Welcome to the Presentation
on
Non-Formal Education in Bangladesh

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Introduction :

Bangladesh emerged as an Independent country in 1971.

Boundaries : West, North & East (partly)–   India

East (partly)   –   Myanmar

South   –   The Bay of Bengal

Area   : 147,570 km^2

Population : 158.98 million (2015)

Density   : 1077 per km^2.

Introduction 2

Despite the high density of population and vulnerability to natural disasters, Bangladesh has achieved a steady economic growth which is as follows :

- Overcome its food security problems for 159 million people;
- Pro-poor public expenditures directed at rural infrastructures have contributed to agricultural diversification and increase in non-farm activity, employment and income ;
- Economy has undergone a significant transformation with remittances and exports (here readymade garments sector has been playing a leading roles) ;
- GDP growth has been continuing, on and average, 6.3%   for the last five years;
- Average per capita income is about 1190 US dollars.
- National Budget for Educational Budget : 3,437 billion

National literacy Situation :

- Total population : Around 158.98 million

- National literacy rate : 61%

- Net Enrollment rate in primary schools : 97.7%

- Gross Enrolment Rate : 108.4%

- Drop out at formal primary education : 20.9% ,

National Policies and legislations :

After independence, Bangabandhu Sheikh Mujibur Rahman, Founder and the Father of the nation, wanted a steady improvement in the standard of living of the people. Therefore, he emphases to ensure education for all.

Under his guidance, the citizen's right to education has been ensured in the Bangladesh Constitution as Artical-17.

The article says "establish a uniform, mass-oriented and universal system of education and extend free and compulsory primary education to all children to such a stage as may be prescribed by law… and removing illiteracy within such time as may be determined by law"

Policy and legislation........../2

In continuation to that sprit, the government formulated the following national policies, legislations and Act to ensure education for all :

•**Non-Formal Education Policy 2006**

The policy stressed on creating a community-based network of learning centre's, extending opportunities for effective skill training and continuing education for all.

Policy and legislation........../3

•National Plan of Action (NPA-I):1995 , NPA-II : 2003-15

The adoption of this National Plan of Action for 'Education for All' marked a decisive step forward in meeting Bangladesh's commitment towards meeting the basic education rights of its citizens. NPA-I set the following targets towards achieving EFA goals by 2000 :

- Increase gross enrolment at the primary level from 76% to 95%,
- Increase completion rate at the primary level up to 70%,
- Reduce drop out rate at 30%,
- Increase the rate of literacy from 35.3% (1991) to 61%.

Policy and legislation........../4

As a result, up to September 2003, a total of 18 million individuals have been provided with literacy services and national literacy rate has been increased up to 65%.

Success of such literacy programs brought wide international acclamation, which found expression when the prestigious **"UNESCO Literacy Award 1998"** was accorded to Bangladesh.

•National Education Policy 2010

This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems.

• **National Skills Development Policy 2011**

Major objectives:

- Provide the reform agenda and strategy for skills development ;
- Improve the quality and relevance of skills development ;
- Improve access to skills development for various groups of citizens including women and people with disabilities ;
- Enable more effective planning, coordination and monitoring of skill development activities by different ministries, donors and industries.

• **ICT Master Plan in Education 2013**

- Developing professional and ICT skills of teachers;
- Improving standards of learning materials;
- Building up skilled human resources as per the need of the present times;
- Creating accessibility of education services at the doorsteps of the common people

• **Non-Formal Education Act 2014**

The Act was prepared to ensure the education for the deprived communities within the circle of literacy, to create opportunities of life-long education, to develop life-skills through technical and vocational training and to create alternative opportunities for the out of school and dropped out children.

• **Formulation of rules and regulations for implementation of NFE Act is under process.**

- **Establishing Non-Formal Education Board is also under process.**

Main Activities of the Board :

- Approval of an equivalent structure for each of the Pre-Vocational Grades I and II of National Technical Vocational Qualification Framework (NTVQF) corresponding to, and on the basis of, primary competencies of the basically equivalent standard of formal education;

- Giving approval to the implementation of programs of Non-Formal Education and Pre-Vocational training ;

Main Activities of the Board................/3

- Approval of those teachers who have a set standard, in view of the realization of quality Non-Formal Education of equivalence;

- Determining the fixed standard of the skills of the trainers of Pre-Vocational Grades I & II under NTVQF and giving approval to such teachers having the fixed standard;

- Approval to the Pre-Vocational Testing Centres on the basis of the capacity and infrastructural opportunities and giving approval to persons as examiners on the basis of their personal skills, capabilities and trustworthiness;

Main Activities of the Board................/3

- Conducting examination & award of certificates at different levels of NFE and Grades I and II of Pre-Vocational education under NTVQF ;

- Providing suggestion/opinion to the regulatory authority on any relevant matter(s) ;

- Regulating all administrative affairs ;

- Signing and implementation of contracts with the use of the power and responsibilities entrusted on the Board by this Act and its rules and regulations.

Education system of the country :

(A) Formal Education

(B) Non-formal Education

Bureau of Non-formal Education

Bureau of Non-formal Education (BNFE) was established for management and governance of NFE sub- sector at the national level. The organization has been working for developing mechanism to build partnership and collaboration among government agencies, NGOs and other service providers.

Bureau of Non-formal Education ..../2

BNFE, the national level agency for NFE would provide the professional leadership to NFE Policy implication and priorities in non-formal education as a part of overall national development and national human resource development strategy.

The Government (MOPME) has developed, through wide consultations, an NFE Policy Framework to guide and help coordination of NFE programs in the country.

(a) Activities of BNFE as per the NFE Act 2014:

- Developing and implementing co-operative methods in coordination with various public organizations, partner NGOs and institutions involved in developing initiatives and providing assistance ;

- Providing advices, training and co-operation of all kinds for skill development ;

- Establishing and conducting a database and Management Information System (MIS) with a view to compiling and conserving necessary data and information about the activities of Non-Formal Education.

- Providing information to the persons, institutions and organizations involved in Non-Formal Education, Life-Long and Continued Education from the MIS of the Bureau ;

- Developing the right kind of implementing methods of Non-Formal Education that facilitates the opportunities for easy participation of learners of different age-groups and backgrounds.

- Conducting activities relating to research, management, training, planning, monitoring for NFE programs.

(b) Classification of Non-Formal Education and Age-limit:

(1) As per the nature & form, the classification of Non-Formal Education will be of the following types :

   a) Non-Formal Primary Education (NFPE) &

   b) Non-Formal Adult and Life-long Education (NFALE).

(2) The age-limit of Non-Formal Primary Education (NFPE) would be for children from 8 to 14 years, who did not go to the schools at any time or dropped out from the schools without completion of primary education.

(3) The age-limit of Non-Formal Adult and Life-long Education (NFALE) would be 15 years or above, for those who did not go to schools at any time or dropped out from primary education and who want to continue acquisition of life-skills or livelihood skills.

Our Institutional experience

(1) Integrated Non Formal Education Program (INFEP) since 1991-1997:

The main objectives of INFEP were to increase the rate of literacy up to 62% by 2000 and to build an organized nationwide NFE infrastructure. During the period of 1991-1997, a total of 2.47 million illiterates have been provided with literacy by INFEP which was higher then target (target was 1.67 million). The program had provided basic literacy and life skill based education.

(2) Non-Formal Education Project-1, 2, 3 and 4 respectively since 1998-2005

Million

Name of Project	Project period	Course Duration	Target Group	Target	Achievement
NFE Project-1	Jan/ 1996-June 2001	CBA- 10 months TLM - 9 months	Illiterates of 15-25 age group	2.95	2.961
NFE Project-2	July 1995-June 2002	CBA- 10 months TLM - 9 months	Illiterates of 11-45 age group	5.902	3.618
NFE Project-3	January 1996-June 2004	CBA- 10 months	Working children of 8-14 age group	0.270	0.351

(3) Post Literacy and Continuing Education for Human Development Project-1 & 2 : 2008-2013

(i) Post Literacy and Continuing Education for Human Development Program-1" (PLCEHD-1

Objectives:

To develop human resources of the country, to include about 1.3 million neo literates and school dropouts of 11-45 age group in post literacy and continuing education programs to consolidate, maintain and upgrade the literacy skills , and to help develop their life pattern by increasing their incomes through providing trade-based skills training.

The project covered 0.97 million (71%) learners and provided with post literacy, continuing education increasing their incomes through

(ii) Post Literacy and Continuing Education for Human Development Program-2" (PLCEHD-2

Target group: 1.2 million neo-literates of 11-45 age group, Upazila : 210.

Objectives:

- To include the neo-literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously;
- To develop their life pattern by increasing their incomes through providing technical skills training;
- To eliminate gender disparity and establish social equitability expediting women empowerment.

Achievement:

- 11,28,000 learners completed post literacy and continuing education in the form of trade based technical training,
- 4,51,200 course graduates already engaged in income-earning activities.

(4) Basic Education for Hard-To-Reach Urban Working Children (BEHTRUWC) Project (2nd Phase):

BEHTRUWC located in the six divisional cities of the country. The project period was 2004-2014

Main objectives :
(i) provided quality non-formal, life-skills-based basic education to 1,66,150 urban working children and adolescents of 10 to 14 age group.
(ii) provided 17,456 learners of 13+ age group with livelihood skills training.
The project was supported by UNICEF.

Achievement:
- 146,942 (88.44%) learners completed the life-skills-based -basic education,
- 31,089 learners included in main streaming,
- 17,456 learners (13+ age) are being provided with livelihood training.

(5) Capacity Building for Education for All (CapEFA) Pilot Project:

Bangladesh is one of the CapEFA Programme countries. In Bangladesh, CapEFA program title is "Literacy and Non-Formal Education". **Bangladesh is thankful to UNESCO for supporting in institutionalizing the literacy and Non-Formal Education.** Bureau of Non-Formal Education (BNFE) is responsible to administer the literacy and NFE programs.

Objectives :
• Strengthening administrative structure of BNFE at all levels.
• Establishing sustainable CLCs for NFE.
• Establishing technical support mechanism at all levels.
• Establishing equivalency education mechanism.
• Providing opportunity of skill training and education for vulnerable youths and adults.
• Mobilizing resources for sustainable NFE sub-sector activities.

(6) Equivalence Non-Formal Vocational Education Curriculum Development TA Project:

Supported by :Bangladesh National Commission for UNESCO

BNFE has developed curriculum for Pre-Voc 01 and Pre-Voc 02. Six trade/occupation curriculums were developed under Pre-Vocational 02, These are :
(1) Agriculture Machineries ;
(2) Poultry ;
(3) Welding ;
(4) House Keeping ;
(5) Care Giving ;
(6) Cooking.

(7) Web-based national NFE-MIS for monitoring and documentation

UNESCO has been providing supports for building institutional and organizational capacity of BNFE since 2005 to systematize the NFE sub-sector in Bangladesh.

Major Supports :
- Background and Conceptual Framework of NFE MIS ;
- MIS and Knowledge Management System (KMS) ;
- Data Collection and Entry ;
- Data Editing and Cleaning ;
- Generating Outputs and Verifications ;
- Data Analysis and Interpretation against Indicators ;
- NFE MIS Software Management and Customization.

Opportunities

• Partnership with UNESCO for strengthening capacity of BNFE/government and assisting in formulation of policies, act, rules and standard setting since 2006 ;
• GO-NGO collaboration ;
• Effective networking and linkages (inter-ministerial and inter-agency) ;
• Establishing ownership of union parishad (lowest level unit of local government) to NFE ;
• Union parishads are equipped with ICT facilities know as Union Digital Centre (UDC) through Access to Information (A2i) programme of the government.

Challenges and needs in adult Literacy/NFE programs in Bangladesh:

• Institutional and Organizational capacity building ;
• Establishment of an equivalence education ;
• Organizing and establishing linkages with other relevant partners, NGOs and Institutions ;
• Reluctance of Development Partners in supporting adult literacy programs ;
• Lack of permanent NFE infrastructures at upazila level ;
• Absence of permanent physical infrastructure of Community Learning Centers at village/union/sub-district level ;
• In adequacy in the decentralized planning and management ;
• Constraints of resources for adult literacy program.

THANKS TO ALL