

**Dhaka Ahsania Mission**

**SUB-REGIONAL WORKSHOP  
“ORGANIZING AND MANAGING LITERATE ENVIRONMENT”**

**Dhaka**

**06 to 10 December 2015**

**Workshop Report**



**Organized by Dhaka Ahsania Mission**

**In Cooperation with**

**Bangladesh National Commission for UNESCO and UNESCO Dhaka**

## Table of contents

<b>1. Introduction .....</b>	<b>3</b>
<b>2. Background of the Workshop .....</b>	<b>3</b>
<b>3. Objectives of the Workshop .....</b>	<b>4</b>
<b>4. Contents of the Workshop.....</b>	<b>4</b>
<b>5. Participants .....</b>	<b>5</b>
<b>6. Programme of Activities.....</b>	<b>5</b>
DAY ONE (6/12/2015) .....	6
DAY TWO (7/12/2015) .....	133
DAY THREE (8/12/2015).....	17
DAY FOUR (9/12/2015).....	20
DAY FIVE (10/12/2015) .....	32
<b>8. Reflection from participants .....</b>	<b>33</b>
<b>9. List of Annex.....</b>	<b>377</b>

## 1. Introduction

The Sub-regional Workshop ‘Organizing and Managing Literate Environment’ was organized by Dhaka Ahsania Mission (DAM) in cooperation with the Bangladesh National Commission for UNESCO and UNESCO Dhaka.

The 5-day long workshop was held at DAM, Dhaka, Bangladesh from 6 to 10 December 2015. 19 Participants who attended the workshop were experts and/or managers in Literacy and Non-formal Education (NFE), who are actively involved in training of teachers/facilitators, materials development and implementing NFE programme both at policy making level and grass-root level. Participants from four countries, Bangladesh, India, Nepal and Bhutan represented in this workshop. PNCU, Pakistan failed to send nominations in due time and subsequently did not get travel visa for the workshop. (General information of the workshop is attached as Annex-1)

## 2. Background of the Workshop

The world is changing thus education must also change. Societies everywhere are undergoing deep transformation, and this calls for new forms of education to foster the competencies that societies and economies need, today and tomorrow. Across the world we have seen great progress in expanding learning opportunities for all. Schooling and formal education are essential, but we must widen the angle, to foster learning throughout life. A new national and global context for learning is emerging which has necessitated a changed purpose of education and the organization of learning. We need to move beyond literacy and numeracy. Our focus should be on learning environment and new approaches to learning. The complexity of today’s world requires a comprehensive approach to education policy which will facilitate knowledge to be created, controlled, disseminated, acquired, validated and used. It also requires further development of the ethical principles that govern education and knowledge as common goods. In this context and especially in the Asia and Pacific region, creating and sustaining rich literate environments has become more crucial now than ever before. Creating a rich literate environment is more than just the availability and accessibility of books and materials. It is a creation of a social, political, and cultural milieu that values and nurtures all forms and functions of literacy. It involves having people embrace a

literate behaviour and making them realize that individuals, families, communities, local governments and other sectors of society have a role to play within the literate environment system. The desire to learn throughout life should be sustained by creating opportunities and framework for learning and making available the required resources. Creating a literate environment is creating a learning environment. However, a rich literate environment cannot be produced overnight. It evolves over time and its creation requires commitment and collaboration among different players and stakeholders. A sub regional workshop with the participation of Government and NGO NFE managers from 4 sub-regional countries will help conceptualize the concept and process of creating and managing learning environment.

### **3. Objectives of the Workshop**

This workshop has been organized under the UNESCO Participation Programme 2014-2015. The broad objective of the workshop is to generate awareness and ideas to create and manage literate environment in the five sub-regional countries. The specific objectives of this workshop are to:

- Visualize purpose of education and learning arrangements;
- Conceptualize the concept of literate environment;
- Identify needs for creating a sustainable literate environment;
- Share experiences of learning arrangements;
- Identify transforming role of individuals, communities and institutions;
- Describe process of creating opportunities and framework for lifelong learning;
- Explain process and techniques of stimulating literate environment;
- Prepare follow-up country action plan.

### **4. Contents of the Workshop**

The sub-regional workshop addressed key issues of literacy, lifelong learning and literate environment. Following are major contents of the workshop:

- Purpose of future education and learning in the new national and global context;
- Good examples of literate environment in the sub regional countries;
- Concept of literate environment in the framework of lifelong learning;

- Importance of creating a literate environment;
- Process of creating social, political, and cultural environment for literate environment;
- Role of individuals, families, communities, local governments, CLCs and other sections of society for promoting literate environment;
- Process of creating opportunities and framework for literate environment;
- Resources and infrastructure requirements for ensuring literate environment;
- Process and techniques of stimulating literate environment;
- Sustainability of literate environment;
- Follow-up country action plan.

## **5. Participants**

The list of participants including resource persons and rapporteur is attached as Annex 2.

## **6. Programme of Activities**

(The Provisional agenda of the workshop is attached as Annex-3)

## DAY ONE (6/12/2015)

### INAUGURAL SESSION

The inauguration of the sub-regional workshop was held on Sunday, 06 December 2015 at Dhaka Ahsania Mission (DAM) auditorium, Dhaka, Bangladesh with the presence of following guests and officials:

- Mr. Kazi Rafiqul Alam, President, Dhaka Ahsania Mission.
- Mr. Md. Monjur Hossain, Secretary, Bangladesh National Commission for UNESCO (BNCU), Ministry of Education (MoE).
- Dr. Ruhul Amin Sarker, Director General, Bureau of Non-formal Education
- Mr. Shahnewaz Khan, Chief Executive Officer (CEO), Centre for International Education Development (CINED), Dhaka Ahsania Mission.

First, Mr. Shahnewaz Khan, CEO, Centre for International Education Development (CINED), begun the inaugural session by explaining the importance of holding the sub-regional workshop especially in this time when the world is shifting from the Millennium Development Goals to the Sustainable Development Goals (SDG). He argued the importance of informal/non-formal educational setting and creating literate environment, where everybody can be an education provider, to cope with the changes we are facing currently in this changing society. Secondary, special guest, Mr. Monjur Hossain, Secretary, Bangladesh National Commission for UNESCO (BNCU), expressed his gratitude for Dhaka Ahsania Mission for organizing this workshop and participants especially the internationals for their participation. He emphasized the significance of holding this workshop in the South Asia, where countries have similar problems in eradicating adult illiteracy and the highest number of illiterates lives, and showed his strong expectations from the workshop to find some suggestions and solution on how we can move forward together to achieve the SDG, especially SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Chief guest of the occasion Dr. Md. Ruhul Amin Sarker, Director General, Bureau of Non-formal Education, expressed his satisfaction for organizing this very important workshop and hoped that this workshop would enable participants to obtain some vision to make education able to respond to the changing world and understand what is required for education providers, as supply side, to prepare financially and technically for the transition in order to create learning environment and investigate

and respond to the need of demand side. Lastly, Mr. Kazi Rafiqul Alam, President, Dhaka Ahsania Mission, and Chairperson of the inaugural session expressed his deep sense of gratitude for those who contributed in organizing this workshop. He mentioned that world is changing very fast and it is a big challenge for the education planners to cope with these changes. He expresses his optimism that a framework of creating and managing literate environment would be developed in the workshop for replication in the sub-regional countries. Finally he announced the opening of the workshop.



### **Re visioning of Education in a Changing World**

The first session “Re-visioning of Education in a Changing World” was initiated by Mr. Shahnewaz Khan, who addressed the need to “re-vision” education to respond the various need of people and respond to issues in this changing world toward 2030. People’s demand and needs are changing and people want to learn not only the fact but new skills and competency, which are difficult to be integrated into formal school curriculum. Therefore, he stressed the need to widen the angle towards designing and operating lifelong learning integrating the concept of “life-wide learning”. Briefly over viewing the progress as well as remaining challenges of world commitments for education such as the Education for All (EFA) and Millennium Development Goal (MDGs), he asked the participants to think whether current educational settings has the sufficient preparedness to act immediately to achieve the 17 Sustainable Development Goals. Traditional learning environment, such as classroom-centred learning and perception that sees teachers as the main source of knowledge, is now challenged and needs to undergo radical transformation with regard to methods, content and spaces of learning since the learning now is less structured and more innovative, affecting the classroom, pedagogy, teacher authority and learning process. At the end of his

presentation, Mr. Shahnewaz highlighted three basic questions, which participants are required to think throughout the 5-day of the workshop in order to have new vision and go for action.

1. What education do we need for the 21st century?
2. What is the purpose of education in the current context of societal transformation?
3. How should learning be organized?

(Copy of presentation is attached as Annex-4)



### **Sharing of Country Report**

In the afternoon of the first day, participants from Bangladesh, India, Bhutan and Nepal made presentations on the current educational and lifelong learning situations and CLC practices and experiences in each country respectively, which provided the participants with comprehensive understanding of different country's practices in CLCs and deepened their interests in other country's good practice. (Country presentations are attached as Annex-5-10)

#### **a) Bangladesh**

Firstly, Mr. Modasser Hossain Masum, Project Manager Dhaka Ahsania Mission shared the overview of Bangladesh's educational situation, including education system, literacy and literate environment as well as progress, remaining challenges and recommendations to achieve EFA in Bangladesh. Md. Mosharraf Hossain, Deputy Director of Bureau of Non-formal Education (BNFE), Ministry of Primary and Mass Education, also made a presentation on Non-formal Education in Bangladesh focusing mainly on the policy aspect. Bangladesh has made tremendous efforts to achieve universal primary education and to eradicate illiteracy. In current situation



the net enrolment rate of primary schools has increased up to 97.7%. National literacy rate, on the other hand, remains low as 61%. In order to address this situation, the government has formulated policies, legislation and act. BNFE has been implementing many programmes and activities. Most recently, Non-formal Education Act 2014 was formulated to ensure the education for the deprived communities. The other aim of this act is 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. According to him, challenges in adult literacy and NFE programmes in Bangladesh are as follows:

- Institutional and organizational capacity building;
- Establishment of an equivalency education system;
- Organizing and establishing linkages with stakeholders, partners, NGOs and Institutions;
- Reluctance of development partners in supporting adult literacy programs;
- Lack of permanent NFE infrastructures at upazilla level;
- Absence of permanent physical infrastructure of Community Learning Centres at village/union/sub-district level;
- Absence of decentralized planning and management;
- Constraints of resources for adult literacy program.

b) India

Ms. Nandini Kajuri, Director State Resource Centre India, introduced the overview of Indian Government's programmes to address the educational needs. She mentioned that Sarva Shiksha Abhiyan (SSA) targeting 6-14 + age group covers the entire country and has been implemented as the Government's flagship programme. Indian government has implemented various programmes to address the educational need of Adult of 15+ age, which resulted in increased literacy rate of 15+ age group from 61% in 2001 to 69.28% in 2011. Most recently, a new programme named "Saakshar Bharat" is being implemented for non-literates and neo-illiterates belonging to 15+ age group with the aim to create a literate society through a variety of teaching and learning programmes. She then highlighted the special characteristics of Saakshar Bharat: focus on lifelong learning, Gram

Panchayat as unit of programme implementation, transparent funding system, availability of all relevant information in public domain and national level assessment system. As a part of these initiatives, equivalency education programme has also been introduced on pilot basis through State Resource Centres in India and collaborative programme on financial, electoral and legal literacy have been taken up in close cooperation with concerned departments in order to strengthen the Adult Education Centres.

c) Bhutan

Ms. Ugyen Tshomo, Deputy Chief Programme Officer Non-formal and Continuing Education Division, Ministry of Education Bhutan, initiated her presentation by demonstrating the literacy scenario of Bhutan. She mentioned that the general literacy rate in Bhutan is 63%: youth literacy rate is 86.15%, however, adult literacy rate remains low as 55.3%. She states that NFE programme in Bhutan has started from 1992 and as such the concept of NFE is new in Bhutan. The mandate of NFE programme covers providing functional and skills-based literacy to youths and adults (who have missed formal education), promote the national language and promote adult and lifelong learning utilizing opportunities to acquire livelihood skills, career advancement and academic qualification.

She concluded her presentation by pointing out some challenges of NFE in Bhutan as follows;

- Establish baseline data on adult literacy rate,
- Partnership with relevant stakeholders to develop home based learning materials and resources
- Enhance continuous monitoring, evaluation and support.

d) Nepal

Mr. Dinanath Gautam, Deputy Director, Ministry of Education NFE Centre, Nepal, introduced the overview of educational situation in Nepal, especially focusing on national policy and guideline. Literacy rate in Nepal is estimated to be 65.9% and there is a huge gap in the literacy rate between male (75.1%) and female (57.4%). He stated that NFE basic literacy programme in Nepal is provided in the country's 3 months package. Regarding this, questions were raised on whether learners can

really acquire literacy skills within the short duration. In reply he answered that it is one of the main challenges for Nepal to ensure learners' learning outcomes after the end of programmes. Along with this, alternative education programme is also provided to out-of-school children, which is equivalent to formal education. Ms. Gaumati Ahikari Tripathi, facilitator of Hemja community learning centre, also presented the achievement, recent activities and future plan of her project in Nepal. She also shared a successful example of well-equipped CLC building financially supported by local people, which made participants aware of the possibilities that CLC can be run by community people's ownership.



### **Synthesis of country context**

Mr. Kiichi Oyasu, Programme Specialist, UNESCO Dhaka, highlighted the key features of the literacy scenario of four sub-regional countries. Later he initiated discussion by proposing participants to write down the learning point of the first day. The opinions shared by participants were focused mainly on the concept of lifelong and life-wide learning, the various lifelong learning experience and practices and re-visioning of education. Participants also showed their strong expectations to deepen their understanding in re visioning education, and what can be “wideness” in life-wide learning and so on. Mr. Kiichi Oyasu highlighted three important elements to make literate environment and CLC: registration, equivalency with quality standard and to deliver NFE systematically. Lastly he finished his presentation by discussion following two questions:

1. The progress in primary education has been well, why not adult literacy?
2. Definition and practices of literacy and NFE – any changes?

### **Welcome dinner**

In the evening of first day of the workshop, Dhaka Ahsania Mission arranged a Welcome Dinner at “SANTOOR”. Participants, especially from abroad, enjoyed the South Asian cuisines at the restaurant, recapping the first day’s activities.



## DAY TWO (7/12/2015)

### **Reflections:**

The days programme started with a reflection from the participants on the activities of the first day. All participants write their reflection on slip papers and stick on the VIPP board and share those with others. All reflection points are illustrated on page 33-36.

### **Post 2015 Agenda: Education, Gender and TVET in SDG**

In the first session of 2<sup>nd</sup> day, discussion on post 2015 Agenda with special focus on education, gender and TVET was conducted. The session was moderated by Dr. Mr. Ehsanur Rahman, who briefly introduced the Sustainable Development Goals with special focus on SDG4 (education), SDG5 (gender) and SDG8 (inclusive and sustainable economic growth).

Ms. Nandini Kajuri, Director, SRC, India shared the India's experience in promoting vocational training for neo-literates and illiterates in India under "Saakshar Bharat" and the overview of the process and current situation of vocational training in India. She mentioned that the significance of "Jana Sikhan Sangsthan" in India offers funds (only for female) and certificates to those completed the course, which enable them to apply for bank loan and help them start their own business. Mr. Kiichi Oyasu, programme specialist UNESCO Dhaka, stressed the need to make non-formal education more comprehensive by incorporating more academic skills and soft skills in order to make people empowered and able to have choice to select different job opportunities. He mentioned the challenges of making linkage between skill training with local market and employment. He highlighted the need to find local resources and opportunities to develop local products maintaining its quality. Combination of external inputs, which make local people aware of their wisdom and potential and local resources can be a way to look at literacy and vocational skill.

Regarding gender equality, Ms Nandini shared her experience in achieving gender equality focusing on how India's policies and programmes, as typified by Jana Sikhan Sangsthan, have contributed to empowering women. Mr. Kiichi Oyasu critically pointed out that gender stereotype is embedded in vocational programme (the majority of programme for women are sewing, cooking and so on) and we need to see whether this can actually help women or not. In order to

avoid our stereotypes, he stressed that it is men who should be required to talk about gender issues and women also have to change their mindsets to achieve gender equity.

This session attracted a lot of questions, especially how the Government of India is implementing TVET. For example, regarding the question on how the Government manages to provide TVET for illiterates and neo-illiterates at the same time, Ms Nandini answered that most of the skills are separately organized for illiterates and semi-illiterates. Participants raised questions on what the main challenge for implementing TVET and how to ensure continuous learning for migrants. Ms. Nandini replied that the main challenge is how to market the products made by TVET learners and Jana Sikhan Sangsthan covers wide areas therefore migrant people should continue their skill training until they complete the whole course.



### **Lifelong Learning and Literate Environment**

In this session, Mr. Kiichi Oyasu, Programme Specialist UNESCO Dhaka, provided all participants with an overview of lifelong learning and literate environment. He initiated his discussion by asking two questions:

1. How do you define lifelong and life-wide learning?
2. Can you give one example of lifelong and life-wide learning you have experienced or know?

He quoted Lengrand and Gelpi's different concepts on lifelong learning and talked about what NFE can mean. The concept of pedagogy and andragogy was also discussed in the session. Mr. Kiichi Oyasu stressed that pedagogy and andragogy are not totally separated and can be mixed as different ways of teaching. Lastly, he concluded his presentation by emphasizing that we need to link the multiple learning (prescribed content, and approaches: traditional education approach



(right-based), participatory approach (need-based) and informal learning approach (content open to all) to understand the different needs and diversity of communities, learners, individuals and ourselves as education providers. (Presentation is attached as Annex-11)



#### **Virtual Interaction with CLC and CRC**

As a way to enable participants to have clear images of CRC, its activity and benefits to communities, virtual interaction with CRC was made through Skype. Participants who gathered in the CRC talked about their activities and operational mechanism. Participants, especially from India, Nepal and Bhutan asked questions to the community members such as what are the activities and benefits of CLC to community members. Participants who gathered in the CRC gave answers of the questions of the workshop participants.



### **CLC: A Platform for Creating Literate Environment**

This session was facilitated by Dr. M. Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission. He asked several questions to the participants over the role of education provider to initiate activities in CLCs to meet the needs of local people. Mr. Ehsanur Rahman mentioned that it is important to understand the diversity and flexibility of CLCs, since the aim of CLCs is to empower learners not as a homogenous group but as individuals who have specific needs. Secondly, he emphasized that literacy is not only about reading and writing but also about skills that make one equipped to survive and go forward and enable them to contribute to society and country's development, which is crucial to achieve the SDG targets. Lastly, there was a discussion over what lifelong and life-wide mean. They agreed that while lifelong is about the span and length of lifetime, life-wide refers to contents and process of learning.





## DAY THREE (8/12/2015)

### **Reflections**

The days programme started with a reflection from the participants on the activities of the second day. All participants write their reflection on slip papers and stick on the VIPP board and share those with others. All reflection points are illustrated on page 33-36.

### **Promoting Lifelong Learning: Role of NGOs in Bangladesh**

Day four started with the presentation of Mr. Tapan Kumar Das, Programme Manager, Campaign for Popular Education (CAMPE), who talked about the role of NGOs in promoting lifelong learning, focusing on the importance of networking (broad based, issues based, ideological, donor-based, area-based and funding network etc) as well as dilemmas and challenges for creating and managing those networks. While involvement of different stakeholders is crucial in promoting lifelong learning and literate environments, there are also major challenges to maintain it, which includes membership versus responsibility, co-ordination versus control, linkage with individual versus institution, process versus structure, static versus rotating leadership, solidarity versus programme implementation, selection versus capacity building and so on. In conclusion, he showed his strong expectation from this workshop to form a strong regional network on lifelong learning as one of the outcomes of this workshop and stated that Dhaka Ahsania Mission and CAMPE can play a key role in popularizing the importance of lifelong learning and UNESCO can take the lead to formulate this kind of network. Participants especially from abroad are very impressed by this CAMPE's model and raise a number of questions on how to replicate CAMPE's model in their countries. Mr. Tapan emphasized that it is difficult to entirely apply the CAMPE's model in other countries since each country has different backgrounds. However, he informed the participants of the possibility to create or join with existing network to strengthen the accountability and partnership between stakeholders as well as to improve the efficiency to create learning environment.(Presentation is attached as Annex-12).



### **Involvement of Local Government in Education in Bangladesh**

During the second session of the day, Mr. Md. Rahmatullah, Project coordinator RDRS, gave participants a broad overview of the importance of involvement of local government for sustainability of NFE delivery. According to him, local government organs do not often realize their role and responsibility to engage in NFE and have very limited capacity. He mentioned, under this situation, the Sustainable NFE delivery mechanism project launched by RDRS with the support from UNESCO Dhaka, enabled Union Parishads to be aware of their responsibility and to play important roles in helping CLC and NRC management both technically and materially and raising awareness about the importance of being literate. Besides, he elaborated the project and its activities and mentioned that main challenge to maintain the sustainability is ensuring fund allocation to CLC/NRC. (Presentation is attached as Annex-13).



### **Community Radio: An Affective Mechanism for Community Education**

In this session, Mr. Bazlur Rahman, CEO, Bangladesh NGOs Network for Radio and Communication (BNNRC) talked on Bangladesh's experience in using community radio as an effective way to develop knowledge societies at grass-root level. According to

him, the significant roles which community radios are playing is making and reinforcing social ties by transform individual experience to a collective one (community building), giving and raising voice to the voiceless (empowerment) and increasing access to information (participation), which all can contribute to human development of local people by decreasing their vulnerability. (Presentation is attached as Annex-14)



#### **Framework for Creating Learning Environment**

At the end of 3<sup>rd</sup> day, Mr. Shahnewaz Khan made his presentation on “framework for creating literate environment”. He argued that creating literate environment requires every person to get involved with taking their responsibility as provider/receiver and become proactive. He mentioned that the literate environment still remains as a concept and there is no all fit framework on how to organize and maintain a literate environment effectively. In order to enable participants to think of and identify elements of creating a literate environment, he suggested a visioning exercise, which to be conducted on the 4<sup>th</sup> day, as a way to find how every different institution can contribute to create literate environment. (Presentation is attached as Annex-15)

## DAY FOUR (9/12/2015)

### Reflections

The days programme started with a reflection from the participants on the activities of the third day. All participants write their reflection on slip papers and stick on the VIPP board and share those with others. All reflection points are illustrated on page 33-36.

The 4<sup>th</sup> day of the workshop, participants were asked to work in 3 stations (groups) i.e. station A, B and C to conduct visioning exercise in order to identify transforming role of individuals, communities and institutions to create literate environment. Mr. Shahnewaz Khan explained the method of discussion and explained areas of discussion for each station. First, each group were asked to discuss functions and implementation strategies of respective (selected) community institutions to identify how they can contribute to create learning environment. Station A discussed on educational institutions, CBO/Non-government Organization and Library, station B on Religious institutions, Government Departs and Family/home and station C on Associations/Groups/Clubs, TVET institute/centres and Workplace. After group discussions, members of each station moved to other two groups one after another and add their inputs. Finally, all three stations came back to their original station and explain the outputs of the exercise in the plenary.







**<3 Station technique>**

1 <sup>st</sup> Round: 90 Minutes	2 <sup>nd</sup> Round : 60 Minutes	3 <sup>rd</sup> Round : 45 Minutes	Presentation: 30 Minutes
A → Station Master	B →	C →	A
B → Station Master	C →	A →	B
C → Station Master	A →	B →	C

All 3 stations indicated that all activities mentioned in their framework will utilize reading, writing and visual elements so that everyone involved will get chance to enjoy environment where literacy materials are used and thereby practice literacy. Members of all 3 stations also highlighted that there should be strong effort to involve community people as much as possible.

After each station master's short presentation, Mr. Shahnewaz Khan gave comments on each station. For station A, he mentioned that there are many constraints to achieve the vision, but it is important to think positive to create this kind of comprehensive vision. He mentioned that this exercise is an example of how community institutions can contribute to create a literate environment. He also gave emphasis the combined result of activities targeted towards creating a literate environment.

For station B, it was pointed out that there is a need to think more not only about expected results but also about activities and strategies, for example, what kind of activities can contribute to change people's attitudes. He also mentioned that even family's practice, for instance, having dinner with all family members together can be a learning time to share social values and norms.

For station C, he made comments that how to coordinate and involve all players towards creating a literate environment is very important. Participants also gave comments on the output of each station.

The suggestion and strategies that each station/ group developed and revised after the comments to create framework for literate environment are as follows:

#### Station A

SL	Institutions		Activities	Strategies
1.	Educational Institutions	ECCD Centre	<ul style="list-style-type: none"> <li>• Design and execute activities to raise awareness of parents/society on ECCD,</li> <li>• Design and execute child friendly activities in the centre</li> <li>• Display of materials</li> <li>• Establishment of colourfully decorated ECD centres,</li> </ul>	<ul style="list-style-type: none"> <li>• Movie/Drama shows</li> <li>• Materials development by students, parents and community members,</li> <li>• Aawareness campaign using visual and reading materials,</li> <li>• Involvement of CBOs, NGOs in ECCE activities and for fund raising</li> <li>• Involvement of community in all activities,</li> </ul>
		Pre-primary & primary school	<ul style="list-style-type: none"> <li>• Arrange regular exposure / exchange visits</li> <li>• Enrolment campaign in the area</li> <li>• Regular parents meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Keep written records of children's progress and display</li> <li>• Prepare, implement and display school action plan</li> </ul>

		<ul style="list-style-type: none"> <li>• Arrangement of sports and picnic</li> <li>• Arrangement of students competition on different issues</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of CBOs, NGOs and UP in school activities and fund raising</li> <li>• Design and execute activities for involvement of CMC/SMC members</li> <li>• Use of audio-visual materials in all activities</li> </ul>
	Secondary and tertiary education	<ul style="list-style-type: none"> <li>• Arrangement of programmes on national days</li> <li>• Arrangement of sports and picnic</li> <li>• Arrangement of students competition on different issues</li> <li>• Arrange training of students and parents on different issues</li> <li>• Arrange training on using IT using school facilities</li> <li>• Arrange performance award ceremony</li> <li>• Arrangement of science fairs and exhibition</li> <li>• Career counselling</li> <li>• Social Audit</li> <li>• Literacy program/volunteers/teacher roadmap</li> <li>• Design activities for out of school youths</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of upazilla/district/division level authority in all school activities</li> <li>• Design and execute activities with the involvement of school committee</li> <li>• Involvement of CBOs, NGOs and UP in school activities and fund raising</li> <li>• Use of audio-visual materials in all activities</li> </ul>

2.	CBOs, NGOs	<ul style="list-style-type: none"> <li>• Support activities of educational institutions</li> <li>• Support in development and display of literacy materials</li> <li>• Organize awareness programs</li> <li>• Conduct baseline survey of the community</li> <li>• Organize literacy and continuing education classes</li> <li>• Prepare and distribute leaflet on related issues</li> <li>• Prepare and display community/ village information board</li> </ul>	<ul style="list-style-type: none"> <li>• Data/information/collection/analysis</li> <li>• Campaign</li> <li>• Rally</li> <li>• Mass gathering</li> <li>• Networking</li> <li>• Social mobilization in favour of literacy and skills training</li> <li>• Coordination among CBOs and NGOs</li> </ul>
3.	Open library	<ul style="list-style-type: none"> <li>• Improve collection of reading materials (story, newspapers, novel, religions, life skills, folksong and so on)</li> <li>• Writing competition</li> <li>• Making library accessible to everyone</li> <li>• Creation of mobile unit of the library</li> <li>• Exchanging books with educational institutions</li> <li>• Organizing event (debate competition, essay competition etc)</li> <li>• Promotion of reading habit</li> <li>• Introduction of book borrowing system</li> <li>• Orientation to book readers about expanding library to everyone's house</li> <li>• Internet facility in the library</li> </ul>	

In addition, members of station A also emphasized that making strong linkages and networking between different educational institutions is also necessary.



### Station B

SL	Institutions	Expected functions
1.	Family (Parents, seniors, relatives, neighbours, Panchayat, children, youth)	<ul style="list-style-type: none"> <li>• Keep written records of every birth registration and basic facts,</li> <li>• Home decoration with visual and written materials,</li> <li>• Arrangement of storytelling, game etc.</li> <li>• Family and social visits</li> <li>• Social/ family gathering</li> <li>• Inter and intra family competition of game, sports, music etc.</li> <li>• Value and moral education using audio visual materials</li> <li>• Norms setting in family and society and display in all possible areas,</li> <li>• Maintaining community board</li> <li>• Experience sharing sessions among families</li> <li>• Arrangement of family and social counselling to adolescent in transition period</li> <li>• Mini library at every home</li> <li>• Community led programmes for school enrolment and regular attendance to school</li> </ul>
2.	Religious institutions (Moktab, Mosque, Temple, Pegoda, Church, Gowinknl)	<ul style="list-style-type: none"> <li>• Motivating people for literacy</li> <li>• Organize literacy campaign</li> <li>• Arrangement of audio-visual materials as appropriate</li> <li>• Awareness raising on lifelong learning</li> <li>• Establishment of library and encourage people to use</li> <li>• Decoration with visual materials</li> <li>• ICT education</li> <li>• Prepare and distribute leaflet on related issues</li> <li>• Ensure gender sensitivity in all programmes and use gender friendly words</li> <li>• Initiate community development work engaging community people</li> </ul>
3.	Local Government	<ul style="list-style-type: none"> <li>• Initiate activities utilize budgets of the Local Government institutions for literacy and education,</li> <li>• Development and print audit visual materials utilizing local government budget,</li> <li>• Use poster, leaflet, sticker, video in all possible activities,</li> <li>• Support establishment of community radio,</li> <li>• Promote literacy through building friendly relationship and network with</li> </ul>

		<p>community institutions,</p> <ul style="list-style-type: none"> <li>• Promote gender friendly activities,</li> <li>• Update community information and display</li> <li>• Prepare and distribute leaflet on related issues</li> <li>• Decoration of all local government institutions using printed materials about laws, rights and citizen charters etc.</li> <li>• Social audit</li> <li>• Setting up various information board</li> <li>• Support establishment of community radio</li> <li>• Use printed and audio visual materials in training and extension works</li> <li>• Organize and support ECCE activities,</li> <li>• Support and coordination of educational activities in the area.</li> </ul>
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### Station C

SL	Institutions		Area/functions	Strategies
1.	Association	Cooperative group	<ul style="list-style-type: none"> <li>• Support activities of educational institutions</li> <li>• Organize literacy class</li> <li>• Establishment of mini library</li> <li>• Development and display of literacy materials</li> <li>• Prepare display board on rules and norms of cooperative,</li> <li>• Prepare information board</li> <li>• Mobilize resources for literacy,</li> <li>• Raise awareness on literacy</li> <li>• Prepare and distribute leaflet on related issues</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of working committee</li> <li>• Subscription from the members</li> <li>• Communication and linkages</li> <li>• Mobilization of fund from different sources</li> </ul>
		Women	<ul style="list-style-type: none"> <li>• Raise awareness on gender and related issues,</li> <li>• Organize training for sensitization</li> </ul>	

			<ul style="list-style-type: none"> <li>• Prepare and distribute leaflet on related issues</li> <li>• Organize education centres for women literacy</li> <li>• Establish mini library</li> <li>• Resource mobilization for women development activities.</li> </ul>	
		Market Association	<ul style="list-style-type: none"> <li>• Establish library</li> <li>• Display market price</li> <li>• Mobilize fund</li> <li>• Prepare and distribute leaflet on related issues</li> <li>• Prepare and display information board</li> </ul>	
		Small traders	<ul style="list-style-type: none"> <li>• Display price tag on each items</li> <li>• Display sign board</li> <li>• Prepare and distribute leaflet on related issues</li> </ul>	
		Farmers association	<ul style="list-style-type: none"> <li>• Establish library with resource materials</li> <li>• Prepare information board</li> <li>• Display new variety and production process</li> <li>• Organize training</li> <li>• Prepare and distribute leaflet on related issues</li> </ul>	

2.	Group	Self-help groups	<ul style="list-style-type: none"> <li>• Provide voluntary service for literacy and education</li> <li>• Campaign for literacy and education</li> <li>• Support ongoing literacy and educational activities</li> <li>• Prepare and distribute leaflet for promotion of reading habit</li> <li>• Help elderly people</li> <li>• Establish mini library</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of working group,</li> <li>• Subscription from the members</li> <li>• Communication and linkages with stakeholders</li> <li>• Mobilization of fund from different sources</li> </ul>
		Fishermen group	<ul style="list-style-type: none"> <li>• Display sign board</li> <li>• Prepare information board,</li> </ul>	
		Micro-finance group	<ul style="list-style-type: none"> <li>• Provide small scale loans</li> <li>• Support educational institutions</li> <li>• Organize literacy class</li> <li>• Establishment of mini library</li> <li>• Development and display of literacy materials</li> <li>• Prepare display board on rules and norms of Micro-finance ,</li> <li>• Prepare information board on Micro-finance groups</li> <li>• Mobilize resources for literacy,</li> <li>• Raise awareness on literacy</li> <li>• Prepare and distribute leaflet on Micro-finance.</li> </ul>	

3.	Club	Youth group	<ul style="list-style-type: none"> <li>• Youth library services</li> <li>• Voluntary services for community development</li> <li>• Survey on social issues</li> <li>• Support educational institutions in campaign activities</li> <li>• Organize literacy class</li> <li>• Collection, development and display of literacy materials</li> <li>• Prepare display board</li> <li>• Prepare information board</li> <li>• Mobilize resources for literacy,</li> <li>• Raise awareness on literacy</li> <li>• Prepare and distribute leaflet on social issues,</li> <li>• Organize reading writing competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Social mobilization</li> <li>• Door to door visits</li> <li>• Organizing different sports and cultural activities with community involvement</li> <li>• Group discussion</li> <li>• Organizing short drama</li> <li>• Organize movie shows</li> </ul>
		Sports group	<ul style="list-style-type: none"> <li>• Organizing sports, exercises, events and prizes distribution ceremony.</li> </ul>	
		Mothers group	<ul style="list-style-type: none"> <li>• Awareness raising on child and women's issues</li> <li>• Awareness raising on social issues</li> <li>• Organize issue based meetings</li> <li>• Organize exhibition</li> <li>• Voluntary service for educational activities</li> </ul>	

		Community police	<ul style="list-style-type: none"> <li>• Voluntary service for safety and security</li> <li>• Displaying and orienting safety and security rules and regulations</li> </ul>	
		Cultural group	<ul style="list-style-type: none"> <li>• Raising awareness on educational and other social issues through various cultural programmes</li> </ul>	
4.	TVET	Auto mobile service	<ul style="list-style-type: none"> <li>• Display photo and name of tools</li> <li>• Display of instructions</li> <li>• Display of safety and security rules and regulations</li> <li>• Display visual materials</li> <li>• Establishment of mini library</li> <li>• Display updated information on agriculture, weather, facilities, health clinic etc.</li> <li>• Broadcast social awareness related issues through community radio</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of action groups,</li> <li>• Subscription from the members and customers,</li> <li>• Communication and linkages</li> <li>• Mobilization of fund from savings and different sources</li> </ul>
		Rickshaw repairing		
		Beauty parlour		
		Mobile repairing		
		TV/Radio (media)		
		UDC	<ul style="list-style-type: none"> <li>• Coordinate overall information of literacy</li> </ul>	
5.		Mobile library	<ul style="list-style-type: none"> <li>• Collect and distribute books</li> <li>• Display information using ICT equipments,</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange organization and community funding</li> </ul>
6.	Workplace	Offices	<ul style="list-style-type: none"> <li>• Provide space for classroom and library for children and illiterate staff and arrange resources,</li> <li>• Awareness raising</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue on literacy, health, parenting and child care (motivation and public relation)</li> <li>• Wall writing, stick posters</li> <li>• Workplace literacy, skill link</li> </ul>
		Institution/School, college, training centre		
		Garage/factories (small and big)/Field		

		Home	programmes on safety and general rules and procedures,	programme
		Market	<ul style="list-style-type: none"> <li>• Hang price list and service charges</li> <li>• Establishment of mini library</li> <li>• Decorate factories, stores to help all to practice reading and writing</li> <li>• Use of written and digital materials for different instructions,</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and written norms to keep the market area clean,</li> <li>• Display name of items, seller and contact details,</li> <li>• Signs of direction to toilet, drinking water etc.</li> <li>• Display of emergency contact no. (police, clinic etc),</li> </ul>

Lastly, Mr. Shahnewaz Khan concluded this session by commenting that although vision itself cannot bring about literate environment as it is sometimes too ideal and ambitious and it has to be implemented by action plans and specific strategies, however, vision is important as a first step to have positive thinking to develop plans toward creating literate environment. He thanked all for their inputs as this exercise generated new ideas as well as confidence among participants to plan for creating learning environment.

## DAY FIVE (10/12/2015)

### Reflections

The days programme started with a reflection from the participants on the activities of the fourth day. All participants write their reflection on slip papers and stick on the VIPP board and share those with others. All reflection points are illustrated on page 33-36.

Recognizing the aims of this workshop as a forum to think of where we need to start our action to organize and manage literate environment, participants were divided into each country group and asked to prepare a country action plan in response to the following three questions:

- A. Workshop learning's which can be implemented in the country/organization level
- B. What needs to be done at the national level
- C. What we can do at the organization level.

Each group then presented their country action plan, demonstrating what the main points as well as new ideas they learned during the five-day workshop, After the presentations, Mr. Shahnewaz synthesized the action plans and commented on each action plan some of which are very general and needs to be more specific. (Country action plans are attached as Annex 16-19)

### 7. Closing of the workshop

At the beginning of the closing session, participants were asked to evaluate the workshop. Each participant was provided workshop evaluation form which they filled up. The result of evaluation from participants is attached as Annex-21.

Then, Mr. Shahnewaz Khan, on behalf of Dhaka Ahsania Mission, wrapped up all the activities done in the five-day workshop and appreciated all participants' efforts which made the workshop successful. Representatives of each country also stated their impressions on the five-day's workshop including what this workshop has brought about to them. After that, Mr. Kazi Rafiqul Alam, President of Dhaka Ahsania Mission distributed the certificates to all the participants. He expressed his full appreciation to them for their efforts during the workshop. Dr. M. Ehsanur Rahman also emphasized the responsibility of educators to make education convertible to the changing world. He strongly emphasised the significance of organizing this kind of workshop in South



Asia, where the highest number of illiterates/semi-illiterates are, to raise voice for South Asia's potential and build a community to create literate environment in South Asia. Mr. Kazi Rafiqul Alam, President of Dhaka Ahsania Mission expressed his expectation that participant from 4 countries will make every effort to take the action plans into practice in their countries and concluded the workshop by appreciated their participation and contribution in this workshop.

## 8. Reflection from participants

During this workshop each participant writes down their reflection on different days of the workshop which is as follows:



### Day 1

- Sessions are very informative and interactive. Also speakers and participants are knowledgeable. I hope it would be a very meaningful workshop.
- Reception, food and lodging especially dinner were excellent. Sessions and presentations are all very good.
- More group work is needed.
- RE VISION! I look forward to twenty years later from now.
- Deeply understand the need to re-vision education as learning environment is changing.
- All events were so charming.
- Seats need to be changed.
- Significance of the workshop in this time was well-shared among the participants.
- I would like to get a set of primer of State Resource Centre (SRC) , West Bengal.

- Understanding lifelong and life-wide is important to create literate environment.
- Shared on good examples such as 50,000 classrooms are digitalized in Bangladesh. How we can do that in Nepal?
- There is no amusement for participant especially for 4 countries.
- Are we over-estimating technology?
- Re-think our plan of action for creating literate environment in society.
- We need to aim at lifelong and life-wide literacy for all in the coming 2030.
- I am very happy to attend this workshop. Country papers were very good.
- The participants of three countries were all excellent.
- We should keep up with changing world on basis of our needs.
- It will be better if the documents of each session are given us hard copy everyday at the end of the day.
- Role of education planners to cope with the changes of society in education.
- Everything is advancing therefore education must go by change make it need-based. I had a great learning day.
- The workshop is well-structured and each session was very informative.
- Education needs to be changed in accordance with the change of society or education change the society?

## Day 2

- More group work and participatory learning are needed.
- Virtual connection with CLC was very enjoyable.
- I am enriched with the concept of pedagogy, andragogy, multiple learning contents and approaches.
- The debate on lifelong and life-wide learning was very participatory and significant rather than conveying as every participant was critical. I also googled them last night and found them as simple as a cup of tea. So I suggest all to google.
- Virtual interaction with CRC in Jamarpur was very good.
- District level vocational institute in India. Mr. Kiichi described about the NFE of Bangladesh, Bhutan, India and Nepal. He also described about lifelong and lifelong learning as well as pedagogy and andragogy
- A platform for creating literate environment.

- Virtual interaction with CRC enabled us to understand how it functions and compacts in a good way in rural communities.
- Functional literacy is essential but another issues based literacy is important for survival

### Day 3

- *Community radio is for the community by the community.*
- *The session on community radio was very interesting for us. How we use community & TV for the purpose of literate environment?*
- *The role of community radio in creating literate environment is great.*
- *I was impressed with the role of NGOs in Bangladesh in promoting lifelong learning.*
- *From RDRS's presentation we could learn what can be our good strategy for CLC and NRC.*
- *We also need to build community with comprehensive approach like as community radio as need-based not only single focusing of programme. NFE need commitment and further activities for stronger sustainability and self reliance.*
- *Community radio is the most important tool for lifelong and life-wide learning.*
- *Involvement of local community and local government is essential for sustained literate environment. Radio is a powerful media of communication.*
- *All DAM staffs are very cordial.*
- *We should know how NGOs in Bangladesh are playing a very important role in promoting lifelong learning education.*
- *RDRS's model in Rangpur should be replicated.*

### Day 4

- I learnt a lot of new idea on NFE. I will try to implement my new knowledge in the field of sustainable NFE delivery mechanism project area.
- Exercise on lifelong environment helped us develop our vision.
- This workshop was so remarkable and valuable.
- Although the situation is different according to each country's context, very enriching experience formulate activities for creating a literate environment.
- I had clear understanding to identify the functions and visions that society and each institution needs to play and linkage has to be made to create literate

environment.

- Station group method was intensity and effective. However, it takes time. The whole workshop could have been 4 days by using alternative method.
- Group work on visioning was a good learning experiences and sharing each groups work to the whole group was impressive. Participants have some vision now to create literate environment.
- Group work enriched me creating not only literate environment in different areas but also linkage between different stakeholders and institutions.
- Group exercise was nice as it helped participants learn how to prepare a comprehensive plan for a region to create a literate environment.

## 9. List of Annex

Annex-1: General information of the workshop

Annex-2: List of Participants

Annex-3: Provisional agenda of the workshop

Annex-4: Re-visioning of Education in a Changing World

Annex-5: Country report Bangladesh (1)

Annex-6: Country report Bangladesh (2)

Annex-7: Country report India

Annex-8: Country report Bhutan

Annex-9: Country report Nepal (1)

Annex-10: Country report Nepal (2)

Annex-11: Lifelong learning and Literate Environment

Annex-12: Promoting Lifelong Learning: Role of NGOs in Bangladesh

Annex-13: Involvement of Local Government in Education in Bangladesh

Annex-14: Community Radio: An Affective Mechanism for Community Education

Annex-15: Framework for Creating Environment

Annex-16: Country Action Plan Bangladesh

Annex-17: Country Action Plan India

Annex-18: Country Action Plan Bhutan

Annex-19: Country Action Plan Nepal

Annex-20: Evaluation form