

# Annual Report 1994



DAM  
088.5492

DHAKA AHSANIA MISSION

DHAKA AHSANIA MISSION





# *Annual Report 1994*

---

Bangladesh Literacy Resource Centre (BLRC)  
Accession No .. *DA-05*  
Date of entry .. *1.4.06*  
**DHAKA AHSANIA MISSION**

## **Dhaka Ahsania Mission**

House no. 19, Road no. 12 (new), Dhanmondi Residential Area, Dhaka-1209. Bangladesh.  
Telephone : (880-2) 815909; (880-2) 819521, 819522, 310172; Fax : 880-2-813010; 880-2-818522  
Telex : 671166 ICIL BJ (Attn. DAM)



## Annual Report 1994

**Executive Director**  
Kazi Rafiqul Alam

**Office**  
Dhaka Ahsania Mission  
House no. 19, Road no. 12 (new)  
Dhanmondi Residential Area  
Dhaka-1209. Bangladesh.

**Telephone**  
880-2 819521, 819522, 310172, 815909

**Fax**  
880-2-813010, 880-2-818522

**Telex**  
671166 ICIL BJ (Attn. DAM)

**U.K. Office**  
S.A. Rob, A.F.A.  
Treasurer, Office in UK  
Dhaka Ahsania Mission  
2 Downs Road, Belmont  
Surrey SM2 5NR  
England.  
Tel. & Fax : 081-643-0785

**New York Office**  
Dr. Khalid Iqbal  
Representative to the UN ECOSOC  
Dhaka Ahsania Mission  
PO Box 3674  
New York NY 10163  
USA

### DHAKA AHSANIA MISSION'S AREA OFFICES

- |  |   |
|--|---|
| <input type="checkbox"/> Nalta sharif<br>P.O. : Nalta Mobarok Nagar<br>Thana : Kaligong. | <input type="checkbox"/> Shylakupa, Jhenaidah   |
| <input type="checkbox"/> Jagannathpur<br>P.O.: Shimulia<br>Thana : Debhata<br>Satkhira   | <input type="checkbox"/> 238/15 Kabi Shukanta Road<br>Jhenaidah                                 |
| <input type="checkbox"/> Shamnagar, Satkhira   | <input type="checkbox"/> Jathdoh crossing Korishing<br>P.O. : Tulshighat<br>Gaibandha           |
| <input type="checkbox"/> Vill : Tajpur<br>Thana : Fultala<br>Khulna                      | <input type="checkbox"/> Badhghat<br>Thana : Amtoli, Barguna                                    |
| <input type="checkbox"/> 317 Shaid Moshiur Rahman Road<br>Palashbarir More<br>Jessore    | <input type="checkbox"/> House-30, Shatirpara<br>Narshingdi                                     |
|  | <input type="checkbox"/> Vill : Halia para<br>P.O. : Katharia, P.S. : Banshkhali<br>Chittagong. |





## DHAKA AHSANIA MISSION ANNUAL REPORT 1994

### PREFACE

Dhaka Ahsania Mission (DAM), with a humble beginning in 1958, has ever been guided by the philosophy of its founding visionary, Khan Bahadur Ahsanullah. He was a renowned scholar, educationist and eminent saint of the sub-continent. His mind held a wide range of ideas about serving the cause of humanity, especially the poor and suffering ones in Bangladesh and abroad. The singular fact of the receipt of the 1994 HRD AWARD of ESCAP by DAM for its significant contribution towards amelioration of the condition of the disadvantaged poor people, especially poor women through its programme of activities is a tribute to his thinking and planning and makes one understand and recognise the sincere efforts of his organization to implement faithfully his ideas in different areas of development to serve the cause of humanity, especially the poor suffering ones in Bangladesh and abroad.

In the present report efforts have been made to provide, in brief, a picture of the activities of the Mission during the year under report. This, I hope, will enable the people and the authorities concerned including the donors and Government and Non-governmental organizations and agencies to keep abreast of our programmes and activities that were undertaken and/or completed during the year 1994.

DAM has been expanding its agenda of activities and programmes since its inception and during the year 1994 it initiated several new ventures, some of which are really challenging ones. The establishment of Ahsanullah University of Science and Technology (AUST), and the venture to set up the Bangladesh Institute of Non formal Education (BINFE), and Cancer Education Centre are some of the big initiatives of DAM which have been reflected very briefly in the Report.

The expansion of the organisation - both structural and functional - over the past years would have been very difficult without the cooperation, general assistance, support and overall partnership of the various associates, bilateral and multilateral donor organisations including UN Agencies; and for that we gratefully acknowledge their share in all our successes.

We record our gratitude to the members of both the General Body and the Executive Committee of the Mission for their unstinted support to the programmes and activities of the organisation without which it would be hardly possible to go for such rapid expansion. Taking this opportunity we would also express our thanks to all the employees of the organisation, including volunteers whose dedicated and selfless contribution in the successful implementation of the programmes and activities has enabled us to earn the laurels and reputation for the Mission. In fine, my heartfelt thanks go to those of my colleagues whose sincere and strenuous efforts have enabled the publication of this report.

**Kazi Rafiqul Alam**  
Executive Director

Bangladesh Literacy Resource Centre (BLRC)  
Accession No .. DA-05  
Date of entry .. 01.04.2006  
DHAKA AHSANIA MISSION



24 Apr 1995

**STATEMENT BY MR. ADRIANUS MOOY, EXECUTIVE SECRETARY,  
ESCAP AT THE PRESENTATION OF THE 1994 ESCAP HRD  
AWARD TO MR KAZI RAFIQU ALAM, EXECUTIVE DIRECTOR,  
DHAKA AHSANIA MISSION, MONDAY, 24 APRIL 1995, 17.15  
HOURS PLENARY HALL, SECOND FLOOR, UNITED NATIONS  
CONFERENCE CENTRE.**

Excellencies, ladies and gentlemen,

We are gathered here today to honour the Dhaka Ahsania Mission, winner of the 1994 ESCAP HRD Award.

The Dhaka Ahsania Mission has been selected as the winner of the Award by an international jury of distinguished experts in the field of human resources development. In reaching its decision, the jury was particularly impressed by the Mission's contribution to non-formal education for women, which has had a marked impact not only in Bangladesh but also in neighboring countries.

Dhaka Ahsania Mission is a non-governmental organization providing basic human resources development services, including non-formal education and training, to impoverished people in both rural and urban areas of Bangladesh. The Mission was established in 1958 and since then has expanded its work to cover a full range of human resources development activities in Bangladesh. A major thrust of the Mission's work is focused on alleviating the plight of poor women and promoting their advancement in society. As the Mission's programmes target women as beneficiaries, its activities take into account the socio-cultural constraints facing women in South Asia. Nearly 50,000 women have benefited from the Mission's literacy education programmes during the past five years.

One of the innovative features of the Mission's work is its provision to illiterate women of a package programme combining literacy promotion, vocational skills training and seed capital for income generating projects. Particular attention is given by the Mission to training of trainers and to the development of teaching materials for human resources development. In 1985, the Mission established the Institute of Literacy and Adult Education in order to provide training in the design and management of non-formal education programmes. The Institute has trained literacy promotion personnel from Bangladesh as well as India and Pakistan. Such training has enabled the Mission's approaches and programmes to be replicated in neighboring countries.

As the recipient of the 1994 ESCAP Human Resources Development Award, the Dhaka Ahsania Mission will receive a monetary prize of \$US 5,000, plus a grant in the amount of \$US 8,000 for further activities in support of human resources development for women in extreme poverty. This prize has been made possible through the generous support of the Government of the Netherlands.

I should like to congratulate you, Mr. Alam, and your colleagues at the Dhaka Ahsania Mission, on this well deserved honour. Through receipt of this Award, we hope that your work will serve as a source of inspiration for further efforts in human resources development for women in poverty in Bangladesh as well as in other countries and areas of the ESCAP region.

Thank you.



# Dhaka Ahsania Mission Annual Report 1994

## Contents

	Page No.
1. Introduction	1
2. Nonformal Education Programmes	4
- Pre-primary Education (PRE)	
- Early Primary Education for Children (EPC)	
- Literacy Programme for Adolescents (LPA)	
- Adult Literacy Programme (ALP)	
- Continuing Education Programme (CEP)	
- Support to other NGOs for Education Programmes	
- Qualitative Impact	
- Project Implementation, Monitoring and Evaluation (PIME)	
- Issues of Concern	
3. Socio-economic Development Programmes	12
- Institution Building & Income Generation (IBI)	
- Women's Development	
4. Environment Protection and Development Programme	16
5. Institute of Literacy and Adult Education (ILAE)	21
- Training Division	
- Material Development Division	
- Resource Centre	
- Audio-visual & Mobilization Unit	
6. Anti-drug Programme	26
7. Specialised Projects/Institutions / Efforts	27
- Khan Bahadur Ahsanullah Teachers' Training College (KATTC)	
- Research Division	
- International Affairs Division	
- Refugee Counselling Service	
- Computer Centre	
- Ahsanullah University of Science and Technology (AUST)	
- Bangladesh Institute of Nonformal Education (BINFE)	
- Cancer Education Centre and Hospital (CECH)	
- Disaster Preparedness, Housing and Rehabilitation Programme	
- Health Education	
8. Awards/Prizes	37
9. Financial Situation	38
10. Annexures	40







# Annual Report 1994

## Chapter -I

### INTRODUCTION

#### 1.1 The Organization

Dhaka Ahsania Mission was established in 1958 by Khan Bahadur Ahsanullah (1873-1965), 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 acclaimed through the ages and manifest in every sphere of life - social, economic and cultural- he established the Dhaka Ahsania Mission.

Dhaka Ahsania Mission is a non-governmental development organisation in Bangladesh. The Mission 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. 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 since the early 1980s.

The UN Economic and Social Council (ECOSOC) at its substantive session of 1993 has granted Consultative Status (Category II) to the Mission, in recognition of its remarkable development activities and social services rendered to the cause of humanity.



*Sports to avoid monotony*



## 1.2 Aims and Objectives :

---

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

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

- i. Annihilation of distinction between man and man by promoting unity, peace, love and brotherhood among people throughout the world;
- ii. Cultivation of the inner unexplored potentialities of the disadvantaged poor, contributing to the development of the human community at large;
- iii. Promotion of non-formal primary and adult functional education including continuing education and income generation activities of the rural population and thus contributing to the development of rural people.
- iv. Promotion and preservation of natural environment;
- v. Promotion of health services;
- vi. Prevention of drug abuse.
- vii. Organizing relief and rehabilitation activities in times of natural calamities;
- viii. Supporting the work of the United Nations and promoting knowledge of its principles and activities".

## 1.3 Beneficiaries in general and preferred beneficiaries :

---

The Mission works for the improvement of the life situation of the disadvantaged groups of the society. In rural areas the beneficiaries include illiterate landless poor, marginal farmers and fishermen, destitute women and people with a low level of education. In urban areas the beneficiaries include unemployed youths, slum dwellers and working boys and girls. While mostly the regular programmes are directed towards 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, tornadoes etc. Also programmes like our anti-drug campaign and environment promotion, are generally directed to the whole community in a particular area.

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

The Mission's activities are organised in both rural and urban areas in a clustered manner. Expansion to new areas is made in a very selective manner taking into account the need and interest of the beneficiaries.

## 1.4 Locus standi :

---

The Mission 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. By letter of 26-01-73 it enjoys tax exemption status.



## 1.5 Administration and 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 development activities of the Mission are administered through different working Divisions under the leadership of the Executive Director. The working Divisions have individual management line-up, spread down to grass-root level/primary level workers. Community level volunteers work as important reinforcement to the regular staff-members. The total number of regular staff members stood at 310 in December 1994, whereas the total number of volunteers and part-time teachers had been 2795 in 1994.

## 1.6 Source of funds :

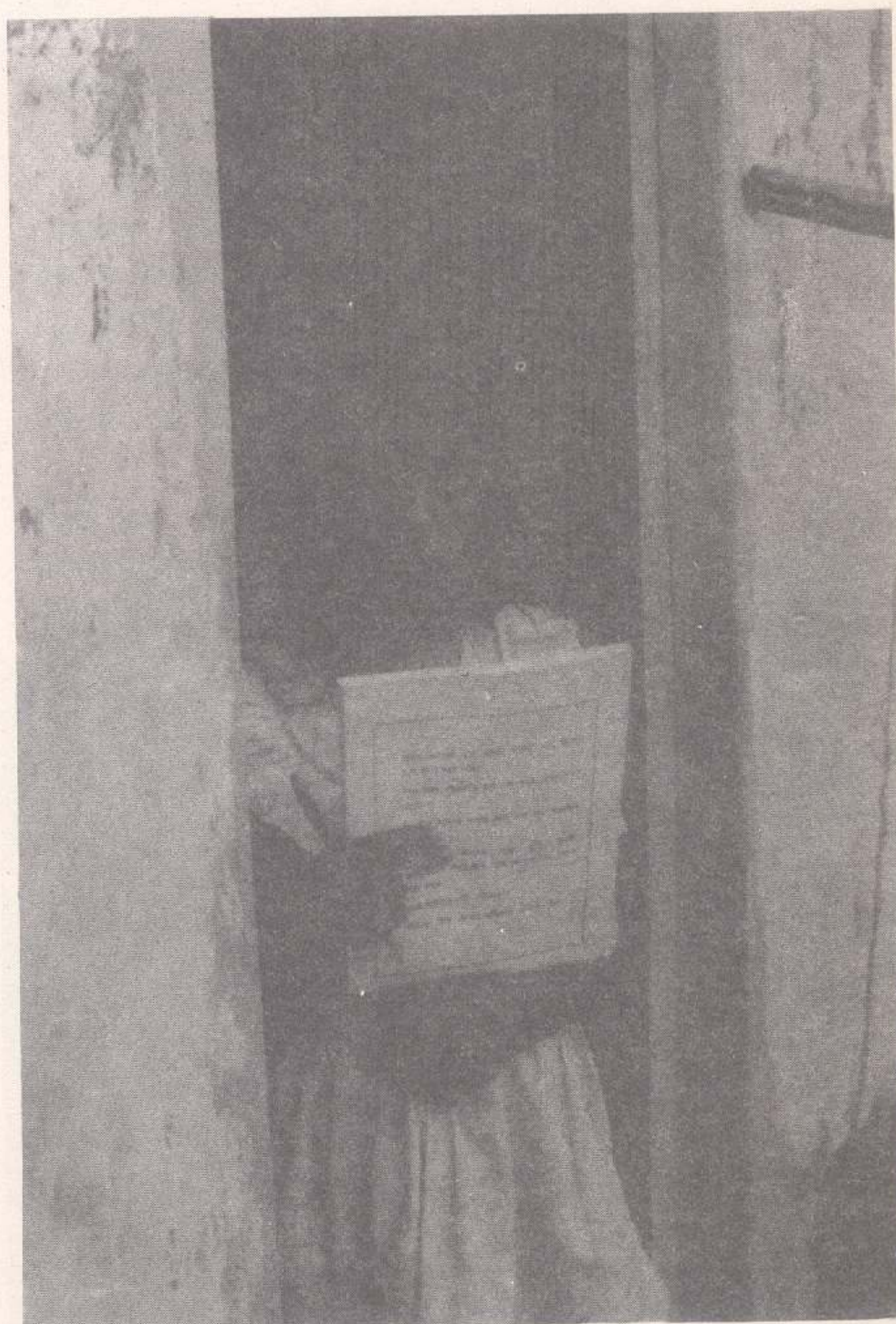
---

The members of the Mission give a monthly subscription and occasional donations. These funds, along with voluntary donations by the general public and institutions, used to 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 on the other, programme based assistance from local and foreign organizations has become the most important source of funds for the Mission.

## 1.7 Accounts and Audit :

---

The Executive Director, who is also the General Secretary of the Mission, along with the Treasurer is jointly responsible for the accounts of the Mission i.e. for all funds received by and all expenditure made from the Mission Treasury. The accounts of the Mission are maintained following standard accounting principles and are audited annually by a qualified Chartered Accounting Firm.



*With high hopes of better life*

---

*The organogram and working area map of the organisation are given in Annex- 1 & 2*



## NONFORMAL EDUCATION PROGRAMME

### Background

Bangladesh is a densely populated developing country. The country has a population of some 120 million with a very low literacy rate, only 27.8% - 34.6% for males and 20.3% for females (1992). Rural urban gap in education is strikingly high-51.2% for urban areas and only 21.1% for the rural areas and the rural women are the most disadvantaged group in the field of education with only 16.7% against their urban counterparts with 43.6%. No country can develop with three-fourths of its population illiterate and neglecting the women in the matter of provision of education.

DAM considers education to be the basic input required to develop human resources. Education is therefore the take off point of all DAM's other activities. Although the government is committed to make education available to all, because of inadequate resources and physical facilities it is not possible for the government working on its own to meet the education requirements of the country. Hence the involvement of non-governmental organizations to supplement the efforts of the government to make education available to all is necessary. Dhaka Ahsania Mission has long been working to deal with this intractable task of eradicating illiteracy and it concentrates particularly on the improvement of the literacy rate amongst women and especially rural women.

### 2.0. Different components of the Nonformal Education Programmes of the Mission :

*Pre-primary Education (PRE)*

*Early Primary Education for Children (EPC)*

*Literacy Programme for Adolescents (LPA)*

*Adult Literacy Programme (ALP)*

*Continuing Education Programme (CEP)*

### 2.1. Pre-primary Education (PRE)

Enrollment of children in the primary schools in Bangladesh is hardly 70-80% of the primary school going age group and the rest 20-30% remains out of school to swell the rank of adult illiterates. There are two reasons for this. Firstly, there is the limitation of physical facilities and the lack of persuasion. Secondly and more importantly, the children of the lower strata of society are afraid of joining the school, since their elders did not have any schooling. In such a situation the process of bringing the children of the poorer section of society to schools through pre-primary education is an essential requirement.

The Pre-Primary Education programme covers the children of 5 years age group to prepare them to join the formal school system in Grade I. The contents of this programme include moral education, personal hygiene and environment. There are some co-curricular activities such as drawing and singing. In this six months course in 1994, 12,898 children were enrolled to prepare them for admission in the formal school system. Since the academic year for the formal primary level



begins in January, only one course at pre-primary level is conducted in a year.

After completion of pre-primary course, the children are straightway transferred to the primary schools in the vicinity. The enrollment in the primary schools in the neighbouring areas is increasing substantially. What is more interesting is that, drop out rates among the children coming from the pre-primary course is the least - almost nil.

## 2.2. Early Primary Education for Children (EPC)

---

This programme has been designed for the unschooled children of 6-10 years age group and for school drop-outs of the same age cohort. The duration of the course is to cover upto Grade IV allowing one year for each grade. Part of the 1994 programmes were however designed for 27 months in 3 packages for Class I, II & III. The contents of this programme cover environment, health and sanitation, food and nutrition, germs and diseases, apart from reading, writing and numeracy. While competency level in each grade is equivalent to the formal schools, work oriented need based functional content covers the reading materials in each grade. Co-curricular activities include drawing and music. Completers of this programme go to Class IV/V in the formal sector primary schools and some are attached to the Community Library for self reading for retention of newly acquired literacy skills.

During the period under report 34,178 children were there under this programme. Plan for extension of the programme for children upto class-V has been taken up and it will be implemented in 1995.

## 2.3. Literacy Programme for Adolescents (LPA)

---

This programme has been designed for the age group of 11-14 years to provide basic literacy as well as need based and work oriented education for their successful embarkation to adult life and the workforce. This is also a centre based education and the duration of the course is 18 months divided into two packages. The first package covers a set curriculum frame having three levels - 1st, 2nd and 3rd in a period of 12 months. The second package of 6 months is for followup education. The followup period of 6 months is utilized for the consolidation of literacy skills acquired during the first term of 12 months. During the followup period, graded followup books (3 grades) of easy to read materials are supplied to the learners for guided study. Supplemented by monthly newsletters and wall magazine where local news of interest to neo-literates regarding development activities, family life, social and legal issues, income generation, etc. are included.



*Girls attending a DAM learning Centre*



In 1994 there were 8,160 learners in 295 centres under this programme and preparation for enrollment of 9,500 additional learners in 1995 have been made.

The drop out rate at the primary level is too high in Bangladesh. According to some estimates it is 50-60%. Such being the situation the national objective of universal or compulsory primary education seems to be impossible to achieve. So it is necessary to try to put the drop outs back in the system as much as possible. But the Govt. neither have the physical facilities nor the capacity to bring the out of school children into the ambit of school education. Under these circumstances Dhaka Ahsania Mission undertook the responsibility of imparting nonformal primary education to the out-of-school children of some selected Thanas in six districts. At present DAM has been catering to the education needs of some 8,160 adolescents under the programme which is one of the important tools for human resource development. It may be noted here that the girls' participation in this sub-sector like the others is much higher than the boys which indicates the special care and encouragement that are being provided by the Ahsania Mission for the education of girls.

This programme has also a spill over effect. It is observed on many occasions that the young children finding that their elders who dropped out from school, are going to school again, they feel like going to school. This is not a mean achievement. This spill over effect in the DAM's area of operation is so much so that a demand for education is automatically created and the whole community gets involved in the process.

DAM's model of primary and adolescents' education was adopted even outside the country, apart from a good number of organizations within the country. Of the organizations adopting the DAM's model, particular mention may be made of

BUNIAD, an organization of Pakistan which opened 500 primary education centres in Pakistan in 1994 with 15000 girls. The BUNIAD also opened 200 such centres in 1993 and in 1995 they wish to open another 5000 centres.

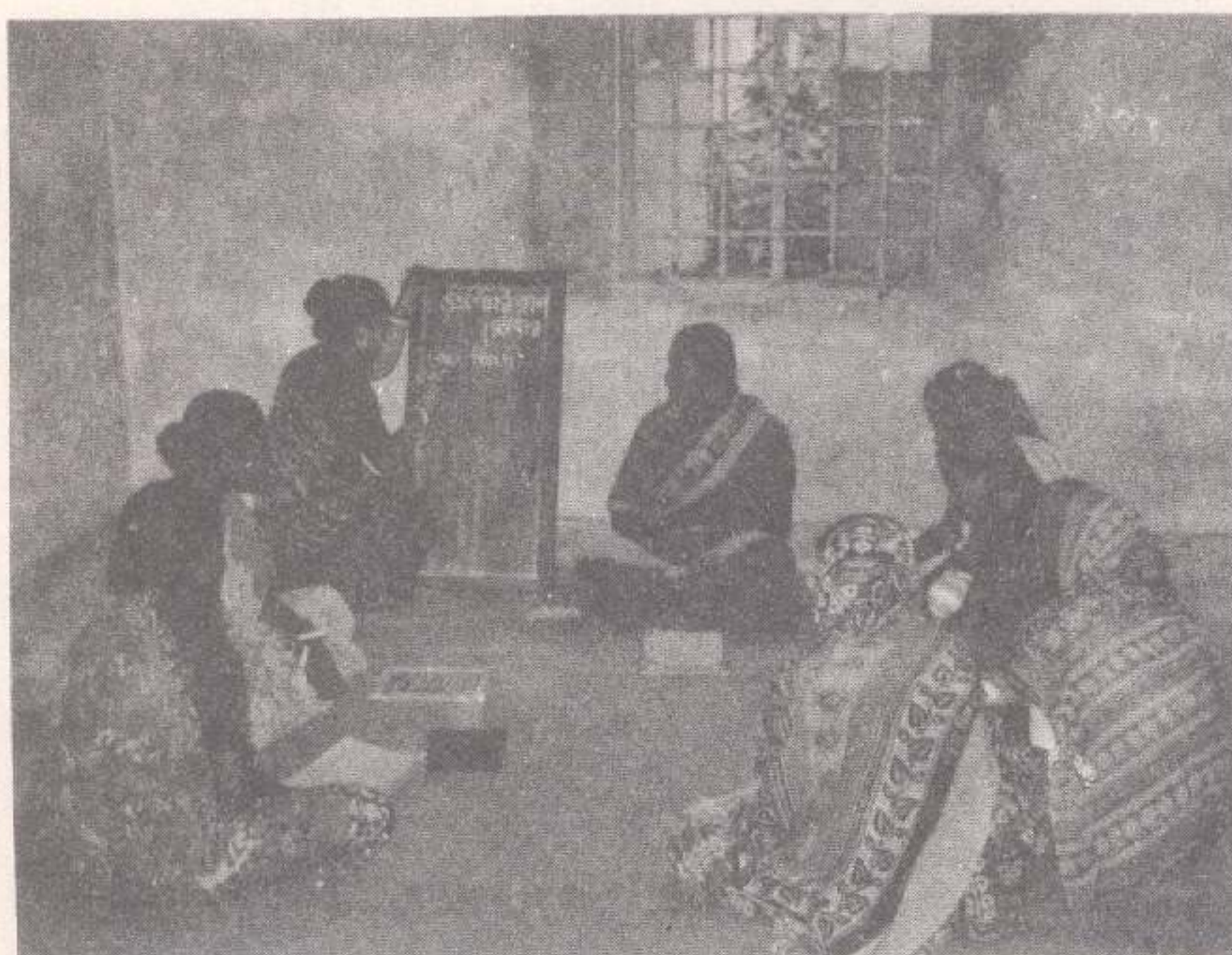
## **2.4 Adult Literacy Programme (ALP)**

The existence of a large number of adult illiterates is a definite hindrance to the achievement of Education for All (EFA) objective and for that matter increasing literacy rate in a country. On the otherhand it is difficult to successfully implement any adult literacy programme. This is because on the one hand the adult illiterates have passed a considerable period of life without literacy and so they are shy and do not feel like attending any literacy programme. On the other hand adults are always calculative and look for immediate tangible economic gains from any activity, more so are poor adult illiterates. In such a situation what is necessary is a programme which is tailored to some activities linked with economic gain. DAM has given enough thought in the matter and has developed a socially, economically and environmentally sustainable model for adult education. In this report Spread of Literacy Programme is given in Annex-3. In this model, the adult illiterates in a literacy centre are organized in a savings/development/ cooperative group and they are given skill development training, human resource development training or group management training along side literacy training. Mature groups are given some credit support for undertaking income generation activities. This is why the adult literacy programme of DAM is so successful.

All these will go well only if the neoliterates are prevented from relapsing into illiteracy, a disquieting feature of many literacy programmes with short duration or even with drop outs from the formal system of



education with a few years of schooling. To prevent the neoliterates from relapsing into illiteracy, DAM has established a good number of Ganakendras or village community libraries to which the neoliterates are attached after completion of the literacy training. More about Ganakendras appears later in this chapter.



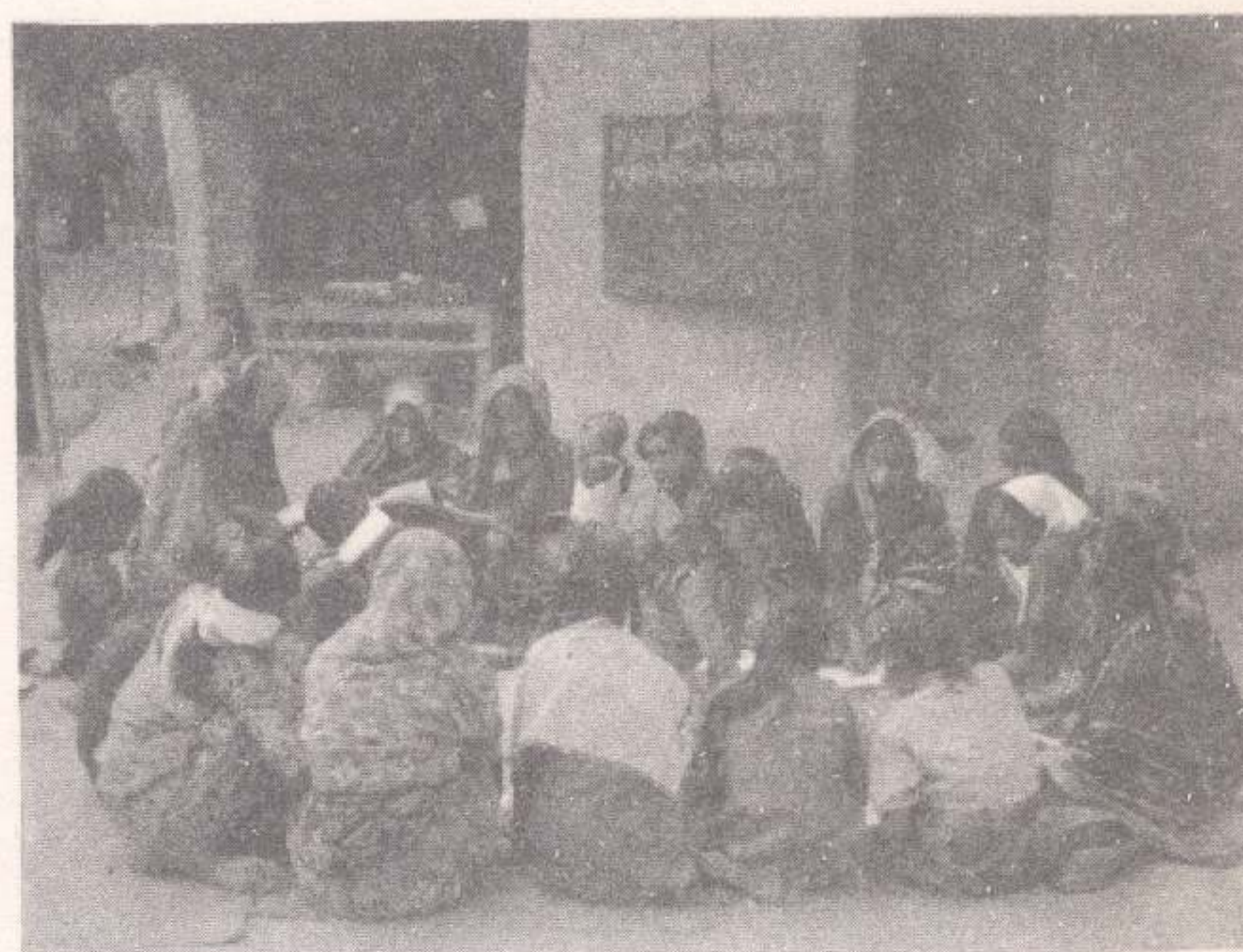
*DAM worker giving skill Training*

This model is being adopted by a large number of NGOs within the country and outside. Of the organizations adopting the DAM's model, particular mention may be made of BUNIAD of Pakistan which adopted DAM's model of forming cooperative/development/savings groups. DAM's "Field Workers Guide" and "Loan Management Guide" has been appreciated by a large number of organizations within the country and abroad including Pakistan. The aforesaid organization - BUNIAD of Pakistan has been following these guides after translating the same in their language.

Under the adult literacy programme which is also a centre based programme, functional literacy is imparted to the adults of the 15-35 years age group to equip them to solve their

day to day problems. This is a 12-month programme divided into two 6-month packages. The first package covers a set curriculum frame having three levels - basic, mid-level and self-learning levels of literacy skills. The second package of 6 months is a followup stage and is utilized for consolidation of literacy skills acquired during the first stage. The three levels of literacy under the first package are covered by 2 primers having major functional areas relevant to the needs of the learners, like family life, economics and income, organisation building and civic consciousness. During the followup period, graded followup books (3 grades) which are easy to read materials, are supplied to the learners for guided study. This is supplemented by monthly newsletters and wall magazines as mentioned earlier.

Under its one-year adult literacy programme, DAM imparted literacy to some 46,000 illiterates during 1989-93. In 1994 the number of learners in the adult literacy programme was 18,685. The adult literacy programme of DAM is a package programme combining literacy, skill development and economic activities together.



*One of the busy literacy centres of DAM*



## 2.5 Continuing Education Programme (CEP)

It is the common experience that the literacy skills acquired by the learners through nonformal education or even through the formal system with few years of learning, cannot be retained and the learners gradually relapse into illiteracy. This particularly happens to the adolescents and the adult learners who do not re-enter the main stream of education. One of the important reasons for relapsing into illiteracy is the non-availability of appropriate reading materials, which interest the learners. To overcome the situation, Dhaka Ahsania Mission has developed a system of Community Libraries or Ganakendras. These are really the village community centres with a library and other facilities for sports and games and socio-cultural activities. Ganakendras are located in clubs, out-houses, unused rooms of any member of literacy centres, where the learners and the local people have easy access. Followup and easy to read materials containing topics which interest the learners, daily newspapers, wall publications, literacy followup books, are supplied. The people

have the scope to organize debates on some issues on local affairs. Output of nonformal education programme of DAM are attached to these Ganakendras for continuing education. In fact the whole community utilizes the Ganakendras as their own place of sitting, reading and cultural activities.

In 1994, 195 Ganakendra were organized and preparation for setting up of additional 225 Ganakendra have been completed. These will cater the continuing education needs of some 42,000 neo-literates in 1995 and beyond.



*A neoliterate practising writing skill*

### *Componentwise distribution of learners in different districts (1994)*

District	Components					
	Pre-primary	Primary	Adolescent	Adult	Cont.Edn.	Total
Satkhira		26,035	2,500	7,500	1,750	37,835
Jessore	3,300	-	900	5,680	5,095	14,975
Jhenidhaha	1,950	900	1,110	2,310	2,370	8,640
Barguna	3,600	4,800	2,000	2,000	12,253	24,653
Khulna	450	900	450		--	1,800
Gazipur		1,350			--	1,350
Narsingdi	1,200		1,200	1,195	1,910	5,505
Dhaka	2,398	198			--	2,591
<b>Total</b>	<b>12,898</b>	<b>34,178</b>	<b>8,160</b>	<b>18,685</b>	<b>23,378</b>	<b>97,299</b>
Female %	57%	55%	74%	84%	80%	70%



## 2.6 Qualitative Impact :

---

Impact of the Non-formal Education Programme of the Mission seems to be Every positive and encouraging. The various components of the programme aimed at different age groups have been able to bring some attitudinal changes among the target participants, especially among the adult learners. As a result they have started to send increasingly their children to schools to receive education, have started changing their mode of life and have become increasingly conscious about health, environment and sanitation etc. They have been adopting new and improved farm practices. Moreover, mutual respect, understanding and cooperation between the male and female members in the families have noticeably increased. The programme has aroused new hopes and aspirations among the poor people and they now dream of better and improved life situations. The status of women and girls who successfully participated in the education programmes have been improved to a marked extent. A sense of self respect and confidence is noticeable in them. Also women beneficiaries have now become income earners. Women are now increasingly being seen in the decision making roles in the family as well as in the society. The marriage of the young girls has been delayed in most cases. As a result of demonstration effect of the adult literacy programme school dropouts and left outs, in many cases, are reported to have been encouraged to go for schooling and thus to build up a new life with new hopes and desires.

## 2.7 Support to other NGOs for education programmes :

---

Illiteracy in the country is widespread among all the age groups right from primary down to adults and millions of illiterate persons need be made literate if the country is to proceed towards eradication

of illiteracy. Efforts of any single organization, however big it may be, is unlikely to produce any tangible results through its single effort. This is true of DAM as well. In this context DAM's strategy is to increase the capacity of the various smaller organizations which are engaged in the literacy programme of the country in the Non-Govt. sector. DAM following this strategy supports such smaller organizations through training of their field level and management personnel, material supports in the form of books and other software, salary support for the teachers of the literacy programme, as also certain assistance towards supervision and management cost. DAM also provides supervisors for such literacy programmes of the smaller organizations which it supports. This programme at present is in operation in the Districts of Jessore, Jhenidaha and Narsingdi. The programme is expanding quite rapidly and in 1994, around 24% of the total learners were covered under this support programme.

It may be noted here that, this programme was started in Gazipur with only 3 organizations and this proved to be very successful which prompted DAM to expand the programme and in 1994, 20 organizations were supported. Support programme is gradually emerging to be a very effective strategy towards capacity building of smaller organization to expand their programme to contribute towards the Government declared policy of providing education for all at the earliest.

## 2.8 Project Implementation, Monitoring and Evaluation (PIME)

---

DAM attaches due importance to the monitoring of projects during implementation and to post implementation evaluation. For project implementation there is a field organization setup linked with the programme desk of the HQ of DAM. At the bottom of the field set up there is the facilitator, mostly for the



education programme and other projects. The facilitators are people who remain in constant touch with the beneficiaries. Above them there are the field organizers or the supervisors. They are the personnel responsible for organizing the units under any programme or project at the field level. Normally one supervisor supervises the work of 10 facilitators. The supervisors are responsible for involving the community right from conducting baseline survey, identification of beneficiaries, organizing the units of any programme, down to implementation of the projects till completion of the same.

Above the supervisors there are the Area Coordinators or the Assistant Area Coordinators considering the magnitude of the project works. One Asstt. Area Coordinator supervises the works of 5-10 supervisors considering the nature of the programme. Area Coordinators or the Asstt. Area Coordinators are the officers responsible for field level implementation of the programmes. They are responsible to the Programme Officer. Normally the Programme Officers have their seats in the Head Office but for big, localized and intensive programmes, the Programme Officer sometimes sits in the project area.

The field level officers of the different tiers as well as the beneficiaries are involved in the planning and designing of projects and they are fully acquainted with the project details.

All the officers/personnel have their defined responsibilities in monitoring project implementation. In the education programme, each and every learner has an identification number and any one missing i.e. not attending the centre or lagging behind can be identified and corrective measures taken. The facilitators and the supervisors 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 DAM learners' progress at any stage of attending the centres can be looked into and

assessed. Not only that, any facilitator'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.

There are several set monitoring - formats for periodic monitoring of projects. The Area Coordinator/Asstt. Area Coordinators collect the reports of progress from the supervisors and send the same to the Programme Officer at the Head Office. As soon as the headquarter receives the monitoring reports, it feeds the same in the computers and sends feed-back to the field.

Important issues monitored under the monthly monitoring programme include how many days an individual learner attended the learning centres, which books he has read, what other materials he has gone through, e.g. newspapers, posters, leaflets etc, how many pages of hand writing/letter writing in the learners exercise book have been examined, etc. This is for the literacy programme. Apart from these, certain issues regarding savings group activities and actual savings, how much money a particular group member has saved during a particular month, and whether she attends the group meetings are also regularly monitored.

As early as in 1988 UNESCO Principal Office for Asia and the Pacific, Bangkok, highly appreciated the working/monitoring procedure of Dhaka Ahsania Mission and included in their APPEAL Training Materials for Literacy Personnel - Volume 4 - Manual for Supervisors-Resource Development and Training Procedures-Assessment of Literacy Achievement, several reporting formats of the Dhaka Ahsania Mission like Monthly Report Flow-chart, Monthly Centre Report, Monthly Unit Report and Monthly Area Report.

Effective implementation monitoring and evaluation of the projects and transparency of the programme implementation and accounts are the secrets of success of DAM's programmes.



## 2.9 Issues of Concern

In Bangladesh society, characterized by widespread poverty and illiteracy, many problems and difficulties are encountered during the implementation of various programmes and projects. The nature of the problems are different for different projects. Sometimes it is quite difficult to overcome the problems to make the programme successful.

For education or for any other programme implementation community participation is essential. DAM programmes are mostly community based programmes. But community participation is not always easily available and sometimes the community leaders associate themselves with the programme for some gains in the back of their mind. But when they find that no monetary gains are there, the community leaders lose their interest in the programme. DAM working on the community based programmes is fully aware of it and tries to motivate the community people and help them to see the benefit of the programme for their own community. Gradually, the community leaders are moulded to provide willing participation and support for the programme.

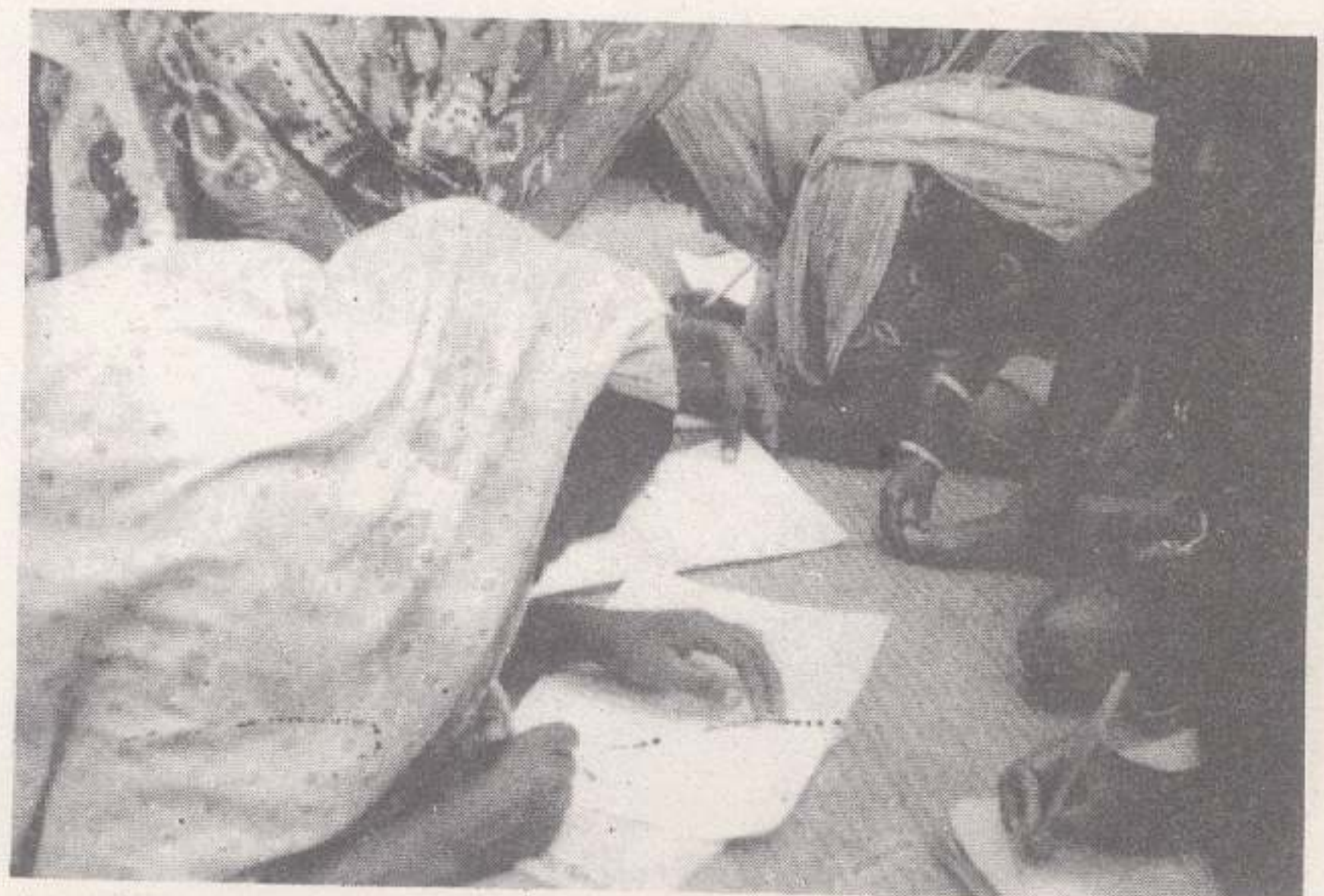
Finding a suitable house for locating the education centre which is to be provided by the community, sometimes becomes difficult; no body likes to provide the house even if it is not put to whole time use by the owner. Sometimes it becomes difficult even to motivate the owner to provide the house and DAM has to provide a little rent for using the facilities.

Under DAM's programme, particularly for the adult literacy programme women of 18-35 age group are recruited for the women centres. This sometimes becomes difficult for two reasons: at times women with required academic qualification for recruitment as teachers are not available and sometimes the women with the required qualification do not like or are not allowed by male guardians to be recruited as teachers. DAM in many cases through its effective motivation and counselling induces

the females to accept the job of teaching and sometimes academic qualification is lowered particularly for the women for recruitment of teachers. Sometimes school/college going students are recruited as teachers.

Dropout in the education programme both for children and the adult education programme is quite high in Bangladesh. Sometimes DAM's programme also encounters such a situation. But DAM's programme being community based, there being centre committees, parent learners' committees, any one not attending the classes regularly is easily identified and brought back through appropriate motivation of the children, parent/adults. Most effective is the teacher's linkage with the learners' house. The facilitator remains in constant touch with the family of the learners, for which they are specifically trained, and this process reduces dropout in the DAM's education programme.

DAM's adult education programme is linked with cooperative/ savings/ development group formation which is quite effective in making the education centre homely at the sametime as a place for economic well-being, if the programme is also linked with some credit facilities after maturity of the group. The group management training and skill development training seems to be quite interesting for them. It is the experience of DAM that the women are the serious learners as also more reliable in the repayment of credit instalments. But a pure education programme without any life oriented components seems to be less interesting to the learners.



*Neoliterate women helping children to learn*



## SOCIO-ECONOMIC DEVELOPMENT PROGRAMMES

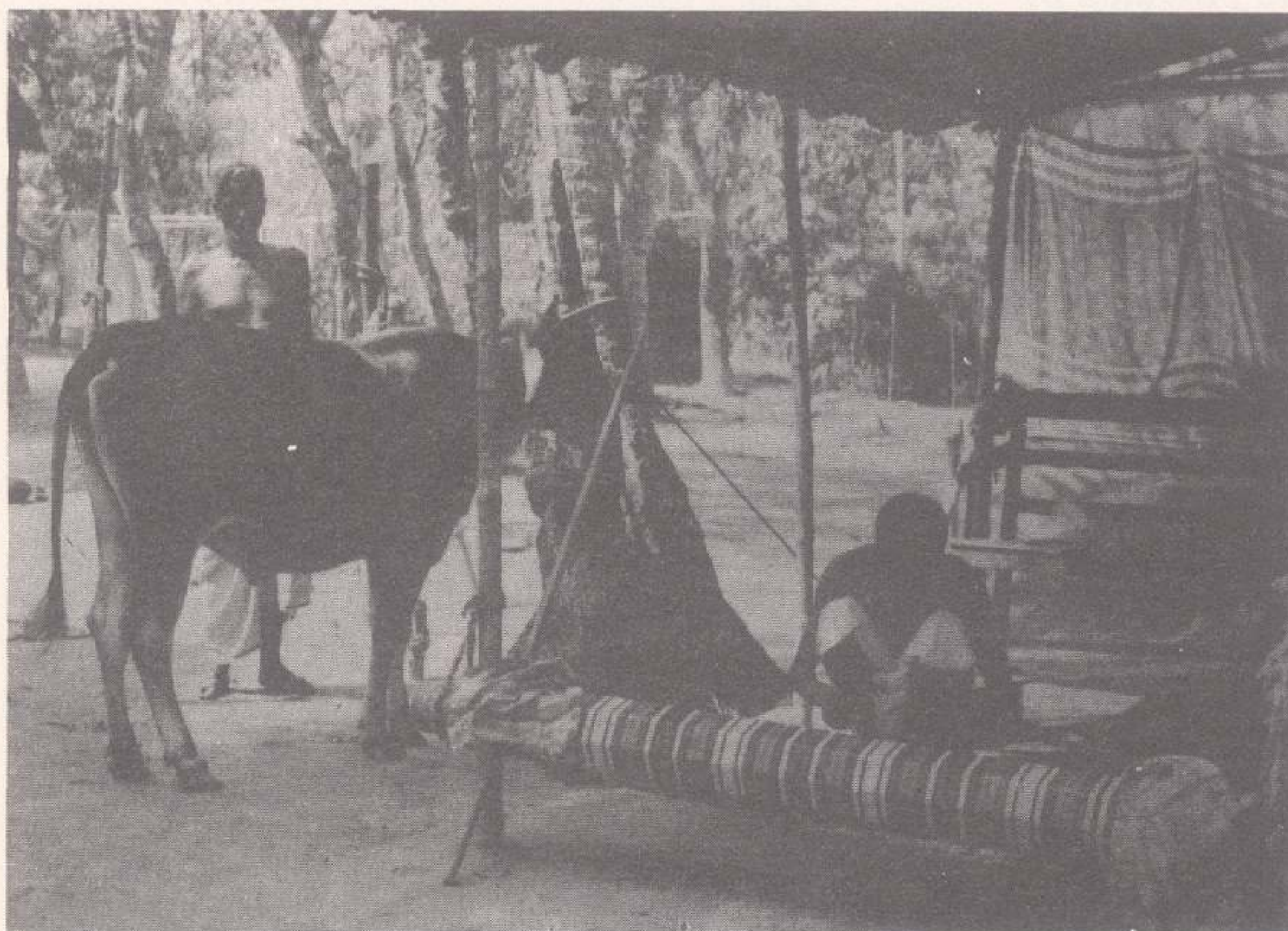
### 3.1. Institution Building & Income Generation (IBI)

The Mission's development programme begins with education and awareness creation, proceeds with skill training, flourishes with cooperative formation and savings accumulation, credit offering for undertaking income generation activities which ultimately results in socially and environmentally sustainable development of the poor, particularly women both in rural and urban areas. All the activities of DAM related to Human Resources Development HRD for the poor women emanate from the above strategy.

DAM through its long experience of dealing with the poor has realized that the poor should have their own institutions through which they can break the vicious circle of illiteracy and poverty. With that end in view, DAM organizes the poor attending the literacy centres, particularly the women, into cooperative and savings groups. They

are given leadership training, group organization and management training, skill training and training on resource mobilization. They pool their small resources, identify small projects for financing out of their own savings or with credit made available from DAM or any other source, either individually or in cooperation with others. This has now developed as their own institution and enables a group to bail out its individual members in times of hunger and hardship and help them to break their dependence on the money lenders. The aim of this programme is to make the poor illiterate men and women self reliant and partners in decision making in the family and the society. In 1994 the number of savings/development/cooperative groups was 48 and in each group there were 20 members on an average. During the year out of 942 women group members 714 received support for income generation activities and an amount of Tk. 17,93,000 was disbursed to them as credit. By

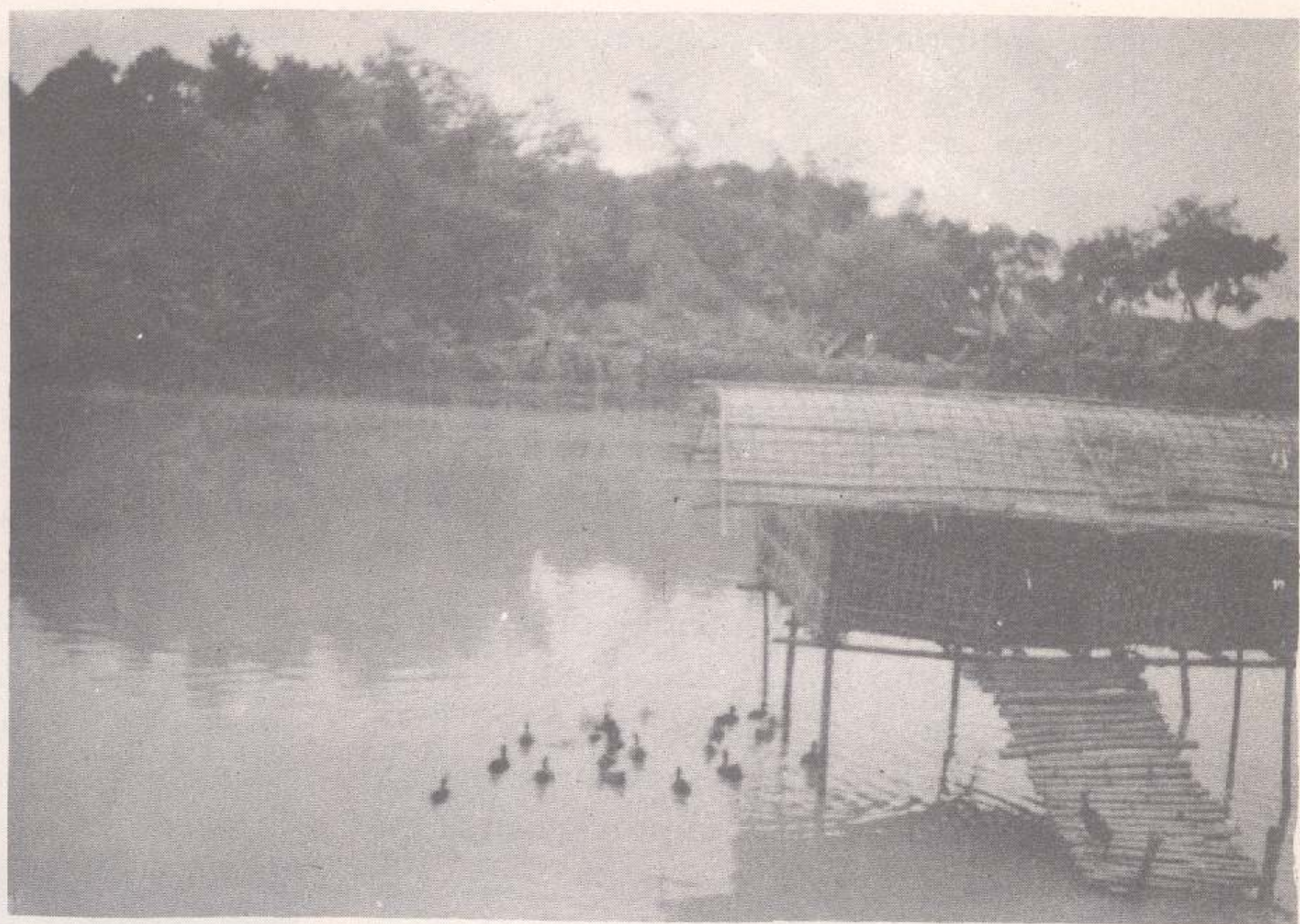
utilizing the credit the women beneficiaries became earning members of the family which led to the improvement of their status and decision making power in the family and the society as a whole. An important feature of this credit programme is that the rate of repayment from the women members is almost 100%. Also the women group members accumulated an amount of Tk.3,71,000.00 as their own savings fund.



*Income generating activity of a DAM's saving group*



Integration of Mission's education programme with group development, savings and credit activities may be seen in the spread of adult literacy programme (Annex-3). For income generation of women, it is neither the number of women nor the amount of fund involved that matters, rather it is the institution that is emerging, is important. Awareness for self-reliance has been created and the women even outside the DAM's programme in the community, are forming



*Pisciculture and poultry keeping together*

groups for undertaking income generation activities for their own development and empowerment to get rid of the social and family chains and strains and participate in decision making on their own merit and right and to get remedies for social injustice. DAM's written materials-books and booklet series on gender issues and on social, legal, religious, income generation etc, - are increasingly becoming the point of reference in many cases, disputes and discussions through the Ganakendra- an indigeneous community centre. What is interesting is that, sometimes the male counter-parts are also going through the same materials and the messages are becoming easily acceptable to them. The net result is that in the DAM's operational areas as also in the nearby areas, the women feel a sense of security against social and religious prejudices.

### 3.2. Women's Development

In Bangladesh women suffer from various types of socio-economic exploitation. DAM works for improvement of the life situation of women through the empowerment of women on social and economic fronts,

creating awareness about social, legal and religious matters, involving them in decision making in the family and the society, instilling in them the strength and courage to protest against any injustice on their own merit, right and might. DAM knows that more often than not earners are the decision makers. The Mission's development programme - in education, income generation, environment training activities, material development and housing is strategically based on Women's development approach. Here DAM adopts twin strategy of empowerment of the women themselves and secondly development of a cadre of both men and women to work for women's development.

In education women lag behind their male counterparts as far as the enrollment in the school system is concerned. Although at the primary level enrollment is 70-80% of the age group, participation of girls is much lower than the boys. Again the drop out rate of girls is much higher than the boys. It simply points to further lowering of the status of women in the society. DAM understanding the gravity of the situation has drawn up a programme for the enrollment of dropouts and the non-enrolled



in the nonformal education centres with the girls in larger number. Out of the 55,236 children and adolescents under the nonformal education programme of DAM, 62% were girls. On the other hand to improve the enrollment of girls in the first grade, in the pre-primary course, of the total number of 12,898 children, 57% are girls indicating a sharp improvement in the enrollment position of girls in the primary schools.

Similarly in the adult literacy programme, of the total enrollment, 18,685 adults, 84% were women. But this means more than that. The adult literacy programme being a package programme for improvement of the life situation of the poor and the disadvantaged group, enrollment of more and more women means improvement of the life situation of the women. In this package programme whether in skill development training, in human resource development training, or in group management training, women remain the main focus occupying about 70% of the programme

In credit distribution for income generation, women constitute 100 % of the beneficiaries.

What is more important is that even outside the DAM's programme area, spill over effect is so much so that the girls are going in larger numbers for enrollment in the primary schools and adult women are accepting the programme of DAM almost spontaneously at their own initiative. This is a great leap forward in pulling out the poor women from a state of perpetual poverty and miserable life situation.

The far reaching effect of the DAM's programme is that there has been increased resistance to child-marriage, going for fewer children when married, more and more attention and ability to meet nutritional needs and also improvement in the supply of protein in the project area through raising poultry, livestock and vegetables. There is a reduction in the child and mother mortality rate, there being provision for training the

traditional birth attendants in the villages. The whole programme is designed not to come in conflict with the male counterparts, rather to foster peace and harmony in the family and the society and ultimately to build a progressive society.

On environment and sanitation almost all the beneficiaries are women; whether in providing environmental training, or in providing credits for purchasing plants and raising nurseries. In 1994 DAM provided environment training to 7,230 rural women who planted 50,000 plants, installed 2,000 smokeless ovens, 1,000 latrines and 70 tubewells. These activities created a great impact in the locality.



*Women busy in income earning activity*

For women's development what is important is the availability of adequate reading materials. But such materials are conspicuous by their absence in the country. Realizing the importance of such materials for human resource development particularly for the women and girls, DAM set up a full-fledged Materials Development Division. This Materials Development Division has developed some 62 titles



covering a wide range of subjects but following the curriculum of each level and grade of nonformal education out of which 37 were materials specially prepared for women. DAM publishes a newsletter, ALAP, which is used as continuing education material at the village library set up by different organizations throughout the country for the neo-literates and literate rural population especially women.

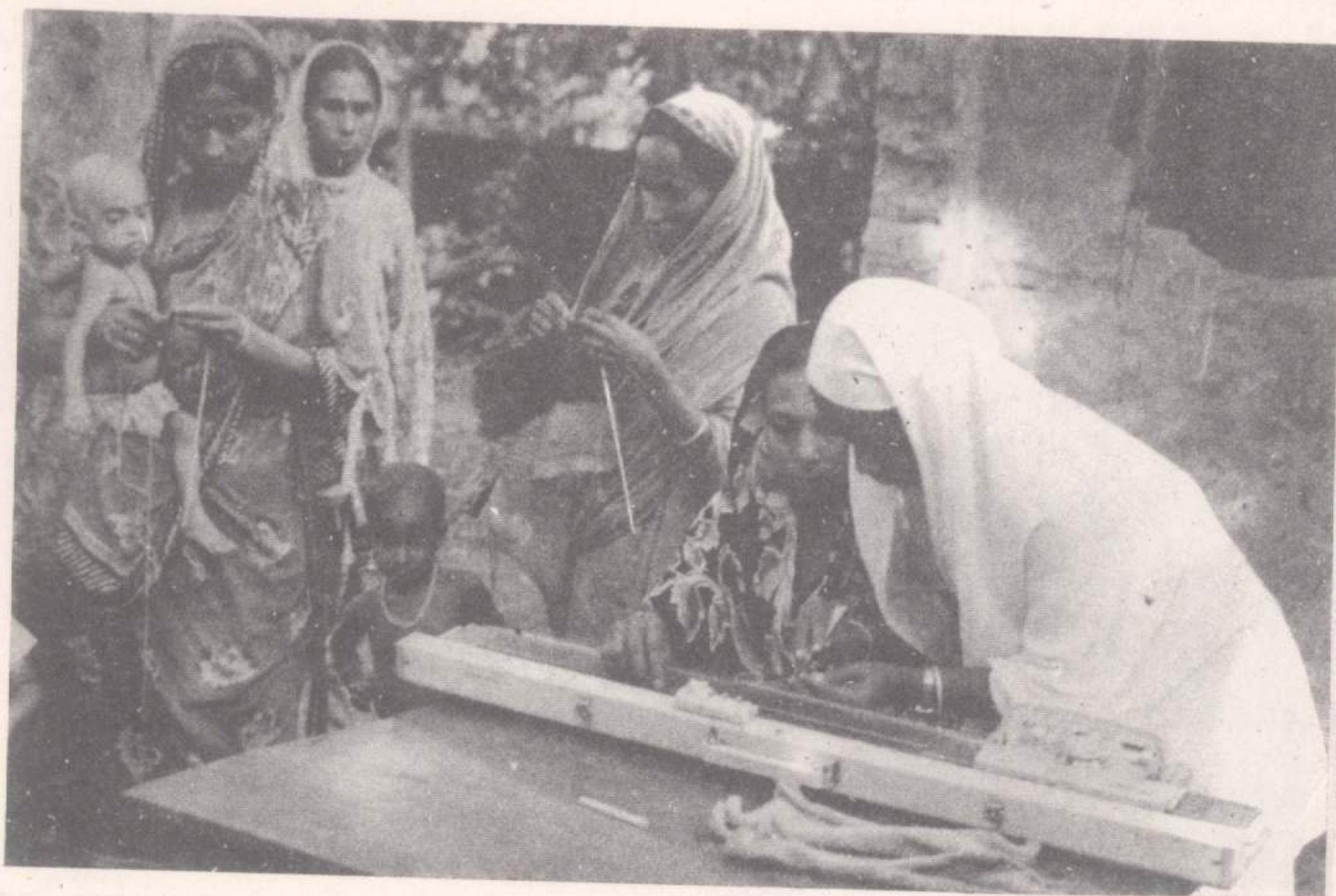
DAM was first to develop a curriculum for the adolescents and to prepare materials for this group. Last year almost all the major NGOs in Bangladesh used the Ahsania Mission published materials specially the continuing Education materials. Approximately 30,000 adult women were benefited from these materials.

Apart from the materials developed by the DAM, the Resource Centre collects a lot of materials developed within the country and outside from the neighboring countries in the ESCAP region and preserves them for research on nonformal education in general and the development of women in particular.

In a country like Bangladesh where the literacy rate is very low, presentation of

information through a system of audio-visual device proves to be very effective for human resource development. DAM has produced several films/videos for awareness creation on various aspects of social life, through its Audio-visual Unit. One such film "Phul Banur Galpo" (Story of Phul Banu- a distressed woman) has got an award from ACCU (Asia/Pacific Cultural Centre for UNESCO), Japan.

Women's development for that matter HRD for poor women cannot be thought of without provision of basic necessities like housing. Bangladesh being a cyclone prone area thatched houses of the poor people are damaged and washed away almost every year and the condition of women becomes all the more precarious. DAM constructed some 1,776 pucca housing units with sanitary latrines attached to a good number of them. Women were the beneficiaries of these housing units for the most part. In a family with the husband, the unit was allotted to the wife and in a family with son and mother, the unit was allotted to the mother apart from the widowed and the divorced women living alone or with dependents.



*Another group of women in income earning activity*



## ENVIRONMENT PROTECTION AND DEVELOPMENT PROGRAMMES

### 4.1. Environment Programme

Bangladesh is a small country covering an area of only 144 thousand sq. km. This small area contains a population of about 120 million which naturally means heavy demands on the environment. Bangladesh is a developing country as well with several hundred development projects under implementation every year. Under these projects roads, bridges and culverts are being constructed, flood control measures are being taken and chemical fertilizers are being used indiscriminately which somehow go to damage the natural environment.

Since illiteracy in the country is widespread and the majority of the people live below the poverty line, they are not quite aware

about the necessity and ways and means for protection, maintenance and enrichment of the environment which are so vital for maintaining the ecological balance. The people are not aware about the dangers of water pollution and consequent spread of water borne diseases, at the same time they do not have sufficient funds to build sanitary latrines which would go a long way in prevention or at any rate reduction of water pollution. At the same time even if they are aware of the dangers of drinking impure water they have little access to safe water. The Government being aware of the above situation adequately reflected the concern in the current National Five Year Plan, in order to promote, nurture, protect and expand natural environment have linked up all development activities with the environment situation.



Best workers in environment programme receiving awards



In the country there are not many NGOs working on environment promotion. However, Dhaka Ahsania Mission has been working on environment affairs for the last three years. DAM has created an Environment Network of local level initiatives of youths to create awareness of the population, particularly those living in the rural areas, to implant in them the idea that we have not inherited the environment from our ancestors as a sort of property to be used in any way we like, but as a sacred trust from the creator not to be destroyed but to be protected for our posterity.

In creating awareness about environmental affairs among the masses in general and among its beneficiaries in particular, the DAM works on the lead and direction provided by the Government. A number of important factors affecting the environment in Bangladesh has been identified. These may be categorized as local factors, regional and transfrontier factors and global factors. The following are some of the factors that affect the environment in Bangladesh:

- a) High density level of present population and a high rate of population growth and consequent pressure on natural resources;
- b) Continuing depletion of forests for fuelwood, timber, crop land and their implications in respect of soil erosion, ground water, climatic conditions, etc;
- c) Discharge of industrial, domestic, agricultural and other wastes and pollutants into the environment;
- d) Indiscriminate and unregulated use of pesticides;
- e) Long-term effects of continuously increasing use of chemical fertilizers, pesticides and unchanged cropping pattern;
- f) Adverse impact of various developmental activities, e.g. construction of roads, bridges and culverts;

- g) Alternation of flows of major rivers;
- h) Air quality degradation due to pollutants release and transfrontier movements;
- i) Green house effects;
- j) Excessive loss of forest and green cover, etc. due to unauthorized removal of trees.

Awareness of the masses needs to be created on all these accounts.

As has already been stated, DAM has created an Environment Network of Local Level Initiatives (APOS) through which environment programme is implemented. Environment Programme of DAM has several components the most important of which are as follows:

- a) Awareness raising
- b) Training
- c) Plant supply
- d) Nursery raising;
- e) Fuel efficient oven
- f) Latrine supply;
- g) Sinking of tube-well;
- h) Development of educational materials on environment
- i) Organizing Environment Resource Centres.

#### Awareness creation

Awareness creation among the masses and among the beneficiaries of DAM is the primary objective of the Environment Network of DAM. This is done through specially prepared booklets, posters, stickers and leaflets. The committee members are specially trained for creation of awareness of the masses on various issues related to the environment. More about training for awareness creation is given in the next paragraph. In fact DAM's environment awareness creation programme is co-extensive with its activities right from the



development of environment education materials, down to putting it as a separate programme component in the relevant project.

### Training

The Environment Network of Local Level Initiatives is composed of a number of Environment Promotion Committees with local youths and persons interested in the matter of environment promotion as members. These environment promotion committee members are trained through organizing workshops/training courses on environmental affairs and the factors affecting environment in Bangladesh. They are made fully equipped with the knowledge about control and prevention of environment pollution and degradation related to soil, water and air, and how to promote environmental-friendly activities in development areas and with the ways and means of preservation, protection and development of natural resource bases as also with the technique of strengthening the capabilities of public and private sectors to manage environment concerns as a basic requisite for sustainable development, in addition to creating people's awareness for participation in environment promotion activities.

The selected environment committee members after receiving training from DAM's Training Division, trains other members of the respective committees. On an average each trained Environment Leader trains 20 Environment Promoters and each of the 20 Environment Promoters trains 5 others about environment affairs. Such training also includes smoke-less fuel-efficient oven-making.

### Plant Supply

Trees are very important for environment protection and enrichment of environment. Beneficiaries of DAM's environment

programme are encouraged to plant more and more trees and to fell less and less of them. For purchase of plants, DAM grants some credit which is however, repayable to advance similar credits to others.

### Nursery raising:

Training on environment affairs and credit for planting trees increase demand for saplings and DAM grants credit for raising nurseries for the supply of saplings to the beneficiaries of DAM as also to others in the community.

### Construction of Latrines:

Insanitary latrines particularly in the rural areas are the major cause of water pollution and therefore DAM encourages its beneficiaries to construct sanitary latrines and grants some credit for the purpose. The credit amount is paid in easy instalments to grant similar credits to others for the purpose.

### Sinking of tube-wells:

There is an acute scarcity of pure drinking water in rural areas. At times, even if the people are aware about the dangers of drinking impure water, they cannot fetch pure drinking water as they have no access to the source. therefore DAM's environment programme also includes the supply of pure drinking water through the sinking of tube-wells. The beneficiaries are organized in groups for granting loans for sinking tube-wells and the amount is repaid in easy instalments.

### Development of materials on environment:

Dhaka Ahsania Mission has a full-fledged Materials Development Division which develops materials for awareness creation about various issues and such materials are



used in its education programme. The Mission's awareness creation programme on protection, maintenance and improvement of the environment has been specially focused in 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
- 9) Papaya, Banana and Guava Cultivation.

These books have been developed using very simple words suitable for the people with limited reading skill.

Apart from them DAM regularly publishes a newsletter for the neoliterates- 'Monthly ALAP' and also monthly wall magazine

'Amader Potrika' are published which give extensive coverage to environmental issues.

Organizing Environment Resource Centre:

DAM organizes Environment Resource Centres which means institutions with community education and awareness creation materials for people with a low level of literacy achievement with books on environment among others. This is the same as the Ganakendra as has been mentioned earlier in this report. The Ganokendra and the Environment Resource Centre may not necessarily be located in the different structure but the same structure may serve the dual purpose of Ganokendra and the Environment Resource Centre but the Ganokendra to be called Environment Resource Centre would on the most part, have nursery or nurseries under it to supply plants to the beneficiaries of DAM as well as to the community.



*Planting a coconut sapling*



Achievement

Important activities of the Environment Programme detailing the achievement in 1994 and projection for 1995 are shown below:

<i>Activities</i>	<i>Achievement in 1994</i>	<i>Projection for 1995</i>
Training to Beneficiaries	7,230	8,600
Training to Promoters	820	2,405
Plantation of saplings	50,000	58,000
Sanitation (Latrine supply)	1,000	2,568
Tube-wells	70	117
Environment Resource Centres	70	50
Improved Oven making	2,000	4,800
Nursery Raising		75

As has already been stated DAM works on the lead and direction provided by the Govt. Apart from Govt. lead, DAM also works in collaboration with other NGOs working on environment and it is a Member of CEN (Coalition of Environmental NGOs) a coordinating NGO on environmental matters.

Impact

There has been noticed multiple impact of the environment programme of DAM. In the programme areas water pollution is minimized, as also spread of water-borne diseases, air pollution has been decreased due to use of smoke-less and fuel-efficient ovens while at the same time helped conservation of forest resources. As an impact of the programme, the villagers fell less trees and plant more and more of them. The programme have many other favourable impacts on the life and environment in the programme areas.



## INSTITUTE OF LITERACY AND ADULT EDUCATION (ILAE)

## Chapter - V

### 5.1 ILAE

The aim of the ILAE is to promote the professional standard and efficiency of the literacy and adult education personnel involved in various development programmes and projects which are being implemented by NGOs as well as public sector agencies concerned. The ILAE has the following objectives:-

- a) *development of nonformal education workers;*
- b) *development of nonformal basic and continuing education materials for children, adolescents and adults,*
- c) *development and improvement of technical skills of various occupational groups; and*
- d) *advisory/ consultancy services to various agencies and organizations on planning, designing, implementation, management, research, evaluation and monitoring of nonformal education programmes.*

In addition ILAE plans to organize campaigns by holding workshops, seminars and symposia on the one hand and through the mass media like radio, TV, newspapers, on the other with a view to raising social awareness and mobilization of public opinion so that the people themselves could assert their rights to literacy and education.

The Institute has two major Divisions- Training Division and the Materials Development Division. Apart from these Divisions, there are two units attached to the Institute - the Audio-Visual Unit and the Resource Centre. The activities of the ILAE have been stated below Division-wise.

### 5.1 Training Division

The Training Division organizes regular training courses and the Institute is recognised by the Ministry of Education of the Government of Bangladesh as the National Training Institute for Literacy Personnel and it has also been included in the Regional Training Network of UNESCO, PROAP, Bangkok.

The Institute has boarding and lodging facilities for the trainees along with library and recreational arrangements. It conducts several courses - short term and long term. Short term courses normally vary from 5 to 15 days. Training sessions are so designed as to make it participatory, using a wide variety of participatory training methods. Daily review and evaluation are made and recorded for the improvement of and dove-tailing with subsequent training sessions.

The Institute involves 15 highly qualified and experienced trainers as faculty members.



In 1994 the Training Division conducted a variety of training courses for staff, volunteer teachers, target group members and workers of Govt. and Non-Government Organizations. The following table gives the breakup of the training courses organized in 1994.

Category of participants	No. of batches	No. of participants		
		Female	Male	Total
Staff	7		130	130
Volunteer Teachers	137	2,396	1,052	2,448
Target group members	934	5278	862	6,140
Environment promoters	41	272	548	820
NGO and Govt. employees	11	109	123	232
Total	1,130	8,055	2,715	10,770

Dhaka Ahsania Mission is an organization for the women, so to say, which is amply demonstrated even in the training programme. The figures above indicate that 75% of the beneficiaries of the training programme were women. Some of the activities of the ILAE on women's development has been stated in the relevant section.

- |                                   |        |
|-----------------------------------|--------|
| a. Primers for children           | 9 Nos  |
| b. Primers for adolescents        | 7 Nos  |
| c. Primers for adult education    | 3 Nos  |
| d. Continuing education materials | 48 Nos |
| e. Group Development Materials    | 6 Nos  |
| f. APPEAL Training Materials      | 5 Nos  |
| g. Manuals                        | 2 Nos  |

Of the above 80 materials as many as 25 Nos including 2 basic materials were produced in 1994.

Some details of the activities of the Materials Division in 1994 are given below:

## 5.2 Materials Development Division (MDD):

The Materials Development Division prepares books and booklets including text and primers for non-formal education for various age groups as also guide books for facilitators, supervisors and other field level workers. Apart from these, communication materials like posters, stickers and charts are prepared by the Materials Development Division. The Materials Development Division developed some 80 titles covering text books, continuing education materials as also guide books for the field level nonformal education personnel. Besides, this Division also published translated versions of 5 APPEAL Training Materials. These may be stated under the following groups:

### 5.3.1 Workshop

The MDD of DAM organised and held two workshops in 1994.

The first workshop was held during 2-4 February, 1994. The purpose of the workshop was to develop a primary level curriculum for the disadvantaged urban children who have no access to the formal education establishments. A number of organisations having programmes for such children participated in the workshop. With their active participation the desired curriculum was developed and finalised.



The second workshop was held during 23-25 August, 1994. The objective of the workshop was to review and revise the existing materials. Dhaka Ahsania Mission has been for long developing follow up and continuing education materials for neo-literates and limited literacy holder adults, children and adolescents. A good number of PVDOs working in Bangladesh and the government organisations use these materials. DAM is aware that the on-going socio-economic changes should always be reflected in the materials in use. This means that the materials should undergo periodical review and revision. A number of user organisations participated. The existing followup materials were reviewed in detail and the materials are being revised on the basis of the feed back received.

### 5.3.2 Participation in Competitions

DAM participated with its materials in international and national competitions during 1994. In the competition organised by Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan, DAM was awarded 3rd prize. While in the Integrated Non-formal Education Programme (INFEP) Competition of the Government of Bangladesh (GOB) it bagged the 2nd and the 3rd prizes. It also received a special award for its Wall Magazine meant for neo-literates. It may be mentioned here that the first prize was not awarded to any organisation.

### 5.3.3 New Materials

In 1994 the MDD of DAM developed and produced 2 Basic Education Materials and 28 followup/continuing education materials for children, adolescents and adults. One of the basic education materials is a book for pre-primary children on learning alphabets through rhymes. The other is Environment Studies third step for non-formal education programmes. The 28 followup/continuing education materials were developed

carefully as per the expressed need of the beneficiaries and target population of DAM and the user organisations of these materials.

### 5.3.4 Monthly magazine ALAP (The Dialogue)

Efforts were made to publish the Missions monthly magazine ALAP - for the neo-literates on a regular basis in spite of the crisis of paper. However the MDD was successful in publishing nine issues during the year under review of which two were specially meant for the children.

### 5.3.5 Wall Magazine

On the basis of an innovative idea of the Programme Division of DAM the MDD undertook the preparation and publication of Wall Magazines for the learning centres which would have exemplar effect among the neo-literates. The first issue of the Wall Magazine was out in August last and subsequently arrangements have been finalised for its regular monthly publication right from the beginning of 1995.



DAM's wall magazine



### 5.3.6 Continuing Education Materials

The category wise titles of the followup/continuing education materials (published in 1994) are as under :

#### A. General awareness (6)

1. *Bhul Dharona (Superstition)*
2. *Ganatantrer Katha (About Democracy)*
3. *Samajer Katha (The Society)*
4. *Cancer Thekey Sabdhan (Beware of Cancer)*
5. *Satata (Honesty)*
6. *Kishorider Katha (The Young Girls)*

#### B. Women's rights & Gender Issues (6)

1. *Meyeder Katha (All about Women)*
2. *Bir Nari (The Heroines)*
3. *Ami or Tumi (You and I)*
4. *Dukshini Noorjahan (Noorjahan, the wretched)*
5. *Gharer Kaz (Indoor work)*

#### C. Income Generation (2)

1. *Ek Sathe Duier Chash (Two in One)*
2. *Echchey Thakley Upai Hoi (Where there is a will there is a way)*

#### D. Food Nutrition & Health (1)

1. *Nana Rakam Khabar (Varieties of Food items)*

#### E. Pleasure reading (8)

1. *Nanan Rakam Galpa (Varieties of Stories)*
2. *Sahitya Parichaya (Introduction to Literature)*
3. *Galpa Shuni (Let's hear Stories)*
4. *Majar Chhara (Funny Rhymes)*
5. *Kalo Pari (The Black Fairy)*

6. *Galper Jhuri (A Basket of Stories)*

7. *Hutom panchar Dawat (Invitation from an Owl)*

#### F. Lives of the Great - Pictorial Series (4)

1. *Chhotoder Rabindranath (Rabindranath for the Children)*
2. *Chhotoder Nazrul (Nazrul for the Children)*
3. *Chhotoder Sheikh Mujib (Sheikh Mujib for the Children)*
4. *Chhotoder Shahid Zia (Shahid Zia for the Children).*

This series is the first of its kind in Bangladesh and has already created great enthusiasm among children and adults alike. Apart from utilizing the materials in the DAM's own programmes, the materials developed are also being widely used by various other organizations including BRAC, FIVDB, PROSHIKA MUK, CCDB, CARITAS, HADS, PHCP, SOSHIKA, SOPATH, Church of Bangladesh, SHAPLANEER, CONCERN, World Vision, and the Mosque Based Education Programme of the Government.



Some materials produced by DAM



#### 5.4 Resource Centre

The Resource Centre is an important organ or unit of the ILAE which is responsible for taking stock of all development materials particularly related to nonformal education. Books, booklets, posters, stickers, charts developed in the country as also in the neighboring countries are collected and preserved in the Resource Centre to facilitate research in the field of nonformal education.

The Resource Centre also collects and preserves training materials for nonformal education.

It is really a store house of information in the fields of agriculture, fisheries, poultry, food & nutrition and health & hygiene for neoliterates and the people with a low level of literacy achievement.

In 1994 some 645 titles of books, booklets, posters, stickers and charts were added to the stock in the Resource Centre which will facilitate the development of nonformal education materials, training of nonformal education personnel and research on the various aspects of nonformal education in the country.

#### 5.5 Audio-Visual and Mobilization Unit

This Unit is another component of the ILAE. Community mobilization towards development in general and nonformal education in particular is the primary objective of this Unit. The Unit started its operation in 1992 with modest facilities which were being strengthened in 1994.

A mass mobilization team has been constantly working under this unit in the field with an active cultural group which organizes performances of various folk and indigenous forms including folk plays, songs, folk tale, Lathikhela etc. In 1994 this unit organized 60 performances in 5 Districts. Earlier this Unit produced two video documentaries with titles "Towards a better Tomorrow" a documentary film on the activities of DAM and "Phul Banur Galpo" Story of Phul Banu, a distressed woman.

The last mentioned video received an ACCU award in 1994. Arrangements are being made to introduce mobile nonformal instruction facilities along with library and visual presentation of lessons on nonformal education which is expected to go in to full operation in 1995. The Unit when fully developed will be able to produce 6-8 motivational films in a year and to provide support to other NGOs by giving video technical facilities regarding their works in the field of socio-economic development including nonformal education.



## ANTI-DRUG PROGRAMME

*Table showing Division wise AMIK  
activities :*

### 6. Anti-Drug Programme :

Drug Prevention and control Network (AMIK) is one of the major components of the DAM's Health Education Programme. DAM runs this programme through an Anti-Drug Network. The Anti-Drug Programme of DAM covers preventive and affect minimization activities and involves local initiatives including students of schools, colleges and universities on the one hand and the guardians, youths and local level organizations of different kinds on the other.

DAM undertakes its programme through organizing committees at various levels in the rural and urban areas. DAM started the programme in 1990 in a modest way and by the end of 1994 there were 331 committees at different levels in the network.

These committees are supplied with various kinds of awareness creation materials including posters, stickers, leaflets for creating awareness of the masses about abuse of drug. Committee members are trained (limited numbers) to identify the drug addicts and deal with them appropriately, including taking curative and affect minimization measures.

Activities	Dhaka	Chittagong	Rajshahi	Khulna	Barisal
1. Anti-drug discussion Meeting	69	42	36	33	39
2. Anti-drug street Meeting	29	28	03	08	10
3. Anti-drug rally	22	20	03	18	0
4. Essay competition on effects of drug	10	06	02	03	01
5. Debate on drug abuse	08	11	02	05	02
6. Cultural Performance	03	03	02	02	02
7. Sports Competition	04	01	01	08	02
8. Publication	04	06	02	0	02
9. Organising library	0	0	02	0	0
10. Organising Smoke-free Zone (office-05, School-12), College-03, Family-99)	02	21	10	16	10
11. Organizing Drug-free Zone	32	06	06	10	09

Under AMIK 331 branch committees at district, thana and educational institution levels have done some activities during the year 1994 as has been shown in the above table.

Besides these activities branch committees organized 12 training programmes in their operation areas. Most of the training was held in school and college premises and 280 students actively participated in the training. In addition AMIK Central Committee jointly organised and observed the 'World Tobacco Free Day' on 31 May 1994 and on 6 June 1994 "International Day Against Drug Abuse & Illicit Trafficking" with United Nations Information Centre (UNIC). Narshingdi Sadar Thana, Kushtia Sadar Thana and Barisal Sadar Thana got prizes from the Central Committee for their excellent performances. The Hon'ble Minister for Shipping distributed the prizes among the committees. One poster, five stickers and one leaflet have been published centrally and distributed all over the country through the branch committees.



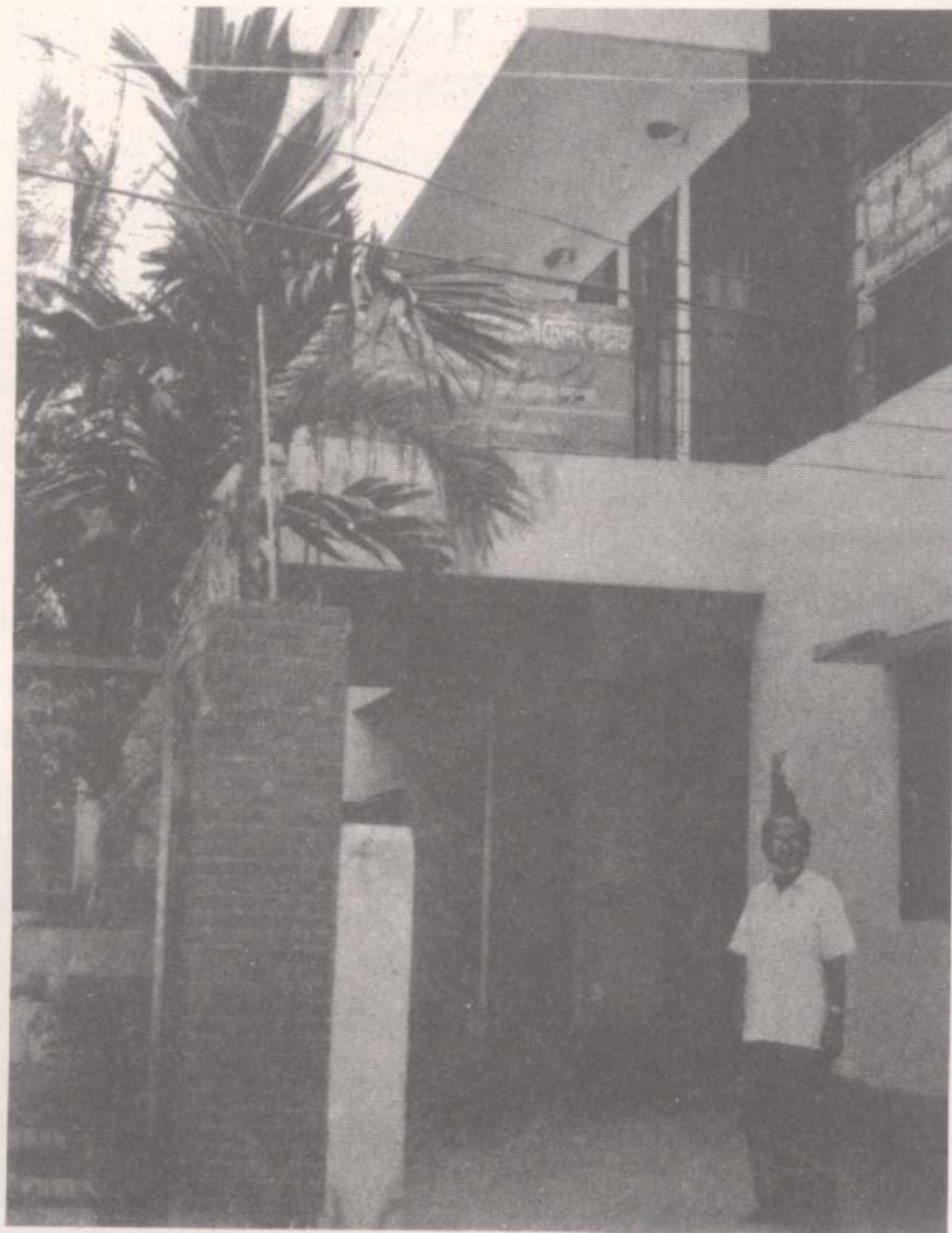
## *SPECIALISED PROJECTS / INSTITUTIONS / EFFORTS*

DAM is always at the service of the people and is constantly in search of innovative ideas and projects for expanding its contribution in response to social needs.

DAM has been doing research work on quite a few fields relevant to its works, involving itself in the various regional and international programmes and drawn up several projects on education and health as also supporting international organizations. Since separate brochures for several of the activities are there or in the process of preparation, only the gist of the activities are noted below.

### **7.1 Khan Bahadur Ahsanullah Teachers' Training College**

Khan Bahadur Ahsanullah Teachers' Training College (KATTC), the only private Teachers' Training College in Bangladesh was established in 1992 through the active initiative of a group of veteran Teachers' Trainers. The main objective of its establishment was to satisfy the growing training need of thousands of untrained teachers of about 10,000 Non-Government Secondary Schools with special emphasis on untrained women teachers. At present, in the third batch about 250 trainees have been continuing their study in two shifts. Local inservice teachers are mainly enrolled in the afternoon shift. Under the overall supervision of a Rector, there are one



*DAM's Khan Bahadur Ahsanullah Teacher's Training College*



Vice-Principal and seven young teachers and more than a dozen veteran Retired teachers' trainers who are the pivot for the academic success of the college. In the last University Examination conducted by the National University, 41% of the trainees secured first class against the University average of 17%. To conduct socio-cultural activities of the college, instead of an elected students' union, the trainees are divided into 6 groups under the leadership of 6 teachers. For the smooth operation of co-curricular activities intergroup competitions are continued throughout the session ending in a cultural week. To expand the horizon of the knowledge of the trainees, fortnightly extension lectures are also arranged. To satisfy the academic need of the trainees 5 text books on compulsory subjects have been written by a commission of 22 renowned authors of the country. These books are now also being used by the students of other training colleges. Preparation is in progress to start a second campus of the college with effect from next session, in collaboration with the Catholic Church.

## 7.2 Research Division

In view of the enormous expansion of the Mission's activities both at home and abroad which involves a growing demand to undertake indepth research and study works on different aspects of development programmes/ projects and also with a view to documentation of experience a Research Division was set up in January, 1994.

The purpose was to help consolidation and improvement in the quality of the services on the one hand and guide other people and organisations to take lessons from the experiences, lapses and gaps on the other.

Keeping this context in view the Research Division of the Mission worked on a



*In a rural literacy centre for women*

number of study works like "Equivalency Programme in Education", "Environmental Education in Bangladesh", "Field Test of the Teaching/Learning Materials" etc. In addition, the Mission has also been working on a number of evaluation studies, both terminal and mid-term, of some of the projects undertaken by the Mission. The projects are "Literacy project for the Slum Children". (LPSD), the "Adult Mass Education Demonstration Units ((AMED))" "General Education Project (GEP)" "Comprehensive Basic Education (CBEP)" etc.

The evaluation study on the Literacy Programme for the Slum Children and the Adult Mass Education Demonstration Units have already been completed. Dhaka Ahsania Mission implemented a number of education/literacy projects in the past and many learners completed their education under these projects. Lot of data covering information relating to age, sex, occupation, educational qualifications, marital status etc. of the learners have been kept stored in the computers of the Mission.



A study has been designed to examine the various data preserved in the computers to determine whether these factors influence in any way the behaviour pattern of the learners, say, the attendance, the performance, the dropout etc. of the learners. The work of the study is in progress. It may also be mentioned here that the Mission already completed the Need Assessment study of Bangladesh Open University in the early part of 1994.

### 7.3 Equivalency Programme in Education

---

The Government of Bangladesh in recent years has given highest priority to education. The govt. has introduced compulsory primary education in the country. One positive outcome of this is the enlargement of demand for enrolment into secondary schools which will necessitate the expansion of the existing secondary schooling facilities. But the formal system of education being rigid, being incapable of accommodating everyone according to his specific interests, lacking in many cases life-oriented integrated general and vocational programmes, and there being no scope for movement of learners from formal to the non-formal channel of education and vice-versa, the scope for the required expansion of facilities becomes difficult. therefore the introduction of a second channel of education equivalent to the formal one is felt to be very necessary and hence the concept of equivalency programme in education.

The advantage of equivalency programme in education is that the learners who, for one reason or another, are not able to begin or continue their education in the formal channel can do the same at their home, work place and community with various mechanisms and delivery systems. The equivalency programme can have both

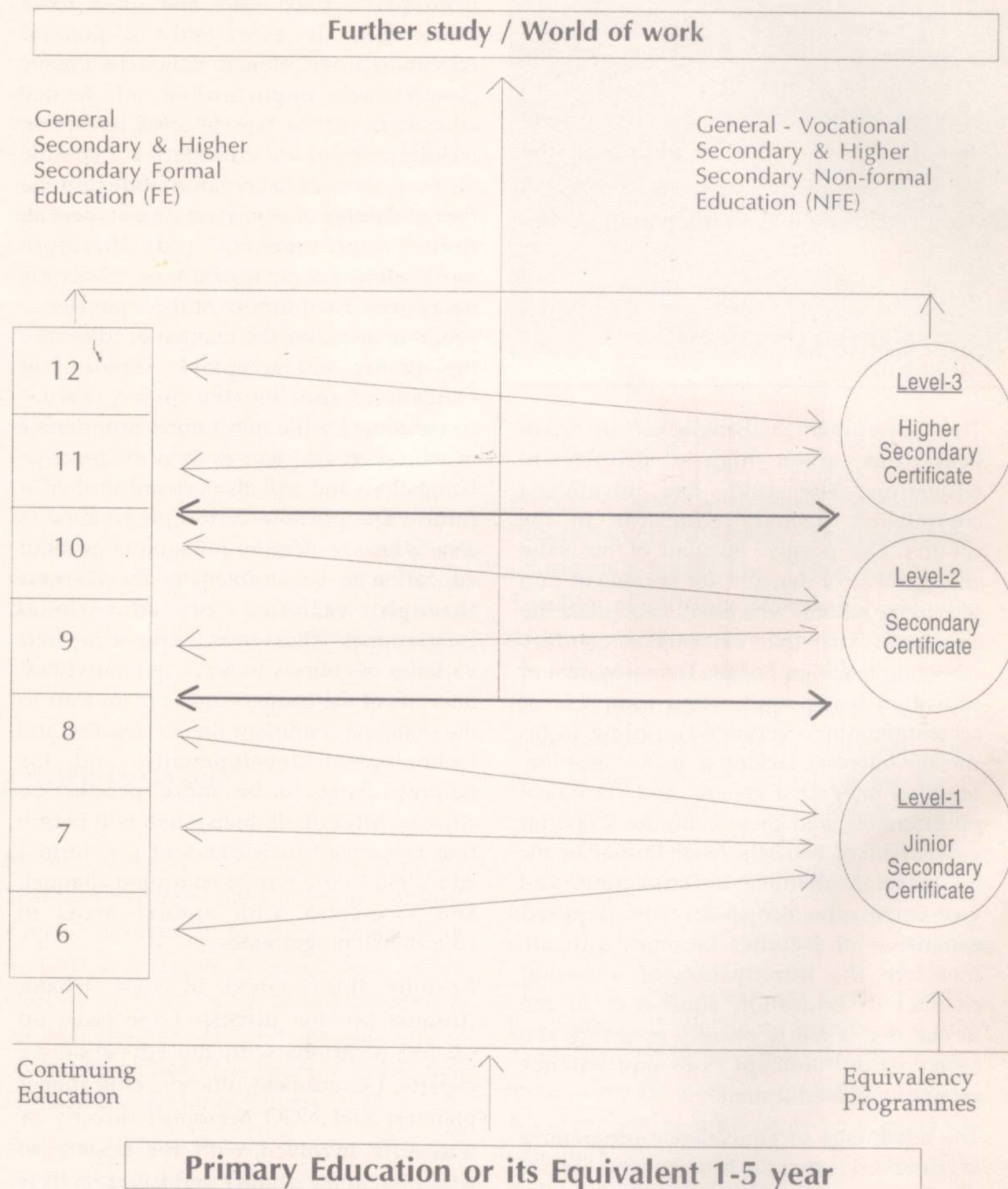
in-school and out-of-school components and can provide a lot of flexibility in regard to place, resources, learning requirements etc. The formal channel of education works in a fixed place, fixed time and on a fixed curriculum. It gives only a general education programme. In Bangladesh many people lack opportunities of formal education, live in remote areas, are poor, lack time, want a certificate for a specific purpose, or want to continue study. But the formal channel of education cannot meet all these requirements, and therefore equivalency programmes become necessary. The purpose of the equivalency programme is, on the one hand, to ensure the quality and acceptable standard of education, and on the other, secure recognition for the non-formal programme of education which is now in existence in Bangladesh and will also expand further in future. The purpose of the programme is also to ensure clear formulation of goals of education to be attained by the learners through varieties of educational programmes (short-term, long-term) and varieties of courses to serve the individual interests of the learners, make them alert to the changing conditions due to scientific and technological developments, and for helping them to be more productive citizens. Most of all, the system will permit free movement of learners of non-formal education to the formal education channel, and vice-versa with similar areas of educational programmes.

Keeping this context in view Dhaka Ahsania Mission discussed the issue on several occasions with the educationists, experts, Government officials, educational planners and NGO personnel directly or indirectly involved with the system of education in the country and based on their opinions and recommendations prepared a scheme on equivalency programme and submitted the same to the Government. The Government is expected soon to arrive at a decision in the matter.



The model for equivalency programme will be as follows :

## Model for Equivalency Programmes

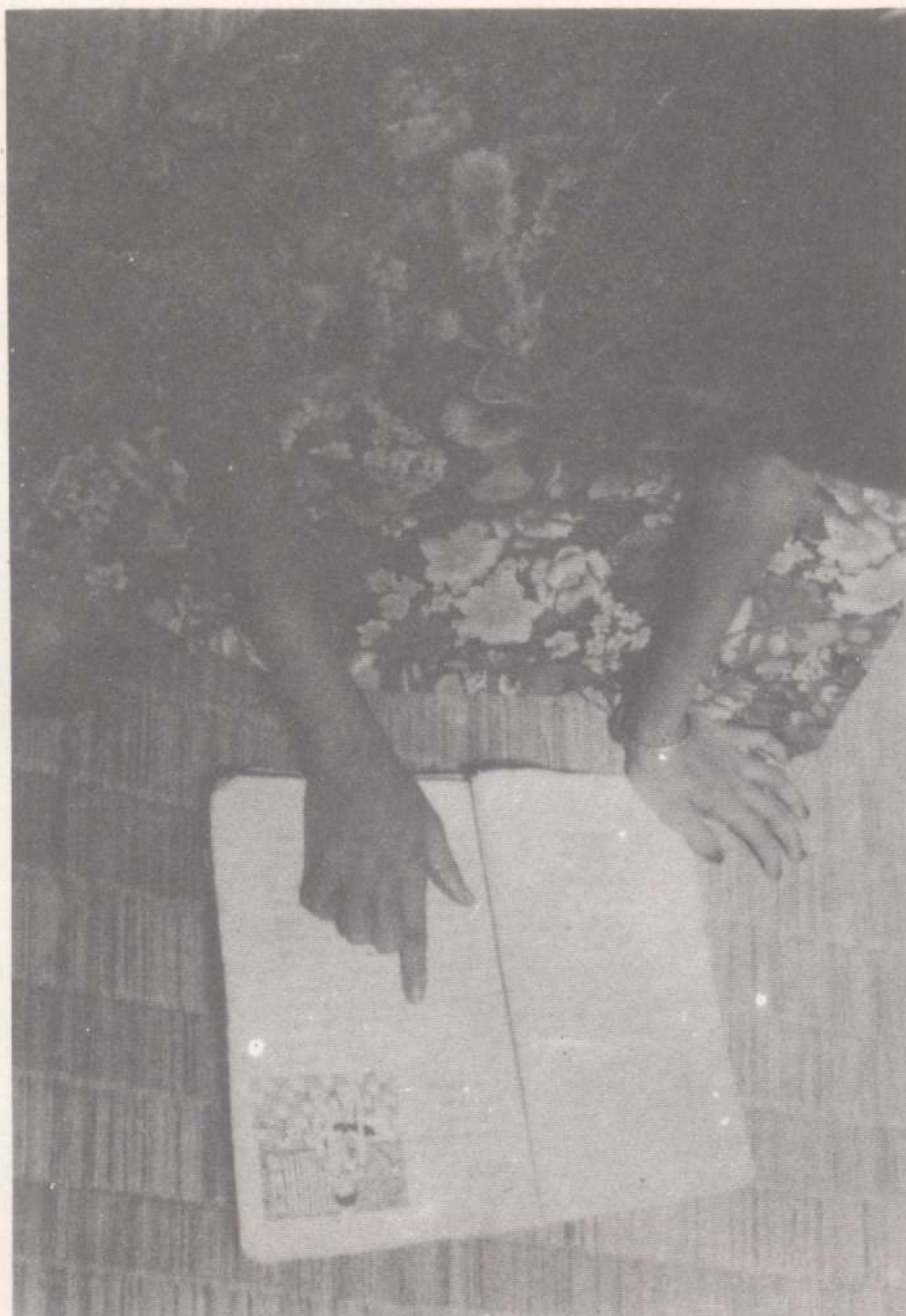


The structural model for the Equivalency Programme has the following features :

1. The formal education system offers only a General Education Programme but its non-formal alternative provides an integrated general and vocational programme. The non-formal equivalency programme accommodates both general and vocational elements rather than separating them as in the formal Education system.



2. Level-1 of the equivalency programme is equivalent to grades 6 to 8 in the formal education programme, Level - 2 is equivalent to grades 9 and 10 while level-3 is equivalent to grades 11 and 12.
3. Dotted arrows indicate possible entries to and from one alternative to the other at particular grade level. Solid lines indicate completion of the level and progressing from junior to senior levels depends on gaining certificate.
4. The dotted lines of the model also indicate the possibility of transfer through an accreditation test, while the solid educational programme without a test. In this case (solid lines) the certification of each level is sufficient to be qualified rather than taking a special accreditation test.
5. The ovals are intended to indicate the progression from grade to grade in each level is not as rigid as for the formal system.
6. There should be a free movement of learners from non-formal education to the formal education channel and vice-versa within similar areas of the educational programmes.



*A child learner in home practice*



## 7.4 The International Affairs Division

---

As the organization grows it became more and more necessary to split up responsibilities and delegate authority. One of the most recent moves is to set up a separate division for International Affairs. Our accreditation to ECOSOC with consultative status category II brings with it the obligation to participate more in UN related activities. So it has been decided to appoint a full-time representative based in New York with instructions to relate to the UN and its member organizations, but also to reach out to the people, the NGO's and the governments of the United States and Canada. Already we have an honorary representative in Canada.

In 1994 an office was set up for the U.K and the European Union in London. Chaired by Lord Swinfen a committee has been set up which has prepared and submitted a memorandum and articles to incorporate Dhaka Ahsania Mission in England and has formally applied to have it recognized by the Charity Commissioners of England and Wales as a charity.

The International Division is busy in developing partnerships outside Bangladesh for continued support for the ongoing projects as well as for the new projects we have on hands, the Bangladesh Institute for Non-formal Education, the Ahsanullah University of Science and Technology, the Conquer Cancer Campaign as well as for the expansion and development of the Khan Bahadur Ahsanullah Teacher Training College. So far this year we can number amongst our donors: in addition to the Government of Bangladesh (INFEP & GEP), Danida of Denmark, CEBEMO of the Netherlands, the Overseas Development Administration (ODA) of the U.K., CVM of Italy, CAFOD of England, APSO of Ireland, Concern Universal of England with co-funding from the European Union, Kirby Laing Foundation of UK, VSO of the U.K. and USCC - Bangladesh of Canada. Close partnerships have been developed with Laubach Literacy International of USA, UNESCO and ISESCO.

## 7.5 Refugee Counselling Services

---

Since 1989, UNHCR Branch Office (B.O.), Dhaka has been managing about 250 Urban Refugees from Somalia, Myanmar, Iran, Iraq etc. The complicated time-consuming activities in connection with the catering for the counselling services for the refugees including Subsistence Allowance, Health Services, Primary Education for Refugee Children, Skill Development of the selected adults, Higher Education for Scholarship Holders, Social Counselling etc., would eat away most of the valuable time of the expatriate staff of UNHCR, B.O. Dhaka. To ease the operation since May 1993 DAM has been entrusted with carrying on the Refugee Counselling Services. The DAM unit of Refugee Counselling Services under the overall supervision of UNHCR, B.O., Dhaka has been operating quite successfully. As a result of which, on the eve of the winding up of their major operation with Rohingya Refugees, the UNHCR B.O. has been assisting the expansion and remodelling of the counselling service unit of DAM so as to equip it well to work more or less independently in future, after the shrinkage of UNHCR B.O. representation in Dhaka.

## 7.6 Computer Centre :

---

The Computer Centre of Dhaka Ahsania Mission was established in about 1990 with only two computers and one printer. The main work of this section was limited to some secretarial work and processing of small amount of data for monitoring and evaluation of some of the Mission's field activities. After expansion, now this section consists of six IBM computers, two Apple-Macintosh computers and four printers including a Laser printer and a Scanner.

The Computer Centre is now giving support services to all of the departments of



this organisation. The total responsibilities of this centre can be divided into three parts -

- a) Data Processing
- b) Publications
- c) Secretarial support services

Data Processing :

All data relating to the monitoring and evaluation of all the project activities of Dhaka Ahsania Mission are now being processed here to produce monthly reports focusing different sides of the project activities which helps the monitoring personnel to assess the project activities. Besides processing of data relating to Mission's own activities, the Computer Centre also processing data relating to different survey and research works of the Mission and other organisations. In 1994 this Centre processed a large amount of data of "Need Assessment Survey of Bangladesh Open University".

Publications :

All publications of Dhaka Ahsania Mission are being composed and finalised in the Computer Centre. For doing these works it has skilled and experienced DTP operators who are using highly sophisticated equipment like Apple Computers and Laser printers with added facilities of Scanner.

Secretarial Services :

The Computer Centre is giving all kinds of secretarial service to all of the departments of the organisation.

In addition to these three main responsibilities, the Computer Centre is developing several Application software for the use of other departments like Payroll System for Accounts Section, Personnel Management System for Administration etc.

The Mission has its own Programmers to develop necessary Applications. For the last



*DAM worker in motivational meeting*



two years, a computer professional (VSO) from England has been working here as a Computer Consultant who has helped to develop some application software for processing monitoring data.

### **7.7 Ahsanullah University of Science and Technology (AUST)**

---

There is only one University of Engineering and Technology (BUET) in this country of 120 million people. The government is encouraging the private sector to invest in education and specifically to found universities. The Mission decided to respond and so have taken an option on forty acres of land in Gazipur, some 30 kms. north of Zia International Airport.

With the permission of the Ministry of Education, the Mission proposed as an interim measure to open our University in rented buildings and to use existing government facilities at times when they are vacant such as workshops and laboratories. This will be less difficult for the Mission than for people who are more used to a more formal approach to education. We plan to combine the non-formal approach of an open University with a more formal administration and examination system. To illustrate, the Mission foresees designing and holding courses at the request of clients at their premises or suitable premises of third parties in any location in the state. It shall set up not only degree and diploma courses but courses leading to certificates testifying to different levels of proficiency in different fields of technology, science and Business Administration. Provision for training teachers of technology and science will be made. Complementary courses in foreign languages and ethics will be emphasised so as to produce balanced technicians and graduates. Courses will be so designed as to permit them to be taken while one carries on with her/his normal vocation.

At present the Mission is contacting Universities, Institutes of Technology and Foundations in other countries seeking links with them, assistance from their personnel and financial support. A special adhoc committee is being set up to direct this venture. The need for this university is so pressing that we have hired a five storeyed building with a total floor space of 22,000 sq. ft at 22 Airport Road Dhaka (W. Testuri Bazar). Professor M.H. Khan, former Vice-Chancellor of BUET, has been appointed Vice-Chancellor of AUST. He moves into his office on 15th April and it is hoped the first classes will start from September 1995. Initially the university will have four faculties, namely Education, Business and Social Science, Engineering and Architecture.

### **7.8 Bangladesh Institute of Nonformal Education (BINFE)**

---

There are times when one knows he has identified an urgent need. This is one of them. A huge new effort is essential if the present disjointed, good but limited efforts to spread literacy in Bangladesh are to be converted into an irresistible national movement which fires people with enthusiasm for functional education for all. The missing component is an enabling institute which will offer support to all existing efforts, promote cohesion between them, provide training for non-formal teachers and the varied materials they need, research better methods and techniques, marshal the media to work up enthusiasm for the task and relate the activity to what is happening in neighbouring nations and also relate the non-formal to the formal education system within the country. It must be at the service simultaneously of the state, non-governmental groups and individuals and also at the service of the United Nations' special bodies and people and groups all over the world. Ideally it should be an autonomous body involving both



ministries and the private sector. Some interest is being shown in our idea by the European Union and the ODA. It is supported by several NGOs notably Caritas, BACE and CCDB while it has been formally welcomed by the Campaign for Popular Education. Its cost is estimated to be \$1,697,000 over two years.

## 7.9 Cancer Education Centre and Hospital (CECH)

---

As it expands, the Mission is resorting more and more to the tactic of setting up semi-autonomous bodies to direct new projects. The order chosen suggests a new approach: from information and awareness to research to further dissemination of information to diagnosis to treatment and finally evaluation. The reception of knowledge from other countries and the sharing of our experiences with them remain very much within our purview which also embraces mobile extension services and from the outset 4 divisional detection centres which may later become treatment centres. A research institute and a 200 bed hospital round out the plan.

An advisory committee has been set up to direct the operation; A site has been identified at Gacha in the district of Gazipur. The legal steps necessary to its acquiral are being taken. Serious efforts have been started to raise funds both within and outside the country. Assistance is being sought from Cancer Institutes outside the state. Already two foundations in the U.S.A. have pledged to assist us with costly equipment and medicines.

## 7.10 Disaster Preparedness, Housing and Rehabilitation Programme

---

Bangladesh is a cyclone prone area and natural calamities like cyclone, tornados and floods frequently occur in Bangladesh. For several years, DAM has been involved in disaster preparedness and housing activities. Fortunately, however, for the last

two years, there has not been a major cyclone in Bangladesh and floods were not so severe. As such there has not been much new programme on disaster preparedness and only the unfinished works of housing programme were under implementation during 1994. In 1992 and 1993 some 1776 housing units were constructed.

## 7.11 Health Education

---

The Health Education Programme of Dhaka Ahsania Mission has three aspects : awareness creation about health, hygiene and nutrition, Anti-drug programme and cooperation with a foreign NGO working in Bangladesh on a primary health care programme.

### Awareness creation :

Awareness creation about health, hygiene and nutrition including knowledge and symptoms of various diseases as also preventive and curative measures is being undertaken through written messages in the materials developed by the Materials Development Division of Dhaka Ahsania Mission. In a large number of materials developed by the said Materials Development Division the message on health education is transmitted to the community in general and the beneficiaries of DAM programme in particular. Among these materials the following may be broadly categorized as health education materials :

- 1 *Take care of your health*
- 2 *Protect Yourself from Cancer*
- 3 *For mother & TBA*
- 4 *Preventive Health Education*
- 5 *Information for Adolescent Girls*
- 6 *Variety of food*
- 7 *Superstition*



- 8 *Wealthy Hair & Healthy Skin.*
- 9 *Health is Wealth*
- 10 *Our Health*
- 11 *Cancer-2*

These materials are of great benefit to the people with a low level of literacy achievement to develop their knowledge about germs and diseases, in keeping good health and to learn about the food value and nutrition element in various fruits and vegetables.

### 6.12 Cooperation with foreign NGO (Concern Universal)

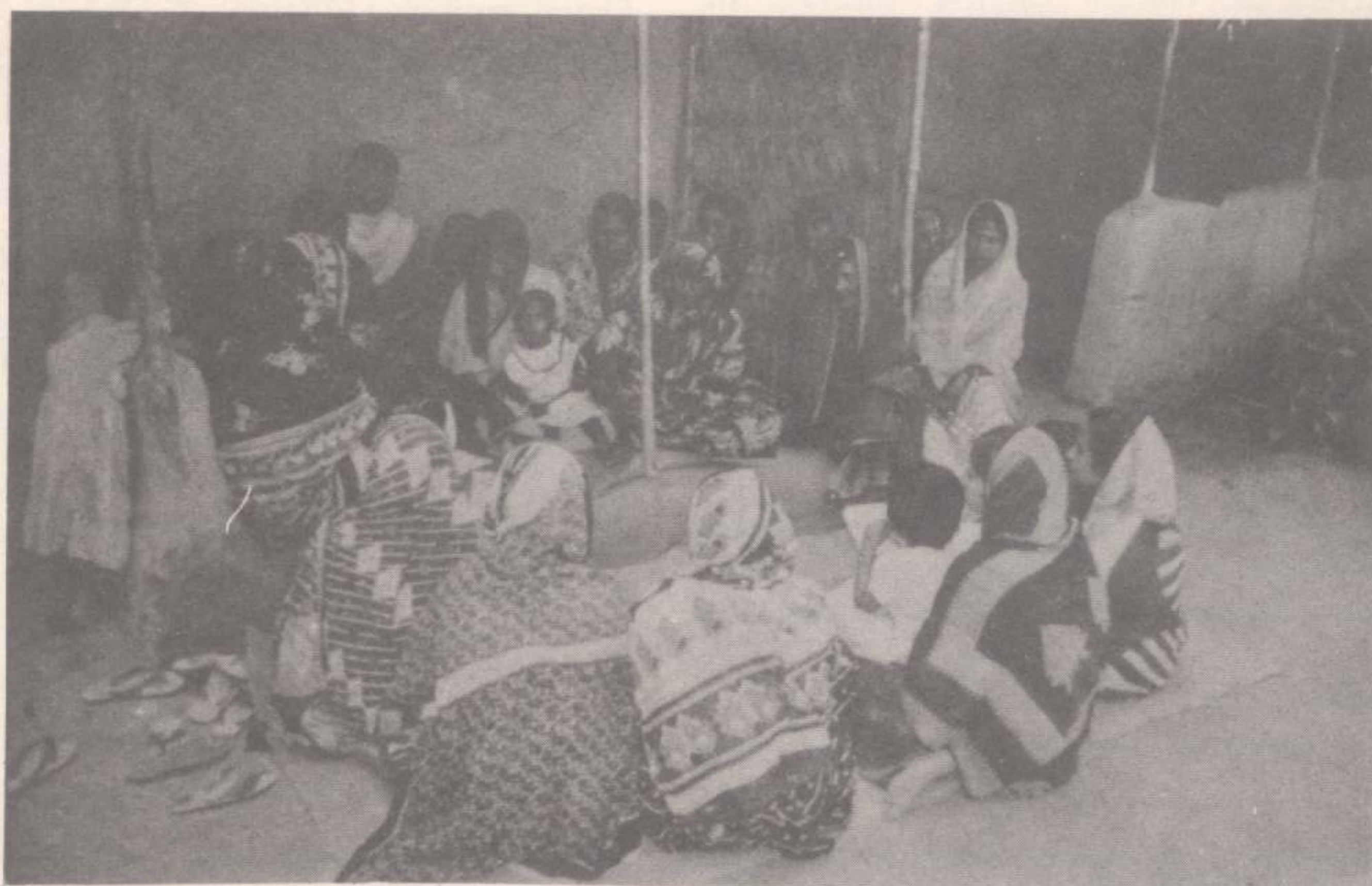
Dhaka Ahsania Mission cooperates and coordinates activities with quite a few international organizations and NGOs. On Primary Health Care (PHC) programme, Dhaka Ahsania Mission cooperates with a foreign NGO, namely Concern Universal. Concern Universal is an International Development and Relief Organisation based in Kent, England, currently working in over 20 developing countries in Africa, Asia and Latin America. In 1994, Concern Universal

established its Primary Health Care and Infrastructure Programme in the Cox's Bazar District of Bangladesh. Dhaka Ahsania Mission has been providing local support to this organisation in their Primary Health Care Programme.

By the end of 1995, it is expected that the PHC programme of Concern Universal will be extended to one of the DAM's working areas in the District of Satkhira.

### *Envoi*

To crown our achievements in 1994 we report with pride that the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) have selected the Mission for the Human Resources Development Award for 1994. In reaching this decision the international jury of distinguished experts was particularly impressed by Dhaka Ahsania Mission's contribution to the non-formal education of women.



*DAM worker imparting health education*



## Awards / Prizes

DAM won many national and international awards and prizes on various aspects of education. In 1987, the Executive Director of Dhaka Ahsania Mission received the J. Roby Kidd Special Citation from the International Council for Adult Education, Canada for his significant and innovative contribution to adult education.

In 1992, DAM was awarded Honourable Mention for Non-Formal Education Materials Development (Posters on Equal Rights of Women) by the Asia/Pacific cultural centre for UNESCO (ACCU), Japan and was awarded the 3rd prize by the same organization, for Non-formal Education Materials Development (Video on a distressed woman) in 1994.

More importantly, the Mission got the 1994 HRD award of ESCAP for providing

extensive non-formal education to poor women.

At the National level DAM received on the occasion of the International Literacy Day, 1994 the following prizes from the Integrated Non-formal Education Programme (INFEP), Primary & Mass Education Division, Government of Bangladesh:

- i) The 2nd Prize for Publication of follow-up Materials for the neo-literates (the 1st prize was not awarded);
- ii) The 3rd prize for Publication of ALAP (the Dialogue), a monthly newsletter for neoliterates and for Continuing Education;
- iii) The Special Prize for publication of a wall magazine for neo-literates and for continuing Education.



*The Executive Director of DAM receiving 1994 ESCAP HRD Award*



## FINANCIAL SITUATION

The activities of Dhaka Ahsania Mission has taken a sharp rise during the year under review. The figures indicating receipts and payments during the years 1991-92, 1992-93 and 1993-94 show in financial term the expansion tendency of the activities of the Mission. The percentage rise in receipts is 4.5 in 1992-93 and 42 in 1993-94 and the % rise in payments is 58 in 1992-93 and 56 in 1993-94. The situation is shown in the graph overleaf.

Balance sheet (Figures in thousand)

	June 30, 1994	June 30, 1993	June 30, 1992
Fixed Assets	7,822	6,253	5,009
Stocks	1,387	654	734
Revolving Loan	1,192	-	-
Advance	3,117	1,267	421
Cash at Bank	17,974	9,221	13,038
<b>Total Taka</b>	<b>31,492</b>	<b>17,395</b>	<b>19,202</b>
General Fund	14,137	7,029	6,288
Project Fund	11,351	7,168	10,952
Publication Trust Fund	841	650	650
Revolving Loan Fund	2,164	1,227	614
Employee Benefit Funds	1,586	267	50
Mission Education Fund	216	-	-
Members Benevolent Fund	299	23	-
Mission Development Fund	840	1,009	640
Current Liabilities	58	22	8
<b>Total Taka</b>	<b>31,492</b>	<b>17,395</b>	<b>19,202</b>

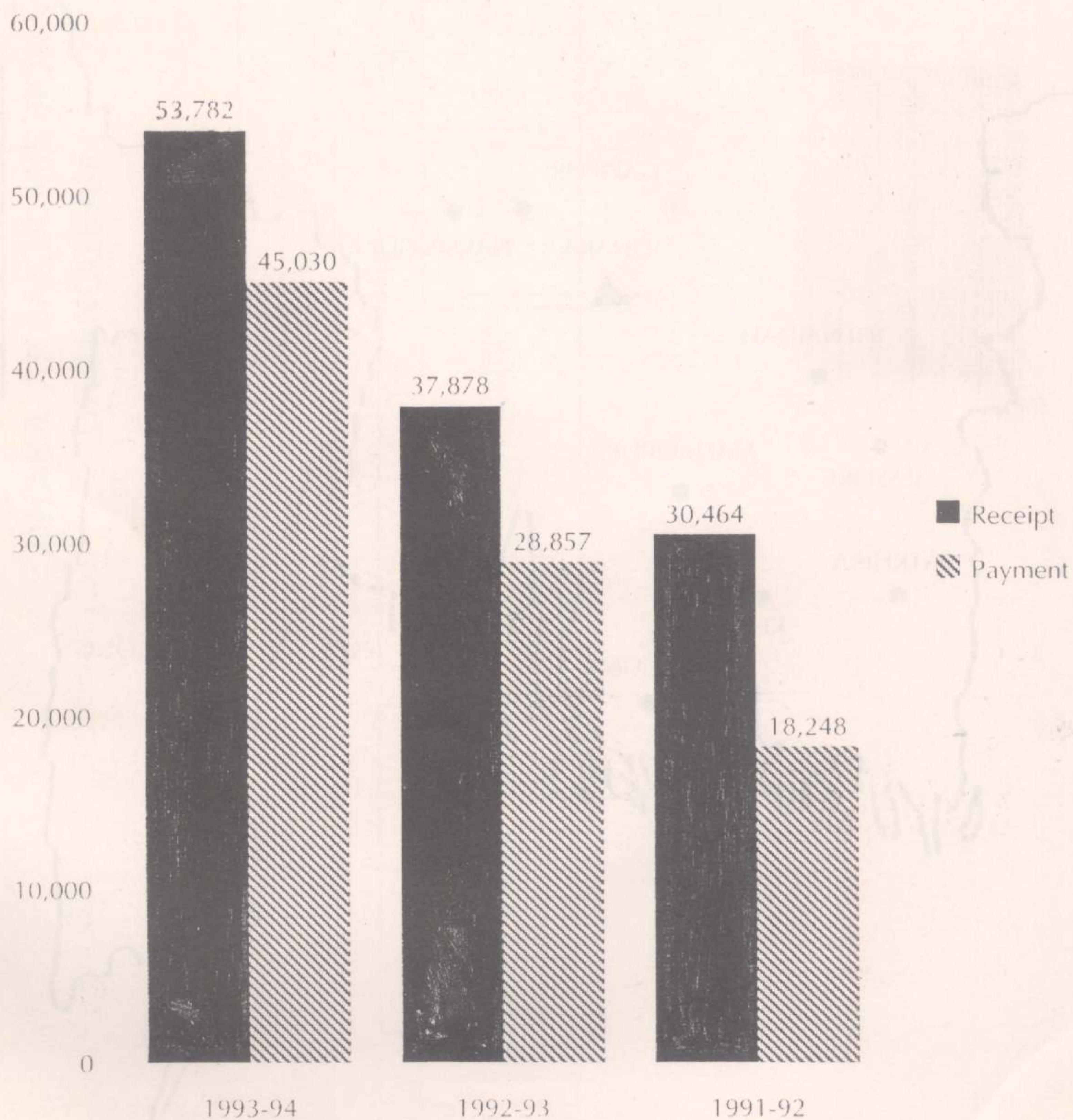




Annual R. Graph '95

year	Receipt	Payment
1993-94	53,782	45,030
1992-93	37,878	28,857
1991-92	30,464	18,248

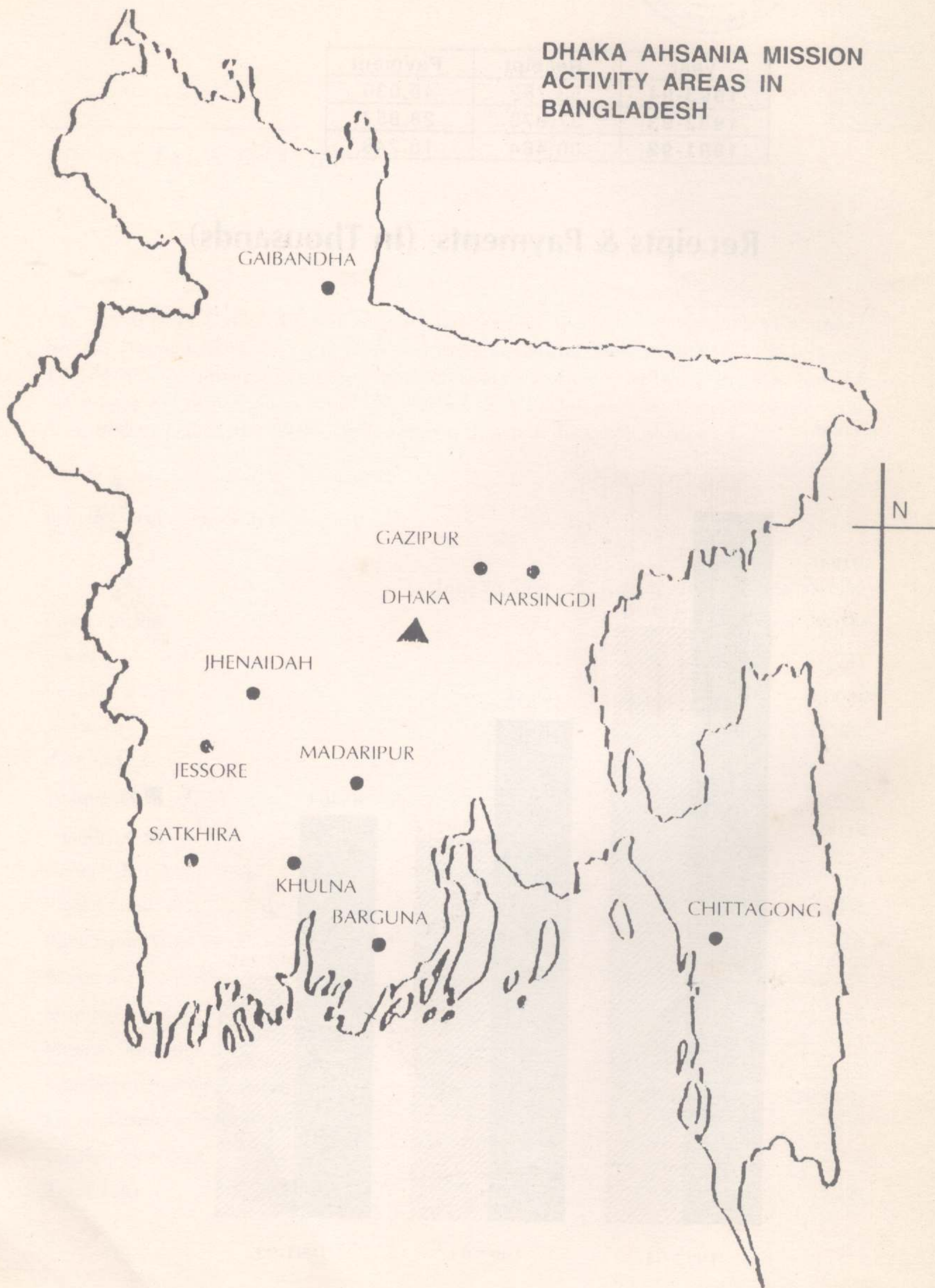
## Receipts & Payments (In Thousands)





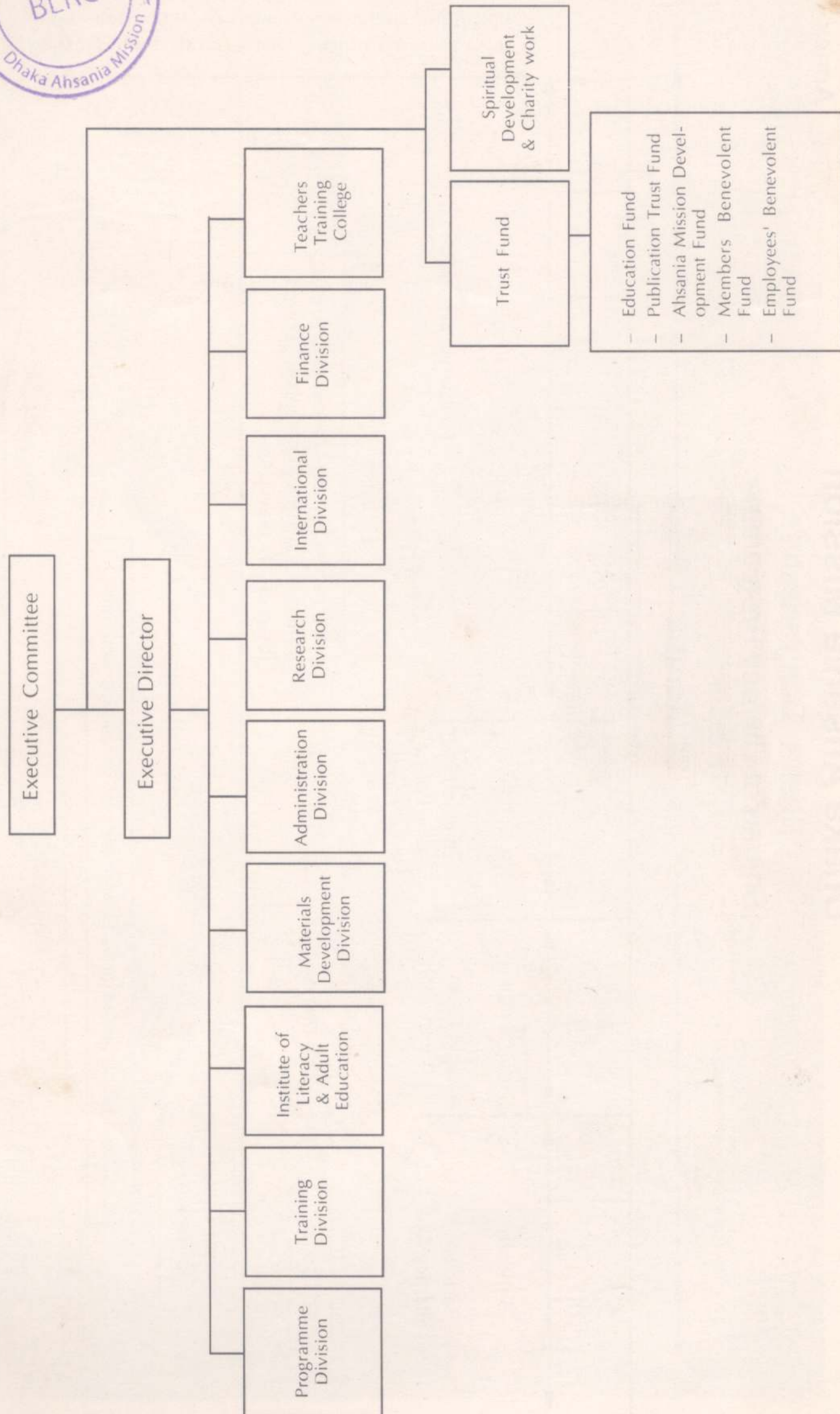
Annex-1

DHAKA AHSANIA MISSION  
ACTIVITY AREAS IN  
BANGLADESH





# DHAKA AHSANIA MISSION ORGANOGRAM

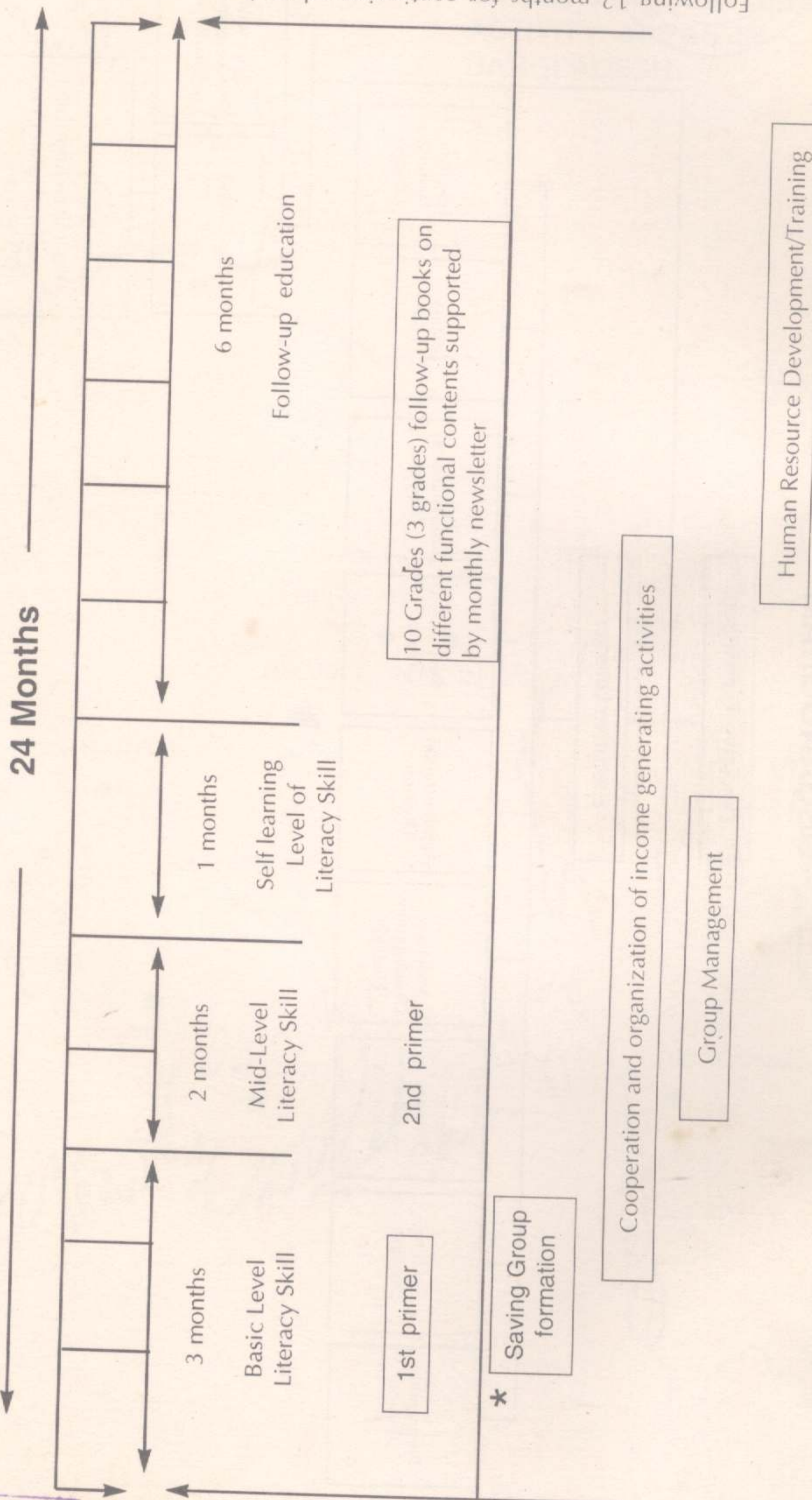




# Dhaka Ahsania Mission

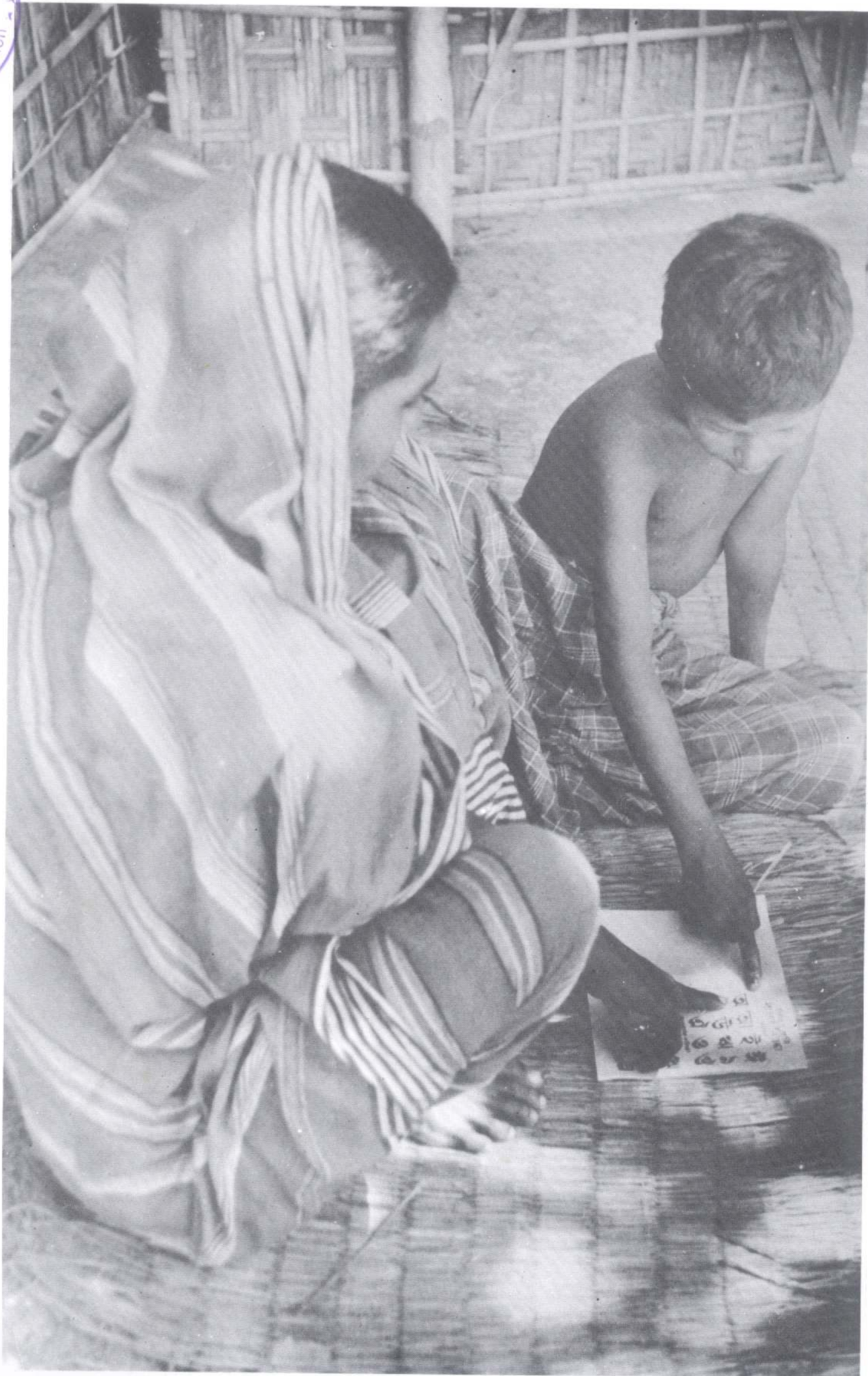
Dhaka, Bangladesh  
Sperad of Literacy Programme

Annex - 3



\* Saving Group formation starts when the learners feel that they need it.





*Neoliterate helping son's home learning*



