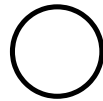# Strengthening Basic Education in the Chittagong Hill Tracts Phase II

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Mid Term Review

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Rangagmati – 21 December 2012

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ACRONYMS

AUEO	Assistant Upazila Education Officer
AWP	Annual Work Plan
CAMPE	Campaign for Popular Education
CHT	Chittagong Hill Tracts
CHTDB	Chittagong Hill Tracts Development Board
CHTDF	Chittagong Hill Tracts Development Facility
CHTRC	Chittagong Hill Tracts Regional Council
CIDA	Canadian International Development Agency
DG	Director General
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
EO	Education Officer
EU	European Union
GER	Gross Enrolment Rate
GoB	Government of Bangladesh
GPS	Government Primary School
HDC	Hill District Council
ICDP	Integrated Community Develop Programme
INGO	International Non Government Organization
LNGO	Local Non Government Organization
LOA	Letter of Agreement
MTR	Mid Term Review
MoCHTA	Ministry of Chittagong Hill Tract Affairs
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MLE	Multi-lingual Education
MG	Mothers' Group
MOFE	Ministry of Forest and Environment

MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MIS	Management Information System
MPO	Monthly Pay Order
NSC	National Steering Committee
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NGPS	Non Government Primary School
NER	Net Enrolment Rate
NGO	Non Government Organization
NOC	No Objection Certificate
PEDP	Primary Education Development Programme
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
RFP	Request for Proposal
RHDC	Rangamati Hill District Council
SAS	Strategic Action Society (a local NGO)
SBECHT	Strengthening Basic Education in the Chittagong Hill Tracts
SMC	School Management Committees
SWAp	Sector Wide Approach – programme modality
TAC	Technical Advisory Committee
TO	Training Officer
UEO	Upazila Education Officer
UNICEF	United Nations Children's' Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPC	Upazila Project Coordinator
URC	Upazila Resource Centre
WFP	World Food Programme

EXECUTIVE SUMMARY

Strengthening Basic Education in the Chittagong Hill Tracts (SBECHT) is a project funded by European Union (EU) and implemented by the United Nations Development Programme (UNDP) to help strengthen systems, methodology, and human resources of basic education in the Chittagong Hill Tracts (CHT).

The SBECHT Mid-Review (MTR) was conducted over nine weeks from the last days of September to the first days of December 2012. The MTR was based in Rangamati in the offices of the Chittagong Hill Tracts Development Facility (CHTDF) Education Cluster, from which the team received effective and much appreciated support. The objectives of the Review were to take stock of the situation with regard to roles and responsibilities of the different institutions mandated for education services in CHT; to assess the feasibility of integration of SBECHT within the framework of the Primary Education Development Programme 3 (PEDP 3), Bangladesh's sector wide programme on primary education; and to recommend ways forward for the Project.

The MTR team (one international and two national consultants) consulted documents relevant to the Project. They conducted 2+ weeks of field observations; interviewed participants and stakeholders at Project level, CHT level, and national level, and with educators in CHT and Dhaka; and organized and analyzed the data. The team produced seven reports and briefings throughout the term, including an Inception Report; a formal Final Report to members of the UNDP Education Cluster and selected Local NGO (LNGO) field staff; and separate post-review briefings to UNDP Dhaka and the European Union.

Based on document review and interviews, the MTR team analyzed the inter-relations, effectiveness, and efficiency of involved institutions at three levels. Project-level institutions included the Education Cluster; the National Steering Committee (NSC); the Technical Advisory Committee (TAC); and LNGOs from each of the three districts in CHT. The CHT-level institutions included: Ministry of Chittagong Hill Tract Affairs (MoCHTA); the Chittagong Hill Tract Regional Council (CHTRC); HDCs; and Department of Primary education at Zilla and upazila levels. The national-level institutions included MoCHTA (mentioned twice, as MoCHTA straddles between CHT and national functions), the Ministry of Primary and Mass Education (MoPME), the Directorate of Primary Education (DPE), and the National Curriculum and Textbook Board (NCTB).

Preliminary findings, or confirmations, of the MTR were that the Project encounters serious developmental challenges including geographic dispersal; the primitive state of communications technology 'away from the road'; a frequently unhelpful political and bureaucratic environment; and capacity deficit of the newly developing HDCs.

All units of the Education Cluster were actively cooperative with the MTR team. Information provided by the monitoring staff was vital, providing project-level data across school, upazila, district, and regional levels. The monitoring staff shares data with CHT education officers, so that the CHT has accurate and

current information on all 300 Project schools – information that would have been impossible for the small number of upazila education officers (UEOs) assistant upazila education officers (AUEOs) to gather on their own.

Project achievements were many and more will be listed in the body of the report. Some achievements worth highlighting are strong community involvement at the school level, especially the confident and effective School Management Committees (SMCs) and Mothers' Groups (MGs); 300 new or renewed schools; modern child-centered methodologies being adopted; pre-primary education in mother tongue in 131 Project schools; and remarkable progress in registering Project schools so they will be able to exist on their own with support from the government.

Significant achievement gaps that need addressing in the near future include the low effectiveness of MoCHTA as the super-ministry for CHT; un-transferred functions as mandated by the HDC Act (1998), which prevent the HDCs from performing as intended; local, community-established hostels, though a commendable and functioning accommodation for low-density population, are of lower quality that might be achieved with government or project support; prevalent unbalance in class size; and the unfortunate curtailment of multi-lingual education (MLE) materials for Pre-Primary 2 in response to new curriculum from NCTB.

The MTR found potential for integration of Project activities under the quality-improvement focus of PEDP3, but that none of the CHT-specific recommendations in the concept document ('Main Document') for PEDP3 were present in the implementation document. At present, there are no provisions for recognizing or providing support for the exceptional educational needs of CHT, though these were recognized and documented in the Main Document for the SWAP. The Project may be in a position to help the HDCs to articulate and develop support and strategy for MoCHTA so the ministry can communicate effectively with PEDP3's MTR in the first quarter of 2013, and apply pressure to have CHT provisions re-instated.

There are numerous recommendations throughout this Review. The three overarching recommendations developing out of the review are: (1) SBECHT should continue to provide support and broaden the laboratory/incubator setting through which the HDCs are building their capacity to govern and manage education in CHT (2) HDCs and MoCHTA should prioritize education functions not yet 'transferred' from the national government and strategize towards gradual transfer of these functions. And (3) donors should remain mindful of the CHT Accord in the sector-wide approach to support for primary education in Bangladesh.

INTRODUCTION

(Quoting extensively from MTR TOR)

Background of the Review

The Chittagong Hill Tracts (CHT) is one of the most diverse regions of the country in terms of geography, ethnicity, culture and tradition of the peoples. The estimated population in the CHT is approximately 1.5 million, which is about 1% of the population of Bangladesh. There are eleven ethnic groups indigenous to the CHT (defined as 'tribes' as per CHT Accord) in the CHT speaking distinct languages. These are Bawm, Chak, Chakma, Khyang, Khumi, Lushai, Marma, Mro, Pangkhua, Tangchangya and Tripura. The three largest of these (Chakma, Marma and Tripura) represent about 90% of the total 'indigenous'/'tribal' population, which altogether make up only about 50% of the overall population of the CHT at present, with the rest consisting of Bengalis, the majority of whom were relocated into the CHT a little over three decades ago. The majority of the CHT population lives in rural areas.

Basic education was one of the heavily affected sub-sectors during the conflict in CHT. Villages in the CHT have lower access to education as compared to the rest of the country. For children, especially the younger ones, it is difficult to walk through the hilly terrain and reach the schools. Due to grossly inadequate basic education infrastructure and facilities, closures, relocation of schools and displacement of elements of the population combined with personal and livelihood insecurity, the progress in terms of enrolment, literacy and completion of children of the indigenous minority population is much lower than the national average. Substantial numbers of households remain excluded from the education process. In addition, the distance to education facilities seems to be a significant deterrent to enrolment of 6 yr olds with parents often delaying enrolment until their child is older (thus the disparity between gross enrolment rate (GER) and net enrolment rate (NER). An appropriate distance (2 km as defined by the government) in the plains areas is different from an appropriate distance in very hilly or marshy areas. Difficult terrain makes the journey much longer and potentially unsafe.

UNDP, through the Chittagong Hill Tracts Development Facility (CHTDF), implemented Phase I of the basic education project from January 2008 to 2009 to support and complement the government's plans as described in the Poverty Reduction Strategy Papers (PRSPs) (2005 and 2008). From December 2009, the CHTDF has been implementing "Strengthening Basic Education in the Chittagong Hill Tracts-Phase II" to support the government in realizing its commitments to basic education in the CHT. The project is scheduled to end on 30 September 2013. The EU has been the main donor for both phases, with CIDA and UNDP sharing some of the costs.

Within the scope of the overall objective "Improved socio-economic development of the CHT in line with the principles of CHT Accord", the project purpose is to: "Establish and promote access to a quality

primary education system in the CHT." The project purpose is set around targeted results related to advocacy, strengthening systems, increasing access to basic education, improving quality of education, and multilingual education.

The Project operates in 12 upazilas (4 upazilas in each district) out of total 25 upazilas in the three hill districts (Khagrachari, Rangamati and Bandarban) and supports 300 community established schools (100 schools in each district). In addition, the project has provided training to School Management Committees (SMCs) of a total of 180 selected government primary schools in three districts (60 per district).

The Project targets CHT remote communities that are most vulnerable and have limited access to primary education services. Direct beneficiaries of Phase II include around 20,000 children with access to school, and to an improved classroom or school environment.

The Project is implemented in close collaboration with the Ministry of Chittagong Hill Tracts Affairs (MoCHTA), with support from the Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), and National Curriculum & Textbook Board (NCTB), and in partnership with the three Hill District Councils (HDCs), and national and CHT-based NGOs.

The Project was consciously designed to complement PEDP-II, and in particular the Action Plan for Mainstreaming Tribal Children in Education. The contribution of the Project is visible in achieving Tribal Action Plan objectives. It has addressed of the main learning barriers, including language barriers. by establishing schools in remote areas, recruiting community based teachers who speaks local languages, organizing training courses to promote child-friendly learning, introducing mother-tongue based Multilingual Education (MLE) for children belonging to 7 CHT ethnic groups and developing culturally sensitive relevant materials as well as strengthening of SMCs in 300 remote schools in un-served or underserved communities in the CHT.

CHTDF, UNDP took part in a pre-appraisal mission for Prog3 (as PEDP3 was known earlier), and in liaison with MOCHTA, in subsequent processes of developing and implementing PEDP-3 as well. At present PEDP-3 focuses on marginalized communities including 'tribal groups' in hard to reach areas under the heading of 'inclusive education'. This is one context in which the CHTDF education component has potential for harmonization and alignment. From the beginning of the 2nd phase, the project has been implemented by having the Hill District Councils (HDCs) as the main implementing partners. This has been done as education is one of the subjects transferred to HDCs as per the provisions of the CHT Accord and related legal provisions for the CHT. At the same time, however, CHTDF has tried to facilitate closer working relations between HDCs and relevant line departments at various levels. Thus, at the start of Phase II, the DG of DPE issued a letter urging all DPE officials at District and Upazila levels to extend necessary support to SBECHT. At the national level, the Technical Advisory Committee for Education (which functions as an advisory committee to the CHTDF National Steering Committee), comprised of members from MOPME, MOE, DPE, UNICEF etc., has identified potential areas of

collaboration between SBECHT and PEDP-3. However, it should be noted that relevant provisions under PEDP-3 are rather limited at the moment.

In order to take stock of the situation with regard to roles and responsibilities of the different institutions mandated for education services in CHT and assess the feasibility of integration of the SBECHT within the framework of the sector wide programme on primary education, provisions for a mid-term review mission was included in the project design.

Purpose of the Review

The general objective of the MTR was to assess the relevance of the design of SBECHT-II, and the efficiency and effectiveness of its implementation to date, with particular focus on issues of sustainability and alignment with relevant government policies and programs. In the context of the specific focus, the MTR has assessed the extent to which the project is consistent with relevant national policies and programs; e.g. National Education Policy 2010, and in particular the new SWAp, the 3rd Primary Education Development Program (PEDP-3); examined the feasibility of integration of the project with the national program; and provided recommendations for the way forward. The MTR was also to assess the roles of different duty bearers such as DPE and HDCs, with respect to effective planning and implementation of relevant provisions under the national education policy and PEDP-3, and this has been done.

More Specifically, The MTR team was to undertake the following:
• Assess whether the project design is clear, logical and commensurate with the national program and policy on education on the one hand, and with CHT-specific legal framework (including the provisions of the CHT accord) on the other;
• Analyze the project's alignment/synergy with PEDP-3, identifying any improved clarity needed in the roles of different duty bearers, and recommend scope for better alignment/integration for sustainability;
• Identify major achievements of the project in line with the expected results, assess their sustainability prospects, with appropriate recommendations for enhancing these as relevant;
• Assess the role of Technical Advisory Committee (TAC) communicating project learning to PEDP-3; and in providing recommendations for effective engagement and better coordination with the line departments for effective inclusion of ethnic minority children in mainstream education;
• Assess the requirement of any special provisions/arrangements for ethnic minority children and/or for the CHT region under PEDP-3; and identify room for working together for effective implementation of Inclusive Education;
• Evaluate the effectiveness and efficiency of project coordination, management, including specific reference to:
a. Organizational/institutional arrangements for collaboration among the various partner institutions involved in project execution;

b. The effectiveness of the monitoring mechanisms currently employed by the project management in monitoring progress on a regular basis;

c. Administrative, operational and/or technical problems and constraints that have influenced the effective implementation of the project (including recommendations for necessary operational changes and alignments); and finally,

d. Recommend ions any necessary corrections and adjustments to the overall project work plan and timetable for the purposes of enhancing the achievement of project objectives and outcomes.

METHODOLOGY

Nature of the Review

The Mid Term Review (MTR) followed a qualitative approach. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2008). Data is typically collected and analyzed in the participant's setting, data analysis inductively building from particular to general themes with the researcher interpreting the meaning of the data.

Design of the Review

The review was designed to carry out interview[1], document analysis[2], observation[3] and focus group[4] discussion of selected samples to explore the achievement, impact, effectiveness, and clarity of roles regarding different activities of the CHTDF education endeavor. The study was conducted in all three CHT districts (Rangamati, Bandarban and Khagrachari). For the field work, the MTR team divided into two groups accompanied by the CHTDF education staff. For discussion meetings in Dhaka and CHT, the full MTR team wass usually involved.

Samples

Document Analysis

The MTR tea collected and reviewed Project-related documents. These included CHTDF education project materials, national education policy and PEDP-II and PEDP-III materials, CHT policy documents, UNDP documents and other related materials. They examined TAC minutes, school registers, and student and teacher attendance. The reviewed materials guided the MTR team to develop a conceptual framework for analysis. The conceptual framework can be seen in the tables provided throughout the Review Report.

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[1] An interview schedule was prepared for each interview; notes taken; notes transcribed as assigned and shared among the team. See MTR agenda.

[2] Documents were scanned, then re-visited and annotated; notes were prepared as assigned and shared among the team. See MTR agenda.

[3] School visits were kept informal following an observation checklist. Team members (usually 2 per school) visited classrooms; interviewed teachers and head teachers; took photographs; observed infrastructure, learning materials, furniture and other environment; and conducted semi-structured focus meetings with parent groups. One team member wrote up the preliminary notes, passed the notes on to the second member for review, and then shared the edited notes with the rest of the team.

[4] Focus group meetings, whether with parent groups or NGOs, were approached with sets of prepared questions which team members put out to the group, then followed where the discussion took them.

Interview or discussion session of Stakeholders

The MTR also interviewed significant actors in the Project at all levels including GoB officials, donor consortium, circle chief, Hill Districts Councils' officials, District Primary Education Officer, UNDP Project staff, Cluster official and LNGO staff, educators, and academics (see MTR schedule).

Schools

MTR team, with full support and assistance from the cluster's appointed focal person, selected 14 schools (12 project schools and 2 GPS) from all three hill districts. These schools were selected in line with negotiated criteria (e.g., variety of language groups, distance from the road[5]). The prime selection criterion was the representation of individual community.

District	No of schools	Community Representation
Rangamati	4	Chakma Community
	2	Mixed Community
	2	GPS school
Khagrachari	2	Tripura Community
	1	Chakma Community
	1	Mixed community
Bandarban	1	Marma Community
	1	Mro community

In individual schools the team conducted classroom observations, checked registers, viewed learning materials, conducted focus group discussions with MGs and SMCs, and talked with students. In interviews and other data collection activities, the MTR brought to the interactions as much information as it planned to take away.

Instruments

The MTR developed semi-structured interviews or discussion sessions (Bell, 2005) for different stakeholders. The observation checklist was developed for observation at schools. The data from the observations ultimately guided many of the MTRs recommendations.

Analysis

The MTR team transcribed the notes from the field operation. This was followed by thematic analysis in line with the questions MTR were asked to pursue.

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[5] The further from the road, the better. (We wanted to see schools that were less likely to have been visited by other researchers. One team had to overnight in the village, because it was too far from the road to walk to and back from in a single day)

CHAPTER 1: PROJECT DESIGN AND ALIGNMENT WITH GOVERNMENT POLICY

A close reading of PEDP II documents (DPE, 2006), including the Action Plan for Mainstreaming Tribal Children and the National Education Policy (MoE,2010) shows that SBECHT is deliberately and successfully assisting implementation of national education policies that target in the Hill Tracts and/or minority populations.   Examples of government policy enhanced by the Project are:

- Increasing government's awareness of needs of tribal children
- Increasing awareness among tribal communities
- Providing schools where there have been no schools
- Introducing pre-primary classes
- Learning in mother tongue
- Recruiting local language teachers
- Creating special opportunities for children small ethnic groups
- Training teachers to recognize differences in culture and identity
- Training head teachers on tribal children's issues
- Expanding training of DPEO officials to address tribal issues
- Reflecting individual cultures in workbooks and teachers' guides
- Preparing texts in the children's own language

See table below: *Project Design and National Education Program,* for direct quotes from policy documents and brief explanations of how the Project support implementation of these policies. MTR interviews show that activities implied by these policies are being implemented by HDCs through the Project and Project schools; however, there is considerably less implementation in government schools.

Project Design and National Education Program

Column 1 lists references (complete or nearly so and unedited) from PEDP2, the National Education Policy and an additional reference from the Sixth Five Year Plan 2011 (MoP, 2011) that explicitly or implicitly refer to education in CHT. Column 2 matches Project activities to the referenced policy.

Though column 1 above are stated as priorities, most are NOT being implemented in government schools or in government agencies outside the Project. For instance, there is no learning in mother tongue in government schools; no serious attempt to reflect individual cultures in workbooks and teachers' guides; and no preparation of texts in children's own language. Without the Project (or other small NGO projects) these would be only paper policies.

National Program and Policy on Education (DPE, 2006; MoE, 2010; MoP, 2011)	Project Activities (selected)
"Increase awareness and understanding about the cultural diversity and different needs of tribal children in DPE and MoPME" (DPE, 2006); "...promote and develop the languages and cultures of the indigenous and small ethnic groups" p. 10 under Aims and Objectives, (MoE, 2010)	Advocacy at three levels: community (using LNGOs), mid-level (with newly developing HDC staff), and at national level (especially aimed at implementing CHT Accord). Project works with MoCHTA and HDCs in to improve cooperation with DPE and MoPME.
"To initiate special measures to promote education in the areas identified as backward in education" (MoE, 2010);	School Mapping; identifying areas where no well-functioning schools exist and working with HDCs to prioritize for Project support. Special measures include strategies to monitor schools normally out of reach of upazila education officers. Local staff of NGOs identify un-served children and provide technical support for education in sparsely populated communities.
"SMC to receive awareness raising on tribal children's education and Tribal parents and members of community to actively participate in SMC and PTA" (DPE, 2006).	Capacity building at para/school level; especially working with LNGOs to make each school a community project rather than a donor project. Involving community groups in infrastructure and academic development. Three LNGOs (one for each district) help communities make the link between themselves and the school, district, and other bureaucracies
"There are areas where no primary school exists. Primary schools will be set up in these areas inhabited by ethnic people, both in hilly or plain lands and Equal opportunities have to be ensured for all kinds of disabled and underprivileged children" (MoE, 2010) "In many schools in remote areas it was found that the buildings are poorly maintained and in need of repair and adequate furniture and in areas where there are no schools, new schools need to be established" (DPE, 2006)	Construction and renovation of schools; providing support for the building of new schools where none exist; involving community groups in designing, building, improving and maintaining schools. In some areas, variances in school design are allowed to avoid unsustainable transportation and skilled labour costs.
"It is important to introduce pre-primary schooling to prepare them for school education... with this objective, a one-year pre-primary schooling must be introduced for 5+ children. Later, this will be extended up to 4+ children" (MoE, 2010);	Introduction of Pre-Primary; working with communities and HDCs to recruit and train teachers; (number) of 300 schools now support pre-primary.

"This preparatory education conducted together with other fellow-mates will create an enthusiasm for learning in the children" (NCTB, 2012); "Pre-primary schooling as a preparation for primary schooling may help reduce some of the disadvantages faced, especially by providing early schooling in mother tongue" (DPE, 2006)	
"...to facilitate learning in the mother languages of the indigenous peoples and small ethnic groups at the primary level of education; (p. 12 under Aims and Objectives of Primary Education," (MoE, 2010); A national language policy will be formulated to safeguard the languages of ethnic peoples. An action plan on mainstreaming the education of their children will be implemented (MoP, 2011).	Introduction of MLE; working with other UN agencies and with communities to prepare materials and curriculum relevant to ethnic children in pre-primary and early-primary classrooms. 131 of 300 schools identify as multi-lingual, employing trained (or in-training) teachers who are speakers of the community language.
"Locally recruited teachers will be able to use local language to explain concepts and key learning points" (DPE, 2006); "Measures will be taken to ensure the availability of teachers from ethnic groups" (MoE, 2010); "Revise/Relax the teachers recruitment criteria for appointing tribal people" (DPE, 2006)	Teacher recruitment; working with HDCs and community groups to develop processes for recruiting teachers, and helping to provide training. (Schools far from population centres have difficulty retaining teachers.) In many schools, criteria are relaxed and training toward full qualification assured.
"Special opportunities will be created for the students belonging to backward classes and small ethnic groups." P. 50 under Fine Arts and Crafts Education, (NEP 2010)	Child friendly schools; assisting with sanitation, school design, furniture for child-centered learning, locally inspired learning materials. Many of the schools visited displayed children's art work and two of them proudly showcased students who had won prizes in district or regional art competitions.
"Teachers need to understand the importance of recognizing differences in culture and identity such as the use of tribal names and traditional dress in schools" (PEDP II, 2006) "Special assistance will be provided to the marginalized indigenous children", under Children of ethnic groups, (NEP, 2010) "to help (teachers) acquire efficiency in delivering education to the students of disadvantaged community and small ethnic groups and the disabled learners by sincerely responding to their special needs"; p. 64 under Teacher Education, (NEP 2010).	Training of teachers; working with HDCs to: provide as-needed teacher training, favouring teachers who will stay in their communities; relax qualification requirements while enabling qualification activities; targeted teacher training focused on CHT-specific situations – e.g. small classes, language issues, locally appropriate teaching aids.
"All Head teachers to be trained on tribal children's issues and Priorities tribal teachers for the post of head teachers" (PEDP II, 2006)	Training of HT; ensuring that all head teachers are trained in management and methodology, especially focusing on local customs and sensitivities.
"Expand training activities for DPEO Officials,	Training of DPEO and UEOs; including mentoring

URC instructors, UEOs, AUEOs to include issues of tribal children's education" (PEDP II, 2006)	trainee DPEOs and UEOs who play active role in Project activities; sensitizing DPEOs and UEOs to MLE issues.
"Special measure should be taken to consider the reflection of individual culture in these workbook and teacher guide (NCTB, 2012). "...prepare texts in their own languages so that ethnic children can learn their own indigenous languages. In these initiatives, especially in preparing textbooks the inclusion of respective indigenous communities will be ensured" (MoE, 2010) "Measures will be taken … to prepare texts in their own languages so that ethnic children can learn their own indigenous languages. In these initiatives, especially in preparing textbooks the inclusion of respective indigenous communities will be ensured." P. 14 under Children of ethnic groups, MoE, 2010	Curriculum and teaching material development. Working with INGOs, LNGOs, and communities to develop reading materials, leaning materials, and methodologies that allow children to recognize themselves in the curriculum. This is a work in progress. High quality teaching/learning materials are already produced and in use in pre-primary classrooms. • Local language teacher instructions are included; teachers are instructed not to expose students to text in their own language. Why? • Some texts developed for pre-primary have been published and printed but not distributed because of changes in the government (NCTB) curriculum.
"There are areas where no primary school exists. Primary schools will be set up in these areas inhabited by ethnic people, both in hilly or plain lands. In some areas, there is a thin ethnic population. So the schools may suffer from dearth of children. So, in order to create opportunities of enrollment of sufficient number of children, residential facilities for teachers and learners have to be created. This also claims necessary attention." (MoE, 2010).	School Registration. Advocacy through HDCs, MoCHTA, and contacts in other ministries and departments is showing results, with many schools on the cusp of certification. Hostels have been built and staffed under PEDP2 and are in negotiation to be transferred to HDCs. A few communities have established hostels to accommodate children from neighboring communities, thereby reaching the numbers required for registration.

An encouraging finding is that within CHT there are cordial relations between Project personnel and DPEO officials including URC instructors, UEOs, and AUEOs. The MTR observed positive interactions and sharing of information between these officers and Project officers. With increasing responsibilities HDCs in the education sphere, there is reasonable expectation for policy implementation spreading to government schools and education offices.

Recommendations:
- *Project should help HDCs prepare a document illustrating the disconnect between education policy and practice for CHT schools, with a view to focusing MoCHTA's attention on the problem. The document might also become a checklist for discussion with donors, demonstrating the need to support CHT initiatives separately, being assured that they will otherwise be ignored.*

CHAPTER 2: ACHIEVEMENT

Component 1:   Policy Driven Advocacy

Support for decentralized education policy and administration, led by CHT institutions, especially HDCs, is nearly universal in CHT education community. (The Project avoids lobbying directly, concentrating rather on capacity building and facilitation, not advocacy.) Notable advances:

- Community associations (SMCs and Mothers' Groups) are effectively engaged in advocating for registration of their own schools, and are also networking with other communities.
- At a mid level, CHT advocacy has found the resources to appoint teachers to fill nearly 100% of vacancies.
- At the national level, the Project works with MoCHTA to achieve agreement with MoPME on relaxation of registration requirements.
- DG of DPE wrote a letter instructing field officers – DPEOs and URC intructors to cooperate and collaborate with Project activities as much as possible, including; workshops and training, school inspections, textbook distribution, and expediting the process of registration of schools.
- HDCs have provided resources to upazila education offices to take on administrative and training activities with Project schools to develop capacity of their officers.
- TAC, with Project involvement, has moved forward a number of initiatives including teacher recruitment and acceleration of the process toward school registration.

The most encouraging evidence of policy driven advocacy comes from the field where informants invariably support HDCs' increased role in education management and monitoring, despite recognizing limitations in the councils' capacity and probity.

Other achievements were seen in joint activities with government officers, such as head teachers' coordination meetings and inspection visits to Project schools. One DPEO observed that some of his activities were more complex under HDC administration; yet he felt this was a fair price to pay for increased involvement and local accountability under HDC governance.

A similar assessment came from an HDC Convenor who spoke of corrupt or inefficient practices in teacher recruitment and transfers; yet he welcomed the prospect of further powers devolving to HDCs. A counsellor at CHTRC supports the transfer of powers to the relevant authorities as outlined in the Accord and the HDC Act.

However, as the MTR team moved away from the field and began to interview national government officers, interviewees became more ambivalent in their support for devolution as outlined in the CHT Accord. Policy driven advocacy has difficult work ahead in dealing with national government.

At MoCHTA, the officer scheduled to meet with the MTR team was not available. The officer who did meet the team had only a surface understanding of education issues in CHT. Not one of the people who met the team at MoCHTA was indigenous to CHT, though this is the ministry tasked with representing CHT at the national level.

The MTR team met with two MoPME additional secretaries. In the first meeting, the team had cordial and action-oriented conversation about the process for registering primary schools in CHT. A time-bound process was outlined and dates assigned. In the second meeting, the additional secretary came prepared to lecture on why, on nearly every level, the mandated devolution process was a bad idea and would not be allowed to happen. At one point, he stated that there were already too many schools in the Hill Tracts and that no more schools would be allowed to be registered ('nationalized').

A meeting with the Director General of DPE was attended by most of his senior officers on the day before a major holiday, indicating that the meeting had importance for him. Nevertheless, the DG did not remember several previous meetings and was less than encouraging about future cooperation; this despite his having earlier (15 April 10) authorized the government's field-level officials to collaborate with the Project in multiple areas.

Recommendations:
- *Project should help to draft an MOU between MoCHTA and MoPME that would help government officers and other to understand MoCHTA's function relating to education.*
- *Project should help CHTRC to lobby for assigning and developing proactive leadership for MoCHTA.*

Component 2:   Strengthening systems

The Project serves as a successful incubator, helping understaffed and inadequately funded HDCs to perform regulatory and monitoring functions with mentoring and on a small scale.
- DPEOs, UEOs and AUEOs seek opportunities to join with EOs and M&E officers to visit Project schools, providing mentorship so they can take new skills to the wider education community.
- 100% of SMCs in schools observed had received training and were applying that training in the school and the community.
- Teacher attendance in Project schools is very high, apparently due in large part to the involvement of parents' groups in the affairs of the schools.
- A School Development Plan is publicly displayed in every school visited by the MTR, and conversation with SMCs showed that it was generally well-understood.
- Updated demographic and ethnic data is available for planning and monitoring by HDCs and UEOs.

Knowledge and capacity of District education systems has increased through improved planning and management. The Project has been a laboratory or incubator, helping understaffed and inadequately funded HDCs to perform regulatory and monitoring functions on a small scale. (HDCs now have responsibility for GPS teacher recruitment and transfer.

Every SMC and Mothers' Group met by the MTR reported having had training. In group sessions they were fluent about the duties of the groups, and reported impressively on achieved objectives – including spice gardens, orchards, and other mechanisms for raising funds for school or school-related activities. The degree of ownership by the communities was exceptional, as was their confidence and willingness to become involved in the academic life of their schools. Most, though not all, of community members understood the school development plans, and were able to report on their achievements within the plans. Whenever the topic of adult literacy was brought up with the Mothers' groups there was strong and enthusiastic interest. They wanted to read and write in Bangla, both so they could help their children with school work and so they could operate effectively in the markets.

HDCs will be responsible for student hostels, once the expected handover takes place. There is still little or no progress in transferring responsibilities to HDCs as mandated in the HDC Acts (1998):
   a) establishment and maintenance of primary schools;
   b) establishment and maintenance of public libraries;
   c) provision of scholarships and stipends; establishment and maintenance of hostels;
   d) training of primary teachers;
   e) grant-in-aid to educational institutions
   f) arrangement of adult education;
   g) provision of food and supply of milk to child students;
   h) supply of text books free or at reduced price amongst poor and distressed students;
   i) setting up and management of sales centres for text books and educational materials;
   j) vocational education
   k) primary education through mother tongue;
   l) secondary education

Recommendations*:*
   - *Extend LNGO support of SMCs and Mothers Groups to non-Project government schools, carefully monitoring participating schools to determine whether community involvement and ownership is a sufficient condition for improving the quality of schools and the learning environment.*
   - *Select yet-to-be transferred functions (from HDC Act); build capacity of HDC with a view toward transfer of these functions. (E.g.: Primary education in mother tongue.)*
   - *UNESCO initiatives for Adult Literacy in Project schools should be supported – especially for women.*

Component 3:   Access

300 well-functioning schools are now providing education in remote, hard-to reach, and previously un-served òr under-served communities in three districts.

- The Phase 2 target of 60 new schools constructed has been met.
- Support for 90 previously existing but poorly-functioning or non-functioning schools is on track as planned.
- The proportion of clean toilets was 100% in the schools visited. (There was usually only one toilet per school, indicating that parents may not view separate toilets for girls and boys as a priority.)
- Each school visited by the MTR team had arrangements for clean drinking water.
- Some schools are establishing hostels for children of neighbouring villages.

Increased management and advocacy capacity of parent organizations has increased enrolment, as has school construction and renovation, the addition of pre-primary classes in local language, and the professional development of teachers.

Registration of schools is a prime access issue, since schools which are not registered may not be sustainable. If all the Project schools close, 20,000 students lose access to education. At the time of preparing this report, all new registration applications were in suspension.

Several schools have worked in cooperation with neighbouring communities to establish hostels so children of participating communities have access to education and the cooperating schools could bring their enrolment up to the level required for registration. Both the host community and the participating communities benefit. While this is not specifically a Project achievement, it is an initiative of the parents' groups and thus an indirect achievement of the Project.

Recommendation*:*
- *Work with the monitoring staff to identify areas where there are not enough children to justify even a small school. Explore alternate means of delivery, including itinerant teachers (maybe sharing functions with another department, such as Health) or developing education mentors in communities and providing materials to be used in these settings.*
- *Project should consider assisting communities with setting up small hostels with associated services (feeding and supervision). At present, for cost reasons, the quality of the ad hoc hostels is not high.*

Component 4:   Quality Education

The quality of Project primary schools is consistently higher than that of Government primary schools, and continues to improve. This impression was confirmed by a DPEO who regularly visits Project schools:

- Over 50% of classrooms arranged group seating in a child centred way. (Progress, but there is room for improvement.)
- There was evidence of collaborative learning in more than a third of lessons observed. (Considerable room for improvement.)
- Multi-grade teaching was observed in several schools. (But there was an equivalent number of schools where multi-grade teaching was not practiced and should have been.)
- All Project-supported teachers in schools visited by the MTR had had initial training of 18 days or 12 days. (Cluster officers assure us that this is true throughout the Project).
- All Project teachers visited by the MTR receive bi-monthly refresher training.
- All visited Project classes had a trained teacher in charge.
- All visited Project head teachers had received a 4 day initial management and pedagogy training.

Visits by the MTR team to 14 schools in three districts showed exceptional achievement in respect to quality. A DPEO who had visited a number of Project schools reported that the quality of teaching, the cleanliness of students, student attendance and teacher professionalism, learning results ("The children are reading in grade 1!"), are superior to Government schools in his district on every measure.

There was less use of teaching aids than expected.

The team did not encounter supplementary reading materials in use: however, inspection of MLE materials, especially in pre-primary, showed the provided materials are regularly used. And the team was told that around five schools (one of which was visited) have reading rooms with small collections of reading material.

Only one 'activity corner' was seen. (Activity corners might be designated areas in the classroom that have math games; art materials; project materials; books that children can read alone or to each other; or a small shop with items that students can 'buy' and 'sell', weigh and measure, read labels, and make lists.)

Teacher/student ratio is a major issue. Many of the schools had fewer than 20 students per teacher. Some schools addressed this through multi-grade teaching, but there were at least an equal number of schools where this solution was not in place. Note: Even a single classroom with a single teacher can effectively serving all the primary grades, assuming the teacher has adequate training and mentoring and native talent.

Recommendations:
- *School inspections should include mentoring or mini-refreshers on child-centred learning, collaborative learning, and seating arrangements.*
- *A donor funded one-time effort could produce Hill Tract-specific videos on use of local teaching aids, activity corners, and collaborative learning.*

- *Conduct a specific school-by-school assessment attending to teacher/student rations; select schools that need to employ multi-grade teaching; develop workshop and manual; and provide specialized training in multi-grade teaching on an as-needed basis.*

Component 5: Multi-Language Education.

MLE is implemented in pre-primary classes in 5 of the 12 Project visited schools
- MLE is featured in 131 of the 300 Project schools, according to monitoring data.
- Outstanding MLE materials have been developed using community artists, story-tellers, and elders and are in use in Pre-primary 1. (MLE materials were being developed for pre-primary 2, but development was halted and already-published material was withheld on grounds of conflict with the new NCTB curriculum.)
- All MLE teachers are native speakers of the language and have received MLE training.
- Two conferences supporting MLE were organized with participation of CAMPE and Save the Children: 'Mother Tongue Day' in CHT in 2010; and 'International Literacy Day' in Dhaka in 2010'.
- Materials are developed for 12 Ethnic groups (2 for different dialects of Tripura). Eight of these are now being used in Project schools.

The MTR team observed mother-tongue learning understood that 4 and 5 year old children were finding excitement in learning that would not have been possible were they struggling to communicate in Bangla at the same time. The materials in use for Primary 1 were designed to excite interest and interaction.

Project personnel report that parent participation is greater in MLE schools than in non-MLE schools. With the limited number of schools visited, the MTR team could not confirm this observation. But it does sound reasonable.

'Mainstreaming' is creating a clear danger for MLE in particular, but also minority-friendly education and quality education in general. The Project has stopped work with communities on the development of learning materials for Pre-Primary 2, because an NCTB publication, *Amar Boi*, has been distributed to all schools as the official curriculum for Pre-Primary 2. This is a poorly thought out text which explicitly teaches the sound system, vocabulary, and script of Bangla with the implied exclusion of local languages. Schools using alternatives to the official textbook and methodology will not qualify for registration.

An interview with the Chairman of NCTB indicated that there are no government plans to develop MLE materials in the near future.

Recommendation:
- *HDC, through CHTRC and MoCHTA, should advocate for special provisions to enable MLE in Early Childhood Education with culturally and pedagogically appropriate materials. This would allow for the resumption of the development of materials for Pre-Primary 2. It might, in addition, be a precedent for the development of CHT-referenced material for use Primary 1, 2, 3 and higher.*

CHAPTER 3:   SUSTAINABILITY

Despite the impressive achievements of the Project, there are two major challenges to *sustainability*:

- **Governance** (Ability of the government of CHT to make and implement decisions about education.)
- **Finance** (Certification or nationalization of schools)

CHT governance

By the signing of the Chittagong Hill Tracts Accord in 1997, the three districts of the Chittagong Hill Tracts became a semi-autonomous region of Bangladesh. In 1998 the Ministry of Chittagong Hill Tracts Affairs (MoCHTA) was formed to administer the region. Other major functions of the Ministry were to advise district and local governments in selected issues; to coordinate among concerned ministries and departments; to provide secretarial support for all council committees, special committees and working committees related to Hill Tracts; and to provide advisory support on monitoring and implementation to Government of Bangladesh and various committees.

Gautam Kumar Chakma, Counsellor of CHTRC, spoke with the team about the CHT Accord. He told the team that CHT laws (e.g. CHTRC, and HDC Acts) have clearly prescribed who will coordinate at which level. For instance,

- <u>at national level</u>, it is MoCHTA's responsibility to coordinate with line Ministries, CHTRC, HDCs and other relevant institutions. He stated MoCHTA "is virtually the government for the CHT". He said that MoCHTA is unlike other GoB ministries in that it has responsibility for *all* subjects – health, infrastructure, etc. concerning the CHT region.
- <u>at the CHT level,</u> the CHT Regional Council (CHTRC) coordinates with three Hill District Councils (HDCs), Deputy Commissioners, Police, CHT Development Board, and the local government institutions such as Municipal Councils, Upazila Councils and Union Councils. The CHTRC provides advice to the offices of Circle chiefs, and Headmen.
- <u>at district level</u>, the apex institutions are Hill District Councils (HDCs). Their responsibility is to coordinate with all departments, Deputy Commissioner and Police and all other relevant institutions – **including Education**.

This is what the Bangladesh law and negotiated agreements say. However at the moment, again as reported by the Counsellor, the CHTRC and HDCs are unable to play their coordinating roles effectively.

- First, "political reasons", mitigate against power being devolved upon these councils as per the CHT Accord and laws;

- Secondly, piecemeal delegation of subjects to HDCs, results in inability of HDCs to coordinate with all relevant institutions;
- Thirdly, conflicting legal documents create ambiguity; e.g. the CHT Regulation 1900 gives to the Deputy Commissioners some of the powers that are now also delegated to HDCs. (To avoid this ambiguity, the CHTRC has proposed that government amend the 1900 CHT Regulation to bring it in line with the CHT Accord.)

In nearly every conversation where there was discussion of barriers to sustainable quality education that is culturally appropriate for indigenous people of the Hill Tracts, the immediate response was that the Accord had to be respected and the Act implemented, including the transfer of all functions listed in the Act. There was mistrust of GoB's intention to move forward at all, especially in light of GoB's reluctance to provide anything approaching a timeline.

Should this transfer occur immediately – and should it occur in Education, specifically?

In practical terms, the HDCs do not have their own permanent staff, but only a small education unit supported by the Project. Their numbers are not sufficient to service a quality education system, nor do they have budget to accommodate the 300 Project schools in addition to the current government schools. If the 300 schools are to continue after September 2013, they will need continued Project support until registration or nationalization takes place.

At this point, the Project is helping to build HDCs' capacity to support and monitor schools. With increased UEO and AUEO staffing, the lessons learned will transfer into CHT education generally. This will not be sustainable without the Project. But what about the other dozen or so functions mentioned in the Act? Without nurturing from the Project, it is unlikely that GoB would help HDCs build capacity to enable the to take on these mandated functions – not in the lifetime of anyone now in the system.

Recommendations
- *The Project should continue to support monitoring and servicing of Project schools as a capacity-building service to government education officers.*
- *The Project should increase the range of functions where it assists the CHTs in building capacity.*

Finance (Certification or nationalization of schools)

It is a constitutional obligation of the government to ensure education for each child in Bangladesh (Article 17 of Bangladesh Constitution). Reinforcing this constitutional obligation are provisions of the National Education Policy 2010, which states that each village should have a school; and national programs related to primary education, PEDP2 and PEDP3, which also commit to quality education for Bangladesh children regardless of their ethnicity, religion, or other circumstances.

To date SBECHT has helped establish or rehabilitate 300 primary schools in un-served areas in three hill districts. In the experience of the MTR, these schools are performing well with full engagement from their

communities. However, in every encounter with SMCs and Mothers' Groups, *the principal concern of the community was the survival or sustainability of their schools following the end of the Project*.

The schools the MTR team visited were generally well maintained. (One school was operating out of only two of three classrooms, while the third classroom was being re-built by the community, using some supplies provided by the Project.) The team also saw multiple projects to raise cash for maintenance and for school-related activities. The major feature that could *not* be covered by the community was teachers' salaries. Each community's hope was that their community, like most other communities in Bangladesh, would receive GoB finance for teachers' salaries.

To qualify for GoB financing for teachers' salaries, a school must be 'registered' with DPE. The registration process is designed to ensure that schools have capacity to provide good quality education in a sustainable setting. The process is rigorous and complicated; though in the end it serves the purpose of ensuring standards.

- The process includes completion of 21 documents that are to be inspected by DPEO and forwarded with recommendation to DPE. (In November 2013, 14 Project schools' applications had been forwarded.)
- Second, the land registration process is lengthy, with particular problems for schools in reserve forest areas. 41 of the 300 Project schools are located in these areas, though agreement is pending between MoCHTA, MoPME, AND MoFE to circumvent regulations in these areas. The rest of the schools have been established either in private land or Mouza land (interchangeably called Khas land), but these schools are also beset with procedural difficulties because of the lengthy process of land registration in the CHT.[6] Adding complication to difficulty, post-Accord land registration has been suspended in CHT.
- Third, the registration process of the project schools was suspended following a recent announcement of nationalization of primary schools by the government[7]. This announcement resulted from a high level meeting with teachers held at the International Centre at Prime Minister's Office on 27 May 2012, when the government declared intent to nationalize all eligible full-fledged non-government primary schools. To prepare guidelines for nationalization of NGPS, the government formed a Committee with the Additional Secretary (Administration) of MOPME. Within the nationalization framework, all NGPS will be nationalized in three phases – all registered NGPS under category 'Ka' by January 2013, all temporarily or permanently registered schools under category 'Kha' by September 2013 and all other eligible NGPS under category 'Ga' by January 2014 (see table below).
- A further obstacle was that the nationalization framework set a cut-off date of 27 May 2012 for submission of application for registration. (A MoPME additional secretary assured MTR team

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[6] LNGO and RHDC Education Unit staff also reported that a few of the schools which had already obtained permission from MoCHTA were asked to pay *salami* (land tax) to finally register the land in their schools' names, but they were not able to afford this additional cost.

that this cut-off date would be over-ridden. He cautioned that the exemption for project schools, now 239, require the Prime Minister's consent, but he expected that she would be welcoming to this proposal.)

Table: Phases of nationalization under nationalization framework

Categories	Types of schools	Timeframe for take-over
Category A (Ka)	All primary schools registered under MPOs	01/01/2013
Category B (Kha)	All primary schools including community schools and the government sponsored schools established or managed by NGOs but not registered under MPOs with temporarily or permanently registered and duly approved for establishment and conducting classes.	01/07/2013
Category C (Ga)	All other primary which may be deemed eligible for nationalization	01/01/2014

Source: Nationalisation Framework of MoPME, 2012

Since the largest number of the CHTDF project schools fall under category 'Ga', although already 3 project schools were registered with DPE, it appears that most project schools will have to wait until 2014 to be eligible for nationalization.

According to the CHTDF project progress reports (as of November 2012), out 300 schools only 39 schools had prepared all documents required for registration, while the largest number of schools (155) may need more time to complete their registration procedures. (Please refer to the table: status of registration of project schools).

Table: registration status of project schools

Land registration status	Number of NGPSs	Remarks
Registration completed	39	
Registration/lease of land under process	155	More than 6 months may be required to complete the processes
Registration of land in reserve forests areas	41	Pending on availability of NOC from MOFE. Second DO letter from MoCHTA sent to MOFE for NOC.

Apart from the aforementioned factors, there are some general conditions that may stand as barriers to registration of the CHTDF project schools. These conditions include: population size (2000), and number of students in the catchment area of a schools. This situation is being addressed: MoCHTA has sent a DO letter to MoPME requesting reduction of population size to 660 from 2000, and number of students reduced to 50 from 150.

For consideration:

With the multitude of complications detailed above, it might seem that transferring the first of the un-transferred functions under the Act (a. establishment and maintenance of primary schools) would allow 'made in CHT' solutions to registration and financing of schools. However, some suggest that the very complications catalogued above might make this seem premature and too ambitious at this time.

Recommendations
- *The Project should continue to support registration efforts of the newly established schools, to get them on a firm financial footing before leaving them on their own.*
- *The Project should continue to support MoCHTA and CHTRC in lobbying for special consideration for the exceptional challenges faced especially by remote schools.*

CHAPTER 4:   STAKEHOLDERS, DUTY BEARERS

SBECHT is organically connected with the important actors in primary education in CHT, sometimes functioning as a communications hub. No matter where MTR intersected with education bureaucracy, governance, beneficiaries, field staff, or aid providers, Project staff had been there often and knew the setting and the personalities. The interaction was not always cordial, as when they met with a high government official who denied being at a meeting they had both attended. But the knowledge and of their shared involvement with CHT primary education was apparent.

Whichever office the MTR wanted access to, Project personnel were able to make appointments at appropriate levels. During our conversations, the largest obstacle to action appeared not to be lack of communication, but government and bureaucracy's frequent though not universal unwillingness to recognize the legal agreements in the Chittagong Hill Tracts Accord (1997).

We met with LNGOs in three districts. These three professional-appearing organizations facilitate the process through which parent groups communicate with their schools and, on behalf of their schools, with government offices, principally on issues around teacher-recruitment and school registration.

Meeting overviews

We met with two **MoPME** additional secretaries, both of whom were well aware of the Project and its objectives. One secretary apparently removed impediments to registering Project schools. The other promised to put up new, stronger blockades.

The meeting with **MoCHTA** was the one occasion when the officer who had committed to meeting the MTR was not available. We spoke instead with a Joint Secretary, who could not tell us much as he was new to the file. He did assert, however, that CHT issues could be solved only through empowering the Hill Councils as per the CHT Accord. He told us, "Empowerment process is on as per the CHT Accord".

In a meeting with the Director General of **DPE** and retinue, we learned that DG had rescinded his previous commitment to full cooperation of his staff with the Project. He said that Project schools did not seem feasible but that a Center approach may work for these project schools. He suggested that these schools can be integrated with ROSC project. Said that DPE faces difficulty in working with HDC and that is not possible to bypass HDC. He was frustrated at inability to make unilateral transfers of officials within CHT districts.

Although one of our meetings at **CHTRC** was with a counsellor whose brief was not education, he was fully aware of the issues involved. From him, we got a strong sense of commitment to the implementation of the Accord and all of the education functions listed in the Act. We wondered how keenly his voice was heard, if at all, in MoCHTA.

We spoke with a convenor of **RHDC** who referred to "internal weakness" in which the UEOs did not inform the HDCs of decisions, but communicated directly with MoPME. The Convenor said that when conversation does take place with MoPME, the communication takes place with the mediation of MoCHTA, a process which did not appear to provide added value.

Our conversations with **NCTB** were less than frank, though there were strong personal relationships. The impression was that NCTB communicates with their own consultants, and much less with others in the education field. And since their reporting is directly to MoE, rather than MoPME, they are probably less aware than they should be of primary education issues and trends.

The table below attempts an overview of functions of involved organizations; their effectiveness, impact, and efficiency; and how they collaborate with each other. (Following the table, there are extended notes on TAC and on Inter UN agency collaboration.)

Organizational/institutional arrangements for collaboration among the various partner institutions involved in project execution

Organization/ Institution	Function	Collaboration	Effectiveness	Impact	Efficiency
UNDP CHTDF (Education Component)	Project coordination (strengthening HDCs and bringing education to hard to serve communities), Advocacy	NSC, LNGO, Technical NGOs (Teacher Training and MLE)	Successfully strengthening HDCs and supporting education in hard to reach communities. Little apparent effect on National Government policy.	HDCs growing in strength and capacity. New schools are in jeopardy if project ends and government refuses responsibility.	Commendable relations throughout the project in CHT with small but dedicated staff.
NSC (National Steering Committee) headed by MoCHTA	Meets yearly. Strategic direction and leadership; advice on major policy issues; coordination and liaison with Dhaka-based stakeholders.	17 members (4 or 5 members attended last meeting)	Some assistance in communicating with other entities like MoPME and MoFE.	Has had no apparent effect on bringing CHT concerns to the notice of PEDP3.	Makes recommendations in consultation with the Project.
TAC (Technical Advisory Committee)	Meets 2 or 3 times yearly. Advisory.	9-12 members representing DPE, MOPME, MOCHTA, CHTRC, HDCs, EU, UNDP, UNESCO, UNICEF	Made programmatic recommendations on CHT primary education, such as relaxation of criteria for school registration, and localized education plans e.g. HDC education strategy given the CHT specificities.	TAC created space for discussion among different duty bearers – MoCHTA, CHTRC, HDCs, DPE, MoPME and donor communities regarding primary education in CHT. Duty bearers more or less were made aware of the special needs for indigenous children including MLE.	

MoCHTA (Ministry of Chittagong Hill Tract Affairs)	Strategic direction and leadership; advice on major policy issues; coordination with CHT institutions and liaison with Dhaka-based stakeholders with regards to CHT affairs.	CHTRC, HDCS, Circle Chiefs, GoB line ministries	MoCHTA is providing leadership guidance and policy direction for the Project, but its effectiveness in influencing and communicating with line ministries (e.g. MoPME) seemed, rather "weak".		
CHTRC (Chittagong Hill Tract Regional Council)	Coordination of activities of HDCs, and advise government with regards to policy issues relating to the CHT issues; supporting advocacy issues	HDCs, District administration in CHT.			
HDCs (Hill District Councils) *RHDC, KHDC, and BHDC*	Coordination of development activities in respective district. Primary Education is a transferred subject.	CHTRC, (MOCHTA?), Circle Chiefs, District Primary Education Officers, Upazila Councils, Union Councils , LNGOs.	Education unit set to provide necessary support for the project schools. Each HDC assigns a focal point and convener for primary education to provide leadership guidance in implementation of SBECHT	Ownership of HDCs over SBECHT project school is still growing.	
MoPME (Ministry of Primary and Mass Education)	Ministry. Policy for primary and adult literacy.	DPE, NSC, MoCHTA, HDC, TAC, NCTB			

DPE (Directorate of Primary Education)	Collaboration with MoCHTA, and HDCs	MoPME, MoCHTA, CHTRC, HDCs,			
NCTB (National Curriculum and Textbook Board)	Develops and disseminates curriculum. Develops, publishes, and distributes textbooks.	MoPME, DPE, MoCHTA			
LNGOs (Local Non-Government Organizations)	Support for Project schools, e.g. community mobilization One NGO per district.	SMCs, PTAs, MGs, local administration e.g. Upazila Council, Union Councils and traditional leaders	Successfully working in the frontline to mobilize communities. Providing training to grassroots institutions - SMCs, PTAs and MGs for better performance of schools	Wider acceptance of LNGOs in the project areas.	
United Nations Agencies	To advance aspects of the Project (MLE, feeding program, and literacy)	UNICEF, UNESCO, and WFP; through UN channels.	Too early for judgements.		

SBECHT is effective and efficient in the Hill Tracts, maintaining and facilitating vital relations among education stakeholders throughout the region. Basic education in the Hill Tracts is a part (an important part) of efforts to root responsive institutions in a distinct 'homeland', while maintaining status as part of the wider Bangladesh endeavour. Not surprisingly, local or regional institutions are passionately involved; while national institutions with national responsibilities (especially MoPME, DPE, and NCTB), have less investment and see the unusualness of the Project with suspicion – even as a challenge to their authority.

Is it possible, as part of a dual approach, to bring the national institutions on board as invited participants? Can the Project help the national institutions see themselves as partners in the effort and to present themselves as champions and enablers in a devolved education system, as is called for in PEDP3? (This might call for minimal effort on their part; only a shift of perspective.)

Recommendations:
- *Invite NCTB to participate, at the very least as honored guests, in a gallery event showcasing art and publications produced with community participation as part of MLE materials development.*
- *In partnership with DPE, organize a conference or series of workshops on inclusive education, focusing on education for minority groups in Bangladesh.*

Roles of TAC

Within the SBECHT project management system, the Education Technical Advisory Committee (TAC) assists the project National Steering Committee in an advisory capacity relating to matters of primary education in CHT. TAC has been entrusted with two main functions: to provide guidance and advice related to the implementation of the project; and to ensure synergy among the UN Agencies. As stated in the project document, TAC meeting are to be convened as and when necessary.

Until MTR, 5 TAC meetings were held – with 1 meeting in 2010, 2 meetings in 2011 and 2 meetings in 2012. Chaired by the Joint Secretary (development) of MoCHTA, all these meetings were attended by representatives from DPE, MoPME, MoFE, HDC, CHTRC, UNDP-CHTDF, UNICEF, UNESCO and EU. At these meetings, a good number of decisions were taken with regards to crucial matters concerning primary education in CHT. TAC made recommendations that centred around the following areas

- Registration of the 'community established schools' (project schools);
- Exploring opportunities for aligning CHTDF education component with PEDP3
- Development of HDC education strategy
- Teachers recruitment from learners language community
- Hand over 10 hostels to HDC constructed under PEDP2
- holding an inter-ministerial meeting between MOPME and MOCHTA to agree on how to accommodate the 239 CHTDF supported schools in the current nationalization framework
- holding dialogue meetings/workshops among MOPME, DPE, MOCHTA and HDC towards: a) reaching a consensus on the functions of primary education to be transferred to HDCs; b) having clarity on the role of the institutions mandated for the delivery of primary education services in

the CHT; and c) agreeing on the concrete steps to review the status of transferring functions of primary education and take follow up actions.

From review of TAC minutes and interviews with TAC members, it appears that TAC had been very effective in some aspects, such as: i) TAC created a space for discussion 'intractable' issues related to primary education with participation of all relevant stakeholders like MoCHTA, DPE, MoPME and MoFE; ii) to large extent TAC has been able to make pragmatic recommendations concerning primary education, taking the special needs of the CHT into account. Following TAC recommendations, a few visible achievements were effected:
- Relaxation of certain conditions for school registration that includes
    i) For CHT, the number of children reduced to 50 from 150;
    ii) Population size proposed around 700 instead of 2000;
    iii) In forest area, NOC from MoFE for school land;
    iv) DO letter for UEO inspection to schools instead of mandatory DPEO inspection;
- Committee/Commission on HDC Education strategy;
- Tripartite meeting between HDC, MoCHTA and MoPME for establishing new schools in the CHT
- Participation in PEDP3

TAC is clearly an advisory body to NSC. Hence, effectiveness of TAC's recommendation is much contingent upon how NSC or MoCHTA is playing pro-active roles in implementing those decisions. However, it was observed by TAC members that quality of TAC recommendations could be improved in some ways, i.e. TAC being a technical advisory body it is expected that representatives who are sitting in this body should have sound knowledge and understanding about the concerned issues to be discussed at TAC meeting. That means, representing bodies, particularly HDCs must send right person with proper preparation to attend the TAC meeting, as capability, personality and leadership matter for quality decisions. Anther concern for TAC is to get recommendations implemented and following up of those decisions. It was observed that recommendations were not followed up regularly. For example, HDCs sent DO letters to MoCHTA regarding relaxation of school registration criteria and others, but those letters either remained unimplemented or decisions came late.

Recommendations
- *TAC to continue its role as it is;*

- *Frequency of TAC meeting could be increased, at least one meeting quarterly, which will allow more scope to review the progress of implementation of the recommendations made by TAC.*

- *Institutions participating in TAC should select representative who are well-versed and possessed sound knowledge about the issues to be discussed at TAC meeting.*

Inter UN agency collaboration

(provided by the Project. Not included in the investigation, but important to include to give an accurate picture of the Project's multiple involvements).

WFP: The project has a signed LoA on how to move ahead with a joint School Feeding pilot. This adheres to WFP policy on biscuits. The project is helping bring School Feeding through HDCs and CHT institutions, while WFP will bring their technical expertise on managing School Feeding programmes. At this stage, WFP has already made the preparations including for contracting of NGOs and the project ready to move ahead. At present this is a small pilot (with 12 schools in 12 upazilas under 3 districts) but exploring options for funding SF in all 300 HDC schools supported by CHTDF and mainstreaming within a CHT government framework.

UNESCO: The SBECHT project had entered into a very interesting partnership with UNESCO to implement a pilot on Non Formal Education (adult literacy) which is part of the CHTDF programme/2012/13 work plan. A jointly prepared concept note explains the roles of UNESCO and UNDP, respectively. Within this partnership, the project recognizes UNESCO's expertise in Non Formal Education/Adult Literacy and they will, for example, tailor the 9-month national curriculum to a CHT context and help develop the implementation strategy with CHT institutions. Likewise school feeding, at present this is a small pilot (with 30 learning centers in 30 schools in 12 upazilas under 3 districts)

As the next step, result of pilot adult literacy and life skills programme will be shared with GO, NGOs, Development Partners to examine whether this pilot experience will be feasible. If so, explore what improvement will be required for expansion. Based on the cost analysis of the pilot adult literacy programme implementation, projection on cost implication for the expansion to other Districts of CHT will be undertaken by UNDP and UNESCO. A detail project proposal will be developed jointly by UNDP and UNESCO for resource mobilization to support government to increase adult literacy rate in CHT as a result CHT population will get the opportunity to be literate functionally and improve their life and livelihood.

UNICEF: The project has also made strides in terms of collaboration with UNICEF. An agreement was reached on the following three points:
> 1. UNICEF will use MLE materials developed by CHTDF in Pre primary learning centers supported from their side
> 2. UNICEF will provide experts to engage in development of training materials for CHTDF supported school teachers
> 3. UNICEF is closely engaged in developing HDC-Education Sector strategy supported by CHTDF

Recommendation:
- *These collaborations should be reinforced during the next phase of the Project as their aim is to enhance educational opportunity in the CHT.*

CHAPTER 5:   PROJECT EFFECTIVENESS/EFFICIENCY

Administrative, operational, and/or technical problems and constraints that have influenced the effective implementation of the Project.

To evaluate the effectiveness, impact, and efficiency of the administration, operational, and technical problems that may have influenced the implementation of the Project, we interviewed four members of the Education Cluster. These were semi-structured interviews. To begin each interview, we gave the informant a brief overview of the kind of information we were looking for, then listened for responses, intervening from time to time to ask for clarification or to extend a line of thought. The result was four complementary but only slightly overlapping narratives reflecting the four different sets of responsibilities of the respondents.

To facilitate analysis, we assembled comments on a grid according to issue (administration, operations, or technical) and type of information (settings, problems, consequences, and recommendations).

ADMINISTRATION

Work assignment
Many *day to day* work assignments were reported as somewhat *ad hoc*, coming from senior management and requiring immediate attention. This resulted in officers working well into the night, something frequently observed by the MTR team. This was less of a problem for officers whose families stayed in Dhaka or Chittagong and more of a problem if families were with them in Rangamati. One officer suggested that officers would like to have a better understanding of long term plans to allow for more timely allocation of effort.

Long term work arrangement was discussed around the Annual Work Plan (AWP). Ordinarily, the AWP is prepared around the end of September, in consultation with partners and sub-contractors. This year was different, due to lack of clarity about what the year would look like. Was the Project to terminate in September, 2013? Or would it be extended? If it was to terminate, was there any point in consulting? Another reason not to consult is the respondents' assertion that there was short window (two or three days) in which to submit the AWP. A consequences of no consultation was to minimize ownership by associates, especially LNGOs, with whom the Cluster members have long term professional relationships.

Communication
 "Communication is disguised." One informant said that information flow is too much controlled, so people don't get the full picture. "We would like to know what is trying to be achieved so that we can be better able to be part of the solution." An officer proposed addressing this situation by widening and

improving communications channels so concerned officers are included in communications (e.g. by a wider distribution list for emails).

<u>Supervision</u>
Support from Cluster leader is viewed very positively. No problems reported. "Cluster members have different capacities. There is considerable consultation." "Participatory decision making seems to work."

OPERATIONS

<u>Operating procedure</u>
According to one informant, "Program people don't follow standard operating procedure. " And, "Without compliance, support people don't support." A suggested remedy was more coaching on compliance with operating procure and the rationale behind it to help all team members understand what level of compliance would help things move more smoothly.

<u>Procurement of services</u>
Letter of Agreement (LOA) with contractors (read, LNGO) is signed at the beginning of the year. Once the LOA is signed, money can be released. But this takes time, and often there is back and forth getting the paper work exactly right. Still, the first payment is usually the easiest. Second installment, requiring an expenditure report, is sometimes more complicated with problems to be solved on both sides before achieving proper alignment. The main problem is that the **process is not prompt.** The result is that with delays in allocation there can be delays in implementation, and delays in paying salaries to front line people like teachers. A proposal was that "things should be smoother", but the informant felt this might not be possible under UNDP rules.

UNDP contracting is normally 'procurement of service', which at the end of contract goes up for 'competitive bidding'. This has sometimes been an adversarial process, with the prospect that change of contractors would jeopardize continuity. Preparing bids was a problem for LNGOs, who had to spend much of their effort preparing their bids; and it was a problem for Cluster members, who spent much of their time preparing RFPs. Recently, Education negotiated a flexible middle path where NGOs, and presumably other service providers, could, under defined circumstances, be awarded extensions based on quality of service. In other words: direct contracts.

HDCs have now begun contracting with the LNGOs – helped, it appears, by mentoring from the Project. After two years, contracting with the LNGOs should be the sole responsibility of government (HDCs).

<u>Project renewal</u>
As mentioned above, there is uncertainty about whether or when or under what conditions the Project might be extended. The problem is "How to plan without a map?" The consequences are confused or very tentative planning. Until there are clear guidelines, the Cluster, presumably with agreement from management, "have decided to plan to complete, and spend the outstanding funds on things that need

doing; i.e. "New Activities". Now that Cluster understands that there is agreement to extend until 2015, perhaps "We can reflect and consult so as to be ready for Phase 3." MTR's recommendation is that assuming plans for extension are solidifying, the Cluster members work plans should be revisited, and allowances made for consultation with the affected groups.

TECHNICAL

ATLAS is budgeting and procurement software employed in the Project (and throughout UNDP, BD?).

According to one respondent, ATLAS is "good software", in which:
1. User requests a budget.
2. Senior management approves.
3. Budget and approval go to procurement office
4. Then user goes the Website for authorization.

Problems occur because:
- Not enough people use ATLAS
- More training is needed'
- There is no guidance (no focal person on ATLAS)
- ATLAS is not provided to everyone. (Few assigned.)

The consequences are that program people don't get the information they need for planning; and users don't get the results they are looking for. The recommended solution is to build capacity by providing training and support.

OVERVIEW

The MTR team, situated in the centre of the Education Cluster work area, was impressed with the professionalism, openness, willingness to engage, and cooperative working relations with each other. More than one said they were working in this group because they felt they and their work was respected and they were doing good for the children of CHT. Interesting work, autonomy, and social engagement attract quality employees, and the Education Culture of CHTDF is a case in point.

Recommendations
- *Coaching on compliance with operating procure and the rationale behind it*
- *Better communication on long term plan to allow for more timely allocation of effort*
- *Wider communications channels so concerned officers are included in communications where they may be involved down the line.*
- *Build capacity to use ATLAS by providing training and support; also, increase the number of users.*

Monitoring Mechanisms

Progress in Phase 2
Monitoring has been steadily progressing, improving systems, producing better quality data and using it in planning. During Phase 2, several formats have been improved: Monthly monitoring Format (filled by teachers); Quarterly LNGO Monitoring Format (filled by UPC); and Annual Reporting format (filled by MO of HDCs). Two new formats were introduced: Quarterly Class Room Observation and Supervision format (monitored and supervised by the TO) and Annual Child Survey (filled by the MO of HDCs).

Education staff of HDC at upazila level and LNGO staff collect data when visiting and in three ways: by checking MIS; by checking school registers and other sources; and by personal inspect. The DEO provides quarterly and monthly attendance reports.

NGO collects MG and SMC activities with a check list, and prepares quarterly reports.

The data is managed on an Education MIS system based on MS Access, recently introduced during Phase 2. With training and experience, HDC and LNGO staff are becoming more competent at entering and analyzing data. This new technology and the increasing capacity to use it have made possible the start of classroom monitoring and analysis of quality aspects of learning. With this new capacity, DPEO and UEO are making more school visits and becoming more aware of Project activity.

Disappointingly, a mapping survey in 2010 produced incomplete data, so could not be used for planning purposes. However, there are plans to strengthen the data flow and make greater use of GIS at Cluster level.

Recommendations
Two international trends worth considering at in the stage of the Project are:
- *Web-based forms. NGO and upazila staff have laptops, and all or nearly all have Internet access. Web based data entry and analysis can be established by shifting current MIS formats to the Web. Providing information on the Web is as easy as or easier than current methods; provides real-time data; and provides the data in ready-to-use formats.*
- *Mobile-based GPS, allows users to enter data from the field giving dates, time, and location of the entry. With mobile-based GPS, Cluster would be able to construct maps with up-to-date and accurate information on population density and settlements; and facilities like schools and para centers. The maps produced would provide planners with graphic representations showing where services (schools or other learning centers) could be located for greatest effect.*

CHAPTER 6:   ALIGNMENT AND SYNERGY WITH PEDP3

Integration Potential (Project's alignment/synergy with PEDP3)

Bangladesh's Third Primary Education Development Programme (PEDP3) "is a five year, sectorwide program covering Grades I through V and one year of pre-primary education. The objective is to establish an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary." (MoPME, 2011a).

Similar to PEDP2, the PEDP3 *Main Document* proposes a range of objectives that address the exceptional needs of education in the CHT. The PEDP3 Main Document includes at least eight explicit references to 'minority', 'mother tongue', 'tribal', 'indigenous' or the setting around these terms..

- educating indigenous people in their mother tongues (p. 44)
- Hostels should be provided in hilly and remote areas. (p. 69)
- time table for certain schools need to be introduced. (p. 69)
- Textbooks in mother tongue... should be provided. (p. 69)
- indigenous teachers should be provided. (p. 69)
- (quality education for) children belonging to ethnic minorities or living in remote areas (p. 56)
- Tribal children are encouraged to learn in their mother tongue(p. 56)
- Assur(e) the completion and full participation of those...who belong to language minorities (p. 16)

A second PEDP3 document, the *Implementation Plan*, lays out activities and spending to implement the provisions of the Main Document. In examining the Implementation Plan, the MTR discovered that none of the above objectives survived with either budget allocation or achievement indicators. The Guide refers to minority children only three times and none of these mentions observable outcomes.

- One mention says "special arrangements will need to be made for PEDP3 implementation in the Chittagong Hill Tracts" but makes no suggestion about what the 'special arrangements' are.
- A paragraph on Mainstreaming groups "tribal children, ethnic minorities, children with learning disabilities and disabled children" together in the same sentence. (Mainstreaming, in this case, appears to be aimed at accommodating 'exceptional' children in mainstream schools.)
- The remaining reference says that "textbooks (should) reflect all children's culture and history. This does not suggest that textbooks should be culturally appropriate for indigenous children in CHT, nor does it make reference to any text in mother tongue – only implying that textbooks should be respectful of differences.

In short, **nothing remains in PEDP3 that addresses the exceptional educational needs of the Chittagong Hill Tracts**. How did this happen? The MTR learned in an interview that MoCHTA, the Ministry charged with looking after CHT interests in national fora, did not attend the meeting where

implementation decisions were made, though they were invited. So CHT had, in effect, no representation when important decisions were being made.

PEDP3's MTR is scheduled for May of 2013. This would be a strategic time to address this situation. MoCHTA is the most likely agency to present CHT's requests to the MTR.

In advance of any anticipated meeting, MoCHTA should be encouraged by CHTRC and the three HDCs to chair a discussion or retreat with stakeholders to articulate and prioritize what they would like to see included in PEDP3. Stakeholders might include CHTRC, HDCs, Project and other donor personnel, field officers, and parent organizations. The discussion should take place toward the end of the first quarter of 2013, which would give participants time to consult with their constituents and prepare well thought out proposals.

The table below suggests approaches for getting objectives from the Main Document back onto the table. The first column presents quoted objectives from the PEDP3 Main Document; the next column talks about what the Project is already doing in this area; the third column links the objective to the executive/administrative function it would be linked to upon transferral under the HDC act; and the final column suggests possible approaches or activities that could be supported by PEDP3.

This table might provide quick reference for participants.

Recommendations:

- *The Project can provide strategic advice to MoCHTA on bringing CHT concerns to the attention of PEDP3.*
- *CHTRC and the three HDCs should encourage MoCHTA to host a retreat on the particular needs of CHT in respect to the national education policy as articulated in PEDP3. The objective of the retreat would be to ensure that MoCHTA officers are fully prepared and motivated to advance the cause of their constituents.*

PEDP3 for CHT

From PEDP3 Main Document (*not mentioned* in Guide) (MoPME, 2011a; 2011b)	Project schools (and other info)	Un-transferred functions (HDC Act 1998	Recommendations (action items)
"educating indigenous people in their mother tongues" (p. 14) "Tribal children are encouraged to learn in their mother tongue" (p. 56)	Mother-tongue learning in Project pre-primary 1; and partially in pre-primary 2. There is no provision for mother-tongue instruction in primary 1-5	*(l) Primary education through mother tongue;*	For MLE schools, full mother-tongue instruction for pre-primary. Mixed mother-tongue in Bangla in grades 1-5, using NCTB textbooks for most subjects. Extra mother-tongue language/culture course in grades 1-5 with HDC-developed textbooks and supplementary materials. HDC takes responsibility for curriculum changes. Project coordinates collaboration between HDCs and other non-government actors – UNICEF (and contracted NGO), language community and HDCs.
"Hostels should be provided in hilly and remote areas." (p. 69)	Post-primary hostels have been built; negotiations are underway for handover to HDC. The only hostels the MTR is aware of are community initiatives, paid for by parents and/or communities of the children using them.	(d) establishment and maintenance of hostels;	System is working well now, with establishment of hostels to serve satellite communities. In the one hostel visited, two teachers were responsible for proctoring the hostel in return for feeding and lodging. PEDP3 might make needs-based grants available to improve hostel facilities.
"time table for certain schools need to be introduced." (p. 69)	Some Project schools have their own timetables designed by SMS, reflecting seasonal needs of Jhum cultivation and differing religious observance. Not officially sanctioned.	(a) establishment and maintenance of primary schools;	Schools must follow national standards, with numbers of days and hours the same. However, the timing should be negotiated between schools and HDC, though upazila officers.
"Textbooks in mother tongue... should be provided." (p. 69)	Big books and other learning materials are in use in pre-primary 1 (developed by the Project with the collaboration of UNICEF and a sub-	(j) setting up and management of sales centres for text books	The art work involved in developing CHT-relevant learning materials is of high quality and would be of interest both to art lovers

	contracting NGO). Books have been prepared for pre-primary 2, but have not been distributed to the schools; other materials were being developed with community involvement, but this work has been curtailed – principally because it conflicts with NCTB's national strategy. Schools using HDC produced materials would automatically be disqualified for registration.	and educational materials;	and to plains-land educators. A gallery exhibit could be combined with events, including invitational viewings for government and ministry officers. Part of the agenda would to help people see that these materials are culturally appropriate and necessary for quality education. The events could be co-sponsored by MoCHTA and be part of a wider campaign to loosen control over what children are *not allowed to learn*.
"indigenous teachers should be provided." (p. 69)	Indigenous teachers teach in many of the project schools prior to full qualification. Recruitment has been facilitated by relaxation of criteria in collaboration with HDCs, coupled with programs to quickly close education and training gaps.	(e) training of primary teachers; *(l) Primary education through mother tongue;*	HDCs are exercising a certain amount of autonomy under their mandate by appointing teachers from the same language community as the students. Special training focus on MLE.
"(quality education for) children belonging to ethnic minorities or living in remote areas" (p. 56)	Support for newly constructed and revitalized schools brings primary education to 20,000 children who would otherwise not have access. Support to eight minority language groups in all three CHT districts.	(a) establishment and maintenance of primary schools; *(l) Primary education through mother tongue;*	As existing Project schools mature and earn government support, resources should be diverted to help HDCs to renew or establish new schools in remote areas and to monitor and service these schools. Yet-to-be-registered Project schools should to receive Project support until registration is complete.
"Assur(e) the completion and full participation of those...who belong to language minorities" (p. 16)	Social mobilization through contracted LNGOs makes full participation a reality at the community, upazila, and even District level.	*(l) Primary education through mother tongue;*	Project should support NGO animation of MGs and SMCs in a limited number of Government Primary Schools to test hypothesis that community involvement is the principal key to quality education.

CHAPTER 7:   RECOMMENDATIONS & CONCLUSIONS

Key Recommendations

- Motivate and strengthen MOCHTA to play an effective role as the communications and advocacy link between CHT government and the national government.
- Support development of modules and video materials for continuous teacher education; e.g. multi-grade, assessment, child-centred methodologies, integration of indigenous culture in the school experience.
- Continue support for school registration/nationalization at all levels.
- Support the development and piloting of alternate delivery modes for primary education in low density areas.
- Expand the support for civic involvement of communities in their children's education.
- Encourage CHTs in gaining control over MLE, especially in pre-primary and early primary classes. UNICEF will be supportive.
- Collaborate with UNESCO in responding to Mothers' Groups demand for adult literacy in remote communities.

Broad conclusions

- SBECHT should continue to provide support and broaden the laboratory'incubator setting through which HDCs are building their capacity to govern and manage education in CHT.
- HDCs and MoCHTA should prioritize education functions not yet 'transferred' from the national government and strategize towards gradual transfer of these functions.
- Donors should remain mindful of the CHT Accord in their sector-wide approach to support for primary education in Bangladesh.

APPENDIX 1　　　　MTR TIMELINE

MTR TIMELINE

Date	Location	Activity (who or what)	Consultant(s) concerned	Documentation (i.e. Report or notes)		
				Draft	Review	Final
30 Sep	Dhaka	Henrik Fredborg Larsen	PC	PC√		
30 Sep	Rangamati	Fabrizio Senesi	PC	PC√		
01 Oct	Rangamati	Rob Stoelman	PC	PC√		
07 Oct	Rangamati	HDC (Education Unit)	All	AC√	HR	
01-08 Oct	Rangamati	Inception report	All	All√	√	√
08 Oct	Rangamati	Raja Debashish Roy	All	AC√	PC√	
14 Oct	Rangamati	PD, CHTOB	All	AC√	HR	
15 Oct	Rangamati	Professor Mong Sanoo Chowdhury	All	PC√	HR	
15 Oct	Rangamati	Convenor Education, RHDC	All	AC√	HR	
15 Oct	Kalyanpur, Rangamati	Strategic Action Society (SAS)	All	HR√	AC	
09-16 Oct	Rangamati	Observation forms	All	PC√	√	√
16 Oct	Jurachari, Rangamati	Durhatchara NPGS	All	PC√	HR	
16 Oct	Banjagichhara, Rangamati	Chairman Para NPGS	All	PC√	HR	
17 Oct	Rajasthali, Rangamati	Shainkhong Mukh GPS	PC, Sabbir	PC√	Sabbir	
17 Oct	Bangalhalia Union, Rangamati	Dhalia Muslim RNGPS	PC, Sabbir	PC√	Sabbir	
17 Oct	Bilaichhari, Rangamati	Shalbagan NGPS	AC, HR	HR√	AC	
18 Oct	Farua union, Rangamati	Orachari. NGPS	AC, HR	HR√	AC	
18 Oct	Farua union, Rangamati	Jamuchara NGPS	AC, HR	AC√	HR	
18 Oct	Rajasthali, Rangamati	Shilchari NGPS	PC, Sabbir	PC√	Sabbir	
21 Oct	NCTB office, Dhaka	NCTB	All	AC√	HR, PC	
22 Oct	EU office, Dhaka	EU, Fabrizio	All	PC√	HR	
22 Oct	MOPME office, Dhaka	MOPME	All	HR√	AC	
22 Oct	MoCHTA office, Dhaka	MoCHTA	All	HR√	AC	
23 Oct	GSS office, Dhaka	Shamse Hasan	PC, HR	PC√	HR	
24 Oct	SR residence,	Siddiqur Rahman	PC, HR	HR√	PC	

	Dhaka					
25 Oct	DPE HQ, Dhaka	DG, DPE	PC, HR	HRv	AC	
29 Oct	Khagrapur office, Khagrachari	Zabarang Kalyan Samity (LNGO)	All	ACv	HRv	
30 Oct	Khagrachari	Bandarsign NGPS	AC, HR	ACv	HR	
30 Oct	Khagrachari	Sudhila Ranjon Headman para NGPS	AC, HR	AC	HR	
30 Oct	Khagrachari	Project field office	PC, Sabbir	PCv	Sabbir	
30 Oct	Khagrachari	Pashchim Hagachana NGPS	PC, Sabbir	PCv	Sabbir	
30 Oct	Khagrachari	Hostel	PC, Sabbir	PCv	Sabbir	
30 Oct	Khagrachari	Somapana Vendersharif NGPS	PC, Sabbir	PCv	Sabbir	
31 Oct	Panchari, Khagrachari	Head Teachers Coordination Meeting	All	HR	AC	
31 Oct	CHTTDF office Khagrachari	Meeting DM, DEE & UCs	All	ACv	HRv	
01 Nov	Thanchi, Bandarban	Owakchaku Para NGPS	PC, Sabbir	PCv	Sabbir	
01 Nov	Bandarban	Alulamba Para NGPS	AC, HR	HRv	AC	
02 Nv	BHDC, Bandarban	BHDC Education Team	All	ACv	PC	
04 Nov	UNICEF office, Dhaka	UNICEF,	PC, HR	PCv	HR	
04 Nov	MOPME office, Dhaka	MOPME, Additional sec.	All, Mohiuddin	HRv	AC	
04 Nov	Lalmatia, Dhaka	Room to Read	PC	PCv		
05 Nov	CIDA PSU, Dhaka	CIDA	PC. Mohiuddin	PCv	AC, HR	
06 Nov	Rangamati	Lunchtime mtg	AC	AC	AC	
	Rangamati	DPEO	All			
11 Nov	Rangamati	Gautam Kumar Chakma . CHTRC Counsellor	AC, PC	AC	pc	
	Rangamati	Draft presentation	All			
18-24 Nov	Rangamati	Cluster interviews	PC	PC		
25 Nov	Rangamati	presentation to Chief of Implementation	All			
26 Nov	Rangamati	Formal presentation to cluster and LNGO	All			
06 Dec	Dhaka	UNDP presentation	PC, HR			
06 Dec	Dhaka	EU presentation	PC, HR			

(**Collection of interview notes available** on request from Cluster Leader. Or it could be made available on a Project website.)

APPENDIX 2   SCHOOL OBSERVATION FORM

School name:	**Head teacher:**
Upazila : **Zila:**	**Date:**
Observer:	
Accompanying officers:	

	KG		Class 1		Class 2		Class 3		Class 4		Class 5	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Present												

Some purposes of the school visits.
- Affirm for teachers/head teachers, community, that they are part of an important and worthwhile enterprise.
- Understand how schools are implementing BECHT.
- Identify where school may need help/mentoring (e.g. in registering with government)
- Identify and recognize schools' strength.
- Understand barriers to sustainable, quality Basic Education.
- Understand commitment and understanding regarding Multi-Lingual Education.

Lesson Plan (yes/no)	
Locus of Learning (teacher/student)	
Mother tongue Instruction (Class 1, 2, 3, 4, 5)	
Materials (text books, work books, teaching aids, supplementary reading, wall charts, games/toys, other)	
Seating arrangement (benches or chairs; facing teacher or fellow students)	
Displays (student work, Wall charts, activity corners)	
Separate toilets for girls and boys (yes/no)	
School Development Plan is up-to-date and public (yes/no)	

Comments	**Teachers**	
	SMC	
	Mothers' group	
	General	

(**Collection of completed forms available** on request from Cluster Leader.)

POWER POINT SUMMARY

PowerPoint with pictures could be made available on a Project website, or the Team Leader can provide space for it on his corporate Webise**.** (Then we would simply provide the address.)

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