



Sustainable Development Application Form			
<b>Submitting Partner:</b> Christian Commission for Development in Bangladesh (CCDB)		<b>Date Submitted:</b> October 5, 2023	
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Project Name, Local Partner, and Location: <b>Disaster Resilient Education &amp; Communities (DREC)</b> <b>Local Partner : None, Location Shyamnagar Subdistrict, Satkhira Distric</b>			
Person at DOM responsible for and accountable for this project: Dr. Sarosh Koshy, Global Relations Minister, Southern Asia, Global Ministries of the Christian Church (Disciples of Christ) and United Church of Christ			
Partner's History/Relationship with the Project:			
<p>The Christian Commission for Development in Bangladesh (CCDB), a prominent national NGO, was established in 1973. This was a direct continuation of the Bangladesh Ecumenical Relief and Rehabilitation Services (BERRS), which had its origins in 1972 following the War of Independence in 1971. In its initial years until 1975, CCDB primarily focused on relief and rehabilitation efforts for people returning from Indian refugee camps.</p> <p>CCDB's overarching vision is the creation of a just and compassionate society where individuals coexist in peace, uphold their dignity, and harmonize with all of God's creations. This profound vision shapes CCDB's mission, which is rooted in ecumenical principles. The organization is dedicated to working toward the emergence of a society where those who are impoverished, marginalized, and vulnerable can assert their rights, secure justice, and attain sustainable livelihoods while preserving their inherent dignity.</p> <p>As it evolved over the years, CCDB shifted its focus to address emerging challenges and opportunities. In the late 1980s, the organization concentrated on fostering participatory processes for poverty reduction, emphasizing both formal and non-formal education as critical tools for empowerment.</p> <p>In the mid-1990s, CCDB introduced groundbreaking initiatives, including the Peoples' Managed Savings and Credit Program, which empowered communities to manage their finances. They also introduced Community-based Health Care Development, aimed at improving healthcare access. Additionally, CCDB established a community-based Disaster Management Program to bolster community resilience in the face of disasters.</p> <p>The organization's major interventions encompass a diverse spectrum of vital areas, such as:</p> <p>Poverty Reduction, Food Security, and Livelihood: CCDB is dedicated to alleviating poverty, enhancing food security, and fostering economic and social development within deprived communities through a comprehensive poverty reduction program.</p>			

Climate Change Resilience: Recognizing the urgency of climate change, CCDB is actively engaged in building community resilience and promoting strategies for adaptation and mitigation to address environmental challenges.

Disaster Preparedness and Response: CCDB focuses on strengthening the capacity of local communities to prepare for and respond to disasters, equipping them to handle crises effectively.

Infrastructure Development: The organization undertakes infrastructure development initiatives that enhance the physical and social infrastructure of communities, contributing to their overall well-being.

Climate Technology Hub: CCDB has established a climate technology hub to facilitate innovative solutions to climate-related issues.

Micro-financing: CCDB provides micro-financing options to empower individuals and communities economically.

Youth Development: The organization invests in youth development programs to equip young people with the skills and knowledge needed for a brighter future.

Innovative Agriculture: CCDB promotes innovative agricultural practices to enhance food security and improve the livelihoods of rural communities.

### **Description of Project**

A brief description of the project (agricultural, health, water, micro-credit, education, community development, etc.):

The primary thrust of this project centers on elevating disaster preparedness and resilience within educational institutions and the surrounding communities. This will be accomplished by empowering School Disaster Management Committees (SDMCs), the dissemination of knowledge and awareness regarding disaster preparedness among students, teachers, and community members, and the promotion of climate-resilient agricultural practices in the targeted homesteads within the project area. The project area is in the Vamia village (ward no-8) and Purakatla village (ward no-9) of the Burigoalini Union, Shyamnagar Upazila, Satkhira district, Khulna, Bangladesh. This geographical location has been chosen as the focus of the project, indicating that the project's activities and initiatives will be primarily concentrated in the specific villages and surrounding areas within the Burigoalini Union of Shyamnagar Upazila.

Bangladesh is internationally recognized for its extreme susceptibility to a wide spectrum of disasters and is known as one of the world's most disaster-prone nations. Each passing year witnesses the nation grappling with the severe consequences of climate-induced disasters, wreaking havoc on people's lives, assets, and means of livelihood. The southern coastal region is exposed to a range of disasters, including devastating floods, cyclonic storms, tidal surges, relentless riverbank erosion, and intrusive salinity. Notably, these calamities exact a grim toll on the region's educational landscape, inflicting extensive damage upon school infrastructure and, tragically, leading to the loss of young lives.

On a global scale, it's a disheartening reality that around 5,000 schools worldwide endure disruption or damage annually due to a variety of natural and human-induced disasters. This stark statistic, reported by ASEAN in 2020, underscores the gravity of the issue.

Adding to the complexity of these challenges is the nation's vulnerability, rooted in a dearth of awareness and preparedness at the grassroots level, particularly within educational institutions. While government agencies and non-governmental organizations (NGOs) have undertaken commendable efforts to promote Disaster Risk Reduction (DRR) in schools, it is unmistakable that these initiatives fall short in effectively addressing the multifaceted challenges encountered at the community level. Despite their laudable intentions and valuable contributions, these endeavors are encumbered by several significant limitations. The limitations include restricted coverage, resource constraints, a fragmented approach, inadequate stakeholder engagement, an imperative for capacity enhancement, an absence of comprehensive monitoring and evaluation, and a compelling need for greater inclusivity.

The overarching aspiration of the school-based disaster risk reduction project in Bangladesh's coastal regions is to fortify schools and communities, endowing them with resilience and the capacity to withstand and respond adeptly to the escalating threats presented by natural disasters and the far-reaching impacts of climate change in these vulnerable areas. This project will supplement this type of work.

Furthermore, dengue has emerged as a significant menace throughout the country, claiming the lives of over 900 individuals, including a substantial number of children, since January. The rapid spread of this vector-borne disease can be attributed to the effects of climate change. Consequently, there is a concerted effort to raise awareness among children and other community members, with the aim of preventing dengue fever through an extensive anti-dengue campaign in our operational areas. By prioritizing disaster risk reduction projects and educating the community on the effects of climate change, we can mitigate the spread of dengue and prevent the spread of similar diseases.

Target Population (children, women, farmers, urban poor, etc.):

School children, schoolteachers, parents of the school children, and members of school management committees (SMC)

How many persons are/will be served? (please give as specific a figure as possible)?

School children-1200, Parents-100, schoolteachers-30, SMC Members-45, Total 1375

Key Objectives:

**Broader Objectives:** To promote and facilitate school-based disaster preparedness in the project area, while also encouraging environmentally conscious measurement and adoption

1. To strengthen the functionality and capabilities of School Disaster Management Committees (SDMCs) to improve disaster preparedness and response in educational institutions.
2. To enhance awareness and knowledge regarding disaster preparedness and public health hazards like dengue fever among students, teachers, and community members within the target school and its surrounding areas.
3. To promote and facilitate the implementation of climate-resilient agricultural practices within selected homesteads in the project area, while also encouraging environmentally conscious measurement and adoption

Key Activities:

**Objective-1:** To strengthen the functionality and capabilities of School Disaster Management Committees (SDMCs) to improve disaster preparedness and response capacities in educational institutions and their surrounding communities. We will carefully select six schools, comprising four primary schools and two high schools, from the designated working area or ward. The selection process will involve extensive community consultation, and if necessary, a small-scale assessment may be conducted to make the final decision.

1.1 Formation/Reformation of School Disaster Management Committees (SDMCs)-**6 Schools/education institutions**

1.2 Regular meetings (Bi-monthly) of School Disaster Management Committees (SDMCs)- **6X2X6=72 meetings**

1.3 Arrange Capacity Building Training on Disaster Preparedness and Response Initiative (with one refresher) for SDMCs-**6X2=12 Trainings**

1.4 Conduct School-based Risk assessment to identify vulnerabilities and prioritize actions for mitigation and advocacy initiative- **1X6=6 Assessments**

1.5 Support and manage emergency resource kits, first aid supplies, and communication tools and provide orientation on using- **6 sets**

1.6 Volunteer recruitment (unpaid) from the community and their capacity building- **6 Groups**

**Objective-2** To enhance awareness and knowledge regarding disaster preparedness and public health hazards like dengue fever among students, teachers, and community members within the target school and its surrounding areas.

2.1 Arrange awareness sessions/campaigns including students, teachers, and community members on school and community-level Disaster Risk Reduction issues (i.e., Dengue Awareness) -**3 Campaigns**

2.2 Arrange drills on disaster preparedness at the school level- **6 Drills**

2.3 Create a Student Volunteers Group for school-level disaster management- **6 Schools**

2.4 Develop and distribute educational materials on disaster risks and response strategies at school and associated community level- **6 Schools**

2.5 Establish and promote early warning systems within schools and the surrounding community- **6 schools**

2.6 Observe different National/International days on DRR, health, and climate change (NDPD, IDDR, Environment Day, Hand Washing, etc.) at the School and Community Level-**4 events**

**Objective-3** To promote and facilitate the implementation of climate-resilient agricultural practices within selected homesteads in the project area, while also encouraging environmentally conscious measurement and adoption. The homesteads for this project will be selected based on their proximity to the schools. Specifically, households of students who live adjacent to the schools will be chosen. This approach ensures that the project benefits the families of students who attend these schools and live nearby, making it more convenient for them to access the project's resources and services.

3.1 Support and demonstrate homestead gardening at students' living place (**2 in each school community**) = **12 Units**

3.2 Tree plantation at school premises and school link roads- **6 Schools**

3.3 Climate Smart Seed and plant distribution among the students and education workers - **6 Schools**

Set up demonstration farming at the school level- **6 schools**

Duration of Project: One year: December 1, 2023 – November 30, 2024

**Project Budget**

Total Budget: \$15,530

Amount Requested from Week of Compassion: \$12,446

Is this a one-time request or an on-going request? One-time
Is this specific proposal financially supported by ecumenical or outside partners? If so, what percentage does it cover for this project? N/A
Please list partners who are funding this project: N/A
Does this project/partner receive funding from UCC OGHS, if so, how much? N/A
What is the overall percentage of funds requested that will be used for administration/overhead? 15.84%
Please attach a detailed, itemized budget and cost breakdown for the requested funds. Attached
Dates and project names of previous proposal submissions: N/A
How do you plan to monitor and evaluate the project and its objectives? Additionally, please provide a report back to Week of Compassion on the project. <i>(Please note that future funding is contingent upon reporting. In addition to reporting, please provide stories of transformation and photos.)</i>
<p>CCDB is fully committed to implementing a robust and participatory monitoring and evaluation framework for this project, with a primary focus on enhancing school-based disaster preparedness, promoting homestead gardening, and advancing our dengue prevention campaign. Our approach is designed to comprehensively assess both the outcomes and the processes involved in these critical initiatives.</p> <p>To facilitate this, CCDB will employ a diverse array of monitoring tools and techniques, including but not limited to:</p> <p>Focus Group Discussions: These will enable us to engage with stakeholders directly, gather qualitative insights, and gain a deeper understanding of the project's impact on communities.</p> <p>Structured Questionnaires: By administering carefully crafted questionnaires, we will systematically collect quantitative data to measure progress against predefined indicators. Examples of these indicators include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Percentage increase in the number of students, teachers, and community members knowledgeable in disaster preparedness and response techniques.</li> <li><input type="checkbox"/> Percentage increase in the number of homesteads implementing climate-resilient agricultural practices.</li> </ul> <p>Direct Observations: Regular on-site visits and observations will allow us to assess the real-world implementation of project activities and identify any challenges or opportunities for improvement.</p> <p>To ensure the effectiveness of our monitoring and evaluation efforts, CCDB will develop a comprehensive set of results and process indicators that are closely aligned with the specific objectives of each initiative. These indicators will serve as essential benchmarks, allowing us to continuously track and measure our progress over time.</p> <p>Data collection will be conducted periodically, enabling us to conduct ongoing assessments and ascertain the extent to which each project objective is being achieved. Quantitative data will be collected through structure (socio economic, biography, education, DRR, impact of climate change, WASH, agriculture, etc.) interviews at household</p>

and community levels. This iterative process will enable us to adapt and refine our strategies as needed, ensuring that our efforts remain responsive to the evolving needs and dynamics of the project communities.

By embracing participatory monitoring and evaluation practices and employing a multifaceted approach to data collection, CCDB aims to uphold the principles of transparency, accountability, and adaptability. This approach will empower us to make informed decisions, identify areas for enhancement, and ultimately ensure the successful realization of our project's vital objectives.

If granted, is there a deadline by which to receive funding? January 01, 2024

If granted, please provide full information for how (wire transfer, check, etc.), where, and to whom funds should be sent:

**Global Ministries**

PO Box 1986  
Indianapolis, IN 46206

Designation: Christian Commission for Development in Bangladesh Disaster Resilient Education and Communities

**Week of Compassion  
Sustainable Development Application Form**

1USD= 110 BDT

Sl.	Activities	Unit	Duration	Unit Cost in BDT	Total BDT
<b>A Program Cost:</b>					
<b>1 To strengthen the functionality and capabilities of School Disaster Management Committees (SDMCs)</b>					
1.1	Formation/Reformation of School Disaster Management Committees (SDMCs)	6	1	10,500	63,000
1.2	Regular meetings with SDMCs	6	6	2,000	72,000
1.3	Arrange Capacity Building Training on Disaster Preparedness and Response Initiative for SDMCs	6	2	7,000	84,000
1.4	Conduct School-based Risk assessment	6	1	7,000	42,000
1.5	Support and manage emergency resource kits, first aid supplies, and communication tools and provide orientation	6	1	10,000	60,000
1.6	Volunteer recruitment (unpaid) from the community and their capacity building	6	1	7,000	42,000
<b>Sub-total</b>					<b>363,000</b>
<b>2 To enhance awareness and knowledge regarding disaster preparedness and response among students, teachers, and community members</b>					
2.1	Arrange awareness sessions/campaigns including students, Teachers, and Community members	3	1	10,000	30,000
2.2	Arrange small mini-mock drills on disaster preparedness at the school level	6	1	10,000	60,000
2.3	Create a Student Volunteers Group	6	1	9,000	54,000
2.4	Develop and distribute educational materials on disaster risks and response strategies at school and associated community level	6	1	35,000	210,000
2.5	Establish and promote early warning systems	6	1	10,000	60,000
2.6	Observe different National/International days	4	1	15,000	60,000
<b>Sub-total</b>					<b>474,000</b>
<b>3 To promote and facilitate the implementation of climate-resilient agricultural practices within selected homesteads</b>					
3.1	Support and demonstrate homestead gardening at students' living place	12	1	3,500	42,000
3.2	Tree plantation at school premises and school link roads	6	1	10,000	60,000
3.3	Climate Smart Seed and plant distribution	6	1	11,000	66,000
<b>Sub-total</b>					<b>168,000</b>
<b>Total Program Cost (1+2+3) A</b>					<b>1,005,000</b>
<b>B Administration Cost:</b>					
4	Stationary, Photocopy, visibility, etc.	1	12	3,000	36,000
5	Travel, food, accommodation, and transport cost	1	12	8,000	96,000
6	Communication	1	12	3,000	36,000
7	Audit	1	1	40,000	40,000
8	Bank Charge	1	2	2,000	4,000
9	Manager (Partial time)	1	14	7,000	98,000
10	Accounts Officer (Partial time)	1	14	7,000	98,000
11	Organizer (Partial time)	2	14	5,000	140,000
<b>Total Administrative Cost B (4-11)</b>					<b>548,000</b>
<b>Total (A+B)</b>					<b>1,553,000</b>
C	Central Coordination Cost/Overhead (10% of total cost)				<b>155,300</b>
<b>Grand Total (A+B)</b>					<b>1,708,300</b>