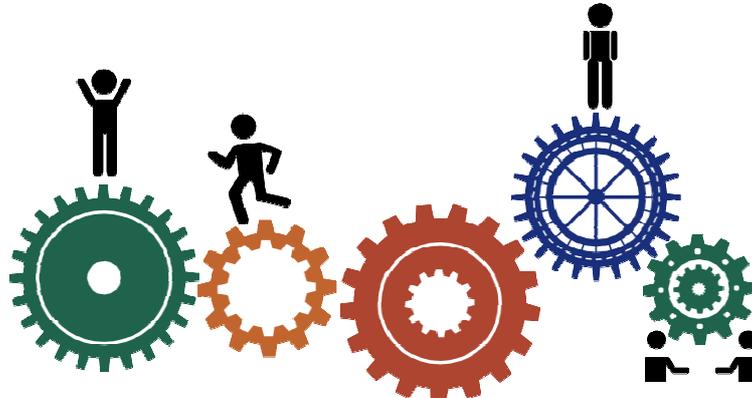


Completion Report



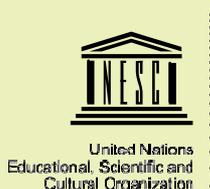
International Conference on

Lifelong Learning in Developing Countries with Special Reference to Bangladesh

Dhaka, 22-23 February 2019

Organized by
Bangladesh Institute of Lifelong Learning (BILL)
Dhaka Ahsania Mission

In Collaboration with
UNESCO Dhaka Office



Completion Report

International Conference on
“Lifelong Learning in Developing Countries
with Special Reference to Bangladesh”

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Introduction

Lifelong Learning (Learning for Life, Learning for Livelihood and Learning throughout Life) is extremely relevant for the large section of the people who constitute the labour force. Once properly brought under the ambit of lifelong learning program, there is scope for constant upgradation of the labour force, which will not only enhance their skill but also ensure their wellbeing. This will also boost the Bangladesh economy.

According to UNESCO, Bangladesh has achieved literacy rate of 72.2 % (male 75.62% , female 69.9%). Therefore around 30 % of the Bangladeshi population are illiterate of whom quite a good percentage are below the poverty line. The aim of lifelong learning is to lift this segment not only above the poverty line but also make them literate, skilled and conscious.

Bangladesh Institute of Lifelong Learning has been established under Dhaka Ahsania Mission, Dhaka, Bangladesh aiming to promote Lifelong Learning in all spheres of people's life. Lifelong Learning is the key to national development. Adult Education, Continuing Education, Extension and Field Outreach are components of lifelong learning. In all developed countries in the West, lifelong learning is considered as the key concept for the onward march of the nation. Recently, countries of the global south are taking up the concept in right earnest.

Lifelong Learning

“Lifelong Learning means institutional or Non Formal or Non institutional or Informal education provided to an Individual throughout life in diverse areas which develop positive mentality, enhancement of achieved skills and quality of life.” (NFE Act-2014, Bangladesh, National Parliament, 27 Nov, 2014

In view of above, Bangladesh Institute of Lifelong Learning of Dhaka Ahsania Mission jointly with UNESCO Dhaka Office organized an International Conference on Lifelong Learning in Developing Countries with Special Reference to Bangladesh, from 22 to 23 February 2019. Around 200 delegates from country and abroad participated in the conference. Participants came from Austria, Bangladesh, Denmark, India, Norway and Malta. A total of 50 papers from different countries were submitted in the conference, out of which 25 papers were presented in different sessions during the conference.

Objectives

Main objectives of the conference were:

1. To promote the concept of lifelong learning in Bangladesh.
2. To share lifelong learning experiences with participants from countries practicing lifelong learning.
3. To identify future course of action with regard to lifelong learning in Bangladesh.

Outputs

The following outputs are achieved from the conference:

1. Proceedings of the conference, which will be published soon.

2. The papers presented gave a direction to the future course of action including its implementation.

The conference discussed on following key areas

1. Lifelong Learning in Bangladesh: Challenges and Prospects
2. Modern concept of lifelong learning and continuing education in the Global Perspective

B. Learning for life:

- Learning for Life : Concept of Grundtvig
- Lifelong Learning: Concept of Tagore, Gandhi and Freire.
- Citizen's Education
- Library and lifelong learning

C. Learning for livelihood:

- Vocational and Technical Education and Skill Development
- Gender equality and lifelong learning

Following Resource Persons facilitated the sessions of conference-

Austria

Dr.Edwin Zappe

Bangladesh

Professor .Manzoor Ahmed, Emeritus Professor BRAC University, Dhaka,

Dr. M Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission

Mr. M Habibur Rahan, Former Education Specialist, World Bank

Mr. Shahnewaz Khan, CEO, Center for International Education and Development

Professor Asoke Bhattacharya, Director, Bangladesh Institute Lifelong Learning

Denmark

Professor.Anders Holm, University of Copenhagen, Denmark

Ms. Sara Mortensen, Int'l Consultant, Association of Folk High School, Denmark

India

Prof. P.R Das, Mentor Teerthankar Mahaveer University, U.P. India

Mr. Apurba Chatterjee, University of Kalyani, India

Malta

Professor .Peter Mayo, University of Malta, Malta

Norway

Rev. (Dr.) Synnoeve Sakura Heggem, Norway

Proceedings of the conference

Day-1

Inaugural Ceremony

The inaugural ceremony was organized on the first day of the conference. Honorable Education Minister Dr. Dipu Moni M.P. of the People's Republic of Bangladesh inaugurated the conference as Chief Guest. The ceremony was presided over by Mr. Kazi Rafiqul Alam, Present, Dhaka Ahsania Mission. Two Guests of Honor were present during the inaugural ceremony i.e. Prof. Anders Holm, University of Copenhagen, Denmark and Ms. Sun Lei, Officer-in-Charge, UNESCO Dhaka Office.

Inaugurating the conference, Honorable Education Minister Dr. Dipu Moni MP said "today's concept of education is synonymous to lifelong learning". Dr. Dipu Moni also said, "Under the leadership of the Hon'ble Prime Minister Sheikh Hasina, Bangladesh is progressing at a tremendous speed. The growth rate registered recently is 7.8 which is quite impressive". She hoped that if this growth rate was maintained, it was estimated that within coming three decades Bangladesh would become one of the developed countries of the world, a Switzerland of Asia, as was the dream of the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman."

She also mentioned, "Bangladesh has to ensure that each member of the society has to be properly educated. Moreover, in this endeavor, women have to take a leadership role. In a World Bank study, it was revealed that when women farmers were allowed access to primary school education, farming yield increased by 24%. It is worthwhile to mention here that adult education, continuing education, extension and field outreach are the constituent parts of lifelong learning along with the formal constituents of education." "In the 21 Century, Lifelong Learning is the key to individual and social development. Education, which is envisaged as an instrument for social transformation, should be viewed not as a terminal point at the stage of acquiring a degree or diploma but as a lifelong process. It begins in early childhood and continues throughout the life", she added.

She mentioned in her speech that the idea of Lifelong Learning had generated considerable interest among educationists across nations. The report to the International Commission on the Development of Education (1972) recommended lifelong learning as a master concept for educational policies in the years to come for both the developed and the developing countries. In 1996, the UNESCO Report of International Commission on Education for Twenty First Century reiterated that the concept of learning throughout life emerged as one of the keys to the Twenty First Century.

Dr. Dipu Moni said, "Education is one of the largest sectors in the Global Economy and it is growing fast. Every year Governments put billions into education. When politicians point to the growing need for a well-educated work force, one term is all pervasive: lifelong learning. An education system incorporating lifelong learning is like a national army. It is both a pillar and a product of a nation.



She further said, “today’s pledge is to make ours a learning society. Here each member of the society learns throughout life -- in schools, colleges, universities, and in the working and non-working life, even during leisure through informal ways. The key to Japan’s development is its emphasis on continuing education in each industry, big or small, where the workforce continuously upgrades itself. So is true of the workers of Scandinavia and that of Singapore.” “Unfortunately, lifelong learning has not yet found its rightful place in our educational thinking. But we have to make efforts to make lifelong learning an integral part of our educational process,” she commented.

Dr. Dipu Moni welcomed the delegates from Bangladesh, India, Denmark, Norway, Malta, Austria etc. and hoped that they would share their knowledge and experience in the field of lifelong learning in this conference. She congratulated UNESCO for collaborating with the organizers for this important conference. She congratulated the efforts of Bangladesh Institute of Lifelong Learning and Dhaka Ahsania Mission and hoped that they would continue with their efforts in this direction.

Professor Asoke Bhattacharya, Director, Bangladesh Institute of Lifelong Learning welcomed the guests and participants of the conference. In his welcome address, Professor Bhattacharya said, “Bangladesh is an ideal country for adopting lifelong learning. It is neither too big in size or population nor too small. The country has an enviable tradition of people’s movements. In the recent past, it has achieved educational uplift for the whole cross-sections of the population. This will surely help sustain its economic and social gains.” Professor Asoke Bhattacharya welcomed the participants, the Chief Guest, the Guests of Honor, the Keynote speakers, and the Media personnel who attended the inaugural ceremony.



Ms. Sun Lei, Officer-in-charge of UNESCO Dhaka Office and a Guest of Honor said in her address, “education is UNESCO’s top priority because it is a basic human right and the foundation for building peace and sustainable development. UNESCO, as the United Nations specialized agency with focus on education, is entrusted to lead and coordinate the education 2030 agenda, a global movement for sustainable development through 17 sustainable development goals. Sustainable Development Goal 4 (SDG 4) is central to the achievement of other 16 SDGs, an essential condition for human fulfilment, peace, tolerance, sustainable

development, economic growth, decent work, gender equality and responsible global citizenship.”

Professor Anders Holm of the University of Copenhagen a Guest of Honor reiterated the role of lifelong learning as the essential element for the development of a nation and mentioned the Grundtvigian concept of learning for life, which played the key role in the progress, and development of the Danish nation.



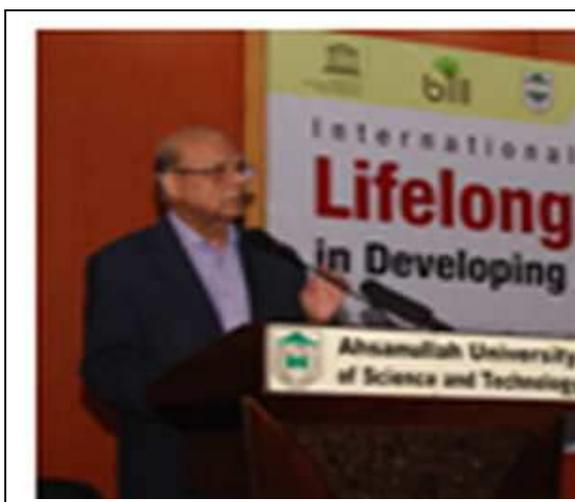
Mr. Kazi Rafiqul Alam, the President of Dhaka Ahsania Mission in his presidential address said that Bangladesh Institute of Lifelong Learning was his dream project. “Since the expertise in the field of lifelong learning will be available here, we shall be able to collaborate with the Government in its programmes on lifelong learning. With the galaxy of foreign experts at our disposal and with active cooperation of the UNESCO, we shall be able to design and develop appropriate lifelong learning programmes for Bangladesh,” he said.

After the inaugural ceremony, the first working session was held through presentation of a keynote address entitled “Lifelong Learning in Bangladesh”. Professor Manzoor Ahmed, Professor Emeritus of BRAC University delivered the keynote address. In his presentation, he said. “I assume that a case for lifelong learning does not have to be made again in this era of knowledge economy and information society. The key concern is that it is not happening, at least not, in our part of the world. Therefore the key challenges is-how to make it happen.

Dwelling on the antecedence of the concept, Professor Ahmed said, “‘Lifelong Education’ and ‘the learning society’ were the key takeaways of the 1972 report of the Faure Commission. The first was seen as the keystone of education policy, the latter a strategy to involve society as a whole as participants and actors in education.”

“In the 1970s, at about the time of the Faure Commission report, the three-fold typology of education—formal, non-formal and informal—gained currency. Coombs and Ahmed distinguished between the three models of education as ‘analytically useful, and generally in accord with current realities. ‘They also said the need was to visualize the various educational activities as potential components of a coherent and flexible overall learning system that must be strengthened, diversified and linked more closely to the needs and processes of national development. They noted the growing consensus that nations should strive to build ‘lifelong learning systems’ offering every individual diverse learning opportunities.”

He continued “The Belem Framework for Action, announced at the 6th International Conference on Adult Education (COFINTIA VI), affirmed that lifelong learning ‘from cradle to grave’ was a philosophy, a conceptual framework and an organizing principle of all forms of education, based on inclusive, emancipatory, humanistic and democratic values.”



Referring to Bangladesh, he said, “A Non-formal Education Policy for Bangladesh was approved and was made official by a gazette notification on February 9, 2006. It broadly reflected the mission, scope and objectives as recommended by the task force appointed for the purpose. The Bureau of Non-formal Education (BNFE), already established in 2005, was tasked with implementing the policy. However, BNFE established in the pattern of a Government Department, rather than that of an autonomous body with professional and technical capacity, found it difficult to promote the policy.

“A Non-formal Education Act was adopted in 2014 to provide a legal framework for fulfillment of the obligation regarding adult and non-formal education. The Act provided a definition of **Lifelong Learning**.”

Professor Manzoor Ahmed said in this context, “It is necessary now to connect literacy, basic

skills development and lifelong learning opportunities and plan learning provisions, facilities and resources accordingly.

“Widespread use of ICT resources for organized lifelong learning, e.g. through a nationwide permanent network of community learning centers, and expanding self-learning opportunities, have to be the key features of non-formal education and lifelong learning.” He then cited the cases of China and India where lifelong learning has been taken up in right earnest.

Professor Peter Mayo of the University of Malta delivered the second keynote paper. Professor Mayo captioned his lecture as “Lifelong Learning and SDG”. In his address, he referred to the definition provided by UNESCO. The holistic approach in the definition, he said, speaks of the economy, culture and other resources needed to make learning a reality both in formal learning environments, such as schools, and in the community at large.

The low-income countries, mostly located in Global South are home to a disproportionately large share of the global out of school population. The creation of adequate LLL policies in these low-income countries would constitute a massive paradigmatic shift. LLL could be catalyst for preventing migrants and refugees from risking their lives in their quest for better prospects in the global south. LLL, he said, constitutes one of the contributory means to bring about a humanitarian change in this aspect of cross-border mobility. He also said that education was dependent variables. It cannot bring social change on its own but can contribute to change.

He pointed out that the UN had worked across states to provide guidance, in terms of both the 8 Millennium Development Goals (MDGs) set in 2000 to be met by 2015, and the 17 Sustainable Development Goals (SDGs) scheduled to be met by 2030.



Professor Peter Mayo contested the ‘employability’ mantra of the neo-liberal economics promoted since 1990s by the OECD and EU. He said that employability did not mean employment. He contested the Western bias against indigenous knowledge. He preferred learning to be replaced by education, which is the responsibility of the state.

Around twenty five(25) papers, out of fifty (50) were presented at the plenary and parallel sessions of the conference. Paper presenters were from Austria, Bangladesh, Denmark, India, Norway etc.

Keynote Paper-1

Lifelong Learning: Making It Happen

Can a National Network of Community Learning Centers Be the Vehicle?

Manzoor Ahmed

Professor Emeritus, BRAC University

1. Introduction

I assume that a case for lifelong learning does not have to be made again in this era of knowledge economy and information society. The key concern now is that it is not happening, at least not enough, in our part of the world. Therefore, the key challenge is – how to make it happen.

In this paper, I will try to focus on how to make it happen. Yet, for a meaningful discussion, it is necessary to trace some conceptual threads, clarifying premises and assumption. It is also necessary to outline the context of education and development in the light of SDG2030 and EFA2030 as well as the history of non-formal and adult education in Bangladesh. This would put us, I hope, on the same wavelength. Then we can go on to discuss about the barriers to lifelong learning in Bangladesh and similarly situated countries; and how the barriers may be overcome. We would conclude by talking about the necessary next steps.

3. Concepts and Premises

“Lifelong education” and “the learning society” were the key takeaways of the 1972 report of the Faure Commission. The first was seen as the keystone of education policy, the latter a strategy to involve society as a whole as participants and actors in education (Faure et al., 1972).

In the 1970s, at about the time of the Faure Commission report, the three-fold typology of education – formal, non-formal and informal— gained currency. Coombs and Ahmed distinguished between the three modes of education as “analytically useful, and generally in accord with current realities.” They also said that the need was to visualize the various educational activities as potential components of a coherent and flexible overall learning system that must be strengthened, diversified and linked more closely to the needs and processes of national development. They noted the growing consensus that nations should strive to build “lifelong learning systems,” offering every individual diverse learning opportunities throughout her or his life (Coombs and Ahmed, 1974, 9).

The Belem Framework for Action, announced at the 6th International Conference on Adult Education (CONFINTEA VI), affirmed that lifelong learning “from cradle to grave was a philosophy, a conceptual framework and an organizing principle of all forms of education, based on inclusive, emancipatory, humanistic and democratic values” (UIL, 2009, 1).

As observed by a Chinese educator, lifelong learning was there before “education was invented” (Ye cited in UIL, 2010, 6). Only as social functions became increasingly specialized and institutionalized, the 2 idea of lifelong learning was eclipsed by the ascendancy of formal education in childhood and early adulthood.

In 2015, Lifelong Learning for the first time received top billing in the formal UN global development agenda, when the overarching goal 4 for education within SDG 2030 pledged to: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Admittedly, it was to “promote” rather than to “ensure,” lifelong learning in contrast to formal school education. Lifelong Learning (LLL) also does not get a specific mention in the 10 targets under

Goal 4, and the indicators and strategies for LLL are still to be worked out. These are challenges for the education community regarding “making it happen” (UNESCO, n. d.).

It is worth recalling that the Education for All (EFA) global movement was launched in 1990 with the ambition of meeting basic learning needs, including adult literacy and education in a framework of lifelong learning. However, EFA2000 and its successor EFA2015 and the MDGs failed to do justice to this broad vision of education. (Ahmed, 2013, 45–47). Although progress was made in varying degrees in different countries, the challenge was not largely met for developing countries to transform their educational systems and institutions into elements of the learning society, unconfined by time, space, delivery mechanisms and credentials imposed by the institutions and structures of conventional formal education. A recognition of this challenge is found in the overarching SDG4 agenda.

Lifelong learning offers a holistic perspective on the role of education in a person’s life cycle. It affirms that learning, as a continuous process in life, plays an essential role in enabling individuals to adapt to, and deal with, new challenges and changes in their lives and surrounding environment. Lifelong learning, embracing all forms of educational and learning experiences, helps individuals to engage in purposeful interactions with their environment through the development of their knowledge, skills and critical thinking abilities. Implicit to the idea of lifelong learning is the concept of ‘life wide’ learning.

While the former emphasizes the continuity of learning throughout the human life cycle, the latter recognizes that people find it necessary to engage in multiple learning activities simultaneously, through different modalities and in varying settings. Lifelong learning is intended to enable individuals to become active social agents — people who are able to act, reflect and respond appropriately to the cultural, social and development challenges they face both as individuals and as members of society (Medel-Anonuevo et al. cited in Ahmed, 2009, 7). Life wide learning thus relates to the multiple and parallel roles of a person in society, as an added dimension of lifelong learning.

To sum up, in human life cycle in today’s world, the traditional emphasis on building the foundation of basic knowledge and competencies and acquiring the intellectual and technical tools of learning in the first quarter of life has to be complemented by lifelong learning in a learning society where all participate in and contribute to learning throughout life (Ahmed, 2014).

3. From NFE to LLL in Bangladesh

A broadly conceived non-formal education programme serving diverse learning needs of the population, known as the Integrated Non-Formal Education Program (INFEP), was planned in 1992. INFEP envisaged a spectrum of activities ranging from early childhood education, non-3 formal primary education for dropouts and those who had crossed the entry age for primary school, and adult literacy and continuing education. In the end, activities mainly in the area of adult literacy were initiated under INFEP in collaboration with NGOs.

In 1995, INFEP was replaced by a more regular management structure for NFE with the establishment of the Directorate of Non-Formal Education (DNFE) under the division, now a separate Ministry, of Primary and Mass Education — MOPME (established in 2003). The activities of the directorate remained largely confined to adult literacy, conceived mostly as traditional literacy courses. The Directorate’s activities were suspended in 2003 and it was replaced later in 2005 by the present Bureau of Non-Formal Education.

A degree of diversity in non-formal education in the country was maintained through the NGOs' initiatives. Non-formal primary education on a substantial scale was carried out by NGOs. The largest of these programs was offered by BRAC, serving at a time about 1.5 million children and adolescents between the ages of 8 and 14 years.

A number of NGOs have been engaged in running community learning centres, some known as Gonokendro (People's Center), for up to two decades. About 5,000 such centres are estimated to be in existence, with the majority run by a half dozen NGOs, including the Bangladesh Rural Advancement Committee (BRAC), Dhaka Ahsania Mission, Friends in Village Development Bangladesh (FIVDB) and Rangpur-Dinajpur Rural Services (RDRS). Such centres relied on donor funding, but the NGOs worked with communities to establish firm local embeddedness and mobilize support, with an eye to sustainability. The fact that many of these centres have been in operation for ten or more years testify to both their prospects for sustainability as well as their relevance and responsiveness to community needs. The experience of these centers has been the inspiration for proposing a network of CLC's as the vehicle for LLL.

A Non-Formal Education Policy for Bangladesh was approved and was made official by a gazette notification on February 9, 2006. It broadly reflected the mission, scope and objectives as recommended by a taskforce appointed for this purpose. The Bureau of Non-Formal Education (BNFE), already established in 2005, was tasked with implementing the policy. However, BNFE, established in the pattern of a government department, rather than that of an autonomous body with professional and technical capacity, found it difficult to promote the policy.

A Non Formal Education Act was adopted in 2014 to provide a legal framework for fulfilling the obligation regarding adult and non-formal education. The Act provided a definition of LLL: "Lifelong Learning means institutional or Non-formal or Non-Institutional or Informal education provided to an Individual throughout life in diverse areas which develop positive mentality, enhancement of achieved skills and quality of life." (NFE Act 2014, adopted in national Parliament on 27 November 2014).

It could be better-worded, but the intents are significant – it embraces all forms of learning including informal; it recognizes the life-long character of learning; it emphasizes development of attitudes and values; it recognizes that people already have capabilities which should be further enhanced; and it must help improve the quality of people's life. The statement provides an ambitious set of guiding principles for lifelong learning. Again the challenge is to use and act according to these principles. As of now, a comprehensive program for non-formal education, as anticipated in the 2006 Policy Framework and to a degree in the NFE Act, does not exist.

4. Emerging issues and barriers to NFE/LLL

About two years ago, it was agreed by the education authorities that a properly designed sub-sector approach for NFE/LLL could be the means for expanding and improving learning opportunities to serve the national development objectives and individual self-fulfillment. A bold and forward-looking approach that was comprehensive, effective and result-focused was envisaged for the proposed sub-sector programme for non-formal education and lifelong-learning (NFE/LLL) titled Non-Formal Education Development Programme (NFEDP) (Bureau of Non-formal Education, 2017).

This proposal for a sector wide approach (SWAP) - more precisely a sub-sector programme for youth and adults – attempted to outline the scope, objectives, results and implementation arrangement of such a programme. It was expected to be an umbrella programme like other

two education subsector programmes, viz., the recently adopted Secondary Education Development Programme (SEDP) and Primary Education Development Programme (PEDP).

Ove the last two years, despite work on developing the sub-sector programme for NFE/LLL, and progress already made in policy and legal framework, substantial issues remain on which it has been difficult to reach a consensus. The key issues on which a common understanding are yet to be reached are the following.

Addressing Basic Education Gap. A significant proportion of young children remain deprived of primary education, because they are not enrolled in primary school, drop out early, or do not achieve basic skills in literacy and numeracy even after five years of primary education. Non-formal primary education (NFPE) run mostly by NGOs has been a major initiative to close this gap. The funding for NFPE managed by NGOs and its continuation has dried up because development partners and the government are inclined to see NFPE as part of the Primary Education sector-wide program. An estimate of UNESCO Statistics Institute is that some 10 million children in the 6-14 age group in Bangladesh are out-of-school. The way has to be found to bring them within the ambit of education, largely through the non-formal approach, since the large majority of them consist of drop-out from formal schools.

Tackling the Adult Literacy Gap. Recent data suggest that gender gap has narrowed and about 30% of adult males and females remain non-literate. There is still a substantial rural-urban gap. Rural adult women are particularly deprived of basic literacy with some 45% of women still illiterate. Additionally, there are concerns about the limited scope of the literacy achieved, especially in terms of sustainability of the skills, their functional application, and proficiency in numerical skills (UNESCO, 2014).⁵ Looking at it only as raising the adult literacy rate, with a conventionally narrow definition of literacy, is not relevant because it is now well-recognized that this itself makes little difference in the quality of life of people or the contribution they can make to society and economy. This is why the concept of lifelong learning has been included in the SDG education goal and targets. It is necessary now to connect literacy, basic skills development and lifelong learning opportunities and plan learning provisions, facilities, and resources accordingly. Widespread use of ICT resources for organized lifelong learning, e.g., through a nationwide permanent network of community learning centers, and expanding self-learning opportunities, have to be key features of non-formal education and lifelong learning. BNFE, the responsible agency, seems still wedded to the conventional literacy courses focusing on the mechanics of teaching the alphabet and rudimentary reading skills and declaring the participants to be literate.

Market-responsive Vocational Skills for the Informal Economy. The Technical and Vocational Education and Training (TVET) sub-sector has mainly focused on training and skills development of people who have already acquired a certain level of formal education (usually at least grade 8). It conspicuously lacks organized skills development for the informal economy, where over 80% of the work force is employed. Formal and informal apprenticeship, a principal means of worker preparation and skills upgrading, that are responsive to specific market demand, are also largely lacking. In these critical areas, non-formal education and lifelong learning have to be harnessed to fill the gap in skills development of the population.

Organizational Structure and Capacity to Fit the Purpose. At the institutional level, BNFE has been established as an office under the Ministry of Primary and Mass Education, staffed by seconded officials at the higher level, rather than as an autonomous body with a core

permanent staff of professional personnel and an appropriate remuneration structure to attract high-level professionals. This situation probably explains the persistence of a narrow vision of NFE, concentrating on a literacy campaign approach based on a traditional and limited definition of literacy, and limited contribution to developing skills for life and work (Policy Research Institute, 2017).

A round of consultation at divisional and district levels were held with various stakeholders to share and exchange views from July to October in 2017 in preparation for the NFE sub-sector programme. This consultation again brought out issues of overall purposes, strategies and operational concerns in NFE/LLL (Bureau of Non-formal Education, 2017).

These consultations emphasized the need for:

- a. Rethinking design of literacy training,
- b. Market-responsive skill training geared especially to the informal and rural economy,
- c. Better governance and institutional capacity with different professional capabilities and management approach in BNFE;
- d. Need to reshape and enhance BNFE capacity to promote and guide a partnership approach between stakeholders -- particularly, NGOs, communities, local government bodies, local employers and entrepreneurs, ICT agencies, youth and women groups and different concerned 6 government agencies such as skill training under Ministry of Youth, Agricultural Extension Services, Community Health Services, and Women and Children Affairs agencies.

Based on experience in Bangladesh and lessons from other countries, the model of a network of community learning centers as the principal vehicle of lifelong-learning was considered in the consultations. Suggestions were made for national level, district and upazila level support for the CLC network and appropriate arrangements at union/community level.

Based on the consultation, proposals were made in the draft document for the NFE/LLL program. It was suggested that while BNFE and the NFE Board would set policies and standards, and facilitate implementation through administrative set-up consisting of an effective M&E system. A consortium was proposed to be formed with experienced and large NGOs at national level and then other NGOs can work to implement the activities at Upazila and CLC levels, with the oversight of the consortium facilitated by BNFE.

The suggestions regarding the scope, modality, and partnership-based approach with a facilitating and oversight role of the national level body were different from the existing practices and habits in BNFE. The technical committee drafting the proposal felt that the bold vision for lifelong learning called for thinking out-of-box and even some risk-taking with a transformed role and capacity-building of BNFE and NFE Board. Remaining confined within the existing structure and pattern was not a viable option, if the goals were to be realized.

As it turned out, a consensus is yet to be reached regarding the scope, modality and partnership-building approach for a sub-sector programme for NFE/LLL. There has been resistance to necessary change from at least some of the personnel in BNFE. People at the policy-making level in the Ministry, though sympathetic to moving in a new direction, have not stood up to champion the necessary transformation. This log-jam need to be broken to make LLL happen.

Bangladesh, despite the NGO experience in Community Learning Centres, does not yet provide a good example or a workable model of the network of community learning centre as a vehicle for effective lifelong learning. However, does this necessarily imply that such an option is unworkable and should not be considered?

One could imagine, for instance, an agreement between the Bureau of Non-Formal Education and the successful literacy and NFE NGOs to help operate the centres and work towards developing a community-based sustainable model, supported by the government, NGOs and the private sector, as well as the various communities and the local government.

The forum of education NGOs known as the Campaign for Popular Education (CAMPE) provides a strong and lively platform for debate and dialogue amongst education stakeholders, including the government. The efficiency and efficacy of service delivery can be enhanced by leveraging advances in information technology. Similarly, the renewal and enrichment of learning content must be responsive to learners' needs and demands. With this in mind, the mode and 7 modalities of feasible partnerships between the government and civil society must be critically examined.

5. China's Example

China's progress in massively expanding lifelong learning opportunities and creating 'learning cities and communities' since the 1990s may serve as a reference point for the issues, challenges, and potentials currently being faced in Bangladesh. Although the circumstances and contexts differ, lessons derived from the Chinese experience, while not necessarily transferrable directly, may point up issues and concerns that are crucial to lifelong learning's success.

Literacy as the vehicle for nation-building and economic development has been a dominant theme in Chinese revolution and reform throughout the twentieth century. The communist movement led a nationwide struggle to overcome mass illiteracy. Indeed, the literacy programs mounted in China after 1949 constituted what is perhaps the single greatest educational effort in human history (Peterson, 1997, 3).

By one estimate, the potential clientele of lifelong learning in China is at least three times that of formal schooling: there are a billion candidates for lifelong learning, composed of 790 million workers who need to renew their knowledge and skills; 120 million rural-urban migrants who need to adapt to new work and living environments; and 144 million elderly who want to be active citizens and pursue a meaningful and enriched life of leisure (Hao cited in UIL, 2010, 3).

A major expansion of opportunities in China has occurred to enable rural people with no formal education beyond primary school to acquire relevant knowledge and skills. Continuing education is offered at adult secondary vocational schools and adult higher education institutions, which grant diplomas. There are also provisions for non-diploma continuing education, such as secondary vocational schools for farmers, which have provided training to over 1.1 billion people since the mid-1980s. Workplace training, moreover, is offered to around 90 million participants every year. Continuing education opportunities are also provided to administrative cadres and other professionals in government, industries and non-governmental organizations, and are often aimed at women, youth and workers (UIL, 2010).

Additionally, China has constructed a distance education and service platform utilizing satellite, television networks and the Internet. The number of registered distance learning students in

regular higher education institutions recently reached 1.1 million (UIL, 2010). A national learning community's pilot project was initiated in 114 locations, offering various forms of continuing education coordinated effectively to ensure a consistently high quality of service. Provincial governments also have set up over 400 provincial learning communities (UIL, 2010).

The city of Shanghai alone, for example, had more than 6,000 learning stations as well as other basic and tertiary level distance, face-to-face and combined educational facilities outside the formal education and training system. Shanghai is thus a striking example of the emerging 8 architecture of lifelong learning. These are the building blocks for the 'learning city' of which Shanghai has pledged to become a model (Li cited in UIL, 2010, 5).

Key 'enabling measures' in China for the development and promotion of lifelong learning either currently underway or identified as necessary are:

- An overall legislative framework for lifelong learning, which clarifies the rights and responsibilities of the government, civil society organizations and individuals;
- A national lifelong learning support and service system that covers both urban and rural areas through the use of information and communication technology, including satellite, broadcast networks and the Internet;
- Improved learning outcomes assessment and accreditation, and credit transfer systems;
- Research into ways of developing personal accumulation of lifelong learning credit and integrating this, step by step, into the continuing education system;
- A national qualifications system in which knowledge, skills and competencies are equally weighted, and diploma and professional qualifications are mutually transferable;
- A learning budget assurance and cost-sharing system which clarifies the responsibilities of the government, employers and individuals, thereby ensuring that more support is given to disadvantaged and vulnerable groups; and
- Research into mechanisms to incentivize increased spending on workplace learning by industries, organizations and civil departments (Hao cited in UIL, 2010, 5).

The contrast between China and Bangladesh could not be greater. China's diverse and vast adult and continuing education efforts are seen as elements of a comprehensive national lifelong learning system backed by strong political, legal and resource support. Particularly remarkable in this system are what are referred to as 'enabling measures' underway or identified, including the overall legislative framework, an information and communication technology-based national support and services system; learning outcomes assessment and accreditation, and credit transfer systems, various steps to enhance resources for lifelong learning, and the creation of learning communities and learning cities. These elements are essential to building a network of community learning centres as an effective institutional structure for lifelong learning.

The anticipated NFE-LLL sub-sector program in Bangladesh is an effort to launch an initiative that could develop into a program of the scale and ambition of China's. However, lack of imagination and courage has stalled decision-making in this respect.

6. India is Continuing Adult Education Supported by Institutions of Higher Learning

Our South Asian neighbor India has a history of adult and continuing education that, though does not quite match China's intensity, outpaces our own effort. The higher education system in India, similar to China, has made their contribution to lifelong learning. 9 Since the National

Adult Education Programme was launched in India in 1978, adult education departments have been set up at over 93 universities, offering a variety of programmes. The University Grants Commission (UGC) has played a key role in shaping the character of university adult and continuing education in India. During the last three decades, the UGC has formulated a number of guidelines on adult and continuing education programmes. It has provided full funding support to universities to implement the programmes.

UGC has recognized that rapid scientific and technological growth requires that science and technology be redirected to improving lives of people, especially in the rural areas. The institutions of higher learning of all kinds have come to realize that they must devise ways to be engaged in a culture of lifelong education and contribute to building a learning society. Individuals and groups need to be supported and encouraged to update and renew their knowledge and skills continuously and adapt to new working environment and opportunities.

The present schemes of the University Grants Commission under its Continuing Education Programmes offer an excellent opportunity to institutions of higher education to extend their physical, administrative and academic resources to willing learners in communities and locations in the form of need-based educational programmes in which an institution has a comparative advantage. Thus, Continuing Education can be a cost-effective educational provision utilizing existing infrastructure and staff capacity of institutions of higher education to serve society. This is a way to pay back the debt to society of institutions of higher learning and contribute to the nation and communities' development.

The specific Objectives served by the programmes of Continuing Education include:

1. Enable the universities to establish the necessary linkages with the community
2. Enrich higher education by integrating continuing and adult education programmes and extension work into the system
3. Provide opportunities for disseminating knowledge in all walks of life
4. Cater to the felt needs of all sections of society but specially to the needs of the less privileged and underprivileged sections
5. Provide an opportunity to the faculty and the students for field experiences through their participation in extension research in selected areas in relation to major problems of development -- working, when appropriate, in cooperation with government agencies (Kumari, 2001).

UGC provides financial assistance for this purpose at university, college and community level. This may be in the form of staff inputs and programme inputs and some non-recurring infrastructural inputs when the institution of higher learning sets up the Department of Adult/Continuing Education.

The University Grants Commission of Bangladesh can consider how the universities come down from the ivory tower and become more relevant to the life and well-being of the common people by introducing relevant continuing education activities.

7. What can be done?

There is no doubt that reaching and serving the over 60,000 villages in Bangladesh will require many times more than whatever number of community learning centers exists at present. Bangladesh has

over 100,000 primary schools; what would be a valid argument for not having a comparable number of community learning centers? Of course, it is not just a numbers game. The centers must clearly define goals and learning objectives, identify the people to be served, and have the wherewithal to provide relevant services of acceptable quality.

The principles and strategies derived from the discussion above and drawing on research and analysis of the issue may be grouped under the headings of policy development and commitment, institutional and governance concerns, ensuring quality with equity, learning and content relevancy, and resource adequacy (Ahmed, 2014).

1 A Commitment to Lifelong Learning and the Learning Society

The task at hand requires a commitment to an overarching vision of the lifelong learning approach with diverse and widespread youth and adult learning as the core. It should lead to a rich network of opportunities throughout life serving learners' needs and aspirations. The logical corollary to the idea of lifelong learning is that as all citizens benefit from, and contribute to, learning and all communities become learning friendly. The Community Learning Centre, as a general concept, may act as the institutional base for this learning network.

2 Governance and Legal Framework

Related to the overall goal and policy is the formulation of the legal framework required to give effect to the policy. The legal provisions and associated rules, regulations and procedures derived from the adopted laws must help develop a systemic approach to lifelong learning and strengthen the governance and management of lifelong learning activities. The existing policies and the NFE Act need to be closely reviewed to consider how these can be implemented and whether any modification is necessary in the light of the new prominence and significance of lifelong learning. The legal and policy framework has to support and promote a genuine partnership building so that all stakeholders can make their contribution.

3 Relevance of Learning Content

The objectives and content of lifelong learning must be relevant to the critical concerns of society. The *raison d'être* of lifelong learning is its links and direct relevance to both the identified needs and problems of individual learners and the collective priorities of society. This theoretical position, however, is not automatically translated into practice unless it is systemically integrated into the conceptualization and design of strategies and programmes. For example, in poverty reduction activities, literacy skills, employment skills, quality of life components and ancillary support need to be linked and viewed in an integrated way. Only in conjunction with ancillary support, such as access to credit, management advice, market information and links with potential employers that skills training may result in an improved earning ability.

Poverty is not just a matter of income. Fighting poverty through adult learning also, for instance, entails improvements in health and nutrition, protection from disease, and the knowledge and practice of family planning. Correspondingly, to be relevant and successful, high on the list of learning priorities must be issues such as parents' and care-givers' role and skills in early development of children. The status of women in the family and community, women's participation in economic activities outside the 11 home, and the dissemination of information and knowledge relating to government services and people's entitlement to access them (Ahmed, 2009).

4 Quality, Equity and Equivalency

Equivalency frameworks for assessing learning and competencies have to be established when learning is offered in diverse ways. A national qualifications framework helps deal with issues of access, mobility, quality and programme development in lifelong learning activities in an integrated way. In situations where credentials and certifications are important, the establishment of equivalency among them is obviously crucial. Equivalency may also serve as a measure of quality enhancement measure for all kinds of programmes (Walters cited in UIL, 2010, 10; see also UIL, 2013, chapter 6).

In Bangladesh, the National Skill Development Council (which has been recently transformed into a National Skills Development Authority) and the Bureau of Non-Formal Education need to work together to develop a qualifications framework to guide the establishment of equivalency amongst competencies acquired in different ways, especially for the informal economy. Advances in information and communication technologies have opened new frontiers in creative content delivery and reaching and serving new groups of learners. The potential, however, is far from realized. In adult and lifelong learning, given their broad scope and mandate, information and communication technologies can help bridge the prevailing digital divide by severing the ‘insidious link between quality and exclusivity’ in education and promoting wider access, higher quality and lower costs, ‘all at the same time’ (Daniel cited in UIL, 2010,11).

5 Significantly Increasing Public Resources

The adult learning components of lifelong learning make up less than a fraction of one per cent of the government education budget in developing countries, and a microscopic share of Gross Domestic Product (GDP). With an expected increase in total government education spending in most countries in the coming years, it is reasonable to aim to raise the share of adult and non-formal learning components of lifelong learning to three to five per cent of the education budget in the medium term, and even higher in the longer term. Such an increase would certainly be consistent with the proclaimed role of adult learning and non-formal education as essential components of lifelong learning. As such, a strategy to ensure balanced support for different components of lifelong learning, including formal education, should be developed. A vigorous effort to raise greater financial resources from diverse sources—including the private sector, communities and external assistance—is also essential (see UIL, 2013, chapter 4).

To conclude, formal, non-formal and continuing education programmes within an enriched informal learning environment must serve a wide spectrum of learning objectives. All of which are components of lifelong learning. The logical corollary to the idea of lifelong learning is the learning society in which all citizens’ benefit from, and contribute to, learning, societies are empowered and communities become learning friendly. The community learning centres, if they did not exist, would have to be invented, to make the grand vision of lifelong learning in the learning society a reality.

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Keynote Paper-2

Lifelong Learning and the SDGs
Peter Mayo
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UNESCO Institute for Lifelong Learning (UIL)

definition of LLL as:

rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and the elderly, girls and boys, women and men) in all life-wide contexts (families, schools, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals (UIL 2015, p. 2).

The holistic approach speaks of the economic, cultural and other resources needed to make learning a reality both in formal learning environments, such as schools, and in the community at large.

GLOBAL OUT-of-SCHOOL POPULATION

Low-income countries, mostly located in the Global South, “are home to a disproportionately large share of the global out-of-school population” (UIS 2017, p. 9). The creation of adequate LLL policies in these low-income countries would constitute a massive paradigmatic shift

For instance, LLL could be a catalyst for preventing migrants and refugees from risking their lives in their quest for better prospects in the Global North

LLL constitutes one of the *contributory* means to bring about a humanitarian change in this aspect of cross-border mobility

EDUCATION: A DEPENDENT VARIABLE

Stress on the keyword “contributory” here education cannot change things on its own, as it is not an independent variable.

It can, however, *contribute* to change, together with other variables such as poverty reduction and access to decent work.

SDG 4

The UN has worked across and with states to provide guidance, in terms of both the 8 Millennium Development Goals (MDGs) set in 2000 to be met by 2015, and the 17 Sustainable Development Goals (SDGs) scheduled to be met by 2030.

The articulation of these goals reflects the hope of the global community to orient the world to issues which are interconnected and problematic for sustainability on the planet, and which underscore basic human rights.

In SDG 4, the UN proposes to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This seems innocuous for many, yet it is the goal that is most entwined with not only SDG 1 (poverty reduction) and SDG 8 (decent work), but also with SDG 5 (gender equality) to render possible such goals as good health and well-being (SDG 3).

NINTH TARGET 4b

It aims to

substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries (UN 2016, target 4.B).

‘EMPLOYABILITY’ MANTRA

For this to occur, we need a LLL policy discourse different from the Neoliberal one promoted since the 90s by the OECD and EU.

The 90s discourse was economy oriented. Focused on consumption and production.

Anthropocentric

Employability : does **not** mean employment

Earth seen as a resource-packed territory to be exploited by ‘superior’ (Western) knowledge - including devices that accelerate unsustainable rhythms

Focus on instrumental social relations based on self-interest

Individual rather than social or global responsibility. No education = your fault

No regard for Human-Earth relations

Social skills equivalent to skills at workplace, a new kind of Fordism.

UNESCO DISCOURSE: DIFFERENT

Old UNESCO discourse on LLE- emphasis on education not learning

More humanistic and expansive in scope

Variegated, some utopian some more pragmatic

Recognized non-formal and informal learning not just formal ones.

Recognized life-wide learning

Recognised the need to educate people a self-directed and at times collectively directed learners – more former than latter, alas

Recognised geographical south contributions to knowledge

Epistemologies of the South

Paulo Freire and Ivan Illich among people cited

UNESCO and ALE

UNESCO sees ALE as crucial in working with those who are in a precarious state:

To promote access and broader participation, Member States should consider ... devoting special attention and action to enhance access to quality learning for disadvantaged or vulnerable groups such as individuals with low levels of, or no, literacy and numeracy and schooling, vulnerable youth, migrant workers, unemployed workers, members of ethnic minorities, indigenous groups, individuals with disability, prisoners, the elderly, people affected by conflict or disasters, refugees, stateless or displaced persons (UNESCO 2015, p. 11, paragraph 23c).

UNITY IN BIODIVERSITY

One needs to build on the UNESCO expansive version of LLE revitalising it for a more holistic approach necessary to realising SDGs.

This approach to LLL is underpinned by transformative learning based on what Paulo Freire has called “unity in diversity.”

Diversity would assume a broader meaning: LLL marked by our connectedness to the ecosystem that sustains us

opposed to the current state characterized by the technical-industrial values of Western-Eurocentric culture

LLL based on ‘unity in biodiversity’ as persons are not separated from Nature but seen as an integral part of it.

Relational beings vis a vis human and other species beings

COGNITIVE JUSTICE

For LLL to be meaningful in this urgent struggle it must be rescued from the reductionist, economic-oriented trap in which it currently finds itself, to be presented as broader in scope, embracing all forms of intra-human and human–earth relations.

Needs to extend beyond Eurocentric knowledge and embrace Indigenous knowledge’s from all parts of the world including the Global South.

It is a LLL process and philosophy that, in the words of Boaventura de Sousa Santos, fosters *cognitive justice* regarding the different knowledges, wisdoms and learning patterns discarded, subjugated or stolen (expropriated or patented without compensation and acknowledgement) by rapacious Western forces.

DECOLONIZING LLL

A Decolonizing LLL process connected with and valorizing livelihoods in all parts of the world.

A LLL process whereby knowledge arises from or, if appropriated, connects with peoples' ways of life in all their diversities.

It needs to connect with what Raymond Williams calls 'structures of feelings' things which people feel but which they not always can articulate through conventional uses of language.

One which questions: we produce WHAT, HOW and for WHOM?

LLL that exalts livelihood in terms for the quest for soil and not oil (Vandana Shiva).
LLL rooted in popular creative spirit: natural food production, clothing, feasts...

LLL and 4th IR and AI – beyond STEM and which does not replace social/cosmically interactive LLL: AI not allowed to become another colonizing vehicle.

TECHNOLOGY TO ASSIST NOT ACCELERATE: HARMONY NOT ENCROACHMENT

A LLL which does not eschew modern technologies but which renders them *subservient* to the basic processes of sustainable living world-wide in a manner that combats the digital divide and acts in harmony with the rest of the cosmos

Communion with the rest of the cosmos through connectivity among other things.

Technology that assists and not replaces the educator – 4th IR and its prospects

Finally, a LLL process that drives home at all levels and sites of learning that all is connected in the world. Actions in one part of the world have ramifications elsewhere. Connectivity in its broader communal sense.

Hence LLL not for a social region, continent or country but for global living – storming fortresses, economic and more, in search of a social world.

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Other Papers Presented

A total of fifty (50) papers have been submitted in conference. Of them twenty five (25) papers were presented during the conference. The proceedings of the conference will be published within six months as an outcome of the conference. The proceedings will be distributed widely among the stakeholders so that they can understand the lifelong learning situation in developing countries with special reference to Bangladesh.

List of Submitted Paper			
SL No	Name	Title of paper	Country
1	Mr. Rahul Kumar	Participation of in the Vision Digital Bangladesh: A Study of Dhaka	India
2	Prof. P. Adinarayana Reddy	Lifelong Learning for Human Resource Development : Need for paradigm shift	India
3	Ms. Serajum Munira	Use of English Newspaper as an authentic material for the students of Basic English Language Course	Bangladesh
4	Mr. JOHNSON.N	Perspectives of Lifelong Learning in the 21 st century.	India
5	Ms. Mousumi Baskey	'Open and distance learning education :a systematic study of an alternative way'	India
6	Mr. Dipankar De	Senior Citizens & Homemakers as Educators	India
7	Prof. Edwin Zappe	Lifelong Learning with Special Reference to Asia (Bangladesh) in a Global and United World,	Austria
8	Mr. Sudip Bhattacharya	Present context of lifelong learning in West Bengal: Role of KanyashreeProkolpa	India
9	Mr. Subrata Biswas	Women Empowerment: Role of public libraries in West Bengal	India
10	Md. Yeosuf Akhter	A study of women empowerment through Kanayashreepokolpa in the district of 24 Parganas , West Bengal: Role of public libraries	India
11	Mr. Jahar Biswas	Community information Services through public libraries in West Bengal	India
12	Ms. Sarmistha Mandal		India
	Dr. Amit Bhowmick	রবীন্দ্রনাথ প্রবর্তিত শিক্ষাব্যবস্থাঃ জীবনের উৎকর্ষ সাধনের শিক্ষা	
13	Ms. Srimoyee Bhattacharjee	Women's Participation in Lifelong Learning – A step forwards & better livelihood	India
14	Dr. Saheli Guha Neogi Ghatak	Impact of Grundtvig's ideology of rural development of West Bengal	India
15	Dr. kausheyee Banerjee	A comparative analysis Grundtvig and Selim-Al-Din	India
16	Dr. Pallavi Sinha Das	Impact of Gaudhi on Woman Education Empowerment	India
17	Dr. AngiraKar	LEARNING THROUGH TRADE: GARO PERSPECTIVES, PRE-COLONIAL AND COLONIAL TIMES IN EASTERN BENGAL	India
18	Rev. (Dr.) Synnøve Sakura	"Why Grundtvig became one of my best "friends" regarding lifelong learning and livelihood as a minister and researcher in Norway."	Norway
19	Mr. Rahul Singh	A sociological study on the children of the sex workers in West Bengal through the lens of Gender	India
20	Mr. AKRAMUL	Community information services through public	India

	SHAIKH	library	
21	Mr. Naimul Haq	Fostering Lifelong Learning through Ensuring Access to Information” Spotlight on Ministry of Information’s Program Interventions	Bangladesh
22	Ms. SANTWANA CHATTERJEE	Vocational Training for artisans of Kumartuli : Experimenting Tagor’s concept of Lifelong Learning	India
	Mr. RITTIK GUHAIT		
24	Dr. Sheela DattaGhatak	The Unhygienic lifestyle in squalid urban- slums : A heaven for dreadful micro-pathogens cause human health hazards	India
25	Mr. Subrata Ganguly	Creative adaptation of Grundtvigian educational concept in Indian Adult Education for mitigating knowledge poverty across Rural India in the 21st century	India
26	Ms. SAHELEE DE	Need for Non Formal Education among rural women” A study in a village	India
27	Ms. SAPTARSHI MONDAL	Scope of women’s self-employment in Iswaripura area, Nadia: A brief study	India
28	Mr. Mrityunjoy Mazumder	Problems of Teachers Education in West Bengal	India
29	Mr. Rakesh Manna	Recent Trends in Lifelong Learning & Continuing Education in the Global Context	India
30	Mr. Ananta Paul	Role of Lifelong Learning for Gender Mainstreaming in India	India
31	Mr. Krishnendu Roy	Skills and competencies in English Language among the students of higher education	India
32	Dr. Shiladitya Chakraborty	Gandhi and Education System in India: in search for an alternative Paradigm	India
33	Dr. Prasenjit Deb	Women’s participation in lifelong learning “ A step towards better livelihood	India
34	Mr. Pawan Sahu	An analytical study of farmers empowerment schemes, special reference of India & Bangladesh farmers	India
35	Ms. Geetanjali Baswani	An analytical study of farmers empowerment schemes, special reference of India & Bangladesh farmers	India
36	Ms. SULTANA KANIZ FATEMA	Developing parenting involvement in early childhood education: The challenges of lifelong learning	Bangladesh
37	Dr. Parimal Sarkar	Lifelong learning policies, approaches and possibilities	India
38	Dr. Asitabha Das	Women empowerment: Role of public libraries in West Bengal	India
39	Dr. Usashi Kundu (De)	Lifelong learning in the global perspective	India
40	Dr. Ashis Kumar Debnath	Influence of lifelong learning on quality of life of old-aged people	India
41	Dr. Indrani Ghosh	Lifelong Learning as Envisaged by Tagore and Gandhi	India
42	Dr. Mahbub Ul Alam	EDUCATION AND GENDER EQUALITY AMONG THE RELIGIOUS MINORITIES: A STUDY OF MUSLIM WOMEN IN UTTAR DINAJPUR DISTRICT OF WEST BENGAL*	India
43	Mr. Suprabhat Chatterjee		India

		The Freezed Dialectic: A Comparative Study of Virginia Woolf and Rabindranath Tagore locating the need and importance of 'space' in women's life.	
44	Mr. Prodip Adhikai	Indian 'Blind Community: Their History, Heritage and Citizen's Education	India
45	Ms. Dipika Mondol	Rabindranath Tagore's Shantiniketon and his life oriented education	India
46	Mr. Mridul Bose	Education in India and Bangladesh	India
47	Mr. Apurba Mondal	Dynamics of livelihood in INDO Bangladesh region: A study in Balason river basin of North Bengal	India
48	Dr. Afzal Hossain	The Politics of Lifelong Learning: the Ideological Dimension	India
49	Mr. Partho Pratim Chacroborty	Communicative English as an integral part of lifelong learning	India
50	Mr. S M Rayhanul Islam	Role of Education in Community Development through Youth Empowerment: A Study in Dhaka City	Bangladesh

Conference Schedule

Conference Schedule

Day-1, 22nd February 2019 :

Inaugural Session: Time: 9.00-10.00 A.M.	Tea Break Time: 10-10.30 A.M	Plenary Session Time: 10.30 – 11.30 A.M	Plenary Session Time: 11.30 A.M. – 1.00 P.M.	Lunch Time: 1.00 – 2.30 P.M.	Plenary Session Time: 3.00 – 5.00 P.M.
Venue: Dr. M H Khan Auditorium, AUST Recitation from Quran Welcome address: Professor Asoke Bhattacharya, Director, BILL, Guests of Honor: 1. Prof. Anders Holm, University of Copenhagen, Denmark 2. Ms. Sun Lei, Officer-in-Charge, UNESCO, Dhaka Office Chief Guest: : Dr. Dipu Moni M.P., Honorable Minister for Ministry of Education Chair person: Mr. Kazi Rafiqul Alam, President, Dhaka Ahsania Mission	. AUST Canteen	Venue: Dr. M H Khan Auditorium, AUST Key note address: Prof. (Dr.) Manzoor Ahmed, Emeritus Professor, BRAC University Session Chair: Prof. Anders Holm Lifelong Learning in Bangladesh	Venue: Dr. M H Khan Auditorium, AUST Chair: Prof. Profulla C. Sarker, V.C. Royal University, Dhaka, Bangladesh Co-Chair: Dr. Jaysree Bhattacharya, Former Principal, Vivekananda Women's College, Kolkata, India Learning for Life: Concept of Grundtvig Presenters: 1. Rev. Synnova Sakura Heggem 2. Dr. Saheli Guha Neogi 3. Mr. Subrata Ganguly 4. Prof. Anders Holm	AUST Canteen	Venue: Dr. M H Khan Auditorium, AUST Chair: Prof. Manik Muzumder, Dean, Faculty of Business Management, Royal University, Dhaka, Bangladesh Co-Chair: Prof. (Dr.) Mahbub Ul Alam, Head, Dept. of Lifelong Learning, North Bengal University, Siliguri, India Lifelong Learning: Concept of Tagore, Gandhi and Frère. Presenters: 1. Ms. Santwana Chatterjee & Mr. Rittik Guchait 2. Supravat Chatterjee

Day-2, 23 February 2019:

First Session Time: 9-10 A.M.	Tea Break Time: 10-10.30 A.M.	Parallel Session-1 Time: 10.30 A.M.– 1.00 P.M	Parallel Session-3 Time: 10.30 A.M.– 1.00 P.	Parallel Session-3 Time: 10.30 A.M.– 1.00 P.M	Parallel Session-4 Time: 10.30 A.M.– 1.00 P.M
<p>Venue: Dr. M H Khan Auditorium, AUST Modern concept of lifelong learning and continuing education in the Global perspective Key note address; Prof. Peter Mayo</p> <p>Dr. M Ehsanur Rahman, Executive Director, DAM, Educational Philosophy of Khanbahadur Ahsanullah</p> <p>Chair: Ms. Sara Skovborg Mortensen, International consultant, Association of Folk High Schools, Denmark, Co-Chair: Mr. Dipankar De, Lifelong Learning Specialist, India</p>	<p>AUST Canteen</p>	<p>Venue: AUST, Room No. Chair: Dr. Saheli Guha Neogi Ghatak, Assistant Professor, Adamas University India</p> <p>Lifelong Learning: Citizen's Education</p> <p>Presenters: 1. Prof. Edwin Zappe 2. Dr. Sheela Datta Ghatak 3. Dipankar De</p>	<p>Venue: AUST, Room No. Chair: Prof. Peter Mayo, University of Malta</p> <p>Lifelong Learning: Citizen's Education</p> <p>Presenters: 1. Sultana Kaniz Fatema 2. Mr. Mrityunjoy Mazumder 3 Ms. Indrani Ghose 4. Dr. Usashi Kundu (De) 5. Dr. Ashis Kumar Debnath</p>	<p>Venue: AUST, Room No. Chair: Dr Kauyese Banersjee,</p> <p>Lifelong Learning: Library and lifelong learning</p> <p>Presenters: 1. Dipika Mondal 2. Dr. Ashish Kumar Debnath 3. Prodip Adhikari</p>	<p>Venue: AUST, Room No. Chair: Mr. Apurba Chattejee</p> <p>Learning for livelihood: Vocational and Technical Education and Skill Development</p> <p>Presenter: 1. Dr Angira Kar 2. Mr. Naimul Haq</p>

Lunch Time: 1.00 – 2.00 P.M.	Plenary Session Time: 2.00 – 3.30 P.M	Validating Session Time: 3..30 – 4.30 P.M.
AUST Canteen	<p>Venue: Dr. M H Khan Auditorium, AUST Chair: Prof. Edwin Zappe, Austria, Prof. P.R. Das, Mentor, Tearthankar Mahaveer University, U.P. India</p> <p>Co-Chair: Mr. Tanveer Mokammel, Eminent Educationaist & Film Maker, Bangladesh, Dr. Angira Kar, Associate Professor, Adamas University, Kolkata, India, Ranjan Karmaker, Director, Steps Towards Development, Dhaka, Bangladesh, Dr. Sheela Datta Ghatak</p> <p>Learning for livelihood: Vocational and Technical Education and Skill Development</p> <p>Presenter: 1. Apurba Mondal 2. Mr. Rayhanul Islam 3. Prof (Dr). Mahbub Ul Alam</p>	<p>Venue: Dr. M H Khan Auditorium, AUST Chair: Kazi Rafiqul Alam Special Guests: Prof.Dr. A.M.M Shafiullah, V.C. AUST Prof. Dr. Kazi Shariful Alam, Pro- V.C. AUST Ms. Sara Skovborg Mortensen, Denmark Prof. Edwin Zappe, Austria Dr. Synnova Sakura, Norway</p>

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Recommendations

1. Publish the proceedings including the papers submitted in the International Conference which was held in February 22 and 23, 2019
2. Studying the specific conditions of Bangladesh and formulating a comprehensive plan for the implementation of lifelong learning for various cross-sections of the people
3. Developing a short-term and a long-term strategy for implementation
4. Studying the existing conditions of lifelong learning for its incorporation in the overall strategy
5. Advocacy for lifelong learning in the field of higher education including the areas of special education
6. Organize conferences on a regular basis at the national, regional and international level
7. Publish a journal highlighting good practices of lifelong learning implemented in the countries having lifelong learning activities

Media Coverage

Snap Shots of the Conference

