



Annual progress report on EQUIP

(Education Quality Improvement Project)

Period: January – December 2009

Education Support Programme

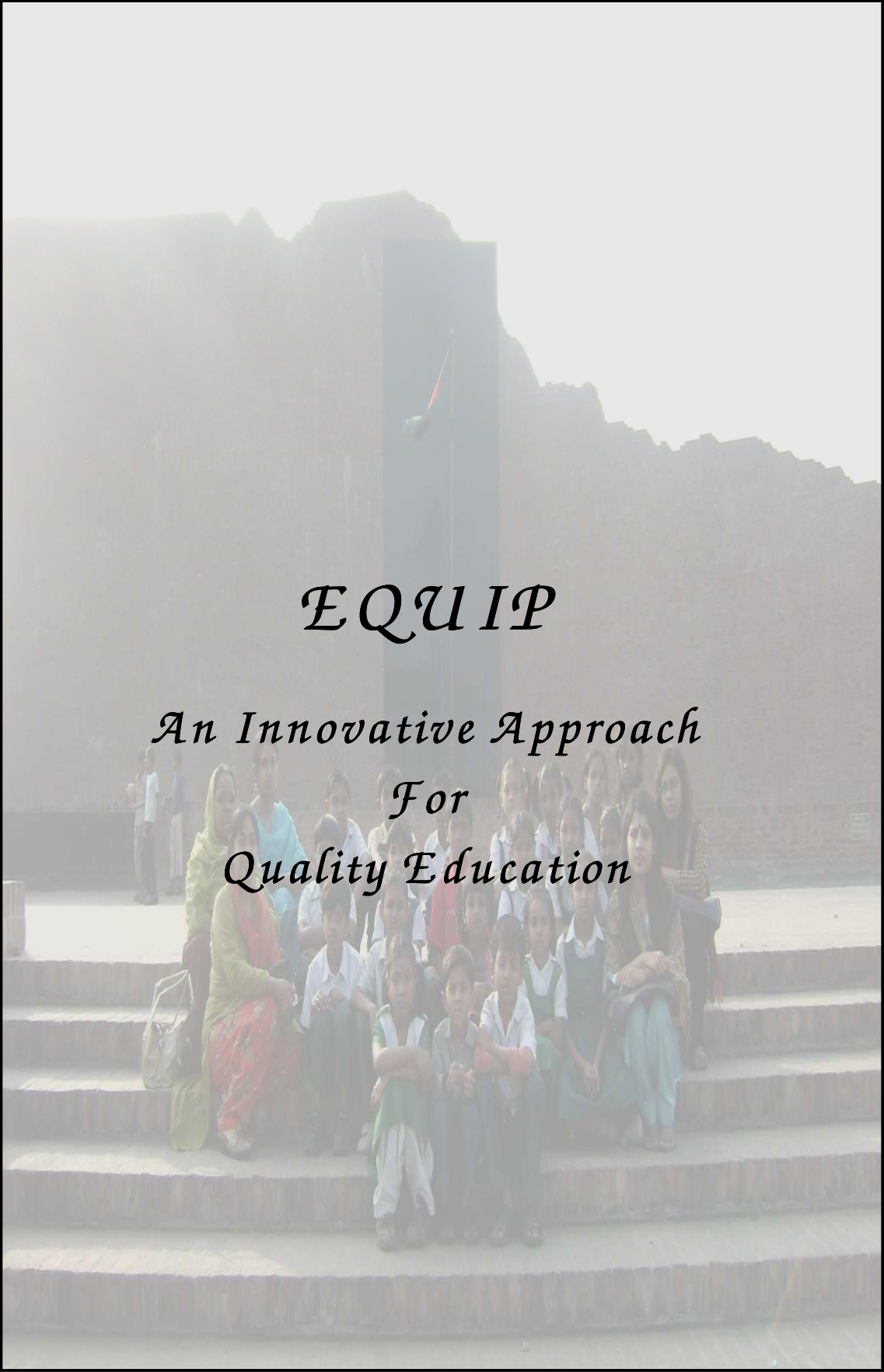
Of



Livelihood Education And Development Services (LEADS)



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A group of school children and teachers are sitting on a set of wide, stone steps in front of a large, dark building. A flagpole with a flag is visible in the background. The scene is slightly hazy, suggesting an overcast day. The children are wearing school uniforms, and the teachers are in traditional Indian attire. The overall atmosphere is one of a formal school setting.

EQUIP

*An Innovative Approach
For
Quality Education*

List of Abbreviations

ABC	Assessment Based Competency
ATEO	Assistant Thana Education Officer
BCS	Bangladesh Civil Services
DFID	Department for International Development
DG	Director General
DPEO	District Primary Education Officer
EFA	Education For All
EQUIP	Education Quality Improvement Project
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoB	Government of Bangladesh
GPS	Government Primary School
HEALTH	Health Enrichment & Life skills Training for better Human
HTs	Head Teacher
LEADS	Livelihood Education And Development Services
MDG	Millennium Development Goal
NGO	Non-government Organization
RNGPS	Registered Non-government Primary School
SMC	School Management Committee
TEO	Thana Education Officer
TRK	Training Research & Knowledge
UNCRC	United Nations Convention of the Rights of the Child
UNESCO	United Nations Educational Scientific & Cultural Organization

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1. Introduction:

EQUIP is the education support programme of **LEADS** (**Livelihood Education And Development Services**) . **LEADS** is an NGO registered with Social Welfare Ministry. The goal of LEADS is to contribute to poverty reduction and sustainable development for an equitable society through improvement of livelihood and support social development of the poor community in particular women and children. Thinking of the present condition of the primary education LEADS started to support children of poor families of Government Primary School, as part of its education support programme **EQUIP**, which stands for **E**ducation **Q**uality **I**mprovement **P**roject. As the name implies the aim of **EQUIP** is to equip the poor children of government primary school with relevant knowledge , education and other essential skills so that they are able to have equal access and opportunity in the society and know how to avail their rights.

2. Background:

Bangladesh lies in the northeastern part of South Asia between 20 34' and 26 38' north latitude and 88 01' and 92 41' east longitude. The country is bounded by India in the west, north, northeast and east, by Myanmar in the southeast and by the Bay of Bengal in the south. The area of the country is 56,977 square miles or 147,570 square kilometers.

Bangladesh runs one of the biggest primary education systems in the world comprising up to **78,363** Primary level institutions of 10 categories in the country in **2002**. The enrolment was 17,561,827 pupils with 315,055 teachers. Amongst the students 49.7% are girls and 50.3% are boys signifying gender parity of primary schools and received international recognition for its strong national commitment to education and the impressive gains it has made towards achieving primary “education for all” over the last two decades. Yet development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Although primary education is free and compulsory as determined by law, there is a large group of excluded children in different isolated location within the country.

The successive governments, in fact, did adopt various programmes for the expansion of primary education in the country. As a result of these programmes and various non governmental efforts, progress in primary education enrolment has been exceptional, having reached a gross enrolment rate (GER) of 90% or more according to available statistics. But about half of the children enrolled at primary level drop-out before passing grade V (i.e. before completing primary education). Also quality of education at this level is extremely poor. At the tertiary level as well, quality of education is generally rather poor and facilities for both expansion and quality improvement remains very limited. Hence, human capability at all levels remains generally low.

However, the deterioration of quality , high drop –outs and low attendance rate have upset the benefits achieved through rapid expansion of enrolment. Though it has committed to achieve universal primary education of MDG by 2015 but we are not at present on track to achieve the EFA and MDG goals for 2015 or fulfill the constitutional pledge to “ extend free and compulsory education to all children.”¹.

Nearly 2 million of the pupils attending primary school are outside the official age range, primarily due to over-age enrollment. Repetition and drop-out (48 percent, base line survey report 2005, DPE) rates remain high, resulting in an inefficient cycle time of 6.6 years. Rate of survival to grade 5 of only about 54 percent. Pupil

assessments have found that those who do complete the primary cycle perform on average at a third grade achievement level, lack essential problem-solving skills and almost one third of students leave primary school without acquiring basic competencies. Further, attendance rates for primary school are uniformly low, averaging 58 percent². Not surprisingly, these problems are more acute among socio-economically disadvantaged groups, such as rural population, ethnic minorities, slum-dwellers, and the poor. **Poverty impedes households' ability to pay for school fees** and/or other direct and indirect (eg "donations" for school authorities) costs that may be required for school admission or full participation in primary school. While primary education in Bangladesh (in government and government-registered schools) is theoretically "free", several studies show that this is not the case for most families. The recent Education Watch Study 2006 views that the widely held but incorrect view that Primary Education is virtually free in Bangladesh, i.e., the government bears all expenses, particularly in government and registered/ recognized schools is not the case at all!³ Expenditure for primary school includes "official fees" where such fees have been eliminated, and "extra, hidden charges" required if a pupil is to succeed academically. It was also revealed by Education Watch Study of 2006 that 82-93 percent of the total annual private expenditure is incurred on: private tuition, stationary, fuel, Tiffin, health care and school dress. Obtain "free" textbooks poses particular problems. A national survey reports that while only 15 percent of households with school-going children had difficulty in getting books, 55 percent of "very poor" households and 67 percent of rural households experienced problems, including delays, extra payments, and outright purchase.⁴

Studies also show that **private tutoring** is a pervasive practice even at the primary level, both as means of compensating for poor quality instruction in school and of augmenting teachers' salaries. It is reported by Education Watch study 2006 that out of total spending per child in government primary schools 59 percent came from household sources. Cost of private tutors was the single largest item of students. 43% percent of government primary school had private tutors. Households surveyed (done during the start of the project) indicated that even at very poor families pay minimum 100 taka for Private Tutors, which ranges from 100- 300 depending on their abilities and spend 220 – 560 taka for private tutoring and education material cost for the children. Unsatisfactory quality of education in the school forces the parents either for private tutoring or pull out their children from the school aggravating the drop out and non attendance.

Education provides a way out of the poverty trap in which many people find themselves. Reading, writing and numeric skills provide the vital link that can widen opportunities to improve their livelihoods. Education can be an effective vehicle for empowerment because it can transform the ways in which people communicate.

Bangladesh's Poverty Reduction Strategy, *Unlocking the Potential: National Strategy for Accelerated Poverty Reduction*, launched on October 30, 2005, focuses on pro-poor growth. It has the following eight-point strategic agenda:

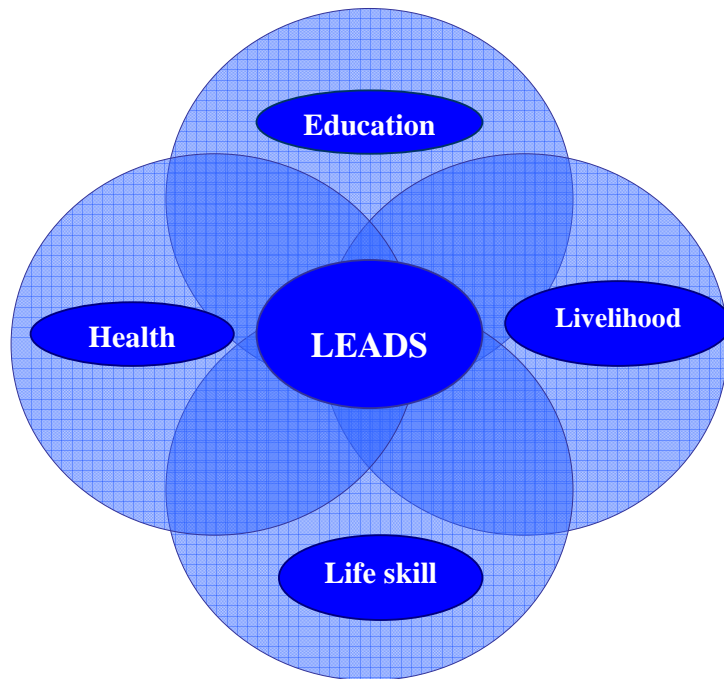
- employment;
- nutrition;
- quality education, especially for girls;
- local governance;
- maternal health;
- sanitation and safe water; and criminal justice.

3. Livelihood Education And Development Services (LEADS) :

These realities and challenges have motivated LEADS to move forward. In early 2007 LEADS started its journey through its education programme EQUIP (**E**ducation **Q**uality **I**mprovement **P**roject) as education is one of the main ingredients for human resource development and alleviation of poverty. Health is wealth is an old proverb with eternal implication. Although the organization is taking necessary step for the children to be regular in their school , through its Education project but due to ill health the guardians are not mentally at peace to send their children to school regularly . Different studies revealed that lack of awareness about health and hygiene , absence of appropriate medical care and lack of food are major reason for ill health. The constitution of Bangladesh , Article 15(a) and Article 18(1) has provided top priority to public health and nutrition as a state policy of government. Keeping all these in mind the organization has also given top priority to improve the health , nutrition environment and sanitation of the poor community through the **EQUIP** family members so that the children are able to continue their studies. The health project named **HEALTH- Health Enrichment and Life skills Training** for better Human, aims to ensure better health of the children and their families through different awareness programme and logistic support. . These awareness programmes demanded for life skill and livelihood training for the target beneficiaries as we know that still there are huge unemployed people in the country and the scarcities of work not only affect unemployment but also their families which then force them to withdraw their children from school . Many families suffer from poverty as they do not have earning member in the family or any other alternate source of income . Especially , female headed households often suffer from chronic poverty as women fail to secure job due to the reason they do not have necessary education and skill. Therefore , to bring the families out of poverty and reduce the financial burden **LEADS** also is providing livelihood support with life skills training to the families of **EQUIP** children , especially their mother and female guardians. Its gives them opportunity for alternative income generating source.

Thus the goal of **LEADS** is to contribute to poverty reduction and sustainable development for an equitable society through improvement of livelihood and support social development of the poor community in particular women and children.

4. Development Programme of LEADS:



5. Education Support Programme:

5.1. Name of the Project:

Education **Q**uality Improvement Project (**EQUIP**):

While the quantitative aspect of primary education has achieved considerable success, the qualitative aspect of primary education is not considering strongly yet. The student's enrolment increased in a considerable level, the quality of primary education is not improved at the expected level and the students are not achieving basic competencies. It is reported that Bangladesh achieved 100% enrolment in primary schools in 2004, the quality of learning remains questionable. Quality of learning means the levels of student achievement that meet defined minimum standards. Low quality of learning achievement remains a major challenge. After five years of primary education, students master only about two to three years of the content. The recent "National Assessment of Pupils of Grades three and five 2006"

(7th February '09, Daily Star) reveals that 70% can not read , write even after 5 year study. Public resources specially aimed at improving the quality of education at either primary or secondary level are still inadequate to meet the growing demand. The public resources provided are mostly for salaries, construction, and maintenance. Although, stipends provided are conditional upon attendance and examination results of certain results, is not enough to ensure quality of education of even the stipend receiving students. Moreover, poverty has been consistently identified as one of the most pervasive factors in non-enrolment, low persistence and attainment, and poor performance of children in primary school. The poor account for about 50 percent of Bangladesh's total population, and 37 percent are counted among the "hard-core" poor, who live in the direst circumstances (Bangladesh Human Development Report 2000, BIDS).

The National Education Policy 2000 states that a goal, among others, of primary education is: to impart necessary knowledge, ability, outlook, values and social awareness to the children and to equip them with basic functional education and to motivate them to pursue ably studies at the next higher level; that this level of education is universal, i.e. for all. It would appear that in practice government programmes have been mainly directed towards expanding access and improve gender parity to the neglect of quality of education. The Secretary in charge of Primary and Mass Education admitted that the government in order to encourage parents to send their children to schools expanding primary education used to be the main target of the education ministry not the quality education (7th February '09 , daily Star) . He also mentioned that main goal of the ministry is now to ensuring quality education.

The right to education is fundamental human right . EFA Global Monitoring Report (2000) says that education is for personal development and fulfillment as well as for the development of cognitive and functional skills and that is vital for building democratic citizenship. It occupied a central place in human right and it's essential and indispensable for the exercise of all other human rights and for development. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Thinking of the present condition and importance of primary education and to support the government to achieve its goal , the education support programme **EQUIP** , started to support the children of poor families of Government Primary School. As the name implies the aim of **EQUIP** is to equip the poor children of government primary school with relevant knowledge, education and other essential skills so that they are able to have equal access and opportunity in the society and know how to avail their rights.

As education is the fundamental human right the project aims to support the mainstream poor children of government primary schools so that they are able to avail this right in a proper way. It is noteworthy to mention that knowing the limitation of the Government the organization is not pulling out the children from government school rather it is ensuring that the children stay in their own school and avail their right to education. They are provided with academic support after school hour so that they are able to achieve the class wise competency and are able to finish the primary cycle, stays healthy and the families have some income generating sources to come out of poverty. A World Bank study in Bangladesh has found that the livelihood of a household being below the poverty line declines by 37% when the head of that household has had only one to five years of primary education. Better quality education would do much more than just lift a nation out of poverty. Thus EQUIP children are provided support in a holistic way..

5.2 . Duration : 5 Years

5.3. Goal :

Equip the poor children of government primary school with relevant knowledge , education and other essential skills so that they are able to contribute to poverty reduction and sustainable development for an equitable society.

5.4. Purposes:

- Improve the quality of basic education
- Increase attendance in the school
- Capacity building of the targeted students
- Ensure better health
- Empower the family

5.5. Outputs:

- Achievement of class wise competency of the selected students
- Completion of primary cycle of the poor children
- Help in the reduction of drop out rate in the school
- Increase knowledge on livelihoods and life skills issues
- Awareness about health and environmental issues
- Awareness about their rights

5.6. Expected major outcome of the project are listed below:

- Capacity of the poor children developed so that they can cope with the changing society
- Life skills knowledge and livelihood of the children and their family developed to have equal opportunity
- Quality of life of the benefited children's family is socially and economically improved
- Children raise voice and avail their rights when needed

5.7. Beneficiaries:

The beneficiaries of the project are the following target groups on priority basis:

- Poor children of government primary school
- Hardcore poor children of female headed parent
- Poor children with large families
- Children of the same family
- Broken family

5.8. Steps for Sustainability:

- Support the mainstream children
- Develop peer educator
- Develop livelihoods skills
- Empower the whole family

6. Activities against Goal and Objectives

Period: January- December 2009

6.1. Goal:

Equip the poor children of government primary school with relevant knowledge, education and other essential skills so that they are able to contribute to poverty reduction and sustainable development for an equitable society.

6.2. Objectives :

6.2.1. Improve the quality of basic education:

Activities :

a. Conduct teaching and learning :



To improve the quality of education, the EQUIP teachers/ facilitators are imparting teaching and learning in a participatory way so that they can achieve good academic result in their school as well as class wise competencies. The emphasis is given to improve the result in their school in a qualitative way. The teachers are helping the students to finish their class work in line with the text book. Weekly test is taken to see their

improvement. Each student is provided with individual support for their improvement. Even the slow learners are provided with extra support. The teachers follow lesson plans. The classroom teaching is imparted as per the guidelines provided by the organization. The teacher are well organized and at the beginning of the class, they check the class work khata and point out the mistakes of the learners. They revise the previous topic and ask questions. Then the teachers introduce the new lessons precisely. Main responsibility of a teacher is to make sure that the school home work and lesson is done properly. After finishing the lesson the teachers give written

assignment as home work. The slow learners are asked to come to the board and do the exercise. During the reporting period the students gave their Terminal exams and final exam for which full support were provided by the EQUIP teachers. Most of them did very well compared to their previous result. The students who did not do well were not regular. Some of them were sick or went home for the summer vacation just before the exam .



b. Classroom Management:

Students participation is ensured carefully. Every students have to read one by one. They have to write everything on their class work khata individually. Teachers ask questions individually not in a group. If they ask question in a group it won't be clear who lagged behind and it won't be possible to help them. This practice is done very



quickly and students are also good at the process. Students also share their experience freely in the classroom. It is observed that those who are irregular lags behind. During the reporting period 3 students of class 2 were irregular as they were sick and they also did not do well compared to others . See annex-1. Physical punishment is strictly prohibited in the classroom.

c. ABC (Assessment Based Competency) Test:

ABC test is taken to see whether the children are achieving the class wise competencies. Usually pre and post assessment test is taken to see the level of improvement . During the period pre assessment was taken but the post assessment test could not be held during the scheduled time at end of December '09 as most of the children went for annual leave to their village home after the final examination . The test will be taken tentatively during the beginning of 2010 when they will come from holiday and admit them selves in school. This test is mainly based on the prescribed class wise competencies from ELC

d. Weekly Test :

The Teachers/Facilitators are taking weekly test based mainly on their textbook to get their continuous status of education and whether they are able to learn the school lesson properly and to see the gradual development. To ensure the quality, teachers are identifying the areas of improvement they need and support them accordingly . During this reporting weekly tests were conducted on regular basis and as per plan.

e. Follow up visit to the home :

To know about the student's over all condition and the opinion of their parents about their children's improvement, the EQUIP Team visits the student's home. During the visit, the EQUIP Team discusses with the parents about the areas of improvement of the student after the support of EQUIP. The EQUIP Team tried to identify the factors affecting the learning achievement of the students those who are not doing well in the 1st term examination. It gave the knowledge that those who were not regular in the school as well as in the EQUIP centre and those who were sick and living environmental condition was not learning friendly achieved poor result in the last academic examination. But most of the parents opined that after the support of EQUIP their children have become more attentive than before, increased their interest to learn , results are good enough and their behavioral changes are noticeable as EQUIP focuses on changing knowledge skill and attitude.

f. Follow up visit to the school :

As EQUIP focuses on the change of knowledge skill and attitude it has a system of visiting school and discussing the students over all improvement and change in attitude with the relevant teachers.

6.2.2. Increase Attendance in the school

Activities:

a . Paying exam fees :

Paying exam fees is one of the major reasons for which children drop out or one irregular in school. According to the plan, LEADS paid the partial exam fees of 1st term examination to share the burden of the parents on April, 2009 by inviting the guardian to take the fees. The student of class I and II has received 25 (Twenty Five) take each and the student of class III and IV has received 35 (Thirty Five) take each as exam fees from LEADS.

b. Follow up meeting with the guardians :

The follow up meeting with the guardian is arranged regularly to share the condition of the student before and after the academic examination so that guardians can provide necessary support . We also give importance to any suggestion that they think necessary to follow. The guardians also share their opinion. During the reporting period (Jan – Dec 09) 3 follow up meetings were held with the guardians . One meeting before the first term exam, a short meeting was held on 24th march 2009 to share the condition of the student and to get any suggestion that the guardian felt necessary for the well being of their children which the EQUIP team considered that carefully. To share the 1st term exam result with the guardians , another meeting was held on 7 July 2009 for the class I and II and 8 July 2009 for the class III and IV . Another meeting was held on 31st October 2009 for all class to share the academic result with guardians of 2nd term exam. There the status of each student and results of the 1st term and 2nd term exam were briefed by the respective class teachers . The teachers also shared



the strength and areas of improvement of the student for further development. It was emphasized on the meeting to send their children to school and to the centre regularly as the students who were not regular both in the centers and school did not do well as mentioned earlier . It also encouraged the parents to take care of their children so that their children are able to learn their lesson properly . To increase attendance in the school the guardians were asked to send their children to school and if they do not go they will not be allowed to come to the center as the van picks the children from the school. The guardian were also asked to sign the homework copies of the children regularly to ensure their involvement . It was noticed at the meeting that the, mothers are always attending as their children's guardian. So the EQUIP team emphasized the fathers to attend the meeting from the next time.

6.2.3. Capacity building of the targeted students:

Activities :

a. Participation of the student in the International Children film Festival:



On 28th January 2009 LEADS sent the children to participate in the International Child Film Fare Festival 2009 at Russian Centre of Science and Culture. House-510, Road-7, Dhanmondi R/A, Dhaka to watch the KROSHECHKA KHAVROSHECHKA (Russian 13m,animation all), BHOMBOL SORDER (India 10m, fiction all) at 2pm to enrich their knowledge, build their capacity and develop them mentally by watching movie of different culture. Before sending them , the Head Teachers were informed and permission was taken. They were briefed about the festival and how they will behave as for them it was first time to participate in any movie festival. The children were taken by its own rickshaw van. They were very excited as it was their first time participation to any movie festival. They enjoyed the movie very much and learned many things.

b. Study Tour :

As part of capacity building of the targeted student **LEADS** arranges also study tour. It also helps to enrich their knowledge and build their capacity and develop them mentally. As part of study tour this year on 14th December 2009 Shahid Intellectual day , the student were taken to the “Shahid Budhijibi Swriti Soudha”. They learned more about the intellectual’s life of our country and who were brutally killed during the war. It also encouraged them to know more about the history and culture. The respective teachers with the ED accompanied them.



c. Share learning workshop with the student:



EQUIP team is arranging share learning workshop in every alternate month with the student. During the share learning workshop the students are asked to share their opinion how they want to be good, what kind of good things they have done etc. They are even asked to talk in front of everybody, write on the board etc to develop their capacities. Most of the students became more vocal and developed their

presentation skill with the support of the team. They shared their views and the areas on what and how they want to improve. During the reporting period most of the students preferred group wise competitive learning so that they can compete with each other to do their best.

d. Develop peer educator:



All through out the learning process LEADS through it’s EQUIP project has developed peer educator so that they can provide support to their peer as well as can develop leadership capacity . Some of the students who are developing themselves as peer educator are as follows

SI No	Name of the student	Class	Name of the school
1	Shrabonti Lamia	I	Jigatola Model Government Primary School
2	Jihadi Akbor Miraj	II	Jigatola Model Government Primary School
3	Nurun Nabi Robin	II	Jigatola Model Government Primary School
4	Shahnaz Akter	III	Jigatola Model Government Primary School
5	Mohona Akter Mina	III	Progoti Primary School
6	Shakib Hossain	IV	Jigatola Model Government Primary School

e. Recognition for good result :



The overall performance of the learners is good. All the learners could read Bangla and understand the subject matter discuss in the class. Learners can write a summery of the lessons quite confidently in Bangla but they are weak in English as English is not taught very carefully in the schools. Learners participation is quite frequent and spontaneous in class room activities and it enables the learners to communicate properly.



LEADS arranged a prize giving ceremony on 7th July-2009 after the follow-up meeting. This is done after each final exam to encourage them to do well in their school. The prizes are given to the student who secures highest number in their class and prizes to the regular student as well as the student who secures higher number compared to their previous exam.

f. Extra Curricular Activities:



Thursdays are values day when the students are encouraged to develop their other qualities side by side general education. Almost every Thursday, the students are asked to read stories from their text book or other books while the remaining students are asked to listen and ask question. It gives the opportunity to them how to use the punctuation and develop the pronunciation. Everyday they read newspapers and discuss the lead news and the news they find interesting. They also watch cartoons and other learning movies. The class four are given the opportunity to learn basic knowledge of computer so that they are familiar with the computer. They are also learning how to sew. Multimedia projector facilities are available to show them different child friendly movies. During this period these activities continued.



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g. Eid reunion and get together :

For the mental development after each Eid the children are asked to get together on the 1st day when all of them come to the center. They are asked to wear their Eid dresses, they are provided lunch, and they share with each other how they spent their Eid day and watch movies and cartoons. During this period they had their Eid reunion on 10/08/2009. They enjoyed their Eid reunion very much. They sang, danced and played on this day.



h. Class Party:



During the reporting period EQUIP students arranged a Class Party on 24th July and 8th October to enjoy themselves. They were very



much excited about the class party as it was their own initiative. Each of them paid 20 taka to buy snacks, balloons, etc. Some of them drew different pictures, some of them made flowers with paper and displayed them on the wall. On this day, they wore colorful dresses, danced with music, sang different songs, recited poems and moreover enjoyed very much. It gave a mental refreshment to them.

i) Students Saving :



Each student of LEADS has a clay bank where they put a little money everyday. At least, they put 20-100 taka weekly. If any family thinks that they need money



they can fulfill their requirements by taking money from the bank. Sometimes LEADS put extra money in their bank based on their average attendance and good results. Like this, a saving attitude has grown up in them by putting money in bank.

6.2.4. Ensure better health :

Activities :



a. Health Check Up :

As mentioned earlier, ill health pulls children from school and they can not be regular and eventually drop out. So, thinking of the health situation, LEADS has incorporated a health support programme for the EQUIP children and families through its HEALTH Project. The children who had some serious problems were referred to specialist doctors. LEADS arranged different times to send them either to Dhaka Medical College and Shahid

Sohrawardy Hospital or Justice Amin Ahmed Charity Clinic through its van car. During the reporting period, one of the mothers and another child became very sick, who was then sent to different doctors in different hospitals. Mohona, a student who was suffering from kidney disease and was under the advice of the Head of Nephrology Department of Dhaka Medical College, is totally healthy now. One of the main objectives of LEADS is to provide health support and to show them the right path of treatment. It was found that in most of the cases they were not aware where to go and what the actual problem is unless it becomes very serious. In the near future, LEADS has a plan to provide door-to-door health support and do the health check-up of the families and the community where they live if it can arrange a vehicle from any source.

b. Provide Tiffin :



For ensuring better health and remove the burden of malnutrition LEADS is providing nutritious tiffin to the student. The children are coming to the centers from the school. LEADS felt that if the children are hungry then they will not be able to concentrate on their studies. LEADS is providing fruits, vegetable rice, meat, milk, bread and jelly, egg, fruit juice etc as tiffin so that they are in sound health and does not feel hungry. The children are also provided with vegetable Khichuri twice or four times a month or with improved diet like meat, rice. It also ensures to provide them with all seasonal fruit so that they are familiar with those and grows the habit of eating fruit.



c. Provide medicine :

Not only the student, any member of the family those who became sick **LEADS** send them to the hospital and to the respective doctor and share the medicine according to the doctor's prescription. **LEADS** also took steps to continuous follow-up to see the condition of the children or their family whether their health is improved after the treatment.

d. Pathological Test :

LEADS shared the pathological test of those children and mother who went through LEADS. LEADS also tried the government opportunity of free pathological test or with less cost from the government hospital where possible as it thinks it is their right to avail that. But where it was not possible LEADS paid the 60% of the cost . During the reporting period many children did their pathological test with LEADS Support . One of the grandmothers of a class III student and also a staff of LEADS did many pathological tests in Dhaka Medical College; some in **Shahid Sohrwardy** Hospital and some in Justice Amin Mohammad Charity Foundation. LEADS paid the 60% of their cost as it emphasizes on cost sharing.

6.2.5 Empower the family :

Activities :

a. Livelihood support :



LEADS is also supporting the Livelihood programme so that the families of EQUIP children have some alternate income generation source. The mothers or guardians who did not have any work to do are encouraged to stitch katha. The organization bears all the cost for materials and the mothers stitch the katha and get the labour charge . It is not only giving them financial solvency but at the sometime women are being empowered by financial support. They do not have to depend on their husband and can fulfill at least some small demands. More over katha stitch are now encouraging community women also. During this period many women were involved in



the katha stitch project and developed themselves.

The list of katha sewer from January-June are as follows :

SI no	Name of the sewer	Rekatuib with the student
1	Aleya Begum	Grandmother of Sabbir Hossain
2	Mina Begum	Mother of Mim & Mehedi
3	Shahnaz Parvin	Mother of Afsana
4	Amena Begum	Mother of Mohona
5	Nilufar Begum	Mother of Nasim and Sajjad
6	Salma Amin	Mother of Jinia
7	Keya Akter	Sister of Sabbir Hossain
8	Mehjabin Payel	Neighbor of Mohona
9	Khadija	Neighbor of Mohona
10	Nur Nehar	Neighbor of Sabbir Hossain

b. Life skills training for capacity building of the guardians :



Life skills training is a regular program to build the capacity of the guardians. During the reporting period LEADS arranged life skills training for the guardians. 3 life skills training were arranged during this period LEADS arranged life skill training on Primary Health Care and Disease Prevention on 24 March to aware them on the issues so that they are able to build their capacity and avail their rights. During the training, importance of primary health care and disease prevention, how they can prevent disease and primarily care their health in any case of accident, what are the elements of primary health care, how they can get herbal treatment, etc. has been communicated to them. Also issues on neat and cleanliness and family feud were discussed during the life skill training on October 09.

c. Challenges:

- **Van Support :**



Thinking of the safety of the children LEADS rented a van for the children on monthly basis. But the rental van not only created problem being irregular but at the same time it became expensive. Facing problem with the rental van during the reporting period LEADS bought a van with its own expense .



This van support found to be very good as this gave children a safe journey and they become regular in the center and school. Indeed it is a good support but it was found that when LEADS had to send the children or their mother to Dhaka Medical Hospital

or Shahid Sohrawardy Hospital and Justice Amin Ahmed Charity Clinic for health support, it becomes very unsafe for the children to travel so far. It would have been easy to provide door to door help for medical check up and provide emergency support with a vehicle. Moreover a vehicle would help us to bring more deserving children from distance.

Drop- out due

- **Change of address and school :**

Sajjad and Nasim two brothers left the center as they changed their living place.

- **Private Tuition by the school teacher**

Raiyan Islam and Azizul Islam were dropped from LEADS. They went to private tuition to their school teacher in the hope of getting better marks

d. School timing :

The children who were in class II and III have been promoted to the upper classes and accordingly their school time has been changed. For some of the girls and boys (students) it became a problem as by the time they leave the center it becomes dark and they feel unsafe with the van. Teacher and student cannot perfectly finished their syllabus. This timing became a major problem during the reporting period.

Annexure

Annex – 1

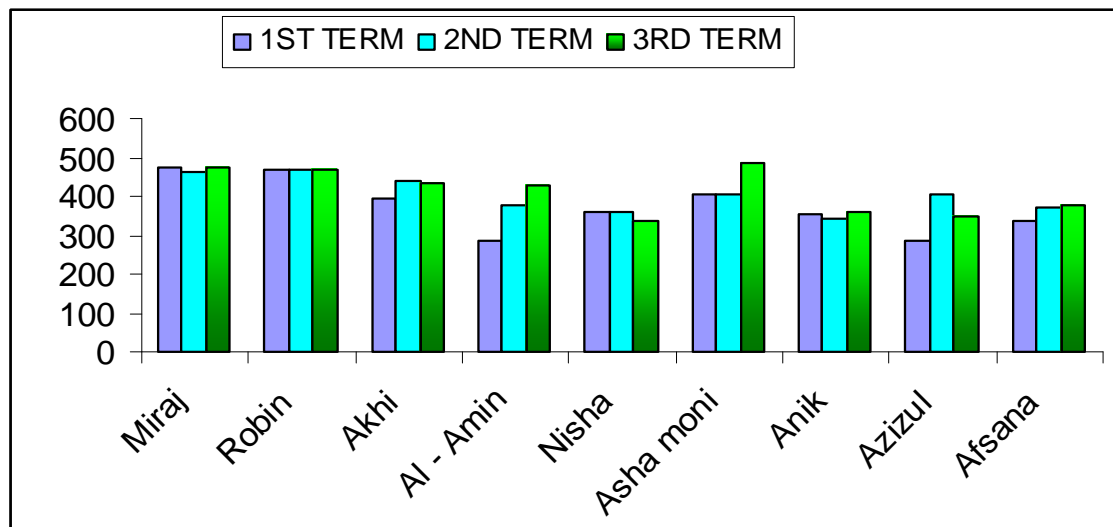
Graphical presentation of Academic
Result

Academic Result, 2009

Class : II

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Jihadi Akber Miraj	Jigatola Model Govt. Primary School	475	463	475
Nurun Nobil Robin	Jigatola Model Govt. Primary School	471	471	466
Akhi Akter	Jigatola Model Govt. Primary School	394	440	435
Al-Amin	Jigatola Model Govt. Primary School	285	378	426
Nisha Akter	Jigatola Model Govt. Primary School	361	358	337
Khadija Akter Asha Moni	Jigatola Model Govt. Primary School	404	406	485
Mehedi Hasan Anik	Progoti Primary School	353	344	358
Ajijul Islam	Progoti Primary School	287	405	351
Afsana Shraboni	Progoti Primary School	335	373	370

Table 3 : Details of Student's Academic Result of Class II

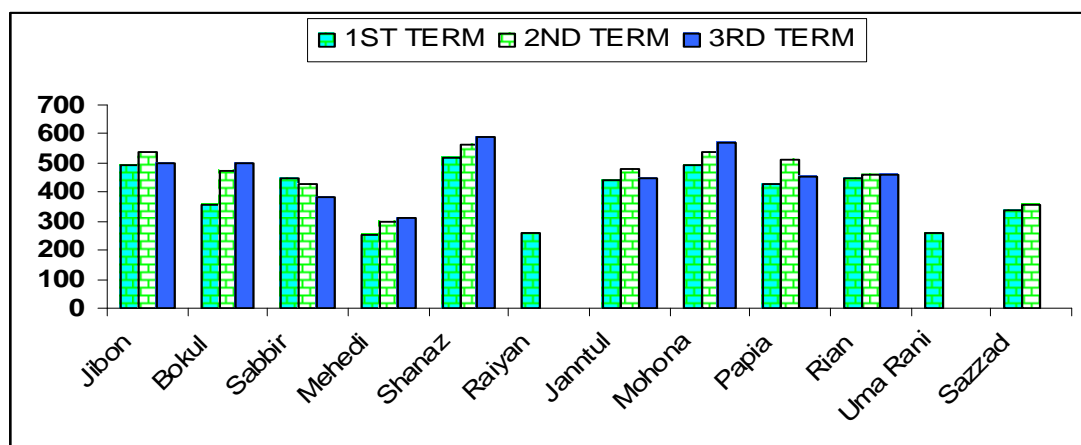


Academic Result, 2009

Class : III

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Fazle Rabbi Jibon	Jigatola Model Govt. Primary School	495	535	498
Monira Akter Bokul	Jigatola Model Govt. Primary School	355	474	497
Md. Sabbir Hossain	Jigatola Model Govt. Primary School	449	426	382
Mehedi Hasan	Jigatola Model Govt. Primary School	251	297	310
Shahnaz Akter	Jigatola Model Govt. Primary School	519	562	593
Raiyan Islam	Jigatola Model Govt. Primary School	257		
Jannatul Ferdous	Progoti Primary School	441	477	450
JannatulFerdous Papia	Progoti Primary School	429	515	452
Jannatul Ferdous	Progoti Primary School	441	477	450
Uma Rain Roy	Progoti Primary School	260		
Sheikh Taz Rian	Progoti Primary School	449	460	459
Uma Rain Roy	Jigatola Model Govt. Primary School	260		
Mohona Akter	Progoti Primary School	491	535	570

Table 5 : Details of Student's Academic Result of Class III



Academic Result, 2009

Class : IV

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Shakib Hossain Rabbi	Jigatola Model Govt. Primary School	560	593	617
Farjana Akter	Jigatola Model Govt. Primary School	566	569	590
Mamataz Akter	Jigatola Model Govt. Primary School	548	591	587
Nahid Bin Selim	Progoti Primary School	477	478	498

Table 7 : Details of Student's Academic Result of Class IV

