organizing different festivals at the centre	7.7(1)	-	3.3(1)	24.0(6)	11.6(8)
Others	7.7(1)	-	13.3(4)	12.0(3)	11.6(8)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Expectations from parents

In expressing their expectations from parents in sending their children to centres regularly almost all the Supervisors (95.7 percent) stated that parents would send their children to centres regularly on time (Table 3.8). 'Attending to parents monthly meting regularly' was the next common expectation from parents, reported by 66.7 percent Supervisors. About 44 percent Supervisors (43.5) wanted parents to have an inquiry about their children by coming to the centres. Assistance in maintaining hygienic atmosphere at learning centres was also reported by 33.3 percent Supervisors. The other expectations from parents in getting children to centres were: Repairing/maintaining the centre (20.3 percent), Assisting teacher in procuring/preparing materials (20.3 percent), Encouraging teacher in running the centre (18.8 percent) and Creating child-friendly environment for children at home like story-telling/rhyme recitation/teaching etc (18.8 percent).

Table 3.8: Percentage of Supervisors by a specific type of expectation from parents in getting children to SBK and Preschool centres, according to Implementing partner.

Expectations from parents	BRAC	GS	BSA	City Corporation	Total
Sending children to the centre regularly	100.0(13)	100.0(1)	96.7(29)	92.0(23)	95.7(66)
Attending monthly meetings regularly	61.5(8)	100.0(1)	60.0(18)	76.0(19)	66.7(46)
Inquiring about children by coming to the centre	30.8(4)	100.0(1)	43.3(13)	48.0(12)	43.5(30)
Assisting in maintaining hygienic atmosphere	38.5(5)	100.0(1)	36.7(11)	24.0(6)	33.3(23)
Repairing/maintaining the centre	23.1(3)	100.0(1)	13.3(4)	24.0(6)	20.3(14)
Assisting teacher in procuring/preparing materials	23.1(3)	100.0(1)	20.0(4)	16.0(6)	20.3(14)
Encouraging teacher in running the centre	30.8(4)	-	13.3(4)	20.0(5)	18.8(13)
Creating child-friendly environment for children at home like story-telling/rhyme recitation/teaching etc.	38.5(5)	100.0(1)	23.3(7)	-	18.8(13)
Others	15.4(2)	-	3.3(1)	12.0(3)	8.7(6)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Necessary facilities to implement the program more successfully

When sought their opinion for implementing the program more successfully the Supervisors opined a series of steps/facilities required. Among those 'Arrange standard salaries and allowances' was on the top of the list reported by 45 Supervisors including 18 Supervisors of both BSA and City Corporation, 8 from BRAC and one from GS while 36 Supervisors suggested for arranging higher training (Table 3.9). About materials out of 69 Supervisors, 59.4 percent emphasised on supplying materials in more quantity and 53.6 percent opined of supplying quality materials. Setting up permanent/own premises for the centre/expanding the centre to accommodate sitting-arrangement, free movement and proper ventilation was the next common suggestion suggested by 44.9 percent Supervisors. Other necessary steps/facilities mentioned by the Supervisors for more successive implementation of the program were: Disbursing monthly salaries regularly (36.2 percent), Arranging refresher training for teachers (36.2 percent), Others (34.8 percent), Arranging for entertainment of guardians at monthly meetings (31.9 percent), Space necessary for playing outside (29.0 percent), Employing one supervisor for a few centres (21.7 percent), Minimum qualification of a teacher should be SSC (17.4 percent), Arranging training for parents/care-givers of children (11.6 percent) etc.

Table 3.9: Percentage of Supervisors who mentioned a specific facility necessary for successful implementation of the programme, according to Implementing partner.

Necessary facilities	BRAC	GS	BSA	City Corporation	Total
Arrange standard salaries and allowances for the Supervisors	61.5(8)	100.0(1)	60.0(18)	72.0(18)	65.2(45)
Supplying more materials	69.2(9)	100.0(1)	53.3(16)	60.0(15)	59.4(41)
Supplying quality materials	38.5(5)	-	60.0(18)	56.0(14)	53.6(37)
Arranging higher training	38.5(5)	-	63.3(19)	48.0(12)	52.2(36)

Setting up permanent/own premises for the centre/expanding it	76.9(10)	100.0(1)	26.7(8)	48.0(12)	44.9(31)
Disbursing monthly salaries regularly	30.8(4)	100.0(1)	53.3(16)	16.0(4)	36.2(25)
Arranging re fresher training for teachers	38.5(5)	100.0(1)	36.7(11)	32.0(8)	36.2(25)
Arranging for entertainment of parents at monthly meetings	15.4(2)	100.0(1)	26.7(8)	44.0(11)	31.9(22)
Space necessary for playing outside	30.8(4)	-	26.7(8)	32.0(8)	29.0(20)
Employing one supervisor for a few centres	7.7(1)	100.0(1)	30.0(9)	16.0(4)	21.7(15)
Minimum qualification of a teacher should be SSC	23.1(3)	100.0(1)	13.3(4)	16.0(4)	17.4(12)
Managing learning centre	15.4(2)	-	3.3(1)	8.0(2)	7.2(5)
Arranging training for parents/care-givers of children	-	-	16.7(5)	12.0(3)	11.6(8)
Others	23.1(3)	100.0(1)	23.3(7)	52.0(13)	34.8(24)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Materials

As shown in Table 3.10 only 50.7 percent Supervisors reported of receiving the necessary materials for running the SBK (Play Group) and Pre-school activities in due time i.e. in the beginning of a new season. Receiving materials in due time was less frequent in case of City Corporation only 24 percent and 50 percent of BSA though all the Supervisors of BRAC and GS received materials in due time.

As per Table 3.11 receiving materials in adequate, whether in due time or not, 49 out of 69 Supervisors reported to have received adequate materials. Those 20 Supervisors including 11 from City Corporation, 8 from BSA and one from BRAC who did not receive adequate materials were requested to specify the materials that were not adequate. Thus according to Table 3.12 the materials inadequately received reported by the Supervisors included: Cloth-dolls (8 Supervisors), Ball (6 Supervisors) and Plastic animals (4 Supervisors). Some 15 percent out of 20 Supervisors mentioned Boats, Pictures/story card, Exercise Khata and Toy as inadequately received materials. Moreover, among other inadequate materials reported by 10 percent Supervisors were: Pencil, Telephone set, Colour pencil, Chalk (White or colour), Pictorial storybook and plate. However two Supervisors each from BRAC and City Corporation also mentioned about necessity of more quality materials.

Table 3.10: Percent distribution of Supervisors by whether or not they received in due time, the materials necessary for the running SBK (Play Group) and Pre-school activities, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Whether receive in due time					
Yes	100.0(13)	100.0(1)	50.0(15)	24.0(6)	50.7(35)
No	-	-	50.0(15)	76.0(19)	49.3(34)
Total	100.0		100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.11: Percent distribution of Supervisors by whether the materials they received were adequate or not, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Adequate or not					
Adequate	92.3(12)	100.0(1)	73.3(22)	56.0(14)	71.0(49)
Inadequate	7.7(1)	-	26.7(8)	44.0(11)	29.0(20)
Total	100.0		100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.12: Percent distribution of Supervisors who mentioned a specific type of material that was inadequate to run the SBK (Play Group) and Pre-school activities, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Type of materials					
Doll (cloth)	-	-	50.0(4)	36.4(4)	40.0(8)
Ball	-	-	37.5(3)	27.3(3)	30.0(6)
Animals (plastic)	-	-	25.0(2)	18.2(2)	20.0(4)
Boat	-	-	-	27.3(3)	15.0(3)
Picture/story card	-	-	12.5(1)	18.2(2)	15.0(3)
Book-writing book	-	-	37.5(3)	-	15.0(3)
Toy	-	-	37.5(3)	-	15.0(3)

Pencil	-	-	25.0(2)	-	10.0(2)
Telephone set	-	-	12.5(1)	9.1(1)	10.0(2)
Colour pencil	-	-	12.5(1)	9.1(1)	10.0(2)
Chalk (white/colour)	-	-	12.5(1)	9.1(1)	10.0(2)
Pictorial story book	-	-	-	18.2(2)	10.0(2)
More quality material necessary	100.0(1)	-	-	9.1(1)	10.0(2)
Wooden block	-	-	-	18.2(2)	10.0(2)
Plate	-	-	-	9.1(1)	5.0(1)
Stove	-	-	-	9.1(1)	5.0(1)
Hari-patil set	-	-	-	9.1(1)	5.0(1)
Rattle toy and tabor	-	-	-	9.1(1)	5.0(1)
Seed bag	-	-	-	9.1(1)	5.0(1)
Fish (Plastic and paper)	-	-	-	9.1(1)	5.0(1)
Glass plastic	-	-	-	9.1(1)	5.0(1)
Paper (white/colour)	-	-	-	9.1(1)	5.0(1)
Crown and mask	-	-	-	9.1(1)	5.0(1)
Slate	-	-	12.5(1)	-	5.0(1)
Alphabet chart	-	-	-	9.1(1)	5.0(1)
Large quantity material	-	-	-	9.1(1)	5.0(1)
Others	-	-	12.5(1)	36.4(4)	25.0(5)
Number	1	-	8	11	20

Note : The percentages, based on multiple answers, add to more than 100.

Locally collected and hand-made materials by the teachers

When asked whether or not the teachers under their supervision collected any materials locally, almost all the Supervisors, 67 out of 69, stated that the teachers locally collected materials (Table 3.13). In case of those 67 teachers who collected materials locally the most commonly collected material was seed of beans, tamarind, jackfruit etc. reported by 71.6 percent Supervisors (Table 3.14). The other materials that the Supervisors reported to have collected locally by the teachers were: Different kinds of leaves (59.7 percent), Stone (46.3 percent), Bamboo-cane/stick (43.3 percent). Besides 32.8 percent supervisors reported that the teachers used to collect other things if they thought those helpful for them.

About hand-made materials 64 Supervisors out of 69 stated that the teachers usually used to make different things by themselves to show the children or to be used by the children (Table 3.15). When asked what materials the teachers used to make, 75 percent Supervisors out of 64 mentioned Boat/plane/bird (Table 3.16). The other commonly hand-made materials reported by the Supervisors were: Stove/utensils (59.3 percent), Mango/jackfruit/banana/papaya model (48.4 percent), Doll (48.4 percent) etc.

Table 3.13: Percent distribution of Supervisors by whether or not the Teachers, under their supervision, locally collected materials, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Locally collect materials					
Yes	100.0(13)	100.0(1)	100.0(30)	92.0(23)	97.1(67)
No	-	-	-	8.0(2)	2.9(2)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.14: Percentage of Supervisors by type of materials the Teachers, under their supervision, locally collect, according to Implementing partner.

	BRAC	BSA	City Corporation	Total
Locally collect materials				
Seed (beans, tamarind, jackfruit etc.)	76.9(10)	100.0(1)	86.7(26)	47.8(11)
Leaves (of different kinds)	61.5(8)	100.0(1)	53.3(16)	65.2(15)
Stones	76.9(10)	-	53.3(16)	21.8(5)
Bamboo-cane/stick	69.2(9)	100.0(1)	50.0(15)	17.4(4)
Others	30.8(4)	-	13.3(4)	60.9(14)
Number	13	1	30	23
				67

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.15: Percent distribution of Supervisors by whether or not the Teachers, under their supervision, made materials by themselves, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Making materials by teachers					
Make	100.0(13)	100.0(1)	90.0(27)	92.0(23)	92.8(64)
Don't make	-	-	10.0(3)	8.0(2)	7.2(5)
Total	100.0		100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.16: Percentage of Supervisors by type of materials Teachers, under their supervision, made by themselves, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Type of materials made by teachers					
Boat/plane/bird	61.5(8)	100.0(1)	77.7(21)	78.3(18)	75.0(48)
Stove/Hari-patil set	76.9(10)	100.0(1)	55.5(15)	52.2(12)	59.3(38)
Pictures of fruits and flowers	46.2(6)	100.0(1)	48.1(13)	47.9(11)	48.4(31)
Doll	69.2(9)	100.0(1)	48.1(13)	34.8(8)	48.4(31)
Mango/jackfruit/banana/papaya model	30.8(4)	100.0(1)	44.4(12)	52.2(12)	45.3(6)
Others	30.8(4)	-	7.4(2)	4.4(1)	10.9(7)
Number	13	1	27	23	64

Note : The percentages, based on multiple answers, add to more than 100.

Additional materials for running the learning centres

Table 3.17 shows the list of other materials that the Supervisors needed in addition for running the SBK (Play Group) and Pre-school activities. Among the materials 'Ball' was reported by 24.6 percent Supervisors followed by Cloth made doll (20.3 percent), Exercise Khata (15.9 percent), Toy vehicle (13.0 percent) and many more like toy, Hari-patil set, Pictorial story book, Plastic and paper made fish, wooden block etc. Besides, 20.3 percent Supervisors stated that they needed large quantity of materials and 14.5 percent Supervisors favoured for more quality materials while 4 Supervisors 2 from BSA and each from GS and City Corporation reported that they did not need any additional material.

Table 3.17: Percentage of Supervisors by type of materials they said they needed for running the SBK (Play Group) and Preschool activities, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Type of materials					
Ball	23.1(3)	-	23.3(7)	28.0(7)	24.6(17)
Doll (cloth)	15.4(2)	-	20.0(6)	24.0(6)	20.3(14)
Large quantity material	38.5(5)	-	13.3(4)	20.0(5)	20.3(14)
Exercise Khata	7.7(1)	-	13.3(4)	24.0(6)	15.9(11)
More quality of material necessary	15.4(2)	-	13.3(4)	16.0(4)	14.5(10)
Toy	-	-	23.3(7)	-	10.1(7)
Toy Vehicle	30.8(4)	-	6.7(2)	12.0(3)	13.0(9)
Hari-patil set	7.7(1)	-	3.3(1)	16.0(4)	8.7(6)
Pictorial story book	-	-	6.7(2)	12.0(3)	7.2(5)
Fish (Plastic and paper)	7.7(1)	-	3.3(1)	8.0(2)	7.2(5)
Wooden block	-	-	6.7(2)	12.0(3)	7.0(5)
Blackboard	-	-	10.0(3)	4.0(1)	5.8(4)
Mat	7.7(1)	-	3.3(1)	8.0(2)	5.8(4)
Drum/ektara	30.8(4)	-	-	-	5.8(4)
Pencil	-	-	-	12.0(3)	4.3(3)
Slate	-	-	-	12.0(3)	4.3(3)
Animals (plastic)	7.7(1)	-	-	8.0(2)	4.3(3)
Skipping rope/rope	-	-	6.7(2)	4.0(1)	4.3(3)
Glass plastic	7.7(1)	-	-	8.0(2)	4.3(3)
Different type of picture (puzzle)	-	-	3.3(1)	8.0(2)	4.3(3)
Chair/table/palanquin	15.4(2)	-	3.3(1)	-	4.3(3)
Colour pencil	-	-	6.7(2)	4.0(1)	4.3(3)
Stove	-	-	-	8.0(2)	2.9(2)
Telephone set	7.7(1)	-	-	4.0(1)	2.9(2)
Alphabet chart	-	-	6.7(2)	-	2.9(2)
Rattle toy and tabor	-	-	3.3(1)	4.0(1)	2.9(2)
Chalk (white/colour)	-	-	-	4.0(1)	1.4(1)

Table 3.17: Percentage of Supervisors by type of materials they said they needed for running the SBK (Play Group) and Preschool activities, according to Implementing partner.

Type of materials	BRAC	GS	BSA	City Corporation	Total
Toy bed/dress stand	-	-	3.3(1)	-	1.4(1)
Others	-	-	30.0(9)	20.0(5)	20.3(14)
Not necessary	-	100.0	6.7(2)	4.0(1)	5.8(4)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Problem in using materials

When asked whether or not the teachers faced any problem in using materials, 65 Supervisors out of 69 reported of not having faced any problem (Table 3.18) but according to Table 3.19 a total of 8 Supervisors, 7 from City Corporation and another one from BSA reported that children faced problem in using materials. As per Table 3.20 the materials that the children encountered problem with were: 'Water and sand' reported by 5 Supervisors, 'Bamboo tube and stick' reported by 3 Supervisors. Moreover, Stone of different colour, Utensils and pencil were also reported.

About the type of problem that the children faced in using materials, 4 Supervisors out of 8 stated that the children used to blow sand into eyes or throws sand to one another while 3 Supervisors reported that the children drenched their body with water or got wetting the school floor by pouring water (Table 3.21). Getting involved into fight with bamboo cane/tube was another problem reported by 3 Supervisors. Fighting with wooden block, throwing stones to one another, breaking pencil-nibs quickly, cutting hands with kitchen utensils were also reported.

Table 3.18: Percent distribution of Supervisors by whether or not the Teachers, under their supervision, faced any problem in using materials, according to Implementing partner.

Problems in using materials by the teachers	BRAC	GS	BSA	City Corporation	Total
Yes	-	-	-	16.0(4)	5.8(4)
No	100.0(13)	100.0(1)	100.0(30)	84.0(21)	94.2(65)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.19: Percent distribution of Supervisors by whether or not the children faced any problem in using materials, according to Implementing partner.

Problems in using materials by the children	BRAC	GS	BSA	City Corporation	Total
Yes	-	-	3.3(1)	28.0(7)	11.6(8)
No	100.0(13)	100.0(1)	96.7(29)	72.0(18)	88.4(61)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.20: Percentage of Supervisors who mentioned a specific type of material the children encountered problem with, according to Implementing partner.

Problems in using specific materials	BRAC	GS	BSA	City Corporation	Total
Water and sand	-	-	-	71.4(5)	62.5(5)
Bamboo tube and stick	-	-	-	42.9(3)	37.5(3)
Hari-patil set	-	-	100.0(1)	-	12.5(1)
Wooden block	-	-	-	14.3(1)	12.5(1)
Stone of different colour	-	-	-	14.3(1)	12.5(1)
Pencil	-	-	100.0(1)	-	12.5(1)
Number	-	-	1	7	8

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.21: Percentage of Supervisors by type of difficulties that the children faced in using materials, according to Implementing partner.

Type of difficulties	BRAC	GS	BSA	City Corporation	Total
Problem with sand blowing into eyes/throws	-	-	-	57.1(4)	50.0(4)

sand at one to another	-	-	-	42.9(3)	37.5(3)
Drenches body with water/disturb school environment	-	-	-	42.9(3)	37.5(3)
Gets into fight with bamboo cane/tube	-	-	-	14.3(1)	12.5(1)
Throws stone at one another	-	-	-	28.6(2)	25.0(2)
Fight with wooden block	-	-	100.0(1)	-	12.5(1)
Pencil breaks quickly	-	-	100.0(1)	-	12.5(1)
Children cut their hands with kitchen utensils	-	-	-	-	-
Number	-	-	1	7	8

Note : The percentages, based on multiple answers, add to more than 100.

Preserving materials

As shown in Table 3.22 almost all the Supervisors, 64 out of 69, stated that the teachers preserved materials in trunks while 21 Supervisors reported Almirah/Cupboard where the teachers preserved materials. The other ways of preserving materials were keeping them in Jute sacks, in open corners and otherwise. Only 18 Supervisors reported that the teachers faced problems in preserving materials (Table 3.23) and the problems as shown in Table 3.24 were: Lack of space (66.7 percent), Lack of shelf/almirah/cupboard (55.6 percent), Shortage of trunks (22.2 percent), Lack of security (11.1 percent) and others (5.6 percent).

Table 3.22: Percentage of Supervisors by where Teachers preserved materials in SBK (Play group) and Pre-school activities under their supervision, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Where the teachers preserve materials					
Steel/Trunk	100.0(13)	100.0(1)	93.3(28)	88.0(22)	92.8(64)
Almirah/cupboard	7.7(1)	-	60.0(18)	8.0(2)	30.4(21)
Jute Sack	-	-	-	28.0(7)	10.1(7)
In an open corner	-	-	3.3(1)	-	1.4(1)
Others	15.4(2)	-	3.3(1)	32.0(8)	15.9(11)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.23: Percent distribution of Supervisors by whether or not the Teachers faced any problem in preserving materials, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Face any problem					
Yes	-	100.0(1)	13.3(4)	52.0(13)	26.1(18)
No	100.0(13)	-	86.7(26)	48.0(12)	73.9(51)
Total	100.0		100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.24: Percentage of Supervisors by specific type of problem they said the Teachers faced in preserving materials, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Type of problems					
Lack of space	-	-	75.0(3)	69.2(9)	66.7(12)
Lack of shelf/almirah/cupboard	-	100.0(1)	50.0(2)	53.8(7)	55.6(10)
Shortage of trunks	-	-	-	30.8(4)	22.2(4)
Lack of security	-	-	-	15.4(2)	11.1(2)
Others	-	-	-	7.7(1)	5.6(1)
Number	-	1	4	13	18

Note : The percentages, based on multiple answers, add to more than 100.

Suitable materials for teaching

During the data collection Supervisors were asked to mention three materials most suitable for teaching. According to their statement wooden block was the most common choice reported by 31 Supervisors (Table 3.25). The next commonly reported suitable material for teaching was Ball (43.5 percent) followed by Cloth made dolls (30.4 percent), Hari-patil set (17.4 percent), Plastic animals (15.8 percent) etc.

The Supervisors were also asked to mention three materials or toys that were most favourite to the children. The most favourite toys of children reported by the Supervisors were among others: Cloth made dolls (71 percent), Ball (68.1 percent), Hari-patil set (27.5 percent), Wooden blocks (26.1 percent), Telephone (18.8 percent) and so on (Table 3.26).

Table 3.25: Percentage of Supervisors mentioning three specific materials most suitable in teaching, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Most suitable materials					
Wooden block	69.2(9)	100.0(1)	50.0(15)	24.0(6)	44.9(31)
Ball	30.8(4)	-	53.3(16)	40.0(10)	43.5(30)
Doll (cloth)	30.8(4)	-	30.0(9)	32.8(8)	30.4(21)
Hari-patil set	23.1(3)	-	6.7(2)	28.0(7)	17.4(12)
Animals (plastic)	7.7(1)	-	-	12.0(3)	15.8(4)
Pictorial story book	15.4(2)	-	10.0(3)	16.0(4)	13.0(9)
Alphabet chart	-	100.0(1)	10.0(3)	20.0(5)	13.0(9)
Different type of picture (puzzle)	-	-	10.0(3)	20.0(5)	11.6(8)
Letter block	-	-	10.0(3)	20.0(5)	11.6(8)
Toy	15.4(2)	-	3.3(1)	-	4.3(3)
Picture/story card	-	-	16.7(5)	4.0(1)	8.7(6)
Exercise Khata	-	100.0(1)	16.7(5)	-	8.7(6)
Slate	23.1(3)	-	3.3(1)	4.0(1)	7.2(5)
Telephone set	15.4(2)	-	6.7(2)	-	5.8(4)
Colour pencil	-	-	3.3(1)	12.0(3)	5.8(4)
Stone of different colour	-	-	10.0(3)	4.0(1)	5.7(4)
Seed bag	-	-	10.0(3)	-	4.3(3)
Fish (Plastic and paper)	15.4(2)	-	3.3(1)	-	4.3(3)
Drum/ektara	15.4(2)	-	3.3(1)	-	4.3(3)
Toy Vehicle	15.4(2)	-	-	-	2.9(2)
Rattle toy and tabor	-	-	-	8.0(2)	2.9(2)
Plastic Boat	-	-	3.3(1)	4.0(1)	2.9(2)
Pencil	15.4(2)	-	-	-	2.9(2)
Paper (white/colour)	-	-	-	8.0(2)	2.9(2)
Others	7.7(1)	-	10.0(3)	-	5.8(4)
Not necessary	-	-	-	4.0(1)	1.4(1)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.26: Percentage of Supervisors mentioning three specific materials most favourite to children, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Most favourite materials to children					
Doll (cloth)	46.2(6)	-	76.7(23)	80.0(20)	71.0(49)
Ball	23.1(3)	-	86.7(26)	72.0(18)	68.1(47)
Telephone	30.8(4)	-	23.3(7)	8.0(2)	18.8(13)
Hari-patil set	38.5(5)	100.0(1)	10.0(3)	40.0(10)	27.5(19)
Wooden block	30.8(4)	100.0(1)	30.0(9)	16.0(4)	26.1(18)
Toy vehicle	30.8(4)	-	-	8.0(2)	8.7(5)
Drum/ektara	38.5(5)	-	-	4.0(1)	8.7(6)
Plastic Boat	-	-	6.7(2)	12.0(3)	7.2(5)
Rattle toy and tabor	-	-	3.3(1)	16.0(4)	7.2(5)
Different type of picture (puzzle)	-	-	6.7(2)	12.0(3)	7.2(5)
Toy	7.7(1)	-	10.0(3)	-	5.8(4)
Chair/table/palanquin	23.1(3)	-	3.3(1)	-	5.8(4)
Exercise Khata	-	-	6.7(2)	4.0(1)	4.3(3)
Pictorial story book	-	-	6.7(2)	-	2.9(2)
Crown and mask	-	-	3.3(1)	4.0(1)	2.9(2)
Letter block	-	-	3.3(1)	4.0(1)	2.9(2)
Picture/story card	-	-	3.3(1)	4.0(1)	2.9(2)
Stove	-	-	-	4.0(1)	1.4(1)
Seed bag	-	-	3.3(1)	-	1.4(1)
Fish (Plastic and paper)	7.7(1)	-	-	-	1.4(1)
Animals (plastic)	-	100.0(1)	-	-	1.4(1)
Skipping rope/rope	-	-	-	4.0(1)	1.4(1)
Colour pencil	-	-	3.3(1)	-	1.4(1)
Others	15.4(2)	-	10.0(3)	-	7.2(5)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Assignments of Supervisor

As shown in Table 3.27, Supervisors were usually assigned for 1-10 learning centres reported by 51 Supervisors out of 68. Some 10 Supervisors stated that they had to supervise 11 –20 learning centres while another 7 Supervisors all from City Corporation reported that they were assigned for more than 21 learning centres. One Supervisor of BRAC failed to provide information on how many centres were under his supervision, how many centres he supposed to visit in a month and how many he actually used to visit because of being newly recruited.

The same scenario of Table 3.27 was observed in case of average estimated/possible visits to the learning centres every month by the Supervisors. From a comparison between Table 3.27 and Table 3.28 it was noted that all the Supervisors were supposed to visit in a month all the centres assigned to them.

But in reality it was seen that almost all the Supervisors, 50 out of 51 (Table 3.29), used to visit all the centres ranging from 1-10 that they supposed to visit every month. Again visiting 11-20 learning centres was also reported by 12 Supervisors instead of 10 Supervisors supposed to do that (Table 3.29 & 3.28). Further again 6 Supervisors all from City Corporation reported to visit more than 21 learning centres in a month on average (Table 3.29).

Table 3.27: Percent distribution of Supervisors by the number of centres under their supervision, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of Centres					
1-10 centres	75.0(9)	-	100.0(30)	48.0(12)	76.0(51)
11-20 centres	25.0(3)	100.0(1)	-	24.0(6)	14.7(10)
21+ centres	-	-	-	28.0(7)	10.0(7)
Total	100.0	100.0	100.0	100.0	100.0
Number	12	1	30	25	68
Mean Number	1.3	2.0	1.0	1.8	1.4

Table 3.28: Percent distribution of Supervisors by the number of SBK (Play Group) and Pre-school centres supposed to be visited on an average each month, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of centres					
1-10 centres	75.0(9)	-	100.0(30)	48.0(12)	75.0(51)
11-20 centres	25.0(3)	100.0(1)	-	24.0(6)	14.7(10)
21+ centres	-	-	-	28.0(7)	10.3(7)
Total	100.0	100.0	100.0	100.0	100.0
Number	12	1	30	25	68
Mean Number	1.3	3.0	1.0	1.8	1.4

Table 3.29: Percent distribution of Supervisors by the number of centres they actually supervised in a month, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of centres					
1-10 centres	75.0(9)	-	96.7(29)	48.0(12)	73.6(50)
11-20 centres	25.0(3)	100.0(1)	3.3(1)	28.0(7)	17.6(12)
21+ centres	-	-	-	24.0(6)	8.8(6)
Total	100.0	100.0	100.0	100.0	100.0
Number	12	1	30	25	68
Mean Number	1.3	3.0	1.0	1.8	1.4

Issues on which emphasis given during visits to the learning centres

Table 3.30 shows specific type of issues that the Supervisors laid more emphasis during their visits to the SBK (Play Group) and Pre-school learning centres. "Teacher's activity" and "Children's attendance" were most common issues that got preference during their visits reported by 65 and 64 Supervisors respectively. "Hygienic atmosphere or cleanliness of the learning centre" and "Teaching-learning method/class session" were next commonly reported issues, reported by 37 and 35 Supervisors, on which they laid more emphasis while visiting the centres. The Supervisors also stated that they (34 out of 69 Supervisors) used to notice whether the teachers followed the class routine properly or not. The other common issues that got preference during their visits as stated by the Supervisors were: Preparation/use/maintenance of materials (26 Supervisors), Whether the centre opens and closes in due time (22 Supervisors), Degree of following rules as per guidebook (18 Supervisors), Spontaneous participation of children and Testing their progress (15 Supervisors for each category) and Consistency checking in running the centre as per rules (9 Supervisors).

Table 3.30: Percentage of Supervisors by specific type of issue they laid more emphasis during their visits, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Issues on which more emphasis given during visits to learning centres					
Teacher's activity	92.3(12)	100.0(1)	93.3(28)	96.0(24)	94.2(65)
Children's attendance	92.3(12)	100.0(1)	93.3(28)	92.0(23)	92.8(64)
Hygienic atmosphere	84.6(11)	-	60.0(18)	32.0(8)	53.6(37)
Teaching-learning method/class session	46.2(6)	100.0(1)	46.7(14)	56.0(14)	50.7(35)
Following class routine	38.5(5)	100.0(1)	30.0(9)	76.0(19)	49.3(34)
Preparation/use/maintenance of materials	69.2(9)	100.0(1)	26.7(8)	32.0(8)	37.7(26)
Whether the centre opens and closes in due time	61.5(8)	100.0(1)	26.7(8)	20.0(5)	31.9(22)
Degree of following rules as per guidebook	15.4(2)	100.0(1)	20.0(6)	36.0(9)	26.1(18)
Spontaneous participation of children	23.1(3)	100.0(1)	13.3(4)	28.0(7)	21.7(15)
Testing progress made by children	15.4(2)	100.0(1)	20.0(6)	24.0(6)	21.7(15)
Consistency in running the centre as per set rules	15.4(2)	100.0(1)	6.7(2)	16.0(4)	13.0(9)
Other	15.4(2)	-	13.3(4)	24.0(6)	17.4(12)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Satisfaction with teacher's performance

When asked about their satisfaction with the teacher's performance 47 Supervisors out of 69 expressed their satisfaction and 22 Supervisors stated that they were dissatisfied (Table 3.31). While finding the reasons behind these 22 Supervisors' dissatisfaction, 15 Supervisors mentioned "Low remuneration of teachers" as the main reason of their dissatisfaction because teachers could not give their hundred percent attentions due to low remuneration (Table 3.32). "Lack of TA/DA" was another reason of their dissatisfaction, as they (Supervisors) could not follow up the centres regularly because of it reported by 6 Supervisors out of 22. The other reasons behind their dissatisfaction as shown in Table 3.32 were: Irregular attendance of teachers (4.5 percent), Attitude/professional behaviour of teacher unsatisfactory (9.1 percent), No contact being maintained with parents, caregivers and area-people (18.2 percent) and Non-qualified teacher (18.2 percent). Besides these given reasons 11 Supervisors also reported some other reasons as others.

Table 3.31: Percent distribution of Supervisors by whether or not they were satisfied with SBK (Play Group) and Preschool performance, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Satisfied					
Yes	84.6(11)	100.0(1)	60.0(18)	68.0(17)	68.1(47)
No	15.4(2)	-	40.0(12)	32.0(8)	31.9(22)
Total Number	100.0 13	100.0 1	100.0 30	100.0 25	100.0 69

Table 3.32: Percentage of Supervisor's who gave specific reason for their dissatisfaction regarding the SBK (Play Group) and Preschool activities, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Reasons for dissatisfaction					
Low remuneration of teachers	50.0(1)	-	75.0(9)	62.5(5)	68.2(15)
No follow -up due to lack of TA/DA	-	-	41.7(5)	12.5(1)	27.3(6)
No contact being maintained with parents, caregivers and area-people	100.0(2)	-	8.3(1)	12.5(1)	18.2(4)
Non-qualified teacher	50.0(1)	-	16.7(2)	12.5(1)	18.2(4)
No developmental work-plan for the centre	-	-	33.3(4)	-	18.2(4)
Management not upto the mark	50.0(1)	-	8.3(1)	12.5(1)	13.6(3)
Attitude/professional behaviour of teacher unsatisfactory	50.0(1)	-	-	12.5(1)	9.1(2)
No follow -up due to too many centres under supervision	-	-	8.3(1)	-	4.5(1)
Irregular attendance of teachers	-	-	8.3(1)	-	4.5(1)
Other	-	-	50.0(6)	62.5(5)	50.0(11)
Number	2	-	12	8	22

Note : The percentages, based on multiple answers, add to more than 100.

Characteristics of a successful teacher

As shown in Table 3.33 Supervisors were asked to mention the characteristics of a successful teacher and they mentioned some characteristics of successful teachers, which are listed in this table. According to them "Effective teaching method" was the most important characteristic of a successful teacher mentioned by 49 Supervisors out of 69. "Good behaviour, cheerful, mixes with all/professional behaviour" was the next important characteristic of a successful teacher reported by 45 Supervisors followed by "Regular timely attendance at the centre" and "Inquiring about absent children by going to their homes" reported by 34 and 26 Supervisors respectively. Moreover, again some 26 Supervisors emphasised on "Ensuring attendance of children" as an important characteristic of a successful teacher. The other commonly mentioned characteristics as reported by the Supervisors were "Maintaining regular contact with local people" (24.6 percent), "Organizing monthly meetings regularly" (17.4 percent) and Others (14.5 percent).

Table 3.33: Percentage of Supervisor's mentioning specific characteristics of a successful Teacher, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Most important characteristics					
Effective teaching method	61.5(8)	100.0(1)	66.7(20)	80.0(20)	71.0(49)
Good behaviour, cheerful, mixing with	53.8(7)	100.0(1)	63.3(19)	72.0(18)	65.2(45)

all/professional behaviour					
Regular timely attendance at the centre	53.8(7)	100.0(1)	46.7(14)	48.0(12)	49.3(34)
Inquiring about absent children by going to their homes	61.5(8)	100.0(1)	33.3(10)	28.0(7)	37.7(26)
Ensuring attendance of children	46.2(6)	100.0(1)	26.7(8)	44.0(11)	37.7(26)
Minimum qualification SSC	61.5(8)	-	10.0(3)	28.0(7)	26.1(18)
Maintaining regular contact with local people	38.5(5)	100.0(1)	23.3(7)	16.0(4)	24.6(17)
Organizing monthly meetings regularly	30.8(4)	100.0(1)	13.3(4)	12.0(3)	17.4(12)
Other	7.7(1)	-	6.7(2)	28.0(7)	14.5(10)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Children's attendance and achievement

Table 3.34 shows that children's achievement of expected competencies was good stated by 42 Supervisors out of 69. A sizeable 20 Supervisors, 11 from BSA and 9 from City Corporation reported children's achievement as "Very good" while only 7 Supervisors categorised children's achievement as moderate.

When asked about the average attendance rate of children at the learning centres under their supervision, about fifty percent Supervisors stated that more than 86 percent children used to attend the learning centre everyday (Table 3.35). Only 9 Supervisors from BSA and 6 from City Corporation, as in Table 3.35, stated that they had an average children attendance of 50-75 percent. The attendance rate was a little bit lower in case of BSA and City Corporation, both were urban-based learning centres and the reason behind this, may be, the children's involvement in helping their parents in different ways.

Table 3.34: Percent distribution of Supervisors who mentioned a grade for children's expected achievement of competencies, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Grade of Children's expected achievement of competencies					
Very good	-	-	36.7(11)	36.0(9)	29.0(20)
Good	92.3(12)	100.0(1)	53.3(16)	52.0(13)	60.9(42)
Moderate	7.7(1)	-	10.0(3)	12.0(3)	10.1(7)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.35: Percent distribution of Supervisor's by the average rate of children's attendance under their supervision, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Average rate children's attendance					
50-75%	-	-	30.0(9)	24.0(6)	21.7(15)
76-85	30.8(4)	100.0(1)	26.7(8)	36.0(9)	31.9(22)
86+	69.2(9)	-	43.3(13)	40.0(10)	46.4(32)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Dropout of children

As shown in Table 3.36 dropout can be considered as a major problem in running SBK (Play Group) and Pre-school activities, as almost 51 Supervisors out of 69 reported that they had dropouts at the learning centres under their supervision. As per Table 3.37 Supervisors who were asked to mention the reasons of this dropout, stated some reasons for dropout. Among the reasons "Shifting to another place" was the most common reason for being dropped out reported by 34 Supervisors out of 51. Lack of guardians' awareness about the benefit of SBK (Play Group) and Pre-school was the next common reason of dropout reported by 20 Supervisors. The other common reasons behind dropout reported by the Supervisors were: Enrolling in another school/madrasha reported by 12 Supervisors, Transportation problem reported by 11 Supervisors, Working in own/someone else's house reported by 8 Supervisors etc.

When asked what measures were usually taken to stop dropout, 44 Supervisors stated that they used to advise teachers to contact parents (Table 3.38). Convincing parents or visiting the children's households by the Supervisors themselves was also reported by 39 Supervisors out of 69. "Discussing with elites of the area" and "Raising social awareness about the importance of education" were also reported by 11 and 10 Supervisors respectively.

In bringing back the dropped out children to the learning centres most of the Supervisors, 64 out of 69, reported that they used to convince parents to send their children to the learning centres (Table 3.39). On the other hand the Supervisors also used to convince children who had been stopped going

to centres, reported by 24 Supervisors. Moreover, 37 Supervisors reported to urge the teachers repeatedly to bring the dropped out children back to the learning centres.

Table 3.36: Percent distribution of Supervisors by whether or not they said they had dropouts under their SBK (Play Group) and Pre-school activities, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Dropout					
Yes	61.5(8)	100.0(1)	66.7(20)	88.0(22)	73.9(51)
No	38.5(5)	-	33.3(10)	12.0(3)	26.1(18)
Total	100.0	100.0	100.0	100.0	100.0
Number	13	1	30	25	69

Table 3.37: Percentage of Supervisors mentioning a specific reason for children dropping out, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Reason for dropped out					
Shifted to another place	25.0(2)	100.0(1)	65.0(13)	81.8(18)	66.7(34)
Lack of awareness on parents' part	37.5(3)	-	25.0(5)	54.5(12)	39.2(20)
Enrolling in another school/madrasha	62.5(5)	100.0(1)	20.0(4)	9.1(2)	23.5(12)
Transportation problem	25.0(2)	-	25.0(5)	18.2(4)	21.6(11)
Working in own/someone else's house	25.0(2)	-	15.0(3)	13.6(3)	15.7(8)
Unwillingness of children to learn	12.5(1)	-	10.0(2)	9.1(2)	9.8(5)
House far away	-	-	10.0(2)	-	3.9(2)
Other	-	-	20.0(4)	13.6(3)	13.7(7)
Number	8	1	20	22	51

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.38: Percentage of Supervisors by specific measures to stop dropping out of children, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Measures to stop dropping out of children					
Advise teachers to contact guardians	100.0(8)	100.0(1)	85.0(17)	81.8(18)	86.3(44)
Convincing parents/visiting households	87.5(7)	100.0(1)	80.0(16)	68.2(15)	76.5(39)
Discussing with elites of the area	62.5(5)	100.0(1)	15.0(3)	9.1(2)	21.6(11)
Raising social awareness about the importance of education	37.5(3)	-	10.0(2)	22.7(5)	19.6(10)
Other	-	-	5.0(1)	-	2.0(1)
Number	8	1	20	22	51

Note : The percentages, based on multiple answers, add to more than 100.

Table 3.39: Percentage of Supervisors by specific steps they said they usually took to bring back drop out children, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Taken steps to bring back dropped out children					
Convincing guardians	92.3(12)	100.0(1)	96.7(29)	88.0(22)	92.8(64)
Urge teachers repeatedly	69.2(9)	100.0(1)	40.0(12)	60.0(15)	53.6(37)
Convincing children	61.5(8)	-	36.7(11)	20.0(5)	34.8(24)
Other	23.1(3)	-	6.7(2)	4.0(1)	8.6(6)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Contact with primary school teachers

Table 3.40 shows that all the Supervisors except one from City Corporation informed that they used to keep contact with the primary school/pre-school teachers as they had a responsibility to get the pre-school/SBK (Play Group) completed children admitted to the near by primary schools/pre-schools respectively. Discuss about enrolment was reported by 55 Supervisors out of 68 who kept contact with primary school teachers (Table 3.41). Sometimes going to the primary schools/pre-schools to maintain relation was also reported by 52 Supervisors. Moreover, 13 supervisors reported that they, as a part to be kept in touch, used to invite the primary school/preschool teachers to their learning centres.

Table 3.40: Percent distribution of Supervisor's by whether or not they contacted with Preschool or Primary school, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Contacted					
Yes	100.0(13)	100.0(1)	100.0(30)	96.0(24)	98.6(68)
No	-	-	-	4.0(1)	1.4(1)
Total Number	100.0 13		100.0 30	100.0 25	100.0 69

Table 3.41: Percentage of Supervisors by how they maintained contact with SBK (Play Group) and Preschool, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Ways of maintaining contact					
Discuss with teachers about enrolment	92.3(12)	100.0(1)	80.0(24)	75.0(18)	80.8(55)
Sometimes go there	84.6(11)	100.0(1)	76.7(23)	70.8(17)	76.5(52)
Invite teachers to our centre sometimes	30.8(4)	-	26.7(8)	4.0(1)	19.1(13)
Other	15.4(2)	-	-	4.0(1)	4.4(3)
Number	13	1	30	24	68

Note : The percentages, based on multiple answers, add to more than 100.

Roles of Supervisors in enrolling children to the learning centres

As shown in Table 3.42 the supervisors performed some vital roles in enrolling children to primary schools/ pre-schools. Among the roles performed by the Supervisors "Maintaining contact with teachers of pre-school/primary schools" was reported by most of the Supervisors, 60 out of 69, followed by "Advising teachers to maintain contact with teachers of pre-schools/primary schools" (48 Supervisors). Motivating parents to enrol their children in pre-school/primary schools was also reported by 43 supervisors. Besides, 20 Supervisors reported that they used to send the lists of SBK and pre-school completed children to pre-school and primary schools respectively for getting those children admitted to Pre-schools/primary schools.

Table 3.42: Percentage of Supervisors by roles they said they played in enrolling children to the Pre-schools/Primary schools, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Role played by Supervisor					
Maintained contact with teachers of pre-school/primary schools	84.6(11)	100.0(1)	90.0(27)	84.0(21)	87.0(60)
Advised teachers to maintain contact with teachers of pre-school/primary schools	69.2(9)	100.0(1)	70.0(21)	68.0(17)	69.6(48)
Motivated parents to enroll their children in pre-school/primary school	76.9(10)	100.0(1)	63.3(19)	52.0(13)	62.3(43)
Forwarded lists of children	30.8(4)	100.0(1)	16.7(5)	40.0(10)	29.0(20)
Took the children to school and enrolled them on my own	23.1(3)	-	10.0(3)	20.0(5)	15.9(11)
Other	7.7(1)	-	3.3(1)	4.0(1)	4.3(3)
Number	13	1	30	25	69

Note : The percentages, based on multiple answers, add to more than 100.

Chapter 4
Classroom Observation - SBK (Play Group)

Classroom observation in SBK (Play group)

Introduction: The study was conducted in 89 Shishu Bikash Kendras comprising 30 from BRAC, 29 from BSA and 30 from City Corporation. The data investigators visited these centres and collected information regarding the overall scenario of these centres including their location, size of the centres, cleanliness, lighting and ventilation, availability of mat for sitting, vacant space for playing outside the centres, sources of drinking water, sanitation, and surrounding environment.

Location: Table 4.1 shows that 90% of BRAC centres were situated in verandah/court yards of the patrons of the centres, 82% of BSA centres were situated in own building/room of BSA and 60% centres of City Corporation were situated in rented houses/rooms.

Table 4.1: Percent distribution of SBK learning centres by physical facilities and environment, according to implementing partner. SBK Program				
Learning Centre Observation	BRAC	BSA	City Corporation	Total
Venue SBK Classes				
Own building/room of the institute concerns	3.3	86.2	33.3	40.4
Veranda/court yard of patronizing person	90.0	3.4	-	31.5
Rented	-	10.3	60.0	23.6
Others	6.7	-	6.7	4.5
Total	100.0	100.0	100.0	100.0
Length of the centre				
7-10 feet	16.7	3.4	20.0	13.5
10-15 feet	56.7	41.4	40.0	46.1
15-20 feet	26.7	31.0	26.7	28.1
20-25 feet	-	6.9	6.7	4.5
25 +	-	17.2	6.7	7.9
Mean	13.1	18.2	15.3	15.5
Total	100.0	100.0	100.0	100.0
Breadth of the centre				
5-10 feet	83.3	6.9	60.0	50.6
10-15 feet	16.7	65.5	30.0	37.1
15-20 feet	-	17.2	6.7	7.9
20-25 feet	-	6.9	-	2.2
25 +	-	3.4	3.3	2.2
Mean	7.9	14.1	10.6	10.8
Total	100.0	100.0	100.0	100.0
Cleanliness inside the centre				
Yes	100.0	100.0	96.7	98.9
No	-	-	3.3	1.1
Total	100.0	100.0	100.0	100.0
Sufficient light and ventilation				
Yes	93.3	93.1	70.0	85.4
No	6.7	6.9	30.0	14.6
Total	100.0	100.0	100.0	100.0

Table 4.1: Percent distribution of SBK learning centres by physical facilities and environment, according to implementing partner.
SBK Program

Learning Centre Observation	BRAC	BSA	City Corporation	Total
Mat				
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Vacant place to play outside the Centre				
Yes	90.0	89.7	63.3	80.9
No	10.0	10.3	36.7	19.1
Total	100.0	100.0	100.0	100.0
Source of drinking water				
Ring well/Super Tara Pump	-	3.4	-	1.1
Tube-well	100.0	69.0	60.0	76.4
Tap water	-	27.6	33.3	20.2
Others	-	-	6.7	2.0
Total	100.0	100.0	100.0	100.0
Sanitation/Type of latrine				
Water sealed latrine	20.0	96.6	83.3	66.3
Pit latrine	73.3	3.4	-	25.8
No latrine	6.7	-	16.7	7.9
Total	100.0	100.0	100.0	100.0
Surrounding environment				
Hygienic	96.7	100.0	76.7	91.0
No	3.3	-	23.3	9.0
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Size: The table also shows that the average size of the centres of BRAC was 103.45 sft. (13.1 X 7.9 ft) and that of BSA was 240 sft. (18.2 X 14.1 ft) and in the case of centres of City Corporation it was 162.1 sft (15.3 X 10.6 ft).

Cleanliness: According to table 4.1, the inside of above 93% centres of BRAC and BSA and 70% centre of City Corporation were found neat and clean with sufficient lighting and ventilation. All centres had mats for sitting.

Vacant place: About 90% centres of BRAC and BSA and 63.3% centres of City Corporation had vacant places outside the centres for children to play.

Sources of drinking water: 100% centres of BRAC and 69% centres of BSA and 60% centres of City Corporations had tube well for supplying drinking water. 27.6% centres of BSA and 33.3% centres of City Corporation got tap water. 3.4% centres of BSA had ring well/super tara pump and 6.7% centres of City Corporation got water from other sources.

Sanitation: 96.6% centres of BSA and 83.3% centres of City Corporation had water sealed latrines whereas only 20% centres of BRAC had water sealed latrines and 73.3% BRAC centres possessed pit latrines. 6.7% centres of BRAC and 16.7% centres of City Corporation had no latrine.

Surrounding environment: About 97-100% centres of BRAC and BSA centres had good hygienic environment whereas it was found present in 76.7% centres of City Corporation.

Presence of Teachers: Table 4.2 shows that 100% teachers of BRAC, 89.7% teachers of BSA and 93.3% teachers of City Corporation were found present in the centres on the day of visit.

Table 4.2: Percent distribution of SBK learning centres by whether or not the Teacher were present at centre on time, according to implementing partner

	SBK Program			
	BRAC	BSA	City Corporation	Total
Present on time	100.0	89.7	93.3	94.4
Not present on time	-	10.3	6.7	5.6
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Presence of children: Tables 4.3 and 4.4 show that on the day of visit the average numbers of children found present in the centres of BRAC, BSA and City Corporation were 10.8 out of 12.9, 18.9 out of 29.5 and 22.8 out of 28.9 respectively.

Table 4.3: Percent distribution of SBK learning centres by the number of children, according to implementing partner

	SBK Program			
	BRAC	BSA	City Corporation	Total
09-15 children	100.0(30)	-	3.3(1)	34.8(31)
21-25 children	-	10.3(3)	10.3(3)	6.7(6)
26-35 children	-	89.7(26)	86.7(26)	58.4(52)
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Mean number of children per learning centre	12.9	29.5	28.9	23.7

Table 4.4: Percent distribution of SBK learning centres by the number of children present on the visiting day, according to implementing partner

	SBK Program			
	BRAC	BSA	City Corporation	Total
Children's attendance on visiting day	83.7(323)	64.1(548)	78.9(684)	73.8(1555)
Absent	16.3(63)	35.9(307)	21.1(183)	26.2(553)
Total	100.0	100.0	100.0	100.0
Number	383	855	867	2108
Mean number of children present on visiting day	10.8	18.9	22.8	17.5

Display of materials by hanging on the wall

Table 4.5 shows that class routine was the most common display material in all types of centres (8.28-96.7%), alphabet chart was found in 82.8% centres of BSA and 90% centres of City Corporation but only 6.7% centres of BRAC. Similarly, picture drawn by children were found present in 65.5% centres of BSA and 63.3% centres of City Corporation and 40% centres of BRAC. It appears from the table that 70% centres of BRAC had other display materials but the corresponding figures in the cases of BSA and City Corporation were 41.4% and 26.7% only. On the whole, the scenario of display materials in case of BRAC was different than that of BSA and City Corporation.

Table 4.5: Percentage of SBK learning centres by display materials on the wall according to implementing partner

	SBK Program			
	BRAC	BSA	City Corporation	Total
Class routine	90.0	82.8	96.7	89.9
Alphabet chart	6.7	82.8	90.0	59.6
Pictures drawn by children	40.0	65.5	63.3	56.2
Others	70.0	41.4	26.7	46.1
Number	30	29	30	89

Organised four corners:

Table 4.6 shows that 84.1% of the total corners were organised and 15.9% unorganised. The percentage of unorganised centres was low in BRAC (3.3%) but those of BSA and City Corporation were 27.8% and 20% respectively.

Table 4.6: Percent distribution of SBK learning centres by whether or not the four corners four were Organized, according to implementing partner

	SBK Program			
	BRAC	BSA	City Corporation	Total
Organized	96.7	72.4	80.0	84.1
Not organized	3.3	27.6	20.0	15.9
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

The position in respect of corners in the centres

Every centre had four corners namely (a) Imaginative Corner; (b) Block and Manipulative Corner; (c) Water and Sand Corner; and (d) Book and Art Corner. During the field study these corners were observed from different angles such as (i) availability of materials in each corner; (ii) number of children working in each corner; and (iii) the nature of activities the children usually did in each corner. Accordingly the information on each of these three areas was collected as per the checklists provided to the investigators for each type of corner.

Findings about each of these components are given below.

Availability of materials

(a) Imaginative Corner:

Table 4.7a shows that the overall position in respect of availability of materials in the imaginative corners was satisfactory. The major materials except toy stove were found in 78.4-100% centres in total. Toy stoves were found in 67% centres in total. BRAC centres showed a better position than those of BSA and City Corporation, not only in percentage of centres but also in number of items of materials. Some items of materials, such as palanquin, bed/dress-stand/chair and dhekhi were found available in some centres of BRAC only.

Table 4.7a: Percentage of SBK learning centres by materials available in imaginative corners according to implementing partner

a. Imaginative corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Plate- 3 pieces (plastic/steel)	96.7	96.4	100.0	97.7
Spoon- 3 pieces (steel)	90.0	89.3	73.3	84.1
Glass- 3 pieces (plastic)	100.0	96.4	93.3	96.6
Pot	93.3	89.3	86.7	89.8
Doll	100.0	100.0	100.0	100.0
Telephone	90.0	71.4	73.3	78.4
Set of utensils	100.0	92.9	90.0	94.3
Toy stove	60.0	67.9	73.3	67.0
Palanquin	16.7	-	-	5.7

Bed/dress stand/chair	20.0	-	-	6.8
Dheki	20.0	-	-	6.8
Others	33.3	10.7	3.3	15.9
Number	30	28	30	88

Note : The percentages, based on multiple answers, add to more than 100.

(b) Block and Manipulative corner

Table 4.7b shows that out of 13 listed items only 5 items such as Jhunjhuni and small tambourine, ball, fish (plastic and paper) wooden block and animal (plastic) were found available in 80.7 to 95.5% centres in total. Other listed items were also found in the centres of all three implementing partners, but the percentages of these centres according to availability of individual items differed greatly. For example, wreath of bamboo and wooden pieces were found available in 90% centres of City Corporation but in 60% centres of BRAC and 71.9% centres of BSA. Similarly bamboo pipe was found available in 93.3% centres of City Corporation but only in 30% centres of BRAC and 42.9% centres of BSA. On the whole, City Corporation and BSA centres showed a better position than BRAC centres in respect of availability of materials in block and manipulative corners.

Table 4.7b: Percentage of SBK learning centres by materials available in Block and manipulative corners according to implementing partner

b. Block and manipulative corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Jhunjhuni and small tambourine	86.7	89.3	93.3	89.8
Button	43.3	53.6	33.3	43.2
Ball	86.7	100.0	83.3	89.8
Fish (plastic and paper)	66.7	89.3	86.7	80.7
Wooden block	96.7	100.0	90.0	95.5
Wreath of bamboo and wooden pieces	60.0	71.4	90.0	73.9
Puppet (cloth)	50.0	46.4	53.3	50.0
Animals (plastic)	100.0	85.7	70.0	85.2
Bag of seed	30.0	64.3	36.7	43.2
Bamboo and stick	23.3	53.6	73.3	50.0
Stones of different colors	43.3	64.3	63.3	56.8
Various seeds	33.2	42.9	36.7	37.5
Bamboo pipe	30.0	42.9	93.3	55.7
Others	30.0	3.6	-	11.4
Number	30	28	30	88

Note : The percentages, based on multiple answers, add to more than 100.

(c) Book and Art corner

Table 4.7c shows that paper/slate was found available in 93.5% centres in total, but other listed materials for this corner were found available in 48.1-67.5% centres in total. Partner-wise analysis shows that a very limited number of centres (14-44%) of BRAC possessed 5 items out of 6, the City Corporation made the listed materials available in the highest number of centres (60-90%). BSA possessed the almost same position as City Corporation in this respect. On the whole BRAC showed a very weak position in making the listed materials available in its centres.

Table 4.7c: Percentage of SBK learning centres by materials available in Book and Art corners, according to implementing partner

c. Book and Art corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Paper/slate	96.3	95.5	89.3	93.5
Crown and mask	14.8	68.2	85.7	55.8
Different kinds of picture	44.4	63.6	78.6	62.3
Color chalk	14.8	72.7	60.7	48.1
Picture based story book	44.4	86.4	75.0	67.5
Picture card	22.2	77.3	82.1	59.7
Others	3.7	-	-	1.3
Number	27	22	28	77

Note : The percentages, based on multiple answers, add to more than 100.

(d) Water and Sand Corner

Table 4.7d shows that 4 items out of 5 listed items of materials were found available in 82.1-94% centres in total. Fish (plastic) was found available in 72.6% centres in total. BRAC possessed the highest position in respect of making the materials for this corner available in its centres and the City Corporation showed the weakest position in this respect. For example, only 67.9% centres of City Corporation had plastic bottle, whereas 96.7% centres of BRAC and 80.8 of BSA had plastic bottle.

Table 4.7d: Percentage of SBK learning centres by materials available in Water and Sand corners, according to implementing partner

SBK Program				
d. Water and sand corner	BRAC	BSA	City Corporation	Total
Glass (plastic)	100.0	92.3	82.1	91.7
Bottle (plastic)	96.7	80.8	67.9	82.1
Boat (plastic)	96.7	88.5	85.7	90.5
Fish	73.3	73.1	71.4	72.6
Big bowls	100.0	80.8	100.0	94.0
Others	26.7	3.8	14.3	15.5
Number	30	26	28	84

Note : The percentages, based on multiple answers, add to more than 100.

Number of children working in each corner

(a) Imaginative corner

It appears from table 4.8a that on average 4.3 children were found playing in a BRAC centre, 6.85 children in a BSA centre and 7.33 children in a City Corporation centre. The table also shows that 4 children were found working in 40% (highest) centres of BRAC whereas 6 children were in 25.9% (highest) centres of BSA and 23.3% (highest) centres of City Corporation. Another feature of the distribution of centres by number of children was that 7 children (highest number) worked in 3.3% centres of BRAC, 12 children (highest number) worked in 3.7% centres of BSA and 13 children (highest number) worked in 3.3% centres of City Corporation. The lowest numbers of children working were 2 in 3.3% centres of BRAC, 4 in 22.2% centres of BSA and 3 in 3.3% centres of City Corporation. It is also found that distribution of centres in percentage with number of children was very uneven. However, no corner was found without any child.

Table 4.8a: Percent distribution of SBK learning centres by number of children in imaginative corners according to implementing partner

SBK Program				
a. Imaginative corner	BRAC	BSA	City Corporation	Total
Number of children				
2 children	3.3	-	-	1.1
3 children	16.7	-	3.3	6.9
4 children	40.0	22.2	6.7	23.0
5 children	30.0	11.1	13.3	18.4
6 children	6.7	25.9	23.3	18.4
7 children	3.3	-	10.0	4.6
8 children	-	7.4	6.7	4.6
9 children	-	18.5	13.3	10.3
10 children	-	7.4	16.7	8.0
11 children	-	3.7	3.3	2.3
12 Children	-	3.7	-	1.1
13 children	-	-	3.3	1.1
Total	100.0	100.0	100.0	100.0
Number	30	27	30	87
Mean	4.30	6.85	7.33	6.14

(b) Block and Manipulative Corner

Table 4.8b shows that the average number of children found working in block and movement corners were 3.43 in a BRAC centre, 5.70 in a BSA centre and 6.87 in a City Corporation centre. It appears from the table that 3/4 children were found working in 30% (highest) centres of BRAC, 6 children were found working in 22.2% (highest) centres of BSA and 4/5/8 children were found working in 20% (highest) centres.

Another feature of the percentage distribution of centres with number of children was that the ratio of lowest numbers of children with their percentage of centres as well as the highest numbers of children with their percentage of centres in BRAC, BSA and City Corporation centres differed. These ratios were as follows: BRAC – lowest children 2: 3.3% centres, highest children 7: 3.3% centres; BSA – lowest children 4: 22.2% centres, highest children 12: 3.7% centres, City Corporation – lowest children 3: 3.3% centres, highest children 13: 3.3% centres. No corner was found without any child.

Table 4.8b: Percent distribution of SBK learning centres by number of children in Block and manipulative corners according to implementing partner

b. Block and manipulative corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Number of children				
2 children	23.3	3.7	-	9.2
3 children	30.0	14.8	10.0	18.4
4 children	30.0	11.1	6.7	16.1
5 children	13.3	18.5	20.0	17.2
6 children	3.3	22.2	20.0	14.9
7 children	-	3.7	3.3	2.3
8 children	-	18.5	20.0	12.6
9 children	-	-	6.7	2.3
10 children	-	7.4	3.3	3.4
13 children	-	-	6.7	2.3
14 children	-	-	3.3	1.3
Total	100.0	100.0	100.0	100.0
Number	30	27	30	87
Mean	3.43	5.70	6.87	5.32

(c) Book and Art Corner

Table 4.8c shows that the average numbers of children found working/playing in this type of corner were 0.41 in a BRAC centre, 4 in a BSA centre and 5.43 in a City Corporation centre. It also shows that 3 children were found working in 40% centres (highest) of BRAC, 2 children in 30.8% centres (highest) of BSA, none in 30% centres (highest) and 3 children in 20% centres (2nd highest) in City Corporation.

The ratios of lowest and highest numbers of children with corresponding percentages of centre were as follows: BRAC – lowest children 1: 3.3% centres, highest children 4: 3.3% centres; BSA – lowest children 1: 7.7% centres, highest children 7: 7.7% centres, City Corporation – lowest children 2: 3.3% centres, highest children 8: 3.3% centres. In total 17.4% centres were found with no child.

Table 7.8c: Percent distribution of SBK learning centres by number of children in Book and Art corners, according to implementing partner

		SBK Program			
c. Book and art corner		BRAC	BSA	City Corporation	Total
Number of children					
1 children		3.3	7.7	-	3.5
2 children		30.0	30.8	3.3	20.9
3 children		40.0	15.4	20.0	25.6
4 children		20.0	-	13.3	11.6
5 children		-	15.4	16.7	10.5
6 children		-	7.7	3.3	3.5
7 children		-	7.7	10.0	5.8
8 children		-	-	3.3	1.2
None		6.7	15.4	30.0	17.4
Total		100.0	100.0	100.0	100.0
Number		40	40	40	120
Mean		0.41	4.00	5.43	5.38

(d) Water and Sand Corner

It appears from table 4.8d that the average numbers of children found working/playing in water and sand corners were 2.63 in a BRAC centre, 2.92 in a BSA centre and 3.20 in a City Corporation centre. It also shows that 75.9% centres of BRAC were found with no child, only 17.2% centres with 2 children and 6.9% centres with 1 child. In respect of this corner the position of BRAC centres was found in a very bad shape. Whereas 23.1% (highest) centres of BSA were found with no child and 19.2% (2nd highest) centres with 2 children. The overall position of these corners of City Corporation centres was comparatively better. 20% (highest) of City Corporation centres were found with 5 children and only 6.7% centres were found with no child.

The ratio of lowest and highest numbers of children with corresponding percentage of centres were as follows: BRAC – lowest children 1: 6.49% centres, highest children 2: 17.2% centres; BSA – lowest children 2: 19.2% centres, highest children 12: 3.8% centres, City Corporation – lowest children 2: 3.3% centres, highest children 16: 3.3% centres.

Table 4.8d: Percent distribution of SBK learning centres by number of children in Water and Sand corners, according to implementing partner

		SBK Program			
d. Water and Sand corner		BRAC	BSA	City Corporation	Total
Number of children					
1 children		6.9	-	-	2.4
2 children		17.2	19.2	3.3	12.9
3 children		-	3.8	13.3	5.9
4 children		-	7.7	13.3	7.1
5 children		-	15.4	20.0	11.8
6 children		-	11.5	13.3	8.2
7 children		-	3.8	13.3	5.9
8 children		-	7.7	6.7	4.7
9 children		-	-	3.3	1.2
10 children		-	3.8	3.3	2.4
12 children		-	3.8	-	1.2
16 children		-	-	3.3	1.2
None		75.9	23.1	6.7	35.3
Total		100.0	100.0	100.0	100.0
Number		29	26	30	85

Mean	2.63	2.92	3.20	2.92
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Activities of children in the corners

(a) Imaginative Corner:

It appears from table 4.9a that the prominent activities of children were playing with kitchen utensils; dressing up, singing care-song and feeding the dolls. The activities were found common in the centres of BRAC, BSA and City Corporation. These activities were found in practice in almost 80% centres with slight variation in their percentages in the centres of BRAC, BSA and City Corporation. The least attractive activities to the children were pouring water into glasses (3.41% in total) and cleaning glasses and plates (2.3% in total).

Table 4.9a: Percentage of SBK learning centres by the activities that children were doing in each imaginative corner according to implementing partner

a. Imaginative corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Talking on the phone/mobile phone.	53.3	74.1	73.3	76.7
Playing/cooking with kitchen utensils.	70.0	85.2	83.3	79.3
Serving dishes after cooking.	26.7	-	3.3	10.3
Playing/dressing up/care sing/feeding dolls.	70.0	81.5	83.3	78.2
Spoon feeding doll with water/serving food from the pot.	6.7	11.1	6.7	8.0
Pouring water into the glass.	-	7.4	3.3	3.4
Playing with glasses, plates and spoons after arranging those.	33.3	44.4	46.7	41.4
Cleaning glasses and plates.	3.3	-	3.3	2.3
Playing with palanquin/carrying the bride on it.	26.7	18.5	-	14.9
Playing/grinding rice with wooden device having a pedal for husking.	23.3	3.7	-	9.2
Others	3.3	-	-	1.1
Number	30	27	30	87

Note : The percentages, based on multiple answers, add to more than 100.

(b) Block and Manipulative Corner:

Table 4.9b shows that there were more than 16 activities for the children in this corner, but it appears from the table that the children more found to do only a few of them such as making houses/train and others (in 46% centres in total), making rattle toy and tabour (in 64% centres in total) playing/throwing ball (in 67% centres in total) etc. A few more activities were played in the centres of either BRAC or BSA or City Corporation. For examples, playing plastic animals and making one string musical instrument/draw in 50% and 60% centres respectively of BRAC, filling bag with seed after counting in 37% centres of BSA and playing with bamboo cane/tubes in 60% centres of City Corporation.

Table 4.9b: Percentage of SBK learning centres by the activities that children were performing in each Block and Manipulative corner according to implementing partner

b. Block and manipulative corner	SBK Program			
	BRAC	BSA	City Corporation	Total
Making houses/trains, motor vehicles, planes with wooden blocks.	53.3	51.9	33.3	46.0
Lining up wooden blocks/arranging those/arranging those according to size.	30.0	22.2	23.3	25.3
Making rattle toy and tabor.	33.3	81.5	80.0	64.4
Skipping with a rope	3.3	3.7	-	2.3
Playing/throwing a ball at each other.	53.3	81.5	70.0	67.8
Playing with/arranging/handling animals.	50.0	37.0	13.3	33.3
Playing with string of wooden/bamboo pieces/counting with those/counting their numbers/sitting with those around their necks.	-	-	33.3	11.5
Playing with bamboo cane/tubes.	-	14.8	60.0	25.3
Looking at things some distance away with bamboo tube/playing with it as a binocular.	-	-	3.3	1.1
Counting bamboo canes/making sound.	-	-	3.3	1.1
Making vehicles with bamboo tubes and canes.	-	-	20.0	6.9

Caressing the puppet/lulling it to sleep/giving it water to drink by taking it on the lap/running the puppet show by hand.	-	3.7	20.0	8.0
Cutting fish after cleaning it/playing with fish.	13.3	11.1	23.3	16.1
Filling bag with seeds after counting those/counting seeds/making triangles and quadrangles with seeds.	-	37.0	3.3	12.6
Making one string musical instrument/drum.	60.0	7.4	3.3	24.1
Playing with stone.	6.7	18.5	6.7	10.3
Others	3.3	-	3.3	2.3
Number	30	27	30	87

Note : The percentages, based on multiple answers, add to more than 100.

(c) Book and Art Corner

It appears from table 4.9c that the children's activities in this corner of BRAC was very poor. No child was found during the visit in this corner of 73% centres of BRAC and 6 out of 10 listed activities were going on in only 3.3% to 10% centres. Similarly, in the centres of BSA, children were found to do the same listed activities but the numbers of centres were comparatively high (22.2 to 40.7%). 29.6% centres of BSA also were found with no child at this corner. In the centres of City Corporation 9 activity only, out of 10 were being done, during the visit but children were found to play with crown and mask, in 73.3% centres and two other activities were practiced in 40-43.3% centres. The activities of 'playing with letter block' and 'matching numbers with number block' were found being done only in 3.3% and 6.7% centres of City Corporation but not in any centre of BRAC. The reason of such poor position should be thoroughly investigated.

Table 4.9c: Percentage of SBK learning centres by the activities that children were performing in each Book and Art corner according to implementing partner

SBK Program				
c. Book and art corner	BRAC	BSA	City Corporation	Total
Drawing pictures of different types on the paper with colour pencils/handling those/playing with those.	10.0	37.0	23.3	23.0
Playing with letter blocks/arranging those/setting those in order/looking at those.	-	-	3.3	1.1
Matching numbers with blocks of numbers/doing maths/counting.	-	-	6.7	2.3
Looking at picture cards/matching pictures.	3.3	22.2	43.3	23.0
Looking at picture books/playing with pictures.	3.3	40.7	26.7	23.0
Telling stories by looking at picture books.	-	-	13.3	4.6
Playing with crown and mask.	3.3	33.3	73.3	36.8
Making plane/flower with paper.	-	3.7	-	1.1
Drawing pictures with the help of a chalk and slate.	6.7	29.6	40.0	25.3
Solving a puzzle/playing with puzzle.	3.3	-	16.7	6.9
None present.	73.3	29.6	-	34.0
Number	30	27	30	87

Note : The percentages, based on multiple answers, add to more than 100.

(d) Water and Sand Corner

The table 4.9d shows that many of the children were found to do almost all the activities listed for this corner. It is also found that only 4 activities such as playing with boat, playing with fish filling water into a bottle, and weighing a sand/rice out of 14 listed activities were being done in 26.7% to 46.7% centres of BRAC and 4 activities including measuring water with glass and excluding weighing sand of 14 listed activities were done in 29.6% to 70.4% centres of BSA. The children were found to do only 2 activities in 58.6% and 34.5% centres of City Corporation. This may be due to spreading of the children in other activities also.

Table 4.9d: Percentage of SBK learning centres by the activities that children were performing in each Water and sand corner according to implementing partner

SBK Program				
d. Water and sand corner	BRAC	BSA	City Corporation	Total
Playing with boat in a water bowl/watching how boats sail on water.	46.7	70.4	58.6	58.1
Playing with the fish in a water bowl/catching fish/swimming.	26.7	29.6	34.5	30.2

Dipping hands in the water bowl and playing.	3.3	7.4	6.9	5.8
Playing by filling water in a bottle with water.	36.7	48.1	17.2	33.7
Pouring water into water bowl from bottle.	6.7	-	-	2.3
Mixing/handling sand and water.	3.3	11.1	10.3	8.1
Playing by making cake/ball with sand.	3.3	7.4	6.9	5.8
Playing hide and seek by placing hand in sand.	16.7	3.7	-	7.0
Weighing sand.	6.7	-	3.4	3.5
Measuring water with glass/drinking water/playing with it.	3.3	29.6	10.3	14.0
Pouring water into bottle from glass.	10.0	3.7	3.4	5.8
Blowing papaya tree-tube after dipping it in water/blowing bubbles.	3.3	3.7	-	2.3
Weighing rice/sand with weight measuring device.	46.7	-	-	16.3
None went there.	6.7	11.1	13.8	10.5
Playing with water-measuring pot/measuring water.	-	-	6.9	2.3
Number	30	27	29	86

Note : The percentages, based on multiple answers, add to more than 100.

Activities of Teachers

Table 4.10 reveals that helping all children and looking after them in each corner were the major activities of the teachers. They were engaged in these two activities in 70.5% centres and 55.7% centres in total respectively.

Table 4.10: Percentage of activity of SBK learning centres by the activities of the teacher while children were in corners, according to implementing partner				
SBK Program				
Activities of Teachers	BRAC	BSA	City Corporation	Total
Helping all	80.0	64.3	66.7	70.5
Drawing children's attention by sitting in vacant corner	10.0	14.3	10.3	11.4
Keeping quiet	10.0	14.3	-	8.0
Was looking after children in each corner	36.7	60.7	70.0	55.7
Others	3.3	3.6	-	2.3
Number	30	28	30	88

Note : The percentages, based on multiple answers, add to more than 100.

Help of parents in conducting or organizing class sessions

Table 4.11 shows that the parents helped the teachers in conducting or organizing the class sessions in 30% centres of BRAC, 24.1% centre of BSA and only 6.7% centres of City Corporation.

Table 6.11: Percent distribution of SBK learning centres by help received from parents in conducting or organizing the class sessions according to implementing partner				
SBK Program				
Help of guardians in teaching children	BRAC	BSA	City Corporation	Total
Helped	30.0	24.1	6.7	20.2
Not helped	70.0	75.9	93.3	79.8
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Maintaining discipline

It appears from table 4.12 that the teachers were found to active in maintaining discipline in the classes by taking care of them (in 71.9% centres) gently prohibiting children to break rules (56.2% centres in total) and arranging their seats (28.1% centres in total).

Table 4.12: Percentage of SBK learning centres by the measures taken by the teachers to maintain discipline according to implementing partner				
SBK Program				

Maintaining discipline	BRAC	BSA	City Corporation	Total
Takes care for the children and arranges seats	66.7	75.9	73.3	71.9
Gently prohibit children not to break rules	46.7	58.6	63.3	56.2
Arranges seats for children close to herself	30.0	24.1	30.0	28.1
Scold	-	-	6.7	2.2
Do nothing	10.0	13.8	-	7.9
Number	30	29	30	89

Note : The percentages, based on multiple answers, add to more than 100.

Classroom Teaching-learning Observation SBK (Play group)

The findings of classroom observation are given activity-wise.

Activity – 1. Free Play

Table 4.13, activity 1 reveals that free play activity was conducted in 70% centres of BRAC, 93.1% centres of BSA and 100% centres of City Corporation and the rules of play were followed completely in 46.6% centres only of BRAC, 77.8% centres of BSA and 50% centres of City Corporation. The table also shows that all children participated in 71.4% centres of BRAC, 85.2% centres of BSA and 56.7% centres of City Corporation. In respect of getting pleasure according to the table children got high pleasure in 66.7% centres of BRAC, 59.3% centres of BSA and 50% centres of City Corporation.

Table 4.13: Percent distribution of SBK learning centres by following the rules, participation of children and degree of pleasure in free play (Non Corner-based), according to implementing partner.				
SBK Program				
	BRAC	BSA	City Corporation	Total
Free game (Non Corner based)				
Yes	70.0	93.1	100.0	87.6
No	30.0	6.9	-	12.4
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Degree of following the rules				
High	47.6	77.8	50.0	59.0
Moderate	52.4	18.5	46.7	38.5
Low	-	3.7	3.3	2.6
Total	100.0	100.0	100.0	100.0
Participation				
All	71.4	85.2	56.7	70.5
Mostly	28.6	7.4	33.3	23.1
Partially	-	7.4	10.0	6.4
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	66.7	59.3	50.0	57.7
Moderate	28.6	37.0	33.3	33.3
Low	4.8	3.7	16.7	9.0
Total	100.0	100.0	100.0	100.0
Number	21	27	30	78
Attendance				
Yes	96.7	65.5	80.0	80.9
No	3.3	34.5	20.0	19.1
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Activity – 2. Reciting Rhymes and Singing Songs

Table 4.14 shows that reciting rhymes was pre-dominant in 89.9% centres in total; and singing song was limited to 6.7% centres.

Participation of children with clapping was high in BRAC centres (100%) and City Corporation centres (80%) but comparatively low in BSA (65.5%). Participation with acting was also high in BRAC centres (86.6%) but moderate in BSA centres (86.6%) and lowest in City Corporation centres (46.7%). Participation with dancing was limited to 3.4% centres of BSA.

The reciting rhymes and singing song were fully followed in 82.8% centres of BSA and 60% centres of BRAC and City Corporation. All children participated in 70.8% centres in total and the degree of pleasure enjoying by the children was high in 57.3% centres.

Table 4.14: Percent distribution of SBK learning centres by following the rules and ways, participation of children and degree of pleasure in reciting rhymes and singing songs, according to implementing partner

SBK Program				
Q3	BRAC	BSA	City Corporation	Total
Rhyme				
Yes	96.7	93.1	80.0	89.9
No	3.3	6.9	20.0	10.1
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Music				
Yes	10.0	6.9	3.3	6.7
No	90.0	93.1	96.7	93.3
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Ways of performing				
With clapping	100.0	65.5	80.0	80.8
With acting	86.6	48.3	46.7	60.6
With dancing	-	3.4	-	1.1
Number	30	29	30	89
Degree of following the rules				
High	60.0	82.8	60.0	67.4
Moderate	40.0	13.8	36.7	30.3
Low	-	3.4	3.3	3.3
Total	100.0	100.0	100.0	100.0
Participation				
All	76.7	75.9	60.0	70.8
Mostly	23.3	20.7	30.0	24.7
Partially	-	3.4	10.0	4.5
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	66.7	58.6	46.7	57.3
Moderate	33.3	37.9	50.0	40.4
Low	-	3.4	3.3	2.2
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Activity – 3. Playing in Circles

Table 4.15 shows that playing in circles was conducted in 100% centres of BRAC, 89.7% centres of BSA and 93.3% centres of City Corporation. It also appears from the table that the centres of BSA were at the top position considering their degree of following rules (in 88.5% centres), participation of all children (in 88.5% centres), and the degree of pleasure was high (in 80.8% centres). In the BRAC centres participation of all children was highest (in 93.3% centre) but the degree of following rules as well as enjoying pleasure was high in 66.7% centres. Considering the above three aspects, BSA centres possessed the lowest position.

Table 4.15: Percent distribution of SBK learning centres by following the rules, participation of children and degree of pleasure in playing in circles, according to implementing partner.

SBK Program				
	BRAC	BSA	City Corporation	Total
Playing in Circles				
Yes	100.0	89.7	93.3	94.3
No	-	10.3	6.7	5.7
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Degree of following the rules				
High	66.7	88.5	57.1	70.2
Moderate	33.3	11.5	42.9	29.8
Low	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	93.3	88.5	60.7	81.0
Mostly	6.7	7.7	28.6	14.3
Partially	-	3.8	10.7	4.8
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	66.7	80.8	53.6	66.7
Moderate	30.0	19.2	46.4	32.1
Low	3.3	-	-	1.2
Total	100.0	100.0	100.0	100.0
Number	30	26	28	84

Activity – 4. Telling Story

Table 4.16 shows that the activities were performed in 96.6% centres in total. Rules of telling a story, according to the table was fully followed in 63.3% centres of BRAC, 85.7% centres of BSA and 42.9% centres of City Corporation. All children participated in 76.7% centres of BRAC, 75% centres of BSA and 42.9% centres of City Corporation. Children got high pleasure in 56.7% centres of BRAC, enjoyed 60.7% centre of BSA and 35.7% centres of City Corporation. The table shows that there was a big difference in following rules but little difference in participation of all children and getting high pleasure in the centre of BRAC and BSA. On the other hand a close link following rules and participation of children with getting pleasure is found in the cases of City Corporation centres.

Table 4.16: Percent distribution of SBK learning centres by following the rules, participation and degree of pleasure in story telling, according to implementing partner.

SBK Program				
	BRAC	BSA	City Corporation	Total
Q5				
Story telling				
Yes	100.0	96.6	93.3	96.6
No	-	3.4	6.7	3.4
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Degree of following the rules				
High	63.3	85.7	42.9	64.0
Moderate	36.7	14.3	53.6	34.9
Low	-	-	3.6	1.2
Total	100.0	100.0	100.0	100.0
Participation				
All	76.7	75.0	42.9	65.1
Mostly	20.0	21.4	39.3	26.7
Partially	3.3	3.6	17.9	8.1

Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	56.7	60.7	35.7	51.2
Moderate	23.3	39.3	60.7	40.7
Low	20.0	-	3.6	8.1
Total	100.0	100.0	100.0	100.0
Number	30	28	28	86

Activity – 5. Outdoor Games

Table 4.17 shows that outdoors games were practised in 100% centres of BRAC, 83% centres of BSA and 90% centres of City Corporation. Rules of games were fully followed in 73.7% centres of BRAC, 91.7% centres of BSA and only 51.9% centres of City Corporation. But all children participated in 93.3% centres of BRAC, 79.2% centres of BSA and 93% centres of City Corporation. And children enjoyed high pleasure in 80% centres of BRAC, 66.7% centres of BSA and 51.9% centres of City Corporation. In the cases of BRAC centres there was little linkage between degree of following the rules with participation of children and degree of their pleasure, although a downward linkage in the centres of BSA as well as a direct linkage of following rules with degree of their pleasure was found in the centres of city corporation.

Table 4.17: Percent distribution of SBK learning centres by following the rules, participation and degree of pleasure in out door games, according to implementing partner.

SBK Program				
Q6	BRAC	BSA	City Corporation	Total
Out door games				
Yes	100.0	82.8	90.0	91.0
No	-	17.2	10.0	9.0
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89
Degree of following the rules				
High	73.3	91.7	51.9	71.6
Moderate	26.7	8.3	48.1	28.4
Low	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	93.3	79.2	63.0	79.0
Mostly	6.7	16.7	29.6	17.3
Partially	-	4.2	7.4	3.7
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High	80.0	66.7	51.9	66.7
Moderate	20.0	33.3	44.4	32.1
Low	-	-	3.7	1.2
Total	100.0	100.0	100.0	100.0
Number	30	24	27	81

Activity – 6. Free Game (Corner based)

Table 4.18 shows that corner-based free game was played during centre visit in 100% centres of BRAC as well as of City Corporation and 93.1% centres of BSA. In the case of BSA, the rules were followed in 81.5% centres, all children participated in 92.6% centres and children got high pleasure in 88.9% centres. In the case of BRAC, these were 60%, 86.7% and 76.7%, and in case of City Corporation the respective figures were 56.7%, 63.3% and 56.7%. Here we find a direct relationship between degree of following rules with participation of children and their degree of pleasure.

Table 4.18: Percent distribution of SBK learning centres by following the rules, participation and degree of pleasure in free game (Corner based), according to implementing partner

Q7a	SBK Program				Total
	BRAC	BSA	City Corporation		
Free game (Corner based)					
Yes	100.0	93.1	100.0	97.8	
No	-	6.9	-	2.2	
Total	100.0	100.0	100.0	100.0	
Number	30	29	30	89	
Degree of following the rules					
High	60.0	81.5	56.7	65.5	
Moderate	36.7	14.8	43.3	32.2	
Low	3.3	3.7	-	2.3	
Total	100.0	100.0	100.0	100.0	
Participation					
All	86.7	92.6	63.3	80.5	
Mostly	13.3	3.7	26.7	14.9	
Partially	-	3.7	10.7	4.6	
Total	100.0	100.0	100.0	100.0	
Getting Pleasure					
High	76.7	88.9	56.7	73.6	
Moderate	20.0	11.1	33.3	21.8	
Low	3.3	-	10.0	4.6	
Total	100.0	100.0	100.0	100.0	
Number	30	27	30	87	

Activity – 7. Draw as you like

Table 4.19 shows that this activity was completely absent in City Corporation centres. The activity was present in 86.2% centres of BRAC and 100% centres of BSA. The rules of drawing freely was followed in 68% centres of BRAC and 33.3% centres of BSA. Regarding participation of all children and getting high pleasure, the figures of BRAC centres were 84% and 52%, but these figures of BSA centres were 66% and 33%. We find here a direct impact of following the rules fully with participation of children and their degree of pleasure.

Table 4.19: Percent distribution of SBK learning centres by following the rules, participation and degree of pleasure in drawing freely, according to implementing partner.

	SBK Program				Total
	BRAC	BSA	City Corporation		
Free drawing					
Yes	86.2	100	-	-	87.5
No	13.8	-	-	-	12.5
Total	100.0	100.0	-	-	100.0
Number	29	3	-	-	32
Degree of following the rules					
High	68.0	33.3	-	-	64.3
Moderate	28.0	66.7	-	-	32.1
Low	4.0	-	-	-	3.6
Total	100.0	100.0	-	-	100.0
Participation					
All	84.0	66.7	-	-	82.1
Mostly	12.0	33.3	-	-	14.3
Partially	4.0	-	-	-	3.6
Total	100.0	100.0	-	-	100.0
Degree of Pleasure					
High	52.0	33.3	-	-	50.0
Moderate	44.0	66.7	-	-	46.4
Low	4.0	-	-	-	3.6

Total	100.0	100.0	-	100.0
Number	25	3	-	28

Activity – 8. Activeness of teachers during class hour

Table 4.20 shows that the teachers of BSA were found very active in 75.9% centres whereas in 60% centre of BRAC and 46.7% centres of City Corporation the teachers were found very active. The performance of the BSA centre was found better in most of the activities stated in the report and activeness of the teacher might be one of the reasons behind the better performance of the children.

Table 4.20: Percent distribution of SBK learning centres by the activeness of teachers during the class, according to implementing partner				
Activeness of school teacher	SBK Program			
	BRAC	BSA	City Corporation	Total
Very active	60.0	75.9	46.7	60.7
Moderate	40.0	13.8	53.3	36.0
Not active	-	10.3	-	3.4
Total	100.0	100.0	100.0	100.0
Number	30	29	30	89

Assessment of Learning Achievement SBK (Play Group)

An assessment of children's achievement was conducted after the classroom observation in Play Group or SBK centers with randomly selected 03 boys and 03 girls from each learning center. The assessment was conducted almost at the end of the year, 16-30 November 2006, and it was expected that after completion of one-year course children would be able to:

1. Tell own name, father's/mother's name, name of sister/brother & address offamily
2. Tell children's rhymes and sing children's song
3. Participate in group play and lead group play when needed
4. Follow instruction for play in small group
5. Keep play materials in proper place after play
6. Play/run keeping balance of body
7. Tell stories seeing pictorial cards
8. Tell stories in her/his own way and will be able to answer short questions after hearing story
9. Known ways to maintain cleanliness and keep her/him clean
10. Able to draw as they like on wall or piece of paper with pencil/chalk
11. Perform small tasks and responsibilities given to them
12. Show creativity through art and craft
13. Follow routine traditional social practices e.g. respect older, giving thanks, say greetings, take permission etc.

Against these expected achievements, the findings from the assessment are presented bellow.

Basic Information

Learning of 533 children, comprising 179 from BRAC, 174 from BSA and 180 from City Corporation centres was evaluated by conducting formal test. Out of them 49.3% were girls and 50.7% were boys in total. 47.1% children were of 4 years and 45% were of 5 years and the rest 7.9% were of age 6 and 7 years. The table 6.21 shows that the children of BRAC centres were comparatively under-aged than those of BSA and City Corporation.

Table 4.21: Personal information of children

Percent distribution of children by sex and age, according to implementing partner.

SBK Program

Sex	BRAC	BSA	City Corporation	Total
Boy	48.6	50.6	48.9	49.3
Girl	51.4	49.4	51.1	50.7
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533
Age				
4 years	52.5	42.5	46.1	47.1
5 years	43.0	48.9	43.3	45.0
6 years	4.5	5.2	8.9	6.2
7 years	-	3.4	1.7	1.7
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to tell parents names

Table 4.22 shows that 88.7% children in total could tell their parents' names clearly and 9.6% children could not tell their parents' names clearly and the rest 1.7% could not tell their parents' names at all. It appears from the table that the percentage of children who could not tell their parents' names clearly (16.8%) was higher in the cases of BRAC centres than the centre of BSA and City Corporation and it might be due to age and environmental factors.

Table 4.22: Percent distribution of children's capability in saying their parent's name, according to implementing partner.

SBK Program

Degree of capability	BRAC	BSA	City Corporation	Total
Clearly	81.6	94.8	90.0	88.7
Not clearly	16.8	4.6	7.2	9.6
Can't	1.7	0.6	2.8	1.7
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to recite Rhyme

Table 4.23 shows that 80.7% children in total could recite 3 lines of any rhyme fully; 13.5% could recite partially and 5.8% could not recite at all. It also appears from the table that the performance of the children of BSA and BRAC centres was far better than that of the children of City Corporation centres.

Table 4.23: Percent distribution of children's capability of reciting 3 lines of their known rhyme, according to implementing partner.

SBK Program

Degree of capability	BRAC	BSA	City Corporation	Total
Completely	81.6	82.8	77.8	80.7
Partially	14.5	13.2	12.8	13.5
Not at all	3.9	4.0	9.4	5.8
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to walk with one leg

It appears from table 4.24 that about 86% children could walk with one leg and the performance of children of BRAC centres was better than those of the children of BSA and City Corporation.

Table 4.24: Percent distribution of children's capability of Walking with one leg, according to implementing partner.				
SBK Program				
Degree of capability	BRAC	BSA	City Corporation	Total
Can	88.3	83.9	85.6	85.9
Can not	11.7	16.1	14.4	14.1
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to free drawing

It appears from table 4.25 that the ability of 42.2% children in total to draw pictures as they liked was good, and that of 29.6% children was moderate. More than 28% children could not draw anything. The table shows that highest percentage of achievers (51.1%) was from BSA centres and highest percentage of non-achievers (33.9%) were from City Corporation centres.

Table 4.25: Percent distribution of children's capability of drawing as they liked, according to implementing partner.				
SBK Program				
Degree of capability	BRAC	BSA	City Corporation	Total
Good	40.2	51.1	35.6	42.2
Moderate	33.5	24.7	30.6	29.6
Can not	26.3	24.1	33.9	28.1
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to wash face (cleanliness)

The table 4.26 shows that 86.7% children in total could show how to wash their faces to be fresh. The percentages of achievers were a bit higher in the centres of BSA (90.2%) and City Corporation (88.5%) than in the centres of BRAC (81.6%).

Table 4.26: Percent distribution of children's capability of showing the way of washing face to be fresh, according to implementing partner.				
SBK Program				
Degree of capability	BRAC	BSA	City Corporation	Total
Able to show	81.6	90.2	88.3	86.7
Not able to show	18.4	9.8	11.7	13.3
Total	100.0	100.0	100.0	100.0
Number	179	174	180	533

Ability to place things in order

It appears from table 4.27 that 70% children in total could keep a thing in its proper place to arrange things in a given order. The number of achievers was highest (71.7%) in City Corporation centres and lowest (66.7%) in BSA centres.

Table 4.27: Percent distribution of children's capability of placing the thing/s in it's/their previous place, according to implementing partner.

Degree of capability	SBK Program				Total
	BRAC	BSA	City Corporation		
Can	71.5	66.7	71.7	70.0	
Can not	28.5	33.3	28.3	30.0	
Total	100.0	100.0	100.0	100.0	
Number	179	174	180	533	

Ability to understand a story

The children were told a story and were asked to tell the answers of two questions after hearing the story. Table 4.28 shows that 31.9% children in total could covered answer both the questions, 34.5% children could answer one and 33.6% could not answer any of them. It appears from the table that the overall achievement of the children of BRAC centres was better than those of BSA and City Corporation centres.

Table 4.28: Percent distribution of children's capability of answering questions from the story they just heard, according to implementing partner.

Degree of capability	SBK Program				Total
	BRAC	BSA	City Corporation		
Could correctly answers two questions	32.4	29.3	33.9	31.9	
Could correctly answers one question	36.3	34.5	32.8	34.5	
Could not answers anyone	31.3	36.2	33.3	33.6	
Total	100.0	100.0	100.0	100.0	
Number	179	174	180	533	

Chapter 5
Classroom Observation – Pre-school

Classroom Observation in Pre-school

The study was conducted in 80 pre-school centres, selecting 20 pre-school centres of GS, 30 pre-school centres of BSA and 30 pre-school centres of City Corporation. The pre-school centres were visited and information was collected on different aspects. The findings as per the tables of various aspects are given below.

Nature of School Venue

Table 5.1 shows that 86.7% of the centres of BSA were situated in its own building/room. Whereas in the cases of GS and City Corporation, these figures were only 25% and 30% respectively. 30% centres of G.S. were situated in the Veranda/Courtyards of patronising persons but this situation was not found in the case of BSA or City Corporation. About 63% centres of City Corporation were located in rented rooms.

Table 5.1: Percent distribution of Pre-school learning centres by physical facilities and environment according to implementing partner.

<i>Pre-school Program</i>				
Learning Centres Observation	GS	BSA	City Corporation	Total
Venue PRE-SCHOOL Classes				
Own building/room of the institute concerns	25.0	90.0	30.0	51.3
Veranda/court yard of patronizing person	30.0	-	-	7.5
Renter room	-	10.0	63.3	27.5
Others	45.0	-	6.7	13.8
Total	100.0	100.0	100.0	100.0
Length of the centres				
7-10 feet	-	3.3	20.0	8.8
10-15 feet	10.0	33.3	40.0	30.0
15-20 feet	85.0	26.7	26.7	41.3
20-25 feet	5.0	16.7	6.7	10.0
25 +	-	20.0	6.7	10.0
Mean	17.4	19.6	15.3	17.4
Total	100.0	100.0	100.0	100.0
Breadth of the centres				
5-10 feet	45.0	6.7	60.0	36.3
10-15 feet	50.0	63.3	30.0	47.5
15-20 feet	5.0	20.0	6.7	11.3
20-25 feet	-	6.7	-	2.5
25 +	-	3.3	3.3	2.5
Mean	10.6	14.3	10.6	12.0
Total	100.0	100.0	100.0	100.0
Cleanliness inside the centres				
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0

Table 5.1: Percent distribution of Pre-school learning centres by physical facilities and environment according to implementing partner.

<i>Pre-school Program</i>				
Learning Centres Observation	GS	BSA	City Corporation	Total
Sufficient light and ventilation				
Yes	95.0	93.3	70.0	85.0
No	5.0	6.7	30.0	15.0
Total	100.0	100.0	100.0	100.0
Mat				
Yes	100.0	96.7	100.0	98.8
No	-	3.3	-	1.3
Total	100.0	100.0	100.0	100.0
Vacant place to play outside the Centres				
Yes	40.0	86.7	63.3	66.3
No	60.0	13.3	36.7	33.8
Total	100.0	100.0	100.0	100.0
Source of drinking water				
Tube-well	95.0	70.0	60.0	72.5
Tap water	-	26.7	33.3	22.5
Others	5.0	3.3	6.7	5.1
Total	100.0	100.0	100.0	100.0
Sanitation/Type of latrine				
Modern latrine	15.0	96.7	83.3	71.3
Pit latrine	45.0	3.3	-	12.5
No latrine	40.0	-	16.7	16.3
Total	100.0	100.0	100.0	100.0
Surrounding environment				
Hygienic	75.0	100.0	76.7	85.0
No	25.0	-	23.3	15.0
Total	100.0	100.0	100.0	100.0
	Number	20	30	80

The centres as the table shows, the centres were of different shapes but their sizes were between 150 sq feet and 180 sq feet. The inside of all the centres were found clean, well ventilated and with mat. Vacant place for playing outside was found in the cases of 40% centres of GS, 86.7% centres of BSA and 63.3% centres of City Corporation. The source of drinking water was tube well in 95% centres of GS, 70% centres of BSA and 60% centres of City Corporation; and tap water was supplied in 26.3% centres of BSA and 33.3% centres of City Corporation.

Types of Latrine:

96.7% centres of BSA and 83.3% centres of City Corporation and only 15% centres of GS had water sealed latrines, 5% centre had pit latrines and the rest 40% centres had no latrines

at all. Surrounding environment of 100% centres of BSA, 75% of GS and 67.7% of City Corporation were found hygienic.

Timely attendance of Teachers

Table 5.2 shows that the attendance of teachers in time was high in 100% centres of GS, 93.3% centres of both BSA and City Corporation.

Table 5.2: Percent distribution of Pre-school learning centres by whether or not the Teacher were present at centres on time, according to implementing partner				
Pre-School Program				
	GS	BSA	City Corporation	Total
Present on time	100.0	93.3	93.3	95.0
Not present on time	-	6.7	6.7	5.0
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Number of children and their presence

It appears from tables 5.3 and 5.4 that on average, 22.8 children out of 25.8 of the GS centres, 19 children out of 29.7 children of BSA centres and 23.7 children out of 29.3 children were found present on the day of visit. So it shows that the presence of children in GS centres was the highest and in BSA centres it was the lowest.

Table 5.3: Percent distribution of Pre-school learning centres by the number of children, according to implementing partner				
Pre-school Learning Centers				
	GS	BSA	City Corporation	Total
16-20 children	10.0(2)	-	-	2.5(2)
21-25 children	35.0(7)	6.7(2)	10.0(3)	15.0(12)
26-35 children	55.0(11)	93.3(28)	90.0(27)	82.5(66)
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Mean number of children per learning center	25.6	29.7	29.3	28.5

Table 4.4: Percent distribution of Pre-school learning centres by the number of children present on the visiting day, according to implementing partner				
Pre-school Program				
	GS	BSA	City Corporation	Total
Children's attendance on visiting day	89.2(456)	64.1(571)	80.9(710)	76.2(1737)
Absent	10.8(55)	35.9(320)	19.1(168)	23.8(543)
Total	100.0	100.0	100.0	100.0
Number	511	891	878	2280
Mean number of children present on visiting day	22.8	19.0	23.7	21.7

Display of materials by hanging on the wall

Table 5.5 shows that 90-100% centres of GS had all the important display materials, such as Class Routine, Environment and Health Chart, Vowel Chart, Consonant Chart, pictures drawn by children. These materials, except pictures drawn by children were found available in 90-96.7% centres of BSA and 83.3-100% centres of City Corporation. Pictures drawn by children were found in 66.7% centres of both BSA and City Corporation. The overall situation in respect of availability of display materials was found good.

Table 5.5: Percentage of Preschool learning centres hanging materials on the wall according to implementing partner				
	Pre-school Program			
	GS	BSA	City Corporation	Total
Class routine	95.0	90.0	100.0	95.0
Environment and Health chart	90.0	90.0	83.3	87.5
Vowel chart	95.0	96.7	93.3	95.0
Alphabet chart	100.0	93.3	93.3	95.0
Pictures drawn by children	90.0	66.7	66.7	72.5
Others	100.0	33.3	20.0	45.0
Number	20	30	30	80

Note : The percentages, based on multiple answers, add to more than 100.

According to the 5.6 corners of about 80% centres of GS, 60% centres of BSA and 76.7% centres of City Corporation were found organised, although it was expected that corners of all the centres should be well-organised.

Table 5.6: Percent distribution of Pre-school learning centres by whether or not the corners were Organized, according to implementing partner				
	Pre-school Program			
	GS	BSA	City Corporation	Total
Organized	80.0	60.0	76.7	71.3
Not organized	20.0	40.0	23.3	28.8
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Availability of Materials

(a) Imaginative Corner

The table 5.7a shows that all the materials supplied for the imaginative corners were found available in 76.7% - 100% centres of BSA and City Corporation and two materials such as doll and set of utensils only were found available in 100% centres of GS but plate, spoon - 3 piece (steel), pot and toy stove were available in only 10 to 36% centres of GS. The figures showed that availability of materials in the imagination corner of GS centres was not satisfactory.

Table 5.7a: Percentage of Pre-school learning centres by materials available in Imagination corners according to implementing partner

Availability of materials	Pre-school Program			Total
	GS	BSA	City Corporation	
Plate-3 pieces (plastic/steel)	36.8	96.2	100.0	92.7
Spoon- 3 pieces (steel)	10.5	76.9	80.0	61.3
Glass- 3 pieces (plastic)	57.9	92.3	93.3	84.0
Pot	78.9	80.8	83.3	81.3
Toy stove	15.8	76.9	83.3	64.0
Doll	100.0	100.0	100.0	100.0
Telephone	36.8	92.3	76.7	72.0
Hari patil Set	100.0	84.6	90.0	90.7
Others	15.8	15.4	-	9.3
Number	19	26	30	75

Note : The percentages, based on multiple answers, add to more than 100.

(b) Block and manipulative corner

Table 5.7b shows that different materials supplied for block and manipulative corners to the centres of GS, BSA and City Corporation were found available although in different proportion in many cases. The overall situation in respect of availability of materials for this corner in the centres of GS was better than that in the centres of BSA and City Corporation. For example, bamboo and stick as well as bamboo pine was found available in 100% centres of GS but 75.7% and 38.5% respectively in the centres of BSA. Puppet was found available in 84.2% centres of GS but in 57.7% centres of BSA and in 53.3% centres of City Corporation. Only wooden block and ball were found available sufficiently in the centres of GS, BSA and City Corporation

Table 5.7b: Percentage of Pre-school learning centres by materials available in Block and Movement corners according to implementing partner

Block and manipulative corner	Pre-school Program			Total
	GS	BSA	City Corporation	
Bag of seed	73.7	57.7	40.0	54.7
Jhunjhuni and small tambourine	63.2	96.2	90.0	85.3
Inter locking shape card	5.3	38.5	33.3	28.0
Button	15.8	53.8	43.3	40.0
Bamboo and stick	100.0	57.7	80.0	77.3
House of different colors and shapes	52.6	26.9	46.7	41.3
Fish (plastic and paper)	57.9	73.1	90.0	76.0
Wooden block	94.7	92.3	100.0	96.0
Wreath of bamboo and wooden pieces	84.2	65.4	83.3	77.3
Puppet (cloth)	84.2	57.7	53.3	62.7
Animals (plastic)	89.5	84.6	73.3	81.3
Stones of different colors and various seed	78.9	53.8	60.0	62.7
Wooden pieces for matching	52.6	73.1	53.3	60.0
Bamboo pipe	100.0	38.5	93.3	76.0
Skipping rope	36.8	80.0	66.7	64.0
Ball	100.0	96.2	90.0	94.7
Others	21.1	15.4	-	10.7
Number	19	26	30	75

Note : The percentages, based on multiple answers, add to more than 100.

Water and Sand Corners

Table 5.7c shows that all materials excepting straw of papaya tree and water weighing pot were found in about 75 – 95% centres in total, although paper boats were available in 47.4% centres of GS and ‘sand and water’ was found in 67.9% centres of City corporation. Water-weighing pots was found in 78.9% centres of GS and 70.8% centres of BSA and only 42.9% centres of City Corporation.

Table 5.7c: Percentage of Pre-school learning centres by materials available in Water and Sand corners, according to implementing partner

Water and Sand corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Big bowl (2 pieces)	100.0	87.5	100.0	95.8
Glass (plastic)	73.7	95.8	89.3	87.3
Bottle (plastic)	100.0	83.3	71.4	83.1
Boat (paper)	47.4	100.0	78.6	77.5
Sand and water	84.2	75.0	67.9	74.6
Straw of papaya tree	57.9	37.5	28.6	39.4
Water weighing pot	78.9	70.8	42.9	62.0
Others	-	-	3.6	1.4
Number	19	24	28	71

Note : The percentages, based on multiple answers, add to more than 100.

Book and Art Corner

It appears from table 5.7d that colour pencil, paper, picture-based story book, different kinds of picture, crown and masks were found available in about 80 - 100% centres of GS. These materials, excepting different kinds of picture, were found available in about 80% centres of BSA. Ludu and letter blocks were also available in 80.8% and 73.1% centres respectively of BSA. Picture based on storybook, different kinds of picture and crown and masks were found available in 82.8% centres of City Corporation but other materials were found available in 55-58% centres of City Corporation. Picture-based storybook, and crown & masks were two common materials in the centres of the three implementing partners.

Table 5.7d: Percentage of Pre-school learning centres by materials available in Book and Drawing corners, according to implementing partner

Book and art corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Color pencil	100.0	84.6	55.2	77.0
Paper	94.7	80.8	58.6	75.7
Picture based story book	100.0	84.6	82.8	87.8
Different kinds of picture	78.9	53.8	82.8	71.6
Crown and mask	89.5	76.9	82.8	82.4
Ludu	-	80.8	58.6	51.4
Letter block	36.8	73.1	58.6	58.1
Number block	31.6	69.2	48.3	51.4
Others	10.5	15.4	6.9	10.8
Number	19	26	29	74

Note : The percentages, based on multiple answers, add to more than 100.

Number of children and their distribution

(a) Imaginative Corner

It appears from table 5.8a that average number of children, found working/playing in the imaginary corner, were 6.47, 6.32 and 7.32 in the centres of GS, BSA and City Corporation respectively but their distribution differ from centre to centre of the three implementing partners. The number of children in imagination corners of 87.7% GS centres varied from 5 to 8, 77.2% centres of BSA varied from 4 to 7, and 70.2% centres of City Corporation varied from 5 to 7 and 10. It also appears that 5 or 7 children worked in 26.7% centres of GS, 6 children in 31.8% centres of BSA and 28.6% centres of City Corporation. This means concentration of children varied from centre to centre of the three partner agencies.

Table 5.8a: Percent distribution of Preschool learning centres by number of children in Imaginary corners according to implementing partner

Pre-school Program				
Imaginative corner	GS	BSA	City Corporation	Total
Number of children				
2 children	-	4.5	3.6	3.1
3 children	6.7	-	-	1.5
4 children	-	13.6	3.6	6.2
5 children	26.7	18.2	10.7	16.9
6 children	20.0	31.8	28.6	27.7
7 children	13.3	4.5	17.9	12.3
8 children	26.7	13.6	7.1	13.8
9 children	-	-	3.6	1.5
10 children	6.7	9.1	10.7	9.2
11 children	-	-	7.1	3.1
12 Children	-	4.5	7.1	4.6
Total	100.0	100.0	100.0	100.0
Number	15	22	28	65
Mean	6.47	6.32	7.32	6.78

(b) Block and manipulative Corner

It appears from table 5.8b that the average number of children found working/playing in the block and manipulative corner were 6.27, 6.00 and 7.71 in GS, BSA and City Corporation centres respectively. Their distribution varied widely. 73.3% centres of GS had 3/6/7/9 children in this corner and the highest number of centres (26.7%) had 6 children. Whereas among the centres of BSA the highest number (77.3% of centre taking together) had 4/5/6/10 children and the 27.3% centres had 5 children working in this corner. The situation was quite different in the case of City Corporation centres. About 98% centres (taking together) had 4/6/7/9/10/12 children found working in this corner. Here also distribution of children was very wide. For example, 4 children in 10.4%, 6 children in 17.9%, 7 children in 14.3%, 9 children in 14.3%, 10 children in 17.9% and 12 children in 10.7% centres.

Table 5.8b: Percent distribution of Preschool learning centres by number of children in Block and movement corners according to implementing partner

Pre-school Program				
Block and manipulative corner	GS	BSA	City Corporation	Total
Number of children				
2 children	-	4.5	-	1.5
3 children	6.7	4.5	3.6	4.6
4 children	20.0	18.2	10.7	15.4
5 children	8.7	27.3	7.1	13.8
6 children	26.7	13.6	17.9	18.5
7 children	13.3	9.1	14.3	12.3

8 children	6.7	-	3.6	3.1
9 children	13.3	4.5	14.3	10.8
10 children	6.7	18.2	17.9	15.4
12 children	-	-	10.7	4.6
Total	100.0	100.0	100.0	100.0
Number	15	22	28	65
Mean	6.27	6.00	7.71	6.80

Water and Sand Corners

It appears from table 5.8c that the average number of children that worked in water and sand corners were 4.40 in GS, 2.91 in BSA and 3.14 in City Corporation centres. 86.7% centres in total of GS had 3/4/5/6/7 children more or less equal in term of percentage (20%) and 54.5% centres in total of BSA had 3/4/5 children and the highest number of centres (27.3%) was with 4 children and 22.7% centres was without any child. 69.3% centres in total of City Corporation were found with 1/2/3/5/6 children and 25% centres were found without any child.

Table 5.8c: Percent distribution of Preschool learning centres by number of children in Water and Sand corners, according to implementing partner				
Pre-school Program				
Water and Sand corner	GS	BSA	City Corporation	Total
Number of children				
1 child	-	9.1	10.7	7.7
2 children	6.7	4.5	14.3	9.2
3 children	26.7	13.6	14.3	16.9
4 children	20.0	27.3	3.6	16.4
5 children	20.0	13.6	10.7	13.8
6 children	20.0	9.1	14.3	13.8
7 children	6.7	-	3.6	3.1
8 children	-	-	3.6	1.5
None	-	22.7	25.0	18.5
Total	100.0	100.0	100.0	100.0
Number	15	22	28	65
Mean	4.40	2.91	3.14	3.35

(d) Book and Art corners

It appears from table 5.8d that the average number of children in the book and art corner was 6.07, 4.32 and 5.36 in the centres of GS, BSA and City Corporation respectively. 93.3% centres in total of GS were found with 4/5/6 or 7 children and the highest number of centres (26.7%) had 6 children. Whereas 63.7% centres in total of BSA were found with 3/5 or 6 children and the highest number of centres (27.3%) had only 3 children. 13.6% centres of BSA was found without any child. 67.8% centres in total of City Corporation were found with 4/5 or 6 children and highest number (32.1%) of centres had 4 children.

Table 5.8d: Percent distribution of Preschool learning centres by number of children in Book and Art corners, according to implementing partner

Book and art corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Number of children				
1 child	-	-	3.6	1.5
2 children	-	4.5	7.1	4.6
3 children	-	27.3	-	9.2
4 children	20.0	4.5	32.1	20.0
5 children	13.3	18.2	14.3	15.4
6 children	26.7	18.2	21.4	21.5
7 children	33.3	4.5	7.1	12.3
8 children	-	4.5	3.6	3.1
9 children	-	-	7.1	3.1
10 children	6.7	-	-	1.5
12 children	-	4.5	-	1.5
13 children	-	-	3.6	1.5
None	-	13.6	-	4.6
Total	100.0	100.0	100.0	100.0
Number	15	22	28	65
Mean	6.07	4.32	5.36	5.17

The above analysis in respect of number of children that was found to play/work in the different types of corners of the three implementing partners i.e. GS, BSA and City Corporation gave different scenarios. It may be assumed that likings of children differ and they visit the different corners according to their likings. It is also a fact that the materials and the nature of activities in the different corners also influence their presence in different corners.

Activities of Children in the Corners

(a) Imaginative Corner

It appears from table 5.9a that the prominent activities of the children in the imaginative corners were imitation of cooking with kitchen utensils (81.5%), playing with doll (87.7%) and talking over telephone/mobile phone (60% in total). 45.5% children of BSA and 42.9% children of City Corporation centres were found playing with glasses, plates, spoons, although it was totally absent in the GS centres. Only 14.3 children of City Corporation were found playing the dish cleaning after cooking and cleaning glasses and plates.

Table 5.9a: Percentage of Pre-school learning centres activities that children were doing in each Imaginary corner according to implementing partner

Imaginative corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Talking over the phone/mobile phone.	33.3	77.3	60.7	60.0
Playing/cooking with kitchen utensils.	93.3	77.3	78.6	81.5
Serving dishes after cooking.	-	-	14.3	6.2
Playing/dressing up/care sing/feeding dolls.	93.3	86.4	85.7	87.7
Bearing the responsibilities of a small family	6.7	-	-	1.5
Pouring water into the glass.	-	9.1	-	3.1
Playing with glasses, plates and spoons after arranging those.	-	45.5	42.9	33.8
Cleaning glasses and plates.	-	-	14.3	6.2

Playing with palanquin/carrying the bride on it.	-	4.5	-	1.5
Number	15	22	28	65

Note : The percentages, based on multiple answers, add to more than 100.

(b) Block and manipulative Corner

The overall percentage of children making rattle toy and tabor was highest (61.5%) but the most common activity in the centres of the three implementing partners was playing/throwing a ball at each other (46.7% centres of GS, 59.1% centres of BSA and 64.3% centres of City Corporation). It appears from the table given below that there were some games/activities which were pre-dominant in the centres of an individual partner. For example, in GS centres the pre-dominant activities were making houses/trains, motor vehicles, planes with wooden blocks (86.7%), playing with plastic animals (60%). On the other hand, in the centres of BS and City Corporation pre-dominant activity was making rattle toy and tabour (81.8% in BSA centres and 67.9% in City Corporation centres). There were some uncommon activities in the centres of three implementing agents, for example, telling stories of Meena and Raju in GS centres (33.3%), filling bag with seeds/counting seeds/making triangles and quadrangles with seeds in BSA centres (22.7%) and playing with stones in City Corporation centres (10.7%).

Table 5.9b: Percentage of Pre-school learning centres by the activities that children were performing in each Block and manipulative corner according to implementing partner

Block and manipulative corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Making houses/trains, motor vehicles, planes with wooden blocks.	86.7	54.5	39.3	55.4
Lining up wooden blocks/arranging those/arranging those according to size.	33.3	27.3	28.6	29.2
Making rattle toy and tabor.	20.0	81.8	67.9	61.5
Skipping with a rope	-	27.3	35.7	24.6
Playing/throwing a ball at each other.	46.7	59.1	64.3	58.5
Playing with/arranging/handling animals.	60.0	22.7	35.7	36.9
Playing with string of wooden/bamboo pieces/counting with those/counting their numbers/sitting with those around their necks.	53.3	13.6	14.3	23.1
Playing with bamboo cane/tubes.	46.7	13.6	64.3	43.1
Looking at things some distance away with bamboo tube/playing with it as a binocular.	33.3	-	3.6	9.2
Speaking loudly through a bamboo tube	6.7	-	3.6	3.1
Playing with wooden blocks	-	-	3.6	1.5
Making vehicles with bamboo tubes and canes.	-	4.5	10.7	6.2
Caressing the puppet/lulling it to sleep/giving it water to drink by taking it on the lap/running the puppet show by hand.	26.7	9.1	17.9	16.9
Cutting fish after cleaning it/playing with fish.	6.7	27.3	17.9	18.5
Filling bag with seeds after counting those/counting seeds/making triangles and quadrangles with seeds.	-	22.7	-	7.7
Making one string musical instrument/drum.	-	-	3.6	1.5
Telling stories of Meena and Raju	33.3	-	-	7.7
Playing with stone.	-	-	10.7	4.6
Others	-	-	3.6	1.5
Number	15	22	28	65

Note : The percentages, based on multiple answers, add to more than 100.

(c) Water and Sand Comer

Table 5.9c shows that according to total number of centres (in percentage) of GS, BSA and City Corporation, the main activities were playing with boat in water bowl (58.5%), filling

water in a bottle (46.2%) and measuring water with glass (24.6%). But these activities also were not uniformly performed in the centres of the three partners. Moreover, there were some activities done in a small number of centres (in percentage) of one or another partner only. For example, playing with fish in water bowl in 4.5% centres of BSA only, pouring water into bottle in 6.7% centres of GS and playing hide and seek by placing hand in sand in 10.7% centres of City corporation only.

Table 5.9c: Percentage of Preschool learning centres by the activities that children were performing in each Water and sand corner according to implementing partner

Water and sand corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Playing with boat in a water bowl/watching how boats sail on water.	20.0	72.7	67.9	58.5
Playing with the fish in a water bowl/catching fish/swimming.	-	4.5	-	1.5
Dipping hands in the water bowl and playing.	6.7	-	3.6	3.1
Playing by filling water in a bottle with water.	53.3	50.0	39.3	46.2
Pouring water into water bowl from bottle.	6.7	-	-	1.5
Mixing/handling sand and water.	6.7	22.7	7.1	12.3
Playing by making cake/ball with sand.	40.0	9.1	-	12.3
Playing hide and seek by placing hand in sand.	-	-	10.7	4.6
Measuring water with glass/drinking water/playing with it.	46.7	22.7	14.3	24.6
Pouring water into bottle from glass.	-	-	3.6	1.5
Blowing papaya tree-tube after dipping it in water/blowing bubbles.	40.0	-	7.1	12.3
None went there.	-	22.7	25.0	18.5
Playing with water-measuring pot/measuring water.	-	13.6	-	4.6
Number	15	22	28	65

Note : The percentages, based on multiple answers, add to more than 100.

Book and art corner

It appears form table 5.9d that out of 14 identified activities of this corner children were found to do mainly three of them. These were (1) drawing pictures of different types on paper with colour pencils (54.7%), (b) looking at picture books/playing with picture (43.8%) and (3) playing with crown and masks (42.2%) in total. In the GS centres 50% of the identified activities were not performed by any child, although the children of BSA and City Corporation centres were found to perform these different types of activities, although their numbers in percentage differed. It was also found that in 13.2% centres of BSA no child was found to do any of these activities.

Table 5.9d: Percentage of Pre-school learning centres by the activities that children were performing in each Book and Drawing corner according to implementing partner

Book and art corner	Pre-school Program			
	GS	BSA	City Corporation	Total
Drawing pictures of different types on the paper with colour pencils/handling those/playing with those.	73.3	72.7	29.6	54.7
Colouring the picture with colour pencil	-	4.5	3.7	3.1
Playing with letter blocks/arranging those/setting those in order/looking at those.	-	-	7.4	3.1
Matching numbers with blocks of numbers/doing maths/counting.	-	22.7	33.3	21.9
Children playing with ludu/matching picture	-	27.3	25.9	20.3
Looking at picture cards/matching pictures.	6.7	13.6	37.0	21.9
Looking at picture books/playing with pictures.	53.3	45.5	37.0	43.8
Telling stories by looking at picture books.	26.7	9.1	11.1	14.1

Table 5.9d: Percentage of Pre-school learning centres by the activities that children were performing in each Book and Drawing corner according to implementing partner

<i>Pre-school Program</i>				
Book and art corner	GS	BSA	City Corporation	Total
Drawing pictures with picture-book	13.3	-	3.7	4.7
Playing with crown and mask.	66.7	36.4	33.3	42.2
Sitting with a mask on the face/going round/trying to frighten others	-	-	25.9	10.9
Making plane/flower with paper.	-	4.5	3.7	3.1
Drawing pictures with the help of a chalk and slate.	-	4.5	3.7	3.1
Solving a puzzle/playing with puzzle.	-	9.1	3.7	4.7
None present.	-	13.6	-	4.7
Number	15	22	27	64

Note : The percentages, based on multiple answers, add to more than 100.

Activities of Teacher

Table 5.10 shows that the teachers used to help all children in the corner while they were learning (62.7%), looking after the children in each corner (42.7%) and drawing children's attention by sitting at the vacant corner (21.3%). On the whole the teachers were found busy with the children while the children were learning.

Table 5.10: Percentage of activity of Pre-school learning centres by the activities of the teacher while children were in corners, according to implementing partner

<i>Pre-school Program</i>				
Activity of Teacher	GS	BSA	City Corporation	Total
Helping all the children	64.7	53.3	71.4	62.7
Drawing children's attention by sitting in vacant corner	23.5	13.3	28.6	21.3
Keeping quiet	-	10.0	-	4.0
Was looking after children in each corner	46.1	33.3	50.0	42.7
Others	-	3.3	-	1.3
Number	17	30	28	75

Note : The percentages, based on multiple answers, add to more than 100.

Help of guardians in teaching children

Table 5.11 show that only 21.3% parents in total were found to help children in their learning in the centres.

Table 5.11: Percent distribution of Preschool learning centres by help received from guardians in teaching children according to implementing partner

<i>Pre-school Program</i>				
Help of guardians in teaching children	GS	BSA	City Corporation	Total
Helped	15.0	30.0	16.7	21.3
Not helped	85.0	70.0	83.3	78.8
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Maintaining discipline

Table 5.12 shows that the teachers were found to take care of the children in the way of arranging their seats (76.3%) and gently forbidding the children from breaking rules (66.3%)

in order to maintain classroom discipline mainly. The teachers of BSA were found less active and 16.7% of them were found doing nothing to maintain discipline.

Table 5.12: Percentage of Pre-school learning centres by the measures taken by the teachers to maintain discipline according to implementing partner

Maintaining discipline	Pre-school Program			
	GS	BSA	City Corporation	Total
Cares for the children and arranges seats	80.0	76.7	73.3	76.3
Gently forbids children not to break rules	70.0	50.0	80.0	66.3
Arranges seats for children close to herself	15.0	23.3	23.3	21.3
Scolds	5.0	3.3	10.0	6.3
Does nothing	5.0	16.7	-	7.5
Number	20	30	30	80

Note : The percentages, based on multiple answers, add to more than 100.

Classroom Teaching – Learning Observation Pre -school

One of the objectives of the study was to identify whether the teaching-learning activities were performed according to the official class routine. The findings in this respect are given below activity-wise.

Activity 1: Exercise and National Anthem

Table 5.13 shows that physical exercise was conducted in 92.5% centres in total (100% centres of GS, 86.7% centres of BSA and 93.3% centres of City Corporation). The rule of exercise was fully followed in 84.6% centres BSA, 65% centres of GS and 60% centres of City Corporation. Participation of all was in 78.4% centres in total and getting high pleasure was highest (84.6%) in BSA centres and lowest in GS centres (55% only).

Table 5.13: Percent distribution of Pre-school learning centres by taking attendance and following the rules, participation of children and degree of pleasure in doing exercise and singing National Anthem, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Exercise				
Yes	100.0	86.7	93.3	92.5
No	-	13.3	6.7	7.5
	100.0	100.0	100.0	100.0
Total				
Degree of following the rules				
Completely	65.0	84.6	60.7	70.3
Moderate	35.0	15.4	39.3	29.7
Did not follow	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	80.0	84.6	71.4	78.4
Mostly	20.0	11.5	21.5	17.6
Partially	-	3.8	7.1	4.1

Table 5.13: Percent distribution of Pre-school learning centres by taking attendance and following the rules, participation of children and degree of pleasure in doing exercise and singing National Anthem, according to implementing partner.

	Pre-school			
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High pleasure	55.0	73.1	57.1	62.2
Moderate	45.0	26.9	42.9	37.8
Low	-	-	-	-
	100.0	100.0	100.0	100.0
Total	20	26	28	74
Number				
National Anthem				
Yes	100.0	90.0	93.3	93.7
No	-	10.0	6.7	6.3
	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0
Degree of following the rules				
Completely	75.0	92.6	81.5	83.8
Moderate	25.0	7.4	18.5	26.2
Low	-	-	-	-
	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0
Participation				
All	95.0	92.6	77.8	87.8
Mostly	5.0	3.7	11.1	6.8
Partly	-	3.7	11.1	5.4
	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High pleasure	65.0	66.7	66.7	66.2
Moderate	35.0	33.3	29.6	32.4
Low	-	-	3.7	1.4
	100.0	100.0	100.0	100.0
Total	20	27	27	74
Number				
Attendance				
Yes	70.0	83.3	96.7	85.0
No	30.0	16.7	3.3	15.0
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Regarding national anthem it was observed that 93.7% children attended and the rules were fully followed in 92.6% centres of BSA, 81.5% centres of City Corporation and only 75% centres of GS. All children participated in 95% centres of GS and in 92.8% centres of BSA and in 77.8% centres of City Corporation but the percentage of getting high pleasure was almost the same in these three types of centres.

The Attendance of children was lowest (70%) in the case of GS centres and highest in City Corporation centres.

Activities 2: Reciting Rhymes, singing songs and telling stories

It appears from table 5.14 that reciting rhymes, singing songs and telling stories were conducted in 57.5%, 38.8% and 28.8% centres in total with unremarkable variation in the centres run by the three implementing partners (GS, BSA and City Corporation). The way of performing these activities were better in term of percentage in the GS centres (with clapping 80%, with acting 70% and with dancing 45%) than the centres of the other two partners. The way of performing with dancing was followed in 6.7% centres only in City Corporation.

Table 5.14: Percent distribution of Pre-school learning centres by following the rules and ways, participation of children and degree of pleasure in reciting rhymes, singings songs and story telling, according to implementing partner.

Pre-school program				
	GS	BSA	City Corporation	Total
Rhyme				
Yes	65.0	63.3	46.7	57.5
No	35.0	36.7	53.3	42.5
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Music				
Yes	35.0	33.3	46.7	38.8
No	65.0	66.7	53.3	61.2
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Story telling				
Yes	30.0	33.3	23.3	28.8
No	70.0	66.7	76.7	71.2
Total	100.0	100.0	100.0	100.0
Ways of performing				
With clapping	80.0	70.0	76.7	75.0
With acting	70.0	50.0	53.3	56.6
With dancing	45.0	23.3	6.7	22.5
Number	20	30	30	80
Degree of following the rules				
Completely	50.0	70.0	66.7	63.8
Moderate	45.0	30.0	33.3	35.0
Did not follow	5.0	-	-	1.3
Total	100.0	100.0	100.0	100.0
Participation				
All	85.0	66.7	56.7	67.5

Mostly	15.0	30.0	33.3	27.5
Partially	-	3.3	10.0	5.0
	100.0	100.0	100.0	100.0
Total				
Degree of Pleasure				
High pleasure	80.0	60.0	43.3	58.8
Moderate	20.0	40.0	56.7	41.3
Low	-	-	-	-
	100.0	100.0	100.0	100.0
Total				
Number	20	30	30	80

Regarding degree of following rules, it was followed in 63.8% fully and 35 moderately in total. Participation of all children was highest (85%) in GS centres and lowest (56.7%) in City Corporation centres. Getting high pleasure was also similar to participation, 80% in GS centres and only 43.3% in City Corporation and none was in the low category of getting pleasure.

Activity – 3 Pre -reading

Table 5.15 shows the distribution of pre-school learning centres in pre-reading activities with following rules, participation of children and the degree of their pleasure in pre-reading. It appears from the table that with practicing sound with word, practicing words with sentences, and reading alphabets and words were the main components of pre-reading. It was found at the time of centre-visit by the investigators that practicing words with sentences was going on in 56.8% centres on average in total, reading alphabet and words in 52.5% centres and practicing sound with words in 30% centres in total. But the percentage of centres of the three partners differed in the case of practicing sound with word (40% in GS and 20% in City Corporation centres) and reading alphabet and word (95% in GS and 36.7% in City Corporation centres). The rules of pre-reading was fully followed in 73.3% centres of BSA and 60% centres of City Corporation and only 35% centres of GS. Regarding participation of all children, BSA centres were at the top (70%) and the percentage of getting high pleasure was 50 in both GS and BSA centres. Children of 63.3% centres of City Corporation got moderate pleasure and 10% no pleasure although rules were followed fully in 60% centres and participation of all was in 43.3% and mostly also in 43.3% of these centres.

Pre-school Program				
	GS	BSA	City Corporation	Total
Pre-reading				
Story telling with picture	5.0	20.0	16.7	15.0
Sound with word practice	40.0	33.3	20.0	30.0
Word with sentence practice	50.0	60.0	56.7	56.3
Differentiate by seeing	-	3.3	-	1.3

Introduction of vowel and consonant through rhymes	15.0	36.7	16.7	23.8
Alphabet and word reading	95.0	40.0	36.7	52.5
Total	100.0	100.0	100.0	100.0
	20	30	30	80
Number				
Degree of following the rules				
Completely	35.0	73.3	60.0	58.8
Moderate	65.0	26.7	36.7	40.0
Low	-	-	3.3	1.3
Total	100.0	100.0	100.0	100.0
Participation				
All	65.0	70.0	43.3	58.8
Mostly	35.0	23.3	43.3	33.8
Partially	-	6.7	13.3	7.5
	100.0	100.0	100.0	100.0
Total				
Degree of Pleasure				
High pleasure	50.0	50.0	26.7	41.3
Moderate	46.0	46.7	63.3	52.5
Low	5.0	3.3	10.0	6.3
	100.0	100.0	100.0	100.0
Total				
	20	30	30	80
Number				

Activity 4: Pre writing

It appears from the table 5.16 that word-writing was pre-dominant pre-writing activities in the centres of GS (90%) and City Corporation (53.3%) but in centres of BSA in the better writing and word writing got equal importance (50%:50%). Free-drawing as a part of pre-writing was found in 26.7% centres of BSA and 13.3% centres of City Corporation.

Table 5.16: Percent distribution of Pre-school learning centres by following the rules, participation of children and degree of pleasure in pre-writing and pre-math activities, according to implementing partner.				
Pre-school Program				
	GS	BSA	City corporation	Total
Pre-writing :				
Free drawing	-	26.7	13.3	15.0
Pattern drawing	-	3.3	-	1.3
Let's learn write :				
Letter writing	35.0	50.0	26.7	37.5
Word writing	90.0	50.0	53.3	61.3
Number	20	30	30	80

Degree of following the rules				
Completely	55.0	71.4	47.6	59.4
Moderate	40.0	25.0	47.0	36.2
Low	5.0	3.6	4.8	4.3
Total	100.0	100.0	100.0	100.0
Participation				
All	80.0	78.6	42.9	68.1
Mostly	15.0	14.3	42.9	23.2
Partially	5.0	7.1	14.3	8.7
	100.0	100.0	100.0	100.0
Total				
Degree of Pleasure				
High pleasure	35.0	50.0	23.8	37.7
Moderate	60.0	46.4	76.2	59.4
Low	5.0	3.6	-	2.9
	100.0	100.0	100.0	100.0
Total		20	28	21
Number				69

It was also observed that the rule of writing was followed fully in 55% centres of GS, 71.4% centres of BSA and 47.6% centres of City Corporation and participation of all was 80% and 78.8% in GS and BSA centres and only 42.9 in City Corporation centres. But only in 37.7% centres in total children enjoyed moderate pleasure. The table shows little co-relation between following rules and participation of children with getting pleasure.

Activity 5: Free Play

It appears from table 5.17, that free play was practiced in 78.8% centres in total. It is also observed from the table that the rules were followed fully in 46.7%, 75% and 75% centres of GS, BSA and City Corporation and participation of all children were found in 73.3%, 85% and 75% centres of GS, BSA and City Corporation respectively but the children got high pleasure in 80% centres of GS as well as BSA and 67.9% in City Corporation. In the case of BSA centres a high co-relation is found in fully following in rules, participation of all children and getting high pleasure.

Table 5.17: Percent distribution of Pre-school learning centres by following the rules, participation of children and degree of pleasure in free play, according to implementing partner.

	Pre-school program			
	GS	BSA	City Corporation	Total
Free play				
Yes	75.0	66.7	9.3	78.8
No	25.0	33.3	6.7	21.2
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Degree of following the rules				
Completely	46.7	75.0	75.0	68.3
Moderate	46.7	25.0	25.0	30.2
Low	6.7	-	-	1.6
Total	100.0	100.0	100.0	100.0
Participation				
All	73.3	85.0	75.0	77.8
Mostly	26.7	10.0	17.9	17.5
Partially	-	5.0	7.1	4.8
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	80.0	80.0	67.9	74.6
Moderate	20.0	20.0	25.0	22.2
Low	-	-	7.1	3.2
Total	100.0	100.0	100.0	100.0
Number	15	20	28	63

Activities 6: Guided games

It appears from table 5.18 that only 18.8% children in total played the guided game. It was also observed that the rules of the game was followed fully in 80% centres of GS, 75.1% centres of BSA and 50% centres of City Corporation, and moderately followed in the remaining centres of each partner. The same situation was found prevailing in respect of participation of children (all/mostly) and getting pleasure (high/moderate). A high co-relation was found in degree of following rules, participation of all or most of the children and getting high or moderate pleasure.

Table 5.18: Percent distribution of Pre-school learning centres by following the rules, participation of children and degree of pleasure in guided game, according to implementing partner.

	Pre-school Program			
Guided game	GS	BSA	City Corporation	Total
Yes	25.0	26.7	6.7	18.8
No	75.0	73.3	93.3	81.2
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80
Degree of following the rules				
Completely	80.0	75.0	50.0	73.3
Moderate	20.0	25.0	50.0	26.7
Low	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	80.0	75.0	50.0	73.3
Mostly	20.0	25.0	50.0	26.7
Partially	-	-	-	-

Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	75.0	75.0	50.0	73.3
Moderate	25.0	25.0	50.0	26.7
Low	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	5	8	2	15

Activity – 7. Pre-Math

It appears from table 5.19 that the concept of addition was pre-dominant area of pre-math in 95% centres of GS, 70% centres of BSA and 83.3% centres of City C orporation. The concept of subtraction was taught in 80% centres of GS but only in 30% centres of BSA and 46.7% centres of City Corporation. The table also shows that the centres of BSA were lagging far behind. The concept of numbers was being taught in 60% centres of BSA, whereas it was taught in 36.7% centres of City Corporation and in 25% centres only of GS. But the centres of BSA were found ahead of the centres of other two partners in respect of fully following rules (80%), participation of all children (76.7%) and getting high pleasure (56.7%). These were in 50%, 70.7% and 45% centres of GS and in 40%, 36.7% and 23.3% centres of City Corporation.

Table 5.19: Percent distribution of Pre-school learning centres by following the rules, participation of children and degree of pleasure in Pre-maths, according to implementing partner.

	Pre-school Program			
	GS	BSA	City Corporation	Total
Pre-maths				
Concept of different things	-	20.0	10.0	11.3
Concept of number	25.0	60.0	36.7	42.5
Concept of addition	95.0	70.0	83.3	81.3
Concept of subtraction	80.0	30.0	46.7	48.8
Number	20	30	30	80
Degree of following the rules				
Completely	50.0	80.0	40.0	57.5
Moderate	50.0	20.0	56.7	41.3
Low	-	-	2.6	1.2
Total	100.0	100.0	100.0	100.0
Participation				
All	70.7	76.7	36.7	60.0
Mostly	25.0	20.0	53.3	33.8
Partially	5.0	3.3	10.0	6.2
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	45.0	56.7	23.3	41.2
Moderate	50.0	40.0	70.0	53.8
Low	5.0	3.3	6.7	5.0
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Activity – 8. Environment and Health/Fine Arts

Table 5.20 shows that in Environment and Health is taught in 78.8% centres in total and Fine Art in 15% centres only. Regarding degree of following rules, participation of children and getting pleasure in tot al the rules were followed fully in 62.5% centres, all children participation in 58.9% centres and children enjoyed high pleasure in 47.2% centres. In all these factors the centres of BSA were ahead of others.

Table 5.20: Percent distribution of Pre-school learning centres by following the rules, participation of children and degree of pleasure in environment, health and art, according to implementing partner

	Pre-school Program			
	GS	BSA	City Corporation	Total
Environment and Health	65.0	86.7	80.0	78.8
Fine Art	30.0	10.0	10.0	15.0
Number	20	30	30	80
Degree of following the rules				
Completely	61.1	75.0	50.0	62.5
Moderate	38.9	21.4	46.2	34.7
Low	-	3.6	3.8	2.8
Total	100.0	100.0	100.0	100.0
Participation				
All	57.9	75.0	42.3	58.9
Mostly	42.1	17.9	42.3	32.9
Partially	-	7.1	15.4	8.2
Total	100.0	100.0	100.0	100.0
Degree of Pleasure				
High	50.0	57.1	34.6	47.2
Moderate	50.0	35.7	61.5	48.6
Low	-	7.1	3.8	4.2
Total	100.0	100.0	100.0	100.0
Number	19	28	26	73

Activity – 9. Activeness of pre-school teachers

Table 5.21 shows that the 70% teachers of GS, 73.3% teachers of BSA and 46.7% teachers of City Corporation, in total 62.5% teachers were found very active. In total 28.8% teachers were found moderately active and 13.3% teachers of BSA and 10% teachers of City Corporation were not found active in teaching during the classroom visit.

Table 5.21: Percent distribution of Pre-school learning centres by the activeness of teachers during the class, according to implementing partner

Q9	Pre-school Program			
	GS	BAS	City Corporation	Total
Activeness of Pre-school				
Very active	70.0	73.3	46.7	62.5
Moderately active	30.0	13.3	43.3	28.8
Not active	-	13.3	10.0	8.8
Total	100.0	100.0	100.0	100.0
Number	20	30	30	80

Assessment of Learning Achievement in Pre -school

An assessment of children's achievement was conducted after the classroom observation in Pre-school centers with randomly selected 03 boys and 03 girls from each learning center. The assessment was conducted almost at the end of the year, 16-30 November 2006, and it was expected that after completion of one-year course children would be able to:

1. Categorize similar objects/articles and differentiate dissimilar objects/articles
2. Draw circle, triangle, rectangle
3. Follow instruction for playin small group, participate in group play
4. Able to solve minor problems by herself/himself
5. Able to tell name of various parts of body
6. Recognize and tell names of natural objects around them eg. sun, moon, tree, etc.
7. Show creativity through art and craft making toys/play materials using mud, leaf, paper, seeds etc.
8. Tell names of national flower, fruit, fish, bird and animal
9. Able to recite national anthem
10. Able to understand small stories and tell it in their own way
11. Count, recognize, read and write numericalnumbers from 1 -20
12. Do simple addition and subtraction (total number for addition not more than 10 and for subtraction not more than 9)
13. Recognize, read and write Bangla letters
14. Read and write words composed of two Bangla letters.

Against these expected achievements, the findings from the assessment are presented bellow.

Basic Information

478 children of pre-school program, comprising 120 from GS, 178 from BSA and 180 from City Corporation centres, were evaluated using a question paper prepared by covering some identified learning outcomes measurable mainly through oral test. Out of the children evaluated, 50.6% were boys and 49.4% were girls. 50% children were of 6 years old, 19.2% of 5 years, and 22.4% of 7 years and the rest of 8 and 9 years old.

Table 5.22: Personal information

Percent distribution of children by sex and age according to implementing partner.
Pre-school Program

Sex	GS	BSA	City Corporation	Total
Boy	50.0	51.7	50.0	50.6
Girl	50.0	48.3	50.0	49.4
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478
Age				
5 years	20.0	21.9	16.1	19.2
6 years	47.5	51.7	50.0	50.0
7 years	29.2	12.9	27.2	22.4
8 years	2.5	8.4	6.7	6.3
9 years	0.8	5.1	-	2.1
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Telling parent's name

It appears from table 5.23 that 95.6% of the total children could tell their parents' names clearly and 1.5% children could not tell their parents' names. The table also shows that the percentages of children of GS who could not tell parents' names clearly (7.5%) and who could not tell at all (5%) were higher than those in BSA and City Corporation centres.

Table 5.23: Parent's name

Percent distribution of children's capability in saying their parent's name according to implementing partner.

Degree of capability	Pre-school Program			Total
	GS	BSA	City Corporation	
Can tell clearly	87.5	98.3	98.3	95.6
Can not tell clearly	7.5	1.7	1.1	2.9
Can not tell at all	5.0	-	0.6	1.5
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Singing national anthem

Table 5.24 shows that the overall achievement of the children of GS centres was better than that of BSA as well as City Corporation centres but about 78-79% children of BSA and City Corporation could sing the national anthem fully, which was 75% in the case of GS centres.

Table 5.24: National Anthem

Percent distribution of children's capability of singing national anthem, according to implementing partner.

Degree of capability	Pre-school Program			Total
	GS	BSA	City Corporation	
Completely	75.0	78.7	77.8	77.4
Partially	21.7	14.0	14.4	16.1
Not at all	3.3	7.3	7.8	6.5
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Matching of Shapes

Table 5.25 discloses that 93.3% children of City Corporation centres and 91% children of BSA centres could match the small-sized shapes with big size shapes fully. In BSA centres 86.7% children could do the same. The percentage of non-achievers was highest (8.3%) in GS centres.

Table 5.25: Percent distribution of children's capability in matching small-sized shapes with big-sized shapes according to implementing partner.

Degree of capability	Pre-school Program			
	GS	BSA	City Corporation	Total
Completely	86.7	91.0	93.3	90.8
Partially	5.0	5.6	3.3	4.6
Not at all	8.3	3.4	3.3	4.6
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Telling the names of common fruit, flowers and animal

Table 5.26 reveals that 92.1% of the total children could tell the names of fruit, flower and animal by seeing their pictures. The percentage of achievers was highest (94.2%) in GS centres and 1.1% children of City Corporation centres could not tell name of any of these things.

Table 5.26: Percent distribution of children's capability of naming by seeing pictures of fruit/flower and animal according to implementing partner.

Pre-school Program				
Degree of capability	GS	BSA	City Corporation	Total
Completely	94.2	91.0	91.7	92.1
Partially	5.8	9.3	7.2	7.5
Not at all	-	-	1.1	0.4
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Reading Bangla words and letters

It is revealed from table 5.27 that the percentages of full achievers (52.5%) and totally non-achievers (12.5%) were highest in the GS centres whereas the percentage of partially achievers (51.7%) was highest and totally non-achievers (4.4%) was lowest in City Corporation centres. BSA stood in between GS and City Corporation.

Table 5.27: Percent distribution of children's capability of reading bangla words like A,M,O,hC,jjjj and letters have to see by seeing those according to implementing partner.

Pre-school Program				
Degree of capability	GS	BSA	City Corporation	Total
Completely (can read all the four words & letters)	52.5	48.3	43.9	47.7
Partially (can read two or three words & letters)	35.0	41.0	51.7	43.5
Not at all (can read none)	12.5	10.7	4.4	8.8
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Reading Bangla numbers

Table 5.28 shows that 51.3% children in total could read the numbers completely, 38.1% partially and 10.7% could not read any of the 4 numbers which were given for the test. The percentage of total achievers was highest (52.8%) in City Corporation centres and lowest (50%) in GS centres, but BSA centres had highest percentage (11.2%) of non-achievers. It appears from the table that the overall position of the centres of three implementing partners was more or less the same.

Table 5.28: Percent distribution of children's capability of reading bangla number like 3,5,8,14 by seeing those according to implementing partner.

Pre-school Program				
Degree of ability	GS	BSA	City Corporation	Total
Completely (can read all the four numbers)	50.0	50.6	52.8	51.3
Partially (can read two or three numbers)	39.2	38.2	37.2	38.1
Not at all (can read none)	10.8	11.2	10.0	10.7
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Sum of Addition

The children were tested to know whether they can add figures of one digit. The table 5.29 shows that only 63.4% of the total children did the sum correctly. The children of City Corporation centres were the highest achievers (72.2%) and the children of GS centres were the lowest achievers (55%). The result of the BSA centres was the nearest to the average one.

Table 5.29: Percent distribution of children's capability of doing small addition like $5+3=$ -----, according to implementing partner.

Pre-school Program				
	GS	BSA	City Corporation	Total
Degree of capability				
Correct	55.0	60.1	72.2	63.4
Incorrect	45.0	39.9	27.8	36.6
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Sum of Subtraction

The children were tested to know whether they can subtract a small figure from a greater one of one digit. Table 5.30 shows that 72.8% children in total did the sum correctly and the highest achievers (72.8%) were the children of City Corporation centres and the lowest achievers (50%) were the children of GS centre.

Table 5.30: Percent distribution of children's capability of doing small subtraction according to implementing partner.

Pre-school Program				
	GS	BSA	City Corporation	Total
Degree of ability				
Correct	50.0	68.5	72.8	65.5
Incorrect	50.0	31.5	27.2	34.5
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Writing Bangla letters

Table 5.31 shows that 86.2% of the total children could write the given letters fully and only 4% children could not write any of the given letters. In respect of writing a letter, it appears from the table that the overall position of the centres of GS, BSA and City Corporation was almost the same.

Table 5.31: Percent distribution of children's capability of writing bangla letters like $\textcircled{R}Q\textcircled{M}, \textcircled{c}S\textcircled{h}\textcircled{i}, \textcircled{e}M$ on a paper or slate according to implementing partner.

Pre-school Program				
Degree of ability	GS	BSA	City Corporation	Total
Completely	85.0	85.4	87.8	86.2
Partially	8.3	13.5	7.2	9.8
Not at all	6.7	1.1	5.0	4.0
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Showing different parts of body

It appears from table 5.32 that 93.7% of the total children could show the different parts of a body, such as eye, tongue and nail. The achievements of the children of GS, BSA and City Corporation did not show any major difference in this respect.

Table 5.32: Percent distribution of children's capability of showing different parts of body like eye, tongue and nail, according to implementing partner.

<i>Pre-school Program</i>				
Degree of capability	GS	BSA	City Corporation	Total
Completely	92.5	93.8	94.4	93.7
Partially	7.5	6.2	5.6	6.3
Not at all	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Telling names of different objects

Table 5.33 shows that 85.8% of total children could tell the names of different natural objects fully seeing their pictures. The highest achievers (93.3%) were the children of City Corporation centres and the lowest achievers (70%) were the children of GS centres.

Table 5.33: Percent distribution of children's capability of naming the natural objects like tree and sun by seeing their picture according to implementing partner.

<i>Pre-school Program</i>				
Degree of ability	GS	BSA	City Corporation	Total
Complete	70.0	88.8	93.3	85.8
Partial	30.0	11.2	5.0	13.6
Not at all	-	-	1.7	0.6
Total	100.0	100.0	100.0	100.0
Number	120	178	180	478

Chapter 6
Parents/ Caregivers

Parents

A child normally grows up at his/her residence with his/her parents, elders and other caregivers. The caregivers, whatever may be their status and relationship with the child, play and can play a vital role in the physical, mental and academic development of the child.

So the study included (a) ascertaining the profile of caregivers and (b) their role and performances in the implementation of child development (Shishu Bikash) and pre-school activities. Pertinent data was collected through in-depth interviews with selected parents/caregivers of the children of Shishu Bikash Kendra and pre-schools centres, under this program.

Background data of SBK program

As shown in table 6.1a, 356 parents/caregivers of the children of Shishu Bikash Kendra (44.1% male and 55.9% female) were interviewed, and 91% of them were in the age range from 16 to 44 years. Regarding their educational qualification 35.4% had primary school education and another 30% had no education at all and only 2.8% completed education upto graduation level. 49.2% out of 55.9% caregivers were housewives and other caregivers were engaged mainly in day labour, service and business.

Table 6.1a: Percent distribution of parents/caregivers by background characteristics according to implementing partner.

Background Characteristics	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Sex				
Male	45.8	37.9	48.3	44.1
Female	54.2	62.1	51.7	55.9
Total	100.0	100.0	100.0	100.0
Age				
16-24	15.0	14.7	22.5	17.4
25-34	45.0	54.3	37.5	45.5
35-44	30.8	19.8	33.3	28.1
45+	9.2	11.2	6.7	9.0
Total	100.0	100.0	100.0	100.0
Education				
Class-i-v	34.2	31.0	40.8	35.4
Class-vi-viii	16.7	9.5	16.7	14.3
Class-ix	2.5	7.8	7.5	5.9
S.S.C	5.8	16.4	2.5	8.1
H.S.C	2.5	4.3	3.3	3.4
Graduate/Higher	0.8	6.0	1.7	2.8
No Education	37.5	25.0	27.5	30.1

Occupation				
Agriculture/farming	15.0	-	-	5.1
Day Labour/Driver/Craftsman/ Rickshaw/van puller	19.2	12.1	27.5	19.7
Service (Govt./non-government)	5.0	12.9	14.2	10.7
Business	10.8	15.5	14.2	13.5
Housewife	48.4	56.0	43.3	49.2
Others	0.8	0.9	-	0.6
Jobless/doesn't work	0.8	2.6	0.8	1.4
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Background data of pre-school program

As shown in table 6.1b, 317 guardians of pre-school children were interviewed, 55.9% of them female and more than 78.4% of them were in the age range 16-44 years. About 32% parents/caregivers had primary education and about 37% had no education. By occupation 49.8% were housewives (the female caregivers). 13.7% were engaged in agriculture/farming, 13.8% in business and 12.5 in day labour.

Table 6.1b: Percent distribution of Pre-School Teachers by background characteristics according to implementing partner.

Pre-school				
Background Characteristics	GS	BSA	City Corporation	Total
Sex				
Male	41.3	41.0	40.8	41.0
Female	58.8	59.0	59.2	59.0
Total	100.0	100.0	100.0	100.0
Age				
16-24	8.8	12.8	9.2	10.4
25-34	51.2	42.7	45.0	45.7
35-44	26.3	30.8	37.5	32.2
45+	13.8	13.7	8.3	11.7
Total	100.0	100.0	100.0	100.0
Education				
Class-i-v	27.5	30.8	35.0	31.5
Class-vi-viii	10.0	17.1	18.3	15.8
Class-ix	6.3	6.0	0.8	4.1
S.S.C	3.8	9.4	6.7	6.9
H.S.C	2.5	4.3	1.7	2.8
Graduate/Higer	-	2.6	2.5	1.9
No Education	50.0	29.9	37.0	36.9
Occupation				
Agriculture/farming	13.7	-	-	3.5
Day Labour/Driver/Craftsman/	12.5	13.7	23.3	17.0
Rickshaw/van puller				
Service (Govt./non-government)	3.8	12.8	13.3	10.8
Business	13.8	18.8	17.6	17.0
Housewife	53.8	52.1	45.0	49.8
Others	1.3	0.9	-	0.6
Jobless/doesn't work	1.3	1.7	0.8	1.9
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Relationship of parents with children:

Table 6.2a and 6.2b show the relationship of the parents/caregivers with children. 53.4% of the caregivers in total were mothers and 41.6% of them were fathers in the case of SBK program and 56.8% of caregivers were mothers and 39.1% were fathers in the case of pre-school program.

Table 6.2a: Percent distribution of parents/caregivers by relationship with the child, according to implementing partner.

Relationship of caregivers with children	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Mother	51.7	58.6	50.0	53.4
Father	43.3	34.5	46.7	41.6
Grandfather/grandmother	1.7	4.3	1.7	2.5
Other relatives	3.3	2.6	1.7	2.5
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.2b: Percent distribution of caregivers by relationship with the children, according to implementing partner.

Pre-school				
Relationship of caregivers with children	GS	BSA	City Corporation	Total
Mother	60.0	54.7	56.7	56.8
Father	35.0	38.5	42.5	39.1
Grandfather/grandmother	3.8	3.5	0.8	2.6

Other relatives	1.3	3.4	-	1.6
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Caregivers views about children's attendance

Table 6.3a shows the children's attendance in SBK according to the caregivers' statements. 94.2% caregivers of BRAC centres stated that in the last week their children attended school for 6 days, and 3.3% caregivers stated that their children attended the centre for 5 days; whereas 56.9% caregivers of BSA stated that their children attended the centres for 5 days in the last week and 23.3% caregivers stated that their children attended the centres for 6 days. In the case of city corporation 39.2% caregivers stated that children attended the centres for 5 days and according to 36.7% caregivers their children attended the centres for 6 days.

Table 6.3a: Percent distribution of Caregivers mentioning their children's attendance, according to implementing partner.

Number of day/s attendance last week	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
0 day	-	2.6	9.2	3.9
2 day	-	5.2	0.8	2.0
3 day	-	5.2	8.3	4.5
4 day	1.7	6.0	5.8	4.5
5 day	3.3	56.9	39.2	32.9
6 day	94.2	23.3	36.7	51.7
Don't know	0.8	0.9	-	0.6
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Only 1.7% caregivers of BRAC stated that their children attended for 4 days in a week but 19% caregivers of BSA and 26% caregivers of city corporation centres stated that their children attended the centres for less than 5 days (0-4 days).

Table 6.3b shows that in the case of pre-school centres, 80% caregivers of GS, 27.4% caregivers of BSA and 44.2% caregivers of city corporation centres, on average a total of 47% caregivers, stated that their children attended the centres for 6 days. On the other hand only 5% caregivers of GS but 54.7% caregivers of BSA and 34.2% caregivers of city corporation stated that their children attended the centres for 5 days. No caregivers of GS centres stated that his/her child attended the centre for 1 day or was absent from the centre in the last week. Whereas 3.4% caregivers of BSA and 10% caregivers of city corporation stated that their children were totally absent from the centre in the last week.

Table 6.3b: Percent distribution of Caregivers mentioning their children's attendance, according to implementing partner.

Number of day/s attendance last week	Pre-school			Total
	GS	BSA	City Corporation	
0 day	-	3.4	10.0	5.0
1 day	-	0.9	-	0.3
2 day	2.5	4.3	1.7	2.8
3 day	3.8	2.6	4.2	3.5
4 day	8.8	5.1	5.8	6.3
5 day	5.0	54.7	34.2	34.4
6 day	80.0	27.4	44.2	47.0
Don't know	-	1.7	-	0.6
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Reason for remaining absent by children according to caregivers

Tables 6.4a and 6.4b show that illness was the main reason for remaining absent by 29.6% children in the case of SBK and 29.6% in the case of pre-school. More than 62% children of SBK and 76.8% children of pre-schools respectively remained absent due to other causes.

Table 6.4a: Percent distribution of Caregivers mentioning reasons for their children not attending at the learning centre, according to implementing partner.

Reasons	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Illness	42.9	25.0	30.0	29.5
Teacher's absence	-	-	6.7	3.4
Others	57.1	75.0	63.3	67.2
Total	100.0	100.0	100.0	100.0
Number	7	24	30	61

Table 6.4b: Percent distribution of Caregivers mentioning reasons for their children not attending at the learning centre, according to implementing partner.

Reasons	Pre-school			Total
	GS	BSA	City Corporation	
Illness	18.8	20.8	27.6	23.2
Others	81.3	79.2	72.4	76.8
Total	100.0	100.0	100.0	100.0
Number	16	24	29	69

Discussion of caregivers with teachers about the children's performance

The tables given below show that 87.6% caregivers of SBK children and 85.8% caregivers of pre-school children discussed with the teachers about the performances of their children.

Table 6.5a: Percent distribution of Caregivers by whether or not did they discuss with the teacher about their children's performance, according to implementing partner.

	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Discussed	94.2	87.9	80.8	87.6
Not discussed	5.8	12.1	19.2	12.4
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.5b: Percent distribution of Caregivers by whether or not did they discuss with the teacher about their children's performance, according to implementing partner.

	Pre-school			Total
	GS	BSA	City Corporation	
Discussed	91.3	84.6	83.3	85.8
Not discussed	8.8	15.5	16.7	14.2
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Child friendly environment maintained at home

Tables 6.6a and 6.6b show that about 80% to 90% caregivers of SBK children in total maintained child friendly environment at home by keeping toys, maintaining hygienic atmosphere, habituating children with the use of latrine and allowing children to play during play time. About 65% to 66% caregivers in total did the other listed activities for maintaining child friendly environment at home but only 24.4% caregivers looked after their children at home.

The situation was a bit different in the case of pre-school program mainly due to replacement of one implementing partner BRAC by GS (Grameen Shikkha). The caregivers of the GS centres (88.8%) laid more importance on maintaining environment at home for studying than the caregivers of BRAC centres (59.2%) but gave less importance on keeping toys at home (60%) whereas it was 90.8% in BRAC centres.

Table 6.6a: Percentage of Caregivers by child friendly environment they said they maintained at home, according to implementing partner.

	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Activities to maintain child friendly environment				
a. Keeping toys at home	90.8	87.1	90.0	89.3
b. Telling interesting stories	58.3	79.3	55.8	64.3
c. Children's books	24.2	40.5	9.2	24.4
d. Hygienic atmosphere	79.2	83.6	72.5	78.4
e. Habituating children with the use of latrine	78.3	81.9	83.3	81.2
f. Going out with children	75.0	81.0	67.5	64.4
g. Maintaining environment at home conducive to learning	59.2	76.7	64.2	66.6
h. Allowing children to play during playing time	90.0	97.4	82.5	89.9
i. Others	1.7	3.0	-	1.7
Number	120	116	120	356

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.6b: Percentage of caregivers by child friendly environment they said they maintained at home, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Activities to maintain child friendly environment				
a. Keeping toys at home	60.0	88.0	78.3	77.3
b. Telling interesting stories	50.0	77.8	50.8	60.6
c. Children's books	30.0	50.4	16.7	32.5
d. Hygienic atmosphere	72.5	81.2	82.5	79.5
e. Habituating children with the use of latrine	61.3	79.5	77.5	74.1
f. Going out with children	66.3	72.6	63.3	67.5
g. Maintaining environment at home conducive to learning	88.8	77.8	71.7	78.2
h. Allowing children to play during playing time	85.0	92.7	83.3	87.1
i. Others	3.8	1.7	1.7	2.2
Number	80	117	120	317

Note : The percentages, based on multiple answers, add to more than 100.

Taking extra care by caregivers

Tables 6.7a & 6.7b show that about 93% of the caregivers of children in the cases of both SBK and pre-school centres took extra care of the children.

Table 6.7a: Percent distribution of Caregivers by whether or not they took extra care of their children, according to implementing partner.

SBK (Play group)

	BRAC	BSA	City Corporation	Total
Take care	98.3	95.7	84.2	92.7
Do not take care	1.7	4.3	15.8	7.3
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.7b: Percent distribution of Caregivers by whether or not they took extra care of their children, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Take care	85.0	100.0	91.7	93.1
Do not take care	15.0	-	8.3	6.9
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Tables 6.8a & 6.8b show that food supplementation, maintenance of cleanliness, keeping an constant watch on children and providing them healthcare in the case of illness were the main extra cares taken by about 57% to 77% caregivers in total of SBK children and 46.4% to 74.2% caregivers in total of pre-school children. The acts of telling interesting stories and asking other family members to take care of children were done by only 12.7% and 11.8% of caregivers of SBK centres and 6.1% and 10.5% caregivers of pre-school respectively.

Table 6.8a: Percentage of Caregivers by type of extra care for children they said they took, according to implementing partner.

	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Type of extra care				
Food supplementation	78.8	85.6	66.3	77.3
Maintaining cleanliness	70.3	56.8	75.2	67.3
Provide for health care when ill	58.5	53.2	58.4	56.7
Constant watch	54.2	45.0	73.3	57.0
Tell them interesting stories	11.0	18.9	7.9	12.7
Tell other family members to care for children	6.8	15.3	13.9	11.8
Other	5.1	4.5	-	3.3
Number	118	111	101	330

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.8b: Percentage of Caregivers by type of extra care for children they said they took, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Type of extra care				
Food supplementation	88.2	85.5	53.6	74.2
Maintaining cleanliness	76.5	53.8	77.3	67.8
Constant watch	36.8	37.6	63.6	47.1
Provide for health care when ill	10.3	59.8	54.5	46.4
Tell other family members to care for children	4.4	14.5	10.0	10.5
Tell them interesting stories	4.4	7.7	5.5	6.1
Other	7.3	2.6	1.0	3.1
Number	68	117	110	295

Note : The percentages, based on multiple answers, add to more than 100.

Reason of not taking extra care

Tables 6.9a and 6.9b show that the main reason of not taking extra care was mainly the lack of time of the caregivers (50% in the case of BRAC, 40% in the case of BSA, 70% in the case of city corporation and 66.7% in the case of GS). The other reasons were their too much work and other numbers of the families take care of the children.

Table 6.9a: Percentage of Caregivers mentioning reasons for not taking extra care of their children, according to implementing partner.

	SBK (Play group)			Total
Reasons	BRAC	BSA	City Corporation	
Lack of time	50.0	40.0	68.5	23.1
Too much work at home	-	40.0	21.1	23.1
Others take care	50.0	20.0	21.1	23.1
Others	50.0	20.0	5.3	11.5
Number	2	5	19	26

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.9b: Percentage of Caregivers mentioning reasons for not taking extra care of their children, according to implementing partner.

	Pre-school			Total
Reasons	GS	BSA	City Corporation	
Lack of time	66.7	-	70.0	68.4
Too much work at home	33.3	-	40.0	36.8
Others take care	11.1	-	-	5.3
Others	11.1	-	-	5.3
Number	9	-	10	19

Note : The percentages, based on multiple answers, add to more than 100.

Attendance of caregivers in the monthly meeting

Tables 6.10a & 6.10b show that about 31% caregivers in total of SBK and about 32.5% caregivers of pre-school centre children did not attend the monthly meeting normally and the tables 6.11a & 6.11b show that more than 72.9% and 77.1% caregivers of SBK and pre-school respectively said that they did not attend the meetings as they were busy. Tables 6.12a & 6.12b show that 45% caregivers of SBK children and 52.4% caregivers of pre-school children did not attend the last meeting held on October 05.

Table 6.10a: Percent distribution of Caregivers by whether or not they attended the monthly meetings, according to implementing partner.

	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Attended	75.8	74.1	55.8	68.5
Did not attend	24.2	25.0	44.2	31.2
Monthly meeting not held	-	0.9	-	0.3
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.10b: Percent distribution of Caregivers by whether or not they attended the monthly meetings, according to implementing partner.

	Pre-school			Total
	GS	BSA	City Corporation	
Attend	75.0	65.8	64.2	67.5
Do not attend	25.0	34.2	35.8	32.5
Total	100.0	100.0	100.0	100.0

Number	80	117	120	317
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Table 6.11a: Percentage of caregivers mentioning reasons for not attending the monthly meetings, according to implementing partner.

	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Busy	84.2	74.1	68.0	72.9
Did not feel it necessary	-	7.4	8.0	6.3
For not being able to contribute	-	3.7	2.0	2.1
Others	21.1	14.8	24.0	20.8
Number	19	27	50	96

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.11b: Percentage of caregivers mentioning reasons for not attending the monthly meetings, according to implementing partner.

	Pre-school			Total
	GS	BSA	City Corporation	
Busy	84.2	91.2	62.8	77.1
Did not feel it necessary	10.5	2.9	16.3	10.4
For not being able to contribute	5.3	-	-	1.1
Others	-	5.9	20.9	11.5
Number	19.	34	43	96

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.12a: Percent distribution of caregivers by whether or not they attended the monthly meeting of October, according to implementing partner.

	SBK (Play group)			Total
	GS	BSA	City Corporation	
Attended	64.2	56.0	42.5	54.2
Did not attend	35.8	44.0	57.5	45.8
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.12b: Percent distribution of Caregivers by whether or not they attended the monthly meeting of October, according to implementing partner.

	Pre-school			Total
	GS	BSA	City Corporation	
Attended	47.5	50.4	45.0	47.6
Did not attend	52.5	49.6	55.0	52.4
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Issues discussed in monthly meeting

It appears from the tables 6.13a & 6.13b that the main issues discussed in the monthly meetings were (a) sending children to the centre regularly (79% Caregivers in total in the case of SBK and 73.2% caregivers in total in the case of pre-schools) (b) improvement in learning (52.9% caregivers in total in the case of SBK and 61% caregivers in total in the case of pre-school) (c) children's health awareness (34.9% caregivers in total in the case of SBK and 28.8% caregivers in total in the case of pre-schools) and contacting parents/caregivers (27.7% caregivers in total in the case of SBK and only 13.7% caregivers in total in the case of pre-school). Other issues on the agenda were rarely discussed.

Table 6.13a: Percentage of Caregivers by the issues they discussed at the meeting they attended last, according to implementing partner.

Issues of Discussion	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Sending children to the centre regularly	81.1	70.9	87.1	79.0
Improvement in learning	47.8	60.5	50.0	52.9
Children's health awareness	44.4	33.7	22.9	34.9
Cooperative behaviour, not punishment	18.9	11.6	45.2	23.1
Contacting parent/caregivers	38.9	26.7	12.9	27.7
Attendance/behaviour of teachers	21.1	15.1	9.7	16.0
Procurement of teaching learning materials	4.4	8.1	16.1	8.8
Drop out issue	-	4.7	14.5	5.5
Class routine/learning time	3.3	8.1	4.8	5.5
Children's growth monitoring issue	11.1	2.3	1.6	5.5
Learning by doing	1.1	2.3	8.1	3.4
Important issues	4.4	2.3	-	2.5
Development plan	-	3.5	3.2	2.1
Repair and maintenance of the centre	5.6	1.2	8.1	1.6
Others	8.9	8.1	3.2	7.1
Number	90	86	62	238

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.13b: Percentage of Caregivers by the issues they discussed at the meeting they attended last, according to implementing partner.

Issues of Discussion	Pre-school			
	GS	BSA	City Corporation	Total
Sending children to the centre regularly	66.7	76.7	75.4	73.2
Improvement in learning	76.2	56.2	52.2	61.0
Children's health awareness	27.0	37.0	21.7	28.8
Cooperative behavior, not punishment	12.7	13.7	44.9	23.9
Attendance/behaviour of teachers	17.5	9.6	17.4	14.6
Contacting parent/caregivers	6.3	24.7	8.7	13.7
Procurement of teaching learning materials	7.9	9.6	11.6	9.8
Class routine/learning time	3.2	8.2	2.9	4.9
Learning by doing	1.6	1.4	8.7	3.9
Repair and maintenance of the centre	9.5	-	2.9	3.9
Drop out issue	-	4.1	4.3	2.9
Important issues	-	4.1	-	1.5
Development plan	1.6	-	1.4	1.0
Children's growth monitoring issue	-	1.4	-	0.5
Others	33.3	8.2	5.8	15.1
Number	63	73	69	205

Note : The percentages, based on multiple answers, add to more than 100.

Achievement of children of SBK centres according to caregivers' statements

Table 6.14a shows that according to statements of caregivers the children of SBK centres learnt “to tell own and family members’ names” (59.6% caregivers), “can recite rhyme/sing songs” (89.3% caregivers), “can identify parts of body” (30.6% caregivers) “learnt conduct/hygiene (26.1% caregivers) “can identify and tell names of different things, letters, word and number” (38.5% caregivers), “learnt different games” (3.7.4% caregivers), and “can tell and understand different stories and answer small questions” (34.3% caregivers). It appears from the table that the achievement of children in general was not remarkable except reciting rhymes.

Table 6.14a: Percentage of Caregivers mentioning the topics their children learnt, according to implementing partner.

	SBK (Play group)			
Achievement of the children	BRAC	BSA	City Corporation	Total
Can recite rhymes/sing songs	90.8	84.5	92.5	89.3
Can tell own name and names of family members along with address	62.5	55.2	60.8	59.6
Can identify and tell names of different things, letters, words and numbers	31.7	50.0	34.2	38.5
Learnt different games	30.0	42.2	40.0	37.4
Can tell and understand different stories and answer small questions	55.8	36.2	10.8	34.3
Can identify body parts	30.0	25.9	35.8	30.6
Learnt conduct/hygiene	36.7	18.1	23.3	26.1
Can draw pictures with pencil/chalk	6.7	11.2	32.5	16.9
Can tell names of different items associated with surrounding environment	5.8	8.6	15.0	9.8
Learnt about nutritious food	3.3	2.6	2.5	2.8
Others	5.8	0.9	1.7	2.8
Number	120	116	120	356

Note : The percentages, based on multiple answers, add to more than 100.

Achievement of children of pre-school according to caregivers' statements

Table 6.14b shows that according to caregivers' opinions, the children of pre-school learnt "to tell own and family members names" (62.8% guardians), "can recite rhymes/sing songs (90.9% caregivers) can identify and tell names of different things, letter, word and number (59.3% caregivers) learnt different games (36.9% caregivers) and can tell and understand different stories and answer short questions (30% caregivers). The overall achievement of children in different activities except reciting rhymes/singing song was not remarkable as the table shows.

Table 6.14b: Percentage of caregivers mentioning the topics their children learnt, according to implementing partner.

	Pre-school			
Achievement of the children	GS	BSA	City Corporation	Total
Can recite rhymes/sing songs	90.0	86.3	95.8	90.9
Can tell own name and names of family members along with address	62.5	63.2	62.5	62.8
Can identify and tell names of different things, letters, words and numbers	80.0	44.4	60.0	59.3
Learnt different games	35.0	24.8	50.0	36.9
Can draw pictures with pencil/chalk	22.5	23.9	46.7	32.2
Can tell and understand different stories and answer small questions	28.8	41.9	19.2	30.0
Can identify body parts	20.0	17.9	35.0	24.9
Learnt conduct/hygiene	28.8	16.2	30.8	24.9
Can tell names of different items associated with surrounding environment	11.3	4.3	16.7	10.7
Learnt about nutritious food	1.3	2.6	2.5	2.2
Others	6.3	2.6	1.7	3.2
Number	80	117	120	317

Note : The percentages, based on multiple answers, add to more than 100.

Caregivers's assistance for running the centres

Tables 6.15a & 6.15b show that 61.5% caregivers of the children of SBK centres and 53% caregivers of the children of pre-school centres stated that they assisted the teachers in running the centres.

Table 6.15a: Percent distribution of Caregivers by whether or not the assisted the teacher in running the centre, according to implementing partner.

SBK (Play group)				
	BRAC	BSA	City Corporation	Total
Assisted	66.7	69.0	49.2	61.5
Did not assisted	33.3	61.0	50.8	38.5
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.15b: Percent distribution of Caregivers by whether or not the assisted the teacher in running the centre, according to implementing partner.

Pre-school				
	GS	BSA	City Corporation	Total
Assisted	47.5	63.2	46.7	53.0
Did not assisted	52.5	36.8	53.3	47.0
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Type of caregivers' assistance to teachers

Table 6.16a reveals that the caregivers of SBK assisted the teachers in (i) bringing children to centres (91.8% caregivers claimed), (ii) assisting in maintaining hygiene (22.4% caregivers stated) and (iii) helping in organising monthly meetings (according to 30.6% guardians).

Table 2.16b shows that the corresponding figures of the above types of assistance were 84.6%, 15.4% and 21.9% in the case of the pre-school centres. It appears from both the tables that the caregivers did not actively assist the teachers in other areas of running centres such as preparing materials, raising awareness, etc.

Table 6.16a: Percentage of Caregivers by type of assistance they did the teacher in running the centre, according to implementing partner.

SBK (Play group)				
Type of assistance	BRAC	BSA	City Corporation	Total
Bringing children to centre/taking them home regularly	93.8	92.5	86.4	91.3
Helping in organizing monthly meetings	47.5	23.8	16.9	30.6
Assisting in maintaining hygiene	22.5	18.8	27.1	22.4
Helping out in preparing materials	3.8	10.0	16.9	9.6
Assisting in raising awareness	15.0	7.5	5.1	9.6
Others	7.5	1.3	1.7	3.7
Number	80	80	59	219

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.16b: Percentage of Caregivers by type of assistance they did the teacher in running the centre, according to implementing partner.

Pre-school				
Type of assistance	GS	BSA	City Corporation	Total
Bringing children to centre/taking them home regularly	65.8	96.0	82.1	84.6
Helping in organizing monthly meetings	31.6	16.0	23.2	21.9
Assisting in maintaining hygiene	21.1	12.0	16.1	15.4

Helping out in preparing materials	10.5	5.3	26.8	13.6
Assisting in raising awareness	26.3	8.0	1.8	10.1
Others	21.1	-	5.4	6.5
Number	38	75	56	169

Note : The percentages, based on multiple answers, add to more than 100.

Steps to be taken by caregivers to enroll children pre -school/primary school

Tables 6.17a and 6.17b show that in the case of SBK 81.7% caregivers in total and in the case of pre-school centres 77.6% caregivers in total stated that they would take and enroll their children to pre-school centres/primary schools. Similarly, 33.4% caregivers of SBK children and 25.2% caregivers of pre-school stated that they would request the teachers of the centres to take the children to pre-school/primary schools for their admission.

Table 6.17a: Percentage of caregivers by steps they said they would take to enroll their children to primary/pre-school, according to implementing partner.

Steps	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Will take the child personally and enrol him/her primary/preschool	80.8	85.3	79.2	81.7
Will request teacher at the centre to do the same	48.3	20.7	30.8	33.4
Will request teacher of pre school/primary school to enrol the children SBK/pre-school	17.5	13.8	22.5	18.0
Others	2.5	0.9	0.8	1.4
Number	120	116	120	356

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.17b: Percentage of Caregivers by steps they said they would take to enroll their children to primary/pre-school, according to implementing partner.

Steps	Pre-school			
	GS	BSA	City Corporation	Total
Will take the child personally and enrol him/her primary/preschool	66.3	87.2	75.8	77.6
Will request teacher at the centre to do the same	18.8	26.5	28.3	25.2
Will request teacher of pre school/primary school to enrol the children SBK/pre-school	1.3	14.5	26.7	15.8
Others	23.8	0.9	4.2	7.9
Number	80	117	120	317

Note : The percentages, based on multiple answers, add to more than 100.

Knowing the duties and responsibilities of the teachers by the caregivers

The table 6.18a and table 6.18b show that 81.5% caregivers in total of SBK and 79.5% caregivers in total of pre-school centres respectively knew the duties and responsibilities of the teacher of SBK and pre-school centres.

Table 6.18a: Percent distribution of caregivers by whether or not they know the duties and responsibilities of the teacher, according to implementing partner.

	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Know	88.3	87.9	68.3	81.5
Do not know	11.7	12.1	31.7	18.5
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.18b: Percent distribution of Caregivers by whether or not they know the duties and responsibilities of the teacher, according to implementing partner.

	Pre-school				Total
	GS	BSA	City Corporation		
Know	82.5	84.6	72.5	79.5	
Do not know	17.5	15.4	27.5	20.5	
	100.0	100.0	100.0	100.0	
Number	80	117	120	317	

Caregivers' knowledge about the duties and responsibilities of teachers

Tables 6.19a and 6.19b show the different duties and responsibilities of teachers of SBK and pre-school centres respectively and number of caregivers in percentage who know about these duties and responsibilities of teachers at these two types of centres. It appears from the tables that there were only four kinds of duties and responsibilities known to them. These were (a) Teaching children (known to in total 76.9% caregivers of SBK and 89.3% of pre-schools) (b) telling stories, reciting rhymes etc. (known to 32.1% caregivers of SBK and 21.8% of pre-school centres in total) (c) helping in playing games and playing with toys (known to 45.5% caregivers of SBK and 33.7% of pre-school in total) and (d) teaching health and hygiene as well as manners (known to 27.6% caregivers of SBK and 27.8% of pre-school in total). Both in SBK and pre-school program the percentages of caregivers who knew about the practicing of other games in the list respective were very limited.

Table 6.19a: Percentage of Caregivers mentioning three duties and responsibilities of the teacher, according to implementing partner.

Duties and responsibilities	SBK (Play group)				Total
	BRAC	BSA	City Corporation		
Teaching children	71.7	83.3	75.6	76.9	
Helping in playing games and play with toys	42.5	49.0	45.1	45.5	
Telling stories, reciting rhymes, helping in dancing, drawing pictures etc.	32.1	36.3	26.8	32.1	
Teaching health and hygiene as well as manners	28.3	38.2	13.4	27.6	
Bringing children to the centre and taking them back to their homes	34.0	3.9	22.0	20.0	
Caring for children	4.7	19.6	13.4	12.4	
Urging caregivers to give their children food supplementation	18.9	5.9	8.5	11.4	
Bringing children who do not come to the centre	7.5	1.0	6.1	4.8	
Providing books, writing books, pen etc. to children	5.7	4.9	3.7	4.8	
Helping children to attend school on due time	3.8	4.9	-	3.1	
Keep an eye so that children don't get into a fight	1.9	2.0	1.2	1.7	
Urging caregivers to send their children to the centre	0.9	-	2.4	1.0	
Enrolling children in pre-school after completion of their study in play group	0.9	-	-	0.3	
Organizing monthly meetings of Parents/caregivers	-	2.0	2.4	1.4	
Number	106	102	82	290	

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.19b: Percentage of Caregivers mentioning three duties and responsibilities of the teacher, according to implementing partner.

Duties and responsibilities	Pre-school				Total
	GS	BSA	City Corporation		
Teaching children	95.5	86.9	87.4	89.3	
Helping in playing games and teaching how to play with toys	27.3	45.5	25.3	33.7	
Teaching health and hygiene as well as manners	22.7	39.4	18.4	27.8	
Telling stories, reciting rhymes, helping in dancing, drawing pictures etc.	15.2	29.3	18.4	21.8	
Caring for children	1.5	22.2	13.8	13.9	
Bringing children who do not come to the centre	25.8	2.0	10.3	11.1	

Inquiring whether all the children attend classes at the centre	27.3	5.1	2.3	9.9
Bringing children to the centre and taking them back to their homes	6.1	2.0	16.1	7.9
Organizing monthly meetings of caregivers	15.2	3.0	4.6	6.7
Caring for a child when ill/for all children	6.1	6.1	4.6	5.6
Helping children to attend school on due time	15.2	2.0	1.1	5.2
Urging caregivers to send their children to the centre	4.5	2.0	3.4	3.2
Enrolling children in primary school after completion of their study in pre-school	4.5	2.0	1.1	2.4
Providing books, writing books, pen etc. to children	-	-	2.3	0.8
Urging caregivers to give their children food supplementation	1.5	-	-	0.4
Keep an eye so that children don't get into a fight	1.5	-	-	0.4
Others	3.0	1.0	4.6	2.8
Number	66	99	87	252

Note : The percentages, based on multiple answers, add to more than 100.

Carrying out duties by the teachers

Tables 6.20a and 6.20b show that 98.6% caregivers of SBK and 97.8% caregivers of the pre-school children stated that the teachers carried out their duties in the centres and only 1.4% and 2.2% caregivers of stated that the teachers did not carry out their duties in SBK and pre-school centres.

Table 6.20a: Percent distribution of Caregivers by whether or not the teacher carry out their duties properly, according to implementing partner.

SBK (Play group)				
	BRAC	BSA	City Corporation	Total
Carries out	100.0	99.1	96.7	98.6
Does not carry out	-	0.9	3.3	1.4
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.20b: Percent distribution of Caregivers by whether or not the teacher carry out their duties properly, according to implementing partner.

Pre-school				
	GS	BSA	City Corporation	Total
Carries out	98.8	98.3	96.7	97.8
Does not carry out	1.3	1.7	3.3	2.2
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Reasons for not carrying out duties by the teachers

Tables 6.21a and 6.21b show three reasons such as lack of time, personal work and shortage of materials/lack of co-operation of the supervisors were equally prevailing in SBK and pre-school centres of City Corporation. In the case of GS centres 100% caregivers stated that it was due to personal work of the teacher and in the case of BSA, 100% caregivers stated of causes other than the listed ones.

Table 6.21a: Percentage of Caregivers mentioning reasons for the teachers not carrying out their duties properly, according to implementing partner.

Reasons	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Lack of time/too much work	-	-	50.0	40.0
Personal work	-	-	50.0	40.0
Shortage of materials	-	-	25.0	20.0
Others	-	100.0	-	20.0
Number	-	1	4	5

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.21b: Percentage of Caregivers mentioning reasons for the teachers not carrying out their duties properly, according to implementing partner.

Reasons	Pre-school				Total
	GS	BSA	City Corporation		
Lack of time/too much work	-	-	50.0	28.6	
Personal work	100.0	-	25.0	28.6	
Lack of cooperation on supervisor's part	-	-	25.0	14.3	
Others	-	100.0	25.0	42.9	
Number	1	2		4	7

Note : The percentages, based on multiple answers, add to more than 100.

Caregivers' satisfaction with the performances of teachers

Table 6.22a shows that 100% caregivers of BRAC and BSA centres and 96.7% of City Corporation centres expressed their satisfaction with the performances of the teachers of SBK program and only 3.3% caregivers of City Corporation centres expressed their dissatisfaction. Table 6.23a shows that 100% of these caregivers were dissatisfied with irregular attendance of teachers and 25% of them stated other reasons also; such as unsatisfactory conduct of teachers, lacking in maintaining contact with guardians etc.

Table 6.22b shows 1.3% caregivers of GS, 0.9% caregivers of BSA and 4.2% caregivers of City Corporation centres were found dissatisfied with the performances of teachers of pre-school program and it appears from table 6.23b that 100% caregivers of GS centres were dissatisfied with irregular attendance and their unsatisfactory attitude/professional conduct, 20% to 40% caregivers of City Corporation centres showed their dissatisfaction about various listed reasons such as irregular attendance of teachers, unsatisfactory attitude/professional conduct of teachers, shortage of materials and lack of proper curriculum management, and 100% caregivers of BSA stated different reasons other than the above stated ones.

Table 6.22a: Percent distribution of Caregivers by whether or not they were satisfied with the performance of the teacher, according to implementing partner.

Caregivers satisfaction	SBK (Play group)				Total
	BRAC	BSA	City Corporation		
Satisfied	100.0	100.0	96.7	98.9	
Dissatisfied	-	-	3.3	1.1	
Total	100.0	100.0	100.0	100.0	100.0
Number	120	116	120	356	

Table 6.22b: Percent distribution of Caregivers by whether or not they were satisfied with the performance of the teacher, according to implementing partner.

caregivers satisfaction	Pre-school				Total
	GS	BSA	City Corporation		
Satisfied	98.8	99.1	95.8	97.8	
Dissatisfied	1.3	0.9	4.2	2.2	
Total	100.0	100.0	100.0	100.0	100.0
Number	80	117	120	317	

Table 6.23a: Percentage of Caregivers mentioning reasons for their dissatisfaction, according to implementing partner.

Reason of dissatisfaction	SBK (Play group)				Total
	BRAC	BSA	City Corporation		
Irregular attendance of teacher	-	-	100.0	100.0	

Unsatisfactory attitude/professional conduct of teacher	-	-	25.0	25.0
For not maintaining contact with caregivers and local people	-	-	25.0	25.0
No work plan of the teacher for development of the centre	-	-	25.0	25.0
Number	-	-	4	4

Table 6.23b: Percentage of Caregivers mentioning reasons for their dissatisfaction, according to implementing partner.

Reason of dissatisfaction	Pre-school			Total
	GS	BSA	City Corporation	
Irregular attendance of teacher	100.0	-	40.0	42.9
Unsatisfactory attitude/professional conduct of teacher	100.0	-	40.0	42.9
Shortage of materials	-	-	20.0	14.3
Management of curriculum not properly done	-	-	20.0	14.3
Others	-	100.0	-	14.3
Number	1	1	5	7

Note : The percentages, based on multiple answers, add to more than 100.

Suggestions of caregivers for more effective management of the centres

Table 6.24a shows that the caregivers suggestions for better management of the SBK centres were (i) making the centres permanent/nice/large (90% caregivers of BRAC, 55.2% of BSA and 61.7% of City Corporation centres), (ii) handsome salary for teachers (40.8%, 19% and 17.5% caregivers), (iii) more materials, (29.2% 21.6% and 32.5% caregivers) and (iv) arranging tiffin (29.2%, 44%, and 38.3% caregivers of BRAC, BSA and City Corporation centres respectively).

Table 6.24a: Percentage of Caregivers mentioning necessary steps/facilities for running the centre more effectively, according to implementing partner.

Necessary steps/facilities	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Making the centre permanent/large	90.0	55.2	61.7	69.1
Arranging tiffin	29.2	44.0	38.3	37.1
Supply more materials	29.2	21.6	32.5	27.8
Increase of teachers salary	40.8	19.0	17.5	25.8
Cooperation from local people	16.7	12.1	21.7	16.9
Arranging safe water and sanitation	17.5	7.8	16.7	14.0
Displaying more different pictures/ charts drawn by children in the room	5.0	15.5	13.3	11.2
Awareness-raising on education	7.5	18.1	8.3	11.2
Arranging refreshers' training for teachers	6.7	4.3	13.3	8.1
Others	20.8	25.0	19.2	21.6
Number	120	116	120	356

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.24b shows that 68.5% caregivers' in total gave suggestions for permanent/nice/large centres, 17% in total for handsome salary, 25.9% in total for more materials and 33.4% for arranging tiffin.

Table 6.24b: Percentage of Caregivers mentioning necessary steps/facilities for running the centre more effectively, according to implementing partner.

Necessary steps/facilities	Pre-school			Total
	GS	BSA	City Corporation	
Necessary steps/facilities				

Making the centre permanent/large	87.5	63.2	60.8	68.5
Arranging tiffin	1.3	42.7	45.8	33.4
Supply more materials	41.3	15.4	25.8	25.9
Increase of teachers salary	3.8	29.9	13.3	17.0
Arranging safe water and sanitation	36.3	6.8	10.8	15.8
Cooperation from local people	3.8	15.4	19.2	13.9
Displaying more different pictures/charts drawn by children in the room	13.8	7.7	10.8	10.4
Awareness-raising on education	5.0	13.7	3.3	7.6
Arranging refreshers' training for teachers	1.3	7.7	10.0	6.9
Others	41.3	17.9	30.0	28.4
Number	80	117	120	317

Note : The percentages, based on multiple answers, add to more than 100.

Caregivers views about drop out of children and its reasons

Tables 6.25a and 6.25b show that the 14.3% caregivers of SBK program and 12% caregivers of pre-school centres stated that their children dropped out. Table 2.26a shows that according to the Caregivers the reasons for dropping out were (a) lack of awareness on caregivers' parts (stated by 43.1% guardians), (b) children going elsewhere (stated by 49% caregivers) and (c) due to enrollment of children in other school/madrashas (as stated by 27% guardians).

Table 6.25a: Percent distribution of caregivers by whether or not did children drop out from the centre, according to implementing partner.

SBK (Play group)				
	BRAC	BSA	City Corporation	Total
Drop out	9.2	12.1	21.7	14.3
Did not drop out	76.7	43.1	23.3	47.8
Don't know	14.2	44.8	55.0	37.9
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.25b: Percent distribution of Caregivers by whether or not did children drop out from the centre, according to implementing partner.

Pre-school				
	GS	BSA	City Corporation	Total
Drop out	10.0	11.1	14.2	12.0
Did not drop out	75.0	38.5	29.2	44.2
Don't know	15.0	50.4	56.7	43.8
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Table 6.26a: Percentage of Caregivers mentioning reasons of drop out, according to implementing partner.

SBK (Play group)				
Reasons for drop out	BRAC	BSA	City Corporation	Total
Gone elsewhere	9.1	7.1	88.5	49.0
Lack of awareness of caregivers	27.3	64.3	38.5	43.1
Enrolled in another school/madrasa	63.6	28.6	11.5	27.5
Transportation problem	-	28.6	7.7	11.8
Works at own house	-	21.4	7.7	9.8
Children's lack of eagerness for learning	-	7.1	15.4	9.8
Learning centre far away from home	-	14.3	7.7	7.8
Others	-	-	3.8	2.0
Number	11	14	26	51

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.26b shows that the reasons for dropping out of pre-school children were mainly lack of awareness on caregivers (2.7% caregivers stated), children going elsewhere (60.5%

caregivers stated), enrollment of children in other school/madrashas (28.9% caregivers stated) and transport problem (60.5% caregivers stated).

Table 6.26b: Percentage of Caregivers mentioning reasons of drop out, according to implementing partner.

Reasons for drop out	Pre-school			Total
	GS	BSA	City Corporation	
Gone elsewhere	75.0	23.1	82.4	60.5
Lack of awareness of caregivers	37.5	23.1	29.4	28.9
Enrolled in another school/madrasha	12.5	46.2	23.5	28.9
Transportation problem	-	53.8	17.6	26.3
Works at own house	-	23.1	5.9	10.5
Learning centre far away from home	-	7.7	5.9	5.3
Children's lack of eagerness for learning	12.5	-	5.9	5.3
Others	-	-	5.9	2.6
Number	8	13	17	38

Note : The percentages, based on multiple answers, add to more than 100.

Steps taken by caregivers to check drop out

Tables 6.27a and 6.27b show that the steps taken by the caregivers to check dropping out of the children in the case of SBK program and pre-school centres as stated by them were (a) convincing the children (35.3% of SBK and 34.2% pre-school caregivers in total), (b) advising teachers to contact caregivers (62.7% of SBK and 44.7% of pre-school caregivers in total) and (c) convincing caregivers (47.1% of SBK and 44.7% of pre-school caregivers in total).

Table 6.27a: Percentage of Caregivers by the steps they said they took to prevent drop out, according to implementing partner.

Taken steps	SBK (Play group)			Total
	BRAC	BSA	City Corporation	
Advising teachers to contact the caregivers	72.7	78.6	50.0	62.7
Convincing the caregivers	81.8	50.0	30.8	47.1
Convincing the children	36.4	42.9	30.8	35.3
Taken no step	9.1	-	38.5	21.6
Number	11	14	26	51

Note : The percentages, based on multiple answers, add to more than 100.

Table 6.27b: Percentage of Caregivers by the steps they said they took to prevent drop out, according to implementing partner.

Taken steps	Pre-school			Total
	GS	BSA	City Corporation	
Advising teachers to contact the caregivers	12.5	76.9	35.3	44.7
Convincing the caregivers	50.0	53.8	35.3	44.7
Convincing the children	25.0	53.8	23.5	34.2
Taken no step	37.5	15.4	29.4	26.3
Number	8	13	17	38

Note : The percentages, based on multiple answers, add to more than 100.

Repairing and maintenance of centres

Table 6.28a shows that the persons/institution considered responsible by the caregivers for repairing and maintenance of the centres for SBK program were the authorities of the concerned institutions (42.4% of caregivers in total), teachers (32.9% caregivers in total), caregivers (35% caregivers of BRAC), and landlords (37.5% caregivers of BRAC).

Table 6.28a: Percentage of Caregivers mentioning the responsible person/s for repairing and maintaining the centre, according to implementing partner.

	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Responsible person/s				
Institution concerned	30.0	56.0	41.7	42.4
Teacher	23.3	44.0	31.7	32.9
Caregivers	35.0	1.7	5.0	14.0
Landlord	37.5	-	0.8	12.9
Committee	15.8	2.6	5.8	8.1
Supervisor	12.5	0.9	2.5	5.3
Others	-	0.9	5.0	2.0
Don't know	0.8	-	7.5	2.8
Number	120	116	120	356

Note : The percentages, based on multiple answers, add to more than 100.

But the table 6.28b shows that according to 51.7% caregivers in total of the pre-school centres the authority of the concerned institution, and according to 37.2% caregivers in total the teachers were considered as the persons/institutions responsible for repairing and maintenance of the pre-school centres.

Table 6.28b: Percentage of Caregivers mentioning the responsible person/s for repairing and maintaining the centre, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Responsible person/s				
Institution concerned	42.5	64.1	45.8	51.7
Teacher	30.0	40.2	39.2	37.2
Caregivers	17.5	3.4	5.8	7.9
Committee	8.8	-	2.5	3.2
Landlord	11.3	-	-	2.8
Others	2.5	-	-	0.6
Don't know	8.8	1.7	6.7	5.4
Number	80	117	120	317

Note : The percentages, based on multiple answers, add to more than 100.

Payment by the Caregivers

Tables 6.29a and 6.29b show that 1.4% caregivers in total of SBK centres and 23.3% caregivers in total of pre-schools specially 90% caregivers of GS stated that they had to pay Tk. 120/- yearly for each of their children's education at these centres.

Table 6.29a: Percent distribution of Caregivers by whether or not they had to pay, according to implementing partner.

	SBK (Play group)			
	BRAC	BSA	City Corporation	Total
Have to pay	1.7	0.9	1.7	1.4
Don't have to pay	98.3	99.1	98.3	98.6
Total	100.0	100.0	100.0	100.0
Number	120	116	120	356

Table 6.29a: Percent distribution of Caregivers by whether or not they had to pay, according to implementing partner.

	Pre-school			
	GS	BSA	City Corporation	Total
Have to pay	90.0	0.9	0.8	23.3
Don't have to pay	10.0	99.1	99.2	76.7
Total	100.0	100.0	100.0	100.0
Number	80	117	120	317

Chapter 7
Trainer

Trainer

A primary focus in the formative study was ascertaining the profile of trainers engaged in imparting training to teachers of Shishu Bikash Kendra (SBK) and pre-school centres and supervisors, their role and performance in the implementation of SBK and pre-school activities. The pertinent data were collected by conducting in-depth interviews with 20 trainers in total, comprising 5 from BRAC, 1 from GS, 7 from BSA and 7 from city corporation.

Background data

It is disclosed from table 7.1 that out of 20 trainers, 13 were male and 7 were female. It is also found that 10 belonged to age group 26-35 years, 8 were in the age group 35-45 years and 2 were above 45. Regarding their education, 14 trainers were Masters and 6 had education upto HSC level. Out of 20 trainers, 11 reported that they worked as trainers for 2 years, of the remaining trainers 6 had more than 2 years service and 3 of them had less than 2 years service.

Section A :

Table 7.1 : Percent distribution of Trainer by background characteristics according to Implementing partner.					
Background Characteristics	BRAC	GS	BSA	City Corporation	Total
Sex					
Male	-	100.0(1)	85.7(6)	85.7(6)	65.0(13)
Female	100.0(5)	-	14.3(1)	14.3(1)	35.0(7)
Age					
26-35	100.0(5)	-	-	71.4(5)	50.0(10)
35-40	-	-	42.9(3)	14.3(1)	20.0(4)
40-45	-	100.0(1)	28.6(2)	14.3(1)	20.0(4)
45+	-	-	28.6(2)	-	10.0(2)
Education					
H.S.C	100.0(5)	-	-	14.3(1)	30.0(6)
MA	-	100.0(1)	100.0(7)	85.7(6)	70.0(14)
Length of service					
< 1year	20.0(1)	-	-	-	5.0(1)
1 year	-	-	14.3(1)	14.3(1)	10.0(2)
2 year	20.0(1)	-	57.1(4)	85.7(6)	55.0(11)
3 year	60.0(3)	100.0(1)	-	-	20.0(4)
5+	-	-	28.6(2)	-	10.0(2)
Total	100.0		100.0	100.0	100.0
Number	5	1	7	7	20

Responsibilities

Activities carried out by the trainers, as reported by them are shown in table 7.2. The activities most commonly carried out by the trainers were conducting training session reported by 100% trainers and inviting trainers to join, reported by 65% trainers. Other activities such as preparing manual, arranging entertainment and venue of training were less commonly done by the trainers (reported by 25-30% trainers).

Table 7.2: Percentage of Trainer by specific type of work they said they usually did, according to Implementing partner.					
Responsibilities of Trainer	BRAC	GS	BSA	City Corporation	Total
Conduct training sessions	100.0(5)	100.0(1)	100.0(7)	100.0(7)	100.0(20)
Inviting the trainers for training	60.0(3)	100.0(1)	57.1(4)	71.4(5)	65.0(13)
Arrange venues	40.0(2)	100.0(1)	14.3(1)	28.6(2)	30.0(6)

Prepare training material	80.0(4)	100.0(1)	-	28.6(2)	30.0(7)
Prepare manuals	40.0(2)	100.0(1)	-	28.6(2)	25.0(5)
Arrange entertainment	20.0(1)	100.0(1)	14.3(1)	28.6(2)	25.0(5)
Others	-	-	-	14.3(1)	5.0(1)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Training

The table 7.3 shows that the type of training which were more or less participated by the trainers of all the four partners were (i) TOT training, (ii) Refreshers' training on SBK and pre-school activities, (iii) Teaching methods and (iv) Rules and regulation of managing the centre, although the ratio of participants varied from implementing organization to organization. For example ToT training was received by 100% trainers of GS and City Corporation, 80% trainers of BRAC but only 14.3% trainers of BSA; whereas training on teaching method was received by 100% trainers of GS, 60% of BRAC, 57.1% of BSA but only 14.3% trainers of City Corporation. Again training on rules and regulation of managing the centre was received by 100% of trainers of GS, only 20% of BRAC, 14.3% of BSA and 28.6% of City Corporation. Some of the listed types of training much as development/using/displaying of materials, methods of raising awareness among the guardians and society and children's behavioural change were received by only a few trainers of two out of four implementing partners.

Type of training	BRAC	GS	BSA	City Corporation	Total
Refreshers' training on SBK and pre- school activities	40.0(2)	100.0(1)	85.7(6)	71.4(5)	70.0(14)
ToT training	80.0(4)	100.0(1)	14.3(1)	100.0(7)	65.0(13)
Teaching methods	60.0(3)	100.0(1)	57.1(4)	14.3(1)	45.0(9)
Rules and regulations of managing the centre	20.0(1)	100.0(1)	14.3(1)	28.6(2)	25.0(5)
Training on subjects matter	80.0(4)	-	28.6(2)	42.9(3)	15.0(9)
Developing/using/displaying of materials	-	100.0(1)	26.6(2)	-	15.0(3)
Methods of raising awareness among Caregivers and society	20.0(1)	-	14.3(1)	-	10.0(2)
Children's behavioural change	-	100.0(1)	14.3(1)	-	10.0(2)
Others	40.0(2)	-	28.6(2)	14.3(1)	25.0(5)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.4 shows that 12 trainers in total out 20 of trainers received TOT training and Refreshers' training on SBK and pre -school activities and 7-9 trainers out of 20 received training on teaching method, subjects to the taught; development/using/displaying of materials and rules and regulations of managing the centre. It also appears from the same table that only 2 trainers out of 7 of BSA received training on children's behavioural changes which was not received by any trainer of the other three partners.

Issues of training	BRAC	GS	BSA	City Cor poration	Total
Refreshers' training on SBK and pre- school activities	60.0(3)	-	71.4(5)	71.4(5)	65.0(12)
ToT training	60.0(3)	100.0(1)	14.3(1)	100.0(7)	60.0(12)
Teaching methods	20.0(1)	100.0(1)	42.9(3)	57.1(4)	45.0(9)
Rules and regulations of managing the centre	40.0(2)	100.0(1)	14.3(1)	42.9(3)	35.0(7)

Developing/using/displaying of materials	40.0(2)	100.0(1)	28.6(2)	14.3(1)	30.0(6)
Training on subjects matter	80.0(4)	-	42.9(3)	14.3(1)	10.0(8)
Methods of raising awareness among caregivers and society	-	100.0(1)	-	14.3(1)	10.0(2)
Children's behavioural change	-	-	28.6(2)	-	10.0(2)
Others	20.0(1)	-	28.6(2)	14.3(1)	20.0(4)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

According to the statements of train ers interviewed, **the methods used** in training were classroom discussion only (stated by 80% trainers), practical training (stated by 85% trainers) verbal and demonstration (stated by 70% trainers) and field practice (stated by only 50% trainers). (Table 7.5)

Table 7.5: Percentage of Trainers by types of training methods they received, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Method of training					
Practical training	80.0(4)	100.0(1)	85.7(6)	85.7(6)	85.0(17)
Discussions on classroom only	100.0(5)	-	100.0(7)	57.1(4)	80.0(16)
Lecture and demonstration	60.0(3)	100.0(1)	85.7(6)	57.1(4)	70.0(14)
Field practice	80.0(4)	-	14.3(1)	71.4(5)	50.0(10)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Regarding their need for further training, all these 20 trainers stated that they needed more training (Table 7.6) and the issues/topics they mentioned were mainly refreshers' training on SBK and pre-school activities (stated by 55% trainers) teaching method (stated by 60% trainers), children's behavioural changes and subject taught (stated by 40% in both) development/using/displaying of materials (stated by 35% trainers) and child development and child psychology (stated by 30% trainers). (Table 7.7)

Table 7.6: Percent distribution of Trainers by whether or not they needed more training to impart training on SBK/preschool, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Further training necessary	100.0(5)	100.0(1)	100.0(7)	100.0(7)	100.0(20)
No training necessary	-	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0
Number	5	1	7	7	20

Table 7.7: Percentage of Trainers mentioning issues/topics they needed further training, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Issues/topics of training					
Teaching methods	60.0(3)	-	71.4(5)	57.1(4)	60.0(12)
Refreshers' training on SBK and pre-school activities	20.0(1)	-	71.4(5)	71.4(5)	55.0(11)
Training on subjects matter	40.0(2)	-	28.6(2)	57.1(4)	40.0(8)
Developing/using/displaying of materials	60.0(3)	100.0(1)	42.9(3)	-	35.0(7)
Children's behavioural change	20.0(1)	-	57.1(4)	42.9(3)	40.0(8)
Child development and psychological concept	20.0(1)	100.0(1)	-	57.1(4)	30.0(6)
Methods of raising awareness among caregivers and society	20.0(1)	-	14.3(1)	-	10.0(2)
Rules and regulations of managing the centre	20.0(1)	-	-	14.3(1)	10.0(2)
ToT training	20.0(1)	-	14.3(1)	-	10.0(2)
Diet items	20.0(1)	-	-	-	5.0(1)
Others	20.0(1)	100.0(1)	28.6(2)	28.6(2)	30.0(6)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

When asked to state the reasons for further training, 80% of trainers stated that they needed to know new teaching methods. The responses of 55% trainers were re-learning the lessons forgotten and making the trainings more effective. (Table 7.8)

Table 7.8: Percentage of Trainers who gave a specific reason for further training, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Reasons for further training					
To know new teaching methods	60.0(3)	100.0(1)	85.7(6)	85.7(6)	80.0(16)
To learn the lessons forgotten	20.0(1)	-	71.4(5)	71.4(5)	55.0(11)
To get more effective training	80.0(4)	100.0(1)	57.1(4)	28.6(2)	55.0(11)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Batches of Trainers

Teachers of SBK and pre-schools were given training in batches. According to trainers, the number of teachers in a batch differed from organization to organization. For example, in BRAC and GS, 20 teachers were trained in a batch. In the case of BSA, 6 trainers out of 7 mentioned that only 2 teachers trained were in a batch and 1 trainer stated that 22 teachers were trained in a batch. In the case of city corporation, the figures differed greatly, from 18 to 37, but 4 out of 7 (57%) stated that 26 teachers were trained in a batch. (Table 7.9) Table 4.10 shows that different trainers trained different number of batches. The number of batches trained by different trainers were 0-2 in BRAC, 11 in GS, 1-3 in BSA, 2-14 in city corporation.

Table 7.9: Percentage of Trainers by number of teachers in a batch during basic training, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of Teachers					
20 teacher s	100.0(5)	100.0(1)	-	14.3(1)	35.0(7)
2 teachers	-	-	85.7(6)	-	30.0(6)
26 teacher s	-	-	-	57.1(4)	20.0(4)
18 teachers	-	-	-	14.3(1)	5.0(1)
22 teacher s	-	-	14.3(1)	-	5.0(1)
37 teacher s	-	-	-	14.3(1)	5.0(1)
Number	5	1	7	7	20

Note : The percentages, based on m ultiple answers, add to more than 100.

Table 7.10: Percentage of Trainers by number of batches they offered basic training last year, according to Implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of batches					
2 batches	40.0(2)	-	57.1(4)	14.3(1)	35.0(7)
4 batches	-	-	-	42.9(3)	15.0(3)
1 batches	20.0(1)	-	28.6(2)	-	15.0(3)
0 batches	40.0(2)	-	-	-	10.0(2)
3 batches	-	-	14.3(1)	-	5.0(1)
6 batches	-	-	-	14.3(1)	5.0(1)
8 batches	-	-	-	14.3(1)	5.0(1)
11 batches	-	100.0	-	-	5.0(1)
14 batches	-	-	-	14.3(1)	5.0(1)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.11: Percentage of Trainers by issue on which they imparted training to the teachers, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Issues of training					
Teaching methods	100.0(5)	100.0(1)	100.0(7)	100.0(7)	100.0(20)
Subject matter and objectives of SBK and Preschool activities	80.0(4)	100.0(1)	100.0(7)	100.0(7)	95.0(19)
Preparation and procurement of	100.0(5)	100.0(1)	28.6(2)	57.1(4)	60.0(12)

materials					
Use and maintenance of materials	100.0(5)	100.0(1)	14.3(1)	85.7(6)	65.0(13)
Early childhood development of children aged 0-3 years	40.0(2)	100.0(1)	-	42.9(3)	30.0(6)
Organizing monthly meetings	20.0(1)	100.0(1)	-	14.3(1)	15.0(3)
Others	-	100.0(1)	-	28.6(2)	15.0(3)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

When asked about the issues (topics) of the training, trainers stated that the prominent issues were teaching method (100% trainers), subject matter and objectives of SBK and pre-school activities (95% trainers), preparation and procurement of materials (60% trainers) and use and maintenance of materials (65% trainers). The table also shows that the issues/topics of training were not uniformly treated by the trainers of the four organisations.

According to the statements of trainers showed in table 7.12 the methods followed in imparting training to the teachers were classroom discussion only (75%), practical demonstration (80%), verbal and display (75%) and field practice (55%). Field-practice during the training session of the teachers was conducted in 100% cases of BRAC and GS, 14.3% only in BSA and 71.4% in city corporation (Table 7.13) and 85% trainers in total received materials necessary for imparting training to the teachers in due time (Table 7.14).

About 75% trainers stated that the materials supplied for training of teachers were adequate but 3 out of 7 (28%) trainers of BSA and 2 out of 7 (42%) trainers of city corporation stated the supply of materials was inadequate. (Table 7.14). The main items of inadequate supply of materials were toys, blocks, books and exercise book and story chart in the case of BSA and almost all materials in the case of city corporation (Table 7.16). Table 7.17 shows that the materials necessary for imparting training such as projector, video, and documentary film were available to the extent of 50-70% trainers in total. It also appears from the table that the receivers of such supply was highest in BSA (at least 6 out of 7 trainers) and lowest in BRAC (2 out of 5 trainers).

Regarding the training manual, all the trainers (20) stated that they had training manual with them to impart training to the teachers (Table -7.18) and 60% of the trainers stated that they used the manual always, and 30% trainers sometime and rest 10% when required (Table 7.19).

Table 7.12: Percentage of Trainers by types of training methods they used in imparting training to the teachers, according to implementing partner.					
Method of training	BRAC	GS	BSA	City Corporation	Total
Practical demonstration	60.0(3)	100.0(1)	71.4(5)	100.0(7)	80.0(16)
Discussions on classroom only	100.0(5)	100.0(1)	85.7(6)	42.9(3)	75.0(15)
Verbal and display	80.0(4)	100.0(1)	85.7(6)	57.1(4)	75.0(15)
Field practice	100.0(5)	100.0(1)	-	71.4(5)	55.0(11)
Others	-	100.0(1)	-	28.6(2)	15.0(3)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.13: Percent distribution of Trainers by whether or not they conducted field-practice during the training session of the teachers, according to implementing partner.					
Whether receive	BRAC	GS	BSA	City Corporation	Total
Yes	100.0(5)	100.0(1)	14.3(1)	71.4(5)	60.0(12)

No	-	-	85.7(6)	28.6(2)	40.0(8)
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Table 7.14: Percent distribution of Trainers by whether or not they received the materials necessary for imparting training to the teachers in due time, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Received	100.0(5)	100.0(1)	71.4(5)	85.7(6)	85.0(17)
Not receive	-	-	28.6(2)	14.3(1)	15.0(3)
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Table 7.15: Percent distribution of Trainers by whether or not the necessary materials they received for imparting training to the teachers were adequate, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Adequate	100.0(5)	100.0(1)	57.1(4)	71.4(5)	75.0(15)
Inadequate	-	-	42.9(3)	28.0(2)	25.0(5)
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Table 7.16: Percentage of Trainers by the types of materials they received inadequate for imparting training to the teachers, according to implementing partner.

Materials	BRAC	GS	BSA	City Corporation	Total
White board	-	-	-	100.0(1)	40.0(2)
Blocks	-	-	66.79(2)	-	40.0(2)
Marker pen	-	-	-	50.0(1)	20.0(1)
Flip chart	-	-	-	50.0(2)	20.0(1)
Push board	-	-	-	50.0(1)	20.0(1)
Board stand	-	-	-	50.0(1)	20.0(1)
Pin	-	-	-	50.0(1)	20.0(1)
Colour poster	-	-	-	50.0(1)	20.0(1)
Duster	-	-	-	50.0(1)	20.0(1)
Projector	-	-	-	50.0(1)	20.0(1)
Shortage of chair and table in venue	-	-	-	50.0(1)	20.0(1)
No water supply at the venue	-	-	-	50.0(1)	20.0(1)
No group discussion	-	-	-	50.0(1)	20.0(1)
Few card stories	-	-	-	50.0(1)	20.0(1)
Few picture stories	-	-	-	50.0(1)	20.0(1)
Haven't received many books	-	-	-	50.0(1)	20.0(1)
Toys	-	-	33.3 (1)	-	20.0(1)
Books & writing exercise	-	-	33.3(1)	-	20.0(1)
Story chart	-	-	33.3(1)	-	20.0(1)
Number	-	-	3	2	5

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.17: Percentage of Trainers by necessary materials for imparting training to the teachers, according to implementing partner.

Necessary materials	BRAC	GS	BSA	City Corporation	Total
Projector	40.0(2)	100.0(1)	85.7(6)	57.1(4)	65.0(13)
Video	40.0(2)	100.0(1)	85.7(6)	71.4(5)	70.0(14)
Documentary film	40.0(2)	-	100.0(7)	14.3(1)	50.0(10)
Others	40.0(2)	-	-	28.6(2)	20.0(4)
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Table 7.18: Percent distribution of Trainers by whether or not they had the training manual with them to impart training to the teachers, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Yes	100.0(5)	100.0(1)	100.0(7)	100.0(7)	100.0(20)
No	-	-	-	-	-
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Table 7.19: Percent distribution of Trainers by how frequently they followed the manual in imparting training to the teachers, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Adequate Frequency of following manual					
Always	60.0(3)	100.0(1)	57.1(4)	57.1(4)	60.0(12)
Sometimes	20.0(1)	-	42.9(3)	28.6(2)	30.0(6)
When necessary	20.0(1)	-	-	14.3(1)	10.0(2)
Total Number	100.0 5	100.0 1	100.0 7	100.0 7	100.0 20

Refreshers' Training

It appears from table 7.20 that the frequency of refreshers' training differed from partner to partner. BRAC offered refreshers' training to teachers bi-weekly (after 15 days) GS monthly, BSA after every 4 months and city corporation after every 4-5 months, although according to 2 out of 7 trainers of BSA and 1 out of 7 trainers of city corporation, refreshers' training in those organisations was provided after every 1 month/2 months.

Table 7.20: Percent distribution of Trainers by how frequently refresher training offered to the teachers, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of days/months					
15 days	100.0(5)	-	-	-	25.0(5)
1 month	-	100.0(1)	14.3(1)	14.3(1)	15.0(3)
2 months	-	-	14.3(1)	-	5.0(1)
3 months	-	-	-	-	-
4 months	-	-	57.1(4)	42.9(3)	35.0(7)
6 months	-	-	14.3(1)	42.9(3)	20.0(4)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

When the trainers were asked to give their opinion about how frequently refreshers' training would be offered to the teachers on average most of the trainers of BRAC mentioned that refreshers training should be given every month, and the single trainer of GS preferred refreshers' training after every 2 months, the trainers of BSA and City Corporation gave different opinions. However, about 43% of them preferred refreshers training of teachers after every 6 months. (Table 7.21)

Table 7.21: Percent distribution of Trainers by how frequently refresher training would be offered to the teachers, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Number of days/months					
1 month	80.0(4)	-	-	14.3(1)	25.0(5)
2 months	20.0(1)	100.0(1)	14.3(1)	-	15.0(3)
3 months	-	-	14.3(1)	14.3(1)	10.0(2)
4 months	-	-	28.6(2)	28.6(2)	20.0(4)
6 months	-	-	42.9(3)	42.9(3)	30.0(6)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

The predominant method followed in imparting refreshers' training were (a) classroom discussion only, (b) practical demonstration, and (c) verbal and display by 70%, 85% and 65% trainers in total respectively (Table 7.22). In refreshers' training the main needed issues of training were (a) training methods, (b) SBK and pre-school activities, (c) teaching subjects and (d) preparation/use/display of materials according to 85%, 75%, 70% and 55% respectively of the trainers interviewed (Table 7.23). When the trainers were asked whether they considered that the training received by the teachers was sufficient 75% of them stated that the training received by the teachers was not sufficient for them (Table 7.24) and 7.33% trainers mentioned that the teachers needed refreshers' training on SBK and pre-school activities and teaching methods for running SBK and pre-school activities more effectively. (Table 7.25)

Table 7.22: Percentage of Trainers by type of training method they used in imparting training to the teachers, according to implementing partner.

Method of training	BRAC	GS	BSA	City Corporation	Total
Practical demonstration	60.0(3)	100.0(1)	100.0(7)	85.7(6)	85.0(17)
Discussions on classroom only	80.0(4)	100.0(1)	100.0(7)	28.6(2)	70.0(14)
Verbal and display	40.0(2)	100.0(1)	100.0(7)	42.9(3)	65.0(13)
Field practice	40.0(2)	-	-	42.9(3)	25.0(5)
Others	40.0(2)	-	-	14.3(1)	15.0(3)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.23: Percentage of Trainers mentioning issues on which refresher training needed to be imparted to the teachers, according to implementing partner.

Issues of refresher training	BRAC	GS	BSA	City Corporation	Total
Teaching methods	80.0(4)	100.0(1)	71.4(5)	100.0(7)	85.0(17)
Refreshers' training on SBK and pre- school activities	60.0(3)	100.0(1)	100.0(7)	57.1(4)	75.0(15)
Teaching Subjects	40.0(2)	100.0(1)	71.4(5)	85.7(6)	70.0(14)
Preparation/use/display of materials	40.0(2)	100.0(1)	57.1(4)	57.1(4)	55.0(11)
Rules of learning centre management	60.0(3)	100.0(1)	14.3(1)	28.6(2)	35.0(7)
Methods of raising awareness among caregivers and society	-	100.0(1)	28.6(2)	28.6(2)	25.0(5)
Behavioural change of children	-	100.0(1)	28.6(2)	14.3(1)	20.0(4)
Others	-	-	-	14.3(1)	5.0(1)
Number	5	1	7	7	20

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.24: Percent distribution of Trainers by whether or not they thought that the trainings received by the teachers were sufficient for running SBK/pre-school activities, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Sufficient	40.0(2)	100.0(1)	-	28.6(2)	25.0(5)
Not sufficient	60.0(3)	-	100.0(7)	71.4(5)	75.0(15)
Total	100.0	100.0	100.0	100.0	100.0
Number	5	1	7	7	20

Table 7.25: Percentage of Trainers mentioning issues which teachers needed training for running SBK/pre-school activities, according to Implementing partner.

Issues of training	BRAC	GS	BSA	City Corporation	Total
Refreshers' training on SBK and pre- school activities	66.7(2)	-	85.7(6)	60.0(3)	73.3(11)
Teaching methods	66.7(2)	-	85.7(6)	60.0(3)	73.3(11)
Teaching Subjects	33.3(1)	-	42.9(3)	40.0(2)	40.0(6)

Preparation/use/display of materials	66.7(2)	-	42.9(3)	40.0(2)	16.7(7)
Methods of raising awareness among caregivers and society	66.7(2)	-	57.1(4)	20.0(1)	46.7(7)
Rules of learning centre management	33.3(1)	-	14.3(1)	20.0(1)	46.7(3)
Behavioural change of children	-	-	57.1(4)	40.0(2)	40.0(6)
Others	-	-	-	20.0(1)	6.7(1)
Number	3	-	7	5	15

Note : The percentages, based on multiple answers, add to more than 100.

Training of Supervisors

It appears from table 7.26 that only 5 trainers of BRAC and 4 trainers of City Corporation imparted training to the supervisors of these two organisations. The number of supervisors trained by the individual trainers varied from 1 to 5 in BRAC and mostly 10-35 in City Corporation. The main issues of training were (a) teaching subjects, (stated by about 78% trainers), (b) subject matter and objectives of SBK and pre-school activities (stated about 78% trainers), (c) preparation and procurement of materials (about 89% trainers), (d) use and maintenance of materials (about 67% trainers). Only 2 trainers of BRAC and 2 of City Corporation stated about imparting training in Early Childhood Development of the children of age 0-3 years and management of centres (Table 7.27). 100% trainers of BRAC and City Cooperation applied practical demonstration method. Classroom discussion only and verbal and display method were applied by 80% trainers of BRAC and 25% and 50% trainers respectively of City Corporation (Table 7.28). 100% trainers of BRAC and 75% trainers of City Corporation conducted field practice during the training session of the supervisors (Table 7.29).

Table 7.26: Percentage of Trainers by number of Supervisors they offered basic training last year, according to implementing partner.

Number of Supervisor	BRAC	GS	BSA	City Corporation	Total
1 supervisor	40.0(2)	-	-	25.0(1)	33.3(3)
2 supervisors	40.0(2)	-	-	-	22.2(2)
5 supervisors	20.0(1)	-	-	-	11.1(1)
19 supervisors	-	-	-	25.0(1)	11.1(1)
32 supervisors	-	-	-	25.0(1)	11.1(1)
35 supervisors	-	-	-	25.0(1)	11.1(1)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.27: Percentage of Trainers by issues on which they imparted training to the supervisors, according to implementing partner.

Issues of training	BRAC	GS	BSA	City Corporation	Total
Preparation and procurement of materials	100.0(5)	-	-	75.0(3)	88.9(8)
Teaching methods	60.0(3)	-	-	100.0(4)	77.8(7)
Subject matter and objectives of SBK and Preschool activities	60.0(3)	-	-	100.0(4)	77.8(7)
Use and maintenance of materials	80.0(4)	-	-	50.0(2)	66.7(6)
Early childhood development of children aged 0-3 years	40.0(2)	-	-	50.0(2)	44.4(4)
Organizing monthly meetings	20.0(1)	-	-	25.0(1)	22.2(2)
Management of centre/worker	40.0(2)	-	-	50.0(2)	44.4(4)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.28: Percentage of Trainers by types of training methods they used in imparting training to the supervisors, according to implementing partner.

Method of training	BRAC	GS	BSA	City Corporation	Total
Practical demonstration	100.0(5)	-	-	100.0(4)	100.0(9)
Verbal and display	80.0(4)	-	-	50.0(2)	66.7(6)
Field practice	60.0(3)	-	-	75.0(3)	66.7(6)
Discussions on classroom only	80.0(4)	-	-	25.0(1)	55.6(5)
Others	-	-	-	25.0(1)	11.1(1)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.29: Percent distribution of Trainers by whether or not they conducted field-practice during the training season of the supervisors, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Whether receive					
Yes	100.0(5)	-	-	75.0(3)	88.9(8)
No	-	-	-	25.0(1)	11.1(1)
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Adequate training materials were received in time by 100% trainers (Tables 7.30 & 7.31). The necessary materials were video (used by 3 and 5 trainers in BRAC and 3 out of 4 trainers in City Corporation) and projector (used by 1 trainer in BRAC and 2 trainers in City Corporation) and documentary film by only one trainer of BRAC (Table 7.32). All the trainers had the training manual with them to impart training to the supervisors. 60% trainers of BRAC and 75% trainers of City Corporation used the training manual always 20% trainers of BRAC using it sometime. Another 20% trainers of BRAC and 25% trainers of City Corporation used the manuals when necessary (Table 7.33 & 7.34). According to 60% trainers of BRAC the refreshers' training should be imparted after every 15 days; and according to 40% of them it should be organised monthly. But 75% trainers of the city corporation preferred refreshers' training after every 6 months and 25% of them after every 5 months.

Table 7.30: Percent distribution of Trainers by whether or not they received the materials necessary for imparting training to the supervisors in due time, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Yes	100.0(5)	-	-	100.0(4)	100.0(9)
No	-	-	-	-	-
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Table 7.31: Percent distribution of Trainers by whether or not the necessary materials they received for imparting training to the supervisors were adequate, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Yes	100.0(5)	-	-	100.0(4)	100.0(9)
No	-	-	-	-	-
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Table 7.32: Percentage of Trainers by necessary materials for imparting training to the supervisors, according to implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Necessary materials					
Projector	20.0(1)	-	-	50.0(2)	33.3(3)
Video	60.0(3)	-	-	75.0(3)	66.7(6)

Documentary film	20.0(1)	-	-	-	11.1(1)
Others	20.0(1)	-	-	-	11.1(1)
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Table 7.33: Percent distribution of Trainers by whether or not they had the training manual with them to impart training to the supervisors, according to implementing partner.

Whether receive	BRAC	GS	BSA	City Corporation	Total
Yes	100.0(5)	-	-	100.0(4)	100.0(9)
No	-	-	-	-	-
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Table 7.34: Percent distribution of Trainers by how frequently they followed the manual in imparting training to the supervisors, according to implementing partner.

Adequate Frequency of following manual	BRAC	GS	BSA	City Corporation	Total
Always	60.0(3)	-	-	75.0(3)	66.7(6)
Sometimes	20.0(1)	-	-	-	11.1(1)
When necessary	20.0(1)	-	-	25.0(1)	22.2(2)
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

Table 7.35: Percent distribution of Trainers by how frequently refresher training offered to the supervisors, according to implementing partner.

Number of days/months	BRAC	GS	BSA	City Corporation	Total
15 days	100.0(5)	-	-	-	55.6(5)
6 months	-	-	-	50.0(2)	22.2(2)
1 year	-	-	-	50.0(2)	22.2(2)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.36: Percent distribution of Trainers by how frequently refresher training would be offered to the supervisors, according to implementing partner.

Number of days/months	BRAC	GS	BSA	City Corporation	Total
15 days	60.0(3)	-	-	-	33.3(3)
1 month	40.0(2)	-	-	-	22.2(2)
3 months	-	-	-	25.0(1)	11.1(1)
6 months	-	-	-	75.0(3)	33.3(3)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

The methods used to train the supervisors were classroom discussion only (80% in BRAC and 25% in city corporation), practical demonstration (80% in BRAC and 75% in city corporation) and verbal and display (60% in BRAC and 50% in city corporation). Field practice was conducted by only one trainer out of 5 in BRAC and one trainer out of 4 in City Corporation (Table 7.38). However, 80% trainers of BRAC and 50% trainers of City Corporation did not consider the training received by the supervisor as sufficient for them.

Table 7.37: Percentage of Trainers by type of training method they used in imparting training to the supervisors, according to implementing partner.

Method of training	BRAC	GS	BSA	City Corporation	Total
Practical demonstration	80.0(4)	-	-	75.0(3)	77.8(7)
Discussions on classroom only	80.0(4)	-	-	25.0(1)	55.6(5)
Verbal and display	60.0(3)	-	-	50.0(2)	55.6(5)

Field practice	20.0(1)	-	-	25.0(1)	22.2(2)
Others	20.0(1)	-	-	-	11.1(1)
Number	5	-	-	4	9

Note : The percentages, based on multiple answers, add to more than 100.

Table 7.38: Percent distribution of Trainers by whether or not they thought that the trainings received by the supervisors were sufficient for running SBK/pre-school activities, according to implementing partner.

	BRAC	GS	BSA	City Corporation	Total
Sufficient	20.0(1)	-	-	50.0(2)	33.3(3)
Not sufficient	80.0(4)	-	-	50.0(2)	66.7(6)
Total	100.0	-	-	100.0	100.0
Number	5	-	-	4	9

The issues on which the supervisors needed further training for running SBK and pre-school centres more effectively were ‘training on SBK and pre-school activities’, and teaching method according to 100% trainers of City Corporation.

It also appears from table 7.39 that 1 or 2 out of 4 trainers of BRAC mentioned other issues in the table such as TOT training, refreshers’ training on SBK and pre-school activities, teaching subjects, preparation of materials, methods of raising awareness among caregivers and society and rules of learning centre management as needed issues for training of supervisors but only two of them such as TOT training and method of raising awareness among the caregivers and society were mentioned by 1 out of 2 trainers of City Corporation as issues of training for running the SBK and pre-school activities more effectively.

Table 7.39: Percentage of Trainers mentioning issues which supervisors needed training for running SBK/pre-school activities, according to Implementing partner.

Issues of training	BRAC	GS	BSA	City Corporation	Total
Refreshers' training on SBK and pre-school activities	25.0(1)	-	-	100.0(2)	50.0(3)
Teaching methods	75.0(3)	-	-	-	50.0(3)
Tot training	25.0(1)	-	-	50.0(1)	33.3(2)
Preparation/use/display of materials	50.0(2)	-	-	-	33.3(2)
Methods of raising awareness among caregivers and society	25.0(1)	-	-	50.0(1)	33.3(2)
Rules of learning centre management	50.0(2)	-	-	-	33.3(2)
Behavioural change of children	-	-	-	-	-
Teaching Subjects	25.0(1)	-	-	-	16.7(1)
Number	4	-	-	2	6

Note : The percentages, based on multiple answers, add to more than 100.

Chapter 8
Programme Manager

Program Managers

Background Characteristics

Table 8.1 shows that the four implementing partners, namely BRAC, GS, BSA and City Corporation appointed program managers with different designations such as children affairs officer/district organiser/program manager in the case of BSA, community development organiser and slum development organizer in the case of City Corporation, program organizer and team leader in the case of BRAC and education manager in the case of GS and their number differed from partner to partner. In total 80% of them were male and 20% were female. Their minimum qualification was SSC but the majority of them were Master degree holders with service experiences up to 5 years.

Table 8.1: Percent distribution of Program Manager by background characteristics according to Implementing partner.

Background Characteristics	BRAC	GS	BSA	City Corporation	Total
Designation					
Children affairs official/district organizer/programme manager	-	-	96.7(29)	-	72.5(29)
Community development organizer	-	-	-	80.0(4)	10.0(4)
Slum development organizer	-	-	-	20.0(1)	2.5(1)
Librarian	-	-	3.3(1)	-	2.5(1)
Programme organizer	50.0(2)	-	-	-	5.0(2)
Team leader	50.0(2)	-	-	-	5.0(2)
Education manager	-	100.0(1)	-	-	2.5(1)
Sex					
Male	50.0(2)	100.0(1)	83.3(25)	80.0(4)	80.0(32)
Female	50.0(2)	-	16.7(5)	20.0(1)	20.0(8)
Education					
S.S.C	-	-	3.3(1)	-	2.5(1)
H.S.C	75.0(3)	-	-	-	7.5(3)
Graduate	-	-	6.7(2)	40.0(2)	10.0(4)
MA	25.0(1)	100.0(1)	90.0(27)	60.0(3)	80.0(32)
Length of service					
< 1 year	25.0(1)	-	10.0(3)	20.0(1)	12.5(5)
2 year	25.0(1)	-	16.7(5)	80.0(4)	25.0(10)
3 year	50.0(2)	100.0(1)	13.3(4)	-	17.5(7)
4 year	-	-	3.3(1)	-	2.5(1)
5+	-	-	56.7(17)	-	42.5(17)
Total	100.0	100.0	100.0	100.0	100.0
Number	4	1	30	5	40

Duties and responsibilities of the program managers.

Table 8.2 shows that the program organisers of the different implementing partners had mainly four kinds of duties and responsibilities such as (a) encouraging guardians to attend meeting/sending children to centres as stated by 52.6% program managers in total, (b) conducting program and monitoring attendance of teachers and children as stated by 95% managers in total (c) conducting training program as stated by 15% managers in total and (d) preparing monthly report as stated by 50% of BRAC and 100% GS managers.

Duties/Responsibilities	BRAC	GS	BSA	City Corporation	Total
Conducting/supervising/evaluating programs/monitoring whether teachers and	100.0(4)	100.0(1)	93.3(28)	100.0(5)	95.0(38)

children attend school	50.0(2)	100.0(1)	46.7(14)	80.0(4)	52.5(21)
Encouraging guardians to attend monthly meetings/to enroll their children in schools/to send them to school regularly/raising caregivers' awareness about education, health and environment.					
Conducting training programme	75.0(3)	100.0(1)	3.3(1)	20.0(1)	15.0(6)
Preparing monthly reports/forwarding those to higher authorities	50.0(2)	100.0(1)	-	-	7.5(3)
Supplying materials	-	100.0(1)	-	20.0(1)	5.0(2)
Arranging for children's books and writing books/uniforms/tiffin/ treatment.	-	-	3.3(1)	-	2.5(1)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

Objectives of the project

Table 8.3 shows that the major objectives of the project according to program manager were (a) helping in child development and education (as stated by 100% Program Managers of BRAC and GS and 53.3% Program Managers of BSA and 60% Program Managers of city corporation), (b) bringing the children of poor families under the coverage of this program and making them school-going (as stated by 43.3% Program Managers of BSA and 20% of city corporation) and (c) raising awareness about attending school (as stated by 10% Program Managers of BSA).

Table 8.3: Percentage of Program Managers mentioning the main objective of project according to Implementing partner.					
Objective of the project	BRAC	GS	BSA	City Corporation	Total
Helping in child's development and education	100.0(4)	100.0(1)	53.3(16)	60.0(3)	60.0(24)
Bringing poor children under the coverage of this programme and making them school-going	-	-	43.3(13)	20.0(1)	35.0(14)
Raising awareness about attending school among those caregivers whose children do not go to school	-	-	10.0(3)	-	7.5(3)
Eradicating illiteracy	-	-	3.3(1)	-	2.5(1)
Others	-	-	-	20.0(1)	2.5(1)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

Steps taken to run the project

Table 8.4 shows the steps taken by the program managers were mainly arranging training (27.5% in total), supplying materials (37.5% in total), encouraging caregivers to attend meeting and to send children to centres (37.5% in total), arranging child survey for enrolment (35% in total), and employed teachers (25% in total).

Table 8.4: Percentage of Program Managers mentioning steps taken to run project according to Implementing partner.					
Taken steps	BRAC	GS	BSA	City Corporation	Total
Supplying materials	50.0(2)	100.0(1)	33.3(10)	40.0(2)	37.5(15)
Encouraging guardians at monthly meetings to send their children to school/raising awareness among caregivers about different matters	50.0(2)	-	33.3(10)	60.0(3)	37.5(15)
Arranging for enrollment through survey of children/impart lessons free of charge	75.0(3)	-	33.3(10)	20.0(1)	35.0(14)

Arranging training	50.0(2)	-	23.3(1)	40.0(2)	27.5(11)
Arranging for children's uniforms/tiffin/treatment etc.	-	-	43.3(13)	-	32.5(13)
Employing teachers	25.0(1)	100.0(1)	26.7(8)	-	25.0(10)
Monitoring/evaluation	-	-	13.3(4)	20.0(1)	12.5(5)
Arranging for enrollment of children in pre-school from SBK and in primary school from pre-school	-	-	3.3(1)	60.0(3)	10.0(4)
Arranging for playing games through materials in order to make children school-going	-	-	10.0(3)	20.0(1)	10.0(4)
Arranging for teachers' salaries	-	-	6.7(2)	20.0(1)	7.5(3)
Others	-	-	6.7(2)	-	5.0(2)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

Appropriateness of steps taken

Table 8.5 shows that in total 65% of the program managers thought that the steps so far taken for the success of the program were appropriate and 35% of them considered the steps taken as inappropriate.

Table 8.5: Percent distribution of Program Managers by whether or not they thought the taken-steps were appropriate, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Appropriate	75.0(3)	100.0(1)	66.7(20)	40.0(2)	65.0(26)
Inappropriate	25.0(1)	-	33.3(10)	60.0(3)	35.0(14)
Total	100.0	100.0	100.0	100.0	100.0
Number	4	1	30	5	40

Success of the program

Table 8.6 reveals that 97.5% program managers stated that the program was successful but their opinion in respect of the level of success differed. According to 52.5% program managers it was very good, 27.5% of them considered it as good and 17.5% as moderate.

Table 8.6: Percent distribution of Program Managers mentioning a level of the programs success according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Level of success					
Very good	50.0(2)	100.0(1)	53.3(16)	40.0(2)	52.5(21)
Good	50.0(2)	-	20.0(6)	60.0(3)	27.5(11)
Moderate	-	-	23.3(7)	-	17.5(7)
Bad	-	-	3.3(1)	-	2.5(1)
Total	100.0	100.0	100.0	100.0	100.0
Number	4	1	30	5	40

Arguments in favour of considering the program as a success.

Table 8.7 shows the major arguments stated by the program managers in favour of claiming the different levels of success of the program. These were (i) children became receptive of primary education (100% program managers of BRAC and GS, 33.3% of BSA and 60% of city corporation) (ii) guardians were becoming aware of health status and environment as

stated by 13.3% program managers of BSA only. Success of the program was low due to low salary of teachers, lack of materials, small room in size, lack of transport facilities as mentioned by the program managers.

Table 8.7: Percentage of Program Managers mentioning reasons behind the level of programs success according to Implementing partner.					
Reasons	BRAC	GS	BSA	City Corporation	Total
Children have developed/have become receptive to primary education	100.0(4)	100.0(1)	33.3(10)	60.0(3)	45.0(18)
Poor children are getting the opportunity to education	-	-	33.3(10)	20.0(1)	27.5(11)
Low salary of teacher	-	-	16.7(5)	-	12.5(5)
Lack of materials	-	-	16.7(5)	-	12.5(5)
Limited facilities like transport, Tiffin, treatment, etc.	-	-	16.7(5)	-	12.5(5)
Caregivers are becoming aware of the health status and environment through meetings	-	-	13.3(4)	-	10.0(4)
Small room	-	-	6.7(2)	-	5.0(2)
Limited allocation of fund	-	-	6.7(2)	-	5.0(2)
Others	-	-	6.7(2)	20.0(1)	7.5(3)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

The problems faced by the program managers

Table 8.8 shows that program managers of BRAC (100%), GS (100%) BSA (83.3%) and city corporation centres (80%) encountered problems in running the program.

Table 8.8: Percent distribution of Program Managers by whether or not encountered any problem in running the program, according to Implementing partner.					
	BRAC	GS	BSA	City Corporation	Total
Encountered	100.0(4)	100.0(1)	83.3(25)	80.0(4)	85.0(34)
Not encountered	-	-	16.7(5)	20.0(1)	15.0(6)
Total	100.0	100.0	100.0	100.0	100.0
Number	4	1	30	5	40

Types of problems encountered by the program manager

Table 8.9 shows that the program managers of all the four implementing partners encountered different types of problems such as size of the classroom (26.5% in total), absence of own premises (25% of BRAC, 100% of GS and 20% of BSA), low salary of teachers (100% of BRAC, 36% of BSA and 25% of city corporation), insufficient allocation of fund (64% of BSA) and constraints in transportation /school being far away (24% of BSA and 25% of city corporation).

Table 8.9: Percentage of Program Managers by type of problems they encountered according to Implementing partner.					
Type of problem	BRAC	GS	BSA	City Corporation	Total
Small school building	25.0(1)	-	16.0(4)	100.0(4)	26.5(9)
Own premises necessary	25.0(1)	100.0(1)	20.0(5)	-	20.6(7)
Low salary of teachers	100.0(4)	-	36.0(9)	25.0(1)	41.2(14)
Tiffin/dresses/books etc. needed for children	-	-	16.0(4)	50.0(2)	17.6(6)
Shortage of materials/quality materials	-	-	24.0(6)	-	17.6(6)

needed/timely supply of materials necessary	-	-	64.0(16)	-	47.1(16)
Limited allocation of fund	-	-	24.0(6)	25.0(1)	20.6(7)
Constraints in transportation/school far away	-	-	4.0(1)	-	2.9(1)
Lack of manpower	-	-	-	-	2.9(1)
Lack of sanitation	25.0(1)	-	-	-	2.9(1)
Others	-	-	4.0(1)	-	2.9(1)
Number	4	1	25	4	34

Note : The percentages, based on multiple answers, add to more than 100.

Steps to be taken for smooth running of the Centres

Table 8.10 discloses that program managers suggested different specific steps that should be taken for running the centres more smoothly. These were (a) higher pay for the teachers (50% program managers of BRAC, 100% of GS, 66.7% of BSA, and 40% program managers of city corporation), (b) spacious school building/increasing the number of centre/shifts (25% program managers of BRAC, 16.7% of BSA and 80% of city corporation) (c) training of the managers and teachers (25% Program managers of BRAC and 33.3% of BSA) and (d) permanent/separate school building (50% program managers of BRAC, 100% of GS, 26.7% of BSA and 40% of City Corporation).

Steps	BRAC	GS	BSA	City Corporation	Total
Higher pay for teachers	50.0(2)	100.0(1)	66.7(20)	40.0(2)	62.5(25)
Arranging books/writing books/bags/ dresses/regular Tiffin/vans etc.	25.0(1)	-	50.0(15)	40.0(2)	45.0(18)
Setting up school in a separate place/ permanent place/slum school is necessary	50.0(2)	100.0(1)	26.7(8)	40.0(2)	32.5(13)
Supplying enough materials.	50.0(2)	-	36.7(11)	-	32.5(13)
Arranging for sanitation	50.0(2)	-	-	-	5.0(2)
Spacious school building/raising the number of learning centres/increase in school shifts is necessary	25.0(1)	-	16.7(5)	80.0(4)	25.0(10)
Training needed (programme manager/supervisor/teachers)	25.0(1)	-	33.3(10)	-	27.5(11)
Timely budget and increasing allocation	-	-	23.3(7)	-	17.5(7)
Increasing number of teachers	-	-	13.3(4)	-	10.0(4)
Arranging more chair/table/benches	-	-	6.7(2)	-	5.0(2)
Qualified teachers needed.	25.0(1)	-	-	-	2.5(1)
Others	-	-	3.3(1)	-	2.5(1)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

Steps taken by the program managers

Table 8.11 shows that the program managers of four implementing partners encouraged the guardians to attend the monthly meetings of the centre and send their children to centres (50% of BRAC, 100% of GS, 40% of BSA and 60% of City Corporation), supervised the centres regularly (30% of BSA and 20% of city corporation), helped making materials locally (50% of BRAC, 6.7% of BSA and 40% of City Corporation) and discussed with higher authorities about teachers' salaries and supply of materials and arranging children's snack (67% and 10% respectively of BSA only).

Table 8.11: Percentage of Program Managers by steps they said they took, according to implementing partner.

Taken steps	BRAC	GS	BSA	City Corporation	Total
Encouraging caregivers at monthly meetings to send their children to school/raising awareness among caregivers about different matters	50.0(2)	100.0(1)	40.0(12)	60.0(3)	45.0(18)
Supervising regularly	-	-	30.0(9)	20.0(1)	25.0(10)
Making materials locally	50.0(2)	-	6.7(2)	40.0(2)	15.0(6)
Discussing about materials and salaries of teachers with higher authorities	25.0(1)	-	10.0(3)	20.0(1)	12.5(5)
Organize cultural programmes	-	-	20.0(6)	-	15.0(6)
Arranging home visits	-	100.0(1)	6.7(2)	-	7.5(3)
Arranging for children's snack	-	-	6.7(2)	-	5.0(2)
Delivering healthcare	-	-	3.3(1)	-	2.5(1)
Others	25.0(1)	-	20.0(6)	20.0(1)	20.0(8)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

Specific expectations and assistance of the program managers

Table 8.12 shows that the specific expectations and assistance required according to program managers were (i) higher pay/allowances for the teachers (55% in total) own school/centre (35% in total) increasing the shifts or size of the centres (17.5% in total but 60% in City Corporation), arranging books for children (40% of BSA and 60% of city corporation) and supply of quality materials 25% of BRAC and 33% BSA.

Expectation and assistance	BRAC	GS	BSA	City Corporation	Total
Higher pay/allowances of teachers	75.0(3)	100.0(1)	50.0(15)	60.0(3)	55.0(22)
Own school/centre	75.0(3)	100.0(1)	30.0(9)	20.0(1)	35.0(14)
Arranging for children's book/dresses/food/transportation and treatment etc.	-	-	40.0(12)	60.0(3)	37.5(15)
Increasing budgetary allocation and timely disbursement	-	-	40.0(12)	20.0(1)	32.5(13)
Quality materials needed/variety of materials necessary/timely supply of materials to be ensured/different types of games to be arranged.	25.0(1)	-	33.3(10)	-	27.5(11)
Increasing school shifts/enlarging the centre	25.0(1)	-	10.0(3)	60.0(3)	17.5(7)
Arranging for regular training	25.0(1)	-	13.3(4)	40.0(2)	17.5(2)
Increasing the number of teachers	-	-	3.3(1)	20.0(1)	5.0(2)
Arranging for sanitation	25.0(1)	-	-	-	2.5(1)
Others	-	-	3.3(1)	-	2.5(1)
Number	4	1	30	5	40

Note : The percentages, based on multiple answers, add to more than 100.

The Expected helpers

Table 8.13 shows that the program managers of BRAC, BSA and City Corporation expected assistance from UNICEF (50%, 36.7% and 80% program managers respectively), donor agency (100%, 30% and 20% program managers respectively), and assistance of concerned authority (50%, 46.7% program manager of BRAC, BSA and City Corporation respectively but 100% program officer of GS).

Table 8.13: Percentage of Program Managers mentioning any name from whom they expected help and assistance, according to implementing partner.
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Institute/individual	BRAC	GS	BSA	City Corporation	Total
Authority concerned	50.0(2)	100.0(1)	46.7(14)	40.0(2)	47.5(19)
UNICEF	50.0(2)	-	36.7(10)	80.0(3)	42.5(15)
Bangladesh government/Shishu Academy	50.0(2)	-	43.3(13)	20.0(1)	40.0(16)
Donor agency	100.0(4)	-	30.0(9)	20.0(1)	35.0(14)
Elites of the society	25.0(1)	-	6.7(2)	20.0(1)	10.0(4)
Number	4	1	30	5	40

Note : The percentages, base d on multiple answers, add to more than 100.
