

Annual Report

April 2017 - March 2018



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PAPRI

Poverty Alleviation through Participatory Rural Initiatives

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Contents

Particular	Page
Preface	
CHAPTER- 01	
1. Background	
1.1 Introduction	
1.2 Vision and Mission	
1.3 Goal of organization	
1.4 Objectives	
1.5 Core values	
1.6 Legal status	
1.7 Geographical coverage	
1.8 PAPRI offices	
1.9 Target Group	
1.10 Staff Strength	
1.11 Development Donors and partners	
1.12 PAPRI with Network	
CHAPTER- 02	
2. Program implemented	
2.1 Major program of PAPRI	
2.2 Program carried out during the reporting period (April 2017-March 2018)	
2.2.1 Children Education Program through Community Mobilization (CEPCM) at char area of Narsingdi district.	
2.2.2 Basic Literacy Project (64 districts)	
2.2.3 Community base services and effective education for deaf blind people in Bangladesh.	
2.2.4 Inclusion of Children with deaf blindness and multisensory impairments in mainstream education in Bangladesh	
2.2.5 Inclusion of people with deaf blindness and multisensory impairments in education and health in Bangladesh.	
2.2.6 Together we can! – Capacity Building to support youth with deaf blindness in india and Bangladesh	
2.2.7 Nippon volunteer support(NVS) Madhyomik school project	
2.2.8 Micro finance program	
2.2.9 Basic computer training and Adolescent development project	
2.2.10 Cow breeding	
CHAPTER- 03	
3. Training and Capacity building	
3.1 Summary Information of training cell	
3.2 Exchange visit and visitors	
CHAPTER- 04	
4. Management of the organization	
CHAPTER- 05	
5. Case story	
CHAPTER- 06	
6. Receipt & payment, income expenditure and Balance sheet	
CHAPTER- 07	
7. Ellipsis	

Preface

PAPRI (Poverty Alleviation through Participatory Rural Initiatives) is a non-government; non-political, voluntary development organization was established in 1999 at the aim to build poverty free and harmonious society where people will have a better socio-economic condition with a better life and livelihood. From its inception, **PAPRI** has been implementing its different development activities taking financial and technical supports from government, national, international and UN agencies. Furthermore, it is keeping very close connection with target people, local community people and local administration. **PAPRI** is working for its target people as well as general people of its working area. The organization has morally accountability to all level people and its donor, partner and government. Simultaneously this organization always appreciates relevant suggestions, opinions and comments from all for its future development plan. With this view, every year **PAPRI** has been publishing Annual Report of the organization. **PAPRI** keeps its foot at 19th year. We have taken initiative to publish Annual Report for the year 2017- 2018.

I am delighted to say a few words on accomplishment of activities during the last year 2016-2017. Keeping its vision and mission statements in the forefront, it continually and successfully applied participatory methods to various creative and innovative development endeavors.

Last year **PAPRI** has implemented different planned and non planned activities. It is difficult to portray all implemented activities due to size of report and gathering/processing all information's. My gratitude goes to the respective program staffs who worked under tremendous time constraint over the year. In this report only main activities and information's have been written.

I want to pay my deepest felicitation to our target people who actively co-operated us to implement the activities. I wish to pay my cordial thanks upon them who have been actively participated in preparing this annual report. I also sincerely thanks all who have been involved with continuous contribution and hard work for achieve all successes. They usually spent many long hours in implementing program activities in the field and finally reached to the target. Their commitment in achieving the target of the organization unambiguously shows a great team spirit. I hope they will continue their cordial effort to achieve **PAPRI's** objectives.

It is furthermore, a pleasure to publish this annual report in order to share it with all our development partners and stakeholders. I take this opportunity to express my profound gratitude to the donors, partners who in general have counted on us for years by giving opportunities to improve life of the people in this area who are mostly suffering from various adversities. I am grateful to **Shapla Neer=Citizens Committee in Japan for Overseas support, Centre for Disability in Development (CDD), Manusher Jonno Foundation (MJF), National Forum of Organization Working with disable(NFOWD), Shishu Odhikar Forum** and other compatible organization for their all out cooperation and support. I would also like to thanks government officials, upazila and district administration, people's representatives, teachers, educationists, development workers, journalists and community people as well as whose year round cooperation incredibly contributed to the preparation of this report.

I am indebt and my warm thanks to all members of the General Committee and Executive committee of the organization, whose direct support and generous inspiration from the back of the screen was a strong mental inspiration for the team and me to carry out the task of the organization.

I am seeking cooperation from all the regarding corner and would like to request all to go through our Website: www.papri.org

I wish the best of all.

**Abu Based
Executive Director
PAPRI**

CHAPTER-01

1. BACKGROUND

1.1 Introduction

PAPRI (Poverty Alleviation through Participatory Rural Initiatives) was inceptioned in July 1999 with registration from NGO Affairs Bureau, Bangladesh vide no. 1424. Initially, it was a development endeavor of SHAPLA NEER = Citizens' Committee in Japan for Overseas Support that was performing its development works in Bangladesh since 1987; and **PAPRI** commenced as an independent entity with carried over some initiatives from it. At that time, **PAPRI** had implemented its programs through two project offices located in Narayanpur and Amlabo which were initially known as **Community Development Centre (CDC)** of SHAPLA NEER.

PAPRI's efforts are directed to execute activities based on community issues through participatory approach and decision making on the identified problems to find out relevant solutions. As **PAPRI** works with the disadvantaged and marginalized family members, its target population includes the poorest of the poor, the downtrodden segment of the society, handicapped persons, adolescent girls, members of agriculture-based families and destitute women. **PAPRI** is trying to empower them by providing cooperation especially in terms of technical support, advocacy for their rights and privileges as well as economical development.

PAPRI works more closely with the poor and disadvantaged people in the rural areas, where there is a dire paucity of initiatives by development organizations. **PAPRI** is also covering a part of urban and remote char areas and is interested in identifying all those in need of assistance for an improved life and creating an environment to analyze the potentials and pinpoint strengths and weaknesses so as to ensure proper services with easy access to samity and streamlining of self-reliant programs of **PAPRI**.

1.2 Vision and Mission

Vision

The vision of **PAPRI** is that target people will have socio-economic development with capacity, empowerment and respect in the society through mobilization of local resources. They will act as a development partners as a whole, so thereby reflect peace and harmony in the society.

Mission

PAPRI is forwarding to mobilize local resources to alleviate poverty and establish a just, equitable and respectful life of the socially-distressed people. To have a just society we are challenging poverty through the mobilizing and utilizing of local resources to develop capacity of human, social capital of the target people.

1.3 Goal

PAPRI believes in everyone's right to stand on their own feet i.e. to enjoy self-determination and self-reliance by achieving socio-economic development, and considers '**Empowerment**' of the common people a dire necessity for improving their life. Had the target people become empowered, they would be able to protect themselves from all social adversities and improve socio-economic condition by their own initiatives and capacity building through participatory process, which also can contribute to the realization of their fundamental and social rights.

1.4 Objectives

PAPRI has the following five major objectives:

- Target people will be equipped with proper knowledge, awareness and skill to form group and avail group-based services and family-based proper motivation so that they can struggle themselves for their existence and sustainability.
- Target people will have easy access to the basic public services paving to the realization of their human rights so that they could survive and lead their life with dignity in the society.
- Target people will obtain proper opportunities of micro-finance activities through their active participation so that they can be economically stable and socially dignified and can participate copiously as a member of the society.
- Community people's participation will be ensured to mobilize the local resources to implement integrated rural development.
- Distressed people will be organized and capacitated through trainings on life improvement skills

to attain sustainable socio-economic development.

1.5 Core Values

PAPRI is a value driven organization. It strongly believes that values are the foundations on which an organization is based and these represent the core beliefs and convictions of an organization. In fact, values always describe what the organization stands for. Values establish moral and ethical priorities, which serve to guide all organizational activities. The organizational principles, standards and qualities are also reflected through practicing values. **PAPRI** has identified the following organizational core values and it places equal importance on all these aspects.

- Transparency
- Accountability
- Participation
- Credibility
- Equality
- Gender responsive.
- Innovation
- Dynamism
- Professionalism
- Secular and democratic environment
- Friendship
- Disable friendly
- Cooperation

1.6 Legal Status

PAPRI is registered with following government authorities:

SI no	Registration authority	Registration no	Date of Registration
01	NGO Affairs Bureau, Bangladesh	1424	16.09.1999
02	Social welfare Department, Bangladesh	N-0548	23.06.2016
03	Micro Credit Regulatory Authority, Dhaka	00571-00090-00107, MRA: 0000110	15.01.2008

1.7 Geographical Coverage

PAPRI has commitment to work anywhere in Bangladesh. It gives priority to geographically char areas (isolated land scattered and separated from main land and surrounded by rivers), Haor and revering areas. On the basis of poverty– **PAPRI** gives priority which is in under poverty line. Depending on people's need and availability of financial and technical support **PAPRI** always choices those areas where people are less served and vulnerable.

At present **PAPRI** is working on the following geographical areas:

District: Narsingdi and Mymensingh

- Narsingdi district- All six upazilas (Belabo, Monohardi. Raipura, Shibpur, Polash and Narsingdi sadar)
- Mymensingh district - (Ishwargonj upazila),

1.8 PAPRI offices

SI No.	Name of offices	Address
01	Head Office	Village- Narayanpur, P.O. Narayanpur Upazila- Belabo, District- Narsingdi
02	Liaison Office	153/1 Court Road (3 rd floor), Bilashdi, Narsingdi
03	Narayanpur Unit Office	Village- Narayanpur, P.O. Narayanpur, Belabo, Narsingdi
04	Amlabo Unit Office	Village- Amlabo, P.O. Char Amlabo, Belabo, Narsingdi
05	Baroicha Unit Office	Village- Khamarer Char, P.O. Hossain Nagar, Belabo, Narsingdi
06	Morjal Unit Office	Village- Botiara, P.O. Morjal, Raipura, Narsingdi
07	Baherchar Unit Office	Village- Baherchar, P.O. Pirijkandi, Raipura, Narsingdi
08	Poradia Unit Office	Village- Poradia, P.O. Poradia, Belabo, Narsingdi
09	Sapmara Unit Office	Village- Sapmara, P.O. Sapmara, Raipura, Narsingdi
10	Radhaganj Unit Office	Village-Sherpur, P.O. Radhaganj, Raipura, Narsingdi
11	Bashgari Unit Office	Village- Bashgari, P.O. Bashgari, Raipura, Narsingdi
12	Narsingdi Sadar Unit Office	335/7, Velenagor, Narsingdi Sadar, Narsingdi
13	Paratoty project office	Village- Paratoly P.O -Paratoli bazar,Raipura,Narsingdi
14	Paratoly unit office	Village & Post office – Moddow Nagar,Paratoly,Raipura,Narsingdi
15	Ishorgonj Sadar unit office	Village- Charsehari, P.O.Ishargonj, Upazila- Ishorgonj, Mymensingh
16	Maizbag unit office	Village-Maizbag, P.O. Maizbag, Upazila- Ishorgonj Mymensingh
17	Athrobari unit office	Village-Teluary, P.O. Atharobari ,Upazila- Ishorgonj, Mymensingh

1.9 Target groups:

■ Poorest of the poor/Ultra poor people ■ Poor people ■ Persons with disabilities ■ Adolescent girls ■ Children ■ Women ■ Marginal farmers ■ Acid survivors and General people.

1.10 Staff strength (As on March 2018)

SI #	Staff category	Male	Female	Total
01	Senior Management	08	0	08
02	Mid Level Management	05	01	06
03	Front Level Management	11	02	13
04	Front Level Staff	59	33	92
05	Supporting Staff	17	06	23
Total:		100	42	142

1.11 Development Donors and Partners

- SHAPLA NEER= Citizen's Committee in Japan for Overseas Support
- Centre for Disability in Development (CDD)
- Livestock Department of Bangladesh Government

1.12 Membership with Network

PAPRI is developing network with likeminded organization for different issues are given below:

- ADAB (A Coordinating body of NGO's in Bangladesh)
- NFOWD (National Forum of Organizations Working with the Disabled)
- Shishu Odhikar Forum
- NJSSS (Narsingdi Jela Shwechhashebi Somonnay Sangstha)

2.1 Major Programs of PAPRI

PAPRI has been implementing many program interventions from its inception to solve problems of targeted people. It has implemented a number of programs/projects over the year. Major programs/projects are shown in the table underneath.

2.2.1 Children Education Program through Community Mobilization (CEPCM) at char area of Narsingdi

SL#	Project
1	Children Education Program through Community Mobilization (CEPCM) at char area of Narsingdi district
2	Basic Literacy Project (64 districts)
3	Community base services and effective education for deaf blind people in Bangladesh
4	Inclusion of Children with deaf blindness and multisensory impairments in mainstream education in Bangladesh
5	Inclusion of people with deaf blindness and multisensory impairments in education and health in Bangladesh.
6	Together we can! – Capacity Building to support youth with deaf blindness in india and Bangladesh
7	Nippon Volunteer Support (NVS) High School Project
8	Micro finance program
9	Basic computer training and Adolescent development project
10	Cow breeding

district.

Raipura is a river basin char area of Narsingdi district where some of its main portion is isolated from main land called char area which is undeveloped compare to other part of Raipura which reflects mainly on education especially on primary education. The literacy rate of Raipura upazila is 40.05% and this is the lowest rate out of each six upazila in Narsingdi district (Source: Census report of 2011) as Raipura upazila is having 06 char unions. Paratoli union is one of char union under Raipura upazila and having several government primary schools, Kindergarten, Madrasha but children enrollment rate is very poor. Every government primary school, kindergarten and Madrasha has a School Management Committee but most cases SMC are not active, teachers are not performing as it should be; local govt. institution is not aware on that matter. Parents are not feeling any headache about their children and some parents reluctant to send their children in school due to unconsciousness and unaware. (Source : Midterm evaluation of ECEPF project)

Though government interferences are there but lack of community awareness child enrollment still poor than other part of Raipura. Here one big problem is that a good number of children who usually missed out from child survey due to careless of SMC. Even due to unconsciousness of community people are helping to boost up drop out children from school before completed their education. The biggest cause of this is the inability/insincerity of SMC of regarding school and school teachers. Although, there are supposed to be access for all children to Government primary schools. Though some intervention including govt. primary schools are there in Paratoly but the present situation says that the condition of children education is in under crucial.

PAPRI worked in Bashgari and Mirzarchar isolated char unions of Raipura upazila through different development interventions say adolescent functional education program, child education program and so on and in this connection **PAPRI** has been gathering experience on char areas since 2006 in order to ensure all children's in education under primary level through giving support to poor children such as; center base coaching facility, education materials distribution and providing stipend facility. At the same time **PAPRI** has come to know the present problem including latent needs of char people. Gathering experiences from previous activity **PAPRI** changes program designed as community mobilization instead of direct supports to stakeholders. Under all above circumstances, **PAPRI** has taken **CEPCM** project in Paratoly.

Goal:

All targeted children are under the primary education without repetition.

Purpose:

All targeted children are regularly learning at primary school, even repeating in a year.

Beneficiaries/Target Group: All school aged children (12 Schools) Direct- dropout students 243 & Not admitted children-313, Total=556 children. Indirect- 4829 students of pre-primary to class-five in twelve schools.

Output wise yearly Target/Achievement status (2017-2018)

Output	Class	Particulars	Yearly Target (2017-2018)	Yearly Achievement
Output-1: Targeted SMCs are skilled to administer primary school		Two SMC meeting organized by project staffs in each school (12 schools X 2 times)	24	24
		Participants in meeting (24 X 11)	264	198
		Jointly SMC meeting organized by project (1 meetings x 2 times)	2	2
		Participants in meeting (12 Schools x 2 persons + UP education standing committee member & others 6 persons)	60	67
		SMC orientation for new SMC member	2	2
		Participants in SMC orientation	60	73
		One SMC meeting organized by their own initiatives in each quarter (12 schools X 4 times)	48	32
		Participants in meeting (48 X 11)	528	239
		Individual communicate to SMC by project staffs (12 schools x 2 SMC x 12 months)	288	392
		Action taken by SMC member:		
		a) Children home visit (3 persons x 12 months x 12 schools)	432	433
		b) School visit (3 persons x 12 months x 12 schools)	432	446
		c) Raise their voice in UP, Upazila (3 persons x 12 schools)	36	38

Output	Class	Particulars	Yearly Target (2017-2018)	Yearly Achievement
Output-2: Community people, elite persons and guardian's take care to enroll children including continuation in primary school.		Collect children information (Children survey- 1 Union x 1 time)	1	1
		Children home visit by COT (2 homes x 12 schools x 12 months)	288	443
		Children home visit by Volunteers (4 homes x 12 schools x 12 months)	576	485
		Village meeting (12 Villages X 1 meeting)	12	20
		Group discussion meeting (4 meetings x 10 months)	40	42
Output-3: Teachers are informed to take care children in primary school.		School teachers meeting by project staffs (2 Meetings x 12 schools)	24	24
		Annual sports at school (12 schools x 1 time)	12	12
		International literacy day observe (12 schools x 1 time)	12	12
		Monthly school visit by COT (12 schools x 10 times)	120	150
		Fortnightly school visit by Volunteer (12 schools x 20 times)	240	262
	৩৩৩	Total student in class-I		844

		Appeared in 1st terminal examination/2nd terminal-2nd q./Final exam		726/694/689
		Passed in 1st terminal examination/2nd terminal-2nd q./Final exam		622/581/607
		Pass rate (%)		86%/84%/88%
	Class-II	Total student in class-II		821
		Appeared in 1st terminal examination/2nd terminal-2nd q./Final exam		748/713/712
		Passed in 1st terminal examination/2nd terminal-2nd q./Final exam		597/590/593
		Pass rate (%)		80%/83%/83%
	Class-III	Total student in class-III		738
		Appeared in 1st terminal examination/2nd terminal-2nd q./Final exam		674/627/636
		Passed in 1st terminal examination/2nd terminal-2nd q./Final exam		535/509/546
		Pass rate (%)		79%/81%/86%
	Class-IV	Total student in class-IV		714
		Appeared in 1st terminal examination/2nd terminal-2nd q./Final exam		652/627/611
		Passed in 1st terminal examination/2nd terminal-2nd q./Final exam		552/505/544
		Pass rate (%)		85%/81%/89%
	Class-V	Total student in class-V		640
		Appeared in 1st terminal examination/2nd terminal-2nd q.		600/565
		Passed in 1st terminal examination/2nd terminal-2nd q.		528/461
		Pass rate (%)		88%/82%

Output	Class	Particulars	Yearly Target (2017-2018)	Yearly Achievement
	Class-V (DR)	Target to include in DR		640
		Included in DR		598
	PEC Examination	Appeared in PEC examination		579
		Passed in PEC examination		527
		Pass rate (%)		91%
		Mothers meeting at school (Class-V students) 12 Schools x 1 meeting	12	12
		Participant in meeting (12 Schools x 40 mothers)	480	405
Output-4: Union Parishad provides birth certificate including involves in primary school development activity		Engage AUEO in project activity (3 Times in a year)	3	3
		Birth registration certificate submitting in school at admission time of class I- 2017/2018 (1 birth certificate for 1 student)	844 (2017)/ 754 (2018)	705 (2017)/ 717 (2018)
Output-5: Educational administration shows attention to enhance the capacity of SMC.		News publish in mass media (4 Times in a year)	4	2
		Project sharing meeting at District level	1	0
		Participant in sharing meeting	30	0
		Project sharing meeting upazila level	1	0
		Participant in sharing meeting	25	0
		Linkage and liaison with Educational Department (12 Months x 1 time)	12	21

Others	Meeting with project staffs (12 Months x 1 meeting)	12	12
	Meeting with Volunteers (12 Months x 1 meeting)	12	12
	Quarterly meeting with SN (4 Quarters x 1 meeting)	4	2
	Project concepts sharing for staffs and volunteers (One time in a year)	1	1
	UP Education Standing Committee meeting	0	1

Outcomes:

1. This year all schools (12 GPS) organized SMC meeting by their own initiatives and have taken necessary decisions for school. Now, SMC members are taking little initiatives such as monitor teachers, check attendance of students and organize SMC meeting.
2. To meet up teacher shortage at schools, Para teachers are recruited by SMC to continue classes.
3. 2 SMC orientations held for new SMC members in this year.
4. 20 village meetings with 353 participants and 42 group discussion meetings with 375 participants were held in this year
5. 227 irregular students have become regular out of 270 irregular students. SMC, school teacher and project staffs are emphasized on reducing irregularities from each school
6. Enrollment rate has been increased than the previous year. (Enrollment rate was 76% in 2015, 87% was in 2016, 99% was in 2018 and this year 99% also).
7. During children admission in school, teachers are collecting birth certificates from the guardian. Birth certificate rate has been increased gradually. 2015-57%, 2016-62%. 2017-84% and 2018-95
8. *AUEO participated in a mothers' meeting and proposed to mothers to ensure Tiffin box for class five students (81 students). Then 18 guardians provided 1400/- (One thousand four hundred) taka in cash to school for purchasing Tiffin box.*
9. All school (12 GPS) organized annual sports in this Year and AUEO of Raipura upazila Ms. Rebeka Sultana took participation in two school sports program where local elite, UP also come up with contribution and cooperation. In this regard, some are as follows:
 - *Chairman of Sonabalua GPS Mr. Saiod hossain contributed 5000 taka to school for annual sports.*
 - *Acting head teacher of Madhyhanagar madhyapara GPS Mr. Keramot Ali contributed 1000 taka to buy annual sports prizes.*
 - *Elite persons of Kacharikandi uttarpara Makbul hossain, husband of SMC member Beauty begum provided prizes for teachers by taka 2000/-*
 - *Elite person of Paratoly GPS, Mr. Abul Hossain provided 3500 taka to school for purchasing prizes of annual sports.*
 - *UP Education standing committee member Ms. Maleka begum participated with 12 pieces plate in annual sports at Singrapur GPS.*
 - *SMC chairman provided 05 pieces umbrella for school teachers.*
 - *SMC member of Singrapur contributed with 500 taka for Singrapur annual sports*
 - *UP education standing committee member Mr. Mojibur Rahman gave 500 taka to Singrapur GPS for organizing annual sports at school.*
10. UP administration including local elite persons have come up with positive attitude towards children education. Through SMC,UP and local elites contribution a lot of school activities are performed during the reporting year as follows:
 - At Azizpur GPS SMC and local elite persons ensure school field hole filling by taka 1,50,000

- Getting information from the SMC orientation about SLIP (School Level Improvement Project) fund, instantly Singrapur SMC organized SMC meeting and discussed about SLIP fund. Finally they used that amount in school development work. Such as: Tube well repairing, chair making etc.
- *SMC chairman Mr. Saïod hossain provided a sub meter by taka 1250 to school.*
- *At Azizpur GPS, by the initiative of SMC about 25 feet wall is prepared beyond of the school by the land owner. Now school is safe from bad smell (Cow dung).*

Learning's

- SMC's activeness in School ensure certain development for GPS
- UP engagement is very positive for ensuring good school activities

Challenges:

- Regular class in all school
- Students at risk at dropping out
- Active Role Playing of UP Education Standing Committee
- Active participation by SMC in school activities
- All student Appearance in Terminal Examination

2.2.2 The constitution of '**Government of the People's Republic of Bangladesh**' has assured to offer equal opportunities for all by eradicating the illiteracy and committed to establish the **EFA (EducationFor All)**. Beside these, the ruling government is bearing the political manifesto to eradicate the illiteracy from the society within a certain period. According to the survey of **BCS-2017**, about 27% peoples are illiterate in Bangladesh those having age in-between 15 to 45. Due to this illiteracy, a large number of people cannot participate actively on the ongoing development activities adopted by the government. Under the above circumstances, Bangladesh government has taken the project named '**Basic Literacy Project (64 district)**' adopted through **ECNEC(Executive Committee of the National Economic Council)** on 11 February 2014 in order to develop human resource by eradicating illiteracy from the society.

Project name: Basic Literacy Project (64 districts)

Donor: Government of the People's Republic of Bangladesh

Goal: To provide life skill basic literacy training among the illiterate having age in between 15 to 45

Purpose: To take part in positive participation on **National Non Formal Education Policy 2006** and **National Education Policy 2010**

Beneficiaries:

Total Illiterate persons are 17760 where female 8880 and male 8880

Major Activities:

1. Survey conduction
2. Surveyor recruitment
3. Teacher recruitment
4. Supervisor recruitment
5. Conduct Orientation
6. Learner selection
7. Learning center selection
8. CMC form
9. ULC form
10. Participate at UNFEC meeting
11. Reporting

Target versus achievement:

Sl no	Activity	Target	Achievement
1	Survey conduction	8 unions	8 unions
2	Surveyor recruitment	72	72
3	Teacher recruitment	592	592

4	Supervisor recruitment	15	15
5	Orientation	02	02
6	Learner selection		17760
	Male	--	8880
	Female	--	8880
7	Learner list approval by UNFEC	17760	17760
8	Centre list approval by UNFEC	296	296
9	Learning center selection	296	296
10	CMC form	296	296
11	ULC form	8	8
12	Participation at UNFEC meeting	5	5
13	Reporting	5	5

Learnings:

Local people are showing positive attitude and embraced the program activities spontaneously.

2.2.3 Community base services and effective education for deaf blind people in Bangladesh.

Background of the Project:

PAPRI has a long experience with disable issue and has been working for last 15 years with financial and technical support from **National and international agencies**. To address the issue **PAPRI** teamed up with **Shapla NEER (Citizen Committee for Overseas support)** in **2003** and in **2005** teamed up with **CDD (Centre for Disability in Development)** to address the same issue in its working area and has been providing different support such as Primary Rehabilitation therapy (**PRT**), Assistive device distribution, Referral support IGA support, loan support, Training support, advocacy and awareness support etc.

Bearing an experience with disable issue, **PAPRI** found all handicapped peoples are not showing same requirements and same needs. Under these circumstances, **PAPRI** started some special activities under Deaf blind project in 2009 with financial & technical support from **CDD** for the handicapped person having combined problems with eye, speech and hearing where they mostly need special care.

Through a long journey, **PAPRI** found 36 disable peoples those are having deaf blind problems in different ages and those can be capacitated giving support through IGA & ADL support and under these situation **PAPRI** has started '**Community base services and effective education for deaf blind people in Bangladesh**' project with financial & technical support from **CDD** in **2017**.

Name of the project:

Community base services and effective education for deaf blind people in Bangladesh.

Project Purpose:

To improve comprehensive development including the mobility and skill of the deaf blind people in Bangladesh and inclusion them in the mainstreaming of the society.

Total beneficiaries: 36 persons

Working Area: Narsingdi District

Project Donor: Jersey Overseas aid Commission (JOAC)

Project Duration: April 2017 to March 2020

Major Activity:

1. New client identification
2. Home base service
3. Client follow up
4. Functional assessment
5. Develop IEP
6. Develop case story
7. Clinical assessment
8. Need base device distribution
9. IGA support
10. Referral service support
11. Teacher training
12. Family counselling
13. Advocacy meeting
14. Reporting

Accomplished activities during reporting period:

Sl no	Activity	Target	Achievement
1	New client selection	10	2
2	Home base service	10	10
3	Client follow up	8	8
4	Functional assessment	3	2
5	Prepare Individual Education Plan(IEP)	5	2
6	Prepare case story	8	5
7	Clinical Assessment	5	5
8	Need base device distribution	6	7
9	IGA support	2	2
10	Referral service support	10	10
11	Arrange/ Conduct/ teacher selection for training	10	10
12	Family counselling	72	80
13	Advocacy meeting	1	1
14	Reporting	12	12

Outcomes:

1. Teacher's attitude are changing so that they are coming up in favour of deaf blind students
2. Four clients have improved on ADL
3. Seven clients condition have improved after receiving assistive device through the project
4. Physical health condition of five clients are improved
5. Two clients are involved in income generating activities
6. Family member are showing more attention after the project intervention

2.2.4 Inclusion of Children with deaf blindness and multisensory impairments in mainstream education in Bangladesh

Background of the Project:

PAPRI has been working with disabilities issues in its working area since 2003 and time to time has been harvesting different knowledge on the issue for last 15 years. Showing up one of the most vital component of the development activities **PAPRI** has been trying a lot to make betterment of the handicapped people in its working area with financial and technical support from **National and international agencies**. To address the issue **PAPRI** teamed up with **Shapla NEER (Citizen Committee for Overseas support)** in 2003 and with **CDD (Centre for Disability in Development)** in 2005 to address the same issue in its working area and has been providing different support such as Primary Rehabilitation therapy (**PRT**), Assistive device distribution, Referral support IGA support, loan support, Training support, advocacy and awareness support etc to the disable peoples.

As having an experience with its long journey with disable issue **PAPRI** found all handicapped peoples are not showing same needs with same manners & requirements. Considering the present situation regarding disable issue, **PAPRI** started some special activities under Deaf blind project in 2009 with financial & technical support from **CDD** for the handicapped person having combined problems with eye, speech and hearing where they mostly need special care.

PAPRI found 18 disable peoples in its working area those are having deaf blind problems in different ages mostly those are children and can be geared up giving support on education (such as education materials, admission in school, Nutrition support). Under these situation **PAPRI** has started '**Inclusion of Children with deaf blindness and multisensory impairments in mainstream education in Bangladesh**' project with financial & technical support from **CDD** in 2017.

Project name:

Inclusion of Children with deaf blindness and multisensory impairments in mainstream education in Bangladesh

Project Purpose:

Improve the education level by creating the positive environment for the deaf blind children in Bangladesh and inclusion them in the mainstreaming of the society.

Total Beneficiaries: 18 persons

Working Area: Narsingdi district

Project Donor: Centre for Disability in Development (CDD), Sense International India & Sense International, Garnsai Overseas Aid Commission (GOAC)

Project Duration: April 2017 to March 2018

Major Activities:

1. New client selection
2. Functional Assessment
3. Prepare case story
4. Clinical & medical Assessment
5. Prepare Individual Education Plan(IEP)
6. Prepare spider map
7. Home base services (ADL,PRT)
8. Referral service
9. Assistive device distribution
10. Education Material distribution
11. Transport cost support
12. Medicine & nutrition support
13. Awareness raising activities at school
14. Counseling school management for accessibility
15. Advocacy meeting with Union Parishad
16. Admission
17. Arrange/ Conduct/ teacher selection for training
18. Awareness activities over government stakeholders
19. Family counseling

Accomplished activities during reporting period:

Sl no	Activity	Target	Achievement
1	New client selection	5	2
2	Home base service	10	10
3	Client follow up	8	8
4	Functional assessment	3	3
5	Prepare case story	11	17
6	Prepare spider map	13	7
7	Prepare Individual Education Plan(IEP)	6	6
8	Clinical & medical Assessment	6	10
9	Assistive device distribution	6	3
10	Referral service	5	8
11	Education Material distribution	Tk.43000	Tk. 43000
12	Transport cost Support	Tk.58338	Tk.58338
13	Medicine & nutrition support	6	8
14	Awareness activities over government stakeholders	16	16
15	Teacher Counseling	27	75
16	Awareness raising activities at school level	1500 students	1500 students
17	Admission in school	3	1
18	Counseling with school management	9 school	12 school;
19	Advocacy meeting with Union Parishad	4	2
20	Arrange/ Conduct/ teacher selection for training	36	18
21	Counseling school management for accessibility	02 school	01 school
22	Family counseling	144	153

Outcomes:

1. Two deaf blind clients are identified after successful screening among eight clients
2. Physical condition of four clients have develop though home base services

3. Tk 58,338 has been distributed among 8 clients for maintain transport cost where Tk. 43000 has paid for purchasing education cost and after getting the mentioned supports they are showing inspirational toward education.
4. Through this project two ramps develop, color line develop, class floor develop, school coloring, tool kit support are distributed to 152 no. Monoharabad Maynuddin Bhuiya Govt. primary school to make accessibility for deaf blind clients.
5. 18 teachers from 10 primary schools have received two days training where they are showing positive attitude towards deaf blind students.
6. One Awareness raising meeting is held at one school where 2058 students, 55 teachers, 44 SMC members and 45 guardians were present and through this awareness meeting participants are getting knowledge on classes, causes of disability and the necessary preventive measures.
7. Two advocacy meetings have performed at Narayanpur and Sollabad Union Parishad where all members were present and have made commitment to provide all government facilities including disable card for seven disable persons.
8. Through this project Tk. 54000 has paid among 5 deaf blind persons to mitigate malnutrition and spasm/convulsion
9. Hearing and visual level are made for six deaf blind clients and city scan is made for one deaf blind client.
10. Three devices (hearing aid, spectacles) are distributed among three deaf blind clients. as a result, their hearing and vision level already has increased.
11. In the reporting period, 153 no of family counseling are made among the family having deaf blind clients.

2.2.5 Inclusion of people with deaf blindness and multisensory impairments in education and health in Bangladesh.

Background of the Project:

To address the disabilities issue **PAPRI** linked up with **Shapla NEER (Citizen Committee for Overseas support)** in **2003** and in **2005** teamed up with **CDD (Centre for Disability in Development)**. Through this connection **PAPRI** has a long experience with disable issue and has been working for more than one decade with financial and technical support from **National and international agencies**. To address the same issue and aiming to provide different support towards disable peoples such as Primary Rehabilitation therapy (**PRT**), Assistive device distribution, Referral support IGA support, loan support, Training support, advocacy and awareness support etc in its working area

As having an experience with its long journey with disable issue, **PAPRI** found all handicapped peoples are not showing same needs with same requirements Under these circumstances, **PAPRI** started some special activities under Deaf blind project in 2009 with financial & technical support from **CDD** for the handicapped person having collective problems with eye, speech and hearing.

After that in its working area **PAPRI** found 15 disable peoples those are having deaf blind problems in different ages and can be developed their health condition giving support through Specially emphasis on **ADL** (Activities of daily living), Clinical assessment, Medical assessment (those are having convulsion and weakness). Under these condition, **PAPRI** has started '**Inclusion of people with deaf blindness and multisensory impairments in education and health in Bangladesh**' project with financial & technical support from **CDD** in **2017**.

Project name:

Inclusion of people with deaf blindness and multisensory impairments in education and health in Bangladesh.

Project Purpose:

To improve comprehensive development of the deaf blind people those are poor and living in the rural area of Bangladesh and inclusion them in the mainstreaming of the society.

Total Beneficiaries: 15 persons

Working Area: Narsingdi district

Project Donor: Centre for Disability in Development (CDD), Sense International India & Sense International,

Project Duration: April 2017 to March 2018

Major Activities:

1. New client selection
2. Home base services (ADL, PRT, sign language & Tactile sign)
3. Client Follow up
4. Functional Assessment
5. Prepare case story
6. Prepare Individual Education Plan(IEP)

7. Referral service
8. Clinical & medical Assessment
9. Assistive device distribution
10. Nutrition Support
11. IGA (Income generation activities) support
12. Linkage & Liaison service provider (GO, NGO)
13. Family counselling
14. Reporting

Accomplished activities during reporting period:

Sl no	Activity	Target	Achievement
1	New client selection	7	4
2	Home base service	8	11
3	Client follow up	5	5
4	Functional assessment	5	5
5	Prepare case story	11	14
6	Prepare Individual Education Plan(IEP)	6	6
7	Referral services	5	6
8	Clinical & medical Assessment	18	11
9	Assistive device distribution	6	6
10	Nutrition support	5	7
11	IGA (Income generation activities) support	2	2
12	Linkage & Liaison service provider (GO, NGO)	3	3
13	Family counselling	90	90
14	Reporting	4	4

Outcomes:

1. Six clients have improved on ADL
2. Physical health of four clients have been improved
3. In the reporting period two clients are involved in income generation activities
4. Family members are showing more positive and giving extra attention after project interferences.
5. Four clients are identified newly and absorbed under the project interventions
6. Client's lives become some easier after getting assistive device.

2.2.6 Together we can! – Capacity Building to support youth with deaf blindness in india and Bangladesh

Brief note on the project:

PAPRI has a belief that it might have an opportunity to create a wave regarding the disability issue in the society by bringing all types of persons with disabilities in mainstreaming in the society.

Through this project, different training and home base learning process will be developed where the learning process helps to animate the complicated deaf blind children in income generating activities and by gathering training the process helps them to be developed socio economically with inclusion in the mainstreaming of the society.

Project Name: Together we can! – Capacity Building to support youth with deaf blindness in india and Bangladesh

Project Goal: Enhance Socio economic development of deaf blind client though inclusion in education and income generating activities.

Project Period: 1 April 2016 to 31 March 2018

Working Area: Narsingdi District

Beneficiary: Persons with Disability- (08 Deaf blind client)

Major Activities:

1. Home base service
2. Client follow up
3. Functional assessment
4. Case story develop & Revised
5. Prepare Individual Education Plan(IEP)
6. Counselling with school teacher
7. School going children
8. Quarterly report produce
9. Training support through Upazila youth development department

Accomplished activities during reporting period:

Sl no	Activity		Target	Achievement
1	Home base service	Persons	8	8
		Times	3480	3480
2	Client follow up	Persons	8	8
		Times	348	348
3	Functional assessment		1	1
4	Case story develop & Revised		8	8
5	Prepare Individual Education Plan(IEP)		6	6
6	Counselling with school teacher		12	74
7	School going children		2	2
8	Quarterly report produce		4	4
9	Training support through Upazila youth development department		-	4

Outcomes:

1. Teacher's attitude towards deaf blind children has changed after counselling with school teacher.
2. Two deaf blind children are going to school regularly influencing and supporting project activities
3. In the reporting period, eight clients have develop through home base services.
4. IGA training are provided among four clients though Upazila youth development department
5. Sign language and touch language are practicing over two clients where their condition already have developed
6. Two clients has increased their education level

2.2.7. Nippon Volunteer Support (NVS) Madhyomik School Project

Education is heart of social life as well as back bone of the nation. It can change the behavior of persons which is acceptable by the society and help persons to identify and analysis the problems vis –a- vis making decision for the betterment of any activities. It is essential for standard economic, social, cultural and values for human being. Mainstream education is the one of the focus areas of the organization. So PAPRI is implementing different formal and informal education program in its operation areas including char areas means isolated from main land area.

Batibond and its neighboring villages are remote are of Narayanpur union under Belabo Upazila in Narsingdi district, where had no educational facilities including school, especially at the secondary level institutions. Therefore many students especially girls were not in apposition to have secondary education. As a result, a significant number of students were dropped out after completion of primary education and girls were the worse sufferers who had to stop their study forever and embrace the fate of early marriage. Under this circumstances, to address this problem PAPRI proposed for fund to SHAPLA NEER to establish a Madhyomik school in the village. It was benevolent of SHAPLA NEER to convince Nippon Volunteer Support, Japan to provide fund for the school. Nippon Volunteer Support Madhyomik School has established in 2002 and commenced its education session from January 2003.

Project Goal:

Quality of education and learners entrance to secondary education will be enhanced in Narayanpur and Sallabad union under Belabo of Narsingdi district.

Objectives:

- To ensure enrollment of learners especially of the girls in the secondary high school
- To reduce dropout rate of the children completing primary school.

Establishment of School:

The School is situated on 1.56 acres land. School house is built on north side where a very large play ground in south side. L size 367 feet length 28 feet width tin sheet school house with cement concrete floor is used for academic activities comprising with 13 class room, 01 science labrotary, 01 library, 01 teacher's room, 01 head teacher room. Adequate bench, table, chair, and others logistics are available in the school. Two tube well, 08 pacca sanitary latrines with urinal system is established. A ramp has made by PAPRI's another program for disable students. A nice ornamental garden is established at adjacent front of school where different flowers, fruit and timber trees.

Legality of School:

School has got academic certificate for Secondary high school from the Ministry of Education and have been participating in the S.S.C examination from NVS High School with successful achievement.

Students Enrollment in 2017-2018

Generally all the classes are open for admission of students in every year. But most of the students get admission in class six.

In this reporting year, 123 Students have admitted in class six. They are 49 boys and 74 girls.

JSC Examination in 2017

Total 155 students, male 73 and female 82 have appeared in JSC examination. Pass rate is 98.06%. Grade wise result A +: 25, A: 72 A- 33., B: 21, C : 01

SSC Examination in 2017:

The policy of the school all students who have passed in school text will be allowed for SSC examination. A total number of 75 students, 30 are boys and 45 are girls, have appeared in the SSC Examination in 2017. The passing rate is 93.33%. Grade wise result: A+01, A : 37, A-: 14, B: 16 and C: 02

Present Student status

Students of different classes are shown in the table below:

Sl no	Name of Class	Section	Boys	Girls	Total
01	Class VI	A	28	32	60
02		B	21	42	63
		C	0	0	0
03	Class VII	A	32	34	66
04		B	42	45	87
		C	0	0	0
05	Class VIII	A	17	28	45
06		B	14	38	52
07		c	23	43	66
08	Class IX	Humanities Group	45	71	116
09		Science Group	15	10	25
10		Business Studies Group	08	03	11
11	Class X	Humanities Group	14	42	56
12		Science Group	21	11	32
13		Business Studies Group	08	01	09
14	SSC examinee		43	38	81
Total			331	438	769

Teachers and Service staff:

Teachers and service staffs are recruited through maintaining proper process through news paper advertisement. A series of works have to perform including written & oral test for getting quality incumbent to achieve the objectives of the school.

Present position of School teachers and service staffs are shown below in the table:

Sl no	Particulars	No of Teachers		Total
		Male	Female	
01	General Teacher including head Master	3	1	4
02	Science Teacher	3	1	4
03	Humanities Teacher	3	2	5
04	Business Studies Teacher	2	0	2
05	Physical Teacher	0	0	0
06	Religious Teacher	1	0	1
07	Office Assistant	1	0	1
08	Service Staff (Including guard ,Peon, and Aye	2	1	3
Total		15	5	20

Managing Committee Meeting:

School has a managing committee consisting of 12 members in that .10 male and .02 female, generally sits once in every month for smooth operation and management of the school. They discuss on quality of education, teacher attendants, students drop out, teacher meeting, result of examination, establishment, MPO and other related activities as needed and made decisions in the meeting. All decisions are recorded in a resolution book.

During the reporting year 07 meetings were held regarding the progress of the school and the students and administrative issues.

Teacher's Meeting:

Teacher's meeting hold once in a month, chaired by the head master but meeting number may be increase or decrease upon necessity. Decisions of the managing committee meeting are shared in the meeting. Others issues like quality education, attendance of the students, drop out, home visit results, comments of guardians, progress of the action plan, comments of the guardians and lesson learnt are also discussed in the meeting.

The meeting prepares minutes with discharged decisions. In the reporting year 09 teacher meetings were held fruitfully.

Guardian Meeting:

To increase the concentration on education among the student parents, school has organized several guardians meeting .Through this meeting the education related issues are discussed say quality of education, irregular, attendance, drop out etc. In the reporting year 03 guardian meetings were held fruitfully.

Home visit by Class teachers:

School Management committee and teachers both are committed to provide quality education to students. As part of this effort; we introduced provision of home visits with a schedule for teachers to visit students' homes and look after the progress of those who are comparatively weak and to share developments with their guardians. This helps both teachers and guardians in exploring ways for the expected development of the students contributing to the retention of the students. Home visits are also made to bring back the drop outs to school. A number of meetings also hold with guardians to motivate them to send back their children to school. In this reporting year total home visits were 345.

Test and Examinations:

To measure progress of education some test and regular examinations were planned for the reporting year. Four examinations were planned to be held at the beginning of 2017, three terminals and one final examination as per syllabus. The syllabus was divided into three parts with a view to covering and ensuring quality education for the students. In addition subject wise monthly class test continued as a tool for measuring progress. After having the result of the test and examination teachers analyze the results and take action/ strategy as way forwards. During the calendar year 2017-2018 all students participated in three terminals and one final examination.

Special Initiative of school:

The school has taken a special initiative at the aim to achieve a good result in S.S.C examination. Under this all SSC examinee stayed (day night as residential) before two months at school campus. They used class rooms as residential. The teachers monitoring their study against planning and took necessary corrective measures. Selected teachers also stayed routine wise in the school for ensuring study. Teachers instantly solve their academic problem also related others troubles.

Library:

To create further scope for the advanced learners as well as the teachers to study and acquire knowledge in their fields of interest, we have established a school library containing more than one thousand books on articles and essays, novels, short stories, poetry, rhymes sports, religious issues, science fictions, history and biography including many others books of child interests. Teachers and students of the school are using the library properly which ultimately contributes to quality education.

Science Laboratory:

A small science laboratory is established for study and exercise for the students learning science at the school. However the laboratory is yet to be fully equipped to meet the requirements of the practical classes. The school has a plan to collect necessary instruments very soon to make the laboratory inclusive of all facilities. Under the plan, the collection process is going on.

Challenges:

1. Maintaining the expenditure of schools
2. To obtain Monthly Pay Order (MPO)

2.2.8 Micro finance program:

Poverty alleviation is the most important issue of **PAPRI**. To reduce poverty of the people is needed to involve them in income generating activities. Financial capital and skill is must to implement any IGAs. The poorest section of the people has no sufficient access to government financial facilities due to lack of collateral/guarantee and bureaucratic system. To create micro finance opportunities for beneficiary's specially poor and marginal people, PAPRI has come up with its Microfinance program in 2001.

PAPRI has received registration certificate from **Micro Credit Regularity Authority (MRA)** in 2008 that number is 00571-00090-00107, MRA: 0000110 and has been implementing its credit program following MRA rules and regulations. **PAPRI** is keeping close connection with **MRA** by submitting reports and joining different workshop/sharing meeting organized by **MRA**.

Goal of the program:

Target people will be ensured the positive change of their socio-economic condition through credit support by reducing poverty and make them to be empowered.

Major Objectives of the programs:

- To increase income of targeted beneficiaries
- To create self employment /working opportunities of beneficiaries
- To make positive change in developing capacity of the poor people
- To increase their human and financial capital
- To raise their voice and help them to get empowered
- To ensure social dignity and recognition of the beneficiaries
- To make the poor able to create their own funds
- To make them socially conscious regarding family law, reproductive health, sanitation, hygiene, nutrition, gender, women rights, human rights, and other social issues

Working area: 5 Upazilas, 37 Union parishads and 237 villages of Narsingdi district

Beneficiary: Marginal Poor and Moderate poor. (Direct beneficiaries- 19,569 families as on March 2018)

Major activities

1. Area Selection
2. Household Survey
3. Target people selection
4. Group formation
5. Awareness raising on livelihood
6. Savings Mobilization.
7. Project/trade feasibility
8. Loan produce
9. Loan disbursement
10. Project follow up & monitoring
11. Counseling on IGAs
12. Loan Collection
13. Reporting

Program Operating System:

To form a group **PAPRI** suppose to do a series of work including individual contact, Open discussion, **Participatory rural appraisal (PRA)**, data collection after demarcating the mentioned area and dig out the latent need of the community people. Target peoples are identified through door to door physical visit and fill up a prescribed form with data and members are selected and sitting with them to turned to a group. Group supposes to be considered with a member of 12-15 each and sit in the meeting once in a week. After a few days a group turns to be an open forum where beneficiaries can ask for credit support and they can also discuss economic condition and social issues like acid violence, women right, and gender discrimination, rights of handicapped person, Child right, sanitation and hygiene which is related to life. **PAPRI** provides them loan with 27% service charge which is calculated in declining method.

PAPRI prepares member enrollment plan, a loan disbursement & recovery plan with monthly break down. This plan is followed round the year and review if necessary. To run the program effectively & efficiently competent and committed staffs are recruited for different tiers.

Picture
Asset

Picture
IGA

Achievement of the reporting period April 2017 to March 2018 as stated below:

SI no	Activities	Target 2017-18	Achievement 2017-2018	%
01	Member Position	19933	19569	98
02	No of Disbursement	14857	14169	95
03	Borrower Position	14206	13580	96
04	Savings Collection	70531826	80499712	114
05	Savings Refund	59419526	68458025	115
06	Loan Collection	446738342	482680356	108
07	Loan Disbursement (Amount)	440610000	464007000	105
09	Loan Outstanding	279330195	281592621	101
10	OTR	100	99.12	99

PAPRI has played a vital role by providing loan support for different income generating activities/trade throughout the year where beneficiaries has been selected depends on their skill, experience, behavior and marketing opportunities.

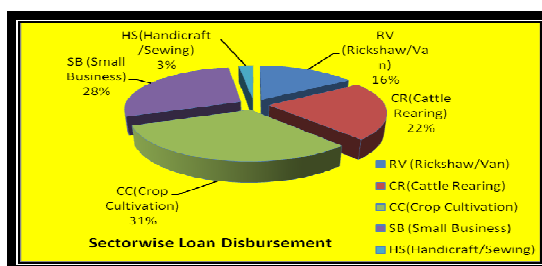
Unit and Trade wise loan Disbursement for the period of April 2017 to March 2018

Unit Name	RV		CR		CC		SB		HS		TOTAL	
	No of loan	Tk	No of loan	Tk	No of loan	Tk	No of loan	Tk	No of loan	Tk	No of loan	Tk
Narayanpur	352	13697000	484	10659000	806	31643000	302	14876000	104	2790000	2048	73665000
Amlabo	165	5904000	211	7505000	603	21475000	544	19397000	53	1947000	1576	56228000
Baroicha	148	5535000	203	7462000	596	14638000	377	12298000	0	0	1324	39933000
Morjal	290	7218000	135	3265000	248	9855000	59	2486000	39	1038000	771	23862000
Baher Char	387	11805000	398	12106000	422	11792000	365	12887000	25	553000	1597	49143000
Poradia	293	7960000	264	8230000	253	7826000	183	6040000	12	932000	1005	30988000
Shapmara	99	2560000	813	32601000	621	22946000	643	33279000	0	0	2176	91386000
Radagonj	377	9836000	277	7154000	247	6552000	209	5780000	49	1266000	1159	30588000
Bashgari	0	0	187	6122000	349	8865000	437	12276000	0	0	973	27263000
Narsingdi	225	6822000	101	3825000	178	5298000	191	6329000	106	2118000	801	24392000
Paratoly	117	2877000	168	3633000	178	4038000	266	5790000	10	221000	739	16559000
Total	2453	74214000	3241	102562000	4501	144928000	3576	131438000	398	10865000	14169	464007000

Generally the main five trade - Rickshaw / Van, Cattle rearing, Crop cultivation, Small business and handicraft / sewing have made is shown below:

Trade/Sector wise disbursement

SL #	Trade	Disbursement	
		No. of Beneficiaries	Taka
01	RV (Rickshaw/Van)	2453	74214000
02	CR(Cattle Rearing)	3241	102562000
03	CC(Crop Cultivation)	4501	144928000
04	SB (Small Business)	3576	131438000
05	HS(Handicraft/Sewing)	398	10865000
Total		14169	464007000



Loan disbursement and recovery:

Loan disbursement and recovery is an ongoing process. Disbursement and recovery is done through a yearly plan. At a time one borrower have only one loan but after recover loan, someone can take loan again. Following table shows the Disbursement & Recovery status in the reporting year.

Unit wise Loan Disbursement and Recovery Status for the period of April 2017 to March 2018

Sl no	Unit Name	Opening balance as on 1 st April'17			Loan Disbursement (April'17 to March'18)		Loan Recovery (April'17 to March'18)	Present Position (Closing Balance as of 31 st March,2018)		
		No of Group	No of Beneficiaries	Outstanding	Beneficiaries	Total Amount	Total Amount	No of Group	No of Beneficiaries	Outstanding
01	Narayanpur	120	1936	39008198	2048	73665000	79378550	118	1881	43772410
02	Amlabo	95	1459	25862511	1576	56228000	54091083	95	1592	35677418
03	Baroicha	88	1202	20724649	1324	39933000	43215278	86	1206	23110199
04	Morjal	67	780	12776365	771	23862000	25278374	61	772	14616145
05	Baher Char	117	1544	24871765	1597	49143000	51270149	121	1530	29766624
06	Poradia	74	951	15697431	1005	30988000	32548980	84	988	18548101
07	Shapmara	102	1949	43976214	2176	91386000	93862886	109	2065	54556837
08	Radagonj	68	965	13016211	1159	30588000	28457506	74	1068	19406851
09	Bashgari	72	1086	16527233	973	27263000	31856764	77	915	15825943
10	Narsingdi Sadar	66	969	15493104	801	24392000	27614731	62	875	15717744
11	Paratoly	48	522	6771152	739	16559000	15106055	54	688	10594349
Total		917	13363	234724833	14169	464007000	482680356	941	13580	281592621

Savings Mobilization Status:

Savings is more important to form capital especially for poor section. PAPRI motivates to members for savings. The entire members are saving weekly. Each member saves weekly 50 taka. The weekly group meeting helps them to be remarkable savers. Status of savings mobilization is shown the table below:

Unit wise Savings collection and Refund Status for the period April 2017 to March 2018

Sl no	Unit Name	Savings Position as of 1 st April'2017		Savings Status		Savings Position as of 31 st March'2018	
		Savers	Taka	Collection April'17 to March'18	Refund April'17 to March'18	Savers	Taka
1	Narayanpur	2831	13953097	12357032	10924991	2782	15385138
2	Amlabo	1791	7506493	8315666	6090075	1918	9732084
3	Baroicha	1661	7051542	6440496	5616505	1697	7875533
4	Morjal	1115	4367599	4193017	3694293	1105	4866323
5	Baher Char	2204	8938885	8997871	7959313	2191	9977443
6	Poradia	1359	5187868	4623035	4229879	1511	5581024
7	Shapmara	2721	14766891	15876946	13018281	2898	17625556
8	Radhagonj	1334	4944953	5493685	4121093	1435	6317545
9	Bashgar	1858	7200525	6361534	6530847	1905	7031212
10	Narsingdi Sadar	1221	5432117	4379969	4652426	1107	5159660
11	Paratoly	783	1818062	3460461	1620322	1020	3658201
Total		18878	81168032	80499712	68458025	19569	93209719

Major Outcomes

- Beneficiaries are attractive as their earning capacity increased.
- Beneficiaries come up with their rights in the family and also in the society.
- Women are feeling empowered being a good savers as they are dignifying not only by the MFI but also by their family members as well as the rest of the society
- Beneficiaries are becoming more conscious regarding the issues of health, hygiene and education.
- Microfinance activities make villagers more efficient to handle the money professionally.
- As farmers have to back money, they are paying more concentration in their agriculture sector; say- land preparation, seedling, cultivation and irrigation etc.
- A good number of beneficiaries have become owner of assets like cattle, goat, shop, rickshaw/ Van etc
- Beneficiaries have come up to know about future and they are bearing hope
- Group has become a platform where villagers can speak; get access to come up with their ideas and views
- In the reporting period Microfinance program has generate 3800 new loans for new members those are specially comes from poor family.
- A large number of beneficiaries have taken repeat loan where they are feeling more comfort with micro-finance program.
- Beneficiary's purchasing capacity is increasing gradually.
- Beneficiaries are paying more interest over their child education and a good number of beneficiaries are sending their kids to school.
- Through group concept, villagers make them cooperative and sensitive.
- A large number of beneficiaries are showing their financial capacity by increasing deposit, taking repeat loan and so on.
- A sense of solidarity and social cooperation has developed among the beneficiaries.

Learning's:

- A good sketch can help to achieve positive outcomes
- Self-motivated leader can lead healthy program and deliver good support
- Quality Loanee selection process can ensure good recovery

2.2.9 Basic Computer Training and adolescent Development project:

Generally, development interventions in Bangladesh are not always appropriately pro-women and -girls and many of these do not effectively serve the goals of human development and gender equity. Under these circumstances PAPRI has started this program with emphasis on adolescent. PAPRI's opinion is that, adolescent girls, handicapped and all other young people of Belabo and Raipura Upazilas, representing an integral part of the new generation and must have to be educated on computer literates, So that they can develop themselves as the architect of fortune who contribute a lots for their families, societies and the nation. The idea of introducing training on computer for the adolescent's girls, young is the key demand of new generation.

But we all know that knowledge and skills are the most vital component for all human being in terms of development and empowerment. Through these endeavors adolescent girls in Belabo and Raipura areas can make a paramount effort towards a prosperous future as well as their empowerment through equipped with knowledge and skills and PAPRI has been performing this project since January 2010.

Adolescent girls, persons with handicapped/disability and other young people especially those who have completed junior/higher secondary education and/or entered into the High School/College should have basic computer skills to prepare themselves for the future. The new generation must have to be provided with the opportunity of computer learning which would be the added advantage to get job in the country and even in abroad.

Again, PAPRI has been caring two adolescent groups consisting of 15 to 20 members in its working area where group has become a platform to disseminate different issues say- reproductive health, early marriage, dowry, women violence, sexual harassment etc.

To uphold the present skill of adolescent girls and involving them with **IGA** activities, PAPRI started graphic design training for adolescent girl in 2017. And in this regard, PAPRI connected with Shapla NEER (a renowned Japanese development organization) and MARKS INTERIOR Institution where selected adolescents are getting free (three months) training with accommodation and food support(Support provided by MITSUBISHI Company,Japan).

Overall Goals:

Develop an opportunities for digital Bangladesh through computer skills for adolescent (boys and girls), physically handicapped person in Raipura and Belabo upazila under Narsingdi district.

Objective:

Target persons will have basic computer skills such as MS Word, MS Excel, Power point and internet browsing, and use the skills in getting job, higher education and expressing their ideas.

Beneficiaries: Adolescent girls, Handicapped people & Young Boys (As on date Direct beneficiaries- 434 & Indirect beneficiaries- All adolescents of Raipura & Belabo Upazila).

Working Area: Raipura & Belabo Upazila of Narsingdi district

Funded by: **PAPRI**

Course of activity:

- Trainees selection
- Basics of computer
- MS word
- MS Excel
- Power point
- Internet browsing

Facilities of training centre

- Established a tin sheet half building training house
- A computer teacher (B.Sc Engineer, Diploma in computer)
- 04 computers with internet support
- 3 (three) months training course

Nature of work

Trainees are invited through graduate students (already course completed) and community people. An orientation is provisioned through inauguration session. A final evaluation system is available in the course where all passed trainees are awarded with a certificate.

Picture
Class

Picture
Certificate

The activities accomplished during the reporting year are given below:

Batch No	Training date	Participant		Total
		Boys	Girls	
1st Batch	April to June	15	20	35
2nd Batch	July to September	02	04	06
3rd Batch	October to December	02	05	07
4th Batch	Jan to March	01	04	05
Grant total		20	33	53

Note: PAPRI has provided basic computer training to 583 adolescents from beginning of the program.

Graphic Design: For getting better opportunities and on line base job 12 adolescents' girls have got graphic design training through four batches in the reporting year as follows:

Batch No	Training date	Participants /Girls
1st Batch	April to June	3
2nd Batch	July to September	3
3rd Batch	October to December	3
4th Batch	Jan to March	3
Grant total		12

Major outcomes:

- This year 53 adolescents are graduated
- 12 adolescent girls are received graphic design training in the reporting year.
- Graduated trainees are seeking jobs, some are trying to establish own business

- Social dignity and acceptance (Ado. boys & girls) have increased after having computer skills which may help them to avail bright future.
- Adolescents have become more confident through getting knowledge on computer
- All the trainees have passed the courses successfully and they can operate MS Word, MS Excel power point and internet browsing
- Unemployed training recipients are using their computer skills in current education

Learning's:

- Opportunity helps younger's to be hopeful
- Adolescent are showing very positive for attaining computer skill.
- Computer training is becoming more attractive among the adolescents
- Trainees are showing more interest on internet browsing by searching their academic or relevant topics.

2.2.10 Cow breeding (CB)

Cow rearing is important trade for income generating activity as well as source of animal protein. This trade has a potentiality as an income generating activity for poor people especially **PAPRI** group member as well as local people. **PAPRI**'s working areas include plain land, semi trace land and char area. Especially the head office surrounding area is plain which is feasible for cow rearing and with potentiality of milking cow rearing. Generally some people of this area rear local variety cows. But this could not be profitable due to lack of improved breeding as well as improved variety cows. The nearest artificial insemination centre was 16 kilometers away from this area, which people could hardly avail services from govt. centre. **PAPRI** therefore took initiative to establish an artificial insemination centre in order to provide support the beneficiaries as well as community people to get improved cross milk cow and hybrid calf.

PAPRI made mutual understanding with Livestock Office of Belabo Upazila and launched an artificial insemination centre at the head office premises. **PAPRI** has provided a room for technician and a allotted places as needed. One technician from Livestock Office is providing services on all working days. This centre is now known a good service provider. So people come here with their cows from not only surrounding area but also from far way for goodwill of this centre. The livestock department supervises the centre and **PAPRI** also take care of it.

Picture
Insemination

Picture
Cows ready to

Status of insemination in the reporting period:

SL #	Particulars	Quantity
01	Number of cows are inseminated	4808
02	Successfully conceived cows	3337
03	Number of calf delivered (Birth)	2325

On an average 400 cows receive insemination every month.

These inseminated varieties are Halstrain Frezian 48%, Red Sindi 14% and Shahiwal 13% and others 25%.

Major outputs:

- Employment opportunities created in the locality through cow rearing and milk business.
- A large number of beneficiaries increased their family income by selling milk.
- Beneficiaries have become owner of calf's and cows where they can managed money by selling kids of cows
- Created employment opportunities of about 4807 families
- A large number of families are getting ideal food milk
- Increased milk production that has a positive impact on human health and employment

Observation:

- Cow rearing is becoming popular in this locality

CHAPTER 03

3. Training and capacity building

PAPRI believes in staff is a most important resource for organization where staffs are the key factors to implement the project/program activities effectively, efficiently and smartly. It also believes that staffs must have positive attitude towards project/ organization. Furthermore, **PAPRI** is open to provide skills and knowledge to beneficiaries for their own development through involving them in income generating activities. So staffs and beneficiaries must need training for their capacity building. To keep it in thinking, **PAPRI** has developed a training cell to organize and conduct internal training programs for its staff and beneficiaries. It also sells training for personnel from other individual/organizations/institutions.

3.1 Summary information of training cell

01. Trainers : 06

(Human and technical skill development trainer, they also develop module, schedule, curriculum of required training)

02. Training Venues : 02

1. PAPRI Narayanpur training Centre (residential)

- 25 seats holding training room
- 20 capacitated dormitory
- Computer and laptop facility
- Multimedia projector
- Library
- Separate dining room
- Refresh/wash room
- Electricity is available(Govt. electricity and own generator)
- Campus has own protected boundary
- Security guard
- Situated beside Dhaka- Sylhet high way road

2. PAPRI Amlabo training centre (Residential)

- Training room with 25 seats capacity
- 20 capacitated dormitory
- Computer and laptop facility
- Multimedia projector
- Separate dining room
- Refresh/wash room
- Electricity is available(Govt. electricity)
- Campus has own protected boundary
- Security guard
- Carpeting road beside centre

3. Computer training centre

- Training house
- 8 seats capacity
- 5 Computer and 1 laptops facility with computer chair
- Professional computer instructor
- Internet facilities
- Learning materials

- Multimedia projector
- Digital camera
- Documentation facilities
- Library
- Reading room

All other necessary materials and facilities are available in the training venues.

• **Staff training**

SI #	Name of the course	Duration (Day)	Number of participants	Organizer
01	Inclusive education for children with disabilities focusing on deaf blindness and MIS	10 days	01	PAPRI
02	Disability and deaf blindness	7 days	01	PAPRI
03	Income Generating Activities (IGA)	7 days	02	PAPRI
04	Transitional exchange visit adult deaf blindness and vocational instructor of India and Bangladesh	5 days	01	PAPRI
05	Right to Information(RTI)	1 day	02	Upazila Administration, Belabo
06	Automation	3 days	30	PAPRI
Total				

• **Beneficiaries training:**

SI #	Name of the course	Duration (Day)	Number of participants	Organizer
01	Inclusive education for children with disabilities focusing on deaf blindness and MIS for teacher	02	18 teacher	PAPRI
03	Orientation for surveyor and Supervisor	1 day	83	PAPRI
Total:				

3.2 Visitors

Organization has provision to allow visitors, home and abroad for learning from program and project. 66 visitors where 28 are foreigners (Japanese and European) including university teachers, students and NGO personnel have visited **PAPRI** in the reporting year to know the different development interventions in the reporting period.

Picture
Visitor japan

Picture
UNO

Picture
Japan

Government official, Director of NGO Affairs Bureau, and other officers, Team member of Foundation Training course from **Institute of Public Administration**, Visitors from SI(UK) and SI (India), Visitors from Cambodia and Japanese professors and university students other Japanese visitors including National and international NGO personnel also have visited **PAPRI**.

Many important persons including Local representatives, Journalist and social dignitaries have attended different programs of **PAPRI**.

CHAPTER 04

4. Management of the organization

Poverty Alleviation through Participatory Rural Initiatives (**PAPRI**) has developed a structural management system. The organization shows the relation and accountability both vertically and horizontally; General committee, Executive committee, Executive Director.

4.1 General Committee:

General committee is the highest body of Poverty Alleviation through Participatory Rural Initiatives (PAPRI) and consists of 21 members. The committee meets twice in one year. But if necessary it can summon emergency meeting. The members of the general committee have to pay regularly yearly subscription; actively take part in each meeting of general committee and different social work.

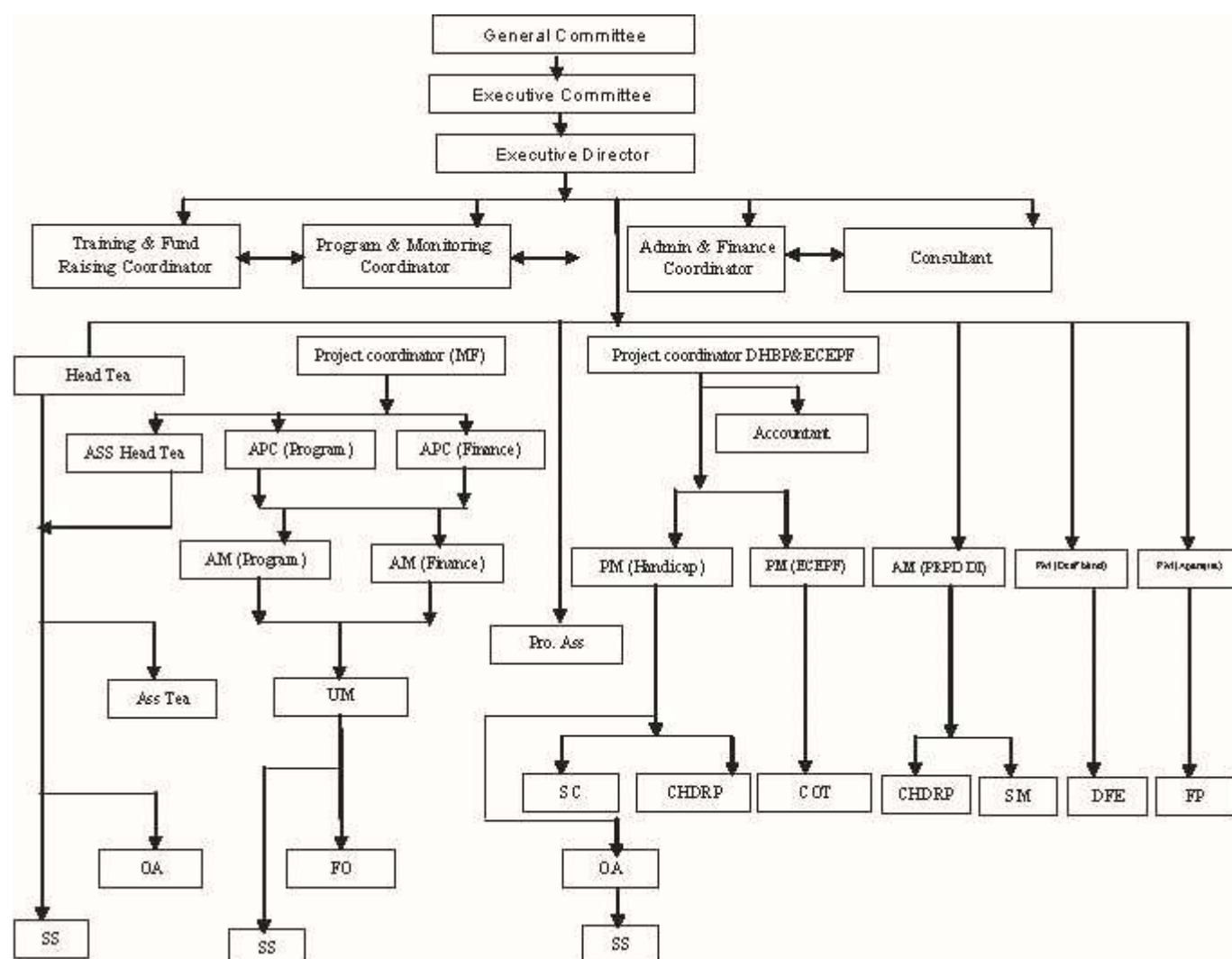
4.2 Executive committee:

General Committee forms Executive Committee (EC) and committee having with 7-members for 3 years through election. The Chairman sits once in a quarter to find out the progress/ merits/ demerit/ problems of activities of the organization and takes necessary decisions for proper implementation. The ED is the member Secretary of the Executive Committee.

4.3 Executive Director:

The Executive Director is appointed by the executive committee. He is the executive head of the organization; Executive Director will implement all decision of the EC. He is responsible for overall administration and program implementation. He is assisted by his subordinate staffs and responsible for keeping contact with the government and non-government agencies and donors. The Executive Director is accountable to the executive committee.

4.4 Organ gram of PAPRI:



Legend : CO: Coordinator
Consult: Consultant
ACO: Assistant Coordinator
Adm. & Fin (CO): Administration & finance coordinator
FC: Finance Coordinator
PC: Program Coordinator
APC: Assistant Program Coordinator
Adm. Off: Administration officer
ACC: Accountant
AM: Area Manager
PO: Project Officer
PA: Program Assistant
FM: Field Monitor
UM: Unit Manager
Com. Teac: Computer Teacher
CHDRP: Community Handicap and Development Resource Person
S.C: Social Communicator
COT: Community Organizer cum Trainer
FO: Field Organizer
OA: Office Assistant
SS: Service staff

CHAPTER 05

Case story

Story of Tisha

Tisha's mother made her delivery normally at home and after two month ahead of her birth, family member realized that Tisha did not see. After few days she got convulsion and getting recovery from Sarwardi govt. hospital, her Parents realized that she did not hear also. Though she got cataract operation from Dhaka Islamia hospital but did not see well. Doctor advised her parents to make the same visit after two years. When Tisha was in two, her mother died and her guardian did not make any visit after two years as per doctor's prescription. Thus Tisha became abandoned in her family. Also society thinks that Tisha became burden for her day labour father Mr. Tomis Uddin.

Tisha identified by **PAPRI** in May 2009 and at that time she did not hear and even not speak. Most of the time in her daily life, she used to stay at unhygienic and dirty environment. Her father Mr. Tomis uddin was not financially able to make support for Tisha as it should be. As a result Tisha had been suffering from malnutrition and her leg became thin. Whenever she tried to stand or walk, she did not do and felt down. She did not feel any requirement for bath but whenever got bath she became happy. But when she felt bath she used to enter her head into bucket. By crying she indicates hungry and after that her grandmother used to feed her. When she felt thirsty she pushes her grandmother to go to tube well. She did not put on cloth individually and did not make control on her natural call. Whenever got angry she hits her head on ground. People believe that she was caught by ghost. She did not make any types of communication with others and when she sees any picture on television she tries to touch it.

PAPRI's project staff made counseling her family and society as well as made functional assessment including nutrition support. Making vision test she got spectacles from **PAPRI**. Beside these, she comes under toileting chart. **PAPRI's Field Educator** develops her grandmother to make **ADL** and **Communication**. Her family did not have toilet and after counseling from project, family set up toilet and made her with colour dress and toy's. Through project activity, **PAPRI** made 3200 taka for her grandmother in order to make IGA and started cake business at homestead.

After long intervention from **PAPRI**, attitude of family and society have changed towards Tisha and now she is 11 years old. Through nutrition support from project, her health condition has changed gradually. Now when she feels hungry she shows plate and can take meal by her own hand. Now she can take water whenever feels thirsty. Even she can indicate others if she feels call of nature. She can identify new clothes and old clothes. Whenever she feels to go outside she pulls her grandmother and brings clothes for them. To educate Tisha about school and society **PAPRI** project staff admitted her in 132 no Monohardi govt. primary school.

Right now, Tisha can walk individually and can play with other children those are in same ages. Tisha's grandmother paying highest gratitude to **PAPRI** for its support and expecting that Tisha can be able to take her bath, meal and toilet individually and if she sees the same on her life then she may make her last breath with satisfaction.

Afrina Akter
Field Educator
Deaf blind Project

Chadni's Story

Mrs. Chadni Akter aged 11 is a dumb having with partial visionary and physical problem. She is from ultra-poor family and a daughter of Mr. Delowar Hossain where her father leads a family consisting with four members. When PAPRI found her the condition was seen such as follows: no sound attracts her, did not know the uses of eye, did not try to pick anything in front of her eyes, could not speak and always infiltrate slavering, could not stand, could not release hunger situation and even could not chewing meal if someone give food in her mouth. If any newcomer visits home she began crying. When she felt angry she hit her head on ground and hit her head by own hand. Apart from these limitations, also she had been suffering severe malnutrition.

After getting touch by **PAPRI**'s project she was transferred to Dhaka Shishu hospital and provided nutrition support and was assessed for hearing and vision. She was visited by doctor at Narsingdi district hospital once when broken her leg and are served all necessary medicine by **PAPRI** as per doctor's advice. Also she was taught on taking meal and has provided standing board for standing. Considering his family's economical condition IGA support is provided by project for her grandmother to meet up her necessary demand.

Getting different support from **PAPRI**'s intervention, she has been gradually developed through nutrition support. Now she can use hearing and vision. Whenever feel hungry she begins crying and become happy if she was shown plate. If she feels need she pulls by clothes. By practicing on standing board she can stand if she gets some support. She can move from indoor to outdoor by crawling and she can use commode.

Chadni's family paying highest gratitude to **PAPRI** and hope gradually Chandi can conquer all in future.

Shahnag
Field Educator
Deaf blind Project

Success story of Khodeja

Khodeja begum, husband name- Mr. Shahid Mia, village & post- Vater Char, Upazila- Belabo, District: Narsingdi comes from a family consisting with four member- three sons and one daughter. Once upon a time she was facing unlimited misery and had to live with hard obstacles where family had been searching income sources to maintain family expenses. Once **PAPRI** officer discussed with Khodeja and formed a group at her village. Khodeja became Group leader and firstly took 20,000 taka loan from **PAPRI**. She amalgamated her personal fund with loan amount and bought one milky cow. So, she has been getting extra income after selling milk. After recovery loan, secondly she took 30000 taka and manage piece of vegetable land as a mortgage and started vegetable gardening. So, cow rearing and gardening helps her to maintain family expenses including children educational. Thirdly, she took 40000 taka and manages another vegetable land as a mortgage and growing vegetables. Fourthly, she took 60,000 taka from **PAPRI** and paying her installment regularly. Thus, Khodeja has broken her poverty cycle and come up with misery less life. Now, she has two cows and decimals of land for farming. Presently one son works in a Pran company, one son works as a mason contractor and her husband works in agriculture farming. Now Khodeja becomes very busy but smiling and always paying gratitude to **PAPRI**.

Mrs. Shirina Akter
Field Organizer
Baroicha Unit

Victory of Rubi

I am Rubi from Dorikandi, Post- Hossain Nagar and P.S- Belabo of Narsingdi district. I have passed almost 45 year of my life and my present position does not say anything of my previous. I married with Mr.Abdul Huque and I have two sons. My husband cultivating vegetables borrowed land from others and my family had to depend of my husband income that was on hand to mouth. When we got baby it became more crucial to maintain family expenses and we worried to think how we can go ahead. Once **PAPRI** staff visited my home and officer advised me to form a group and taking money to involve with any income generating activities that skill I have. I had some knowledge on garments sewing and I started my garments business by taking 10,000 taka from **PAPRI** as a first loan. Thus I have involved myself with business and getting profit from it. Within a few years I became one of the reliable dress-maker for women and children in my community and gradually I have ordered more where my income step by step increasing. Second year, I took 20000 taka from **PAPRI** and increased my business by offering clothes for my clients. Thus, I am getting extra profit by selling clothes. So, I have made good reputation by making installment timely. Now **PAPRI** officer involves me to give loan to someone of my community. Officer also lifts up success to others and dignified me. Whenever visitor comes from **PAPRI** head office, also visit my IGA and inspire me. I have achieved a lot from **PAPRI** group and last 15 years I have involved with **PAPRI** and this year I paid 60000 taka and hoping to take 80,000 on next phase. I have achieved a lot with **PAPRI**. Actually what I am getting I cannot explain it because some are visible and some are invisible. By this time I have built one half building. After completion education, my elder son Rubel Mia joined with job and my younger son Ridoy has been studying Hon's third year. I can say I have got a way to enjoy a glimpse of life. When I recall past, I recall **PAPRI** and always paid my highest gratitude **PAPRI** and **PAPRI** staff.

Tajul Islam
Field Organizer
Baroicha Unit

Self Reliance Shelina

Though there is no assurance but every girl bearing expectation for a good life partner and a peaceful home. Someone who conquers all adversities can reach success and becomes **JOYETA**. Shelina-Anwar couple story brings a new era for the people of the rural Bangladesh. Let's go with Shelina-Anwar story.

Shelina got a good husband but she did not get good house. Shelina lead her honeymoon a cottage covered by a number of tins and began her life. Her capable husband tried to start business and business required money. So, due to lack of capital they did not start business. To maintain family her husband Anwar was selling labour and within a short period of time they got three babies-two sons and one daughter. Only family was growing big but not income. So only selling labour it was too much difficult to maintain family expenses. They always thought about their children and future.

Shelina Knew about **PAPRI** and **PAPRI** samity. Once upon a time her mother also was a **PAPRI**'s member where she was known **PAPRI**'s reputation from her child hood. Shelina discussed with one of her neighbor and thought to start samity at her home. Shelina discussed the issue with her neighbor and after that they jointly discussed the issue with **PAPRI** officer Shirina Akter and came to member of **PAPRI** samity.

About 10 years back Shelina first took 6,000 taka from samity and started tea stall business beside Majar road side, a place nearby from her home. At tea-stall, they were selling tea including biscuit and banana and getting profit. Every day they used to save some money and paying **PAPRI**'s installment regularly. Last ten years, she took loan about 10 times and lastly took 50,000 taka. Now Shelina is doing grocery business and two milky cows beside tea-stall where Nazim Uddin is doing grocery business and Shelina is maintaining tea-stall. So, by earning money from different sources they drive away poverty from their family. By this time, their elder son passed HSC and last year they sent him to abroad. Her only daughter has completed SSC and admitted in Nursing courses and younger son reads in class six. This year Shelina has built a tin shed building home.

'How to drive away poverty and come up by breaking poverty cycle'- in response one question Anwar said I have known practically on bengali provab that family can be happy by house wife.

Now Shelina becomes icon in her community and others also try to follow Shelina's road map to break poverty. When Shelina recall her past she recalls **PAPRI** and always paid her gratitude to **PAPRI**.

Md. Salam Mia
Field Organizer
Baroicha Unit

SMC initiatives lead school on the way to progress in char area

PAPRI is working at char area on Children education program through empowering the SMC of Paratoly union, Raipura upazila under Narsingdi District by its CEPCM project getting financial and technical support from Shapla Neer _Citizens' committee in Japan for overseas support.

CEPCM project staffs motivated local elite persons that's why SMC given attention during SMC committee formation. As a result new 58 members included in the SMC committee. As they are newly joined at SMC committee they had no much knowledge of school managing capacity. So to develop new SMC member's project arranged two SMCs orientation and by the orientation and regular communication to SMC, new SMC learned many things as per government rules and regulation. Now they have been performing well to look after school activity collaboration with school teachers.

Project always seeks local resources mobilization to continue local initiatives regarding school development activity. At Azizpur village, local fund is used in school field preparation. A big hole was in school field. Students could not use it as playground. But by the effort of local elite and school SMC, big hole is fulfilled with soil by BDT. 1,50,000/-. Observing this achievement of Azizpur, another school named Sonabalua GPS SMC's motivated to fill schools field hole. So they arranged a meeting with local elite persons even having existing UP Chairman Mr. Rafiqul Islam. UP chairman is positive to work for school development activity and he assured to assist school with finance. Already UP chairman repaired school adjacent muddy road with brick. Now students can attend in school easily. SMC keep good communication to UP. As a result, UP provided 1,15,000/- to Kacharikandi GPS for hole repairing and 10,000/- to Paratoly GPS for 34 pairs benches.

Project arranged jointly SMC meeting where schools good practices are shared with other school. SMC chairman informed in jointly meeting that Singrapur GPS arranged a mothers meeting and SMC decorated for sitting arrangement of mothers. Around 150 mothers took part in the meeting and they committed to taking care their child at home for regular study. Knowing this other schools also is arranging mother meeting at school by their own initiatives. In February'18 and March'18. 02 schools arranged mothers meeting where 70 and 110 mothers were participated respectively. Thus mothers are getting aware towards look after their child. Guardians are providing taka to school for giving salary of Para teacher in school. At present 07 Para teachers are working in 06 schools where 02 Para teachers were project inception year. Resulting of jointly meeting, All SMC members understood that all char GPS is suffering for teacher shortage. Rather upazila education administration is transferring teacher from char to mainland school. There is no school at char area where sufficient teachers are there. So they united and wrote an application and submitted to upazila administration. Otherwise teacher's recruitment at char area school is poor. 12 teachers transferred from char where 04 teachers replaced against them.

SMC member of Singrapur GPS Mr. Shafiqul Islam is also a local politician. He got chance to speak out the real teachers crisis in an upazila meeting where Member of Parliament Mr. Rajiuddin Ahamed Raju were present as chief guest. Only one issue and that is teacher's crisis at char area he upholds in the meeting. Then MP committed to do something about teacher's allocation or stop transferring.

SMC member of Singrapur GPS Abdur Rajjak miah gave about 4 decimal lands to school temporally so that students can play and enjoy the school.

SMC members are monitoring school in regular basis. They are participating school development activities. SMC chairman, members also assist school giving financial supports. SMC chairman of Baluakandi GPS provided 3000 taka to one student who got scholarship from Government at PEC examination. SMC chairman of Sonabalua has given taka 1000 to collect text book from upazila office as a carrying cost. School teachers, SMC and UP members are communicating to UP for allocation budget for school.

Elite person Mr. Nuruzzaman miah of Baluakandi village donated 8 Tiffin boxes to 8 students of class five. (Roll 1 to 8)

Project staffs keep cooperation with Upazila education office, UP office as well as UP education standing committee. To make linkage between upazila education office and UP office, AUEO was invited in a UP education standing committee meeting at Paratoly. AUEO offered to UP for allocating budget and expensing budget in a view to develop school. On the contrary, UP chairman also was seeking sufficient assistance from upazila to improve children education situation at Paratoly char. SMC representative, School teachers were also participated in that meeting. Through this meeting, linkage between AUEO and SMC has made. AUEO also participated in the char schools program where project staffs cooperated with AUEO.

Now a good cooperation among SMC, teachers, UP, Upazila and also community people are continuing. If this kind of cooperation is going on than a good educational environment must be well at char area.

Prepared by:

**CEPCM project Team
PAPRI**

Rumi is regular in school

Rumi is 7 years old girl. She is in class one under Singrapur Government Primary school. Her father is Liton miah and mother is Selina begum and they live in Singrapur serar bari. Rumi has four brothers and one sister. She is in the 2nd position of her brothers and sister. Her father is a little earning person who works in fishing. Her elder sister has been appeared in PEC examination this year under Singrapur GPS. Parents are not careful to their child, otherwise they faces financial crisis to bear family expenses. For that reason Rumi stopped going to school though she got government text book from GPS after admission. Volunteer Alam mia collected her name and write her name in his irregular lists. Then project staffs visited her home in a view of discovering the real problem of stopping school. Having asked to her mother about Rumi's schooling, Rumi's mother upholds the main cause of family that is finance problem. Resulting of discussion with Rumi's mother on education importance then her mother agreed to send her child in school again. From that time Rumi starts schooling. Rumi never stopped schooling resulting of project staffs supervision. Mention here that, Rumi was absent in the 1st terminal examination. But after regular in school she appeared in 2nd terminal and final examination. Her mother communicates two times in school in the month of December for taking follow up of her child. Through visit of PAPRI staffs they have knew from her mother that Rumi is attentive in studying and schooling. Otherwise Rumi's father also takes care to Rumi. Rumi's mother has given thanks to the PAPRI project staffs for returning Rumi in school.

Information collected by:

Md. Nazrul Islam

COT

CEPCM project.

CHAPTER 06

Receipt & payment, Income & Expenditure and Balance sheet

CHAPTER 07

Ellipsis:

A	:	Achievement
AC	:	Accounts
Acc.	:	Accountant
AD	:	Assistive Device
CAHD	:	Community Approach to Handicap in Development
CAP	:	Community Action Plan
CB	:	Cow Breeding
CDP	:	Citizen Development Program
CDC	:	Community Development Centre
CDD	:	Center for Disability in Development
CEP	:	Children Education Program
CHDRP	:	Community Handicapped and disability Resource Person
CP	:	Campaign Program
CP	:	Cerebral Palsy
CSC	:	Community Score Card
Dev.	:	Development
DAE	:	Directorate of Agriculture Extension
DP	:	Development Partner
ED	:	Executive Director
EFA	:	Education for All
F	:	Female
FO	:	Field Organizer
GO	:	Government Organization
GoB	:	Government of Bangladesh
H.S	:	Health Sanitation
IGA	:	Income Generating Activities
LGED	:	Local Government and Engineering Department
M	:	Male
MDG	:	Millennium Development Goals
MoE	:	Ministry of Education
NGO	:	Non-government Organization
NVS	:	Nippon Volunteer Support
PAPRI	:	Poverty Alleviation through Participatory Rural Initiatives
Part.	:	Participant
PIC	:	Project Implementation Committee
PC	:	Program Coordinator
PHC	:	Primary Health Care
PRT	:	Primary rehabilitation therapy
PWDs	:	Persons with disabilities
PS	:	Program Supervisor
RTI	:	Rights to Information
SDP	:	Social Development Program
SL	:	Sanitary Latrine
SN	:	SHAPLA NEER
SWOT	:	Strength, weakness, opportunities and Threats
SDG	:	Sustainable Development Goal
T	:	Total/Target
TC	:	Training Coordinator
TP	:	Training Program
TRT	:	Therapeutic Rehabilitation Treatment
UEO	:	Upazila Education Officer
UNICEF	:	United Nations Children's Emergency Fund
UNO	:	Upazila Nirbahi Officer

