WELL COME TO THE PRESENTATION ON
“THE PRIVATE SECTOR AS POTENTIAL
PARTNERS IN CREATING AND
SUSTAINING LITERATE ENVIRONMENT”

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Around 760 million adults are illiterate

These are the pictures mostly in poor and developing countries

Women are far behind (two third)

Millions of Children remain out of schools

Almost half of the enrolled children in primary schools are dropped out

Millions of children in urban and rural areas remains hard to reach or unreached
The SA Education Ministers EFA forum meeting held in Dhaka in December 2009 has identified 23 challenges related to literacy and education. Important ones are: high level poverty and illiteracy, limited awareness among the unreached about EFA goals and programs, absence of effective public private partnership, shortage of professionals for planning, monitoring, limited use of ICT, increasing gap between rich and poor, absence of coordination, inadequate evidence of learning outcomes, absence of effective equivalence education framework to bridge gap between non formal and formal education.
Context In Bangladesh

- Total approximate population is 160 million
- Approximately (51%) half of the population are illiterate,
- Women literacy rate is further lower
- Almost 18 million children are enrolled to primary schools every year and the gross enrolment rate is more than 90%
- Gender parity is near to achieve in primary school enrollment
- But almost half of the enrolled children are dropped out before completing 5th grade
- Competency achievement in primary education is low.
Word Literacy Commitments

- EFA Dakar Framework of Actions of 6 goals
- EFA achievement target by 2015
- MDG goals 2 and 3 of 2001 relate to education, literacy and gender.
- World Summit Outcome meeting held at UN Head Quarters in New York (14 to 16 Sept 2005) adopted educational goals
- UNLD International Strategic Framework Actions
  UNESCO 2009 suggested a set of actions to create literate environment
- Confintia VI: “Harnessing the power and potential of adult learning for a viable future” Brazil 1-4 Dec 2009. Adopted 18 points “Belem Framework for Actions”
Continue: The World Summit Outcome declares

- Strong and unambiguous commitment by all governments, in donors and developing nations alike to achieve the EFA, MDGs by 2015;

- Agreement reached to provide immediate support for quick impact initiatives to support education and health care; and so on.
The two day 2nd Ministerial Meeting of “South Asia Education for All Forum” held in Dhaka in December 2009 focused the theme of “Reaching the un-reached with focus on decentralization”. The meeting adopted a “19 point Dhaka Declaration” to face the identified 23 challenges in reaching the unreached people to ensure education for all as millions of people in this countries are illiterate.

In the declaration SAARC nations resolved to enforce “right to education for all effectively”.
The declaration urged the development partners and private sectors to provide support and increased resources and funds for achieving EFA goals by 2015.

The declaration highlighted for building professional partnership with private sector actors like NGOs and the corporate bodies for sharing resources, knowledge and practices to meet the challenges in this regards.
Structures, Policies and Program Commitments in the public sectors of Bangladesh

- MoPME, MOE, DPE, BNFE and others
- NFE Policy 2006
- New National Education Policy 2010
- National Plan of Action II (2003 to 2015)
- Primary Education Development Program II &III (World Bank Supported)
- Post Literacy & Continuing Education for Human Development (2008 -2012) targeting 1.6 million adult illiterate in 29 districts (Gov - NGO Partnership), ADB/SDC Supported
- NFPE for urban Hard to Reach Children (Gov. NGO Partnership) UNICEF supported
Reaching Out of School Children (Gov NGO Partnership (UNICEF Supported)
BNFE EFA Capacity Building (UNESCO Supported) Gov – NGO partnership
New Mega Adult Basic Literacy and CE Education Project (Gov – NGO Partnership) target 37.32 million across the country, Revenue Budget Funded to be started from 2011.
Approximately 206 NGOs in the Country operating 6000 Adult Literacy Centers covering 1,80,000 learners of which 125,00 are female.
Establishing Equivalence Education Framework 2010 (Gov NGO Partnership) UNESCO Supported.
The private sector as the potential partners: what the partnership is about?

- The social accountability and obligation of private agencies for community development;
- It is their response to the rights and entitlements of their workforce;
- It is an opportunity for local resources mobilization which has not yet been optimally utilized/or remain under-utilized;
- As a result of sensitization campaign they have started extending assistance and offering sponsorship in supporting schools, CLCs, literacy & education activities, trade unions, workers well fare, workers family well fare, child and mother care etc.
NGOs as the private sector actors have a very rich implementation experiences, curriculum and materials development, evidences of good practices, trained and experienced work forces, acceptance with community and local institutions and CBOs

This partnership shall mean mutually learning the context, playing proactive role, establish agreed MOU and extend supports in the form of financial and technical assistance and learning lessons from each others through the implementation process

The partnership may be developed between a group of target beneficiaries of a particular area or CBOs and the individual or a consortium of private sector agencies & NGOs.
This support may be a kind of holistic package or a part of the needed services to supplement and complement the efforts of the government, the community and the people at large.
Why it is a need to be addressed?

- A huge majority of populations in poor and developing nations including Bangladesh is illiterate.
- Literacy is such a skill by which an individual can read, write, calculate in his her daily life situations.
- Basic adult literacy is a must to be supported by post literacy and continuing education for life long learning and improved livelihood opportunities.
- Literacy is a key for development of individual life, society, community and the nation.
- The private sector particularly the NGOs has vast innovative experiences and good practices for creating and sustaining literate environment.
- Now the corporate bodies need to come in and make proactive roles to further strengthen the efforts.
The commitments to fulfill

- South Asian Countries including Bangladesh have declared commitment for EFA by 2015 and in Bangladesh it is 2014.

- Literacy skills for adults, adolescent and youth in one’s daily life is now being perceived not only as an isolated capacity rather to be linked to the livelihood opportunities, access to the useful information, development services and beyond.

- (Creating and sustaining a rich or appropriate literate environment shall help the target beneficiaries for their further capacity development to achieve the above and improved living conditions)
The Challenges

- It’s a huge task, requiring increased resources and not possible for the public sector alone to achieve.
- The simple basic literacy for illiterate adults without post-literacy and CE, or the children completing primary schools and having no scope for continuation afterwards were found ineffective in most cases.
- Therefore, the basic adult literacy, post-literacy and continuing education, access to information and services, and linking the neo adult or youth literate to vocational training and livelihood opportunities, or supporting poor dropped out children for continuing education has to be strengthened.
- Participation of the private corporate sectors as the potential partners.
Building such partnerships?

- The NGOs/CSOs as NFE providers to play vital roles in the spirit of complementation and cooperation to the government services.
- The corporate bodies/private companies are to look for competent and experienced work force to compete in the global markets
- Corporate bodies to extend financial and technical assistance for community development, educational materials development, productions, publishing and supplies, supporting libraries, schools, CLCs for adult literacy, other educational and training activities for the disadvantaged and backward communities.
The private sector are to be further motivated and approached to support events like seminar, study visits, skills training, creating ICT facilities for the disadvantaged children, youth and adults.

(The related public sector agencies /ministries/ departments, the elected local government bodies, CBOs and a particular NGO or a network of NGOs can play catalyst and mobilizing roles for the purpose).
Present popular development trends and approaches

- Decentralization
- Democracy & participatory need based planning
- Optimum utilization of local resources
- Community and public sector ownership
- Start piloting, search for innovation, learn lessons, disseminate and share with others and go for replication and scale-up
- Policy support
- Visibility and quality results
- Gender parity,
- Right based approach
- Reduce dependency on external support
- Multi-actor or bilateral partnership and sustainability
- Public Private Partnership
The agencies who may be approached for such partnerships

- The NGOs & CSOs or their specialized network
- The Publisher / Community Library.
- The Media (Daily Newspaper, magazines, TV channels)
- The Commercial Banks, Insurance Companies and other Lending Agencies
- The Real Estate Companies:
- The Business Community/Individual Business Man:
- The Employer’s Associations
- The Buying House:
- The mobile phone operators:
- Other Multi-National Companies:
Few way forward recommendations

- Existing policy review and advocacy in the country context
- Continue e-sharing of information, views and practical experiences, organize dialogue, seminars etc
- Develop and share concept notes on the subject by this expert meeting participant preferably from SEAMO INNOTECH or the UNESCO regional office in Bankok
- Identify partners both in NGOs and the corporate bodies in the country context for immediate response
- Develop proposals for pilot implementation
- Go for pilot implementations, document and share results and lessons
- UNESCO supports study visits for the pilot implementers to any successful program countries within the regions
This presentation brings about some thoughts and ideas on the said subject. The aim is to help find way-forward action plans to enter into the area of real work. Increased attention is needed how to explore potentials of the private sector agencies. Let’s find ways and means to actively involve them as potential partners to further complement present efforts of creating and sustaining literate environment around people and communities who need it.

Literacy should be a most priority subject in the national development plans for promoting democratic society. Thank you very much to all of you.