

*Empowering
Underprivileged
Youths in
Bangladesh
Through
Computer
Literacy*

CLP

COMPUTER LITERACY PROGRAM



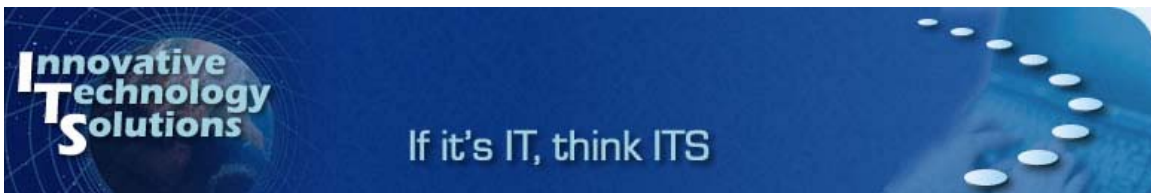
2007 Fundraising Event | July 14

VOLUNTEERS ASSOCIATION FOR BANGLADESH - NEW JERSEY (VAB-NJ)

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Computer Literacy Program

Volunteers Association for Bangladesh - New Jersey Chapter (VAB-NJ)



In 2004, when VAB-NJ launched the Computer Literacy Program (CLP), it was a dream, but a dream on a foundation of solid commitment. Then our goal was to establish 20 Computer Literacy Centers (CLC) in rural Bangladesh. Realizing that ever increasing technological growth is continually widening the gap between Bangladesh and the developed nations, the only way to even to hope for a semblance of a progress, must come from technology itself, we at VAB-NJ dreamed of a Bangladesh, where the teeming millions would “click” their way through innovation into competency, self reliance and ultimately to prosperity. In 2007, within three years we have 53 CLCs fully operational. Each of centers has at least four computers and two trained instructors. All of them have produced at least a few batches of graduates armed with certificate of completion of a hands-on 32 hours of intensive instruction and training.

Through discipline and hard work, D.Net, our partner in Bangladesh has nearly streamlined the process of establishing a CLC by: (1) Contacting the management of a prospective center (2) Recruiting 2 instructors for each center (3) Training the instructors (4) Setting up a computer lab comprising of four computers, one printer, and all associated accessories and (5) Providing on-going support for hardware maintenance and more. D.Net brings in the local expertise and field implementation dexterity.

Based on feed backs, impact evaluation (www.vabonline.org/vabnj/news) and visits, we are encouraged to report that our trained graduates are significantly better positioned for advanced training and for becoming productive computer professionals having significant impact on the country’s economy.

Success of the CLP has attracted Microsoft Southeast Asia to entrust the implementation of its “CLICK” (Community for Learning Information, Communication) Program to D.Net at 13 rural locations. The CLICK centers will provide internet communication and job training.

Given that there are some 65,000 villages in Bangladesh we knew in our hearts that if we were to achieve a meaningful difference in the lives of the underprivileged youths across Bangladesh, we need participation by indigenous organizations. While Microsoft has given us the first boost, organizers of ‘Computer Jogot’ a well-known computer magazine published in Dhaka, has stepped forward to supply a large number of pre-owned computers for CLP.

However, we never forget that it was you and entities such as the Imdad and Sitara Foundation who believed in our dream and it was your generosity that brought us to where we are today. Please join our dream in giving the hard working and innovative youths of Bangladesh to finally break the shackles of poverty and prosper.

We have made attempts in spreading the CLP message around USA and outside. We have reached out to Non-Resident Bangladeshis (NRBs) in Dallas, Seattle, Boston, and London (UK). We have been pleasantly rewarded by unprecedented enthusiasm from all corners.

*We have not stopped dreaming. We have launched newer initiatives by leveraging the resources at the existing centers to teach children everyday English using custom prepared CDs. A Bangladeshi entrepreneur has committed 50% of the funds needed to launch for the first phase of the program of the **Computer Teaches Everyday English, CTEE** initiative to set up five pilot projects.*

*We thank you sincerely for your generous donations. **Come, and dream with us.***

From virtual to real, through computers to prosperity, we will empower the underprivileged youths of Bangladesh to enter the realm of hope by crossing the digital divide



In Remembrance and
Appreciation
of our teachers, without whom
we would not be who we are:

Thank you for teaching us how to learn



The students of
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**VAB NJ salutes *Imdad & Sitara Foundation*
for continued & unwavering Support**

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VABNJ recognizes the contribution by Mr. Ashrafal Haque in developing the cover of this magazine.

VAB NJ

We laud your efforts in
empowering the underprivileged
youths of Bangladesh through the
Computer Literacy Program

We wish you success all the way.

*The Das Family
Foundation*

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উত্তর আমেরিকায় একমাত্র আমরাই বাংলাদেশী মালিকানাধীন ট্রাভেল এজেন্সি কুয়েত, ইত্তিহাদ, আমিরাত ও কাতার এয়ারওয়েজের টিকেট স্টক হোল্ডার। আমরা সরাসরি নিজেদের অফিস থেকে টিকেট ইস্যু করে থাকি



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VAB-CLP Fundraising Dinner – Program Schedule
Saturday, July 14, 2007
Rutgers Cook College Center, 59 Biel Road, New Brunswick, NJ 08901

5:30 – 6:00 **Guest Arrival, Registration, Poster Show, Snacks**

6:00 –7:00 **Introduction and Guest Speeches** (MC – Monica Khan)

6:00 – 6:05 National Anthems, USA & Bangladesh

6:05 – 6:15 Welcome and Introduction (Monica Khan)

6:15 – 7:00 Guest Speakers:

- Mrs. Sitara Khan (Khan Foundation, California)
- Mr. Monzurul Islam (Director ATN TV)
- Dr. Fazlur Rahman Chowdhury (VAB, New York)

7:00 – 8:00 **Computer Literacy Presentations** – (*MC: Emily Billah*)

7:00 – 7:15 CLP Turning the Wheel of Progress – Dr. Swapan Gayen

7:15 – 7:35 CLP Operation in Bangladesh – Dr. Ananya Raihan

7:35- 8:10 **Youth Presentations** (MC- Subrina Mahmood)

- CLP Impact Evaluation – Ashirul Amin
- NYBAP (Network of Young Bangladeshi Association for Professionals) – Malik Rashid, Co founder NYBAP
- Experience in Movie Production – Anadil Hossain, Producer of the movie Namesake
- GRAM (Generating Resources Achieving Mobility) – Uzma Akhand
- Experience in Youth Events: Ridwan Awal Ami

8:15 – 9:00 **Dinner**

9:00 – 10:50 **Parallel Youth Program (Separate Room)** – MC: Subrina Mahmood

- Socialization, Networking Games
- Generate ideas on youth participation in VAB-CLP and similar other programs.

9:00 – 10:50 **Cultural Program** – *MC – Subarna Khan & Faruq Azam*

9:00 – 10:00 Variety Performance – Local Artists

10:0 – 10:50 Songs: Mohammad Saadi and Milia Ali

11:00 – 11:05 **Concluding Comments** – Motasim Billah

11:05 – 11:15 **Social and Departure**

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From the archives of CLP newsroom



BANE (Bangladesh Association of New England) and AABEA (American Association of Bangladeshi Engineers and Architects) New England Chapter arranged a seminar on September 9, 2006 to introduce the Computer Literacy Program (CLP) to the NRBS living in the Boston area. Mohammad Farooque, Zafar Billah, Musaddeq Hussain, and

Shamsun Nahar from VABNJ participated. The CLP video produced by D.Net's' and three other slide shows: the CLP Overview, Computer-on-the Wheel and the CLP Impact Study were presented. There were about seventy serious attendees, who followed the presentations attentively. The interactive nature of the presentations generated lots of good questions and suggestions. The audience appreciated the computer literacy initiatives undertaken by VABNJ. Several attendees showed keen interest in participating in the CLP activities by becoming a sponsor, donating to the CLP cause, and/or becoming a volunteer of CLP.

American Association of Bangladeshi Engineers and Architects (AABEA) North Texas and the Bangladesh Students Organization (BSO) of the University of Dallas arranged a seminar on February 10, 2007 to introduce the Computer Literacy Program (CLP) to the Non Resident Bangladeshis (NRBs) living in the Dallas area. The seminar was arranged in the main auditorium of the University of Dallas. Other Dallas area NRB organizations such as



ABAK, BANT and radio stations helped to publicize the event. VABNJ volunteers Mohammad Farooque and Shamsun Nahar participated at the event. The CLP video produced by D.NET in 2006 was shown and a slide show was also presented to familiarize the Dallas NRBs with the VAB programs. There were approximately 100 eager attendees who listened to the presentations attentively. The CLP video and presentation generated lots of thought provoking questions and suggestions. The audience highly appreciated the computer literacy initiative and its usefulness. Many participants expressed keen interest to support the CLP activities by becoming a sponsor of a computer center or sponsoring a computer or donating cash to the cause. We are expecting to hear from them shortly.



On March 16, 2007, Nazia Habib convened a CLP seminar in Cambridge, UK. The seminar was attended by about 100 people. In addition to some funds raised at the seminar, the seminar fostered a greater awareness among the attendees. A number of individuals came up to learn more about the project. Others gave their cards who are involved in ICT development and found our project very effective.

VAB NJ also reached out to the Non Resident Bangladeshi (NRB) community even further by taking the CLP activities to the heart of the Pacific Northwest, Seattle. On April 22, Farrukh Mohsen presented the CLP initiative to a small but eager Bangladeshi community of greater Seattle. Earlier some enthusiastic Bangladeshis from Seattle contacted VAB NJ and expressed their interest in organizing a presentation about the CLP. VABNJ worked with them and arranged a presentation at the Microsoft headquarters in Redmond. Bangladeshi community of the Seattle area, especially individuals working at Microsoft and Boeing corporations were invited to the seminar. The presentation started with a short video on the CLP initiative. Later Farrukh Mohsen presented a slide show about the history of the CLP initiative, its goals and achievements, and most importantly the need for participation, especially from the non-resident Bangladeshis. The audience listened to his speech eagerly and great questions about the CLP activities and provided valuable feedback and suggestions on how to improve the program. After the seminar, a number of attendees expressed their interest to contribute to CLP activities. One member pledged to sponsor two CLCs, while some others showed interest in donating to the program. Overall, the Seattle CLP seminar turned out to be a great success, where the audience shared the same dream with VABNJ.



Saadi Mohammad is one of the best-known singers of Tagore songs In Bangladesh . He completed his Master of Music from Viswa Bharati University under the tutelage of Kanika Banerjee and Nilima Sen. Saadi has been performing professionally on Television, Radio and stage for the last 25 years and is currently a professor of the Music College of Bangladesh. He is also the founder of Rabirag, a music school, which has produced many accomplished singers. In recent years Saadi has gained popularity for his sensitive performance of "Purano Diner Gaan."

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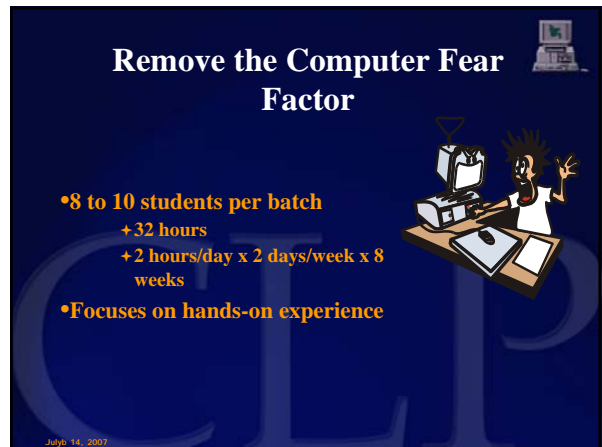
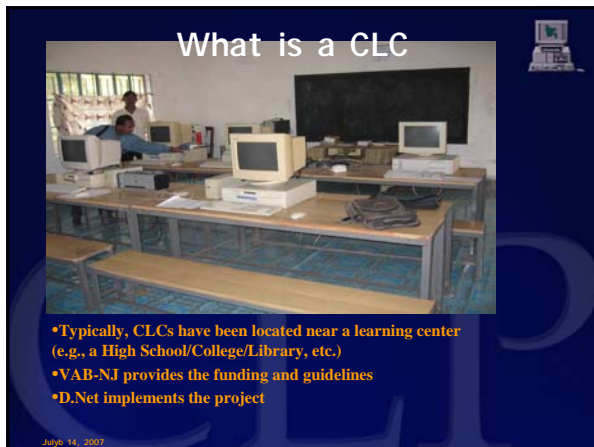
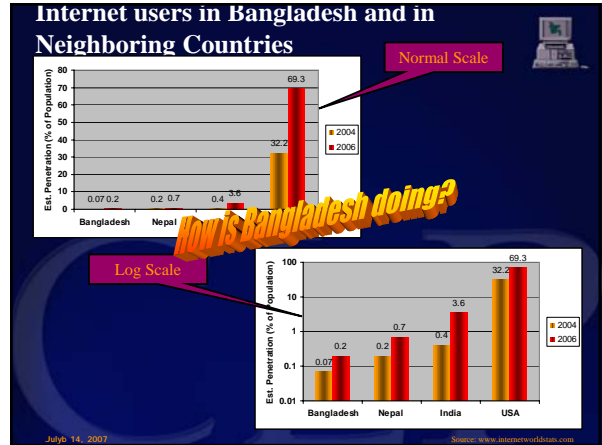
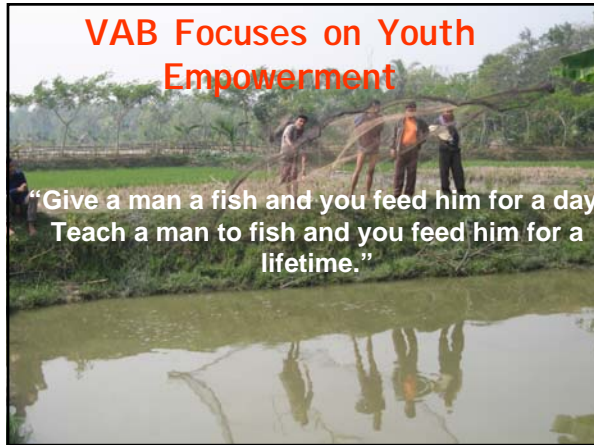
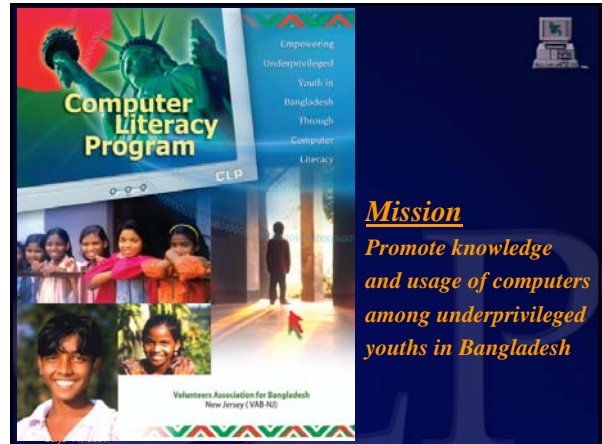
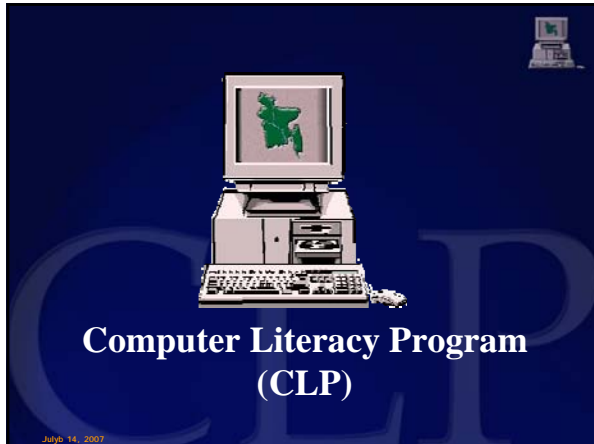
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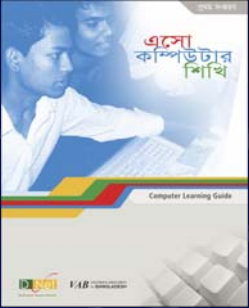


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Well Thought-Out Manual

- Written in simple Bengali
- Windows
- Word Processing
- Spread Sheet
- Includes diagnostics for common troubles



July 14, 2007

CLP provides a means to you to connect to your roots and help youths become computer literate (learn "fishing")



July 14, 2007

The CLP Partnership



July 14, 2007

How is a New Center Born

 +  = 



Sponsor pays \$2,600 CLP raises \$1,000 A new Center is born

D-Net

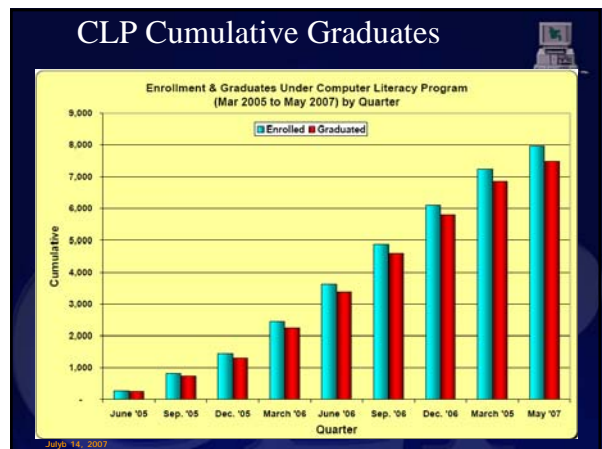


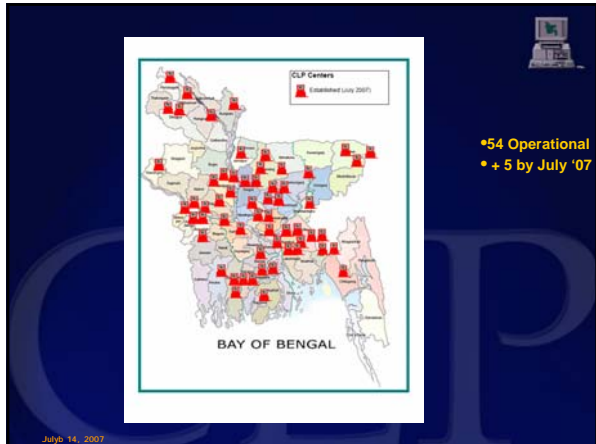
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Center Inauguration and Plaque

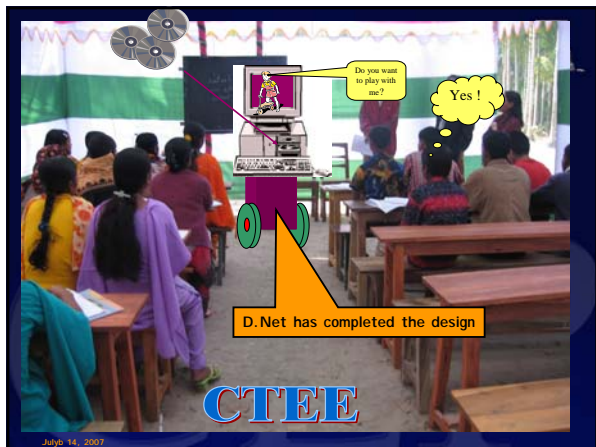



July 14, 2007





- ### The CLP Wheel of Progress
-
- Many centers have gathered more computers than we provided
 - Microsoft has come forward to collaborate (CLICK Program)
 - Bank Asia sponsored two centers
 - B.Ed. students trained at CLP centers
 - IMF donated four computers to one center
 - Schools using computers to increase their efficiency
 - Plan to expand to Knowledge based CDs (English, Math and Science)
- July 14, 2007



- ### Opportunity to Pay Back
- ▶ Spread CLP's message
 - ▶ Sponsor a center
 - ▶ Sponsor One computer
 - ▶ Donate Cash
-
- July 14, 2007



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Empowering underprivileged youth in Bangladesh through computer literacy



What we are doing

The goal of the **Computer Literacy Program (CLP)** is to promote the knowledge and usage of computers among the underprivileged youths in Bangladesh. The New Jersey Chapter of the Volunteers Association for Bangladesh (VAB-NJ), launched this program to foster computer literacy by making personal computers (PCs) and basic computer training accessible to needy youngsters in Bangladesh.

We have established **20 computer literacy centers (CLCs)** in selected areas in rural Bangladesh in 2005. We provide each CLC with at least 4 PCs, a printer, and other accessories. We train two designated instructors from each CLC, monitor the program implementation, and maintain the PCs. Students in a batch of 8-10 complete a 32-hour hands-on structured training over an 8-week period to graduate from the program. While students receive training free of charge, teachers are provided financial support for their efforts under a teacher incentive program.

Why we are doing it

Computer is a key educational tool of the information age. While almost every home in the developed world has at least one personal computer, disadvantaged students in rural Bangladesh often have no access to a computer. The gap in available opportunities between a student in rural Bangladesh and one in a developed nation thus keeps on increasing.

Experiences of successful developing nations demonstrate that this 'digital divide' is more



amenable to remedy than many other disparities. What is even more encouraging is that a proper computer education can create a robust workforce capable of exploiting the global opportunities provided by the information technology for local economic development. It is thus imperative that underprivileged students in Bangladesh receive proper computer training that will empower them to seize the worldwide information technology opportunities. The Computer Literacy Program is a useful step in that direction.

How we are organized

VAB (www.vabonline.org), a non-profit US organization, is devoted to 'mobilizing funds and resources to support educational services' for underprivileged students in Bangladesh. VAB-NJ, has partnered with D.Net (www.dnet-bangladesh.org), a non-governmental organization (NGO) in Bangladesh for implementation of its CLP activities there.

Where we are

- Established 20 CLCs in 2005
- Developed a computer literacy curriculum, and a training manual in Bengali
- Trained 40 teachers from 20 CLCs and provided them with financial incentive to teach students under the program
- Approximately 200 students are being trained every month

How we implement

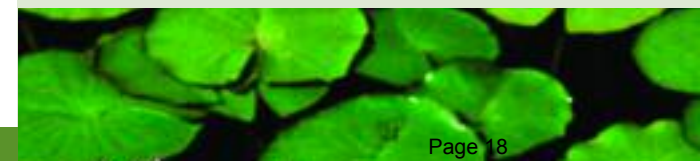
VAB-NJ undertakes the following activities to realize the CLP goal:

- Raise funds from individuals and organizations
- Provide PCs for distribution in Bangladesh
- Develop a computer literacy curriculum in consultation with experts in Bangladesh
- Provide vision and funds for project implementation



D.Net, the CLP partner in Bangladesh:

- Maintains an inventory of working computers provided by VAB-NJ
- Selects schools and learning centers in the underprivileged areas jointly with VAB-NJ and sets up a computer center at every selected institution
- Provides training to designated instructors from the recipient institution
- Provides maintenance service and technical assistance to the recipient institution
- Facilitates implementation of the CLP program and monitors progress through periodic site visits



Where do we go from here

- Work is in progress to establish 25 additional CLCs in 2006
- Help secure Internet access for CLCs when available
- Provide resources and help integrate PCs and the Internet as educational tools
- Explore the development of advanced curricula to help students prepare for jobs and/or higher education

How you can participate

CLP activities are funded primarily through voluntary contributions from individuals and institutions. We need your help and support for the success of the program. You can contribute in one or more of the following ways:

Adopt a learning center by making a US tax-deductible contribution of **\$2,600 for all new hardware.**

Donate generously to the CLP fund

We accept any amount and provide a receipt for US tax purposes. Contributions to CLP are US tax deductible (IRS Tax Exempt Identification # 13-4034550), and may be sent either electronically to the VAB-Computer Literacy Program account (Chase Manhattan Bank, New York, Account #: 481500818765; Routing #: 021000021), or by mailing a check payable to "VAB-Computer Literacy Program" to the address listed below, or using the Paypal button at our website: www.vabonline.org/vabnj.

Tell a friend or family about CLP and encourage them to participate

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IRS ID# 13-4034550



Volunteers Association for Bangladesh
New Jersey Chapter is a nonprofit organization dedicated to promoting computer literacy among underprivileged youth in Bangladesh

COMPUTER LITERACY PROGRAM



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New Jersey Chapter (VAB-NJ), USA**

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Our Mission

The Volunteers Association for Bangladesh VAB mission is to nourish a brighter future for the underprivileged youth through quality education, computer literacy, and vocational training.

Accomplishments Since 2000

- Provided scholarships enabling over 2000 high school students from underprivileged rural families to continue their education in 24 schools located in 11 districts.
- Offered scholarships to 99 awardees who passed SSC with A to pursue college study.
- Supplied science equipment, library books, cultural and sports equipment, and computers to 13 high schools.
- Orientation to Head Masters periodically
- Trained teachers yearly from all VAB schools in Math, English and science.
- Trained 350 youths as computer operators
- VAB New Jersey Chapter (VAB-NJ) has established 43 computer- learning centers under its computer literacy program (CLP) and trained over 5,000 students.

Why We Do This

Rural Bangladesh is poor. The majority of families are essentially landless. Jobs are scarce. Only those who are educated have any chance of a job. Rural literacy is only 38%. The State cannot afford to provide adequately trained teachers or equipment to the schools. As a result, high school students must pay tuition and fees as well as buy books and supplies. Many students can afford neither the direct cost of further schooling nor the financial loss from the small earning they bring home from work in the fields. Consequently, obtaining a diploma or vocational training is very difficult. This reality makes it all but impossible to break out of poverty without outside assistance.

Every dollar we raise to support cognitive learning, school improvement, computer literacy and vocational training is an investment in

Bangladesh's future, in the stability of this South Asian democracy and in a better world.

VAB Programs – 2007

In 2007, VAB will continue and will expand all programs. Scholarships will be awarded to 480 additional students in 23 schools; tutorials for SSC exam will be continued; critical equipment will be provided to five schools; essential training will be conducted for teachers from 24 schools. The Computer learning centers will expand to 55. College scholarships will be expanded to over 100 continuing and new applicants. VAB will initiate remedial tutoring at grade VI in four schools on a pilot basis and we will research sites for vocational training. VAB will continue and expand Volunteer Interns from 20 to 30 in 2007.

How We Implement

In the U.S., using VAB and its US Chapters:

- Publicize VAB's work through letters and presentations at meetings
- Raise funds separately for each program
- Provide strategic plans for VAB Office and one NGO (D-Net) in Bangladesh
- Transfer funds & other resources
- Develop criteria and guidelines for programs
- Monitor implementation and arrange program evaluations
- Audit expenditures and measure results

In Bangladesh, using two partner NGOs:

- Prepare detailed plans with priorities and phases for implementing programs
- Receive funds and resources for programs
- Select schools, learning centers & awardees
- Train teachers, trainers, staff and volunteers for various programs
- Deliver program inputs and monitor their use in cooperation with local groups
- Provide reports, receive officials from US, and participate in evaluations

VAB received registration as a foreign NGO from Bangladesh Government in January 2006.

How We Are Organized

The Volunteers Association for Bangladesh is the U.S. tax exempt, parent organization for all VAB activities and administers its educational program: supporting high school scholarships, tutorials, school improvement and teacher training, college scholarships, and vocational training. The VAB New Jersey Chapter administers the computer literacy program by establishing and supervising the computer-learning centers.

In Bangladesh, two specialized NGOs (Non-Governmental Organizations) are utilized to implement our programs. For the Educational Programs, VAB has organized its own office under its Representative with an Executive Board comprising well-connected professionals and civic-minded businessmen. The Office is located in 107/1 Kakrail, Dhaka with four staff under an Executive Director. The Computer Literacy Program works under the guidance of VAB-NJ with D.Net (www.dnet-bangladesh.org) as the local NGO.

VAB Management & Accountability

VAB operations in the US are decentralized and carried out 100% by volunteers. Overhead costs are only about 2% of funds raised. VAB accounts are kept in standard format, using Quick Books; audits of both U.S. and Bangladesh operations are prepared annually; reports to IRS and Charities Bureau of New York and New Jersey states are submitted routinely. We publish one annual report and three newsletters a year. We e-mail periodic bulletins to our volunteers,

donors and sponsors for specific VAB activities

to keep them informed of progress. VAB welcomes visit to its office in Bangladesh from donors, patrons and media in USA and will arrange free their travel / stay within the country, if necessary, to its schools/ centers.

How Can You Participate

VAB seeks to help the youth of Bangladesh reach their potential. VAB activities are funded through contributions from individuals like you. We need your generous support to expand our programs. Please make a tax-deductible contribution and tell friends and family about us.

General contributions of any size are gratefully accepted. Or, you may target your donation to one or more of the following activities (if desired, we can accommodate your choice of place and ways of recognition for your support):

- 20 scholarships for a school of your choice for \$1000 a year.
- One college scholarship at \$ 150 a year.
- Furnish a science laboratory with one time donation of \$ 3000.
- Provide books for a school library for \$2000.
- Adopt a computer center with 4new sets for \$2350 + \$250 for a teacher's fellowship
- Support a pre-school of your choice for 20 students for \$1000 a year.
- Adopt a Tutorial Center for \$1500 a year.
- Sponsor Teachers training for one year in Math, English and Science with \$ 1500.
- Sponsor total improvement of a school covering science equipment, library books, and four computers with \$8,000.

Please donate generously. Contributions to VAB (IRS ID No. 13-4034550) are tax deductible; you will be sent a receipt for your tax purposes.

Contributions may be sent electronically to: Chase Manhattan Bank, New York, Account No. 481-500-658-765; ABA #: 021-000021, or by

check payable to VAB, mail to:
VAB, P.O. Box 234,
Irvington, New York 10533.

For any query, contact: Dr. A.T. Rafiqur Rahman at 914-591-8635; arahman10@aol.com
Or Dr. Fazlur Chowdhury at 845-623-3819 or Peter von Christierson at 360-385-1587. Thanks

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Computer Literacy Program: An Innovative Approach for Spreading Information Technology to Rural Bangladesh

Swapan Kumar Gayen and Farrukh Mohsen

1. 'Digital Divide'

Loona, Moona and Meghna were born in Bangladesh. They are close in age and read in the same grade level. Loona is among the top few students in her class at New York's Stuyvesant High School. Moona alternates between second and third place in her class in Dhaka's Green Herald School. Meghna is the top student in her class at Shimulpur High School - faraway from Dhaka.

The desktop in Loona's study is connected to the information super highway via a high-speed internet connection. She completes most of her homework assignments and reports using her computer. She carries out her literature search for her projects on the web. Her algebra book is available on line. Her mom says, a literature search that used to take a good week during her school years, can be done in about half an hour these days on the internet. Dad likens the computer-internet combination to be as important in spreading knowledge and information as the invention of the printing press. It's not just her academic work, Loona carries out a good part of her social interactions via e-mails, instant messaging, and online chat rooms. She downloads her music, news and weather reports. Simply put, Loona is intimately networked with the digitally connected world.

Moona also has a computer in their flat in Dhaka. She shares it with her brother and father. She rarely needs to use computer for any homework. For important projects, Moona sometimes takes a printout of her final report to "impress" her teacher. Since she is taking a computer course this year, the computer at home is a real help. She could take her time and if needed learn by leisurely iterations. Loona's parents allow her very limited access to the Internet and e-mails. It costs money and ties up the phone line. Last year, Moona's uncle in the US sent two educational CD ROMs. Those CDs had complete sets of lectures on two courses taught by two renowned professors. The course on astronomy was fabulous. Moona learned a lot about the secrets of the universe.

Meghna would very much like to take the computer course in her secondary school certificate (SSC) exam. She is not sure if it is going to happen. She does not find the content-heavy manual printed on newsprint in black and white that attractive. The science teacher keeps on saying that one of these days he would drag the computer out of its carton in the headmaster's office. However, that has yet to happen. Meghna is on the wrong side of the "digital divide."

"*Digital divide*" is the vast difference in access to information technology between much-endowed Loona in New York, somewhat-lucky Moona in Dhaka and outright-deprived Meghna of Shimulpur. Since the information technology is changing different spheres of modern life, in particular, the mode of instruction with ever increasing speed, this divide is far more ominous than other disparities of modern life. What is hopeful is that the digital divide is more amenable

to remedy than many other differences. Starting out with comparable socio-economic background, neighboring India has transformed itself into an information technology giant. Bangladesh too has that potential. The first condition for realization of that potential is the spread of computer education and computer usage. The *Computer Literacy Program* (CLP) is an essential, organized step towards that goal.

2. How CLP Started

A few expatriate Bangladeshis in New Jersey came up with the concept and plan for implementation of the Computer Literacy Program. It was necessary to have an organizational framework to plan, raise funds, collect resources and implement the concept. They did not have to look too far to find the Volunteers Association for Bangladesh (VAB, www.vabonline.org). The organization is devoted to helping the underprivileged youth with quality education and training through scholarships, science laboratories, library books and teachers training, and had ongoing activities in 24 high schools in Bangladesh. The similarities in overall objectives prompted the CLP organizers to form the New Jersey Chapter of VAB (VAB-NJ). The principal aim of VAB-NJ is to empower the underprivileged youths in Bangladesh through computer literacy. It was clear to members of VAB-NJ from the onset that it would be virtually impossible to carry out the program tasks without an implementation arm in Bangladesh. After careful considerations VAB-NJ formed a partnership with D.Net (www.dnet-bangladesh.org) for assistance in implementing the goals of CLP. D. Net has evolved as a pioneer non-government organization devoted to spreading of information technology in Bangladesh, particularly in the rural areas.

3. Computer Learning Centers

CLP's first step was to establish several Computer Learning Centers (CLCs) in educational institutions in rural Bangladesh. In selecting the sites for CLCs, careful considerations were given to geographical location, availability of electricity, eagerness of the school management and its willingness to help. Every CLC has a computer lab for hands-on training. Each computer lab is provided with a minimum of four computers, one printer, other accessories and requisite furniture.



In consultation with prominent computer scientists in Bangladesh an introductory curriculum was developed. Based on that curriculum a student's manual, "*Esho Computer Shikhi*" (*Let Us Learn Computers*) in Bengali has been published. Two teachers from each CLC receive two weeks of intensive training from D.Net professionals in Dhaka. The teachers are also provided with complete "Teachers Manual" so that upon their return they can teach the students.

At each CLC, students receive hands-on training on computers free of charge. The adjoining picture shows a typical CLC where students are busy at their computers under the supervision of an instructor. In each batch 8 to 10 students receive instructions for two hours a day, twice a week for eight weeks. The students are made familiar with the physical parts of the computer, fundamental usage, Microsoft Word, Excel spreadsheet, and Paint programs. Each student is provided with a copy of the student's manual at a nominal cost.

The computer instructions are provided outside of the school's normal schedule so as not to interfere with the regular academic activities. Since the teachers provide the computer instructions in addition to their regular duties, CLP pays each teacher with an honorarium of Tk 750 per month.

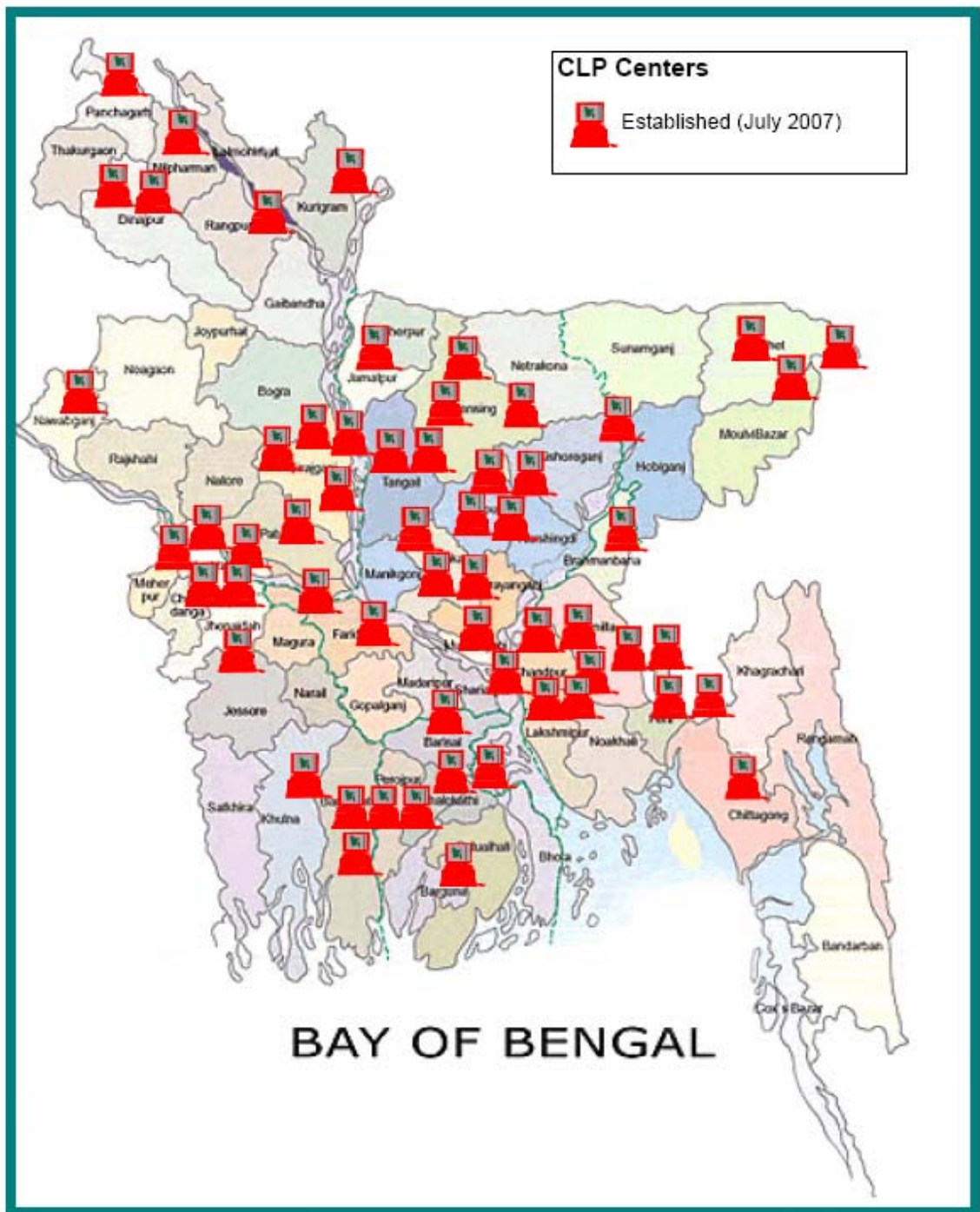
The CLP is implemented through the joint efforts of three entities. VAB-NJ provides the conceptual framework, the implementation directives, computers, teachers' honorarium, and funds for project implementation. D.Net assists in selecting the host institution, the production of the manuals and curriculum, teacher training, physical establishment of the computer lab, technical oversight to keep the computers operational, monitoring the progress of each CLC and overall management of the program. The school management and local residents provide the room, furniture, electricity as well as encouragement to the teachers and students. The school management also helps run each individual CLC. Since, all three entities contribute; there is less of a chance of any "charity mentality" and related complications to set in.

4. Where is CLP today

In 2004 the CLP started with the objective of setting up 20 CLCs. By June of 2007, 54 CLCs are fully operational in 28 districts of Bangladesh. By July 2007 another 5 CLCs are planned to be inaugurated bringing the total to 59 in 29 districts. The map on the next page shows the location of the 59 centers. Of these 59 CLCs, 54 are located in educational institutions, 4 in community centers and one in a library. CLP established 20 CLCs in 2005, added another 24 in 2006, and 10 more till June 2007. As of May 2007, the program has trained 90 male and 24 female teachers. As of now 7,945 students participated in the program of which 7,469 (roughly 94%) received certificate of completion. Of these 48% are female students. The bar graph presents the enrollment and graduation statistics for the program. 4,000 copies of the student's manual, "*Esho Computer Shikhi*" were printed, of which 3,400 copies were distributed to the students at a nominal price.

5. CLP is making a difference

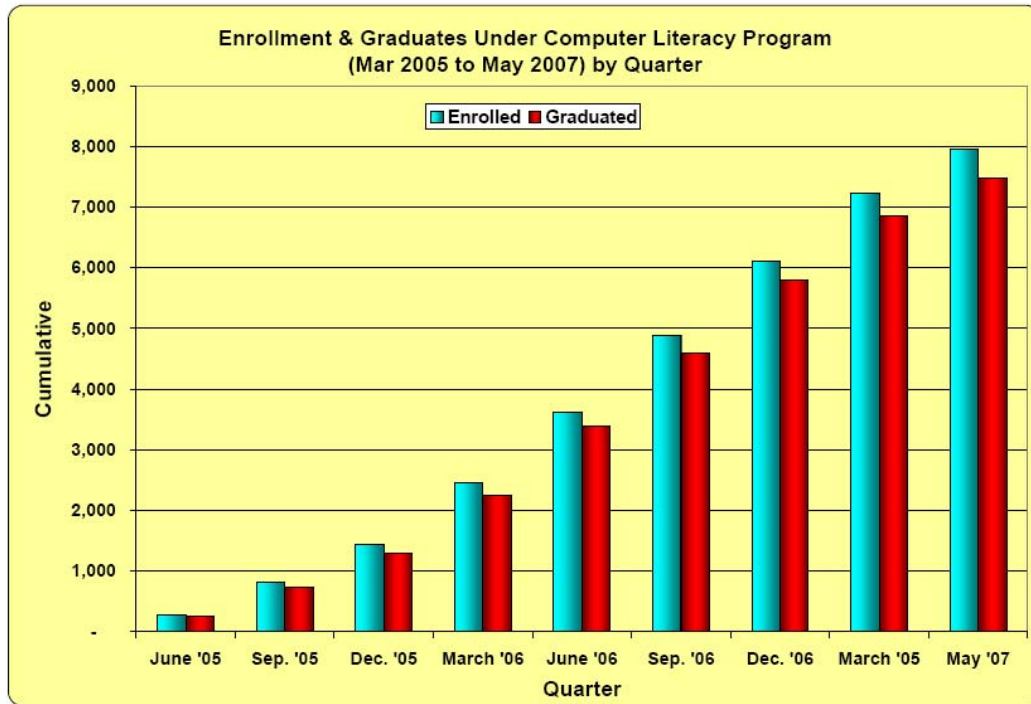
Even though in the backdrop of the overall national need, the 59 CLCs may be perceived as miniscule, the accumulation of small advances and accomplishments have been encouraging to VAB-NJ and the recipient organizations. First among the achievements is the wide-eyed inquisitiveness of the students, teachers and parents. Next is the eagerness to learn. At many centers, aspiring students wait fervently for their turns. In most CLCs, the general enrollment increased because of the availability of the computer labs. The number of students applying to take computer course as an elective subject in the SSC Exam is also increasing. While prior to the availability of the computers, the students' scores in the SSC computer science practical examination was hovering near 70%, the figure jumped to nearly 100% in schools with CLCs.



Many eager parents visited the computer labs. Teachers of other subjects are also falling in line.

One particular English teacher's words are, "I keep hearing terms such as 'hardware', 'software', 'mouse', 'log-in', 'log-out' all the time, and I have no clue what those mean. It's time I became a computer literate as well."

CLP is showing slow but sure signs of opening doors of possibilities to the graduates. Rubel Islam and Alamgir Hossain of Daulatpur have secured employment in computer related positions with the Bangladesh Army. Instructor Farhana Akhter encouraged two of her students, Ziaur Rahmana and Jahidur Rahman, to start their own computer store. CLP is thus bringing new career possibilities to the graduates.



The CLCs are encouraging students and teachers to venture out of their own weasel spaces and empowering them to take new steps. At a number of the centers, the teachers are using the computers for tabulating and analyzing student grades, scheduling school activities and resource management. Recently, the administrators of the Mymensingh Teachers' Training College contacted the CLP when their B. Ed. (Batchelor of Education) needed computer training. Some 65 B. Ed students were trained at the Muktagacha and Mymensingh CLCs to successfully satisfy their requirements. This is a poignant example of how CLP has assisted in areas completely outside the original objectives.

CLP has attracted attention from entities within and outside Bangladesh. CLP uses a comprehensive approach for program implementation that includes establishment of computer labs, curriculum development, hands-on training, teachers' incentive honorarium, equipment maintenance and overall management. This comprehensive approach received significant accolade in an Educational Conference on Information Technology held in Cairo in 2005. A Canadian Information Technology expert commented that, to his knowledge, CLP is the only

example in the world where resident and non-resident nationals could push the program so successfully without any foreign donation.

6. Support and Sustenance

VAB-NJ is financing the CLP by raising funds and grants from Non-Resident Bangladeshis (NRBs). Of the various modes in which a sponsor can help are direct cash contribution, and “Donate a computer” and “Adopt a Computer Learning Center” projects. Under the “Adopt a Computer Learning Center” project, a sponsor can choose a specific educational or social institution and donate a specific sum of money. A CLC is established in that institution provided it satisfies the core requirements of space, furniture, and availability of electricity. The sponsor’s contribution supports two-thirds of the cost, the remaining one-third is paid by the program funds. Almost 75% of the existing CLCs have been established under this project. The “Adopt a CLC” project has several attractive features. In majority of the cases, a sponsor typically selects his or her village school as the designated center. The sponsor has personal eagerness to see the CLC succeed. His friends and relatives can monitor the progress of the center. This care assists in achieving the objectives of CLP. CLP is turning out to be a model of how the efforts of an individual can advance a community. If many came out and established a CLC in his or her village, then numerous centers could be developed without any major governmental initiative; and the digital divide could be negotiated. Another important characteristic is that the students at the CLCs can learn about the success stories of their predecessors, which in turn encourages them to aim higher, and helps establish a useful connection between today’s success and tomorrow’s promise.

The VABNJ volunteers have taken initiatives to spread information about CLP in some other states of USA and in UK. Responses have been very encouraging. Some have volunteered their time. One NRB has committed to bear one half of the start-up expenses for a new initiative.

A major institutional grant for implementation of, the program came from the Khan Family Foundation in California. The support from this philanthropic foundation set up by Dr. Imdad Khan (now deceased) and his wife Mrs. Sitara Khan helped establish 10 of the CLCs, provide incentive honorarium for teachers and pay for a substantial fraction of the project management costs.

D.Net organized fundraising events in Bangladesh and bore a part of the expenses. The success of the program so far, conscientious efforts of the D. Net professionals, the devotion of teachers, and the eagerness and enthusiasm of students attracted attentions of other individuals and institutions. Bank Asia provided funds for establishing three CLCs. Diplomats from a foreign embassy visited a CLC and donated four new computers. The Dhaka office of the International Monetary Fund provided four previously used but very high quality computers to another CLC.

The most significant recognition came from Microsoft, the software giant of the computer world. Microsoft has committed funds for establishing 13 Community for Learning, Information Communication and Knowledge (CLICK) centers. Seven CLICK centers have already been established, and by the September of this year all will be in operation. These centers emulate the CLC model but unlike most CLCs those will be based at community centers. The principal aim

of the CLICK centers are to provide more advanced training to unemployed educated youth in rural Bangladesh so that they can find employment as information technology professionals. The curriculum will include desktop publication, web-site development, database programming, and information services for rural population. The CLICK centers also provide livelihood information service and income generating services, such as, photography, soil testing, internet browsing etc. Training in the CLICK program is expected to open up new employment opportunities for the graduates.

It is not out of place to emphasize that support for CLP and other similar programs should be looked upon as an 'investment in the underprivileged,' and not just as 'charity.' In terms of cost effectiveness and impact, Bangladesh is optimally suited for such investments. Since Bangladesh has a sizable technically educated workforce with low labor cost and overhead cost, it is much cheaper to develop and teach elementary and intermediate level computer courses, or to provide other educational and training services in Bangladesh. The instructional materials and technical know-how that are sure to emerge from such endeavors are expected to have a much wider, even global impact, as the experience of "Grameen Bank" has taught the world.

7. Self-Assessment and Impact Evaluation

Self-assessment has played a significant role in every step of CLP. The initiators continually discuss among themselves, seek input from peers, and take decisions after careful analyses of all inputs. It is equally important to obtain feedback from independent, external observers. Recently, a graduate student from the Fletcher School of Government of the Tufts University carried out a formal comprehensive evaluation of CLP based on structured questionnaires, interviews and focus group discussions. The study report entitled, "*Bridging Digital Divide for Rural Youth: An Experience from Computer Literacy Programme in Bangladesh,*" is available online at the VAB-NJ and D.Net websites. The study came up with some interesting observations. First, CLP graduates tend to collaborate with and learn from one another more than their peers who did not go through the program do. Teachers report that CLP trained students do better in other areas, such as, Mathematics, Bengali and English, as well. Finally the presence of a CLC in a school enhances enrollment in and transfer of students to that school.

8. Looking Ahead

Success breeds new expectations. There have been demands to increase the number of centers at a faster pace and to expand the scope of the program. The evaluation study mentioned above came up with some crucial recommendations as well. These include more time for students to practice on the computer, introduction of advanced courses, increasing teachers' incentive honorarium, refresher and more advanced training for teachers, and leveraging the existing computers in CLCs for more effective teaching of other subjects, such as, science and mathematics.

In response to these demands and in consideration of potential impact at the grass root level, some new initiatives are being actively considered. "Computer Teaches Everyday English (CTEE)" is one such project that aims to leverage the availability of computers to enhance English learning and communication skills of the students. Particular emphasis will be placed on developing students' skills in comprehending spoken English and communicating ideas in English both orally and in writing. With that objective, preparations are underway to develop an

educational CD ROM using contents that the students are familiar with. Initially the project will be implemented in five centers at a pilot level. Along the line, D.Net is in discussions with Foundation for Education Research and Invention (FERI), Bangladesh Math Olympiad and Institute of Education of BRAC University for developing multimedia instructional materials for enhancing the level of Mathematics and Science teaching.

The immediate future activities of CLP include keeping the existing CLCs in operation, development of curriculum and manual for the next level of instructions, look for opportunities to provide Internet access to the CLCs, and help modernize education system using computer and information technology. In order to maintain the vitality of the CLCs, one needs to service the existing computers, systematically replace older and obsolete machines with newer ones, maintain steady flow of funds to continue teachers' incentive honorarium and increase it. Already 19 CLCs have been provided with 19 new computers. The maintenance and service cost per CLC per year is currently \$1,350 which includes fees for project management, provision of parts and services, teachers' honorarium and replacement of an old computer by a new one (~\$400). Raising funds is a continuous challenge for the initiators.

9. Gathering Dreams

As mentioned earlier, CLP's capabilities are limited. In the backdrop of 90,000 villages of Bangladesh, in three years 59 CLCs have been established. Obviously success to date is dwarfed by national need. However, the experience gathered and lessons learned over the last three years encourage bigger dreams. It has been reaffirmed that honest and fruitful endeavors encourage others to extend a helping hand. The deprived students in the remote villages of Bangladesh have shown that they can make good use of every little opportunity provided to them. CLP has demonstrated that NRBs, with their expertise and resources can effectively contribute to developmental projects that help the country. Professionals from Bangladesh are now scattered in various parts of the world. Most of them nurture a fond desire to pay back to the land from which they sprang. This is a cherished treasure whose proper utilization can bring desired well being for the nation.

The Computer Literacy Project is a small but determined effort of a few NRBs. It is just one candle light. Thousands such candle lights can burn bright and remove the darkness of digital illiteracy.

(The authors acknowledge thoughtful comments from Dr. Matilal Pal, Dr. Mohammad Farooque, and Mr. Zafar Billah, Dr. Ananya Raihan and Mr. Ajoy Kumar Bose.)

You can participate

VAB-NJ invites everyone to participate in the CLP activities. You can "Adopt a CLC," "Donate a New Computer," provide funds for program execution, and become a volunteer. No amount is too small for the cause. Please send your donations (considered US Tax deductible) to:

VAB – Computer Literacy Program, 6 Tharp Lane, Marlboro, NJ 07746.

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--	--------------------------

Add Internet service for an <i>additional \$550</i>	<input type="checkbox"/>
--	--------------------------

2. Service to be provided

Four new computers, one voltage regulator, one printer, one UPS, instructor training, four site visits for facilitation, two teachers trained, teacher's monthly incentive stipend, taka 750 per teacher per month.

3. Donor Information

Name:
Address:

Phone number:
E-mail:



4. Sponsored Site Information

Name of the Learning Institution:

Location: **Vill:** **PO:** **PS:**
Dist:

Mailing Address: Site Contact Person (provide telephone number):

Alternate Contact: If available

Name:
Address: Tel:

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A Fully Functional Computer Literacy Center at Bannya Kandi N. M. High School

Roughly 200 km northwest of Dhaka lies a picture-perfect village called Bannya Kandi. The nearest significant population center is Ullapara in the district of Sirajganj. The recently built



Jamuna bridge, Bangladesh's mammoth milestone of progress, has cut down the trip from Dhaka from one day to about 4 hours. Because of "aborodh", we changed our scheduled trip from the 7th to the 6th of January, 2007. After three years of various activities to see our dear Computer Literacy Project succeed, it was one of my cherished goals to see one CLC at work.

As agreed upon Mr. Ajoy Bose from D. Net picked me up at 7:30 AM on the dot. The rented Van sped through heavy bus traffic with heart stopping maneuvers. At the tail

end of the journey, the van could not negotiate over the last broken culvert. Eight of us walked

the last half mile to the most heart-warming reception we expected. Peering out of the still lingering morning fog, two columns of students entertained us with smart marching past ceremony along with thundering drums and flanked by the faculty of the Bannya Kandi N. M. High School. We were introduced to the members of the faculty. The Headmaster informed us that they had arranged the graduation ceremony for the current batch of the CLP students to coincide with our visit. This was in spite of our last minute change in date to avoid the "aborodh". I felt uneasy realizing how much they went through to accommodate us.



On our way to the graduation ceremony, I noted the CLP plaque proudly displayed on the entrance to the CLP room. As we all entered the computer lab, I noticed the a group of children were busy with five computers of which CLP provided four. This was heartening, because one of our goals is to spark enough interest so that the school and the community at large consider taking charge, since we cannot support indefinitely. Just about everything I found was better than I expected. In a village where it would be difficult find a working type-writer, we found children operating computers with confidence. The room with a



linoleum floor was very clean, recently painted and well-lighted. The children new well what they wanted and articulated their aspirations clearly.



On this trip, in addition to Ajoy Bose, we were accompanied by Mr. Azmat Khan (one of D. Net's founder members) as well as Mr. Khokon.of Foundation for Education, Research and Innovation (FERI). Mr. Khokon brought with him a knowledge base CD, to introduce geometry. The CD is a pilot copy of a product of one of FERI's R&D project. The children and the math teacher could not take their eyes off and at the conclusion every body was asking how they can get a copy. Ideas were racing through my mind about the many possibilities this gift of modern technology could bring to these impoverished but thoroughly excited children.



The Headmaster then led us to the next room where the graduation ceremony took place. The Headmaster, several teachers and a D.Net trained computer instructor as well as a student presented their exhilaration with the lab and talked about how proud it made them feel when people from surrounding areas would make special trips to get a glimpse of these marvelous machines (There are 43 functioning CLCs in a country with 65,000 villages). I was most impressed by their communication skills. Each of the teachers and the young student, all spoke well and it was clear that computer-phobia was not a common disease in Bannya-Kandi! The D.Net trained Instructor told me that in agreement with the recent upsurge in Bangladesh's gender equity, the girls are learning better than the boys. In my mind, I could not stop thanking Dr. A. A. Chowdhury of Portsmouth VA, for sponsoring the CLP center at the Bannya Kandi N.M. High School. I made it a point to suggest Dr. Chowdhury to make a trip himself.

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Ullah	Zafar	San Jose	CA	95148
Wahab	Atiya	Wrightstown	NJ	08562
Warsi	Ghulam	Randolph	NJ	07869
Yunus	Shah	Pittsburgh	PA	15241
Yusuf	Mohammed	Edison	NJ	08820
Zaman	Farhat	Hicksville	NY	11801
Zaman	KBM	Cleveland	OH	44136
Zaman	Mohammad	Marlboro	NJ	07746
Zaman	Mohammad. Q	Elmont	NY	11003
Zaman	Syed	Morganville	NJ	07751
Ziauddin	Abu		NJ	

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*We Laud the Worthy Cause that VAB-NJ
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**Compliments from:
Mohammad H. Zaman, M.D., FCCP
Rehana Zaman, M.D.**

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Brooklyn, NY 11236
Tel: (718) 257-5544

Established Computer Literacy Centers Sponsored List as of May 2007

#	Name of Center	Location	Date	Sponsor
1	Hazi Kashem Ali Degree College	Mymensingh Sadar	Mar-05	Mr. Nasim Ali, Princeton, NJ
2	Hazi Kashem Ali Mohila College	Mutkagacha	Mar-05	Mr. Nasim Ali, Princeton, NJ
3	Bagerhat Bahumukhi High School	Amlapara, Bagerhat	Apr-05	Ms. Lubna Kabir, Bridgewater, NJ
4	Mukul Niketon High School	Mymensingh Sadar	Mar-05	Dr. Zaki Hossain, Long Land, NY
5	Shamsuddin Nahar Youth Excellence Center	Baitpur, Bagerhat	Apr-05	Ms. Shamsun Nahar, Marlboro, NJ
6	Amla Sadarpur High School	Amla, Kushtia	Apr-05	Dr. Imdad Khan, Saratoga, CA
7	Shahid President Ziaur Rahman College	Goalgram, Kushtia	Mar-05	Dr. Imdad Khan, Saratoga, CA
8	Jamila Model High School	Khukni, Sirajgonj	Jun-05	Mr. Amzad Khan, Edison, NJ
9	Kadambari High School	Kadambari, Madaripur	Jun-05	Dr. Swapan Kumar Gayen, NJ
10	Farha Madhomik School	Komrail, Khulna	Jun-05	Dr. S.K. Bakar, NY, NY
11	Mirzanagar Touhid Academy	Subar Bazar, Feni	Jun-05	Dr. Imdad Khan, Saratoga, CA
12	Barashalghar Union High School	Baroshalghar, Comilla	Jun-05	Dr. Imdad Khan, Saratoga, CA
13	Baruahat High School	Baruahat, Rangpur	Jun-05	Dr. Imdad Khan, Saratoga, CA
14	Mamun Smriti Public High School	Chantia Bazar,	Jun-05	Dr. Imdad Khan, Saratoga, CA
15	Parkhidirpur Maddhomic Biddalaya	Parkhidirpur, Pabna	Jun-05	Dr. Imdad Khan, Saratoga, CA
16	Shologhar AKSK High School	Shologhar,	Jun-05	Dr. Imdad Khan, Saratoga, CA
17	Babrijar High School	Babrijar, Nilphamari	Jun-05	Dr. Imdad Khan, Saratoga, CA
18	Bhaterchar D.A. Mannan Pilot High School	Bhaterchar,	Jun-05	Dr. Imdad Khan, Saratoga, CA
19	Ghagotia Chala High School	Chala Bazar, Gazipur	Jun-05	Mr. Ziauddin. & Ms. Ruksana. Ahmad, Monroe, NJ
20	BL High School	Amlapara, Sirajgonj	Jun-05	Dr. A.A. Chowdhury, Portsmouth, VA
21	Laskardia Atikur Rahman High School	Laskardia, Faridpur	Feb-06	Dr. Shah and Dr. Anisa Yunus, Pittsburgh, VA
22	McPherson Public Library	Bagerhat Sadar	Feb-06	Dr. Monira Haque, Edison, NJ
23	Khaikara High School	Khaikara, Gazipur	Feb-06	Dr. Taher U. Akhand, Glastonebury, CT
24	Kurigram Girls High School	Kurigram Sadar	Feb-06	Dr. KBM Zaman, Cleaveland, Ohio
25	Banna Kandi N.M. High School	Bannakandi, Sirajgonj	Feb-06	Dr. A. A. Chowdhury, Portsmouth, VA
26	Karihata High School	Karihata, Gazipur	Feb-06	Mr. Ziauddin. & Ms. Ruksana. Ahmad, Monroe, NJ
27	Rasulpur Basirun Nessa High School	Rasulpur, Tangail	Feb-06	Dr. Emdadul Haque, Port Orange, FL
28	Maharajpur High School	Maharajpur, Chapai	Feb-06	Dr. Waled H . Chowdhury, Long Island, NY
29	North Bengal Medical College	Sirajgonj Sadar	Feb-06	Dr. A. A. Chowdhury, Portsmouth, VA
30	Panchani High School	Panchani, Chandpur	Feb-06	Mr. M. Zafarullah, San Jose, CA
31	Nadir Hossin Girls High School	Kashba Najail, Rajbari	Feb-06	Dr. Faizul Islam, Houston, Texas
32	Nasirkote High School	Nasirkote, Chandpur	Feb-06	Dr. Sultan Alam, Holmdel, NJ

Established Computer Literacy Centers Sponsored List as of May 2007

#	Name of Center	Location	Date	Sponsor
33	Adhunika Bangladesh Society	Azimpur, Dhaka	Feb-06	Adhunika Bangladesh Society, Dhaka
34	M.A. Karim Bahumukhi High School	Hinga Nagar, Tangail	Feb-06	SpandaanB, San Jose, CA
35	Ambarkhana Girls High School	Sylhet, Sylhet	Feb-06	Dr. Z. Ahmed, PA/S. Ahmed, NJ/ Dr. M. Hussain, NJ
36	Kazi Jalaluddin Bahumukhi Girls High	Sylhet, Sylhet	Feb-06	Dr. Nasreen Rab, US
37	Ekuria High School	Ekuria, Gazipur	Jun-06	Mr. Ziauddin and Ruksana Ahmad, Monroe, NJ
38	Shahaber Bazar High School	Shahaber Bazar,	Jun-06	F. Zaman, R.Hossain, M. Ahmed, Hicksville, NY
39	Rifayetpur High School	Rifayetpur, Kushtia	Jun-06	Dr. A. K. Azad, East Greenbush, NY
40	Barura Govt Girls High School	Barura, Comilla	Jun-06	Dr. Monowara Begum, Tappan, NY
41	Tarail Pilot High School	Tarail, Kishorganj	Dec-06	Bank Asia, Dhaka, Bangladesh
42	Malkhanagar School & Collage	Malkhanagar,	Dec-06	Bank Asia, Dhaka, Bangladesh
43	Faria Lara Foundation	Dhaka, Bangladesh	Dec-06	D.Net, Dhaka, Bangladesh
44	Dharitry Samaj Unnayan Sangshta	Mongla, Bagerhat	Dec-06	D.Net, Dhaka, Bangladesh
45	Shanuhar M. A. High School	Uzirpur, Barisal	Feb-07	Dr. Sirajul Huq, Wall, NJ
46	Montijar Rahman Mia Girls High School	Shailakupa,	Feb-07	Ms. Shahreen Quazi, Boston, MA
47	Shahid Hasan Foyez Girls High School	Haripur, Kustia	Feb-07	Mr. Rezbul Chowdhury, Arlington, MA
48	The Old Kustia High School	Haripur, Kustia	Feb-07	Mr. Rezbul Chowdhury, Arlington, MA
49	Brahman Baria High School	Brahman Baria Sadar	Feb-07	Mr. Salahudin Shahriar, Mechanicsbugh PA
50	Darbeshgonj High School	Kachua, Chandpur	Apr-07	Dr. Serajus Salekin Quaderi, Marlboro, NJ
51	Paschim Banskali Upakulia College	Banskali, Chittagong	Apr-07	Dr. Mahfuz R.Chowdhury, Long Island, NY
52	Shailan Surma High School	Dhamrai, Dhaka	Apr-07	Dr. Dalilur Rahman, Flemington, NJ
53	SURAVI	Dhanmondi, Dhaka	Apr-07	Mr. Musaddeq Hussain, South Brunswick, NJ
54	Shalkuria High School	Nabangonj, Dinajpur	Jul-07	Mr. Muhit Rahman, Cincinnati, OH
55	Setabganj Pilot High School	Setabganj, Dinajpur	Jul-07	Mr. Muhit Rahman, Cincinnati, OH
56	Panchagar Bisnhnu Proshad Govt. High	Panchagar	Jul-07	Mr. Muhit Rahman, Cincinnati, OH
57	Hasaha K.K. High School	Sreenagar,	Jul-07	Dr. Rashid Hasan, MN/ Dr. Rafiqul Hasan,
58	Ulania Coronation High School	Mehendigonj,	Jul-07	Mr. Tazin Shadid, WA
59	Chagalnaiya High School	Chagalnaiya, Feni	Jul-07	Mr. Tazin Shadid, WA
60	Satkania Golam Bari High School	Satkania,	Jul-07	Bank Asia, Dhaka, Bangladesh

The 54th through the 60th center are scheduled to be operational by the end of July 2007.

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STRUCTURAL NOTES:

1. DESIGN SPECIFICATIONS:
 - (A) 1996 AASHTO STANDARD SPECIFICATIONS FOR HIGHWAY BRIDGES, WITH CURRENT INTERIMS, AS MODIFIED BY SECTION 3 OF THE NJDOT HIGHWAY BRIDGES AND STRUCTURES 1998.
 - (B) 2001 NJDOT STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION
 - (C) AASHTO HS20 TRUCK OR LANE LOADING WHICHEVER GOVERNS.
2. CONCRETE DESIGN STRESSES:
 - (a) SPECIFIED DESIGN COMPRESSIVE STRENGTHS (f_c)
 - (b) ALLOWABLE STRESSES, EXTREME FIBER IN TENSION (f_t):
 - CLASS A.....4,000 PSI.
 - CLASS B.....3,700 PSI.
 - (c) ALLOWABLE STRESSES, EXTREME FIBER IN COMPRESSION (f_c):
 - CLASS A.....1,600 PSI.
 - CLASS B.....1,400 PSI.
 - CLASS C.....1,200 PSI.

CLIENTS:

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- ❖ NJDOT
- ❖ NYS DOT

STATE AGENCIES

- ❖ NJSCC
- ❖ NJ TRANSIT

TRANSPORTATION AUTHORITIES

- ❖ DRPA
- ❖ MTA
- ❖ NJTA

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- ❖ MIDDLESEX
- ❖ MONMOUTH
- ❖ SOMERSET
- ❖ WARREN

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P.T. NAME	STATION	BASELINE	OFFSET
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W.P. #2	130+98.880	QUAKER BRIDGE RD.	0,000
W.P. #3	130+93.377	QUAKER BRIDGE RD.	40,000 RT.
W.P. #4	131+80.302	QUAKER BRIDGE RD.	40,000 LT.
W.P. #5	131+74.799	QUAKER BRIDGE RD.	0,000
W.P. #6	131+69.296	QUAKER BRIDGE RD.	40,000 RT.

REV.	DATE	DRAWN BY	DESCRIPTION

DATE: JAN. 2004 JOB No. WERO202

13. EXISTING PILES INTERFERING WITH THE PROPOSED FOUNDATION SHALL BE REMOVED TO A MINIMUM OF 6" BELOW THE BOTTOM OF PROPOSED FOUNDATION EXCAVATION LIMIT. ANY EXISTING PILES INTERFERING WITH PROPOSED PILE LOCATIONS SHALL BE REMOVED IN THEIR ENTIRETY. REMOVAL OF EXISTING PILES IS INCIDENTAL TO THE COST OF CLEARING SITE, BRIDGE.