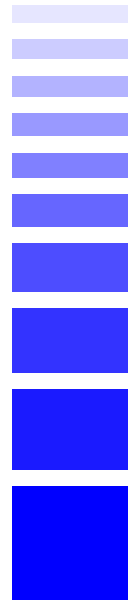


# Annual Report

## 2011-2012



*Interactive theatre performance in Kutupalong Refugee Camp*



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**Cover Photo :** Interactive theatre performance in Kutupalong Refugee Camp

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## Abbreviations

ATM	Agricultural Technology for the Marginalized
BMC	Block Management Committee
BRRRI	Bangladesh Rice Research Institute
CHT	Chittagong Hill Tracts
CIC	Camp in Charge
CMC	Camp Management Committee
CSISA	Cereal System Initiatives for South Asia
DGIS	Research and Communication Division, Ministry for Development Cooperation
ECE	Early childhood Education
FGD	Focus Group Discussion
ILO	International Labour Organization
IRRI	International Rice Research Institute
KMA	Kajoli Mother's Association
NGO	Non Government Organization
PAR	Participatory Action Research
PARHA Trust	Participatory Action Research of Humans for Advancement Trust
RIB	Research Initiatives Bangladesh
RTI	Right to Information
UNHCR	United Nations High Commission for Refugees

## Board of Directors

**Shamsul Bari**  
Chairman

**Hameeda Hossain**  
Vice Chairperson

**Md. Anisur Rahman**  
Member

**Monwarul Islam**  
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**Md. Zafar Iqbal**  
Member

**Rounaq Jahan**  
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**Selina Hossain**  
Member

**Muinul Islam**  
Member

## Preface

This Annual Report symbolizes the conclusion of our decade-old relationship with DGIS, of the Royal Dutch Ministry of Foreign Affairs. Our collaboration began on 1 April 2001 to promote research on poverty alleviation in Bangladesh under the now-defunct MMRP programme. Our project formally ended on 31 March 2012, though 30 June, 2012 was fixed to be the last date of our contract period for the completion of reporting, accounting and other such activities.

We take this opportunity to express our thanks and deep gratitude to colleagues at DGIS for the amazing support and understanding offered to us over the years. During this period RIB has emerged as one of the foremost research agency in Bangladesh. It has promoted some of the most effective and innovative research programmes related to poverty issues in the country.

The impact of some of the research activities supported by RIB has left indelible marks in their respective fields. If sustainability of research outcome is considered a benchmark for its success, then it can be said that the impact of many of RIB's research programmes would continue to be felt by the people of Bangladesh for a long time to come.

RIB's contributions in the field of Action Research have led to its recognition as an effective tool for development and poverty alleviation. It has been internationally acclaimed and found a place in the emerging global literature on the subject.

The early childhood learning model which RIB helped develop has been put to use throughout the country. Presently there are more than 200 pre-school centers in the country that are being run on basis of this community-run model. Already over 30,000 children from most impoverished families of Bangladesh have graduated to primary schools after spending one year at these centers. Many of them have gone on to continue their studies at higher levels. The demand for help to open more such centers throughout the country continue to emerge on a regular basis.

RIB's focus on ameliorating the situation of some of the most marginalized and impoverished communities in Bangladesh has led to bringing these communities within the ambit of the Government's development programmes. Many of these communities also fall under "*dalit*" or untouchable category. From its very inception, RIB had decided to concentrate on poverty alleviation efforts for some 28 so-called "missing communities" of Bangladesh. They were called "missing" because they were traditionally left out of the development efforts of the government. RIB's main objective was to help them develop, through the Participatory Action Research (PAR) approach, to become agents for their own change. The approach is popularly



*RIB represented in UNHCR-NGO Consultations Geneva, 2010*



Seed Bank organized by people researchers

known in Bangladesh as *Gonogobeshona* or people's research. As a result, in the last one decade these communities have developed their own organizations to demand for special dispensations for them in the country's annual budget. Last year they were included as a separate category for special attention and this year, in fact only last week, the Government of Bangladesh has announced special provisions for the employment of the "dalits" in government jobs.

RIB's contribution in the field of agriculture research has contributed to the eradication of seasonal *monga* or famine which recurred every year in north Bengal because of lack of seasonal employment. By motivating farmers through PAR to experiment, together with many renowned rice scientists in the country, the cultivation of a new variety of rice (BRRI-33) on their fields, they proved its efficacy for early harvesting which coincided with the *monga* period, thus providing employment during this lean season. The success story disseminated by RIB's report in this regard led to the spread of cultivation of the new variety through a decision of the government. Rice scientists are still engaged with this community, with RIB's cooperation, to try out other varieties of rice.

RIB's focus on excluded communities or vulnerable groups at risk has been a constant element in the advocacy work at both national and local levels of RIB, its partners and also other institutions who have been influenced by RIB's work. RIB has started the trend of encouraging and show-casing directly the voices from the field in national seminars and press conferences. This has lent authenticity to the issues and concerns that have been raised in these forums.

Through mechanisms such as fellowships for "dalit" and indigenous women to form their own action research groups as well as fellowships to students to work with vulnerable and excluded communities, RIB has been able to draw the intellectual attention of the academia to the plight of such groups and help develop a larger discursive practice around them.

It is these practices which has impacted on the broader development context of Bangladesh and also contributed and built RIB's reputation as an organization that specially focuses on marginalized and vulnerable communities. As a result, RIB has been invited by national organizations such as Bangladesh Rice Research Institute (BRRI) and international organizations such as UNHCR to become their implementing partners in their respective fields. CSISA in collaboration with BRRI has asked RIB to be in charge of one of their hubs in encouraging farmers to take up cultivation of rice varieties that would help them overcome seasonal famines caused by drought or flood. PAR has been the center of such an outreach program. On the other hand, UNHCR had invited RIB to help in the formal camps which shelter Rohingya Muslims from Myanmar to encourage community mobilization and implement and adapt the Kajoli model of early childhood learning in the camps. Collaborations such as these



have enhanced RIB's reputation in the development and knowledge fields and as such have indicated the efficacy of RIB as a knowledge institution. This would not have been possible if DGIS had not given us the freedom and space to experiment with our own ideas in the field of demand-driven research.

Once again our heart-felt gratitude to DGIS and to the government of people of the Netherlands for their support to RIB without which the above would not been possible. We can perhaps say with some conviction that, to a large extent, RIB has been able to fulfill the objectives of MMRP and the cooperation agreement with DGIS in this regard.



*Teachers of Kajoli Centres in Rohingya refugee camps introducing themselves on Open House day*

**Dr. Shamsul Bari,**  
Chairman,  
Research Initiatives, Bangladesh (RIB)

[To obtain more information in regard to all these research, you may wish to look up our two websites, [www.rib-bangladesh.org](http://www.rib-bangladesh.org) and [www.rib-kajolimodel.org](http://www.rib-kajolimodel.org). If you need copies of our reports, please let us know].





# An Overview of Research Related Activities





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RIB Chairman and Staff with a wellwisher

## An Overview of RIB's Research Support Activities April 2011-March 2012

During the April 2011 to March 2012 financial year, the Executive Committee of RIB approved five research projects. For convenience RIB supported research projects are classified into 10 categories. Throughout April 2011 to March 2012 financial year, there was no research project approved under the PAR *Gono Gobeshona*, Small Professional & Marginalized Communities, Health Awareness & Infrastructure, Documenting Crafts Involving Community Participation, Technology-based Research, Basic Research & Others. Comparatively less number of research projects were approved and supported during this financial year. The main reason for this was RIB's more focused approach towards research on vulnerable communities and its specialization in action research.

RIB's support for developing a group of “barefoot researchers” from the members of the student communities as well as from the marginalised communities interested to serve for the people, is well known within the country and got recognition from different professional bodies both inside and outside Bangladesh.

Of the 5 research projects, the most i.e. 2(40%) were approved under Capacity Building. These two studies under the capacity building category were mainly focused on (1) implementing the Right to Information Act with the rural and urban marginalized communities, (2) enabling collective self-enquiry, self-determination and capacity building of socially excluded communities.

One research project (20%) was approved under the advocacy, media and policy relevant issues. This study mainly emphasized on establishing the rights and protection capacity of the women workers engaged in three most risky workplaces i.e. silk industry, building construction and waste picking dumping ground.

Innovation in Education category got one research project (20%) that mainly focused on regenerating the spirit of volunteerism among the rural people as well as encouraging their voluntary participation in organizing and running Kajoli Pre-School Centers for social sustainability.

One research project (20%) was approved under the Agro based research under the community participation. This research project mainly focused on implementation of agricultural technologies to mitigate inundated cropped area that caused less production due to frequent flash floods by cultivating mega yielding rice varieties.

Thus, during April 2011 to March 2012, five research projects were approved of which, majority (40%) fall in the Capacity building category followed by 20% in the Innovation in education, 20% in Advocacy, media & policy relevant issues and rest of the 20% in Agro-based research involving community participation.

Over the last ten years(April 2002-March 2012), RIB has approved and supported 189 research projects. Considering the number and percentages against ten different categories, highest number of projects i.e. 33(17.5%) were approved in capacity building followed by 31(16.5%) in Small professional & marginalized communities, 22 (11.6%) in PAR Gono Gobeshona, 22 (11.6%) in Advocacy, Media & Policy relevant issues, 22 (11.6%) in Agro-based research involving community participation, 21 (11.1%) in Basic research & others, 15 (7.94) in Innovation in Education, 9 (4.76%) in Documenting Crafts involving community participation, 8 (4.23%) in Technology-based research and 6 (3.17%) in Health awareness & infrastructure.

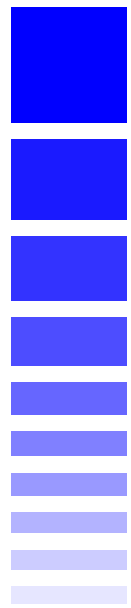
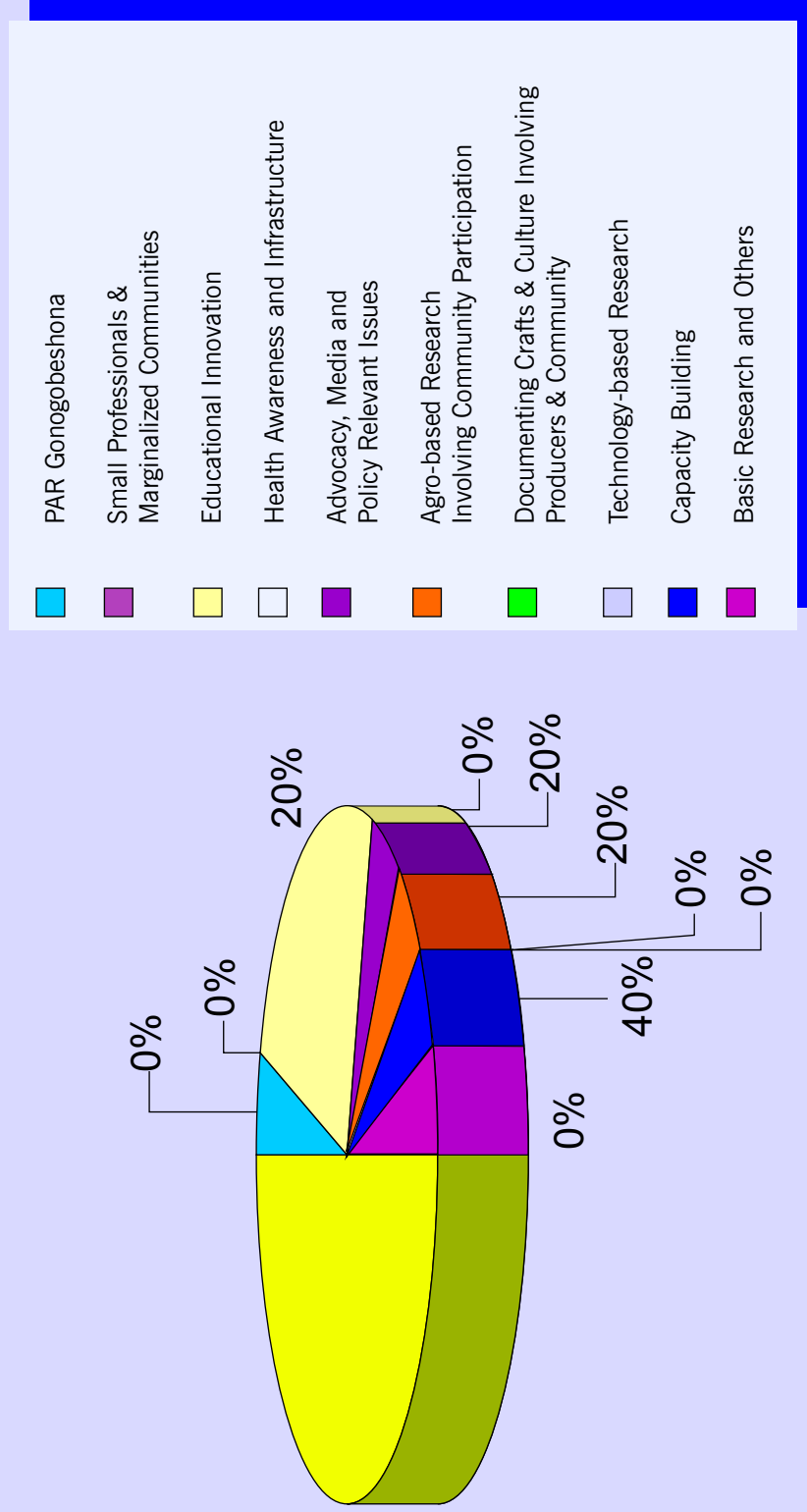
**Table 1: Category wise Percentage of Research Project**  
**Duration : (April 2011 to March 2012)**

SI No	Project Categories	Projects approved (No)	% Project approved
1	PAR <i>Gono Gobeshona</i>	1	0
2	Small Professional & Marginalized Communities	0	0
3	Innovation in Education	1	20
4	Health Awareness & Infrastructure	0	0
5	Advocacy, Media and Policy Relevant Issues	1	20
6	Agro-based Research Involving Community Participation	1	20
7	Documenting Crafts Involving Community Participation	0	0
8	Technology-based Research	0	0
9	Capacity Building	2	40
10	Basic Research & Others	0	0
	<b>Total</b>	<b>5</b>	<b>100</b>

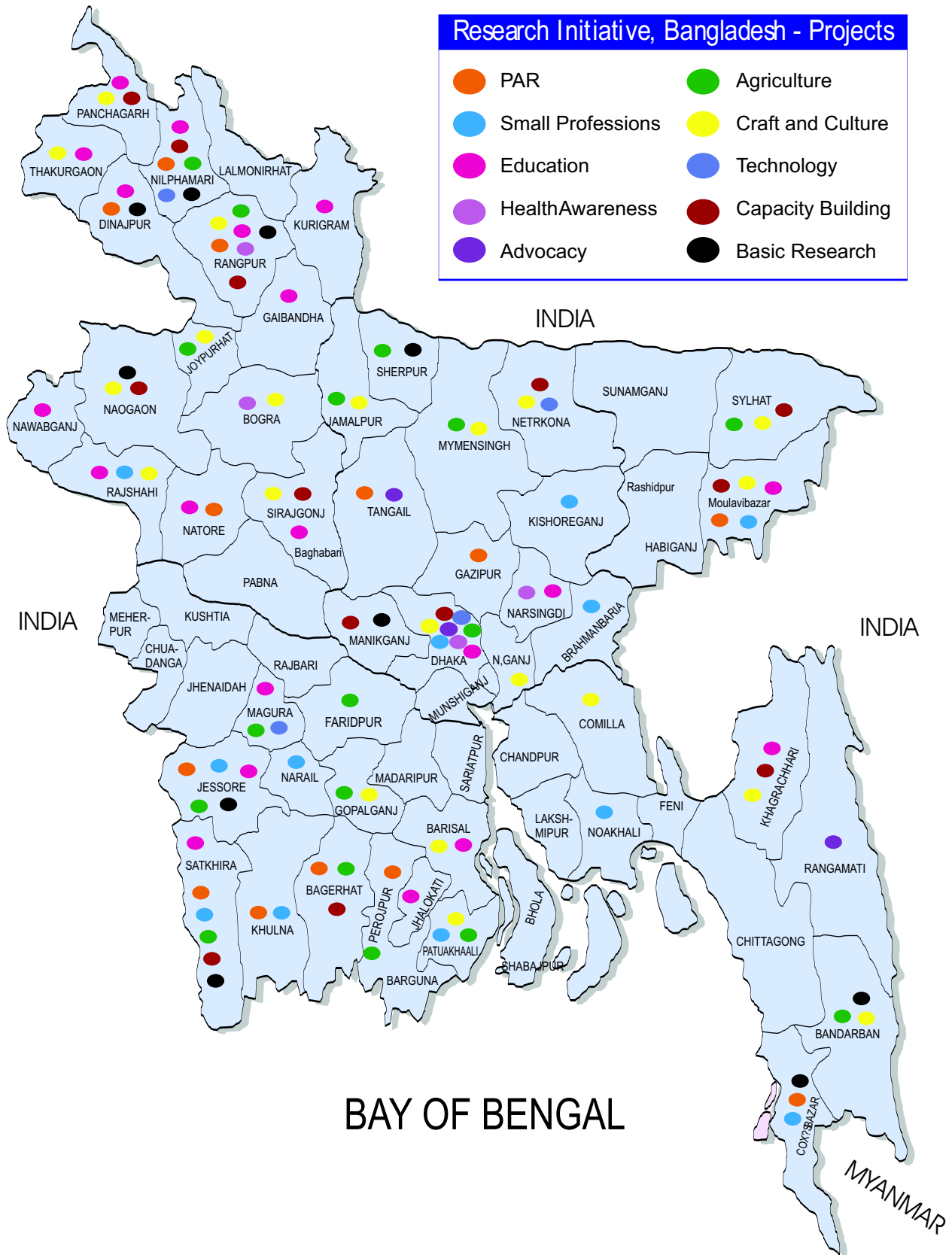
**Table 2: Category wise Percentage of Total Research Projects**  
**Duration : (April 2002 to March 2012)**

SI No	Project Categories	Project approved (Total)	% of total project approved
1	PAR <i>Gono Gobeshona</i>	22	11.6
2	Small Professional & Marginalized Communities	31	16.5
3	Innovation in Education	15	7.94
4	Health Awareness & Infrastructure	6	3.17
5	Advocacy, Media and Policy Relevant Issues	22	11.6
6	Agro-based Research Involving Community Participation	22	11.6
7	Documenting Crafts Involving Community Participation	9	4.76
8	Technology-based Research	8	4.23
9	Capacity Building	33	17.5
10	Basic Research & Others	21	11.1
	<b>Total</b>	<b>189</b>	<b>100</b>

# Categorywise Percentage of Research Projects (April 2011 to March 2012)



# Distribution of RIB-Supported Projects in Bangladesh





### Table 3: Approved Projects April 2002 to March 2012

Project Categories	Name of the Project	Name of Researcher
a) PAR <i>Gonogobeshona</i>	1. Struggle for Survival of the Hardcore Poor : An Alternative Approach	Lenin Azad
	2. Self Development Initiatives of the Indigenous <i>Marma</i> Community : PAR for Self Development	Aning Marma
	3. Capitalizing the Collective Efforts for Socio-economic Upliftment of the Community : Case Study of Three Villages- Kisamatfolia, Bandobila and Maheshwar Chanda	Naimuzzaman Mukta
	4. Poverty Alleviation and Empowerment Strategy of the <i>Harijans</i>	Dewan Akhtaruzzaman
	5. A Self-Exploration of Sustainable and Small Economic Activities by the Poor People-Researchers : A Participatory Action Research	Md. Nur Islam
	6. Training of Animators in PAR Methodology	Alauddin Ali
	7. A Study of the Effects of 'Creative Lifestyle' for Sustained Poverty Alleviation and Integral Development of Poor People	Wahiduzzaman
	8. Livelihood Improvement and Poverty Alleviation of the <i>Cobbler</i> Communities Through Self-Development : An Action Research	Dipendra Sarker
	9. Socio-Economic Obstacles Faced by the Dalits and the Way Forward	Milon Das
	10. <i>Gonogobeshona</i> (Participatory Action Research) for the Prevention of <i>monga</i> (Seasonal Famine)	Alauddin Ali
	11. Improving the quality of lives of the <i>Santal</i> communities	Hiren Das
	12. People's Perspectives on Budget : A Participatory Action Research	The Innovators
	13. Generating Sense of Creativeness, Rights and Self-dignity among the members of the Saint ( <i>Sannyasi</i> ) communities through <i>Gonogobeshona</i>	Dipendra Sarker
	14. Self-enquiry of the Sweepers for improving their standard of lives	Alauddin Ali
	15. To Develop a Group of <i>Santal Bhu-Rakhhis</i> (Land Defenders)	Hiren Das

Project Categories	Name of the Project	Name of Researcher
	16. Livelihood Improvement of the Char People Through <i>Gonogobeshona</i> and Appropriate Information-Technological Intervention.	Md. Korban Ali, Director (RIB)
	17. Poverty Alleviation of the Marginalised Musicians of Moulavibazar Through <i>Gonogobeshona</i> (Participatory Action Research)	Babul Chandra Sutradhar
	18. Livelihoods Improvements and Establishing Rights of the <i>Baghdi/Choudali</i> Communities Using <i>Gonogobeshona</i>	Asim Das
	19. Socio-economic Development of the <i>Shing</i> Community through PAR.	Shibli Sadek
	20. The Multidimensional Trends of Poverty and Attempt to Seek a Way out of Poverty among the <i>Khatriya Barmans</i> and <i>Koch</i> Communities of Gazipur	Pijush Kumar Barman
	21. Rapidly grown Vegetable Cultivation among the Cyclone (SIDR) Affected Households in Southkhali village under Bagerhat district	Md. Ayub Hossain Supervised by Ashoke Kumar (RIB)
<b>b) Small Professionals &amp; Marginalized Communities</b>	1. Paper Bag Production : Problems and Prospects	Naimuzzaman Mukta
	2. The Life and life Style of the Bangladeshi Folk Theatre Artists	Tapan Bagchi
	3. Investigative Research on the Socio Economic Status of the <i>Harijons</i>	Naimuzzaman Mukta
	4. An Explorative Study to overcome the Livelihood Crisis and Improve the Standard of Living of the <i>Manta</i> Community in Galachipa Upazila of Patuakhali District	Shankar Lal Das
	5. Pig Rearing for Poverty Alleviation : An Action Research	Md. Mujibur Rahman
	6. Investigate into the Lost Heritage of the ( <i>Nagarchi</i> )Community in Brahmanbaria and Explore the Strategy of a Better Survival of this Marginalized Community	Babu Rahman
	7. Riders to the Jungle : a documentary film on the Sundarbans	Tanvir Mokammel

Project Categories	Name of the Project	Name of Researcher
	8. Labourers in the Bookbinding Industry in Bangladesh: Their Lives and Struggle	Moni Haider
	9. Sweeper Community An Unwritten History	Shamoly Majumder
	10. Ownership of Salt Land and Maintaining Marketing Interest of the Salt Farmers	Sharifuzzaman Aga Khan
	11. Improving the Socio-Economic Conditions and Livelihoods of the Poor Women of Noakhali Involved with Making of ( <i>Hogla</i> ) Mats ( <i>chatai</i> ) in Noakhali Disrict	Mahmudul Haque Foyez
	12. Searching Means of Facing Social and Professional Crises of the Fishing Communities of Saline Areas	Arshad Hossain Siddiqui
	13. Problems and Prospects of Making Traditional “( <i>Shital Pati</i> )” (cool mat) of Kawkhali : A Participatory Action Research	Khandoker Reaz Hossain
	14. Searching Paths for humanistic and socio-economic development as well as improving the standard of lives of the <i>Hizra</i> community	Khandakar Azizul Haq Moni
	15. Participation of the Tea Garden Workers in Self Development	Nibedita Das Purkayostha
	16. Participatory Action Research on the Lives and Livelihood of the Potter Communities and Searching Strategy for Improving their Standard of Living	Pradip Kumar Sarker
	17. Self-Inquiry for Empowerment and Poverty Alleviation of the Ethnic ' <i>Buno</i> ' Community	Syeda Habiba
	18. Participatory Study Among the <i>Munda</i> Community of Satkhira District to Establish their Rights for Empowerment	Merina Parveen Juthi
	19. Eviction of Rickshaws from the Main Roads of Dhaka City : Impacts on the Lives and Livelihoods of the Rickshaw Pullers	Sheikh Tawfique
	20. Trading Waste Cloth : Poverty Alleviation and Self Development of Marginalized Working Communities	Tasnin Tazin
	21. Searching the Paths of Poverty Alleviation of the Traditional Rural Musicians : A Pre Research	Babul Chandra Sutradhar

Project Categories	Name of the Project	Name of Researcher
	22. Socio-economic and Cultural Upliftment of <i>Hizra</i> (Transsexuals) Communities Through Participatory Action Research	Goutom Kumar
	23. A Study to Identify the Root Cause and Possible Remedy for the Marine Fishermen to bring them out from the Vicious Cycle Controlled mainly by the Middleman in the Southernmost Coastal Region of Bangladesh (Kuakata, Patuakhali)	Md. Shawkat Ali Khan
	24. Improve the Quality of Life and Living Conditions of the <i>Behara</i> Community	Md. Emdadul Huq
	25. Participatory Action Research for Human Development of <i>Scavengers</i> in Bangladesh.	Md. Mokhlesur Rahman Molla
	26. Mainstreaming Adivasi <i>PAHAN</i> : A Socio-economic Scenario.	Abu Rushed Md. Shaikh
	27 The Lives and Livelihood of Women Construction Workers : A Gendered Analysis	Sabita Chawdhury
	28. Problems and Challenges of Producing of Indigenous crafts and Commodities in the Context of Globalization and Marketization of the Economy.	Suborna Camelia
<b>c) Innovation in Education</b>	1. Action Research for Human Development of <i>Beday</i> (River Gypsy) Community	A K M Maksud
	2. Innovating a Pre-school model for the Children of Hardcore Poor Families : An Action Research	Bashir Ahmed
	3. Diverting the Children of Three Coastal Upazilas of Barguna Districts to Primary School from the Risky Profession of Catching Fingerlings and Searching Alternative way of Livelihood for the Fishermen	Anwar Hossain Khan
	4. Testing Effectiveness of Self Learning Mathematics and English Books as Alternative to Private Coaching	Research Co-ordinator Jibon Kumar Roy
	5. The Extension and Sustenance of Kajoli Model Centre- A social analysis	Project Coordinator Saifuzzaman Rana
	6. An Action Research for Adapting Kajoli Model Pre-schooling Activities to Create Early Learning Opportunities for Child Laborers.	A K M Maksud
	7. Evaluation of Kajoli Model of Early Childhood Learning Centers.	Siddiqur Rahman Apolo

Project Categories	Name of the Project	Name of Researcher
<b>d) Health Awareness and Infrastructure</b>	1. Investigations of Optimum Diagnostic Method to Detect Lymphatic Filariasis	Apala Farhat Naved
	2. Efficacy of Multiple Drug Regimes on Lymphatic Filariasis and Intestinal Helminthes of Bangladesh	Mahbub Murshed
	3. Women Health Care Promotion-Use of Mid level Female Providers in Rural Settings	Halida Hanum Akhter
	4. Poverty and Health : Women in Tannery	Zobaida Nasreen
	5. Health Problems of the Jute Mill Workers	Safura Begum
	6. Right to Health and Safety of Workers Producing Garments for the Domestic Market.	Nasreen Bina Sikdar
<b>e) Advocacy, Media and Policy Relevant Issues</b>	1. Salish and the Quest for Gender Justice	Dina M Siddiqi
	2. Action Program on Strengthening Local Governance : Building Information Processing Capacity of Local Communities and Local NGOs	Mirza Hassan
	3. Land Laws, Rights and Dispute Resolution : the Perspectives of the Poor Women and Peripheral People in Bangladesh	Akhter Sobhan Khan
	4. Poverty Alleviation : Locating and Promoting Community Level Creative Initiatives	Qurratul-Ain-Tahmina
	5. Model Plan for Resettlement of Displaced Urban Slum Population	Abu Rayhan Al Beeroonee
	6. A Participatory Action Research for Establishing Self-esteem and Rights of Widows, Deserted and Divorced Women	Zakir Hossain
	7. Anti-Corruption Court and The Law : A Diagnostic Study	Shadeen Malik
	8. Rehabilitation of <i>Slum Dwellers</i> at Sattala Bastee Area, Mohakhali Dhaka	Salma A Shafi
	9. Increasing the Awareness Level of the Marginalized Communities Through Preparing Bangla Version of the Land Laws	Nazrul Islam Khan
	10. Proposal for Infrastructure Development Plan at Chator Noyapara Resettlement Slum (ATI), Gazipur	Salma A Shafi

Project Categories	Name of the Project	Name of Researcher
	11. Public Inquiry Commission on Violations in Garments Industries in Dhaka and Narayangonj	Hafizul Alam Hafiz/ Tipu Sultan
	12. Poverty Alleviation and Identification of Strategies Through Development Theatre : A Participatory Action Research	Razib Parvez
	13. Mapping and Analysis of the Gaps in Local Government Functionaries	Aroma Dutta
	14. Publication of Newsletter on Socially Excluded Communities	Dewan Akhtaruzzaman Coordinator
	15. Body and Mind of the Adolescence Girl	Rahnuma Ahmed
	16. Problems in Traditional Administration and Judiciary of the Chittagong Hill Tracts (CHTs)	Pratkar Chakma
	17. Awakening of the Masses-Participation after the Labour Movement.	Saiful Haque Omi Mosahida Sultana
	18. People's Initiative, Labour and Advocacy	Utpal Kanti Khisa
<b>f) Agro-based research Involving Community Participation</b>	1. Impact of Integrated Village Development on Poverty Alleviation : Action Research Program for Three <i>Garo</i> Villages in Sherpur District	Shubhra Sheully Shaha/ RIB Secretariat
	2. Poverty Alleviation and Income Generation Through Livestock Rearing	Pijush Kanti Baral
	3. Catfish Cultivation in Homestead Ponds, Tanks and Ditches for Supplemental Income Generation and Sustainable Poverty Alleviation	Prof. Md. Rahmatullah
	4. Review and Evaluation of Group Farming Practices in Bangladesh : An Applied Research Proposal Development for “ <i>Gher</i> ” Farming through Group Approach	Priya Saha
	5. Breeding of Fresh Water Turtles and Tortoise for Participatory Conservation	Abdul Wahab Akhonda
	6. Studies on Livelihood Improvement through Integrated Farming	S M Altaf Hossain
	7. Action Research on the Development of Appropriate Technology for <i>Mud Crab</i> ( <i>Scylla olivacea</i> ) Culture Through Action Participation of Poor Women and the Jobless Young in the Impact Zone of the Sundarban Mangrove Forest Bangladesh	Dipak Kamal

Project Categories	Name of the Project	Name of Researcher
	8. The Problems of Sugarcane Cultivation and Sugar Industry-A Recent Analysis on its Possible Impacts	Abdul Mannan
	9. Context and Contribution of Lac Cultivation for the Poverty Alleviation in Bangladesh	Md. Matiur Rahman
	10. Gur Processing from Golpata (Nypa Fruticans, wrumb) in the Southern Coastal Districts of Bangladesh : production Trends and Impacts on the Lives of <i>Rakhain</i> and other Local Marginalized Communities	Mollah Md. Mahbul Alam
	11. Lac Cultivation for Facing <i>Monga</i> : A People's Research	Md. Matiur Rahman
	12. Assessing the Potentiality of Growing Indigenous and Introduced fruit plants in the Homesteads of Landless and Marginal Farmers of Satkhira and Jessore District	Josna Ara
	13. Cultivation of Short-duration Rice Variety through Direct Seeding Technology to Mitigate <i>Monga</i> .	Focal Area Forum, Rangpur
	14. Problems and Prospects of 'Jum' Cultivators in the Context of Practicality.	Utpal Khisa and Dipayan Khisa
	15. Integrated Homestead Farming and Marketing of Agro-products by the Members of <i>Baghdi</i> Community in Johurpur (a village in Jessore district) adopting <i>Gonogobeshona</i> : A Family and Farm Approach.	Ashoke Kumar Ghosh
	16. Installation of Small-scale Lac Processing Units as well as Marketing of Lacs through <i>Gonogobeshona</i> and Collective Ownership.	Md. Matiur Rahman
	17. Integrated Farming among Various Marginalized Community to Ensure Food Security.	Pranab Kumar Ghosh
	18. Cultivation Fruit Trees for Nurseries as Supplementary Livelihood Strategy for <i>Jum</i> Cultivators (swidden cultivation) in the CHT.	Utpal Kanti Khisa
	19. Income Generation Through Lac Cultivation Among Adivasis: A Pilot Project.	coordinator Utpal Kanti Khisa
	20. Agricultural Technologies for the Marginalised: Action Research for Improving Food Security, Income, Employment and Adoption to Climate Change	Md. Korban Ali

Project Categories	Name of the Project	Name of Researcher
<b>g) Documenting Crafts &amp; Culture Involving Producers &amp; Community</b>	1. Involvement of Local People for the Care and Preservation of Archaeological Sites and Historical Monuments of Bangladesh	Enamul Haque
	2. Development of Traditional Hand Fans of Bangladesh	Chandra Shekhar Shaha
	3. Towels (Gamcha) : The Weavers and Weaving	Shaheed Hossain Shamim
	4. Preparing a Documentary Film on the Life Styles of the <i>Khumi</i> Ethnic Community of the Chittagong Hill Tracts	Shuvashis Chakma
	5. Documentation of Natural Dyes Used in <i>Chakma</i> Dress	Kabita Chakma
	6. Preservation and Development of <i>Monipuri Adibashi</i> Culture in Bangladesh	Ananda Mohan Sinha
	7. Development Potentialities of Handicrafts of the <i>Bawm</i> Ethnic Communities in Chittagong Hill Tracts.	Aung Sui Ching
	8. Livelihood of <i>Khiang</i> Ethnic Communities.	Suvashis Chakma
	9. Empowering the Women and Adolescent Workers of Silk Factories of Exercise the Potentiality of the Workers and Silk Factories.	Salima Sarwar
<b>h) Technology based Research</b>	1. Development of an Appropriate Production Technology for Low Cost Water Purifier	Arif Mohiuddin Sikder
	2. Indigenous Appropriate Technology : The Innovation of a Multipurpose Wood Plainer	Khandoker Rafiqul Haque
	3. <i>Palli Tathya</i> : Development of a Sustainable Rural Livelihood Information Network	Ananya Raihan
	4. Poverty Alleviation through Utilizing Natural Resources and Conservation of Natural Resources	Bashir Ahmed
	5. Technology Development for Making Sand-based Bricks (Blocks) for Employment and Empowerment of Sand Workers	Abu Sayed Ahmed
	6. Motivating the Small Farmers to use Smart and Portable Pocket Maize Sellers.	Md. Abdullah
	7. Mamun Auto Lamp	Md. Manjur Hasan



Project Categories	Name of the Project	Name of Researcher
	8. Empowerment and Employment of the Sand-Workers Through Making Environment Friendly Concrete Bricks (Blocks)	Abu Syed Ahmed
i) Capacity Building	1. Participatory Research on Seasonal Dimension of Rural Agricultural Poverty and Survival Strategy of the Rural Poor	Md. Bodiuzzaman
	2. An Anthropological Study to Understand and Analyse Poverty in Chalan Beel area of Bangladesh	Md. Matiur Rahman
	3. Socio-economic Condition of the Stone Labour in Bangladesh	Md. Jasim Uddin
	4. A Participatory Action Research Involving the <i>Benarasee</i> Weavers of Habu Chaurahat to Improve their Livelihood Condition	Mamun-ur-Rashid
	5. An Explorative Study on the Traditional wood-collecting Community ( <i>Bawali</i> ) of Sundarban Reserve Forest	Shekhar Kanti Roy
	6. Bhashantek Slum as in the Memory of its Dwellers	Md. Enamul Haque & his team
	7. The Effect of an Alternative Primary Health Care Model on the Health Seeking Behaviour and the Socio-economic Survival Factor of Indigenous People of Bangladesh	Saifur Rahman Tarik
	8. To Study and Prepare an Investigative Report on the Condition of the Low Cost Restaurant on a Participatory Basis	Md Hasan Mahmud Khan
	9. A Pre-Research Activity to Generate PAR Agenda Involving the Salt Labourers	Sharifuzzaman Aga Khan
	10. Upgrading the Primary Designs of Traditional Cloths of the <i>Chakma</i> Community as well as Improving the Economic Conditions of the women involved in Making Cloth : A Pre-research	Kabita Chakma
	11. Poverty, Violence and Migration of Women to Urban Areas	M.I. Nahil
	12. Self-reliant Health Services for the Poor : A Pre-research	Rezaul Amin
	13. The Case Study of Income Mobility : Finding Ways of Alleviating Poverty	A.K. Iftekharul Haque

Project Categories	Name of the Project	Name of Researcher
	14. <i>Satranji</i> (floor mat) of Nisbedganj (Rangpur) : Growth and Potentialities	Sayma Nazneen
	15. Action Research on Participatory Planning for Improved Sanitation : The Case of a Remote Village in Manikganj District	Surovi Camelia
	16. Poverty, Development and Migration : Capacity Building of Young Researchers	Imtiaz Ahmed
	17. A Study of the Imminent Disempowerment Process of the Female RMG Workers in the Post MFA Period	Md. Akhter Hossain
	18. Role of Rural Women in Poverty Alleviation : A study of two selected villages in Naogaon District	Kanij Fatema Kanon
	19. Strategies of the Low Income Group for Promoting a Better Standard of Living for their Next Generation	Kazi Sameeo Sheesh
	20. Participatory Action Research on the Vulnerable Female RMG Workers to Strengthen their Coping Strategy for better Livelihood in the Face of Probable Loss of Employment	G. M. Suhrawaardy
	21. Participatory Action Research (PAR) with Low Cost Restaurant Workers to Improve their Condition	Md. Hasan Mahmud Khan
	22. Poverty, Development and the <i>Santal</i> Community : Dilemma Caused by Different Identity	Md. Atique Rahman
	23. Popularization of Mushroom Cultivation for Poverty Alleviation	Md. Haroon-Ur-Rashid
	24. An Assessment of Organisational Activities on Drug Seller and Consumer Street Children of Dhaka City.	Niloy Ranjon Biswas
	25. Poverty Reduction Strategy for the Potters and the Landless People: "Unlocking the Potentials vs. Ignoring the Potentials"	Azmal Mahmud Khan & his team
	26. An Assessment of Socio-Economic Condition of the Street Children and any Benefit Affirmed by PRSP A Sociological Research.	Monisonkar Sarker & his Team


Project Categories	Name of the Project	Name of Researcher
	27. Students Exchange Programme: Culture, Lifestyle and Values.	Project Coordinator Suraiya Begum
	28. Creating Women Animators:3 months fellowship programmes for women in marginalized communities	Project Coordinator Suraiya Begum
	29. Tin Bigha- Too far for foreigners in own land	Md. Amirul Islam
	30. Impact Assessment study on <i>Rishi</i> Community in Satkhira	Coordinator Suraiya Begum
	31. Right to Information (RTI) with the Rural and Urban Marginalised Communities	Suraiya Begum
	32. Enabling Collective Self-Enquiry, Self-Determination and Capacity Building of Socially Excluded Communities.	Suraiya Begum
<b>j) Basic Research and Others</b>	1. Mapping Out Poverty Stricken Areas of Bangladesh	A M M Shawkat Ali
	2. The Perpetuation of Dowry as a Social Practice in Bangladesh	Nasreen Khundker
	3. Indigenous People of Bangladesh : Nature of Focus at the National Level	Shanjeeb Drong
	4. Research on Selected Poverty Stricken Areas in Bangladesh	A M M Shawkat Ali
	5. Poverty and Development : A View from the Women and the Indigenous	Amena Mohsin
	6. An Understanding of Poverty and Dignified Fulfilling Life	H.K.S. Arefeen
	7. A Participatory Study of the Socio-economic Status and Right Awareness of the <i>Bhagobeneys</i>	Ashoke Kumar Das
	8. A Study to Evaluate the State of 11 Marginalized Communities ( <i>Sannyasi, Santal, Rabidas, Sweeper, Khumi, Bawm, Munda, Rishi, Baghdi, Garo, Kewra</i> ) which have been RIB Research Areas	11 Projects Supervised and Coordinated by RIB Secretariat and Staff
	9. Access to Justice through State-led Rural Justice System in Bangladesh: A Case Study in a Union Parishad	Md. Zahidul Islam





# Summaries of Projects and Activities





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RIB's Santal Animator Group in Rajshahi

# 1. Community-Driven Innovative Approaches in Agriculture

**Md. Korban Ali**

Three innovative approaches that were followed : (i) production of cereal and high-value crops by the landless and marginalized farm households in leased land; (ii) organizing community rice banks and (iii) establishment of community seed banks in the poverty and seasonally food insecure-prone Nilphamari district, have started yielding result in terms of improving household food insecurity and seed-sovereignty. All these innovative measures are the outcomes of consistent practice of participatory action research (PAR, locally called people's research) by the men and women of landless and marginal farm households. A brief description of the approaches and how it works for these disadvantaged households in overcoming food insecurity and seed-scarcity are mentioned here.

## ***Improving Food Security Through Leasing Agricultural Land***

Landlessness is a major problem of many rural households who can't produce food and vegetables for family consumption. Large farm households who have surplus land want to lease-out a portion of their land. On the other hand, absentee land-owner also prefers to lease-out whole or part of their land on seasonal or yearly-basis. Landless and marginal farm households have sufficient experience in producing crops but can't do that even on leased-in land due to cash problems. RIB helped some of these households in leasing land, mostly on an annual basis. So, these farmers were enabled to grow two rice crops and one winter vegetable in their leased-in land. One condition under which these farmers agreed was that they will deposit one-third of the rice produced to the rice banks as initial stock which will also be used for distribution among them during seasonal food crisis. Vegetables grown during winter season will be used mostly for family consumption as well as also for selling in the local market. This approach of leasing land and use by the landless and marginal farm households has improved food security situation of the participating farmers. Based on this experience RIB is trying to institutionalize land-leasing system by the landless and marginalized households on a sustainable basis.

## ***Community Organized Rice Banks***

In Bangladesh, seasonal famine-like situation prevailed in many northern parts of the country (greater Rangpur region) from mid-April to mid-June and mid-September to mid-November each year. During these periods the poor households suffer from acute deprivation caused by lack of purchasing power mainly due to severe employment scarcity. During these months serious form of seasonal food insecurity appears in these ecologically vulnerable and economically weak parts of the country, primarily caused by employment and income deficit before harvest of Transplanted Aman Rice (Wet Season Rice) and Boro Rice (Dry Season Rice). As almost all land is covered by rice crops and all field operations are completed, demand for agricultural wage workers reduced drastically thus the households who depended mostly on agricultural wage faces serious unemployment causing starvation of different intensities. Marginal and small farm families also face similar situation. To overcome prevailing seasonal famine-like situations, these households adopt various coping strategies such as selling essential household assets (including livestock and poultry), taking cash and kind as loan from the local money lenders who charges exorbitant interest(10% per month), selling labor in advance with very cheap rate that turns them to a kind of *bonded labor*, temporary migration of family members to other parts of the country in search of employment, reducing number of meals taken per day, reducing expenditure on areas such as clothing, etc.. With the objective of providing rice to these families as loan with no interest during periods of seasonal food scarcity which the recipient families will return at harvest season when employment is available and price of rice goes down, a number of community-organized rice banks are now in operation in Laxmichap Union of Nilphamari District. Research Initiatives, Bangladesh (RIB) is supporting this approach of organizing and managing rice banks by the community members themselves. Establishing

rice banks have helped the very needy households to become free from indebtedness to the money/rice lenders, retaining household assets and free from becoming *bonded labor* through selling advance labor as well as reducing starvation during lean seasons.

### **Community Driven Seed Banks**

The Community-driven approach i.e. establishing seed banks for the farmers is taking shape in the same district. Availability of quality, pure and reliable seeds has become a major concern for the farmers,



*Inauguration of paddy and seed bank*

especially for the small and

marginal farmers. Most of the farmers used to save their own seed routinely from one harvest to the next. The seeds of traditional crop varieties began losing its ground during sixties with the launching of Green Revolution technologies (high yielding varieties, chemical fertilizers, pesticides and irrigation). The traditional crop varieties consume low water from the soil, resistant to pests and more adaptable to environmental stresses like drought but giving low per unit yield compared to high yielding modern varieties. So, we are facing a dilemma, whether to cultivate low-yielding indigenous local varieties for bio-diversity conservation or to cultivate high yielding modern varieties for feeding the increasing population. However, by now, most of the farmers in Bangladesh cultivate high yielding modern varieties of cereal crops (rice and wheat) despite serious depletion of ground water, degradation of soil and bio-diversity. There exist almost no scope to abandon cultivation of high yielding modern varieties by countries like Bangladesh but we have to restrict ourselves to adopt technologies that cause further damage to the bio-diversity and environment. We must remember that our planet have already lost 75% of crop diversity between 1900 and 2000. Over the years farmers of Bangladesh become heavily dependent on external seed sources, especially for the high yielding varieties. Seeds obtained from national and multi-national companies are very costly and unreliable as far as its yield is concerned. Many farmers of Bangladesh already suffered heavy losses due to faulty seed materials sold by some of these seed companies. Except hybrid varieties, seeds of all other high yielding modern crop varieties can be grown by the farmers themselves with little training and practicing improved management. This will make them more seed-sovereign, reduce dependence on external seed sources and can also be a means of income generation through marketing surplus seed. Two community-organized and managed seed banks are already in operation in Nilphamari district, one in the Laxmichap village of Sadar Sub-district and other one in the Kashiram village in Saidpur Sub-district. Scientists from Bangladesh Rice Research Institute (BRRI) and International Rice Research Institute (IRRI) are supporting these community groups through training and seed storing/preserving materials. RIB has also helped in organizing these seed banks.

Successful use of leased-in land, community rice and seed banks have already started yielding benefits to the stakeholders. Up-scaling these innovations will bring more needy people under its umbrella. These innovations can also become the paths of technology dissemination for the disadvantaged households.



## 2. People's Initiatives, Labour and Advocacy

### Utpal Kanti Khisa

Research Initiatives, Bangladesh is promoting a participatory action research project, titled “People's Initiatives, Labour and Advocacy” in the Khiang community. This project started in July 2011 at the Gunguru Mukh Para, West Gunguru Para and South Dalbania in the Sadar upazila in Bandarban district and the Chandonais Upazila in Chittagong district of Bangladesh.

In the greater Chittagong Hill Tracts, some microscopic ethnic minorities are dwelling there from historic times. The Khiang is one such community. A local estimate of Khiang people puts them around three thousands and five hundreds in 2000. Around 200 families are living in the current project area. The Khiang community people dwell mostly in Bandorban and Rangamati hill district of Bangladesh.

Basically, the Khiang community people are Buddhist. But some Khiang families have been converted to Christianity very recently due to poverty. They are living with their traditional Jum cultivation.. They are living at these respective villages for more than two hundred years. After the independence of Bangladesh, especially in 1975, many significant changes has come in their Jum cultivation, culture and life. Most of Jum land of the Khiang community has already been grabbed by the settler Bengali community and that is the main threat to their present life, occupation and culture. They are deprived from access to education, health and other service programs of government. So, their Jum and Jum related occupations are being lost gradually. Now, most of the Khiang families are depending on earning through day labour..

During this project period, RIB had undertaken some activities due to community expectation and participation regarding their livelihood development aspects. Focus Group Discussions (FGDs) were conducted in the initial stage. A series of PAR group meetings have been conducting till now. A lot of issues have been pointed out regarding their present life and occupational crisis. According to their opinion, these are the main problems in their localities; i) land crisis, ii) lack of awareness regarding rights and govt. services, iii) lack of money, iv) lack of employment, v) lack of unity, vi) lack of administrative support, vii) lack of legal support and viii) lack of safety of life, ix) environmental crisis due to brick field, etc. Here one significant thing is that hilly Khiangs in CHT live in better conditions than the plainland Khiangs in Chittagong due to geo-political environment in the two areas. The FGD's participants in plain land addressed that they are always living in fear because they are co-existing with land grabbers. Mr. Sagyo Khiang said that he has lost a lot of land and money only for land grabbing related problem. He was in jail for that. But he is suffering from this problem still.

In the PAR group meetings, the participants discovered that lack of awareness is the big problem for their development. Miss Hla Kroi Prue Khiang said that “my observation is that lack of money or land crisis is not our main problem, our problem is lack of awareness. Only for that we have no social unity. So, we are becoming poor and landlessness day by day. In spite of that I am trying to do more for the community development but the problem remains, I am a woman. I have no allies who can fight with me against internal and external barriers of progress. Actually we need awareness and training first”.

RIB conducted a training program on Participatory Action Research method regarding these concerns. Some peoples said that this training is really useful to them for their proble- identification and articulation. After training, the participant's realization is that they are becoming more marginalized than before not only for external state-racial hegemony but also due to internal personal selfishness related barriers. It is mentionable here that 3 PAR groups were formed in the respective villages and all of these groups are continuing to try to understand and take further action for better livelihood development, although it's at a preliminary stage still.

### 3. Right to Information (RTI) with the Rural and Urban Marginalized Communities

**Suraiya Begum**

RIB started 5 research projects in 2011 with the fund received from DGIS. “*Right to Information (RTI) with the Rural and Urban Marginalized Communities*” project is one of these five projects. The aim of this project was to spread awareness and working knowledge about RTI among marginalized communities, students, indigenous people, development worker and women. With this goal in mind, a two day workshop with thirty participants from all over Bangladesh was carried out from 13-14 September 2011. The workshop was conducted by Suraiya Begum, Assistant Director at RIB. Ten eager participants from this group were later appointed as RTI Animators. These animators worked with different communities such as with *Rishi, Mahato, Barman, Harijan, Santal*, university students and with women.

With the project nearing its end, all animators presented their finding at RIB office on 27 March 2012. Their success stories and challenge issues were equally represented.

These animators enumerated that during the project period they have submitted in total 141 applications asking for information, utilizing the RTI Act. The information asked for covered a wide range like the Government safety net programme, *Khas* land, education, health facilities provided by upazila health complexes, roads and land information of corresponding areas etc.

Animators illuminated that through this project they have achieved a better acknowledgement in their work area and has gained better access to government offices. Moreover they have learnt that not having necessary information, though a deceptively simple problem, can create a lot of problems in society.

In the end, they provided their recommendations about how RTI act can be modified to be more useful and better suited for the community.



**RIB'S staff in front of Information Centre of RIB in Saidpur**

## 4. Mothers' Association

### Kamunnahar

In our country, a number of initiatives have been taken by the Government and Non-Government side to enroll all the children in educational program although children from many marginal sections of our society are deprived of opportunities to get education. Taking the reality into consideration, Research Initiatives, Bangladesh (RIB) undertook a research to develop a model that would attract such children to learning and to go to school. On the basis of this model a large number of pre-primary learning centers have developed for nine years throughout the country that is basically featured by 'fun and game approach' with a view to bringing change in aptitude and tendency of underprivileged children and their parents toward school and education. At present, this unique learning model, known as *Kajoli Model*, is being used in over two hundred centers throughout the country.

The key objective of *Kajoli Model* is to set up and drive the pre-school centers through local initiatives and to create opening of friendly pre-primary education for the children from socially and economically disadvantaged families. To attain this very objective and to ensure the sustainability of the *Kajoli Model* based center, Mothers' Associations have been formed or are being formed in each center. At present 45 Mothers' Association throughout the country which are fully operational and another 100 or so are ready to become fully-fledged soon.

#### **Objectives of Mothers' Association**

Arranging meetings with all mothers, past and present, of Kajoli center's children on regular basis to exchange their views and experiences as well as to discuss their activities.

Creating a sense of ownership among the mothers about Kajoli centers and to undertake activities to ensure the sustainability of those centers.

Discussing ways and means to strengthen the institutional foundation of those Mothers' Association.

Electing office bearers to undertake different responsibilities for the Association.

Discussing measures to generate income for the association, this among other things, will pay for the teachers' remuneration.

#### **Programs of the Mothers' Associations as follows**

Arranging meetings on weekly or monthly basis to exchange their views

Saving certain amount of money on weekly or monthly basis and some associations have taken initiatives to open bank account to ensure the transparency of organizational transaction and to avoid ambiguity.

Raising money and paying teachers' honorarium.

Mothers' Associations have formed executive committees and some Associations already have formed some principles to run their association properly.

Some Associations have started income generating activities by making use of their savings. Such activities include cattle rearing, goat rearing, setting up Nursery, cultivation of paddy, loan activities etc.

#### **Future Plan of Mothers' Association**

Continue to raise fund through members' savings and after having certain amount of savings it will be invested for income generating activities like cattle rearing, goat rearing, sewing training, Kantha

(quilt) stitching training, cultivation of paddy, tree plantation, establishing nursery for saplings, buying van, rickshaws etc.

Utilize the certain amount of profit from those income generating activities for development of Kajoli centers.



### **Success story**

Some Mothers' Associations are running their activities successfully and they are discussing about their future activities among other members of their associations. For example, Dokhin Bahagili Gadra Para Kajoli model Mother's Association

*Mothers Association members gather together in support of building a new centre in a village*

established in 2007. Already they have bought 4000 kg paddy by using 50,000 taka. They also have savings of 6000 taka. Already this association and RIB have built Kajoli center by combining forces. Now this association have taken initiatives to improve their own economic condition by taking sewing training.


The important feature of Kajoli center is that community people are very interested about these centers. Especially since Mothers' Associations have always taken care of their own centers and taken necessary steps that are very positive and promising. RIB has committed itself to seek and obtain outside support to boost the efforts of the associations. RIB believes that there is scope to help the Mothers' Associations to become self-reliant in the shortest period of time so that their members may not only help improve their own economic conditions but also help the smooth operation of the Kajoli Centers in their respective areas. This will help maintain the ownership of the Kajoli Centers within local communities and at the same time bring local communities and the communities at large to come together to advance the common objective of promoting "education for all" in Bangladesh.





# RIB's Recent Projects





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Learning visit by field supervisors of Rohingya camps to Kajoli centres in Khagrachhari

# 1. Empowering the Disadvantaged in Bangladesh Through Access to Justice by the Right to Information Act (RTI)

## Suraiya Begum

The “Empowering the disadvantaged in Bangladesh through access to justice by the Right to Information Act (RTI)” project is funded by Rosa Luxemburg Stiftung and started its proposed three year long journey in 2010. It aims to initiate, through different methods, a process which leads to a higher awareness of affected disadvantaged parts of the population about different forms of exclusion and discrimination. Through the use of the “Right to Information Act” (RTI-Act) in Bangladesh, these groups aim to establish a better access to information provided by government institutions and other organizations to improve their assertiveness to gain equal rights and services. This project aspires to empower these disadvantaged groups (i.e. marginalized and Adibashi community, women, labour and students group etc.) through access to justice by awareness generation and implementation of the Right to Information Act (RTI).

In this project, eleven PAR groups were formed. Five groups from marginalized communities and six PAR groups consisting of women, labourers and students from the mainstream (Bengali) community are involved:

- One PAR group consists of the members of the Bedey community (river gypsies) in Louhojong upazilla in Munshigonj district.
- One PAR group is from the Rabidash community in Saidpur upazilla in Nilphamari district.
- Two PAR groups were formed in the Chakma community in Sadar upazila in Khagrachari district. One of these groups consists of students and women, and the other one is a mixed group in the Chakma community in Khagrachari.
- One PAR group was formed in the Santal community in Godagari upazilla in Rajshahi district.
- Six PAR groups were formed consisting of women, labourer and students from the mainstream community. Within these six PAR groups, three groups are situated in Dhaka and another three in Saidpur upazilla in Nilphamari district.

### Implemented activities

#### 1. Conducting the Baseline Survey

The baseline survey was conducted in the indigenous communities of Bangladesh. These communities are disadvantaged sections of the society particularly in terms of access to information and basic services of the state. The survey covered two indigenous communities: the *Chakma* and the *Santal*. 100 *Chakma* households were interviewed from *Khabangpharia* village under *Khagrachhari* district representing the indigenous communities in the Cittagong Hill Tracts (CHT) and 100 *Santal* households were interviewed from four villages of *Mohonpur Bandhara*, *Ramnagar*, *Amtolipara*, *Joyda Adharpara* of *Kakon* Union under *Godagari Upazila* of *Rajshahi* district representing the indigenous communities in the plain regions of the country.

#### 2. Residential training workshop

RIB conducted a five day long residential training workshop for animators' skill development on the process of problem identification, articulation and formulation through RTI law and Participatory Action Research (PAR) methods at the RIB headoffice in Dhaka from 28 May to 02 June 2011. All animators of this project participated in this workshop, which was facilitated by Project Coordinator Suraiya Begum and Field Coordinator Utpal Kanti Khisa. During this workshop lively discussions on RTI law and related constitutional rights, RTI application writing, submission, follow-up and process documentation evolved.

### **3. Application submission and follow-up**

Animators of this project are working with their communities to create awareness and instill confidence in the people that they can use this law to achieve actual results and without fear of reprisals by authorities or local elites. Communities have sought information from the authorities on government Social Safety Net (SSN) programmes for the poor, availability and distribution of government-owned land, government health services including the list of medicine the health clinics were supposed to distribute free of charge scholarships provided by the government for students from the poorer families, services provided by the government for youth development, rules for opening bank accounts, government rules for the employment of sweepers and other menial laborers, the government's rural electrification scheme, the government's veterinary services, the inclusion of names on voters' lists, provisions of agricultural services including fisheries, etc. Until December 2011, a total of 496 applications has been submitted through 11 groups from the five project areas. Among these applications, 137 cases have been answered, 68 appeals have been submitted and 13 complaint letters to Information Commission have been submitted. The RTI-Act is gaining popularity and credence among common people and day by day people are realizing the inner strength of this Act.

### **4. Process documentation**

The process of documentation is going on locally at the field level and also centrally at the RIB office in Dhaka. This process will be helpful for local and central RTI resource centers. The final output of the process documentation will be the publication of a comprehensive report that will help future researchers to know about the early days of RTI implementation in Bangladesh. The documentation will include group meeting minutes, success stories, RTI applications, results etc.

### **5. Setting-up RTI resource centre and follow-up**

This project's follow up work includes the set-up of one new RTI resource centre at Khagrachari, one at the RIB office in Dhaka and the continuation of two old local resource centers in the field. One is in Beday community in Lohojong upazilla in Munshigonj district and another one is in Saidpur upazila in Nilphamari district. The aim of building a resource centre is simple: These centres will act as information kiosks for the communities. They will offer the necessary know-how on submitting applications, and will provide the addresses of the appropriate authorities. Moreover, people will also learn how the information received in this way can be utilized for their betterment. These centers will also act as a discussion centre for the community. They will play a vital role in the follow-up procedure and will help to solve different magnitudes of problems that may arise after the applications are submitted and will ensure and support follow-up processes. The resource centers will also document the complete RTI process and its growth over time.

### **6. Skill Training Workshops within Target Groups:**

RIB uses the "Gonogobeshona" (Participatory Action Research) method for building awareness among the socially disadvantaged people regarding the RTI Act of 2009. Under this project, a "skill training workshop" was arranged for the target groups the Santal Community in Rajshahi, the Chakma in Khagrachari, the Bedey in Munshigonj, the Rabidash community in Saidpur, women, labour and students from the mainstream community in Nilphamari and Dhaka.

At the beginning of the workshop, experiences of the RTI pilot project were discussed. Problems faced at the initial stage of the RTI project and the later successes were also shared in these workshops. A detailed discussion about this Act, its implication and advantages took place among the participants. As a result the participants concluded that it is the people, who have the true power to implement this Act.

One of the most important aspects of this workshop was to identify the main problems of the localities caused by the lack of or inaccessibility to information. The primary problems that the participants identified include:



- Corruption in job appointment,
- Corruption in implementing different government projects,
- Not getting the benefits of government initiated SSN programmes,
- Construction and reconstruction of roads not launched timely,
- Problems faced by the farmers in accessing agricultural facilities,
- Lack of Medical facilities in government hospitals,
- Lack of pure drinking water for the poor,
- Corruption in land mutation process,
- Unemployment problem,
- Corruption in following quota system in education,
- Racist mentality of officials in providing government facilities,
- Corruption when providing stipends to students, particularly students with disabilities
- Untouchability
- Gender violence

These problems were analyzed in a participatory way and the outcome was that, inaccessibility to information was the root cause behind these problems. With the help of RIB officials, animators divided the participants into 3 to 4 groups where participants were taught how to write RTI applications. An effort was made in these workshops to enable the participants to better identify problems, to improve their articulation, and to learn how to write RTI applications, appeals and complaints correctly.

### **7. Animator's Monthly Activities and Reporting Process**

It is the animators' responsibility to facilitate various field activities properly. Animators are usually selected from the groups and areas within which the RTI activities are being conducted. Being a member of the vulnerable or disadvantaged communities an animator can better understand the problems of the respective communities and how the RTI Act can be beneficial towards empowering the socially disadvantaged groups of Bangladesh.

One PAR group is formed under the leadership of each animator. Animators are expected to hold two meetings a month with their group. The task of the animators is to motivate and to moderate the groups. It is also the animators' responsibility to raise the group members' awareness about the RTI Act, and to instruct the groups on how to write RTI applications, appeals and complaints. In every meeting, members of the groups identify the problems of their localities and the authorities to which they want to apply for release of information. They also have follow-up discussions on issues from previous meetings.

### **8. People to people exchange visit**

The aim of people to people exchange visit is to encourage sharing among RTI activists of all regions of Bangladesh so that those who face a problem can get help from other similar experiences. Keeping this in mind, a workshop was arranged from December 27-29, 2011, in the Santal community of Rajshahi. A total of 12 people, including the animators, his team members and RIB personnel, went to Rajshahi for this workshop. Local animator Bhagabat Tudu helped arrange this workshop. 49 respected villagers were present in this meeting.

Amtali village of Godagari upazila, in Rajshahi division was selected as the meeting place where the regional coordinator organized this workshop. The discussion started at 10am and finished at 2pm in the afternoon. It became clear during the discussion that the *Santal* community severely lacked information. Many things happen in their area, but the *Santals* rarely have any knowledge or information about those events and become passive onlookers in their own surroundings. This runs counter to any empowerment process. Keeping this in mind, the animators discussed among themselves how the RTI

Act can be utilized properly to get sufficient information. Animators and their group members also shared their success stories about RTI which uplifted the mood of the whole group.

The people to people exchange visit has helped everyone to understand their capacities and limitations. It has also shown the participants ways to overcome those limitations through the correct application of the RTI Act.



*RTI meeting at Saidpur*

### **9. Exposure Visit to India**

An exposure visit to Kolkata, India, was arranged to further enrich the experiences of the project animators. Mr. Subrata Kundu, Director, Development Research

Communication and Services Centre (DRCS), was the contact person in Kolkata.

At DRCS there was a sharing meeting of Bangladeshi and Indian practitioners in the field of RTI. RIB prepared a multimedia presentation on chronological RTI activities in Bangladesh. This presentation was discussed in depth and successfully created a positive curiosity about RTI practices in Bangladesh.

The meeting with the West Bengal Information Commission was important for many reasons. It gave the participants a chance to know how the Indian Information Commission executes complaints and appeal through the RTI Act. The Commission emphasized much on pro-active disclosure in this regard.

Further participants have learnt about Santal ethnicity in India during the DRCS field visit to Bolpur. Through the Nodal Agency they came to know that RTI training has already been incorporated in all training schedules of Indian government offices so that every authority gets to know about the Act and can apply it in their respective field.

This exposure visit has played a crucial role for the participants in understanding RTI and its nuances clearly. It was emphasized that this Act can play its people-friendly character only if the Information Commission holds a firm and uncompromised position. Voluntary assistance can play a key role in dissemination of awareness and application of the RTI Act. The role of advocacy should be emphasized further in the future.

### **10. Publications**

Four newsletters, two leaflets, three posters, two booklets and two festoons have been published within the second year of the project period. The manuscript of one booklet is currently in the final stage before publication and has been sent to people of different areas for their opinion.

The festoons were based on the idea of supply side-demand side interaction. Many important themes of these two layers were highlighted in these festoons. The right of common people to be under the government safety net programme was the topic of the poster. The leaflets depicted RIB's RTI website and helpline. The publications will further disseminate awareness and information about RTI and will play a key role in raising people's interest about this law.

### **11. Opening of RIB's RTI Website & Helpline for implementing the RTI Act**

Research Initiatives, Bangladesh (RIB) has launched a RTI website and helpline so that people can use the RTI Act accurately and can meet their queries about this Act. The launching ceremony of the RTI



website and helpline was held on 9 February 2012 at RIB's Banani office. Dr. Sadeka Halim, Commissioner of the Information Commission of Bangladesh was the chief guest of that programme. RIB chairman Dr. Shamsul Bari presided over the event and RIB staff Purabi Halder gave a presentation on the RTI website and helpline. RIB's RTI website [www.rib-rtibangladesh.org](http://www.rib-rtibangladesh.org) is an interactive website. RIB has also established a RTI helpline. Anyone may ask for information and take the help of the helpline during office hours, except on weekends and government holidays. **The helpline number is 01766-194571.**

Creating the RTI website and helpline was a very important step towards further implementation of the RTI Act in Bangladesh. The interactive nature of this website will ensure that common people can easily benefit from it. The RTI helpline and website will work in further progressing Right to Information Act in Bangladesh and at the same time it will ensure people's participation.

### **Findings from the project**

The most challenging part of RTI is the process of familiarizing the masses with the regulations of the Act. The exclusive aspect of this Act is that if people are not familiar with it, they will not use it. If people do not use this Act then all the good things it can bring forth will remain undiscovered forever. But encouraging people to use the Act is not easy. People want instant results. The RTI Act yields result, but a certain amount of time is needed to achieve them. But it is also true that once success is achieved, it becomes easier to get people interested in this Act. As a result information activists can also be engaged easier. There is a general need for a project that will work on the RTI Act for a prolonged period of time so that its sustained effects can be displayed. We believe such project should be carried on for at least five years in order for the grass root communities to have enough time to gather sufficient knowledge about this law and get comfortable in utilizing it in their day to day life.

Government level efforts in disseminating this Act are unsatisfactory so far. Proactive disclosure is a concept that government officials are still unfamiliar with. In most cases "Designated Officers" are not properly trained. All these factors create complications.

The RTI Act of Bangladesh, as a law, is a well prepared law. But its effectiveness strongly depend on the neutral and strong role played by the Information Commission, as well as on the people.

The supply side (government) is showing better attitude to a continuously more participating demand side (people). The authorities now give information more easily but it has also been noticed that only the simpler information is readily provided, while the process of gathering information slows down as the nature of information asked gets more complicated.

Generally the Information Commission needs to be continuously reminded to become more people friendly.

This Act is used by marginal communities through information activists for individual benefit as well as to establish transparency and accountability of public institutions. Information activists play a key role in this regard. Information activists in disadvantaged communities are trained to identify and prioritize needs for information in the community through participatory processes. They also assist the communities to develop a strategies to secure such information needs.

The key to success is the ability of the layperson to identify problems, write applications accurately and follow the required procedures up to the end. Trained animators at the grassroots levels have provided support in this matter.

The RTI Act can play an important role in systematizing the state system of Bangladesh. Few people knew about RTI Act before the launch of the project in 2010. Slowly this situation is changing. RIB, together with other organizations, is playing a positive role in this regard.

## 2. Working with Refugees: the pilot phase

### Mobassherul Alam

After being recruited as Regional Coordinator, I began working in the Rohingya Refugee Camp in early August in 2011. On 6<sup>th</sup> August 2011, a team of four persons consisted of Senior Program officer Suraiya Begum, Education Coordinator Saifuzzaman Rana, Field Assistant Rashed Sarwar and I, visited the Refugee, Relief and Reparation Commissioner's office in Cox's Bazar to get permission to get into the two camps in order to start our activities. Before that we had an agreement with UNHCR to conduct a 6 month pilot project consisting of running an early childhood learning project and community mobilization through Participatory Action Research with refugees from Myanmar in the two official the camps of Nayapara in Teknaf and Kutupalong in Ukhiya. At first, we met many people, discussed in general about the camp situation, and collected their contact information. Although it was raining cats and dogs, we were able to talk with 15 to 20 groups of children and women in different blocks of Kutupulong Camp and make them understand about the pocket board and other materials of Kajoli Early childhood learning centers. We also explained the rationale of our visit and RIB's proposed activities in the camp (The Early Childhood Learning and Participatory Action Research). Later we met with three key persons who agreed to help us to promote our ideas in different blocks in the camp.

Our activities started in this way. Here, I shall elaborate on the Groundbreaking exercise, Kajoli model, Participatory Action Research (PAR) and Interactive theatre. Apart from these, the publication of a Newsletter, and holding of two Children fairs will be discussed as well.

#### **Groundbreaking activities:**

The day after our first visit to Kutupalong camp, we visited the Nayapara camp. We tried to meet with the Camp in Charge, but he was on leave. Then we discussed with the assistant of Camp in Charge, who informed us about the Block Management Committee (BMCs) and the Camp Management Committees (CMCs) to which refugees were nominated to help run their daily affairs, and other rules and regulations that RIB must pursue in order to work in the camps. We were lucky enough to find a group of 30 people participating in training on nutrition and hygiene by ACF, another NGO. We requested the trainer not to let them go until we introduced ourselves to them. After the training session, we were able to meet with them and as in Kutupulong we explained our purpose in the camps. At first, they did not care to listen to us but when we demonstrated the pocket board (learning material for children in the early childhood learning) then they were happy to see how the children learn things with pleasure.

When we met with the Camp in Charge (CIC) of Kutupalong and discussed the overall situation of the camp, we realized that he had already been informed of the reason of our entry in the camp and of our intention to select some teachers for Kajoli centers. He had informed some girls from different blocs in the camp and asked them to come and talk to us. We informally interviewed the girls and asked them to write something down about themselves. The next day a similar visit was made at Nayapara Camp where the CIC of the camp agreed to see us in the afternoon. In the meantime, we were introduced to the CMCs and BMCs in the UNHCR office. It was a useful contact as we could explain our purposes and planned activities to them and they then agreed to spread the word in their respective blocks.

In the groundbreaking exercise, we were able to achieve what we wanted. We directly spoke with 100 people in different groups in the two camps. Generally, most refugees received RIB in a friendly way. However, some of the refugees voiced an allegation about NGO activity in general. They said, *"NGOs say good things at first, but later they harass us a lot. If we criticize them, they complain to Government officials and we get punished. There are many programs which does not benefit us, because they don't try to understand our problems."*



At first, RIB decided to introduce the Kajoli program and other activities through video screening to all interested people especially women and children of each camps. Information was also given to all relevant Camp and NGO officials as well as the UNHCR. The demonstration at Kutupulong Camp was held on 21<sup>st</sup> August and the demonstration in the Nayapara Camp was held on 22<sup>nd</sup> August. We used the community center and used multimedia projector for demonstration. The presence



of people in Kutupulong were *Beginning PAR Meetings in the Camps* more than Nayapara.

The program in each camp started with a small introduction by Meghna Guhathakurta, the Project coordinator followed by the small introduction of the Kajoli Model by Saifuzzaman Rana. Then a 20-minute video documentary on the Kajoli Early Childhood Learning Centers in Bangladesh was screened after which Saifuzzaman Rana demonstrated the use of the pocket board as well as explained some of the core features of the Kajoli model. There was a question answer session after the demonstration. Some of the children present was asked to participate in the pocket board demonstration, and they found great enjoyment in doing that. This naturally aroused their curiosity as well as encouraged their mothers.

After the demonstration, the refugees became very curious about our Kajoli model and they asked us if their children could be taught in such a way that had been shown in the video. They also demanded the Burmese version of pocket board. They wrote some slips to Meghna and demanded a Kajoli center in each block which meant seven Kajoli centers in seven blocks.

The refugees seemed to be concerned about their quality of life and education and not satisfied with mere survival. This feeling was heightened more in Kutupulong camp than Nayapara.

### ***Kajoli Model:***

After demonstration of the Kajoli Model and other program, we scouted for recruiting teachers. The teachers had to be refugee women. Many young refugees were eager to be teachers. We interviewed them and called them for training. At first stage, we called all of them for training to see who performed well.

Two Kajoli Teachers trainers, one the Education Coordinator, Saifuzzaman Rana and other one Mrs. Dipali Sen were interpreted by the two Cox's Bazar based RIB staff.

There were two parts of the training. One was the basic method of teaching, the use of pocket board, card, blackboard etc. and the other was the social responsibility and community ownership of the Centre. Dipali took the responsibilities of the first one and Rana took the latter one. They worked in two camps by rotation. Finally, after training we had selected six teachers from both camps.

Many women were interested to teach since it was considered to be prestigious to be teachers.

At the time of training they asked about the distribution of biscuits since the general school provided this to the students. But RIB had its own strategy to engage mothers in feeding the children something that was practiced outside, but due to limitation of the camp situation was difficult to organize in this case. We

nevertheless continued to motivate the mothers in this way.

It was very important to note, all the animators and teachers were very positive to their respective duty but all were confused about managing a place for Kajoli. In Nayapara a Kajoli center could be managed somehow, but two more centers were not fixed and teachers who were responsible for the center, was not hopeful and happy with the system of finding Kajoli center in this way. Later, an example was set by some teachers using their own sheds for the purpose of the centers.



*Orientation of Women Refugees in Nayapara Camp*

Details of the Camp based Kajoli centers are given below:

**Kutupalong Kajoli Model Centers:**

Sl no.	Teacher name	Block	Shed	Room	Total Children	Male	Female
1.	Ismot Ara	G	31	1	32	16	16
2.	Shajeda Begum	D	19	5	39	18	21
3.	Rabeya Boshori	D	8	6	40	19	21

**Nayapara Kajoli Model Centers:**

Sl no.	Teacher name	Block	Shed	Room	Total Children	Male	Female
1.	Rojina Aker	E	942	3	30	18	12
2.	Khaleda Begum	P	1125	2	30	11	19
3.	Ismotara Begum	C	836	2	30	18	12

Kajoli centers and the PAR group had been fixed and all the teachers were intending to start their class as soon as possible. So, all the materials (Pocket board, Card, Blackboard, Chalk and Duster etc.) were provided. We were able to make them understand the rule and responsibilities about PAR.

**Participatory Action Research (Gonogobeshona):**

Two trainers Mr. Alauddin Ali and Mr. Abdur Rouf visited Cox's bazaar to facilitate the animator's training as the PAR process started in the camp. We called all the applicants and the trainer were told to select the best one. We put together a successful workshop. All the applicants participated in the workshop and teachers who were supposed to be joined also participated. The entire trainees were in high spirit about their workshop and they were made aware of how to think about their problems and solutions. Apart from

these, they understood that they would be able to work for their own community. Most of the animators were very eager to work for their community as they could raise awareness of their community, so they were committed to their job. They started to collect the members for PAR group and we gave them time to organize. We monitored the process through regular visits.

Six participatory action research groups including two mothers, association had been formed in the camps, three in each camp. PAR groups almost all consisted of men, but in one camp in Nayapara some women joined in one group. The 12 animators, 2 for each group who facilitated discussion of these groups were 67% male and 33% female. . The two women animators helped to facilitate discussions of the mothers association in each camp. They worked alongside male animators. The age groups of PAR members were from 18 to 59 years.

Camp based PAR groups and meetings are given below:

**Kutupalong PAR group:**

Name of PAR group	Number and block of members	Animators responsible for	Day and time of meeting	Place of meeting
<b>Sunrise Research Group (SRG)</b>	30 members from A, B, G and F blocks	Mojibullah, Sayedul Amin	1.Monday (10am to 12am) 2.Thursday (11am to 01pm)	Meeting room of Handicap office
<b>Rohingya Refugee Welfare Group (RRWG)</b>	31 members from A,B, C, D, E, F and G blocks	Mohammed Iqbal, Nurul Haque	1.Sunday (11am to 01pm) 2.Wednesday (02pm to 04pm)	Meeting room of Handicap office/ Block centre of H block
<b>Mother Association (MA)</b>	31 members from C, D, F and G blocks	Mv. Abu Saleh, Khaleda Begum	1.Sunday (09am to 11am) 2.Thursday (09am to 11am)	Meeting room of Handicap office

### Nayapara PAR group:

Name of PAR group	Number and block of members	Animators responsible for	Day and time of meeting	Place of meeting
<b>Social Development Group (SDG)</b>	30 members from B, H and P blocks	Aman Ullah, Md. Sultan	1. Monday (10.30am to 12.30pm) 2. Thursday (10am to 12am)	A private teaching room in P block
<b>Positive Research Group (PRG)</b>	30 members from H and I blocks	Khaled Hossain, Shamsul Alam	1. Sunday (02pm to 04pm) 2. Wednesday (02pm to 04pm)	Block centre of H block
<b>Mothers' Association (MA)</b>	30 members from C, E and P blocks	Kamal Uddin, Rumana	1. Saturday (02pm to 04pm) 2. Thursday (02pm to 04pm)	Meeting room of Handicap office

N.B: Name of the groups and schedules of the meetings were fixed by the animators and members of the PAR groups.

The objective of discussion of the PAR group was directed towards identifying problems and seeking a constructive solution leading to some collective activities. In the short time these PAR groups had existed already, two such activities were carried out. One led to the voluntary cleaning of toilets and road in one block and the other was the collective action to repair the wall of a mosque that had fallen down.

Major Issues that was discussed in PAR groups were :

1. Kajoli Issue:
  - a. Sending the children to Kajoli center.
  - b. Feeding issue.
  - c. Teaching method.
  - d. Separate Kajoli center.
  - e. Facilitating the children from congestion, hot weather, sufficient light etc.
2. Social issues:
  - a. Early marriage and dowry.
  - b. Discrimination in medical service.
  - c. Distribution of Qurbani meat among themselves.
  - d. Building the wall of the mosque.
3. Security Issues:
  - a. Drug addiction and anti social activities.
  - b. Facilities in the camp.
  - c. Activities in the camp.
  - d. Robbery from outside need to proper justice.
4. Solidarity issue:
  - a. They discussed frequently about the solidarity among them.





### **Interactive Theatre:**

***“I was born in Burma, but the Burmese government says I don't belong to there. I grew up in Bangladesh, but the Bangladesh government says I cannot stay here. As a Rohingya, I feel I am caught between a crocodile and a snake”.***

With the above quote in mind, Nishan Saber and two of his assistants ran an Interactive theatre workshop in both camps. It was a fifteen days workshop and the final presentation was staged on the sixteenth day. Around 42 volunteers joined in the workshop, worked together and presented a good performance.

Interactive theatre is a version of the Forum theatre created by Brazilian theatre activist Augusto Boal. It is a technique where groups of actors may adopt a theme concerning their community and develop the scenes in a play scripted by them through interacting with the spectators. The speciality of this form of theatre is that it enhances problem-solving skills in a community unlike other forms of development theatre where the problem is already solved in the script.

When we went to the camps with Interactive theatre the first time, we got few volunteers who were interested to perform at theatre. Later when they understood the process and Nishan Saber acquired the trust of the refugees then they came by the dozens. At first we were not sure whether we would get the participation of women as they tended to be conservative. But once the men were convinced, they started to bring their wives and sisters to the workshop as well. In this way the women felt free to participate as they had the protection of male members of their families. At the same time, we faced some challenges from external stakeholders as well as suspicion that we may be working for the Government. However, the credit goes to Nishan Saber that he managed to dispel such fears and could create a team spirit among the theatre activists. During the final performances, everyone became emotional. The theme in both camps was chosen by the refugees and they decided to enact the horrors they faced which forced them to flee here.

The schedule that was followed by the trainers is given below.

*Rohingya Refugee Camp, Kutupalong, Ukhiya, Cox's Bazar*

*Place: Training center of HI Office.*

Date	Time	Up to	Activities	Tea & Lunch
22.11.11	9.30 am	4.00pm	Introduction	11.00am & 1.00pm
23.11.11	9.00am	4.00pm	Previous discussion & Games of Play	-
24.11.11	9.00am	4.00pm	Games of Play	-
26.11.11	9.00am	4.00pm	Story collection & Discussion	-
27.11.11	9.00am	4.00pm	Story observation, Group Discussion, Games	-
28.11.11	9.00am	4.00pm	Story recognition, rehearsal, Role of animator	-
29.11.11	9.00am	4.00pm	Selecting animator, GroupWise field Observation, Games rehearsal.	
30.11.11	9.00am	4.00pm	Rhythm, Rehearsal, Games	
01.12.11	9.00am	4.00pm	Rehearsal, Discussion on audience behavior	
03.12.11	9.00am	4.00pm	Rehearsal, Role of animator	
04.12.11	9.00am	4.00pm	Rehearsal, Animator & Audience.	
05.12.11	9.00am	4.00pm	Rehearsal, Presentation Ready	
06.12.11	9.00am	4.00pm	Rehearsal, Presentation of Theatre.	
07.12.11	9.00am	4.00pm	Discussion, Correction, Rehearsal.	
08.12.11	9.00am	4.00pm	Presentation, Discussion, End of workshop	

Two newsletters had been published where refugee men and women got the opportunity to write their way of thinking and reveal their vision in the form of poems, stories, drawings. This newsletter showed them a new way of thinking, basically young generations got encouraged with the mode of creativity in the camp.

Two Children's Fair were held in each camp on the 28<sup>th</sup> December 2011 to show case and demonstrate the achievement of the children attending Kajoli centers as well as provide a space for other refugees to express their creativity through theatre performances and songs. Dr. Hameeda Hossain, Vice-Chairperson of RIB was also present in this Fair.

***Challenges and Overcoming Challenges:***

When we started our activities at the camp, it was totally a mission where RIB gave us the responsibility to successfully conduct a pilot project. I as well as my colleagues started full of enthusiasm and finally we succeeded in fulfilling all the goals. Here I shall remember some of challenges we faced and how we surmounted them

- At the first stage, everything was new to us at the camp. Therefore, we had to adjust with this new environment.
- We needed to establish credibility with other agencies, officials and NGOs.
- It was difficult to ensure voluntarism as the tradition of incentives in camp situation is deep seated.
- Constantly clarifying the concept about PAR, Kajoli and Interactive theatre.
- The issue of feeding the children in Kajoli centres was a challenge. It was our target to make mothers of children agree to cook food and later many mothers did come forward to fulfill our goal. Some of them also told us if we could not provide them food, they would not send their kids to Kajoli.
- Starting without insufficient work force as well as difficulty of transportation.
- We had to maintain a standard of our activities because there were many monitoring teams like UNHCR, UNICEF and other agencies who visited us.
- It was a great challenge for us to acquire trust of refugees. They have misunderstandings about agencies. Sometimes agencies cannot fulfill their desired needs; rather refugees had to suffer a lot.
- Besides all these, it was also difficult for us to continue with refugee animators and teachers who had been selected without adequate preparation in a short time.

***Overcoming challenges were possible due to:***

- Proper supervision of higher authorities.
- Taking all these tasks as a mission not a job.
- Enjoying the activities as well as bringing joy to many.
- Clarifying misunderstandings in a calm way.
- Not showing the refugees any higher expectations but explain the limitations.
- Paying attention to their voice and not to direct them.
- Considering refugees as human beings.



### 3. RIB'S Project Activities in North Bengal

Md. Matiur Rahman

#### 1. *Community Seed Bank:*

Seed is the main element of cultivation. Good seed is a must need for better crop. And the bad seed is responsible for the poor production. It is often difficult for the marginalized farmers to buy quality seeds because of lack of money. So the marginalized farmers have to face lack of production due to lack of good seeds. In the past, farmers were used to keep a part of their produced crops as seed for the next cultivating period. But the situation has changed now. Farmers are now depending on the scientists' invented high yielding seeds for the cultivation because of harsh climatic change. So farmers have to buy seeds on a regular basis for cultivating quality crops. Seed sellers and producers always control the seed market. A finding came from RIB-Saidpur Local Survey Program that around 27 seed companies sell their seeds in the Nilphamari market and these companies earn Tk.4 cores (40 million takas) every year. So today's farmers have to depend on seed producers for their necessary seeds. This situation sometimes encourages low quality seed producers to sell their seeds at high price. Government seed producer and marketing company BADC hardly reaches to the marginalized farmers. Private companies do the large trade with the poor farmers. So the farmers often have to face loss because of high price for low quality seed.

It is a big problem for the marginalized farmers and this problem has been taken into high consideration by RIB. RIB has been doing its participatory action research with 15 groups. These groups discuss various problems in everyday life. The problem of having quality seed at a reasonable price is a big one which is considered as one of the sensitive cases. Discussions were made on this issue and it was suggested as the solution for this problem that a community seed bank could be possible to establish for having better and quality seed rather than seeds available in the local market if farmers want. RIB took the groundbreaking decision by supporting the idea and at the same time RIB pledged them to give possible help in establishing such seed bank.

While visiting the Lakkhichap, RIB Chairman was requested by the Gonogobeshoks to take initiatives for establishing a community seed bank. Afterwards, two community seed bank has been established at Kashiram Bel Pukar union of Saidpur and at Lakkhichap Harimandir Math of Nilphamari.

Two local prominent people gave their lands willingly for the establishment of the seed bank. Some costs of materials were borne by RIB and other costs are borne by the Gonogobeshoks.

Around 18 maunds of paddy, wheat, mung bean, jute, mustard and other 12 types of crops seeds have been collected in the seed bank. Seeds which have local demand only were kept in the seed bank. Other high yielding crops from Rice Research Institute, Wheat Research Institute and Agriculture Research Institute have also been preserved in the seed bank. A rules & regulations for the bank have also been set up by making a charter. One who takes seed from the bank has to give back seed to the bank as replacement. This is the main rule for the bank.

#### 2. *Community paddy bank:*

"Monga" is a big problem for North Bengal Because of extreme harsh weather, north Bengal people cannot do anything for managing their daily life. They often have to starve because of lack of food.

So it was discussed by the local 21 gonogobeshok group to take effective initiatives to manage drought time food crisis. Later on it was decided by all to set up a community rice bank. A committee was formed for that purpose on 14 December 2011. The committee took a close look at the Akalugang community rice Bank in the vicinity and tried to find problems facing that rice bank. Afterwards, the plan for establishing a rice bank had been made with suggestion of possible outcomes and setbacks.

A suitable place for the rice bank has also been chosen. Four decimals of land from Prabin Durlav Chandra Roy have been taken for the rice bank. Prabin Durlav Chandra Roy registered his land on 7 December 2011 and gave it for the Lakkhichap community rice bank.

Afterwards, a measurement was made about the total cost for the rice bank. The thirty five thousand taka for sand, wood, bamboo was borne by the members of the participatory action research. And the foundation ceremony of the house for the rice bank was held on 23 December 2011. Around 200 Gonogobeshoks were present in the ceremony. It was also demanded by the Gonogobeshoks to RIB to build another house to collect seeds at the same time. RIB official took the demand seriously and later it was also done. So it was decided to establish a rice and seed bank. Some internal works



*RIB Staff in the Seed bank in Lakkhichap*

such as filling the floor with soil was made by the Union Parishad under the “Food for Work” program.

After establishing the rice bank, preserving rice for the bank was a must. RIB has a program for landless & day labourers. Under this program, landless & day labourers were given land for the cultivation as lease. RIB gave the half of the total cost for the cultivation. They grew paddy in the lease lands. Then those farmers grew paddy and later they gave half of their production to the rice bank. They gave 56 maunds as half of their cultivation from 112 maunds of paddy production.

RIB Executive Director Meghna Guhathakurta inaugurated the Lakkhichap Community Rice Bank on 15 February 2012. USS Executive Director Alauddin Ali, Lakkhichap Union's Chairman MD. Aminul Islam and around 300 gonogobeshoks were present in the inaugural ceremony.

Later on, paddy was given to 105 seriously monga affected people. Those people who took paddy from the bank pledged to give back paddy within the timeline.

### **3. Agricultural Technology for the Marginalized (ATM)**

This project has two main aims such as to give opportunities to the landless farmers to cultivate crops in the land and to introduce new agricultural inventions with new technologies to the marginalized.

This project has been conducted in two steps;

1. To give lands to the Lakkhichap Union's landless farmers for the cultivation
2. To introduce BRR1 Rice 51, BRI Rice 52 for facing flash flood problem.

In our country eighty percent of people's occupation is agriculture. Our economy mainly depends on agriculture. Food stock and industrial raw materials mainly come from the agriculture sector. So the new agricultural technologies are helpful for our people to develop their agriculture knowledge. This project is mainly to uphold the use of new technologies among the marginalized farmers. This project has direct good effect on Lakkhichap and Kashiram Bel Pukur Union's marginalized farmers. This project gave the opportunity to the farmers to learn new agricultural technologies. Thirty two landless farmers were given 18.5 bigha leased out lands to cultivate. They cultivated aman paddy, potato, cabbage and wheat and other seasonal crops.



Koshuli Rani is a landless woman. She used to work in other's land. Her house is at Lakkhichap BSC Para. She is the leader of BSC Para Gonogobeshona group of RIB. Her husband is a rickshaw puller. Koshuli rani took 40 decimals of lands from RIB as lease and cultivated aman paddy in those lands. She produced 12 maunds of aman paddy from those lands. Later on, she cultivated cabbages in those lands. She cultivated around three thousand cabbage saplings. Then, she sold those cabbages and earned 15,000 tk. She had to invest 3500 tk and she earned 15000 tk. She managed her investment from RIB and a local shopkeeper. After making the profit, she gave back the loaned money to them. Koshuli rani, then, cultivated beans in those lands but those beans were affected by the heavy rainfall. Though she had to face loss but she hoped that some beans were yet good and those beans could be sold out in future.

One of the important aims of this project is to introduce new technologies so that farmers can continue their cultivation in flash flood situation. A group exhibition was made by cultivating high yielding flood tolerated BRI 51, BRI 52, and Samba Masuri to show their effectiveness in the field. Those lands were flooded with heavy water but those paddy saplings were not dried out. They were good as before but after the flood anti-fungus fighter spray was used for saplings' good feature. Around 14.5 maunds paddy were produced from those lands. Farmers had chosen BRI 52 because of its high yielding capacity.

Jattri bala is a landless day labour. She has to live with starvation as she has no permanent income. Her house is at Bosunia para in Lakkhichap. Jattri bala took 30 decimals of land from RIB and cultivated aman paddy. She produced 10 maunds paddy from those lands. Then, she cultivated wheat in those lands. She produced 8 maunds of wheat from those lands. Jattri bala was lent all her investment money from RIB because of her extreme poverty. Later she decided to cultivate jute in those lands. She worked hard. She used to sit in her lands all night to save her crops from birds. She used to irrigate all night as she worked in the day.

### 1. Cereal System Initiatives for South Asia (CSISA)

A joint program has been made by the IRRRI, CIMIT, Bill & Melinda Gates and USAID to mitigate farmers' problems. The main aim of this program is to lessen production cost and increase farmers' earnings, serial crop production. RIB was included in the CSISA project in 2009. High yielding seeds of paddy such as BRI 33, BINA 7, and BRI 56 were used by around 350 farmers in the land under this project. Another important thing was that those 350 farmers stopped tobacco farming and started cultivating seasonal crops such as paddy, wheat, bean, jute, mustard. The deal was that the RIB-CSISA project gave high yielding seeds and other new technologies to the farmers and farmers bore their cultivation costs. RIB has been working closely with the Bangladesh Rice Research Institute, International Rice Research Institute and Trees Tolerant Rice for Peoples of Asia & Africa.

**Short-term advance rice seed:** short- term paddy seed such as drought tolerant BRI 56, BRI 33, Bina 7 was cultivated by 250 farmers. Power Tiller Operated Machine was used to



Dialogue with farmers at Kashirampur village seed bank.tif

sow those seeds. So the sowing cost was reduced to 250tk from 800tk. It was also noticeable that those rice ripened fifteen days before the normal rice type. Twelve and half maunds was produced per bigha which was a great success. This advance paddy also produced cow food in advance which was helpful to mitigate cow food crisis.

Farmers also cultivated various seasonal crops such as cabbage, potato, wheat after cutting ripen ect rice.

## **2. Lac cultivation for increasing earnings of indigenous people:**

Indigenous people have many land related problems. They have to starve all the year round because of lack of work and income. RIB Vice Chairperson Dr. Hameeda Hossein visited Barendra area in 2010 and realized the miserable situation of the indigenous people. She, then, suggested to include in the Lac cultivation. After this suggestion, RIB Chairman gave the direction to include indigenous people in the Lac cultivation program. Thirty four Santal people of Dinajpur at first joined in the Lac cultivation program. Then, another thirty Santal people in Rajshahi and fifteen Oraon people in Naogaon joined in the Lac cultivation. The deal was that RIB would provide lac seeds to them and they will bear the rest of the costs.

### **Training & Workshop at Saidpur, Nilphamari :**

1. Maat Day: a Maat day was observed to celebrate wheat cutting of wheat farmers. It was held on 28 March 2011 in North Berubond Union of Jaldhaka Upazilla in Nilphamari district. Around twenty four farmers cultivated wheat in their lands after cultivating aman rice. Around 150 farmers including main farmers were attended in the occasion. Renounced local public figures and RIB officials were present in the occasion. Around 11.3 maunds wheat were produced from those lands. Wheat cultivation and the use new technologies while the cultivation were also discussed in the meeting.
2. Maat day was observed in the Kashirampur union of Saidpur upazila of Nilphamari district on 4 April 2011. Fifty farmers were presented in the occasion. Local figures and RIB officials were also presented. BIRI wheat 26's advantages and other achievements were discussed in the meeting.
3. Maat day was observed in the Shimul bari union of Jaldhak upazila in Nilphamari district on 19 October 2011. sixty five farmers were presented in the occasion. RIB officials and other local prominent figures were also present in the occasion.
4. A travelling seminar was held on 11 October 2011. It was held to introduce new agricultural technologies to the farmers and to share experiences with the farmers.
5. A meeting was held between RIB-CSISA project and World Fish Centre on 26 May 2011 in the Dinajpur Wheat Research Centre. A planning of cultivating fish in the water body while cultivating seasonal crops in the land was discussed in the meeting. Hatchery, high quality fish type, group formation, area selection, technical group formation, technical advancement, action plan, partnership, fish technology, adaptability research, training etc issues were discussed in the meeting.
6. A training was held on cultivating aman paddy among the farmers on 16 June 2011 in Lakkhichap and Palashbari of Nilphamari district. Some high-yielding seeds and spray medicines were also given to the farmers who participated in the training session.
7. A training was held on new technologies of fish cultivation with the help of WorldFish Centre in the Lakkhichap. Around twenty five fish cultivators were present in the training session.
8. A training was held on new technologies of fish cultivation with the help of WorldFish Centre in the Palashbari. Around twenty five fishers were present in the training session.
9. Maat (field) day was held in the Shimulbari Union of Joldhaka on 25 March 2012. Around 105 farmers were present in that occasion.

10. A training was held on the cultivation process of aman paddy in the Lakkhichap & Kashirampur union. Twenty five male and female farmers were present in the training session. The training was directed by the CSISA Dinajpur manager Dr. M. A. Mazid. It was held on 23 July 2011.
11. A training was held on the cultivation of boro paddy on 23 January 2012 in Shimulbari. Forty five farmers were present in the training session. CSISA Dinajpur manager Dr.M.A.Mazid and CSISA Assistant Agronomist Anawarul Haq directed the training session.
12. A training on the cultivation of boro paddy was held on 23 January 2012 in Kashirampur Belpukur union. Twenty five farmers were present in that training.
13. A training on the production of quality seed was held on 18 January 2012 in the Lakkhichap union. It was held under the RIB directed Agricultural Technology for the Marginalized (ATM) project. fifty farmers were present in that training session.
14. A training on the production of quality seed was held on 23 January 2012 in the Lakkhichap union. It was held under the RIB directed Agricultural Technology for the Marginalized (ATM) project.fifty farmers were present in that training session.



## 4. Study on Employment of Indigenous Women in the Urban Sector

Saidur Rahman

### *Introduction*

Over the last decade, indigenous women migrating from the CHT and plain regions to the city areas are mostly engaging in urban industries as low paid workers. Their equal access to decent work is not only a matter of human rights, but crucial to the attainment of international and national development objectives. Within the purview of the international conventions, ILO has been implementing a national technical cooperation project with the Ministry of CHT Affairs of Bangladesh government for capacity development on **“Rights and Good Practices” of Indigenous Peoples**. RIB conducted the study between October and November 2011 with the aim to serve the purpose of the ILO as an instrument to accelerate the ongoing advocacy to influence the Government to enact laws to protect the rights of indigenous women working in particular sectors. The study was conducted in two sectors: indigenous women working in the Savar EPZ in garments factories and in beauty parlors in Dhaka Metropolis.

### *The major objectives of the study*

- ❑ To find out the economic, political and social factors that compel indigenous women from both hill and plain districts to migrate to cities and to engage in the garments and beauty parlor industries.
- ❑ Assess the level of discrimination they face in these sectors and the extent of rights they are able to enjoy in the work place.
- ❑ Identify the loopholes of the existing laws that place these particular industries e.g. garments and beauty parlor industry outside of the control of proper concerned agencies.

### *Study methodology*

Both quantitative and qualitative methods were used in the study. Review of relevant laws and policies was conducted as well as a survey of 300 indigenous women workers (200 from garments industry and 100 from beauty parlors), six focus group discussions were conducted, and selected in-depth case studies were constructed in each sector. The specific communities where indigenous women in the sample belonged were the Mandi, Santal, Chakma, Tripura and Marma.

### *Major findings*

- ❑ In the case of participation in decisions related to family welfare, 59% women in the garments sector said yes while 41% said no. In the beauty parlor sector, it was almost the reverse.
- ❑ In social arbitration, about 98.5% in the garments sector, and 96% in the beauty parlors denied any role. This indicated that economic empowerment had given them a certain status within the household but not necessarily in society.
- ❑ When asked for the cause of migration, majority women in both sectors replied search for employment. As a second rank marriage and relationships was prominent among garments workers but among those in beauty parlors, hardships featured most.
- ❑ In terms of the hours they work, majority of respondents in the garments sector said they worked 8 hours, while in the beauty parlor sector 40% opined that they work for 11-12 hours and 37% said they work 9-10 hours. 22% said they even work more than 12 hours. This indicates that women in the informal sector are frequently working overtime.



- ❑ In the garments sector majority said they got overtime payment while in the beauty parlors most said that there was no system for overtime.
- ❑ In the case of annual leave, 44% said they enjoyed all government holiday, while 53% said they did not enjoy all government holidays, 3% said it was not fixed.
- ❑ When it came to the question whether they got wage during sick leave, 69.5% answered in the negative and 26.5 % replied positively.
- ❑ 44% of garments sector respondents admitted to the existence of trade unions, whilst 28% said no. In beauty parlors, majority denied any associations or their affiliations to any.
- ❑ No one in the garments sector admitted to being sexually assaulted, but 2.5% admitted to getting indecent proposals. In beauty parlors 1% admitted to sexual assault and 3% got indecent proposals.
- ❑ Majority respondents in garments sector said they have heard but not seen or read the labor laws. They also did not know whether their wages or the health services they enjoyed were compatible with labor laws. A sizeable number in Beauty parlors had never heard of it.

### **Socioeconomic analysis**

- ❑ The main reasons for indigenous women migrating to mainstream employment sectors are poverty, lack of jobs in tune with their educational qualifications in rural areas, restless and insecure law and order situation.
- ❑ In the workplace, indigenous women face discrimination mostly from co-workers and immediate supervisors. Outside the workplace, they face discrimination in the practice of their religion (temple rituals) and also in enjoying religious and cultural holidays of their respective communities. Sexual harassments also take place outside the workplace.
- ❑ Indigenous women rely a lot on support networks e.g. family and community networks, places of worship and informal savings committees.
- ❑ Despite the challenges they face, indigenous women feel empowered in certain respects. They could accumulate modest savings for themselves, they could invest in land and economic enterprises back home, sometimes even in the urban sector e.g. in share markets, they could support dependents in the family, they gained important decision-making role on family matters, and they enjoyed the appreciation of their contribution from family and community back home.
- ❑ It was noted that though the main driving force behind indigenous women coming to work in the cities was poverty of their natal household and lack of opportunities, a few came to seek out their fortune and be independent. Many mentioned the respect they earned when they became providers of the family they left behind and how that gave them satisfaction and more importantly they also mentioned how gender relations were gradually changing in both their natal communities as well as in general whereby a working woman could gain a certain amount of respect, something that was not so evident in the first generation of the women labor force in the urban sector.

### **Legal analysis**

The Constitution of Bangladesh guarantees fundamental rights to equality before the law, to be treated in accordance with law, to equal opportunities with regard to public employment or education, to life, liberty, personal security, and freedom of movement, association, expression, religion, profession and occupation and property, and to the protection of home and correspondence (Articles 27-43). The Constitution provides that the state shall take 'special measures' to secure the rights of 'women, children and backward sections' of society (Article 28(4)). As a signatory to the ILO Convention (107) on Indigenous and Tribal Population, Bangladesh should adopt special measures to ensure the effective protection with regards to recruitment and conditions of employment. Bangladesh is also a signatory to ILO Convention 111 on Discrimination (Employment and Occupation), 1958 that provides for important framework for the promoting the rights of indigenous women and men to equality and decent work in line

with their rights. Raja Devasish Roy in an ILO sponsored study entitled *The ILO Convention on Indigenous and Tribal Populations, 1957 and the Laws of Bangladesh: A Comparative Review* (2006) observed that indigenous people were not employed in proportion to their population. On the issue of Preferential Employment the conclusion was that it was generally invoked but the practice was far from uniform in all institutions.



*Presentation on Study on Employment of Indigenous Women in the Urban Sector*

National Women's Development Policy 2011 has provision of equal share of women in property and their

opportunity in employment and business. The policy in principle provides women with full control over their right to land, earned property, health, education, training, information, inheritance, credit, technology and opportunity to earn. The policy emphasizes enactment of necessary new laws to put these rights into practice. Despite the above rectifications, the policy remained void of any concerns with regard to indigenous women's employment. In the light of the findings of the study therefore, it is pertinent to review the National Women's Policy so that the challenges faced by indigenous women in the employment sector are taken cognizance of and steps recommended addressing them.

In reviewing the Bangladesh Labor Act of 2006, it was found that indigenous women did not benefit from many of the protective measures in relation to work condition, salaries, benefits, leave etc. Those working in parlors were worse off as it was considered to be an informal sector where rules and conditions of work were not standardized.

### ***Major recommendations***

#### *For the Government of Bangladesh*

- Clarify the intent and purpose of the ILO 169 and its content.
- Incorporate indigenous people's rights within the Labor Laws of the country.
- Incorporate rights of indigenous women workers in National Women's Policy.

#### *For Employers and the Representatives*

- Follow recruitment policies and appointment procedures for all workers.
- Create an enabling working atmosphere for indigenous women free from racial prejudice.

#### *For Workers and their Representatives*

- Influence Trade Unions to incorporate indigenous rights in their agenda.
- Train indigenous women and men on workers rights to help build organizational skills to form their own Unions if needed.
- Help build facilities or service centers for indigenous women to help protect their rights and gain access to welfare services

- Document the struggles and achievements of Indigenous women.
- Build general awareness about indigenous peoples through mass education and media.

*For UN stakeholders e.g. UNDP, ILO and national and local NGOs*

- Build awareness about the dismal situation of indigenous women in mainstream employment sectors, both formal and informal.
- Do advocacy with GoB and Employers' Associations to abide by national and international rules and standards of employment practices
- Organize concerted lobbying and advocacy to relevant Ministries, Parliamentary Standing Committees and Caucus to seek protection for indigenous women in mainstream employment sectors.
- Promote an all out media campaign to focus on the issue.



## 5. Study on Using Common Resources by Ethnic Communities

**Md. Korban Ali**

On request from NETZ Bangladesh, RIB conducted a study titled “*Using common resources by the ethnic minorities of Barind Tract: Problems and potentialities*”. This is a Scale Fund Project under EEP/Shiree (supported by EU, BMZ, DFID/Shiree and NETZ) aiming to improve the livelihoods of 9000 extreme poor (EP) ethnic minority households of the project areas who are landless, 63% of whom are living on Khas land and 28% on others' land. Project activities include organizing the ethnic households into groups, capacity building of the group members, asset transfer (in the form of cattle, poultry, small business/grocery shop, sewing machines, bamboo craft, handicraft, vegetable seeds and seedlings) and savings. Assets are handed over to women member of the beneficiary households (BHHs) with sole ownership, but managed by the family members. After three years of project implementation, incomes of the ethnic households registered significant increase (ranging Tk. 9000/- lowest to Tk. 26,000/- highest). The project management now feels the necessity of extending resource bases of the BHHs through exploring problems and potentialities of using common resources by these households.

The study emphasized that three historical events i.e. (i) implementation of East Bengal State Acquisition and Tenancy Act, 1950; (ii) Bangladesh Liberation War 1971; and (iii) Vested Property Act 1972 have significant impact towards land loss by the ethnic communities of plain land. It is explained in the report that the nature of conflicts confronted by the ethnic groups in using common resources, which in most cases are land (both owned and khas) and ponds (mostly khas) related. Local power sources (who are mostly close to the major political parties and so-called land lords such as *Shahus*) while forcefully use/grab these common resources used by the landless ethnic communities alone or with landless Bangalees, conflicts/violent conflicts emerges. Existing power configuration, insufficient and inefficient legal structure and judicial system, corruption in land records and management, lack of sufficient documentation and land records by the ethnic community, insensitivity and discrimination towards ethnic community and lack of understanding of the notion of common resources in a world of increasing market competition are the major causes of conflicts. Strategies adopted by the 'grabbers' include destroying crops, forceful harvesting of crops and poisoning pond-fishes owned/used by the ethnic communities. Strategies adopted by the ethnic communities include occupation of common land and ponds (including banks). These strategies sometime leads to armed and militant confrontation or resistance. Taking legal recourse by the ethnic community is another strategy but severely handicapped by lack of formal land documents. Cohesive community mobilization (ethnic and Bangalee landless) in both



*The Barind Tract in the Dry season*

economic sphere and leadership was also found as a common strategy. Recommendations of the study made under local context include: (i) capacitating local level organizations (both people & local administration) in conflict management practices; (ii) building networks and alliances including strengthening alliances between indigenous and Bangalee landless or land poor; (iii) basic concept of common resources and its use in both legal jurisprudence and socio-cultural make-up of the region needs to be imparted to all local officials and relevant bodies; and (iv) using Right to Information Act for gaining access to safety net programs as well as information regarding legal status of common resources. Study recommendations suggested under development context include: (i) incorporation of legal awareness and more legal aid provisions into the development agenda of organizations working in Barind area; (ii) organizing training/capacity-building on understanding about land-related laws, collection and preservation of land-related documents; and (iii) identification of strategies (both agriculture and non-agricultural) for overcoming seasonal food insecurity (during Aswin-Kartik and Falgun-Joistho). Best practices such as paddy bank, seed bank etc. as found in other areas may be tested/adopted. The study suggested forming (i) separate Land Commission for the Plain land indigenous community; and (ii) bringing all the Land and Registry Offices under centralized monitoring system, maintaining updated land records accommodating local specific needs. Regarding legal policy related context, the study recommended to (i) implement RTI Act enabling pro-active disclosures of Khas lands in these areas; (ii) constitution of a Task Force or Commission to review Land Reform/Law Reform for Barind Tract (engaging both Government and NGOs) to look at the legal loopholes resulting in long-standing disputes in the area; and (iii) constitution of Special Land Tribunals at district level.



## 6. Impacts and Lessons Learnt from the Kajoli ECE Model in Bangladesh

Saifuzzaman Rana

### **Introduction:**

*“Amar mrittur par ai kendroti amar seler bou porichalona korbe ata amar shapno (After my death this center will be run by my daughter in law, this is my dream)”.*

Roushon Ara, Teacher, Khidirpur Kajoli Model Center, Monohordi, Norsingdi.

Ranking 146 out of 187 countries on the Human Development Index of the UN in 2011, Bangladesh remains one of the least developed countries in the world. However, some important developments have taken place in the sectors of economy, agriculture, health, and education. Especially in the education sector, improvements have taken place regarding various indicators. The enrolment rate is significantly high. As a result of government and non governmental interventions people are more aware of the benefits of education. So, parents are finally sending their children to the nearest schools. However, quality remains a big challenge in the education sector in Bangladesh. Research shows that 35 to 40 percent of the children dropped out of school before completing the cycle of primary level. Many reasons for this have been identified, such as poverty, inadequate infrastructure, teacher student ratio, traditional teaching learning methods, poor teaching materials, low teacher salary, and the lack of knowledge regarding the importance of early childhood education (ECE), etc. It is true that there are multiple problems when we focused on early education. Early education means pre-primary education. If we are able to ensure pre-primary education for every child, it is believed that drop-out rate will decrease automatically, as pre-primary education helps children and parents to understand the process of education and raises their interest to go to school regularly.

### **Background of the Model:**

The story of the Kajoli Model (KM) started ten years ago. An action research was initiated on 1<sup>st</sup> January 2002 at the Kajoli village in Sreepur Upazila under Magura district of Bangladesh by Research Initiatives, Bangladesh (RIB). Dr. Shamsul Bari, Chairman of RIB, conceived the model and initiated its application in Kajoli, which is his ancestral village. Hence the model was named Kajoli. After a year's experience in the village, under the leadership of Mr. Akhtaruzzaman Tuhin (now deceased) of RIB and Professor Bashir Ahmed of Kajoli, during which the model was further refined, it was decided to try it out in other places of Bangladesh. In the second year, therefore, it was extended to fifteen other places in Bangladesh where the effectiveness of the model, particularly the innovative learning materials was further tested. Finally, after some more adjustments, the Kajoli Early Childhood Learning (ECL) Model emerged and allowed to spread throughout Bangladesh.

The Kajoli ECL model has two major components. One is the learning part and other is community participation/ownership component. Through the action research approach which was followed in the development of the model, the learning materials consisting of a pocket board, pocket cards, and the innovative use of black boards were perfected. Gradually, playing cards, a book of rhymes, story books, a drawing book on how to draw pictures were introduced. The playing card was devised to help children learn to add and subtract through playing a game. Action research was also used to develop the community outreach and mobilization programme through which local communities were encouraged to participate in running the Kajoli Centres through providing a gathering space for the centres and engaging the mothers in a daily feeding programme for the children.

### **Present status:**

The Kajoli ECE Model's journey started in only one center at Kajoli village in 2003. Now there are two hundred (200) Kajoli centers all over Bangladesh. Most of the centers are in the northern part of the country, especially in the two districts of Nilphamary and Panchagarh in the extreme north. Almost 6000 boys and girls between the ages of 4 and 6, are getting the chance to learn how to read and write at the centers. Directly and indirectly more than 6000 families have benefited from them. Each center has a center management committee (CMC).



*Kajoli kids are writing on black board*

The CMC takes the responsibility to run the center. Almost half of the CMCs have now turned into Kajoli Mothers' Associations (Mothers' Organization) which help in running the centers. A Kajoli Mothers' Association (KMA) is a group of mothers who live near the center. Each KMA has undertaken various developmental activities for the betterment of their children's education, livelihood and society. They have started cooperative deposit schemes, goat rearing, cattle rearing, land cultivation, horticulture etc. In total some 25,000 children have so far graduated from Kajoli centers between 2003 and 2011. Most of them are carrying on their studies at local primary and secondary schools. Presently more than 6000 children are studying in the Kajoli centers all over Bangladesh.

Recently the Kajoli approach was adapted for teaching Chakma language to children in the Khagrachhari District of Chittagong Hill Tracts. The model has also been introduced for children from Myanmar residing in Rohingya Refugee Camps. More recently the Kajoli model has also been adapted to teach English at the Kajoli centres throughout Bangladesh.

### **Innovative Learning Materials:**

The Kajoli ECL model is very effective and attractive for children because of its innovative learning materials. There are no books, paper or pencil used in the approach. Instead, the following learning materials are used:

- **Pocket Board:** It is the main teaching/learning tool in the Kajoli ECE model. It is called Pocket Board because a large number of pockets are created by stitching a piece of cloth in a way where pocket cards can be inserted. The size of the pocket board is normally about 6 feet long and 4 feet wide. In our experiences we found this to be a very useful learning material to help children learn to read through fun and game.
- **Pocket Card:** Three types of cards are used in Kajoli ECE Model. One is picture cards; another is card without picture and the third is smaller sized sound/letter cards. Picture cards are a set of cards where a colorful picture depicts the word inscribed on it. There are 130 such cards with pictures. There are also a similar number of cards without pictures. Children learn the alphabets by matching the non-picture cards to the picture cards. The sound or letter cards are the alphabets with or without the vowel sign which are used to help children form the words they have already learned. Children get used to form a word as if it was a picture which they have learnt through association during playing with the picture cards. There are 13 sets of sound or letter cards in each KM Centre.
- **Black Board:** Each Kajoli Centre uses a number of blackboards, normally four of them which are made from two 8 feet by 4 feet plywood boards split into two and painted black. Each child is provided a space on the blackboard for him/her to write upon, draw or do maths, using a piece of chalk.

- Counting cards: Counting cards are used for learning the numerals. In a set , there are 10 (ten) cards containing numbers from zero (0) to nine (9)
- 'Maths game': This is a set of playing cards used by the children for playing a card game called “the Maths War”. There are 56 cards in a box making a set. Two of these are Joker cards, one an equation card, one for rules and the remaining 52 cards are for playing. The objective is to make the children to add and subtract while playing with the cards. This is a very popular game among the children who are happy to play it without realizing that it is used as a learning mechanism.

**Learning Methods:**

The teacher is central to the methodology. This is a very popular and common concept in the pedagogy of teaching but more often than not it does not work effectively in the early learning stages. Innovative, creative and effective learning methods are the most important elements to help young children to learn. In the Kajoli ECL model we tested and selected some of those which are more effective and creative. The Look & Say, Trial and Error and Doing-Learning method/process are used in KM. The interesting point is that we use all methods but do not fully depend on or use one single method. Our approach has been to keep it deliberately eclectic and at the same time to keep a trained eye on the field to see what works where.

The Kajoli ECE Model is therefore formed from a combination of those three well known teaching methods and we called it a picture method, because children are learning the alphabet by picturing it. This is why Kajoli is different from other educational approaches in that the bottom line is to make education joyful.

**Concrete Use of the Learning Materials:**

Pocket cards and the pocket board are the main learning tools of the KM. First of all a pocket board is hung on the wall of the Kajoli centers at children's height level. Then the teacher puts some selected picture cards (learning materials) in the pockets of the board. While the teacher is putting the cards in the board, the boys and girls are telling the name of the picture. Here, it needs to be explained that all pictures have been selected from the child's immediate environment and are based on the children's knowledge at the age level of around five years. This is why most of the children can recognize the picture. Pictures show for example a ball, a book or a mango. Then teacher asks the students who wants to pick-up a particular card, for example, the card with the picture of a “ball”. Almost all students raise their hands immediately. The teacher chooses one of them who raised his/her hand first. In this example, Lalita raised her hand first. The teacher tells Lalita, 'come to the board and pick-up the “ball” card and show it to the rest of the class'. Finally, Lalita comes to the pocket board, sees the “ball” card, picks it up and shows it to everyone. Everyone claps. What happened in the children's mind, when the teacher told someone to pick up a card from the pocket board First of all they hear the sound “ball” and then see the picture of the ball. We call it “**Look and Say**” method. What is the learning area developed through this method Of course, it is the **cognitive** development of a child through the “Look and Say” method, but we have to look carefully at the full activity. Initially, the students stand up and come to the pocket board, the student recognizes the selected card from a set of cards then he/she picks up the card and shows it to everybody. During showing the card she/he repeatedly says “This is a picture of a ball”. Observing the children's activity in the center, it is very clear that not only is the cognitive function working here, but also the psycho-motor development of a child. How did this function get stimulated The child saw the picture card and recognized it cognitively and reflected a few moments, and then moved to the pocket board. This movement is called psycho-motor action or development. Children become more confident to use the cards in the pocket board every day in the center. In the Kajoli ECL model, we do not teach children. We focus on creating the learning environment. Children learn many things through play, fun and game by using Kajoli learning materials.

In the Kajoli ECE model, we try to introduce other child development areas, for example **physical development**. During center hours every day children are given time to play. Sometimes this happens within the center and some times outside the center. Every body knows that play/game is a very helpful tool to build body and mind of children.

**Leadership** is a skill that cannot be developed without proper nursing. Every child should have the equal opportunity to become a good leader. At the Kajoli centers we have some practice that helps to increase





the quality of leadership of every child. There is a system in Kajoli ECE Model, where once a month each mother provides the midday meals for all children. The son or daughter of the mother who provides the food becomes class captain for that day. The class captain plays an important role that day. He/she serves the food to everyone with the help of the mother and is the last of all to take his/her plate. If we analysis this activity, we can see some good practice in Kajoli ECE which is helpful towards developing leadership qualities.



Furthermore, by being the last ones to take their plates that day, the Kajoli children are encouraged to serve others before serving themselves. There is no doubt that these qualities learned at an early stage, will not be forgotten for the entire life.

**Social Development:** In our Kajoli centers, we always tried to create an effective learning environment that can help children develop good manners and good behavior towards other human beings. Children in the centers get used to social practices, such as the exchange of greetings, saying hello to everybody, and asking each other “How are you ” from the first day on. If someone came to visit the center then everyone would stand up and show honor to the visitor. We do believe that this type of practice can play an important role for the social development of the children.

**Emotional Development** is a very important characteristic of every human being. Through the Kajoli activities we are also trying to develop the emotional side of a child. Usually, we are creating some space to help children express their feelings. When they play, do group works, sing or dance, they express their feelings. In the KM all activities are performed in the play mode. I think a playground is the best place to express feelings. In this regard it is our main concern to ensure creating this play mode and build spaces where children can have lots of fun and enjoy the game. On the basis of our experience, we can say that we are always encouraging the children to develop their emotional side.

**Creativity** is another very important characteristic in every human being. People say that it is a quality which is inherited, but interestingly it is possible to increase creativity through practice. In the Kajoli centers children play some game that helps to increase children creativity.

**Language** is the essential tool of communication between human beings. We are trying to develop the language skills of children through story telling, singing, reciting rhymes and chatting with each other in the KM. Our observation is that the tool of storytelling has a major impact on the development of a child's language skills.

#### **Impacts:**

Kajoli ECL model is a project which is run by Research Initiatives, Bangladesh (RIB) with the help of local community. Positive impacts or effects can be found in two areas of the societies, where the Kajoli ECL Model has been introduced. First, the model has positive impacts in the area of Early Childhood Education. Second, the model results in positive changes on the community level.

- a. **Area of ECE:** Early Childhood Education is a rather new concept in Bangladesh though it is not new in other countries. There is a lot of scope to do research, to develop learning materials, and to identify teaching-learning methodology in the context of Bangladesh. Today Non Government Organizations (NGOs) are trying to develop ECE guidelines. RIB is one of them. In 2003, RIB has conducted an

action research on ECE. The Kajoli ECE Model is the result of that research. Through the research, we have developed a set of learning materials and a teaching-learning methodology and tested them at the field level. Children are enjoying themselves and they learn very quickly. This is not only because of the learning materials themselves, but also the way they are used: Teachers and students are using them as playing materials. Kajoli ECE is therefore a unique learning model that can help children to learn effectively in a joyful way.



Using pocket card

- b. Community Level:** This impact on the community is very important for the success of any kind of initiatives and the sustainability of projects. In this regards, we can say Kajoli ECE model is one of the successful projects in Bangladesh. It has many possibilities to contribute to the society. Through the KM, we are trying to revamp the positive aspects of social trends inherent in our society. Formerly a spirit of volunteerism was deeply rooted in the society in Bangladesh. There are many areas in which society played a vital role for the betterment of the people such as in education, health, water supply etc. However, since independence in 1971, Government and NGO interventions have taken over all such activities. Through the KM, we are trying to revive social and voluntary practices in communities, where people take care of some of their own needs. There are many areas where local people can do something or can contribute to the betterment of their own future. RIB creates spaces where responsibilities are shared by community members themselves, such as the mid-day meals for school children, providing the space for the centers, raising teacher's salary, the center management and to form a local organization for this purpose. Midday meal is a great contribution from the parent side. Once in a month each mother provides food to all children. By providing midday meals, mothers come more close to the KM Center and they feel a sense of ownership. On the basis of KM center establishment and management experiences, we can say that people are interested to work voluntarily and take over many activities and responsibilities in each KM center. If local people would not have been willing to participate and were not interested in the KM, it would be impossible to run more than 200 KM centers all over Bangladesh. As a result of the KM, we can say that the tradition of volunteerism is re-emerging in Bangladesh. This has a great impact on the community level as well as the national level.

**Conclusion:**

The Kajoli Model is not only a education model for children, but also a social development model on child education, adult education, on parenting, community participation, group work, sharing of feelings and work, community ownership, awareness, volunteerism and sustainability. KM centers have played an important role towards changing the concept of social responsibility among deprived communities all over Bangladesh. As a result of the KM, people are aware that they have a lot of responsibilities towards developing their own society. Already the community people are taking over various developmental works for future betterment of their communities, such as child education, community owned income generation programs. KM center-based mother's organizations are now even building houses for the KM centers. These are positive signs for the development of a society. Through the Kajoli Model, we are trying to increase the awareness level of the community on their social responsibilities. After eight years of working experience with the KM, we are proud to say that people are more conscious about their children's education and other important contributions they can make as members of the society.






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## Routine Events of RIB





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Children of Kajoli centers in refugee camps

## Participatory Action Research (PAR) WORKSHOP

PAR workshops are a part of the scheduled work programme of Research Initiatives, Bangladesh. Till now all the PAR workshops have been carried out in the northern or southern part of Bangladesh, outside Dhaka as these parts of the country have a sustaining field for PAR. Now we have extended this programme in Matuail and Munshiganj, both near Dhaka. So for the first time, a three day long PAR workshop was organized on 26-28 July 2011 in the seminar room of RIB office. This workshop had thirty participants in total, both male and female. Among them were researchers, development workers and students of different universities. The workshop was conducted by Suraiya Begum, Assistant Director of RIB.

First day of the workshop contained a theoretical discussion about PAR methodology along with a participatory discussion about Right to Information Act, Bangladesh 2009. On the second day, the participants were divided into three groups and sent for some field work. Among these three groups, first one was sent to Matuail near Dhaka to observe the working of a children development centre solely for the waste picker kids of this region. This group consisted of 8 job applicants of RIB and this workshop was an important pre-requisite of their appointment in RIB. Other two groups went to Munshiganj where they observed the livelihoods of the Bedes (river gypsies) and had an opportunity to know about their work on RTI and PAR.

On the third day, each group made a presentation on their field visit experience and each presentation was followed by a group discussion where many facets of their experiences were shared. As a result, every participant had a thorough knowledge about PAR and RTI.

Later, three participants from this workshop were appointed in different posts at RIB. Two move were taken at a latter stage.

### **New Teachers Training on Kajoli Model**

As part of routine capacity building activities, a series of training programmes (in 5 batches) for the teachers of new Kajoli Centres were organised during Jun-July/2011 in 5 different locations of Nilphamari and Panchagharh districts. Number of teachers received training included 99 in Nilphamari and 17 in Panchagharh. At the end of the training each teacher was provided with a set of educational materials. Dipali Sen, Teacher cum trainer Kajoli Center, Sreepur Upazila, Magura District conducted the training programmes as the principal trainer. 1<sup>st</sup> batch training was held at Kishorgonj upazila in Nilphamari district on 8<sup>th</sup> Jun 2011. 20 teachers were attending the training program on Kajoli model. All the training was conducted by Dipali Sen. She was assisted by local Animators. 2<sup>nd</sup> batch was held on 9<sup>th</sup> June at Magura under Kishorgonj Upazila in Nilphamari district. Both batches are assisted by local



*PAR workshop at RIB*

animator Md. Mohir Uddin and Azizul Haq. 3<sup>rd</sup> batch was held at Tepukuria Federation Office under Boda Upazila in Panchogharh District on 6 Jun. These training sessions was organized and assist by Animato Md.Saidur Rahman and Abul Khalek. 4<sup>th</sup> and 5<sup>th</sup> batch training was held at Chilahati and panchopukur in Nilphamari district on 23 and 24 July 2011. Intiaj Islam Basunia, Jadu Mia, Alepjan Begum and Saidur Rahman were help trainer to conducting those training session. These daylong programmes were concentrated on hands-on- training of using Kajoli

Table: Kajoli Teacher Training fixer 2011

Batch No	Date	Name of Place	Number of Participants
1 <sup>st</sup> Batch	08.06.11	Kishorgonj, Nilphamari, District	20
2 <sup>nd</sup> Batch	09.06.11	Magura, Nilphamari, District	20
3 <sup>rd</sup> Batch	11.06.11	Boda, Panchogharh, District	17
4 <sup>th</sup> Batch	23.07.11	Chilahati, Domar, Nilphamari District	10
5 <sup>th</sup> Batch	24.07.11	Panchopujur Habutari, Nilphamari Sada	32
<b>Total Number of Participants</b>			<b>99</b>

### Routine Events of RIB

Table 4 : Workshop and Training :

#### i) Capacity Building Workshop

SI No	Workshop	Date	Venue
1	PAR Group Meeting	15 June 2011	PARHA Trust, Khagrachari
2	PAR Workshop	26-28 July 2012	RIB Seminar Room

#### ii) Pre-School Program

SI No	Events	Date	Venue
1	Annual Teacher's Gathering	19-21 November 2011	Magura
2	Shishu Mela	26 December 2011 to 13 January 2012	Nilphamari, Rangpur, Panchagar

#### iii) RTI Training

SI No	Events	Date	Venue
1	RTI Training with RIB Animators	29-31 May 2011	RIB Seminar Room
2	RTI Workshop with TIB	11 September 2011	RIB Seminar Room
3	RTI Workshop with TIB	31 August 2011	RIB Seminar Room
4	Skill Training Workshop	13-14 September 2011	RIB Seminar Room

Table 5 : Regular Meetings

#### i) Board Meeting

SI No	Board Meeting	Date	Venue
1	Board Meeting	2 June 2011	RIB Seminar Room
2	Board Meeting	9 October 2011	RIB Seminar Room
3	Board Meeting	29 January 2012	RIB Seminar Room

## ii) Annual General Meeting

SI No	Annual General Meeting	Date	Venue
1	Annual General Meeting	29 January 2012	RIB Seminar Room

### Kajoli Centers' Teachers' Annual Reunion 2012

Kajoli centers' teachers' annual reunion is one of the important programs organized by RIB. This program is organized every year just to facilitate interaction among the teachers and to make them understand about Kajoli program, its philosophical background, experiences, improvement, shortcomings and future initiatives. For that reason, an annual reunion was held on 19 November 2011 at Kajoli village in Magura district.

Around 130 teachers from Panchagar, Nilphamari and Rangpur, were present in the three days long reunion program. Kajoli center's animators were also present in that program. Rib Chairman Dr. Shamsul Bari, Executive Director, Meghna Guhathakurta, Kajoli Education Coordinator Saifuzzaman Rana and Assistant Program Coordinator MD. Monzurul Alam were also present in that reunion program.



*Annual Teachers' Get Together at Magura*

### **Discussion with the animators**

At the first day of the program, RIB chairman and the Executive Director discussed about the Kajoli model, its function and future plans. Dr. Shamsul Bari gave emphasis on the direct and spontaneous participation of the local peoples to make Kajoli model a successful one. RIB Chairman also explained that the local people's direct participation and cooperation would ensure the sustainability of the Kajoli model and local people could ensure their ownership over the Kajoli centers. This is an important part of the Kajoli model that the RIB officials tried to make them understand. RIB has been trying to establish people's ownership over the centers from the very beginning. RIB has been providing essential needs including building centers on the basis of local people's ownership, organizing Maa Shongothon (Mothers organization), providing pocket cards, Pocket boards, poem book, art book, math book. RIB officials also talked about the issue of honorarium of teachers. Animators shared their personal experiences, local people's attitude toward Kajoli model, future plan to RIB officials. Animators were also guided by the RIB officials to perform better by overcoming existing problems.

### **Kajoli centers' visit**

RIB officials, teachers and animators also visited the Kajoli centers. They were charmed by the excellent performance of the Kajoli students. Guests were particularly charmed by the students' demonstration of identifying English card, identifying English letter, words, and English communication. Visiting teachers were also interested to use English cards in their centers.

### ***Discussion with the teachers***

The main aim of the three days long program was to discuss with the teachers about teachers' experience, honorarium, building centers, mother organization. Teachers expressed their experiences that they felt happy while teaching the children, using different educational materials, and having fun with children. Teachers were happy that they received respect and recognition from the society for their work. They demanded more centers and center office in their locality so that more people could get to know about the Kajoli model's function. RIB Chairman gave hope to them for building infrastructure for those centers that do not have the facilities (Kendra Ghar) in the future. RIB officials also discussed about the Mother organization. RIB has a plan to establish mother organization for center and RIB wants to hand over center's responsibility to the mother organization. It could be helpful for the sustainability of these centers. For that reason, the teachers' reunion program was a successful one. The three days long reunion program was ended by the concluding remarks of the RIB Chairman Dr. Shamsul Bari and the Executive Director Meghna Guhathakurta.

### **Annual Childrens' Fair of Kajoli Model 2011**

Learning can lead to happiness. Research Initiatives Bangladesh (RIB) have been working since 2003 for ensuring children's right to education so that they are not deprived of the joy of learning. RIB has pioneered model under the name of Kajoli for ensuring children's contentment while learning. RIB also organizes Childrens' Fair each year for promoting children's interest on learning and raising awareness among mass people. Children Fairs are generally held during the end of the year. The main reason for organizing these fairs is to raise awareness and interest among the common people about early childhood learning and give proper understanding about the procedure and functions of Kajoli Model. Lately RIB has organized 13 Children fairs from December 26, 2011 to January 14, 2012 in the unions of Panchagar, Nilphamari, and Rangpur. Teachers, children, guardians of around 132 Kajoli early Childhood Learning Centers have participated in these fairs.

### ***Discussion round***

Every Childrens' Fair begins with the national anthem. The national anthem is presented by the teachers and students. Discussion rounds begin just after that. Discussions are mainly designed to give clear understanding about the Kajoli Model including the basic concept, community ownership of the centers, procedure and function. Local and national eminent persons also participate in these fairs and they share their views and experiences related to Kajoli Model. Participants have satisfied with RIB's Kajoli Model initiatives and its functions. It is worth noting that participants have been so encouraged that they demand regular children fairs in their locality.

### ***Children's demonstration***

Children who learned in the Kajoli centers have shown their excellence in learning and extra-curriculum activities. Children demonstrated their learning in the fair by showing their excellence in singing, dancing, recitation, identifying letter cards etc. Spectators were highly satisfied by the children's advancement in learning.

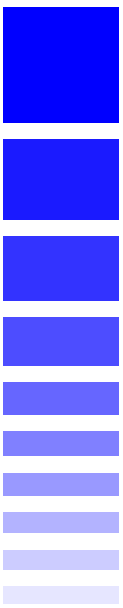
### ***Mother and teacher's game show***

Mothers of children were demonstrated their excellence in various game shows. They participated in many game shows including breaking pots, pillow passing, chair game etc. Teachers also participated in various entertaining game shows.

### ***Award giving ceremony and end of the fair***

Awards have been distributed among the winners after the show. Maa ( Mothers) organization's president and other eminent local persons handed over the awards to the winners. Each child was also awarded with an animal game set and one football.





# Special Events of RIB





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RIB's Vice Chairperson and E.D. with Head of Sub-Office, UNHCR, Cox's Bazar in a seminar at the University of Chittagong

## Special Events of RIB

### Seminar on Two Years of RTI in Bangladesh: A Review

A seminar titled “Two Years of RTI in Bangladesh: A Review” was organized jointly by RIB, BLAST and Nijera Kori in the VIP Lounge of National Press Club, Dhaka on September 18, 2011. The seminar was moderated by Dr. Shamsul Bari, Chairperson, RIB. Mr. Muhammad Zamir, Chief Information Commissioner of Bangladesh was present as the chief guest. Panel discussants of the seminar included Prof. Sadeka Halim, Member Information Commission of Bangladesh, Sara Hossain Honorary Director, BLAST and Khushi Kabir, Coordinator, Nijera Kori. At the beginning, Dr. Shamsul Bari introduced the Keynote Paper 'Two Years of RTI in Bangladesh' prepared by RTI Team of RIB. Dr. Bari requested the participants to concentrate their discussion on experience of implementing RTI over the last two years. He remarked that till now many officials of the Republic are unaware about the importance and proper use of RTI. This demanded extensive publicity and dissemination of the law. Information Commission (IC) of Bangladesh have a lot to do in disseminating as well as implementing the RTI. Assessing the effectiveness of RTI required focusing on three major areas: assessment of demand side, supply side and the activities of Information Commission. Dr. Bari requested the participants to make constructive criticisms of the Information Commission in assessing its activities for the last two years. Dr. Meghna Guhathakurta, Executive Director, RIB then presented the main Keynote paper. Booklets containing both Bengali and English versions of the Keynote paper were circulated among the participants. Panel discussant Barrister Sara Hossain in her remarks mentioned that in the past for obtaining reliable information from the respective government departments we needed to lodge public litigation suits. Now we can use RTI for getting information such as the number of cases lodged on road-safety and other areas from the police stations. As lawyers we can also use RTI for getting relevant information from the government. Khushi Kabir, another panel discussant congratulated the organizers of the seminar. It is not that we will involve ourselves in conflicts among the players of RTI users but it is now the time for us how to make better use of the RTI Act jointly and in a coordinated manner for the benefit of the people. She mentioned about the non-cooperative attitude of the grassroots level officers at the Upazila levels in providing information sought by the people. She suggested some changes in the *modus operandi* RTI implementation so that information can be sought both by an individual or group of individuals jointly. Prof. Sadeka Halim, Member, Information Commission and a panel discussant of the seminar commented that as a Commissioner she is not defensive of the criticisms made in Keynote paper. But she suggested that in such an important paper sources should be mentioned while criticizing specific activities of the Information Commission. It is true that at the Upazila/Union level there exist no information centres and some of the officials too do not want to provide information quoting different clauses of various rules. Many of the applications lodged for seeking information are not prepared correctly. Chief Information Commissioner Mr. Muhammad Zamir congratulated RIB, BLAST and Nijera Kori for organizing this seminar. Before preparing such a report he requested the concerned organizations to contact Information Commission for citation of correct scenarios while discussing the activities of the Commission. He informed the house that training on



Discussion on Two Years of RTI in Bangladesh with the Information Commissioner and other guests

RTI for the local level officials have already been organized in 49 districts. Officials are being trained at PATC, BARD and MJF. RIB may also help the Commission in organizing such training programmes and by providing their experienced resource persons. With the help of the Commission different Mobile Phone Companies have already sent around 200 millions SMSs on RTI. He made a request to the Supreme Court Bar Association for using RTI by the learned advocates as well as in the highest court of the country so that all concerned can get copies of the judgments and other information. He emphasized for more use of proactive disclosures of information. Large number of participants from different institutions/organizations such as Dhaka University, TIB as well as individual participants from different fields took part in free discussion.

**Table 6 : Special Events of RIB**

SI No	Events	Date	Venue
1	Meeting with BATA Shoe Company about Pre-School	18 April 2011	RIB Seminar Room
2	Meeting with Ingo Ritz, ED of NETZ Bangladesh and RIB Staff about RIB	27 April 2011	RIB Seminar Room
3	RTI Monthly Meeting	28 April 2011	RIB Seminar Room
4	Meeting with Kajoli Animators about Pre-School	5 May 2011	RIB Seminar Room
5	Meeting with Fine Arts Department of Dhaka University about RTI	10 May 2011	Charukala, Dhaka University
6	Final Presentation of RIB Projects "Creating Gender Animators"	12 May 2011	RIB Seminar Room
7	Discussion meeting with Mothura Tripura about Adivasi Pocket Card	19 May 2011	RIB Seminar Room
8	RTI Monthly Meeting	26 May 2011	RIB Seminar Room
9	Seminar on "Right to Information in South Asia: Challenges and opportunities"	8 June 2011	RIB Seminar Room
10	RTI Monthly Meeting	30 June 2011	RIB Seminar Room
11	RTI Monthly Meeting	28 July 2011	RIB Seminar Room
12	Meeting with Kajoli Animators about Pre-School	30 July 2011	RIB Seminar Room
13	Seminar on "Two Years of RTI in Bangladesh: An Assessment"	18 September 2011	National Press Club
14	Discussion Meeting for considering the possibility of constituting "Citizens Commission on Agrarian Reforms"	3 October 2011	RIB Seminar Room
15	RTI Monthly Meeting	27 October 2011	RIB Seminar Room
16	RTI Monthly Meeting	29 December 2011	RIB Seminar Room
17	RTI Website Launching ceremony	9 January 2012	RIB Seminar Room
18	Book Fair	1-29 February 2012	
19	Brain storming on Human Rights of Women in situation of Conflict and Post-conflict	25 March 2012	RIB Seminar Room
20	Presentation of RTI Animators	27 March 2012	RIB Seminar Room

### Children's Fair at Nayapara and Kutupalong Camp

Research Initiatives, Bangladesh (RIB) as Implementing Partner of UNHCR has organized Children Fair in the two official camps of Rohingya Refugees at Kutupalong and Nayapara on December 28, 2011 under the Kajoli Early Childhood Learning Method and community outreach program.. RIB's Vice Chairman Dr Hameeda Hossain and Executive Director, Dr Meghna Guhathakurta were present at the fair. The children of the camps had made the day special by showing their versatile talents, volition and enthusiasm. The fair began with the performance of the children of the Kajoli Model who showed their love and enthusiasm for learning. Then they showed how they came to know the letters and put them together to make new

words in the Centers. Making new words appeared to be fun and interesting game for these new learners. The way they begin their journey of learning proved that fun and absence of fear always make the learning process more enjoyable. Teachers of the Kajoli Model helped to manage the children and instructed them what to do. After showing how they learn in the Kajoli Centre, the children began singing and dancing. The crowd of children and guardians present there encouraged these adorable singers and dancers all the time. The divine smile on the little faces, twinkling eyes with nothing but colorful dreams and the thrill fun of these children



*Student interns entertaining refugee children*

who have been born in the camps and who are not even aware about their particular status of “refugee” forced everyone to think that they too are children, they too need to be loved and they too have the right to get all those rights and opportunities that all children deserve. After the wonderful performance of the children, an interactive theatre was staged before the audience, performed by their very own people in the camps. The theatre showed how they became refugee, what compelled them to leave their lands and the agony of the refugee lives. The artists were not professional but what they performed was taken from their real lives and that made the acting livelier and more real; the reaction among the audience was mixed though. The older generation that was forced to leave their land couldn't control their tears. The children who have been born here in the camps enjoyed the theatre. But they also became emotional and serious when the artists showed how the NASAKA guards tortured the women and children while crossing the border.

The children's fair at Kutupalong Refugee Camp and the Nayapara Refugee Camp was a remarkable event since the children made the fair so lively, colorful and special. Their whole hearted participation and performance had in fact made RIB's attempt successful.

### Kajoli model pre-primary education in Chakma Language in the CHT

Research Initiatives, Bangladesh (RIB) is promoting Kajoli model pre-primary education in the Chakma language in the Chittagong Hill Tracts of Bangladesh from last year. This program is being conducted by the people's participation of the Chakma community with the assistance of a local research organization, named “Participatory Action Research of Human for Advancement (PARHA)- Trust”. As a part of this Participatory Action Research, termed in Bengali as “Gonogobeshona”, there are 3 centres formed in the Mohalchari (Manateke Para) and Sadar upazila (Baura Para and South Khobong Paria) in Khagrachari district for operating pre-primary education.

At the initial stage of this research project, RIB conducted an orientation training program for the

animators, teachers and supervisor for skill and materials development regarding the method. During this time, 3 types of cards were produced in Chakma language for centre operation. These were; i) word cards with picture, ii) word cards without picture and iii) cards with alphabet. Pocket board and black board were also supplied to the centres by RIB as education materials.

This is an innovative pre-primary education model where children learn through playing with cards and pocket board. There are no use of books, exercise books, and pencil. So, there are no burdens in this learning process for children who normally face in traditional schooling system in Bangladesh. Here, the children always feel free from fear. That's why children are learning here with great pleasure.



*Kajoli Centres in Chakma Language at Khagrachari*

We often think that education is a hard and expensive thing for the poor and it's only for those children who came from a rich family. But Kajoli has broken such conception in Khagrachari. This program is running more comfortably with people's participation. That means some significant achievements have already come from this program. These are; i) program continuation with people's participation, ii) ensured pleasurable education for children, iii) introduction of mother language education in Chakma community and iv) promoting right to education and v) protecting cultural diversity, etc. Thus, Kajoli is an exceptional case in our country. This is an education method which is really low cost and effective for learning. So it's very essential and useful for those children especially those who came from poor and deprived family. Moreover, it's really important for the Chakma community who are under threat of losing its written script.

### **Ekushey Book Fair**

RIB participated in the Ekushey Book fair organized by the Bangla Academy in February 2012 like every year. The main purpose for participating in the book fair was to make RIB's research reports available to the researchers, students, teachers and a broader readers' circle. RIB's research papers are informative and popular to all. RIB has published two new books for children, titled "*Kajoli Chhara O Kabita*" (A collection of Popular Nursery Rhymes) and "*Esho Aankte Shikhi*" (How to Draw) in this year. "*Bhumi Ainer Sahajpath*" and "*Tottho Adhikar Ainer Sahajpath*" (Easy Readers on Land Law and the Right to Information Act) have been sold at a large scale. RIB's monographs have also been sold out



*RIB book stall at Bangla Academy Book Fair*

at a bargain price. Around 500 copies of RIB's monograph have been sold out in this fair. Popular children's books such as "Ali Baba Chollish Chor", "Oj ER Jadukar", "Golpo Shune Porte Shekha", "Esho Ankte Shikhi", "Anker Larai" have been sold in great quantities.

**RTI Resource centre of RIB:**

Research Initiatives Bangladesh is continuously working with RTI since the Right to Information Act came into force in 2009. Various types of activities is going on regarding this Act to make its accessibility to mass people. The main focus of these activities are to ensure transparency and accountability of government and some non-government organizations. Another focal point is how the people, especially indigenous people and marginalized community can be benefited by the Act to establish their civil rights. RIB has opened a RTI resource centre as a part of its widespread activities. Two main aspects of RTI Resource centre are the RTI Website and RTI Helpline.



*Dr. Sadeka Halim Information Commissioner, launches RTI Website and Helpline*

**RTI Website of RIB:**

This is a separate website concerning Right to Information Act. All possible information about RTI has been put together on the website. The web link is [www.rib-rtibangladesh.org](http://www.rib-rtibangladesh.org). Anyone can go through the website to find the basic ideas about the Right to Information Act. The specialty of this website is that this is a communicative and interactive website. From this website anyone can get information about RTI, s/he would also be able to express ideas, can comment, and ask questions. To do this s/he would have to open any page then fill his/her name and e-mail address and after that into the comment box s/he can put opinion or question or any query.



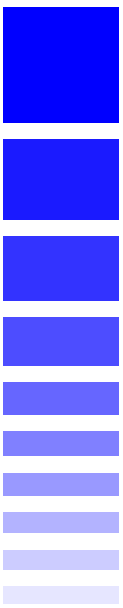
*RTI Website*

**RTI Helpline:**

Another part of RTI resource centre is RTI Helpline. The main purpose of this helpline is to provide help and support about RTI over phone. Helpline is available on all working days (except holidays) from 9 am to 5 pm. Helpline number is- 01766194571. Anyone can get information about RTI through a phone call.








# The RIB Secretariat





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RIB Staff in front of Office in Saidpur

## The RIB Secretariat

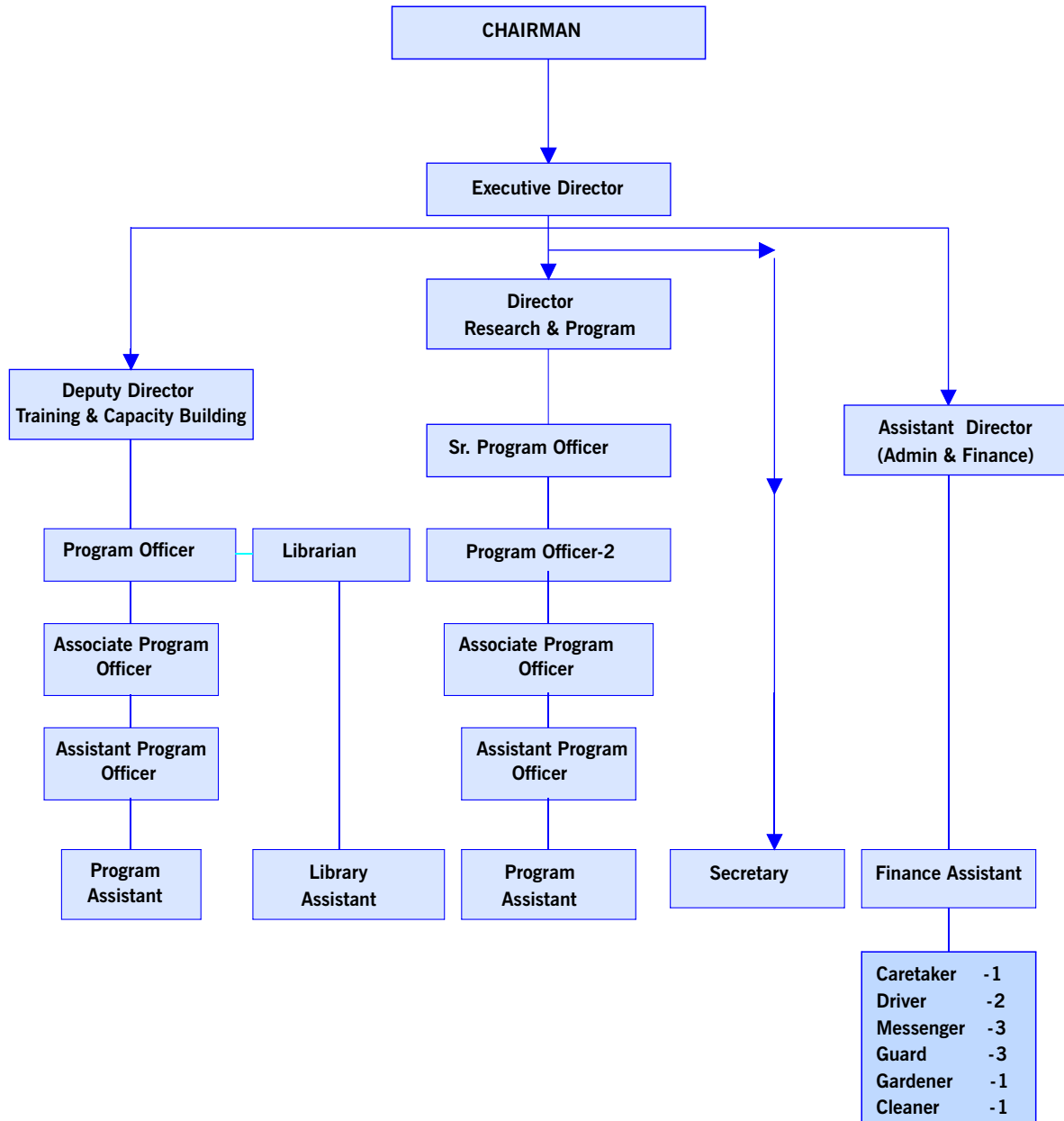
Sl. No.	Employers Name	Designation
1	Meghna Guhathakurta	Executive Director
2	Md. Korban Ali	Director (Research and Program)
3	Suraiya Begum	Assistant Director
4.	Nasima Pervin	Finance Officer
5	Saifuzzaman Rana	Education Coordinator
6	Md. Matiur Rahman	Associate Program Officer
7	Rashida Akhter	Secretary
8	Utpal Kanti Khisa	Field Coordinator, RTI Project
9	Mobasserul Alam Chy	Regional Coordinator, UNHCR Project
10	Rashed Sorwar	Field Coordinator, UNHCR Project
11	Md. Monzurul Alam	Assistant Program Officer
12	Purabi Halder	Assistant Program Officer
13	Kamrunnahar	Assistant Program Officer
14	Protit Mutsuddy	Office Assistant, UNHCR Project
15	Mehrunnesa	Intern (Admin & Finance)
16	Bulbul Azad Chowdhury	Office Assistant, Saidpur Office
17	Md. Dulal Uddin Majumder	Caretaker/Supervisor
18	Md. Rafiqul Islam	Driver
19	Md. Zakir Hossain	Driver
20	Yasmin	Cleaner
21	Md. Sultan	Gardener
22	Sujan Das	Cleaner, UNHCR Project

## Staff Reorganization: April 2011 March 2012

<b>Recent Appointments</b>	
1. Md. Monzurul Alam	Assistant Program Officer From August 2011
2. Mobasserul Alam Chy	Assistant Program Officer From August 2011
3. Rashed Sorwar	Field coordinator from July 2011
4. Utpal Mallik	Assistant Program Officer From August 2011
5. Purabi Halder	Assistant Program Officer From August 2011
6. Kamrunnahar	Assistant Program Officer From November 2011
7. Protit Mutsuddy	Office Assistant From January 2012
8. Mehrunnesa	Intern From July 2011
<b>Outgoing Staff</b>	
1. Kazi Arfan Ashik	Assistant Program Officer left RIB on 30 October 2011
2. Utpal Mallik	Assistant Program Officer left RIB on 31 October 2011
<b>Internship at RIB</b>	
1. Sohel Rana	February to July 2011
2. Iris Sugget from Canada	May to July 2011
1. Lamia Momen	September to December 2011
2. Naseratul Esha	September to December 2011
3. Usri Barua	September to December 2011
4. Shanjida Shahab Uddin	January to March 2012
5. Md. Mansur Uddin	February to April 2012

# RESEARCH INITIATIVES, BANGLADESH (RIB)

## ORGANOGRAM







# Financial Report







## Auditors' Report

We have audited the accompanying Balance Sheet of The Government of Netherlands funded Project titled as "Program for Research on Poverty Alleviation" implemented by Research Initiatives Bangladesh (RIB) as of 31 March 2012 and the related Statement of Income & Expenditure and Receipts & Payments for the year then ended. Preparation of these financial statements is the responsibility of the management of RIB. Our responsibility is to express an opinion on these financial statements based on our audit.


We conducted our audit in accordance with International Standards on Auditing as adopted in Bangladesh. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of "Program for Research on Poverty Alleviation" implemented by Research Initiatives Bangladesh (RIB) as of 31 March 2012 and the results of its operations and its receipts & payments for the year then ended in accordance with the basis of accounting described in note # 5 to the financial statements and comply with the applicable laws and regulations. The obligations imposed by the grant decision have also been met.

We also report that:

- a) we have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit and made due verification thereof;
- b) in our opinion, proper books of accounts as required by law have been kept by the organization.
- c) the financial statements and the receipts and payments accounts are in agreement with books of accounts maintained by the Research Initiatives Bangladesh (RIB) and examined by us.

Dhaka  
30 May, 2012

  
A. M. K. LOHANI, FCA  
Proprietor  
M. Abdus Salam & Co  
Chartered Accountants

**Program for Research on Poverty Alleviation**  
**Implemented by Research Initiatives Bangladesh (RIB)**  
**Financed by Government of Netherlands**


**Balance Sheet**

As on 31 March 2012

	Notes	31.03.2012 Taka	31.03.2011 Taka
<b>Assets and Properties</b>			
A. Fixed Assets	6.00	2,547,580	551,750
<b>B. Current Assets</b>		<b>497,466</b>	<b>19,629,827</b>
Security Deposit	7.00	238,000	238,000
Advance & Prepayment	8.00	207,532	132,255
Loan to RLS project		-	451,619
Cash and Bank Balances	9.00	51,934	18,807,953
<b>C. Current Liabilities:</b>		<b>50,000</b>	<b>949,009</b>
Others Liabilities	10.00	50,000	949,009
<b>D. Net Current Assets: (B-C)</b>		<b>447,466</b>	<b>18,680,818</b>
<b>F. Net Assets: (A+D)</b>		<b>2,995,046</b>	<b>19,232,568</b>
<b>Fund and Liabilities</b>			
Loan & Advance		4,000,000	-
Fund Account	11.00	(1,004,954)	19,232,568
<b>Total Liabilities</b>		<b>2,995,046</b>	<b>19,232,568</b>


The annexed notes form an integral part of the Balance Sheet.

  
Vice Chairperson

  
Chairperson

This is the Balance Sheet referred to in our separate report of even date.

Dhaka,  
30 May 2012

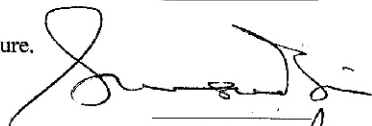
  
A. M. K. LOHANI, FCA  
Proprietor  
M. Abdus Salam & Co  
Chartered Accountants

**Program for Research on Poverty Alleviation  
Implemented by Research Initiatives Bangladesh (RIB)  
Financed by Government of Netherlands  
Statement of Income & Expenditure  
For the Period from 01 April 2011 to 31 March 2012**

Particulars	Notes	01.04.11 to 31.03.12 Taka	01.04.10 to 31.03.11 Taka
<b>Income</b>			
Grants Received		-	16,843,410
Miscellaneous Income		10,987	57,507
<b>Total Income</b>		<b>10,987</b>	<b>16,900,917</b>
<b>Expenditure</b>			
Salary & Benefits	12.00	6,336,928	4,223,841
Training/Capacity Building Expenses	13.00	244,077	235,130
Seminar/Workshop/Conference	14.00	821,101	417,324
Office Accomodation		2,028,191	1,391,412
Travelling & Daily Allowance		40,557	-
Publication and Dissemination	15.00	1,007,161	526,987
Library Cost	16.00	154,380	124,007
Links With Other Country Program		27,264	-
Fund Allocation for Research	17.00	8,409,599	2,408,519
Communication & Utilities	18.00	137,558	333,370
Supplies & Materials	19.00	85,281	36,989
Repairs & Maintenance	20.00	418,946	388,746
Vehicle Operating cost		214,590	172,351
Service charges & Others	21.00	234,717	99,009
Depreciation		88,161	70,959
<b>Total Expenditure</b>		<b>20,248,509</b>	<b>10,428,644</b>
<b>Excess of income over expenditure</b>		<b>(20,237,522)</b>	<b>6,472,273</b>
<b>Total</b>		<b>10,987</b>	<b>16,900,917</b>

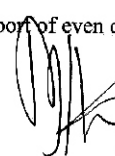
The annexed notes form an integral part of the Statement of Income & Expenditure.

  
Vice Chairperson

  
Chairperson

This is the Statement of Income & Expenditure referred to in our separate report of even date.

Dhaka,  
30 May 2012

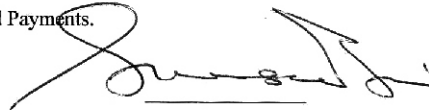
  
A.M.K. LOHANI, FCA  
Proprietor  
M. Abdus Salam & Co.  
Chartered Accountants

**Program for Research on Poverty Alleviation  
Implemented by Research Initiatives Bangladesh (RIB)  
Financed by Government of Netherlands  
Statement of Receipts and Payments  
For the Period from 01 April 2011 to 31 March 2012**

Particulars	Notes	01.04.11 to 31.03.12 Taka	01.04.10 to 31.03.11 Taka
<b>Receipts</b>			
<b>Opening Balances</b>		<b>18,807,953</b>	<b>11,457,599</b>
Cash in Hand		3,355	2,512
Cash at Bank		18,804,598	11,455,087
Grants Received		-	16,843,410
Loan & Advance		4,000,000	-
Miscellaneous Income(Sale of Publication)		10,987	57,507
Received against Security deposit Realised		-	1,000
Loan Refund from RTI		451,619	-
<b>Total Receipts</b>		<b>23,270,559</b>	<b>28,359,516</b>
<b>Payments</b>			
Salary & Benefits		6,336,928	3,553,441
Training/Capacity Building Expenses		244,077	235,130
Seminar/Workshop/Conference		821,101	417,324
Office Accomodation		2,028,191	1,391,412
Travelling & Daily Allowance		40,557	-
Publication and Dissemination		1,007,161	526,987
Library Cost		154,380	124,007
Links With Other Country Program		27,264	-
Fund Allocation for Research		8,409,599	2,408,519
Communication & Utilities		137,558	330,361
Supplies & Materials		85,281	36,989
Repairs & Maintenance		418,946	388,746
Vehicle Operating cost		214,590	172,351
Service charges & Others		184,717	94,009
Computer & Accessories		-	102,133
Office Equipment		7,590	-
UPS		23,400	18,270
Printer		-	21,945
Advance & Prepayment		75,277	-721,679
Loan to RTI		-	451,619
Others Liabilities		949,009	-
Vehicle		2,033,000	-
Furniture & Fixture		20,000	-
<b>Total payments</b>		<b>23,218,625</b>	<b>9,551,564</b>
<b>Closing Balances</b>		<b>51,934</b>	<b>18,807,953</b>
Cash in Hand		1,073	3,355
Cash at Bank		50,861	18,804,598
<b>Total</b>		<b>23,270,559</b>	<b>28,359,516</b>

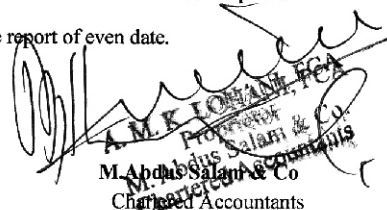
The annexed notes form an integral part of the Statement of Receipts and Payments.

  
Vice Chairperson

  
Chairperson

This is the Statement of Receipts and Payments referred to in our separate report of even date.

Dhaka,  
30 May 2012

  
M. Abdus Salam & Co.  
Chartered Accountants

**M. Abdus Salam & Co.**  
Chartered Accountants

	<b>31.03.12</b>	<b>31.03.11</b>
	<b>Taka</b>	<b>Taka</b>
<b>6.00 Fixed Assets</b>		
Opening Balance	5,599,503	5,457,156
Add: Addition during the year	2,083,990	142,348
	<u>7,683,493</u>	<u>5,599,504</u>
Less: Accumulated depreciation	5,135,914	5,047,753
	<u><b>2,547,580</b></u>	<u><b>551,750</b></u>
<b>7.00 Security Deposit</b>		
Opening Balance	238,000	239,000
Less: Withdraw during the year	-	1,000
	<u><b>238,000</b></u>	<u><b>238,000</b></u>
<b>8.00 Advance &amp; Prepayment</b>		
Advance against salary to staff	-	-
Advance Against Others	207,532	132,255
Advance Against TA/DA	-	-
Advance Against M/P	-	-
Advance Against Project	-	-
	<u><b>207,532</b></u>	<u><b>132,255</b></u>
<b>9.00 Cash and Bank Balances</b>		
Above amount was lying with Standard Chartered Bank, Banani Branch, Kamal Ataturk Avenue, Dhaka-1213		
Cash in Hand	1,073	3,355
Bank Accounts	<b>50,861</b>	<b>18,804,598</b>
Scb 01-2006634-01	<u>50,861</u>	<u>18,804,598</u>
	<u><b>51,934</b></u>	<u><b>18,807,953</b></u>
<b>10.00 Others Liabilities</b>		
Telephone Bill	-	3,009
Audit Fee	50,000	40,000
Liabilities for Gratuity	-	906,000
	<u><b>50,000</b></u>	<u><b>949,009</b></u>
<b>11.00 Fund Account</b>		
Opening Balance	19,232,568	12,760,295
Transferred from the statement of Income and Expenditure	(20,237,522)	6,472,273
	<u><b>(1,004,954)</b></u>	<u><b>19,232,568</b></u>



	01.04.11 to 31.03.12 Taka	01.04.10 to 31.03.11 Taka
<b>12.00 Salary &amp; Benefits</b>		
Festival Bonus	114,372	110,513
Salary	2,028,758	1,522,049
Salary (Pro)	3,418,722	1,514,725
Overtime Expenses	225,467	138,336
Leave Encashment	28,964	20,228
Festival Bonus (Pro)	193,070	154,790
Gratuaty	327,575	763,200
	<b>6,336,928</b>	<b>4,223,841</b>
<b>13.00 Training/Capacity Building Expenses</b>		
Capacity building for researcher	175,589	120,090
Fellowship	-	21,000
Internship	51,935	55,000
Advertisement	16,553	39,040
Staff Development	-	-
	<b>244,077</b>	<b>235,130</b>
<b>14.00 Seminar/Workshop/Conference</b>		
Workshop Expenses	733,948	258,263
Dissemination Meeting & Seminar	87,153	93,051
Regional Seminar	-	66,010
	<b>821,101</b>	<b>417,324</b>
<b>15.00 Publication and Dissemination</b>		
Printing & Publication	893,820	509,487
Translating & Editing	70,000	-
Web site	43,341	17,500
	<b>1,007,161</b>	<b>526,987</b>
<b>16.00 Library Cost</b>		
Internet Bill	100,199	86,400
Journal, Periodical & Newspaper	13,871	13,877
Office Stationery	16,100	11,040
Office Supplies	10,700	5,880
Miscellaneous Exp.	-	556
Photocopy Expenses	13,510	5,084
Resource Books	-	1,170
	<b>154,380</b>	<b>124,007</b>
<b>17.00 Fund Allocation for Research</b>		
Communication for research	9,607	7,967
Research Expense	8,309,092	2,390,552
Honorarium for Evaluation	45,000	10,000
Other research Expenses	45,900	-
	<b>8,409,599</b>	<b>2,408,519</b>

**M. Abdus Salam & Co.**  
Chartered Accountants

	<b>01.04.11 to 31.03.12 Taka</b>	<b>01.04.10 to 31.03.11 Taka</b>
<b>18.00 Communication &amp; Utilities</b>		
Conveyance Local	39,251	36,589
Electrical Charges	22,126	3,915
Email & Internet Bills	28,200	26,700
Postage & Courier	46,146	33,751
Telephone Bill	-	68,581
Travelling & Evaluation	-	163,834
Fax & Telex	1,835	
	<b>137,558</b>	<b>333,370</b>
<b>19.00 Supplies &amp; Materials</b>		
Consumable Assets	11,260	6,675
Office Stationery	35,118	21,089
Office Supplies	38,903	9,225
	<b>85,281</b>	<b>36,989</b>
<b>20.00 Repairs &amp; Maintenance</b>		
Rep. & main. Of Computer	132,219	190,897
Rep. & main. Of Equipment	77,946	32,230
Rep. & main. Of Office Building	44,253	15,985
Rep. & main. Of vehicle	164,528	149,634
	<b>418,946</b>	<b>388,746</b>
<b>21.00 Service Charges &amp; Others</b>		
Audit Fees	50,000	40,000
Bank Charges & Commission	5,691	5,120
Entertainment	-	1,626
Insurance Premium	33,771	33,873
Miscellaneous expenses	21,099	8,167
Service Charges	51,129	10,223
Telephone Bill	73,027	
	<b>234,717</b>	<b>99,009</b>
<b>22.00 Advance &amp; Prepayments</b>		
Balance of the current year		132,255
Balance of the last year		853,934
		<b>(721,679)</b>

**Program for Research on Poverty Alleviation  
Implemented by Research Initiatives Bangladesh (RIB)**

Schedule of fixed Assets

For the year ended 31 March 2012

Annexure-A

SL. No.	Particulars	COST			Rate (%)	DEPRECIATION			W.D.V 31.03.2012
		Opening Balance 01.04.2011	Addition during the period	Balance as on 31.03.2012		Opening Balance 01.04.2011	Depreciation Charged During the period	Total as on 31.03.2012	
1	Furniture & Fixture	353,399	20,000	373,399	10	220,617	13,278	233,895	139,504
2	Computer	1,005,679		1,005,679	20	863,415	28,453	891,868	113,811
3	Multi. Projector	692,670		692,670	20	692,668	-	692,668	2
4	Overhead Projector	103,950		103,950	20	103,949	-	103,949	1
5	Motor vehicle	2,063,270	2,033,000	4,096,270	20	2,062,850	84	2,062,934	2,033,336
6	Telephone Installation	107,032		107,032	15	92,841	2,129	94,970	12,062
7	Office Equipment	143,539	7,590	151,129	15	111,318	5,972	117,290	33,839
8	Photocopier	250,000		250,000	15	212,633	5,605	218,238	31,762
9	Calculator	5,000		5,000	15	4,638	54	4,692	308
10	Printers	126,645		126,645	20	97,582	5,813	103,395	23,250
11	UPS	122,820	23,400	146,220	20	82,788	8,006	90,794	55,426
12	Fax Machine	17,000		17,000	15	15,956	157	16,112	888
13	Conference Sys.	392,000		392,000	20	351,859	8,028	359,887	32,113
14	Generator	52,000		52,000	20	28,038	4,792	32,830	19,170
15	Air Conditioner	164,500		164,500	10	106,601	5,790	112,391	52,109
	<b>Total</b>	<b>5,599,504</b>	<b>2,083,990</b>	<b>7,683,494</b>		<b>5,047,753</b>	<b>88,161</b>	<b>5,135,914</b>	<b>2,547,580</b>

