



CENTRE FOR SERVICES AND INFORMATION ON DISABILITY (CSID)

**A Centre for Services, Research and
Information Exchange**

Annual Report - 2013



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Words from Chairman

Words from General Secretary

From the Desk of Executive Director

Preamble

Primarily CSID formed and registered as Charity Trust under the Ministry of Law in December 1997. Later in February 2011 the organization has been registered with the Department of Social Services under the Ministry of Social Welfare. The registration number: Dha- 08858, dated- 20 February 2011.

It is also registered with the NGO Affairs Bureau of Government of Bangladesh under the Foreign Donations (Voluntary Activities) Regulation Ordinance. Registration number: 1322, dated 15 December 1998.

CSID is the member of National Forum of Organisations Working with the Disabled (NFOWD), a networking and coordinating body of over 300 organisations. At the regional level it is member of Asia Pacific Disability Forum (APDF), associate member of Asia Pacific Development Centre on Disability (APCD), member of Rehabilitation International (RI) and member of International Abilympics Federation (IAF). The Executive Director of CSID is the regional representative of International Council for Education of People with Visual Impairment (ICEVI).

Below are the four core aspects of what CSID does. The vision and mission have been developed in consultation with the primary programme participants 'persons with disabilities'. CSID aims to raise public awareness, sensitize people on disability issues and undertake specific interventions after analysing the actual situations through research and baseline surveys. Activities typically include emphasis on 'Community Based Rehabilitation' (CBR), globally recognized as the most appropriate and effective approach to establishing a barrier free, rights-based inclusive society. In fact, the Government of Bangladesh recently gave emphasis to CBR for effective and sustainable development of persons with disabilities. Much of our work also involves the facilitation of self-advocacy by children/persons with disabilities and regional, national and international networking on disability issues. CSID accumulated reputation of working effectively on disability issues. Maintaining harmonious relationships with the Government and NGO partners in the existing working districts and their close proximity puts the organization in an advantageous position to offer such services.

Vision:

CSID envisions "An inclusive society where Persons with Disabilities are living with equal rights, opportunities, access and dignity in comparison to other citizens of the country". (Reference?)

Mission:

Reducing discrimination against marginalized people including persons with disabilities in all aspects of life including gender disparity; creating a physical and socio-economic barrier free environment; empowerment of persons with disabilities and marginalized people prioritizing children and women through capacity building; resource and information networking; promoting opportunities and access to education, information and socio-economic activities in order to mainstream them into society with equal rights and dignity following Inclusive, Participatory, Community and Rights based approach.

Values:

- ☞ Disability is a development issue.
- ☞ Equity of opportunities and dignity.
- ☞ Children and women first.
- ☞ Freedom of expressing opinion and enjoying rights.
- ☞ Accountability and transparency.

Programme Dimension:

- A. Research/Study on Disability and Development Issues.
- B. Disability Information Networking and Resource sharing.
- C. Community-Based development programmes with Rights Approach for Persons (Specially Children and Women) with Disabilities.
- D. Promotion of Inclusive Education.
- E. Promotion of Livelihood Opportunities for Persons with Disabilities and marginalized people.
- F. Local & Policy level Advocacy including promotion of self-advocacy by primary programme participants.

Programme implementation approach/Strategy:

- Participatory and Inclusive.
- Community based with Rights approach.
- Advocacy and sensitization.
- Capacity building.
- Flexibility.

A. Research/ Study on Disability and Development Issues

CSID conducted 13 researches including international research on different disability issues which include –Inclusive Education, Situation of Children and Women with Disabilities, Disaster & Disability, Employment Situation of Disabled Persons etc.

B. Accessible Internet-based Disability Information Dissemination Network (DID-N) and Disability Resource Centre (DRC):

Location: The project is being operated from the Head Office situated in Dhaka City, but its activities are covering all divisions in the country.

Supported by: Sightsavers and Handicap International.

Goal: Information on Disability & Development issues is available electronically as well as at Disability Resource Centre for a range of Stakeholders including policy makers, programmers, disabled persons themselves, professionals, researchers and students in accessible format (print, audio-visual and Braille) to contribute in promoting the rights of persons with disabilities

Major Focus:

- ☞ Gather, process and disseminate diversified information including rights issues, case studies, best practice, funding and employment opportunities etc.

- ☞ Conduct a mapping exercise to select key target audiences for collaboration in the government and private sector
- ☞ Joined-up advocacy initiated with relevant Ministries and Departments of the Government and the private sector
- ☞ Conduct disability audit of key Information and Communication Technology (ICT) training and services points
- ☞ Advocate making computer labs at various schools accessible for visually impaired (VI) students
- ☞ Advocate and establish linkage with mainstream cyber cafes Owners to make cyber cafes accessible for Persons with disabilities
- ☞ Organise training on screen reading software to the cyber cafes representatives of Cyber Cafe Owners Association of Bangladesh (CCOAB) and Bangladesh Computer Council (BCC) representatives (in divisional and national level)
- ☞ Facilitate job-oriented training for Persons with Disabilities including VI persons
- ☞ Provide training on outsourcing to the persons with disabilities
- ☞ Facilitate computer skill training for disabled people including VI people by BCC
- ☞ Explore, develop and provide relevant training with Bangladesh Garments' Manufacturing Employers' Association (BGMEA) & and other vocational training institutes for disabled people, including VI & blind people
- ☞ Training on call centre for persons with disabilities
- ☞ Basic English Language training by British Council
- ☞ Conduct a mapping exercise of potential employment sector in GO/NGO/private sector and self-employment opportunities
- ☞ Participate/organize job-fair
- ☞ Meeting with schools, colleges and university students near the accessible cyber cafe & E-centre of BCC (WHY?)
- ☞ Gather/translate and disseminate information utilizing the Disability Resource Centre
- ☞ Arrange orientation and training for members of CCOAB, other Cyber Cafes, Creative IT, BCC centres, UICS on Mongol Dip, Shubachan, NVDA etc. to mainstream their services and recruitment policies and to make them accessible for persons with disabilities including VI people



MoU signing ceremony with My Outsourcing



Accessible School



Orientation about Accessibility



Computer Outsourcing Training at CSID

Major Achievements:

- Project conducted a mapping exercise and selected some key audience for collaboration.
- A total number of 105 information has been gathered, categorized, processed and disseminated within this year.
- Signed a tri parties Memorandum of Understanding (MOU) among Centre for Services and Information on Disability (CSID), My Outsourcing Limited and Sightsavers.
- Project conducted a disability audit of key ICT training and services.
- Project made 5 schools premises physically accessible for the persons with disabilities by installing ramp. Project also installed screen reading software to a computer of each lab and oriented the computer teacher on disability and accessible software.
- Project oriented 40 representatives from various organizations on disability and accessible software.
- Project provided shopping bag and packet making and book binding training to 20 persons with visual impairment in Rajshahi.
- Total 10 persons with disabilities received Computer Outsourcing Training from CSID computer lab.
- Arranged Computer training (Basic Computer) for 40 Persons with visual impairment at Dhaka and Rajshahi divisional level of BCC.
- Project organized garments factory related training to the 10 persons with disabilities, call centre training to 10 persons with disabilities.
- Project conducted a mapping exercise and find out some services that persons with disabilities can get to improve their life.
- Ensured accessibility of 5 mainstream cyber cafes during this period.
- Project organized 2 schools meeting for creating awareness on ICT of persons with disabilities. In those meeting about 300 students attended.
- Organized two advisory committee meetings at BCC, Agargaon. Executive Director of BCC chaired those meeting.

Case Study- Sheik Martuja Ali Milon
(Owner of Digital Memory Computer Centre and Cyber Cafe)



Accessible Cyber Cafe



Sheik Martuja Ali Milon in his Cyber café

Mr. Sheik Martuja Ali Milon is the owner of DIGITAL MEMORY COMPUTER CENTER AND CYBER CAFE. His father's name is Sheik Forhad Ali and his mother's name is Sufia Khatun. He is the fourth among five brothers and two sisters. He established this cyber cafe in 2008.

In 2010 project staffs were searching some mainstream cyber cafes for making them accessible for persons with disabilities including visual impaired persons. They met Mr. Milon and proposed to work with him. At the first stage Mr. Milon was not supportive to the project staff. Mr. Milon was very astonished when project staff proposed him to make his cyber cafe physically and technically accessible for persons with disabilities. Especially he was astonished to hear that visual impaired people also can use computer and internet by using screen reading software like JAWS and Daisy. Project staff proposed him to visit the project resource centre where visual impaired persons regularly use computer software like JAWS. Mr. Milon visited the resource centre and after that his concerns totally changed.

After motivation the project made his cyber cafe accessible for persons with disabilities including persons with visual impairment. This cyber cafe is very near to Bangla College and some other education institutes. So many disabled students including students with visual impairment come to use this cyber cafe in a minimum cost. Mr. Milon is very supportive to disabled café user. He also maintains a register for them and personally follows up the service which his café provide to the persons with disabilities.

The persons with disabilities are very happy to hear this news. This cyber cafe is situated on the ground floor which is also very favourable to persons with physically disabilities especially for the wheel chair users. The project provided financial support to make this cyber cafes accessible for the persons with disabilities. As advertisement is necessary to circular this news, the project prepared some leaflet and distributed them. The project also disseminated the news among subscribers by DID network.

Mr. Milon is very satisfied that disabled persons come to his cyber cafe regularly. He declared that persons with disabilities can use this cyber cafe in a minimum cost.

C. Community-Based development programmes with Rights Approach for Persons (Specially Children and Women) with Disabilities.

1. Community Based Rehabilitation (CBR) for the Persons with Disabilities in Barisal District.

Location: Barisal

Coverage: Barisal Sadar, Babugonj, Bakergonj, Uazirpur and Gouranadi Upazila.

Supported by: Sightsavers

Goal: People with disabilities enjoy the same rights, opportunities, responsibilities and privileges as other people.



Medical check-up at community level



Review meeting with SBMCH authority

Major focus:

- ☞ Equip Sher-e-Bangla Medical College Hospital (SBMCH) and Barisal District General Hospital and build capacity to increase quality of intraocular lens (IOL) surgery rate.
- ☞ Identification of persons with visual impairments screening and referring to SBMCH and District Hospital for ensuring surgery (IOL) of identified cataract patients.
- ☞ Inclusion of Persons with Blindness and Low Vision into mainstream educational system.
- ☞ Developing self-help groups, capacity building of persons with disabilities and activate them in rights movement.
- ☞ Rehabilitation of incurable blind persons through providing ADL/mobility/vocational skill training and IGA support.
- ☞ Raising community awareness of causes, consequences and prevention of disability.



Regular Group meeting of Self-help group



A girl with low vision device

Major Achievement:

- In total of 2064 adult cataract patients were referred to SBMCH and District General Hospital (DGH) for surgery (female: 971, male: 850, boys: 110 and girls: 133). Among the referred patients 580 surgery (female: 293, male: 287) completed in this year of 2013 out of which 554 adult cataracts (female: 278, male: 276), 26 DCR (female: 15, male: 11, boys: 0, girls: 0) were done during the period.
- Project has provided 1 piece SPT Canula, 4 pieces wise Speaculam, 4 pieces Pentum Dialator, 2 pieces Chelazion qutro, 2 pieces torch light, 1 piece Projection Lamp, 3 pieces auto seal, 1 piece of bulb & 1 piece Electric Cattle to SBMCH for smooth IOL surgery/operation performance in this year.
- Project provided 16 low vision (LV) devices (female: 1, male: 4, boys: 5, girls: 6) in to the project area. The doctor of Islamia Eye Hospital / SBMCH & DGH prescribed to use these LV devices.
- A total of 1667 patients (female: 775, male: 649, boys: 110, girls: 133) were examined by 30 Medical Check-up. Cataract patients were referred to SBMCH and DGH for IOL surgery and necessary treatment.
- During this year project facilitated to enroll 32 (boys: 18, girls: 14) low vision children in to the mainstream schools. Project has followed up 382 Student previously enrolled children in this year.
- Project staff have started to give ADL/OM refresher trainings to 60 WHAT? (female: 12, male: 15, Boys: 14, Girls: 19) IB, Speech & Hearing Child, CP Child in different Unions of five upazilas. Project has completed ADL/OM training to previous five upazilas and they will arrange refreshers training if needed.
- The project advocated/facilitated for 35 VI clients to receive loans/linkage from different government, non-government and local sources
- Project has adapted 3 schools in this year for the children with visual impairment.
- Project provided 6 white canes for the VI persons in to the project area.
- The project staff provided education materials (such as papers, pens, erasers, pencils) to 52 low vision (LV) & VI children.

Case story:



Md. Hemaet Uddin was affected by glaucoma when he was 4 years old. His family took him to the doctor, but there was no result. From this time he was a person with visual impairment. He felt helpless when he went completely blind. He was an unemployment person.

Md. Hemaet Uddin lives with his wife, two sons and one daughter. His wife and his one son help him to maintain the family.

Before identification by the CBR staff he could not earn much money for his family. He depended on his family income for leaving. He tried to do something, but had not got the opportunity. At this stage of his life CBR staff identified him and decided to rehabilitate him. After they had assessed his need, CBR staff found that ADL/OM training can change his life. CBR staff started ADL/OM training and after some days he had improved his mobility and ability to move anywhere without assistance. After the training they proposed him to do income generating activities and he agreed to do something instead of staying idle. In order to rehabilitate him CBR staff discussed with Marriage Register of Durgapasha Union. CBR staff motivated the Marriage Register officer and he agreed to employ Md. Hemaet Uddin as Assistant of Marriage Register Officer. Now Md. Hemaet Uddin works as an assistant at this Marriage Register Office and earns 4500 Taka in each month.

Next to working, he joined in a self help group and became an active member. Now he is very happy to do this income generating activity.

2. Economic Empowerment and Social Inclusion Program for Child and Youth Laborer with Disabilities Project.

Location : Dhaka City.

Coverage : Dhanmoni, Mohammapur, Adabor, Mipurr, Pallobi thana area.

Supported By : Save the Children

Goal: To address the problems/issues of education, protection, physical rehabilitation, health and psycho-social support of children with and without disabilities engaged in and at risk to be engaged in labour, including neglect and discrimination in order to promoting their rights

Major Focus:

- ☞ 3 Socialization centres were established to provide comprehensive education, including vocational skill training
- ☞ 600 working children with disabilities between 14 – 18 years are placed in non-hazardous jobs
- ☞ 20 new community learning centres were established
- ☞ 800 working children with disabilities have achieved primary education level of learning
- ☞ 100 parents of children with disabilities have new income generating activities
- ☞ Awareness raising, Sensitization and Advocacy to promote and protect rights of child labour among children and youth with disabilities
- ☞ Facilitate Self-Advocacy activities by children and youth themselves through empowering and activating Self-advocacy groups



Cell Phone Servicing Training for the youth



The NFE school



Computer Training for the youth



NFE school Children with New Books

Results achieved

- Three (3) socialization centres have been established (with all the required facilities: education, vocational skill training, arts & music classes and play and leisure activities) and are in operation.
- This year 103 children (boys: 45, girls: 58) participated in 15 regular group meetings of child club, which were taking place in the 3 socialization centres.
- In the socialization centre one music class and one art class conducted in each week. In total 110 children (boys: 50, girls: 60) participated in those music and art classes. Story book reading is a regular activity of the socialization centres, where some story books for children are available. In this period 67 children (boys: 28, girls: 39) enjoyed to read story books.
- In the socialization centres the project staff arranged 109 parenting education sessions with 1100 parents/caregivers (female: 970, male: 130) and awareness session with 125 community people.
- In the socialization centre the project staff also counselled with parents of children with disabilities to inform them about primary care and therapy capabilities.
- A total number of 292 children (boys: 136, girls: 156) have been enrolled for vocational training. Among them 100 children has completed vocational training on various trades (on cell phone servicing: 15, computer: 30, block-boutique: 40, karchupi: 15) and rest of 192 children and youth are continuing their vocational training (on cell phone servicing: 22, computer: 50, block-boutique: 20, screen print: 10 and home fashion - swing trades: 78, embroidery: 12). After completing the vocational and entrepreneurship training 60 children and youth were employed in this period. Among them 22 (boys: 2, girls: 20) children and youth has started their own business and 38 (boys: 24, girls: 14) children and youth employed in different organisations.
- The project maintain 20 fully functioning community learning centres within this reporting period. In each learning centre 40 children are learning in two shifts. One year curriculum for each grade has been condensed to complete within 6 months. The teachers are using special Teaching-Learning Materials (TLM) and taking special care for children with disabilities so that they can learn equally as children without disabilities. Each community learning centre has been functioning with co-curricular activities such as music, art, dance, which make the children more interested to attend the school. In total 800 children successfully completed their grade II (two) education level. The attendance rate is 95%.
- The project organised three entrepreneurship trainings for the parents within this reporting period. In total 110 (female: 85, male: 25) parents received the training.

Case Story:

Marium can read and write

Name of country: Bangladesh

Name of child: Marium Bagum; 14 years old; speech and hearing impaired.

Project Information: The project name is Community Based Protection and Empowerment of Children with Disability. Activities: Establishment of community learning centres for access to non – formal education. Major issue: Non-formal education.

Summary and History: Marium is a girl with hearing & speech impairment. Her age is 14 years old. She lives with her parents in a family of 6 members. Her father Md. Jahangir is a business man and he has a little grocery shop. Her mother's name is Jahanara Bagum who is a housewife. She has 2 brothers and 1 younger sister.

She is a disabled child by birth. When she was born her parents could not notice that she had hearing and speech problems. But as she grew up they gradually started to suspect that she was perhaps having difficulties in speech and hearing. When she was an one year old girl her parents took her to the hospital for an assessment. After the assessment the doctor said that she has some hearing and speech problems. Her parents tried all locally available interventions mainly religious and traditional healings to improve her condition, but there was no enhancement. Because of the poverty her parents could not even provide her hearing aid and proper treatment.

Marium noticed in her childhood that everybody was avoiding her because of her disability. She even recognized that her family members were keeping distance from her. Due to her disability her family members also did not take her to any social or community events. She never had the scope to study or to be trained on vocational skills. Her parents had not considered education for her as she was a hearing and speech impaired person. Though Marium can not hear or speak, she is very intelligent and wants to read.

When CSID searching that kind of children, Taslima Akter, the teacher of Dhaka Uddan went to her home. She talked with Marium and her parents to convince them to send their daughter in school. At last her parents agreed and realized the educational rights of Marium. She got a chance to study and she started to come to school. She has been enrolled into school just like any other girl. Now she is able to continue study due to the free education of IKEA project. She knows that she is different from others but it is no obstacle. Now she can read and write, explain in her own language. She completed education level class - II. She also learnt about child protection and empowerment related issues such as life skill, how to behave with other children and adult and how to conduct discussion with community members. Now she has clear idea on child rights child safe guard policy. She now believes that education is one of her basic rights.

Marium is now undoubtedly a brave girl with strong personality. However there are so many barriers that she needs overcome in the world. She said that, "I know I'm different from others but is that a reason to treat me so harshly? It hurts me a lot and I become saddened when I'm mistreated by people. I want to be success showing my capacity."

Interviewed conduct by: Ummay Asma Bhuyan; Program Officer, Centre for Services and Information on Disability (CSID).|

Additional Interviews if relevant: Teacher, Parents, Community, Neighbors.

Comments from teacher or parents: Her teacher said, that she is quite good in study, her senses are much stronger than any other child. If she gets the opportunity, she will do much better in her study.



Scene-setting information: [description of environment, sights, sounds, smells, relevant events and local detail]

She lives in slum area. As the financial condition of her family is very bad it is sometimes difficult for her parents to continue education. There is no good educational institution in the community for the disadvantaged children.

3. Removing Cultural Barriers and Promoting the Rights of Children and Youth with Disabilities Project.

Location: Dhaka City.

Coverage: Tejgaon, Mirpur, Shah Ali bag, Pallovi thana of Dhaka City

Supported By: Action Aid Bangladesh

Goal: Cultural Barriers have been removed and Children with Disabilities are living in society with equal rights, dignity and free from discrimination.

Major Focus:

- ☞ Physical Rehabilitation services for the children with disabilities
- ☞ Ensuring institutional responsibilities towards the care and development of the children with disabilities
- ☞ Sensitizing community members to create an environment which enables growth and development for children with a disability
- ☞ Encouraging families to take an active and supportive role in the care and development of their disabled child
- ☞ Pre schooling



Children with Disabilities in mainstream schools



Pre school



Teachers training



Assistive devices distribution

Major Achievements:

- Project enrolled 45 children with disabilities in to the mainstream primary school (boys: 24, girls: 21). Those children have been provided with admission fees, tuition fees, school bags, books, other educational materials such as khata, pencil, erasers, sharpeners, pen, school going conveyance etc. as per need.
- Project operated 3 inclusive pre schools with 50 children including 18 children with disabilities.
- The project organized two awareness trainings on enrollment of children with disabilities for parents and communities at the Children Centre in Mirpur and Tejgaon.
- In this year the project conducted one teachers training on Inclusive Education. A total number of 20 teachers participated in the training.
- The project organized a two-days training on preparing teaching learning materials in this year of 2013.
- To make the mainstream schools friendlier for the children with disabilities on the basis of UNCRPD the project organized a teachers' training on disability and UNCRPD for the teachers of different mainstream schools in this year. 17 teachers were participants in the training.
- Project newly identified and assessed 102 children with disabilities and 68 youth with disabilities for health and rehabilitation support. A data analysis report has been prepared based on these findings.
- The functional ability and mobility was increased of 55 children (boys: 28, girls: 27) with disabilities because of therapy service.
- In this year the project has been referred 25 children with disabilities in to different institutions for treatment and assessment.

- Project supported medicine services to 15 children and youth with disabilities in different areas
- The project has been provided assistive device support to 128 children and youth with disabilities in this year. Before providing assistive devices an assessment has been conducted by a specialized organization. The project also provided orientation on how to properly use the assistive devices to the children and youth with disabilities during the distribution.
- The project organized 3 trainings for the caregivers and parents of children with disabilities. Each training held for 3 days with different participants.
- Project organized 4 awareness meetings on early detection and prevention at community level at different areas of Mirpur, Tejgaon, Adabor, and Mohammadpur
- The project facilitated children with disabilities to participate in different cultural programmes.
- This year the project organized an art competition and a cultural program for children and young people with disabilities.
- Disabled children experiencing better family care than before as accountability of family members increased through primary care orientation and parents meeting.
- Children observed child rights week, national & international disability day and other days.

Case Study

Simmi is a girl with physical disability. She is an eight (8) years old girl. Her father's name is Md. Macksud and her mother's name is Shahajadi Begum. She has two sisters and one brother and among them she is second. She lives in thirteen house camp, Mirpur, Pallabi, Dhaka. Her family is very poor. Her father is working as a barber in a salon with a very low salary. Her mother also earns money by cutting Banarashi Shari's treed. Simmi sometimes helps her mother to do that work.

Simmi was born as a normal baby. Her parents identified some problem at her legs when she was 4 years old. Her family was so poor that it was not possible for them to bear the cost of Simmi's treatment. When CSID identified her problem they referred Simmi (four-years-old) to a hospital for an assessment. After assessing her condition the doctor said that Simmi has recasts disease. CSID urgently referred her again to National Orthopaedic Hospital for another assessment and treatment. After identifying the problem of her legs the doctor prescribed medicine, therapy and suggest her for some tests. CSID provided referral support to Simmi at that time. Simmi got therapy and regularly followed-up by CSID therapy centre. After that Simmi was improving day by day. When she was five years old the project assessed her condition again and decided to enroll her into a CSID pre school and she continued there one year. After completing the pre school education Simmi's parents wanted to admit her in to a mainstream primary school. But the school did not admit her, because of her disability and the negative mentality of teachers. Then in 2011 the project admitted her into a mainstream primary school name "Saleha Khatun Mamorial Primary", Mirpur. At the first stage the school authority disagreed to enroll Simmi because of her physical disability. The project staff of RCB motivated the school authority by showing some case stories and rights documents of children with disabilities. Because of continually motivations the school authority not only enroll but also arranged her sitting arrangement in the front bench. From that time Simmi was continuing her education by the support of RCB project. RCB project also provided education materials to support continuing her education.

Simmi is now eight years old and studying at class four. She is one of the good students of the Saleha Khatun Mamorial Primary School, Mirpur. Now she has many friends in her school and her friends know about her disability and are happy to be friends with Simmi. The school teachers of the Saleha Khatun Mamorial Primary School were oriented on Inclusive Education and became positive.



Simmi is practicing dance at Pre School (Left)



Simmi performing in Shishu Academy (Middle)



Simmi in her Scholl (white sweater)



Simmi at home

Now Simmi's parents are very happy, because they have not believed that Simmi can visit school one day. Simmi's mother dreams of a successful life for her daughter. Simmi is now very happy and wants to complete her education.

4. Project: Promoting Rights and Dignity of Children with Disabilities Project

Location: Sylhet City Corporation Area.

Area Coverage: Whole City.

Supported by: Manusher Jonno Foundation.

Goal: The children with disabilities in Sylhet City are included in the mainstream society with equal rights, opportunities and dignity.

Major Focus:

- ☞ Identification and need assessment of children with disabilities
- ☞ Awareness raising, sensitization and advocacy to promote and protect rights of children with disabilities
- ☞ Facilitate self-advocacy activities by children & youth themselves through forming, empowering and activating self-advocacy groups
- ☞ Creating access to disability treatment/surgery/therapy services and having assistive devices
- ☞ Creating access to mainstream education system, PHC, reproductive health, games & cultural activities, recreational activities, skill training and dignified IGA
- ☞ Ensuring community participation



Participants in Dialogue with Local Authority,
Political Leaders, Counsilors & Mayor



Enrollment into a mainstream school



Vocational training



Teachers training on brail



Revolving Fund User Committee (AKOTA) Meeting



Assessment for assistive devices

Major Achievements:

- 2 life skill trainings for improving children & youth livelihood were conducted & 36 members participated the training session.
- 16 members of 1 children's cultural group trained up for performing stages in many occasions. Group members performing on the occasion of day observing. They are participating in regional programmes in Betar Sylhet.
- 18 members of 1 Children's drama group capacitated to compose and perform drama in school or community level any time.
- 1 theatre for development training conducted improving their capacity & 23 participants participated the training session.
- 2 monthly advocacy group meetings were conducted and 50 group members attended the meeting discussing and sharing their problem and searching after a way of solution.
- 1 parent's group consisting of 20 members strengthened themselves by providing necessary information and orientation on disability issues. They know about child rights.
- 6 advocacy activities were conducted by children's advocacy group members in several government and non-government organizations, schools, counsellors, public transports, etc. in the city corporation area.
- 2 regular youth group meetings were conducted & 22 group members participated the meeting. They discussed on health issues, how to use credit properly and how to strengthen them for income generating activities.
- 1 workshop with parents group on disability and parenting education was conducted & 21 parents attended the workshop.
- 2 parents group meetings were conducted and 18 group members attended the meeting and discussed different topics like awareness, primary health care, rights issues for their children.
- 1 coordination meeting among advocacy group, youth group, parents group & Community Disability and Development Committee (CDDC) was conducted and 45 members participated the meeting.
- 1 dialogue with local government authorities, political leaders like mayor and counsellors was conducted on 30th March 2013. City mayor and most of the counsellors participated in the dialogue.
- Conducting 1 school teachers training on Braille & 17 school teachers from different schools participated the training session.

- Conducting 1 sign language training for school teaches & 24 school teachers from different schools participated the training session.
- 1 CDDC committee capacitated and conducted two meetings.
- 6 school awareness meetings were conducted in different schools in city corporation area, about 1200 students become aware & sensitize on rights issues for the person with disabilities.
- 7 community meetings were conducted in different community areas in Sylhet city corporation, about 1100 community people got aware and sensitized on rights issues for the person with disabilities.
- In total 32 children have been supported for disability assessment and proper treatment.
- 6 children have been supported for corrective surgery.
- 34 children received aids and appliances as suggested by the concerned specialist.
- In total 80 children received therapy services from the project and their condition is improving.
- The project has been able to enrol 198 children in formal and informal education systems.
- The project distributed education materials for 269 students including pre school & provided tuition fee & conveyance to 55 children as well as youth with disabilities to continue their education smoothly.
- 7 children with disabilities received vocational as well as skill development training on different trades.
- The project arranged 3 skill development & entrepreneurship training for credit receiver to strengthen their capacity 72 participants participated the training session.
- 7 children as well as family members engaged in income generating activities by the support of the project.
- 70 persons received credit from the project and engaged in various trades.
- The project established 3 pre schools and multipurpose centres last year. In total 90 very poor children in different colony/slums got scope to learn in this pre schools. Among them 80 children transferred from the inclusive pre school of the project after successful completion of pre school education and enrolled into mainstream schools. Among them 8 children are with disabilities and 72 without disabilities.

Case Study

A Life Song - DOLI

DOLI a name of history who was a beloved daughter of her parents. She is now fifteen years now, lost her right leg when she was only seven years. Her father left her mother when she was only a few days



old. Her mother was a maid servant and died when she was five years old. After losing her mother she become unsafe and engaged as child domestic worker to a neighbour's house and was raped by her house lord when his wife was out of home. That time she was only six years old. She has one elder sister, who also works as a maid servant but is not staying with them. After six months of Doli's



sexual abuse she loses her right leg. No one looked after her. Her grandfather (from her mothers' side) took her to his house. He has got two wives. But Doli became a burden for all of them.

Her father Mr. Fazlul Hogue was a rickshaw puller. They are from Aguya, Baniachang, Hobigong. They have no lands to cultivate. Therefore her father migrated thirty years ago from his village to Sylhet. Now Doli is staying with her grandfather (from her mothers' side) in Torab Mia's Coloney, Shamoli Residencial Area, Sadar Sylhet, which is under 24 no ward Sylhet City Corporation area. Doli was playing with other children like on any other day. Suddenly a brick wall fell on her. She was seriously injured and was unconscious. She was brought to local KOBIRAJ and under treatment for four days. Then she was brought to Sylhet Osmani Medical College Hospital for treatment and further management by the cooperation of some local students. No change was noticed but severe pain and serious gangrene was developed inside of plaster. Finally she lost her right leg below hip joint level.

She was unable to live a normal life after becoming disabled. She was always staying inside of home. She was not playing with any of her friends. Her family members disliked her and she used to do all household activity for the other family members. But there was no regular food for her. The project staffs found her on December 25th 2009 when she was sitting in front of the house and tried to motivate her for her future. But she was not the decision maker and advised the project staff to contact her grandfather. She strongly refused getting any support from any organization. After a several meeting her grandfather agreed sending Doli to the project office if he is not considered to spend any time or money for Dolly, as he is a poor person.

The project enrolled Doli at a community school because no governmental or NGO school was near to her area and reachable with support of a pair of elbow crutches. She went irregular to school and stopped. The project staff also tried their best to motivate her for study by considering her future, but no cooperation was noticeable from her guardian.

Considering her problem the project arranged an artificial leg for her by the internal linkage with another organization named Zalalabed Disabled Hospital & Rehabilitation Centre and trained her on sewing as well as supported her getting minimum knowledge on calculation ensuring accommodation and food. At present she is working as a sewing helper in Zalalabed Disabled Hospital & Rehabilitation Centre and getting 2500.00 Taka per month that has increased her dignity within her family.

Doli is now about fifteen years old, she is member of an advocacy group by children with disabilities whom are advocating government and non government institutes in Sylhet city corporation area to establish their rights and dignity. She is fighting with her advocacy group DOWEL. She never misses any group meeting or any group activity. She is staying with her elder sister now, who is a maid servant. She says with self confidence: "Though I am working as maid servant, but everyone knows me for Doli."

Doli couldn't play with other children as no other child was interested in playing with her. But now she is socialized, knows her rights and plays with other children. She gained knowledge of how to socialize herself from Centre for Services and Information on Disabilities (CSID) funded by Manusher Jonno Foundation by participating their training on advocacy and leadership training for their groups in several times.

Doli says remembering her early life, "I never couldn't even dreamed of the present life I am leading".

5. ACCESS TO LIVELIHOOD PROJECT

Location: Dhaka

Coverage: Dhaka and Barisal

Supported By: Leonard Cheshire Disability (LCD)

Major Focus:

- ☞ Identifying and addressing legislative, policy and attitudinal gaps to promote employment rights of persons with disabilities.
- ☞ Career guidance and counselling.
- ☞ Providing market based vocational and technical training.
- ☞ Providing training to job seekers with disabilities and support them to undertake work placements and apprenticeships.
- ☞ Sensitize government and corporate sector employers for offering employment and training opportunities to persons with disabilities.
- ☞ Facilitate disabled people's access to social protection and other resources offered by public and private sectors.



Computer outsourcing training at LRC



Entrepreneurship Training at Narayangonj



Wage employed-Mr. Jahurul at FCI, Garments



Self Employed, Ms. Aroti at Barisal

Major Achievements:

- The project identified and registered a total number of 443 persons with disabilities and maintaining a database.
- Organized 4 sensitization meetings to create access for persons with disabilities in to Micro-Finance where about 195 representatives from Micro-Finance Institutions (MFIs) and Banks participated. As the result of these meetings many MFIs agreed and shown interest to provide credit service to persons with disabilities and an enabling environment is created.
- Project provided/facilitated training for 331 persons with disabilities in different trades such as-computer, accounts/office management, mobile servicing, beautician, garments work, entrepreneurship development, soft skill.
- An enabling environment has been created in the field of employment of persons with disabilities and many big and prominent organisation like BCC, BGMEA, Ahsania Mission, Rabeta, Shajeda Foundation, Credit & Development Forum, CCOAB, Big Chain Shops, FCI (BD) Ltd, Sagar Garments, Helecon (BD) Ltd, Tunix Fashion, Dressment Garments, My Outsourcing Ltd, Intelligent Image Management Ltd, MNS Printing, Pawla Garments, Dina Computer's & Training Centre, Creative IT Ltd etc. have been changed their policy and enrolling persons with disabilities for training and employing them.
- The project has been able to employ 137 persons with disabilities in different organizations.
- Project facilitated to engaging 90 persons with disabilities with self employment/ entrepreneurship.
- Project organized 2 job fairs in this year.

Case Story Md. Khairul Islam

Md. Khairul Islam, 21 was born at Charchat under the Rajshahi Division. His father's name is Md. Sanaulla and his mother's name is Khairon. He is the youngest among two brothers. Md. Khairul Islam was born with a disability. Both of his legs are too weak to move. When he was an 8-months-old baby his parents identified his problem in both legs. His parents tried all locally available interventions mainly religious and traditional healings to improve his condition but there was no result.

His mother died when he was only 8-years-old. Immediately after the death of his mother his father remarried and sent him to an orphanage. Khairul Islam grew up at the orphanage amidst neglects and maltreatments of the society because of his disability. He lived in the orphanage till he completed his Higher Secondary School Certificate (HSC). After completing his HSC the orphanage authority disagreed to give him residential and other facilities and requested him to leave the orphanage and to find another place for living.

He has faced so many difficulties because of his disability. He grew up in an orphanage and after completing his HSC they requested him to leave the orphanage. He went to so many employers to get a job but nobody believed that he also can work like a non disabled person. He was disappointed about his future and became traumatic. At this situation one of his friend informed him about LCR project and its employment activities. He personally communicated with LRC project staff and sent his CV to LRC project office. He came to Dhaka and met with LRC project staff and shared his bitter experience to find a job. Because of inaccessible educational institute and poverty he was dropped out from education after completing his HSC. After listening to his situation LRC suggested starting education again. He has always dreamed to start his education again which he shared with them at that time.

After assessment the project staff said they think that computer training would be very fruitful for him and he agreed with them because he also was very interested in IT. In 2013 LRC project arranged computer training for him at LRC office. The IT trainer of LRC project had worked hard to orient him on computer. He has learnt basic computer, word-excel and internet browsing etc. from him.

After completing his Advanced Computer Course from LRC the project staff communicated with an industry named Pran RFL group. The Pran RFL Group interviewed him for a job, but because of his disability and their inaccessible office they disagreed to appoint him. He was so frustrated that he had decided to go back to his hometown. But the LRC project staff assured to find a job for him. In 2013 LRC staff communicated with a business organization that are running a call centre and a computer outsourcing firm. The name of the organization is My Outsourcing Ltd. Because of continuous motivation My Outsourcing Ltd. called him for an interview. Before interview the LRC staff arranged a counselling session for him and they advised him regarding the interview. LRC staff also updated his CV. After a successfully interview he was appointed as a Call Centre Agent at My Outsourcing Ltd. They offered him BDT 8000 for each month as salary and one free meal for each day.

Now he is self-dependent and enjoying life in a respectful way. His parents are very happy to hear that he is earning money and can bear the costs of living. The authority of My Outsourcing Ltd. is also very happy to observe his hard work. They also decided to increase his salary from 2014. LRC project staff advised him to save some money for his future. Now he is thinking to start education again.



6. Child centered budget analysis in Bangladesh

Location: Dhaka

Coverage: Bangladesh

Supported By: Save the Children

Major Focus:

- ☞ Advocate for transparent and effective utilization of resources for health services to children, particularly the poor and marginalized in 6 UP, 2UPZ government institutions and one municipality.

- ☞ Advocate for adequate allocation and quality spending on children to realize child rights in the areas of health, child labour and safety nets for children by 2015.
- ☞ Facilitate to form a parliamentary caucus on child rights



Roundtable at Prothom Alo



Workshop on Making National Budget Work for the Children



Launching Ceremony on
"Parliamentary Caucus on Child Rights"



Capacity Building workshop on Investment in Children



Major Achievements:

- Finance Minister declared to introduce children budget in budget speech in last budget session
- Raised capacity and sensitized a group of journalist on children budget
- Carried out study utilizing accountability tools on governance deficits in public health care services in Upazila and Union level in a view to exploring the deficit of governance impacts on children's access to health care services linking it with macro level policy and practices.
- Developed child budget frame-work, guideline, and booklet in a view to understanding and visualizing allocation for the children and ensuring its quality expenditure
- The draft framework and guideline was shared in order to validate it with the policy makers, academia, INGO representatives in a view to influencing them for integrating children budget framework with their ministries
- A discussion paper on IiC and children budget was shared with the journalist for their capacity building on IiC; the news of the program was covered by more than 10 print and electronic media
- The PCCR organized post budget press conference and give thanks to the Finance Minister for including the issue of Children Budget in the Budget Speech and demanded operationalization of the concept.
- The capacity of the members of Parliamentary Caucus on Children on Child Rights enhanced by the intervention of the project especially by the Planning Meeting , Pre & Post budget press conference and by the concept notes and discussion papers prepared to deliver speech in the budget session of national parliament 2013.
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7. Strengthening the Organizations of Urban Poor Home-based Workers for Greater Visibility and Participation in City Governance" under Inclusive Urban Planning (IUP) Project

Location: Dhaka

Coverage: Dhaka

Supported By: Homenet South Asia

Major Focus:

- ☞ Conducting a baseline survey within the area of Mohammadpur, Adabor, Hazaribag, Lalbag, Kamrangir Char, Dhanmondi and New Market thana under Dhaka City to identify the home-based workers (HBWs), potential stakeholders and situation analysis by March 2013.
- ☞ Organising 2 workshops with representatives from own account and piece rate/wage employed HBWs on sharing baseline information and importance of formation to groups.
- ☞ Organising 12 group formation workshops to form 12 groups consisting of 25 members in each group.
- ☞ Organising bi-monthly group meetings of 12 groups (total 24 meetings)
- ☞ Organising sensitisation meeting with city corporation authorities, WASA, Electricity Department and local government authorities (Ward Commissioners) in September 2013.

- ☞ Organising sensitisation meeting with stakeholders at non-government and private sectors' service providers by October 2013
- ☞ Organising awareness meeting with employers and contractors by November 2013
- ☞ Organising 2 leadership development training for 2 leaders from each 12 groups.
- ☞ Organising 2 capacity building workshop on dialogues with government for an own account and piece rate/wage employed HBWs by October 2013



Awareness meeting with Employers and Contractors



Group formation workshop with HBWs



Leadership Development training



Home based workers are working at home

Major Achievements:

- Identified 377 HBWs among them 91 are own account HBWs and 286 are piece rate/wage employed HBWs. Database and a report are available.
- The baseline information shared with HBWs for validation in May before finalizing the report.
- 12 groups consisting of 25 members in each group has been formed.
- Total 24 meetings completed.
- The problems/situation of HBWs were shared. The HBWs received commitment from Town Social Service Officer and Urban Primary Health Care services that they will include HBWs into their services.
- In response to the complaints and demands of HBWs the owners and contractors shared their problems also with the retailers to whom they are supplying products and which causing inconvenience to HBWs. There was a good understanding among both parties and the HBWs leaders suggested them to be organized like HBWs to solve their problems.
- A training was conducted to develop leadership among HBWs group leaders.
- Conducted capacity building workshops to identify the civic issues and leanings from Ahmedabad training have been shared.

Core Partners in the year 2011:

1. Sightsavers
2. Manusher Jonno Foundation (MJF)
3. Leonard Cheshire Disability (LCD)
4. ActionAid Bangladesh (AAB)
5. Handicap International (HI)
6. Save the Children
7. Philomena Commons (Neuro Physiotherapy-London)
8. Star Foundation-UK

Manpower Strength:

Core staff: 08
Project staff full time: 49
Part-time: 27
Volunteer: 06

Future Plan:

Establishing a centre of excellence to facilitate persons with disabilities in developing vocational, technical, soft and ICT skills including life skills so that they can be productive citizen of the country and able to gain economical independency.