

NEWSLETTER

of

“Capacity Building for Local NGOs in Bangladesh” project

3rd issue: January – June 2010; Project Code No: BD-017D

Dear all,

Greetings from VERC!

This is the 3rd issue of the newsletter of “Capacity Building for Local NGOs in Bangladesh” project for the period of January - June 2010. The issue contains the narrative description of the accomplished activities of the period. Hope this document will be useful for the project participants as well as all concerned with the project.

Thanks and regards.

Capacity Building for Local NGOs in Bangladesh
Village Education Resource Center (VERC)

A BRIEF PROFILE OF VERC

The Village Education Resource Center (VERC) is a non-governmental organization which started its journey in 1977 as a collaborative project of Save the Children, USA and UNICEF. It became a legal entity under Society's Registration Act, in 1981, with the Department of Social Services in 1989 and with the NGO Affairs Bureau, Bangladesh.

VERC is working with the disadvantaged poor for their empowerment through improving their situation by attaining self-reliance. It always tries to address the emerging needs of the working communities and collaborates with various local, national and international NGOs and government departments in realizing their common goal of social development.

Since inception, VERC is working on different development aspects spreading all over the country. VERC implement its activities systematically in a planned way by consulting the community people and other development partners.

VISION: A self-reliant society based on justice, equity and sustainability where every human being has the equal opportunity to maximize their potentials.

MISSION: Establish and promote a dynamic and participatory sustainable process towards human development by empowering the people especially the disadvantaged through exploring, generating and mobilizing resources to improve their quality of life.

STRATEGY:

- Develop and institutionalize alternatives in the field of people's participatory development approach, methods and tools.
- Enhancing capacity of development actors as effective facilitator of people's participatory development process
- Implement innovative programs directly for linking and institutionalizing experiential learning.
- Explore, utilize, promote and facilitate people's capacity for innovativeness and undertaking different development initiatives.
- Identify, explore and mobilize local, public and private resources including human potentials for optimum output and overall development in the country.

AREAS OF INTERVENTION:

- Improvement of Livelihood
- Water, Sanitation, Hygiene Promotion, Arsenic Mitigation and Technology Development
- Education for Children and Adults
- Preventive and Clinical support on maternal and child health care
- Environmental Protection considering adaptation to climate change
- Disaster Preparedness and Management
- Integrated Disability issues in Community Development.
- Strengthening of Local Government
- Capacity Building of NGOs in Bangladesh

DIFFERENT SECTIONS OF VERC:

Main Interventions:

- Institution Building and Income Generation (IBIG)
- Education (ECD, Reflect, SUCCEED, Non Formal Education)
- Water, Sanitation and Technology Development
- Community Health
- Environmental Protection and Disaster Preparedness



Support Service:

- Training and Communication
- Research, Evaluation and Documentation
- Finance and Administration

TRAINING ON PRIMARY EDUCATION:

Education is a means of reducing poverty and improving the quality of life for children. There are 365925 teachers working in 82,218 primary level schools (with ten different types of school, including Madrasas) where 16001605 students are provided basic education (BBS, 2008) across the country. According to 'Education for all' and Millennium Development Goals, Bangladesh has made significant progress towards ensuring universal primary education. But still now all the students do not receive the benefit of quality education.



Figure 1: Conduction of a demonstration session by participant of PE training at POPI on 10 March 2010

Poor standard of education; high drop out rates; promotion of equity and accessing education; decentralization of education administration; and special needs education are the major challenges for accessing quality education.



Figure 2: Facilitator conducting extra curriculum session of PE training at RISHILPI on 20 April 2010

The quality of teaching and learning process, the school environment and children's learning achievements are also challenging. Poor qualification and lack of teacher motivation are also treated as challenges. (Quality Primary Education, UNICEF Bangladesh) To improve the quality of teaching and learning, and enhance student achievements, VERC has organized a seven day's basic training on primary education and a two days' follow up training on primary education under project - BD 017D titled as "Capacity building for Local NGOs in Bangladesh". During January to June, **19** Teachers and Supervisors received basic training on primary education in one batch and **141** Teachers and Supervisors received follow up training on primary education in six batches.

TRAINING ON EARLY CHILDHOOD DEVELOPMENT:

Early age is the best learning stage of every child. What the children learn at the early age they remember and practice them at a later age. Children learn most in joyful atmosphere. Pre-school is the place where toys, games and learning materials are used to develop language, math and social development skills. Teachers of these pre-school play an important role to develop psycho-social, emotional and cognitive development of a child. Therefore, teachers need to have sound knowledge on Early Childhood Development (ECD), child centered learning



Figure 3: Participants are developing ECD materials in Karu session at YMCA on 25 February 2010

activity, preschool activity and classroom management. In this respect, VERC organized basic and follow up training on ECD for 43 and 121 participants during the

reporting period. Twenty, seventeen, and six teachers and supervisors from POPI, SEEP and VERC respectively received the basic training in two batches. Besides basic training, one hundred twenty one (121) participants were imparted follow up training on ECD in six batches.



Figure-4: Practice of physical exercise by participants of ECD training at SEEP on 27 February 2010

TRAINING ON PREVENTIVE HEALTH CARE:

Prevention is better than cure. There are so many diseases such as infectious diseases e.g. cholera, dysentery, diarrhoea, measles, diphtheria, tetanus, tuberculosis, and poliomyelitis and parasitic diseases e.g., malaria, filariasis, and helminthiasis which can be prevented easily. Widespread malnutrition and



Figure 5: Opening Ceremony of Preventive Health Care training at SSS on 17 April 2010

inadequate knowledge on basic health care of people are responsible for illness and numerous deaths both in rural and urban areas. VERC's aim is to create awareness of people on common health problems

through health workers and related staff members. For this purpose, VERC organized a six day long basic training on preventive health care issues for health workers and related staff members of partner NGOs of TdH-Netherlands. This training course provided information and skill about primary health care and helped the participants to acquire knowledge of preventive measures on common health issues and management of preventive health care services. Forty one health workers and related staff members from SSS received this training in two batches.

TRAINING ON NORMAL SAFE DELIVERY:

In the late 1970s the Government initiated TBA training programme with an ultimate goal of providing trained TBA in each and every village to reduce maternal deaths. However, contrary to the expectations, no significant decline in maternal mortality occurred. Moreover, several studies have



Figure 6: Participant of TBA training demonstrating the cutting process of umbilical cord at SSS on 22 March 2010

shown that the trained TBAs were not attending sufficient proportion of births in the communities. Consequently, the government and the development partners abandoned TBA training. Although government discourage but till now in Bangladesh almost 85% of the births take place at home, mostly attended by women living in the neighborhood called Dais or elderlies. As a result, a high proportion of maternal and neonatal deaths are occurring. For reduction of maternal and child mortality to a great extent, VERC organized three basic and one follow up training on Normal Safe Delivery in collaboration with TdH Netherlands during the reporting period. A total of ninety-five TBAs received this training.

Among these participants 65 were from SSS to receive basic training and 30 from TDP-TdH received follow up training. This training is expected to enable them to provide proper antenatal care, conduct normal home births and also postnatal care and newborn care, and to identify obstetric complications for timely referral to proper service points.



Figure 7: Closing Ceremony of TBA training at SSS on 9 March 2010

FOLLOW UP TOT ON HEALTH:

Basic knowledge on training and health are required for a supervisory staff member to conduct basic and follow up training course on health at project level. In this regard, VERC organized a 7 days basic TOT on health during 24-30 July, 2009. In continuation of this training this year a follow up training was conducted during 10-11 February. This follow up training helped the participants to recall, revise and refresh the knowledge provided last year. A total of sixteen participants from four organizations (TdH, RISHILPI, SSS and AMRAH) participated in this training.

FOLLOW UP WORKSHOP ON CHILD PROTECTION POLICY:

Child Protection Policy is an important tool to any organization that is working with children to protect them from all kinds of violence. In this regard, VERC organized a basic workshop on Child Protection Policy Preparation during 28-29 July, 2009 under project BD 017D titled "Capacity building for Local NGOs in Bangladesh". This workshop was conducted for the senior staff members of TdH-Netherlands' partner NGOs

so that they can get a guideline to develop a Child Protection Policy for respective organization. In continuation of this workshop, a follow up workshop was conducted during 26-27 April, 2010. This follow up workshop helped the participants to finalize the developed Child Protection Policy draft by identifying the slip-up points and enriching the policy. This workshop was conducted by Mr. Shamsul Alam, the Deputy Country Representative of Save the Children Sweden-Denmark as the lead facilitator. Seventeen participants from 8 organizations (VERC, TdH, POPI, SEEP, RISHILPI, BSAF, SSS, and AMRAH) participated in the workshop. After completion of the workshop, all participants got committed to finalize and implement Child Protection



Figure 8: Opening Ceremony of CPP training at VERC on 26 April 2010

Policy of their respective organizations from 1st week of July. We hope that this workshop will enable the participants to implement the child protection policy successfully in their own organizations.

FOLLOW UP TRAINING ON FINANCIAL MANAGEMENT & AUDITING:

Flow of resource is essential for implementation of program/project. Organization faces different problems during implementation due to lack of skill, knowledge and capacity of personnel who are related to financial management. To improve the skill, knowledge and capacity of managerial staff members of TdH partner NGOs, VERC organized a five day long basic training on Financial Management & Auditing last year (2009). In continuation of the training, a follow up training on Financial Management & Auditing was conducted during 24-25 May, 2010. Nine participants from six

organizations (VERC, TdH, SEEP, RISHILPI, BSAF and SSS) participated in the training. The course provided knowledge and skill on budgeting, banking, auditing, internal checking system, financial reporting system etc.

FOLLOW UP TRAINING ON CRC

Adults usually tend to impose their choices on children without taking children's expectations or opinions into consideration. If children do not want to follow adult's decision they are likely to suffer abusive behavior, physical punishment and other forms of cruelty from adults. Most adults do not recognize the ability of children of expressing their opinions and have a role in household decision making. Lack of awareness about child rights among most of the adults is one of the contributing factors towards the establishment of child rights. VERC organized a five days basic training on CRC last year (2009). In continuation of the training, 5 batches of follow up training on CRC were conducted during May-June, 2010. A total of 95 participants from 05 organizations (RISHILPI, TDP-TdH, SSS, SEEP and VERC) participated in the training.



Figure 9: Participants are busy in a group work of CRC training at VERC on 29 June 2010

FOLLOW UP TRAINING ON PROJECT PLANNING AND LOGICAL FRAME WORK:

During the reporting period the VERC-CBLNB Project organized a comprehensive "Follow-up Training on Project Planning and Logical Frame Work" for senior and mid level managers of PDP, TDP and PNGOs of TdH Netherlands.



Figure 10: Participants are busy in a group work of Log Frame training at VERC on 14 June 2010

Shaikh A. Halim, Executive Director of VERC was present in the Opening Ceremony and Mr. Kazi Nabiul Huq a very competent resource person was the lead facilitator of the course. The follow up training on Project Planning and Logical Frame was conducted during 14-15 June, 2010. Nineteen participants from the partner organizations (VERC, TdH, SEEP, RISHILPI, BSAF and SSS) participated in the training.

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