

THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND EDUCATION

Bangladesh National Report

EXECUTIVE SUMMARY

I. Bangladesh is one of the largest deltas in the world with a total area of 147,570 sq km. It has a population of about 137.3 million, of which 70.00 million (50.98 %) are males and 67.3 million (49.02%) are females, making it one of the most densely- populated countries of the world. The population growth rate in Bangladesh is 1.41 per cent, while fertility rate is 2.4 per cent, infant mortality rate per 1000 births is 45 and life expectancy is 64.5 years. Although the Gross Domestic Product (GDP) increased at 6.51 percent (FY 2006-07), the per capita national income is still low (US\$ 520). About 40 percent of the population lives below the poverty level.

II. In Bangladesh 58.5 per cent of the population is in labour force, the remaining 41.5 per cent being below the age of 15, or having various constraints preventing induction into work. During 2002-2003, 36 per cent of the population (33 per cent male and 45 per cent female) had no schooling in urban areas, Only 16 per cent of the urban population had an education of grade I-V, male coverage being equal to the national average while it was only 14.5 per cent for the urban female. In rural -areas, 17.1 per cent of the total population (the same also for rural males) and 15 per cent of the rural female had an education of grades I- V. At present, the adult literacy rate is 50.5 per cent, of which 40.8 per cent is female.

III. The Constitution of Bangladesh recognizes education as a fundamental right of every citizen and enjoins on the state “ to adopt effective measures for (a) establishing a uniform, mass- oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs and (c) removing illiteracy within such time as may be determined by law “ Accordingly policies and programmes were undertaken in the area of NFE in line with the EFA and Poverty Reduction Goals of the Government for meeting the learning needs of the disadvantaged particularly the disabled , children living in remote areas, those engaged in hazardous jobs, working children and street children. The NFE system has flexibility in timing and venue to suit the circumstances of the clientele

Iv. Bangladesh participated in the "World Conference on Education for All: Meeting Basic Learning Needs" held in Jomtien, Thailand (5-9 March 1990) and officially placed a framework of Policy Suggestions that countries set their own targets for the 1990s in terms of the following proposed dimensions:

- Expansion of early childhood care and developmental activities, including family and community interventions, especially for the poor, disadvantaged and disabled children;
- Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;
- Improvement in such learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80% of 14 age-olds) attains or surpasses a defined level of necessary learning achievement;
- Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
- Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;
- Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

V. Bangladesh also participated in Dakar Conference on "Education for All : Meeting Our Collective Commitments" held in Dakar, Senegal (20-28 April 2000) and officially suggested the following set of goals for collective commitment :

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of standard quality;

- Ensuring that the learning needs of all young people and adults are met through equitable access to and completion of free and compulsory primary education of standard quality;
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 , with a focus on ensuring girls' full and equal access to and achievement in basic education of standard quality;
- Improving all aspects of the quality of education ensuring demonstrated excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

VI. In 2006, the Government of the People's Republic of Bangladesh adopted the Non-Formal Education Policy. The principal features of the policy are as follows:

- The Mission is to provide access to lifelong learning opportunities for improving the quality of life of children, youth and adults including those with special needs and who have missed out formal education.
- Aimed at reducing the number of illiterates by at least 50% by 2015
- Priority to children, adolescent and adults
- Special focus on early childhood care and education (ECCE)
- Emphasis on alternate learning opportunities through non-formal channel for basic education of children not able to participate in formal primary schools
- Second chance learning opportunities for adolescents and adults
- Offering a 'full menu' of need-based continuing education
- Built-in 'culture of quality' in NFE programs
- Training through non-formal channels in vocational, entrepreneurship and employment related skills
- Promotion of equivalency between formal and non-formal education
- Institute a decentralized operation system of NFE programs
- Emphasis on coordination and linkage among GO, NGO, CBO, private sector and civil society
- Ensuring community ownership and sustainability of NFE programs
- Third party involvement in assessment of program effectiveness.

VII. An NFE-MIS Pilot project is presently at an advanced stage of implementation in collaboration with UNESCO. With assistance from SIDA and UNESCO, an NFE Mapping Study has been completed. The findings from the NFE Mapping have significant implications concerning the strategies and core issues identified in the NFE policy. The coverage of on-going projects is very low in comparison to the target population of the age-group in all NFE programmes. The coverage scenario within the NFE programmes varies widely; some NFE programmes have higher coverage comparing to the others. The extent of variation in coverage is also high when comparative analysis is made among the districts. Similar variation may be seen from the coverage analysis from the point of geographical conditions and the participation of disabled learners. The methodological implications of the findings in NFE Mapping are strategically significant. In terms of programme delivery approach, teaching learning process, development of curriculum and materials, the findings show that the room for choice by the learners and providers are very limited. The technical capacity in NFE sub-sector in terms of availability of human resource and scope for development of professional knowledge and skills is inadequate to serve the needs of the diverse programmes and the required level of coverage. With the present capacity, it would be an uphill task to launch the programmes ideally required unless a massive professional skill development programmes is planned. NFE sub-sector also suffers from poor documentation and research on the efficiency and effectiveness of various NFE approach. There is also lack of advocacy capacity at various levels of NFE personnel. A database is being developed to facilitate monitoring, supervision and making appropriate decisions.

VIII. A comprehensive NFE sub-sector plan is being developed with a balanced coverage of various NFE programmes, based on the needs of the target groups and in line with NFE Policy. An institutional mechanism is also being developed to offer courses in partnership with different training institutions, academic institutes and sponsoring courses for professional development of NFE personnel. NFE programmes have to be multi-disciplinary incorporating a variety of approaches and strategies, supported by process-oriented approaches that can meet the needs of learners, their families, and the concerned community members.

IX. Principally, ALE in Bangladesh is financed by the Government under its development budget. Since 1995, six development projects of Non-Formal Education have been implemented and additionally two more are currently under execution. These are: (1) Integrated Non-formal Education Programme (INFEP): (1991-97), (2) Non-Formal Education

Project - 1 (NFE-1) (1996-2001), (3) Non-Formal Education Project - 2 (NFE-2) (1995-2002), (4) Non-Formal Education Project – 3 (Hard to Reach Children (1st Phase) (NFE-3) (1996-2003), (5) Non-Formal Education Project - 4 (NFE-4) (1997-2003), (6) Basic Education for Hard to Reach Urban Working Children (2nd Phase) (2005-2009) (Likely to be Revised), (7) Post-Literacy and Continuing Education For Human Development-1 (PLCEHD-1) (2001-2007), (8) Post-Literacy and Conti-nuing Education For Human Development-2 (PLCEHD-2) (2002-2011).

X. Under PLCE-2, meaningful research programmes will be undertaken and preparations are underway to launch them. Some of those presently under contemplation are as follows:

- a. Instituting standardisation and an equivalence structure for the possible PLCE skills,
- b. Estimating the probable size of potential clientele for PLCE 2
- c. Stock-taking and projection of skill supply
- d. Assessing the job market for potential PLCE skills
- e. A deeper vision into the prospective clientele
- f. An intensive and extensive look into the local economy and the local world of work.

XI. It is felt that educational data and more so literacy data do not receive adequate justice in terms of proper depth and details in the ten-year population censuses. Again, parameters like educational participation, retention, drop-out, etc. are only inadequately recorded in the censuses. Moreover, ten years appear to be too big an interval for educational and literacy statistics most of which need updating. Micro studies/special surveys undertaken from time to time and also the routine MIS investigations lack the required national comprehension and perspective. Hence, instead of being a part of the mechanical ten-yearly population census, there seems to be a strong case for independent five-yearly Educational and Literacy Censuses. Based upon the educational/literacy censuses, profiles of local NFE need be compiled. The timing of holding the educational census and compilation of the local NFE profile in the form of full-scale monographs need be scheduled in a manner that they can provide inputs for the formulation of the long-term/medium term plans.

XII. Based on the local monograph, school mappings are to be undertaken for all levels of non-formal education (literacy, post-literacy and continuing education). Both in the local monographs and mapping profiles, the situation relating to some special spots like hilly areas, forest zones, river islands and remote corners and the special under-privileged clientele like sex workers and garment workers need are to be highlighted separately.

Otherwise, their backwardness and deprivation will remain hidden in the over-all aggregates and averages.

XIII. The principal expectation from CONFINTEA VI is a world level advocacy in favour of increased allocation for non-formal education.

XIV. An accompanying expectation from CONFINTEA VI is an international advocacy for a strong political commitment and accountability in favour of NFE.

XV. In the interest of a real expansion of the base of literacy, it is essential that formal and non-formal primary education programmes are conceived, designed, chalked out, implemented, monitored and evaluated in a comprehensive manner. The formal primary education administrative network from the headquarters down to the local level, has to constantly compute (a) the volume of clientele it could cover and retain, and (b) also the clientele it could not enroll or sustain. The governmental non-formal education machinery has to do parallel things to constitute its own range or responsibilities. This will institute proper linkages, complementarities and complementarities between formal and non-formal primary education and ensure that those not covered by the formal primary education system at any of its intermediate point, is netted by the non-formal set-up. Constantly updated coordination between the formal and non-formal primary education need be ensured.

I. It need be appreciated that Life Long Continuing Education is an essential follow-up not only for the output of the non-formal education network, but also for those not continuing beyond formal primary education. This is more so because the vast majority of Bangladesh labour force is employed in the Informal Sector where there is not much of cultivation or even use of education, leading to relapse into illiteracy for both the informally educated and also those educated up to formal primary level.

XVII. An important expectation from CONVINTEA-VI is an advocacy to the effect that Non-formal education is an appropriate client for bottom up planning. The macro figures on achievements and targets in the long-term/medium term plans become a sort of philosophical propositions unless they are arithmetic additions of the relevant parameters from each and every locality. Otherwise a big accountability gap will continue to remain.

XVIII. Females deserve a special attention in the matter of adult education. It may be possible to compress the present primary and secondary education syllabi into smaller packages that can be disseminated to selected groups female adults through short-term programmes in leisure time. The advocacy for female education is an expectation from CONFINTEA-VI.

I. A General Overview

I. Bangladesh is one of the largest deltas in the world with a total area of 147,570 sq km. It has a population of about 137.3 million, of which 70.00 million (50.98 %) are males and 67.3 million (49.02%) are females, making it one of the most densely- populated countries of the world. The population growth rate in Bangladesh is 1.41 per cent, while fertility rate is 2.4 per cent, infant mortality rate per 1000 births is 45 and life expectancy is 64.5 years. Although the Gross Domestic Product (GDP) increased at 6.51 percent (FY 2006-07), the per capita national income is still low (US\$ 520). About 40 percent of the population lives below the poverty level.

II. In Bangladesh 58.5 per cent of the population is in labour force, the remaining 41.5 per cent being below the age of 15, or having various constraints preventing induction into work. During 2002-2003, 36 per cent of the population (33 per cent male and 45 per cent female) had no schooling in urban areas, Only 16 per cent of the urban population had an education of grade 1-V, male coverage being equal to the national average while it was only 14.5 per cent for the urban female. In rural -areas, 17.1 per cent of the total population (the same also for rural males) and 15 per cent of the rural female had an education of grades 1- V. At present, the adult literacy rate is 50.5 per cent, of which 40.8 per cent is female.

1.3 Further details can be seen at Tables 1,2,3 and 4 at the Appendix.

1.4 According to the Constitution of the Republic, Bangla is the official State language. A minority of less 5% of the total population divided into some tribes known as "paharis" (hilly population) have their own dialects and an insignificant number of primary schools conducting primary education in their those dialects. Most post-primary education is disseminated in Bangla excepting (a) a small number of kindergartens adopting English medium, and (b) the Islamic religious educations institutions known as Madrasahs which are also largely Bangla-medium with extra emphasis on Arabic. Hindu religious insitutions known as 'tols' are both Bangla and Sanskrit oriented.

1.5 Uptill now, only five Non-Formal Education projects worth the name have been implemented in Bangladesh. These are :

1.7.1 Integrated Non-formal Education Programme (INFEP)

1.7.2 Non-formal Education Project-1 (NFE-1)

1.7.3 Non-formal Education Project -2 (NFE-2)

1.7.4 Non-formal Education Project -3 (NFE-3)

1.7.5 Non-formal Education Project -4 (NFE-4)

TA Projects of DNFE

Apart from the basic NFE Projects, DNFE was also managing some other activities through a number of Technical Assistance (TA) Projects.

TA projects are component projects supplementing and complementing the activities of main projects. In TA projects, GOB contributions are usually very low. The following are the TA projects are completed.

TA for Institutional Support to Grame Shikkah Milon Kendra (Continuing education centre-cum-rural library)

This TA project has been developed under UNESCO assistance to manage a total of 935 continuing education centres spreading over 76 thana, (administrative unit at sub-district level) of the country, the project were started in November, 1997 and completed in February 1999.

The primary objective of this project was to facilitate NFE graduates as well as other community people consolidate and practice various literacy skills. The EC centres contain a wide variety of easy reading materials, newspapers and some indoor games facilities for entertainment. These centre remain open for 8 hours a day and 6 days a week. A unique feature of this project was that the attending neo-literate are provided with various types of short training's pisciculture, poultry, modern farming and small scale business etc.

Family Life Education (FLE) for Adolescent and Adults

January, 1999 to December, 2004. UNFPA was financing in this project. Through this projects, Family Life Education has been strengthened by incorporating further contents in the existing primers of NFE. This project was contribute to achieving the goals of population advocacy sub-programme of UNFPA by bringing about behavioral changes among the target population. Development and printing of about 30 supplementary reading materials on issues related to FLE was yet another feature of this project.

1.6 The target clientele of the above projects stood as shown in the following Table:

Table : Target Clientele of NFE Projects Implemented So Far

(In millions)

Project	Target Clientele
Integrated Non-formal Education Programme (INFEP)	2.47
Non-formal Education (NFE)-1	2.95
Non-formal Education (NFE)-2	8.17
Non-formal Education (NFE) -3 (Basic Education for Hard To Reach Urban Working Children) 1 st Phase	0.35
Non-formal Education (NFE)-4	22.88
Total	36.82

1.7 At present, the following projects are under implementation:

1.9.1 Basic Education to Hard to Reach Urban Working Children (Phase-2)

1.9.2 Post Literacy and Continuing Education for Human Development-1(PLCEHD-1)

1.9.3 Post Literacy and Continuing Education for Human Development-2 (PLCEHD-2)

1.8 Bangladesh participated in the "World Conference on Education for All: Meeting Basic Learning Needs" held in Jomtien, Thailand (5-9 March 1990) and officially placed a framework of Policy Suggestions that countries set their own targets for the 1990s in terms of the following proposed dimensions:

- 1.10.1 Expansion of early childhood care and developmental activities, including family and community interventions, especially for the poor, disadvantaged and disabled children;
- 1.10.2 Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;
- 1.10.3 Improvement in such learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80% of 14 age-olds) attains or surpasses a defined level of necessary learning achievement;
- 1.10.4 Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
- 1.10.5 Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;
- 1.10.6 Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

1.9 Bangladesh also participated in Dakar Conference on "Education for All : Meeting Our Collective Commitments" held in Dakar, Senegal (20-28 April 2000) and officially suggested the following set of goals for collective commitment :

- 1.11.1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 1.11.2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of standard quality;

- 1.11.3 Ensuring that the learning needs of all young people and adults are met through equitable access to and completion of free and compulsory primary education of standard quality;
- 1.11.4 Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 1.11.5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 , with a focus on ensuring girls' full and equal access to and achievement in basic education of standard quality;
- 1.11.6 Improving all aspects of the quality of education ensuring demonstrated excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

1.10 Both of these sets of recommendations were officially accepted and recorded.

1.11 An NFE-MIS Pilot project is presently at an advanced stage of implementation in collaboration with UNESCO. With assistance from SIDA and UNESCO, an NFE Mapping Study has been completed. The principal findings are :

- 1.13.1 NFE Mapping covered a wide range of information about NFE programmes which include, among others, geographical coverage, program approach, curriculum and materials, training, coordination mechanisms at national and local level. Details about the NFE activities were collected covering almost all organisations throughout the country. The programmes that were covered in the Mapping include Parenting, Early Childhood Care and Education, Pre-Primary, Non-Formal Primary Education, Adolescent Education, Adult Literacy, Post-Literacy, Vocational Education and Quality of Life Improvement Activities.
- 1.13.2 Data of 742 organisations, having more than 10 centres, were analyzed to assess coverage of various programmes. The total coverage of NFE programmes in the country found 5,598,324 learners of which 2,222,069 learners (40%) are in ECCD programmes, 1,906,094 learners (34%) in basic education programmes and 1,470,161 learners (26%) in continuing education and other programmes. There is no equivalency framework in the country.

- 1.13.3 Though NFE learners are generally from poor households, few of them remain in the category of hard core poor after NFE completion. A good number of NFE children are involved in economic activities as child labour. The families of the NFE learners are in most cases socially neglected and economically excluded. About 30-50 per cent of the household members of the NFE learners are illiterate. On an average, 55% learners in NFE programmes are women/girls. Information on existing NFE coverage of physically disabled people shows that only 18,831 disabled learners are covered in various NFE programmes, which is less than 1% of total NFE, clientele.
- 1.13.4 The curricula for various NFE programmes are developed centrally by the organisations themselves. Most of the organisations implement programmes through centre-based approach. Analysis of availability and usage of materials show that there are 205 NFE materials that are reported to be used in various NFE programmes. Of these, 122 are for children education programmes, 25 are for adolescent and adults' basic education program and the rest are for continuing education programmes. Besides booklet, there are supplementary materials like chart, card-set, game, video, CD, etc. in use.
- 1.13.5 Existing manpower deployment in the NFE sub-sector is 150,779 (women 62%), of which a large portion works at the grass roots level - 9% are supervisors and 88% are facilitators/teachers. Inclusive of the policy and management level staff, the total number stands to 5668 in 742 organisations. The compiled information about availability of training facilities show that there are 1277 training rooms, and intake facilities for 17,653 persons in 900 training centres throughout the country.
- 1.13.6 Funds in NFE sub-sector come from the government, development partners, international NGOs, Bangladesh NGOs as well as from philanthropic private sector (corporate foundations). About half of the organisations' education budget is less than 20% of the organisational total budget. Only 15% organisations reported that their education budget is 60% or above of the total budget.
- 1.13.7 Projected target population of various NFE programmes has been estimated based on the target number of target population and the extent of current coverage. In Parenting programme, in total 11,410,912 learners have been projected to cover through NFE; the projected coverage of ECCE is

4,798,631 children; and in pre-primary education 1,680,221. A total of 3,255,017 children are projected as coverage through NFPE, and 6,098,291 adolescents are calculated as projected learners for Adolescent education programmes. In total 15,436,678 adults are calculated as projected learners under Adult literacy programme. In all programmes, because of higher number of population, some districts would have higher coverage while some districts comparatively less.

1.13.8 Neo-literate of 11-44 age-group population based on projected coverage in literacy programmes for adults and adolescents have been targeted for post-literacy programme. The projected coverage for post-literacy programme is 13,816,630. The forward linkage of the post-literacy programme learners have been planned mainly for Vocational Education Programme.

1.12 The findings from the NFE Mapping have significant implications concerning the strategies and core issues identified in the NFE policy. The coverage of on-going projects is very low in comparison to the target population of the age-group in all NFE programmes. The coverage scenario within the NFE programmes varies widely; some NFE programmes have higher coverage comparing to the others. The extent of variation in coverage is also high when comparative analysis is made among the districts. Similar variation may be seen from the coverage analysis from the point of geographical conditions and the participation of disabled learners. The methodological implications of the findings in NFE Mapping are strategically significant. In terms of programme delivery approach, teaching learning process, development of curriculum and materials, the findings show that the room for choice by the learners and providers are very limited. The technical capacity in NFE sub-sector in terms of availability of human resource and scope for development of professional knowledge and skills is inadequate to serve the needs of the diverse programmes and the required level of coverage. With the present capacity, it would be an uphill task to launch the programmes ideally required unless a massive professional skill development programmes is planned. NFE sub-sector also suffers from poor documentation and research on the efficiency and effectiveness of various NFE approach. There is also lack of advocacy capacity at various levels of NFE personnel. Due to the absence of a central database, availability of complete data on NFE programmes and coverage of beneficiaries remain a big gap. A comprehensive NFE-MIS need to be developed to minimize the gaps in basic information.

1.15 A comprehensive NFE sub-sector plan should be developed with a balanced coverage of various NFE programmes, based on the needs of the target groups and in line with NFE Policy. An institutional mechanism should be developed to offer courses in

partnership with existing training institutions, academic institutes and sponsoring courses for professional development of NFE personnel. NFE programmes should be multi-disciplinary incorporating a variety of approaches and strategies, supported by process-oriented approaches that can meet the needs of learners, their families, and concerned community members.

II : Policy, Legislation and Financing

2.1 It is pertinent here to define the clientele of adult education literacy in the Bangladesh context. Bangladesh enacted the Compulsory Primary Education Act in 1990, and has been striving hard to achieve universal primary education. A vast majority of the post-primary level adolescent population in the age group of 11 years and above (say 11-17 years old populace) flood the job market mostly in the informal sectors. Therefore, in the Bangladesh context, in so far as non-formal education and literacy are concerned, the clientele is just not the 18⁺ year old population, but in fact all those beyond the age of 10 years when the primary education cycle is expected to be completed. Hence, conceptually and operationally, adult education and literacy clientele in Bangladesh very much includes the adolescents also. This denotation is being adopted in the current policies and programmes in Bangladesh.

2.2 Ability to write a letter has been defined as the criterion of literacy. This, translated into educational courses in Bangladesh, will mean dissemination of approximately two-thirds of the 5-tier formal primary education system. However, non-formal education is a package of lessons imparted to the clientele without the rigours of a prescribed, stereo-typed and rigid structure.

2.3 In the year 2006, the Government of the People's Republic of Bangladesh adopted the Non-Formal Education Policy. The objectives of the NFE Policy Framework are (i) to introduce a system and a national framework for non-formal education (with all the required flexibilities in-built) as supplementary and complementary to formal education, (ii) to institute a framework of equivalence for non-formal education compared to formal education, and (iii) to vocationalise non-formal education keeping in view the literacy levels of the NFE output. Principal features of the policy are as follows:

- The Mission is to provide access to lifelong learning opportunities for improving the quality of life of children, youth and adults including those with special needs and who have missed out formal education.
- Aimed at reducing the number of illiterates by at least 50% by 2015
- Priority to children, adolescent and adults
- Special focus on early child care and education (ECCE)

- Emphasis on alternate learning opportunities through non-formal channel for basic education of children not able to participate in formal primary schools
- Second chance learning opportunities for adolescents and adults
- Offering a 'full menu' of need-based continuing education
- Built-in 'culture of quality' in NFE programmes
- Training through non-formal channels in vocational, entrepreneurship and employment related skills
- Promotion of equivalency between formal and non-formal education
- Institute a decentralized operation system of NFE programmes
- Emphasis on coordination and linkage among GO, NGO, CBO, private sector and civil society
- Ensuring community ownership and sustainability of NFE programmes
- Third party involvement in assessment of program effectiveness.

Implications of the NFE Policy

2.5 The NFE policy has been formulated in a comprehensive manner to cover the larger audience for basic and continuing education. It entails the process of developing a comprehensive NFE sub-sector programme having combination of literacy and life skills programme for adolescents and adults, post-literacy programme and continuing education programmes, complementing with early child care and education, and non-formal primary education for out-of-school children. Based on the current experience and future needs, the anticipated nature of the programme components are described below:

- i) The Literacy and Life Skills Programme (LSP) would cover basic literacy skills to enable learners to acquire how to learn, i.e. essential skills of reading, writing and calculation as determined in the national adult literacy curriculum. The literacy course would have to be integrated with life skills to suit the learning needs of the adults and adolescents. Self-learning levels of literacy skills as set in the national adult literacy curriculum would be target.
- ii) The Post-Literacy Programme (PLP) would enable the neo-literates to further consolidate the newly acquired literacy skills and to acquire vocation-oriented literacy skills as preparedness to join vocational training course. Terminal skills for the PLP programmes would have to be determined in terms of literacy but combining with basic knowledge on vocations.
- iii) There would be diversity in the continuing education to fulfill the learning needs of the adults and adolescents. In pursuant to the NFE policy, there would be three types of continuing education programmes -Vocational, Entrepreneurship and Employment related Skill training programme (VES), Equivalency Education Programme (EEP) and Quality of Life improvement Programme (QLP).
- iv) The focus of vocational programme (VES) would be development of market-oriented vocational skills of the young adults based on the findings from the survey as well as the interest and capacity of the learners. The skill training courses would be planned considering the future demands of goods and services facilitating link up of the graduates with the mainstream economic opportunities. Depending on the trade, the duration of training courses would be varied. Trade-wise achievable skills would have to be specified in the respective curriculum.
- v) Equivalency Education Programme (EEP) would be planned for the younger aged neo-literates to enable them to pursue further education in upper level of primary

- education and/or junior secondary education through non-formal, formal or distance mode of education.
- vi) Quality of Life improvement (QLP) would enable the neo-literates to continue learning for increase of knowledge and life skills of their own choice. A variety of learning package would be offered covering issues like health, water, sanitation, rights, childcare, environment, governance, etc. which would contribute to improved living conditions of the target learners.
 - vii) Early Childhood Development Education programme would be for supporting the development of the children with full potential and ultimately preparing them for entering into the primary education system. Non-Formal Primary Education programme would be for the children of 6-10 years who remained out-of-school because of non-enrolment to the school or drop-out from the school. The broad framework of the primary education curriculum would be disseminated for this component with ultimate aim of developing these children to join in mainstream education of their choice.

Implications for on-going NFE Projects/Programmes

2.6 Over some recent past, some NFE programmes developed as a home grown thing to meet some learning needs of the people have in practice. Simultaneously, to bring optimum benefit from these programmes, it would be strategically important to link-up these through a national framework in line with the national NFE policy. Implementation of NFE policy would have some programmatic and systemic implications on the on-going NFE programmes run by the NGOs.

2.7 To increase effectiveness of the ongoing programmes, the NFE providers would need to take care of the following programmatic issues: a) shift of focus from mere literacy into poverty reduction and development goals; b) widening of scope to bring diversity in learning package; c) target setting to reach the priority groups; d) planning programmes for low coverage districts; e) updating curriculum and materials to ensure convergence of national needs and the local needs; f) organizing classes with multi-grade setting to suit various types of learners' level of competency; g) introduction of lateral entry into the formal and even higher-tier non-formal institutions; and h) promoting interactive, joyful teaching-learning process facilitating learning by doing.

2.8 To achieve the programmatic results, there would be need for enhancing efficiency in implementing NFE programmes. The required systemic improvement measures should aim at as follows: a) promoting local level planning and implementation; b) scope for continuous professional development of NFE personnel at all levels (teacher to manager); c) developing partnership with other education providers to deliver diverse NFE programmes; d) creating scope to support further education; e) Community participation in micro-level planning and management of NFE programmes; f) setting national standards for assessment of achievements.

Strategic Actions for Implementation of NFE Policy

2.9 Based on the analysis of the key operational demands of the NFE policy and the required measures for strengthening of the on-going NFE programmes, following strategic actions are relevant to the NFE planners, providers, financiers and sponsors:

(a) *Reorienting programme objectives*: It includes expanding programme objective to address poverty reduction and MDG goals. Key programme focus should be development of life skills towards informed decision making and pro-active participation in social and economic life. There would be need for formulating target group specific program objectives based on their learning needs.

(b) *Focusing priority target groups*: The priority target groups would be out-of-school children, working children, illiterate adolescents, youth, hard core poor, women, girls, marginal income group and people with physical disability.

(c) *Focusing priority geographical areas*: The priority geographical areas would include the districts with low literacy rate, Chor, Haor, Coast and Hill areas, *Adibashi* populated areas, and Urban slums.

(d) *Reducing the number of illiterate by at least 50% by 2015*: The measures may include calculating the absolute number of existing illiterates and formulating a massive programmes. One possible approach may be targeting total coverage through the Administrative Division-wise coverage approach to cover some or all districts of the division at a time. In selecting the divisions, for the initial phases, low literacy coverage, high incidence of poverty and convenience for implementation would be considering factors. Besides Division and district level coverage, special efforts would be there to cover the metropolitan cities. There would also need for planning special measures to reach the people in remote/difficult locations, people living in urban slums and the people with physically disability.

(e) *Quality Assurance Measures for Reaching the Goal of the NFE Policy*: Besides targeting quantitative achievements, there would have to be equal emphasis on the quality assurance as stipulated in the NFE policy. Few possible measures at the national level would be determining current status of literacy levels and levels of knowledge as well as identifying learning needs of the target people. Developing NFE-Mapping and NFE-MIS would be very much useful to know the current status of NFE and the further needs of literacy of the country. Based on the needs assessment, core national competencies for various learning programmes need to be set. In setting competencies, scope should be there to accommodate the local/regional learning needs. The other efforts would be developing mechanism for mainstreaming of NFE graduates, and capacity building measures for NFE providers.

Financing of ALE

2.10 Principally, ALE in Bangladesh is financed by the Government under its development budget. An over-all picture of the government development expenditure on ALE programmes is depicted below:

Table I : **Government ALE Expenditure**

(Taka in million)

Name of the Project	Target Clientele (in million)	Cost	Donors for Project Aid
1. Integrated Non-Formal Education Project (INFEP) (1991-1997)	2.47	GOB : Tk. 26.88 Project Aid : Tk. 80.62 Total : Tk. 107.50	UNDP, UNICEF, NORAD and SIDA
2. Non-Formal Education Project - I (NFE-I) (1996-2001)	2.95	GOB : Tk. 399.45 Project Aid : Tk.1653.26 Total : Tk.2052.71	- Asian Development Bank (ADB) - International Development Association (IDA) - Swiss Development Corporation (SDC)
3. Non-Formal Education Project - 2 (NFE-2) (1995-2002)	8.18	GOB : Tk. 1200.00 Project Aid : Tk.1600.00 Total : Tk.2800.00	- Swedish International Development Agency (SIDA), Norway and USAID (PLU-480)
4. Non-Formal Education Project - 3 (Hard to Reach Children) 1 st Phase (NFE-3 (1996-2003)	0.35	GOB : Tk. 25.00 Project Aid : Tk. 718.00 Total : Tk. 743.00	- Swedish International Development Agency (SIDA), UNICEF and SDC.
5. Non-Formal Education Project – 4 (NFE-4) (1997-2003)	22.88	GOB : Tk. 6829.00 Project Aid : Tk.Nil	

		Total : Tk.6829.00	
6. Hard to Reach-2 nd Phase (Likely to be Revised) (2005-2009)	2.00 (Mainly adolescents who in the context of this Paper fall in the category of extended adults)	GOB : Tk. 74.50 Project Aid : Tk.1985.50 Total : Tk.2060.00	UNICEF, SIDA, CIDA
7. Post-Literacy and Continuing Education For Human Development-I (PLCEHD-I) (2001-2007)	1.3	GOB : Tk. 473.84 Project Aid : Tk.2937.36 Total : Tk.3411.20	IDA and SDC
8. Post-Literacy and Continuing Education For Human Development-II (PLCEHD-II)	1.6	GOB : Tk.999.68 Project Aid : Tk.5014.38 Total : Tk.6014.06	ADB, DFID & SDC

2.11 NGOs have been receiving subventions from international sources mostly for combined programmes on primary health care, population planning, nutrition, education/literacy/functional work skills, micro credit for income-generating activities including occupational assistance to the physically challenged. It is generally assumed that outside the development budgetary framework, approximately an equal amount of external assistance is going to ALE through the NGOs. In addition to the above, there are hardly any other specific direct or indirect financial incentives in support of ALE like learning vouchers, scholarships, paid educational leave, special fund, funding schemes or anything of the like. Nor are there any benchmarks/targets related to the financing of ALE.

III. QUALITY OF ADULT LEARNING : PROVISION, PARTICIPATION AND ACHIEVEMENT

Provision of ALE and Institutional Framework

3.1 **The Bureau of Non-Formal Education (BNFE)** was established as the national agency for NFE to facilitate a coordinated sub-sector approach, to provide technical support and also to implement development projects. The Bureau has full authority in the matter of NFE oversight and management in the country. The Bureau also serves as the executive agency, on behalf of the government, for projects funded by development partners. A Director General functions as head of the Bureau. It has other 2 Directors and other 34 members of staff recruited by the government. The government provides annual allocation from its own budget to meet the operational expenses for running the Bureau and its affairs. A district level structure is developed in each of the 64 districts for NFE management with the following responsibilities: a) Planning NFE programmes in the district in cooperation with principal actors and stakeholders; b) Mobilization of resources from different sources and its utilization; c) Maintaining a Database and carrying out M&E for NFE activities in the district; and d) Coordination and facilitation of NFE. Such a district-based functional set-up demonstrates the decentralised character of ALE in Bangladesh.

3.2 **NGOs in Bangladesh** occupy a special place in partnerships. They work as implementing partners of public sector projects. They also complement the public sector programme with their own projects. They organize workshops and other consultation fora in support of or eliciting views and suggestions for various projects. They conduct studies on action-research on different programmes. As per Campaign for Population Education (CAMPE) database, there are more than 700 NGOs actively contributing to NFE activities.

3.3 The areas of learning that the on-going programmes address are retrieval of basic literacy plus some functional skills like (1) Radio/TV, (2) Refrigeration & Air Conditioning, (3) Electrician, (4) Welding and Fabrication, (5) General Mechanics, (6) Carpentry/Wood Technology, (7) Automotive, (8) Civil Construction (Masonry), (9) Machinist, (10) Turner, (11) Plumbing and Pipe Fitting, (12) Industrial Sewing Machine Operation & Maintenance, (13) Electrical Machine Maintenance, (14) Dress Making, (15) Weaving, (16) Glass, (17) Ceramics, (18) Farm Mechanics, (19) Dyeing and Printing, (20) Agro-based Food Production, (21) Fish Culture and Breeding, (22) Poultry Rearing and Farming, (23) Dairy Rearing and Farming, (24) Vegetable and Fruit Cultivation, and (25) Food Processing and Preservation.. In fact, these are chosen from amongst a large number of trades given at

Appendix A.11. The disseminations are of good quality since they are abstracts, gists and integral parts of formal education curricula.

3.4 Hardly any linkages exist between formal and non-formal approaches uptill now. There are no certification and national awards. However, these issues will be taken into active consideration in the future policy dynamics.

1.1. PLCE-1 (January 2001-December 2007) will be meaningfully and comprehensively evaluated as relevant background material for PLCE-2. There, the issues of participation by gender and age, performance in the matter of income generating skills, possible types of special clientele and the like will be addressed. Under PLCE-2 (July 2002-June 2011), necessary studies will be undertaken on non-participation, groups who are difficult to reach, learner motivation, mobilisation,

female clientele, the question of setting bench-marks and targets and the like. Under PICE-2, steps will be taken to introduce a strong MIS system. To assess the learning outcomes and achievements at national, regional and community levels, the proposed MIS set will be of comprehensive, scientific structure with all the modern analytical techniques with provision for benchmarks-setting, monitoring and evaluation in order to ensure good quality. The ultimate purpose is to utilise such inputs in future legislation, policy formulation and programme development.

3.6 Under PLCE-2, a clearly pronounced package will be practised for adult educators/facilitators' status training and remunerations. The entire gamut will be worked out based on comprehensive manpower planning.

3.7 All the above policies and programmes aim at building a literate environment that is so essential. A wide open access of the entire population to literacy/education is imperative on a number of over-riding considerations. Sociologically, a narrow base of literacy/education means a population with a large majority of illiterate/half-literate parents with the inevitable cultural impact in the form of superstitions, poor spirit of enterprise and initiative, stagnation, excessive subordinate female position in the family and poor primary education participation and retention rates. Demographically, illiteracy is almost synonymous with uncontrolled fertility rates accompanied by high incidence of maternal and child mortality. Economically, limited access to education/literacy means unemployment, under-employment, poor remuneration, deployment in economic occupations without recognition, beggary, hazardous domestic work and exclusion of womenfolk from the organised and at times also from the informal labour force. Politically, an illiterate population means an

ineffective public opinion as also gross under-representation in policy positions and in the policy formulation process. Expansion of literacy and education will generate pronounced multi-sectoral links. It will be the single-most dominant antecedental and consequential factor for population planning, public hygiene, nutrition consciousness and health. It will be a most powerful instrument to institute involvement of the community in the process of socio-economic development and to ensure a meaningful commitment and accountability to local uplift. Literacy/education will be an engine for socio-economic transformation and advancement as well as the protector of human values and socio-economic stability.

3.8 The priority goals of ALE in Bangladesh are to expand Post-Literacy and Continuing Education (PLCE) to all the 470 thanas in the country in phases. The purpose is to organise PLCE as a supplementary stream of education/training to spread gainful self-employment at semi-skilled levels among adolescents and adults.

3.9 Conceptual preparations are on for aligning and coordinating ALE programmes with the skill development programmes of other Government Departments like Women's Affairs, Youth Development, Social Welfare, Small and Cottage Industries and Ansar & Village Development Party. This alignment will grow over time. In this comprehensive process, gender quality will be promoted. Occupational participation will advance and broadbase active citizenship. In near future, ALE endeavours of the Ministry of Primary & Mass Education will also build up functional links with the development administration of the Hill Districts. That will address the issue of linguistic and cultural diversities. PLCE will spread skills in civil, electrical, mechanical, chemical, textile engineering and such other fields at lower levels. This will lay the basic and primary foundation of knowledge economies and building of learning societies over time, dissemination of income-earning skills and placements at gainful occupations that will fit well into PRSP-backed national development strategies and programmes. The main development challenges in Bangladesh is to fight poverty to benefit the teeming millions at the mass level. PLCE is in complete tune with this national drive since the poorest are the potential beneficiaries of ALE. The development administration will always endeavour to promote conducive multi-sectoral links with ALE. Efforts in favour of supplementaries/complimentaries and cooperation/coordination are dynamic and therefore will continue in an on-going in nature over the future.

IV. RESEARCH, INNOVATIONS AND GOOD PRACTICE

4.1 Adult education activities in the public and private sectors in Bangladesh have mostly been based on empirical analytical findings conducted by NGOs, research organisations

within and outside the government plus those obtained through research components of the respective literacy programme itself. DNFE and BNFE produced several research documents. PLCE-1 project also produced a number of research document.

4.2 However, under PLCE-II, meaningful research programmes will be undertaken and preparations are underway to launch them. Some of those presently under contemplation are as follows:

IV A : INSTITUTING STANDARDISATION AND AN EQUIVALENCE STRUCTURE FOR THE POSSIBLE PLCE SKILLS :

A.1 The Ministry of Education, parallely to the general Boards of Intermediate and Secondary Education, operates a Board of Technical Education (BTE) which interalia administers a Secondary School Certificate (Vocational) or SSC (Voc). Under BTE, Vocational Training Institutes (VTI) under the Ministry of Education and Technical Training Centres (TTC) under the Ministry of Labour & Employment run SSC (Voc) programmes which offer courses in the following trades, two of which must be chosen as elective subjects for SSC (Voc) examination in addition to compulsory subjects like the SSC (Science/ Humanities/ Commerce/etc.) courses of the general Boards of Intermedicate and Secondary Education: (1) Radio/TV, (2) Refrigeration & Air Conditioning, (3) Electrician, (4) Welding and Fabrication, (5) General Mechanics, (6) Carpentry/Wood Technology, (7) Automotive, (8) Civil Construction (Masonry), (9) Machinist, (10) Turner, (11) Plumbing and Pipe Fitting, (12) Industrical Sewing Machine Operation & Maintenance, (13) Electrical Machine Maintenance, (14) Dress Making, (15) Weaving, (16) Glass, (17) Ceramics, (18) Farm Mechanics, (19) Dyeing and Printing, (20) Agro-based Food Production, (21) Fish Culture and Breeding, (22) Poultry Rearing and Farming, (23) Dairy Rearing and Farming, (24) Vegetable and Fruit Cultivation, and (25) Food Processing and Preservation.

A.2 Establishment of an equivalent framework for continuing education may be explored.

IV B: ESTIMATING THE PROBABLE SIZE OF POTENTIAL CLIENTELE FOR PLCE-2

B.1. The PLCE-2 project is based on a policy of inducting the output of Non-formal Education (NFE) Projects 1 to 4 (supposedly to have accomplished the task of disseminating basic literacy as the grounding) as the clientele for these two projects that will administer PL and CE. Targeted clientele of the NFE 1-4 projects were as follows:

Table I : Targeted Clientele of the NFE 1- 4 Projects

(In millions)

Project	Target Clientele
Non-formal Education (NFE)-1	2.95
Non-formal Education (NFE)-2	8.17
Non-formal Education (NFE)-3	0.35
Non-formal Education (NFE)-4	22.88
Total	34.35

B.2 Of the PLCE clientele enrolled up till now, a part of them are primary school graduates and a part is high school dropouts as well. Such clientele cannot be stopped from getting enrolled, because it is not viable to screen them out.

B.3 It is therefore essential that before enrolling the clientele into PLCE, rigorous tests are conducted to determine the antecedental pre-admission eligibility for induction into PLCE programmes. Those who do not qualify do actually need a **literacy** course of the NFE 1-4 type. Identification of this number is not possible centrally without an enumeration at the local level. This is a most indispensable research task to be accomplished.

B.4 The ideal scope of non-formal education is the gap left by the indispensable minimum dose of formal primary education. So, quantitatively, the ideal coverage of non-formal education for the next 10 years will be as shown in tables below:

Table II : Ideal Minimum Clientele of Non-Formal Education Approximately Quantified: A Partial Estimate of the Current and Future Obligation upto 2017

Year	6-10 years Age Group : Male			6-10 years Age Group : Female			6-10 years Age Group : Total		
	Age Group Children (100%)	Expected Primary Level Full Cycle Sustained Enrolment & Full Cycle Completion (80%)	Non-Participants and Drop-outs: A Partial NFE Clientele (20%)	Age Group Children (100%)	Expected Primary Level Full Cycle Sustained Enrolment & Full Cycle Completion (70%)	Non-Participants and Drop-outs: A Partial NFE Clientele (30%)	Age Group Children	Expected Primary Level Full Cycle Sustained Enrolment & Full Cycle Completion	Non-Participants and Drop-outs: A Partial NFE Clientele
2007									
2008									
2009									
2010									
2011									
2012									
2013									
2014									
2015									
2016									
2017									
Total									

**Table III: NFE Clientele Inherited from the Past :
45 Year Old Illiterate Population in the Year 2007.**

Sl. No.	Head of Information	Male	Female	Total
A.	The Present Estimated 11-45 year Age Group Population			
B.	Those Having Completed and Graduated from Formal Primary Education from December 1968 to December 2006			
C.	The Present Illiterate NFE Clientele between 11 and 45 years of Age (A-B above)			
D.	Approximately some two-thirds of (C) Above			

Table IV : The Ideal NFE Clientele for the year 2007

Sl. No.	Head of Information	Male	Female	Total
A.	Non-participants and Drop-outs of Formal Primary Education between 2007 to 2017			
B.	The Illiterate NFE Clientele between 11 and 45 Years of Age Inherited as a Legacy of the Past			
	Total (A+B) above			

IV C : STOCK-TAKING AND PROJECTION OF SKILL SUPPLY

IC.1 Other on-going courses (and their output) that will compete with PLCE-2 are the programmes run by public sector and private sector agencies like

- a. Department of Youth Development
- b. Ministry of Women and children affairs
- c. Department of Social Welfare
- d. Bangladesh Small and Cottage Industries Corporation
- e. Department of Ansar and Village Defence Party (VDP)
- f. Leading NGOs who are mostly affiliated either to
 - (i) Association of Development Agencies of Bangladesh (ADB)
 - (ii) Federation of NGOs in Bangladesh
- g. National Skill Standard III and National Skill Standard II (NSS III and NSS II) output from the Board of Technical Education.
- h. Leading private sector training institutions not affiliated to Board of Technical Education.

C.2 Data have to be collected on the actual past and expected future output from the above sources and their future net accumulated stock has to be estimated upto the year 2017. Such a stock-taking is important for a large variety of employable skills that can be chosen from the suggested list of 128 trades is given at Appendix A.6

C.3 A specimen set of information to be collected and a suggested Tabulation Plan are given below. The information set for each upazila is to be fed by union-wise particulars as follows:

Table C.III : PROJECTED/TRAINED OUTPUT ESTIMATED SEPARATELY FOR PUBLIC SECTOR AND PRIVATE SECTOR TRAINING AGENCIES AND THE OUTPUT FROM HEREDITARY TRAINING/SELF-TRAINING/ INFORMAL ON THE JOB APPRENTICESHIP TRAINING

Mechanical Engineering Trades

Sl. No.	Name of the Trade	Course Particulars	Gender	Available Present Stock (2007)	Estimated Additional Supply over the next 10 Years	Estimated Accumulated Supply after 10 Years
1	2	3	4	5	6	7
1	Fitting, Turning and General Mechanics	Entry Requirement	Male			
		Course Duration	Female			
			Total			
2	Auto-mechanics	Entry Requirement	Male			
		Course Duration	Female			
			Total			
3	Pattern-making	Entry Requirement	Male			
		Course Duration	Female			
			Total			
		Entry Requirement	Male			
		Course Duration	Female			
			Total			
		Entry Requirement	Male			
		Course Duration	Female			
			Total			
21	Wrought Iron Furniture	Entry Requirement	Male			
		Course Duration	Female			
			Total			

IV D : ASSESSING THE JOB MARKET FOR POTENTIAL PLCE SKILLS

D.1 Dissemination of vocational/functional skills under PLCE-2 would call for considerable investment to be incurred and a good deal of organisational efforts to be mounted. Hence, it is only logical that before a training programme is launched on a modest scale, some estimates/projections are made with regard to the potential and possible market realities for such skills.

D.2 In Bangladesh at the upazila level, the key informants with the most intimate knowledge of their respective localities are the local government representatives and the growth centre/ganj/bazar/business leaders. To start with, a Pilot Market Study exercise can choose 100 interviews as samples for key informant interviews. This can be followed by full-scale investigations.

D.3 Some crude comparative estimates of the future supply and demand of the types of skills to be produced by C.E. and comparable competing courses have to be attempted. Some blank statistical tables have been suggested. **These tables would indicate the presence of positive potentials (or otherwise) of PLCE Skills.** A sample Market Assessment Table is given below:

Table D.IV: An Indicative Assessment of the Job Market

MECHANICAL ENGINEERING TRADES

Sl. No.	Name of the Trade	Gender	Available Present Stock/Approximate Demand (2007)	Estimated Additional Demand over the next 10 Years	Estimated Accumulated Demand after 10 Years	Projected Net Trained Output in 2017 from six Principal Sources	The gap between (6) and (7)
1	2	3	4	5	6	7	8
1	Fitting, Turning and General Mechanics	Male					
		Female					
		Total					
2	Auto-mechanics	Male					
		Female					
		Total					
3	Pattern-making	Male					
		Female					
		Total					
		Male					
		Female					
		Total					
		Male					

Sl. No.	Name of the Trade	Gender	Available Present Stock/Approximate Demand (2007)	Estimated Additional Demand over the next 10 Years	Estimated Accumulated Demand after 10 Years	Projected Net Trained Output in 2017 from six Principal Sources	The gap between (6) and (7)
		Female					
		Total					
		Male					
		Female					
		Total					
		Male					
		Female					
		Total					
		Male					
		Female					
		Total					
21	Wrought Iron Furniture	Male					
		Female					
		Total					

: A CLOSER LOOK INTO THE PROSPECTIVE CLIENTELE

It is very important to identify the incidence of child and adolescent labour to assess the extent of under-employment/under-utilization and under remuneration warranting enhanced coverage of the PLCE training facilities. Child and adolescent labour is not a static phenomenon. It expands quite rapidly in quantitative terms. Therefore, PLCE planning must always have ready a set of short term and medium term projections as a working guide to assessing its potential training clientele. Also it is important to identify and assess the prevalent non-commercial domestic female (as also male) labour as potential clientele for induction into the PLCE training network.

IV F : AN INTENSIVE AND EXTENSIVE LOOK INTO THE LOCAL ECONOMY AND THE LOCAL WORLD OF WORK

F.1 All the 118 trades enlisted in this exercise should not get a blanket, equal and unequal emphasis in each and every upazila or union. Trades with insignificant potentials of employment/self-employment can be left out for the present. Depending upon the economic geography of the locality/area concerned, only those trades with visible absorption/employable potentials need be given priority.

F.2 As a research exercise, a local economic geography monograph should be compiled for each upazila (along with all the unions there under) covered by the PLCE 2 Project. This

will be a systematic guide in these matter of identification of employable trades. Hard to reach areas like river islands, haors, forest zones, hilly areas, ill-connected remote corners and the like need special treatment with regard to the monograph preparation. An independent and comprehensive study is required for each upazila.

V. SOME OTHER RELEVANT ISSUES

5.1 As has been stated earlier, literacy in the Bangladesh context will mean dissemination of approximately two-thirds of the 5-tier formal primary education package. The population censuses have their definitions of literacy all right. However, these are hardly adhered to by the enumerator at the time of data collection. It is felt that educational data and more so literacy data do not receive adequate justice in terms of proper depth and details in the ten-year population censuses. Again, parameters like educational participation, retention, drop-out, etc. are only inadequately recorded in the censuses. Moreover, ten years constitute too big an interval for educational and literacy statistics most of which need be upto date and current. Micro studies/special surveys undertaken from time to time and also the routine MIS investigations lack the required national comprehension and perspective. Hence, instead of being a part of the mechanical ten-yearly population census, there seems to be a strong case for independent five-yearly Educational and Literacy Censuses.

5.2 Based upon the educational/literacy censuses, profiles of local NFE need be compiled. The timing of holding the educational census and compilation of the local NFE profile in the form of full-scale monographs need be scheduled in a manner that they can provide inputs for the formulation of the long-term/medium term plans. Based on the local monograph, school mapping need be undertaken for all levels of non-formal education (literacy, post-literacy and continuing education).

5.3 Both in the local monographs and mapping profiles, the situation relating to some special spots like hilly areas, forest zones, river islands and remote corners and the special under-privileged clientele like sex workers and garment workers need be highlighted separately. Otherwise, their backwardness and deprivation will remain hidden in the over-all aggregates and averages.

5.4 Thus, there is a strong case for local level planning. In fact, every administratively demarcated geographical unit should have its own Plan. The local plan documents should portray the anticipated required outlay, that will enable the planner/administrator/society to get to know the extra new capacity to be created, in addition to the size of the existing

capacity as also the resources to be deployed over the plan period to operationalise the present and the new capacity to be created.

5.5 Non-formal education is an appropriate client for bottom up planning. The macro figures on achievements and targets in the long-term/medium term plans become a sort of philosophical propositions unless they are arithmetic additions of the relevant parameters from each and every locality. It also leaves an accountability gap. For example, when a bench-mark of 60% and a target of 90% age-group enrolment is pronounced in one long-term/medium term plans, nobody is held responsible when more or less the same bench-mark position is quoted and the same target pronounced in the next plan documents. This is because in both the documents, the figures with regard to enrolment/targets were fancifully chosen without adding the local level constituents. The defence often put up that on account of enhancement in the absolute numbers, relative position remains more or less unchanged, is an unacceptable position. Hence, as a regular planning practice, it is essential that each administratively demarcated geographical unit prepares its own bench-mark and target positions in quantitative terms and the national figures represent an aggregation of these local components.

1.1 Females deserve a special attention in the matter of adult education. It may be possible to compress the present primary and secondary education syllabi into smaller packages that can be disseminated to selected groups female adults through short-term programmes in leisure time.

5.7 The acid test of success of non-formal education is its ability to eliminate the demand for non-formal education and generate parental cultural demand for formal primary education for children. NFE-literate present and future mothers, however poor, will be endowed with the invincible passion and cultural demand for sustained full cycle primary education of their children without dropout. That will gradually eliminate demand for non-formal primary education and the need for the future/subsequent adolescent and adult non-formal education. Antecedently, this is so essential a factor to generate present and future parental cultural demand for primary education (formal or non-formal) for the child.

5.8 All the above policies and programmes aim at building literate environments that is so essential. A serious and committed long-term NFE Perspective Plan is an absolute necessity in Bangladesh. This is because of a wide open access of the entire population to literacy/education is imperative on a number of over-riding considerations. Sociologically, a narrow base of literacy/education means a population with a large majority of illiterate/half-

literate parents with the inevitable cultural impact in the form of superstitions, poor spirit of enterprise and initiative, stagnation, excessive subordinate female position in the family and poor primary education participation and retention rates. Demographically, illiteracy is almost synonymous with uncontrolled fertility rates accompanied by high incidence of maternal and child mortality. Economically, limited access to education/literacy means unemployment, under-employment, poor remuneration, deployment in economic occupations without recognition, beggary, hazardous domestic work and exclusion of womenfolk from the organised and at times also from the informal labour force. Politically, an illiterate population means an ineffective public opinion as also gross under-representation in policy positions and in the policy formulation process. Expansion of literacy and education will generate pronounced multi-sectoral links. It will be the single-most dominant antecedent and consequential factor for population planning, public hygiene, nutrition consciousness and health. It will be a most powerful instrument to institute involvement of the community in the process of socio-economic development and to ensure a meaningful commitment and accountability to local uplift. Literacy/education will be an engine for socio-economic transformation and advancement as well as the protector of human values and socio-economic stability.

VI. EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVES OF ALE

The principal expectation from CONFINTEA VI is a world level advocacy in favour of increased allocation for non-formal education.

EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVES OF ALE

6.1 The principal expectation from CONFINTEA VI is a world level advocacy in favour of increased allocation for non-formal education.

6.2 Another expectation from CONFINTEA VI is an international advocacy for political commitment and accountability in favour of NFE. The demand for non-formal education has to be generated at the following levels:

- a) the highest policy-making machinery of the government (i.e. the Cabinet and the Parliament);
- b) the politically elected representative bodies at all the local levels down to the lowest tier;
- c) the individual Member of the Parliament in so far as his/her constituency is concerned; and the community (i.e. the guardians and the social leaders) at the grass-root level.

6.3 Advocacy for female NFE is expectation CONFINTIA VI.

6.4 It is essential to design and implement with support of other relevant authorities an equivalency programme to promote NFE as an educational system to grade the learners' achievements. Advocacy for equivalency is also another expectation from CONFINTIA VI.

6.5 Establishment of an equivalent framework between non-formal and formal education programmes based on pilot schemes and implementing of lesson from pilot phase.

6.6 Developing need-based curriculum and program packages suitable for different cycles of NFE, Programme and continuous updating of the curriculum contents and the programme delivery mechanism.

6.7 The Government will further develop the existing GO-NGO partnership in planning, implementation, monitoring and evaluation of the NFE programmes as well as help promote NGO/ CBO capacities to achieve quality in NFE programme formulation and implementation,

6.7 Organize and establish linkages with other relevant programmees (skill training, micro finance, employment outfits etc) and organizations to assist NFE program participants to put their new-found learning, job skills and knowledge to work towards poverty reduction, income government

6.8 The beginning in the matter of the attitudinal revolution has to be launched in the development planning system of the country in order to:

- (a) institute qualitative propositions on policy commitments in respect of NFE to be incorporated in the macro chapters of the long term and medium term plans;
- (b) to set quantitative NFE targets for various administrative and economic branches both in the public and private sectors for inclusion in the macro chapters of the long term and medium term plans; and
- (c) to institute the same processes mentioned at para (a) and (b) above for each of the relevant sectoral chapters of the long term and medium term plans.

1.1 NFE Focal Points need be set up in the Ministries/Departments to operate as distinct functional units outside the administrative control of the normal planning and development wings.

6.10 Each political party may carve out their respective positions and commitments, both on the floor and as well as outside the Parliament, on non-formal basic education and the rate of mass literacy. Each Member of the Parliament also may keep himself/herself abreast

and updated on these matters, pertinent to the area he or she represents. Apart from the central government, the elected local bodies at all tiers may take stock of the state of affairs on the rate of literacy in their respective areas and to oversee the role assigned to non-formal basic education in this regard.

Key findings of Labour Force Survey 2005-06

Table A.1 : Labour Force, Employment and Unemployment

(Million)

SI. No.	Labour Force Characteristics	Labour Force Survey (15+ Population)	
		2005-2006	
1.	Economically active population/Labour force (Million) (15+)		
	Bangladesh		
	Total		49.5
	Male		37.4
	Female		12.1
	Urban		
	Total		11.7
	Male		8.9
	Female		2.8
	Rural		
	Total		37.8
	Male		28.5
	Female		9.3
2.	Employed population (Million)		
	Bangladesh		
	Total		47.4
	Male		36.1
	Female		11.3
	Urban		
	Total		11.3
	Male		8.6
	Female		2.7
	Rural		
	Total		36.1
	Male		27.5
	Female		8.6
3.	Unemployed population (Million)		
	Bangladesh		
	Total		2.1
	Male		1.2
	Female		0.9
	Urban		
	Total		0.5
	Male		0.3
	Female		0.2
	Rural		
	Total		1.6
	Male		0.9
	Female		0.7
4.	Unemployment rate (%)		
	Total		4.2

Sl. No.	Labour Force Characteristics	Labour Force Survey (15+ Population)	
		2005-2006	
	Male	3.4	
	Female	7.0	
5.	Under employment rate (%)		
	Bangladesh		
	Total	24.5	
	Male	10.9	
	Female	68.3	

Table A.2 : Labour Force

Sl. No.	Labour Force Characteristics	Labour Force Survey (15+ Population)	
		2005-2006	
1.	Not in Labour force (Million)		
	Bangladesh		
	Total	35.1	
	Male	5.7	
	Female	29.4	
	Urban		
	Total	9.3	
	Male	1.8	
	Female	7.5	
	Rural		
	Total	25.8	
	Male	3.9	
	Female	21.9	
1.	Labour force Participation Rate (%) (refined activity rate)		
	Bangladesh		
	Total	58.5	
	Male	5.786.8	
	Female	29.429.2	
	Urban		
	Total	55.7	
	Male	83.2	
	Female	27.4	
	Rural		
	Total	59.4	
	Male	88.0	
	Female	29.8	

Table A.3 : Percentage of working age population by broad age group (as on 1st April 2006)

Broad Age Group	Bangladesh			Urban			Rural		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total Population (million)	137.3	70.0	67.3	32.4	16.4	16.0	105.0	53.7	51.3
Working Age Population (15+)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15-29	40.6	39.3	41.9	42.1	39.1	45.2	40.1	39.4	40.8
30-64	53.0	53.9	52.0	53.4	56.2	50.4	52.8	53.1	52.6
65+	6.4	6.8	6.1	4.5	4.7	4.4	7.1	7.5	6.6

Table A.4 : Labour Force, Employment and Unemployment (Percentage Distribution of population aged 15 years and above by economic category, Residence and Sex, 2005-2006)

Economic Category	Bangladesh			Urban			Rural		
	Both Sex	Male	Female	Both Sex	Male	Female	Both Sex	Male	Female
Population aged 15+ (million)	84.6	43.0	41.6	21.1	10.7	10.4	63.7	32.5	51.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Labour Force	58.5	86.8	29.2	55.7	83.1	27.4	59.4	88.0	29.8
Not in Labour Force	41.5	13.2	70.8	44.3	16.9	72.6	40.6	12.0	20.2
Total Labour Force	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	95.8	96.7	93.0	95.7	96.5	93.3	95.8	96.7	92.9
Unemployed	4.2	3.4	7.0	4.3	3.6	6.7	4.2	3.3	7.2
Not in Labour Force	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Household Work	68.7	6.2	80.8	62.7	7.8	75.8	70.0	5.5	82.5
Students	18.7	65.4	9.6	23.4	63.7	13.8	17.0	66.1	8.2
Others	12.6	28.4	9.6	13.9	28.5	10.4	12.0	28.4	9.3

Table A.5 : Labour Force by Sex and Level of Education : 2002-2003

	Males	Females	Total	Males	Females	Total
	Urban			Rural		
No Education	33%	45%	36%	53%	62%	55%
Class I-V	16%	14%	16%	16%	15%	16%
Class VI-VIII	12%	11%	12%	11%	10%	10%
Class IX-X	11%	9%	10%	8%	7%	8%
SSC and Equivalent	8%	7%	8%	4%	3%	4%
HSC and Equivalent	8%	5%	7%	3%	2%	3%
Degree and Equivalent	7%	5%	6%	2%	1%	2%
Masters and Equivalent	4%	3%	3%	1%	0%	1%
Total	100%	100%	100%	100%	100%	100%

Source : Labour Force Survey 2002-2003

Table A.6 : Component-wise Achievements of INFEP (1991-97)

Name of the Component	Target Population
Adult Education (15-45)	
a) Centre-based Approached	6,94,993
b),Free Primer Distribution	4,99,993
c) Model Thana	1,21,757
d) TLM	7,04,899
Total	24,68,549 (2.47 million)

Outlay : Tk. 107.50 million

Table - A.7 : NON-FORMAL EDUCATION PROJECT - 1 (NFEP-1)

Location of the Project	32 Districts
Duration of the Project	January 1996 - December 2001
Objectives	a) Strengthening Institutional Structure and Capacity of NFE b) Provision and expansion of NFE to young adults
Target Population	2.95 million
Outlay	GOB : Tk. 399.45 million PA : Tk. 1653.26 million Total : Tk. 2052.71 Million
Programme Implementation Partners	NGOs, Local Administration and Voluntary Organisations
NFE Delivery Model(s)	CBA, TLM and PDA
Course Duration	CBA : 12 months TLM : 09 months PDA : Optional
Funding Source	GOB, ADB, IDA and SDC
Cost per learner	CBA : Tk.495.00 TLM : Tk.202.00

Highlights of the Project :

- 1) A unique feature of the project is the setting up of a National NFE Academy in Dhaka.
- 2) Experimentation with some alternative some alternative and innovative NFE Models is also a part of it.

- 3) There is a Technical Assistance (TA) team headed by an international consultant and assisted by 5 National Consultants, extending expertise support to the following areas of all NFE Projects –
- i) Planning & monitoring for managing larger NFE Project.
 - ii) Capacity building through upgrading professional skills of DNFE, NGOs and other organization.
 - iii) Improving training program
 - iv) Supporting quality aspects of NFE
 - v) Developing alternative NFE models and approaches.

CBA : Centre-based Approach
 TLM : Total Literacy Movement
 PDA : Primer Distribution Assistance

Table - A.8 : NON-FORMAL EDUCATION PROJECT - 2 (NFEP-2)

Location of the Project	31 Districts
Duration of the Project	January 1995 - June 2002
Objectives	a) Provide and expand NFE to adolescents and adults. b) Develop an effective post literacy programme to sustain literacy.
Target Population	8.179 million
Outlay	GOB : Tk. 1200.00 million PA : Tk. 1600.00 million Total : Tk. 2800.00 Million
Programme Implementation Partner(s)	Local Administration, NGOs and Voluntary Organisations
NFE Delivery Mode(s)	CBA, TLM and PDA
Course Duration	CBA : 12 months TLM : 09 months PDA : Optional
Funding Source(s)	GOB, SIDA, NORAD and US AID (PL-480)
Cost per learner	CBA : Tk.495.00 TLM : Tk.202.00

Highlight of the Project:

Designing more effective post-literacy and continuing education

The current status of post-literacy and continuing education as well as several studies on it reveal that the existing programme is required to be made more effective and user friendly. Accordingly NFE project-2 had the provision to design a new programme to this effect. A final design had already been developed with due emphasis on communication (reading writing etc.) empowerment (family education, social education and related laws thereof). Survival (health, nutrition, disaster preparedness etc.) and functional (gainful employment, productivity etc.) skills.

Experimentation with post literacy models.

The project had the provision to experiment a variety of post literacy models. A number of models are going to be developed taking into consideration the needs and various prevalent socio-economic indicators affecting the lives of clientele group. The models had been field tested to assess the effectiveness and impact on the neo-literate. The most effective model will be replicated countrywide later on.

**Table – A.9: NON-FORMAL EDUCATION (NFE) PROJECT – 3
(Basic Education for Hard to Reach Urban Children)**

Location of the Project	6 Divisional Cities
Duration of the Project	January 1996 – December 2003
Objectives	Impart NFE to Hard to Reach Urban Children of 8-14 age group
Target Population	0.351 million
Outlay	GOB : Tk. 25.00 million PA : Tk. 718.06 million Total : Tk. 743.06 Million
Programme Implementation Partners	NGOs
NFE Delivery Model(s)	CBA
Course Duration	24 months
Funding Source	GOB, SIDA, UNICEF and DFID
Cost per learner	Tk.1846.00

Highlight of The Project :

Urban Based Project

All other NFE Projects target rural population while this one targets urban population. Urban slums of Six Divisional Cities Viz-Dhaka, Chittagong, Khulna, Rajshahi, Sylhet and Barisal are the project areas of the Project. The age group of urban non-literate children and adolescents was 8-14 years which is yet another feature. It was the biggest among urban-based education projects of the country.

Focusing working non-literate

The challenge of NFE Project-3 lies in that it deals with slum dwelling children and adolescent engaged in hazardous professions. The professional groups include domestic workers, scavengers, sex workers, shop helpers, brick breaking laborer, Tempo (three wheeler) helpers, welders and motor garage workers etc. The project challenged the traditional idea, learning prior to earning and instead taken up the modern idea learning with earning ' or 'learning through earning'. In view of the unreachability of the slum dwelling working children, this GOB innovation, is, by any judgment, a breakthrough.

Table - A.10 : NON-FORMAL EDUCATION (NFE) PROJECT - 4

Location of the Project	64 Districts
Duration of the Project	April 1997 - December 2003
Objectives	a) Imparting NFE to non-literate adults. b) Creating employment opportunity for unemployed educated rural youths c) Motivating the out-of-school children to enrol/re-enrol
Target Population	22.88 million
Outlay	Tk. 6829.96 million
Programme Implementation Partners(s)	Local Administration
NFE Delivery Model(s)	TLM
Course Duration	09 months
Funding Source	GOB
Cost per learner	Scenario-1 : Tk.231.76 Scenario-2 : Tk.313.10

Highlight of the Project

Wide Coverage

While other projects cannot go beyond predetermined working areas, NFE Project-4 has the whole country as its working area. The provision for intervention in any area is kept to ensure total NFE coverage so that besides covering its own target, it can cover left out and drop out learners of other projects. Another striking feature of NFE Project-4 is that it has adopted TLM as its only approach of programme delivery.

Table - A.11 : POST LITERACY AND CONTINUING EDUCATION FOR HUMAN DEVELOPMENT PROJECT -1

Location Project	205 Upazillas of 32 Districts.
Duration of the Project	January 2001-December 2007
Objectives (s)	Development of Human resources of the country through implementation of Post Literacy and Continuing Education Program.
Target Population	1.67 Million
Outlay	GOB : Tk. 4738.40 Lakh IDA Tk. 25243.60 Lakh SDC Tk. 4130.00 Lakh Total : Tk. 34112.00 Lakh
Program Implementation Partner (s)	NGOs
NFE Delivery mode (s)	CBA
Course Duration	⇒ 3 months Post Literacy ⇒ 6 months Continuing Education
Funding Source (s)	IDA- 74%, SDC- 10% & GOB-16%.

High light of the project

- PI NGO would run the program on its own supervision and technical assistance of UPO (PM NGO)
- 20 issues to be discussed:
 - (i) 8 general issues (compulsory)
 - (ii) 12 income generating issues (selective)
- Covering professional training as any one of the pre selected professional skills development trade
- Policy dialogue at national & Field level, media mobilization
- Production of TV serial, Radio serial, Creation of billboard.
- Observance of International Literacy Day, Rallies, Fairs, Cultural Performances.

Table - A.12 : POST LITERACY AND CONTINUING EDUCATION FOR HUMAN DEVELOPMENT PROJECT -2

Sl No.	Items	Description
1.	Name of the Project	Post Literacy and Continuing Education for Human Development -2 (PLCEHD-2) Project.
2.	Duration of the Project	July 2002 – June 2011
3.	Target	1.6 million neo-literate or primary school drop out (age:11- 45), preference will be given for age 15-24 years.
4.	Program Implementation Partner	NGOs
5.	Source of Funding	GOB & Donors
6.	Development partners	ADB, DFID & SDC
	Types of Fund	Loan (ADB), Grant (DFID & SDC)
7.	Total Cost	BDT 60140.60 lakh.

Highlights of the Project

Intervention area:

DIVISION	DISTRICT	Number of District	Number of Upzilla
Rajshahi	Panchagarh, Nilphamari, Rangpur, Kurigram, Nawabganj, Natore	6	39
Khulna	Kushtia, Bagerhat, Meherpur, Jhenaidah, Satkhira,	5	31
Barisal	Barisal, Bhola, Patuakhali	3	24
Dhaka	Sherpur, Tangail, Manikganj, Dhaka, Narayanganj, Munshiganj, Faridpur	7	47
Sylhet	Sunamganj, Sylhet, Moulvibazar	3	27
Chittagong	Brahmanbaria, Chandpur, Feni, Chittagong, Cox's Bazar	5	42
Total		29	210

Source of Funding:

S.L	Source	Amount		Percentage	Remarks
		Taka	US\$		
1	ADB	4485.00	65.00	74.58	Loan
2	DFID	138.00	2.00	2.29	Grant
3	SDC	331.04	4.80	5.51	Grant
4	GOB	999.68	14.49	16.62	
5	Beneficiaries	60.34	0.87	1	
Total		6014.06	87.16	100	

*1 US\$= TK. 69.00)

Specific objectives

- To include about 1.6 million neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously;
- To help develop their life pattern by increasing their incomes through providing technical skills training;
- To eliminate gender disparity and establish social equitability expediting women empowerment;
- To involve the target population in a life long educational process and to develop them as enlightened and productive citizens;

▪ **Main Activities**

- Organize 9 months Post Literacy and Continuing Education (PLCE) program;
- Social mobilization
- Vertical extension of BNFE building;
- Curriculum and Material Development and BNFE Policy implementation
- Conduct workshops, training Programs , studies and research
- Establishment of MIS System and NFE-RC for BNFE
- Entrepreneurship development

▪ **Project Benefits and Beneficiaries**

- The project will be increased literacy skills, social awareness, and income-generation capacity;
- Approximately 1.6 million learners will benefit by participating in needs-based PLCE. At least 50% of the learners will be women although this number is likely to be larger.
- Indirect beneficiaries will be the families of participating learners, staff of involved NGOs and other private sector organizations, BNFE staff, and businesses in rural areas.
- Project-related benefits will accrue through enhanced income-earning opportunities, improved health and nutrition practices, and greater social awareness of learners.
- Increased planning, management, and monitoring capacities of public and private organizations will lead to the long-term sustainability of non-formal education.

Table - A.13 : BASIC EDUCATION FOR HARD TO REACH URBAN WORKING CHILDREN (2ND Phase)

Location of the Project	:	Six divisional cities of Bangladesh.
Duration of the Project	:	Original : July 2004 – June 2009 Revised : December 2011
Objectives (s)	:	<ul style="list-style-type: none"> ➤ To provide quality non-formal, life-skills-based basic education to 200,000 urban working children and adolescents ages 10 to 14 years of which at least 60% will be girls. ➤ To provide 20,000 (out of 200,000) urban working children and adolescents (13+ age group) with livelihood skills training, and access to support systems to ensure optimally use of life-skills-based basic education to improve their life. ➤ Advocate at City and National levels for education, social and economic policies in favour of working children and their families and for protecting children from hazardous working environment. ➤ Increase awareness of all relevant stakeholders to act in favour of progressive elimination of child labor.
Target Population	:	200,000 urban working children of 10-14 years age group of which 60% are girls.
Estimated Cost	:	GoB : Tk. 74.50 Million (US\$ 1.28 Million) PA : Tk. 1985.50 Million (US\$ 34.24 Million) Total : Tk. 2060.00 Million (US\$ 35.52 Million)
Programme Implementation Partner (s)	:	20 NGOs

NFE Delivery mode (s)	:	CBA
Course Duration	:	40 months (5 Cycle, Every Cycle 8 months)
Funding Source	:	Government of Bangladesh (GoB) United Nations Children's Fund (UNICEF) Swedish International Development Agency (Sida) Canadian International Development Agency (CIDA)
Cost per learner	:	Tk. 8206.96
Exchange Rate	:	1US \$= Tk. 58.00

Highlights of The Project

Urban Based Project

The Project target rural populations while this one target urban population. Urban slums of Six Divisional Cities Viz-Dhaka, Chittagong, Khulna, Rajshahi, Sylhet and Barishal are the project areas of the project. The age group of urban non-literate children and adolescents is 10-14 years is yet another feature. It is the biggest among urban-based education project of the country.

Focusing working non-literate

A large population of working children within Bangladesh, many of whom are employed in hazardous conditions and have no access to education and other service. The project challenged the traditional idea, learning prior to earning and instead taken up the modern idea learning with earning or 'learning through earning'. In view of the unreachability of the slum dwelling working children, this GOB innovation, is by any judgment, a breakthrough.

A.14 : Possible Range of Training Fields for Skill Development

I. CIVIL ENGINEERING TRADES

- (1) Brick Laying and Plastering, (2) Rod Binding and Shuttering,
- (3) Plumbing, (4) Wood Working and Carpentry, (5) Brick Making,
- (6) Concrete pipe and Latrine-Slab Making, (7) Sawing.

II. ELECTRICAL ENGINEERING TRADES

- (1) House-Wiring, (2) Light Electrical Work/Repair and Maintenance of Electrical Equipment, (3) Refrigeration, (4) Radio and T.V.

III. MECHANICAL ENGINEERING TRADES

- (1) Fitting, Turning and General Mechanics, (2) Auto-mechanics, (3) Pattern making,
- (4) Sheet-metal, Welding and Lathe Machine Works, (5) Farm Mechanics, (6) Diesel Mechanics, (7) Machinist Trade, (8) Moulding and Blacksmithy, (9) Light Engineering,
- (10) Watch Repairing, (11) Bicycle and Rickshaw Van Repairing and Assembling
- (12) Pump Machine Repairing, (13) Goldsmithy and Silversmithy, (14) Auto-bike Mechanic, (15) Brass Metal Work, (16) Motor Driving and Servicing, (17) Rice Mill

Repairing, (18) Making of Ball Point, (19) Umbrella Making, (20) Pencil Box Tray Making, (21) Wrought Iron Furniture.

IV. CHEMICAL ENGINEERING TRADES

(1) Ceramics, (2) Clay Work/Pottery Glazed Pottery, (3) Hide Curing, (4) Grading and Storage, (4) Stick and Comb Making, (5) Leather Works/ Crafts, (6) Plastic Work, (7) Rubber Foot-wear and Allied Works, (8) Soap Making, (9) Chalk Making, (10) Candle Making, (11) Incense Stick Making and Mosquito Coil Making, (12) Herbal Cosmetics.

V. FOOD BEVERAGE AND ALLIED TRADES

(1) Confectionery including Fast Food Making, (2) Chocolate Making, (3) Food Preservation and Processing, (4) Fruits Preservation and Processing, (5) Chanachur and Papor Making, (6) Muri, Chira and Khoi Making, (7) Production of Goorh, (8) Misri Making, (9) Sweet-meat Making, (10) Vermicelli Production, (11) Fish Drying, (12) Tobacco Work.

VI. PRINTING TECHNOLOGY TRADES

(1) Block Printing, (2) Compositorship, and (3) Block Printing.

VII. PACKING AND ALLIED TRADES

(1) Packaging, (2) Paper Box/Bag Making, (3) Making Exercise Books and Envelopes

VIII. HANDICRAFT AND ALLIED TRADES

(1) Handicraft, (2) Doll Making, (3) Wall-mat Making, (4) Lamp-shade Making.

IX. CANE, BAMBOO AND MAT WORKS TRADES

(1) Bamboo Work, (2) Cane Work, (3) Grass Basket Making.

X. JUTE TECHNOLOGY AND ALLIED TRADES

(1) Jute Carpet Weaving, (2) Jute Crafts, (3) Jute Yearn Bleaching and Dyeing, (4) Shopping Bag Making, (5) Embroidering (Jute), (6) Hessian and Other Jute Work, and (7) Choir and Grass Reed Leaves Products.

XI. TEXTILE TECHNOLOGY AND ALLIED TRADES

Fish-net Making, (2) Mokta Weaving, (3) Strange Marking, (4) Bed-sheet and Pillow Cover Making, (5) Blanket Making, (6) Yarn Production, (7) Cotton Spinning, (8) Hosiery, (9) Handloom, (10) Batik Making, (11) Textile Printing and Dyeing, (12) Knitting, (13) Tailoring, (14) Embroidery (Textile), (15) Weaving, (16) Sericulture Mulberry Plantation and Cocoon Rearing, (17) Sericulture, (18) Saree Block, (19) Borka Making, (20) Nakshi Quilt Making, (21) Purchase of Rejected Piece Cloths from Textile, (22) Making Mattress from Waste Cloths, (23) Handkerchief Making, (24) Cap Making, (25) Baby Dress Making.

XII. AGRICULTURAL TRADES

(1) Kitchen Gardening, (2) Horticulture, (3) Social Forestry, (4) Flower Cultivation, (5) Wholesale and Retail Sales of Flower.

XIII. FISHERIES AND LIVESTOCK TRADES

(1) Backyard Poultry, (2) Backyard Dairy, (3) Pond Fishery, (4) Crop-Fishery

XIV. OTHER SERVICE TRADES

(1) Beauty Parlour, (2) Laundry, (3) Restaurant, (4) Studio, (5) Wholesal (7) Retail Trade: Retailing in Sophisticated Medicine, Newspaper, Audio Cassettes, Cosmetics, Tailoring Accessories, etc.

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