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# FLEXIBLE, MULTI-LEVEL LEARNING FOR OUT OF SCHOOL CHILDREN:

Dhaka Ahsania Mission's Children's Learning Centers,  
A Case Study



December 2018





## Foreword

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Educate A Child's (EAC) primary objective is to contribute to significant and positive change in the lives of millions of out of school children (OOSC) through quality primary education. Our focus is on action; on as large a scale as possible. Action is meaningless in relation to impact, however, unless there is a robust assessment of lessons learned from our efforts undertaken.

Dhaka Ahsania Mission (DAM) was one of EAC's initial partners, joining in 2012 when the idea of reaching 10 million OOSC was still more of a dream than a real possibility! DAM's Children's Learning Centers (CLCs) project was of particular interest to EAC because it reaches some children who face multiple barriers to accessing education. It does this through an innovative approach that includes accelerated learning in multi-grade classrooms that cater to individual student's learning level on a subject-by-subject basis. The DAM graduates perform better on the national end of primary level test and with higher retention rates than students from government schools.

These are important findings on their own, but it is more useful to have a better understanding of how these results are achieved. This case study points to several key findings, including:

- Consistent community engagement and local "financing"
- Establishment of community-based groups to advocate, manage and support CLCs independently combined Participatory Monitoring System "(PMS)"
- Multi-grade teaching and learning that address the barriers faced by these OOSC; and
- Training for local CLC tutors on practical tools

EAC and other partners have recognised the inherent value in the DAM approach that can be implemented in communities that face many challenges that can contribute to children being out of school. DAM-CLCs have made important contributions in increasing government recognition of out of school needs and informing the national strategy for reaching out of school children. DAM is one of four partners, alongside UNICEF, Save the Children and BRAC, in a consortium of organisations selected by the government to pilot their respective approaches to education of out of school children. DAM's Multi-Grade Teaching and Learning approach will be piloted in the government's non-formal education programme to generate evidence that will inform the government's strategy for reaching OOSC over the next ten years.

By sharing this information through this publication, we hope it will provide food for thought, at least, and at best, considerations for how to improve our efforts to change the lives of OOSC. EAC, DAM and Results for Development (R4D), would welcome any feedback.

**Dr. Mary Joy Pigozzi**

December 2018



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## Disclaimer

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## List of Acronyms

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EAC	Educate A Child
CAG	Community Action Groups
CIES	Comparative and International Education Society
CLC	Children's Learning Centers
CMC	Community Management Committees
DAM	Dhaka Ahsania Mission
KGBV	Kasturba Gandhi Balika Vidyalaya
LRC	Learning Resource Centers
M&E	Monitoring and Evaluation
MGTL	Multi-Grade Teaching and Learning
MOE	Ministry of Education
PECE	Primary Education Completion Exam
PMS	Participatory Monitoring System
OOSC	Out of school children
R4D	Results for Development
SCE	Second Chance Education

# I. Introduction

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Although Bangladesh has made significant progress in primary-school enrolment, millions of primary-school aged children remain out of school. Per the Bangladesh education sector annual performance report 2016<sup>1</sup>, the proportion of out of school children (OOSC) has fluctuated from 15% to 25% over the last decade<sup>2</sup>. To address some of the substantial barriers facing OOSC in Bangladesh, Dhaka Ahsania Mission (DAM)<sup>3</sup> and Educate A Child (EAC)<sup>4</sup> formed a partnership to provide access to quality primary education opportunities to 40,000 out of school children through the Children's Learning Centers (CLC) project from 2012 to 2017 along with two co-funders; Cordaid and Marico. The project was a non-formal education model for OOSC implemented in Jamalpur, Noakhali and Chittagong districts.

Educate A Child (EAC) commissioned Results for Development (R4D) to conduct an in-depth case study to document and analyse DAM's approach of the Children's Learning Centers (CLC) project in providing quality, non-formal primary education to dropout and never enrolled children in remote, rural and poor areas of Bangladesh. The findings would contribute to the body of global knowledge on OOSC. More specifically, the objectives of this study were to distil and document the following:

1. Approaches that DAM has used in the CLC model to overcome key structural, cultural and socio-economic barriers and/or constraints, in relation to addressing the circumstantial and learning needs of OOSC;
2. The strength (or lack) of these approaches with regard to stimulating (or inhibiting) the success of the model;
3. The value added and/or challenges that support from EAC presented to DAM.

The case study is structured around the three study objectives as follows: Section II describes the study methods R4D used and the limitations of the study. Section III presents the background and describes the condition of out of school children in Bangladesh, highlighting their key barriers to education. Section IV describes the approaches DAM used in the CLC model to address the key structural, cultural and socio-economic barriers (Objective 1). Section V presents the results of the application of the CLC model, while Section VI discusses lessons learned and explores the challenges and limitations of the CLC model (Objective 2); and also analyses the value added and challenges that EAC support has presented to DAM (Objective 3). Annexes include references and a list of individual interviews and focus groups.

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<sup>1</sup> Directorate of Primary Education (DPE), "Bangladesh Primary Education: Annual Sector Performance Report - 2016." [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/7402e8d5\\_9a8b\\_43c1\\_9d4b\\_2c785c18c066/Final%20%20ASPR%202016,%2028%20September%202016.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/7402e8d5_9a8b_43c1_9d4b_2c785c18c066/Final%20%20ASPR%202016,%2028%20September%202016.pdf)

<sup>2</sup> The fluctuation is at least in part due to differences in how school attendance was measured by different surveys.

<sup>3</sup> Dhaka Ahsania Mission is one of the largest NGOs in Bangladesh and operates programs in education, health, livelihoods, and human rights. More information is available at <http://www.ahsaniamission.org.bd/>.

<sup>4</sup> Educate A Child is a global initiative aiming to significantly reduce the number of children worldwide who are missing out on their right to education. For more information, see <http://www.educateachild.org>.

## II. Study Methods and Limitations

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This study examines the DAM-CLC project from 2012 to 2017. It covers the programme's operations in Jamalpur, Noakhali and Chittagong districts, where the project's operations are financially supported by Educate A Child (EAC) along with funding from Cordaid and Marico.

The study draws on a combination of methods, including desk review, semi-structured interviews, focus group discussions and a review of existing quantitative data. Documents in the desk review included existing reports, evaluations and programme documents on the DAM-CLC project. Semi-structured interviews, focus group discussions, and direct observations were conducted during a field visit to the sub-districts of Islampur and Melandah in Jamalpur district in January 2018. These sub-districts and the programme sites visited within them, which included one CLC supported by Marico and a second CLC supported through community contributions, were chosen purposively based on the feasibility of travel and the availability of key stakeholders for interviews.

The researchers conducted interviews and focus groups with stakeholders including DAM staff, local government officials, parents, CLC tutors, community members and EAC staff.<sup>5</sup> Qualitative data was captured through interview and focus group transcripts and analysed based on the three case study objectives. The researchers also reviewed existing quantitative and qualitative evidence of the programme's impact, including third-party research such as evaluations, as well as regular monitoring and evaluation data reported by DAM to EAC. This analysis is based on case study principles including triangulation across multiple data sources and the development of thick descriptions from qualitative data.

As a limitation of the study, qualitative data were drawn from a purposive rather than random sample of DAM-CLC districts, sub-districts and stakeholders. However, the researchers have mitigated issues of representativeness where possible by examining data from all three districts within the scope of the study, and by triangulating interview and focus group data across stakeholder groups.

## III. Background

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In Bangladesh, while significant progress in primary-school enrolment has been made, millions of primary school aged children remain out of school. The proportion of OOSC has fluctuated from 15% to 25% over the last decade.<sup>6</sup> The national average stands at 20.4%, meaning that more than one in every five children entering primary school will not complete their coursework.<sup>7</sup> It is estimated that 4.16 million children ages 7 to 14 remained out of school in 2011, with approximately 3.1 million of these children living in rural areas.<sup>8</sup> A majority of Bangladesh's OOSC have never enrolled while a smaller proportion has dropped out at some point after enrolment. Rates of OOSC also vary based on gender, with boys facing higher out of school rates than girls (19.1% to 13.3%) from 6-14 years of age.<sup>9</sup>

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<sup>5</sup> Details are available in Section VII.

<sup>6</sup> Directorate of Primary Education (DPE), "Bangladesh Primary Education: Annual Sector Performance Report – 2016.

<sup>7</sup> [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/7402e8d5\\_9a8b\\_43c1\\_9d4b\\_2c785c18c066/Final%20%20ASPR%202016,%2028%20September%202016.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/7402e8d5_9a8b_43c1_9d4b_2c785c18c066/Final%20%20ASPR%202016,%2028%20September%202016.pdf)

<sup>8</sup> Ibid.

<sup>9</sup> FHI360, "Bangladesh: Out of School Children of the Population Ages 7-14," accessed February 14, 2018, [https://www.epdc.org/sites/default/files/documents/Bangladesh\\_OOSC\\_Profile\\_0.pdf](https://www.epdc.org/sites/default/files/documents/Bangladesh_OOSC_Profile_0.pdf).

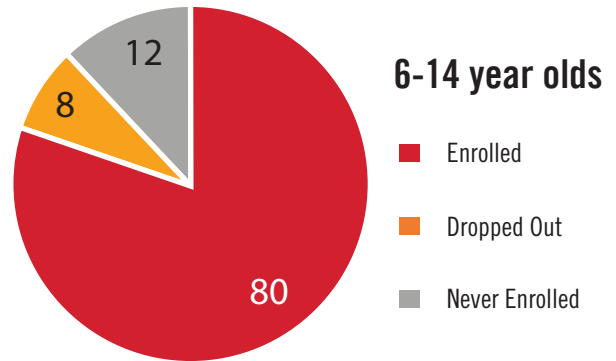
<sup>9</sup> DPE 2016



## Barriers to Education

The barriers facing the majority of OOSC in Bangladesh are the product of many factors, including poverty, the quality of education, infrastructure, parental education and engagement, and environmental challenges.

- **Poverty:** the problem of access to education is closely linked with poverty. Household income is the most significant risk factor for children being out of school.<sup>10</sup> Out of school rates are highest for children in the poorest quintiles (25%), who are 2.1 times more likely to be out of school than those of the richest quintile.<sup>11</sup> The average completion rate for children in primary school is near 80%, but for children in the lowest wealth quintile the rate is only 57% for boys and 68% for girls.<sup>12</sup> Over 40% of children who drop out of primary school attribute their decision to poverty; making it the most frequently cited reason for such behaviour in Bangladesh.<sup>13</sup> Household costs associated with school fees are a major deterrent to enrolment and attendance.<sup>14</sup>
- **Quality of education:** supply-side barriers to access for OOSC, including poor quality of education and infrastructure, also have a significant impact.<sup>15</sup> Government-provided primary education often fails to use pedagogy that promotes learning quality and student engagement, relying on rote memorisation as a main teaching method.<sup>16</sup>
- **Inadequate infrastructure:** limited supply and long distances to schools<sup>17</sup> and overcrowding in government schools discourage many to enrol. Where schools are available, poor facility conditions and lack of proper sanitation and water (only 68% of schools have basic sanitation or toilet facilities)<sup>18</sup> also contribute to high dropout rates.<sup>19</sup>
- **Parental education and engagement:** lack of parental awareness of the importance of education, safety concerns for girls, and low parental education level are some of the underlying causes for the large number of OOSC in rural parts of Bangladesh.<sup>20</sup> Parent's education level has been cited as the second highest predictor for OOSC status (only behind poverty level).<sup>21</sup>
- **Environmental challenges:** flooding and other natural disasters can hinder children's access to school.<sup>22</sup> Flood and riverbank erosion occur frequently in Jamalpur, while cyclones and tidal floods are common in Chittagong and Noakhali.<sup>23</sup>



<sup>10</sup> Ibid.

<sup>11</sup> FHI360

<sup>12</sup> Global Education Monitoring (GEM) Report 2017. <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>

<sup>13</sup> Sabates et al. 2010. [http://www.create-rpc.org/pdf\\_documents/PTA49.pdf](http://www.create-rpc.org/pdf_documents/PTA49.pdf)

<sup>14</sup> DPE 2016

<sup>15</sup> Community Stakeholder 2; Community Stakeholder 4

<sup>16</sup> Ibid.

<sup>17</sup> DPE 2016

<sup>18</sup> GEM Report 2017

<sup>19</sup> UNICEF Bangladesh, 2014

<sup>20</sup> Community Stakeholder 2; Community Stakeholder 4.

<sup>21</sup> DPE 2016

<sup>22</sup> Ibid.

<sup>23</sup> Alauddin and Islam 2017

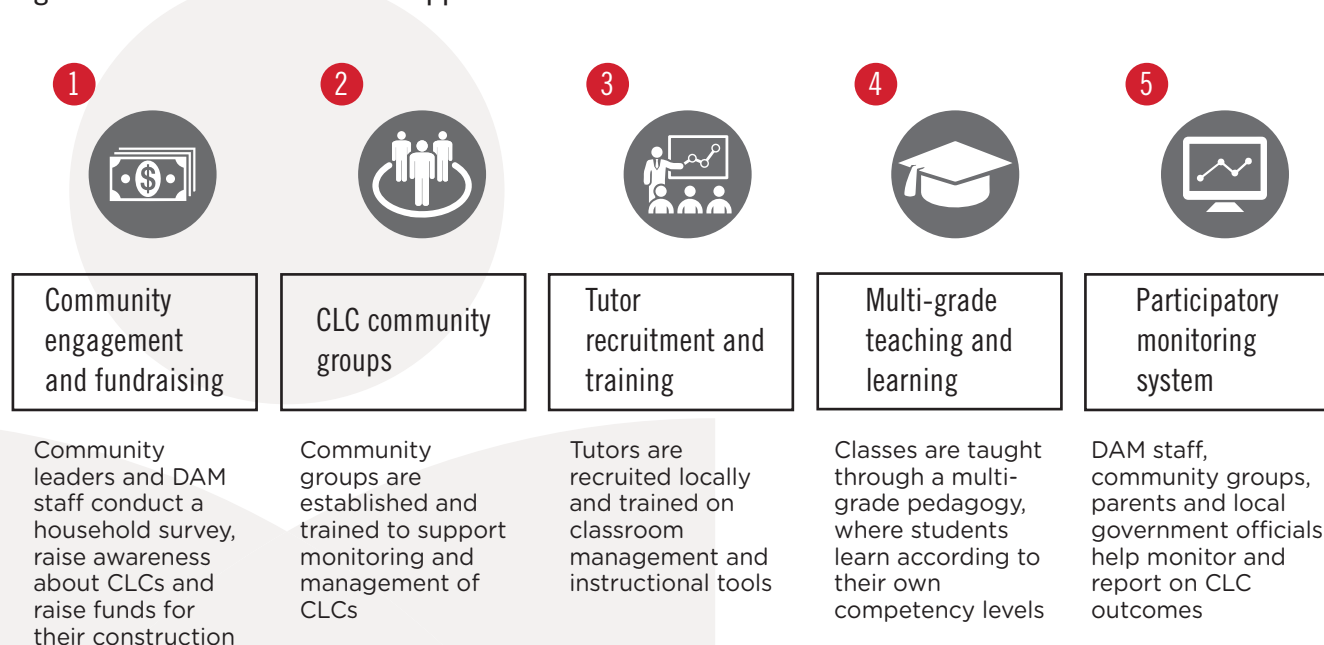
## IV. Children’s Learning Centres (CLC): A community-based approach to reach OOSC

In light of the substantial barriers facing OOSC in Bangladesh, there is an urgent need for innovative solutions that ensure these children have access to a quality education. One such effort is the Children’s Learning Centers (CLC) project, a non-formal education model for OOSC implemented in partnership by Dhaka Ahsania Mission (DAM)<sup>24</sup> and Educate A Child (EAC)<sup>25</sup> to address many barriers faced by OOSC, providing them with the opportunity to pursue primary education in a manner that is flexible and catered to their individual levels.

The DAM-CLC model puts students through five grades of education in four years, with one tutor teaching 30 students in a single classroom school, at no cost to parents.<sup>26</sup> It uses child-centred pedagogy, active participation and group work in a multi-grade classroom system that caters to students’ individual learning levels.<sup>27</sup> In addition, students complete the Primary School Certificate at the end of the programme.<sup>28</sup>

Key programme activities of the DAM-CLC project include community engagement and fundraising to support CLCs, the development of community groups for managing CLCs, tutor recruitment and training, education provision using an innovative multi-grade teaching and learning pedagogy and a participatory monitoring system. These are introduced in the diagram below and described more in-depth in later sub-sections of the report.

Figure 1: Overview of the CLC approach



<sup>24</sup> Dhaka Ahsania Mission is one of the largest NGOs in Bangladesh and operates programs in education, health, livelihoods, and human rights. More information is available at <http://www.ahsaniamission.org.bd/>.

<sup>25</sup> Educate A Child is a global initiative aiming to significantly reduce the number of children worldwide who are missing out on their right to education. For more information, see <http://www.educateachild.org>.

<sup>26</sup> Dhaka Ahsania Mission, “Bangladesh concept note. Dhaka Ahsania Mission (DAM): Expanding network of primary education centers,” (Dhaka: Dhaka Ahsania Mission, 2012), 3.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

Over the course of five years (2012-2017), the DAM-CLC model has been implemented in the three districts within Bangladesh: Jamalpur, Noakhali and Chittagong. The initiative has enrolled 39,745<sup>29</sup> OOSC in 908 CLCs and trained 908 community members to serve as tutors. In the following sub-sections, the approaches that comprise the DAM-CLC model are described in-depth.

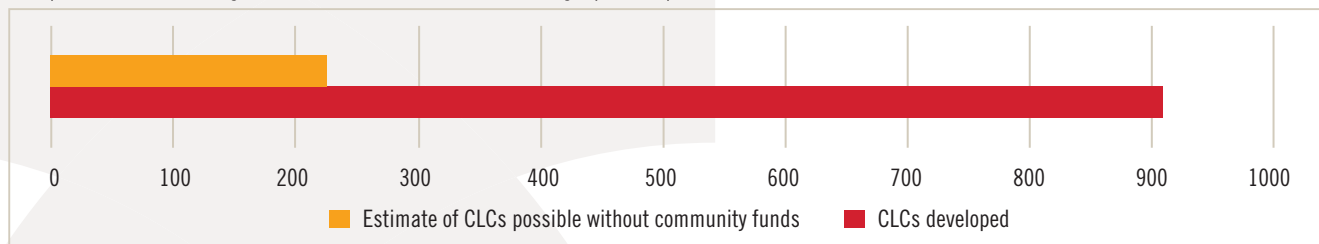
## Community Engagement and Fundraising

DAM involves community and local government partners from the beginning, consulting local government and community leaders (who form a CLC “convener committee”) on important decisions related to the establishment of CLCs, including their location, fundraising, as well as tutor and student recruitment. Alongside government and community leaders, DAM conducts a household survey to identify OOSC and better understand the demographic characteristics of their target community as an essential initial activity. Based on survey data, DAM works closely with convener committees in all decision making related to the CLCs’ development, including identifying the ideal CLC location, recruiting capable tutors, as well as mobilising funds, labour and materials from community members to build each CLC.<sup>30</sup>

DAM’s early engagement and collaborative decision making with community members addresses barriers faced by OOSC by pre-empting access challenges. For example, because school distance can be a barrier to attendance, decisions regarding the location of CLCs are made with input from community members and are based on distance from identified learners. As a result, the average distance between households and CLCs ranges from 100 to 300<sup>31</sup> metres, which is significantly lower than the national average of kilometres.<sup>32</sup> A father, whose daughter dropped out of the public school because it was over two kilometres from their home, noted that the convenient location of the CLC enabled his daughter and other children to enrol and regularly attend classes.<sup>33</sup> Similarly, decisions about classroom infrastructure and class schedule, which can also affect attendance and dropout rates, are also made collaboratively.

While the involvement of community members in the decision making and establishment of non-formal education centres is not unique to DAM-CLCs, the extent to which community members provide financial contributions to support the development of CLCs is innovative. Convener committees are responsible for raising an estimated 75%<sup>34</sup> of the resources required to build each CLC<sup>35</sup> from local government, wealthy community members and other stakeholders; these contributions include cash as well as labour and material donations.<sup>36</sup> Similar non-formal primary schools for OOSC, including those developed by BRAC, do not follow a similar cost-sharing approach with communities.<sup>37</sup> This unique financing mechanism has a transformative impact on the scale of CLCs, allowing the project to quadruple its reach. As Graph 2 illustrates, only one-fourth of the 908 CLCs developed by DAM over the last five years would have been built and sustained if communities had not contributed 75% of the funding needed to create them.

**Graph 2: Community funds allowed DAM to nearly quadruple the number of CLCs**



<sup>29</sup> Alauddin and Islam 2017

<sup>30</sup> DAM Staff Interview 6

<sup>31</sup> DAM email communications with R4D, March 2018.

<sup>32</sup> Sabates et al. 2010.

<sup>33</sup> Community Stakeholder 3

<sup>34</sup> Dhaka Ahsania Mission 2012a.

<sup>35</sup> DAM only provides 6,000 BDT per CLC, while the total cost of building CLCs generally ranges from 20,000-80,000.

<sup>36</sup> The amount allocated by DAM for the construction of CLCs is only 6,000 BDT. DAM Staff 2.

<sup>37</sup> Crowdsourced funds for the establishment of community learning centers is likely not unique to DAM CLCs when considering the global landscape of similar centers. As previously mentioned, landscaping for similar solutions globally is outside of the scope of this case study.

## Establishment of community-based groups to advocate, manage and support CLCs independently

Once a CLC has been established, community members (including those initially involved with the “convener committee”) transition into community action groups (CAGs) and community management committees (CMCs), whose roles and responsibilities are summarised below:

- **CAGs:** CAGs meet bi-monthly<sup>38</sup> and are responsible for motivating parents to send their children to school and encouraging community elites and local government officials to support CLCs through the donation of goods and financial resources.<sup>39</sup>
- **CMCs:** CMCs meet monthly and are responsible for monitoring attendance, enrolment and performance in CLCs, and supporting tutors in problem solving in cases when those indicators fall short of expectations.<sup>40</sup>

In addition to these two community bodies, which are established for each CLC, Learning Resource Centers are established at the union level, with one LRC supporting 10 to 12 CLCs.<sup>41</sup>

- **LRCs:** LRCs organise quarterly meetings to provide broad oversight of all CLCs located in a particular Union Parishad, lead collection and distribution of local learning materials, provide technical support to tutors and link CLCs to local government schools.

These groups are supported by DAM technical staff, who conduct regular capacity-building trainings and attend monthly meetings with CMCs, CAGs and LRCs to problem-solve around CLC needs.<sup>42</sup>

The CLC community groups take on responsibilities beyond the remit of school management committees, including advocating to the local government and community for resources, coordinating procurement and distribution of learning materials, and working with individual children and their families to overcome challenges to access.<sup>43</sup>

CAGs, CMCs and LRCs address barriers to education for OOSC through advocacy and action. CAGs and CMCs shore up support for CLCs in settings where parental awareness and conviction of the importance of education might be low. Community groups also take action to break down access barriers to OOSC: accompanying tutors to visit students’ homes when they falter in attendance<sup>44</sup> lobbying local stakeholders for funds<sup>45</sup>, coordinating procurement and distribution of learning materials, and working with individual children and their families to overcome challenges to access.<sup>46</sup>

CLC community groups also raise funds from the community to rebuild or restore CLC classrooms after damage from natural disasters.<sup>47</sup> For example, in 2016 when floods severely damaged several CLC structures in Jamalpur, community groups raised enough funds to quickly repair them within 6-7 days.<sup>48</sup>

One mother in Melandah recounted how a visit from the head of the CMC persuaded her that it was her responsibility to educate her child. (Community Stakeholder 3)

CAG members in Jamalpur advocated to the Union Parishad Chairman on behalf of CLC parents facing food shortages so that they might receive rice and food subsidies; this helped prevent student dropout by lowering the opportunity costs of children’s attendance (who could otherwise help with farming or earning money for food) for families. (Community stakeholder 1)

<sup>38</sup> DAM Staff 8

<sup>39</sup> Community Stakeholder 1. DAM email communications with R4D, February 2018. CAGs are composed of seven community members including: one local government representative, one local education promoter or advocate, two civil society members, two local youth representatives, and one public primary school teacher or representative.

<sup>40</sup> DAM email communications with R4D, February 2018. DAM CLC Concept NOTE. CMCs are composed of seven community members, including: two CLC parents or child representatives, two CAG members, one local government representative, one public primary school teacher or representative, and the CLC tutor.

<sup>41</sup> DAM email communications with R4D, February 2018. LRCs have a general committee composed of one CMC member, one CAG member, one local education promoter or advocate, and one local government representative, and an executive committee which includes a community-based president, secretary, treasurer, and four additional executive members.

<sup>42</sup> Dhaka Ahsania Mission, “Semi-Annual Technical Report: DAM-CLC Project, July-December 2016,” (Dhaka: Dhaka Ahsania Mission, January 2017), DAM Staff 2

<sup>43</sup> Ibid.

<sup>44</sup> DAM Staff 2, Community Stakeholder 2

<sup>45</sup> Community stakeholder 1, 4

<sup>46</sup> Ibid. <sup>47</sup> Ibid. <sup>48</sup> DAM Staff 2

## Multi-Grade Teaching and Learning (MGTL)

The principal innovation employed by DAM-CLCs is the use of a multi-grade teaching and learning system (MGTL). Key features of the MGTL include:

- **One classroom, many learning levels:** CLC tutors educate 30 students of different ages (ranging from 6-14) and learning levels in a single classroom. Students are tested and categorised according to five performance levels: Praromvik (Beginner), Agrogami (Advanced), Daxmo (Skilled), Shwadhin and Shwadhin plus (Independent and Independent plus), which are equivalent to primary school grades one to five, in Bengali, English, Maths, Science and Bangladesh & Bishwa Parichiti (Bangladesh & Introduction to the World).<sup>49</sup>
- **Self and group learning:** Students are placed in groups based on their learning level on each subject to allow for differentiated instruction. Group composition shifts throughout the day based on the subject being covered.<sup>50</sup> For example a student might be a beginner in English, but advanced in math and independent in Bengali. Thus, he or she would learn with a different group of classmates in each subject. By taking this multi-level approach, MGTL encourages both self and group learning, wherein students can practice lessons on their own or get support from rotating student “group leaders” who serve as helpers to the CLC tutors and support their classmates in completing assigned work. Group leadership opportunities also help engage and motivate older former out of school children, whose age can otherwise be stigmatised.
- **Five-step in-classroom process:** MGTL is implemented daily through a five-step in-classroom process: (1) classes begin with the tutor reviewing the previous days’ lesson; (2) the tutor then introduces the day’s new lessons; (3) students take written notes about the new lesson; and (4) practice new skills before (5) the tutor assesses students’ understanding of the days’ lesson.
- **Co-curricular activities:** Tutors lead students through learner-centred lessons and activities, which include dancing, singing and playful games. Locally sourced learning materials are used to engage learners in an active and child-centred way.
- **Flexibility in promotion:** The multi-grade approach of the CLCs allows students to graduate to the next competency level once they test at that level (rather than having to wait until the end of the school year as they do in government schools).



<sup>49</sup> Alauddin and Islam 2017.

<sup>50</sup> Ibid.

Differentiating lesson content to match student competency level is not a new concept<sup>51</sup> and in fact has been identified as a best practice for fostering early learning.<sup>52</sup> However, when compared with traditional single-grade classrooms, the use of a multi-grade system within one classroom is practiced in many parts of the world, including Bangladesh, where a mono-grade system that limits instruction based on age and grade-level is prevalent, both in the formal primary system and in non-formal NGO schools. Furthermore, the CLC-MGTL model is particularly innovative in that it provides an evidence-based structure and process for teachers to follow, wherein subject comprehension is assessed daily and each student receives individual attention each day. This represents a significant departure from the traditional teacher-centred model often applied in primary schools around the world, and has the potential to catalyse faster learning progress for OOSC.

Although the novelty of the MGTL model led to initial confusion among parents who wanted to know the grade level of their children<sup>53</sup>, MGTL is uniquely suited for addressing the needs of OOSC in Bangladesh, especially those of the hardest-to-reach learners, whose competency levels across subjects differ depending on when they dropped out of school, among other factors.<sup>54</sup> MGTL counters some of the supply-side barriers which can drive students to drop out of school in Bangladesh, in particular, the poor quality of primary education due to reliance on rote memorisation and school environments that are not child-friendly.<sup>55</sup> Impressed by the adaptability of a competency-based learning, as well as the hands-on and playful nature of learning activities, both students and parents respond enthusiastically to the MGTL pedagogy and come to see it as evidence of quality instruction.<sup>56</sup> MGTL's flexibility in progression also permits older or more advanced OOSC, who may not need five full years of primary school to achieve content mastery, to move on to secondary school on their own timeline. As noted by a local government official, when children see their classmates' promotion to the next level based on competency, and not age, it encourages them to study hard and achieve mastery to progress.<sup>57</sup>



<sup>51</sup> Alauddin and Islam 2017.

<sup>52</sup> <http://www.earlylearningtoolkit.org/content/targeted-instruction>.

<sup>53</sup> DAM staff 1, Community Stakeholder 4

<sup>54</sup> Alauddin and Islam 2017.

<sup>55</sup> UNICEF 2009.

<sup>56</sup> Community Stakeholder 1

<sup>57</sup> Government Official 1

## Training for local CLC tutors on practical tools, including lesson planning, classroom management and connections to other tutors

Locally recruited tutors are trained on lesson planning, managing children's behaviour, the multi-grade teaching and learning (MGTL) pedagogy and how to work with CMCs, CAGs and LRCs for support.<sup>58</sup> Monthly refresher trainings are also held throughout the lifetime of CLCs so tutors can both conduct and observe teaching demonstrations, ask pedagogical questions, share their learners' progress, discuss workshop instructional problems they face in the classroom and connect with their peers from other CLCs.

CLC-tutor trainings are noteworthy due to their focus on providing tutors with practical tools to support classroom-practice. Lesson planning, for example, is a process that is largely neglected in government schools but strongly prioritised in both the original intensive training and in subsequent refresher trainings for CLC tutors.<sup>59</sup> Similarly, CLC tutors are instructed on daily assessment methods to gauge learners' comprehension, and are coached on techniques to engage students and attend to individual student's needs.<sup>60</sup> Trainings also serve as an opportunity for tutors to connect with each other and problem-solve with their peers. A tutor from Melandah noted that every month she would document problems faced in the classroom and bring them to refresher trainings to workshop them with the support of Union Supervisors, Technical Officers and her fellow CLC tutors.<sup>61</sup>

By recruiting locally and providing CLC tutors with intensive teacher training on child-centred approaches, as well as tools and resources to address possible challenges, DAM seeks to counter many of the causes of poor-quality teaching and learning in rural communities.

## Participatory Monitoring System (PMS)

The project involves community group members, parents and local government to inform programme-wide reporting and improvement through a participatory monitoring system (PMS) and local stakeholder meetings. A monitoring chart with five indicators (tutor attendance, cleanliness, learner attendance, classroom environment and use of teaching and learning materials, and learners' participation in "joyful learning") is placed in each CLC classroom. Community members who visit CLCs<sup>62</sup> daily track these five indicators.

PMS outcomes are not only reported to the DAM central office to inform programme-wide monitoring, they are also discussed in local stakeholder meetings, involving parents, community group members and the local government. CMCs collect PMS data and review it during their monthly meetings, discussing and taking any necessary remedial action in the CLCs.<sup>63</sup> Every three months, data from PMS charts are aggregated and sent to district technical officers, who then send them to DAM's regional and central officers for analysis. CLC-wide reports are produced in Bangla and shared with communities so they can take steps to improve outcomes.<sup>64</sup> PMS also aims to foster community engagement with CLCs and allow for community members to come together to address non-academic barriers faced by CLC students such as recognition of child rights, basic hygiene, health and nutrition.<sup>65</sup>

By involving local stakeholders in the monitoring of CLC outcomes, DAM seeks to provide transparency and accountability and address the supply-side barriers to education related to the quality of instruction and the classroom environment. Beyond leveraging community participation for data collection, DAM's participatory monitoring system

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<sup>58</sup> Community Stakeholder 2.

<sup>59</sup> DAM Staff 7

<sup>60</sup> Community Stakeholder 2

<sup>61</sup> Ibid

<sup>62</sup> Dhaka Ahsania Mission, "Participatory Monitoring Report: DAM-CLC Project January-March 2017" (Dhaka: Dhaka Ahsania Mission, 2017)

<sup>63</sup> DAM Staff 2

<sup>64</sup> DAM Staff 8

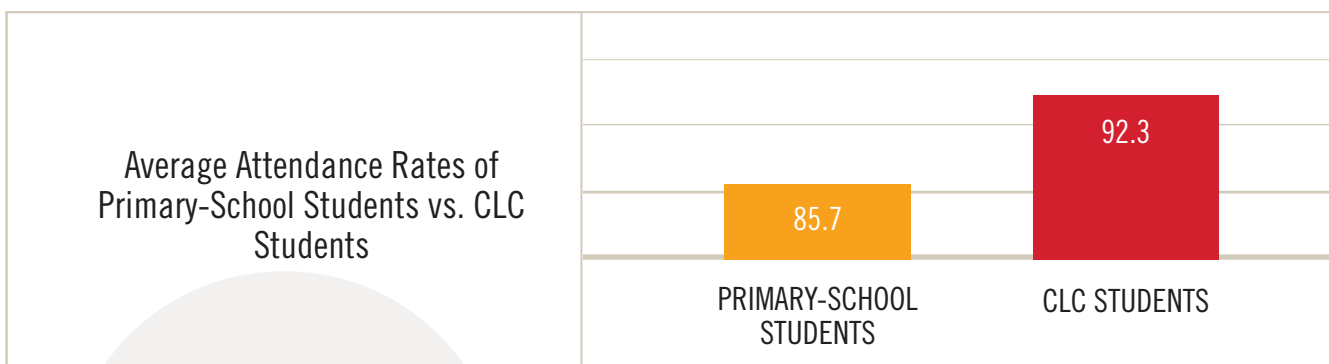
<sup>65</sup> DAM Staff 7

## V. Results

### Increased Access for Hard-to-Reach OOSC to Education

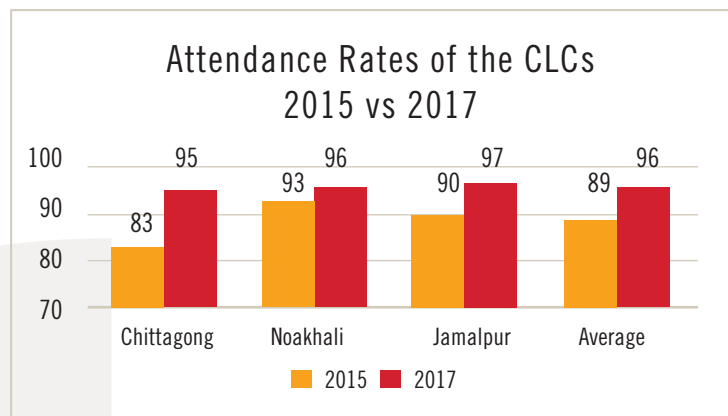
DAM's community-centred CLC model has led to significant improvements to education access. The project reached nearly forty thousand formerly OOSC in five years. By increasing awareness and interest in education in communities that were previously disengaged and managing student attendance and performance, CLCs have managed to reduce the number of OOSC in project areas from 30% to 5%.<sup>66</sup> Average attendance rates for CLC students reached 92.3%<sup>67</sup> by the end of the initiative, which is higher than the latest reported national average rate of 85.7%.<sup>68</sup> This outcome is particularly impressive considering that the pool of students attending CLCs are likely to belong to the lowest wealth quintiles and had either never enrolled in or had dropped out of public schools.

As Graph 3 shows below, attendance rates have increased over the course of CLC implementation, illustrating positive outcomes and improvement over time.



Graph 3

CMC members' efforts to visit absent students at home and incentivise them to return to school were cited by stakeholders as crucial to ensuring good attendance.<sup>69</sup> Parents in focus groups in Islampur and Melandah drew a contrast between monitoring done in CLCs and the lack thereof in public primary schools, noting that with large class sizes, public school administrators are less invested in whether a child attends class or not, whereas in CLCs, community members consistently follow up.<sup>70</sup>



Graph 4

<sup>66</sup> Alauddin and Islam 2017.

<sup>67</sup> Dhaka Ahsania Mission 2017a.

<sup>68</sup> UNESCO Institute for Statistics, "Out-of-school children of primary school age, both sexes," accessed February 14, 2018, [http://data.uis.unesco.org/Index.aspx?DataSetCode=edulit\\_ds](http://data.uis.unesco.org/Index.aspx?DataSetCode=edulit_ds)

<sup>69</sup> Community Stakeholder 3

<sup>70</sup> Community Stakeholder 5



## High Student Retention Rate

DAM-CLCs have maintained an average of 82% retention rate.<sup>71</sup> Dropout rates for CLC students over the lifetime of the project was 16.9%<sup>72</sup> compared against a national average of 20.4%,<sup>73</sup> a significant accomplishment considering most CLC students either previously dropped out or never enrolled in schools. High participation and engagement by parents and CMC members in the schooling process has likely contributed to these positive outcomes. Parents play active roles in CLCs, contributing to the monitoring chart found in the classroom and attending monthly meetings with tutors to review children's performance.<sup>74</sup> Two parents in Islampur, who each had two children, one of whom was enrolled in the local CLC and the other in primary school, noted they engage more frequently with CLCs than the public primary schools, which are located far away and only reach out to discuss test results.<sup>75</sup>

## High Student Achievement

The differentiated individualised instruction of the DAM-CLCs multi-grade teaching and learning approach has achieved a number of impressive learning outcomes, including:

- **Perfect PECE passage rate:** 100% of CLC students who took the national Primary Education Completion Exam (PECE) passed; this is slightly higher than the national passing rate of 98.5%<sup>76</sup> and significantly higher than the passing rate (80%) in Melandah Upazila.<sup>77</sup> In Islampur Upazila, 16 children passed the PEC exam in 2017 and 128 will take the exam this year.<sup>78</sup>
- **High quarterly grades:** 74% of students in DAM-CLCs averaged an A (the highest level available) in their quarterly examinations, with 92.1% reaching this grade in Jamalpur, 78% in Noakhali and 66.3% in Chittagong.<sup>79</sup> This stands in contrast with achievements in public schools, where less than a third of grade 5 students achieved adequate proficiency in Bangla and Maths in 2011.<sup>80</sup>

Tutors and parents alike cite the individualised and student-centred methods implemented in CLCs, which allow for remedial learning to take place for students who had previously dropped out of school, as a contributor to these positive results. Another commonly cited reason for improved learning engagement and outcomes was the individualised instructional attention that CLCs provided to students. As previously noted, the MGTL pedagogy groups students by their competencies in each subject, allowing tutors to differentiate their instruction to specific levels and assess students' comprehension daily. In addition, CLCs cap classrooms to 30 students, ensuring a 30:1 pupil to teacher ratio, which is lower than in public primary schools 36:1 pupil to teacher ratio (76:1 if considering "trained teachers").<sup>81</sup>

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<sup>71</sup> EAC. Analytical Brief of the online semi-annual reports. July 2018.

<sup>72</sup> DAM email communications with R4D, March 2018

<sup>73</sup> DPE 2016

<sup>74</sup> Community Stakeholder 5, DAM Staff 2

<sup>75</sup> Community Stakeholder 5

<sup>76</sup> Dhaka Ahsania Mission 2017a.

<sup>77</sup> DAM Staff 2

<sup>78</sup> Community Stakeholder 4

<sup>79</sup> Alauddin and Islam 2017.

<sup>80</sup> World Bank "Bangladesh Education Sector Review - Seeding Fertile Ground: Education That Works for Bangladesh." 2013. <http://documents.worldbank.org/curated/en/830371468212071486/Seeding-fertile-ground-education-that-works-for-Bangladesh>

<sup>81</sup> GEM Report 2017

## Increased Government Recognition of OOSC Needs

In addition to increased access, high retention rates and high student achievement, DAM-CLCs have made important contributions in increasing government recognition of OOSC needs and informing the government's strategy for reaching children out of school. DAM has advocated for improved services for OOSC through advocacy, dialogue and strategy. More recently DAM has supported the government's Second Chance Education (SCE) goals to develop a ten-year vision to provide quality education to all OOSC in Bangladesh and a responsive strategy to accompany this vision based on comparative evidence on models for quality education for OOSC.<sup>82</sup> DAM is one of four partners, alongside UNICEF, Save the Children and BRAC, in a consortium of organisations selected by the government to pilot their respective approaches to OOSC education. DAM's Multi-Grade Teaching and Learning approach will be piloted in the government's non-formal education programme to generate evidence that will inform the government's strategy for reaching OOSC over the next ten years.<sup>83</sup>



<sup>82</sup> Fazlur Rahman Bhuiyan, "Third Primary Education Development Program (PEDP-3)," (Dhaka, Bangladesh: Ministry of Primary and Mass Education, Directorate of Primary Education, 2015), 20. [http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/093c72ab\\_a76a\\_4b67\\_bb19\\_df382677bebe/PEDP-3%20Brief %20\(Revised\).pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/093c72ab_a76a_4b67_bb19_df382677bebe/PEDP-3%20Brief%20(Revised).pdf).

<sup>83</sup> Ibid.

## VI. Discussion: Lessons learned from the DAM-CLC model

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This section discusses DAM-CLCs successes and challenges, including their potential for scale and sustainability, and elaborates the relevance of DAM's approach for others seeking to support OOSC.

### CLCs' community engagement and MGTL approaches help tackle key barriers to education for OOSC in ways that may hold relevance in other contexts

Although context is key in understanding the effectiveness of education interventions, the results that the DAM-CLC project has achieved in Jamalpur, Noakhali and Chittagong suggest that the organisation's model may be relevant for others tackling the barriers facing out of school children, especially those in remote, hard-to-reach and disaster-prone areas. CLCs' community engagement and multi-grade teaching and learning approaches may be particularly relevant to meet the needs of OOSC in remote areas where parental awareness of education is low, the quality of free education is poor, and costs of supplemental or alternative instruction are prohibitive.

CLCs' early and frequent community engagement is relevant for contexts in which parental awareness of the importance of education is low. CLCs engage parents to play active roles in their children's education by contributing to the monitoring chart found in the classroom and attending monthly meetings with tutors to review children's performance.<sup>84</sup> Two parents in Islampur noted they engage more frequently with CLCs than the public primary schools, which only reach out to discuss test results.<sup>85</sup> Parent-tutor meetings, which have been shown to improve learning outcomes in rural Bangladesh,<sup>86</sup> may also play a role in the successful learning outcomes of CLC students, including their 100% passing rate in the Primary Education Completion Exam (PECE).<sup>87</sup>

In instances where no- or low-cost education options are of poor quality and the costs of supplemental instruction are prohibitive for low-income families, CLCs' multi-grade teaching and learning approach can help tip parents' cost-benefit calculations in favour of enrolling their children, because parents know that their children will receive individual attention customised to their specific learning levels.

While the CLC model itself is closely customised to the needs of the Bangladeshi communities it serves, the approaches highlighted above could be applied in contexts where similar barriers to education for OOSC as those in rural Bangladesh are present.

### Tutor retention, community support and financing, and long-term sustainability: three CLC challenges that hold important lessons for others

In addition to the CLC approaches of community engagement and multi-grade teaching and learning cited above, which have relevance for other OOSC contexts, there are several important challenges and limitations encountered by the CLC model with relevance for other practitioners.

DAM support to tutors through initial and refresher training is comprehensive, but low tutor salaries negatively affect tutor retention. First, while DAM provided effective, practical and targeted support to CLC tutors, the CLC project still faced challenges in retaining tutors, which hindered the programme's long-term sustainability. DAM's support to CLC tutors included practical, demand-led and targeted initial and refresher trainings and engaging community members to support teachers to perform CLC monitoring and management tasks.<sup>88</sup> CMCs also helped tutors problem-solve; each tutor is the "member secretary" of their CMC, meaning that she calls CMC meetings and updates engaged parents and community members on the CLC situation and the support that she needs from them.<sup>89</sup> The support and respect that tutors receive from their own communities in this role as CLC and CMC leaders also helps motivate them.<sup>90</sup>

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<sup>84</sup> Community Stakeholder 5, DAM Staff 2

<sup>85</sup> Community Stakeholder 5

<sup>86</sup> Islam, Asad. "Parent-teacher meetings and student outcomes: Evidence from field experiments in remote communities." Melbourne, Australia: International Growth Center, 2016

<sup>87</sup> Dhaka Ahsania Mission 2017a.

<sup>88</sup> EAC Technical Staff 1, DAM Staff 1.

<sup>89</sup> Community Stakeholder 1

<sup>90</sup> DAM Staff 1

In spite of this support, challenges in tutor retention hinder the prospect of long-term sustainability for CLCs. Over the past five years, 108 tutors have left CLCs, amounting to an attrition rate of 12%.<sup>91</sup> Tutor turnover is consistently cited as a major challenge in DAM-CLC technical reports to EAC, and generally attributed to low salaries and tutor's (who are primarily young women) transitions into married life.<sup>92</sup> Though they receive strong technical support from DAM staff and community members, all tutors who participated in focus groups in Jamalpur noted that financial compensation was inadequate to meet their needs.<sup>93</sup> A local government official reinforced that low tutor salaries are problematic; mentioning that CLC tutors had raised the issue of their compensation with him and other union members.<sup>94</sup>

While lower tutor salaries help keep the costs of the CLC programme down and enable scale, they also create challenges around retaining the project's core human resource, in which time and energy are invested through training and support.

CLCs' use of community financing has enabled scale, but it also means that CLCs cannot provide adequate classroom infrastructure, sanitation and nutrition support for students. By design, CLCs' low-cost, one-classroom model focusses on reaching large numbers of OOSC in rural settings. Direct financial contributions from community members, raised through "convener committees" and CAGs, contributed significantly to the scale reached by CLCs: DAM estimates community contributions at 75% of the resources necessary to build the 908 CLCs. Community members' additional non-financial contributions, including their work as managers, monitors and advocates for CLCs, are less quantifiable, but may have contributed to the reach of DAM-CLCs by reducing the number of full-time staff needed to manage 908 CLCs - DAM hired a total of 148 field staff for the CLC initiative.

While the CLCs' growth is impressive, it comes with some challenges in providing adequate classroom infrastructure, sanitation and nutrition for students. The poor infrastructure of CLCs was noted in numerous stakeholder consultations and was reaffirmed as one of the initiative's primary weaknesses by participants in the project's final evaluation.<sup>95</sup> Tutors in Islampur noted that the CLCs' mud floor and aluminium siding do not adequately insulate the classroom from colder weather.<sup>96</sup> Similar concerns were reflected by stakeholders from the final evaluation, who noted that sitting on the wet and muddy floor of the CLC during damp weather, especially during monsoon season and winter, created health risks for learners who sometimes would become sick with colds or influenza.<sup>97</sup> Furthermore, most CLCs also lack adequate water and sanitation facilities.<sup>98</sup> And finally, unlike children enrolled in public primary schools, CLC children are not provided with food and often come to school hungry.<sup>99</sup> Community stakeholders expressed concerns about the lack of school lunches for CLC students, which could hinder students' ability to learn and engage.

Aware of these gaps, DAM staff and community stakeholders have provided ad hoc solutions to these challenges, including: working with local government to provide latrines to CLCs; holding nutritious food demonstrations for parents; advocating to the government to extend the primary school stipend to CLCs; encouraging parents to buy durable school clothes for children during Eid festivals; and creating emergency funds at the outset to address infrastructure needs and environmental disasters.<sup>100</sup> Though these solutions have responded to community needs, they have not been implemented consistently across the CLCs.

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<sup>91</sup> DAM email communications with R4D, March 2018

<sup>92</sup> EAC Technical Staff 1

<sup>93</sup> Community Stakeholder 2, 4

<sup>94</sup> Government Official 2

<sup>95</sup> Ibid. Community Stakeholder 2, 3, 4, 6. Government official 2.

<sup>96</sup> Community Stakeholder 4

<sup>97</sup> Alauddin and Islam 2017.

<sup>98</sup> Ibid.

<sup>99</sup> Alauddin and Islam 2017

<sup>100</sup> DAM Staff 1; EAC Technical Staff 1

## Community ownership has made CLCs resilient, but there are limits to communities' ability to organise, support and sustain CLCs, which affect the project's long-term sustainability<sup>101</sup>

CLCs' strong sense of community ownership has enabled the project to endure in the face of reduced funding. Communities continued to operate 333 CLCs after one of the project's co-funders pulled support due to its shifting organisational priorities. Communities have also led the rebuilding of CLCs after natural disasters.

DAM designed the CLCs to be financially supported and monitored by communities from the beginning, which aligns with EAC's principle of fostering ownership and sustainability.<sup>102</sup> Because of careful attention to removing barriers for OOSC and the extensive training and support provided to mobilise communities as advocates for education, DAM has, in many communities, successfully fostered ownership over the CLCs. While it is clear that communities take ownership over the CLCs, there are limits to the self-financing that they can provide, which affects CLCs' sustainability. Technical support provided by DAM to CLCs may also be unsustainable without ongoing donor funding to cover DAM staff time.

While early indications suggest that the majority of the 908 CLCs are still operational after donor support ended in 2017, thanks to community contributions and ongoing technical support from DAM staff, communities' financial commitments to support the CLCs vary. And whether short-term ownership will convert into sustained community financial contributions remains unclear. An evaluation of the CLC project notes that out of 2,380 CLCs operating during DAM's UNIQUE I project supported by the European Union, only 80 of them (3.36%) were able to continue with community support, while all other CLCs had been closed after a year.<sup>103</sup> These findings suggest that community funding alone may not be enough to financially sustain the CLCs.

In addition, how to meet the technical needs of CLCs sustainably, especially providing tutor refresher trainings, remains an open question. Policy changes also complicate this question; the Government will expand primary education to Grade 8, suggesting that CLCs would need adequate facilities to accommodate children in upper grades, and would need to prepare tutors to cover up to Grade 8 curriculum, in order to align with this change.<sup>104</sup> DAM recognises that communities likely cannot bear the costs of financing additional tutor training or expanding facilities.<sup>105</sup> Aside from continuing to dedicate staff time to conduct trainings for CLCs that are financially supported by communities, there is no clear plan to address these technical needs.

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<sup>101</sup> Dhaka Ahsania Mission, "Participatory Monitoring Report: DAM-CLC Project July-September 2017" (Dhaka: Dhaka Ahsania Mission, 2015). Dhaka Ahsania Mission, 2017b.

<sup>102</sup> Educate A Child 2018c.

<sup>103</sup> Alauddin and Islam 2017, 39.

<sup>104</sup> DAM Staff 6.

<sup>105</sup> Ibid.

## Looking forward, there is an opportunity to test CLC approaches and gather evidence for scale

DAM and its potential partners have an opportunity to test and gather evidence on sustainability questions with relevance for OOSC researchers and implementers in Bangladesh. Whether CLCs continue beyond their core funding, through community support, presents an exciting opportunity to understand what factors drive community commitment and sustainability in those cases.

While operating outside of the formal education system, DAM realises that as an NGO, it cannot meet the needs of OOSC forever, and understands that the state has a role to play in “taking responsibility for all children.”<sup>106</sup> As such, capturing, spreading, scaling and sustaining approaches that DAM has developed, especially multi-grade teaching and learning and community engagement, may ultimately be more important than continuing the CLC project. The upcoming pilot of MGTL pedagogy, along with other approaches under consideration as a part of the government’s Second Chance Education (SCE) strategy, points to a potential path to mainstream and scale the lessons of the CLC project through the public sector.

“Through the process of engaging the government, we ultimately aspire to sustain the multi-grade teaching and learning and community engagement approaches and not necessarily the CLCs themselves. We want to sustain the approaches so that schools ultimately become fully functional and meet the needs of OOSC – we don’t see the CLCs as a parallel system that should run endlessly.”

DAM staff



<sup>106</sup> DAM Staff 6

## VII. EAC role and value added in the CLC project

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The total DAM-CLC project budget was US\$,490,832 over five years of which EAC contributed 50% (US\$3,245,416) with remaining 50% contributed by communities in target areas and other co-fund partners.

**EAC’s financial support enabled the DAM-CLC project to reach 39,745 previously out of school children who would not otherwise have received an education.**

Funding provided allowed DAM to build on the MGTL classroom pedagogy that it had developed under a previous project (UNIQUE), adding a community engagement approach to reach OOSC in hard-to-reach areas.<sup>107</sup> In addition to adding value by building on an existing approach, the flexibility of EAC’s financial support enabled DAM to make programmatic and technical decisions based on what was most appropriate for the context.

**EAC’s co-funding requirement and flexibility successfully catalysed additional, non-traditional sources of financial support for DAM.**

While EAC’s co-funding requirement led DAM to approach and successfully secure financial support from two new funders for the CLC project, it also created significant challenges once one of those funders decided to pull their resources due to a strategic restructuring of their grant portfolio. EACs flexibility in allowing DAM to include resource contributions from community members as a source of co-funding helped minimise DAM’s loss of match funding.

**DAM encountered challenges in reporting monitoring and evaluation data using EAC formats due to its use of MGTL pedagogy. However, the EAC M&E team’s tailored support on data reconciliation and reporting helped DAM find a solution for cohort reporting that has since been used in other projects.**

Since the CLCs’ MGTL pedagogy allows children to learn at different grade levels for different subjects, DAM has found it difficult to report on retention data by ‘cohort’ or grade level of children. As DAM staff note, “under the MGTL pedagogy, children have the flexibility to progress at their own pace, which makes it difficult to assign them to one cohort.”<sup>108</sup> An EAC staff member expanded, “because children aren’t in one ‘grade’ in the CLCs, DAM staff couldn’t report on whether children had been promoted to the next grade or were repeating a grade.”<sup>109</sup> However, this challenge was short-lived as members from the EAC team travelled to Bangladesh in order to support DAM staff in adjusting reporting data accordingly. EAC’s M&E support has not only helped DAM meet its requirements, but has also created value for DAM in terms of understanding how to fit data from the flexible MGTL model into other reporting frameworks beyond the CLC project.

**EAC added value for DAM in its efforts to raise the visibility of the CLC project through conferences and advocacy, but there may be additional scope for connections that support learning and funding needs.**

Through participation in global conferences (such as WISE, the Comparative and International Education Society-CIES and the World Economic Forum) and inclusion in communications materials (such as Qatar Airways’ in-flight magazine), EAC has raised the visibility of the CLC project. While this was noted as extremely helpful by DAM staff, they also expressed interest in additional connections to other EAC-supported programmes and potential donors.<sup>110</sup> DAM staff sees potential for “cross-learning opportunities among EAC partners,” and are eager to connect with other OOSC implementers regarding practical tools for pedagogy and M&E, as well as to share what they have learned through their experience with the CLC project.<sup>111</sup>

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<sup>107</sup> Dhaka Ahsania Mission 2017a.

<sup>108</sup> DAM Staff 1.

<sup>109</sup> EAC Technical Staff 1.

<sup>110</sup> DAM Staff 5.Does this make sense having this without reference to the larger case study or the methodology?

<sup>111</sup> DAM Staff 1.

## VIII. Annexes

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## List of Interviews and Focus Group Discussions

### **EAC Technical Staff**

1. EAC Technical Staff 1. Interview Remote, 24 January 2018.

### **Dhaka Ahsania Mission (DAM) Staff**

1. DAM Staff 1. Focus group of seven central office DAM staff, Dhaka, 8 January 2018.
2. DAM Staff 2. Focus group of four district-level DAM staff, Melandah, Jamalpur, 10 January 2018.
3. DAM Staff 3. Interview with district-level DAM staff, Melandah, Jamalpur, 11 January 2018.
4. DAM Staff 4. Interview of DAM leadership, Dhaka, 13 January 2018.
5. DAM Staff 5. Interview of DAM leadership, Dhaka, 8 January 2018.
6. DAM Staff 6. Follow-up interview of DAM leadership, Dhaka, 13 January 2018.
7. DAM Staff 7. Interview of DAM central office staff, 13 January 2018.
8. DAM Staff 8. Interview of DAM central office staff, 29 January 2018.

### **Community Stakeholders**

1. Community Stakeholder 1. Focus group of CMC and LRC members, Melandah, Jamalpur, 10 January 2018.
2. Community Stakeholder 2. Focus group of CLC tutors, Melandah, Jamalpur, 10 January 2018.
3. Community Stakeholder 3. Focus group of CLC parents, Melandah, Jamalpur, 10 January 2018.
4. Community Stakeholder 4. Focus group of CLC tutors, Islampur, Jamalpur, 11 January 2018.
5. Community Stakeholder 5. Focus group of CMC and LRC members, Islampur, Jamalpur, 11 January 2018.
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### **Government officials**

1. Government official 1. Interview of Upazila Education Officer, Melandah, Jamalpur, 10 January 2018.
2. Government official 2. Interview of Union Parishad Chairman, Melandah, Jamalpur, 10 January 2018.



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