# *Chars* Livelihoods Programme

## Social Development Review

**Smita Premchander**

**May – August 2012**

**Table of Contents**

**List of Figures**

**List of Tables**

## List of Abbreviations

| | |
|---|---|
| AG | Adolescent Group |
| AGM | Annual General Meeting |
| ATP | Asset Transfer Programme |
| CBO | Community- based Organisation |
| CLP | *Chars* Livelihoods Programme |
| CPHH | Core Participant Households |
| CPK | Char Pusti Karmi |
| CRC | Community Resource Centre |
| CSK | Char Shostho Karmi |
| DFID | Department for International Development |
| GO | Government Organisation |
| GoB | Government of Bangladesh |
| HH | Households |
| IEC | Information, Education and Communication materials |
| A | Income Generating Activity |
| LSP | Livestock Service Provider |
| M4C | Market for Chars |
| MTDF | Multi Donor Trust Fund |
| NGO | Non Government Organisation |
| PWD | People With Disabilities |
| SCF | Save the Children (Fund) |
| SD | Social Development |
| SDA | Social Development Advisor |
| UP | Union Parishad |
| VAW | Violence Against Women |
| VDC | Village Development Committees |
| VGD | Vulnerable Group Development |
| VGF | Vulnerable Group Feeding |
| VSLG | Village Savings and Loan Groups |

## Acknowledgement

**Executive Summary**

The Chars Livelihoods Programme (CLP) entered its second phase (CLP2) early in 2010 following on immediately from its first five year period. CLP aims to help lift 67,000 extreme poor households out of poverty by the end of the programme, by March 2016. CLP maintains clear targeting of the extreme poor. The three principal selection criteria are: no productive asset; no access to land; and no regular income source. CLP's approach has enabled approximately 30% of households living on island chars in the targeted areas to benefit.

The core package of support under CLP2 has remained essentially the same as under CLP1. Core Participant Households (CPHHs) continue to receive income-generating assets, an earthen plinth raised above recent record high flood levels, improved latrines and access to clean water supply. They also receive a monthly stipend for 18 months, training and inputs to develop a homestead garden and a series of social awareness support, also lasting for 18 months. During the social awareness sessions that take place during participant weekly group meetings, emphasis is placed on teaching a series of modules including hygiene, nutrition, respect for women, and rights and responsibilities.

Under CLP1, selected households rose to a position where they are eating two or three meals a day, selling milk from their cattle and producing a surplus of vegetables from garden activities. They are less vulnerable to floods. This approach has in general been successful; however the multiplicity of threats to their livelihoods has not been eliminated. The design process for CLP2 highlighted a number of areas for review and improvement, and a need to re-prioritise interventions.

Following a Review of Social Development in 2010, CLP revised its discussion modules for core household participants. CLP also introduced discussion meetings for specific groups (core and non-core) and has supported local institutions and sustainable community-wide practices.

CLP2 has sought to broaden inclusion of those not selected as direct participant households. This was done to reduce possible social division arising from supply of high value inputs to a targeted group within a population in which there is undoubted pervasive general need for support (and little if any functioning government, non-government or private sector supply) While working within a finite budget, CLP has tried to identify processes where other intra-community groups can participate and derive benefit, such as: men; adolescents; and young married couples and opinion leaders. It has done this through organization of specific discussion groups on a variety of relevant topics.

The best results of this approach have to do with the support to build sanitary latrines, wherein CLP changed its policy significantly. Instead of supplying well constructed, relatively high cost latrines only to CPHHs, CLP shifted to a community-wide participatory approach, involving sanitation awareness raising and self-built, low cost latrines with only a small grant and the slab and water seal supplied by CLP. The outcome of this is to reduce or eliminate open defecation, creating a public good at no extra cost to the programme. In the future, development and improvements of market systems will likewise benefit a wide range of individuals in a variety of

ways, such as lower agriculture and livestock input prices and increased availability and access to output markets. Continuation and expansion of the CLP non-core components will further ensure that programme benefits extend out into the wider community and assist sustainability of the programme impacts.

CLP has also identified areas where inclusion of the whole community has been possible, without compromising and indeed at times enhancing the benefits accrued to core participant households. Forming and supporting Village Development Committees (VDCs) in each char village to help prioritise and resolve local development issues was introduced in each village where CLP works.

**Objectives and Methodology**

This second Social Development Review aims to review, recommend and revise as appropriate, the CLP social interventions, and work with the CLP team to recommend and agree changes and improvements. The priority projects for review are "non-core" Social Development Group Discussions, i.e. those including specific discussion groups: adolescent boys and girls; young married couples; men's inclusion in livelihoods training; and other elements e.g. hygiene, nutrition, drinking water, etc. throughout CLP[1]. The review includes an assessment of the topics and methodology, and recommendations for changes and improvements in the curriculum and / or approach. The other focus of the review is the Village Development Committees and their role, function and potential to represent and act in the interests of the community and its numerous vulnerable residents. Recommendations are called for on further development and support for VDCs, and sustainable institution building at the char or Union Parishad level. In addition to building sustainable local institutions, the review is expected to provide suggestions for improved inclusion, empowerment, and gender equity as it apply to different groups (including women, men, boys, adolescent girls, etc.).

A participatory methodology was followed for the review. The staff of CLP Social Development and Innovation, Monitoring & Learning Divisions participated in the design, data collection and analysis. The review was supported by four sample surveys to give a rapid understanding of the village profiles, village development committees, adolescent groups and couple orientation trainings. The other tools used were focussed group discussions (FGDs) with core and non-core participants, the latter including adolescent girls and boys, VDC members, couples to whom couple orientation training is given, men who receive male orientation, and people with disability. Discussions were held during field visits and workshops with CLP and IMO staff. The discussions included training evaluations and topics relating to social change, inclusion and empowerment.

**Core Social Development Trainings**

The major changes made in the core social development modules relate to sanitation training. In the past two years, CLP introduced a new strategy for community-led total sanitation (CLTS),

---

[1] This part of the TOR was extended to include a review of the core SD modules as well, which were designed in 2010. This helped to align the training more closely with the current CLP methodologies, and also to refine the training contents and methodologies based on trainer feedback.

which replaced the earlier approach of providing high cost latrines to the core participants.  This made the earlier training module redundant, which was substituted with a new one on CLTS approach.   Content improvements were also made on some topics, for instance by adding disease prevention to topics such as diarrhoea.   Several other sessions were improved by changing the methodology or including relevant stories, graphics, and practical demonstration.

Couple orientation training is given to couples from core participant households (CPHHs).  This training aims to increase gender sensitivity of men and women, and tracks change in knowledge attitudes and behaviour through a monitoring tool.  Previosuly, both staff and participants had felt that CLP's focus was geared towards women alone. The training methodologies were improved to make the sessions more participatory and to improve the awareness of men. ..

**Training for non-core participants**

 **Male orientation trainings** are held for married men from non-core HHs with the aim of increased gender sensitisation. The specific training objectives are to reduce discriminatory attitudes towards men and women's work in society and family; to reduce domestic violence; and to increase empathy towards women and disabled persons during disasters.

Men are provided with one day-long  residential training. The discussions with IMO/CLP staff and at village level showed that in addition to the topics already included, some additional topics should be added: birth registration, marriage registration, sanitation, caring for disabled persons, disaster management, as well as awareness about the government and non-government organisations

The capacity building decisions for VDC and AG were based on the strategy for these organisations to become sustainable.

**Village Development Committees (VDCs)** are Community-Based Organisations (CBOs) formed at the initiative of CLP. CLP introduced VDCs two years ago, with the intention of reaching out to the wider community, to develop them as community based organisations that would anchor and lead social changes in the *chars* villages.  Trainings were also introduced to adolescent girls and boys, and these groups have shown positive results in terms of influencing social practices of child marriage and open defecation.  Both VDCs and Adolescent Groups (AGs) have shown the potential, and are poised to be shaped as community based organisations (CBOs) that survive sustainably after CLP leaves a *chars* village.

While reviewing CBOs, attention was paid to four features critical for the sustainability of these organisations:
- Vision and Objectives;
- Composition of the CBOs;
- Leadership and capacity building; and
- Linkages to mainstream organisations (their leaders) and services, such as leaders and standing committees of the Union Parishads (UPs).

VDCs have specifically focussed their work on identifying the existing social problems in the village, participating in solving these and working closely with UP members to ensure that the building of roads and culverts are directed to their villages, and feeding vulnerable groups, food for work and cash for work programmes reach their villages, and the poor households benefit from these.

VDCs were originally sensitised to problems of open defection, early marriage, dowry along with the need for birth and death registrations and safe drinking water. They were also given information on CLP, IMOs and UP as well as trained in to run a CBO. These sessions were found useful, and discussions showed that in order to enable these organsiations to be sustainable, they need to have a formal constitution, and be perceived as 'recognised' and valid organisations representing chars communities.  This is to be achieved by increasing the capacities of VDCs to address social issues more effectively, such as  leadership development, gender sensitisation, disaster management training and guidance on preparation of an annual work plan. In addition, an exchange programme amongst VDCs of nearby villages shall also be instituted.  To link them better with government and other organisations, the CLP will provide them a role in organising community melas, and will also aim to get some of the VDC members into steering committees of the Union Parishads, so that leaders from the chars may begin to have some influence in mainstream local government organisations.

The strategy for enhancing effectiveness and sustainability of **adolescent groups** was based on discussions with staff and the community, and a research survey done as part of the review. Adolescent Groups have been formed to prepare young persons from the community to become future leaders. They serve as platforms to equip adolescents with increased knowledge about reproductive health, sexual diseases, HIV/AIDS, personal hygiene and the community, in general. They are sensitised about the importance of education and various types of social barriers - and encouraged to inform others and spread messages. The adolescent groups have shown results, in terms of motivating parents to send their school-drop-out children back to school, preventing early marriages and participating in CLTS movements in their villages.

Given the very large number of adolescents in chars villages, and their lack of access to mainstream education services, this is a neglected and unreached group, with great potential to influence livelihoods and social development on the chars.  Therefore, and learning from other organisations who work with children and youth, a peer group approach for AGs has been suggested whereby the group that receives training then focuses on educating their peers in the village.  In addition to the training aspects mentioned above, CLP shall now also inform AGs about social values, responsibilities to elderly and disabled people, respect to parents and the importance of balanced nutrition. Gender sensitisation shall also be included, as well as training to enhance communication and facilitation skills of the group members. The suggestion is that to the extent possible, CLP's livelihoods unit could include some of them in the livelihoods training given to core households, and identify some adolescent girls and boys to include as service providers for livestock, fodder development and other market development activities.

Interventions outside the core support package help CLP to go beyond the CPHHS and reach out to the wider community in a *chars* village. Expanding membership of savings groups to non-core CLP HHs through formation of **non-core Village Savings and Loan Groups (VSLGs)** have been widely appreciated, and have reached a large part of the community who do not qualify for the ATP.  The CLP teaches non-core VSLG members the methodology of pooling small savings,

and making this available as small loans. It serves primarily to access small funds to meet emergency food and medical expenses, and have small assets like hens, ducks, agricultural investments, etc.  At the end of the year, the women have access to their savings and accumulated interest, with which they can return a loan, or buy a small asset. As most VSLGs continue operating for the subsequent year[2], such continuation ensures similar access to pooled savings, small loans and accumulated amounts at the end of the subsequent year.  These activities serve the purpose of livelihoods protection to some extent. [3]

This review recommends that if possible, CLP should introduce Social Development training for the non-core VSLGs. Even if this is half the sessions of those delivered to the core group, this will go a long way in raising the morale of the groups, and giving them the opportunity to increase awareness, changes attitudes and behaviour with respect to water and sanitation, hygiene and nutrition, early marriage, education of children, dowry practices, gender issues, etc. Another suggestion for the sustainability of non-core VSLGs is to identify educated girls and boys from the AGs, and train them, during the two years of CLP support, to write the accounts for VSLGs.  This would build local capacities to manage and multiply VSLGs, even after CLP leaves.

**Inclusion and Empowerment**: Inclusion of people with disability was highlighted by DFID, and was examined in detail.  The suggestions include finding ways to include more PWDs in the core asset transfer programme, and alongside this, consider piloting a new livelihoods promotion package for the disabled who may not qualify for asset transfers.  For those who need continuous support, CLP could consider piloting a stipend programme, from a Multi Donor Trust Fund to be set up by DFID in the near future, with government as a partner.  The pilot is intended to be eventually be taken up by the government.

In the long run, the population on the chars will need to be served by the government, therefore CLP and DFID need to pay greater attention to policy advocacy, piloting programmes with the government, supporting them to work in the chars, and monitoring progress on the provision of government services in the CLP operational area.

In conclusion, while CLP was set up as a targeted livelihoods programme, the sustainability of benefits  even for the core participants can be ensured only if the whole community is taken on board.  For some objectives to be achieved, such as sanitation, health and reproductive health impacts, social changes have to come from within the community.  Community based organisations such as the VDCs and AGs are therefore key to anchoring social development. Investments in these have given good results, and the proposals made in this review will help to strengthen these organisations.  The non-core VSLGs have extended CLP's outreach to many poor families too, which can be deepened as well for improved inclusion.  The most excluded category are the PWD, and here the numbers and destitution need ascertaining, yet the review shows that CLP will need to extend beyond the current programme policy and methods to offer any meaningful inputs to them.  Given that the CLP is the only programme that works for the poor in the chars, the demand to reach new groups, and to do more for the existing core and non-core

---

[2] Many of them re-constitute themselves  with some members dropping in and others joining (this information is from discussions with members, and the membership changes in the process of re-formation have not been researched yet in CLP studies.

[3] In  *A Study to Assess the Sustainability and Quality of Village Savings and Loans Groups (VSLGs)* by Nicola McIvor and Arshad Hussain  it was found that from the 1712 VSL groups formed in CLP-1 , about 547 or  32% of the groups are still meeting and saving without support from CLP.

participants is to be expected.   Many of the key recommendations will be accommodated in the current budgets, and for some, financial projections have yet to be made; for these latter, the hope is that CLP will be able to find funds internally through savings or raise additional funds.

**Chars Livelihoods Programme**

**Social Development Review**

## 1.    Background

The *Chars* Livelihoods Programme (CLP) entered its second phase (CLP2) early in 2010, immediately following on its first five year period. The CLP aims to help lift 67,000 extreme poor households out of poverty by the end of the programme in March 2016.

The core package of support under CLP2 has remained essentially the same as under CLP1. Core Participant Households (CPHHs) receive income-generating assets, an earthen plinth raised above recent record-high flood levels, improved latrines and access to clean water supply. They also receive a monthly stipend for 18 months, training and inputs to develop a homestead garden and social awareness support, also lasting for 18 months. During the social awareness sessions that take place during participant weekly group meetings, emphasis is placed on teaching a series of modules including hygiene, nutrition, respect for women, and rights and responsibilities.

CLP maintains clear targeting of the extreme poor. Households are selected using an intensely managed and verified proxy means test approach. The selection criteria correspond to *chars*' people's own perceptions of wellbeing. The three principal selection criteria are: no productive asset; no access to land; and no regular source of income. At the scale the CLP is working at, combined with sufficient oversight and checking; this has proved to have low inclusion errors, even in the context where the great majority of people are under the income poverty line and food insecure.

Under CLP1, selected households have risen to a position where they are eating two or three meals a day, selling milk from their cattle and producing a surplus of vegetables from garden activities. They are less vulnerable to floods. This approach has in general been successful; however the multiplicity of threats to their livelihoods has not been eliminated. The design process for CLP2 highlighted a number of areas for review and improvement, and a need to re-prioritise interventions.

CLP's approach has enabled approximately 30% of households living on island *chars* in the targeted areas to benefit from an improved quality of livelihood. CLP has largely reached the vulnerable, extreme poor, comprising of those reliant on agricultural wage labour, the fisher community, women-headed households without male guardians and some older people. CLP has also reached some of the dependent extreme poor - the sick, the disabled and most of the elderly. However the dependent extreme poor make up only a small minority of core beneficiaries to date.

Following a review of Social Development in 2010[4], CLP revised its discussion modules for core household participants. The curriculum was revised and re-prioritised, and the teaching methodology gave facilitators a greater understanding of the topics and the purpose of each discussion meeting. The session methodology was made more participatory, practical and oriented towards change, in attitudes and behaviour. CLP also introduced discussion meetings for specific groups (core and non-core) and has supported local institutions and sustainable community-wide practices.

CLP2 has sought to broaden its categories to include some of those not selected as direct participant households. This was done to reduce possible social division arising from the supply of high value inputs to a targeted group within a population, in which there is undoubtedly a pervasive general need for support (and little, if any, functioning government, non-government or private sector supply). While working within a finite budget, CLP has tried to identify processes where other intra-community groups can participate and derive benefit, such as: men; adolescents; young married couples and opinion leaders. It has done this through the organisation of specific discussion groups on a variety of relevant topics.

The best example of this has to do with the latrines, wherein CLP changed its policy significantly. Instead of supplying well constructed, relatively high cost latrines only to CPHHs, CLP shifted to a community-wide participatory approach, involving sanitation awareness raising and self-built, low cost latrines with only a small grant and the slab and water seal supplied by CLP. The outcome of this is to reduce or eliminate open defecation, creating a public good at no extra cost to the programme. In the future, development and improvements of market systems will likewise benefit a wide range of individuals in a variety of ways, such as lower agriculture and livestock input prices and increased availability and access to output markets. Continuation and expansion of the CLP non-core components will further ensure that programme benefits extend out into the wider community and assist sustainability of the programme impacts.

CLP has also identified areas where the inclusion of the whole community has been possible, without compromising and indeed at times enhancing the benefits accrued to core participant households. Forming and supporting Village Development Committees (VDCs) in each char village to help prioritise and resolve local development issues was introduced in each village where CLP works.

## 2. Objectives of the Social Development Review

This review and the social development initiatives of CLP2 aim to review, recommend and revise as appropriate, the CLP social interventions, and work with the CLP team to recommend and agree to changes and improvements. Priority projects for review will be "non-core" Social Development Group Discussions, i.e. those including specific discussion groups: adolescent boys and girls; young married couples; men's inclusion in livelihoods training; and other elements e.g. hygiene, nutrition, drinking water, etc. throughout CLP. The review includes an examination of

---

[4] Premchander, Smita, 2012…. http://www.clp-bangladesh.org/pdf/clp_social_development_review_04nov2010.pdf

topics and methodology, assesses the likely changes that will result, and makes recommendations for changes and improvements in the curriculum and approach. The other focus of the consultancy is the Village Development Committees and their role, function and potential to represent and act in the interests of the community and its numerous vulnerable residents.

The focus areas for this review were:

- An assessment of the extent to which the current methodology and curriculum of social interventions for non-core participant are achieving intended results;
- Detailed specific improvements and changes in the Social Development "non-core" group discussion modules, guidelines and field materials, including recently introduced materials. Recommendations to include format and frequency of discussions and meetings;
- Recommendations for improved inclusion, empowerment, and gender equity as they apply to different groups (including women, men, boys, adolescent girls, etc.). Make recommendations for inclusion of men and boys in CLP project activities;
- Recommendations for the role and function of VDCs and ways CLP can further develop and support;
- Assessment of CLP social development activities which fall outside the core discussion curriculum and;
- Suggestions of other areas for CLP to consider supporting sustainable institution building at char or Union Parishad level.

## 3.    The Review Methodology

The methodology was highly participatory, involving discussions with CLP staff from human development and other units, IMO staff, and discussions with a wide range of stakeholders. The discussions included:

- Familiarisation with group discussion content and materials;
- Establishment of any priority changes and issues which CLP should attempt to address, based on social importance, cost effectiveness, achievability of the change, which most directly addresses the purpose, outputs and milestones of the CLP2 log frame. Liaising with CLP Monitoring and Communications staff to ensure that messages are designed to produce desired and prioritised outcomes;
- Assessment of teaching materials and methods: classroom; participatory; and adult learning. Making recommendations for introducing new techniques and making improvements.

The decisions on additional training topics, and change of training material and methodology were made on the basis of a sample survey done in 35 CLP villages.  The objective of the surveys was to understand ground realities with respect to the coverage of *chars* villages through

CPHHs, and the CBOs that have been formed in the past two years.[5] The survey covered four key issues relevant to the current assessment:  some relevant information about the village, adolescent groups of boys and girls, Village Development Committees, and couple orientation training. The questionnaires used are appended at Annexure 2, and have been summarised below:

*Adolescent Group Profile Questionnaire:* This questionnaire begins with the basic demographic information about the village being surveyed. It then collects group information like the composition of the group, the time of the group formation, and details about the group members. The respondents are asked if there have been changes in the group members as well as measures their levels of participation. Finally there are questions on the barriers that the groups or an individual in the group faced during community level work.

*Village Profile Questionnaire:* This questionnaire begins with demographic information, and asks about the availability of educational facilities and healthcare in the village. The questionnaire also records information on the number of safety net card-holders in the village, the number of representatives of the government in the village and the advantages of the same.

*Village Development Committee (VDC) Questionnaire:* The questionnaire contains information on the timeline and the reasons for the formation of the VDCs. It then tracks the meetings held by the VDCs until May 2012 and the level of participation by them in different activities including sending children back to school, involving the community in making sanitary latrines in their homesteads, and conflict resolution. The questionnaire also helps track the extent of record keeping within the VDCs. It asks about linkages of VDCs with government organisations, barriers that the VDCs face, and their capacity building needs.

*Couple Profile Questionnaire:* This questionnaire was targeted at collating information regarding the particulars of the couples who received "Couple Orientation" training in the villages. It gathers basic information about the couple; including their names, ages and occupation. The questionnaire then records information on the realisations/knowledge gained after the couple's orientation.

The findings of the survey contributed to the evaluation of these organisations and trainings, alongside the field based discussions with the community and project and IMO staff.  One of the field visits was conducted with the DFID-B Social Development Adviser (SDA), resulting in a shared understanding and approach to SD issues in CLP.

---

[5]The results of the surveys are given in Annexure 2.  The author is grateful for the support of SD and IML units of CLP in conducting the research and analysing the results.

## 4. Revision in Training Modules

The review considered questions about the continued relevance of the training. An assessment was made, of the training methodology of existing sessions, and the impact that these have had in changes in awareness, understanding, and behaviour change. Focus group discussions brought up new issues which need to be addressed through training. New topics were introduced if they related to a key social problem that people believed they needed to discuss and change, or where the IMO or CLP staff suggested that inputs would help achieve the programme objectives better.

### 4.1 Core Group Social Development Training

The core group training was discussed with the trainers, and feedback obtained directly from some core participant groups, to highlight the sessions that needed to be revised for better impact. The areas of weakness identified and changes made are as follows:

- Disputes and Dispute Resolution: Trainers pointed to difficulties in using games. The material was therefore changed. Two case studies have been added instead of games, adapting both the materials and the methodology.
- Personal Hygiene and Hand Washing: This session was designed as a practical exercise, with good results. This has been improved by adding pictures depicting the best way of hand washing, and a new game.
- Use of the Latrine: In the past two years, CLP has promoted low cost latrines at the community level. The training session was modified to include the method of installation and usage of a low cost latrine.
- Usages of Safe Water: Trainers pointed out that some villages in the CLP working area now have the groundwater contaminated by arsenic. The session has been modified, and now includes an additional topic which creates awareness and testing of arsenic contamination.
- As Diarrhea is a common problem, and can be prevented by simple measures, a new session on "Diarrhea prevention" has been added.
- The discussion on Breast-Feeding was found very useful and effective. Based on suggestions of trainers, the session on "Child Caring" now includes a picture on breast-feeding.
- Contagious Diseases and Common Accidents: This session has been rewritten, and handouts on Contagious Diseases have been added.
- Family Planning: This session has been improved by adding the usage of modern birth control methods, which are depicted through pictures.
- Marriage Registration: Earlier, the session stressed the importance of marriage registration, and the benefits. To make it more practical, and to enable the participants to develop an understanding of marriage registration process, the Nikah form for marriage registration has been included in the session materials.
- Cold and Heat Waves: The participants and trainers felt that the two topics merited separate discussion hence should be two separate sessions. Accordingly, the session has been split into 2 individual sessions and pictures have been provided accordingly.

- Early Marriage: Discussions in the villages showed that most girls are married by the age of 15 or 16, and boys by the age of 20 or 21.  Early pregnancies and deliveries lead to female morbidity, infant mortality and children with disabilities[6].  The session was changed to incorporate messages that would create awareness of the health effects, on the girls and new-born children.  Suggestions are included about delaying the time when the married couple start co-habitating (*shonsar kore)*, and birth control measures, so that pregnancies may be delayed.

Some changes were also made to strengthen the sessions on dowry, Violence Against Women (VAW), birth and death registration, and caring for elderly people. These have been listed later in this report.

## 4.2   Core Group Couple Orientation

Couple orientation training is offered to CPHH couples in the reproductive age group with the objectives of increasing gender sensitivity, reducing the social discrimination among men and women and increasing the social acceptance of girl children.

Following are recommendations to the make the more effective:

- The training is to be a 2 day-long residential programme.  The review revealed the added value of a refresher after 6 months.
- The overwhelming feeling among participants and staff is that the CLP training inputs focus on women, yet, for change in gender relations, men need to be sensitised too.  One way of doing this is to conduct one or two sessions where male relatives of participants are allowed to come for the training, thereby learning about the topic.  These sessions where men are invited should be those where gender issues are discussed, and have participatory methodologies, so that there is an increase in men's awareness about these issues, and can potentially lead to change of behaviour.  Husbands of core participants will be invited in the last weekly meetings of the year.

CLP is using participatory monitoring tools to track behaviour change. These can be used in the 6-monthly refreshers and the last weekly meeting.

## 4.3   Opinion Leaders Training

The participants include women and men from CPHHs and other villagers, selected by CLP/IMO staff.

The training objectives are:
- To promote gender sensitivity among opinion leaders;

---

[6] Detailed research on this issue would be useful in getting the figures and motivating the local government to influence the village systems, especially marriage registrations, where the processes regularly involve inflating the age of the girls and boys getting married.

- To sensitise participants on different social issues, such as early marriage, dowry, and domestic violence; and
- To make them aware about their responsibilities during a disaster.

The training is a two day residential event. Based on the discussions in the field, the recommendations for improving the effectiveness of this training are:

- Extend to residential training to 3 days;
- A refresher is needed, in addition to training being increased by a day, so that it increases the motivation and resolve to engage with social issues;
- Ensure participation in observation or days such as Woman's Day etc; and
- Disseminate Information, Education and Communication (IEC) materials, which participants can use to teach others. This is an expectation from opinion leaders that can be realised, as opinion leaders are carefully selected on the basis of their ability to influence others, and they are quite willing to spread the learning that they get from CLP programmes.

## 4.4  Non-Core Male Orientation

Male oriented trainings are held for married men from non-core HHs with the aim of increased gender sensitisation. The specific training objectives are:

- To reduce discriminatory attitudes towards men and women's work in society and family;
- To reduce domestic  violence; and
- To increase empathy towards women and disabled persons during disasters.

This is one of the few training programmes that reaches out to non-core households, and is appreciated by the community.  This training programme can be extended to reach out to another category of men who are relevant for CLP: husbands of the non-core VSLG members.  Currently, the non-core VSLGs have very few inputs other than those of savings, and offering them the non-core male orientation module, which is already a part of CLP SD training, will ensure their inclusion with no cost escalations.  Therefore, it is recommended that the target group for this training includes from half or two thirds of the male participants from non-core Village Savings and Loan Groups households. This would ensure that the husbands of members of non-core VSLGs get some gender inputs.

Men are provided with one day-long training. The discussions with IMO/CLP staff and at village level showed that in addition to the topics already included, some additional topics should be added: birth registration, marriage registration, sanitation, caring for disabled persons, disaster management, as well as awareness about the government and non government organizations.

One topic, which was originally part of the training imparted during the Male Orientation, but was considered not relevant, and therefore discontinued, was on income inflows, outflows and the importance of savings.

Topics originally under the training imparted during the Male Orientation which are carried forward are as follows:

- Roles and responsibilities of males and females in the family
- Effects of gender discrimination and ways to resolve it
- Dowry and family violence
- Some important message on family laws
- Family planning
- Male's responsibilities during floods
- Male's responsibilities towards parents and elderly people.

In addition to the above listed topics covered under Male Orientation trainings, some new topics were recommended, which were considered important from the point of view of behavior change. These were:

- Birth registration
- Marriage registration
- Sanitation
- Disaster management

**Figure 1: Case Study of VDC in Gopal Jhar Char, in Nilphamari District**

The VDC of Gopal Jhar Char Varot, in Jhaldhaka Union of Nilphamari District was established 14 months ago.  In a discussion with the members, they explained that earlier, there was no group    in the village, who would work towards mitigating community conflicts, reducing dowry or stopping early marriages.

After the formation of the VDC, members received a 3 day-long training. Ever since, they have been conducting monthly meetings, and documenting the decisions taken.  In each meeting, they review the decisions taken in the earlier meetings, analyse social issues, identify agendas for further action, and delegate the responsibility of work for the next month.

This VDC has had many positive impacts on the village life, some of which are:
- Members collect cash to support vulnerable families (for example, VDC members collected Tk. 10,414.00, to purchase cows and distributed this among beneficiaries, who had recently lost cows).
- Members make villagers aware of compulsory marriage registration (for example: 3 couples registered their marriages after 10 years with support from VDC).
- VDC members ensure free birth registration and inform the Union Parishad (UP) about new births.
- VDC members a play role in mitigating family conflict. They have been involved in preventing domestic violence.
- Members raise the community's awareness of the negative impact of open defecation. 910 households now using sanitary latrines.
- With the support of VDC, 41 students enrolled in Class-1.
- VDC took initiative to immunize children.
- VDC requests the Union Parishad to install tube wells in villages, and organise relief distribution.

A 6-monthly refresher is suggested which may be a one day non-residential programme.

## 5.    Building Sustainable CBOs

VDCs are community-based organisations (CBOs) formed at the initiative of CLP, over the past two years.  They were introduced two years ago, along with the intention of reaching out to the wider community, to develop them as community based organisations that would root and lead social changes in the *chars* villages.  Training was introduced to adolescent girls and boys, and these groups have shown positive results in terms of influencing social practices of child marriage and open defecation.  They have been able to stop child marriages, get school drop-out children re-enrolled in school, and have worked alongside VDCs for Community led Total Sanitation (CLTS).  These groups have shown the potential, and are poised to be shaped as community based organisations (CBOs) that survive sustainably after CLP leaves a *chars* village.

These CBOs have had impressive outcomes, in terms of stopping child marriages, curbing dowry and domestic violence, and increased the number of children remaining in schools (as seen in Table 1  below):

### Table 1: Achievements of CBOS

| SL. # | Activities | VDCs | AGs | Total |
|---|---|---|---|---|
| 1 | Number of early marriages stopped. | 310 | 97 | 407 |
| 2 | Number of dowry cases stopped. | 203 | 131 | 334 |
| 3 | Number of conflicts (family or social) resolved. | 484 | 10 | 494 |
| 4 | Number of households assisted during disaster (flood, fire burn, cold, erosion or any other hazard in char areas). | 699 | 0 | 699 |
| 5 | Number of additional government services (VGD, VGF, Old age allowance, widow allowance etc.) obtained. | 525 | 0 | 525 |
| 6 | Number of low cost latrines installed through motivation. | 3821 | 2533 | 6354 |
| 7 | Number of additional children sent to school through motivation. | 753 | 345 | 1098 |
| 8 | Others - birth registration, making connecting roads and installing bamboo bridges, etc. | 220 | 252 | 472 |

Sustainability of the following key features was examined:
- Vision and Objectives;
- Composition of the CBOs;
- Leadership and capacity building; and
- Linkages to mainstream organisations (their leaders) and services, such as leaders and steering committees of the Union Parishads (UPs).

The strategy for the CBOs determines the training inputs. The strategy suggested for VDCs and AGs is detailed in the following sections:

## 5.1   VDCs as Sustainable CBOs[7]

The development of the strategy for building VDCs was done on the basis of a sample survey that covered 32 villages.  The findings of the survey showed that:

**Figure 2: VDCs: Purpose, Areas of Work and Challenges**

On an average, there are 11 members from each village who form the VDC.  About 85% of the VDC members perceived that the main function of the VDC was to stop early marriage, dowry, conflict mitigation, and violence against women (VAW). Another 40% felt that in fact, the key function of the VDC was to stop open defecation, while 15% of the members felt that coordination with the UP and service provider was the main function. 3% of the members perceived planning, monitoring, evaluation and ensuring the utilisation of local resources as key purposes of the VDC.

96% members stated that the VDC participated in enrolling or re-enrolling children in school, while 93% felt that the VDC had ensured latrine installation to reduce open defecation in the village. Feeling the need to work with an NGO (28%) and the training received by CLP (21%) were seen as the most popular factors influencing the intervention of the VDC.  Meanwhile, a majority (28 %) of the members felt that their greatest challenge was gaining acceptance from members of the community.

When asked about linkages with other local organizations, 68% members said that the VDC worked most often with the UP and schools, while 96% said that the VDC did not approach MFIs for their work.

37% felt that skill development, and 28% felt that social development training were important inputs towards capacity building of the VDCs.

The objectives of VDCs are to:
- Identify the existing social problems in the village and act to solve them;
- Active participation to ensure social wellbeing;
- Assist in implementing the CLP's activities;

---

[7] Relevant TOR question: Recommendations for role and function of VDCs and ways CLP can further develop and support

- Ensure the continuation of development activities after phasing out the CLP;
- Conflict resolution, these are mostly in cases of dowry, domestic violence, etc.;
- Getting the services of the Union Parishad to the *chars,* such as building of roads; and culverts, feeding vulnerable groups, food for work and cash for work programmes.

a)    Composition & Leadership

It is recommended that a VDC should be composed of 13 -15 members.  In addition to the already existing members, additional members suggested are as follows:

- Representative of Adolescent Group – boys
- Representative of Adolescent Group – girls
- Char Pusti Karmi (CPK)
- Representatives from non-core VSLGs
- Representatives from PWD (one man and one woman)

Existing composition and the new composition proposed of VDC is as follows:

**Table 2: Existing and New Composition of the VDC**

| Existing composition of VDCs | | | Composition of VDCs as per the new strategy | | |
|---|---|---|---|---|---|
| 1. | Char Shostho Kormi (CSK) | 1 | 1. | CPK | 1 |
| 2. | Livestock Service Provider (LSP) | 1 | 2. | LSP | 1 |
| 3. | Core group members | 4 | 3. | Core group members | 3 |
| 4. | Imam | 1 | 4. | Imam | 1 |
| 5. | *Haat*[8] committee member | 1 | 5. | PWD | 1 |
| 6. | Torun (young) group | 1 | 6. | A G Adolescent group member (girl) | 1 |
| 7. | UP member | 1 | 7. | UP member | 1 |
| 8. | School committee | 1 | 8. | School committee | 1 |
| | | | 9. | A G-B Adolescent group member (boy) | 1 |
| | ***Total*** | **11** | 10. | CSK | 1 |
| | | | 11. | Non Core VSLG member | 2 or 3 |
| | | | | ***Total*** | ***13 to 15*** |

b)    Constitution:

A written constitution should exist for each CBO: CLP will develop a constitution stating objectives, functions, responsibilities, etc. and provide a copy of it for each VDC. An initial draft has been done and added to the training material.

---

[8] Local weekly market

c)    Linkages:

The sustainability of a new CBO beyond the project period during which it has been initiated is dependent on how well it is linked with mainstream organisations and leaders who carry the same agenda as the new CBOs do.  This initial introduction will validate the role envisaged of the VDCs, will enable them to represent the interests of the poor and channel official benefits to those who are entitled to them in the *chars*.

In order to achieve this recognition and role for the VDC, it is recommended that CLP organises a one-day workshop in each Upazila, which will forge linkages between the VDC and the following organisations, in addition to other stakeholders:

- Union Parishad
- Union Health Complex
- Union Land Office
- Agriculture Block Supervisor
- School and Madrasha Committee
- Upazila Livestock Office
- Upazila Agriculture Office
- Upazilla family planning office
- Upazilla education office
- NGOs

d)    Linkages with the health activities of CLP:

The Health Project organizes the observation of days like World Women's Day, Environment Day, and Hand Washing Day at the community level, to increase awareness and influence behaviour changes. Given that these agendas are important for social change, getting some attention to the issue of women's social status, and encourage change in practices such as hand washing.  The participation of VDC members will be ensured, and CLP will gradually transfer lead responsibilities of observing these days to VDCs, which will help them to carry thee agendas.

e)    Training/Capacity building:

In addition to the topics for trainings already covered, those that will be added are:

- Leadership training;
- Gender training;
- Disaster management training: Topics will cover understanding disaster, such as, flood, drought and *monga*, heat spell and cold wave, house fires, etc. and the responsibilities of the community towards women, children, elder and disabled persons during disaster;
- Introduction of an exchange visit - to keep costs low, wherever possible, it is suggested that a visit be accommodated during the training days, possibly to a nearby village. Exchange among VDC members is likely to be learning experience for VDCs.  In terms of

budgets, it will need trainer time, a boat and a refreshments allowance. CLP may calculate costs and then consider if this can be accommodated; and

- Preparation of an annual work plan.

Topics originally under the training imparted to VDCs which shall be discontinued are

- Services of Local officials
- Responsibilities towards elderly people

Topics originally under the training imparted to VDCs which shall be carried forward are as follows:

- Opening Session, Objectives, Knowing Each Others, Group Formation
- CLP & IMO
- Social dispute and social problem identification
- Open defecation
- Insufficiency of safe water
- Early marriage
- Dowry & VAW
- Birth and death registration
- Alternative dispute resolution
- Union Parishad and its services
- VDC meeting and register maintaining
- Social safety net programme
- Communication
- Planning

f)     Training Length and frequency:

The VDCs are intended to be the key CBOs taking forward the social agenda after CLP moves on from a *chars* village. This requires capacity building much beyond the current levels, which do not yet prepare them as strong CBOs. There is a need to strengthen these organisations. It is recommended that the initial training be extended to three days, and that a refresher programme be held quarterly, which will require time from the trainers. Half yearly full day refresher training will help to build further capacities. The annual refresher can be a residential training again, to enable the VDC to discuss key issues with IMO/CLP staff and make the next year's plan, which will give the VDC direction and stability.

The VDCs will also benefit from having the institution of an Annual General Meeting (AGM); the last bi-monthly meeting of the year could be conducted as an Annual General Meeting (AGM). This will prepare the VDC members to write and reflect on the work done, and make plans for the next year. The outline plan for AGMs and the plan for refresher programmes for both AGs, and VDC have been developed.

g)     What the VDCs will not do

Regular Funds collection: A suggestion that came up repeatedly in meetings with VDCs, and discussions with the staff, was that the VDCs should have a fund from which they can meet some expenses relating to their work.  While having some cash will help to meet travel expenses of leaders, or support some emergency needs of the *chars* villages, the recommendation is that CLP should not encourage the VDCs to build a fund.   CLP does not have the time to institute good fund management systems, and this may work against the good and cohesive functioning on social agendas.

However, many VDCs already organise fund collection on a case-by-case basis. For instance, when a CLP core participant lost her cow, the VDC collected money to replace it. This kind of local initiative is evidence that VDCs are playing their role as social support organisations. Some VDCs may mature to the stage of building and managing their own funds, however, CLP will be able to prepare them for managing funds only with investment in capacity building.  It is recommended that CLP concentrates on getting them accepted as CBOs by the larger community, and prepare them for leading social change, and not build financial transactions in VDCs.


## 5.2   Adolescent Groups


The strategy for enhancing effectiveness and sustainability of adolescent groups was based on discussions with staff and the community, and a research survey done as part of the review.  The survey findings are summarized in Figure 4.

**Figure 3: Adolescent Groups: Learning, Attitudes and Changes in Behavior**

Adolescent Groups (AGs) in 38 CLP villages were surveyed.   When asked about what they had learnt from the trainings, a majority of 95 % girls and 94% boys reported that knowledge of the effects of early marriage had been their main learning in the AGs. 52 % of the girls reported a change in attitude towards early marriage while for the boys, this figure was 82%. 76 % of the girls and 70% of the boys said that in their behaviour and actions, they were committed to stop early marriages.

66% girls and 52% boys said that they had developed knowledge of puberty and menstruation after attending the AG trainings. While only 4% girls and 5% boys reported a change in their attitude, 57% of the girls, and 58 % of the boys reported that they looked after themselves better after the training.

52% of the boys reported that their knowledge on transmission of sexual diseases had increased after the AG trainings. 29 % said that this had changed their attitude towards sexual diseases, while 35 % of them said that it had changed their behaviour in terms of maintaining personal hygiene. 19 % of the girls developed knowledge on the transmission of sexual diseases however, 38 % reported a change in their attitude and 52 % said they had changed their

behaviour towards maintaining personal hygiene.

The objectives of Adolescent Groups (AGs) are:

- To prepare them as future leaders and responsible citizens;
- To increase their knowledge about reproductive health, sexual diseases, HIV/AIDS, personal hygiene and the community, in general;
- To gain knowledge on social barriers and inform others;
- To increase the assertiveness of adolescents, as they wish to be better recognized by adults in the community;
- To identify social problems;
- To increase organisational/group strength;
- To increase skill on vocational education and involvement with IGA; and
- To inform about services of different GO/NGOs and increase the ability to ensure access to them.

a)    Learning by mentoring

A peer group system will be adopted for mentoring adolescents in the village. It is suggested that the AGs will work through a peer group system, whereby each member of an AG trained will cover at least 6 other adolescents. CLP will provide them simple training materials (in the form of pocket sized booklets), to teach others.  Thus two AGs in a village are expected to cover all adolescents in the age groups of 10 to 19 in the village.

b)    Composition & Leadership

Each AG is expected to have 15 to 20 members, including at least one or two disabled adolescent girls/boys.  The leadership will be provided by 3 adolescents: One Chairperson, one General Secretary, and one Assistant General Secretary.  Girls and boys with disabilities will be encouraged to take on leadership activities as well.  The AGs will have a formal constitution, as in the VDCs.  This has been developed and added to the training material for AGs.

The eligible age range for group participants should be 13-19 years.  A good practice when working with adolescents is to have two categories, those aged 10-14 as one group, and 15-19 as another.  These two age groups have different levels of learning, and some topics are more relevant for the latter "young adult" group. In CLP, the preference is to have an older group, and not include 10 to 12 year old girls and boys.  This is acceptable, as the AGs are expected to work through a peer-group system to influence all the adolescents in a village.

c)    Capacity building

As stated earlier, the adolescent groups have shown results already, in terms of motivating parents to send their school-drop-out children back to school, preventing early marriages and participating in CLTS movements in their villages.  They need more intensive inputs to be able to

absorb and be better equipped to work towards the social changes indicated above. The training should be a 3 day-long residential training on social problems (early marriage, dowry, divorce, polygamy, violence against women, acid throwing, rape, eve teasing), reproductive health, sexual diseases, AIDS, and immunization.

Communication, leadership and disaster management training, will be covered in bi-monthly meetings. The refresher training will be 2 days long after 6 months, and if cost is a constraint, these can be village based rather than residential.

Topics originally under the training imparted to Adolescent Girls' Groups which shall be carried forward, and new topics introduced, are as follows

| Earlier topics continued | New Topics Introduced |
|---|---|
| 1. Opening session<br>2. Puberty<br>3. Personal hygiene during menstruation<br>4. STD<br>5. Family planning and pregnancy<br>6. Early marriage & dowry<br>7. Violence against women<br>8. Importance of Education<br>9. Social values, responsibilities to elderly and disable people,<br>10. Group and leadership<br>11. Role & responsibly of the group | 1. Social values, responsibilities to elderly and disabled people, respect to parents<br>2. Food and Nutrition<br>3. Gender and Sex<br>4. Communication and Facilitation skills |

One topic was discontinued for adolescent girls (related to marriage) and one for boys (related to puberty).

The training for Adolescent girls and boys differs in two topics: boys do not have the session on menstrual hygiene, and have instead two other topics: prevention of Sexually Transmitted Diseases (STD), and prevention of and consequences of Drug addiction.

The last bi-monthly meeting could be termed as an Annual General Meeting (AGM). This will also prepare them a little to write, reflect on the work done and plan to take it forward. The AGs will collect, maintain and disseminate learning material to other adolescents in the village, on subjects such as cleanliness, basic hygiene, reproductive health, need for continuing education, and preventing early marriages. Monitoring of the peer group system will be done through bi-monthly meetings of AGs., wherein CLP/IMO staff will take stock of how the peer groups are in turn training other adolescents who are not part of the AGs, and guide them in areas where they find it difficult to convince their peers. The topics to be covered in the IEC booklets are given in Figure 4.

**Figure 4: IEC Booklets for AGs**

---

**IEC Booklets for AGs**

A peer group system has been initiated for mentoring adolescents in the village. A trained AB/G will play the role of a Peer Educator and each trained AB/G will have 6-10 Peers who will learn through Peer group system. The Peer Educator will be given IEC materials to teach their Peer group. The IEC booklet shall have messages on the following:

**Girls**
- Personal and environmental hygiene and health practices
- Menstruation
- Early marriage
- Dowry
- Food and nutrition
- Pregnancy related care
- STD, AIDS
- VAW
- Importance of education
- Role and responsibility of girls group

**Boys**
- Personal and environmental hygiene and health practices
- Changes during puberty
- Early marriage
- Dowry
- Food and nutrition
- Pregnancy related care
- Family planning
- STD, AIDS
- VAW
- Drug addiction
- Gender and sex
- Respect to the elderly people
- Importance of Education
- Role and responsibility of the boys AGs.

---

Union level sports competitions and cultural activities may be organised by CLP adding a sport section for youth in the *community melas.* While participation of youth in community melas was discussed in the focus group discussion during this assignment, the issue of gender inequality was also raised.  By and large, men are seen as more mobile.  Adolescent girls and boys recognise that while "Boys can do 'miking[9]', girls cannot". Girls are expected to go from house to

---
[9] When someone goes out into the village with microphone systems, and makes announcements which they want to everyone in the village to hear, this is commonly referred to as "miking".

house, as "people open doors when girls knock'". Women are seen as able to influence the household domain, while boys are seen as more useful in changing public perceptions through village announcements. It is recommended that a women-only space is provided in these *melas*, so that adolescent girls and women can have the space to play and act, and participate in public events, which they do not normally do. This has been found useful in India, where NGOs working in tribal areas started women-only *melas*: soon these events open up to the larger community and no longer remain women-only spaces. In Bangladesh, especially on the *chars*, CLP has already initiated community *melas*. The recommendation here is that it would be better to first start with closed spaces where women can participate actively, and over time, re-examine whether plays and songs in which women participate can be made open to the rest of the community *mela* visitors.

The AGs requested a place for their meetings and activities, and this demand, coming from VDCs and VSLGs, is framed as the need for a "*Bhaban"* (building), which would work as a community resource centre (CRC). If some materials are provided for the community centre by CLP, the VDC members and young people will find additional money on their own for regular activities and organizing events.

d)    Exchange visits

CLP is advised to find ways to do low cost exchange visits, which, by getting adolescents out of their immediate surroundings, meeting new people, and exchanging ideas, will encourage them to take up new activities in the villages. CLP will need to design simple exchange visits, with learning objectives, and provide the funding for the transportation. These exchange visits will be worked out so that they are cost effective[10].

In the discussions with AGs, some suggested that participants make a savings contribution or subscription to a small fund, such as Tk 5 per member. While it is a good idea to start financial education early, it is not clear where they would get this money from, presumably from their parents, or from their own earnings. Further, a safe place to save would be needed, and the use of money will need to be planned and recorded. In the absence of close monitoring and supervision, collection of savings may create conflicts.

CLP does not have the kind of monitoring that is possible in child clubs in other large projects like that of Plan International or Save the Children, so it should not introduce money pooling and use as a programme feature for the adolescents, or the VDCs, as stated earlier. If the adolescents or VDC members want to engage with savings, establishing a fund, and using pooled money for social campaigns or support to those they identify as needy, they may start these funds. They can learn from VSLGs, and may even be quite successful. The recommendation is that it is not

---

[10] A learning agenda for VDC and AGs' exchange visits will be written. Exchange visits will be organised on non-raining days, along with the social development staff exchange visits. CLP has agreed to include some selective members from VDCs and adolescent groups during the social development staff exchange visits. Additional funds required for inclusion of members from VDCs and AGs will come from the SD Staff Exchange Visit heads. So, separate budgets for the exchange visits of VDC and AG members will not be required.

desirable for CLP to introduce the feature of pooling and collative use of funds in VDCs and adolescent groups, as CLP will not be able to build the necessary capacity, which will incur training costs and require long term support.

e)    Skill training and IGA

In the focused group discussions, adolescent girls and boys brought up the need for skill training. Given that children drop out of school early in the chars, this demand reflects the need for adolescents to look out for ways to engage with income generating activities.  CLP can respond to this need if livelihoods programmes by donor projects in the chars offer their capacity building programmes to the adolescent groups.

Some adolescents can be participants in training activities organised by CLP's Livelihoods and Market Development Units, for instance for fodder cultivation, cow rearing, etc. The Livelihoods Unit has some basic training modules that will not be expensive to introduce, especially if this is done on locations where, and at a time when the livelihoods training is being conducted[11]. If the AGs are informed, some of them can attend. The livelihoods unit could make an additional provision to include two adolescent boys and two girls then they would spread the learning through peer group system.

The second possibility is to bring attention of other new programmes in the *chars*, like M4C, to VDCs and AGs. When they look out for people to train, and introduce livelihoods activities, they could use these groups to spread messages by inviting a few adolescents for technical trainings that they introduce in *chars* villages.  The trainings that AGs requested include sewing, stitching, poultry, tailoring, cane, bamboo and other handicrafts.  Even as CLP itself is moving away from targeted training, if other programmes such as M4C introduce these in the *chars* villages, AGs could access and make use of some of these trainings.

This need of the adolescents may not be fulfilled directly by social development/ human development unit, but something for which internal linkages are needed, with livelihoods and partnership units, so that they can bring attention of outside agencies to the need, and have some of them addressed.

f)    Linkages

The linkages for major development agendas in the village are needed for VDCs, such as those with UP to get VGF cards and push for government facilities on the *chars*. The linkages considered necessary for AGs are:

- GO
- NGO

---

[11] When the livelihoods unit conducts trainings for CPHHs, it may be possible for them to include two adolescent group and one or two VDC members, thus enabling VDCs and AGs to gain some knowledge about IGAs that they can spread among and through their members. This idea was explored with the livelihoods and market development unit manager, but no firm costing was done.

- UP Local elites

The AG will need to work with VDC, other CBOs in village, school, mosque/madrasha and *hat-bazar* NGOs, local elites, for which the training will prepare them. They may also liaise with UP level health workers, family planning workers, Union Parishad (UP) and other government organisations. However, these linkages are primarily seen as the responsibility of the VCDs so CLP need not actively engage with linking AGs with UPs or government organisation.

## 6. Working with PWD and other excluded groups

Data on PWDs in the *chars* villages is not readily available, but a few village visits showed that about 8 to 10% of the total number of households in a village have at least one person with some kind of disability. The field visit revealed a very high presence of PWD on the *chars,* most of them are destitute and many begging for survival. A systematic approach to support this highly vulnerable group will involve;

> *People with disabilities (PWD) are among the poorest and most destitute in the community. Field visits as part of this short SD review revealed that although some are supported by their families, many do not have adequate clothing, footwear, and often beg for a living.*
>
> *There is a need to identify all the PWD in CLP areas, and support them through a menu of options, ranging from short term or one time support to getting them regular life-long pensions from the government.*

### 6.1 Enumeration

CLP currently does have the practice of making a list of PWD when they start work in a new village. However, how comprehensive these lists are, and what use is made of the lists, is not known.

PWDs need to be categorised by the type of disability (deaf and dumb, mentally ill, affected by cerebral palsy, elephantitis, etc.), and by the age and gender of the person (widows, old men, adolescent girl, etc.). Their identification and categorisation needs skills, which the IMO staff will need to be trained for. IMOs will need training in identification of different types of disabilities, and even if an external agency is called in to do this, IMO staff will still need training to be able to work with PWD. An alternative is to sub-contract a specialist agency to identify and categorise PWDs in the CLP area. The training and identification process should also include some VDC, AG members, both girls and boys, and para-medic and the CSKs. UP members should be included wherever possible. The enumeration will help to elaborate a strategy for working with PWDs, and build capacities in CLP and the IMOs to work with PWDs.

### 6.2 Assisting PWDs

PWDs may need to be assisted in different ways, some of these being mutually complementary. The possible ways to assist PWDs are as follows:

a) Inclusion as CLP core participants

The present rate of HH with PWDs covered by CLP is given below[12]:

**Table 3: Present Rate of HHs with PWDS Covered By CLP**
**(As per figures supplied from the IML unit)**

| Type of Disability | % of HH with a PWD | | |
|---|---|---|---|
| | CLP2.1 | CLP2.2 | CLP2.3 |
| Blind | 1.7 | 1.4 | 0.5 |
| Physical Disability | 2.6 | 2.2 | 1.2 |
| Psychological Disorder | 1.1 | 0.9 | 0.5 |
| Deaf | 1.1 | 1.3 | 0.7 |
| Dumb | 0.9 | 0.6 | 0.2 |
| **Total** | 7.4 | 6.4 | 3.1 |

The above table provides the CLP figures on what percentage of CPHHs in each batch have different types of disabilities. However, as corresponding figures for the number and type of PWD in the community are not available, it is not possible to assess what proportion of the PWD in the community does the programme pick up.

In the absence of a comprehensive disability survey, it is not possible to establish whether CLP does identify all the eligible households who have PWDs among them. There is a need to examine what is the total number of households in a *chars* village and how many are picked up by the CLP for core support. Greater attention to including those who can be supported to care for assets, or whose relatives would be able to do so, would result in more PWDs becoming core participants.

PWD are some of the most vulnerable; for the inclusion of more PWDs among CPHHs, the criteria would need to be changed a little. For instance, if there is a person with disabilities in a household, could that HH be automatically included? Alternatively, one or the other criteria could be relaxed for PWD; for instance, the land limit for them could be raised to 20 decimals? This needs to be thought through and developed internally.

The questions that may arise about relaxing the criteria:

- Disability would have impacted the poverty level already, and this would therefore reflect in the poverty status of the household. So if the household is extremely poor, and also

---

[12] The figures for CLP 2.1 and 2.2 are provided by Md. Rafiqul Islam in his email on 31 July 2012. For CLP 2.3, they are based on the brief "The Health/Disability Status of CLP cohort 2.1 Core Participant Households" by CLP which is available here http://www.clp-bangladesh.org/pdf/brief%20health-disability_status.pdf

someone in the household is disabled, that household should be picked up in the normal process of CLP selection.

- If the normal identification process has not picked up households with PWD, one reason could be staff understanding or attitudes. The staff may believe that PWDs will not be able to care for assets. There may also be a concern that a PWD will not be able to comply with other conditions of joining the programme, such as attending core group trainings, etc.

Depending upon the results of the analysis, if all eligible PWDs get picked up for core support, nothing more may be needed.  However, in case some households with PWDs are getting excluded from the asset transfer support, then CLP may need to reflect on whether to change the criteria for households with PWD, so as to include them as CPHHs as a livelihoods protection measure.  This will ensure that these households do not slide into extreme poverty, as they are highly vulnerable.

b)     Medical Support and assistive devices as needed

Some will need assistive devices and medical examinations and care, perhaps for a couple of years, and maybe CLP could consider providing these, even if the PWD are not among the core beneficiaries.

This may mean that wheelchairs, artificial limbs, hearing devices, or mental health support, some of which may require one or two, but others may require regular visits and these over a period of about 12 to 18 months should provide them significant assistance to have a strategy to move forward.

Here specialised agencies could be brought in, to do visits and camps in *chars* villages.  CLP could also provide travel grants so that PWD could be taken out to get medical advice. VDC and AG members can assist the IMOs in doing this job.

c)     Skill training as needed

Many PWDs may be able to absorb training with which they are able to earn some incomes. This may be considered and organised through the livelihoods unit, M4C or partnerships with NGOs.

d)     Ensuring long term support

For those who need life-long support, DFID can take up the issue with the government, put the list of PWDs on the *chars* forward and pressurise for coverage, through stipends.  However, this may take some time, so in the meanwhile, there would be a case for supporting some of the more

vulnerable non-CPHH by providing cash transfers through a Multi Donor Trust Fund (MDTF)[13], while working to get them covered under GoB safety net programmes (Widows' allowance, Old Age Allowance, Disability safety nets, etc). The issue still remains that Government's long-term protection programmes, VCD and VGF[14] are not well resourced; they are not able to cover the very large number of disabled and destitute people in *chars* villages[15].

As all disabled people who may be able to use asset transfer support cannot become core beneficiaries, a case can be made for livelihoods support of a level between asset transfer and stipends. The range of support options are given in Figure 5:
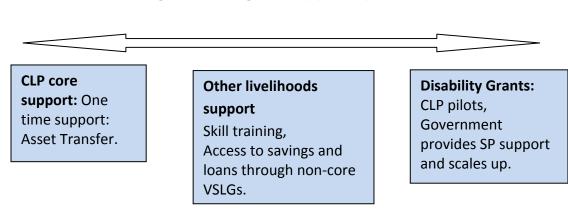
**Figure 5: Range of Support Options**



On the extreme left, is the option of including PWDs as CPHHs.

The second set of options could be to include PWDs or their immediate relatives among non-core VSLGs. The CLP Livelihoods Unit could provide advice on whether any of the family can be groomed to be LSP or given any other training.

On the extreme right are long term-support measures, and therefore to be prioritised, especially if DFID is likely to set up a MDTF with the possibility of such innovations. DFID is also willing to take the lists of PWD on the *chars* and push for the government to provide the medical support and social protection needed. There are very large numbers of PWD on the *chars*, and given that CLP is there for a short time, a good contribution from CLP would be a pilot programme that gets mainstreamed in the government.

---

[13] DFID plans to set up a MDTF in the near future to support new initiatives. A pilot for getting PWD long-term stipends from the government could potentially be supported under the MDTF. The pilot would included providing stipends to PWD and other vulnerable people on the *chars*, e.g. widows, elderly people, chronically disabled persons till such time as when the government would be able to gives stipends]

[14] Vulnerable Group Development and VDC and VGF feeding.

[15] There are villages where there are 10 VGF cards shared among 20 widows. CLP needs to engage with the issue of reaching the most destitute, so that the government, ministry and social welfare and donors too work towards expanding the funding and reach of protection programmemes.

In the middle and left of the spectrum where CLP has some activities, it would be good, if within CLP's time and range of activities on the *chars*, PWDs could be better included in its flagship intervention, asset transfer, and other interventions, such as health, livelihoods trainings and creation of local resource persons.

## 7. Recommendations for Improved Inclusion

The review covered a wide range of issues with the perspective of improving equity and inclusion as it applies to different groups.

The inclusion of more and more non-core participants in CLP provided services is desirable for long term sustainability, as also on the principle of equity. The equity principle suggests that minimum possible differentiation is made between people of similar vulnerabilities. CLP is positioned as a livelihoods programme for the extreme poor. Ironically, some extremely poor and vulnerable people fall through the net because the criteria are rigorous in some respects. Another reason why vulnerable people are not selected by CLP is that they may not be considered capable of caring for assets. CLP needs to do a study of whether there are extreme poor households in the *chars* who have missed being selected, and if so, what have been the reasons for exclusion. Once this is analysed, CLP can reflect on some ways to reduce the exclusion error that exists on the *chars*.

The CLP needs to be sensitive to the needs of other vulnerable people as well, and try to eliminate ways of working that would exacerbate differences among core CPHHs and those not covered by CLP. Over the past two years, some steps for expanding the net of coverage have led to building of non-core CBOs. (VDCs, AGs & non-core VSLGs). The CLTS approach has adopted equity principles, and has led to community level changes that have benefitted a large section of the population. The lessons from this experience now need to be carried through to other areas of intervention as well. Some changes that need to be made based on the equity principle are:

Strengthening the support to non-core HH's will help to achieve more sustainable longer-term benefits.

### 7.1 Non-Core VSLGs

Interventions outside the core support package help CLP to go beyond the CPHHS and reach out to the wider community in a *chars* village. This serves at least three important purposes:

- It creates a better enabling environment for the CPHHs, with less resentment against them for having assets gifted to them;

- It involves the community in activities which seek to have a community wide impact, such as total sanitation in a village for improved health impacts; and

- It is important from the equity principle to not create more differences in the community than were there before the project intervention.

In one of the villages visited, 385 out of 1,200 HHs are in savings groups; nearly a third of the village HHs thus being covered by CLP interventions. CLP's current inputs to non-core participants build community forums such as non-core VSLGs, VDCs and AGs and bring the local people together to address key social problems such as school drop-outs, early marriages, and also to liaise better with UP members to get official benefits to the poor. Further, expanding membership of savings groups to non-core CLP HHs have been widely appreciated, and have reached a large part of the community who do not qualify for the ATP.

As of June 12, 2012, CLP had a total of 2,993 VSLGs, of which 1,495 are core CPHHs members only, 1,255 were non-core VSLGs. The average total savings and loans of the non-core VSLGs (Tk 856 and 945 respectively) are about 31% lower than the average savings and loans of the core VSLGs (Tk 1,235 and 1,373 respectively) (See table below).

### Table 4: Comparative Profile of Core and Non-Core VSLGS

|  | Core VSLGs | Non-core VSLGs |
|---|---|---|
| Total Groups | 1,495 | 1,418 |
| Total Members (Tk[16]) | 32,117 | 33,153 |
| Total Savings (Tk) | 39,679,665 | 28,373,262 |
| Total Loans (Tk) | 44,104,393 | 31,334,187 |
| Average Loans / members (Tk) | 1,373.24 | 945.13 |
| Average Savings/member (Tk) | 1,235.17 | 855.82 |

The table shows that CLP had over 65,000 women as VSLG members. The focus group discussions with CLP/IMO staff and some non-core VSLGs show that profile of the women members of non-core members is not very different to those of non-core. While more research is needed to make a definitive assessment, the women members of non-core VSLGs perceive themselves as equally poor and very similar to the core group participants[17]. The issues that arise with regard to non-core VSLGs are:

---

[16] Bangladeshi Taka

[17] This is a phenomenon quite common in most targeted programmes, where those who do not receive the project benefit perceive themselves to be equally poor and deserving.

- They do not get ATP and are quite bitter about it[18]. While this cannot be helped, the introduction of non-core VSLGs does help to reach out to them with some project support.

- The CLP teaches non-core VSLG members the methodology of pooling small savings, and making this available as small loans. It serves primarily to access small funds to meet emergency food and medical expenses, and have small assets like hens, ducks, agricultural investments, etc. At the end of the year, the women have access to their savings and accumulated interest, with which they can return a loan, or buy a small asset. As most VSLGs continue operating for the subsequent year[19], such continuation ensures similar access to pooled savings, small loans and accumulated amounts at the end of the subsequent year. These activities serve the purpose of livelihoods protection to some extent. [20]

- The current level of support, however, is related primarily to learning pooled savings and loan operations. These women do not have access to other CLP benefits, namely asset transfer, SD training, livelihoods training, and plinth-raising. Some households may have their houses raised by CLP on a plinth, have participated in seasonal cash for work, and some may have access to shared tube wells installed by CLP. All would have access to the low cost latrine support provided by CLP.

> **Noncore VSLGs**
> *The addition of non-core VSLGs has resulted in a better coverage by CLP of poor households on the chars.*
>
> *Non-core VSLGs help to reach out to non-core households in the community, very similar to the core group, who have narrowly missed being selected as core participants.*
>
> *Through the VSLG, they get access to pooled savings, small loans, and lump sum amounts including own savings and interest earned at the end of each year. This helps them to meet emergency expenses and create small assets. The non-core VSLG is, therefore, a livelihoods protection initiative.*
>
> *Many of the non-core VSLG members have a profile very similar to CPHHs; many have narrowly missed being selected.*

---

[18] Again, while there is only anecdotal evidence, key staff of CLP and many IMO officers confirmed that this feeling is widespread, and there may even be a hope among the non-core VSLG members that they may eventually get some more CLP benefits than just facilitation of savings and credit activities.

[19] Many of them re-constitute themselves with some members dropping in and others joining (this information is from discussions with members, and the membership changes in the process of re-formation have not been researched yet in CLP studies.

[20] In *A Study to Assess the Sustainability and Quality of Village Savings and Loans Groups (VSLGs)* by Nicola McIvor and Arshad Hussain it was found that from the 1712 VSL groups formed in CLP-1 , about 547 or 32% of the groups are still meeting and saving without support from CLP.

If possible, CLP should introduce SD development training for the non-core VSLGs. Even if this is half the sessions of those delivered to the core group, this will go a long way in raising the morale of the groups, and giving them the opportunity to increase awareness, changes attitudes and behaviour with respect to water and sanitation, hygiene and nutrition, early marriage, education of children, dowry practices, gender issues, etc.

Another important suggestion for the sustainability of non-core VSLGs is to identify educated girls and boys from the AGs, and train them, during the two years of CLP support, to write the accounts for VSLGs.  This would build local capacities to manage and multiply VSLGs, even after CLP leaves.

Non-core VSLGs also pointed to the lack of a covered seating space, that community resource centres are an important need of the *chars* villagers[21]. They also posited to the lack of equal treatment by CLP, in requiring them to pay for health services. While CLP has waived off consultation fees, the participants/beneficiaries have to pay for the medicines.

## 7.2   Influencing Social Practices: Dowry

The practice of giving and taking dowry is very deep rooted.  It has its roots in gender biases and patriarchy, and has got further reinforced with economic growth of families.  The higher the earning of the family, the higher the dowry that can be afforded for the daughter, and so a higher income household can be ensured for her.  The higher the dowry, the more 'respectable' and higher social status the family is considered to have. Given these perceptions and social associations, with increased incomes, poor families seek to be in a position to give higher dowry for their girls and secure better homes for them.

An external agency's attitude, on the other hand, is that dowry is a social evil to be removed. Dowry, external agencies insist, does not secure a better future, but further ensures that a woman continues to occupy a lower social positioning compared to men.  Often, women facing domestic violence have to leave the husband's home and return to their parental home, having lost money the family can ill afford to lose.

While women fully understand the latter vicious circle they are caught in, they are also part of a social norm that perpetuates damaging beliefs and practices, and are not able to break out of the circle themselves.  The project could pilot an approach of conditionality. In some areas, on a pilot basis, a few IMOs may convince women to make a collective promise that they will not give or take dowry, and then the members will keep a watch on one another, and support one another to fulfil this promise. Over two years, the group can record, and celebrate marriages without dowry. These can be publicised in the CLP area through CLP communications to spread good practice. The results of this pilot may be visible in two years.

---

[21] CLP, 2012. CLP-VSL half yearly project review meeting April 16 and May 20, 2012. Bogra:CLP

### 7.3 Introduction of Additional Training

Religious leaders, Imams, are important in influencing social practices such as dowry, marriage, divorce, domestic violence, and even open defecation and sending children to school.  If this group are convinced about the agenda and messages promoted by CLP, they will help to spread them, and to change social practices. Some preliminary discussions with Imams revealed that though they would not like male supremacy questioned, they are open to supporting some changes, such as women's mobility and the practices mentioned above.  Training and capacity building of Imams will go a long way in influencing their messages to the community during the *khutba* talks following prayers in the mosque).

Organisations like Save the Children have had good success in working with Imams, on issues such as child protection.  SCF provides training to Imams, where in it helps to formulate social messages.  Each Friday, when the Imam delivers a social message, he receives Tk 100 as an incentive. Imams are also inducted in village committees so that they can continue to sanction and participate in social change.

Some of these practices might be adopted by CLP.  Training of Imams on social development issues, followed by incentives, could be piloted in a few IMOs, and lessons learnt.

### 7.4 Provision of Community Centres

This review involved visits to core and non-core VSLGs, groups, AGs of girls and boys VDCs, VDCs and several meetings with opinion leaders, couples and PWDs. In many of these meetings, the discussion on sustainability brought up the need for a place where people can meet at a common place would serve as a meeting place for VDCs, AGs, VSLGs and recreation space for youth. Women do not have any protected space outside their homes and are being excluded from both mosques and markets.

Community Resource Centres (CRCs) would be critical for continuing to meet after CLP/IMO staff stop coming to the *chars*. Thus, a Community centre is central to the sustenance of CBOs.

Every UP has a Union Information Centre, but such a centre does not exist at the level of the *chars*. Thus, CLP needs to consider this question, and find a way to provide for a low cost option for a CRC. Some CRCs may be housed in CLP learning centres which will be unused when

*Social Change through Religious Leaders*

*Imams, as religious leaders, are the most important in influencing social practices.  Many of them are well aware of social practices, and quite willing to be trained, and to participate in bringing about social change.*

*Learning from organisations like Save the Children, CLP can build in training on social issues, and incentives for spreading the messages through Khutba.*

*The trainings to Imams, and their messages to the village community, especially men, can relate to hygiene and sanitation, child marriage, children's school education, dowry, divorce laws, domestic violence, women's freedom of mobility, etc.*

*This would yield learning about ways to address this practice.*

the education intervention is complicated. Others will need to be constructed.

The space can have posters displayed on the training modules, especially topics common to all the groups[22]. Children weak in different subjects can be tutored. The teachers would be adolescents who are good in these subjects or some teacher hired at a low rate by the VDC if available in the village.

The space will also allow adolescent groups to reach out to other boys and girls who are not part of the Peer group, and who they can remit the messages that they are taught as part of the AGs. Thus the CRC will be a hub of community centred activities, initiated by CLP, but carried forward by the community. While currently it is envisaged that the AGs will spread the learnings from the AG meetings to their groups in the course of their regular interactions, the space will provide for the larger group of girls and boys to come together from time to time, for meetings, games or cultural events.

It can be a shared space, with women using it in the mornings, adolescent groups in early afternoons, and men in the late evenings.

## 7.5    Linkages with CLP Units

CLP's activities are delivered through units which are geared to providing specific sets of inputs to core and non-core participants[23]. Coordination and collaboration between these units is key to enhancing the sustainability of CLP interventions. Suggestions towards these include:

a)    <u>Livelihoods Unit</u>: Conducts several timings on the *chars* for CPHHs and the community and prepares resources persons. The unit could activly link with VDCs and AG to:

- Invite and include some VDC and AG members in trainings offered to CPHHs wherever possible[24],
- Prepare some to provide services (for e.g.: livestock development or fodder marketing, etc.); and
- Offer additional trainings wherever possible.

b)    <u>Partnership Division</u>: The partnership division aims to contact and invite NGOs and other organisations to the *chars* to work on specific issues which may not directly lie in the domain of CLP's work, such as delivery of education or health services, and where an external

---

[22] Many of these posters can be printed in poster form, using information from the already existing core-group SD training material.

[23] For instance the infrastructure unit manages the work relating to plinth raising, tube wells, and latrines; the livelihoods and market development unit is responsible for asset transfer, kitchen gardens, related trainings, and market development; and the human development unit delivers social development training to CPHHs, training and organisation building support to core and non- core VSLGs, VDCs and AGs, and manages the education and health initiatives.

[24] For instance, when livestock training is conducted for CPHHs, including 2 VDC and 2 AG members will go a long way in reaching these inputs to the wider community

organisation may have the requisite expertise. For instance, once the lists of PWDs on the *chars* villages are ready, the partnership unit can contact NGOs with expertise in working with different kinds of disabilities. Some agencies may have the mandate and funds to treat those who will benefit from treatment, operations and aids. The unit could work with VDCs and AGs, and make the necessary linkages between youth and other member of these forums with M4C and other livelihoods support organisations to ensure that the vulnerable households on the *chars* get support from these external organisations.

c)   Communications Unit: This unit could involve VDCs and AGs in the organisation of community *melas* and have cultural and sports events and women-only spaces in the *melas*.

Community melas are an important time to reach out the village community with CLP messages. Social messages in community melas should be made very strong.

### 7.6   Pilot New Packages

CLP has successfully piloted its current package of support, which supports livelihoods promotion for women who are extreme poor, but have the capacity to care for assets (such as cattle) and generate incomes.

CLP aims to reach extreme poor households in *chars* villages, which are geographically excluded and have large numbers of poor households, CLP has to set very strict criteria for identification of the extreme poor. As in any strictly targeted programme that gives high cost grant-based packages, CLP has been pre-occupied with ensuring that there are no inclusion errors, meaning that those who get included among CPHHs qualify on very strict criteria. The bands of people who get left out of Asset Transfer Project, and are covered, or not covered, through other CLP inputs, are depicted in the diagram below:
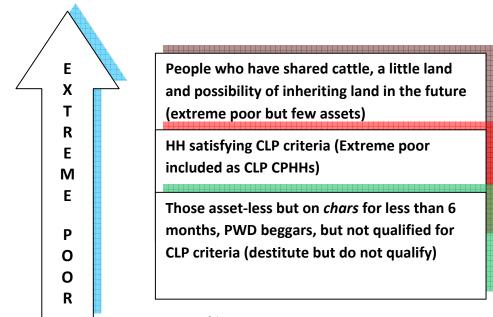
**Figure 6: Coverage of People through CLP**



E
X
T
R
E
M
E

P
O
O
R

| People who have shared cattle, a little land and possibility of inheriting land in the future (extreme poor but few assets) |
| HH satisfying CLP criteria (Extreme poor included as CLP CPHHs) |
| Those asset-less but on *chars* for less than 6 months, PWD beggars, but not qualified for CLP criteria (destitute but do not qualify) |

Some of them are included in non-core VSLGs, some get plinth raising, some have better access to an improved water source, and most people in the community benefit from elimination of open defecation and installation of low cost latrines. These are community based interventions, which are non-targeted. To reach out to some of these people, who are highly vulnerable CLP may want to pilot a new package that can reach the excluded HHs, those who have missed being part of CLP core programme.

For instance, for the disabled and elderly, who cannot do physical work and/or cannot take care of assets, there could be a package which combines protection and promotional features. These could be a pilot at first, with an intention later to get them support through government stipends (which may be done for the elderly, widows and PWD), and for some the package may help them to come to earning levels where they would not need regular stipends. These pilots have to be thought through in more detail, but here it is important to flag that CLP could pilot a couple of new approaches, one which is for those who will not be able to earn incomes even in the long term, and another for those who are extreme poor, but could work with a promotional package.[25].

### 7.7   Giving community a voice in the selection of CPHHs

Currently, the identification and selection of CPHHs is strictly oriented towards avoiding inclusion errors, meaning that those who even narrowly miss the selection criteria do not receive asset transfers. In some cases, the community may have a better idea of who the abject poor are, those who need to be included.

CLP may want to allow the VDC to nominate one or two persons per village, who CLP may not include strictly by the criteria, but villagers may believe, are living in abject poverty. These persons must also be included as CPHHs. Of the total number of people to be selected in a union/Upazila, about 10 to 15 slots may be given

*IMOs are aware that even as they demand that char dwellers lead social change, there is little influence they can exert in bringing official services to the chars. This remains an important area of work for CLP, and more importantly, for DFID. DFID needs to use its position as donor for sector support in health and education, to demand that these services are provided in the chars villages.*

to the VDC, VDC can identify and filter extreme poor in ways that IMOs may not be able to do. This will give the community a voice in selection, which currently it does not have at all. It will also incentivise the VDCs (as the job of identification and linking the poor with official benefits is expected of them), empower them and give them a status in the village, which again would add to their sustainability in the long term.

This step is also an investment in building capacities, leadership, transparency and accountability of local organisations.

---

[25]     In some ways, it brings back the Tier 2 thinking, not from the point of view of CLP needing to do this for budget or other reasons, but because this is a need in the community, to reach beyond the strictly targeted CPHHs.

### 7.8 Linkages with Mainstream Services

*Chars* households are completely ignored by the government and mainstream development programmes.

A char is typically expected to last for 30 years. As the land that has come up as a char is also expected to be taken away by the river, these habitations are not seen as permanent, therefore the government does not make investments in them. Investment in public schools and health centres is not made, partly on the grounds that it will be wasted when the land eventually gets eroded.

Similarly, the Union Parishad does not come to the *chars*, with a tendency among the political representatives, to distribute official benefits among their vote banks, largely on the mainland.

Given these attitudes, *chars* typically lack education and health services. Therefore, the people living on *chars* do not realise any citizenship rights. Staff of one of the IMO's said: *"Citizens should do all the right things, but they don't get any rights as citizens!"* This expression of frustration highlights that char dwellers would like to and CLP needs to pay attention to, demanding government services on the *chars*[26].

## 8.   Conclusion

This social development review examined the key developments in CLP policies and practices over the past two years, and aligned the core and non-core training material to reflect these changes.  It took on board the difficulties faced by trainers, and participants, and improved contents and methodologies accordingly.  New topics were introduced based on a review of training needs.

In addition, non-core trainings aim to reach out to the wider community, the groups included and excluded by these trainings were examined.  The training programmes for non core participants have been improved.  Further, the report contains suggestions about including new participants, such as husbands of non-core VSLG members in male orientations, to improve inclusion through these programmes.

Non core VSLGs are important forums that have been introduced in CLP villages for the past two years. They have made good progress in savings and lending activities.  These need to be strengthened, and suggestions include bringing some of their leaders in VDCs, iand involving some of their men in the male orientation trainings.  In addition, CLP should consider giving them some social development trainings to the , especially those relating to health and sanitation, and gender relations.

Significant attention was paid to inclusion and empowerment assessment.  The review suggests building of community based organizations such as the VDCs and adolescent groups.  The latter

---

[26] This issue was not part of the TOR for this SD review, and as it needs further examination and could be part of a later review, such as the mid-term review of CLP2.

will follow a peer group approach to reach out to all the adolescents in a village. Inclusion of people with disability was highlighted by DFID, and was examined in detail. The suggestions include considering piloting a stipend programme, through DFID funding (from a Multi Donor Trust Fund to be set up by DFID in the near future) which can eventually be taken up by the government, and alongside this, consider piloting a new livelihoods promotion package for the disabled who may not qualify for asset transfers.

In the long run, the population on the chars will need to be served by the government, therefore CLP and DFID need to pay greater attention to policy advocacy, piloting programmes with the government, supporting them to work in the chars, and monitoring progress on the provision of government services in the CLP operational area.

**Annex-1:Terms of Reference for the Social Development Review**

**Background**

The Chars Livelihoods Programme (CLP) entered its second phase (CLP2) early in 2010 following on immediately from its first five year period. CLP aims to help lift 67,000 extreme poor households out of poverty by the end of the programme, by March 2016.

The core package of support under CLP2 has remained essentially the same as under CLP1. Core Participant Households (CPHHs) continue to receive income-generating assets, an earthen plinth raised above recent record high flood levels, improved latrines and access to clean water supply. They also receive a monthly stipend for 18 months, training and inputs to develop a homestead garden and a series of social awareness support, also lasting for 18 months. During the social awareness sessions that take place during participant weekly group meetings, emphasis is placed on teaching a series of modules including hygiene, nutrition, respect for women, and rights and responsibilities.

CLP maintains clear targeting of the extreme poor. Households are selected using an intensely managed and verified proxy means test approach. The selection criteria correspond to chars' people's own perceptions of wellbeing, and are not monetary. The three principal selection criteria are: no productive asset; no access to land; and no regular income source. Even at the scale the CLP is working at, combined with sufficient oversight and checking this has proven to have low inclusion errors, even in the context the great majority of people are under the income poverty line and food insecure.

Under CLP1, selected households rose to a position where they are eating two or three meals a day, selling milk from their cattle and producing a surplus of vegetables from garden activities. They are less vulnerable to floods. This approach has in general been successful; however the multiplicity of threats to their livelihoods has not been eliminated. The design process for CLP2 highlighted a number of areas for review and improvement, and a need to re-prioritise interventions.

CLP's approach has enabled approximately 30% of households living on island chars in the targeted areas to benefit. CLP has largely reached the vulnerable, extreme poor, comprising those reliant on agricultural wage labour, the fisher community, women-headed households without male guardians and some older people. CLP has also reached some of the dependent extreme poor - the sick, disabled and most of the elderly. However the dependent extreme poor make up only a small minority of core beneficiaries to date.

Following a Review of Social Development in 2010, CLP revised its discussion modules for core household participants. The curriculum was revised and re-prioritised, and the teaching methodology gave facilitators greater understanding of the topics and the purpose of each discussion meeting. CLP also introduced discussion meetings for specific groups (core and non-core) and has supported local institutions and sustainable community-wide practices.

CLP2 has sought to broaden inclusion of those not selected as direct participant households. This was done to reduce possible social division arising from supply of high value inputs to a targeted group within a population in which there is undoubted pervasive general need for support (and little if any functioning government, non-government or private sector supply). While working within a finite budget, CLP has tried to identify processes where other intra-community groups can participate and derive benefit, such as: men; adolescents; and young married couples and opinion leaders. It has done this through organization of specific discussion groups on a variety of relevant topics.

The best example of this is a change of targeting of latrines from well constructed, relatively high cost latrines supplied only to CPHHs, to a community-wide participatory approach, involving sanitation awareness raising and self-build, low cost latrines with only a small grant and the slab & water seal supplied by CLP. The outcome of this is reduced or eliminated open defecation, creating a public good at no extra cost to the programme. In future, development and improvements of market systems will likewise benefit a wide range of individuals in a variety of ways, such as lower agriculture and livestock input prices and increased availability and access to output markets. Continuation and expansion of the CLP non-core components will further ensure programme benefits extend out into the wider community and assist sustainability of the programme impacts.

CLP has also identified areas where inclusion of the whole community has been possible, without compromising and indeed at times enhancing the benefits accrued to core participant households. Forming and supporting Village Development Committees (VDCs) in each char village to help prioritise and resolve local development issues was introduced in each village where CLP works.

**Objectives of the consultancy**

To review, recommend and revise as appropriate, the CLP social interventions, and work with the CLP team to recommend and agree changes and improvements. Priority projects for review will be "non-core" Social Development Group Discussions, i.e. those including specific discussion groups: adolescent boys and girls; young married couples; men's inclusion in livelihoods training; and other elements e.g. hygiene, nutrition, drinking water, etc. throughout CLP. The consultant will examine the topics and methodology and assess the likely changes that will result, and make recommendations for changes and improvements in the curriculum and / or approach. The other focus of the consultancy is the Village Development Committees and their role, function and potential to represent and act in the interests of the community and its numerous vulnerable residents.

**Deliverables**

The key deliverables are:
- An assessment of the extent to which the current methodology and curriculum of social interventions for non-core participant is achieving intended results;
- Detailed specific improvements and changes in the Social Development "non-core" group discussion modules, guidelines and field materials, including recently introduced

materials. Recommendations to include format and frequency of discussions and meetings;

- Recommendations for improved inclusion, empowerment, and gender equity as it apply to different groups (including women, men, boys, adolescent girls, etc.). Make recommendations for inclusion of men and boys in CLP project activities;
- Recommendations for role and function of VDCs and ways CLP can further develop and support; and
- Suggestions of other areas for CLP to consider supporting sustainable institution building at char or Union Parishad level.

## Outline methodology

An international consultant to work with the CLP team with as necessary:

- Familiarisation with Group Discussion content and materials. These are arranged into modules, in Bangla and with English translation;
- Establish any priority changes and issues which CLP should attempt to address, based on social importance, cost effectiveness, achievability of the change, and which most directly address purpose, outputs and milestones of the CLP2 log frame. Liaise with CLP Monitoring and Communications staff to ensure messages are designed to produce desired and prioritised outcomes;
- Assess CLP social development activities which fall outside the core discussion curriculum;
- Assess teaching materials and methods: classroom; participatory; and adult learning. Make recommendations for introducing new techniques and making improvements.

## Timeframe

The total timeframe for this work is foreseen as one month in total, depending on availability of the consultant identified, with one or two visits, with a final deadline of end-July 2012 for completion and submission of all deliverables.

## Responsibilities and Reporting

The consultant will primarily report to the Operations Director. However the consultant will need to work with a wide team of CLP staff involved across various disciplines. In particular the consultant will work with: CLP Human Development Unit Manager; Social Development Coordinator and Education and Social Protection Coordinator.

## Profile:

A team consisting of:

- One consultant with broad international experience in social development issues. Familiarity with Bangladesh and Bangla is an advantage but not essential; Familiarity with CLP and its social development work and materials would be a definite advantage;
- One national Bangla-speaking consultant, preferably female.

## Annex-2: Social Development Survey Questionnaires

**Adolescent Group Profile Questionnaire[27]**

Date:__ __/__ __/__ __ __ __                                          CLP
phase:_____

### 1. Basic information:

| | NAME | CODE | | | | NAME | CODE | |
|---|---|---|---|---|---|---|---|---|
| DISTRICT: | | | | UPAZILA: | | | | |
| UNION: | | | | VILLAGE: | | | | |
| IMO: | | | | GROUP: | | | | |

### 2. Demographic information

| 1a. | Number of households in the village | |
|---|---|---|
| 1b. | Number of CPHHs in the village | |
| 1c. | Total number of (10 -14) years adolescent girls in village | |
| 1d. | Total number of (15 -19) years adolescent girls in village | |
| 2e. | Total number of (10 -14) years adolescent boys in village | |
| 2f. | Total number of (15 -19) years adolescent boys in village | |
| 2g. | Total number of married adolescent girls in village | |
| 2h. | Total number of married adolescent boys in village | |

### 3. Group information

---

[27] The questionnaires for adolescent groups of girls and boys were the same.

| 2a. | Group nature (Girl = 1, Boy = 2) | |
|---|---|---|
| 2b. | Total number of group member | |
| 2c. | Group formation date | |

## 2d. Group member's information

| Sl. No. | Members Name | Age | Currently enroll in school/ college (Y= 1, N=2) | Highest class passed | Marital status<br><br>Married = 1<br><br>Unmarried = 2 | Mothers Name | Mother's Occupation | Fathers Name | Father's Occupation |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |

## 4. Group Meeting information

| 3a. | Frequency of meeting (Monthly =1, Quarterly =2, Half yearly =3) | |
|---|---|---|
| 3b. | No of meeting held so far | |
| 3c. | No of meeting held by IMO Staff | |
| 3d. | No of meeting held independently | |

## 4. Changes in the group members

| Sl no. | Knowledge learn from training | Change in attitude | Change in behaviour |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

### 5. Community level participation by group

| Sl no. | Activities undertaken | How they do this | Achievement | Result |
|--------|----------------------|------------------|-------------|--------|
| 1 | Motivated household in the village to build low cost latrines | | | |
| 2 | Stop early marriage | | | |
| 3 | Sent own sister/brother and other children to school | | | |
| 4 | Persuaded other adolescent to stop eve teasing | | | |
| 5 | Any other activities | | | |
| 6 | | | | |

5a. Factors that helped them to achieve these result (if group done one or more activities)

5b. Barriers faced by group/individual in taking up community level work

### 6. Coordination/ linkage

| Sl no. | Name of agency | Objective of Coordination/ linkage |
|--------|----------------|-----------------------------------|
| | | |
| | | |

## 7. Group monitoring

| 7a. | Maintain  meeting minutes register (Yes = 1, No = 2) | |
|---|---|---|
| 7b. | Keep activity plan (Yes = 1, No = 2) | |
| 7c. | Maintain  session plan /agenda during meeting (Yes = 1, No = 2) | |
| 7d. | Maintain check list for monitoring group performance (Yes = 1, No = 2) | |

Name of facilitator with Signature:                                    Designation:

Reviewed and comments (if any) by PM:

Name with Signature of PM:

## Village Development Committee (VDC) Profile

Date:__ __/__ __/__ __ __ __                                           CLP
phase:_____

    1.  Basic information:

| | NAME | CODE | | |
|---|---|---|---|---|
| DISTRICT: | | | | |
| UNION: | | | | |
| IMO: | | | | |

| | NAME | CODE | | |
|---|---|---|---|---|
| UPAZILA: | | | | |
| VILLAGE: | | | | |
| | | | | |

2. Name with others particulars of VDC members:

| SI | Name | Age | Sex | Reason for the selection in VDC | Position in VDC |
|---|---|---|---|---|---|
| *1* | *2* | *3* | *4* | *5* | *6* |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

- *Column-4, write code number, if male-1 and female- 2*
- *Columnn-5: write code number, if CPHH & VSL member-1, CSK-2, LSP-3, teacher/school management committee member-4, Local elite-5, youth representative-6, UP member-7, if any other (specify)-8*
- *Columnn-6: write code number, if President -1, Secretery-2, Cashiar-3, General member-4*

3. When VDC formed?

| Date of VDC formation | Age of VDC as of May, 2012 (Months) |
|---|---|
|  |  |

4.   What is the purpose of VDC? *(Please ask the VDC what they want to do?)*

a.

b.

c.


4. Number of meeting held up to May, 2012:

| Total number of meeting held | Number of meeting held with IMO staff support | Number of meeting held without IMO staff support |
|---|---|---|
|  |  |  |

5. Does VDC participate in resolving the conflict in the village? (*Please tick in box)*

| Yes, frequently |  | Sometimes |  | No |  |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

If your answer of above question is yes or sometimes, please name of three conflicts the VDC resolved in the village.

1.

2.

3.

6. Does VDC participate in implementing following activities? *(If yes, please write the achievements in respective box.)*

| SI # | List of activities | Yes/No (if yes write code number 1 and if no write 2) | Number achieved |
|------|--------------------|-----------------|-----------------|
| 1 | Ensured latrine installation to reduce open defecation in the village. | | |
| 2 | Initiated to children enrolled or reenrolled in school | | |
| 3 | Early marriages stopped | | |
| 4 | Immunization campaign supported | | |
| 5 | Fund collected for any social objectives, e.g. purchase of assets for CLP beneficiaries who have lost their assets | | |

7. What are the factors that have helped to achieve the above results by *VDC (if achieve the above activities*)?

8. Does VDC write their activities/achievements in the register book? *(Tick in the respective column)*

| All achievements written | | Partial achievements written | | Not written | |
|--------------------------|--|------------------------------|--|-------------|--|

If all/ partial achievements written in the register, please check the register book and write the comments

9. Which activities have forgotten to write in register? And why it is not written in register*? (If partial achievements written in register-write in bullet form)*

10. What are the barriers they face in taking up community level work? (*Write in bullet*)

11. Does the VDC approached or worked with the following organization or leaders*? (If yes please write what types of support, they have received)*

| Name of organization or leaders | If yes write-1 and no write-2 | What types of service received |
|---|---|---|
| Union Parishad (UP) | | |
| Steering committee of UP | | |
| School | | |
| NGO | | |
| MFI | | |
| GOB official | | |
| Imam | | |
| Teacher | | |
| If any other | | |
| | | |
| | | |

12. Is 11 members in each VDC are enough to cover the whole village? *(Tick in the respective column)*

| Yes | | No | |
|---|---|---|---|
| | | | |

If answer No, what number of members should be in one VDC?

13. If we add 5 more members in VDC, who should be added and why?

| Category of the members (youth, man, women, etc) | # of member | Causes of inclusion |
|---|---|---|
| | | |

14. What kinds of support VDC expect for their capacity building?

Training/meeting/ workshop:

| Title | Duration | Content |
|-------|----------|---------|
|       |          |         |
|       |          |         |

If any other support expect please write in below-



15. How can the VDC get basic services specially health, education or financial services from UP, MFI, GOB & NGOs? *(Write in bullet)*

16. What types of problems exist in the village that is not supported by CLP? (Write in bullet)

17.  How CLP can help the VDC to establish linkage with service providers (like UP, Police, GO-NGO) to overcome the problems? (*Write in bullet)*

18. What would be indicators to monitor that VDC is working well? (*Write in bullet)*

19. If any other recommendation for the sustainability of VDC? (*Write in bullet)*



Name of facilitator/data collector with Signature:                Designation:



Reviewed and comments (if any) by PM:



Name with Signature of PM:

**Village Profile Questionnaire**

Date:__ __/__ __/__ __ __ __                                    CLP
phase:_____

|  | NAME | CODE |  |  | NAME | CODE |  |
|---|---|---|---|---|---|---|---|
| **DISTRICT:** |  |  | **UPAZILA:** |  |  |  |
| **UNION:** |  |  | **VILLAGE:** |  |  |  |
| **IMO:** |  |  |  |  |  |  |

1. General Village Information

This information may be collected through social mapping exercises or through questionnaire surveys, some of it may come out of the discussions with VDCs or AGs.

| 1a. | Area of village, sq kms |  |
|---|---|---|
| 1b. | Total area of the char (squire Km) |  |
| 1c. | Total land (in acre) |  |
| 1d. | Total khas land (in acre) |  |
| 1e. | Total registered land (in acre) |  |
| 1f. | % of cultivable land |  |
| 1g. | % of homestead land |  |
| 1h. | Any other information related to land: |  |

2. Demographic information

| 2a. | Number of households in the village |  |
|---|---|---|
| 2b. | Number of CPHHs |  |
| 2c. | Total number of adolescent girls married (10-19 year) |  |
| 2d. | Total number of adolescent girls unmarried (10-19 year) |  |
| 2e. | Total number of adolescent boys married (10-19 year) |  |
| 2f. | Total number of adolescent boys unmarried (10-19 year) |  |
| 2g. | Number of married couples |  |

| 2h. | Number of children of school going age (5-7 year) | |
|---|---|---|
| 2i. | Number of children enrolled in school | |

3. Education Needs and Services

| a. | Are there any educational institution in this village | 1=Yes, 2=No |
|---|---|---|

If yes, what are the types?

| Educational institution | # of Government school | # of privet/ NGO school | no. of students | no. of teachers | attendance | | Reasons why children do not attend school regularly (code) |
|---|---|---|---|---|---|---|---|
| | | | | | Wet season | Dry season | |
| Primary school | | | | | | | |
| High school/Junior | | | | | | | |
| Colleague/Technical institution | | | | | | | |
| Professional institution/center | | | | | | | |
| Madrasha | | | | | | | |
| NGO School | | | | | | | |

Code: 1=Children engaged in field work for own household, 2= Employed by other landlords, part time or full time, 3=Lack of interest, 4=School too far away, 5=cannot reach school in flood season, 6=Insufficient number of teachers in school, 7=other reasons

4. Health Needs and Services

Please provide the health service related information as per below table-

| Health services | Present 1=yes 2=No | Within village=1 Not within village=2 Not within UP=3 | If not within village then distance from the village to service (km) | Means of communication | | | Travelling time (minutes )and cost (tk.) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Ricksha/van | Boat | On foot | Wet season | | Dry season | |
| 1. Hospital | | | | | | | Time | Tk. | Time | Tk. |
| 2. UHC | | | | | | | | | | |
| 3. THC | | | | | | | | | | |
| 4. Dispensary | | | | | | | | | | |
| 5. Voluntary HC | | | | | | | | | | |
| 6.Immunisation centre | | | | | | | | | | |
| 7. Community clinic | | | | | | | | | | |

| b. | What are the services available in their nearest health centre? |
|---|---|
| c. | Barriers, if any, in accessing services from the government health service? |

| d. | Major health problems that remain to be addressed in the chars village (1=Yes, 2=No) | |
|---|---|---|
| | Diarrhoea | |
| | Dysentery | |
| | Fever | |
| | Respiratory Tract Infection | |
| | Skin Infection | |
| | Passed Worms | |
| | Others (specify) | |
| E. | Major reproductive health problems that remain to be addressed in the chars village, | |
| | Early marriage | |
| | Early cohabitation with spouse | |
| | Lack of use of FP methods | |
| | Early pregnancy and child birth | |
| | Morbidity and mortality of children and women | |
| | Others (specify) | |

| F. | What is the amount of money spent on health related problems in the last year (take from a few people in a group discussion).[28] | |
|---|---|---|

5. Governance and Social Protection

| A. | Does any UP representative live in the village? | |
|---|---|---|
| B. | Does any UP representative live in a nearby village? | |
| C. | How far does the UP representative whom they have elected, live? (Km) | |

D. Number of safety net card holder in this village?

| | Safety net typs | # of card holder | # remain uncovered |
|---|---|---|---|
| i | VGD | | |
| ii | VGF | | |
| iii | Widow | | |
| iv | old age pensions | | |
| v | Others (specify) | | |

---

[28] This will give a rough estimate of expenses on major diseases, as only those who have had high expenses are likely to speak up.

6. Community Spaces

| a. | Is there a school or any other community space in the village, which could be accessible to VDCs, VSLGs, and AGs for conducting their meetings and coordinating their activities, or for recreation? | |
|---|---|---|
| b. | Is there a CLP non formal education/ learning centre that can be used for CBOs to coordinate their activities? | |

| c. | Which community spaces currently exist | What are they used for | By whom | Who controls access |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |

7. Disability information:

| | Number of disabled people in the village (This job may be assigned to the VDC or the AGs in a village, so that they engage with making these lists) | |
|---|---|---|

| SL # | Name | Staying with | relationships | gender | age | type of disability | Education level | Ease with which they can access latrines, kitchen, other spaces for daily chores | Barriers faced in terms of mobility, teasing, and other difficulties | Is the person able to earn? Yes/No | If so, what work?[29] | If not working | who supports |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

---

[29] This may be relevant only for children over 16 years of age

**Couple Profile Questionnaire**

Date:__ __/__ __/__ __ __ __                    CLP phase:_____

5. Basic information:

| | NAME | CODE | | | NAME | CODE | |
|---|---|---|---|---|---|---|---|
| DISTRICT: | | | | UPAZILA: | | | |
| UNION: | | | | VILLAGE: | | | |
| IMO: | | | | | | | |

6. Demographic information

This information may be collected through questionnaire surveys, some of it may come out of the discussions with oriented couple, VDCs.

| 1a. | Number of households in the village | |
|---|---|---|
| 1b. | Number of CPHHs | |
| 1c. | Number of married couples in the village | |
| 1d. | Number of eligible couples in the village | |
| 1e. | Number of  core group in the village | |
| 1f. | Number of couple received 1 day orientation  so far | |
| 1g. | Number of batch completed couple orientation so far | |

3. Particulars of oriented couple (This information should be collected from one batch of CLP-2.3 who received orientation)

| Sl. No. | Husband's Name | Age | Husband's occupation | Wife's Name | Age | Husband's age during marriage | Wife's age during marriage | No of children | Children's information | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Name | Age | Sex M=1, F=2 | Education status | Marital status Married =1, Unmarried=2 | If married, age during marriage |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

[
3. Realization from orientation

| Sl no. | Topics  that have been taught from orientation | Comments  on topics |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

4. Changes in the couple

| Sl no. | Knowledge learn  from orientation | Change in attitude | Change in behaviour |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

5.  Monitoring by IMO

| 5a. | Maintain  session plan /agenda during meeting (Yes = 1, No = 2) |  |
|---|---|---|
| 5b. | Maintain check list for monitoring group performance (Yes = 1, No = 2) |  |

Name of facilitator with Signature:
Designation:

**Annex-3: Table showing the Changes in Training topics**

| Sl. | Village Development Committee (VDC) | | Adolescent Group-Girls | | Adolescent Group-Boys | | Male Orientation | |
|---|---|---|---|---|---|---|---|---|
| | Existing topic | Proposed topic | Existing topic | Proposed topic | Existing topic | Proposed topic | Existing topic | Proposed topic |
| 1 | Opening Session, Objectives, Knowing Each Others, Group Formation | Opening Session, Objectives, Knowing Each Others, Group Formation | Opening session | Opening session | Opening session | Opening session | Role & Responsibly of Male & Female in the family | Role & Responsibly of Male & Female in the family |
| 2 | CLP & IMO | CLP & IMO | Puberty | Puberty | Puberty | Puberty | Effects of gender discrimination and ways to resolve, and it necessity | Effects of gender discrimination and ways to resolve, and it necessity |
| 3 | Social dispute and social problem identification | Problem identification and causes | Personal hygiene during menstruation | Personal hygiene and health practice during menstruation | Wrong mind-set in puberty age | Environmental health practices | Dowry and Family violence | Dowry and Family violence |
| 4. | Open defecation | Open defecation | STD | STD, AIDS | STD | STD, AIDS | Some important message on family laws | Some important message on family laws |
| 5. | Insufficiency of safe water | Insufficiency of safe water | Marriage, and depression after marriage | | Drug addiction | Drug addiction | Pot analysis and importance of savings | |
| 6. | Early marriage | Early marriage | Family planning, pregnancy | Family planning, pregnancy | Early Marriage, and dowry | Early marriage | Family planning | Family planning |
| 7. | Dowry & VAW | Dowry & VAW | Early marriage & dowry | Early marriage & dowry | VAW | Dowry | | Responsibilities towards PWD |
| 8. | | Disaster management | VAW | VAW | Importance of Education and technical education | Divorce | Male's responsibilities during flood | Male's responsibilities during flood |
| 9. | | Illegal divorce | Importance of Education | Importance of Education | Social values, responsibilities to elderly and disable people | Food and nutrition | Male's responsibilities towards parents and elderly people. | Male's responsibilities towards parents and elderly people. |
| 10 | Birth and death registration | Birth and death registration, marriage registration | Social values, responsibilities to elderly and disable people, | Social values, responsibilities to elderly and disable people, respect to | Group and leadership | Pregnancy related care | | Birth registration. |

| Sl. | Village Development Committee (VDC) | | Adolescent Group-Girls | | Adolescent Group-Boys | | Male Orientation | |
|---|---|---|---|---|---|---|---|---|
| | Existing topic | Proposed topic | Existing topic | Proposed topic | Existing topic | Proposed topic | Existing topic | Proposed topic |
| | | | | parents | | | | |
| 11 | | Leadership | Group and leadership | Group and leadership | Role & responsibly of boys group | Family planning | | Marriage registration. |
| 12. | Responsibilities of elderly people | | Role & responsibly of girls group | Role & responsibly of girls group | | STD, AIDS | | Sanitation. |
| 13 | Alternative dispute resolution | Understanding disputes and Alternative dispute resolution | | Food and Nutrition | | Drug addiction | | Disaster management |
| 14. | Union Parishad and its services | Linkage with Union Parishad and its services, linkage with UP, and other services providers (GO & NGO) | | Gender and Sex | | Gender & sex | | |
| 15 | VDC meeting and register maintaining | VDC meeting and register maintaining | | Communication and Facilitation skills | | Social values, responsibilities to elderly and disable people, respect to parents | | |
| 16 | Social safety net programme | Social safety net programme | | | | | | |
| 17 | Services of Local officials | | | | | Communication and facilitation skills | | |
| 18 | Communication | Communication | | | | Motivation | | |
| 19 | | Role of VDC for protecting Gender discrimination. | | | | Group and leadership | | |
| 20 | Planning | Planning | | | | Role & responsibly of boys group | | |
| 21 | | Gender disparity in society and role of VDC for overcoming barriers | | | | | | |

**Note: Topic in black color font was existing and is continued, those in green color font are new topics introduced, and those in red color font have been removed from training.**