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বাণী

'সবার জন্য শিক্ষা' কর্মসূচিকে সাফল্যমণ্ডিত করা আমাদের সাংবিধানিক দায়িত্ব। এ দায়িত্ব পালনে সরকার ১৯৯৩ সাল থেকে বাংলাদেশে বাধ্যতামূলক প্রাথমিক শিক্ষা কর্মসূচী সম্প্রসারণ করেছে। দলিত্ব আন্দোলন যাতে তাদের সন্তানদের বিদ্যালয়ে পাঠাতে অগ্রহী হয় সে উদ্দেশ্যে সরকার 'শিক্ষার জন্য খাদ্য' কর্মসূচী চালু করেছে। বিদ্যালয়ের অবকাঠামো উন্নয়ন ও সংস্কারসহ অন্যান্য সুযোগ-সুবিধা বৃদ্ধি করার কাজও দ্রুত গতিতে এগিয়ে চলেছে। বাধ্যতামূলক প্রাথমিক শিক্ষার পরিপূরক হিসেবে সমন্বিত উপাদানিক শিক্ষা বিস্তার কার্যক্রম বাস্তবায়নের জন্য বিশেষ প্রচেষ্টা গ্রহণ করা হয়েছে।

গত কয়েক বছরে এ ক্ষেত্রে অগ্রগতি আশাব্যঞ্জক। ইতিমধ্যে শিশু ভর্তির হার অনেক বেড়েছে, বয়ে পড়ার হারও উল্লেখযোগ্যভাবে কমেছে। প্রাথমিক শিক্ষা ব্যবস্থাপনার ক্ষেত্রে লক্ষণীয় উন্নতি হয়েছে। 'সবার জন্য শিক্ষা' নিশ্চিত করার লক্ষ্যে সমাজের সর্বস্তরের জনগণের আন্তরিক সহযোগিতা ও সক্রিয় প্রচেষ্টা প্রয়োজন। এ ক্ষেত্রে শিক্ষক সমাজের ভূমিকাই সবচেয়ে গুরুত্বপূর্ণ। আমি আশা করি, আমাদের শিক্ষক সমাজ তাদের পূর্বসূরীদের এতিহ্য বজায় রেখে সমাজসেবার মনোভাব নিয়ে তাদের ওপর অর্পিত গুরুদায়িত্ব পালনে যত্নবান হবেন।

প্রতি বছর জাতীয় প্রাথমিক শিক্ষা সপ্তাহ উদযাপন একটি মহতী উদ্যোগ। এ সপ্তাহেই শ্রেষ্ঠ শিক্ষক, শ্রেষ্ঠ সহকারী থানা শিক্ষা কর্মকর্তা, শ্রেষ্ঠ শিশু ও শ্রেষ্ঠ বিদ্যালয়কে পুরস্কৃত করা হয়। এ পুরস্কার মেধা, শ্রম এবং যোগ্যতারই স্বীকৃতি। এ বছর বর্ধিত কলেবরে জাতীয় পর্যায়ে এ স্বীকৃতি নিঃসন্দেহে শিক্ষার্থী, শিক্ষক এবং কর্মকর্তাদের আরো বেশী উৎসাহিত এবং অনুপ্রাণিত করবে।

আমি এ সপ্তাহের কার্যক্রমের সাফল্য কামনা করি।

(খালেদা জিয়া)

প্রধানমন্ত্রী

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

Development of Primary Education

Abdus Subhan

Director-General

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It is accepted among educators and scholars that primary education is the most basic, influential and formative phased of education.

Rapid rise in production, achievement of national progress and self dependence, above all attainment of economic emancipation as well as raising living standard are effluents of education. The implementation of primary education programmes has, however, bared the naked truth that the task of reaching the goal of education for all is not impossible but herculean, especially in the context of the present socio economic condition prevailing in the country. Despite limited resources, the government has given highest priority to primary and mass education sector and allocated fund accordingly.

For quantitative expansion and qualitative improvement of primary education, there are 17 development projects under the DPE of which General Education Project is biggest one.

The main targets of the GEP (1991-95) are the reconstruction and repair of 8000 Govt. Primary Schools, construction of 4000 low cost schools, development of 36 Districts Primary Education Offices, development of 44 Primary Training Institutes, construction of one Divisional Education Complex in Chittagong and construction of 200 satellite schools. Step is also being taken to reconstruct additional 11 Districts Primary Education Offices, three Thana Education Offices and some new city and town schools under the GEP. Along with GEP, there are projects to rehabilitate and reconstruct the flood and cyclone damaged Govt. Primary Schools. Under the IDA assisted 3rd Flood Rehabilitation Project (1988) a total of 1136 primary schools have been reconstructed out of targeted 1143 and 4152 schools have so far been repaired. Under the EEC assisted post Flood Rehabilitation project, a total of 325 primary schools are being reconstructed. 210 primary schools are being rehabilitated under the IDB assisted post Flood Rehabilitation Project.

The cyclone damaged Primary Schools Rehabilitation project, (1991) are being financed by ADB, EEC, OPEC, IDB and the Royal Saudi Government. Under these projects a total number of 1863 Govt. primary schools are being reconstructed and 1695 are being repaired.

Besides, 4041 more government primary schools have been reconstructed or repaired so far from the revenue budget. An ambitious project has also been undertaken to reconstruct/repair of the long neglected 8830 registered non-government primary schools of the country. This project is financed from government's own resources.

Another epoch making project for the expansion of primary education is the Food for Education Project. The programme has been introduced in 460 selected unions of 460 thanas of the country to motivate the poor parents to send their kids to schools instead of to fields. The programme has been proved very encouraging. The enrolment rate has increased and the dropout rate has reduced remarkably in the project area.

The students of the primary schools are also provided books free of costs throughout the country. In the year 1994, a total of 168 lac sets of book have been distributed to 1,40,67,332 children. Government is also actively considering to supply other learning materials to schools.

A crush programme has been undertaken to fill the vacant posts of the Head Teachers and Assistant Teachers of the primary schools. Under this programme, 1759 Head Teachers and 5823 Assistant Teachers have been employed by the end of 1993. The works for employment of 1500 head teachers and 3500 assistant teachers is also in progress.

The focus on actual learning acquisition and outcome has been the shifted policy taken up for sustaining the system. With this end in view teacher training programmes have been thoroughly redesigned introducing new and modern techniques with emphasis on student centred activity-based training. The cluster training system has been replaced by a more intensive and regular training called sub-cluster. Curriculum dissemination training programmes are continuing. About 213261 teachers and officers of primary education have been trained for overall improvement of quality. It is believed that these trainings will result in a positive impact on learning outcome. There is no denying the fact that unless community participation can be ensured, the success of reaching EFA goals is going to be dwindled. Some important steps have been taken to create enough interest among community towards education. Both Radio and Television are regularly transmitting primary and mass education programmes. Besides, Primary and Mass Education Division developed a number of tellops and spots which have been transmitted through television and radio. Short plays depicting the importance of primary education and the steps taken by the government so far, are being regularly staged in the village markets and townships. Jari gans (Popular chorus song) are also composed with similar theme and sung in public gatherings. In fact, there has been a wide realisation that the building of partnership with the community must be given prominence for successful implementation of compulsory primary education. Committees have been formed at the district, thana, Union ward level. Mother's rallies and yard-meetings, organised regularly have started giving good results.

The importance of regular inspection and supervision for materialising the objectives of primary education must be strongly emphasised. To make inspection meaningful and effective, every officer has been given a target to fulfil and an inspection cell has been created in the Directorate of Primary Education. The Thana Education Officers have already been provided with motor cycles to help them in their inspection duties.

All these efforts and initiatives for development of primary education will not reach the desired goal, if people from all walks of life do not come forward and participate actively. Only then, we shall be able to ensure education for all our children, men and women.

ROLE OF INFEP IN COMBATING ILLITERACY

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Age-old ignorance, superstition, poverty and infrastructural inadequacy of formal education have made the 15 and 15+ population of Bangladesh to contain its literacy rate within 35% only. To bring the 15 population of Bangladesh into the mainstream of formal education seems to be absurd in the prevailing situation. The underprivileged and drop-out children and adolescents are in need of an alternative education system. As a universal concept to develop a country and to fulfil the desperate and felt need of the teeming millions to change their lot and to develop their society as well

as the nation, the world has already accepted Non-formal Education (NFE) as a supportive concern of Formal Education.

The history of NFE activities in Bangladesh does not date too far back. Sporadic efforts were made at different times however. A countrywide programme of making 40 million illiterate people (11-45 age group) literate had been launched in 1980 for the first time in Bangladesh. But the programme suffered a set back due to a change of Government in 1982 and remained inoperative until 1987, when another 3 year

long programme under the name of Mass Education Programme (MEP) was undertaken by the Government to raise the literacy rate of 11-45 age group from 30% to 60% by 2000 A.D. in phases. Under this project, 24 NGOs were given subvention and during 1987-1991 period, a total of 5.50 lakhs of illiterate people were educated in 175 thanas. The Government of Bangladesh as a signatory to the World Conference on Education For All (EFA) held at Jomtien, Thailand, in March 1990, is committed inter alia to raise the country's literacy rate to 62% by the year 2000. In consequence, Compulsory Primary Education Act has been promulgated in 1990 with effect from January 01, 1992. Meanwhile realizing the limited scope of formal sector in reaching the vast segment of illiterate population, the Government has launched an integrated NFE programme (INFEP). From then onwards, NFE is running side by side with FE to achieve the goal of EFA by 2000 A.D. This project is viewed as an experimental and bridging one likely to lead to a larger and effective body from 1996 onwards. The aims of the project are to create specialized and experienced manpower, to develop infrastructural facilities and to introduce a parallel NFE system to the formal stream.

v) Continuing Education (CE) programme for neo-literates through community based learning centres.

Mention may be made here that literacy programme of NFE covers at least 50% female of the total target population.

Currently literacy programme is being conducted in two ways- Govt. run adult literacy centres and learning centres conducted by NGO's under subvention. The current picture of literacy situation of 4 components of INFEP is shown below:

Total number of learning centres	13,021
Teachers	13,024
Learners	4,18,410
Supervisors	868

Presently NFE activity of INFEP covers 69 thanas of 64 districts of the country. Besides Govt. programmes, a total of 164 NGO's are working in the literacy programme. A total 1,20,550 illiterate people were made literate under the NFE project in 1991-92. Though the programme is due to terminate in June 94, an extension through December 95 is under active consideration. The goal to make a total of 16,14,600 people literate has been targeted in the revised JCP.

As part of CE programme to retain literacy of neo-literates and creating an environment congenial to literacy in rural areas, a programme to set up community based libraries in different villages of the country is under way. A total of 43 supervisors will train the librarians locally. A total of 406 village libraries are likely to start functioning by the end of May '94 in 43 selected thanas. Extensive training activities are being conducted before learning centres start functioning in 69 thanas.

NFE IN Bangladesh has five components:

- i) Early Childhood Education (ECE) programme for 4-5 age group.
- ii) Non-formal Basic Education (NFBPE) programme for 6-10 age group.
- iii) Non-formal Adolescent Education Programme for 11-14 age group.
- iv) Non-formal Adult Education Programme for 15-35 age group.

Compulsory Primary Education Programme

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Govt. of the People's Republic of Bangladesh has enacted Compulsory Primary Education Act in 1990 to ensure education for all by the year 2000. Responsibility of implementing compulsory primary education programme is vested upon the Compulsory Primary Education Ward Committees. To supervise and coordinate the activities of these ward committees union, thana and district co-ordinating committees are constituted as per circular issued in this connection. It is worth mentioning that to control 13,380 ward committees throughout the country, 4,460 Union committees, 481 thana committees and 64 district committees are formed. Peoples of different walks of life i.e. local public representatives, local leaders, elites, directly or indirectly attached govt. officers of different departments, are included in these committees in different capacities like advisors, chairmen, members, member secretaries, etc. It is known from field level information that these committees are performing their duties successfully by taking necessary steps towards progress of compulsory primary education programme and taking necessary decisions in respect of enrolment, attendance dropout etc. by holding regular monthly

meetings.

Child survey is very much important in implementing Compulsory Primary Education Programme. It is necessary to ascertain accurately the total number of child of the country. With this end in view in December 1993 1+ to 10+ children survey like census was made all over the country with due importance and utmost care. Necessary fund was placed to spend for this purpose. Ward committees have conducted child survey works of their respected wards. Teachers of govt. and registered non-govt. primary schools have collected and written down the necessary data in respect of child survey personally attending each and every house of this school catchment area. A symbolic mark has been placed on each surveyed house. Simultaneously cross checking by SMC and Ward Committee has also been made to justify its accuracy. In the child survey of December, 1993 the total number of 6+ to 10+ children of the country is found to be 1,74,19,253.

Govt. primary schools, Ebtedayee Madrasa and all primary level educational institutions have been inspected thoroughly. The officers at the unit are collecting and monitoring the activities of

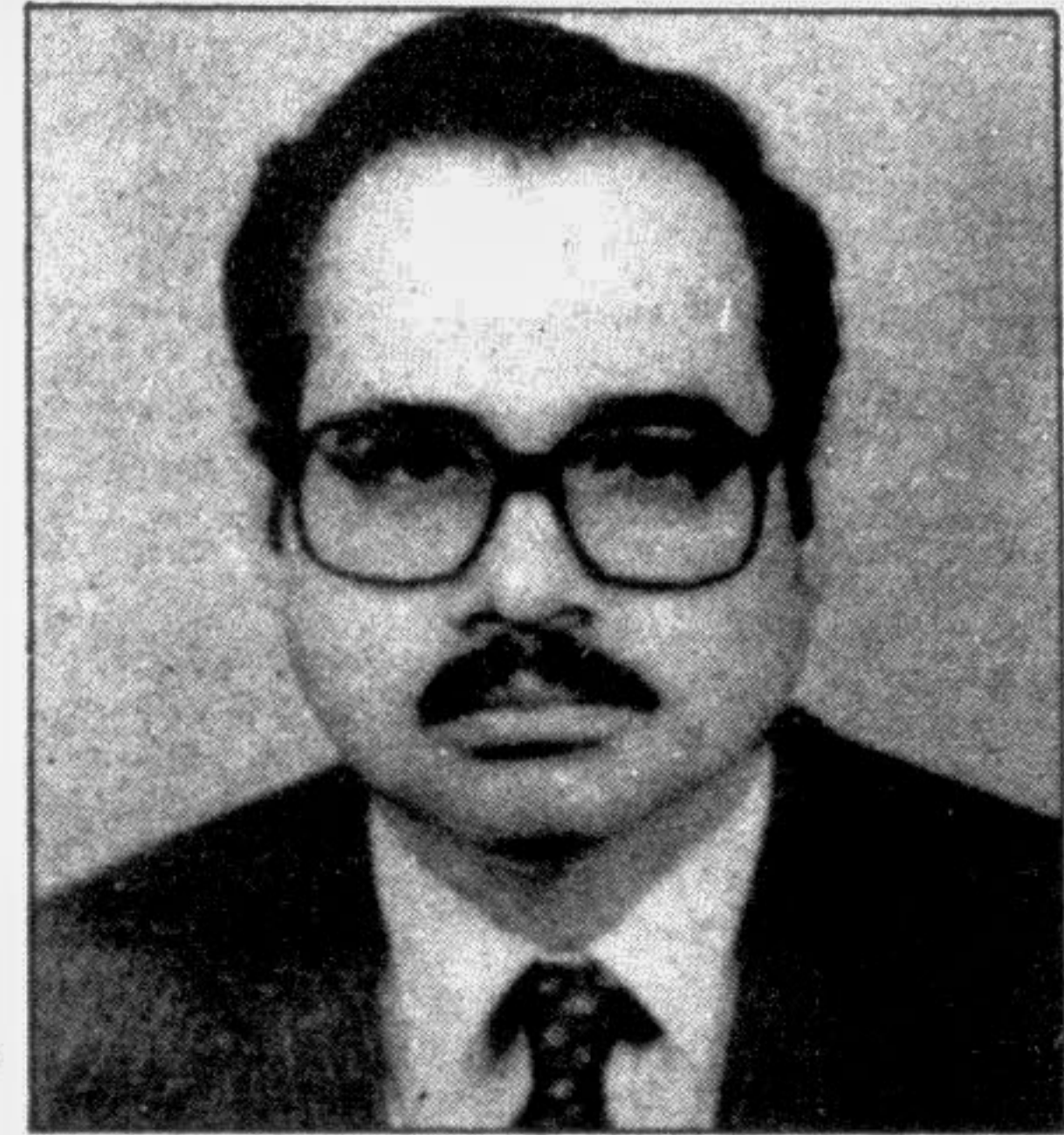
constituted ward, Union, thana and district level committees, holding meetings, taking and implementing important decisions by the committees. Moreover data regarding child survey, enrolment, attendance are also being collected and monitored. In the last academic year of 1993 all primary level educational institutions of some thanas had been inspected and surveyed thoroughly and another 32 Union of different thanas, and 903 educational institutions of 171 thanas, were inspected during the year 1993.

From 1st January, 1994 Govt. started sanctioning grant per month to four senior teachers of each registered Non-govt. primary schools numbering about 8830. The sanction of the grant to teacher is disbursed quarterly.

The number of grants receiving Reg. non-govt primary schools have increased significantly during the current financial year.

The process of sanctioning grant from 1st January 1994 of the current financial year to teachers of newly registered 2500 primary schools and teachers of independent Ebtadayee Madrasa (One madrasa from each Union) has started and is continuing.

কোড়পত্র



বাণী

জাতীয় উন্নয়ন ও পুনর্গঠনে শিক্ষা একটি অপরিহার্য পূর্বশর্ত। কিন্তু আমাদের দেশে এখনো শিক্ষিতের হার অত্যন্ত কম। দেশ থেকে নিরক্ষরতা দূর করার উদ্দেশ্যে সরকার প্রাথমিক ও গণশিক্ষাকে সর্বোচ্চ অগ্রাধিকার প্রদান করেছে। সারাদেশে বাধ্যতামূলক প্রাথমিক শিক্ষা কর্মসূচী বাস্তবায়নের মাধ্যমে বিদ্যালয়ে গমনোপযোগী সকল শিশুকে প্রাথমিক বিদ্যালয়ের আওতায় আনার প্রচেষ্টার পাশাপাশি উপাদানিক শিক্ষা বিস্তার কার্যক্রমের মাধ্যমে বিদ্যালয় থেকে বয়ে পড়ার হারও কমেতে শুরু করেছে। বিদ্যালয়ে পাঠদানকে আকর্ষণীয় করা ইত্যাদি কর্মসূচীর মাধ্যমে দেশে শিক্ষার বিষয়ে যথেষ্ট উৎসাহ উদ্দীপনা সৃষ্টি হয়েছে এবং ছাত্র-ছাত্রী ভর্তি বৃদ্ধি পাচ্ছে। বিদ্যালয় থেকে বয়ে পড়ার হারও কমেতে শুরু করেছে। কিন্তু এখনও বহু শিশু প্রাথমিক শিক্ষার আওতার বাইরে রয়ে গেছে, বহু শিশু বিদ্যালয় থেকে বয়ে পড়ছে এবং বিদ্যালয়গুলোর পড়ানোর মানও আশানুসঙ্গ পর্যায়ে উন্নীত করা সম্ভব হয়নি। এই পরিস্থিতিতে প্রাথমিক ও গণশিক্ষার সাথে জড়িত আমাদের সকলকে অত্যন্ত কঠোর পরিশ্রম করে জরুরী ভিত্তিতে এ অবস্থার উন্নতি সাধনে তৎপর হতে হবে।

এ প্রেক্ষাপটে এ বছরের প্রাথমিক শিক্ষা সপ্তাহ উদযাপন অত্যন্ত গুরুত্বপূর্ণ। যে সমস্ত নিবেদিত প্রাণ শিক্ষক-শিক্ষিকা ও পরিদর্শনকারী কর্মকর্তা জড়িত সেবায় তাদের ব্যক্তিগত সুখ-সুবিধা বিসর্জন দিয়ে অক্লান্ত পরিশ্রম করে প্রাথমিক শিক্ষার মান উন্নয়নে অবদান রেখেছেন তাদেরকে স্বীকৃতি দিতে শেয়ে আমরা সত্যিই গর্বিত। সাময়িক প্রতিবেদিত্য কৃতিত্ব অর্জনকারী শিশু শিল্পীরা উৎসাহিত হয়ে তাদের মেধার পূর্ণ বিকাশ ঘটাবে একদিন দেশের জন্য আন্তর্জাতিক পর্যায়ে জয়ের মালা ছিনিয়ে আনতে পারবে বলে আমরা আশা রাখি।

এ বছর থেকে আমরা শ্রেষ্ঠ প্রাথমিক বিদ্যালয় পুরস্কার প্রবর্তন করছি। এ ব্যবস্থা শিক্ষার্থী, শিক্ষা কর্মকর্তা ও সংশ্লিষ্ট স্থানীয় সমাজের মধ্যে যথেষ্ট উৎসাহের সঞ্চার করে শিক্ষার সার্বিক মানোন্নয়নে সহায়ক ভূমিকা পালন করবে বলে আমরা মনে করি।

আমি জাতীয় প্রাথমিক শিক্ষা সপ্তাহ '৯৮-এর কার্যক্রমের সুষ্ঠু বাস্তবায়ন ও সার্বিক সাফল্য কামনা করি।

(কাজী হকিমউদ্দীন আহমদ)

সচিব

প্রাথমিক গণশিক্ষা বিভাগ

Each of the 64 districts of the country would likely to have a pilot centre to conduct research and innovative activities on the NFE programme. Teachers to be entrusted with these centres would act as trainer in different programmes.

INFEP has already developed and revised its own training manual and learning materials. Printing of Primers, Teachers guide, training module etc. for different component has already been completed. Learning centres are supplied with necessary learning materials. A good many NGOs and voluntary agencies have literacy programme of their own. Some of these voluntary agencies are expected to make 5 lakh people literate by using the learning materials of INFEP.

Preparations are afoot to hold rallies, meetings, workshops etc. as part of social conscientization. Radio and TV programmes on literacy are on regular broadcast. Rallies and meetings are being held throughout the country on the International Literacy day to strengthen the ongoing literacy movement.

In recent times, total literacy campaign proves to be an effective approach to

increase literacy in the shortest possible time. This approach involves participation of the peoples from all walks of life through mass walking. A similar approach has started functioning in Lalmonirhat district under the leadership of the Deputy Commissioner there. A total of 379 volunteer teachers are imparting education in ten thousand centres. The programme yields desired result, would usher in a new era of literacy in the country.

The activity of INFEP is likely to come to an end in December 1995. After then Non-formal Education is likely to be funded by the WB and ADB to encompass the whole country. Presently the role of INFEP is to establish a countrywide NFE infrastructure to eradicate illiteracy gradually. It may be mentioned that to achieve the goal of EFA, a total of 20 million illiterate people have to be made literate by the year 2000.

The enthusiasm and vigour as observed among the people now would hopefully bring about a positive result. Bangladesh now looks forward to a better tomorrow no longer haunted by illiteracy.