

**Isle of Man Government
International Development Committee Project Report**

Charity: Save the Children UK

Project name: SHIKHON – II – Supporting the hardest to reach through basic education

Reference: 82602728

List of Abbreviations

BNFE - Bureau of Non Formal Education

BRAC - Building Resources Across Communities

CAMPE Campaign for Popular Education

DPE - Directorate of Primary Education

EPE - Early Primary Education

GoB - Government of Bangladesh

GPS - Government Primary Schools

IoMDC – Isle of Man Government Development Committee

LF - Learning Facilitators

MEAL - Monitoring, Evaluation, Accountability and Learning

MHFW Ministry of Health and Family Welfare

MoPME- Ministry of Primary and Mass Education

MoU - Memorandum of Understanding

M&E - Monitoring and Evaluation

NCTB - National Curriculum and Textbook Board

NFPE - Non Formal Primary Education

PECE - Primary Education Completion Exam

SC - Save the Children

SCI - Save the Children International

SHARE Supporting the Hardest to Reach through Basic Education

SMC - School Management Committees

SIP - School Improvement Plans

ToT - Training of Trainers

UNESCO United Nations Educational, Scientific and Cultural Organization

1. Aims and objectives

Please include a short narrative on how well the original objectives were met and whether these changed over the course of the project.

SHIKHON is one of the largest Non-Formal Primary Education (NFPE) and Early Primary Education (EPE) programmes in Bangladesh. The Isle of Man

Government International Development Committee (IoMDC) has contributed to the funding of a wider second phase of this project, leveraging EU funding that has enabled the overall project to reach 134,097 children across 4,290 schools.

The SHIKHON programme has 3 main aims:

- 1.** To increase access to cost-effective non-formal basic education for the hardest to reach children in targeted communities.

The aim of the programme was to offer quality NFPE accelerated learning to out of school children or former drop outs living in remote or hard to reach areas of Bangladesh (Rangpur, Rajshahi, Sylhet, Chittagong) that made accessing education difficult and improve the performance and completion rates in the target areas. Children exceeded expectations; targets for school pass rates were set at 80%, pass rates achieved ranged between 97.1 and 98.6%.

- 2.** To increase the efficiency and quality of non-formal basic education services using holistic approaches for children to succeed in school.

School Management Committees (SMCs) were set up in every school, the aim of which was to provide oversight of SHIKHON schools and provide parents and community members with training and skills to ensure quality education for their children and increase the skills sets and open future opportunities of committee members. SMCs were popular amongst parents and communities and undertook School Improvement Plans (SIPs). Parental education classes helped parents to better support their children's education.

- 3.** To increase collaboration between the formal and non-formal primary sectors, promoting the sharing and adoption of best practices.

There was much collaboration between formal and non-formal education sectors with visits made by Primary Education Officers and other government officers at Upazila level and teachers of nearby government schools. During visits SHIKHON materials and good practices were shared, and learners' teacher training and activities were observed at the field office level. These visits ensured recognition by Government of Bangladesh of the effectiveness of NFPE.

The programme also aimed to provide life changing opportunities for adults, training community members to become non-formal teachers, providing them with skills and experience to sustain and further their careers.

Overall targets for IoMDC funding were to:

- Support the training of 195 teachers
- Train 25 project staff
- Increase hygiene and nutrition levels in the schools

- Support the provision of parents' meetings and SMC committee meetings in the 195 schools

All IoMDC targets were met in full, as were the wider programme objectives.

2. Project activities

Please include a short narrative about each activity set out in the original proposal and how these were implemented.

- 1.** 100 NFPE teachers trained – 8-10 days of training followed by 9 one day monthly sessions (for grade 5 of NFPE 2).

Teachers were recruited through a competitive process with written and oral tests. The IoMDC target of 100 teachers was met in full and in the wider project a total of 2,629 NFPE teachers were recruited.

8-10 days of foundation training covering teaching, community engagement and reporting were followed by an 8-10 day residential training focussing on grade specific learning.

Teacher progress was assessed by conducting pre- and post-course tests to measure learning. Teachers were also assessed on:

- Participation
- Presentation skills
- Analytical skills
- Attitude
- Interest in learning

Teachers were trained on individual subjects relevant to each grade. They started receiving training from the Pre-Primary Grade and continued up to Grade V. Initially training focused on language learning. The components of language learning and reading were emphasised. All training courses were designed based on participative and interactive methods.

Teachers participated in 1 day Teacher Training sessions each month.. These sessions were adapted to help address the challenges that were faced by teachers at a particular time. Demonstrations and problem based discussions were held in the Monthly Teacher Training (MTT) sessions.

These sessions also provided an opportunity to increase teachers' subject based knowledge and to lesson plan for the month ahead.

The teachers' success may be gauged by the high attainment levels of children. 97.1% of children passed their PECE (Primary Education Completion Exam) in 2015, rising to 98.6% in 2016.

A total 64,564 children from SHIKHON schools passed their Primary Education Completion Examination (in 2015 and 2016). Of these, 63,978 students are now enrolled in formal schools at grade VI.

2. 95 Early Primary Education (EPE) teachers trained – 6 days of training followed by 1 day per month for 10 months follow up training..

IoMDC funding facilitated the training of 95 EPE teachers amongst the SHIKHON cohort of 1,661 EPE teachers. The provision of Early Primary Education by qualified staff has led to the graduation of 50,037 students graduating from EPE schools between 2011 and 2017.

An active learning methodology was employed and attractive learning materials developed by Save the Children were used to support children's progress. In addition, teachers received comprehensive teacher's guides, including detailed lesson plans, registers, monitoring tools, planning books and Child Education Profiles. Learning environments conducive to learning were created in each school through the provision of learning materials kits and visual displays for a child-friendly and stimulating classroom, along with storage trunks, and mats. Strong supervision of teachers helped with the teacher preparation and performance in the classroom.

SHIKHON teachers have been highly praised by government officials:

"SHIKHON is a perfect example of Quality Education in poor infrastructure. The key drivers are efforts of trained and dedicated teachers and highly skilled supervision mechanism of Save the Children." (Tahmina Khatun, Deputy Director, Directorate of Primary Education, Sylhet).

3. Provision of school health and nutrition advice to 2,340 children: de-worming tablets and handwashing education, plus monthly provision of soap for hand washing.

Poor health and nutrition are key factors in keeping children out of school. As such, SHIKHON schools have worked to mitigate these risks by improving the health and nutrition status of learners.

- All schools received de-worming tablets, vitamin A and iron supplements and children were screened for sight problems to improve the health of children, meeting the IoMDC target.
- All SHIKHON school sites were specifically chosen so that they would have access to latrines and clean, safe drinking water. Where this was lacking, SMCs were encouraged to provide land, materials and labour to construct latrines and wells. In total, 934 schools built wells with the support of SMCs. Parents and SMCs committed to provide soap or ash for hand washing on a monthly basis and this was achieved in full. As such, hand washing with soap increased from 4% (recorded at the baseline) to 74%.

Total	Access to sanitary latrine	Access to safe drinking water	De-worming tablets distributed	Vision screenings	Referrals to doctor
	4,290 schools	4,290 schools	60,794	32,184	34

Global hand washing day (15th October) was celebrated by SHIKHON, involving students, parents and communities to raise awareness of the importance of hand washing for health.



Children learning proper handwashing techniques.

- Parents were provided with training on how to prevent the spread of waterborne diseases, diarrhoea and common illnesses and were encouraged to provide breakfast for their children. They were also given information on what constitutes a nutritionally balanced diet.
- Practical demonstrations on handwashing were given to students who have been practicing hand washing with soap before eating and after defecation. In addition, teachers have carried out checks on the cleanliness of nails, hair, teeth and body cleanliness once a week.

Family members and students are now more aware of health and hygiene issues. Partners have provided soap in each school to continue their hygiene practices. The learning has been conveyed from children to adults in the community and other family members, who have started using sanitary latrines and drinking safe water along with students.

4. Training of 25 Programme Coordinators on NFPE.

Well qualified and performing programme staff are key to the success of any project. As such, staff underwent capacity development and were provided with the most up to date information on national and international education. The IoMDC target of 25 Programme Coordinators was achieved. Programme Coordinator staff were provided with foundation training. To ensure consistency of high quality training, all training was conducted by Save the Children staff.

At the beginning of the programme, all frontline staff were oriented on programme goals, objectives, targets, implementation strategies, planning, reviews, reporting, staff structure and roles as well as trained on community mobilisation and school area selection techniques.

Staff attended workshops on grant management, budget preparation, procurement policy and sustainability planning. An 8-day Training of Trainers (ToT) course was organised that focussed on the teacher-learning process, subject-based contents and assessments. The training blended theoretical and practical components so that the staff could master the required competencies that would enable them to roll out the academic activities of each grade.

Other types of training included:

- Web-based monitoring and evaluation training
- Training on report writing and case studies
- Performance management
- Team building and managing teams and conflict
- PECE capacity building

SHIKHON's rigorous training and support mechanisms have mitigated the risk posed by lower levels of education and experience and ensured the project's success. This local capacity will remain in communities after the programme ends and will permit national implementing partners to sustain and scale up the NFPE operations if new funding mechanisms become available.

5. Development and dissemination of visibility materials.

To preserve all resources and materials and ensure the easy access to them, SHIKHON launched an online resource site. This has contributed to ensuring programme visibility as well as promoting the use of materials developed by SHIKHON: <https://bd-education.net/SHIKHON>

Articles in local newspapers and reports given to local government officials also gave credit to the project. In all the meetings at local, national or international level, donor contributions were mentioned, making all relevant stakeholders aware of programme contributions in NFPE in Bangladesh.

During the last quarter of SHIKHON action a case story booklet was published and distributed ensuring further visibility:

https://bangladesh.savethechildren.net/sites/bangladesh.savethechildren.net/files/library/SHIKHON%20stories%20combined%20%28ban%2Beng%29_0.pdf

6. Monthly parents' meetings for 12 months at 195 schools.

Monthly parenting education meetings were held to strengthen parental support to children's learning. These sessions, facilitated by learning facilitators, provided life skills support to parents and encouraged parents to ensure that their children regularly attended school and were well prepared for their PECE examinations. The IoMDC target of 195 schools holding 12 monthly meetings was achieved and overall 93,073 parents attended parenting education sessions out of a target of 102,720 (91%).

99% of SHIKHON schools conducted monthly sessions and an average of 22 parents attended each session. Sessions helped change parents' behaviour and attitudes towards corporal punishment and increased commitment of parents to the importance of education and student attendance. School attendance was very high, with 98% attendance reported during school spot checks, indicating the success of these education classes. Drop-out rates were also low, with 0 drop outs in 85% of schools, an indication that parents and children recognised the importance of school attendance, this is in comparison to a 25% drop out rate from formal schools.

7. Monthly school management meetings for 12 months at 195 schools.

School Management Committees were set up in all the programme schools to improve the delivery of education services and increase their responsiveness and accountability. The average SMC had 11 members, 67% of which were women. Approximately 11% of SMCs were chaired by women.

Save the Children (SC) supported SMCs to develop annual School Improvement Plans. SMCs were instrumental in the following activities:

- Identifying and registering children to EPE and NFPE schools
- Recruiting and selecting teachers
- Organising cultural and social events
- Tracking children's attendance and performance
- Making home visits to non-attending children
- Liaising with district education offices
- Raising money for school construction, renovation and maintenance
- Installing latrines, wells, fans and other items

138,197,287 BDT was raised both with in kind donations and cash, by all the SMCs, equivalent to £1,397,354 (98.9 BDT to £1) during the course of the programme. On average, each SMC raised 32,213 BDT (£326).

3. Timeframe

A summary of how the project went according to the original plan, particularly if delays were experienced.

All project activities were completed within the time frame and all targets were reached. All teachers, Programme Coordinators and SMC members were recruited promptly and training was delivered as planned. SHIKHON targets were met and exceeded for the most part, although there were slightly fewer parents attending parenting classes than hoped for, with 93,073 parents attending education sessions opposed to the target of 102,720 (91% of overall target).

Some delays to teaching were experienced due to flooding on two separate occasions in the Chittagong area. This affected 129 schools and 363 schools respectively. These schools were repaired and rebuilt with contributions from both the communities and Save the Children.

There was some student drop out due to migration, poor preparation and child marriage. Immediate action was taken to mitigate against drop out, using motivational discussions with parents and children, informing the local community and informing the local administration.

4. Replication

How are the lessons from the project and its success going to be used elsewhere?

Innovation and best practice from SHIKHON schools was shared with 45 'change maker' teachers from Government Primary Schools (GPS), who attended workshops organised by the project. The workshops allowed GPS teachers to learn about best teaching practices and review and receive new learning materials created by SHIKHON to use these in their own schools.

The SHIKHON model has been shared with Second Chance and Alternative Education representatives in the Department of Primary Education (DPE) as well as with UNICEF. This model has been selected by the DPE to use for ensuring effective education delivery to remote rural disadvantaged children in Bangladesh.

The Monitoring and Evaluation (M&E) techniques outlined in section 10 are also likely to be used in upcoming Save the Children programmes.

5. Development education

Did the organisation undertake any development education in the Isle of Man or in relation to this project? If so, please provide details.

No development education was carried out on the Isle of Man.

6. Beneficiaries

Please set out the estimated number of direct and indirect beneficiaries in the proposal compared with the actual number of direct and indirect beneficiaries at the end of the project.

Direct Reach:

Beneficiary	Target	Actual Reach
Primary School Children (Non Formal)	5,850	100%
Primary School Children (GPS)	5,265	100%
Volunteer Teachers	195	100%
SMC Members	1,950	100%

Indirect Reach: The target of indirectly reaching 1,195 support teachers, 5,850 siblings, 5265 parents, 95 government primary school teachers has been met in full.

IoMDC funding leveraged further funding from EU and other donors, enabling the overall SHIKHON programme to directly and indirectly reach:

Beneficiary	Reach
Primary School Children (Non Formal)	134,097
Primary School Children (GPS)	32,003
EPE Teachers	1,661
NFPE Teachers	2,629
Support Teachers	1,600
Learning Facilitators	336
Parents	93,073

7. Community involvement

Please set out a short narrative on how the community were involved or provided support.

SHIKHON communities were actively involved at every step of the programme and have widely contributed to the buy-in and success of the programme.

Examples of community involvement include:

- Community leaders were involved in the establishment of SHIKHON schools, providing their consent to the setting up of schools in their villages.
- Participatory situation analyses were conducted within communities to identify resources and requirements of the different communities. Communities mapped their villages along with SHIKHON staff, identifying key geographic and social issues.
- Meetings were held with parents to get buy-in and gather information on the numbers of children that would potentially attend. Once school sites were confirmed, households with potential SHIKHON students were visited to determine they met criteria for attendance.
- SMCs made up of local community members helped implement School Improvement Plans and ensured community participation throughout.

8. Liaison with relevant authorities

Please set out a short narrative on how relationships with the relevant authorities were maintained and how the project helped with local or national plans for development.

Throughout the SHIKHON programme, good relationships have been built with the Government of Bangladesh. Save the Children and partners have consulted with education officers at both district and Upazila (sub-district) level and have created strong links with the Ministry of Primary and Mass Education (MoPME). Round table discussions were held with the Minister of MoPME on the right to primary education and child rights.

Since 2015, 6 schools from the first phase SHIKHON programme have continued under a tripartite MoU with Save the Children, UNESCO and BRAC (Building Resources Across Communities) to pilot the project Sustainable Non-Formal Education (NFE) delivery mechanism for a learning society in Bangladesh. The overall objective of this pilot was to establish a NFE system in Bangladesh and enhance institutional capacity for effective NFE delivery through strengthening existing resources and provisions. Save the Children is working closely with the Government and UNESCO to develop a NFE delivery framework.

Dialogue with the government and other service providers was promoted through Education for All (EFA) workshops. 23 workshops were held over the course of the project with 4,065 participants, including 2,556 head teachers of GPS. These workshops have created direct communication channels with service providers and communities, facilitating sustainable results. These relationships will continue to be nurtured and used to influence the DPE's current initiative, Second Chance Education, supported by the World Bank and other donors.

Save the Children has drawn on experience from implementing SHIKHON to contribute to the development of a Government Early Child Development Policy

and Non-Formal Education policy and provided input into an operational framework for pre-schools.

SHIKHON partners have developed strong relationships with the regional government departments, particularly with field level Upazila Education Offices. It was because of these relationships that government schools could be used as exam centres for SHIKHON students. These relationships have also made it relatively easy to implement activities in the field and gain government support in supplying textbooks and obtaining approvals from GPSs.

SC worked with the Ministry of Health and Family Welfare (MHFW) to facilitate the de-worming coverage of students in non-formal schools. SHIKHON also worked with BNFE, UNESCO, CAMPE to address the literacy gaps in the target areas and thus contributed to improving overall national coverage.

SHIKHON has maintained a good relationship with other primary education service providers through regular meetings with Dhaka Ahsania Mission, Caritas and Human Dynamics who were also SHARE (Supporting the Hardest to Reach through Basic Education) partners. Human Dynamics, the knowledge management unit of the EU SHARE programme, initiated a forum of non-formal education providers called, where SHIKHON participated actively along with many other organisations who are providing non-formal education in Bangladesh.

9. Sustainability

How will the communities maintain this project after the end of the funding? And if possible please provide follow up information on how they are a few months later.

Several SHIKHON Communities in different regions have committed to continue running SHIKHON schools after the programme ends. 386 SHIKHON schools have determined that they will continue using their own funding with continued support from SMCs who will monitor follow up on the progress of SIPs and raise funds.

In some places, local government or individuals have shown their interest to continue the schools. Government Education Officers of the relevant Upazilas and GPS head teachers in the local areas will be part of follow up work looking at the sustainability of the schools after the end of the project. SMCs and local communities will be also responsible for the sustainability of their local schools.

Sustainability is a key challenge, however, as local communities are generally unable to continue funding teachers after the programme ends.

Suggestions made to DPE for the continuation of SHIKHON schools include:

- Primary Stipend Scheme should be extended to cover students in the entire NGO-provided education sub-sector

- The 500 Upazila Resource Centres made available to the SHARE Projects for training
- GoB should extend invitation to SHIKHON teachers, facilitators, supervisors to attend training
- Staff of the Second Chance Cell in DPE can be exposed to the operations of the SHIKHON programme at central, regional, area and school levels
- Existing resources from government – free NCTB books, participation in the PECE, visits from DPE field staff would all continue

What is significant is that the SHIKHON schools have, for those communities previously without a school, created a demand for schooling and a model of what a school might be.

10. Monitoring and Evaluation

Please provide a short summary of any monitoring and evaluation of the project, addressing impact as well as outcomes.

SHIKHON developed a web-based Management Information System to help monitor and evaluate the programme. Common reporting formats were used to collect data and create reports, with teacher trainers and supervisors inputting information on a monthly basis. Collated information allowed project staff to review their performance and progress against targets. Additionally, they were able to compare their performance against overall results of other staff.

This information was used to monitor progress and influence decision making at all levels, ensuring a constant feedback loop that improved ongoing activity quality.

Tablets and smartphones were used by Learning Facilitators (LFs) to collect information on school performance. Information was used to support teachers by tracking child performance, attendance, teaching materials and methods and the quality of teaching learning processes. The findings of this data was then used by field coordinators to support schools to improve in areas that they were not meeting targets. Improvements in attendance, teaching and children's performance were all witnessed as a result of this monitoring and evaluation.

SHIKHON activities were monitored continuously by different levels of personnel. Government education officers and GPS teachers carried out visits most frequently and provided their feedback. Following their suggestions, the initiatives for increasing quality were introduced.

SC established an accountability feedback mechanism under SCI's MEAL department. SHIKHON received feedback directly from the communities via a toll-free hotline number. 44 responses were received over the programme period. Based on the feedback received, any reported gaps were filled and overall quality enhanced.

SHIKHON's monitoring and evaluation system provided consistent feedback on field activities. All data collected from the field level was analysed and documented. The M&E teams regularly produced reports using data collected, e.g. on end of grade exam results, which was used to analyse teacher performance. SC SHIKHON staff used data to analyse areas such as the re-occurring characteristics of schools achieving high and low grades.

SHIKHON encouraged communities, SMCs and parents to share their feedback and used this information to further develop students. An example of a measure put in place was the provision of light snacks by the World Food Programme, a benefit enjoyed by students in GPSs.

Case studies were prepared by partners that included beneficiary feedback. This feedback how much SHIKHON has changed the lives of beneficiaries by providing children with access to cost-effective education and providing tools to parents and the local community to support SHIKHON students. Case studies can be found here:

https://bangladesh.savethechildren.net/sites/bangladesh.savethechildren.net/files/library/SHIKHON%20stories%20combined%20%28ban%2Beng%29_0.pdf

Partners tracked the project performance through joint assessments and research and evaluation, to enhance marginalised children's access to education. In turn, SC's structured partner monitoring and reporting systems ensured the quality of partner implementation could be maximised.

11. Millennium Development Goal

Please state how the project has helped to address achievement of the Millennium Development Goal(s) listed in the proposal.

MDG 2 – Achieve Universal Primary Education.

IoMDC funding has contributed to achieving MDG 2 in Bangladesh by educating approximately 5,850 children that would otherwise be out of school. The project has helped get these children to a level where they can now continue their education at mainstream schools. Overall SHIKHON has ensured 134,097 children have had access to quality primary education.

An additional 32,003 low performing children were assisted through out of school assistance at SHIKHON clubs.

12. Media release

Please provide a 500 word media release to enable the Committee to publicise the project.

The Isle of Man Government Development Committee's (IoMDC) has been supporting Save the Children's SHIKHON project since February 2016. The programme is one of the largest non-formal Primary Education (NFPE) programmes in Bangladesh. The programme was implemented through 3 partner organisations

and operated across 2,582 villages of Bangladesh. SHIKHON worked to ensure access to quality education for 160,400 (128,400 non-formal + 32,000 formal) vulnerable and hard to reach children in rural areas of Bangladesh, addressing the educational needs of children who live in conditions of extreme poverty in remote rural coastal areas, river chars (temporary landmasses) and hoars (marshlands). The Isle of Man Government Development Committee's support helped enable SHIKHON to meet its objectives and provide quality education to the poorest children in Bangladesh.

With the support of the IoMDC and the full collaboration of the Bangladesh government and local leaders, SHIKHON has reached 134,087 (83,987 in NFPE and in Early Primary Education 50,110) children through 4,290 schools within the project period.

SHIKHON has also reached 32,003 students at 1,325 Government Primary Schools through the establishment of 1,600 SHIKHON clubs providing quality Non-Formal Primary Education (NFPE) in remote areas of Bangladesh.

The programme offered a unique opportunity for out-of-school children and former drop-outs to receive the equivalent of 5 years of primary school education in four years. In the first cohort, 30,248 children took their Primary Education Completion Exam (PECE), of which 97.1% children passed. In 2nd cohort, 35,694 children completed their PECE and 98.62% passed. This beats Government primary school achievements (98.51%).

Students that once had no access to education have been able to attend schools set up near to their homes, for example Jamal, Abul, Bakul and Khogen, among many other boys and girls living on a difficult to reach river island, now attend the school every day and compete with each other to finish their lessons quicker than everyone else.

The action has also provided life-changing results for adult beneficiaries. SHIKHON teachers have been fully trained in the SHIKHON accelerated curriculum, providing them with the experience and skills needed to help sustain and further their careers. One such example is Moslema, who trained under SHIKHON and is now employed in a government school. In her words:

"All the questions that I answered in the interview, I would not have known them if it were not for the training course at SHIKHON. In fact, I would be applying the methods I learnt at SHIKHON in my new job."

Parents and family members of SHIKHON students have benefitted from parenting sessions that guide them on nutrition, early childhood development, and how they can best support their children as they learn and develop. School Management Committees have been established at each location and trained to oversee the operation of the school, as well as to develop and execute School Improvement Plans.

Partner staff members also benefitted substantially from their participation in SHIKHON through receiving training and gaining work experience. This, combined with their strengthened project management skills, will bring new opportunities for them in the future.

SHIKHON has received praise from across the board, including the Government of Bangladesh. According to the deputy director of the Directorate of Primary Education in Sylhet, Bangladesh:

"SHIKHON is a perfect example of Quality Education in poor infrastructure. The key drivers are efforts of trained and dedicated teachers and highly skilled supervision mechanism of Save the Children." (Tahmina Khatun).

13.

Case study

A Special Story of Quality Education

Surendra was looking for an exceptional story. He just joined the local newspaper as a reporter and wanted his first submission to be special.

Surendra got to know about Jakir, a young boy from an underprivileged family. In the last Primary Education Completion Examination, Jakir obtained a Government scholarship. How did a boy, who barely can expect his essential needs to be met get a scholarship? Surendra's curiosity was roused and he decided to follow the story.

After asking around in the village, Surendra got a hold of Jakir. A quiet boy. Surendra approached him. "I heard you got a government scholarship. That's a great! I want to publish your interview on our newspaper. Will you give me an interview?" Surendra asked.

"Yes. Of course, I am agreed."

Taking his notebook out, Surendra began the interview: "Where do you study?"

"I went to SHIKHON School. It's over there." He pointed in a direction.

"But there was no school there a few years back, right?"

"Yes. People from Save the Children built the school. They looked for children like me who were dropped out or never went to school."

"Okay. What did you learn in the school?"

"We read the books that are there in the government schools. But we learnt the lessons quicker than them. It took us eight months to complete the year long classes."

"How many teachers did you have?"

"Only one"

"Wow! Only one teacher! How many students?"

"Thirty. We finish one class and then get promoted to the next grade. The same teacher teaches us."

"Do you know about the qualifications of the teacher?"

"She has completed Secondary School Certificate. She told us that she was given an eight-day long training by Save the Children before starting every grade."

"How does she teach?"

"She teaches us differently than usual teaching. We learn with fun! We learn everything in the classroom. We do not need

any tutor at home. Sometimes she also visits our home to make sure that we are studying regularly and talks to our parents."

"Great. I think I have no more questions. Now let's go have some sweets."

Jakir smiles.

After 2 days a news published in the newspaper "Students under the SHIKHON programme at Pirganj Upazila did exceedingly well in the Primary Education Completion Examination of 2015. A total of 2630 (99.02%) students passed successfully out of 2656. A total of 104 students obtained A+, 1159 students got A, 6511 students A-, 383 students B, 367 students C and 106 students got D. And most importantly, 12 students received the government scholarship.

A deep sense of satisfaction came over Surendra. He looked at Jakir, and somehow, saw all the other students through him. All of them have a solid chance of becoming someone in the society.

14. Budget

Please provide a report on the budget setting out any changes over the course of the project including details of any underspend.

See annex