Impact Assessment of DA-18 in Chittagong (BITA)

Impact Assessment & Shared Learning (IASL)
ActionAid Bangladesh

April 2010

Md. Abdul Momin
Shamsun Naima Rahman
Abu Said Md. Juel Miah
Partha Hefaz Shaikh
Tamanna Mizan
Dilruba Akter
Md. Helal Uddin
Naima Imam Chowdhury
# Table of Content

## PART I: BACKGROUND
1.1 Introduction  
1.2 Major Objectives of the Assessment  
1.3 Background of Alternative Development Approach for Adolescents (ADDA)  
1.4 Goal and Objectives of ADDA  
1.5 Project Design  
1.6 Implementation Process

## PART II: METHODOLOGY
2.1 The Process  
2.2 Period of Assessment  
2.3 The Team  
2.4 Assessment Area  
2.5 Data Collection Techniques  
2.6 Analytical Framework in line with ALPS and GMF  
2.7 Goal Specific Performance Analysis  
2.8 Limitation of the Assessment

## PART III: THE IMPACTS
3.1 Ensuring Freedom of the adolescent  
3.1.1 The Achievements  
3.1.2 Gaps  
3.2 Establishing livelihood security  
3.2.1 Achievements  
3.2.2 Gaps  
3.3 Group consciousness and mobilization  
3.3.1 Achievements  
3.3.2 Gaps  
3.4 Networking and civil society mobilization  
3.4.1 The achievements  
3.4.2 Gaps  
3.5 Institutional support/services from duty bearers  
3.5.1 The Achievements  
3.5.2 Gaps  
3.6 Women’s empowerment analysis  
3.7 Alps in the process

## PART IV: CONCLUSION
4.1 Lessons Learnt  
4.2 Recommendations  
4.3 Conclusion

## Annexure
PART I
BACKGROUND
1.1 Introduction
ActionAid Bangladesh has been endeavoring to ensure quality, citizenships, and justice in order for fighting the poverty through humane, practical, politically intelligent, and open strategy. Through rights based approach it is in place to promote equality, justice and well-being of the poor and marginalized groups in the society. It also supports local as well as national level initiatives envisaged for better policy. As a part of its support, ActionAid Bangladesh started its partnership with **Bangladesh Institute of Theatre Arts (BITA)** as a non-DA partner organization for implementing programme on adolescent issues in Chittagong since June, 1999. That funding support continued up to the end of 1999. From January 2001 a long term partnership (DA) started with BITA for ten years under Creating Adolescent Opportunity (CAO) theme. At its completion stage, ActionAid decided to undertake an assessment to measure effectiveness and impacts of the partnership on the poor and marginalized people especially the adolescents from disadvantaged communities. ActionAid emphasized that the operational activities for development of marginalized people should be valued on the basis of impacts made on project participants’ lives and livelihoods.

1.2 Major Objectives of the Assessment
The overall objective of the assessment was to examine the effectiveness, impacts, sustainability and lessons learnt from the DA-18 intervention in Chittagong City Corporation. The reference period of the assessment is 2001-10. The specific objectives are stated below:

- To assess the impacts of the programme on the target groups i.e. adolescents, women, and community people of the programme area;
- To evaluate the effectiveness, efficiency and sustainability of the programmes in creating changes in the conditions of poor and excluded people and the policy and practices of duty bearers through group consciousness, mobilization and civil society networking;
- To assess how much the DA interventions contributed to achieving the thematic and sectoral strategic objectives;
- To explore the challenges, lessons learnt and potentials for replicating the good practices in other possible areas.

1.3 Background of Alternative Development Approach for Adolescents (ADDA)
BITA has been working as DA partner of AAB since 2001, though AAB started providing support to this organization from 1999 for implementing its activities on adolescent issues. One of the major reasons for making partnership with BITA was its prior activities on awareness raising on social and legal issues through theatre activities, children’s education and women’s development. The appraisal report of BITA shows that there was absence of basic services in the areas. There were also problems like poor quality, weak public utility structure, poor waste management and drainage system, limited or no access to basic services, lack of employment opportunities, increased violence and lack of awareness; increased trend of migration of unskilled adolescents into the city slums. In addition, most slum dwellers migrated to Chittagong from greater Barisal, Patuakhali, Comilla and Noakhali districts. Also people had come from other countries such as India and Myanmar and taken shelter as refugees. Services from NGOs were not also adequate and did not address the issues on development of adolescents. Those were very target-oriented and they mostly provided micro-credit to the able-bodied persons. Few NGOs like PROSHIKA,
SHAKTI Foundation, UCEP, YMCA, Mary Stoppes, Ghashful, OWDEB and BITA had been working in those slums. Among those, BITA was the only organization that worked in three slums: Motijharna, Debarpar and Pora colony for awareness raising of the community on social and legal issues. As a result of the development agencies’ lack of focus on the issue, adolescents were more and more marginalized in those slums.

Considering the situation, ActionAid Bangladesh made DA partnership with BITA that started operating from 2001. The name of the project is Alternative Development Approach for Adolescents (ADDA). It focused on creating opportunities as well as social recognition of the adolescents in the mainstream development trend. For the sustainable improvement of the adolescents BITA undertook the alternative development approach that was designed in an integrated form for the adolescents in Ward-13 (Pahartali) and Ward-14 (Lalkhanbazar) under Chittagong City Corporation as a DA partner. This organization promotes its programme through incorporation of cultural means as core force of facilitation and intervention. Throughout the intervention process, BITA involved stakeholders like community people, children, community leaders, religious leaders, local institutions, law enforcing agency, and legal service providing organizations to establish adolescent rights, leadership, equal rights and enhance their standard of life through changing the attitude of society.

1.4 Goal and Objectives of ADDA

The goal of the DA on Alternative Development Approach for Adolescents (ADDA) was **Sustainable improvement in freedom and livelihood security for adolescents**.

There were some specific objectives/outcomes of the DA, which included:

- Education opportunity and the rights of quality education for children and adolescents will be increased;
- Family, community people, local leader and schools of the program area will be concerned about the situation and needs of adolescent especially girls;
- Adolescent boys & girls will be able to serve their community & society as potential human resource;
- The adolescents of the programme area will be empowered and enjoy the social opportunity and their rights;
- The adolescents will have a wider connection with different formal and informal institutions;
- The opportunities for the adolescents and women to create access in the income generating activities will be explored;
- The adolescent of the program area will be capacitated to sell their skill and product in a small range;
- The poor and marginalized circle participants will be able to read, write & calculate the familial income and cost;
- Children and adolescents will be informative about their life-related essential matters;
- A demand of product in the market and required and existing capacity within the selected children and adolescents will be identified.

1.5 Project Design

In order to meet the project goal, BITA implemented a lot of activities under five major components:
**Education:** BITA provided support to ensure sustainable education of the community children and adolescents through three major areas of education. BITA provided pre-schooling support to disadvantaged children of the working areas to give primary orientation; it helped to enrol in state provided education. BITA also mobilized school management committee (SMC) and others concerned authority so that slum children and adolescents got access to schools. Simultaneously BITA also worked with parents to make them realize the importance of education so that children could continue their education. Besides, they also provided special care to disadvantaged school going children on critical subjects like Mathematics, English and Science so that they became capable and probability of being ‘drop out’ could be minimized.

**Livelihood:** To create some feasible livelihood opportunities among the disadvantaged adolescents, BITA provided demand based skill training to the disadvantaged adolescents to make them self dependent. Also it helped create linkages with advanced training providing institutions like NYTA, UCEP to make an institutional affiliation for these disadvantaged adolescents group. BITA also tried to link the trained/skilled participants with the competitive market and regularly communicated with the Chittagong Commerce & Business community for creating job opportunity and business scope for the adolescents.

**Health:** BITA also worked to ensure adolescent health. Under this component, BITA delivered the Adolescent Reproductive Health (ARH) related information to the adolescents of the community at Reflect session and life skill session. Besides, BITA also provided health facilities to the community through different health awareness campaigns on Eye Camp, Family Planning, Pre and Post Natal care etc in association with the volunteerism of the adolescents and community.

**Active Citizenship:** BITA worked to explore disadvantaged adolescents and children potentiality by providing various issue based knowledge and extra-curriculum activities so that they would be active and capable to identify their needs and potentialities and accordingly claim their rights; adolescents would be more aware about their roles and responsibilities and would be acted as an active citizen.

**SVAW:** BITA also provided support to prevent violence against girls and women by forming community based ‘Watch Group’. It envisaged the watch groups would work to sensitize wider community and provide support to survivors especially women and girls. BITA also worked to build up a linkage among the watch groups and with different legal aid providing organizations and agencies so that watch groups could directly communicate and receive legal facilities.

**1.6 Implementation Process**

BITA implemented the project through right based approach by mobilization of adolescents and community people. For sensitization and mobilization, BITA utilized Reflect and their cultural
Impact Assessment of DA‐18 (BITA)  

Implementation Process

- Rights Based Approach
- Reflect Approach
- Cultural Approach
- Education, Social issues, theater, drama, debate, ARH, puppet, PV, peer approach
- Unity, Awareness, Mobilization
- Networking/civil society
- Advocacy to ensure Rights of

BITA used theatre as a strong communication tool to disseminate necessary life skill messages to the participants and wider community people. BITA also used Reflect approach to mobilize the participants to ensure their rights through problem identification and solving collectively. In addition, BITA regularly organized debate, puppet show, drama and other creative and cultural events on the problems that the adolescents and their communities faced. The adolescents performed those activities to sensitize others in their community and stakeholders to establish their rights.

Community participation was ensured through different participatory processes in activity design, planning, implementation, monitoring and evaluation using different innovative tools. Activity plan and budget for a specific year were prepared through Participatory Review and Reflection Process (PRRP) and Participatory Plans and Budget (PPB).

BITA implemented the project under the overall supervision of the Executive Director of the organization. The project was run by a Manager. Community Organizers organized the programme at field level. Shaping and strengthening Reflect circles, Lokokendra, Watch Group, Adolescent Forum, Social Forum, Cultural Forum was the key approach to organize the adolescents and community people. The parents, community people, teachers, religious leaders, civil society and Ward Councilors were involved in creating awareness and enabling environment for the adolescents. Relevant duty-bearers were sensitized towards providing services to the participants and target communities by involving them in different activities. A Monitoring Officer monitored the progress of the activities and outputs in line with PIFA.

River of Life of ADDA
PART II
METHODOLOGY
2.1 The Process

The whole assessment work had been done through three stages. The first was an inception to learn about the process, approach and major activities of the DA from BITA and DA staff as well as to prepare an operational plan for the assessment. Second stage focused on data collection from the field and the third stage was applied to analyze data and prepare the report. Necessary data and information for the assessment were generated from both from primary and secondary sources. There are some specific procedures maintained in the assessment:

- At the beginning relevant documents of the DA were reviewed and analyzed that included appraisal report, strategy paper, annual reports, monitoring reports, MTR report, PRRP and different published and unpublished documents of BITA.
- Review the goal of the DA and prepare the checklist for data collection. This is to mention that this assessment had been done to assess how much the set goal is achieved through the 10-year DA intervention.
- Meetings and discussion with BITA management and DA staff to review the DA activities, progress and achievements
- Preparing and developing operational plan for data collection.
- Data collection from the field with support from the BITA and DA team.
- Debriefing on the overall observation with BITA and DA team.
- Analysis of data and preparation of draft final assessment report and sharing with assessment team, sector and BITA for feedbacks.
- Finalization of report based on feedbacks.

2.2 Period of Assessment

The assessment was conducted during 17-23 April 2010.

2.3 The Team

It was a collective effort that ensured the participation from the Creative Adolescents Opportunities (CAO) Theme, Sponsorship Unit and Impact Assessment & Shared Learning (IASL) Department (M&E and Shared Learning Unit) of ActionAid Bangladesh. The team comprised with:

- Md. Abdul Momin, Programme Officer – M&E
- Shamsun Naima Rahman, Programme Officer – M&E
- Abu Said Md. Juel Miah, Deputy Manager – Shared Learning
- Tamanna Mizan, Associate Officer – Sponsorship
- Dilruba Akter, Programme Officer – CAO
- Md. Helal Uddin, Programme Officer – CAO
- Naima Imam Chowdhury, Head – Women’s Rights & Gender Equality
- Partha Hefaz Shaikh, Head - IASL

2.4 Assessment Area

BITA has been operating DA activities in selected six areas under 2 wards of Chittagong City Corporation (CCC) namely Lalkhan Bazar (Ward-14) and Pahartali (Ward-13). A large number of socially, culturally and economically marginalized people especially vulnerable adolescents reside in the areas. Under the wards, the DA is operated in the following areas:
- Pora Colony under Lalkhan Bazar Ward
- Segun Bagan and Wireless Colony under Pahartali Ward
- Malipara and Loko Hospital Colony under Pahartali Ward
- Jhautala SB Nagar under Pahartali Ward
- Devar Par under Lalkhan Bazar Ward
- Moti Jharna Colony under Lalkhan Bazar Ward

The assessment had been conducted in 4 working areas i.e. in Segun Bagan, Pora Colony, Pahartali and Jhautala covering the participants of Pora Colony, Segun Bagan, Malipara, Jhautala and Molijharna Colony.

### 2.5 Data Collection Techniques

Mainly qualitative methods and PRA tools and techniques were applied for data collection from the field for the assessment. Meeting, interview, case study, group discussion and some PRA techniques like focus group discussion (FGD), river of life, spider diagram, impact diagram, Venn diagram, mobility mapping, flowchart were applied in the assessment. A checklist was used in data collection. Following is the detail about data collection techniques and procedures:

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Respondents</th>
<th>Key questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of secondary documents</td>
<td></td>
<td>- About the DA and its history (including goal, objectives, activities, strategies, processes and approaches)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rationale of DA in CCC on adolescent issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Coverage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DA performances against targeted plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Progress against stated goal, objective, output</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Impacts on adolescents as well as poor people’s lives and livelihoods, institutions, policy and practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Phase out plan and further directions for sustaining the changes</td>
</tr>
<tr>
<td>Meeting</td>
<td>BITA management and DA staff</td>
<td>- About the DA and its history (including goal, objectives, activities, strategies, processes and approaches)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rationale of DA in CCC on adolescent issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DA performances against targeted plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Progress against stated goal, objective, output</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Impacts on adolescents as well as poor people’s lives and livelihoods, institutions, policy and practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Phase out plan and further directions for sustaining the changes</td>
</tr>
<tr>
<td>Case study, group discussion and PRA (FGD, river of life, spider diagram, impact diagram, Venn diagram, Venn diagram, mobility mapping,</td>
<td>Adolescents - Guardians - Teachers - Students - Members of Watch Group, Social Forum, Cultural Forum, PV team, Lokokendra, IGA group, Youth Club</td>
<td>- Process and mechanism of engagement in DA activities and process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nature of involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Capacity building process and usefulness of skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Benefits from the involvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Changes in the lives and livelihoods of the participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group consciousness and mobilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Networking and communication with service providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Empowerment in family and society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participation in decision making and development process</td>
</tr>
</tbody>
</table>
Impact Assessment of DA-18 (BITA)

- Constraints and challenges faced
- Impacts on the freedom of adolescents and their livelihoods
- Lessons learnt and future plan for sustainability

### Discussion

**Network and civil society**

- Level of their involvement in DA initiatives
- Level of influencing policy and practices of government and other service providers
- Information dissemination and mobilization of civil society groups
- Impacts of the DA on the freedom of adolescents and their livelihoods

**Interview**

**Duty bearers (Ward Councilors)**

- Problems of the community and the people
- Their involvements in DA activities
- Supports and services provided to the DA participants and the community groups
- Communication with BITA and the community groups
- Influences on their policy and practices
- Their role for sustainability of the programmes
- Suggestions and future direction

#### 2.6 Analytical Framework in line with ALPS and GMF

Data analysis of the assessment has been done to assess how much the goal set for the DA is achieved. In analysis it has also followed Accountability, Learning and Planning System (ALPS) principles and Global Monitoring Framework (GMF). It has tried to see the ALPS principles: accountability, women’s rights, power, learning and transparency. In analysis of the impacts, it tries to measure the changes in the conditions of the poor and excluded people, group consciousness and mobilization of the poor people, mobilization and networking of the civil society organizations and policy and practices of the state and non-state institutes as stated in GMF. It also looks into the effectiveness and efficiency, sustainability as well as challenges and lessons learnt.

<table>
<thead>
<tr>
<th>Analytical Context</th>
<th>Key Issues</th>
</tr>
</thead>
</table>
| **Impacts**        | - Freedom of the adolescents from illiteracy, early marriage, acid violence, violence against girls, drug abuse, exploitation, eve teasing, sexual harassment, negative attitudes, unfavorable conditions, HIV/AIDS, gender discrimination etc.  
- Livelihood security of the adolescents to support food, nutrition, clothes, shelter, healthcare, education, safe water, sanitation and hygiene  
- Institutional support/services from duty bearers as well as the changes in policy and practices  
- Organization and mobilization of civil society in support of adolescents and their community  
- Rights consciousness, capacity, organization, mobilization of adolescents and their community |
| **Efficiency and effectiveness** | - Measures taken during planning and implementation to ensure efficient use of resources  
- Measures of ensuring quality and quantity  
- Solving problems at a lower cost  
- Capacity of DA team in dealing with interventions properly  
- Monitoring and evaluation process  
- Quality and timely results/changes in line with outputs and outcomes |
2.7 Goal Specific Performance Analysis

The goal of the DA was to attain sustainable improvement in freedom and livelihood security for adolescents. The assessment team tried to measure how much this goal is achieved through 10-year intervention. We have tried to understand how much the DA has ensured improvement in freedom of the adolescents from:

- Illiteracy
- Early marriage
- Acid violence
- Violence against girls
- Drug abuse

| Sustainability | - Best practices for the achievements towards achieving the goal  
|               | - Future concrete direction to sustain the changes after DA completion |
|               | - Consistency between partner’s priorities and community demand  
|               | - Ownership feeling among the participants  
|               | - Participation of community people and stakeholders in planning and implementation process  
|               | - Local people’s perception on the importance of sustaining the results  
|               | - Partner’s and community organizations’ plan and financial and organizational capacity to sustain the changes |

| Accountability | - Participation of community people in planning and other decision making process  
|               | - M&E mechanisms and system  
|               | - Definition of roles and responsibilities of project management, staff, civil society and other stakeholders  
|               | - Women’s participation in the overall process of the intervention  
|               | - Reporting system |

| Participation | - Participation of programme participants in planning and implementation process  
|               | - Participation in need assessment, priority setting and decision making  
|               | - Participation in review and reflections process  
|               | - Participation in plans and budget process  
|               | - Participation in local level advocacy and communication with stakeholders  
|               | - Participation in the plan for sustaining the results |

| Power | - Rights consciousness and togetherness among the adolescents and the community groups  
|       | - Capacity of the adolescents and the community group to claim and attain rights  
|       | - Equal rights established at families and society  
|       | - Capacity to analyze and challenge power for rights |

| Transparency | - Openness of information including appraisal, plans and budget  
|             | - Participatory analysis of value of money and quality of works |

| Learning | - Staffs’ time for critical reflection and learning  
|         | - Learning from the programme participants  
|         | - Using of creative media for communication  
|         | - Learning from successes as well as failures  
|         | - Documentation and dissemination |

| Women’s right | - Women’s in decision making process  
|               | - Women in leadership  
|               | - Organizational plan and practice for gender equality  
|               | - Gender equality in family and society  
|               | - Equitable distribution of services from government and other service providers  
|               | - Enabling environment for women in family and society |
Impact Assessment of DA-18 (BITA)

- Political exploitation
- Eve teasing
- Sexual harassment
- Negative attitude from other members in society
- Unfavorable conditions for mobility
- HIV/AIDS
- Gender discrimination

We have also tried to understand how much the programmes have contributed to the participants in ensuring their sustainable livelihood security. We have made a relation with the followings to understand livelihood security of the participants:

- Training/skill development/education
- Uses of training/income generating activities/employment
- Market linkages
- Food and nutrition
- Clothes
- Shelter
- Healthcare/reproductive healthcare
- Education
- Safe water, sanitation and hygiene
- Sustainability and future of the livelihood security

2.8 Limitation of the Assessment

The assessment encountered a number of limitations: i) there was a time pressure that impelled the team to do the job rather quickly; ii) programme participants were mainly adolescents, in the assessment period, most participants were busy with their school examinations that hampered our data collection process; iii) some participants were involved in income generating activities, who did also have limited time to give us; iv) the assessment team mostly discussed with new formed groups, which were formed with the participants of different groups as part of phase-out plan.
PART III
THE IMPACTS
3.1 Ensuring Freedom of the adolescent

3.1.1 The Achievements

*Tale of not sending daughters to school over:* The participants of adolescent forum informed, previously our parents did not try to understand the importance of education and sending us to school. They did not send us to school. They never thought of sending their daughters to school. This is now a tale. Now every child goes to school. The adolescent participants have been now highly determined to continue their education. They very often face different difficulties in continuing it due to their parents’ lack of ability to support them. But they have been supported much from BITA in terms of mental and motivational supports. Monika, an adolescent participant claimed, “It would have been highly impossible to continue my education, if I had not been here with BITA.” The adolescents also have the mentality now to help their peers continue their education. Monika’s peers had a savings that they made through a weekly savings of 2 taka each. When Monika shared her parent’s inability to bear the expenditure, the peers extended their hands of cooperation.

They also communicated to BITA and her school teachers for support. Finally they had been able to attain it and Monika has been still continuing her education.

### Diagram: Impact of Child Space:

*Mothers of the participants of Segun Bagan Child Space drew the following impacts*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and information</td>
<td>- Children are better in education&lt;br&gt;- Result in school is better than before&lt;br&gt;- Children are in merit list and got full free studentship&lt;br&gt;- Children are more aware&lt;br&gt;- Knowledge increased&lt;br&gt;- Good mindset instilled</td>
</tr>
<tr>
<td>Drawing</td>
<td>- Children are well in drawing&lt;br&gt;- They participated in drawing competition and got prizes&lt;br&gt;- They can teach drawing to others</td>
</tr>
<tr>
<td>Singing</td>
<td>- Children participated in TV programme and completion and got prizes&lt;br&gt;- Others are influenced in singing</td>
</tr>
<tr>
<td>Acting, debate, quiz, recitation</td>
<td>- Children participated in completion and got prizes&lt;br&gt;- They visited different places</td>
</tr>
<tr>
<td>Discussion at school</td>
<td>- Adolescent issues discussed at school&lt;br&gt;- Unknown messages disseminated among female students&lt;br&gt;- Students are aware of their mental and physical changes&lt;br&gt;- Friendship with parents created</td>
</tr>
<tr>
<td>Handicraft making</td>
<td>- Adolescents can make their own clothes and thus save money of their parents&lt;br&gt;- They also earning and supporting to their families</td>
</tr>
<tr>
<td>Group meeting</td>
<td>- Different problems solved&lt;br&gt;- Positive behavioral changes created among the adolescents&lt;br&gt;Adolescents are active for community development</td>
</tr>
</tbody>
</table>
Sanjay, another adolescent who have initiated an art school based on the skills imparted through BITA’s child space is an illuminating example. He has appeared in SSC examination this year. He was in calls-I in 2001 when the DA started. He participated in the child space. He informed, “My parents were not active in sending me to school or anywhere to learn drawing. Actually they did not have capacity for it. It was not possible for me to reach this stage, if I had not been with BITA’s child space. It was highly impossible for my parents to shape me this way.”

Maina, another adolescent informed that they have got the spirit of education form BITA. She said, “I could not continue my education. Now I teach others as private tutor. I am now also a trainer on candle and basket making. Through this I can now earn some money that helps me continue my education. I do not now disturb my parents.”

Most of the mothers at Jhautala Child Space are from Bihari community, who live in Bihari Colony in an inhumane condition. Recently they got the right to citizenship from the government through a high court rule. They further added, “They could not get their children admitted to school because of their identity. They could not help them even to learn at home due to lack of their literacy. But BITA has helped them in this regard.” They are now sending their children to school. “Other mothers who are not even involved in BITA’s activity are now encouraged to send their children to school,” they added.

**Community initiatives on education started:** The adolescents of the forum are helping other children in their community in preparing their reading. In the child space in Pora Colony, Pahartali, Segun Bagan and Jahutala, they educate the children from poor families who attend their classes but cannot prepare their home-works at home. Their parents cannot help them in this regards. The adolescents help the poor students fill the gaps. The adolescents in Segun Bagan are trying to establish a library with supports from the Ward Councilor.

**Community need for child space created:** Mothers of the children in Segun Bagan are worried of their children’s future as they have heard that other mothers are sending their children to school. They are now a for of BITA’s child space.”

Now Runa is changed. She now feels comfortable to play with other children. She now talks to everybody, plays with other children, draws pictures, reads at home to her mother. Her mother is very happy to see her daughter’s change. She says, “This is totally because of the child space.”

**Study Stopped, Salvaged by Herself**

Monika (15) is a sponsored child. Her mother’s name is Bashonti Rani (40) and father’s is Lakkon (50), who is a 4th grade employee of railway. She was involved in BITA’s activities since 2001. She got pre-education support from BITA during 2005-07 which is called “special care”. When she was in class seven her parents stopped her study due to their economic insolvency. She needed 1500 Tk. for admission fee. She informed, “That time BITA stood beside me, they gave me 800 Tk. and my friends from adolescent forum collected rest of the money. By that money I got admitted to school and continued my study.” Before involving in BITA’s activity her parents did not give permission to go outside alone. She further added, “I had no opportunity to express my opinion. After observing BITA’s activities my parents gave me the permission to participate in BITA’s “theater group”. Now I have the liberty to go outside alone and my parents also respect my opinion. Now they ask from me about any family decision. Now I am the member of BITA’s adolescent forum and theater group. We play drama to create awareness in the community against early marriage, trafficking, drug addiction, different type of abuse.” Monika wants to be a teacher to enlighten the society and take part in eradicating poverty from the world.
Maina’s River of Life: Helping Herself

Maina (14) appeared at SSC examination this year. She is a participant of Segun Bagan adolescent forum. She faced difficulties in continuing her education due to her parents’ insolvency. At her age of 5 years, she was underweight. When she was 6 in 2000, she was got admitted to a primary school. But she had no scope of recreation. She informed, “I could not play, go outside or talk with other children.” She got involved in BITA’s child space in 2001. She added, “Thereafter I got scope of recreation and singing. I got involved in theatre.” In 2004 a restriction was made on her by her family to continue her activity in child space. Actually people from her community misguided her family due to superstitions, Maina indicated. In 2005 she was allowed to continue her involvement in BITA. The staff of BITA (Masud, Marium, Sumit and Ashok) made her parents understood the importance of the activities of BITA for the improvement of their daughter. Maina thereafter got involved in different activities. She got involved in puppet show group. She got training on theatre, debate, adolescents family life education, reproductive health etc. She also got the opportunity of going outside, working together with boys, expressing her opinions. She got the orientation on the equal rights of boys and girls. She even got involved in theatre of the adults. In 2009 she faced another turn of life. Her education was stopped by her parents due to their inability to bear the expenditure. She could not go to school for many days. But Maina could not take it easy. She fought against it. She started teaching some students and with the earnings she readmitted to school. This year she has successfully appeared at SSC examination. She is eagerly waiting for result. She hopes for a very good result. “Now I am happy to see that I can bear my expenditure to continue my education. I can go outside and can make my position in anywhere. My parents do not set any restriction now.”

Environment for working together by adolescent boys and girls created: The adolescents informed that their parents did not want allow them to participate in the forums’ activities. Their neighbours also criticized on it. They discouraged them saying that they would be made converted to Christianity. They attended the forum without informing their parents. “When we started sharing with parents on what we learned, they discovered the good things in it. We learned a lot from the “know thyself” session. The facilitators of BITA tried their
best to activate our talents and creativity through teaching us drawing, writing poems, singing, reciting, acting and so on. We had shared those with our parents and other friends. It helped us get our parents’ consent. Our peers also got interested in it seeing our engagement in creative and interesting activities.” The teachers of Tigerpass School informed that boys and girls now have the understanding to cooperate each other. No student of the school now has the record of eve teasing. Rather they protest other mischievous boys, when they see occurrence of eve teasing.

The girls felt ashamed in working with the boys in their forum. Now they feel it easy. People also criticized on it but now they understand that this is not an abnormal case. The mothers of Segun Bagan adolescent forum participants certify, “Working together attitudes among the boys and girls help them cooperate each other. So it creates no problem if they work together.”

“Early marriage decreased: The community groups including adolescents forum and watch group are very much active in stopping early marriage. They try to stop the marriage in consultation with the guardians, if this type of offences is reported to them or they hear from any source. If the guardians oppose them seriously paying no heed, they inform the Ward Councilor and police station for help. The participants of Segun Bagan informed that they faced threats and sue when they stopped an early marriage. To their narration, “The parents of Tumpa, an adolescent minor girl of Segun Bagan arranged everything to get off her marriage. A child of their locality informed us. We went to their home hurriedly. We tried to make them understand that they are violating the law. They did not pay heed to us and continued the weeding. We then started informing the police. Understanding our determination the groom fled away. The superiors of the community were with us. But the guardians managed them and filed an abduction case against Ibrahim, the facilitator of our forum. Afterwards the Ward Councilor helped us get rid of the false case.”

The members of Pora Colony and Motijahrna Watch Group informed with confidence, “We make early marriage impossible, if we are informed anyhow before the occurrence.”

Transaction of dowry protested: The members of Pora Colony and Motijharna Watch Group informed that they protest the transaction of dowry. They claimed, “It can be hideously practiced, but not informing others. We must protest it, if we get to know.”

Polygamy stopped: The team leader of Motijharna informed that they had stopped a number of polygamy. In their locality, a CNG driver settled his second marriage with a girl from another locality. Rakhi Das, the team leader went there and threatened the driver to stop his second marriage. He did not want to pay heed to her. Rakhi then started calling at police station. Getting afraid, the driver was bound to stop the marriage.

Drug abuse and gambling decreased: The participants from the forum work on drug abuse. They make the addicted adolescents understand the demerits of it. Sometimes the addicts offer them to take drug. But they make them understand that it should not be continued for the sake their lives and others. As a result of the effort of the president of Motijharna Watch Group, drug abuse
and gambling have decreased to a great extent. Rakhi Das, the president is always high voicing over it. Everybody is now afraid of her. The gambler and addicts do not take drugs or play gambles in Motijharna, if they know the presence of Rakhi Das. To Rakhi Das’s word, “One day some young men were playing gambles while taking ganja. I went there and snatched the money first which was kept in front of them. Most of them fled away. I caught some and locked in the same house, where they were playing. It was then 10:00 o’clock at night. I made them afraid of police that I could do inform them. Mothers and wives of them came to me so that I would not inform police. They begged pardon on their behalves. I did not inform police finally and made them freed. Thereafter, I did not see them play and take drug.”

**Eve teasing decreased:** The adolescents now consider eve teasing a violence as well as sexual harassment. They protest it. The adolescent girls are now empowered to protest it, if faced somewhere around their locality. The adolescent boys are also sensitized to support the girls in protesting it. The mothers of Jhautala Child Space claimed that eve teasing has decreased in their locality to a great extent. Basically a support system has been established in the community in protesting eve teasing. For example, the youths of Progati Club at Pahartali and Nibedan Club at Segun Bagan protest eve teasing in their community. The teachers of Tigerpass High School informed that eve teasing has decreased to a great extent. They discuss on it in classes.

**Self confidence grown among the adolescents:** The adolescents are now confident in delivering their words before someone for attaining their rights. They said, “We could not talk to anybody from outside or the superiors. We can now talk to anyone about our rights.” Their parents also supported to their statement. The mothers of Segun Bagan Adolescent Forum participants expressed, “Our children have learned how to work with other children and how to solve the problems of their own and of their community.” Their children can draw picture, recite poems, dance, sing song, act in drama. They added, “Other children of our community do not know how to do this, but our children have those extra capacity. It was not possible if BITA did not come here. It has helped our children to be enriched with out-knowledge. Our children now have good mental growth and consciousness.” The teachers of Tigerpass High School informed that they have found the students who have involvement in BITA’s works are smarter than other students. They are good as students. They are as well as good organizers.
**Sensitization on HIV/AIDS and STDs created:** The forum members are now aware of HIV/AIDS and other STDs. They also discuss on it at their schools with the classmates. They felt ashamed, when they got to know it for the first time. Now they feel it necessary to know and be aware of it.

**Mobility increased:** Social mobility among the adolescents has increased to a great extent. The guardians felt it unnecessary to go different places especially for the women for the purposes of others. Now the guardians are convinced—they understand that their sons and daughters are working for their communities, which are worthy and, therefore, praised by others. The forum members informed that they have mobility towards:

**Empowered through extra-curricular activities:** The participants of child space and adolescents forum are more empowered in their communities since they have extra capacity like acting, singing, reciting and writing poems, debate that they learned through child space. They are also more active in the cultural activities at their school—they lead the cultural activities at school. The teachers of Tiger Pass High School informed, “They are smarter than other students of the school.” Their mothers are also happy to see their children’s performance. The mothers of the sponsored children and the students of Jhautala Child Space informed that their children just did waste their time through playing and quarrelling. They did not have space for playing and reading. “We did not understand how to educate them. This centre has given them the great chance to learn many things, drawing pictures, acting in drama. It was not possible to provide them such an opportunity. Our children are now studying at schools. We could not ensure it without BITA’s help. Our children also stage down drama on early marriage, eve teasing and violence against women. Others can learn through it. Thus they are benefitting others.”

**Place and process for mediation located:** The community people especially the poor people did not know the process of solving their problems. They were also unknown to who could not be the mediator, if their communities face problems or if there any violence occurs. The members of Pora Colony and Moti Jharna informed, “We did not know the whereabouts of the cooperation and salish or mediation. We know it now.” They also try to move collectively and take help from
BITA and Ijara Malik Somity (Owner of their houses). Other people in their community come to them for help. They give them advices on where they can get proper mediation.

**Right way of saying NO adopted by the adolescents:** The participants of adolescent forum including the sponsored children are aware of different issue. They know about different manners—right and wrong. They are aware of how to say no to someone, if they are unable to do or favor someone when they are required for some reasons. They replied, “We should not say NO directly but what we can do is to make them understand why something required is not possible within the timeframe.

**Awareness messages disseminated in different ways:** The messages on different awareness issues like early marriage, dowry, drug abuse, eve teasing, sexual harassment, physical and mental changes among the adolescents, health and hygiene etc are disseminated among the students at schools by the participants of adolescent forum. The participants of Segun Bagan Social Forum informed that they had gone to Wireless School, TCB School, Ucep School, Tiger Pass School for discussion on the issues with the students. They made sessions separately for boys and girls. They added that the girl students expressed more interest in the sessions and they ask more questions than the boys.

### 3.1.2 Gaps

- Mothers of Jhautala adolescent forum informed that they do not allow their daughters to outside alone except in going to school. One mother said, “Ekla jete dei na meyeder (We do not let our daughters go outside alone). They are supposed to come from school and work on block-boutique after returning.”

- Adolescent forum work for stopping early marriage. But an adolescent girl member of Segun Bagan named Nargis had been married off by her guardian at her age below 18. The other forum members tried to stop it but failed. But they could get consent from the groom that he would not take her wife off until she would cross 18.

- The students of Tigerpass High School informed that some outsiders tease the female students when they go outside of school boundary. They informed it to their teachers. But the teachers advised them to stay inside during the school period. They also suggested the girls to take helps of their male classmates, if they need to buy anything from outside. Through this the freedom of girls to move outside for their need is constrained. The student further added that some girls who were the students of their school stopped continuing their education due to eve teasing.

- The students can recall that messages on dowry, eve teasing, early marriage, sexual harassment, violence against women were disseminated in their school through drama. BITA has formed a student forum at Tigerpass High School but no student could mention the name and existence of the forum.
3.2 Establishing livelihood security

3.2.1 Achievements

Training on IGAs utilized: To boast up sustainable change by achieving secure life and livelihood for the adolescent BITA started income generating activities (IGAs) in 2004. BITA trained a total of 371 programme participants on different income generating activities and provided some financial supports on need basis and made the linkages with different organizations for employment generation. The aim was to involve the adolescents in income generation so that their poor family becomes supportive to their education and to promote practicing rights.

Skill training got spread: To create income generating opportunity for the adolescents BITA provided skill training on trades to the disadvantaged adolescents to make them self dependent. Since the working areas are in urban slums the demand was mainly for those works which could be done in a small premise. In this regard the training was provided on electrical work, bag making, sewing, block batik on cloths, jori-boutique, show-piece preparation with crystal and candle, shopping packet preparation, candle making, mora making, beauty parlour work etc. A total number of 276 adolescents and 95 women and men have got skill training on different trades from the year of 2004 to 2009. The skill training was promoted cycle wise i.e. the trained persons were committed to train others and it has been found working in the areas. Thus some skilled groups were formed on a particular item of work. These groups started working in an organised way by collecting order from the market or traders for their products.

Market Linkage established: To make the trained/skilled participants linked with the competitive market, BITA implemented many activities. It maintained a connection and communication with the Chittagong Commerce & Business community so that there creates a job opportunity and business scope for the adolescents. BITA worked with 67 adolescents directly to help them make linkages with market. Adolescents got so many achievements in getting business order and fulfilling and delivering those effectively. Moreover, BITA also explored the opportunities of exhibiting the handmade products of adolescents in local and national level fair and exhibition.

Contributing to Family

Rasheda Akter (28) is a small businessman of handicraft. She has two children, who are sponsored children. BITA organized a 6-month training on handicraft in 2006, where she participated and attained the skills. She started handicraft business after getting the training. In 2008 she trained up 12 girls on handicraft as a trainer of BITA. She earned 500 Tk. Per month. In 2009 she trained up more 10 girls on handicraft at her house and earned 1000 Tk. per month. She also received handicraft and bag making training from BITA. After that she trained up 2 females on bag making and handicraft. After receiving the training the participants also initiated business by their own. Rasheda informed, “Like me there are 25 women running the handicraft business at their home in my community. Now my monthly income is 2000 TK. I am so happy that I can bear my children’s educational expenses and do something for their wellbeing. My husband Taslim (35) has full support to me and now I am the decision maker in my family.”
**Linkages with employment organizations created:** BITA also created the linkage between the advanced training providing institutions like NYTA, UCEP etc and the adolescents who received the skill training to make an institutional affiliation for these disadvantaged adolescents group. During training period the participants who were performing well were often selected by the training providing organizations and made them linked to employment directly.

**IGAs through Lokokendra started:** The Reflect circle participants after completing their circle cycle started continuing their activities through Notun Jibon Lokokendra. There are a total of 98 participants in Lokokendra. They are now performing their IGAs along with their regular other activities like SVAW, community action point identification and implementation, birth registration, attaining health treatment etc. As a part of their IGA activity the group members are providing loans at less interest rate to the needy participants from their group savings to help them start new IGAs. The skilled participants are continuing their IGAs with distinction and now running a sales centre where they sell their own products.

Sustainability of Lokokendra through income generating initiatives and share at RRTC planned: The participants of Lokokendra informed that they have a plan to sustain their Lokokendra. They have planned to trade lungi and saree. They will buy those from market and sell to its members and their families. They will have option to repay the price through installment. They also want to start giving interest-free loan to the members for initiating income generating activities and entrepreneurs. They will just take 5% service charge against the loan. After phase-out of the support from BITA, they will rent a house, where they will continue their activities. They have bought some shares at RRTC. They have a share of 13000 taka at RRTC. 4 members among them have bought 10 shared from their personal income and in their own account.

“Like me there are 25 women running the handicraft business at their home in my community. Now my monthly income is 2000 TK. I am so happy that I can bear my children’s educational expenses and do something for their wellbeing. My husband Taslim (35) has full support to me and now I am the decision maker in my family.”
Involvement of adolescents in risky or hazardous jobs reduced: The poor households of slum live in hardship and often experience in food crisis and malnutrition. They prefer their children to work rather than schooling. During the time it started implementing their programme in the slums especially the Urdu-speaking communities BITA advocated for discouraging the adolescents to be involved in risky occupations. But the girls did not pay heed to them. They even were more violent in case of their girls to let them involve in BITA’s activities. Although child spaces could be able to take positive attention of community after struggling a long way but the parents especially fathers pushed their child to work for income. It is fact that one person income is not sufficient to maintain the whole family expenditure rather it is difficult even to manage sufficient food for all family members for the year round. Hence the children are often found to engage in harmful jobs such as Tempo and Rickshaw push in hills which often cause death in accident, welding irons in motor workshop, working on poisonous environment of factories etc. BITA tried at all stages of its activity designing to satisfy the parents demand i.e. linking the children to some safer income generating activities that they could bear their expenses and in some extent help their family. For example, different handicraft works, through the drawing classes of child space the skilled children have started to give drawing tuition, after primary many children of BITA child space are working as private tutor. Through the IGA training the skilled adolescents are now taking order commercially and working at least for 4-5 hours a day at home and

Dreaming for Drawing: River of Life of Sanjay

Sanjay Kumar Lodh (17) is a sponsored child. His father Shyamol Chandra (58) is a 4th class staff of railway, mother Dulali Rani (48) is a house wife. He has 3 brothers and 2 sisters. He was 6 in 2000 but could not get admitted to school. He got involved in BITA’s child space in Pahartali in 2001 as well as got admitted to school. Sanjay expressed, “I started understanding myself at child space. I had interest in drawing but I could not express it at my family. At the child space I took the opportunity and start learning it seriously.” In 2004 people in their community tried to retard them in different ways to stop them. But they continued. In 2004-08 he started involving in more activities. It framed his self confident. He also got involved in BITA’s child theatre group and received different training on debate, drawing, acting etc. He took part in different art completion and won prizes. He also started earning through teaching drawing to other children in his community. He expressed, “It has changed my life. I started understanding about me. My parents started loving me more.” In 2007 he turn into difficulties due to his elder brother. Sanjay added, “It created lower income situation in our family. I lost my spirit, got unmindful and stopped my education. But I could continue again because I learned the meaning of my life and found the ways out. I started learning on different skills like handicrafts, debate, writing, sending stories to newspaper etc from BITA.”

Since 2009 he has been earning more through private tuition and solving different problems and helping his family. He has initiated an art school, where he is teaching art and drawing to other children and earning money. He said, “I can now give money to my family, continue my education by myself and solve my problem by myself.” He has appeared in the SSC examination this year. He further added, “Now my monthly income is 2500 Tk. Besides, I am teaching 8 students of different classes as house tutor. I am happy to say that I can bear my younger bothers’ educational expenses from my income. I got more than 100 awards from various competitions like drawing, singing, reciting etc. I have a plan to study in a fine arts institute. I want to be a teacher of fine arts in future.”
Rubel, the eldest among his 4 brothers, is now 19 years old lives in Jhautola slum. His father is a rickshaw puller and it was difficult for his father to maintain the whole family expenditure alone. Rubel needed to work from very early age to help his father but his housewife mother dreamt to complete schooling of her children. In 2001 while Rubel was in class V went to BITA with his mother as his mother wanted to link Rubel’s younger brother to BITA as sponsored child. There BITA told them that they can also take Rubel as their sponsored child. It was a great day for his mother. Since then BITA helped Rubel at every stage of his life. As a child labour he had to do some risky and hazardous job for earning like repairing and welding motor parts in motor garage and workshop where he was wounded with iron while carrying, digging roads for construction, worked in Mortin Coil factory in an extremely unhealthy environment where they didn’t allow to use mask even it was difficult to breathe there. His father liked the Mortin factory job since he used to make an income of 2200 Tk/month from there. BITA made consultation with his father and made Rubel to leave this job and engage in some safer job as machine helper at ‘Ispahani Mirzapur Tea Company’ although here the salary was less than the Mortin company job. His father was not happy with his engagement in BITA activities and he planned to send Rubel to Sylhet for work. Then BITA went to his father and was able to convince him to stop Rubel to go to Sylhet. When Rubel needed to go to high school he was not allowed to admit there because of his under height. At that time he attended an ‘Open Discussion and Press Conference’ at Engineers institute, Dhaka organized by BITA on adolescents’ issues. There he talked about the obstacle he faced to get admission in high school and after that he could be able to admit there. Due to his extra-curricular activities he got popularity in school soon and teacher’s appreciation as distinction. His father was happy when he found his son’s picture in newspapers and TV channels. He was also happy when Rubel used to earn money from theatre, puppet show through BITA. After class VIII Rubel needed to stop his study due to hardship and he was no longer the sponsored child as he crossed his certain age and he was in search for a good job along which he can continue his study. In 2009, he got his desired job as MLSS in the ‘University of Information Technology & Science (UITS)’ where he is getting 2800 TK/month. Now he has started his study again. He got himself admitted in Open University in Class IX. In this regard Rubel needed 1800 Tk for his admission which was also tough for him after meeting the family expenditure. BITA provided 600 Tk to him from their Child Saving which was raised on Children Day. Rubel feels BITA as an indispensable part of his life. He thinks it was never possible for him to come at this place in his life if BITA was not here. After his office time he used to come BITA and participate in different activities as every day he can learn more from here with creative activities. In Rubel’s words, “Those children who have not come here are not free like us, they can’t talk and express their thinking smartly, can’t say about their rights that we can.”

Adolescents’ participation in family decision making started:

Lack of or even no participation in decision making process of adolescent and children in these slum areas affected their rights and social opportunities. Financial security through IGAs has made them enable to bear their education expenditure. Moreover through BITA activity the adolescents have become culturally forward, participating in different local and national level events with distinction which raise their importance at family and community level. Now the parents are welcoming their children’s participation in different programmes and both the adolescent girls and boys are playing an important role in family decision making, conducting different social activities with the community elites and also giving lead in different social welfare programmes of government in their locality. They are now bearing their own educational cost, influencing their families to send their younger brothers or sisters to school, working to stop early marriage and practicing gender equity at family
level. Parents are now aware about their daughter’s life moreover they want their daughter to complete their education and grow up as a healthy child rather than burden.

**Women empowerment appeared as a way to betterment:** The IGA group members especially women are now earning money and contributing to their family maintenance along with the male members. The families are now living better than previous and could ensure food, clothes and education for the members. Women participation in cost sharing in family expenditure made them enable to implement their decisions at family and social level. Through group discussions the adolescents, their parents and IGA members are now aware about nutritional diet for the family members and hygienic maintenance of family and community. AFLE sessions make them aware about the extra diet of the adolescent girls in certain periods of life. As a whole they are now living better in all aspects of healthy life.

**Healthcare/Reproductive healthcare ensured:** Adolescent peer educator of BITA has found to be successfully working on disseminating the adolescent reproductive health related information at community and school by conducting session with adolescents with assistance of youth club and local leaders. Through AFLE or ARH sessions adolescents are now well aware about their physiological changes, nutritional requirement, health care and their family are well conscious about their children health. They are now known about the health related problem and used to give consultation to others and inform them to health care service provider.

**Access to safe water, sanitation and hygiene ensured:** All the programme participants are now aware about their healthcare and diet. They are practicing hygiene both at family and community level. The participants of Pora Colony under 14 No Lalkhanbazar Ward was able to contact the city corporation to engage municipal worker for collecting garbage from dustbin just in front of their slum. They have organised their community to dump all garbage of their households in that dustbin and the city corporation workers collect those every morning by municipality vehicle.

---

**Participatory Video (PV)**

Participatory Video is a very effective cultural tool of BITA that is used to document the problems in a participatory way to create awareness among the community people as well as to sensitize the duty bearers. PV team worked from 2001 to 2007. Since BITA’s working approach was based on advocacy through cultural activities BITA had been able to create a mass awareness through PV show in communities. There was an indirect aim also to make access of the disadvantaged children and adolescents in media. At first BITA provided training on video documentation to 08 adolescent girls and boys. They were also provided with two VHS cameras. The participants were selected based on their interest. After completion of training, BITA provided opportunity to practice video making to the PV team members. The overall procedure of PV is:

- First making a group discussion with local community to find out their problems,
- Then ranking the identified problems by community and select the issue for documentary preparation following the priority ranking,
- After making the documentary was shown in the community and to the local leaders or influential persons so that people could realize their situation and need.
- After show, discussions took place and they took plans and actions to solve the problem.

At every step of video making, the PV team ensures the participation of local community. The PV team has prepared 20 documentaries on hygiene practice, safe water, dustbin, eve teasing, gender discrimination, quality education, drugs, wage discrimination of labourers, rape, trafficking and children participation in decision making etc. The documentaries were showed in local community. A total of 19 adolescents were involved directly in PV activity.
From the parents meeting, Reflect circle, IGA group, Watch group, Child space, Adolescent forum sessions they have come to know about the hygienic practices. The mothers have claimed to decrease disease prevalence in their family and community level than previous as because of their hygienic maintenance at family and surrounding.

Significant income generating opportunities created for PV Team: Participatory Video Team worked from 2001 to 2007. The PV team prepared 20 documentaries on hygiene practice, safe water, dustbin, eve teasing, gender discrimination, quality education, drugs, wage discrimination, rape, trafficking and children participation in decision making etc. The documentaries were showed in communities. A total of 19 adolescents were involved directly in PV activity. This team generated some remarkable achievements. They are now good at making documentary/videos independently. They showed one documentary of PV team in the session with UNO. Ichchhe Media, a countrywide children forum funded by Save the Children, Denmark, gave membership to 3 members of PV team at its video documentary department. PV team is now working commercially in contract. They made a documentary for the SHOUHARDO programme of CARE-Bangladesh. One of the trainees of PV team is now working in ATN Bangla, a prominent electronic media in Bangladesh.

3.2.2 Gaps

- Although awareness has been created in the working areas but the neighboring areas were found lacking hygiene messages and practices.
- Many adolescents were found to be interested to work. Strategy needed to keep them linked with IGAs since they did not have the money needed for investment to start a new work. Hence there is a chance of distracting the adolescents if they come in frustration.
- Although all the PV members are now skilled in documentary preparation but they are not yet skilled in editing—they need to depend on others for editing.
- Due to absence of new trained member, PV team has now lost their membership in ‘Ichchhe Media’ as their age crossed 18.

3.3 Group consciousness and mobilization

3.3.1 Achievements:

Lokokendra formed and strengthened: A Lokokendra named Notun Jibon Lokokendra is formed in Jhautala at Sarder Bahadurnagar Colony in Chittagong. This is formed through the members from 5 post circles. A total of 98 participants are the members of it. Of them, 36 are women, 39 men,
Impact Assessment of DA-18 (BITA)

11 adolescent boys and 12 adolescent girls. There has been an 11-member executive committee, of which men are 4, women 7, and adolescent boy 1. They have a vision to make them self-dependent through small business. They have a savings of 26,775 taka, which they deposit in their bank account. They deal the account using signatures of 3 executive members. They deposit 10 taka each every week.

### Diagram: Impact of Notun Jibon Lokokendra

[Participants of Notun Jobon Lokokendra drew the impacts]

<table>
<thead>
<tr>
<th>Notun Jibon Lokokendra</th>
<th></th>
</tr>
</thead>
</table>
| Communication          | - Communication with different organizations and Lokokendras created  
                          - Different ideas are shared and implemented |
| Recreation of adolescents | Adolescents especially the girls did not have scope of recreation that they attained |
| Savings                | - Necessity at emergencies addressed easily  
                          - New business initiatives taken |
| Unity and cooperation  | Mentality for cooperation created |
| Child education        | Children’s enrollment at school increased |
| Maternity healthcare   | Maternity healthcare for the pregnant mother from BRAC and Matrimangal ensured that reduced maternal and neonatal mortality |
| SVAW                   | Domestic violence, dowry, early marriage decreased. Maintenance for 7 women attained and 3 divorces deterred. |
| Day observance         | People are aware of different national and international days |
| Birth registration     | Urdu speaking people ensured their children’s citizenship |
| Voter listing          | Urdu speaking communities got citizenship |
| Helping in need        | Helpless people are helped in their need like funeral and marriage ceremony |
| Share at RTC           | 21 shares ensured at RTC |
| Road repairing         | Road repaired by Ward Councilor |

#### Community issues addressed by Lokokendra:

Notun Jibon Lokokendra addresses different problems of their community. They first discuss on those and solve collectively. If there arises any problem in their community, they try to solve themselves first. If they fail, they take assistance of Ward Councilor and BLAST. Gulshan Begum, president of the Lokokendra informed that they have stopped gambling, early marriage, domestic violence against in their community. “In our community a woman was deprived of her right and separated for 7 years. We took her to BLAST and with its assistance we made her husband convinced and she then attained her rights.” Gulshan Begum is a member of community group that works for stopping domestic violence. She attends every meeting and takes part actively. “I played a strong role in mediating a violence case. The culprit filed a general diary in police station against me. Now there are many people in my community to support me. I have very good communication with Hiron Councilor of Pahartali. If I go to him with any complaint, he gets back to me and give the responsibility to me for mediation,” stated Gulshan Begum.
Initiatives taken by Lokokendra:  
Notun Jibon Lokokendra is in a motivation now that it starts and supports to different initiative. For example, it has been running pre-school for the children under 5 from poor families of their community. They run it free of cost. They have planned to take 20 taka from each student every month so that they can use it in their admission, buying reading materials and other necessary things related to education. They also spend for treatment of any children of their community who lack capacity to afford medical expenses.

Sustainability of Lokokendra planned: The participants of Lokokendra informed that they have a plan to sustain their Lokokendra. They have planned to trade lungi and saree. They will buy those from market and sell to its members and their families. They will have option to repay the price through installment. They also want to start giving interest-free loan to the members for initiating income generating activities and entrepreneurs. They will just take 5% service charge against the loan. After phase-out of the support from BITA, they will rent a house, where they will continue their activities. They have bought some shares at RRTC. They have a share of 13000 taka at RRTC. 4 members among them have bought 10 shared from their personal income and in their own account.

Community issues addressed by the adolescents: The Adolescent forums addressed a number of community issues and still they are in a motivation that they are continuing different

Role Model of Women Activist

Nazma (27) is a women activist. She worked as a women leader in her community. Her husband Alim khan (32) lives in abroad. She said, “At first he did not like my activity. After few days of BITA’s work in our community my husband understood the importance of women rights and he realized that it was a great job. Now I have no problem to work as a women activist.” Nazma has been working with BITA since 2003. She further added, “There were lots of problem in our area before BITA’s involvement like early marriage, violence against women, eve teasing etc. BITA started working in 2003 to reduce the violence against women, combat early marriage and eve teasing. BITA shaped a watch group in our community. There are 30 members in this group. I am the president of this group. By this group we collect information from our community about the violence occurred. Being informed we move to solve this problem. During 2003-10 we stopped more than 10 early marriages, 8 violence against women. We also worked on two rape case. We have made sure the criminal got punished.” Nazma is now working as an assistant to the Ward Councillor. She also worked on birth registration in her community. Nazma informed, “Whenever I hear any news on violence, I reach there and try to solve it. In my community everybody knows me and respect me.”
initiatives for community development. For example, the cultural team of the forum identified problems of their community. Then they showed drama before the community people and the stakeholders especially the Ward Councilor. The cultural team at Pora Colony prepared a drama on dustbin issue to sensitize the Ward Councilor towards setting a dustbin in the locality to help the people dump their wastes in a particular place, from where the people from City Corporation could collect those for dumping in safer places away from the locality. The team staged down the drama and had been able to sensitize the Ward Councilor. Finally they attained the support from hi. Now people of their community can dump their wastes in that dustbin and everyday people from City Corporation come to collect those. It then has been helping the community to keep clean the surroundings.

**Violence issues addressed by Watch Group:** Four Watch Groups were formed in Chittagong City Corporation working area of BITA in 2004 with an aim to work directly to aware and empower the community people to reduce violence in their surroundings. It has been found as a tremendous success in group consciousness and mobilization. The groups are found to solve cases beyond their area even from outside of Chittagong district. From the discussion with 02 out of 04 watch groups, it was found that the Watch Groups are now empowered to mediate the violence issues. If the case is minor and seems to be manageable by them, they first try to mediate by their own. If they find it complicated, they take help of the leaders of Ijara Malik Somity. Rakhi Das of Motijharna Watch Group shared a case that their group handled. She narrated, “A rape case was reported to us in 2006. The girl was raped when she went to fetch water from a hilly well. We went to the spot and verified it quickly. We took the survivor to a medical centre immediately so that the evidences can be documented properly. Then they went to police station to file case against the culprit. Based on the case, police arrested the culprits. The culprits had been sent to jail for 3 years with a fine of 15000 taka for each.”

The Watch Group at Pora Colony shared a case that they mediated. They narrated: “An early marriage took place at Pora Colony. Nobody could know about it. The bride worked in a garment factory. Her father-in-law snatched all money she earned. If she refused to give money, she was tortured severely. Her sister-in-law also joined him in torturing. Seeing no alternative, the bride one day fled away to her parents in the name of fetching water. The parents of the bride

![Diagram: Mobility & Relation of Motijharna and Pora Colony Watch Group](image-url)
sent her back to her in-law’s house. The in-laws started so much torture on her that she got ill. We went to her and request her husband to her wife to doctor for treatment. But he denied. The mother of the bride came to us with an appeal to rescue her daughter from torture. Then we took her to a hospital for medical test. With the evidence, we filed a case in police station. Police arrested her husband. He is now at jail. The bride is claiming 110000 taka as compensation. She wants to be separated.”

“**There is a superstition among the community people that working together with boys and girls is not right. They should be separated as they argued. We wanted to break this idea among the people. And that is why we have included women and girls in our club. Now the girls come to the playground and play. The boys and male members protest if they see anybody does eve teasing in their community. Through this they cooperate each other,”**

From the starting till today Jhautala Watch Group has been reported to solve 350 cases. In this regard along with community they used to take support from local elites, Ward Councilor and BLAST or Legal Aid and Police Station. For finding out the cases the Watch Group members and the community work together. Due to mass awareness creation, different messages related to laws and regulation of domestic violence, early marriage, dowry, liability of husband after divorce etc has been reached at door to door of the community. Now-a-days survivors and their family themselves are found to come to watch group frequently with their cases. At first the watch group members and the survivor’s family used to sit together and try to solve the
problem and if needed the community people and local elite participate. If they fail then the case goes to Ward Councilor. If they fail to mediate it, they go to the Ward Councilor. If there is a need of expert opinion or legal action, the watch group take legal aid support from BLAST. Hardly 1 of each 10 cases needs to move towards the Police Station. A statistics of case solution procedure stated by Jhautala Watch Group members is placed in a graph.

**Sustainability ensured through formation of social and cultural forum:** Social and cultural forums have been formulated with the members from adolescent forums considering their availability as adolescents after their age of 18. That was found followed in Segun Bagan Social Forum, which was formed with 14 members from adolescent forum. The Pora Colony Social Forum was formed as heterogeneous group with 12 members. The members were taken from all types of groups such as Watch group, Adolescent forum, Cultural group, Child space, Parents group, Reflect circle and also from local elites. It was formed with an aim to make a common forum for coordination of all groups after phase out of BITA’s direct activity in their community.

### 3.3.2 Gaps

- Watch Groups do not have any savings. The president of the groups spends money from their pockets for any communication.
- The Watch Group Committee was formed in 2005. But the executive body of the committee has been the same. Presidents of the committee move more for mediation or solving of any community problem.
- They do not go to the Ward Councilor alone. They believe that the Councilor would not pay heed to them. They, therefore, go to them along with BITA.
- The cultural groups have no fund for running their groups, when BITA would not be there with them. One group made a savings of 365 taka of each. They have taken off and distributed among them. Among the groups, one group has a savings of 3500 taka.
- There are some members in Lokokendra who are from child space; not from the reflect circles. Nasreen is one the child member of Lokokendra, who is studying in class V. Rizwan is another member who is also a student of class V. They attend the meeting of the Lokokendra, save 10 taka each every week. They collect money from their parents, who are not involved in BITA’s activities.
- Formulation of Segun Bagan Social Forum considered the availability of adolescents after their age of 18 since they would not had been considered as adolescents. But the Pora Colony Social Forum was formed as heterogeneous group with 12 members. The members were taken from all types of groups such as Watch group, Adolescent forum, Cultural group, Child space, Parents group, Reflect circle and also Local elites. It might create conflict of interest among the members of different ages and interest group.

### 3.4 Networking and civil society mobilization

#### 3.4.1 The achievements:

**Sensitization among the youths created:** Building network with youth clubs has helped them be sensitized on different issues. It has advanced them to stopping early marriage, eve teasing. They did not do those before. They helped in marriage ceremony and did not check the age. Now they
look into it and if they find the age ineligible, they protest it. The members of Progati Club at Pahartali shared a case of early marriage that they stopped being motivated by BITA. They said, “We cooperated marriage in our community whether those were early or not. We are now informed through BITA that marriage for a girl under 18 is an early marriage. Thereafter we started stopping those. Recently we have stopped an early marriage beside our club. All arrangements were done to marry off a minor girl. We went there and verified her age. We found that she was then 17 years and a half. We requested her parents to wait for 6 months. We could finally make them agreed on it and thus we stopped an early marriage.” The members of Nibedan Club at Segun Bagan also informed that they had some activities in their club before the partnership with BITA like organizing annual sports on the independence or victory day and organizing cultural programme. “But after the partnership we have initiated many other activities like meeting with community people on different social problems. And after the partnership we have addressed some problems. We stopped an early marriage. The guardians of the bride filed a suit of abduction against us. We found out the bride and showed to the police station and finally got relieved from the case,” they added.

Inclusion of women in youth club ensured: Nibedan Club at Segun Bagan has given membership to the women in 2006 after the partnership with BITA. They did not include any women members in their committee before then. They have given membership to 13 women and girls who have active participation in all of their activities. Being inspired by BITA, they have done it and discovered that it helps them a lot. It has given them the sense of working on different social problems together with women. “There is a superstition among the community people that working together with boys and girls is not right. They should be separated as they argued. We wanted to break this idea among the people. And that is why we have included women and girls in our club. Now the girls come to the

Mitu is now a member of Progati Club at Pahartali. She was involved in theatre of BITA since 2001. “We worked on different problems like dustbin, water, eve teasing, discrimination among boys and girls. We worked with Imams. They discussed on discrimination in Khuthba. We delivered the books named Know Thyself to the adolescents. BITA has done a lot. Suppose it has trained up one and that one has trained up at least ten adolescents and thus it has covered many adolescents and disseminated the messages. I could not share anything with my parents when I was facing my physical changes and complications. I got cried all time. I learned it through BITA that this is a part of life. I pass this message to others. The children who are growing up now need the support from BITA. They are in a position when I was there at my very childhood.”

### Significant Achievements of ADF

#### 2002-05
- Organized different events and activities to build awareness on adolescent issues; to make a linkage with local government and civil society; to explore and support the creativity of adolescents and raise their voices in demanding their rights;

#### 2006
- Organized creative competition with the participation of adolescents
- Organized National Adolescent Convention

#### 2007
- Established Ward based Koishor Moncho (adolescent group) in 41 Ward
- Organized Adhikar Unnayan Sammilan dialogue with Mayor and Ward Councillor of Chittagong City Corporation (CCC) area; Declaration of Adolescents safe and friendly ward (Patharghata Ward) of CCC by the Mayor

#### 2008-09
- Koishor Moncho started functioning
- Organized political dialogue adolescent policy, skill development training, cultural program and fair, media campaign
- Linkage development with governments, local elected bodies, UNCRC committee and INGOs
- Provided technical support to DAWN Forum
- Leadership training and module development
playground and play. The boys and male members protest if they see anybody does eve teasing in their community. Through this they cooperate each other,” they expressed.

**Cooperation ensured:** The members of Progati Club are invited to different programmes, they attend there and thus they cooperate BITA’s activities. Moreover, they help the adolescent forum and watch group in solving their problems.

**Upholding the spirit and sustaining some good practices ensured:** The youth clubs are ready to play some role to sustain some good practices and results of BITA that it has done over the years. The youth clubs have agreed to give their space to be used for the child space after the DA is phased out. The members of Progati Club at Pahartali informed that they will assign someone to continue the education of the child space. They have agreed to carry on the activities of BITA, which will cost less or nothing. The members of Nibedan Club at Segun Bagan also reiterated their support to continue the Segun Bagan Child Space at their club premise.

**Libraries established:** Progati Club members at Pahartali set up a library with support from BITA. Nibedan Club at Segun Bagan also established a library, from where they lend books to the students. They have 25 regular readers who give a subscription of 10 taka every month.

**Greater adolescent forum established:** In 2001, BITA developed a coalition with the like-minded NGOs working on adolescent issues in Chittagong and led to establish the Adolescent Development Forum (ADF)-Bangladesh. The objective of the foundation was to act as a pressure group to sensitize the formal and informal institutions so that they became responsive to the needs of adolescents for their overall development. With financial support ActionAid Bangladesh, BITA started its initiatives from 2001 with 15 members but failed to achieve its stated objective. In 2006, again it started its initiatives with a new shape to strengthen the platform with a total of twenty five organizations. Total participants under this forum are 1250, among them 410 are active. Significant achievements of ADF are given in the table.

### 3.4.2 Gaps

- ADF has lack of specific secretariat office with facilities and staff. Members could not devote enough to the forum. There found also lack of expected ownership among the members.
- There also lacks continuous follow up. It remains a Chittagong based forum. No representation from senior management of member organizations during taking major decisions is ensured.
- ADF also has lack of exchange of resource and skills. Executive committee is changed after a very short term. There is also weakness in information collection and dissemination process; even it has no information cell. Moreover, it has as small amount of fund, so they face fund crisis frequently. There is also lack of coordination. No regular activity is found in ADF.
- Segun Bagan Youth Club opined that they gave membership to the girls so that they could help them organizing the cultural programmes and perform in anchoring, reciting, singing etc. They are not involved in other activities of the club. Most of the members of Pahartali Club and even the Segun Bagan did not have any involvement in the activities of BITA.
3.5 Institutional support/services from duty bearers

3.5.1 The Achievements

**Duty bearers are located:** The participants from adolescent forum now know the duty bearers, who can help them solve their problem. For example, the cultural team of the forum identified problems of their community. Then they showed drama before the community people and the stakeholders especially the Ward Councilor. The cultural team at Pora Colony prepared a drama on dustbin issue to sensitize the Ward Councilor towards setting a dustbin in the locality to help the people dump their wastes in a particular place, from where the people from City Corporation could collect those for dumping in safer places away from the locality. The team staged down the drama and had been able to sensitize the Ward Councilor. Finally they attained the support from him. Now people of their community can dump their wastes in that dustbin and everyday people from City Corporation come to collect those. It then has been helping the community to keep clean their surroundings. The participatory video team also prepared video clips on the issues to show the people and stakeholders for their awareness and sensitization.

**Duty bearers are sensitized:** Mohammad Hossain Hiron, Ward Councilor of Ward-13 of Chittagong City Corporation informed that BITA has helped them learn to work in slums. He attention to slum areas able to change our us to their different and started helping the inspired through BITA of money now in slums for to BITA’s drama show on have created enormous different issues that I did example, I stop early consciousness that I ignored before. I have started doing this because of BITA’s activity and inspiration.”

**Responsiveness among duty bearers created:** Mohammad Hossain Hiron, Ward Councilor of Ward-13 of Chittagong City Corporation informed that he did not pay heed to the complains whom he did not know. Now he responds to the complaints wherever those are from. He said that he has to hear now many complaints come from the slums in the name of different groups. “If someone informs me about the occurrence of early marriage, I take necessary steps to stop it. Many women also come to me with complaints of violence and harassment against their husbands or others. I call in the culprits and take necessary action. But what I do normally is to make them understand that they should not continue it. I also make them swear whether they cannot do it again. If they repeat it, I must set them the punishment,” he said. He also worked on sanitation, water and hygiene in slums.

**Responsibility for sustaining the good practices taken:** Kabir Ahmed Manik, Councilor of Lalkhan Bazar Ward and Mohammad Hossain Hiron, Councilor of Pahartali Ward of Chittagong City Corporation have given word to take responsibility of 4 child spaces, those would be maintained through the Chittagong City Corporation.
Messages at schools disseminated by teachers: The teachers of Tigerpass High School informed that they discuss on different issues related to the adolescents like eve teasing, acid violence, early marriage etc. They discuss those in their classes regularly. They do not take extra classes for it but they ensure discussing on the issues in the classes, when the teachers find scope, its necessity and relevance. They claimed that no student of their school has record of eve teasing. This is because of their discussion in classes as they claimed.

3.5.2 Gaps

- Kabir Ahmed Manik, Councilor of Lalkhan Bazar Ward repents that there is no coordination between government and NGOs. He also accused that BITA has no that much contact with him. He also accused that BITA communicated with him to hand over the responsibilities of some child space. But they did not continue the communication. He also informed that no community group made by BITA came to him for cooperation.
- He also informed that early marriage is done in community by showing increased age that is also received from him saying that that would be used for getting job since job is not attainable for the children who are under 18.
- Actually BITA has less communication with Ward Councilor who are the major duty bearers at local level.
- Mohammad Hossain Hiron, Ward Councilor of Ward-13 of Chittagong City Corporation stated that they are much more wholehearted for people. But I have seen less sincerity among the NGO workers. He knows more about BITA’s Shouharddo programme. He claimed that he never has heard that BITA is working for the adolescents.
- The students of Tigerpass High School informed that some outsiders tease the female students when they go outside of school boundary. They informed it to their teachers. But the teachers advised them to stay inside during the school period. They also suggested the girls to take helps of their male classmates, if they need to buy anything from outside. Through this the freedom of girls to move outside for their need is constrained. The student further added that some girls who were the students of their school stopped continuing their education due to eve teasing.
- The teachers of Tigerpass High School informed that nobody from BITA or BITA’s group came to them for any persuasion of admitting of any dropped out students from the community they work with. Nor they did it for getting full free studentship and stipend for the poor students who are not likely to continue their education due to their parents’ inability to bear their expenditure. They do not also try to fill up the gap by their own accord.

3.6 Women’s empowerment analysis

<table>
<thead>
<tr>
<th>Level of empowerment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Women participants have control over what they earn by initiating income generating activities. Adolescent girls could decide by their own whether they would continue their education or not. For example, Monika, Maina and some other adolescents could start their education by starting earning through teaching others as house tutors. Women have leadership in</td>
</tr>
</tbody>
</table>
Participation

Women have participated in adolescents groups, Reflect circles, Lokokendra, watch groups, social and cultural forums. Their participation was ensured in the process of decision making in identifying the problems, prioritizing those, preparing plans and budgets through PRRP and PPB and also in implementation process. It also ensured participation of women in the local youth clubs those did not have the practice of giving memberships to the women. Women in Reflect circles and Lokokendra participated in the communication process with local duty bearers. They communicated with local Ward Commissioner, police station, legal aid agencies like BLAST, hospitals for supports.

Conscientization

Women now believe that they should participate in income generating activities for their social and economic empowerment. They also believe that education must be attained by the girls. They also understand the importance of working together for their development.

Access

Women have created access to local mediation process. They can easily go to the local Ward Councilor, police station, legal aid providers like BLAST. They have increased access to medical supports in hospital also. They have also increased access to safe water, sanitation and hygienic environment.

Welfare

Women’s needs like food, clothes, education, healthcare are met in families and those are recognized and ensured by males. Male members are sensitive to women’s role and rights at home and groups.

3.7 Alps in the process

We also tried to see how much the key principles of Alps were addressed in the entire implementation process.

**Accountability:** To ensure accountability, BITA followed PRRP, PPB process in line with the ALPS, where people’s voice and demand were well taken and reflected. People’s recommendations were incorporated in PRRP that contributed in plans and budget preparation. BITA also conducted Participatory Plans and Budget (PPB) in consultation with the programme participants since 2006. In PPB process, the programme participants shared their desired activities based on their review they did through PRRP process. During PPB session in communities, BITA shared the budget with the programme participants as a part ensuring accountability to the participants. Through the processes participation of community people in planning and other decision making process had been ensured.

There was a clear and strong M&E mechanisms and system. A regular M&E staff was in place for monitoring and evaluation. Participatory M&E system worked in the process effectively. Participants monitored and evaluated their outputs of the activities those were implemented with them. The roles and responsibilities of project management, staff, civil society and other stakeholders were also defined. There was a system of downward accountability. Women’s participation in the overall process of the intervention was also ensured. There was also strong reporting system.
Transparency: BITA maintained transparency by practicing open information strategy. BITA shared all programme and monetary aspects with the stakeholders and staff. Each staff had budget copy for a particular financial year. Even BITA shared budget with participants through PPB process. BITA received feedback from stakeholders and clarified its position regarding any issue during the PPB, PRRP sessions with them. Staff could access to project documents as and when it was required. There was also participatory analysis of value of money and quality of works with the programme participants.

Learning: BITA created and maintained different learning processes. There was a trend to learn from the participants i.e. fields and reflect in programme designing and implementation. For example, once BITA faced difficulties in implementation of programmes in fields in the first years of the DA. Local elites created problems and hindrances in implementation. They also used to spread propaganda and rumors among other people. Considering the situation, BITA introduced an activity named critical engagement. Through this activity, the local elites like community leaders (sarder), religious leaders and local political leaders were involved in different community sessions. It also used different creative media for communication. For example, BITA used participatory video, puppet show, drama, stage show etc to make awareness among the community people and sensitization among the duty bearers. They also valued learning from successes as well as failures. Moreover what they learnt from participants through PRRP and PPB, they took into consideration and reflected in next years’ plans and budget. BITA also regularly organized learning and sharing meeting with its staff.

Efficiency and effectiveness: BITA implemented DA programmes with a separate team who employed fulltime for the DA. A regular M&E Officer was in place to right-track the programme quality through continuous monitoring, evaluation and sharing of gaps and lessons with the team. A detailed PIFA (Planning & Implementation Framework Analysis) helped in the process. One Accounts Officer from BITA provided 70% support to the financial management of the DA. The team ensured efficient use of resources through taking measures during planning and implementation. The team members had been given training on management, financial management, monitoring and evaluation, research methodology, reflect etc so that they can ensure both quality and quantity of their programmes. It also tried to solve problems at a lower cost. In the last years, they planned how to sustain the major activities of DA to cope with the short budget. They built some forums like social forum and cultural forum where they incorporated all participants with whom they worked. And they have a detailed phase out strategic plan to sustain the changes in the lives of the participants. They also have some best practices which they innovated, experimented and proved. They have proved that investing in adolescents is the best way to create active citizen and social change agent. This is also effective in building a society where everybody is gender sensitive.

The fund management system was transparent and satisfactory. Only 51.45% fund was utilized for organization and staff development, staff salary and admin cost. Rest of the fund was utilized for programme. Following table presents the rate of utilization against heads of expenditure by year.

Table: Utilization of Budget Amount

<table>
<thead>
<tr>
<th>Utilization</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livelihood</td>
<td>492989</td>
<td>95136</td>
<td>9625</td>
<td>26739</td>
<td>106766</td>
<td>37656</td>
<td>11963</td>
<td>12062</td>
<td>186540</td>
<td>6.03</td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td>173419</td>
<td>61934</td>
<td>104762</td>
<td>56154</td>
<td></td>
<td></td>
<td></td>
<td>189654</td>
<td>6.13</td>
</tr>
</tbody>
</table>
Participation:

Participation of programme participants in planning and implementation process was ensured through PRRP and PPB process. During PRRP, the participants reviewed the activities of a year. They also participated in finding out challenges, lessons and future directions. They also placed their recommendations, which were incorporated in the plans and budget for next years. Participation of the participants in need assessment, priority setting and decision making was also ensured. Programme participants were also actively involved in local level advocacy and communication with stakeholders. Basically the participants themselves found out their problems, then they prioritized those and moved for solution through an action plan. They also participated in the plans for sustaining the results.

Power:

Rights consciousness and togetherness among the adolescents and the community groups was created through the DA intervention. Participants are capacitated to claim their rights from different duty bearers. This is clear that there is a change in power structure in family and society. The participants are empowered with knowledge and information on different issues. They now know how they can ensure justice. They go to the police station to file cases if they find any violation of human rights. They also take support from legal aid providing organizations. They also know where the services are and how to attain those. They go to the Ward Councilor for different services. They also changed the dimension of local salish or mediation. They know very which disputes and violence can be resolved through mediation and which should be sent to legal enforcing agencies. They stop early marriage, violence against women, dowry, gambling, drug abuse, so people get afraid of them. They also take part actively on the local salish and give their opinions in decision making process. They are also empowered in their family. They can take decision what type of income generating activities they should start and where they should spend money. It ensures equal rights in family. Girl child can now get similar priority in case of schooling, healthcare and others.
PART IV
CONCLUSION
4.1 Lessons Learnt

Here the lessons are drawn on the basis of how well the activities, approaches and processes worked or not. Efficiency and effectiveness of those are also considered. Consequently the lessons are:

- Child space is an effective tool to create the importance of education among the children and their guardians and it helps the children be different and positive to others.
- Networking with youths makes a scope of sustaining the results. It helps them create sensitivity on the issues related to community development and thereby they finally uphold the spirits.
- Participatory video is an effective tool in creating awareness among the community people on different issues and problems as well as in sensitizing the duty bearers.
- Space for working together both by boys and girls from their childhood creates positive attitude towards gender sensitivity that enhances mutual respect and cooperation among them and it helps create sensitive and women friendly gender relation and environment.
- Watch groups can be the strong platforms for the women in stopping early marriage, polygamy, drug abuse, eve teasing, dowry transaction, violence against women etc.
- Cultural activities create extra confidence among the adolescents and people can easily understand the difference and uniqueness among them who have involvement and capacity in extra-curricular activities like singing, playing, dancing, debating, drawing and acting. It also creates leadership quality among the adolescents.
- Disseminating messages on different issues and problems through schools is effective in spreading messages through students. Students can learn and disseminate well through their peers.
- Adolescents can choose their way of livelihood in future based on the skills shaped through different extra-curricular activities like drawing, singing, acting, participatory video, puppet show etc.
- Lack of communication with local duty bearers hampers the potentials of sustaining the results of interventions by them. It also hinders the programme participants attain their rights and basic services.
- Propaganda and noncooperation can be resolved through critical engagement of the religious leaders, local political leaders, community leaders and other influential persons in different programmes.
- Yearly plans and budget and the system of taking yearly approval hamper works for 1st 5-6 months of a year.
- Providing the gifts from sponsors to the child spaces by making those available for all children instead of giving those to only the sponsored children can inclusively address the problems of all children in community.
- Involving parents of the sponsored children in programme interventions can make a difference in addressing community issues by resolving misunderstanding and mistrust.
- Adolescents can be the actual social change agents if they are capacitated and empowered on different issues with knowledge and strategic viewpoints.

4.2 Recommendations

Here the recommendations can be considered in sustaining the result as well as replicating the good practices in other areas:
• It is important to ensure the practice among the target people so that the people in community cannot misunderstand the effort. For example, this is necessary to ensure that no adolescent who are involved in stopping early marriage may not be the prey of early marriage. It creates misunderstanding among other people to the entire efforts.
• The adolescent girls face mostly the problem of eve teasing. On contrary adolescent boys are mostly involved in doing this misdeed. Working with school and college teachers, students and youth clubs can help stop it. Considering it, they should be properly sensitized in this regard.
• Creating awareness on different issues should not be confined within the programme participants of the working areas. It should be ensured that other people in communities who are not closely involved in the process should be covered in different ways. It will help the entire society be more gender sensitive.
• Income generating activities should be started from early of the project cycle so that the supports like training, initiating entrepreneurship, making market linkages etc can be initiated from the beginning.
• People’s representatives and local duty bearers should be involved in programme implementation so that they can be sensitized for providing services to the poor and excluded people and help sustain the results of the interventions.
• Early marriage can take place by showing the increased age that can be manageable from Ward Councilor making an excuse of getting jobs. A system can be developed to monitor the certification process at Ward Councilor’s office to stop early marriage.
• Advocacy initiatives should be made stronger with the duty bearers so that it can be supportive for the programme participants to attain services and all possible advantages.

4.3 Conclusion
ADDA has done a lot of result-oriented works at its 10-year life cycle that has been able to footprint a lot of impacts in the lives and livelihoods of the poor and marginalized people in Chittagong City Corporation at its some slum areas. Adolescents especially the girls who did not even have the hope for learning at school got the right to education. Many of them finally achieved the spirit of continuing their education by earning themselves through teaching as house tutor, drawing teachers or earning through different income generating activities. Finally they got the scope of livelihood options on which they used to learn at child space. For this particular DA intervention, this is not an exaggeration that many of the children of poor and marginalized families in slum have learnt the brilliant part of life. They also got the mentorship to attain the ingredients needed to decorate life with true sense good and moral things. People in their community and schools easily find out the difference. They state doubtlessly that they are good at their study...organizing events...identifying and responding to community problems...communicating with people...taking part in competition and bagging awards...behaving with others...and so on...

This is indeed a ray of hope—the society will be sensitive for all—the women and girls as well as other marginalized communities. All potentials are hidden in the children and adolescents. So this is also our hope they will bring about changes in society and transform it with all positives, if they are orientated on the positives from their childhood. This is easy and effective to invest in children and adolescents because it is proved that it must reflect in their future lives—when they get the leaders. ADAA has proved it indeed. But 10 years—a long way, a long scope, a long rays of hope—we could do more—we indeed missed some successes that we could bag.
### Annex-1: River of life of DA 18

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Time</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership started as Non DA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project only for Adolescent girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with 30 adolescents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catering training &amp; services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PV team formation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical engagement of religious leaders, influential persons, school teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation with religious leaders on CRC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport development with school teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child right training for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving common people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child space established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1040 sponsored child collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing at child space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skill training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; craft, game, roll play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate group for school children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to religious leaders, community leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with leaders of power structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Started coming others community child to child space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-curriculum activities for sponsored child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guideline &amp; routine for maintaining sponsored child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirited to start working with adolescent girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BitA contributed to non sponsored child from its own fund.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural approach recognized by AAB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning from BitA on maintaining sponsored child by other DA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study, field visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduced life skill in DA (staff received training from Save Aus.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural festival started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing art forum for advocacy through theater started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children theater started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thana monitoring started to see the VAW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving parents of sponsored children &amp; adolescents in programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect started with parents &amp; adolescent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH visit started to monitor sponsored child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BitA module recognized by AAB and other DAs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit by other DAs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child space structurally started</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Constraints, challenges**

- Protested by community leaders
- Propaganda seeing the works of world vision, (as BitA provided catering training to some selected adolescent girls of community, created misunderstanding among the community people. They thought that BitA came to convert them to Christian)
- Again protested by religious leaders, community leaders
- Again protested by religious leaders, community leaders
- Increased drop-out rate of child
- No guideline & routine for maintaining sponsored child
- Crisis started after regional set-up in understanding who will carry out DA responsibility, region or BitA
- Recruitment of partner staff in region
- Jhautala Colony got burnt
- Phahartali Colony protested BitA works which created difficulty in field operation
### Impact Assessment of DA-18 (BITA)

**Achievements**
- Capacity developed
- VAW activities started; linkage established with legal support providing agencies, i.e. 2 rape cases supported by BLAST
- IGA started
- Guideline developed for sponsored children & adolescents
- Particular gifts were not given to the sponsored child but to all children in community
- Each burnt family received 3000 taka
- Community trust started
- BCCP support on training taken & applied in field
- Gender training for forty ward commissioners
- Legal aid support for VAW victims
- Creative circle formed with adolescents
- Community/circle management committee formed
- Focused more on SVAW issues
- Capacity building of VAW staff
- MTR
- Counseling session for adolescents initiated
- Training on psycho-social counseling taken and applied
- Peer group development & ARH session started at school
- Health camp, eye camp by USTC
- Debate and creative activities with schools started
- Linkages with legal aid providers got more
- Adolescent convention
- SVAW network started
- Youth club organized and involved
- Training & dialogue for teachers organized
- Creative fair started
- Community & school based adolescent forum formed
- Sector wise program started (SVAW, active citizenship, education, livelihood)
- Special care for children started
- PPB started
- Adolescent forum
- SHG formed
- Adult literacy emphasized in Reflect
- Social change agents created
- Research on early marriage
- Community library (3) established
- Koishor Moncho established
- Health care
- Tree plantation
- Cultural campaign
- SVAW network discontinued due to leader crisis
- Fund started decreasing/crisis
- Yearly P&B started hampered six months school program due to late approval of the budget
- Rent for spaces got unpaid
- Most project staff including PC left

**Constrains, challenges**
- Community blamed for not giving gifts to sponsored child
- Child health care support could not be ensured
- One sponsored child died
- Thana monitoring on VAW discontinued
- IGA discontinued
- Theater for advocacy by performing art forum stopped
- Changed DA goal according to new CSP
- Support claimed by Youth club
- Schools also claimed support as they saw other NGOs supported them differently
- PV discontinued from DA program
- PV film show stopped
- Other NGOs support created problem among common people. They started claiming direct support
- Yearly plans & budget started and hampered works for 1st 5-6 months caused late approval
- Special guideline prepared (ARH, Reflect, child space)
- Adolescent forum
- Capacity building training for youth club
- Mainstreaming of adolescent in theater group
- Linkages with Dewatta
- Community education survey conducted
- Koishor Moncho started functioning

**Time**

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Achievements**
- Children campaign
- Publication –Uttaroner Golpo
- School based creative competition
- Process of larger forum formation started thought through workshop, meeting
- Child space management committee
- Larger forum reform through integration of social, cultural & school forum.
- Final impact assessment by AAB
<table>
<thead>
<tr>
<th>Time</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>– Small forum discontinued</td>
<td>– Yearly P&amp;B hampered six months in school program due to late approval of the budget/fund crisis</td>
</tr>
<tr>
<td></td>
<td>– Yearly P&amp;B hampered six months school program due to late approval of the budget</td>
<td>– Fund decreased</td>
</tr>
<tr>
<td></td>
<td>– Fund crisis</td>
<td>– 15% admin cost lessened</td>
</tr>
<tr>
<td></td>
<td>– New PC joined and left</td>
<td>– programme cost decreased</td>
</tr>
<tr>
<td></td>
<td>– Phase out process started</td>
<td>– Koishor Moncho closed</td>
</tr>
</tbody>
</table>
Annex-2: Checklist for Impact Assessment of DA-18 (BITA)

The assessment intends to assess the following goal:
Sustainable improvement in freedom and livelihood security for adolescents

1. **Freedom** of the adolescents from:
   - Early marriage
   - Acid violence
   - Violence against girls
   - Drug abuse
   - Political exploitation
   - Eve teasing
   - Sexual harassment
   - Negative attitude from other members in society
   - Unfavorable conditions for mobility
   - HIV/STD
   - Gender discrimination

2. **Livelihood** security
   - Training/skill development/education
   - Uses of training/income generating activities/employment
   - Market linkages
   - Food and nutrition
   - Clothes
   - Shelter
   - Healthcare/reproductive healthcare
   - Education
   - Safe water, sanitation and hygiene
   - Sustainability

3. Institutional support/service from duty bearers
   - Sensitization
   - Legal support
   - Medical support
   - Educational support
   - Support from LGI

4. **Networking**
   - Sensitization
   - Civil society mobilization

5. **Group** consciousness and mobilization
   - Formation
   - Major activities/initiatives/action points
   - Major achievements
   - Planning process
   - Community involvement
- Communication with duty bearers
- Savings
- Group management
- Savings management
- Community attitude towards group/participants
- Empowerment at families and society
- Sustainability/future plan

6. Challenges/hindrances
7. Lessons learnt