

UPPR

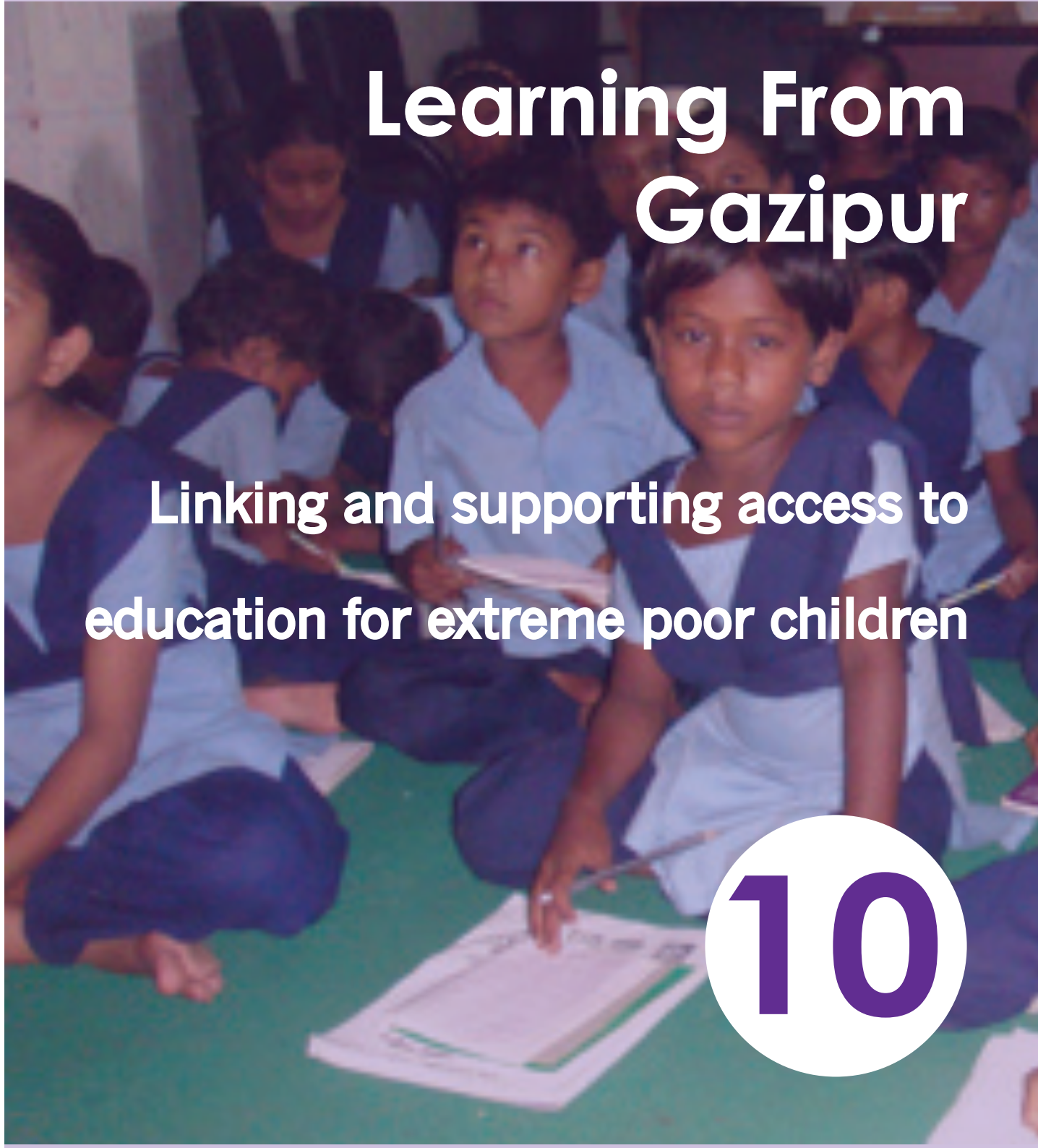
Urban Partnerships for Poverty Reduction
2008-2015



Learning From Gazipur

Linking and supporting access to
education for extreme poor children

10



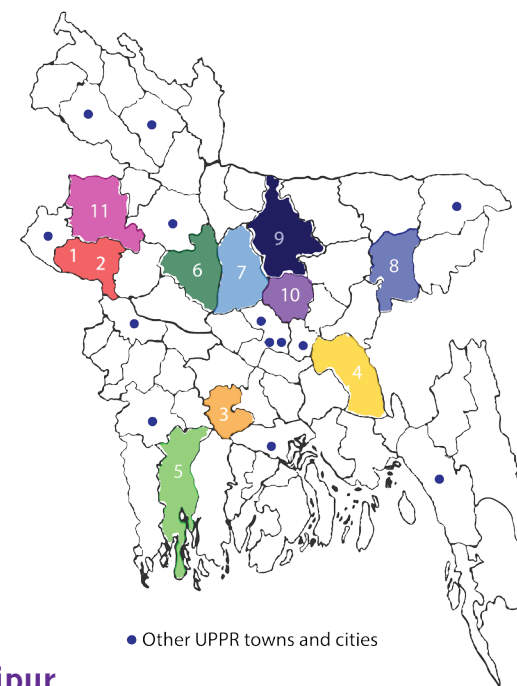
About these booklets

This series of booklets are case studies of good practice from the Urban Partnerships for Poverty Reduction (UPPR) Project in Bangladesh and form as part of the documentation of the UPPR Learning and Good Practices study conducted by Spora Synergies. The booklets follow a simple, clear structure reflecting on the practices that are seen as exemplar and selected through a series of community based participatory workshops, focus group discussions and key interviews. Each case explains [1] The extent to which the practices or the processes developed through UPPR are innovative; [2] The extent to which they were and are sustainable [environmentally, socially and financially]; [3] The extent to which they are transferable and/or have been transferred locally or nationally and; [4] The key reasons explaining their sustainability and their transferability.

- 1 Savings and credits, Rajshahi
- 2 Women empowerment, Rajshahi
- 3 Community Development Housing Fund (CHDF), Gopalganj
- 4 Water and sanitation access, Comilla
- 5 Water and sanitation, Khulna
- 6 Creation of a new fund for disaster management, Sirajganj
- 7 Health and apprenticeship, Tangail
- 8 Health awareness and services, Hobiganj
- 9 Improve child security and enabling employment of mothers, Mymensingh

10 Linking and Providing Extreme Poor children access to education, Gazipur

- 11 Apprenticeship and skill building, Naogaon



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About the Urban Partnerships for Poverty Reduction (UPPR) Project, Bangladesh

By developing the capacity of three million urban poor to plan and manage their own development, the Urban Partnerships for Poverty Reduction (UPPR) project enabled the poorest within the nation's urban slums to break out of the cycle of poverty.

Urban poverty in Bangladesh is commonly understood as a chronic, complex and problematic phenomenon related firstly to a lack of skills and capacity for adaptation among a recently urbanized population and secondly, to the capacity and willingness of towns and cities to provide space for housing as well as public services appropriate to ever expanding number of urban citizens. From a local perspective, poverty is commonly understood as the acute absence of a 'social network' or 'social capital'. The lack of access to 'social network' as well as public goods and services, justifies the idea that communities within the urban slums in Bangladesh should be considered as 'excluded' from the essential components of urban wellbeing: land rights, opportunity for decent work, public goods and services, and formal representation in the government.

UPPR recognized that a single project alone cannot achieve all the institutional and infrastructural reforms that are needed in the cities of Bangladesh. Thus, UPPR supported poor urban communities to establish partnerships with other development actors, government institutions and the private sector. Capitalizing on this collective reach, slum dwellers were better able to access basic services as well as the job market.

UPPR began its work in 2008 in coordination with its institutional partner (and host) the Local Government Engineering Department (LGED) of the Government of Bangladesh. In the towns and cities in which UPPR worked, it did so jointly with the Municipality or City Corporation. The United Nations Development Programme (UNDP) managed the implementation of the project, and UN-Habitat supported the components that work on improving living conditions. Beyond the contributions of these actors, the majority of funding was provided by the UK Government.

Main purpose and outputs of the UPPR Project

Purpose

Livelihoods and living conditions of three million poor and extremely poor, especially women and children, living in urban areas, sustainably improved

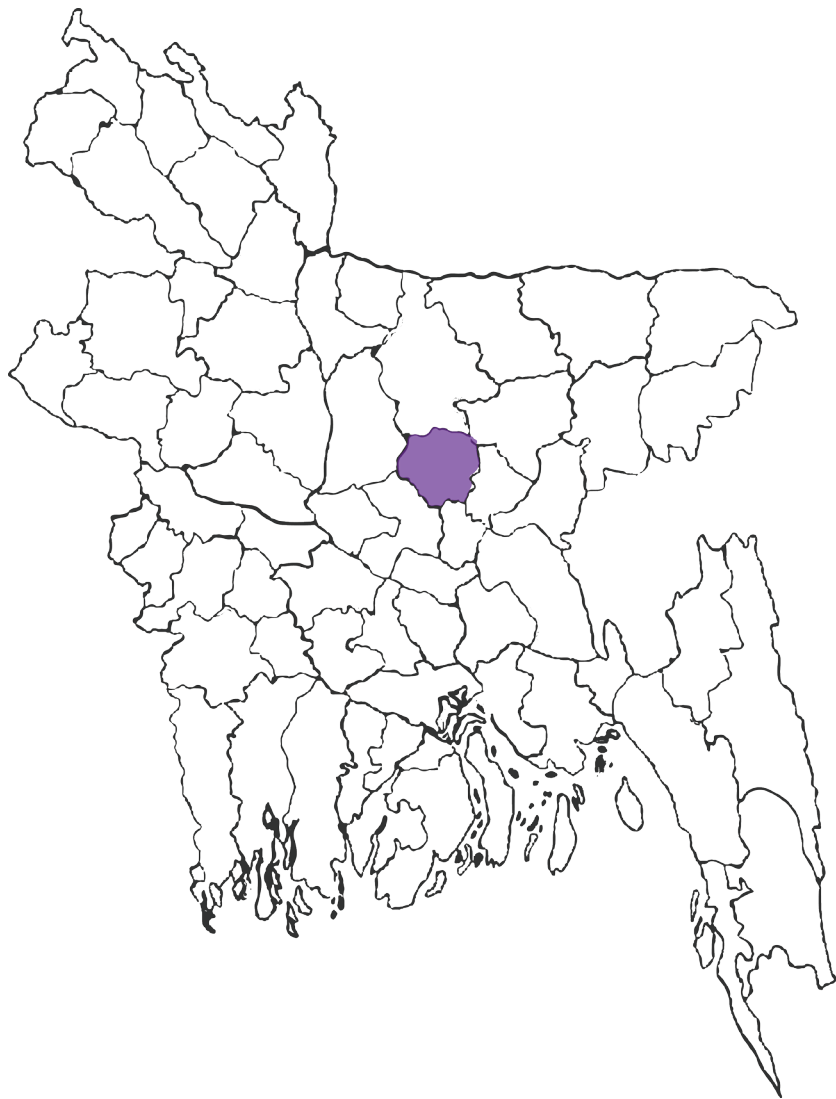
Outputs

1. Mobilisation: Urban poor communities mobilized to form representative and inclusive groups and prepare community action plans
2. Settlement Improvement Fund: Poor urban communities have healthy and secure living environments
3. Socio Economic Fund: Urban poor and extremely poor people acquire the resources, knowledge and skills to increase their income and asset
4. Policy Advocacy: Pro-poor urban policies and partnerships supported at the national and local levels
5. Management: Effective project management systems established and operational

Acronyms

BBS	Bangladesh Bureau of Statistics
BLAST	Bangladesh Legal Services and Trust
CAP	Community Action Plan
CBO	Community-Based Organization
CDC	Community Development Committee
CHDF	Communtiy Housing Development Fund
CRC	Community Resource Centre
CFs	Community Facilitators
Crone	1 crore = 10,000,000 BDT
DFID	Department For International Development, UK
GoB	Government of Bangladesh
JAP	Joint Action Plan
Lakh	1 lakh = 100,000 BDT
LGED	Local Government Engineering Department, Bangladesh
LGI	Local Government Institutions
LGRD	Local Government & Rural Development
LPUPAP	Local Partnerships for Urban Poverty Alleviation Project
MoU	Memorandum of Understanding
NGO	Non Governmental Organisation
PIP	Participatory Identification of the Poor
RECAP	Updating and continuity of CAP
SEF	Socio-Economic Fund
SIF	Settlement Improvement Fund
SLM	Settlement Land Mapping
UNDP	United Nations Development Program
UPPR	Urban Partnership for Poverty Reduction

Reference Map of Gazipur



ABOUT GAZIPUR

Gazipur City Corporation is the main town in Gazipur District, in Dhaka Division. The city has a population (Urban) of 213061 [source: BBS census 2011], there are 2878 poor settlements containing 26803 Households (source: SLM 2011).

As far as UPPR is concerned, it has organized 188 CDCs that represent 34128 members that are involved in the savings and credit scheme. Main tangible physical achievements are the construction of 4885 latrines, over 10.694 kms of roads and ways with footpaths, 45.093 kms of drains, and 219 water facilities. UPPR also dispersed 9005 education grants, 12450 block grants and 4392 apprenticeship grants.

Linking and supporting access to education for extreme poor children, Gazipur

UPPR's multi-dimensional approach has a strong focus also on the provision support for extreme poor households children's education through a grant for up to 3 years. Gazipur City Federation, due to its proximity to Dhaka City, has many urban poor communities with children that have very low levels of education that impacts their potential to break out of the cycle of poverty. By focusing on providing education to the extreme poor and poor, and training on stopping early marriage, Gazipur CDC groups have begun making an improved change within their communities. Beside appropriate distribution of the education grants of UPPR, the Primary Group and CDC leaders were able to improve and support access to primary education through free studentships and education materials by liaising with the municipality and the school authorities.



Gazipur CDC Federation and Clusters

Submitting organisation: CDC Federation and CDC Cluster groups

Type of organisation: Community Development Committee

Key elements of the project:

- **Negotiating with local schools for free or reduced rate education for extreme poor households**
One of the key approaches of the Community Development Committees (CDCs) has been to aiming to reduce inequalities in accessing institutional education. The residents have realized the importance of educating their girls equally as the boys, especially for the extreme poor members. Not only gender equality, the practice also addresses inequality in socio economic layers as the children from poor and extremely poor families are supported to get institutional education.
- **Communicating the importance of female education**
The PG and CDC leaders have been committed to hold community meetings and awareness programs regularly to educate the parents on the importance and benefits of female education. Monthly monitoring by clusters and annual visits from the federation were crucial to motivate the CDCs in this regard. People have been transformed remarkably in their perception of girls and women's potential and contribution to improve and sustain the households socio-economic status.

Linking and providing extreme poor children access to education in Gazipur

Background Information

Organisation that led the process

Gazipur CDC Groups

1. Type, size, and structure of the organisation

Gazipur City Corporation CDC Federation is comprised of 18 Clusters and 188 Community Development Committees (CDCs). The education programs were started in January 2010 under the direct supervision of CDCs. There are four committee members in every CDC along with 2 representatives from each primary group. The CDC groups started this activity before the formation of the federation committee of Gazipur City. Every year, they conduct a survey at first for making a list of households that need education support. After completion of this task they prioritize the households in these list by consultation with the leader of Primary Groups. During the UPPR Education Grants, they sent this list to the UPPR head office for approval and budget sanction. After getting the budget, they distributed the facilities and monitored the education result of students through ceremonies. Currently they use this survey to continue their education support work.

2. Previous and current activity

- Gazipur Federation has been established for 2 years.
- Previous and current activities include:
 - a) Maintain linkage with other organisations.
 - b) Manage training of community facilitators.
 - c) Monitoring of CDCs and CDC Clusters, as well as the Community Housing Development Fund (CHDF).
 - d) Manage government service for vulnerable women; e.g. young mothers.
 - e) Managing loan from Women related Department of GoB.
 - f) Distribution of Profits to CDC members.
- Currently negotiating a health apprenticeship scheme with Eminence.
- Education grants was a major initiative led by the CDC Cluster groups in providing support for school attendance for extreme poor households. They did many activities like campaigns, youth development programmes, training to reduce gender-based, early pregnancy violence, early marriage, dowry to keep the girls in school, etc. But they only continue the monitoring of school attendance and examination result of students from poor and extreme poor communities.

Context

3. Brief description of prevailing neighbourhood conditions and the specific problems that the practice is designed to overcome,

- Gazipur City Corporation was established in 2013 that combined the UPPR towns of Gazipur and Tongi. Access to education was a big barrier Urban poor and extreme poor people were abstained of half free and full free studentship in educational institutions. They did not manage educational materials from the local donors and the rich people. They did not afford initial money to enrol their children in school. There are many young children involved in works without completion of secondary education.
- Early marriage of young girls was a prominent reason of dropping out from institutional education. The urban poor and extreme poor parents were less aware about importance of education of their children. There was no authority or committee for monitoring education of their children.

Practice or process description & lessons learned

4. What is the main purpose of the practice or the project?

- During UPPR, they were able to deliver education grants to extreme poor households for up to three years at 9,000 BDT per month.
- Post UPPR ending, the Federation negotiated with more than 10 schools 'Bikolpo Kindergarden' various high schools to provide free or reduced rate education for the extreme poor. The purpose of the practice has been improving access to education for especially female children through grants, scholarships, distributing accessories and developing infrastructure and necessary linkages to develop potential human resources of the communities.
- Focus on ensuring that the drop out rate of children is reduced.
- Educating the community in relation to Early Child Marriage.
- Providing the opportunity to get employment.

5. Who are the main groups benefiting from the project?

- Poor and extreme poor students and those who had dropped out.
- Especially girls, women and elderly of the communities.

6. What are the main features?

- Federation negotiates with schools to get access to free or reduced rate access for the extreme poor members of the CDC.
- Distribution of education grants, books and accessories for those unable to afford to buy from their Federation Welfare Fund.
- Re-admitting the dropped out children to institutional education or those that are forced into employment by the parents.
- Improvement in support infrastructure and linkages with schools.
- Education awareness among the parents and knowledge of hygiene.

7. What other groups or organisations, if any, have been involved in the practice /project?	<ul style="list-style-type: none"> • Local schools in Gazipur (more than 10) • In improving the status of community literacy there have been active linkages with public schools operating around the locality and other relevant service and support providers and social organizations. • Involvement of the local municipality has been important to access education supports allocated by Government. • Local Councillors. • Gazipur City Corporation contributes 35% towards the Community Facilitators salary. • World Vision (To provide coaching and training negotiated a package of materials for the extreme poor families). • BRAC. • Alokito Manush. • Grameen Bank
8. What were the costs and how were they met?	<ul style="list-style-type: none"> • To run the Federation costs 15-20,000 BDT per month (rent and utilities is within Gazipur City Corporations mandate). They have employed 26 community facilitators to maintain and manage the collection of their loans. • Education grant and scholarships provided by the UPPR Project were essential. Up to 5,000 BDT per 6 month block. Pre-primary monthly expense at a government school approximately up to 800 BDT with additional costs for exams. • Primary school upwards of 1,500 BDT with additional costs for exams. • Since 2013, however, the Grants have ended for education and currently the Federation is negotiating with the schools to gain free access or reduced rates.
9. What is the involvement of the residents in the planning, design and management of the practice?	<ul style="list-style-type: none"> • Local donors and rich, influential figures were supportive to manage educational materials after UPPR. • Local government specifically the mayor and the councillors were helpful to access public services for promoting education, which include free primary education, text books and scholarships. • The general residents appreciate this practice and approach and gave advice where necessary.
10. When did it start? When was it completed? What is its current status?	<ul style="list-style-type: none"> • The practice under UPPR strategy ran for 2010 to 2013. Currently the school authorities liaised are committed to their supports in admission and full free and half free education. Students are being admitted for free. Education grants, which were being provided under the project, are not available currently and this certainly challenges the capacity to promote and support the practice.
11. What were the concrete results achieved?	<ul style="list-style-type: none"> • Drastic reduction in the number of dropped out children. Children are supporting their families with their health, environment and financial knowledge, some are already adding to their family income through jobs. • Adult education increased ability of complex financial calculations and adult people can give elementary education of their minors. • Total 2,375 students got the facilities of Education Grants from UPPR. • Around 20-25 students from each CDC got education materials (exercise books, pencils and others 6 items from each kinds and 2 times per month). • Managed registration fee for Secondary and higher secondary examination for 20-25 students per year. • Awareness training (Adolescence health care) is given to students.

12. What barriers and challenges were encountered and how have they been overcome?	<ul style="list-style-type: none"> • The biggest challenge was to gain support from the family and society for women and girls education. The parents were ignorant of the importance of education, especially educating their female children, and were not able to utilize their potential in households as well as in the society. • Another big challenge has been the limited capacity in covering all dropped out children. Finally, there was no policy level support at local or national. • Limited capacity to provide with necessary education materials. • Awareness building among the parents through regular community meetings and communicating the importance of female education was most crucial to counter the initial challenges. Though limited, distribution of books and other education materials and free admission and education helped significantly reducing the barriers. • Support from the local councillors towards the Federation is currently a challenge
13. What lessons have been learned from the practice / process?	<ul style="list-style-type: none"> • The most important lesson learned by the community people is the potential of an educated female to contribute to general development and local economy • Good working relation and communication have been developed with the local government especially the local councillors.

Assessment

Innovation and impact

14. What are the key innovative features of the practice?	<ul style="list-style-type: none"> • Promoting education in poor and extremely poor families essentially required free studentship. Managing school authorities for half free and full free studentships have been crucial. • Communicating the accountability of local donors and capable, influential community individuals to manage education materials.
15. What impact have the project and its approach had on the residents and/ or the wider community?	<ul style="list-style-type: none"> • The residents and the wider community that include municipality, organisations and school authorities are aware of their roles in promoting education in their communities. They are supportive with advice, finances, materials and services they could render and appreciating the changes that has already been taking place in terms of literacy in the community children especially girls and adults.
16. What worked really well?	<ul style="list-style-type: none"> • Free studentship and distribution of education materials remarkably improved access to institutional education –especially in primary level–, and increased literacy rate. • As a result of being educated and of their potential to play an important new role in mobilizing the community, certain social issues could be addressed. Some key issues to tackle have been prevention of early marriage, dowry system, female health and employment. • Health training towards adolescents in relation to sexual health and early child marriage.

17.What did not work? Why did it not work?	<ul style="list-style-type: none"> • Cannot cover all dropped out children to readmit to institutional education could not be achieved properly due to the limited capacity of the project to finance and communicate.
18.Have any local or national policy changes taken place as a result?	<ul style="list-style-type: none"> • Although the local government were cooperative to the practice, it was only limited to access the public services supporting education. • No policy has been taken by local or national policy makers
19.Is any monitoring or evaluation process being carried out? When?	<ul style="list-style-type: none"> • CDC leaders have been sincere in monitoring the processes of admission and service distribution • Scheduled visits and monitoring are being conducted twice per month from Cluster and • Federation visited twice per year. • There has been no proper evaluation process in terms of service quality, changes in literacy status or others.

Economic sustainability

20.To what extent is this practice/project reliant on a funding stream that may cease in the future?	<ul style="list-style-type: none"> • As the practice was heavily reliant on grants and scholarships from UPPR fund, the service capacity is challenged after 2013. • Though liaised school authorities are committed to their support, studentship in secondary and higher level cannot be continued without dedicated funding stream. • The Federations work in education does not require much resource as they have focused on building linkages with schools.
21.Does the program help people have long-lasting source of income or increase the wealth of their community?	<ul style="list-style-type: none"> • After completion of secondary education many young people state getting involved in jobs and supporting their families financially. • Adult education is evidently fruitful for potential contribution to the local economy.

Social sustainability

22.Does [or did] the practice facilitate greater community cooperation and integration?	<ul style="list-style-type: none"> • Educated human potential is vital for addressing social issues. Though it will take time realize the benefits of literacy in young generation, the impact is already visible. • Students rally from school regarding social awareness related to health, sanitation, and early marriage prohibition. • They participate in different social cooperative and integrated works such as protest of evictions.
23.Have the skills and abilities of people [primarily women and young girls] increase as a result?	<ul style="list-style-type: none"> • Adult education increased ability of complex financial calculations and adult people can give elementary education of their minors. • Students are able to assist their parents in household skills as well as financial management.

24. Are people healthier and safer as a result?	<ul style="list-style-type: none"> • Students are communicating the importance of health and hygiene in their families. • The community as a whole is more aware of sanitation and environmental issues.
25. Has the practice resulted in social inequities being reduced?	<ul style="list-style-type: none"> • One major achievement so far has been communicating the importance of female education, and develop and assist in their potential to contribute equally in mobilising their communities. As a result, school going girls are increasing in numbers and already entering into local job market. • Students regardless of the socio economic status of their families are getting into institutional education. This certainly addresses inequalities that existed in terms of accessing public education.
26. Are individuals [and which ones?] empowered to take a more active role in society?	<ul style="list-style-type: none"> • The PG and CDC leaders are active in their roles to improve the community literacy. • Children are contributing in their families as a potential member to improve health and living environment and educating their parents as well.

Environmental sustainability [Give evidence]

27. Does the practice / project ensures a more appropriate use of energy and water resources?	<ul style="list-style-type: none"> • The students are being educated in appropriate use of energy and water sources of their communities. But the changes are yet to be realized and direct relation to sustaining the community environment are yet to be taken as evident.
28. Are there any other environment impacts of the practice [for instance, climate change adaptation]?	<ul style="list-style-type: none"> • No notable evidence has been documented in this regard. There are still gaps in realizing the impacts that the practice could have on the environment.

Transfer and scaling up

29. To what extent has there been any scaling up of the practice?	<ul style="list-style-type: none"> • Only locally at ward level in Gazipur City Corporation.
30. To what extent has the practice / project been transferred?	<p>Locally</p> <ul style="list-style-type: none"> • PG meetings and CDC leaders have been transferring importance and results of this project and learn from each other. • Total 188 CDCs improved in education sectors. <p>Nationally</p> <ul style="list-style-type: none"> • There has been national level transfer to some extent, notably to Tangail and Hobiganj. <p>Internationally</p> <ul style="list-style-type: none"> • The CDC leaders had opportunity to visit Mexico and Germany..
31. What were the most important dissemination channels that explain the transfer and / or the scaling up?	<ul style="list-style-type: none"> • Community surveys. • Regular PG meetings. • City visits.



2013: Tongi, Extreme poor and poor cheque distribution by Hon. Minister of Transport Obayadul Kader and MP Zahid Hasan Russel, and Hon. Minister of Land, Advocate Mr A.K.M. Muzamel Haque.



Providing the facilities of education facilities and school clothes donated by the NGO Nobolok



Training for female garments at school by the NGO UCEP at Ershad Nagar.



2010 : Cheque distribution event attended by the community, with guests. Mayor Adv. Azmatollah Khan & ward councillor Mujibur Rahman, Jubo League President Sattar Mullah and Cluster leader Salma Akhtar Shathi



2011: Cheque distribution at Ershad Nagar by local councillor Mujibur Rahman, Mayor Azmatollah Khan,