

1. **TITLE OF THE PROJECT: Early Child Development Education (ECDE) FOR 2400 POOREST CHILDREN in Bangladesh.**
2. **Background of the project:**

EAKOK is a non governmental organization, mainly works for the economical and social development of the poorest illiterate community people. In this proposal Eakok has planned to start 20 **Early Child Development Education (ECDE)** centers to provide pre-school education to 2400 children of 4 to 6 years old selected from poorest families. This project is planned to be implemented in three districts named Chuadanga, Kushtia, and Pabna of Bangladesh to provide equal child right for education of poor and reach families.

Early childhood is the most rapid period of development in a human life. The ultimate goal of Early Child Development Education (ECDE) programs is to improve young children's capacity to develop and learn. Early childhood is the most rapid period of development in a human life. A child who is ready for school has a combination of positive characteristics. He or she is socially and emotionally healthy, confident, and friendly; has good peer relationships; tackles challenging tasks and persists with them; has good language skills and communicates well; and listens to instructions and is attentive. ECDE programs change the development trajectory of children by the time they enter school. A child who is ready for school has less chances of repeating a grade, being placed in special education, or being a school drop out.

ECDE interventions include educating and supporting parents, delivering services to children, developing capacities of caregivers and teachers, and using mass communications to enhance parents and caregiver's knowledge and practices. Here ECDE Programs for children will be center based, non-formal, and include parent education.

Early child development (ECD) remains one of the most powerful levers for accelerating Education for All (EFA) and meeting the Millennium Development Goals for reducing poverty. ECD is the first toward Education for All and the Millennium Development Goals. It will play vital role for education and the elimination of poverty.

Early Child Development is the first and essential step toward achieving primary school completion. Learning begins at birth, if not before. It develops in relation to broad environmental forces. Both the content of learning and learning behaviors are influenced by the immediate surroundings of a child's family, home, and community. In our targeted area this is quite hazardous. Good environment of learning place is essential. In this target Eakok's centre will be proper for child's mental and physical development and well equipped for learning lessons and growing mentally.

The period of early childhood development has a strong and positive impact on further development and learning in later ages. Early stimulation and preparation for education enhance student learning in school and increases the possibility of retention up to the terminal grades. The notion of 'sensitive periods in which certain things are best learned, has been sharpened. It appears that there are very specific and sometimes brief periods in which the developing brain is particularly fit to learn certain tasks. These findings have the indication that intensified structured learning experiences are required for the children before they enter primary school for their future education.

In Bangladesh 80% adult people are less educated and they have only primary level education. In the targeted three districts average literacy rate is 25%. Agriculture 40.33%, agricultural labor 28.08%, wage labor 2.69%, commerce 12.69%, service 6.08%, transport 1.91% and others 8.22%. This statistics shows that a large percentage of parents don't have that sense and ability to send their children in kindergarten school. In Bangladesh only kindergarten education is being provided in private level and it's expensive. So for the poor families it's quite impossible to provide their children pre school level education. Among the poor families maximum of the children start schooling from std-1 in the government school. All the children can't adjust with the curriculum set for std-1. So they become less interested to continue the school after few months of admission in the school. Being less educated or illiterate their parents can not be able to teach them at home the homework given in the school. This increases the drop out rate in the primary education. If pre school education is provided then they will have basic education to adjust with std-1 syllabus and can follow the lesson properly. At six years age usually children admit in Govt. Primary School in standard 1. Until six years old they learn nothing and their mental development (such as how to talk and behave with other people outside of the family) remains almost zero. They pass their time playing with other children, fight and quarrel with each other and talk slang what they usually hear from their community people. Whereas in this time they need good environment of learning social behavior and needs attachment or company of good educated and sensible people. All these can be available in an ECD centre. This is already proved in our on going and previous ECD activities. Except the above described situation the children are being forced to engage themselves in hard laborious work. This can be alarming for their health. In time of waiting for the school age(six years) or just after one or two years failure in acquiring good performance in the school the children's parent engage them in paid work. In Bangladesh most of the poor family prefers to engage their children in work rather than

going to school for education. This earning adds with their family earnings that spend for the feeding of a big family. Weekly they work for 40-43 hours so their physical, mental, and social morality does not develop. Many times they die for hard work and without food. If they will get their basic right of education and development then they will become a good citizen in future. In this circumstance organization started Early Child Development Education for the distress & poorest children of the society. EAKOK has been running this program in Natore district of Bangladesh. In this proposal we planned to establish more 20 ECDE centre to provide pre-primary level education to 2400 poor children of three districts of Bangladesh named Chuadanga, Kustia and Natore. In these three districts there are about 776724 children of ages 4 to 6 years don't get the chance of pre-school education. They wait up to 6 years of their age to start schooling from std-1 in the government school. So if under this project few of them will get the chance to build up their capacity and can step towards of being good and intelligent student of future then that would be quite well for the poorest and undeveloped society.

This program will provide pre-primary level education to the children of 4 to 6 years old in an innovative way. These children will be from very poor families where the children do not get the chance for education. This program is set to make them interested towards education and school. This education will help the children to cope with the formal primary education, which is given in class-I of any Government Primary School.

3. Objective of the Project:

Specific Objectives:

- Provide quality non-formal pre-primary education to 2400 children in 20 schools through non-formal and formal pre-primary education in high quality learning centers.

Overall objective:

- To motivate the children of very poor families towards school & education.
- To facilitate pre-primary school education to the poorest communities children where the chance of getting education facility is less.
- To make the children interested & eligible to enter in Government Primary School.
- To start education in a modern scientific way among the deprived children.
- This project emphasizes education about the other main factors of education development such as health, nutrition, etc.
- The other side of child education is mental development such as virtue of human being, creativity, leadership etc will be considered.
- This project develops the base of a child sense with emotion, tolerance, and cooperation, respective ness i.e. the virtue of a good citizen.
- This child education development project not only teaches the children reading and writing but also teaches patience, politeness and sympathy towards others through special child video film show in computer monitor, games and other creative and joyful activities.

4. Implementation Strategy :

This project will provide pre-primary level education to the children of 4 to 6 years old in an innovative way. These children will be from very poor and disadvantaged families where the children do not get the chance of education. This project is to make them interested towards education and school. This education will help the children to cope with the education, which is given in primary level educations-I of any Government Primary school. Education materials will be playing instruments, such as toys, puzzles, pocket board, blackboard etc. children will learn pre-school level education (kindergarten level education) through games. 20 schools or centers will be started under this project. In each school there will be 120 students. Total 2400 children will be selected from three districts (Chuadanga, Kushtia, Pabna) in Bangladesh. In this education system books, notebook, pencil, are not required in stead of that blackboard and pocket board will be used. There will be 3 blackboards on three walls in each centers, children will draw and write there when they wish. Pocket board will be made up of cloth where there will be few pockets on each pocket pictures, number and word cards will be attached and children will take it as a game and learn words numbers etc from it. School timing will be from 8a.m. to 12 noon. Friday will remain weekly holyday. Teachers will be selected from the program area. Expert facilitator will train teachers before starting the centers. This training will be arranged by EAKOK. Teachers will teach the children rhymes, poetry, storytelling, dance, song etc. These will help the children for mental and cultural development. The children will achieve sensation, patience, morality through games and sports. This project provides a happy and cheerful childhood for one year to the poorest neglected communities' children. They will learn reading and writing easily, poetry, rhymes. Stories, songs etc also learn and they got the sense in the depth of their mind of being a good citizen in future. After passing one year in the center they will achieve good behavior and quality and for that when they will admit in the Government primary school get the affection and well attention of there teachers.

After every two months intervals the students' health checkup will be performed by a child specialist doctor. Doctor's suggestion will be informed to the parents. Few workshops will be held in presence of parents, doctor, teachers, coordinators and project staffs.

The centers will be in rented houses. Teachers will be devoted local educated girls or women. They will be trained for this work to serve as good social workers and they will feel themselves honored of getting involved with this program. Several workshops will be held with the participation of local government and nongovernmental officials, elite persons of the communities, parents, school teachers and youth-club or youth-associations members. This type of involvement of local people will help to run the program smoothly. The local youth and elite persons then involve themselves with this work to run this program in future. Motivation work will be done on the parents of the students so that they will be interested to continue their children's education and understand their feeling to rear up them as a good citizen. Few workshops will be held to motivate them for this work. They will learn through workshops; how to rear up their kids nicely, how to deal with the children, know about the nutritious necessary food for their kids which is affordable for them, and what to do to grow up them as a good sensible human being, and how much is it necessary for the parents and as well as for the development of the country.

5. **Education Materials:**

Education materials will be playing instruments, such as toys, puzzles, pocket board, white board, blackboard, etc. children will learn pre-school level education (kindergarten level education) through games. Books, notebook, pencil, are not required in stead of that blackboard and pocket board will be used. There will be 3 blackboards on three walls in each centers, children will draw and write there when they wish. Pocket board will be made up of cloth where there will be few pockets on each pocket pictures, number and word cards will be attached and children will take it as a game and learn words numbers, etc. Computer learning materials will also be used such as videos for alphabets, words and number learning, rhymes and songs videos etc. Few specially prepared computer programs for this project will be also used for teaching. Short children films will be shown in the computer for mental development of the students.

5. **Teaching Methodology:**

Teachers will teach the children through rhymes, poetry, storytelling, dance, song etc. These will help the children for mental and cultural development. The children will achieve sensation, patience, morality through games and sports. This program provides a happy and cheerful childhood for one year to the poorest neglected community's children. Child film, videos for children, games and other learning programs will be operated in the computer for making the learning interesting. They will learn reading and writing, poetry, rhymes easily. During one year the teachers will give them moral teaching through story telling, narrating the real life experiences, reading from newspaper etc in the center, and by this process they will achieve good behavior and quality.

6. **Main Activities:**

- i. Site selection of the 20 Pre-School Education Centers.
- ii. Select and appoint project staff.
- iii. Providing high quality initial training on pre-school activities, child focused teaching learning methodology and proper management of Pre-School Education Centers in the project area.
- iv. Prepare attractive education curriculum & Computer Program.
- v. Every after two month health checkup.
- vi. End of the project year arranged a child fair.
- vii. Orientation of communities.
- viii. Target children selection.
- ix. Forming class group from the selected targeted children.
- x. Support and develop the capacity of the teachers.
- xi. Monitoring of the progress.
- xii. Hold workshops related to sustainable issues.
- xiii. Awareness raising activities.
- xiv. Advocacy.
- xv. Networking.
- xvi. Reporting

7. **Teacher Selection:**

Teachers will be devoted local educated girls or women. They will be trained for this work to serve as good social workers and they will feel themselves honored of getting involved with this program.

8. **Project Duration:** 1 (One Year).

9. **Project Location:** Chuadanga, Kushtia & Pabna District in Bangladesh.

10. **TIME AND SESSION:**

- i. Class hour: 4 hours in a day.
- ii. Class time: 8a.m. to 12 o'clock.
- iii. Weekly Class: Saturday to Thursday, Friday is holyday.
- iv. CLASS SESSION: January to December.

11. **PROJECT BENEFICIARIES:**

Thus the main target groups of the project will include children of following categories:

- i. Poor and working family's children of urban and rural area.
- ii. Dropped out children from poor and disadvantage families of rural area
- iii. Left out children of tribal.
- iv. Children with disability who are excluded from the mainstream education.
- v. Total 2400 children with more than 50% girls are targeted to be served under the project.

The above children, while developed through an enabling environment, would be direct consumer of their development, but as they constitute the family and the society as well, all members of the family and the society will also be benefited by their development. Thus final beneficiary of the project would be:

- i. Parents Groups
- ii. Teachers Group
- iii. Local Voluntary Organizations
- iv. Community people.

12. **PROJECT OUTCOME:**

- i. This proposed project contribute to the Government's Education for all (EFA) in line with achievement of the Millennium Development Goal (MDG) that recognizes children every where, boys and girls alike, will be able to complete a full course of quality primary schooling by 2015.
- ii. 10 community based learning centers will be created,
- iii. Learning centers will be adequately staffed.
- iv. Approximately 2400 out of school children provided with quality pre-primary education.

13. **PROJECT IMPACT:**

The project will work for the child education among the poorest and disadvantaged community. It will help to grow up the children as a good human being. This project will reduce the drop out rate from Primary education. It will develop and strengthen the capacity of community participation in education planning, monitoring and supervision. The children will achieve some good qualities of human beings such as tolerance, cooperation, and respectiveness, from their childhood. This project will contribute to fulfill national educational planning and also Millennium Development Goal.

14. **PLAN OF ACTION:**

- STEP 1: 2400 children will be selected from the very poor and disadvantaged families.
- STEP 2: 20 Pre –School Education Center will be established in Chuadanga, Kushtia & Pabna District in Bangladesh.
- STEP 3. 60 teachers will be appointed for 20 centers.

- STEP 4. Experts will provide 1week-training program for the selected teachers before starting the centers.
- STEP 5: Program materials collection such as leaflet, pocket board, blackboard, pictures, toys, making computer programs, etc.
- STEP 6: 2 (TWO) workshops arrangement.

15. **SUPERVISION & MONITORING;**

Monitoring over the six-month period will be carried out with the co-operation of EAKOK project supervisors and the teachers involved. Together they will assess the timelines’ objectives and outcomes at all stages, keeping track of budget and adjusting to any unexpected events. Monitoring of grant monies will be ensured by EAKOK internal-audit and account keeping staff at the central and program office. Regular field level assessment will be ensured exclusively for these activities and further observation will also take place through the ongoing implementation. Parents and community people (those are involved) will be encouraged to provide feedback throughout the project period. They will be informally interviewed about the progress of the activities. Individual case studies will also be taken up, with emphasis on measuring success in relation to the outcomes.

1. **Completion and Submission of Reports:**

| Reports | Date |
|-------------------------------|---|
| Inception Report | 1 month after signing of contract |
| Monthly Report | 1 st week of the following month |
| Quarterly Report | 1st week of every quarter since inception |
| Special Report (If Necessary) | As and when necessary |
| Completion Report | With in One month after completion of project |

2. **Innovation:** This project will be innovative in various ways; the learning peripheral will be different from other ECDE program. Some of them are described below:

Quality Pre-School Center: In Bangladesh usually the organizations providing ECDE are running in the communities open yards, under the tree shade but we will rent a good quality special house for giving good environment of learning. We are doing this to make equal status of learning environment for both poor and rich children of the society. The decoration of the rooms of these centers will be like any other aristocrat school buildings. All these will be done in the sense of giving equal child right of poor families children like the rich.

Teachers- Our teachers will be devoted highly qualified and trained for ECDE programs.

Curriculum: Our curriculum will be set by experts which is different from any other organizations.

Education Materials: We will provide computer, pocket board, white board, and toys for learning in an innovative way.

16. BUDGET

| SL NO | Program Head | Total |
|-------|---|---------------|
| 1 | Teachers Training (6 days training) (Training Fee per teacher 100 USD ´ 60 Teacher) | 6000 |
| 2 | Training materials (per Teacher 1USD X 60 Teacher) | 60 |
| 3 | Project Director Honorarium (per month 550 USD x 12 Month + 2 Bonus) | 7700 |
| 4 | Project Coordinator Honorarium (per teacher 350 USD x 12 Month + 2 Bonus) | 4900 |
| 5 | Monitoring Officer Honorarium (per officer 200USD x 02 Month + 2 Bonus) | 5600 |
| 6 | Teachers Salary (Per month 50 USD ´ 60 teachers x12 month + 2 Bonus) | 42000 |
| 7 | Ayah (Per month 25 USD ×20 Ayah x12 month + 2 Bonus) | 7000 |
| 8 | House Rent for ECD Center (Per Center 150 USD ´ 20 Center x12 month) | 36000 |
| 9 | Teaching Materials (Lift let, Toys, Puzzle black board, pocket board) (Per Center100 USD x 40 Center) | 4000 |
| 10 | 2 (Two) workshop /seminar (Per workshop 800 USD x 2) | 1600 |
| 11 | Fuel, transportation of field visit (per month 100 USD x 12 Month) | 1200 |
| 12 | Computer (per school 1 PC × 20 School ×450 USD) | 9000 |
| 13 | Health Checkup (Fee Child Specialist per School 7 USD× 20 School ×6 times) | 1200 |
| 14 | Publication | 500 |
| 15 | Reporting & Stationary | 6500 |
| 16 | Balanced Diet for Children (Per Child per day .11 USD ×2400 Child × 24 day × 12 Month | 76032 |
| | Sub Total | 209292 |
| | Global Giving Charge 10% | 20708 |
| | Grant Total | 230000 |

Program cost US\$ 2, 09,292 & Global Giving 10% Cost US\$ 20,708 Total Cost= US\$ 2, 30,000