



**Strømme
Foundation**

SHONGLAP

NARRATIVE REPORT - KAVLI TRUST



AN EDUCATION PROGRAM FOR EMPOWERING
ADOLESCENT GIRLS

Kavlifondet

O. Kavli og Knut Kavlis Allmenntilgode

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**NARRATIVE REPORT TO KAVLI TRUST
FROM: STROMME FOUNDATION BANGLADESH**

1. INTRODUCTION

Project Title	: Shonglap An Education Program for Empowering Adolescent Girls
Country	: Bangladesh
Project Period	: 3 years - July 2012 to December 2014
Reporting Period	: 01 st July 2012 to December 31 st 2012
Implementing Partner(s)	: Voluntary Association for Rural Development (VARD) : RDRS (Rangpur Dinajpur Rural Service) Bangladesh

Project objective:

By end of 2014, 5,400 adolescent girls who have dropped out of schools become empowered and resourceful citizens ensured of their dignity and rights having acquired life education, occupational skills, and a safe environment through the Shonglap Program.

Target Group: The project is targeting 5,400 adolescent girls belonging to marginalized families within the age group of 12-18 years who have either dropped out of schooling or have not attended school at all.

Geographic Location of the project operations in 2012: District of Sunamgonj (VARD) - Derai Upazila (Sub District)

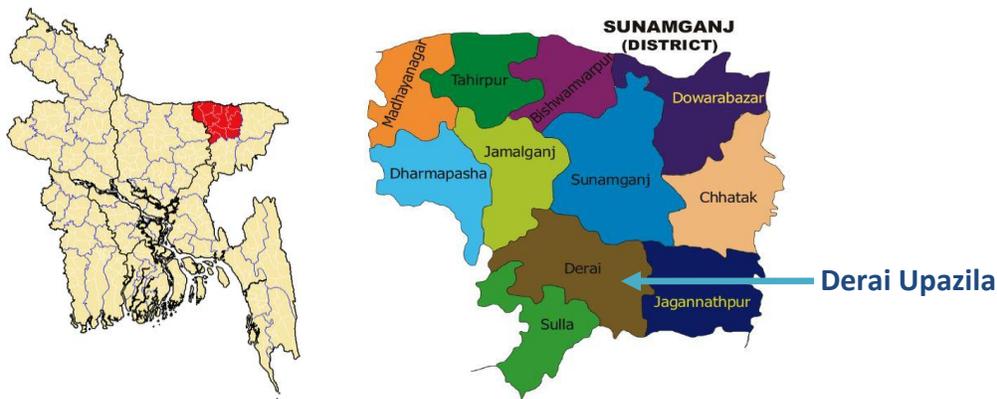


Figure 1:Map of Bangladesh – Sunamganj highlighted in red.

Implementation

Stromme Foundation Bangladesh initiated the groundwork of the Shonglap program supported by Kavli Trust from July 2012. Following the formalities of baseline study and selection process the Shonglap center operations started from 01st of September 2012. Stromme Foundation Bangladesh counterpart Voluntary Association for Rural Development (VARD) lunched the program with the aim to support 500 girls through 20 Shonglap Centers for the reporting period.

The second partner Rangpur Dinajpur Rural Service (RDRS Bangladesh) is to initiate the program from the second year of operations (in 2013). RDRS program area focuses specifically on the disadvantaged tribal adolescent girls.

During the commencement VARD organized several village meetings for 'commitment and confidence building' of the community. The villagers were involved in focus group discussions in order to concede the roles of different parties involved in the implementation process of Shonglap. The villagers including the potential Shonglap girls, parents' took part actively in the whole sensitization process at the community level.

Main groundwork activities carried out for the the project by VARD and SF

- Participants' baseline information collected.
- Participant selection finalized.
- All learning materials and logistics ensured.
- Animators received the monthly refreshers trainings.
- Shonglap Support Team (SST) and the parents have been made aware on the objectives of the program through regular meeting and discussions.
- Home visits to participant girls conducted by the SST members and by the animators.
- Profile preparations of Shonglap girls, animators for progress follow up.
- Introduced SST and Guardian monthly meetings.
- Local government offices and wider communities of the area have been made aware about the objectives of the program.
- A project office has been established in the project location at Derai sub-district.
- 20 Shonglap Animators and 02 Shonglap supervisors have been recruited.
- The Animators and the Supervisors received 10 days' basic training.
- 20 Shonglap centres established and learning sessions started with 500 Shonglap participants.



A Community meeting on Shonglap Program

- 20 Shonglap Support Teams (SST) have been formed to support the centres by the communities.
- Monitoring system including home visits by staff and SST members has been established.

2. OVERALL ANNUAL ACHIEVEMENTS COMPARED TO ANNUAL RESULTS/OUTPUTS

In 2012 a total of 500 school dropout adolescent girls were brought under Shonglap learning process that created a second opportunity for them to be organized, skilled and knowledgeable on life skills and to manage their lives in an effective and productive manner.

99% attendance rate is recorded among the 20 Shonglap Centres. The girls are in the learning process on studying the main 10 subject areas which includes primary health care, reproductive health, puberty, child rights and women rights etc. These girls will receive income generating activity oriented training following the completion of their life skill and social awareness related lessons.

The learning methods includes experience sharing classroom sessions, issue based street drama awareness campaigns organized in the community level based on the sessions learnt from the Shonglap lessons. These community interaction campaigns helps to mobilize parents and communities to get their support and to raise their voice against gender based discrimination, dowry, child marriages and other social issues. It also helps to build the girls' confidence in taking responsibility for their personal development, and gaining recognition and commitment from their families and the society.

"I am very happy that the girls got a platform to sit together, play together and work together. They love to come to Shonglap as they see it as a new hope for their life. We also come to Shonglap to see what the girls are learning here. I think mothers also need Shonglap learning".

Banesa Begum mother of Shonglap participant Sadia of Jagroto Shonglap, Dehari.

Most important Results at outcome level achieved in 2012

- All Shonglap participants are in the process of learning the 10 life skill subjects.
- More than 50% have started to practice the learnings at home and in the community. Especially changes are observed in hygiene and health care practices. Such as usage of toilets instead of open defecation, special care during menstruation, increased personal hygiene, good nutritional practices etc.
- About one fifth of the girls have started to become more involved in family decision making.



- Most participants are much keener in improving the family Income Generating Activities (IGA) while looking into starting their own income ventures. The participants especially at the age ranges of 15 – 18 years are eager to participate on the occupational skill training sessions.
- Around 50% of the girls have started individual/group based small savings with the help of their parents which is planned to be used in their income generation activities once they receive IGA training from Shonglap.
- Shonglap Support Team (SST) members are mobilized to meet and monitor Shonglap centres regularly. Each Shonglap Centre is supported by a Shonglap committee of 7 members consisting of parents, philanthropists and local leaders. They take an active role in Shonglap activity management in the community level. They ensure protection of the girls on the way to the centers; ensure regular attendance and community level social awareness actions. SSTs usually meets once a month but ensures immediate meetings if at all at any emergency.
- On a special note, 3 school dropout Shonglap participants have been able to get back to school with the awareness and assistance of the Shonglap Centre initiatives. Also, 2 early marriages were stopped by the Shonglap participants with the involvement of SST. Out of the 2, one girl was a Shonglap participant and the other one a non Shonglap girl in the village.
- 50 new centres have started from February 2013 covering another 1250 new girls.

“Shonlap girls are learning newer things every day. Now they got an opportunity to turn around for future success” – Abdul Aziz, member of local elected government, Karimpur

3. POSSIBLE DEVIATIONS FROM THE ORIGINAL BUDGET* AND LESSONS LEARNT

The budget needs to be revised due to the following reason:

During the first two months the Partner has taken time for establishment of program support facilities, mobilization and orientation of staff, identification of the participants therefore actual operation of Shonglap centers commenced from September 2012.

- **2012 Budget:** The budget projection for the first year 2012 originally submitted to Kavli included the total cost of 20 centers for 500 girls for 12 months period. The 12 months period in the work plan covers from September 2012 – August 2013. The actual expenses of this centres only covered September – December 2012 (i.e. 4 months). The 20 centers started in September 2012 will continue in the year 2013 until the girls complete 12 months period of learning. In this case, the cost of center operation for the balance 8 months (i.e. from January – August 2013) is now added to the 2013 budget.
- **2013 Budget:** In addition to the 8 months cost of the 20 centers stated above, 2013 budget includes the cost of 100 new centers started in 2013. These 100 centers started in January 2013 will be completed by December 2013.

- **2014 Budget:** Total cost of 96 centers to be started in January 2014 and to be completed in December 2014 is included in 2014 budget. There are no major changes made in 2014 budget.

Table 1: Breakdown of Shonglap Centres and the girls reached through the program in VARD 2012-2013

Year	No of Centres	No of girls reached
2012	20	500
2013	100	2000

The Cash-flow budget is presented by quarters for better monitoring and financial reporting.

*Please refer the Financial Report for further clarification.

Lessons learnt

- Active Shonglap Support Team plays an important role to ensure parents and community participation for the smooth running of Shonglap activities.
- Animators' commitment, relation with Shonglap girls and communities is very important to ensure participatory approaches in the learning process in the centre as well as in the community level for the wider participation of community people.



Shonglap girls watering their group Vegetable Garden



Animators and Supervisors receiving basic training

ANNEXES

Case studies I

Going Green with Shonglap

Being choosy on food or eating healthy was the least the girls in Mokshodpur village could think of. They were left with only 2 options; either to eat the little they had or starve. Mokshodpur village is a highly populated area under Derai Upazila. The target area is a natural flash-flood prone area. Every year rain waters from the Asam Hills of neighboring India floods into the district through the rivers damaging the crops and vegetation. Therefore the village people get beaten by flash floods as well as different types of seasonal sickness that occurs due to the climatic situation. Malnutrition is a common sickness especially acute among the children. They couldn't do much all these years as poverty hardly gave any option to afford the vegetables required for a balanced diet.

The Shonglap girls group in Mokshodpur village had much to learn about their own life and the environment they lived in. The people live mainly on fishing, mono crop agriculture and as agriculture laborers. Women, especially the adolescent girls are the victims of social customs, prejudice and superstitions. Sometimes, they are victims of polygamy. Poor health, malnutrition, lack of safe drinking water & sanitation, religious prejudice are some of the major problems that are prevalent in the area.

Walk the talk

Amongst the many diverse issues they discussed and learnt about, the girls in “Jagroto” Shonglap centre were keen to start acting on their level best to walk the talk. Personal hygiene and importance of health and nutrition struck to most of them as a point they could start changing their life.

The animator helped them in deciding to start their own vegetable cultivation. During a monitoring meeting with the SST (Shonglap Support Team) the girls brought up their idea of starting a vegetable plot and requested a piece of land for cultivation. An SST member happily agreed to give them a small piece of land (3 decimal) which was not used by him for any purpose.



Shonglap Participants watering the vegetable garden

Harvest



Shonglap girls started cultivating several varieties of vegetables including Spinach, Cauliflower, Tomato and Beans. Once the harvest was reaped the girls distributed the vegetables among their families for consumption and also sold a little to the nearby market. The girls from the “Jagroto” Shonglap group say they wouldn’t have succeeded on the vegetable cultivation if they didn’t take responsibility on it. Each of them had made sure the tasks given were done.

Shonglap girls became excited on this success and made a plan to continue the cultivation in a bigger scale as a group initiative. Now they are very happy of their cultivation and the learning. All of them have committed to use their homestead land for vegetable cultivation and provide their families with nutritious diet.

“I can feel that I have already changed a lot. My mother no more pushes me for work. I take responsibility. We have learnt it in practice.”

“My parents also realized it, they appreciate me much than in the past” says Sima Nandi, Satarupa Shonglap, Uttar Chandpur village under Karimpur Union.

Case studies II

Shahina’s back to School



All good things came to an end for Shahina two years back when her father told her to stop schooling. Shahina always shined in school. She was the second top in her final competitive exam in Class 5. Yet her father being a day laborer could not afford to send her to school anymore.

14 years old Shahina lives in Mokshodpur village, in Derai Upazilla. She’s the second

among 4 siblings. Her father had a tough time to feed 6 members in the family being the only breadwinner among them.

She has given up all hope when she heard about Shonglap. In September 2012 she joined “Jagrato” Shonglap center with hopes of learning something which she missed so much. In a few days the Animator realized her fast learning ability and decided to discuss with her parents for her readmission in school. At first the parents were reluctant to send her back to school considering their economic hardship. Finally with much persuasion the Animator convinced them to send her back to school.

The Animator then went to discuss with the Head Master of Shahina’s school. The Head Master recognized Shahina as one of the best students at school and advised her to start schooling again.

The SST members further discussed with the Head Master and he assured to provide her free tuition and other academic expenses to continue her education in the high school. The headmaster SST members supported Shahina to get admission in January 2013 into class VII.

Shahina was over the moon as she got back her school life. Now she goes to school and regularly attends in Shonglap sessions. Her awareness on life skills, personal hygiene and health care practices has improved. She further discusses Shonglap learning with non-Shonglap girls in her school.

She understands that her family will not be able to continue her education for long.

“My father might not be able to afford it for long. Instead if I can earn a living I will be able to support myself for studies” says Shaheena.

Shaheena is looking forward to get IGA skill training so that she could earn to continue her studies.

“I will soon find my way to earn my own income or even look for a job. I will somehow help my family to get out of poverty” says a determined Shaheena.

END