

IDENTITY, DISCRIMINATION AND SOCIAL EXCLUSION: ROLE OF SOCIAL WORK PRACTITIONERS: A CASE OF NORTH WESTERN BANGLADESH

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Abstract

Bangladesh is the country of cultural, religious & ethnic diversity. The diversified culture, heritage, social tradition, norms & values have given a vibrant life and livelihoods. In the northern part of Bangladesh, there is long history of cultural traditions in Ethnic Minorities and Dalit communities. Still the notion of untouchability is everywhere; hotel, salon, hospitals, education system. Some of the reasons for the untouchability are related to these cultural practices of Dalit e.g. appearance, dress, lack of hygiene, food habits (pork) and drinking local wine (*Choani*) but the root causes also lie in the long lasting negative mindset of mainstream society toward these groups. Dalit- a caste based discrimination originated from Hindu religious aspect but unfortunately widely spread in mainstream society on the form of discrimination and social exclusion. Through field based initiatives by human right based approach and using social work theory to the practice, significant positive changes have already achieved in North-Western part of Bangladesh. We examined the theory of change, process and discussed the key results through this paper.

Key Words: *Theory & Practice of Social work, Discrimination, Social Exclusion, Human Right Based Approach*

Introduction

Social exclusion has several dimensions. It exists in various spheres and in many forms. Race and caste have however dominated the discourse on social exclusion. Bangladesh country context, exclusion of *Dalit* and people of Ethnic minority groups witnessed in various forms and it is much inter-related. It revolves around the societal interventions and institutions that exclude, discriminate, isolate and deprive some groups based on group identities like caste, language and ethnicity. *Dalit* and people of Ethnic minority groups are treated as extreme vulnerable segment and have been experiencing various forms of injustices in social and economic context and it is difficult from them to get remedies for the injustice they experience. In the midst of living in an injustice and exclusion, they cannot claim their rights consequently; their human rights are extremely undermined. These extremely disempowered segments of the society have the right to get justice and being mainstreaming for protecting their rights as the citizens of the country.

Rights are inalienable, inherent, intolerant, and not negotiable. Eco Social Development Organization (ESDO)-a renowned national NGO of Bangladesh puts especial attention towards rights oriented activities for establishing human rights, legal rights, family laws, women rights and gender rights. Three decades of development journey, it has been able to understand the deep-rooted causes of deprivation as well as successfully facilitated, communicated and ensured communication, coordination and understanding with appropriate audience. PREMDIP project that on the one hand empower these marginalized and disadvantaged groups can find the way to become mainstream and empower themselves for the betterment of their livelihoods as well as create an enabling environment for their inclusion in the mainstream society.

The Scenario of Extreme Minorities of the Study Area

In the context of northwestern Bangladesh, people under Dalit and Ethnic minority groups treated as neglected citizen in every stage of life. In general, these groups considered as primitive. They are facing vulnerable in living standard by income source and by lack of social and political rights. However, they also face discrimination in wage rate simply because they are people of extreme minority groups. One of the major concerns for people of ethnic minority groups is "land issues". The mainstreamed people grabbing the land of ethnic minority groups from the long since and year after year, they cannot raise voice to recover land. As a result, they earn from hand to mouth and turn to solvent farmers for labor. However, it is difficult from them to get remedies for the injustice they experience. In the midst of living in an injustice and exclusion, they cannot claim rights consequently; their human rights are extremely undermined. These extremely disempowered segments of the society have the right to get justice and being mainstreaming for protecting their rights as the citizens of the country.

In Thakurgaon district 13.8% are extreme poor (lower the poverty line) and 27.0% are poor (upper the poverty line). And in case of Dinajpur district 21.3% are extreme poor (lower the poverty line) and 37.9% are poor (upper the poverty line) which is average 13% below the national poverty line 31.5%. Poverty headcount rate in Rangpur division is 42.5% whereas national rate is 31.5% as per World Bank report 2010. Adibashi and Dalit communities' people are the major part of the 13.8% and 21.3% extreme poor in Thakurgaon and Dinajpur district respectively. According to updating poverty map from BBS, the Thakurgaon and Dinajpur district has been considered as extreme poverty area which is 0.48-0.80% poverty head count rate (HCR) [Upper poverty level]. Major portion of these group are below the upper poverty line.

More than 70% of Adivashis have become landless (much higher in North Bengal than in CHT) and many lost their homestead lands well, due to land grabbing by mainstream society and lack of legal protection and justice and economic crisis. It is observed that extreme marginalized community is continually struggling discrimination in wages. Since some of them are living in others land so they are forced to sell their labour with very low wages. Even some Adibashis have to bind the work within land owners who give the shelter for residing them. The education status of the Adibashis adolescent is worse because they could not apply for better jobs

and at last they turn into their family traditional work-agriculture- but due to land capture by mainstreaming, they are now feeling hopeless about their life and family.

In the northern part of Bangladesh, there are long and historic cultural traditions in the Ethnic Minorities and also in Dalit (*Vozpuri* and *Jat sweeper*). This enriches us for keeping the diversity of our country. Still the notion of untouchability is everywhere: hotel, saloon, hospitals, and education system. Some of the reasons for the untouchability is their cultural practices e.g. appearance, dress, 'lack of hygiene', food habits (pork) and drinking local wine and also long time negative mindset of mainstream society regarding these groups.

Some domestic violence occurred due to economic hardship, dowry, alcoholism, marriage, leadership, class, money lending and various beliefs and practices: Christian/non-Christians; different churches (marriage...) and in some case these domestic violence is sometimes bigger threat than teasing/ abusing by mainstreaming people. Intra conflict happened among different households of a community regarding children, resource allocation, space etc. (Source: Conflict analysis findings, Dhaka and North Bengal – by Prof Ainoon nahaer and Anna Bernhard). In family level women does not have enough space in making the decisions (e.g. Marriage, education, spending, purchasing etc) large gap between husband and wife, education gap between parents and children and also due to patriarchal culture coming from long time.

A Short feature of Social Exclusion of Dalit and people of Ethnic minority groups

Education: Illiteracy is widespread among Dalit and people of Ethnic minority groups. The educational prospects for the next generation of these communities seem not promising. Parents believe strongly that their girls and boys are not interested in going to school. Very few boys and girls have completed Secondary School Certificate (SSC) and even fewer still have actually completed college or a professional course. Financial hardships identified as the main reason for children failing to pursue their education. Parents want their children to go to school but are often unable to earn enough, and forced to ask their children to supplement the household income.

Health: The health condition is worse. They are more fatalist than realistic. They believe traditional treatment given by *Ojha, Kabiraj and Mahat (traditional rural doctor)* etc. They showed their less interest to get service from hospital for treatment.

Shelter: The 'colonies' in which Dalit live define their identity in significant ways. These segregated settlements are a symbol of their overall exclusion from society. On the other hand, ethnic minority groups also prefer to live with their community. It is because, due to the mistrust from the mainstreamed people. They often prefer to stay within community and with their 'own' people. Poor economic conditions do not allow them to live outside their colonies or communities.

Legal: They are facing deprivation of legal aid support. These people are illiterate and are not conscious to maintain their land and property. Because of their position, they do not get support from society.

Income: These groups are treated as neglected segment of the society. They have limited access to market.

Peace and Conflict: The extreme minority groups are not well organized. There has been dividing among the Dalit people in two castes Vojpuri and Bengali. There has been existing internal conflict among them.

Traditional Taboos and beliefs: Traditional taboos and beliefs work as negative factors for life of them. They are much more interested to practice their traditional taboos and belief instead of modern facilities.

Conceptual Framework

Identity

Erikson (1951, 1968) developed a widely used model of identity development that focused on development of identity via exploration and commitment. Erikson used the term identity in ways synonymous with what others have termed self-concept.

Social identities, as defined by Tajfel (1981), involve the knowledge that one is a member of a group, one's feelings about group membership, and knowledge of the group's rank or status compared to other groups.

Social identity and identity theorists also study two other kinds of identities, role identities and personal identities. Role identities reflect membership in particular roles (e.g., student, parent, professional) that require another person to play a complementary role. Thus, personal identities refer to content quite isomorphic with what is typically referred to as self-concept in the psychological literature. An advantage in using the term identity rather than self-concept in this regard is that it reserves the term self-concept for broader perspectives, as we discussed previously-after all, being a shy person is likely to mean something different when considered as part of what makes one separate and different from others (individualistic self-concept) or as part of what makes one related and similar to others (collectivistic self-concept).

Considering the above discussion, self, self-concept and role identities considered as Identity for this study.

Discrimination

Social discrimination is defined as sustained inequality between individuals on the basis of illness, disability, religion, sexual orientation, or any other measures of diversity.

Sen., A. (1985) puts forward the theory of capability, which basically means that everyone should have the capability to lead a worthwhile life.

According to the Social Work Code of Ethics (Workers, 2008), social workers should act to eliminate and prevent discrimination of individuals, groups, and/or communities based on "race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability" (Code sections 4.02 & 6.04).

Considering the context of ethnic minorities & Dalit of north-western Bangladesh, referred the definition of Lum (2004) 'as the outward behavioral response by an advantaged group, a group who receives advantages and is dominant and powerful, that is unfavorable or negative toward a targeted group, a group who lacks power and privilege'

Social Exclusion

Social exclusion is defined in The Social Work Dictionary as the "marginalization of people or areas and the imposition of barriers that restrict them from access to opportunities to fully integrate with the larger society" (Barker, 2003, 403).

According to England's Social Exclusion Unit (SEU's) defined social exclusion as: 'a shorthand for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown'(SEU, 1997)

Duffy, 1995 defined Social exclusion is a broader concept than poverty, encompassing not only low material means but the inability to participate effectively in economic, social, political and cultural life and in some characterizations alienation and distance from mainstream society.

The concept of 'social exclusion' is contested, and has multiple meanings. These meanings are being continually redefined over time and have different policy implications. The term 'social exclusion' has been used to describe: groups at risk of exclusion; what people are excluded from; the states associated with exclusion; the processes involved and levels at which they operate; and the actors involved.

Plain Land Ethnic Minorities

Bangladesh is a dwelling place of multi ethnic people; this country has a rich cultural heritage along with diversified culture of ethnic minority. It is very difficult to have an accurate and reliable database regarding the exact number of plain land ethnic minority population. In the Census of 1973 the ethnic minority people are not counted separately. The Census of 1982 found 24 groups of ethnic minority and its population was 897828. The 1991 Census found 29 ethnic minorities and total population was 1205978. The latest 2011 Census identified 27 ethnic minority groups and population was 1586141 whereas in 2001 the population was 1410169. According to the Census 2011 out of the total ethnic minority people Santali population was 147112, Oraon 80386, Barwan 53792, Coach 16903, Munda 38312, Cole 2843 living in the northern part of Bangladesh. But the Adibashi Parishad Claims that Santals include more than 5 Lac.

Dalit communities

The word "Dalit" comes from the Sanskrit, and means "ground", "suppressed", "crushed", or "broken to pieces". It was first used by Jyotirao Phule in the nineteenth century, in the context of the oppression faced by the erstwhile "untouchable" castes of the twice-born Hindus.

According to Victor Premasagar, the term expresses their "weakness, poverty and humiliation at the hands of the upper castes in the Indian society." Mohandas Gandhi coined the word Harijan, translated roughly as "Children of God", to identify the former Untouchables.

Dalit is a designation for a group of people traditionally regarded as Untouchable. Dalit status has often been historically associated with occupations regarded as ritually impure, such as any involving leatherwork, butchering, or removal of rubbish, animal carcasses, and waste.

Social Work Practitioner in Bangladesh

History of professional social work education In Bangladesh has crossed more than five decades. The Academic social work in Bangladesh emerged with the recommendation made by UN experts on welfare for the establishment of a programme of professional welfare practice. The recommendation highlighted the need for scientific knowledge in the solution of acute and large-scale social problems (Watts, 1995). The Institute of Social Welfare and Research (ISWR) was established in 1958 as a constituent College of the University of Dhaka. It was jointly sponsored by the then Central Government of Pakistan and the United Nations Technical Assistance Program. Subsequently after the emergence of Bangladesh the then College of Social Welfare and Research Centre was merged with the University of Dhaka as an Institute in March 1973((ISWR, 2009-2010).

Within the more than five decades of Journey of Social work in Bangladesh, Still now, social work has been continuing as an educational subject rather than professional aspect. Not yet in Bangladesh, social work treated as a profession, the graduates of social work not recognized by the state as a professional social worker and no accreditation institution has exist in Bangladesh for social work profession. Considering the number and activities, Bangladesh is one of the largest NGO based country. In Bangladesh,

roughly two million employees are working for NGOs, but they are treated as NGO workers as because they have come from different academic background, a few portions of employees come from Social Work background without having professional recognition and they have treated as general University graduate just like other discipline.

In Bangladesh, Social Work practices still now a big question. A big gap has existed in between Theory and Practice of social work. The graduates of social work not significantly involved with social work practice. Due to the communication and understanding gap in between professional social work and other actors in social services field like NGOs field based practice of social work not yet significant except Hospital Social work.

The ESDO PREMDIP Project: A Vibrant initiative for overcoming the situation through Social Work Practice

Eco-Social Development Organization (ESDO): Short Description

Eco-Social Development Organization (ESDO) started its journey in 1988 with a noble vision to stand in solidarity with the poor and marginalized. Being a peoples' centered organization, ESDO envisioned for a society which will be free from inequality and injustice, a society where no child will cry from hunger and no life will be ruined by poverty. Near about three decades of relentless efforts to make this happen, ESDO has embraced new grounds and opened up new horizons to help the disadvantaged and vulnerable people to bring meaningful and lasting changes in their lives. During this long span, ESDO has adapted with the changing situation and provided the most time-bound services especially for the poor and disadvantaged. A community focused and people centered approach has been adapted by ESDO while consideration was given to the national policy and Sustainable Development Goals (SDGs) as its guiding principle. ESDO is one of the most dynamic organizations led by professional Social Workers and expanding its development interventions across 143 upazilas under 29 districts of Bangladesh covering over 6.87 million poor and vulnerable people.

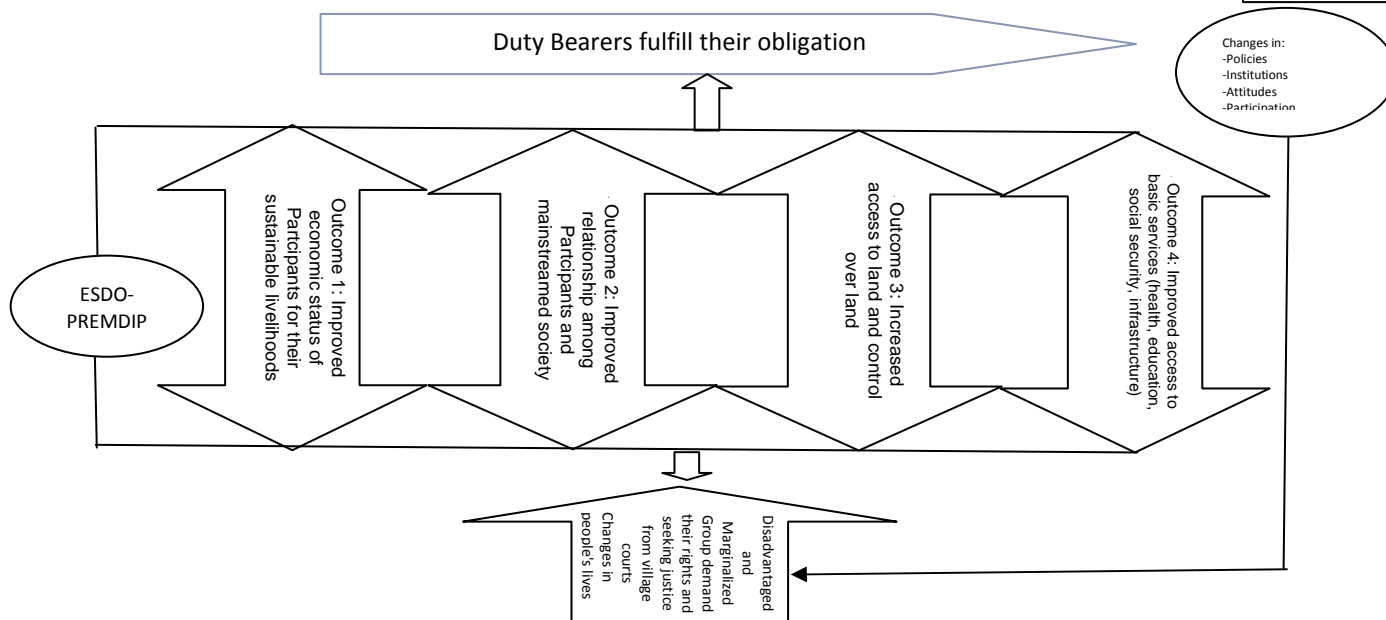
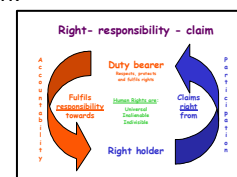
Promotion of Rights of Ethnic Minority and Dalit for Improvement Programme (PREMDIP)

Eco Social Development Organization (ESDO) has been implementing Promotion of Rights of Ethnic Minority and Dalit for Improvement Programme (PREMDIP) with the assistance of HEKS-EPER with the aim of "to empower and enable Dalit and Adivasis communities under Northwest Bangladesh through social inclusion process in a total of 5536 Household covered under 5 upazilas of Thakurgaon & Dinajpur district" from 2008. The core approaches of this project are developed in line with Theory of Change and these are (a) Striving for systemic changes (b) HRBA (c) Inclusive market development (d) Diapaxis and (e) Phase in/phase out strategy. The main focus of working approach are community development and to build the capacity of ethnic Minorities & Dalit community to continue with the advocacy initiatives by themselves considering the main objective of establishing a sustainable community. The project while carrying out the interventions, HRBA compliances always be taken into consideration so that the activities should in no way deny their rights. Target groups developed appropriate skill to run advocacy initiatives by themselves. The essential part of the project is to develop market through value chain intervention to make sure that they have an access to markets and market players. The project follows a graduation model focusing on the outcomes and outputs to achieve project sustainability and phasing out the communities gradually.

ESDO-PREMDIP project have taken a lot of interventions not only for changing the mindset of the mainstream people and Adivashi & Dalit mentalities but also for creating a pressure on the policy maker to address these group into budget and constitution with the systematic advocacy. Now in working area, mainstream people are more sensitized compared to previous situation. The social situation is changing gradually on Ethnic Minority and Dalits issues. ESDO-PREMDIP wants to continue its intervention to sustain socially and economically which ultimately contribute significantly in promoting them towards social inclusion.

The Overall Approach:

A rights-based approach followed for ESDO-PREMDIP considering ensuring three main principles: the accountability of duty bearers, the participation of right holders, and equity / non-discrimination. It aims to increase impact and strengthen sustainability by addressing root causes, bringing about policy and practice changes, working together with others towards common goals and by changing power relations.



Using the Social Work Practice in ESDO PREMDIP PROJECT: Promoting Para Professional Social Work

Until now, there has been no agreed upon and recognized definition for Para professional social service workers at either the global or national level. Some good practice of Para-professional social work have already in practice in African countries but in south Asia still now there is no significant academic outline have made .

The term Para professional refers to someone who is typically not university educated (i.e., does not have a degree in the social service field). Para professionals take on a myriad of titles and roles within the larger social welfare system (Davis, 2009; Bess, Lopez & Tomaszewski, 2011; Mendenhall, 2012; Mwansa, 2012). They work under supervision of professionals in various fields and may be trained to help make decisions about services and supports.

The term “Para” is defined as “next to” or “alongside of.” The Para professional would typically work next to or support the work of a professional in the same field. A Para professional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or university degrees or specialized training (Source: www.socialserviceworkforce.org/resources/composition-social-service-workforce-hivaidaffected-contexts)

The social service workforce is defined as paid and unpaid, governmental and nongovernmental professionals and paraprofessionals working to ensure the healthy development and well-being of children and families. The social service workforce focuses on preventative, responsive and promotive programs that support families and children in our communities by alleviating poverty, reducing discrimination, facilitating access to needed services, promoting social justice and preventing and responding to violence, abuse, exploitation, neglect and family separation.

ESDO PREMDIP Project promoting Para Professional Social Work in Bangladesh. It has noted that, as a member of Global Social Service Workforce Alliance, we are promoting the Para-professional social work first time in Bangladesh and strictly followed overarching principles of according to Para professionals in the social service workforce: guiding principles, functions and competencies,(Source: Global Social Service Workforce Alliance, 2nd Edition, February 2017).

The generic/core functions and competencies include eight overall functional areas for Para professional social work as follows:

1. Communication skills
2. Direct work with children, youth and families
3. Applies knowledge related to client needs
4. Community work 5.Collaboration skills
6. Organization and leadership
7. Monitoring and evaluation
8. Developing self and others

The generic/core functions and competencies include eight overall functional areas and compliance by ESDO PREMDIP Project

CORE FUNCTION #1: Communication Skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
<p>Communicating with families and other workers in the unique cultural context</p>	<ul style="list-style-type: none"> • Shows cultural competency through the correct use of body language, greetings and who is addressed first(protocol) • Understands ethical values and cultural practices of the local community and uses this understanding to facilitate effective communication • Gathers, conveys, and receives information, along with completing assigned written information under direct supervision • Communicates child protection, violence and abuse messages effectively to families and groups • Uses child/client friendly basic communication methods 	<ul style="list-style-type: none"> • Demonstrates cultural competency in various settings, especially related to the local context • Demonstrates ethical values at the community level • Demonstrates clear, concise and correct verbal and written communication • Demonstrates basic listening and responding skills • Demonstrates the use of child-friendly communication methods • Explains how communication with children differs from adults • Demonstrates ability to promptly and appropriately following instructions • Demonstrates ability to communicate regarding available Services 	<ul style="list-style-type: none"> • Three Weeks theoretical & Four weeks field based in built training for appointed Para-professional social workers on for protocol & basic communication methods including ethical values, child protection, violence and abuse issues through professional social worker. • Regular Monitoring and Documentation in line of the training on implementation phase
<p>Engaging client and family members in discussions about services</p>	<ul style="list-style-type: none"> • Develops rapport with the adults and children/young persons • Knows what services are available in the community • Has basic knowledge of social protection and social insurance programs available to support child well-being, including particularly vulnerable populations, and how to access to these services • Builds goodwill and confidence • Knows what resources are available in the community 	<ul style="list-style-type: none"> • Demonstrates ability to engage client and family • Demonstrates ways to facilitate child participation in the process • Demonstrates understanding of dynamic of power relations and its impact on the engagement process and ethical/safe participation • Able to describe available services in the community • Can identify key social protection programs and criteria for receiving resources available in the community 	<ul style="list-style-type: none"> • Interpersonal Communication for Rapport building with adults and children/young persons • Displayed Humanitarian Accountability Partnership (HAP) documents on community level. • Conduct regular group meeting & Conduct PRA & TNA sessions, Conduct Resource Mapping Sessions & Conduct adult session among the adolescent on various issues like dowry, early child marriage, social responsibilities and also about the norm and value of their religion and cultures. • Arrange interaction meeting with various private sector, institutions and organizations for job placement issue • Village development committee (VDC) from each village have a VDC plan for each year where whole the problems issues, available resources, various services need, social protection issues, overall community mobilization strategy being considered and follow up round the year. • Conduct Training need assessment in the community level and engaged Youths according to their interests and competency into various vocational institutions and government authorized Technical Vocational Educational Training (TVET) institutions.

CORE FUNCTION #2: Direct work with children, youth and families

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
<p>Facilitating psychosocial assessment of needs and strengths of clients and families, including health, social protection and basic social service concerns</p>	<ul style="list-style-type: none"> • Follows an approved assessment protocol to identify household or individual assets and strengths, as well as gaps or needs. • Identifies concerns (needs) and strengths of client and family members • Assists clients to prioritize needs and identify potential support sources, both formal and informal • Makes use of basic questionnaires, recording forms, and observation tools • Educates and empowers households to demand for services 	<ul style="list-style-type: none"> • Demonstrates use of assessment indicators and range of potential supportive actions • Demonstrates ability to use assessment tools to gather relevant information to plan services for client and family • Demonstrates ability to follow instructions for the approved assessment and care-planning protocol without making unsubstantiated promises, but with honesty, dignity and respect for all parties concerned • Able to provide information obtained in a timely manner for data-entry and approval of the assessment and recommended actions • Knows what to record, when and how 	<ul style="list-style-type: none"> • Prepared & Approved Checklist & approved assessment protocol • Conduct regular group meeting • Conduct PRA & TNA sessions • Conduct Resource Mapping Sessions • Conduct Disaster Risk Reduction (DRR) Assessment where social map, sensitivities matrix, coping strategy and seasonal calendar being consider as a tools through which all of the resource and strengths and also gaps or needs comes out. Projects have taken necessary actions according to their need and gaps. • Prepare local level resource Planning and also develop the action plan. This plan endorsed by concern UP chairman and forward to higher level for getting support from Upazila and district DRR committee. • Arrange health camp jointly with Community Clinic and regularly meeting with Human Rights Protection Committee (HRPC) and others relevant stakeholders for getting the basic service • Activating peoples centered committees on community, union, upazila, and district and regionally through: • Professional Reporting & Monitoring system have been continuing through FGD, questionnaires, Observations & Case studies
<p>Participating in development of basic service plan</p>	<p>Involves clients and families in decision making regarding a plan of action to address needs</p> <ul style="list-style-type: none"> • Develops a recommended service plan with recommended actions and/or support • Identifies specific country local government body for provision of services at local level • Manages emergency cases • Provides referrals to other service providers 	<ul style="list-style-type: none"> • Demonstrates ability to identify a problem list linked to assessment findings • Demonstrates ability to identify strengths and assets linked to assessment findings • Can suggest appropriate services or supports, to fit each of the problem areas, in consultation with supervisor • Able to engage client and family in selecting services/interventions • Demonstrates ability to link planned interventions in a recorded plan of service/care • Demonstrates ability to use specific country's government and nongovernmental resources in the provision of services to clients at local 	<ul style="list-style-type: none"> • Arranged various advocacy workshops with different officials under district, Upazila and Union Parishad level. For appropriate planning on budget allocation in the Union Porishad, PREMDIP arranged social audit involving various levels of beneficiaries, civil society, duty bearers. • Included beneficiary's representative into various UP standing committee and also school management committee (SMC) etc. • Community based monitoring • Meeting and Dialogue Sharing • Day Observance • Advocacy for Social Justice (Media Campaign, Social Campaign, newsletter, posters, billboard etc) • Campaign for Access to Government Services • Sensitization for social acceptance • Issue based communication with different stakeholders

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
		(i.e. village and ward) levels <ul style="list-style-type: none"> • Demonstrates ability to provide referral services to clients to other service providers 	<ul style="list-style-type: none"> • Continuous advocacy meeting with government and local government • Pre Primary School • Non Formal Primary Education • Skill and employment generation training • Adolescence forum • Nutritious food supplement • Regular health check up • Installation of tube well and sanitary latrine referrals services with Mainstreaming schooling, health services, agriculture and other safety-net supports
Providing supportive counseling	<ul style="list-style-type: none"> • Provides supportive counseling to individuals at risk, their family members or members of the community • Identifies the need for consultation from supervisors or colleagues who can provide support on counseling issues 	<ul style="list-style-type: none"> • Demonstrates empathy and understanding of client's feelings and situation • Demonstrates ability to motivate the client to take action that will generate an improvement in his/her situation and an increase in self-advocacy skills • Able to indicate issues that the worker feels competent to handle with supervisory support • Able to explain how to make referrals for those issues that exceed the worker's competency 	<ul style="list-style-type: none"> • Personal contact, Confidence Building session • Selection of meritorious students through test. • Feeding and cultural programs. • Parents day • Sports programs on special day observation • Study tour <ul style="list-style-type: none"> i. Awareness and social contextual training ii. Skill development training <ul style="list-style-type: none"> • Training for self-help group leaders on operation and management • Training on CBO operation, management and account keeping. • Human rights and leadership development training for CBO and SGH leaders • Monthly meeting & feedback session for appropriately address the problem • Feedback & Complaint Box and review accordingly
Providing support, referrals and information about other services as needed, ranging from basic needs	Refers clients to resources and provides follow-up, based on identified needs or gaps <ul style="list-style-type: none"> • Assists families to select and access available programs/ resources 	<ul style="list-style-type: none"> • Demonstrates use of appropriate referral format and procedures, including follow-up • Demonstrates basic support skills consistent with psychological first aid –including empathetic listening and non-judgmental communication skills • Demonstrates ability to conduct referral processes • Can document referral and linkages 	<ul style="list-style-type: none"> • Socialization session • Social campaign and awareness session • Community based discussions and meetings skill development training and engage in alternative jobs • Organizing different meetings in Dalit community issuing the bad effect of early marriage <ul style="list-style-type: none"> Pre Primary School Non Formal Primary Education • Skill and employment generation training iii. Capital support for IGA

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
			iv. Health services <ul style="list-style-type: none"> • Adolescence forum • Nutritious food supplement • Regular health check up • Installation of tube well and sanitary latrine • referrals services with Mainstreaming schooling, health services, agriculture and other safety-net supports
Implementing and coordinating related referrals and services	<ul style="list-style-type: none"> • Suggests alternatives when a planned course of action is not working/or is slow paced • Implements an approved service plan/interventions • Provides guidance, information, and one-on-one support to address gaps in service and meet needs • Supports client/families to obtain appropriate legal/administrative documentation needed to access available social services 	<ul style="list-style-type: none"> • Able to explain how to implement aspects of the service plan within the worker's competence, vis-a-vis identified needs or gaps in service. • Can regularly observing and communicating individual or family conditions (status), including any changes or additional recommendations for action • Can explain legal and statutory requirements related to specific services and referral guidelines 	<ul style="list-style-type: none"> • Project Implementation Plan(PIP) • Monthly Work Plan • Quarterly Progress Review Meeting • Field based Feedback Session • Quarterly Coordination Meeting with Government Officials • Quarterly Coordination Meeting with Different Service Providers • Learning Sharing Meeting with Local Government • Quarterly Coordination Meeting with Villagers • Exposure Visit by Civil Society • Quarterly Meeting with Rights Facility • Interaction Meeting with Stakeholders
Documenting assessments and services provided	<ul style="list-style-type: none"> • Practices basic record keeping including principals of record keeping • Identifies results of services • Assesses what is working in the service plan or intervention • Conducts ongoing monitoring of individual and/or family conditions to determine change, benefit, or need to modify services 	<ul style="list-style-type: none"> • Able to explain and demonstrate use of the reporting system of the specific country • Demonstrates ability to record and document using acceptable forms and write-ups • Can assess service progress or gaps 	<ul style="list-style-type: none"> • Social Research Practices (FGD, Impact Study, Case Study) • Effective interaction and communication with different stakeholders with professional competency mitigate the problem through active participation of the community assist the community and build up capacity of the community to manage the conflict. • Conduct several seminars, workshop where the member of civil society participated and they informed regarding the project activities and situation through information sharing. • An institutional arrangement has already formed through the Union, Upazila, and District committee and the committees have also facilitated to manage conflict.

CORE FUNCTION # 3: Applies knowledge related to client needs

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Applying basic knowledge of child/human	<ul style="list-style-type: none"> • Identifies the need for psychosocial support and coping skills among clients • Provides and promotes good psychosocial 	<ul style="list-style-type: none"> • Demonstrates basic understanding of human development that underpins psychosocial functioning 	<ul style="list-style-type: none"> • Change Agents received the appropriate training for providing psychosocial support and coping skill • Counseling

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
development and psychosocial well-being to individuals and families	<p>functioning in response to a specific loss, trauma, or ongoing stress</p> <ul style="list-style-type: none"> Identifies age- and stage-related issues as they apply to the client’s behavior or needs Gives practical advice to parents about positive parenting and alternatives to corporal punishment 	<ul style="list-style-type: none"> Able to explain the benefits of good psychosocial functioning and how can be this achieved to clients Able to explain the basics of the stages of development Demonstrates basic understanding of positive practices in children’s care, including the role of families in child development and well-being Able to explain parenting style in relation to cultural values and ethics of the community 	<ul style="list-style-type: none"> Need analysis and act accordingly Conduct parent day & Mothers Day
Applying knowledge of legal and ethical guidelines	<ul style="list-style-type: none"> Promotes adherence to relevant laws and global standards, e.g., to promote children’s protection and to discourage harmful cultural practices such as FGM and early marriage Uses knowledge of legal and policy issues related to field of practice Identifies possible legal or ethical situations and circumstances that may involve violations of national or international laws related to child protection Seeks consultation regarding legal or ethical situations Helps client(s) seek legal or advocacy resolution as needed 	<ul style="list-style-type: none"> Demonstrates knowledge of relevant legislation and ethics related to services provided Demonstrates commitment to values and philosophies underpinning work in the sector Demonstrates ethical conduct when working with clients at community levels Able to identify needs for legal or advocacy intervention Able to describe how to engage in legal- or policy-related actions on client’s behalf Can explain how to help clients decide on course of action due to legal or ethical concerns Able to describe how to access needed consultation on legal or ethical issues from supervisors or others 	<ul style="list-style-type: none"> Conduct Staff Training on relevant laws, global standards especially on human rights, gender, child protection, ethnic minority rights, land rights etc. Conduct Legal aid session for individual and communities level for awareness of beneficiaries in regards of various laws in Bangladesh Provide project level legal aid support to individual and communities to access their rights according to the need Conduct district legal aid workshop with local admin official and journalist, judicial official Arrange meeting with Political leaders, civil administration, municipalities to stop illegal eviction, child labour, violence etc
Applying knowledge of the rights of child, young people, families and other vulnerable groups	<ul style="list-style-type: none"> Uses knowledge of rights of children and other vulnerable populations including international guidelines/conventions and country specific rights protections (constitutional, laws and policies) Participates in the promotion and upholding of the rights of children and other vulnerable populations Uses knowledge regarding indicators of rights violations Promotes gender issues in decision-making 	<ul style="list-style-type: none"> Ability to state specific rights of children and other vulnerable populations they serve Demonstrates ability to address various laws that protect the child and their family Demonstrates knowledge of specific actions that a para professional can take to protect rights of children and other vulnerable populations Able to specify indicators that a child or other vulnerable person’s rights are potentially being violated 	<ul style="list-style-type: none"> Follows the constitutional, laws and policies relevant with the projects. Staffs are properly oriented on Constitution of Bangladesh, CRC, CEDAW, ESDO Gender Policy, ESDO Child Rights Protection Policy, National Plan of Action, ILO Conventions, International Human Rights standard etc and disseminate to the field accordingly. The meeting guideline, documents prepared and disseminated considering human rights, marginalized people rights, child rights and Gender issues.

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
	<ul style="list-style-type: none"> • Uses knowledge about issues impeding enjoyment of rights among marginalized groups as well as advocacy skills • Advocates in collaboration with clients from non-dominant groups for their full rights to ensure inclusion and participation in community-based activities and services • Engages in conversation with children, youth and families about human rights and responsibilities using everyday examples • Using child-friendly language, asks direct open-ended questions to children and youth when making decisions that affects them. 	<ul style="list-style-type: none"> • Demonstrates ability to include gender issues in decision making at family and community levels • Explains knowledge of the different regional and internationally sanctioned human rights 	<ul style="list-style-type: none"> • Conduct Legal aid session for individual and communities level for awareness of beneficiaries in regards of various laws in Bangladesh • Provide project level legal aid support to individual and communities to access their rights according to the need • Formed & activation Child Forum & Adolocent Forum.
Promoting participation in decision-making by the children, young people, families and other vulnerable groups	<ul style="list-style-type: none"> • Promotes participation of vulnerable populations in decision making • Ensures that children are not subjected to a reprisal as a result of what they say • Uses age-appropriate methods that allow children to safely express themselves when making decisions that affect them. 	<ul style="list-style-type: none"> • Demonstrates ability to use methods that ensure participation of vulnerable groups in decision making at individual and community levels 	<ul style="list-style-type: none"> • VDC , Human Rights Protection Committees & Union Parishad Standing Committees ensured participation of vulnerable populations in decision making • Considering age-appropriate methods, different groups formed and activated like Child Forum, Adolescent Group & Youth Group.
Recognizing signs of violence, neglect or abuse and implementing services to ensure social protection of vulnerable children and other populations and taking appropriate action (e.g., counseling, referral)	<ul style="list-style-type: none"> • Identifies potential abuse, neglect, or violence situations • Identifies gaps in existing information, services and resources regarding violence or abuse • Applies basic knowledge on how to promote legal protection on behalf of vulnerable individuals and families • Makes use of community resources to identify family structures and whereabouts. • Links and advocates with legal services, police and health service providers to facilitate emergency response. 	<ul style="list-style-type: none"> • Demonstrates understanding of the different types and common causes of violence in the family and in the community as well as domestic violence, abuse, or exploitation • Can recognize signs and symptoms of violence, neglect, and abuse • Can recognize protective and resilience factors in protecting a child and the family • Can describe the emergency procedures to follow when learning of (or suspecting) domestic family violence/ child abuse or exploitation • Demonstrates understanding of specific country referral systems used in abuse and violence cases • Can describe what additional protocol to follow in abuse and violence cases, including procedures for follow-up monitoring and 	<ul style="list-style-type: none"> • Prepare Natural disaster & Social Disaster planning & action plan. • Neighbors meeting for Dalit and Adibashi community for Conflict transformation and peace promotion • Conduct Legal aid session for individual and communities level for awareness of beneficiaries in regards of various laws in Bangladesh • Provide project level legal aid support to individual and communities to access their rights according to the need • Conduct district legal aid workshop with local admin official and journalist, judicial official • Arrange meeting with Political leaders, civil administration, municipalities to stop illegal eviction • Conduct Adolescent Session

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
		support <ul style="list-style-type: none"> • Demonstrates awareness of government programs and NGO services` 	
Addressing the particular needs for support of children with disabilities and parents	<ul style="list-style-type: none"> • Provides assistance and information, under supervision, to parents who have a disability or a child who has a disability • Identifies the different needs for support of children with disabilities and their parents and the availability of community level services to address those needs 	<ul style="list-style-type: none"> • Demonstrates basic understanding of the particular needs for support of children with disabilities in terms of access to social services, support for caregivers, etc. • Demonstrates empathy and understanding when communicating about disability-related needs with clients and families • Demonstrates understanding of the challenges faced by children with disabilities • Can provide locally relevant resources for referral • Demonstrates knowledge of different disabilities and how the environment can have an impact on them 	<ul style="list-style-type: none"> • Door to Door awareness campaign to motivate parents on social issues • Joint awareness session with spouse on equal rights • Discussion session in Child Forum & Adolocent Club
Participating in developing and implementing household economic strengthening and financial support activities, such as income generation, micro-finance, water and sanitation, and health projects	<ul style="list-style-type: none"> • Under supervision, gathers basic data required to use recognized development tools to determine strengths, weaknesses, opportunities and threats in terms of identifying new, evaluating existing, and implementing possible economic strengthening programs. • Conducts assessment of the household members in terms of economic vulnerability • Identifies who could assist in the implementation of the programs • Helps destitute households access available social protection programs including financial or economic assistance • Applies knowledge of community dynamics (market)and how they can influence the choice of enterprise • Identifies types of economic strengthening programs that can be implemented and managed easily 	<ul style="list-style-type: none"> • Able to discuss the pros and cons of different kinds of income generating, entrepreneurial and household economic strengthening activities • Able to discuss the basic implementation of programs • Able to use an example to show the stages of development of an economic strengthening program • Demonstrates ability to use developed criteria to assess vulnerability of households and needs 	<ul style="list-style-type: none"> • Selection and formation of new Producer group • Producer group meeting (Beef fattening and Native chicken) • Improve technical and extension service through skill development training to service provider • Conduct learning session on various issue related to VC • Arrange Vaccination & De-worming Camp • Rural Sales and Service center(RSSC) establish • Arrange Entrepreneurship development training for the RSSC leadership • Service demand generation (street drama) through RSSC • Arrange co-financing for Business development-beneficiaries Contribution/Service provider • Arrange Auction Market • Conduct IGA & Skill development Training • Linkage with job market
Applying basic knowledge on home,	<ul style="list-style-type: none"> • Identifies issues related to home environment, nutrition, and hygiene that need to be 	<ul style="list-style-type: none"> • Demonstrates a clear understanding of relevant, up-to-date information on home 	<ul style="list-style-type: none"> • Arrange Health, Education and Right based awareness training for women

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
sanitation, nutrition and hygiene	<p>addressed in client situations</p> <ul style="list-style-type: none"> Discusses topics related to home safety, nutrition, and hygiene with vulnerable individuals and families and refers to services to assist as needed Instructs and shares knowledge to ensure that sanitation, nutrition, and hygiene practices are strengthened 	<p>health, sanitation, nutrition and hygiene</p> <ul style="list-style-type: none"> Demonstrates a basic knowledge of home, health, sanitation, nutrition, and hygiene, and specific country or organization health and nutrition requirements 	<ul style="list-style-type: none"> Formation of Disaster Risk Reduction group and training on DRR issues Training on DRR issue in community level Support health, hygiene, nutrition, sanitation support

CORE FUNCTION #4: Community work

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Conducting outreach and case identification to document status of children and other vulnerable people	<ul style="list-style-type: none"> Identifies vulnerable populations and child protection issues Documents and records related to risk and vulnerability Use pre-designed formats to document status of children and other vulnerable people at risk Understands the concept of the best interest of a child and methods for making best interest determinations. 	<ul style="list-style-type: none"> Demonstrates ability to conduct risk assessments Demonstrates ability to complete case identification forms Able to collaborate with others to identify risk and vulnerability Demonstrates understanding of child development and child rights Demonstrates ability to contribute to best interest determinations of children Shows ability to write up and complete forms 	<ul style="list-style-type: none"> Identifies vulnerable populations and child protection issues through FGD, observation, personal contact Prepared complete database. Well documented records according to Humanitarian Assistance Partnership (HAP) formats and methods Ensure best interest of a child through ESDO Child Rights Protection Policy.
Working with community leaders and representatives of different groups	<ul style="list-style-type: none"> Develops community level responses and action plans to support wellbeing of vulnerable groups and implementation of rights of children and other vulnerable populations Participates in assessment of social service needs, infrastructure and barriers to accessing them 	<ul style="list-style-type: none"> Demonstrates ability to work with community leaders Identifies understanding of community assessments and action plans related to vulnerable groups and how these affect services provided 	<ul style="list-style-type: none"> Interaction meeting of HRPC with various club, social committee etc Organize Training on fundamental rights & Human Rights for HRPC Sensitization meeting with shop keeper, salon, hotel, hospital, power development board to increase easy interaction Meeting with narcotics and drug department & District drug control committee on drug related issue Interaction meeting with various community based committee to include beneficiaries Sensitization meeting with Land office people, political leaders and mainstream leaders Meeting with Political leaders, civil administration, municipalities

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Ensuring identification and services for children and families at risk of family violence, child abuse, or exploitation	<ul style="list-style-type: none"> Assesses community awareness of domestic, gender, family violence/child abuse or exploitation Promotes community awareness of domestic, gender-based, and family violence and exploitation issues to enable the community to work towards the prevention of domestic and family violence, child abuse or exploitation. Identifies community level risks and protective factors 	<ul style="list-style-type: none"> Can explain methods to raise community awareness of needed child protection interventions and programs Can explain how to advocate for individual clients and families to intervene or prevent family, gender-based violence and child protection issues Demonstrates ability to describe legal protections regarding family violence and abuse Demonstrates understanding of country specific policies with regard to gender-based violence and violence against children Demonstrates ability to use methods to identify community-level risks and protective factors Demonstrates understanding of the ways in which information can be gleaned 	<ul style="list-style-type: none"> Meeting with school committee to enroll students in primary and secondary school Meeting with business man and influential people for sponsor children only education Meeting with Upazila education office to negotiate stipend and others education facilities for students Meeting with the parents, student, teacher and SMC for sharing the real situation in regard of study of students
Encouraging and supporting community participation in planning	<ul style="list-style-type: none"> Facilitates local leadership around ideas and efforts emerging from community members Participates or leads community meetings using culturally appropriate practices Encourages clients to participate in community meetings and data collection efforts regarding future planning Links with local organizations, representation on local community based committees to address vulnerable groups including children, disabled, elderly Facilitates children's safe participation in decision making and leadership roles Facilitates and encourages others to mobilize and to find their own solutions Links with Local Government Authorities to prepare budget projections from lowest level of authorities 	<ul style="list-style-type: none"> Demonstrates ability to invite community participation Demonstrates group facilitation skills 	<ul style="list-style-type: none"> Community level planning meeting Leadership Training for Community leaders Formation and activation Village Development Committees Involved community leaders to different committees like school management committees (SMC), Standing committees of Union Parishad, Disaster Risk Reduction Committees, local social, cultural and religious institutions committees etc. Formation & Activation Adolescent groups Provided peer leaders training for children Organize various sports and cultural programs for children
Disseminating information and	<ul style="list-style-type: none"> Makes use of relevant information systems, such as radio and community notice boards 	<ul style="list-style-type: none"> Able to discuss what kind of information is best shared using which method of 	<ul style="list-style-type: none"> Conduct drama and culture show for building good relationship

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
policies and programs	<ul style="list-style-type: none"> • Makes use of indigenous oral systems of relaying information • Makes use of social and print media as available • Makes use of specific country mode of communication in relation to government reporting system 	dissemination <ul style="list-style-type: none"> • Able to discuss different strategic points and methods for information dissemination within the community • Demonstrates understanding of the specific social welfare structure through which all communications on issues related vulnerable children must pass • Demonstrates knowledge of specific country mode of communication in relation to Government reporting system 	<ul style="list-style-type: none"> • Observe various ethnic minorities day observance to disseminate information • Child Journalist Training and activation • Prepare and submitted report to concern all government departments.

CORE FUNCTION #5: Collaboration skills

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Working as part of a team with individuals from one's own organization as well as from other community organizations	<ul style="list-style-type: none"> • Conducts community outreach and communicates with other service providers • Accesses appropriate information and applicable work related guidelines, policies, and procedures • Identifies relevant stakeholders to involve in helping the client and family • Communicates and collaborates with community and community-level actors • Identifies and accesses available services in collaboration with programs within their organization, as well as outside of their organization • Mobilizes groups or communities for action, as well as mobilizing local resources to support community-wide action 	<ul style="list-style-type: none"> • Demonstrates ability to work in a team • Demonstrates ability to work within the work environment (organizational) rules and regulations • Demonstrates ability to participate in collaborative planning meetings • Able to conduct or participate in case conferences to identify needs and plan services • Demonstrates skills and knowledge in supporting team members to ensure goals are met • Demonstrates personal behavior and relationships with co-workers and/or clients that are consistent with ethical standards, policy, and guidelines • Demonstrates ability to work in a multidisciplinary environment and jointly meet individual, household, and/or community needs • Demonstrates ability to collaborate with partners within and outside organization • Demonstrates ability to follow procedures to work with groups or communities in mobilizing local resources 	<ul style="list-style-type: none"> • Institutional mapping for prospective collaboration. • Information sharing with concern government, local government, like minded NGOs and private sectors through learning sharing workshop. • Organize special meeting with concern service delivery agencies for prospective collaboration. • Established Rural Sales & Service Center (RSSC) with the collaboration of traders, private companies, representatives of service delivery agencies and local government representatives. • Formation & activation Human Rights Protection Committees (HRPC) with the collaboration of government. Local government representatives, civil societies, community leaders for mobilizes local resources and protection of rights.

CORE FUNCTION #6: Organization and Leadership

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Following a time plan developed jointly with supervisor or with a work team consisting of other Para professionals who provide peer support to each other	<ul style="list-style-type: none"> Follows a plan developed individually or jointly with supervisor or work team Breaks down a given task into smaller sequential steps[a couple of steps may run parallel] Assigns/suggests time required for each of the sequential steps Uses leadership skills 	<ul style="list-style-type: none"> Ability to develop and follow work plan to accomplish tasks Demonstrates competence in visualizing various components that will complete a given assignment Demonstrates ability to use information of estimated time for completion of component steps and work out a realistic time plan with supervisor support Demonstrates leadership skills and qualities of a good leader 	<ul style="list-style-type: none"> Project Implementation Plan(PIP) Monthly Work Plan Quarterly Progress Review Meeting Quarterly Coordination Meeting with Government Officials Quarterly Coordination Meeting with Different Service Providers Learning Sharing Meeting with Local Government Quarterly Coordination Meeting with Villagers Exposure Visit by Civil Society Quarterly Meeting with Rights Facility Interaction Meeting with Stakeholders

CORE FUNCTION #7: Monitoring and Evaluation

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Participating in monitoring and evaluation activities	<ul style="list-style-type: none"> Assists supervisor in creation of M&E tools Provides timely information required for M&E tools and processes Applies quality standards and participates in quality improvement programs Utilizes recording and communication tools—may be written reports or use of personal computer, mobile phones, internet, social media, electronic communication Uses pre-designed formats to capture basic demographical, statistical, and narrative data in the field 	<ul style="list-style-type: none"> Ability to observe and describe grass roots situation vividly from which tools can be created Demonstrates ability to identify approaches to improve services or programs Demonstrates ability to use recording methods and tools and understand formats used 	<ul style="list-style-type: none"> Base line Survey Participatory monitoring Process Monitoring Documentation of Lesson Learnt and Good Practices Field visit and Spot checking Inception Workshop Inception Report Quarterly reports including quarterly monitoring report Six monthly technical monitoring report Lessons learnt report Finding sharing workshop Best practice report Mid-term evaluation Final evaluation Project completion report
Documenting assessments and services provided	<ul style="list-style-type: none"> Practices basic record keeping Identifies results of services Assesses what is working in the care plan or intervention Conducts ongoing monitoring of the 	<ul style="list-style-type: none"> Demonstrates ability to record and document using acceptable forms and write ups Able to assess service progress or gaps 	<ul style="list-style-type: none"> Training Report, Baseline Survey and MTR and Final Evaluation Report, Micro Finance Report, Monthly and Quarterly progress reports, Participants Financial Report. Participants Day Book, Monthly Reports, Quarterly

	<p>individual and/or family conditions to determine change, benefit, or the need to modify services</p> <ul style="list-style-type: none"> • Contributes to monitoring systems and data gathering for operational research 		<p>Reports, Loan Reports, Micro Finance loan and progress reports, MOU with Private Companies, Inspection Report of Government Officials</p> <ul style="list-style-type: none"> • Loan Disbursement Report of ESDO Micro Finance Unit. • Loan agreement documents and pass books
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CORE FUNCTION #8: Developing self and others

Para Professional Functional Areas	Para Professional Practice Competencies	Para Professionals Training Competencies	Compliance by ESDO PREMDIP
Identifying future training or learning opportunities	<ul style="list-style-type: none"> • Knowledge of skill development needs • Participates in training and personal development opportunities to expand abilities as available • Refers others to learning opportunities as appropriate • Ability to help develop those who work alongside or under them, e.g., other volunteers or staff 	<ul style="list-style-type: none"> • Demonstrate ability to identify and access future learning opportunities • Demonstrate ability to work with others and encourage future learning 	<ul style="list-style-type: none"> • SWOT Analysis • Training Need Assessment • Quarterly progress review meeting • Half yearly field level learning sharing workshop • Yearly performance review
Identifying and developing needed skills for future development of self and others	<ul style="list-style-type: none"> • Develops and documents a plan for future development • Participates in supportive supervision • Participates in performance review or evaluations with supervisor 	<ul style="list-style-type: none"> • Demonstrates ability to identify future career opportunities • Demonstrates ability to act on feedback from clients and colleagues • Demonstrates understanding of basic leadership skills (confidence-building) • Can implement an appropriate supervisor/ supervisee Relationship 	<ul style="list-style-type: none"> • Monthly Report • Quarterly progress report • Midterm Evaluation • Self Assessment report • Annual Report

The Success through promoting Para-professional Social Work in ESDO PREMDIP project

- A huge volume of land 711 decimal has been recovered where 15 Adibashi have received these land from 7 communities
- A total 391 decimal Khas land has been distributed among 43 Adibashis from 4 communities and transferred into their own name by government and also 442 decimal khas land is verbally announced for these 17 families for cultivation.
- Through 7 production cycle a total 820 participants have already sold their products and got benefits on an average of 5000-8000 taka each.
- Increase income of families through vocational training for 75 adolescents and arrangement of self employment and wage employment for 45 and 47 adolescents respectively.
- A total 44 households are representing in various UP standing committee as representatives from Adibashi and Dalit and total 8 Adibashi are participating in School management committee (SMC) and 186 Adibashi and Dalit are in Ward and Upazila DRR committee.
- A total 776 Adibashi and Dalit students have been enrolled into government primary schools after completing the Pre Primary schools maintained by ESDO-PREMDIP and regularly follow up them.
- A total 550 students received the stipend (for one time) from *Upazila Nirbahi Office* (UNO) through lobbying and advocacy that helps our student to continue their studies
- One out of three Adibashi & Dalit Unnayan Forums have already registered from the Cooperative Directorate office and others two are under processing for registration
- 4 cow farms with bio-gas have already established in four villages in working area with the support of Prime minister special fund that made life more comfortable for them.
- Advocacy with government to provide 58 most vulnerable people from ethnic communities BDT 5,000 each for continuation with livelihood opportunities.
- Arrangement for allocation of 23 vans for Adibashis from local government for increase of their income;
- Health services to a total of 9,360 persons have received from Government hospitals.

Case Study -01

1.58 acres Khasland permanently distributed among 22 backend ethnic minority families under the Pirganj Upazila

On the initiative of ESDO-PREMDIP, 1.58 Acres land will be used by the 104 person permanently among 22 families in PREMDIP working area for the lifelong period. The history of this remarkable achievement was–

As per PREMDIP proposal, the issue for identifying the khas land is discussed frequently in every VDC meeting. On the date August/2013, Community Facilitator (CF) assigned for that zone, had known about the khas land in these area through the Village Development Committee (VDC) meeting. After that CF was gone to the Pariya UP and contact with UP land official on the date September/2013 along with the President and secretary of that VDC.

On September/2013 for identifying that khas land, CF along with VDC committee, local elite person were communicated with UP land official and applied for collecting the *khotian* and *daug* number of that area. Next few days later, three land officials from three UP were provided the *khotian* and *daug* number of that specific area. CF and VDC members were also collected the *Mouja* map and it was cross checked with the *Mouja* map through the help of concern word councilor and local elite peoples. After cross checking the *Khotian* and *Daug* number, this khas land issue was discussed in quarterly Human Right Protection Committee (HRPC) meeting in UP. The decision from HRPC meeting was the application form was to collect from UP land official and submitted it. Meanwhile how many khas land have owned in the participants from three selected villages in respectively- it was discussed with them and found out the estimation. According to the estimation of owned khas land, the same number of application form was fulfilled. A combine photo of husband & wife, national ID card and landless certificates from the chairman was attached with the application form and after the verification and recommendation these document was submitted to the UP land office.

In Upazila coordination meeting, the respective Upazila Manager (UM) of PREMDIP was presented the issue on khas land for distributing 22 families. In Upazila Parishad, the decision for distributing khas land to this backend ethnic minority was decided ethically and *Upazila Nirbahi Officer* (UNO) ordered to the Asst. upazila land commissioner to take immediate action on this regards. Assistant land commissioner ordered to the surveyor for going to that field in order to find the visibility along with these submitted application form and also would have to submit a completed report to him. After satisfaction of the completed report prepared by surveyor, District Commissioner (DC), Assistance Commissioner (Revenue), UNO was also visited and investigated that place in physically. The district administration chief, DC, then ordered to the UNO to distribute the khas land. And finally the happiness moment was come on 25th June 2014 and that day on the presence of concerned high Government officials & local government representative handed over the permanent deeds of 1.58 acres khas land among the 22 ethnic minority families through a hand over ceremony.

Upon 43 years from the independence in this *Borendro* area, this is the first time that the 20 families among the ethnic minority society are now planted various fruits, forestry tree and cultivated various vegetable in their unused land with the support and various cooperation of ESDO-PREMDIP. The communities are now feeling bravo after getting the khas land.



Case Study -2:

Akas Kumar Basfor returns into new life

Education is the main change maker to gain in one's life- this word have been again proved by Akas Kumar Basfor who comes from a Dalit community under the railway colony of Morshidhat union of Bochagonj Upazila in Dinajpur District. His family with 6 members- Father-mother, two brothers, one sister and grandmother were lead within poverty. Akas had stopped his study when he was in class three only for the reason that mainstream students had neglected him as because he came from Dalit (sweeper) community. Bearing this sorrow in mind and due to poverty of the family, he joined with his father's swiping profession. The pain for not continuing the study just only for coming from *swipper* community was gnawing/worrying him in day by day. At that moment, ESDO -PREMDIP just conducted a survey for lunching the project in 2008. At that survey, Akas's family included into the survey. Group meetings were starting with including 18 families' surveyed household mothers. In these meeting, Akas' mother Kowli Rani were regularly attained. As a result, his mothers known about various issues like the significant of education, regularly sending children to the school, Rights, cleanness etc. Through knowing the significant of education, she again decided to send her son Akas to school. So with the discussion of Community Facilitator (CF) of the project, she admitted her son in class three in Malagachi Govt. primary School. After that she and CF regularly followed up Akas's study not only in school level but also in study assistant centre (SAC) in the community. In this way, Akas was passed class three, four and five with successfully. But when he wanted to admit in mainstreaming High school, then again he had to face same problems- not give the permission due to come from swipper community. Then he decided to stop his study. His mother again told this problem to the CF in the group meeting and requested to see this issue seriously. Then CF discussed with head teacher of Koroi High School about the admission of Akas in class six. The head teacher was convinced by CF and allowed him to admit in class Six. Then he admitted in class six and continued his study.



Meanwhile with the assistant of CF, an opportunity for the job of cleaner from the railway department was come where the minimum requirement was class eight pass. In the mean time, he had already passed the class eight and continues in class nine. So without giving up the opportunity, he submitted his application for that job instantaneously. Within few days, he attained into the interview and got the job. Now he is working as a cleaner at Lalmonirhat in Bangladesh railway. Akas is now receiving the salary 15000 taka per month and supporting his family. Now there are no poverties in the Akas's family. The acceptance of Akas and his family have increased to the neighbor and mainstreaming people.

Lessons Learned and Limitations

01. The graduations & post-graduations students from Tata School of Social Work-India, Institute of Social Welfare & Research, and University of Dhaka & Thakurgaon Government Women College regularly conduct their field work in ESDO-PREMDIP. They directly involved with this program for 60 days field work and given their opinion regarding successful implementation of social work practice through Para-professional social workers.
02. With the guidance of Professional Social Workers, the Para-professional social workers ensured minimum standard of social work practice.
03. Due to short term training on Para-professional social work, still now some gap has observed in terms of social work practice.
04. The success of practice of Para-professional social work not yet properly exposed within the social work professionals.
05. Not yet done any professional linkage & Collaboration with professional Social workers Association or Institution.

Overall Recommendations

1. ESDO has been dealing with extremely marginalized groups in Bangladesh. They are socially excluded from the mainstream society. Each group has specific social characteristics and needs. To explore the success and limitations in terms of Para-professional social work practice may carry out some qualitative research.
2. Need to improve appropriate reporting and evaluation practices for recognition from professional social workers.
3. Considering standards of Para-professional social work standards overall process of documentation was quite weak across the projects. Different reports have good compilation of data. But, it was difficult to link with process documentations or data at the workers level and/or field level. Reporting needs to be more consistent and specific as per the Para-professional social work standards. The report needs to be simplified and should focus on performance indicators and achievement with clarification of over and under achievements.
4. Action research can be incorporated into a wide participatory monitoring system that can better trace behavioral and attitudinal changes envisaged by the project. Community Action Cycle (CAC) can be incorporated as a tool for group based planning, monitoring and evaluation.

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