

**CARE Bangladesh
Patsy Collins Trust Fund Initiative**

[Cohort 2]



**Bi-annual Program Report
(Jul. – Dec. 2010)**

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Acronyms

ASD- Association for Socio-economic Development (the partner organization of CARE-B)

CBHQ – CARE Bangladesh Head Quarter

CBO-Community Based Organization

CO- Country Office (here Bangladesh)

FSUP-H - Food Security for the Ultra Poor in the Haor Region

GO – Government Organization

GPS- Government Primary School

GRPS – Government Register Primary School

NGO- Non Government Organization

PCTFI- Patsy Collins trust Fund Initiative

PDO- Project Development Officer

PO- Project Officer

SFO- Sunamgonj Field Office

SMC- School Management Committee

UP- Union Parishad (the lowest level of local government of Bangladesh)

VDC- Village Development Committee

INTRODUCTION

1.a Summary of Intervention Design

CARE-B is implementing the PCTFI intervention in two modes in two different intervention areas Bhatipara and Charnerchar. In Bhatipara PCTFI is intervening both SMC and teachers' and in Charnerchar intervention is implementing only for SMC.

Major activities for capacity building of SMC (School Management Committee) and teachers

Training of SMC

- Training needs assessment of SMCs
- Develop training plan, and training module focusing on major underlying causes/barriers to quality education for marginalized girls and boys in this study areas
- Training emphasizes developing SMC's capacity on child rights, problem analysis, and participatory problem solving strategy, child and gender sensitive school management, community mobilization and facilitation skill, networking, collaboration and coordination skill.
- Conduct training once in three monthly basis, after a 'Basic training' in the beginning of the intervention

On-going Capacity building of SMC

- Assist in developing SMC's action plan
- Conduct mapping of the development activities in the project area including CARE projects
- Organize workshops for SMC members with other local GO, NGO stakeholders
- Exposure visits of SMC members in 'model school' of Bangladesh

Community Engagement of SMCs

- Organize individual meetings, and/or group discussions with teachers, students, Govt.' education officials at various level (District, Upazilla and Union) Union Parishad (UP) and other key stakeholders including Community Based Organizations (CBOs), parents, religious or other community leaders to describe the objective of the projects and seek their inputs/suggestions and cooperation in project implementation
- Organize inception workshop involving all key stakeholders including relevant staff from other CARE projects
- Conduct monthly progress meeting with SMC and quarterly reflection on achievement as well barriers in implementing SMC's action plan.
- Provide support to SMC in establishing linkages with all key stakeholders such as union parishad, education officials, and key staff members of other development projects (including CARE-B) to address social, economic and political barriers of education.

- Promoting SMC to increase women participation in decision making process at various levels such as within SMC, Union Parishad (UP) and Community level decisions.

Training of teachers

- Training needs assessment of teachers
- Develop training plan, and training module focusing major underlying causes/barriers to quality education for marginalized girls and boys in the study areas
- Development teachers capacity on child centered gender sensitive learning methods, regular practice on development of 'lesson plan'
- Develop teachers capacity on 'activity based learning' Develop teachers to create enabling classroom environment for the girls at class room & at school as well.
- Conduct training once in three monthly basis after a 'Basic training' (Annex b) in the beginning of interventions

Training review sessions

Both training for SMC and teachers will be followed by the 'Basic trainings'. Emphasis will be given on specific contents those are align with expected out comes of that particular year.

Community based supports

With the aim of CARE-B project to progamme shift activities PCTFI has already track the particular problems within families and community of the students about child education though situation analysis. SMC will work for those particular problems with community level like communication disruption during Monsoon, poverty at family level etc.

School-based supports through SMC and teachers

CARE-B is giving some financial as well as technical supports to the school as organization of yearly Sports, 'Mothers' gathering', child survey in catchments area, observation of different days as 'Independence day', 'International Mother Language Day' by focusing girl students etc. These activities aim to enhance the self-esteem, confidence, participation and leadership within girl students. However, in all aspect all this supports are going through SMC in considering the sustainability of the intervention by strengthening the SMC in long-run.

To have recognition of the school achievements students will get a printed 'report card/ exam result sheet' from school. It is not given at this moment. CARE-B will take this initiative through teachers from the second year of the intervention.

PROGRAM ACTIVITIES UNDER EACH PCTFI OBJECTIVE

As all the intervention initiatives are taking by SMC with the support of PCTFI project, activities will be described below according to common indicator framework.

Attainment

Completion- The completion for PCTFI, CARE-B is defined as percent students pass primary completion examination in each year. SMC organized a 'mothers gathering' for about 400 mothers with the support of PCTFI during August, 2010. The main discussion area of this gathering was increase the attendance of students those were not regular in school, and emphasized on home support to help them achieve in completion exam.

Persistence/ retention- SMC identified the students of grade 5 those were irregular in school with the help of head teacher. SMC visited their home to sensitize their parents and make them regular at school. SMC of Charnerchar also identified the communication problem of school especially in monsoon, which is the main reason of absenteeism in Charnerchar GRPS. For this reason, they discussed this issue in their monthly meeting and seek help to FSUP-H (Food Security for the Ultra Poor in the Haor Region) project of CARE-B management through PCTFI staffs (Detail in another section of the report). As a result a new road is being constructed at the area.



Mothers' gathering in Charnerchar

Achievement- As our intervention is not directly for the students; therefore, PCTFI did not do any thing directly for achievement. However, in all schools teacher gave after school tutorial help to all students' those will sit for primary completion test in grade 5.

Equality

Communities' Educational Opportunity Perception- SMC discussed on education right issues of girls with all community in a special gathering on October 2010 in both Bhatipara and Charnerchar. In these inception meetings SMC invited village elites, GO and NGO members with the help of PCTFI members. The main discussion issues of this gathering were safety security of the girls' students of school and right of education of girls.



Eka race for girls' in Annual sports

Moreover, SMC attended International 'women's day' and 'Rokeya day' with the help of PCTFI to enhance their support in Girls' education. SMC provided some financial supports for poor students' to help them to sit for exam. Program Officers (POs) of PCTFI organized these initiatives through monthly meetings of SMC in both areas. In yearly sport at school the new game item especially for girls has been introduces by SMC with the help of PCTFI in December, 2010. The new introduced games were egg race, pillow passing for mothers etc.



Sports event for mothers' in Annual sports

Teacher's Gender Sensitivity- To sensitize the teachers about gender issues training content of teachers' covered 'gender sensitive child centered' issues in their first training in September, 2010. A total of 4 teachers and secretary of SMC of Bhatipara GPS were attended the first training. More detail on gender issues will be covered in second training (depend on next design). Teachers are preparing 'lesson plan' ten par teacher (thirty in totals) to make the classes more effective and which will be shared with PCTFI for discussion.

Quality

Suitable Educational Environment- SMC provided accommodation for grade five students to attend Primary Completion examination to those lives in distant from the school during completion examination.

Pos of PCTFI are doing interpersonal communication with 4 SMC members in a month to educate them regarding their roles and responsibilities individually. SMC members are sharing their existing challenges and status of their functionality with Pos in these sittings. This is a continuous process; therefore POs is doing this in the first year of intervention.

SMC visited the students home those have been dropped out and discussed with their parents for returning them at school. SMC did this with the help of teachers of the schools to identify the dropped out students by reviewing the school registers with the help of PCTFI staffs. This initiative of the SMC has done



SMC training in October, 2010

after sharing the baseline findings with them in training. Especially when they came to know that drop out is increasing by the years both for boys and girls.

Relevant Educational Content- In teachers' training importance of gender sensitive curriculum has been explored. How teachers' can disseminate the learning in

class room, learning sessions with gender sensitive activities, and practicing gender sensitive behaviors within and out of class rooms.

Empowerment

Supportive Strategic Relations- SMC has arranged 2 inception sessions at upazila level and in Union level. In Upazila level PCTFI intervention had been shared with all local NGOs and government officials in July 2010 and in Union level safety, security issues had been discussed with all parents, teachers, and local leaders in October 2010. In Upazila inception meeting all local NGOs, Govt' officials of education of Derai, journalists of local newspapers and Colleagues of other projects of CARE-B in Sunamgonj were present.

SPECIFIC REFERENCES TO PLANNED ACTIVITIES AND WORKPLAN UPDATES

PCTFI team has organized a workshop in September 2010 after the first training of SMC and Teachers. According to the activity plan of SMC and teachers' for the next six months PCTFI has figured out the team activities at CBHQ (CARE-Bangladesh headquarter), SFO (Sunamgonj Field Office) and in field level. Gradually those activities have been organized by individual staff of PCTFI. Team activity plan from October 2010 to December 2010 is as Annex 1.

a. Description of what is the innovation within your work

All intervention activities of PCTFI, CARE-B are followed by SMC work plans designed by them according to their problem analysis. PCTFI is working as a support partner of SMC for intervention schools. Therefore, our first innovation is PCTFI CARE-B Interventions are not guided /planned by projects to beneficiaries. Moreover, all intervention/supports are designed according to the actions of SMC related to their prioritized problems.

In last six months SMC has designed their next plan of actions with PCTFI for respective school areas. PCTFI team helped them to articulate this plan. After completion of SMC plans we identified some gap between SMCs state of functionality and our predicted 'outcome matrix' for project. In some aspect SMC is in an advanced stage as resource mobilization for students. Whereas, we predicted and designed our outcome matrix that SMC will be aware about their responsibilities in this issue in first year. Therefore, after completion of SMC activity planning we corrected our predicted outcomes in the first year according to their actions. This was our second innovation.

Finally, our innovation through this intervention was creating integration of existing CARE-B project to enhance the SMC activity. A description of this activity with in last six months is in 'Other activities' section.



SMC in doing action plans after training

b. Description of the significance of the innovation

To ensure sustainability and increase ownership of the community, CARE-B is working closely with SMC to facilitate the holistic approach. Through developing SMC's capacity, CARE-B believes that SMC would act as drivers of change to bring social and structural changes both at community and institutional level that are required for ensuring quality education for most marginalized girls that would ultimately help them to build their leadership capacity and achieve social, economic and political empowerment. The model of this intervention can be used to conduct evidence based policy advocacy at national level to improve national policies and strategies for improving primary education.



PCTFI team with both SMCs

c. Changes in the work plan

Our work plan depends mostly on SMC activity plan in respective areas. Work plan in annex is final for this time. Depending on next expanded design of PCTFI if agreed by BGE, our plan might be changed and revised. In last six months we could not design an effective monitoring system for PCTFI, due to over emphasis on data analysis and reporting. Due to the review of first draft we have submitted our baseline report in January, which was due on December 2010. Except these changes all other work plan were unchanged.

d. Key Outcomes

In the last six months was the beginning period for PCTFI intervention. After the first training of SMC and teachers we have found them enough enthusiastic. They have organized them selves as a committee especially in Bhatipara. We have recognized prominent voices from female SMC members; however, most of them are new in SMC. We have identified the positive attitudes and supports of community for CARE initiatives in Bhatipara and Chanerchar. Finally, through the training of SMC and teachers, we were able to identify their strengths, barriers and challenges of our initiatives. Baseline data collection and analysis has been completed in this period (Jul. Dec. 2010).

e. Monitoring and Evaluation

a. Completed data collection table:

	Are these integrated into other tools? If yes, please specify what tools	When time 1 data was/will be collected?	When the time 1 data was/will be analyzed?	When will the baseline report be complete?	When is time 2 data collection planned?
Child common items	SMC tools (Quan. & Qual.), Parents tools (Qaun.)	May, 2010	October-November, 2010	January, 2011	End of March, 2011
Teacher common items	Students tools (Qual. Quan.), SMC tools				
Other tools	SMC tools, Parents tools				

f. Program Management

There are no changes in project management. No new staff has been recruited in last six months. For implementation we have allocated two Project officers (POs) in to intervention areas. They have separate responsibilities for specific school areas. However, in many times they are engaged together in common activities like Training, meeting in Upazila level, linkage building with GO/NGO etc. We have organized a cross sharing meeting in every month among Field-SFO and SFO-CBHQ. All intervention descriptions were reported by POs and submitted to PDO (Project Development Officer) in Sunamgonj.

All baseline data has been analyzed with the technical support of MIDEK. Qualitative data has been analyzed by PCTFI team. All findings have been interpreted in baseline report (Submitted) according to the structured format of BGE.

A detail accomplishment list both for project and research is attached as ANNEX 2 for the last six months (Jul.- Dec. 2010)

Recommendation and conclusion

After four months of intervention launching we may have following recommendations according to our experiences:

- a. SMC and teachers needs to be oriented more about Gender Sensitive Child Centered education.
- b. Outcome indicators may be changed over the time according to the degree of functionality of SMC.
- c. Area of intervention may be expanded in other Government Registered Primary Schools (GRPS) of Bhatipara and Charnerchar union by focusing the intervention activities with only SMC in both unions.
- d. Teachers can be a hand for SMC to implement their knowledge in learning methods in classrooms.

- e. To work more closely with SMC, PCTFI team can work with Upazila Government education office. By involving government education office more in different intervention activity will increase accountabilities of SMC to them.
- f. To sensitize community regarding girls' education and leadership SMC should have more formal interactions with community.
- g. To increase education expenditures of the poor households, SMC have to be more proactive with the support of PCTFI in extracting the local resources from local NGO and GO initiatives

Finally we can conclude that in the last six months was the learning phase for us to operation the PCTFI intervention in Haor region of Bangladesh. All the activities of PCTFI, CARE-B is progressing with the internal support of Education Programme CARE-B, Other projects of CARE-B and MIDEDEC.

g. Next steps

Requests for Technical Assistance over the coming 12 months

PCTFI, CARE-B needs technical assistances from BGE both for project and research. Especially to measure the outcomes related to program shift. To analyze quantitative data SPSS program is needed. More support will be needed both for project and research design to extend this project in other areas. Activity plan from January to March has sorted and attached as Annex 1.

OTHER ACTIVITIES

- a. Linkage of PCTFI to CO impact groups and/or programs

Earth Work Initiative at Charnerchar Govt. Primary School

In Charnerchar SMC took an initiative for betterment of their communication for coming to school. After first training of SMC, they came to know about the scope of work with CARE-B other projects exist in their area. For this they had started to build linkage with different line departments, other NGOs and initiatives. On December 2010 SMC were going to repair their school road to link it with main road and hatis. So they took some steps as-



SMC & VDC Meeting_1

- Identify broken road is a problem for their school to ensure attendance of the students
- Time to time communicate with village development committee (VDC).

- Share with VDC about identified problems.
- Invite VDC members in SMC meeting for participation.
- SMC members participate at VDC meeting.
- SMC and VDC take common understanding about communication/Transport of students, Teachers and Others.
- SMC submit application to ASD FSUP-H (Food Security for Ultra Poor project of CARE-B) collaboration with VDC of Charnerchar Village and submit copy to CARE FSUP-H.
- Discussed with FSUP-H and PCTFI about Implementation.
- Completed pre-measurements of earth work for link road.
- Scheme prepared by ASD FSUP-H Derai team and proposal submit to SFO.



Pre measurement by ASD-FSUP for road

The work is progressing to construct the road.

Annex 1 Six monthly activity plans for PCTFI - Oct. 2010-March 2010- Team plan

Reported			Next plan		
Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Completion of intervention description and submission to BGE	Data analysis workshop with MIDEDEC	Baseline report submission to BGE	Finalization of tools for 2 nd phase data collection with MIDEDEC	Recruitment & training of data collectors	Data collection for 2 nd phase
Baseline data analysis	Baseline data analysis	-Review training Module, Inform SMC and govt., -Arrange SMC training	Dissemination of baseline finding at CBHQ	Assist SMC / Teachers to organize court yard session with parents to discuss about education rights of children	Day observation for 8 th March
Mothers gathering in Bhatipara area to increase attendance & safety security			Counseling SMC (4 SMC/ month/ area in pair)	Counseling SMC (4 SMC/ month/ area in pair)	Counseling SMC (4 SMC/ month/ area in pair)
Inception at union level (Bhatipara, and Charnerchar)	Aware PCTFI members about local Gender forums	Emphasis in Problem solving mechanism Networking, collaboration and coordination in SMC Training. Organize practice in training	Introduce SMC members with COVAW as well as others initiatives on gender (according to COVAW schedule)	Motivate T. to prepare one lesson plan/ subject in a month in Bhatipara	Development of monitoring tools
Monthly meeting in SFO	- Discussion session on Gender sensitive and child centered pedagogy & lesson plan for PCTFI Staff - Development of	Preparation of case study on communication problem for practicing in SMC training	Assist SMC for Parents gathering/ area for enrollment & inclusion	Facilitate SMC to organize enrollment week	

	training materials on Child centered gender sensitive pedagogy (CCGP)				
Data collection of drop out and calculation of attendance	Completion of attendance and drop out data for 2009 & 2010 respectively	- Inform Teachers and TEO, ATEO & UNO before each training - Development of T. training content emphasizing on CFS and CCP in T. training	Help teachers for active participation in student's survey and admission to include all school eligible children of catchments area of Bhatipara		Arrange SMC & T. training in Sunamganj
Preparation of monitoring plan	Development of monitoring tools	- Dissemination of baseline findings on CFC and CCP in training	Quarterly Finance Report Due to BGE		
Quarterly Finance Report Due to BGE	Workshop with all service providers (NGO) at upazila level	Meeting of SMC with different service providers		Bi-annual Program Report Due to BGE	
Financial & Progress Report			Training & reflection Learning Session with Teachers'		
Project activity planning (Team & individual)					

ANNEX 2

Activities performed with SMC and Teachers' from July 2010- December 2010

Project						
Activities in Jul- Dec 2010	Jul	Aug	Sep	Oct	Nov	Dec
PCTFI Inception session at upazila level (Derai)						
1 st round training of SMC & Teachers						
SMC arranged regular meeting						
PCTFI Inception session at union level (Bhatipara, Charnerchar)						
SMC arranged "international literacy" day observation						
Home visit for students to increase attendance at school						
SMC assisted financial support to poor student						
Meetings with others organization/project for communication problem of school						
SMC attended Rokeya day/ Women day arranged by COVAW						
SMC members worked as teacher in grade I & II, due to teacher crisis						
SMC provide accommodation for final examination for students of grade V						
Interpersonal communication with SMC members individually by PCTFI staff to sensitize them about their roles & responsibilities						
Teachers has started to prepare 'lesson plan'						
Attended mother gathering						
Teachers attend first round training						
Research						
Data compilation of Baseline						
Quantitative data analysis						
Qualitative data analysis						