

NEWSLETTER

other development partners.

“Capacity Building for Local NGOs in Bangladesh” project

4th issue: July – December 2010; Project Code No: BD-017D

Dear all,

Greetings from VERC!

This is the 4th issue of the newsletter of “Capacity Building for Local NGOs in Bangladesh” project for the period of July - December 2010. The issue contains the narrative description of the accomplished activities of the period. Hope this document will be useful for the project participants as well as all concerned with the project.

Thanks and regards.

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

A BRIEF PROFILE OF VERC

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

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

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

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VISION:

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

MISSION:

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

STRATEGY:

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

AREAS OF INTERVENTION:

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

DIFFERENT SECTIONS OF VERC:

Main Interventions:

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

Support Service:

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

FOLLOW UP TRAINING ON PRIMARY EDUCATION:

Education is the backbone of sustainable development. Education stimulates and empowers people to participate in their own development. A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge. In Bangladesh the expansion of primary education is crucial, just as it is in other developing nations within South Asia and beyond.

That’s why; PE training is one of the important training of VERC-CBLNB project to increased knowledge and skills on the techniques and methods of teaching and operation of primary education programme of teachers and supervisors increased up to a certain level.



Figure-2: Participants are actively participating in group work on PE Training at Rishilpi.

During the reporting period the VERC-CBLNB Project conducted one batch of Follow-up Training on PE and a total of 20 numbers of participants received this training. The training course duration was two days for teachers and related staff members of TdH projects and PNGOs. Facilitators conducted the course followed by the curriculum designed by National Curriculum and Text Book Board (NCTB) of Bangladesh. It is a special type of training for teachers and supervisor.

FOLLOW UP TRAINING ON PREVENTIVE HEALTH CARE:

Health is a key factor in national prosperity on the other hand, disease has no national boundaries. At the same time major scientific breakthroughs hold the promise of more effective prevention, management and treatment for an array of critical health problems.



Figure-1: Participants are actively participating in matching five type of early childhood development & multiple intelligence on PE Training at VERC on 5 July 2010

Bangladesh’s low literacy rate of is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development. Primary education has been a priority in Bangladeshi politics since independence from Pakistan in 1971. Primary education must receive a great amount of attention in developing nations for this reason.



Figure-3: Role play by the Participants of preventive training at PDP Training Center on 23 September 2010

For many years Bangladesh has escaped the HIV/AIDS epidemic that is affecting countries all around it. However, recent national surveillance data indicate that the country should step up prevention efforts, with a 9 percent HIV infection prevalence rate among one group of injection drug users in the capital city, Dhaka.

Training of preventive health care is for dissemination of latest health related information, skill and utilization for health staff. VERC organized four batches of follow up training on preventive health care during the reporting period for health workers and related staff members of partner NGOs of TdH-Netherlands. This training course provided information and skill about primary health care and helped the participants to acquire knowledge of preventive measures on common health issues and management of preventive health care services. Eighty six health workers and related staff members from TDP, CIHEP and PDP received this training.

FOLLOW UP TRAINING ON NORMAL SAFE DELIVERY:

In countries where resources are limited, maternal mortality is high and most deliveries take place at home, programmes for training traditional birth attendants (TBAs) have been promoted and initiated for the last decade or two. Trained TBAs were significantly more likely to practice hygienic delivery than untrained TBAs. However, no significant difference in levels of postpartum infection was found when deliveries by trained TBAs and untrained TBAs were compared.



Figure-4: Participants are busy in a group work of TBA training at RISHILPI Training Center on 23 July 2010

The practice of hygienic delivery itself also had no significant effect on postpartum infection. Logistic regression models confirmed that TBA training and hygienic delivery had no independent effect on postpartum outcome.

TBA training is one of the most important strategies for preventing maternal deaths compared with several other

interventions, including support for health centers, hospitals and family planning.

VERC organized nine batches follow up training on Normal Safe Delivery during the reporting period. A total of two hundred twenty one TBAs received this training. Among these participants 75 were from RISHILPI, 21 from AMRAH, 75 from CIHEP and 50 from PDP were received follow up training. This training is expected to enable them to provide proper antenatal care, conduct normal home births and also postnatal care and newborn care, and to identify obstetric complications for timely referral to proper service points.

FOLLOW UP TOT ON EDUCATION:

Basic knowledge on TOT on Education is required for a supervisory staff member to implement education programme at root level. In this regard, VERC organized a seven days long basic TOT on Education during last year 2009.



Figure-5: Participants are busy in a group work of TOT training at VERC on 12 July 2010

In continuation of this training this year a two days long follow up training was conducted during 11-12 July 2010. This follow up training helped the participants to recall, revise and refresh the knowledge provided last year. A total of twenty five participants from eight organizations (VERC, PDP, CIHEP, TDP, POPI, SEEP, RISHILPI and SSS) participated in this training.

TRAINING ON BASIC CRC:

VERC- Capacity Building for Local NGOs in Bangladesh project organized four batches “Basic Training on CRC” (Child Right Convention) with BSAF Network Organizations. The main focus of the training was to orient its participant on CRC. Also on dissemination of knowledge about integral principals of CRC and its incorporation in any kind of project that aims to establish Child Rights.

The principle of non-discrimination runs through the whole CRC, including the articles on health, education, standard of living and protection of vulnerable groups of children. Governments are obliged to take proactive measures to address patterns of discrimination. With a relatively better understanding of both discrimination and non-discrimination the participants were given a task of answering certain questions pertaining to discrimination. Most of the participants believe that physical punishment is the best way of learning and they



Figure-6: Conduction of a demonstration session by facilitator of CRC training at FNB Training Center on 27 July 2010

were not aware about the negative impact of physical punishment. But at end of the training they can realize about their mistakes.

A total one hundred six participants from BSAF Network Organizations participated in these training. After completion of the training, all participants got committed to establish Child Rights.

FOLLOW UP TRAINING ON TTT:

During the reporting period the VERC-CBLNB Project conducted one batch of Follow-up Training on TTT on Child Rights and a total of twenty management level participants of TdH own projects and partner NGOs received this training. Training Coordinator of VERC, who is also a member of the BSAF resource pool conducted this TTT on CRC as lead facilitator and two other trainers of the VERC-CBLNB project facilitators provided need based backup support to the lead facilitator.

Facilitators conducted the course followed by Training Module developed by Radda Barnen and Save the Children, Sweden-Denmark were the main guide books for the said training. Most of the participants were very much experienced on development field but their active and spontaneous participation in different sessions were remarkable.



Figure-7: Participants are actively participate in matching puzzle of TTT Training at VERC on 2 August 2010

They actively participated in simulation games, role play, livelihood theater and other action oriented displays. During the most important session called Are We Their Yet? all participants were able to internalize about Right Based Approach and Basic Elements and insights of the Child Rights Approach.

FOLLOW UP TRAINING ON CRC

To ensure the enabling environment for Child Development all around the globe UN has proposed a Child Right Convention, of which Bangladesh was the first 22 signatories. Teachers are the most functional part for play vital role in implementing Child Rights in our society.



Figure 8: Participants are actively participated in a group work of Follow up CRC training at POPI Training Center on 10 August 2010

The adults are vitally involved with the child's physical and mental development, their awareness, education and the ability to guide a child should be facilitated first. For ensuring child friendly environment

VERC organized five batches of follow up training during the reporting period. A total of one hundred

twenty two participants from 03 organizations (POPI, CIHEP, and PDP) participated in the training.

TRAINING ON CURATIVE HEALTH CARE

VERC organized “Training on Curative Health Care” under “Capacity building for Local NGOs in Bangladesh” Project, supported by TdH Netherlands. This training was held during 27 September to 02 October 2010 at SSS training center, Tangail. Dr. S.R. Sarkar Health Care Coordinator of TdH-NL Country Office facilitated this training as Resource Person.



Figure 9: Opening Ceremony of Preventive Health Care training at SSS Training Center on 27 September 2010

A total 18 participants comprised of medical assistance, nurses and health staff member (from CIHEP, PDP, AMRAH & SSS) received this training. All participants actively and spontaneously participated and contributed a lot for better understanding. Through this training, participants acquired knowledge, developed skill and capacity for proper treatment and management of curative health care and they can provide proper treatment to patients and manage the curative health care services properly.

FOLLOW UP TRAINING ON HUMAN POTENTIAL ENHANCEMENT

VERC organized “Training on Human Potential and Enhancement” under “Capacity building for Local NGOs in Bangladesh” Project, supported by TdH Netherlands. This training was conducted during 20-22 December, 2010 at Parjaton, Rangamati. Dr. Iqbal Kabir facilitated this training as lead facilitator. Twenty three (20) managerial staff members from nine organizations (4 from VERC, 1 participants from TdH-NL, 2 from PDP, 1 from CIHEP, 2 from POPI, 3 from SEEP, 2 from RISHILPI, 2 from SSS, 1 from BSAF, 1 from HASAB and 1 from NGO-Forum) received this training.



Figure 10: Resource Person conducting first session of HPE training at Parjaton, Rangamati on 20 December 2010

All participants actively and spontaneously participated and contributed a lot for better understanding. The outcome of the training were visualized in the reflection session where changing of mindset, communication behavior and understanding life position was remarkably reflected, which will ultimately bring considerable positive impact in all programs.

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