

Annex-12 Promoting lifelong learning role of NGOs

Draft



Campaign for Popular Education (CAMPE)

CAMPE is an advocacy and campaign network operating in Bangladesh since 1990.


CAMPE is now a well known, credible coalition of more than 1000 education NGOs hundred of researchers, teachers, education rights campaigners and individuals sharing similar vision and mission



Objectives of CAMPE


The major objectives of CAMPE are to:

- establish and promote a nation-wide network and coalition of NGOs and civil society to achieve Education for All (EFA).
- facilitate the process of achieving related goal & of SDG.
- advocate and lobby to enhance NGO's participation in educational policy making and other national and international educational activities/issues.
- strengthen capacity of stakeholders through providing technical assistance and other support services.
- generate evidence through research/study
- education Watch is a principle research of CAMPE

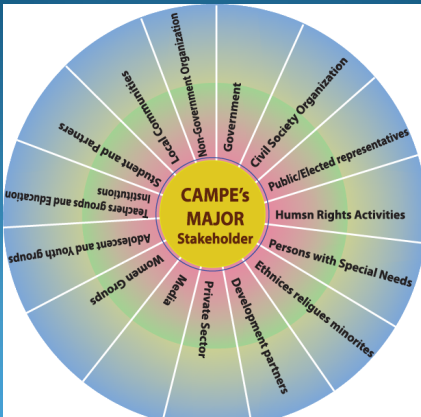


Core values of CAMPE :

- Ensuring participation
- Credibility
- Promoting and adapting innovative learning
- Priority to meet stakeholders demand
- Dynamism and professionalism
- Secular and democratic environment.



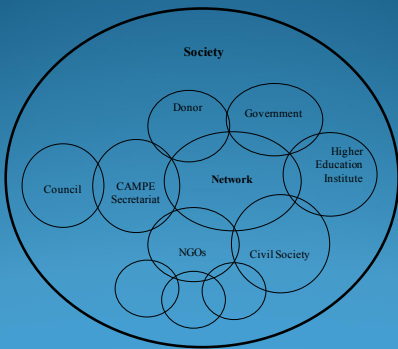
Major Stakeholders of CAMPE



The diagram shows CAMPE's MAJOR Stakeholder at the center, surrounded by various stakeholder groups:

- Local Communities
- Non-Governmental Organizations
- Government
- Civil Society Organization
- Public/Elected representatives
- Human Rights Activities
- Persons with Special Needs
- Ethnic/religious minorities
- Development partners
- Private Sector
- Media
- Women Groups
- Adolescent and Youth groups
- Teachers groups and Education Institutions
- Student and Partners

Networking Process of CAMPE :



The diagram illustrates the networking process within a large circle labeled 'Society'. Inside, a central 'Network' is formed by overlapping circles representing 'Donor', 'Government', 'Higher Education Institute', 'Civil Society', 'NGOs', 'CAMPE Secretariat', and 'Council'.

Advocacy Process



The flowchart shows the advocacy process: CAMPE Secretariat leads to Research Findings, which leads to Issues. From Issues, the process branches into Networking and Advocacy. Networking leads to Partnership Building, and Advocacy leads to Influence Policy.

- ◆ Grassroots
- ◆ National
- ◆ International

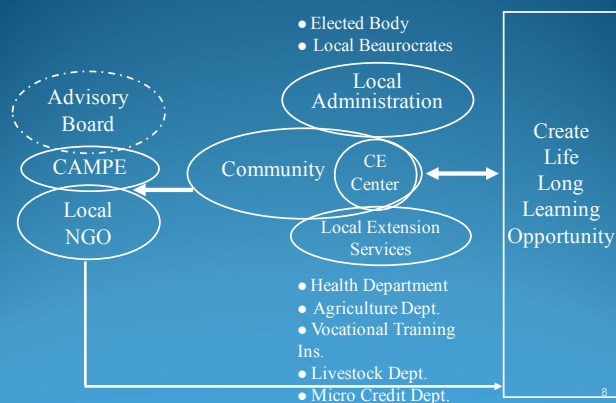
Major Networks/Forums facilitated by CAMPE

- Education Watch Groups
- People Forum of MDGs (PFM)
- Forum of Teachers Union
- Environmental Advisory Board
- Advisory Group of Continuing Education
- Multi-Lingual Education Forum etc.
- Forum of Literacy & Life Long Education.

- CAMPE is also member of many other forums.

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Grassroots level Networking for life long Education

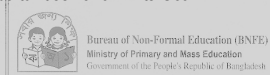


Policy options in Bangladesh

Non-Formal Education (NFE) Policy 2006 stated that to provide access to life-long learning opportunities for improving the quality of life of children, youth and adults including those with special needs and who have missed out formal education; and equip them with adequate knowledge, productive skill and life skill through relevant and high quality learning opportunity, including literacy, basic education and continuing education programs.

The National Education Policy 2010 stated that adult education will include literacy, development of human qualities, social awareness and professional skills development.

Sustainable Development Goals (SDGs) 2030 prescribed to promote lifelong learning opportunities for all in its Goal-4



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National Skills Development Policy 2011 also committed for improving the employment opportunities of people with low levels of literacy and numeracy living in rural areas, particularly women.



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NGOs involved in Literacy/ CE and Skills Development in Bangladesh (2014)

• Number of NGOs Involved in Adult Literacy and Continuing Education.	57
• Number of NGOs Involved in TVET, Entrepreneurship Employment Skills.	221
• Number of NGOs Involved in Materials Development.	50
• Number of NGOs Involved in Adult Education Materials Development.	16
• Number of NGOs Involved in Follow-up and Continuing Education Materials Development.	24

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Features of NGOs Continuing Education (CE) Program

- 6-12 Month Literacy program
- 3-6 Month Post Literacy Program
- 3-24 Month Post Literacy & CE Program
-300 days skills training included)
- Only a very few NGOs run structured life long learning program, following recognized standard.

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Whereas.....

- At least 500 NGOs were involved in Literacy / Adult Education program during 2000.
 - Over the period of time NGOs involvement decreased because of shifting donor priority.
- Government implemented NFE-1, 2, 3 & 4 project followed by Post Literacy and Continuing Education for Human Development (PLCE-HD) 1 & 2 project through involving about 600 PNGOs.
 - At least 3 models developed under above mentioned initiatives by BNFE through involving NGOs on Post Literacy & Continuing Education (CE) during last 2 decades.



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Other initiatives exist...

- There are also public and private initiatives
- A mobile learning center run by voluntary initiatives



- Besides these, there are number of NGOs, regular publishing and distributing Bi-monthly/monthly newsletter/ magazine among the Neo-literates and semi-literates.

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video

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Types of Network required on LLL.

For expansion of LLL in any country we have to develop various types of networks. These are -

- Broad based Networks
- Issue based Networks
- Ideological Networks
- Donor based Networks
- Area based Network.
- Funding Network etc.

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Challenges for Networking

There are similar dilemmas or challenges exist in any Networking organization:

- Membership versus responsibility
- Co-ordination versus control
- Linkage with individual versus institution
- Process versus structure
- Static versus rotating leadership
- Solidarity versus program implementation
- Selection versus capacity building, etc.

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Policy Recommendations - - -

- There should be clear National Policy to ensure Networking for Life Long Education under the commitment of LLL.
 - Policy should indicate clear direction to establish linkage with other ministries/departments including technical and vocational training and education, NGOs, CBOs and private sector for promoting LLE.
 - LLE would have working mechanism for building partnership and collaboration between government agencies, providers of education and skill training, business and trade bodies and employers.
 - Decentralized and need based learning package including competencies should be emphasized.
 - Attention should be given to establish equivalency between formal and Non-formal programs, where applicable.

Res : NFE Policy-Bangladesh

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Commitment of Neighboring Countries on Lifelong Learning

INDIA

Saakhar Bharat aims to create a "Literate Society" through emphasizing on lifelong learning

NEPAL

Committed to establish CLCs as the Venue of NFE & Lifelong Learning.

PAKISTAN

Literacy and Non-formal Learning is emphasizing in the Policy of Pakistan.

BHUTAN

Committed to increase adult literacy rate to 100% by 2020 through NFE with creating LLL opportunity.

“ In this regard we will suggest to form
A Regional Network on Lifelong Learning.”

Bangladesh would appreciate greater collaboration among neighboring countries.



Thanks

for
thinking about us.

Presented by :
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