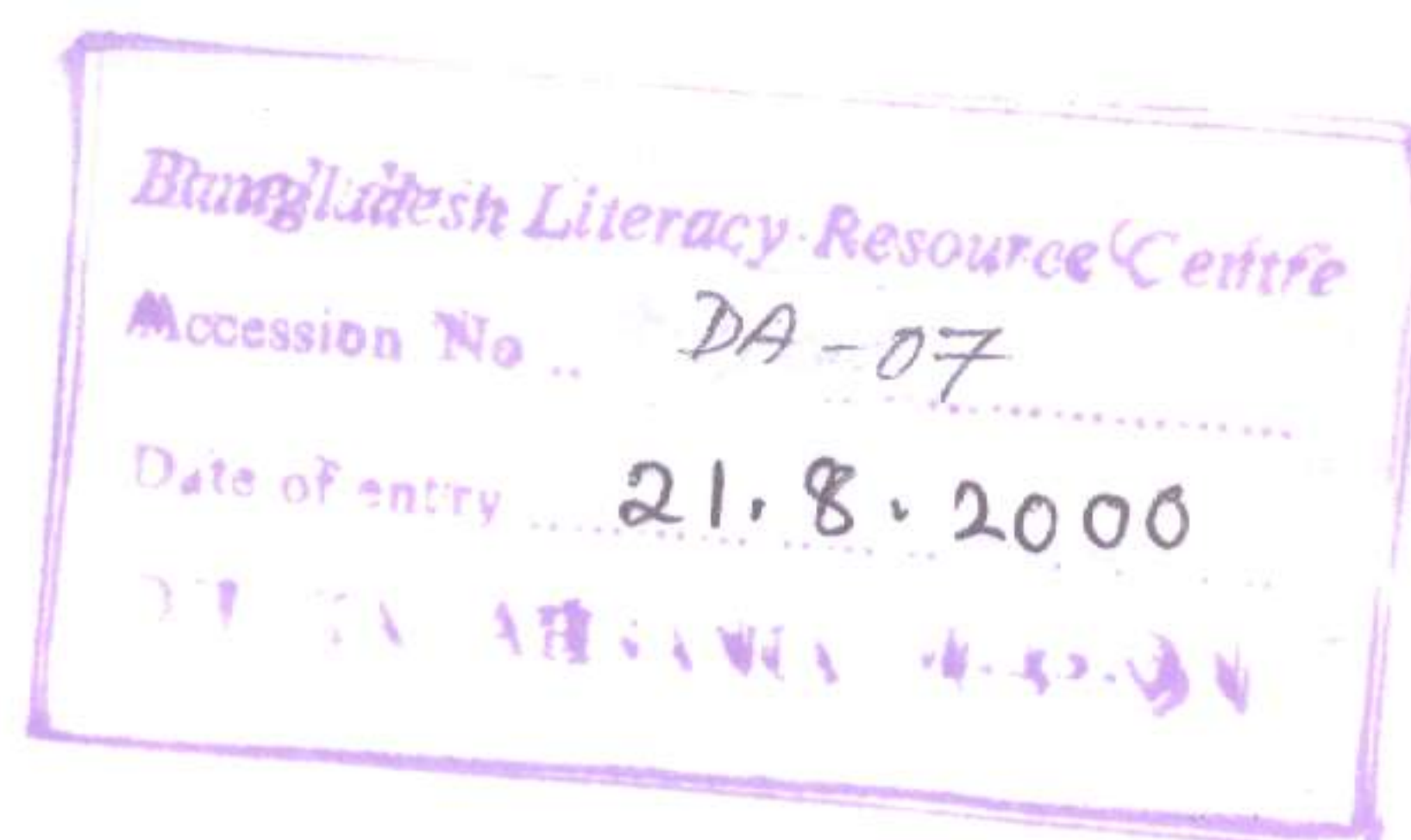




DA-15/1

# ANNUAL REPORT 1996



## DHAKA AHSANIA MISSION

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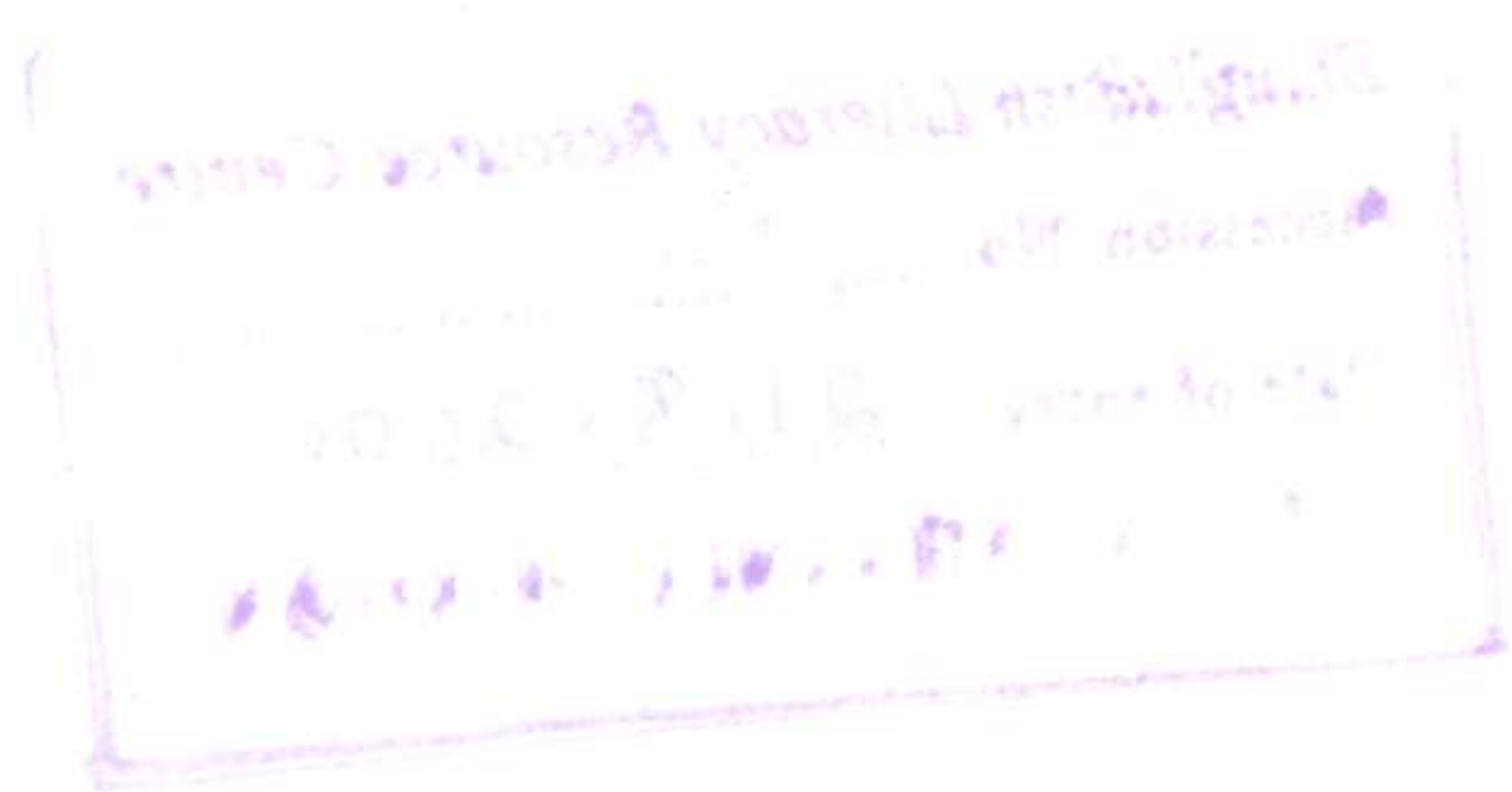
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REPORT



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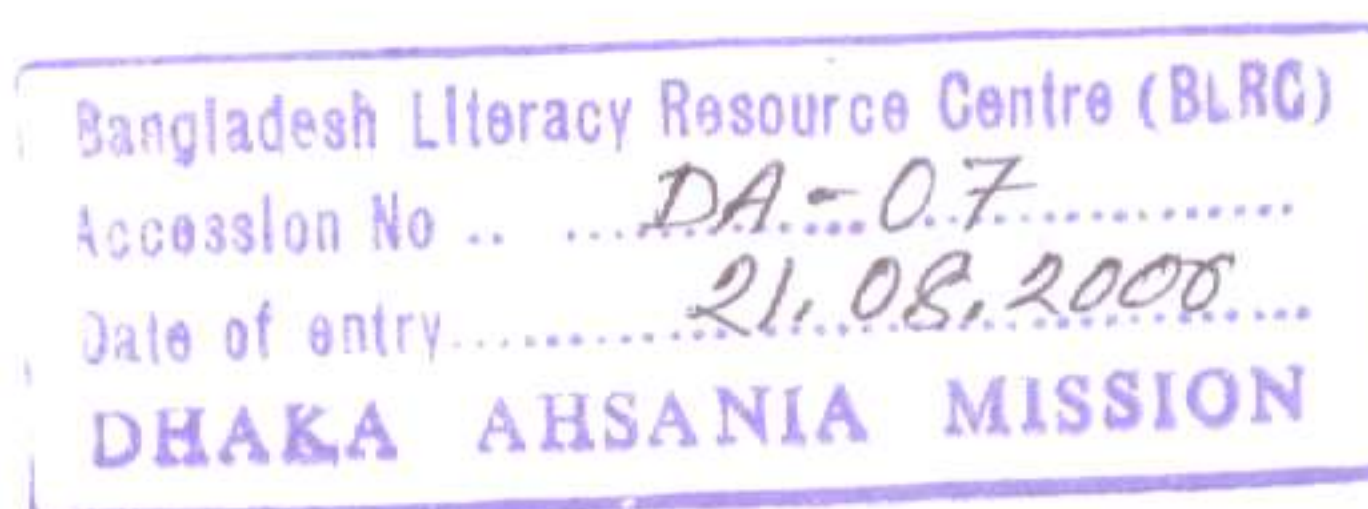
## PREFACE

Dhaka Ahsania Mission (DAM) is a Non-government Development Organisation with a difference - difference in the sense that its areas of interest are not only varied and many but, in most cases, its approach and works are innovative. Our problems as a nation, particularly our socio-economic problems are astronomical. To come out of the morass of the perpetuating tendency of under development in almost every sector of our national life the involvement of the whole civil society and of all strata of the community in a very big way to work side by side with the government is vital. To achieve the objectives of a balanced and sustainable socio-economic development, the resources, manpower and infrastructure at the command of the government are not adequate. Also, current thinking on development issues demand that public sector should be more a mobilizing and coordinating agency than itself an actor. Moreover to-day's concept of development is no longer confined to economic aspects or to material gain, rather the emphasis is on human development and includes many other issues such as the cultural, ethical and the spiritual development of people. DAM's agenda of activities as depicted in this report speak of the speciality and distinctive feature of the organization in that it addresses all these aspects of development.

The expansion in different areas of our attention and in the quantum of involvement has been possible mostly because of the cooperation, assistance, help and guidance that we received from all quarters including multilateral and bilateral donor agencies and also the Government of the Peoples Republic of Bangladesh represented by the Ministry of Education, the Primary and Mass Education Division, the Directorate of Non-formal Education and the NGO Affairs Bureau. We acknowledge through this report our gratefulness and thanks to all our development partners and well wishers.

For whatever we have been able to do in carrying forward the mission of the organization or in other words, mission of the founding father, our gratitude goes to the Members of both the General Body and the Executive Committee of Dhaka Ahsania Mission. I am also thankful to all my colleagues for their valuable services and for their selfless cooperation in the implementation of the different programmes and projects of the Mission.

KAZI RAFIQUUL ALAM  
Executive Director





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## CHAPTER - I

# The Organization

## INTRODUCTION

Dhaka Ahsania Mission (DAM) is one of the leading Non-Governmental Development Organizations (NGDO) in Bangladesh. It was founded by Khan Bahadur Ahsanullah (RA), an eminent educationist, social reformer and a great humanist. Beginning as a philanthropic organization in 1958, DAM gradually emerged to become one of the prominent Development Organizations working at the grass roots level as well as at national and international levels in the field of non-formal education, poverty alleviation, health, environment, women's development, etc. where positive intervention was found necessary.

DAM's membership is open to every one irrespective of caste, creed or religion; and whoever believes in the philosophy of the organization can be its member.

As an NGDO, DAM is registered with the Department of Social Services and also with the NGO Affairs Bureau of the Government of Bangladesh. It is the only national NGO in Bangladesh enjoying Consultative Status (category-II) with the UN ECOSOC.

Besides being a member and host organisation for the Commonwealth NGO Liaison Unit-Bangladesh (CLU-B), DAM enjoys the membership of a number of net-works of international and national organizations of which Asia South Pacific Bureau of Adult Education (ASPBAE), the International Council for Adult Education (ICAE), United Nations Department of Public Information (UNDPI), Commonwealth Association for Education and Training of Adults (CAETA), Education for All Network (EFAN) Association of Development Agencies in Bangladesh (ADAB), Campaign for Popular Education (CAMPE), Bangladesh Shishu Adhikar Forum (BSAF), and

Voluntary Health Services Society (VHSS) deserve special mention. Apart from that DAM works very closely with UNESCO Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan and UNHCR, Bangladesh Office.

## PURPOSE, MISSION AND VISION

DAM stands for the purpose of "Divine and Humanitarian Services", in other words, for the unified purpose of serving the creator through serving His creation. DAM has its own mission and vision. Its mission consists of ameliorating the conditions of the poor and disadvantaged group of people, especially girls and women, in both rural and urban areas and to promote human development, freeing every one from the curse of ignorance and illiteracy, poverty and malnutrition, exploitation and deprivation and instilling in them new hopes and aspirations for better conditions of living.

The ultimate vision of DAM is the development of a learning society perpetually engaged in the pursuit of knowledge, understanding and skill for the attainment of a world, self contained in all respects - intellectual, material, moral and cultural, where peace, harmony, mutual understanding, cooperation and tolerance will be the norm and order.

## OBJECTIVES

For the realization of its vision the constitution of DAM clearly spells out the operational objectives of the organization, which are:

- i. *Annihilation of distinction between man and man by promoting, unity, peace, love and brotherhood among people throughout the world;*



- ii. *Cultivation of one's inner unexplored potentialities 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 in the various countries of the world;*
- iv. *Promotion and preservation of the natural environment;*
- v. *Prevention of illicit use of narcotic drugs;*
- vi. *Organizing relief and rehabilitation activities in times of natural calamities;*
- vii. *Supporting the programmes and activities of the United Nations and its specialised agencies and promoting knowledge of its principles and activities.*

### BENEFICIARIES

Keeping relevance to its objectives and vision DAM works for the people in general to build a better tomorrow, giving its main thrust on the following categories of people;

- *those who are landless or have a maximum of 0.50 acre of land inclusive of homestead;*
- *those who earn their livelihood from physical labour;*
- *those who sell labour for around 180 days a year.*

However, the total community is covered by some of the programmes of DAM, such as Environment Programme, Anti-drug Programme and also Relief and Rehabilitation Programme launched for the victims of natural disasters, like flood, cyclone, tidal surge, etc. In addition to these the Mission has its programme on secondary and tertiary education as a means to reinforce its role and function in the light of the profound socio-political and economic transformations that are desired to be accomplished.

Hence the people of all levels and sections, may be in varying degrees, are the beneficiaries who are ultimately intended to participate and contribute to the overall well being of the society.

One thing deserves special mentioning that all programmes and activities of DAM are tilted in favour of girls and women who constitute about 70% of the total beneficiaries.

### How DAM FUNCTIONS

Dhaka Ahsania Mission functions through an Executive Committee which works as its policy making body. The committee consists of 21 members including its President, Treasurer and General Secretary - all elected annually by the General Body of Members. The General Secretary of the Executive Committee is also the Executive Head of the Organisation and is designated as Executive Director. He runs the day-to-day administration and functions of the organisation with the help of 8 Division Heads and other functionaries.

### Offices & Staff

Dhaka Ahsania Mission has its Head Office in the capital city of Dhaka with 10 Regional or District Offices and 11 Field Offices responsible for administering its literacy and other regular programmes. In addition to these, Anti-drug and Environmental Programme Networks are spread in a total of 188 Thanas (Police Stations) of 58 Districts throughout the country. DAM also maintains its offices in U.K., USA and Canada.

DAM's staff consists of full-time employees, part-time employees and volunteers both national and international. The table overleaf gives a category wise break-up of the employees and volunteers for the period from 1992 to 1996.



**Table No. 1 : Number of Employees and Volunteer Workers of DAM**

Category Year	Full time	Part time	Centre facilitators	Volunteers	Total
1992	143	06	363	-	512
1993	199	08	920	-	1,127
1994	310	08	2,477	-	2,795
1995	315	05	2,472	516	3,308
1996	303	05	2,163	10,000*	12,471

\* The figure includes members of Anti-drug and Environment Networks.

DAM recruits its staff very carefully and helps them grow professionally by providing various HRD and skill training both at home and abroad. In 1996 as many as 6 senior staff members were sent to different universities of U.K. to receive higher training of 3 to 4 months duration on various fields of competence under fellowships offered by ODA of U.K.

## FUNDING

DAM's activities in the initial years were mostly dependent on subscriptions and donations from its members and the generous public. With the spread and expansion of its programmes and activities both in scale and dimension and diversity or geographical location programme based financial assistance from the government and para-statal bodies within the country and also from international organisations and bilateral donor agencies became the main source of funds.

During the period of this report, the governmental agencies like the Ministry of Education (MOE), Primary and Mass Education Division (PMED), Ministry of Agriculture (MOA), Directorate of Non-formal Education (DNFE), Department of Narcotics Control (DNC) offered funds for implementation of a number of NFE and other projects implemented by DAM.

Of the large number of foreign organizations who are the development partners of DAM, special mention deserves to be made of Danida of Denmark, BILANCE of the Netherlands, ODA of UK, Concern Universal of England with co-funding from European Union, Kirby Laing Foundation, CAFOD of England, APSO, RTE ONE WORLD FUND, AIDLINK and GOAL of Ireland. Homeless International and VSO of U.K. USCC-Bangladesh of Canada, SPIEC & ACCU of Japan, CVM of Italy, Laubach Literacy International of USA, MEMISA of Netherlands, Church of the Latter Day Saints of USA apart from UN and other international organizations like UNESCO, UNDP, UNICEF, UNDCP, ESCAP, ILO, UNHCR and also IFAD.

## ACCOUNTS AND AUDIT

DAM's accounts are administered and managed, following standard accounting principles, by a full fledged Finance Division headed by a Finance Adviser. The accounts are audited annually by a qualified Chartered Accounting Firm. The Executive Director and the Treasurers of DAM are jointly responsible for handling the funds of the Mission.



Let her daughter grow as a literate



## CHAPTER - II

## Non-Formal Education

It is a recognized fact that education is the key to personal development as well as to economic, social and cultural development of societies. In other words, it is an indispensable element of development strategy as it contributes to human development in a big way. In Bangladesh, a resource hungry small country of 120 million people living in an area of 147,550 sq.Km, the prevalence of large scale illiteracy poses serious threats to all development efforts. The literacy rate for 7+ age group was 32.4 of which 38.9% for males and 25.5% for females, according to the latest census (1991). In absolute numbers the situation gives a gloomier picture. In 1988 there were about 56 million illiterate children and adults in the country. Now there are about 77 million illiterates. More than two million illiterates are being added to inflate the stock of illiterate people each year.

In spite of the constitutional obligation of the government to eradicate illiteracy and in spite of its commitments to various international decisions and declarations to that end, the fact remains that, neither infrastructural facilities, nor resources at the disposal of the government permit it to get rid of the monster of illiteracy fighting the menace alone. Here lies the need for mobilization of the civil society through involving NGO efforts in tackling the problem. Dhaka Ahsania Mission realized this much earlier and accordingly developed its non-formal approach to provide education to the illiterate population in the country.

DAM's non-formal education and literacy programme encompasses illiterates of all ages starting with the 5 year olds. The following are the principal components of the non-formal education programme of DAM.

- Pre-Primary Education (PPE)
- Primary Education for Children (PEC)

- Literacy Programme for Adolescents (LPA)
- Adult Literacy Programme (ALP)
- Continuing Education Programme (CEP)

The table below gives an account of centres and learners under different NFE programmes of DAM during the period under report.

**Table No.2 : Programme-wise number of centres and learners under NFE programmes of DAM during 1996.**

NFE Programmes	No. of Centres	Learners		
		Male	Female	Total
Primary Education for Children (PEC)	485	6,589 (46%)	7,724 (54%)	14,313 (100%)
Literacy Programme for Adolescents (LPA)	354	2,746 (31%)	6,189 (69%)	8,935 (100%)
Adult Literacy Programme (ALP)	1,094	3,900 (14%)	24,488 (86%)	28,388 (100%)
Continuing Education Programme (CEP) Gonkendra	571	7,770 (15%)	47,729 (85%)	55,499 (100%)
<b>Total</b>	<b>2,504</b>	<b>21,005 (20%)</b>	<b>86,120 (80%)</b>	<b>1,07,135 (100%)</b>

The basic elements of each of the above mentioned components and their coverage are described below:

### PRE-PRIMARY EDUCATION PROGRAMME (PRE)

Pre-primary education programme has been designed for the little children of 5 years of age and its duration is of 6 months. The objective of the programme is to prepare boys and girls for admission in Grade-I of the formal school system and to provide them with exposure to basic moral, ethical and social values to build up a good foundation for future life. The programme has proved successful in helping the poor and disadvantaged families to send their children to



schools with adequate preparations who otherwise would have remained out of school to grow up as adult illiterates.

The contents of this programme include moral education, personal hygiene and environment awareness, etc. Co-curricular activities like reciting rhymes, story telling, singing, dancing, drawing and painting are given importance.

In the years from 1993 to 1995 there were 1,350, 12,898 and 9,600 babies under this programme who were admitted in the formal primary schools in grade I in the subsequent years. For resource constraints, however, the programme had to be kept postponed during 1996.

### PRIMARY EDUCATION FOR THE CHILDREN (PEC)

In Bangladesh, even after introducing compulsory primary education in 1993 by an Act of Parliament, a considerable number of primary school age population remain out of school and about half of the enrolled students drop out before completing the primary education cycle. The PEC programme of DAM has been designed to cover these

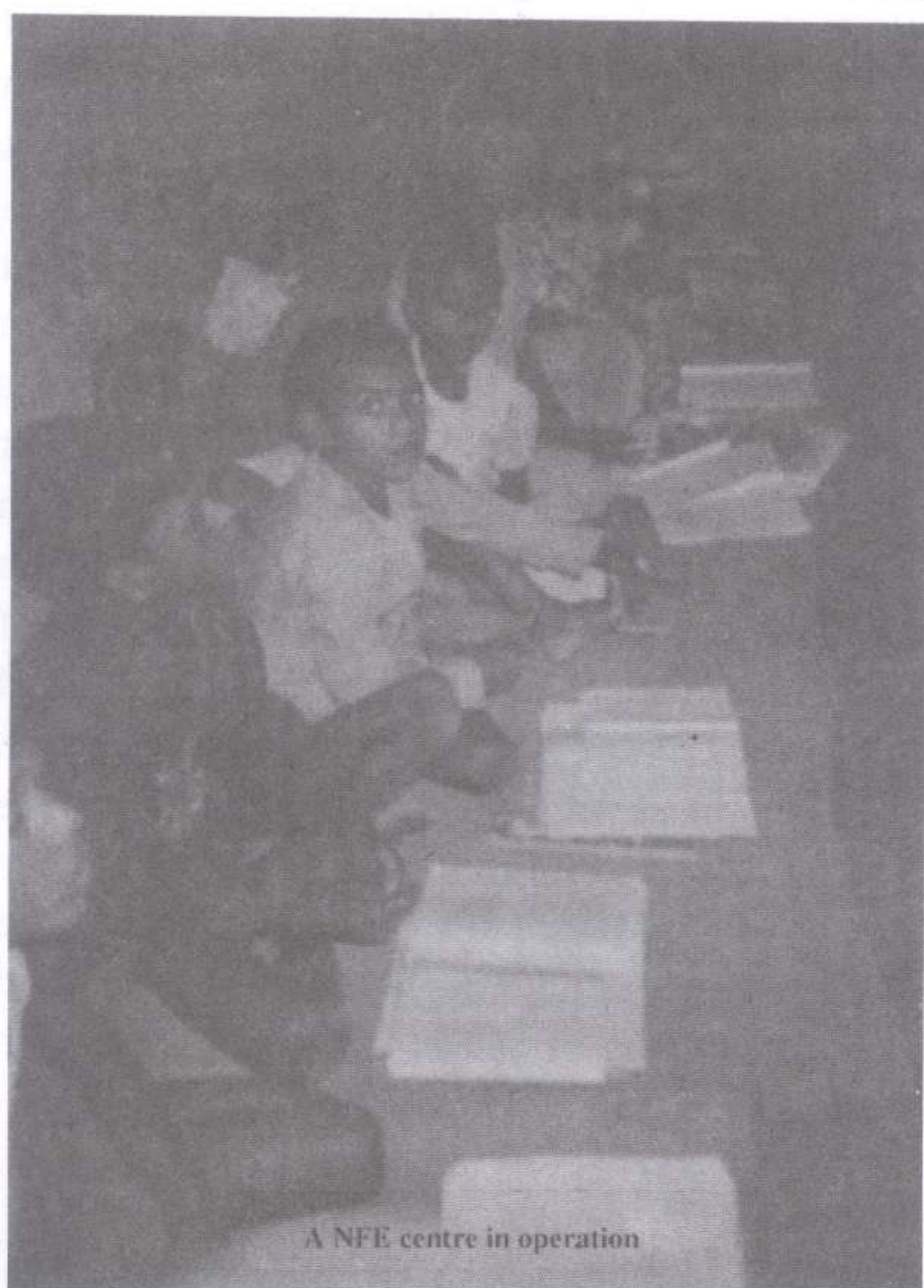
unschooled children of 6-10 years and also the drop outs of the primary schools. The duration of the course is 4 years to make it equivalent to the education offered through Grade I to V of the formal primary schools. The programme provides a **second chance to the non-enrolled and the drop out children** to enter or to be back in the process of receiving basic education, many of whom were found to proceed further. The contents of the programme cover subject areas like environment, health and sanitation, food and nutrition, germs and diseases, etc. apart from language and arithmetic. The competency levels of the different grades are proportionately similar to those of the formal primary schools for which the children under this programme can join the formal stream of education without difficulty. Work oriented and need based functional contents carefully woven into the reading materials attract the students and their guardians alike. In the programme emphasis is also given towards co-curricular activities like drawing and music beside games and sports. Use of indigenous, innovative and effective teaching aids is one of the distinctive features of the entire programme.

In 1996, there were 14,313 children receiving education under this programme in 485 centres located in the districts of Satkhira, Jessore, Jhenaidaha, Narsingdi and Dhaka.

Realizing the urgency of providing basic education to the children living in different slum areas in the city of Dhaka DAM participated in an experimental programme for the **education of slum children** delivered through an innovative method. 4,563 slum children of Mohammedpur, Agargaon and Tejgaon areas in the city of Dhaka were served through 160 centres during 1996.

### LITERACY PROGRAMME FOR ADOLESCENTS (LPA)

Literacy programme for the Adolescents (LPA) for the age group of 11-14 years was designed in consideration of the special needs and relevance of the group. Prior to 1993, primers and education materials prepared for the adults or even for the



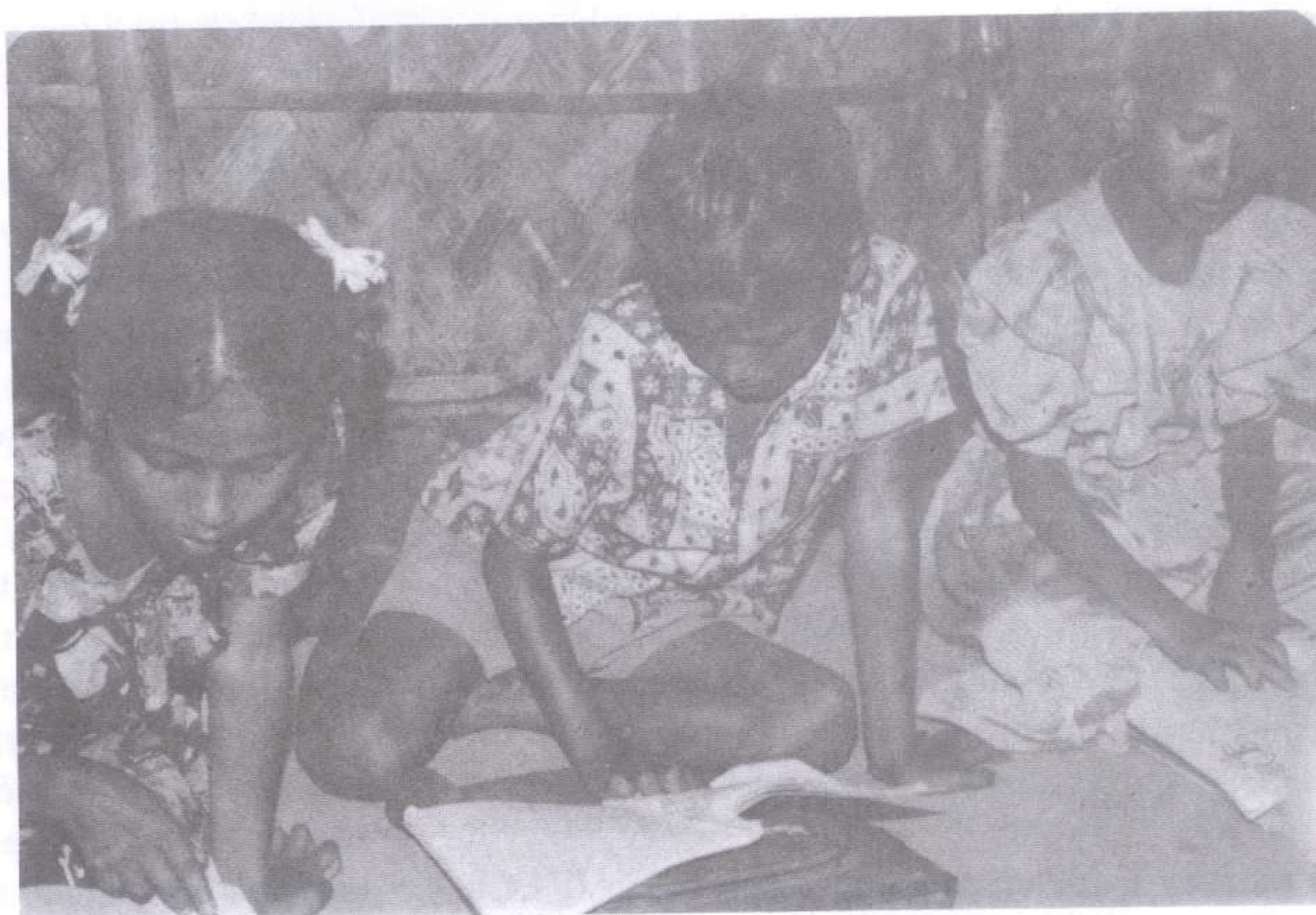
A NFE centre in operation



little children of the primary education age group were being used in education and literacy programmes of the adolescents. In this country DAM was the first to identify the shortcoming and weakness of this practice and accordingly designed a programme and appropriate curriculum exclusively for the adolescents which caught the attention of the activists in the field of non-formal education and received acclamation and admiration. The

objective of the adolescents education programme is to prepare the boys and girls of this age group with necessary education, skill training and awareness of various socio-economic issues and concerns for their lives ahead. The duration of the programme is 12 months divided into two packages. Based on a set curriculum, the first package has three levels to be covered in a period of 9 months. The second package, which is essentially for follow-up education to consolidate the literacy skills acquired during the first 9 month period, is to be covered in the subsequent 3 months. During this 3 month period follow-up graded books and easy to read materials are provided and this is supplemented by monthly news letters and wall magazines of interest to the groups. The programme prepares the illiterate adolescents and also those of them who earlier dropped out from the primary school system and relapsed into illiteracy with essential literacy and some skill training along with knowledge of social, economic, religious, health, hygiene and nutrition matters for their adult life.

In 1996, there were 8,935 learners in 354 Adolescent Education Centres in 6 districts. The corresponding



Attentive readers

figures for the years for 1994 and 1995 were 8,160 learners in 295 centres and 10,935 learners in 325 centres respectively.

While working in the slums with non-formal primary education programme it was noticed that a large number of boys and girls of the 11-15 years age group living there are employed undesirably as rickshaw pullers, workshop helpers, garment workers, hotel boys, factory workers, construction labourers, carpentry assistants, transport helpers and in such other odd jobs. Considering their special needs Dhaka Ahsania Mission took up an **education programme for working children** which is intended to free them from the curse of child labour while instilling in them the skills of literacy and numeracy as well as preparing them for adult life as a skilled worker in the field of his choice. The experimental programme started in a small scale is financed by ILO/IPEC. In 1996 the programme was under implementation in Tejgaon thana in the city of Dhaka through 33 education centres involving 560 children.





Adult literacy centre for women

### Adult Literacy Programme (ALP)

In a country with millions of illiterate adults, it is difficult to get optimum results from any programme of socio-economic development. DAM's Adult Literacy Programme (ALP) has been designed with the twin purpose of imparting literacy to the adults of 15 to 35 years age group, more importantly for motivating them, particularly the heads of the families, to impart education to their children which in its turn serves the double purpose of making the programme of universal primary education a success and simultaneously prevent children from growing up as adult illiterates. The duration of the programme is 12 months in two packages of six months each. The first package covers the basic learning skills and the second package is for follow-up education and consolidation of the newly learnt literacy skill. The reading materials contain topics on family life, basic economic concepts including income generation activities and topics like health, sanitation and nutrition, various social and legal issues, awareness of environment and anti-drug matters and especially the subjects relating to gender sensitization, equality of men and women in all fields of life. In the adult education programme of DAM there were 28,388 learners in 1049 centres in 1996.

One important element in the adult literacy programme of DAM is the income generation credit support. DAM has a plan to gradually cover all its adult learners with credit support to augment their income and thus to break the vicious circle of poverty. Like all other programmes of DAM, in the credit programme, women are the most preferred beneficiaries and almost 90% of the credit goes to the

women, which has multidimensional impact on their lives and activities and eventually they become partners in decision making in all their social, economic and family affairs.

### Continuing Education Programme (CEP)

Continuing Education Programme (CEP) is a programme which, in the ultimate analysis, is directed towards all the literate people in the society, although it is primarily meant for the neo-literates of non-formal education programme. The CEP has been designed to help retention of already acquired literacy skill of the neo-literates and thereby to prevent them from relapsing into illiteracy. The programme is implemented through Community Libraries popularly known as "Gonokendras".

Gonokendras are designed by DAM primarily as platform centres from where to offer its follow-up and continuing education programme as a means to prevent relapse of the neo-literates into the dark old world of illiteracy from where they have just been rescued and then as a centre of community activity including sports and games. Although Gonokendra is understood by many as a community library, in all practical senses it is more than that. The





An afternoon in a Gonokendra

community, mostly the community of the have-nots gather here in the evening hours to read books prepared for them, to continue to improve their learning skill and to meet their neighbours so as to exchange views on matters of common interest.

The Gonokendras are normally developed in club-houses, in outer houses or unused rooms of members of NFE centre committees which are accessible to other members. These Gonokendras, as has already been indicated, are more than community libraries where the neo-literates of the nearby areas attend as semi-organized groups to read easy-to-read follow-up books and other materials. Under DAM's curricula of Gonokendra, it is not only a reading centre or library but also a multipurpose community centre in the true sense of the term. Here the neo-literates gather to read books and other materials prepared for them, engage in problem solving exercises with next-door neighbours, identify issues for community attention or to raise them to appropriate authorities. Participants, especially girls and women, get exposure to out-of-family situations, which widen their mental horizon and bring forth a positive attitudinal change. Moreover, the participants get wide opportunity for leisurely learning of many important aspects like, agriculture and fish cultivation, livestock raising

and poultry keeping and other income generation activities including small business enterprises and cooperatives, from the follow-up literacy materials developed by the Materials Development Division of DAM.

Issues and concerns of environment, health, sanitation and personal hygiene, food and nutrition, dangers of evil vices like drug addiction, alcoholism etc are read and discussed by them in the Gonokendra. This not only creates awareness but helps formulate an attitude of

community action. The Gonokendra is used also as a centre for sports and cultural activities, which some time give it a festive look. It is so to say a life centre for them.

The centres invisibly serve to foster cooperation and collective community living and also help instill in the participants new hopes and aspirations seeking to ensure better life and living. Here lies the real impact of the Gonokendra concept of the continuing education programme of Dhaka Ahsania Mission. It is, therefore, not only a strategy or a way of delivery of some educational curricula. It is more than that. It contains a concept, a philosophy and a way of transformation of the people from a state of hopelessness to a state of hope and confidence to build up a better to-morrow for them, for the community and for the country at large.

In 1996, 571 Gonokendras were functioning which had 55,499 regular centre based learners. The community people numbering about one hundred twenty five thousand used to take advantage of the Gonokendras for their further reading, for acquisition of knowledge and skill needed for their overall advancement.



## Mobile Continuing Education AND Awareness Building PROGRAMME

In order to make the centre based or Gonokendra based continuing education programme more effective and life oriented and to have a positive impact on the life situation of the neo-literates as well as the community at large a programme of mobile continuing education through the use of a mobile van has been introduced in 1996 by DAM. The programme has two distinct components - (a) a mobile library with a central library in the HQ and unit libraries in the non-formal education centres and community libraries (Gonokendras), (b) mobile exhibition facilities for showing videos for motivational campaigns and awareness creation on various aspects of life - health, sanitation and nutrition matters, safe water and environment preservation and the like on the one hand and to project various social and legal



Mobile multipurpose book van

aspects of life e.g. women's rights, child rights, linkages with the various nation building departments etc.

The body of the mobile van has been so designed as to give the look of an exhibition centre of books when open and at the same time, devices have been fixed on the same for projection of the video films for the children as also for the adults.

Under this programme appropriate easy-to-read life-oriented and awareness creation materials are being distributed and recycled to the Gonokendras, as also videos developed on various life oriented themes being shown. The vehicle moves on scheduled dates to the Gonokendras and other libraries for distribution and recycling of materials as also with newer videos.



Book exhibition in the book van



The programme has created good impact on the life and activities of the neo-literates, nay the whole community in the project area. Regular supply and recycling of reading materials has enabled the neo-literates to retain their interest in books, reading habits and at the same time to learn and be acquainted with various life oriented information – social, economic, legal, health and nutrition issues, as well as environmental matters. As for the videos, the people with low literacy achievement can better understand the issues when presented visually. The success stories of various groups of neo-literates and the individuals on income generation activities encourage others to engage in self-employment activities.

## SUPPORTING SMALL NGOS

Dhaka Ahsania Mission believes that the problem of illiteracy in Bangladesh is so gigantic both in dimension and volume that unless all possible initiatives both national and local are fully utilized the dream of having an illiteracy free learning society will remain an unachieved dream. It also believes that in order to reach the unreached the grass root level small initiatives are to be activated and strengthened as they successfully and effectively give the delivery of services. Considering all these aspects Dhaka Ahsania Mission operates a programme of supporting local level small NGOs in their **capacity building** for successful implementation of their efforts in the field of non-formal education by way of imparting management training to supervisors and others, by

way of providing literacy materials support and supervision and monitoring, etc. In 1996, there were 25 small NGOs in the districts of Jessore, Narsingdi, Jhenaidaha and Gaibandha under this programme and these NGOs were running 500 education centres with 13,000 learners.

## OTHER EDUCATION RELATED ACTIVITIES

### A. SCHOLARSHIP/STIPEND PROGRAMME

For further education of meritorivious girls and boys of poor and disadvantaged families Dhaka Ahsania Mission provides stipends and scholarships to secondary school students for pursuing their education, who otherwise would have stopped attending schools. DAM maintains a separate fund for the purpose and during 1996, 22 students were awarded with scholarships/stipends involving a total of Tk. 71,080.00.

### B. DESTITUTE CHILDREN'S HOME.

In order to offer education to the unfortunate destitute children including orphans for their upbringing and alround development DAM has been running its Hafezia Madrasah and Children's Home since long. It is housed in the Mission's own building in Malibagh in the city of Dhaka. Free food, lodging, medicare and education are offered to the enrolled inmates of the Home. The Madrasah is functioning there under DAM's management so as to meet the education needs of these children as of others. During the year under report, a total of 25 children were there in the Home.

## KULSUM'S DREAM

আমার নাম কুলসুম। আমি এখন কর্মজীবী কিশোরী  
কিশোরী দেব যুলে গড়ি। এর আগে আমি কোন স্কুলে পড়া  
সুখো বুঝি নাই। আমার দুই বোন। বড় বোন দ্বিগী বদিয়ে  
দেশে আমি বাস্তব কাজে যোগ দিচ্ছি। আমি এই স্কুলে পড়তে  
সেবে খুব খুশি। আমি পড়ালেখা নিয়েছি হিসাব নিয়েছি। নিজের অধিকারের  
কথা জেনেছি। ১২মাস পরে আমার বৃত্তি পূর্ণ হবে। আমি কোনও  
অজিনের উন্নয়ন বৃত্তি পূর্ণ হবে। আমার চাকর দ্বিগী দোকানে  
যেবে কাজ করব। আমার আশা আমি অনেক বড় হবে। আমার  
স্বপ্নে আছে কোন দুঃখ থাকবে না। আমার সবই ভাল থাকবে।

কুলসুম  
কুলসুম নাম স্মৃতি ২০০৫



My name is Kulsum. Now I read in a school for working children of Dhaka Ahsania Mission. Previously I had no chance to enter any school. We are two sister. My elder makes cakes and I sell those by sitting by the road side. I am happy for being able to persue education. I have learnt how to read, write & count. After two months I will be given skill

training. Tailoring is my favourite. After training I will work in the tailoring shop of my uncle. I hope, there will be know hardship in our family in the near future. All of us will lead happy life. - Kulsum



## CHAPTER - III

## Vocational Education

From its experiences in implementation of the literacy programme DAM came to the realization that mere literacy or learning of the 3Rs is neither attractive nor acceptable to the target people; nor does it serve the purpose of meaningful, life oriented education leading to a tangible improvement in their life situations and in their socio-economic status. Hence DAM designed most of its NFE programmes, especially those addressed to the adolescents and adults tailored with curriculum contents which meet their avocational needs by providing for some kinds of skill training. Illiterate men and women including youths and adolescents attending DAM's NFE programme are prepared through skill training to go for some income generation activity.

In addition to the vocational education being provided through skill training under the literacy or adult education programmes, DAM also organizes



Girls busy with jute work

some specific training courses on occupational skills in response to local demands such as - Traditional Birth Attendant's (TBA) training, training for nursery raising, sanitary latrine making, fuel efficient oven making, sewing, handicrafts, etc. In 1996 DAM offered TBA training to 100, nursery raising training to 34, fuel efficient oven

making training to 55 beneficiary women of different working areas. Besides these DAM conducted vocational training on 3 trades viz. sewing, production of jute goods and nursery raising in the districts of Jessore, Barguna and Gaibandha for 90 drop out girls of secondary schools enrolled under a Government promotional project called Female Secondary School Assistance Project (FSSAP). The two-month training course known as Occupational Skill Development Programme



A tailoring training session





A sewing class

(OSDP) of the government being implemented through NGOs aims at the development of occupational skill so as to create employment opportunities or chances of self-employment for the dropout girls of secondary schools who were earlier provided with stipends for their secondary education and who, for some reason or other had dropped out of the formal education stream. Of all the NGOs involved in the OSDP of FSSAP, performance of DAM has been considered excellent by the government.

### **VOCATIONALIZATION of MADRASAH EDUCATION**

Most innovative of DAMs vocational education programme consists of its efforts to vocationalize madrasah education which constitute a separate but significant stream of our education system. While secondary education is being gradually vocationalized through government intervention, DAM considered it necessary and possible to go for vocationalization of the secondary equivalent sector of the madrasah education system.

Recently, some curricular changes have been introduced in the general education system making provision for offering of a Secondary School Certificate - Vocational (SSC-Voc) course in those schools which are able to impart instructions on vocational subjects. The Madrasah system however remained out of this curriculum change.

Dhaka Ahsania Mission considers that the graduates of the Madrasah Education system who are already ill placed in the job market, should not be subjected to further disadvantage. DAM is of the view that unless the productive usefulness of a significant number of output of the Madrasah Education System is ensured, and are thus made employable or capable for self-employment, they would remain a liability to the society hindering socio-economic advancement. So after negotiation with appropriate authorities DAM has signed a Memorandum of Understanding with the Government of Bangladesh represented by the Directorate of Technical Education for the introduction of vocational courses at Dakhil level in 25 selected Madrasahs on an experimental basis.

Under this programme four trades will be introduced in each of the madrasahs and 20 students in each trade and thus 4,000 students will benefit annually from the Dakhil (Voc) courses. Apart from the trade courses thus offered, the same facilities can be utilized for elective basic trade courses by 12,000 students.



CHAPTER - IV

## POVERTY ALLEVIATION, INCOME GENERATION AND INSTITUTION BUILDING

Around 50% of the population of Bangladesh is now living below the poverty line and around half of them are the hard-core poor. Unless the people are provided with opportunities to enhance their level of income, all efforts to provide education and to improve quality of life will be frustrated. DAM is fully aware of this and have been making conscious and deliberate attempts to enable the people to improve their earnings while they are participating in some programmes of DAM, with particular attention to adult men and women.

DAM's development programme begins with education, proceeds with skill training, flourishes with savings accumulation and ultimately results in environmentally sustainable programme absorbing the children in the process and rolls on its own wheel to move to higher and higher levels. As such DAM has been making all out efforts to cover as many adults as possible under its **income generation credit support** programme for those who are participating in its education programme. In fact group formation — meaning savings/cooperative/development groups and skill training are integrated components of the education programme offered to adolescents and adults, especially girls and women.

In these groups the participants accumulate

their thrift savings, pool the same together to utilize in income generation activities. This is being developed as an institution and many adult education centres are forming such groups and preparing for income earning activities. In 1996, 170 such groups were working with 2745 members.

Neither the education nor the group formation is an end in itself; rather these are made to work for creating trainables for skill training, group management training, credit management, identification of income generation projects, awareness creation about available opportunities for generating productive employment for themselves to earn more and to improve their economic status.

DAM creates revolving funds with its own fund as also with the donor's fund for advancing credit for undertaking income generation activities in the



Weekly credit group meeting



productive sector. Not only that DAM operates revolving loan fund but also it trains up the participants, the group leaders, deputy leaders, treasurers as also the ordinary members in revolving fund operation - to accumulate savings, to create an investable fund, to advance credit on productive sector to its members, realize the principal along with the interest and to maintain accounts with commercial banks, besides maintenance of cash books. In fact, some members after graduating from the group programme take bigger loans from the commercial banks which enable them even to offer some employment to fellow members and others.

One important feature of DAM's credit programme is that the overwhelming majority of the beneficiaries of the credit programme are women. This enables them to go for undertaking income generation activities which lead to an improvement in their life situation and enable their involvement in decision making.

In 1996 an amount of Tk. 85,05,120 was provided as credit to 2,745 members, the majority of whom were women. This excludes the amount of credit given by the group members from their own funds. It may be noted here that DAM has developed a complete system of revolving credit fund operation with loan register, cash register, bank pass book, repayment register, etc. which makes the operation of revolving loan fund easier for the participants. DAM has drawn up detailed guide lines for revolving fund operation. Like many other manuals and guide books, DAM's Revolving Fund Operation Guidelines are also used by many other organizations in the country.

It may further be noted here that it is neither the amount of credit advanced nor the number of participants covered under the revolving fund operation or the income generation credit support that matters, rather it is the institution developed which is being utilized by the poor people to earn an income, by self employment, that matters most. One noticeable impact of the programme is that

finding the poor women under DAM's programme improving their economic and social status women outside DAM's programme areas are also organizing themselves as groups, accumulating some fund by themselves and also trying to take advantage of the credit facilities of various Government and Non-Government organizations.

The women with the credit fund undertake activities like poultry raising, livestock rearing, vegetable gardening, nursery raising, fish farming and also commercial activities like vegetable selling, fish selling, cloth selling and the like. Sometimes DAM provides them with information and guidance about input procurement and marketing of the products. Some of the products are taken by DAM's own programme, for example, saplings from nurseries, wares for construction of sanitary latrines, and the like.

### **Sofia's story**



*Sofia Begam joined "Sonali Mohila Samity" under income generation and credit support programme of DAM in 1990. She took a loan of Tk. 3000/- and gave the money to her husband for coconut business. But he wasted most of the money. With the money left over Sofia herself started a small grocery shop. She also reared ducks and chickens. This is how she could come out of the hardship she had to undergo previously. After repaying the first loan she took another loan and enlarged her shop. She is now leading a happy life with her two daughters who are reading in Mission run local NFE school.*



## CHAPTER - V

## WOMEN'S DEVELOPMENT

It is a well known fact that women are the most disadvantaged group in Bangladesh as in most other developing countries. Women and girls receive less education than men and boys. The disparity is particularly acute in the rural areas. Besides the obvious equity argument, it is now recognized that when women receive low levels of education, it hinders economic development and reinforces social inequality. Women represent an enormous potential source of human capital. DAM believes that the rate of return on investment in women's education is as or higher than for men, even if measured by income differential alone, and that the education of girls and women brings particular benefits to society on a number of special counts. Firstly, the mother's education is of crucial importance in ensuring that children attend school, acquire literacy and become effective members of the society. Secondly, it is a safeguard for the children's own health and nutrition. Thirdly, educated women are also likely to be better

household managers and more informed producers, consumers and traders. Fourthly, education gives women better access to the employment market and earning opportunities. Finally, women's education has a constraining effect on fertility by simple virtue of the fact that education tends to entail postponement of marriage and educated women are more likely to attach high priority to family spacing thus ensuring a better living standard.

In view of the above, DAM attaches high priority to improve the quality of life and status of women through a number of activities, such as -

- *priority of women in programme implementation;*
- *recruitment of women for the field programmes;*
- *skill training;*
- *income generation support;*
- *gender sensitive materials development;*

Women and girls receive preferential treatment in all the programmes of DAM including NFE. In DAM's programme women's development is all pervasive in the literacy, group formation, savings accumulation, skill training or in income generation credit support. More than 70% of the beneficiaries of DAM are women. In all its field programmes and training activities the overwhelming majority are women. In 1996 out of



A discussion session on women's rights



a total of 18,155 persons trained by DAM's Training Division as many as 15,303, constituting about 84%, were women. Specially designed field level skill training for women were also offered. As regards recruitment of facilitators, around 70% of them are women. Except the adult male centres almost all literacy centres are run with female teachers. Almost the entire income generation credit support goes to women. In the materials developed for various groups and grades appropriate topics are incorporated in the text and primers bringing out the plight of the women emphasising the need for equal rights and opportunity for women. DAM has been publishing a legal series bringing out women's rights and the means of protecting such rights and the remedies to be sought in case of violation of such rights. DAM has also been publishing an allied series on family laws- Marriage and Divorce -showing the equal rights of women to chose the alternatives and the right course and also seeking remedies when violation occurs. In one word **gender sensitization** is fully practised in DAM's programme.

By managing their own affairs, their own projects and their own life by themselves, women reach new heights of **empowerment**. They are now trained in group management, credit management and business management. They choose their own field of income

generation activities, utilize the funds by themselves and sell the products themselves. They are now decision makers - decision makers not only in work situations but also in other spheres of life. They are partners in the family and in the society which leads to their actual empowerment.

In order to reinforce its existing gender related programmes and activities and also to be able to focus special attention to gender issues, DAM established its **Gender and Development Cell (GAD)** in 1996. Along with other activities included in its terms of reference the GAD Cell remained involved in the collection of information and materials, liaising with different gender development fora, promotion of "Nari



Goat rearing- a popular undertaking of beneficiary women

Khomatayaney Shiksha", translated version of "Educate to Empower" – a UNESCO/UNDP training manual on **women's empowerment** and in the development of **the gender policy** of Dhaka Ahsania Mission.



## CHAPTER - VI

## HEALTH AND HEALTH RELATED ACTIVITIES

Non-formal education is DAM's lift off pad and so all other aspects of development start from there. But development must imply a balanced improvement of the whole of life. Health is very important to the full development and enjoyment of life and so from our first primer it has been given a prominent position in the non-formal, functional, life-oriented education which is the hall mark of DAM.

Many of DAM's continuing education booklets or lessons of the regular education programmes are on health related topics e.g. sanitation, nutrition, or have to do with Primary Health Care e.g. breathing, the quality of air or of water, avoiding common diseases. Some booklets deal with specific health subjects such as the training of traditional birth attendants, preparing to give birth, avoiding and detecting cancer. The Mission has become involved in several activities which have very close connection with health e.g. the campaign against drug abuse, the campaign against cancer, preventing the spread of HIV-AIDS.



Field level workshop on sanitation

DAM has been operating a Health Education Programme in its working areas of Satkhira since July 1995 under which the Area Coordinators, Supervisors and Field Workers of DAM sit with local leaders, community members and beneficiaries of different programmes regularly according to a predetermined work schedule and discuss matters on **primary health care** and health related issues. The activities carried out in the field are reported to the Head Office on a monthly basis through a format specially designed for the purpose.

Our partner NGO Concern Universal has been relying on us for ancillary services to support its Primary Health Care programme in Cox's Bazar for a number of years and now has asked our Training Division to elaborate courses for its trainers in Cox's Bazar. In 1996 DAM signed a memorandum of understanding with APON, a drug rehabilitation centre, to assist it develop its work and secured the services of an Australian male nurse, health worker, to assist us develop a full primary health care outreach. In 1996 we also had our own full-time physician who has also been offering preventive health education and treatment to the street children enrolled in our non-formal education classes in the slums.

In 1996 DAM had been planning and making the preparations needed to fuse all the elements together and launch into a formal **primary Health Care commitment** in 1997. Initially DAM should like to increase its involvement with the primary Health Care Programme of Concern Universal in Cox's Bazar and then to launch an integrated Primary Health Care programme (including reproductive health care) in a big way in all the areas where it has non-formal education, environment care and/or savings and credit groups operating at present.

DAM is presently implementing a programme of **Training the Traditional Birth Attendants**



(TBA) which would surely improve conditions of child birth and also **mother and child care** in the working areas of DAM.

### **FREE HEALTH CARE CENTRE & SERVICE**

Dhaka Ahsania Mission runs a Free Health Care Centre in Malibagh of Dhaka City. The Centre provides free health care services and treatment of common diseases to the poor and to those in need, including the slum dwellers, who cannot afford to pay for their medical care and treatment. Every day, except closed holidays, an average of 25 persons attend the centre for medicare. During 1996 about 4,500 persons received free medical care, advice and medicine from the centre on various common diseases like, fever, cough, influenza, asthma, rheumatic fever, gastro-intestinal ailments and disorders, skin diseases, chicken pox, measles, etc. Mission's health care services during the year also include cash grants of Tk. 18,500.00 to a number of people who needed it most for their treatment by specialist physicians.

### **DRUG PREVENTION AND CONTROL PROGRAMME (AMIK)**

DAM has long recognised the social, familial and societal consequences of drug abuse and undertook to address these issues through the establishment of a Drug Prevention and Control Programme (AMIK) in 1990.

DAM considers the participation of local communities as being paramount to the success of this programme and it has therefore supported the formation of Local Branch Committees throughout the Country.

DAM designed its Drug Prevention and Control Programme (AMIK) as a multi-dimensional anti-drug programme. It is designed to create a network of local level initiatives enlisting the support of volunteer youths for mobilising the civil society against abuse of drug.

The total AMIK edifice is designed to involve the community in a way which is very much cost effective and which depends mostly on voluntary involvement of youths, students, teachers and other

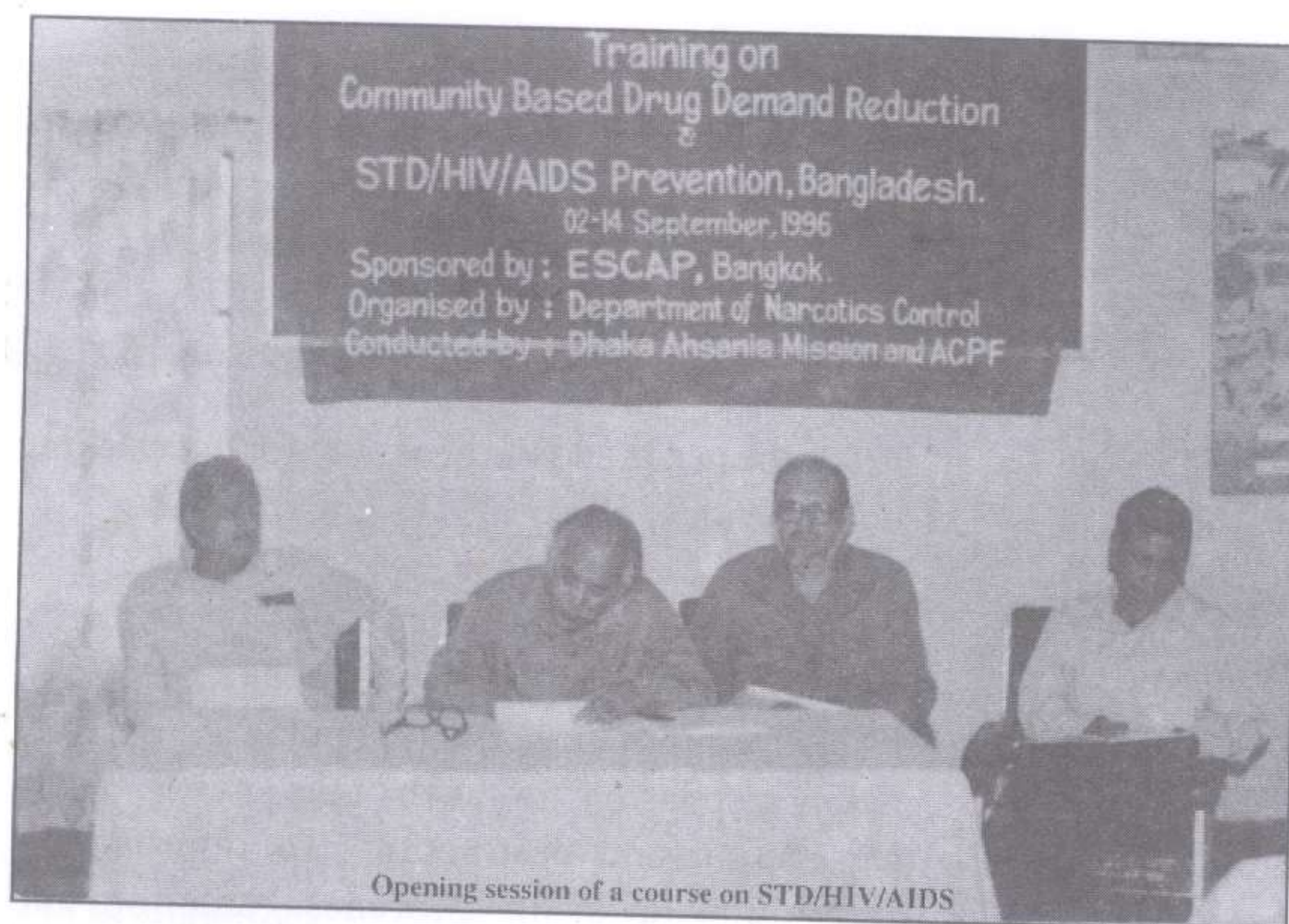
conscious sections of the society. At the national level, there is a 25 member Central Committee of AMIK which meets quarterly to offer policy decisions and guidance for the Central Secretariat of AMIK and for the Branch Committees as well. The Central Committee organizes seminar/workshops and meetings and training courses for the branch committee members and also awards prizes annually to the branch committees and their members for meritorious works. The branch committees, on the other hand, function through the Executive Committee with members of less than 35 years of age and the Advisory Committee with members of 35+ age group. The branch committees are responsible for actual translation into action and implementation of policy decisions of AMIK Central Committee through creation of awareness by using posters, stickers, leaflets and through organising seminars, symposia, public meetings, discussion sessions, essay and debate competitions and personal contacts, etc.

In 1996, 331 Branch Committees were operational across some 54 districts of Bangladesh, each planning and implementing various local level initiatives which ultimately aim at reducing drug demand and minimising the harm associated with their use.

### **ACTIVITIES OF AMIK CENTRAL COMMITTEE DURING 1996.**

In 1996, through DAM's Training Division, 5 Six day Master Trainers, courses on "Drug Prevention and Control" were conducted, in which a total of 106 participants from various Branch Committees took part. An additional 2 week Master Trainers Course was organized in cooperation with ESCAP and the department of Narcotic Drug Control (DNC) of the Government of Bangladesh in "Drug Demand Reduction and STD/HIV/AIDS Prevention", in which a further 15 people participated. Following completion of the above courses, the Master Trainers conducted further courses within their own local communities targeting other AMIK committee members, school students and community workers. The Central Committee conducted a seminar to observe the "International Day Against Drug Abuse and Illicit Trafficking"





Opening session of a course on STD/HIV/AIDS

on 26 June, and also presented awards to Branch Committees for outstanding works. It also observed "No Tobacco Day" in a befitting manner.

### ACTIVITIES OF BRANCH COMMITTEES

The table (3) below provides a summary of the activities of AMIK branch committees during 1996.

Sl.No.	Name of Activity	Number of Activity
1	Formation of New Branch Committees	53
2	Formation of New Advisory Committees	48
3	Smoke Free Zones Declared	22
4	Community Workers Training Courses	38
5	Discussion Meetings	88
6	Informal Community Meetings	53
7	Observation of Special Days	60
8	Public Rallies	45
9	Public Distribution of Information Materials	112
10	Cultural Programmes	21
11	School Based Training Courses	125
12	Amik Members Training Courses	25
13	Motivation to Quit Smoking	18
	<b>Total</b>	<b>708</b>

### CURATIVE PROGRAMME

Under its curative programme, DAM identifies the drug addicts through its branch Committees and refers them to various clinics. After the treatment

of the addicts, they are followed up by the members of the local committees. In a situation, where it is difficult to take the addicts to clinics, DAM's trained personnel through counselling and guidance persuade them to take as little substance as possible for the individual addicts so that gradually addiction can be brought down to the minimum. Under a memorandum of understanding signed with APON (Ashokti Punorbashon Nibash) DAM assists them in getting necessary funds for the cure and rehabilitation programme for drug addicts and APON undertakes to strengthen DAM's anti-drug programme by offering their services for the treatment and recovering of addicts, an important component of the anti-drug programme.

### CANCER EDUCATION AND HOSPITAL COMPLEX- A FUTURE PROJECT

Cancer is one of the major killer diseases in Bangladesh as in any other country. Through appropriate education, awareness building and preventive measures, it can be avoided in many cases or at least its sufferings can be brought to the minimum. Also curative medical interventions, if applied timely and appropriately, can do a lot to minimise the sufferings to allow a healthy living. Unfortunately little has been done in Bangladesh as of now in the field of preventive education, research or in the field of treatment of cancer. Dhaka Ahsania Mission has recently adopted in its agenda of future activities this important and significant issue and is now engaged in exploratory ground- works to establish one Cancer Education and Hospital Complex. Efforts are being made to procure necessary land for the project.



## ENVIRONMENT PROTECTION AND PROMOTION PROGRAMME (APOS)

DAM shares the view that development which destroys the environment is not development at all and that we have no moral right to destroy the environment which we have practically borrowed from our posterity and not inherited from our ancestors and which we are morally bound and obliged to leave for posterity unharmed if not improved or enriched. This idea is nurtured every where in the world and hence it is observed that all development projects now give special consideration to environmental issues.

DAM's environmental concern is all pervading in its programmes and activities right from education, materials development and training down to income generation activities. In the education programme, special deliberations and focus are on environment awareness; ways and means of protection, maintenance and enrichment of the environment acquainting with the whole range of environment friendly activities and its observable benefits. In the training of teachers, supervisors and all others concerned, including skill development trainees, special lectures are offered on environment matters so that they, in the course of their programme implementation, can utilize and transfer such knowledge to the concerned participants.

DAM undertakes materials development on a wide range and scale, including texts/primers and easy-to-read follow-up materials for continuing education, apart from the materials specially developed on environment issues. In all text books and primers for all grades and age-groups, carefully selected topics on environment concerns are incorporated, transmitting the information about the activities which hurt and affect the environment, and the activities which are environment friendly

as also the needs and the necessity for undertaking such activities.

It is a recognized fact that the environmental degradation is wide spread in the country. Poverty, illiteracy, ignorance, over population, etc. are mainly responsible for much of the environmental degradation and destruction. To improve the situation wide scale awareness creation and promotional activities at the grass roots level are essential. This is a very gigantic task to be accomplished by any organisation working all alone. DAM therefore, devised an innovative mechanism of a two-tier organisation set up to implement a nationwide programme of awareness creation and promotional activities on environmental protection and promotion called APOS. The design consists of a Central Committees at the Mission's head quarter and a **network of branch committees** at the grass roots level. The Central Committee, consisting of 33 renowned personalities, works as the apex body of APOS. It approves branch committees, gives policy decisions and guidance, organises seminars/ workshops/ meetings, offers support to the branch committees by providing materials like posters, stickers, leaflets, etc. and by offering training to volunteer members of branch committees who act as master trainers in their localities, awards prizes to branch committees and members for meritorious works. The range of activities of the branch committees of APOS network includes among others the following:

- Awareness raising,
- Training of Environment Promoters and Community people
- Supply of plants
- Nursery raising



- Smokeless oven making
- Construction of latrines
- Sinking of tube-wells
- Development of educational materials on environment
- Organizing Environment Resource Centres

At present there are 220 branch committees of APOS in the network spread over 49 districts out of 64 districts of Bangladesh. Efforts are continuing to bring the whole country under the network of APOS.

DAM undertook in 1995 a 3 year pilot project, called ENET which provides a number of special inputs supports to 100 branch committees of the APOS Network. These inputs include - a) training for nursery raising, smokeless and fuel efficient oven making, motivation and mass mobilisation, b) supply of tube-wells and sanitary latrines, c) financial support for setting up of nurseries, distribution of plants and seedlings and establishment of environment resource centre in the Gonokendras. The ENET project has created great enthusiasm in the respective areas and there is a great demand for extension of similar projects in other areas also.



A tubewell provided under DAM's APOS programme



A nursery raised by a branch committee of APOS

On the occasion of observance of World Environment Day 1996 the Central Committee of APOS held a discussion meeting in June 4, 1996 which was participated by a number of eminent environment scientists of the country. In this meeting prizes were awarded to 3 general branch committees and 3 ENET Committees for their commendable and meritorious work in the field of environment protection and promotion. Representatives of the committee participated in the Environment Fair held under the auspices of the Ministry of Environment and Association of Development Agencies in Bangladesh (ADAB). During the year, 24 representatives of branch committees were offered master trainer training. Representatives of the central committee visited more than 35 branch committees and offered on-the-spot guidance. About 10,000 posters on the environment were also distributed throughout the country.

The branch committees of the network also remained very active during the period under report. The table next page shows some of their activities during 1996.



*Table No.4 : Administrative Division – wise activities of APOS Branch Committees during 1996.*

Sl. No.	Activity	Dhaka	Chittagong	Rajshahi	Khulna	Barishal	Sylhet	Total
1.	Observance of							
	a) World meteorological day	26	15	24	28	17	2	132
	b) World day for water	8	5	4	15	6	3	41
	c) World environment day	25	10	13	70	12	3	133
	d) International literacy day	14	14	17	35	16	4	100
	e) Shaheed day	10	8	12	25	9	3	67
	f) Independence day	25	16	18	50	14	4	127
	g) National inoculation day	12	5	10	25	8	2	63
2.	Discussion Meeting	60	35	42	125	22	12	296
3.	Rally	27	10	13	75	12	4	141
4.	Courtyard meeting	30	12	28	65	14	8	157
5.	Cultural function	26	10	20	52	7	4	119

The branch committees under ENET project carried on some special activities also during the period. These are - tree plantation (8,000), setting up of

nurseries (15), training of environment workers (480), sinking of tube-wells (5), beneficiaries training (2,400), etc.



Cost effective sanitary latrine making



Smokeless & fuel efficient oven making



## CHAPTER - VIII

## DISASTER PREPAREDNESS, HOUSING & REHABILITATION PROGRAMME



After the flood

Bangladesh is very prone to various natural disasters like flood, river erosion, cyclone, tidal surge, etc. which visit the country almost every year. These natural calamities cause extensive damage to life and property including crops, housing and livestock. The damage to infrastructures like roads and educational buildings are also sometimes very high. Although natural calamities effect everybody in some way or other, the suffering of the poor and the disadvantaged people is the highest. Besides immediate relief in the form of food, medicine,

cloth etc. these people need substantial help that would enable them to start a new life and to come out of their devastating situation. In the context of these realities, Dhaka Ahsania Mission, has a programme of disaster preparedness and rehabilitation within its agenda of activities. Under this programme DAM always remains prepared to rush on to stand by the side of the suffering people as and when required. It also implements its programme of helping the disaster affected people by building low cost houses that would withstand natural calamities.

Under this programme in 1996 DAM repaired 100 dwelling houses, 2 roads, 1 school building besides distributing ploughs and bullocks to 100 families; seeds, manure and insecticides to 200 families, seedlings to many and sinking of 5 tube-wells in the district of Tangail which was ravaged by a tornado in May 1996. DAM, under a separate programme in this sector, repaired 300 dwelling houses and sank 10 tube-wells in the district of Gaibandha during the year.



A village ravaged by cyclone



CHAPTER - IX

## Social Mobilization

It is being increasingly recognized that social mobilization is an important factor in successful implementation of any socio-economic programme including non-formal education. If awareness about a programme is created and the society is mobilized or motivated in favour of implementation of the programme then such a programme is almost sure to succeed. Many of the development programmes in the socio-economic sector failed to achieve the desired result mostly because appropriate awareness and motivational campaigns were not undertaken, that is to say social mobilization was lacking.

Awareness creation through motivational campaign or social mobilization activities require definite skill. It is an art as well that shall have to be learnt for successfully undertaking of such a programme. DAM through its long association with the poor people at the grass root level, with its varied experience in working with the common people of the society, has acquired some rare skills in social mobilization.

In the social mobilization activities, back-up support is provided by the Audio-Visual Unit. The Audio-Visual Unit has a mass mobilization team attached to it with an active cultural group for organizing performances of various folk songs and plays and folk tales which are very interesting, amusing and appealing to the common people of the country, rather the rural society. Social mobilization activities of DAM have been enriched with newer and more attractive, interesting and appealing materials and methods. Adequate and appropriate performances are organized in the programme areas

of DAM which have immense effect in mobilizing public opinion and in ensuring cooperation in favour of the programme.

This year the Audio - Visual unit has been provided with a mobile van adequately fitted with facilities for visual presentation. It also serves as a mobile book exhibition intended to create book awareness and effective demand for books.

Beside providing audio-visual back up support services to various programmes of DAM during 1996 it also provided its audio-visual support facilities to a number of other organizations.



A cultural group of DAM rehearsing for a social mobilization programme



## CHAPTER - X

## INSTITUTE OF LITERACY AND ADULT EDUCATION (ILAE)

Education is the main concern of DAM and so it considers education to be the most important basic input of development. For this reason DAM has been trying its best to serve the cause of education, particularly the non-formal education sector, through provision of technical and infrastructural facilities. With that end in view, DAM established the Institute of Literacy and Adult Education (ILAE) in 1984. This is the only Institute of its kind in the country. This Institute has been recognized by the Ministry of Education, Govt. of Bangladesh as the **National Training Institute for Literacy Personnel**. The ILAE is the **focal point institution** for the purpose of UNESCO sponsored APPEAL Training Materials for Literacy Personnel.

The main objectives of the Institute are-

- *Development of non-formal education personnel through appropriate training, workshops and other devices;*
- *Development of non-formal basic and continuing education materials for different age groups;*
- *Development and improvement of technical skills of various occupational groups.*

ILAE also provides advisory and consultancy services on planning, designing, implementation, management, research, evaluation and monitoring of non-formal education programmes to various agencies and government and non-government organizations.

ILAE is a special organ of DAM, rather an institution so to say, and is engaged in curriculum development, materials development for all groups and grades of non-formal education, continuing education materials, materials for all other programmes including environment and anti-drug networks, women's development, health education

programme among others and includes text books/ primers, posters, stickers, newsletters and magazines etc. as also audio-visual materials. The ILAE also collects, preserves all available non-formal education materials published by DAM as well as other agencies in the country as also in the neighbouring countries for the planners and researchers on education, particularly non-formal education. The Institute works through the Materials Development Division and Training Division and two specialized units - the Audio-Visual Unit and the Resource Centre.

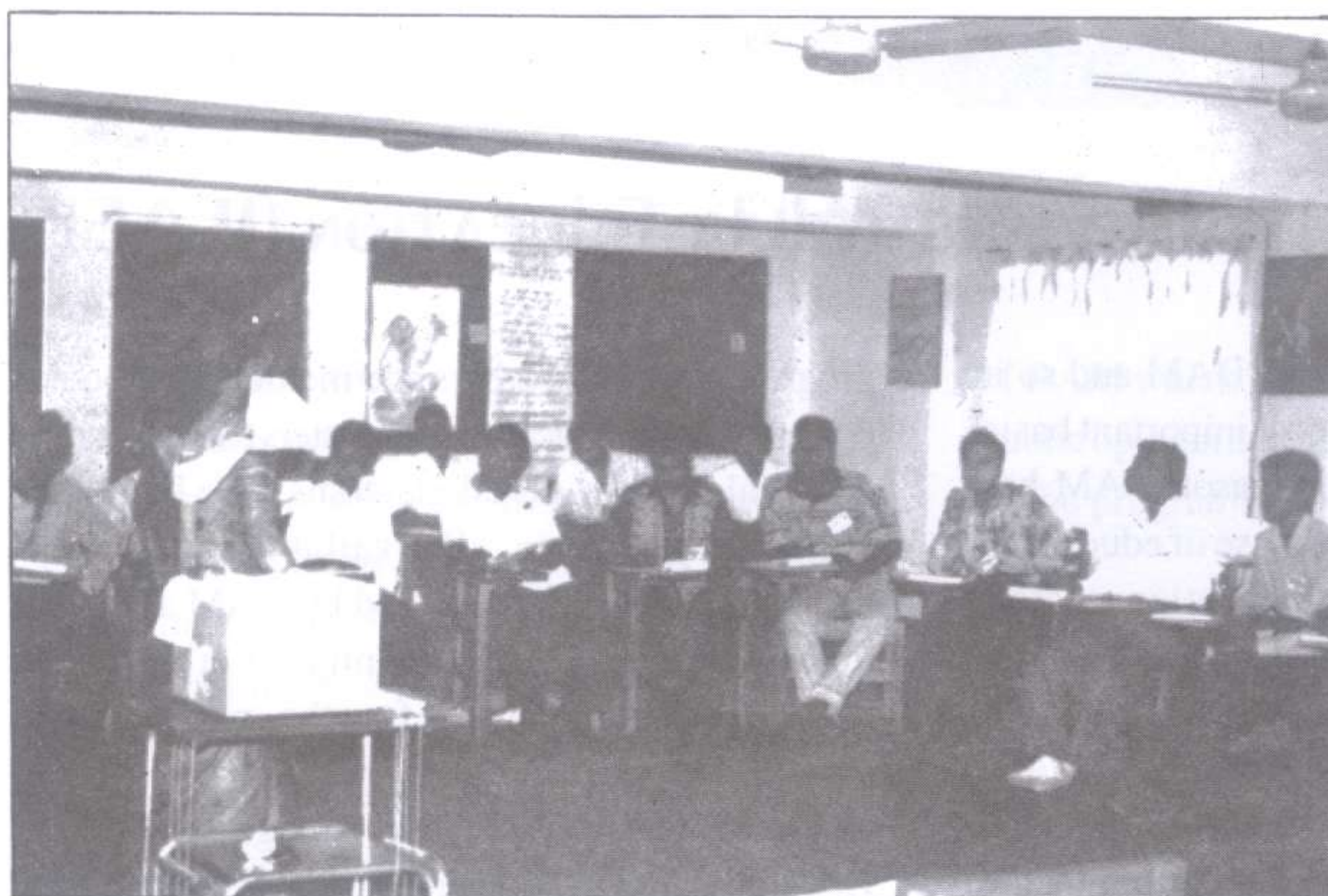
### TRAINING DIVISION

The Training Division of ILAE is provided with a modern training hall, a seminar room, rooms for group work, residential accommodation and is equipped with, overhead projectors, slide projectors, colour TV, VCR, VCP, Audio Recorder, Video Camera, recreational facilities, telephone, fax, computer, photocopier etc. In 1996 the training hall and seminar room was renovated and made fully air conditioned. The whole will be reconstructed in 1997-1998.

The division with its experienced and capable faculty runs various training courses for DAM's different categories of personnel as well as of other organisations, both government and non-government.

This Division also organizes training courses, workshops and seminars at the regional, sub-regional and national level on behalf of various national and international organizations and UN bodies including UNESCO.





A training session in progress

In 1996, about 18,155 persons received different types of training according to their field of activity, specialisation and interest. Some of these trainings were offered in the central training centre of the ILAE at Dhaka, some in the regional training centre set up in Satkhira in 1996 and some at the working areas or grassroots levels. The table below shows the number of persons who received different kinds of training during 1996.

*Table No.5: Training activities during 1996.*

Category of Participants	No. of Batches	No. of Participants		
		Male	Female	Total
DAM Staff	5	60	-	60
Education Centre Facilitators	113	151	2,500	2,651
Gonokendra Facilitators	6	34	93	127
Beneficiaries of Education & IGA Programme	12	90	236	326
Master Trainers of Environment Programme	3	7	41	48
Environment Workers	104	1180	900	2,080
Beneficiaries of Environment Programme	416	-	10,400	10,400
Master Trainers of Anti-Drug Program	5	103	3	106
Workers of Anti-Drug Programme	106	1,166	954	2,120
NGO & Government Representatives	4	61	19	80
Skill Training for Beneficiaries	8	-	157	157
<b>Total</b>		<b>2,852</b>	<b>15,303</b>	<b>18,155</b>

## **MATERIALS DEVELOPMENT Division (MDD)**

Dhaka Ahsania Mission along with a good number of NGOs are working relentlessly for giving non-formal education an effective structure. These efforts are also being reinforced by government efforts. In non-formal education and literacy programmes availability of appropriate materials is the most important determining factor. There is no alternative to necessary written materials

like primers, readers, etc in the success of any education or literacy programme for children, adolescents or adults. Considering this Dhaka Ahsania Mission developed for its own programmes different materials following existing theories and practices of materials development and also its experience and knowledge of the specific needs of its clientele groups for whom the programmes are designed.

The Materials Development Division of ILAE, so to say of DAM, has developed four kinds of basic

education materials for four age groups, namely, - (1) Pre-primary, (2) Primary, (3) Adolescents and (4) Adults. These are continuously being reviewed and reproduced in the light of feed-backs received and new developments in the field of materials development for literacy programmes both nationally and internationally.





Samples of CE materials produced by DAM

Dhaka Ahsania Mission also felt that for retaining the benefits of a literacy programme there must be appropriate reading materials in abundance for the neo-literates and persons with limited literacy skills so that they do not relapse into illiteracy being left in a world with no books or reading material accessible to them. Besides, the neo-literates need reading and learning materials to continuously broaden their knowledge base in matters that concern their lives and help them move forward confidently in the achievement of sustainable development. In consideration of these aspects DAM has been continuously developing follow-up and continuing education materials and also different types of awareness building, information and advocacy materials. It also translates important NFE materials into Bangla and publishes them.

As for follow-up and continuing education materials DAM has so far developed and produced as many as

127 materials which is the highest on the part of a single organisation in Bangladesh. The subject areas include health and nutrition, improved agriculture, simple technology and income generation, co-operative and entrepreneurship, environment, law and human rights, women's development, society and culture.

An account of the materials developed and

published by Materials Development Division of DAM is given in the table below:

Table No.6 : Materials Developed by MDD of DAM.

Sl.No.	Category of Materials	Number
1.	Primers for Children	09
2.	Primers for Adolescents	07
3.	Primers for Adult	03
4.	Group Development Materials	06
5.	Training Manuals	03
6.	Appeal Training Materials (translation)	05
7.	Posters	09
8.	Stickers	07
9.	Chart, Games, etc.	05
10.	Follow up and Continuing Education Materials	73
	a) Health and Nutrition	14
	b) Income Generation	14
	c) Environment	06
	d) Law	10
	e) Women's Development	07
	f) Culture	02
	g) Rights & Duties	07
	h) Biography	04
	i) Rhymes	01
	j) Fiction and Tales	06
	k) Comics	02
	Sub-Total	73
	Total	127





Inside the audio visual centre

The Mission also publishes every month one magazine entitled 'Alap' (the dialogue) and one prototype wall-magazine entitled 'Amader Patrika' (our Magazine) for the neo-literates. Publication of these magazines continued during the year under report.

Both the basic learning materials as well as the follow-up and continuing education materials of DAM are used by different agencies and organizations, both Government and non-government, extensively. Among them Directorate of Non-Formal Education (DNFE) in the government sector and BRAC, PROSHIKA, CCDB, CMES etc. in the non-government sector are the prominent ones.

It may be mentioned that materials developed by the Materials Development Department of DAM received a number of prizes and awards both at national and international levels. In 1996 an innovative material on environment received Grand Prize from ACCU, Japan and another material on kitchen gardening received second prize from DNFE of Government of Bangladesh.

## Audio-Visual Unit

Audio-Visual facilities are very important for effective functioning of the non-formal education sector. There is, however, acute shortage of such facilities in the country. The Audio-Visual Unit of DAM has so far produced several videos depicting various aspects of non-formal education. A video with the title **Phul Banur Golpo** (the story of Phul Banu, a distressed woman) got the Asia/pacific Cultural Centre for UNESCO (ACCU) award in 1994. In 1996 it produced a number of videos including fiction films and motivational documentaries. One of the videos received honourable mention in a competition of innovative literacy materials organised by ACCU, Japan. This Unit is being developed as an infrastructural and mainstreaming facility to provide audio-visual support to other divisions and organizations as well, working on socio-economic development particularly non-formal education.

## THE RESOURCE CENTRE

There is a resource centre attached to the ILAE for maintaining a stock of all development materials particularly related to non-formal education, poverty alleviation and gender issues. It serves the needs of different functional divisions of DAM as also of others in respect of information and source materials. In 1996 a good number of new materials found place in the accession register of the Resource Centre.



Resource Centre of ILAE



## CHAPTER - XI

## RESEARCH, MONITORING AND CONSULTANCY

## RESEARCH

Experience says that for effective functioning of any complex socio-economic undertaking like a Non-formal Education Programme, the commitment and experience of its practitioners are not enough. The planners, organizers and implementors of such programmes require to be guided by the feedback of operational information provided by research so that policy decisions as well as planning and implementation decisions are based on research findings. The Research Division of DAM established in 1994 has been undertaking research and evaluation of the various project activities with a desire to provide the programme planners with necessary feedback information on the on going project activities so as to enable necessary improvement in them. During 1996 the Research Division of DAM has completed the following research and evaluation activities:

- *A mid-term evaluation on the project "Functional Education through Local Initiatives".*
- *A study on the "success stories" of a few women participants in DAM's literacy and micro-credit programme.*
- *Terminal evaluation of a project entitled "Adult Mass Education Demonstration Units" and of another project called "Comprehensive Basic Education Programme".*

The Division also undertook impact study on the projects: "Smokeless Oven" and "Basic Education Through Community Organizations (BECO)".

## MONITORING

DAM has a built-in computerized monitoring system for monitoring of the programmes under implementation. In the process the HQ office desk is linked to the lowest implementation units, the centres under the facilitators. There are monitoring formats to collect information on a monthly basis from each of the units. The facilitators, the supervisors, the area coordinators and the programme officers all have their defined roles in the monitoring system and the information is sent to the Head office following the field hierarchy. The formats used are - the Monthly Centre Report, Monthly Flow Chart, etc.

Issues monitored slightly differ according to the nature of the programme. The main issues monitored under an education programme cover how many days an individual learner attended the learning centres, which books they have read, which other materials like newspapers, posters, leaflets he has gone through, how many pages of hand writing in the learner's exercise books have been examined, etc. For other programmes different issues are monitored. For example, on savings and credit programme, issues covering how much money an individual group member has saved during the month, whether the group members attend the group meetings regularly, how much credit was given to an individual member, how much remained outstanding and also some information about effective utilization of credit is collected. So also different issues for the environment and anti-drug programmes are monitored.



As has already been stated the entire project hierarchy is involved in the monitoring process. In this way weaknesses, lapses or lethargy about anything can be identified at any moment in the head office and remedial measures taken accordingly. Thus effective monitoring measures are taken for implementation of projects on schedule, for ensuring cost effectiveness and maximum flow of benefit to the beneficiaries.

### CONSULTANCY SERVICES

Consultancy at national and international levels constitute one of the important activities of DAM. DAM has been able to gather in its employment a good number of very dedicated specialists and experts of excellent quality in different fields. Besides them a number of associates are there to work for DAM in offering appropriate consultancy to different authorities and agencies including government departments and international organizations like UNESCO, ESCAP and others.

The following are some of the important consultancy services offered by DAM to various organizations in 1996.

- a. *DAM worked as consultant to Bangladesh Shishu Adhiker Forum (BSAF) in the development of an information kit containing a number of innovative information and advocacy materials and also a booklet on different aspects of child labour in various countries, specially in Bangladesh. DAM also provided its consultancy services to BSAF in conducting a study on its management aspects.*
- b. *Dhaka Ahsania Mission has been working as consultant in the Nutritional Surveillance project*

*of Hellen Keller International. The purpose of the project is to establish a surveillance system which produces, analyses and promotes the use of child health and nutrition data for project management and review and disaster preparedness and response.*

- c. *DAM also worked with some international organizations as consultant. Under an agreement signed with ESCAP the executive Director of DAM offered his consultancy services in the organization and conduct of a two-week National Workshop on Drug Demand Reduction and HIV/AIDS Prevention in Bangladesh.*
- d. *Under another agreement with UNESCO (PROAP), Bangkok DAM offered the services of its Director, Training Division, to assist UNESCO in the organization and conduct of a regional Workshop on Planning and Management of Literacy and Continuing Education. He worked in the UNESCO Regional Office from August 1 to October 31, 1996.*

In addition to these, 2 contracts were signed with UNESCO under which DAM has to assist UNESCO (i) in the organization and conduct of 4 national workshops on Continuing Education for Development to be held in Dhaka, New Delhi, Katmandu and Lahore during 1996 - 1997 and (ii) in the conduct of a study on "Reorienting Basic Education Towards Poverty Alleviation" in the Bangladesh context.



Participants of a Sub-regional Workshop on CE held in the training hall of DAM.



## CHAPTER - XII

## PARTNERSHIP BUILDING

Dhaka Ahsania Mission believes in the philosophy of partnership for development through pooling of resources, skill and expertise and through sharing of responsibilities. DAM also believes that by working together in a cooperative or collaborative manner with definite goals ahead quicker implementation and better performance can be achieved. DAM, therefore, always makes conscious efforts to develop collaboration and to build up partnership with others - government organizations, national NGOs, international organizations, bilateral or multilateral donor agencies.

With this particular purpose of building up wider partnership with an increasing number of international partners DAM created its International Affairs Division. This Division is responsible, inter alia, for maintenance of contact with DAM's international development partners as well as to look for new partners not only for continuation of

DAM's present programme of activities but also for enabling the launching of future programmes like, the Cancer Education and Hospital Complex, Retirement Homes etc.

During the year under report relations with the EU delegation in Dhaka, the Danish, German, Netherlands, French and Japanese Embassies and the U.K. and Australian High Commissions were cultivated. Abroad we developed our contacts with the Department of Foreign Affairs of Ireland, with a number of Universities in Great Britain and Canada and with NGOs in Great Britain and Ireland, Germany, the Netherlands, Australia and Japan. Conversely we received representatives of many overseas organizations either in our office or in other locations in the city, notably: Misereor and Deutcher Caritasverband of Germany, BILANCE and Memisa of the Netherlands, C.U. the Laing Foundations and CAFOD of England, the Overseas

Service Bureau of Australia, Ryerson University of Canada, the Department of Foreign Affairs of Ireland, SPIEC and ACCU of Japan, the UNHCR, UNESCO and the Aga Khan Foundation of Switzerland.

This year in early February, Mrs. Zina Fear and Mr. David Fear who had previously been working with Concern Universal in Bangladesh joined our European Office in Bristol, England. This office also serves the needs of DAM as incorporated as a Charity in the U.K.



A donor representative visiting a village level APOS programme



CHAPTER - XIII

## THE COMPUTER & COMMUNICATION NETWORK



Busy computer professionals

Starting with only a few PCs in 1989 DAM's Computer and Communication Network has now been put on an organized footing with all necessary facilities including adequate number of PCs, Printers, Scanners, and also with arrangement of E\_mail and Internet facilities. DAM's computer facilities have been strengthened to meet its need for desktop publication and other day-to-day printing needs, data-base management, development of Management Information System etc.

The latest facilities of information technology are now being used by DAM through its E\_mail and Internet connection. By entering into the International Super Highway of Information through the World Wide Web DAM has not only widened its global communication relations but has also created its own Home Page in cooperation with the Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan and now one can visit DAM's Home Page in its address:

[Http://www.accu.or.jp/litdbase/](http://www.accu.or.jp/litdbase/)

In addition, the Ahsania Book Distribution House (AMBDH) has developed its facilities for storage and dissemination of information on the book world of both home and abroad, through the use of CD ROM catalogue.

On request of NGO Affairs Bureau of the Government of Bangladesh DAM is going to assist them in the development of their data base management system and also in imparting computer training to their officials and staff.

### Successful Safura



She is Safura Khatoon of village- Nalta, P.S. Kaligonj, District- Satkhira. There was a time when Safura was one of the most wretched in her locality. Her husband had neither land nor any stable income for living. But now Safura and her family is quite well off, moving towards a better tomorrow.

Her enrolment in the Adult Literacy Centre run by DAM in her village opened before her the gateway of new hopes and prosperity. By attending the literacy and awareness classes she became conscious of her potentials. At one stage she ventured to start dying cotton yarns and selling those to the local "Sari" and "Lungi" weavers.

Safura is now leading a happy life with her husband, who runs a grocery shop, and two children - a boy of 12 and a girl of 9, both attending school.



## CHAPTER - XIV

## SPECIALISED INSTITUTIONS

**KHANBAHADUR AHSANULLAH TEACHERS TRAINING COLLEGE (KATTC)**

Dhaka Ahsania Mission is a development organization in all senses of the term and therefore extends its attention and activity to whatever aspects of our national life it finds intervention necessary and possible. Teacher training, so as to meet the needs of the ever expanding secondary education sector, is one such field which needs physical expansion as well as qualitative improvement to face the challenges of the future. Consequent upon the recent measures and efforts to universalize primary education, rapid expansion in the secondary education sector is inevitable. Hence, DAM considered it essential to go for pioneering a project of offering secondary school teachers training in the private sector. Besides supplementing the government efforts to provide teachers training through the 10 government teachers training colleges, DAM's initiative was also a path finder one, as we find a few more teachers training colleges came up in the private sector following DAM's example and are now trying to stabilize their role and position in this important area of formal education in the country. Another innovative and far sighted approach of DAM in this field is its collaboration with the Bangladesh Christian Education Commission under which a second campus of the KATTC was opened in the St. Joseph High School Campus in 1995. KATTC is affiliated with the National University.

Application of new innovative approaches in the organization and conduct of the curricular and co-curricular activities and sincere and devoted services of all involved in the running of the college resulted in the achievement of an excellent performance quality in the teacher education and training sector in the country.

The following table shows the performance of the college in the B.Ed examinations during the period from 1992-1995.

*Table No.6 : Results of KATTC in the university examinations.*

Academic Year	Total Examinees	First Class	Higher Second Class	Second Class	Absentees	% of success
1992-93	124	39	97	05	01	99.0%
1993-94	226	93	122	09	02	99.2%
1994-95	223	33	176	16	08	96.6%
1995-96	359	77	266		09	98%



KATTC students in a study visit



KATTC had 434 students in 1996-1997 in both of its campuses of which 241 were male and 193 female.

DAM has procured necessary land for KATTC in 1996 and will soon go for construction of buildings for the college in the new campus which will enable it to offer better and expanded facilities for teachers training.

### AHSANULLAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (AUST)

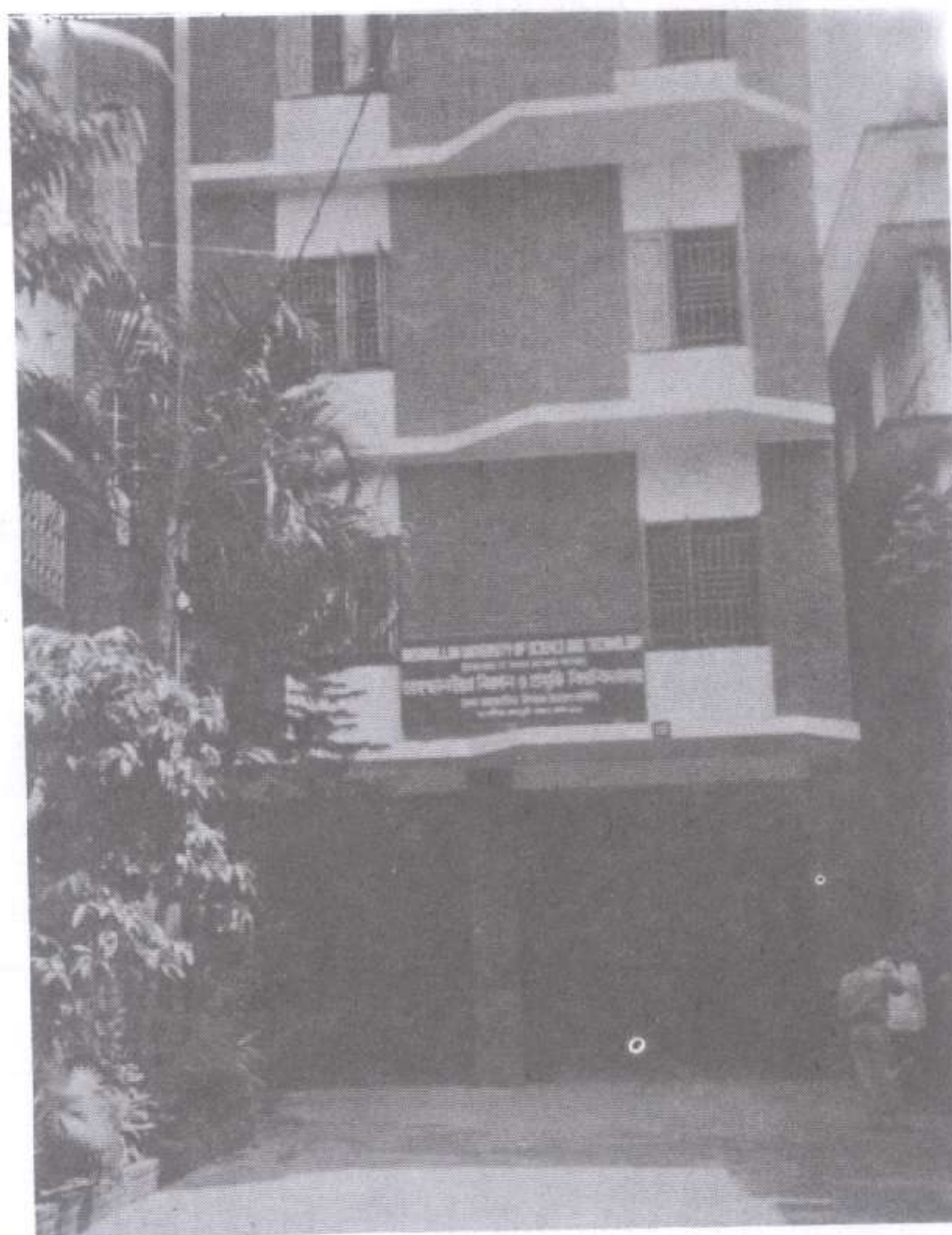
In spite of a phenomenal growth in the recent time in the different fields of higher education in the country the existing facilities have been found to be very inadequate compared to the total demand and therefore thousands of students have to go abroad to receive higher education causing a big drain of hard earned foreign exchange. This led the government to make legal provisions by an Act of the Parliament in 1992 to allow private sector initiatives for establishment of universities. Responding to this opportunity a number of private universities sprang up but mostly with a profit motive. DAM itself a non-profit development NGO considered it necessary to establish its own university accordingly, not as a stereotyped one but as an innovative one - innovative in the field of courses and curriculum, as also in the curriculum delivery systems and the Ahsanullah University of Science & Technology (AUST) was set up in 1995. As of now the university offers degree courses of 4 to 5 years duration in Architecture, Civil Engineering, Electrical and Electronic Engineering, Computer Science and Engineering, and Business Administration.

In the 1996-97 session 298 students were studying in different faculties of the university of whom 168 in the first year and 130 in the second year.

A memorandum of understanding was signed in 1996 with the university of Wyoming, USA, which provides for a programme of mutual cooperation to

be initiated between the two institutions which may include any or all of the following:

- ☐ An exchange of students with a special emphasis on Ahsanullah University of Science and Technology upper division students being permitted to enrol in appropriate University of Wyoming degree programs,
- ☐ An exchange of faculty,
- ☐ An exchange of documentary resources,
- ☐ Cooperation in potential joint technical assistance activities,
- ☐ Cooperation in research projects and or programmes, and
- ☐ Sponsorship of international workshops and for symposia.



Front view Ahsanullah University of Science & Technology (AUST)

AUST has also, in the mean time, established two specialized institutes, viz. - **Institute of Technical and Vocational Education and Training (ITVET)** and **Institute of Primary and Non-formal Education (IPNE)** of which the former has already started functioning and the latter will admit students from the next session.



## **INSTITUTE OF TECHNICAL & VOCATIONAL EDUCATION & TRAINING (ITVET)**

Every year a large number of students pass the Secondary School Certificate (S.S.C) Examination in Bangladesh. For various reasons all S.S.C graduates cannot go for higher education and many seek mid-level technical education. As the existing opportunities for technical and vocational education and training in the country are very limited, many of them do not get a chance to pursue technical and vocational education and thus remain unemployable. Against this backdrop DAM considered it necessary to establish an institute where there would be opportunities for technical and vocational education of the secondary school graduates who are either sitting idle or working elsewhere but have a desire for further education and/or improvement of skills. Accordingly the Institute of Technical & Vocational Education and Training (ITVET) was established in 1996 under the Ahsanullah University of Science & Technology (AUST). The Institute is the first of its kind in the private sector in Bangladesh offering mid-level technical education with an innovative delivery method.

The Institute now offers programmes in five disciplines, viz, Architectural Technology, Civil Technology, Electronic Technology and Computer Technology leading to the award of Diploma-in-Engineering. The courses are open to all types of S.S.C graduates irrespective of age or year of passing the S.S.C Examination. As the programme operates in the afternoon and evening, persons engaged in full time jobs also can join the programme as regular students. This innovative aspect of the programme has opened up new opportunity to those who aspire to attain or improve their skill and competence in technology. The institute envisages to introduce certificate courses for skill training for various clientele groups including secondary school drop outs as well as completers of different non-formal education programmes and the formal primary cycle.

In the 1996-97 session the institute had 163 students enrolled in different departments.

## **INSTITUTE OF PRIMARY AND NON-FORMAL EDUCATION (IPNE)**

Considering the ever increasing demand of professionally qualified and trained personnel in the fast expanding primary and non-formal education sub-sectors in Bangladesh and in the absence of formal institutional facilities for producing such personnel, the Ahsanullah University of Science and Technology, so to say, DAM, felt the urgent need of establishing the Institute of Primary and Non-formal Education (IPNE) for the purpose of offering need-oriented post-graduate programmes to meet the requirement of qualified manpower, especially mid-level personnel, in the primary and non-formal education sub-sectors.

The Institute will initially offer two full-time post graduate degree programmes, viz. B.Ed. (Primary) and B.Ed. (Non-Formal). These two programmes will be followed by two full-time Master of Education Programmes, namely, M.Ed. (Primary) and M.Ed. (Non-formal).

The Institute also plans to offer part-time B.Ed. and M.Ed. Programmes and to conduct short-term and tailor-made courses as and when required. It will organise seminars, workshops, conferences, conduct research and sponsor publication of educational literature.

## **AHSANIA MISSION BOOK DISTRIBUTION HOUSE (AMBDH)**

In financing all its development programmes and activities the Mission has all through been dependent on external cooperation, assistance and help from its well wishers and development partners. DAM considers that such dependence should be reduced as much and as early as possible. That means, DAM considered it wise to go for building up its own resource base, as much as possible. After a critical analysis of the book world situation in Bangladesh it was revealed that there was no single book distributing agency to distribute and sell



books all over the country and that book promotion as also promotion of readership in Bangladesh was a neglected area. Specially on these two considerations Ahsania Mission Book Distribution House (AMBDH) was established in 1995.

Some of the other objectives of AMBDH are-

- a. *promotion of the reading habit among the literate section of the people of Bangladesh;*
- b. *making all books, magazines and reading materials produced and printed in Bangladesh available throughout the country;*
- c. *distribution of books, magazines and materials printed/produced in foreign countries which may be of value to the citizens of Bangladesh;*
- d. *exporting books produced in Bangladesh to different countries of the world and creating a demand for those and thereby projecting and promoting Bangladesh publications abroad;*
- e. *facilitating small book sellers in Bangladesh to draw all types of books on credit for the wider distribution and availability of such publications at the local level by involving the financial institutions like banks in the process.*



AMBDH stall in International Book Fair, 1996 New Delhi

It is very heartening to note that AMBDH within a year of its establishment has attracted attention of the interested quarters. It participated in the World Book Fair held in New Delhi in February 1996 and also in the 2nd National Book Fare held in Dhaka in January 1996. It is participating in the 3rd National Book Fare which started on 15 December last.

AMBDH is now housed in an excellent building in a posh area of Dhanmondi in the city on Mirpur road and has developed an excellent show room or display centre with all modern facilities including the latest computer and information technology. Through its CD ROM catalogue one can reach the global book market and even have a glimpse of the future world publication situation in English for three years ahead.

### DHAKA AHSANIA MISSION OLD PEIPLES HOME A FUTURE PROJECT

With the spread of education and consequent urbanisation the age-old traditional joint family system is breaking down at a very rapid rate. This has been causing a number of socio-economic and cultural problems. Care for the aged and the older people retiring from active life is one such problem. In many countries, private and public sector initiatives are there to set-up Old Peoples Homes or similar institutional facilities to offer succour to the old and aged people having none to look after. In Bangladesh, there is hardly one or two such establishments looking after those people who had once been actively involved in all walks of life. DAM has therefore, focused its attention recently on the issue and started making serious efforts to procure appropriate resources including land to establish an Old Peoples Home to offer necessary services and care to the unfortunate aged olds of the country who are in need of it.



## CHAPTER - XV

## LITERACY RESOURCE CENTRE for GIRLS AND WOMEN in BANGLADESH.

In order to act as a resource base for information support for capacity building of the relevant agencies involved in NFE Programmes the need for establishment of a Literacy Resource Centre (LRC) can hardly be exaggerated. Dhaka Ahsania Mission in cooperation with the Asia/Pacific Cultural Centre for UNESCO, (ACCU), Japan, established in 1995 the Literacy Resource Centre (LRC) for Girls and Women in Bangladesh. For the construction of a LRC Building along with DAM's Headquarters Building necessary land was purchased in 1996 and necessary architectural designs and structural plans for the construction of the building were prepared so as to start the actual construction work in January 1997.

The objectives and functions of the LRC are given below and in the next column.

### OBJECTIVES :

- ◆ To act as **resource base** for information support services;
- ◆ To provide **technical support** for capacity building of the relevant agencies involved in NFE Programme;
- ◆ To act as a **data-base** of NFE in general and of girls and women's education in particular;
- To develop a **network of NFE resources** relating to literacy and development;
- ◆ To promote **coordination** of resources related to literacy and development activities;

- ◆ To act as a centre to facilitate **gender development**;
- ◆ To collect and develop, innovative **exemplar literacy materials**;
- ◆ To act as a **documentation centre** of literacy activities ;
- ◆ To raise social awareness, **gender equity** and facilitate educational activities/ programmes towards **empowerment** ;
- ◆ To act as a **clearing house** of literacy materials;
- ◆ To promote **linkage** of institutions for continuing education.

### FUNCTIONS:

- ◆ Collection, preservation, dissemination of information relating to literacy activities;
- ◆ Organization of training courses on capacity building;
- ◆ Arrangement for exchange or sharing of services and resources;
- ◆ Providing support services to develop programmes for mass-media;
- ◆ Providing documentation services with AV unit and data base of literacy programmes and activities;
- ◆ Establishment of communication network at different levels.



## **PARTICIPATION IN UN ACTIVITIES**

Dhaka Ahsania Mission is constitutionally obligated to foster the ideas and ideals of the United Nations and of all other organizations of the UN family. In recognition of its activities to that end the UN ECOSOC accredited Dhaka Ahsania Mission with Consultative Status (Category II) in 1993. DAM has been associating itself with the programmes and activities of various UN family organizations, especially UNESCO, UNICEF, UNDP, ESCAP, UNDCP, UNHCR etc.

Of all the international organizations with which DAM has working relations, UNESCO is the most important one. DAM's Institute of Literacy and Adult Education has been designated by UNESCO as the focal point institution for the purpose of APPEAL Training Materials for Literacy Personnel. Accordingly DAM translated into Bangla 5 APPEAL Training Materials which are now being widely used in Bangladesh. DAM not only participates in programmes and activities of UNESCO but has also been actively involved in the organization and conduct of various activities, especially workshops on Adult Education and other areas of Non-formal Education including Continuing Education. DAM has, so to say, been given the leadership role in this sub-region in the field of non-formal education, development of literacy primers and follow-up and continuing education materials and training of literacy personnel.

During the year under report (1996) DAM actively participated in and/or organized a number of activities sponsored by UNESCO.

DAM organized a Sub-regional Workshop on Continuing Education for Development held in Dhaka from 28 May - 6 June, 1996. It was attended by participants and resource persons from India, Nepal and Bangladesh. On the recommendation of this workshop to organize national workshops in the countries of this sub-region UNESCO designated Dhaka Ahsania Mission in December, 1996 to organize from January - April '97 on behalf of UNESCO 4 national workshops on Continuing Education for Development, one each in Dhaka (Bangladesh), New Delhi (India), Kathmandu (Nepal) and Lahore (Pakistan) and at the same time to provide these workshops with at least one resource person to facilitate their organisation.

On invitation from UNESCO, the Executive Director, DAM worked as a faculty member in the Third Regional Workshop on Continuing Education for Development which was held in Kuala Lumpur, Malaysia from 19-28 August, 1996.

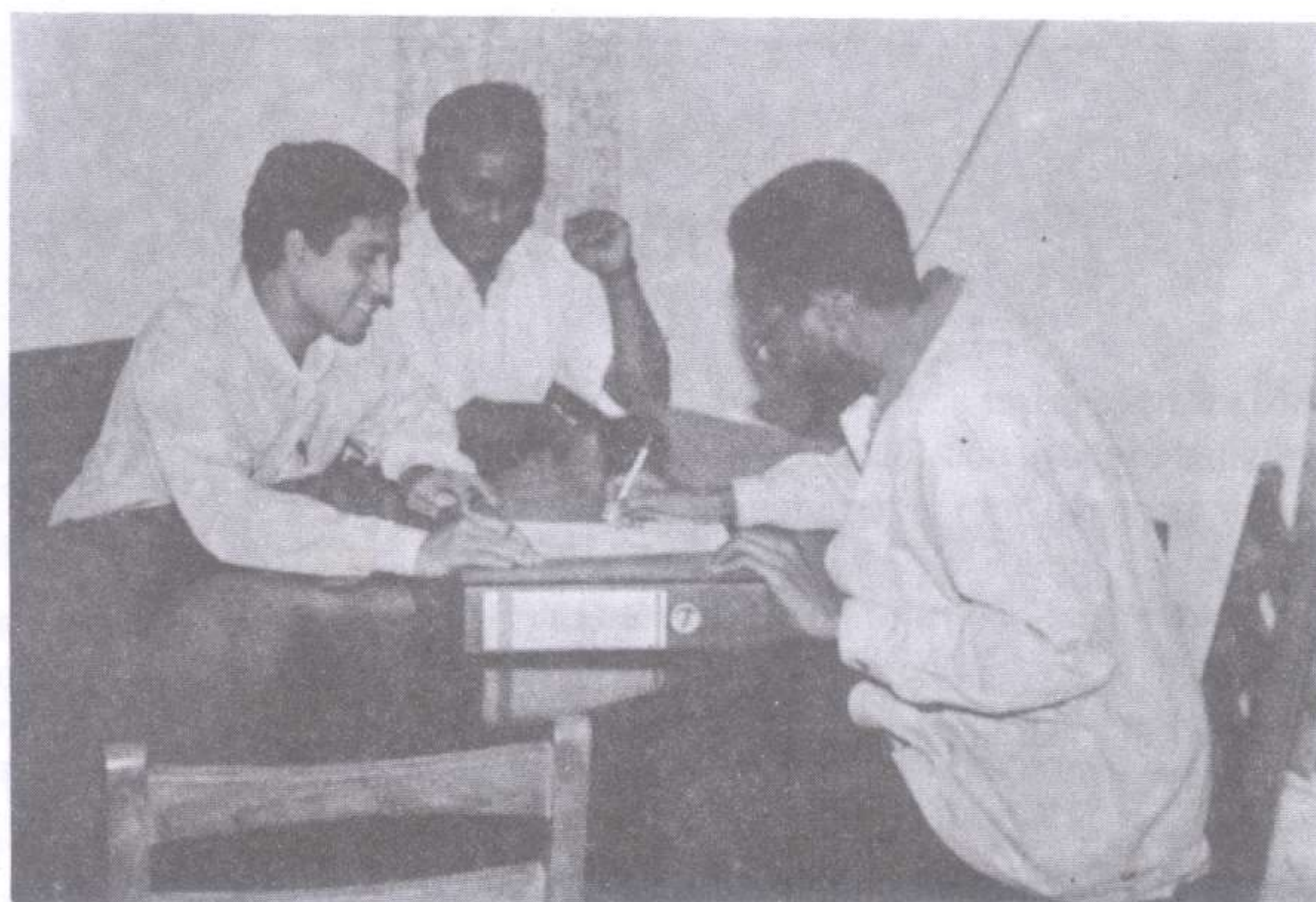
The Executive Director, DAM represented the Mission in the Asia Pacific Consultation on Adult Education held in Jomtien, Thailand from 16-18 September, 1996 organized as a preparatory conference in the region for the International Conference on Adult Education to be sponsored by UNESCO in Hamburg, Germany in July, 1997.

Under a UNESCO initiated Technical support services project for the UNESCO Member countries in the Asia Pacific region under its APPEAL Programme, DAM has been designated as a 'nodal centre' to undertake a study on 'Reorienting Basic Education Towards Poverty Alleviation and Improvement of Quality of Life' - in the Bangladesh context. The study is being carried out and will be complete in February 1997.



Dhaka Ahsania Mission has also developed an excellent working relation with the Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan and during the period of report ACCU involved DAM in a number of activities including the following:

Workshop on Capacity Building of Literacy Resource Centre for Girls and Women held in Chiang Mai, Thailand from 12-21 December, 1996 in which two resource persons from DAM, including the Executive Director, participated.



A Somalian refugee filling in a form in the RCSU of DAM

Training workshop for Developing Literacy Resource Centre for Girls and Women in India held in Jaipur, India from 16 September - 5 October, 1996 which was facilitated by the Executive Director, DAM.

In addition to the above, DAM also participated in many other activities of various international organizations.

The Executive Director, Dhaka Ahsania Mission Mr. Kazi Rafiqul Alam rendered consultancy services to ESCAP in organization and conduct of one Training Workshop on Community-based Drug Demand Reduction and HIV/AIDS Prevention in Bangladesh which was organized from 02-14 September, 1996 in the Training Hall of Dhaka Ahsania Mission.

### **REFUGEE COUNSELLING SERVICE UNIT (RCSU).**

The Refugee Counselling Service Unit (RCSU) of Dhaka Ahsania Mission has been working since 1993 offering its counselling and social services to the Urban Refugees under UNHCR in Bangladesh.

As per terms of contract with UNHCR the RCSU's services include distribution of subsistence allowance, extending support for medical care, primary education of children, higher education of selected persons, skill development etc.

The following are some of the important activities undertaken by RCSU during the year under report:

Subsistence allowance was provided to 123 refugees per month on an average. Medical assistance was provided to the refugees who needed it for consultancy, hospitalization, medicine and pathological tests, etc. There were 15 cases of hospitalization during the period. A total of 12 asylum applications involving 15 persons of different nationalities were received by the unit out of which 5 applications remained pending at the close of the year.

The counselling staff of RCSU undertook 19 school visits of refugee students and also they visited the Dhaka University twice during the year. A total of 22 home visits and 23 hospital visits were conducted by the RCSU during the year. 16 refugees of Iran (5), Iraq (6) and Somalia (5) were resettled in New Zealand and Canada during the year.



CHAPTER - XVII

# PRIZES AND AWARDS

DAM received prizes and awards for its meritorious works in the field of non-formal education, materials development and human resource development all most every year. In 1996 it received two international and one national awards/prizes. The following is a list of prizes and awards received by DAM on various fields of its activities during the period from 1991-1996.

Year	Particulars of Awards/Prizes Received
1996	<ul style="list-style-type: none"> <li>- <b>Grand Prize</b> from the Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan for Literacy follow-up materials on environment.</li> <li>- Honourable Mention from ACCU, Japan for a Video under the title - "Rewards of Literacy".</li> <li>- 2nd prize from the DNFE, Government of Bangladesh for innovative literacy follow-up materials.</li> </ul>
1995	<ul style="list-style-type: none"> <li>- <b>ESCAP HRD AWARD 1994</b> for significant contribution to Non-formal Education, especially of Girls and Women: <ul style="list-style-type: none"> <li>- 3rd prize for Non-formal Education Materials Development (Video on a distressed woman) from ACCU, Japan.</li> <li>- 2nd Prize for the Publication of follow-up materials for the Neo-literates from INFEP, GOB (1st prize was not awarded).</li> <li>- 3rd Prize for publication of</li> </ul> </li> </ul>

ALAP (the Dialogue), a monthly newsletter for the Neo-literates and for Continuing Education from INFEP, GOB.

- Special Prize for the publication of a wall magazine for the neo-literates and for Continuing Education from INFEP, GOB.
- 1993 - In recognition of its contribution to the socio-economic development including education the organization was accredited with Consultative Status (Category-II) with the UN ECOSOC.
- 1992 - Honourable Mention for Non-formal Education Materials Development (Posters on Equal Rights for Women) from ACCU, Japan.
- 1991 - Received 4 Awards including the first one from NAPE, Mymensing for Non-formal Education Materials Development.



Executive Director Kazi Rafiqul Alam receiving a prize from the Hon'ble Prime Minister of Bangladesh Sheikh Hasina





## CHAPTER - XVIII

## FINANCIAL SITUATION

From a modest beginning DAM has been expanding its activities gradually in all of its fields of operation with higher and higher amounts involved in financial transactions. As of June, 1994, the figures of financial involvement were more than 81% higher than the figures of June, 1993 and the figures of June, 1995, were 70% higher than those of June, 1994, while the figures of June 1996 were 64% higher than the figures of June 1995. The details of the financial situation is presented in the tables and graph given in this page.

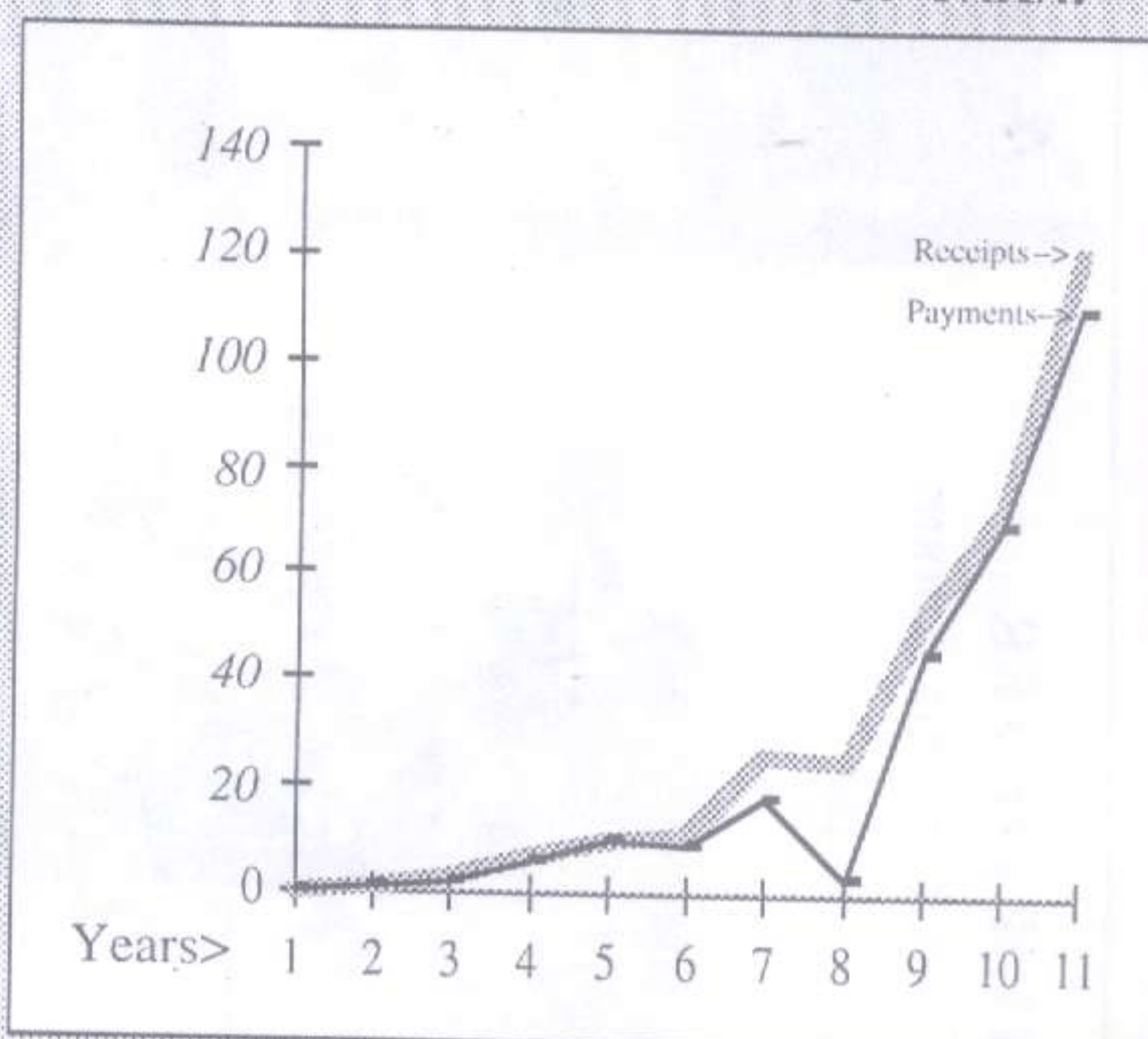
**Table No. 7 : Assets & Liabilities of DAM for the years from June 1993 to June 1996 (fig. in '000 taka)**

Items	June 30, '96	June 30 '95	June 30, '94	June 30, '93
Fixed Assets	17,841	11,621	7,822	6,253
Stocks	5,766	2,799	1,387	654
Revolving Loan in Circulation	14,369	13,377	1,192	-
Advance	17,869	4,796	3,117	1,267
Cash at Bank	31,985	21,002	17,974	9,221
<b>TOTAL ASSETS</b>	<b>87,832</b>	<b>53,595</b>	<b>31,492</b>	<b>17,395</b>
General & Project Fund	54,100	33,798	26,329	14,847
Revolving Loan Fund	21,396	14,302	2,164	1,227
Employee Benefit Funds	2,562	2,637	1,586	267
Mission Education Fund	266	235	215	-
Members Benevolent Fund	403	351	299	23
Mission Development Fund	878	878	840	1,009
Current Liabilities	8,227	1,394	58	22
<b>TOTAL FUND &amp; LIABILITIES</b>	<b>87,832</b>	<b>53,595</b>	<b>31,492</b>	<b>17,395</b>

**Table No. 8 : Receipts & Payments for the years from 1986-87 to 1995-1996.**

Year	Receipts (Tk.)	Payments (Tk.)
1986-87	6,74,208	6,34,744
1987-88	33,98,335	21,42,285
1988-89	75,62,309	58,18,461
1989-90	98,84,590	1,06,18,602
1990-91	1,16,43,221	93,27,860
1991-92	2,58,64,998	1,82,48,867
1992-93	2,54,80,372	2,88,57,141
1993-94	5,37,81,743	4,50,29,197
1994-95	7,27,33,039	6,97,04,801
1995-96	12,09,91,644	11,00,08,736

**Graph Showing Receipts & Payments for the period from 1986-1996 in millions of Taka.**





সুন্দর পরিবেশ গড়ি



STRIP POSTER  
original in four colour,  
size 5" x 48"





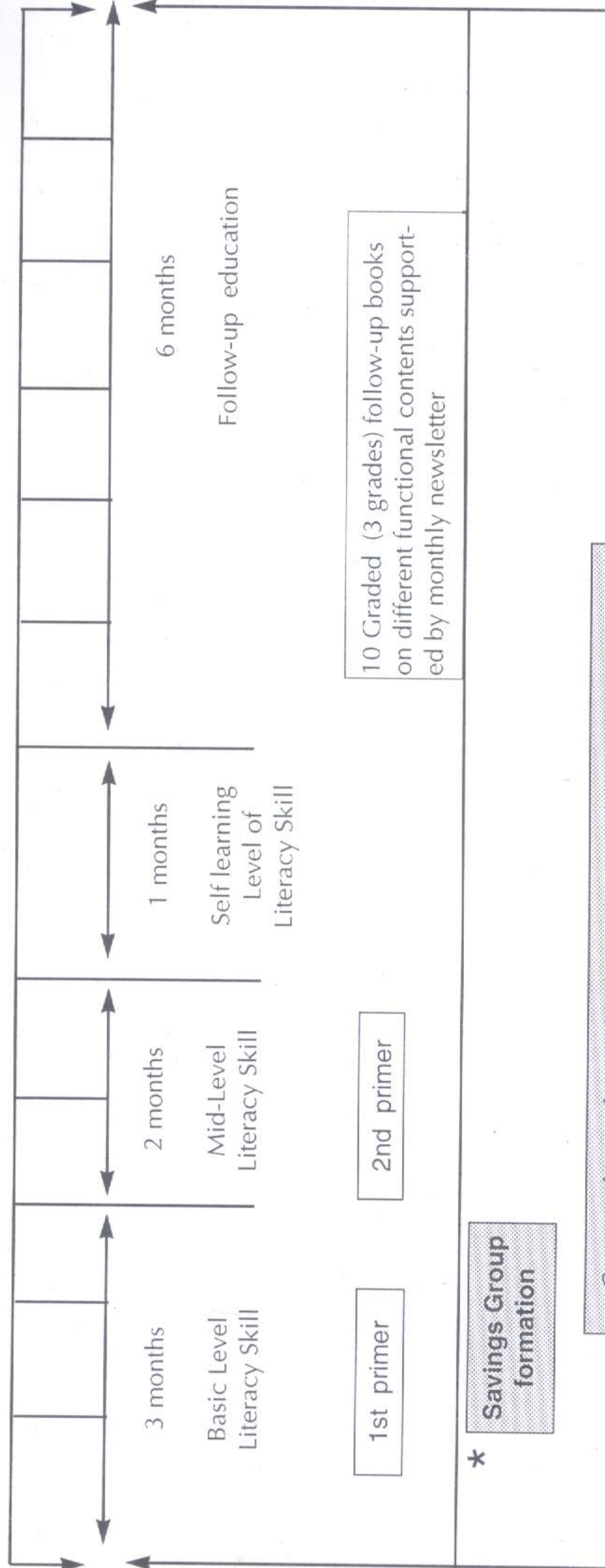
# Dhaka Ahsania Mission

Dhaka, Bangladesh



## Sperad of Adult Literacy Programme

24 Months

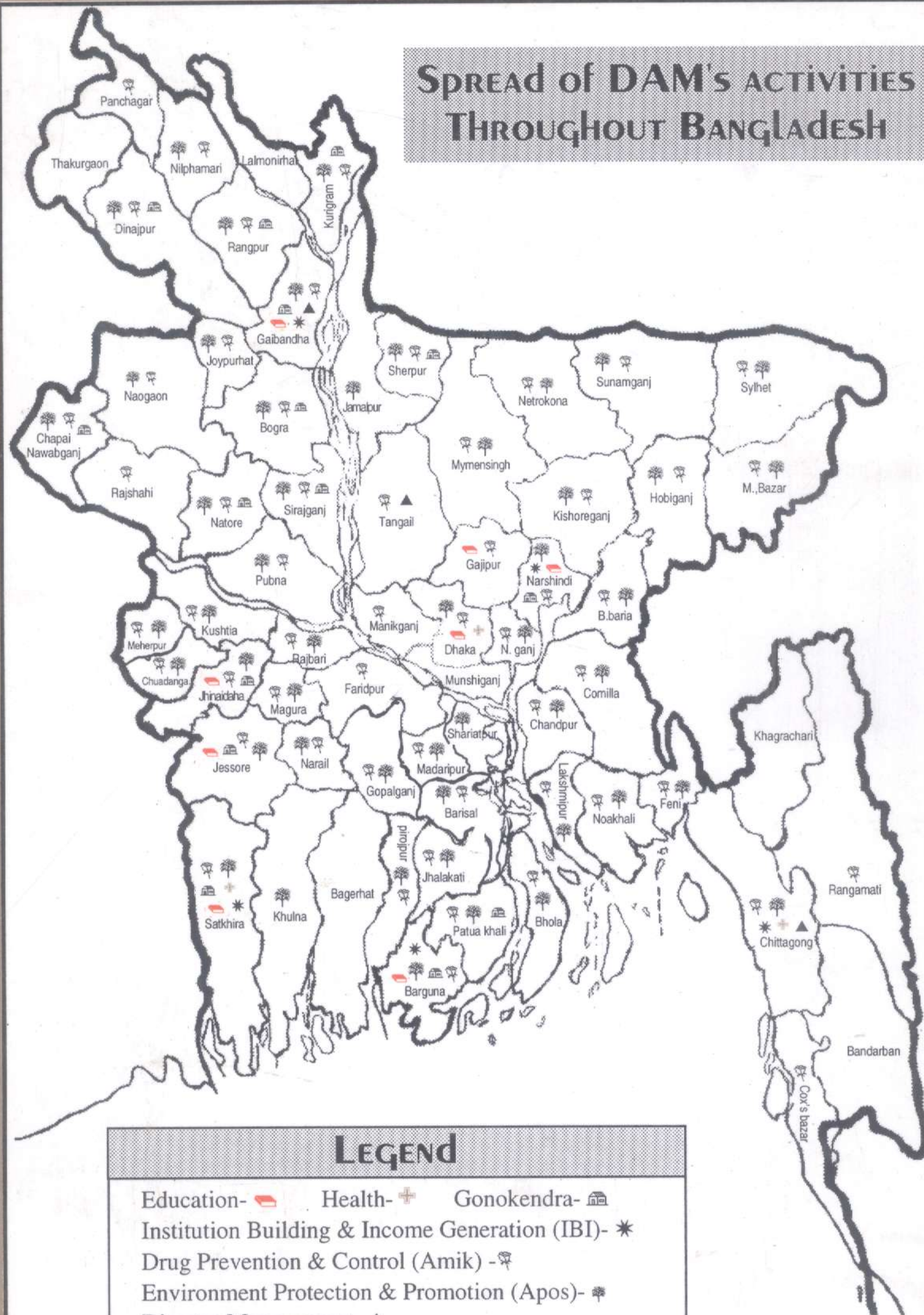


Following 12 months for continuing education newsletter and other materials specially published for the neoliterates are supplied.

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



## Spread of DAM's ACTIVITIES THROUGHOUT BANGLADESH





DA - 15/1

# ANNUAL REPORT



1996

DAM  
068.5492

DHAKA  
AHSANIA  
MISSION



# DHAKA AHSANIA MISSION ORGANOGRAM

