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Total Literacy Movement: Bangladesh Context

Integrated Non-formal Education Programme is the fore runner of the future massive programme to be started from 1996. Lessons learnt from this existing project indicate that to achieve the targets the desired momentum may not be obtained only by the centre-based approach of non-formal education. Experiences gathered from the existing programme tell us that if we can introduce total literacy movement parallel with the existing programme then it will be possible on our part to reach desired target by 2000.

The inner strength of the total literacy movement is

that it can create mass-awareness in to all classes and professions of a particular area. Demand for education, consciousness and above all motivation can encourage people to act voluntarily. People engaged both in administration and development can intensively participate in this programme. This Programme can create an empathy between the classes and the sections of the community as objectives and goals of every one are the same.

In Bangladesh, Lalmonirhat district is the pioneer to introduce total literacy movement as an innovative

mode of non-formal education. To make the Total Literacy Movement successful, the Deputy Commissioner of Lalmonirhat involved all sections of people, including all political leaders, officials of all departments, teachers, local elites, freedom fighters, NGOs, leaders of cultural and religious front and social workers of all levels. In the implementation strategy six stages are followed. There are:-

- a) Supervision and implementation
- b) Motivation
- c) Management
- d) Facilitation (Teaching)

e) Administration
f) Evaluation & Reporting.
In addition to this, from District Head Quarter to programme delivery centres, a total of 5 Committees are working and involved with the whole gamut of the programme. The catchment area of a primary school is the block for Non-formal Education centres. Activities of non-formal education within the block are supervised by the head master of the concerned primary school. Monitoring and evaluation are being done upto the centre.

In 1995 about 2,38,000 illiterate people of Lalmonirhat District will be made literate through 8700 centres under 400 blocks.

Total Literacy Movement in Lalmonirhat district has already drawn the attraction of various levels. The effectiveness and all-embracing inherent power, speed and coherence of the TLM and the success of Lalmonirhat has inspired us to a great extent.

By 2000 this Total Literacy Movement will be expanded in 43 districts of the country in phases.

It is our sincere feelings and expectation that Total Literacy Movement can only play pivotal role in making our large number of illiterate population literates and thus achieve the target of nation's commitment of Education For All by the end of this century.