



Annual progress report on EQUIP

(Education Quality Improvement Project)

Period: January – December 2010

Education Support Programme

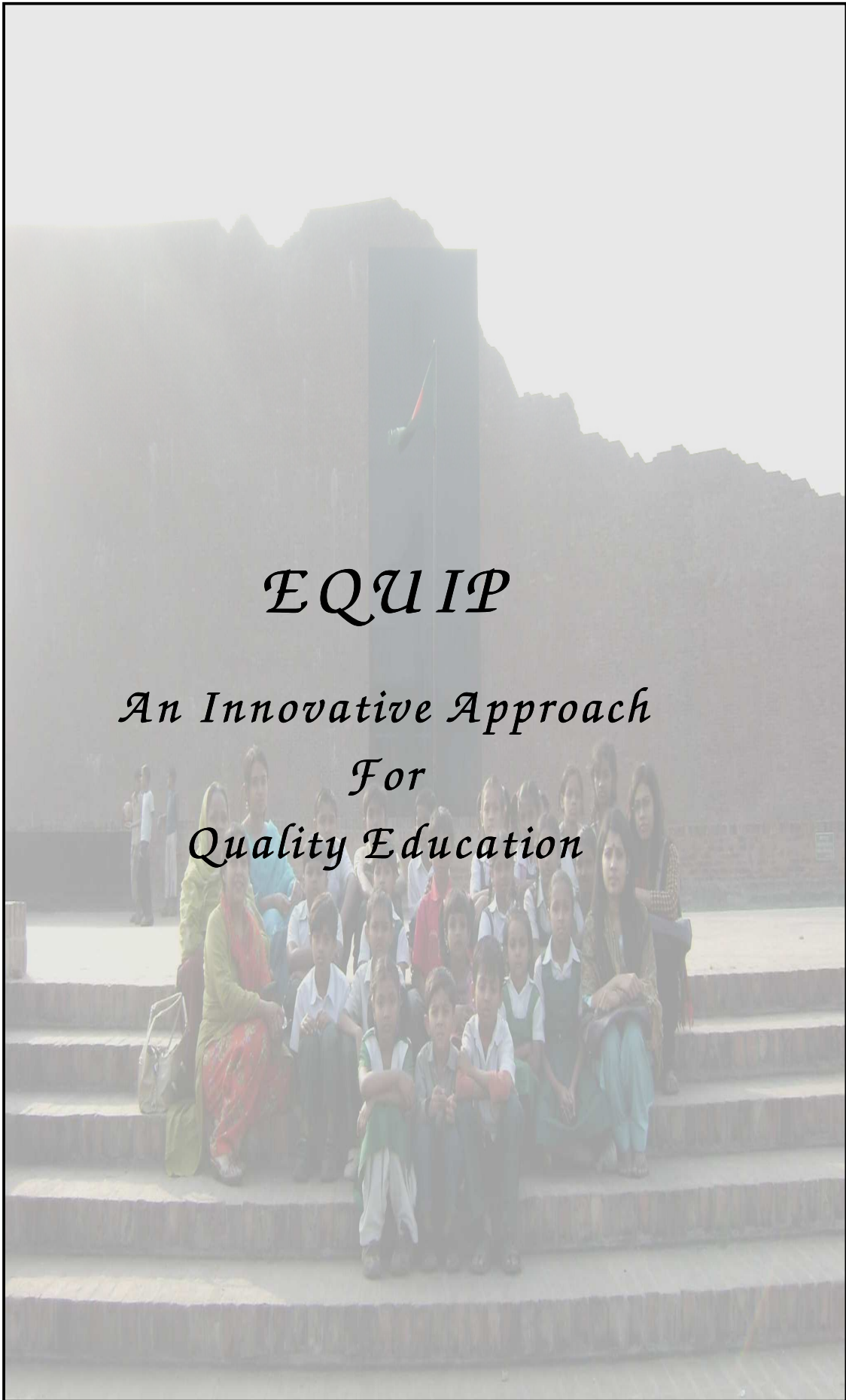
of



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 or overcast.

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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Annexure

1. Introduction:

EQUIP is the education support programme of **LEADS** (**L**ivelihood **E**ducation **A**nd **D**evelopment **S**ervices) and a Social Activity of TRK Consultancy Services. **LEADS** is an NGO registered with the Department of Social Welfare . 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 . 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.

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.

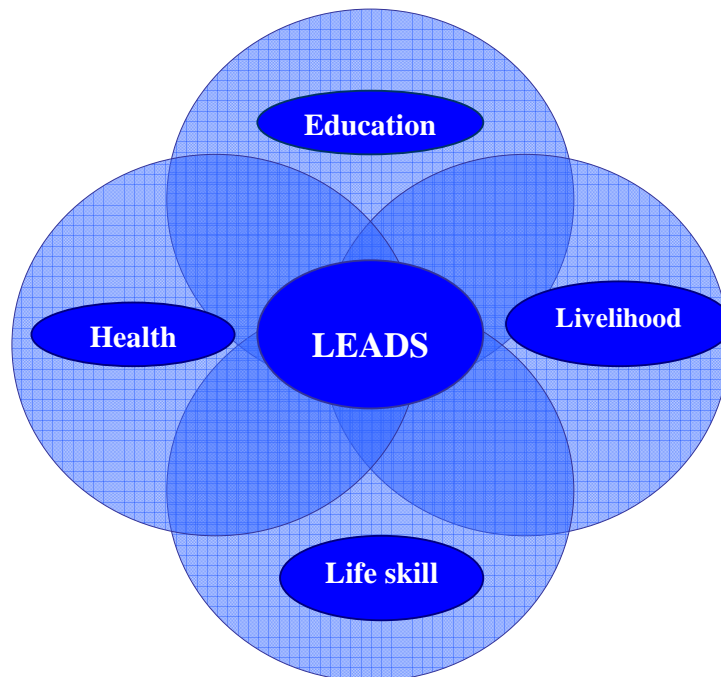
3. Livelihood Education And Development Services (LEADS) :

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 **QU**ality Improvement **P**roject (**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 : On going

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 2010

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. Main responsibility of a teacher is to make sure that the school home work and lesson is done properly. To make the knowledge sustainable the students are given responsibility to take issues from their text book and make presentation. The students got their full support for their terminal exams and final exam by the **EQUIP** teachers. Most of them did very well compared to their previous result. The students who did not do well either they were

not regular or were sick . Result are shown in annex- 1

b. ABC (Assessment Based Competency) Test:

As per system **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 the post assessment test was taken of the previous year as well as pre assessment of the existing class. As this test is mainly based on the prescribed class wise competencies from ELC it gives us the picture how far a child has achieved that and the support is provided accordingly. The school result does always not give us the actual picture as the results are sometimes influenced by the teachers.

c. 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 period 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 and behaviour 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 are irregular in school. According to the plan, LEADS paid the partial exam fees of 1st term examination to share the burden of the parents by inviting the guardian to take the fees.

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'10) 3 follow up meetings were held with the guardians . One meeting after the first term exam, on May when they came for health training and another in July to share the condition of the student and to get any suggestion that the guardian felt necessary for the well being of their children. Another meeting was held on 29th November 2010 for all class to share the academic result with guardians of 2nd term exam and aware them to be careful about the final 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

be 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. During this period it was informed that the mothers were quite serious about their child attending school as well as the center. The guardian also signed the homework copies of the children regularly to ensure their involvement as advised. Even some of the fathers came to the meeting as advised .

6.2.3. Capacity building of the targeted students:

Activities :

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



On 27th January 2010 LEADS sent the children to participate in the International Child Film Fare Festival 2010 at German Cultural Center , House-10, Road-09, Dhanmondi R/A, Dhaka to watch Parir Nam Moutushi movie (name of the Fairy is Mowtushi) to 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. The children were taken by its own rickshaw van. They were very excited as this is the second time they have participated . They enjoyed the movie very much and learned many things.

b. Study Tour :

As part of capacity building of the targeted student **LEADS** also arranges study tour. It also helps to



enrich their knowledge and build their capacity and develop them mentally. As part of study tour during this period they went to “ Swriti Showdha” (National Monument at Savar) on 5th February ‘10. As PATC and Jahangir Nagar University were in Savar we took the opportunity to show them the places.. They were excited to see the National Monument as they watched

the picture only in the TV and learnt about the history in their text book. It also encouraged them to know more about the history and culture. They also saw the migrated birds(Atithi Pakhi) at Jahangir Nagar University . The Chairman and the ED also accompanied them .

c. Share learning session with the student:

EQUIP team is arranging share learning session with the student. During the share learning session 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.



d. Develop peer educator:

All through out the learning process LEADS through it's EQUIP project is developing peer educator so that they can provide support to their peer as well as can develop leadership capacity . Till this period many children developed themselves as peer educator as they enjoyed mentoring their friend.

e. Recognition for good result :



The overall performance of the learners is good. All the learners could read Bangla and understand the subject matter discussed in the class. Learners can write a summary 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 **12th July-2010** 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. During this period one of the mothers also received prize as the best mother who was always concern about his son's studies and ensured his regular attendance in school and the center.

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.

g. Eid reunion and get together :



For the mental development 1st day after each Eid the children are asked to get together 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 16th September



2010. They enjoyed their Eid reunion very much. They sang, danced and played on this day.

i) Student 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 requirement by taking money from the bank. Some times LEADS put extra money in their bank based on their average attendance and good result . 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 that ill health pulls the children from school and they can not be regular and eventually drop out. So thinking of the health situation LEADS has incorporated 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 Sohrwardy Hospital or Justice Amin Ahmed Charity Clinic through its van car. 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. During the reporting period with mother the doctor saw the adolescent sisters of the children as well as the girl student.



b. Provide Tiffin :



To ensure 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 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 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 . 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 . Even the design is done by the organization staff. Emphasis is given on the quality of the stitch as well as the materials . It is not only giving them financial solvency but at the sometime women are being empowered by financial support and skill training. 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 became involved in the katha stitch project and developed themselves.

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 a discussion on gynecological problem of women by Dr Farhana Dewan Professor of Dhaka Medical College on 10th May as this is the common problem the mothers and girls have . First part of the discussion was about the general problems women face and how they can differentiate different pains. The doctor then sat with the women who had complain and gave prescription and advise during the second part . On July 12th we had

another training on the behavioral change of the children with their mother . The main discussion was to emphasize why the children are studying and how should they change their behaviour positively and implement their learning. And the third training was on environmental pollution/ resources on 29th November '10. This issue was taken from the textbook of the children so that the children can get the support from their parents when they want to apply that knowledge at home.



7. Financial Management :

The accounts of the project is kept up to date and in a systematic way. All the expenses are entered on daily basis . An accountant keeps all the records and accounts as per the standardized system . The financial year is counted from January to December . The financial statement of January to December 2010 is attached in **annex 2**

8. Visitors:



During this period two foreigners from Australia visited our project. Hearing form others they were very keen to see the activities. Michael Symons representing Cobra and Mongoose group from Australia visited the project on

17th May 2010. Richard Gay visited the project on 23rd September 2010. They saw the activities, spoke with the parents, visited the homes of the children to see their living condition. Michael Symons on behalf of Cobra and Mongoose group committed to share some cost to lessen the financial burden and Richard Gay committed to sponsor one child from grade 2 to start with.

9. Challenges:

9.1 Van Support :



The van support for children is still continuing to bring the children from school. It is indeed a good support as this gave children to become regular in the center and school but problem remained when we had to send them to distance places to avail the medical services from public hospitals. It becomes very unsafe for the children to travel so far. As mentioned 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.

9.2 Drop- out

❖ Change of address and school :

LEADS supports the children mainly from Jhigatola model government primary school and Progoti primary school. During this reporting period some children changed their address as the house rent has been increased. As they have changed their address they also have to change the school and does not fall within our selected school. Therefore they drop out from the centre.

❖ Private Tuition by the school teacher:

As we mentioned that going to private teacher is a pervasive factor with an amount of 300 to 500 taka. The children who are coming most of them used to go to Private tutor. The children who are coming to this center only have to pay 60-80 taka as monthly fees. Which covers not only their tuition cost but the education material cost as well as tiffin and other costs. Even though compared to the expenses involve (monthly 2500/- per child) the income from the fees is very negligible but it is charged as otherwise they will not give it that much of importance. As we are charging very minimum amount to involve them the parents felt the quality of teaching will not be good and they have taken their son. Raiyan Islam and Azizul Islam went to the private tutor of same school with an amount of taka 500/- taka per month last year. Fortunately no children dropped out due to this reason during this period but rather it was very interesting to note that Raiyan Islam who was taken by his parent in another private coaching by the School teachers came back again during this reporting period as his result deteriorated. He was again admitted as they were requesting and realized their fault. Moreover the sister who remained in the center did very well in their exam.

❖ Environmental Condition of the Children's home:



As mentioned early that the organization selected students from urban area especially Dhanmondi but their living condition is very poor. Most of the families live and share either toilets or rooms to lessen the financial burden. They do not even have proper electric supply. Even if they have frequent power failure prevents them from doing their everyday work, let alone the studies of the children! Due to this the children can not study properly and becomes sick frequently.

9.3 Fund limitation:

The fund still remained a problem . As mentioned early the project started with own personal fund with 12 students. As per the demand of the guardians it increased its number to 30 but fund remained limited. Even though there is other small one time funds from different individuals , government agencies and recent support from the foreign visitors the project did not receive any long term continuous fund . Due to fund limitation the project is not able to extend its support to more children.

10. Future Plan:

Work in Rural area:

Bangladesh is one of the world's poorest countries with average GDP per capita only marginally higher than the dollar a day as per international poverty standards. The disparity between the rich and the poor is widening, the problem of inequality is tremendously increasing , and large segment of the population are facing the threat of systemic marginalization and deprivation. Rural poverty remained more extensive than urban poverty. The government has not successfully devised any exclusive mechanism to address the needs of the poor and to uplift their standard of living. Because of wide spread poverty, many women, girls and children are compelled to work under subhuman condition. In different studies the quality of learning achievements was found to be much lower for girls and in rural areas.

Thinking of the quality of education in the rural areas LEADS has a plan to extend its support in Laksham, Comilla and Dhamrai , Dhaka, on pilot basis covering more children and schools. The initial work like selecting schools, talking with DPEO , Comilla and Dhaka, data collection are in process. As LEADS does not have any office yet in Comilla , process of establishing an office and center are also in process subject to funding from any source. Till now as no fund has been managed for the Comilla project , LEADS is still waiting to extend its programme in Comilla.

11. Conclusion:

EQUIP has completed its 3rd year with many bottlenecks in its path. LEADS took the bottlenecks as challenge from where it learned many things to develop its programme in a qualitative way. To achieve the goal of ensuring quality education for all and supporting the government to achieve MDG in due time LEADS is trying hard to involve all ! Ensuring quality education is the main goal of the present government also. It is hoped that all the people including the organizations , Banks through their CSR, Non Residents Bangladeshi and civil society will work hard to support this project to achieve its goal !

Annexure

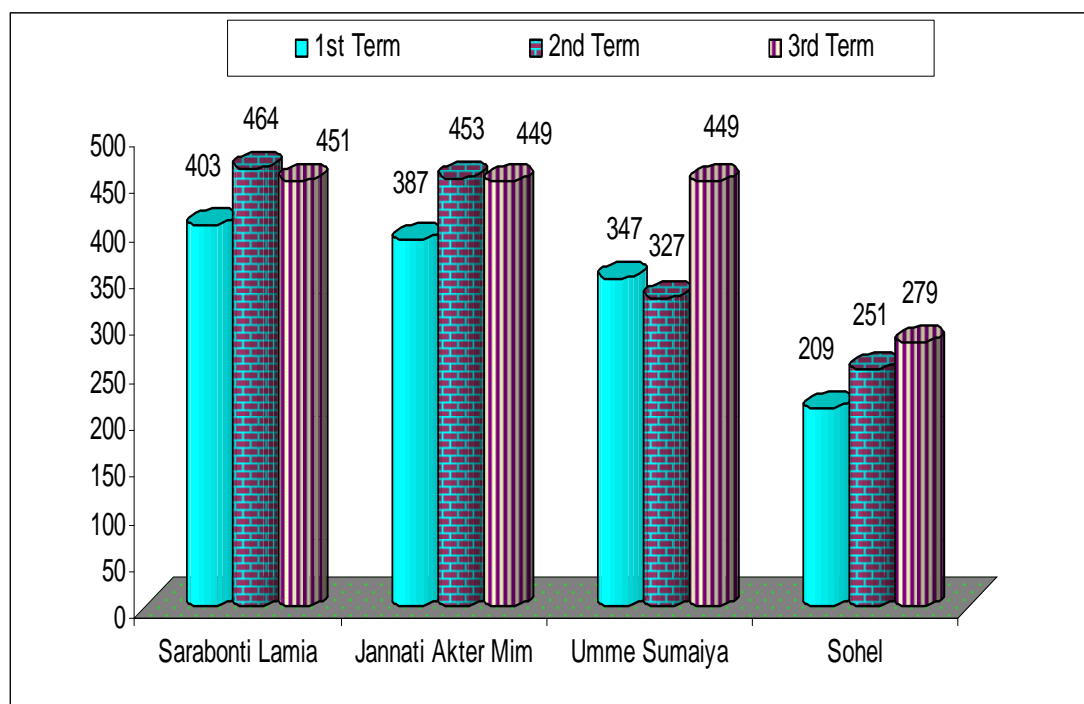
Annex – 1

Graphical presentation of Academic Result

Academic Result 2010
Class : : II

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Shrabonti Lamia	Jhigatola Model Govt Primary School	403	464	451
Jannati Akter Mim	Jhigatola Model Govt Primary School	387	453	449
Umme Sumaiya Akter	Jhigatola Model Govt Primary School	387 (6 th)	327	349
Md.Sohel	Jhigatola Model Govt Primary School	209	251	279
Tumpa Akter Riya	Jhigatola Model Govt Primary School	443(4 th)	484	459

Table 1 : Details of Student's Academic Result



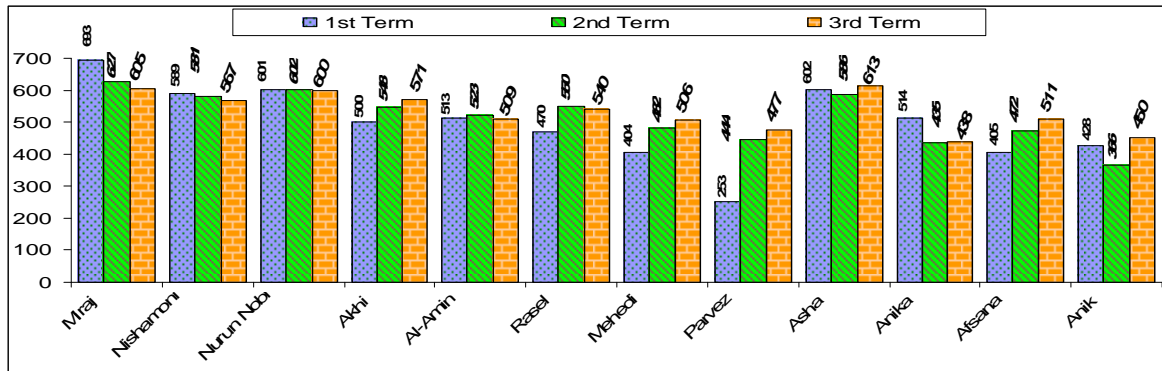
Graphical presentation of the Result

Academic Result 2010

Class : III

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Miraj	Jhigatola Model Govt. Primary School	639 (3 rd)	627(3 rd)	605(3 rd)
Nurun Nobi	Jhigatola Model Govt. Primary School	601(5 th)	602	600(4 th)
Akhi	Jhigatola Model Govt. Primary School	507	548	571(10 th)
Al-Amin	Jhigatola Model Govt. Primary School	513	532	509(13 th) sick
Nisha Moni	Jhigatola Model Govt. Primary School	589 (3 rd)	581	567
Khadija Akter Asha Moni	Jhigatola Model Govt. Primary School	602 (3 rd)	586	613
Mehedi Hasan	Jhigatola Model Govt. Primary School	404	482	506 (22 th)
Rasel	Jhigatola Model Govt. Primary School	470	550	540(15 th)
Parves	Jhigatola Model Govt. Primary School	253	444	444
Mehedi	Progoti Primary School	428	366	440
Afsana	Progoti Primary School	405	472	511

Table 2 : Details of Student's Academic Result



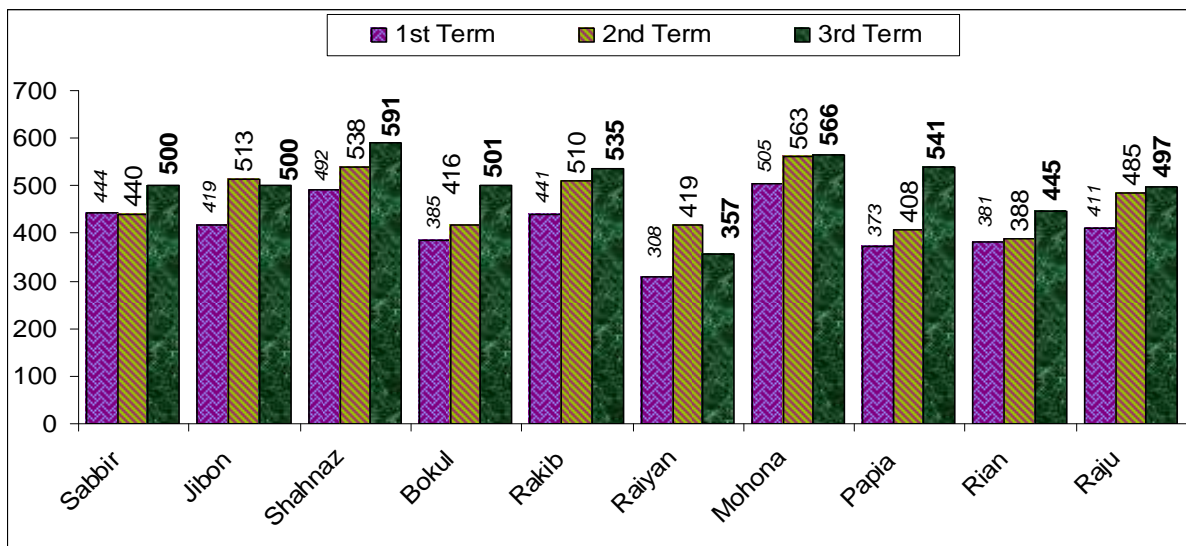
Graphical presentation of the Result

Academic Result 2010

Class : : IV

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Jibon	Jhigatola Model Govt. Primary School	419	513	500
Bokul	Jhigatola Model Govt. Primary School	385	416	501
Sabbir	Jhigatola Model Govt. Primary School	444 (3 rd)	440	500
Rakib	Jhigatola Model Govt. Primary School	441 (4 th)	510	535
Shahnaz	Jhigatola Model Govt. Primary School	492 (10 th)	538	591
Raiyan	Jhigatola Model Govt. Primary School	308	419	357
Ritu	Jhigatola Model Govt. Primary School	371	391	371
Raisul	Progoti Primary School	411	485	497
Mohona	Progoti Primary School	505 (6 th)	563	566
Rian	Progoti Primary School	381	388	445
Papia	Progoti Primary School	373	408	541(10 th)

Table 3 : Details of Student's Academic Result



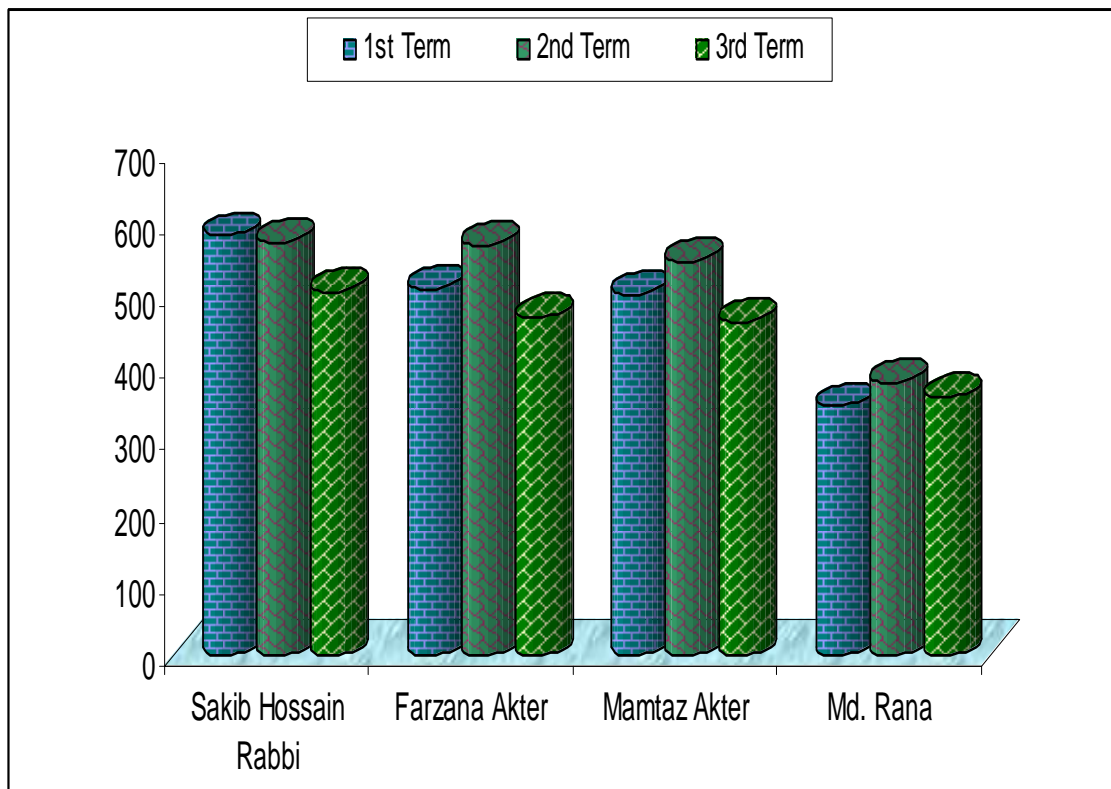
Graphical presentation of the Result

Academic Result 2010

Class : V

Name	School Name	1 st Term Result	2 nd Term Result	3 rd Term Result
Shakib Hossain Rabbi	Jhigatola Model Govt. Primary School	583 (3 rd)	574	505
Farjana Akter	Jhigatola Model Govt. Primary School	510 (6 th)	571	469
Mamataz Akter	Jhigatola Model Govt. Primary School	501 (11 th)	547	464
Md. Rana	Rayer Bazar Govt Primary School	346	380	359

Table 4 : Details of Student's Academic Result of Class IV



Graphical presentation of the Result