Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of Bangladesh

This report is submitted on behalf of the Government of Bangladesh in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Director General, Bureau of Non-Formal Education (BNFE), Ministry of Primary and Mass Education
Submission date	10 July 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	

Agriculture	☒
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☒
Interior/Home affairs	☐
Labour	☒
Others *(please mark and specify below)*	☐

Civil society organisations	☒
National non-governmental organisations	☒
International non-governmental organisations	☒
Educational or research institutions/Universities	☒
Private sector companies	☒
United Nations agencies	☒
Non-UN bilateral or multilateral organisations	☒
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1.In Bangladesh NFE /literacy projects have been implementing mainly by NGOs, INGOs. Bureu of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education, plays a role as Apexbody. The report has been prepared on the basis of consultation with the relevant stakeholders like NGOs, CBOs and other stakeholders who contributed significantly to prepare the report with their insight as they are the direct implementing partrners of BNFE.

2. Different level stakeholders were consulted through organization of consultation meeting with NGO-representatives like BRAC, DAM, CAMPE, FIVDB, Save the Children International and NFE experts.
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3. NFE Policy 2006, National Plan of Action II (2004-2015) and the Sixth Five Year Plan (2011-2015), NFE Mapping report, Literacy assesment report, EFA Mid dicade assesment report, NFE-MIS, Survay reports, progress report of BNFE's ongoing projects, NGOs report etc. were used as references for preparing the present report.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* To develop ability to read write calculate, lifeskills, increse awarness of health and environment, and develop professional skills.(National Education Policy 2010)	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Non-Formal Education : Non-formal education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place and may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development; it may or may not follow a "ladder" system, and may be of varying duration. (NFE Policy 2006)	☒	☐
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* Literacy is the ability to read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables individuals to develop their potentials and knowledge base and to participate fully in community affairs and wider social and developmental context	☒	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Continuing education is the provision of opportunities for lifelong learning beyond basic education (literacy and primary education) in response to the needs of disadvantaged individuals and groups to enrich their socio-economic lives.	☒	☐

1.3 How is literacy data obtained in your country?	
Please select the option(s) below	
National census	☒
School administrative data (years of schooling completed/primary certificate)	☒
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☐
Household surveys	☒
Other methodology (*please describe below*):	☒

The following tested Literacy Surveys were made in Bangladesh during the period 2002- 2010. These are : (i) Bangladesh Government's statistical organisation, Bangladesh Bureau of Statistics (BBS) has conducted the "Literacy Assessment Survey-2008 and "The Report on Bangladesh Literacy Survey 2010 ", (ii)the literacy survey named "Education Watch" was conducted by the CAMPE (Campaign for Popular Education: an apex body of NGOs) in 2002, nearly on the heels of Dakar Declaration in 2000, (iii) UNESCO Dhaka conducted literacy survey in 2005 by the Research wing of a Literacy-experienced NGOs, with support from a group of literacy experts.		
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒
If Yes, please select the option(s) below that best describe the change(s) New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (*please provide details below*): Test-based assessment of literacy that BBS has ever conducted, supported by a group of literacy experts.	☐ ☐ ☒ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* During the collection of literacy data we faced following difficulties -Females are reluctant to face test -older people do not take esaly to sit test and they feel dishonor -collect information from sami illiterate or illiterate through traditinal method. -Program-wise upazila (sub-district) data was not available in some cases	☒	☐
1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		
N/A		

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	NFE Policy -2006 and National Education Policy2010	enacted in 2006 and 2010
Adult education	☒	☐	NFE Policy and National Education Policy	Do
Adult literacy	☒	☐	NFE Policy and National Education Policy	2006, 2010

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	11-45 age group (Post Literacy and Continuing Education Project of BNFE)	1.6 million(on going)
Adult literacy	15-45 age group (Basic Literacy Project of BNFE)	4.5 million(proposed)

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	Specify goal	Specify timeframe
Adult education	☐	☐	(i)The NFE Policy-2006 and the EFA National Plan of Action-II(2004-15) set target for achieving EFA Goals through implementing basic education, adult literacy and adult education programme.	2015
Adult literacy	☒	☐	(ii)The new Education policy-2010 and the Sixth Five Year Plan of the governmnet have set goal to ensure 100% literacy in the country by 2014	To ensure 100 % by 2014

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	☒	☐

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
Literacy through mother tongue.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
NFE Policy has been adopted by the government in 2006 which recognizes validation and accreditation of non-formal education in an organized form.
A draft Equivalence Education Framework has been developed with accreditation, validation and certification system. In thi refard, a draft equivalence education curriculum has been developed.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide a brief explanation and references:
'NFE Policy implementation: Strategic Action Plan' approved by MOPME in April 2010, consisting of: framework for adult learning and education; target coverage and priority setting; institutional set-up and network; and, strengthening monitoring system and NFE-MIS.

	Yes	*No*
Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
'NFE Policy implementation: Strategic Action Plan' approved by MOPME in April 2010, consisting of: framework for adult learning and education; target coverage and priority setting; institutional set-up and network; and, strengthening monitoring system and NFE-MIS.

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2004-2015	National Plan of Action (NPA-II)
Poverty Reduction Strategy Paper	☒	2004-15	National Strtategy for Accelarated Poverty Reduction
Education strategy	☒	2011-15	Sixth Five Yeaqr Plan
Skills development (including vocational education and training) strategy	☒	2011-	National Skill Development Policy 2011
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	2010-16	Third Primary Education Development Programme

	Mark all that apply	Timeframe	References
Sustainable development strategy	☒	2012-14	NFE Delivery Framework (draft)
Other (specify in the space below)	☐		

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	as tstated above	
Poverty Reduction Strategy Paper	☒		
Education strategy	☒		
Skills development (including vocational education and training) strategy	☒		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒		
Sustainable development strategy	☒		
Other (specify in the space below)	☐		

	Yes	No	Specify policy/plan (add as many lines as needed)	References

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	☒	☐		The NFE policy was further elaborated by the 'NFE Policy implementation: Strategic Action' approved by MOPME in April 2010, consisting of: framework for adult learning and education; target coverage and priority setting; institutional set-up and network; and, strengthening monitoring system and NFE-MIS.
Adult literacy	☒	☐	During the development of strategic Action plan in 2010 it was consulted with community level to central level.	

If Yes, please elaborate how they have been involved.

Consultative meetings, FGD, PRA, PLA, Workshop, Seminar, Interview, observation etc.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

NFE programmes, implemented in Bangladesh over the last 36 years, have covered diverse areas of basic literacy, post literacy and continuing education, aiming at achieving universal literacy for all, in particular youths and young adults aged 11 to 45 years. Varieties of delivery approaches/mechanisms are now being used in NFE by the government, NGOs and other providers in Bangladesh. Three major government projects are underway at present namely Reaching Out of School Children (ROSC) project, Basic Education for Hard to Reach Urban Children (BEHRUC), and Post-literacy and Continuing Education for Human Development (PLCE-HD). NGOs also have various NFE programmes with their own standards, time span, curriculum materials and delivery. NFE Policy 2006, Mapping report and also the UNESCO Education Support Strategy (UNESS) and Capacity Assessment conducted in 2010 addressed that linkage between formal and non-formal education should be strengthened including the needs of equivalency programmes. To strengthen the NFE sub-sector, these documents suggested that: 1) technical and operational leadership be increased in Bureau of NFE (BNFE) with adequate institutional mechanisms, 2) partnership of multi-stakeholders including government, NGOs and private sector be strengthened, 3) quality of curriculum and staff be increased, 4) more decentralized and bottom up planning and management be introduced and 5) systematic monitoring and evaluation be developed

through MIS with proper documentations.

UNESCO has been providing supports for building institutional and organizational capacity of BNFE through Capacity building for EFA programme since 2005 to systematize the NFE sub-sector in Bangladesh. In 2009-2011 under Cap EFA support, UNESCO Dhaka with the leadership of BNFE and in collaboration with NFE service providers, implementers, Development Partners and other relevant stakeholder has developed three frameworks through several consultative meeting, conducting studies, sharing regional experiences, workshops, organization of seminars at national level as well as divisional level. The frameworks are:

•   National framework for NFE Delivery

•   National framework for Equivalence Education and

•   National framework for standard and Capacity Development for NFE teachers/facilitators.

These frameworks were officially submitted to BNFE on 16 October 2011 for the approval of the Ministry of Primary and Mass Education and it is under process as Ministry and BNFE is presently working for approving the NFE Act which was drafted based on above three documents.

Based on the frameworks UNESCO Dhaka has developed a concept note in consultation with PLCEHD II project and BNFE for piloting of NFE delivery framework along with other frameworks for further improvement, adoption as well as preparing an Action plan for Scaling up of NFE programme in Bangladesh which was shared and agreed in the meeting held at the Ministry of Primary and Mass Education on 7 June 2012. The secretary MOPME was chaired the meeting.

As the government is very much positive about implementing the frameworks UNESCO Dhaka in close collaboration with BNFE will pilot these frameworks in two selected district (Rangpur and Sylhet) for getting insights and help wide adoption of the frameworks nationally with the support of CapEFA programme of UNESCO. During the piloting phase of Delivery framework and teachers' capacity building framework and EE framework necessary supports will be given by MOPME and BNFE from central, district, Upozila and Union level to use the existing facilities.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Ministry of Primary and Mass Education	☒	☐	☒	☒
Ministry of Education	☒	☐	☒	☐
MOWCA- Ministry of Women and Children's Affair	☒	☐	☐	☒
Ministry of Social Welfare	☒	☐	☒	☒
Ministry of Labour	☒	☐	☒	☒
BTEB- Bangladesh Technical and Education Board	☐	☐	☐	☐
DTE- Directorate of Technical Education	☒	☐	☒	☒
Ministry of Sports and Youth Development	☒	☐	☒	☐
Ministry of Religion	☒	☐	☒	☒
Ministry of Agriculture	☒	☐	☒	☒
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
BRAC	☒	☒	☒	☒
DAM	☒	☒	☒	☒
CAMPE	☒	☒	☒	☒
FIVDB	☒	☒	☒	☒
Karitas	☒	☒	☒	☒
Nijera Kori	☒	☒	☒	☒
CMES- Centre for Mass Education in Science	☒	☒	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐

	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐
If Yes, please provide name and contact details: Bureau of Non-Formal Education(BNFE), Ministry of Primary and Mass Education, 232/1 Tejgaon I/A, Dhaka-1208, Bangladesh, Phone 88-02-9887895		
Adult literacy	☒	☐
If Yes, please provide name and contact details: Bureau of Non-Formal Education(BNFE), Ministry of Primary and Mass Education, 232/1 Tejgaon I/A, Dhaka-1208, Bangladesh, Phone 88-02-9887895		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
The Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass education is the leading agency of the government in NFE Sub-sector. BNFE is working closly with implementing NGOs, Development Partners, International NGOs, Donors to coordinate NFE activities in Bangladesh. As and when necessary BNFE fomed several committee like NFE-MIS committee, NFE Delivery committee etc.

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
The Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass education is the leading agency of the government in NFE Sub-sector. BNFE is working closly with implementing NGOs, Development Partners, International NGOs, Donors to coordinate NFE activities in Bangladesh. As and when necessary BNFE fomed several committee like NFE-MIS committee, NFE Delivery committee etc.

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Providing capacity building training of NFE managers, providing training for NFE teachers/facilitators and supervisors.

...adult literacy?	☐	☐

If Yes, please indicate what activities are undertaken and provide references:
Providing capacity building training of NFE managers, providing training for NFE teachers/facilitators and supervisors.

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☒	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
While NFE Act and rules/regulations currently being developed by the government based on three frameworks UNESCO Dhaka has agreed to provide further technical and financial support to BNFE under CapEFA programme 2012-2013 in remaining task of equivalency accreditation and assessment, experimenting the effectiveness and feasibility of NFE delivery mechanism, expansion of MIS and introducing guidelines for NFE teachers.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	*Budget allocation*
☒	☒

4.2 Please indicate the name of the currency used for reporting:

BDT

4.3 Please indicate the monetary unit used in the following tables:

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☐	☒

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government			
Sub-national governments[5]			
Total			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)			☐
Private companies			☐
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☐
Sub-national governments[5]			☐
Civil society organisations			☐
Donors/international aid (not loans)			☐
Private companies			☐
Learners/households			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description:		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
The government of Bangladesh is commited to achieve 100% literacy by 2015 and while the Education Policy addressed the issue properly Ministry of primary and Mass Education currently being developed the NFE Act and rules/regulations for better implementation of NFE and literacy programme in Bangladesh.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	8 to 45 age groups	☒
Vocational (technical, income-generation-related)	☒	NFE learners	☒
Life skills and/or health issues	☒	Adolescents and Adults	☒
Use of information and communication technologies	☒	for all	☒
Official/local languages	☒	for all	☒
Foreign languages	☐		☐
Human rights/civic education	☐	for all	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	for all	☒
Other (please provide a brief description below:) With assistance of A2I,UNDP the local government ministry has setup one Union Information and Services Centre (UISC) in each Union Parishad.UNESCO has discussed with A2I to collaborate with UISCs and develop a NFE/literacy resource centre at Union level from where technical support can be provided to NFE learning centres at village level.	☒	For All age group	☒

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☐		☐
Life skills and/or health issues	☐		☐
Use of information and communication technologies	☐		☐
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	for all	☒

Vocational (technical, income-generation-related)	☒	14+	☒
Life skills and/or health issues	☒	8-45	☒
Use of information and communication technologies	☒	for All	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒	8-45	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	8-45	☐
Other (please provide a brief description below:)	☐		☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☒
On adult literacy	☒	☒
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any). Situation analysis report on PLCHD and Hard To Reach project		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
National Language	☒
Mother toungue based supplimentary materials developed for the pre primary and primary level learners for Hill tracts indigenous population in 7 different language like chakma, Marma	☒
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
unavailability of scripts unavailability of teachers/instructors/supervisors

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?		
	Mark all that	*Are local communities involved?*

	apply	Yes	No
National level	☒	☒	☐
Sub-national level	☒	☒	☐

Please provide references or attach documents on local community participation:
Consultative meetings, FGD, PRA, PLA, Need Assessment, Obsevation, intervies, case study etc.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.
Government already addressed the issue regarding language for ethnic minority group of Bangladesh. National Curriculaum Text book Board has taken initiative to develop mother tungue based learning materials for pre and primary level education with support from SIL and UNICEF. UNESCO conducted a stdy in MLE activites for getting first hand information for further planning. UNDP is also going to piloting of adult literacy in 3 Chittagong Hill District.

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☒
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☐
Attendance in literacy programmes	☐
Completion of literacy programmes	☐
If this information is available please attach the corresponding figures and documentation, or provide the references: PLCEHD project information template	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy) **Adult literacy** programmes	☒ ☐	☐ ☐	☐ ☐	☐ ☐
If this information is available please attach the corresponding figures and documentation, or provide the references:				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education **Adult literacy**	☒ ☐	☐ ☐
	Adult education	Adult literacy
If yes: Who participates more? Women Men	☒ ☐	☐ ☐

If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	_Yes_	_No_
Adult education	☐	☐
Adult literacy	☒	☐

If measures have been undertaken please provide a brief description and references:

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	?	
Learning materials	☒		
Facilitators' training	☒		
Teaching/ learning methods	☒		
Assessment of learning outcomes	☒		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒		
Learning materials	☒		
Facilitators' training	☒		
Teaching/ learning methods	☒		
Assessment of learning outcomes	☒		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☒	15 to 20 days basic course

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☐	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☒	15 to 20 days basic training course

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*

Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
Adult literacy	1500 Taka	Donors fund

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☐
Adult literacy	☒	☐

Please provide a brief description and references:

During post independent period, the Constitution of People's Republic of Bangladesh (Article 17) obligated the government to adopt effective measures for removing illiteracy within the time as may be determined by law. Afterwards, in response to the commitment to the EFA goals organized in Jomtien, Thailand in 1990, the government initiated an integrated NFE programme (INFEP) in 1991 to increase number of literates with good quality of literacy programme through total literacy movement (TLM). Facilitators were mobilized as volunteers to impart literacy skills to adult illiterates.

Since 2006, the NFE policy has extended the scope of NFE programmes to cover wide range of target groups, not only adult literacy and continuing education, but also NFE for out-of-school children, vocational education and skills training for adolescents and early childhood care and education.

A number of facilitators have been recruited to organize literacy, education and skill training courses to those target groups with diverse needs. According to the NFE Mapping 2009, 88% of all human resources in NFE sub sector were facilitators/teachers who worked at the grassroots level. It is evident that NFE facilitators have been the main human resource involving as NFE instructors for many decades. In spite of such long engagement of NFE facilitators, the current study on NFE facilitators/teachers/educators in 2010 of both GOs and NGOs raises the concern that NFE facilitators/teachers are employed on an ad hoc basis. There is no standard policy for recruitment, promotion and capacity development or recognition of their efforts. The study also points out that the current programmes for capacity building of NFE facilitators/teachers have largely been insufficient or inappropriate to serve the needs of a huge number of out-of-school children, youth and adults. They have been given little attention by policy level which affects low quality of teaching and learning. Moreover, NFE facilitators/teachers are not recognized as professional teachers and do not have permanent occupational status as in the formal education. Thus, a national framework for minimum standard and capacity development of NFE facilitators/teachers is substantially needed in order to improve status and quality of NFE facilitators to ensure quality NFE learning.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	Mark all that apply
Lifelong learning	☐
Adult education	☐
Adult literacy	☐
If one or more of the boxes is marked, please provide a brief description and references:	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*	
	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☒
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☒
Adult Learners Week/Learning festivals	☒
Creation of learners' networks and/or fora	☒
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☒
Elaboration of a funding plan	☒
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☒
Other (*please specify below*)	☒
CONFINTEA VI report was translated and distributed among the the perlimentarians	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☒	☐	☐	☐	☐	☒	☐	☐
Media campaigns	☐	☒	☐	☐	☐	☒	☐	☐
Publications (booklets, leaflets, posters, etc.)	☒	☐	☐	☐	☐	☒	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	☒	☐

If yes, please provide a brief description and references:
Post Literacy and Cotinuing Education for Humane Resource Project of Government has focused on women and girls. other project like violence against women project a jiont initiative of UN agencies and NGOs also focusing this area.

	Yes	No
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
Hard to Reach, Reching out of School Children Projects of government as well NGOs activities

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☒	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☒	☐

If yes, please specify how they have changed below and provide evidence.

National Education Policy 2010 and the National Skill Development Policy 2011 adopted by the governmnent

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☒	☐

If yes, please provide below a brief explanation:

Varieous literacy and basic education programmes were implemented by Governmnent and NGOs in the country during the last five years.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
1) organizational capacity for better planning and management of literacy programme and Resource mobilization, proposal preparetion. 2) lack of Institutional set up low research, Donors involvement to support adult literacy programme implementation of NFE policy is also a challenge due to inadequate resources.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Availability of manpower/ humane resources in BNFE from central to Upojila level and funding for literacy programme/projects

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
Enactment of NFE Act is under process, draft NFE Delivery Framework, Equialenece Education Frame works and Teachers capacity Development Framwork are wating for the approval of the governmnent.