

Information Literacy (IL) Initiatives in Bangladesh: a case study

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Declaration

Hereby it has been declared that my thesis entitled “**Information Literacy Initiatives in Bangladesh: a case study**” is my own work and outcome of my own knowledge and there is no study paper has been published yet by any other person. The whole study was conducted by me and under guidelines and supervision my honorable supervisor Associated Professor, Department of Information Science and Library Management, University of Dhaka.

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Dedicated To
My Parents

Acknowledgement

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List of Abbreviations/Acronyms

- ACRL - Association of College and Research Libraries
AILS - Australian Information Literacy Standards
ALA - American Library Association
ANZIIL - Australia and New Zealand Institute for Information Literacy
BA - Bachelor of Arts
BPPS - BRAC Pre-primary School
BRA- Bangladesh Reading Association
CCP- Computer Literacy Program
CECC- Children Education Community Care
CLC- Child Literacy Centre
CILIP - Chartered Institute of Library and Information Professionals
CLP- Computer Literacy Program
CRL- Class Room Library
DAM- Dhaka Ahsania Mission
Dnet - Development for Research and Network
DPE - Directorate of Primary Education
EASC- English in After School
ECD- Early Childhood Education
ECDSP-B- Early Childhood Development Support Program-Bangladesh
EFAPID- Education for all Program and Institutional Development
ICTs - Information Communication Technologies
IL - Information Literacy
ISLM - Information Science and Library Management
IUB - Independent University of Bangladesh
LEKB- Learn English Kids Bangla
MA - Master of Arts
PAMC- Policy Advocacy and Mass Communication
RITC- Rural Information and Technological Centers
RMED- Research, Monitoring, Evaluation and Documentation
RtR - Room to Read
RWI - Reading Writing Instruments
SCONUL - Standing Committee for National and University Libraries
SCR- Smart Class Room

SEL- Social and Emotional Learning

SKB- Shisu Bikash kedro

SIP : School Improvement Program

TBS- Tracking of BRAC graduates at secondary schools

TLE- Total learning experience_

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNIC- United Nation Information Centre

Abstract

The aim of this study is to understand the dynamics of the initiatives and measures undertaken by organizations/institutions of Bangladesh for introducing Information Literacy (IL) and all the issues surrounding IL programs given that there are so many challenges and so many milestones to accomplish. The study reveals the importance of Information Literacy in a country like Bangladesh that is struggling towards development in an information era.

The study includes various definitions of IL from different people who mastered the concept of IL. It includes the origin, necessity and scope of Information Literacy.

A very important branch of this study is a Case Study on Dhaka Ahsania Mission's initiatives, programs, and continual activities to introducing IL and their efforts to carry on spreading awareness and establishing the building blocks for IL education as far as they can reach within their capacity and limitations. Face to face interviews were one of the methodologies that were used and conducted to obtain more information regarding IL.

The study incorporates the challenges that act as an impediment in the way of achieving Information Literacy in Bangladesh taking into consideration all the limitations both in personal and organizational levels. Included are also recommendations to overcome these hurdles or obstacles through effective approaches and measures.

The findings of this study summarize the need/essentiality of Information Literacy in Bangladesh for the country to be able to cope up with the ever growing scope of Information.

Chapter: I

Introduction

1.1 Prologue

We are living in an age of information. It would not be an exaggeration to say so since as much as there is demand for information there is also an explosion of information from the various disciplines that have evolved in the last 100 years. One of the ways to determine the progress or development of any society is to ascertain the availability of information resources as well as the utilization of information in the daily lives of its people. In simple, whichever society knows and understands the value of information with all its essence is already on the path towards growth and advancement. Present society has gained its structure through the rapid development and extension of information and its technologies in the different fields such as education, health sector, agriculture, business sector and so on. This is why today's society is increasingly called 'information society' and the production of information is increasing gradually all over the world.

The enormous production of information is also posing numerous challenges in our personal and professional life, because over production of information is creating confusion in the information seekers' mind while they are deciding which information is more relevant to meet their information needs (Bruce , 2004) . This raises question about authenticity, validity and reliability. It becomes more and more difficult to identify reliable and authorized information from huge numbers of information sources.

Sheer abundance of information and technology will not itself create more informed citizens without a complementary understanding and capacity to use information

effectively (ANZIL, 2004). This situation calls for information competencies that are required to solve the varying problems related to choosing or retrieving the right information at the right time. The term “Information Literacy (IL)” is being used significantly in today’s knowledge based society. It enables individuals to “recognize when information is needed and it gives them the ability to locate, evaluate and use effectively the needed information” (ACRL, 2014). IL is also important in higher education for preparing people for professional careers of all branches of knowledge. It is also increasingly important in the contemporary environment of rapid technology change and proliferating information resources.

For students, IL competencies help them in being independent and authentic learners rather than only dependent on their teachers or the notes or limited materials provided by them. Bangladesh being a part of this information era also faces the growing problems related to information for which the importance of Information Literacy cannot be stressed enough in its society. The study shows the various initiatives that are being undertaken by different information bodies in the country in order to introduce or enhance Information Literacy.

1.2 Origin of Information Literacy (IL)

The concept ‘information literacy’ first appeared in print in a 1974 report by Paul G. Zurkowski. It was written on behalf of the National Commission on Libraries and Information Science. Zurkowski used the phrase to describe the "techniques and skills" known by the information literate "for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems".

The Presidential Committee on Information Literacy was formed in 1987 with its three specific purposes:

- To define information literacy within the higher literacy’s and its importance to student performance, lifelong learning, and active citizenship;

- To design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes;
- To determine implications for the continuing education and development for teachers.

The Presidential Committee on Information Literacy released a report on January 10, 1989 which entitled “Presidential Committee on Information Literacy: Final Report” for outlining the importance of Information Literacy (IL), opportunities to develop information literacy, and an Information Age School (IAS). The recommendations of the Presidential Committee led to the creation later that year of the National Forum on Information Literacy, a coalition of more than 90 national and international organizations.

In 1998, the American Association of School Librarians and the Association for Educational Communications and Technology published Information Power: Building Partnerships for Learning, which further established specific goals for information literacy education, defining some nine standards in the categories of "information literacy", "independent learning", and "social responsibility”.

Also in 1998, the Presidential Committee on Information Literacy produced an update on its Final Report which outlined the six main recommendations of the original report and examined areas where it made progress and areas that still needed work. The updated report supports further information literacy advocacy and reiterates its importance.

Langford 1998, suggests that IL may be “a new literacy that has been transformed to complement the emerging technologies,” thus requiring a new skill set for our twenty-first century learners.

In 1999, the Society of College, National and University Libraries (SCONUL) in the UK, published "The Seven Pillars of Information Literacy" model to facilitate further development of ideas amongst practitioners in the field stimulate debate about the ideas and about how those ideas might be used by library and other staff in higher education concerned with the development of students skills. A number of other countries have developed information literacy standards since then.

In 2003, the National Forum on Information Literacy, together with USNESCO and the National Commission on Libraries and Information Science, sponsored an international conference in Prague with representatives from some twenty-three countries to discuss the importance of information literacy within a global context. The resulting Prague Declaration described information literacy as a "key to social, cultural, and economic development of nations and communities, institutions and individuals in the 21st century" and declared its acquisition as "part of the basic human right of lifelong learning".

On May 28, 2009, U.S. California Governor Arnold Schwarzenegger signed Executive Order S-06-09, establishing a California ICT Digital Literacy Leadership Council, which in turn was directed to establish an ICT Digital Literacy Advisory Committee. The Leadership Council in consultation with the Advisory Committee shall develop an ICT Digital Literacy Policy to ensure that California residents are digitally literate. The Executive Order states further: "ICT Digital Literacy is defined as using digital technology, communications tools and/or networks to access, manage, integrate, evaluate, create, and communicate information in order to function in a knowledge-based economy and society" The Governor directs "The Leadership Council in consultation with the Advisory Committee to develop a California Action Plan for ICT Digital Literacy (Action Plan)." He also directs "The California Workforce Investment Board (WIB) to develop a technology literacy component for its five-year Strategic State Plan". His Executive Order ends with the following: "I FURTHER REQUEST that the Legislature and Superintendent of Public Instruction consider adopting similar goals, and that they join the Leadership Council in issuing a

"Call to Action" to schools, higher education institutions, employers, workforce training agencies, local governments, community organizations, and civic leaders to advance California as a global leader in ICT Digital Literacy".

Information literacy rose to national consciousness in the U.S. with President Barack Obama's Proclamation designating October 2009, as National Information Literacy Awareness Month. President Obama's Proclamation stated that "Rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation. Though we may know how to find the information we need, we must also know how to evaluate it. Over the past decade, we have seen a crisis of authenticity emerge. We now live in a world where anyone can publish an opinion or perspective, whether true or not, and have that opinion amplified within the information marketplace. At the same time, Americans have unprecedented access to the diverse and independent sources of information, as well as institutions such as libraries and universities, that can help separate truth from fiction and signal from noise".

Obama's proclamation ended with: "Now, therefore, I, Barack Obama, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim October 2009, as National Information Literacy Awareness Month. I call upon the people of the United States to recognize the important role information plays in our daily lives, and appreciate the need for a greater understanding of its impact".

From the origin, the information literacy concept is being still developed and in future the diffusion of the concept would be increased all over the world.

1.3 Why Information Literacy

Information literacy is essential for overall development of a country. No country can develop properly without a good information literacy program. It is also essential for the people to cope with the information world and the new online services. It is necessary

for users to have the requisite skills to obtain relevant information quickly and effectively from electronic sources and become what is often referred to as 'Information literate' (Rani Syamalambala, 2011).

It is essential for the following reasons:-

- To get appropriate information from a world of information;
- To promote own knowledge and research activities;
- To be a lifelong learner;
- To take any decision intellectually and face any information problem;
- To improve the economic, political and social condition of a country;
- To fulfill daily needs of a person through information
- To promote formal and informal education;
- To utilize modern facilities;
- To evaluate information critically;
- To create new knowledge;
- To keep pace with the time and so on.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

An information literate individual is able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one's knowledge base;
- Use information effectively to accomplish a specific purpose;
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Owing to information explosion, this era is known as 'Information Society'. Without having proper information literacy it would be difficult to do self –development as well as the development of a country. So it is essential to enhance information literacy skills among the citizens.

1.4 Importance of Information Literacy (IL)

“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship”.(Kofi Annan, former United National Secretary-General). The importance of LI education is beggar description in this today’s information technological world. It is really difficult to find out the importance of IL in few sentences. But here are discussed only about the reasons for IL education.

Information literacy is important owing to the amount of information that is available in contemporary society. Simply being exposed to a great deal of information will not make people informed citizens; they need to learn how to use this information effectively, ACRL (2000).

i) Find the Right Information Sources

Data Smog refers to the idea that too much information can create a barrier in our lives. Especially students and the society require a special skill to handle this fast increasing information sources in order to find the right information sources. Information literacy is considered as the solution for the data smog.ACRL (2006).

ii) Find and Use Information Effectively

Information literacy allows us to cope with the data smog, by equipping us with the necessary skills to recognize when we need information, where to locate it, and how to use it effectively and efficiently. Consequently it will help decision making and productivity which is beneficial to the society.

iii) Able to Identify the Reliability and Validity of Information:

Due to the information explosion and data smog all students and the society face many difficulties to locate, evaluate, use, and communicate information. Due to the expansion of internet services we receive a lot of information that is not evaluated, unlike the printed sources. Hence the authenticity, validity, and reliability of this information is in doubt.

iv) Being an Independence and Life Long-Learner:

Student centered, inquiry based, problem solving, and critical thinking proactive learning environment with the help of information literacy skills, will develop deep learners in the society. Furthermore, information skills are vital to the success in education, occupation, and day to day communication of all citizens. In the twenty first century, lifelong learning has become one of the main themes in the higher education sector. Therefore the students need to be educated with regard to the abilities and skills of how to learn, or learning to learn, by developing the aspects of reasoning and critical thinking.

V) Develop the Own Insights and Ideas:

Information literacy skills will help students to achieve this target in a broader sense, in student centered learning. Using the IL skills, people would be able to solve any information related problems which develop their ideas, insights and experiences.

Learning mainly focuses on achieving knowledge, skills and attitudes, associated with particular subject areas. Irrespective of the disciplinary stream, each and every student should be able to access, use and communicate information in an innovative manner. The Information literacy curriculum plays a major role in order to cultivate these skills among the university and school students. The curriculum can be implemented by the library professionals with the help of academic and administrative staff.

1.5 Scope of Information Literacy (IL)

Scope of IL creates the possibilities of being a good information seeker, find the relevant sources easily, use them optimally and get the benefits in maximum.

Otsego Northern Catskills BOCES School Library System identifies the following scopes of IL:-

Question: Students learn to ask what information is needed.

Find: Students learn how and where to find information

Gather: Students learn how to gather information.

Create: Students learn how to organize and create a final product

Assess: Students learn how to assess the product and the process.

Behrens (1994) defines during the 1980s, the following scope to IL:

- it has to be taken into consideration with regard to the manner in which they can assist information handling, and the skills which are required for their use;
- particular attitudes, such as the awareness of a need for information, a willingness to locate and use information, the appreciation of the value of information and the accurate application of the information are required;
- higher order critical thinking skills such as understanding and evaluating information are necessary; mere location of information is insufficient;
- although libraries are regarded as major repositories of information sources, they should not be seen as the only resources;
- library skills are not sufficient for complete IL; neither are computer skills;
- user education programs require a paradigm shift in order to accommodate the full range of skills required for IL;
- in an information society, IL could be seen as an extension of the literacy realm;
- is a prerequisite for active, responsible citizenship;

- goal of IL is the attainment of lifelong skills which enable the person to be an independent learner in all spheres of life;
- IL teaching can enhance the attempts at educational reform which aim at producing independent learners.
- teaching of IL is a combined librarianship and educational issue that requires a partnership between the two disciplines;
- in order for IL teaching to be effective in the educational sphere, the skills should be taught across the curriculum in a resource based learning approach;
- various information skills are required for IL: a) knowing when there is a need for information, b) identifying the information needed in order to address a problem, c) finding the needed information, d) evaluating the located information, e) organizing the information, f) using the information effectively to address the problem.

IL also creates the following scopes:-

- i. Helping to build information skills and a sense of control as students become independent, lifelong learners.
- ii. Providing a quiet place for individual and group study, with one-on-one assistance in accessing information.
- iii. Providing a learner-focused instructional program that develops self-sufficiency in finding, selecting, evaluating and citing information.
- iv. Empowering students to become information literate thus decreasing anxiety and increasing confidence in their ability to tackle new subject and issues.
- v. Help to understand the social, legal and economic issues and also contribute the development of the country.

1.6 Related Aspects of IL

Information literacy also encompasses digital literacy, media literacy, health literacy, agricultural literacy etc.

1.6.1 Digital Literacy

Digital literacy encompasses the personal, technological, and intellectual skills that are needed to live in a digital world. A digitally literate person will possess a range of digital skills, knowledge of the basic principles of computing devices, skills in using computer networks, an ability to engage in online communities and social networks while adhering to behavioral protocols, be able to find, capture and evaluate information, an understanding of the societal issues raised by digital technologies (such as big data) and possess critical thinking skills.

Use, Understand, Create for digital literacy can be classified according to three main principle: Use, Understanding and create.

Use: Use represents the technical fluency that is needed to engage with computer and the internet. Skill and competencies that fall under “Use” range from basic technical know-how: using computer programs such as word processors, web browsers, email, and other communication tools-to the more sophisticated abilities for accessing and using knowledge resources, such as search emerging technologies such as cloud computing.

Understand: Understand is the set of skills that help us comprehend, and critically evaluate digital media, so that we can make informed decisions about what we do and encounter online. These are the essential skills that young people start learning as soon as they go online. Understand also prepares us for a knowledge economy as we develop-individually and collectively-information management skills for finding, evaluate and effectively using information to communication, collaborate and solve problems.

Create is the ability to produce content and effectively communicate through a variety of digital media tools. Creation with digital media includes:

- Being able to adapt what we produce for various contexts and audience,
- To create and communicate using rich media such as image, video and sound

- To effectively and responsibly engage with web 2.0 user generated content such as blogs and discussion forums, video, and photo sharing, social gaming and other forms of social media.

1.6.2 Media Literacy

Media literacy skills include:

- To be able to access media on a basic level
- To analyze media in a critical way based on certain key concepts
- To evaluate it based on that analysis, and
- To produce media oneself.

Media literacy is a “fundamental competency for literate citizens” which empowers citizens to actively engage with media message and fully participate in media culture. (Jenkins, 2003).The ability to access, analyzes, evaluate and communicates information in a variety of forma and is interdisciplinary by nature.(National association for Media Literacy Education).

- **Key Concepts of Media Literacy**

1. Media are construction(Media products are created by individual);
2. Audiences negotiate meaning(Different audiences can take away different meaning from the same product);
3. Media has commercial implications(Most media production is a business and must therefore, make a profit);
4. Media have social and political implications(Media have great influence on political and on forming social opinion)
5. Each media has a unique aesthetic form(Media product have been produced on the demanda of the audience)

1.6.3Health literacy

Health literacy is the ability to obtain, read, understand and use healthcare information to make appropriate health decisions and follow instructions for treatment.

The Patient Protection and Affordable Care Act of 2010, Title V defines “health literacy as the degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions.”

Anyone who needs health information and services also needs health literacy skills to:

- Find information and services
- Communicate their needs and preferences and respond to information and services
- Process the meaning and usefulness of the information and services
- Understand the choices, consequences and context of the information and services
- Decide which information and services match their needs and preferences so they can act

1.6.4 Computer literacy

Computer literacy is defined as the knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy can also refer to the comfort level someone has with using computer program and other applications that are associated with computers. Another valuable component is understands how computers work and operate.

Level of familiarity with the basic hardware and software(and now internet) concepts that allows one to use personal computers for data entry word processing, spreadsheets, and electronic communication.(Business Dictionary)

Basic skills of computer is very much necessary in today's development world. The term was coined by Andrew Molnar while director of the Office of Computing Activities at the National Science Foundation.

1.6.5 Agriculture Literacy

The definition and conceptualizations of agricultural literacy varies between differing groups. The content of agricultural literacy can also vary in scope.

There are numerous citable definitions and conceptualization of agricultural literacy including:-

1. The committee envisions that an agriculturally literate person understands of the food and fiber system includes its history and current economic, social, and environmental significance to all Americans
2. Agriculture literacy includes the information: the production of plant and animals products, the economic impact of agriculture, its societal significance, agriculture's important relationship with natural resources and the environment, the marketing of agricultural products, the processing of agricultural products, the public agricultural policies, the global significance of agriculture, and the distribution of agricultural products
3. Agricultural literacy entails knowledge and understandings of agriculturally related scientific and technologically-based concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity. Inherent in agriculture should also be included in a definition of agricultural literacy so people can become engaged in the system
4. Helping students read and respond to the agricultural world requires that we pose problems about where our food comes from and why; and about how we continue to

be raced, gendered, fathead, and classed by agricultural policies, practices, and groups.

6. Agriculture literacy includes the skills of the farmer when they face any agricultural problem in their fields. like how to increase the production of rice.

From the above definitions it can be defined that agriculture literature includes the skills of agricultural aspects and how it brings the development of a country people in the socio-cultural perspective.

1.6.6. Electronic Literacy:

The terms ‘electronic literacy’ and ‘electronic information literacy’ were used by Barclay (1995) in a book with the title ‘Teaching Electronic Information Literacy’. Aimed at those teaching the use of electronic information systems, it opens with ‘electronic literacy’ and learning theory as the two basic tools, ... and continues with advice on putting together an ‘electronic literacy workshop’, teaching basic electronic searching strategies, and using the Internet to teach the Internet. There seems to be, apart from some consideration given to sources such as CDROM, little difference between this concept, and those of network literacy or Internet literacy, to be discussed later. (Bawden, 2001)

1.7 Definition of Information Literacy (IL)

It is important to know the different concepts¹ that are related to information literacy, so that a clear direction of the information literacy program is identified. In this section, a brief discussion is being included about the definition of the information literacy and the related terms of information literacy.

The term ‘Information Literacy’ was first used by Paul Zurkowski in 1974. Zurkowski (1974) defines “people trained in the application of information resources to their work can be called information literates. They have learned techniques and

skills for using the wide range of information tools as well as primary sources in molding information solutions to their problems.

American Library Association (ALA)1989 defined “IL is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information”.

IL, used primarily in the library and information studies field and rooted in the concepts of library instruction and bibliographic instruction is the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" and highlighted information literacy as a skill essential for lifelong learner and the production of an informed and prosperous citizenry (Presidential Committee on Information Literacy, 1989).

This definition implies several skills. We believe that the skills (or competencies) that are required to be information literate require an understanding of:

- A need for information
- The resources available
- How to find information
- The need to evaluate results
- How to work with or exploit results
- Ethics and responsibility of use
- How to communicate or share your findings
- How to manage your find

Information literacy involves the processes of:-

Defining: What do I really want to find out?

Locating: Where can I find the information I need?

Selecting: What information do I really need to use?

Organizing: How can I best use this information?

Presenting: How can I present this information?

Assessing: What did I learn from this?

(Kirk, Poston-Anderson and Yerbury. Into the 21st century: library and information services in schools. Canberra: Australian Library and Information Association, 1990, p.4)

Radar (1991) gave a much broader definition of IL. Emphasizing that IL is essential for survival in the future, she argues that information literate citizen will be characterized by an ability to acquire and use information appropriate to any situation, within and beyond the library, both locally and globally. This will be brought about by a variety of rather general competencies, so that information literate people will be able to:

- survive and be successful in an information/technology environment;
- lead productive, healthy and satisfying lives in a democratic society;
- deal effectively with rapidly changing environments;
- ensure a better future for the next generation;

Doyel (1992) pioneering work on the definition of IL, which summed up as the “ability to access, evaluate and use information from a variety of sources”.

Lenox and Walker (1993) defines IL by characterizing the information literate person: one who has the analytical and critical skills to formulate research questions and evaluate results and the skills to search for and access a variety of information type in order to meet his or her information need.

Shapiro and Hughes(1996) provide a border version in referring to “a new liberal art that extends from knowing how to use computer and access information to critical reflection on the nature of information itself, its technical infrastructure , and its social, cultural and even philosophical context and impact”.

Southern Association of Colleges and Schools (1997) defines a broader vision in referring to “the ability to locate, evaluate and use information to become independent lifelong learners.”Darch *et al.* (1997) defines IL as “requires an awareness of the way in which information system work, of the dynamic link between a particular information need and the sources and channels required to satisfy that need”.

The most commonly cited and used IL definition is the one adopted by the American Library Association (ALA), 1998: “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The information literate individuals are those who have learned how to learn” .

They know how to learn because they know how knowledge is organized, know how to find information, and know how to use information in such a way that others can learn from them (Byerly), 1999.

Kuhlthau (2001) defines as consequence IL is gaining a high profile as central to education. The dynamic concept extends basic reading, writing and calculating skills for application in information. The 2001 draft accreditation standards for Middle East, Characteristics of Excellence defines “IL- the understanding and set of skills necessary to carry out the functions of effective information access, evaluate and application-is an essential component of any general education program ”.As conscious citizens of Twenty first century, every educated person must have information-consciousness, an alert mind to recognize and appreciate the value of information in all its forms and manifestations. That is why IL is becoming more and more important in our life.

and technologically rich environment for the purpose of learning or solving problems. O’Sullivan (2002) defines “IL is not just about library education or skill nor is it relevant only in schools and institutions of learning among information professionals, academics and students”. College of DuPage Library (2002) defines as IL is the ability to recognize an information need and then to locate, evaluate and effectively use information from a variety of sources to satisfy the need. The acquisition of IL skills contributes to an individual’s development as a critical thinker, problem solver and independent learner.

US National Commission on Library and Information Science (2003) in the UNESCO sponsored Meeting on Experts on IL in Prague defines as “IL encompasses knowledge of one’s information concerns and needs and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in

the information Society, and is part of the basic human right of lifelong learning”. To be information literate, a person must be able to recognize when information is needed and how to evaluate and use it effectively. IL is understanding and set of abilities enabling individuals to recognize when information is needed and have the capacity to locate, evaluate and use effectively the needed information (Powell, 2003).

Webber and Johnston (2003) defines “IL is the adaptation of appropriate information behaviour to obtain through whatever channel or medium, information well fitted to information needs together with a critical awareness of the importance of wise and ethical use of information in society.”

The United States National Forum on Information Literacy (2004) defines “IL is the ability to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. Bruce (2004) also makes an important observation about IL, as she notes that “IL is conceivably the foundation for learning in our contemporary environment of continuous technological changes. As information and communications technologies develop rapidly and the information environment becomes increasingly complex, educators are recognizing the needs for learners to engage with the information environment as a part of their formal learning process. IL is generally seen as pivotal to the pursuit of life long development.” It is further Bruce (2004) defines that IL education is the catalyst needed for the transformation of the information society of today into the learning society of tomorrow.

The term ‘Information Literacy’ refers to the broad set of skills and understandings that enable a person to recognize information needs, decide which resources will best answer those needs, know how to use the resources effectively and evaluate the information they found (Bundy, 2004). The United States National Forum on Information Literacy (2004) defines “IL is the ability to identify, locate, evaluate, and effectively use that information for the issue or problem at hand”.

The term ‘Information Literacy’ sometimes referred to as an information competency, is generally defined as the ability to access, evaluate, organize and use from variety of sources. In the other word, “IL is knowing when and why you need information, where

to find it, and how to evaluate, use and communicate it in an ethical manner” (CILIP,2004).

Armstrong (2005) defines “IL is the adoption of appropriate information behavior to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society”.

Information Literacy is a continuum of skills, behaviours, approaches and values that is so deeply entwined with the uses of information as to be a fundamental element of learning, scholarship and research. It is the defining characteristic of the discerning scholar, the informed and judicious citizen and the autonomous learner (ANCIL, 2011).

In order to survive and develop, make decisions, and solve problems in every facet of life – personal, social, educational, and professional, individuals, communities, and nations need information about themselves as well as their physical and their social environments. This information is available via three processes: observation and experimentation, conversation (with other persons), and consultation (with memory institutions). The competence to do this effectively and efficiently is called Information Literacy. (Bobbi, 2012)

We can perceive Information Literacy as sets of skills and abilities that are necessary in the 21st century which is interchangeably termed as the era of Information. These skills are crucial in shaping the continuously growing sphere of information. The definitions above very clearly state that Information Literacy calls for a set of skills that enable people to be able to retrieve the right information with rightful approaches without consuming a lot of time. An information literate group of people would be able to extract relevant information in compliance to the “identified need of information” among large pools of information with expertise and efficiency.

1.8 Objectives of the Study

Thesis studies are conducted to achieve a few objectives. And the whole study is done based on the proposed objectives. The objectives must be relevant to its specific

title. This proposed thesis title deals with the different aspects of Information Literacy (IL) and the initiatives undertaken in Bangladesh to enhance IL in the country. The objectives of the study are:-

- 1) To represent the current scenario of Information Literacy(IL) of Bangladesh
- 2) To determine the current status of Information Literacy(IL) in Dhaka Ahsania Mission(DAM); and
- 3) To provide suggestions to overcome the barriers in the path of taking effective initiatives to provide IL education.

1.9 Methodology of the Study

The main focus issue of the study is to represent the present scenario of organizations and libraries which have taken initiatives to introduce IL, the approaches that have been taken to carry on with this program.

To understand how these organizations are coping up with their IL initiatives face to face interviews have been conducted and much information regarding this issue has been obtained through secondary sources. And for more information a case study method is followed. Case study (or case report) is a research method involving a detailed investigation of a single individual or a single organized group, used extensively in clinical psychology and also, though less often, in other branches of the discipline.

1.10 Scope of the Study

This study focuses on the different aspects of IL, its importance and its scope and why IL is needed.

The study also represents the current status of IL initiatives of different organizations and different library institutions as per Bangladeshi perspective. This study also

touches issues regarding the challenges influencing IL education and provides appropriate recommendations in order to combat the challenges of introducing and carrying on with Information Literacy programs and initiatives. The interviews that have been conducted explain to a great extent about how the organizations are dealing with the different stages of Information Literacy and the impact of the IL program, its importance can also be understood in those organizations through the interviews. In short, the study paper will give the reader a good idea of Information Literacy in Bangladesh.

1.11 Limitations of the Study

As mentioned above most of the information to understand the status of IL in Bangladesh has been obtained through interviews and secondary sources. More information could have been obtained if there were such provisions available but unfortunately that was not the case because of the limited availability of information regarding IL in the country. And this study is only appropriate for the IL fields.

Conclusion

Chapter one provides a brief history of the whole study. Through this chapter it would be clear that IL is essential to meet the challenges which are usually created due to information overload. This chapter describes the elementary aspects of IL and also describes its objectives and the limitations of the study.

Chapter: II

Review of Related Literatures

2.1 prologue

Literature review is the most crucial part of any researcher, which gives necessary information to the researcher on any specific topic and also helps to become more knowledgeable to conduct the whole research and make it more rich. In writing the literature review, the purpose is to convey the reader what knowledge and ideas have been established on the topic and what their strength and weakness are. Besides enlarging the knowledge about the topic, writing a literature review demonstrate skills in two areas

1. **Information Seeking:** the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
2. **Critical Appraisal:** the ability to apply principles of analysis to identify unbiased and valid studies.

This chapter gives emphasis on those studies which discussed about IL and its related aspects like- IL necessity, IL and Lifelong learning, IL models, IL initiatives, integration of IL into the higher secondary and higher education curriculum, challenges of arranging IL education and its possible suggestion from the aspects of different authors. Literacy review has been done from the perspective of national and international. Basically, it is based on primary sources such as journal article and report, thesis paper ect. Bt there have included information from secondary sources. Initial phase of literature review previous years thesis papers have been analyzed to make the primary concept of IL and journal articles have also been searched from university online journal website, repository and also keywords search such as information literacy, information literacy competency, Il initiatives in Bangladesh have been done in popular publisher- SAGE, Emerald, Elsvier. Although this chapter does not cover all the various aspects of IL but describes what types of works such as

researchers, reports have been done in Bangladesh and outside of Bangladesh still now.

2.2 Literature Review of IL in National Perspectives

Shuva (2004) highlighted the literacy rate among the people of Bangladesh after gaining independence in 1971 in his literature “Information Literacy : Bangladesh perspective”. He mentioned three censuses(1974, 1981, 1991) definition of literacy which was “literacy as the ability to write a letter in any language but covered persons of age 7 years and above.” The effect of definition of literate has been reflected in the literacy rates of different census years. Literacy rate among people of all ages rose from 17% in 1961 to 24.9% in census year 1991. In that time, in Bangladesh the term 'Information Literacy' is not a popular one. Peoples are confused about this term.

He also recommended the followings-Information literacy program cannot be a successful one in developing countries without national and international cooperation and coordination. On the other hand without a good information literacy program proper development of a country may be hampered. The best way to develop information literacy program in developing countries is to call developing country's organization that are willing to develop information literacy activities to come developed countries and get training on information literacy activities, with a view to give them guideline to launch information literacy program in their respective country.

Another literature “Integrating Information Literacy into the University Curriculum of Bangladesh: A Proposal” of Shova described the ways to integrate information literacy into the university curriculum of Bangladesh as well as tried to identify the problems that hinder the integration process. He described the education system of Bangladesh and also draw a diagram of information literacy curriculum integration (ILCI) task force at the University of Dhaka. Obstacles to Integrate Information Literacy into the University Curriculum of Bangladesh are also identified and recommendations have been provided by him.

Hoq (2008) in his book “Bibortoner Dharai Shomaj, Thottho o Grothonthagar(in Bengali)” included IL concept, its necessary, its characteristics, IL model etc. He has said that this society is called information society and the main characteristic of this society is information, connectivity, social capital. He also mentioned the thinking of famous person (Deniel Bell) about IL and also provides different IL model of different author which should be followed to arrange IL program for the student.

Islam and Tsuji (2010) have worked on IL which entitled in “Assessing information literacy competency of Information Science and Library Management graduate students of Dhaka University” in which they shown their assessment result of IL competency in the department of Information Science and library Management (ISLM) graduates students and to determine their strengths and weakness. They also found that the students’ skills about IL and other related terms were limited and the curriculum did not discuss elaborately about these terms. They gave suggestion to incorporate IL program in course curriculum and also discussed the importance of IL among the students and make them aware.

Islam and Ahmed (2010) reported on title “Information Literacy Programmers’ for Selected Secondary Schools of Bangladesh: is this empowering student? Gave a clear view of training programmers’ on information literacy (IL) organized and conducted in different secondary schools of rural Bangladesh and to presents the feedbacks from the trainees. They also found that before getting training program students had no clear idea about IL concept, but joining the programme they could develop a clear concept about IL term and understood its necessity. They also tried to identify the activities performed in the training courses through students were empowered.

Singh and Begum (2010) highlighted three pillars of national building on their work “Education, Information Literacy and Lifelong Learning: Three Pillars of Nation Building in the Emerging Knowledge Society” are Education, Information Literacy and Lifelong Learning. They gave focus that to provide proper education, to increase

information literacy skills among the people and to widen the path lifelong learning, library can play a vital role. This paper also highlighted the impact of ICT on the life and work of people, and paradigm shift in libraries. It further explained that more important thing of a library (traditional or digital) is the mandate and the context of the library which includes the challenges and opportunities facing libraries, and concludes that the future of libraries is though uncertain, yet in our own hands.

Abdullah (2010) in his literature “Measuring the outcomes of information literacy: Perception vs evidence-based data” highlighted the differences between data collected from evidence which is based on the actual performance of individuals who have gone through IL programs, as opposed to just perception-based data (PBD) which is predicated primarily on opinions (whether laymen or experts). The author contends that the outcomes of IL programs can be better measured based on the tangible performance of individuals who have completed an IL program, rather than by the perceptions of students or librarians. Evidence-based data are particularly useful for managers because they provide concrete evidences about specific areas of strengths and weaknesses that need improvement, and/or are otherwise valuable in planning and implementing IL programs in general.

Shoeb (2012) carried out a work on “Shaping up Information Literacy in a New Venue, a University in Bangladesh”. In his study he said that Information Literacy Education (ILE) program is to be initiated for the freshman undergraduates’ students who determined to study business at Independent University, Bangladesh (IUB). This study intended to suggest ILE programme with specific goals, objectives, activities and resources which may be relevant for the target group and may fit with the institutional mission of IUB. Fresher students were asked to fill a set of structured questionnaire which assessed their level of information skills and Information Literacy (IL) behavior and few real life problems were confronting by the students. Based on outcomes the necessity of ILE and a suitable programme are proposed for the target group.

The above presentation of the review of the related literature of IL describes the different aspects of IL which have been discussed in Bangladesh perspective. Most of the author give emphasis for including IL chapter in the college and university curriculum. To facilitate the path of lifelong learning, it is mandatory to have the IL skills properly. There have the measurement of IL competency of the graduate

students, but it is shown that their IL competency is not satisfactory. So it is suggested to arrange the IL program and knowing the students the importance of IL.

2.3 Literature Review in International Perspective

American Library Association (ALA) Presidential Committee on Information Literacy (1989) focused on the fact that students should have competency in six general areas:-

i) recognizing a need for information, ii) identifying what information would address a particular problem, iii) finding the needed information, iv) evaluating the information found, v) organizing the information, vi) using the information effectively in addressing a specific problem. This report was updated in (1998) and emphasized repeatedly the need for all people to become information literates, which means that they are not only able to recognize when information is needed, but they are also able to identify, locate, evaluate, and use effectively information needed for the particular decision or issue at hand. The information literate person, therefore, is empowered for effective decision making, freedom of choice, and full participation in a democratic society. "To respond effectively to an ever-changing environment," the report concluded, "people need more than just a knowledge base, they also need techniques for exploring it, connecting it to other knowledge bases, and making practical use of it. It also reported that IL competency makes the people lifelong learners which leads them to become conscious citizens and they can keep contribute in the socio political perspective of the country.

Bawden (2001) in his literature "Information and Digital Literacies; a review of concepts" highlighted two terms: "Information Literacy and Digital Literacy" that form the basis of Information Science studies. They are associated with issues as varied as information overload, lifelong learning, knowledge management, and the growth of the information society. He also discussed several literacy skills- library literacy, media literacy, computer literacy etc. In regards to library literacy he refers to competencies in the use of libraries, and is arguably a precursor to information

literacy, and with a particular emphasis on being able to make informed decisions about sources of information. The other refers to the involvement of libraries in literacy programs in the traditional sense. Information literacy and lifelong learning are interrelated with each other, he also discussed this significant term.

Secker (2004) his literature “E-learning and Information literacy” described how the development of e-learning is changing the education and makes it more flexible and also described how it provides support in the learning and information literacy sector. While the information professionals evolving and adopting themselves in the new technologies and new media they also introduced themselves into the new knowledge which makes them smarter and they would be able to meet the information needs of the changing demands of the users and they would also be skilled to provide appropriate instructions to use library resources both traditional and electronic resources using new technologies.

John (2005) described in his literature “Information Literacy in the Caribbean -A challenge for librarians” that information literacy in its broadest sense, and attempts to provide a practical understanding of the challenges associated with its measurement. He also identified few challenges to build an information literate Caribbean society. The major challenge is to make the people information literate people who can lead developments in the information and communications technology sector. Basic literacy is a prerequisite for information literacy. Librarians have a crucial role to play in both areas.

Lau (2006) carried out a research entitled “Guidelines on Information Literacy for Lifelong Learning” noted that information literacy and lifelong learning are two interrelated concepts. In this paper a proposal for information literacy standards for the IFLA international library community is included. For becoming an independent learner this standard includes three basic components: access, evaluation and use of information.

Baro & Fyneman (2008) conducted a comprehensive work among the undergraduate students in Niger Delta University which entitled “Information Literacy among Undergraduate Students in Niger Delta University” to determine their level of awareness of information sources in the university. The study revealed that the undergraduate students in the social sciences in Niger Delta University use search strategies such as chaining (using references at the back of consulted books), consulting colleagues, browsing library collections, and using the library card catalogue to source for relevant information. Male students in the university are more conscious and use the information sources available in the university. They also recommended that IL skills should be taught in Niger Delta University in the context of the overall process, integrated into the Niger Delta University curriculum and reinforced both within and outside of the educational arena, and this inspires students to explore the unknown.

Yang (2008) conducted a survey on the current technologies used in creating information literacy online tutorials in academic libraries which entitled “Information literacy online tutorials: An introduction to rationale and technological tools in tutorial creation”. The one challenge in the age of information exploration students and the faculty members are faced with are the difficulties to identify their relevant information sources and library instruction guidelines are necessary to overcome this problem. Another challenge is how to adapt the traditional teaching to meet the learning needs of digital savvy new undergraduates. To overcome these difficulties online tutorials which combine reading facilities, watching animation and having fun at the same time along with good contents, logically connected links with clear verbal explanation, and animation, interactive demonstrations can all serve as convenient solution. The findings indicate that about 33 percent of the surveyed libraries have developed their own online tutorials.

Moghaddam & Fard(2008) carried out a case study to evaluate information literacy of students of humanities in Payame Noor University of Mashhad. In this paper they also mentioned developing information literacy skills, is essential for academic and

other supportive staff to be able to fully engage and exploit library resources in distance education system. Although distance education programs are complex and costly to implement, but they are a valuable asset for universities, and therefore should be adequately managed and protected. They also said in order to provide effective support to distance learners, librarians and educators need to be creative and find unique solutions and have proper effective information literacy skills.

Hegarty, Carbery and Hurley(2009) jointly in their research article “Learning by Doing: Re-designing the First Year Information Literacy Programme at Waterford Institute of Technology (WIT) Libraries” describe the process of re-designing Waterford Institute of Technology (WIT) Libraries information literacy programs for first year students. The earlier process is facilitated by incorporating practical and specific pedagogical examples and student-centered tasks into the whole programme. The revised programme which consists of two separate one-hour sessions, encompassing: i) Introduction to the Library & ii) Introduction to Electronic Resources. The aim of the revised program is to enable the students to become information literates and lifelong learners and to apply this program in both graduation and post graduation levels.

Macklin(2010) carried out a work on the title “Integrating information literacy using problem based learning” he suggested the term IL which is used to increase the ability of the citizen to face any information related problem and help them to obtain the individual and independent views. Further said, an information literate person is a person who has the skills and knows the techniques for using information seeking tools in solving problems and has skills to utilize library resources optimally

Sturges and Gastinger (2010) in their article “Information Literacy as a Human Rights” described information literacy as a human right. They argued that governments, professionals and civil society activists have the responsibility for the (active) creation of suitable conditions for the effective exercise of intellectual freedom. Commentators on media in society and socially responsible computing are

also increasingly drawing conclusions of this kind and stressing the importance of Media Literacy and Computer Literacy. And to acquire this skills more literacy programs should be arranged.

Ranaweera highlighted the importance of IL to establish a society which consists of information literate people in his paper “Importance of Information Literacy skills for an Information Literate society”. He said IL is directly linked with lifelong learning, critical thinking and learning to learn concepts of education. In this paper it has been mentioned that many Sri Lankans are badly handicapped with a lack of need of the essential skills to enter the information literate society and there are many reasons behind this illiteracy. He said students learn more from institutions which follow more student centered, resource based teaching/learning methods .He also suggested to introduce the students to information literacy programs and also proposed to discuss the available information literacy models and their practical approach, information literacy standards, and available frameworks among the students.

Conclusion

In the international perspective it is suggested that IL education be included in the University curriculum in order to enable the students to gain information literacy. Not only information literacy but also digital literacy is necessary to indentify the relevant information sources. Due to the overload of information it is really difficult to identify the exact information resources, and to overcome these difficulties online tutorials are very helpful. It is also said that if the library and information centre is more student centered, then the students will become smarter in using the electronic technologies and would be able to use the library resources optimally and make use of their potentiality. Governments, professionals, civil society should fulfill their responsibilities for the creation of suitable conditions for the effective exercise of intellectual freedom by creating opportunities for the young learners.

Chapter : III

Information Literacy in Bangladesh

The IL rate in Bangladesh is not satisfactory. Although people who live in cities get the opportunity of IL education, but rural people do not get the same opportunities for gaining the skills of information literacy. Information Literacy skills are important bricks in building an educated nation with age relevant competencies where people would be aware of how to use the information sources optimally. There are many organizations (national or international) and university libraries which have already taken initiatives to provide IL education to the people. They work in usually remote areas as well as urban areas and provide guidelines to the rural people in many ways to give them proper awareness and education on IL. Usually these organizations provide primary education and also teach people how to use the electronic resources to retrieve information.

3.1 National organizations

Dhaka Ahsania Mission(DAM), Campaign For Population Education(CAMPE) are two renowned organizations which provide IL education through primary and secondary education levels and also provide education among the adults about computer literacy, health literacy, agricultural literacy and so on.

Dhaka Ahsania Mission

3.1.1.Short Information of Parent Organization: Khan Bahadur Ahsanullah founded Dhaka Ahsania Mission (DAM) in 1958 as a non-profitable organization with broad social goals. The founding aims of DAM is social and spiritual development of entire human community. DAM works to enhance people's capacities to maximally utilize their inner potentials in addressing living needs. The main purpose is improving condition of people particularly the disadvantaged.

3.1.2. Literacy Activities of DAM: DAM has its many sectors that they want to develop. Education program is one of them. Through this program DAM provides IL education among the children and adults in early, primary and secondary levels.

a)Early Child Education

This program is designed to strengthen the capacity of Early Childhood Education (ECD) programming of DAM for the children to provide them proper education facilities. To contribute to the improved quality and delivery of services in education appropriate to the needs of the poor, particularly women and children, and to their increased access to these services is the main goal of this program. This program provides all facilities of education to the children and the women and also provides necessary materials for the poor families children. This program provides pre-primary education among the children so that they would be able to gain primary education. Through this programme the program organizer try to create interest on gaining step by step education among the children. To increase equitable access to quality basic education through increased enrolment and improvement retention of students and reduce gender gaps between girls and boys is the impact of the program.

Ongoing Activities

DAM usually organizes this education program through project which takes time 5 or 6 years or it can be more. The early childhood education program is organized by the following project.

- Early Childhood Development Support Program-Bangladesh (ECDSP-B) (April 2008-December 2014)

b) Primary Education

To provide primary education, DAM has taken many initiatives. Through this education program they have ensure quality primary education among the poor children who has no ability to gain primary education and the drop-out children particularly disadvantages group through the opening of complete multigame classes as well as adolescent girls of the poor vulnerable families. This initiative has been taken to implement non formal timing schooling, and also make attractive and child friendly school environment, promote parents participation, community leadership. Development of English subject teaching program of primary teachers in Bangladesh and to create a professional program is its another activity. There many areas in Bangladesh where are more vulnerable and no facilities of primary education. DAM has taken initiatives particularly for this areas like (Jaldhaka, Nilphamari, Sreerpur Gazipur and prone areas). The other initiative of this program is to provide facilities of fundamental and marketable skill among the working children so that they would be eligible for the whole life staying.

Ongoing Activities

Following are the ongoing project of Primary Education :

- **Unique Intervention for Quality Primary Education(UNIQUE II), Europien Union:** The major objective of this project is to impart education to out-of- school and drop-out children particularly from the disadvantaged group and to develop collaborative basic

education system that enables primary school aged children to avail quality education through the opening of complete multi lingual classes supported by European Union. Through this project a total of 205,992 students out of school are included to meet their learning needs of primary education in 26 district at 84 upazillas still now.

- **Dhaka Ahsania Mission Children's Learning Centers (DAM CLC):** Through this project DAM only enrolls students who have either never been to school, or enter the mainstream schooling system but dropped out. DAM has chosen the locations for these CLCs based on the areas of highest need, and the areas with the least provision of education. The DAM teaching methodology is unique in that it uses a multi-grade approach to classroom learning. That means one teacher teaches children across different ages in a single classroom and the whole classroom students are divided into four groups and usually the total number of student are 30. The students are 1-5 class. 1900 class learning centers (CLS) are established in 26 districts across Bangladesh.400,000 out of children are included to this education program of which 60 percent are girl.

- **Children Education Community Care (CECC) Project:** In Bangladesh poor families are lived far behind the school and any information literacy initiatives and they are vulnerable, the rate of girl education is found not more than 17% to 20%. Due to earn money or to do house hold works, many families uses their children or taken out of school. This project is being implemented to flexible non formal timing schooling, make attractive and child friendly school environment, promote parents participation, community leadership, 83specialised training of the facilitators and use of supplementary materials opportunity for vocational skills training. 83 CLSs and 14500 children and adolescent will come under literacy and life skills education. At least 90% appeared in PSC each every and passed 60%.

- **Global Literacy Professional Development Network:** Bangladesh Reading Association (host: Dhaka Ahsania Mission) initiate to implement a pilot training project for development of English subject teaching skills of primary school teachers in Bangladesh and to create a professional network of teachers. The overall goal of the training is to improving the capacity of the teachers of their literacy practice and improving the literacy experiences of their students. Master training programs are arranged to increase their capacity to train teachers on use of active, participatory, child-friendly, research-based classroom practice, improving the relevance delivery of curriculum.
- **Quality Primary Education Project, Sreepur, Gazipur:** QPE Project, Sreepur implementing this project with *three* components: School Improvement Plan (SIP), Pre School (PS) and Shisu Bikash Kendra (SBK) to provide emphasis on children education. To contribute to an effective primary education system that enables every child to complete quality primary education as a right.

SKB:-3-5 years of children, coverage 500 centers during 2013 and each centers enrolled 13 children at least 50% of them are girl.

Pre School:- 6 years of aged children are enrolled in pre schools. 48 schools are running during 2013.

School Improvement Program (SIP):- presently working with 51 Government Primary Schools.

- **Quality Primary Education “Model at Jaldhaka, Nilphamari:-** The project is to develop and demonstrate an upazila model of quality basic education combining with ECCD through increased collaboration and functional relationship among local government authority (LGIs) and community based organizations (CBOs) including children. To contribute to a functioning and effective home based early learning and primary education system in Jaldhaka Upazilla of Nilphamari District.

- ✓ 2300 community based SBK with 29,900 children of 3-4 years are established
 - ✓ 199 schools with 31,080 learners and their parents are involved in planning and implementation of school improvement plan(SIP)
- **School Feeding Programme in Poverty Prone Areas:** School feeding program is a most effective program to ensure quality primary education of Bangladesh. Directorate of Primary Education (DPE) is implementing this Program in 38 poverty prone upazilas of Bangladesh by the technical support of World Food Program (WFP). Dhaka Ahsania Mission working as an implementation partner in 4 Upzila of Mymensingh District. Contribute to the government policy of universal primary education by improving access to basic education of school-aged children, particularly those living in poverty prone areas.
- **Providing Working Children with Education and Marketable Skills(Working Children Project-CARE Bangladesh Supported):** Under the financial support from Society General- France Dhaka Ahsania Mission has been implementing 2nd phase of the project “**Providing Working Children with Functional Education and Marketable Skills**. To provide the functional education and literacy skill to make them eligible for the whole life staying.

Main Activities of the Project:

- ✓ **Functional Education and Life Skills**
- ✓ **Marketable Skills Development Training**
- ✓ Pre-School
- ✓ **Child Resource Centre (Amader Thikana)**

c) Secondary Education

There are 27.7 million adolescents aged 10-19 years in Bangladesh where 13.7 million girls and 14 million boys. Majority of them come from rural vulnerable families where having limited scope of education. Parents use them to earn money. In view of the practical situation Dhaka Ahsania Mission has been providing non formal education to children of different age groups through community learning centers since 1995.

Ongoing Project:

Following are the ongoing projects of Secondary Education:

- **Empowering Adolescent for Social Transformation through Urban Community Learning Center(EAST-UCL):-** The girls and boys of vulnerable families have been included to provide education through this project. To offer alternative educational opportunities of the junior secondary level for the un-enrolled and school drop outs and working children.
 - ✓ 1,500 dropout & out of school children were provided opportunity to have non formal education under junior Secondary education system.
 - ✓ 1,125 learners were mainstreamed into formal schools.
 - ✓ A number of 100 children & selected parents have to offer in vocational training and insure job opportunity each of the years.

- **Empowering Adolescent for Social Transformation through Education and Vocational Skills training to become the Agents of Social Transformation(EAST-ALOKON):** Through this project Dhaka Ahsania Mission has been providing primary and junior Non formal secondary education to children of different age groups through community learning centers .Breaking the silence and poverty cycle of adolescents to establish their rights through a coherent set of activities aimed at empowering them as potential actors for social and economic changes in the urban working area

through providing education and vocational education is the main objectives of this project.

- ✓ 300 dropout & out of school children were provided opportunity to have non formal education under Primary & junior Secondary education system.
- ✓ 150 learners were mainstreamed into formal schools.
- ✓ To aware parents and local community peoples on Education, Health, citizenship & basic rights.

Through the aforementioned list of activities of Dhaka Ahsania Mission(DAM), we can conclude that the organization contributes to increasing IL skills of the people. Although they face many challenges while continuing their IL programs, but they are determined to carry on and keep having a positive impact on the country's society by educating the general public regarding Information Literacy.

Bangladesh Reading Association (BRA)

3.1.3 Short Information of Parent Organization: Bangladesh Reading Association(BRA) is the professional organization of individuals concerned with the improvement of reading at all sectors of education viz. pre-primary, primary, secondary and higher secondary, higher education/ university education and non-formal education sectors of Bangladesh. BRA established by Dhaka Ahsania Mission (DAM) in 2005 as a National Affiliate of International Reading Association (IRA) of USA. Although BRA organizes teachers/educators of different sub-sectors in Bangladesh and improving their capacity to develop quality of education and it also gives emphasis on the development of education system of the country especially to

create the facilities for the poor children of Bangladesh who are deprived from the proper education system. Many initiatives have been taken by BRA which are directly related to provide proper education among the poor children.

3.1.4 IL Activities of Bangladesh Reading Association: Bangladesh Reading Association works with the co-operation of Dhaka Ahsania Mission (DAM) in the perspective of providing IL education among the children as well as adult. DAM has taken the initiatives and the BRA provides the economical support from the foreign organization. BRA usually works early, childhood and primary education. Following programs are conducted by BRA:-

a) Early Childhood Education

Through this program they try to enhance the mental growth among the children so that they would be able to adopt the school environment easily. Usually they provide non-primary education. Education is not the main factor of this program, to develop their mentality to the new environment is the main focus of this program.

b) Primary Education

Multi-Grade Teaching Learning is a UNIQUE Model of DAM. Multi-Grade teaching is a term used to describe the teaching in primary education of children from a number grades usually in one class. Multi grade learning centre has 25-30 pupils. The pupils are divided into four grades beginner (Praromvik), Advanced (Aggragami) Skilled (Dakkhya) Independence (Shadhin). The national primary education curriculum is followed.

BRA Journal(A Classroom Practice Based Quarterly Journal)

BRA journal quarterly publishes a journal as a service to teacher/educators interest in improving classroom teaching literacy instruction and professional's development of education sector. It is intended as a forum for current theory, research and practice in classroom teaching. Its contents do not necessarily reflect or imply endorsement by the association or its officers' and members. Usually the contents of the journal are classroom teaching based.

3.1.6 National conference of BRA

BRA arranges a national conference every year. This year national conference was held from 6 to 8 September. The conference was entitled in “**Asian Literacy Conference 2014 and 3rd National Conference of Teachers**” the main theme of which was the contribution of the teachers to face the challenges in the field of education. . BRA in cooperation with DAM, IRA and Campaign for Popular Education (CAMPE) organized the conference.



Figure 1.1: National Conference of Bangladesh Reading Association

Campaign For Popular Education (CAMPE)

3.1.7 Short Information of Parent Body: CAMPE is a non-profit advocacy and campaign network operating in Bangladesh since 1991 with its 15 members. It has a network of more than a thousand NGOs, hundreds of researchers, teachers and human

rights activities. CAMPE at its inception stage mainly focused on access & literacy issue and eventually moved to quality of education, retention and completion of the primary & secondary education cycle for both and girls.

3.1.8 IL Activities of CAMPE: This organization does not work directly in the field ,but their responsibility is to give advice to those organizations who work for the unprivileged children to provide primary secondary education to increase their literacy skills, and also give emphasis on the improvement of teachers' quality so that they would be able to behave in a friendly manner with their students and make the class environment more interesting to the students. To promote and support education programs focusing on early childhood care and development, formal and non-formal primary education, adolescent education, adult literacy, continuing education and inclusive education is the main focus of CAPME.

3.1.9 Operational Structure of CAMPE: CAMPE operates its activities through four major functional program units, namely:

- Policy Advocacy and Mass Communication (PAMC) Unit
- Education for all Program and Institutional Development (EFAPID) Unit
- Research, Monitoring, Evaluation and Documentation (RMED) Unit and
- Management

3.1.10 Ongoing activities

During the year 2013 two new projects were launched-Protyssha with DFID UK AID support(April2013-Sepiember 2015) and Ongiker with EU support(July 2013-2017).

I. Protaysha: The “Protaysha” project consists of a series of interconnected activities that are planned to improve the implementation of Primary Education Development-3 and is aimed towards making primary education effective and meaningful through support stakeholders for improving the teaching and learning process and helping learners acquire relevant competencies. The goal of this project is to strengthen people’s voice in achieving quality primary education. CAMPE looks towards facilitating this process through community engagement, media mobilization and various kinds of training.

II.Ongiker: The “Ongiker” project aim is to contribute towards the achievement of Education For All(EFA) and Millennium Development Goals (MDGs) and facilitate the implementation of National Education Policy(NEP-2010), Skills Development Policy(SDP-2011) and the Early Child Care Development(ECCD) Policy Framework . The project is targeted to influence NGOs and government officials, involved in grassroots to national level, entrepreneurs, technical training institutions situated at different districts and sub-districts with special focus on disadvantages areas/communities through advocacy and lobbying.

III. “Sexual and Reproduced Health Rights-Education Campaign/DOEL: CAMPE has also been implementing an initiative named “Sexual and Reproduced Health Rights-Education Campaign/DOEL” to advocate the SRHR education for young adults considering the importance of SRHE in the life of young boys and girls and linking it with life skill education, and address the issue of drop outs. This project also provides the education of health literacy and create awareness among the girls and boy about health diseases.

3.1.11 Focusing Point of CAMPE on IL during (2012-1017):

- Development children education;
- Women's education development policy;
- Quality education;
- Multi lingual education;
- Education for all partnership development unit

Development for Research and Network (Dnet)

3.1.12 Short Information of the Parent organization: Dnet is a non for profit social enterprise. It was established in 2001. To promote fusion of social and technology innovations for building replicable and scalable social development models that contribute towards poverty alleviation, improving well-being and building peace is the main vision of Dnet.

3.1.12 Information Literacy Activities: Reducing the digital divide (an inequality according to categories of persons in a given population in their access to, use of, or knowledge of information and communication technologies (ICT)) through using technologies for having access to information, use the information, developing the capacity of solving any information problem, employment generation in creative works are the main activities of Dnet. Initiating activities in many areas of development, Dnet has consolidated its endeavors in healthcare, education, livelihood and social accountability. Following are the information literacy initiatives of Dnt:

- Computer Literacy Program(CLP)
- English in After School Club (EASC)
- Smart Class Room(SCR)

a) Computer Literacy Program(CLP):

In 2004 Dnet launched one of its largest programs the Computer Literacy Program (CLP) in collaboration with Volunteers Association for Bangladesh-New Jersey, USA (VAB-NJ). The primary objective of the program is to promote the knowledge and usage of computers among underprivileged students in rural Bangladesh and to minimize the digital divide that exists between people from different class and social context in rural and urban areas.



Figure 1.2 : Computer Literacy Program of Dnet

• **Key points of(CLP):**

- Under the CLP 20 CLC'S were established in 2005 which provided computer training to 1295 graduates.
- One of the primary criteria of selecting locations to establish CLC is the extant of isolation of the localities.
- Schools in most secluded areas are given priority.

• **Training Process:**

- Each computer lab is provided with a minimum of four computers, one printer, internet connection (1 year internet fee) and in specific cases solar panels.

- Two teachers from each CLC receive two weeks of intensive training from Dnet professionals in Dhaka.
- At the end of the training the teachers are provided with an honorarium and a complete “Teachers Manual” for direction and troubleshooting in case they encounter problems during their class.
- Dnet prepare a curriculum and a manual in Bengali for students called “Esho Computer Shikhi” with the consultant of the prominent computer scientists of Bangladesh.

b) English In After School Club(EASC):

Realizing the importance of language skills and potential of ICT Dnet has designed a new program addressing this issue which will target the student at the school level. To encourage students in learning English a rather non-traditional method has been applied. The program is called English and ICT in After School Club

• **Key points of EASC:**

- It is a nine-month long experimental project initiated in collaboration with of British Council to develop attitudes and skills of secondary level students in English Language and ICT
- Pre-test-Post-test Control and Experimental group design is being used on this project.
- The experimental project is running in 20 centers (10 Secondary Schools – additional SS and 10 Rural Information and Technological Centers – RITC).
- Each center has 5 clubs and club activities will be designed in focusing on English language and ICT skills
- A special content called Learn English Kids Bangla (LEKB) has been developed which are used as tool to intervene in these after school clubs

A special content called Learn English Kids Bangla (LEKB) has been developed which are used as tool to intervene in these after school clubs in the medium of CD designed by British Council for students who are learning English as a second or foreign language in Bangladesh. It includes lots of interactive features (including games, puzzles, songs, drawing and short stories), and is mapped in four skills: reading, writing, listening and speaking. The instructions have been translated into Bangla, and the content is available offline so it does not require Internet access and can be preloaded to any computer.



Figure 1.3 : English In After School Club(EASC):

c) Smart Class Room:

Dnet's Computer Literacy Program (CLP) model picked momentum very rapidly and multiple Computer Learning Centers (CLC) were inaugurated in 2010 throughout the country. To increase the computer literacy in the high school level students as well as teachers is the objectives of CLA project. Usually, the teachers make the reading content of science and math more attractive for the students applying their computer literacy skills and assist the students to become efficient operating computer for making the reading system more easy. From the beginning period this project is continuing its activities in the high school of 54 districts.



Figure 1.4 : Smart Class Room of Dnet

c) Infolady : The infolady model is a model of info-premiership for women in rural areas, where an educated women can create multi-layred impact on the lives of her community people was inaugurated in2004-2005 . The info lady model helps marginalized citizens (especially women) to overcome structural constrains and creates opportunities for informed choice through access to information at the doorstep(combined with relevant service and products) thereby improving the general condition of living. Through this project an information lady go to a her assigned village to empowered the village women through information is becoming more accessible and increase their competency of using computer and mobile for accessing information easily and use it in their daily activities and solving any problem.



Figure 1.5 : Infolady

BRAC

3.1.13 Short information of Parent Organization: BRAC is a non-profit organization which works as a global leader in creating opportunities for the world's poor countries. It started its journey in 1972 in a remote village of Bangladesh and has now turned into the largest development organization in the world.

3.1.14 Literacy Activities of BRAC: BRAC has taken many initiatives to reach the light of education of the door of poor people and playing the role of making them concerned about IL skills.

a)Pre-primary Education: Introduced in 1997, pre-primary education is a critical strategic intervention for promoting the quality of primary schooling especially for children who are first-generation learners. Pre-primary education helps children transition from home to formal schooling.

- **Key features of BRAC Pre-primary School(BPPS):**
 - Centre-based approach with one teacher for 25-30 children
 - Children aged 5-6 years
 - Sixty per cent of the students are girl
 - No tuition fee
 - Flexible class hours
 - Involvement of the community in addition to 2.5 hours of schooling per day
 - The teacher is a local woman with 10 years of schooling experience
 - The schools are located on catchment of mainstream primary school
 - Fun and activity-based pre-school education
 - Tracking former pre-primary students during their study in the mainstream primary school through mobilising parents to ensure learning and retention

b) Primary Education

BRAC started its primary education program in 1985 opening 22 one-room schools and providing three years of schooling up to class 3, which was later extended to class 5. These schools are designed to give a second chance at learning to the disadvantaged students left out from the formal education systems. Through this program reading materials are provided and also provided is financial support for completing the primary education.

- **Primary school interventions**

- [Shikkha tari: Boat school](#)
- [Shishu nikan: Home for children](#).
- [Tracking of BRAC graduates at secondary schools \(TBS\)](#)
- [School for drop-out children](#)
- [School for street children](#)
- [Total learning experience \(TLE\)](#)
- [Social and emotional learning \(SEL\)](#)



Figure 1.6 : Primary Education of BRAC

c) Secondary Education

At the secondary level, they provide need-based training, student mentoring initiatives, and e-learning materials to improve the mainstream secondary education system. They give attention to adolescents and youth as a special group offering life skills, livelihood and skills development training, as well as saving and financial services such as savings accounts.

d) Deepshikha

Initiative for children of pre-primary and primary school. BRAC schools prioritize co-curricular activities. BRAC believes that these activities help flourish social, emotional, language and communication skills of children for their holistic development. To reinforce such activities BEP initiated a competition in 2011, which was deepshikha. Still now this project is working to provide facilities of different activities like-singing, dancing, playing etc.

3.2 International organizations

There are many international organizations whose activities are mainly focused on IL education worldwide. Following are the organization's works for IL education in Bangladesh:-

United Nation Information Centre (UNIC)

3.2.1 Short Information of the Parent Organization: The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing

friendly relations among nations and promoting social progress, better living standards and human rights. It has the country office in each member country.

The United Nations Information Centre (UNIC) in Dhaka starts working in Bangladesh in 1981 under a UN General Assembly Resolution. UNIC Dhaka serves as a reliable source of up-to-date information about the UN, delivering information to a wide range of people.

For fulfill the MDG's second goal "primary education for all" UNIC work with the collaboration of other organizations.

Ongoing Activities

Training on UN literacy and Information Literacy in Saver:

UNIC Dhaka and the Centre for Information Studies- Bangladesh (CIS-B) jointly inaugurated this program from 2010. Two-days (1st day theoretical and 2nd technical) long Workshop on UN Literacy and a Training session on Information Literacy is organized by the co-operation of two organizations in Savar, Dhaka. How the information resources are used to get the needed information for preparing any assignment or to solve any information problem. The information resources (Maps, dictionary, computer, atlas, text book, newspaper, CD-ROM, Internet) are used to learn how information is identified to meet up the information need. And the second day is fixed for practical class, where teach them how to use computer, internet, pen drive for browsing and storing information.

b)IL Club: IL club is another initiative of UNIC. This program is organized in Thursday for 1 hour. In this program at least 45 students are presented in this club and one teacher is assigned to teach them. The topic of discussion usually are computer literacy, English language practice, discussion on any story book which increase their knowledge gradually.

Room to Read (RtR)

3.2.3 Short Information of Parent organization: Room to Read is a non-profit organization for improving literacy and [gender](#) quality in education in the [developing world](#) and was established in 1998. “World change starts with education” is the slogan of Room to Read. To increase the skills of reading and writing and to ensure secondary education and life skill are the main objectives of Room to Read. For achieving these goals, the organization divided all its activities into two parts:

- I. Activities of primary school education;
- II. Assistance of activities of girls’ secondary education

3.2.4 Literacy Activities:

Girl Education Program(GRP) and Literacy Program(LP) are two programs organized by the Room to Read.

a) Girl Education Program: This program is girl education based education program. Girls who have not the facilities of education or the ability to afford the tuition fee get the facilities of acquiring IL education from this program. There are few sessions of this program:-

- ✓ Parenting session:- Counseling the parents to make their female child educated.
- ✓ Mentoring session:- Mentoring the girls to deal with lifelong challenges whether be in their personal or professional lives.
- ✓ Life Skill Education:- Facilitate the path of life-long learning which leads them to a better life.

b) Literacy Program (IL): There are 4 units of this program.

i) Assistance of Reading Writing Instruments (RWI):- To increase the competency of Bengali language, this organization arranges regular training programs, monthly programs and also provides all reading materials and so on.

- ii) Class Room Library (CRL):- Provides book (fictional and non-fictional for classes 1-5).
- iii) Quality reading Materials: - Suggestions are taken from the students themselves as to the genre of books that draw their interest most, teachers are also inquired so that a supply of quality reading materials are ensured
- iv) Supplementary reading Materials:- Supplementary reading materials are provided to facilitate the education process more.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

3.2.5 Short Information of the Parent Organization:-The United Nations Educational, Scientific and Cultural Organization was founded on 16 November 1945. Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter.

3.2.5 UNESCO in Bangladesh: The UNESCO Office in Dhaka contributes to building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue in Bangladesh through education, science, social and human sciences, culture, and communication and information. This organization has taken many initiatives to provide proper education of IL.

3.2.6 Ongoing Activities

The followings are their project for providing education among the children.

a) Childhood Care and Education (ECCE)

In Early Childhood Care and Education (ECCE), UNESCO has provided inputs for developing Operational Framework for Pre-primary Education in Bangladesh. Through this program they provide they developed easy reading materials and built capacity of Bangladesh Shishu Academy (BSA) for conducting ECCE programmes. It is supporting BSA to translate, adapt and implement the regionally developed ECCE CLC Parenting Education Guidebook and Facilitators Handbook in Bangladesh context.

b) Child Literacy Center(CLC)

In order to improve young children’s readiness for, and retention in, primary school and to increase awareness, interest and involvement of parents and community members in early stimulation, care and education, UNESCO Dhaka is supporting Bangladesh Shishu Academy (BSA) in implementing “CLC Parent Education in Bangladesh” project with guidance and full supervision from the Ministry of Women and Children Affairs (MOWCA).

c) Primary Education

UNESCO Dhaka has implemented a project on ‘Strengthening Primary Education Governance’ in collaboration with Directorate of Primary Education under Ministry of Primary and Mass Education (MOPME). Through this program the children interest is asked and depended on their feedback, the guide books are drafted.



Figure 1.7 : Primary Education in UNESCO

d) Secondary Education

UNESCO Dhaka's support to secondary education has been limited to only capacity building in introducing innovative approaches to education. To meet the dream of Digital Bangladesh this program has been taken by the team of UNESCO of Bangladesh. A limited number of teachers from selected schools and teacher training institutes have been trained on use of ICTs in classroom. And the trained teacher are assigned to teach the students about the digital literacy.

3.3 IL Programs in University Libraries

There are many university libraries that have taken initiatives to make the students and the faculty members more capable to use the library resources optimally through acquiring IL skills. Among those universities are East West University, BRAC University International University of Bangladesh.

a) Dhaka University Library

DU library arranges literacy programs for the fresher's every year. The main objective of this program is to increase the skills of how to use the library resources optimally. Usually this program is arranged by the library employees. The assigned person of each section of the library informs the new comers about the section

materials, and its activities and teaches them how to use it. They also teach them how to use catalogue, online repository and online journal. DU library has its own face book page “DU Library” and through this page the library authority gives the answer of the queries of the students.

b) East West University

East West University started its literacy program from 2009. This literacy program is attended by its students and teachers. The main objective of this program is to increase the skills of how to use the library resources optimally and meet their information needs. It is a mandatory course for the students and is also available to the teachers whenever they need it. The class duration is usually an hour long.

The following services and trainings are provided from EWU library to carry on information literacy program:

- Present general orientation on various aspects of library resources and services.
- Provide instructions on various search techniques and features of existing library software through Power point presentation as well as online guidance
- Assist students and faculty members in small groups to help them develop the information literacy skills for accessing, using, evaluating of information and information sources and communicate it in an ethical manner.
- Encourage the use of e-resources including e-journals, e-books, institutional repository, Digital Library etc.
- Provide training on building a bibliography and proper citation in any standard style, for example APA, MLA, Harvard, Chicago style etc by using Mendeley Software.
- Conduct training programs and workshops on various aspect of information literacy for students and LIS professionals from EWU and other organizations.

c) International University of Bangladesh(IUB):

The literacy classes are arranged for the freshmen students basically. During the first year, IUB students take courses on learning skills, national culture and electives in arts and science. So, this phase or literacy program is suitable for the students who have just enrolled or completed few credits. This program is designed to give an outline regarding library resources and services which includes brief snapshot of library literacy, digital literacy, media literacy, resource literacy all along. Currently this program is mandatory for all undergraduate library members of IUB.

The above II programs are arranged by different national, international and university libraries and these programs are contributing to increase the IL skills of the rural as well as urban children and the adults and also university students and teachers.

Chapter IV

Information Literacy in Dhaka Ahsania Mission (DAM)

In this chapter detailed information of the IL programs and projects of Dhaka Ashania Mission have been included. This chapter provides details of how IL education program was introduced among the people, how they conduct this program, the outcome of the programs, the barriers in case of achieving the project goals etc.

A case study is a research method involving a detailed investigation of a single individual or a single organized group. Thomas offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method.

Khan Bahadur Ahsanullah founded the Dhaka Ashania Mission in 1958 as a non-profitable organization with broad social goals. The founding aim of DAM is a social development of entire human community . DAM works to enhance people's capacities to maximally utilize their inner potentials in addressing living needs. The main purpose is improving condition of people particularly the disadvantaged.

Dhaka Ahsania Mission (DAM) is a leading non-government organisation in Bangladesh dedicated to improving the human condition of the disadvantaged people of the society. With its enduring growth over time, DAM has implemented a large number of projects covering different areas of development. Education always remains at the top of the DAM's development agenda. Considering non-formal education as a means of integration into society, DAM has contributed significantly towards influencing change for prevailing non-formal education system in Bangladesh.

Purpose of DAM:

- Develop the social and spiritual life of the entire community
- Annihilate the distinction between human beings
- Cultivate Unity and peace and inspire divine love
- Teach one one's insignificant and shun one's pride
- Enable one to recognize and realize the relation between the creator and the creation
- Enable one to realize the duty of human to the fellow beings
- Render all possible help to the suffering humanity at large.

Motto: Divine and Humanitarian Service.

Focusing Area of DAM for Conducting IL Programs:

Following are the focusing areas of DAM:-

- Early Child Education
- Primary Education

a)Early Child Education

This program provides pre-primary education among the children so that they would be able to gain primary education. Through this program the program organizers try to create interest in enabling step by step education among the children. This program is designed for preparing the children to adjust to the formal education system.



Figure1.8 : Early Childhood Education Program of DAM

Ongoing project:

i) Early Childhood Development Support Program(ECDP) : The Early Childhood Development Support Program-Bangladesh (ECDSP-B) is a 6-year project designed to strengthen the capacity of ECD programming and to enhance the technical and organizational capacity of DAM and three partner NGOs working on ECD in Bangladesh. The ECDSP-B project ensures proper environment for Physical & Motor Development, Personal & Social Development, Cognitive Development, Communication & Linguistic Development, Emotional Development and Values & Moral Development of children aged 0 to 6 years and prepares them for primary school through Child Development Centers (CDC) and Pre-schools.

Goal: To contribute to the improved quality and delivery of services in education appropriate to the needs of the poor, particularly women and children, and to their increased access to these services.

Purpose: To strengthen NGO/CSO capacity to improve the quality of and access to early childhood development (ECD) service provision for poor children in Bangladesh.

Activities of This Program: Usually this program is conducted for developing the mental growth of the child. Various types of games are arranged to learn them and picture are used to teach them anything.

Outcomes of this program:

- Sustained improvements in organizational capacity - including gender equity vision, strategy, and programming skill - of DAM, Phulki, FIVDB, and nine SCSO partners
- Increased equitable access to quality basic education through increased enrolment and improved retention of students, and reduced gender gaps between girls and boys
- Expanded and effective ECD program delivery by DAM, Phulki, and FIVDB, and nine SCSO partners, to poor families, particularly to women and children

b) Primary Education

DAM has undertaken many initiatives to introduce children to primary education. Through this education program they ensure quality primary education among the poor children who have no ability to gain primary education, they try to encourage the drop-out children particularly, the disadvantaged group through the opening of complete multigrade classes as well as adolescent girls of the poor vulnerable families. Through arranging non formal timing schooling they attract more poor students who have to work in the day to support their families. They also work on the development of English subject teaching program of primary teachers in Bangladesh.



Figure 1.9: Primary Education Program

Ongoing Project: Many projects are running to conduct this program.

I. Unique Intervention for Quality Primary Education-UNIQUE II:

The project is being implemented with financial support of the European Union. The major objective of the project is to impart quality education to out-of-school and drop-out children particularly from the disadvantaged group through the opening of complete multigrade classes. It also intends to provide remedial services to the slow learners of targeted government and registered primary schools. UNIQUE-II aims at promoting, facilitating and managing greater community involvement and allowing the local community to participate at all stages of the project cycle. The project works for creating sufficient ownership of the local people with the aim of making more resilient and vibrant communities.

Objectives of This project:

- To provide primary and pre-primary education to 297,467 disadvantaged children from the targeted geographically susceptible upazila
- To develop institutional collaboration and horizontal learning mechanism between formal and non-formal primary education providers
- To document and disseminate effective practices and lessons

Project Duration: (December 2011 to November 2017)

Outcomes of the Project:

- Through providing a total of 205,992 out of school children and catering their learning needs, effectiveness of non-formal primary education programmes will be enhanced in 26 districts.
- The school preparedness of 61,475 children from disadvantaged communities will be accomplished and most of them will be mainstreamed in government primary schools.
- 30,000 low performing students academic performance is improved in formal schools of target upazilla

- Child-centred learning community and supportive environment is developed in the target 454 unions of the project

Who the project will serve: Adult Women- 317203, Adult Men- 317203, Girl- 154683, Boy- 142784

Project Location and number of Field offices:

26 districts, 84 upazillas which are economically vulnerable and geographically remote. Regional Offices: 6, Area Offices: 44

Bandarban, Khagrachari, Rangamati, Chittagong, Feni, Laxmipur, Noakhali, Barguna, Barisal, Bhola, Patuakhali, Bagherhat, Satkhira, Jamalpur, Kishorgonj, Mymensingh, Netrokona, Dinajpur, Gaibandha, Kurigram, Lalmonirhat, Nilphamari, Rangpur, Gazipur, Narayanganj, and Dhaka.

II. Dhaka Ahsania Mision Children's Learning Centers(DAM-CLC):

Dhaka Ahsania mission establish many CLC center to ensure the primary education for the poor children. Each CLC provides education to 30 students at a time. However, over the course of the project, as some students graduate and are replaced by new students, the total number of students enrolled in each class is approximately 40, thereby enrolling 40,000 out of school children in total. All reading materials and financial support has been provided by this project.

Goal: The goal of the project is to provide access to primary education for 40,000 out of school children in Bangladesh.

Project Duration: December 2012-December 2017.

Teaching Method: The DAM teaching methodology is somewhat unique in that it uses a multi-grade approach to classroom learning. This means that one teacher teaches children across different ages and grades in a single classroom. For most of the school day, children are split into four groups based on their ability in each

subject. Learning is facilitated according to individual competencies and fast learners move through grades in less time.

Who the project will serve: Out Of School Children of which 60% are girl.

Outcome still 2014:

- 1,000 Children Learning Centers (CLCs) are established and operated
- 1,000 teachers are selected and trained (3) 159 staff are recruited and trained
- IL skills of the out-of-school children are increased.

Project Locations: Chittagong, Noakhali, Laxmipur, Mymensing and Jamalpur districts. (Divided into 3 Regional Offices)

III. Children Education and Community Care(CECC) Project:

In Bangladesh the poor families are vulnerable and remote areas are far behind in school enrolment and literacy initiatives. Many families uses their children for house hold works or push them to work and earn money to support them. Due to this reason the number of out of school and drop out children are huge. Some other reasons of school drop outs are distant location of school, lack of safety, long school hours, lack of flexibility, teachers' negligence and the teaching learning methodology is not interactive. Therefore this proposed project shall implement non formal flexible timing schooling, make attractive and child friendly school environment, promote parents participation, community leadership, use cost effective, specialised training of the facilitators and use of supplementary materials opportunity for vocational skills training.

Goal:

- To provide primary education among deprived children (out of school and the dropped out) poor vulnerable families and build them as productive citizens for family and country for better income and job opportunities.
- To contribute for achieving Education For All(EFA) and Millennium Development Goals (MDGs) educational goals, poverty alleviation, reduce child labour, child marriage and prevent any other form of child rights

Project Duration: January 2013 to December 2015

Who the project is serving: 6 to 14 years and adolescent girls of 11 to 17 age are targeted for this project.

Output:

- 83 CLCs and 14500 children and adolescent will come under literacy & life skills education
- At least 90% appeared in PSC exams and 60% passed, 60% NFPE and adolescent groups graduates are mainstreamed to continue education
- Local primary education improves, enrolment increased, drop out rate reduced and primary completion rates increased.

IV. Global Literacy Professional Development Network(GLPDN):

Bangladesh Reading Association (host: Dhaka Ahsania Mission) initiate to implement a pilot training project for development of English subject teaching skills of primary school teachers in Bangladesh and to create a professional network of teachers. The training is implementing with technical support from International Reading Association of USA and using Diagnostic Teaching Model (DTM). The Diagnostic Teaching Model (DTM) is a model for classroom literacy instruction in the primary grades. It is designed to improve students' ability to read, write, think critically, and to successfully complete other tasks effectively in language and content areas

Goal and Objective:

- To enhance Master Trainers (MTs) capacity to train teachers in target schools implement the Diagnostic Teaching Model with fidelity, improving their literacy practices, and improving the literacy experiences of their students..

Project Duration: July 2011- December 2014

Who the project is serving:

- 600 Govt. Primary School Teachers (in 100 schools)
- 15,000 primary school students in 100 schools over 3 years
- BRA volunteers

Outcome of the project:

- Master Trainers improve their technical capacities;
- MTs systematically increase their capacity to train teachers on use of active, participatory, child-friendly, research-based classroom practices, improving the relevance and delivery of curriculum;
- MTs are motivated to use and promote effective practices in their schools;
- MTs actively use the mobile delivery system and online network to support ongoing professional development; and
- Teachers capacity will be increased to implement DTM in the classroom to engage all students to create active learning environment;
- Teachers groups will be formed to share teaching experiences and to solve problems through mentoring process;
- Participating country teams build the capacity to independently continue to train teachers in using the DTM program.

Project Location/s and number of Field offices : Mymensnhing (Sadar, Phulpur & Isawrgong), Jamalpur (Sadar, Islampur, Madargong, Melandaha, Sorishabari, Dewangong, Bokshigong)

V. Quality Education Program, Sreerpur, Gazipur: QPE Project, Sreerpur implementing this project with *three* components: School Improvement Plan (SIP), Pre School (PS) and Shisu Bikash Kendra (SBK). It is a development plan for Primary School development both internal and external issues for quality improvement of the Primary Schools at Sreerpur Upazila.

Major Activities of the Project:

School Improvement Program(SIP) : This is a strategy for School development of the Government and Non Government (registered) Primary Schools of Sreerpur Upazila. Based

Pre-Schooling: The Preschool learning centers generally located in the Primary Schools. Now from the year 2012 Pre School has been recognized as a class of the primary School. Many Primary Schools could not absorb all the eligible children then some school situated in the community. Pre School located at the primary School compound provided with technical support and situated at the community level support provided all like Teacher, Material, teaching aids, training to the teachers.

Shisu Bikash Kendra (SBK) : The centers of the Shishu Bikash kendra located in the community houses and managed by themselves . 5-7 members management committee take care of the centers with regular visit and supervision. Teachers partial honorarium paid by the project while technical assistance provided by donor and other resource organizations.

Goal:

To contribute to an effective primary education system that enables every child to complete quality primary education as a right.

Project Duration: 1st January 2011 to June 2015)

Who the project is serving:

- SBK : 3 – 5 years of children.
- Pre School: 6 years of aged children are enrolled in the Pre School
- School Improvement Program (SIP): 6 – to 10 years children those who are studying in the primary schools.

Expected Result:

- Community and school-based Early Childhood Center for Development(ECCD) is established and functioning
- Community and school-based quality learning support system established and functioning
- The local authorities and communities are able to identify, plan and implement sustainable and inclusive ECCD and quality primary education interventions

Project Location: Bagmara Road, Sreepur, Gazipur

VI.Quality Primary Education Model at Jaldhaka, Nilphamari.

The project is to develop and demonstrate an upazila model of quality basic education. This will focus on:

- Strengthening community participation, capacity and develop human resources and ownership
- Strengthening of institutional capacity and schools and local government authorities
- Providing need based services in the form of SIP like teachers training, RGI etc through school based

Project Goal: To contribute to a functioning and effective home based early learning and primary education system in Jaldhaka Upazilla of Nilphamari District.

Project Duration: January 2012-December 2015.

Project Location: Bangladesh; Nilphamari District; Jaldhaka Upazilla 11 unions and 1 Municipality Area.

Chapter V

Problems and Suggestions

There are many challenges that Bangladesh faces while conducting its IL programs in all levels. It is a developing country and its resources are very limited.

5.1 Problems Arising from People

There are many problems which are raised from the people to whom IL programs are arranged due to their financial insolvency, lack of proper knowledge, little enthusiasm. Following are those problems:

i) Lack of Proper Knowledge:

Most of the people of Bangladesh do not have proper knowledge about the concept and the importance of IL. This is because the very term “Information Literacy” is foreign to them and even those who know are not active in making the general public aware about IL.

ii) Lack of enthusiasm

Those who are aware of Information Literacy do not understand how important Information Literacy actually is and how essential IL skills are in this era of information.

iii) Lack of ICT's Skills

People who are aware about Information Literacy and are also well aware of its importance and need, most of the time do not have the necessary skills required in this field. So, in this case knowledge and motivation is not the problem but the challenge is in regarding to the lack of ICT skills in people.

iv) Financial Insolvency:

A large number of the population of Bangladesh is not financially solvent to even complete primary education let alone spending money on acquiring Information Literacy education and skills for higher studies and future purposes.

v) Inadequate of Proper IL training Program

As mentioned above, there is ignorance and negligence regarding Information Literacy for which there is not enough training programs on IL. People are not properly trained on the dynamics of IL.

vi) Family Barriers on the children:

People are busy in their personal lives and they have many obstacles from their families. These obstacles sometimes do not allow people to pursue their academic and professional lives. Parents who are poor do not allow their children to acquire education despite having facilities because they think “work” is more important.

vii) Lack of Trust in Project activities

Organizations are not efficient in conducting their projects and might abruptly stop the process in middle without providing any explanation. This demoralizes people to even participate in IL projects.

5.2 Problems arising from Organizations

There are many problems raised from the organization due to its existence policy and their existing staff. Due to the policy limitations many activities of IL would not be possible to run and continue and the organizations manpower are not skilled and not sufficient to run the IL activities. Following are those problems:

i) Organization Policy

The organizations are not active and fully aware regarding IL for which the policies that they construct are either not appropriate or are not applicable in all situations arising from IL programs. The policies are therefore not meeting the standards.

ii) Inadequate of Budget

Again, due to the lack of knowledge and awareness about the importance of Information Literacy, not a lot of emphasis is on this subject. This reason explains why there is not a lot of budget allocation in organizations to take initiatives or conduct Information Literacy programs.

iii) Lack of Experts:

Bangladesh does not have too many experts on Information Literacy who will teach, train or in simple educate others on this field. Organizations therefore cannot hire experts who can properly impart IL education to its employees.

iv) Absence of IL chapter from the Curriculum

IL skill is required to solve any information problem, but in the education curriculum there is no presence of this term. That's why the basic knowledge is not made among the students and they face to problem of solving any information problem.

v) Lack of Co-operation among the Librarians or the IL workers

The library professionals or the IL workers are not co-operative with each other or their target groups to whom they will provide the IL education. It creates a gap between the professionals and the students which is the hindrance of getting proper IL knowledge.

5.3 Suggestions of the Problems

i) Make Standard Framework

A framework should be constructed following which the organization would conduct its IL programs because without a framework the purpose, objectives, functions, scope, limitations of IL cannot be perceived.

ii) Establishing a Parent Body

Establishing a parent body which is responsible to design, evaluate the proposed IL programs. The teachers, librarians, information professionals, educationists, civil society members and education administrators are the members of this body.

iii) Building Awareness program

People should be made aware of IL and to do this awareness programs should be conducted. This is because without awareness people would not be interested as a matter of fact would not even understand what the program is about.

iv) Providing Financial Support

Financial support is crucial to conduct any program and to conduct a program on IL this is essential. Every organization should have an allocated sponsorship arrangement or budget allocation for IL programs. Government should also be active in supporting the organizations willing to introduce IL.

v) Training Program on ICT Literacy

ICT technologies should be included in the IL programs so that students can use the computer and other information technologies effectively for getting any information and solve any problem and make any assignment.

vi) Building relationship between the IL Professionals and the IL Seeker

There should be a level of understanding and co operation between the IL professionals and seekers without which it would be difficult to impart IL education to those who need it. They should have a relationship in order to achieve optimum results.

vii) Arrange Training Program:

Intensive and extensive training programs should be organized for the IL education provider, volunteer and the member of the parent body. They should be introduced to modern techniques and technologies of information production, processing and distribution, so that they can become proper guides for the IL education seeker in acquiring information literacy skills.

Conclusion

The most common concept that made itself apparent throughout the study is that Information Literacy is the ability to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. In this age of information where the different aspects of people's lives manifest the need of information, IL is a blessing. IL that forms a basis for lifelong learning is also an instigator of the creation of new knowledge, a set of skills that enable people to critically evaluate information and thus have the knowledge and ability to extract relevant information from the abundance of information available. Information literate people are better citizens who are equipped with something as powerful as information with which they can take wise and beneficial decisions, thus contributing positively to the society they live in.

Bangladesh is in dire need of such people who are well aware of Information Literacy and benefit the nation with their IL skills by improving its social, economical and the political condition. The study revealed the present scenario of IL in Bangladeshi perspective through the point of view of certain organizations and libraries in the country. Dhaka Ahsania Mission is doing a great job despite the obstacles the

organization is faced with often during its endeavors to impart IL education through IL programs to the people of this country.

We can conclude from the study that IL should be incorporated and integrated into our education system and our curriculum in order to build a nation where people not only value information but also are able to make optimum use of information with the correct approach (IL). The problems that have been found in connection to achieving Information Literacy growth in Bangladesh should be addressed with due precision, importance and efficiency. The government should be more active in taking steps to build a nation that thrives on Information Literacy.

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