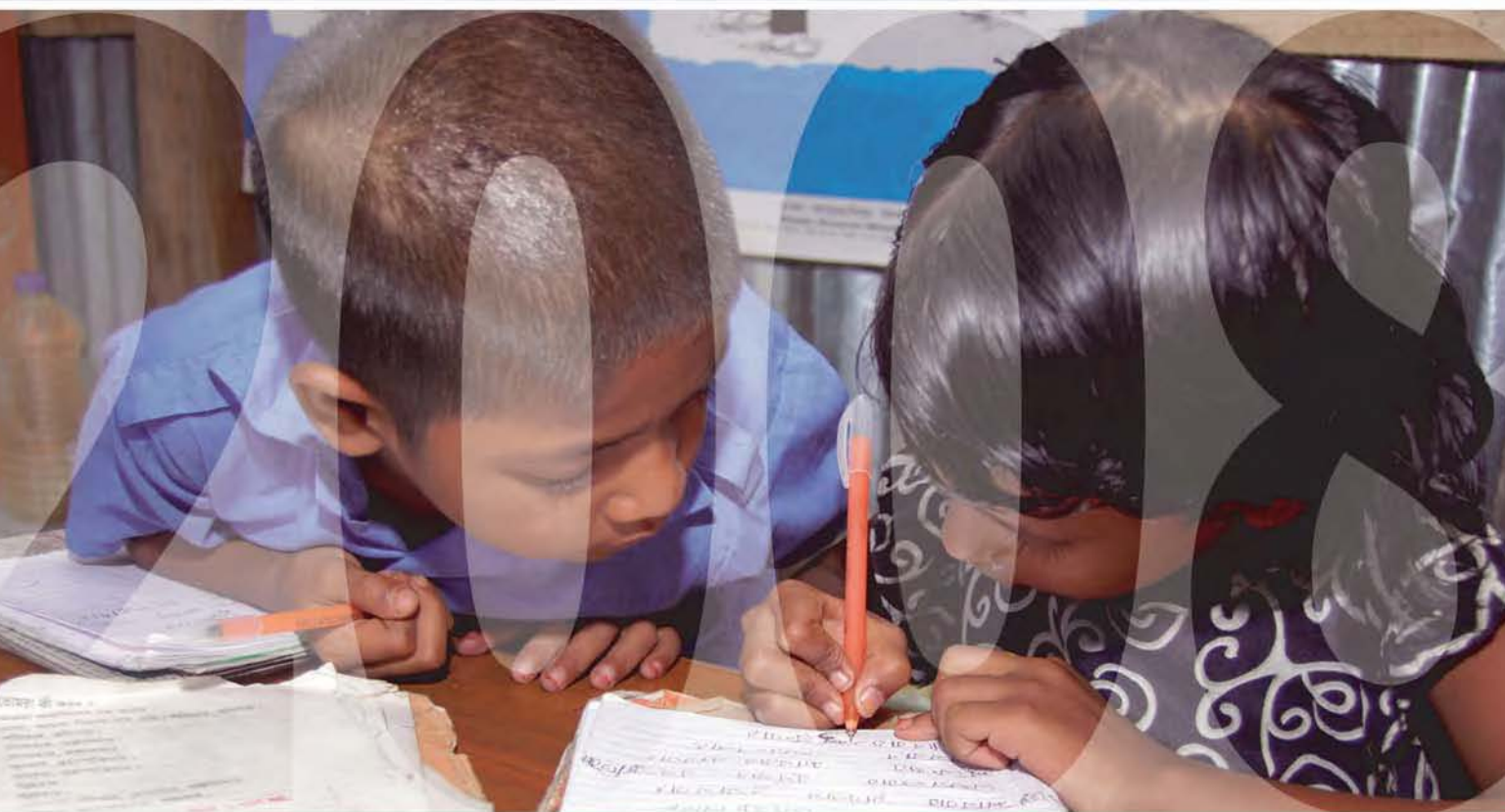


# Annual Report-2008



**Dhaka Ahsania Mission**

# Annual Report 2007-08



## Dhaka Ahsania Mission

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## About the Founder



Born in 1873 in Satkhira district, Khan Bahadur Ahsanullah (R) had his MA degree in Philosophy from Calcutta (now Kolkata) University in 1895. He joined the government service of British India in 1896 and became the first one in the subcontinent to be absorbed in the Indian Education Service (IES) in 1912. Subsequently, he had his position elevated to be in current charge of Director of the Department of Education in undivided Bengal. He retired from government service in 1929. He established Ahsania Mission on March 15, 1935 at his village Nalta with the twin objectives of Divine and Humanitarian Service. Later in 1958, he established Dhaka Ahsania Mission. At that time nobody thought about such a visionary non-government initiative for helping the suffering humanity at large.

His remarkable contribution in development of the Department of Education, earned him the honour of the title of "Khan Bahadur" from the British government in 1911. He was elected a member of Senate and Syndicate of Calcutta University, member of the Royal Society for Encouragement of Arts and Manufacturers and Commerce. He introduced the system of writing roll numbers of students instead of their names in the examination scripts to establish anonymity and thereby prevent any discriminatory assessment of students; elevated the standard of education of madrassah; established many elementary religious schools, madrassahs, Muslim high schools, colleges and hostels; founded institutions like Makhdumi Library, Provincial Library and Islamic Library; readjusted the ratio of stipends for Muslim students; ensured representation of Muslim community in the Textbook committee; and made readjustments in the ratio of representation by Muslim examiners in the number of inspectorial officials in the Department of Education and also in the managing committees of schools and colleges.

Khan Bahadur Ahsanullah (R) wrote as many as 78 books covering a wide range of areas such as Bengali language, literature and culture, history, education, religion and Bengali society. His literary thoughts originated from his deep feelings for the country, his language and his deep interest in the well-being of mankind. He made literary practice easy for others through various literary organisations. His relentless efforts throughout his life towards advancement of a largely backward Muslim population make a history of glory.



## President's statement



Dhaka Ahsania Mission (DAM) has crossed successfully yet another eventful year, its 51st year of operations in the field of humanitarian services. Under DAM's stated mission of 'Divine and Humanitarian Services,' the year 2008, is quite significant both in terms of organisational expansion and multifaceted achievements. Under the changes, operational responsibilities while remaining as usual with the Executive Director, some new development initiatives have been undertaken by the office of the President. The changes have given a new fillip for institutional development within a short period, both in terms of size and services, truly realising the dreams of Khan Bahadur Ahsanullah (R).

DAM is engaged in multifaceted development interventions which encompasses wide range of programmes in the fields of education, livelihood, health, water and sanitation, HIV/AIDS, human rights and social justice. DAM promotes human rights, human dignity and gender equity. Gender issues continue to be central to our mission. DAM helps shape national and international policies on poverty alleviation and social progress as well as fosters development of human potential. DAM continues to be an exciting place to work and to contribute.

The year 2008 was highlighted by increased partnership with the government of Bangladesh as well as many accomplishments and several turning points testifying to the productivity of the organisation. These include building of own campus of Ahsanullah University of Science and Technology (AUST) at Tejgaon, reorganisation of Ahsanullah Institute of Information and Communication Technology (AICT), at Mirpur, and progress in construction of a separate building for AMCT. Another accomplishment include a brilliant result of the students of Ahsania Mission College (AMC) in Mirpur in the last Secondary School Certificate (SSC) examination where the percentage of pass was hundred per cent. Our vocational training centres at Mirpur, Shyamoli and Gazipur provide job-oriented training with almost 100 per cent success.

This year DAM embarked on new collaboration with the International Organisation for Migration to provide livelihood to victim girls of cross border trafficking by opening a fast food cafe-Cafe Mukti-4 at Eskaton Garden. Here the girls are being imparted training on marketing, inventory control and salesmanship.

Our state of art fashion design sales outlet, 'Nogordola,' has opened its second sales centre at Banani. Its designs have already made a real impact in fashion market. This. project is leading our efforts to provide livelihood to the distressed women. They are being given training, standard materials and latest designs to cater to the needs of a growing fashion conscious society.

We give high priority on issues like disaster management, environment, climate change, gender and disability. We were among the first voluntary groups to reach the Sidr affected areas. We have already built 800 houses to provide shelter to the homeless.

Finally, the year was highlighted by rapid progress in construction of a 500-bed world class cancer hospital which is under-construction at Uttara in the capital. About 80 per cent of its work was completed. We have a plan to start operation of the hospital by the middle of 2010. The private sector response to participate in the project is overwhelming. We also thank Bangladesh government for generous contribution towards this ambitious project.

We acknowledge continuous support from donors during the year and also thank all staff of DAM at various levels for their hard work in making the achievement.

May Allah help us in fulfilling our mission.

**Kazi Rafiqul Alam**  
President

## BASIC INFORMATION

Dhaka Ahsania Mission (DAM), a leading multi-sector non-governmental organisation (NGO) in Bangladesh, had its inception in 1958. Hazrat Khan Bahadur Ahsanullah (R), an eminent educationist, social reformer and spiritual leader of South Asia, founded it with the motto of 'Divine and Humanitarian Service' aiming at achieving social and spiritual development of the human community. In the mid-seventies, the organisation got a shift in its approach from welfare approach to human development approach. Since then DAM has been acting as a dynamic organisation responding to diverse needs of people and has undertaken programmes in four major sectors: education, livelihood, health and human rights and social justice, to cover the totality of life and livelihood of people with special attention on the disadvantaged groups.

### Guiding Principles of Dhaka Ahsania Mission

The organisation shall:

- ❖ Work towards social and spiritual development of all human beings regardless of caste, colour and creed
- ❖ Endeavour to remove differences, distinction and disparity among all human beings.
- ❖ Promote unity, cultivate brotherhood among fellow human beings and inspire divine love.
- ❖ Motivate everyone to shun pride and realise one's insignificance.
- ❖ Educate everyone to recognise and realise relationship between the Creator and creation.
- ❖ Teach everyone to realise one's duty to the Creator and to his fellow human beings.
- ❖ Work towards extending possible support and cooperation to suffering people (who are oppressed, suppressed, exploited in the society).

### Vision

The vision of DAM is a society of people, the disadvantaged population groups/ communities in particular, free from poverty, experiencing social transformation for fulfillment of basic rights and having an improved social, economic and spiritual living.

### Mission

DAM pursues a mission to create conditions for increased access of the target groups and the communities within which they live, to public and private services and enhance capacities of such communities to maximum utilisation of such services particularly in the areas of education, livelihood development, health and human rights and social justice, taking environment as a cross cutting theme.

### Legal Standing and Status

DAM is registered under the Societies Act, 1860 with the Government of Bangladesh. It enjoys Consultative Status with UN ECOSOC, Associate Status with UN DPI and Operational Relations with UNESCO.



## Relations with UN Agencies/Membership and International Linkage:

### (a) UN Agencies:

- ❖ Consultative Status (Special) with UN ECOSOC
- ❖ Operational Relations with UNESCO
- ❖ Associate status with UNDP

### (b) International Membership and Collaboration:

- ❖ Asia South Pacific Bureau of Adult Education (ASPBAE)
- ❖ International Council for Adult Education (ICAE)
- ❖ Appeal Resource & Training Consortium (ARTC)
- ❖ International Council on Alcohol and Addiction (ICAA)
- ❖ Education for All Networks (EFAN).

### (c) Donors and partners

UNESCO, UNICEF, IOM, UNDP, ILO ACCU-Japan, CAFOD, Concern Universal, DFID, Kirby Laing Foundation, Community Fund of U.K., Servite Sister Charitable Trust Fund-UK, CARE-Bangladesh, RTE One World Fund, World Mercy Fund, Department of Foreign Affairs of Ireland; Laubach Literacy Int'l of USA, DANIDA, SDC, Embassy of Japan, USAID, CORDAID

## Membership of national networks

- ❖ Campaign for Popular Education (CAMPE)
- ❖ Bangladesh Shishu Adhikar Forum (BSAF)
- ❖ Voluntary Health Services Society (VHSS)
- ❖ Coalition for Urban Poor (CUP)
- ❖ Credit and Development Forum (CDF)
- ❖ National Girl Child Advocacy Forum

## Dhaka Ahsania Mission: A Summary

Founder	Khan Bahadur Ahsanullah (R)	
Year of Establishment	1958	
Legal Status	Registered under the Societies Registration Act of 1960 and with the NGO Affairs Bureau in 1987.	
Programme Coverage	Districts	41
	Upazilas/Thanas	155
Offices	Regional Offices	13
	Area Offices	48
Human Resource	Full-time Staff	1,931
	Part-time Staff	1,040
	Volunteers	24,307
Core programmes	Education	
	Livelihood	
	Health	
	Human Rights and Social Justice	
Core Functional	Training & Materials Development	
Support Divisions	Research	
	Human Resource & Administration	
	Finance & Accounts	
	Resource Mobilisation	
Social Enterprises	Nogordola	
	Book Distribution House	
	Hajj Investment and Finance Company	
	Ahsania-Malaysia Hajj Mission	
Sponsored Institutions	Ahsanullah University of Science & Technology	
	Ahsania Mission Cancer & General Hospital	
	Ahsania Mission Institute of Medical Technology	
	Khan Bahadur Ahsanullah Teachers' Training College	
	Ahsanullah Institute of Information & Communication Technology	
	Ahsania Mission College	
	Institute of Technical and Vocational Education & Training	
	Ahsania Mission -Sadat Ali Memorial Education & Training Centre	
	Vocational Training Institutes, Dhaka, Jessore & Gazipur	
	Addiction Management Integrated Care (AMIC) Centres	
	Ahsania Institute of Sufism	
Programme Outputs	Shelter Home for Victims of Violence	
	Pre-School Centres	806
	a) Education	
	Ongoing NFP Schools	2,702
	Children currently enrolled	96,125
	Adult Literacy Centres	238
	Shishu Bikash Kendra	230
	Gonokendra	855
	Community Resource Centres	32
	b) Livelihood	
	No. of districts covered	6
(Micro-Finance)	No. of Groups Formed	1,526



	Membership	32,349
	Loan Disbursement -Cum.	Taka 852.4m
	Loan Disbursement -2006-07	Taka 226.4m
	Loan Outstanding	Taka 142.4m
	Members' Savings Deposit	Taka 46.03m
	Repayment Rate	98.54%
	Cost per unit of money lent	Taka 0.035
	Operational Self -sufficiency	99.17%
	Financial Self-sufficiency	98.14%
c) Health	Tube-wells installed	
	Latrine Installed	
	Unions Achieved Total Sanitation	
	Treatment services to drug addicts	
d) Human Rights	Trafficked women rehabilitated	123
and Social Justice	Legal support to women	40
	Rehabilitation of working children	
Member of National	Federation of NGOs in Bangladesh	
Networks	Campaign for Popular Education	
	Bangladesh Sishu Adhikar Forum	
	Voluntary Health Services Society	
	Coalition for the Urban Poor	
	Credit and Development Forum	
	STI/AIDS Network	
	National Girl Child Advocacy Forum	
Member of	Asia-South Pacific Bureau of Adult Education	
International	International Council of Adult Education	
Networks	Appeal Resource & Training Consortium	
	International Council for Alcohol & Addiction	
	ACCU literacy Resource Centre Network	
Link with United	Consultative Status with UN ECOSOC	
Nations Agencies	Operational Relation with UNESCO	
	Associate Status with UNDP	
Technical Support	Afghanistan	
to other Countries	Egypt	
	Morocco	
	Syria	
	Yemen	
Finance:		
Annual Expenditure	Year	Total Donor DAM
(in million Taka)	2003-4	325 63 262
	2004-5	398 93 305
	2005-6	419 124 295
	2006-7	477 139 338
	2007-8	750 567 183
DAM Offices Abroad	United Kingdom (UK)	
	United States of America (USA)	
	Pakistan	
	India (Representative)	

## DAM Timeline

### Phases

1958-1975	Charity
1976-1985	Small-scale Development
1986-2005	Diversity, Learning and Consolidation
2006-2015	Programme Expansion and Institutionalisation

### Milestones

#### Charity Phase

1958	Founding of Dhaka Ahsania Mission (DAM) by Khan Bahadur Ahsanullah (R). Started adult education, night school and Quran classes. Distributed free medicine among poor patients.
1959	Fund raising drive taken by the Founder in Milad Mahafils.
1961	Established homeopathic dispensaries for poor patients.
1962	Formed Publication Trust. Introduced stipend for meritorious students. Governing Board approved the Constitution.
1963	Got registered with Social Welfare Department as an NGO.
1965	Started night high school.
1970	Affiliated with Urban Community Development Project. Started a commercial college with typewriting, tailoring and knitting courses.
1973	Government granted tax exemption to people on their donations made to Dhaka Ahsania Mission. Extended support to Blind Welfare Organisation.

#### Small-scale Development Phase

1976	Constructed own office building at Malibag on a small plot of land donated by a member. Prepared multi-dimensional development plan and formed a publication sub-committee.
1977	Education fund constituted to support poor students.
1980	Set up an automatic laundry to support poor women.
1982	Started publication of Quarterly Mission Barta for income generation.
1983	Initiated Hajj advisory service. Set up a printing press. Started a small scale 'thonga' (packer) making initiative for income generation. Opened a literacy centre in Dhaka and then expanded its operation to Gazipur.
1985	Set up a full-fledged vocational training centre with 13 trades. Established Institute of Literacy and Adult Education offering 4-week long adult literacy course. Gave relief support to cyclone victims.

#### Diversity, Learning and Consolidation Phase

1986	Started evening schools in urban areas for slum children and Adult Literacy Centres in rural areas. Started operating as the Secretariat of Commonwealth-NGO Liaison Unit.
1987	Awarded Shaheed Altaf Mahmud Award for Social Service. Catalysed formation of Bangladesh Council of Adult Education. Received first foreign fund from NORAD for



	education and skill development training. Kazi Rafiqul Alam, Executive Director, DAM, received J. Robby Kid Citation from ICAE for his contribution to adult literacy.
1990	Granted Associate status with UNDP, Consultative Status with UN ECOSOC and Operational Relations with UNESCO. Launched Drug and Trafficking Prevention Programme to work in collaboration with other development programmes.
1991	Expanded Non-Formal Primary Education Project (GEP).
1992	Established the first private Teachers Training College in Bangladesh (KBATTC). Established Gonokendra (community learning centre) as a community based institution for learning and development.
1995	Established first private engineering university named Ahsanullah University of Science and Technology (AUST). Set up Institute of Technical and Vocational Education and Training. Started a Book Distribution House (AMBDH) as a social enterprise. DAM got itself registered in UK as DAM-UK.
2000	Implemented large-scale water and sanitation project for 7.5 million coastal population funded by DPHE-Danida.
2001	Established a number of institutions, i.e., Ahsania Mission Cancer Hospital; Vocational Training Institute for Working Children and Institute of Information and Communication Technology.
2002	Received Independence Day Award from Government of Bangladesh for outstanding contribution in social development. Established Ahsania Mission College.
2003	Received UNESCO International Literacy Award.
2004	Implemented multi-partner Decentralised Total Sanitation Project (Dishari).
2005	Started construction of 500-bed Cancer Hospital at Uttara. Set up a Vocational Training Institute at Jessore. Established Drug Addiction Treatment Centre at Gazipur and subsequently in old Dhaka and Mymensingh. Set up Education and Training Centre at Dhaka jointly with Mr. Sadat Ali named Ahsania Mission-Sadat Ali Education and Training Centre, also established Ahsanullah Institute of Sufism.

## Programme Expansion and Institutionalisation Phase

2006	Got registered in USA as DAM-USA. Started nationwide project on non-formal primary education (UNIQUE). Developed institutional capacity building strategies in various fields; developed 10-Year Perspective Plan and Resource Mobilisation Strategy through a consultative process; established Ahsania-Malaysia Hajj Investment and Finance Co. and Ahsania Malaysia Hajj Mission to extend package support to Hajj performers; received Dr. Md Ibrahim memorial gold medal for outstanding contribution in medical treatment and social welfare.
2007	Received National Grantho Kendra prize in the category of children book for the poetry book 'Kichirmichir'. Mirpur 10 central road has received new entity as Khan Bahadur Ahsanullah (R) Road. Received Corporate Social Responsibility Award-2007 from the Bankers Forum, Bangladesh.
2008	Permanent campus of Ahsanullah University of Science and Technology (AUST) has been established at Tejgaon, Dhaka. Specialised vocational training institute established for rehabilitation of drug addicts. Ahsania Mission Institute of Medical Technology established in Dhaka.



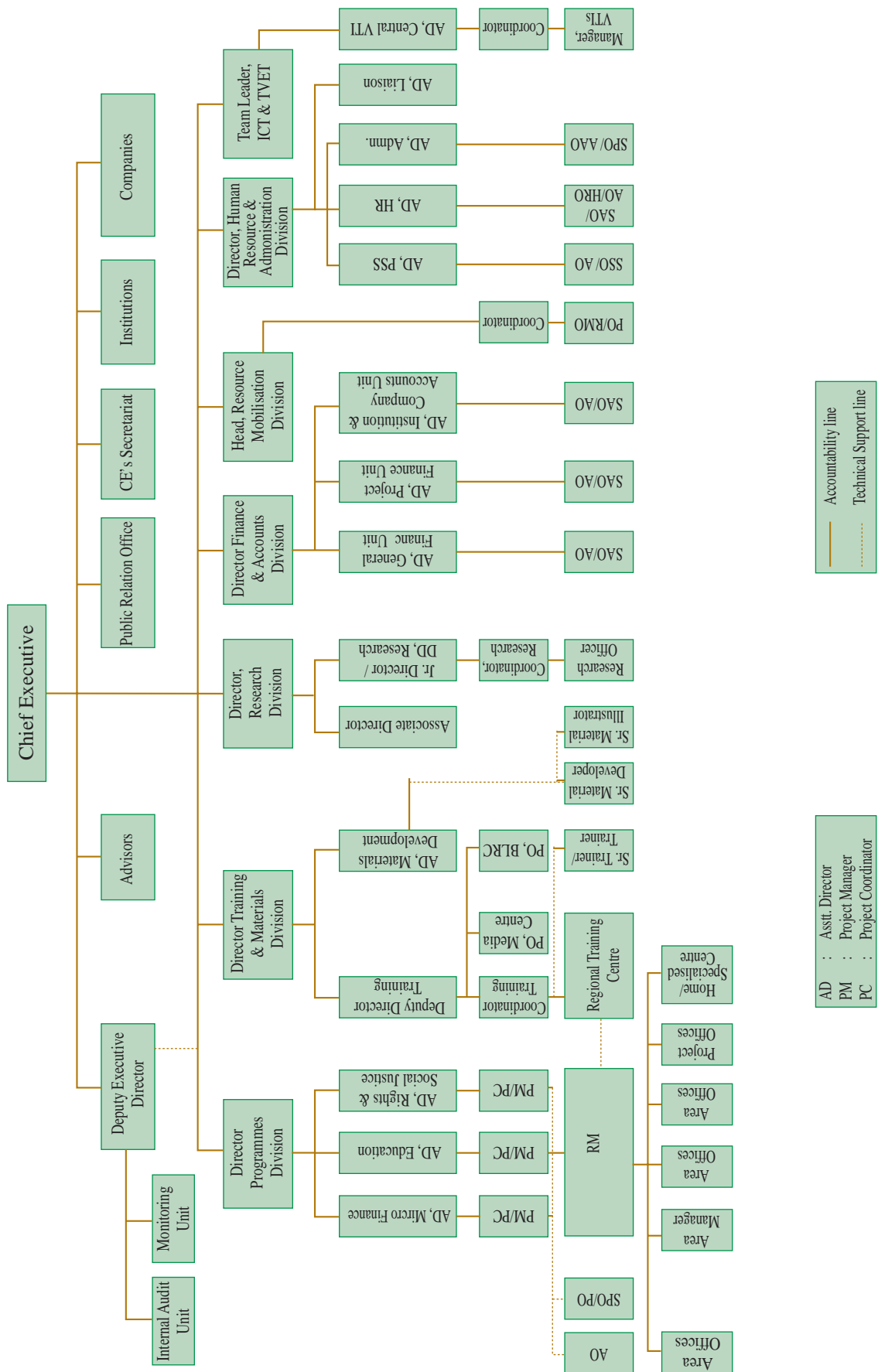
# Geographic coverage in Bangladesh



## Dhaka Ahsania Mission Programme Areas-2008



# DAM Organogram



## EDUCATION

Given the situation of mass poverty in the country and lack of education being the major explanatory factor of poverty, DAM has considered provision of education to be an empowering tool for the poor to overcome poverty. Deprivation from education accounts for intergenerational poverty. Thus education meant to be the possession of knowledge and skills as capacity to fully exploit one's potentials and manage the life situation for quality living has been taken by DAM as the major focus area for addressing poverty at individual level and contributing to the national development processes. Education is indeed the key factor to give individuals access to opportunities necessary for one's fulfillment of rights as human being. With this conviction, DAM has taken education beyond the conventional concept of literacy for enabling the poor and the weak to have satisfying conditions in their individual life and social relations.

DAM's educational approach to human development has been well reflected in Ganokendro (people's centre), which has evolved as one of the successful community managed people's institution making education and learning and all other services within the reach of the poor while effecting comprehensive community development. DAM's experience and contributions over the years have widely covered areas like adult literacy and continuing education, adolescent education, early childhood care and development, pre-schooling, non-formal primary and secondary education, vocational technical education/training, and also quality improvement in formal primary, secondary and tertiary education.

In 2008, the major thrust of DAM's activities has been further consolidation of initiatives with innovative elements for improvement of early childcare and development (ECCD), formal quality primary education, non-formal primary and junior secondary education, adult literacy and continuing education. Besides promoting school preparedness of pre-primary children for increased enrollment in primary school, efforts have been specially geared to increasing community participation, popularising competency based education and supporting formal and non-formal schools for quality improvement, providing vocational skills for gainful living, and demonstration of models and advocacy for mainstreaming.

### Early Childhood Care & Development (ECCD):

Building up its experience since 1992, DAM has further strengthened its activities to ensure physical, social, emotional and behavioral development of children, preparing them for primary schooling and ensuring quality education while creating an enabling learning environment for out of school children. Special interest has been in place demonstrating a replicable model for national level programming.

There have been three types of ECCD interventions:

**a) Parenting:** The parenting education is imparted to mothers of 0-3 year children in rural areas to increase awareness; transfer knowledge and practical skills on modern and scientific care approaches and practices of children since pregnancy. Two broad education aspects completed within three months are: a) child health and nutrition and 2) child rights, growth and development. It helps reducing child mortality at birth and malnutrition and ensures health and hygienic environment within which the child grows. This education programme has been implemented through 100 centres in the districts of Narsingdhi, Jamalpur, Jessore and Satkhira.





**b) Shishu Bikash Kendra (SBK):** It is Child Development Centre organised in a community offered house for children of 4 - 5 years of age. Approximately 15 children are organized at a village (or part of a village) and brought in each day for 2 hours. DAM follows a 2-year curriculum jointly developed by DAM and Plan Bangladesh. A local woman, preferably a mother, is hired and trained to run the centre. Parents are provided with information on physical, emotional and cognitive growth and development of children. During the year of 2008, a total of 3,500 children aged 4-5 years participated in this programme of implemented through 165 village-based centres in the districts of Narshingdi, Jamalpur, Jessore and Satkhira. DAM's plan is to demonstrate the programme as a community-based development intervention building community capacity and awareness for its pro-active role in education promotion, and to have the programme scaled up covering larger areas.

**c) Pre-Schools:** Based on research findings and expert observations on the importance of school preparedness of children to prevent early dropout, poor learning and non-completion of grade five by a considerable number of children, the provision of pre-schooling in formal and non formal education systems has gained attention of people at policy level in both government and non-government sectors.

During 2008 DAM has brought 10,000 children of 5+ years through 400 village based pre-school centres in the project areas covering 30 districts. DAM follows a one-year curriculum jointly developed by DAM and Plan Bangladesh. DAM's policy preference is to locate each pre-school in the existing primary school campus so that the children going through pre-schools will gain familiarity with school environment. The programme is implemented following community-based approach meaning that the parents and community take the initiative, participate in planning, managing, and monitoring the school functions. They also provide financial and other resources to run pre-school centres.

With locally recruited and trained tutors, joyful, child-friendly and attractive teaching learning process is adopted. Supplementary materials and locally developed low cost materials are utilized in the schools. This pre-school intervention is a model demonstration by DAM to influence the mainstream education system. DAM's initiative has sought to build capacity of local UP, CBO members, parent's representatives, and interested persons to ensure community participation and their pro-active role to play. Participation of community and other local groups and agencies is very encouraging which fulfils an important condition for success of the development initiative. At present in many places the community is found to be ready and interested to open and run SBKs and pre-schools for their children even if DAM's operation is phased out.

It has been observed that pre-school interventions such as in this approach can be very successful when it is community led, be it in the government or in the private sector.

### **A new initiative of ECCD support programme in Bangladesh**

With its prior experience, DAM has been implementing a new programme of ECCD called Early Childhood Development Support Programme in Bangladesh, which is supported by Aga Khan Foundation (AKF). Together with three other partner NGOs (Fulki, FIVDB and BUIED) DAM has been engaged in promotion of ECCD activities and related policies, and has received technical support from the AKF-Canada and financial support from CIDA.

The major components of the programme are: a) partnership development among NGOs at grassroots level for field implementation, b) organizational capacity development of partner NGOs, c) conducting research and innovations, and finally d) launching policy advocacy.

It is to be noted that the Government of Bangladesh in collaboration with NGOs and Bangladesh ECD Network has already formulated and approved a national ECCD Policy to promote school preparedness of children through pre-schooling. Evidenced by research findings, it is widely recognized that ECDSP-B will add significant values in the arena of ECD programme. The key policy planners in both government and civil society organizations tend to agree that GO and NGO collaboration will be a crucial factor for success of the newly approved ECD policy.

### **Quality Primary Education in the formal schools**

The Government has given high priority to the goal of achieving universal primary education. The medium-term policy priorities include (a) rapid progress towards achieving universal access and participation, (b) improving quality of instruction, (c) enhancing equity, (d) strengthening of management and performance efficiency, (e) extending primary education from the present 5th grade to 8th grade, (f) establishment of a common system of basic education, (g) encouraging community involvement and (h) having in place teachers with professional qualifications.





Bangladesh has achieved significant progress in school enrollment but the challenges still to be dealt with are: a) achieving competency based learning, b) increased completion rate and c) active participation of community and parents. DAM's programme is to demonstrate a model approach to work with formal schools for further increase in school enrollment and ensuring competency-based primary education. These two objectives correspond to the key objectives of PEDP-11 and NPA-2. These are the national goal of primacy education in line with EFA, MDGs. GO/NGO collaboration and partnership, application of modern teaching learning methodologies and techniques, use of supplementary materials, child-friendly joyful and attractive environment have been emphasized under this initiative.

Pursuing the above objectives DAM has implemented during the period (2007-2008) some notable interventions called 'Sopan and Camp demonstration, School Improvement Planning, training of school teachers, SMC orientation, supply of materials, orientation and training of UP education standing committee.

### **'Sopan' and 'Camp' Demonstration:**

Sopan is a specialized tutorial support organized and conducted after or before normal school hours in the same school with a trained community tutor and covers all learners enrolled in grade 1 and 2 in the government and registered primary schools. The emphasis is on creating a solid educational foundation of the child, application of reflective pedagogy, attractive and joyful supplementary materials, child-friendly behavior of the tutors, and attainment of 53 competencies of learning, as determined in the national primary education curriculum. It works for children to cope with school curriculum, and continue schooling for completion of at least grade 5. It also stresses use of supplementary materials to sustain the interest of children and parents for enrollment and retention in schools.

The learning Camp is organized specially for the low achievers at grades 3, 4 and 5, who remain at the risk of being dropout from school. It is organized after or before normal school hours run by a community trained Tutor in the same school. The aim is to help the low achievers make up their learning deficiencies. Parents are especially encouraged to visit and observe the progress on the spot, comment and suggest remedial measures.

During the period DAM opened and operated 250 Sopan and 150 Camp sections in 160 schools in the districts of Narsingdi, Gazipur, Jenidah, Jessore and Satkhira. Each of the sections completed 1-year course of the academic year of 2008, in the mainstream primary education system, total coverage being approximately 9000 learners of grades 1 through 5.

A Centre Management Committee (CMC) representing parents, schoolteachers, and interested community people was formed. The committee became responsible for overall management, progress monitoring, local problem solving and mobilizing local resources to meet part of the costs.

### **School improvement planning**

In this activity professional and logistic supports were offered to approximately 60 schools to organize, conduct and chalk out a 3-year plan for school improvement. A daylong workshop was done in each school. Representatives from SMCs, parents, PTAs, UPs, local elites have attended and contributed according to their might. This was a kind of participatory local level planning formulated by the major stakeholders including local resource mobilization and community participation, followed by participation in the implementation process. The Second Primary



Education Development programme of the government (PEDP-II) includes school improvement planning as an important activity.

### **Training of schoolteachers**

Approximately 200 teachers from government and registered primary schools have attended a weeklong training organized by DAM in the project areas. The training was designed to train the teachers on reflective teaching learning process, use of modern and participatory methods and techniques, use of child-friendly, attractive and joyful learning materials, the need and process for community participation, learning assessment techniques, etc. Trained teachers got themselves motivated to apply and follow these methods and techniques; many of them were found to practice those. DAM wishes to continue model demonstration helping trained teachers and others to take note of its practical results.

### **Orientation and training of community, SMC members, UP Education Standing Committee members**

DAM initiated to activate the SMCs of almost 100 intervention schools by organizing daylong orientation course. The same activity was done also to activate Union Parishad Education Standing Committees and members of local community based organizations (Ganokendro, CRCs) in the 15 Unions of project areas. In total, 1,400 persons attended the training and orientation activities. Subsequent observations have indicated that the members were aware of the importance of and played pro-active role overseeing the activities related to ensuring quality primary education.

### **Supply of materials**

Supplementary teaching learning materials and aids corresponding to the National Curriculum and Textbook Board (NCTB) curriculum were supplied from DAM-operated projects to almost 200 governments and registered primary schools in four districts: Narsingdi, Gazipur, Jessore and Satkhira. This support was to build institutional capacity of the schools to materialize competency-based education.

### **Community actions (awareness and advocacy)**

Awareness campaign was launched in all the project areas on quality primary education. Around 20,000 participants from the community/villages participated and received the messages.

### **Non-formal Primary Education**

DAM has had experience of working on Non-Formal Primary Education (NFPE) since early eighties offering opportunities for basic education of children from ultra poor families unable to get enrolled in formal primary schools, or dropouts before completing primary cycle due to poverty and/or social-structural constraints and thus remain deprived of their basic right.

**During the year 2007-2008 significant involvement of DAM in NFPE includes the following:**

#### **Multi-Grade Child Learning Centres (CLCs)**

This teaching-learning system provides a child opportunity to attend, on the basis of her/his skills/competencies, different grades/classes of different subjects facilitated by the same teacher in the same learning Centre. DAM has widely organized Child Learning Centres (CLC) in this system offering primary education to the target children in non-formal setting, and has provided direct learning support to them, which has contributed to achieving EFA goals.



UNIQUE's change initiative

## Shathi wants to become teacher

Sathi is a teenage girl of a poverty-stricken family at Alinagar of Kamrangirchar in Dhaka. She is the eldest among four children of her parents.

Hailing from Kurigram district in the northern region of Bangladesh, her father is a carpenter and mother a domestic help. Previously, her father was a rickshaw puller. Suddenly, he met an accident sustaining severe injuries to legs. Being unable to take timely treatment, condition of his leg worsened. As a result, he had to give up pulling rickshaw and changed profession by becoming a carpenter. But due to fragile health, he stays indoors most of the time resulting in sharp fall in income. In such a situation, now Sathi's mother is the main bread earner of the entire family. With her meagre income, she is quite unable to meet the basic needs of food, clothing and shelter of the six-member family.

In this hopeless situation, Sathi's parents cannot think of education of their children. But Sathi saw a ray of hope when a supervisor of UNIQUE Project run by Dhaka Ahsania Mission (DAM) met her father and narrated he aims and objectives of the project. He requested the poor man to send Sathi to a local learning centre set up by DAM under the project. But he expressed his reluctance to agree to the proposal. At this stage, the project supervisor assured him that he won't have to bear the expense of his daughter's education. On assurance, Sathi's father regained confidence. The DAM worker asked him to bring Sathi to Nabinagar Learning Centre the next day. When he nodded positively, Sathi's joy knew no bounds.

The next day, Sathi's father took his eldest daughter to the learning centre where the DAM worker enrolled her as a learner. There she continues her study and considers herself as a happy girl. At Nabinagar Learning Centre, she learns her lesson regularly. Alongside, she plays with classmates. Sathi wants to continue her study in future. She took an ambition to become an ideal teacher to keep her mark in alleviation of poverty.

In multi-grade teaching learning mode, the children acquire competencies equivalent to respective classes of primary education as determined by the NCTB. A total of 63,928 have been enrolled in 2,380 CLCs. The girls constitute 51 percent. The learners are grouped in four levels/categories (Beginner, Advance, Skilled and Independent equivalent to class 1, 2, 3, 4 respectively), according to the base and competency assessment. The system provides for such assessment through continuous process at various stages of the learning cycle.

The project named **Upscaling Non-formal Primary Education through Institutionalizing Qualitative Endeavour (UNIQUE)** of DAM has been under implementation providing primary education through specially established CLCs in support of the mainstream primary education while targeting the out-of-school children for various reasons - the disadvantaged section of child population. The project maintains liaison with Upazilla and District level education offices and close relationship with local government, particularly the Union Parishad Standing Committees on Education, in the working areas.

The members of the Union Parishad Standing Committee on Education (USCE) get orientation about the nature of the project, and their capacity strengthened, in order that they can play a proactive role in promoting partnership among formal and non-formal initiatives. Collaboration between formal and non-formal primary education is being promoted to improve quality of education. The specific measures in this regard are arrangement for mutual exposure visits by the children, sharing of experiences among the teachers of formal and non-formal systems, sharing meeting of SMC and CMC resulting in improvement in service delivery.

**An equivalency framework** of comparable competencies between formal and non-formal primary education is being developed in order to mainstream NFPE graduates at the next level of the formal education system. This framework is seen as a tool for promoting collaboration among the formal and non-formal education. The UNIQUE learners can sit for annual examinations for class 3, 4 and 5 of formal primary schools with the same question papers and, if succeeded, get admission to the primary schools and subsequently promoted to the next level. Union Parishad Standing Committee on Education is being oriented to establish a linkage with local Teachers' Association. As part of mutually beneficial collaborative network, a planning process is adopted for the education providers from government, NGO and private sector institutions for activities toward their professional development with enhancement of knowledge and skills in relation to teaching learning process, learners' assessment and community work on education and quality of education as a whole.

**In the process of developing partnership for quality**, along with DAM the other implementing partners of the UNIQUE project (CCDB, DORP, Padakhep, Surovi) were to accomplish the assigned tasks in line with the project operational guideline. The Project Management Committee (PMC), which is the highest decision making body, acted as an effective interactive forum of partners, shared the experience and decided strategic implementation issues for smooth operation of the project. The PMC had the role to review and assess the performance of the project against the quarterly/annual work plan and objectives. DAM provided support to the partners to address any issue related to management. As a technical partner, Plan Bangladesh supported the UNIQUE project team particularly on pedagogic issues for quality learning.



### Basic education for hard- to- reach urban working children (BEHTRUWC)

This project provides non-formal basic education and life skills to the urban working children and adolescents, aged 10-14. Sixty percent of learners are girls. During the period, 113 Centres were established in various wards of Dhaka City. The curriculum and materials developed by Hard to Reach Programme of BNFE are being used making the project aligned to the government programme. Literacy and other life skill competencies are equivalent to class V; students are facilitated to go to the mainstream primary education. Social awareness creation and social mobilization and involving local people through Centre Management Committees are the special activities undertaken for eradicating child labour.

The experience of the project will be used for advocacy campaign leading to formulation of a national policy for education of working children and support to families in order to protect children from hazardous working environments.

### Urban Community Learning Centres (UCLC) for disadvantaged children

DAM is also operating 9 UCLCs and 1 Drop-in-Centre as a model approach (under a project in the Dhaka city) to reducing child labor through education, vocational training and job



placement. During the year under reporting 1500 working and street children of poor families in different slums participated in the NFE Centres. Learners up to 25 were in each grade from 1 to 5. NCTB curriculum and materials are used to facilitate the learners to get to the formal schools at various stages. A total of 200 learners have entered

the formal schools. A local committee with representatives from parents, local community leaders and learners manages each Centre. The community people in association with the Basti Adhikar Suraksha Committee (Slum dwellers' Rights Protection Committee) and Adolescent Development Forum (ADF) organise activities for awareness creation, advocacy on child rights and resource mobilization. Community awareness has led to increased access of the slum poor to essential services of various government and private agencies on education, vocational training, income generation, health and HIV/AIDS etc.

Equivalency in education and establishing linkage between NFPE and mainstream primary education has been an important issue in this regard as this would promote collaboration to facilitate complementarities, enrichment of teaching-learning activity and sharing of experiences. DAM has seriously engaged itself in advocacy for the development of an agreed equivalency framework by capitalising on its experiences in NFE and its linkage with formal primary education.

## Adolescent development education

The Government and NGOs alike recognise the need for basic education as well as post-literacy and continuing education programmes that adults and adolescent learners consolidate and use their learning skills in improving their lives. DAM has designed and implemented interventions to address adolescent development needs which include creation of awareness on literacy and reproductive health including HIV/AIDS; increasing access to literacy and secondary education through formal curriculum and to vocational training and job placements. The specific initiatives in this regard have been as follows:

### **A) Empowering adolescent girls to become the agents of social transformation (EAST)**

This activity, supported by UNESCO, facilitates education for adolescent girls, 12-18, who are out of school, not enrolled or dropouts from primary and secondary schools. Through this initiative, adolescents have been enrolled in primary school, high school and also Junior School Certificate programme. Twenty CLCs in Jessore district organise the school programme under non-formal set-up enabling the learners to take education of the formal curriculum and to improve their competency level.

Paramedics have provided basic health care support to the targeted adolescent girls in the CLCs such as check-up and growth monitoring. Education has been provided on reproductive health education and related support such as counseling on anti-natal and post-natal maternal care, primary health care through mobile team, STD, RTI, HIV/AIDS related awareness. STD and RTI affected adolescent girls have been identified and referred to government and non-government hospital and clinic.

Through Adolescent Family Life Education (AFLE), adolescent girls are made aware of reproductive health aspects, immunisation, gender, legal aid, family life, twin latrine, personal health-hygiene, dowry, divorce, prevention of women & child trafficking etc. Appropriate learning materials have been used for the purpose.

Significant changes have taken place among adolescent girls, which have been reflected in increased consciousness about their health, especially reproductive health, hygiene and social rights. They are participating in occupational skill development training, self-employment training and orientation on income generating activities. With leadership training, they are motivated to work as change agents in community to protect and establish adolescents' rights by overcoming the traditional social prejudices harmful to their health and general well-being.

### **B) Literacy/skill development training for girls and young women for sustainable development**

Through 15 CLCs at Madhabdi of Narsingdi district near Dhaka City has implemented the project by providing skill development training particularly to facilitate self-employment. More than 2,100 adult rural illiterate young women and adolescent girls have benefited from the project. They are capable to earn some money each month and support their family. They are engaged in social mobilization through various locally suitable activities like street drama and folk song, and engage in advocacy role with local government, non-government and other actors for ensuring quality services in health and education sectors.



# Education enlightnes Swapna

Let us undertake a brief journey to revisit the cruel life story of a tiny angel. What miseries embrace her on and off? How does she feel about having a life of complete uncertainty? What does motivate her to live with the hope of getting out of extreme dangers? These simple questions cannot be answered so easily. Swapna is a name among thousands of such victims.

Swapna's father hailed from Bhola, a coastal district of Bangladesh where natural calamities are a very common phenomenon. Fierce onslaught of cyclones and cruel affect of floods break their hope they nurture. Every year they dream of a better future but is eventually smashed down with tremendous brutality. Their conditions worsen further. Kawsar Halder, Swapna's father, was a poor peasant who used to cultivate land. Although he did not have any land of his own, he managed land belonging to others for cultivation. He had to pay money for renting arable land. He arranged the money through loans. Ironically he had to increase his loan amount every year. At a certain point of time it became unmanageable.

The situation became unbearable and forced Kawsar to leave his beloved village. He fled to Dhaka with all his family members. Although he did not know much about Dhaka he soon landed in a slum. Kawsar had little knowledge about any job other than cultivating land. He tried to look around and fit himself to a certain job that could help him earn. One day he found a job of assisting a mason. In the course of time he managed to learn masonry and became a mason. Unfortunately, after starting his new professional career as a mason he was forced to abandon his job. As his health was failing he was examined by a doctor who identified him as a patient suffering from chronic hernia. He was advised not to engage in works that are laborious.

He was also advised to have complete rest for a few months. Automatically, the responsibility of bearing all expenses for family maintenance fell upon the weak shoulders of the housewife Fazila. She was literally forced to take up a job of a domestic help. Fazila was facing a tough challenge of arranging food and other essentials for a family of seven members. Often frustrated, she would shout at his feeble husband. But her husband was unable to do anything. Kawsar became a burden to his family. Circumstances were not favorable and one day he left his family. Eventually Fazila found two other jobs. She worked in 3 houses at different points of time. Nevertheless, her earnings were not enough to bear all the family expenses. Swapna's mother finally decided to arrange the same type of job for her as well as for her elder sister.

It was not possible for Swapna to think about literacy or education. As she understood, 'Education is not for people like us rather it is for the rich.' But now-a-days she seems to be confident. How did that happen? A simple story indeed! One of the UCLC (Urban Community Learning Centre) teachers, Reshma Akhter found Swapna going to the place where she works as a domestic help. The teacher asked her whether she had to work there all day long. Swapna informed that she is a part timer and remains idle in the morning. The teacher instantly asked Swapna if she was interested to enroll herself with the DAM learning centre. Swapna nodded in the beginning.



However, she was confused. The teacher thought for a while and asked for her address. Reshma shared the incident to her colleagues. They all advised her to contact Swapna's family. Accordingly, the UCLC teacher paid a visit to Swapna's house.

While meeting Swapna's mother, the teacher discovered that her mother was not interested about the learning centre. She simply could not rely upon Reshma. Fazila the housewife stated candidly, 'this is hardly a matter for us and we have to lead the same difficult lives even if we can read or write.' However, Reshma explained to her about the advantages of being literate. She also tried to demonstrate a number of examples of poor women who have now become self-reliant through education and training. The teacher also informed Fazila that Swapna would have to go to the centre only at her idle time and there is no way that her education would hamper her normal work schedule. Upon receiving a positive response from her mother, Swapna began her new journey towards an enlightened life. She is now studying in Class V. She is planning to receive vocational training in a suitable trade soon. After successful completion of her class-VIII level education she would be privileged to get a relevant job.

Swapna now understands the difference. As she explained, 'an illiterate is a real burden for the society. If I could involve myself in a good job, I would continue my study. I would like to have a good job in the future. No matter what, I will of course take the responsibility to shift my family to a good city residence. I would like to bring back smiles in the faces of all my family members.'





Other notable changes in the community include formation of youth forums and action groups to fight social evils such as adolescent marriage, dowry and divorce; to reduce school dropout; and to increase enrollment of school age children and immunization.

Community Resource Centres (CRCs) were established to provide technical and logistic supports (e.g. learning materials) to strengthen the capacity of CLCs in the areas providing literacy and skill development training to rural illiterate adolescent girls and young women for sustainable development.

### Changes attributed to the role of CRCs

Level of awareness on education, human rights, women and child rights, social justice, family court procedures, health and agro-based income generation possibilities continued to increase. The necessity of birth registration, protection of early marriage through marriage registration, reproductive health and hygienic sanitation was recognised. The rate of female education in all CRC areas increased. CRC initiatives in providing training on vegetable gardening contributed to raise income and improved family dietary intake at family level. Assistance through CRC networking plays an important instrumental role in improving knowledge and capacity building of Ganokendros/CLCs and their members to bring about positive changes in practice of individuals and in community living conditions.

## Secondary education

DAM offers secondary education opportunity through non-formal approach for adolescent girls and boys who cannot continue schooling at secondary level due to economic or social hardship. The programme is being implemented through distance education; and students sit for the Secondary School Certificate (SSC) examinations under Bangladesh Open University (BOU). During the period of 2007-2008, DAM has experimentally implemented the following projects of non-formal secondary education.

### Junior School Certificate (JSC) Programme

In another model, DAM has been implementing junior school education programme demonstrating that the out of school adolescents and youths can have access to what they need as skill-based education, while they take specific curriculum for 6-8 grade levels with an access to specialised materials through Open and Distance Learning (ODL) mode. The programme is a joint initiative of DAM and CAMPE being implemented in collaboration with the BOU, which would contribute to achieving Education for All by 2015. The programme covers four unions in each of Jessore Sadar upazila, Keshabpur upazila and Chowgachha upazila.

The implementation strategy includes utilisation of Community Resource Centre (CRC) and local school that reflects community participation, and creation of a link between government and non-government sectors. The programme presents a low-cost model giving special facilities to students coming from economically disadvantaged families. However, it has a limit that only the students residing near ODL centres available at the union level can have access to the opportunity.

### Syed Saadat Ali Memorial Education and Vocational Training Centre

This Centre supported by DAM-UK Charity operates another programme that provides both non-formal primary and secondary education opportunities to the dropouts and out-of-school poor children, and mainstreaming those who completed primary schooling for continuation of their studies at secondary level. NCTB curriculum and materials are used in the programme. Together with formal education the poor adolescent students in urban slums get an opportunity to undertake technical and social skills development training.

### Literacy and Continuing Education

DAM organised Ganokendro in the early nineties originally to help retention and development of already acquired literacy skills of the neo-literate adults. Gradually the Ganokendro has taken its form to work as 'community managed centre of continuing and life long learning and at the same time hub of all sorts of community development activities. Ganokendro members split themselves into groups and continue to upgrade their literacy and arithmetic skills, read books and newspapers and participate in issue-based discussion sessions to solve their local problems.

DAM seeks to improve upon NFE to that level of quality which can be an effective means of achieving pro-poor development goals, and as such DAM has taken initiatives in mounting a vision and national policy framework for NFE. In support of the Government's commitment to EFA and MDG's, DAM has engaged itself not only in literacy and non-formal adult education, but also in non-formal primary education. DAM has worked on supporting the Government to adopt the NFE policy framework with the scope for involving NGOs in the delivery of NFE for literacy and continuing education.



A photograph of a woman wearing a red sari, sitting at a wooden table and operating a vintage-style sewing machine. She is looking directly at the camera. The background shows a simple room with some fabric and a window.

## Shahida's journey from poverty to economic stability

Here is a success story of Shahida, a poor housewife at Haktulla village under Badarpur union of Sadar upazila in Patuakhali district, who broke the vicious circle of poverty with the help of knowledge she acquired from the literacy programme launched by Dhaka Ahsania Mission (DAM).

Wife of Shah Alam, a poor day-labourer, Shahida is a mother of two children. She had to struggle hard to maintain her family even a few days ago. Most of the time, family members remained either ill-fed or half-fed. Alam was unable to run the family by his meagre income.

Although Shahida was poor, still she cherished a dream of becoming literate in her heart. In the meantime, DAM opened a new centre in name of Padmo-4 in the area. At an opportune moment, poor Shahida expressed her eagerness to a DAM worker who enlisted her under the programme. She attended classes regularly. Alongside, she underwent training in the trade of 'tailoring' being conducted by DAM. She successfully completed the 9-month training course. With the help of DAM trainer Abdul Gani, Shahida rented a shop in Patuakhali town at the rate of Tk 600 per month and opened a tailoring shop. She also took loan amounting to Tk 5,000 from one of her close relatives. Ultimately, she established herself as a skilled tailor and earned good profit. With income from her tailoring shop, she maintains her family as well as pursuing studies of her two children. "This is because of the newly-acquired knowledge imparted by DAM, I have successfully alleviated poverty," Shahida said.

DAM and Non-Formal Education Bureau of Bangladesh government are now jointly implementing a post-literacy and continuing education programme in seven upazilas of Patuakhali district. The upazilas are Patuakhali Sadar, Baufal, Dashmina, Kalapara, Galachipa, Dumki and Mirzaganj.

The Post-literacy and Continuing Education Programme for Development of Human Resources helps consolidate acquired literacy skill, its maintenance and rise in standard. It also brings course participants under fold of the programme to enable them to undergo technical skill development training. Participants enhance their standard of living through increased income thereby turning them into good citizens.

DAM is directly implementing the programme in four upazilas while in three other upazilas it is being implemented with the help of partners. Beuk implements the programme in Baufal while it is SSDP in Dhumki and CSDP in Dashamina. Initiatives have been taken to impart skill development training to 14,280 people by bringing them under continuing education programme.

A total of 238 centres have been opened for the purpose. Each upazila consists of 34 centres.





### **Post-literacy and Continuing Education for Human Development (PLCEHD)**

The PLCEHD project has been sponsored by the Bureau of Non-Formal Education (BNFE) under the Ministry of Mass and Primary Education (MoPME) and is being implemented by a number of NGOs. DAM is implementing the project in Patuakhali district by providing post-literacy and continuing education to neo-literates who completed non-formal education courses earlier under different NGOs or local organisations, and to primary school dropouts. This project specifically addresses the need for consolidation, upgrading of the previously acquired level of literacy skills, and providing trade-based skill development training as per local market demands to enhance the income earning prospect of the learners. Especially, women have been involved in income generation activities through this project, which helps upgrade their social and economic status in the family and the society.

### **Skills Training for Street Children and Placements:**

During the year under reporting, DAM has created Urban Community Learning Centres for Working Children. Through this project DAM has provided a) Vocational Training for those who could not continue formal education in the schools, b) Drop-in-Centre facilities and c) Job Placements for urban working and street children.

### **Vocational training**

It is to be noted that no comprehensive statement of policy on vocational, occupational and technical education and training exists in the country to cope with the employment market need of the present time. The limited existing public sector provisions are not coordinated with the NGO initiatives, nor are they properly linked to the enterprises requiring specific skills. During the reporting year, DAM's special activity in this regard has concentrated on working children and has offered them opportunities to acquire gainfull skills through different Urban CLCs.

### **Drop-in Centre**

The drop-in Centres meant for providing education, recreational and other daily life facilities to the street working children serve about 150 children daily in several parts of the city. The children receive various services like healthcare, awareness on HIV/AIDs, micro-finance support to enhance their earnings while receiving primary education and vocational training on various trades.

## Job placement for children at difficult work

After completion of vocational training, placement in job is necessary for getting the children/adolescents out of difficult work. The urban community learning Centres (UCLCs) arranged such jobs for those who completed literacy and vocational training courses during the period.

"Educate to Empower: A Community Based Poverty Reduction Programme", supported by CAFOD (U.K), which was completed in 2008, was implemented to strengthen community support for capacity building of the poor so that they get sustainable access to the world of work and can effectively participate in social development activities. Ganokendro was used as a forum for social mobilization and advocacy while adolescents and youths were at the forefront of social mobilization.

## Role of Ganokendro

Skill-based literacy and non-formal education courses are conducted in all the Ganokendros. These are done to increase involvement of Ganokendro members in different small trades and skill-based activities. Post-literacy and further education were provided through all Ganokendros to ensure members' sustainable empowerment. All Ganokendros introduced advanced literacy course for neo-literate members who were selected from Ganokendros, according to their competency level as per national curriculum.

Networks of union level local organisations were developed during this period. These networks were developed between GO, NGO and business associations and these networks gave special attention to provide support to women's groups. Representatives of different GO departments, NGO offices and business associations sat together, discussed and identified ways to provide support to women's groups for their smooth functioning through mutual collaboration and intensive coordination. The result of partnership and coordination of services was reflected in empowerment of women's groups in terms of substantial increase in income.

Cultural programmes were organised as a tool for social mobilisation. Adolescent and youth forums organised cultural events to raise awareness among people on burning issues of their respective communities and they played a very significant advocacy role at different levels for concerted action by different agencies to remove the problems adversely affecting the lives of community people.





## LIVELIHOOD

### Micro-finance programme: A livelihood development initiative of DAM

DAM started the "Institution Building for Income Generation (IBI)" project in 1993, through disbursement of small loans without any collateral to its neo and semi-literate poorest women members of Ganokendro. This programme combines skill development training, micro finance, agricultural diversification and disaster risk reduction for ensuring livelihood improvement.

In 2007-08, four new branch offices and one area office were established; authority delegation and accounts decentralisation at field level were implemented and Small Business Credit Scheme was introduced as a new product of the Micro Finance Programme (MFP). To assist the MFP beneficiaries to recover their life and livelihood from the shocks of cyclone Sidr, DAM implemented two special credit schemes "SHAHOS" and "RESCUE", in Barguna region. MFP also conducted a number of training courses for its staff and beneficiaries.

#### Micro-Finance Programme at a Glance

Inception of MFP	1993
No. of Districts covered	6
No. of Upazilas covered	21
No. of Union covered	133
No. of Branch offices	27
No. of Area offices	05
No. of groups	1526
No. of members	32349
No. of borrowers	29667
Cumulative amount disbursed	852.4 m
Total member savings	46.03 m
Average loan size	8219
Recovery Rate	98.54 %
Operational self sufficiency	99.17 %

#### Credit support

From its inception, DAM served 134,293 members and provided Tk. 796.17 million as credit support under the Rural Micro-Credit to promote IGA scheme. DAM provided total credit amounting Tk. 36.55 million to 2,041 members for developing micro enterprises.

#### 'Apodkalin Fund'

DAM operates the Apodkalin Sanchai Tahabil, an emergency fund to provide protection to the group members in case of death. Apodkalin Fund is provided as follows: (i) Balance of the loan amount is not required to be refunded by the family members of the deceased if they are unable to repay and (ii) Family members will receive an additional amount of Tk. 1,000 for family welfare. Group members make some contribution to accumulate this fund, and receive the benefit following death incidents.



### Mircro enterprise development

Development of micro enterprise is a major objective of the Micro-finance Programme. In 2007-2008, DAM provided credit support of Tk. 9.73 million to 337 members for developing micro enterprises.

#### Sectors of Loan Disbursement under RMC

Name of Sectors	No. of Recipients	Amount Disbursed (Tk.)
Livestock	2,837	22,420,000
Poultry & Duck Rearing	743	5,871,000
Small Business	6,925	54,726,000
Paddy Husking	683	5,398,000
Tailoring	798	6,306,000
Handloom	213	1,683,000
Net Making	219	1,730,000
Handicraft	328	2,592,000
Fish Culture	2,275	17,979,000
Rickshaw/Van	1,976	15,616,000
Agriculture	5,791	45,764,000
Others	1,281	10,123,000
<b>Total</b>	<b>24,069</b>	<b>190,208,000</b>

### Small business loan: experience of a new pilot credit scheme

Starting in 2007, DAM disbursed Tk. 1.89 million among 1,085 members mostly males, who have a maximum of 1 acre of land, or those who have remained unemployed about half a year due to bad seasonal factors affecting agriculture, or those who run small trades with small capital but do not have access to financial assistances from any GO or NGO.





# A new horizon for Rashida

Rashida Begum, wife of Md Asadur Rahman at Jugisuda village under Maheshpur upazila in Jhenidah district is a successful woman who changed her fate by dint of strength of character, courage, initiative and determination.

Daughter of Khademul Islam, a day labourer at Sazia village in the same upazila, Rashida was the eldest one among her 10 brothers and sisters. As poverty was her constant companion, she had to discontinue study reading upto Class-5. Her marriage ceremony was solemnised with Asad, a sharecropper, when she was merely 14. Asad had no property but only a piece of land on which he built his tiny house to live in. So, life remained static as before marriage.

With passage of time, Rashida became mother of two children. At this stage, she faced the hardest reality of life. She began to search frantically a way out of the vicious circle of poverty. One day she came to know from a neighbour about a Ganokendro (people's centre) which was set up at her village by Dhaka Ahsania Mission (DAM). She learnt that it was a learning centre where people can talk about various development activities as well as can read books, magazines and newspapers. Alongside, the centre provides social support and other services to rural poor. Out of curiosity, Rashida went to Parashmoni Ganokendro and saw illiterate women and children studying there. She became its member and learnt the art of embroidery within a short period. She began to earn a living by doing needlework at home. Gradually, she became a member of DAM microfinance women's group. She attended the weekly group meetings where DAM workers conducted regular training sessions to rear up her as a small entrepreneur. She started savings and began to deposit Tk 10 on weekly basis. On acquiring clear concept on the subject, she took loan amounting to Tk 5,000 from DAM and bought poultry birds and a goat, earned a good profit and emerged as a small entrepreneur.

Observing her keenness, the agriculture officer of DAM made her aware about the prospects of mushroom cultivation. Being motivated she undertook training on mushroom production at Maheshpur Jubo Unnyan Kendra.

In the meantime, she realised entire money of her loan, got enlisted as a small entrepreneur and applied for second loan amounting to Tk 15,000. She erected necessary structure in the compound of her house and started producing mushroom from which she earned on average Tk 300 daily. She supplied her produce at several Chinese restaurants in Jessore town. Besides, her



mushroom was in great demand among diabetes and kidney patients. With her income, she became solvent and changed lifestyle of the entire family members. She bought one bigha of land on which she constructed a new house of her own. Besides her poultry farm, she purchased four cows, eight goats. With the assistance of DAM, she installed a biogas plant at her home. Using its gas, she cooks food for her family members. Her eldest son passed the Higher Secondary Certificate (HSC) examination. Now she desires to admit him at a university.

Rashida earned respect from people of all walks of life. Once a destitute, now she turned herself into a respected woman by dint of her sincere efforts. She thanks DAM and its staffers for bringing a radical change in her life.



## Disaster risk reduction through micro finance programme

DAM has created a Disaster Management Fund under the micro-finance programme to support people both before and after disaster. DAM implemented a number of new credit schemes to face disasters - the devastations of cyclone Sidr and floods of 2007-08 in particular.



## Livelihood Restoration Project - a good practice to reduce the disaster risk

Livelihood Restoration Project (LRP) received a greater response from the community and became a successful project last year. It was proved over and over again that considering the needs of the people at the time of designing a new project is a key to success. DAM's new credit scheme called 'Livelihood Restoration Project' (LRP), which was being implemented since 2006 in association with PKSF through eight branch offices of Satkhira district to assist people to restore livelihood from disaster effects and to take appropriate measures for protecting assets and lives from possible disaster has successfully completed maintaining 99% recovery rate. During 2007-08, the project could extend the number of beneficiaries assisting house repair, seed and sapling procurement, gher (enclosure) fencing, tube-well rising, installation of latrine on raised surface before rainy season and after Sidr. The LRP scheme helped the poor cope with both pre- and post-disaster situation significantly.

Post-Sidr activities in support of micro-finance project participants. The MFP members lost crops, livestock and fisheries, small business and micro enterprise to an estimated volume of Tk.1.9 million. In order to help members recover the miseries, DAM launched two new credit schemes, one for rebuilding houses and the other for rehabilitation of victims in their respective occupations. Credit was offered at very liberal terms.



## Major activities of agriculture sub-sector

In 2007-08, a new project called "Livestock Pilot Project" was implemented at Raipura; and another project on "Vegetable Gardening for Rescued Trafficked Women & Children at Jessore" was ready for implementation with the inmates of Jessore Shelter Home.

For skills and entrepreneurship development of MFP beneficiaries, 14 batches were trained at 14 branch offices of MFP. Most of the trainees received credit support to operate trades which they were trained for. A litchi garden was established besides the mango garden on DAM's own agriculture field at Hadipur campus, Satkhira.

Preparatory arrangements such as procurement of agricultural land and preparation of budget were completed under a new initiative for establishing Children's City in Panchagarh with a comprehensive programme for well-being of the poor and destitute children.

## Agricultural diversification through micro-finance

MFP provided 47% of its total credit support to the agriculture sector benefiting 11,347 MFP members, who received Tk. 48,671,000.

### Summary of Loan Disbursement in Agriculture Sector

Name of Sector	No. of Recipients	Amount Disbursed
Livestock	2,837	22,420,000/-
Poultry and Duck Rearing	743	5,871,000/-
Fish Culture	1,976	15,616,000/-
Agriculture	5,791	4,764,000/-
Total	11,347	48,671,000/-

Livestock and poultry covered 2,837 members (accounting for 12% of total disbursement) aimed at increasing production of milk and meat through an expanded livestock programme.



Under a separate livestock pilot project, a Dairy Village at Raipura has been underway for establishment through public-private initiative, which has been agreed upon by the Planning Commission of the Government of Bangladesh.

## Technical and Vocational Education & Training Programme

To achieve the development objectives of DAM-implemented programmes, DAM's vocational institutes have been offering skill development training courses to adolescents and youths belonging to poor and disadvantaged families of both rural and urban areas. And the Rural Vocational Training Centres (RVTCs) have been providing short special courses at the institutional settings of Ganokendro and CRC. Trainees get employment support services including micro-credit or are assisted to have links with other institutions for employment.



**DAM operates 5 full-fledged vocational training institutes/Centres in rural and urban areas. The VTIs and their annual training capacities are as follows:**

Name & Location of VTIs	Infra-structure	Trainees:
		Annual Capacity
Vocational Training Institute for Working Children (VTIWC), Mirpur Dhaka	Own Building	840
Vocational Training Institute, Jessore	Own Building	360
Syed Sadat Ali Memorial Education & Vocational Training Centre (AMSSMEVTC), Shyamoli, Dhaka	Own Building	360
Vocational Training Institute, Naljani, Gazipur	Rented Building	360
AMIK -VTI, Gazariapara, Gazipur	Own Building	360

**The courses offered include:** (1) Basic trade: 6 months (432 hrs: 360 hrs technical & 72 hrs non-technical/life skills), (2) Para trade: 3 months (216 hrs: 180 hrs technical & 36 hrs non-technical/life skill), (3) Short course: one week to one month, (4) Advance course (as required) and (5) Life skills training 6-month basic trade courses include (i) Electrical works, (ii) Electronics repairing & maintenance, (iii) Refrigeration & air-conditioning, (iv) Embroidery, (v) Block, boutique & screen-printing, (vi) Beautician course and (vii) Tailoring & dress making.

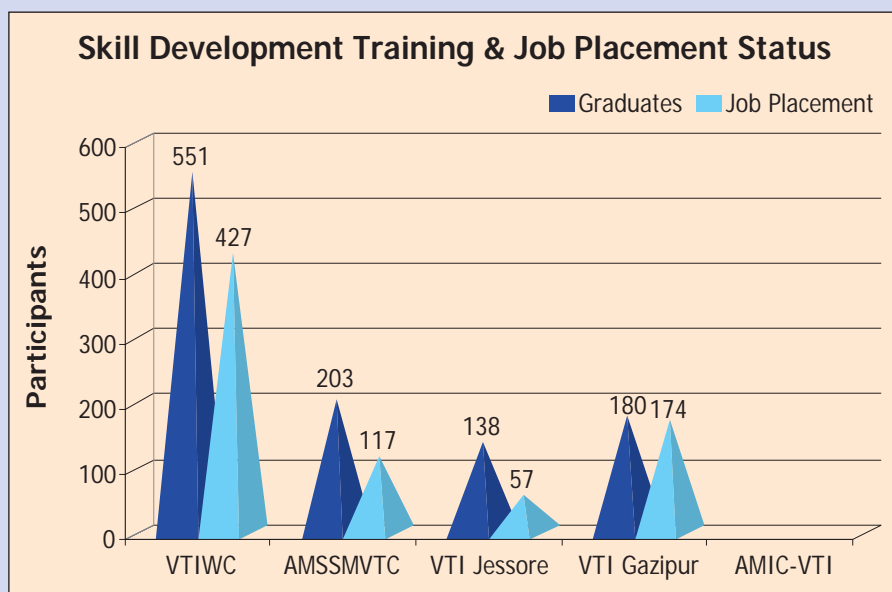
3-month para trade courses include (i) Leather craft, (ii) Mobile phone servicing, (iii) Garment machine operation (woven garment), (iv) (4) Sweater knitting and (v) (5) Sweater linking.

Short training courses also include vegetable gardening, small trades (glossary shop) and, poultry etc. Training activities are aimed at benefiting the trainees in terms of:

(i) Improved life skills as well as marketable technical/vocational skills targeting unemployed youth, adolescents and working children, (ii) Increased skills on marketing of the products produced by the trained people and (iv) Higher level skills acquisition in selected fields to have comparability with standards required for overseas employment.

During the year under reporting, a total of 1,269 adolescents and youths between 14 to 25 years of age were provided vocational skill training through 5 vocational institutes. About 72.3 percent (775) of the trainees who completed their training courses were employed properly.

The VTIWC organised an advanced training course on machine embroidery; eight participants completed the training and six of them are now working at Nogordola of DAM, as regular employees.



A leather craft production centre at VTIWC produces leather craft goods, which are marketed through DAM's own sales centre "Nogordola". Also, a programme for marketing local embroidery and handicraft goods produced by Ganokendro and CRC members in Jessore and Narsingdi has been put into operation. To explore and promote marketing, DAM has organised two display exhibitions in Dhaka.

**Workforce:** 51 staff and Course Instructors are directly involved with the SDT programme: VTIWC (23), AMSSMEVTC (10), VTI Jessore (5), Gazipur VTI (11) and AMIK-VTI (2).

**Funds:** In 2007-08, DAM generated Tk.9, 560,000 from the sources stated below to implement its skill development training programme (i) DAM-UK Charity Fund (ii) German Technical Cooperation -GTZ (iii) International Organization for Migration - IOM (iv) Social Welfare Directorate (v) Training fees from individual trainees and other income, and (vi) Donation from local philanthropists.



## DISASTER RISK REDUCTION

Having recognised that the country frequently confronts severe disasters almost every year with heavy loss of lives and resources, DAM has attempted to shift from relief work practice to disaster preparedness approach and ultimate transition towards a comprehensive DRR process. The current DRR approach has evolved through years of learning from the field activities and continuous efforts of organizational capacity building. A part of the learning is also that capacity building of the communities and the local institutions are important strategic approach to attain the developmental objectives with respect of disaster risk reduction.

DAM's interventions on DRR thus aim at improving living conditions of the people by reducing vulnerabilities to disaster through building the capacity of people to get prepared for facing disaster, efficiently manage the situations during hazard, and to find out ways for early recovery. DAM mobilises community volunteers as community action groups by providing them training on the related issues of disaster preparedness. These skilled groups organise various community level activities like public drama, folk song, various competitions on DRR, video show, school-based campaign etc., mobilising the communities on disaster preparedness, and highlighting the importance of acting collectively at the time of hardship. Disaster related Task Force of the local government is formed to strengthen people's capacity and resilience towards disasters. With pro-active participation of the target communities, schools and local government bodies, a number of good practices have been demonstrated in the DIPECHO phase III project. Information, Education and Communication (IEC) materials with life saving messages have enhanced people's knowledge and confidence level to survive in the face of natural hazards.



Courtyard meeting at community level has been found to be an effective tool to reduce vulnerability; as community people could decide their priorities of action.

DAM has worked closely with the local government and other NGOs ensuring coordinated implementation of the DRR activities. For example, the DIPECHO coordination group in Bangladesh accentuated UN global campaign 'Disaster Risk Reduction Begins at School' by offering positive examples on how to bring school-based preparedness and active roles of children in community preparedness into practice. Disaster Preparedness message/packages have been made available to the students and teachers in the project areas and their capacity increased to ensure safety of the children and the community around. Lessons of the DIPECHO partners in different context were mutually supportive to strengthen the campaign in and around schools.

Another reason for implementing community-based approaches is that when communities have proper knowledge about the disasters occurring in their environment and are able to anticipate in some cases they become more capable to manage the risks. It has been the experience that with proper training and information the communities are able to minimise the disaster risks.

It is apparent that the poor are often the most affected in disaster. It is easy to assume that there is a direct and absolute correlation between vulnerability and poverty. Poverty, as an indicator of lack of access to resources and income opportunities, is one of the inherent conditions of vulnerability. In addition to the economic aspect, there are others such as geographical location, age, gender, class, ethnicity, community structure, community decision making processes, and political issues that determine poor people's vulnerability. Risk reduction strategies for the poor involve elements to contribute to reducing economic vulnerability and at the same time can capitalize on the inherent social and cultural capacities of the poor communities. The existing local level mechanisms for managing risk need to be identified and strengthened. Risk reduction is not a stand-alone sectoral theme. It needs to be consciously integrated into our development issues. It requires multidimensional approaches and innovative institutional arrangements. It is understood that communities alone cannot implement disaster management tasks. Combined efforts from different levels can improve our understanding of the linkages between poverty and vulnerability, and can give more success in working out effective mechanisms for risk reduction for the poor. DAM has therefore implemented a comprehensive disaster risk reduction programme with its multi-sectoral development approaches to implement in partnership with other agencies.

With support from UNDP, Care, Concern Worldwide, Plan International, Cordaid and other donors (Plan International and Concern Worldwide being like Concern Universal Partners under DIPECHO IV), DAM has had the record of immediately providing emergency response and rehabilitation programme to 82,300 cyclone victims and 3,552 flood victim families. Besides, the emphasis on Disaster Preparedness through the previous DIPECHO operation, DAM has:

- ❖ Introduced Disaster Preparedness and other Disaster Management related issues in school curricula;
- ❖ Introduced Disaster Risk Reduction in its institutional strategic plan;
- ❖ Started implementing other projects in the field of Disaster Management; and
- ❖ Created a Disaster Management Unit within the organisation

Additionally, a DRR project is being implemented with the financial assistance of Concern Worldwide in Dharmapasha Upzilla of Sunamganj district and one more in Kaliganj Upazilla of Satkhira district with the technical assistance of CDMP.





Included among the key activities of Community Based Disaster Preparedness (CBDP) Project implemented by Dhaka Ahsania Mission are:

- ❖ Design and conduct disaster preparedness, mitigation and response training for Community Centre Management Committees (CCMC) and community volunteers
- ❖ Support CCMC to incorporate Disaster Preparedness into the guideline and/or official operational documentation
- ❖ Prepare disaster preparedness and mitigation strategy guidelines adapting the principles covered in the training
- ❖ Develop and implement mechanisms to raise awareness among the learners
- ❖ Consolidation of awareness messages and disaster mitigation capacity of community people by improving their level of resilience against disaster
- ❖ Organising radio spots and orientation for the spot managers
- ❖ Procure/prepare and distribute disaster preparedness leaflets, booklets and posters, and train community centre personnel on their meaning and use
- ❖ Support CCMC to develop and implement a communication strategy with Union Disaster Preparedness Units
- ❖ Pursue Union Parishad to incorporate disaster related issues in the regular meetings
- ❖ Train up the Committee Members of the Disaster Preparedness Units of Union Parishad

During the post-flood and post-cyclone (Sidr) period, DAM has undertaken a robust Emergency Response programme, which benefited some 45,000 families at survival stage in 29 Unions of Amtoli, Borguna and Pathorghata upazilas in Borguna district, and Galachipa and Kalapara in Patuakhali.

Cash-for-Work programme to facilitate employment scope/income-generation was another noteworthy step taken by DAM, which eventually contributed to economic recovery in the area; 12,000 battered rural houses were repaired and almost 300,000 person-days income was



generated. Community restoration activities were trash removal, public place elevation, pond de-watering and de-polluting, canal cleansing, road-bridge-culvert repairing, etc.

Ganokendro repair and construction was completed by June'08. DAM Ganokendro and MCRC were used to offer the vulnerable and affected people their required safety and security during disaster and afterwards. DAM-UK and SVA-Japan have funded Ganokendro repair and construction and Multi-purpose Community Resource Centre (MCRC).

Core Family Shelter Construction programme was the last remarkable intervention of DAM during 2007-08 under UNDP/DFID finance. Other involvements in Disaster Preparedness and Mitigation initiatives during the reporting period included three risk reduction projects: (i) CDMP project in Kaliganj, Satkhira funded by DFID / UNDP, (ii) DRR Project in Dharmapasha Upazilla, Sunamganj funded by Concern World Wide and (iii) CBDP Project in Bhola-Patuakhali-Mymensingh funded by EU DIPECHO / Concern Universal. The projects provided both hardware and software components like (a) homestead raising, tube-well sinking, tree plantation, bridge and culvert repair, agriculture demonstration farm, establishment of physical facilities for people's shelter during disaster period, and (b) court-yard meeting, community session, teachers-students meet for hazard-disaster orientation, and (c) orientation-workshop-training, refreshers course for the trainers, risk and vulnerability analysis, capacity and resource assessment, search-rescue-recovery exercise, disaster-focus simulation, disaster day observance, communication strategy meet involving the Union Parishad members, experience-exchange, partner-to-partner visit, and distribution of livelihood support elements.

Meanwhile, DAM management has established a separate and full-functioning unit in the early part of 2008 for conducting Disaster Preparedness and Risk Reduction activities.





## HEALTH

### Special Programme related to Drug Use and HIV/AIDS Addiction Management & Integrated Care (AMIC)

#### HIV and STI Prevention Project for Injecting Drug Users

In cognizance of the urgency to halt the spread of HIV infection, which may take the form of an epidemic, DAM started a comprehensive drug and STI treatment intervention project for injectable drug users in Dhaka city. The intervention components include provision of quality drug detoxification, STI treatment to marginalised (I) DUs and rehabilitation. The approach is to assist the drug users to bring them back to the mainstream society with the project supports. In addition to the supports to the victims of addiction, family-level support was provided by forming community support group to conduct group meeting. Vocational training and micro credit support was aimed at rehabilitation of the victims. The latest expansion of services has been the establishment of the 3rd 40-bed Drug Addiction Treatment & Rehabilitation Centre in old Dhaka city to provide free services, with financial and technical support of the Family Health International, an International NGO.



The learning is that it is possible to bring back drug-addicts into healthy and normal life through treatment and rehabilitation process. A high percentage of success can be achieved through lengthy treatment and rehabilitation activities.

#### Prevention of transmission of HIV amongst drug users in SAARC Countries.

With a view to combating the HIV/AIDS, Dhaka Ahsania Mission has initiated a project (2008-2012) in Joydevpur (assisted by UNODC) to minimise the risk of HIV/AIDS among the DUs and their sex partners by providing them comprehensive services and sensitising the community



regarding drug problem and the associated risk. The significant aspect of the project lies in providing services for female drug users and their regular sex partners of male drug users while these groups are much neglected and lack access to the services.

The activities included clients' need assessment, counseling, awareness sessions, family education, non-formal education, STI and other primary health care services, supply of condoms, and referral to other service providers especially for long term treatment. Additionally, the project organised cross visit programme among the project partners that are fruitful in sharing the experiences and learning from others.

### **Prevention of transmission of HIV amongst the incarcerated substance users**

Initiated in 2005, this project has been working as an intervention with the prisoners. DAM is the lead agency in Bangladesh to work at prison by conducting training for officials as part of capacity building and sensitising them in regard to the problem. Additionally, DAM conducted on-site training at the Gazipur jail which was the result of continuous advocacy programme with the respective prison officials.

For conducting sensitization sessions and disseminating messages to the inmates of prison, group approach and trained Peer Volunteers to work with groups were used. There was provision for supervision and monitoring the activities on daily basis by designated prison staff, particularly the Jailor and the Welfare Officer (pharmacist of the jail). In addition, DAM officials visited the jail to provide training, observe the activities and make documentation.

### **Tobacco Control Programme**

With the initiative of DAM, representatives from different organisations called on the concerned Bangladesh Government organisation to protect the Global Tobacco Treaty from tobacco company interference. This was done by organizing a press conference in association with the



Corporate Accountability International and the Network for Accountability of Tobacco Transnational (NATT). The conference was attended among others, by senior policy-level government officials currently in office, and retired and other renowned personalities from different organisations including NGOs.





## Back from the end of the line

I am Asma (fictitious name). I got married three years ago but my husband is a drug user. I felt very lonely and depressed for drug use of my husband. As his craving for drugs gradually grew, so did violence at home. He would beat me. During the time the trauma and discrimination that we faced was more painful than the beatings and effects of drug use. The neighbors alienated us and stopped all interaction. But suddenly I came to know about the DIC (Drop In Center) and treatment facilities of H13 project of Dhaka Ahsania Mission which is funded by UNODC through Outreach worker and she informed me that many other women like me also come in this office. Hearing this, I also started to come here for five months and since then, I visit the office almost on regular basis. I feel very good when I come here, my loneliness decrease since I can share my problems with other people and I became aware about many things which I didn't know at all, for example I learned about the risk of HIV/AIDS and possible protection strategies, how one could get the Jaundice and other sexually transmitted diseases (STDs).

I didn't know about these before, now I know and try to deliver these messages to my neighbors, friends and well-wishers. They also encouraged by me. I also received Counseling, free medication service from well trained female doctors as I suffered the problems of discharge (STD problem) and now that problems decrease a lot since I received treatment from here and if I wouldn't come here, maybe I would not go to the any doctor and if they did not provide the medicine maybe I also would not buy medicine with money. Apart from this, I learnt from here how to read and write as well. I went for blood test (VCTC). This is really good for me. I also motivate and support my husband to seek treatment and Counseling. Many services I received from here in friendly manner. On top of that, I really like the behavior of the staffs and for that I feel comfortable to tell anything to them.





### **Implementation of Tobacco Control Law in Public Transport**

In cooperation with the Bangladesh Inland Water Ways (PC) Association, and supported by the World Health Organisation (WHO) on the occasion of WNTD 2008, DAM organised (on 5th June 2008) a seminar on tobacco as a part of advocacy engagement to make public transport smoke free. The seminar was largely attended by distinguished personalities of the civil society, representatives from concerned government agencies including Health and Family Welfare Ministry, and the WHO. The important messages were that the elderly people and children are mainly affected by serious diseases due to smoking; and the Tobacco Control Law discourages everybody from smoking and helps establish the right of non-smokers to safety.

### **Ahsania Mission Drug Addiction Treatment and Rehabilitation Centre**

Established in 2004 in the district of Gazipur, the Treatment and Rehabilitation Centre has continued its efforts offering individualised quality treatment featured by holistic approach to the clients. The Vocational Training Centre has provided life skills and vocational training, and psycho-social support through counseling aimed at social and economic rehabilitation. The services of the Vocational Training Centre on-site are to capacitate the clients with skills in a range of trades including electronics, garments and refrigeration. An integrated method of therapeutic community and the 12 steps of Narcotics Anonymous (NA) are implemented. Clients who are admitted first undergo 14 days of detoxification, then start long-term treatment (6 months) which is supported by follow-up care services. Family-support groups and community groups are organized, and family counseling provided to help mending broken family relationships and sensitizing family members for rehabilitation of the drug abusers.



## Water and Sanitation Programme

The Water and Sanitation programme of DAM has a diversified range of activities and approaches to serve the disadvantaged poor community including Hard-to-Reach in different areas of the country. During 2005-06, DAM in partnership with 27 local NGOs successfully completed socio-economic activities under DPHE-Danida WSS programme (SPS-1) in 28 upazilla of eight coastal districts. Based on diversified experience of SPS-1 programme, DAM started implementation of DPHE-Danida WSS programme (SPS-2) in Barisal region since February 2008 in consortium with AQUA Consultants and Associates Ltd. DAM has other WatSan programmes in different part of the country with Plan Bangladesh, WaterAid Bangladesh, Water and Sanitation Programme- World Bank, Concern Universal Bangladesh and Unicef Bangladesh. DAM WatSan Programme is now extended to over 43 upazillas of 18 districts covering 7.15 million people. Due to the long-term attachment with Danida programme and subsequently with Plan, WAB and WSP, DAM has had wide exposure in the coastal belt WSS programme and north and north central region of the country mainly benefiting the ultra poor and Hard to Reach people of those regions. The existing WatSan coverage of DAM is presented in the following table.

### DAM WatSan Programme Coverage

Programme	Donor/ Partner	Area Coverage (Upazilla)	Target Population (Million)
WSS in Coastal Belt, Barisal	DPHE -Danida	21	4.4
Dishari (Decentralized Total Sanitation Programme)	Plan -Bangladesh WaterAid Bangladesh	8	2.02
Scaling up and Sustainability of Total Sanitation	WSP	2 (Dishari field)	-
SHEWA -B (CHT)	GoB -Unicef	8	0.02
SHEWA -B (Plain land)	GoB -Unicef	1	0.27
Disaster Friendly Water Sanitation	Concern Universal Bangladesh	4	0.25
Rural Piped Water Scheme	BWSPP	1	0.01
Total		43	7.15

### Extension of Water and Sanitation services

During the reporting period water and sanitation services have been extended to the target beneficiaries mainly through Dishari and GoB-Danida Water supply and sanitation in the coastal belt Project. So far, Dishari covered 2.02 million people of 8 upazilla under 5 districts, while GoB-Danida project covered 4.4 million people of 5 coastal districts. The achievements under these two projects are given below.

### Dishari Initiatives

Over the period, Dishari has completed 4 years of the total tenure. During the period of FY 07-08, the project has become matured having significant changes in community lives and also has made remarkable progress across the Upazillas and Unions in the working areas.

#### Initiatives were:

- ❖ Facilitate Upazila and Union Sanitation Taskforces for maintaining the government procedure and community participation to declare the 100% latrine coverage Union.



- ❖ Facilitate Ward Sanitation Taskforces and Para Action Team to mobilise community people for achieving latrine coverage, changing hygienic behavior at their respective areas and promoting disposal of solid and liquid waste at fixed place with hygienic manner at household and institution level.
- ❖ Facilitate Union level hardware implementation committee and Upazila level quality assurance committee to install tube-well, constructing tube-well platforms, school toilet and Public toilet along with establishing the management system for maintaining the installed toilets through leasing.
- ❖ Arrange training to develop capacity of Caretakers to provide support for making functioning tube-wells.
- ❖ Arrange training for users of tube-wells to raise awareness regarding water safety.

### Major Achievement in Community life

Some significant changes in different areas through multiple interventions have been noticed during the reporting period. Some good practices, innovative initiatives by the Union Parishad, commendable contribution and participation by the community and encouraging involvement of GO-NGO brought a big momentum in sanitation movement in the working areas which were good examples for other sectoral stakeholders to adopt and scale up their programe both nationally and globally. The major achievements of Dishari project are:



#### a. Community Mobilisation

- ❖ Dishari is working with 7,657 paras under 8 upazillas. Through the technical support of Dishari staff and the facilitation of Union Parishad, every para under the Dishari work areas has developed baseline through community situation analysis. As results up to June 2008, 7,657 para baselines were completed in 80 Unions of eight upazillas.
- ❖ 7,657 Para Action Teams were formed comprising about 76,570 community people as mobilisers.

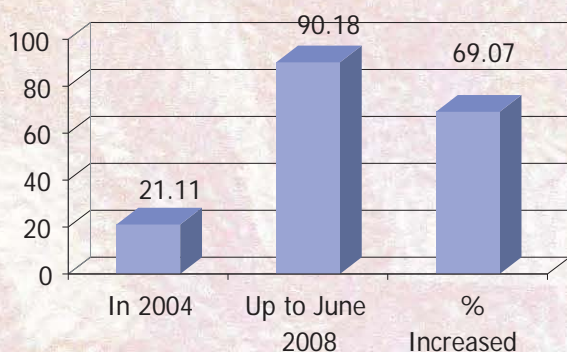
#### b. Household latrine

In Dishari project area, sanitation coverage has been increased as remarkable achievement. In 2004 there were 110,764 latrines and now it is 473,149 (by June 2008).

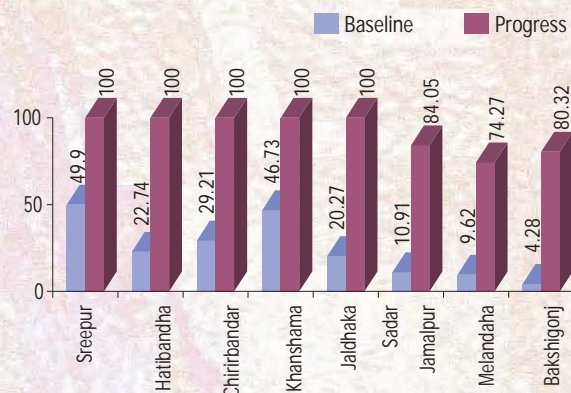
Five upazillas out of eight Dishari intervention areas have already been declared 100 % latrine coverage areas and other three are very close to declaration. Latrine coverage progress in eight upazillas and total achievement of Dishari project are presented in the following figure:



**Dishari Project Latrine Coverage Programme**



**Latrine Coverage Changes (Upazila-wise)**

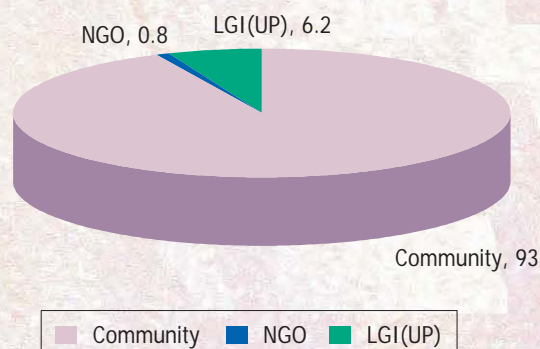


### c. Stakeholders Contribution in latrine installation

It is a remarkable success of Dishari project that community itself has taken the responsibility to install their own latrines and finally they did it. Up to June '08, out of 524,688 households in Dishari working area 460,785 have access to hygienic latrine and the major parts of latrines were installed by community people without any subsidy.

Each household invested an amount of Tk.300-500 for constructing their own latrine with the good understanding that, it will return them more by reducing water and sanitation related diseases. Even they believe it will make their environment healthy. In early days only the rich and educated HHs used to invest fund in sanitation and the mass people especially the poor and hardcore poor HHs used to spend very little for sanitation. Now the situation has been changed. People's awareness about sanitation has increased dramatically due to Dishari WatSan programme. As a result, latrine is now found in approximately 80% HHs.

**HH Hygienic Latrine Installation : Contribution by Different Stake**



### d. Hardware facilities:

In Jamalpur Sadar, Melandaha and Bakshigonj, Dishari is facilitating Upazilla, Union and Ward Taskforce to implement the activities related to safe water supply, school and public latrine construction. To improve the overall scenario of school sanitation and growth Centres, hardware support was provided with locally appropriate design. During the reporting period 518,677 number of rural HHs have got access to safe drinking sources.

### e. Hygienic behavior

From 2005 to June 2008, 339,933 rural people have received six messages in relation to personal hygiene.



## Results (Highlights):

### a. Reducing Water/ stool born diseases

Water-borne diseases caused by contamination of drinking water badly existed in Dishari project areas, but are now being reduced with visible impact in terms of increased working days and decreased cost for medicine.

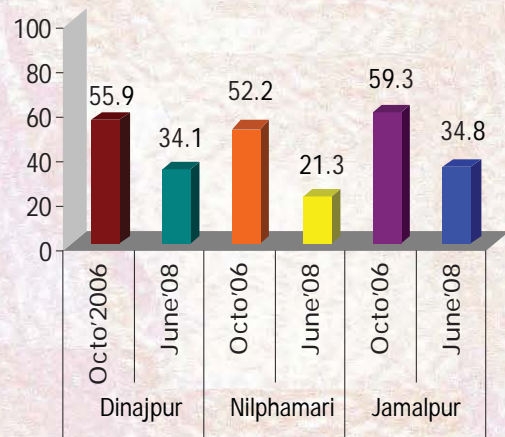
### b. Reducing water carrying hurdles

Hardcore poor households living in Dishari project areas have got ownership of TWs by contributing a little money. They have got relief from water carrying hard work specially the women who used to spend much time for collecting drinking water.

### c. Generating livelihood options of hardcore poor

Since inception, Dishari has provided a total of 21 latrines at public places (Bazaar) and renovated three latrines. It has ensured significant improvement of environment in public places and provided livelihood opportunities to the hardcore poor by leasing out the latrine with minimum cost. Besides, 447 tube-wells were installed up to June 2008, which have generated diversified impacts in the life of beneficiaries. As a result of the hardware facilities, people have got access to safe water that resulted in reduced water borne diseases. It finally contributed in increasing savings of money spent for medical treatment. Furthermore, the waste water was utilised for homestead gardening that provided proper nutrition and opportunity to earn extra money for earning the livelihood of the family.

Percentage of households whose members had suffered from water /stool -borne diseases last year



## Elderly Jorina finds new hope for survival

Jorina Khatun, 50, was a destitute widow at Nayapara village of Narundi union in Jamalpur Sadar upazila. She lost both her husband and child about six years ago. At the time of his demise, her husband left a tin-shed room on a piece of land for her. Life became a burden for the elderly woman. At this stage of life, she had to struggle hard to earn a living by supplying water to a restaurant at Narundi bazaar. As her income was too meagre to meet her daily needs, on many occasions she remained either ill-fed or half-fed. But luck favoured her when Dhaka Ahsania Mission (DAM), as part of its activities under Dishari Project, renovated an inoperative 2-chamber latrine along with two urinals at the bazaar. Earlier, LGED built the latrine for public use about four years ago. But the latrine became inoperative about three years ago due to lack of maintenance. Because of this, locals restarted the back practice of open defecation polluting the entire environment of the bazaar. When ward member Mojibur Rahman, also secretary of WSTF learnt this, he brought the matter at the USTF meeting seeking urgent remedy. The meeting urged Dishari for intervention who completed the renovation work at a cost of Tk 9,600 in January 2008. The respective Union Parishad (UP) initiated to lease out the latrine for proper maintenance. Jorina took the opportunity. Accordingly, a contract was signed between herself and the UP. It was decided that she would maintain the toilet properly and would receive Tk 2 for using the latrine and Tk 1 for using the urinal from each person. Now, Jorina has become solvent by earning Tk 80 every day.



#### d. Accountability of Local Government Functionaries

The involvement of UP functionaries in the total sanitation movement has resulted in greater responsiveness and accountability to people in their constituency. Elected leaders have had frequent interactions with people by way of visiting their households, attending taskforce committee meetings at ward and union council levels and various training sessions. Previously, union parishad did not maintain records of income, expenditure and the development activities and programmes undertaken and the services rendered to people by UP and records were non-accessible to the beneficiaries which could have paved the way for creeping corruption. Dishari has helped UP develop and maintain a better record keeping system with regard to sanitation by imparting them training. UP record keeping has become more transparent updated and accessible. Even the selection of beneficiaries of various services does no longer depend on the discretion and personal relationship with the office holders. The list of beneficiaries provided by the ward taskforce is usually endorsed by the union parishad task force.

#### GoB-Danida Water Supply and Sanitation in Coastal Belt Project

DAM had the opportunity to provide water and sanitation services to the people of belt through GoB-Danida Water Supply and Sanitation Project. The project in operation in 5 coastal districts under Barisal region. DAM in consortium with AQUA Consultants is facilitating implementation of the project as Regional Support Organisation (RSO). The project covers 21 upazillas and already extended its support to 4.4 million people. Upto June 2008, a good number of hardware facilities have been installed under this project. The estimated household latrine

##### Hardware Construction in GoB-Danida WSSP

Deep Hand Tube-well	:	2,450
Pond Sand Filter	:	19
Rain Water Harvesting Scheme	:	14
Mini-piped Water Supply Scheme	:	3
Community latrine	:	61

coverage is 78%. A total of 0.2 million people have got direct benefit from these hardware facilities.

#### Capacity Development of LGI and other stakeholders

capacity development activity in terms of safe water and sanitation is initiated under most of the project. The Local Government Institute and other relevant stakeholders are prioritised as participants in the capacity development activity. Disahri, DRR (WatSan) and VMWC project gave more emphasis on building capacity of LGIs and Sanitation Taskforces as these projects are implemented following the community approach under leadership and coordination role of Union Parishad. In SHEWAB-CHT project, DAM works as a facilitating agency to build capacity of the implementing agency and other relevant stakeholders. It covers the Union WatSan Committee, Ward WatSan Committee, Integrated Community Development Project staff, Para Centre Management Committee, School Teacher, School Management Committee and religious leaders also. GoB-Danida also focuses on Upazilla, Union and Ward WatSan Committee as well as Caretakers. During the reporting period, a total of 83,154 participants took part in different training, workshop etc. as mentioned below.



## Training and Orientation on WatSan under different projects

Capacity Development Activity	Project	Level of Participants	No. of Participants
Training on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Union WatSan Committee	320
Training on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Ward WatSan Committee	1970
TOT on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Para Worker	298
Orientation on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Integrated Community Development Project Staff (APC, DPC, PO)	35
Training on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Para Centre Management Committee	1500
Training on School Sanitation and Hygiene Education	SHEWAB-CHT	School Management committee & School Teacher	582
Training on Sanitation, Hygiene Education and Water Supply in Bangladesh	SHEWAB-CHT	Religious leader, Headman, Para centre adjacent bazaar committee	300
Workshop on Disaster Friendly Water & Sanitation Technology	DRR (WatSan)	DPHE, ITN-BUET, International & National NGOs involved in Disaster & WatSan sector	42
Stakeholders Training on Disaster Friendly Water and Sanitation	DRR (WatSan)	UP chairman, UP member, School Management Committee (SMC)	160
Project Sharing and Planning workshop	VMWC	Upazilla Administration, GO, NGO & CBO representative	76
Project Sharing Workshop with Union Taskforce	VMWC	USTF member	217
Training on UP led disaster friendly WatSan programme	VMWC	Union parishad (Chairman, Female member, Male member, Secretary)	79
Stakeholders workshop on disaster friendly WatSan programme	VMWC	GO-NGO, Teacher, Religious Leader	163
Orientation on Coastal Belt Water Supply and Sanitation	GoB-Danida WSS	Upazilla WatSan Committee	525
Orientation on Coastal Belt Water Supply and Sanitation	GoB-Danida WSS	Union WatSan Committee	4114
Caretakers Training	GoB-Danida WSS	Tubewell Caretaker	4500
Ward Sanitation Taskforce Training on Community Mobilisation	Dishari	WSTF members	158
Ward Sanitation Taskforce Training on Hygiene Promotion	Dishari	WSTF members	9150
Rural Sanitation Engineer Training (RSE)	Dishari	Community People	335
Caretaker Training	Dishari	Community People	608
School teacher training on Hygiene Promotion	Dishari	School Teacher	1110
Child & adolescent group workshop	Dishari	Child	5106
Female teacher and female members training on Menstrual Hygiene education	Dishari	Teacher and elected member	618
Water user training on Water Safety Plan (WSP)	Dishari	TWs owners	50175
Rooted Advocacy training for Ward Sanitation Taskforce members	Dishari	WSTF members	894
Livelihood training	Dishari	Community people	119
Total			83,154



## Disaster risk reduction through WatSan intervention

Bangladesh, due to its geographic location and climatic condition, is one of the highest disaster prone countries in the world. Every year, it experiences frequent natural disasters causing huge loss of lives and property. The existing social, economic and environmental problems are exacerbated by the horrible disasters such as flood, cyclone, tidal surge, river erosion, drought, hill slide and earthquake etc. Disaster directly affects the water and sanitation situation and as a result the WatSan infrastructures like Tube-well and Latrine are mostly damaged. Thus, every year, millions of people especially poor and vulnerable people are exposed to high risk of health hazards, wasting their efforts and repeated investments and slowing down the development of our country.



Experiences show that number of people badly in need of water and sanitation services during and after disaster, are much higher than the number of people killed, injured and displaced by disaster. During emergency, functional mechanism of safe water and sanitation services are extremely important for the activities such as drinking, washing and personal as well as family hygiene. In addition, these are crying needs for the people in shelter, medical service for the victims, cleaning,

search and rescue activities etc. Ensuring availability of safe water and basic sanitation is crucial for protecting the health of people particularly during disasters.

In the above context Dhaka Ahsania Mission and Concern Universal Bangladesh took a joint initiative to popularise the Disaster Friendly Water and Sanitation concept through two pilot projects. The concept emphasises on installation of disaster resilient safe water option and hygienic latrine that will be less damaged by disaster and will remain functional. The technology is initiated considering all the effect of disaster which finally results in sustainability of the structure. In this way, the access to safe water and sanitation is ensured for all the year round as well as during disaster. Disaster-friendly water and sanitation technology at community and institution level can contribute a lot to reduce sufferings of the vulnerable people. Considering the issue of flood and cyclone, DAM initiates the projects on disaster risk reduction through WatSan intervention. The following outputs are anticipated to be achieved by the initiatives:

- ❖ Improved coordination and linkage mechanism among the institutions.
- ❖ Activated WatSan Taskforces at union and ward level.
- ❖ Disaster friendly WatSan concept adopted by the stakeholders.
- ❖ Improved access of the target beneficiaries to disaster resilient WatSan facilities.
- ❖ Improved sanitation and hygiene practices by the target people.
- ❖ Strengthened disaster preparedness capacity of the institutions and community people to sustain operation and maintenance of WatSan facilities.





## Technical support to national sanitation movement

Dishari programme implementation on community mobilisation and local government capacity building has come up with impressive results and lesson learned, which has now emerged immediate action for scaling-up and sustainability of this sanitation movement. The

project achievement and results have generated significant interests among the national stakeholders for promoting a local government Centreed approach for Community Led Total Sanitation (CLTS). The key achievements of Dishari approach were:

- ❖ Upazilla-wide complete household sanitation coverage.
- ❖ Capacity development of 80 Union Parishads for leading total sanitation programme.
- ❖ Thousands of natural leaders and rural sanitation leaders trained.
- ❖ 90% toilet installed by mobilising local resources.
- ❖ Sanitation Taskforce at union and ward level activated.

Dishari as a process oriented initiative was highly appreciated and supported by sector professionals, Upazilla Administration, Union Parishad, local NGOs and Development Partners.. Much optimism is being expressed by the stakeholders in the workshop which was organized with the financial support of WSP on 14-15 February 2007 at Elenga, Tangail. A number of issues related to programme monitoring & evaluation, sustainability, covering hard to reach area, achieving comprehensive sanitation, not just latrine installation and mainstreaming the lesson learned for wider impact have been emerged as immediate demand for promoting sanitation movement in Bangladesh.

Based on above demand, an agreement has been signed between Dhaka Ahsania Mission and WSP-World Bank for launching a new project entitled Scaling Up and sustainability of Total Sanitation in Bangladesh (SSTSB) in April 2008. The SSTSB project anticipates challenges for addressing the issues of scaling up and sustainability of total sanitation. It is envisioned that the project would generate and gain experience through piloting four thematic issues, which will indeed contribute to National Sanitation sector. These are i) Develop multi-indicator monitoring and evaluation, ii) Develop ways to provide services to the hard-to reach areas iii) Develop new financing mechanism to support entrepreneurs and iv) Develop effective means of Hygiene Promotion with the facilitation of central SSTSB team, representative of DAM WatSan sub-sector and WSP-World Bank.

## WatSan Sub-Sector Planning

Dhaka Ahsania Mission has adopted perspective plan (2006-2015) as a strategic guide for programme development in different sectors directly targeting poor distressed and disadvantaged people spread over the country. DAM's vision of the desired future of the disadvantaged communities of Bangladesh is reflected by their improved living conditions in



social, economic and spiritual sense. DAM would reach its vision through increased access of the target communities to public and private services in the four interconnected areas of Lifelong Learning, Livelihood Development, Health Care and Human Rights & Social Justice with Environment being a crosscutting area. These four intervention areas will be considered as four core sectors during this Perspective Plan period. Again the core strategy of the perspective plan is to build capacity of community and institutions, pro-poor policy advocacy and sectoral need based service provision. Each sector comprises few sub-sectors to specify and categorise the on-going and future interventions.

Water and Sanitation is a focused programme of Dhaka Ahsania Mission, which has emerged and developed as an important sub-sector in last 8 years with diversified range of activities and approaches to serve the disadvantaged poor community including Hard-to-Reach in different geographic areas of the country. A number of projects are now in operation in this WatSan sub-sector. DAM is attempting now to outline a strategic framework for development of Water and Sanitation sub-sector of DAM. The objective of the sub-sector strategy will be:

- ❖ To adapt and streamline DAM WatSan interventions with micro and macro level needs.
- ❖ To consolidate DAM efforts in existing project implementation and to highlight DAM expertise in WatSan
- ❖ To identify sectoral challenges in global as well as national perspective and accordingly to design roadmap of DAM WatSan interventions.





## HUMAN RIGHTS & SOCIAL JUSTICE

It is widely held that justice is often denied to the disadvantaged section of community. This is largely explained by the lack of knowledge of legal rights and means of accessing legal system. Compounded by the poverty situation, the disadvantaged people are easily subjected to other conditions that make them the worst victims of violence, oppression and exploitation. The victims often do not get adequate support services to regain a normal life.

The Human Rights and Social Justice Sector programmes of DAM, in continuation of the activities for awareness creation and facilitation of access to rights protection services, have started to work at a broader frame work collaborating with the government programme, establishing a network and strengthening capacity of the community level institutions. The salient features of the programme activities include:

- ❖ Empowering women by involving them in decision making process
- ❖ Providing adequate knowledge to community people about their entitlements and importance of legal aid support as protective tools in the face of vulnerability
- ❖ Enhancing the capacity of legal counseling and rehabilitation Centre
- ❖ Creating adequate documentation system including data base
- ❖ Conducting advocacy among law enforcing agencies and those concerned with policy decisions

### Cross- border Anti-trafficking Project (C-BAT)

A project named "Prevention of Cross-Boarder Trafficking in Women and Children between Bangladesh and West Bengal, India" (C-BAT) has been under implementation in partnership with Concern Universal, supported by the European Commission and Irish Aid. The C-BAT project seeks to explore effective approach for combating problem of trafficking of women and children within South Asia. The project effort underlines the promotion of the roles of the local community and the Local Government institutions and increasing participation of poor women and children in social and economic activities. The project targets primarily women and children of 4 and 25 years from 40,000 vulnerable households and covers 10 unions in four upazilas of Jessore and Satkhira districts. The vulnerable families are provided with basic services such as income enhancement opportunities, and are supported to have linkage with private and public service providers, who could support them to overcome their vulnerability. The project has arranged programmes to raise public awareness about trafficking and helped ensure participation of community in those programmes. It has involved schools and local community organizations for social awareness building for prevention of trafficking. It has also involved law-enforcing agencies for increasing their knowledge about vulnerable population and strengthening their (agencies) proactive role. On the whole the programme has assumed character of a preventive approach.



### **Use of youth development programme for prevention of trafficking**

Within the broad structure of youth development programme of DAM, youth and adolescent girls are formed into groups to act as campaigners in the locality to raise awareness of community people about human trafficking and prevent trafficking in women and children in 10 unions in Kaliganj and Shamnagar sub-districts of Sathkira district and Chougachaa and Sharsha sub-districts of Jessore district. Youths are trained on fish hatchery, cattle rearing and poultry, and computer operation. Trained youth and adolescent girls are engaged in income generating activities and they financially support their families while continuing their studies. The groups of girls organise programmes to raise awareness about HIV AIDS and drug addiction amongst the peers.

### **Use of other means to reinforce anti-trafficking action**

Union Parishad (UP) members have been trained on rights-based approach, advocacy and networking, drugs and HIV, and their role in prevention of women and children trafficking. During the year 2008, UP has formed committees to prevent trafficking of children and women, provided senior citizen allowance, widow allowance, maternity allowance, VGF/VGD Cards, membership in government's "Food for Work" programme, give away sewing machine on installment in consideration of vulnerability of families, and provided skills training to unemployed women on locally suitable trades for income generation. Trained persons were assisted in obtaining micro-credit loans and starting their own small businesses. Trafficked women rescued by law enforcers were required to help getting the traffickers arrested; and trafficked women were provided necessary security, shelter and legal support, and finally support to have them reunite with their family.

The experience of the project has been shared at national level seminars in presence of government and non-government organisations and civil society groups advocating the need for designing effective future programmes that would have participation of community people to eliminate trafficking.

### **Shelter Home services for the victims of trafficking and violence**

Rescued victims of trafficking are offered temporary shelter in the Shelter Home at Vekutia in Jessore district for protection and subsequent rehabilitation and integration with family and community. Different network organisations, law enforcing agencies, communities and individuals refer the rescued victims to DAM Shelter Home. Violated women and children are provided home facilities i.e. accommodation, food, cloth, health support by physical treatment and psycho-social counseling. Based on need assessment of individual case, skill development training is also provided to the resident through Vocational Training Institute of DAM.

During the reporting period, 145 victims, 140 female & 5 male, were admitted to this shelter home and were provided basic supports. Violated girls were referred to the Care & Protection Home of the Government at Jhenidah for their physical & mental care by professionals.

A 'Vegetable Gardening' project has provided opportunities to the residents of the Shelter Home for training on plantation and cultivation to help them engage in income generation activities when they will be reintegrated with their families. Another project of DAM namely "ASHROI" provided legal support to 14 victims throughout the year; filed 10 cases against the violators of human rights in the Court of Special Tribunal and the High Court Division, Dhaka and 18 perpetrators were arrested. Shelter Home experiences were shared in GO-NGO meeting organised by the Ministry of Home Affairs every month.





# Combating human trafficking thru' united efforts

Dhaka - Sold to a dance bar owner and forced to work in the "flesh trade", Zarina (whose name has been changed to protect her identity), a 16-year-old girl and daughter of a day labourer from Krishnapur in southeast Bangladesh, was a recent victim of human trafficking. This illegal trade has assumed dangerous proportions in recent years.

Human trafficking is an international problem; the United Nations Children's Fund (UNICEF) estimates that as many as 1.2 million children are trafficked every year. In Bangladesh alone, a UNICEF report says that approximately 400 women and children fall victim to trafficking each month. Most of them are between the ages of 12 and 16 and are forced to work in the commercial sex industry.

Zarina's story is not different from so many other girls in Bangladesh dreaming for a way out of the poverty they were born into. She, her sister and her brother-in-law were promised jobs with a monthly salary of 5,000 Bangladeshi taka (\$73 US) by a family acquaintance, who urged them to follow him to Mumbai, India where "promising jobs" were waiting.

Acute poverty, illiteracy, and a lack of urban "street smarts" in small villages are some of the factors that lead to sexual exploitation of young Bangladeshi girls. Moreover, many towns are adjacent to neighbouring India, the proximity facilitating the illicit smuggling of people. These

prevailing socio-economic and geographic conditions provide a fertile ground for human traffickers.

Somehow, Zarina's sister and brother-in-law were able to escape and inform Zarina's father. It took her father nine difficult months of constant effort and manoeuvring to help her return home. Bruised and tormented by what she had gone through, she faced another dilemma at home. She was shunned by her village for what had happened to her. Here, in Bangladeshi villages, tribal-like rural cultures still loom large and education about human trafficking is far from adequate.

What can be done? Local organisations in Bangladesh and other affected countries have been combining forces with regional and international partners concerned with human trafficking to address this global problem.

For example, the Bangladeshi non-profit organisation, Dhaka Ahsania Mission (DAM), initiated a new programme: The Prevention of Cross Border Trafficking in Women and Children between Bangladesh and West Bengal, India (C-BAT), in October 2005. It aims to reduce human trafficking and focuses on repatriation, reintegration and rehabilitation of the victims.

Supported by the European Commission and Irish Aid, and working closely with two Indian non-governmental organisations - the Socio Legal Aid Research and Training Centre and the Women's Interlink Foundation - efforts have been directed to building a social movement to prevent human trafficking through regular community meetings, mass dramas, seminars, and discussions, especially in Bangladesh's border areas.

The C-BAT programme helps girls in particular to learn relevant, practical skills including basic and reproductive health, nutrition, hygiene, and HIV/AIDS prevention, as well as reading, writing, critical thinking and problem-solving skills. School children learn skills to help their families change conditions of poverty, and they talk about the ploys traffickers use to get young girls to leave their villages under the false promise of respectable employment.

Capacity building of local government institutions is also a priority to ensure the success of the programme. Local administrations, as well as police and para-military personnel, are working to combat trafficking in collaboration with civil society. Public representatives, members of law enforcement authorities, local administration officials, teachers and community leaders are also being trained.

To date, over 40,000 families have been affected by C-BAT's awareness building campaigns and 17 rescued victims have received shelter, psychological counselling, food and clothing, basic education and training in skills such as embroidery to make them self-reliant.

Initiating dialogue on "best practices" between countries that are facing similar crises is an important step forward. Creating workshops and trainings where governments and organisations battling human trafficking can exchange successful tips can serve as a useful tool for tackling this critical issue.

It is imperative that strong relations are developed between the people working to resolve this harmful practice both locally and internationally. Mutual co-operation and understanding is a must for reciprocal benefit.

## Action to Safeguard Human Rights of the Indigent (ASHROI)

The project named ASHROI (2007-2009) has focused on safeguarding the human rights of women and children, who have been the victims of rape, early marriage, physical and mental torture for dowry, acid burn, domestic violence and trafficking. They (victims) were provided legal aid so that they get proper justice. Actions carried out under this project included survey of violence incidents, preparation of user friendly guidebook for police and other law enforcing agencies, establishment of network of concerned officials to explore and take steps to improve the situation, and organising training workshop for the members of law enforcing agencies to sensitise them to human rights violation. Youth forums were established to make youths more conscious of the prevailing dismal human rights scenario and to activate their own community for having access to services for justice especially for women and children. DAM used its local community-based institutions, Ganokendro and CRCs, to implement the project activities through One Stop Service Center.

The project will have its continuity in collaboration with the Bangladesh Retired Officers' Welfare Associations (BRPOWA).S

## Empowering communities to access social services

This has been a new initiative of DAM through a project titled "Advocacy and Communication with Communities to Empower for Accessing Social Services" with funding from CAFOD, UK, which would complement the overall efforts to ensure human rights and social justice especially for the marginalised and disadvantaged groups. The project is being implemented in 5 unions under Barguna sadar upazila of Barguna district. The project activities seek to prepare/capacitate communities to claim their rights and increase access to services in four major areas - education, health, livelihood and human rights & social justice. They also strengthen capacity of the local government institutions and local public service providers to improve and render quality services to the community people. The project generates information and provides necessary skill development training to increase coping capacities in the face of any disaster.



The vulnerable, marginalised rural poor, especially the destitute and distressed women, persons with disability, adolescents and children of hardcore poor, landless, assetless and fishermen families are the target population of this project. Ganokendro is being used as the catalyst linking the target group with Community Resource Centre (CRC) at union level.

The most important strategic element in implementation of the project is forming Community Action Group (CAG) for advocacy and social mobilisation toward ensuring quality education, health and livelihood services in the locality by the concerned organisations (public and private), and creation of mass awareness on HIV/AIDS. The project endeavors to develop and supply





## Fatema rises herself from vast depth of misery

Fatema Akter is the daughter of a poor carpenter at a village in Narsingdi district. She read upto Class-8 when she was compelled to discontinue her study due to abject poverty.

Dhaka Ahsania Mission established a Ganokendro named Chanderhat Ganokendro at Uttar Shilamondi village of Shilamondi union in Narsingdi Sadar upazila under ACCESS CORDAID Project. Chanderhat Ganokendro launched a literacy programme for adolescent girls. A community worker of the Ganokendro enrolled Fatema as a learner under the programme. Besides pursuing education, she also learnt about her rights.

When she attained the age of marriage, parents gave her marriage with a local inhabitant. But her husband and mother-in-law used to torture her regularly. In such a situation she became pregnant. So, she tried her best to accommodate herself with the situation. But they went on torturing her. At one stage, she fled her husband's house and took shelter at her grandfather's house. Observing Fatema's miseries, her grandfather informed the matter to local elders and sat at a village arbitration meeting. Not only that, he also sued the man in collaboration with Ganokendro members. In the trial court, the culprit got 15 days' jail sentence. At that time, Fatema gave birth to a girl child. Local elders sat again and took a unanimous decision. They asked the convict to divorce her who complied with their order and paid her the entire amount, earmarked as 'Denmohor' during marriage ceremony.

Fatema was living peacefully with her girl child at father's house. Suddenly, her abandoned husband tried in vain to take her daughter by force. She became worried and began to think a way out. She again went to the Ganokendro to recollect her previous knowledge on women's rights. She recollected a mother preserves the right to keep her girl child with herself till attainment of maturity. At this, she saw a ray of hope. Thinking future of both her girl child and herself, she undertook training on handicrafts. On attainment of the required skill, she began to earn a living along with other members of the Ganokendro. Now she earns a good amount of money and possesses Tk 22,000 as her savings. By dint of her skill and mental power, Fatema rose herself from the vast depth of misery. The light of Chanderhat Ganokendro was her guide.

different information materials to be used as tools for giving knowledge and inspiration for the community people about their entitlements as citizens and demand the services.

For achieving the same objectives with the same approach, another project supported by CORDAID is being implemented in 8 upazilas under 4 other districts. Summarily, the project seeks to capacitate community as well as institutional service providers to improve and increase access of the poor and disadvantaged to services in four major areas-education, livelihood, health and human rights - as a necessary condition for a positive change in their life. Interestingly, in this project, community people can have increased access to Information and Communication Technology (ICT) by getting connected with thirty Community Resource Centres through Internet using mobile phone network established specifically for the purpose. Besides, documentary films are shown to provide different types of information related to improving livelihood, education, small business, and health and other services required for ensuring human rights.

### **Information & Communication Technology (ICT) in Rural CRCs**

Dhaka Ahsania Mission (DAM) has established a total of 36 Community Resource Centres (CRCs), hub of information, in 36 unions of six districts. As all kinds of information can be communicated and disseminated through e-technology, DAM has introduced modern and people-friendly Information & Communication Technology (ICT) in CRCs. A group of community volunteers working as ICT facilitators helped reach modern tech at the doorsteps of backward rural people. DAM's objective was to empower disadvantaged and marginalised people by familiarising them with ICT. Through this modern technology, community people have an easy access to all appropriate information.

The target beneficiaries are rural poor, unemployed youth/adolescents, adult men, women and farmers, school/CLC going and out-of-school/drop-out children, school teachers and other interested community people including parents of Community Learning Centres (CLCs). Thirty CRCs have ICT centres which are equipped with computer, printer, digital camera, scanner, GPRS/EDGS modem, cell (mobile) phone, television, radio, megaphone, VCD player, CDs (child education, vocational training, social awareness) etc.

Discussion meetings on ICT were held at different high schools on various occasions to make CRCs more effective by providing required information. The discussion meetings helped create working relationship with the centres and the schools. Ganokendro (people's centre) members and villagers regularly visit CRCs to cater to their needs of information (local/ national/ regional/ global) including those of human rights. CRCs render cell (mobile) phone based help line with technical assistance from ASHROI project.

Legal aid is being provided to community people to reduce violence in society through One Stop Service Centres (OSSC). Many people who fell victims of human rights violation directly established communication with the OSSC. They also communicated with lawyers through cell (mobile) phone to get necessary information.

Different types of video and animation based films are shown to villagers to raise awareness on various issues including empowerment of underprivileged groups. The shows also help create new income opportunities and ways to improve productivity. The shows are also sources of entertainment to rural poor women.





Educative cartoons and animated films are also shown to children. Internet access has opened doors for rural children, youths and students to acquire knowledge and flourish their creativity.

Eight CRCs are connected with Internet through cell phone network using GPRS/EDGS wireless modem. Taking advantage of Internet facilities, eight school students collected their Secondary School Certificate (SSC) result grade sheets.

Because of introduction of e-governance by the government of Bangladesh, government forms are now available on line. Community people can collect the forms easily using Internet of CRCs.

Name of Activity	Average Number of Beneficiaries per month per CRC	Total Number of Beneficiaries per month
Internet Browsing for information	55	440
E-mail sending and receiving	40	320
Job searching	70	560
Receiving different Public examination result	25	200

ICT interested people were identified and ICT based Community Action Group (ICAG) was formed for dissemination of information. Group members help mobilise community people in raising awareness on various issues. The groups also organise livelihood related meetings or workshops. The groups works with respective CRC facilitators.

Meetings can be organised with local schoolteachers and students separately to make ICT based CRCs more effective. School students may work as volunteers in groups or form volunteer groups for sharing ICT facilities among local school students. Volunteer groups consisting of unemployed and educated rural youths can contribute their might by downloading messages/information for dissemination among rural people.



## TRAINING & MATERIALS DEVELOPMENT

The Training and Materials Development Division (TMD) activities of DAM have planned, designed and implemented activities and training/learning materials to ensure required ability in terms of knowledge, skills and attitude of different categories of staff of DAM as well as those of external organisations to perform their roles effectively. The support activities for staff capacity building and organisational resource enhancement have been used during the year in a large variety of programmes and projects of DAM and other organisations. Trainees, besides programme staffs, included community people, different categories of facilitators, NFE teachers, peer educators, and executive committee members of Community Learning Centres (CLCs). Alongside organising and managing training, materials appropriate for training and learning developed, as a complementary activity.

A noteworthy activity amongst all has been teachers' training as a part of basic education programme in CHTs, supported by UNDP-CHTDF. The support materials developed are:

- ❖ TOT Manuals, design and development of Training Needs Assessment Guide
- ❖ Teachers' Training Manuals
- ❖ Head Teachers' Training Manuals
- ❖ Teachers' Handbooks and Teachers' Guide of Class I-V
- ❖ Follow-up guidelines for DAM Trainers
- ❖ Technical checklists for Training Officers and follow up of Training Officers during the teachers' training and head teachers' training.

A special training was conducted to develop the capacity of Training Officers of PNGOs, Teachers and Head Teachers of Government Primary Schools, Registered Government Primary Schools and Community Schools in CHTs for accelerating growth in primary education in the districts.

Training Unit of DAM has provided training, follow-up and on-the-job training to Teachers and Supervisors of BEHTRUWC Project on behalf of UNICEF. The training is an ongoing process, as there is an involvement of a total of 8,000 Centres in four stages serving 2,00,000 urban working children and adolescents in the six divisional cities of Dhaka, Chittagong, Rajshahi, Khulna, Sylhet and Barisal.





Another large training activity comprised Teachers' Training, Academic Supervision, Teachers' Group Meeting and Teachers' Refreshers Training to Reaching Out-of-School Children (ROSC) Project in five Upazilas of three districts which is being implemented by the DPE.

The training unit of DAM with its multi-dimensional experience, expertise, capacity and professional faculty members offers national level training courses for different categories of personnel from government and non-government organisations. Illustrative of this is new capacity building events and training workshops for GO-NGO managers, policy makers and stakeholders through organising and facilitating national level training workshops on various thematic aspects for strengthening capacity to accelerate literacy rate on incremental basis. With the support of UNESCO Dhaka, 15 divisional workshops were conducted on five thematic issues of literacy/NFE for "Strengthening Capacity of BNFE/NGO Managers, Policy Makers and other Stakeholders.

DAM implemented a project on "Developing Competency of GO/NGO Managers for Using ICT in Literacy/Skills Training Programme" for improved facilitation and learning. With the support of UNESCO Dhaka, DAM has been promoting the use of ICT for broader access and improved quality of education for all. DAM designed, developed and published two training manuals on use of ICT for managers and facilitators through this project. DAM also organised and facilitated four training workshops for developing competency of 50 GO/NGO Managers and 50 ICT Centre facilitators on Using ICT in Literacy/Skills Training Programme.

The training unit has provided Basic Training, Teachers' Refreshers Training and Trade Based Vocational Skills Development Training for making candle and chanachur (food item) for the inmates of Dhaka Central Jail and Khulna District Jail, as per request of the Inspector General of Prisons (IGP), Prisons Directorate of Bangladesh. Basic Literacy classes are going on in the Dhaka Central Jail and Khulna District Jail since July 2007. Besides, 500 booklets have been provided to the library of Dhaka Central Jail for neo and semi-literates to continue their literacy and numeric skills toward their livelihood improvement through employment and social rehabilitation at subsequent stage.

Some other training activities of the unit included 'training on disaster management' for the staffs of SHOURHARDO programme of CARE Bangladesh, and designed and developed resource pack containing materials to be used for DAM's CDBP project being implemented with the support of Concern Universal. The materials for the purpose include i) Practitioners' Handbook on Disaster Preparedness and Risk Reduction Programme; ii) Training Manual on Disaster Risk Reduction; and iii) Community Vulnerability and Capacity Assessment (CVCA). The unit also facilitated two training workshops in Bangladesh and India by using the training manuals. In the hygiene and sanitation sector, the unit has organised and implemented TOT and Orientation Training for the staffs of "Sanitation Hygiene Education and Water Supply in Bangladesh (SHEWA-B) programme.

As an active member of several international forums and a focal point institution for UN Bodies (i.e. UNESCO, UNESCAP, ACCU and UNDP) and international agencies like ASPBAE, DAM and its T&MD division has made significant contribution to develop staff capacity and organisational strength by providing technical support, resource development, organizing and facilitating sub-regional/regional training workshops, seminars, designing and conducting training courses, round table conference and planning meetings of senior policy and management staffs.





## Materials Development

The Material Development Unit developed & published a variety of learning materials in five core areas.

Highlights of the Activities of the Material Development Unit are:

- 1) A total of 60 materials developed and published including 19 issues of monthly ALAP and AMADER PATRIKA in different areas and formats
- 2) A package on HIV and AIDS prevention developed and published, incorporating life skills issues for different levels of NFE learners
- 3) A package of four videos on disaster (Flood, Cyclone, Drought and Famine) produced. This package has the possibility of wider use by DAM & other organisations.
- 4) Other materials are resource books & manuals on different issues relevant to development workers/staffs/beneficiaries, including rights for the poor, counseling guide book, peer educator manual for prevention of women and child trafficking etc.
- 5) Four booklets on skill development for Garments workers developed; two booklets on knitting and linking already published which will help learners enhancing their skills in their respective trades.
- 6) Four different materials on salinity under the project ACCESS (ACCU) developed to create awareness on environmental preservation.
- 7) Fifty seven materials have been developed to cover different issues/aspects of continuing



education (CE) and of them several are being used in the national programme of Post-literacy and Continuing Education for Human Development (PLCEHD) being implemented by the Bureau of Non-formal (BNFE) Education of the Bangladesh Government. A periodical named 'Alap' appropriate for sustaining literacy of the neo-literate is used by DAM & Surovi in their PLCEHD project.

## Literacy for achieving improved living of community people - Activities of BLRC

### Adaptation to climate change

Taking into account the climate change issue of the coastal belt, BLRC started implementing project in conformity with the spirit of the United Nations Decade of Education for Sustainable Development (UNDESD, 2005-2014). The project, named ACCESS and financed by ACCU Japan, has developed communication materials to increase awareness among people and imparted training to community groups, Union Parishad members, school teachers, local NGOs and students, as an approach to disseminating information and capacity development of people for their adaptation to climate change in the area where salinity is increasing due to the rise of sea level and unplanned shrimp culture.

### Toward improving maternal and child health

BLRC designed another project to be financed by ACCU Japan, which is an innovative one, 'Supporting Maternal and Child Health Improvement through Literate Environment (SMILE)' at the community level. The activities include need assessment of maternal and child health situation in selected community, and development of post-literacy materials dealing with maternal and child health issues.

### Internship opportunity for international students

BLRC provided internship opportunity to three international students and professionals. One of them was from Tokyo University of Japan and another from Siegen University of Germany, both working for their post-graduate degrees; the third one was specialising on literacy supported by ACCU, Japan.

### Chand Sultana Literacy Award

In continuation of activities for popularising non-formal education in Bangladesh, BLRC organised Chand Sultana Literacy Prize 2007, which was awarded to Parul Begum, a woman from rural area, for her outstanding performance in mobilising rural out-of-school children to participate in formal schooling.





## RESEARCH

The Research Unit of DAM, with its professional team, has been contributing towards exploring and developing the diverse programme/project initiatives of the organisation. The researchers are frequently engaged in studying development issues, which are programmatic, policy relevant, and linked to interventions for human well-being. DAM's overall research experience is rewarding in terms of information generated and lessons learnt from studies conducted over more than a decade by adopting rigorous methods/approaches. Studies are carried out in fulfillment of the growing demand for generation and systematic analysis of information along the increasing involvement of DAM in projects in different development sectors. Specifically, studies are conducted to explore and examine or validate feasible approaches to sustainable development, plan and design, pilot, assess and improve the implementation and performance of a wide range of projects, and determine the best practices and models of socio-economic interventions. Thus research meets the in-house needs of DAM in its development pursuits. Simultaneously, it responds to the expanding demand from external development agencies for collection, analysis and reporting of empirical data. The external agencies comprise various national, regional and international agencies including UN bodies.

As the requirement of research has been of varying nature (such as situation assessment/analysis, social surveys, feasibility analysis, needs and resource assessment study, impact assessment, on-going/mid-term/ and end-project evaluation, documentation, monitoring and case study), methodology applied to research has had variation, and most often combination of methods have been used.

### Capacity to conduct quality research

The research unit is well equipped with a multi-disciplinary team of experienced research professionals. They carry out research assignments with the help of additional professional (resource persons/experts) staff engaged on task basis whenever necessary.

### Capacity to handle large research projects within a tight time frame

The research unit has demonstrated its ability to handle large and many projects within tight time frame, and also projects requiring intensive data collection from a multitude of sources. It has had the experience of simultaneously handling several research/survey projects, all set to finish within stipulated timeframe. The unit has conducted a good many large nationwide research/surveys. Large-scale survey study experiences have been particularly in the areas of education, health, nutrition and sanitation.

### Research in support of DAM's advocacy engagement

Research findings and analytic write-ups focused on micro-level programme as well as macro-level (national/regional) situations, have been extensively used in DAM's advocacy engagements at local community, sub-national, national, and regional and even at global levels for bringing about positive changes in the existing situation that warrant alteration.

### Studies completed during 2007-2008

Studies implemented during the year under reporting have concentrated on the intervention projects of DAM, more frequently on the educational interventions as pilots or purported to be innovative models. Out of the total seven studies completed one study was commissioned by an



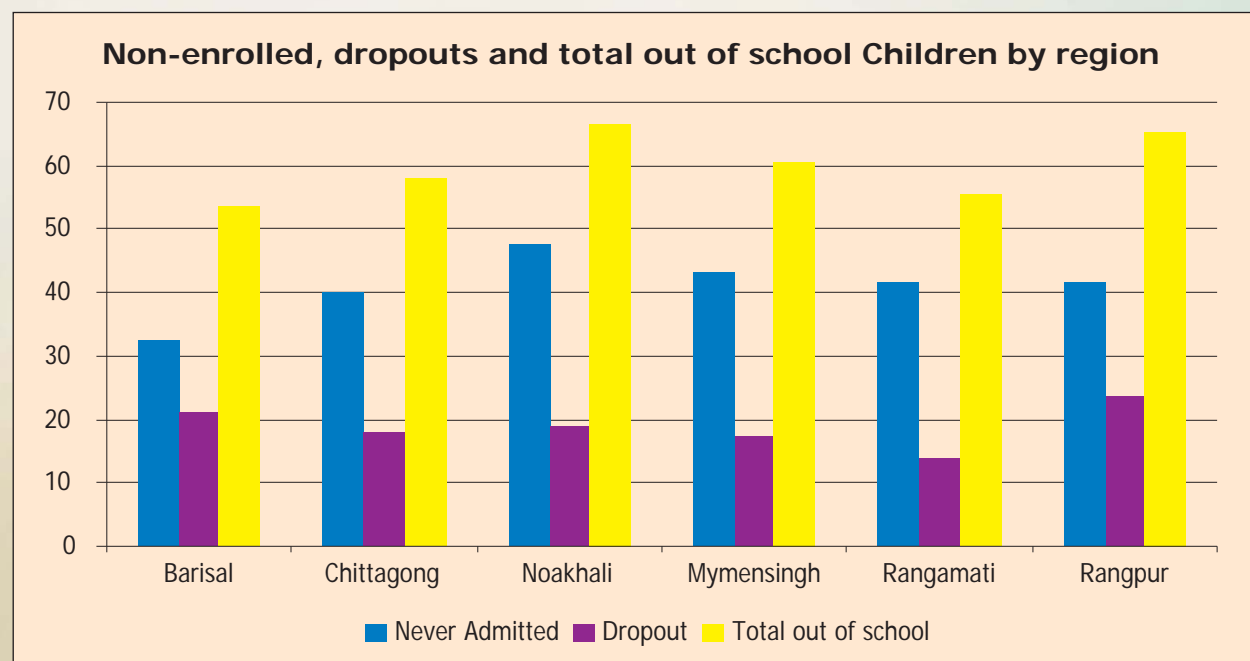
external agency. The remaining six studies included baseline survey for newly incepted project, evaluation study of completed project, and process documentation of project under implementation. Despite divergence in their specific focus, studies indicate that the poor and disadvantaged can gain empowerment of by means of formal and non-formal education with fortification by information and communication process to demand and realise their rights and to improve their life situation. The study commissioned by UNESCO, Paris was an examination into the tertiary education situation, specifically the obstacles for the disadvantaged young people to pursue higher education in Bangladesh. It made certain recommendations on creating opportunities within the existing system and increasing learning opportunities for them while establishing a relevance to EFA and MDGs.

## Highlights of studies conducted during 2007-2008

### \* Primary Education in Disadvantaged, Under Served Locations: Baseline Survey Findings (UNIQUE Project)

The project Up Scaling Non-formal Primary Education through Institutionalising Qualitative Endeavour (UNIQUE) supported by the European Commission has the objective of reaching out of school children living in some geo-physically backward and socio-economically neglected areas. By setting up community based learning Centres (CLC), the project offered a flexible and contextually appropriate non-formal quality primary education for these children. The project has also undertaken school preparedness programmes for 5+ children in the community and seeks to extend support to slow learners. To create a favourable learning environment, Union-based network of CLCs have been established facilitating exchange of experiences among formal and non-formal primary education providers, and collective actions through local government institutions. The project has covered 71 upazilas (sub-districts) in 24 districts of the country.

A Baseline Survey has made a pre-intervention assessment of the existing primary education scenario in the project locations, and analyzed the context for designing intervention package. Besides collecting benchmark information, the survey process has stimulated new dynamics in



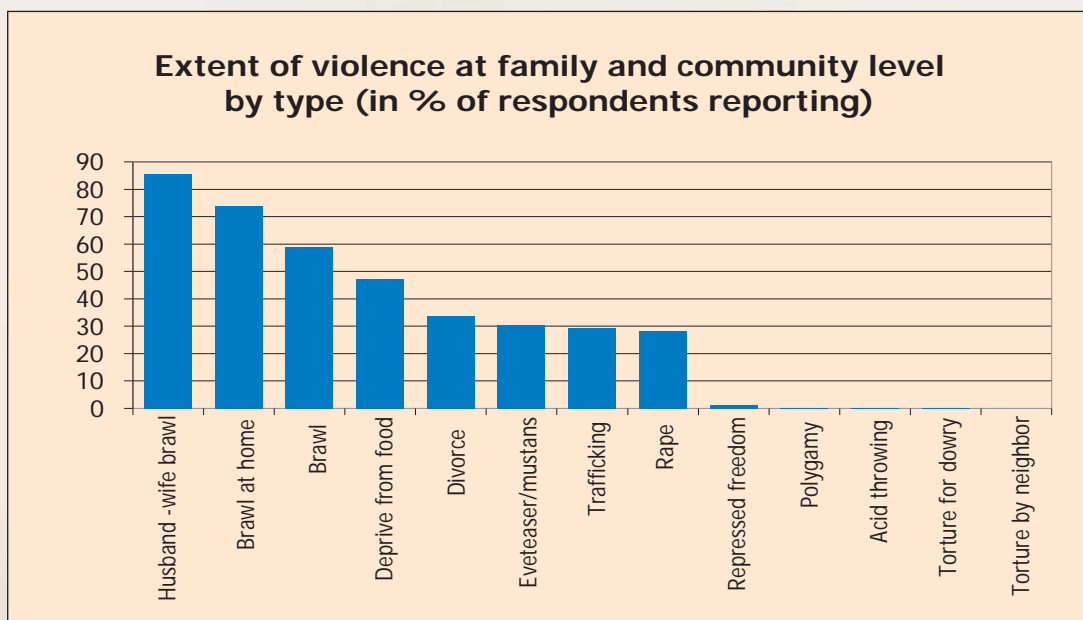
the community among the grassroots level implementers and the target community to understand i) the criticality of the lack of education or the poor of quality of existing primary education situation and ii) to actively participate in efforts to ensure quality basic education for the young and adolescent children.

## Major Findings

It is indicated that the geographic locations covered by the project have alarmingly high proportion of children out of school comprising both 'never enrolled' and 'early dropouts', while schools in the localities are either scarce or practically fail to attract and retain students in school. Distance of schools and difficult communication often discourage parents to send their children to school. The school-based indicators for quality education such as good teaching learning processes having direct relation with learning competency do not exist.

### \* Baseline survey on safeguarding human rights of the indigent (ASHROI)

The project, Action to Safeguard Human Rights of the Indigent (ASHROI), has been undertaken with support from the European Commission (EC) to address the needs of the poor and marginalised population, particularly women and children by making aware of their rights and entitlements, and enhancing access to institutional services for protection against violence and ensuring and justice.



## The Baseline Survey

The Baseline Survey was necessary to assess the needs of the target group and to determine what was important for facilitation of effective implementation of the project. Through household level survey, discussions with community members and key informants and relevant stakeholders, the survey provided benchmark information on the variables/ like levels of awareness/knowledge of community members on their rights and legal issues, their vulnerability to violence, overall existing pattern and prevalence of violence in the community, access to and availability of support services, which would be used for assessing the project impact. This information would help develop a vulnerability mapping for the purpose of determining appropriate intervention spots.



The findings indicated that the highest 78 percent of households were living below the poverty line, measured on a three-point scale. Violence has been reported at both family and community levels. Incidence of violence varies by nature of violence, such as from 28 percent (rape) to 85 percent (husband-wife clash). Variation is also noted by region or location, the highest incidence being in the western region (Satkhira). Drawing upon the opinions and suggestions of the people in the community the study came out with a set of recommendations on possible measures to prevent violence against children and women and to safeguard human rights of the most vulnerable groups.

### **\* Assessment of Community Based Poverty Reduction by Educational Approach**

A project named Educate to Empower: A Community-based Poverty Reduction was implemented by DAM at Barguna during 2005-2008, with financial assistance from Catholic Agency for Overseas Development (CAFOD, UK). The objective of the project was to strengthen community support for capacity building of the poor to have sustainable access to the world of work, and for participation in social development through the forum of Ganokendro. The project envisaged that the quality of life of target population would be improved and this would be indicated by basic literacy of children, adolescents and adults, continuing education among adults, equivalency arrangement with formal education system, income earning skill development, and Increased access to financial and technical services, changed behavioral patterns relating to health, sanitation, environment, and rights of women and children. At a relatively macro level, the community would be empowered in terms of increased awareness level, development of educational services, training provision for human development, socio-cultural activities, and participation in local government elections.

The evaluation study looked at impact created by the intervention in terms of both negative and positive changes. It sought to identify what actually was responsible for the changes - the intervention or some other influence. Thus the processes of implementation of the project and the complementary influence of other interventions by GO/NGO and other service providers were brought under the investigation. Finally the study considered the sustainability of the positive changes attained.

### **Study results**

Measures of changes taken place at both family and community levels towards poverty reduction have indicated that there has been commendable positive outcome in regard to non-economic poverty indicators; but economic poverty indicators have reflected only moderate change. Insufficient skill training and lack of relevance to the local market explain this. Women's participation in livelihood improvement activities has increased. The overall change, however, has been a cumulative effect of the project in combination with other development activities in the locality through government and non-government organisations. Major recommendations of the study are (a) further strengthening of Ganokendro to provide adequate skill development training in those fields which local people desire and have better earning potentials, and (b) developing savings habit and encouraging investment of savings for increased income.

### **\* Baseline Survey on Post-literacy and Continuing Education for Human Development**

DAM has been implementing the government project PLCEHD - 2 in Patuakhali district. As part of the implementation process and to facilitate future monitoring/progress of the project, the baseline survey was to provide a basis of preparing a list of possible learners and identify prospective IGA activities and identification of teachers at schools and college levels, educated people, social workers and other relevant individuals in the survey area, who would be the potential local resource in support of the project.

#### **Findings**

A total of 100,296 individuals in three age groups 11-14, 15-24 and 25-45 in 28 unions of 7 Upazilas were identified for participation in post-literacy and continuing education at NFE Centres to enhance their basic literacy skills and have access to income earning opportunities. The survey provided a factual picture of the conditions that influence primary education status in the area, and identified possible spots for establishing NFE Centres. The potential learners would be the neo-literates who already had some literacy but needed further opportunities to improve their literacy and to use functional literacy skills, and training to attain better personal and social living in their environment. The survey ascertained the educational level of the individuals, the state of their willingness to have further learning, the kind of learning that they would prefer for better occupational and income earning pursuit, occupational opportunities in the area and interest of local people to make available land for setting up physical facilities to establish learning Centres in the area.

### **\* Study on the Usefulness of Advocacy and Communication with Communities to Empower for Accessing Social Services**

DAM has been working on the project titled "Advocacy and Communication with Communities to Empower for Accessing Social Services (ACCESS)" funded by the Dutch Catholic Development Organisation Cordaid. The project intends to capacitate the community and the service providers to improve and increase access of disadvantaged groups (rural poor, especially women, adolescents and the children) to the services in four major areas - education, livelihood, health and human rights. The target beneficiaries of this project include the existing vulnerable and marginalised from the impoverished households deprived of basic services. As many as 553 Ganokendros (GKs) in eight upazilas (sub-districts) of four different districts were involved in the implementation of the project.

#### **Findings**

The critical needs of the poor are income earning opportunities beyond agriculture, fair price of agricultural products by accessing markets by avoiding middlemen, training suitable for engagement in gainful vocations, medical services from qualified medical professionals in the locality, health clinic with adequate supplies and quality treatment facilities for serious patients, justice from the local influential persons in situations of violence and including repressions on women, adequate physical facilities and quality teaching in schools, more stipends, improved communication facilities in the locality to facilitate school participation of children, and fair management of post-disaster relief and other support services.



### **\* Process Documentation Research and Preparation of Upazila Year Book on ACCESS Project (supported by Cordaid)**

Through this research, implementing staff of the ACCESS project have got feedback on what they have done, how they have done, what have been their achievements and limitations, which were to be assessed in the light of the expectations in the project. The project managers and ground-level supervisors have got a reflection on how the project is performing in achieving the objectives and what implementation and management issues that needs to be addressed. The information has been used to prepare a descriptive and analytic document for the 1st year and a basis for future serious research in a variety of dimensions suggesting development approaches and activities.

### **\* Increasing Tertiary Educational Opportunities for Disadvantaged Young people in Bangladesh**

This study was commissioned by UNESCO, Paris. Objective of this study was to examine the needs, availability, and barriers to higher/tertiary education for the poor or otherwise disadvantaged young people in the country. By analysing the existing situation, the study was also supposed to make recommendations on how new opportunities could be created for increasing their access to tertiary education within the prevailing higher education system and/or by establishing alternative learning facilities. Another focus of this study was to analyze the need for developing highly skilled/competent people from among the economically disadvantaged groups to work for the primary and secondary education sub-sectors of education and for other sectors that can have impact on the national development initiatives. The study was thus expected to work as an advocacy document for influencing higher education policy and provisions and making contribution towards achieving the MDGs and EFA goals.

### **Findings**

The study has indicated that despite their immense potentials for contributing both at micro and macro levels, young population from the poor and disadvantaged households remain least represented in the tertiary education system of the country. The available opportunities are highly inadequate; and in fact the poor and disadvantaged are systematically excluded and remain deprived. Strategic policy and programatic actions are needed in order to increase tertiary education opportunities for facilitating achievement of the MDG and EFA goals in the country with scope for much more access of the disadvantaged population to the opportunities than what exists today.

### **Research Publications**

- ❖ Research Monograph (Title: "Adolescent Development in Bangladesh: The Setting and Learning from Micro Projects". This is a thematic compilation based on eight relevant studies conducted by the research unit of DAM.
- ❖ Research Bulletin (based on four different studies conducted during 2007-2008)



## DAM AT INTERNATIONAL LEVEL

Based on the strength of field-programme experience over a long period, research studies on varied development issues and fortune of interfacing with different levels of ingenious personnel working in government and non-government sectors, DAM has been able to establish its position as a resourceful entity to have a significant participatory role in many international and regional bodies to influence policy and inventive activities. The following is a summary description of DAM's involvement at the global and regional levels:

### Organisations/Forums that DAM works with

DAM works in 'Consultative Status' with the UN Economic and Social Council (ECOSOC) contributing to policy dialogues and strategic planning discussions on initiatives undertaken by the United Nations. DAM also enjoys a similar status having 'operational relations' with UNESCO to collaborate in promoting education, science and culture at the national, regional and global levels. DAM represents the Asia-Pacific region in the Collective Consultation for EFA based in UNESCO Headquarters in Paris. As a member of International Council of Adult Education (ICAE), Asian South Pacific Bureau of Adult Education (ASPBAE) and International Council for Alcohol



and Addiction (ICAA), DAM plays is actively engaged in advocacy to introduce policy and planning conditions for balanced economic and social development that promote sustained human well-being. DAM also functions as the member institution of UNESCO APPEAL Resource and Training Consortium (ARTC), which is the technical arm of the UNESCO Regional Bureau of Education to support educational resource development in the countries of the Asia-Pacific region. The Resource Centre of DAM, named as Bangladesh Literacy Resource Centre (BLRC), has networked with 20 Literacy Resource Centres (LRC) in the region. It has coordinated for UNESCO with the Asia/Pacific Cultural Centre (ACCU) to facilitate cross-fertilisation of ideas and exchange of information and resource materials. In 2006, DAM was selected by ACCU-UNESCO as the Centre of Excellence for promoting the strategic process of Education for Sustainable Development (ESD).





### The nature of engagements

The major engagements of DAM are in the form of: (i) Advocacy and policy lobby through regional and global forums, (ii) Providing technical support for programme planning and implementation, (iii) Implementing joint projects, (iv) Organising exchange visits and (v) Facilitating internship of students from foreign universities.

A few examples of DAM's global level participation and contributions are:

- a. DAM President participated as a Resource Person in the UNESCO EFA Working Group Meeting held in Paris, and represented ASPBAE.
- b. DAM President participated in the ICAE World Assembly (2007) titled "Adults' Right to Learn: Convergence, Solidarity and Action" held in Kenya.
- c. DAM President was a resource person in the Regional Consultation Planning Meeting on Beyond 2008 (global NGO forum reviewing the UN general Assembly Special Session on Illicit Drugs); and the 50th Session on the Commission on Narcotics Drugs in March 2007.

### Overseas expansion of DAM

One unit of DAM is present in UK as a Registered Charity and incorporated in USA as a Private Voluntary Organisation under relevant laws of the two countries. These two entities function as DAM's sister organisations abroad to mobilise resources in support of its activities in Bangladesh. DAM has expanded its network in Pakistan and India. In 2007, DAM opened its country office in Pakistan having signed a memorandum of Understanding with the Government of Pakistan to undertake social development activities as per local needs. The process of establishing a country office in India is in progress; a representative has already been posted to expedite the process. DAM has plans to respond to desire of other countries (developing and developed) for expanding its organisational network.

### Technical Support and Collaboration

DAM participated in the UNESCO-APEID International Conference (Bangkok, December 2006), Expert Meeting on Asia-Pacific Joint Programme for Promotion of NFE Materials (Tokyo, July 2006), Female Teachers' National Workshop on Literacy Methods (Jakarta, July 2006), Round



table discussion on 'Increased Participation of Girls in Quality Basic Education' (New Delhi, September 2006), Workshop on Livelihood Skills (Chennai, February 2007), Regional Expert Meeting on Life Skill learning through NFE (Bangkok, March 2007), Expert meeting on Lifelong Learning and Educational Development in Egypt (Cairo, May 2007), and Planning and Management of Literacy and NFE (Cairo, June 2007) to provide technical inputs in the areas of promotion of girls education, life skills development, education for sustainable development, lifelong learning, and development of educational materials.

Organisational level collaboration was established/strengthened with the host organisations, UNESCO (Paris, Bangkok, Jordan offices); ACCU Japan; National Institute for Education Policy Research of Japan (NIER); National Institute of Open Schooling (NIOS) India; ISESCO Rabat; ICAE; Commonwealth of Learning (COL); Canada and USA International Reading Association.

### Joint Ventures

The initiatives include:

- a. Cross-Border Anti-Trafficking project, Sanjog (Linkage) for Community based Anti-trafficking Protection Mechanism;
- b. Mental Health Support Programme for the Victims of Trafficking and Other Violence
- c. Socio-Legal Aid Research and Training Centre (SLARTC), on-Bosco Ashalayam, Saanlap and Prajaak.

[The support for these inter-country projects came from European Commission, Irish Aid and USAID through Concern Universal, Sanjog Coordination Office, and SARIQ (South Asia Regional Initiative - Equity Support Programme)].





## SPONSORED INSTITUTIONS

### Ahsania Mission Cancer and General Hospital

Establishment of this hospital is an attempt to fill in some of the gaps in the existing services offered by one public sector Cancer Institute together with big General Hospitals and some private clinics in the country.

Various estimates indicate that presently there are around 1 million cancer patients in the country and about 200,000 more are added every year. Only one public sector cancer hospital together big general hospitals and some private clinics can serve at present a maximum of 20 to 25 thousand cancer patients in a year with can serve a maximum of 20 to 25 thousand cancer patients in a year. A few affluent patients go abroad, the rest suffer and die without treatment, numbering approximately 150, 000.

In response to the fast increasing need for treatment, DAM has established a cancer hospital with 42 beds in Mirpur equipped with required operation facilities, Chemotherapy, X-Ray and Imaging facilities and a team of experienced and dedicated cancer specialists and general physicians. In the financial year 2007-2008 the Centre has provided the following services:

Service	No. of patients
Major operation	101
Medium operation	84
Minor operation	78
Chemotherapy	2,555
Ultra poor patient	366
Various cancer patient	10,545
Various general outdoor patient	7,376
Physiotherapy patients	205



In the same financial year free service was provided to the poor patients - fee realised to the amount of Tk. 6,67,049.00. To extend services to larger number of patients, Ahsania Mission has been constructing a fifteen-story hospital in Uttara Model Town on 3 acres of land located on the bank of the River Turag. Former Prime Minister of Bangladesh Begum Khaleda Zia laid the foundation stone of the Hospital on 10 July 2004. The construction work of the hospital started in July 2005. DAM has raised funds from general public as well as from the corporate sector. There are special provisions for donors to sponsor hospital bed/ward/cabin/floor/operation theatre/floor/major equipment.

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

Ahsanullah University of Science and Technology (AUST), the first private sector University of Engineering Discipline in Bangladesh, was established in 1995. The university offers excellent, high quality engineering education with good reputation, perhaps the only one next to Bangladesh University of Science and Technology (BUET). Registered under the Private University Act of 1992, it has the privilege of having The President of the People's Republic of Bangladesh acts as its Chancellor. The University now has a large campus of its own with a number of buildings, accommodating different departments/schools under four different





faculties. Bachelor degree is offered in six disciplines within three faculties -Faculty of Architecture and Planning; Faculty of Business and Social Science, and Faculty of Engineering; Masters degree is offered under the Faculty of Business and Faculty of Education. The university also has a campus in Rajshahi having three buildings.

During the academic year 2007-2008, a total of 1,027 students got

admitted in the bachelor degree programme offered by six departments under three faculties. Out of them, 275 took admission during the fall session and the remaining 752 students in spring session. Male - female ratio of students admitted is 3:1. Twenty eight students also took admission in Regular and Executive Master's in Business Administration (MBA) under the Faculty of Business and Social Science and 107 in Masters in Education programme under the Faculty of Education.

AUST offers CISCO Certified Network Associate (CCNA) course under CNAP and another on WLAN. A total of 29 out of 45 students of 5th batch of CCNA successfully completed the programme and most of them are employed in various organisations. CISCO Networking Academy Programme (CNAP) is an e-learning model that delivers web-based educational materials, online testing, student performance tracking, hands-on-lab and instructor training and support. The curriculum is developed by education and networking experts and courses are offered in technical colleges and universities around the world.

### **Institute of Technical and Vocational Education and Training**

The institute was established in 1995 under a Memorandum of Understanding signed between the Bangladesh Technical Education Board (BTEB) and Ahsanullah University of Science and Technology. The institute is located inside the AUST campus and is an integral part of the university. It offers diploma in engineering programme, perhaps the first of its kind in private sector in Bangladesh.

In addition, DAM is running five full fledged Vocational Training Institutes/Centres in rural and urban areas. The vocational institutes are well equipped with instructional staffs and necessary training equipment. The Institutes are:

- i) Vocational training Institute for Working Children (VTIWC), Mirpur, Dhaka
- ii) Vocational Training Institute, Jessore
- iii) Syed Sadat Ali Memorial Education & Vocational Training Centre (AMSSMEVTC), Shyamoli, Dhaka
- iv) Vocational Training Institute, Naljam, Gazipur
- v) AMIK-VTI, Gazaripara, Gazipur



Five types of courses are being administered in these institutions:

1. Basic trade: 6 months
2. Para trade: 3 months
3. Short course: 1 week to 1 month
4. Advanced course (as required)
5. Life skill training

During the one year period (July 2007 to June 2008), a total of 1,269 adolescents and youths, aged 14 to 25, received training through five vocational institutes. In this period 1,072 (86%) trainees graduated or completed the courses and 777 (72.5%) were placed in job.

Moreover, in February 2008 VTIWC organised two months advance training course on machine embroidery, eight participants completed the training and now six of them are working at Nagordola as regular employees.

### **Ahsanullah Institute of Information & Communication Technology (AIICT)**

Ahsanullah Institute of Information & Communication Technology (AIICT) was established with a view to meet the growing needs of skilled manpower in the field of Information & Communication Technology and Business Administration. It enjoys affiliation of the National University. AIICT offers four years B. Sc. (Hons.) in Computer Science & Engineering (CSE), B. Sc (Hons) in Electronics & Communication Engineering (ECE) and Bachelor of Business Administration. The Institute follows semester system and students have to complete eight semesters for securing Bachelor degree. The first batch of the students of CSE department appeared in final examination held in 2007. Out of a total of 30 students, 16 passed in the first class and the rest passed in the second class. Percentage of successful students was 100. The final exam of the second batch of students of the department of CSE was also completed in June 2009, but their result is yet to be published. The total number of students in the second batch was 25. It is expected that they will also perform brilliantly like their previous batch. AIICT also offers short courses in the field of ICT. A 10 day long computer training course for the CRC managers/staffs was arranged by AIICT during 21-30 November 2008 in the computer lab of the Institute. 12 participants of different CRCs of DAM attended and successfully completed the course. A certificate awarding ceremony was held on 30 November 2008. The ceremony was attended by Mr. Shafiqul Islam, Director (Program) and Prof. Atiar Rahaman. Principal Ahsania Mission College as chief guest respectively and special guest with Engr. Syed Ziaul Huque, Director (AIICT) in the chair.

### **Khan Bahadur Ahsanullah Teachers' Training College (KATTC)**

This Teachers' Training College was established in 1992 in order to bring about a change in the situation of continued deterioration of education standard in secondary schools. It was the first private initiative to enhance pedagogical skills of secondary school teachers so that they could work with dedication, and contribute towards development of human resources for the future. The institute offers Bachelor (B.Ed) and Master (M.Ed) degrees in education. It has highly qualified teachers/trainers, excellent facilities to impart quality education following innovative techniques/methods and materials. It has developed modules and materials both for teachers and students and follows participatory techniques like group work, pair work, problem solving, mind mapping, post box method, and expert Jigsaw method. It blends both theoretical and practical training which makes KATTC's programme more unique. The institution is affiliated with the National University.





### Ahsania Mission College (AMC)

DAM established this college with the objective of offering the best quality education standing out as a model, which others could follow. It started its work in 2002 in a rented building in Dhanmondi; now it has shifted to its own campus in Pallabi, Mirpur, Dhaka.

The college has both school and college sections. It has established a good track record; 100 percent of the students passed out successfully in Secondary and 95.83 percent passed out in Higher Secondary Education Examinations, many with distinction.

### Ahsania Institute of 'Sufism'

The institute was established in 2005 to provide courses on 'sufism', based on the principles and sufi philosophy evolved from the time of the Holy Prophet Hazrat Mohammad (S). The courses being offered intend to orient imams from different mosques, madrasah teachers, students and teachers from departments of Arabic, Islamic History, Philosophy, Pharsi, and Islamic studies to the path of spiritual development and self-purification. Over duration of six weeks, students are provided with necessary reading materials On sufi philosophy and stationeries free of cost. Students from outside of Dhaka are provided with free accommodation. All students are given Tk. 2,500 to cover food and transport costs. So far, 10 batches of students numbering 325 have completed their courses and passed out successfully. The institute is in the process of compiling and publishing lectures given by resource persons in different courses. The institute is contemplating to start diploma and M Phil courses in the near future.



## SOCIAL ENTERPRISES

### Ahsania Mission Book Distribution House (AMBDH)

Ahsania Mission Book Distribution House is one of the largest book suppliers & retailers in Bangladesh. It is not a typical commercial enterprise, rather it works as a social service entity by facilitating the local users of important books published abroad to have easy access, which would have been difficult for them otherwise. During the last year the market coverage of AMBDH has expanded twice; and corporate clients have been showing increased interest. The number of outlets has increased; the turnover has increased by 34.24% percent. One retail outlet has been in operation at AUST, where the students can purchase books and stationery from the campus very easily. AMBDH has published and reprinted several textbooks used at English medium schools. The books are very popular and have been referred to as textbooks by some reputed schools.



### 'Nogordola'

Nogordola, a project of Dhaka Ahsania Mission was established in 2007; has now earned a very good reputation among the customers. Attractive designs & quality products have set Nogordola in a unique position in production and marketing of dress and other consumer items of special test and use. The number of outlets has already been increased and will be further increased in different parts of the city. Sales have been increasing rapidly and the

enterprise has become a self-sustaining to do much better in the future. Currently the management is exploring the opportunities to open few overseas branches in UK and USA.

### Ahsania-Malaysia Hajj Investment and Finance Company Limited

Ahsania-Malaysia Hajj Investment and Finance Company Limited (AM-HIFC), a non-banking financial institution, was established to make it easier for many to easily fulfill their long cherished desire to perform Hajj by taking one or the choices from among number of flexible savings plans. AM-HIFC is a joint venture company owned by Dhaka Ahsania Mission and Global Hajj and Umrah International Corporation of Malaysia along with Kuwaiti partnership and is licensed by Bangladesh Bank under the Financial Institution Act of 1993.

AM-HIFC mobilises deposits from intending Hajeess and invests those in different sectors of the economy following Shariah principles. It basically follows the pilgrim management model of Malaysia, popularly known as "Tabung Haji", which allows people to deposit regularly a specific amount (calculated on the basis of Hajj performing timeframe) that one chooses depending on his/her financial capacity. AM-HIFC will work in close association with Ahsania-Malaysia Hajj Mission (AMHM) for pilgrimage management services to render the best of services.



# FINANCE & ACCOUNTS

**Aziz Halim Khair Choudhury**  
Chartered Accountants

**Dhaka Ahsania Mission**  
**Consolidated**  
**Balance Sheet**  
As At 30 June 2008

SL. No.	Particulars	30-Jun-08 Taka	30-Jun-07 Taka
A.	<b>Fixed Assets (Written Down Value)</b>	<b>1,228,282,005.00</b>	<b>677,063,618.00</b>
B.	<b>Current Assets:</b>	<b>1,289,021,878.00</b>	<b>1,144,146,895.00</b>
	Cash & Bank Balances	638,118,600.00	808,049,083.00
	Accounts Receivables, Loan & Advances	619,463,745.00	318,268,066.00
	Inventory/Stock	31,439,533.00	17,829,746.00
C.	<b>Total Property and Assets:(A+B)</b>	<b>2,517,303,883.00</b>	<b>1,821,210,513.00</b>
D.	<b>Current Liabilities</b>	<b>270,525,675.00</b>	<b>173,647,175.00</b>
	<b>Net Assets: (C-D)</b>	<b>2,246,778,208.00</b>	<b>1,647,563,338.00</b>
	Represented by:		
E.	<b>Equity &amp; Capital:</b>	<b>2,246,778,208.00</b>	<b>1,647,563,338.00</b>
	Capital Fund	1,581,765,679.00	1,108,798,083.00
	<b>Other Funds</b>	<b>521,549,951.00</b>	<b>442,248,627.00</b>
	Donor's Fund	143,462,578.00	96,516,628.00
	<b>Total:</b>	<b>2,246,778,208.00</b>	<b>1,647,563,338.00</b>

**A.Mumith Chowdhury FCA**  
Director - Finance & Accounts

**M.Ehsanur Rahman**  
Executive Director

Signed in terms of our separate report of even date annexed

09, October, 2008  
Dhaka

**Aziz Halim Khair Chowdhury**  
Chartered Accountants



**Dhaka Ahsania Mission**  
**Consolidated**  
**Income & Expenditure Account**  
For the year ended June 30,2008

Particulars (Annual Report) Amount	Amount
<b>A: Income:</b>	
Donor's Contribution	689,862,743.23
Donation & Local Contribution	336,958,016.24
Fees & Service Charge	258,717,892.00
Other Income	1,942,675.00
<b>Total Income:</b>	<b>1,287,481,326.47</b>
<b>B: Expenses:</b>	
Salaries & Allowances	188,562,297.00
Utilities	9,182,806.44
Travelling Expenses	10,662,060.00
Printing & Stationery	6,035,652.00
Repair & Maintainance	6,542,477.00
Rent, Rates, Taxes & VAT.	2,834,054.00
Medical Expenses	93,821.00
Training, Research,Workshop	19,400,565.00
Overhead Charge / Program Expenses	787,063,308.95
Accommodation (Rent)	28,003,174.00
Other Expenses	9,433,937.00
<b>Total Expenditure:</b>	<b>1,067,814,152.39</b>
Net Surplus/(Deficit) A-B	219,667,174.08
<b>Total</b>	<b>1,287,481,326.47</b>

**A.Mumith Chowdhury FCA**  
Director - Finance & Accounts

**M.Ehsanur Rahman**  
Executive Director

Signed in terms of our separate report of even date annexed

09, October, 2008  
Dhaka

**Aziz Halim Khair Chowdhury**  
Chartered Accountants



**Dhaka Ahsania Mission**

**Consolidated**

**Receipts and payments Account**

For the year ended June 30,2008

Particulars (Annual Report) Amount	Amount
<b>A: Receipts:</b>	
Opening Cash & Bank Balance	808,208,408.00
Donor's Contribution	689,862,743.23
Donation & Local Contribution	764,302,253.25
Fees & Service Charge	268,828,449.00
Loan & Fund Recovery	48,995,888.00
Other Income	8,437,379.00
<b>Total Receipts:</b>	<b>1,780,426,712.48</b>
<b>Total</b>	<b>2,588,635,120.48</b>
<b>B: Expenses:</b>	
Salaries & Allowances	186,853,682.00
Utilities	9,177,767.00
Travelling Expenses	8,536,547.00
Printing & Stationery	5,930,977.00
Repair & Maintainance	6,186,591.00
Rent, Rates, Taxes & VAT.	9,207,454.00
Medical Expenses	93,821.00
Training, Research,Workshop	11,703,939.00
Overhead Charge / Program Expenses	1,198,696,688.95
Accommodation (Rent)	26,782,444.00
Loan , Advance & Fund Disbursement	108,402,038.00
Purchase of Fixed Assets	366,941,545.00
Other Expenses	12,003,027.00
<b>Total Payments</b>	<b>1,950,516,520.95</b>
Closing Cash & Bank Balance	638,118,600.00
<b>Total</b>	<b>2,588,635,120.95</b>

**A.Mumith Chowdhury FCA**  
Director - Finance & Accounts

**M.Ehsanur Rahman**  
Executive Director

Signed in terms of our separate report of even date annexed

09, October, 2008  
Dhaka

**Aziz Halim Khair Chowdhury**  
Chartered Accountants