



## **INTERNSHIP REPORT**

### **Department of Media Studies and Journalism**

Name- Saira Sultana Shahid

Student ID- 183012025

Term- Summer 2024

Course Code- MSJ11498

Submitted to- Syeda Sadia Mehjabin

Host Organization- BRAC IED



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## Student Details

|                     |                              |
|---------------------|------------------------------|
| Name                | Saira Sultana Shahid         |
| Student ID          | 183012025                    |
| Department          | Media Studies and Journalism |
| Major Concentration | Public Relations             |
| Minor Concentration | English                      |

## Internship Details

|                      |                                    |
|----------------------|------------------------------------|
| Host Organizatio     | BRAC IED, Child Care Team          |
| My area of work      | Research and Report Writing        |
| Supervisor           | Jessica Helen Corraya, Deputy Lead |
| Designation          | Intern in the Child Care Team      |
| Start date           | July 1                             |
| End date             | September 30                       |
| Hours per week       | 40                                 |
| Total period of work | 3 months                           |

## Acknowledgement

For the past few months, I have had an amazing experience working at BRAC IED (Institution of Education and Development), in the childcare team. Throughout the journey there were ups and downs, and a lot of experience was gained. It was a great pleasure to work in a team that contributes to the wellbeing of hundreds of female entrepreneurs, and underprivileged children.

I would like to give a sincere thanks to my supervisor Jessica Helen Corraya. She has guided me throughout my internship process. With a humble heart I would like to say that I Am truly grateful to her.

I express my gratitude towards my internship advisor Syed Sadia Mehjabin mam, Senior Lecturer, in University of Liberal Arts Bangladesh, for her guidance, patience, suggestions, and fast communication throughout my internship process.

I express gratitude to the Childcare team of BRAC IED, for a friendly and healthy workplace environment, as well as providing support throughout my internship process.

With a full heart I thank my friends and family members who have supported and encouraged me in my journey.

Finally, I would like to express gratitude to everyone who has helped me, gave me suggestions, and provided necessary information throughout the process, and the completion of this humble effort.



MSJ041

### PLAGIARISM DECLARATION

1. I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one's own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person's ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.
2. I acknowledge and understand that plagiarism is wrong.
3. I understand that my research must be accurately referenced.
4. This assignment is my own work, or my group's own unique group assignment. I acknowledge that copying someone else's assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.
5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

Name: Saira Sultana Shahid  
ULAB ID: 183012025

Signature \_\_\_\_\_

A handwritten signature in black ink, appearing to read 'Saira Sultana Shahid', is placed over a light blue rectangular background.



## **Internship APPROVAL FORM**

Student Name: Saira Sultana Shahid  
Major: Public Relation  
Local Phone: 01712503232

ID No: 183012025  
Year: 2024  
Email: saira.sultana.msaj@ulab.edu.bd

### INTERNSHIP/PROJECT INFORMATION

Internship Organization/Project: Center for Excellence in Teaching and Learning, CETL ULAB

Semester (Tick one): ☐ Spring 2024 ☒ Summer 2024 ☐ Fall 2024

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### Advisor APPROVAL

(Please place a Tick)

☐ Approved ☐ Not Approved ☐ Partial Re-write ☐ Full Re-write

Remarks (If Not Approved/Pretrial/Full Rewrite):

\_\_\_\_\_

Signature:  
Name: Syeda Sadia Mehjabin  
E-mail: sadia.mehjabin@ulab.edu.bd

Date:  
Designation: Senior Lecturer  
Phone: 01713008008

## Introduction

BRAC (Building Resources Across Communities), is a prominent organization of Bangladesh, which has contributed in the development of many sectors in Bangladesh.

BRAC IED (Institution of Development), is under the BRAC organizations umbrella. It was introduced in 2004. The Executive Director of this organization is Erum Marium. BRAC IED works mainly with Early childhood development, Play-based methods of learning, psychological well-being, guiding under privileged female entrepreneurs, offering short courses, providing various academic programs, conducting necessary surveys and research.

As an Intern I joined the childcare team. It is a significant sector of BRAC IED, which improves the lives of children, and female entrepreneurs/care givers. Throughout the years they have launched multiple models, such as the Play lab model, Ador Day Care model, Paracounsellor Model etc. They are constantly conducting research and upgrading their practices according to the needs of the people. In Bangladesh, there is a need for guidance when it comes to proper childcare practices, and the BRAC IED Child care team has contributed to its betterment throughout the years.

I have majored in PR (Public Relations), from the University of Liberal Arts Bangladesh (ULAB). Throughout my academic years I have studied communications and conducted research proposals as well as campaign plan, interview reports. Since BRAC IEDs Child care teams work involves a lot of Research, writing materials, and surveys, it was a beneficial sector for me to work in. My research and writing skills have improved, and I have gained necessary experience in Field work as well communicating with a diverse group of people.

## Expectations

My primary expectation was to experience a real workplace environment, and understand how an organization is operated. I also wanted to learn maintaining professionalism, good work ethic, and the mannerisms of a workplace.

## Learnings from a professional ambience

- Understanding meeting etiquettes
- Learning how to communicate and deal with people from different socio-economic backgrounds
- Understanding multidisciplinary team dynamics
- Understanding the team members and entrepreneurs' dynamic
- The meaning of "planning" a project, and conducting a research or survey

## Host Organization

Organization type- International Development Organization

Incorporate Status-International Nonprofit

Companies year of Establishment-

- BRAC- March 21, 1972
- BRAC IED- 2004

Address- Block A, Society, 113/1 Road No. 2, Niketan, Gulshan, Dhaka 1212

Website- <https://bracied.com>

Awards and Accolades-

- Wise Award in 2014
- Yidan Prize in 2019
- Global Campaign for Education Award
- UNESCO Confucius Prize for Literacy in 2019
- BOND International Development Award in 2018

Grants Received for Innovation

- Yidan Prize Foundation grant for High Impact Scalable Solutions in Early Childhood Development (ECD), in September 19, 2019
- UNHCR grant for MHPSS services in Cox's Bazar, in 2020
- Real Play City Challenge, in 2020
- Porticus grant for Pashe Achhi: A Telecommunication Model for Children and Caregivers, in 2021
- Bezos Family Foundation grant
- LEGO Foundation grant for innovation in play in primary, for a duration of 4 years (2019-2023)

Digital Client list

- NYU
- The LEGO Foundation
- SESAME WORKSHOP

- Dubai Cares
- Yidan Prize
- PORTICUS
- INTERNATIONAL RESCUE COMMITTEE
- UNICEF
- Save the Children
- Global Digital Library (GDL)
- Government of Bangladesh (Digital Initiatives)

## Organizations Organogram

BRAC Institute of Educational Development (IED)  
Organogram



I worked as an intern under the Deputy Lead, Jessica Helen corraya in the Child Care Team of BRAC IED

## Tasks

- Attending meetings, taking necessary notes
- Taking interviews, for report writing
- Attending field work, helping the Paracounsellors
- Attending online supervision meetings for report writing
- Writing a process documentation on Mental health integration in childcare
- Translating necessary documents, from English to Bangla
- Attending workshops, generating ideas

## Project-1

Project Name- Process Documentation of Mental Health in Child Care at BRAC IED

Project Start Date:-

Project End Date:- 05.09.2024

**Project Overview-** This project documents the process of how Mental Health was integrated into Child Care at BRAC IED. This document mostly focuses on mental health's inclusion in the Ador Day Care model of the Child Care program at BRAC IED. The purpose is to understand the basic history, current updated practices and importance of mental health. This document is a work in progress, which means it will change with time according to newer research, and when newer methods come into practice. This document is a basic guideline for the team and will be used for future presentations, as well as supervision meetings.

**My Tasks-** My tasks for this document were researching, going through documents provided to me by my supervisor, collecting information through talking to the Deputy Manager & Sr. Psychologist Sharika Tasnim, and finally putting the information I've gathered on paper.

### Process Documentation of Mental Health in Child-care at BRAC IED

BRAC IED was established in 2004. Since their establishment. They have worked in diverse areas in Bangladesh. Their goal has always been to integrate early childhood development, establishing play-based methods of learning, and helping people from different socio-economic backgrounds. Today BRAC IED focusses on many different areas of development, including helping female entrepreneurs to establish their own day-care businesses, Early Childhood Development (ECD) and play, providing mental health and psychological support, offering different academic programs including short courses, working for the wellbeing of the people from the Rohingya community etc.

One of the main interventions of BRAC IED is their childcare team. A main model of the childcare team is the play lab model. This model is integrated in childcare practices conducted by BRAC IED. One of the components of the Play lab is engaging children in sensory play, engaging in educational sources of play, which helps improve their learning, stress relief and provides psychological benefits. Inclusiveness was kept in mind while developing the Play lab model, so that each child's specific needs are met.

The BRAC Play Lab program, launched in 2015, focuses on enhancing early childhood development in limited resources. It offers a stimulating, caring environment for physical, emotional, social, and cognitive growth. The program has expanded to Bangladesh and other countries. In 2016, BRAC launched Ador Day Care, providing high-quality, affordable, and safe daycare for low-income families.

The BRAC Ador Day Care model was launched in 2016 to provide high-quality, affordable, and safe daycare for low-income children in urban slums. The model is a play lab created by the ECC project, focusing on children's learning, play, and psychological development. The model is primarily used in Dhaka, Bangladesh, with the Institute of Educational Development overseeing operations. The centers

support working mothers by providing early childhood development services in a safe, caring environment. The model is available in various locations, including Karail, Mirpur, Mohammadpur, Uttara, Banasree, and outside Dhaka.

Daycare and Play lab are distinct concepts, with daycare centers providing a structured environment for children, while Play labs focus on play-based learning and discovery. Play labs can be instructional areas, stand-alone programs, or part of a daycare, while daycares offer general care and supervision.

The lack of proper childcare systems has hindered women's involvement in the workplace in Bangladesh. Informal domestic child-care practices have been the resource for many women, in different communities. These home-based day-cares had no structure, however BRAC has provided the necessary help to train these care providers/entrepreneurs, to gain structural integrity in their childcare practices, as well as inspiring new entrepreneurs to start their own day-care. These home-based daycares are owned by female entrepreneurs, and are located all around Bangladesh, including Dhaka, Tongi, Savar, and Gazipur. A lot of training, monitoring, field visits, research, surveys, safeguarding, community work and guidance goes behind these day-care practices. Through the process female entrepreneurs get the ability to run a successful business, and mothers of the children can go to work stress free knowing their children are safe. Today there are 240 entrepreneurs, more than thousand children, who's age is between six months to under eight years old, in the Child Care sector of BRAC IED.

Images of the Home-based Childcare systems images are given below:



Image 1: An entrepreneur providing child-care to the children who are under her care.



Image 2: An entrepreneur teaching children painting

Mental health support is a vital part of the Ador Day care model and in the childcare team as a whole. Young children, caregivers as well as the mothers of the children can get counseling sessions and mental health support according to their situation. The entrepreneurs may have traumatizing pasts, or might be facing abusive situations in the present as well. With this mental trauma and baggage, it is difficult for them to focus on the caregiving of the children. In the worst-case scenario, they might take out their frustration on the child by neglecting and abusing them. This will create chaos, and ruin the result in an unsafe environment for the children, which is why BRAC IED provides necessary monitoring and counseling sessions to those who are in need. Mental health support is also given to children who have been abused, neglected, sexually abused, faced domestic violence, or had a parent with substance abuse and mental health problems. Children living in an unstable home environment develop behavioral patterns which are unhealthy, and will hamper their future. If they are not treated, it will follow them into their adulthood and interrupt healthy mind development. These children come from different socio-economic backgrounds, and might suffer from various kinds of traumas. It is very important to give them love, mental health support and attention for the development of a strong and healthy mind.

Counseling and psychological support is a necessary and useful tool for success in BRAC IEDs childcare projects. In this report we will be focussing on the mental health support given by BRAC IED staff to the Entrepreneurs and children involved in the home-based childcare program. Survey process is conducted by sending researchers in Labour intense areas, where low-income and economically deprived people

live. After visiting, BRAC IED staff realized that, in these areas children are neglected. Most of these children's parents are day laborers, and either the child is left at home isolated, or they are kept in the house of a person, living in the same community. Through research, they found that these caretakers were not able to take proper care of the children. The reasons include, the ratio of children was larger than the number of the caretaker, lack of space, lack of proper usage of the space, lack of play materials for the children, poor hygiene, lack of education on child behavior and child psychology, the entrepreneur/caretakers own psychological issues etc. The paracounselor is someone who communicates with the community members, entrepreneurs as well as the children, to understand their issues, and guide them through their own personal life challenges. Paracounselors are included in childcare as they fulfill the necessary need of providing mental health support to the entrepreneurs. P Counselors usually belong to the same community; however, their educational background is higher than the entrepreneurs. Since they belong to the same community, children and entrepreneurs are more likely to open up to them about their personal mental health issues, and traumas.

We will look into how mental health was integrated, the process, the current work, and how it has benefited the stakeholders as a whole.

The administration of BRAC was informed in 2015 regarding the function of Paracounselors and capacity building during wrap-up. Training lasting two weeks was held for para-counselors in 2013–15. Basic psychological support was the main topic of instruction during the first week, while sexual and reproductive health was the main topic during the second. Several professionals who had spent several years working in BRAC's health program began training Paracounselors using the knowledge they had acquired from their community work. 25 Paracounselors were trained each month by a group of four psychologists and seven to eight specialists throughout this time. In addition, plans were made for the roles of Paracounselors, capacity building, supervision, communication, etc. Later along the year of 2015/2016, when the BRAC Play Lab model was still in use, the idea was to incorporate these 20–25 Paracounselors into the model. From then on, it became clear that the field level required a great deal of psychosocial support. Additionally, there was a chance to integrate mental health and Early Childhood Development (ECD) in the workforce at that time because they were so closely related. A couple of the Paracounselors were hired as project staff, play leaders received training on parenting techniques, ECD, and childcare elements. Since then, the four fundamental elements of mental health—empathy, active listening, confidentiality, and a nonjudgmental attitude—have been incorporated into the ECD curriculum. In 2016, BRAC Play labs were operational, but Paracounselors could not yet be integrated into the paradigm, for a brief period of time, since they could all be integrated into the Play Lab.

BRAC IED collaborated with NCDC and Health Services in 2022 on the "Mental Health Pilot Project," enhancing mental health services by training paraprofessionals to provide psychosocial support to communities. The project has demonstrated positive outcomes in enhancing mental health awareness, reducing stress, and strengthening emotional coping skills, emphasizing the necessity of ongoing training and support for para-professionals. BRAC IED also runs other mental health and psychosocial support projects, including those focused on early childhood development and adolescent well-being.

In 2023 an Anthropology study was conducted and the entrepreneurs were observed by the field staff. They have found that a number of care providers were dealing with domestic abuse, past traumas, or difficult life situations, which is why they needed mental health support.

In recent years The BRAC IEDs childcare team follows a specific structural model to tackle all mental health struggles, related to childcare. This model is called the Paracounsellor Model. The structural image of the Paracounsellor Model is given below:

Image 3: The Structure of the Paracounsellor Model



In the current time, BRAC follows a Paracounsellor model to identify and treat these mental health issues in a structural way. This model is also implemented in the child-care sector of BRAC IED. This model involves, Mental health experts, Psychologists, Paracounsellors, Play-lab volunteers/Front liners/Play leaders. A clinical Psychologist/Psychiatrist with a doctorate of 10 years of experience in the mental health field with intensive clinical work will supervise the psychologist. Psychologists supervise all identified cases, train barefoot counselors as well as para counselors, and provide counseling to people with the most difficult mental health issues. P Counselors conduct day-care visits, and home visits and provide support to women and children in child-care. Play lab Volunteers/Front Liners/Play Leaders identify the cases of abuse, and mental health support needs with their observation skills. On a weekly basis a supervisors meeting is held with the p counselors and psychologist. In these online meetings, the Paracounsellors share the issues of the entrepreneurs as well as the children. The psychologist supervises and teaches Paracounsellors. The correct methods to counsel and help the people with mental health conditions.

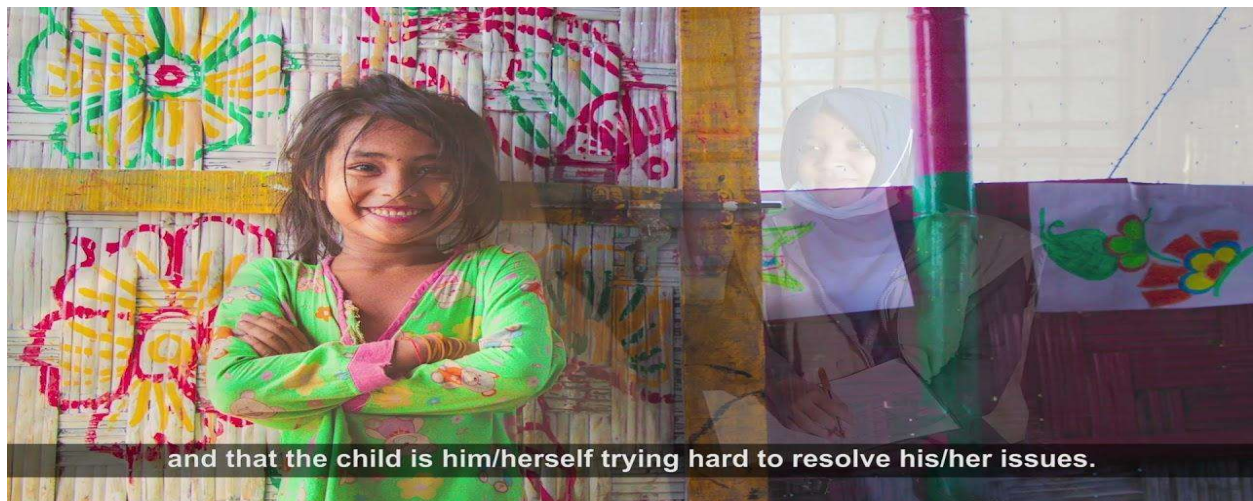
Paracounsellors short for PC, play a huge role in the mental wellbeing of the children as well as the careproviders. Basic training is given to the paracounsellors by the psychologists. These training sessions teach them the basics of communication, mental health, how to patiently listen and guide the person dealing with the issues. The training also includes regular supervision and hand holdings. There are in total 16 paracounsellors working in the Child Care team at BRAC IED. All these paracounsellors work in areas in Dhaka, Korail, Kollanpur. However they have their own areas of service, and they visit that place twice a week. For example in Dhaka, areas Korail and Kollanpur have two separate PCs who provide

services. Through their visits the PCs observe and identify any mental health concerns the children or caregiver might be facing. If it is the case the PCs provide necessary counseling. However, if it is an extreme case of mental health condition, they are taken to a professional psychologist. If necessary, they are provided with medication, and treatments in the hospital.

By focusing on mental health, children in BRAC-supported childcare centers benefited from early intervention in emotional and psychological development. This helps in identifying and addressing potential issues like anxiety, depression, or behavioral problems at an early stage, leading to better overall mental well-being. Mental health support fosters a positive learning environment, enhancing children's cognitive skills, emotional regulation, and social interactions. Children learn to manage stress, build self-esteem, and develop healthier relationships with peers and caregivers. BRAC's mental health programs likely encouraged family involvement, providing parents with the tools and knowledge to support their child's mental health at home. This holistic approach strengthens the support network around the child, creating a healthier, more nurturing environment. The initiative likely led to better training for caregivers and teachers, equipping them with the skills to identify mental health challenges and intervene appropriately. This builds a more responsive and empathetic childcare environment, contributing to overall child development. Early mental health support can significantly reduce the likelihood of long-term mental health issues. BRAC's focus on mental health would help mitigate challenges that could escalate into more severe conditions later in life, contributing to healthier future generations. Implementing mental health in childcare promotes greater mental health awareness across the community. This could reduce stigma associated with mental health conditions and encourage more open conversations, fostering a more supportive culture around mental well-being. Mental health interventions help improve children's focus, motivation, and emotional resilience, all of which contribute to better academic performance as they transition from early childcare to formal schooling.

By addressing mental health in childcare, BRAC has likely strengthened the foundation for children's future well-being, fostering a culture that values mental and emotional health alongside physical and cognitive development.

Image 4: A happy child under the care of Ador day care model



and that the child is him/herself trying hard to resolve his/her issues.

### Challenges

- Since BRAC IEDs Child Care team has a long history, I had to study a lot of documents to conduct this report.
- I had some issues with time management, since I Am not a fast reader.

### Mistakes

- I did not maintain the sequence of the report at first, however through the guidance of my supervisor I edited the report properly.

Learning- Writing this document Has provided Me with a vast knowledge about the sector I'm working in, which is the Child Care team of BRAC. My understanding of human psychology and different individuals' life experiences has increased tremendously. My research and writing skills have also improved throughout the process.

## Project-2

Project title- Bangla translation of the Duties and Responsibilities of Programme Organizer (PO)

Date- 31.08.2024

Project Overview- BRAC IEDs Child Care team provides supervision and training to people from different socio-economical backgrounds, who aren't as familiar with English, and also find hard/professional Bangla difficult to understand. Which is why for these training sessions basic documents are needed in easy Bangla which can be understood and explained easily. This document is for the purpose of explaining the job of a Program Organizer (PO), in a simple way using Bangla language.

My Task- My job was to study the duties and responsibilities of a Program Organizer (PO), find the key parts, and write the document in a short and simple manner that is easily understandable.

### প্রোগ্রাম অর্গানাইজার (PO) এর দায়িত্ব ও কর্তব্য

প্রোগ্রাম অর্গানাইজার (পও) যারা আছেন তারা মাঠ পর্যায়ের কাজ গুলোর ব্যবস্থা করে দিবেন এবং কাজ গুলো সঠিক ভাবে করতে সাহায্য করবেন। তারা টঙ্গী, গাজীপুর, সাভার এবং ঢাকা এইসকল জায়গার মাঠ পর্যায়ের কাজ গুলোতে ম্যানেজারকে সহায়তা করবেন। প্রোগ্রাম অর্গানাইজার (পিও) এর কাজের তালিকা নিম্নে:

১. তারা ইউডিপি এলাকায় উদ্যোক্তাদের খুঁজে বের করবেন যাদের মধ্যে বাড়িতে বাচ্চাদের রাখার এবং তাঁদের খেয়াল রাখার মতো দায়িত্বশীলতা আছে। এরপরে তাঁদের জন্য যথাযথ প্রশিক্ষণ এর বেস্তু করবেন। প্রশিক্ষণ এর মাধ্যমে উদ্যোক্তারা তাঁদের কাজের বেপারে শিক্ষা গ্রহন করবেন এবং সফলতা অর্জন করবেন।

২. ক্লাস্টার নির্বাচন পিও করবেন।

৩. মাঠ পর্যায়ের কাজ গুলোতে তারা সরাসরি উদ্যোক্তাদের সাথে কাজ করবেন, এবং পরিকল্পনা বাস্তবায়ন করবেন।

৪. যেই এলাকায় কাজ হচ্ছে শেখানের মানুষের সাথে ভালো সম্পর্ক গড়ে তুলবেন এবং বাচ্চাদের পরিবার, উদ্যোক্তা, এলাকার নেতা ও অন্যান্য সদস্যদের সাথে মিটিং পরিচালনা করবেন।

৫. মূল উদ্দেশ্য, লক্ষ্য এবং ফলাফল লাভের জন্য সঠিকভাবে কাজ গুলোকে গঠন নিশ্চিত করবেন।

৬. বাড়ির পরিবেশ বোঝার এবং নিশ্চিত করার জন্য উদ্যোক্তাদের বাড়িতে যাবেন।

৭. উদ্যোক্তাদের কাজ যেন আরো সঠিক ভাবে হয় তার জন্য সহায়তা প্রদান করবেন এবং এলাকাবাসী ও শম্প্রদায়ের কাছে তাঁদের ডে-কেয়ার এর নাম প্রচার করবেন। এতে করে উদ্যোক্তারা সফলতার পথে এগিয়ে যেতে পারবেন।

৮. ইউডিপি এর সকল মিটিং, প্রশিক্ষণ এবং কর্মশালা গুলোতে অংশগ্রহণকারীরা ঠিকমতো অংশগ্রহণ করছেন কি করছেন না সেইটা নিশ্চিত করবেন।

৯. উদ্যোক্তাদের জন্য ডেকেয়ার এর দরকারি জিনিস কিনতে সহায়তা ও জিনিসের সঠিক বিতরণ বেস্তু করবেন।

১০. বাচ্চাদের অভিভাবক এবং এলাকার মূল্যবান ব্যক্তিদের সাথে নিয়মিত যোগাযোগ বজিয়ে রাখবেন।

১১. প্রয়োজন অনুযায়ী উদ্যোক্তা এবং অভিভাবকদের মধ্যে যোগাযোগ বাড়াতে ও বজিয়ে রাখার জন্য পিসিগাইডদের সহায়তা করবেন।

১২. কার্যক্রম বাস্তবানের ধাপগুলোর লিখিত পত্র তৈরী, এবং মাসিক, অর্ধ-বার্ষিক ও বার্ষিক প্রতিবেদন তৈরী করবেন।

১৩. ব্র্যাক প্রোগ্রামের অন্যান্য কর্মী, প্রযুক্তি দল, গবেষণা দল, জ্ঞান ব্যবস্থাপনা, মাঠের কাজের প্রয়োজবেক্ষন যারা করবেন এবং মূল্যায়কারি দল প্রদান করবেন।

১৪. দল গুলোর সদস্যদের সুরক্ষা, নিয়ম মেনে চলা, প্রচার, অনুমোদন এবং প্রতিটি ধাপে সুরক্ষার মানগুলি বাস্তবায়ন নিশ্চিত করবেন।

১৫. কোনো বিপদজনক ঘটনা ঘটলে, সেফগার্ডিং রিপোর্টিং পদ্ধতি পালন করবেন এবং অন্যদের তা করতে উৎসাহিত করবেন।

১৬. সংশ্লিষ্ট কর্তৃপক্ষের দেওয়া অন্যান্য কাজগুলো সঠিকভাবে সম্পাদন করবেন।

## Challenges

- My Bangla writing skills isn't strong, so it was a challenge to translate few English words in Bangla

## Mistakes

- My first draft of the report had a lot of grammatical errors, and was hard to understand. However, after guidance, I fixed my mistake.

Learnings- I have learned that it is not always about showcasing strong words and perfect vocabulary. Language is about usefulness and practicality as well. My Bangla writing skills have improved, and I have a general idea of the vital role the Program Organizer has in the Child Care team.

## Project-3

Project Name- Live experience of an Entrepreneur-1

Date- 14.08.2024

Project- The interview of an underprivileged entrepreneur, Munni Akhter. This document documents her story, her struggles, her success story, and her overall journey.

My Task- Talking to Sharika Tasnim, Deputy Manager & Sr. Psychologist, and requesting her to help me manage an interview with Munni Akhter, setting up the questionnaire, taking the interview, and putting the collected information on Paper.

### **SPC Interview: Munni Akhter**

Munni Apa started her journey with BRAC IED in 2014. Before this, she was a teacher at Nobodhora Model School after which she began working in Cox's Bazar for the Rohingya Humanitarian Crisis Management Project in 2017. When the Rohingyas left Myanmar and took refuge in Bangladesh, Munni Apa was an avid consumer of all the media on the news. She grew much empathy for their suffering and grew a soft spot for all that they had been through. At the time she did not think she would be able to work with the Rohingya community but this was until she received a call from Shakila Apa who she had previously worked with. She offered Munni Apa a work opportunity in the Humanitarian Crisis Project for the Rohingyas and she was jumping for joy. She faced some hurdles with societal expectations with her being a woman, however, Munni Apa felt this was her calling and was ready to start. So she began her journey to the Rohingya camps up in the mountains.

Munni Apa was assigned to a camp and so began her story. At the beginning, she was very disoriented having never been in the mountains before. She would often find herself back at the same gate she walked a mile away from. Everything was new to her. Everything was a bit startling. The language barrier did not help at all. However, Munni Apa was determined to turn this around. She needed to communicate and build a rapport. The camp she was placed in was widespread and rather inaccessible- there were no roads, the houses were on top of hills and the weather was horrible. However, Munni Apa felt that this made her job more enjoyable and interesting. She would visit the community members every single day. To begin with, they were reserved and uncommunicative. Over time as they realized that Munni Apa was there to help them, and hear about their sorrows, they began to open up, with the help of a translator. She also picked up their language eventually.

Munni Apa became "Shantir Apa". She taught the Rohingya community the importance of mental health- that it went hand in hand with physical health. Hundreds of them had been through hundreds of different pains and losses. There were all kinds of trauma. This trauma of course became hard to listen to all the time as it starts to take a toll on one's positivity. She would then take personal hours. Soon she was able to hear all about their depression and anxiety. From house to house, day after day, a bond was created. However, she was exposed to some real horrors from the trauma some of the people faced. In those scenarios, she would share her feelings with the psychologists on site who would offer their advice and who taught Munni Apa the importance of self-care. It was difficult at first but now she is able

to come out of dark places herself without the guidance of someone else, a skill that is extremely important to have and use. She would often listen to some music, or spend some time with herself, or dress up and go for an outing - anything that would relieve some pain from her mind.

All her hardship was forgotten as the community members began to express their gratitude to her, for being there for them and their mental and emotional health - a kind of support they had never felt before.

At the Rohingya camp, Munni Apa came across several different client cases, from marital problems to trauma from violence. However, the kind of case that Munni Apa was most involved in was those involving children. Several children had disabilities or other kinds of socialization problems. In this case, they would be referred. This launched BRAC's Play Lab Project. At the time they started with the CFS (Child-Friendly Spaces) center. Each block on the camp had a CFS center which allowed children from the ages of 2 all the way to their teenage years. The centers had many toys and lots for the children to be entertained which was a change from their homes. Each home was stuffed as each family had approximately 8 children in a room. So the CFS center became their favorite place to spend their time. These children had much trauma. The toys, playing, art, rhymes, storytelling and activities helped them to come out of their shells. Munni Apa and the other PCs would play with them and be in constant communication until they were able to process and heal from their trauma. This could be seen even in the art they produced. At the beginning the children would draw the traumas they faced such as military images, guns, bombing etc. Eventually they would draw child appropriate images or images with much more happy connotations. Most of the development the children underwent was through playing. Whether it was the playing that Munni Apa facilitated, or from playing the Burmese cultural games taught by the local teachers. However, when a child was not able to adjust just by these activities, it was Munni Apa's job to identify them and take them aside. She would support further psychosocial support to them in the presence of their Mothers who they felt comfortable and safe with.

Due to this one-of-a-kind experience at the Rohingya Humanitarian Crisis Project Play Lab, Munni Apa honed all her humanitarian skills as a PC. She is now a senior PC who guides other PCs in their work. She follows up on all aspects of their career - whether they are getting clients, whether they are speaking to caregivers of their children, where their work is up to the mark etc. Using Munni Apa who studied accounting as an example, a PC does not often have a background or a degree in psychology. A PC would take training from a qualified psychologist on psychosocial support, counseling etc. They would be given supervision and be allocated clients. These clients could be children, teenagers, people suffering from depression or anxiety, or just anyone who needed any kind of psychosocial support. Their role is to allow their clients to comfortably open up about their sorrows at their own pace and simply listen and be there for assistance. After listening to a client's story, a PC would have to use some tools such as a questionnaire or a form to assess whether the client would require more counselling. If so, the client's case would be shared with the psychologists who would then give the PC supervision. The client would then begin the first of 5 counselling sessions. After the 5th session, if the client is able to grow from their issues, and gain some stability in their life, they are terminated and presumably in no more need of counselling. On the other hand, if the client has not been able to improve after the 5th session, the sessions would continue. After the 8th or 9th session there is still no improvement; they would be referred to a psychologist or even a hospital to ensure the client's best recovery.

She also uses her expertise in this field in the Child Care Projects set up by BRAC which includes the Day-Care initiative. Dhaka city has several underprivileged areas such as Korail, Shattola, Kallyanpur, Savaar, Gazipur and Tongi, which have slums. Here the population is mostly low-income families. These families have parents who work for most of the day. This leaves their children alone. However, most of these communities have young adult women or Khalas. These Khalas have taken it upon themselves to look after these children and offer the families security and assurance. They are self-employed and receive payments from the parents who leave their children in their care. The Khalas bring them into their own home and provide them with basic caring such as beds, showering, meals and playing/spending time. This is where BRAC has helped in taking this initiative to the next level. BRAC has given these Khalas formal learning on subjects such as food and nutrition, healthy and safety precautions, toys and activities, rhymes and storytelling etc. so that these entrepreneurs can look after the children to their best ability. PCs such as Munni Apa visit these homes and offer their mental health support and psychosocial support to both the caregivers and the children. Everyone in the childcare team often visits the homes during Day-Care hours to ensure that everything is going well and all the precautions are being followed. This is an ongoing project today.

Munni Apa has had a long journey alongside BRAC IED and the initiatives they have taken to help people and various communities in the country. She considers herself very lucky and expresses her gratitude to be among the first 7 PCs in the country. She is extremely happy at the fact that there are thousands of PCs around the country now as they are doing such an amazing job at helping so many sufferers of poor mental health. She has worked with many people battling suicidal thoughts and life-ending circumstances where she was able to bring them back from those dark places and help them to save their own lives. This is the main reason as to why she believes that the PC model must be employed as much as possible in a country where people know little to nothing about mental health. Munni Apa has found it difficult but very fulfilling to be a safe person for someone to open up to and further receive help and guidance for. When she is able to bring back a person from the worst of situations, this is when she feels proud of herself and what she has done.

#### Learnings-

- Munni Apa's journey highlights the importance of empathy when working with vulnerable communities. Her deep emotional connection to the Rohingya crisis and her determination to help despite the challenges taught me that empathy is a driving force in providing effective support.
- Munni Apa's experience of navigating the harsh and unfamiliar conditions in the Rohingya camps demonstrates the need for resilience and adaptability in humanitarian work. This has made me realize how critical it is to remain flexible and resourceful in difficult situations.
- The language barrier that Munni Apa initially faced and her efforts to overcome it underscore the importance of communication and cultural sensitivity in building trust with clients. Learning the local language and customs can significantly enhance the effectiveness of support.

- Munni Apa's work in raising awareness about mental health within the Rohingya community has shown me the profound impact that education and support can have on individuals who have experienced trauma. It reinforces the need for more mental health initiatives in areas where such awareness is lacking.
- The concept of 'personal hours' and self-care, as practiced by Munni Apa, is crucial in preventing burnout in demanding roles. This teaches me the importance of taking time for oneself to ensure long-term effectiveness in helping others.
- The success of the Play Lab Project and its role in helping children recover from trauma has shown me how play and creative expression can be powerful tools in healing and development, especially for children in crisis situations.
- The success of the PC model, as described by Munni Apa, highlights the importance of grassroots mental health initiatives in Bangladesh. It made me aware of the potential of such programs to reach underserved populations and provide much-needed support.
- Munni Apa's fulfillment from being a safe person for others to confide in and seek help from is inspiring. It has made me appreciate the profound satisfaction that comes from making a positive impact on someone's life, especially when they are at their lowest.

#### Challenges

- I was supposed to write this report before the student protests, but during that time I could not conduct the interview.
- It was a bit troublesome to contact Munni apa since she is a busy lady, however through the help of Sharika apa I could get in touch with her.

#### Mistakes

- I wish I added more questions asking about her childhood years, to get a deeper understanding of her psyche.

## Project-4

Project Name- Live experience of an Entrepreneur-2

Date- 15.08.2024

Project- The interview of an underprivileged entrepreneur, Nazmin Sultana. This document documents her story, her struggles, her success story, and her overall journey.

Responsibilities- Talking to Sharika Tasnim, Deputy Manager & Sr. Psychologist, and requesting her to help me manage an interview with Nazmin Sultana, setting up the questionnaire, taking the interview, and putting the collected information on Paper.

### **SPC Interview: Nazmin Sultana**

Nazmin Sultana started her involvement in BRAC initiatives as a Play Leader in 2019. The Play Lab's main goal is to help the children who may need it to develop. The children are unfamiliar with the Play Leaders to begin with but eventually a relationship must be formed. Through games, poems, storytelling, songs and other craft, the flagship Play Curriculum includes education and mental health, fosters children's physical, social-emotional, and cognitive growth, with activities tailored to incorporate local traditions and heritage.

After her time as a Play Leader, she was told by officials that she was in a pool of candidates that they would like to start training to be PCs. She felt that this was a step up in her career of helping people. So she accepted the job. The job required much training and a lot of assessments to make sure the job description and activities were revised and clear. Nazmin Apa was given a supervisor who would sit with her twice a week. She received basic training for 5 days online and then assessed. After passing the assessment, she was selected to start further training including shadowing several meetings at which client cases were discussed with psychologists. Nazmin Apa has been under many different supervisors for various amounts of time where a few specific subjects are checked i.e. what kind of clients there are, to what extent Nazmin Apa is able to help them, whether the client will need further care from psychologists, how to proceed etc.

Nazmin Apa completed this process in 2021 and has been a PC since then.

Nazmin Apa sees her clients once a week to discuss their mental health situations. Each client undergoes 5 clients after which they are assessed. If they are in need of a few more, then they are given 8 or 9. After this they may be referred to a psychologist or even a hospital. However, whenever the client has shown enough development and growth, they are terminated and would receive a follow-up after some time to make sure that the positive changes are permanent in their lives.

When a client first begins working with a PC, they have reservations on sharing their stories and situations. They are not sure how much they can say. In Nazmin Apa's case, after 2 or 3 sessions as well as a few home visits this all changes as a relationship has been established at this point. She feels that all 4 of her clients have reached this stage with her as of now. The work is fulfilling as she knows she is helping them. However, oftentimes this work can get heavy. Oftentimes the clients' stories can relate to

her own life whether it is similar to her own situations, friends' or families situations. No matter how she feels listening to them, that information is not shared with them as they must not feel like they are burdening Nazmin Apa.

If ever Nazmin Apa is not clear about what the client is trying to express, she always tries to dig deeper. This goes a long way even for the clients as they feel as though Nazmin Apa really is interested in them. However if the issue really is unclear, perhaps in terms of how much can be said, what advice to give etc. she would discreetly divert the client's attention for the time being and take the query to her supervisor, a psychologist, to learn the best response from them. She faced this kind of hesitancy a lot at the beginning of her career but today she is more or less confident in her ability.

Nazmin Apa feels that being a PC has benefited her personally. As a mother of a young child, she has benefitted by learning how to better regulate her emotions, employ patience and empathy. This has helped her in maintaining all relationships in her life. She has also understood the importance of self-care and putting oneself first before being able to help others. She has found that as a bonus of being able to help others, she can now better help and support herself. Because of this, Nazmin Apa intends to continue this job as much as she can. She finds herself very well suited for service-oriented and humanitarian work. She knows that she is doing very important work and for this opportunity, she is grateful.

When asked what being a PC means to her, Nazmin Apa had a lot to say. She believes that a PC's job is really to get to know a person- to know their troubles, their joy, what has happened in their life and to be an outlet and guide for them. A PC must be patient and willing to know everything about a person in due time and when they do, they must be someone who is trustworthy. Their job is to return the favor that the clients give when they bravely open up to them and give them a space in their life.

#### Learnings-

- Nazmin Apa's journey as a PC highlights the importance of gradually building trust with clients. Her experience shows that, over time, clients become more comfortable sharing their stories, which is crucial for effective mental health support.
- The detailed and continuous training that Nazmin Apa received, along with supervision, underscores the importance of proper preparation and support for those in helping professions. This process ensured she was equipped to handle various client situations with confidence.
- The fact that Nazmin Apa sometimes finds her clients' stories relatable to her own life emphasizes the challenge of maintaining professional boundaries. Her ability to keep her feelings separate from her work is a key aspect of being an effective PC.
- Through her role as a PC, Nazmin Apa has developed greater empathy and patience, not just in her professional life but also in her personal relationships. This highlights how skills learned in a professional setting can positively influence one's personal life.
- Nazmin Apa's practice of consulting her supervisor when unsure about how to handle a

client's issue demonstrates the importance of seeking advice and continuous learning in ensuring that clients receive the best possible care.

- Nazmin Apa's understanding of self-care as a prerequisite for helping others reinforces the idea that those in caregiving roles must prioritize their own well-being to effectively support others.
- Nazmin Apa's sense of fulfillment from her work as a PC illustrates the deep satisfaction that can come from knowing you are making a difference in someone's life. Her gratitude for this opportunity shows her dedication to service-oriented and humanitarian work.
- Nazmin Apa's belief that a PC's role is to deeply understand and support their clients, while also being a trustworthy figure, underscores the profound responsibility that comes with being a PC. This involves being patient, empathetic, and creating a safe space for clients to share their lives.

### Challenges

- I was supposed to write this report before the student protests, but during that time I could not conduct the interview.
- On the day of the interview I had some other work, so time management was an issue.

### Mistakes

- I wish I added more questions asking about her childhood years, to get a deeper understanding of her psyche.
- I was a bit late attending the interview

## Project-5

Project Name- Supervision Observation Report

Date- 23.08.2024

### Supervision Session

This supervision session was organized by Shamanta Islam. Shamanta Apa invited 4 PCs to hear about their clients in order to provide any support or advice which might be needed. She explained to me and my fellow intern the purpose of these supervisions which occur on a weekly basis (for an hour a week). Her aim is to improve the skill of the PCs to make sure they are able to help their respective clients to the best of their ability. The following PCs shared their queries and stories in the session: Rokeya Akhter, Kajol Rekha, Nowshin Islam, Rexona Parveen and Firoza Apa.

First, we heard from Nowshin Apa, a senior PC from Dhaka UGB, who has been working with BRAC for 5 years. Next was Firoza Apa, followed by Kajol apa, who are both PCs in Dhaka's Puni area. Rokeya Apa is an SPC who works in the Korail Area, similar to Rexona Apa, a PC in Korail.

Shamanta Apa addresses the political situation that the country is in and enquires about all the PCs current situations, how they have been as a result of the internet blackout and being stuck at home in a dangerous time. Noshin apa felt that she was at a high risk during this time as her workplace is in Mohakhali, a hotspot for much of the conflict. Additionally, she commutes a long way to and from work. However, she continued to come to office as much as she could but they had to follow rather strict regulations to ensure everyone's safety. She mentions field work and how they were prohibited from going to the field for the time being as the Korail area was extremely unsafe. There was rampant kidnapping and much theft. Many shops and buildings were burnt, including the BRAC Day care. She communicated with the caregivers as much as possible via phone. After a few days she went to the field and found that many of the caregivers she was responsible for were under direct attack with members of their family being taken away. They were not able to communicate much with the children as they were in a state of shock and fear and not willing to speak about anything. So, they were not forced. Their familial situations were dire as members of their families could not work during this time, which meant missing out on their income. Several of the families had little to eat and were in a very desperate state. Noshin apa and her team did not pressurize the caregivers or the children and simply reassured them that their only aim was to make sure of their safety. Presently, Noshin Apa and her colleagues are trying to ensure that unknown people do not come on field visits and that they only visit when necessary for no more than 45 minutes. She shares her personal experience with the horrible road conditions and the fears she had as a woman on the street at this time. She felt very heartbroken about the rising death toll of the youths of the country and while she was grateful to have been safe, as an empath she shed many tears. She risks a lot to come to work. Her family experiences much tension for her being away and she is made nervous by the police interrogation she faces on her way to the office due to suspicion of her being a student.

Shamanta Apa encourages everyone to carry their BRAC ID cards with them at all times to avoid being interrogated. She offers general advice to us all. She tells everyone that we should not be in denial of the current situation and be as informed as possible, making sure this is not in turn affecting our own

mental health. She says that every day we hear a new alarming story and although things do not appear to be getting better, we have to stay strong and hopeful.

Firoza Apa was next. She shares that she has been living in fear for the past few days due to the shooting and burning in her area. There was much violence in the nighttime and her area was very distressed. So people have been locked up in their homes until further notice. Firoza Apa's training was canceled and it is yet to be determined when this can be rescheduled. However she has been safe and was able to do a field visit to just ensure her client's safety.

Shamanta apa shares that in her area, there was not much damage but her neighboring areas were severely under attack whether it was kidnapping, gunfire, theft etc. She praises the PC for making it a priority to still do field visits. She shares some more anecdotes about the universities under attack, including BRACU.

Next is Rokeya Apa who begins by giving an account of her client, Naseema Apa went to her village and was stuck there. When attempting to return, she had to pay more than TK 10k for her car to be allowed to travel as it was stopped more than 4 times by various armed guards - the police, army etc. She mentions that Naseema had her young children in the car with her and she was fearful especially for them. Due to the desperation of making it back, the driver was going at a very high speed, almost suffering a horrible crash. After all her suffering throughout the journey, she was thankfully able to make it back. However, she and her children faced severe trauma to the point where they were unable to get out of bed or speak due to her inability to stop crying. Rokeya Apa did her best to help her and support her so she could come out of her terrible headspace. She checked on her regularly to make sure she would speak about her troubles which were heightened by her husband going to work every day. Shamanta Apa explains the concept of trauma to help Rokeya Apa understand what Naseema Apa is experiencing. She also uses the term PTSD to explain Naseema Apa's inability to get out of bed and continue her regular life. Shamanta Apa suggests breathing exercises to help Naseema Apa's situation. Rokeya Apa shares that she is now in a much better condition as she speaks normally, is able to do housework and take care of the 4 children who are in her care.

Rokeya Apa then talks about her personal experiences during these times of unrest. She says that authority figures in her area are spreading much fear and stress with unpredictable house checks and random interrogations of children even. She was very emotionally distraught seeing all the news and the deaths in the news. However, she expresses gratitude for her loved ones and herself having remained safe and unharmed.

\*\* Unfortunately, after this point I was disconnected from the meeting due to very poor connection and unable to take any more notes on Kajol or Rexona Apa's experience.

#### Learnings-

- Listening to the experiences of the PCs, especially Nowshin Apa and Rokeya Apa, I realized how crucial it is to approach clients with empathy. Understanding the emotional and psychological impacts of trauma can help in providing the necessary support without pressuring them.
- The session highlighted how regular check-ins and open conversations with clients can build trust and help them feel supported during difficult times. This is particularly

important when clients are experiencing high levels of stress or trauma.

- The session demonstrated how important it is to remain adaptable and resourceful in crisis situations. For example, despite the unsafe conditions, the PCs found ways to continue their work and support their clients while ensuring their own safety.
- Shamanta Apa's advice about not being in denial of the current situation and maintaining mental health is a significant reminder of the need for self-care, even when our focus is on helping others.
- I learned how vital a strong and understanding leadership is in guiding and supporting teams during crises. Shamanta Apa's approach of addressing both the professional and personal concerns of the PCs is something I found very inspirational.
- The experiences shared in the session made me more aware of the complex challenges faced by those working in environments affected by political and social unrest. It's important to stay informed and prepared to handle such situations with caution.

#### Challenges

- I had a lot of work that day, which is why it was a bit tough to fully concentrate on the supervision session.
- Since I was an observer in the situation, I could not interrupt the meeting by asking questions out of curiosity.

#### Mistakes

- I attended the meeting from home, and did not buy phone data. This is the reason why my internet went away and I wasn't able to attend the supervision session till the end.

## Project-6

Project Name- Design Idea generating workshop for Play-lab

Date- 14.07.2024

Project description- A workshop was conducted where there were selected individual groups. Each group was given a location, spacing details of the home, and description of the environment. Each team had one or more interns, a member of the BRAC IED Research team, and a member of the BRAC IED Architectural team. Together we had to make a brief design of a Play-lab/Home based childcare space, which was practical, affordable, child friendly, caregiver friendly as well as utilizing the space properly. Each group gave a presentation, and discussed their design model/plan.

My Task- Generating ideas, working in a team, clear communication, sharing my ideas, introducing sensory play items such as clay, play dough etc, presenting our work.

Pictures of the workshop are attached below:

Image1: Drawing the interior of the home based childcare space

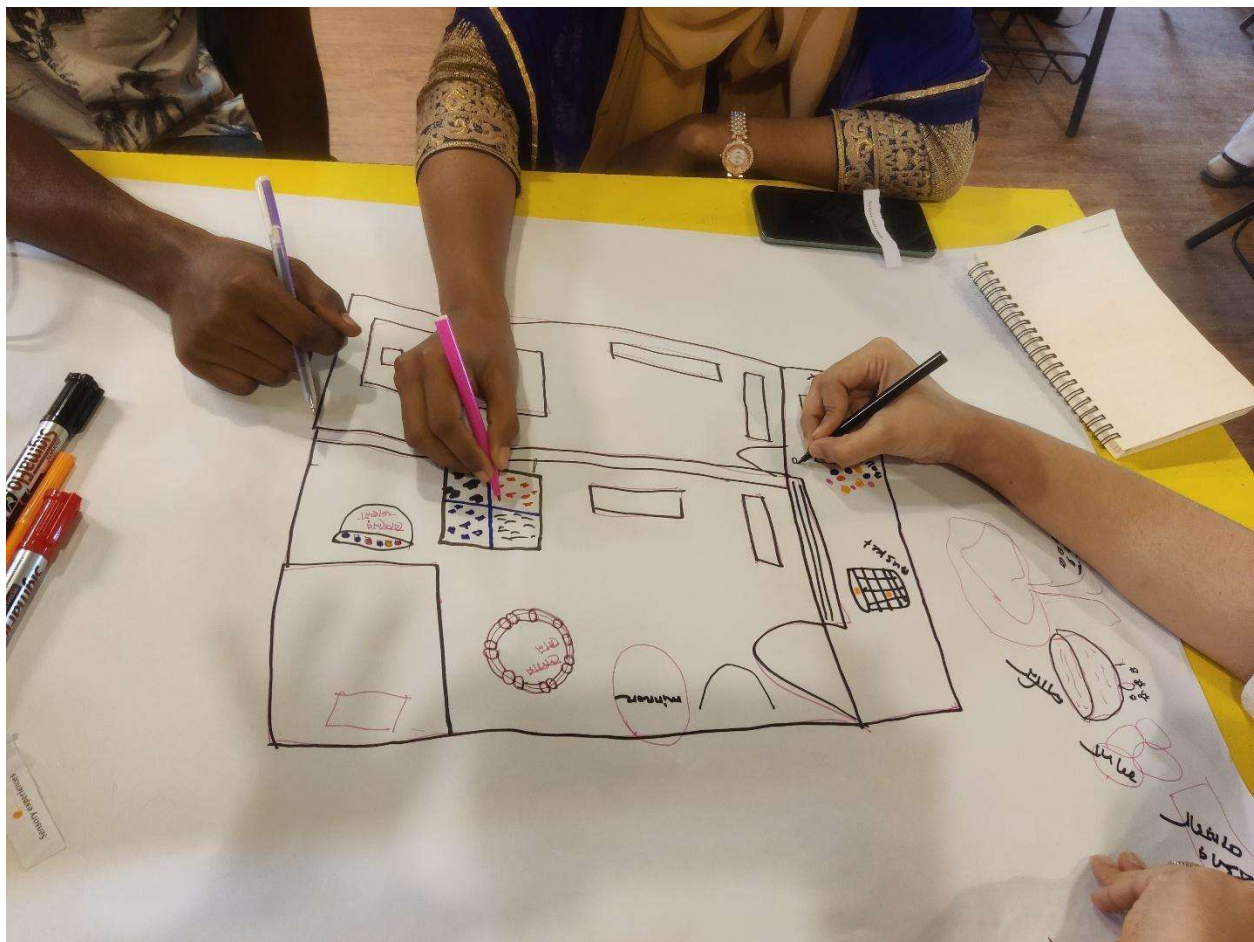


Image 2: Presenting our work shop project



### Challenges

- Working with a new team of Architects and people who have knowledge about interior, and spacing.
- Building a childfriendly environment with useful resources while being cost friendly

### Mistakes

- Nervousness during the presentation

Learnings-

- Working in a team
- Basic idea about daycare design
- Presenting with confidence
- Development of My communication skills

## Project-7

Project Name- Field visits, Assisting the Paracounselor training to entrepreneurs

Dates- 22.08.2024, 25.08.2024

Project Overview- BRAC IED conducts field work, by giving supervision, monitoring, and counseling to entrepreneurs and children. Visiting field work is a vital part of the frame of the organization. It helps to understand current situations, setbacks, successes, mental state, financial state, and the overall security of the people.

My Task- Observation, Taking mental notes, basic understanding for writing and research purposes, helping out the Paracounselor, communicating with the entrepreneurs/caregivers to gain an understanding.

Images of The field visits and description are attached below:

Location 1 - Dhaka Kollanpur, Porabosti

Date- 25.08.2024



Location 2- Korail Bosti, Mohakhali

25.08.2024



My work was to observe the supervision sessions for research purposes. Communicate with the entrepreneurs to gather information, and help the paracounsellors with the overall process. Through the process I have learned the individual experiences of these women, the paracounsellors dynamic with the entrepreneurs as well as the implementation of proper communication.

Challenges

- Traveling to the destination took time, since that day there was a lot traffic on the streets
- Communicating with the entrepreneurs as an unknown face

#### Mistakes

- Did not take enough notes, or record the interactions

#### Learnings-

- Basic Understanding of the training
- Understanding the struggles and successes of the entrepreneurs
- Learning the dynamic between the paracounsellors and entrepreneurs
- Improvement of Communication skills
- Understanding the structural process of Trainings given by BRAC IED Child Care team.

## Internship Outcome

My goal from this throughout the internship was to gain knowledge, develop my researching skills, and gain exposure through different experiences. I have not worked in a corporate setting before my internship journey began. In the beginning I did not know how an organization works, or the system they use to carry out huge projects. BRAC IED interested me because they help those who are in need. It is for a noble cause, however there is a lot of hard work that goes behind every single project. Multiple sectors and teams working together to achieve a similar goal. It is truly inspiring and is a great example of teamwork. I have learned that true professionalism comes from the understanding of teamwork, personal differences might occur, but one must remember the end goal is the same for all the team members. The end goal is the priority. My internship journey has made me a better communicator, through communicating with people from different sectors in the office, as well as field staff, and entrepreneurs from different socio-economic backgrounds. I have also learned how to maintain a structure while working, and conducting any kind of research or survey.

## Realization

During My academic years in University of Liberal Arts, I have worked in multiple courses with multiple people. If I am being honest, some of the projects I have done with other students were stressful, due to the lack of proper communication, unfair distribution of workload, and biased preferences. I have realized in a professional setting where finances are involved, people are more practical and do not indulge in unnecessary gossip. The communication is clear, during the projects I had many questions and each of my questions were answered without any judgment. I also realized being the leader is not necessary, it is all about the outcome and not personal gain. If the project is successful, the individual will automatically reap the benefits.

Working with the underprivileged, listening to their life stories, has made me aware of my privilege. Even after having privileges, some procrastinate, complain and lose motivation to achieve their goals. However, the female entrepreneurs/care-givers of BRAC IED, even after going through life's most harsh challenges did not give up on their dream of making a better life for themselves. It is motivating seeing them being so dedicated to self-growth. Even after establishing their own home-based childcare business, they take training and supervision to gain more wisdom for the betterment of their childcare practices.

I have done a project on Mental health integration in childcare. It has taught me how important our mental health truly is. Some entrepreneurs and children have gone through serious abuse, and are provided with mental health support. However, even if the scale of trauma differs, it is good for everyone to focus on their mental health. The mind is a part of the body, in our daily busy lives some tend to numb themselves to their feelings. Sometimes it is okay to let go, and delve deep into our feelings, whether it is happiness, sadness or anger. If we do not feel, it might come out in outrageous ways later on, so it is better to process what we feel and work on our mental health.

### Learning Outcome from BRAC IED Child Care Team

I have gained basic understanding of the training BRAC IED Child Care Team provides to entrepreneurs, through attending the meetings. I gained an understanding of the struggles and successes of these women. From a professional standpoint, I firmly think that being able to observe people is a necessary talent for anyone working in public relations. I spent my internship interacting with and observing the most curious creatures in an effort to find a means of communication with them. My abilities have been sharpened through this internship journey. I am a student who majored in Public Relations. Observation of people and understanding their psyche is a vital part of working as a PR.

Through my internship journey I have learned that home based childcare practices in lower-economical areas have existed for a long time, before joining I did not have much idea on this area. BRAC IED helps bring structure to these home based childcare practices, lifts up underprivileged women, provides children with a safe place, and supports these entrepreneurs by supporting and publicizing their home based childcare practices.

I have not always been the quickest person when it comes to deadlines, but my working experience has made me more punctual. For this I am grateful, because in any corporate job submitting work in a certain deadline is vital.

## Workplace Log

Document

1. Selection
2. Recruitment
3. Training
4. Orientation
5. field visit Shubb holo

last e diba holo  
current situation and benefit

Key Points (Mh in childcare)

1. Background — The beginning of the mental health intignation in childcare, briefly why it is implimented in a higher way today, Playlab background, mental health background, brief about paracounselor mode implimented by brace, Purpose.
2. Details in to Mental health intignation in childcare.
3. Recruitment training, orientation, roles and Responsibilities
4. (Mh in childcare)
  - how did it start
  - How did they start going to field visits
  - In the beginning how did they

Background — (History etc. what happened)  
Intro — Why mental health is needed in childcare?  
When did they realize childcare mental healthcare is needed in childcare? The surveys, done to understand the need of counselling sessions / visiting their house  
Don't mix Rohingya camp mental health counselling with other Practices

However The Paracounselor Model Remains the same for everyone

Invented By brace  
Time and date etc

Prag 3 can be at any time

Background — the beginning of the mental health intignation, why it is implimented in a higher way today.  
Playlab back ground, Mental health background, Brace Uni-Covid, Rohingya camps, Collab with UNHCR

The different Stakeholders in Triangle

Clinical Supervision to Psychologists and mental health experts  
develop capacity, strengthening initiatives

Psychologists  
supervise, train paracounselors, provide mental health support to sessions patients

Paracounselors  
conduct home visits, provide psychological support to home and children

Playlab Volunteers / Front liners / Play Leaders  
community, play leaders, Rohingya at camp

Image 1: Notes of the Paracounselor model and mental health work in childcare

Date: 

Main

Community er manish akhabeess,  
 Protective factor  
 anger management  
 Refreshment PC to entrepreneurs

Counselling and Psychosocial Support  
 is different.

Childcare teams, ECD team,  
 Psychology team, design team  
 if they went for visit for  
 wellbeing,

When Curriculum Specialists were  
 engaging they figured out  
 their individual needs, Need Assessment

Psychosocial Support — PC  
 Counselling — Psychologist

The two main parts of childcare  
 is ECD (Early Childhood development)  
 and MHPS (Mental health and  
 Psychosocial Support).

Image 2: Notes related to mental health in childcare and early childhood development

Date :      

## PC Home Visit Chart

1. Mental health
2. Physical health
3. Child Observation
4. Positive affirmation/Praise
5. Rapport build up
6. Basic Skill



- Active listening

- Empathy

- Non-Judgemental attitude

- Confidentiality

7. Healthy Coping



- Anger Management

- Self Care

- Work Life Balance

In the home visits PC's talk about these things with the Entrepreneurs.

This creates awareness, and improves  
Their Mental health

Image 3: Notes of the PC home visit chart



MSJ043

**SELF-ASSESSMENT FORM**

The purpose of this survey is to obtain students input on how they think they have performed.

Name of Intern: Saira Sultana Shahid

University ID: 183012025

|                                     |                                                                  |      |                                                       |
|-------------------------------------|------------------------------------------------------------------|------|-------------------------------------------------------|
| Name of the Institute/Organization: | BRAC IED                                                         |      |                                                       |
| Corporate Office Address:           | Block A, Society, 113/1 Road No. 2, Niketan, Gulshan, Dhaka 1212 |      |                                                       |
| Email:                              | Brac.ied.@brac.net                                               | Web: | <a href="https://bracied.com">https://bracied.com</a> |

1. During a typical week, approximately how many hours did you dedicate to your internship?

8 hours

2. Was your internship paid? If yes, how much?

|  |
|--|
|  |
|--|

3. Was your site supervisor available to meet when needed? Tick any one of the following.

☐ Not at all
 ☐ Slightly
 ☐ Moderately
 ☒ Quite a bit
 ☐ A great deal

4. Next, we would like to know how you were affected by your internship. Using the scale below, please indicate the degree to which participation in your internship experience increased or strengthened your abilities, attitudes, awareness or understanding in each of the areas identified:

1=Not at all

2=Slightly 3=Moderately

4=Quite a bit

5=A great deal

| NO | CRITERIA (Personal)                                                        | RATING |
|----|----------------------------------------------------------------------------|--------|
| 1  | I have a sense of satisfaction in doing something worthwhile.              | 5      |
| 2  | I believe in my ability to make a difference.                              | 5      |
| 3  | I am open to new experiences.                                              | 5      |
| 4  | I have gained the capacity to be more productive.                          | 5      |
| 5  | I can recognize my personal strengths.                                     | 4      |
| 6  | I can recognize my personal weaknesses.                                    | 4      |
| 7  | I have a sense of personal achievement.                                    | 5      |
| 8  | I have the ability to persevere in difficult tasks                         | 5      |
| NO | CRITERIA (Social/Interpersonal Impact)                                     | 4      |
| 9  | I demonstrate concern for the welfare of others                            | 5      |
| 10 | I can be understanding and appreciative of people with diverse backgrounds | 5      |
| 11 | I have the ability to work cooperatively with others                       | 4      |
| 12 | I have the ability to communicate effectively                              | 4      |

|    |                                                                           |   |
|----|---------------------------------------------------------------------------|---|
| 13 | I have increased my ability to be a leader                                | 4 |
| 14 | I feel more connected to my community                                     | 4 |
| NO | CRITERIA (Academic learning impact)                                       | 4 |
| 15 | I have acquired knowledge from the job duties I performed                 | 4 |
| 16 | I have broadened my critical thinking skills (reasoning, problem solving) | 4 |
| 17 | I have learnt the ability to work independently                           | 4 |

|    |                                                                          |      |
|----|--------------------------------------------------------------------------|------|
| 18 | I feel my classroom learning was enriched                                | 4    |
| 19 | I have the ability to connect academic subject matter to the real world. | 4    |
| NO | CRITERIA (EMPLOYMENT/JOB SPECIFIC IMPACT)                                | 4    |
| 20 | I developed specialised technical skills for a specific job function     | 4    |
| 21 | I broadened my future employment possibilities                           | 5    |
| 22 | I received an opportunity to explore a specific career                   | 5    |
| 23 | I developed realistic ideas about the work world                         | 5    |
| 24 | I narrowed my future possible career choices.                            | 3    |
| 25 | <b>What is your average score from this test?</b>                        | 3.75 |

#### 5. General Comments

This was my first experience at working in a professional office, it was a joy working in a reputed organization like BRAC IED. I sincerely hope the experience I gained here will help me in the future.



Signature of Intern

## Professional Competencies

Professional competency encompasses the skills, knowledge, behaviors, and abilities required for effective job performance and high standards within a profession. It includes technical expertise, practical abilities, and attitudes and values. It includes adaptability, up-to-date knowledge, and understanding diverse contexts. The competencies acquired by me through my internship journey are listed below:

- Value of meeting deadlines
- Teamwork
- Handling people from diverse socio-economic backgrounds
- Generating ideas and presentation
- Microsoft/word/powerpoint
- Google Drive, Docs
- Multitasking
- Effective time management
- Interview conduction skills
- Research and writing skills
- Communication development

### Concluding Remarks

It was truly an honor to work in a reputed place like BRAC as an intern. The journey has been good, and there is a lot more to look forward to, since my internship journey still has not ended yet. All my colleagues and seniors are helpful and supportive. The work culture and work ethic are professional, yet friendly and vibrant. I am grateful to ULAB for the academic years, as well as BRAC IED for giving me this opportunity, and providing necessary tools needed for professional growth.

Thank you.

## Appendix

In the images below I am taking an interview with Sharika Tasnim, Deputy Manager & Sr. Psychologist:

Image 1



Image-2

