BRAC Primary School Programme (Non-Formal Primary Education)

Universal access to basic education and the achievement of primary education by the world’s children is one of the most important goals of the MDGs. Education is a vital pre-requisite for combating poverty, empowering women, protecting children from hazardous and exploitative labour and sexual exploitation, promoting human rights and democracy, protecting the environment and influencing population growth. The past decade has seen rapid progress towards universal primary education. When the Dakar forum was held, over 100 million children of primary school age were kept out of school. By 2007, the figure had fallen to 72 million. Out-of-school numbers are dropping for primary school age children, but getting all children into school will require a fast, stronger focus on those who are marginalized. Universal primary education involves not only enrolling children in primary schools at an appropriate age, but also ensuring that they progress through the system and complete a full primary cycle.  

In recent years, Bangladesh has made significant progress in primary education. The Education Watch Report 2008 shows that the net enrolment rate (NER) was 86.4%, the rate of girls 87.1% and boys 85.6%. (According to Bangladesh Primary Education Annual Sector Performance Report 2010, the net enrollment rate is 94.8%). Over the past decade (1998-2008), NER increased steadily from 77.0% to 88.8% in 2005, but stagnated in the last three years. So, lots of concentration is still needed to reach the Goal 2 of the MDGs.

The goal of BRAC’s non-formal primary education programme is to bring out-of-school children into the primary education system, help them complete primary and prepare them for the secondary level. The programme targets children who come from the most disadvantaged backgrounds or ethnic minorities, children with special needs and those who live in the remotest and hard to reach areas of Bangladesh. Enrollment of students at non-formal schools run by NGOs was 9.6%, according to the EW Report 2008. BRAC is the largest provider of quality non-formal primary education for the never-enrolled and drop-out children, particularly in areas where government education facilities are insufficient or absent. The operation of BRAC primary schools immensely helps the government in its efforts to provide education, particularly for children in remote locations and those from extremely poor households, ethnic minority groups or with special needs. The contribution of BRAC schools is reflected in indicators such as high

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1 EFA Global Monitoring Report, 2010
2 Economic and Social Analysis of Primary Education in Bangladesh: A Study of BRAC Intervention and Mainstream Schools by Alia Ahmed and Iftekhaul Haque.
3 Education Watch 2008
attendance rate, lower dropout rate, high pass rate and more transition to secondary schools, which are better than other types of schools.

BRAC School:

BRAC Pre-primary school Mainstreaming with Govt.

Formal primary school

Pre-primary education is a critical strategic intervention which started in 1997 for promoting the quality of primary schooling especially for children whose parents are both illiterate. It helps children transition from home to formal schooling. The main objective of pre-primary school programme is to prepare underprivileged children for mainstream primary school entry.

In underprivileged families parents may not have the education necessary to teach them foundational literacy, reading, and mathematical skills, nor have the same kind of enthusiasm for the demands and impersonal routines of formal schooling that is common to better-off, educated parents. It provides a basic academic foundation, and the crucial emotional and physical development required for success in primary school. Besides education children with special needs get medical support, change infrastructure for them and necessary assistive devices.
BRAC has permission from the Ministry of Primary and Mass Education to establish pre-primary schools on the campuses or catchment areas of government primary schools or registered non-government primary schools. The holistic pre-primary school curriculum nurtures physical, emotional, social and cognitive skills. The core subjects of Bangla, mathematics, English and science, are taught with textbooks published by BRAC. The one teacher school of 30 children operates for 1 year.

After completing the one year pre-primary course, all graduates are enrolled in the nearest government or registered non-government schools. BRAC staffs track those children up to the completion of primary education.

**BRAC Primary Schools**

Over the past twenty seven years the number of BRAC primary schools has grown rapidly. We started work at this level in 1985 with the opening of 22 one-room schools providing three years of schooling up to Grade III, later it was extended to grade V. The main objective of non-formal primary schools is to develop a school model for the underprivileged / primary school dropout children, especially girls, to complete the 5 year primary school syllabus in 4 years.

BRAC also works with other development organisations to expand education opportunities of disadvantaged children through partnering with them and provide them with technical and financial support to implement BRAC’s Non-formal Primary Education model with adaptation as needed. These collaboration activities are called Education Support Programme(ESP).

**Key feature**

- The one teacher school is operated by the same teacher for the same cohort of 30-33 children for the entire period of four years and delivers lessons in all subjects.
- The school timings are flexible and are fixed according to needs.
• Children do not have to pay any fees and there are no long holidays
• Little homework or no homework as most of their parents are not capable to assist them in study
• Children with special needs receive corrective surgeries along with devices like wheelchairs, hearing aids, glasses and ramps
• Ethnic children receive class lecture and course materials in their own languages up to grade two so that they can overcome language barriers and cultural gaps
• BRAC develops textbooks and other materials for up to Grade III and government textbooks are being used in Grades IV and V.
• Students are being taught about social values and their rights and responsibilities coupled with basic financial education to empower them.
• BRAC primary schools graduates are being tracked by BRAC for further study.

Bangladesh Government has given the approval to BRAC Primary School students to appear for Shomaponi Examination which is a pivotal examination that occur at the end of the 5th grade class.

The effectiveness of this programme was recently on display when the graduates of the non-formal schools were well ahead of the country average when it came to passing grade for the primary school examination. At 99.54% success rate in 2010 whereas 99.83% stands in 2011, they were well ahead of their peers who completed formal school taking a year extra.

Some special Interventions

Boat School:

BRAC Education Programme (BEP) opened boat schools in most disadvantaged low lying hoar areas of Bangladesh. BRAC has named it “Shikkha Tari” means “the boat of Education”. The children of these areas are most deprived of their right of education. On the one hand water logging goes for 6/7 months of the year which makes these villages isolated and on the other hand boat is the only means of transport to move from one place to another for the people of these communities. No suitable premise is available in these areas to set up school infrastructure. The nearest school is miles away and parents are reluctant to send their children specially girls to distant locations. Again during monsoon season many schools find themselves under water and children go for months without classroom instructions. After the water recede, many never return and drop out indefinitely. Therefore children need boats to attend schools which their parents cannot afford. These inevitable situations prevent them from attending schools. These issues prompted BRAC to think of a simple, but effective solution: if children cannot go to school, the school should go to them in the form of boats. This realization encouraged BRAC to open boat schools in these areas. The boats function together as school buses and classrooms and allow children to go to school even during the monsoon season. This initiative is greatly welcomed by the people of these isolated communities. These floating schools are the only means to receive education for the children of these communities.
BEP started its boat school journey as pilot programme in year 2011 by opening ten schools in the flood prone isolated areas of Sunamgonj districts. In year 2012 ninety more schools have been opened. BEP has targeted to open a total of 600 schools in 500 boats by year 2014.

**Schools for children living in brothels:**

With the aim to spread the lights of education among the socially excluded children of sex worker living in brothels BRAC opened four schools at Goalondo upazilla under Rajbari district in year 2010. The school number will be increased in the coming years. Goalondo ghat is one of the largest brothels of Bangladesh. Sexual exploitation is one of the most horrendous violations of child right. Children being born into brothels and growing in this environment are in greatest risk to become the victims of abuse, neglect, exploitation, and violence. The idea behind opening schools in the red light areas is to create a safe place for these children to go and to have education. Children who grow up in brothels with their parents often meet the same fate. The average attendance at these schools is satisfactory (90%). Most of the children of the sex workers are brought up under the shelter and care of some generous local people. BRAC believes that this initiative will reduce the risks of children to get involved with their mothers professions.

**Education for Ethnic Children:**

BEP gives emphasis on culturally need-based materials for ethnic children living specially in Chittagong hill tracts and other areas of Bangladesh. Bilingual texts and supplementary reading materials have been developed up to Grade V in Chakma language. BEP established Education for Ethnic Children (EEC) Unit in 2001 and has introduced a full-fledged Multi-Lingual Education (MLE) in the Chittagong Hill Tracts. The teaching model was adopted from the BRAC Primary Schools (BPS) to suit the learning needs of the indigenous communities by using the students’ native languages as the medium of teaching. Teachers use students mother tongue alongside national language in the classroom so that students can gain efficiency over the curriculum. The aim is to help these children bridge the linguistic gap and become proficient in Bangla in their own terms. At present there are 2021 Ethnic schools covering 68 ethnic communities.

**Multilingual School for Chakma Ethnic Community**
BRAC has been piloting mother tongue-based primary education for Chakma children in 10 schools at Rangamati and Khagrachari hill districts since January 2008, following preparatory work in 2006. Instructional materials (i.e. pre-reading cards, flip charts on life skills, 5 story books, including 12 folktales and other themes, workbooks on cultural and numeric mathematics, a mathematics counting book, rhyme book, a social studies workbook, a primer with charts and teachers guide) have already been developed for Grades I to III in the Chakma language. BRAC has planned to expand this programme for other ethnic communities.

**Inclusion of Children with Special Needs:**

Children with special needs (CSN) receive special attention within the BRAC Education Programme (BEP). The programme for education of children with special needs within BEP complements the efforts of the Government of Bangladesh to address the educational needs of children with special needs and to achieve the national goal of universal primary education. The goal of this component is to enhance access to inclusive pre-primary and primary education for children with special needs who do not get an opportunity to enrol in any other schools, particularly those from very poor families and those living in remote areas. The programme seeks to increase the enrolment of CSN and ensures their participation in mainstream education. Special facilities are also provided to children with special needs. Children with physical disabilities are provided with assistive devices like crutch, tailor brace, hand solint, writing splint etc. There are also provisions of treatment and operations. A more disabled-friendly environment is created through the use of ramps, railings etc.

**Inclusion of Horizon Children (Lower cast of Hindu community):** Still children from horizon community have been facing problems to enroll in mainstream primary school. BRAC include these children in BRAC schools.

**Quick Facts**

<table>
<thead>
<tr>
<th>BRAC primary school</th>
<th>22,618</th>
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<tbody>
<tr>
<td>Students</td>
<td>670,815</td>
</tr>
<tr>
<td>Children with special needs</td>
<td>24,529</td>
</tr>
<tr>
<td>Total course completed students to date</td>
<td>4.95 million (65.53% girls)</td>
</tr>
<tr>
<td>Transfer to formal school to date</td>
<td>4.66 million (94%)</td>
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<tr>
<td>BRAC pre-primary school</td>
<td>15,164</td>
</tr>
<tr>
<td>Students</td>
<td>433,658</td>
</tr>
<tr>
<td>Children with special needs</td>
<td>17,759</td>
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<tr>
<td>Total course completed students to date</td>
<td>4.35 million (61.29% girls)</td>
</tr>
<tr>
<td>Transfer to formal school to date</td>
<td>4.31 million (99%)</td>
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</table>
Target learners:

Though the proportion of out of school children has gone down in Bangladesh from 23.4% in 1998 to 13.6% in 2008 there still exist a huge number of children who are out of the primary education system. High dropout rate is another crucial issue that needs to be addressed immediately. Therefore BRAC targets never enrolled, dropouts, ethnic minorities, special needs children aged 8-12 years of hard to reach and poor rural households for primary education.

This includes children from hard to reach areas, children with special needs and children from ethnic minorities.

Responsible person for the project/programme:

In each school, there is a local female teacher who is responsible for teaching and mentoring the same cohort from Grades I–V. During the school cycle, the teachers receive all necessary academic and logistic support from BRAC. The branch office is the grassroots management office, comprising of a Branch Manager (BM) and Programme Organisers (PO). The POs will provide the necessary pedagogic and logistic support to the schools. They will also oversee the school and classroom environment and ensure community participation and linkage with the local primary school, as well as raise awareness of parents and caregivers through monthly meetings and individual contact. They will also check the participation of BRAC pre-primary graduates in examinations, particularly in the Primary Completion Examinations. The BMs will be responsible for overall management of the project and capacity development of staff members and teachers. The Area Managers (AMs) are the next hierarchical stage of the programme who report to the Regional Manager (RM). They are responsible for planning, staffing, financial management, logistical support, staff development, coordination among stakeholders and other day to day management aspects of the project. They report to the Regional Manager (RM) who in turn reports to the Programme Manager (PM) at the BRAC central office. The Programme Manager is reportable to the Co-coordinator BPS.

Policies and framework that support the project/programme:

BRAC has permission from the Ministry of Primary and Mass Education to establish pre-primary schools on the campuses or catchment areas of government primary schools or registered non-government primary schools. Bangladesh Government has given the approval to BRAC Primary School students to appear for national primary completion Examination which is a pivotal examination that occur at the end of the grade 5, which recognized the equivalency of complete primary education. Bangladesh Government also supplies textbook for grade IV and V for BRAC children. We follow the national competencies and curriculum.

Curriculum development:
BRAC Education Programme (BEP) follows the national curriculum however developed textbooks for Grades I–III itself, and supplementary materials based on needs assessments. BEP also provides supplementary materials for Grades IV–V along with government textbooks in core subjects. This development is needed to adapt the government curriculum to BEP texts and teaching methods. The design of the materials is student-centred, gender-sensitive and participatory. BRAC believes in learner-centred approach and maintains an environment in which learning is fun. This promotes an active learning environment, which makes the lessons interesting and helps the students to gain a greater understanding of their subjects. ESP plans to use the same materials and textbooks in its schools. BEP gives emphasis on culturally need-based materials for ethnic children. Bilingual texts and supplementary reading materials have been developed from pre-primary to Grade V in Chakma language. The programme also plans to develop similar bilingual materials for other communities. BEP established Education for Ethnic Children (EEC) Unit in 2001 and has introduced a full-fledged Multi-Lingual Education (MLE) in the Chittagong Hill Tracts. The teaching model was adopted from the BRAC Primary Schools (BPS) to suit the learning needs of the indigenous communities by using the students’ native languages as the medium of teaching. The aim is to help these children bridge the linguistic gap and become proficient in Bangla on their own terms. 5 story books, including 12 folktales and other themes, workbooks on cultural and numeric mathematics, a mathematics counting book, rhyme book, a social studies workbook, a primer with charts and teachers guide) have already been developed for Grades I-III in the Chakma language. Textbooks and classroom are also adapted for child with special needs.

Teacher’s recruitment and training:

While doing the door-to-door survey to identify potential students and school locations the surveyors also collect information on local educated women, i.e. those with 10–12 years of schooling, within the vicinity. Potential teachers may then sit for a routine exam in Mathematics and English as these subjects are considered difficult for teachers to teach and students to learn. As an equal opportunity employer BRAC gives preference to women, ethnic minorities and people with special needs. In the event of a replacement being necessary, a list of additional potential teachers is kept in the local office.

After selection the potential teachers observe an ongoing BRAC school for a week to see how a school is conducted by a teacher. In new areas where there is no opportunity to observe an ongoing school before attending basic training BEP always deploys senior and experienced staff to provide the necessary support to the teacher candidates. The practical experience and the twelve days basic training at a residential BRAC training centre give the teachers a good professional grounding. Monthly refresher courses are held throughout the school cycle. Teachers of the same grade participate in a batch for refresher courses, which are compulsory for all. Grade I teachers attend one-day courses, increasing to 3–4 days’ duration in Grades IV–V as subjects get more difficult for them to understand. In the refresher courses, teachers’ discussions
are mostly based on problems and preparation for different subjects for the next month; the participation of more experienced teachers benefits the weaker ones. These sessions are facilitated by the Programme Organisers (POs) who visit schools twice a week and are aware of concurrent issues. The teachers then receive a four-day orientation at field level prior to the school opening. Residential training is also provided to the selected teachers of BRAC schools to improve their teaching proficiency in English language, which is facilitated by the BRAC Institute for Language (BIL) of BRAC University.

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<thead>
<tr>
<th>Training for Primary School Teachers</th>
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<tbody>
<tr>
<td>Course</td>
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<tr>
<td>Basic training</td>
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<tr>
<td>Orientation prior to school opening</td>
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<tr>
<td>Orientation prior to grade change (Grades I–III)</td>
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<tr>
<td>Orientation prior to grade change (Grades IV-V for BRAC school)</td>
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<tr>
<td>Monthly refreshers (Grades I–III)</td>
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<tr>
<td>Monthly refreshers (Grades IV–V)</td>
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Assessment of learning outcomes of students:

Ongoing Assessment

- **Assessment of previous lesson:**
  At the starting point of each subject in the classroom teacher gives a question time to the children for recalling the previous content so that learning will be longer and strong.

- **Assessment of current lesson during delivery:**
  To assess the knowledge, attitude and skill of the ongoing lesson, teacher asks questions, give assignment, group consultation and presentation in the classroom.

- **Assessment of current lesson after completion of the lesson**
After completion of a lesson of each subject, teacher takes an assessment to know the students final perceptive condition of the lesson.

- **Assessment of whole week lessons**
  To understand the achievement level of learning outcomes of the students of the whole week lessons teacher takes different methods for assessing the children.

**Different methods for ongoing assessment in the classroom:**

- **Oral presentation**
  In oral presentation, students can say about story, poem, summary of the content etc. by using their own language. Students also articulate their thinking in any selected subject by teacher.

- **Group presentation**
  Where the group presentation is applicable, the teacher divided the whole class into 5 groups. Students prepare their certain lesson in group guided by a leader. Every group has to present their working/answer the questions from other groups.

- **Quiz**
  In quiz time class divided into 2 groups. One group asks questions to another group turn by turn. The teacher role is as a moderator. Teacher put the individual group score on blackboard and appreciates the winner group.

- **Peer assessment**
  Teacher provide peer assess in regular assessment system. By this, students assess by themselves. There are some merits of this assessment like time consume, develop students’ capacity to find out the common mistakes in writing answer and get better.

- Question time
- Journal writing
- Wall Magazine preparation
- Experimentation
- Project assignment
  Every project has some objectives. To achieve these objectives BRAC take some initiatives. By project evaluation we try to find out how we far from the project objectives, how we can get it, lesson learned, challenges etc. By
knowing these we can apply new concept, changes of curriculum, training design etc. in next project.

**Periodical Assessment**

After completion of some chapters or a certain lessons, a written examination is held through competency based questions. Teachers also maintain a record to keep the result. By this result, if anyone does not get standard marks in any subject teacher take remedial initiatives.

**Formal examination at grade V**

BRAC students take part in a Government primary completion examination at the end of grade 5. Before attending the examination, BRAC get necessary steps to prepare the students by getting model test.

**Assessment through monitoring of student’s learning performance**

To assess the students’ learning performance in each subject BEP internal monitoring unit developed a checklist. The unit analyzes the data from field and provides the report by every three months. According to the monitoring report, we find out the weak areas of the students and taking essential initiatives.

**Assessment of co-curricular activities**

It’s an important thing that co-curricular activities included with regular classroom activities in BRAC School. Students are also assessed on music, dancing, drawing, reciting, miming etc.

**Graduates of the project/ programme integrated into the formal education or employment:**

The goal of BRAC primary education programme is to bring out-of-school children into the primary education system, help them complete primary and prepare them for the secondary level. After completing BRAC primary education 97 % graduates transferred to formal secondary schools. This has also a great impact at national level. BRAC has experienced that BRAC graduates who are admitted in secondary schools often cannot complete their secondary education due to many critical circumstances. But it is very important to complete secondary education to attain an acceptable level of learning. From this realization BEP started TBS (Tracking of BRAC Graduates at secondary schools) Programme in 2011 to ensure their enrolment at the secondary level, promote regular attendance, reduce drop out etc so that they
sustain at the secondary level and successfully complete the course. To emphasize admission at secondary schools, better attendance, participation in examinations, regular study at home, regular payment at school, education material purchasing, cleanliness etc regular meetings are conducted with children, guardians, teachers and SMC. Besides these poor and meritorious BRAC graduates are also provided with financial support. BRAC also keeps related communication with secondary school authority and other organizations to manage scholarship and full/half free education for BRAC Primary School graduates. BRAC graduates students are also entered into BEP’s adolescent club, where they have opportunity to explore reading book, doing sports, enjoying cultural activities, getting life skills and livelihood training and involve in income generating activities.

**Monitoring/evaluation systems adopted by the programme:**

BRAC Education Programme (BEP) has a separate monitoring unit. Monitoring is an integral part of BEP’s internal control mechanism. The objective of this unit is to conduct periodic analysis using selected indicators, enabling management to determine whether key activities are being carried out as planned and are having the expected outcome on the target group. The unit runs its activities though its “monitors.” The branches and the sample schools are selected randomly for monitoring. Usually, BRAC-operated primary schools form the basis for sampling. The monitoring schedule is organised to ensure that all the branches in the area are monitored on a biannually basis. Monitoring is carried out on both qualitative and quantitative aspects of the programme. Some of the major variables for BEP monitoring include the identification and enrolment of students, retention, the number of teachers trained through various training programmes, the supply of aids and appliances, mothers’ forums, the overall environment of schools, teacher-student attendance, teaching-learning methodologies and materials, and the learning achievement of students in specific subjects in relation to the achievement of objectives. Monitoring activities are designed as a continuous process of data collection, analysis and interpretation in order to produce relevant, timely and accurate information. BEP monitoring indicators are divided into two sections—one on pedagogy, which includes the subject- based, teaching-learning issues; and the other on non-pedagogic issues, which covers the infrastructural aspects of school house and surrounding environment.

Pedagogic monitoring involves classroom-based, teacher–student interactions and the delivery of lessons, and the monitoring of earning outcomes. While assessing classroom-based, teacher–student interactions and the delivery of lessons, monitors observe all classes on that day to cover all subjects. For monitoring learning outcomes, indicators are selected from among the lessons that are being delivered on that day and the previous lesson. The assessment involves a short and quick, paper–pencil test covering both knowledge and skills. Instruments are developed by the monitors themselves; however, all monitors usually monitor the same skills so that results can be aggregated. Monitors share the results of their monitoring with concerned staff members at different levels, so that they can take necessary measures to
improve the programme performance in order to reach desired outcomes. Re- monitoring is carried out on a quarterly basis to learn about actions taken to correct problems found in the earlier monitoring visits and subsequent improvement in teaching–learning outcomes.

**Budget managed and resources mobilization:**

The programme is funded by DFID, AusAID, CIDA. Recently DFID and AusAID have signed a Strategic partnership agreement with BRAC. The agreement alters the nature of assistance from fixed quantities for sector specific projects into overall programme funding. In addition to that BRAC itself also contribute in the programme. Community also support through offering school house with minimum rent.

The Finance and Accounts Department prepares BRAC's financial statements in accordance with international reporting standards. There is the mechanism of internal audit. BRAC strives for excellence and transparency in financial reporting. BRAC Education Programme forms purchasing committee for both field and Head offices while purchasing materials.

**Community involvement in the project/programme**

Communities play a significant role in operating primary schools. BEP rents schoolhouses from the community at a minimal cost. Communities also provide other secure and safe environments, such as spaces to play games and to participate in co-curricular activities, and they provide pure drinking water and proper sanitation. BRAC’s service provision offers substantial value in exchange for community inputs, indicative of the advantages associated with strong community relationship.

Each school has a School Management Committee (SMC) and a Parents’ Forum. The SMC comprises of seven members, the majority of whom are female, and each typically devotes one person-day per month to the school. The SMC and the Parents’ Forum maintain the school and ensure regular attendance by the children. The SMC also ensures the teachers’ attendance, school timing, and arrangements for the parents’ meeting, and transfers to the secondary school after the children have completed the primary cycle. Facilitated by a BRAC PO, the parents’ meeting is held at the school once a month to discuss their responsibilities and roles in their children’s education. Children’s progress, regular attendance, cleanliness and hygiene is the parents’ responsibility. This involvement fosters better understanding and partnerships between parents and other members of the community.

**Positive aspects of the projects/programme**

- The one teacher school is operated by the same teacher for the same cohort of children for the entire period of four years and delivers lessons in all subjects.
- The school timings are flexible and are fixed according to needs.
- Children do not have to pay any fees and there are no long holidays.
- Little homework or no homework as most of their parents are not capable to assist them in study.
- Children with Special Needs receive corrective surgeries along with devices like wheelchairs, hearing aids, glasses and ramps.
- Ethnic children receive class lecture and course materials in their own languages up to grade two so that they can overcome language barriers and cultural gaps.
- BRAC develops textbooks and other materials for up to Grade III and government textbooks are being used in Grades IV and V.
- Students are being taught about social values and their rights and responsibilities coupled with basic financial education to empower them.
- Co-curricular activities are integrated as an integral part of education.
- BRAC primary schools graduates are being tracked by BRAC for further study.
- Monthly teacher refreshers training build teacher’s capacity.
- Parents active involvement help to run school smoothly.

**Challenges faced by these projects/programmes**

The major challenges faced by the programme are:

- Urban slum eviction: Most urban slums are located in government land. Urban schools located in the slums frequently face the risk of eviction.
- River erosion, flood, cyclone.
- Migration of family: Economic migration is a regular phenomenon where people migrate from one place to another to maximize their income.
- Shortage of teachers in ethnic minority, haor and remote areas.
- Per child cost is raising day by day raise.

**For the expansion of the project/programme:**

Marginalization is a common problem to reach education goals for Bangladesh. Remoteness is one of the strongest factors behind marginalization which badly affects education. The children of low lying haor areas and hill tracts are the most disadvantaged to receive primary education. On the other hand education figures of urban slums are among the worst in Bangladesh and it is alarming that this group of people is rising very fast. In addition to that the children with special needs and those born in stigmas at brothels are in greatest risks to be deprived of the rights of education. These inevitable circumstances are challenges for the GoB towards reaching education for all in Bangladesh. It is never possible to ensure universal primary education...
keeping such a large number of populations out of education. Therefore to involve these children with mainstream education is a pre-condition to reach education goals. For the expansion of the programme more involvement of community people is also very important. More financial assistance is requires covering these never enrolled and hard to reach children who are in most vulnerable situation to be dropped out.