

Project No. 49

FORMATION OF YOUTH AND TEACHERS PROGRAM (FYTP)

Principle:

Catholic Church education system can have multiplier effect through collaboration with neighboring educational institutions and youth.

Objectives:

- To offer time-befitting education that will ensure skilled manpower with human qualities;
- To mould students'/youth's character, motivate them to possess ethical values and to become non communal and worthy citizens of the country;
- To arrange financial support and to supply learning materials to poor students with special consideration for indigenous pupils;
- To develop teachers' and administrators' professional skills to a great extent;
- To introduce advocacy aiming at strengthening network with different groups such as school managing committee members, guardians, teachers, youth and community at large.

Background:

The FYTP initiated its activities in 1992 and completed the fifth phase (July 2006 - June 2009).

Staff Strength:

Permanent: 11 (Male – 10, Female - 01).

Donors:

Misereor-Germany and CRS (Catholic Relief Service-USA)

Expenditure : Foreign partners' contribution : Tk.10,507,273

Beneficiaries: Direct: - 47,495 (male: 26,122 and female: 21,373)
Indirect: - 318,412 (male: 175,127, and female: 143,285)

Target and Achievements:

During the reporting period the target and achievements of the project are mentioned in the following Table:

Sl. No.	PARTICULARS	As on June 2008	Performance in FY 2008-2009			Cumulative as on June 2009
			Target	Achievement	% of achievement	
1	Teachers trained	6,048	705	823	117	6,871
2	Teachers trained (PTI and B. Ed)	1,008	40	56	140	1,064
3	Dev. concept/ orientation	57,535	13,200	13,442	102	70,977
4	Publication (copies)	629,594	6,000	4,500	75	634,094
5	Students support	258,827	18,640	19,777	106	278,604
6	Institute support	54,853	3,000	3,950	132	58,803
7	Seminar/work-shop	37,631	600	810	135	38,441
8	Advocacy/ awareness	7,375	3,000	4,137	138	11,512

Sl. No.	PARTICULARS	As on June 2008	Performance in FY 2008-2009			Cumulative as on June 2009
			Target	Achievement	% of achievement	
	Total (1 - 8) :	1,052,871	50,185	54,175	118	1,100,366

As per the data mentioned in the above Table training on capacity building was imparted to 823 teachers and two types of long term professional trainings were arranged for 56 teachers. In all 810 youth attended seminar and workshop. In advocacy program 4,137 teachers, guardians and youth took part. Monetary support and other educational materials were sanctioned for 19,777 pupils.

Impacts:

- Professional training on skill development has increased teachers' knowledge and capability. Now they are imbued with self-confidence. Quality education offered by the concerned institution is indicative of their professional attainment. Most of the students are satisfied at their teachers' performance. Their success in the public examinations has been commendable over the years.
- More and more *madrassa* (Islamic religion based institute) teachers are showing eagerness to take part in Education to Reality (ETR) training. When they attend such training, they get an opportunity to interact with mainstream secondary school teachers and learn the process of promoting moral values and making their pupils non-communal.
- To complete five-year cycle of primary education *Adivasi* (indigenous) poor children receive stipend. Under this scheme they are provided with textbooks. They also take part in study tours, which broaden their outlook. A number of primary school students seem to be aspirant to pursue secondary education.
- Co-curricular activities arranged under collaboration program help primary and secondary pupils to become cooperative, painstaking, respectful and tolerant. They achieve skills in some aspects such as debate, dialogue, oration, project work etc. Most importantly they learn the lesson of establishing communal bond and social harmony.
- Advocacy program includes *Adivasi* pupils, youth of different faiths, guardians and School Managing Committee (SMC) members who come across various important issues such as parity, equality of opportunity, moral formation, human obligations, etc. They critically analyze the overall situation prevailing in society and reach a consensus for the betterment of all people.

Conclusion:

At present we do not have a uniform education system. In primary education there are eleven types of streams. Secondary education is also divided into several fashions. That is why our children are growing up with different attitudes and mindsets. FYTP always try to help Church run educational institutes and teachers through different activities so that quality education is ensured. The incumbent government has constituted a committee to frame an education policy stressing the need for relevance, application and essentiality of the current age. It is hoped that the policy makers would remove the existing disparity and evolve a policy protecting our national interest. The report is supposed to be published shortly. FYTP must comprehend the new system and take necessary steps to benefit the people irrespective of caste and creed.

Chanchal Has Become a Senior Teacher

Gregory Chanchal Mondol (30), son of Aditya Mondol and Shanti Rani Mondol is an inhabitant of a village named Chunkuri under Dacope *upazila* (sub-district) in Khulna district. His father is a cultivator and mother is a housewife. They are four brothers and two sisters. He is the 5th of them. His father has fifteen decimal of landed property. It was very difficult for Chanchal's father to bear all expenses of the large family. He could hardly spend money for his children's education with small income accrued from cultivation.

While Chanchal was receiving higher education, he stayed in a boarding house with other students in Khulna city. During his student life he earned some money as a tutor to continue his education. He started his career as a part-time teacher in St. Joseph's High School, Khulna in 2003. Chanchal obtained Masters of

Social Science (M.S.S) degree but he was not made permanent in this school as he had no Bachelor of Education (B. Ed) training.

At that time he came to know from the Headmaster about B.Ed. stipend provided by Caritas Formation of Youth and Teachers Program (FYTP). This project is supported by Misereor Germany and CRS, USA. He duly submitted a petition for financial help and the authority after proper scrutiny provided Tk. 20,000/- for him in the fiscal year 2006-2007. He passed the B. Ed. examination securing 1st class with good marks. He said that it would not have been possible for him to complete the training without receiving financial support from Caritas. Later he faced an interview arranged by school authority and got a permanent post in St. Joseph's High School. With B. Ed. Degree now he has become a senior teacher.

After getting B. Ed. training his salary has increased. He enjoys a dignified position in school and society. He acquired many techniques from B. Ed. Course, which he can use in his regular teaching. He can maintain his family well. So he expressed thanks and gratitude to Caritas and expected that teachers who are economically needy would get support from Caritas to develop their quality and skills through Primary Teacher Institute (P.T.I.) and B. Ed. trainings. He hopes this program would continue to give benefit to other teachers who want to take part in nation building activity through teaching profession.