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Let us light Illiteracy:

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1. Inability to read, write count and communicate through literary symbols is an insult to humanity intolerable in modern society. It is a stigma to human dignity ingenuity. Literacy is a tool that facilitates receipt and transmission of ideas inspiration, information and experience, and is a key to acquisition of knowledge and skill essential for progress. It is recognised as in basic right of human being.

2. Bangladesh has programmes of universal primary education, performing education, mass education, functional education as soon. Spurt from about 44,000 primary schools, there are many kindergartens, maktabas non-formal education centres run by the government and non-government voluntary organisations. Yet the level and growth of literacy in Bangladesh is very low (less than 30%) compared to developing countries in the neighbourhood (India over 40%, Sri Lanka over 80%). Experts say that literacy level of less than 40% is not conducive to industrialization. UNESCO studies report that the world map of illiteracy is the map of poverty.

3. An independent nation of over a hundred million, where biggest resource are its people cannot continue to suffer from the disability of illiteracy. It has the talent to tackle the problem, it has the support of the whole world in this struggle, it only needs the political will and determination to adopt and implement a well-designed programme on a continuing basis. It cannot be achieved in haste.

4. It takes time, latest trained teachers educational aids, physical facilities appropriate policies and commitment to adopt, expand and improve a well programme to candidate illiteracy. Government alone cannot provide all

them fortune. Every enlightened citizen their friends at home and abroad, non-formal organisations must join the crusade to banish illiteracy. A ten year programme is in order. 5. What can you and I do?

5.01 Let us not underestimate the power of the individual in the battle against illiteracy "let each one teach one—a programme with tested results."

5.02 Make sure that literacy imported is not lost make literacy relevant to to peoples vocations so that once imported it is retained particularly by those who will not have opportunities further formal education; 5.03 motivate and mobilize parents teachers preachers students, professional workers researchers public servants to respect to the challenge 5.04 Stimulate literacy activities by formal, non-formal, informal channels government/non-government organisations volunteers libraries provide moral and material support to any worthy effort. 5.05 Give special emphasis to access of women, workers rural people to literacy opportunities elicit of modest change agents like welfare workers singers craftsmen, birth attendants, priests political activities. 5.06 Do not insist on one inflexible model encourage innovations in materials approaches and operations as long as they do not go against established social norms and national objectives. 5.07 Institution literacy in all government and non-government employment programmes: 5.08 Seek assistance from all friendly sources at home and abroad to 5.09 Sponsor and advocate for policies programmes conducive to extension and retention of literacy-campaign for compulsory and free primary education. 5.10 recognise through awards, incentives performances literacy workers, facilitators and cropainers for literacy.