

1990-91

**TOWARDS A  
BETTER TOMORROW**

DHAKA AHSANIA MISSION  
DHAKA, BANGLADESH



# **DHAKA AHSANIA MISSION**

## **ANNUAL REPORT**

**1990-91**

# **TOWARDS A BETTER TOMORROW**

**Dhaka Ahsania Mission**

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## PREFACE

The Dhaka Ahsania Mission having a modest beginning more than 3 decades back, gradually developed to its present stature. Though initially it was built up as a national level NGO but now has regional level operation contributing modestly towards international cooperation and development. The Mission is now providing expert services, participating in various trainings, seminars and workshops as resource persons/consultants and also participating in various inter-country and regional programme implementation. The Mission's activities are now closely linked at the national and international level with the activities of specialised UN agencies viz., UNDP, UNESCO, UNICEF, UNHCR and UNDPI.

The Mission is now a Name, an Organisation and an Experience. Its services have a great demand, at the national level by the Government and NGOs and in the international/regional level by international/UN agencies.

"Towards a Better Tomorrow" is essentially an annual report and a little more. It not only gives a typical description of a spectrum of programme activities, but also attempts to delineate their internal logic and philosophical foundation. Moreover, the report is now the elaborate documentation on the Mission's endeavour in alternative development. It is at the same time, an authentic repository of an array of latest facts and figures reflective of the Mission's pace of progress registered over the last one year.



Indeed we are indebted to all of our 'friends, philosophers and guides' apart from partners in solidarity who have together made a medicum of whatever we have been able to achieve, possible, despite limitations.

We must record our sincere gratitude to our donors from far and near, viz. UNDP, UNICEF, UNESCO (Principal Regional Office for Asia & Pacific, Bangkok), Asian South Pacific Bureau of Adult Education (ASPBAE), Canada fund, USCCB (Canada), CAFOD, ODA, DANIDA, CEBEMO (Netherlands), Laubach Literacy Centre, Kirby Laying Foundation, Moorgate Trust Fund, NORAD, SAP, PRIP, Australian and British High Commissions, Embassy of the Netherlands in Bangladesh, Mass Education Programme, Ministry of Education, Govt. of Bangladesh, Bangladesh National Commission for UNESCO and others for providing us generous funding supports in our work.

The Mission is proud to have a group of dedicated staff who implemented and organised the activities in the field on behalf of the Mission. Their sincerity, dedication and untiring efforts in carrying on development activities made it possible to maximise output for the benefit of the rural poor.

We are grateful to all officers and staff who directly or indirectly participated in bringing out this report. Special mention need be made of Mr. Md. Habibur Rahman who had to work very hard right from drafting of the report down to the final prints.

**Kazi Rafiqul Alam**  
Executive Director  
Dhaka Ahsania Mission



## INTRODUCTION

The Dhaka Ahsania Mission was established by Hazrat Khan Bahadur Ahsanulla (R.A.) M.A., M.R.S.A., I.E.S., in 1958. He lived between 1873-1965 and was the Assistant Director of Public Instruction for undivided Bengal and Assam under British Rule. He is known as an outstanding educationist and social reformer of undivided India. But possibly moral and spiritual aspects of his character and craving for serving the humanity far outweighed other traits in his character and imbued with this feeling for humanism and human welfare, he established the Dhaka Ahsania Mission.

As it stands now the membership of the Mission is open to all. It has an Executive Committee consisting of 21 members, headed by a President and all elected by the General Body of members. In practice, the General Secretary runs the day to day administration and is the chief executive of the Mission. He is also designated as the Executive Director of the Mission. He along with the Treasurer is jointly responsible for accounts of the Mission, i.e. for all funds received and all expenditures incurred from the Mission Treasury.

The office of the Dhaka Ahsania Mission is located in House No.8, Road No. 12 (New), Dhanmondi Residential Area, Dhaka-1209. Apart from accommodating the head office of the Mission, the offices of the heads of all the projects undertaken by the Dhaka Ahsania Mission are also located here. This rented house also accommodates the Institute of



Literacy and Adult Education. The Mission office, particularly the area earmarked for the Institute is used for organizing national and international workshops, seminars and training. Apart from the head office of the Mission at Dhanmondi, there are two other office premises - one at Malibagh and the other at Shyamoli. So far the Mission has been maintaining field offices in the districts of Ghazipur, Gaibandha, Satkhira, Barguna, Chittagong and Banskhali.

Not only the Mission has been making significant contributions towards national development particularly in the field of nonformal education and more recently on sustainable development of its beneficiaries, but also it is making humble contribution towards international cooperation and development. The Mission has got offices in several countries of the world including USA, U.K. Canada, Australia, Thailand, Pakistan and India. In India, the Mission has got 12 branches in West Bengal. For the purpose of this report we have limited our discussion on the activities which have been carried out only in Bangladesh. The Mission is now quite known an organization throughout the world at least in the field of non-formal education, poverty alleviation and anti-drug programmes.



## Chapter - 1

### **Goals, objectives, strategies and organization of the Mission**

The Mission provides a package of development support services which include non-formal primary education, need based and work oriented functional literacy, human resource development training, skill training and credit for income generating activities, health care and the like. These services are offered with the ultimate goal of overall development of the beneficiaries, more precisely, self-reliant and self-sustained growth. In the third world countries, women are the most disadvantaged group of population and the home environment for development of the children is not congenial. As such the Mission takes particular care for enlistment of more and more women in its programme with the ultimate objective of involvement of women in decision making and improvement of their status in the family and the society. More than 70% of the beneficiaries of the Mission's normal programmes are the women. As the women becomes active partners in family affairs and their status improves, the home environment for development of the children automatically improves.



## 1.1 Developmental Objectives of the Mission are :

- a. to foster universal brotherhood,
- b. to work for pursuing UN objectives
- ✓ c. to impart non-formal education to the children and adolescents,
- ✓ d. to impart need-based and work oriented literacy to the adults,
- ✓ e. to impart skill training to the neoliterates,
- ✓ f. to impart awareness training about various social, environmental and legal matters,
- ✓ g. to create awareness about abuse of drug,
- h. to make the beneficiaries active socio-economic agents,
- ✓ i. to involve the women in development,
- ✓ j. to work for poverty alleviation, and
- k. to build, ultimately, a happy and resourceful society through out the world.

The Mission considers that illiteracy is the root cause of poverty and all sorts of underdevelopment. As such Mission'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 level.



## **1.2 Locus standi**

The Mission is a widely known developmental organization. It was registered with the Directorate of Social Services of the Government of Bangladesh as early as in 1963 with registration number 316. It was also registered with the Government of Bangladesh, under Foreign Donations (Voluntary Activities) Regulation Ordinance/Rules, 1978, as one of the receivers of foreign donations with registration no. DSS/FDO/R/246 dt. 9-12-1987. The Mission's branches in India and other countries of the world are also registered under the relevant laws of the respective countries.

## **1.3 Source of fund**

The members of the Mission generally give monthly subscriptions and donations. These monthly subscriptions and donations from the members of the Mission and voluntary donations by the generous public and institutions used to constitute the fund of the Mission. However, with the large scale expansion of the activities of the Mission in response to wide spread demand for its services from the beneficiaries on the one hand and from govt. and parastatal bodies as also from national and international organizations, programme based assistance from local and foreign organizations have become the most important source of fund of the Mission in recent years. However the Mission works with the donors as partners and on the basis of mutual agreement.



## 1.4 Beneficiaries

Dhaka Ahsania Mission has been working for improvement of the life situation of the disadvantaged group of population - both in rural and in urban areas. In rural areas, its beneficiaries include illiterate landless poor, marginal farmers and fishermen, destitute women and the people with lower level of education. In urban areas, the beneficiaries include unemployed youths, destitute women, slum dwellers and working boys and girls. However, the following criteria are followed in selecting the target beneficiaries of the Mission's developmental programme :

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

This is the area where the Mission's programme is deliberately discriminated in favour of the women and women constitute more than 70% of the beneficiaries.

Under its disaster preparedness programme i.e. response to emergencies, the beneficiaries are obviously the affected people irrespective of sex or other considerations. Similarly under anti-drug programme, the beneficiaries are the drug addicted people and the society at large is benefitted from its anti-drug movement. Under the Mission's direct health services programme, it is the poorer section of the population who are the beneficiaries and mostly include the poor women and children. Lastly the whole society becomes the beneficiary of the Mission's awareness creation programme on environment. The same principle is being followed in selecting beneficiaries in all countries of the world where Mission's branch offices are located.



## **1.5 The Dhaka Ahsania Mission to the donors**

The organization is now widely known at home and abroad for its capability, integrity and providing a range of social and developmental services to those who really need them. To the donors the Mission is known as one of the efficient and quite able implementing agency whose services are considered to be cost effective. The Mission has developed working partnership with UNDP, UNICEF, UNESCO (Principal Regional office for Asia & Pacific, Bangkok), Asian South Pacific Bureau of Adult Education (ASPBAE), Canada Fund, USCC-B (Canada), CAFOD, ODA, DANIDA, CEBEMO (Netherlands), Laubach Literacy Centre, Kirby Laying Foundation, Moorgate Trust Fund, NORAD, SAP, PRIP, Australian and British High Commissions and Embassy of the Netherlands in Bangladesh, among others. The Mission also receives regular support from the Ministry of Education, Govt. of Bangladesh (Mass Education Programme & Bangladesh National Commission for UNESCO). We are grateful to those international organisations, agencies, Trusts and the Ministry of Education, Govt. of Bangladesh for their continued support to our programmes.

## **1.6 The Mission to its beneficiaries**

Unlike its fellow NGOs, the Mission knows that just to dole out relief materials in times of emergencies, or to impart literacy just for literacy's sake is not sufficient for arousing interest of the beneficiaries for self reliant and self sustained growth. It knows how to combine literacy with skill training, and skill training with loan for providing tools and equipment for income earning activities. As such, to the beneficiaries, the Mission is their friend, philosopher and guide which always stands by them in times of needs.



## 1.7 Organization and staff strength

All authority of the Mission rests with the 21-Member elected Executive Committee headed by the President. In practice however, it is the Executive Director who is also the General Secretary of the Mission, exercises all powers in conducting day-to-day affairs. Under the Executive Director there are four Divisions - Establishment and Finance Division, Programme Division, Evaluation and Management Information Division, International Division and the Institute of Literacy and Adult Education (ILAE) as also one Relief and Rehabilitation Cell.

The total number of employees of the Mission in addition to the Executive Director now stands at 607.

At present following officers are there on the Mission's administrative set up :

### A. Establishment and Finance Division:

#### Establishment

1.	Director	1
2.	Deputy Director	1
3.	Administrative Officer	1
4.	Assistant Press Manager	1
5.	Store Officer	1
6.	Office Assistant -cum-Typist	6
7.	Driver	1
8.	Office worker	12



### Finance

- |    |                            |   |
|----|----------------------------|---|
| 1. | Finance Advisor            | 1 |
| 2. | Assistant Accounts Officer | 3 |
| 3. | Cashier                    | 1 |

### Relief & Rehabilitation Cell

- |    |                               |   |
|----|-------------------------------|---|
| 1. | Deputy Director               | 1 |
| 2. | Assistant Director (Engineer) | 1 |
| 3. | Programme Officer             | 1 |
| 4. | Assistant Engineer            | 1 |
| 5. | Work Sarker                   | 5 |
| 6. | Supervisor                    | 5 |

### B. Programme Division:

- |     |                             |     |
|-----|-----------------------------|-----|
| 1.  | Director                    | 1   |
| 2.  | Asstt. Director             | 2   |
| 3.  | Project Coordinator         | 1   |
| 4.  | Programme Officer           | 4   |
| 5.  | Assistant field Coordinator | 1   |
| 6.  | Assistant Programme Officer | 3   |
| 7.  | Area Coordinator            | 8   |
| 8.  | Assistant Area Coordinator  | 2   |
| 9.  | Supervisors                 | 32  |
| 10. | Doctor                      | 1   |
| 11. | Field workers               | 476 |

### C. Evaluation and Management Information Division:

- |    |                     |   |
|----|---------------------|---|
| 1. | Deputy Director     | 1 |
| 2. | Analyst Programmer  | 1 |
| 3. | Computer Programmer | 1 |



4. Monitoring Officer 2
5. Computer Operator 3 4

D. International Division :

1. Regional Coordinator 1
2. Asstt. Director 1
3. Assistants 2

E. Institute of Literacy and Adult Education (ILAE):

1. Director 1
2. Member Directing Staff 1
3. Training Coordinator 1
4. Trainer 8
5. Regional Training Supervisor 1
6. Librarian 1
7. Cataloguer 1

Material Development Cell

1. Material Development Specialist 1
2. Material Developer 4
3. Development Illustrator 1
4. Computer Compositor 1

Director and Deputy Director are the senior officers of the Mission and are stationed at the Head Office of the Mission. Project Coordinators and Assistant Directors are also stationed at the Head office but they essentially remain responsible for field servicing. They initiate programmes and projects and submit the same to the donors, maintain liaison with the donors on the one hand and field operation on the other. They



are also responsible for progress monitoring and financial management of the project(s) .

Programme Officer and Assistant Programme Officers work under overall supervision and guidance of the respective Assistant Director / Project Coordinator. They are responsible for preparation of workplan, initiate action for implementation of projects, train and retrain field officials, monitor progress of implementation and arrange evaluation of the programmes for which they are responsible.

Area Coordinators / Assistant Area Coordinators although work under overall supervision of the Programme Officers, they are solely responsible for implementation of projects at the field level as per project document.

Supervisors are the key persons to organize the programme as per the set principles and guide-lines of the Mission. One supervisor usually supervises 10 centres/groups and remains responsible for progress of activities of these groups.



## Chapter - 2

### Organization of activities

As can be seen from the foregoing section, the Mission now undertakes a variety of activities - right from short term activities like responding to the emergencies for distribution of relief materials and rehabilitation of the victims of natural disasters to long term activities for self-reliant and self-sustained economic and social development in an integrated manner covering the activities such as functional literacy combined with skill training and some loans and/or tools and equipment. More often than not, the rural poor are organized into groups through the literacy programme for economic and social activities. For example, after certain stage of attendance in the literacy centres, the learners are organized into savings groups, for pooling up small savings for undertaking economic activities including intra group loan offering. At the same time few literacy centres are grouped into clusters, around 10 in one cluster, and more or less 30 learners are grouped taking 3 from each literacy centre for taking special instruction on specific fields and these trained learners take the responsibility of training their fellow learners.

For achievement of the objectives stated above for sustainable development of its beneficiaries, the Mission undertakes the following programme :

- a. Nonformal education programme (for the children, adolescents and the adults) including followup and continuing education,
- b. Savings group formation,



- c. Human resource development and skill training,
- d. Support services for income generating activities,
- e. Plantation,
- f. Development of self-sufficient villages

Apart from the above, other important activities of the Mission include :

I. Undertaking following activities through the Mission's Institute of Literacy and Adult Education :

- a. Training of literacy personnel
- b. Development of teaching/learning materials for the Non-formal education programmes
- c. Occupational Training;

II. Providing following social welfare services :

- a. Disaster Preparedness and Relief & Rehabilitation programme;
- b. Environment protection and energy conservation programme;
- c. Anti-drug programme;
- d. Health Services;

Mission's literacy programme is an integrated & coordinated whole, undertaken for sustainable development of the beneficiaries. However, all the programme components may not necessarily be included in a single project. It may be possible that education and savings group formation is being



taken care of under one project and human resource development and skill training is being implemented under a separate project and supporting services for income generating activities including credit distribution is being taken care of under a third project.

The Dhaka Ahsania Mission, have been consistently working on the lead given by the Govt in the field of education and on their own objective of furtherence of the cause of education in the country in general and nonformal education in particular for increasing the literacy rate in the country and more recently to make the education programme sustainable in the long run for comprehensive development of the target population.

The year under report, 1991 is the 1st year of the national 4th Five Year plan. This plan has the expressed intention to increase the literacy rate in the country through increasing primary school enrolment and mass education programme in the education sector and more and more involvement of women in development activities including skill training accompanied by literacy programme.

The Dhaka Ahsania Mission consistently followed national objective of increasing the literacy rate in the country which is one of the pre-requisite for over all socio-economic development and to raise the status of women in the country who are lagging behind their male counterpart in the field of education and training and also in participation in economic activities. The Mission have been working for supporting rural development policy of the govt. as well by undertaking programmes which have pronounced rural bias. In fact the beneficiaries of the Mission's activities are the rural poor in general and the women in particular although the urban disadvantaged group do not escape its attention.



The projects that were being implemented during the year under report and the activities that were undertaken will throw sufficient light on the development objectives and strategies of the Mission. We shall see the programmes that were continuing during 1989-90 and spilled over to the reporting period, later in this part of the report.

It may be mentioned here that as most of the activities of the Mission are foreign donor financed whose financial year does not necessarily coincide with that of Bangladesh and since the donations are not received for undertaking projects exactly at the beginning of the financial year in Bangladesh or to complete the same on the 30th June of a year, sometimes one-year or even six-month programmes fall under two financial years and as such it is difficult to show the output of some activities under one particular year. As we proceed to look into the details of the programme activities it will be better if we keep the above fact in mind.

## **2.1 Nonformal Education Programme**

Nonformal education programme of the Mission is a comprehensive and integrated one for the various age groups as follows :

1. Nonformal Education programme for the primary school age group children;
2. Nonformal Education Programme for the adolescents; and
3. Nonformal Education Programme for the adults.

The first one-Nonformal Education Programme for the primary age-group children contains three sub-groups :

- a. Preprimary education;
- b. Early primary education, and
- c. Primary education for the older children



**Pre-primary Education :** This programme is for the little children of 5 years age. Objective of this 9 month's programme is to prepare the children to join in the formal school system in grade I. Contents of this programme include moral education, personal hygiene and environment. There is only one book covering the whole curriculum. Also there are some extra curricular activities which include drawing and singing.

**Early Primary Education :** This programme has been designed for the age group of 6-7 years. The programme covers 18 months of two 9 months packages for class I and Class II. Contents of this programme cover environment, health, food and nutrition, germs and diseases, in addition to reading, writing and numeracy upto the level of class II. There are three books - one for class I which covers Bengali, Arithmetic and Social Studies; and two for class II - one is for Arithmetic and the other contains Bengali and Social Studies. Extra-curricular activities include drawing and singing. The important strategy for implementation of this programme is to utilize the same teacher for class I and II. The teacher who taught the children in class I, teaches the same group of children in class II (i.e. the Form Teachership concept). After completion of the 18 months programme, the children are eligible to join the third grade of the formal primary schools.

**Primary Education for the Older Children :** This programme has been designed for the age group of 8-10 years, mostly dropouts of the primary school system and those who never went to school. The duration of the programme is 2 years and it has three distinct stages plus a follow-up course for 12 months. The basic stage is of 24 months duration to cover three grades (Class I-III). Grade I is of 6 months duration and the subjects are Bengali, Arithmetic



and Social Studies incorporated in one single book. The second grade covers a period of 9 months and the instructions cover the level of Class II in the formal primary schools. There are two separate books - one for Bengali and Social Studies and the second one for Arithmetic. For the third grade the duration is 9 months like the second grade but there are three books - separately for Bengali, Social Studies and Arithmetic. Contents of the books for this programme include topics on environment, health, food and nutrition, germs and diseases like the syllabus of the previous age group children (early primary education) but with higher level of concept. For the followup programme of 12 months, there are three graded books which includes the topics on family, values, society, environment, health, nutrition and income generation. All these three graded books have functional topics with different levels of contents and gradually on smaller print types. Extra curricular activities for this programme include singing, drama, folk song, drawing and formation of community library. After completion of this programme the learners attain the standard of Class III of the formal school system.

Through its long experience the Mission has developed particular skills in conducting nonformal primary education. The table below shows the outcome of Mission's activities in the field of pre-primary, and primary education.



**Table**

District	Upazilla	No. of centres	Boys	Girls	Total	No. of student entered into primary school	P.C. of students entered into pri mary
Dhaka	Dohar	9	614	655	1269	1049	82%
	Nababgonj	11	560	610	1170	827	71%
Ghazipur	Sripur	21	1073	1450	2523	1637	64%
	Kapasia	26	1062	1652	2714	1572	56%
Manikgongj	Daulatpur	13	419	435	854	633	62%
	Sibalay	15	466	541	1007	700	75%
	Saturia	20	720	892	1612	906	56%
Narsingdi	Narsingdi	30	1519	1487	3016	1726	57%
	Balabo	14	562	556	1118	697	62%
	Shibpur	14	970	1005	175	859	73%
	Monohardi	20	901	766	1667	1123	67%
Narayangonj	Sonargaon	22	846	952	1798	1210	69%
Munshigonj	Munshigonj	17	636	864	1500	987	65%
	Tongibari	11	297	353	650	432	66%
	Srinagar	22	1010	1430	1440	1717	71%
	Sirajdikhan	10	889	912	1801	1610	90%
	Lowhajong	8	375	470	845	690	82%
	Gazaria	17	724	788	1512	972	64%
		300	13653	15818	29471	20404	70%



Since the figures are for pre and early nonformal primary education programme, success of the programme may be looked from the point of view of entering the children into the primary schools as also the number of girls attending the schooling programme. It will appear that around 70% of the students enters the formal primary schools on an average and in the Sirajdikhan Upazila the number is exceptionally high - 90%. It simply suggests that if this programme could be expanded in more areas, it could go a long way in reducing illiteracy among the primary age group children, particularly the unserved and underserved population.

One thing should not escape attention that the participation of girls in this programme conducted by the Dhaka Ahsania Mission is remarkable and the participation of girls is higher than the boys in all the Upazilas covered under the programme, without exception. This is all the more desired because, in the formal primary schooling system, the participation of girls is much lower than that of boys and this is one of the reasons for the women being the disadvantaged group in the society. Dhaka Ahsania Mission takes particular care for enrolment of more and more girls in its education programme.

The above programme sponsored by the Govt. was implemented during the year before the reporting period. During the year under report no fund was allocated by the Govt. and as such the programme could not continue. The programme is expected to come from next year. So the Mission had to limit its activities in this area to a small programme in the District of Barguna and in suburban areas covering only 3510 learners as noted in the table at the next page.



**Table**

<u>Programme Area</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Gazipur (Earshad Nagar)	126	174	300
Gazipur (Bason Union)	40	50	90
Barguna (Amtali)	1110	1290	2400
Dhaka (Mohammad pur)	300	420	720
	1576	1934	3510

**Nonformal education programme for the adolescents and the adults :** These two components of the nonformal education programme is looked more as a part of sustainable development programme than as education proper, and has been discussed under sustainable development programme.

The structure of the Mission's Non-formal Education Programme appears at appendix - A.

## **2.2 Environmentally Sustainable Education Programme**

The Dhaka Ahsania Mission works for socio-economic development of the poor men, women and children in both rural and urban settings. It provides a package of development support services including education, skill development training and credit for economic activities. The main thrust of the Mission is to provide education which is considered as entry point for all other socio-economic development. The



education programme of the Dhaka Ahsania Mission has been designed as an environmentally sustainable programme and ultimately to result in transforming the illiterate population as development agent which is the ultimate goal of all activities of the Mission.

It's nonformal education programme which has been designed for the adults (as also for adolescents) is a three phased programme. The first six months covers a set curriculum frame-work having 3 levels of literacy skills (the basic level, the mid level and the self-learning level) covering a period of 244 contact hours. The curriculum framework covers a wide range of functional areas of knowledge which are relevant to the needs of the learners as indicated through the need survey exercise. These 3 levels of literacy skills are covered by 2 primers.

Each literacy centre is organised with 20-25 learners between the age group either 11-14 or 15-35 i.e. for the most productive age group population. In selecting the learners, women get preference over men. Because the women are lagging behind man in all spheres of life in Bangladesh. The learners are free to design their course and select their teacher, centre timing, learning hours, centre location, holidays etc.

In the third month of the opening of literacy centre (1st 6 month package), the learners start group savings for their cooperative and income generation activities. Normally one group is formed with the learners of one centre. They select their own leader, deputy leader and cashier and decide about their weekly/fortnightly/monthly premium amount. They open account with a commercial bank and deposit their savings with the bank. They organize weekly meetings and record minutes all by themselves. These promote two things; firstly literacy



efforts of the learners are strengthened and the neo-literates apply their newly acquired skills i.e. literacy skills in keeping records of discussion and secondly, they become savings minded and gradually they accumulate some fund for undertaking joint activities or they may advance loans to some group members for undertaking some kind of income earning activities of his/her own choosing. These loans are realized to advance similar loans to some other members.

The second six months of the literacy programme is utilised as followup programme to consolidate the literacy skills acquired during the previous six months. This is because it has been found from experience that even after completion of 1st package of literacy programme, many of the learners fall short in achievement in acquiring required levels of 3 Rs and their level of comprehension sometime is low. If the learners are left at this stage without any followup education, they will soon relapse into illiteracy. It is because they are unable to utilise their reading skill in the absence of appropriate reading materials at their level of literacy skill achievement. Taking that into consideration, the Mission's followup programme is designed to have three graded followup books (at least 10 followup books/easy to read materials) supplemented by monthly news letters (also 3 graded).

In the followup neo-literate newsletter, local news of interest to adults regarding development activities, population, family life, children, social and legal issues, income generation, environment protection, etc. and also success stories of teachers/learners are published with a view to promote their interest in reading & writings. Contribution of learners are also encouraged. The subject matter of followup books cover different areas of functionality like family values, society and



environment, health and nutrition, women development and institution building, income and employment generation, etc.

During the 2nd year (for 12 months) of the programme, only newsletters containing work-oriented and need-based information particularly for facilitating taking up and smooth conduct of income earning activities, success stories of the neo-literates, advices and instructions on various socio-economic topics are published. This phase is also self-learning stage but not guided by facilitators.

As components of education as sustainable development programme, the adults - 15-35 years age group particularly get the following training :

- a. Group management training,
- b. Human resource development training,
- c. Skill development training.

**Group management training :** This training is imparted to 3 members of the group - the leader, deputy leader and the cashier. The duration of the training is 5 days and the training is completed within the 2nd or the 3rd month of the formation of the group. Topics of this training include group management committee, leadership, local resources, income generating project identification, maintenance of group accounts and the like. The trained neoliterates take the responsibility of training their fellow learners.

**Human resource development training :** This training is also imparted to 3 participants from each group who in their turn, train the other members of his group on the same field. This training is completed within 4th or 5th month of formation of the group. The duration of the training is 5 days.



Topics in this training include rural poverty and problems, causes of poverty, rural power structure and relation between wealth and power, status of women in Bangladesh, concept of development - its meaning and objectives, process of group decision-making and the like. At times disaster preparedness training is also added to this training.

**Skill development training :** Every member of the group receives training for skill development on any one skill and no member is allowed to undergo training for more than one field. As far as possible, facilities/resources available in the Govt. and Non-Govt. sectors are utilized in imparting the training. The duration of the training is 7 days depending upon the skill. Fields of training is mostly decided by the beneficiaries considering the local needs. These usually include poultry raising and treatment of their diseases, cow/goat rearing and their treatment, fisheries, kitchen gardening, plant/seed nursery, small businesses, chalk-making, mat-making and the like. Skills are selected considering the fact that the trainees after having the training are able to utilize the same in income earning activities.

There is immense benefit of such instructions. The learners who were illiterate to begin with and were the disadvantaged group in the society in as much as they even did not know their own rights and duties, they did not know what to do in times of natural disaster or when an epidemic break out, after receiving the human development training they will at least know that such facilities exist on the one hand and on the other hand when a problem arises and they cannot immediately find the extension worker of the organized agencies, the group of the learners who worked and learnt for 1-2 years together will naturally feel drawn towards each other and may seek advice from his fellow learners who have some



knowledge about the solution of the problem as also he himself could help another fellow requiring his services and advice. And this process when put into motion in any village or a project area, the area could become an ideal one and set the stage for environmentally sustainable socio-economic development. Here it may be mentioned that the learners, if they wish, they may take loan out of group fund for undertaking any kind of income generation activities by utilising their skill development training. And in this way these training combined with the savings activities gradually lift the group of learners concerned to a selfsustained socio-economic development. What is more important here is this that the children of the group members automatically learns the know-how of certain development and income earning activities even without undergoing specially arranged training for some skills. As the group and eventually all the groups in the project area improve their socio-economic condition, their demand for education for their children also increases and this increases earolment in the primary schools and reduces drop outs and thereby contribute towards success of government universal/compulsory primary education.

As one of the activities of the literacy programme, the learners are encouraged to plant fruit bearing and other trees in their homestead and in other public places. The sapling of the plants are provided to the learners on loan basis which is realised from them within one year on a very easy term. Through the weekly group meetings the learners' awareness on social issues, sanitation, immunization and health problems and other aspects of daily needs and problems are also raised.

**Income generating credit :** This is also one component of the sustainable development programme. The neo-literates as they proceed with the literacy programme, accumulate some



fund as members of the savings/development groups. When they get skill training they may utilize the savings in undertaking income generating project either jointly or individually. Sometime some interest free credit is also arranged by the Mission. Even after completion of the literacy and skill training programme the Mission's supervisors remain with the neoliterates for one more year for advice and guidance particularly on income-generating activities.

**Setting up of Ganakendra :** Setting up of Ganakendra is another component of the sustainable education programme. This is a People's Centre or a Village Community Centre with a library and other facilities for sports and games and socio-cultural activities. The Ganakendras are located in appropriate places e.g. clubs, out-houses, unused rooms of any member of the literacy centres where the learners and the local people have easy access. In addition to what has been stated above, the Ganakendras will have newsletters specially published for the neoliterates, daily newspaper, wall publication, literacy followup books and may organize debates on some issues on local affairs.

As has already been stated, all the components of the education as a sustainable development programme may not be found under each and every project. This is particularly because some of the donors are interested in nonformal adult education but not in skill training and some may be interested in education and skill training but not in interest free credit. The Mission has to find out finance for various components from different donors. And this is important to keep it in mind while looking into the activities of the Mission on non-formal education for the adults.



The Mission adopts several strategies for improvement of literacy rate in the country. These include the following :

- a. Functional Education Through Local Initiatives (FETLI)
- b. Comprehensive Area Based Literacy Programme
- c. Each One Teach One
- d. Slum Dwellers Education Programme.
- e. Community Based Literacy & Continuing Education Programme (CoBLACE)

The strategies have been explained later in this report where gists of some specific projects have been stated. Here it is only mentioned that the projects drawn following all the above strategies on nonformal education, could not be put into operation, yet quite a few projects were under implementation during the period.

Table below gives a summary of literacy components under various projects/programmes of the Dhaka Ahsania Mission that were under implementation during the year under report. It appears that as many as 14460 learners were enrolled of which 11340 were women.



## Basic Literacy Programme

(January 1991)

District	No. of Centre	No. of Learners		Total
		Female	Male	
Dhaka	12	360	-	360
Jhenidah	89	2070	600	2670
Satkhira	271	6150	1980	8130
Ghazipur	20	360	240	600
Rangpur	10	250	-	250
Kurigram	10	250	-	250
Jessore	10	250	-	250
Kushtia	10	250	-	250
Madaripur	10	250	-	250
Rajshahi	10	250	-	250
Barguna	40	900	300	1200
	492	11340	3120	14460

Under three projects of the Mission, skill training and income generating activities are more prominent. These projects saw maturity of the savings groups and some credit distribution for income generation, towards which the Mission's activities ultimately move. The tables below show the savings group formation and skill development training under various projects of the Mission.



**TABLE - A**

**Follow-up Literacy : Formation of Savings Groups  
(December 1990)**

Region	No. of groups	No. of group members	Group savings (in Taka)
Ghazipur	130	2398	324000
Gaibandha	71	1509	99000
Nalta	44	702	63000
	245	4609	486000

**Note :** Formation of savings groups is relatively a new dimension of Dhaka Ahsania Mission programmes



**Table - B****Skill Development Training 1990**

Trade/Skill	Beneficiaries		Total
	Rural	Urban	
1. Tailoring	47	115	162
2. Wool Knitting	22	-	22
3. Handicraft	55	-	55
4. Poultry raising	95	-	95
5. Weaving	36	-	36
6. Paddy husking	30	-	30
7. Vegetable gardening	30	-	30
8. Typing	-	314	314
9. Shorthand	-	90	90
10. Radio, T.V. Repairing	-	96	96
11. Watch Repairing	-	28	28
12. Electric Wiring	-	92	92
	315	735	1050



**Table - C**

**Income Generation Activities : Credit Support - 1990**

Item/Activities	No. of beneficiaries	Amount of Loan (in Taka)
1. Paddy husking	69	46100
2. Small trade	39	30400
3. Fishing	13	31600
4. Rural garments	1	500
5. Spice grinding	1	500
6. Bamboo works	12	4800
7. Poultry raising	172	86000
8. vegetable gardening	43	17700
9. Weaving	69	207000
	419	424600

It may be mentioned here that Human Resource Development training could not be started in full swing and skill development training in some other projects could not be added, so also credit. However, the Mission is trying its best to add as many components of the sustainable development programme to education programme as possible, so that the neoliterates are actually transformed into development agents in the society.

It is mentioned here that since the activities under the Institute of Literacy and Adult Education (ILAE) as also in the Social Welfare fields are different, these have been shown under separate sections.



## Chapter - 3

### **Institute of Literacy and Adult Education (ILAE)**

- 3.1 One of the most important constituent organizations of the Dhaka Ahsania Mission is its Institute of Literacy and Adult Education. The Institute, first of its kind in the country, was established in 1984. The Mission has been running the Institute as a special organization devoted to overall development/promotion of literacy and mass education in general and training of literacy personnel in particular. This institute has been recognised by the Govt. of Bangladesh, Ministry of Education as the National Training Institute for the literacy personnel and it is the focal point institution for the purpose of UNESCO sponsored APPEAL Training Materials for Literacy Personnel.

The Institute primarily aims at promoting professional standard of the literacy and adult education workers involved in development and implementation of various programmes and projects under govt. and non govt. organizations. The objectives that necessarily follow from the above are :

- a) to enhance conceptual understanding of different aspects of literacy and adult education and to develop a sense of social commitment among the literacy and adult education workers as also to improve their technical and communication skills for continuously better performance in their respective field of operation;



- b) to offer technical trade training courses for occupation specific skill development;
- c) to conduct research and studies on various aspects of literacy and adult education and offer advisory and consultancy services for curriculum development, teaching/learning materials development, planning, designing, management, implementation, evaluation and monitoring of literacy and adult education projects; and
- d) development and publication of training materials, books, charts, posters, pictures and the like.

The Institute would ultimately create a mass education and adult literacy movement throughout the country by holding workshops, seminars/symposia on the one hand and through well planned publicity programme through the mass media including radio, T. V. newspapers, etc. on the other.

### **Location**

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



## **The Faculty**

An Institute is always known by its faculty. The Institute (ILAE) is proud to have a dedicated faculty lead by its Director, Kazi Rafiqul Alam, who is also the Executive Director and General Secretary of the Mission. He is quite known at home and abroad for his contributions in the field of literacy and adult education. It is in recognition of his significant and innovative contribution made in the field of literacy and adult education in Bangladesh that he was awarded the prestigious J. Roby Kidd Special Citation for 1987 by the International Council for Adult Education, Toronto, Canada. Mr. Alam is also one of the Consultant/Resource person of UNESCO, PROAP, Bangkok and the Ministry of Education, Govt. of Bangladesh, (Mass Education Programme) in the field of literacy training and material development.

The faculty represents a group of resource persons belonging to several disciplines. Quite a few among the faculty have years of work experience on various aspects of literacy and adult education and also they had professional education and training at home and abroad in their respective field of discipline and interest. However, it will be too much to say that the Institute is self sufficient in all the disciplines and at times it becomes necessary to involve eminent personalities in different fields in the work of the institution. Possibly it is the spices in the work and life of the Institute.

## **Management**

The Institute is almost an autonomous body within the Mission. It is run by a Board of Governors which is its highest decision making body. The Board of Governors includes representations from the Govt. and Non-Govt. Organizations, Universities and other organizations in the various fields of training and research. Board of Governors apart from having representations from various organizations also includes some



individual scholars noted for their contribution in their respective discipline.

## **Audience**

The Institute aims at promoting professional standard of the literacy and adult education workers and necessarily its beneficiaries include planners, organizers, managers, teachers, trainers and workers involved in literacy programme of the Govt and non govt. organizations, including the Mission itself. The Mission also offers specialised courses for the curriculum developers, materials developers etc.

## **Training methodology**

Methodology employed in conducting training course is crucial for success of any training programme. The literacy skill training programme is not an exception either. In its training methodology, naturally the Institute mostly rely on participatory method of training which also includes seminar, selfstudy, workshop, field study tours, organized social works, among others. In short, the Institute emphasizes learning by doing and tries to achieve as much involvement of the participants as possible to make each and every training course a successful operation.

## **Duration of training courses**

The Institute mostly offer short training courses and ordinarily not longer than 8 weeks. However duration depends on the nature and content of the training courses. The content of each training course is designed on the needs of the trainees.

During the period under report, the Institute organized quite a few regional and national level seminars & workshops and conducted several training courses of which a few may be mentioned below :



## Training of Literacy Personnel

Level/Title of the training /Workshop	Duration	Number of participants	No of GOs/NGOs Participated in the Programme
1. Training Programme for Literacy Personnel on ATLTP	One week	22	G.O. 1 NGO 20
2. Training Programme for Literacy personnel on ATLTP	Two week	25	1 - 20
3. National Training for Literacy Planners, Trainers & Material Developers	Three weeks	27	4 - 18
4. Training for Field Level Literacy Personnel	One week	30	0 - 5
5. Training for 'B' Level Literacy Personnel on ATLTP	Two weeks	25	2 - 20
6. Training for Literacy Supervisors & Organizers	One week	12	0 - 5
7. Training for Literacy Tutors	One week	20	0 - 5
8. Training of Literacy Programme Management	One week	21	0 - 19
9. Sub-Regional Training Workshop on ATLTP	Two weeks	25	0 - 22
10. Training Programme for Tutors	One week	26	Organised for one organization
11. Training Programme for Tutors	One week	22	- do -

Total no. of Participants : 255



### 3.2 Material Development

One of the important functions of the Institute is material development for children, adult basic literacy and follow-up education as also training materials including training manual and guide book for field personnel. Translation of training materials is also one of the functions of the Institute.

As a part of its material development plan, the Institute has done a lot of works in 1990-91, and has prepared one primer for the children and one for the adults. It has also developed three books on followup education for the adults. One book for grade I was under print and two others for grade II was under review. What was more important is that the Institute has completed translation of ATLP materials (APPEAL Training Materials for Literacy Personnel) published by UNESCO, Bangkok in 5 Vols. Besides, the Institute during the same period, prepared manuscripts of Literacy Teacher' Manual and Guide Book for Literacy Field Personnel. During the next year the material development programme of the Institute is expected to get momentum. In addition to the Ahsania Mission, all these publications are being utilised by many NGOs who are working in the field of non formal education.

The titles of materials developed during the reporting period has been furnished under "Publication Programme" in Section 3.4.



### 3.3 Resource Centre

One of the important organs of the Institute of Literacy and Adult Education is its Resource Centre. It has already been stated that the Institute of Literacy and Adult Education is only one of its kind in the country and it is recognized by the Ministry of Education, Govt. of Bangladesh, as the National Training Institute for the literacy personnel. The Institute is also the focal point institution for the purpose of UNESCO sponsored APPEAL Training Materials for Literacy Personnel. In view of this, the Institute maintains a Resource Centre which has a special responsibility to take stock of all developments in the country made by various Govt. and Non-Govt. organizations in the field of preparation and publication of various materials on adult education as also non-formal education for the children, the adolescents and the adults. Any posters, stickers and other communication materials including booklets developed by different organizations in the country as also in the neighbouring countries are collected and preserved in the Resource Centre for research. The Resource Centre also has a lot of training materials for successfully conducting various trainings, workshops and seminars.

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



### 3.4 Publication Programme

The Mission has a publication programme although not in a very large scale. Primarily it publishes the materials developed by the Mission's Institute of Literacy and Adult Education which has remarkable material development programme, covering preparation of primers for the nonformal education for the children, adolescents and the adults, followup materials and materials for continuing education and newsletters specially prepared for the neoliterates. The Mission publishes the materials so developed by the Institute including the materials translated by the Institute like the ATLP manuals as has already been stated. A list of books published by the Mission for use under its various education programmes is given below :

1. Sona Mani Eso Pari-January, 1991  
(this is a primer for the children)
2. Sabar Jannya Para (Reading for All), March, 1991  
( this is a primer for the adults)
3. Sundar Jiban (A better life), April, 1991  
(followup and continuing education material)
4. Sharir-ta-ke Bhala Rakhun (Take Care for your Health), April, 1991  
(followup and continuing education material)
5. Roag Pratiroadh ( Preventive Health Education), April, 1991
6. Teachers' guide (For Sabar Jannya Para, a primer for non formal adult education)
7. Math Karmider Guide (Field workers' guide)



It may be mentioned here that these books are being quite fruitfully utilized by Govt. and Non-Govt. Organizations in their literacy/mass education programmes.

Translation of ATLP manual in 5 Vols was under print by the end of the reporting period, as also one primer for the children of Grade I.

The other category of publication of the Mission is the manuscripts left by the great founder of the Mission Hazrat Khan Bahadur Ahsanullah. The great soul left 79 publications. The Mission has been trying to reprint these books gradually. But not much progress could yet be made in publishing and thereby projecting the views of the great soul on religion, life, history and society. So far 50 books have been published, including 15 in 1990-91.

The third category of publication of the Mission is "Ahsania Mission Barta" (Ahsania Mission News), a quarterly journal projecting its understanding of news and views on development, as also its own activities, for general information. It has so far published 32 copies of journal including 4 in 1991.



## **Chapter - 4**

### **Social Welfare Services**

Dhaka Ahsania Mission is essentially a development oriented social welfare organization and its humanitarian services to the needy still features prominently in its activities. Its humanitarian services include among others :

- a) Disaster Preparedness and Relief & Rehabilitation Programme;
- b) Health Services; and
- c) Anti-drug programme;

#### **4.1 Disaster Preparedness and Relief & Rehabilitation Programme**

Bangladesh seems to have become a disaster prone area. Natural calamities are part of its life and adds to the miseries of the people. Cyclonic storm lashes the country frequently and occurrence of flood has become an annual phenomenon. While storm destroys hundreds and thousands of houses and claims human life, affects of flood are possibly more serious and far-reaching. Flood not only extensively damages life and property of the people but also leaves its lasting effect for some time to come. It washes away the damaged houses, standing crops, the livestock and whatever belongings the poor people might have, leaving them in a distressed condition. Suffering of the people does not end with the receding of flood water. Since during flood, water pollution



becomes widespread, outbreak of water borne diseases takes epidemic form; standing crops are damaged and replanting of the fields becomes impossible due to acute shortage of seed. There is the dire need for construction materials to rebuild the damaged houses and above all the poor people need work to earn their livelihood.

The Dhaka Ahsania Mission has given enough thought in the matter to find out what sort of assistance they need and at what time. For preparedness programme, it has been considered that the people needs assistance :

- a) before the occurrence of flood/cyclones/tidal bores
- b) during the flood, and
- c) after the flood

On the above background the Mission has drawn up a Disaster Preparedness Programme. It is quite a big project. The ultimate development objective of the project is to increase capability of the people of the disaster prone areas to develop their own strategy of survival in times of natural calamities like cyclone, flood and epidemics with or without much outside help and assistance.

### **Cyclone of April, 91**

A severe cyclone and tidal bore hit Bangladesh in April, 91. It was possibly the most serious one in its affect on the life and property of the coastal belt and off shore islands of the country. It is the most severe occurrence in the last 100 years. It destroyed the dwelling houses of the inhabitants, and the tidal bore washed away the farm equipments and implements, dwelling houses and fishing nets and boats. The loss of life



was colossal. Immediately after the cyclone the Mission started relief operation and set up a Control Room in the Head Office and the officers and staff of the Mission worked almost round the clock. The Mission appealed to many organizations for helping the survivors. A number of organizations responded to the appeal of the Mission and the Mission distributed relief materials to a large number of people.

Five relief teams with sufficient relief materials were sent to the affected areas on 3. 5. 91. In the first phase the team members alongwith the local volunteers of Ahsania Mission took part in the relief and rescue operation till 10th of May, '91. The team collected information regarding loss of life and properties in the areas and assessed their immediate need of food and shelter. Before undertaking the relief operation, the team members met the respective Upazilla Administration and the Upazilla Administration assigned specific areas within the Upazilla for relief operation.

The second phase of the relief operation started from 11 May and continued upto middle of June. During this period Mission workers and volunteers visited each and every house in the locality within the assigned area and ascertained their need like food, clothes, utensil, lantern, medicine, repair/reconstruction of houses etc. Then ration card was issued to each family mentioning the number of family members (including their sex and age) and the total requirement of food staff and other materials. Materials were distributed as per the provision of the ration card issued to each family as mentioned earlier.



On the basis of survey and for the purpose of easy distribution of relief goods and building up of an organisation of the beneficiaries, the target population were divided as follows :

- For each 25 families the Mission made a group and appointed one Leader and one Deputy Leader from amongst the group members who have been made responsible for the group activities.
- For each 4 groups i.e. for 100 families (more than 500 people) a Palli (village) was formed which was supervised by one of Mission's staff member. The head of each Palli along with 4 volunteers was made fully responsible for all relief and rehabilitation activities undertaken in that Palli.

Around 4500 families were given relief materials immediately after the cyclone of 1991. A brief account of the relief materials distributed is given below in tabular form :

<u>Sl. no.</u>	<u>Item of relief goods</u>	<u>Quantity</u>
1.	Rice	51,735 kg.
2.	Pulse	10,915 kg.
3.	Wheat	135 ton
4.	Oil	4.25 ton
5.	Salt	5,504 Kg.
6.	Chira	2,716 Kg.
7.	Gur	675 Kg.
8.	Biscuit, dry food & M.R.-8	284 Carton
9.	Shari	2,696 Pcs.
10.	Lungi	2,401 Pcs.
11.	Plate	3018 Pcs.
12.	Cooking Dagchi	2570 Pcs.
13.	Candle	1500 Pcs.



14.	Matchbox	60	Doz.
15.	Polythene bag	6200	Pcs.
16.	Medicine	24180	Pcs.
17.	Old clothes	7	Bundles
18.	Glass	1026	Pcs.
19.	Jug	1003	Pcs.
20.	Water Container	16	Pcs.
21.	Tent	8	Carton
22.	Polythene Roll	4	Roll.
23.	Lamp	900	Pcs.
24.	Mosquito Net	900	Pcs.
25.	School Books	1173	Set
26.	School Uniform	399	Set
27.	Kerosene	100	Gallon
28.	Seed distribution	503	Families

The Mission knows that distribution of food and clothing is the immediate necessity to save the life of the survivors but what is important is the rehabilitation of the victims in their normal life. During such a severe cyclone and tidal bore, almost all kutchha houses were destroyed and washed away. Most important rehabilitation component is construction of dwelling houses. The Mission immediately drew up a housing programme. The housing programme has three distinct components. These are as follows :

- a. Low cost house : 6 RCC and 6 bamboo pillars with  
category 1 straw and bamboo roofing
- b. Low cost : 4 RCC and 6 bamboo pillars with  
house category 2 tin roofing
- c. Cyclone Resistent : 4 RCC pillars with RCC roof.  
Houses



All categories of houses will have side walls made of indigenous materials mostly bamboo. So far the Mission has constructed and distributed over 700 houses to the cyclone affected families.

It needs be mentioned here that whatever roughly it may be, the following areas were assigned to the Dhaka Ahsania Mission for under taking relief and rehabilitation works by the local administration in the cyclone affected areas.

<u>District</u>	<u>Upazilla</u>	<u>Union</u>	<u>Village</u>
Chittagong	Banshkhali	Saral	Kazirkool
			Majer Para
			Uttar Para
			Pubpara
			Mingiltala
	Kathalia		Kahargona
			Halia para
			Bagmara
			Ratnapur
			Bahar Chara
	Sitakunda	Banshbaria	Akkelpur
			South
	Anwara	Raipur	Raipur
			Gohira



## 4.2 Health Care

Although the Dhaka Ahsania Mission is mostly concerned with the literacy and income generating activities of their clients, yet its health care activities are in no way less important. It has been many times stated that education is the main thrust with the Mission and almost all its projects has education component and it should be added here that all education components of its projects has health education as well, may it be in the literacy and mass education primer or in the human development activities.

It will be clear from the above statement that Ahsania Mission concerns itself in a bit different way and not just in preventive measures or medical cure. From this it should not, however, be inferred that the Mission attaches less importance to such measure and in reality far from it. This is just to impress that the topics in health and hygiene and the related matters are incorporated in the literacy primer itself so that with their becoming literate, the learners also get some education about maintenance of health and hygiene and how to protect themselves from certain diseases. This is further strengthened through the human development education which they are to learn from special instructions arranged by the Mission and delivered by health personnel including qualified doctors. This is possibly much more important than just to supply certain medicine for cure of certain diseases, although that is also no less important and the Mission in no way minimise their indispensability, rather under its emergency and/or disaster preparedness programme, more importance is placed on immediate maintenance of health through distribution of certain medicine. Even under the disaster preparedness programme 5000 beneficiaries will be trained in food preservation, change of food habit, water purification, ORS



making etc. among others, which are undoubtedly health care activities.

Apart from these activities which might be considered indirect health care services, Mission's direct health care services are no less significant. Since 1978, the Mission has been running a fairly good charitable dispensary which is attended by a well qualified physician and remains open for three hours a day, and 6 days a week for extending medicare services free of cost. Around 3000 patients, mostly slum dwellers and other urban poor were attended by the physician appointed by the Mission in 90-91. Beside these, the Mission has undertaken a full-fledge Anti-drug programme during the period under report which has been dealt with separately.

#### **4.3 Anti-Drug Programme**

It will not be an exaggeration to say that thousands of people are becoming addicted to drug every day through out the world. Prevention of abuse of drug has become a global problem and a global problem should be tackled globally. Bangladesh is a poor and densely populated country. It is the 8th largest country of the world in respect of population. There are a large number of drug addicts in the country and possibly larger than what the rough estimates suggests.

The Dhaka Ahsania Mission which stands for humanitarian services and for that matter human welfare, cannot but respond in such a situation. This is particularly because more and more drug addiction among the people goes counter to human and social welfare. Realizing the gravity of the situation that may be created by excessive addiction to drug in reducing total human welfare in a poor country like Bangladesh, the Dhaka Ahsania Mission has undertaken an



extensive programme for prevention and control of abuse of drug in line with Commonwealth Youth Programme Conference Statement adopted in Kualalampur in June, 1989.

Several steps may be considered in a scheme for prevention of abuse of drug. These may include the following, among others,

- i) identifying the forms of abuse of drug and addiction,
- ii) identifying the social strata of the people addicted to different forms of drug,
- iii) treatment of the addicted people and their rehabilitation to normal life,
- iv) choosing the measure to be taken for prevention of further abuse of drug.

The Mission is fully aware that for prevention of drug abuse no adhoc steps will do and a well thoughtout long term programme is necessary. Under its anti drug programme the Mission has set up a regular Drug Prevention Cell, headed by an Advisor, one Programme Officer and one Supervisor. As a part of the programme, the Mission gave wide publicity through largely circulated national dailies on March 29, 1990, highlighting the different problems created by abuse of drugs. Through the said newspaper publication various organisations, individuals, social workers, teachers and students were urged to form committees on Drug Prevention and Control Programme (DPCP) all over the country right from national down to village levels.

The success of the initial step was unprecedented and the Mission has been able to establish approximately 182 DPCP



committees at district, upazila and educational institutions of the country. The Divisionwise breakup is as follows :

<u>Division</u>	<u>No. of Branch committees</u>
Dhaka	52
Chittagong	41
Rajshahi	42
Khulna	47
<b>Total</b>	<b>182</b>

Meanwhile a Central Committee under the Chairmanship of former Vice-President of the country, Mr. Justice A.K.M. Nurul Islam, has been formed. Membership of the committee includes one national Professor, Barristers, educationists, Doctors and Government officials.

DPCP Central Committee has been active in celebrating various international days including world anti-smoking day (31st May), International day against drug abuse and illicit trafficking (26th June) etc. Most importantly the committee has, quite successfully, conducted a survey on drug addiction in the capital city to ascertain, inter alia, the reasons of addiction, forms of addiction, social strata of addicts etc. The DPCP programme has established fruitful contacts with different national and international anti-drug organizations. The programme also maintains close liaison with the Department of Narcotics Control of the Government of Bangladesh.

For more effective contribution towards prevention and control of drug abuse, the Mission has drawn up a project, the main objectives of which are :-



- a) establishment of a network of young people and organize them into units at the district/sub-district, village levels as well as in each school, college and university.
- b) to train the network members on different aspects of drug abuse,
- c) to establish multi-disciplinary drugs centres with facilities for medical assistance, counselling, social skill training, job skills training, employment assistance and the like, within one campus, and
- d) to develop primary education curriculum and adult literacy curriculum incorporating drugs education within broader health education programme.

The antidrug network has been effectively working in creating anti-drug awareness among the people of the respective areas. The following is the gist of the activities of the anti-drug network of the Mission :

Anti-drug rally	72	Nos.
Discussion on abuse of drug	106	Nos.
Seminar/symposium	9	Nos.
Essay competition on abuse of drug	2	Nos.
Debate on abuse of drug	1	No.
Observance of anti-drug week	6	Nos.
Month long anti-drug programme	1	No.
Leaf let	2	Types
Posters	2	Types
Stickers	5	Types



## **Chapter - 5**

### **Women Development Programme**

Women constitute 50% of the population in Bangladesh and they are the most disadvantaged group of population in the country. The literacy rate is only half of their male counterparts. Their involvement in the socio-economic activities is very low and their participation in decision making in the family, is the least and the situation is worst in the rural areas. The Mission is fully aware of and alive to the situation and has been trying its best to improve the condition of the women - right from imparting literacy down to involvement in income-generating activities with the ultimate objective of improvement of their status in the family and the society at large.

On the whole, more than 70% of the beneficiaries of the Mission's activities are women. Certain programmes are deliberately discriminated in favour of the women, and some others are particularly taken for the women. In all relevant programmes approximately 70% of the beneficiaries are women.

Literacy Extension and Women's Development project is one of the projects which is specially taken for the women under which 329 women were trained for undertaking income generating activities. The field of training included vegetable gardening, handicrafts, poultry raising and poultry vaccination, weaving and the like. Under the project women's group were to form a federation and the group members would take loan from and make repayment to the group which in its turn will repay the same to the Mission from where fresh loans would be made. The Dhaka Ahsania



Mission would provide support services in the form of training backup and secretarial support. The beneficiaries were earlier covered under the Mission's literacy programme. Apart from this, 300 women were imparted literacy who are not included under the above group of 329 women covered under skill training component of the project.

Another project entitled "Dhaka Ahsania Mission and Bangladesh Rural Development Board Joint Literacy Programme (for women)" was implemented by the Mission. Under the project around 1500 women members of cooperatives were imparted literacy training.

The other small project implemented for the women is "Vocational Training for Destitute Women". Under this project, functional literacy was imparted to 204 women. The vocational training under the project had two components - rural and urban. The skills for rural vocational training included tailoring, knitting and bamboo & cane work. Eightyfour women were trained in these three fields. The urban training programme under the project was implemented in the Dhaka city and the skills included typing, shorthand and tailoring. One hundred and twentyfour women were trained in these two fields.

A project with the title "Integrated Socio-Economic Development Programme for the Women in Pubail Union of Gazipur District" has been drawn up. Under the project literacy will be imparted to 2000 women. Out of them 1500 will be given skill training. Of these 1500 trained women 515, will be provided with interest free credit during a period of three years, for undertaking income generating activities. The field of skill training and credit covers poultry raising, kitchen gardening, plant nursery, small business, handicraft, midwifery and poultry/cow vaccination.



## **Participation in Inter country Skills-based Literacy Programme for Women & Girls**

Apart from what has been stated above, the Mission has been working for development of women through an Inter-country Skills-based Literacy Programme for Women and Girls. The programme has been sponsored by UNDP and UNESCO under the frame-work of APPEAL (Asia-Pacific Programme of Education for All). The main objectives of the intercountry programme are i) organizing training courses for key literacy personnel, ii) development and publication of specially designed reading materials for new learners and readers with limited reading skills, and iii) identification and establishment of demonstration/pilot project.

Dhaka Ahsania Mission has been identified as the focal point institution for implementation of the Skills-based Literacy Programme for Women and Girls in Bangladesh. Necessary equipments have also been provided for strengthening of its capabilities for conducting the project activities.

The specific objectives of the project in Bangladesh are the following :

- a) to develop a national literacy curriculum suited to the needs and situation of the women with the end in view of improving the status of women to play active role as economic producer and in socio-economic participation;
- b) to provide training to 290 different level key literacy personnel who will be actively involved in planning, management and supervision of the demonstration/pilot literacy programme;



- c) to develop and publish 5 specially designed post-literacy materials for new learners and readers with limited reading skill;
- d) to establish a demonstration project in the Sadar Upazila of Madaripur district to make 5000 rural distressed women skilled for contribution towards development.

In this context the first workshop in Bangladesh was organized during the period from 28th August to 5th Sept., 1991, under the joint sponsorship of UNESCO and UNDP and with close cooperation of Bangladesh National Commission for UNESCO, Ministry of Education. The workshop was attended by 12 senior level officials from different organizations who were actively involved in material development, education and women development. The participants represented 11 organizations - both Govt. and Non-Govt.

This programme is expected to be in full operation during the later part of the next year.

It has already been stated elsewhere in this report that the women are lagging behind their male counterparts in Bangladesh and more so in education. Literacy rate of the women is only half of males and many of the social vices can be attributed to the backwardness of women in education. As such the Mission through its followup education programme educates the women on the benefit of keeping the size of the family small, delayed marriage, midwifery, food and nutrition of children. The Mission believes that an educated mother means an educated society, and the Mission always try to educate the mothers which will result in an educated family, and ultimately an educated and prosperous society.



## **Chapter - 6**

### **International Cooperation**

**6.1** The Mission has been identified as the Focal Point institution for implementation of Skills-based Literacy Programme for Women and Girls - an inter-country project jointly sponsored by UNESCO and UNDP currently being implemented in 11 countries of the Asia Pacific Region. A little more about this programme appears in Chapter 5.

**6.2** The representative of the Mission is being invited specially by the UNESCO Principal Regional Office for Asia and Pacific, Bangkok to represent UNESCO as its Resource Person in different countries in this region. Its present Executive Director is a UNESCO Consultant and he represented the Mission/UNESCO in quite a large number of Workshops and Seminars in the Asia Pacific Region.

**6.3** The Executive Director of the Mission is usually invited by the UNDPI, New York to represent in its Annual Meeting/NGO Conference at UN Headquarters including one in last September (1991).

The Mission has been working with quite a few international organizations on international cooperation and development and has won membership of several international organizations of which the following may be mentioned :

1. Associate Status with the United Nations Department of Public Information (UNDPI),



2. Commonwealth Association for Education and Training of Adults (CAETA),
3. Asia South Pacific Bureau of Adult Education (ASPBAE),
4. International Community Education Association (ICEA),
5. Development Innovations and Networks, and
6. Commonwealth Foundation, NGO Liaison Unit.

**6.4** The Mission has been implementing the programmes of some other international organizations in Bangladesh, important of which are the Commonwealth NGO Liaison Unit in Bangladesh and ILY Task Force Bangladesh. The Dhaka Ahsania Mission was one of the host organizations of Regional Consultation on Education for All (EFA) - Network held in Bangladesh. Its Executive Director is the Executive Secretary of the EFA Network Bangladesh.

#### **6.5 Commonwealth NGO Liaison Unit-Bangladesh (CLU-Bangladesh)**

Dhaka Ahsania Mission is the Secretariat of the Commonwealth NGO Liaison Unit in Bangladesh and its Executive Director and General Secretary, Mr. Kazi Rafiqul Alam, is the Executive Secretary of the Commonwealth Liaison Unit in Bangladesh (CLU). In 1990 three meetings of CLU-Bangladesh were held. In these meetings various matters related and connected with CLU particularly development of relationship with the Commonwealth countries, were discussed.



Deputy Director of Commonwealth Foundation Mr. J.F.H. Tsang Mang Kin visited Bangladesh between 31st July to 2nd of August, 1990. On this occasion a meeting was held on 1-8-90 in the Secretariat of CLU Bangladesh (i.e in Dhaka Ahsania Mission) where apart from the representatives of the Member organizations quite a few noted personalities were present.

It may be mentioned here that CLU-Bangladesh has been functioning since 1987 and being satisfied with the activities of CLU-Bangladesh under its host organization - Dhaka Ahsania Mission, the Commonwealth Foundation has made available the following office equipments -

- a. One MITAC Computer, and
- b. TOSHIBA TF 331 FAX

It will not be out of place to note that provision of the above equipments facilitated more effective functioning of the CLU-Bangladesh Secretariat and for that matter, Dhaka Ahsania Mission.

## **6.6 ILY Task Force Bangladesh**

1990 was the International Literacy Year. A Task Force was constituted for celebration of International Literacy Year in Bangladesh. The Dhaka Ahsania Mission is the Secretariat of the ILY Task Force and Mr. Kazi Rafiqul Alam, Executive Director of the Mission, is the Secretary of the ILY Task Force. This Task Force was recognised by the UNESCO, Paris and International Council for Adult Education, Canada.



## **6.7 Observance of International Days**

The Dhaka Ahsania Mission, in league with some other NGOs and agencies has taken active part in observance of UN's various international days in a befitting manner. Such days observed in 1991 are -

- a. 7 April, 1991 : World Health Day
- b. 31 May, 1991 : World No - Tobacco Day
- c. 5 June, 1991: World Environment Day
- d. 26 June, 1991 : International Day against Drug Abuse and Illicit Trafficking
- e. 8 September 1991 : International Literacy Day
- f. 10 December, 1991 : Human Rights Day

**6.8** Apart from the above, Mission's representatives are very often invited by various international organizations to represent the Mission in various Workshops, Seminars and Conferences. During the period under report Mission's representatives were invited in the following meetings/workshops/training programmes among others:

- a. Training Programme on Agrarian Reforms and Rural Development held in India (October 1990) sponsored by Asian Institute of Rural Development.
- b. Healthy Living without Drugs - 12th IFNGO Conference held in Singapore (1990)



3. National Workshop for the Development of Training Materials for Literacy Personnel in Pakistan jointly organised by the National Education and Training Commission, Pakistan, UNICEF and UNESCO in Islamabad, Pakistan (13-24 December, 1990).

#### **B. As Resource Person**

1. Second Regional Committee Meeting of Training Network for APPEAL (Asia Pacific Programme of Education for All) organised by UNESCO in Chiang Rai, Thailand (25-29) November, 1991)
2. Expert Group Meeting to Draft a Plan of Action of Training Activities and finalise evaluation report organised by UNESCO in Thailand (19-23 November, 1991)
3. First Asian Symposium-Conference on Basic Education for All by the year 2000, organised by the South Gujarat University, Surat, India (19-23 June, 1991)
4. First Planning Meeting on the Development of Basic Literacy Reading Materials for Youth and Adults in Asia & the Pacific organised by the Asian Cultural Centre for UNESCO held in Tokyo, Japan (6-9 March, 1991).
5. 1991 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-literates in rural areas organised by the ACCU held in Tokyo (4-5 March, 1991).
6. Sub-Regional Training Workshop for the Literacy Personnel organised by the Asia South Pacific Bureau of Adult Education in Dhaka (4-17 August , 1990).



- c. Drug and Alcohol Abuse : Workshop on Counselling and Rehabilitation, held in India (January 1991) sponsored by Commonwealth-NGO Liaison Unit
- d. Expansion of Skills-based Literacy Programme for Women and Girls - study visit in Thailand, sponsored by UNESCO in Nov. 1990.
- e. Skills based Literacy Training for Women and Girls - Regional Workshop held in India, in February 1991 sponsored by UNESCO & UNDP.
- f. Summer Institute for Literacy Professionals held in the University of Massachusetts, USA, (1990) sponsored by World Education Inc. USA.
- g. Skills-based Literacy Training for Women and Girls in Asia and the Pacific held in Thailand in 1991 sponsored by UNESCO and UNDP.

Apart from the above, the Mission's Executive Director participated in several International Programmes as Consultant/ Resource Person/Participant as follows :

#### **A. As Consultant**

1. National Workshop for Training of Literacy Personnel held in Islamabad, Pakistan, organised by Primary and Nonformal Education Wing, Ministry of Education in Islamabad, Pakistan and UNESCO (12-28 October, 1991).
2. Fourth Sub-Regional Workshop for Training of Literacy Personnel organised by UNESCO, PROAP, Bangkok held in Dhaka, Bangladesh (2-16 January, 1991).



7. Speaker in the 1990 Correctional Education Association Conference on Literacy and Correctional Education held in Vancouver, Canada (8-11 July, 1990).
8. Workshop on Curriculum Development and Instructional Materials for National Mass Education Programme jointly organised by the Mass Education Programme, Ministry of Education, UNDP, UNESCO and UNICEF at Comilla, Bangladesh (23.2.90-10.3.90).
9. Training Workshop on "Agricultural Extension and Levels of Literacy" organised by Commonwealth Association for the Education and Training of Adults (CAETA) held in University Pertanian, Malaysia (18-25 January, 1990).
10. Second Sub-Regional Workshop for Literacy Experts jointly organised by the Ministry of Education, Govt. of India and UNESCO, PROAP, Bangkok held in New Delhi, India (15-29 November, 1989).
11. Regional Committee Meeting of Training Network for APPEAL ( Asia Pacific Programme for Education for All) held in Chiang Mai, Thailand organised by UNESCO, Bangkok (1-7 August, 1989).
12. First Sub-Regional Workshop for Training of Literacy Personnel held in Chiang Mai, Thailand, organised by UNESCO, Bangkok (8-22 August, 1989).



### **C. As Participant**

1. Tripartite Review Meeting of "Expansion of Skills Based Literacy Programme for Women" sponsored by UNESCO and UNDP in Pattaya, Thailand (15-16 April, 1992)
2. 1991 DPI/NGO Annual Conference on "Peace, Justice and Development : Ingredients for an Emerging World Order" organised by the Department of Public Information of the United Nations held in UN Headquarters, New York (11-13 September 1991).
3. Commonwealth NGO Forum meeting on Environmentally Sustainable Development : The Search for Solutions organised by the Commonwealth Foundation in Harare, Zimbabwe (19-23 August 1991)
4. Asian Regional Meeting by the Commonwealth NGO Liaison Units organised by the Commonwealth Foundation in Calcutta, India (22-24 January, 1991).
5. Consultation on Worldwide Review of NGO Literacy organised by the International Council of Adult Education (Canada) in Windhoek, Namibia (14 - 21 October, 1990).
6. 1990 Annual Conference " A World Safe for Children : Meeting the Challenge in the 1990s" organised by Department of Public Information, Non-Governmental Organizations Section of the United Nations held in the United Nations Headquarters, (12 - 14 September, 1990)



7. Regional Workshop on Planning of Skills Based Literacy Programmes for Women and Girls in Kunming, China (16-24 July, 1990)
8. South & Central Asia Conference on Education for All, Dhaka, 9-11 December, 1989 organised by WCEFA Inter -Agency Commission.
9. 5th Regional Meeting of the International Task Force on Literacy (ITFL) held in New Delhi, India (1-7 October, 1989).



## Chapter - 7

### Consultation and consultancy Services

The Mission is now widely known an organisation both at home and abroad. It has already been mentioned earlier that the Mission's services are being hired for conducting various regional and international meetings, workshop, trainings by UNESCO and other UN and international organisations at the international level. Mission's services are equally demanded within the country for policy determination at the Govt. as well as NGOs' level. The Dhaka Ahsania Mission is frequently consulted by the Government on policy determination in the relevant field. Mission's services are also very often demanded by various NGOs on personnel training and materials development particularly in the field of Non-formal training.

A brief account of some of the consultations with the Mission made by the Govt. and other international organisations are given below.

1. Government of Bangladesh, Ministry of Education, convened a meeting on 11. 6. 90 regarding implementation of Compulsory Primary Education Programme in Bangladesh. In this meeting a 5-Member Committee was constituted by the Govt. for submission of specific recommendations regarding implementation of Compulsory Primary Education Programme in the country. In the said Committee, Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, was a member.



2. A Workshop on Mosque-based elementary education (in Bangladesh) jointly sponsored by the Ministry of Education, Govt. of Bangladesh, and UNICEF was held in October, 1990. Representative of Dhaka Ahsania Mission was invited to participate in the Workshop and Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, represented the Mission. In the Workshop, representatives of UNICEF, UNDP, SIDA and quite a few other important organizations also participated.
3. A Workshop was organized by the Ministry of Education, Govt. of Bangladesh in March, 1991, for identification of suitable institutional framework for implementation of Non-formal Education and the representative of Dhaka Ahsania Mission was invited to participate in the deliberations.
4. A Workshop on the Role of Ebtedayee Madrasah (Mosque based children education centre) in achieving UPE, jointly sponsored by the Ministry of Education, Govt. of Bangladesh and UNICEF, was held in December, 1991. In the said workshop representative of the Dhaka Ahsania Mission was invited to participate.
5. A Sub-Committee was constituted by the Govt. of Bangladesh for deciding the principles for involvement of the NGOs in the Mass Education Programme to be launched by the Govt. throughout the country. Representative of Dhaka Ahsania Mission was a member of the Sub-Committee.



6. Govt. of Bangladesh is committed to provide Education for All by the year 2000 in which NGOs working in the field of education would also be involved. In this context a Regional Consultation on Education for All (EFA) - Network was held in Bangladesh in which several regional countries participated. Dhaka Ahsania Mission was one of the host organizations of the Consultation.
7. The Mission is invited in many Regional and International Consultations. One of such Consultation on World-wide Review of NGO Literacy organised by the International Council of Adult Education (Canada) was held in Windhoek, Namibia (14-21 Oct, 1990). The DAM Representative was invited to participate in the Consultation and the Executive Director of the Mission participated in the said Consultation.
8. A National Workshop on Development of Curriculum for Adult Literacy was jointly sponsored by the Ministry of Education, Govt. of Bangladesh and UNICEF in 1990 in which Executive Director of the Dhaka Ahsania Mission was a Resource Person.
9. Mennonite Central Committee, an international organization financed a programme of the Association for school-based Education. The said Mennonite Central Committee assigned the job of evaluation of the primary education programme of the Association for School-based Education and the Dhaka Ahsania Mission evaluated the said programme on behalf of Mennonite Central Committee.



## Chapter - 8

### **Environment Protection and Energy Conservation**

Dhaka Ahsania Mission is fully aware of the necessity of protection, maintenance and improvement of environment. And this awareness of DAM is reflected at all stages of its activities - right from development of materials for environment education down to putting it as a separate programme component in the relevant projects. The DAM in its normal course of operation develops literacy materials including literacy primers and followup books and newsletters. In all these materials, environment concerns are adequately taken care of. Particularly for creating awareness of the neo-literates undergoing literacy courses, DAM takes special care in putting nursery raising and plantation development in its income earning activities and imparts special training in these fields.

Recently the DAM has developed a followup education material with the title "Manush O Paribesh" (Man and the Environment) specially for creating awareness about environmental affairs among the neoliterates.

Under some of the recent programmes of the Mission, neo-literates have been imparted training on nursery raising and in plantation. Above all 2808 saplings have been distributed among its beneficiaries for planting trees. Apart from these, the beneficiaries being aware about the danger of felling trees and the benefit of afforestation, on their own accord, planting more and more trees.



It may be noted here that the Mission has already Applied for Membership of Environment Liaison Centre International, Kenya. It is also processing a separate Environment Education and Environment Protection Project which has provision among others for Village Environment Resource Centre.

Water is an important element in environment. In Bangladesh situation, particularly in the rural areas, water pollution is a major threat in maintaining healthy environment. Water pollution is mostly caused by insanitary latrines and as such provision of sanitary latrines and sinking of tube wells goes a long way in minimizing water pollution and affect of waterborne diseases. During the last year, the Dhaka Ahsania Mission made provision for 417 sanitary latrines in the southern part of the country (Chittagong Region).

Air is another important element in environment and in the villages air is polluted mostly from the smoke coming out of ovens, in which cowdung and other substances that can be used as manure, is burnt.

Energy is another important issue of the day and the Mission is fully aware of it. In its human resource development training the Mission provides information to its beneficiaries about alternative sources and uses of energy and gives certain training on energy saving and efficient use of energy, particularly it provides training on fuel efficient and smokeless oven-making which serves the double purpose of energy saving and minimise environment pollution in the villages.



## **Chapter - 9**

### **Future Programme**

The Mission always thinks in terms of its own plan and keeps a portfolio of projects ready for implementation.

Several projects have been identified, and project documents have been prepared with all the details which are ready for implementation. Gist of few of these projects are mentioned below :

#### **9.1 Literacy Programme in Selected Slum Areas of Dhaka City**

The primary objective of the project is to impart literacy to the slum dwellers of the 6 selected slum areas of the Dhaka City. The coverage will be approximately 2016 children of the age group of 6-10, 966 adolescents of the age group of 11-14 and 3546 adults. This is an integrated programme and the project is expected to eradicate illiteracy from the project areas.

The second objective of the projects is to educate the slum dwellers about health and hygiene, sanitation, nutrition, on the one hand and savings and cooperation and management of income etc. on the other. This is expected to result in improvement of the living conditions of the slum dwellers and the quality of life. It is found that the adult slum dwellers are mostly employed and earns cash income. If the advantages of savings and cooperation can be explained to them, they themselves might contribute to sink a tubewell or to have a



water supply connection which is common in such areas or they may contribute to construct a sanitary latrine in place of a kutchha one which may remarkably improve the living condition of the slum dwellers as also reduce water pollution to a great extent.

The Mission firmly believes that if the slum dwellers could be given a little education and if the basic principles of health and sanitation could be explained to them, the slum dwellers could live in a more acceptable conditions in their own living areas and thereby contribute to the overall health and social environmental condition of the city.

## **9.2 Operation Life Blood - Satkhira Mass Literacy Programme**

The aim of the project is to eradicate illiteracy from the whole of Satkhira District covering all the 7 Upazilas. The immediate objective is to make 3.80 lakh people literate (out of 7 lakhs) of the age group of 8-35 years within a period of two years. In the first year 3.45 lakh people will be covered and during the 2nd year the drop out plus additional 10% who might be interested to be enrolled, may be within or outside the prescribed age group, will be enrolled. Simultaneously, around 43000 of the adults will be given skill training to prepare them for undertaking income generation activities utilizing the skill so acquired. This project is expected to be a model project of mass literacy programme to be taken up by the Government to cover the whole country. The project was presented to the Hon'ble Minister for Education when he kindly visited the Dhaka Ahsania Mission.



### **9.3 Intergrated Literacy Programme in Some Selected Areas in Bangladesh**

The project envisages to create a literacy movement in two Unions covering the population from pre-primary group (5years) to adults upto 35 years. The children of the pre-primary group will be prepared mostly to send them to the primary schools in the formal system of education. The young early primary school age (6-7) group children will be prepared to get themselves in the primary school system, in Class II, thereby to provide a second chance to be in the formal school system. For the 8-10 years group nonformal education of the level of Class III of the formal schooling will be attempted to. For the 11-35 year age group people, need-based and work oriented education will be provided. Thus the whole lot of illiterates in the project area will be brought under the programme and will be given literacy. This means eradication of illiteracy from the project area - 2 Unions (the lowest administrative units).

In total 21200 beneficiaries including children and adults will be covered under the programme.

### **9.4 Eradication of Illiteracy from 5-10 Years age Group Population in 5 Unions of Kaliganj Upazila (Satkhira)**

The Mission considers that while it is important to take up effective programme for imparting literacy to the most active age group of population, yet it is no less important to take care of the children who are the future working group population. Considering this, the Mission drew up a project for covering 18400 children of the age group of 5-10. The objectives of the



project is to impart preprimary education to 5 year age-group children for enrollment in Class I, early primary education to 6-7 year age group for enrollment in class II as a second chance, and nonformal primary education to 8-10 year age group for enrollment in Class III as a second chance.

### **9.5 Functional Education Through Local Initiatives**

Functional Education Through Local Initiatives (FETLI) is a major project planned to be taken up by the Mission, which is expected to cover 3,00,000 illiterates for imparting literacy.

It may be mentioned that functional education through local initiatives is a strategy to attack illiteracy on a war footing. Under this strategy, an organized network of local level small scale NGOs, socio-cultural organizations (whether registered or not), clubs, committees, and various types of collective local initiatives, would be developed in the project area. Under the programme strategy, partner organizations, groups and individuals as members constituting the network, would be mobilized and encouraged to build up literacy efforts voluntarily, mainly relying on their own manpower and resources. However, they would be provided with a package of supports to carry on such literacy efforts in their respective project areas. Apart from training for volunteer literacy teachers, the support package includes literacy materials e. g. primers, writing paper, pencils, blackboard, chalk-dusters etc. for running the literacy centres.



## 9.6 Each One Teach One

The objective of the project is to impart literacy to 1,50,000 learners in a course of two years. The project envisages to create a literacy movement in the country, to appeal to the conscience of all the educated people male and female, the adolescents, the adult and the old, to impart literacy to at least one of their friends, relations or dependents i.e. each educated one to teach at least one illiterate. In this programme, the adolescents, the adult and the old could equally participate to impart literacy to the illiterates, in most cases, their own relations and dependents and the learners could be the women in most part. The Dhaka Ahsania Mission will provide the learning materials free of cost to the learners, just for asking by the volunteer teacher through a letter to the Dhaka Ahsania Mission.

Wide publicity about the project will be given through the mass media and appeal will be made to the conscience of the educated people to motivate them to volunteer themselves to educate at least one of their friends, relations and dependents, impressing upon them that it is not only the responsibility of the Govt. or the educational institutions to educate the people. rather it is the religious, moral and social responsibility of the educated people to put their might to free as many people as possible from the curse of illiteracy. The educated people, through wide publicity will be made to understand that by responding to the call of the Dhaka Ahsania Mission to volunteer themselves for educating their own people - their family members, their neighbours or their dependents, they are serving their own cause as also the cause of the nation as a whole.



### **9.7 Demonstration Literacy Programme for 15,000 Learners :**

The project envisages to impart literacy to 15,000 learners within a period of one year and a half. The programme will be implemented in around 5 Unions (the lowest administrative unit) in the Ghazipur Upazila (sub-district) of the Ghazipur district. Since the govt. has launched a programme of universal/compulsory primary education during the 4th Five Year Plan (1990-95), under the project, illiterates of the age group of 11-35 years will be covered but in two distinct groups 11-14 years adolescents and 15-35 years adults.

The project will simultaneously serve two purposes - firstly it will eradicate illiteracy from the adolescents of the age group of 11-14 years from the project area and secondly also act as the demonstration centres for eradication of illiteracy from selected areas.

One of the important features of the programme is that it will follow the ATLP (APPEAL Training Materials for Literacy Personnel as developed by UNESCO, PROAP, Bangkok techniques and materials for functional education.

### **9.8 Material Development for Nonformal Education Programme**

The Institute of literacy of Adult Education has its own plan for material development which includes 7 primers for three grades I, II, & III for the children and 2 books for the adolescents. For the adults the material development plan include development of primers - 2 books on reading, writing and numeracy as also post literacy materials and newsletters



for them. Translation work includes translation of ATLP manuals in 5 vols. The Mission also undertakes preparation of supplementary materials for basic adult literacy programme particularly for women and includes posters etc.

A project for development of several books has been drawn up for implementation during the next year.

### **9.9 Anti-Drug project- Creation of a Net work of Young People for Prevention and Control of Drug Abuse**

Drug abuse in this country possibly started in around 1976 but in a very short time abuse of drugs have become widespread, and drug abuse seems to be increasing in an alarming rate. Although there is no official records of number of drug addicts, yet it is estimated that roughly 1.5 million drug addicts are there in the country. It is the general impression that the drug addicts are mostly concentrated in the big cities, but there is also enough reason to believe that instances of drug abuse are also there in the rural areas.

The Dhaka Ahsania Mission working for socio-economic wellbeing of the people feels that some immediate actions should be taken for prevention of abuse of drug and it has already initiated some action as can be seen elsewhere in this report. But this is not enough and the Mission feels that nothing short of creation of a net work of young people for prevention and control of drug abuse can produce the desired result. As such the Mission has drawn up a project with elaborate programme under the same for prevention of abuse of drug. The main objectives of the project have been noted under section 4.3



### **9.10 Environment education and environment protection by the community in Satkhira District (Bangladesh)**

DAM has drawn up the above project to cover 4 Unions in Debhata Upazila of Satkhira District with a view to create awareness among the neoliterates about environmental concerns and to impart training on the ways and means for protection, maintenance and enrichment of environment in the project area. In quantitative terms the project envisages the following :

- a) to impart environment awareness training including training on planting trees to 6000 neo-literates;
- b) to provide saplings to 4500 trained beneficiaries;
- c) to impart training to 6000 beneficiaries on smokeless oven making;
- d) to make provision for 600 sanitary latrines and 30 tubewells in the project area, and
- e) to organize 30 Village Environment Resource Centres (Village Community Centres).

### **9.11 Environment Protection and Women Development**

The aim of the project is to create awareness among the neoliterates, about protection, maintenance and enrichment of environment and prevention of water and air pollution. The immediate objectives include the following :

- 1. to educate 800 neoliterate women and raise awareness about the necessity and ways & means for protection,



- maintenance and enrichment of environment including training them in planting trees and their proper maintenance,
- 2. to provide saplings to 800 trained women for planting trees,
- 3. to provide training to 800 neoliterates on smokeless and fuel efficient ovenmaking; and,
- 4. to educate 800 women about dangers of water pollution and consequent spread of water borne diseases.

### **9.12 Environment Education Network**

DAM has developed a project for creation of an environment education network. The primary objective of the project is to create awareness of the population particularly living in the rural areas, on environment affairs i.e. educating the people about protection, maintenance and enrichment of environment and implanting in them the idea that we have not inherited the environment from our ancestors rather we have borrowed the same from our children and as such we should leave the environment as it is if not enriched, for our posterity like the previous project. Specifically the project envisages the following:

- a. to create a network of local level initiatives throughout the country;
- b. to organize Village Environment Resource Centres;
- c. to create awareness of the people particularly living in the rural areas, on environmental affairs;



- d. to provide saplings to trained people;
- e. to impart training on smokeless oven- making, and
- f. to make provision for safe drinking water and sanitary latrines,

Initially 300 Upazilas will be covered under the Network (out of 464 Upazilas). Environment Promotion Committees will be organized at the village /Union levels. At the Upazila level, there shall be Upazila Environment Promotion Council and a Central Environment Promotion Advisory Council at the national level. Teachers and students of schools, colleges and universities and organizations of any forms and descriptions, will be motivated to participate in the network.

Training of the Environment Promoters will be organized at the Upazila level who in their turn will train the village people in environment promotion activities. The Lead Environment Promoters (very active and successful Environment. Promoters) will be given further training by the Dhaka Ahsania Mission in their head office in the Capital City of Dhaka.

The project is expected to create an environment promotion movement in the country.



## Chapter - 10

### Monitoring System

Whatever sound a plan might be, it will bear fruits only when it is implemented skillfully. On the other hand progress monitoring and feedback is an essential condition for effective implementation of a project. Dhaka Ahsania Mission is fully aware of it and has an elaborate and effective monitoring and feed back system.

The Mission appoints one supervisor for around 10 centres, and duly trains him in supervision of teaching/learning process by the teacher on the floor and monitoring of the progress of each and every learner on monthly basis. This report is submitted to the Area Coordinator (A.C) by the Supervisors, the A.C. submits the same to the head office of the Mission through the Programme Officer. As soon as the Mission receives the monitoring form, it feeds the same in its computers and send feed backs to the field. Each and every learner has an identification number and any one missing i.e. not attending the centre or is lagging behind can be identified and corrective measures taken. The supervisors and the teachers keep close liaison with each and every learner's house and this process improves attendance and reduces drop outs. In the computerized monitoring system of the Mission learner's progress at any stage of attending the centres can be looked into and assessed at any moment. Not only that any facilitator's weakness or lethergy, any supervisor's lapses, like any other in the monitoring system, can be identified in the head office and corrective action taken.



## Monitoring & Feed Back Process :

Executive Director

∨∧

Assistant Director

∨∧

Programme Officer

∨∧

Area Coordinator

∨∧

Supervisor

∨∧

Facilitator

There are several set monitoring formats for periodic monitoring of programmes. Important issues monitored under monthly monitoring programme include how many days a particular learner attended the learning centres, which books he had read, what other materials he has gone through e.g. newspapers, posters, leaflets etc; and how many pages of handwriting/letter writing in the learners exercise book has



been examined. This is on literacy. Apart from these, certain issues regarding savings group activities and actual savings e.g. how much money a particular group member (learner) has saved during a particular month and whether he attends the group meetings are also regularly monitored.

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

In the monitoring and feed back process, computerised data/information is used.



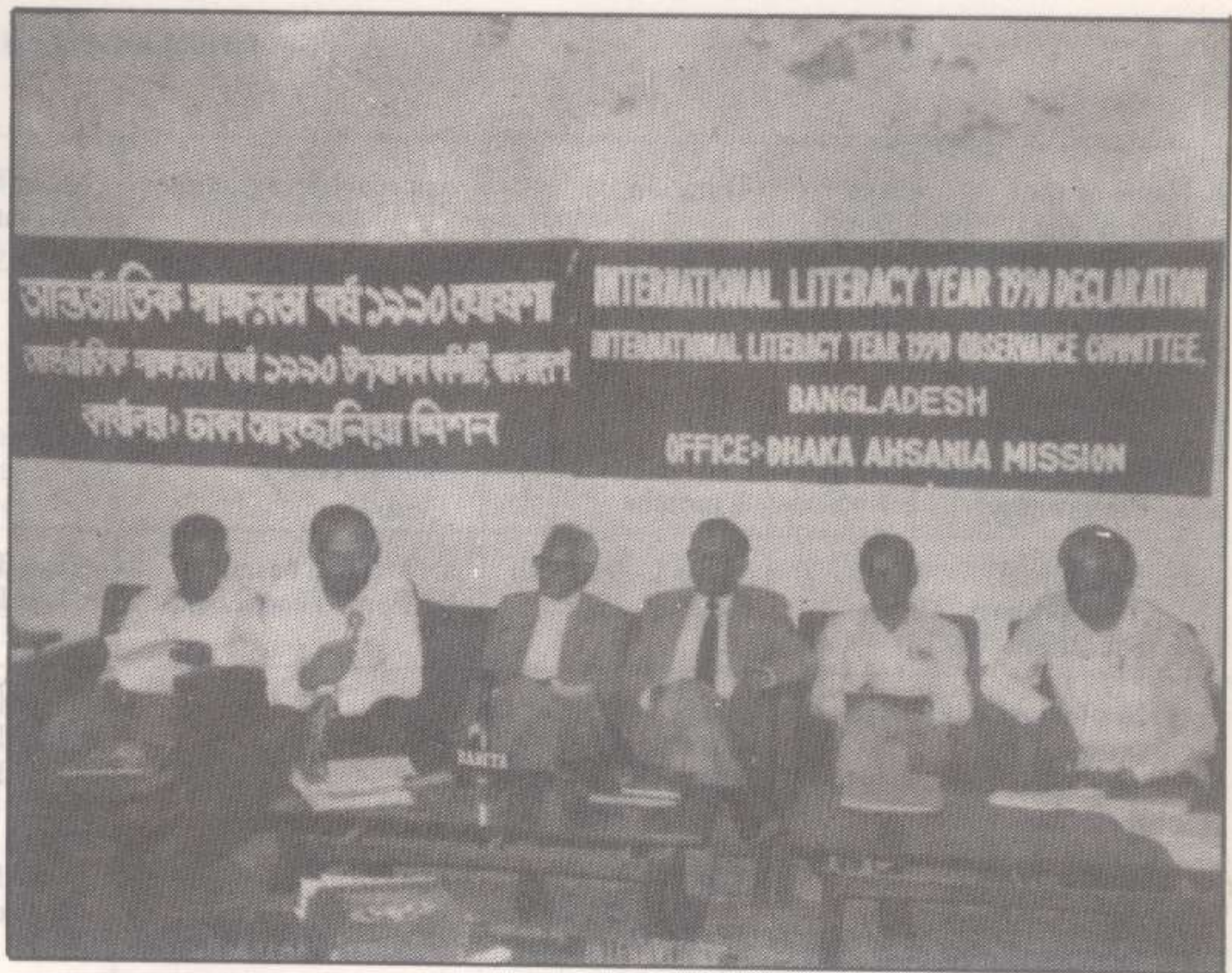
Functional content in addition to 3 Rs.	Human Dev./ skill training	Extra curricular activities	Achievement level (equivalent to primary school grade)
Moral education, personal hygiene, Environment	-	Drawing & singing	Pre-primary (After completion they will join the formal school at the first grade)
Environment, Health, Food & Nutrition, Germs & diseases	-	- do -	Class II (After completion they will join the formal school at the 3rd grade)
Environment, Health, Food & Nutrition, Germs & diseases. For followup stage 1. Family, values, society 2. Environment 3. Health & Nutrition 4. Income generation	-	1. Singing 2. Drama, Folk song 3. Drawing 4. Formation of Community Library	Class - III
- do -	Skills appropriate for the locality	1. Singing 2. Drama, Folk song 3. Formation of Village Library	Class - IV
1. Family, values, society and environment 2. Health & nutrition 3. Women development & organisation building 4. Income & employment generation	Group development training in either of the following skills 1. Horticulture, fertilizer & manure 2. Chicken/ duck rearing & their disease treatment 3. Cow rearing & treatment 4. Fishery 5. Midwifery 6. Handicraft 7. Skills appropriate for the locality	1. Singing 2. Drama, Folk song 3. Formation of cooperative groups & credit union 4. Formation of village library	Class - IV



# Nonformal Education Programme

Sl. No.	Name of the Programme	Age group age	Duration	Approach/Programme	No. of books (All integrated)
1.	NFE Programme for the primary children				
	a. Pre-primary	5	9 months	Community Maqtab based Centre	1
	b. Nonformal early primary education	6 - 7	Class I - 9 month Class II - 9 " 18 "	a. Maqtab based b. Form Teachership	Class I - 1 Class II - 2 3
	c. Nonformal primary education for the older children (school dropouts or who has never been to school)	8 - 10	Class I - 6 " Class II - 9 " Class III - 9 " 24 " Followup Education - 12 "	- do -	Class I - 1 Class II - 2 Class III - 3 6 Plus 3 followup graded books (3 grades)
2.	NFE Programme for the adolescent	11 - 14	12 months + Followup education - 12 months	a. Centre based b. Mosque based evening programme. c. Slum areas improvement programme d. Each one teach one	2 + 10 Followup graded books (3 grades) supplemented by monthly news letter
3.	NFE programme for the Adults	15 - 35	12 months + 12 months followup education	a. Centre based b. Mosque based evening programme c. FETLI (Functional Education Through Local Initiative) d. Slum Areas Improvement Programme e. Each one teach one	- 12 + 10 followup graded books (3 grades) supplemented by monthly news letter





Launching of International Literacy year 1990



Inauguration of National Workshop for Development of Curriculum for Skills Based Literacy programme for women & girls.



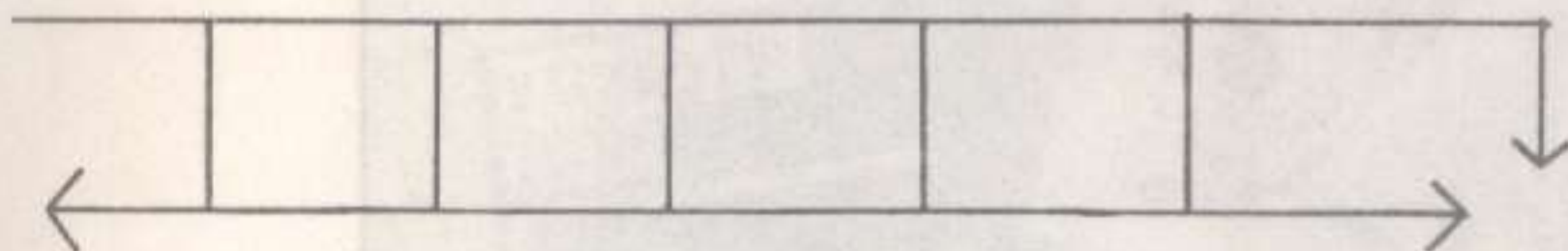
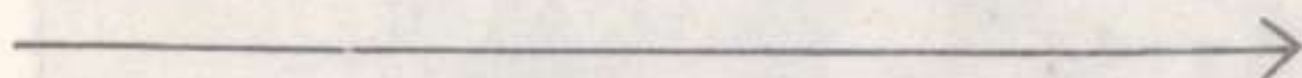
# MISSION

Bangladesh

Programme

Appendix 'B'

months



6 months

Follow-up education

10 Graded (3 grades) follow-up books  
on different functional contents  
supported by monthly newsletter

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

generating activities

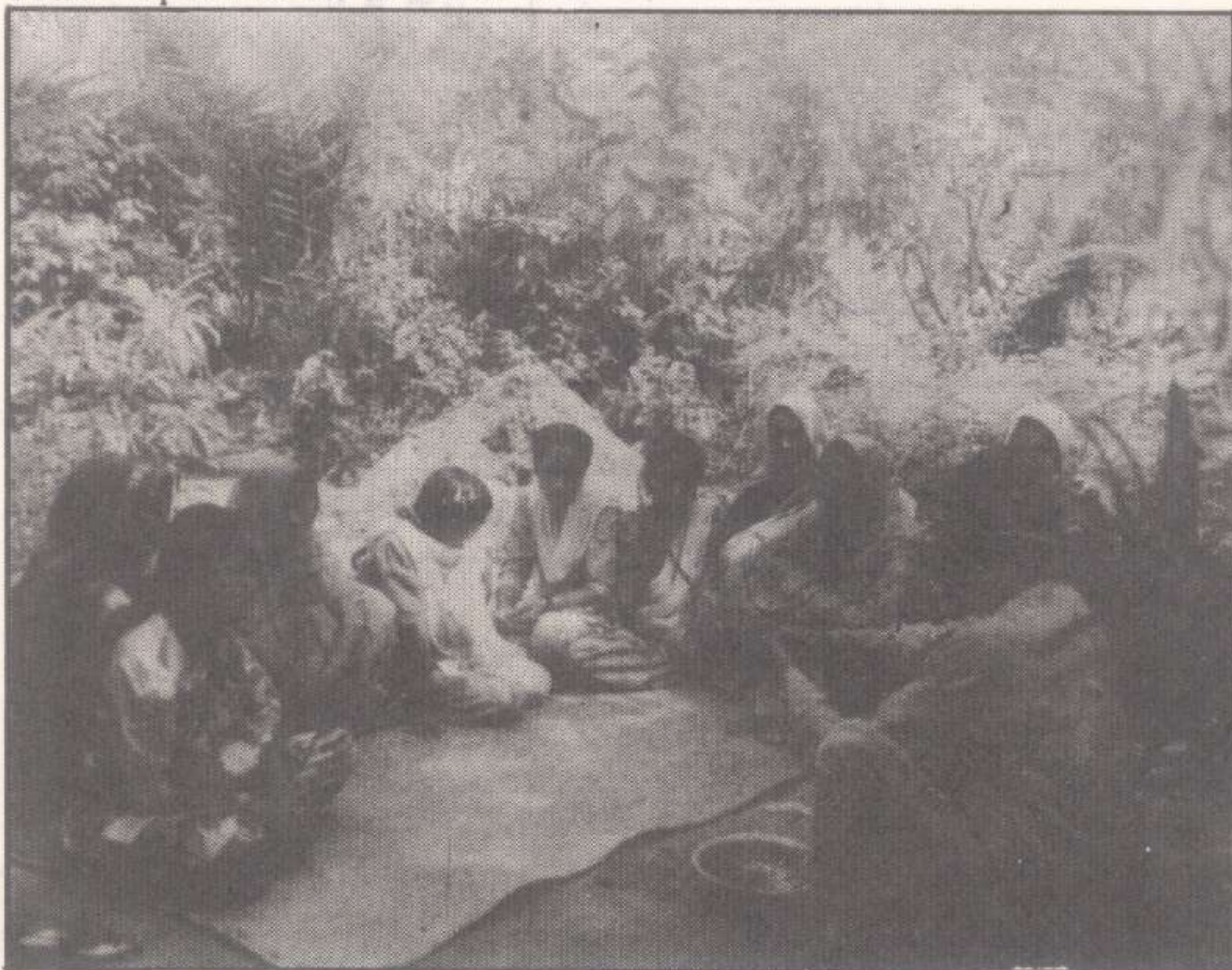
Human Resource Development \Training

Skill development training





Follow up books for neo-literates.

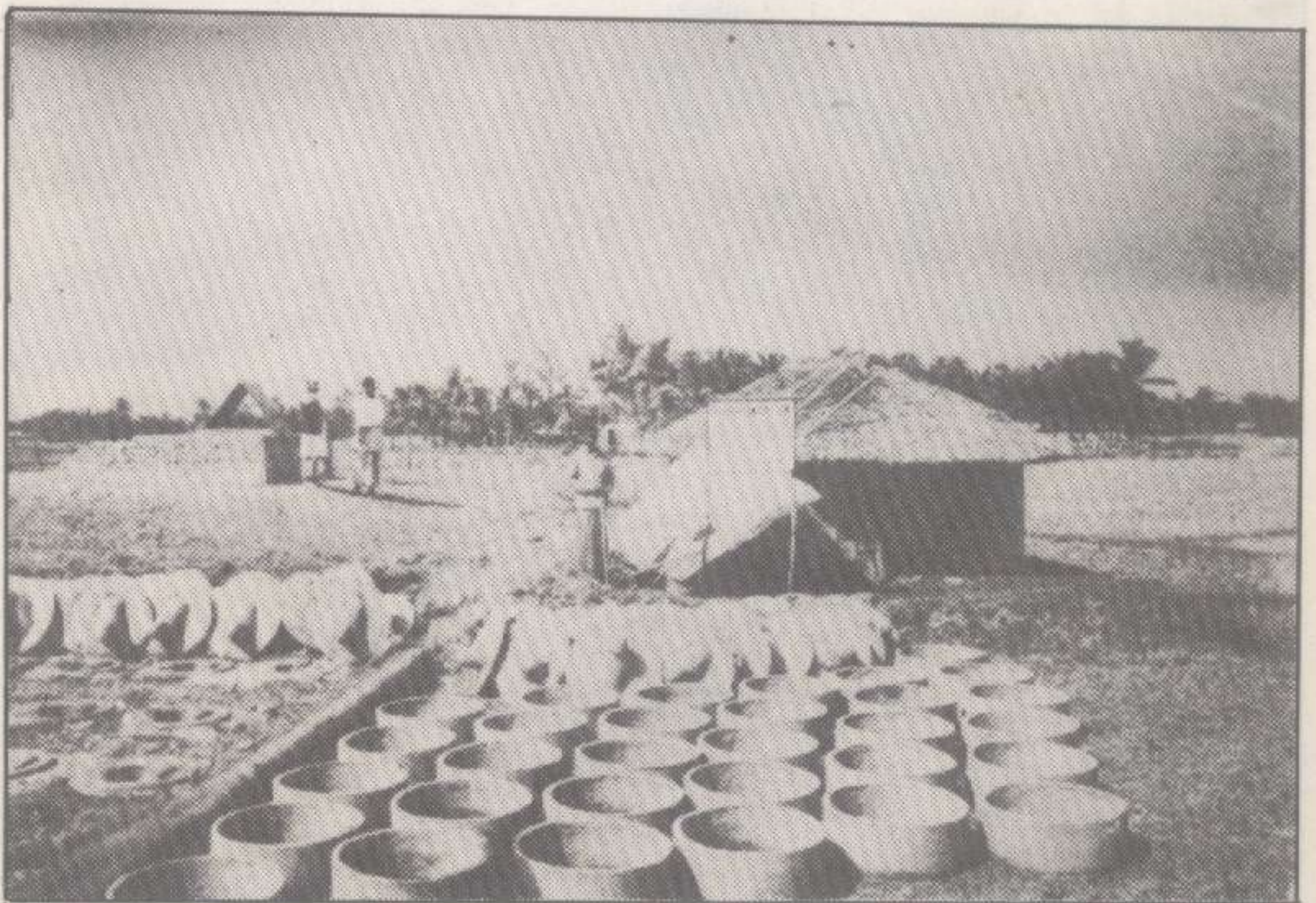


Skill development training for rural beneficiaries. (Nursery)





Rehabilitation programme in cyclone hit area of Chittagong.



Sanitary Latrine slabs and rings were supplied to the beneficiaries.



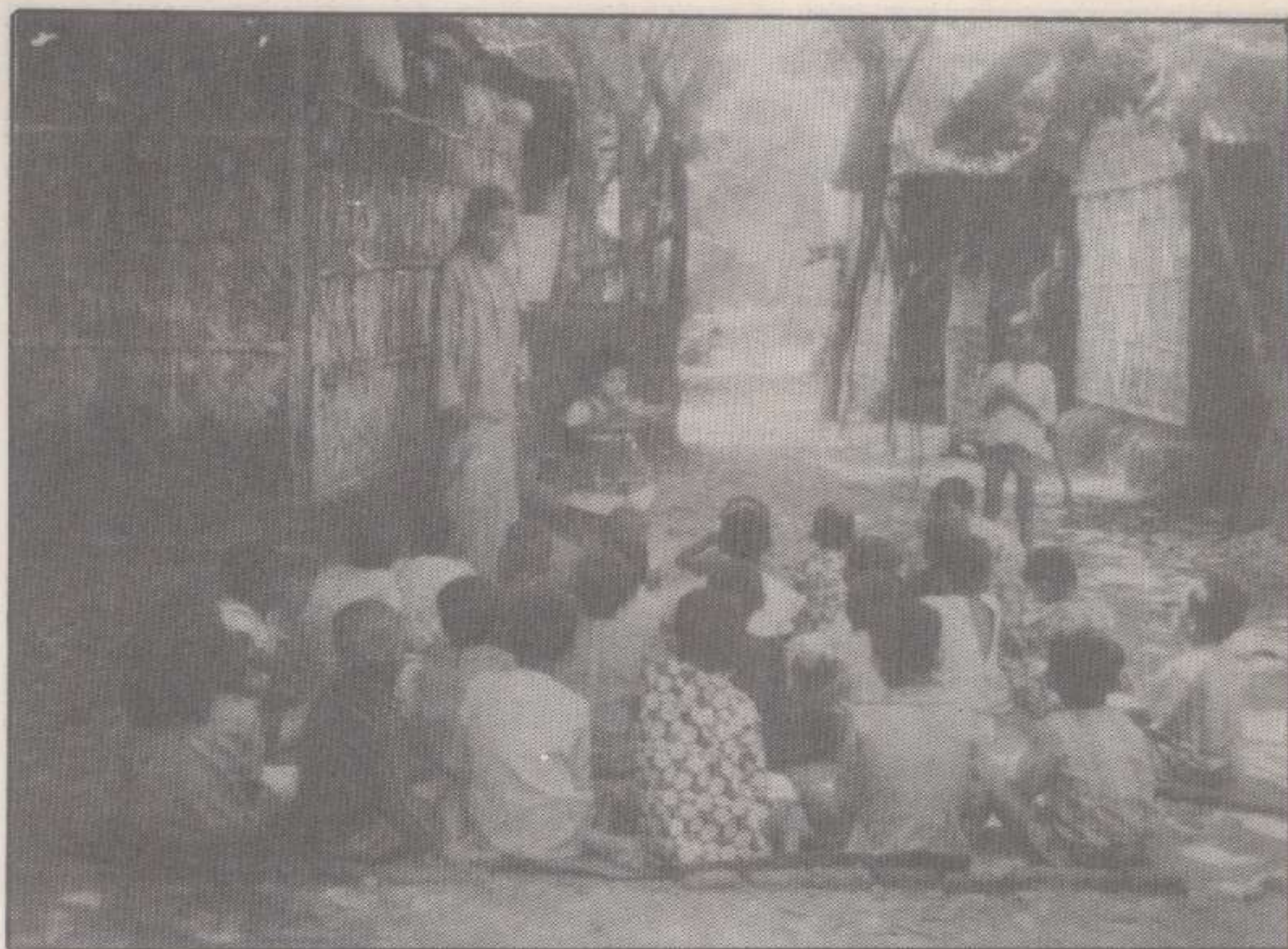


Observance of International Day against Drug-abuse and illicit Trafficking.



Stickers of Anti drug's activities





Pre-primary education centre at Gazipur



An Adult Literacy Centre





The group members deposit their savings with the local Banks



Income generation activities by the beneficiaries.



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## Spread of Literacy

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