

# **ANNUAL REPORT 1993**



**DHAKA AHSANIA MISSION**



# ANNUAL REPORT 1993

**DHAKA AHSANIA MISSION**

**Annual Report 1993**  
**of Dhaka Ahsania Mission**

DAM Publication : 57  
May 1994

**Compose & Design :** Computer Centre  
Dhaka Ahsania Mission

**Print :** Triune (PTE.) Ltd.

**Dhaka Ahsania Mission**

House # 19, Road # 12  
Dhanmondi Residential Area  
Dhaka - 1209, Bangladesh.

Phone : (880-2) 815909

(880-2) 317347

Fax : (880-2) 813010

Telex : 671166 ICIL BJ (Attn. DAM)



## CONTENTS

- I. Introduction
- II. Non-formal Education Programme
- III. Institution Building & Income Generation Programme
- IV. Women in Development
- V. Health Education and Environment Development
- VI. Institute of Literacy & Adult Education
  - Training Division
  - Materials Development Division
  - Resource Centre
  - Audio-Visual & Mobilisation Unit
- VII. Research, Consultation & International Affairs
- VIII. Disaster Preparedness, Housing & Rehabilitation
- IX. Khan Bahadur Ahsanullah Teachers' Training College
- X. Financial Situation



## TABLES, CHARTS & GRAPHS \*

### Tables

- 2.1 Education Programmes 1989-93
- 2.2 Education Programmes 1994
- 2.3 Per learner cost
- 3.3 Institution Building & Income Generation Programme 1994
- 5.1 Activiting of AMIK Branch Committees.
- 5.2 Environment Protection & Development programmes 1993-96
- 6.1 Category of Trainees in 1993
- 10.1 Annual Receipts & Payments 1987-1993

### Graphs

- 2.1 Education Programmes 1989-93
- 2.2 Education Programmes Projection 1994-2000
- 3.1 Credit Programmes 1993-94

### Chart

- 2.1 Adult Literacy Programme (Cost breakup)
- 2.2 Early Primary Education (Cost breakup)
- 3.1 Category of Credits

\* Initial digit of the numbers indicate the chapter of the Annual Report



## PREFACE

Dhaka Ahsania Mission was established as a small organisation in 1958. Though making a modest beginning more than three decades back, Mission's contribution has now expanded significantly both to the national and international cooperation and development. In recognition of its development activities and social services the United Nations Economic and Social Council (ECOSOC) granted Consultative Status to the Mission in 1993.

The Mission undertakes wide range of activities in areas like non-formal education, income generation activities, environment protection, anti-drug activities, women development, skill training, health care, housing and relief and rehabilitation. The activities of the Mission are designed primarily to help people cultivate their inner unexplored potentialities and thus develop a creative man-power without which no development is possible.

The present report is an effort to indicate in brief the salient features of the programme components and the achievements of the Mission during the year 1993. While describing the activities of the Mission for the year under review brief references have also been made to performances of the past along with the future plans so that the valued readers can have a general idea about the Mission and its activities.

The journey of the Mission towards becoming a bigger organisation having its operation all over the country, in the regional and in the international sphere have been possible just because of generous assistance, guidance and partnership of the large number of associate, bilateral and multi-lateral donor organisations including UN bodies and through this report we express our gratitude to all these organisations for all the success.

We are grateful to the Members of the General Body of the Mission who have all along been supporting the activities undertaken during the course of the year and also the expanded programmes with larger and larger coverage of beneficiaries and intervention in new areas of activities for the future. We also acknowledge the contribution of the team of self-less workers and volunteers without whose dedication to work the Mission could not implement the programmes.

*Kazi Rafiqul Alam*  
Executive Director







## Chapter - I

### INTRODUCTION

#### 1.1 The organisation

Dhaka Ahsania Mission is a non-governmental development organisation in Bangladesh. It works for the socio-economic and cultural development of poor men and women in both rural and urban settings, through providing a package of development support services. The Mission essentially philanthropic in nature, keeps its membership open to all, irrespective of sex, creed or race, who want to contribute towards a better tomorrow and share the motto and strategy of the Mission.

#### 1.2 Background

The Mission was established in 1958 by Khan Bahadur Ahsanullah\* an outstanding educationist and social reformer of undivided India. With his own vision of a better society, characterized by a wealth of moral and spiritual values of the highest humanism that are universally acclaimed through ages and manifest in every sphere of life - social, economic and cultural - and access to education and resources, as well as shared growth, wealth and justice for all, he established the Mission. His remarkable educational reforms include among others introduction of roll number system in the public examination and creating equal opportunity for education of all groups of people in the society.

Besides, he has contributed to the society by writing a large number of books covering a wide range of areas from human and social life- history, human development, literature, religion, biography, moral values etc. These are in addition to his unique compilation of the sayings and principles of different religions.

---

\* Hazrat Khan Bahadur Ahsanullah (R) MA. MRSA, IES (1873-1965), was Assistant Director of Public Instruction for undivided provinces of Bengal and Assam of undivided India (1925-29).

Though initially charity and welfare activities were the major focus of the Mission agenda, with the passage of time, it has expanded its arena of activities leaning towards sustainable development strategies since early 1980s.

#### 1.3 Aims & Objectives :

The motto of the Mission is "Divine and Humanitarian Services". The charter (constitution) of the Mission gives a detailed account of its aims and objectives, which says:

"The basic purpose of the Mission is to render service to the cause of humanity through:

- i. Annihilation of distinction between man and man by promoting unity, peace, love and brotherhood among people through-out the world;
- ii. Cultivation of one's inner unexplored potentialities contributing to the development of human community at large;
- iii. Promotion of non-formal primary and adult functional education including continuing education and income generation activities of rural population and thus contributing to the development of rural people in the various countries of the world;
- iv. Promotion and preservation of natural environment;
- v. Prevention of illicit use of narcotic drugs;
- vi. Organizing relief and rehabilitation activities in times of natural calamities;
- vii. Supporting the work of the United Nations and promoting knowledge of its principles and activities.

#### 1.4. Development strategy

The Mission, within a given frame of specific aims and objectives, carries on a range of programmes and project activities following its



own approaches and strategies.

The Mission considers that illiteracy is the root cause of poverty and all sorts of underdevelopment and education is the key to improvement on the life situation. Mission's development programme thus begins with education, proceeds with skill training, flourishes with savings accumulation and ultimately results in environmentally sustainable programmes absorbing the children in the process and rolls on its own wheel to move to higher and higher levels.



### **1.5. Programme sectors :**

The package of development support services of the Mission covers a wide range of programmes like formal and non-formal education for all age groups-children and adult illiterates, continuing education at different levels including equivalency programmes, training, credit support for income generation, development of educational and communication materials, environment protection and development, support for human settlement, women's development etc.

Since it is essentially a development oriented social welfare organization, it gives quick response in times of national and natural calamities — cyclones, floods and tidal bores with short, medium and long term programmes irrespective of sex, race, religion or other considerations. The Mission is also paying more and more attention to equally important but different sorts of problems like the abuse of drugs.

### **1.6. Beneficiaries :**

The Mission works for the improvement of the living conditions of the disadvantaged group of society.

In rural areas the beneficiaries include illiterate landless poor, marginal farmers and fishermen, destitute women and the people with low level of education.

In urban areas the beneficiaries include unemployed youths, slum dwellers and working boys and girls.

The general criteria of selection of target groups includes

- Those who earn their livelihood from physical labour.
- Those who sell labour for around 180 days a year.
- Those who have a maximum of 0.50 acre of land including homestead.

While mostly the regular programmes are directed toward target beneficiaries, there are also programmes addressed to the community as a whole, such as, when responding to emergencies or natural calamities like floods, cyclones, tidal bores, tornados etc. which are more or less a recurrent phenomenon in Bangladesh. The Mission programmes are invariably addressed to the victims of such disasters irrespective of social class. Also programmes like anti-drug campaigns and environment promotion are generally addressed to the total community in a particular area.

### **Preferred Beneficiaries**

Women are the preferred beneficiaries in the programme activities. In all areas, Mission's programme is deliberately discriminated in favour of the women and women constitute more than 70% of the beneficiaries.



## **1.7. Management**

**1.7.1 Locus Standi :** The Mission is a Bangladeshi Non-Government Organisation working in the international sphere. It is registered with the Directorate of Social Services of the Government of Bangladesh. The Registration Number is 316 of 1963. It is also registered with the Govt of Bangladesh, NGO Affairs Bureau under Foreign Donations (Voluntary Activities) Regulation Ordinance/Rule, 1978 to receive foreign donations. The Registration Number is DSS/FDO/R/246 dt. 9-12-1987.

Mission's branches in other countries of the world, are also registered under the relevant laws.

**1.7.2. Administration & Functioning :** The Mission functions through an Executive Committee consisting of 21 Members headed by a President. All Members of the Executive Committee are elected by the General Body of Members annually. The General Secretary runs the day to day administration of the Mission and is the Chief Executive of the Mission. He is also designated as the Executive Director. He along with the Treasurer is jointly responsible for accounts of

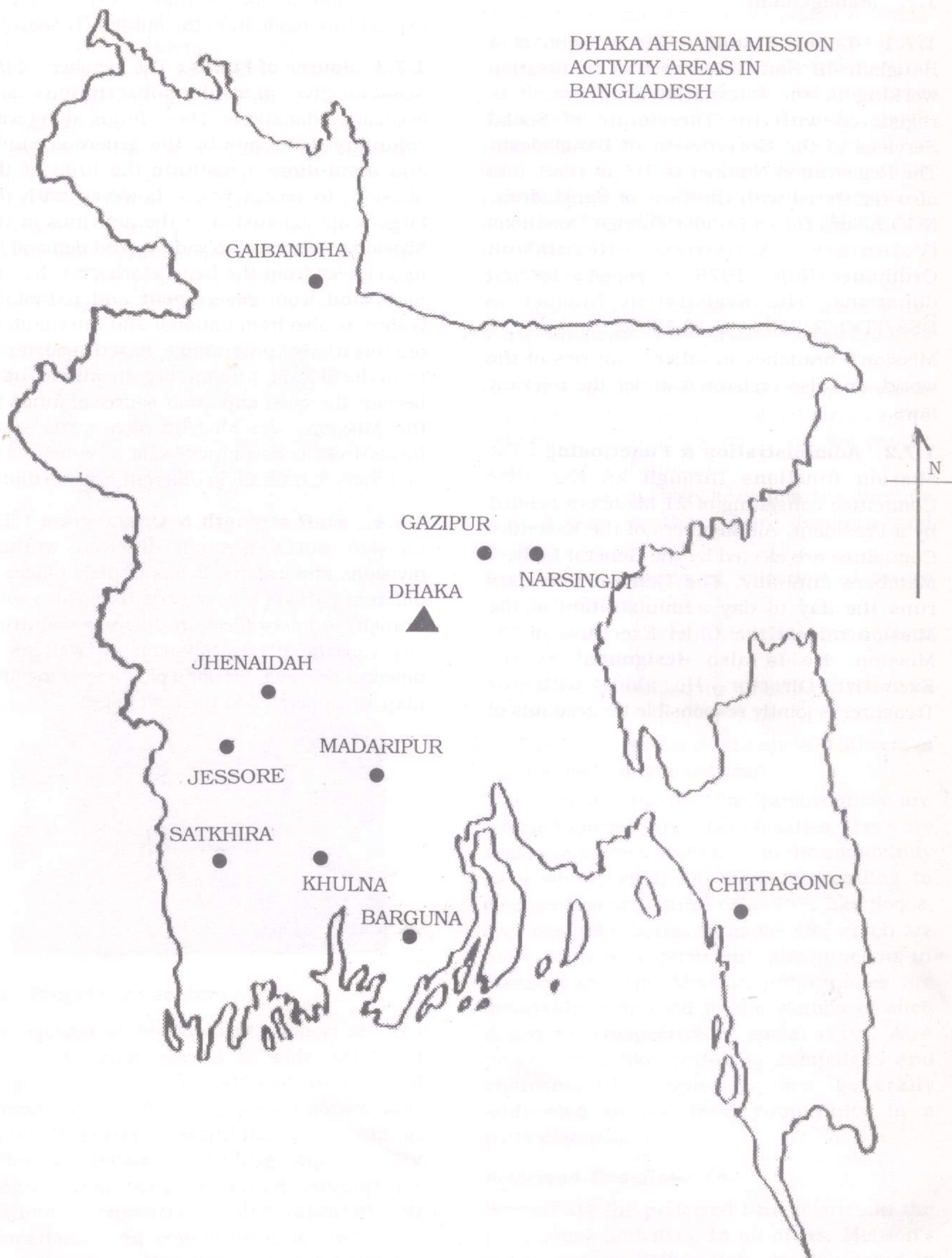
the Mission i.e. for all funds received and all expenditure made from the Mission Treasury.

**1.7.3. Source of Funds :** The members of the Mission give monthly subscriptions and occasional donations. These funds along with voluntary donations by the generous public and institutions constitute the fund of the Mission. In recent years, however, with the large scale expansion of the activities of the Mission in response to wide spread demand for its services from the beneficiaries on the one hand and from government and parastatal bodies as also from national and international organizations, programme based assistance from local and foreign organizations have become the most important source of funds for the Mission. The Mission also earns some funds from consultancy, sale of educational materials & training to different organisations.

**1.7.4. Staff strength & Organogram :** The mission works through different working divisions and organs. It has its field offices in different parts of the country. It has also some branch/contact offices in different countries. Organogram of the Mission as well as of different working divisions plus a working area map are appended in the next pages.

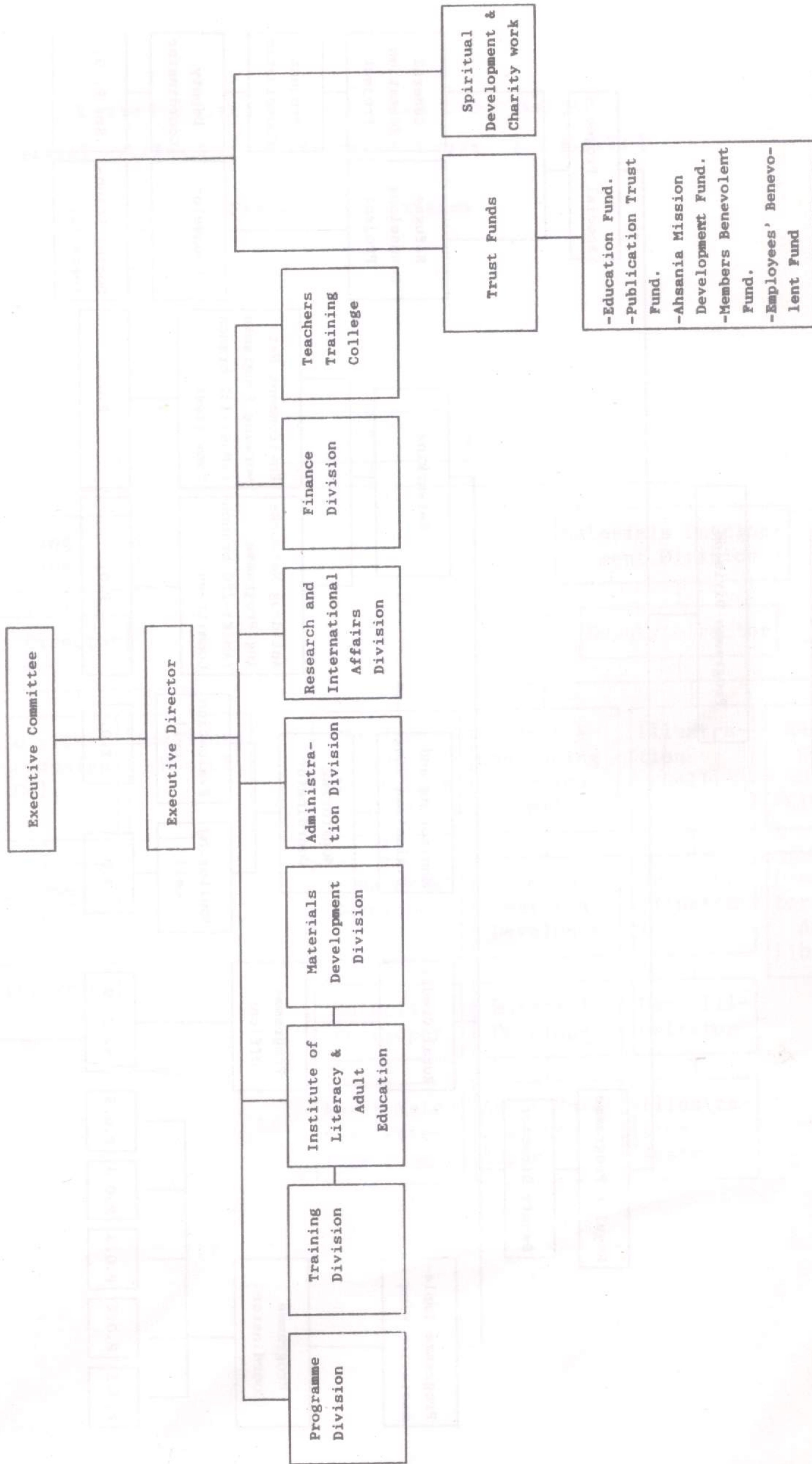


DHAKA AHSANIA MISSION  
ACTIVITY AREAS IN  
BANGLADESH



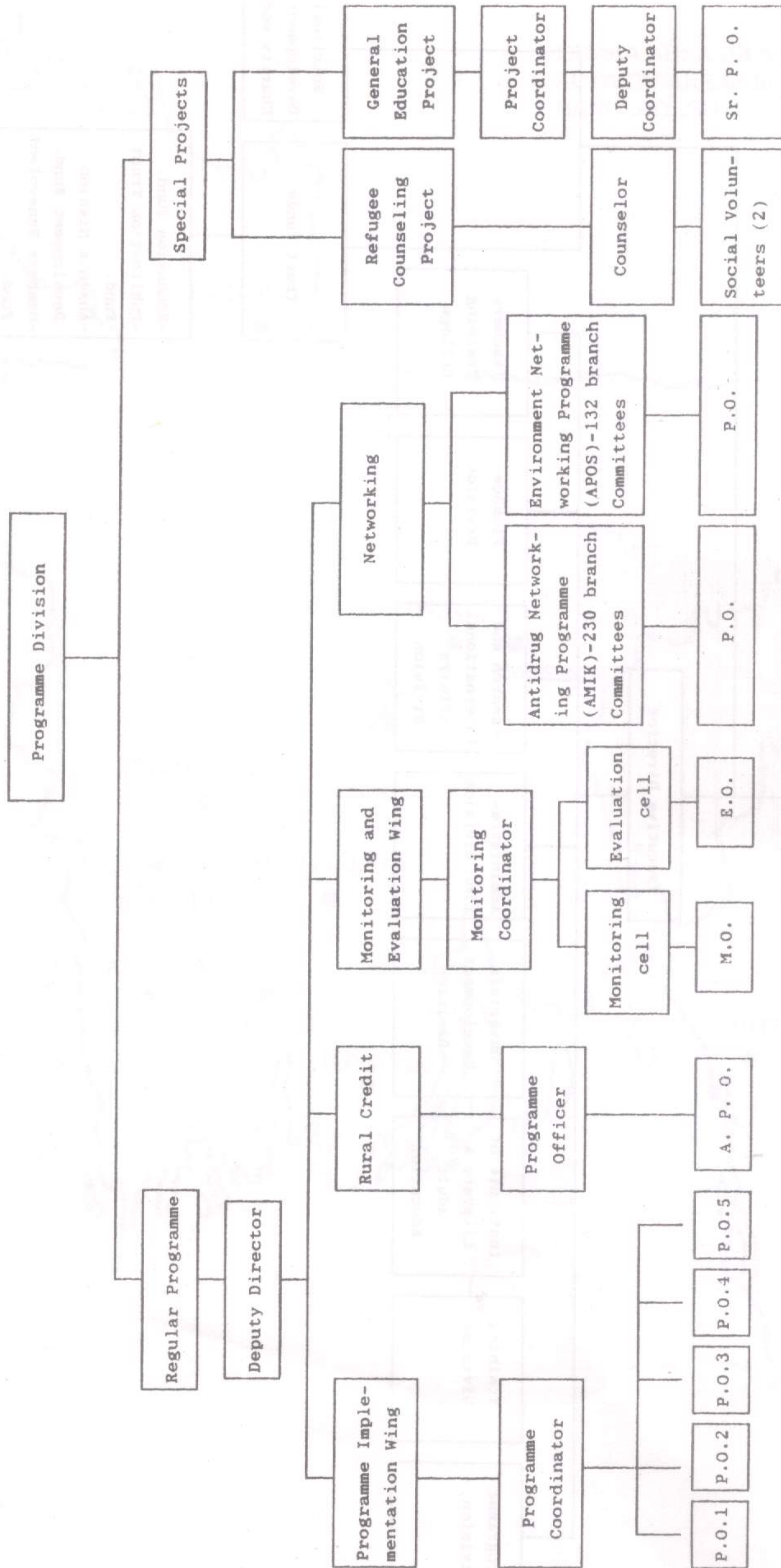


# DHAKA AHSANIA MISSION ORGANOGRAM





# **Programme Division Organogram**

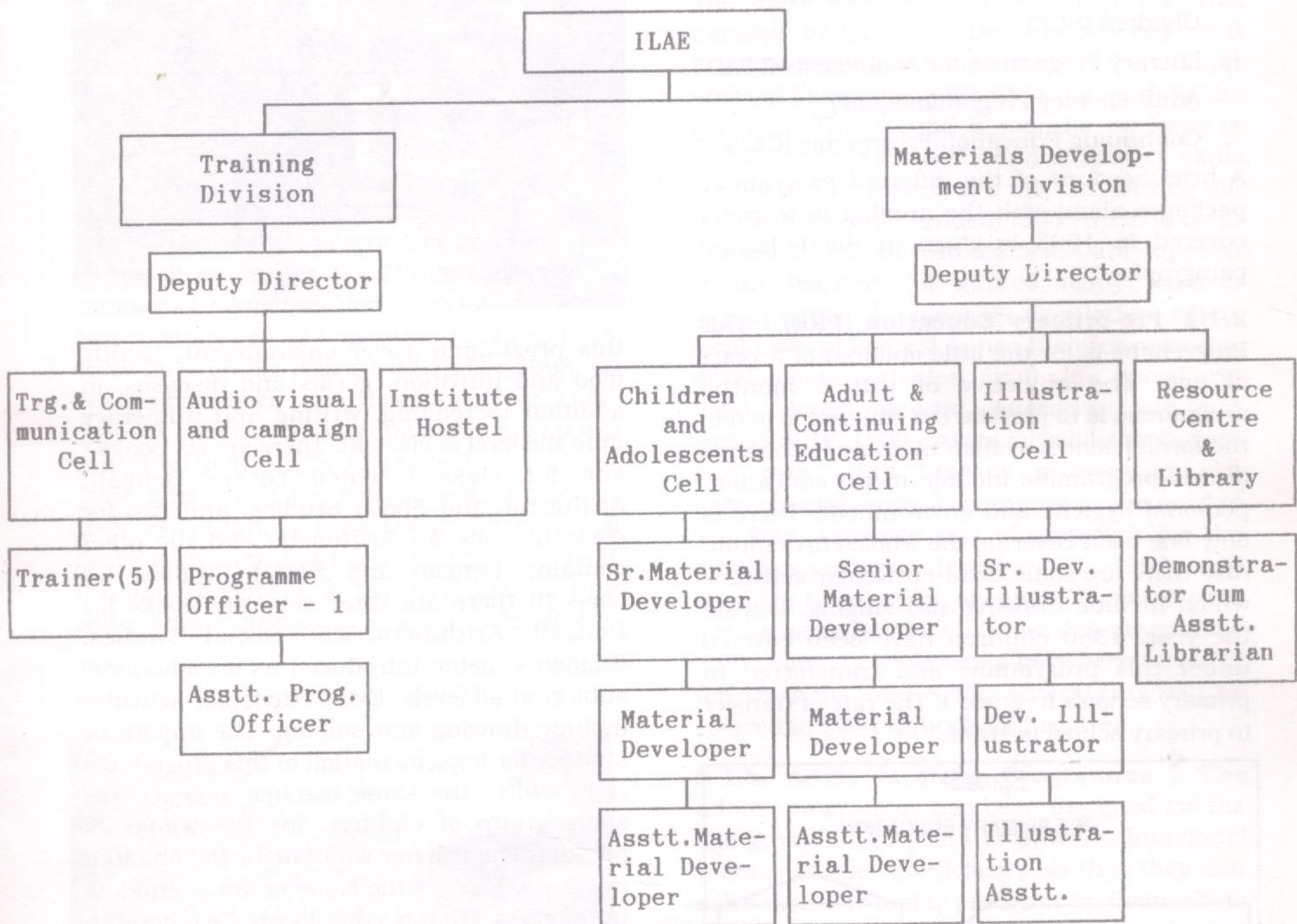


Note : P.O = Programme Officer  
 M.O = Monitoring Officer  
 E.O = Evaluation Officer  
 A.P.O = Asstt. Programme Officer  
 Sr.P.O = Senior Programme Officer



# Institute of Literacy and Adult Education (ILAE)

## Organogram





## Chapter - II

### NON-FORMAL EDUCATION PROGRAMME

#### 2.1 Programme package :

Education is the main concern of the Dhaka Ahsania Mission. The non-formal education programme package covers a wide range of areas having separate programmes for different age group beneficiaries. These are:

Pre-primary Education (PRE)

Early Primary Education for Children (EPC)

Second Chance Basic Education for Children (SCE)

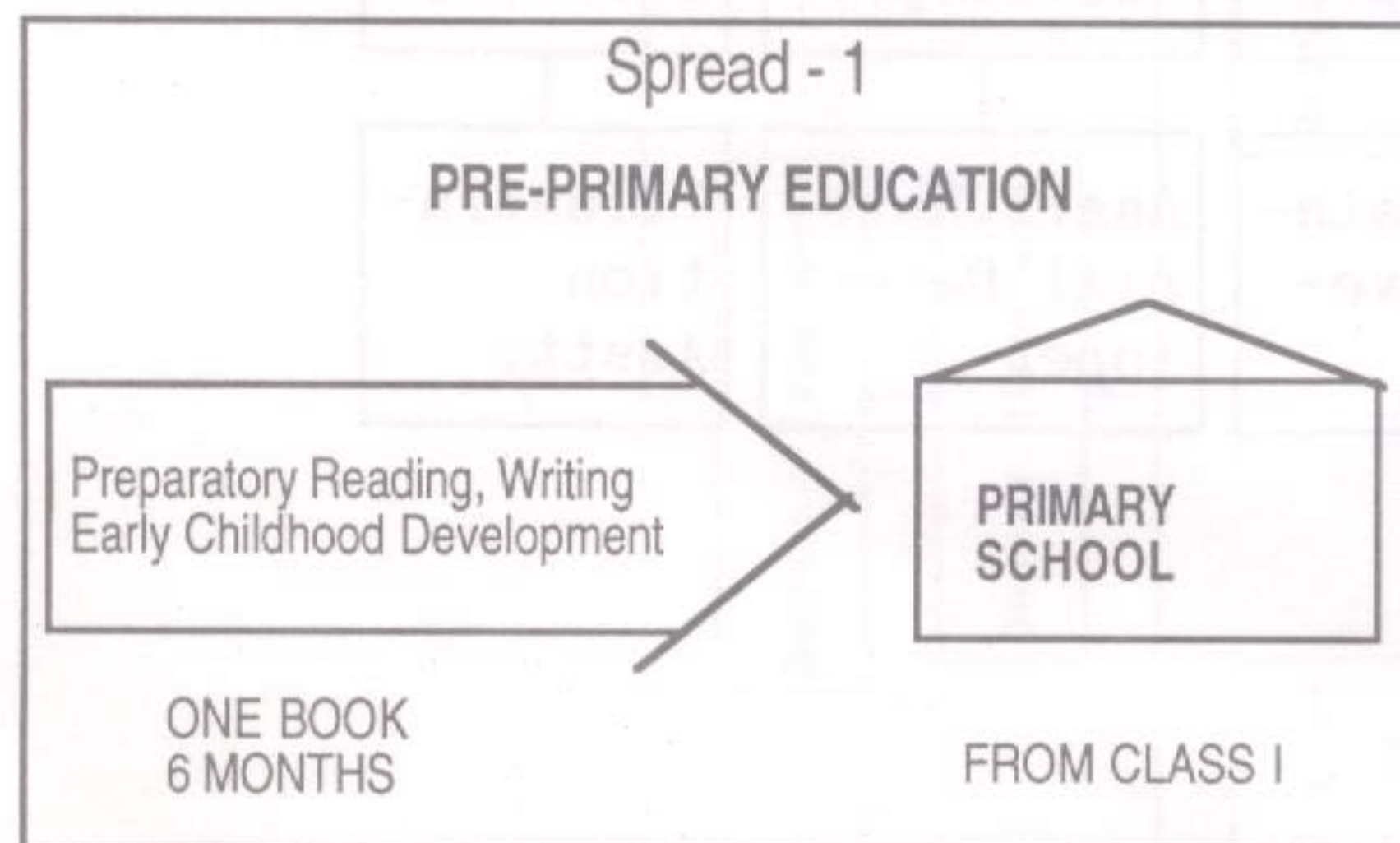
Literacy Programme for Adolescents (LPA)

Adult Literacy Programme (ALP)

Continuing Education Programme (CEP)

A brief account of the different programme packages along with the number of learners covered in 1993 is given in the following paragraphs.

**2.1.1 Pre-primary Education (PRE) :** This Programme is for the little children of 5 years of age. The objective of this 6 months programme is to prepare the children to join in the formal school system in grade I. Contents of this programme include moral education, personal hygiene and environment. There is only one book covering the whole curriculum. Also there are some extra-curricular activities which include drawing and singing. During the year, 1350 children have been covered under this programme and transferred to primary schools in grade I. The rate of transfer to primary school is 100%.



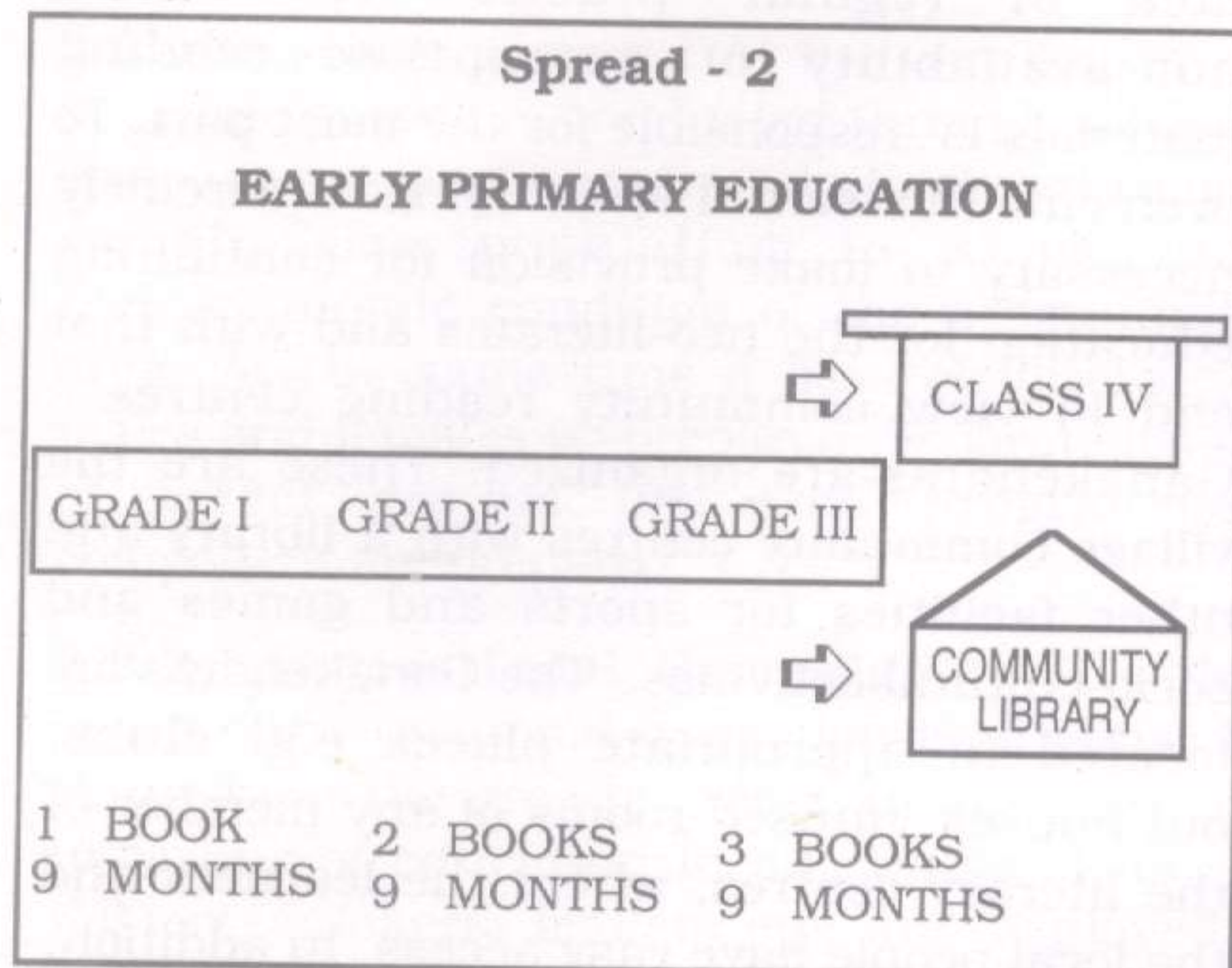
**2.1.2. Early Primary Education for Children (EPC) :** This programme has been designed for the children of age group 6-10 years who have never been to school. The programme covers 27 months in nine-month packages for Class-I to Class-III. Contents of



this programme cover environment, health, food and nutrition, germs and diseases, in addition to reading, writing and numeracy upto the level of class III. There are six books - one for class I which covers Bengali, Arithmetic and Social Studies; and two for class II - one for Arithmetic and the other contains Bengali and Social Studies. For class III there are three separate books for Bengali, Arithmetic and Social Studies. English is being introduced as an additional subject at all levels. Extra-curricular activities include drawing and singing. The important strategy for implementation of this programme is to utilize the same teacher to teach the same group of children for the whole 27 months. The teacher who taught the children in class I, teaches the same group of children upto class III (i.e. the Form Teachership concept). After completion of the 27 months programme, the children become eligible to join the fourth grade of the formal primary schools. In the year 1993, total coverage under this programme was 19,200 spread through 960



education centres. They continue to be learners in grade II in 1994. The dropout rate is 3%.



**2.1.3. Second Chance Basic Education for the Children (SCE) :** This programme has been designed for the age group of 8-10 years, mostly dropouts of the primary school system. The duration of the programme is 27 months having three classes like EPC but followed by continuing education for 9 months. The basic stage of 27 months duration is to cover three grades (Class I-III). In late 1993, 80 centres have been opened separately for 2,400 dropout children in Barguna district, who will continue their study in grade I till June 1994, after which they will proceed for grade II level education. A separate group of 1,215 dropout children has been enrolled in grade II through 75 centres in Satkhira district, who will continue their study in grade III in 1994.



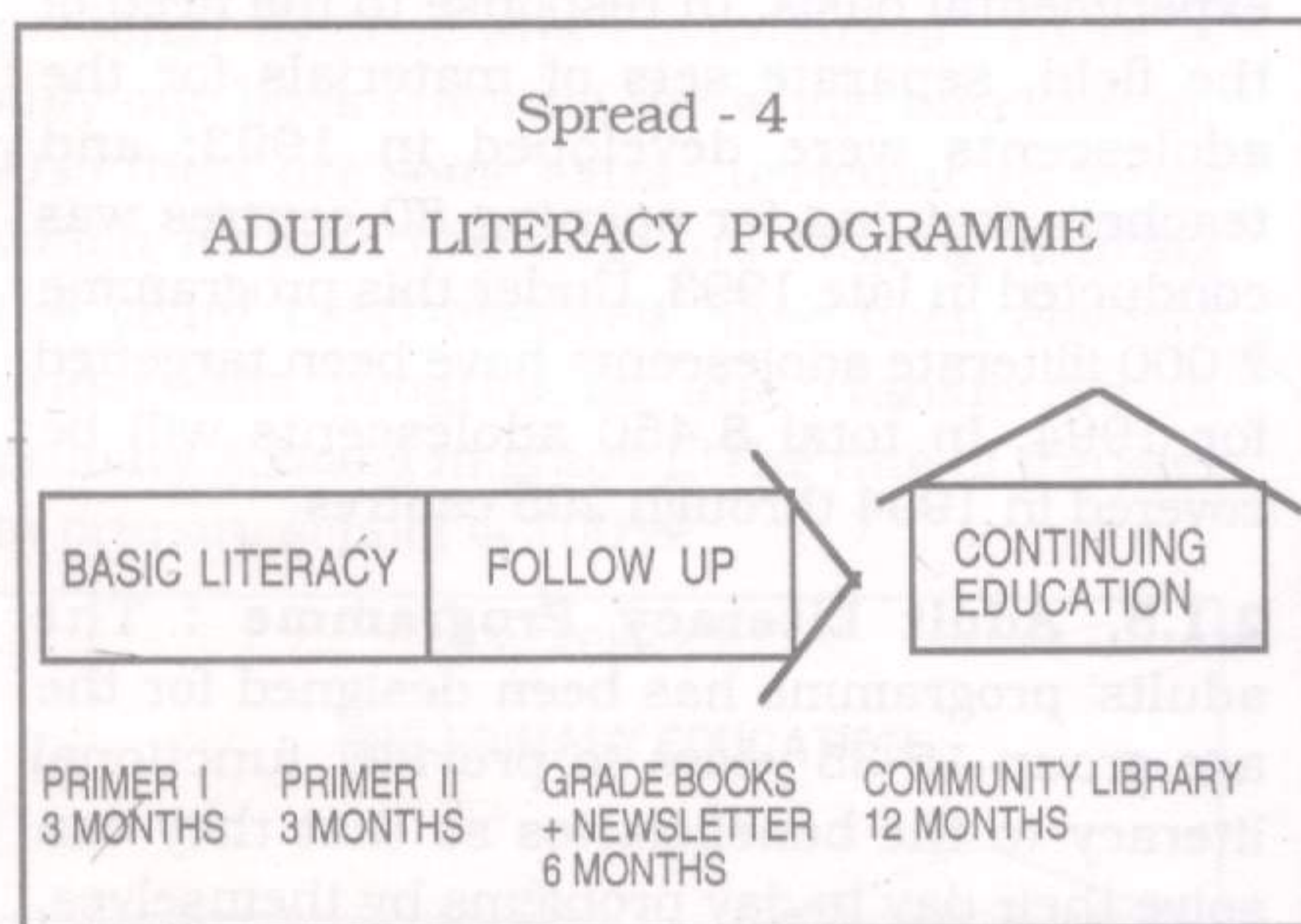
**2.1.4. Literacy Programme for Adolescents (LPA) :** The adolescent programme has been designed for the age group 11-14 years to provide basic literacy as well as need based and work oriented education for their successful absorption into the workforce. This is also a centre based programme having 25 learners in a centre. Duration of the programme is 15 months divided into two packages. The first package covers a set curriculum frame having three levels - 1st, 2nd and 3rd within a period of 9 months. The second package is for followup education and covers a period of 6 months. The three levels of literacy under the first package of basic literacy, is covered by 3 primers having a wide range of functional areas of knowledge relevant to the needs of the learners. The second 6 months package is utilized for the consolidation of literacy skills acquired during the first 9 months. During the followup period, graded followup books (3 grades) of easy to read materials are supplied to the learners for guided study. This is supplemented by monthly newsletters where local news of interest to neo-literates regarding development activities, family life, social and legal issues, income generation, etc. are included. Till 1993 classes for adolescents were run with adult literacy primers, on an experimental basis. In response to the need of the field, separate sets of materials for the adolescents were developed in 1993; and teachers training for opening 80 centres was conducted in late 1993. Under this programme 2,000 illiterate adolescents have been targetted for 1994. In total 8,450 adolescents will be covered in 1994 through 295 centres.

**2.1.5. Adult Literacy Programme :** The adults' programme has been designed for the age group 15-35 years to provide functional literacy to the beneficiaries so that they can solve their day to day problems by themselves. This is also a centre based programme having 25 learners in a centre. Duration of the programme is 12 months divided into 2 packages. The first package covers a set curriculum frame having three levels - basic, mid-level and self learning levels within a period of 6 months. The second package is for





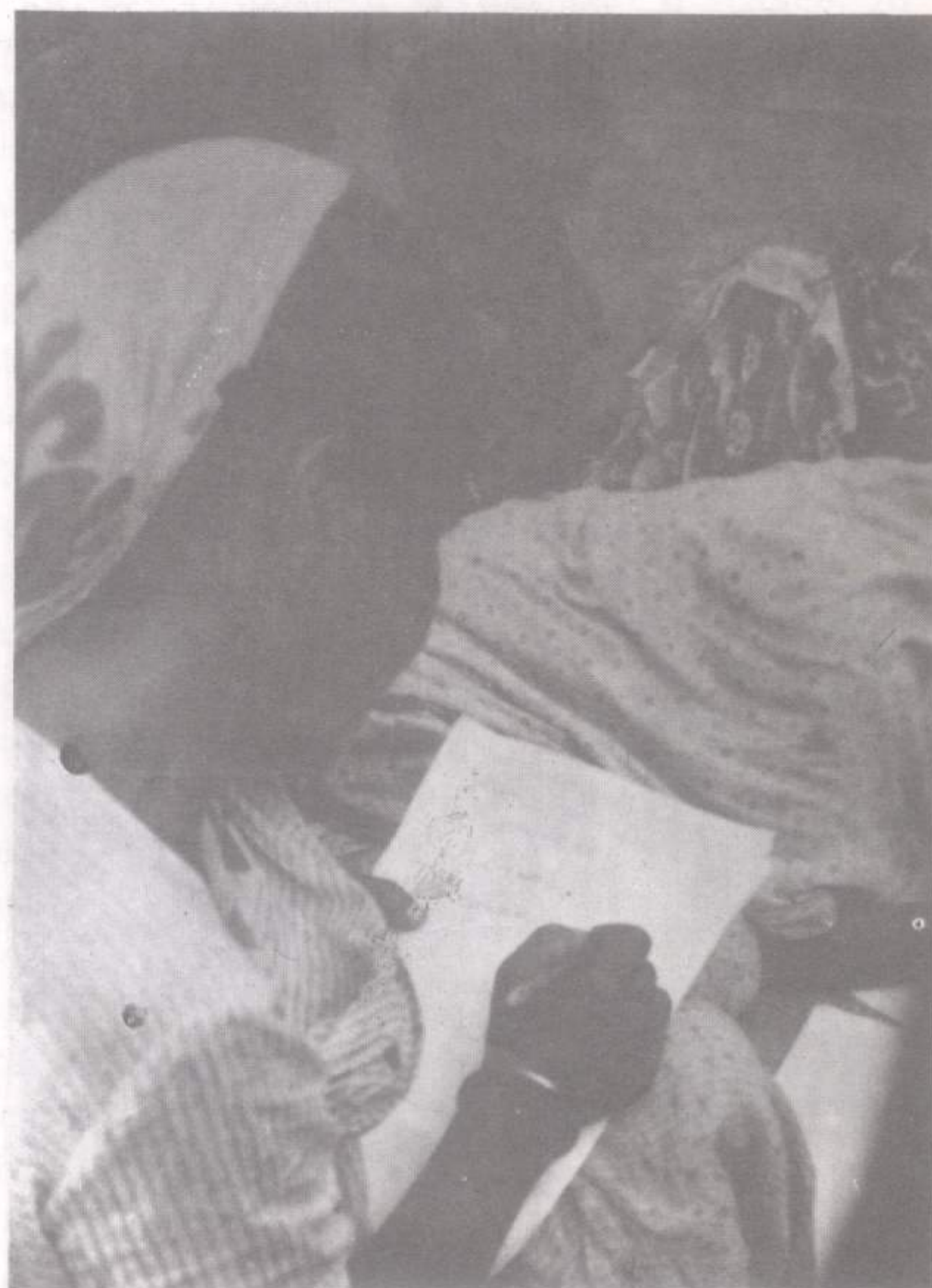
followup education covering a period of 6 months. The three levels of literacy under the first package are covered by 2 primers having four major functional areas relevant to the needs of the learners. These are family life, economics and income, organisation building, and civic consciousness. The second six month is utilised for consolidation of literacy skills acquired during the first 6 months. During the followup period, graded followup books (3 grades) or easy to read materials are supplied to the learners for guided study. This is supplemented by monthly newsletters as mentioned in the programme for adolescents. In 1993 the total number of adult learners was 3,625 in 145 centres.



#### **2.1.6. Continuing Education Programme**

**(CEP) :** Continuing education is meant for the retention and improvement of the literacy and functional skills acquired through the different types of nonformal education programmes. It has been found from

experience that after completion of literacy, many of the learners relapse into illiteracy for lack of regular practice for which non-availability of appropriate reading materials is responsible for the most part. To overcome this sort of situation it is extremely necessary to make provision for continuing education for the neo-literates and with that end in view community reading centres - Ganakendras-are organized. These are the village community centres with a library and other facilities for sports and games and socio-cultural activities. The Ganakendras are located in appropriate places e.g. clubs, out-houses, unused rooms of any member of the literacy centres, where the learners and the local people have easy access. In addition, the Ganakendras have newsletters specially published for the neo-literates, daily newspapers, wall publications, literacy followup books; and people have the scope to organize debates on some issues on local affairs. In 1993, in total 60 Ganakendras were organised in different areas. For 1994 an additional 128 Ganakendras will be organised to extend CE facilities to 15,000 neo-literates.





## **2.2. Steps in Implementation of Education Programmes :**

**2.2.1 Baseline survey :** At the very outset a base line survey is conducted through a base line survey questionnaire administered upon sample size population to know the socio-economic condition of the programme area. At the same time a list of illiterate males and females is prepared. Separate lists of target groups for each programme component are prepared.

**2.2.2 Motivational Campaign :** A wide range of motivational campaign is organised throughout the area to create an atmosphere in favour of education in all walks of life. Posters, stickers, leaflets etc. are displayed, public meetings, social dramas and other public communication strategies are adopted to motivate the people, to raise consciousness among them.

**2.2.3 Selection of Centres :** The local community is actively involved in the selection of centres which are mostly located in unused houses or community institutions like clubs, mosques, school premises and the like as the community finds it convenient. A small amount is sometimes spent as rent for using such places or to repair the houses to make them usable as education centres. The accommodation is such as to accommodate 30 learners in the children's education centre and 25 in the adolescents and adult ones. There is one Centre Support Committee to ensure community involvement in the programme, where the centre teacher (facilitator), representatives from community, learners/parents are the members and meet on a monthly basis to discuss affairs related to the centres. Attempts are made to accommodate more than one class in the same venue to minimise the costs.

**2.2.4 Selection of Teachers :** There is one teacher (named as Facilitator) per centre for all types of programmes - children, adolescents and the adults. The facilitator continues to offer instructions on different packages to the same group of learners. The teachers are selected locally from the same locality through personal interview by the the Mission personnel in consultation with the Centre Support Committee. Facilitators' qualification are minimal, Class VIII for adult classes and

Class X for children's classes normally belonging to the group of 18-35 years. In all cases (except adult male centres), female facilitators are preferred.

**2.2.5 Training :** For smooth functioning and effective teaching, appropriate training of the teachers and the supervision and management personnel is a must. And as such an adequate training support is provided to the programme personnel.

- a) Facilitators' training : For Pre-primary Education the basic training course for the facilitators covers 10 days followed by a refresher course with a duration of 5 days. For the adult literacy tutors the basic course lasts for 10 days followed by 2 refresher courses, one after basic level and the other after self learning level.
- b) Training of Supervisors and Area Coordinators : Intensive training courses are organized for the Supervisors and the Area Coordinators to impart specific skills for supervising education centres of particular levels and to enable them to provide technical inputs to the teachers. At the initial stage, there is a 15-days basic training programme followed by two refresher courses each with duration of 5 days.

**2.2.6 Learners Assessment :** All the primers used under the programme have been designed and developed by the Materials Development Division of the Institute of Literacy and Adult Education of the Dhaka Ahsania Mission. One of the most important specialities of these primers is that there is an in-built learner assessment device under which each learner's achievement can be assessed every day and at any time during the continuation of the course. There are regular monthly assessments of the learners and a terminal test for each level/grade of education for each programme component. The monthly assessment report of the learners is monitored by the teachers, supervisors and area coordinators through the monthly monitoring tools.

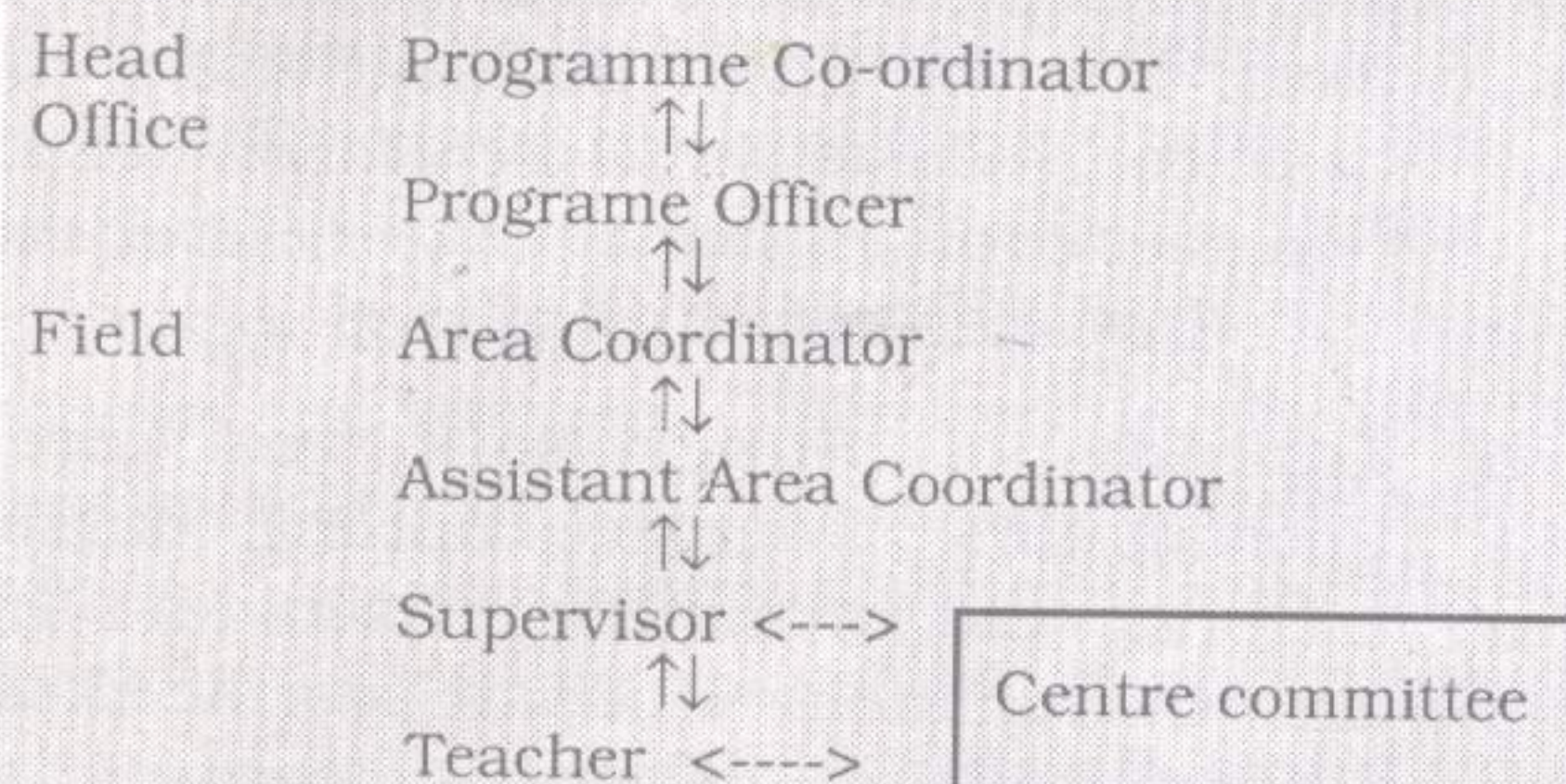
**2.2.7 Supervision and Management :** One supervisor supervises 15 education centres on an average. He/She visits each centre at least twice a week. The qualification for being a supervisor is a bachelor's degree normally belonging to the age group of 20-35 years.



During supervision, they look into the teaching/learning process, attendance, drop-out rate, community participation, use of materials and learners' achievement level etc.

There is one Assistant Area Coordinator (AAC) for supervision of around 50 learning centres. He remains responsible for effective implementation, supervision and monitoring of the programme under his jurisdiction. There is an Area Coordinator who remains in charge of all the field activities.

Programme field management line up is shown in the following organogram.



**2.2.8 Monitoring :** Progress monitoring and feed back is an essential condition for effective implementation of a project. Dhaka Ahsania Mission has an elaborate and effective monitoring and feed back system. The Area Coordinator collects the reports of progress from the Supervisors through the AACs and sends the reports to the Programme Officer at the Head Office of the Mission. As soon as the headquarters receives the monitoring report, it feeds the same in its computers and sends feed-back to the field. Each and every learner has an identification number and any one missing i.e. not attending the centre or is lagging behind can be identified and corrective measures taken. The supervisors and the teachers keep close liaison with each and every learner's house and this process improves attendance and reduces drop outs. In the computerized monitoring system of the Mission, learner's progress at any stage of attending the centres can be looked into and assessed at any moment. Not only that, any teacher's weakness or lethargy, any supervisor's lapses, like any other in the monitoring system, can be identified in the head office and corrective measures taken.

**2.3 Achievements :** Programme coverage of the Dhaka Ahsania Mission nonformal education programme in the last five years (1989-93) is shown in Table - 2.1

**TABLE - 2.1**

**EDUCATION PROGRAMME 1989-93**  
( No. of learners in thousand )

YEAR	PRE	EPC	ALP	TOTAL
1989	-	1	12	13
1990	-	1	14	15
1991	1	3	8	12
1992	1	2	8	11
1993	1	22	4	27
TOTAL	3	29	46	78

**PRE** = Pre-Primary Education

**EPC** = Early Primary Education for Children

**ALP** = Adult Literacy Programme.

Programmes targetted for implementation in 1994 is shown in Table - 2.2

**TABLE - 2.2**

**EDUCATION PROGRAMME 1994**

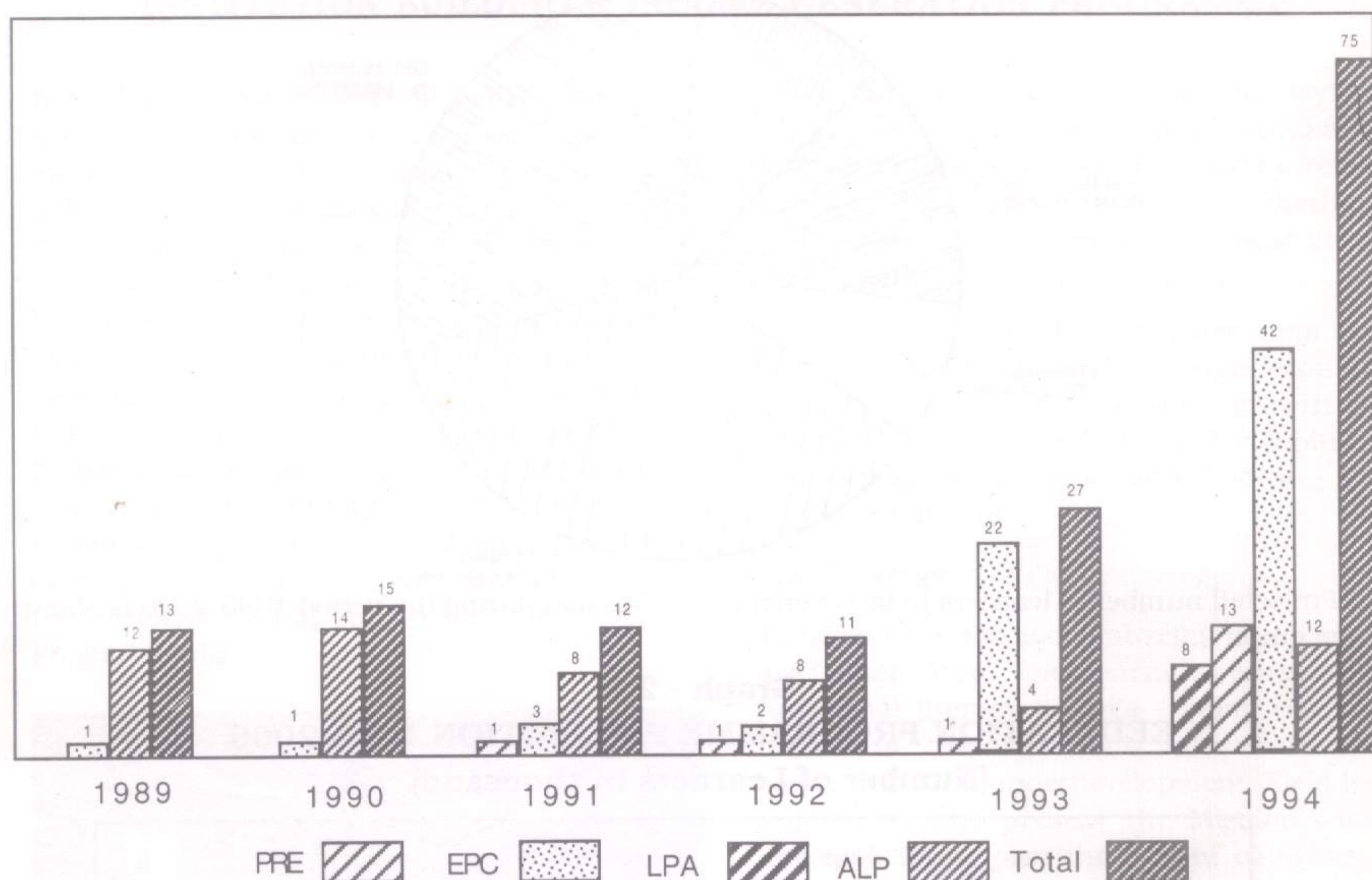
Programme	No. of Centre	Total No. of Learner	New Enrollment in 1994	Continuation of learners from 1993
1. Pre-Primary Education Programme	430	12,900	12,000	900
2. Education Programme for Children	1,447	42,375	20,250	22,125
3. Literacy Programme for Adolescents	295	8,450	8,450	--
4. Adult Literacy Programme	415	11,639	8,000	3,639
5. Continuing Education Programme	208	(18,985)	(16,000)	(2,985)
Total	2,795	75,364	48,700	26,664

**Note:** Learners for Continuing Education Programme are from basic education programmes, for which it is not calculated in the total number of learners.

Comparative analysis of different programmes over the last 6 years is presented in Graph - I



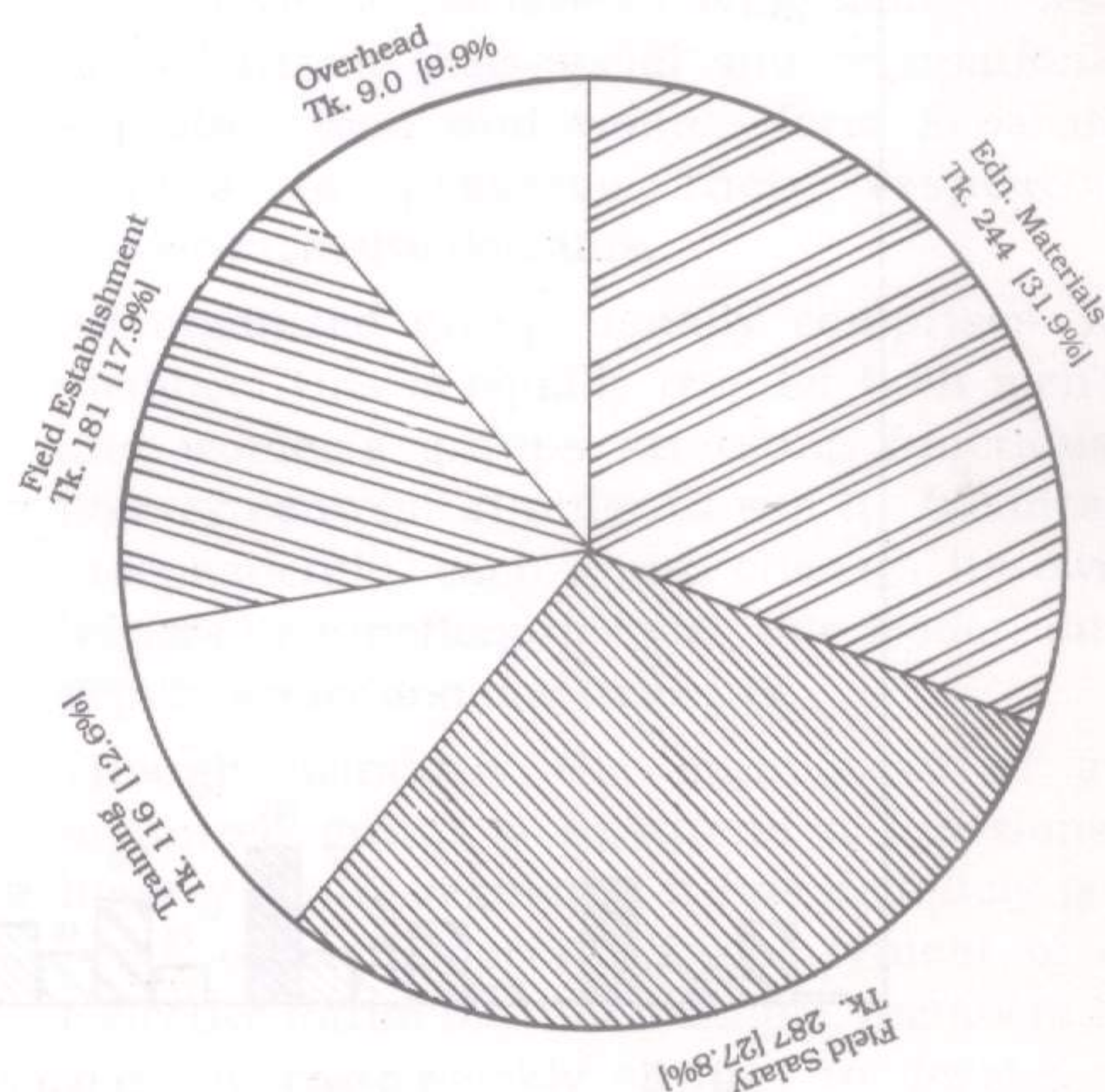
**GRAPH - 2.1**  
**Education Programme 1989-1994**  
**(Learners in Thousands)**



**2.4** Cost calculation per learner in different programmes with breakup of sectoral expenses (as on December 1993) is presented in Table-2.3.

**CHART - 2.1**

**Adult Literacy programme**



**Table - 2.3**

Per Learner Cost  
( For whole cycle )

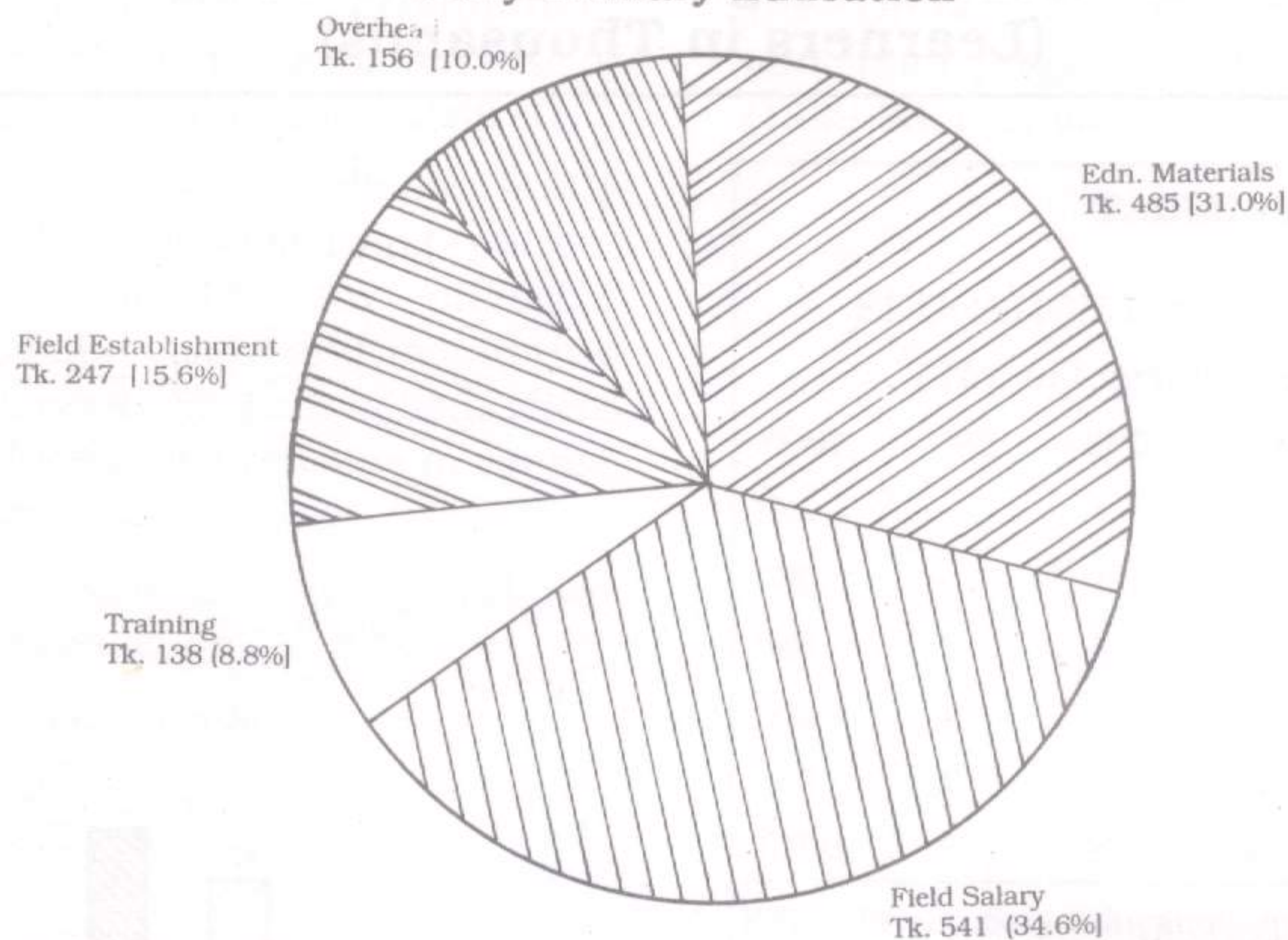
Programme Type	Per Learner Cost	
	Taka	US\$
a. Pre-primary Education (PRE)	362	9.29
b. Early Primary Education (EPC)	1567	40.19
c. Second Chance Education (SCE)	1567	40.19
d. Lit. Prg. for Adolescents (LPA)	918	23.54
e. Adult Lit. Programme (ALP)	825	21.15
f. Continuing Edu. Programme (CEP)	86	2.20

Cost analysis under different heads for children and adult education programme is shown in the charts 2.1 and 2.2.



**Chart - 2.2**

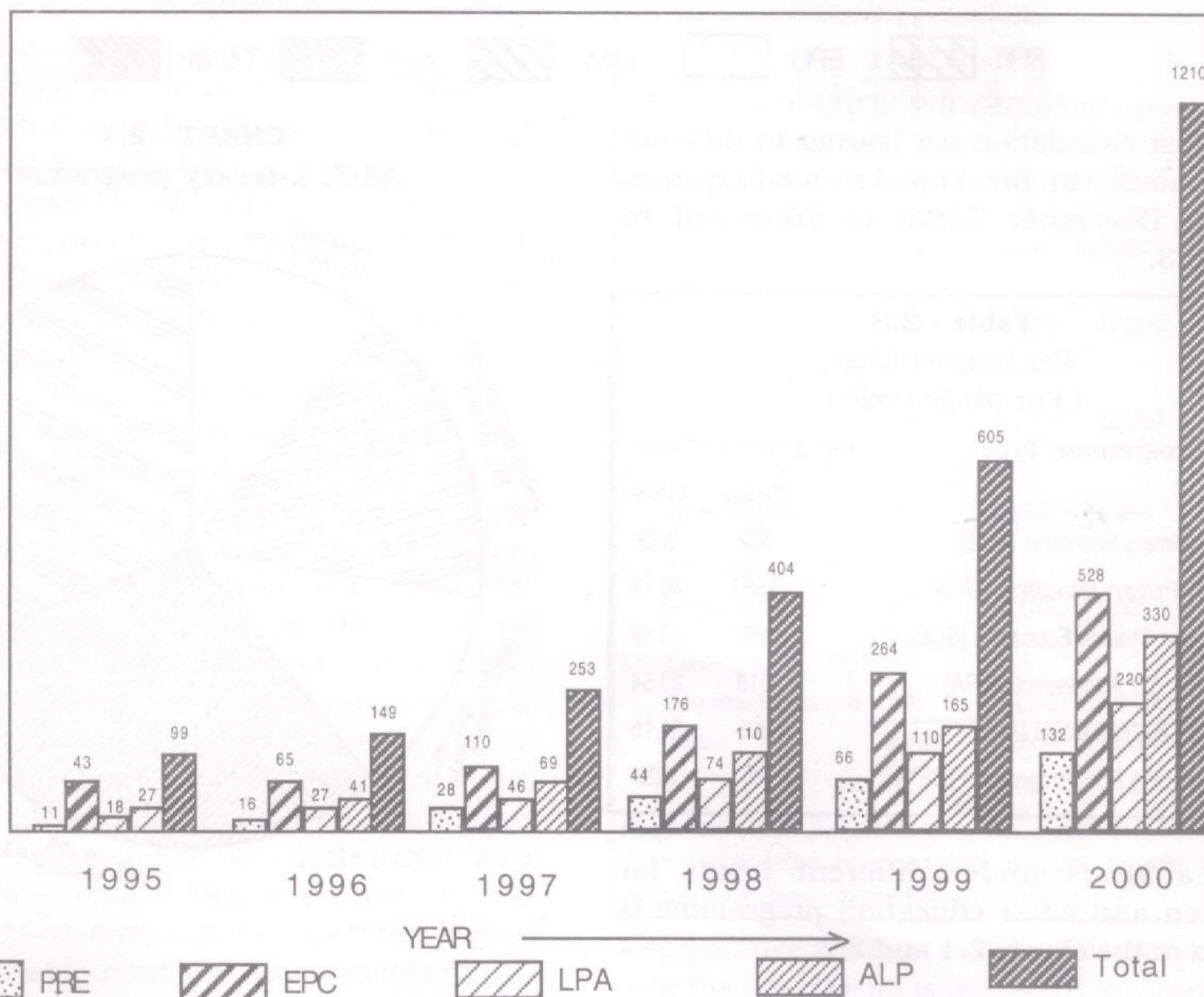
**Early Primary Education**



2.5 Projected number of learners to be covered by the Mission during the period 1995-2000 is shown in the graph 2.2

**Graph - 2.2**

**EEDUCATION PROGRAMME PROJECTION 1995-2000**  
(Number of Learners in thousand)





## Chapter - III

### INSTITUTION BUILDING & INCOME GENERATION PROGRAMME

**3.1** Dhaka Ahsania Mission believes that if the poor beneficiaries can be organised in savings and cooperative groups they will be able to pool their resources (human, material and financial) and be able to undertake activities for their economic and social betterment. It became evident from past experience that an organisation of the target beneficiaries of any programme is essential to the success of that programme, whatever may be the areas of intervention for development. The Mission's economic activities for the beneficiaries are thus based on the group development activities, and are known as Institution Building and Income Generation Programme (IBI).



#### 3.2 Objectives :

Aimed at opening up avenues to employment and alternatives as well as additional income sources in-farm and off-farm sectors and in both rural and urban settings, for poor men and women leading towards economic self-reliance, the Mission's IBI programme has the following specific objectives:

To help the rural poor organize into cooperative groups and pool their resources, both human and material, so that they can be self-reliant.

- To encourage them explore employment and income sources in the non-traditional and off-farm sectors, and thereby reduce their dependency on the agricultural farm-sector, apparently at present almost stagnating on a saturation point.
- To facilitate their breaking free from their dependency relations through economic activities for self-sustaining growth and development towards their developing on independent social identity befitting their human dignity.

#### 3.3 Strategy :

To begin with, the cooperative group members are taken from the learners enrolled in functional literacy centres - being the focal points of the Mission's intervention in combating rural underdevelopment. Field level animators, who present the Mission's base line task force, play the role of catalysts in organizing literacy centre based on cooperative groups in villages. Group members are drawn from amongst the previously enlisted prospective beneficiaries having more or less homogeneous class-social and occupational standing. Men and women form separate groups to preserve their respective gender-exclusive domains.

An organized group usually comprises 30 member. This is equally true for both men's and women's groups attending functional literacy centres. In order to run its business independently, each group chooses its own leaders or functionaries viz., one leader, one deputy leader and one treasurer.

Though primarily the main task of an organized group is to attend a functional literacy centre regularly, it has definitely got some other important tasks typical of a collective forum too. For example, members of a group raise weekly savings to develop a collective fund. This fund once developed in



turn enable a group to bail its individual members out in times of hunger and hardships, and thus helping them to break their dependency on money lenders. With the same fund a group can also provide small and soft loans to its members for economic activities.

Moreover, members of an organized cooperative group discuss issues and problems of common interest in weekly meetings. While sharing personal histories through a succession of meetings they come to realize that all of them have been undergoing more or less similar processes of pauperization and endemic deprivation.

Members of an organized group are expected not only to discuss problems, but also to find ways out, to resolve differences within themselves, instead of taking their quarrels to the traditional village leaders, for obvious reasons.

### **3.4 Training ;**

As a component of the sustainable economic development programme the Mission imparts skills training to the group members. There is a variety of trades and skills in which training is imparted selected on the basis of local demands. While the Group Management and the Human Development Training are common for all the groups, the occupational skill-development training varies from group to group on the basis of the need of the individual members.

The group management training is imparted to the group leaders to develop their skill of



group management, record keeping, accounts keeping, conducting group meetings etc. The Leader, Deputy leader and Treasurer/Cashier from each group is selected for the 5-day long training. The Human Development training is provided to the selected group members, sometimes to all the group members, to raise their general awareness on social, environmental and human aspects of living, giving specific focus on their rights and strength with a view to increase their level of self-confidence and to develop leadership skill. In the case of training for selected beneficiaries, the selection is made by the group members jointly. The length of the training varies from 3-5 days depending on the contents of the training needed for the target audience.

The occupational skill development training is imparted to the selected beneficiaries, who need such skills. This happens where the beneficiaries need to undertake new economic activities. In case where the beneficiaries want to continue undertaking their existing occupations, they are provided with training to improve their quality of skill/production. For example, training for improved dying and/or quality printing is imparted to the beneficiaries from a cloth weaving community. Training is conducted by the technical persons hired from the locality or from the neighbouring areas. The beneficiaries' training of all kinds are organized in the locality with technical support from the Institute of Literacy and Adult Education of the Mission.

### **3.5 Credit for Income Generation :**

It is obvious that the savings of the poor group members are very small. They need some credit support to undertake income generation activities. Mission on fulfillment of certain conditions like a definite time period for maturity and continuity of group activity (for say 6 months) provides credit support from a revolving fund.

Selection of beneficiaries is made by the group members in the weekly group meeting. As to the selection of beneficiaries, most needy women group members are often given preference over their equally deserving male





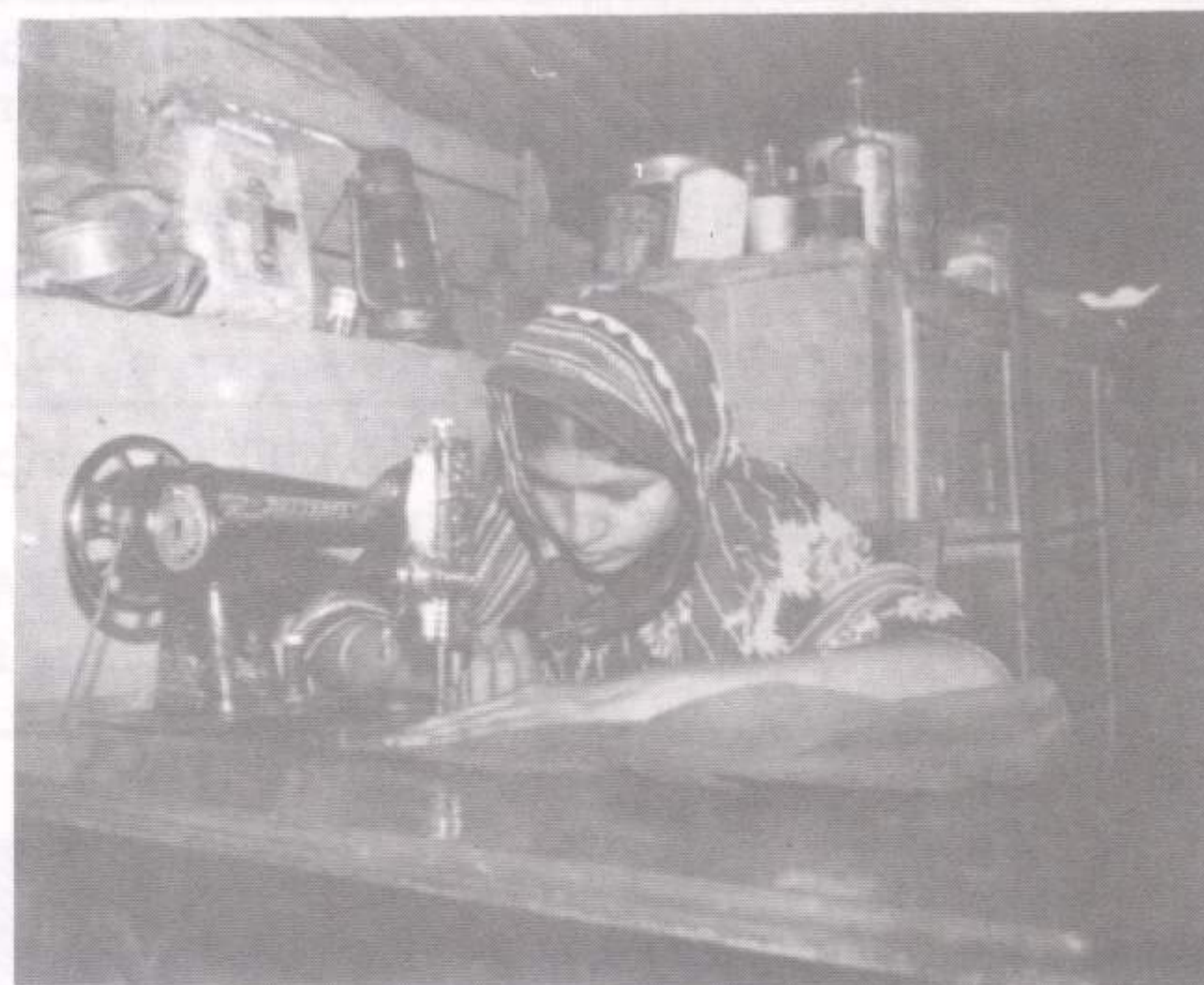
The Number of groups formed in 1993 in different working areas, their savings and credit activities are shown in the Tables 3.1 & 3.2:

**Table - 3.1**  
Group Savings Information

Area	No. of group	No. of members	Total savings	Average group fund
Nalta	17	286	92,667	5,439
Banshkali	21	447	35,094	1671
Barguna	32	646	84,050	2626
<b>Total</b>	<b>70</b>	<b>1,379</b>	<b>2,11,811</b>	<b>--</b>

counterparts. Repayments of loans are collected from individual beneficiaries through their respective organized groups by the local level field workers. Responsibility of supervision and monitoring rests with the area coordinator in charge, along with his colleagues - supervisors. The loan administration is not likely to be too burdensome, because there already exist a good number of field workers - all more or less fairly capable of discharging their duties efficiently.

Group guarantee serves the purpose of collaterals. Here individual group members are accountable to their own peers. Types of group pressures include : censure, suspension, isolation, non-cooperation, expulsion etc.



**Table - 3.2**

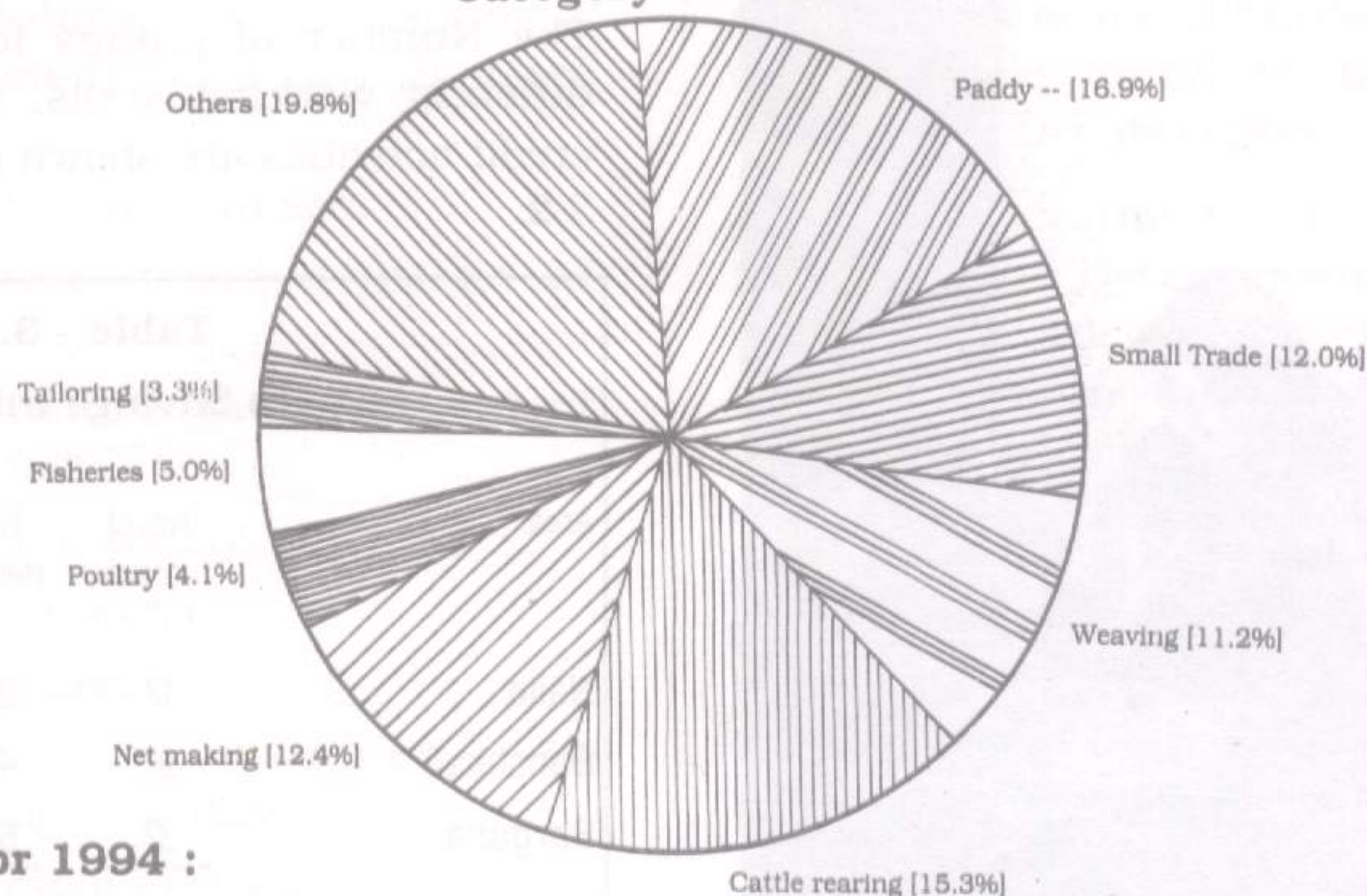
**Group Credit Information (till 1993)**

Area	No. of group	No. of beneficiaries	Amount of credit	Repayment due	Repayment made	Percentage of repayment of due instalment
Nalta	22	343	8,11,300	6,48,468	6,01,684	93%
Banshkali	9	69	1,77,500	19,890	19,890	100%
Gaibandha	3	92	1,76,400	129,540	1,40,041	108%
<b>Total</b>	<b>34</b>	<b>504</b>	<b>11,65,200</b>	<b>7,97,878</b>	<b>7,61,615</b>	<b>95%</b>

Major areas of economic activities include small trade, paddy husking, poultry raising and cow rearing etc. The following chart gives activitywise number of beneficiaries under credit component in 1993.



**Chart-3.1**  
**Category of Credits**



### 3.7 Programme for 1994 :

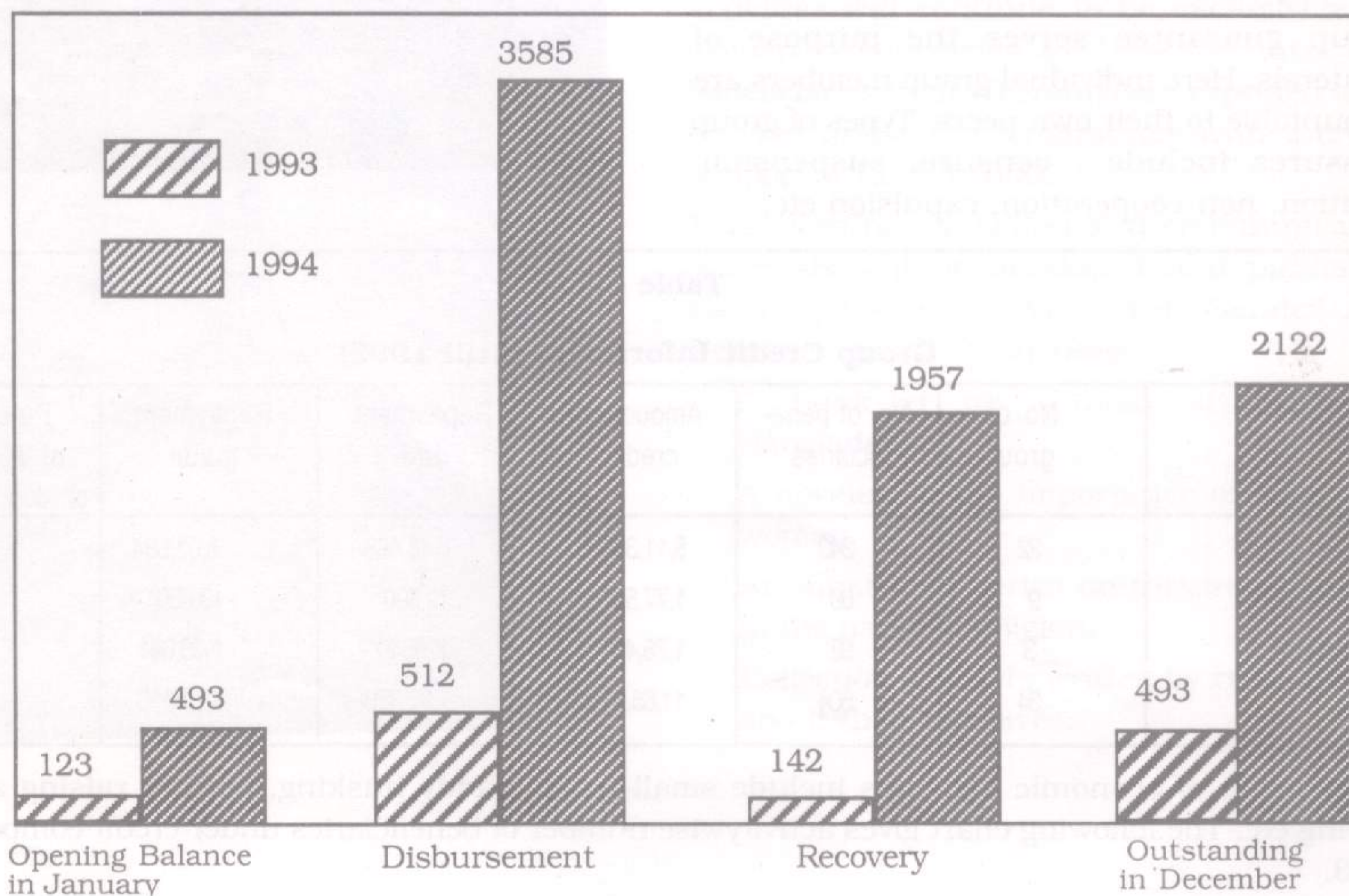
Programme planned for Institution Building & Income Generation Activities to be undertaken in 1994 is shown in the Table-3.3.

**Table - 3.3**  
**IBI coverage in 1994**

No. of Groups	No. of group members	Target for savings (Addition in 1994)	Target for Credit disbursement
40	800	80,000	16,00,000

With the revolving fund of Tk 1.60 million, comparative credit operation situation in 1993 and 1994 will stand as presented in graph. 3.1

**GRAPH-3.1**  
**(Credit operation situation 1993 & 1994 in Thousand Taka)**





## Chapter - IV

### WOMEN IN DEVELOPMENT

**4.1** Women are the most disadvantaged group of the population in Bangladesh, whether be it in education, or employment or decision making in the family. The Mission works for the empowerment of women through education, employment and improvement of their living conditions, through a variety of programmes including several programmes undertaken particularly for women. Apart from larger provision in the common programme of education, group formation, and income generation support, programmes like Skills-based Literacy Programme for Women and Girls sponsored by UNDP and UNESCO, have been implemented by the Mission solely for them. Around 70% of the beneficiaries of the Mission's programme are women.



The Mission believes that women's development activities can not be a meaningful intervention if it is kept separate from the regular programmes. That's why it integrates different approaches for women's development in all its regular programmes. The aim is to instill knowledge, skill and self-confidence into poor, disadvantaged women with a view to making them self-reliant and to improve their social status through active participation in the developmental process.

The areas of intervention for women's development are set as follows:

- Focus on the multiple role of women.
- Make women visible in development
- Avoid stereo-typed compartmentalisation of work.
- Ensure basic needs of women.

The general objectives of the programmes meant for women are :

- to impart literacy to illiterate women,
- to enhance women's skills and their application to make them economically self reliant,
- to make women aware of their rights,
- to build up organisational/institutional structures of women
- to reduce exploitation and to increase their status in the society.

**4.2** The Mission has identified development and publication of books and other communication materials as a strong medium of intervention to promote women in development (WID). In all of its publications from the Materials Development Division, the participation of women/girls has been presented in different spheres of life. Issues have been highlighted keeping in mind the gender equality and the multiple role of women. Beside the general publications the followings books/materials have been developed specifically focusing on WID issues:

1. Women's Rights (Booklet).
2. It's our Legal right (Poster)
3. Guide for TBAs (Manual)
4. Dowry (Booklet)
5. Divorce (Booklet)
6. Polygamy (Booklet)

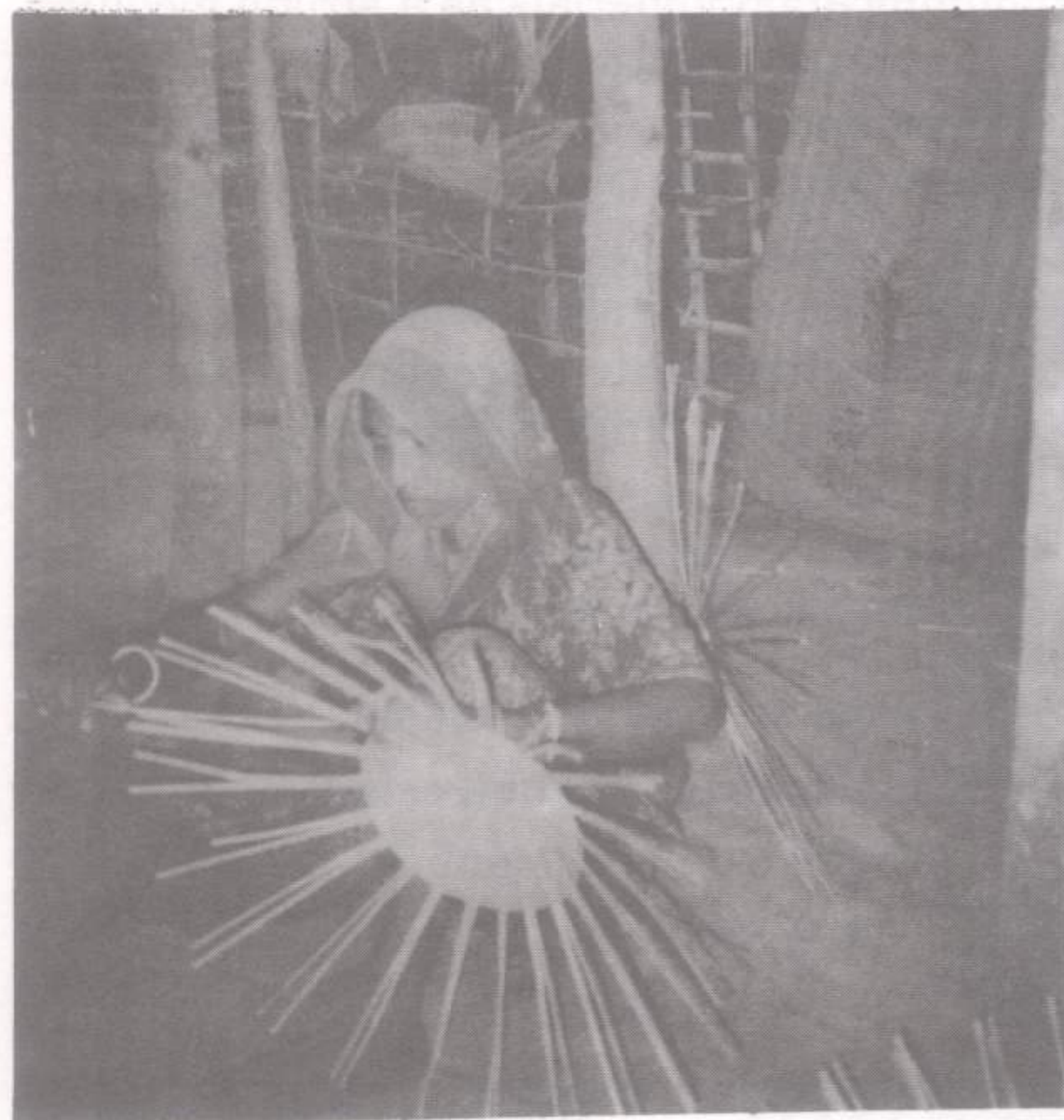
Issues highlighted in these publications include among others:



- Women's role in the family, in improving human relationships, in maintaining a good environment and in disaster management.
- Reducing exploitation of women.
- Overcoming stereo-typed divisions of women's work.
- Strategies to reduce the workload of women in the family.
- Status of women in society.
- Positive attitude to women.
- Self-esteem of women.
- Participation of women in income-generating activities.
- Women in leadership roles etc.

**4.3** On the whole, all the Mission's regular programmes have participants/ beneficiaries with comparatively larger number of women/girls. As already mentioned earlier that some programmes/projects are exclusively addressed to women beneficiaries. In 1993, out of 5588 adult beneficiaries in education and environment programmes, 4838 were women, which constitutes 86.57%.

**4.4** The Mission's credit programme for income generating activities is currently



exclusively addressed for the women group members. Women's utilisation and repayment of loans are found to be satisfactory (95%-100%). Details is given in Chapter - III.

**4.5** In 1993, the Mission's Environment Protection and Development programme was exclusively participated by the rural women neo-literates. In total 2100 women were provided environment awareness training covering issues like clean environment, water pollution, use of sanitary latrines, tree plantation, smokeless oven making etc. The training was organised in 130 batches/groups in Satkhira and Chittagong districts. Activities undertaken by these groups during 1993 included the planting of 11000 plants, installation of 120 latrines, installation of 10 tubewells etc. Details of environment related activities undertaken by women is given in Chapter - V.

**4.6** In 1994, out of the total of the learners in basic education it is expected that 39,000 Women/girls will be covered in different non-formal education programmes. Of them 24,000 are expected to be girl children of 5-10 years, 6,000 adolescent girls of 11-14 years and 9,000 adult women.

The credit programme for income generation activities will continue to be exclusively for women beneficiaries in 1994. In total 800 beneficiaries from 40 groups are expected to be covered under this programme with a credit support of Tk16,00,000.

The following education and communication materials will be developed and published covering issues of WID and Gender And Development (GAD), in 1994.

- A book-let on women situation In Bangladesh.
- A novelet on the importance of educating women.
- An illustrated series on torture of women in the name of religion.
- Collection of letters written by rural women about their own lives.



## Chapter - V

# HEALTH EDUCATION & ENVIRONMENT DEVELOPMENT

### 5.1 Drug Prevention and Control Network (AMIK) :

The incidence of drug addiction is increasing in the country. More and more drug addiction among the people goes counter to human and social welfare. Realizing the gravity of the situation the Mission has undertaken an extensive programme of prevention and control of the abuse of drugs.

The Mission's anti-drug programme includes preventive, curative and affect minimization activities, involving local initiatives covering students of schools, colleges and universities, guardians, youths and local level organizations of different sorts. The Mission undertakes its programme through organizing committees at various levels in the rural and urban areas. Starting from 1990, so far 334 Branch Committees have been organised covering 147 Thanas and 4 metropolitan cities of 38 Districts. Divisionwise breakup of the number of committees is as follows :

Dhaka Division	88 Committees
Chittagong Division	81 Committees
Rajshahi Division	67 Committees
Khulna and Barisal Division	98 Committees

The branch committees, mostly participated by local level youths with the determination of keeping their own area free from the abuse of drugs, undertake different types of activities/programmes for raising people's awareness. The branch committees are supported from the central committee with different types of communication materials on the hazards of drug abuse. Training is provided to the volunteers from Branch Committees to increase their skill to handle the anti-drug issues efficiently. An account of the activities undertaken by the Branch Committees during the year 1993 is shown in Table-5.1

\* The Central Committee is located at the Head Office of the Mission in the capital City, Dhaka.

Table-5.1

Activities of AMIK Branch Committees		
Anti-drug rally	-	26
Anti-drug discussion meeting	-	258
Anti-drug seminar/symposia	-	35
Debate on drug abuse	-	10
Essay on affects of drug	-	9
Week-long anti-drug programme	-	7
Cultural performances	-	11
Organizing Smoke-free Zones	-	39
Organizing Drug-free Zones	-	43
Publication	-	19
Sports competition	-	5
Organizing library	-	10
Street-corner drama	-	1

In addition to above activities, forty-nine new branch committees have been organised by the field level existing branch committees to strengthen their activities.

In the Central level 50 workers of some 35 branches were trained for skill development on implementation of anti-drug programme, in two batches. Prizes were awarded to the best branches in 3 categories. World No Tobacco Day was observed centrally on 31 May, 1993.





On that day, a rally was organised in the capital city jointly with "Adhunik" and "CAB" which proceeded through some important streets. In the evening, a discussion meeting was held in the UN Information Centre, Dhaka.

Similar programmes were organised on the International Day against Drug Abuse and Illicit Trafficking (26 June). In 1993, some activities were jointly undertaken by the Mission and VHSS, of which the publication of posters and the organisation of seminars are worth noting. Other activities of the Central committee include the publication of 5 stickers, 4 posters and 3 leaflets. All these were distributed and publicised all over the country through the Branch Committees.

The future programme of AMIK includes strengthening of the Branch Committees through training of volunteers, organising exchange of visits, and providing supporting materials. Simultaneously the expansion of the network will be continued as usual through organising more committees in new areas.

## **5.2. Environment Protection & Development Programme :**

**5.2.1 Environment Education Materials Development :** The Mission's awareness creation programmes on protection, maintenance and improvement of the environment is coextensive with all its programmes particularly the programmes on education, and all pervasive right from development of materials for environment education down to putting it as a separate programme component in all relevant projects. Among Mission's publication programme, environment education aspects have been specially focused on the following books.

1. Nursery
2. Fruit cultivation
3. Pisciculture
4. Environment & human beings.
5. Population
6. A happy life
7. Prevention of diseases
8. Keep your health wealth.
9. Papaya, Banana and Guava cultivation.

One important feature of these books is that these have been developed using very simple language suitable for people with limited reading skill.

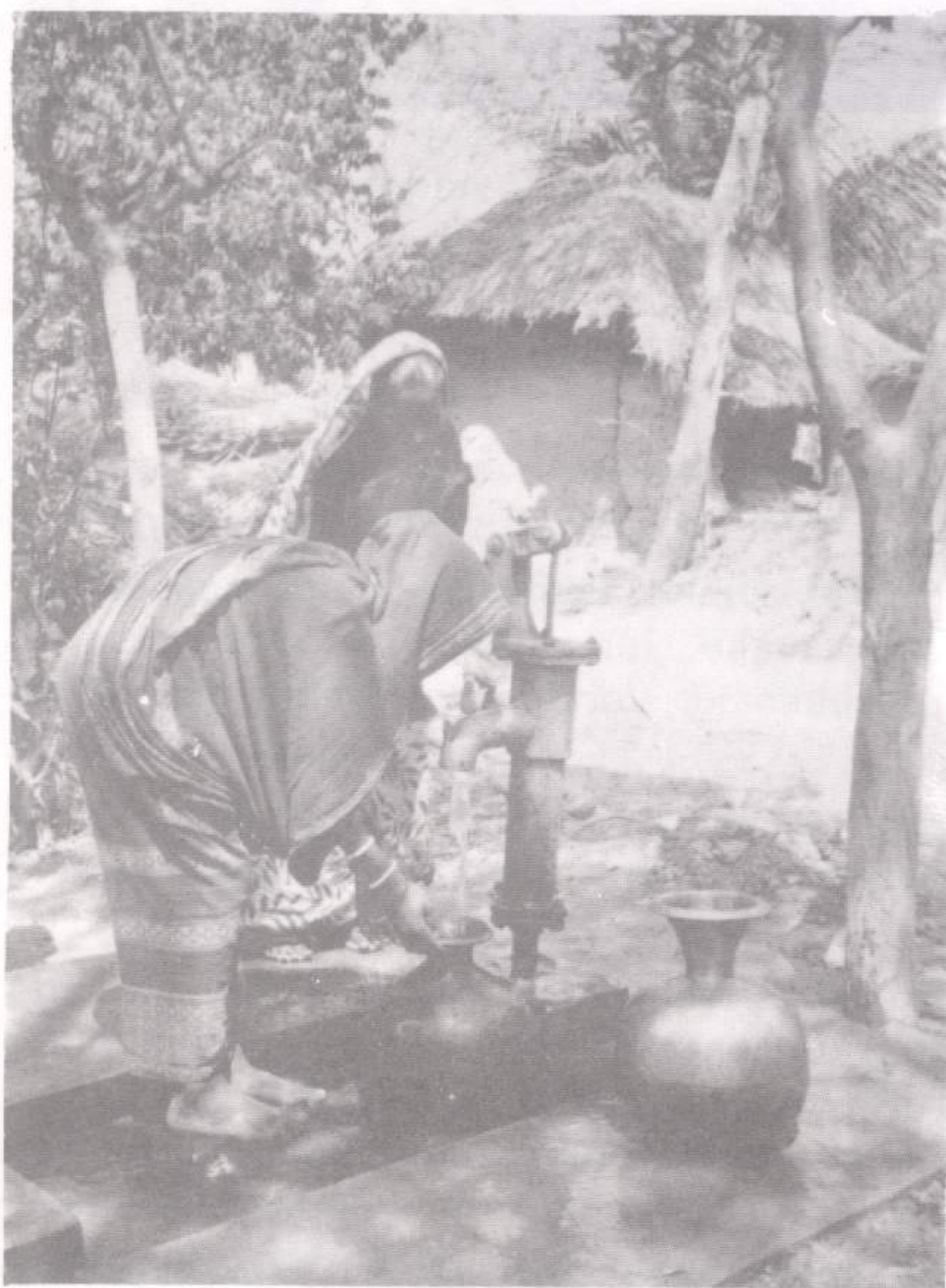
**5.2.2 Environment protection and Development Network :** The Mission's direct intervention on environment protection is made through a well-thought-out Environment Network of Local Level Initiatives (APOS). Under this Network, like the anti-drug network, Branch Committees are formed with local level organizations of various sorts and persons interested in the matter of environment protection. So far 116 Branch Committees have been formed in 55 Thanas of 27 Districts. These Branch Committees are active in the creation of awareness among the masses about the necessity of protection, maintenance and improvement of the environment. They implant among the masses the idea that we have not inherited the environment from our ancestors rather we have borrowed the same from our children, so we must leave the same as it is, if not enriched, to our posterity.







During the period under review, for creating awareness among the masses in general and the neo-literates in particular, the branch committees organized 120 discussion meetings, helped raising 3 nurseries and planted 7,137 trees.



The Central Committee at Dhaka, on the occasion of World Environment Day on 5th June, besides organising a discussion meeting, released one poster in Bengali (Plant Trees, Save Environment) and one Leaflet. These were circulated throughout the country through the Branch Committees.

#### **5.2.3 Environment Development Services :**

As part of its environment protection and development programme, the Mission imparts training to the neo-literate beneficiaries on environment protection and on smokeless oven-making. This oven serves the double purpose of energy saving and minimizing environment pollution. For minimizing water pollution from insanitary latrines, Mission provides sanitary latrines to its beneficiaries. The Mission also provides tube-wells for safe drinking water.

The environment service programme i.e. training, supply of plants, latrine and tubewells has created great enthusiasm among the participants in the rural areas. Though it was undertaken as an experimental programme in 1991, now it has become a regular programme, with expansion to different districts. In 1994, a separate project is taken for implementation for extending these services through the branch committees of selected districts.



Componentwise achievements under different environment development activities in 1993 is shown in Table 5.2. Simultaneously, the projected programme for 1994-96 is also presented.

**Table-5.2**  
**Environment Protection & Development Programmes 1993-96**

	Achievements in		Projection for	
	1993	1994	1995	1996
1. Training to Environment Promoters	-	1000	1500	2000
2. Training to beneficiaries	2100	7000	10500	14000
3. Plant Supply	11000	50000	75000	100000
4. Latrine Supply	915	1000	1500	2000
5. Tubewell installation	10	70	105	140
6. Nursery Raising	-	12	16	20
7. Organising Env. Resource Centres	12	70	105	1408.
Thana Coverage*	3	12	16	20
9. District Coverage*	1	6	8	10

\* Excluding the APOS network area.





## Chapter - VI

### INSTITUTE OF LITERACY AND ADULT EDUCATION

**6.1.1** One of the most important constituent organizations of the Dhaka Ahsania Mission is its Institute of Literacy and Adult Education (ILAE). The Institute, first of its kind in the country, was established in 1984. The Mission has been running the Institute as a special organization devoted to overall development/promotion of literacy and mass education in general and training of literacy personnel in particular. This institute has been recognised by the Government of Bangladesh, Ministry of Education as the National Training Institute for the literacy personnel and it is the focal point institution for the purpose of UNESCO sponsored APPEAL\*. The activities of the institute are undertaken through two Division : Training Division and Materials Development Division.

**6.1.2 Objectives :** ILAE primarily aims at promoting the professional standard of literacy and adult education workers involved in various development programmes and projects that are being implemented by NGOs as well as public sector agencies concerned, in both rural and urban settings. The Institute has 4 sets of objectives.

The first set of objectives relates to training for developing non-formal education workers.

The second set of objectives relates to the development of non-formal basic and continuing education materials for children, adolescents and adults.

The third set relates to the development and improvement of technical skills of various occupational groups of people.

And the fourth relates to advisory and or consultancy service offered to agencies and organizations in an array of technical areas in non-formal education including planning, designing, implementation, management, research, evaluation and monitoring of programmes.

\* **APPEAL :** Asia Pacific Programme of Education for All.

Moreover, the ILAE envisages organizing mass campaigns to help literacy and adult education thrust grow into a social movement everywhere. Efforts are made to organize such campaigns by the holding of workshops, seminars and symposia on the one hand, and through the media (radio, T.V., newspapers etc.) on the other, with a view to raise social awareness and mobilization of public opinion, so that in turn, people themselves could assert their rights to literacy and adult education.

**6.1.3 Location :** The Institute is located within the premises of the Dhaka Ahsania Mission. Separate office space has been allocated for housing various sections of the Institute. The Institute has well furnished and fully equipped facilities for holding different workshops, seminars and training courses frequently sponsored by the Mission itself and by various national and international organizations, including UN bodies.

**6.1.4 The faculty :** A group of resource persons representing a wide range of disciplines constitute the ILAE faculty. Some of them are trained at home and abroad in their areas of interest, apart from having years of work experience in literacy, adult education and training, and in rural development. Inadequacies or limitations in the ILAE's own faculty are filled in by involving professional resource persons, as and when required.

**6.1.5 Audience :** With its education and training activities the ILAE itself addresses to a fairly wide range of audience comprising mainly two categories of participants. They are:

Firstly, Practitioners / workers / teachers involved in functional literacy, primary schooling, early childhood development in particular, and rural development in general, from both public and private sector organizations, including the Mission itself.



And secondly, unemployed, under-employed and even employed youths both male and female, but mostly female either illiterate or with different levels of education including semi-literate and neo-literate and occupation-specific technical skills. ILAE also provides in-service training facilities for its own, staff members. They are drawn from literacy facilitators at the grass roots and intermediate level supervisors to the top-level programme executives including central leadership team members.

The education and communication materials developed from ILAE are aimed at different types of clientele, children, adolescents and adults, from the Mission and other NGO's Programmes.

## 6.2 TRAINING DIVISION

**6.2.1** ILAE Training Division offers different courses for various categories of workers, facilitators, beneficiaries, and also special courses for the personnel of government and non-government organisations engaged in the administration and management of non-formal education for children, adolescents and adults. It also offer courses of curriculum and materials development for basic and continuing education programmes.

### 6.2.2 Activities :

- i. ILAE offers training to tutors, supervisors, organisers, managers, planners, curriculum experts and evaluation personnel engaged in formal or non-formal programmes concerning literacy, adult education, continuing education and comprehensive rural development;
- ii. ILAE extends advisory services to the institutions, organizers, managers and sponsors on various aspects related directly to the planning, programming, implementation, monitoring, recruitment, training, supervision and evaluation of literacy, adult education continuing education and comprehensive rural development programmes;
- iii. ILAE produces curriculum and educational materials in accordance with the needs, resources and cultural levels of the community of beneficiaries;

- iv. ILAE acts as a forum for the institutions, voluntary agencies and sponsors working for the spreading of literacy, adult education, continuing education and rural development within the confines of Bangladesh;
- v. ILAE carries out research studies on literacy, adult education, continuing and comprehensive development and prepares research monographs and other documents;

**6.2.3 Physical Facilities :** ILAE is a residential institution offering facilities of boarding, lodging, library and recreational facilities to the participants. ILAE Training centre has the capacity to accommodate 25 participants at a time. Description of facilities are mentioned below:

- A. Hall Room
- B. Residential Accommodation
- C. Electronic Equipment : Overhead Projector, Slide Projector, Color TV, VCR, VCP, Audio Recorder, Video Camera etc.
- D. Recreation Facilities : TV, VCP, Game apparatus, Musical instruments, Newspapers and Magazines.
- E. Other Facilities : Telephone, Fax, Computer, Photocopier, Library and Laundry Services.

### 6.2.4 Training Philosophy

The ILAE training programmes emphasise the applied aspects of learning methodology. To achieve this goal the guiding principles in organizing training activities are :

- a. Learning by doing : It is easy to learn things that one does. Trainees are required to practice all the skills and procedures taught.
- b. Behaviour oriented approach : Training activities are organized to bring a change in behaviour of the trainees. Behavioural objectives are defined for each topic of the training and are used to evaluate the achievement of the trainees.
- c. Relevance : The training activities are organized and sequenced so that they are relevant to succeeding activities as well as relevant to the needs of the trainees.



### 6.2.6 Description of Training Courses

Annual Report-27



13.	Trainers' Training (7 days)	Literacy organizers literacy supervisors
14.	Training workshop For the Development of Curriculum and Materials for the Adult. (3 weeks)	Mid level managers, trainers, material developers
15.	Training Workshop For the Development of Curriculum and Materials for the Children (3 weeks)	Mid level managers, trainers, material developers
16.	Training workshop For Development of Curriculum and Materials for adolescents (3 weeks)	Mid level managers trainers, material developers
17.	Learning Theories and Training Approach (1 week)	Trainers
18.	Training Methodology (1 week)	Trainers
19.	Curriculum Planning (1 week)	Trainers
20.	Development of Strategy on Continuing Education (2 weeks)	Senior level managers, planners, organizers.
21.	Monitoring and Evaluation of Literacy Programme. (2 Weeks)	Senior level managers planners organizers
22.	Credit Group Management (2 weeks)	Planners Organizers

**6.2.7 Achievements :** A brief account of the courses organised in 1993 is given below :

- a) For the workers, facilitators and beneficiaries of the Mission.
- 35 courses were organized involving 2,117 participants including 1,828 women.



- b) For the personnel of Government and Non-Government Organizations involved in management and administration of literacy programmes
- 6 courses were organized involving 140 participants from 46 organizations. Out of these 140 participants, 57 were women.
- c) For material developers -
- 2 workshops were organized for 28 participants and involving 21 organizations.

**Table-6.1**

**Details about the category of participants**

	Category of Participants	Female	Male	Total
a)	Participants from Mission Programme			
i.	Field workers	7	130	137
ii.	Facilitators	486	147	633
iii.	Beneficiaries	1,335	12	1347
	<b>Sub total</b>	<b>1,828</b>	<b>289</b>	<b>2,117</b>
b)	Participants from other organisations	63	105	168
	<b>Total</b>	<b>1,891</b>	<b>394</b>	<b>2,285</b>



Training support to mid-level literacy personnel of other organisations from the institute is given below.

Period	No. of organisation	No. of Participants	Remarks
1985-1990	146	322	in 6 year
1991-1993	141	424	in 3 year

Beside these, training and/ or workshops were organised/conducted at regional level and international level by ILAE. Details of this have been mentioned in Chapter VII.



**6.2.8 Future Directions :** As Dhaka Ahsania Mission's programmes go on covering more areas and larger numbers of beneficiaries the Training Division is taking initiative to extend its capacity to cope with the mission's future requirements. Some of the future initiatives will be :

1. Development of one International Training Centre in Dhaka.
2. Development of three Regional Training Centres in 3 Regions of Bangladesh.
3. Faculty members will be sent abroad to recognized institutions for higher training.
4. New courses on Human Development and Management will be offered by ILAE.
5. Extend consultative services to other organizations.
6. Need based new Audio-visual Training materials will be developed.
7. Training and workshops will be organized with international organizations as Joint Ventures.

## 6.3 MATERIALS DEVELOPMENT DIVISION

**6.3.1** There is a dearth of literacy and continuing education materials in the country. The Materials Development Division of the ILAE is responsible for the development of reading materials right from primers for various groups, grades and levels down to post literacy and continuing education materials. The Division also produces materials for facilitators, supervisors and other field level workers. Posters, charts and other communication materials are also published from the Division. A lot of materials, some 41 titles, have been developed by the Materials Development Division of ILAE, these are mostly in the national language - Bengali. In 1993 alone 20 new materials have been developed and published in addition to the revision and publication of the previously developed materials.

The detailed list giving information about the development of education and communication materials till 1992 and 1993 will show the variety of themes covered.

### Information about Materials Development in 1992-93

Level	Format	Theme dealt with:	No. of Materials
<b>Basic Materials :</b>			
Non Formal Adult Education. Level-I	Book	Primer	1
Non Formal Adult Education. Level-II & III	Book	Primer	1
Non Formal Adult Education Level-I, II, III	Book	Teacher's guide	1
Non Formal Adolescent Edn. Level-I	Book	Primer	2
Non Formal Adolescent Edn. Level-I, III	Book	Primer	1
Non Formal			



Adolescent Level-I	Book	Teacher's guide	2
Non Formal Adolescent Edn.	Flip chart		2
Non Formal Children Edn. (Pre-Primary)	Book	Primer	1
Non-Formal Children Edn. Level-I	Book	Primer	1
Non Formal Children Edn. Level-II	Book	Text book	2
Non Formal Children Edn Level-III	Book	Text book	2

#### Continuing Education Materials :

Level - 1	Booklet	Women's rights	5
	Poster	Do	1
	Book	Health issue	3
	Book	Information for Traditional birth attendants (T.B.A.)	1
	Book	Group Formation	2
Level - 2	Book	Islamic rituals	1
	Book	Nursery	1
	Book	Fruit Cultivation	2
	Book	Pisciculture	1
	Book	Sayings of the saints	1
	Book	Environment	1
	Book	Saving & Investment	1
	Chart	Functional Knowledge	1
	Card	Proverb game	1
	Short play	Solving Problems	1
	Book	Arabian stories	1
	Book	History of Liberation War	1
	Book	Population	1
	Monthly news letters.		18
	Manual		
Field Workers Guide	Book	Guide to supervise the groups	1
Mass Education Manual	Book	Mass Education conceptualization	

Format	Title of the book/ Theme dealt with:	No. of. Materials
<b>Translation</b>		
<b>APPEAL Training Materials For literacy Personnel.</b>		
Book	Principles of curriculum design for literacy training (volume-1)	1
Book	Principles of Resource design for Literacy Training (volume - 2)	1
Book	Manual for Supervisors Resource Development And Training Procedures (volume - 4)	1
Book	Exemplar Training Manual II Our Forests (volume - 5)	1
Book	Post-literacy Activities and Continuing Education (volume - 10)	1
Book (Non Formal Adult Education level-I)	Primer - 1 'Shabar Jannay Para" (A Few initial lessons) (English version with Meaning)	1
Adult curriculum	English version	1
Adolescent curriculum	English version	1
Poster		
Leaflet		

#### 6.3.2 Materials Development and Publication Process :

The Mission maintains a very systematic process in developing materials. First of all the Materials Development Division assesses the needs of clientele groups. In this process the field workers and other literacy personnel of Mission as well as other organizations are involved. The second step is to develop the curriculum based on the objective need. Generally curricula are developed through a series of workshops with the participation of main stream organizations who have their



literacy programmes. The third step is to develop materials based on curricula. Materials developers and the illustrators of the Mission mainly do this job. Some materials are developed in workshops and other NGO staff are involved in that process. The fourth step of developing the materials is extensive review of the editorial board. Experts from other organizations give their valuable suggestions. After the work of the Editorial Board the materials are published on a small scale so that these can be field tested. The Mission considers field testing of the materials as a very important step. The materials are thoroughly observed by all steps of literacy personnel. They get feed back on language, comprehension and illustrations. Based on the result of the tryout the Materials Development Division review and revise the materials and publish them in large scale. The comments of the user organizations are also considered at the time of revision the materials.

The Mission arranges three to five national workshops on developing materials each year. In 1993 the most significant workshop was on developing Functional Literacy Materials for the Adolescents. The Mission published two out of three primers for adolescents in 1993. The materials are field tested and these are being used in large numbers. Twenty two local and national level NGO's participated in the process of developing that set of materials.

The main purpose of publication of the materials is to reach them to the users. The

materials are being used in the Mission's programme areas as well as by the other organizations. Among the users some NGOs are BRAC, FIVDB, PROSHIKA, MUK, CCDB, CARITAS, HADS, PHCP, SOSHIKA, SOPATH, Church of Bangladesh, SHAPLANEER, CONCERN, WORLD VISION, Mosque Based Education Programme of the government. The number of users are increasing day by day. So some materials are reprinted even for the fourth time.



### 6.3.3 Plan for 1994

Materials Development Division will develop the following category of materials in 1994.

#### A. Basic :

- i) Basic Education Materials for the slum children.
- ii) Each One Teach One Materials for the adolescent house servants.

#### B. Continuing Education :

- i) Publication of 'ALAP' the registered monthly newsletter for the neo-literates will be continued on regular basis.
- ii) Three issue of Journal for the children and adolescent.
- iii) Twelve titles of books on Disaster, Environment Democracy.
- iv) Some posters and bulletin on environment.

C. The Materials Development Division will give emphasis this year on reviewing and revising previous materials based on the feed back from different user organizations. Beside





these, some materials will be translated in English so that these can be used as prototype materials in other languages. The Division will also translate some materials from English to Bengali so that these can be used by the literacy personnel of different NGOs of Bangladesh.



#### 6.4. RESOURCE CENTRE

One of the important organ of the Institute of Literacy and Adult Education is its Resource Centre. It has already been stated that the Institute of Literacy and Adult Education is only one of its kind in the country and it is recognized by the Ministry of Education, Govt. of Bangladesh as the National Training Institute for the literacy personnel. In view of this, the Institute maintains a Resource Centre which has a special responsibility to take stock of all development materials in the country prepared by various Govt. and Non-Govt. organizations. Emphasis is given for collection of materials in the field of adult education as also non-formal education for the children, the adolescents and the adults. Any posters, stickers and other communication materials including booklets developed by different organizations in the country as also in the neighbouring countries are collected and preserved in the Resource Centre for documentation and research. The Resource Centre also has a lot of training materials for use in conducting various trainings, workshops and seminars.

It has become more or less a store house of

information and materials developed in the country and in the neighbouring countries on nonformal education, as also on various other fields like agriculture, fisheries, livestock, poultry, food and nutrition, health and hygiene etc, for the people with low level of literacy achievement.

It remains within the plan of ILAE to prepare a database of development communication materials, particularly materials focusing non-formal education, published inside and outside the country.

#### 6.5 AUDIO-VISUAL AND MOBILISATION UNIT

Dhaka Ahsania Mission believes in participation that of mass community in any development effort. To ensure greater participation the Mission has a Unit for creating awareness among the people. This unit is equipped with highly professional and technical group expertise.

Through this Unit the Mission produced two video documentaries with the titles-

"Towards a better tomorrow" (a documentary film on the activities of the Mission) and "Phool Banur Galpo" (Story of Phool Banu- a distressed woman).

It has also produced one motivational audio cassette with 14 motivational songs.





Beside these, one mass mobilisation team is constantly working in the field with a group of active cultural personnel. In the year 1993-94 mass mobilisation unit organised 60 performances in 4 Districts and attempted to create positive atmosphere in all of the working areas. It became attractive to the community due to its popular forms. Various folk and indigeneous forms were introduced in this programmes like Folk plays, Folk songs, Folktale, Lathikhela, Peoples and popular Theatre etc. In future, from this Unit more emphasis will be given to involve local artists to make these programmes more effective.

The Mission has a master plan to upgrade this Unit and make it a full-fledged Audio-visual & Mobilization Unit. By this time works has already been started for procurement of audio-visual equipments. There will be an Audio-Visual Unit with full facilities of Umatic to SVHS and SVHS to Umatic editing system. By mid-1994 it would be possible to make this unit functioning. From this Unit the Mission will be able to produce 6-8 motivational video features in a year and also it will support other NGO's by giving video technical supports regarding their works related to literacy and socio economic development.





### Research, Consultation and International Affairs

**7.1.** Research is seen by the The Mission as a search for truth by a process of systematic enquiry into the finding of facts through objective and verifiable methods. In a country like Bangladesh social research can play a tremendous role by establishing linkage between the government and the people on the one hand and the various non-government organizations and the people on the other hand. And in the process, the social research can help a lot in the fulfillment of the social, political, cultural and economic demands of the people based on their genuine and felt needs. Appropriate development programme/ strategy can thus be introduced in the society for the well-being of the common populace.

In view of the enormous expansion of the mission activities both at home and abroad, it became a growing demand of time to undertake in depth research and study works on different aspects of development programmes/ projects with a view to documentation of the experiences. It helps consolidation and improvement of the quality of the services on one hand and guides other people/ organisations to take lessons from the experiences, lapses and gaps, on the other.

As the Mission's contribution has been expanded modestly both to the national and international cooperation and development, it now provides expert services by participating in various trainings, seminars, workshops as resource persons/ consultant. The Mission's services are being hired for conducting various regional and international meetings, workshop, trainings by UNESCO and other UN and international organisations. Mission's services are equally demanded within the country for policy determination at government as well as NGO's level, by various NGO's on personnel

training and materials development particularly in the field of non formal education.

It's participation in the regional and inter-country programme implementation has led to the establishment of close linkage with the specialized UN Agencies like UNDP, UNESCO, UNICEF, ECOSOC. The UN Economic and Social Council (ECOSOC) at its substantive sessions of 1993 has granted Consultative Status (category II) to the Mission, a very highly prestigious position, in recognition of its remarkable development activities and social services rendered to the cause of humanity.

Activities in the field of research, consultation and international cooperation are coordinated by the Research and International Affairs Division of the Mission. The responsibility of this Division includes among others :

#### **7.2. Research Wing :**

1. Planning, organising and coordinating all research and consultancy activities of the Mission.
2. Preparation and Processing of research proposals, methodologies and design.
3. Collection of materials for preparation of Annual and other reports as may be required from time to time.
4. Preparation of comments on write-ups, proposals, memoranda, reports, articles, briefs etc. as may be requested by the Government, and non-government organisations and taking all necessary action for their processing and despatch.
5. Organising seminar, workshop, symposium etc. pertaining to the field of research and consultancy.



### 7.3 International Affairs :

1. Planning, Organising and Coordinating the activities of the Mission abroad.
  2. Taking all necessary action to open branches of the Mission outside Bangladesh.
  3. Taking necessary steps to preach and propagate the ideas and the ideals of the Mission abroad.
  4. Making international correspondences connected with the activities of the Mission.
  5. Preparation of comments on proposals, memoranda, reports, articles, briefs etc. received from abroad.
  6. Organising symposium, seminar, workshop at home and abroad connected with the activities of the Mission in the international sphere.
2. At the request of the Ministry of Education the Mission organised a seminar on the examination strategy of the Secondary School Certificate Examination (SSC) where almost all high level officials of the Ministry of Education and the heads of the Education Boards participated. Specific recommendations have been made to the government giving detailed outline to solve the long-debated examination system at SSC level.
  3. UNESCO has undertaken a study for review of APPEAL Training Materials for Literacy Personnel to assess its effectivity and use in the Asia-Pacific region. The Mission had been invited to be a member of the National Review Team for Bangladesh.
  4. Mennonite Central Committee (MCC), an international organization financed a programme of the Association for school-based Education. MCC assigned the job of evaluation of the primary education programme of the Association for School-based Education and the Mission evaluated the said programme.
  5. Govt. of Bangladesh is committed to provide Education for All by the year 2000 in which NGOs working in the field of education would also be involved. In this context a Regional Consultation on Education For All (EFA) - Network was held in Bangladesh in which several regional countries participated. The Mission was one of the host organizations of the Consultation.
  6. The Mission organised the CLU\* Programme Planning Workshop- Asia Region in Dhaka, Bangladesh, sponsored by the Commonwealth Foundation from 29 March-2 April, 1993.
  7. Conducted the workshop for training of Masters Trainers in Basic Education in Lahore, Pakistan from 28.12.93 to 7.1.94 which was sponsored by UNICEF.



### 7.4 Achievements in 1993

A brief account of some of the activities undertaken during the year under review in the field of research/study and consultations at national and international level are given below :

1. The Mission undertook a need assessment study covering all districts of Dhaka Division for Bangladesh Open University to help them with "reliable estimate of the needs for the programmes of the University, its target groups and the potential number of clientele for the courses/programmes already identified."

\* CLU stands for Commonwealth NGO liaison Unit. The Mission is working as the secretariat of it in Bangladesh.



### **As Resource Person/Main Speaker :**

8. Participated as the key note speaker on "Expanded vision of Continuing Education" in the Rabindra Bharati University, Calcutta, India (6 September, 1993).
9. The UNESCO faculty meeting for training of C.E. Personnel, Thailand (2-12 August, 1993).
10. First Regional Workshop for training of Continuing Education Personnel Organised by UNESCO in Chiang Mai, Thailand (13-23 August, 1993).
11. The Adolescent Curriculum Development Workshop organised by Integrated Non formal Education Programme, Government of Bangladesh (5-7 May, 1993).

### **As Participant :**

12. Second Meeting of the International Consultative Forum on "Education For All" in New Delhi, India (8-10 September 1993).
13. Second South Asia EFA Network (for NGO) meeting held in New Delhi, India (7-11 September, 1993).
14. International Conference on Environmental Education in the Commonwealth held at the University of Bradford, U.K. (18-23 July, 1993).
15. United Nations Economic and Social Council Committee on NGO's meeting held at the U.N. Head Quarters at New York (22-24 March, 1993).
16. Environment Actions Conference organised by Earth Foundation in New Delhi, India (21-23 February, 1993).

## **7.5 COUNSELING & SOCIAL SERVICES TO URBAN REFUGEES UNDER UNHCR**

The Mission has been shouldering the responsibility of rendering social services to the Urban Refugees under UNHCR, Bangladesh Office, Dhaka, since April 1993. The services include distribution of Subsistence Allowance, extending support for Medical Care, Primary Education of children, Higher Education for selected persons, skill development, Foreign Language Teaching, etc. Besides, some preliminary works in connection with the legal aspects of the refugees are also being handled by the Counseling Office. Three staff under the guidance of a Social Counsellor have been looking after the operation of the project while policy matters, coordination and financial management remain the responsibilities of the main office of the Mission.



## Chapter-VIII

# DISASTER PREPAREDNESS, HOUSING AND REHABILITATION PROGRAMME

**8.1** Dhaka Ahsania Mission as a development oriented social welfare organization cannot but respond to national emergencies. It has been involved in rescue and relief work at the time of national calamities more precisely during severe floods, cyclones, tornados and tidal bores which are frequent visitors in Bangladesh. Gradually, the Mission has been involved in rehabilitation works after the immediate relief works which is no less important. From its experience gained through it's long involvement in rescue, relief and rehabilitation works during national calamities, Dhaka Ahsania Mission realized that the poor people were in dire need of shelters because of the fact that their thatched houses are badly damaged by the prolonged floods and cyclones and are washed away by flood waters and tidal bores with whatever belongings they might have leaving them in a distressed condition. As such the Mission developed a strategy to provide shelters to the poor people of the flood zones in the middle and western part of the country Gaibandha district and cyclone resistant houses in the cyclone prone areas of the southern part of Chittagong district for rehabilitation of the victims in normal life and to provide a sense of security and survival from natural calamities with whatever belongings the poor people might have.

### 8.2 Area of coverage :

The Mission so far covered Gaibandha under its Reconstruction of Rural Housing Programme which are permanent structures and Banshkhali in Chittagong under cyclone resistant housing programme, having the same specification. The Mission's strategy is to work in compact areas with housing

programme and gradually expanding in the adjoining areas.

### 8.3 Beneficiaries :

The Mission has so far followed some definite criteria to select beneficiaries under its Housing Programme. The criteria followed in selection of beneficiaries were as follows :

The beneficiaries will be poor assetless, rural households owning less than 0.5 acres of total land or equivalent assets and living mainly in flood and cyclone affected areas.

### 8.4 Structure and cost :

Dhaka Ahsania Mission has designed four types of housing units - two for immediate shelters and two others as cyclone and flood resistant housing units. Specification of each type of housing unit is given below :

Type A : 6 R.C.C. columns (5" X 5") plus 6 bamboo posts, bamboo truss and bamboo mat wall, with thatched roof, floor space 150 sft,

Plus one water sealed latrine.

Cost : Tk. 7500/- (1991-92 prices).

Type B : 4 R.C.C. columns (5" X 5") plus 8 bamboo posts, wooden truss, bamboo mat wall, with C.G.I. sheet roof, floor space 150 sft,

Plus one water sealed latrine.

Cost : Tk. 8000/- (1991-92 prices).

Type C : 4 R.C.C. columns (8" X 8") with 5" X 5" grade beam, 4" R.C.C. roof slab, wall as per the choice of the beneficiaries contributed by them.

Floor space 120 sft (12' X 10').

Cost : Tk. 16015/- (1991-92 prices).

Type D : 6 R.C.C. Columns (8" X 8" - 1 feet then 7" X 7") with 3 f(1,2) " R.C.C. roof slab, bamboo fencing.

Floor space 126 sft (14' X 9').

Plus one water sealed latrine.

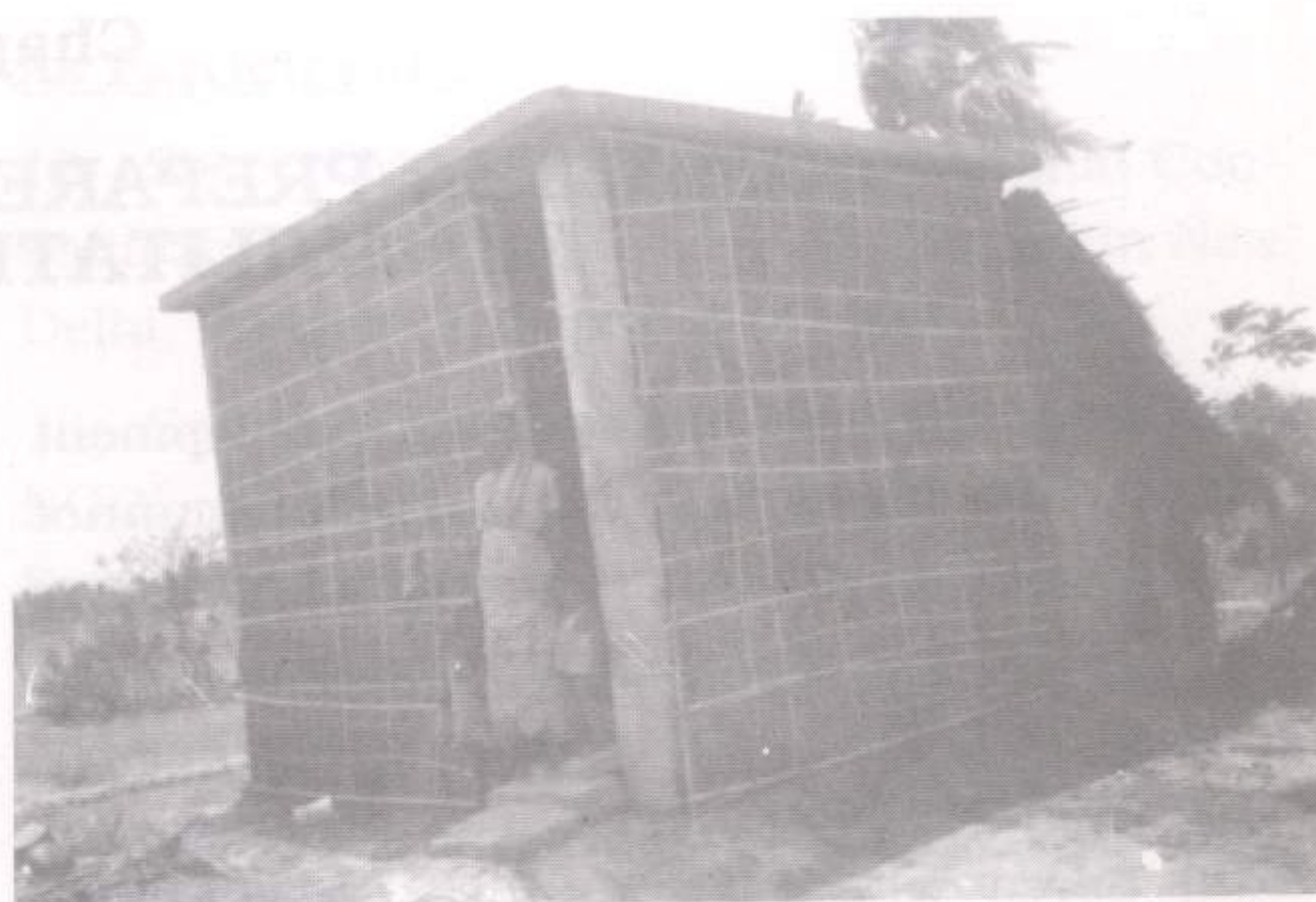
Cost : Tk. 16500/- (1991-92 prices).



### 8.5 Terms and conditions for provision of housing units by Dhaka Ahsania Mission :

The Mission provides the housing units to the beneficiaries as relief without any payment but with beneficiary contribution of raising the floor, as also in repayment of the cost of housing unit in 260 equal weekly instalments plus a service charge of 5% to meet part of the overhead cost and contribution in kind by the beneficiaries for raising the floor. The last mentioned arrangement is only for the Type D housing units. Other types were given free of cost.

As has already been stated the cost of Type D housing units is realized from the beneficiaries in 260 equal instalments within a period of 5 years. This realized amount is deposited in a Revolving Fund to be utilized for construction of more and more housing units in the same or the adjoining areas.



The above are the new housing units constructed by the Mission. The Mission was also involved in repair and reconstruction of 400 houses partially damaged by Tornado in 1988-89 in the District of Satkhira. Apart from the individual housing units as mentioned above, the Mission constructed a Hostel for 50 orphans and a Madrasha (religious school) building for 250 students in 1988-89. Besides a Community Centre with a floor space of 750 sft was constructed and is being run by The Mission in Katharia Union of Banshkhali Thana of the district of Chittagong.

### 8.6 Magnitude of housing activities :

The Mission has been involved in construction of housing units since 1987-88 and till 1992, 1245 housing units of different types were constructed. In 1993 another lot of 531 units were constructed. The category-wise housing units constructed by the Mission is given below :

Type of housing units	No. of units constructed		
	Upto 1992	In 1993	Total
Type - A	265	-	265
Type - B	237	-	237
Type - C	289	190	479
Type - D	454	341	795
Total	1245	531	1776

Presently, The Mission is involved in repair, renovation and reconstruction and new construction of Thana Health Complexes in 5 Thanas and Union Health Centres in 2 Unions under the District of Cox's Bazar, jointly with a foreign NGO.

The Mission is also involved in construction of latrines (not attached with housing projects) and sinking of tube-wells. In 1992, 100 latrines were constructed and 6 tube-wells were installed in Sitakunda, a cyclone prone area. Under another programme of tube-well sinking, 90 latrines were constructed and 10 tube-wells were installed in Satkhira. These are part of Health and sanitation projects rather than Housing and Rehabilitation programme.





### 8.7 Cumulative Achievement and expenditure :

Housing Activities	No. of Houses	Total Cost
1987-88 House - 50		11,66,400/=
Low Cost Latrine - 50		
1988-89 (a) Orphan Hostel - 1		1,25,000/=
(b) Madrasha Building-1		1,25,000/=
(c) Mission infrastructure comprising of Vocational Training School, Charitable Dispensary, Community Centre		12,50,000/=
1989-90 House Repairing		7,60,000/=
1990-91 House - 150		12,00,000/=
Low cost Latrine-150		
1991-92 (a) House-265		19,77,000/=
Low cost Latrine - 265		
(b) House - 403		64,54,045/=
House - 35		2,80,000/=
Low cost Latrine - 35		
1992-93 House - 77		12,33,155/=
House - 454		74,91,000/=
1993-94 House 342		54,10,000/=
		2,74,71,600/=

### 8.8 Future Plan for construction of Housing units :

As has been stated above, one type of housing units are given on loan and the amount is being realized. A good number of beneficiaries has started repayment of the housing loan. Although the amount is not substantial, this is being deposited in a Revolving Fund which will be utilized for construction of more and more houses. It is expected that for the next three years @ 50 housing units can be constructed from the Revolving Fund. Apart from this, another 300 housing units are expected to be constructed out of the proceeds of a housing fund to be made available by a foreign donor. In total in the next three years 450 houses can be constructed @ 150 per year





## Chapter IX

### KHAN BAHADUR AHSANULLAH TEACHER'S TRAINING COLLEGE

Not only is the Mission helping the cause of non-formal education and playing a pivotal role in servicing the non-formal education sector, it is also servicing the formal education sector particularly the primary and secondary education sub-sectors. There is a dearth of teacher training facilities for the teachers of secondary schools. Considering that, the Mission established 'Khan Bahadur Ahsanullah Teachers' Training College, the first of its kind in the non-government sector, in 1992, which was duly affiliated by the

University of Dhaka. The College is now under the National University. The College is housed in a Mission's own four storied building at Shyamoly. There are Rector, Vice-Principal and 12 Teachers besides 5 other staff. Two hundred and twenty six students are now enrolled in the Teachers' Training College as against 149 students in the last year. The first batch of students did very brilliant result in the University Examination out of 149 students 39 got First Class.





## Chapter - X

### FINACIAL SITUATION

**10.1** The gradual expansion of the activities of the Mission is evident from the gradual increase in its financial transaction. The table below shows the situation of the annual receipts and payments of the organisation for the period FY 1987-88 to FY 1992-93. It may be mentioned here that the FY of the Mission starts from July and ends in June.

#### Annual Receipts and Payments for the Period from 1987 to 1993

( Amount in lac  
i.e. 100,000 )

Year	Receipts	Payment
1987-88	35.98	22.42
1988-89	90.18	58.18
1989-90	130.84	106.18
1990-91	141.10	93.28
1991-92	306.46	182.48
1992-93	378.78	288.57

**10.2.** The Balance sheet of the organisation as at 30 June 1993 is presented below :

#### Dhaka Ahsania Mission

##### Balance sheet

as at 30th June, 1993.

Property & Assets	Taka
Land & Building	48,38,176.89
Sewing & Knitting machine	52,890.21
Furniture & Fixtures	3,60,124.00
Machinery and office Equipment	10,57,499.73
Micro Bus	1,63,296.00
Bicycle	7857.00
Total Fixed Assets	64,79,843.83
Less Depreciation	2,26,667.61
Net Fixed Assets	62,53,176.22
Investment of Trust Fund	2,00,000.00
Investment of Publication Trust Fund	5,00,00.00
<b>Current Assets :</b>	
Stock of Books	6,53,838.00
Advances	12,67,488.60
Cash and Bank Balance	85,20,882.90
	1,73,95,385.72

#### Fund and Liabilities :

General Fund	70,29,284.88
Project Fund	71,67,944.34
Trust Fund	10,09,400.00
Revolving Loan Fund	12,26,965.80
Mission Publication Trust Fund	6,50,000.00
Gratuity & Leave Fund	1,55,659.00
Employee Benevolent Fund	11,196.50
Family Benefit Fund	38,506.50
Others Fund	64,426.50
<u>Current Liabilities</u>	
For Expenses	14,468.00
For other finance	27,534.20
	1,73,95,385.72

Auditor : Huque Shah Alam, Mansur & Co.  
Chartered Accountants, Dhaka.



