

Summary

1.1	Project Title	Children development through empowering self-help Group (CEG) under DCBRP			
1.2	Project Location	Country: Bangladesh			
		Region / District: Dhaka			
		Village / Town / City:			
1.3	Submitted / written by	Dhaka program team			
1.4	Date written				
1.5	Project duration	From:	2013	(month)	(year)
		Jan			
1.6	Report period	To: Dec	2015	(month)	(year)
		Jan			
1.6	Report period	From:	2013	(month)	(year)
		Jan			
1.6	Report period	To: Dec	2013	(month)	(year)
		Jan			

Narrative Summary – Report overview

Please provide a clear and concise summary of the work carried out in the reporting period:

Children development through empowering self-help Group (CEG) was a supplementary support as a project of DCBRP to strengthen educational provision for children of SHG member. The implementation of this project was delayed due to fund clearance and project approval process. The project was shared with SHGs and AMC. SHGs selected targeted students following selection criteria e.g. Students directly affected by leprosy, student of leprosy affected family and student from general disable and hard-core poor family. Total 351(G-191 and B-160) students were selected to provide financial support to bear the expanses of admission and exam fee including uniform, books, pen and other necessary education materials. Majority (G-118 and B-113) of the students were from primary grade including 104 student (G-59 and B-45) from secondary grade and only 16 students (G-9 and B-7) from collage grade.

In 2013, about 98% students were promoted to next class by acquiring satisfactory grade in final exam. Majority of the students got admission into quality school in the community and students and parents were stratified with school performance. 98% students were promoted to next class by acquiring satisfactory grade among them 19% students were in merit list by achieving CGPA (Cumulative Grade Point Average) A+ (Class Interval- 80 to 100) and A (Class Interval- 70 to 79) in final national curriculum based competency test at both primary, secondary and high school level. Average attendance rate of learner was 78%. No drop out case was observed in the year 2013.

20 students from higher secondary grade were found to support SHG in the form of record keeping of meeting minutes, organizing meeting, refereeing patients to nearby hospital. 14 students from secondary and higher secondary grade were found to contribute financially in their family through private tuition. 83 high school and college students were observed to teach their siblings in the family. It has been observed that parents are now intended to send their school going children into school.

A total of 1361 school aged children (6-16) among beneficiaries were found during survey conduction and 78% (a total of 1062) school going children was observed.

Progress of Students at a Glance 2013

	Total	Grade I – V	Grade VI – X	Grade XI – XII)/College	Pass Rate (%)	Total Girl Boy
	351	231	104	16	98%	
	191	118	59	9	98%	
	160	113	45	7	98%	

Type of Student	Total	Primary Education (Grad I – V)	Secondary Education (Grade VI – X)	Tertiary Education (Grade XI – XII)/College	Pass Rate
Boy	160	113	45	7	98%
Girl	191	118	59	9	98%
Total	351	231	104	16	98%

Project provided special education support for 69 poor and brilliant students with regard to emergency educational needs e.g. registration fees, examination fees etc. Most of those students were selected by Church leaders and pastor /priest with the support of project staff. Respective Churches were requested to prepare a short list of students following criteria. To build the relation with deferent denomination about 20 leaders/pastor/priest including parents and students were

invited to hand over the amount to the parents and students. Dr. Pit Both, Country Leaders of TLMIB and other senior staffs were present in that occasion.

In 2013, 99% students were promoted to next class by acquiring satisfactory grade among them 19% students were in merit list by achieving CGPA (Cumulative Grade Point Average) A+ (Class Interval- 80 to 100) and A (Class Interval- 70 to 79) in final national curriculum based competency test at both primary, secondary and high school level. No drop out case was observed in the year 2013.

Progress of Special Education Support at a Glance, 2013

	69	31	19	19	99%	Total
	31	12	8	11	99%	Girl
	38	19	11	8	100%	Boy
Total	Grade I – V	Grade VI – X	Grades XI – XII/College	Pass Rate (%)		

Progress of Special Education Support at a Glance, 2013

Type of Student	Total	Primary Education (Grade I – V)	Secondary Education (Grade VI – X)	Tertiary Education (Grades XI – XII/College)	Pass Rate (%)
Boy	38	19	11	8	100%
Girl	31	12	8	11	99%
Total	69	31	19	19	99%

As part of monitoring and counselling, meeting was organized with parents and student. Education also kept an agenda of SHGs meeting to encourage parents for their children's education.

The important lesson was that the member of SHG was capable to manage fund by themselves. Education fund was transferred to the respective SHG's bank account and member of SHG distributed the amount among children after having money receipt as evidence that the student is continuing her/his study.

Project Activities

Please provide a clear and concise summary of the activities carried out in the reporting period:

Outcome 1: To improve access to quality education for children of self-help group members	Year 1 Target	Achievement	Remarks	
Activities				
1.1 Provision of financial support for child education e.g. monthly fee for school, exam fee, expense of uniform, books, pen, paper	250	351		
1.2 Provision of emergency education	50	69		0

support in special consideration and in need for the other school going children of SHG				
1.3 Meeting with SHGs, communication with school, survey etc.	Need based			
Outcome 2 To increase practical application of educational skill of children in their family and society				
Activities				
2.1 Conduct of six monthly meeting with Children for progress review of study	6	6	6	
2.2 Weekly household visit to know the progress of children	Need based			

Outcome 3 To enhance awareness among parents on child education and encourage to contribute for meeting the expense of educational need				
Activities				
3.1 Organize of meeting with SHGs for appropriate selection of learners/students				
3.2 Conduct six monthly meeting with parents for progress review of study	6			
3.3 Yearly award giving for top students and most improved students	12 students			

Lessons Learnt

(a) Reflection on the project approach

- ✓ SHG' members were more careful about their group activities and they become more responsible to their children due to this children education support.
- ✓ SHG could be more strengthen and sustainable in future through this support.
- ✓ It was a great opportunity for leprosy affected children and children of leprosy affected family to get involved with education and contribute in family, group and society.
- ✓ Dropout rate from school was reduced through this support and parents were more caring about their children education.
- ✓ By continuing this support, student from leprosy affected disable family and marginalized family would have an opportunity to integrate with mainstream society.
- ✓ Children of leprosy affected family will be able to change their life by education support and it will contribute a lot in our country's educational development.
- ✓ This support will have an significant impact to reduce the child labor of the county by making skill and educated human resource
- ✓ There is a huge demand of education support in the community and among SHG members and only 31% member of SHG was covered under this support and this is just single drop in the sea.
- ✓ Most vulnerable parents were chosen to provide this support therefore other parents were eager to have this support.

Lessons Learnt – continued

(b) Coordination and Partnership

- How have you engaged the government, NGOs and other stakeholders in the implementation, management and monitoring of the project during the year?

Project is implementing through 135 Self-help groups (SHGs) including 23 Area Management Committee (AMC), Churches and in cooperation with school authority. Students were selected from most of the churches. SHGs and AMC are responsible for monitoring of the member of children.

(c) Participation

- How have you engaged the target population and the wider community in the implementation, management and monitoring of the project during the year?

SHGs were responsible to find out suitable children following project criteria. A meeting was conducted with them to finalize final student's list to have education support.

- How have you ensured that the views of the most vulnerable in the target population have been taken into account during the year?

Project followed a transparent selection process with SHGs, AMC and SHGs members are monitoring the progress.

(d) Gender

How has the project addressed the gender issues identified in the proposal?

Above 50% students are girls and project also motivates parents for girl's education.

(e) Human Rights

- How have people affected by leprosy and with physical disabilities and /or those socially excluded benefited from the project in an equal manner during the year?

According to selection criteria, priority was given to select students from disable and socially excluded family

- How has the project ensured that people affected by leprosy and with physical disabilities and / or those socially excluded have benefited from government policies and strategies?

Project is working with SHGs, leaders and CRP to build linkage with GoB , NGOs and private service provider to create access to services.

(f) Capacity and Empowerment

- How has the project contributed to building the capacity of beneficiaries, the local community, and / or the partner organisation(s) involved?

Six monthly meeting with parents including students was helpful for their capacity building

(g) Sustainability

What progress has been made during the year to ensure that the benefits of the project will be sustained after the project has ended? If the project has less than two years remaining, what progress has been made towards the project's exit strategy?

SHGs and AMC are the responsible to manage and implement the project activities, with the support of CRP and staff. Project expected that through implementing process, SHGs and AMC leaders will learn the importance of child education support, how to deal with students, parents and schools. Project encourage to the SHGs/AMC to including financial support provision in to SHGs/AMC budget. Parents will also understand the needs of child education.

(h) Environment

Has the project had any negative or positive effects on the environment? How has the project encouraged the sustainable uses of resources?

N/A

Next Year

Activities

Start Date	Activity & Completion Date (Only include activities from your planning framework)	Person Responsible
January	Provision of financial support for child education e.g. monthly fee for school, exam fee, expense of uniform, books, pen, paper	PM & PO
February	Organize of meeting with SHGs for appropriate selection of learners/students Weekly household visit to know the progress of children Conduct six monthly meeting with parents for progress review of study	CDF and PO
March	Meeting with SHGs, communication with school, survey etc. Conduct of six monthly meeting with Children for progress review of study Weekly household visit to know the progress of children	CDF and PO
April	Weekly household visit to know the progress of children Organize of meeting with SHGs for appropriate selection of learners/students	CDF and PO
May	Provision of emergency education support in special consideration and in need for the other school going children of SHG Organize of meeting with SHGs for appropriate selection of learners/students	CDF and PO
June	Conduct of six monthly meeting with Children for progress review of study	CDF and PO

	Organize of meeting with SHGs for appropriate selection of learners/students	
July	Organize of meeting with SHGs for appropriate selection of learners/students Weekly household visit to know the progress of children	CDF and PO
August	Organize of meeting with SHGs for appropriate selection of learners/students Weekly household visit to know the progress of children	CDF and PO
September	Organize of meeting with SHGs for appropriate selection of learners/students Weekly household visit to know the progress of children	CDF and PO
October	Conduct of six monthly meeting with Children for progress review of study Weekly household visit to know the progress of children	CDF and PO
November	Organize of meeting with SHGs for appropriate selection of learners/students Weekly household visit to know the progress of children	CDF and PO
December	Yearly award giving for top students and most improved students Weekly household visit to know the progress of children	CDF and PO

Targets

If you wish to make changes to your project targets for the following year, please outline the changes you want to make and the reasons why these changes are necessary.

No need to change the approach

Staff

If you need to make changes to your project's staffing levels for the following year, please outline the changes you want to make and the reasons why these changes are necessary.

N/A

Budget

Please use the Multi Year Project Budget Worksheet to prepare the budget for the following year. If you need to make changes to your project's budget for the following year (including changes resulting from staff changes), please give the reasons why these changes are necessary.

N/A

Changes to Project Design

If you wish to make significant changes to your project, e.g., objectives and project duration, please outline the changes you want to make and the reasons why these changes are necessary. Please note: a change in the project objectives will require further documented approval.

N/A

New beginning of Kamrul Islam



Kamrul Islam is 14 years old, son of Md. Giash Uddin and Khairrun Nahar. He is from vill-Badarpur, P.O- Baltuli bazaar, P.S-South Motlob, District-Chandpur. Now Kamrul is living in 52 South Mugdha, Dhaka-1214 with his parents. He has one elder brother.

Kamrul's father Md. Giash Uddin used to work in a local shoe factory and earned BDT 4000 in a month. Kamrul and his elder brother used to go to school. And at that time Kamrul Islam was read in Grade III. He was a talented student in school. But unfortunately Kamrul's father found some white patches in his hand. He did not pay any attention to it. After several years, Md. Gias uddin found his finger both in hand and feet were becoming claw. Then soon he went to Dhaka Medical College Hospital on 2009, but there doctor only prescribed just for skin diseases treatment. At that time, his situation became more critical. All of a sudden, one of our group members named Nazma Begum of Sobuj Kanon Unnayan Dal found him and took him to the Dhaka Leprosy Control Project clinic at Basabo on February, 2013. After diagnoses, Md. Giash Uddin found himself as a leprosy affected person. Finally, he started to take his MDT from February, 2013. He is still taking MDT.

However, Kamrul Islam dropped out from school on 2012 from Grade III because his father was jobless due to disability both in his hand and feet. Md. Gias Uddin was unable to bare his family need. So his father encouraged Kamrul to work

as child labour. Kamrul Islam gave up his study because of financial crisis. Kamrul Islam did not go to school in 2012 and 2013.

In 2014, Kamrul Islam begins his year with a big smile because he got the opportunity to get admission into school through the student stipend from the Leprosy Mission International-Bangladesh. Now he is studying in Grade IV in Kamlapur Ideal School & College.

A hope to continuing study



Noorbanu with her widow mother Rashida Begum live in the Leprosy shelter at Bandabary, Kaliakoir Upazila at Gazipur. Noorbanu's father was a leprosy affected disable person. Her father died on 2006. After death of her father, Noorbanu is leading a miserable life with her mother.

Noorbanu and her mother had been living at leprosy shelter at Bandabary for long 14 years. Her mother works as a day labor and when her mother don't get any work, they pass a day without having any meal.

In 2013, Noorbanu was studying in Grade-V but she couldn't continue her study due to financial crisis. On October 2013, she (Noorbanu) got a membership of SHG from DCBRP project. Her savings is BDT 450 in group. Noorbanu got BDT 5000 from project to meet up her educational expense.

Now she is studying in Grade-V and wish to continue her study in future