

*Final report*

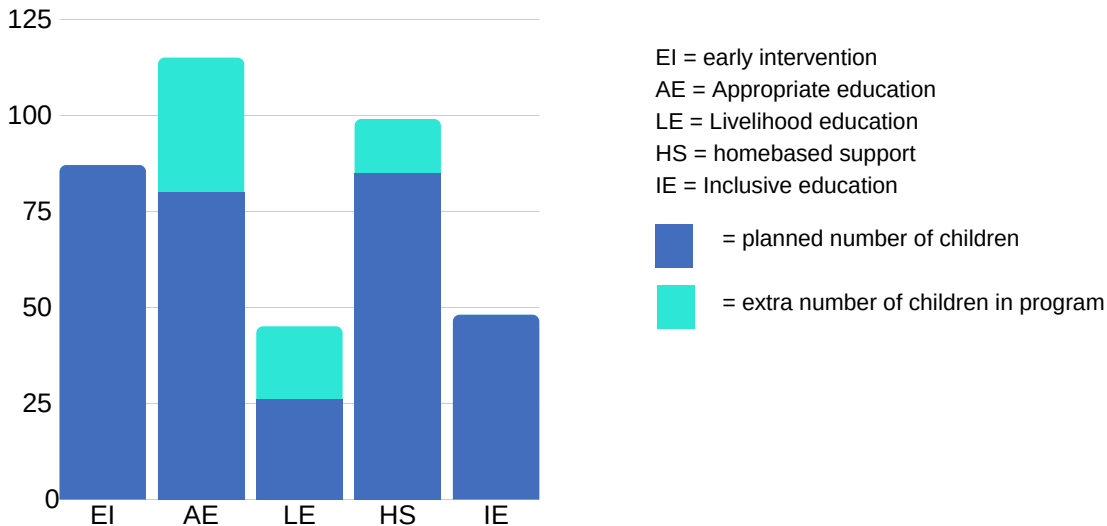
MARCH 2020

# LEAVE NO ONE BEHIND



# RESULTS

Planned and Actual number of children in the different programs.



Gender:



216



138

Support:



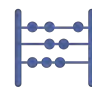
early intervention

85



socialization

354



education

156



care

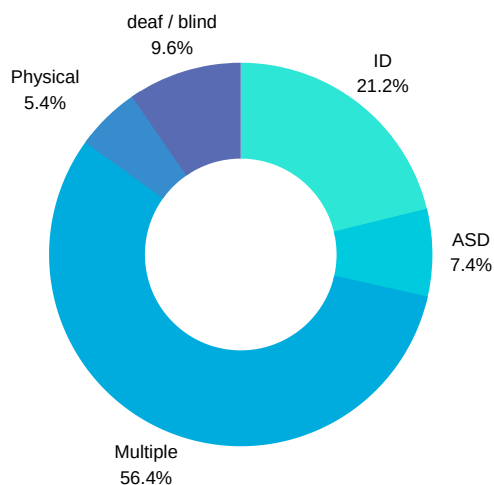
278



healthy meal

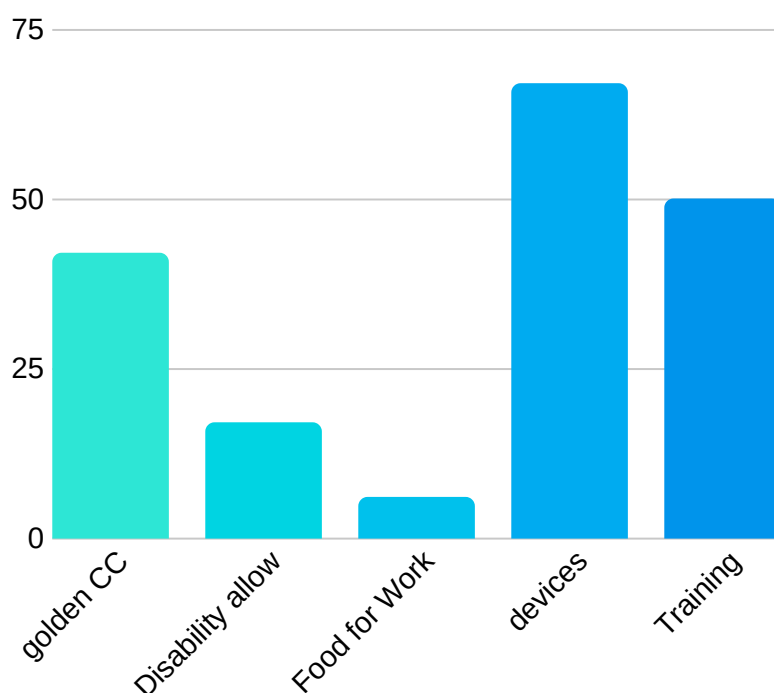
167

Disability of the children:



ID = Intellectual disabled  
 ASD = Autism spectrum disorder  
 Physical = Physical disability  
 Multiple = Multiple disorders  
 Deaf / Blind = vision or hearing problems.

Government support for individual students and their families:





# Leave no one behind

## *Durable Care and Education for children with disabilities in Bangladesh*

Children with complex disabilities are often ignored, teased and neglected due to lack of knowledge regarding their disability. Some are even locked away and left alone in a corrugated iron shed. It is a common story of our students.

The right to education is universally recognized and accepted as a basic human right (United Nation Universal Declaration on Human Rights), yet in Bangladesh very few children with disabilities have equal opportunities to quality education. Regular schools often have neither the facilities nor the expertise to enable children with disabilities to attend, meaningfully participate and learn. Often the skills and potential of children with disabilities are unfulfilled and often they grow up considered a burden to society rather than as valuable members in the development of their community and nation.

### OUR NIKETAN APPROACH

In the “Leave no one behind” project, Niketan implements an intersectional approach to understand how different factors interlink in shaping individual identities. Considered are gender, age, ability, culture, language, social class and education when designing individual education or rehabilitation plans.

We consider whether our project activities lead to the removal of barriers and stigma and recognize that children and youngsters can face various barriers and that they all have different strengths. Niketan makes sure that messages are developed in consultation with youngsters and parents, so they are understandable and child-friendly. The Niketan goal is to give people with a disability a voice - **a voice for an inclusive society.**

We measure the quality of life using the 8 core WHO values, which are : a positive body experience, feeling self-worth, feeling safe, feeling loved, a sense of belonging, meaningful daily activities, feeling inner contentment and supported. Every person has his or her own value and for each person Niketan tries to create optimal conditions for personal growth.



## RESOURCE CENTER

Little is known about parenting practices in rural Bangladeshi families. A recent survey of Plan International found that almost half the rural mothers were unaware of the importance of stimulating a child's curiosity and self-confidence. The most often mentioned maternal behaviors for promoting mental development in children below three years of age were giving nutritious food (26%) and teaching a child to talk (21%); providing opportunities for play and conversation were rarely mentioned.

Home-observations of daily activities of children aged 3–5 years supported survey findings as most children spent many hours by themselves with few materials. The situation of children with a disability in that age group is often worse as these children may spend their days watching the ceiling of their tin shed house, lying on a cold floor with only a plastic bag as mattress. Despite this, parents want also these children to enroll in school.

Parents who worry about the development of their child or who observe that their child develops differently from other children are referred to the Niketan resource center. We advise and motivate parents to participate in training programmes and discuss with them what kind of support suits their child best. When required we focus on behavioral change. We teach them practical skills to take care of their child and through role models we teach them that it is OK to love their child with a disability.

Training topics include: hygiene, weaning foods, stages of cognitive and language development, how parents can help children learn, how to encourage language development, positive discipline. For example, the nutrition topic includes foods to feed and how to feed a child with complex disabilities ; the stimulation topic includes how to talk to a child while you work; and the ADL[1] topic covers how to dress or wash a child with a complex disability.

Niketan supports the mother in motivating the family to invest in their child with a disability and help them with realistic expectations. We notice that fathers are nearly not involved and therefore we organize yearly 'father days', it is still a challenge to get them more supportive. When the whole family is motivated, Niketan explores the best rehabilitation and education options.

In 2018/2019 we opened the resource center for elderly people in the society who need physiotherapy, to reach out to a bigger public and to see whether we could generate some income. We received very few elderly patients because the center is especially known as a 'centre for children with a disability'. Apart from that, staff hardly promote elderly physiotherapy care.

[1]ADL: Activities for Daily Living



## EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Once diagnosed with a disability, rehabilitation is often an important first step to ensure children can maximize their capabilities and have the chance to fully participate just as other children. Niketan focuses on the unique possibilities of each parent and child. Parents are part of the project and learn to stimulate the development of the child in a playful and enjoyable way. We use an approach that considers the skills children already possess and teaches the skills necessary to become independent in a certain activity at the child's highest functional level.

The children are encouraged to develop their skills within their possibilities by using the 'small steps forward model'. This model offers supervisors insight into the development of the child and the small steps that need to be taken in order to master new skills. For example, we measured that Sifat can hold his head in balance for 3 seconds, and that Tamim can do the same for already 13 seconds. Other children are supported to roll, or to take weight on their arms.

We provide physiotherapy for independent movement by strengthening muscles, reducing stiffness, or improving balance. Assistive devices such as prone standing-frames and braces are also provided. It helps the child to strengthen his muscles, it stimulates the senses and improves physical development. It gives a new perception of the world too and improves social skills. This prepares the child for transition to less restrictive environments and activities.

Physiotherapists and special needs teachers add play and other cognitive stimulation to a child's rehabilitation program to help improve cognitive growth.

To create better opportunities for the often very young mothers of children with disabilities and to help them to address their financial difficulties Niketan set up the parents' group BanglaMa. The mothers produce different jute products commissioned by the Dutch company 2Mothers ([www.2Mothers.org](http://www.2Mothers.org)). This way they earn some money, gain more self-respect and feel more supported by their families.

After receiving the training on jute products, Shimul's mother said:

*"It's good for us that DRRRA and Niketan provided the services for children with disabilities and at the same time trained the mothers to make handicraft products. I shall be able to financially support my family. It will be really helpful for my family."*

The individual rehabilitation reports show that the Niketan care and education program impacts the development of the children as they gain better social, physical and cognitive skills. Parents learned how to stimulate and support the child at home. Instead of a burden, these children are now seen as valued members of the family. The improved development of their child gives parents time to spend on other activities and motivates them to send their child to our school. However, we do not always succeed in motivating parents to invest in their child with disabilities and therefore some children show less or no progress.



# RESOURCE CENTRE AND EARLY CHILDHOOD CARE

## 85 CHILDREN

Taharima is 5 years old and only weighs 10 kilos. She has a cleft lip and a spastic paralysis. She is very weak and cannot stand or walk and her intellectual development is delayed. But despite the problems, Taharima has also made progress. She has learned to roll over and can now sit and play independently with support. She responds to her name and recognizes the children around her. Despite the operations on her cleftlip, her mother still spends 2 hours a day feeding her. Although it is quite a challenge to get to the center, they have been doing this three days a week for three years now. The day center is a beacon of hope for Taharima and her parents. They never expected their daughter to be able to sit independently and respond so well to everything happening around her.



Mother study the training material while her child is sleeping.



Happy mothers of BanglaMa



## HOMEBASED SUPPORT

To ensure that nobody is left behind, Niketan provides care and education to **98** children / youngsters ( 50 boys and 48 girls) with a disability, who live in remote areas or have multiple disabilities and to those who live in poverty. The team provides care according to child's needs while also supporting parents on how to stimulate their children towards independence.

As per the individual assessment and goal setting visits are scheduled according to individual needs (severity of the disabling condition), mostly twice a week, weekly or twice a month.

Nadim is a 17 years old boy with Cerebral Palsy. Initially, he was a student of our Niketan Special School. But due to his age and disability, his parents were no longer able to carry him to school. The team decided to get him to join the home based services, so that his therapy could be continued and his dream towards independence fulfilled. Considering his wish to live a normal life, the team collected a tricycle for him from the government. This vehicle brought him the freedom he was looking for. He runs his own small business now. With the help of his mother he milks his 3 cows and sells the milk on the market. With this income he now supports his parents and wants to save money to build his own house on the same compound as his family.





## APPROPRIATE EDUCATION

When children are not able to attend a regular school and follow the regular curriculum, parents lose hope and motivation to invest in their child. Often those children are left behind neglected by family and society. Negative societal attitudes may cause their lack of acceptance of their children's condition. Parents are often not aware of the importance of stimulating their child, so their development further delays. Also, the education level of the parents may play a role in identifying and supporting their children's needs.

Motivating the parents is a continuous and long process, but if we succeed, we often see within a few months a significant change in the attitude of the family and in the overall development of the child.

In 2019 we taught 115 children instead the planned 80 children. We saw 20 new children in our early childhood programme and on request of parents pre-school activities for children in the age of 4-6 years were realized. Due to a new location of our school in the Badda slum, which is closer to our children's home, we received 15 new children in the age of 8 to 12 .

The children were taught in 7 classes following the themes "flowers, Bangladesh and colorful counting". Each theme consist of a broad range of activities targeting for example cognitive skills (thinking, learning, reading, writing, solving problems), communication skills (talking, listening), self-help or adaptive skills (eating, dressing), social- emotional skills (playing, interacting with others), and sensory processing skills (handling textures, tastes, sounds, smells).

This thematic approach allows learning to be more natural and less fragmented and the teachers as well the students experience more fun. After each theme the children take a small test, with which Niketan follows the development of the child but also gains insight in the pedagogical skills of the teacher. To stimulate a positive self-image, the children receive a "Well done" certificate after every final test.

As a result, the children show better social skills, gain better communication skills and have less difficult and deviant behavior. They are actively and meaningfully involved in the lessons, enjoy going to school and are more self-assured. Thanks to the behavioral change of the children and the unique collaboration with regular primary schools, many children go part-time to the regular primary school and part-time to our special school.

When parents see progress in their child and Niketan can give them hope for the future, we see them positively change their interaction with their child. We help them to stimulate desirable behavior at home by various training programmes for positive parenting.

In December 2019, the Ministry of Social Affairs in Bangladesh announced that the Disability Protection Act-2013 on care and education for complex handicapped children, adopted in 2013, is going to be implemented. The government wants to financially support one special school in every Upazilla. DRRA has registered the Niketan school in Baniajuri for financial support.



# APPROPRIATE EDUCATION

## 115 CHILDREN



Pre-school classes are realized on request of parents for children age 4 to 6 years



Singing songs and playing games are part of the school program.



Happy faces when students receive a certificate after finalizing the theme.



Sonia with her friends in the Amar Joti School.

*Making friends is not easy for me. I live in a small house, have been abandoned, I don't know social rules, and I can't even talk properly. Here at Amar Joti, I can interact with my peers in a warm atmosphere. I feel really proud and happy, I now have friends! --Sonia*



Stimulating the fine motor skills



## INCLUSIVE EDUCATION

During previous years Niketan learned that raising awareness in regular schools (20) helps children with a disability to access and get accepted in regular schools. The process towards inclusive education also implies that Niketan professionally supports teachers with knowledge and skills to support learners with a disability. We have been able to decrease the drop-out rate of children with behavioral difficulties and reduce attitudinal barriers by taking an approach of combining special and inclusive education.

Other factors that cause dropping out from school are lack of appropriate teaching materials (43%), lack of accessibility (35%), lack of affordability (34%) and lack of para-medical support (28%). 71% of children with complex disabilities do not finish primary education. Getting children with complex disabilities enrolled in regular school is not our primary goal, because there is still a huge shortage of qualified inclusive regular teachers. But we do promote and realize inclusive school access for children with mild or moderate cognitive or physical disabilities. Worldwide experience and research have shown that this benefits all children, those with and without disability.

In 2019 Niketan included 20 new regular schools in our awareness raising program. In those 20 schools 46 children with a disability receive education (and are registered students). Several meetings were organised with students, teachers and School Management Committee (SMC) to provide information about disability and equal opportunities, child rights, and responsibilities of students and teachers. We helped the teachers to assess the readiness of the students to join school.

We guided the teachers and the SMC in preparing a plan to make their school into a disability friendly learning environment through international accessibility audits and school adaptations plans. The teachers are happy that they receive guidance in teaching children with disabilities. Though legally bound by the government to do so, most teachers feel uncertain how to teach these children as they do not receive any professional support from the government. Also, 28 education scholarships for the students with disabilities were provided by the Upazilla Education Office.

Thanks to a unique collaboration, we can offer children the best of both: special education and inclusive regular education. Three days a week twenty children receive extra learning support and physical therapy in the Niketan special education program, the other three days the children experience inclusion in a regular education setting, together with their brothers/sisters or neighbors. When extra support is no longer necessary, children move to the regular school completely and also our care at home is gradually being phased out. At present we have 41 children in this phase-out stage.

*I learnt many things on Disability issues after receiving the training from DRRA. Now, we are working in the community to make parents aware about the importance of the education of students with disabilities. If find any children with disabilities whose are not going to school, encourage them to send their children in the mainstreaming school or DRRA's Special School. - Laila Akter, member of School Management Committee*



The silent boy who used to hide shyly and anxiously in grandma's lap, nowadays goes to regular primary school. Sajib was malnourished, had a physical impairment in his backbone and a speech and cognitive deficit. Because he could not express himself well, he had no playmates and education was unthinkable for him. But Sajib was admitted to special education and that changed his life. He gradually overcame his obstacles. In the safety of having new friends, he dared to experiment step by step with more solid food. He also felt safe enough to talk and his inability to move independently improved with physiotherapy. Sajib experienced tremendous personal growth and was physically strong enough for a corrective operation of his backbone.

The teachers of the special school wanted him to take a next step. They went to the K.G Primary school and had several discussions with the teachers and the School Management Committee. When they agreed to give Sajib a chance, awareness meetings were organized with other students. Now Sajib plays with friends and peers at the K.G primary school. His family hardly believes how their son goes to school and chats with other children.



## LIVELIHOOD EDUCATION

Youngsters with a disability are usually not allowed to make their own decisions because of preconceived ideas, myths and prejudices about their “capacity” to do so as well as sometimes due to their communication barriers. The Niketan livelihood education program 'The Right to Decide' is aimed at learning interpersonal skills that help youngsters in the age 15 to 25 years to make choices and prepare them for an active role in society. In the second half of 2019 we added 19 students in our trainings program because of a demand for SRHR training.

Fourteen youngsters finished the 'My way to Work' training with a job interview as exam. All the youngsters received a certificate for finalizing the training. Fifteen new youngsters started the training and did their 'asking a question' test. The training provides the youngsters the necessary social and work attitude skills to join in existing vocational trainings or job opportunities. Skills which they often miss due to under stimulation, lack of social contacts and understanding. Two trainers of the My Way to Work training are - by the founder of the original Dutch training- certified as official Master Trainers.

12 youngsters followed the training module "On my own", in which they learn how to handle money responsibly. Niketan hoped to finalize the 'On my own' training in one year and start a new batch of youngsters. However, the training content was a challenge for the new trainers and thus also for the students. We discovered a serious knowledge gap on this subject in our training team and we needed to spend much more time to train the trainers.

Thirty youngsters and 6 peers are engaged in the SRHR training and out of them twenty did their exam in February 2020. The training outcome included that the girls are more assertive, have more self-confidence and an improved self-image. They now dare to walk alone on the street, they better understand body posture and intentions of boys and men, and they know how to say "no" to indecent proposals. It is wonderful to see how easy and open the girls now talk about subjects they walked away from a year ago thanks to the Peer to Peer program, while girls talk more easily about sexual issues at home too.

We measured the 'quality of life' and the personal growth of the youngsters through a 'know yourself' and 'self esteem' assessment. The outcome shows that youngsters from the various trainings indicate that they feel stronger and more equal, their voice is heard and their opinion counts, which gives them more control over their own lives. We see that the youngsters have gained more self-confidence, that their communication skills have improved and that they become a valued member of mainstream society. We see a slight difference between man and woman, man feel a bit more self secured then woman.

*I was just a girl with a disability, neglected even in my own family. The Amar Joti school gives me education, therapy, food, training like SRHR, computer, money management, and My way to work. The school gave me dignity and respect!! The school believes in my abilities!! Now I am working as a teaching assistant and I am doing advocacy. - Lipi*

## VOCATIONAL TRAINING

Work is an important life activity. It provides opportunities for social and economic participation, which enhances personal fulfilment and a sense of self-worth. The exclusion of people with disabilities from work imposes a financial burden on the family, the community and other individuals or organizations that provide support and care, including major costs to social welfare and social security systems. Exclusion from work represents the loss of a significant amount of productivity and income and therefore investments to offset exclusion are required. Education and the acquisition of skills should not be something that happens only in childhood.

Niketans vocational training program give youngsters the competences and skills to find a job outside the sheltered setting.

In the carpenter unit seven trainees started with module 2 of a 3 year course on carpentry. Beside some theory they learn practical skills, like how to make a pin and hole joint, how to work with a 3D drawing etc. Together with their trainers they make assistive devices for the children in the Niketan centers. In 2019 they made: 30 Standing frame, 29 Corner chair, 14 Walking frame, 5 counting box, 7 special seating chairs, 1 School Table and 6 chairs.

On our farm and paddy field, 5 trainees gain skills in how to plant, process, watering, fertilize crops and how to take care of cows, chicken and sheep's. Once a week they receive one hour theoretical lessons, the other days they work together with the farmer.

In Dhaka trainees were taught catering skills, sewing and jute work. They also received some training in computer skills.

The trainees have reported a decrease of feelings of loneliness and isolation alongside an increase in self-esteem, confidence and friendship building.

When asked whether the trainees feel happy and supported 60% agreed and 40% strongly agreed with this statement. Most of the trainees exclaimed feelings of happiness and a greater sense of wellbeing. The trainees indicated that they have a higher levels of confidence when attending the center, many exclaim that they experience dynamic improvements to their feelings of self-worth and esteem. When asked whether about their self-esteem has improved due to attending the skill training 50% agreed and 50% strongly agreed with this statement. Furthermore, 60% agreed and 40% strongly agreed with the statement that the skill training has helped them build confidence in their skills. Some of the trainees who struggle with socializing came to us to improve these skills, and have found that they are less inclined to feel anxious about engaging in social interaction. Most of the participants during the interviews maintained that when the center close down due to holidays or if they have had to miss a week or two they genuinely miss the trainees they interact with.

*I was shy, people laughed about me and I just let them. I didn't know how to stand up for yourself and therefore I stayed at home. But now I am a totally different person, I even go to the mosque and you know they respect me and act normal to me. - Ashraf*



# VOCATIONAL TRAINING AND LIVELIHOOD EDUCATION

## 45 YOUNGSTERS



Certified Master trainers for the My Way to Work training.



Students with their My Way to Work certificate.

We provide livelihood education towards 45 youngsters. Beside of teaching them vocational skills, we stimulate their social, cognitive and emotional development by using our Right to Decide approach.



Class On my Own: making a budget



Students with certificate after finalizing the SRHR training.



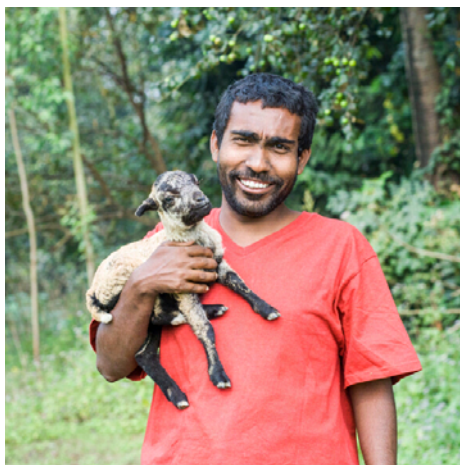
## RESIDENTIAL CARE

At the moment eleven boys in the age of 15 to 30 years are living in 'Afroza's place' - a residential care facility for youngsters who are not able to live at home due to their complex care needs or lack of family members' support. In 2019, we celebrated the 10 years anniversary. Four boys lived here from the start and made remarkable progress during their stay. Where possible the boys help on the farm and grow rice, mustard and various vegetables and herbs. In 2019, seven boys successfully completed the My Way to Work training. The training has led to a major behavioral change.

The boys have learned to stand up for their rights and to voice their opinion. The housemothers and supervisors have changed their attitudes and learned to see the boys as equal. The boys are now more independent and have gained a better self-image. Some now dare to dream about a future outside the safe surrounding of Niketan.

One of the boys with a psychological, emotional and cognitive disability described his stay as follows:

*"When I came here, I was crazy, I knew and could not do anything. Now I have learned so much that I have become a boy like other boys". - Shobuj*



PORTRAITS OF THE YOUNGSTERS WHO LIVES IN AFROZA PLACE

## AWARENESS & ADVOCACY

The goal of our awareness and advocacy campaign is to help the local government to realize an inclusive society. This implies a change of policies and practices and ensuring these policies are implemented effectively to break down the attitudinal, physical and financial barriers for people with a disability.

The last five years, this project's networking and advocacy activities with various government stakeholders played a significant role in enhancing community leaders' knowledge and interest for persons with disabilities. For example, community leaders arranged several training programmes while also paying for tube-wells, solar panels, assistive devices, sewing machines, land for building a house or a shop for persons with disabilities, using the central budget or other local resources.

To initiate real change and make the care for children with disabilities sustainable, the current charity approach should become a rights-based approach and disability should be mainstreamed in all regular government services. Therefore, Niketan conducted a research among 9 government institutes to locate available resources. With the outcome of this research an integrated and sustainable strategy can be designed to help persons with disabilities escape poverty.

The research was conducted with 9 departments of Upazilla Administration Offices of Ghior and Daulatpur Upazilla in Manikgonj. Research results revealed that the department of Woman Affairs, Education (primary and secondary) and Social service are aware of the rights of people with disability and have some provisions for them.

But they all mention that they do not receive enough training and money from the government to adequately support persons with disabilities. The department of Agriculture, Youth, Health and Statistics never received any training on disability, nor does the department have any program for people with a disability. All respondents mention that there are no proper disability data and therefore they do not know the needs of persons with disabilities. The conclusion is that the departments are not inclusive at all, that there are almost no resources and that there is a lack of knowledge and data.

*I'm Irin Akter. I'm Upazila Executive officer in Ghior Upazila. I visit many programs of DRRA which is really good. Before I had no knowledge on disability but now I know. In the hospital we selected 2 seats for persons with a disability. I feel lucky that whenever I will be transferred to another Upazila I can use my experience. Thanks to DRRA for helping children with disabilities in my Upazila.*







Blanket and warm clothes distribution by the local government and Bangladeshi well-wishers.



Wheelchair distribution by the local government



International woman day: Each for Equal



Parlement member Momotaz Begum paid a visit to our centre in Baniajuri.



Meeting the UNO to discuss the projects



## AWARENESS VIDEO

To reduce the stigma and to bring success stories to the attention of local government and communities we made an awareness video. The video portrait two youngsters with a complex disability, one girl with autism who is locked at home, loved by her grandmother, but does not get any support yet from Niketan. And a boy with down syndrome who had complex behaviour problems, but now receives training in our vocational training centre.

The video is used in our quarterly open air cinema's organised in communities and in our training sessions with local government, school boards etc.  
Link: <https://youtu.be/p9u-wuJWRFY>

## CURRICULUM DEVELOPMENT AND TRAINING THE TRAINERS

To improve the students' learning experience and to help teachers to gain better teaching techniques and to provide quality education for learners with complex disabilities, a curriculum was developed. The curriculum is based on a thematic approach and includes teacher guidelines, workbooks for the students and video training.

Since 2014 DRRA and Niketan are involved in the rules and regulations and curricula development for special education. The government board involved in this curriculum development is reviewing curricula developed by the different special schools and that includes the Niketan / DRRA curricula. In 2019 Niketan and DRRA finalized the development of thematic education and reviewed all the textbooks and guidelines.

We prioritized the training of master trainers to make the thematic curriculum appropriate and the livelihood education sustainable in the Niketan / DRRA projects. Since most of the special schools do not have a comprehensive curricula like Niketan / DRRA, the government shows great interest in the by us developed curriculum.

All teachers and master trainers received a certificate. Through our pre and posttests after each training and video analyses we see that they gained better pedagogical skills, were able to communicate in a more positive way, were able to set more realistic goals and became more creative. In February 2020 the NDD Trust of the Ministry of Social Welfare honored DRRA to nominate master trainers for the government training course on special education.

An international master trainer from the Netherlands, designed the last themes for the schools:

- Festivals and religion
- Bangladesh
- Self-esteem test

*I am Salma, a special needs teacher of the Amar Joti School in Dhaka. I didn't have any experience or education on disability when I became a community worker of the school. But gradually I received trainings and it helped me to work easily and purposefully. After several trainings on autism I was requested to run a class with children with autism. The trainings and teacher guidelines helped me to communicate with my students by using pictures, it helped me by making a daily plan and to make goals for children. It made me able to be a good and creative teacher for my students.*

## OUTCOME INDICATORS

Niketan measure programme outcomes using different tests and tools. To measure the rate of confidence of teachers we use interviews, lesson observations and evaluation forms. The “small step forward” module, Individual Education or Rehabilitation plan and the quarterly tests are used to measure the development and personal growth of the children.

To measure the development of youngsters, we use assessments like ‘Who am I’ and the ‘Self-Esteem’ test. In addition, the intake before and exams after each “Right to Decide” subject shows the personal growth of each youngster. To measure the inclusion of our children in the community is a bit more complicated. We interview stakeholders, like local government officials, schoolteachers, school children and neighbours. We organize monthly meetings with the parents to measure their appreciation.

At present the outcomes of all these indicators are in separate excel sheets which makes it complicated to compile the data and compare them over time. In the near future Niketan / DRRA will review the current monitoring, evaluation and learning framework and improve these processes for improved evidence based monitoring at all relevant levels such as child, family, school, community and national level.

To illustrate and provide evidence of impact, Niketan shares stakeholder and beneficiary statements of teachers, children, parents, government officials and visitors to our schools:

*I am the mother of Rohan; I am over the moon ' because my son can walk after receiving the services from the special school in Manikganj.*

*I am the mom of Mukta & Sharmila. Both of my children are physically challenged, and I am the only one who is taking care of them. We have a big family and it is therefore quite a luxury to buy something special for my girls. It always hurts me. I got training on handicraft-making from the Amar Joti School, and now I can make orders and earn my own money. I am capable to buy something special for my daughters now and then.*

*I am Rizvi, I have never even dreamt of such a nice place in this world. So many toys, so many lights, balls and after all the playing a lot of food. I am happy as a student of the Amar Joti School.*

*I am Rahekul Makhtum, I am in class Five. Our teachers received training from DRRA. After receiving the training , our teachers teach very carefully and with patience. Now, they teach in a very simple way with small words and broken sentences. DRRA and Niketan make great changes to our teachers.*

*Dr. Mahbub Litu- Chairman, Department of Special Education, IER, University of Dhaka Said that we are highly pleased to observe all the facilities. It seems to me that this center could be used as a model teaching the future Disability Professionals.*

*Sylvia Ortega Azurdy and Marit Van Leire from Wilde Ganzen, Netherlands said that we are impressed by the work you are doing. The way you working with the parents is amazing. Keep up the good work.*



# OUTCOME INDICATORS

Teaching & Learning	Planned	Actual
• Teachers feel supported and are confident in their abilities to teach students with different disabilities.	49	53
• The physical, social, language and cognitive skills of students are developed to their maximum potential.	322	355
• Students with a disability receive appropriate education.	80	115
• 48 students are included in regular education.	48	41
• Young children receive transport facilities, a healthy meal and early childhood care and education.	87	85
• Students with a disability have an Individualized Education Plan (IEP) that describes the education and related services to be provided.	322	355
• Communication systems and sign language are part of the education system.	3	3
• Youngsters receive the training module “Right to Decide”	26	45
<b>Family &amp; Society</b>		
• Students have an increased chance of survival and good health.	322	355
• Children who need this, receive homebased support, resulting in fulfilling daily activities which are meaningful for the family or society.	81	98
• Youngsters have an increased chance of a meaningful life in society.	26	26
• Elderly with a mobilization problem are supported in living independently.	20	5
• Students with disability and their caretakers feel part of the family and community	322	355
• Family members are positive, supportive and involved	1405	2190
• Children without disability learn to play together, accept and respect	3000	6400
<b>Personal Growth</b>		
• Appropriate assistive devices, therapies and other necessary assistance, are accessible and available.		
• Students have a better self-esteem and are happier.	322	355
• Students are less dependent on the family.	322	237
• Students have a meaningful life and future.	322	237
• Students feel safe and supported.	322	355
<b>Organisation &amp; Management</b>		
• Adapted curricula, examination and assessment systems, are focused on the needs		
• Partnerships are created with relevant stakeholders and like minded organisations		3
• Training outline, practical handbooks and 4 instruction videos are developed to train and support parents in taking care of their child with a disability.	4	4
<b>Policy Makers</b>		
• Policymakers and school authorities understand the complexity and possibilities of education for children with disabilities.		50
• Policymakers are sensitized to implement education programs for children and youngsters with disabilities.		10

# CONCLUSION

The children and youngsters enjoy their therapy sessions and education. Many made significant steps in their development, by gaining social skills and conceptual knowledge linked to the topics of the modules described above.

The mothers are happy because apart from receiving services for their children, they received training in parenting, so they can provide therapy at home and feed their children. They feel more secure and empowered. In the coming years we must think how to also meaningfully involve fathers more in the programme.

With the government increasingly more involved in our programmes and their acknowledgement for our work, we notice a significant change in the inclusion of children with disability in the social safety net programme. Though not all children with a disability in the community are receiving this benefit, starting issuance of government allowances for children with disabilities is a positive development. The local government office occasionally sends local government representatives and even farmers to visit the project. The main reason is to gain more knowledge and skills regarding disability issues, or for the farmers to learn about vermi composting (producing an organic fertilizer) for agriculture.

Through a model school approach, Niketan, DRRA in collaboration with other disability organisations in Bangladesh played a significant role in developing the rules and regulations for special schools as part of the 'disability act 2013'. We will continue to lobby with the government for recognition of our schools and hope to get government support for our schools as part of the existing government system in the near future.

# FINANCIAL JUSTIFICATION

The financial justification is included in the excel sheet. The donations spend to DRRA

Date	Euro	Rate	Taka
26-02	37.834	93,7	3.546.249
11-05	37.834	92,3	3.492.805
31-07	37.834	92,3	3.492.805
14-11	37.833	91,5	3.463.384

It wasn't easy to find sufficient funding for the project. We lost some donors due to their new policy or because they decided to support new initiatives from other NGO's. It will be a big challenge to raise enough funds for the coming years. We will need to further diversify our donors and lobby for our approaches and materials to get institutionalized within existing government programmes. Apart from the Netherlands Niketan also focuses on Bangladesh for fundraising, from traditional as well as private donors. We are grateful that also in Bangladesh more and more people are supportive and involved.

# COVERAGE OVERVIEW

