

EFA Prerona Programme

One-to-One School and Study Centre Meeting Report

1. Background

As part of the ongoing monitoring and academic support under the **EFA Prerona Programme**, individual one-to-one meetings were organised with all participating schools and study centres.

The purpose of these meetings was to understand how the programme is being implemented at the ground level, identify the challenges faced by the centres, gather feedback on the academic resources provided, and discuss possible solutions and support mechanisms for the upcoming academic session.

A total of **22 schools/study centres** were invited for the consultation. Out of these, **19 schools/study centres attended the meetings**, representing approximately **86% participation**.

2. Meeting Structure

To ensure detailed and meaningful discussions, each school or study centre was allotted a **separate date and time slot**.

Approximately **2–3 representatives from each centre** participated in their respective meetings. This enabled each centre to openly discuss its individual situation, challenges, requirements, and experiences without the limitations of a larger group meeting.

The discussions were conducted in detail, with emphasis on understanding the actual classroom and institutional challenges faced during implementation of the programme.

3. Key Areas Discussed

During the meetings, representatives were encouraged to share their experiences and concerns related to the overall functioning of their schools and study centres.

The major areas of discussion included:

- Academic implementation and classroom practices
- Difficulties faced while conducting regular classes
- Classroom management
- Teacher management and teacher availability
- Teacher capacity and understanding of academic content

- Challenges related to the textbooks
- Parent engagement and acceptance of learning materials
- Requirement for teacher training
- Requirement for regular academic monitoring and school visits
- Planning for the upcoming academic session

The meetings also focused on identifying possible solutions to the concerns raised by individual centres.

4. Feedback on Academic Books

One of the most important areas discussed during the meetings was the usability and difficulty level of the books designed and provided under the programme.

Kindergarten Books

The overall feedback regarding the **Kindergarten books was positive**.

The participating centres shared that the books are appropriate for the learners and are comparatively easy for teachers to use in the classroom. No major difficulty was reported regarding the overall level of the Kindergarten books.

Grade 1 English

Several centres shared that the **Grade 1 English book is slightly difficult** for their students as well as for some teachers.

They expressed that additional support may be required to make classroom implementation easier and more effective.

Grade 2 English – Sparkle

The strongest concern was expressed regarding the **Grade 2 Sparkle English books**.

Many centres reported that the books are **too difficult for their present learner group** and that teachers are finding it challenging to conduct the lessons effectively in the classroom.

The concerns were related not only to the students' level of English but also to the teachers' comfort and confidence in handling the content.

This feedback indicates a need to review the difficulty level, instructional support, and implementation strategy for the Grade 2 English curriculum.

Grade 1 and Grade 2 Mathematics – Journey Through Numbers

In comparison, the **Journey Through Numbers books for Grades 1 and 2 were considered easier and more manageable** by the centres.

The teachers reported greater comfort in conducting Mathematics lessons using these books.

However, an important suggestion emerged from several centres regarding the language of instruction.

5. Requirement for Bilingual Mathematics Books

The centres expressed strong interest in having Mathematics books with instructions provided in **both English and Bengali**.

They explained that a bilingual format would be beneficial for both teachers and parents.

Many parents associated with these schools and study centres have limited familiarity with English. As a result, they often find it difficult to understand the instructions and activities given entirely in English.

Teachers also shared that bilingual instructions would help them understand the activities more clearly and explain the concepts confidently to the children.

Therefore, an **English-Bengali bilingual Mathematics book or bilingual instructional support** may significantly improve:

- Teacher understanding
- Classroom implementation
- Parent involvement
- Home-based learning support
- Acceptance of the books among the community

6. Interest in Books for the New Academic Session

The participating schools and study centres expressed their interest in continuing to use the books provided under the **EFA Prerona Programme in the upcoming academic session**.

However, they highlighted that the books need to be made available **by December**, as most of the centres plan to begin their **new academic session in January**.

Timely availability of books is therefore important so that centres can complete their planning, communicate with parents, and begin the new session smoothly.

7. Requirement for Teacher Training

Teacher training emerged as another major requirement.

The centres appreciated the training support provided earlier and requested that **regular teacher training continue on a monthly basis**.

They expressed the need for practical training in areas such as:

- Understanding and using the prescribed books
- Lesson planning
- Conducting activity-based classes
- English language teaching
- Mathematics teaching
- Classroom management
- Managing children with different learning levels
- Assessment and observation of learners
- Effective use of teaching-learning materials

Regular training is expected to improve teacher confidence and strengthen the quality of programme implementation.

8. Requirement for Regular School Visits and Monitoring

The schools and study centres also requested more frequent physical visits from the programme team.

They shared that regular visits would help them receive immediate academic guidance and enable the programme team to better understand the realities of classroom implementation.

The centres expect the visits to support:

- Classroom observation
- Teacher mentoring
- Identification of implementation gaps
- Support in solving academic and management-related problems
- Monitoring of book utilisation
- Feedback to teachers
- Follow-up on previous training
- Improvement of overall programme quality

A structured school monitoring and mentoring mechanism may therefore be considered for the coming session.

9. Major Findings

The one-to-one meetings provided several important insights into the implementation of the EFA Prerona Programme.

The major findings are:

1. **19 out of 23 centres participated**, showing strong engagement with the programme.

2. The centres are willing to discuss their challenges openly and are seeking continued academic and operational support.
3. **Kindergarten books are generally well accepted** and are considered suitable for classroom implementation.
4. **Grade 1 English requires some simplification or additional teacher support.**
5. **Grade 2 Sparkle English books are considered significantly difficult** for the current student and teacher profiles in many centres.
6. **Grade 1 and Grade 2 Mathematics books are comparatively easier to implement.**
7. There is a strong demand for **English-Bengali bilingual instructions in Mathematics books.**
8. Centres are interested in continuing with the programme books in the next academic session.
9. Books need to reach the centres **by December** to support their January session commencement.
10. Schools require **regular monthly teacher training.**
11. Centres are strongly interested in **regular school visits, monitoring, mentoring, and academic support** from the programme team.

10. Infrastructure and Resource-Related Challenges

During the one-to-one discussions, several schools and study centres also highlighted challenges related to **basic infrastructure and learning resources**. These issues were identified as important factors affecting the smooth functioning of classes and the overall learning environment.

Some of the common concerns shared by the centres included:

- **Insufficient or inadequate blackboards** in classrooms
- **Poor lighting facilities** due to low or irregular electricity supply
- **Broken or non-functional water taps**
- **Insufficient number of classrooms**, leading to difficulty in accommodating students properly
- **Shortage of books** for students
- **Insufficient classroom accessories and teaching-learning materials**
- Lack of basic facilities required for conducting classes comfortably and effectively

These concerns indicate that, apart from academic and teacher-related support, some centres also require attention to their **basic physical infrastructure and classroom resources**.

11. Conclusion

The one-to-one meetings proved to be a valuable exercise in understanding the actual implementation status of the **EFA Prerona Programme** across the participating schools and study centres.

The discussions provided the centres with an opportunity to openly share their academic, classroom, teacher-management, and resource-related challenges. At the same time, they helped identify areas where further support from the programme team can strengthen implementation.

The overall response from the centres indicates that they are interested in continuing their association with the programme. Their expectations are primarily centred around **appropriate and accessible learning materials, timely availability of books, continued teacher training, bilingual academic support and regular monitoring and mentoring.**

The feedback collected through these meetings can serve as an important foundation for planning the next phase of the EFA Prerona Programme and making the programme more responsive to the needs of teachers, learners, parents, and participating centres.