

## Project Summary

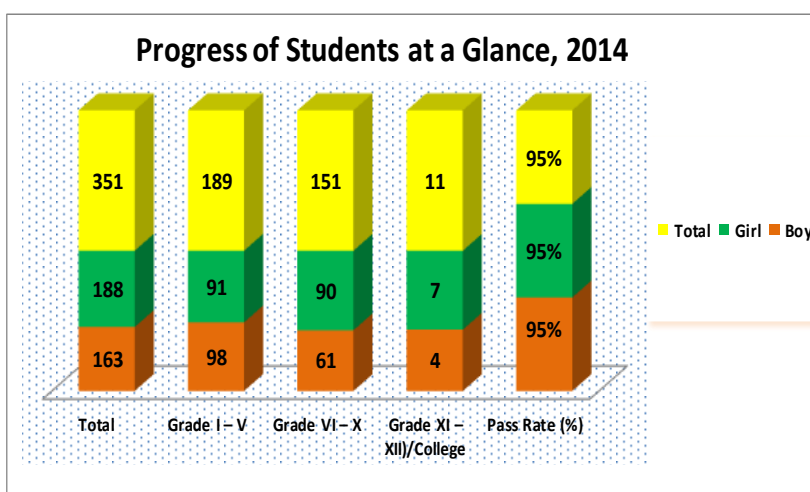
<b>Project Title</b> (same as in the project proposal)			
<b>Project Location: Country</b>	Bangladesh	<b>Region / District/ Town / Village</b>	Dhaka city and Gazipur
<b>Project start date</b>	January, 2013	<b>Project end date</b>	December,2015
<b>Date submitted</b>	26 February,2015		

**Please provide a clear and concise summary of progress and challenges in the reporting period:**

Children development through Empowering self-help Group (CEG) is a project which is supporting SHG members' children. Following selection criteria, SHGs selected their student then they shared it with Area Management Committee meeting(AMC), AMC approved the list of student and sent the list including their meeting minutes to Project management. The selection criteria are Students directly affected by leprosy, student of leprosy affected family and student from general disable and hard-core poor family. Total 351(Girls-188 and Boys-163) students were provided with financial support for paying admission and exam fee and purchasing uniform, books, pen and other necessary education materials. Majority(G-91and B-98) meaning189 students were from primary grade, 151 students (G-90 and B-61) from secondary grade and only 11 students (G-7 and B-4) from collage level.

In 2014, about 95% 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. The students and parents were stratified with school performance. 95% 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 at school was 82%. No drop out case was observed in the year 2014.

27 students from higher secondary grade were found to support SHG in the form of record keeping of meeting minutes, organizing meeting, refereeing leprosy and general patients to nearby hospital. 32 students from secondary and higher secondary grade were found to contribute financially to their family from earning through private tuition. 95 high school and college students taught their siblings in the family. It has been observed that



parents are now intended to send their children to school.

Type of Student	Total	Primary Education (Grad I – V)	Secondary Education (Grade VI – X)	Tertiary Education (Grade XI – XII)/College)	Pass Rate
Boy	163	98	61	4	95%
Girl	188	91	90	7	95%
<b>Total</b>	<b>351</b>	<b>189</b>	<b>151</b>	<b>11</b>	<b>95%</b>

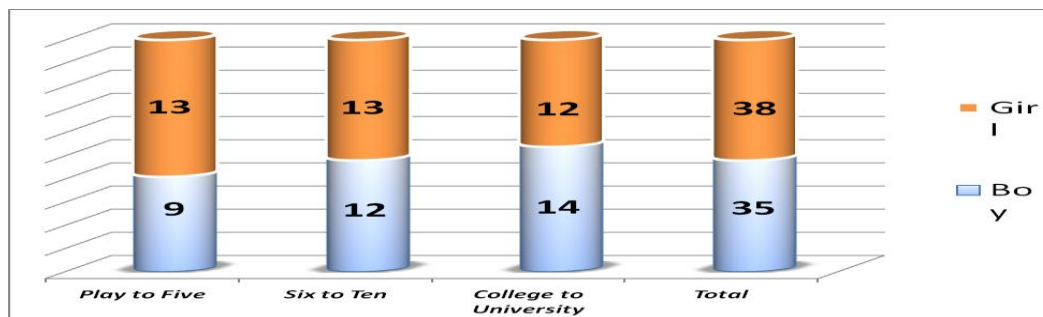
Project provided special education support for 73 poor and brilliant students in regard to emergency educational needs e.g. registration fees, examination fees etc. Most of those students were selected by Church leaders and pastor /priest with the support of project staff. Respective Churches were requested to prepare a short list of students against the pre-set criteria. To build the relation with different denominations and ensure transparency, about 25 leaders/pastor/priest including parents and students were invited to hand over the amount of money to the parents and students.

Rev. Matthew S. Halder, Country Leaders of TLMIB, Mr. Jiptha Boiragee, Program Support Coordinator of TLMIB and other senior staffs were present in that occasion.



In 2014, 100% students were promoted to next class by acquiring satisfactory grade among them 34% 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 2014.

### Number of special education supported Boys and Girls according to education level



Progress of Special Education Support at a Glance, 2014

Type of Student	Total	Primary Education (Grade I – V)	Secondary Education (Grade VI – X)	Tertiary Education (Grades XI – XII/College)	Pass Rate (%)
Boy	35	9	12	14	100%
Girl	38	13	13	12	100%
<b>Total</b>	<b>73</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>100%</b>

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

The important lesson was that the members of SHG were capable to manage this fund by themselves. Education fund was transferred to the respective SHG's bank account. The member of SHG and AMC members distributed the amount among children after having money receipt issued by respective schools as evidence that the students are continuing their study.

**Is the project working and effectively addressing the problem(s) identified in the proposal?  
Yes / No / Partially – explain why.**

The project is addressing the problems identified but it covers only 31 % of potential students of its working area. So there is need to address more children.

## Risk Management

**Have any of the identified risks happened? How were these managed?**

No identified risk emerged. However, there were some risk associated to political unrest. Staff were on alert to observe the situation before they went to field. Staff kept low profile during hartal days but made contingency plan to achieve yearly target.

**Have there been any changes to the risk management matrix**

It is anticipated that the political unrest will continue in 2015. Staff will use their won wisdom to manage potential risk.

## Project activities

The project made an excellent progress at output level that contributed to indicator achievement at outcome level as follows. Since the activities remained relevant, no change in activity was made.

#### Outcome 1:

Financial support for paying tuition fee, buying school stationeries was provided to 351 children of SHG member against the target of 250. Since the need was more than estimated number, based on SHG/AMC recommendation 101 more children were supported with same resources.

Emergency education support for paying school fee, tuition fee, exam fee and buying school stationeries was provided to 73 children of church members against the target of 50. This was done at the community need with the same amount of resource allocated for 50 students.

In every month, project staff communicated with SHGs members and two or more time with school authority in a year. This is for building relationship and sharing information that impacts the result of the project.

#### Outcome 2.

The project met with 351 SHGs members' children and 73 special students twice a year in 6 meetings in different areas to discuss the progress of the students. Project staff paid home visit if and when necessary to encourage students.

#### Outcome 3.

To raise awareness about the merits of education among parents and encourage them to spend on child education, project had Six meetings with 373 parents. The progress made by children are discussed and parents are requested to see if their children do their home work regularly. The activity impacts the education of children.

To encourage student doing better result, top scorers are award with prizes. 20 students were awarded this year.

#### **Were there any unexpected results, either positive or negative?**

✚ In 2013, 98% children were promoted to next class but this year 95% was promoted to next class meaning 3% less than last year. So project staffs have to be more careful to bring a change to this situation.

## Annual Report – only complete section 5 at the end of the reporting year.

Direct clients that have been assisted by this project during the reporting year

	People directly affected by leprosy				Family members of people affected by leprosy				Persons with disabilities				Others				Total			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Child < 17yrs	None	1		2		127		109		0				44		76		172		187
Adult 18- 59 yrs						3		5						11		14		14		19
Adult >60yrs																				
<b>Total</b>		<b>1</b>		<b>2</b>		<b>130</b>		<b>114</b>						<b>55</b>		<b>90</b>		<b>186</b>		<b>206</b>

## Lessons learnt during the reporting year

### **What lessons have been learnt that can be built upon in the remainder of the project / in future projects?**

- ✚ Using SHGs members are most dependable method for selecting students. When they take decision following the selection procedure of the project it is accepted by the community.
- ✚ SHG' members became more responsible for their children due to this children education support.
- ✚ It was a great opportunity for leprosy affected children, children of leprosy affected and disadvantaged family to get education and contribute to their family, group and society.
- ✚ Dropout rate from school was reduced through this support and parents were more conscious about their children education.
- ✚ There is a huge demand for education support in the community and SHG members. Only 31% member of SHG was covered under this support.

### **Coordination & Partnership:**

Project is implemented through 136 Self-Help Groups (SHGs) including 21 Area Management Committee (AMC), Churches and in cooperation with school authority. Students were selected from SHGs and Churches. SHGs and AMC are responsible for monitoring the children's performance (going school/studying regularly)

### **How well is the engagement of the local church working?**

Project staff work with church leader to select the students, Church leaders recommend names of children in writing. Project includes those students in project. Every year project arrange a meeting in presence of the Church leaders do discuss the progress of students. Project hands over the money (for education support) in presence of church leaders.

### **Participation:**

SHGs were responsible to find out potential children following project criteria. A meeting was conducted with them to finalize student's list for the education support. After this meeting, AMC approved the list in their meeting and sent it with their meeting regulation to project for funding. Fund goes to groups from project for disbursement. Groups disbursed the money to the selected students.

### **Capacity: Do you, or the implementing partner, have the right capacity in place to implement the remainder of the project? If not, what else is needed?**

Yes, however there is no under spend this year to carry over.

### **Sustainability:**

The sense of value of education has grown in parents. Since the member's income has been being increased sustainably, they will spend on education. The SHG/AMC will continue monitoring the children's education. Project encourages SHGs/AMC to including financial support provision into SHGs/AMC budget. This will stop the dropout rate caused by financial crisis.

## Case studies and Photographs

Project Title: Dhaka Community Based Rehabilitation Project  
Program: Dhaka Program  
Organization: The Leprosy Mission International-Bangladesh  
Interview Type: Oral  
Interview Date: 15/02/2015  
Source: Children Education Support



### Hope for Life

**Case Study Background:** Md. Rahim is son of Md. Nurul Islam and Maksuda Begum. He is now 11 years old. His father has disability caused by Leprosy. Md. Rahim has three brothers and one sister. His sister Eti has disability from an uncertain disease. At present they live in Gandaria area, Dhaka city.

In 2013 Rahim was in class three. And in the final exam he stood 2<sup>nd</sup> among 52 students in his class. In 2014 he was very excited to study in new class. School has a rule that a student must get admitted in new class. So Rahim asked his father for his admission. But his father could not arrange the money for his admission. As a result Md. Rahim stops going school and was engaged in a pharmacy as a sales man. His two brothers and his sister also stopped studying for financial crisis. Because Rahim's father being a disabled person couldn't earn almost no money for his family and only his mother earned a very little money for their family. In this situation Rahim's fathers came in the group meeting and discussed this issue in meeting. Group took this matter as a top priority agenda and made a request to Dhaka CBR project for educational support for the boy. Now Md. Rahim is a student of class five. He is studying very attentively. In the same time Rahim works at the pharmacy shop as a part time worker to support his family financially. He said, "I want to be a doctor for I want to serve people."