Impacts of Child Development Through Sponsorship Program (CDSP) On the Holistic Development of Children: Study of Birisiri CDSP

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Abstract

The study revealed a good number of CDSP impacts that include Higher attendance rate at school among the registered children than their non-registered peers, 100% passage in the exams, being without hesitation and curious to know about anything not familiar, but important for their development and also being rational by taking part in different debating competitions. The educational approach of the registered children is impacting on the lives of the other children in case of creating attraction to study in the community.100% of the registered children and their families use the hygienic latrine while their non-registered peers and their families are highly influenced to set up similar infrastructure at their home. A massive awareness is created about personal hygiene in the community. Regularity in nail and hair cutting, washing cloth timely and most importantly washing hands before and after taking food are the indicators of a changed mind set of the registered children due to being in the CDSP. In addition, they are more aware of using first aid in necessity of primary treatment than their non-registered peers and others in the community. Registered children are more capable of identifying 'Right' and Wrong than their non-registered peers in the community. They do not hesitate to confess any mistakes they make. They have had the ability to evaluate actions of themselves and others according to the moral principles. People have more faith in the registered children than their non-registered peers in case of truthfulness in the community.

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Introduction

Child Development through Sponsorship Program (CDSP) is one of the three child development models under the Child Sponsorship Program of Compassion International. Other two are Child Survival Program (CSP) and Leadership Development Program (LDP). CSP is designed for children aged from zero (from pregnancy/mother's womb) to three years while CDSP for children aged from 3 to 16 and LDP for children aged from 16+ to 22.CDSP is designed to help children living in extreme poverty get their required supports for their holistic development. The supports are not merely limited to material supplies, but beyond that. These include consistent mentoring, health care both major and general, tutoring, cultural nourishment, and encouragement by rewarding for good jobs. To say more specifically, the children in the CDSP receive educational opportunities that complement local schooling and extend beyond the classroom. Children in the program learn important life skills, and are provided with health care and supplemental nutrition as needed. They are afforded opportunities for safe, healthful recreation. CDSP encompasses holistic development of a child - Educational Development, Health Development, Social Development and Moral Development. However, all the activities under each development component are determined in context of the needs of the certain community children as well as on basis of the individual child needs. Activities under each development component at one project vary from those at another project in the same country, or in the same region or across the globe, but all of those are focused on the holistic child development. With the changes in the reality, projects are encouraged to adopt new initiatives or programs for the benefits of the registered children. It is because that time and context demand continuous changes in development strategies otherwise objectives of child development could not be achieved. Likewise liberty is given to the partners through negotiation to drop any on-going programs/activities if found not effective for holistic development of the registered children.

Compassion International is engaged in catering all out-opportunities required for the holistic development of the neediest and most vulnerable children that can reach through its program. The possibility of reaching the neediest children is rooted in a commitment to integrity, both in the program and with sponsors and partners. It is aimed at searching out some pragmatic recommendations for the betterment of the existing and upcoming beneficiaries, in particular, in aspects of program designing. However, it could be used as a handy reference in chalking out programs for holistic child development in the countries like Bangladesh. On the other hand, the paper is aimed at providing a synopsis about Compassion International's CDSP to the students interested in Child Development Studies, donors and sponsors, government and non-government organizations, practitioners engaged in the development field, especially members of Compassion Family to advocate for children more.

The objectives of the Study
The specific objectives of the study as follows,
- To gather knowledge about the impacts of CDSPs in the community
- To selecting and incorporating appropriate child development programs in the respective community context.

Materials and Methods
The PIA (Program Impact Assessment) is not an evaluation or audit of the project/partner. Instead, it seeks to 'assess' the impact that has been or is being achieved based on the question-answers, opinions and observations of the selected project/CDSP and direct and indirect beneficiaries including registered and non-registered children in the community. It is therefore a process that is intended to provide the 'grassroots' implements and beneficiaries and opportunity to express their views in a structured and comparable format using a focus group approach.

Respondent Selection

The respondents were randomly selected by the assessment team from among the existing registered children of the three age-groups of the study and non-registered children of the similar groups and background in the community who attend the same schools as the registered ones do. In total, the assessment was conducted on 60 children.

Data Collection

Impact assessment is based on asking informants to identify differences between registered and non-registered children from the same community. To collect information, a set of questionnaire was previously framed covering the subjects' "Educational, Physical, Socio-emotional and Moral" development- Compassion International's four development outcome areas. Each of the outcome areas had a set of age specific outcome indicators and descriptors to guide the assessment process.However, the study employed the FGD (Focus Group Discuss) methodology involving six categories, selected for their positions as informed observers of the performance and impacts of the project in question, each informant category being interviewed separately. The six categories are registering children, non-registered children, parents, local schoolteachers and social leaders and project staffs.Some groups were notably larger, especially among parents. To obtain data, an FGD was conducted in "Monthly Parents' Meeting" held on 12th March'12. Approximately 60 parents were interviewed during the discussion. The assessment team interviewed five local primary and high school teachers each and gained the observations about the development of the registered and non-registered children.Local social leaders, especially those seven members in the Project Governance Body were also interviewed on the child development due to the existence of CDSP in the community. Finally the project staffs who are actively involved in the development program, including Project Manager, SWs and CDWs were requested to share their observations and experiences about the child development through the CDSP in the community. In fact, they were held as the key informants for their close association with the CDSP.

Data Sources at a Glance

Sl.No	Pattern of Interview	Types of Respondents	No. Respondents
1	Individual Interview	Registered children	15 (6-8 Age: 5) (9-11 Age: 5) (12-14 Age: 5)
2	Individual Interview	Non-registered children	15 (Do)
3	FGD	Parents of the children	60
4	Individual Interview	Teachers of Primary school	5
5	Individual Interview	Teachers of High School	5
6	FGD	Social Leaders (Project Governance Body)	7
7	Key Informants	Project Staff	15

Data Analysis

One of the most crucial obstacles in data analysis was that the data came up in the survey could not be measured through any scale popularly used in any other data analysis. So, it was decided to make the analysis on the basis of the accumulated data - a comparative analysis of CDSP impacts on between the registered and non-registered children. Five key sources were employed while analysing data:

    Informant impact scores - respondents: Registered Children and Non-registered children

    Informant ranking of relative impact

    Views of the assessment team

    Frequency and source of observations

    Personal observation

Study Area

Birisiri, widely known as Shusong Durgapur, is located in the district of Netrokona about 61km from Mymensingh and 170km north of Dhaka. It is home to 17000 people. It's not only blessed with charismatic natural beauty, but also is rich in ethnic culture as there are many ethnic groups like - Hajong, Garo, Achik and Mandi (Garo) its live here. Cent percent of Garo is Christian. Many people around the world come here to learn about the ethnic culture and livings. Besides,

people of other communities also live in the community, such as
Muslim and Hindu, but no Buddhist.

Results and Discussion

In the case of more cognitive advancement of the registered children
than their non-registered peers in the community, the study reveals
some factors that played behind child development are:

- Consistent nourishment of the registered children by the CDWs
from their tender age that increased their 'capability to solve
everyday problem(s)' on their own such as completion of HW
timely.
- Encouragement and counseling to the registered children by their
sponsors through letters and by the project staff.
- Counseling on parenting to the parents of the registered children
at the project, and
- Routine-wise child home visit, counseling and reporting by the
Social Workers and Child Development Workers.
- Higher secured infant attachment and higher level of maternal
care (responsively) provided by the project staff promoted
cognitive ability of the registered children.
- Reduction of absence from school on the plea to not completing
HW.

**Table 1: Summarizes how many registered and non-registered
children do their homework them selves**

Response for Impact (%)	Registered	Non-Registered	Variance (%)
Yes (Self)	13	9	12.91
No	0	3	-0.03
With help	2	3	1.97
Total	15	15	14.85

- Parents make arrangement according to their ability to create
environment for their children's cognitive development at home.
- Increased awareness about child development among people in
the community.

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- Parents do not have to incur money by engaging tutors for helping their children with their study at home (In fact, hiring someone for their children with their study at home is beyond their affordability.)

Table 2: Summarizes how many days the registered and non-registered children went to school over the last one week.

Response for Impact	Registered	Non-Registered	Variance (%)
Every day/Six Days	15	11	14.89
Two Days	0	1	-0.01
Three Days	0	3	-0.03
Total	**15**	**15**	**14.85**

Influencing Factors

The informants indicated some points that are assumed to be the driving factors behind the 100% attendance of the registered children at schools.

- Encouragement and counseling about education to the children at the project.
- Supply of educational materials, school and exams fees, and others to the children
- Help to complete HW is made on a regular basis at the project.
- Regular school visit and collecting information regarding their educational progress by the project staff - Project Manager, Social Worker and Child Development Worker
- Regular physical treatment and good diet provided from the project.

From the finding of the table it was noticed that

- 100% passage in the exams
- Children understand the benefits of being regular to school.
- Reputation of the project has increased in the community.
- Non-registered peers and their siblings are encouraged to be regular to school.

Table 3: Summarizes whether registered and non-registered children ask question to their teachers when they can't understand something at school

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	12	10	11.9
No	1	3	0.97
Sometime fear	2	2	1.98
Total	**15**	**15**	**14.85**

The assessment team identified a good number of reasons behind the spontaneous curiosity of the registered children to know about anything new to them.

- Culture of entertaining every single question children ask at the project
- Implementation of child development oriented programs in order to help the psychology of the registered children develop at the project.
- Arrangement of 'Quiz Competition' and 'Debate Competition' and continuous rewarding system for excellent performance at the project.
- Children are sent to participate in the cluster program : debate competition, cultural program, sports competition
- Counseling parents on how to treat their children at home

The finding indicated that

- The registered children do not hesitate to ask questions to their teachers or elders about anything new to them.
- They have become more rational and realistic than their non-registered peers in the community.
- IQ of the registered children is much better than that of their non-registered peers in the community.

Table 4:Summarizes how many children have fun while they study

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	10	14.9
No	0	3	-0.03
Not know	0	1	-0.01
Total	**15**	**14**	**14.86**

The assessment team discovered some factors that have helped the registered children do better in their academic arena. They are as follows;

- From very young age basically three years of age, registered children become used to learning by playing with toys.
- The Child Development Workers receive training on teaching kids scientifically and according to psychological capacity
- The curriculum contains lessons for young kids that are very helpful for their cognitive development

Physical Status

Table 5: Kinds of Latrine Children use in the Community

Response for Impact	Registered	Non-Registered	Variance (%)
Sanitary	15	12	14.88
Open Space	0	3	-0.03
Total (%)	**15**	**15**	**14.85**

Factor that influenced the maintenance of hygiene at Home:
The informants cited various reasons that were considered to have influenced 100% of the registered children and their families set up and use hygiene latrine in the community. Some of the reasons are:

- Teaching on hygiene received by the registered children at project (Compassion Curriculum).
- Topics on hygiene discussed both by the hired specialist and project staff in the Monthly Parents' Meeting at the project.
- Observation of World Sanitary Day at the project participated by the registered children and their family members.
- Distribution of latrines out of the gift amounts sent by their individual sponsors.
- Counseling of Social Workers during child home visitation on a regular basis.

Informants observed that the variances occurred in aspect of hygienic latrine usage due to CDPS in the community.

- 100% of the registered children and their families use hygienic latrine.

- Both the non-registered children and their families have greatly been influenced to set up such latrine at home.
- Reduction of diseases such as diarrhea as well as treatment expenses in this regard
- Increase of average working hours among the people in the community.

Table 6: Summarizes how many children wash their hands hygienically after using latrine

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	12	14.88
No	0	3	-0.03
If not, what else (water)			0
Total	**15**	**15**	14.85

The overall impact on the registered children aged 3to 12+ was observed by the assessment team to be higher (100%) than their peers in case of the cleanliness especially hand wash hygienically after using latrine. The most cited reasons behind this status are:

- The registered children received lessons on hygiene maintenance at the project.
- The registered children encourage one other to use hygiene materials at the project as well as at home.
- Parents are educated about personal hygiene through discussions in the "Monthly Parents' Meeting" periodically.
- Observation of 'World Hand Wash Day'.

Informants viewed that several impacts have occurred in the community. Those are:

- Non-registered children are getting to be habituated in personal hygiene by following their peers registered at the project.
- Other members both young and adults in the families are being influenced to do the same at the family level.
- Rates of falling sick and related expenses due to hygiene problem have reduced tremendously.

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Social Status

Table 8 : Summary Children Help their Parents on Household Activities

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	12	14.88
No	0	3	-0.03
Total	15	15	14.85

Huge difference of responsibility taking mentality among the registered and non-registered children is evident in the collected data. According to the assessment team, the following are the reasons for the difference.

- Practices of taking care of the younger registered children by the comparatively mature ones at the project e.g. prepare the younger ones while participating in any events or serving the younger ones food at the lunch time.
- Helping the project environment clear by picking up scattered substances inside the classrooms or the compound.
- Learning on 'Responsibility Sharing' from the curriculum.

Observed Impacts
The informants indicated the following impacts visible due to the CDSP in the community:

- Each registered child has become a big help to his/her family.
- Parents are to do less work after a hardship day labor in the field as their registered children have done some household works for them in their absence.
- As the children are doing some household works for their labor-parents in the sunlight, they are also saving money. Otherwise, if the parents have to do the same household work after returning from outside work, they are to do the work in the light of torch or hurricane lantern that consume huge quantity of kerosene resulting in incurring a good amount of family income.
- Parents' mental and physical states become less stressed as their

household works are shared with their children at least.
-    Their non-registered peers and siblings are also following them.

Table 9: Summarizes Children Feel Comfortable Spending Time with their Parents and Friends

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	12	14.88
No	0	1	-0.01
Others	0	2	-0.02
Total	15	15	14.85

Influencing Factors

The data show that the registered feel more comfortable spending time with their parents, friends to their peers who are not the registered children. According to the informants, there are some substantial reasons for such huge variances. Because the registered children and their parents/caregivers have access to:
-    Lessons on socio-emotional development from curriculum at the project.
-    Observation of " Mother's Day" and "Father's Day" at the project
-    Discussions on Positive Behavior, Co-existence, Socialization, Self-management for children
-    Discussion on 'Parenting', Child Development in the Monthly Parents' Meeting

Observed Impacts

According to the data and observation of the informants, CDSP has so far impacted on the lives of the registered children as well as of the other beneficiaries in the community.
-    Development of deeper mutual bondage among parents and children in the community.
-    Enhanced trust between them
-    Siblings of the registered children are getting to know about it, although not registered at the project, and their attitude has also evidently started changing.
-    Proper distribution , and distribution of work in the families

- Non-registered children and their parents are highly being inspired to do the same at their families.
- Restlessness in the community in the future is anticipated to be less when this generation of the children will become adults.

Table 10: Summarizes Children like to Share Food with their Friends

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	14	12	13.88
No	0	3	-0.03
Others	1	0	1
Total	15	15	14.85

Informants referred to a good number of factors that influenced the tendency of sharing anything with others by the registered children. Sharing of food is one of the indicators of good social-emotional development of children. Although Birisiri is one of the poverty stricken areas in the country, it is obvious that people of such poverty stricken remain always in fear of scarcity, and are assumed to not share anything with others nominally. Factors observed behind the tendency are:

- Designs of activities are made basing on age-group of the registered children e.g. Age Groups: 3-5, 6-8, 9-11, and 12-14.
- Co-existence of children of the same age and community develops into intimacy and woe-feeling among the registered children at the project.
- Teaching on 'Relationship' from curriculum

Observed Impacts

- A remarkable brotherhood is present among the registered children.
- Their non-registered and others in the community are highly influenced by their approach.
- Childish conflict is not so much visible among the children particularly among the registered ones.

Table 11: Summarizes Children know to whom they Should go while Being Teased/ Assaulted or Already Suffered

Response for Impact	Registered	Non-Registered	Variance (%)
No	1	4	0.96
Teacher	4	1	3.99
Parents	4	2	3.98
Father	1	0	1
Mother	0	1	-0.01
Elder Brother/Sister	2	1	1.99
Friends	0	1	-0.01
Elder Person	3	5	2.95
Total	15	15	14.85

According to the survey data, it is understood that most of the registered children know to whom they should report when teased. It is basically hard for little children in the survey area to have known to report to the right person when teased. However, activities being implemented at the project help them recognize and select the right person(s) in such a situation. With regard to the ability of the children, the most commonly referred to reasons were:

- Teaching the children on the physical behavior from Compassion Curriculum at the project.
- Encourage the children to report to the project staff, if such thing occurs in and outside the project.
- Sing-up of Child Protection Policy by the project staffs, members of project governing body.
- Facilitation offered to the project staff by the Training and Support Department (T&S) and Partnership Facilitator (PF) of Compassion International Bangladesh.
- Observation of 'World Child Rights Day' at the project.
- Parents are educated about child rights issues in the Monthly Parents' Meeting.

Moral Status

A total of 30 children were interviewed individually to assess the

impact on Moral Development of them. Worthy of Mention that equality was maintained in quantity of respondents between registered and non-registered children

Table 12: Summarizes how Many Children Confess their Mistake if they are Wrong

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	12	14.88
No	0	3	-0.03
Total	15	15	14.85

There developed a significant basic trend among the registered children of confessing their mistakes to the persons they inflict by their jobs while their peers, non-registered in the same community are far behind them. The variance of data reveals that 20% of the non-registered children in the community do not bother about others' problems they create while 100% of the registered children bear completely the opposite characteristics.

The data show that the moral behaviour of the registered children is highly shaped by the lessons on morality imparted in the project activity. This is also an influence on the moral lives of Child Development Workers (CDW) who teach them a moral education at the project. The learning and practice of values taught from the Compassion curriculum have led to 'middle youths' developing a strong foundation of their character. They have learnt to rectify their mistakes, and at the same time to create an opportunity to do what are the correct things in life.They have got to know to measure and evaluate their actions. It is an indicator of educated development of children.

"What a child can do with assistance today, she will be able to do herself tomorrow."

Observed Impacts
In the focus group meeting with the parents of the registered children, they observed that children at the project give good

testimony, both in what they say and what they do. Parents indicated that their children registered at the project do not try to hide anything they commit mistakes from their family members; they responsibly reveal their faults at home. They added that their other children who are non-registered hardly have such tendency."It surprises me when I find a child at the project not hits back his friend who pushed him down on the ground mistakenly, after the child says sorry for the boy. But if the same thing happens between two non-registered children in the same community, retaliation must be taken." claimed Antony Sangma, Social Worker of the project.

Table 13: Summarizes how Many Children try to keep Their Words

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	14	12	13.88
No	1	3	0.97
Total	15	15	14.85

At the time of the interviews, the informants were asked why the registered children are so promise-bound and how it is impacting others in the community. According to them, some of the reasons the registered children's characteristic is so different developing. The reasons are:

- Mentoring and counseling are provided by the project staff especially by the Child Development Workers (CDW).
- Moral teachings from the curriculum are imparted to them at the project.
- Demonstration of moral attitude by the project staff.
- Project staffs are highly motivated about and dedicated to the true child development.
- Topics like 'Moral Behavior' are discussed in the Monthly Family Meeting' with a view to encourage their parents to lead themselves and help others to disciple in the community.

Observed Impacts

Some of the significant impacts by such behavioural teaching in the community are:

- Mutual understanding among the registered children is significantly higher in and outside the project.
- Case of quarrel among the registered children is almost nil in and outside the project.
- Self-respect and mutual dependency among the registered children have tremendously increased.

Table 14: Summaries how Many Children lie to Save Others

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	8	14	7.86
No	5	1	4.99
Did, but not now	2	0	2
Total	15	15	14.85

Moral development is a product of the long practice of positive human behaviour and values. Informants attribute the moral impact of the repeated practice of socially recognized disciples over a period of years. In this regard, the informants referred to some factors that influenced the mind-set of the registered children to change to moral obligations. Those are:

Camps: Camps like 'Kids' Camp, Adolescent Camp arranged for the registered children in and outside the project stand out as the more powerful drives of impact on Moral Development. In such camps, teachings on moral obligations and ethical conduct are provided.

Parental Engagement: The fact that the project undertakes initiatives with great care to support and counsel parents was one of the frequently mentioned factors. The project observes that the child's family is the key player in defining the extent to which the project can realistically achieve a lasting impact in a child's life. So, the project makes such arrangements to equip the parents with a view to making them able to teach their children as same as they receive at the project.

Curriculum: One of the greatest tools the project has is an enriched curriculum. The provision of a curriculum of regular

activities that revives them about the moralities. It helps them to recognize 'right' & 'wrong'.

Supportive Environment:This relates basically to the project and the local community, providing a supportive environment to practice ethically. The project has succeeded in providing the registered children with sufficient knowledge about the moral issues to shape their own lives in the aspect of morality.Observed impact of the data are:

- The registered children have got to know about 'Sins'.
- The community people know the registered children as faithful and trustworthy.
- This identity is assumed to make it easy for them to take up leadership of the community in the future.
- These moral practices have encouraged their non-registered peers, other children and even to recheck long exercised attitudes and norms.

Table 15: Summarizes how Many Children are Trusted by their Families and Friends

Response for Impact	Registered	Non-Registered	Variance (%)
Yes	15	13	14.87
No	0	2	-0.02
Total	15	15	14.85

According to the data collected through individual interview, it was found that the level of confidence among the registered children is much more than the non-registered children living in the same community. Reasons mentioned by the informants are:

- Recognition system in the project (when a child does a minor job such , if a minor job such passing a pen, the person who is benefited says "THANK YOU').
- Freedom of expressing willingness to do sometime at the project.
- In each of the events at the project, children both the participators and winners receive rewards as a token of his/her

courage and enthusiasm to participate in the event.

Observed Impacts
- Dormant potentials of the registered children are coming into light.
- Other children are also being inspired by them.
- Their confidence to utilize their god gifted capabilities in the future will bring up successes for them.

Drivers of Impact in School Sponsorship Program
Educational Development: is driven by teaching, CDW influence and motivation, coaching on special subjects, material and financial supports, help with homework and parental influence.

Physical Development: is driven by the provision of medical care, regular health screening (two times for children aged below 11 years and one time above 12), hygiene material supply, adolescent camps for children aged above 12.

Socio-economic Development: is driven by learning and practicing humanistic values, teaching, co-curricular activities (especially camps), counselling and the role model played by staff.

Moral Development: imparting lessons from the Compassion Curriculum, counselling, mentoring, kids' camps and practice of moral disciplines over a period of years starting from a young age (age range between 3 and 9 years).

Barriers of Impact
Barriers of impacts include the following issues:

   School Timing:It is very tough for the project to conduct activities at a congenial time because registered children of the project attend 6 primary and 2 high schools. Different schools maintain different schedules so it is not possible for the project to put all the children in the same activity schedule. However, the project holds activities after school is

over. But it is very logical to remark whether the children have the stamina to participate in the project activities after attending classes at school all the day.

Training Need Assessment:The project proposes training for its staff through PPBF on some specific subjects every year, but most of the time those training proposals do not seem to be effective and requirements for them. On the other hand, the Training &Support Department (T&S) of CIB offers training to the project staffs as per the requirements of the Global Ministry Center (GMC), Colorado Springs, America.Although both of the entities plan and execute training for the project staff, but neither the project nor the T&S/Compassion assesses the training need of the individual staff through a systematic process/assessment tool indeed.

Staffing:100% of the staffs in the project are tribal. Usually, tribal people are comparatively less progressed across the globe; it is the same in case of the community. It is obviously agreeable that for making a progressed generational, engagement of progressing people is a pre-condition.

Finding and Retaining Skilled Staffs: It is really a challenge for the project to find and retain skilled staff to operate its child development activities. The most burning reasons are as follows;

a) There are many educated youths in the community, but they do not want to work on the project. Instead, they remain in wait to get a job in Dhaka or any other big cities. As a result, the project has to compromise with the quality while hiring staff to work on the project. For example, the project had to look for a suitable staff to work as a CDW for nearly a year (August'11 to June '12).

b) There are several NGOs in the area namely World Vision, Caritas etc. which offer them more salary for the similar positions than Compassion funded project. So they have

interest working in those NGOs rather the Compassion funded project.

c) Many of the existing staff, in particular, CDWs are quite upset about the monetary benefits they get from the project are not sufficient enough to maintain their family expenditures. More alertly the dissatisfaction is growing more among them over time. As a result, they are now less enthusiastic as they were at the beginning.

Conclusion & Recommendations

The study through CDSP has undoubtedly contributed a lot to the holistic development of the registered children in the community. Their development will also impact other children, particularly their non-registered peers in the community as they spend much time with them when they are not in the project. Their impactful heart will definitely touch other ones who are not registered in the CDSP.But, the project could contribute more than that in the lives of the registered children and other members of the community if some drawbacks in project management are addressed. To derive the outmost benefits through the CDSP in the community, the management of Birisiri CDSP: BD-402 might bring the following recommendations into the notice of the Compassion International Bangladesh.

The management of the project may think of exploring and hiring more talented staffs beyond the tribe of Garo, or any qualified people from among Garos from another area, or from among non-tribe to bring about diversity and to enhance progress at the project.

The management of the partnership project may persuade the management of the CIB to appoint a psychiatrist having expertise in child psychology and development to counsel the projects/project staff in regard to proper child development at the project.

To encourage male parents to participate in the Monthly

Parents' Meetings as well as other awareness building programs organized by the project.

To think about designing programs and choosing subjects interested to the parents.

To set time of programs, including Monthly Parents' Meeting on the availability of parents basically male parents, not on the basis of the office schedule (Such meetings could be arranged in the evening so that they may attend the meetings after they return from work.) It is worthy of mention that parents' meetings and other programs arranged for parents between July'11 and June'12 were attended by 96% of female and 4% of male parents.

To increase honorarium of Child Development Workers (CDW) to bring about satisfaction and to increase their dedication to child care at the project.

To assess training needs of project staffs and avail those necessary trainings to them by outsourcing or networking.

To encourage parents to enroll their children into schools adjacent to the project in order to save and spend more time on the project To encourage parents to enroll their children into schools adjacent to the project in order to save and spend more time on the project.

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