Subject: Preparation of the Country Report

Name of Country: Bangladesh

Introduction

Bangladesh emerged as an Independent country in 1971. It is a small country with a large but hard-working and resourceful population. It shares borders with India in the west, north and east, Myanmar on the southeast and has the Bay of Bengal to the south. The country covers an area of 147,570 km². It has a population of about 153 million (BBS 2011) with a density of 1036 per km².
1. Updated Information on Community Learning Centers

1.1 Are there any national policies and strategies concerning CLCs in your country? (if yes, please name the document).

**Ans:** Yes, There is a national policy in Bangladesh concerning CLCs i.e. non-formal education called non-formal education policy 2006. Also it is constitutional obligation for Government of Bangladesh (Article-17). In this connection the Government is going to adopt NFE Act 2012. Already a draft NFE Act 2012 has been prepared by the Ministry of Primary and Mass Education.

**Bangladesh government has adopted the following strategies/Action Plans**

1. Integrated non-formal education programme
2. Ta Projects of NFE
3. Post Literacy and Continuing Education for Human Development Project
4. Basic Education for Hard-To-Reach Urban Working Children (BEHTRUWC) Project
5. Reaching the Out of School Children
6. Adult literacy action plan.
7. National literacy and skill development action plan.

**1. Adult literacy action plan:**

1.1 National Action plan (NAP-1): setting the targets towards achieving education for All (EFA) goals by 2000-Literacy rate increased from 35 to 51.01%.

1.2 National Action plan (NAP-2) 2003-2015: The government of Bangladesh has adapted the sixth five year plan. It has envisaged Human Resource Development and set targets for adult literacy such as the rate of literacy will be increased up to 100% by 2014. In September 2003 literacy rate increased up to 65%.

1.3 Literacy status in Bangladesh since independence: Poverty and illiteracy are interwoven in Bangladesh. Each is the cause and effect of the other. At the inception of Bangladesh in December 1971, the literacy rate was only 16.8 percent. Bangladesh has since made remarkable advances in championing the causes of education and making it a serious public purpose.

The literacy rates of Bangladesh during the period of 1971-2010 are given below:

- December 1971 : 16.8%
- BBS, 1974 : 25.9%
- BBS, 1991 : 35.3%
- BBS, 2001 : 47.9% (15 and above age)
• BBS, Literacy Assessment Survey 2008: 48.8% (15 and above age)
• BBS, Report on Bangladesh Literacy Survey 2010: 59.82% (15 and above age)

2. National Literacy and Skill Development Action Plan (It is shown in the table below):

<table>
<thead>
<tr>
<th>SL#</th>
<th>Phase No.</th>
<th>Year</th>
<th>Total Number of CLC</th>
<th>Total Number of Learners (million)</th>
<th>Number of Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phase-1</td>
<td>2012-2015</td>
<td>37500</td>
<td>5.00</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Phase-2</td>
<td>2016-2020</td>
<td>87300</td>
<td>21.50</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>87300</td>
<td>26.5</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2 What are the objectives of CLCs? What groups are targeted by CLCs?

**Ans:**
The overall objectives of CLCs are described below:

• To provide Basic Literacy and Life Skills to 4.5 million illiterate adolescents and adults of 15-45 age group.
• To contribute in eradication of illiteracy from the country as well as achieving global and national EFA goals as envisaged in NPA-II and the Sixth Five Year Plan.
• To contribute in implementation of the National NFE Policy-2006 and the National Education Policy-2010.
• To provide Literacy and Skills Trainings to 31.00 million illiterate adolescents and adults of 15-45 age group, who never enrolled in or dropped-out from formal primary schools.
• To develop their life pattern by increasing their incomes through providing technical training;
• To ensure 100% literacy in the country by 2014.
• To contribute in achieving global and national EFA goals as envisaged in NPA-II and Sixth Five Year Plan.
• To translate the National NFE Policy and Skill Development Policy into action.
• To strengthen the capacity of BNFE and other agencies involved in Non-Formal Education, promote in decentralized planning & management of NFE, Public Private Partnership and community ownership.

1.3 Please describe the number of CLCs in your country in the table below (please modify the table if necessary).

**Ans:**
Government of the People’s Republic of Bangladesh has adapted different projects for this purpose. The Number of CLCs varies from project to project implemented by the Government NGOs and others. Each CLCs have the capacity of accommodating 60 learners (30 Male 30 Female).
districts) and national literacy and skills development action plan (It is shown in the table below):

**Year: 2013**

<table>
<thead>
<tr>
<th>Name of the project:</th>
<th>Number of CLCs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. National Literacy and Skill Development Action Plan</strong></td>
<td></td>
</tr>
<tr>
<td>Phase 1 (2012-2015)</td>
<td>37500</td>
</tr>
<tr>
<td>Phase 2 (2016-2020)</td>
<td>87300</td>
</tr>
<tr>
<td><strong>Basic Literacy Project (64 districts July 2012 to June 2017)</strong></td>
<td>75000</td>
</tr>
</tbody>
</table>

**NB:** More than 700 NGOs are active in non-formal education. With some of them organizing and managing formal primary schools as well.

**2. National Qualifications Frameworks (NQFs)**

2.1 Is there a National Qualifications Framework in your country to connect education and training programmes?

**Ans:** Yes, Bangladesh has a nationally recognized qualifications framework that connect education in training programm called the “National Technical and Vocational Qualifications framework (NTVQF)”.

The Bangladesh NTVQF will be nationally consistent system designed to:

- improve the quality and consistency of nationally recognized qualifications;
- introduce consistent naming of credentials for formal and non-formal skills based education and training;
- provide formal recognition of workplace skills obtained in both the formal and informal economies;
- The Bangladesh National Technical and Vocational Qualifications Framework will include two pre-vocational levels to introduce additional pathways in general education and to cater for the under privileged and low educated groups in society.
e. In general education, a new system of dual certification will be introduced so that students who satisfactorily achieve the skills component of vocational education programs such as the SSC (Voc), HSC(Voc) and HSC(BM), will receive a NTVQF qualification in addition to, and separate from, the school qualification.

2.2 If not, are there any other similar kinds of frameworks to connect education and training programmes in your country? (Not applicable)

3. Recognizing and Validating Lifelong Learning through NQFs.

3.1 How are programmes for lifelong learning under CLC/NFE centers legitimately recognized by the Government? (Please describe any policies or legislation).

**Ans:** The programmes for lifelong learning under CLC/NFE centers are legitimately recognized by the Government of Bangladesh. Bangladesh Government has been adopted Non-Formal education policy. The Government is going to adopt NFE Act 2012. Already a draft NFE Act 2012 has been prepared by the Ministry of Primary and Mass Education.

3.2 Are there any equivalency programmes that link formal and non-formal education in your country?

**Ans:** In a true sense there is no such types of programmes but developing structures and mechanisms for the recognition, validation and accreditation of all forms of learning, by establishing equivalency frameworks for qualifications that encompass informal and non-formal learning is under process.

4. Skills Development in your Country

4.1 Please describe the current policies concerning skills development in your country under formal and non-formal education. Is it discussed under the National Education Policy?

**Ans:** The Government has been adapted National Skills development policy in 2011. This policy also extends and builds on other major government policies and based on these, the Skill Development Action Plan of 2012 is being prepared.

Yes, it discussed under the National Education Policy-2010.

4.2 Are there any recent initiatives of the Government to address skills development for unemployed youth?

**Ans:** In Bangladesh, many government Ministry and agencies deliver formal and non-formal skills training in the context of industry and community development.
Many private training organizations, NGOs and donors also deliver skills training, both formal and informal. Skills training also occurs on-and-off the job in enterprises, and as pre-departure training for expatriate workers.

4.3 Can you describe any innovations or new approaches that have been used in CLCs to reduce poverty and/or build livelihood skills?

Innovations or new approaches that may be used in CLCs to reduce poverty and/or build livelihood skills are:

**Ans:** In skills development programs priority may be given in selection of trades on basis of local needs and availability of products.

-The end-