

Mapping of Non-Formal Education Activities in Bangladesh

Final Report

**Bureau of Non-formal Education
Ministry of Primary and Mass Education
April 2009**

Report
on
**Mapping of
Non-Formal Education Activities
in Bangladesh**

Principal Researchers:

M. Ehsanur Rahman

M. Habibur Rahman

Coordination & Secretarial Support:
Campaign for Popular Education (CAMPE)

Supported by
Sida and UNESCO

Bureau of Non-formal Education
Ministry of Primary and Mass Education
April 2009

Acknowledgement

The NFE Mapping Team deeply acknowledges the support of the Ministry of Primary and Mass Education, Bureau of Non-Formal Education, Directorate of Primary Education, the NFE providers, and Development Partners. Their active support largely contributed to this NFE Mapping endeavour.

Very special thanks to Ministry of Religious Affairs, Ministry of Youth and Sports , Ministry of Women and Children Affairs, and Ministry of Labour and Employment for their valuable comments and suggestions which was of great help to enrich the report further.

We express our sincere gratitude and appreciation to Sida and UNESCO for their active support, both financial and technical, to make the Mapping successful.

Special thanks to the Advisors and the Core Group members who provided continuous support and guidance to the Mapping Team since the inception of the NFE Mapping initiative.

Sincere thanks for the concerned officials in various government departments and NGOs, both at the central and field level. Their support made the Mapping activities possible.

We also extend our gratitude to CAMPE, its dedicated staff for providing facilities of coordination, events organization and logistical support all along the Mapping activities.

NFE Mapping Team

Table of Contents

	Page
<i>Acronyms</i>	xiii
<i>Executive Summary</i>	xv
Part I	
Chapter 1	
1.0. Introduction	1
Chapter 2	
2.0. Scope of Work and Methodology	5
Chapter 3	
3.0. Non-Formal Education Situation in Bangladesh	15
3.1. Overview of Education and Development	15
3.2. PRS and EFA Challenges for the Coming Decade	16
3.3. NFE Scenario in Bangladesh	16
3.4. Skills development	18
3.5. NFE Clienteles	22
3.6. NFE Programs	22
3.7. NFE structure and Sub-system	25
3.8. NFE programme focus in the NFE Policy (2006)	26
3.9. Project priorities on NFE during NPA II (2003-15)	26
3.10. NFE Coordination	28
3.11. NFE Financing	29
Chapter 4	
4.0. Present Coverage of NFE Programs	31
4.1. Program type	31
4.2. NFE Program Implementation Scenario	31
4.3. Target Groups/ Learner profile	32
4.4. Geographical and Population coverage	34
4.5. Provider/ Organization profile	38
4.6. Curriculum and Materials	38
4.7. Teaching-Learning process	40
4.8. Duration of programs	40
4.9. Monitoring system	41
4.10. NFE Budgeting	41
4.11. Capacity analysis	42
4.12. Equivalency	44
4.13. Advocacy	45
Chapter 5	
5.0. Projection of Future Coverage of NFE Programs	47
5.1. Early Childhood Care and Development Programs	48
5.2. Non-formal Basic Education Programs	51
5.3. Continuing Education Programs	54
Chapter 6	
6.0. Implications of Findings and Recommendations	57
6.1. Implications of field findings on NFE sub-sector	57
6.2. Implications relating to analysis of policy and plan documents	61
6.3. Recommendations	66
Bibliography	69

Part II

Coverage and Projection Tables, Maps and Annexes

Coverage and Projection Tables

Table 1	Summary Table showing Program-wise Coverage NFE learners by Divisions
Table 1.1	District-wise table showing Total Coverage of On-going Parenting Program
Table 1.1.1	District-wise coverage of NFE learners – Current projects Parenting Program
Table 1.1.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Parenting Program
Table 1.1.3	District-wise coverage of NFE learners – Approved project Parenting Program
Table 1.1.4	District-wise coverage of NFE learners – Planned project Parenting Program
Table 1.2	District-wise table showing Total Coverage of On-going ECCE Program
Table 1.2.1	District-wise coverage of NFE learners – Current projects ECCE Program
Table 1.2.2	District-wise coverage of NFE learners – Current projects(10 or less centre) ECCE Program
Table 1.2.3	District-wise coverage of NFE learners – Approved project ECCE Program
Table 1.2.4	District-wise coverage of NFE learners – Planned project ECCE Program
Table 1.3	District-wise table showing Total Coverage of On-going Pre-Primary Program
Table 1.3.1	District-wise coverage of NFE learners – Current projects Pre-Primary Program
Table 1.3.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Pre-Primary Program
Table 1.3.3	District-wise coverage of NFE learners – Approved project Pre-Primary Program
Table 1.3.4	District-wise coverage of NFE learners – Planned project Pre-Primary Program
Table 1.4	District-wise table showing Total Coverage of On-going NFPE Program
Table 1.4.1	District-wise coverage of NFE learners – Current projects NFPE Program
Table 1.4.2	District-wise coverage of NFE learners – Current projects(10 or less centre) NFPE Program
Table 1.4.3	District-wise coverage of NFE learners – Approved project NFPE Program
Table 1.4.4	District-wise coverage of NFE learners – Planned project NFPE Program
Table 1.5	District-wise table showing Total Coverage of On-going Adolescent Program
Table 1.5.1	District-wise coverage of NFE learners – Current projects Adolescent Program
Table 1.5.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Adolescent Education Program
Table 1.5.3	District-wise coverage of NFE learners – Approved project Adolescent Program
Table 1.5.4	District-wise coverage of NFE learners – Planned project Adolescent Program
Table 1.6	District-wise table showing Total Coverage of On-going Adult Program
Table 1.6.1	District-wise coverage of NFE learners – Current projects Adult Education Program
Table 1.6.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Adult Education Program
Table 1.6.3	District-wise coverage of NFE learners – Approved project Adult Program
Table 1.6.4	District-wise coverage of NFE learners – Planned project Adult Program
Table 1.7	District-wise table showing Total Coverage of On-going Post-Literacy Program
Table 1.7.1	District-wise coverage of NFE learners – Current projects Post-Literacy Program
Table 1.7.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Ad Post-Literacy Program
Table 1.7.3	District-wise coverage of NFE learners – Approved project Post-Literacy Program
Table 1.7.4	District-wise coverage of NFE learners – Planned project Post-Literacy Program
Table 1.8	District-wise table showing Total Coverage of On-going Vocational Program
Table 1.8.1	District-wise coverage of NFE learners – Current projects Vocational Program
Table 1.8.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Vocational Program
Table 1.8.3	District-wise coverage of NFE learners – Approved project Vocational Program
Table 1.8.4	District-wise coverage of NFE learners – Planned project Vocational Program

Table 1.9	District-wise table showing Total Coverage of On-going Equivalency Program
Table 1.9.1	District-wise coverage of NFE learners – Current projects Equivalency Program
Table 1.9.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Equivalency Program
Table 1.9.3	District-wise coverage of NFE learners – Approved project Equivalency Program
Table 1.9.4	District-wise coverage of NFE learners – Planned project Equivalency Program
Table 1.10	District-wise table showing Total Coverage of On-going QLIP Program
Table 1.10.1	District-wise coverage of NFE learners – Current projects QLIP Program
Table 1.10.2	District-wise coverage of NFE learners – Current projects(10 or less centre) QLIP Program
Table 1.10.3	District-wise coverage of NFE learners – Approved project QLIP Program
Table 1.10.4	District-wise coverage of NFE learners – Planned project QLIP Program
Table 1.11	District-wise table showing Total Coverage of On-going Other Programs
Table 1.11.1	District-wise coverage of NFE learners – Current projects Other Program
Table 1.11.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Other Program
Table 1.11.3	District-wise coverage of NFE learners – Approved project Other Program
Table 1.11.4	District-wise coverage of NFE learners – Planned project Other Program
Table 2	Summary Table showing Program-wise Projected Target NFE learners by Divisions
Table 2.1	District-wise Estimated number of Target learners – Parenting program
Table 2.2	District-wise Estimated number of Target learners – ECCE program
Table 2.3	District-wise Estimated number of Target learners – Pre-primary education
Table 2.4	District-wise Estimated number of Target learners – NFPE program
Table 2.5	District-wise Estimated number of Target learners – Adolescent education
Table 2.6	District-wise Estimated number of Target learners- Adult literacy
Table 2.7	District-wise Estimated number of Target learners - Post-Literacy and Continuing Education Programs

List of Maps

Map:4.1	PARENTING PROGRAM: District-wise Current Coverage of Learners
Map:4.2	ECCE PROGRAM: District-wise Current Coverage of Learners
Map:4.3	PRE-PRIMARY: District-wise Current Coverage of Learners
Map:4.4	NFPE: District-wise Current Coverage of Learners
Map:4.5	ADOLESCENT: District-wise Current Coverage of Learners
Map:4.6	ADULT LITERACY: District-wise Current Coverage of Learners
Map:4.7	POST LITERACY: District-wise Current Coverage of Learners
Map:4.8	VOCATIONAL PPROGRAM: District-wise Current Coverage of Learners
Map:4.9	QLIP: District-wise Current Coverage of Learners
Map:5.1	PARENTING PROGRAM: District-wise Projected Target
Map:5.2	ECCE PROGRAM: District-wise Projected Target
Map:5.3	PRE-PRIMARY: District-wise Projected Target
Map:5.4	NFPE: District-wise Projected Target
Map:5.5	ADOLESCENT: District-wise Projected Target
Map:5.6	ADULT LITERACY: District-wise Projected Target
Map:5.7	POST LITERACY: District-wise Projected Target
Map:5.8	VOCATIONAL PROGRAM: District-wise Projected Target
Map:5.9	QLIP: District-wise Projected Target
Map:B1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B4	NFPE Upazila-wise Current Coverage of Learners in Barisal Division
Map:B5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B7	POST LITERACY Upazila-wise Current Coverage of Learners in Barisal Division
Map:B8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B9	QLIP: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:B11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:B12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:C1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Chittagong Division

Map:C4	NFPE: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C7	POST LITERACY: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C9	QLIP: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:C11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:C12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:D1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D4	NFPE: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D7	POST LITERACY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D9	QLIP: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:D11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:D12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:K1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K4	NFPE: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K7	POST LITERACY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K9	QLIP: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Khulna Division
Map:K11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Khulna Division
Map:K12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Khulna Division

Map:R1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R4	NFPE: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R7	POST LITERACY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R8	VOCATIONAL PROGRAM : Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R9	QLIP: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:R11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:R12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:S1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S4	NFPE: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S7	POST LITERACY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S8	VOCATIONAL PROGRAM Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S9	QLIP: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Sylhet Division
Map:S11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Sylhet Division
Map:S12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Sylhet Division

Annex Documents

- Annex 1: Terms of Reference for Mapping of NFE Activities in Bangladesh
- Annex 2: Mapping Team (Category-wise list of persons – Advisors, ToR/Core team, Coordinators & Consultant, Field Supervisors, Mapping Associates, Secretariat team)
- Annex 3: List of organizations covered in the Mapping
- Annex 4: Work Plan (Revised)
- Annex 5: List of Clusters with Districts and names of NGOs supporting organizing cluster level workshops
- Annex 6: Questionnaire used for collection of information
- Annex 7: Checklist used for collection of information
- Annex 8: Extract from NFE Policy
- Annex 9: List of Projects in Education/NFE Sector
- Annex 10: List of organizations developed NFE materials
- Annex 11: Information about Training Centres (by division and district)
- Annex 12: List of NFE materials and publications developed by Government Departments and NGOs
- Annex 13: Comment and Suggestions Made by the Participants attended at the National NFE Mapping Workshop held on August 19, 2008

Acronyms

AD	: Assistant Director
ADB	: Asian Development Bank
AEP	: Adult Education Program
AUEO	: Assistant Upazila Education Officer
BANBEIS	: Bangladesh Bureau of Educational Information and Statistics
BEHTRUWC	: Basic Education for Hard-To-Reach Urban Working Children
BNFE	: Bureau of Non-Formal Education
BOU	: Bangladesh Open University
CAMPE	: Campaign for Popular Education
CBO	: Community-Based Organization
CE	: Continuing Education
CELSP	: Continuing Education and Livelihood Skills Program
CRC	: Child Rights Convention
CSR	: Corporate Social Responsibility
DC	: Deputy Commissioner
DFA	: Dakar Framework of Action
DNFE	: Directorate of Non-Formal Education
DP	: Development Partner
DPE	: Directorate of Primary Education
DPEO	: District Primary Education Officer
EC	: European Commission
ECCD	: Early Child Care and Development
ECCE	: Early Child Care and Education
ECD	: Early Child Development
EFA	: Education for All
ELCG	: Education Local Consultative Group
EP	: Equivalency Program
ESP	: Education Support Program
FY	: Financial Year
GIS	: Geographical Information System
GNP	: Gross National Product
GO	: Government Organization
GoB	: Government of Bangladesh
HDI	: Human Development Index
INFEP	: Integrated Non-Formal Education Program
INGO	: International Non-Government Organization
JSC	: Junior Secondary Course
LIFE	: Literacy Initiative For Empowerment
MDG	: Millennium Development Goals
MEP	: Mass Education Program
MIS	: Management Information System
MoPME	: Ministry of Primary and Mass Education
MoWCA	: Ministry of Women and Children Affairs
NCTB	: National Curriculum and Textbook Board
NFBE	: Non-Formal Basic Education
NFE	: Non-Formal Education
NFPE	: Non-Formal Primary Education
NGO	: Non-Government Organization
NPA	: National Plan of Action
OSAY	: Out-of-School Adolescents and Youths
PEDP	: Primary Education Development Program
PL	: Post-Literacy
PLCE	: Post-Literacy and Continuing Education
PLCEHD	: Post-Literacy and Continuing Education for Human Development

PRSP	:	Poverty Reduction Strategy Paper
QLIP	:	Quality of Life Improvement Program
ROSC	:	Reaching Out of School Children
SDC	:	Swiss Agency for Development and Cooperation
TLM	:	Total Literacy Movement
ToR	:	Terms of Reference
UEO	:	Upazila Education Officer
UNO	:	Upazila Nirbahi Officer
UPE	:	Universal Primary Education
VEES	:	Vocational, Entrepreneur and Employment Skill
WB	:	World Bank
WCEFA	:	World Conference on Education For All
YALTP	:	Young Adults Literacy and Training Program

Executive Summary

Bangladesh is committed to promote quality and productive education. With this aim in view, it has undertaken missions for meeting the EFA goals combined with MDG and PRSP goals. Considering peoples' empowerment with knowledge and skills as the most vital component of human development for poverty reduction and recognizing the potentials of non-formal education (NFE), the government formulated NFE policy to 'contribute to fulfilling EFA goals and alleviating poverty'. The National Plan of Action II (2003 -15) has accordingly been prepared setting the target of reducing illiteracy by at least 50% and achievement of MDGs of improving people's life conditions by 2015.

Given the massive scope and challenges of NFE, it is imperative to obtain a clear picture of what is transpiring in the NFE domain. It is important to identify who is providing what services countrywide and to form a clear idea about the future opportunities. NFE Mapping has been accordingly planned to conduct a mapping (stocktaking) of the NFE interventions across the country. A comprehensive stock-taking of NFE activities throughout the country is expected to enable the government and other development planners, including the Development Partners, to allocate necessary resources to disadvantaged groups and at prioritized locations. This would also enable the NFE implementing agencies to realize the programs applying some need-based strategies.

NFE Mapping includes a wide range of information about NFE programs such as geographical coverage, program approach, curriculum and materials, training, coordination mechanisms at national and local level and a lot of other things. Details about the NFE activities have been collected covering almost all NFE providing organizations throughout the country. The programs that were covered in the Mapping include Parenting, Early Childhood Care and Education, Pre-primary, Non-formal Primary Education, Adolescent Education, Adult literacy, Post-literacy, Vocational education, Equivalency education, and Quality of life improvement activities.

Data of 742 organizations, having more than 10 NFE centres, were analyzed to assess coverage of various programs. The NFE programs in the country cover 5,598,324 learners, of which 2,222,069 learners (40%) are within ECCD programs, 1,906,094 learners (34%) in basic education programs and 1,470,161 learners (26%) in continuing education and other programs. As there is no equivalency framework in the country, the presence of equivalency program is almost absent.

NFE learners generally come from poor households, few of them remain in the category of hard core poor. A good number of NFE children are involved in economic activities as child labour. The families of the NFE learners are in most cases socially neglected and economically excluded. 30-50 percent of the household members of the NFE learners are illiterate. On an average, 55% learners in NFE programs are women/girls. Information on existing NFE coverage of physically disabled people show that only 18,831 disabled learners are covered in various NFE programs, which is less than 1% of total learners covered in NFE.

The curricula for various NFE programs are developed centrally by the organizations themselves. Most of the organizations implement programs through centre-based approach. Analysis of availability and usage of materials show that there are more than 1,281 NFE materials that are reported to be used in various NFE programs. Of these, 235 are for child education programs, 56 are for adolescent and adults' basic education program and the rest are for continuing education programs. Besides booklet, there are supplementary materials like chart, card-set, game, video, CD, etc.

Existing human resource in the NFE sub-sector is 150,779 (women 62%), of which a large portion works at the grass roots level; 9% are supervisors and 88% are facilitators/teachers. Taken together, the figure of policy and management level staff stands at 5,668 in 739 organizations, which can be considered as a bulk human resource in the sub-sector. The compiled information about availability of training facilities show that there are 1,277 training rooms and residential facilities for accommodating 17,653 persons in 900 training centres throughout the country, which can be treated as a big resource for NFE sub-sector.

Funds in NFE sub-sector come from the government, development partners, international NGOs, Bangladeshi NGOs as well as from the private sector (corporate foundations). In about half of the organizations, education budget is less than 20% of the organization's total budget. Only 15% organizations reported that their education budget is 60% or above of their total budget.

Projected target population of various NFE programs has been estimated on the basis of the total number of target population and the extent of current coverage. In Parenting program, in total 11,410,912 learners have been projected for future coverage through NFE; the projected coverage of ECCE is 4,798,631 children; and in Pre-primary education 1,680,221. A total of 3,255,017 children are projected for coverage through NFPE, and 6,098,291 adolescents are estimated as projected learners for Adolescent education program. In total 15,436,678 adults are found to be projected learners under Adult literacy program. In all programs, because of higher number of population, some districts would have higher coverage while in other districts lesser number of population would required to be covered.

Neo-literate of 11-44 age-group population based on projected coverage in literacy programs for adults and adolescents have been targeted for Post-literacy program. The projected coverage for Post-literacy program is 13,816,630. The forward linkage of the Post-literacy program learners have been planned either for Vocational education program or for the Equivalency program, estimating half of population for each program. The projected coverage of Quality of Life Improvement Program (QLIP) is 6.9 million adult and adolescents, which is fifty percent of the Post-literacy program learners.

The findings from the NFE Mapping have significant implications concerning the strategies and core issues identified in the NFE policy. The coverage of ongoing projects is very low in comparison to the expected target population of the age-group in all NFE programs. The coverage scenario within the NFE programs varies widely; some NFE programs have higher coverage compared to others. The extent of variation in coverage is also high when comparative analysis is made among the districts – some districts have comparatively high concentration of learners than others. Similar variation may be seen from the coverage analysis from the point of view of geographical conditions, participation of learners from language-minority groups and the participation of disabled learners.

The methodological implications of the findings in NFE Mapping are strategically significant. In terms of program delivery approach, teaching learning process, development of curriculum and materials, the findings show that the room for choice by the learners and facilitators are very limited since all programs are centrally planned and managed. The technical capacity in NFE sub-sector in terms of availability of human resource and scope for development of professional knowledge and skills is inadequate to serve the needs of the diverse programs and the required level of coverage. With the present capacity, it would be an uphill task to launch the programs in needs, unless a massive professional skill development programs is planned. NFE sub-sector also suffers from poor documentation and research on the efficiency and effectiveness of various NFE approach. There is also lack of advocacy capacity at various levels of NFE personnel, to demonstrate how NFE can contribute to human development, poverty reduction and achievement of MDG goals. Due to the absence of a central database in NFE sub-sector, the availability of complete data on

NFE programs and coverage of beneficiaries remains a challenge. A comprehensive NFE-MIS need to be developed to minimize the gaps in basic information.

A comprehensive NFE sub-sector plan should be developed with a balanced coverage of various NFE programs, based on the needs of the target groups and in line with the NFE Policy. For professional development of NFE personnel, an institutional mechanism can be developed to offer courses in partnership with existing training institutions, academic institutes and sponsoring courses. Above all, the NFE programs should be multi-disciplinary in nature incorporating a variety of approaches and strategies. These are to be supported by process-oriented approaches that can meet the needs of learners, their families, and concerned community members, which can ultimately contribute to social and macro-economic development.

Chapter 1

Introduction

1.1. Context

Bangladesh, with its vast hard-working human resource, has the potentiality of developing socially and economically to support the population of more than 140 million. The challenge is how to convert this large population into a skilled human resource. Majority of the people are illiterate and live below poverty line. Education as the basic need for socio-economic transformation and advancement of a country could not be made available to the majority of the population.

The Government of Bangladesh is committed to the Millennium Development Goals (MDGs) as well as Education for All (EFA) by 2015. The EFA commitment is in line with the goals as envisaged in the EFA World Conference (1990) and the Dakar Declaration on EFA (2000). Asserting the strategic needs of non-formal education in reaching the national and global target of Education for All, the Non-Formal Education Policy was adopted by the Government of Bangladesh in 2006. The goal of NFE policy is to 'contribute to fulfilling EFA goals and alleviating poverty as spelled out in the National Plan of Action II (2003 -15) and PRSP (2005). The plan is to reduce illiteracy by at least 50% and move toward the realization of MDGs by improving peoples' life conditions by 2015.

The NFE Policy further stressed that "illiteracy and poverty, and abeyance of democratic values, institutions and norms are hindrances to participatory development and progress. The government recognizes that NFE, by expanding literacy and continuing education opportunities, especially to disadvantaged groups, can equip people with knowledge and skills to improve life and livelihood. The Government looks upon NFE as a key element of the effort to offer lifelong learning opportunities and create a learning society in order to meet the challenges of the 21st century". This affirms the government's understanding of the potential of NFE.

The above commitment makes the government obliged to provide equitable opportunities for education not only to all children and adolescents, but also to all young adults and adults who have missed opportunities or have earlier dropped out of the education system. The Second National Plan of Action (2003-15) accordingly sets targets in the fields of early childhood education, primary education (both formal and non-formal), and education for adolescents, young adults and adults emphasizing on basic and continuing education. In the same line, the NFE policy stressed on creating a community-based network of learning centres, extending opportunities for effective skill training and continuing education, and creating life-long learning opportunities for target population of all age-group in a given community.

1.2 Background

In the non-formal education sub-sector, a number of interventions have been undertaken by the government – the Post-Literacy and Continuing Education Project 1, (PLCEHD 1), Post-Literacy and Continuing Education Project 2 (PLCEHD 2), Post-Literacy and Continuing Education Project 3 (PLCE 3), and the Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Project. These cover about a population of 3 million, targeting working children, adolescents, and young adults, aiming at providing literacy with skills development to pave the way for human resource development. The government has undertaken the Reaching Out of School Children (ROSC) Project, targeting the out-of-school children with the aim to complement the PEDP II. Apart from this, various NGOs are providing non-formal education programs for various target groups – pre-school children,

children, adolescents, adults. There are also many private institutions, which provide basic and continuing education services.

Over the last two decades, there has been a gradual growth in adult literacy as well as in the levels of education among the youth, particularly girls. However, a huge number of the youth and adult population still remains illiterate, unskilled, and under-employed. In a population of over 140 million, the number of illiterate youth and adults is staggering. The need to develop comprehensive programs for this population - to educate, to develop and enhance skills based on market needs for economic development, cannot be overemphasized, specially considering the direct links between continuing education (e.g. skills development) and economic gains, between adult education and primary education as well as early child development. NFE has the critical role in addressing the huge and diverse learning needs of the adults, youths and out-of school children.

1.3 Rationale

Given the massive scope and challenges of NFE in the context of the MDGs and the EFA, the myriad range of NFE providers – government and non-government, the huge investment and resource utilization, and the strategic implementation of the NFE Policy Framework wherein quality, equity, and sustainable socio-economic development is ensured, it is imperative to obtain a very clear picture of what is transpiring in the NFE domain including who is providing what services countrywide, and future opportunities that may emerge. This is to gain appropriate knowledge/data for effective policy-making, prioritizing, planning, budgeting, implementation, monitoring, evaluation and coordination of NFE interventions in Bangladesh.

The cumulative coverage of non-formal education programs is not accurately known, as there is no central database on NFE or NFE MIS. NFE providing organizations only maintain information of their own programs. There is no mechanism to collate these and visualize a picture of national coverage by NFE sub-sector. As a result the contribution of NFE sub-sector in the EFA and national development programs remain mostly unrecognized. Again, due to lack of comprehensive coverage, information of ongoing NFE programs, need-based future planning of NFE programs cannot always be made. There remains a risk of overlaps and gaps. The planners, providers and financers of NFE have been critically concerned about this information gap for long, and that was discussed on many occasions between ELCG members, BNFE and NGOs. Through these discussions, did the idea of Mapping of NFE activities in Bangladesh take its root. The Terms of Reference prepared jointly gives a broad outline of the NFE Mapping. (ToR is attached in Annex 1)

1.4 Objectives and Expected Results

The aim of NFE mapping is to contribute to the assessment of the long-term benefits of NFE at the national level which is currently impossible due to the lack of relevant data and the fragmentary approach to NFE development.

NFE Mapping is planned to conduct a mapping (stocktaking) of the Non-Formal Education (NFE) sub sector activities/interventions on a national scale to provide strategic directions for the implementation of the national Non-Formal Education Policy.

Specifically, the Mapping has the following objectives:

- (i) To document and cluster the NFE related information to support future planning
- (ii) To make district and upazila-based GIS presentation of NFE coverage by type of programs
- (iii) To analyse the findings and its implications for NFE sub-sector
- (iv) To recommend measures for implementing NFE policy and EFA National Plan of Action

It is expected that NFE Mapping would provide strategic directions for future planning of NFE programs by the government, NGOs, Development Partners and Private agencies. A comprehensive stock-taking of NFE activities throughout the country is expected to enable development planners to allocate needed resources to disadvantaged and prioritized groups, for development workers to implement needs-based strategies for the poor and illiterate, to minimize duplication and wastage of limited resources, and to ensure the convergence of formal and non-formal education interventions to attain the MDGs and EFA goals. It is also expected that a strategic and coherent plan in line with the NFE Policy and based on precise Mapping of NFE activities would be developed towards targeted achievement of literacy, life skills and employment skills to improve the lives of millions in this country.

This NFE Mapping will also provide substantial input in the NFE-MIS planning, currently being undertaken by the Bureau of Non-Formal Education with technical and financial support of UNESCO under the LIFE project. Information in the NFE Mapping Report about the various types of ongoing and planned NFE programs in different districts would be a ready reference for the NFE planners and managers to establish and operate a nation-wide MIS.

1.5 Mapping Team

Under the leadership of Director General, Bureau of Non-Formal Education (BNFE) a core team provided overall guidance for the NFE Mapping at the central level. The core team consists of the persons who initiated the NFE Mapping and jointly prepared the Terms of Reference for the NFE Mapping. The persons are Mr. Md. Rafiquzzaman, Director General, BNFE, Mr. Abdus Samad, Director (Planning), BNFE, Ms. Monica Malakar, Program Officer, Sida, Mr. Abdur Rafique, National Program Officer, UNESCO, Ms. Tahsinah Ahmed, Program Manager, SDC, Ms. Christine Augustin, Project Officer, UNICEF, and Ms. Selina Mohsin, Education Advisor, CIDA. Mr. Khondokar Md. Asaduzzaman, Director General, Directorate of Primary Education, also provided valuable suggestions during the Mapping.

Ms. Rasheda K. Choudhury (subsequently Mr. Azizul Haq), Director, CAMPE, Dr. James Jennings, Regional Education Advisor, AUSAID and Dr. Safiqul Islam, Director, Education Program, BRAC provided advisory support to the mapping team.

At the operational level, the Mapping Team consists of two Principal Researchers and the Director Planning of BNFE supported by a GIS Specialist, a group of coordinators, supervisors and associates as mentioned below:

- Principal Researchers (2) who have been responsible for the whole mapping exercise. The Principal Researchers are Mr. M. Habibur Rahman, Director, Education Sector, Save the Children USA and Mr. M. Ehsanur Rahman, Deputy Executive Director, Dhaka Ahsania Mission.
- Mr. Abdus Samad, Director (Planning), BNFE has been the BNFE focal person in the core team and Mr. Abdul Hamid Assistant Director (Planning) provided other supports during field coordination.
- GIS Specialist Prof. A. Q. M. Mahbub provided technical assistance in population projection and map preparation.
- Mapping Coordinators are Mr. Md. Kafiluddin, Mr. Md. Badruddoza Mia and Mr. Sazzad Khan: Their main responsibilities were: i) field administration, mainly responsible for data collection with quality; ii) data administration with tabulation and output presentation using computer package and iii) data interpretation and assisting in report writing if possible.
- Mapping Supervisors (8): One mapping supervisor is to supervise at least 3 mapping associates under 3-4 clusters of district. In addition they are responsible for cross-checking of 10% of NFE providers.
- Mapping Associates (25): Mapping associates are in charge of collecting data directly from the fields under the guidance of the Mapping Supervisors.

- Mapping Secretariat: CAMPE plays a key role as secretariat of Mapping Team. Mr. K. M. Enamul Hoque, Program Manager, CAMPE has been the Principal Coordinator of the Mapping Secretariat, with assistance from Mr. Ghiasuddin Ahmed and Mr. Md. Mahfuzur Rahman of the same organization.

List of the Mapping team members is given in Annex 2.

1.6 Financing

Sida and UNESCO jointly financed the NFE Mapping through the standard financing arrangement between Sida and UNESCO with CAMPE and the Principal Researchers.

Chapter 2

Scope of Work and Methodology

2.1. Scope of Work

The national NFE Policy kept provision for wide range of educational services by saying “NFE is a purposeful & systematically organized form of learning that generally occurs outside the formal educational institutions.....flexible in terms of organization, time, place....may cover basic & continuing education programs...may or may not follow a ‘ladder’ system and may be of varying duration”. Within this framework, all types of NFE programs have been covered within the Mapping. These are:

- Early Childhood Care and Education, including Parenting, Early Child Development, and Pre-Primary;
- Non-Formal Primary Education;
- Adolescent literacy program;
- Adult literacy program;
- Continuing education programs like Post-Literacy, Vocational, Entrepreneurship & Employment skills, Equivalency education, and Quality of life improvement.

Operational Definitions used for Mapping of NFE Programs¹

Non-formal Education: Non-formal Education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place and may cover basic and continuing educational programs to impact basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development; it may or may not follow a ‘ladder’ system, and may be of varying duration.

Early Childhood Development (ECD): The ECD is a holistic child development process. It contains a set of organized group or individual activities in the areas of early stimulation and learning; physical, cognitive, psycho-social and language development including child protection and school readiness. Three programs relating to childcare and development are clustered under ECD: Parenting, ECCE and Pre-primary.

Parenting program: The parenting program aims to help parents and caregivers with providing of information and knowledge related to child development and trains them to support their children in their growth and development. The parenting component ensures that children get added support from home and the community. The parenting program is developed on the basis of rearing conditions of the children from conception to eight years.

Early Childhood Care and Education program (ECCE): The ECCE program is designed to address children’s needs for appropriate health, nutrition, learning, safety and psycho-social development. Care is the process by which optimal development can be achieved. The term ‘education’ involves a number of learning

¹ The operational definitions of various NFE programs have been developed by drawing on the concepts and spirit of the NFE Policy and the National Plan of Action for EFA. The UNESCO definitions and the Dakar Framework of Action were also consulted in formulating these definitions. These definitions have been used in the NFE Mapping for the purpose of maintaining uniformity in the collection and analysis of the information. These definitions do not necessarily reflect the official opinion of the BNFE, MOPME or the Government.

processes, that includes information and knowledge acquisition and discovery, generation of inquisitiveness and creative avenues. Preparing for school and building foundation of lifelong learning. 3-4 year age-group children are targeted in this program.

Pre-primary Education program: Pre-school is a provision of early learning opportunities for the children of around 5-year age. This program demonstrates how children (including those disadvantaged by gender, poverty, ethnicity and disability) can perform in primary school if provided with effective early learning facilities. The preschool offers the identical curriculum and materials and also utilizes a community member as a teacher.

Non-formal Primary Education program (NFPE): NFPE is a kind of primary education offered in a non-formal setting and structure. NFPE targets children of 6-10 year age-group, who remain out of school because of non-enrolment or drop-out from the primary schools.

Adolescent Education Program (AEP): AEP is a basic education opportunity for illiterate or semi-literate girls and boys of 11-14 year age-group. Generally, it is an organized and facilitated set of group activities for adolescents, which are equivalent to formal primary education or national literacy curriculum. AEP is designed to create opportunity for basic education along with the learning of essential life skills as per needs of the adolescents.

Adult Literacy Program (ALP): The adult literacy program is an organized and facilitated set of group activities for adults where the focus is on the mastery of basic skills of reading, writing, numeracy and social awareness. The ratio of literacy skills to knowledge is 80:20.

Continuing Education Program (CEP): Continuing education is the provision of opportunities for lifelong learning beyond basic education (literacy and primary education) in response to the needs of the disadvantaged individuals and groups to enrich their socio-economic lives, livelihood and learning.

Post-Literacy Program (PLP): The post-literacy program is an organized and facilitated set of group activities where the focus is on sound literacy skills integrated with the development of functional knowledge required as a worker, a parent or a citizen. Literacy skills and knowledge/information are integrated in PLP.

Vocational Education Program (VEP): The vocational education program is a part of NFE policy that focuses on vocational education, entrepreneurship and employment skills. All types of skills development approaches contributing to income generation are covered under this program, with an understanding that income can be generated by self-employment, by working for others or by adding to personal resources through investments. Vocational education program helps participants acquire new vocations or upgrade parental occupations and provide business skills for operating own enterprises.

Equivalency Education Program (EEP): The equivalency education program is defined as an alternative educational support system enabling a learner to acquire equivalence to existing formal general or vocational education through non-formal or distance education mode. Scope for further education at the basic, secondary or higher education levels is created by the equivalency education program.

Quality of Life Improvement Program (QLIP): QLIP is designed to equip learners and the community with the essential knowledge, attitudes, values and skills to enable them to improve quality of life as individuals and as members of the community. The quality of life refers to the level of well-being of the society and the degree of satisfaction of a number of human needs. Training on life skill development and various learning support services like mobile library are included in QLIP program.

NFE Mapping activities have been planned to cover a wide range of information about NFE programs being implemented by the government, non-government and private organizations: These include:

- 1) Geographical coverage
- 2) NFE delivery mechanisms
- 3) Types of NFE providers
- 4) Types of target groups
- 5) Kinds of curriculum and materials in use
- 6) Kinds of existing in-house capacities in terms of skilled human resources, training facilities and resources, materials, and research studies
- 7) Roles of national NFE providing institutions, other development agencies and research institutions
- 8) Kinds of existing monitoring mechanisms
- 9) Volume of financial investment in NFE by the government, development partners and private bodies
- 10) Kinds of coordination mechanisms that exist between GO-NGO at national and local level, and kinds of equivalency initiatives in the country.

To illustrate the above-mentioned fields, following issues/questions were formulated to design NFE Mapping:

- (i) Types of NFE activities (ECCE, basic and continuing education of both existing and planned) – geographical coverage and delivery mechanisms (centre-based approach, distance learning, each one teach one, captive approach, home-based approach and mosque/*Moktob*-based approach) including the role of the communities
- (ii) Types of NFE providers – agencies both government and non-government/civil society that deliver, sponsor or manage NFE. (Non-government - NGOs, CBOs, international agencies etc)
- (iii) Types of target groups in terms of age, socio-economic status, level of education and other factors and the extent of coverage of these groups numerically and geographically
- (iv) Kinds of curriculum and materials that are currently being used in various NFE activities including the teaching-learning process (e.g. block-teaching, multi-grade teaching, multi-lingual, etc approaches)
- (v) Kinds of in-house capacities that exist within the various agencies in terms of services including training, material development, books production, research studies, policy influencing and other services and physical facilities
- (vi) Roles of national institutions, agencies, directorates, and/or ministries responsible for NFE planning and implementation in various sub-sectors
- (vii) Kinds of monitoring mechanisms (program and financial auditing) used by government and non-government entities to monitor NFE activities/interventions
- (viii) The volume of financial investment in NFE by government, non-government, development partners, NGOs and others
- (ix) The current status of NFE databases/information systems at national level both for government and non-government organizations
- (x) The current roles of BNFE, BANBEIS, CAMPE, GoB-UNESCO's NFE-MIS in this context and their coordination at the national level
- (xi) The current status NFE Policy implementation in terms of prioritization of target groups and coordination of NFE activities at national and sub-national levels
- (xii) The present roles of the Ministry of Mass Education (MoPME), Bureau of Non-Formal Education (BNFE), the Directorate of Primary Education (DPE), and any other relevant government ministry/agency in determining the formal and non-formal education target groups and prioritization of services
- (xiii) Kind of existing equivalency initiatives, if any, between formal and non-formal education

- (xiv) Kind of existing advocacy mechanisms to highlight the crucial need for NFE in the development context of Bangladesh
- (xv) Kind of existing coordination mechanisms among DPE, BNFE and other relevant ministries and departments to attain the MDG and EFA goals

To get an overall picture about the NFE situation in the light of NFE policy, information have been collected from all types of NFE Providers in the NFE Mapping, covering government departments/projects, NGOs, private sector organizations across the country. The list of organizations covered in the Mapping is given in Annex 3.

2.2. Duration and Schedule of Works

The NFE Mapping concept was originally articulated by the core team in June 2007 and preparatory activities started since then. Later, through discussion at various levels, the Terms of Reference were finalized in July 2007, which got approval from the Ministry of Primary and Mass Education (MoPME) in August 2007. In August, necessary preparations were taken including recruitment/deployment of personnel and their training, finalizing the methodology, developing, pre-testing and finalizing instruments, logistical arrangements, etc. Field level data collection and validation of data were made during September – January 2008. The field data concerns with the period of 2005-2006. The original work plan had to be revised two times due to devastating flood and cyclone (Sidr). The revised work plan is attached in Annex 4.

2.3. Coverage and Methodology

All 64 districts have been covered in the Mapping for collection of information about NFE related activities. The details about the NFE coverage were directly collected from the organizations having more than 10 NFE centres. Information about the coverage by organizations that have 10 or less NFE centres was collected from the database of CAMPE and it was added up with the macro-level data for getting a complete overview. Time, resource and manageability of data have been the considerable factors to decide coverage of 10-plus centres by a single organization as cut-off point for collecting primary data. Altogether 739 organizations were selected for collecting primary data from 64 districts, out of which only two organizations along with their two projects belong to government sector. The rest are from the NGO sector (for details see Annex 3). Besides, the NFE Team consulted several directorates/departments of seven ministries other than the Ministry of Primary and Mass Education (MoPME) for collecting secondary information. These are: a) Ministry of Education (MoE), b) Ministry of Labour and Employment (MoLE), c) Ministry of Expatriate Welfare (MoEW), d) Ministry of Youth and Sports (MoYS), e) Ministry of Women and Children Affairs (MoWCA), f) Ministry of Religious Affairs (MoRA) and g) Ministry of Social Welfare (MoSW).

A combination of various methods of information collection was applied during NFE Mapping. These include:

- Information collection from NFE providers having 10+ centres,
- Use of Information about NFE providers having 10 or less centres from secondary source,
- Interview with program/training/research managers,
- Review/Scanning of program documents/Study reports/Directories,
- Discussion with Development Partners,
- Observation/Case studies on good practices of community engagements and reaching marginalised groups, and
- Interactive dialogue with stakeholders.

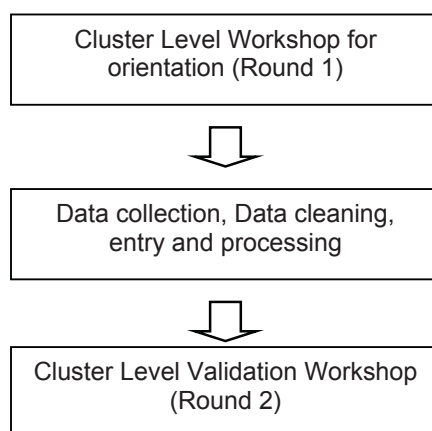
Broadly speaking, the data from the field was collected by using questionnaires, formats and checklists. Moreover, workshops were organised at different places to orient stakeholders on the NFE mapping exercises, validating the data received and for gathering information from different institutions, as shown in the figure above. For convenience of consultation with limited time and resource, 64 districts were put in to 25 Clusters (as mentioned in Annex 5). Clusters were planned on the basis of number of NGOs as major NFE providers,

geographical location and travel communication. The number of NFE providing NGOs in a district was calculated following the CAMPE database, list of BNFE PLCEHD project implementing NGOs and the NGOs under BRAC Education Support Program (ESP).

Following criteria were used for selection of NFE providing organizations:

- a) Directorates/Institutions implementing GoB projects with NFE component,
- b) NGOs implementing externally foreign donation funded NFE project,
- c) NGOs implementing at least 11 or more NFE centres. Three categories of program/project were selected for mapping exercises:
 - a. Ongoing projects only having duration up to June 2008 (at least),
 - b. Approved projects with funding commitment,
 - c. Planned projects (Finalized projects only).

At the Cluster level, there were two Rounds of workshop with NFE providers, local stakeholders and local administration. Round 1 was the Orientation workshop to share process of data collection, for updating the list of NFE providers, Itinerary sharing, and Questionnaire circulation. This was followed by interview and data collection by the Mapping Associates. Ten percent of the collected data were cross-checked by the Mapping Supervisors. The Mapping field team maintained close liaison with the Assistant Director (AD), BNFE of the respective district for their overall guidance and to ensure coordination with local administration. Round 2 workshop at the Cluster level was for Data Validation, where the tabulated data were shared with the same groups of participants (of Round 1 workshop) to confirm the respective data of their organizations as well as to get views on the NFE situation in the respective districts.



At the central level, the Mapping Team worked under the guidance of the Director General of BNFE and with technical support of the core group members who had formulated the ToR for NFE mapping. There took place meetings of this group at regular intervals to review the methodology, instruments and finally to monitor the progress in field work activities. The Advisors of the Mapping were consulted as on when required individually and collectively. Beside the overall guidance of the DG, BNFE, the Director (Planning) of BNFE, as focal point of the Bureau for the Mapping, provided valuable suggestions in mobilizing supports from other government departments both at central and field levels. The Director General of Directorate of Primary Education provided invaluable suggestions during consultation particularly in regard to current coverage and projected coverage in Early Child Care Education and Primary Education, for children within formal school system and for out-of-school children.

At the field level, Assistant Directors of BNFE provided necessary guidance to the Mapping Supervisors and Mapping Associates. DG, BNFE issued letters to the Deputy Commissioners and the BNFE officials to extend their support. On behalf of CAMPE, a designated local level NGO (names of NGOs mentioned in Annex 5) provided necessary logistic and support for arranging workshops as required by the field team. AD, BNFE, other

government officials and local counterpart NGO worked in close collaboration during NFE Mapping Cluster level workshops.

CAMPE provided coordination, organization of cluster level orientation and validation workshops and logistical support for the Mapping. In consultation with the Principal Researchers, CAMPE has been responsible for recruitment, training, deployment of mapping team members and also providing all kinds of logistic support at the central and field level. CAMPE also maintained liaison with the designated Focal Point in BNFE to update the development and to avail necessary guidance from BNFE.

A tabulated picture showing specific methods of collecting data and information is given below:

Nature of information	Process	Instruments
1. Program type (ECCE, NFE basic – children, adolescents, adults, CE – PL, VEES, EP, QLIP)	<ul style="list-style-type: none"> • Review of program documents/ Document scanning • Interview 	ToR checkpoints for review/scanning of program/project documents
2. Target groups/ Learner profile: information by economic, linguistic/ethnic, gender, geographic (char, haor, coastal, hill, urban slum) situation of learners	<ul style="list-style-type: none"> • Review of program documents/ Document scanning • Interview 	Checklist for review/scanning of program/project documents as well as for interview
3. Geographical and Population coverage	<ul style="list-style-type: none"> • Collection of data from the NFE providers through document scanning and interview 	Questionnaire to collect information with tables showing Upazila-wise coverage of learners by program type
4. Social, economic and geographical context of the participants benefiting from NFE	<ul style="list-style-type: none"> • Observation 	Questionnaire to collect information and a format for incorporating observation
5. Provider/ Organization profile	<ul style="list-style-type: none"> • Review of annual report/relevant documents 	ToR checkpoints for review/scanning of documents
6. National institutions responsible NFE planning and implementation	<ul style="list-style-type: none"> • Stocktaking of the national institutions 	ToR checkpoints for review/scanning of documents
7. Policy analysis of NFE providers and development partners in relation to MDG, PRSP, EFA Goals	<ul style="list-style-type: none"> • Review of program documents/Document scanning • Interview 	ToR checkpoints for review/scanning of documents
8. Curriculum & Materials, Teaching-learning process	<ul style="list-style-type: none"> • Review of program documents, NFE curriculum & materials • Review of study reports on the program • Interview with program manager/relevant technical persons 	Questionnaire to capture information relating to curriculum, materials & teaching-learning process

Nature of information	Process	Instruments
9. Community engagement (analysis of community participation and contribution to program delivery)	<ul style="list-style-type: none"> • Scanning of program documents and study reports on the roles of community 	Checklist for interview
10. Management & monitoring system	<ul style="list-style-type: none"> • Review of program documents • Interview with program manager 	Questionnaire
11. Data management system (types of information collected & analyzed, data management mechanism, users of information, linkage with other databases)	<ul style="list-style-type: none"> • Review of program/project documents • Interview with program managers • Data management output reports 	Questionnaire
12. Source of financing (by program type)	<ul style="list-style-type: none"> • Review of project document • Interview with program managers • Interview with the representatives of development partners 	<ul style="list-style-type: none"> - ELCG matrix to capture data on NFE financing - Questionnaire
13. Coordination (GO-NGO, BNFE - Other GO providers of NFE, NGO-NGO) & information (policy and scope of programs) sharing mechanism (central, district & Upazila levels)	<ul style="list-style-type: none"> • Review of program documents • Interview with program managers (NFE providers) 	Checklist for interview
14. Capacity analysis - Human resources, Physical facilities, NFE services (training courses, research, etc)	<ul style="list-style-type: none"> • Review of NGO directories, Government documents, project documents • Interview with HR, Training, Research managers 	Questionnaire
15. Identification of possible roles and responsibilities of government institutions in determining FE and NFE target groups and prioritization of services	<ul style="list-style-type: none"> • Workshop or interactive dialogue 	ToR checkpoints
16. Advocacy and equivalency mechanism	<ul style="list-style-type: none"> • Document scanning • Interview with program management team 	Questionnaire

The questionnaire used for collection of information from NFE providers and the checklist used for collection of information are attached in Annex 6 and 7.

2.4. Data Analysis and Presentation

Data collected from the NFE providers were analysed through computer. A series of activities like coding, data entry, data cleaning, production and review of output tables, etc. Required program for data analysis has been developed for this purpose. The Mapping Coordinator responsible for Data Interpretation provided constant technical support to the data entry team.

Information of the accumulated coverage by the NFE providers having 10 centres or less is added to total data collected from the field to generate total coverage of NFE in the respective program. In the output tables, however, there are separate summary tables that show coverage by NFE providers having 10 centres or less.

Qualitative information collected through the questionnaire, checklist, interview and workshops, meetings have been analysed by the Principal Researchers and the findings are incorporated in the relevant section of the Report. Information generated from the secondary documents have been used for policy analysis and macro-level issues and for estimated projections on the future NFE interventions.

In calculating the projected NFE learners, current population of the respective age cohort in the district/upazila (as per BBS data) was taken as the baseline. Current coverage of learners through NFE (and formal education in relevant cases) has been deducted from the total target population to calculate the projected target NFE population. A number of other factors are also taken into account in formulating the estimated future coverage, details of which are mentioned in the relevant sections of the Report. A full list of output tables (Table 1 to 2.7) is given in Part II of the Report.

The maps produced in this report are mostly based on primary data collected by CAMPE under this project and secondary data have been compiled and projected mainly from 2001 census survey and data received from BANBEIS and DPE (Directorate of Primary Education). Based on these primary and secondary data, a database was prepared for producing thematic maps and other analytical outputs like tables, charts and graphics. The spatial database for the maps have been created from LGED's administrative map of Bangladesh (upazila, district and division) produced for 2001 Census survey. As a result, 19 new upazilas which were created after the Census 2001 were not shown here since updated relevant data and maps of new upazilas are not available. Therefore, it should be noted that NFE data collected by CAMPE from these new upazila were incorporated into their respective original upazilas. The bulk of the spatial database was created using ArcView and ArcGIS (version 9.1) software of the ESRI (Environmental System Research Institute) of San Diego, California, USA.

Based on the output tables regarding coverage of learners and the calculated estimated target coverage of NFE programs, the GIS specialist and his team produced the maps in consultation with the Principal Researchers. Separate map-sets are produced showing current coverage and the estimated future coverage. A full list of maps is given in Part II of the Report.

2.5. Challenges and Limitations of the Mapping

The Mapping exercise went well as everybody was supportive of the initiative throughout the survey period. However, there are few limitations of the Mapping initiative itself. The team also faced a number of challenges during the mission. In the following paragraphs, some of those major points have been noted.

- a) Getting segregated data as per requirement of the Mapping was difficult and that took longer time than was expected. The NFE providers maintained data as per

requirement of the project and the organization. To suit the classification in the instruments, they had to make cross-calculations of some data, which sometimes delayed the data collection process. It happened particularly in case of those organizations which have diversified programs and widespread coverage.

- b) Getting some uniform data particularly on rate of literacy (and adult literacy), rate of school drop-out has been a big challenge.
- c) In all estimation, BBS population data (2001 Census) is used, which is 6-year old. All estimation has been made by adjusting district-wise population data of 2001.
- d) Poor documentation of the project experience and process of implementation has been another issue that delayed the data collection process. Many organizations do not have clear description about the implementation process. Through a dialogue process, the information was generated, which took longer time than expected in order to collect data form such organizations.
- e) Non-availability of NFE program related documents due to poor preservation of materials and absence of a systematically maintained central NFE archive made the review of documents difficult. Many documents are not readily available for consultation.
- f) Time constraint has been a big issue for this type of mega exercise. Cyclone and flood also affected normal flow of the mapping work.
- g) Limited or no involvement of some BNFE field officials (Assistant Directors) at the initial stage of study, because of some misunderstanding that the NFE Mapping as a CAMPE study.
- h) Program-wise upazila data was not available in some cases, for which reconciliation of upazila data with the total data of the district become difficult. Consequently, sum-total of upazila coverage in maps sometimes found variance with the total coverage map of the district.
- i) About 18 ministries are currently engaged in some kinds of NFE activities. During the data collection period, the NFE Mapping Team was unable to collect total information from all ministries except Ministry of Primary and Mass Education due to time constraints. For this reason, skills related detailed information is missing in this report.
- j) The team also failed to collect the information about special education for the physically challenged people. However, this was not included in the terms of reference of the NFE Mapping exercise.
- k) The team also failed to respond to all suggestions/comments made by the participants of the National NFE Mapping Workshop held on August 19 2008. But the team is grateful to all participants for their valuable comments and suggestions (please see Annex 13).

Chapter 3

Non-Formal Education Situation in Bangladesh²

3.1 Overview of Education and Development

In Bangladesh, the key to achieve high rates of economic growth and to simultaneously ensure that the fruits of economic growth are equitably shared by its population lies in development and utilisation of its human resources, the only resource Bangladesh has in abundance. Education therefore has been recognised as a priority sector by all governments since the country's independence.

Bangladesh Development Plans, e.g. 5-year plan, PRSP, NPA, followed the constitutional directive principles about education which recognised the responsibility of the state in establishing a uniform, mass-oriented universal system of education which would relate education to the needs of society and promote values including patriotism, humanism and urge to perform in a competitive world without losing compassion and caring virtues.

Bangladesh has come a long way in terms of human development. As per the findings of Bangladesh Bureau of Statistics (BBS, SSNP) of 2006, the overall literacy rate is 50%. During the time of liberation of Bangladesh the rate of adult literacy was only 24%. The public expenditure on and donors' support to education has increased quite satisfactorily. The success, however, is limited as we look at it multi-dimensionally³.

Deprivation from education itself is a key element of poverty. The number of poor people deprived of education is disproportionately high, and lack of education in turn limits their capacity to overcome poverty, thus creating an intergenerational vicious cycle. Empowering people with knowledge and skills is the most vital component of human development for poverty reduction.

Education and learning have thus become key elements of poverty alleviation. The education system in Bangladesh is not pro-poor; and the quality and content of education do not effectively serve the goals of human development and poverty reduction. There is a general agreement that the number of institutions and enrolments has grown at all levels, but quality of education is far from satisfactory.

Expected years of schooling (Grades I to V) remain low, participation in science and technical education remains limited and rapid expansion in enrolment has created concerns related to quality, relevance, gender parity beyond the secondary stage, and high dropout rates. The issues of appropriate input, process, output and outcomes and their relationships are areas of concerns for the policymakers and the donors.

Under the education sector there are six sub-sectors. These are early childhood, pre-school education and primary education, secondary education, technical and vocational education, tertiary education, literacy and non-formal education (NFE).

Development in the education sector has been strongly supported by the donor community. Donors have given a high priority to primary education, both formal and non-formal, and to the steps to increase access to it by the girl child. Bilateral donors and multilateral institutions have helped funding and redefining the orientation of the education sector programmes. Moreover, there are donors which are hugely providing assistance for building economic infrastructure and are yet to get extensively involved in the social sector like education.

² This chapter is based on the analysis of available documents relating to NFE situation in Bangladesh

³ Education Sector Overview, Japan Bank for International Cooperation, 2002.

However, there is serious thinking to support the education sector in future. It appears that cooperation with external development partners will continue to be a key element in the progress in the educational sector of Bangladesh.

3.2 PRS and EFA Challenges for the Coming Decade

Bangladesh formulated an overarching national development strategy in 2005 under the title “Unlocking the Potential” with the twin goals of accelerated poverty reduction and attainment of Millennium Development Goals (MDGs). Popularly referred to as the PRSP, it weaves together various sectoral strategies into a coordinated whole so as to maximise overall social gains including accelerated poverty reduction and achievement of MDGs. Commensurate with the Dakar Framework for Action (DFA), PRS has sought to contextualise EFA goals for Bangladesh in the coming decade. The PRS also underscores the point that the development of the quality agenda at primary, secondary and vocational levels is not driven by top-down expert approaches alone but has taken its cue equally from an analytically sound reading of the ground realities of school, community and administrative structure in which they are situated.

3.3 NFE Scenario in Bangladesh

In general, all educational initiatives undertaken and administered outside the formal educational process are known as non-formal education (NFE). It does not mean that non-formal education is an unorganised and unstructured learning process. It is a combination of formal and informal approach and alternative to formal system having more flexibility and open-endedness in nature. It is a deliberate learning mechanism guided by predetermined goals which seek to bring about changes in knowledge, attitudes, values and skills regarding both literacy, livelihood and life-skills. So, non-formal education is a matter of basic learning skills to develop faculties to analyse and getting empowered in daily life. The NFE program is need-based and functional in nature. It is not only cost-effective but also innovative and goal-oriented. Its effects are both short-term and long-term.

The NFE policy defined Non-formal Education as a purposeful and systematically organised form of learning that generally occurs outside the formal educational institutions; it is designed to meet the learning needs of educationally disadvantaged persons of all ages and backgrounds, flexible in terms of organisation, time and place and may cover basic and continuing educational programmes to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. Recent phenomena such as diversification of individual learning needs in a rapidly changing society, persistent problems of illiteracy and out-of-school children, limitation of formal schooling system in education delivery, and development of information and communication technology have spurred the EFA stakeholders to revisit the potential of NFE. (See annex 8 for details about the scope, clientele group, roles of actors, etc)

NFE helps learners to improve their quality of life. So, NFE's scope is too wide which includes early childhood and care education, alternative primary schooling, literacy education, awareness education, vocational education, entrepreneurship development education, professional career development and continuing education. The approach of NFE addresses the overall wellbeing of those who are detached from the mainstream development. Through different NFE program, the disadvantaged children attain physical, psycho-social, cognitive and language development skills including health-care and nutritional support. They also get the opportunity of pre-school education, second-chance primary education for catching up mainstream education and skills development trainings for earning livelihoods. Beside children, the NFE also addresses adolescents and adults for building them as caring parents, productive workers and responsible citizens. As a whole, NFE contributes to the development of human potential for better learning, life and

livelihoods of a large population of the country. The main objective of the NFE is to link education with formal and informal employment generation. This kind of link can accelerate the economic growth leading to alleviation of poverty at the grassroots.

Since NFE promotes quality of life and has positive correlation with development, so, NFE has great impact on sustainable human development. Moreover, NFE is regarded as an instrument of development which is not only economic, but also cultural in nature in terms of transformation of attitude, behaviour and change.

In the 1990s, the Government launched a major non-formal education programme, focusing on basic literacy in achieving universal coverage of youth and young adults aged 11 to 45 years. A recent census (2001) data of the Bangladesh Bureau of Statistics reports that the rate of literacy for the population of 15 years and above to be 47.4 percent – a significant improvement over a rate of around 35 percent in 1990. Importantly, the government is sensitive to the need for post-literacy and continuing education programs. The NFE programs of the public sector focusing on literacy activities should have been more effective and sustainable, but due to the nature of the interventions, the efforts failed to achieve the expected objectives. The Directorate of non-formal Education (DNFE) was closed in 2003, and was replaced by the Bureau of Non-formal Education (BNFE) in April 2005. It is BNFE's role to provide a new vision and planning strategy for NFE in Bangladesh in collaboration with all relevant stakeholders.

Due to many national and international efforts in the 90's, about 23,000,000 people of various age groups have been covered through NFE channel of the government and NGOs under NPA I. In the first decade of 2000, similar efforts have been taken, but until 2004 around 3,500,000 people are addressed through the NFE sector. However, as per the estimated need by the year 2015, some 25,000,000 people would be graduated through various NFE delivery mechanisms, if funds are available.

Currently, the main public-sector NFE activity, particularly in the youth and adult literacy arena, is Post-literacy and Continuing Education for Human Development II (PLCEHD II) project, operated by the Bureau of Non-formal Education (BNFE) under the Ministry of Primary and Mass Education (MoPME). It aims to serve 1.7 million NFE graduates. The content focuses on consolidating literacy skills and short courses meant to develop income-earning skills. Another similar Post-literacy and Continuing Education for Human Development (PLCE I) project has just been completed (in December 2007) through which 1.66 million NFE graduates received post-literacy and skills training. In Non-formal Primary Education arena, two other projects are currently in operation. One project is "Basic Education for the Hard to Reach Urban Working Children (2nd Phase)". This project is being implemented in 6 divisional cities to provide quality non-formal, life-skills⁴ based education to 0.2 million urban working children and adolescents aged 10 to 14 of which 60 percent are to be girls⁵. This project is being operated by Bureau of Non-formal Education (BNFE). The other project is "Reaching Out-of-School Children" which operates in 60 disadvantaged upazilas to provide primary education where all together 0.5 million children would be benefited through non-formal education centres. Directorate of Primary Education (DPE) is operating this project.

The MoWCA is providing preschool, skill training and basic literacy services to preschoolers, adolescent girls and women adults through its three agencies namely, Bangladesh Shishu Academy (BSA) and Directorate of Women Affairs (DWA) and Jatio Mahila Sangstha (JMS). The BSA's target is to set up 9000 ECD centers for covering 2, 67, 760 children of five years in 64 districts. But until now, BSA is able to establish 8828 ECD centers. The DWA and JMS are providing a good number of skills training to the adolescent girls and adult women which

⁴ Life-skills include problem-solving, decision-making, negotiation, communication, analytical, interpersonal capacities etc.

⁵ Bangladesh PRSP, October 16, 2005.

would be mentioned in section 3.4 of this report. The JMS is providing adult literacy trainers training to 465 girls and women on basic literacy in 31 districts for operating literacy centres.

The Ministry of Religious Affairs (MoRA) is operating Temple/ Mosque-based preschools and adult literacy centres in 479 upazilas of 64 districts through Islamic Foundation Bangladesh (IFB) and Hindu Kalyan Trust (HKT). The IFB is operating 18,000 preschools and 768 adult literacy centres. Out of 768 adult literacy centres, 44 centres are based in the Jails for the male prisoners and 324 centres are for the women. Moreover, the IFB also established 1474 community-learning centres for providing continuing education support to the neo-literates graduated through Islamic Foundation Bangladesh. The HKT is implementing temple based 2687 preschools and 117 adult literacy centres in 152 upazilas of 32 districts. All together, these two organizations of MoRA provided preschool and adult literacy services to about 6, 50,000 children and adult males and females.

Apart from the government, the NGOs have played and are playing a commendable role in the operation of NFE sub-sector in Bangladesh. At present, there are about 1500 NGOs⁶ of various sizes operating different types of NFE programmes, which are adding values to the overall development of this sub-sector. Moreover, there are apex bodies in NFE domain to coordinate the activities of the NGOs to create some synergic effect.

3.4 Skills Development

Skills development is one of the important components of continuing education. There are approximately 18 ministries, who are directly or indirectly linked to activities related to skills development. Apart from the government, NGOs and private sectors are also involved in promoting skills development. A range of skills development trainings and support schemes are provided by these institutions. Skills development includes life-skills, trade courses, vocational trainings and technical education. It addresses different types of learners, namely non-literate, semi-literate, literate and formal graduates and delivered through formal, non-formal, informal manners. The whole gamut of skills development is quite complex and diverse and requires a little sketching.

There is no universally accepted definition of skills development. It is context and culture- specific and need-based. Given the state of poverty situation in Bangladesh, and its ensuing challenges and constraints, a more holistic understanding of skills development is perhaps desirable.

“Skills development is not equated with formal technical, vocational and agricultural education and training alone, but is used more generally to refer to the productive capacities acquired through all levels of education and training occurring in formal, non-formal and on-the-job settings, which enable individuals in all areas of the economy to become fully and productively engaged in livelihoods, and to have the opportunity to adapt these capacities to meet changing demands and opportunities of the economy and labour market⁷.”

With the broadening of the scope of skills development, the contents of training have also widened. Apart from acquiring technical know-how, training nowadays also embodies learning and skills acquisition through empowerment and capacity building. Skills development and training are more closely integrated or ‘embedded’ in a range of financial and non-financial interventions, which seek sustainable improvements in livelihoods of the poor.

⁶ The NFE Team has collected primary data from only 739 organizations (736 NGOs, rest are GOs).

⁷ Context analysis/Stock taking on Skills development in Bangladesh, SDC, 2006.

3.4.1. Structure of Skills Development

In order to have a better understanding about the skills development sector, it is imperative to have a separate firsthand understanding about public, private and NGO sectors and development partners, in terms of what they are doing, and what implications that has, in poverty reduction. In this section, these four sectors have been introduced, and the basic aspects of their structures and functions have been explained.

a) Public Sector

The public sector skills development refers mainly to the TVET (Technical Vocational Education & Training) system. The TVET system is large and complex in nature. The general aspects of the public sector TVET system have been described below:

i) Overall institutional framework of public TVET system

Vocational training and skills development activities are largely coordinated and implemented by six ministries, namely, a) Ministry of Labour and Employment (MoLE), b) Ministry of Expatriate Welfare (MoEW), c) Ministry of Education MoE), d) Ministry of Women and Children Affairs (MoWCA), e) Ministry of Primary and Mass Education (MoPME) and f) Ministry of Youth and Sports (MoYS)).

Through BMET (Bureau of Manpower Education and Training), MoLE offers vocational training at 22 Technical Training Centres (TTCs), which are located in the urban industrial areas. The TTCs provide vocational training to medium level technicians. The practical and theoretical aspects are almost evenly balanced. The duration of training is four years, which simply cannot be afforded by the poor people of the society.

Under MoE, vocational training is provided at 64 Technical Schools and Colleges (TSCs - former Vocational Training Institutes). The main objective of TSCs is to provide skills for employment. The training provided is practice oriented. Levels of certification provided are SSC (Vocational), two years course involving classes IX and X), and HSC (Vocational) with two years course involving classes XI and XII.

The MoWCA also provides training to girls and women on both traditional and non-traditional trade courses through its various agencies and their training centers. Under the DWA, there are 64 districts as well as 412 upazila level training centers. These training centers are usually providing short trade courses which are less than 3 months duration. In addition, there are 8 specialized training centers which provide longer duration courses those usually varies from 3 to 18 months. The traditional courses are embroidery, tailoring, batik, small farming, poultry, sewing, cooking, handicrafts, kitchen gardening etc. On the other hand, the nontraditional courses are secretarial science, fisheries, livestock, horticulture, modern garments, food processing, plumbing, masonry, electronics etc. The JMS is operating two skills development projects: a) Computer Training Project (CTP) and b) Rural Women Development Project (RWDP). The CTP is covering 29 districts which offers six month long computer course. The RWDP is covering 130 upazilas of 64 districts and offering appropriate short term training courses in relation to the PRSP for rural women based on their needs and market demands.

Ministry of Primary and Mass Education, particularly, Bureau of Non-formal Education (BNFE) provides vocational courses through NGOs which vary from 1-6 months on traditional trades. Usually, the nature of the trades depends on the demands of the local markets.

Ministry of Youth and Sports organizes various types of training courses such as social and leadership development, organizational building and skills development through its different levels of training outlets. These training outlets are: a) National Youth Training Centre – 1, b) Regional Youth Training Centre – 1, c) Central Human Resource Centre – 1, d) Zonal Human Resource Centre – 4 and e) Youth Training Centres -53. In addition, the ministry

operates 70 Basic Computer Training Centres, 68 Dress Making Centres, 65 Refrigeration and Air-Conditioning Centres, 65 Electrical and House-wiring Centres, 65 Electronics Training Centres, 64 Pisciculture Training Centres, 32 Steno Typing Training Centres, 9 Block and Boutique Training Centres, 6 Computer Graphic Centres and 5 Secretarial Science Training Centres. The other ministries engaged in skills development field are Ministry of Agriculture (MoA), Ministry of Environment and Forestry (MoEF), Ministry of Industry (Mol), Ministry of Social Welfare (MoSW) and Ministry of Health and Family Welfare (MoHFW).

ii) Coverage: Main accredited vocational training providers

Among many vocational training providers, the main government accredited centres are mentioned below (draft EC report on TVET in Bangladesh, 2006):

- Technical Training Centres (TTCs) providing SSC (Vocational) courses under the technical guidance of BMET;
- Technical Schools and Colleges (TSCs) (former VTIs), provide SSC (Vocational) courses;
- Secondary schools providing optional (Voc) courses;
- Higher secondary business management colleges for HSC (BM) courses;
- Basic trade link schools providing basic skills courses;
- Polytechnic and Monotechnic institutes providing diploma courses;
- Private skills development training centres;
- Underprivileged Children's Education Programme (UCEP)

iii) Administrative authorities and training institutions offering trade courses

The various categories of government training institutions have been illustrated through Table 3.1:

Table 3.1: Management of technical-vocational training

Administrative Authority	Institute
Bureau of Manpower Employment, and Training (under the Ministry of Labour and Manpower)	Technical Training Centre (TTC)
	Bangladesh Institute of Marine Technology
Directorate of Technical Education (Under the Ministry of Education)	Vocational Training Institute (VTI)
	Vocational Teachers' Training Institute
	Bangladesh Survey Institute, Comilla
Directorate of Youth Development (Under the Ministry of Youth and Sports)	Secretarial Science, Business Typing, Pisciculture, Refrigeration, Electrical, Electronics, Computer basic and graphic, Block and Batik and Dress Making centres
Directorate of Women's Affairs (Under the Ministry of Women's Affairs)	Women Career Training Centre at Dhaka, Chittagong, Khulna
Textile Directorate (Under the Ministry of Textiles)	Textile Institute
District Councils (Under the Ministry of Local Government and Rural Development)	Shaheed Shamsul Haq Technical Institute, Comilla
	Engineering and Survey Institute, Rajshahi

Source: ADB, Vocational Training Project for the GOB, 1995 and updated through NFE Mapping 2008.

The draft sector study conducted by the World Bank (2006) shows that the private sector has larger coverage than the public sector. Table 3.2 shows a comparative statistics of institutions and intake capacities of both private and public sector.

Table 3.2: Intake capacity in formal vocational education

	Level/course	2005					
		Number of Institutes		Intake capacity		Private share	
		Public	Private	Public	Private	Institute	Students
1	Diploma level	54	143	15020	13230	73%	47%
2	Certificate level						
2.1	SSC (Voc)	110	1,303	23,570	63,450	92%	73%
2.2	HSC (BM)	-	955	-	50,000	100%	100%
2.3	HSC (Voc)	64	-	5,560	-	0%	0%
2.4	Basic skills level	76	414	23,370	13,300	84%	52%
	Total	304	1,860	56,520	89,980	86%	61%

Source: Context analysis/Stock taking on Skills development in Bangladesh, SDC, 2006.

Analysis of the above table indicates that there is a serious mismatch between demand and supply. According to the above statistics, approximately 91% of the total training delivery capacity will not help the poor, since entry requirements are high (grade VIII completers and above). Even though the number of institutions providing basic education is 5.4 times higher in favour of private institutions, the intake capacity of public sector institutions, in the stated domain is nearly two times higher than the private institutions.

The private basic skills providers are 84% of the total sector and serve 52% of the total students receiving basic skills. This suggests that the private sector is operating below capacity. It has also been revealed from a number of studies and documents that with the exceptions of a few cases, the private institutions, generally provide substandard, therefore, ineffective training.

b) NGO Sector

The diversity of experiences has made NGOs, the potential providers of skills at the grassroots, despite their institutional weaknesses. According to an ADB report, over 100 NGOs have undertaken initiatives specifically targeting vocational training for the poor. In addition to that NGOs are engaged in varied activities within the domain of skills development.

Most of the activities and training programs of the NGOs address a large segment of skills development related to human resource development which are not directly linked to gainful employment, rather these facilitate improvement in quality of life and prepare the target beneficiaries to acquire and apply skills for gainful employment. NGOs are also working as service providers in government programs, such as Post-Literacy and Continuing Education (PLCE) and Reaching Out-of-School Children (ROSC) projects.

c) Private Sector

The private sector is yet to find prominence in the domain of vocational training; however, it is gradually achieving momentum. According to an ADB report, approximately 200 private trade schools are functioning in the country. Only 159 schools out of these have been recognized by the Directorate of Technical Education. These schools usually cater to the demand for skilled and semi-skilled labour in Asia and the Middle East. These schools offer informal, in many cases sub-standard training of short duration, with curriculum and entry requirements varying widely. The ADB report further observes that industries tend to rely on on-the-job training due to both the low associated cost and the accrued benefit to firm.

However, even within this scenario, the contribution of private sector is huge in terms of producing skilled workers for employment at home and abroad.

d) Informal Sector

The 'informal sector', which essentially covers the unorganised spectrum of economic activities in commerce, agriculture, construction, manufacturing, transportation and services, now absorbs as much as 60% of the labour force in urban and rural areas of Bangladesh.

The informal sector covers a wide range of labour market activities that combine two groups representing different natures. On the one hand, the informal sector is formed by the coping behaviour of individuals and families in economic environment where earning opportunities are scarce. On the other hand, the informal sector is a product of rational behaviour of entrepreneurs for earning money through informal practices.

It provides jobs and reduces unemployment and underemployment, but in many cases the jobs are low-paid and the job security is poor. Most of the persons engaged in this sector are children under 18 and work with the provision of meal or meal-allowance. It boosts up entrepreneurial activity. It helps alleviate poverty. The informal sector can play a much more important role, provided the government comes forward to provide infrastructural facilities, financial support and ensure hazard-free working environment. Further formalization of the informal sector helps exist child labour for maintaining their livelihood in a better way.

e) Development Partners

The significance of vocational training is now being widely felt among the key donors, both bi-lateral and multi-lateral. In Bangladesh, as of now, three key players have positioned themselves for supporting skill development initiative in Bangladesh, in a significant manner at the national level. The involvement of Asian Development Bank (ADB), European Commission (EC), DFID, SDC, CIDA, GTZ, Sida and the World Bank (WB) has increased the significance and scope of skills training and enterprise development by the small and micro entrepreneurs.

3.5 NFE Clienteles

The following clientele groups are usually addressed by NFE programs:

- 3-5 year old children of poor families
- Primary school drop-outs and non-enrolled or dropped out (16-25)
- Never-enrolled or dropped out (16-24) adolescents and young adults (25+)
- Children living in remote locations, engaged in hazardous jobs and suffering social exclusion
- Non-literate adults
- Adolescents, youth and adults already engaged in the world of work and those who need constant upgrading of knowledge and skills for advancement of the quality of performance in the changing national and global contexts
- Parents/Caregivers of 0-3 age-group children

3.6 NFE Programs

The NFE providers usually adopt different types of NFE programs in order to promote literacy and alleviate poverty throughout the country. These may be mainly divided into two categories, viz. a) Education extension program and b) Education support program.

3.6.1 Education Extension Program

Through expansion programs basic literacy education is usually provided to different age groups of non-literate people. Three age groups are normally identified as: 1) child education, (2) adolescent education, and (3) adult literacy.

1) Child Education:

This activity covers different programs undertaken by various organizations which are as follow:

1.1 Pre-Primary Education

This kind of education program is undertaken in order to prepare the children of age group (4-5) to go to school. The purpose of this education is to prepare the children for formal education through pre-literacy, pre-math and delightful games and sports. The time span is usually 6-12 months for these programs. The course curricula of these programs are developed by the concerned organizations.

1.2 Non-formal Primary Education (Grade I-II)

The duration of this education program is 2 years. The objective of this education is to prepare the children aged 6-7 years for formal education at grade III in the primary schools. The curriculum of this program is equivalent to the National Curriculum and Textbook Board (NCTB) of the Government of Bangladesh.

1.3 Non-formal Primary Education (Grade I-III)

The children (6-8 years) who are deprived of admission in formal primary schools are admitted in this type of schools. Those passing from here are admitted into grade IV in regular primary schools.

1.4 Non-formal Primary Education (Grade I-III)

There are some development organizations, which enrol those students (8-10 years) who do not have access to non-formal primary schools or were once dropped out from these schools at the very beginning due to poverty, distance, fear, illness, lack of parental support. After completion of 3-year course in these schools, they can get admission into grade IV in the formal primary schools.

1.5 Non-formal Primary Education (Grade I-V)

The nature of this program is to impart five-year term education parallel to the mainstream primary schools in the country. The age of the learners of these schools is 6 to 10 years like those of regular primary schools. There are several NGOs having curriculum of 5 years' primary schooling, but the duration is between 36-44 months.

1.6 Technology Related Primary Education

There are some non-formal primary education programs where necessary popular science and appropriate technology are considered useful and thereby these have been incorporated in the courses. Normally, this type of technical education is imparted after the end of grade II basic education in grade III-IV and beyond.

2) Adolescent Education

There are a number of different programs within the ambit of this adolescent education sub-sector. These may be classified as under:

2.1 Non-formal Adolescents' Schooling

In this program a 1-3 year education is imparted for the learners within the age group of 11 to 16. This, however, varies among organisations. At the end of this program, the learners acquire the skills equivalent to class III of the formal schools. Most of the NGOs are running 12-24 month courses. Moreover, the girls within the age group 12-17 receive legal literacy or reproductive health education along with the literacy skills. Under a one-year program

package for the adolescent girls' education, lessons on six social vices such as illiteracy, early marriage, dowry & divorce, polygamy, sexual harassment and physical torture are imparted along with literacy courses.

2.2 Health Education

In Health Education Program, literacy is introduced for the girls within the age group 15-20. In this program, health education is included along with the general education program. A female trainer gives practical training to other learners on different health issues.

3) Adult Literacy

Adult literacy is one of the important aspects of the overall literacy programs implemented by the government and NGOs. Two types of courses are offered under adult education. These are: i. Literacy education and ii. Awareness education. The duration of these courses varies from one organization to another and normally extends from 3 to 12 months. The skills or competencies acquired by the adults seem to vary depending on the duration of the program. Generally, men and women within the age group 15-44 are included in these programs and in most cases the cost of the programs is virtually borne by the sponsoring organizations.

3.6.2. Education Support Program

Apart from extension program, the second important aspect of the literacy related activities of the NGOs is connected with education support program. These activities are described below:

1) Education Materials Development

Different NGOs develop materials for basic education (primer or learner's book), learner associated materials (workbook, exercise book, blocks, etc), teacher associated materials (map, chart, teacher's guide, picture-poster, etc), supplementary reading materials (rhymes, story books, etc) and other ancillary materials (chart, picture card, poster, leaflet, booklet, etc). Most of the national NGOs having education programs usually develop materials.

2) NFE Training

Many NGOs in Bangladesh have NFE training activities along with their literacy programs. They conduct training for their own staff as well as for the staff of other organizations on request. The types of training that are usually given include: grassroots workers training, supervisory workers training, technical workers training, vocational training, etc.

3) Material Support

The purpose of this program is to assist relatively new organizations with education materials towards extension of literacy programs. Several national NGOs and apex organizations have this kind of program. Former DNFE also had a similar program.

4) Financial Support

Some NGOs, both national and international provide financial assistance to other local NGOs at grassroots level to carry out non-formal primary and adult literacy programs.

5) Technical Support

Technical support is provided for literacy activities to formulate of specific curriculum, acquiring of efficiency in management, financial monitoring and program auditing and evaluation in respect of the organization. Both national and international NGOs provide this kind of support.

6) Individual Assistance

The objective of such support is to grant stipend/scholarship or educational loans to those who are interested in taking part in the literacy program. The government and the national NGOs are operating this program.

7) Continuing Education Support

This kind of program is necessary to sustain the outcome of the NFE programs and to lead them toward envisioned goals. The NGOs and the Government have undertaken such programs through the setting up of Lokokendra/ Gonokendra (people's learning centre) and developing the local reading circles/ libraries. Other major programs include democracy awareness education, equivalency education, vocational and technical education and improvement of life quality education.

8) Higher Education Support

Some NGOs have started to set up secondary schools and private universities to provide special education to the learners who are at 11-16+ age cohorts and NGO practitioners as well as to other interested persons. BRAC, DAM, GK and ASA have already undertaken such initiatives. Recently, Bangladesh Open University has started non-formal secondary education program on a pilot basis in collaboration with CAMPE.

3.7 NFE Structure and Sub-system

By UNESCO definition, “Non-formal education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programs to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programs do not necessarily follow the ‘ladder’ system, may have varying duration, and may or may not confer certification of the learning achieved.”

NFE has a critical role in offering learning opportunities, building skills and capacities and broadening life options for the poor. Through NFE, a large number of poor adult and young adult population who have missed the opportunity to acquire education can get a chance to receive livelihood-oriented education. Thus NFE has an important place in a pro-poor education and human development strategy. It is, therefore, necessary that a serious initiative be launched, involving the stakeholders in NFE, to develop a vision and policy framework. To address government’s commitment to ‘Education for All’ and MDGs, the government is supposed to support not only literacy and non-formal adult education but also non-formal primary education. Sufficient resources should be available for this purpose. A regulatory framework and code of conduct for involving the NGOs need to be established at the earliest. A comprehensive implementation strategy for translating non-formal education policy should be adopted.

The table below shows that the NFE sub-system in Bangladesh, as elsewhere, comprises four types of non-formal learning by age groups, namely (a) family and community-based early childhood care and education for pre-school children (age-group 3-5 years), (b) Non-Formal basic education for the non-enrolled and dropout (from early grades of primary school) children and adolescents (age-group 6-10 and 11-14 years), (c) Literacy/NFE for youth and adults (age-group 15-45 years), with special work skills training for 15-24 age group and (d) post-literacy and continuing education/life-long learning opportunities.

Table 3.3: Areas covered by Non-Formal Education in Bangladesh

ECCE	NFBE	Adult literacy	CE and life-long learning opportunities
Can be provided both at Family and Community levels (for age-group 3-5 years). Introduces children to pre-school education and deals with their health and nutritional needs.	Provides a safety-net and a second chance to non-enrolled and drop-out children of primary school and adolescents (age-group 6/7-10 and 11-14 years).	Provides NFE covering literacy, numeracy, life-skills for Youth and Adults (age-group 15-45), consisting of three levels: i. Basic level ii. Middle level iii. Self-learning level and special work-skills training for 15-24 age group.	Types of Continuing Education: i. Post-literacy program ii. Vocational education/training program iii. Equivalency program iv. Quality of life promotion program v. Individual interest promotion program vi. Future-oriented program.

Source: UNESCO PROAP, 1992; Only PL and Skills Training under CE programs are available now

NFE provides an alternative channel or a second chance to dropout and non-enrolled primary school-age children, adolescents and adults who miss formal education, to acquire basic literacy and life and employable skills to improve their social and economic conditions. The government and NGOs organize and manage NFE programs for different groups as indicated above. A large number of NGOs also work as implementing partners of the government NFE Programme.

3.8 NFE program focus in the NFE Policy (2006)⁸

- Early childhood care and education (ECCE)
- Basic education for out of school children.
- Basic education of adolescents and adults.
- Continuing education programs for life-long learning.
- Training in vocational, entrepreneurship and employment related skills.
- Quality learning through the programs noted above must be ensured to create tangible benefits for the learner.

3.9 Project priorities of NFE during NPA II (2003-15)

- Early Childhood Care and Education (ECCE)⁹ program for children aged 3-5 years of hardcore poor families, covering 40% of the age group, the ones below the poverty line;
- Non-Formal Basic Education (NFBE-1)¹⁰ program will cover the 6/8-10 year old un-enrolled, primary school dropouts, child labour, street children and other disadvantaged children, covering 50% of the group total with gradual upscaling to cover 100 percent.
- Non-Formal Basic Education (NFBE-2)¹¹, the 11-14 year old un-enrolled, primary school dropouts, child labour, street children and other disadvantaged children, covering 50% of the total; upscaling and integrating with training for improving the life situation.

⁸ Further information about the scope of NFE and implementation mechanism is extracted from NFE Policy in Annex - 10 of this Report

⁹ NFE part of ECCE Program covers only the children of hardcore poor families (40% of the age-group total).

¹⁰ NFBE provides a safety net for those who otherwise miss education and grow into illiterate adults.

¹¹ Ibid.

- Continuing Education and Livelihood Skills Program (CELSP)¹² for Out-of-School Adolescents and Youth (OSA/Y), a pilot project for 12-19 age group population; linked to enterprises engaged in production and employment generation.
- Young Adults' Literacy and Training Program (YALTP), planning for 50% of the 15-24 year old population;
- Adult Education Program (AEP): covering 25% of the 25-45 age group, with priority to 25-35 age group; the on-going PLCE projects serving DNFE graduates will continue as planned but would include primary school dropouts¹³. This will be designed with area-specific consideration for linking education with development activities that indicate the prospect for the learners' benefits.
- Post Literacy and Continuing Education (PLCE), plans for 30% of the remaining age group population; takes up new CE program for promoting a learning society.

The table below gives an estimate of NFE program targets by age ranges and by Phases of NPA II:

Table 3.4: Selected NFE Targets by selected programs and NPA II Phases¹⁴

(in 000s)				
Program Coverage by Age Groups	Benchmark	Clientele Targets of NPA II Phases ¹⁵		
	2000/2001	2005	2010	2015
ECCE: 3-5 (hardcore 40% of total)	4,132	1,019	1,868	1,245
NFBE: 6/8-10 (50% of dropouts/ un-enrolled of 2001 base +)	6,120	1,545	2,721	1,854
NFBE: 11-14 (2001 base)	6,031	1,535	2,600	1,896
OSA/Y: 12-19 (pilot project) ¹⁶	168	18	30	120
Young adults: 15-24 (50% of the illiterate group) ¹⁷	5,369	1,431	2,339	1,599
Adults: 25-45 (25% of the illiterate group)	2,701	810	1,081	810
PLCE targets, no addition ¹⁸ ; 30% of the remaining 11.602 m	3,481	1,044	1,392	1,044
Total¹⁹	28,001	7,402	12,031	8,568

¹² CELSP for OSA/Y is a pilot Program, with 70% girls, to be revised and integrated in the third phase of NPA II.

¹³ The on-going PLCE Program continues as planned and serves the past TLM neo-literates, if available. If not, it will take in older primary school dropouts and provide/ create opportunities for life-long learning through established CLCs.

¹⁴ With the closure of TLM project and DNFE in 2003 only two PLCE were in operation until FY 2007. Thus NFE will cover only the targeted clientele (20.5 million) for the phases 2010 and 2015.

¹⁵ As the TLM project was closed down and DNFE was phased out in 2003, the new BNFE, established in 2005, will take up Programs from FY 2008, covering 7.22 million persons by 2010 and 8.57 million between 2010 and 2015 or a total of 15.79 million educationally disadvantaged persons by 2015.

¹⁶ The actual benchmark figure for this group was 25.205 million in 2001.

¹⁷ It counts only 50% of the illiterate among 15-24 age groups.

¹⁸ Of the 15.222 million 3.622 million will have been served by 2007/8 by the three PLCE projects; the target number include the 3.622 million

¹⁹ The proposed programs will cover 38.424 million, 85.18% of the benchmark population, by 2015.

Notes on NFE Program target calculation and coverage under NPA II:

- i. The Plan uses the 2000/2001 relevant population figure as the benchmark, and the projected growth figure at the terminal year of the three phases as the benchmark target population for the next Plan;
- ii. NPA II covers an average of 25% of the benchmark figure of 2001 by 2005, about 45% of the number in 2005 between 2005 and 2010 and 30% of the 2010 figure between 2010 and 2015. PLCE project 1 has been staggered to 2007 and will possibly meet its target of 1.6 million by then; PLCE 3 is on-going and will meet its target of 0.162 million; PLCE II start has been delayed to 2006 and expected to be completed in 2011. Originally planned to serve the TLM neo-literates the selection criteria has been changed to include primary school dropouts. NPA II proposes to cover up to 30% of TLM participants (records show 15.234 million) or an equivalent number of primary school dropouts.
- iii. The Plan proposes that NFE ECCE Program cover 40% (\pm the children of hardcore poor families, 4.077 million in 2001) of the baseline figure of 10.377 million 3-5 year-old children; (FCPE sub-sector will take care of the 5-year olds of the remaining 60% in its 'baby classes' or pre-primary classes), 50% of the illiterate persons of 15-45 age group (DFA goal), illiterate children of 6/8-10 and 11-14 age groups, and TLM neo-literates as resources permit;
- iv. CELSP for 12-19 years age group: 48,000 adolescents are covered for an experimental program for four years (18,000 in the first phase and 30,000 in the second), mostly girls. It will cover 120,000 OSA/Ys as an integral part of NFE Program in Phase III.

3.10 NFE Coordination

At the national level, the government facilitates the development and implementation of a coordinated NFE sub-sector program with support from GOs, NGOs and broader civil society including the development partners (DPs). The emphasis is given on the coordination of NFE activities by and among different government and non-government organizations.

MoPME acts as focal point for providing policy directions and to oversee and coordinate with other ministries having NFE programs. In addition, MoPME sets standards regarding ECCE, particularly pre-primary education, basic and continuing education provisions and facilities. This ministry will also help mobilise resources for operating NFE service facilities. MoPME is supposed to involve other ministries, such as MoWCA, Ministry of Health (MoH), Ministry of Education (MoE), in an appropriate way for coordinating, planning and technical overseeing.

Bureau of Non Formal Education (BNFE) has been established for the management and governance of NFE sub-sector at the national as well as divisional levels. At the local level, the NFE management structure functions at the district level. At the district level, BNFE's Assistant Director works in close collaboration with the national level agency for NFE. Practically the role and function of NFE management at the district level is to synchronise the activities of the national level agency. However, more specifically, the district level agency focuses substantially on the planning of NFE programs at the district level in collaboration and cooperation with principal actors and stakeholders.

The government has a plan to set up a national NFE coordination committee with representatives from various stakeholders. The committee plays a pivotal role in bridging coordination among NFE policy planners, NFE service providers, civil society organizations and development partners. Currently, in connection with the ROSC project, there is a steering committee at the national level which coordinates the activities related to ROSC project among LGED, NGOs and donor partners. The project is operated by the Directorate of Primary Education (DPE).

As per the Pre-Primary Education policy framework, a section will be set up at the Directorate of Primary Education (DPE) headed by a Director of ECCE Section. The Director of ECCE will have the core responsibility for taking the lead and facilitation of planning, coordination, setting standards, and promoting pre-primary education in collaboration with

other concerned agencies in the government, non-government service providers and academic and research institutions. The ECCE and NFPE programs will be taken care of by the DPE as the clientele groups (3-8 years) come under the purview of primary education.

The National Curriculum and Textbook Board (NCTB) is responsible for developing curriculum and textbooks for all grades of primary and high schools. This agency also prints and distributes textbooks. In addition, NCTB ensures quality of textbooks and conduct research on the textbooks and works on setting standards. NCTB develops the curricular framework, and ensure articulation between pre-primary and primary education.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS) is a databank of the Ministry of Education. This database is regularly updated to maintain information of secondary, higher secondary, technical and vocational as well as Madrasha education. It has a Geographic Information System which reflects data through various maps and charts.

The development partners financing education sector have a coordinating body called ELCG – Education Local Consultative Sub-group. The ELCG is a sub-group of Local Consultative Group (LCG). Currently 32 Organisations are the members of this ELCG. In addition, there are a few observer members from government ministries/departments, CAMPE, I-NGOs and Save the Children Alliance. The chair of this sub-group coordinates with appropriate authority of the government in regard to any issue of education.

CAMPE, a national coalition of NGOs with education program, performs some functions of coordination with government and donors and other members of the civil society to address any issues of education. In addition, Bangladesh ECD network (BEN) has been established in 2005 to coordinate with various actors in Early Childhood Development.

3.11 NFE Financing

Currently, there are 32 Development Partners (DPs) in Bangladesh. Out of these DPs, only 17 are financing in the education sector. Within them 11 DPs (6 DPs are multilateral and 5 DPs are bi-lateral) are financing particularly in NFE sub-sector. Altogether, these development partners are to spend in the current projects around \$ 905,087,830 in the education sector during 2008-11. At the same time, the government is also spending around \$ 1,173,438,430 in education. As per the ELCG matrix, from 2000 to 2011, all the DPs working in Bangladesh along with international NGOs planned to spend \$ 2,447,516,940 whereas the government has a plan to spend \$ 1,184,178,430. In the ongoing projects, altogether, DP allocation is \$ 313,682,903 for NFE sub-sector (see annex 9 for the List of Projects in Education/NFE Sector along with other portfolio information is given in the Annex).

In the current NPA II, a new allocation has been created to cover the cost of ECCE and NFE components. GoB currently allocates in excess of Taka 3,000 crore (around half a billion US dollars) annually on primary and mass education sector. Realization of all of the goals of NPA II is likely to require an increase of at least 50 percent over this current outlay. For the period 2003-2015, this would tentatively imply a financing requirement of around 8 billion US dollars.

An operationally important consideration will be the relative sub-sectoral allocation between the formal primary education sector (UPE component) and the non-formal education sector (ECCE and NFE components). Given the fact that the emerging challenge is one of quality and the greatest area of concern on quality achievements is in the formal primary schools, it is the UPE component which will require the greater share of resources. The relevant allocation ratio between the formal primary education sector (UPE and part of ECCE component) and the non-formal education sector (part of ECCE and NFE components) could be worked out on the basis of clientele population. This comes to 18 million school-age children vs. nearly 24 million out-of school children, non-literate adolescents and young

adults. Since primary school children are engaged in longer term study compared to shorter duration NFE courses for out-of-school population, it is suggested that budgetary provision for basic education be enhanced by about 50 percent over the present figures and the enhanced amounts be allocated in the order of UPE:ECCE/NFE : 7:3.

Table 3.5: Summary of EFA Targets of NFE under NPA II, 2003-2015

Indicator	Benchmark 2000	Targets for Selected Milestones (In percent)		
		2005	2010	2015
ECCE				
Formal ECCE (Primary school attached)	22	(#1 million)	(#1 million)	(#1 million)
Non-formal ECCE (family & community-based) (% of extreme poor children)	na	15	20	15
Non-formal Education				
NFBE – Access/Coverage	11	19	48	33
Adult Literacy Rate (15-24 age group)	66	73	82	95
Adult Literacy Rate (15-45 age group)	56	70	78	90

Table 3.6: Total Cost Estimates for NPA II for both Universal Primary Education and Literacy and Non-Formal Education (2003-2015)

Phases	Non-Formal Education	
	Revenue	Development
	In Million Taka	
Phase 1 (2003-04)	0.048	804,27
Phase 2 (2005-10)	0.168	133,436
Phase 3 (2010-15)	0.270	91,969
Total	0.486	226,210
In US \$ (\$1= 62)	0.007	3648.55
Total	Tk. 226,210.7	
	US \$ 3,648.56	

Estimated total cost for NPA II to meet all EFA targets over the twelve years 2003-2015 covering both formal and non-formal systems thus amounts to Taka 62,975 crore or US \$10.1 billion (in 2004 exchange rate). Substantial requirement of external assistance will be required to fulfil these cost targets.

Chapter 4

Present Coverage of NFE Programs

4.1 Program Type

This section is devoted to various types of NFE programs that are being implemented in Bangladesh. The ongoing and planned programs have been classified into three broad categories: Early Childhood Development and Education, Non-formal basic education, and Continuing education. Under each category, the programs have again been clustered in some sub-groups as mentioned below:

Early Childhood Care and Development (ECCD)

- Parenting
- Early child development (ECD)
- Pre-primary

Non-formal basic education (NFBE)

- Non-formal primary education
- Adolescent education
- Adult literacy

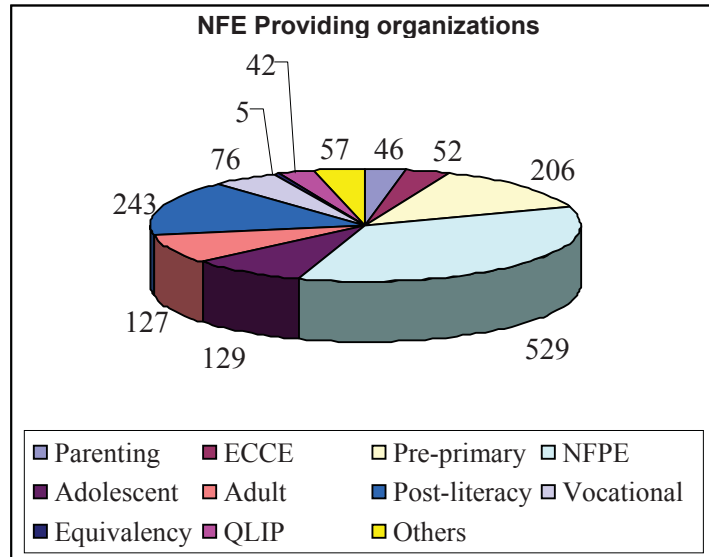
Continuing education (CE)

- Post-literacy
- Vocational, entrepreneurship, employment skills
- Equivalency education
- Quality of life improvement activities

4.2 NFE Program Implementation Scenario

Data of 739 organizations have been analysed to assess coverage of various programs. In ECCD, only 46 organizations have Parenting program, 52 organizations have ECD programs, meaning 94% organizations do not implement such programs. In Pre-primary program, the situation looks a little better. 206 organizations have pre-school programs, covering around 28% of the total number. In NFBE, 529 organizations (71%) implement NFBE program, whereas only 129 and 127 organizations (27%) implement programs for adults or adolescents respectively, which means about 83% organizations do not have any basic literacy program for adults and adolescents. Program coverage of post-literacy program is found to be relatively better – 243 organizations (33%) implement post-literacy program. Less than 10% organizations implement some forms of continuing education programs. (Fig. 4.1)

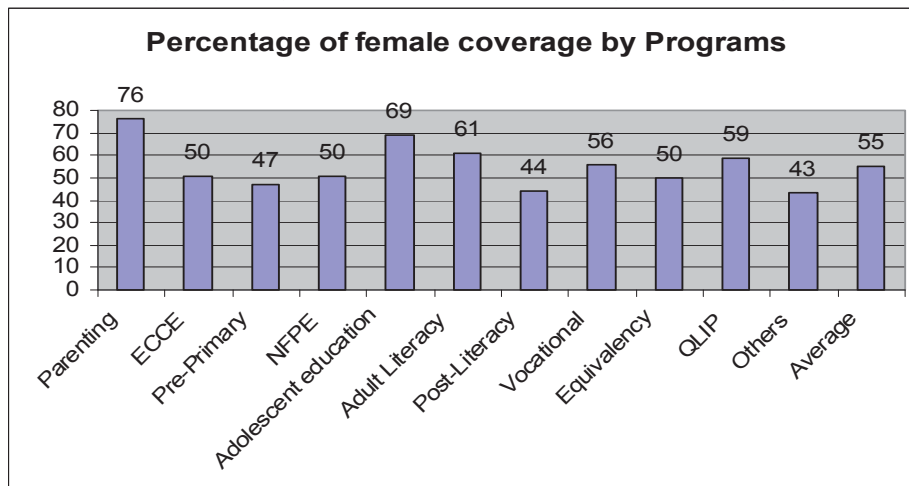
Fig. 4.1: Program-wise number of NFE providers



4.3 Target Groups/ Learner Profile

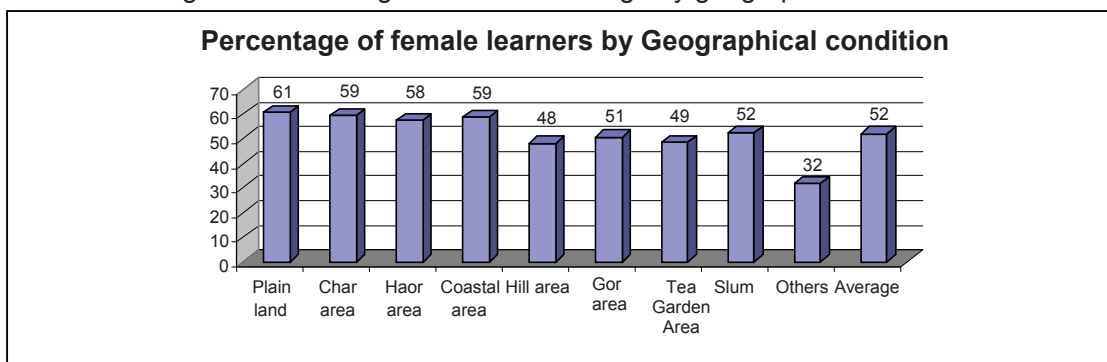
Analysis of the types of target groups in terms of age, socio-economic status, level of education and other factors shows that largely the NFE learners are from poor households, some of them (though very few) are in the category of hard core poor. A good number of NFE children are involved in economic activities as child labour and some of those are engaged in hazardous work. In general, occupations of the parents or household heads include day labour, rickshaw puller, marginal farmer, van driver, small trade, fisherman, etc. The families of the NFE learners are in most cases socially neglected and economically excluded. Very few of them have any role in social relationship and leadership. A majority of the family members are illiterate. Though the rates of literacy vary in different locations, between 30-50 percent of the household members of the NFE learners are illiterate. On an average, 55% learners in NFE programs are female. Highest percentage of female coverage is found in Parenting program (76%) and Adolescent education and Adult literacy program, whereas proportionately less participation of female is found in Pre-primary, Post-literacy and other programs. Fig. 4.2 gives an overview.

Fig. 4.2: Program-wise female percentage of f coverage



Participation of female varies in different programs depending on the geographical location of the program. However, this variation is not very significant, as is generally perceived. Following chart gives a comparative coverage of female in various geographical conditions.

Fig. 4.3: Percentage of female coverage by geographical condition



A cross-analysis of female's participation by program and by geographical distribution shows that in Parenting program higher participation of female can be found in plain land (90%) and lower participation in haor areas (51%), whereas in ECCE highest participation of female is seen in tea garden areas (77%) and lowest in hill areas (37%). Fig. 4.3 gives program-wise scenario of women's participation in various geographical conditions.

Specific information was collected about the NFE coverage of language minority groups. In total 43,746 learners are found to be covered under various NFE programs, of which higher number is covered in Rajshahi division. In terms of program, higher number of learners are covered in Pre-primary and NFPE programs. Table 4.1 gives details about the coverage of learners from the language minority groups.

Table 4.1: Coverage of learners from the language minority groups by Programs

Division	Parenting	ECCE	Pre-Primary	NFPE	Adolescent education	Adult Literacy	Post-Literacy	Vocational	QLIP	Others	Total
Barisal	19				392						411
Chittagong	30		7,341	3,294	446						11,111
Dhaka			80	43	350	190	60		375	224	1,322
Khulna	300	164	53	323					160		1,000
Rajshahi	200		7,088	8,257	500	4,130	6,231	16	25	102	26,549
Sylhet			922	2,431							3,353
Total	549	164	15,484	14,348	1,688	4,320	6,291	16	560	326	43,746

Information on existing NFE coverage of physically disabled (challenged) people shows that only 18,831 disabled learners are covered in various NFE programs, which is less than 1% of total learners covered in NFE (Table 4.2).

Table 4.2: Total coverage of physically disabled learners by Programs

Programs	Total learners in Current programs	Disabled learners	Percentage of coverage
Parenting	696,537	577	0.08%
ECCE	50,100	114	0.23%
Pre-primary	1,342,574	1,247	0.09%
NFPE	1,367,607	4,572	0.33%
Adolescent	104,367	448	0.43%
Adult	139,907	306	0.22%
Post-literacy	525,795	2,936	0.56%
Vocational	86,026	205	0.24%
Equivalency	600	0	0.00%
QLIP	241,733	298	0.12%
Others	463,056	8,128	1.76%
Total	5,018,302	18,831	0.38%

4.4 Geographical and Population Coverage

4.4.1 NFE Program Coverage in General

Information about coverage of NFE programs were collected from 739 organizations through questionnaire, with specific information about the current coverage and planned coverage²⁰. The total coverage of NFE programs in the country is found to be 5,598,324 learners of which 2,222,069 learners (40%) are in ECCD programs (combining parenting, ECCD, pre-primary), 1,906,094 learners (34%) in basic education programs (combining NFPE, adolescent and adult literacy) and 1,470,161 learners (26%) in continuing education and other programs. Table 4.3 gives an overview of the total coverage of NFE program (as on June 2007). Separate tables showing the information of Current, Approved and Planned NFE program as well as Division-wise distribution of program coverage are given in Part II - Tables 1.1 to 1.10).

Table 4.3: Summary Table showing Program-wise Coverage NFE learners by Divisions

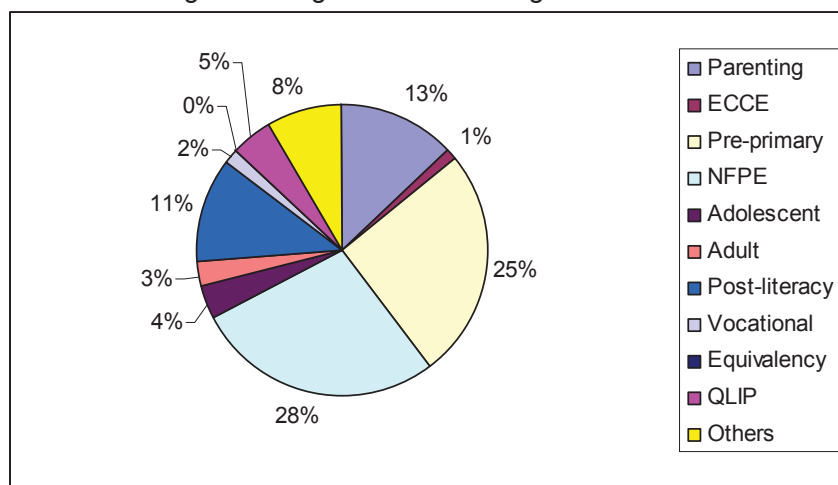
Programs	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Parenting	13,071	89,197	104,801	25,296	463,527	38,681	734,573
ECCE	7,025	12,042	12,901	7,957	18,595	1,990	60,510
Pre-primary	90,830	201,411	381,721	206,578	466,905	79,541	1,426,986
NFPE	49,295	232,265	457,792	224,008	478,714	104,203	1,546,277
Adolescent	49,517	29,564	58,640	15,511	36,283	8,520	198,035
Adult	13,240	12,765	43,450	55,080	33,442	3,805	161,782
Post-literacy	42,720	63,364	152,129	186,157	163,376	34,770	642,516
Vocational	7,174	5,612	24,508	44,586	15,062	2,901	99,843
Equivalency				600			600
QLIP	9,345	29,453	81,409	34,249	90,395	11,595	256,446
Others	34,019	71,668	136,963	81,937	112,366	33,803	470,756
Total							5,598,324

²⁰ To make an estimate of optimum coverage by NFE projects, information about coverage of ongoing projects have been collected in three categories – Current coverage i.e. the program in implementation, Approved coverage meaning the program is approved by the government/donor but implementation has not yet started, and Planned program meaning the project proposal is finalised but funding is not yet ensured.

Program-wise distribution of learners coverage shows that there is very poor coverage in Parenting (4%), ECCE (2%), adult literacy (4%), and vocational programs (2%). As there is no equivalency framework in the country, the program presence is almost absent. Fig. 4.4 gives a picture of program-wise proportionate coverage of learners.

Comparative analysis of Current coverage, Approved coverage and Planned coverage of NFE programs show that 90% learners are in the current coverage category, followed by planned coverage (6%) and approved coverage (2%)²¹. The coverage of learners by the organizations having 10 or less centres is 118,829 (which are only 2% of the total learners).

Fig. 4.4: Program-wise coverage of learners



Program-wise Geographical Coverage:

Parenting

Total 734,573 parents are covered in parenting program throughout the country, of which 98% are female. Majority of the Parenting program centres (62%) is run exclusively for female, while a significant number (34%) of centres are run as mixed centres (both for woman and man); only 4% centres are exclusively run for male. 95% of the learners in Parenting program is reported as current program beneficiary. Table 1.1 gives detailed information about district-wise and division-wise coverage of parenting program. While Map 4.1 shows district-wise coverage pattern.

It is evident from the map that parenting program is available in almost all districts except Munshiganj. Over one-third of the districts, the parenting program is not very prominent (Map 4.1), among them in 12 districts, the program is very insignificant (less than 1000 parents per district). Of the total parents covered in ongoing programs, 97,493 (67%) parents are concentrated in 9 districts only where more than 25000 parents are covered in one district. These districts are mostly situated in Rajshahi division namely, Dinajpur, Rangpur, Gaibandha, Joypurhat, Bogra, Naogoan, Nababganj, Rajshahi and Natore.

Early Childhood Care and Education (ECCE)

Only 60,510 children of age-group 3-4/5 years are covered throughout the country under ECCE program. Of the total children, 56% are girls. 82% ECCE centres are run as mixed centres for girls and boys. Table 1.2 gives detailed information about district-wise and division-wise coverage of ECCE program. While Map 4.2 shows district-wise coverage of ECCE program.

²¹ It might happen that some approved projects have been reported as current programs, or information of all planned projects are not shared by the Organizations.

The coverage of ECCE program is insignificant all over the country. However, in 7 districts, namely Lalmonirhat, Dinajpur, Gazipur, Khulna, Chandpur, Laxmipur and Bandarban, the ECCE coverage is significantly better, – above 2500 learners per district. Of the 7 seven districts, only 2 districts (Gazipur and Lalmonirhat) have more than 5000 children who are currently covered within ECCE programs.

Pre-primary education

Total coverage of Pre-primary education is 1,426,986 children, of which 55% are girls. Of the Pre-primary education centres, 99% centres are mixed centres, run both for girls and boys. 95% of the learners in Pre-primary education program is reported as learners of the current program. Table 1.3 gives detailed information about district-wise and division-wise coverage of Pre-primary education program. While Map 4.3 shows district-wise coverage of pre-primary program.

The coverage of Pre-Primary is more or less widespread throughout the country, except 13 districts where the number of Pre-Primary education children are less than 10,000 per district. These districts are Sylhet, Narayanganj, Munshiganj, Gopalganj, Narail, Bagerhat, Barguna, Perojpur, Jhalakati, Patuakhali, Barisal, Feni and Bandarban. On the contrary, in 21 districts there is the concentration of 7,01,877 (49%) children coverage of ongoing total Pre-Primary program, whereas there is at least 25,000 children coverage in each of these districts.

Non-Formal Primary Education (NFPE) program

Total coverage of NFPE is 1,546,277 children, of which 61% are girls. Of the total learners around 93% are learners of current program. The NFPE centres throughout the country are run as mixed centres, run for both girls and boys. Table 1.4 gives detailed information about district-wise and division-wise coverage of NFPE program. While Map 4.4 displays district-wise coverage of NFPE program.

The coverage of NFPE is more or less widespread throughout the country, except 13 districts where the numbers of NFPE children are less than 10,000 per district. These low coverage districts are Sylhet, Munshiganj, Narayanganj, Gopalganj, Narail, Bagerhat, Barguna, Barisal, Perojpur, Jhalakati, Patuakhali, Feni and Bandarban. On the contrary, in 23 districts there is concentration of 9,88,630 (63.67%) children coverage of ongoing total NFPE program, where there are at least 25,000 children coverage in each of these districts.

Adolescent education program

The Adolescent education program covers 198,035 learners of which 69% are girls. 88% adolescent education centres are run as mixed centres for both girls and boys and only 9% centres are exclusively run for girls. A significant number (about 60%) of these adolescents are engaged in child labour. 57% of the learners are reported as covered under the current program, while for 37% adolescents (73,081) there exists the planned program. Table 1.5 gives detailed information about district-wise and division-wise coverage of Adolescent education program. While Map 4.5 shows district-wise coverage of adolescent education program.

As to district-based coverage, the analysis shows that the ongoing program is spread over in 51 districts out of 64 districts. In 6 districts, the coverage is significantly high having above 5000 learners per districts. The high coverage districts are Nilphamari, Lalmonirhat, Jamalpur, Dhaka, Sunamganj and Chittagong.

Adult literacy program

The coverage of ongoing programs for basic literacy for adults is only 161,782 learners throughout the country. Of these total learners, 79% are female. A large majority of the adult literacy centres are run for female and male separately. However, a significant number of the

centres (26%) are used for both female and male. Table 1.6 gives detailed information about district-wise and division-wise coverage of the Adult literacy program.

It has been shown from Map 4.6 that about half (47.27%) of the total learners are concentrated in 6 districts (Barguna, Jamalpur, Jessore, Jhenidah, Narsingdi and Shariatpur), having at least more than 6,500 learners per district. In 32 districts, there are less than 1000 learners per district. The rest of the learners are spread over thinly in other districts. It is interesting to note that there is no adult literacy program in Comilla.

Post-literacy program

There are 642,516 learners in the Post-literacy program across the country, of which 63% are female. Out of the total learners, 83% learners are covered as beneficiaries of current program, while for 15% there is a planned program. The post-literacy centres are run as follow-up centres of literacy courses. That is why these centres are organized either for male or female. Only 16% centres are found to be used both for female and male. Table 1.7 gives detailed information about district-wise and division-wise coverage of Post-literacy program. While Map 4.7 shows district-wise coverage of post literacy program.

In 17 districts, there is the concentration of 67.07% current coverage, having 138,668 learners, with at least 10,000 learners per district. In 15 districts, the coverage of post-literacy is insignificant, having less than 1000 learners per district.

Vocational skills program

Total coverage of ongoing Vocational skills program in the country through NFE centres amounts to only 99,843 learners²², of which 89% are female. Of the total learners, 91% are covered in the current programs and 5% learners are covered by organizations having 10 or less centres. Table 1.8 gives detailed information about district-wise and division-wise coverage of Vocational education program. While Map 4.8 shows district-wise coverage of vocational education program.

A little more than two-thirds of the learners (62,531) are concentrated in 5 districts (Barguna, Jessore, Jhenidah, Jamalpur and Narsingdi). In 28 districts, there is no NFE program to provide vocational skills and in 24 districts the coverage is meagre – less than 1000 learner per district.

Equivalency program

An experimental equivalency program with 600 learners is found in Jessore district which is run through 12 centres. Out of total learners, 360 are female and 240 are male. (Table 1.9)

Quality of life improvement program (QLIP)

The programs aiming at improvement of quality of life have been identified as life skills program. The target group is mainly female. Out of total 256,446 participants, female constitutes 96%. Table 1.10 gives detailed information about district-wise and division-wise QLIP coverage. While Map 4.9 shows district-wise coverage of quality of life improvement program.

About two-thirds of these target population (1,38,668) is concentrated in 17 districts with at least 5000 participants in each district. In 9 districts, there is virtually no life skills program or has less than 1000 participants per district. These districts are: Bandarban, Barguna, Pirojpur, Munshiganj, Satkhira, Barisal, Chittagong, Feni, Jhalakati and Madaripur.

Other programs

There are some other NFE programs which could not be classified in either of the above-mentioned programs. These are noted as other programs. Total coverage of learners under

²² Skill training projects implemented by various ministries, departments and private training institutions are not covered in NFE mapping

other programs is 470,756. A large portion of these learners are from the mosque-based child education and lifelong learning program of the Islamic foundation. Of the total beneficiaries in other NFE programs, 52% are female. Table 1.11 gives detailed information about district-wise and division-wise coverage of other NFE program.

4.5 Provider/ Organization Profile

Non-Formal Education in Bangladesh is being provided largely by the NGOs. Even the programs of the Bureau of Non-Formal Education are being implemented by the NGOs selected through a pre-set selection criteria and public notification. However, there are a number of government bodies and international organizations that implement NFE programs either directly or through partner organizations. In this section, the types of NFE providers – agencies both government and non-government/civil society that deliver, sponsor or manage NFE is described briefly with the classification of the providers under three broad categories: Government, NGOs, and INGOs.

4.6 Curriculum and Materials

The curricula for various NFE programs are developed mostly by the organizations themselves as per the needs of the programs or the target group of that organization. In some cases, these are developed jointly by a group of organizations through a consultative process to meet the needs in the wider context. Following are some of the examples:

- For Parenting, ECD and Pre-primary programs, Plan and Save the Children (US) developed their own curriculum. Recently, MoPME in consultation with various organizations has developed the ECD framework, where the operational framework for pre-primary education is prepared.
- For NFPE program, in line with the NCTB curriculum, BRAC and Proshika developed their own curriculum. But FIVDB and Save the Children USA, DAM, have tailor-made NCTB's curriculum for 36-44 months.
- For Adolescent program, INFEP developed a curriculum and a set of primers for use in the government supported programs. DAM developed curriculum jointly with other organizations through a series of workshop. USCCB developed curriculum for use in their own programs. Save the Children USA also developed adolescent literacy materials package for its adolescent girls' program.
- The national adult literacy curriculum and primers were developed by INFEP through the collaborative efforts of the government and the NGOs, which was further improved later by DNFE. All DNFE (now BNFE)-supported literacy programs were implemented using these primers. There are also some other curriculum/materials for adult literacy programs developed by NGOs like FIVDB, RDRS, DAM.
- DAM has developed a post-literacy curriculum framework for use in its program and of the partner organizations. SC-US developed Reading for Children post-literacy program approach through an action research in collaboration with DAM, FIVDB, ActionAid and Grameen Sikhha.
- BRAC developed post-primary package to support further learning of primary education graduates.
- DAM developed an Equivalency program framework. Its NFE programs are based on that. These programs are now being implemented.

Program delivery mechanisms that are pursued by various organizations have been analysed. This shows that most of the organizations implement programs through centre-based approach. Few organizations follow some innovative approach to reach the target learners. These include, Home-based approach, School-based approach, and Mosque-Mandir-Boudhabihar-based approach, etc. These approaches also vary depending on the age of target learners and type of the program. Table 4.4 gives an overview of application of these approaches.

Table 4.4: NFE Program Implementation Method (Number of Organizations by Program)

	Centre-based	Home-based	School-based	Mosque, Mandir, Boudhabihar-based	Others
Parenting	36	4	1		2
ECCE	44	1	2	1	1
Pre-Primary	186		15	2	
NFPE	486	1	37	1	
Adolescent Education	122				5
Adult Literacy	118	1		3	2
Post-Literacy	236	2	1	1	
Vocational	68	1	4	1	
Equivalency	1				1
QLIP	34	1		2	2
Others	38	2	11	1	3

Analysis of availability and usage of materials show that there are more than 1,281 NFE materials developed by NFE providers and local publishers (annex 10 and 11) which is reported to be used in various NFE programs. Of these, 235 (18%) are for children education programs, 56 are for adolescent and adults basic education program and the rest are for continuing education programs. No separate material has been developed for use in the equivalency program.

The available materials are classified into six categories according to their usage – a) Basic material, b) Supplementary material, c) Learners' aids, d) Teachers' aids, e) Self-learning material, and f) Other material. It was found that a total of 42 organisations were involved in material development for different categories and target group as shown in the Table 4.5²³.

Table 4.5: Table showing Classification of NFE materials

Program	Basic material	Supplementary material	Learners' aids	Teachers' aids	Self-learning material	Other material
Parenting	1	1	1	3		1
ECCE	2	1	2	2		2
Pre-Primary	10	8	11	9	4	5
NFPE	12	10	14	14	3	8
Adolescent Edu.	4	3	7	6		4
Adult Literacy	2	2	4	1	2	1
Post-Literacy	3	8	8	4	3	4
Vocational	3	1	7	3	2	3
Equivalency						
QLIP	2	1	3	1		2
Others		2	2	1	1	3

²³ This table shows the number of organisations only which prepares NFE materials which are reported to be currently available and are being used in various NFE programs. There are many more materials developed by various organisations, which can be used in the future programs. Organisation-wise list of materials is given in the Annex.

There is quite a good number of basic education materials for each of the programs. For NFPE program, largely the NCTB books are used beside the books developed by BRAC, Proshika and others. For other NFE basic education programs, either the organizations use their own primers or they use the primers of the organizations who support the programs. For example, BNFE primers are used in BNFE-supported HTR centres, USCCB primers are used in the adolescent centres of NGOs supported by USCCB. BRAC primers are used in BRAC ESP partner run NFE centres. Plan materials are used by the Plan partners in the ECCD programs as well as in the programs with primary schools.

The supplementary materials are published by a number of selected organizations. Though there is a variety of formats and the contents of supplementary materials, majority of these materials are in the form of booklets. The other format of materials include chart, card-set, game, video, CD, etc.

The list of organizations producing NFE materials and the program-wise list of NFE materials is given in Part II of the report.

4.7 Teaching-Learning Process

Information about various forms of teaching-learning process have been collected. It was found that more than 90% of the organizations follow block-teaching approach (one-teacher with a group of learners to cover all contents in the curriculum), though program-wise there are some variations. Other innovative approaches that are followed by some organizations, though very few, are worth-mentioning. It includes both multi-grade and multi-lingual teaching approaches. At least 10 organizations reported that they pursue multi-grade teaching approach in NFPE and 2 organizations reported that they follow multi-lingual learning process in NFPE (Table 4.6).

Table 4.6: NFE program Teaching-Learning process
(Number of Organizations by Program)

	Block teaching	Multi-grade	Multi-lingual	Others
Parenting	38	1		4
ECCE	43	1	1	4
Pre-Primary	192	6	1	4
NFPE	453	10	2	12
Adolescent Education	119	3		4
Adult Literacy	122			3
Post-Literacy	234	4		2
Vocational	61	3	2	8
Equivalency	2			
QLIP	33	3		3
Others	43	1	1	10

4.8 Duration of Programs

Analysis on duration of various programs gives a mixed picture; variation in duration is wide ranging. Duration of programs that is followed by significant number of organizations is summarized here. A detailed table show variations in the length of NFE programs. See Table 4.7.

- More than half of the organizations have 1 year long parenting program.
- About half of the organizations have 1 year long ECCE program.

- 81% organizations have 1 year long pre-primary program.
- About two-third organizations have 2-3 year NFPE program. A significant number of organizations have longer NFPE programs – 167 organizations have 4-5 year long program and some organizations reported to have covering programs more than 5 years.

Table 4.7: Duration of NFE Programs (by Organizations)

Programs	6 months	1 year	2 years	3 years	4 years	5 years
Parenting	11	25	1	4		2
ECCE	9	26	6	4		4
Pre-primary	6	146	19	18	2	12
NFPE	1	20	12	326	12	155
Adolescent	6	35	52	19	4	10
Adult	36	67	10	9	1	1
Post-literacy	31	196	4	3	2	4
Vocational	39	17	9	5		3
Equivalency	1			1		
QLIP	13	14	9	2		1
Others	1	9	11	11	1	21

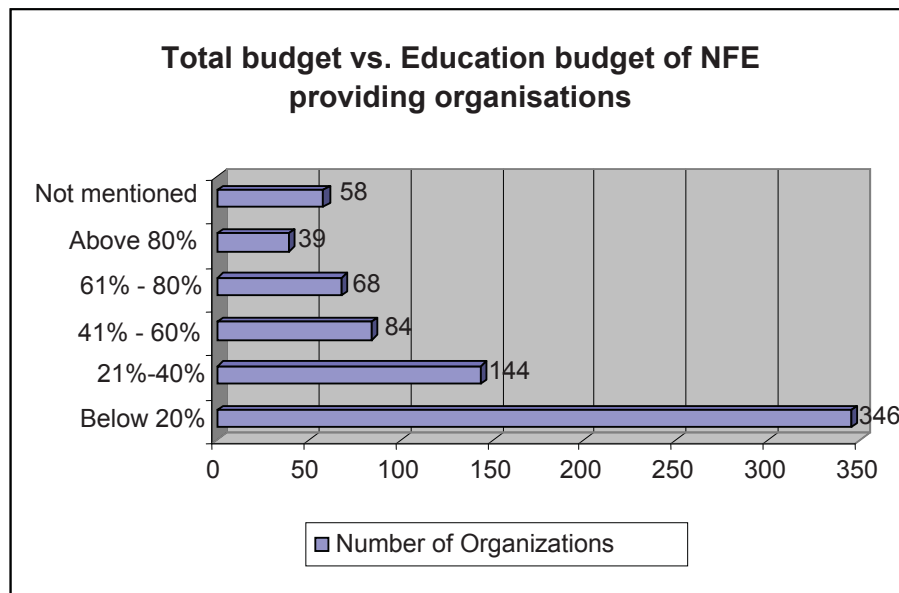
4.9 Monitoring System

Analysis of data from 739 organizations shows that a wide range of staff are involved in monitoring of the programs. It includes executives, directors, managers, coordinators, supervisors and even trainers. They monitor at different frequencies depending on the project requirements and organizational systems. Very few organizations have designated monitoring personnel with exclusive responsibility of monitoring. If the monitoring frequencies of the designated monitoring personnel are analyzed with a comparison to the monitoring frequencies of others who are involved in monitoring, the former would stand at only 6% of the total. It implies that either the agencies are not giving adequate emphasis on program monitoring or they mix up the monitoring tasks with supervision and management. BNFE monitors the programs of implementing NGOs (BNFE-supported projects only) through field level BNFE personnel. Organizations that implement large-scale NFE projects have developed their own monitoring system as per requirement of the projects. A structured qualitative performance monitoring system is yet to be developed at the national level.

4.10 NFE Budgeting

Information were collected about the education budget and the total organizational budget of the NFE providing organizations. A brief analysis of the comparative budget situation is made, to find out what percentage of organizational budget is earmarked for education. The findings show that in the cases of about half of the organizations, education budget is less than 20% of the organizations' total budget. Only 15% organizations reported that their education budget is 60% or above of the total budget. Following chart gives an overview relating to this.

Fig. 4.5: Organization-wise percentage of education budget



Funds in NFE sub-sector come from the government, development partners, international NGOs, national NGOs as well as from private sector (corporate foundations). During NFE Mapping, information have been collected from the NFE providers about the sources of current NFE funding.

4.11 Capacity Analysis

A stock-taking of organizational capacities has been made to have an overview of existing capacity in NFE sub-sector for providing technical support in the fields of training, material development, books production and research studies. The mapping of capacity is made both in terms of availability of human resource and physical facilities. Following are the major findings from the survey of 739 organizations.

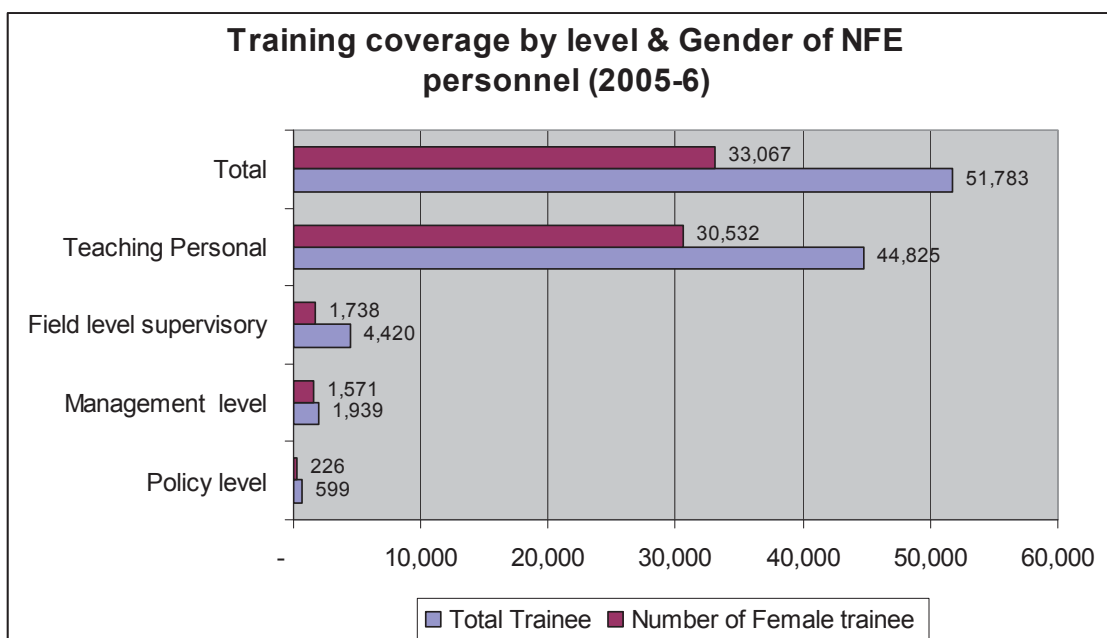
- Existing human resource in the NFE sub-sector is 150,779, of which a large number works at the grass roots level. - 9% are supervisors (13,072) and 88% are facilitators/teachers (132,039). However taken together, the policy and management level staff, the total number stands at 5668 in 739 organizations, which can be considered as a bulk human resource in the sub-sector.
- Of the total human resource, 93,775 (62%) are female and 57,004 (38%) are male. While majority the teaching staff (facilitators) are female, percentage of female staff is lesser than the male staff in the supervisory level, management and policy level. At the supervisory and management levels, more than two-third staff are male, while at the teaching level similar percentage is female. Table 4.8 shows the male-female ratio of NFE human resource at supervisory and management levels.

Table 4.8: Human Resource by level of NFE Personnel available in NFE implementing organizations

Level of NFE Personnel	Total Staff	Number of Female staff	%	Number of Male staff	%
Policy level	1,524	483	32%	1,041	68%
Management level	4,144	1,131	27%	3,013	73%
Field level supervisory staff	13,072	4,551	35%	8,521	65%
Teaching personnel	132,039	87,610	66%	44,429	34%
Total	150,779	93,775	62%	57,004	38%

- Analysis of the training provided to the NFE staff in last two years (2005-2006) shows that 51,783 staff got training during this period, of which 33,067 (64%) are female. A large number of trainees are from grassroots level. At the policy level and management level, the participation of female in training courses is limited to one-fourth. Fig. 4.6 gives a comparative view of the training coverage by level and gender of the trainees.

Fig. 4.6: Training in NFE (2005-6)



- Training courses organised during 2006 were analysed categorising broadly those into basic courses, refreshers courses, pedagogic courses, management courses and training of trainers. It was found that 58% of the training personnel was in refreshers' courses, whereas 19% was in basic courses. Few organizations organized special pedagogic courses, of which 2,737 persons (less than 2%) were trained. Very negligible number of trainer training courses could be organized during the year (2006)

- So far as the physical capacity is concerned, the compiled information about availability of training facilities as reported by 739 organizations show that there are 900 training centres spread all over the country. In these training centres, there are 1277 training rooms, indicating that a majority of the training centres have only one room (Table 4.9). There are residential facilities for accommodating 17,653 persons in these training centres (on an average, 20 seats per centre, which imply that in some training centres there is no residential facility). Division-wise and district-wise information about the training centres are given in Part II, Annex 12.

Table 4.9: Summary information on Training Centres (by Division)

Division	Number of Centres	Number of Rooms	Number of Residential Seats
Barisal	109	112	1103
Chittagong	154	193	1252
Dhaka	249	366	4237
Khulna	124	168	1269
Rajshahi	226	372	9500
Sylhet	38	66	292
Total	900	1277	17653

4.12 Equivalency

The equivalency initiatives for a systemic support for moving from one stream to other between formal education and non-formal education are very sporadic. The study on equivalency programs undertaken under the PLCEHD 1 in 2003-4 shows a great potentiality of equivalency in the country. It says, '...learners in NFE programs and NFE graduates have expressed a strong desire for a recognised NFE equivalency program certificates in order to confirm that they are educated and able to obtain privileges'. The study recommended equivalency at a level 'which is comparable to primary level and the equivalency for junior secondary level'. The Perspective Plan (Draft) prepared in 2004, under PLCEHD 1, also emphasized on the introduction of equivalency programs to expand the base of NFE.

At present, there is no national level curriculum and competency framework to support equivalency between NFE and FE. As a result, the NFE graduates/participants cannot automatically enter into the formal school nor can avail themselves of the opportunities of further education and training with their NFE certificates. The certification process is also not regular and not based on any agreed standard competency tests.

The existing curriculum of different NFE programs offered both by the government and NGOs is comparable with grade III level of formal education and in some cases with grade V level (where a full cycle of primary education is offered through NFE). There are a number of informal equivalency arrangements at the local level between the NFE programs and the courses of formal primary and secondary schools. Under these arrangements, mostly through personal persuasions, transition of the NFE graduated children facilitated to get admission in formal schools. However, in most cases, they have to face admission tests. For the learners beyond school age-group, there is no scope for further learning, barring the recent collaborative initiative of NGOs and BOU, led by CAMPE to pilot Junior Secondary Certificate program (JSC).

Through JSC program, irrespective of age, the primary education graduates can enrol in grade VI under BOU-NGO JSC program to continue up to grade VIII. It may be mentioned that, BOU also offers SSC program for the grade VIII completers, in distance mode, which is a unique opportunity for the people across the country to pursue further education. From

field survey during the Mapping, it is found that DAM has been trying out an equivalency program framework, under which, the competencies of different programs at grades V and VIII levels are made comparable with formal primary and secondary education. In this program, the NCTB textbook materials are used in the NFE centres to ensure grade competencies. For use in NFE programs, a number of graded materials have been developed and are being used in the community-based learning centres.

4.13. Advocacy

The types of advocacy that exist to highlight the crucial need for NFE in the development context of Bangladesh were discussed with the NFE providers during the Mapping activity. Following issues have been identified by different providers as potential areas for advocacy, some of which have been taken up with the appropriate management or policy makers.

- Improvement of quality in education
- Inclusive education
- Educational support for the ethnic groups
- Education for the hard core poor families
- Free NCTB textbooks for NFPE children, irrespective of implementation process
- Promotion of ECD
- Enrolment of NFE graduates in formal education at equivalent level
- Education for the street children
- Education for the working children
- Integration of skills-education with NFE
- Education for the people living in remote areas, like char, haor, hills etc.
- Flexible school calendar
- Manageable teacher-student ratio
- Employment support for the vocational training graduates
- Filling in of teaching staff vacancies on an urgent basis
- Promotion of effective community roles in school management that helps ensure accountability of teachers
- Establishment of satellite schools in remote locations
- Effective monitoring and intensive visit by BNFE officials and ROSC project officials
- Stipend for NFE children
- Entitlement of NFE children in scholarship examination
- Entitlement of NFE children to appear at public examination after primary education completion

The advocacy on the above issues has been undertaken by NFE providers with a number of authorities. It includes, DPEO, UEO, DC, UNO, Social welfare office, Directorate of Primary Education, BNFE, MoPME, etc.

There are two apex organizations – CAMPE and BEN that play coordinating roles in advocacy in NFE sector (Synopsis given in the next page). Besides, BRAC, DAM, SC-SC and ActionAid have their own advocacy strategies.

Advocacy initiative of CAMPE

Advocacy for education influences decisions that affect students, educators and the society as a whole. It's a political process that involves the coordinated efforts of people in changing the existing practices, ideas, distribution of power and resources toward neglected children, women and other disadvantaged groups.

CAMPE carries out systematic and evidence-based policy advocacy as national and international policy environment become more conducive to the upliftment of the underprivileged. It follows participatory process to involve relevant stakeholders in advocacy and lobbying, awareness raising, mobilization, networking, policy research, and promoting education programs through conferences, seminars, debates, roundtable dialogues, meetings, campaign, etc. on policy issues regarding literacy and education.

CAMPE and its partner NGOs are working to encourage more involvement of communities in monitoring education programs at the grassroots level to mainstreaming primary education and create more opportunities for the second chance in education at the post-primary level. CAMPE's advocacy lead to raise the level of awareness of its parents, strengthen governance structure, and promote some trend-setting activities. Major focus of CAMPE's advocacy during last decade includes expansion of comprehensive early childhood care and education, access to primary and secondary education, quality of education, teachers' quality, learning environment in the educational institutions, equivalency initiatives, promotion of gender parity, adult literacy, provision for continuing and lifelong learning opportunities, and financing education.

Over the period, CAMPE's initiatives gained credibility both nationally and globally. The Government of Bangladesh is becoming increasingly responsive to the recommendations of the Education Watch Reports while the Education Watch model is being replicated in 9 (nine) countries across Asia-South Pacific region and 13 (thirteen) countries in Africa. Innovations and child-friendly education models developed by NGOs are being replicated by the state-run education programs. Access to free textbooks, implementation of flexible school calendar, comprehensive coverage of scholarship programs for the girl child and Junior School Certificate program of BOU are some examples of policy and practice changes towards facilitating learning opportunities for the underprivileged groups.

The primary stakeholders of CAMPE include the concerned government departments, policy makers, planners, and MPs while the supportive stakeholders include partner organizations, learners/students, community groups including parents and opinion leaders, educational institutions, research organizations, civil society organizations, corporate sector, donors/development partners, international/UN organization, and CAMPE staff.

Bangladesh ECD Network (BEN)

ECD Network Bangladesh (BEN) is a forum of government, non-government and international organizations working on early childhood development (ECD) in Bangladesh. The Network was formally established on 7 September 2005 with the participation of ninety organizations representing all divisions of Bangladesh. Currently, the BEN has 190 members.

The main purpose of the Network is to share information and experiences and increase cooperation among the organizations. The goal of the network is to encourage and support the government, and national as well as international organizations and partners in their commitment and investment in ECD in Bangladesh. One of the major objectives of BEN is to provide support for establishing a sound knowledge-base and a databank on ECD programs and providers to help create a congenial ECD environment.

BEN first developed a database and an interactive website of ECD programs and providers along with SC US and UNICEF in 2005 and subsequently updated these in 2007. Recently, BEN helped develop Pre-primary education framework along with its members and provide coordination in developing ECD policy. It has a plan to work with government and other stakeholders' in favour of increasing allocations for ECD programs.

Chapter 5

Projection on Future Coverage of NFE Programs

The Non-Formal Education Policy 2006 elaborated the scope of NFE to accord priority to children, adolescents and young adults and to reflect on special attention to various disadvantaged groups, including children and youth with physical and mental disabilities, ethnic minorities, people living in ecologically difficult locations, and marginalized groups. The National Plan of Action (2003-15) also focuses on a number of NFE programs and accordingly sets priorities based on the learning needs of various age-group of population. The program focus includes early childhood care and education, basic education for out-of-school children, basic education for adolescents and adults, continuing education programs for lifelong learning, and training in vocational, entrepreneurship and employment related skills.

In calculating the targets and priority settings in various programs, the above guidelines in the NFE policy and NPA II have been applied as much as possible. Projected target population of various NFE programs at the national, divisional, district and upazila levels has accordingly been estimated. In formulating the program-wise targets, the notional target of NFE policy (to reduce illiteracy by at least 50%), the projected national target in NPA II and the projected target population in the Draft Perspective Plan (2004)²⁴ have been used as the broad framework.

The current coverage of NFE through various programs (including the planned coverage under the ongoing programs), as described in Chapter 4, has been used as the base figure to formulate the estimated target population in respect of NFE programs. Besides, the BBS, BANBEIS, and DPE data, relevant data from other study reports and global documents (like UNESCO Global Monitoring Report 2006) have been used as an attempt to formulate a consistent projection for various NFE programs. Population data from BBS of 2001 census have been used with necessary adjustment with projection of the corresponding year for calculating the estimated number of population in the respective age-cohort of NFE programs. However, for a comparative scenario of current NFE coverage and projected targets, please see Table 5 below:

²⁴ The Draft Perspective Plan (2004) prepared under PLCEHD 1 project, only focuses on literacy, post-literacy and continuing education. It deals with the 11+ age-group population. The scope of NFE in early child education and primary education for out-of-school children as envisaged in NPA II and NFE Policy has not been covered in this Perspective Plan.

Table 5: Comparative Scenario of NFE Current Coverage and Projected Targets

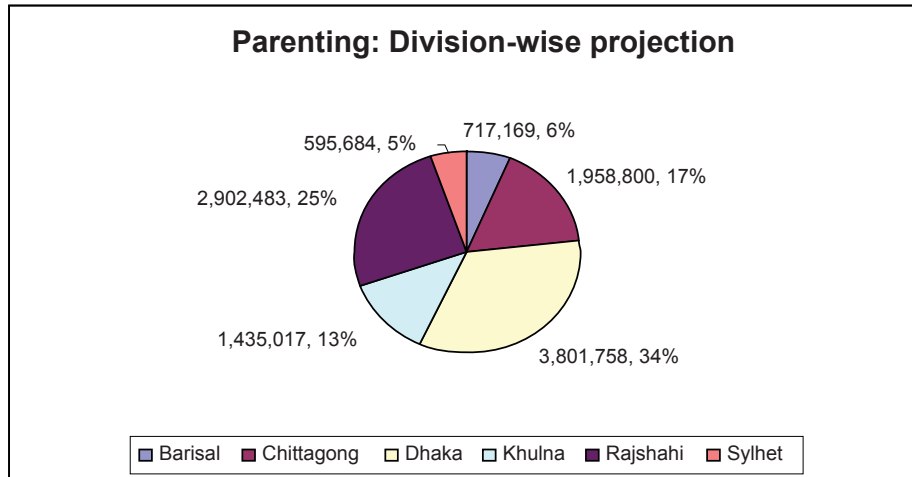
Program Activity	Estimated # of Total Population	Current Coverage	Projected Targets	Remarks on the projected targets
Parenting	29,223,816 [1 person per household]	734,573	11,410,912	40% of the remaining households
ECCE	7,997,718 [Total 3-4 age cohort children]	60,510	4,748,531	60% of the total children of 3-4 year age group
Pre-Primary education	4,227,532 [Total 5-year aged children]	1,426,986	1,680,221	About 40% of 5-year aged children
NFPE	9,683,818 [Total out-of-school children of primary school age cohort (6-10 year age group)]	1,546,277	3,255,017	This figure is two times higher than current coverage which is about 34% of total out-of-school children
Adolescent education	6,274,499 [Total illiterate adolescents (11-14 age group)]	198,035	6,098,291	Almost cent percent adolescent population
Adult literacy	31,074,893 [Total illiterate adults (15-44 age group)]	161,782	15,436,678	About 50% of the total adult illiterates
Post-literacy	-	642,516	13,816,630	50% of the targeted learners in adult literacy programs plus targeted adolescent learners
Vocational training	-	99,843	3,454,157	25% of the post-literacy learners is targeted
Equivalency education	-	600	3,454,157	25% of the post-literacy learners is targeted
QLIP	-	256,446	6,908,315	50% of the post-literacy learners is targeted

5.1 Early Childhood Care and Development Programs

5.1.1 Parenting Program

In Parenting program, a total of 11,410,912 learners have been projected to cover through NFE, which is only 39% of the total households. In line with the NPA II, 40% percent (households) are targeted as NFE projected coverage for Parenting program, most of which would be from poor and disadvantaged groups. One parent per targeted HH is planned for the Parenting program. Estimated coverage is calculated by deducting the ongoing Parenting program coverage from the total HH in the area per BBS data 2001 (adjusted for 2006). Division-wise distribution of the projected learners is shown in the following chart, while district-wise projected learners are shown in Table 2.1.

Fig. 5.1: Projected target of Parenting program

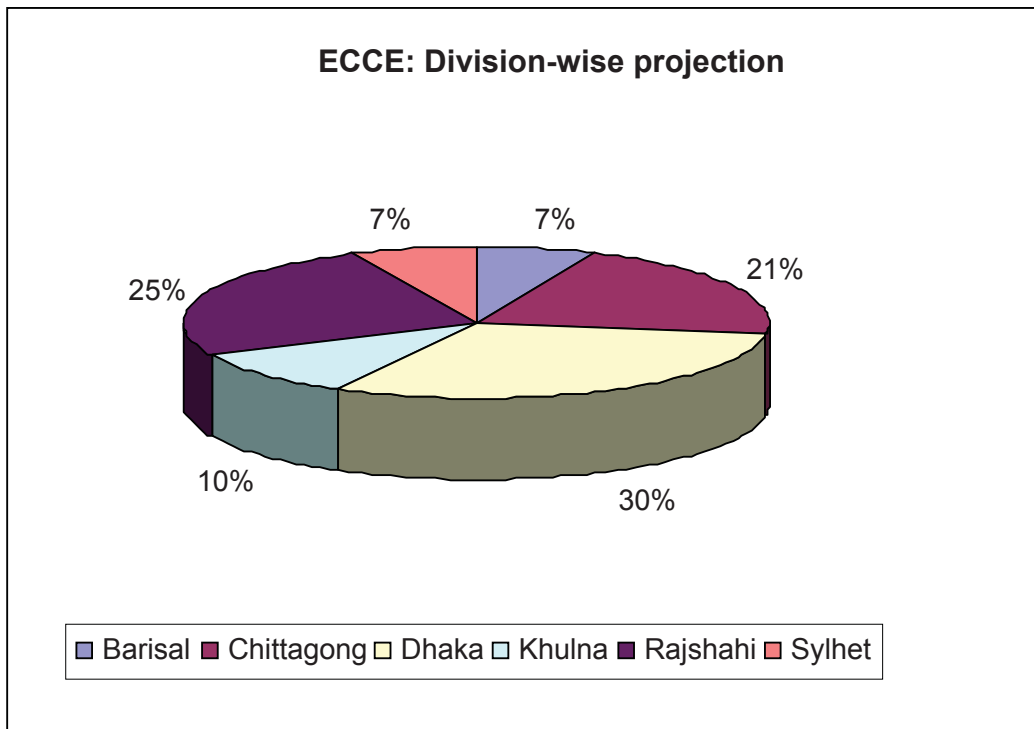


Because of larger number of population, in Dhaka, Rajshahi and Chittagong divisions higher percentage of parenting program requires to be planned. From similar consideration, among all the districts, 10 districts e.g. Barisal, Chittagong, Comilla, Dhaka, Tangail, Mymensingh, Jessore, Khulna, Naogaon and Rajshahi would have higher coverage (Map 5.1). Similarly, 14 districts (Panchagarh, Joypurhat, Rajbari, Gopalganj, Madaripur, Shariatpur, Magura, Narail, Jhalakati, Pirojpur, Barguna, Khagrachari, Rangamati and Bandarban) would have less number of population to be covered.

5.1.2 Early Childhood Care and Education Program (ECCE)

The projected coverage of ECCE through NFE is 4,748,531 children. Sixty percent of the total children of 3-4 year age-group have been targeted for ECCE program through non-formal education. The rest is expected to be covered by formal education institutions. Estimated coverage is calculated on the basis of the total children of the age cohort in the area as per BBS data 2001 (adjusted for 2006) by deducting the ongoing ECCE program coverage in the area. Current program coverage in ECCE through NFE is very low - only 60,510, compared to the total number of children of the age cohort. Division-wise distribution of the projected learners is shown in the following chart, while district-wise projected learners are shown in Table 2.2. Because of higher number of population, in Dhaka, Rajshahi and Chittagong divisions, similar to Parenting program higher percentage of ECCE program need to be planned. For the same reason, among all the districts, only 11 e.g. Noagoan, Sirajganj, Tangail, Mymensingh, Kishoreganj, Sylhet, Brahmanbaria, Comilla, Noakhali, Chittagong, and Dhaka districts have higher coverage (Map 5.2). On the other hand, only 5 districts (Meherpur, Narail, Jhalakati, Bandarban and Rangamati) have lower number of children covered under the ECCE program.

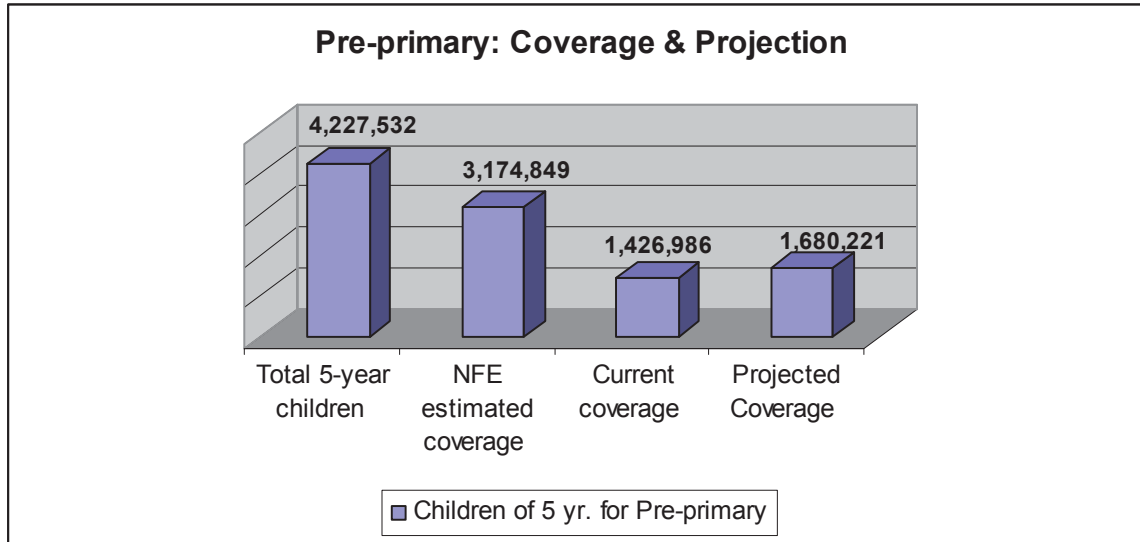
Fig. 5.2: Distribution of ECCE program projected target



5.1.3 Pre-primary Education Program

In Pre-primary education, the projected coverage of 5-year children through NFE is 1,680,221. The present coverage of Pre-primary education through NFE is 1,426,986, which is 45% of the total estimated target children for NFE. It is estimated that 75% of the children of 5-year age would be addressed through NFE. It is expected that the rest would be covered by formal education institutions. As suggested in NPA II, NFE part of Pre-primary will cover the children from poor families. On the basis of the benchmark of 2001 census (adjusted in 2006), total children of the target age are estimated at 4,227,532. The projected coverage is calculated by deducting the on-going Pre-primary education program coverage from the estimated target for NFE. Following chart includes a comparative picture of total children (of 5-year age), estimated NFE target, current coverage and projected coverage. Division-wise distribution of the projected learners is shown in Map 5.3, while division-wise and district-wise projected learners are shown in Table 2.3. The chart indicates that the volume of program needs to be at least doubled compared to current coverage to reach the expected target. It has been shown in Map 5.3 that in the districts like Mymensingh, Kishoreganj, Dhaka, Brahmanbaria, Comilla, Noakhali and Chittagong the projected target learners are much higher.

Fig. 5.3: Projected target of Pre-primary program



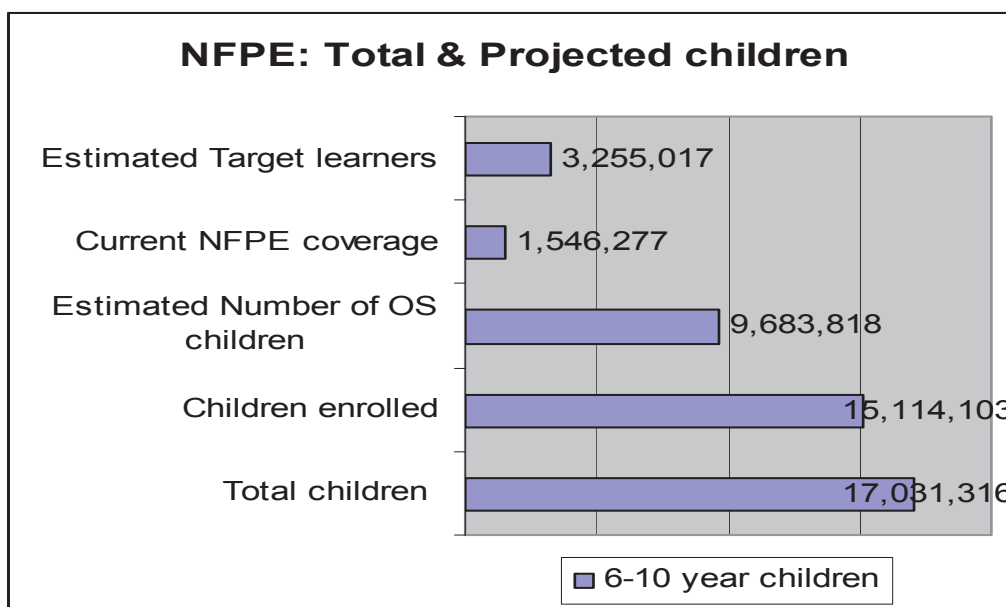
5.2 Non-formal Basic Education Programs

5.2.1 Non-formal Primary Education Program

In NPA II, it has been planned that NFE segment for primary education coverage is to provide a safety net for those who would otherwise miss education and turn into illiterate adults. It is suggested that Non-Formal Basic Education will cover 6-10 year non-enrolled, primary school dropouts, child labour, street children and other disadvantaged children. In line with the guiding framework in NPA II, forty percent of estimated dropped out children from formal primary schools is targeted to be covered by NFE. Total children of 6-10 year olds in the area are 17,031,316 (calculation based on BBS data 2001, adjusted for 2005). Out-of-school children are calculated on the basis of net enrolment rate and drop-out rate from DPE data (2005)²⁵. Projected coverage for NFPE is calculated by deducting the ongoing NFPE program coverage in the area from the total estimated number of out-of-school children. In total, 3,255,017 children are projected for coverage through NFPE, which is two times higher than the on-going coverage. Comparative analysis of the estimation of children to calculate the projected learners is shown in the following chart, while division-wise and district-wise projected learners are shown in Table 2.4 and also in Map 5.4.

²⁵ DPE data of baseline Survey on GPS, RNGPS and Experimental schools (2005) of district-wise dropout rate have been used to estimate the approximate number of out-of-school children. The overall rate of dropout in primary education in Bangladesh may be different from this.

Fig. 5.4: Projected target of NFPE program



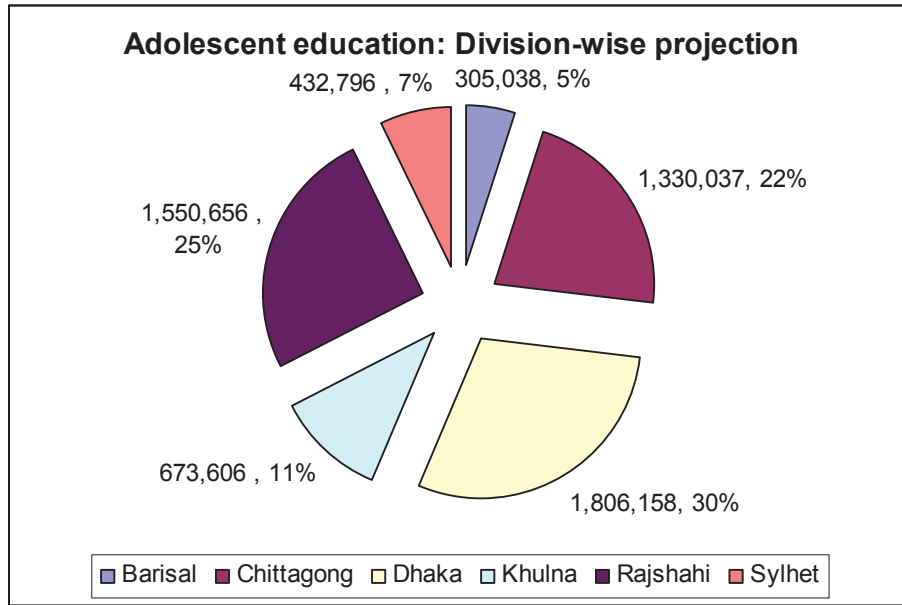
It is evident from Map 5.4 that 4 districts namely, Sirajganj, Mymensingh, Comilla and Chittagong have higher number of projected learners. On the other hand, a number of districts (e.g. Panchagarh, Joypurhat, Munshiganj, Rajbari, Magura, Narail, Gopalganj, Jhalakati, Pirojpur and three hill districts) have lower target, may be for higher coverage of formal primary education.

5.2.2 Adolescent Education Program

Adolescent education remains a neglected program having only 198,035 learners in the ongoing projects, as against estimated 6,274,499 illiterate adolescents of the age-group 11-14 (only 3% coverage). Total number of illiterate adolescents of the age-group in the area is calculated on the basis of the district-wise literacy rate²⁶, as per BBS population data 2001 (adjusted for 2006). Number of illiterates is calculated on the basis of adjusted literacy rate of the district. A total of 6,098,291 adolescents are calculated as projected learners for Adolescent education program. This projected coverage is calculated by deducting the ongoing Adolescent education program coverage in the area. Division-wise distribution of the projected learners is shown in the following chart, while district-wise projected learners are shown in Table 2.5 and Map 5.5. It is clear from the map that the adolescent program needs a wider coverage in future.

²⁶ To make a realistic estimation about the literacy rate of the district, the BBS data of 2001 literacy rate have been adjusted by adding average increase of literacy rate over the years. Taking 2006 literacy rate as 50% (BBS, SSNP), the increase is estimated to be 3.85% over the 2001 rate of 46.15%.

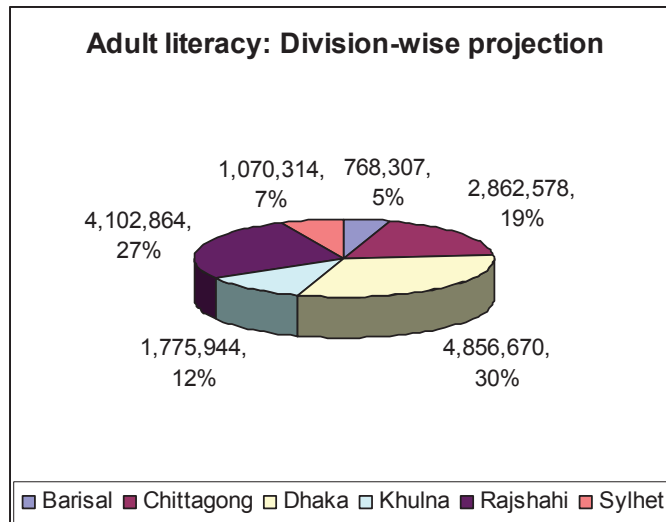
Fig. 5.5: Projected target of Adolescent education program



5.2.3 Adult Literacy Program

Adult literacy program is the most neglected one in the NFE sub-sector, having coverage in on-going program with 161,782 learners, which is less than 1% of the estimated illiterates as per national EFA target regarding reducing of illiteracy. In line with the NFE policy, 50% of the existing illiterate adults of the age-group 15-44 in the area have been targeted for Adult literacy program. In total 15,436,678 adults are calculated as the projected learners under Adult literacy program. Population data of 2001 (adjusted for 2006) have been used as base for estimation. Number of illiterates is calculated on the basis of literacy rate of the district. To make a realistic estimation about the literacy rate of the district, district-wise literacy rate (BBS: 2001) have been adjusted by adding average increase of literacy rate over the years which is similar to Adolescent program. Taking 2006 literacy rate as 50% (BBS, SSNP), the increase is considered to be 3.85% over the 2001 rate of 46.15%. Estimated coverage is calculated by deducting the on-going Adult-literacy program coverage in the concerned area. Division-wise distribution of the projected learners is shown in the following chart, while district-wise projected learners are shown in Table 2.6 and Map 5.6.

Fig. 5.6: Projected target of Adult literacy program



5.3 Continuing Education Programs

5.3.1 Post-literacy Program

Post-literacy and continuing education programs with focus on vocational training and quality of life improvement have been planned as a part of lifelong learning towards creating a learning society. In Post-literacy program, neo-literates of 11-44 age-group population based on the ongoing and projected program coverage in literacy programs for adults and adolescents have been targeted for Post-literacy program. Fifty percent of the projected adult literacy learners and total target of the adolescent education program are fixed as the target for Post-literacy. The projected coverage for Post-literacy program is 13,816,630. The district-wise targeted learners along with the divisional distribution of post-literacy program participants are shown in Map 5.7. It is evident from the map that 10 districts need high concentration of post-literacy program intervention (more than 300,000 learners per district). Whereas in 10 districts, post-literacy intervention will be provided to a relatively lower number of learners (up to 100,000 learners per district).

5.3.2 Vocational Education Program

Continuing education and livelihood skills programs for out-of-school adolescents and youths linking to enterprises engaged in production and employment generation have been proposed in NPA II. The projected coverage of the Post-literacy program is taken as the base for estimating the target learners for the Vocational program. Twenty-five percent of the Post-literacy program learners have been targeted for the Vocational education program. The projected number of learners for Vocational education program is 3,454,157.

5.3.3 Equivalency Education Program

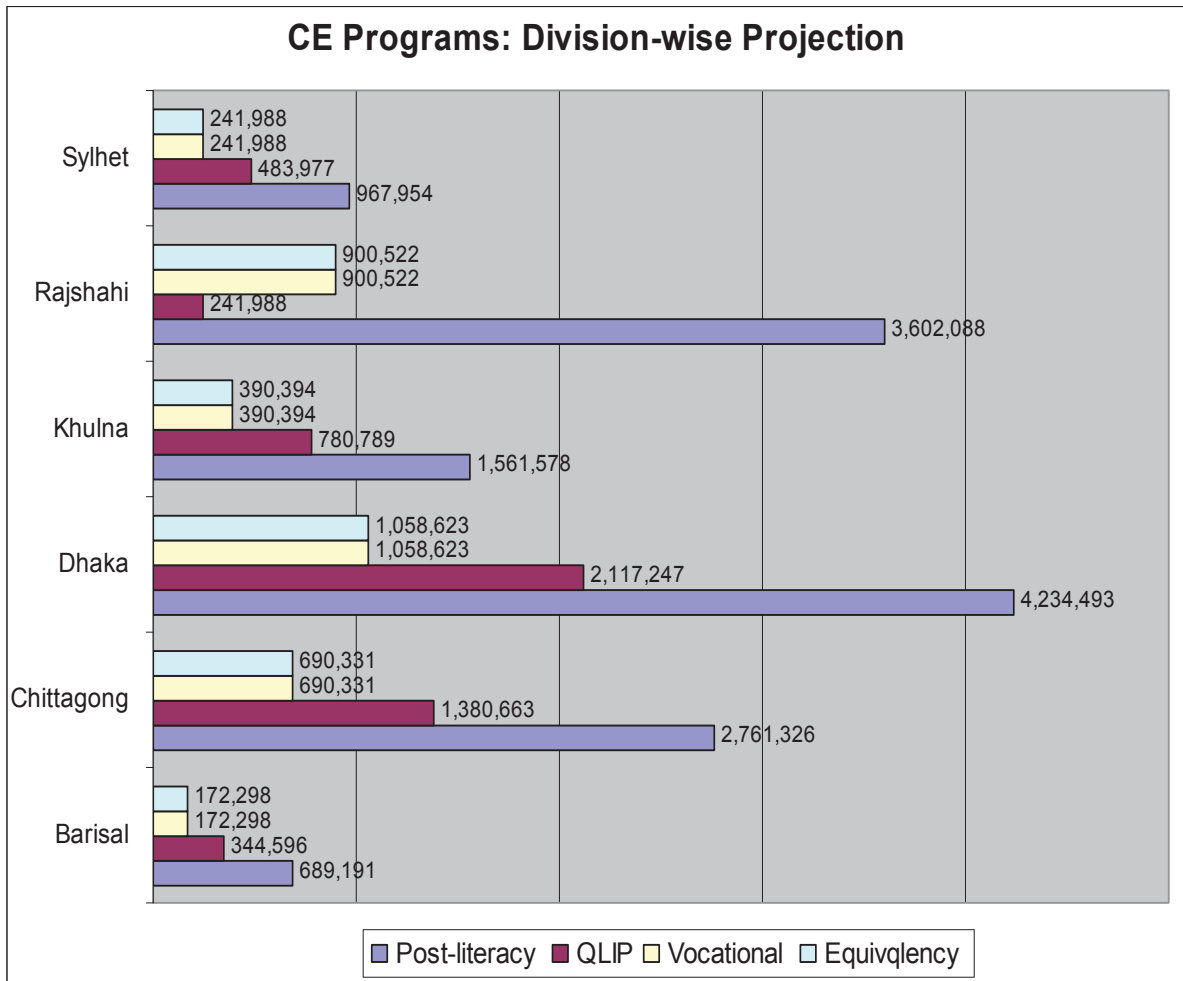
Establishing an equivalency framework between formal and non-formal education is identified as a core strategy in the NFE Policy. That is why equivalency education is considered as a very important program to sustain the learning achievement of the basic education programs, which would also facilitate further education. In the absence of any equivalency framework, there is no structured equivalency program in the country. The study on equivalency program in 2004 recommended a number of measures to establish mechanism for implementation of equivalency education program. From this perspective, the projected coverage of the Post-literacy program is taken as the base for estimating the target learners for the Equivalency program. Twenty-five percent learners of the Post-literacy program have been targeted for the Equivalency program.

5.3.4 Quality of Life Improvement Program

Quality of Life Improvement program (QLIP) is considered as a package program to support the adults and adolescents to acquire essential life skills. The elements of life skills are embedded in the very definition of non-formal education (in the NFE Policy). It says that NFE is designed to meet the learning needs of educationally disadvantaged persons to impart to them basic and continuing education including life skills, work skills facilitating lifelong learning. The projected coverage of QLIP is 6.9 million adults and adolescents, which is fifty percent of the Post-literacy program learners. The other fifty percent learners are expected to be covered under Vocational and Equivalency education programs.

Division-wise distribution of the projected learners in various continuing education programs are shown in the following chart, while district-wise projected learners are shown in Table 2.7 and Map 5.9. From the map, it appears that 5 districts namely, Mymensingh, Tangail, Dhaka, Comilla and Chittagong have high concentration of QLIP projected target learners.

Fig. 5.7: Projected target for post-literacy and continuing education programs



Chapter 6

Implications of Findings and Recommendations

The findings from the NFE Mapping have significant implications concerning the strategies and core issues contained in the NFE policy. The policy stressed on the needs for a variety of measures to ensure a professional approach to introduce a 'culture of quality' in NFE programs. Particular importance is given on identification of learning needs of potential learners, adequate monitoring and documentation, standardized learner assessment procedure, mechanism for mainstreaming NFE graduates, adequate provision for development of NFE personnel, etc. Information available through NFE Mapping proves that there is severe lack in each of the critical areas. In this chapter, brief analysis is made on these issues, making a comparative analysis of the coverage plus on-going approach (described in chapter 4) and the projected target of learners in various NFE programs (described in chapter 5). Based on the analysis, recommendations are formulated and given in the third part of this chapter.

6.1 Implications from the field findings on NFE sub-sector

1. The coverage of ongoing projects is very low in comparison to the expected target population of the age-group in all NFE programs. The projected program target is calculated on the basis of estimated potential target population of the respective program (as explained in chapter 5). In the following three charts a comparative analysis of the on-going program coverage and the projected program coverage are given to depict how measurable the current coverage in NFE is.
- 2.

Fig. 6.1: Comparative picture of ECCD coverage vs. Projected target

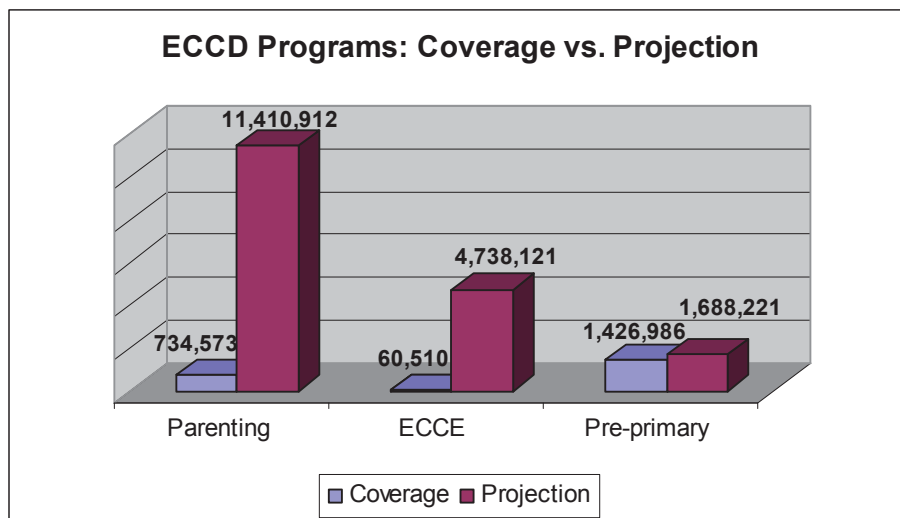


Fig. 6.2: Comparative picture of Basic education coverage vs. Projected target

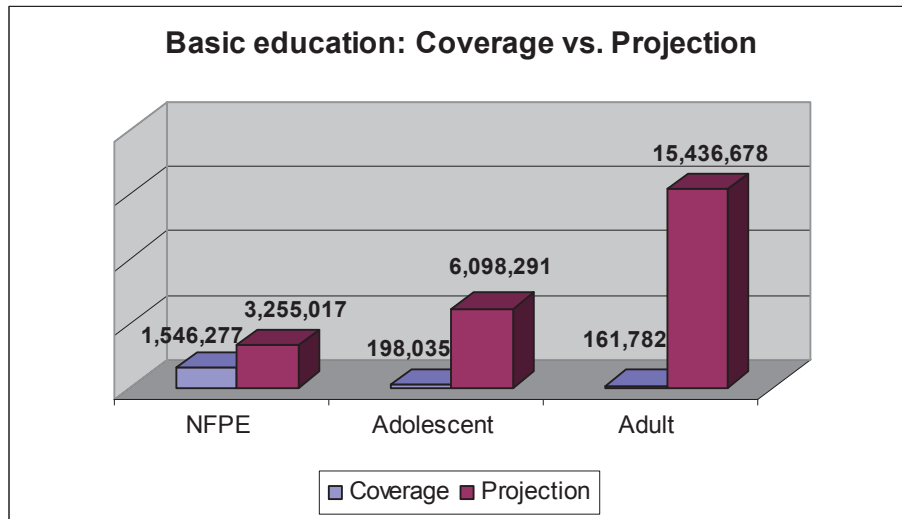
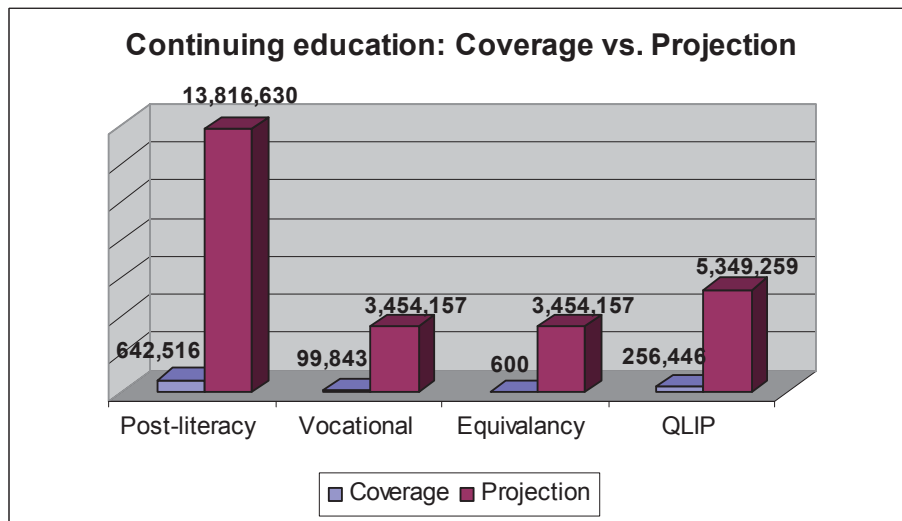
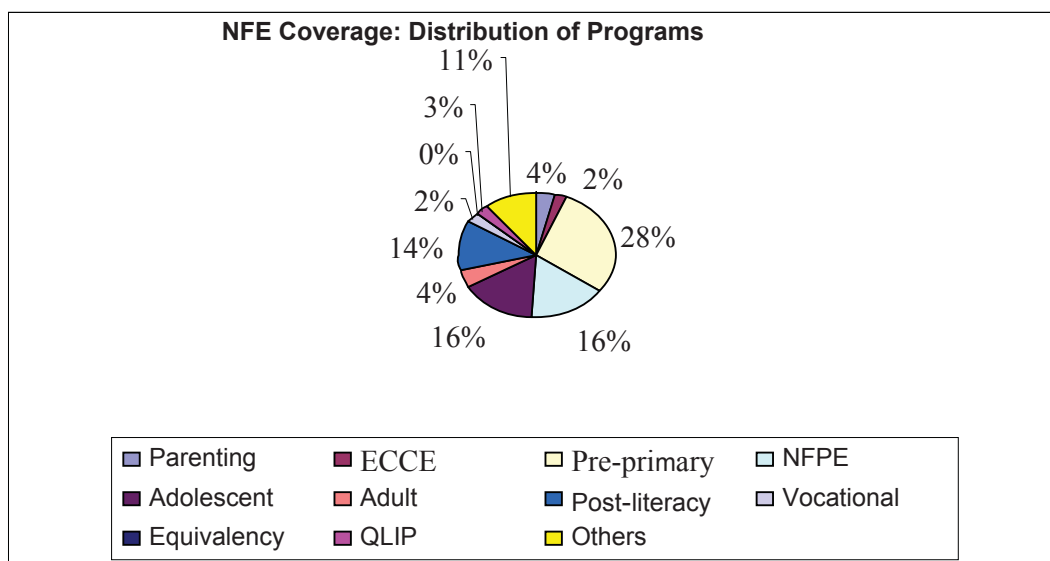


Fig. 6.3: Comparative picture of CE coverage vs. Projected target



3. The above graphs also confirm that the coverage scenario among the NFE programs varies widely; some NFE programs have higher coverage compared to others. The coverage (in terms of number of population) in adolescent education, adult literacy, vocational education is very low compared to the coverage of NFPE and Parenting. Equivalency education is almost non-existent. The following graph gives a comparative picture (in terms of percentage of total NFE program coverage) of overall program distribution of NFE programs.

Fig. 6.4: Distribution of current program coverage



4. The levels of variation in coverage of NFE programs are also high when comparative analysis is made among the districts. In some districts coverage of certain programs are either nil or very insignificant. The following table is an example²⁷.

Table 6.1: District-wise coverage of learners in a division
(Coverage of Post-literacy in Chittagong Division)

Districts	Number of Learners	%
Bandarban	570	1%
Brahmanbaria	6,120	10%
Chandpur	1,650	3%
Chittagong	2,109	3%
Comilla	19,430	31%
Cox's Bazar	5,240	8%
Feni	7,800	12%
Khagrachari	870	1%
Lakshmipur	9,165	14%
Noakhali	9,600	15%
Rangamati	810	1%
Total	63,364	100%

5. Similar variation may be seen from the coverage analysis from the point of view of geographical conditions, participation of learners from language minority groups and the participation of disabled learners. In the NFE policy, emphasis has been given on reaching the disadvantaged groups, ethnic minorities, persons with physical and mental disabilities and the people living in difficult geographical locations such as hills, haors, chars and coastal areas.
6. Lessons from successful NFE program in various countries (e.g., Thailand, The Philippines, and Indonesia) confirm that the Equivalency program is a core component in

²⁷ The district-wise maps showing coverage of learners (in Part II of the Report) gives a visual picture of the geographical variation in terms of coverage; the program-wise summary tables (Table 1.1 to Table 1.10 in Part II of the Report) project number of learners covered in different districts.

the NFE sub-sector. But in Bangladesh case, it is simply reverse – there is no equivalency program framework. With the formulation of the NFE Policy and NPA II, the scope has now been created. NFE policy has the provision for ‘establishing equivalency between formal and non-formal programs where possible’. NPA II sets equivalency as a guiding principle, urging the institutionalization of ‘an agreed core of equivalence between formal and non-formal basic education sub-sectors and between/among different streams of formal sub-sector and between public, NGO and private programs. This is to ensure a comparable standard of quality education across the board and transferability from non-formal to formal and between streams to enable those who want to join the mainstream and continue further education. The study on equivalency (MoPME: 2004) identified a number of strategic areas, including curriculum contents, program delivery approach, assessment, accreditation, developing a framework for equivalency between formal and non-formal education at the basic education level, secondary education and post-secondary education level.

7. The methodological implications of the findings in NFE Mapping are strategically significant. In terms of program delivery approach, teaching learning process, development of curriculum and materials, the findings show that the rooms for choice by the learners and providers are very limited. To fulfil the basic norms of flexibility in non-formal education, NFE approach is supposed to offer a variety of approach suiting the learning needs and contexts of the learners in diverse conditions. The findings on current NFE programs in Bangladesh show that, in general, the curriculum and materials are centrally developed either by the NFE providing organizations or some other organizations that provide technical support. There is no scope for developing local level curriculum to address the context-specific learning needs of the NFE participants. Duration of programs is set with no room to accommodate contextual difficulty of learners. Mostly centre-based NFE programs are implemented to impart face-to-face learning, leaving no scope for those who cannot attend the centres personally.
8. The capacity in NFE sub-sector in terms of availability of human resource and scope for development of professional knowledge and skills is inadequate to serve the needs of the diverse programs and to address the required level of coverage. With a present capacity of around 5000 NFE management personnel and the wide variety in levels of capacity and limited exposure to diverse programs, it would be an uphill task to launch the required programs, unless a massive professional skill development program is planned. The present capacity of training in the NFE sector is also limited. It can cater to roughly 25000 trainees per year (including the grassroots level participants). The coverage of management level personnel in training as well as the training of trainers are limited to little over 10%, which have serious implication on the quality of NFE programs. The courses being offered currently are mostly basic courses to organize and run NFE centres. Few courses have been organized on short-term basis to cater to the immediate needs of GO-NGO managers, trainers and material developers. There is hardly any institutional course on research and documentation on NFE. In brief, there is a severe lack of institutionalized professional courses to enhance capacity of the NFE providers in various fields. A positive aspect relating to training is that NFE providers (largely the NGOs) have training centres across the country, in many cases, with residential facilities. Data from the NFE Mapping shows that approximately 17,000 trainees can be accommodated for residential training simultaneously, provided a network among the available 900 training centres can be established.
9. NFE sub-sector also suffers from poor documentation and research on the efficiency and effectiveness of various NFE approach and programs. Excepting development of monographs on selected programs and project evaluation reports²⁸, there are very few research publications to demonstrate effectiveness, to document challenges, needs and opportunities of NFE programs. Due to the poor presentation of empirical evidence on

²⁸ Organization-wise list of available research and evaluation reports are given in Part II of the Report

the effectiveness and efficiency of NFE programs, particularly for the adolescents and adults, many donors and planners do not feel initiated to invest in NFE.

10. Advocacy initiatives for expanding and mainstreaming NFE programs are very limited and ad hoc. Mainstreaming of the graduates from NFE supported programs by social mobilization for popularizing NFE remains a constant challenge before the NFE providers. There is also lack of advocacy capacity at various levels of NFE personnel. The present roles of NFE providers are more at the level of program implementation. Advocacy for expansion of programs for adolescents and adults and adequate resource allocation is neither organized nor consistent.
11. Due to the absence of a central database in NFE sub-sector, availability of precise data on NFE programs and coverage of beneficiaries always remain a challenge. The available MIS or databases are mostly limited to the specific projects and for use by the respective implementing organization. The other databases serve limited purpose as these are confined to certain specific fields of information. (CAMPE database is limited to NGO coverage; BLRC/DAM database covers only NFE materials, and Bangladesh ECD Network database focuses only on ECD programs).
12. In NPA II, target for basic education for adolescents and adults have been formulated in 3 different age cohorts. Non-Formal Basic Education for the illiterate or school dropout is for 11-14 age-group population. Young adults literacy and training program is for 15-24 year old population and Adult education program is for 25-45 age group, with priority to 25-35 age group population. It has been estimated that 50% of the 15-24 age-group illiterate will be targeted during the Plan period while the projected coverage of the 25-45 age-group illiterate will be 25% during the Plan period. This type of age-group-specific planning would help develop program-specific strategies.
13. The quantitative target population in NPA II for the adolescent program (11-14 age-group) is set for 6,031,000²⁹. For young adults (15-24 age-group), it is 5,369,000; and for the adults of 25-45 age-group the target is set at 2,701,000. In total, the targets under the category of basic education for adults stands at 8,070,000. In the projection of NFE Mapping, the target is estimated at 15,436,678. The variation is wide and needs further investigation to draw conclusion about the exact number of illiterates to be addressed.

6.2 Implications from the analysis of policy and plan documents

1. NFE Policy and its Implication

Non-formal Education (NFE) has come to occupy an important place in our national efforts of development, both in the public and private sectors, subsequently after the World Conference on Education for All (WCEFA) and the World Declaration of Education for All (EFA) adopted at Jomtien, Thailand in March 1990 and Darker Framework of Action (DFA) in 2000. International instruments like CEDAW and CRC among others reaffirm and enshrine the right to education. And as a signatory to these documents, Bangladesh is fully committed to achieving the EFA goals by providing quality basic education for all with the aim of building a democratic polity to fulfil people's aspirations and meet the requirements of poverty alleviation and national development.

Drawing on the relevant lessons from the long-standing engagements by GoB and NGOs, GoB (MoPME) promulgated a national policy on non-formal education in February, 2006. The PRSP (GoB, 2005) too has recognised the importance of non-formal education towards achieving MDGs and poverty reduction goals. The national policy underscores the important role that NFE can play in meeting the learning needs of educationally disadvantaged

²⁹ The figure is close to the projected target from NFE Mapping, which is 6,098,291

persons, in particular, the persons with disabilities, people living in remote locations, children engaged in hazardous jobs, children living in streets, socially disadvantaged and marginalised groups. With a long-term view, NFE is to be an integral part of education system, toward establishing a learning society where all will participate and earn benefits from centennial growth of knowledge and skills with the advancement of science and technology at national as well as global levels. To take forward the NFE national policy, MoPME has established a Bureau of Non-Formal Education, in line with the earlier Directorate of Non-Formal Education, which was phased out in 2003.

The GoB is strongly committed, both nationally and internationally, to achieve EFA. The pre-primary education has a significant and positive impact on further learning at the primary level and beyond. Global experiences indicate that pre-primary education has a substantial contribution towards reducing dropouts and grade repetition. With this understanding MoPME has released the Operational Framework for Pre-primary Education as part of the Early Childhood Care and Education in April 2008. Moreover, the MoWCA has initiated the process of developing ECD policy for 0-5 years of children. A committee for preparing ECD policy has been constituted accordingly with representatives from the NGOs and the universities.

In the NFE sub-sector, this is the first time that a framework for NFE is in place with some well-articulated policy guidelines. It is expected that this framework would be helpful to systematically operate need-based and pragmatic NFE programmes. Moreover, the framework has also set some objectives for achieving its long-term vision which encompasses skills development leading to employment generation of the learners, GO-NGO-Civil Society coordination, effective and efficient management of NFE, decentralised operation and creation of life-long learning opportunities.

II. Challenges in Implementing NFE Policies

- a) A detailed operational plan for implementing NFE policy does not properly exist at present. There is also a lack of well-constructed definition of different programme supported by clear indicators for conceptual clarity, which can facilitate establishment of nation-wide common standard in monitoring, assessment and evaluation system.
- b) NFE programmes lack horizontal and vertical linkages between literacy, post-literacy and continuing education addressing the learning needs that influence people's life, livelihoods and income generation skills.
- c) There is a lack of comprehensive data-base for NFE sub-sector, without which it is simply difficult to identify needs, plan & programs and correct the problems relating to NFE program.
- d) Absence of equivalency program with a set of standard competencies affects the efficiency of NFE program as NFE learners are unable to make the transition to the vocational, technical, formal system or the job market.
- e) There are important gaps in basic information regarding quality, efficiency and effectiveness of existing NFE programmes. These gaps are predominantly found in the areas of actual learning outcomes of NFE and in the wider effects of NFE on the social and economic wellbeing of the program participants.
- f) There is a serious lack in capacity study and research work in NFE. The potentiality of qualitative research involving concerned experts, programme personnel and related departments has not been explored
- g) Absence of NFE financing plan, cost recovery and resource mobilisation schemes pose a threat to the long-term sustainability of the NFE programs.
- h) The existing intuitional capacity of BNFE along with its partner organizations is not adequate to launch a nationwide multi-dimensional NFE program. The shortcomings exist in terms of curriculum and material development, training, planning and management, monitoring and supervision skills, community engagement and empowering skills.

III. Vision of NFE

Education is treated as an investment not only for creating human capital, but also for inducing social change and promoting overall development. This vision of education as a proactive intervention for desired change received wide recognition over time in development thinking; although, the case for emphasising labour productivity for creating surplus for investment has been advocated long back by Adam Smith and others since the 18th century.

The vision of the non-formal education as stated in the NFE Policy Framework (2006) reads “all citizens will have the opportunities to participate in education to fulfill their individual potential, be effective members of their families and communities and be productive and responsible citizens, capable of facing the challenges of the 21st century.” This vision has been formulated in pursuance of the constitutional obligation to ensure educational opportunities for all citizens and to build a just and equal society. The attempt to realize the above visions, obviously raise questions in regard to the current achievement of literacy programs both qualitatively and quantitatively.

This vision is yet to be translated into operational actions to provide access to life-long learning opportunities for improving the quality of life of the children, youth and adults including those with special needs and who have missed out (dropped out and left out from) formal education; and equip them with adequate knowledge, productive skills and life-skills through relevant and high quality learning opportunities, including literacy, basic education and continuing education programs.

The target set in NFE Policy Framework (reducing illiteracy by at least 50% by 2015) vis-à-vis the trend of increasing the literacy rate bear quite remarkable discrepancies. It has been identified that at least 3 major reasons are responsible for creating these discrepancies. In various data released by the government, non-government and UN organisations in different years show that there are significant discrepancies in the achievement of NFE programmes. For example, the recent government data on NFE has stated the national literacy rate at 63%, while the EFA Global Monitoring Report 2008 shows the rate as 47%.

So far, there is no acceptable definition of literacy, i.e. the scope of literacy and its indicators have not yet been standardized. Besides, the age cohort of adult literate population and the literacy measurement tools have not yet been nationally determined. Therefore, a set standard for national adult literacy rate will remain ambiguous, and hence it would be difficult to fix up acceptable targets of literacy rates for 2015.

IV. Challenges for Reaching toward A Vision

The direction of the current NFE system is not comprehensive enough. A coherent system, in which learners achieve literacy at sustainable competency level and also acquire skills that provide expanded opportunities for employment and continuing education, is missing. The partners in NFE need to develop a long-term integrated and comprehensive vision for the sub-sector contributing to lifelong learning.

So far, all NFE interventions are project-based, rather than program-based. The program approach calls for participation of all ministries currently involved in literacy, post-literacy and continuing education activities in a coherent manner toward achieving the common objectives.

V. Perception of NGO and Corporate Sectors

Generally, NFE is treated as an education programme to provide education service to the poor and marginalized people, but in reality it is a specially-designed program for the purpose of reaching the un-reached. The government cannot reach them through formal education system. The vision of the NGOs in regard to NFE is to address the un-reached

population of the community who are involved in the informal economic activities so that they can contribute to the growth of the country as creative, productive and democratic citizens of the society.

In the development of the NFE vision, the NGOs along with other stakeholders have contributed significantly with their experience. And therefore, their views are quite identical to what is stated in the vision. However, some NGOs consider NFE as something separate from the mainstream education system; they do not perceive it as an integral part of education system which has evolved socially to cater to the educational needs of the disadvantaged and vulnerable groups in the society within a stipulated timeframe.

The corporate sector, as part of its Corporate Social Responsibility (CSR), has come forward to contribute to the education of the workers and their children with the view to improving their quality of life and workplace environment. The main players in this arena are some banks and garments factories and the interventions are still very limited.

VI. Perception of Development Partners (DPs)

All the major DPs in Bangladesh have pronounced their agreement to the Declaration of Paris Harmonization Conference, March 2005, to develop their programs in response to the Government's Harmonization Action Plan, being developed in the context of PRSP. As a result, big sector-wide programs in education and health are in place.

The guiding principles of most of the funding DPs in education are: a) financing social sector programs, particularly in education (formal education) and health, b) priority to good governance, democracy and human rights, c) channelling bulk of DP funding to government, d) relatively little amount of investment through NGO sector, e) to fund strategically instead of spreading it thin, f) channel funds through conduit type organizations for reducing management cost and, e) ensuring quality, transparency and accountability, f) maintaining principles of gender equity and non-discrimination.

Most of the development partners along with other stakeholders contributed significantly to the development of NFE policy framework. So the NFE vision is in principle a shared vision. Most of the development partners, who are currently financing NFE sub-sector are interested to continuing their funding until their current strategic period. Currently most of the NFE DPs are funding for operating the NFPE programs, post-literacy and continuing education. Many education DPs will shift or expand their areas of funding towards pre-primary schooling as well as skills development in the near future.

Most of the education DPs is in the midst of planning to reset their country strategy are taking into account the factors like climatic change, population growth, urbanization, migration and economic growth. At least 3/4 DPs are taking up climatic change as urgent priority areas.

VII. Community Engagement

The goal of NFE is to contribute to fulfilling EFA goals and alleviating poverty as spelled out in the Education for All National Plan of Action (NPA II) 2003-2015 and the Poverty Reduction Strategy Paper (PRSP) through widening and activating a community-based network of learning centres, aimed at reducing illiteracy by at least 50% by 2015, extending opportunities for effective skill training and continuing education and creating life-long learning opportunities.

To ensure the achievement of EFA goals and the sustainability of NFE program at the grassroots level, the community people are encouraged to participate in the operation of NFE activities. It is deemed that their participation ensures their ownership to the programme and at the same time, creates enthusiasm among them to take on similar activities on their

own by mobilizing local resources to reach more people with support from the community itself. For effective and efficient utilization of the potential of community engagement. The local actors are empowered through communication, building of awareness and alliance, and promotion of people's participation in community-based institutions and clientele mapping, local level planning and resource mobilization/coordination, program implementation, monitoring and evaluation.

The said local actors are selected from the parents/guardians, local community, civil society, NGOs etc. who are engaged in the planning and management, implementation, monitoring and assessment of NFE programs, involving local government units at all tiers in their respective jurisdictions. Moreover, appropriate opportunities are under consideration to develop children and adolescents to be active participants in relevant aspects of educational and social activities.

VIII. Partnership Building

The government's approach to partnership with the NGOs started in 1987 through the initiation of mass education programme (MEP) financed by UNDP. The government disbursed the UNDP funding to as many as 137 NGOs to operate MEP for adult literacy programme in different regions of Bangladesh. However, the MEP failed to run in a systematic manner and as a result it did not yield much fruits as expected. Subsequently, the project was closed down in 1990.

The second initiative of government-NGO partnership took place in 1990-91 to develop curriculum on mass education programme. In this program, UNICEF played a pivotal role in bridging NGO and government experts. In the following years, a group of NGO experts along with government officials developed some literacy primers and teachers' guide. The group helped the government and UNICEF to develop the first non-formal education project known as INFEP. The INFEP had 5 components: ECCE, NFPE, Adolescent Education Program, Adult Literacy Program, and Continuing Education. In 2000 and onwards, the government extensively utilized the NGO experience in developing NFE policies and programs. It is important to mention here that during 2004-2007, the government developed two policy documents on NFE and ECCE with assistance from the NGOs.

Building on the experience of this collaboration, a wide-ranging partnership between the government and the NGOs started to develop in 1996 with assistance from World Bank and SDC to implement a number of projects (NFE-1, NFE-2 and NFE-3). All these programs were basic education and post- literacy. This partnership was further consolidated with the implementation of PLCEHD-1 and PLCEHD-2 after 2000, with the objective of sustaining the literacy skills of the NFE graduates and acquiring marketable skills. More than 500 NGOs became the implementing partners on behalf of the government.

To sum up, the evolution of GO-NGO partnership can be noted as the involvement of NGOs in NFE as implementers (late 80's) leading to curriculum and material developers (1990-92), programme developers (1993-1995), to becoming members of education commission (1997-99), to contributors to policy and program development (2000-2007), to actors in mobilising resources for NFE (2008). CAMPE and other organisations/networks have significant contribution to this evolution of partnership in NFE in evolving the NGOs from social contractors to qualitative contributors.

The achievement of NPA II goals, in particular those relating to quality education, requires substantial resources. While the responsibility of the public sector to mobilise the required resources domestically and internationally is pre-eminent here, opportunities for public-private partnership have been pursued and exploited wherever found meaningful. In this regard, in the National Plan of Action II (NPA II), the Government of Bangladesh has strongly focused on a partnership strategy for its engagement on different programmes of NFE, by utilizing the NGO expertise developed through this long partnership experience. The

contribution of other potential actors, namely, the local governments and CBOs, has also been utilized. In the near future, the possible contribution of the private sector will also be explored and utilized.

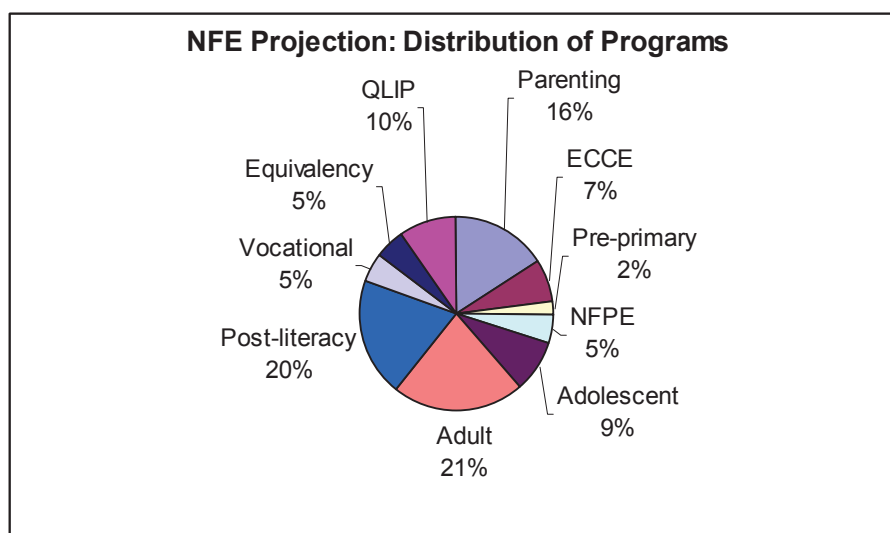
Bureau of Non-formal Education (BNFE) is going to pro-actively develop further on the present GO-NGO partnership into a participatory collaboration in planning, implementation, monitoring and evaluation of NFE programs and to promote NGO/CBO capacities to achieve quality in NFE program formulation and implementation.

6.3 Recommendations

6.3.1. NFE Strategic Direction, Planning and Programming

1. The conceptual paradigm of NFE should be envisioned on the basis of lifelong learning scaffold, under which all NFE interventions should operate as a continuum. Broader lifelong learning perspective is kept in view for comprehensive NFE planning and programming. MoPME, DPE and BNFE, along with Development Partners and civil society need to think in an integrated manner to link up formal and non-formal primary education.
2. The current NFE sub-sector target in NPA II should be reviewed to plan in a fresh way for a balanced coverage by various NFE programs, based on the needs of the target groups corresponding with the NFE Policy. The program-wise projected targets given in chapter 5 of the Report may be taken as a base for further review and planning. The projected targets as shown in the chart³⁰ below offer program-wise estimated target number of NFE beneficiaries (in percentage of coverage³¹).

Fig. 6.5: Distribution of projected program coverage



3. There should be some balance in the coverage by programs in terms of location (district and upazila), geographical conditions, participation by language minority groups, and physically challenged population.

³⁰ GIS maps showing program-wise and district-wise projected target are given in Part II of the Report

³¹ District-wise and division-wise number of estimated number of NFE beneficiaries (program-wise) are given in Part II of the Report.

4. Special programs may be designed/endorsed for addressing the language minority and physically challenged populations in collaboration with relevant ministries and institutions providing specialized education. There is a need to collect more information and data for all disadvantaged children such as language minority, physically challenged, geographically isolated, hard core poor, socially secluded and girls.
5. There should be a well-constructed definition of different program components supported by clear indicators for conceptual clarity and establishment of nation-wide common standard in monitoring, assessment and evaluation system. Classification of programs should be in line with the NFE policy framework. The generic definitions used in NFE Mapping may be taken as an example.
6. Each NFE program should have a framework describing its duration, curriculum, learning outcomes and targeted population. The framework should be outlined in a way that there is complementarity in the programs and coherence at different levels of each program.
7. Designs of NFE programs - its contents, competencies, duration and timing should be based on the geo-regions taking into account the pattern and components of life-culture, land-morphology, livelihood and lifelong learning demands and expectations of the people.
8. NFE programs should be multi-disciplinary incorporating a variety of approaches and implementation strategies, supported by a process-oriented structure that can meet the needs of learners, their families, and concerned community members. Scope should be created to develop local level curriculum to address context-specific learning needs and to practice flexibility in timing to adapt with the local conditions.
9. Programmatic linkage among literacy, post-literacy and continuing education should be developed. Contents of these programs must include issues relating to life, livelihoods including income generation skills and lifelong learning.
10. Depending on the program purpose, integrated delivery planning of some programs, clientele and delivery mode should be explored. For example, there can be a package delivery of the Parenting program along with the Adult literacy program or the Post-literacy program through an integrated planning of contents and program delivery mechanism, since all these programs target mostly the adult learners.
11. Equivalency framework between formal and non-formal education should be developed covering basic literacy/education, lower secondary, vocational and technical education, creating scope for those who want to pursue to move ultimately to higher education. Equivalency program with a set of standard competencies are essential to enable learners to make the transition to the vocational, technical, formal system and the job market.

6.3.2 NFE-MIS and Research

12. A comprehensive NFE-MIS should be developed to minimize the gaps in basic information regarding quality, efficiency and effectiveness of existing NFE programs. NFE-MIS can effectively address the gaps in the areas of actual learning outcomes of NFE and the wider impacts of NFE on the social and economic wellbeing of the program participants. The lessons from pilot NFE-MIS (initiated by MoPME-UNESCO) should be used to institutionalize a national MIS in NFE sub-sector.
13. There should be a comprehensive data-base for NFE sub-sector based on the available database with necessary adaptation and continuous upgrading of the systems. The database can be developed applying common core parameters and through a network of existing organization-based database. Without the availability of on-time accurate data, it is difficult to identify and address the exact needs of the NFE programs. Substantial information for NFE database can be available from NFE-MIS.

6.3.3 NFE Institutional Management, Capacity Building, Advocacy and Financing

14. There should be an institutional arrangement between DPE and BNFE regarding management of the formal and non-formal projects/programs. DPE and BNFE may operate pre-primary and primary education programs irrespective of formal and non-

formal education sub-systems. Conversely, BNFE may manage all NFE programs for adolescents and adults including continuing and lifelong education.

15. There should be some scope for continuous study and research work involving concerned experts, program personnel and relevant departments on various aspects of NFE towards continuous improvement of the programs. Dissemination of findings from study/research and use of findings in program planning should be ensured.
16. BNFE needs to be a very professional organization. Institutional capacity of BNFE along with other NFE providers should be enhanced. Potential areas of capacity building are: a) organizing/strengthening the curriculum and resource development team, b) increasing expertise on strategic policy-planning, management and resource mobilization skills of the central team, and c) improving planning, monitoring and supervision capacity of district teams, and d) capacity building of NFE providers to promote community engagement in planning and decision-making at the grassroots levels.
17. Mechanism should be developed to promote networking among training institutions and academic institutes to offer and sponsor courses for professional development of NFE personnel. All training programs provided by the various institutions should be designed as a continuum.
18. To ensure the long-term sustainability of the NFE programs, introduction of sub-sector financing plan, and cost recovery & resource mobilization schemes should be explored.
19. Advocacy initiatives should be intensified through concerted and consistent efforts. Advocacy should be based on study findings and empirical evidence on the effectiveness and efficiency of earlier and on-going NFE programs.

6.3.3 Other Issues

20. Various government facilities may be used for NFE programs and NGOs involved in imparting training in those facilities may be selected for imparting NFE programs jointly to strengthen the private-public partnership.
21. Mid-day meals may be introduced for the ECCE, pre-primary and NFPE learners to improve the quality of education, reduce dropout rates and provide nutrients.
22. Ministry of Education and Ministry of Primary and Mass Education may take initiatives for establishing an Education TV Channel based on the facilities available at the Bangladesh Open University for popularizing, promoting and providing NFE opportunities in the country.
23. Need for good partnership with media for highlighting achievement, challenges and prospects of NFE towards poverty alleviation.

Conclusion

Both the World Conference on EFA (1990) at Jomtien and the Dakar Framework (2000) emphasized the importance of the governments, working with a variety of partners to achieve the challenging goals of EFA. NGOs have always played an important role in Bangladesh in extending accessibility through NFE methods targeted to poor adults and children. Keeping this in view, the NPA II envisages newer challenges of partnership development. However, with the paradigm shift from the issues of access to those of quality and equity, new programmatic roles may also open up in the near future for the appropriately prepared NGOs, professional groups and corporate sector to address the emerging critical areas of NFE.

The coordinated support of Development Partners in mobilizing financial and technical resources to address the critical areas as identified through this NFE mapping, is likely to contribute significantly in achieving the goals articulated in the NFE policy and the Second National Plan of Action for EFA.

Bibliography

1. Asian Development Bank; Sector Study on Non-formal Education in Bangladesh, 2001: Dhaka.
2. Bangladesh ECD Network; Directory of Early Childhood Development Organizations in Bangladesh, ECDC, BU-IED, 2007: Dhaka.
3. Campaign for Popular Education – CAMPE; Directory of NGOs with Education Programs, Bangladesh, 2006: Dhaka.
4. Campaign for Popular Education – CAMPE; Suchayani (Education Material Inventory), Bangladesh, 2004: Dhaka.
5. Canadian International Development Study – CIDA; Bangladesh Education Sector Mapping, Institute of Education and Development, BRAC University, 2005: Dhaka.
6. DFID Bangladesh; Bangladesh in 2030: A DFID Horizon Scan, 2007: Dhaka.
7. Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MOPME); Annual Monitoring Report of Reaching Out-of-School Children Project (ROSC), ROSC MIS Cell, Local Government Engineering Department, 2007: Dhaka.
8. Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MOPME); BASELINE REPORT of Second Primary Education Development Programme (PEDP- II), Government of the People’s Republic of Bangladesh, 2006: Dhaka.
9. Economic Relations Division, Ministry of Finance; Bangladesh Poverty Reduction Strategy Paper, Government of the People’s Republic of Bangladesh, 2005: Dhaka.
10. Education Watch; Literacy in Bangladesh: Need for a New Vision, Campaign for Popular Education – CAMPE, University Press Limited, 2002: Dhaka.
11. ELCG; ELCG Matrix, LCG Website, 2008: Dhaka.
12. Haider, Dilruba; Donor Scoping Study, ActionAid Bangladesh, 2007: Dhaka.
13. Japan Bank for International Cooperation – JBIC; Bangladesh Education Sector Overview, 2002: Dhaka.
14. Ministry of Primary and Mass Education; DRAFT Perspective Plan for Non-formal Education, Government of the People’s Republic of Bangladesh, 2004: Dhaka.
15. Ministry of Primary and Mass Education; Learning for Change: EFA National Plan of Action (NPA II) – 2003-2015, Government of the People’s Republic of Bangladesh, 2008: Dhaka.
16. Ministry of Primary and Mass Education; Non-formal Education (NFE) Policy, Government of the People’s Republic of Bangladesh, 2005: Dhaka.
17. Ministry of Primary and Mass Education; Pre-Primary Education Policy Framework, Government of the People’s Republic of Bangladesh, 2008: Dhaka.
18. Ministry of Primary and Mass Education; Study on Equivalency Education, Government of the People’s Republic of Bangladesh, 2003: Dhaka.
19. Rafiquzzaman, Md.; Non-formal Education Policy: Implementation Strategy, Bureau of Non-formal Education –BNFE, Undated, Dhaka.
20. Rahman, M. Habibur; Important and Efficiency of Non-formal Education in Bangladesh (In Bangla), Shakkharata Bulletin, Campaign for Popular Education-CAMPE, 2004: Dhaka.
21. Rahman, S.M. Mahfuzur; Economic and Social Impact of Literacy, UNESCO, 2005: Dhaka.
22. Sadre Upali and Zia-us-Sabur; Non-formal Education Bangladesh: A Resource Book, Swiss Agency for Development Cooperation – SDC, 1999: Dhaka.
23. UNESCO; Continuing Education: New Policies and Directions, ATLP Volume – I, UNESCO PROAP, 1994: Bangkok.
24. UNESCO; EFA Global Monitoring Report 2006: Literacy for Life, 2005: Paris.
25. UNESCO; EFA Global Monitoring Report 2007: Strong Foundations – Early Childhood Care and Education, 2006: Paris.

26. USAID Basic Education and Policy Support (BEPS) Activity; Bangladesh Education Sector Review – Teachers and Teacher Training (formal and non-formal), Creative Associates International, 2002: Washington DC.
27. USAID Basic Education and Policy Support (BEPS) Activity; Bangladesh Educational Assessment - Early Childhood Education: Context and Resources in Bangladesh, Creative Associates International, 2004: Washington DC.
28. World Bank; Education Sector Review – Volume II, University Press Limited, 2000: Dhaka.
29. World Bank; Education Sector Review – Volume III, University Press Limited, 2000: Dhaka.
30. World Bank; Project Appraisal Document – Project on Post-literacy and Continuing Education for Human Development, 2000: Washington DC.
31. Zia-us-Sabur: Context Analysis: Stocktaking on Skills Development in Bangladesh, Swiss Agency for Development Cooperation – SDC, 2006: Dhaka.

**Mapping of
Non-formal Education Activities
in Bangladesh**

Part II

Tables, Maps & Annex

Contents

A. Tables	1 - 100
B. Maps	101 - 193
C. Annex	194 - 298

A. Tables

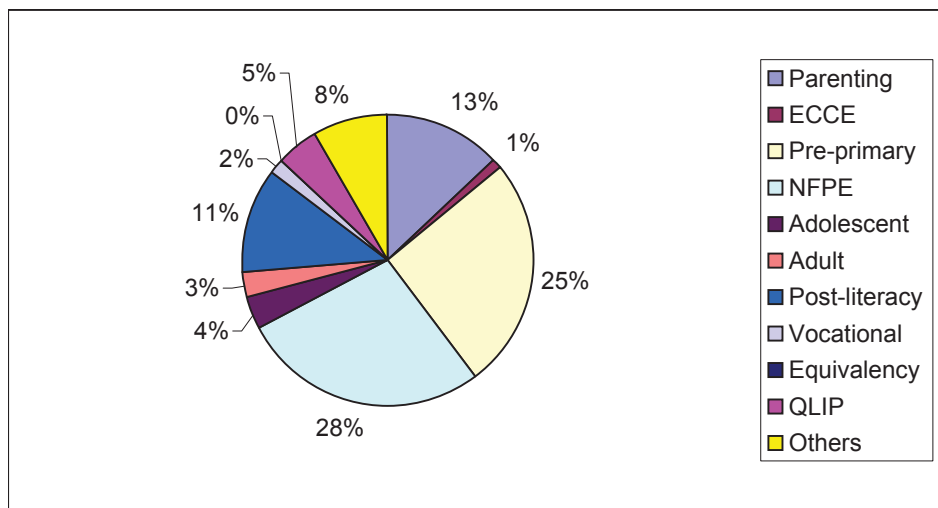
Coverage and Projection Tables

Table 1	Summary Table showing Program-wise Coverage NFE learners by Divisions
Table 1.1	District-wise table showing Total Coverage of On-going Parenting Program
Table 1.1.1	District-wise coverage of NFE learners – Current projects Parenting Program
Table 1.1.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Parenting Program
Table 1.1.3	District-wise coverage of NFE learners – Approved project Parenting Program
Table 1.1.4	District-wise coverage of NFE learners – Planned project Parenting Program
Table 1.2	District-wise table showing Total Coverage of On-going ECCE Program
Table 1.2.1	District-wise coverage of NFE learners – Current projects ECCE Program
Table 1.2.2	District-wise coverage of NFE learners – Current projects(10 or less centre) ECCE Program
Table 1.2.3	District-wise coverage of NFE learners – Approved project ECCE Program
Table 1.2.4	District-wise coverage of NFE learners – Planned project ECCE Program
Table 1.3	District-wise table showing Total Coverage of On-going Pre-Primary Program
Table 1.3.1	District-wise coverage of NFE learners – Current projects Pre-Primary Program
Table 1.3.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Pre-Primary Program
Table 1.3.3	District-wise coverage of NFE learners – Approved project Pre-Primary Program
Table 1.3.4	District-wise coverage of NFE learners – Planned project Pre-Primary Program
Table 1.4	District-wise table showing Total Coverage of On-going NFPE Program
Table 1.4.1	District-wise coverage of NFE learners – Current projects NFPE Program
Table 1.4.2	District-wise coverage of NFE learners – Current projects(10 or less centre) NFPE Program
Table 1.4.3	District-wise coverage of NFE learners – Approved project NFPE Program
Table 1.4.4	District-wise coverage of NFE learners – Planned project NFPE Program
Table 1.5	District-wise table showing Total Coverage of On-going Adolescent Program
Table 1.5.1	District-wise coverage of NFE learners – Current projects Adolescent Program
Table 1.5.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Adolescent Education Program
Table 1.5.3	District-wise coverage of NFE learners – Approved project Adolescent Program
Table 1.5.4	District-wise coverage of NFE learners – Planned project Adolescent Program
Table 1.6	District-wise table showing Total Coverage of On-going Adult Program
Table 1.6.1	District-wise coverage of NFE learners – Current projects Adult Education Program
Table 1.6.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Adult Education Program
Table 1.6.3	District-wise coverage of NFE learners – Approved project Adult Program
Table 1.6.4	District-wise coverage of NFE learners – Planned project Adult Program
Table 1.7	District-wise table showing Total Coverage of On-going Post-Literacy Program
Table 1.7.1	District-wise coverage of NFE learners – Current projects Post-Literacy Program
Table 1.7.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Ad Post-Literacy Program
Table 1.7.3	District-wise coverage of NFE learners – Approved project Post-Literacy Program
Table 1.7.4	District-wise coverage of NFE learners – Planned project Post-Literacy Program
Table 1.8	District-wise table showing Total Coverage of On-going Vocational Program
Table 1.8.1	District-wise coverage of NFE learners – Current projects Vocational Program
Table 1.8.2	District-wise coverage of NFE learners – Current projects(10 or less centre)

	Vocational Program
Table 1.8.3	District-wise coverage of NFE learners – Approved project Vocational Program
Table 1.8.4	District-wise coverage of NFE learners – Planned project Vocational Program
Table 1.9	District-wise table showing Total Coverage of On-going Equivalency Program
Table 1.9.1	District-wise coverage of NFE learners – Current projects Equivalency Program
Table 1.9.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Equivalency Program
Table 1.9.3	District-wise coverage of NFE learners – Approved project Equivalency Program
Table 1.9.4	District-wise coverage of NFE learners – Planned project Equivalency Program
Table 1.10	District-wise table showing Total Coverage of On-going QLIP Program
Table 1.10.1	District-wise coverage of NFE learners – Current projects QLIP Program
Table 1.10.2	District-wise coverage of NFE learners – Current projects(10 or less centre) QLIP Program
Table 1.10.3	District-wise coverage of NFE learners – Approved project QLIP Program
Table 1.10.4	District-wise coverage of NFE learners – Planned project QLIP Program
Table 1.11	District-wise table showing Total Coverage of On-going Other Programs
Table 1.11.1	District-wise coverage of NFE learners – Current projects Other Program
Table 1.11.2	District-wise coverage of NFE learners – Current projects(10 or less centre) Other Program
Table 1.11.3	District-wise coverage of NFE learners – Approved project Other Program
Table 1.11.4	District-wise coverage of NFE learners – Planned project Other Program
Table 2	Summary Table showing Program-wise Projected Target NFE learners by Divisions
Table 2.1	District-wise Estimated number of Target learners – Parenting program
Table 2.2	District-wise Estimated number of Target learners – ECCE program
Table 2.3	District-wise Estimated number of Target learners – Pre-primary education
Table 2.4	District-wise Estimated number of Target learners – NFPE program
Table 2.5	District-wise Estimated number of Target learners – Adolescent education
Table 2.6	District-wise Estimated number of Target learners- Adult literacy
Table 2.7	District-wise Estimated number of Target learners - Post-Literacy and Continuing Education Programs

Table 1: Summary Table Showing Program-wise Current Coverage of NFE Learners by Divisions

Programs	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Parenting	13,071	89,197	104,801	25,296	463,527	38,681	734,573
ECCE	7,025	12,042	12,901	7,957	18,595	1,990	60,510
Pre-primary	90,830	201,411	381,721	206,578	466,905	79,541	1,426,986
NFPE	49,295	232,265	457,792	224,008	478,714	104,203	1,546,277
Adolescent	49,517	29,564	58,640	15,511	36,283	8,520	198,035
Adult	13,240	12,765	43,450	55,080	33,442	3,805	161,782
Post-literacy	42,720	63,364	152,129	186,157	163,376	34,770	642,516
Vocational	7,174	5,612	24,508	44,586	15,062	2,901	99,843
Equivalency				600			600
QLIP	9,345	29,453	81,409	34,249	90,395	11,595	256,446
Others	34,019	71,668	136,963	81,937	112,366	33,803	470,756
Total							5,598,324



1.1 District-wise table showing Total Coverage of On-going Parenting Programs

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	2,798			2,798		2,798
Barisal	4,541			4,541	300	4,841
Bhola	60			60		60
Jhalakati	1,955			1,955		1,955
Patuakhali	3,257			3,257		3,257
Pirojpur	110			110	50	160
Sub-total	12,721	-	-	12,721	350	13,071
Chittagong Division						
Bandarban	60			60		60
Brahmanbaria	60			60		60
Chandpur	16,690			16,690		16,690
Chittagong	18,877			18,877	190	19,067
Comilla	20,816			20,816		20,816
Cox's Bazar	2,225			2,225		2,225
Feni	6,463			6,463		6,463
Khagrachhari	60			60		60
Lakshmipur	13,541			13,541		13,541
Noakhali	10,155			10,155		10,155
Rangamati	60			60		60
Sub-total	89,007	-	-	89,007	190	89,197
Dhaka Division						
Dhaka	12,703	2600		15,303	25	15,328
Faridpur	10,382			10,382		10,382
Gazipur	15,440	4200		19,640		19,640
Gopalganj	15,159			15,159		15,159
Jamalpur	60			60		60
Kishoreganj	401			401		401
Madaripur	5,400			5,400		5,400
Manikganj	860	800		1,660		1,660
Munshiganj	-			-		-
Mymensingh	7,432			7,432		7,432
Narayanganj	9,535			9,535		9,535
Narshingdi	8,532		125	8,657	130	8,787
Netrokona	260			260		260
Rajbari	1,881			1,881		1,881
Shariatpur	60			60		60
Sherpur	60			60		60
Tangail	8,756			8,756		8,756
Sub-total	96,921	7,600	125	104,646	155	104,801
Khulna Division						
Bagerhat	1,609			1,609		1,609
Chuadanga	1,912			1,912		1,912
Jessore	3,185			3,185		3,185

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	3,401			3,401		3,401
Khulna	6,121			6,121		6,121
Kushtia	1,480			1,480		1,480
Magura	1,685			1,685		1,685
Meherpur	2,496			2,496		2,496
Narail	1,836			1,836		1,836
Satkhira	1,553			1,553	18	1,571
Sub-total	25,278	-	-	25,278	18	25,296
Rajshahi Division						
Bogra	57,669			57,669		57,669
Dinajpur	26,774	2350	7500	36,624		36,624
Gaibandha	25,540			25,540		25,540
Joypurhat	34,500			34,500		34,500
Kurigram	23,887	1499	7500	32,886	126	33,012
Lalmonirhat	22,657			22,657		22,657
Naogaon	39,181		210	39,391	300	39,691
Natore	34,975		150	35,125		35,125
Nawabganj	31,915			31,915		31,915
Nilphamari	11,423	300	300	12,023	225	12,248
Pabna	22,165			22,165	60	22,225
Panchagarh	8,468			8,468	150	8,618
Rajshahi	37,930		690	38,620	355	38,975
Rangpur	26,443			26,443	383	26,826
Sirajganj	21,174			21,174		21,174
Thakurgaon	9,228		7500	16,728		16,728
Sub-total	433,929	4,149	23,850	461,928	1,599	463,527
Sylhet Division						
Habiganj	10,830			10,830		10,830
Maulvibazar	9,169			9,169		9,169
Sunamganj	2,319			2,319		2,319
Sylhet	16,363			16,363		16,363
Sub-total	38,681	-	-	38,681	-	38,681
Grand-total	696,537	11,749	23,975	732,261	2,312	734,573

**Table 1.1.1: District-wise coverage of NFE learners – Current projects
Parenting Program**

Division&District	Total Centre	Female learner	Male Learner	Total learner
Barisal Division				
Barguna	155	2,292	506	2,798
Barisal	205	3,672	869	4,541
Bhola	2	30	30	60
Jhalokathi	78	1,250	705	1,955
Patuakhali	142	2,941	316	3,257
Perojpur	4	64	46	110
Sub-total	586	10,249	2,472	12,721
Chittagong Division				
Bandarban	2	30	30	60
Brahmanbaria	2	30	30	60
Chandpur	640	14,410	2,280	16,690
Chittagong	615	18,847	30	18,877
Comilla	661	20,756	60	20,816
Cox's Bazar	83	1,195	1,030	2,225
Feni	244	6,433	30	6,463
Khagrachari	2	30	30	60
Laxmipur	684	11,886	1,655	13,541
Noakhali	471	10,125	30	10,155
Rangamati	2	30	30	60
Sub-total	3,406	83,772	5,235	89,007
Dhaka Division				
Dhaka	736	12,703	-	12,703
Faridpur	567	10,352	30	10,382
Gazipur	596	15,410	30	15,440
Gopalganj	606	15,129	30	15,159
Jamalpur	2	30	30	60
Kishoreganj	18	213	188	401
Madaripur	216	5,400	-	5,400
Manikganj	42	830	30	860
Mymensingh	299	7,402	30	7,432
Narayanganj	528	9,505	30	9,535
Narshingdi	303	8,468	64	8,532
Netrokona	10	124	136	260
Rajbari	243	1,851	30	1,881
Shariatpur	2	30	30	60
Sherpur	2	30	30	60
Tangail	321	8,726	30	8,756
Sub-total	4,491	96,203	718	96,921
Khulna Division				
Bagerhat	207	1,579	30	1,609
Chuadanga	247	1,882	30	1,912
Jessore	277	3,155	30	3,185
Jhenaidah	256	2,471	930	3,401
Khulna	557	4,591	1,530	6,121
Kushtia	210	1,450	30	1,480

Division&District	Total Centre	Female learner	Male Learner	Total learner
Magura	217	1,655	30	1,685
Meherpur	267	2,446	50	2,496
Narail	237	1,806	30	1,836
Satkhira	198	1,512	41	1,553
Sub-total	2,673	22,547	2,731	25,278
Rajshahi Division				
Bogra	3,278	57,507	162	57,669
Dinajpur	1,148	26,744	30	26,774
Gaibandha	1,407	25,510	30	25,540
Joypurhat	1,962	34,455	45	34,500
Kurigram	1,381	23,303	584	23,887
Lalmonirhat	1,279	22,587	70	22,657
Naogaon	2,297	38,940	241	39,181
Natore	1,990	34,945	30	34,975
Nawabganj	1,677	31,885	30	31,915
Nilphamari	830	11,393	30	11,423
Pabna	1,264	22,130	35	22,165
Panchagarh	621	8,438	30	8,468
Rajshahi	2,109	37,840	90	37,930
Rangpur	1,932	26,343	100	26,443
Serajganj	1,227	20,953	221	21,174
Thakurgaon	677	9,198	30	9,228
Sub-total	25,079	432,171	1,758	433,929
Sylhet Division				
Habiganj	372	10,800	30	10,830
Moulvibazar	394	9,139	30	9,169
Sunamganj	104	2,289	30	2,319
Sylhet	552	16,333	30	16,363
Sub-total	1,422	38,561	120	38,681
Grand-total	37,657	683,503	13,034	696,537

**Table 1.1.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Parenting Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Kurigram	7	71	55	126
Naogaon	10	150	150	300
Nilphamari	9	225	-	225
Pabna	2	55	5	60
Rajshahi	5	75	75	150
Rangpur	14	285	70	355
Serajganj	12	192	191	383
Sub-total	59	1,053	546	1,599
Khulna Division				
Satkhira	1	7	11	18
Sub-total	1	7	11	18
Dhaka Division				
Dhaka	1	25	-	25
Narshingdi	6	96	34	130
Sub-total	7	121	34	155
Chittagong Division				
Chittagong	8	190	-	190
Sub-total	8	190	-	190
Barisal Division				
Barisal	10	300	-	300
Perojpur	2	34	16	50
Sub-total	12	334	16	350
Grand-total	87	1,705	607	2,312

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.1.3: District-wise coverage of NFE learners – Approved projects
Parenting Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Dinajpur	94	2,350	-	2,350
Kurigram	60	1,109	390	1,499
Nilphamari	10	200	100	300
Sub-total	164	3,659	490	4,149
Dhaka Division				
Dhaka	120	2,600	-	2,600
Gazipur	200	4,200	-	4,200
Manikganj	40	800	-	800
Sub-total	360	7,600	-	7,600
Grand-total	524	11,259	490	11,749

**Table 1.1.4: District-wise coverage of NFE learners – Planned projects
Parenting Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Dinajpur	250	4,000	3,500	7,500
Kurigram	250	4,000	3,500	7,500
Naogaon	7	119	91	210
Natore	5	85	65	150
Nilphamari	10	200	100	300
Rajshahi	23	391	299	690
Thakurgaon	250	4,000	3,500	7,500
Sub-total	795	12,795	11,055	23,850
Dhaka Division				
Narshingdi	5	125	-	125
Sub-total	5	125	-	125
Chittagong Division				
Khagrachari	60	-	-	-
Sub-total	60			
Grand-total	865	13,045	11,055	24,100

1.2 District-wise table showing Total Coverage of Ongoing ECCE Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	820			820		820
Barisal	1,935		900	2,835		2,835
Bhola	60			60		60
Jhalakati	1,110			1,110		1,110
Patuakhali	1,840			1,840	300	2,140
Pirojpur	60			60		60
Sub-total	5,825	-	900	6,725	300	7,025
Chittagong Division						
Bandarban	60			60		60
Brahmanbaria	60			60		60
Chandpur	3,935			3,935		3,935
Chittagong	870			870	510	1,380
Comilla	2,024			2,024		2,024
Cox's Bazar	160			160	100	260
Feni	60			60		60
Khagrachhari	60			60		60
Lakshmipur	2,865			2,865		2,865
Noakhali	330	270		600	270	870
Rangamati	468			468		468
Sub-total	10,892	270	-	11,162	880	12,042
Dhaka Division						
Dhaka	2,770			2,770		2,770
Faridpur	60			60		60
Gazipur	5,532			5,532		5,532
Gopalganj	935			935		935
Jamalpur	60			60		60
Kishoreganj	480			480		480
Madaripur	60			60		60
Manikganj	60			60		60
Munshiganj	152			152	92	244
Mymensingh	60			60		60
Narayanganj	265			265	25	290
Narshingdi	525			525		525
Netrokona	260			260	200	460
Rajbari	335		250	585		585
Shariatpur	60			60		60
Sherpur	60			60		60
Tangail	360			360	300	660
Sub-total	12,034	-	250	12,284	617	12,901
Khulna Division						
Bagerhat	60			60		60
Chuadanga	60			60		60
Jessore	1,034			1,034	119	1,153
Jhenaidah	1,321			1,321		1,321

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Khulna	3,000			3,000		3,000
Kushtia	149		70	219	89	308
Magura	60			60		60
Meherpur	350		260	610	260	870
Narail	60			60		60
Satkhira	765			765	300	1,065
Sub-total	6,859	-	330	7,189	768	7,957
Rajshahi Division						
Bogra	150			150	90	240
Dinajpur	3,713	4620		8,333		8,333
Gaibandha	90			90	30	120
Joypurhat	60			60		60
Kurigram	345			345		345
Lalmonirhat	5,112			5,112		5,112
Naogaon	360			360	300	660
Natore	60			60		60
Nawabganj	60			60		60
Nilphamari	780			780		780
Pabna	510			510		510
Panchagarh	60			60		60
Rajshahi	120			120	90	210
Rangpur	770			770	275	1,045
Sirajganj	460			460	400	860
Thakurgaon	100			100	40	140
Sub-total	12,750	4,620	-	17,370	1,225	18,595
Sylhet Division						
Habiganj	925			925	200	1,125
Maulvibazar	450			450		450
Sunamganj	305			305		305
Sylhet	60		50	110		110
Sub-total	1,740	-	50	1,790	200	1,990
Grand-total	50,100	4,890	1,530	56,520	3,990	60,510

**Table 1.2.1: District-wise coverage of NFE learners – Current projects
ECCE**

Divison&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	5	120	30	150
Dinajpur	277	1,914	1,799	3,713
Gaibandha	3	47	43	90
Joypurhat	2	30	30	60
Kurigram	21	165	180	345
Lalmonirhat	384	2,650	2,462	5,112
Naogaon	12	180	180	360
Natore	2	30	30	60
Nawabganj	2	30	30	60
Nilphamari	26	390	390	780
Pabna	17	300	210	510
Panchagarh	2	30	30	60
Rajshahi	4	60	60	120
Rangpur	41	438	332	770
Serajganj	5	230	230	460
Thakurgaon	4	50	50	100
Sub-total	807	6,664	6,086	12,750
Khulna Division				
Bagerhat	2	30	30	60
Chuadanga	2	30	30	60
Jessore	65	596	438	1,034
Jhenaidah	52	924	397	1,321
Khulna	150	1,500	1,500	3,000
Kushtia	4	85	64	149
Magura	2	30	30	60
Meherpur	13	175	175	350
Narail	2	30	30	60
Satkhira	39	446	319	765
Sub-total	331	3,846	3,013	6,859
Dhaka Division				
Dhaka	126	1,670	1,100	2,770
Faridpur	2	30	30	60
Gazipur	475	2,852	2,680	5,532
Gopalganj	37	530	405	935
Jamalpur	2	30	30	60
Kishoreganj	16	352	128	480
Madaripur	2	30	30	60
Manikganj	2	30	30	60
Munshiganj	7	79	73	152
Mymensingh	2	30	30	60
Narayanganj	9	145	120	265
Narshingdi	33	278	247	525
Netrokona	12	230	30	260

Divison&District	Total Centre	Female learner	Male learner	Total learner
Rajbari	13	140	195	335
Shariatpur	2	30	30	60
Sherpur	2	30	30	60
Tangail	12	230	130	360
Sub-total	754	6,716	5,318	12,034
Chittagong Division				
Bandarban	2	30	30	60
Brahmanbaria	2	30	30	60
Chandpur	157	2,355	1,580	3,935
Chittagong	34	483	387	870
Comilla	152	1,047	977	2,024
Cox's Bazar	3	80	80	160
Feni	2	30	30	60
Khagrachari	2	30	30	60
Laxmipur	113	1,755	1,110	2,865
Noakhali	11	165	165	330
Rangamati	14	198	270	468
Sub-total	492	6,203	4,689	10,892
Barisal Division				
Barguna	32	520	300	820
Barisal	77	1,180	755	1,935
Bhola	2	30	30	60
Jhalokathi	44	655	455	1,110
Patuakhali	48	1,036	804	1,840
Perojpur	2	30	30	60
Sub-total	205	3,451	2,374	5,825
Sylhet Division				
Habiganj	34	583	342	925
Moulvibazar	17	330	120	450
Sunamganj	11	165	140	305
Sylhet	2	30	30	60
Sub-total	64	1,108	632	1,740
Grand-total	2,653	27,988	22,112	50,100

**Table 1..2.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Early stimulation Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Bogra	3	90	-	90
Gaibandha	1	17	13	30
Naogaon	10	150	150	300
Rajshahi	3	45	45	90
Rangpur	10	178	97	275
Serajganj	3	200	200	400
Thakurgaon	2	20	20	40
Sub-total	32	700	525	1,225
khulna Division				
Jessore	6	110	9	119
Kushtia	2	55	34	89
Meherpur	10	130	130	260
Satkhira	10	200	100	300
Sub-total	28	495	273	768
Dhaka Division				
Munshiganj	5	49	43	92
Narayanganj	1	15	10	25
Netrokona	10	200	-	200
Tangail	10	200	100	300
Sub-total	26	464	153	617
Chittagong Division				
Chittagong	22	273	237	510
Cox's Bazar	1	50	50	100
Noakhali	9	135	135	270
Sub-total	32	458	422	880
Barisal Division				
Patuakhali	10	175	125	300
Sub-total	10	175	125	300
Sylhet Division				
Habiganj	8	185	15	200
Sub-total	8	185	15	200
Grand-total	136	2,477	1,513	3,990

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.2.3: District-wise coverage of NFE learners – Approved projects
ECCE**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Dinajpur	308	2,541	2,079	4,620
<i>Sub-total</i>	308	2,541	2,079	4,620
Chittagong Division				
Noakhali	9	135	135	270
<i>Sub-total</i>	9	135	135	270
<i>Grand-total</i>	317	2,676	2,214	4,890

**Table 1.2.4: District-wise coverage of NFE learners – Planned projects
ECCE**

Division&District	Total Centre	Female learner	Male learner	Total learner
Khulna Division				
Kushtia	2	40	30	70
Meherpur	10	130	130	260
Sub-total	12	170	160	330
Dhaka Division				
Rajbari	10	100	150	250
Sub-total	10	100	150	250
Barisal Division				
Barisal	30	450	450	900
Sub-total	30	450	450	900
Sylhet Division				
Habiganj	2	40	10	50
Sub-total	2	40	10	50
Grand-total	54	760	770	1,530

1.3 District-wise table showing Total Coverage of Ongoing Pre-Primary Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	10,908			10,908	60	10,968
Barisal	20,783	4,950	1,860	27,593	780	28,373
Bhola	17,652			17,652		17,652
Jhalakati	8,346			8,346		8,346
Patuakhali	14,091	3,750		17,841		17,841
Pirojpur	7,650			7,650		7,650
Sub-total	79,430	8,700	1,860	89,990	840	90,830
Chittagong Division						
Bandarban	11,418			11,418		11,418
Brahmanbaria	21,707	150	100	21,957	600	22,557
Chandpur	22,232			22,232		22,232
Chittagong	30,285		150	30,435	240	30,675
Comilla	40,822		132	40,954	256	41,210
Cox's Bazar	23,627			23,627	150	23,777
Feni	9,342			9,342		9,342
Khagrachhari	8,039			8,039		8,039
Lakshmipur	10,595			10,595		10,595
Noakhali	13,480	420		13,900	270	14,170
Rangamati	7,396			7,396		7,396
Sub-total	198,943	570	382	199,895	1,516	201,411
Dhaka Division						
Dhaka	42,625		450	43,075	540	43,615
Faridpur	20,558			20,558		20,558
Gazipur	23,945			23,945	300	24,245
Gopalganj	12,553			12,553	600	13,153
Jamalpur	28,872			28,872		28,872
Kishoreganj	21,234			21,234	110	21,344
Madaripur	7,220	3,750		10,970	170	11,140
Manikganj	19,423			19,423		19,423
Munshiganj	8,916			8,916	184	9,100
Mymensingh	51,827			51,827	699	52,526
Narayanganj	15,438	571		16,009	180	16,189
Narshingdi	17,546		90	17,636	415	18,051
Netrokona	22,865			22,865	1,502	24,367
Rajbari	18,026	226	300	18,552	420	18,972
Shariatpur	15,372			15,372	30	15,402
Sherpur	21,410			21,410		21,410
Tangail	23,284			23,284	70	23,354
Sub-total	371,114	4,547	840	376,501	5,220	381,721
Khulna Division						
Bagerhat	12,184			12,184	185	12,369
Chuadanga	13,637		1,090	14,727	301	15,028
Jessore	36,004		600	36,604	245	36,849

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	26,339			26,339	54	26,393
Khulna	18,107		10,800	28,907	910	29,817
Kushtia	24,015	150	720	24,885	780	25,665
Magura	18,411		300	18,711		18,711
Meherpur	9,636			9,636	60	9,696
Narail	6,950		1,800	8,750	224	8,974
Satkhira	19,357	3,180		22,537	539	23,076
Sub-total	184,640	3,330	15,310	203,280	3,298	206,578
Rajshahi Division						
Bogra	37,062		900	37,962	320	38,282
Dinajpur	41,629	10,555		52,184	798	52,982
Gaibandha	33,428		570	33,998	1,308	35,306
Joypurhat	14,259	300	860	15,419	717	16,136
Kurigram	33,332	7,500	800	41,632	234	41,866
Lalmonirhat	22,708			22,708	95	22,803
Naogaon	30,525	300		30,825	120	30,945
Natore	22,451			22,451	250	22,701
Nawabganj	17,268	300		17,568	150	17,718
Nilphamari	33,915			33,915	176	34,091
Pabna	26,873			26,873	322	27,195
Panchagarh	14,194			14,194	40	14,234
Rajshahi	27,432	450		27,882	611	28,493
Rangpur	33,625		1,025	34,650	932	35,582
Sirajganj	26,534			26,534	420	26,954
Thakurgaon	14,017	7,500	50	21,567	50	21,617
Sub-total	429,252	26,905	4,205	460,362	6,543	466,905
Sylhet Division						
Habiganj	19,106			19,106	66	19,172
Maulvibazar	16,574			16,574	280	16,854
Sunamganj	18,426			18,426		18,426
Sylhet	25,089			25,089		25,089
Sub-total	79,195	0	0	79,195	346	79,541
Grand-total	1,342,574	44,052	22,597	1,409,223	17,763	1,426,986

**Table 1.3.1: District-wise coverage of NFE learners – Current projects
Pre-Primary Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	1,252	19,923	17,139	37,062
Dinajpur	1,453	23,320	18,309	41,629
Gaibandha	1,009	18,639	14,789	33,428
Joypurhat	505	7,687	6,572	14,259
Kurigram	1,837	18,082	15,250	33,332
Lalmonirhat	786	13,070	9,638	22,708
Naogaon	1,151	17,119	13,406	30,525
Natore	797	12,635	9,816	22,451
Nawabganj	595	9,733	7,535	17,268
Nilphamari	1,288	20,778	13,137	33,915
Pabna	905	15,149	11,724	26,873
Panchagarh	515	7,459	6,735	14,194
Rajshahi	931	15,487	11,945	27,432
Rangpur	1,173	19,240	14,385	33,625
Serajganj	1,182	14,431	12,103	26,534
Thakurgaon	485	7,552	6,465	14,017
Sub-total	15,864	240,304	188,948	429,252
Khulna Division				
Bagerhat	423	6,314	5,870	12,184
Chuadanga	467	7,692	5,945	13,637
Jessore	1,210	19,764	16,240	36,004
Jhenaidah	958	14,275	12,064	26,339
Khulna	596	9,940	8,167	18,107
Kushtia	777	13,287	10,728	24,015
Magura	691	10,145	8,266	18,411
Meherpur	345	5,331	4,305	9,636
Narail	242	3,862	3,088	6,950
Satkhira	630	10,117	9,240	19,357
Sub-total	6,339	100,727	83,913	184,640
Dhaka Division				
Dhaka	1,158	23,483	19,142	42,625
Faridpur	706	11,550	9,008	20,558
Gazipur	907	12,791	11,154	23,945
Gopalganj	449	6,789	5,764	12,553
Jamalpur	988	16,103	12,769	28,872
Kishoreganj	747	11,686	9,548	21,234
Madaripur	243	3,808	3,412	7,220
Manikganj	1,232	10,949	8,474	19,423
Munshiganj	302	4,517	4,399	8,916
Mymensingh	1,750	28,064	23,763	51,827
Narayanganj	539	8,364	7,074	15,438
Narshingdi	595	9,960	7,586	17,546
Netrokona	778	13,022	9,843	22,865
Rajbari	621	10,301	7,725	18,026

Division&District	Total Centre	Female learner	Male learner	Total learner
Shariatpur	530	8,318	7,054	15,372
Sherpur	736	12,112	9,298	21,410
Tangail	819	13,485	9,799	23,284
Sub-total	13,100	205,302	165,812	371,114
Chittagong Division				
Bandarban	378	5,531	5,887	11,418
Brahmanbaria	830	11,778	9,929	21,707
Chandpur	786	12,417	9,815	22,232
Chittagong	1,000	15,769	14,516	30,285
Comilla	1,411	22,828	17,994	40,822
Cox's Bazar	795	13,286	10,341	23,627
Feni	313	4,871	4,471	9,342
Khagrachari	312	4,153	3,886	8,039
Laxmipur	376	5,928	4,667	10,595
Noakhali	462	7,288	6,192	13,480
Rangamati	267	3,723	3,673	7,396
Sub-total	6,930	107,572	91,371	198,943
Barisal Division				
Barguna	440	5,640	5,268	10,908
Barisal	757	11,092	9,691	20,783
Bhola	586	9,491	8,161	17,652
Jhalokathi	283	4,245	4,101	8,346
Patuakhali	524	7,214	6,877	14,091
Perojpur	250	3,819	3,831	7,650
Sub-total	2,840	41,501	37,929	79,430
Sylhet Divison				
Habiganj	767	10,592	8,514	19,106
Moulvibazar	605	8,843	7,731	16,574
Sunamganj	653	9,815	8,611	18,426
Sylhet	843	13,003	12,086	25,089
Sub-total	2,868	42,253	36,942	79,195
Grand-total	47,941	737,659	604,915	1,342,574

**Table 1.3.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Pre-Primary Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Bogra	4	166	154	320
Dinajpur	29	401	397	798
Gaibandha	28	788	520	1,308
Joypurhat	28	365	352	717
Kurigram	8	123	111	234
Lalmonirhat	3	39	56	95
Naogaon	4	84	36	120
Natore	10	175	75	250
Nawabganj	5	110	40	150
Nilphamari	6	78	98	176
Pabna	11	173	149	322
Panchagarh	2	40	-	40
Rajshahi	22	353	258	611
Rangpur	26	519	413	932
Serajganj	14	200	220	420
Thakurgaon	1	30	20	50
Sub-total	201	3,644	2,899	6,543
Khulna Division				
Bagerhat	7	102	83	185
Chuadanga	10	164	137	301
Jessore	9	150	95	245
Jhenaidah	2	29	25	54
Khulna	24	483	427	910
Kushtia	27	571	209	780
Meherpur	2	32	28	60
Narail	9	168	56	224
Satkhira	20	338	201	539
Sub-total	110	2,037	1,261	3,298
Dhaka Division				
Dhaka	10	280	260	540
Gazipur	10	200	100	300
Gopalganj	20	400	200	600
Kishoreganj	3	61	49	110
Madaripur	6	120	50	170
Munshiganj	10	98	86	184
Mymensingh	23	369	330	699
Narayanganj	6	108	72	180
Narshingdi	12	201	214	415
Netrokona	40	880	622	1,502
Rajbari	16	285	135	420
Shariatpur	1	22	8	30
Tangail	3	43	27	70
Sub-total	160	3,067	2,153	5,220
Chittagong Division				

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Brahmanbaria	20	410	190	600
Chittagong	9	149	91	240
Comilla	11	150	106	256
Cox's Bazar	5	110	40	150
Noakhali	9	135	135	270
Sub-total	54	954	562	1,516
Barisal Division				
Barguna	2	35	25	60
Barisal	26	450	330	780
Sub-total	28	485	355	840
Sylhet Division				
Habiganj	2	40	26	66
Moulvibazar	3	170	110	280
Sub-total	5	210	136	346
Grand -total	558	10,397	7,366	17,763

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.3.3: District-wise coverage of NFE learners – Approved projects
Pre-Primary Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Dinajpur	356	5,654	4,901	10,555
Joypurhat	10	150	150	300
Kurigram	310	4,000	3,500	7,500
Naogaon	10	120	180	300
Nawabganj	10	165	135	300
Rajshahi	15	220	230	450
Thakurgaon	250	4,000	3,500	7,500
Sub-total	961	14,309	12,596	26,905
Khulna Division				
Kushtia	5	110	40	150
Satkhira	106	1,590	1,590	3,180
Sub-total	111	1,700	1,630	3,330
Dhaka Division				
Dhaka	120	-	-	-
Faridpur	5	-	-	-
Madaripur	150	3,375	375	3,750
Narayanganj	33	304	267	571
Rajbari	10	113	113	226
Sub-total	318	3,792	755	4,547
Chittagong Division				
Brahmanbaria	5	90	60	150
Cox's Bazar	-	-	-	-
Khagrachari	60	-	-	-
Noakhali	14	210	210	420
Sub-total	79	300	270	570
Barisal Division				
Barisal	200	4,500	450	4,950
Patuakhali	150	3,375	375	3,750
Sub-total	350	7,875	825	8,700
Grand-total	1,819	27,976	16,076	44,052

**Table 1.3.4: District-wise coverage of NFE learners – Planned projects
Pre-Primary Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	15	450	450	900
Gaibandha	10	340	230	570
Joypurhat	21	412	448	860
Kurigram	30	500	300	800
Rangpur	35	665	360	1,025
Thakurgaon	1	30	20	50
Sub-total	112	2,397	1,808	4,205
Khulna Division				
Chuadanga	31	660	430	1,090
Jessore	20	430	170	600
Khulna	360	7,560	3,240	10,800
Kushtia	24	600	120	720
Magura	10	216	84	300
Narail	60	1,010	790	1,800
Sub-total	505	10,476	4,834	15,310
Dhaka Division				
Dhaka	165	268	182	450
Narshingdi	3	90	-	90
Rajbari	10	200	100	300
Sub-total	178	558	282	840
Chittagong Division				
Brahmanbaria	5	75	25	100
Chittagong	15	75	75	150
Comilla	4	62	70	132
Sub-total	24	212	170	382
Barisal Division				
Sub-total	32	930	930	1,860
Grand-total	851	14,573	8,024	22,597

1.4 District-wise table showing Total Coverage of Ongoing NFPE Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	3,019	150	900	4,069	750	4,819
Barisal	7,983			7,983	2,070	10,053
Bhola	19,666			19,666		19,666
Jhalakati	3,195			3,195	300	3,495
Patuakhali	1,349			1,349	450	1,799
Pirojpur	4,453	2,220	1,140	7,813	1,650	9,463
Sub-total	39,665	2,370	2,040	44,075	5,220	49,295
Chittagong Division						
Bandarban	5,456			5,456	144	5,600
Brahmanbaria	17,792	300	300	18,392	800	19,192
Chandpur	11,607			11,607		11,607
Chittagong	59,212	560	16,955	76,727	2,950	79,677
Comilla	38,153	150	1,230	39,533	3,685	43,218
Cox's Bazar	14,314			14,314	799	15,113
Feni	3,488			3,488		3,488
Khagrachhari	10,920			10,920	300	11,220
Lakshmipur	11,143	450		11,593		11,593
Noakhali	18,067		2,400	20,467	150	20,617
Rangamati	10,024			10,024	916	10,940
Sub-total	200,176	1,460	20,885	222,521	9,744	232,265
Dhaka Division						
Dhaka	70,225	817		71,042	670	71,712
Faridpur	15,454	1,140	1,050	17,644	900	18,544
Gazipur	25,274		300	25,574		25,574
Gopalganj	8,458		600	9,058	1,350	10,408
Jamalpur	27,472	840	2,080	30,392	1,414	31,806
Kishoreganj	26,923	2,751	4,350	34,024	2,293	36,317
Madaripur	10,027	600		10,627		10,627
Manikganj	14,699	1,440		16,139	321	16,460
Munshiganj	5,129			5,129		5,129
Mymensingh	56,007	150	4,550	60,707	1,315	62,022
Narayanganj	9,916		3,090	13,006	435	13,441
Narshingdi	16,403	150		16,553	1,242	17,795
Netrokona	24,047	1,290		25,337	1,400	26,737
Rajbari	14,295	1,050	2,400	17,745	1,528	19,273
Shariatpur	11,337	3,301	510	15,148	366	15,514
Sherpur	30,469	1,965	6,000	38,434	1,493	39,927
Tangail	30,524	2,220	1,577	34,321	2,185	36,506
Sub-total	396,659	17,714	26,507	440,880	16,912	457,792
Khulna Division						
Bagerhat	9,567	780		10,347	750	11,097
Chuadanga	19,735	770	2,030	22,535	750	23,285
Jessore	31,428	2,250	1,335	35,013	2,950	37,963
Jhenaidah	17,379	300	300	17,979	962	18,941

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Khulna	13,054	1,710	150	14,914	2,110	17,024
Kushtia	45,999	740	3,170	49,909	1,500	51,409
Magura	14,330	1,140	300	15,770	1,200	16,970
Meherpur	16,329	460	150	16,939	340	17,279
Narail	7,496	150	1,200	8,846	600	9,446
Satkhira	17,458	2,070		19,528	1,066	20,594
Sub-total	192,775	10,370	8,635	211,780	12,228	224,008
Rajshahi Division						
Bogra	41,473	1,110	1,740	44,323	947	45,270
Dinajpur	41,574		780	42,354	1,564	43,918
Gaibandha	57,770	450	790	59,010	2,073	61,083
Joypurhat	16,571		1,050	17,621	1,042	18,663
Kurigram	31,929		2,425	34,354	300	34,654
Lalmonirhat	18,844	370		19,214	408	19,622
Naogaon	29,519	300	150	29,969	1,050	31,019
Natore	33,861			33,861	599	34,460
Nawabganj	17,800	330		18,130	300	18,430
Nilphamari	24,577	600	300	25,477	761	26,238
Pabna	17,353			17,353	1,350	18,703
Panchagarh	10,898	150	750	11,798	1,500	13,298
Rajshahi	33,399		150	33,549	1,290	34,839
Rangpur	26,713		1,200	27,913	1,351	29,264
Sirajganj	21,592		300	21,892	2,050	23,942
Thakurgaon	21,568	376	1,500	23,444	1,867	25,311
Sub-total	445,441	3,686	11,135	460,262	18,452	478,714
Sylhet Division						
Habiganj	42,777	450	4,425	47,652	750	48,402
Maulvibazar	22,047	300	4,260	26,607	697	27,304
Sunamganj	18,993		330	19,323		19,323
Sylhet	9,074			9,074	100	9,174
Sub-total	92,891	750	9,015	102,656	1,547	104,203
Grand-total	1,367,607	36,350	78,217	1,482,174	64,103	1,546,277

**Table 1.4.1: District-wise coverage of NFE learners – Current projects
NFPE Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	1,336	24,793	16,680	41,473
Dinajpur	1,299	25,533	16,041	41,574
Gaibandha	1,651	34,225	23,545	57,770
Joypurhat	540	9,881	6,690	16,571
Kurigram	926	19,413	12,516	31,929
Lalmonirhat	603	11,751	7,093	18,844
Naogaon	1,013	17,263	12,256	29,519
Natore	1,052	19,106	14,755	33,861
Nawabganj	824	10,524	7,276	17,800
Nilphamari	806	15,697	8,880	24,577
Pabna	578	11,178	6,175	17,353
Panchagarh	366	7,711	3,187	10,898
Rajshahi	1,032	19,766	13,633	33,399
Rangpur	873	16,654	10,059	26,713
Serajganj	988	14,147	7,445	21,592
Thakurgaon	659	13,795	7,773	21,568
Sub-total	14,546	271,437	174,004	445,441
Khulna Division				
Bagerhat	296	6,078	3,489	9,567
Chuadanga	660	10,584	9,151	19,735
Jessore	858	18,756	12,672	31,428
Jhenaidah	552	11,010	6,369	17,379
Khulna	293	7,691	5,363	13,054
Kushtia	1,446	25,906	20,093	45,999
Magura	455	9,238	5,092	14,330
Meherpur	533	8,434	7,895	16,329
Narail	246	4,911	2,585	7,496
Satkhira	588	10,019	7,439	17,458
Sub-total	5,927	112,627	80,148	192,775
Dhaka Division				
Dhaka	2,395	42,481	27,744	70,225
Faridpur	543	9,728	5,726	15,454
Gazipur	885	15,009	10,265	25,274
Gopalganj	256	5,448	3,010	8,458
Jamalpur	877	17,465	10,007	27,472
Kishoreganj	841	17,166	9,757	26,923
Madaripur	325	6,604	3,423	10,027
Manikganj	1,008	8,480	6,219	14,699
Munshiganj	163	3,092	2,037	5,129
Mymensingh	1,700	34,485	21,522	56,007
Narayanganj	326	6,115	3,801	9,916
Narshingdi	538	10,218	6,185	16,403
Netrokona	759	15,230	8,817	24,047
Rajbari	452	9,016	5,279	14,295

Division&District	Total Centre	Female learner	Male learner	Total learner
Shariatpur	375	6,935	4,402	11,337
Sherpur	945	18,640	11,829	30,469
Tangail	991	19,388	11,136	30,524
Sub-total	13,379	245,500	151,159	396,659
Chittagong Division				
Bandarban	199	2,875	2,581	5,456
Brahmanbaria	555	11,597	6,195	17,792
Chandpur	364	7,299	4,308	11,607
Chittagong	1,904	35,645	23,567	59,212
Comilla	1,237	25,157	12,996	38,153
Cox's Bazar	461	9,389	4,925	14,314
Feni	109	2,265	1,223	3,488
Khagrachari	370	6,663	4,257	10,920
Laxmipur	407	8,030	3,113	11,143
Noakhali	576	11,123	6,944	18,067
Rangamati	310	5,717	4,307	10,024
Sub-total	6,492	125,760	74,416	200,176
Barisal Division				
Barguna	110	1,934	1,085	3,019
Barisal	222	4,838	3,145	7,983
Bhola	591	12,399	7,267	19,666
Jhalokathi	113	1,946	1,249	3,195
Patuakhali	37	778	571	1,349
Perojpur	149	3,046	1,407	4,453
Sub-total	1,222	24,941	14,724	39,665
Sylhet Division				
Habiganj	1,352	27,008	15,769	42,777
Moulvibazar	795	13,510	8,537	22,047
Sunamganj	631	12,488	6,505	18,993
Sylhet	338	5,540	3,534	9,074
Sub-total	3,116	58,546	34,345	92,891
Grand-total	44,682	838,811	528,796	1,367,607

**Table 1.4.2: District-wise coverage of NFE learners – Current projects)
(Summary of organizations running 10 or less centres
NFPE Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Bogra	31	561	386	947
Dinajpur	45	1,053	511	1,564
Gaibandha	62	1,367	706	2,073
Joypurhat	34	497	545	1,042
Kurigram	10	230	70	300
Lalmonirhat	11	215	193	408
Naogaon	35	730	320	1,050
Natore	20	429	170	599
Nawabganj	10	220	80	300
Nilphamari	25	553	208	761
Pabna	45	1,001	349	1,350
Panchagarh	50	1,088	412	1,500
Rajshahi	43	883	407	1,290
Rangpur	42	946	405	1,351
Serajganj	67	1,458	592	2,050
Thakurgaon	52	1,390	477	1,867
Sub-total	582	12,621	5,831	18,452
Khulna Division				
Bagerhat	25	510	240	750
Chuadanga	25	525	225	750
Jessore	65	1,833	1,117	2,950
Jhenaidah	23	576	386	962
Khulna	67	1,419	691	2,110
Kushtia	50	1,037	463	1,500
Magura	40	867	333	1,200
Meherpur	11	238	102	340
Narail	20	407	193	600
Satkhira	27	656	410	1,066
Sub-total	353	8,068	4,160	12,228
Dhaka Division				
Dhaka	13	378	292	670
Faridpur	30	665	235	900
Gopalganj	45	950	400	1,350
Jamalpur	13	736	678	1,414
Kishoreganj	45	1,503	790	2,293
Manikganj	11	190	131	321
Mymensingh	15	710	605	1,315
Narayanganj	7	270	165	435
Narshingdi	37	790	452	1,242
Netrokona	21	807	593	1,400
Rajbari	45	1,024	504	1,528
Shariatpur	16	218	148	366

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Sherpur	32	808	685	1,493
Tangail	66	1,557	628	2,185
Sub-total	396	10,606	6,306	16,912
Chittagong division				
Bandarban	5	65	79	144
Brahmanbaria	30	560	240	800
Chittagong	77	1,953	997	2,950
Comilla	92	2,093	1,592	3,685
Cox's Bazar	27	472	327	799
Khagrachari	10	170	130	300
Noakhali	5	110	40	150
Rangamati	24	466	450	916
Sub-total	270	5,889	3,855	9,744
Barisal Division				
Barguna	25	520	230	750
Barisal	49	1,291	779	2,070
Jhalokathi	10	220	80	300
Patuakhali	15	330	120	450
Perojpur	55	1,180	470	1,650
Sub-total	154	3,541	1,679	5,220
Sylhet Division				
Habiganj	25	555	195	750
Moulvibazar	24	471	226	697
Sylhet	5	40	60	100
Sub-total	54	1,066	481	1,547
Grand-total	1,809	41,791	22,312	64,103

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

Table 1.4.3: District-wise coverage of NFE learners – Approved projects

NFPE Program

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	37	814	296	1,110
Gaibandha	15	330	120	450
Lalmonirhat	15	270	100	370
Naogaon	10	220	80	300
Nawabganj	17	200	130	330
Nilphamari	20	440	160	600
Panchagarh	5	110	40	150
Thakurgaon	12	236	140	376
Sub-total	131	2,620	1,066	3,686
Khulna Division				
Bagerhat	26	572	208	780
Chuadanga	22	300	470	770
Jessore	75	1,670	580	2,250
Jhenaidah	10	220	80	300
Khulna	57	1,197	513	1,710
Kushtia	23	537	203	740
Magura	38	836	304	1,140
Meherpur	14	220	240	460
Narail	5	100	50	150
Satkhira	69	1,414	656	2,070
Sub-total	339	7,066	3,304	10,370
Dhaka Division				
Dhaka	24	419	398	817
Faridpur	38	798	342	1,140
Jamalpur	28	607	233	840
Kishoreganj	48	1,084	1,667	2,751
Madaripur	20	440	160	600
Manikganj	45	864	576	1,440
Mymensingh	5	110	40	150
Narshingdi	5	115	35	150
Netrokona	43	984	306	1,290
Rajbari	40	820	230	1,050
Shariatpur	106	2,223	1,078	3,301
Sherpur	63	1,366	599	1,965
Tangail	74	1,628	592	2,220
Sub-total	539	11,458	6,256	17,714
Chittagong Division				
Brahmanbaria	40	220	80	300
Chittagong	23	376	184	560
Comilla	5	110	40	150
Laxmipur	15	330	120	450
Sub-total	83	1,036	424	1,460
Barisal Division				
Barguna	5	110	40	150
Perojpur	74	1,628	592	2,220
Sub-total	79	1,738	632	2,370
Sylhet Division				
Habiganj	15	330	120	450
Moulvibazar	10	200	100	300
Sub-total	25	530	220	750
Grand-total	1,196	24,448	11,902	36,350

**Table 1.4.4: District-wise coverage of NFE learners – Planned projects
NFPE Program**

District Name	Number Of Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	204	1,135	605	1,740
Dinajpur	148	315	465	780
Gaibandha	33	586	204	790
Joypurhat	43	488	562	1,050
Kurigram	320	1,485	940	2,425
Naogaon	5	100	50	150
Nilphamari	10	220	80	300
Panchagarh	25	550	200	750
Rajshahi	5	110	40	150
Rangpur	165	880	320	1,200
Serajganj	10	220	80	300
Thakurgaon	175	1,100	400	1,500
Sub-total	1,143	7,189	3,946	11,135
Khulna Division				
Bagerhat	7	-	-	-
Chuadanga	76	1,245	785	2,030
Jessore	47	850	485	1,335
Jhenaidah	10	150	150	300
Khulna	5	105	45	150
Kushtia	81	1,724	1,446	3,170
Magura	10	220	80	300
Meherpur	5	80	70	150
Narail	40	650	550	1,200
Sub-total	281	5,024	3,611	8,635
Dhaka Division				
Faridpur	35	690	360	1,050
Gazipur	10	220	80	300
Gopalganj	20	360	240	600
Jamalpur	63	1,250	830	2,080
Kishoreganj	125	2,810	1,540	4,350
Madaripur	136	-	-	-
Mymensingh	130	2,366	2,184	4,550
Narayanganj	103	1,550	1,540	3,090
Rajbari	80	1,780	620	2,400
Shariatpur	153	260	250	510
Sherpur	175	3,196	2,804	6,000
Tangail	48	910	667	1,577
Sub-total	1,078	15,392	11,115	26,507
Chittagong Division				
Brahmanbaria	15	220	80	300
Chittagong	651	9,656	7,299	16,955
Comilla	38	760	470	1,230
Noakhali	130	1,560	840	2,400
Sub-total	834	12,196	8,689	20,885

District Name	Number Of Centre	Female learner	Male learner	Total learner
Barisal Division				
Barguna	30	680	220	900
Barisal	204	-	-	-
Patuakhali	204	-	-	-
Perojpur	38	808	332	1,140
Sub-total	476	1,488	552	2,040
Sylhet Division				
Habiganj	505	2,085	2,340	4,425
Moulvibazar	130	2,576	1,684	4,260
Sunamganj	387	180	150	330
Sub-total	1,022	4,841	4,174	9,015
Grand-total	4,834	46,130	32,087	78,217

1.5 District-wise table showing Total Coverage of Ongoing Adolescent Education Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	3,428	1,250	1,151	5,829		5,829
Barisal	1,350		7,120	8,470	150	8,620
Bhola	300		10,560	10,860		10,860
Jhalakati	2,225		20,560	22,785		22,785
Patuakhali	450	100		550		550
Pirojpur	873			873		873
Sub-total	8,626	1,350	39,391	49,367	150	49,517
Chittagong Division						
Bandarban	386			386	100	486
Brahmanbaria	555		375	930	180	1,110
Chandpur	4,026			4,026		4,026
Chittagong	11,611	125		11,736	1,260	12,996
Comilla	2,225		750	2,975		2,975
Cox's Bazar	2,125			2,125	300	2,425
Feni				0		0
Khagrachhari				0		0
Lakshmipur	4,650			4,650		4,650
Noakhali	500			500	250	750
Rangamati	146			146		146
Sub-total	26,224	125	1,125	27,474	2,090	29,564
Dhaka Division						
Dhaka	5,430	4,375		9,805	540	10,345
Faridpur	2,300		625	2,925		2,925
Gazipur				0		0
Gopalganj	1,500			1,500	700	2,200
Jamalpur	8,055		7,375	15,430		15,430
Kishoreganj	3,165		4,750	7,915	270	8,185
Madaripur	750			750		750
Manikganj	340			340		340
Munshiganj				0		0
Mymensingh	1,950			1,950	300	2,250
Narayanganj	450			450		450
Narshingdi	1,375			1,375	120	1,495
Netrokona	465		1,250	1,715	90	1,805
Rajbari	425			425	50	475
Shariatpur	375		7,500	7,875		7,875
Sherpur	340			340	340	680
Tangail	655		2,500	3,155	280	3,435
Sub-total	27,575	4,375	24,000	55,950	2,690	58,640
Khulna Division						
Bagerhat	2,512	625		3,137	60	3,197
Chuadanga				0		0
Jessore	975	900		1,875		1,875

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	330			330	330	660
Khulna	3,485			3,485	930	4,415
Kushtia				0		0
Magura				0		0
Meherpur	200			200	200	400
Narail				0		0
Satkhira	1,509	3,025		4,534	430	4,964
Sub-total	9,011	4,550	0	13,561	1,950	15,511
Rajshahi Division						
Bogra	1,790			1,790	180	1,970
Dinajpur	260			260		260
Gaibandha	795			795	300	1,095
Joypurhat				0		0
Kurigram	402		625	1,027	77	1,104
Lalmonirhat	9,234			9,234	565	9,799
Naogaon	475		100	575		575
Natore				0		0
Nawabganj	100		100	200		200
Nilphamari	8,250	750		9,000		9,000
Pabna	375			375		375
Panchagarh	370		1,100	1,470		1,470
Rajshahi	205		120	325	105	430
Rangpur	455		375	830		830
Sirajganj	375			375		375
Thakurgaon	2,325		6,145	8,470	330	8,800
Sub-total	25,411	750	8,565	34,726	1,557	36,283
Sylhet Division						
Habiganj	685			685	100	785
Maulvibazar	675	600		1,275		1,275
Sunamganj	5,710			5,710	300	6,010
Sylhet	450			450		450
Sub-total	7,520	600	0	8,120	400	8,520
Grand-total	104,367	11,750	73,081	189,198	8,837	198,035

**Table 1.5.1: District-wise coverage of NFE learners – Current projects
Adolescent Education Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	71	1,670	120	1,790
Dinajpur	13	135	125	260
Gaibandha	28	589	206	795
Kurigram	63	297	105	402
Lalmonirhat	322	5,620	3,614	9,234
Naogaon	19	325	150	475
Nawabganj	4	100	-	100
Nilphamari	280	5,000	3,250	8,250
Pabna	15	225	150	375
Panchagarh	15	360	10	370
Rajshahi	8	160	45	205
Rangpur	19	242	213	455
Serajganj	15	375	-	375
Thakurgaon	72	1,467	858	2,325
Sub-total	944	16,565	8,846	25,411
Khulna Division				
Bagerhat	73	1,828	684	2,512
Jessore	35	850	125	975
Jhenaidah	8	130	200	330
Khulna	167	1,753	1,732	3,485
Meherpur	7	90	110	200
Satkhira	49	1,357	152	1,509
Sub-total	339	6,008	3,003	9,011
Dhaka Division				
Dhaka	209	3,357	2,073	5,430
Faridpur	92	1,975	325	2,300
Gopalganj	44	1,140	360	1,500
Jamalpur	239	5,625	2,430	8,055
Kishoreganj	96	1,965	1,200	3,165
Madaripur	30	600	150	750
Manikganj	15	228	112	340
Mymensingh	65	1,400	550	1,950
Narayanganj	15	300	150	450
Narshingdi	53	1,275	100	1,375
Netrokona	18	315	150	465
Rajbari	16	300	125	425
Shariatpur	15	250	125	375
Sherpur	14	287	53	340
Tangail	27	626	29	655
Sub-total	948	19,643	7,932	27,575
Chittagong Division				
Bandarban	19	189	197	386
Brahmanbaria	21	537	18	555
Chandpur	174	2,801	1,225	4,026

Chittagong	343	7,631	3,980	11,611
Comilla	83	2,100	125	2,225
Cox's Bazar	65	1,250	875	2,125
Laxmipur	186	3,200	1,450	4,650
Noakhali	20	500	-	500
Rangamati	7	146	-	146
Sub-total	918	18,354	7,870	26,224
Barisal Division				
Barguna	127	2,170	1,258	3,428
Barisal	53	890	460	1,350
Bhola	12	200	100	300
Jhalokathi	99	1,700	525	2,225
Patuakhali	15	450	-	450
Perojpur	34	749	124	873
Sub-total	340	6,159	2,467	8,626
Sylhet Division				
Habiganj	27	535	150	685
Moulvibazar	30	450	225	675
Sunamganj	211	3,610	2,100	5,710
Sylhet	15	229	221	450
Sub-total	283	4,824	2,696	7,520
Grand-total	3,772	71,553	32,814	104,367

**Table 1.5.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Adolescent Education Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshaj Division				
Bogra	7	90	90	180
Gaibandha	12	269	31	300
Kurigram	3	47	30	77
Lalmonirhat	27	401	164	565
Rajshahi	4	60	45	105
Thakurgaon	1	330	-	330
Sub-total	54	1,197	360	1,557
Khulna Division				
Bagerhat	2	30	30	60
Jhenaidah	8	130	200	330
Khulna	8	304	626	930
Meherpur	7	90	110	200
Satkhira	6	278	152	430
Sub-total	31	832	1,118	1,950
Dhaka Division				
Dhaka	15	397	143	540
Gopalganj	12	590	110	700
Kishoreganj	9	270	-	270
Mymensingh	5	300	-	300
Narshingdi	4	120	-	120
Netrokona	3	90	-	90
Rajbari	1	50	-	50
Sherpur	14	287	53	340
Tangail	12	251	29	280
Sub-total	75	2,355	335	2,690
Chittagong Division				
Bandarban	4	72	28	100
Brahmanbaria	6	162	18	180
Chittagong	52	996	264	1,260
Cox's Bazar	10	300	-	300
Noakhali	10	250	-	250
Sub-total	82	1,780	310	2,090
Barisal Division				
Barisal	5	90	60	150
Sub-total	5	90	60	150
Sylhet Division				
Habiganj	5	100	-	100
Sunamganj	10	300	-	300
Sub-total	15	400	-	400
Grand-total	262	6,654	2,183	8,837

Source: Directory of NGOs with Education Programme 2006, CAMPE

**Table 1.5.3: District-wise coverage of NFE learners – Approved projects
Adolescent Education Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Nilphamari	30	500	250	750
Rajshahi	30	500	250	750
Sub-Total	60	1,000	500	1,500
Khulna Division				
Bagerhat	25	625	-	625
Jessore	30	450	450	900
Satkhira	121	3,025	-	3,025
Sub-Total	176	4,100	450	4,550
Dhaka Division				
Dhaka	175	2,695	1,680	4,375
Sub-total	175	2,695	1,680	4,375
Chittagong Division				
Cox's Bazar	5	125	-	125
Sub-total	5	125	-	125
Barisal Division				
Barguna	50	1,250	-	1,250
Patuakhali	-	100	-	100
Sub-total	50	1,350	-	1,350
Sylhet Division				
Moulvibazar	30	600	-	600
Sub-total	30	600	-	600
Grand-total	496	9,870	2,630	12,500

**Table 1.5.4: District-wise coverage of NFE learners – Planned projects
Adolescent Education Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Kurigram	25	375	250	625
Naogaon	5	100	-	100
Nawabganj	5	100	-	100
Panchagarh	50	870	230	1,100
Rajshahi	6	120	-	120
Rangpur	15	250	125	375
Thakurgaon	169	4,920	1,225	6,145
Sub-total	275	6,735	1,830	8,565
Dhaka Division				
Faridpur	25	500	125	625
Jamalpur	215	5,225	2,150	7,375
Kishoreganj	20	4,500	250	4,750
Netrokona	50	750	500	1,250
Shariatpur	300	4,875	2,625	7,500
Tangail	100	2,500	-	2,500
Sub-total	710	18,350	5,650	24,000
Chittagong Division				
Brahmanbaria	15	375	-	375
Comilla	30	750	-	750
Sub-total	45	1,125	-	1,125
Barisal Division				
Barguna	49	748	403	1,151
Barisal	356	7,120	-	7,120
Bhola	528	10,560	-	10,560
Patuakhali	1,028	20,560	-	20,560
Sub-total	1,961	38,988	403	39,391
Grand-total	2,991	65,198	7,883	73,081

1.6 District-wise table showing Total Coverage of Ongoing Adult Literacy Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	6,500		600	7,100	300	7,400
Barisal	1,507			1,507	180	1,687
Bhola	907			907		907
Jhalakati	2,496			2,496		2,496
Patuakhali	450			450		450
Pirojpur	300			300		300
Sub-total	12,160	0	600	12,760	480	13,240
Chittagong Division						
Bandarban	300			300		300
Brahmanbaria	960			960	210	1,170
Chandpur	1,725			1,725		1,725
Chittagong	910			910	160	1,070
Comilla	1,300			1,300	100	1,400
Cox's Bazar	175			175		175
Feni	1,800		250	2,050		2,050
Khagrachhari	300			300		300
Lakshmipur	1,950			1,950		1,950
Noakhali	1,300	250	325	1,875	100	1,975
Rangamati	475			475	175	650
Sub-total	11,195	250	575	12,020	745	12,765
Dhaka Division						
Dhaka	370			370	20	390
Faridpur	635			635		635
Gazipur	665		400	1,065		1,065
Gopalganj	1,081			1,081	586	1,667
Jamalpur	8,510			8,510		8,510
Kishoreganj	475			475	90	565
Madaripur	1,850			1,850	950	2,800
Manikganj	1,450	250		1,700	250	1,950
Munshiganj	439			439	139	578
Mymensingh	1,225			1,225	20	1,245
Narayanganj	320			320		320
Narshingdi	9,845		90	9,935	245	10,180
Netrokona	3,000			3,000	200	3,200
Rajbari	2,910			2,910	60	2,970
Shariatpur	3,050		3,600	6,650	150	6,800
Sherpur	275			275		275
Tangail	300			300		300
Sub-total	36,400	250	4,090	40,740	2,710	43,450
Khulna Division						
Bagerhat	510			510	90	600
Chuadanga	1,577		200	1,777	727	2,504
Jessore	26,660			26,660	60	26,720

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	16,130		250	16,380	480	16,860
Khulna	787			787	300	1,087
Kushtia	2,613	998		3,611	873	4,484
Magura	407			407	108	515
Meherpur	455			455	155	610
Narail	300			300		300
Satkhira	850			850	550	1,400
Sub-total	50,289	998	450	51,737	3,343	55,080
Rajshahi Division						
Bogra	475			475	200	675
Dinajpur	3,000			3,000		3,000
Gaibandha	1,950	250		2,200		2,200
Joypurhat	2,810		125	2,935	110	3,045
Kurigram	1,420	100		1,520	200	1,720
Lalmonirhat	880			880	400	1,280
Naogaon	4,700			4,700	200	4,900
Natore	650			650		650
Nawabganj	340		3,600	3,940		3,940
Nilphamari	300			300		300
Pabna	1,041			1,041	71	1,112
Panchagarh	590		480	1,070	290	1,360
Rajshahi	1,420			1,420	60	1,480
Rangpur	600			600	60	660
Sirajganj	3,340	680		4,020	100	4,120
Thakurgaon	2,700			2,700	300	3,000
Sub-total	26,216	1,030	4,205	31,451	1,991	33,442
Sylhet Division						
Habiganj	1,030			1,030		1,030
Maulvibazar	358			358	58	416
Sunamganj	1,559			1,559		1,559
Sylhet	700			700	100	800
Sub-total	3,647	0	0	3,647	158	3,805
Grand-total	139,907	2,528	9,920	152,355	9,427	161,782

**Table 1.6.1: District-wise coverage of NFE learners – Current projects
Adult Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	15	235	240	475
Dinajpur	102	1,495	1,505	3,000
Gaibandha	72	1,348	602	1,950
Joypurhat	108	1,759	1,051	2,810
Kurigram	62	1,169	251	1,420
Lalmonirhat	44	573	307	880
Naogaon	226	4,429	271	4,700
Natore	29	414	236	650
Nawabganj	14	189	151	340
Nilphamari	12	150	150	300
Pabna	42	777	264	1,041
Panchagarh	22	294	296	590
Rajshahi	67	816	604	1,420
Rangpur	26	376	224	600
Serajganj	80	1,746	1,594	3,340
Thakurgaon	92	1,350	1,350	2,700
Sub-total	1,013	17,120	9,096	26,216
Khulna Division				
Bagerhat	19	269	241	510
Chuadanga	54	859	718	1,577
Jessore	299	26,036	624	26,660
Jhenaidah	206	15,463	667	16,130
Khulna	50	635	152	787
Kushtia	106	1,882	731	2,613
Magura	18	226	181	407
Meherpur	18	252	203	455
Narail	12	150	150	300
Satkhira	32	548	302	850
Sub-total	814	46,320	3,969	50,289
Dhaka Division				
Dhaka	13	194	176	370
Faridpur	27	373	262	635
Gazipur	25	452	213	665
Gopalganj	49	823	258	1,081
Jamalpur	121	8,107	403	8,510
Kishoreganj	21	307	168	475
Madaripur	68	1,290	560	1,850
Manikganj	37	850	600	1,450
Munshiganj	18	223	216	439
Mymensingh	43	610	615	1,225
Narayanganj	13	169	151	320
Narshingdi	136	9,212	633	9,845
Netrokona	98	1,559	1,441	3,000
Rajbari	105	1,859	1,051	2,910

Division&District	Total Centre	Female learner	Male learner	Total learner
Shariatpur	96	2,375	675	3,050
Sherpur	11	137	138	275
Tangail	12	149	151	300
Sub-total	893	28,689	7,711	36,400
Chittagong Division				
Bandarban	12	150	150	300
Brahmanbaria	34	540	420	960
Chandpur	69	1,273	452	1,725
Chittagong	34	287	623	910
Comilla	47	699	601	1,300
Cox's Bazar	7	87	88	175
Feni	72	1,273	527	1,800
Khagrachari	12	148	152	300
Laxmipur	57	1,098	852	1,950
Noakhali	1,845	1,119	181	1,300
Rangamati	19	223	252	475
Sub-total	2,208	6,897	4,298	11,195
Barisal Division				
Barguna	90	6,175	325	6,500
Barisal	64	744	763	1,507
Bhola	41	481	426	907
Jhalokathi	45	1,320	1,176	2,496
Patuakhali	18	224	226	450
Perojpur	12	149	151	300
Sub-total	270	9,093	3,067	12,160
Sylhet Divison				
Habiganj	42	723	307	1,030
Moulvibazar	14	184	174	358
Sunamganj	75	1,347	212	1,559
Sylhet	40	547	153	700
Sub-total	171	2,801	846	3,647
Grand-total	5,369	110,920	28,987	139,907

**Table 1.6.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Adult Literacy Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Bogra	4	100	100	200
Joypurhat	6	110	-	110
Kurigram	10	100	100	200
Lalmonirhat	20	275	125	400
Natore	10	180	20	200
Pabna	4	-	71	71
Panchagarh	10	145	145	290
Rajshahi	2	60	-	60
Rangpur	2	28	32	60
Serajganj	4	100	-	100
Thakurgaon	10	150	150	300
Sub-total	82	1,248	743	1,991
Khulna Division				
Bagerhat	3	60	30	90
Chuadanga	27	435	292	727
Jessore	3	40	20	60
Jhenaidah	16	240	240	480
Khulna	10	300	-	300
Kushtia	40	533	340	873
Magura	6	78	30	108
Meherpur	6	102	53	155
Satkhira	20	400	150	550
Sub-total	131	2,188	1,155	3,343
Dhaka Division				
Dhaka	1	20	-	20
Gopalganj	23	433	153	586
Kishoreganj	3	47	43	90
Madaripur	32	840	110	950
Manikganj	10	250	-	250
Munshiganj	6	75	64	139
Narayanganj	1	20	-	20
Narshingdi	10	215	30	245
Netrokona	10	200	-	200
Rajbari	3	60	-	60
Shariatpur	5	75	75	150
Sub-total	104	2,235	475	2,710
Chittagong Division				
Brahmanbaria	7	150	60	210
Chittagong	7	142	18	160
Comilla	5	100	-	100
Noakhali	5	100	-	100
Rangamati	7	75	100	175
Sub-total	31	567	178	745

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Barisal Division				
Barguna	10	200	100	300
Barisal	6	180	-	180
Sub-total	16	380	100	480
Sylhet Division				
Moulvibazar	2	34	24	58
Sylhet	3	100	-	100
Sub-total	5	134	24	158
Grand-total	369	6,752	2,675	9,427

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.6.3: District-wise coverage of NFE learners – Approved projects
Adult Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Gaibandha	10	250	-	250
Kurigram	2	60	40	100
Panchagarh	8	-	-	-
Serajganj	24	680	-	680
Sub-total	44	990	40	1,030
Khulna Division				
Kushtia	39	668	330	998
Sub-total	39	668	330	998
Dhaka Division				
Manikganj	10	250	-	250
Sub-total	10	250	-	250
Chittagong Division				
Noakhali	10	250	-	250
Sub-total	10	250	-	250
Grand-total	103	2,158	370	2,528

**Table 1.6.4: District-wise coverage of NFE learners – Planned projects
Adult Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Joypurhat	5	50	75	125
Nawabganj	120	1,800	1,800	3,600
Panchagarh	16	240	240	480
Sub-total	141	2,090	2,115	4,205
Khulna Division				
Chuadanga	6	100	100	200
Jhenaidah	10	125	125	250
Sub-total	16	225	225	450
Dhaka Division				
Gazipur	20	400	-	400
Narshingdi	3	30	60	90
Shariatpur	120	1,800	1,800	3,600
Sub-total	143	2,230	1,860	4,090
Chittagong Division				
Feni	10	250	-	250
Noakhali	15	325	-	325
Sub-total	25	575	-	575
Barisal Division				
Barguna	30	600	-	600
Grand-total	355	5,720	4,200	9,920

1.7 District-wise table showing Total Coverage of Ongoing Post-Literacy Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	15,790			15,790		15,790
Barisal	1,900			1,900	205	2,105
Bhola	1,565			1,565		1,565
Jhalakati	4,030			4,030		4,030
Patuakhali	14,940			14,940		14,940
Pirojpur	4,290			4,290		4,290
Sub-total	42,515	0	0	42,515	205	42,720
Chittagong Division						
Bandarban	570			570		570
Brahmanbaria	720		5,400	6,120		6,120
Chandpur	1,650			1,650		1,650
Chittagong	1,969		60	2,029	80	2,109
Comilla	15,730	900	2,700	19,330	100	19,430
Cox's Bazar	1,120		3,720	4,840	400	5,240
Feni	600		7,200	7,800		7,800
Khagrachhari	870			870		870
Lakshmipur	7,725	540	900	9,165		9,165
Noakhali	7,800		1,800	9,600		9,600
Rangamati	810			810		810
Sub-total	39,564	1,440	21,780	62,784	580	63,364
Dhaka Division						
Dhaka	4,305		6,300	10,605	18	10,623
Faridpur	1,300		1,150	2,450	250	2,700
Gazipur	5,070			5,070		5,070
Gopalganj	13,500	900		14,400		14,400
Jamalpur	11,700			11,700		11,700
Kishoreganj	14,400			14,400		14,400
Madaripur	3,600	1,800	1,800	7,200		7,200
Manikganj	1,560		1,800	3,360		3,360
Munshiganj	570			570		570
Mymensingh	9,934		900	10,834		10,834
Narayanganj	510			510		510
Narshingdi	21,720			21,720	20	21,740
Netrokona	15,677		1,275	16,952		16,952
Rajbari	7,680		3,600	11,280		11,280
Shariatpur	8,700		1,800	10,500		10,500
Sherpur	510		8,100	8,610		8,610
Tangail	1,680			1,680		1,680
Sub-total	122,416	2,700	26,725	151,841	288	152,129
Khulna Division						
Bagerhat	810			810		810
Chuadanga	8,580	1,800		10,380		10,380
Jessore	36,280			36,280	200	36,480

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	74,270		8,100	82,370		82,370
Khulna	21,155		3,900	25,055		25,055
Kushtia	942			942		942
Magura	3,180		900	4,080		4,080
Meherpur	1,290			1,290		1,290
Narail	10,290	900		11,190		11,190
Satkhira	12,660		900	13,560		13,560
Sub-total	169,457	2,700	13,800	185,957	200	186,157
Rajshahi Division						
Bogra	16,800		1,800	18,600		18,600
Dinajpur	18,150	4,200	4,200	26,550		26,550
Gaibandha	10,440		900	11,340		11,340
Joypurhat	11,310			11,310		11,310
Kurigram	3,590	100		3,690		3,690
Lalmonirhat	5,010			5,010		5,010
Naogaon	22,395	900	1,800	25,095		25,095
Natore	570			570		570
Nawabganj	1,070			1,070		1,070
Nilphamari	570		900	1,470		1,470
Pabna	11,610		1,500	13,110		13,110
Panchagarh	554		4,604	5,158	104	5,262
Rajshahi	14,714			14,714	3,495	18,209
Rangpur	720			720		720
Sirajganj	8,960			8,960	200	9,160
Thakurgaon	11,310	900		12,210		12,210
Sub-total	137,773	6,100	15,704	159,577	3,799	163,376
Sylhet Division						
Habiganj	9,720			9,720		9,720
Maulvibazar	870			870	300	1,170
Sunamganj	1,760		20,400	22,160		22,160
Sylhet	1,720			1,720		1,720
Sub-total	14,070	0	20,400	34,470	300	34,770
Grand-total	525,795	12,940	98,409	637,144	5,372	642,516

**Table 1.7.1: District-wise coverage of NFE learners – Current projects
Post-Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	515	8,400	8,400	16,800
Dinajpur	608	9,075	9,075	18,150
Gaibandha	348	5,220	5,220	10,440
Joypurhat	350	5,655	5,655	11,310
Kurigram	126	1,640	1,950	3,590
Lalmonirhat	167	2,505	2,505	5,010
Naogaon	698	11,436	10,959	22,395
Natore	19	285	285	570
Nawabganj	34	563	507	1,070
Nilphamari	19	285	285	570
Pabna	385	5,790	5,820	11,610
Panchagarh	16	329	225	554
Rajshahi	458	7,380	7,334	14,714
Rangpur	24	360	360	720
Serajganj	293	4,580	4,380	8,960
Thakurgaon	377	5,655	5,655	11,310
Sub-total	4,437	69,158	68,615	137,773
Khulna Division				
Bagerhat	27	405	405	810
Chuadanga	271	4,290	4,290	8,580
Jessore	648	30,940	5,340	36,280
Jhenaidah	223	73,085	1,185	74,270
Khulna	719	10,540	10,615	21,155
Kushtia	33	490	452	942
Magura	106	1,590	1,590	3,180
Meherpur	46	645	645	1,290
Narail	328	5,145	5,145	10,290
Satkhira	142	12,330	330	12,660
Sub-total	2,543	139,460	29,997	169,457
Dhaka Division				
Dhaka	82	1,952	2,353	4,305
Faridpur	47	800	500	1,300
Gazipur	154	2,535	2,535	5,070
Gopalganj	375	6,750	6,750	13,500
Jamalpur	222	9,450	2,250	11,700
Kishoreganj	450	7,200	7,200	14,400
Madaripur	105	1,800	1,800	3,600
Manikganj	37	780	780	1,560
Munshiganj	19	285	285	570
Mymensingh	363	4,939	4,995	9,934
Narayanganj	17	255	255	510
Narshingdi	463	16,470	5,250	21,720
Netrokona	545	7,815	7,862	15,677
Rajbari	526	3,840	3,840	7,680

Division&District	Total Centre	Female learner	Male learner	Total learner
Shariatpur	290	4,350	4,350	8,700
Sherpur	17	255	255	510
Tangail	56	840	840	1,680
Sub-total	3,768	70,316	52,100	122,416
Chittagong Division				
Bandarban	19	285	285	570
Brahmanbaria	24	360	360	720
Chandpur	62	925	725	1,650
Chittagong	41	856	1,113	1,969
Comilla	478	7,915	7,815	15,730
Cox's Bazar	34	600	520	1,120
Feni	20	300	300	600
Khagrachari	29	435	435	870
Laxmipur	252	4,275	3,450	7,725
Noakhali	260	3,900	3,900	7,800
Rangamati	27	405	405	810
Sub-total	1,246	20,256	19,308	39,564
Barisal division				
Barguna	400	10,820	4,970	15,790
Barisal	71	1,100	800	1,900
Bhola	58	870	695	1,565
Jhalokathi	140	2,140	1,890	4,030
Patuakhali	498	7,470	7,470	14,940
Perojpur	128	2,145	2,145	4,290
Sub-total	1,295	24,545	17,970	42,515
Sylhet Division				
Habiganj	324	4,860	4,860	9,720
Moulvibazar	20	585	285	870
Sunamganj	68	1,340	420	1,760
Sylhet	59	1,300	420	1,720
Sub-total	471	8,085	5,985	14,070
Grand-total	13,760	331,820	193,975	525,795

**Table 1.7.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Post-Literacy Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Panchagarh	1	104	-	104
Rajshahi	6	1,283	2,212	3,495
Serajganj	1	200	-	200
Sub-total	8	1,587	2,212	3,799
Khulna Division				
Jessore	10	200	-	200
Sub-total	10	200	-	200
Dhaka Division				
Dhaka	5	6	12	18
Faridpur	10	250	-	250
Narshingdi	1	20	-	20
Sub-total	16	276	12	288
Chittagong Division				
Chittagong	2	41	39	80
Comilla	2	100	-	100
Cox's Bazar	10	240	160	400
Sub-total	14	381	199	580
Barisal Division				
Barisal	9	165	40	205
Sub-total	9	165	40	205
Sylhet Division				
Moulvibazar	1	300	-	300
Sub-total	1	300	-	300
Grand-total	58	2,909	2,463	5,372

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.7.3: District-wise coverage of NFE learners – Approved projects
Post-Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Dinajpur	144	2,148	2,052	4,200
Kurigram	2	60	40	100
Naogaon	30	450	450	900
Thakurgaon	30	450	450	900
Sub-total	206	3,108	2,992	6,100
Khulna Division				
Chuadanga	60	900	900	1,800
Narail	15	450	450	900
Sub-total	75	1,350	1,350	2,700
Dhaka Division				
Gopalganj	30	450	450	900
Madaripur	60	900	900	1,800
Sub-total	90	1,350	1,350	2,700
Chittagong Division				
Comilla	15	450	450	900
Laxmipur	18	540	-	540
Sub-total	33	990	450	1,440
Grrand-total	404	6,798	6,142	12,940

**Table 1.7.4.: District-wise coverage of NFE learners – Planned projects
Post-Literacy Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	45	900	900	1,800
Dinajpur	140	2,100	2,100	4,200
Gaibandha	30	450	450	900
Naogaon	60	900	900	1,800
Nilphamari	30	450	450	900
Pabna	50	750	750	1,500
Panchagarh	151	2,354	2,250	4,604
Sub-total	506	7,904	7,800	15,704
Khulna Division				
Jhenaidah	270	4,050	4,050	8,100
Khulna	130	1,950	1,950	3,900
Magura	30	450	450	900
Satkhira	30	450	450	900
Sub-total	460	6,900	6,900	13,800
Dhaka Division				
Dhaka	210	3,150	3,150	6,300
Faridpur	40	700	450	1,150
Madaripur	60	900	900	1,800
Manikganj	60	900	900	1,800
Mymensingh	30	450	450	900
Netrokona	45	825	450	1,275
Rajbari	120	1,800	1,800	3,600
Shariatpur	60	900	900	1,800
Sherpur	270	4,050	4,050	8,100
Sub-total	895	13,675	13,050	26,725
Chittagong Division				
Brahmanbaria	180	2,700	2,700	5,400
Chittagong	2	40	20	60
Comilla	90	1,350	1,350	2,700
Cox's Bazar	124	1,860	1,860	3,720
Feni	240	3,600	3,600	7,200
Laxmipur	30	450	450	900
Noakhali	60	900	900	1,800
Sub-total	726	10,900	10,880	21,780
Sylhet Division				
Sunamganj	680	10,200	10,200	20,400
Grand-total	3,267	49,579	48,830	98,409

1.8 District-wise table showing Total Coverage of Ongoing Vocational Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres))	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	5,975			5,975	300	6,275
Barisal	610			610		610
Bhola				0		0
Jhalakati	125			125		125
Patuakhali	82			82	82	164
Pirojpur				0		0
Sub-total	6,792	0	0	6,792	382	7,174
Chittagong Division						
Bandarban				0		0
Brahmanbaria				0		0
Chandpur	225			225		225
Chittagong	612		160	772	612	1,384
Comilla	190			190	190	380
Cox's Bazar	24		2,400	2,424	24	2,448
Feni				0		0
Khagrachhari				0		0
Lakshmipur	275			275		275
Noakhali	900			900		900
Rangamati				0		0
Sub-total	2,226	0	2,560	4,786	826	5,612
Dhaka Division						
Dhaka	2,279			2,279	343	2,622
Faridpur				0		0
Gazipur	300			300	300	600
Gopalganj	900			900		900
Jamalpur	7,200			7,200		7,200
Kishoreganj				0		0
Madaripur				0		0
Manikganj				0		0
Munshiganj				0		0
Mymensingh	1,820			1,820		1,820
Narayanganj	20			20	20	40
Narshingdi	9,308			9,308	8	9,316
Netrokona	950	900		1,850	70	1,920
Rajbari				0		0
Shariatpur				0		0
Sherpur				0		0
Tangail	30	30		60	30	90
Sub-total	22,807	930	0	23,737	771	24,508
Khulna Division						
Bagerhat				0		0
Chuadanga	240			240	240	480
Jessore	25,740			25,740		25,740

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres))	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Jhenaidah	14,300			14,300		14,300
Khulna	2,489			2,489	139	2,628
Kushtia	125			125	125	250
Magura	900			900		900
Meherpur				0		0
Narail				0		0
Satkhira	144			144	144	288
Sub-total	43,938	0	0	43,938	648	44,586
Rajshahi Division						
Bogra	710			710	350	1,060
Dinajpur	288		900	1,188	85	1,273
Gaibandha	2,404	50	500	2,954	300	3,254
Joypurhat				0		0
Kurigram	3,090	250		3,340	340	3,680
Lalmonirhat	1,100			1,100	200	1,300
Naogaon				0		0
Natore				0		0
Nawabganj				0		0
Nilphamari				0		0
Pabna	300		800	1,100	300	1,400
Panchagarh				0		0
Rajshahi	1,842	900		2,742	42	2,784
Rangpur				0		0
Sirajganj	54			54	257	311
Thakurgaon				0		0
Sub-total	9,788	1,200	2,200	13,188	1,874	15,062
Sylhet Division						
Habiganj				0		0
Maulvibazar	26			26	26	52
Sunamganj			2,400	2,400		2,400
Sylhet	449			449		449
Sub-total	475	0	2,400	2,875	26	2,901
Grand-total	86,026	2,130	7,160	95,316	4,527	99,843

**Table 1.8.1: District-wise coverage of NFE learners – Current projects
Vocational Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	17	345	365	710
Dinajpur	8	235	53	288
Gaibandha	83	1,806	598	2,404
Kurigram	143	2,930	160	3,090
Lalmonirhat	34	639	461	1,100
Pabna	10	200	100	300
Rajshahi	65	917	925	1,842
Serajganj	1	54	-	54
Sub-total	361	7,126	2,662	9,788
Khulna Division				
Chuadanga	9	190	50	240
Jessore	271	25,580	160	25,740
Jhenaidah	143	14,300	-	14,300
Khulna	143	1,254	1,235	2,489
Kushtia	5	125	-	125
Magura	30	450	450	900
Satkhira	9	141	3	144
Sub-total	610	42,040	1,898	43,938
Dhaka Division				
Dhaka	91	1,433	846	2,279
Gazipur	10	220	80	300
Gopalganj	30	450	450	900
Jamalpur	72	7,200	-	7,200
Mymensingh	61	910	910	1,820
Narayanganj	1	20	-	20
Narshingdi	115	8,856	452	9,308
Netrokona	35	500	450	950
Tangail	1	-	30	30
Sub-total	416	19,589	3,218	22,807
Chittagong Division				
Chandpur	9	150	75	225
Chittagong	18	422	190	612
Comilla	5	90	100	190
Cox's Bazar	4	12	12	24
Laxmipur	11	175	100	275
Noakhali	30	450	450	900
Sub-total	77	1,299	927	2,226
Barisal Division				
Barguna	60	5,790	185	5,975
Barisal	22	390	220	610
Jhalokathi	5	75	50	125
Patuakhali	3	57	25	82
Sub-total	90	6,312	480	6,792

Division&District	Total Centre	Female learner	Male learner	Total learner
Sylhet Division				
Moulvibazar	1	26	-	26
Sylhet	15	293	156	449
<i>Sub-total</i>	16	319	156	475
<i>Grand-toal</i>	1,570	76,685	9,341	86,026

**Table 1.8.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Vocational Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Bogra	5	130	220	350
Dinajpur	3	76	9	85
Gaibandha	3	300	-	300
Kurigram	13	180	160	340
Lalmonirhat	4	189	11	200
Pabna	10	200	100	300
Rajshahi	5	17	25	42
Serajganj	6	213	44	257
Sub-total	49	1,305	569	1,874
Khulna Division				
Chuadanga	9	190	50	240
Khulna	5	79	60	139
Kushtia	5	125	-	125
Satkhira	9	141	3	144
Sub-total	28	535	113	648
Dhaka Division				
Dhaka	16	343	-	343
Gazipur	10	220	80	300
Narayanganj	1	20	-	20
Narshingdi	1	6	2	8
Netrokona	6	60	10	70
Tangail	1	-	30	30
Sub-total	35	649	122	771
Chittagong Division				
Chittagong	18	422	190	612
Comilla	5	90	100	190
Cox's Bazar	4	12	12	24
Sub-total	27	524	302	826
Barisal Division				
Barguna	1	140	160	300
Patuakhali	3	57	25	82
Sub-total	4	197	185	382
Sylhet Division				
Moulvibazar	1	26	-	26
Sub-total	1	26	-	26
Grand total	144	3,236	1,291	4,527

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.8.3: District-wise coverage of NFE learners – Approved projects
Vocational program**

Division&Distric	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Gaibandha	3	26	24	50
Kurigram	10	250	-	250
Rajshahi	30	450	450	900
Sub-total	43	726	474	1,200
Dhaka Division				
Netrokona	30	450	450	900
Tangail	1	-	30	30
Sub-total	31	450	480	930
Grand-total	74	1,176	954	2,130

**Table 1.8.4: District-wise coverage of NFE learners – Planned projects
Vocational Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Dinajpur	30	900	-	900
Gaibandha	20	500	-	500
Pabna	32	800	-	800
<i>Sub-total</i>	82	2,200	-	2,200
Chittagong Division				
Chittagong	8	100	60	160
Cox's Bazar	80	1,200	1,200	2,400
<i>Sub-total</i>	88	1,300	1,260	2,560
Sylhet Division				
<i>Sunamganj</i>	80	1,200	1,200	2,400
<i>Grand-total</i>	250	4,700	2,460	7,160

1.9 District-wise table showing Total Coverage of Ongoing Equivalency Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
N/A				-		-
Sub-total	-	-	-	-	-	-
Chittagong Division						
N/A				-		-
Sub-total	-	-	-	-	-	-
Dhaka Division						
N/A				-		-
Sub-total	-	-	-	-	-	-
Khulna Division						
Jessore	600			600		600
Sub-total	600	-	-	600	-	600
Rajshahi Division						
N/A				-		-
Sub-total	-	-	-	-	-	-
Sylhet Division						
N/A				-		-
Sub-total	-	-	-	-	-	-
Bangladesh Total	600	-	-	600	-	600

**Table 1.9.1: District-wise coverage of NFE learners – Current projects
Equivalency Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Khulna Division				
Jessore	12	360	240	600
Sub-total	12	360	240	600
Dhaka Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Chittagong Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Barisal Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Sylhet Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Grand-total	12	360	240	600

Table 1.9.2: District-wise coverage of NFE learners – Current projects
Equivalency Program

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Khulna Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Dhaka Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Chittagong Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Barisal Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Sylhet Division				
-	-	-	-	-
-	-	-	-	-
Sub-total	-	-	-	-
Grand-toal	-	-	-	-

**Table 1.9.3: District-wise coverage of NFE learners – Approved projects
Equivalency program**

Division&Distric	Total Centre	Female learner	Male learner	Total learner
N/A				
N/A				
Grand-total	-	-	-	-

**Table 1.9.4: District-wise coverage of NFE learners – Planned projects
Equivalency Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
N/A				
N/A				
<i>Grand-total</i>	-	-	-	-

1.10 District-wise table showing Total Coverage of Ongoing QLIP Program

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barguna				0		0
Barisal	565			565	65	630
Bhola	3,450			3,450		3,450
Jhalakati	285			285	110	395
Patuakhali	4,870			4,870		4,870
Pirojpur				0		0
Barisal Division	9,170	0	0	9,170	175	9,345
Bandarban	225			225		225
Brahmanbaria	2,650			2,650		2,650
Chandpur	3,525			3,525		3,525
Chittagong	3,439			3,439	339	3,778
Comilla	8,525			8,525		8,525
Cox's Bazar	3,150			3,150		3,150
Feni	750			750		750
Khagrachhari	2,275			2,275		2,275
Lakshmipur	1,300			1,300		1,300
Noakhali	1,525			1,525		1,525
Rangamati	1,750			1,750		1,750
Chittagong Division	29,114	0	0	29,114	339	29,453
Dhaka	11,661		2,520	14,181	88	14,269
Faridpur	4,525			4,525	250	4,775
Gazipur	3,615			3,615		3,615
Gopalganj	2,250			2,250		2,250
Jamalpur	4,750			4,750		4,750
Kishoreganj	5,055			5,055		5,055
Madaripur	750			750		750
Manikganj	3,525			3,525		3,525
Munshiganj	0			0		0
Mymensingh	12,450			12,450		12,450
Narayanganj	1,690			1,690		1,690
Narshingdi	2,425			2,425		2,425
Netrokona	4,785			4,785	150	4,935
Rajbari	2,440			2,440	240	2,680
Shariatpur	1,900			1,900		1,900
Sherpur	4,840		6,075	10,915	200	11,115
Tangail	5,225			5,225		5,225
Dhaka Division	71,886	0	8,595	80,481	928	81,409
Bagerhat	1,400			1,400		1,400
Chuadanga	3,225			3,225		3,225
Jessore	7,206	1,200	450	8,856	181	9,037
Jhenaidah	4,097		1,595	5,692		5,692
Khulna	1,625			1,625	300	1,925
Kushtia	6,635			6,635	60	6,695
Magura	2,150			2,150		2,150

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Meherpur	1,925			1,925		1,925
Narail	600			600		600
Satkhira	1,600			1,600		1,600
Khulna Division	30,463	1,200	2,045	33,708	541	34,249
Bogra	10,125			10,125		10,125
Dinajpur	9,275			9,275		9,275
Gaibandha	8,085			8,085		8,085
Joypurhat	4,825			4,825		4,825
Kurigram	3,225			3,225	100	3,325
Lalmonirhat	3,500			3,500		3,500
Naogaon	8,550			8,550		8,550
Natore	4,975			4,975		4,975
Nawabganj	4,655			4,655	30	4,685
Nilphamari	4,250		75	4,325	25	4,350
Pabna	5,650			5,650		5,650
Panchagarh	2,950			2,950		2,950
Rajshahi	6,175			6,175		6,175
Rangpur	6,875			6,875		6,875
Sirajganj	4,075			4,075		4,075
Thakurgaon	2,675			2,675	300	2,975
Rajshahi Division	89,865	0	75	89,940	455	90,395
Habiganj	5,510		300	5,810	60	5,870
Maulvibazar	2,775			2,775		2,775
Sunamganj	1,200			1,200		1,200
Sylhet	1,750			1,750		1,750
Sylhet Division	11,235	0	300	11,535	60	11,595
Bangladesh Total	241,733	1,200	11,015	253,948	2,498	256,446

**Table 1.10.1: District-wise coverage of NFE learners – Current projects
QLIP Program**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	405	10,125	-	10,125
Dinajpur	371	9,275	-	9,275
Gaibandha	312	7,525	560	8,085
Joypurhat	181	3,925	900	4,825
Kurigram	127	3,195	30	3,225
Lalmonirhat	142	3,050	450	3,500
Naogaon	342	8,550	-	8,550
Natore	199	4,975	-	4,975
Nawabganj	186	4,655	-	4,655
Nilphamari	170	4,250	-	4,250
Pabna	226	5,650	-	5,650
Panchagarh	118	2,950	-	2,950
Rajshahi	247	5,313	862	6,175
Rangpur	275	5,158	1,717	6,875
Serajganj	163	4,075	-	4,075
Thakurgaon	105	2,525	150	2,675
Sub-total	3,569	85,196	4,669	89,865
Khulna Division				
Bagerhat	56	1,400	-	1,400
Chuadanga	129	3,225	-	3,225
Jessore	272	6,756	450	7,206
Jhenaidah	171	3,997	100	4,097
Khulna	63	1,430	195	1,625
Kushtia	265	6,595	40	6,635
Magura	86	2,150	-	2,150
Meherpur	77	1,925	-	1,925
Narail	24	600	-	600
Satkhira	64	1,600	-	1,600
Sub-total	1,207	29,678	785	30,463
Dhaka Division				
Dhaka	421	10,866	795	11,661
Faridpur	181	4,500	25	4,525
Gazipur	139	3,165	450	3,615
Gopalganj	90	2,250	-	2,250
Jamalpur	190	4,750	-	4,750
Kishoreganj	196	4,605	450	5,055
Madaripur	30	750	-	750
Manikganj	141	3,525	-	3,525
Mymensingh	498	12,450	-	12,450
Narayanganj	64	1,690	-	1,690
Narshingdi	95	2,425	-	2,425
Netrokona	191	4,785	-	4,785
Rajbari	90	2,230	210	2,440

Division&District	Total Centre	Female learner	Male learner	Total learner
Shariatpur	76	1,900	-	1,900
Sherpur	194	4,690	150	4,840
Tangail	209	5,225	-	5,225
Sub-total	2,805	69,806	2,080	71,886
Chittagong Division				
Bandarban	9	225	-	225
Brahmanbaria	106	2,650	-	2,650
Chandpur	141	3,425	100	3,525
Chittagong	132	2,926	513	3,439
Comilla	329	8,525	-	8,525
Cox's Bazar	126	3,150	-	3,150
Feni	30	750	-	750
Khagrachari	91	2,275	-	2,275
Laxmipur	52	1,225	75	1,300
Noakhali	61	1,525	-	1,525
Rangamati	70	1,750	-	1,750
Sub-total	1,147	28,426	688	29,114
Barisal Division				
Barisal	23	465	100	565
Bhola	138	3,450	-	3,450
Jhalokathi	8	210	75	285
Patuakhali	191	3,183	1,687	4,870
Sub-total	360	7,308	1,862	9,170
Sylhet Division				
Habiganj	214	5,040	470	5,510
Moulvibazar	111	2,775	-	2,775
Sunamganj	48	1,200	-	1,200
Sylhet	70	1,750	-	1,750
Sub-total	443	10,765	470	11,235
Grand-total	9,531	231,179	10,554	241,733

**Table 1.10.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
QLIP Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
Kurigram	2	70	30	100
Nawabganj	1	30	-	30
Nilphamari	1	25	-	25
Thakurgaon	10	150	150	300
Sub-total	14	275	180	455
Khulna Division				
Jessore	1	181	-	181
Khulna	10	105	195	300
Kushtia	2	20	40	60
Sub-total	13	306	235	541
Dhaka Division				
Dhaka	1	54	34	88
Faridpur	10	225	25	250
Netrokona	5	150	-	150
Rajbari	2	30	210	240
Sherpur	10	200	-	200
Sub-total	28	659	269	928
Chittagong Division				
Chittagong	8	228	111	339
Sub-total	8	228	111	339
Barisal Division				
Barisal	3	40	25	65
Jhalokathi	1	110	-	110
Sub-total	4	150	25	175
Sylhet Division				
Habiganj	2	40	20	60
Sub-total	2	40	20	60
Grand-total	69	1,658	840	2,498

Source: *Directory of NGOs with Education Programme 2006, CAMPE*

**Table 1.10.3: District-wise coverage of NFE learners – Approved projects
Quality of Life Improvement Activities**

Division&District	Total Centre	Female learner	Male learner	Total learner
Khunla Division				
Jessore	40	600	600	1,200
Grand-total	40	600	600	1,200

**Table 1.10.4: District-wise coverage of NFE learners – Planned projects
QLIP**

District Name	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Nilphamari	3	75	-	75
Sub-total	3	75	-	75
Khulna Division				
Jessore	15	225	225	450
Jhenaidah	13	1,207	388	1,595
Sub-total	28	1,432	613	2,045
Dhaka Division				
Dhaka	86	1,271	1,249	2,520
Sherpur	205	3,075	3,000	6,075
Sub-total	291	4,346	4,249	8,595
Sylhet Division				
Habiganj	10	200	100	300
Sub-total	10	200	100	300
Grand-total	332	6,053	4,962	11,015

1.11 Summary table showing Total Coverage of Ongoing Other Programs

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Barisal Division						
Barguna	5,040			5,040		5,040
Barisal	7,350			7,350		7,350
Bhola	9,834			9,834		9,834
Jhalakati	3,395			3,395		3,395
Patuakhali	2,625			2,625		2,625
Pirojpur	5,775			5,775		5,775
Sub-total	34,019	0	0	34,019	0	34,019
Chittagong Division						
Bandarban	595			595		595
Brahmanbaria	7,175			7,175		7,175
Chandpur	7,420			7,420		7,420
Chittagong	14,870	420		15,290		15,290
Comilla	10,430			10,430		10,430
Cox's Bazar	6,595			6,595		6,595
Feni	5,739			5,739		5,739
Khagrachhari	3,465			3,465		3,465
Lakshmipur	3,535			3,535		3,535
Noakhali	6,335			6,335		6,335
Rangamati	5,089			5,089		5,089
Sub-total	71,248	420	0	71,668	0	71,668
Dhaka Division						
Dhaka	19,295		5,000	24,295		24,295
Faridpur	6,895			6,895		6,895
Gazipur	6,055			6,055		6,055
Gopalganj	4,445			4,445		4,445
Jamalpur	10,642			10,642		10,642
Kishoreganj	8,575			8,575		8,575
Madaripur	4,445			4,445		4,445
Manikganj	6,300			6,300		6,300
Munshiganj	6,496			6,496		6,496
Mymensingh	10,870			10,870		10,870
Narayanganj	5,526			5,526		5,526
Narshingdi	5,688			5,688		5,688
Netrokona	7,260			7,260		7,260
Rajbari	4,445			4,445		4,445
Shariatpur	5,320			5,320		5,320
Sherpur	10,680			10,680		10,680
Tangail	9,026			9,026		9,026
Sub-total	131,963	0	5,000	136,963	0	136,963
Khulna Division						
Bagerhat	6,055			6,055		6,055
Chuadanga	4,445			4,445		4,445
Jessore	20,551		520	21,071		21,071
Jhenaidah	6,516			6,516		6,516

Division, Districts	Current Coverage (11 or more centres)	Approved Coverage (11 or more centres)	Planned Coverage (11 or more centres)	Ongoing project Coverage (11 or more centres)	Coverage of 10 or less Centres	Total coverage of Ongoing projects
Khulna	7,600			7,600		7,600
Kushtia	7,365	500		7,865		7,865
Magura	4,445			4,445		4,445
Meherpur	2,905			2,905		2,905
Narail	2,965			2,965		2,965
Satkhira	18,070			18,070		18,070
Sub-total	80,917	500	520	81,937	0	81,937
Rajshahi Division						
Bogra	11,610			11,610		11,610
Dinajpur	8,091			8,091		8,091
Gaibandha	6,475			6,475		6,475
Joypurhat	5,565			5,565		5,565
Kurigram	5,985			5,985		5,985
Lalmonirhat	5,771			5,771		5,771
Naogaon	10,734			10,734		10,734
Natore	6,195			6,195		6,195
Nawabganj	5,600			5,600		5,600
Nilphamari	5,845			5,845		5,845
Pabna	6,895			6,895		6,895
Panchagarh	5,565			5,565		5,565
Rajshahi	8,120			8,120		8,120
Rangpur	7,385			7,385		7,385
Sirajganj	7,770			7,770		7,770
Thakurgaon	4,760			4,760		4,760
Sub-total	112,366	0	0	112,366	0	112,366
Sylhet Division						
Habiganj	6,020			6,020		6,020
Maulvibazar	7,557			7,557		7,557
Sunamganj	7,225			7,225		7,225
Sylhet	11,741		1,260	13,001		13,001
Sub-total	32,543	0	1,260	33,803	0	33,803
Grand-total	463,056	920	6,780	470,756	0	470,756

**Table 1.11.1: District-wise coverage of NFE learners – Current projects
Other Programs**

Division&District	Total Centre	Female learner	Male learner	Total learner
Rajshahi Division				
Bogra	330	5,840	5,770	11,610
Dinajpur	234	4,086	4,005	8,091
Gaibandha	185	3,237	3,238	6,475
Joypurhat	159	2,781	2,784	5,565
Kurigram	171	2,989	2,996	5,985
Lalmonirhat	161	2,827	2,851	5,678
Naogaon	325	5,464	5,270	10,734
Natore	177	3,096	3,099	6,195
Nawabganj	160	2,799	2,801	5,600
Nilphamari	167	2,921	2,924	5,845
Pabna	197	3,447	3,448	6,895
Panchagarh	159	2,781	2,784	5,565
Rajshahi	232	4,058	4,062	8,120
Rangpur	211	3,691	3,694	7,385
Serajganj	222	3,882	3,888	7,770
Thakurgaon	136	2,379	2,381	4,760
Lalmonirhat	1	32	61	93
Sub-total	3,227	56,310	56,056	112,366
Khulna Division				
Bagerhat	173	3,025	3,030	6,055
Chuadanga	127	2,222	2,223	4,445
Jessore	234	4,128	3,823	7,951
Jhenaidah	192	3,261	3,255	6,516
Khulna	215	3,812	3,788	7,600
Kushtia	149	2,730	2,635	5,365
Magura	127	2,222	2,223	4,445
Meherpur	83	1,452	1,453	2,905
Narail	85	1,482	1,483	2,965
Satkhira	209	3,877	3,931	7,808
Jessore	26	12,600	-	12,600
Kushtia	100	1,500	500	2,000
Satkhira	52	5,082	5,180	10,262
Sub-total	1,772	47,393	33,524	80,917
Dhaka Division				
Dhaka	293	5,069	4,226	9,295
Faridpur	197	3,446	3,449	6,895
Gazipur	173	3,029	3,026	6,055
Gopalganj	127	2,222	2,223	4,445
Jamalpur	309	5,305	5,337	10,642
Kishoreganj	245	4,285	4,290	8,575
Madaripur	127	2,222	2,223	4,445
Manikganj	180	3,150	3,150	6,300
Munshiganj	184	3,180	3,177	6,357

Division&District	Total Centre	Female learner	Male learner	Total learner
Mymensingh	303	5,585	5,285	10,870
Narayanganj	158	2,765	2,761	5,526
Narshingdi	161	2,796	2,892	5,688
Netrokona	211	3,656	3,604	7,260
Rajbari	127	2,222	2,223	4,445
Shariatpur	152	2,659	2,661	5,320
Sherpur	308	5,222	5,458	10,680
Tangail	255	4,499	4,527	9,026
Dhaka	400	6,000	4,000	10,000
Munshiganj	6	75	64	139
Sub-total	3,916	67,387	64,576	131,963
Chittagong Division				
Bandarban	17	297	298	595
Brahmanbaria	205	3,587	3,588	7,175
Chandpur	212	3,709	3,711	7,420
Chittagong	428	7,426	7,444	14,870
Comilla	298	5,211	5,219	10,430
Cox's Bazar	182	3,266	3,329	6,595
Feni	164	2,869	2,870	5,739
Khagrachari	99	1,732	1,733	3,465
Laxmipur	101	1,767	1,768	3,535
Noakhali	181	3,167	3,168	6,335
Rangamati	105	3,252	1,837	5,089
Sub-total	1,992	36,283	34,965	71,248
Barisal Division				
Barguna	144	2,519	2,521	5,040
Barisal	210	3,673	3,677	7,350
Bhola	281	4,916	4,918	9,834
Jhalokathi	96	1,697	1,698	3,395
Patuakhali	75	1,312	1,313	2,625
Perojpur	165	2,886	2,889	5,775
Sub-total	971	17,003	17,016	34,019
Sylhet Division				
Habiganj	177	3,008	3,012	6,020
Moulvibazar	164	3,270	3,269	6,539
Sunamganj	208	3,610	3,615	7,225
Sylhet	339	5,990	5,751	11,741
Moulvibazar	4	526	492	1,018
Sub-total	892	16,404	16,139	32,543
Grand-total	12,770	240,780	222,276	463,056

**Table 1.10.2: District-wise coverage of NFE learners – Current projects
(Summary of organizations running 10 or less centres)
Others Program**

Division&District	Total centre	Total Female learner	Total Male learner	Total learner
Rajshahi Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Khulna Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Dhaka Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Chittagong Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Barisal Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Sylhet Division				
N/A	-	-	-	-
Sub-total	-	-	-	-
Grand-total	-	-	-	-

**Table 1.11.3: District-wise coverage of NFE learners – Approved projects
Other Program**

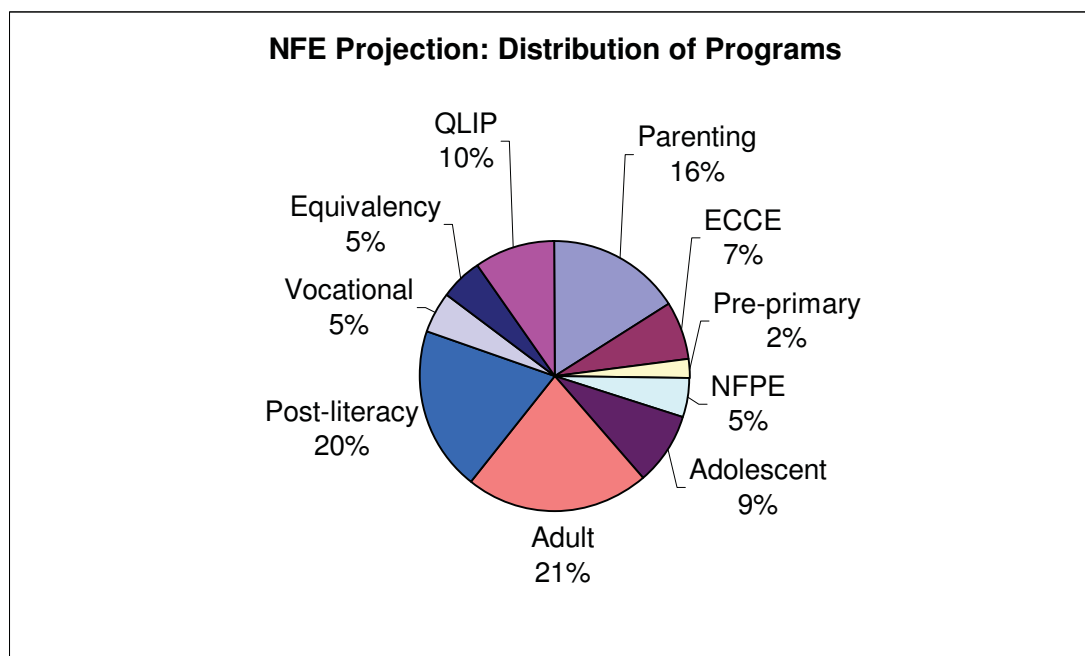
Division&District	Total Centre	Female learner	Male learner	Total learner
Khulna Division				
Kushtia	10	300	200	500
Sub-total	10	300	200	500
Chittagong Division				
Chittagong	14	238	182	420
Sub-total	14	238	182	420
Grand-total	24	538	382	920

**Table 1.11.4: District-wise coverage of NFE learners – Planned projects
Others**

District Name	Total Centre	Female learner	Male learner	Total learner
Jessore	1	12	8	20
Kushtia	10	300	200	500
Moulvibazar	36	693	567	1,260
Dhaka	200	3,000	2,000	5,000
Grand-total	247	4,005	2,775	6,780

Table 2: Summary Table showing Program-wise Target NFE learners by divisions

Programs	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Parenting	717,169	1,958,800	3,801,758	1,435,017	2,902,483	595,684	11,410,912
ECCE	315,746	989,514	1,444,660	474,396	1,189,390	334,825	4,748,531
Pre-primary	137,373	493,969	554,720	119,173	295,446	79,541	1,680,221
NFPE	256,052	664,232	970,633	265,151	860,022	238,926	3,255,017
Adolescent	305,038	1,330,037	1,806,158	673,606	1,550,656	432,796	6,098,291
Adult	768,307	2,862,578	4,856,670	1,775,944	4,102,864	1,070,314	15,436,678
Post-literacy	689,191	2,761,326	4,234,493	1,561,578	3,602,088	967,954	13,816,630
Vocational	172,298	690,331	1,058,623	390,394	900,522	241,988	3,454,157
Equivalency	172,298	690,331	1,058,623	390,394	900,522	241,988	3,454,157
QLIP	344,596	1,380,663	2,117,247	780,789	1,801,044	483,977	6,908,315



**Table 2.1: District-wise Estimated number of Target learners
Parenting Program**

Division, Districts	Estimated total potential parents (1 parent per HH)	Current program coverage	Estimated Target learners (40% of remaining HHs)
Barisal Division			
Barguna	198,599	2,798	78,321
Barisal	508,897	4,541	201,742
Bhola	365,095	60	146,014
Jhalakati	168,603	1,955	66,659
Patuakhali	315,382	3,257	124,850
Pirojpur	249,068	110	99,583
Sub-total	1,805,645	12,721	717,169
Chittagong Division			
Bandarban	68,660	60	27,440
Brahmanbaria	462,994	60	185,174
Chandpur	467,200	16,690	180,204
Chittagong	1,430,613	18,877	564,694
Comilla	905,805	20,816	353,996
Cox's Bazar	342,456	2,225	136,092
Feni	232,986	6,463	90,609
Khagrachhari	136,838	60	54,711
Lakshmipur	316,253	13,541	121,085
Noakhali	504,339	10,155	197,673
Rangamati	117,862	60	47,121
Sub-total	4,986,007	89,007	1,958,800
Dhaka Division			
Dhaka	2,366,444	12,703	941,496
Faridpur	388,009	10,382	151,051
Gazipur	527,286	15,440	204,738
Gopalganj	233,790	15,159	87,452
Jamalpur	542,506	60	216,979
Kishoreganj	606,728	401	242,531
Madaripur	251,739	5,400	98,536
Manikganj	307,156	860	122,518
Munshiganj	277,985	-	111,194
Mymensingh	1,086,561	7,432	431,652
Narayanganj	535,149	9,535	210,246
Narshingdi	427,550	8,532	167,607
Netrokona	455,470	260	182,084
Rajbari	216,388	1,881	85,803
Shariatpur	234,374	60	93,726
Sherpur	336,192	60	134,453
Tangail	807,989	8,756	319,693
Sub-total	9,601,317	96,921	3,801,758
Khulna Division			
Bagerhat	348,951	1,609	138,937
Chuadanga	283,459	1,912	112,619
Jessore	613,660	3,185	244,190
Jhenaidah	392,434	3,401	155,613

Division, Districts	Estimated total potential parents (1 parent per HH)	Current program coverage	Estimated Target learners (40% of remaining HHs)
Khulna	572,294	6,121	226,469
Kushtia	444,051	1,480	177,028
Magura	185,747	1,685	73,625
Meherpur	165,959	2,496	65,385
Narail	153,283	1,836	60,579
Satkhira	452,982	1,553	180,572
Sub-total	3,612,821	25,278	1,435,017
Rajshahi Division			
Bogra	785,667	57,669	291,199
Dinajpur	665,125	26,774	255,340
Gaibandha	568,504	25,540	217,186
Joypurhat	236,934	34,500	80,974
Kurigram	478,443	23,887	181,822
Lalmonirhat	280,511	22,657	103,142
Naogaon	628,193	39,181	235,605
Natore	389,377	34,975	141,761
Nawabganj	326,035	31,915	117,648
Nilphamari	377,610	11,423	146,475
Pabna	521,955	22,165	199,916
Panchagarh	202,197	8,468	77,492
Rajshahi	591,192	37,930	221,305
Rangpur	678,972	26,443	261,012
Sirajganj	663,521	21,174	256,939
Thakurgaon	295,900	9,228	114,669
Sub-total	7,690,135	433,929	2,902,483
Sylhet Division			
Habiganj	353,626	10,830	137,119
Maulvibazar	320,522	9,169	124,541
Sunamganj	384,762	2,319	152,977
Sylhet	468,981	16,363	181,047
Sub-total	1,527,891	38,681	595,684
Grand-total	29,223,816	696,537	11,410,912

**Table 2.2: District-wise Estimated number of Target learners
ECCE**

Division, Districts	Total 3-4 age-group children (2006)	NFE target of ECCE as per NPA II (60% of the children)	Current program coverage	Estimated Target learners
Barisal Division				
Barguna	47,772	28,663	820	27,843
Barisal	146,844	88,106	1,935	86,171
Bhola	139,700	83,820	60	83,760
Jhalakati	42,154	25,293	1,110	24,183
Patuakhali	95,917	57,550	1,840	55,710
Pirojpur	63,565	38,139	60	38,079
Sub-total	535,952	321,571	5,825	315,746
Chittagong Division				
Bandarban	21,933	13,160	60	13,100
Brahmanbaria	184,901	110,940	60	110,880
Chandpur	136,936	82,161	3,935	78,226
Chittagong	397,584	238,551	870	237,681
Comilla	322,278	193,367	2,024	191,343
Cox's Bazar	152,258	91,355	160	91,195
Feni	75,073	45,044	60	44,984
Khagrachhari	46,099	27,659	60	27,599
Lakshmipur	106,204	63,722	2,865	60,857
Noakhali	188,575	113,145	330	112,815
Rangamati	35,504	21,302	468	20,834
Sub-total	1,667,343	1,000,406	10,892	989,514
Dhaka Division				
Dhaka	399,035	239,421	2,770	236,651
Faridpur	126,340	75,804	60	75,744
Gazipur	111,917	67,150	5,532	61,618
Gopalganj	76,337	45,802	935	44,867
Jamalpur	138,672	83,203	60	83,143
Kishoreganj	201,929	121,157	480	120,677
Madaripur	76,949	46,169	60	46,109
Manikganj	67,473	40,484	60	40,424
Munshiganj	69,889	41,933	152	41,781
Mymensingh	335,295	201,177	60	201,117
Narayanganj	138,520	83,112	265	82,847
Narshingdi	128,980	77,388	525	76,863
Netrokona	156,967	94,180	260	93,920
Rajbari	59,161	35,496	335	35,161
Shariatpur	80,030	48,018	60	47,958
Sherpur	85,936	51,562	60	51,502
Tangail	174,397	104,638	360	104,278
Sub-total	2,427,824	1,456,694	12,034	1,444,660
Khulna Division				
Bagerhat	86,834	52,100	60	52,040
Chuadanga	54,257	32,554	60	32,494
Jessore	134,038	80,423	1,034	79,389

Division, Districts	Total 3-4 age-group children (2006)	NFE target of ECCE as per NPA II (60% of the children)	Current program coverage	Estimated Target learners
Jhenaidah	81,603	48,962	1,321	47,641
Khulna	126,994	76,197	3,000	73,197
Kushtia	89,244	53,546	149	53,397
Magura	49,567	29,740	60	29,680
Meherpur	29,017	17,410	350	17,060
Narail	40,846	24,507	60	24,447
Satkhira	109,692	65,815	765	65,050
Sub-total	802,091	481,255	6,859	474,396
Rajshahi Division				
Bogra	166,302	99,781	150	99,631
Dinajpur	169,182	101,509	3,713	97,796
Gaibandha	138,703	83,222	90	83,132
Joypurhat	44,290	26,574	60	26,514
Kurigram	122,661	73,597	345	73,252
Lalmonirhat	73,006	43,804	5,112	38,692
Naogaon	258,983	155,390	360	155,030
Natore	79,578	47,747	60	47,687
Nawabganj	93,905	56,343	60	56,283
Nilphamari	120,709	72,425	780	71,645
Pabna	124,017	74,410	510	73,900
Panchagarh	59,609	35,765	60	35,705
Rajshahi	123,339	74,003	120	73,883
Rangpur	164,297	98,578	770	97,808
Sirajganj	177,467	106,480	460	106,020
Thakurgaon	87,518	52,511	100	52,411
Sub-total	2,003,566	1,202,140	12,750	1,189,390
Sylhet Division				
Habiganj	141,352	84,811	925	83,886
Maulvibazar	72,178	43,307	450	42,857
Sunamganj	160,125	96,075	305	95,770
Sylhet	187,286	112,372	60	112,312
Sub-total	560,941	336,565	1,740	334,825
Grand-total	7,997,718	4,798,631	50,100	4,748,531

**Table 2.3: District-wise Estimated number of Target learners
Pre-Primary Program**

Division, Districts	Total 5 year children in the area (2006)	NFE target of Pre-school (75% of total children of the age-group)	Current program coverage of Pre-Primary program (NFE)	Estimated Target learners
Barisal Division				
Barguna	27,338	20,503	10,968	9,535
Barisal	84,342	63,257	28,373	34,884
Bhola	79,423	59,568	17,652	41,916
Jhalakati	22,565	16,924	8,346	8,578
Patuakhali	54,739	41,054	17,841	23,213
Pirojpur	35,863	26,898	7,650	19,248
Sub-total	304,270	228,203	90,830	137,373
Chittagong Division				
Bandarban	11,996	11,996	11,418	578
Brahmanbaria	99,138	74,353	22,557	51,796
Chandpur	85,346	64,010	22,232	41,778
Chittagong	212,477	159,358	30,675	128,683
Comilla	183,471	137,603	41,210	96,393
Cox's Bazar	78,541	58,906	23,777	35,129
Feni	42,397	31,798	9,342	22,456
Khagrachhari	24,335	18,251	8,039	10,212
Lakshmipur	60,722	45,542	10,595	34,947
Noakhali	105,833	79,375	14,170	65,205
Rangamati	18,918	14,188	7,396	6,792
Sub-total	923,175	695,380	201,411	493,969
Dhaka Division				
Dhaka	213,083	159,812	43,615	116,197
Faridpur	49,511	37,133	20,558	16,575
Gazipur	58,114	43,586	24,245	19,341
Gopalganj	40,531	30,398	13,153	17,245
Jamalpur	75,952	56,964	28,872	28,092
Kishoreganj	99,327	74,495	21,344	53,151
Madaripur	42,846	32,134	11,140	20,994
Manikganj	36,836	27,627	19,423	8,204
Munshiganj	37,927	28,445	9,100	19,345
Mymensingh	174,774	131,081	52,526	78,555
Narayanganj	52,073	39,055	16,189	22,866
Narshingdi	70,672	53,004	18,051	34,953
Netrokona	80,207	60,155	24,367	35,788
Rajbari	30,651	22,988	18,972	4,016
Shariatpur	44,470	33,352	15,402	17,950
Sherpur	46,950	35,212	21,410	13,802
Tangail	94,664	70,998	23,354	47,644
Sub-total	1,248,587	936,441	381,721	554,720
Khulna Division				
Bagerhat	46,145	34,609	12,369	22,240
Chuadanga	29,471	22,103	15,028	7,075

Division, Districts	Total 5 year children in the area (2006)	NFE target of Pre-school (75% of total children of the age-group)	Current program coverage of Pre-Primary program (NFE)	Estimated Target learners
Jessore	73,823	55,367	36,849	18,518
Jhenaidah	44,456	33,342	26,393	6,949
Khulna	68,000	51,000	29,817	21,183
Kushtia	48,993	36,744	25,665	11,079
Magura	24,026	19,221	18,711	510
Meherpur	14,970	11,228	9,696	1,532
Narail	21,524	16,143	8,974	7,169
Satkhira	61,323	45,993	23,076	22,917
Sub-total	432,732	325,751	206,578	119,173
Rajshahi Division				
Bogra	87,194	65,395	38,282	27,113
Dinajpur	91,136	68,352	52,982	15,370
Gaibandha	72,971	54,729	35,306	19,423
Joypurhat	22,776	17,082	16,136	946
Kurigram	60,797	45,598	41,866	3,732
Lalmonirhat	41,061	30,796	22,803	7,993
Naogaon	72,869	54,651	30,945	23,706
Natore	43,559	32,670	22,701	9,969
Nawabganj	56,452	42,339	17,718	24,621
Nilphamari	64,638	48,479	34,091	14,388
Pabna	70,637	52,978	27,195	25,783
Panchagarh	30,586	22,939	14,234	8,705
Rajshahi	68,320	51,240	28,493	22,747
Rangpur	86,778	65,083	35,582	29,501
Sirajganj	99,171	74,378	26,954	47,424
Thakurgaon	47,523	35,642	21,617	14,025
Sub-total	1,016,468	762,351	466,905	295,446
Sylhet Division				
Habiganj	60,114	45,086	19,172	25,914
Maulvibazar	60,278	45,208	16,854	28,354
Sunamganj	84,159	63,119	18,426	44,693
Sylhet	97,748	73,311	25,089	48,222
Sub-total	302,299	226,724	79,541	79,541
Grand-total	4,227,532	3,174,849	1,426,986	1,680,221

**Table 2.4: District-wise Estimated number of Target learners
NFPE Program**

Division, Districts	Total 6-10 age-group children (2005)	Number of 6-10 year children enrolled (2005)	Percentage of drop-out (Data of Baseline Survey 2005 on GPS, RNGPS & Exp. Schools is used)	Estimated Number of out-of-school children	Current NFPE program coverage	Estimated Target learners (40% of out-of-school Children)
Barisal Division						
Barguna	143,019	121,884	54.30	87,318	4,819	33,000
Barisal	326,191	322,946	40.60	134,361	10,053	49,723
Bhola	352,334	309,587	59.50	226,951	19,666	82,914
Jhalakati	96,996	92,976	43.30	44,279	3,495	16,313
Patuakhali	249,929	234,224	46.60	124,853	1,799	49,222
Pirojpur	138,792	123,853	45.80	71,664	9,463	24,880
Sub-total	1,307,261	1,205,470	48.35	689,426	49,295	256,052
Chittagong Division						
Bandarban	43,817	36,461	53.70	26,936	5,600	8,534
Brahmanbaria	392,986	365,624	54.10	225,165	19,192	82,389
Chandpur	320,905	318,846	42.70	138,206	11,607	50,640
Chittagong	795,295	670,155	41.90	405,935	79,677	130,503
Comilla	677,958	629,777	54.90	393,929	43,218	140,284
Cox's Bazar	292,484	218,507	57.50	199,619	15,113	73,802
Feni	165,070	147,044	37.00	72,432	3,488	27,578
Khagrachhari	84,258	76,562	53.20	48,427	11,220	14,883
Lakshmipur	240,496	223,903	51.10	131,007	11,593	47,766
Noakhali	417,066	369,606	46.00	217,479	20,617	78,745
Rangamati	79,471	72,292	36.70	33,710	10,940	9,108
Sub-total	3,509,806	3,128,777	48.07	1,892,844	232,265	664,232
Dhaka Division						
Dhaka	703,156	581,797	30.50	298,807	71,712	90,838
Faridpur	247,734	211,445	61.00	165,270	18,544	58,691
Gazipur	270,697	185,297	37.50	154,886	25,574	51,725
Gopalganj	149,966	134,074	40.00	69,522	10,408	23,645
Jamalpur	292,830	272,078	68.70	207,670	31,806	70,345
Kishoreganj	371,279	344,032	58.80	229,538	36,317	77,288
Madaripur	169,365	150,993	50.60	94,774	10,627	33,659
Manikganj	154,190	129,128	42.50	79,941	16,460	25,393
Munshiganj	153,123	144,438	35.00	59,238	5,129	21,644
Mymensingh	637,669	590,064	64.10	425,836	62,022	145,526
Narayanganj	292,385	250,219	37.60	136,248	13,441	49,123
Narshingdi	265,054	227,935	51.70	154,961	17,795	54,867
Netrokona	379,237	263,941	59.20	271,549	26,737	97,925
Rajbari	130,341	111,757	56.00	81,168	19,273	24,758
Shariatpur	162,534	149,544	51.10	89,407	15,514	29,557
Sherpur	189,229	134,398	72.60	152,404	39,927	44,991
Tangail	389,393	359,674	51.00	213,153	36,506	70,659
Sub-total	4,958,182	4,240,814	51.05	2,884,373	457,792	970,633

Division, Districts	Total 6-10 age-group children (2005)	Number of 6-10 year children enrolled (2005)	Percentage of drop-out (Data of Baseline Survey 2005 on GPS, RNGPS & Exp. Schools is used)	Estimated Number of out-of-school children	Current NFPE program coverage	Estimated Target learners (40% of out-of-school Children)
<i>Khulna Division</i>						
Bagerhat	185,728	165,227	45.10	95,018	11,097	33,569
Chuadanga	127,422	125,387	52.00	67,236	23,285	17,580
Jessore	301,119	268,565	39.70	139,174	37,963	40,485
Jhenaidah	193,197	172,774	48.70	104,564	18,941	34,249
Khulna	250,580	232,913	35.60	100,584	17,024	33,424
Kushtia	205,919	185,879	58.30	128,407	51,409	30,799
Magura	108,650	88,397	51.70	65,954	16,970	19,594
Meherpur	78,426	75,508	49.50	40,294	17,279	9,206
Narail	89,345	79,123	42.20	43,612	9,446	13,666
Satkhira	231,933	227,482	42.90	102,041	20,594	32,579
<i>Sub-total</i>	<i>1,772,319</i>	<i>1,621,255</i>	<i>46.57</i>	<i>886,886</i>	<i>224,008</i>	<i>265,151</i>
<i>Rajshahi Division</i>						
Bogra	374,650	327,691	54.30	224,895	45,270	71,850
Dinajpur	358,034	330,135	48.10	186,694	43,918	57,110
Gaibandha	355,599	318,583	67.00	250,467	61,083	75,753
Joypurhat	98,145	85,773	49.10	54,487	18,663	14,329
Kurigram	332,457	276,436	67.00	241,233	34,654	82,632
Lalmonirhat	185,130	181,639	52.10	98,125	19,622	31,401
Naogaon	290,724	278,936	48.30	146,514	31,019	46,198
Natore	163,574	145,842	54.50	97,216	34,460	25,102
Nawabganj	199,288	177,750	37.10	87,483	18,430	27,621
Nilphamari	262,955	232,311	62.00	174,677	26,238	59,376
Pabna	290,868	265,461	65.90	200,346	18,703	72,657
Panchagarh	132,060	129,135	50.20	67,751	13,298	21,781
Rajshahi	277,930	250,467	46.90	144,932	34,839	44,037
Rangpur	329,576	308,231	63.40	216,763	29,264	75,000
Sirajganj	473,583	385,531	61.20	323,997	23,942	120,022
Thakurgaon	181,858	178,822	61.60	113,190	25,311	35,152
<i>Sub-total</i>	<i>4,306,431</i>	<i>3,872,743</i>	<i>55.54</i>	<i>2,628,770</i>	<i>478,714</i>	<i>860,022</i>
<i>Sylhet Division</i>						
Habiganj	277,873	229,325	59.80	185,684	48,402	54,913
Maulvibazar	242,197	220,404	45.10	121,195	27,304	37,556
Sunamganj	289,783	260,457	64.10	196,279	19,323	70,782
Sylhet	367,464	334,858	49.50	198,361	9,174	75,675
<i>Sub-total</i>	<i>1,177,317</i>	<i>1,045,044</i>	<i>54.63</i>	<i>701,519</i>	<i>104,203</i>	<i>238,926</i>
Grand-total	17,031,316	15,114,103	47.10	9,683,818	1,546,277	3,255,017

**Table 2.5: District-wise Estimated number of Target learners
Adolescent Program**

Division & Districts	Total 11-14 age-group population (BBS data 2001, adjusted for 2006)	Literacy rate in the district (Based on BBS data 2001, adjusted with national literacy rate 2006)	Estimated number of illiterates (Calculated based on the Literacy rate)	Current program coverage	Estimated Target learners
Barisal Division					
Barguna	81,781	59.15	33,407	5,829	27,578
Barisal	249,360	60.85	97,624	8,620	89,004
Bhola	167,274	40.75	99,110	10,860	88,250
Jhalakati	73,033	67.25	23,918	22,785	1,133
Patuakhali	146,130	55.25	65,393	550	64,843
Pirojpur	110,210	68.15	35,102	873	34,229
Sub-total	827,788	53.6	384,094	49,517	305,038
Chittagong Division					
Bandarban	28,799	35.55	18,561	486	18,075
Brahmanbaria	231,966	43.35	131,409	1,110	130,299
Chandpur	247,918	54.15	113,670	4,026	109,644
Chittagong	937,156	59.4	380,485	12,996	367,489
Comilla	492,939	49.85	247,209	2,975	244,234
Cox's Bazar	207,961	34.05	137,150	2,425	134,725
Feni	144,934	58.55	60,075	0	60,075
Khagrachhari	54,546	45.65	29,646	0	29,646
Lakshmipur	162,015	46.75	86,273	4,650	81,623
Noakhali	288,018	55.55	128,024	750	127,274
Rangamati	51,567	47.45	27,099	146	26,953
Sub-total	2,847,819	47.9	1,483,714	29,564	1,330,037
Dhaka Division					
Dhaka	843,129	68.65	264,321	10,345	253,976
Faridpur	187,667	44.75	103,686	2,925	100,761
Gazipur	195,863	60.25	77,855	0	77,855
Gopalganj	120,493	46.25	64,765	2,200	62,565
Jamalpur	193,849	35.65	124,742	15,430	109,312
Kishoreganj	224,743	42.15	130,014	8,185	121,829
Madaripur	120,234	46.25	64,626	750	63,876
Manikganj	116,021	44.85	63,985	340	63,645
Munshiganj	141,039	55.45	62,833	0	62,833
Mymensingh	402,861	42.95	229,832	2,250	227,582
Narayanganj	187,549	55.55	83,365	450	82,915
Narshingdi	181,630	46.75	96,718	1,495	95,223
Netrokona	179,874	38.75	110,173	1,805	108,368
Rajbari	98,547	43.65	55,531	475	55,056
Shariatpur	115,810	42.75	66,301	7,875	58,426
Sherpur	114,641	35.75	73,657	680	72,977
Tangail	323,350	40.5	192,393	3,435	188,958
Sub-total	3,747,299	50.95	1,838,050	58,640	1,806,158

Division & Districts	Total 11-14 age-group population (BBS data 2001, adjusted for 2006)	Literacy rate in the district (Based on BBS data 2001, adjusted with national literacy rate 2006)	Estimated number of illiterates (Calculated based on the Literacy rate)	Current program coverage	Estimated Target learners
<i>Khulna Division</i>					
Bagerhat	144,788	62.55	54,223	3,197	51,026
Chuadanga	103,339	44.75	57,095	0	57,095
Jessore	250,004	55.05	112,377	1,875	110,502
Jhenaidah	133,591	48.55	68,732	660	68,072
Khulna	240,249	61.65	92,136	4,415	87,721
Kushtia	173,638	44.25	96,803	0	96,803
Magura	84,795	48.55	43,627	0	43,627
Meherpur	59,432	41.65	34,679	400	34,279
Narail	68,520	52.45	32,581	0	32,581
Satkhira	191,242	49.35	96,864	4,964	91,900
<i>Sub-total</i>	1,449,598	51.2	707,404	15,511	673,606
<i>Rajshahi Division</i>					
Bogra	285,784	46.75	152,180	1,970	150,210
Dinajpur	253,820	49.55	128,052	260	127,792
Gaibandha	197,994	39.55	119,687	1,095	118,592
Joypurhat	73,631	53.45	34,275	0	34,275
Kurigram	171,353	37.25	107,524	1,104	106,420
Lalmonirhat	106,641	46.15	57,426	9,799	47,627
Naogaon	213,070	48.25	110,264	575	109,689
Natore	141,992	45.45	77,456	0	77,456
Nawabganj	149,987	39.75	90,367	200	90,167
Nilphamari	144,541	42.65	82,894	9,000	73,894
Pabna	223,445	46.25	120,102	375	119,727
Panchagarh	85,554	47.75	44,702	1,470	43,232
Rajshahi	230,711	51.35	112,241	430	111,811
Rangpur	247,367	45.75	134,196	830	133,366
Sirajganj	271,343	44.45	150,731	375	150,356
Thakurgaon	119,301	45.65	64,840	8,800	56,040
<i>Sub-total</i>	2,916,533	41.8	1,697,422	36,283	1,550,656
<i>Sylhet Division</i>					
Habiganj	160,893	41.55	94,042	785	93,257
Maulvibazar	155,321	45.95	83,951	1,275	82,676
Sunamganj	184,003	28.25	132,022	6,010	126,012
Sylhet	259,746	49.45	131,301	450	130,851
<i>Sub-total</i>	759,963	44.3	423,299	8,520	432,796
Grand-total	12,548,999	50	6,274,499	198,035	6,098,291

**Table 2.6 District-wise Estimated number of Target learners
Adult Literacy**

Division, Districts	Total 15-44 age-group population	Literacy rate in the district (Based on BBS data 2001, adjusted with national literacy rate 2006)	Estimated number of illiterates (Calculated based on the literacy rate of the district)	Current program coverage	Estimated Target learners (50% of the existing illiterates)
Barisal Division					
Barguna	400,403	59.15	163,565	7,400	78,082
Barisal	1,012,721	60.85	396,480	1,687	197,397
Bhola	731,392	40.75	433,350	907	216,221
Jhalakati	294,851	67.25	96,564	2,496	47,034
Patuakhali	676,919	55.25	302,921	450	151,236
Pirojpur	492,851	68.15	156,973	300	78,337
Sub-total	3,609,138	53.6	1,674,640	13,240	768,307
Chittagong Division					
Bandarban	156,242	35.55	100,698	300	50,199
Brahmanbaria	994,648	43.35	563,468	1,170	281,149
Chandpur	968,577	54.15	444,092	1,725	221,184
Chittagong	4,274,329	59.4	1,735,377	1,070	867,154
Comilla	1,997,539	49.85	1,001,766	1,400	500,183
Cox's Bazar	806,062	34.05	531,598	175	265,711
Feni	561,977	58.55	232,940	2,050	115,445
Khagrachhari	288,902	45.65	157,018	300	78,359
Lakshmipur	636,012	46.75	338,676	1,950	168,363
Noakhali	1,107,140	55.55	492,124	1,975	245,074
Rangamati	266,726	47.45	140,164	650	69,757
Sub-total	12,058,153	47.9	6,282,298	12,765	2,862,578
Dhaka Division					
Dhaka	5,471,630	68.65	1,715,356	390	857,483
Faridpur	812,114	44.75	448,693	635	224,029
Gazipur	1,139,579	60.25	452,982	1,065	225,959
Gopalganj	509,325	46.25	273,762	1,667	136,048
Jamalpur	1,375,753	35.65	885,297	8,510	438,394
Kishoreganj	1,130,592	42.15	654,047	565	326,741
Madaripur	484,619	46.25	260,483	2,800	128,841
Manikganj	618,298	44.85	340,991	1,950	169,521
Munshiganj	611,467	55.45	272,408	578	135,915
Mymensingh	1,913,550	42.95	1,091,680	1,245	545,218
Narayanganj	1,059,388	55.55	470,898	320	235,289
Narshingdi	884,166	46.75	470,818	10,180	230,319
Netrokona	891,421	38.75	545,995	3,200	271,398
Rajbari	453,024	43.65	255,279	2,970	126,155
Shariatpur	458,512	42.75	262,498	6,800	127,849
Sherpur	599,881	35.75	385,424	275	192,574
Tangail	1,630,549	40.5	970,177	300	484,938
Sub-total	20,043,869	50.95	9,831,518	43,450	4,856,670

Division, Districts	Total 15-44 age-group population	Literacy rate in the district (Based on BBS data 2001, adjusted with national literacy rate 2006)	Estimated number of illiterates (Calculated based on the literacy rate of the district)	Current program coverage	Estimated Target learners (50% of the existing illiterates)
<i>Khulna Division</i>					
Bagerhat	728,071	62.55	272,663	600	136,031
Chuadanga	558,344	44.75	308,485	2,504	152,990
Jessore	1,305,681	55.05	586,904	26,720	280,092
Jhenaidah	828,644	48.55	426,337	16,860	204,739
Khulna	1,254,597	61.65	481,138	1,087	240,026
Kushtia	915,256	44.25	510,255	4,484	252,886
Magura	402,160	48.55	206,911	515	103,198
Meherpur	329,900	41.65	192,497	610	95,943
Narail	316,445	52.45	150,469	300	75,085
Satkhira	930,519	49.35	471,308	1,400	234,954
<i>Sub-total</i>	<i>7,569,617</i>	<i>51.2</i>	<i>3,693,973</i>	<i>55,080</i>	<i>1,775,944</i>
<i>Rajshahi Division</i>					
Bogra	1,568,097	46.75	835,012	675	417,168
Dinajpur	1,338,161	49.55	675,102	3,000	336,051
Gaibandha	980,911	39.55	592,961	2,200	295,380
Joypurhat	449,203	53.45	209,104	3,045	103,029
Kurigram	842,496	37.25	528,666	1,720	263,473
Lalmonirhat	534,772	46.15	287,975	1,280	143,347
Naogaon	1,242,395	48.25	642,939	4,900	319,020
Natore	789,042	45.45	430,422	650	214,886
Nawabganj	697,569	39.75	420,285	3,940	208,173
Nilphamari	755,739	42.65	433,416	300	216,558
Pabna	1,049,484	46.25	564,098	1,112	281,493
Panchagarh	408,383	47.75	213,380	1,360	106,010
Rajshahi	1,276,881	51.35	621,203	1,480	309,861
Rangpur	1,305,652	45.75	708,316	660	353,828
Sirajganj	1,342,544	44.45	745,783	4,120	370,832
Thakurgaon	608,111	45.65	330,508	3,000	163,754
<i>Sub-total</i>	<i>15,189,439</i>	<i>41.8</i>	<i>8,840,254</i>	<i>33,442</i>	<i>4,102,864</i>
<i>Sylhet Division</i>					
Habiganj	791,449	41.55	462,602	1,030	230,786
Maulvibazar	764,866	45.95	413,410	416	206,497
Sunamganj	920,361	28.25	660,359	1,559	329,400
Sylhet	1,202,894	49.45	608,063	800	303,632
<i>Sub-total</i>	<i>3,679,570</i>	<i>44.3</i>	<i>2,049,520</i>	<i>3,805</i>	<i>1,070,314</i>
<i>Grand-total</i>	<i>62,149,786</i>	<i>50</i>	<i>31,074,893</i>	<i>161,782</i>	<i>15,436,678</i>

**Table 2.7: District-wise Estimated number of Target learners
Post-Literacy and Continuing Education Program**

Division & Districts	Estimated Target learners for Post-Literacy program (50% of targeted learners in adult literacy program + targeted adolescents learners)	Estimated Target learners for Vocational program (25% of the Post-literacy learner is targeted)	Estimated Target learners for Equivalency program (25% of the Post-literacy learner is targeted)	Estimated Target learners for QLIP program (50% of the Post-literacy learner is targeted)
Barisal Division				
Barguna	66,619	16,655	16,655	33,310
Barisal	187,703	46,926	46,926	93,851
Bhola	196,361	49,090	49,090	98,180
Jhalakati	24,650	6,163	6,163	12,325
Patuakhali	140,461	35,115	35,115	70,231
Pirojpur	73,397	18,349	18,349	36,699
Sub-total	689,191	172,298	172,298	344,596
Chittagong Division				
Bandarban	43,174	10,794	10,794	21,587
Brahmanbaria	270,873	67,718	67,718	135,437
Chandpur	220,236	55,059	55,059	110,118
Chittagong	801,066	200,267	200,267	400,533
Comilla	494,325	123,581	123,581	247,163
Cox's Bazar	267,581	66,895	66,895	133,790
Feni	117,798	29,449	29,449	58,899
Khagrachhari	68,825	17,206	17,206	34,413
Lakshmipur	165,805	41,451	41,451	82,902
Noakhali	249,811	62,453	62,453	124,906
Rangamati	61,831	15,458	15,458	30,916
Sub-total	2,761,326	690,331	690,331	1,380,663
Dhaka Division				
Dhaka	682,717	170,679	170,679	341,359
Faridpur	212,775	53,194	53,194	106,388
Gazipur	190,835	47,709	47,709	95,417
Gopalganj	130,589	32,647	32,647	65,294
Jamalpur	328,509	82,127	82,127	164,254
Kishoreganj	285,199	71,300	71,300	142,600
Madaripur	128,297	32,074	32,074	64,148
Manikganj	148,406	37,101	37,101	74,203
Munshiganj	130,790	32,698	32,698	65,395
Mymensingh	500,191	125,048	125,048	250,096
Narayanganj	200,560	50,140	50,140	100,280
Narshingdi	210,382	52,596	52,596	105,191
Netrokona	244,066	61,017	61,017	122,033
Rajbari	118,134	29,533	29,533	59,067
Shariatpur	122,351	30,588	30,588	61,175
Sherpur	169,264	42,316	42,316	84,632
Tangail	431,428	107,857	107,857	215,714

Division & Districts	Estimated Target learners for Post-Literacy program (50% of targeted learners in adult literacy program + targeted adolescents learners)	Estimated Target learners for Vocational program (25% of the Post-literacy learner is targeted)	Estimated Target learners for Equivalency program (25% of the Post-literacy learner is targeted)	Estimated Target learners for QLIP program (50% of the Post-literacy learner is targeted)
Sub-total	4,234,493	1,058,623	1,058,623	2,117,247
Khulna Division				
Bagerhat	119,042	29,760	29,760	59,521
Chuadanga	133,590	33,398	33,398	66,795
Jessore	250,548	62,637	62,637	125,274
Jhenaidah	170,442	42,610	42,610	85,221
Khulna	207,733	51,933	51,933	103,867
Kushtia	223,246	55,812	55,812	111,623
Magura	95,226	23,807	23,807	47,613
Meherpur	82,250	20,563	20,563	41,125
Narail	70,123	17,531	17,531	35,062
Satkhira	209,377	52,344	52,344	104,689
Sub-total	1,561,578	390,394	390,394	780,789
Rajshahi Division				
Bogra	358,794	89,698	89,698	179,397
Dinajpur	295,818	73,954	73,954	147,909
Gaibandha	266,283	66,571	66,571	133,141
Joypurhat	85,790	21,447	21,447	42,895
Kurigram	238,157	59,539	59,539	119,078
Lalmonirhat	119,301	29,825	29,825	59,651
Naogaon	269,198	67,300	67,300	134,599
Natore	184,900	46,225	46,225	92,450
Nawabganj	194,254	48,563	48,563	97,127
Nilphamari	182,173	45,543	45,543	91,087
Pabna	260,473	65,118	65,118	130,236
Panchagarh	96,237	24,059	24,059	48,118
Rajshahi	266,741	66,685	66,685	133,371
Rangpur	310,281	77,570	77,570	155,140
Sirajganj	335,772	83,943	83,943	167,886
Thakurgaon	137,917	34,479	34,479	68,959
Sub-total	3,602,088	900,522	900,522	1,801,044
Sylhet Division				
Habiganj	208,650	52,163	52,163	104,325
Maulvibazar	185,924	46,481	46,481	92,962
Sunamganj	290,712	72,678	72,678	145,356
Sylhet	282,667	70,667	70,667	141,334
Sub-total	967,954	241,988	241,988	483,977
Grand-total	13,816,630	3,454,157	3,454,157	6,908,315

B. Maps

List of Maps

Map:4.1	PARENTING PROGRAM: District-wise Current Coverage of Learners
Map:4.2	ECCE PROGRAM: District-wise Current Coverage of Learners
Map:4.3	PRE-PRIMARY: District-wise Current Coverage of Learners
Map:4.4	NFPE: District-wise Current Coverage of Learners
Map:4.5	ADOLESCENT: District-wise Current Coverage of Learners
Map:4.6	ADULT LITERACY: District-wise Current Coverage of Learners
Map:4.7	POST LITERACY: District-wise Current Coverage of Learners
Map:4.8	VOCATIONAL PROGRAM: District-wise Current Coverage of Learners
Map:4.9	QLIP: District-wise Current Coverage of Learners
Map:5.1	PARENTING PROGRAM: District-wise Projected Target
Map:5.2	ECCE PROGRAM: District-wise Projected Target
Map:5.3	PRE-PRIMARY: District-wise Projected Target
Map:5.4	NFPE: District-wise Projected Target
Map:5.5	ADOLESCENT: District-wise Projected Target
Map:5.6	ADULT LITERACY: District-wise Projected Target
Map:5.7	POST LITERACY: District-wise Projected Target
Map:5.8	VOCATIONAL PROGRAM: District-wise Projected Target
Map:5.9	QLIP: District-wise Projected Target
Map:B1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B4	NFPE Upazila-wise Current Coverage of Learners in Barisal Division
Map:B5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B7	POST LITERACY Upazila-wise Current Coverage of Learners in Barisal Division
Map:B8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B9	QLIP: Upazila-wise Current Coverage of Learners in Barisal Division
Map:B10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:B11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:B12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Barisal Division
Map:C1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong

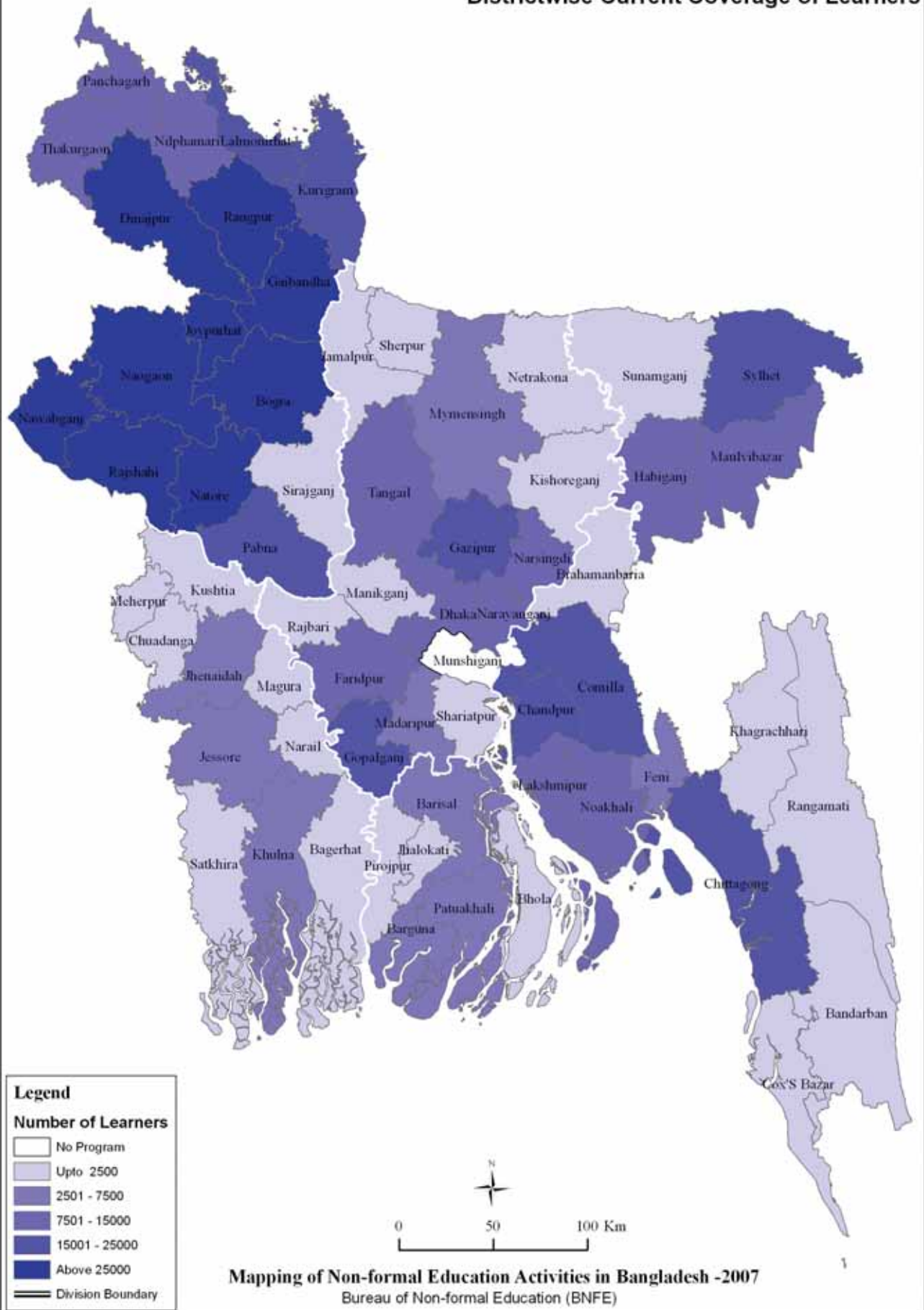
	Division
Map:C2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C4	NFPE: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C7	POST LITERACY: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C9	QLIP: Upazila-wise Current Coverage of Learners in Chittagong Division
Map:C10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:C11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:C12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Chittagong Division
Map:D1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D4	NFPE: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D7	POST LITERACY: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D9	QLIP: Upazila-wise Current Coverage of Learners in Dhaka Division
Map:D10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:D11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:D12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Dhaka Division
Map:K1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K4	NFPE: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K7	POST LITERACY: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K8	VOCATIONAL PROGRAM: Upazila-wise Current Coverage of Learners in Khulna Division

Map:K9	QLIP: Upazila-wise Current Coverage of Learners in Khulna Division
Map:K10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Khulna Division
Map:K11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Khulna Division
Map:K12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Khulna Division
Map:R1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R4	NFPE: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R7	POST LITERACY: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R8	VOCATIONAL PROGRAM : Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R9	QLIP: Upazila-wise Current Coverage of Learners in Rajshahi Division
Map:R10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:R11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:R12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Rajshahi Division
Map:S1	PARENTING PROGRAM: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S2	ECCE PROGRAM: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S3	PRE-PRIMARY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S4	NFPE: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S5	ADOLESCENT: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S6	ADULT LITERACY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S7	POST LITERACY: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S8	VOCATIONAL PROGRAM Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S9	QLIP: Upazila-wise Current Coverage of Learners in Sylhet Division
Map:S10	Parenting, ECCE & Pre-Primary: Upazila-wise Distribution of NFE Programs in Sylhet Division
Map:S11	NFPE, Adolescent & Adult: Upazila-wise Distribution of NFE Programs in Sylhet Division
Map:S12	Post-Literacy, Vocational & QLIP: Upazila-wise Distribution of NFE Programs in Sylhet Division

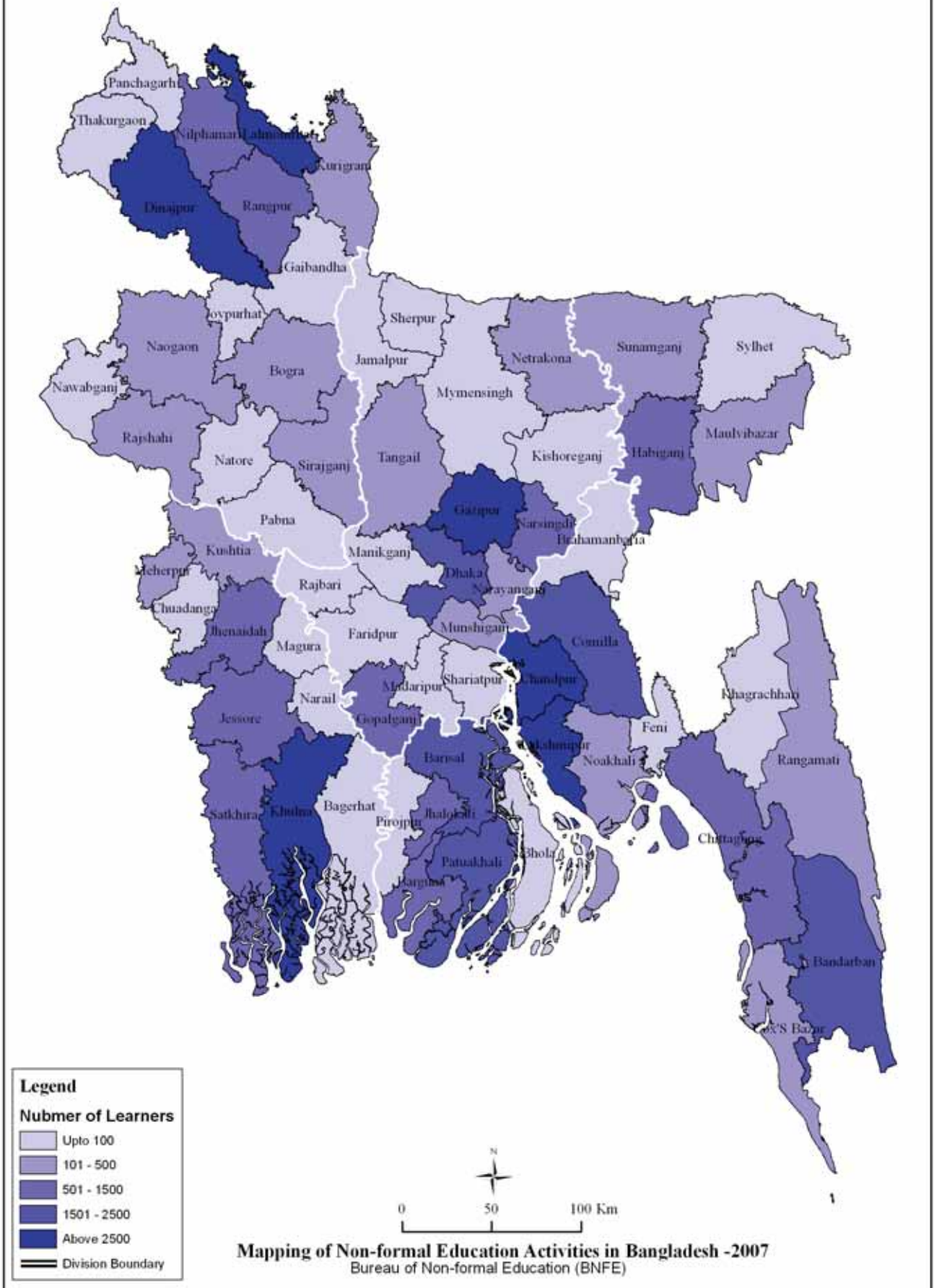
Current Coverage

PARENTING PROGRAM

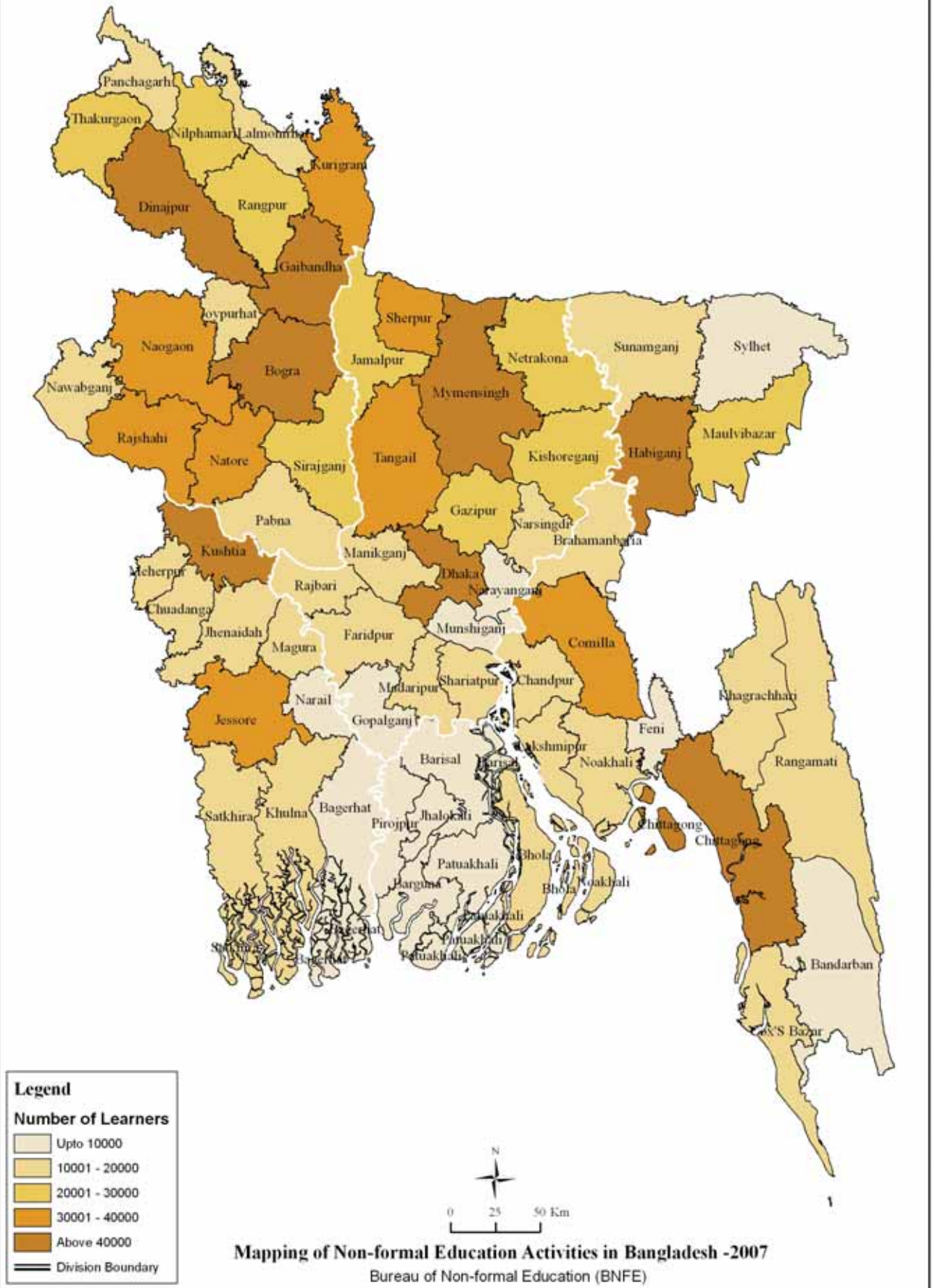
Districtwise Current Coverage of Learners



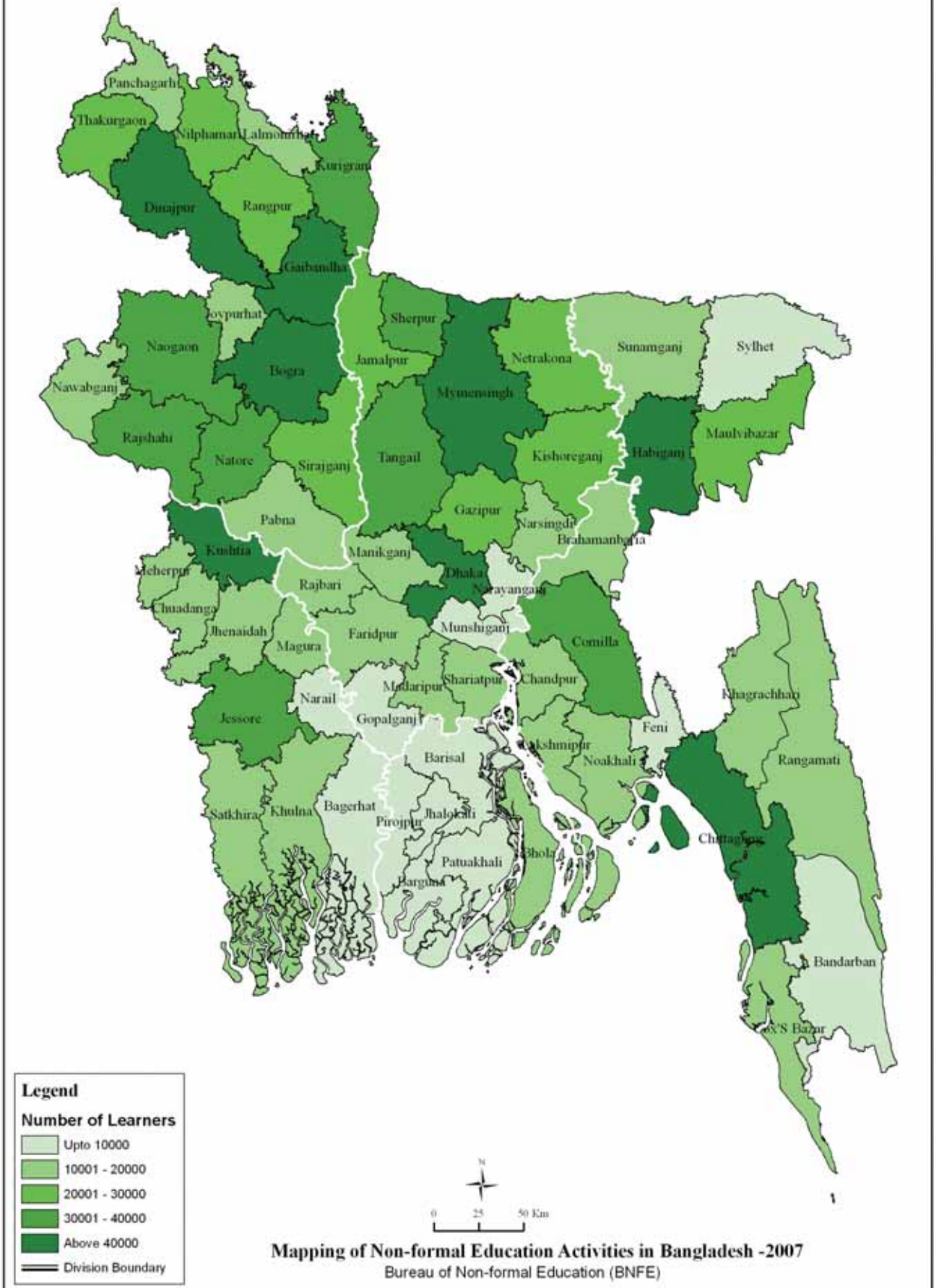
Map: 4.1



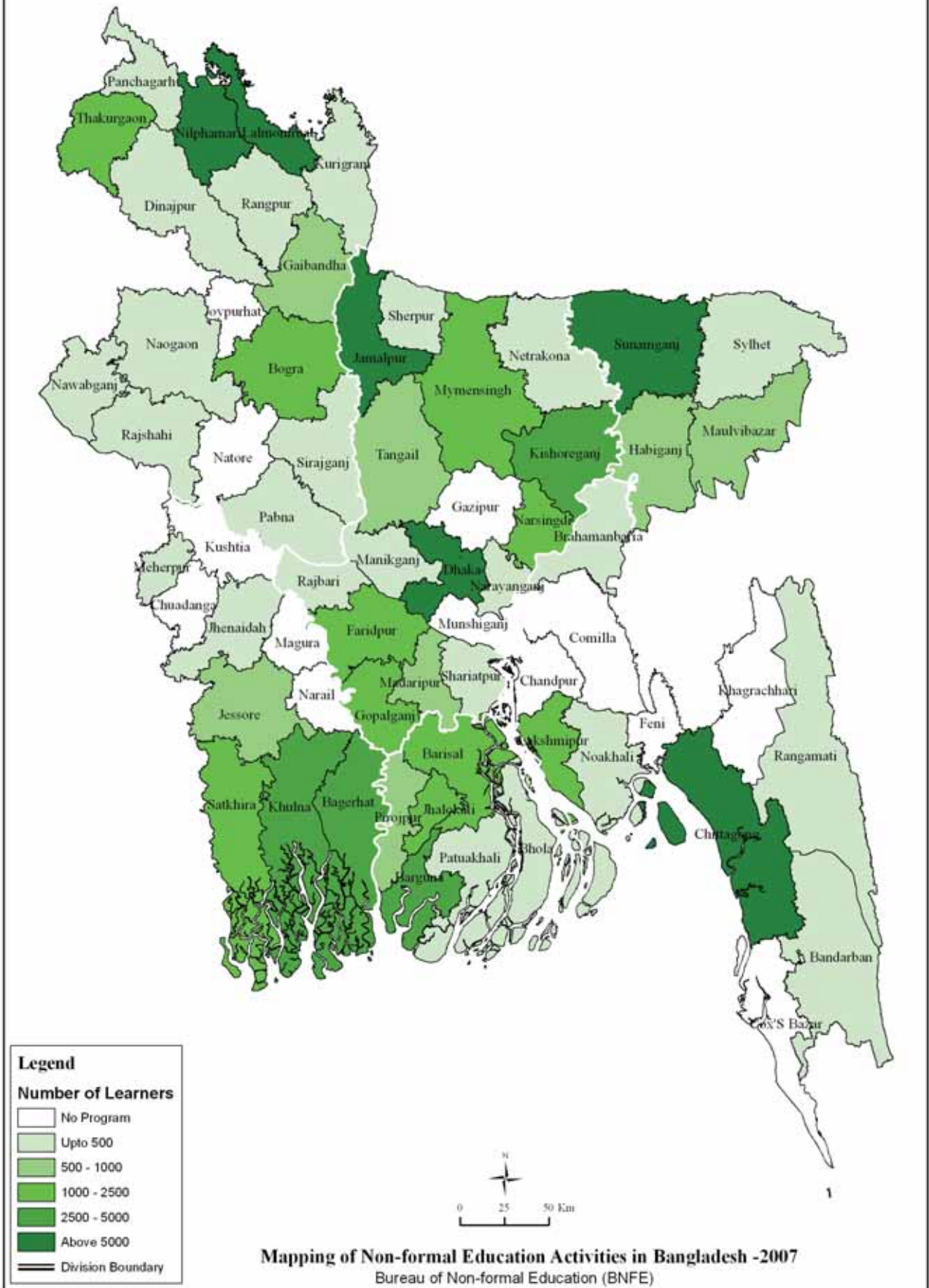
Map: 4.2



Map: 4.3



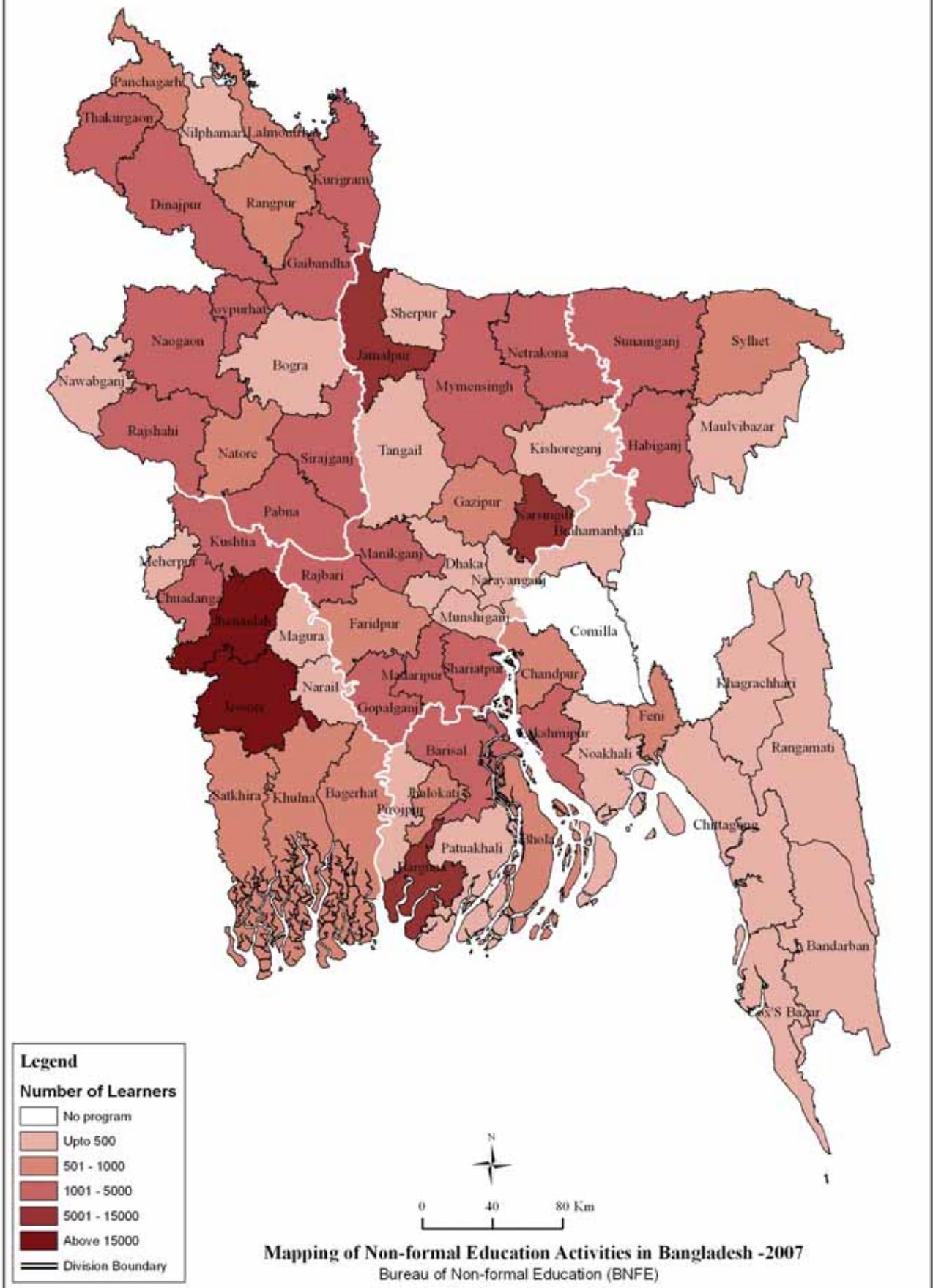
Map: 4.4



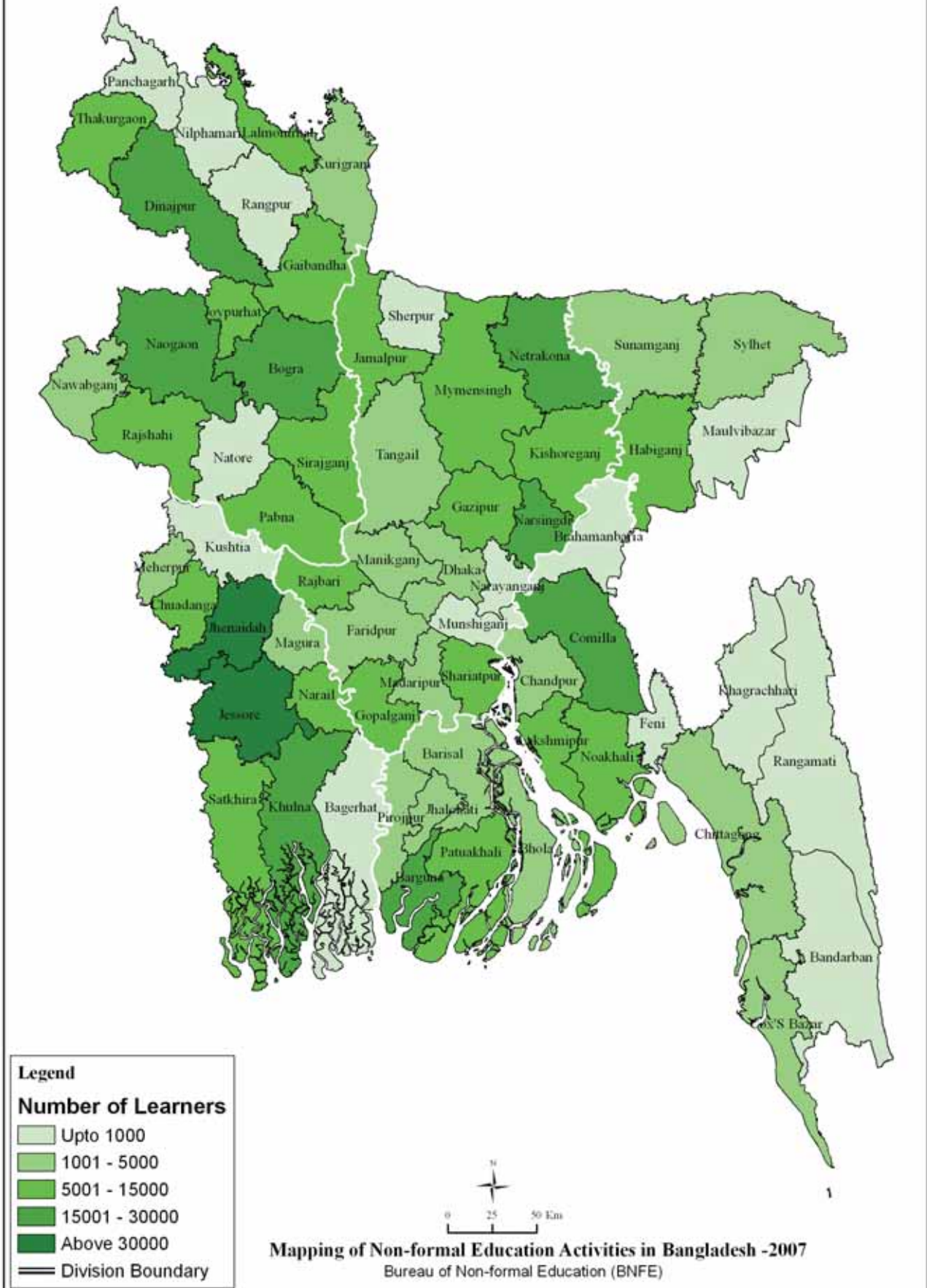
Map: 4.5

ADULT LITERACY PROGRAM

Districtwise Current Coverage of Learners



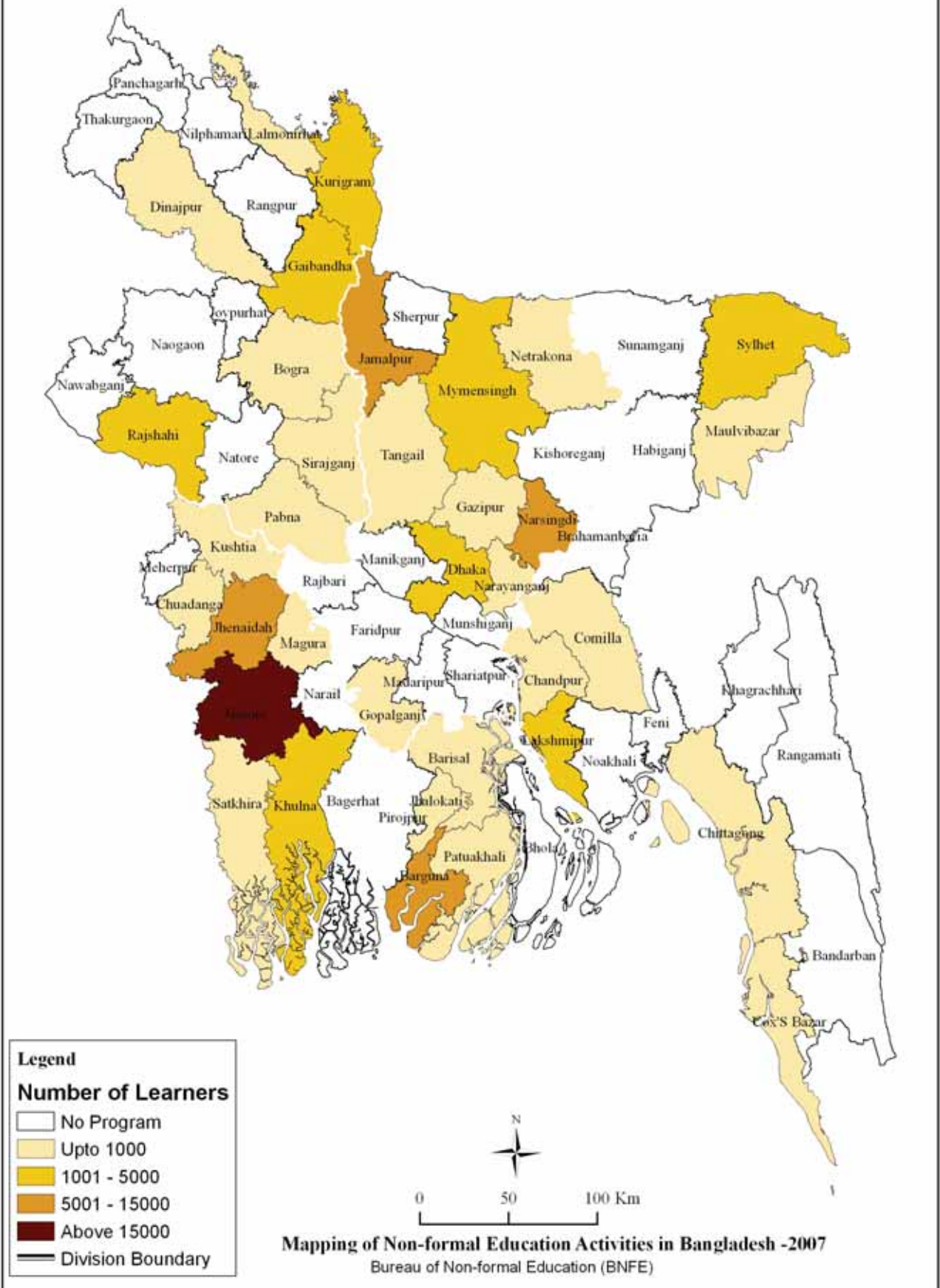
Map: 4.6



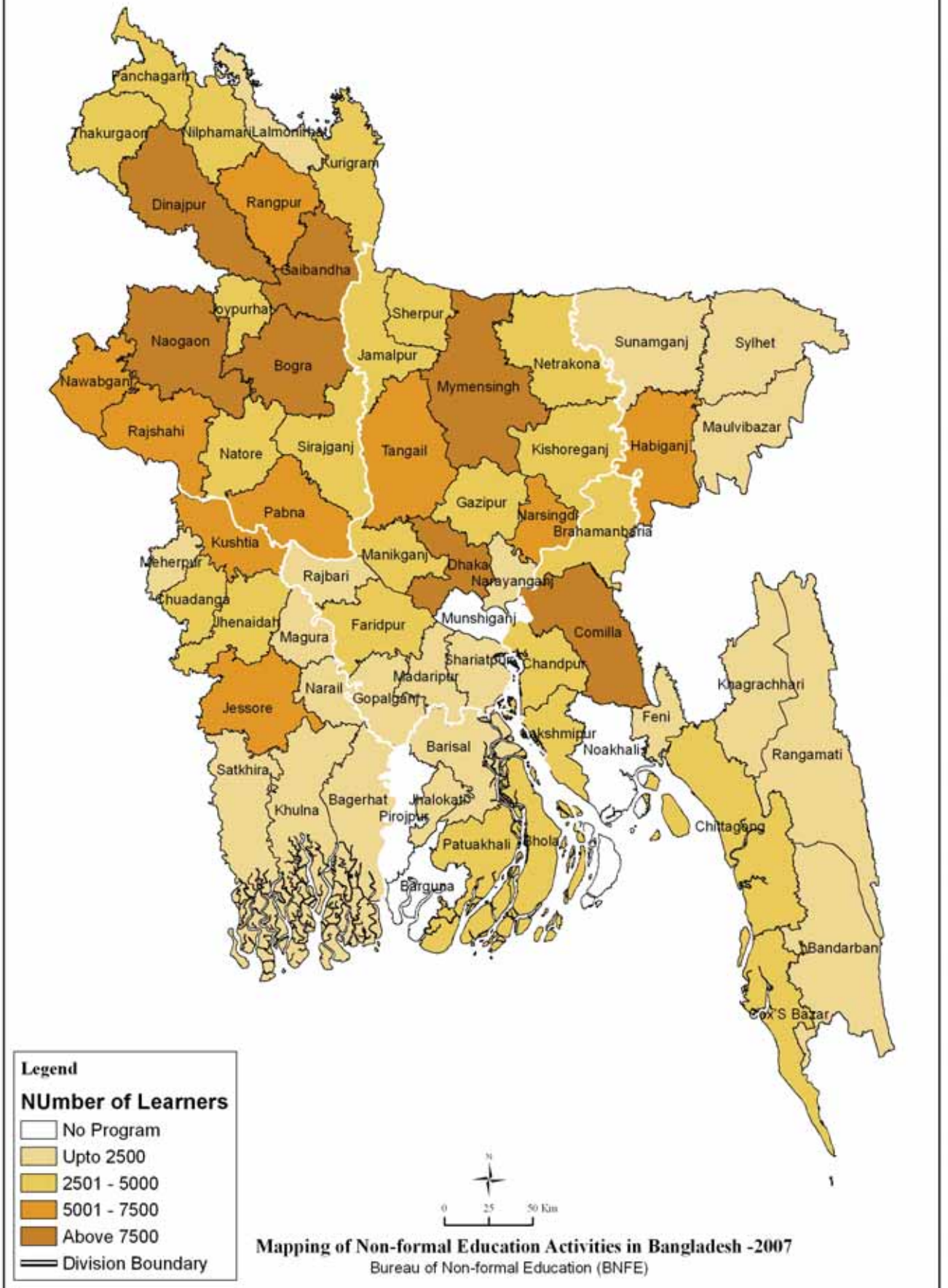
Map: 4.7

VOCATIONAL PROGRAM

Districtwise Current Coverage of Learners

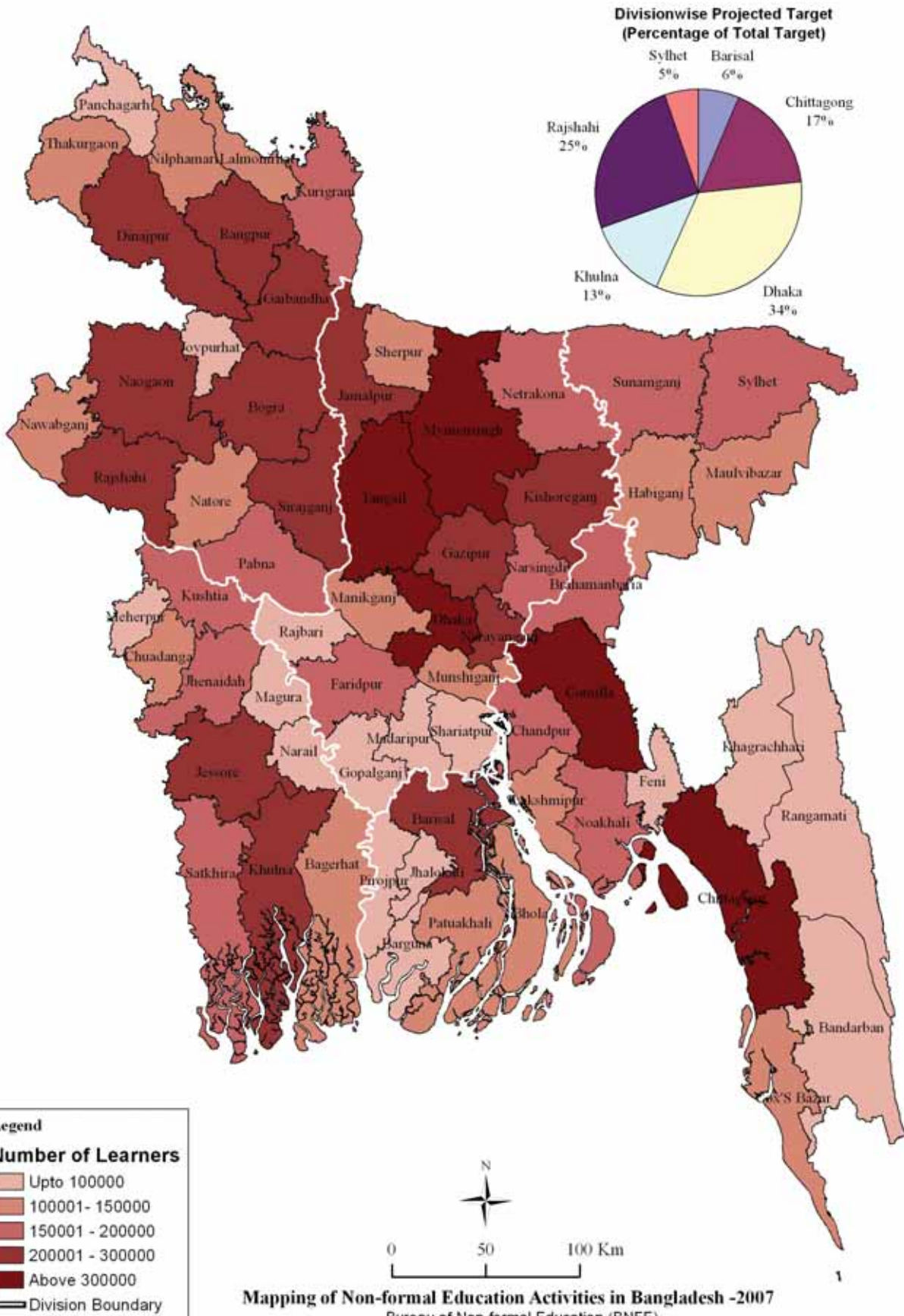


Map: 4.8

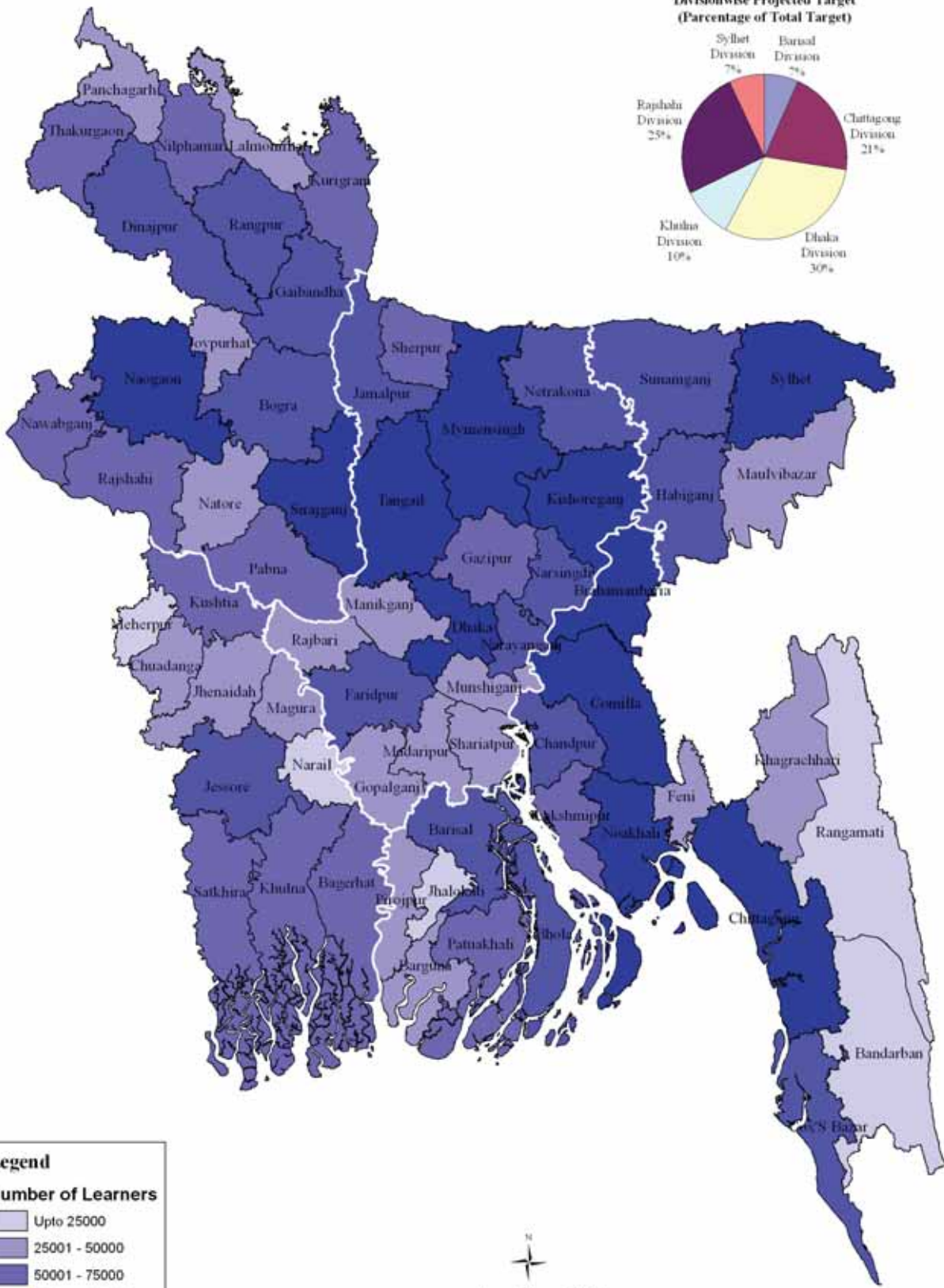


Map: 4.9

PARENTING PROGRAM Districtwise Projected Target



Map: 5.1



Legend

Number of Learners

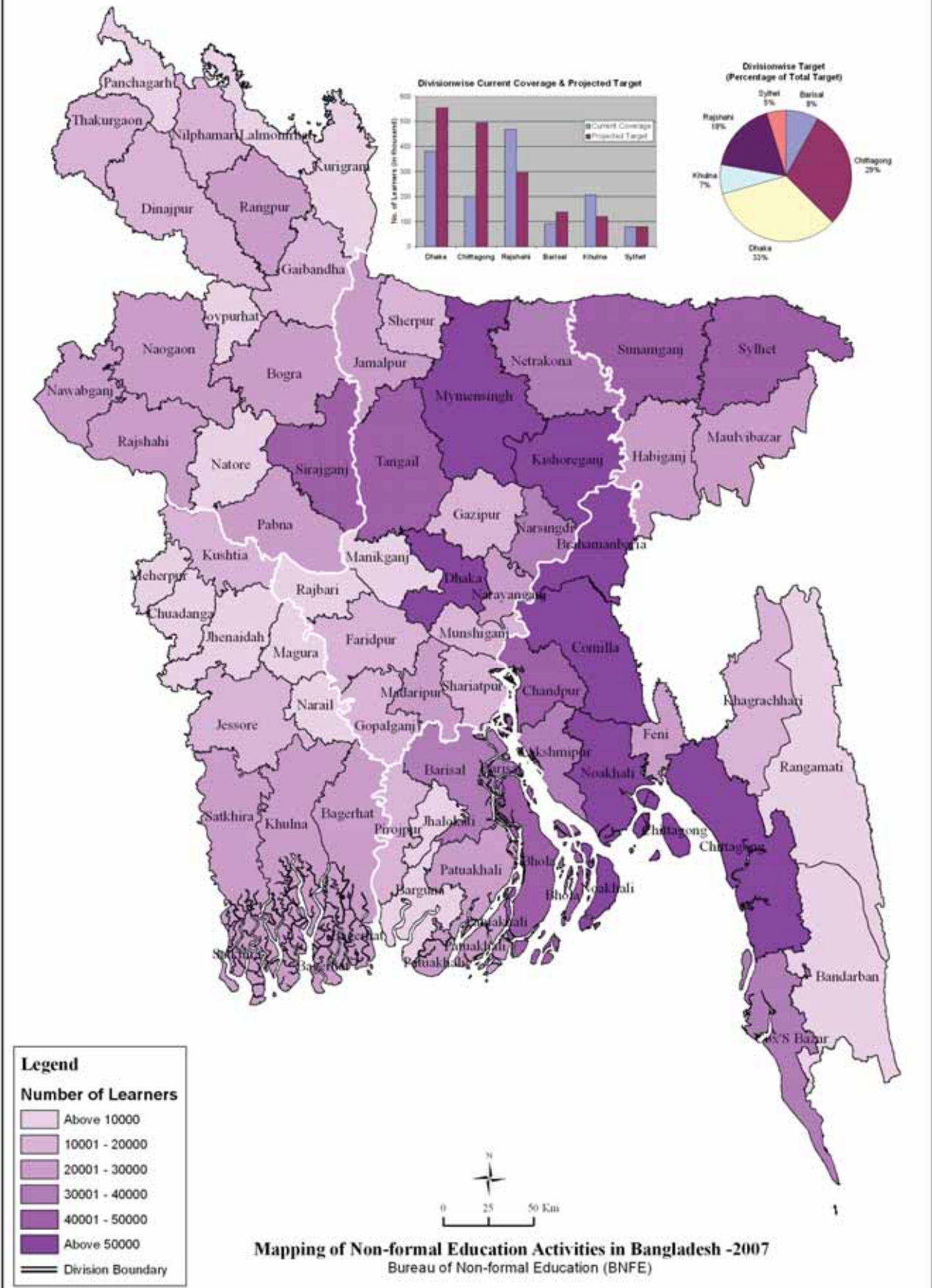
- Upto 25000
- 25001 - 50000
- 50001 - 75000
- 75001 - 100000
- Above 100000

— Division Boundary

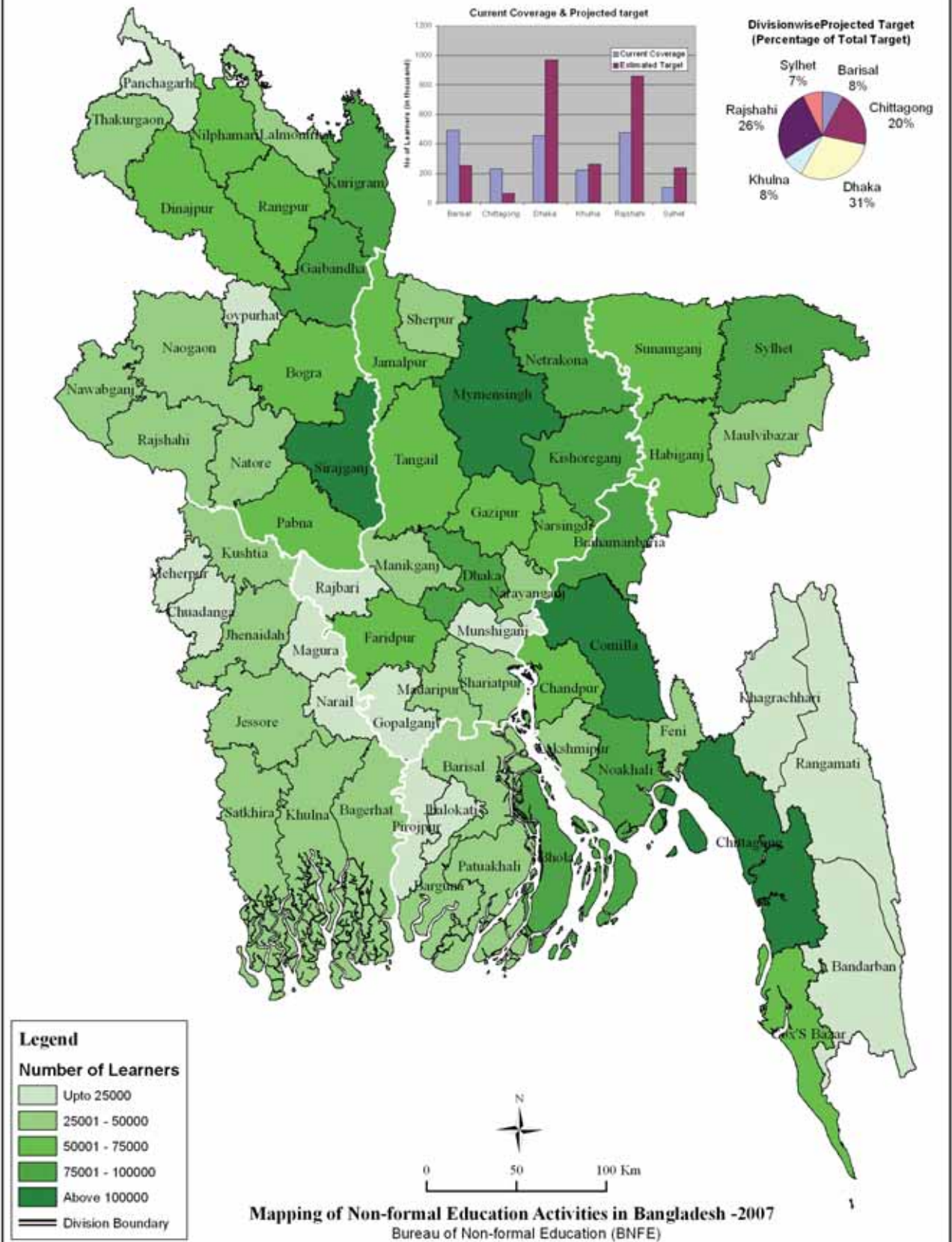


Mapping of Non-formal Education Activities in Bangladesh -2007
 Bureau of Non-formal Education (BNFE)

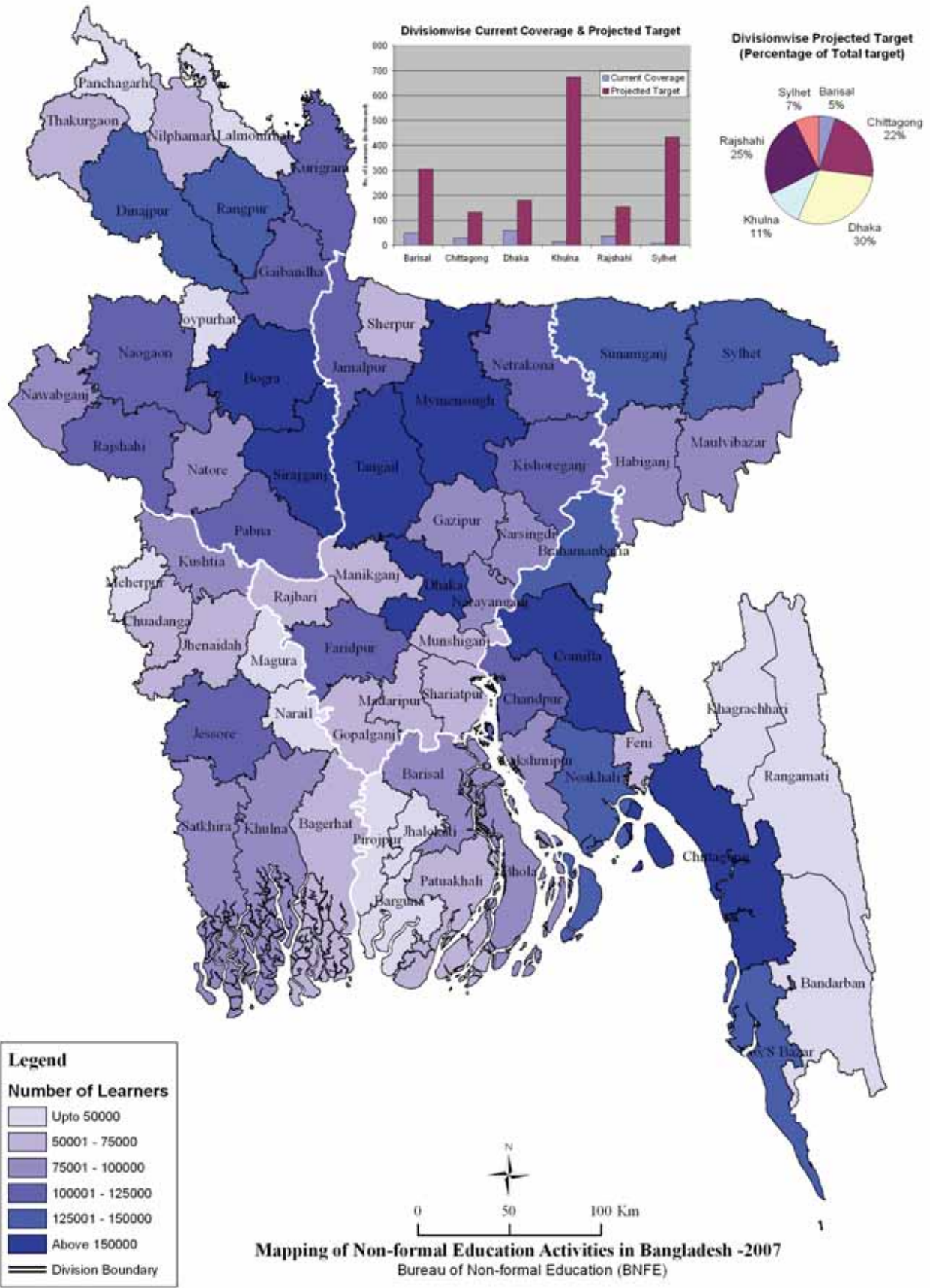
Map: 5.2



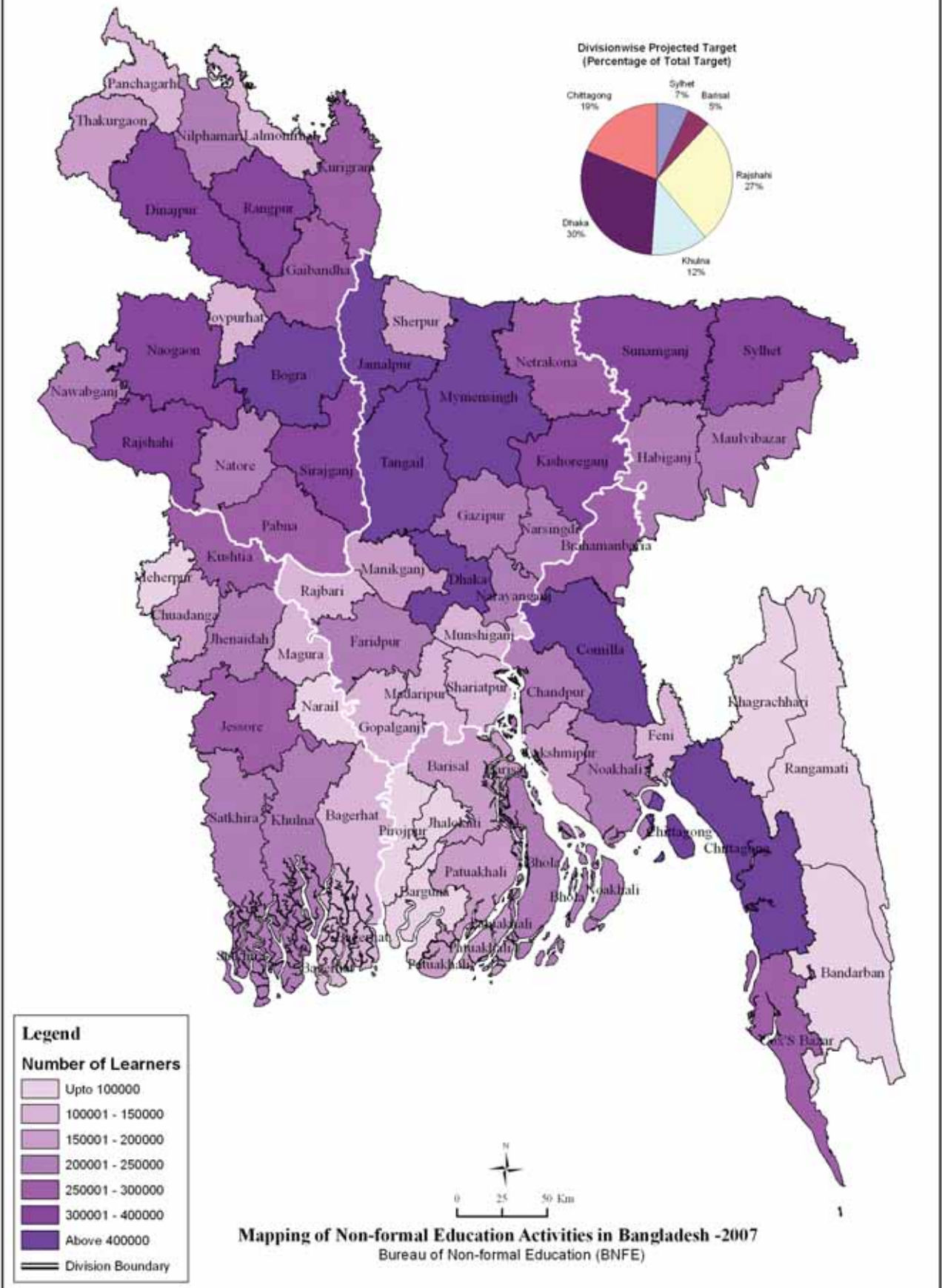
Map: 5.3



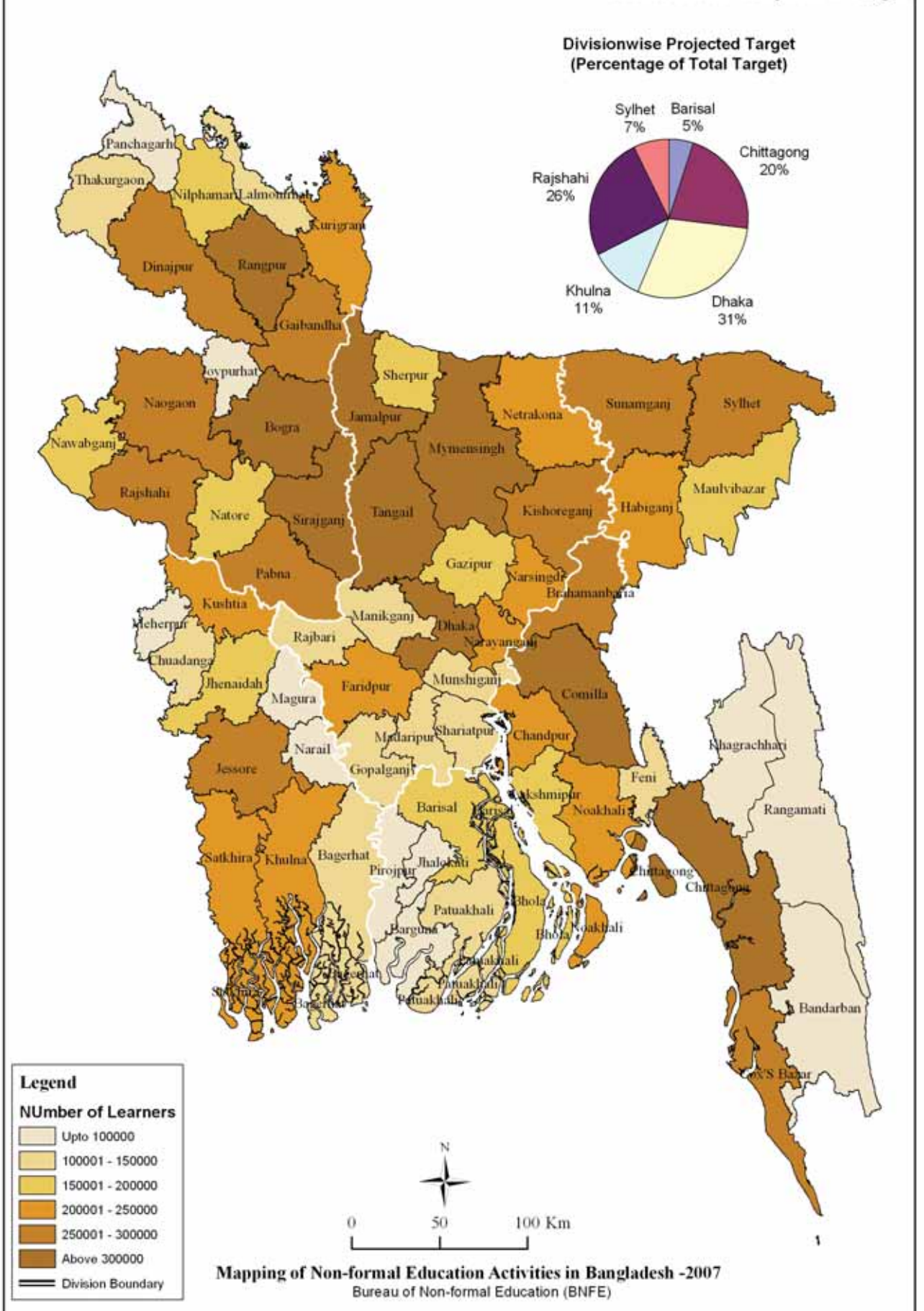
Map: 5.4



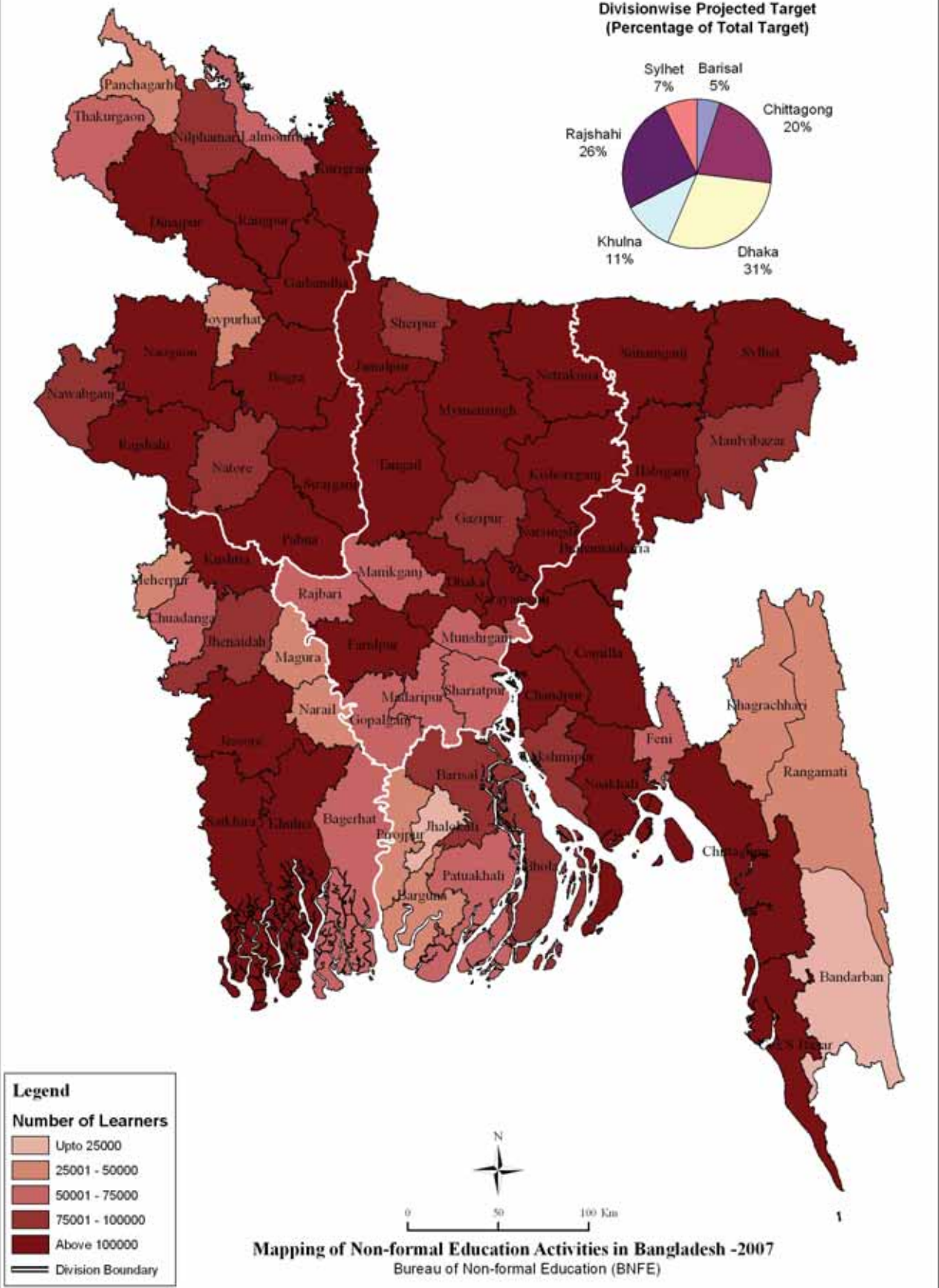
Map: 5.5



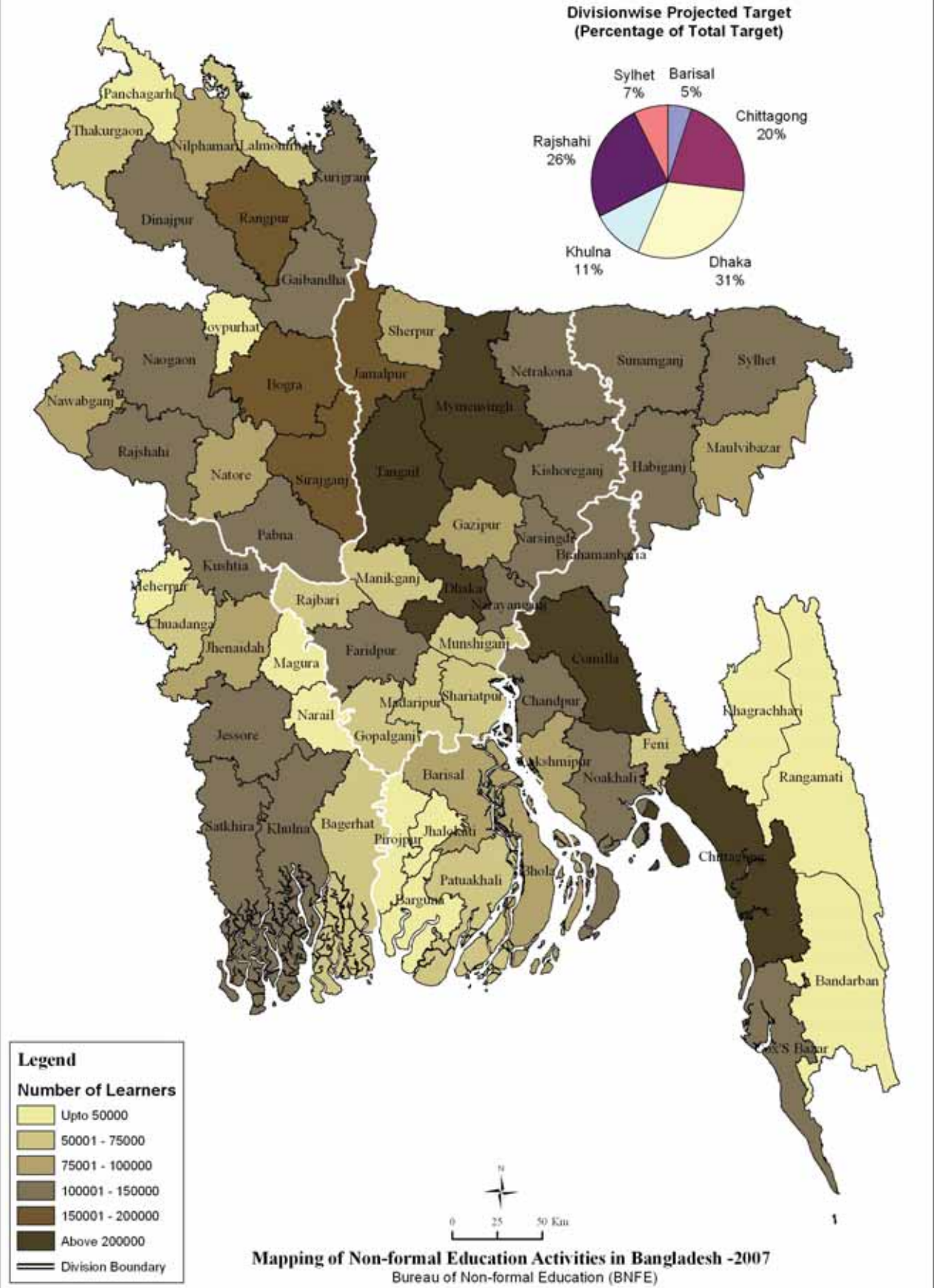
Map: 5.6



Map: 5.7

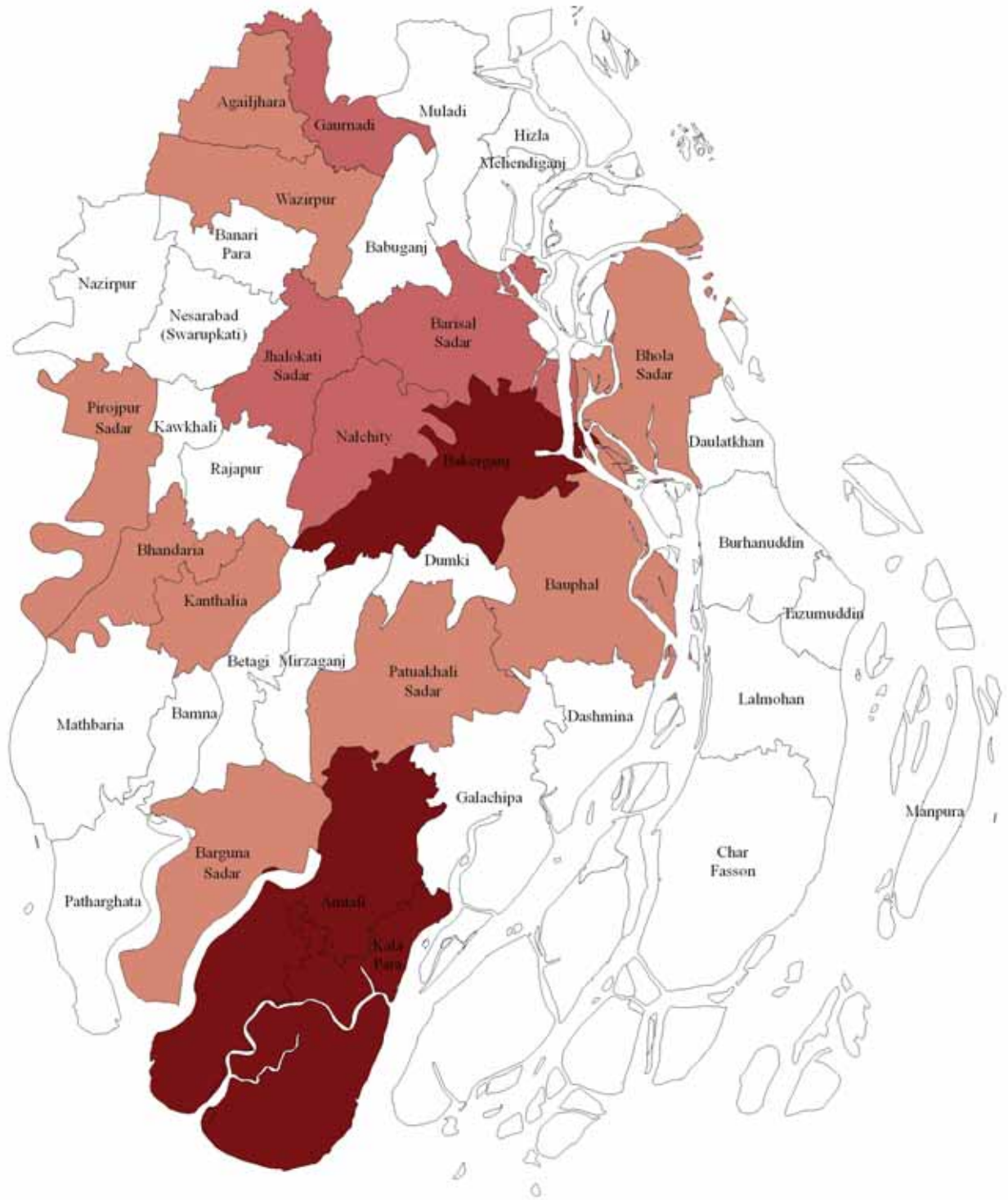


Map: 5.8



Map: 5.9

Upazilawise Current Coverage of Learners in Barisal Division



Legend

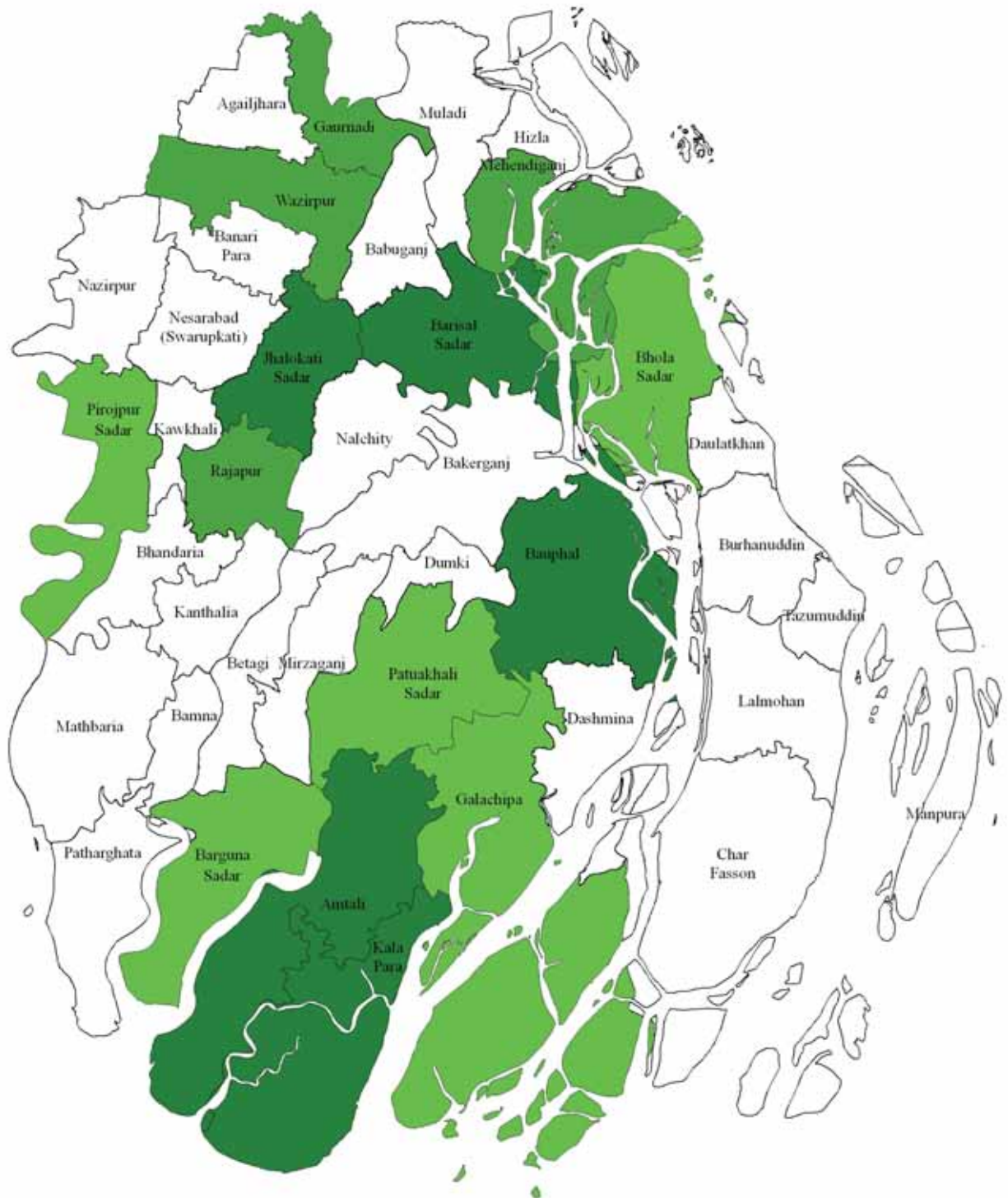
Number of Learners

- No Program
- Upto 500
- 501 - 1000
- 1001 - 2000
- Above 2000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Barisal Division



Legend

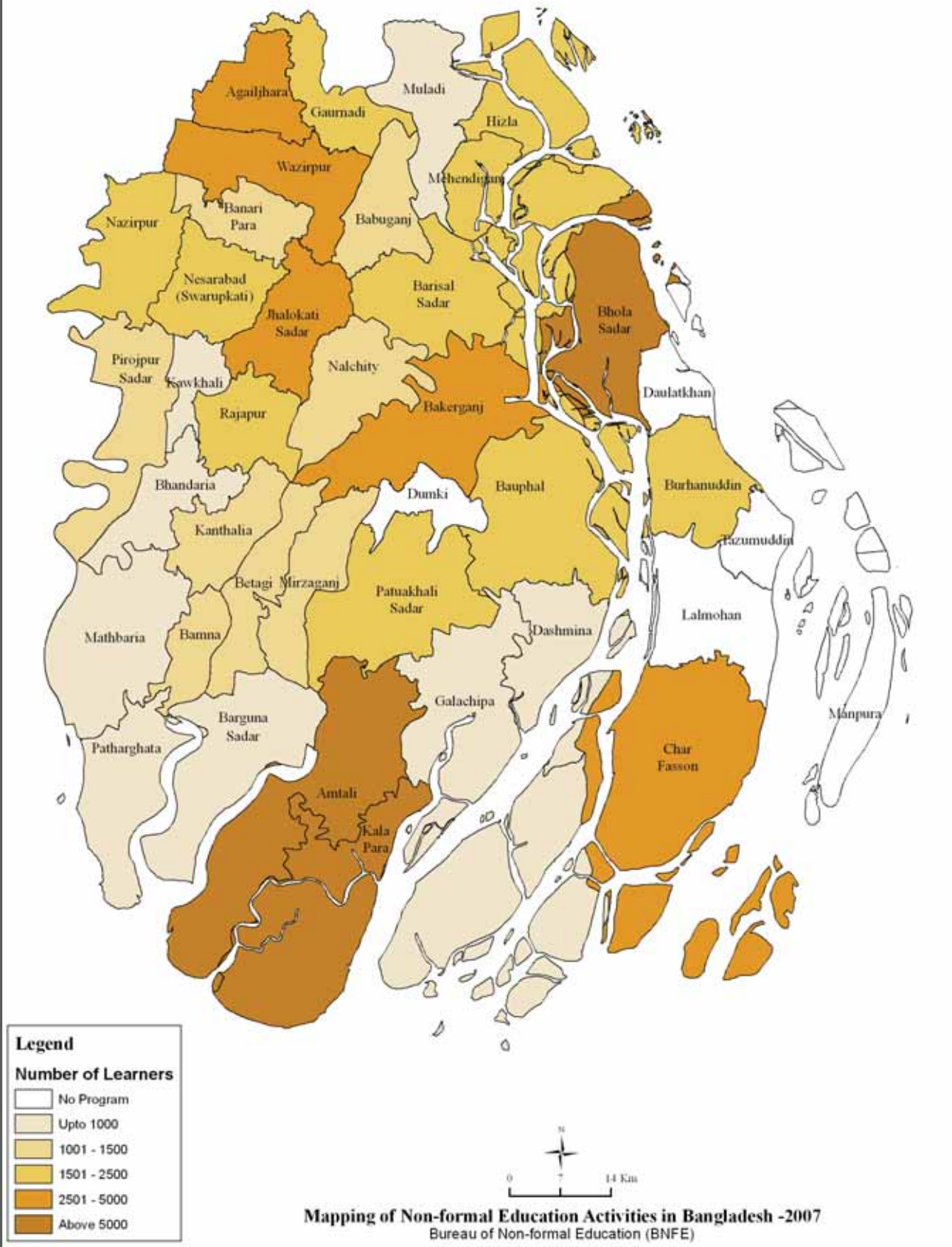
Number of Learners

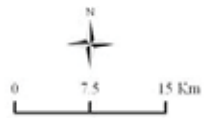
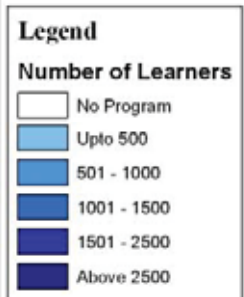
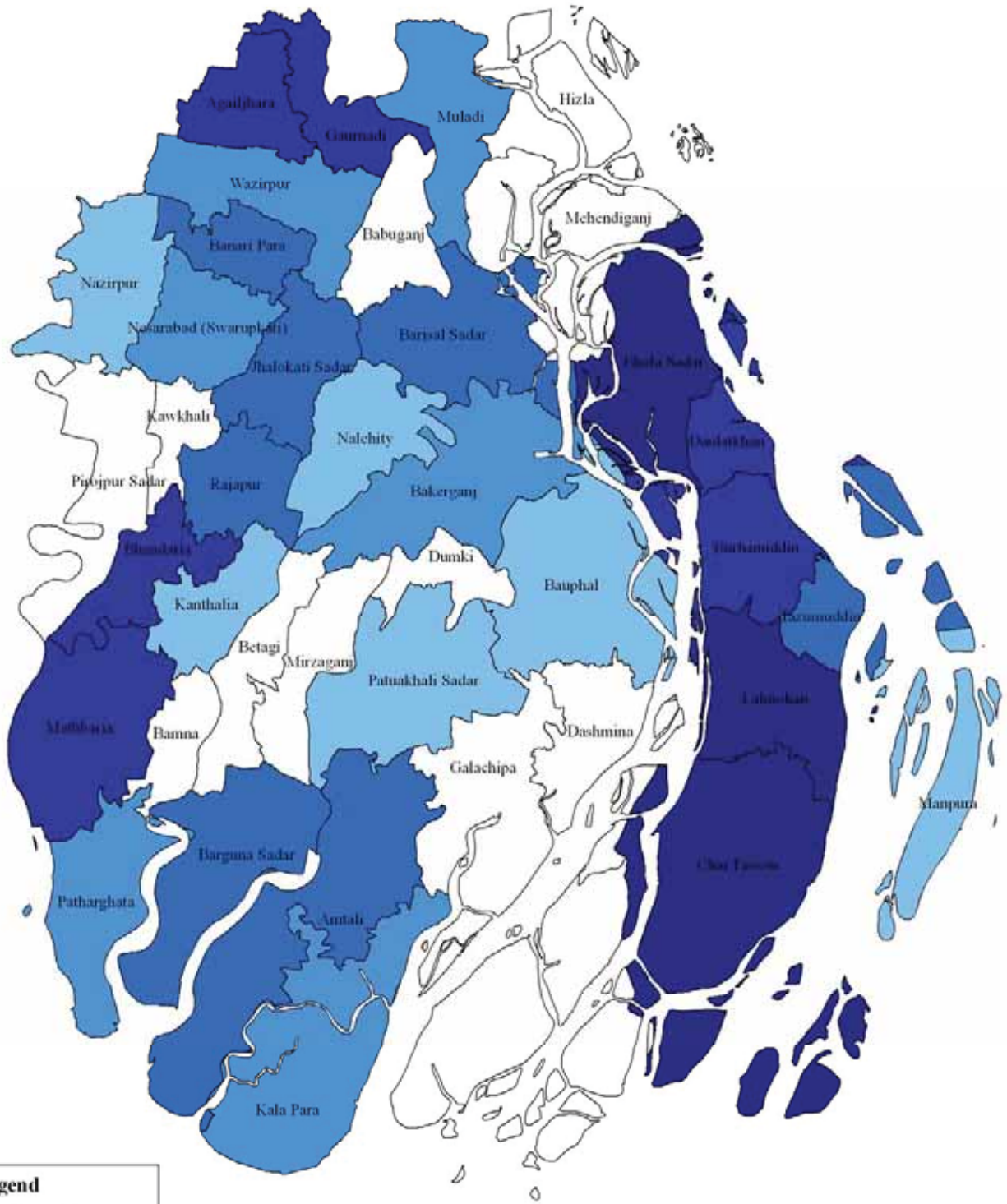
- No Program
- Upto 250
- 251 - 500
- Above 500



Mapping of Non-formal Education Activities in Bangladesh -2007

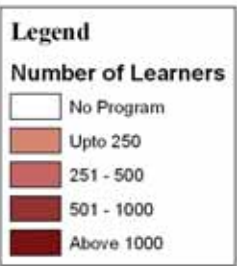
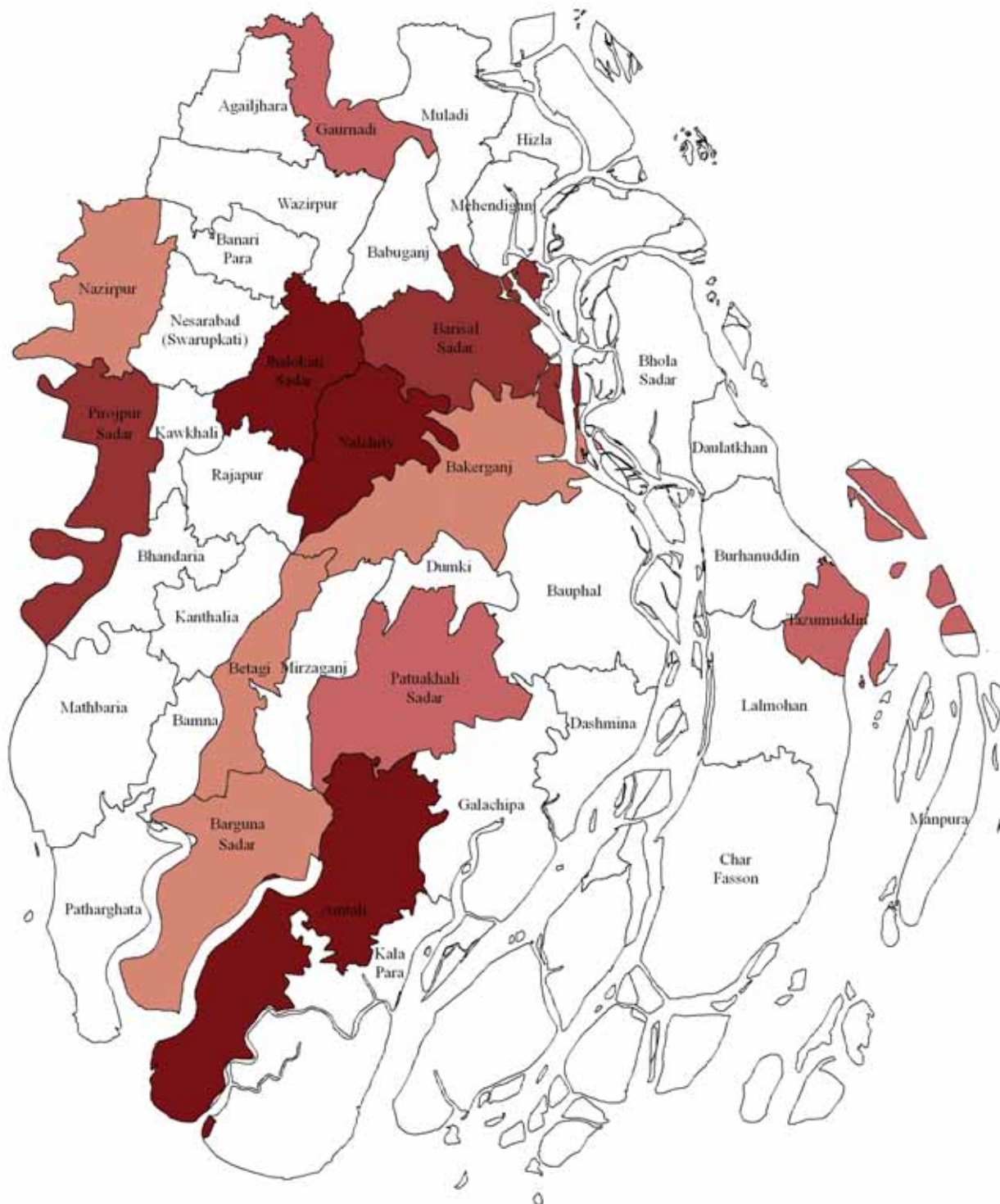
Bureau of Non-formal Education (BNFE)





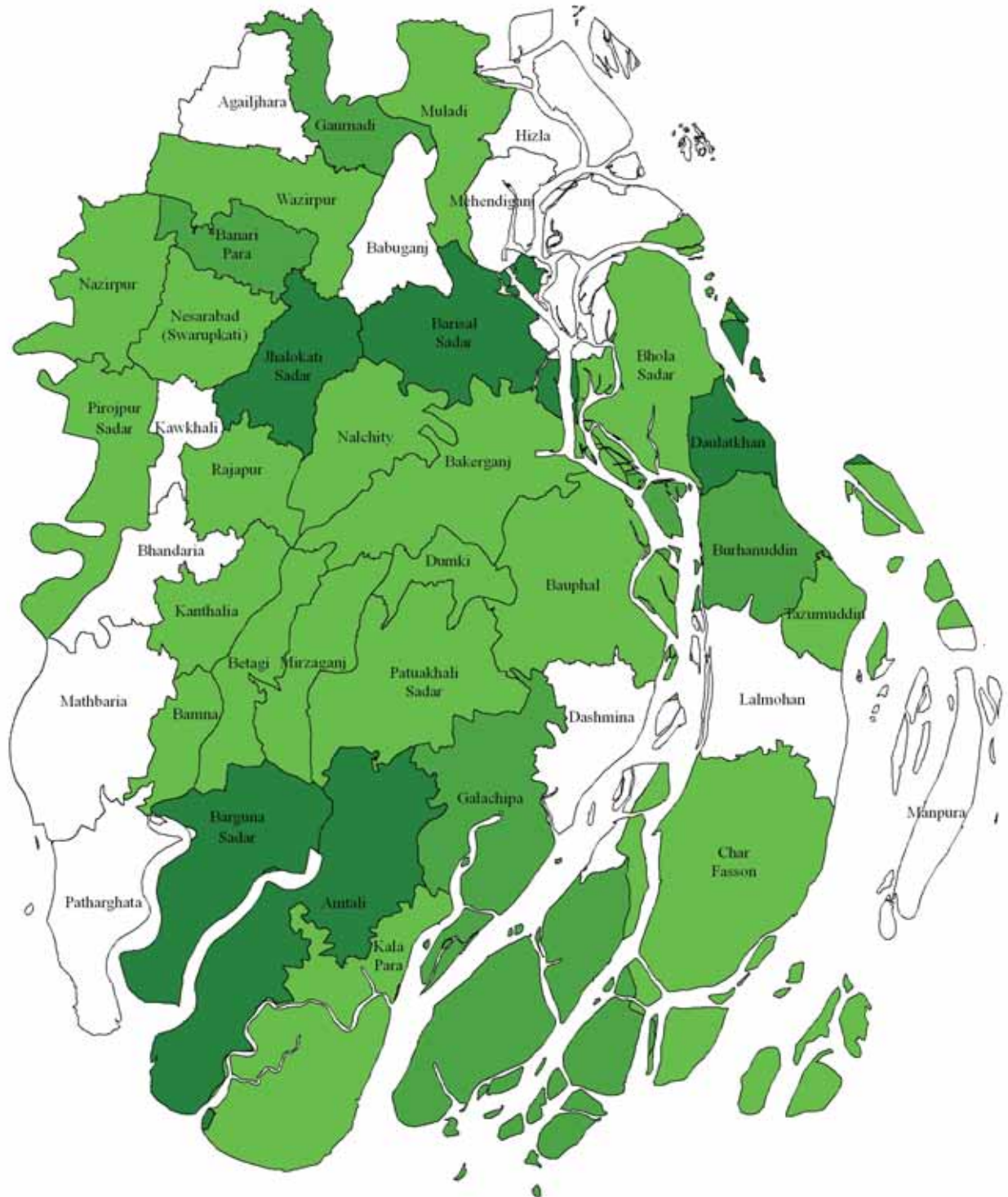
Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Barisal Division



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

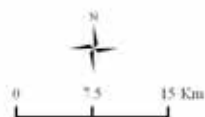
Upazilawise Current Coverage of Learners in Barisal Division



Legend

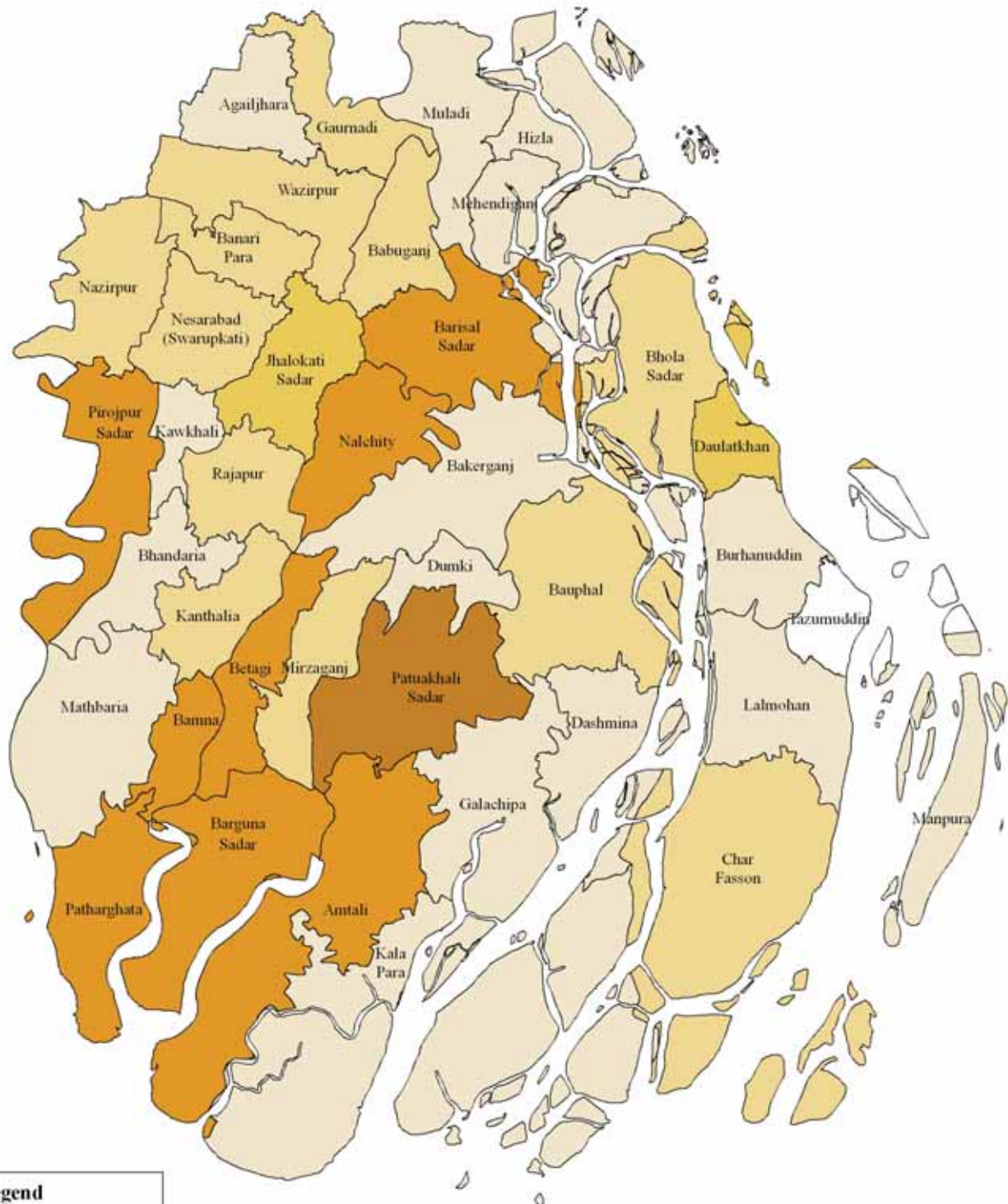
Number of Learners

- No Program
- Upto 100
- 101 - 500
- Above 500



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Barisal Division



Legend

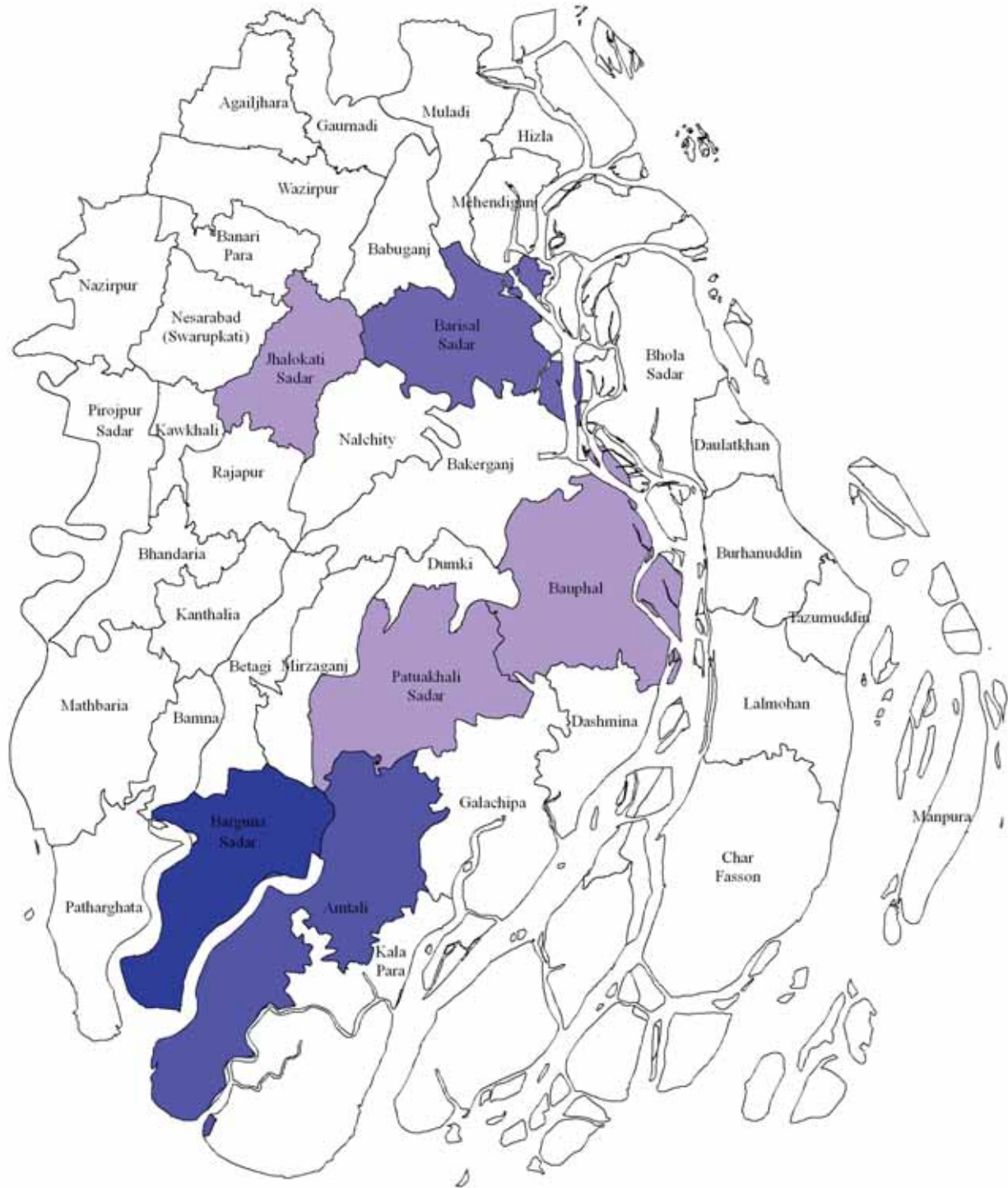
Number of Learners

(White)	No Program
(Lightest Orange)	Upto 100
(Light Orange)	101 - 500
(Medium Orange)	501 - 1000
(Dark Orange)	1001 - 5000
(Darkest Orange/Brown)	Above 5000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Barisal Division



Legend

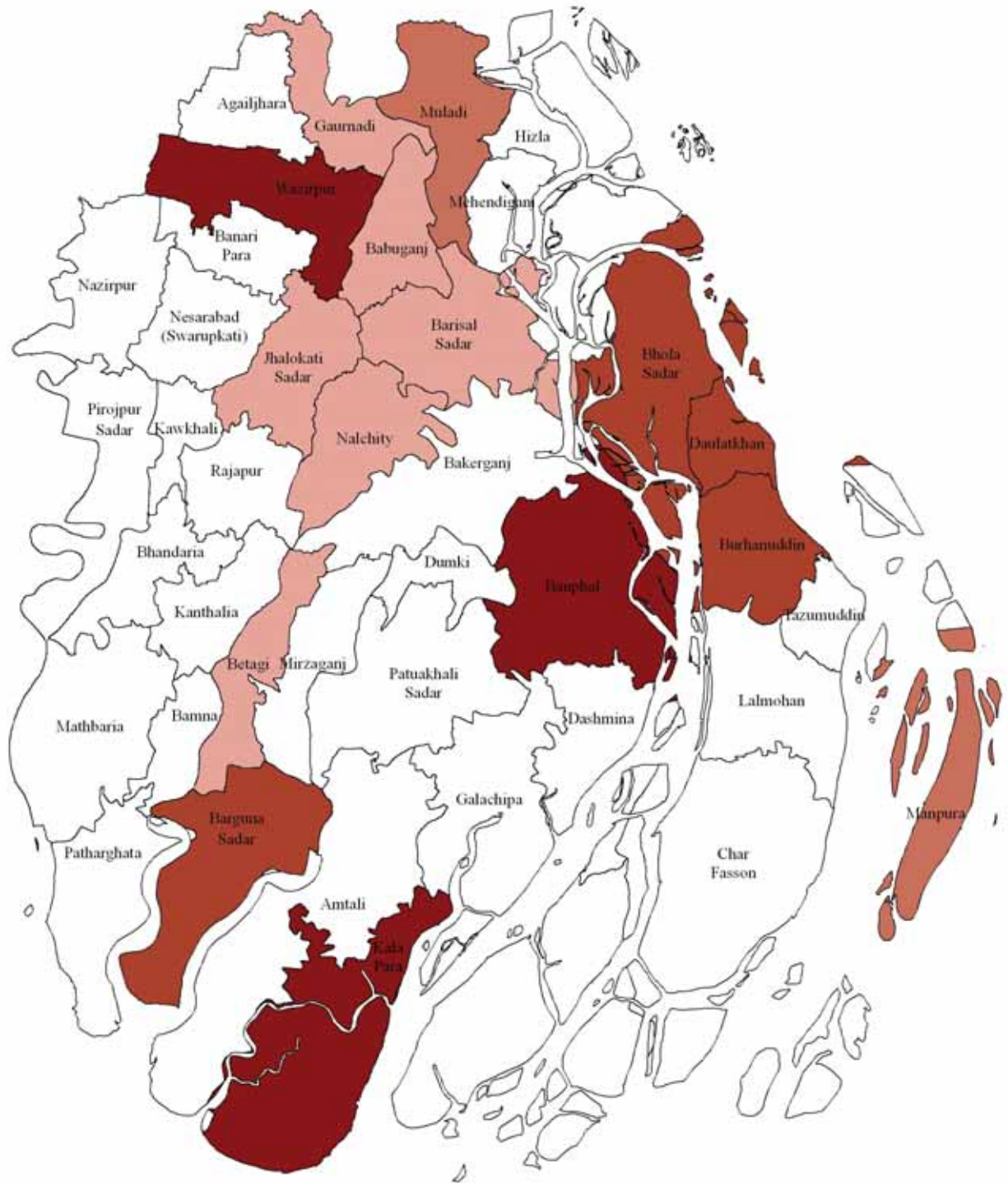
Number of Learners

- No Program
- Upto 250
- 251 - 750
- 751 - 2500
- Above 2500



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Barisal Division



Legend

Number of Learners

White	No Program
Light Pink	Upto 250
Medium Pink	251 - 500
Dark Pink	501 - 1000
Dark Red	Above 1000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Barisal Division

Parenting



ECCE



Pre-Primary



Legend

. 1 Dot = 1 Centre

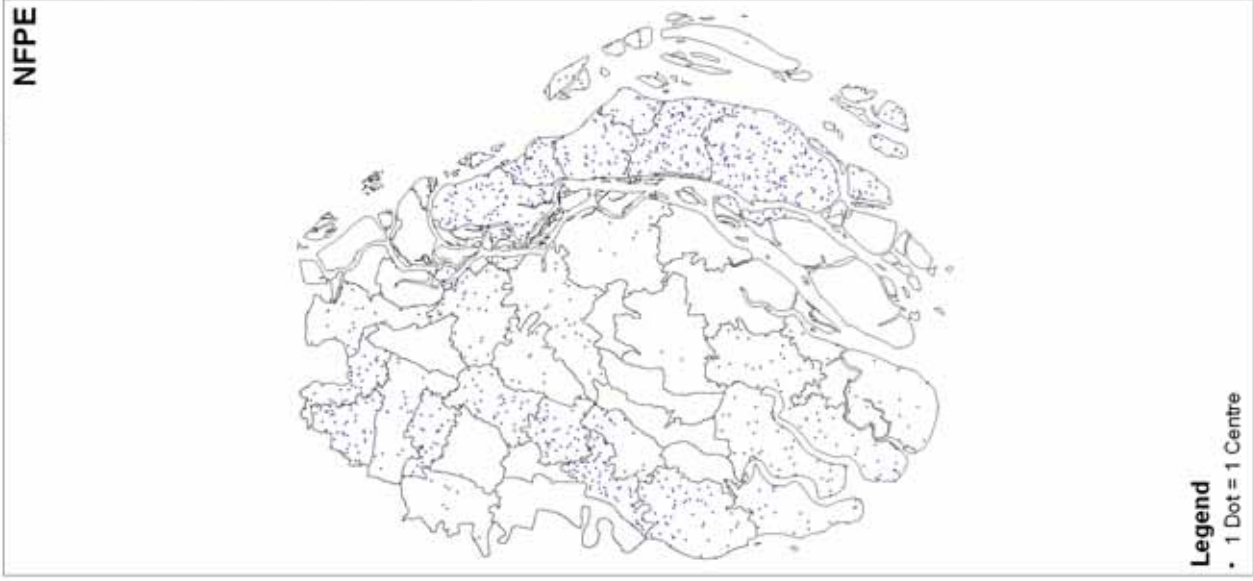
Map: B 10



0 10 20 Km

**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Barisal Division



Legend

• 1 Dot = 1 Centre

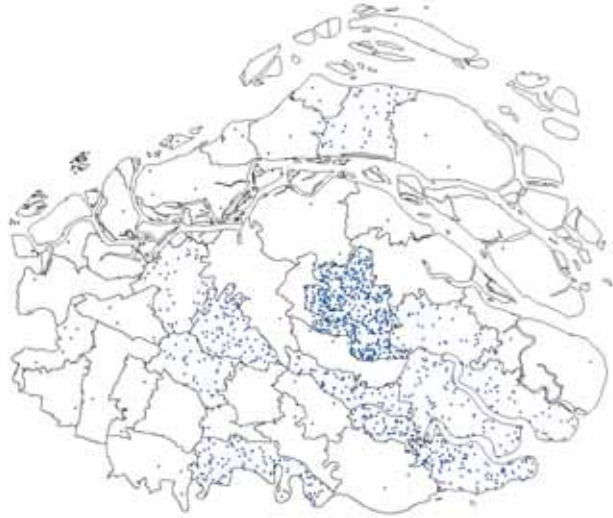
Map: B11



**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Barisal Division

Post Literacy



Vocational



QLIP



Legend

• 1 Dot = 1 Centre

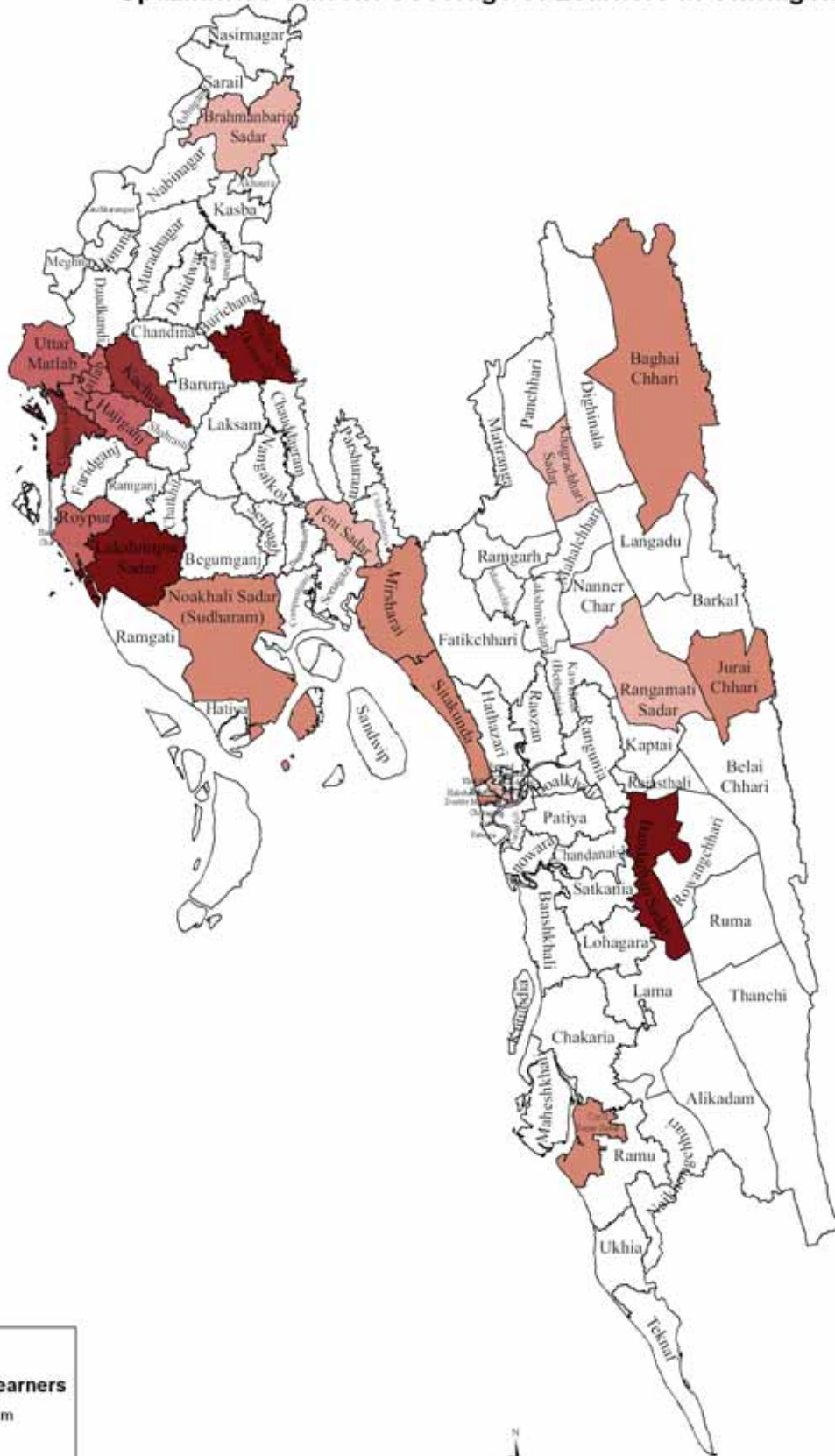
Map: B12



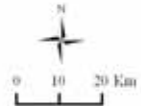
Mapping of Non-formal Education Activities
in Bangladesh -2007

Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Chittagong Division

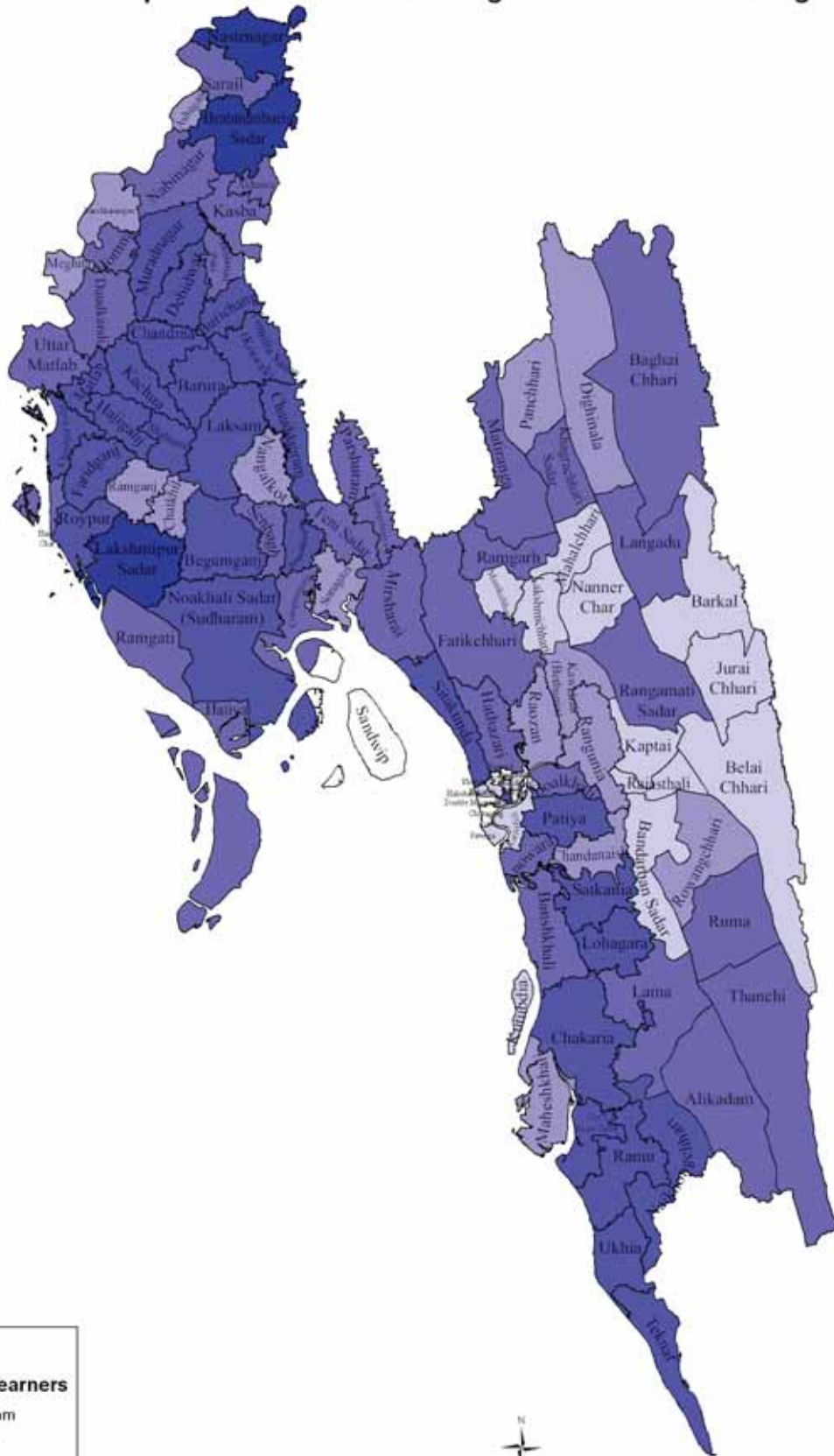


Legend	
Number of Learners	
	No Program
	Upto 100
	101 - 500
	501 - 750
	751 - 1000
	above 1000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Chittagong Division

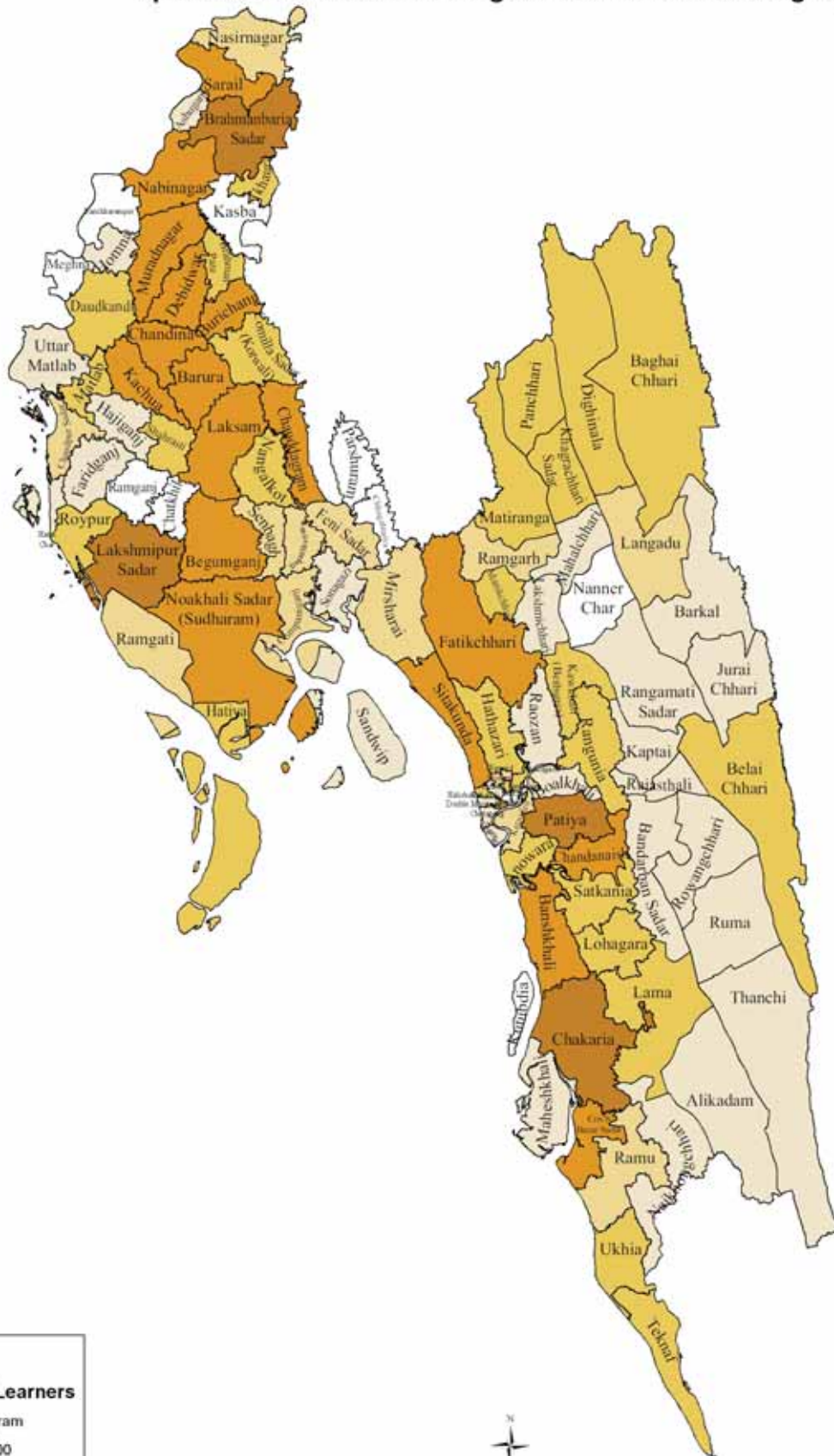


Legend	
Number of Learners	
[White Box]	No Program
[Lightest Blue Box]	Upto 500
[Light Blue Box]	501 - 1000
[Medium Blue Box]	1001 - 2500
[Dark Blue Box]	2501 - 5000
[Darkest Blue Box]	Above 5000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

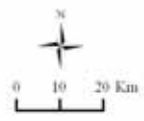
Upazilawise Current Coverage of Learners in Chittagong Division



Legend

Number of Learners

White	No Program
Lightest Yellow	Upto 1000
Light Yellow	1001 - 1500
Yellow	1501 - 2500
Orange	2501 - 5000
Darkest Orange	Above 5000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

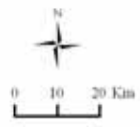
Upazilawise Current Coverage of Learners in Chittagong Division



Legend

Number of Learners

- No Program
- Upto 500
- 501 - 1500
- Above 1500

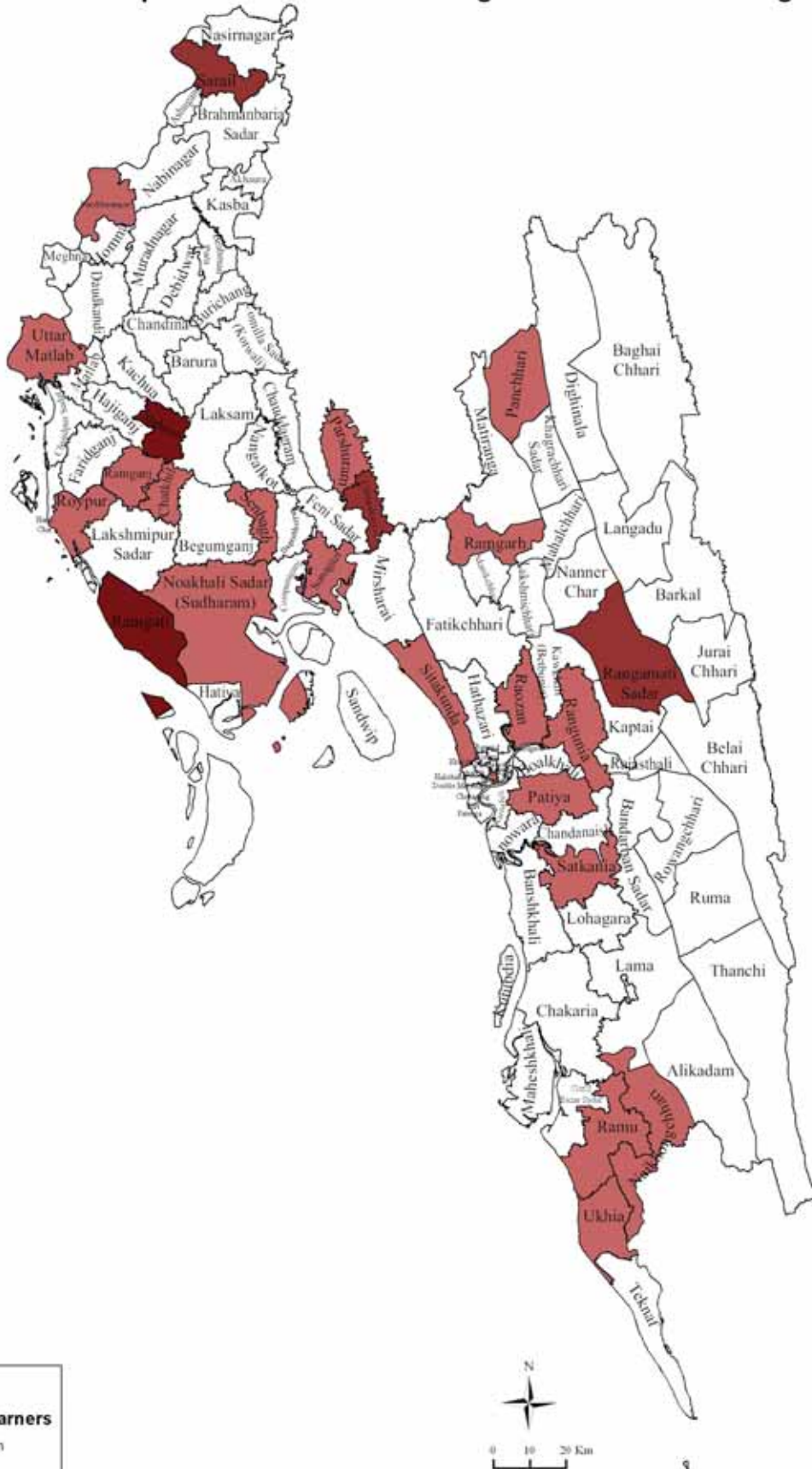


Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

ADULT LITERACY PROGRAM

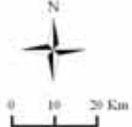
Upazilawise Current Coverage of Learners in Chittagong Division



Legend

Number of Learners

- No Program
- Upto 100
- 101 - 500
- Above 500

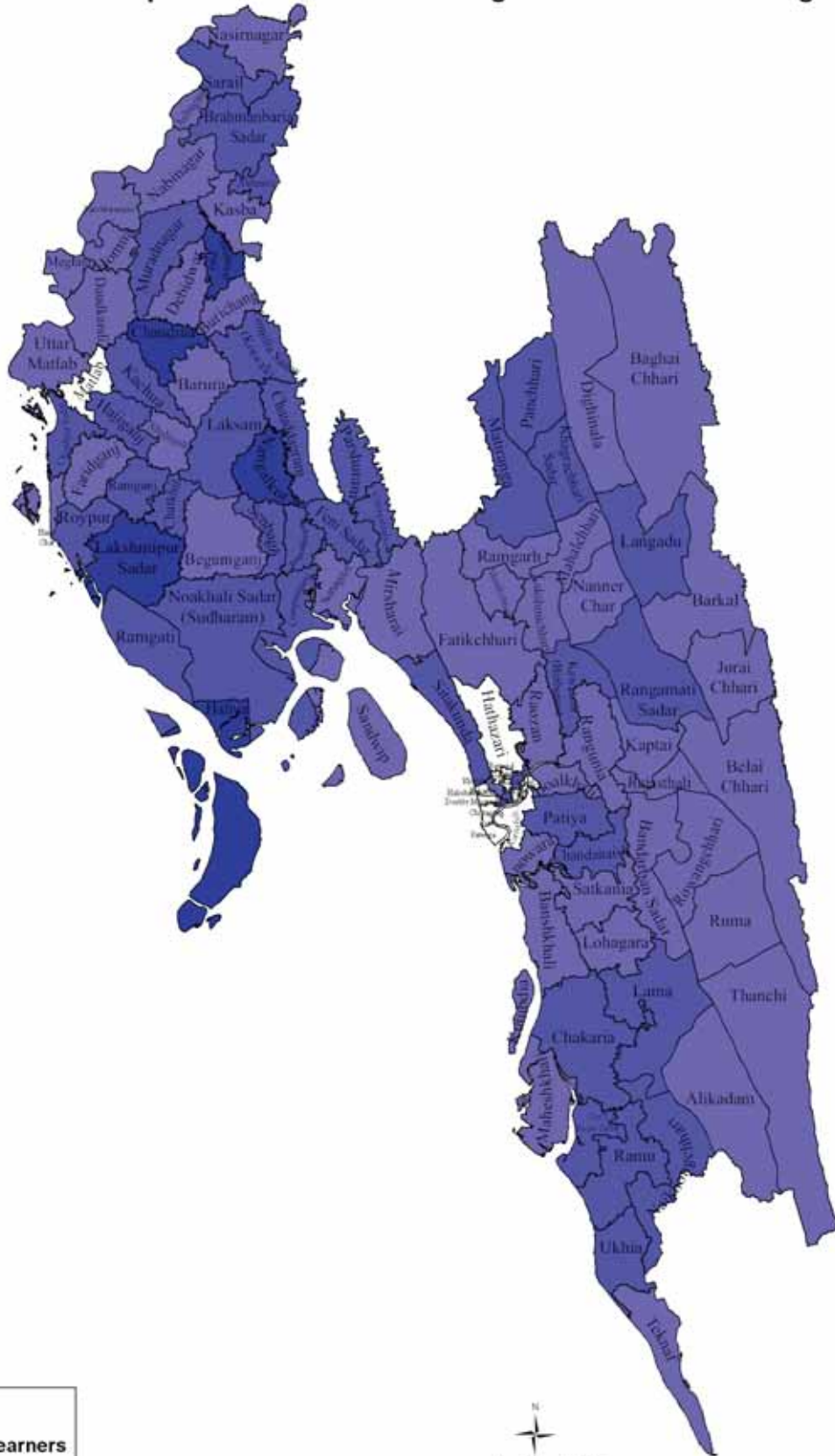


Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

POST LITERACY PROGRAM

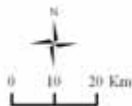
Upazilawise Current Coverage of Learners in Chittagong Division



Legend

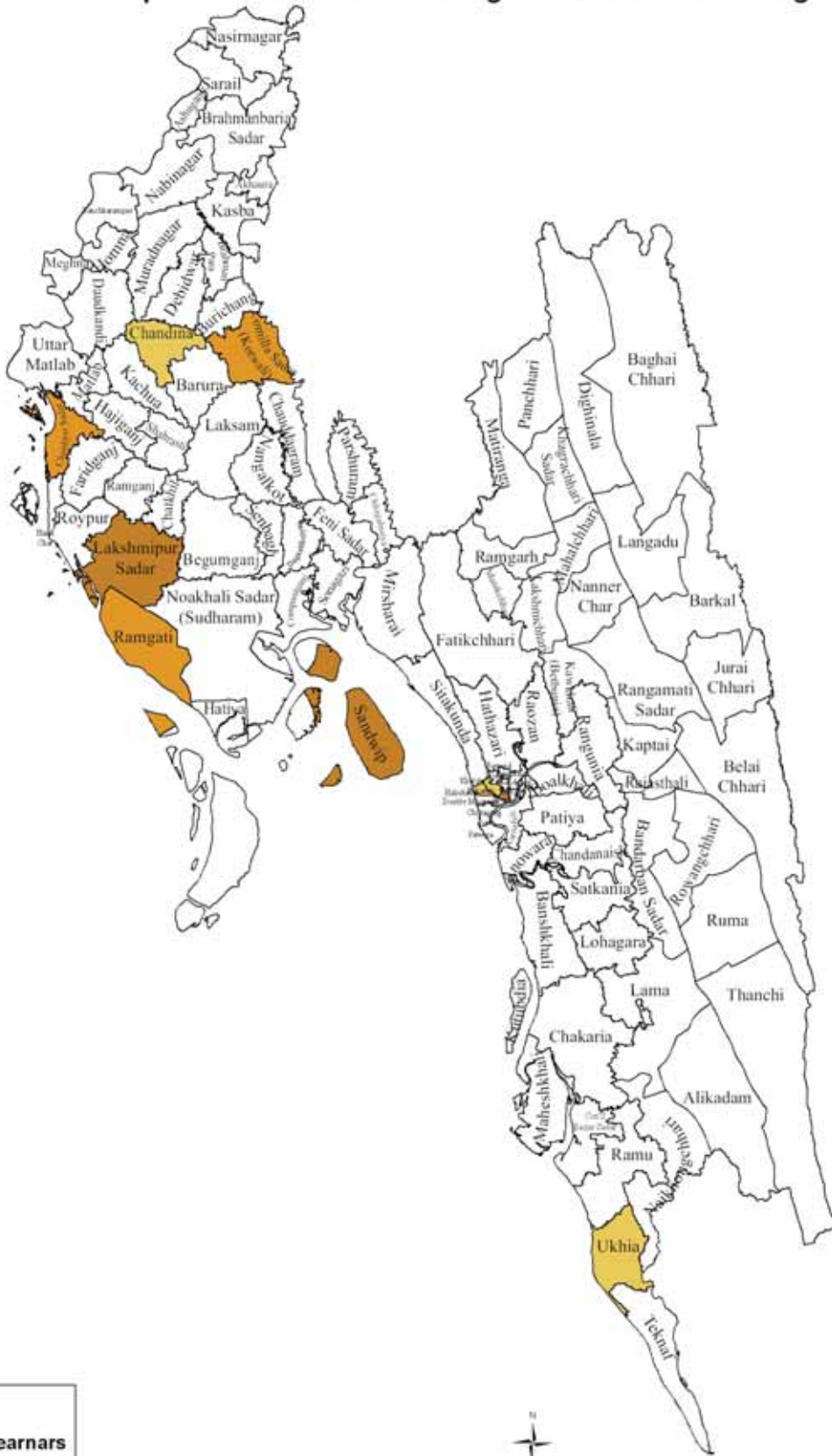
Number of Learners

- No Program
- Upto 100
- 101 - 2500
- Above 2500



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

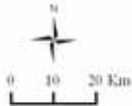
Upazilawise Current Coverage of Learners in Chittagong Division



Legend

Number of Learners

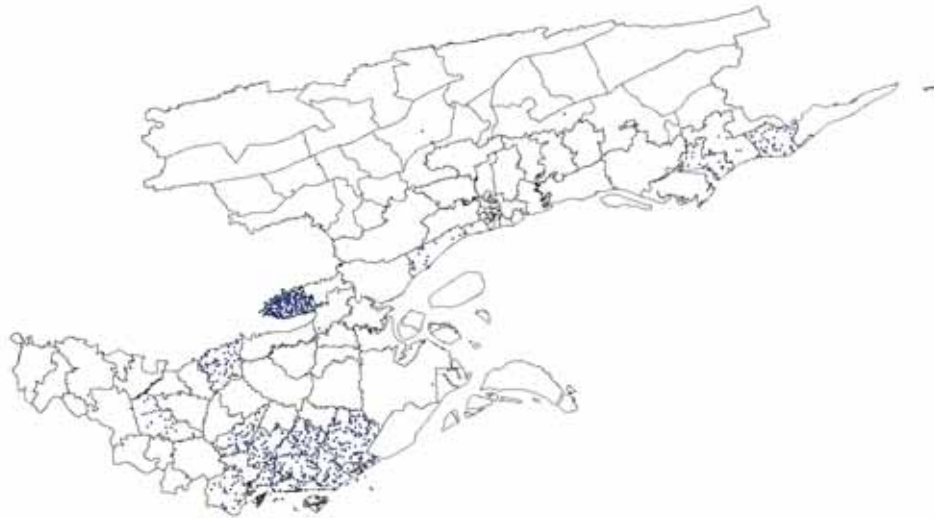
- No Program
- Upto 100
- 101 - 250
- Above 250



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Chittagong Division

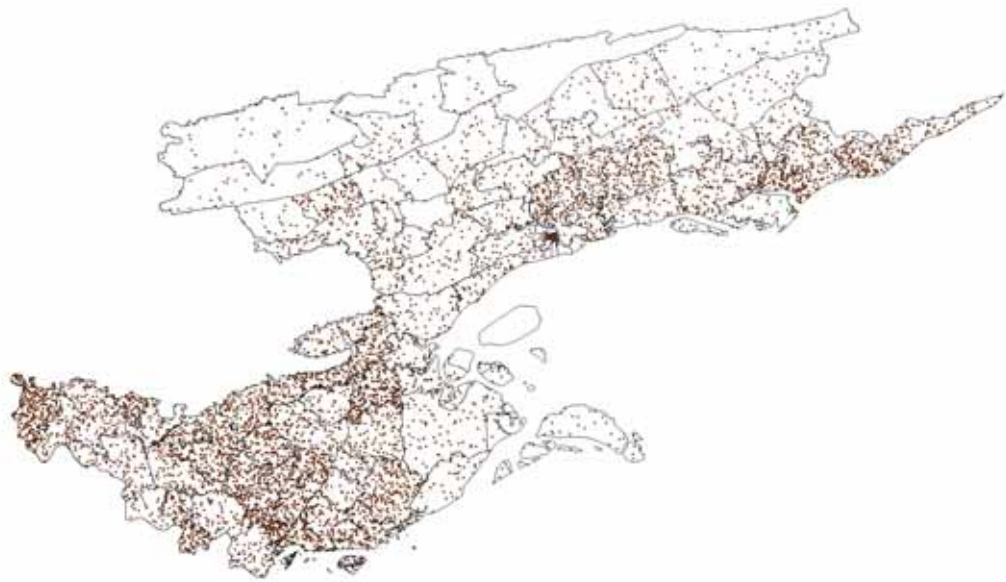
Parenting



ECCE



Pre-Primary



Legend

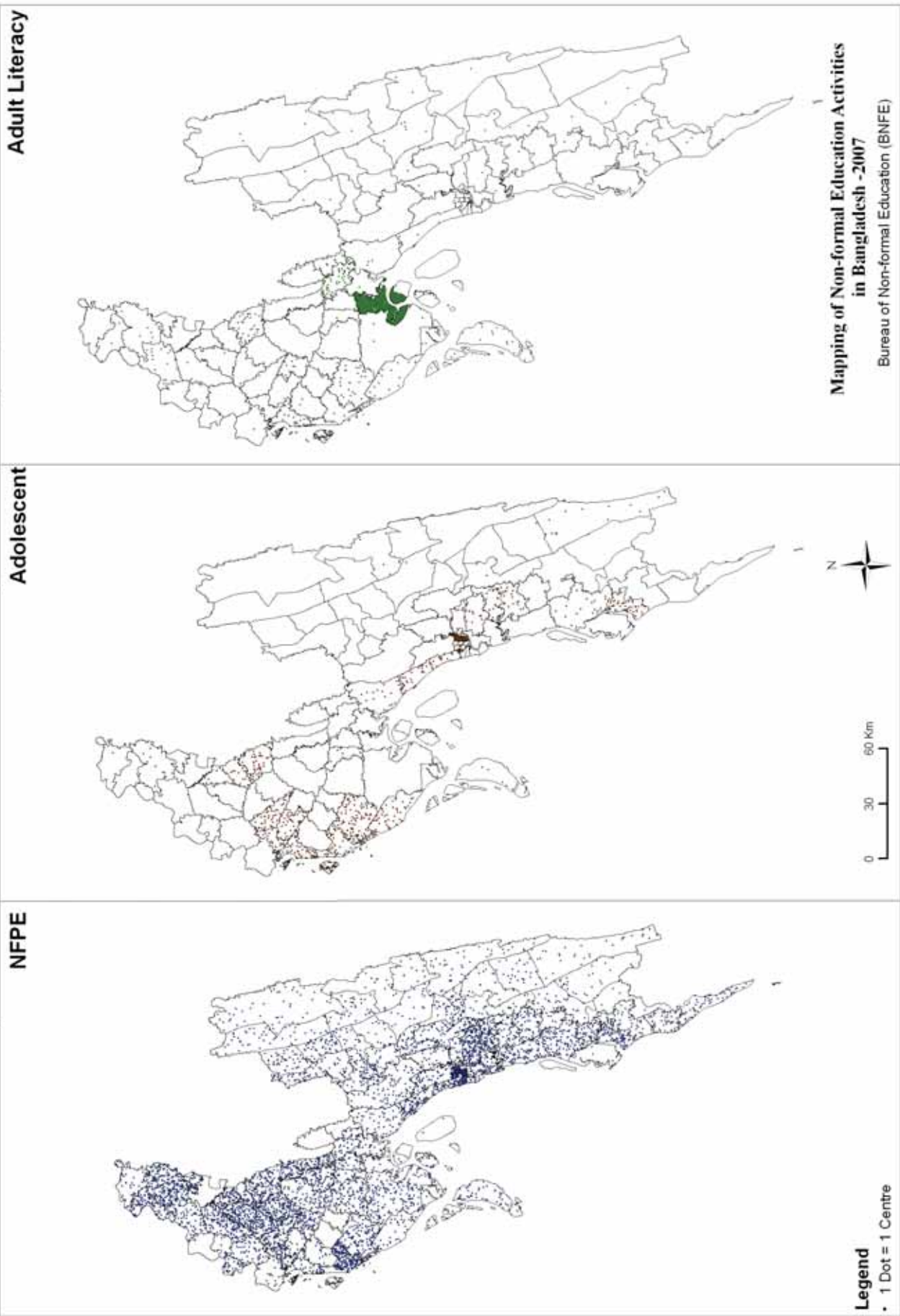
• 1 Dot = 1 Centre

Map: C10

Mapping of Non-formal Education Activities
in Bangladesh -2007

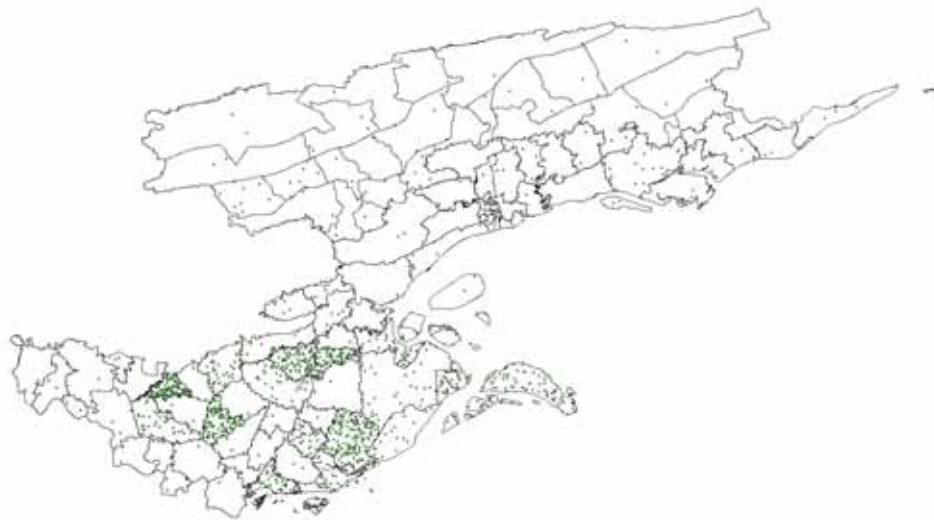
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Chittagong Division



Upazilawise Distribution of NFE Programs in Chittagong Division

Post Literacy



Vocational



QLIP



Legend

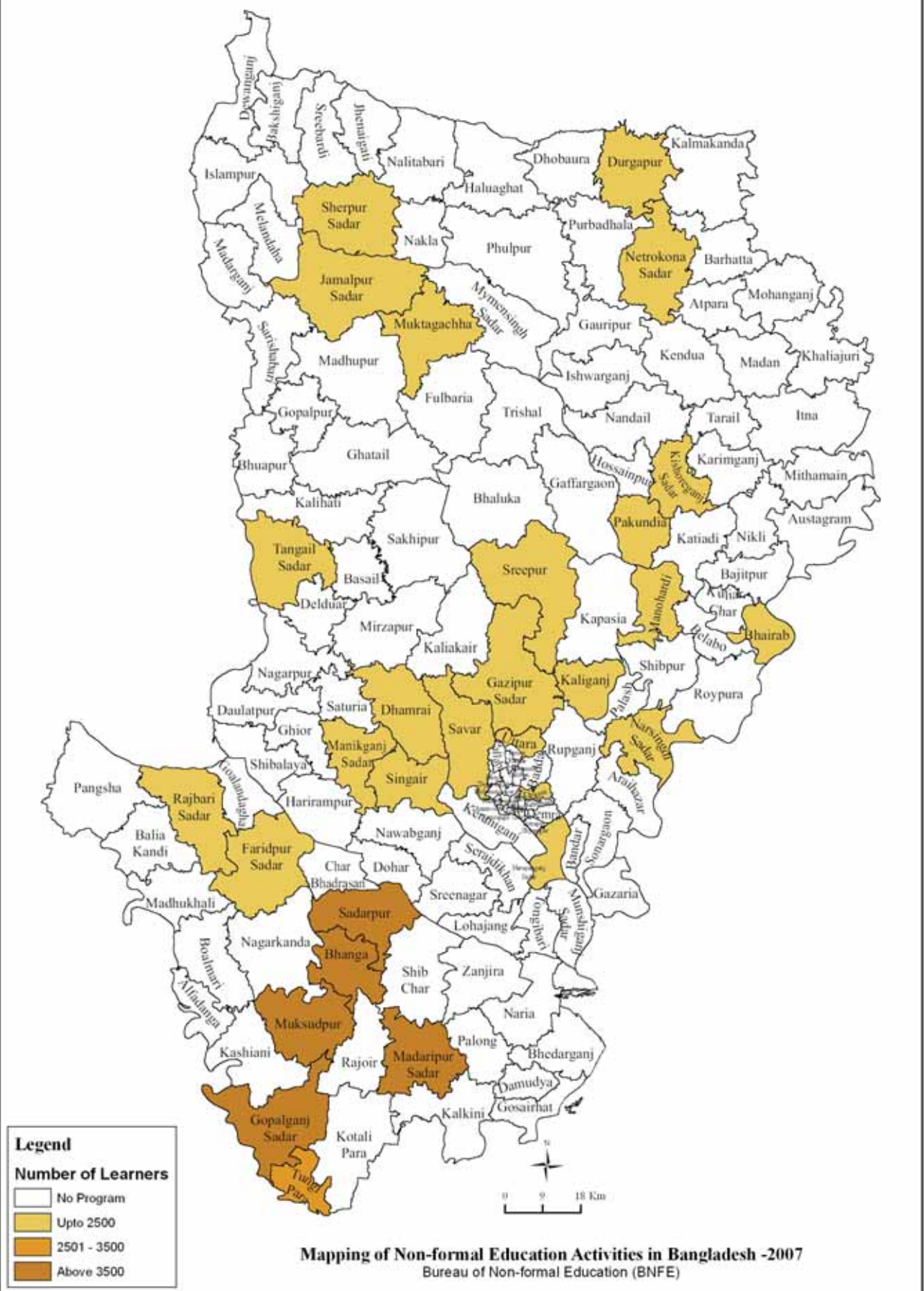
• 1 Dot = 1 Centre

Mapping of Non-formal Education Activities
in Bangladesh -2007

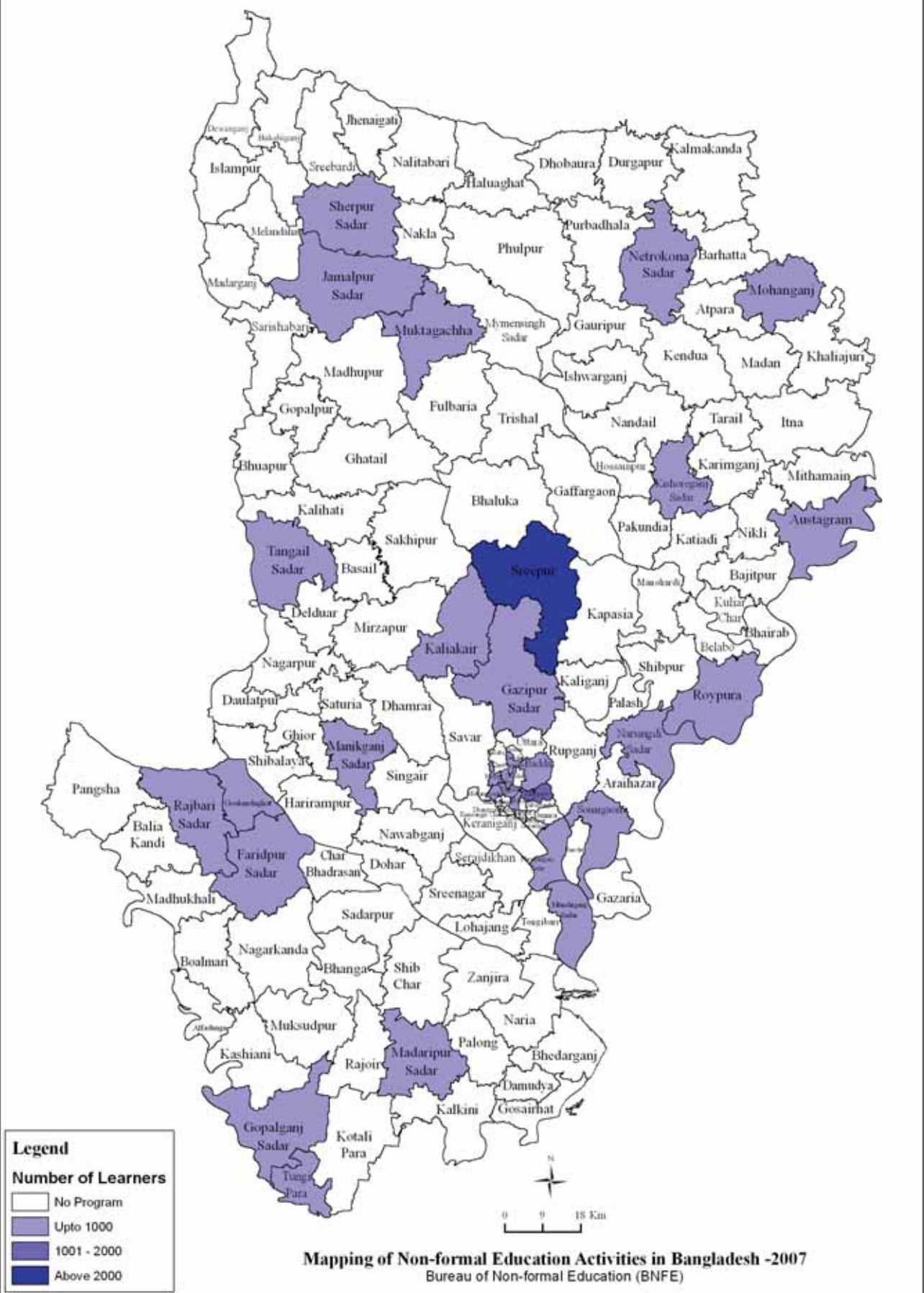
Bureau of Non-formal Education (BNFE)



Upazilawise Current Coverage of Learners in Dhaka Division



Upazilawise Current Coverage of Learners in Dhaka Division



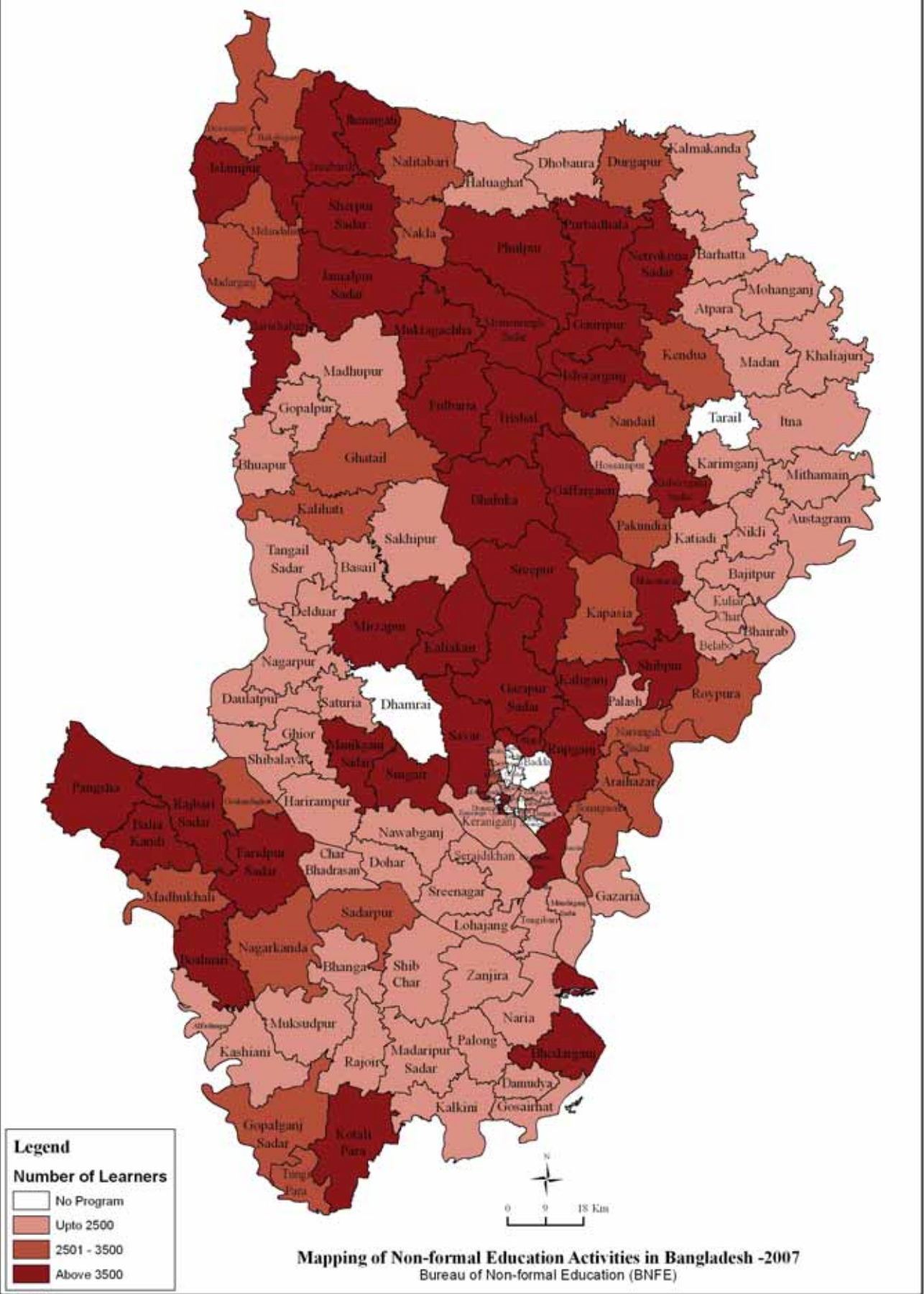
Legend

Number of Learners

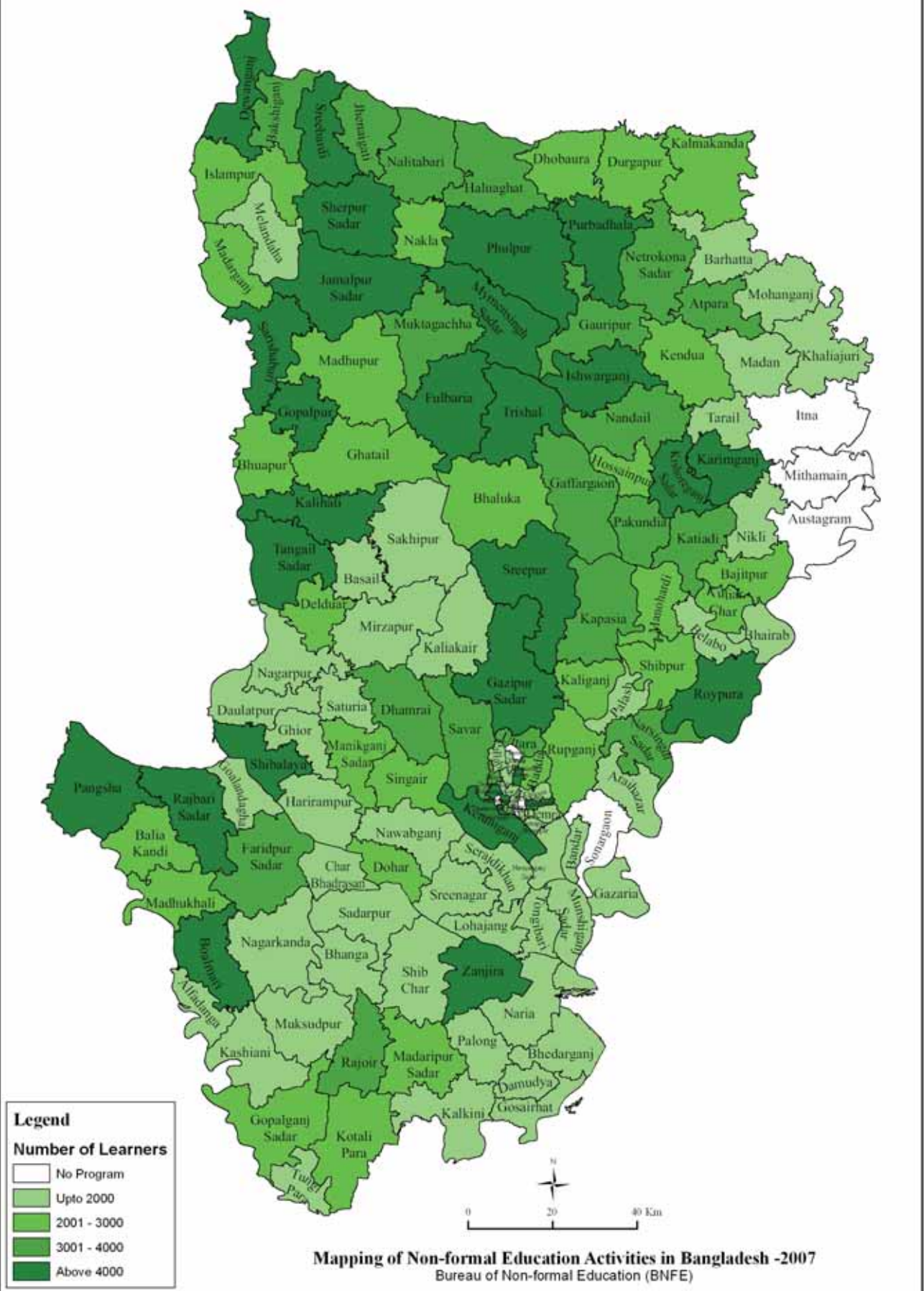
- No Program
- Upto 1000
- 1001 - 2000
- Above 2000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Dhaka Division

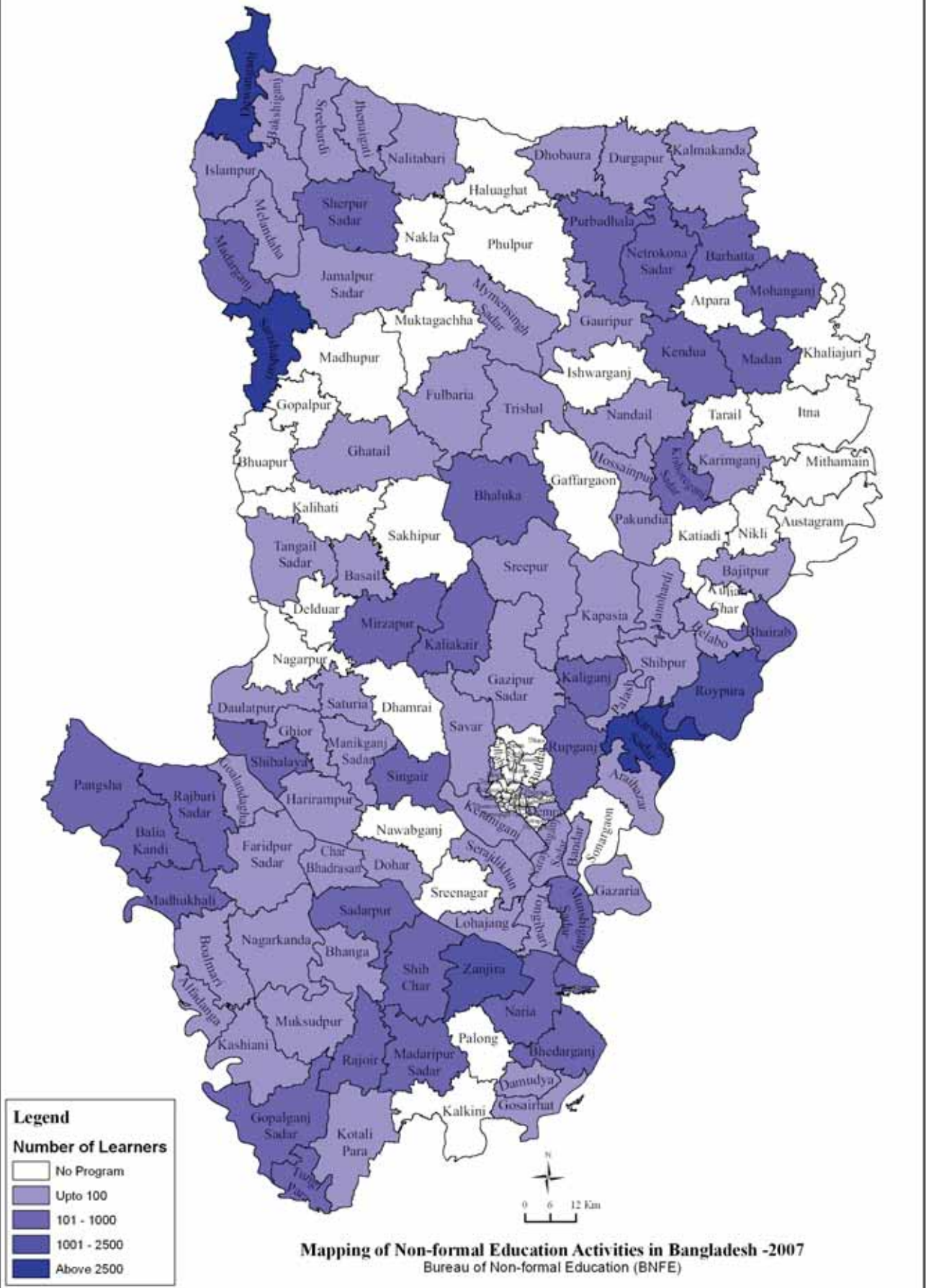


Upazilawise Current Coverage of Learners in Dhaka Division

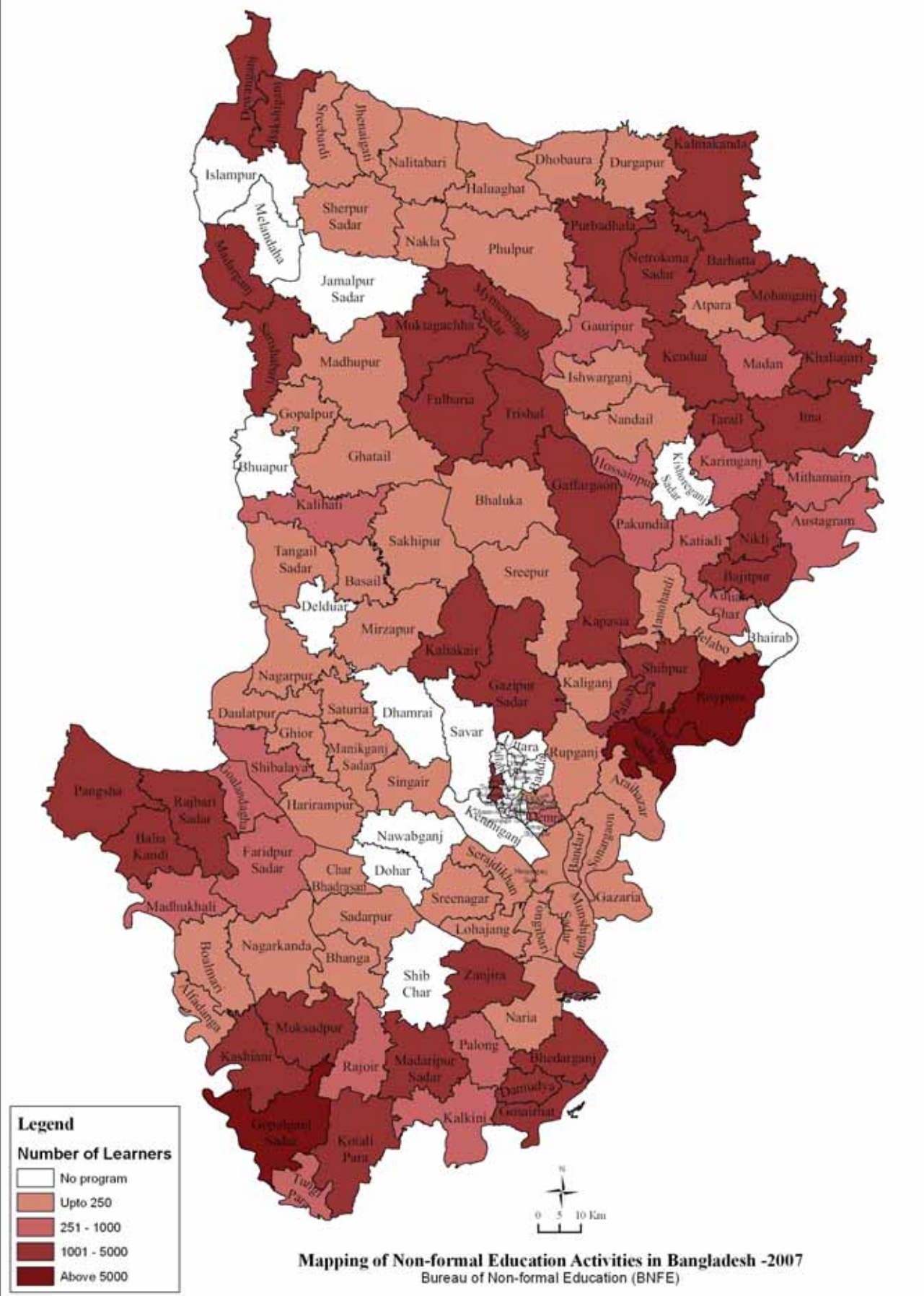


ADULT LITERACY PROGRAM

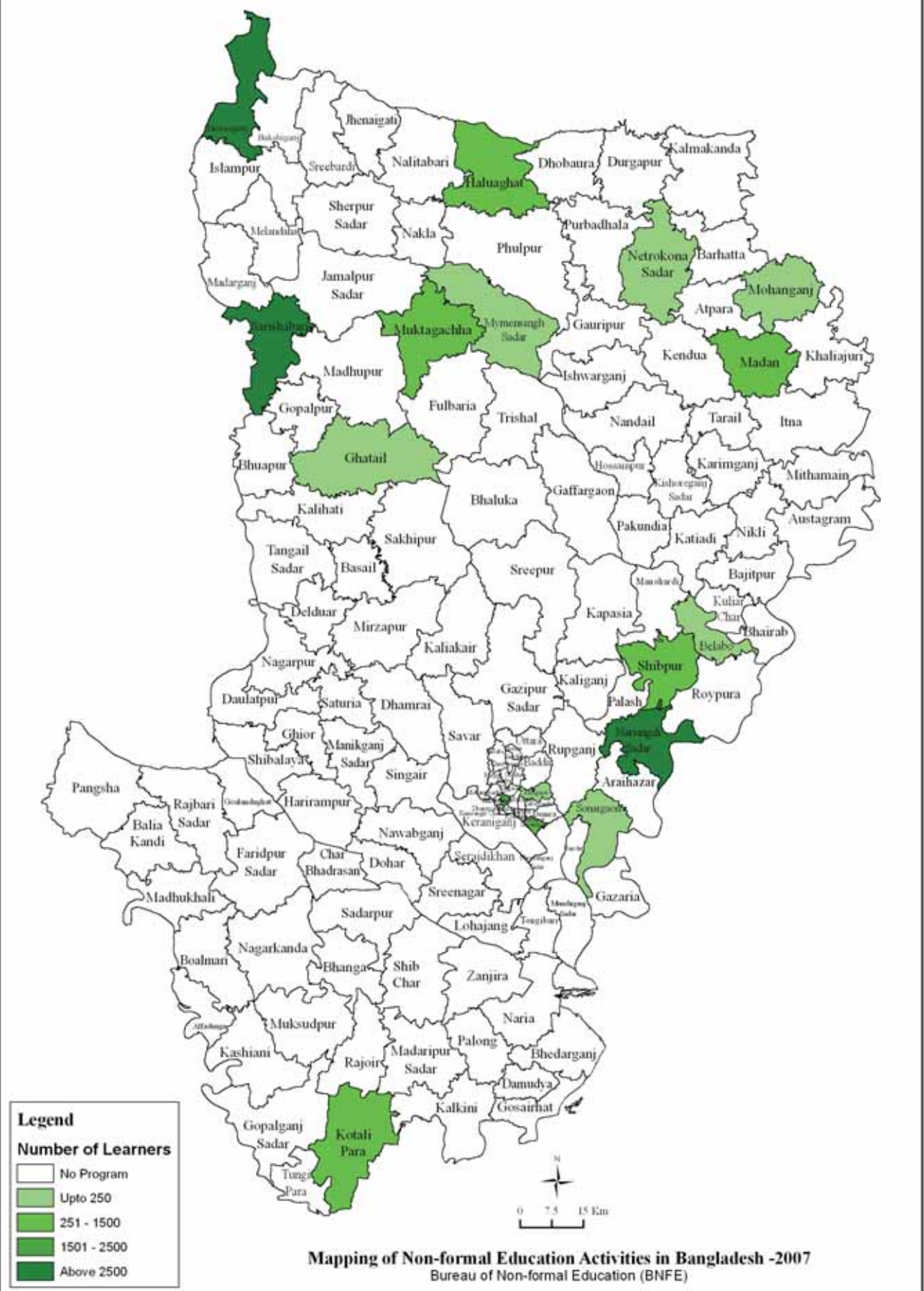
Upazilawise Current Coverage of Learners in Dhaka Division



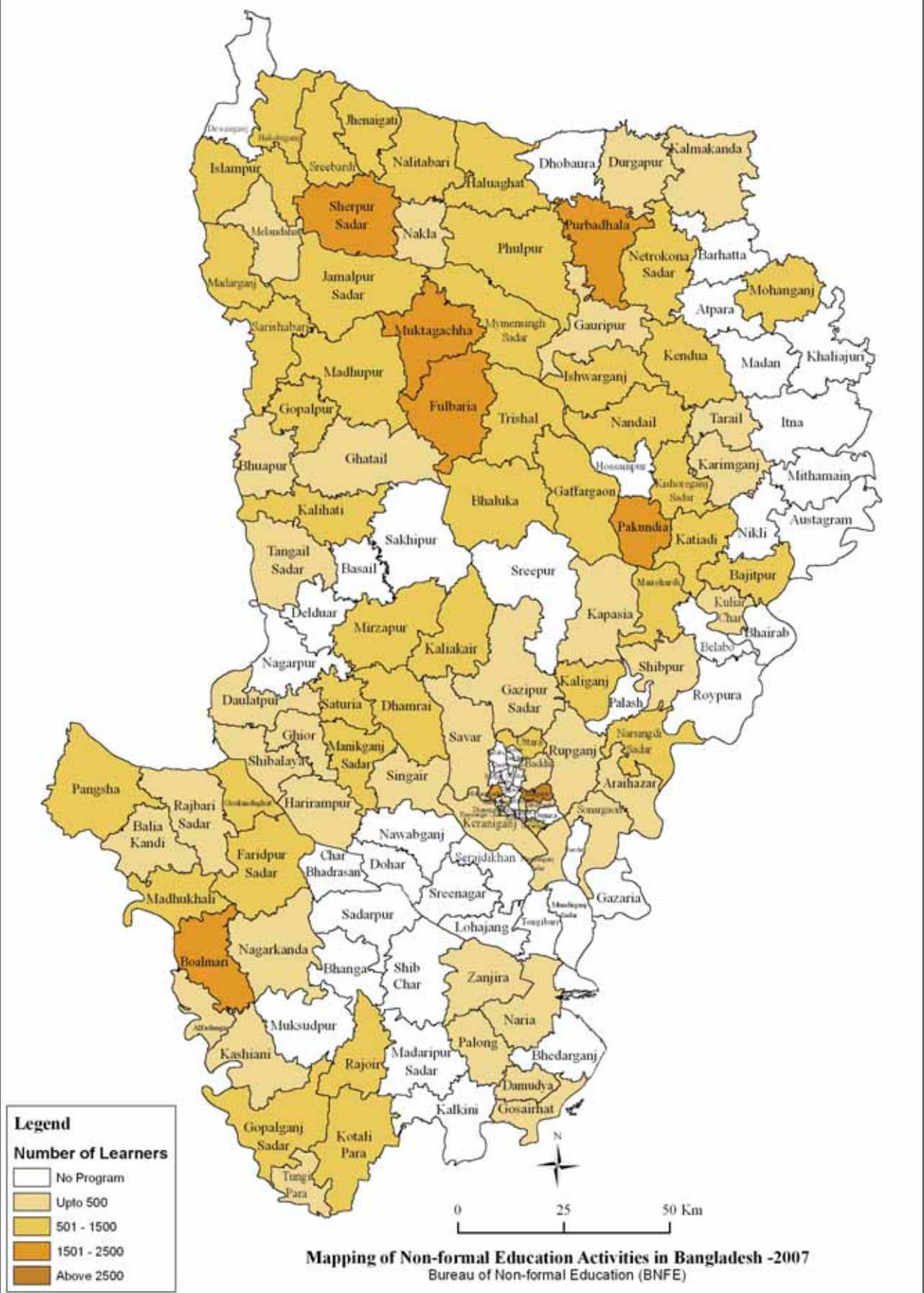
POST LITERACY PROGRAM
Upazilawise Current Coverage of Learners in Dhaka Division



Upazilawise Current Coverage of Learners in Dhaka Division



Upazilawise Current Coverage of Learners in Dhaka Division



Map: D9

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Dhaka Division

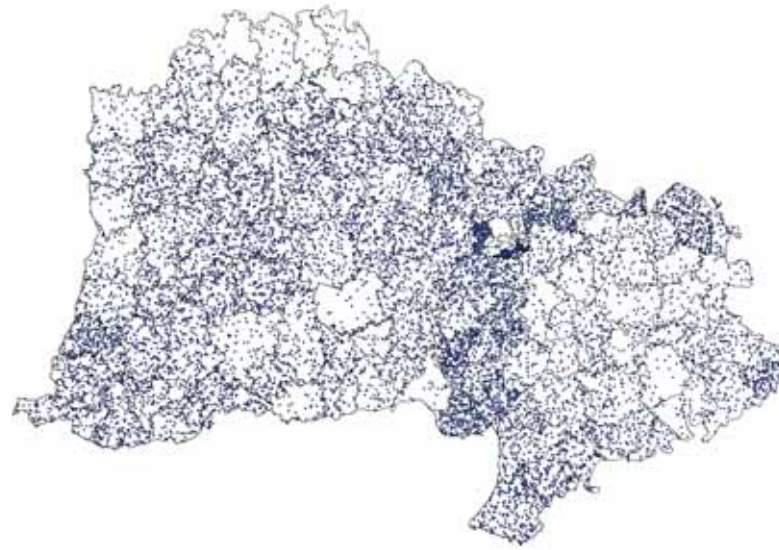
Parenting



ECCE



Pre-Primary



Legend

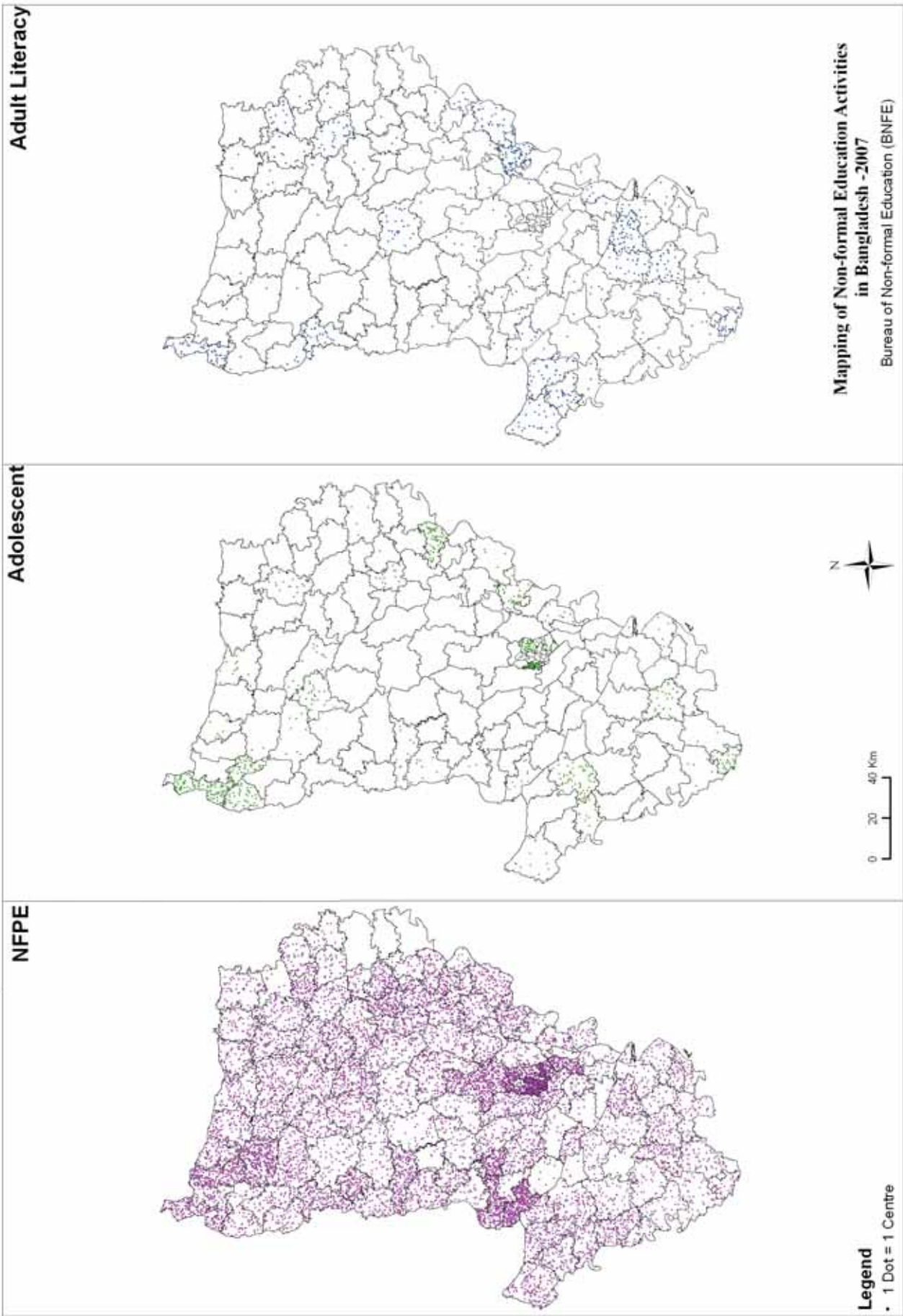
• 1 Dot = 1 Centre

Map: D10



Mapping of Non-formal Education Activities
in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Dhaka Division



Legend

• 1 Dot = 1 Centre

Map: D11



**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

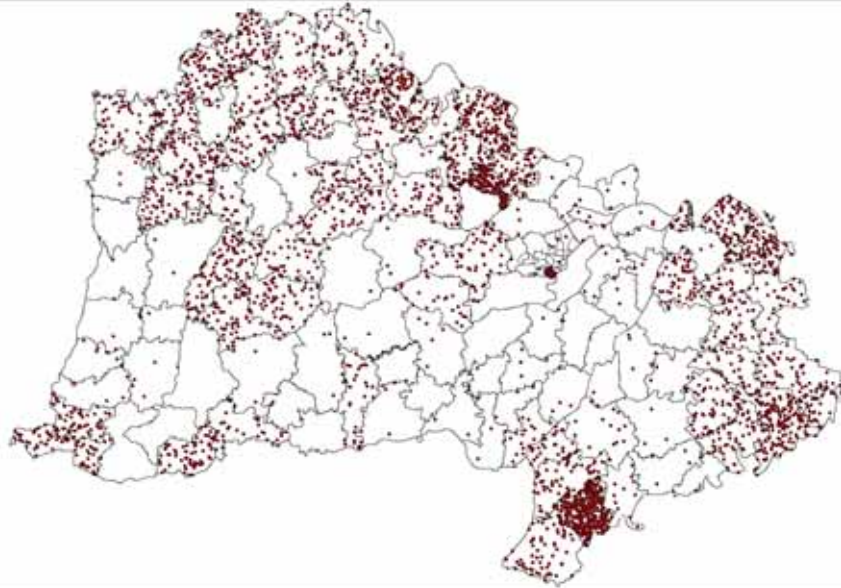
Adult Literacy

Adolescent

NFPE

Upazilawise Distribution of NFE Programs in Dhaka Division

Post Literacy



Vocational



QLIP



Legend

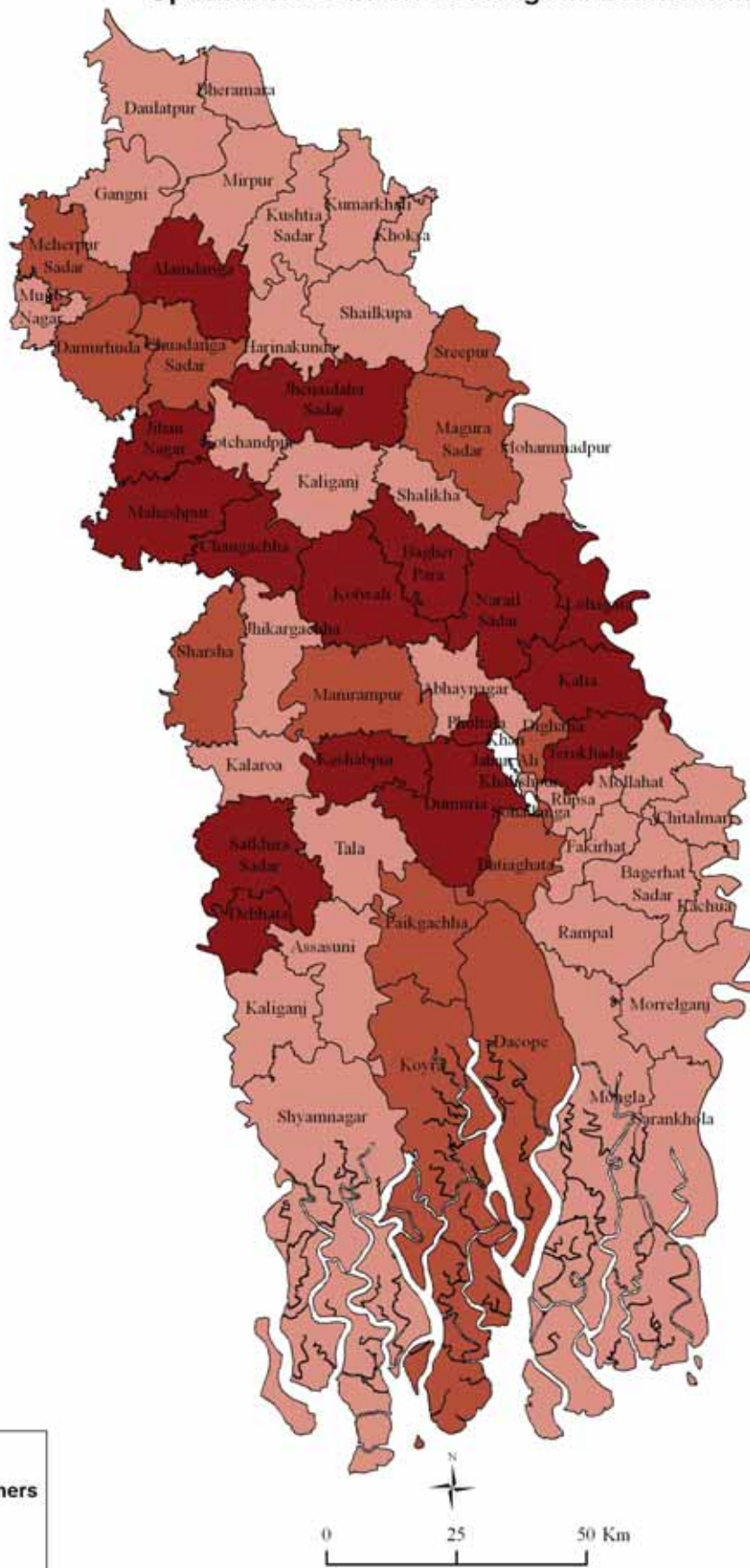
• 1 Dot = 1 Centre

Map: D12



**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Khulna Division

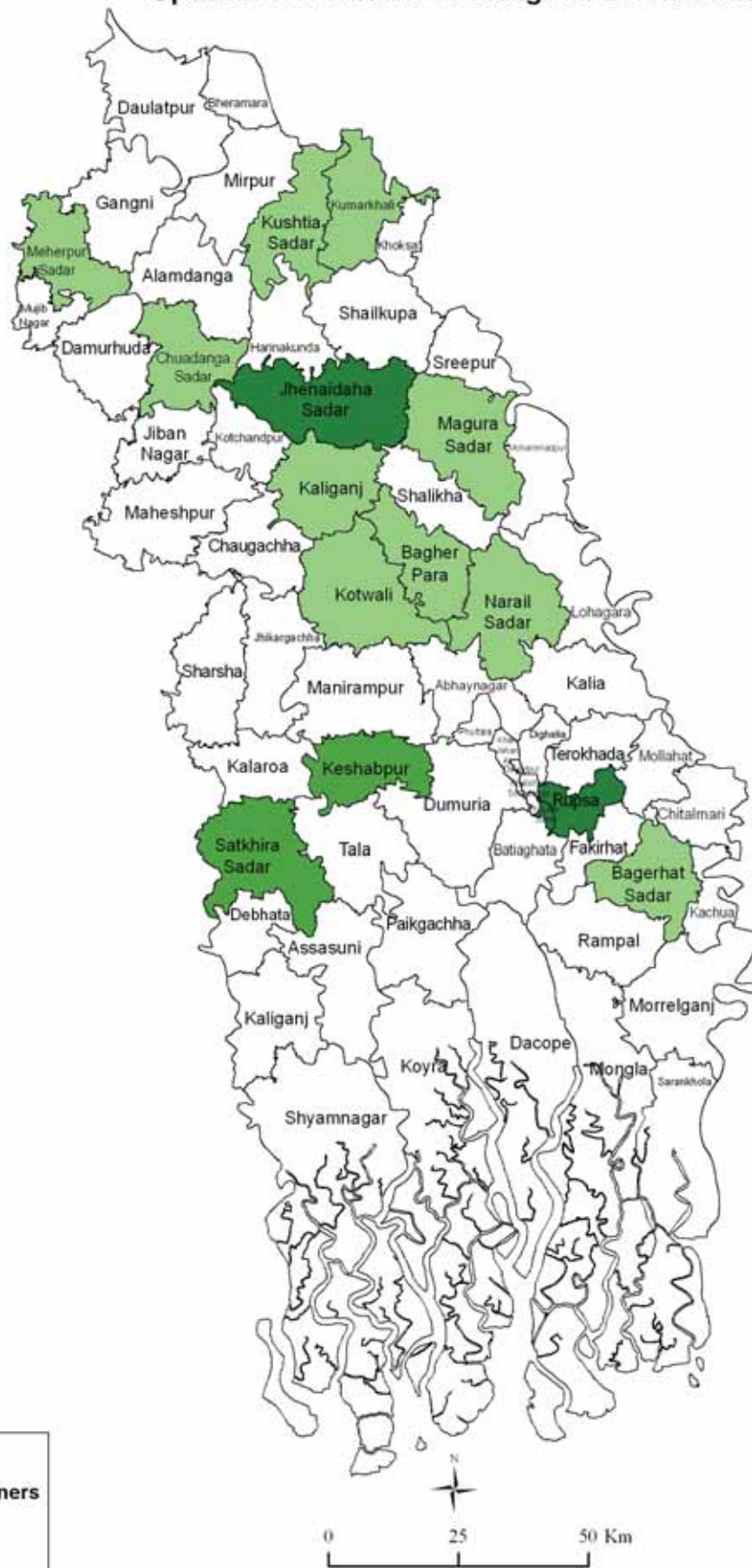


Legend
Number of Learners

- No Program
- Upto 1000
- 1001 - 2000
- Above 2000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

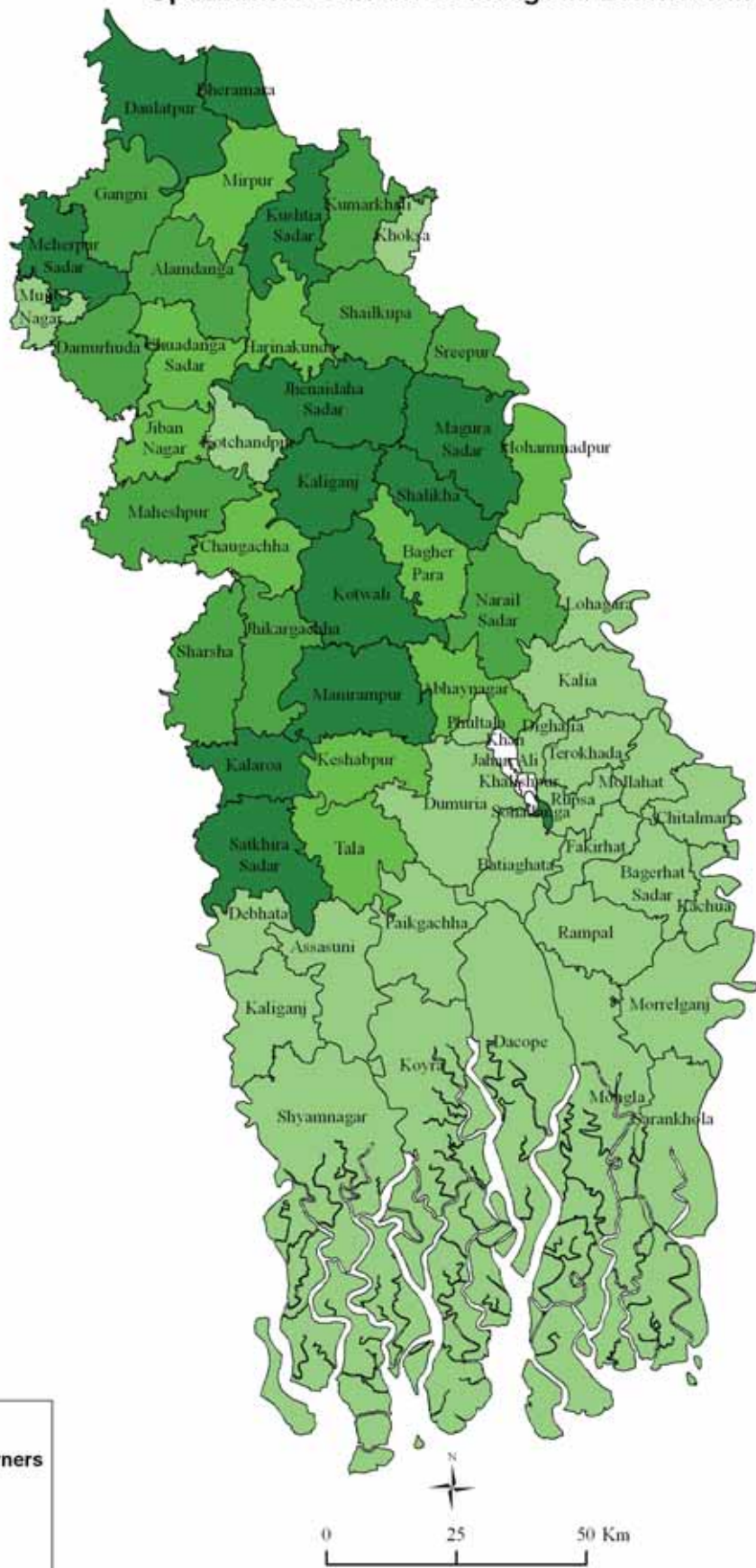
Upazilawise Current Coverage of Learners in Khulna Division



Legend
Number of Learners

- No Program
- Upto 500
- 501 - 1000
- Above 1000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)



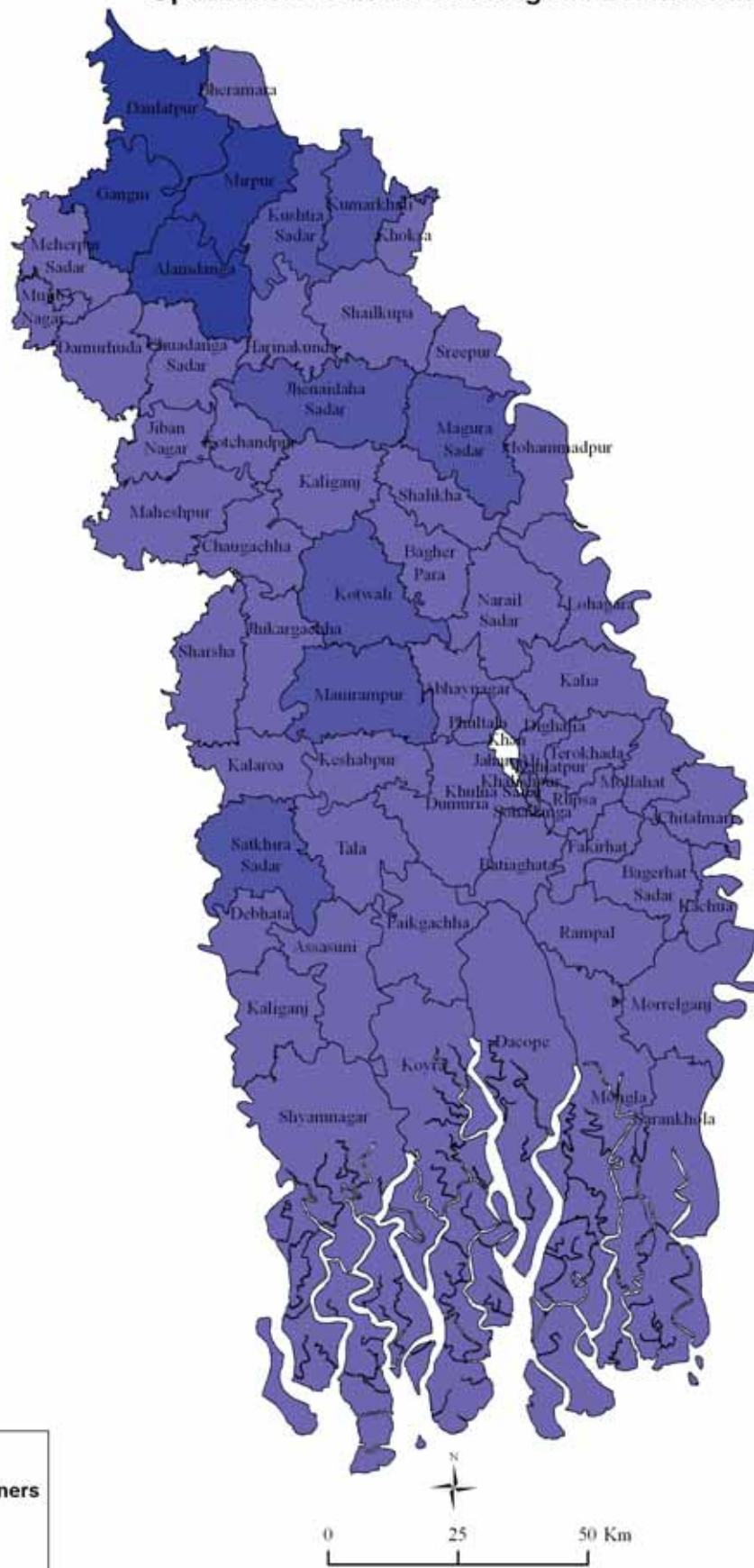
Legend

Number of Learners

(White)	No Program
(Light Green)	Upto 2500
(Medium Green)	2501 - 3500
(Dark Green)	3501 - 4500
(Darkest Green)	Above 4500

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Khulna Division



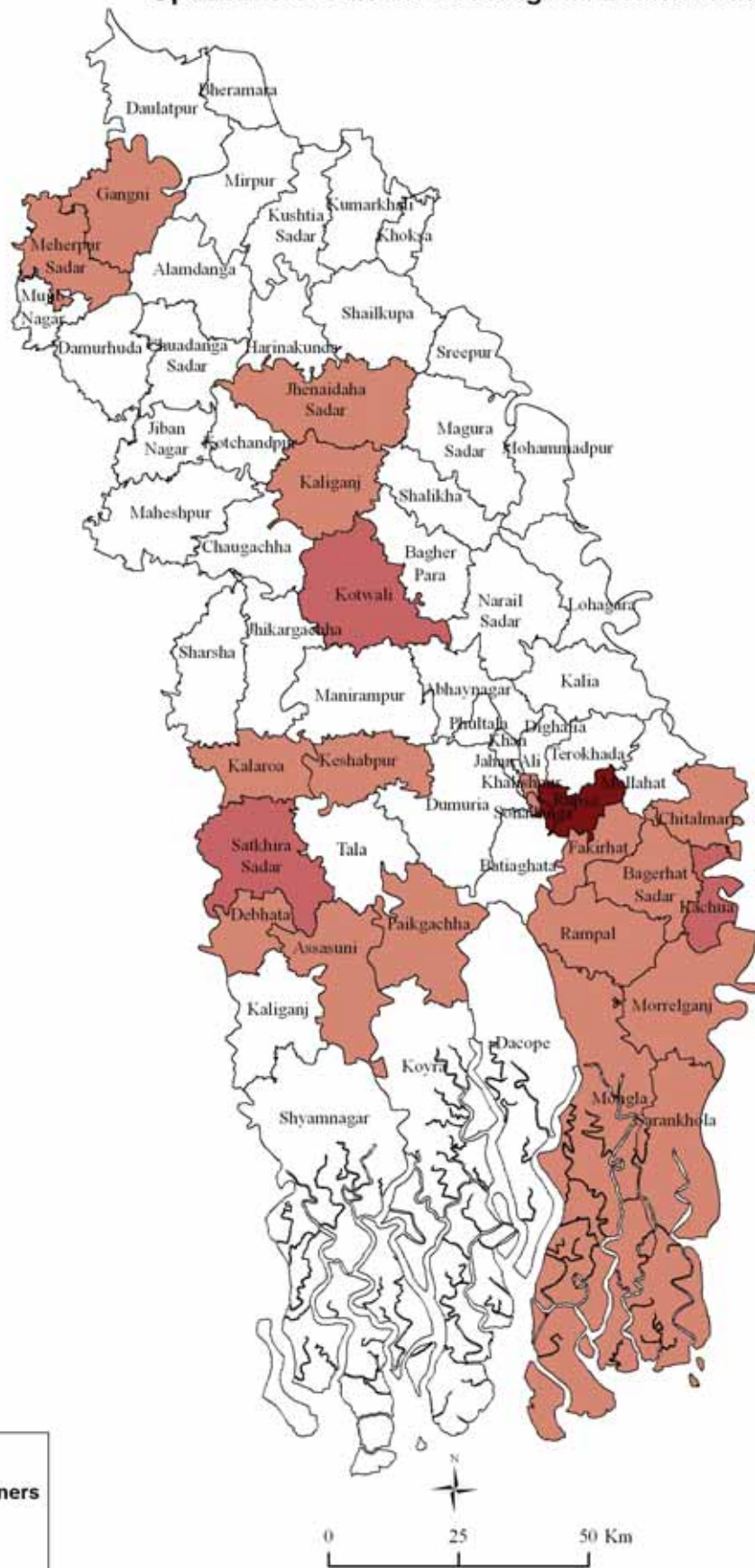
Legend

Number of Learners

- No Program
- Upto 5000
- 5001 - 10000
- Above 10000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Khulna Division



Legend
Number of Learners

- No Program
- Upto 500
- 501 - 1000
- Above 1000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

ADULT LITERACY PROGRAM

Upazilawise Current Coverage of Learners in Khulna Division



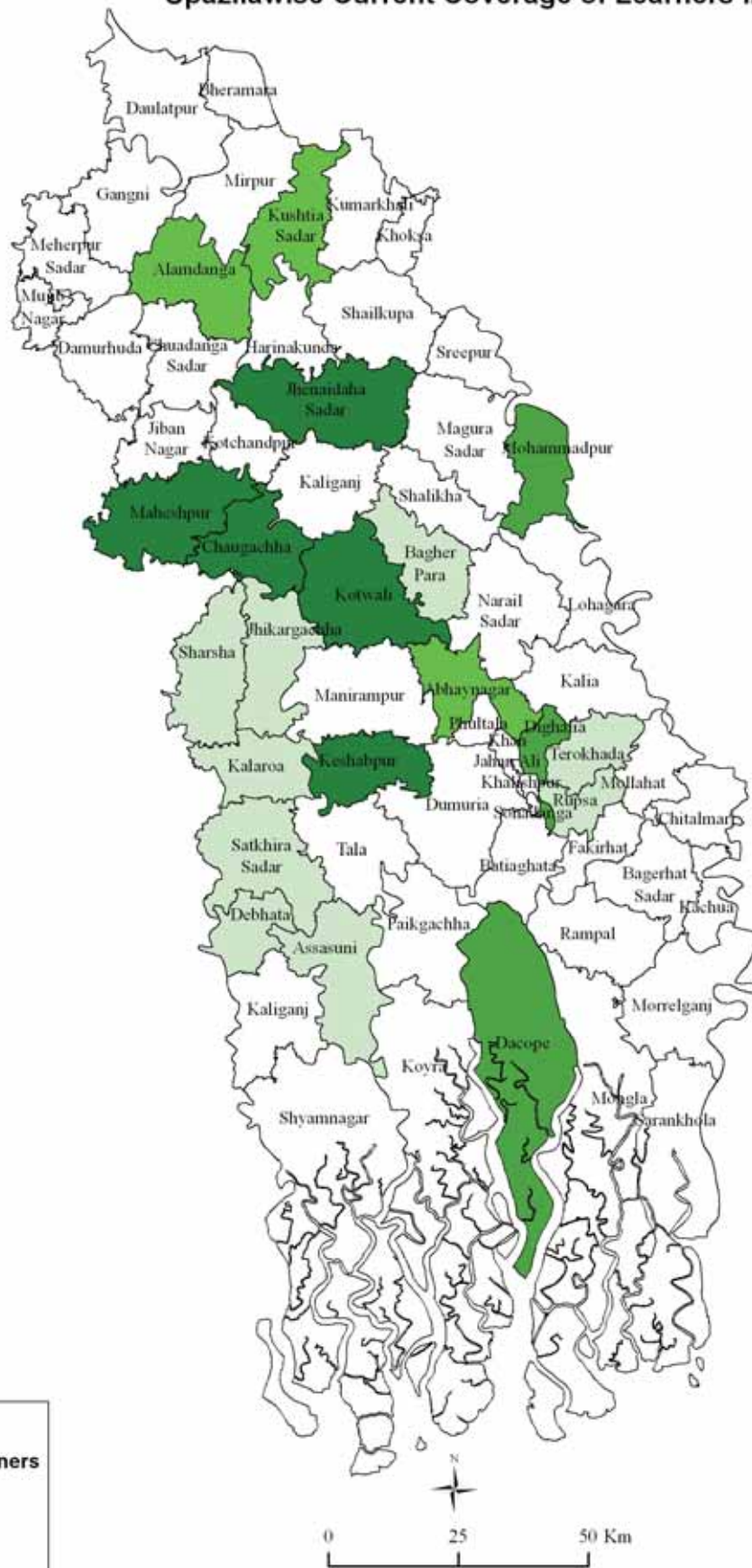
Legend

Number of Learners

- No Program
- Upto 100
- 101 - 500
- 501 - 1000
- Above 1000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Khulna Division



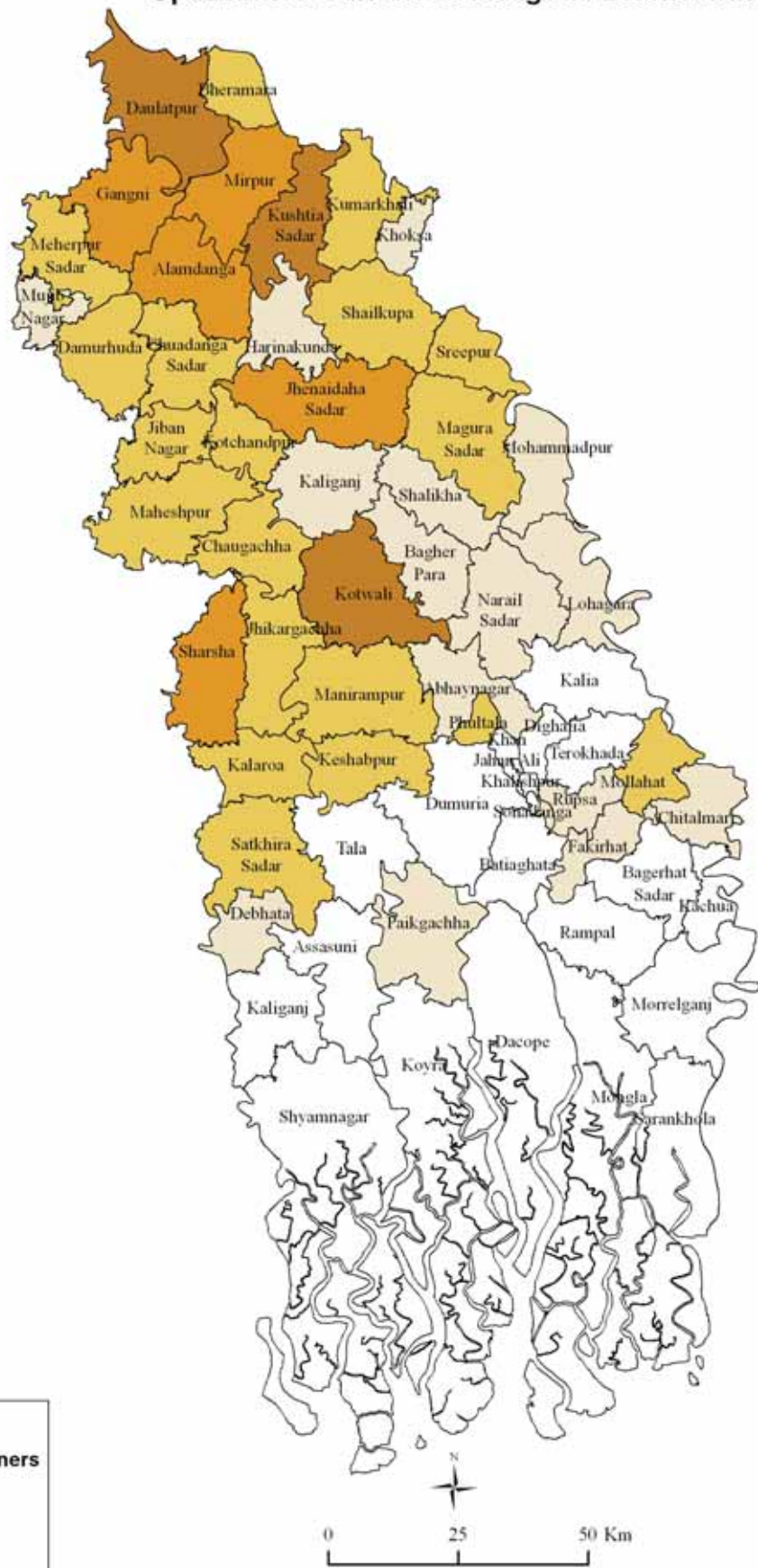
Legend

Number of Learners

- No Program
- Upto 100
- 101 - 500
- 501 - 1000
- Above 1000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Khulna Division



Legend
Number of Learners

- No Program
- Upto 500
- 501 - 1000
- 1001 - 1500
- Above 1500

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Khulna Division

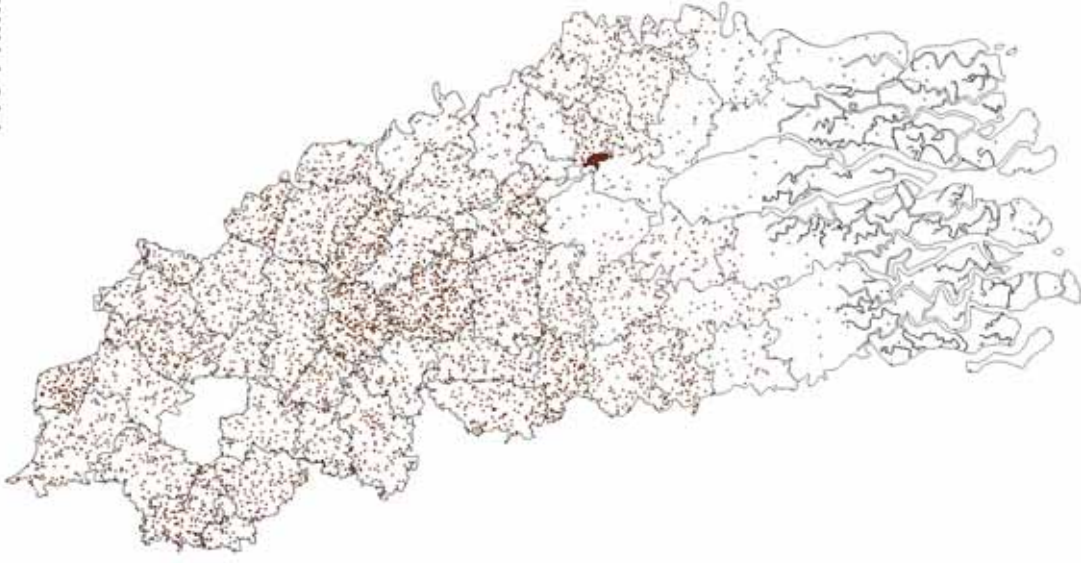
Parenting



ECCE



Pre-Primary



Legend
• 1 Dot = 1 Centre

Map: K10



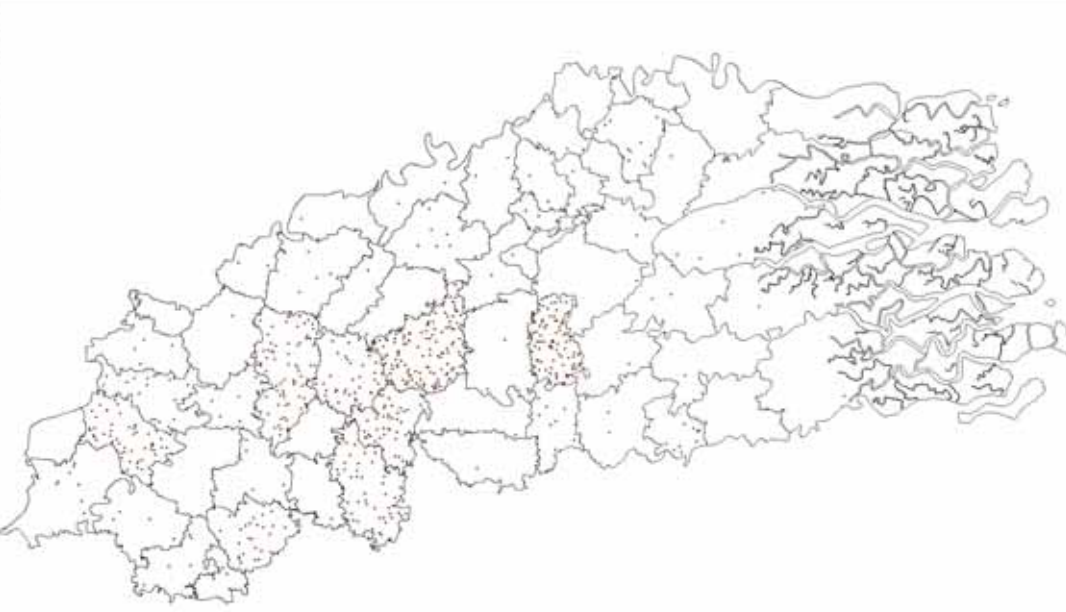
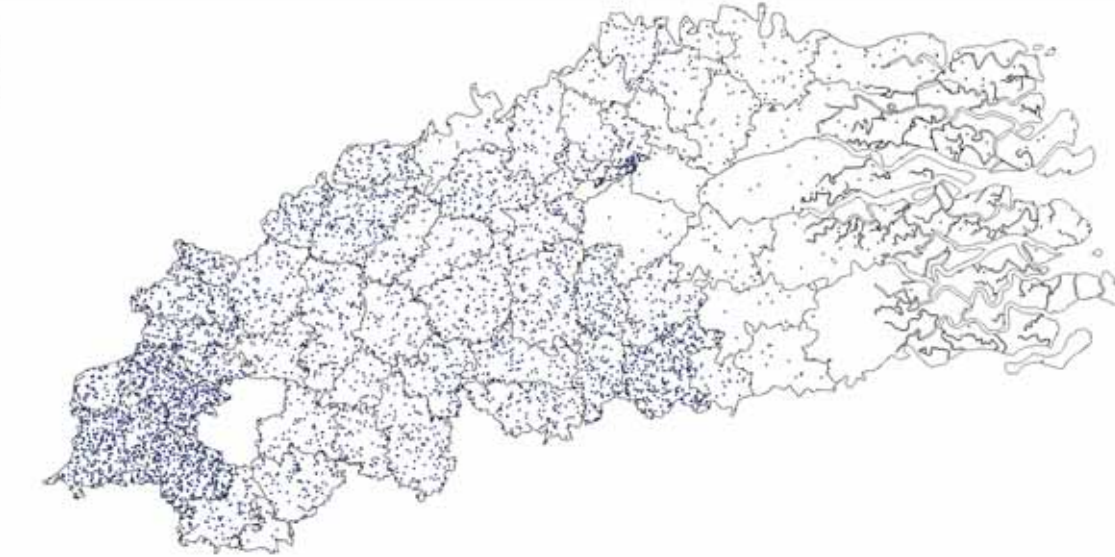
**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Khulna Division

NFPE

Adolescent

Adult Literacy



Legend

• 1 Dot = 1 Centre



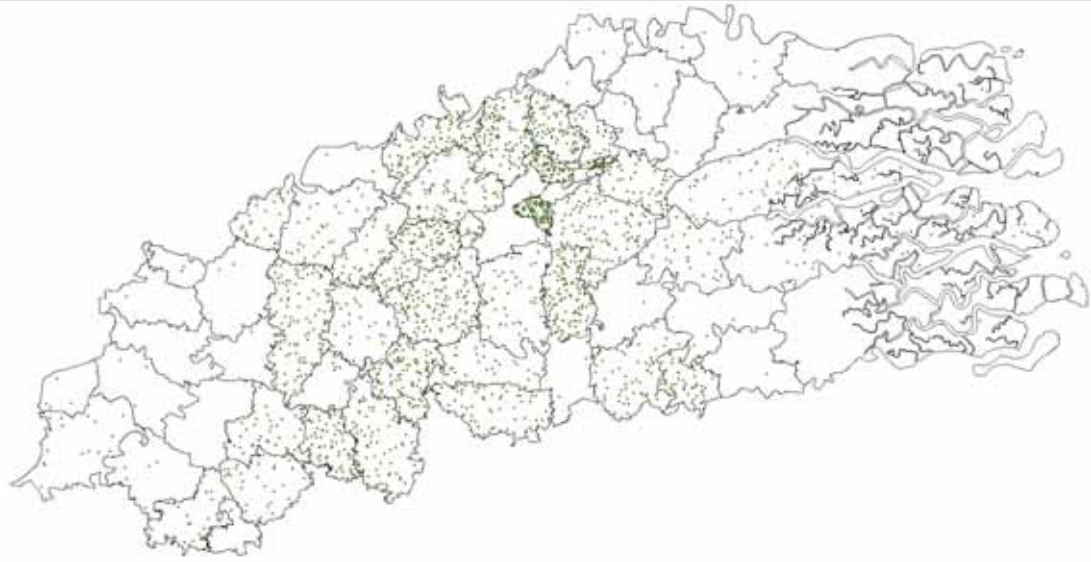
0 8 16 Km

**Mapping of Non-formal Education Activities
in Bangladesh -2007**

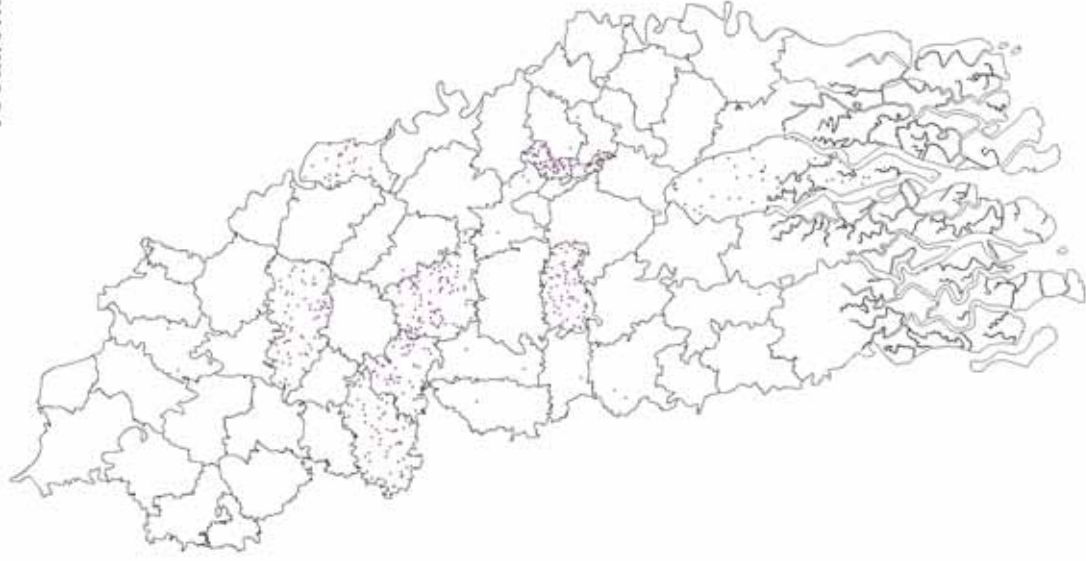
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Khulna Division

Post Literacy



Vocational



QLIP



Legend

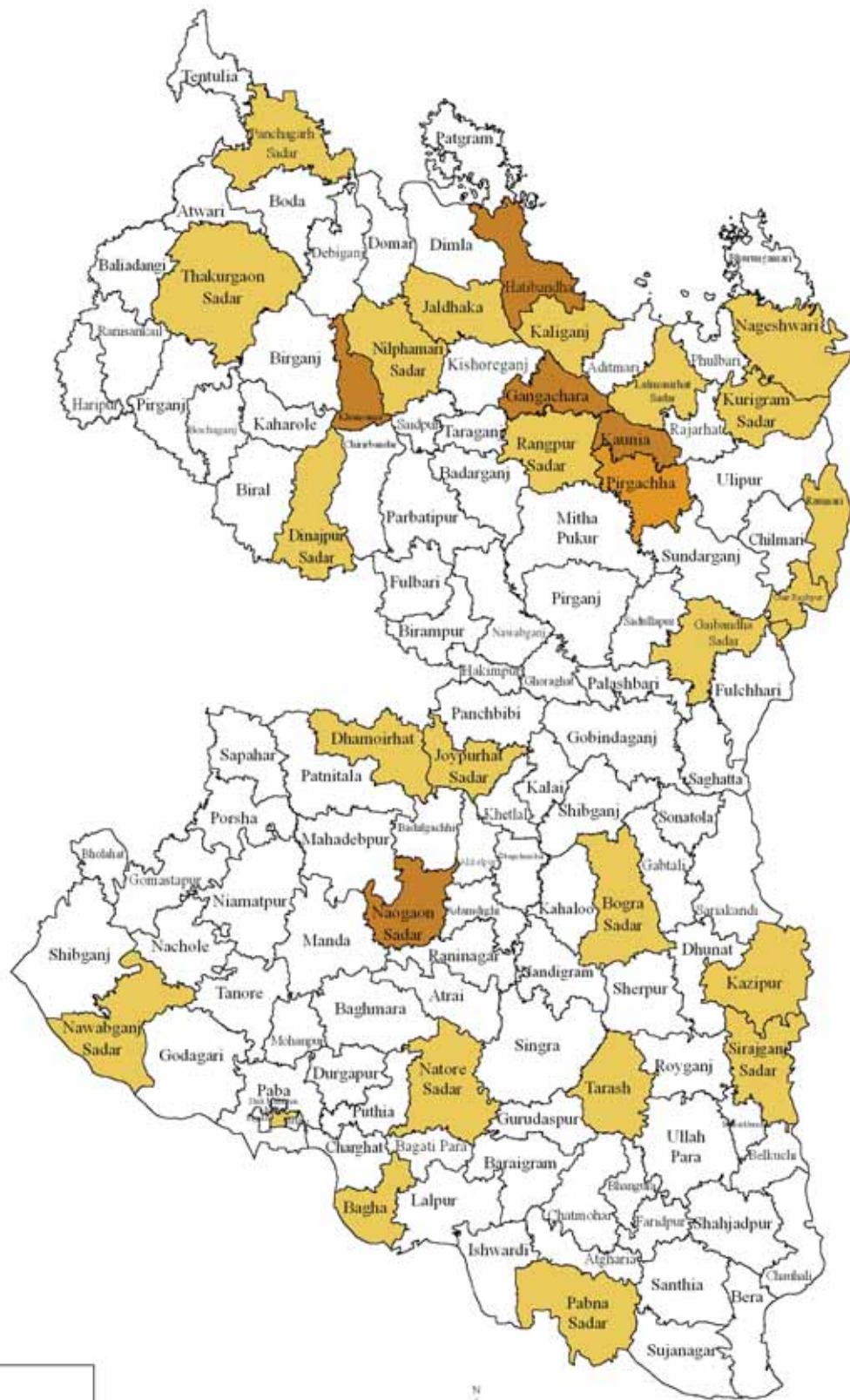
• 1 Dot = 1 Centre

Map: K12



**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division



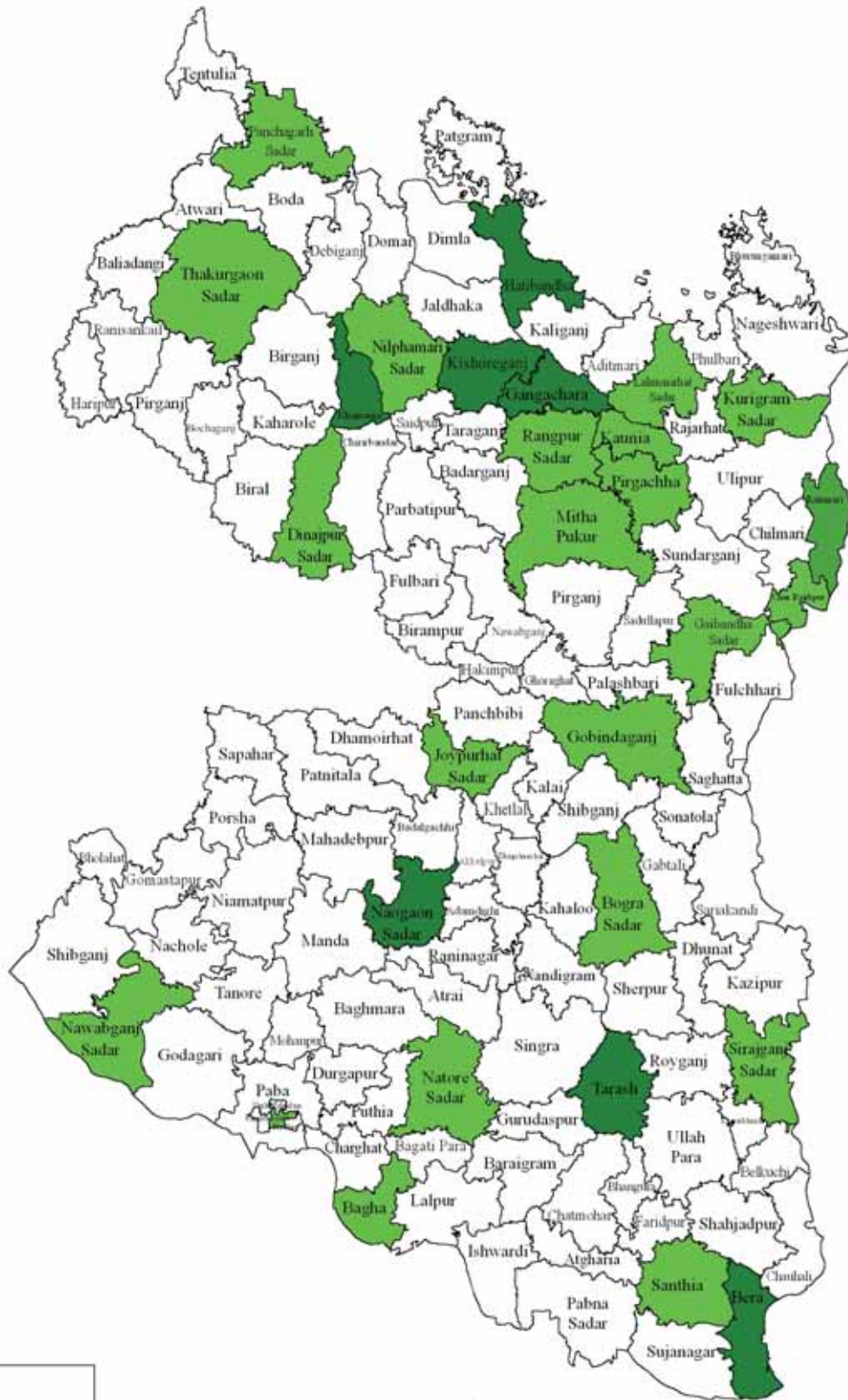
Legend

Number of Learners

- No Program
- Upto 500
- 501 - 1000
- Above 1000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

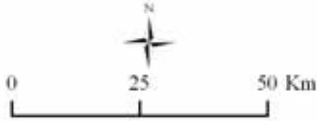
Upazilawise Current Coverage of Learners in Rajshahi Division



Legend

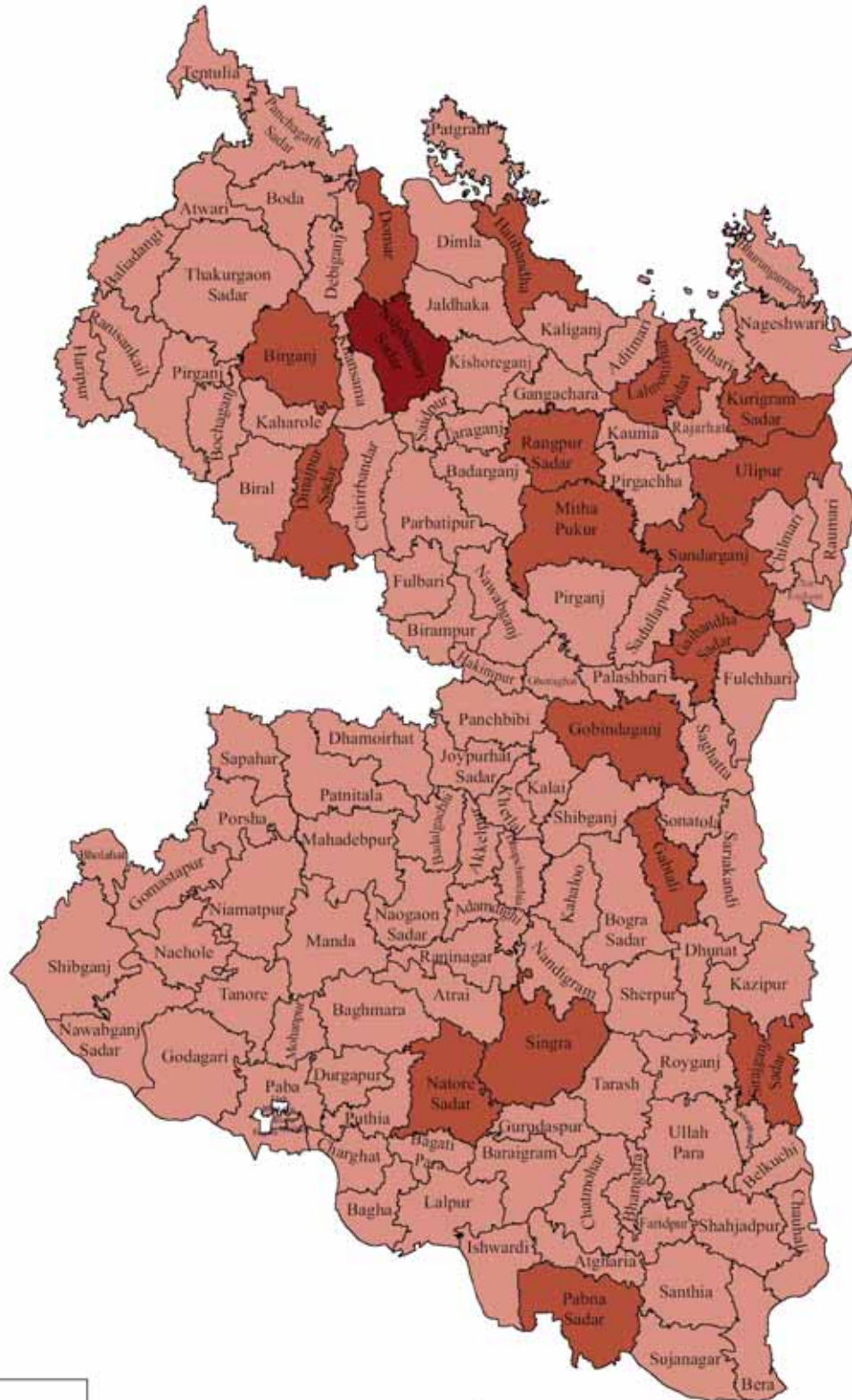
Number of Learners

- No Program
- Upto 150
- 151 - 250
- Above 250



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division



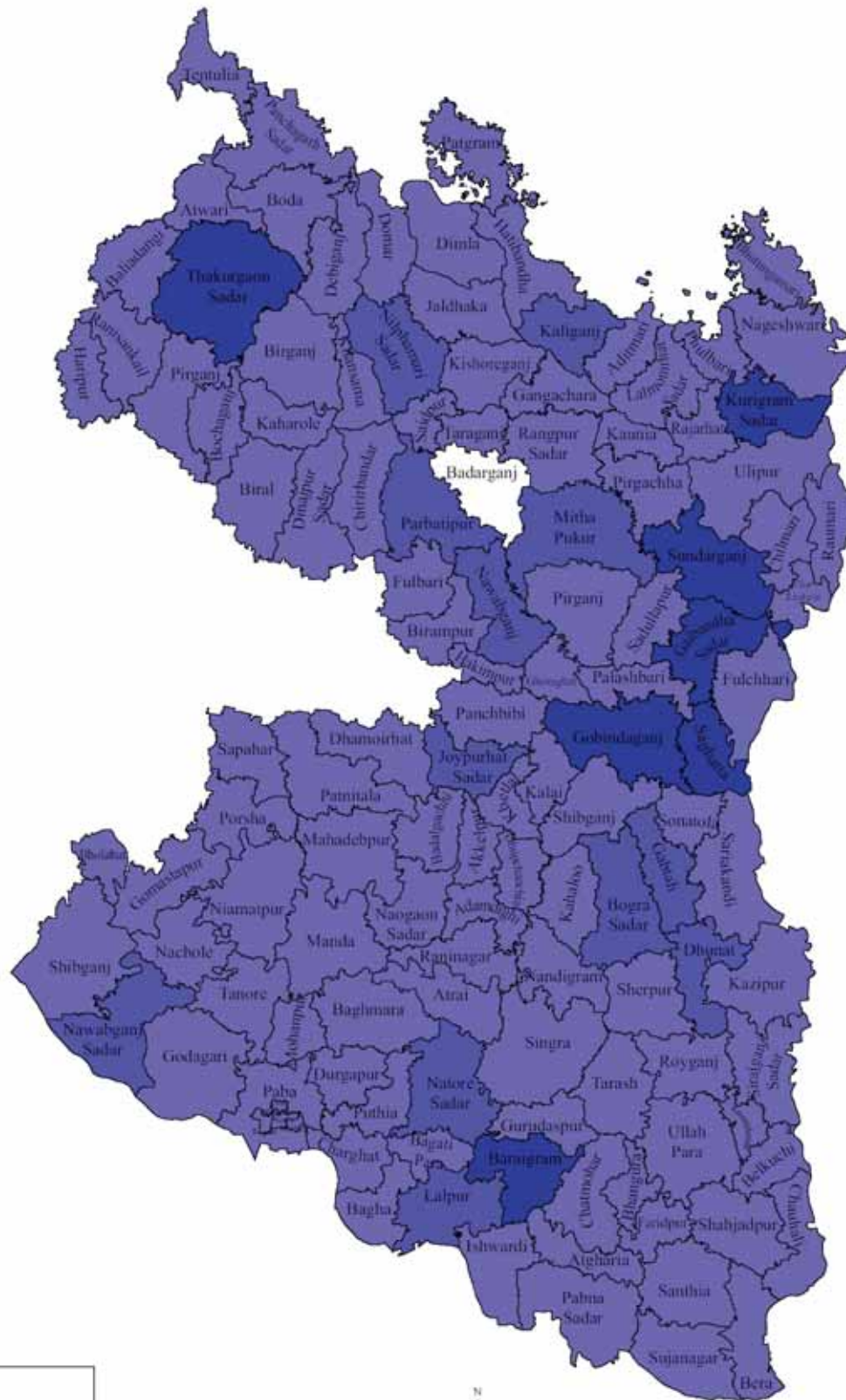
Legend

Number of Learners

- No Program
- Upto 5000
- 5001 - 10000
- Above 10000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division



Legend

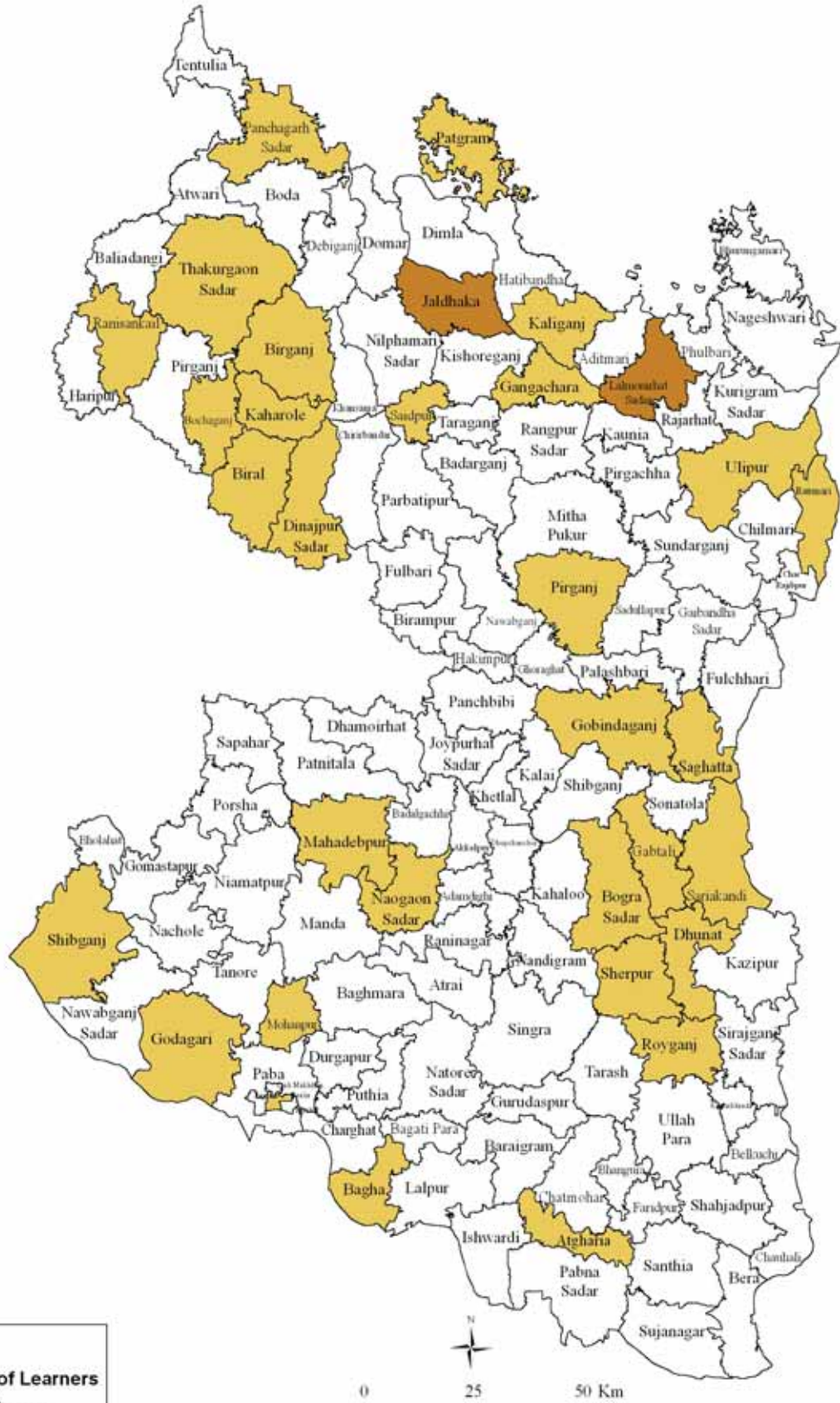
Number of Learners

- No Program
- Upto 5000
- 5001 - 10000
- Above 10000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division

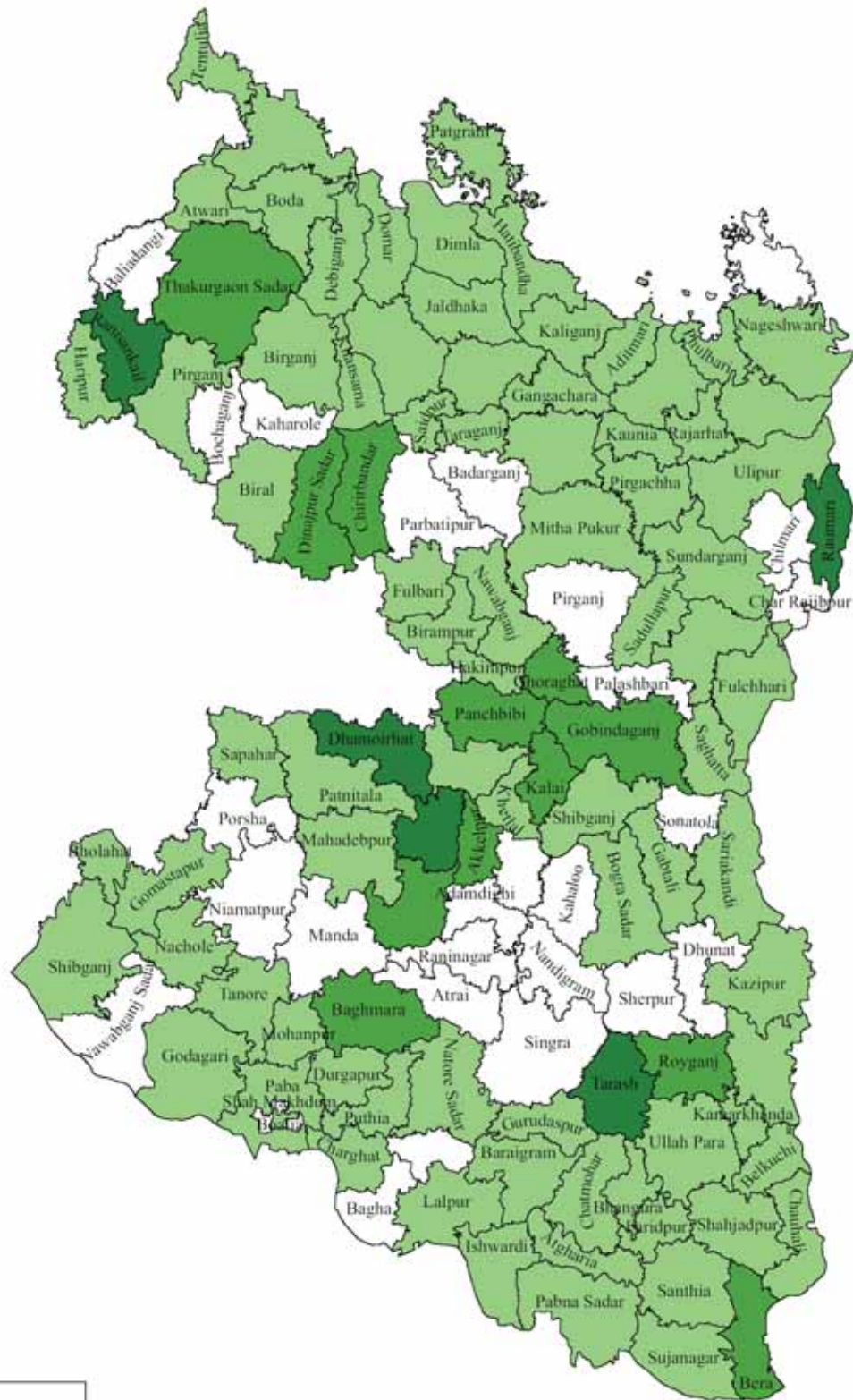


Legend

Number of Learners

- No Program
- Upto 5000
- Above 5000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

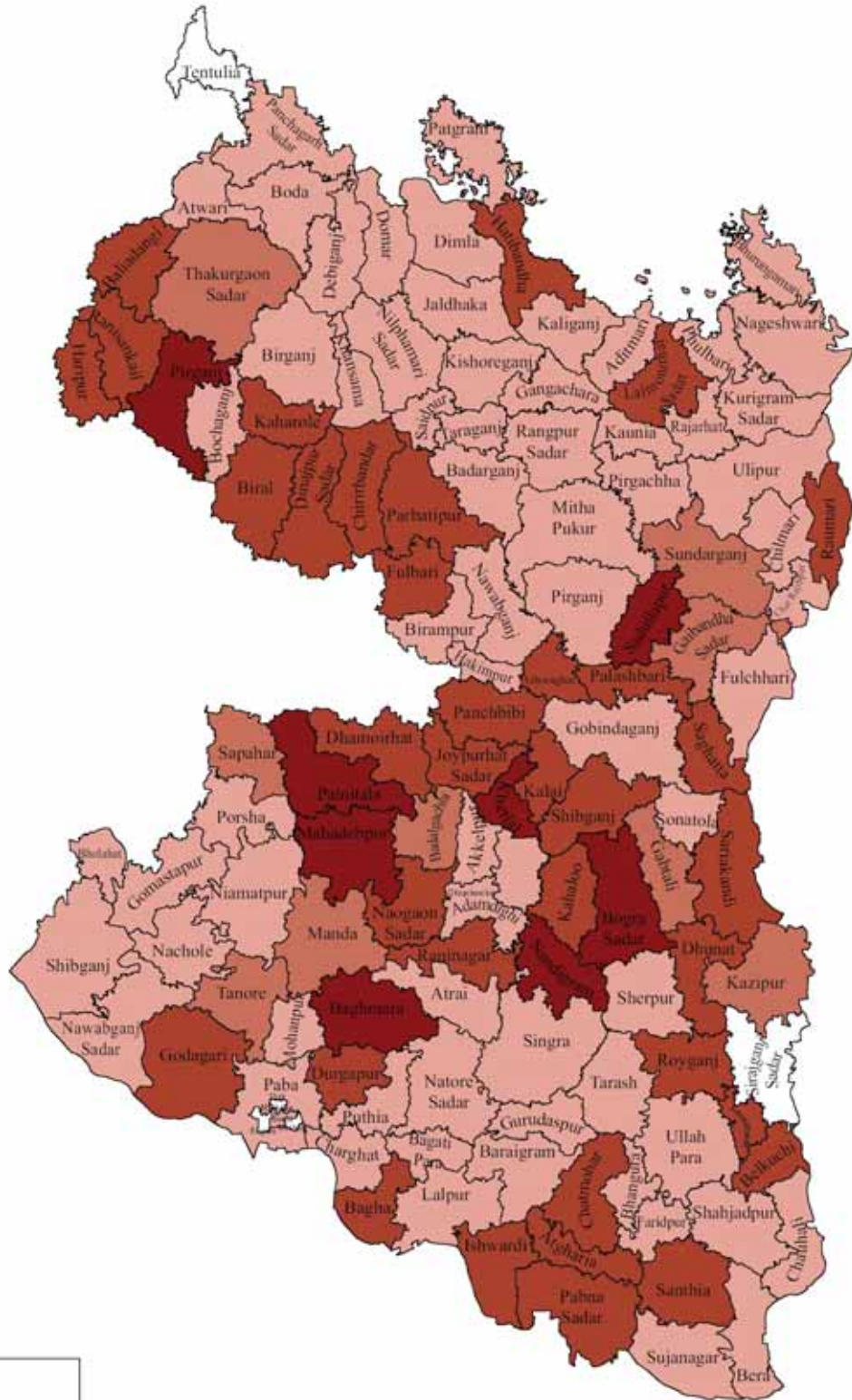


Legend

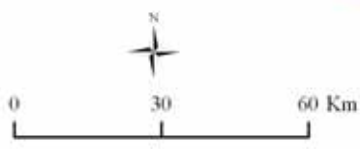
Number of Learners

- No Program
- Upto 500
- 501 - 1000
- Above 1000

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

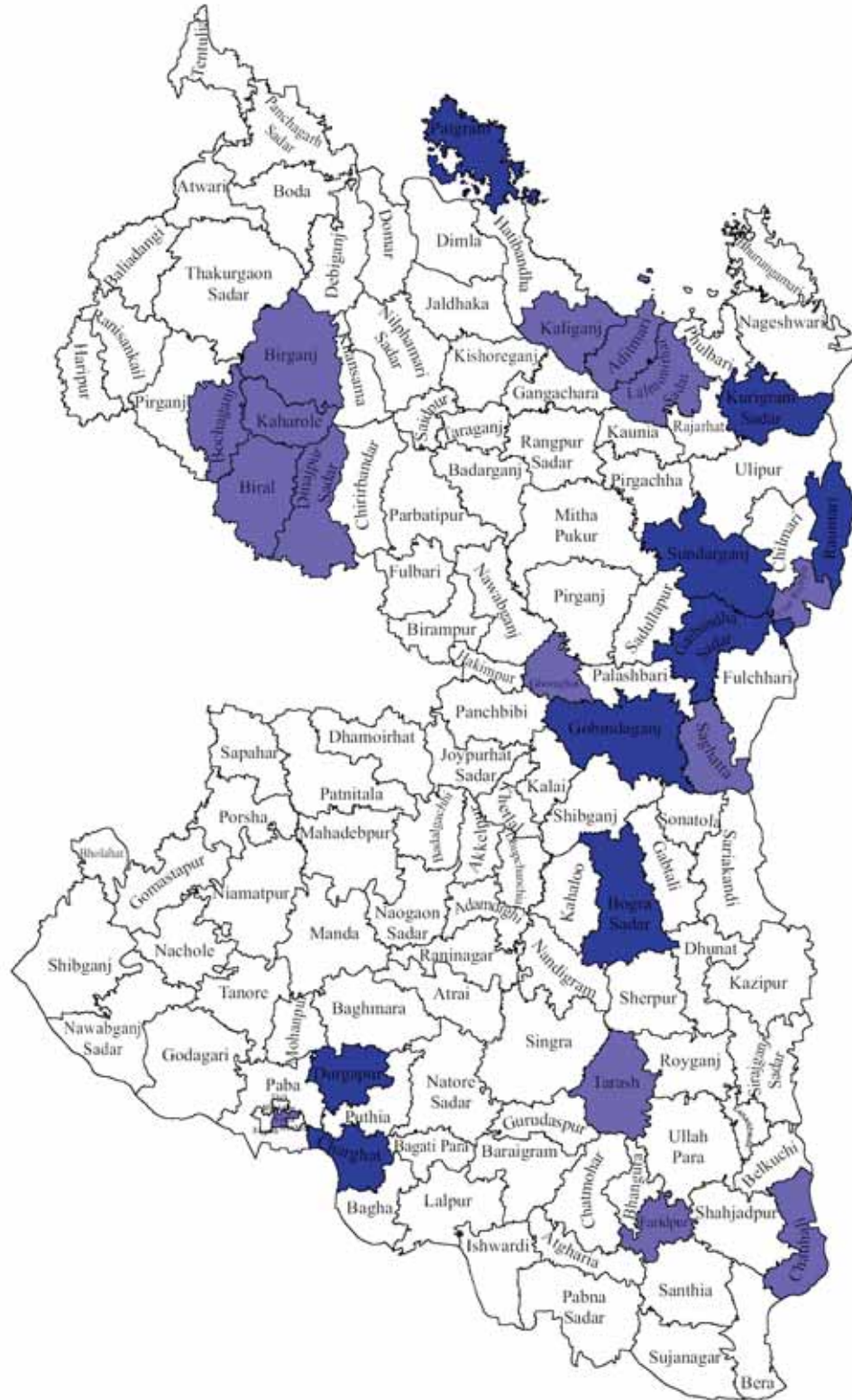


Legend	
Number of Learners	
[White Box]	No Program
[Light Brown Box]	Upto 1000
[Medium Brown Box]	1001 - 1500
[Dark Brown Box]	1501 - 3000
[Darkest Brown Box]	Above 3000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division



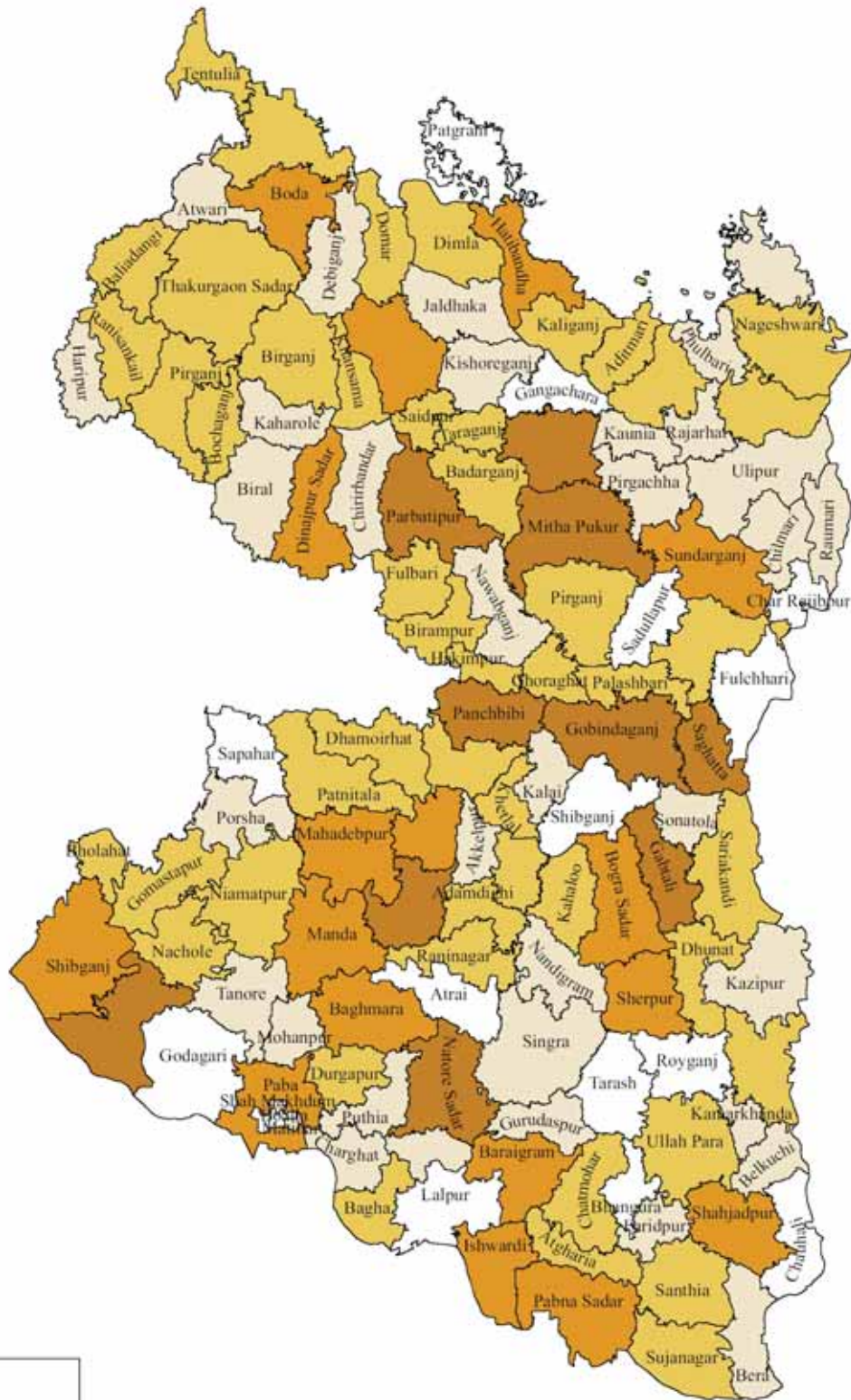
Legend

Number of Learners

- No Program
- 1 - 500
- Above 500

Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Current Coverage of Learners in Rajshahi Division



Legend

Number of Learners

- No Program
- Upto 500
- 501 - 1000
- 1001 - 1500
- Above 1500



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Rajshahi Division

Parenting



ECCE



Pre-Primary



Legend

• 1 Dot = 1 Centre

Map: R10

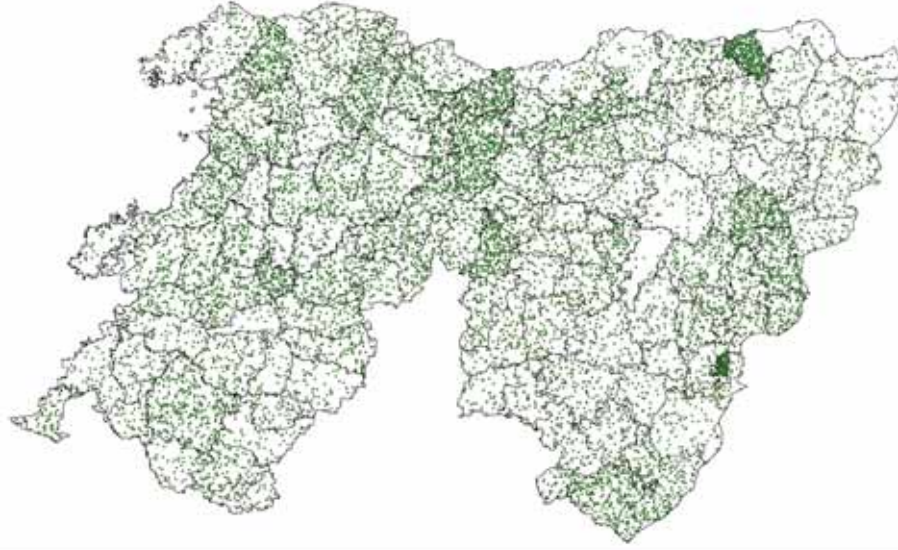


**Mapping of Non-formal Education Activities
in Bangladesh -2007**

Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Rajshahi Division

NFPE



Adolescent



Adult Literacy



Legend

• 1 Dot = 1 Centre



0 25 50 Km

Mapping of Non-formal Education Activities
in Bangladesh -2007

Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Rajshahi Division

Post Literacy



Vocational



QLIP



Legend
• 1 Dot = 1 Centre

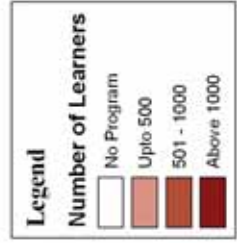
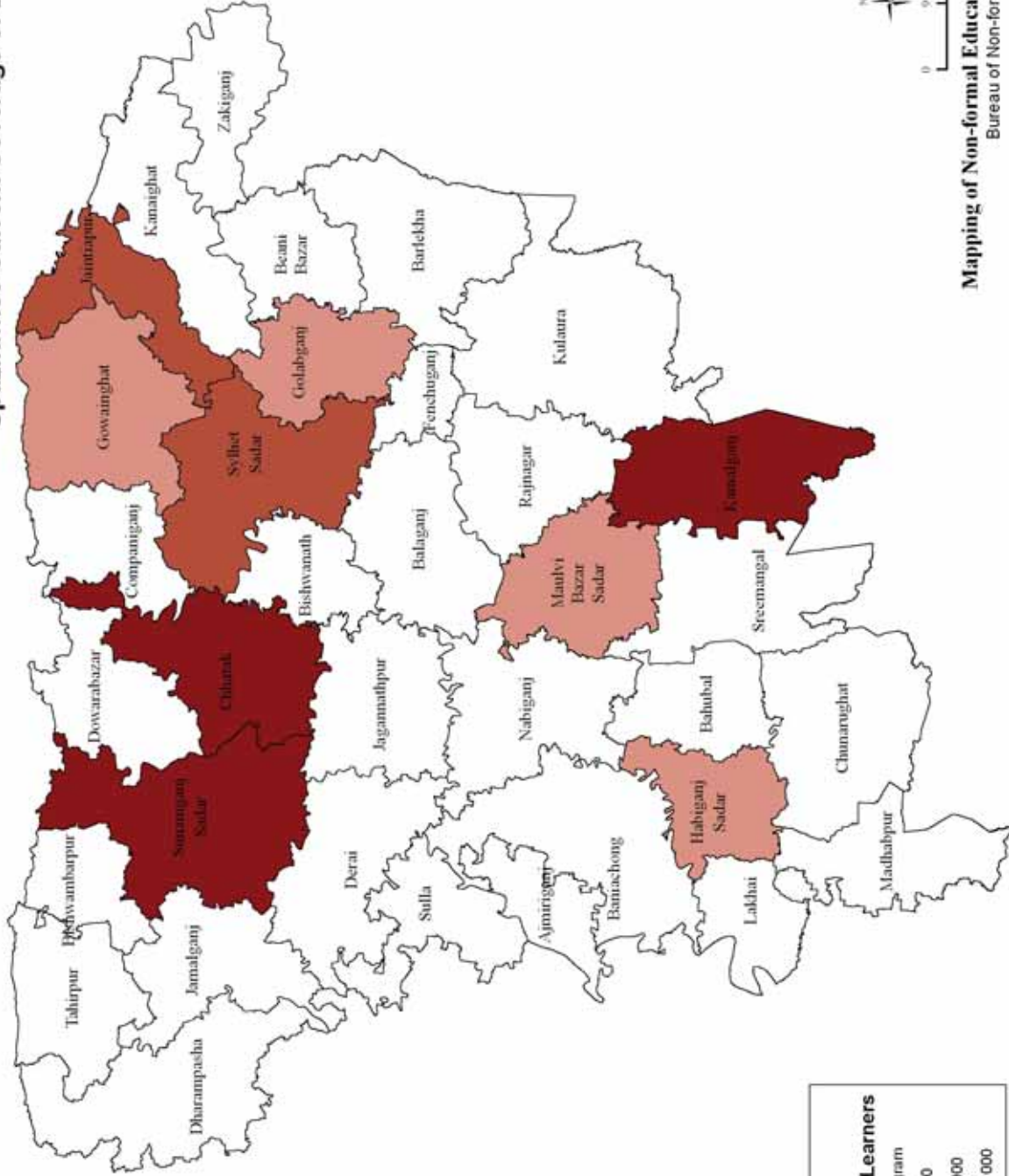


**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Current Coverage

Upazilawise Current Coverage of Learners in Sylhet Division

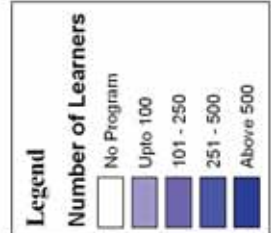
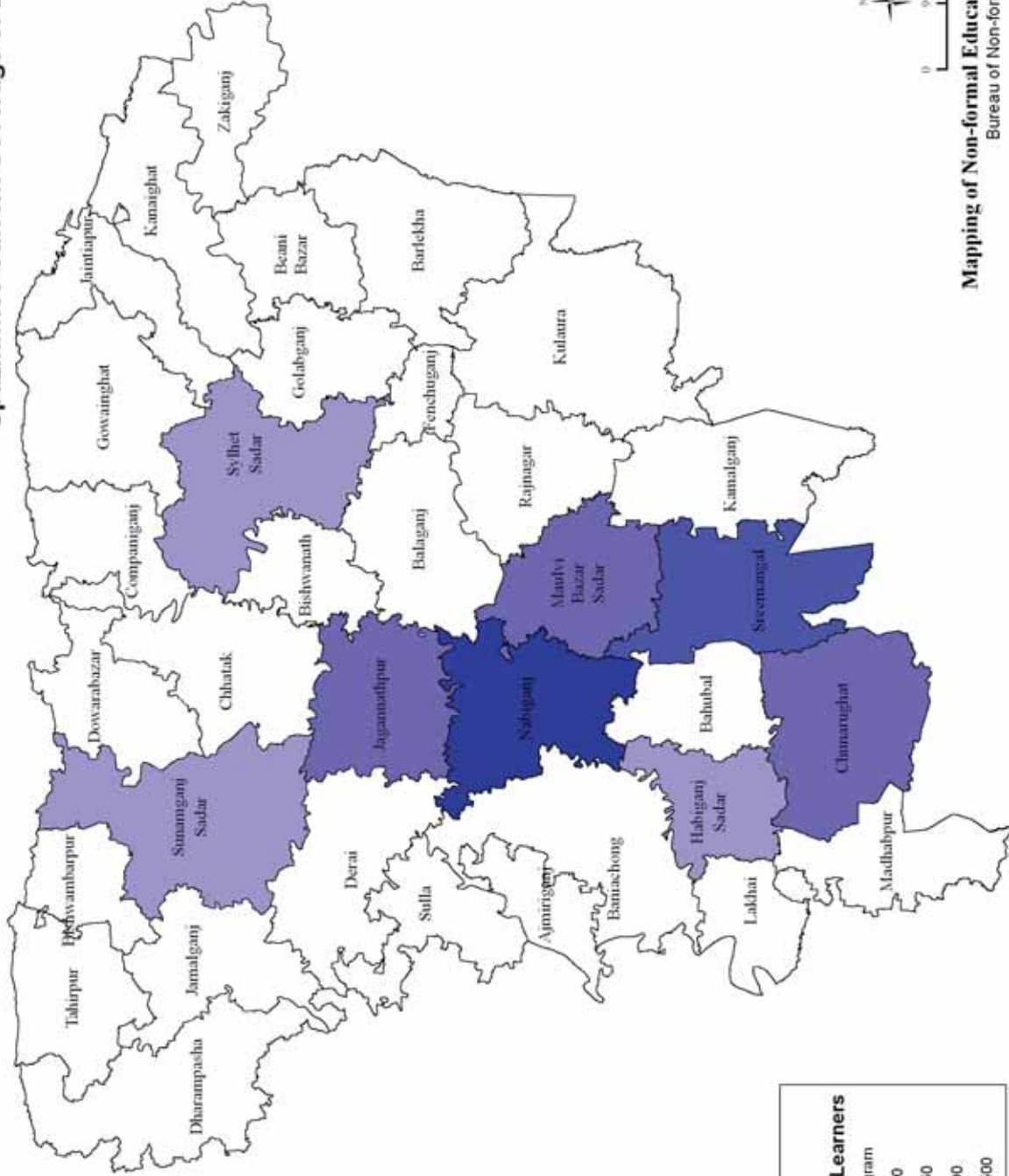
PARENTING PROGRAM



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

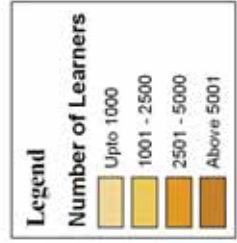
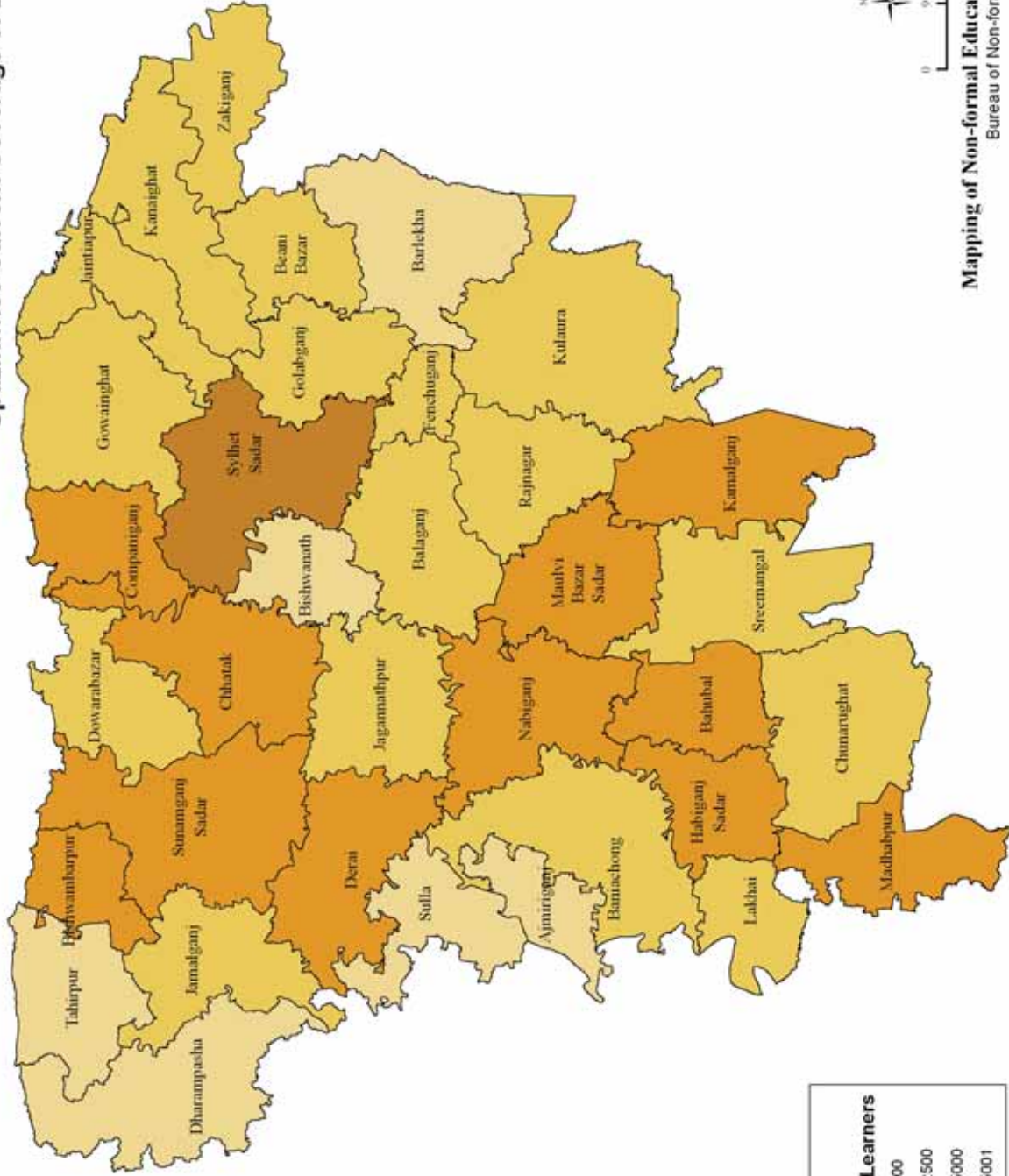
ECCE PROGRAM Upazilawise Current Coverage of Learners in Sylhet Division



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

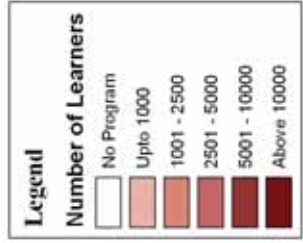
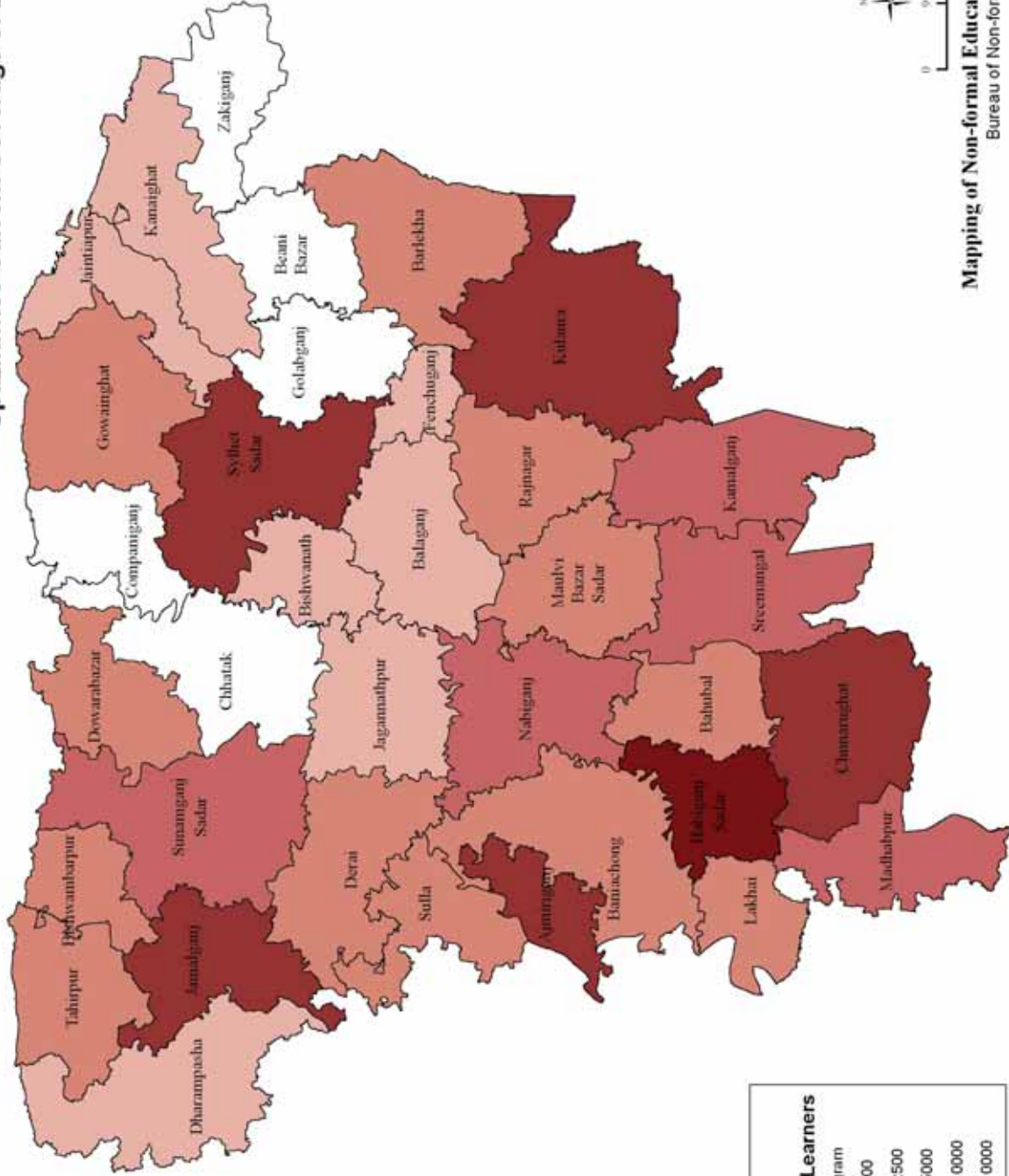
PRE-PRIMARY PROGRAM Upazilawise Current Coverage of Learners in Sylhet Division



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

NFPE PROGRAM Upazilawise Current Coverage of Learners in Sylhet Division

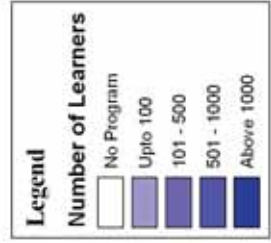
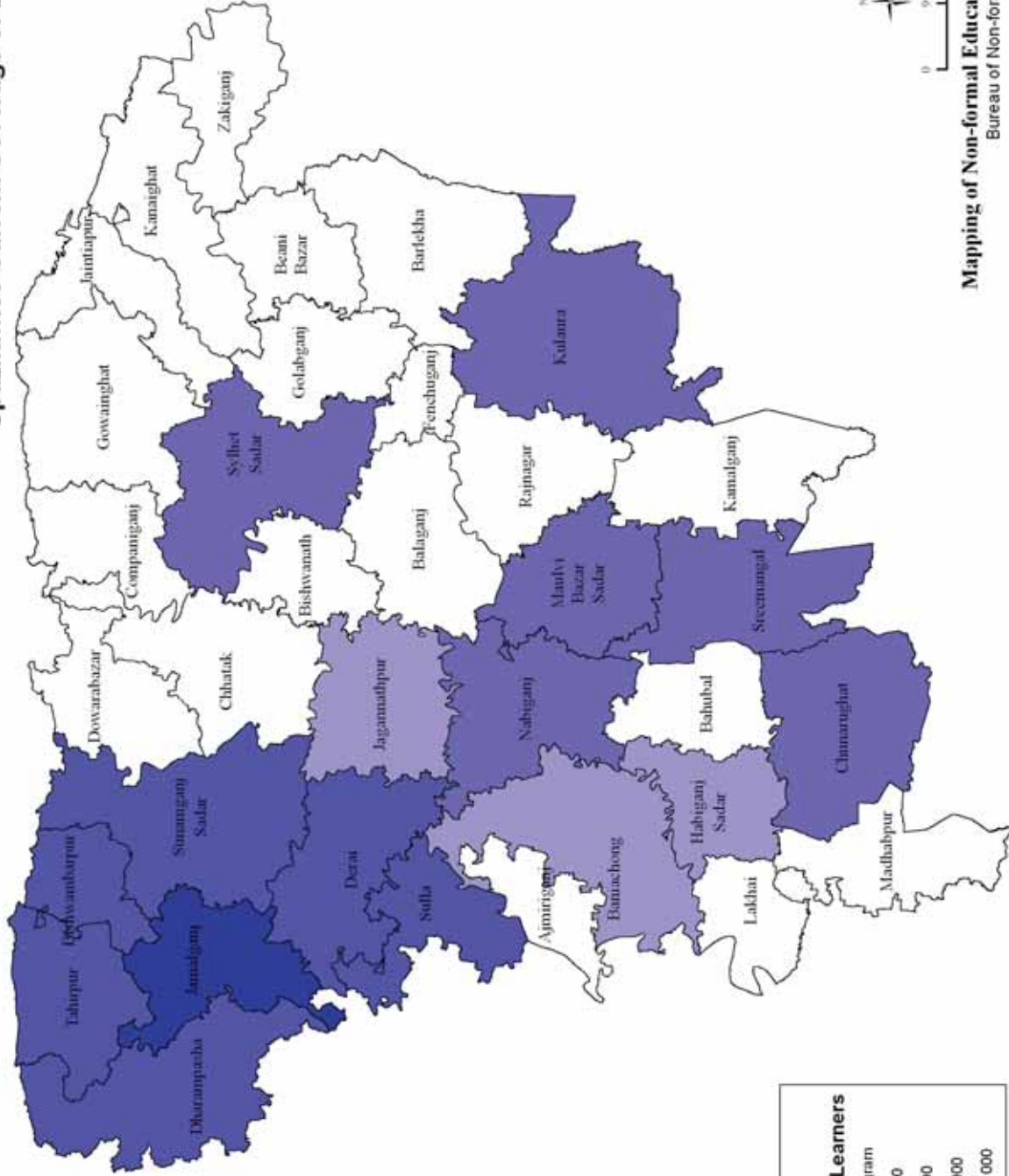


Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

Upazilawise Current Coverage of Learners in Sylhet Division

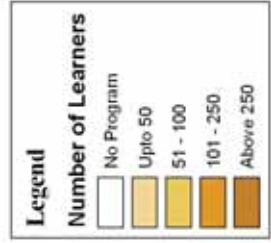
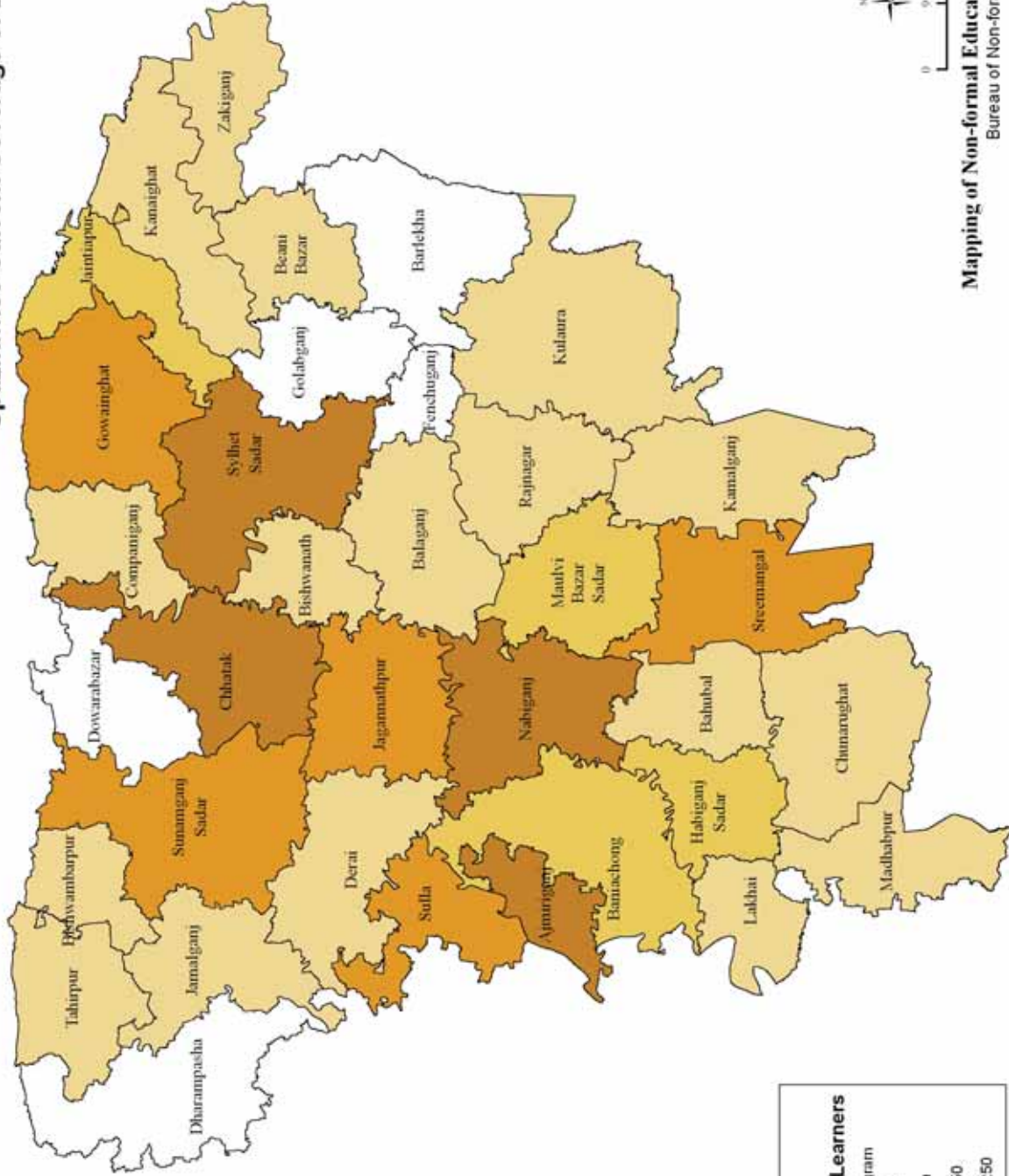
ADOLESCENT PROGRAM



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

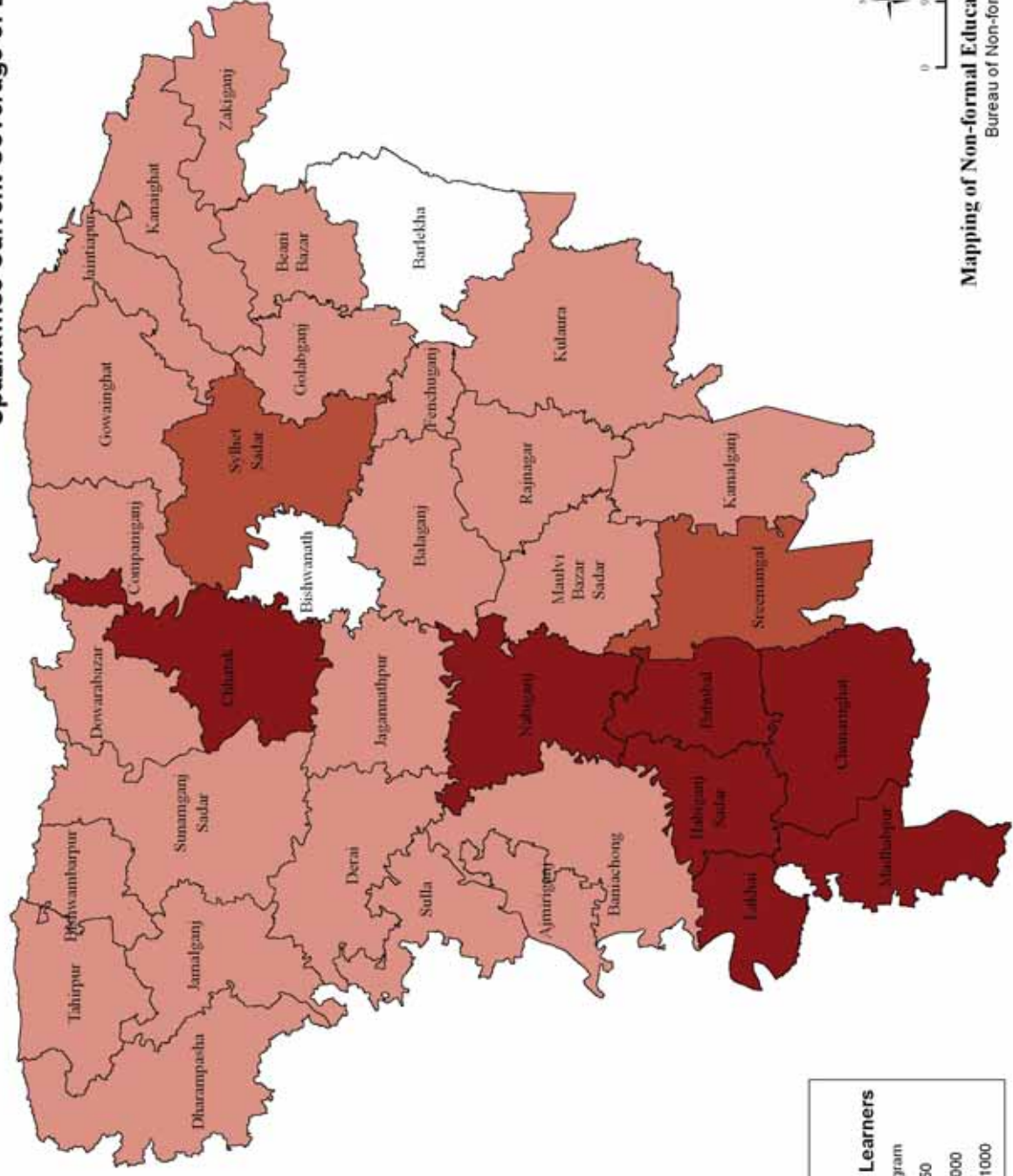
ADULT LITERACY PROGRAM Upazilawise Current Coverage of Learners in Sylhet Division



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Current Coverage

POST LITERACY PROGRAM Upazilawise Current Coverage of Learners in Sylhet Division



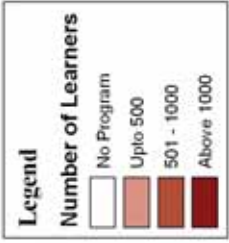
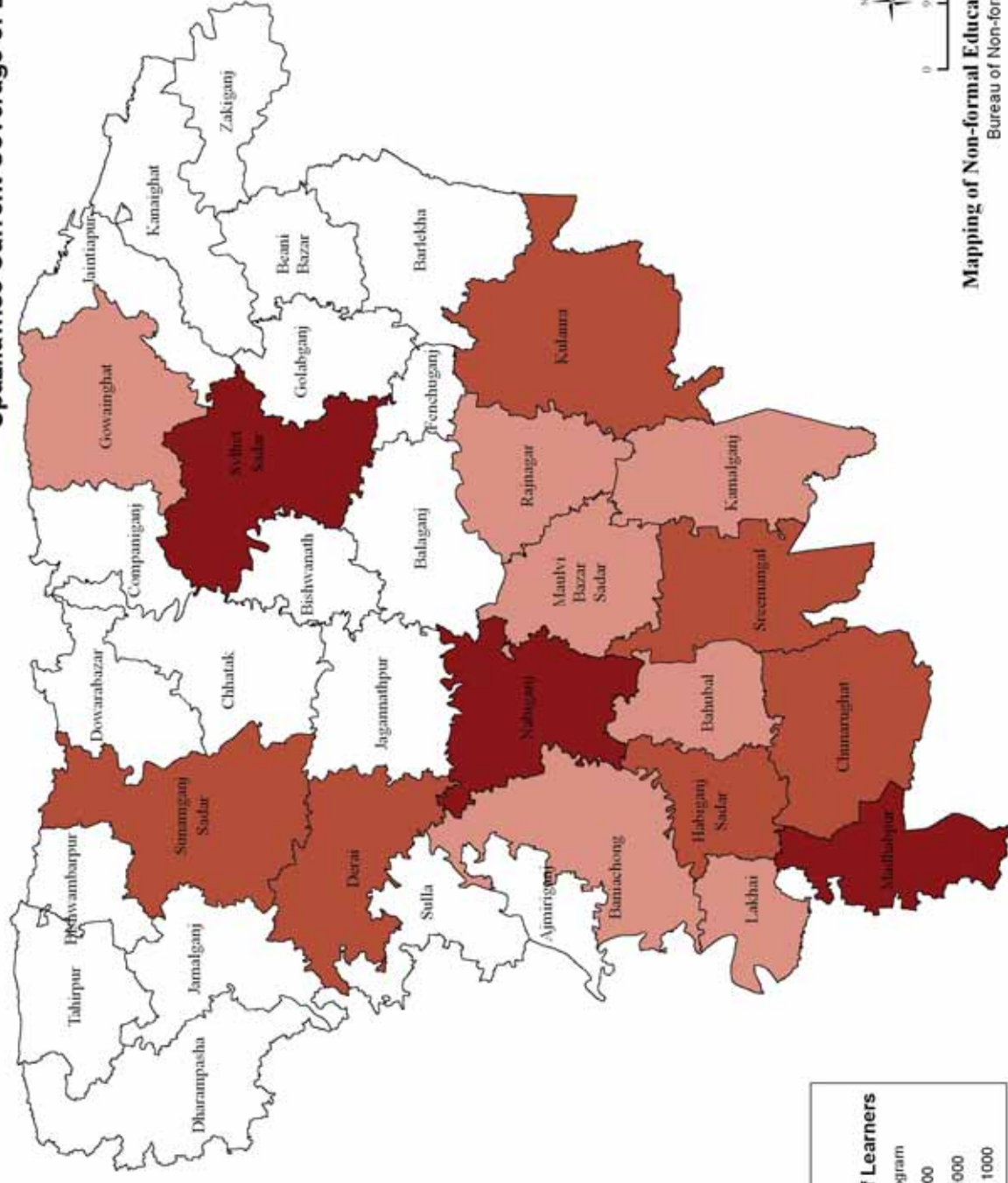
Legend

Number of Learners

- No program
- Upto 250
- 251 - 1000
- Above 1000



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)



Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Sylhet Division

Parenting



ECCE



Pre-Primary



Legend

• 1 Dot = 1 Centre

Map: S10



**Mapping of Non-formal Education Activities
in Bangladesh -2007**
Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Sylhet Division

NFPE



Adolescent



Adult Literacy



Legend

• 1 Dot = 1 Centre



0 10 20 Km

Mapping of Non-formal Education Activities
in Bangladesh -2007

Bureau of Non-formal Education (BNFE)

Upazilawise Distribution of NFE Programs in Sylhet Division

Post Literacy



Vocational



QLIP



Legend

• 1 Dot = 1 Centre



Mapping of Non-formal Education Activities
in Bangladesh -2007

Bureau of Non-formal Education (BNFE)

C. Annex

Annex Documents

- Annex 1: Terms of Reference for Mapping of NFE Activities in Bangladesh
- Annex 2: Mapping Team (Category-wise list of persons – Advisors, ToR/Core team, Coordinators & Consultant, Field Supervisors, Mapping Associates, Secretariat team)
- Annex 3: List of organizations covered in the Mapping
- Annex 4: Work Plan (Revised)
- Annex 5: List of Clusters with Districts and names of NGOs supporting organizing cluster level workshops
- Annex 6: Questionnaire used for collection of information
- Annex 7: Checklist used for collection of information
- Annex 8: Extract from NFE Policy
- Annex 9: List of Projects in Education/NFE Sector
- Annex 10: List of organizations developed NFE materials
- Annex 11: Information about Training Centres (by division and district)
- Annex 12: List of NFE materials and publications developed by Government Departments and NGOs
- Annex 13: Comment and Suggestions Made by the Participants attended at the National NFE Mapping Workshop held on August 19, 2008

Final Terms of Reference
for
Mapping of Non- formal Education (NFE) Activities in Bangladesh

1. Background:

Following its commitment to the Millennium Development Goals (MDGs) and Education for All (EFA), the Government of Bangladesh (GoB) has placed increasing importance on strategies to attain these goals. Accordingly, the Poverty Reduction Strategy Paper (PRSP) has come into the fore-light. A key element in these documents is the emphasis on education – formal primary, non-formal education, secondary education, and vocational education.

The GoB's commitment to education for all its citizens was made at the Education for All (EFA) World Conference in Jomtien, Thailand, in 1990, and later at the Dakar Declaration on EFA in 2000. Jomtien was followed by the formulation of a National Plan of Action I (NPA I) for Education in 1991, and Dakar was followed by the National Plan of Action II (NPA II), 2003 - 2015.

Under the NPA I, in 1991, the Government launched the General Education Project (GEP) for formal primary and secondary education. In the domain of non-formal education (NFE), the Integrated Non-formal Education Project (INFEP) was launched by the Government in the early 1990s. This was followed by the NFE 1, NFE 2, NFE 3 and NFE 4 projects. These NFE projects targeted 36 million of the 11- 45 years age range with provision of literacy. According to the Government, the achievement was a coverage of 18 million beneficiaries. These projects aimed to cover illiterates, semi-literates, dropouts, working children and other disadvantaged groups.

The GOB is committed to the Millennium Development Goals as well as the Education for All (EFA) objectives by 2015. This is reflected in the PRSP which includes primary and non-formal education, female education, vocational and technical education. Specifically, the Government is committed to the development of:

- Universal primary education
- Female education and empowerment
- Learning needs of all young people and adults through appropriate learning and life-skills programmes
- 50% improvement in adult literacy
- Basic and continuing education
- Quality

The above commitment obliges the Government to provide equitable opportunities for education not only to all children and adolescents, but also to all young adults and adults who have missed opportunities or have dropped out of the education system. Recognizing education as a basic need, the EFA emphasizes inclusiveness, targeting disadvantaged groups within different categories, and allowing non-formal education systems to complement the Government's formal education system.

The draft NPA II, 2001-2015, for Basic Education, covers both formal and non-formal education. Accordingly there is currently in place the Government's Second Primary

17 July 2007

Education Development Programme (PEDP II), the successor of PEDP I, covering the formal primary education sub-sector through 65,000 primary schools all over the country targeting 17.6 million children. However, due to constraints, the PEDP II has not been able to incorporate about 3 million children who remain out of school mainly due to poverty, and also the lack of quality, relevance, accessibility, and ethnicity. To address this, the Government has undertaken the Reaching Out of School Children (ROSC) Project, targeting the out of school children with the aim to complement the PEDP II. Apart from this, NGOs also provide non-formal primary education, and there are many private institutions that provide primary level education.

In the non-formal education sub-sector, a number of interventions have been undertaken by the Government – the Post-Literacy and Continuing Project 1, (PLCE 1), Post-Literacy and Continuing Education Project 2 (PLCE 2), Post-Literacy and Continuing Education Project 3 (PLCE 3), and the Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) Project. These cover about a population of 3 million, targeting working children, adolescents, and young adults. The aim is to provide literacy with skills development to pave the way for income generation. Many NGOs, CBOs, private organizations are also providing non-formal education programmes for various target groups – pre-school children, children, adolescents, adults. The figure of NGO/CBO/private coverage in this domain is not accurately known.

Over the last two decades, there has been a gradual growth in adult literacy (15 years +), from 34.2% in 1990 to 47.5% in 2001, reported by the Bangladesh Bureau of Statistics in 2003. However, a huge portion of the population still remains illiterate, unskilled, and under-employed. Given, a population of over 140 million, the number of illiterate youth and adults is staggering. The need to develop comprehensive programmes for this population - to educate, to develop and enhance skills based on market needs for economic development, cannot be overemphasized, especially considering the direct links between continuing education (e.g. skills development) and economic gains.

In 2006, a significant task under the PLCE 1 project was the formulation of a Non Formal Education (NFE) Policy Framework and its institutional mechanism. This was carried out through a National Task Force appointed by the Government consisting of Government, NGOs, and Development Partners. The background to this is enumerated in the NFE Policy Framework, *“Illiteracy and poverty, and abeyance of democratic values, institutions and norms are hindrances to participatory development and progress. The Government recognizes that NFE, by expanding literacy and continuing education opportunities, especially to disadvantaged groups, can equip people with knowledge and skills to improve life and livelihood. The Government looks upon NFE as a key element of the effort to offer lifelong learning opportunities and create a learning society in order to meet the challenges of the 21st century”*. This affirms the Government’s recognition of the potential of NFE.

The NFE Policy Framework defines non-formal education as, *“Non-formal education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place, and may cover basic and continuing*

17 July 2007

educational programmes to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development, it may or may not follow a “ladder” system and may be of varying duration”.

Critical to the attainment of the above is that the Government will facilitate the development and implementation of a coordinated NFE sub-sector approach with the support of Government institutions, Non Government Organizations (NGOs), broader civil society, and the development partners. The emphasis will be on the coordination of NFE activities among different Government and Non Government Organizations, rather than attempting to serve all clientele groups and manage all programmes directly through one national agency for NFE.

Integral to the above is that the Government will facilitate the design and implementation of NFE programmes to meet the learning needs of a wide range of potential clientele groups, and ensure that people who missed and /or are at a risk of missing formal education opportunities, have access to NFE. According to the NFE Policy Framework, the potential NFE clientele groups include pre-school children (3-5 years), un-enrolled and primary school dropouts (6-10 years), out of school children (11-15 years), young adults (16-24 years) and older adults (25+ years). This is a massive task, which will include a plethora of literacy, post literacy and continuing education programmes to meet the literacy and skills development needs of these groups. A range of alternate delivery modes utilizing Government and non-Government actors will be used through a flexible approach to learning. The NFE programmes will address, support and promote cross-cutting issues such as poverty alleviation, equity, gender sensitivity, environment sensitivity, good governance, prevention of HIV/AIDS and inclusiveness.

As stated earlier, given the massive scope and challenges of NFE in the context of the MDGs and the EFA, the myriad range of NFE providers – Government and non-government, the huge investment and resource utilization, and the strategic implementation of the NFE Policy Framework wherein quality, equity, and sustainable socio-economic development is ensured, it is imperative to obtain a very clear picture of what is transpiring in the NFE domain including who is providing what services countrywide, and future opportunities that may emerge. This is to gain appropriate knowledge/data for effective policy-making, prioritizing, planning, budgeting, implementation, monitoring, evaluation and coordination of NFE interventions in Bangladesh.

The aim is to contribute to the assessment of the long-term benefits of NFE at the national level which is currently impossible due to the lack of relevant data and the fragmentary approach to NFE development. This lacking, necessitates the mapping of NFE activities in Bangladesh before a strategic and coherent plan based on the NFE Policy can be formulated to carry out NFE activities effectively that result in adequate literacy, life skills attainment, skills development, and employment to improve the lives of millions in this country. This mapping exercise would enable policy-makers to allocate needed resources to disadvantaged and prioritized groups, for development workers to implement needs based strategies for the poor and illiterate, to minimize duplication and wastage of limited resources, and to ensure the

17 July 2007

convergence of formal and non-formal education interventions to attain the MDGs and EFA goals.

2. Objective:

To conduct a mapping (stocktaking) of the Non Formal Education (NFE) sub sector activities/interventions on a national scale to provide strategic directions for the implementation of the national Non-Formal Education Policy.

3. Specifically, the mapping will look at:

- 3.1 What are the types of NFE activities (existing and planned) – geographical coverage, resources including financial resources, services, local communities role, how interventions are delivered and target groups?
- 3.2 What are the types of NFE providers – agencies both Government and non-government/civil society that deliver, sponsor and manage NFE? (Non-Government – NGOs, CBOs, international agencies etc)
- 3.3 What are the types of target groups in terms of age, social status, level of education, other factors, and what is the coverage of these groups numerically and geographically?
- 3.4 What are the social, economic and geographic contexts of the participants who benefit from NFE?
- 3.5 What kind of curriculum and materials are being used by various NFE providers?
- 3.6 What kind of existing in-house technical capacity is available in the various agencies?
- 3.7 Which national institutions, agencies, directorates, and/or ministries are responsible for NFE planning and implementation (in various sectors), and how are they organized?
- 3.8 What kind of monitoring mechanisms are used by Government and non-government entities to monitor NFE activities/interventions including financial accountability systems?
- 3.9 The volume of financial investment in NFE at the macro level – Government and non-government including development partners? The ELCG Subgroup matrix could be consulted for this.
- 3.10 Identifying the current state of NFE databases/information systems at national level for both Government and non-government organizations. What are the future roles of BNFE, BANBEIS, CAMPE, GOB-UNESCO's NFE- MIS in this context, and how can all these be coordinated at national level?
- 3.11 NFE Policy implementation in terms of prioritization of target groups, coordination of NFE activities at the national and sub-national levels, and types of services needed – Government and non-government?

17 July 2007

- 3.12 What could be the roles of the Ministry of Mass Education (MOPME), Bureau of Non-Formal Education (BNFE), the Directorate of Primary Education (DPE), and any other relevant Government ministry/agency in determining the formal and non-formal education target groups and prioritization of services?
- 3.13 What kind of equivalency initiatives exist, if any, between formal and non-formal education? What steps could be taken to establish an acceptable equivalency system in the future?
- 3.14 What kind of advocacy mechanisms exists to highlight the crucial need for NFE in the development context of Bangladesh?
- 3.15 What kind of coordination mechanisms need to exist between DPE, BNFE other relevant ministries, departments and major NFE providers to attain the MDG and EFA goals?

4. Methodology, Workplan and Budget:

Under the leadership of the Director General, the Bureau of Non-formal Education (BNFE) will be the guiding and facilitating agency for this NFE mapping exercise. The NFE mapping will supplement the project on NFE – EMIS jointly carried out by the BNFE and UNESCO and contribute to a long-term perspective on NFE. The Mapping Team will utilize primary and secondary sources of data. BNFE (all projects), CAMPE, ROSC and other relevant databases will be utilized. Planned or on-going studies in NFE should be considered in the mapping exercise.

It should be noted that, a vast proportion of the labour force is employed in the informal sector of the economy. It is not possible to include this sector in the NFE mapping exercise; consequently, this should be explicitly stated in the NFE Mapping Report. Other limitations of the mapping exercise should also be noted in the report.

The mapping Team will prepare a proposal for the NFE Mapping which will include methodology, team composition, a workplan and budget.

5. Funding for NFE Mapping Consultancy:

The Swedish International Development Cooperation Agency (Sida), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) will provide the funding for the NFE Mapping exercise.

6. Duration:

The study will be carried out in nine weeks between July – October, 2007. The NFE Mapping will commence from July, 2007.

*17 July 2007***7. Output/Outcome:**

- * Information and findings on item 3 of the TOR. Findings could be clustered under appropriate headings.
- * An analysis of the findings, and implications for the development of the NFE sub-sector in Bangladesh.
- * Recommendations based on the above analysis which provide strategic directions for the implementation of the Non-Formal Education Policy that avoids duplication.

8. Mapping Team:

Under the overall guidance of BNFE, the mapping team will work in close collaboration with the Director General, Bureau of Non-Formal Education (BNFE). The Director General, Directorate of Primary Education, will also be consulted in the process. Ms Rasheda K. Choudhury, Executive Director, CAMPE, Dr James Jennings, Former Head, Education Section, UNICEF, and Dr Safiqul Islam, Director, Education Programme, BRAC, will provide advisory support to the mapping team. CAMPE will be the coordinating agency for the mapping team.

The mapping team will consist of the Director-Planning, BNFE, Mr Ehsanur Rahman, Deputy Executive Director, Dhaka Ahsania Mission, and Mr Md. Habibur Rahman, Director, Education Sector, Save the Children, U.S.A. The team will be supported by other consultants and a group of Research Associates.

9. Reporting:

- a. The mapping team will report to BNFE, Sida, SDC, CIDA, UNICEF, and UNESCO. These agencies will constitute a collective team coordinated by Sida. Sida will act as the Focal Point for this team.
- b. Periodic meetings will take place between the mapping team and the collective team to discuss the progress of the study.
- c. 20 copies of the draft NFE Mapping Report will be submitted to Sida 7 weeks after the commencement of the mapping exercise. Sida will distribute the draft for comments to BNFE and Development Partners (NFE Working Group) including the collective team. A meeting will be held to discuss the comments.
- d. 20 copies of the Final NFE Mapping Report will be submitted to Sida within 14 days of receiving and discussing the comments. The Final NFE Mapping Report will be distributed to the Government and Development Partners. If delays occur in submission of the Final Report, no additional funds will be provided by Sida and UNESCO to cover the costs.

The draft and final reports will include the following:

- a. Purpose of services.
- b. Methods used.
- c. Analytical presentation of findings and recommendations.

17 July 2007

10. Logistic and Administrative Arrangements:

CAMPE will provide the secretariat, coordination and logistical support for the NFE mapping. Mr K.M. Enamul Hoque, Programme Manager, will act as the Focal Point in CAMPE, and work in collaboration with BNFE. BNFE will provide a Liaison Officer to collaborate with CAMPE. Charges for CAMPE's services should be included in the budget.

Mapping of NFE Activities in Bangladesh

List of Mapping Team

Overall Leadership

The NFE Mapping Report was initiated by the Former Director General, BNFE, Mr. Md. Rafiquzzaman, continued under the next Director General, BNFE, Mr. Shyamal Kanti Ghosh, and finalized under the current Director General, BNFE, Mr. Rezaul Quader.

Advisors

1. Ms. Rasheda K. Choudhury (replaced by Md. Azizul Haq, Director In Charge, CAMPE)
2. Dr. James Jennings, AusAid
3. Dr. Safiqul Islam, Director (Education), BRAC

ToR Team

1. Mr. Md. Rafiquzzaman, Director General, BNFE
2. Mr. M. Abdus Samad, Director, Planning, BNFE
3. Mr. Md. Ibrahim Khalil, Director, Admn. & Finance, BNFE
4. Mr. Md Abdul Hamid, Asst. Director, Planning, BNFE
5. Mr. M. Habibur Rahman, Principal Researcher, NFE Mapping Team
6. Mr. Ehsanur Rahman, Principal Researcher, NFE Mapping Team
7. Mr. Md. Azizul Haq, Director In Charge, CAMPE
8. Ms. Monica Malakar, Sr. Programme Officer, Sida
9. Mr. A. Rafique, National Programme Officer, UNESCO
10. Professor Selina Mohsin, Education Advisor, CIDA
11. Ms. Christine de Agostini, Project Leader - BEHTRUWC Project, UNICEF
12. Ms. Tahsinah Ahmed, Program Manager, SDC
13. Mr. K. M. Enamul Hoque, Program Manager, CAMPE

Core Team

1. Mr. M. Abdus Samad, Director Planning, BNFE
2. Mr. Ehsanur Rahman, Principal Researcher
3. Mr. M. Habibur Rahman, Principal Researcher
4. Professor Dr. A Q M Mahbub, GIS Specialist
5. Mr. K. M. Enamul Hoque, Program Manager, CAMPE
6. Mr. Md. Kafil Uddin Coordinator (Data Collection)
7. Mr. Md. Badruddozza Mia, Coordinator (Data Administration)
8. Mr. Sazzad Khan Coordinator (Data Interpretation)
9. Mr. Md. Abu Taleb Miah, Deputy Director, Planning, BNFE
10. Mosammath Fahmida Begum, Asst. Director, BNFE
11. Mr. Md Abdul Hamid, Asst. Director, Planning, BNFE
12. Mr. Md. Mahfuzur Rahman, Deputy Program Manager, CAMPE
13. Mr. Md. Ghiasuddin Ahmed, Program Officer, CAMPE
14. Mr. Khandaker Tanvir Hossain, GIS Team Leader
15. Mr. Md. Faruk Hossain, GIS Team Associate
16. Mr. Shamim Al-Kabir, GIS Team Member
17. Mr. Mansur Ahmed, GIS Team Member
18. Mr. Jane Alam, GIS Team Member

Mapping Supervisors

1. Mr. AD. Kamal Pasha
2. Mr. Ashik Billah
3. Mr. Mahfizur Rahman
4. Mr. Mazharul Hannan
5. Mr. Md. Azad Hossain
6. Mr. Md. Sharif Mahmud
7. Mir Md. Saifur Rahman
8. Mr. Rubiat Ferdous
9. Mr. Shakhawat Hossain

Mapping Associates

1. Mr. Ashraful Cawser
2. Mr. Belayet Hossain
3. Mr. Biplab Saha
4. Mr. K. M. Abul Bashar
5. Mr. Kazi Mehedi Hassan
6. Khadija Bagum
7. Mr. Mahbub Minhaz
8. Ms. Mahmuda Nowroz Zahan
9. Mr. Md. Amirul Basher
10. Mr. Md. Kamal Hossain
11. Mr. Md. Manirul Islam
12. Mr. Md. Manzurul Karim
13. Mr. Md. Mehedi Hassan
14. Mr. Md. Sarwar Khan
15. Mr. Md. Sarwar Murshed Akanda
16. Md. Zahidur Rahman
17. Mr. Mohammad Mujammel Hossain
18. Ms. Rahima Khatun Bethi
19. Mr. Nazrul Islam
20. Ms. Rabeya Akter Neela
21. Mr. Rezaul Karim
22. Ms. Ruma Roy
23. Ms. Subarna Yasmin
24. Mr. Tauhidur Rahman

Data Entry Team

1. Ms. Kanij Fatema
2. Mr. Md. Mujammel Hossain
3. Mr. Md. Mafizur Rahman
4. Mr. Md. Majharul Haque
5. Mr. Jubair Ahmed
6. Mr. Sarwar Khan (Supervisor)
7. Ms. Subarna Yasmin
8. Ms. Khadija Bagun

List of organizations covered in the Mapping

Division	SI #	Name of Organization
Barisal	1	AID ORGANIZATION
	2	ALOSHIKHA RAJIHAR SOCIAL DEVELOPMENT
	3	ANNESA SAMAJ UNNAYAN SANGSTHA
	4	ARTHICK MUCKTY SANGSTHA
	5	ASSOCIATION OF VOLUNIEERS FOR RURAL DEVELOPMENT BANGLADESH
	6	ASSOCIATION OF VOLUNTARY ACTION
	7	AZAD UNNAYAN SANGSTHA.
	8	BAHUMUKHI SAMAJ KALLYAN SANGSTHA
	9	BANGLADESH RURAL ADVANCEMENT
	10	BIKALPA UNNAYAN KARMASHUCHI
	11	BRISAL VILLAGE DEVELOPMENT ORGANISATION
	12	CHANCE(COASTAL HEALTH ADVANCEMENT NUTRITION.
	13	COMMUNITY BASED DEVELOPMENT PROJECT
	14	COMMUNITY DEVELOPMENT ADVANCEMENT
	15	COMMUNITY SERVICE CENTRE
	16	DAK DIYE JAI
	17	DARIDRA BIMOCHAN SHANGSTA
	18	DISHARY SOMAJ UNNOYON SONYOSTH
	19	GRAMEEN JANOUNNAYAN SANGSTHA
	20	JATIO BANDHUJAN PARISHAD BANGL
	21	JHALAKATI DEVELOPMENT SOCIETY
	22	JUBO SAMAJER ALO
	23	KHALIFA FOUNDATION
	24	LOVE THY NEIGHBOUR
	25	PALLI PUNARAGATHON CLUB
	26	PATUAKHALI DEVELOPMENT ORGANIZATION
	27	PEOPLE'S DEVELOPMENT INSTITUTE
	28	RURAL DEVELOPMENT ORGANIGATION
	29	RURAL DEVELOPMENT SOCIETY
	30	SANGATHITINA GRAMUN NAYAN KARMASUCHEE.
	31	SAVE THE PEOPLE
	32	SHAKALER JANNYA KALLAYN
	33	SHAPLAFUL SOCIAL DEVELOPMENT ORGANIZATION
	34	SOCIAL DEVELOPMET FRATERNITY.
	35	SOCIETY FOR PEOPLE'S EDUCATION EMPOWRMENT AND DEVELOPMENT
	36	SRAMA JIBI UNNAYAN SANGSTHA
	37	SUNDARBAN BAHUMUKHY GRAMIN UNN
	38	UDAYON SAMAJ KALLON SAMTI
	39	UNNYAN PROCHESTA
	40	VILLAGE DEVELOPMENT ORGANIZATION
Chittagong	1	ABOLOMBON
	2	ADVASTMANT OF RURAL PEOPLES ORGANIZATION FOR NEEDY
	3	AGNIBINA BAHUMUKHI KALLYAN SANGSTHA
	4	ASHIKA MANABIK UNNYAN KANDRO
	5	ASSISTANCE FOR COMMUNITY DEVELOPMENT.
	6	ASSISTANCE FOR THE LIVELIHOOD OF THE ORIGINS
	7	ASSOCIATION FOR DEVELOPMENT OF THE LESS PRIVILEGED
	8	ASSOCIATION FOR SOCIAL SERVICE
	9	BANGLADESH RURAL AGRICULTURAL
	10	BARNALY
	11	BEHANGA SAMAJ UNNAYAN SANGSTHA
	12	CENTER FOR RURAL CHILD DEVELOPMENT
	13	CENTRE ON SOCIO ECONOMIC DEVELOPMENT.
	14	CHANDANAISH SOCIETY
	15	CHANGE
	16	CHILD AND WOMEN DEVELOPMEN ASSOCIATION

Division	SI #	Name of Organization
Chittagong	17	COMILLA ATMANIVEDITA MAHILA SANGSTHA.
	18	COMMUNITY DEVELOPMENT CENTER
	19	DARPAN SAMAJ UNNAYAN KENDRA
	20	DESH SAMAJ UNNAYAN SANGSTHA.
	21	DEVELOPMENT FOR SOCIETY.
	22	DEVELOPMENT INITIATIVE FOR SOCIAL ADVANCEMENT
	23	DRISTI
	24	DUSTA MA-O-SHISHU KALLYAN FOUNDATION.
	25	DWIP UNNAYAN SANGSTHA
	26	GANA KALYAN KENDRA
	27	GHASHFUL
	28	GHILLATALI MAHILA KALYAN SOCIETY.
	29	GRAM UNNAYON SANGATHON
	30	GRAMEEN UNNAYAN SANGSTHA(GUS)
	31	GREEN HILL
	32	HELP COX'SBAZAR
	33	HOLODIA MOHILA UNNAYAN SHANGSTHA.
	34	HOMELAND ASSOCIATION FOR SOCIAL IMPROVEMENT
	35	HUMANITARIAN FOUNDATION
	36	INTEGRATED SOCIAL DEVELOPMENT IFORT BANGLADESH
	37	ISA SAMAJ KALLYAN SANGSTHA
	38	JANA KALLYAAN KENDRA
	39	JANO SEBA KENDRA
	40	JANOSEBA SOCIETY
	41	JUM CHAB METTA FOUNDATION
	42	JUNIOR ORGANIZATION OF GABY< ANCHORITE JUVENILE OR
	43	KOINONIA TRIVAL CHILDREN EDUCATION PROGRAMME
	44	LOCAL INITIATIVE FOR DEVELOPMENT
	45	MANAB SHAGSTHA(MAKS)
	46	MONOBAL MOHILA SAMAJ UNNAYAN SONGHTA
	47	MUKTI COX'SBAZAR
	48	N.Z.EKATA MOHILA SAMITI
	49	NABA JAGARANI SHANGSTHA
	50	NABINAGAR PASCHIM UNION KAILYA
	51	NARACHO DUSTHA NARI KALLAYAN SAMITY.
	52	NIRAPAD
	53	NOAKHALI RURAL ACTION SOCIETY
	54	NOAKHALI RURAL DEVELOPMENT SOCIETY
	55	ORGANIZATION FOR RURAL DEVELOPMENT.
	56	ORGANIZATION FOR THE POOR CUMM
	57	PALLI UNNAYAN PORISHAD
	58	PALLY PRAGATI SANGSTHA
	59	PRAVATI
	60	PROGRAMME FOR HELPLESS AND LEGGED SOCIETIES
	61	PROJUKTI PEETH
	62	PROSHIKKHON KARMA SANGSTAN O ARTHA SAMAJIC UNNAYAN
	63	PROTTAYA
	64	PROTTY UNNAYAN SANGSTA
	65	PUSHPITA COUNSELING AND DEVELOPMENT
	66	REHABILITATION CENTER FOR PROSTITUTES AND ROOTLESS
	67	REMOLD
	68	RORUWA LAVE TATHANG
	69	SAGARIKA SAMAJ UNNAYAN SANGSTHA
	70	SAMA FOUNDATION
	71	SAMAJ PROGATI SANGTHA
	72	SEVA MANABIK UNNAYAN KENDRA
	73	SOCIAL ADVANCEMENT SOCIETY
	74	SOCIO ECONOMIC DEVELOPMENT PROGRAMME
	75	SOWGSHOPTAQUE
	76	STEP TO ALLEVIATE POVERTY
	77	TAUNGYA
	78	TOYMU
	79	UNITE THEATRE FOR SOCIAL ACTION

Division	SI #	Name of Organization
Chittagong	80	UNNAYAN PORIKALPANAYA MANUSH
	81	VILLAGE DEVELOPMENT CENTRE
	82	VOLUNTARY AND RURAL DEVELOPMENT ORGANIZATION
	83	WOMAN'S HANDICRAFTS TRAINING AND PRODUCTION CENTER
	84	YOUNG POWER IN SOCIAL ACTION
	85	ZAGORONI
Dhaka	1	ABOLOMBON MANOB KALYAN SHANGTHA
	2	ADARSHA POLLY UNNAYAN SONGSTHA
	3	ADARSHA SAMAJ UNNAYAN SANGSTHA
	4	AIDSANU FOR THE NATIONAL UPLIFTMENT
	5	AIN-O-SALISH KANDRA(ASK)
	6	AKOTA SAMAJ KALYL SONGSTHA
	7	AL- MODINA MANAB KOLLYAN SANGSTHA
	8	ALLIANCE FOR CO-OPERATION AND LIGAL AID BANGLAD
	9	ALOUR DISHARI MOHILA UNNAYAN SANGSTHA
	10	ASHAR ALO
	11	ASOCIATION FOR RURAL DEVELOPMENT
	12	ASSCIATION FOR RENOVETION OF COMMUNITY HEALTH EDUCATION
	13	ASSISTANCE FOR DEVELOPMENT PROGRAMME
	14	ASSISTANCE FOR SLUM DWELLERS
	15	ASSOCIATION FOR DEVELOPMENT & SOCIAL WORK
	16	ASSOCIATION FOR RURAL DEVELOPMENT
	17	ASSOCIATION FOR SELF RELIANT & ADVANCEMENT
	18	ASSOCIATION FOR SOCIAL DEVELOPMENT
	19	ASSOCIATION FOR SOCIO ECONOMIC AND CULTURAL ADVANCEMENT
	20	AUNTHARANGHA SAMAJ KALYAN SANGSTHA
	21	BANDHAN SAMAJ UNNAYAN SANGSTHA
	22	BANDHAN SOCIETY
	23	BANGIO GANO UNNAYAN SAMITY
	24	BANGLA-GERMAN SAMPREETI
	25	BANGLADESH ASSOCIATION FOR COMMUNITY EDUCATION
	26	BANGLADESH ASSOCIATION OF WOMEN FOR SELF EMPOWERMENT
	27	BANGLADESH DEVELOPMENT SERVICE CENTER
	28	BANGLADESH EXTENSION EDUCATION SERVICES
	29	BANGLADESH MASJID MISSION
	30	BANGLADESH MOHILA UNNAYN SAMITY
	31	BANGLADESH NARI ADHIKAR BASTABAYAN SANGSTHA
	32	BANGLADESH POUH
	33	BANGLADESH SHIHU ACADEMY
	34	BASIC UNIT FOR RESOURCES AND OPPORTUNITIES OF BANGLADESH
	35	BASIK EDUCATION APPLY MISSION
	36	BIKALPA LIFE ADVANCEMENT SOCIETY
	37	BITTOHIN CHASI SOMAJ KALLYAN SANGSTHA
	38	BRIDGE SOCIETY
	39	BUILDING RESOURCE ACROSS COMMUNITIES
	40	CAMPAIGN FOR SUSTAINABLE DEVELOPMENT
	41	CARITAS BANGLADESH
	42	CATALYST
	43	CENTER FOR INTEGRATED SOCIAL DEVELOPMENT.
	44	CENTRE FOR ADVANCEMENT PROGRAMME
	45	CENTRE FOR MASS DEVELOPMENT IN BANGLADESH
	46	CENTRE FOR MASS EDUCATION IN SCIENCE.
	47	CHANDROMUKHI YOUNG DEVELOPMENT ASSOCIATION
	48	CHETONA PARIBESH O MANOB UNNAYAN SHANGTHA
	49	COMMUNITY DEVELOPMENT ASSOCIATION
	50	COMMUNITY DEVELOPMENT SANGSTHA
	51	COMMUNITY HELTH CARE PROJECT
	52	COMMUNITY MOVEMENT FOR SOCIAL DEVELOPMENT
	53	CONCERN FOR ENVIRONMENTAL DEVELOPMENT AND RESEARCH
	54	CONCERNED WOMAN FOR FAMILY DEVELOPMENT

Division	SI #	Name of Organization
Dhaka	55	COUNTRY VISION
	56	CRISTIAN COMMISSION FOR DEVELOPMENT IN BANGLADESH
	57	DARIDRA NERODH KARJAKRAM
	58	DARIDRA SAMAJ UNNAYAN SANGSTHA
	59	DARIDRYA NIROSHON PROCHESTA
	60	DESH DEVELOPMENT CENTER
	61	DESH GARI KARMA SANGSTHA
	62	DESHASREE UNNAYAN SANGSTHA
	63	DEVELOPMENT FOR WOMEN AND CHILDREN
	64	DEVELOPMENT ORGANIZATION OF THE RURAL POOR
	65	DHAKA AHSANIA MISSION
	66	DIPSHIKHA NON_FORMA EDUCATION
	67	DIPSHIKHA PALLI UNNAYON KARMOSHUCHI
	68	DON JUBA UNNAYAN SANGSTHA(DYDA)
	69	DUSHTHA SASHTHA KENDRA
	70	ECONOMIC AND ENVIRONMENTAL DEVELOPMENT OF THE SOCIETY
	71	ENVIRONMENT COUNCIL BBANGLADESH
	72	FAITH & HOPE WELFARE ASSOCIATION
	73	FAMILY DEVELOPMENT ORGANIJATION
	74	FARIDPUR DEVOLOPMENT AGENCY
	75	FRIENDS IN COMMUNITY DEVELOPMENT
	76	GANA NUNNAYAN SOCIETY
	77	GONO KALLAYAN PARISHAD
	78	GONOSHAAJJO SANGSTHA
	79	GONOSHASTHAYA KENDRA
	80	GRAM BANGLA UNNAYAN COMMITTEE
	81	GRAMEEN DARPAN FOUNDATION
	82	GRAMEEN MANOBIC UNNAYAN SANGSTHA
	83	GRAMEEN SHIKKHA
	84	GRAMIN SEBA SONGSTHA
	85	GRAMM UNNAYAN SANGSTHA
	86	HITASHI BANGLADESH.
	87	HUMAN RESOURCES DEVELOPMENT ORGANIZATION.
	88	IDEAL DEVELOPMENT SOCIETY(IDAS)
	89	IN SEARCH OF LIGHT
	90	INTEGRATED RURAL DEVELOPMENT CENTER
	91	INTEGRATED VILLAGE DEVELOPMENT SOCIETY
	92	INTEGRATEDDD SOCIAL ADVANCEMENT FORUM
	93	INTEGRETED DEVELOPMENT FOUNDATION
	94	ISLAMIC FOUNDATION BANGLADESH
	95	JANASEBA SONGSAD
	96	JATIYA MANOB KALYAN MISSION
	97	JIBAN SANDHANI SAMAJ KALYAN SANGSTHA
	98	JONMOBHUMI UNNAYAN SANGSTHA
	99	JOUTHA UDYOG
	100	JUBA JIBAN ADVANCEMENT COMMITTEE
	101	LET US DEVELOP
	102	MADARIPUR MOHILA UNNAYAN SANGHTA
	103	MAHBUB WELFARE FOUNDATION
	104	MANABIK UNNAYON SAHAOK KAROKORM
	105	MANOB UNNAYAN PARISHAD
	106	MASQUE-BASED CHILD & MASS EDUCATION PROGRAM, ISLAM
	107	MATI O MANUSH
	108	MITALI UNNAYAN SANGSAD
	109	MOTHER'S DEVELOPMENT SOCIETY
	110	MOUCHAS UNNAYAN SANGSTHA
	111	MOUSUMI SANGSTHA
	112	MUKTI MOHILA SOMITY
	113	NARI BIKASH KENDRA
	114	NARI KALYAN SANGSTHA
	115	NARI UNNAYAN SANGHSTHA
	116	NARI UNNAYN SHAKTI
	117	NARIA UNNAYAN SAMITY

Division	SI #	Name of Organization
Dhaka	118	NIJERA SHIKHI
	119	NIOMITA GANO SHEBA SANGSTHAN
	120	NOBAGRAM BAHUMUKHI UNNAYAN SOCIETY
	121	ORGA NIZATION FOR SOCIAL ADVANCEMENT
	122	ORGANIZATION FOR RURAL ADVANCEMENT
	123	PALLI DUSTHO UNNAYAN SANGSTHA
	124	PALLI SAHANNOYA O SHIKKA KALLYAN PARISHAD
	125	PALLI UNNAYAN SAMAJ SEBA SANGSTHA
	126	PALLY UNNAYAN SANGSTHA
	127	PARIBAR O SHISHU KALLAYAN KENDRA
	128	PARTICIPATORY ACTION FOR RURAL INNOVATION DEVELOPMENT
	129	PEACE & RIGHT DEVELOPMENT OF SOCIETY
	130	PEOPL'S ORIENTED PROGRAM IMPLEMENTATION
	131	PEOPLES DEVELOPMENT COMMUNITY
	132	PIACT - BANGLADESH(PROGRAM RESEARCH&INTERVENTION F
	133	POLLI BIKASH KANDRA(P.B.K)
	134	POLLI KOLYAN SONGSHA
	135	POOR WELFARE ORGANISATION
	136	POPULATION SERVICES AND TRAINING CENTER
	137	POVERTY ALLEVIATION & RURAL DEVELOPMENT ORGANIZATION
	138	POVERTY ALLVIATION THROUGH PARTICIPATORY RURAL INITIATIVES
	139	POVERTY ERADICATION AND ENVIRONMENT PROGRAMME
	140	PRAKRITAJAN
	141	PROGOTI SANGSTHA
	142	PROGRAMME FOR RURAL ADVANCEMENT AND NEXUS.
	143	PROGRESS
	144	PROGRESSIVE RURAL ORGANISATION FOR VOLUNTARY ACTIVITY
	145	PROMOTIONAL RESEARCH ADVOCACY TRAINING ACTION
	146	PROSHIKA-A CENTER FOR HUMAN DEVELOPMENT
	147	PROSHIKKHON,KAJ,SOMONNOY SANGSTHA
	148	PROTIBANDHI SHISHU SHIEKKHA O PARICHARJA SAMITY
	149	PROTIBONDHI KALYAN SANGSTHA(PKS)
	150	PROTIVA RURAL ADVANCEMENT COMMITTEE
	151	PROTTASHA PARIBESH UNNAYAN SHANGTHA
	152	PROVATI SAMAJ KALLAYAN SONGSTHA
	153	PROVATI SHEBA SANGSTHA
	154	PURBASHA JUBA SANGHA
	155	PUSHPO
	156	RACINE
	157	RAJBARI UNNAYAN SANGSTHA
	158	RESOURCE INTEGRATION AND SOCIAL DEVELOPMENT ASSOCIATION
	159	RURAL ADVANCEMENT COMMITTEE FOR BANGLADESH
	160	RURAL ADVANCEMENT SOCIAL ECONOMIC COMMITTEE
	161	RURAL AGRICULTURAL AND SOCIAL DEVELOPMENT ORGANIZATION
	162	RURAL AGRICULTURAL DEVELOPMENT ORGANIZATION
	163	RURAL DEVELOPMENT ASSOCIATE
	164	RURAL DEVELOPMENT COUNCIL
	165	RURAL DEVELOPMENT PROGRAM
	166	RURAL DEVELOPMENT SANGSTHA
	167	RURAL INSTITUTION FOR SOCIAL IMPOWERMENT
	168	RURAL POOR DEVELOPMENT ORGANIZATION
	169	SABALAMBY UNNAYAN SAMITY
	170	SABUJ BANGLA SANGSTHA
	171	SACHATAN SHAHAJJO SANGSTHA
	172	SAJIDA FOUNDATION
	173	SALVATION MISSION
	174	SAMAJ BIBARTAN SANGSTHA
	175	SAMAJ BIKASH SANGSTHA
	176	SAMAJ KALAYAN O UNNAYAN SANGSTHA
	177	SAMAJ PARIBARTAN KANDRA
	178	SAMAJ PROGATI KENDRA
	179	SAMAJ PROGATI SANJSTHA
	180	SAMAJKALLAYAN O POLLI UNNAYAN SONGSHTA

Division	SI #	Name of Organization
Dhaka	181	SAMANNITA JONOKALLYAN KENDRA
	182	SAMANNITA UNNAYAN SEBA SANGATHAN
	183	SAMOTA NARI UNNAYAN PROCHESTA
	184	SANJOG
	185	SARISHABARI AGRICULTURAL WORKING PEOPLES
	186	SAVE THE CHILDREN - USA
	187	SAVE THE COUNTRY
	188	SELF-HELP ASSOCIATION FOR RURAL PEOPLE THROUGH EDUCATION
	189	SERVE THE PEOPLE
	190	SHABOLMBI BANGLADESH
	191	SHAPLA MANABIC UNNAYAN SANGSTHSA
	192	SHAPNO FOUNDATION
	193	SHARIATPUR DEVELOPMENT ORGANIZATION
	194	SHAWDESH UNNAYAN KENDRA
	195	SHEHORA BOHUMUKHI SAMAJ KALAYAN SAMITY
	196	SHONIRVAR NARI KALLAYAN SANGSTHA
	197	SHORONEY
	198	SHURJAMUKHI MOHILA SAMAJ KALYAN SONGSTHA
	199	SIGH MOON ORGANIZATION
	200	SOCIAL ADVANCEMENT DEVELOPMENT ORGANIZATION
	201	SOCIAL ADVANCEMENT ORGANIJATION
	202	SOCIAL ADVANCEMENT THROUGH UNITY
	203	SOCIAL AGENCY FOR DEVELOPMENT OF BANGLADESH
	204	SOCIAL AND ECONOMIC ENHANCEMENT PROGRAMME-SEEP
	205	SOCIAL AND ENVIRONMENT DEVELOPMENT ASSOCIATION.
	206	SOCIAL ASISTANCE AND REHABILITATION FOR THE PHYSICALLY VULNERABLE
	207	SOCIAL DEVELOPMENT ORGANIZATION
	208	SOCIAL DEVELOPMENT PROGARMME
	209	SOCIAL DEVELOPMENT SOCIETY
	210	SOCIAL ECONOMIC VOLUNTARY ASSOCIATION
	211	SOCIAL ORGANIZATION FOR DEVELOPMENT OF ABVNDANT CHILDREN
	212	SOCIAL PROGRESS SERVICES
	213	SOCIETY DEVELOPMENT COMMITTEE
	214	SOCIETY FOR ALLEVIATION OF RURAL POVERTY
	215	SOCIETY FOR SOCIAL SERVICE
	216	SOCIETY FOR THE WELFARE OF THE INTELLECTUALLY DISABLED
	217	SOCIO-ESONOMIC AND RURAL ADVANCEMENT ASSOCIATION
	218	SONALI KALLAYAN SANGHA
	219	SOSIAL ORGANISATION FOR THE PEOPLE
	220	SRIJAN MOHILA SANGSTHA
	221	SUNITY SANGHA
	222	SUROVI
	223	SWABALAMBI SAMAJ UNNAYAN SANGSTHA
224	SWABOLOMBEE SOCIETY	
225	SWADESH PROGOTI PORISHED	
226	SWADESH UNNAYAN SANGSTHA GOPALGONJ	
227	SWANIRVAR BANGLADESH	
228	TAMPLE BASED CHILD AND MASS LITERACY PROGRAMME	
229	TARANGA MOHILA KALLYAN SANGSTHA	
230	TECHNICAL ASSISTANCE FOR RURAL DEVELOPMENT	
231	THENGAMARA MOHILA SABUJ SANGHA	
232	UDDIPON	
233	UDOY	
234	UNDER PRIVILEGED CHILDRENS EDUCATIONAL PROGRAMS- B	
235	UNNAYAN SHAHOJOJY TEAM	
236	UTTARA DEVELOPMENT PROGRAMME	
237	UTTARAN	
238	VILLAGE ASSOCIATION FOR SOCIAL DEVELOPMENT	
239	VILLAGE DEVELOPMENT ORGANIZATION	
240	VILLAGE DEVELOPMENT SOCIETY	
241	VILLAGE EDUCATION RESOURCE CENTER	
242	VILLAGE INTEGRATED DEVELOPMENT ASSOCIATION	
243	VISION BANGLADESH	

Division	SI #	Name of Organization
Dhaka	244	VOLUNTARY FAMILY DEVELOPMENT ASSOCIATION
	245	VOLUNTARY ORGANIZATION FOR SOCIAL DEVELOPMENT
	246	VOLUNTARY PARIBER KALYAN ASSOCIATION
	247	WOMEN DEVELOPMENT ORGANIZATION
	248	WOMEN EDUCATION AND DEVELOPMENT PROGRAM(WED)
	249	WORLD CONCERN BANGLADESH
Khulna	1	A VOLUNTUTARY ACCACION OF SOCIAL ,SERVICE
	2	ACTION FOR HUMAN DEVELOPMENT ORGANIZATION
	3	ACTION IN DEVELOPMENT-AID
	4	AD-DIN WELFARE CENTER
	5	ADVANCEMENT OF SOCIAL ORGANIZATION
	6	AGRANI MOHILA UNNAYAN SANGSTHA
	7	AHABAN
	8	AIDFOR SOCIAL REFORMATION(A.S.R)
	9	AL MADINA FOUNDATION
	10	ALO SHECHCHA SHEBI POLLY UNNAYAN SANGSTHA
	11	ALOR CHOA
	12	ALOR DISHA KALLAYAN SANGSTHA
	13	ALOR DISHA MOHILA SANGSTHA
	14	ASHA-HIRA MOHILA O SHISHU UNNAYAN SANGSTHA
	15	ASROY
	16	ASSISTANCE FOR NEW UNITY
	17	ASSOCIATION FOR INTEGRATED SOCIO ECONOMIC DEVELOPMENT FOR UNDER PRIVILEGED PEOPLE
	18	ASSOCIATION FOR SOCIAL ACTION AND IMPROVMENT
	19	ASSOCIATION FOR SOCIO ECONOMICAL ADVANCEMENT.
	20	ASSOCIATION FOR VOLUNTARY ORGANZATION
	21	ATMABISWAS
	22	BAJUMARA KHANBARI SEBA SANGSTHA
	23	BANDHAN SANGSTHA
	24	BANGLADESH MOHILA UNNYAN SANGSTHA
	25	BANGLADESH RESOURCE
	26	BHAGNI NIVEDITA MANCHYA
	27	BHOMISTO
	28	BONOHAYA MOHILA KALLAYAN SOMITY
	29	BRIDGE-BANGLADESH RURAL INTEGRATED DEVELOPMENT FOR GRUB-STREET ECONOMY
	30	BULBUL SAMAJ KALLYAN SANGSTHA
	31	CHETONA
	32	CHETONA SAMAJ KALYAN SANGSTHA
	33	CHITTRA MOHILA AND SHISHU UNAYAN SANGTHA NARAIL
	34	CHONDON KANON M.U.S
	35	CHOWGACHA SAMAJ UNNYAN SONGSTHA
	36	CLANSHIP ASSOCIATION
	37	COASTAL DEVELOPMENT ORGANIZATION FOR WOMEN
	38	COMMITMENT FOR ADVANCED LEARNING SOCIETY
	39	DABI FOUNDATION
	40	DEESHA SAMAJ KOLYAN SANGSTHA
	41	DESHA SHECHSHASHEBI ARTHO-SAMAJIK UNNAYAN O MANOBI
	42	DEVELOPMENT ACTION CENTER
	43	DEVELOPMENT ASSOCIATION FOR RURAL ENVIRONMENT
	44	DEVELOPMENT OF MOHILA SOCIETY
	45	DEVELOPMENT OF MOHILA SOCIETY
	46	DEVELOPMENT PARTNER
	47	DINA UNNYAN MHOLIA SOMITE
	48	DIPSHIKHA ANIRBAN
	49	DIPSHIKHA SAMAJ UNNAYAN SANGSTHA
	50	DIPSHIKHA SANGSTHA
	51	DUSTHO MOHILA PUNARBASON KENDRO
	52	EDUCATION DEVELOPMENT AND SERVICES

Division	SI #	Name of Organization
Khulna	53	GANA GABESHONA O UNNAYAN FOUNDATION
	54	GANO MILAN FOUNDATION
	55	GONMOJAGORAN SHAMAJ KALLAYANN SHANGSTHA
	56	GONO SHAKTI KENDRO
	57	GRAMEEN UNNAYAN SANGSTHA
	58	GRAMEEN UNNAYAN SHANGSTHA
	59	HABITAT AND ECONOMY LIFITING PROGRAM
	60	HELPING EFFORT FOR LAGGARD PEOPLE
	61	HUMEN RESORCE DEVELOPMENT PROGRAMME
	62	INTEGRATED SOCIAL AND AGRICULTURE DEVELOPMENT ORGANIZATION
	63	INTEGRATED SOCIAL DEVELOPMENT
	64	JAGORANI CHAKRA FOUNDATION
	65	JAGRATA JUBA SHANGHA
	66	JANA KALLYAN SANGSTHA
	67	JESSORE BOHUMUKHI PROSHIKHON SONGSTHA
	68	JHENEDA ATMOBISWAS
	69	KALOMER SAINIK SANGSHAD
	70	KARAPARA NARY KALYAN SHANGSTHA
	71	KAZIPUR POLLY UNNAYAN SOMITY
	72	KUMARI DANGA POLLI UNNYAN SANGSTHA
	73	MAHUA MOHILA UNNOYON SANGSTHA
	74	MANAB KALLAYAN SANGSTHA
	75	MANAB SHEBA SHANSTHA
	76	MANAB UNNYAN KENDRA
	77	MUKTI NARI-O-SHISHU UNNAYAN SANGSTHA
	78	MUKTO KALLYAN SANGSTHA
	79	NABO DIGANTA MOHILA SANGSTHA
	80	NABOLOK PARISHAD
	81	NARAIL ASHAR ALO FOUNDATION
	82	NARAIL NARI UNNYAN SANGSTHA
	83	NARI (Neglected -Women Advansment &Rights Institut)
	84	NEW LIFE FOUNDATION OF BANGLADESH
	85	NIKUSHIMAZ SAMAZ KOLLYAN PROTISTHAN
	86	PALOK
	87	PARADISE.
	88	PIGEON MOHILLA UNNYON SHANGSTHA
	89	PIPASA
	90	POLLEE SHEBA SAMITY
	91	POLLI CHETONA
	92	POLLY UNNAYAN SANGSTHA
	93	POVERTY ALLEVIATION SANGSTHA
	94	PRAGATI
	95	PRAGATI SANGHA
	96	PRODIP SHANGSTHA
	97	PRODIPAN
	98	PROSHIKKHIT JUBO KALLAYAN SANGSTHA
	99	PROTTASHA
	100	PROTTASHA SAMAJ KALYAN SANGSTHA
	101	PROVATI PALLY UNNAYAN O SHEBA SANGSTHA
	102	RENAISSANCE SAMAJ SEBA SANGSTHA
	103	RESEARCH AND REHABILITATION PROGRAM FOR THE DISABL
	104	RISHILPI DEVELOPMENT PROJECT
	105	ROL-REHABILITATION ORGANIZATION FOR LANDLESS
	106	ROOTS SOCIAL DEVELOPMENT PROGRAM
	107	RURAL ECONOMICAL&SOCIAL ADVANCEMENT SANGSTHA
	108	SAMAJ GOBEONA OUNNAYN SANGSTHA
	109	SAMAJ JAGARAN AND KARMASANGSTHAN
	110	SATKHIRA UNNYAN SANGSTHA
	111	SATOTA GRAM UNNYAN SANGSTHA
	112	SAVE THE PLANET
	113	SAVIOUR
	114	SELFRELIANCE INTEGRATED SOCIAL DEVELOPMENT ASSOCIATION
	115	SETU

Division	SI #	Name of Organization	
Khulna	116	SETU BANDHON	
	117	SHAHID SHEBA SANGSTHA	
	118	SHAMADHAN	
	119	SHELAI DAH RABINDRA SANGSAD	
	120	SHETU BANGLADESH	
	121	SHINGHER KHAJURA BASTUHARA SAMAJ KALLYAN SAMITY	
	122	SHISHU NILOY	
	123	SHUSHILAN	
	124	SOCIAL ACTION FOR DEVELOPMENT AND ENVIRONMENT CENTRE	
	125	SOCIAL EDIFICATION OF BENIEN ASSIMILATION SOCIETY	
	126	SOCIAL ORGANIZATION FOR MOVEMENT AND INDEPENDENT	
	127	SOCIETY FOR HUMAN ADVANCEMENT	
	128	SOCIETY FOR THE PROMOTION HUMAN RIGHTS	
	129	SOCIO ECONOMIC & ENVIRONMENTAL IMPROVEMENT FOUNDATION	
	130	SOCIO ECONOMIC ADVANCEMENT & RURAL DEVELOPMENT ORGANIZATION	
	131	SOCIO ECONOMIC DEVELOPMENT ASSISTING CENTER.	
	132	SOCIO ECONOMIC DEVELOPMENT ASSOCIATION	
	133	SOCIO ECONOMIC HEALTH EDUCATION ORGANIZATION	
	134	SOMOMANA MOHILA UNNAYAN SANGHSTHA	
	135	SONAR BANGLA FOUNDATION	
	136	SOPNIL FOUNDATION	
	137	SRIZONY BANGLADESH	
	138	SUKHI MANUSH	
	139	SUSTH SEBA O KALYAN FOUNDATION	
	140	THIKANA	
	141	UDAYAN WOMEN SOCIETY	
	142	UDBHABANI SHAMAJ KALYAN SHANGSTA.	
	143	UDBODHONI(A VOLUNTARY SOCIAL SERVICE ORGANIZATION)	
	144	UNITE FOR SOCIAL ADVANCEMENT	
	145	UNITY FOR SOCIAL ADVANCEMENT	
	146	UNNAYAN DHARA	
	147	UNNAYAN PORISHAD	
	148	WARK AND RURAL DEVELOPMENT	
	149	WELLFAIR EFORTS	
	Rajshahi	1	ADARS SAMAJ KALLAYAN SANGSTHA
		2	ADARSHA SHAPLA UNNAYAN SANGSTHA
		3	ADHIKAR SOMAJ UNNAYAN SANGSTHA
		4	ADIVASHI SAMAJ UNNAYAN SANGSTHA
		5	ADIVASI BIKASH KENDRO
		6	ADIVASI UNNAYAN SONGSTHA
		7	ADRASHA SHABA SANGSTHA
		8	AGRAGATI
		9	AHMED NAGAR COMPLEX
		10	AKOTA
		11	AKOTA MOHILA SAMETY
		12	AKTI SAMAJKALLYAN MULAK PRATISTHAN
		13	AL-FALAH AAM UNNAYAN SANGSTHA
		14	ALORE PATHA
		15	ANUVAB
16		ARTHO SAMAJIC UNNOUN SANGSTHA	
17		ASHRAI	
18		ASO GORI SONAR BANGLA	
19		ASSOCIATION FOR COMMUNITY DEVELOPMENT	
20		ASSOCIATION FOR ALTERNATIVE DEBELOPMENT	
21		ASSOCIATION FOR DEVELOPMENT ASSISTANCE IN FAMILIES OF BANGLADESH	
22		ASSOCIATION FOR RURAL CO-OPERATION	
23		ASSOCIATION FOR SOCIAL CONSCIOUS DEVELOPMENT	
24		ASSOCIATION FOR VILLAGE ADVANCEMENT	
25		ASTHA SOCIAL DEVELOPMENT ORGANIZATION	
26		ATTANIRVERSHILL SAMAJ KALLAYAN SONGSTHA	

Division	SI #	Name of Organization
Rajshahi	27	ATTHA UNNAYAN AHANGSTHA
	28	AUSGARA UNNAYN SANGSTHA
	29	BANCHTE CHAI SAMAJ UNNAYAN SAMITY
	30	BANGLADESH CENTER FOR DEVELOPMENT PROGRAME
	31	BANGLADESH RURAL IMPROVEMENT FOUNDATION
	32	BANGLADESH SOCIAL DEVELOPMENT ACADEMY
	33	BANGLADESH SONALI SANGSTHA.
	34	BARENDRA DEVELOPMENT ORGANIZATION
	35	BARENDRABHUMI SOCIAL DEVELOPMENT ORGANIZATION
	36	BASUNDHARA SOCIAL DEVELOPMENT SOCIETY
	37	BENGAL STAR AREA WORK SOCIETY
	38	BIKASH BANGLADESH
	39	BOHUMUKHI POLLY UNNAYN SANGSTHA
	40	BROTHER'S FOR COMMUNITY DEVELOPMENT.
	41	CENTER FOR COMMUNITY DEVELOPMENT SERVICES
	42	CENTER FOR SOCIAL DEVELOPMENT
	43	CHALANBILL DUSTHA MOHILA SANGSTHA
	44	CHETONA UNNAYAN SANGSTHA
	45	CHETONAR DAK
	46	COMMUNITY DEVELOPMENT SAMITY
	47	COMMUNITY FOR ASSOCIATION RURAL DEVELOPMENT
	48	DABI MOULIK UNNAYAN SANGSTHA
	49	DARIDRA NARI UNNAYAN SANGSTHA
	50	DEVELOPMENT IDEA SHARING AGENCY
	51	DEVELOPMENT OF EDUCATION SOCIAL &HUMANITY
	52	DEVI CHOWDHURANI PALLI UNNAYAN KANDRA.
	53	DHRUBO SOCIETY
	54	DIP SHETU
	55	DISTRESSED WOMEN EMPLOYMENT PROJECT
	56	DRISHTIDAN
	57	DUDUMARI GRAM UNNAYAN SHANGTHA
	58	DULAI JANAKALLYAN SANGSTHA
	59	DUSTHA MANABOTAR SEBA SANGSTHA
	60	ECO-SOCIAL DEVELOPMENT ORGANISATION
	61	ESHO DESH GORI
	62	GANA JAGARON SOMAJ SEBA SONGSTHA
	63	GANA UNNAYAN KENDRA
	64	GANA UNNAYON SHANGOTHON
	65	GANO CHETONA
	66	GANO KALLYAN SANGSTHA - SHAGHATA
	67	GONO KALLYAN SANGSTHA
	68	GONO KALLYAN SWABOLOMBI SANGSTHA
	69	GRAM BIKASH KENDRA
	70	GRAM BIKASH SANGSTHA
	71	GRAM UNNAYAN KARMA
	72	GRAMEEN ALO MOHILA UNNNOYAN SHONGTHA
	73	HARIRAM PUR DOSTHOMAHILA BAHUMUKI SANGSTHA
	74	HEART CORE DEVELOPMENT, ORGANIZATION
	75	HELPFUL INSTIUTION FOR SOCIAL HUMAN ADVANCEMENT
	76	HUMAN DEVELOPMENT ORGANIZATION THAKURGAON
	77	IDEAL SOCIO DEVELOPMENT ORGANIZATION
	78	JALDHAKA POLLI UNNAYAN SANGSTHA
	79	JANANEE SEBA SANGSTHA
	80	JANO KALLAN SANGSTHA
	81	JIBON BIKAS SANGSTHA
	82	JOTRAGHOB DUSTHOMOHILA UNNAYAN SAMITY
	83	JUBA SAMAJ KALLAYAN SANGSTHA
	84	KAKON BOHUMUKHI UNNAYAN SONGSTHA
	85	KAMARKHAND PALLI UNNAYAN SANGSTHA
	86	KAROK SAMAJ UNNAYAN KARMOSUCHI
	87	KEY ORGANIZATION OF REENFORCED MANUAL INVESTMENT
	88	MAHALI ADIBASHI ARTHO SAMAJIK UNNAYAN SANGSTHA
	89	MAHIDEB JUBO SOMAJ KALLAYAN SOMITY

Division	SI #	Name of Organization
Rajshahi	90	MAITREE POLLY UNNAYAN SANGSTHA
	91	MANAB KALLYAN PARISHED
	92	MANAB SHAHYAK KENDRA
	93	MANOSIKA
	94	MASS ACTIVITIES THROUGH REAL INITIATIVES FOR VULNE
	95	MAUCHAK SANGSTHA
	96	MOHILA BOHUMUKHI SIKKHA KENDRA
	97	MOHILA KORMOSONGSTHAN-O-DAREDRO BEMOCHON SONGSTA
	98	MOHILA UNNAYAN SANGSTHA
	99	MORTAJ GRAM UNNAYAN PROCHESTA
	100	MOTHER TERASA SARANIYE SONGSTHA
	101	NAOGAON MANOBIK UNNAYAN SANGSTHA
	102	NARI KALYAN SAMITEE
	103	NARI-O-SHISHU KALLAYAN SANGSTHA
	104	NATIONAL DEVELOPMENT PROGRAMME
	105	NEW ERA FOUNDATION
	106	NOMIJAN AFTABI FOUNDATION
	107	NOMIJAN-AFTABI FOUNDATION
	108	NORTH BENGAL RURAL DEVELOPMENT SOCIETY
	109	NUBARUN AKKA SOUNGA
	110	ORGANIZATION FOR SOCIAL DEVELOPMENT AND RECONSTR
	111	ORGANIZATION OF RURAL ECONOMIC DEVELOPMENT AND REH
	112	ORGANIZATION OF SOCIAL AND ECONOMIC DEVELOPMENT
	113	OWN VILLAGE ADVANCEMENT
	114	PABNA PROTISHRUTI
	115	PACHIM GORIADHARA SAMAJ KALLAYN SANGSTHA
	116	PAIRABOND JONO KALLAN UNNAYAN SANGSTHA
	117	PALLI GANO SANHATI PARISHAD
	118	PALLI MONGAL KENDRA
	119	PALLI RAKKHA MOHILA SANGSTHA
	120	PALLI RAKKHA SANGSTHA
	121	PALLY BADHU KALLAN SANGSTHA
	122	PALLY SAHITAY SANGSTHA
	123	PALLY SAMAZIC UNNAYAN SANGGATHAN
	124	PALLY SEBA UNNAYAN SONGSTHA
	125	PALLY UNNAYON SANGSTHA
	126	PARASPR
	127	PARIBAR UNNAYAN SANGSTHA
	128	PARIBARTAN
	129	PARTNER
	130	PEOPLE ASSOCIATION FOR SOCIAL ADVANCEMENT
	131	POLLI MANOB UNNAYAN SANGSTHA.
	132	POLLI SREE
	133	POLLY GONO UNNAYAN SANGSTHA
	134	POLLY UNNAYAN SANGSTHA
	135	POURA PARIBAR KALLYAN SANGSTHA
	136	PRIMARY HEALTH CARE ORGANIZATION RAJSHAHI NISKRITY
	137	PROGOTISHIL NARI PROCHESTA
	138	PROTIDDHANI SOMAJ UNNOYON SANGSTHA
	139	PROTIVA MOHILA UNNAYAN SHASTHA
	140	PUNDURIA EMPLOIMENT DEVELOPMENT ASSOCIATION
	141	RANGPUR UNNAYAN SAMAJIK SANGSTHA
	142	RDRS Bangladesh
	143	RURAL ADVANCEMENT COUNCIL
	144	RURAL DEVELOPMENT PROGRAM
	145	RURAL DEVELOPMENT SERVICE
	146	RURAL LIVELIHOODS DEVELOPMENT ORGANIZATION
	147	RURAL ORGANIZATION FOR SELF ECONOMICAL SERVICE
	148	RURAL&URBAN POOR ADVANCEMENT ORGANIZATION FOR NATION
	149	SAMAJ KALLYAN SANGSTHA
	150	SAMAJ PROGOTOI PARISHAD
	151	SAMAJIK KALLYAN SANGSTHA
	152	SAMAJIK UNNAYAN SANGSTHA

Division	SI #	Name of Organization	
Rajshahi	153	SAMATA	
	154	SAMATA NARI KALLAYN SANGSTHA	
	155	SAVE THE GENESIS	
	156	SEDAEPO	
	157	SELF HELPANDREHABILITATION PROGRAMME	
	158	SERVICE FOR EMPOWERING OF THE BACKWARD AREAS	
	159	SHAATHI SOCIAL ACTION TEAM	
	160	SHAW UNNAYAN KENDRA	
	161	SHOHID BARI SMRITI PALLY UNNAON SANGSTHA	
	162	SINGHARKURA SOCIAL DEVELOPMENT ORGANIZATION.	
	163	SINNOMUL MOHILA SAMITY	
	164	SOCIAL ADVANCEMENT PROGRAM AND NETWORKING ORGANIZATION	
	165	SOCIAL AND CULTURAL DEVELOPMENT FOUNDATION	
	166	SOCIAL DEVELOPMENT SERVICE	
	167	SOCIAL ORGANIZATION FOR RUREL ADVANCMENT SERVICE	
	168	SOCIAL WOMEN ORGANIZATION FOR VILLAGE ADVANCEMENT	
	169	SOCIETY FOR HUMANITY ADVANCEMENT AND RURAL ESTABLISHMENT	
	170	SOCIETY FOR VILLAGE DEVELOPMENT	
	171	SOLIDARITY	
	172	SONAR BANGLA SANGSTHA	
	173	SORNALI MOHILA SAMITY	
	174	SPONDON	
	175	SRAMAJIBI-O-DUSTHA KALLYAN SANGSTHA	
	176	SUCHANA SOCIAL DEVELOPMENT ORGANIZATION	
	177	SUKHER NEER BANGLADESH	
	178	SURJA SHIKHA	
	179	SUSTAIN	
	180	TARAF SARTAZ SANTI SANGHA	
	181	TARANI GRAM UNNAYAN SANGATHON	
	182	TOGETHER FOR SERVICE OF PEOPLE(TSP)-PABNA	
	183	TURNOMUL UNNOYON SHANGSTHA	
	184	UDAYAN SWABOLOMBEE SANGSTHA	
	185	UDAYANKUR SEBA SANGSTHA	
	186	UDDYDG	
	187	UNNAYAN DHARA	
	188	UNNAYAN SHOHOJOGI SANGSTHA - BONARPARA	
	189	UPOMA SAMAJ UNNAYAN SONGSTHA	
	190	UPON UDDAGH SANGSTHA	
	191	UTTARAN ADARSHA BAHUMUKHI SAMAZ KALLAN SANGSTHA	
	192	VILLAGE DEVELOPMENT FOUNDATION	
	193	VILLAGE DEVELOPMENT ORGANIZATION	
	194	VILLAGE INITIATIVE FOR EMPOWERMENT OF WOMEN	
	195	WOMEN COMMISSION FOR DEVELOPMENT IN BANGLADESH	
	196	WOMEN DEVELOPMENT ORGANIGATION	
	197	ZIBICA UNNOYON SANGSTHA	
	Sylhet	1	ASSOCIATION FOR SOCIO ECONOMIC DEVELOPMENT(ASED-HABIGANJ)
		2	ASSOCIATION FOR AURBAN AND RURAL DEVELOPMENT
		3	BANGLADESH ASSOCIATION FOR SOCIAL ADVANCEMENT
		4	BRECCOCHHAYA ORGANIZATION FOR DEVELOPMENT
		5	FRIENDS IN VILLAGE DEVELOPMENT BANGLADESH
		6	INSTITUTE OF DEVELOPMENT AFFAIRS
		7	JAINTIA SHINNOMUL SONGSTHA
		8	KASHDOBIR YOUTH ACTION GROUP
		9	MAC-BANGLADESH(MANIFOLD ASSISTANCE CENTRE FOR BANGLADESH
		10	MIRPUR JUBO UNNAYAN SANGASTA
		11	NATIONAL YOUTH DEVELOPMENT CENTRE FOR BANGLADESH
		12	POLLI PROGOTI SHONGSHOD
		13	PROCHESTA
		14	PROGOTI SAMAJ UNNAYAN SANSTHA
		15	RELIANT WOMAN DEVELOPMENT ORGANIZATION

Division	SI #	Name of Organization
Sylhet	16	SEBA
	17	SOCIO-ECONOMIC DEVELOPMENT ASSOCIATION
	18	SRIMANGAL FOUNDATION
	19	VOLUNTARY ASSOCIATION FOR RURAL DEVELOPMENT

Mapping of NFE Activities in Bangladesh

List of Clusters with Districts and names of NGOs supporting organizing cluster level workshop

Division	Cluster #	Covering district	Organizing Organization
Barisal	1	**Barisal	Speed Trust (Speed Trust) Shambabu Lane Gorachand Das Road Thana: Barisal Sadar District: Barisal
		Bhola	
		Jhalokathi	
		Pirojpur	
	2	**Barguna	Sangathita Gramunnoan Karmosuchee (SANGRAM) Shahid Smritee Sarak Thana: Barguna Sadar, District: Barguna
		Patuakhali	
Chittagong	3	Brahmanbaria	PROTTOY Puratan Chowdhury Para Delong Road-1, Thana: Comilla Sadar District: Comilla
		Chandpur	
		**Comilla	
	4	Feni	NRDS House # 9, Road # 34 Maijdee Housing Estate Thana: Noakhali Sadar District: Noakhali
		Lakshmipur	
		**Noakhali	
	5	**Chittagong	Community Development Centre (CODEC) House # 47/H, Road # 1 Ispahani Park, South Khulshi, District: Chittagong
		Khagrachhari	
		Rangamati	
	6	**Bandarban	COAST Trust Amorjoyti House # 9/4, Road # 2 Shyamoly, Dhaka- 1207
		Cox's Bazar	
	Dhaka	7	**Dhaka
Narayanganj			
8		**Dhaka	Campaign for Popular Education (CAMPE) 5/14 Humayun Road Mohammadpur, Dhaka - 1207
		Manikganj	
9		**Dhaka	Campaign for Popular Education (CAMPE) 5/14 Humayun Road Mohammadpur, Dhaka - 1207
		Gazipur	
10		**Dhaka	Campaign for Popular Education (CAMPE) 5/14 Humayun Road Mohammadpur, Dhaka - 1207
		Narsingdi	
11		**Faridpur	RACINE 8/16 Shapla Sarak, South Alipur Thana: Faridpur Sadar, District: Faridpur
		Rajbari	
12		Gopalganj	Shariatpur Development Society (SDS) Shariatpur Sadar Dist: Shariatpur
		Madaripur	
		**Shariatpur	
13		Kishoreganj	Sabalambly Unnayan Samity (SUS) Shibganj Road Thana: Netrakona Sadar District: Netrokona
	Mymensingh		
	**Netrokona		
14	**Jamalpur	In Search of Light (ISOL) Shahid Harun Sarak (Chakladar Bari) PO & Thana: Jamalpur Sadar District: Jamalpur	
	Sherpur		
	Tangail		

Division	Cluster #	Covering district	Organizing Organization
Khulna	15	Bagerhat	ASROY 96, South Central Road Khulna Sadar District: Khulna
		**Khulna	
		Satkhira	
	16	**Jessore	Jagaroni Chakra Foundation 46 Mujib Sarak Jessore Sadar District: Jessore
		Magura	
		Narail	
	17	Chuadanga	Action In Development (AID) AID Complex, Shatbaria Jhenaidah Sadar District: Jhenaidah
		**Jhenaidaha	
18	**Kushtia	SETU T & T Colony Road, Courtpara Thana: Kushtia Sadar District: Kushtia	
	Meherpur		
Rajshahi	19	Bogra	Udayan Swabolombee Sangstha (USS) Vill: Putimari, PO: Khamar Dhanaruha. Thana: Saghata District: Gaibandha
		**Gaibandha	
		Joypurhat	
	20	Kurigram	RDRS House # 43, Road # 10 Sector # 6, Uttara Dhaka - 1230
		Nilphamari	
		**Rangpur	
		Lalmonirhat	
	21	Dinajpur	Eco-Social Development Organization (ESDO) College Para Thana: Thakurgaon Sadar District: Thakurgaon
		Panchagarh	
		**Thakurgaon	
	22	Naogoan	ASHRAI 152/3, Upo-shahar Housing Estate Thana: Paba District: Rajshahi
		Natore	
		Nawabganj	
**Rajshahi			
23	Pabna	National Development Programme (NDP) NDP Bhaban, Bagbari Thana: Kamarkhand District: Sirajganj	
	**Sirajganj		
Sylhet	24	**Habiganj	ASED Hobiganj Sdar Dist: Hobiganj
		Moulvibazar	
	25	Sunamganj	FIVDB Khadimnagar Dist: Sylhet
		**Sylhet	

বাংলাদেশের উপানুষ্ঠানিক শিক্ষা কার্যক্রমের মানচিত্রায়ন- ২০০৭
Mapping of Non-formal Education Activities in Bangladesh -2007
 (উপানুষ্ঠানিক শিক্ষা ব্যুরো-র তত্ত্বাবধানে পরিচালিত একটি উদ্যোগ)

উপানুষ্ঠানিক শিক্ষা কার্যক্রম পরিচালনাকারী সরকারি, বেসরকারি স্বেচ্ছাসেবী সংগঠন ও অন্যান্য সংস্থার তথ্য সংগ্রহের প্রশ্নোত্তরপত্র

ক. সংগঠন বিষয়ক তথ্যাবলি

১. সংগঠনের নাম (বাংলায়):

সংগঠনের নাম (ইংরেজি ব্লক লেটারে লিখুন):

২. সংগঠনের সংক্ষিপ্ত নাম (ইংরেজিতে যদি থাকে, ব্লক লেটারে লিখুন):

৩. সংগঠনের প্রধান কার্যালয়ের ঠিকানা :

বাড়ি:

সড়ক/গ্রাম:

ডাকঘর:

উপজেলা:

জেলা:

ফোন:

ফ্যাক্স:

ই-মেইল:

ওয়েবসাইট (যদি থাকে):

৪. সংগঠনের প্রতিষ্ঠাকাল:

৫. নিবন্ধন (সংগঠনটি যে সকল দপ্তর/বিভাগে নিবন্ধিত রয়েছে সেই ঘরে টিক চিহ্ন দিন। সংশ্লিষ্ট ঘরের পাশের ছকে নিবন্ধনের সাল লিখুন)।

নিবন্ধিত দপ্তর/বিভাগের নাম	টিক চিহ্ন	সাল		টিক চিহ্ন	সাল
সমাজ সেবা অধিদপ্তর	<input type="checkbox"/>	<input type="text"/>	পরিবার পরিকল্পনা অধিদপ্তর	<input type="checkbox"/>	<input type="text"/>
এনজিও বিষয়ক ব্যুরো	<input type="checkbox"/>	<input type="text"/>	যুব উন্নয়ন অধিদপ্তর	<input type="checkbox"/>	<input type="text"/>
মহিলা বিষয়ক অধিদপ্তর	<input type="checkbox"/>	<input type="text"/>	জয়েন্ট স্টক কোম্পানী	<input type="checkbox"/>	<input type="text"/>
অন্যান্য (সুনির্দিষ্ট করে লিখুন)	<input type="checkbox"/>	<input type="text"/>			

৬. আপনার সংগঠন যেসব নেটওয়ার্ক/ফোরামের সঙ্গে সম্পৃক্ত (প্রযোজ্য ঘরে টিক চিহ্ন দিন)।

নেটওয়ার্ক/ফোরামের নাম (জাতীয়)	টিক চিহ্ন দিন	নেটওয়ার্ক/ফোরামের নাম (আন্তর্জাতিক)
ADAB	<input type="checkbox"/>	
ALRD	<input type="checkbox"/>	
Bangladesh ECD Network (BEN)	<input type="checkbox"/>	
BSAF	<input type="checkbox"/>	
CAMPE	<input type="checkbox"/>	
CDF	<input type="checkbox"/>	
CUP	<input type="checkbox"/>	
FNB	<input type="checkbox"/>	
NGO Forum (DWSS)	<input type="checkbox"/>	
PFM	<input type="checkbox"/>	
SUPRO	<input type="checkbox"/>	
VHSS	<input type="checkbox"/>	
Others (Please specify)	<input type="checkbox"/>	

৭. সংগঠনের প্রধান নির্বাহীর নাম ও পদবী (ইংরেজি ব্লক লেটারে লিখুন):

৮. শিক্ষা কার্যক্রম প্রধানের নাম ও পদবী (ইংরেজি ব্লক লেটারে লিখুন):

খ. কার্যক্রম ও অর্থায়ন বিষয়ক তথ্যাবলি

১. আপনার সংগঠনের চলমান শিক্ষা কার্যক্রমের তথ্য নিচের ছকে উল্লেখ করুন।

ক্রম	কার্যক্রমের নাম	কার্যক্রমের মেয়াদকাল (মাস)	বাস্তবায়ন পদ্ধতি *	শিক্ষা শিখন পদ্ধতি **	দাতা সংস্থার নাম	চলতি বছরের অর্থায়নের পরিমাণ
১	২	৩	৪	৫	৬	৭
১	প্রাক-শৈশবকালীন উন্নয়ন ও শিক্ষা (Early Childhood Development & Education):					
	ক) শিশু লালন-পালন বিষয়ক শিক্ষা (Parenting)					
	খ) প্রাক-শৈশবকালীন উদ্দীপনা, শিখন ও সুরক্ষামূলক কর্মসূচি (Early Stimulation, Learning and Protection Activities)					
	গ) প্রাক-প্রাথমিক শিক্ষা (Pre-Primary)					
২	উপানুষ্ঠানিক মৌলিক শিক্ষা:					
	ক) প্রাথমিক শিক্ষা: (NFPE)					
	খ) কিশোর-কিশোরী শিক্ষা (Adolescent Education)					
	গ) বয়স্ক সাক্ষরতা (Adult Literacy)					
৩	অব্যাহত শিক্ষা:					
	ক) সাক্ষরতা-উত্তর শিক্ষা (Post Literacy)					
	খ) কারিগরী, উদ্যোক্তা উন্নয়ন এবং কর্মসংস্থান সংশ্লিষ্ট দক্ষতা (Vocational, Entrepreneurship, Employment Skills)					
	গ) সমতাপ্তা শিক্ষা (Equivalency Education)					
	ঘ) জীবন মান উন্নয়ন কার্যক্রম (Quality of life Improvement Activities)					
৪	অন্যান্য (সুনির্দিষ্ট করে লিখুন):					

কোড লিস্ট:

* শিক্ষা কর্মসূচি বাস্তবায়ন পদ্ধতি:	
কেন্দ্রভিত্তিক পদ্ধতি (Centre-based Approach) = ১	মসজিদভিত্তিক পদ্ধতি = ৬
দূরশিক্ষণ পদ্ধতি (Distance Learning Approach) = ২	মন্দিরভিত্তিক পদ্ধতি = ৭
একজন অন্যজনে শেখানো পদ্ধতি (Each one teach one) = ৩	চার্চভিত্তিক পদ্ধতি = ৮
বন্দীভুক্তকালীন শিক্ষা পদ্ধতি (Captive Approach) = ৪	বৌদ্ধবিহারভিত্তিক পদ্ধতি = ৯
বাড়িভিত্তিক পদ্ধতি (Home-based Approach) = ৫	বিদ্যালয় পদ্ধতি = ১০
সর্তীর্থ শিখন (Peer Learning) = ১১	অন্যান্য = ৭৭

** শিক্ষা-শিখন পদ্ধতি:
ব্লক টিচিং (এক শিক্ষক এক শ্রেণীভিত্তিক শিক্ষা কেন্দ্র) = ১
মাল্টি গ্রেড = ২
মাল্টি লিংগুয়াল = ৩
অন্যান্য = ৮৮

৪ নং কলামে বাস্তবায়ন পদ্ধতি উল্লেখ করার ক্ষেত্রে প্রযোজ্য কোড ব্যবহার করুন। তালিকায় নেই এমন পদ্ধতির ক্ষেত্রে ৭৭ লিখুন। ৫ নং কলামে শিক্ষা শিখন পদ্ধতি উল্লেখ করার ক্ষেত্রেও সংশ্লিষ্ট কোড ব্যবহার করতে হবে। তালিকায় নেই এমন শিখন পদ্ধতির ক্ষেত্রে ৮৮ লিখুন।

২. সংগঠনের চলতি বছরের মোট বাজেট:

৩. সংগঠনের চলতি বছরের শিক্ষা কার্যক্রমের বাজেট:

২. কোন কোন ডু-গ্রাকৃতিক ও মানবসৃষ্ট অঞ্চলে আপনাদের শিক্ষা কার্যক্রম পরিচালিত হচ্ছে?
কার্যক্রমের নাম:

ক্রম	কেন্দ্রের অবস্থান	কেন্দ্র/স্কুল সংখ্যা	শিক্ষার্থীর সংখ্যা		
			নারী	পুরুষ	মোট
১	২	৩	৪	৫	৬
১.	সমতল ভূমি				
২.	চর এলাকা				
৩.	হাওর এলাকা				
৪.	উপকূলীয় এলাকা				
৫.	পাহাড়ি এলাকা				
৬.	গড় এলাকা (বরেন্দ্র, ময়নামতি, ভাওয়াল, মধুপুর)				
৭.	চা বাগান এলাকা				
৮.	শহুরে বস্তি এলাকা				
৯.	অন্যান্য (সুনির্দিষ্ট করে লিখুন)				

৩. আদিবাসী ও সংখ্যালঘু ভাষাগোষ্ঠীর জন্য আপনাদের কোন কার্যক্রম আছে কি? হাঁ না

ক্রম	আদিবাসী ও সংখ্যালঘু ভাষাগোষ্ঠীর নাম	উপজেলা/জেলা	কেন্দ্র/স্কুল সংখ্যা	শিক্ষার্থী সংখ্যা			ব্যবহৃত ভাষার নাম
				নারী	পুরুষ	মোট	
১	২	৩	৪	৫	৬	৭	৮

৪. আপনার সংগঠনের বিভিন্ন কার্যক্রমে কতজন প্রতিবেদী শিক্ষার্থী সংশ্লিষ্ট রয়েছে তা লিখুন?

ঘ. কার্যক্রম ব্যবস্থাপনা, প্রশিক্ষণ ও গবেষণা বিষয়ক তথ্যাবলি

১. সংগঠনের মোট কর্মীর সংখ্যা (শিক্ষা কার্যক্রমসহ)

নারী (F)	পুরুষ (M)	মোট
১	২	৩

২. আপনার সংগঠনে শুধুমাত্র শিক্ষা কার্যক্রমে কর্মরত কর্মীর সংখ্যা

নীতি-নির্ধারক/ পরিকল্পক		ব্যবস্থাপক/সমন্বয়ক/প্রশিক্ষণ কুশলী/উপকরণ উন্নয়নবিদ		তৃণমূল পর্যায়ের কর্মী		শিক্ষক/সহায়ক		মোট
নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	
১	২	৩	৪	৫	৬	৭	৮	৯

৩. আপনার সংগঠনের নিজস্ব প্রশিক্ষণ সুবিধা থাকলে তা নিচের ছকে তথ্য উপস্থাপন করুন।

ক্রম	জেলা/উপজেলা	প্রশিক্ষণ কেন্দ্র সংখ্যা	প্রশিক্ষণ কক্ষ সংখ্যা	ধারণ ক্ষমতা (কত জন একযোগে প্রশিক্ষণ গ্রহণ করতে পারে)	আবাসন ক্ষমতা (সিট সংখ্যা)
১	২	৩	৪	৫	৬

৪. আপনার সংগঠনে শিক্ষা কর্মসূচীর জন্য নিজস্ব প্রশিক্ষণ কার্যক্রম থাকলে তা নিচের ছকে উল্লেখ করুন।

ক্রম	প্রশিক্ষণের নাম (কোর্সভিত্তিক প্রশিক্ষণের নামগুলো লিখুন)	প্রশিক্ষণ নির্দেশিকা/মডিউল/ম্যানুয়েল আছে কি?	সময়সীমা (দিন)	প্রশিক্ষণ গ্রহণকারীর সংখ্যা	
				২০০৫	২০০৬
১	২	৩	৪	৫	৬

৫. বিগত দু' বছরে আপনার সংগঠন থেকে কতজনকে উপানুষ্ঠানিক শিক্ষা বিষয়ে প্রশিক্ষণ দিয়েছেন?

সাল	নীতি নির্ধারক/ পরিকল্পক		ব্যবস্থাপক/সমন্বয়ক/প্রশিক্ষণ কুশলী/উপকরণ উন্নয়নবিদ		তৃণমূল পর্যায়ের কর্মী		শিক্ষক/সহায়ক		মোট
	নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	নারী (F)	পুরুষ (M)	
১	২	৩	৪	৫	৬	৭	৮	৯	১০
২০০৫									
২০০৬									

৬. আপনার সংগঠনের শিক্ষা বিষয়ক কোন গবেষণা কার্যক্রম থাকলে বিগত দু' বছরে পরিচালিত গবেষণার শিরোনাম উল্লেখ করুন।

ক্রম	গবেষণার শিরোনাম	গবেষণা প্রতিবেদনটি সরবরাহযোগ্য কিনা?
১	২	৩

ঙ. শিক্ষা উপকরণ বিষয়ক তথ্যাবলি

১. শিক্ষা কার্যক্রমে কোন সংস্থার উপকরণ ব্যবহার করছেন (শিক্ষা কার্যক্রমভিত্তিক উল্লেখ করুন)

ক্রম	কার্যক্রমের নাম	সংগঠনের নাম
১	২	৩
১	প্রাক-শৈশবকালীন উন্নয়ন ও শিক্ষা (Early Childhood Development & Education):	
	ক) শিশু লালন-পালন বিষয়ক শিক্ষা (Parenting)	
	খ) প্রাক-শৈশবকালীন উদ্দীপনা, শিখন ও সুরক্ষামূলক কর্মসূচি (Early Stimulation, Learning and Protection Activities)	
	গ) প্রাক-প্রাথমিক শিক্ষা (Pre-Primary)	
২	উপানুষ্ঠানিক মৌলিক শিক্ষা:	
	ক) প্রাথমিক শিক্ষা: (NFPE)	
	খ) কিশোর-কিশোরী শিক্ষা (Adolescent Education)	
	গ) বয়স্ক সাক্ষরতা (Adult Literacy)	
৩	অব্যাহত শিক্ষা:	
	ক) সাক্ষরতা-উত্তর শিক্ষা (Post Literacy)	
	খ) কারিগরী, উদ্যোক্তা উন্নয়ন এবং কর্মসংস্থান সংশ্লিষ্ট দক্ষতা (Vocational, Entrepreneurship, Employment Skills)	
	গ) সমতাস্বাপক শিক্ষা (Equivalency Education)	
	ঘ) জীবন মান উন্নয়ন কর্মসূচি (Quality of life Improvement Activities)	
৪	অন্যান্য (সুনির্দিষ্ট করে লিখুন):	

২. আপনার সংগঠন কোনো শিক্ষা উপকরণ প্রকাশ করলে তা কোন ধরনের শিক্ষা কার্যক্রমে ব্যবহার করা যায়? নিচের ছকের প্রযোজ্য ঘরে টিক চিহ্ন দিন। (প্রকাশিত উপকরণের মোট সংখ্যা লিখুন এবং তালিকা সংযুক্ত করুন)

ক্রম	কার্যক্রমের নাম	মৌলিক শিক্ষা উপকরণ (১)	পরিপূরক পঠন উপকরণ (২)	শিক্ষার্থী সহযোগী উপকরণ (৩)	শিক্ষক সহায়ক উপকরণ (৪)	স্বশিখন উপকরণ (৫)	অন্যান্য উপকরণ (৬)
১	২	৩	৪	৫	৬	৭	৮
১	প্রাক-শৈশবকালীন উন্নয়ন ও শিক্ষা (Early Childhood Development & Education):						
	ক) শিশু লালন-পালন বিষয়ক শিক্ষা (Parenting)						
	খ) প্রাক-শৈশবকালীন উদ্দীপনা, শিখন ও সুরক্ষামূলক কর্মসূচি (Early Stimulation, Learning and Protection Activities)						
	গ) প্রাক-প্রাথমিক শিক্ষা (Pre-Primary)						
২	উপানুষ্ঠানিক মৌলিক শিক্ষা:						
	ক) প্রাথমিক শিক্ষা: (NFPE)						
	খ) কিশোর-কিশোরী শিক্ষা (Adolescent Education)						
	গ) বয়স্ক সাক্ষরতা (Adult Literacy)						
৩	অব্যাহত শিক্ষা:						
	ক) সাক্ষরতা-উত্তর শিক্ষা (Post Literacy)						
	খ) কারিগরী, উদ্যোক্তা উন্নয়ন এবং কর্মসংস্থান সংশ্লিষ্ট দক্ষতা (Vocational, Entrepreneurship, Employment Skills)						
	গ) সমতাস্বাপক শিক্ষা (Equivalency Education)						
	ঘ) জীবন মান উন্নয়ন কর্মসূচি (Quality of life Improvement Activities)						
৪	অন্যান্য (সুনির্দিষ্ট করে লিখুন):						

১. মৌলিক শিক্ষা উপকরণ- প্রাইমার বা মৌলিক পাঠ্য বই;

৩. শিক্ষার্থী সহযোগী উপকরণ- শ্রেণীতে শিক্ষার্থীরা তাদের পঠনের জন্য যে সব উপকরণ ব্যবহার করে। যেমন- অনুশীলন খাতা ওয়ার্ক বুক, ব্লক, ইত্যাদি;

৫. স্বশিখন উপকরণ- শিক্ষার্থীরা অব্যাহত শিক্ষা পর্যায়ে নিজে নিজে যেসব

২. পরিপূরক পঠন উপকরণ- সুনির্দিষ্ট পাঠকে পরিপূর্ণভাবে এগিয়ে নিয়ে যাওয়ার জন্য প্রণীত বাড়তি উপকরণ যেমন- গল্প বা ছড়ার বই;

৪. শিক্ষক সহায়ক উপকরণ- শিক্ষক শিক্ষার্থীদেরকে পাঠ্য ভালভাবে বোঝানোর জন্য যেসব উপকরণ ব্যবহার করে। যেমন- ম্যাগ, চার্ট, বর্ণমালা বা জীবজন্তুর ছবি ইত্যাদি;

৬. অন্যান্য উপকরণ- (পোস্টার, লিফলেট, বুকলেট ইত্যাদি)।

চ. তথ্য ব্যবস্থাপনা

১. সংগঠনের বিভিন্ন কার্যক্রম সুষ্ঠু বাস্তবায়ন নিশ্চিতকরণের জন্য পরিবীক্ষণ প্রক্রিয়াটি কিভাবে সম্পন্ন করা হয়? (প্রয়োজ্য ঘরে টিক চিহ্ন দিন)

মাসিক	ত্রৈমাসিক	অর্ধবার্ষিক	বাৎসরিক
১	২	৩	৪

অতিরিক্ত তথ্য (যদি প্রয়োজন মনে করেন):

২. পরিবীক্ষণ প্রক্রিয়াতে সংগঠনের কোন পর্যায়ের কর্মকর্তাগণ সম্পৃক্ত থাকেন?

ক্রম নং	পদবী
১	২

৩. আপনার সংগঠনের তথ্য ব্যবস্থাপনা (MIS) রয়েছে কি? হ্যাঁ না (৩ নং প্রশ্নের উত্তর হ্যাঁ হলে, নিচের (I থেকে V পর্যন্ত প্রশ্নের উত্তর লিখুন)

MIS-এ কি কি বিষয়ে অধিকার দেওয়া হয়?

ক্রম নং	শিবা কার্যক্রম	বিষয়
১	২	৩

৪. তথ্য সংগ্রহের প্রক্রিয়াটি কিভাবে সম্পন্ন করা হয়?

৫. তথ্য ব্যবস্থাপনার (MIS) জন্য কোন সফটওয়্যার রয়েছে কি? হ্যাঁ না

৬. সফটওয়্যারটি কি আপনার সংগঠন কর্তৃক উন্নয়নকৃত? হ্যাঁ না

উত্তর না হলে, সফটওয়্যারটি কোন সংস্থা হতে সংগ্রহ করেছেন?

৭. সংগৃহীত তথ্য/ ডাটা আপনারা কি কি কাজে ব্যবহার করেন?

ছ. এডভোকেসি বা সপক্ষতা বিষয়ক তথ্য

১. আপনার সংগঠনের শিক্ষা বিষয়ক কোন এডভোকেসি (সপক্ষতা) কর্মসূচি রয়েছে কি? হ্যাঁ না
উত্তর হা হলে, বিগত দু' বছরে কি কি ইস্যু নিয়ে কার কার সাথে এডভোকেসি (সপক্ষতা) করেছেন ?

ক্রম	সাল	ইস্যু	সংশ্লিষ্ট দপ্তর /কর্মকর্তা অথবা প্রতিষ্ঠান
১	২	৩	৪

২. ভবিষ্যতে (আগামী ২ বছরে) আপনার সংস্থার কি কি ইস্যু নিয়ে এডভোকেসি (সপক্ষতা) করার পরিকল্পনা রয়েছে?

ক্রম	ইস্যু
১	২

৩. আপনার সংগঠনের বিভিন্ন ধরনের শিক্ষা কর্মসূচির অভিজ্ঞতা অন্য সংগঠনের সঙ্গে কিভাবে বিনিময় করেন?

জ. অন্য কোন প্রাসঙ্গিক তথ্য (যদি প্রয়োজন মনে করেন)

তথ্য প্রদানকারীর নাম ও স্বাক্ষর :
পদবী :
তারিখ :
ফোন :
তথ্য সংগ্রহকারীর নাম ও স্বাক্ষর :
সুপারভাইজারের নাম ও স্বাক্ষর :

সচিবালয়
গণসাক্ষরতা অভিযান
৫/১৪ হুমায়ুন রোড, মোহাম্মদপুর, ঢাকা-১২০৭
ফোন: ৮১১৫৭৬৯, ৯১৩০৪২৭, ৮১৫৫০৩১-২
ফ্যাক্স: ৮১১৮৩৪২, ই-মেইল: info@campebd.org
ওয়েব সাইট: www.campebd.org

বাংলাদেশের উপানুষ্ঠানিক শিক্ষা কার্যক্রমের মানচিত্রায়ন-২০০৭
Mapping of Non-formal Education Activities in Bangladesh-2007
 (উপানুষ্ঠানিক শিক্ষা ব্যুরো-র তত্ত্বাবধানে পরিচালিত একটি উদ্যোগ)

সুপারভাইজার কর্তৃক তথ্য সংগ্রহের চেকলিষ্ট

১. উপানুষ্ঠানিক শিক্ষা কর্মসূচি বাস্তবায়নের জন্য এলাকা নির্বাচনের প্রক্রিয়া কি?
২. আপনার প্রতিষ্ঠান কর্তৃক পরিচালিত উপানুষ্ঠানিক শিক্ষা কর্মসূচির অধিকাংশ শিক্ষার্থীর অর্থনৈতিক অবস্থা কেমন?
৩. আপনার প্রতিষ্ঠান কর্তৃক পরিচালিত উপানুষ্ঠানিক শিক্ষা কর্মসূচি অধিকাংশ শিক্ষার্থীর সামাজিক অবস্থা কিরূপ?
৪. আপনার শিক্ষার্থীদের মধ্যে কত শতাংশ শিক্ষার্থী হত দরিদ্র পরিবার থেকে এসেছে?
৫. আপনার প্রতিষ্ঠান কর্তৃক পরিচালিত উপানুষ্ঠানিক শিক্ষা কর্মসূচির অধিকাংশ শিক্ষার্থীর পিতা মাতার শিক্ষাগত অবস্থা কিরূপ?
৬. আপনার প্রতিষ্ঠান কর্তৃক পরিচালিত উপানুষ্ঠানিক শিক্ষা কর্মসূচির অধিকাংশ শিক্ষার্থীর পিতা মাতার প্রধান পেশা কি?
৭. উপানুষ্ঠানিক শিক্ষা কর্মসূচি চালু করার সময় কোন বেইসলাইন সার্ভে করেছেন কি? বেইসলাইন সার্ভেতে কি কি তথ্য সংগ্রহ করা হয়?
৮. এই ক্লাস্টারে উপানুষ্ঠানিক শিক্ষা কর্মসূচি বাস্তবায়নকারী সংস্থাগুলোর মধ্যে কি ধরনের সমন্বয় ব্যবস্থা রয়েছে?
 - অন্যান্য সরকারি ও বেসরকারি সংস্থার সঙ্গে
 - বিভিন্ন পর্যায়ে যেমন-স্থানীয়, জেলা ও জাতীয় পর্যায়
৯. শিক্ষা কার্যক্রম বাস্তবায়নের ক্ষেত্রে কিভাবে স্থানীয় অংশীজনদের (Community) সম্পৃক্ত করা হয়? পরিদর্শনকৃত সংস্থার এ সম্পর্কিত কোন সফল কেস থাকলে তা সংযুক্ত করুন।

আর্থ-সামাজিক অবস্থা সংক্রান্ত তথ্য সংগ্রহের চেকলিষ্ট

১. উপানুষ্ঠানিক শিক্ষা কর্মসূচি বাস্তবায়নের জন্য এলাকা নির্বাচনের প্রক্রিয়া কি?
২. উপানুষ্ঠানিক শিক্ষা কর্মসূচির জন্য শিক্ষার্থী নির্বাচনের ক্ষেত্রে কি কি বিষয় বিবেচনা করা হয়?
 - ক) পিতা মাতার অর্থনৈতিক অবস্থা অধিকাংশ সময় খাদ্য ঘাটতি সাময়িক খাদ্য ঘাটতি খাদ্য ঘাটতি নেই
 - খ) পিতামাতার শিক্ষাগত অবস্থা শিক্ষিত স্বল্প শিক্ষিত নিরক্ষর
 - গ) সামাজিক অবস্থা প্রান্তিক সাধারণ প্রভাবশালী
 - ঘ) সাংস্কৃতিক অবস্থা প্রান্তিক মূলধারা
৩. উপানুষ্ঠানিক শিক্ষা কর্মসূচি চালু করার সময় কোন বেইসলাইন সার্ভে করেছেন কি? বেইসলাইন সার্ভেতে কি কি তথ্য সংগ্রহ করা হয়?
৪. এই ক্লাস্টারে উপানুষ্ঠানিক শিক্ষা কর্মসূচি বাস্তবায়নকারী সংস্থাগুলোর মধ্যে কি ধরনের সমন্বয় আছে কি? থাকলে কিরূপ?

Extract from NFE Policy

1. The Scope of NFE

The scope of NFE varies in different ecological zones considering the diversified life-style, livelihoods and cultural and physical environment. However, the NFE policy document specifies following programme areas which have been endorsed by the NPA II:

- a) Early childhood care and education (ECCE).
- b) Alternative opportunities through non-formal channel for basic education of children not able to participate in formal primary schools for various reasons.
- c) Second-chance opportunities for non-formal basic education of adolescents and adults of 16-24 and 25+ age group, who never enrolled in or dropped-out from primary schools.
- d) A full-menu of continuing education programmes for life-long opportunities, and
- e) Training through non-formal channels in vocational, entrepreneurship, and employment related skills together with support for access to micro-credit or micro-finance.

It may be mentioned here in this context that the scope of NFE has not covered the equivalency education area. Also in relation to employment generation a scope could have been proposed to link non-formal education with informal economic sector. This kind of link can accelerate the economic growth resulting in the alleviation of poverty at the grassroots level. To make this link more productive the approach of the non-formal education should be determined in regard to the nature of economic activities in a particular ecological zone or growth centre.

2. NFE Clientele Groups

As per the policy the NFE accords priority to the clientele, such as children, adolescents and young adults and reflects the need for special attention to various disadvantaged groups, including children and youth with physical and mental disabilities; ethnic and religious minorities; people living in ecologically difficult locations, such as Haor's, *Char's*, coastal areas; and marginalised groups, such as street children, working children and people otherwise disadvantaged or living in especially difficult circumstances.

3. NFE implementation strategy

- a) It is envisaged that NGOs and CBOs will play the primary role in implementing NFE programmes while MOPME through its agency BNFE will exercise the oversight functions including policy development and policy guidance, target-setting, standard-setting and quality control, monitoring, coordination with UPE targets, and, capacity development.;
- b) At the field level community-based networks of learning will be developed for creating opportunities for life-long learning through intending opportunities for effective skill training and continuing education;
- c) A specific responsibility of BNFE will be to develop and maintain a database on all aspects of NFE activities in its MIS utilizing statistics from both public and NGO sectors and ensuring collection of new statistics to cover critical gaps, if any. The database will have to be updated regularly and necessary access ensured for all interested stakeholders; an MIS unit in the MOPME would be fed from both the formal and non-

formal sub-sectors to facilitate supervision, monitoring, and speedy policy and strategy decisions;

- d) BNFE will pro-actively develop further the present GO-NGO partnership into a participatory partnership in planning, implementation, monitoring and evaluation of NFE programmes; promote NGO/CBO capacities to achieve quality in NFE programme formulation and implementation;
- e) Developing need-based curriculum and programme packages suitable for different cycle of NFE programme and continuous updating of the curriculum contents and programme delivery mechanism;
- f) Estimate of equivalent framework between non-formal and formal education programmes based on pilot schemes and implementing of lesson from pilot phase.
- g) NFE programmes and activities will address, support and promote cross-cutting issues such equity, gender sensitivity, poverty alleviation, environment sensitivity, good governance, prevention of HIV/AIDS, and inclusiveness where necessary; these will also be reflected in teaching learning, teacher/supervisor training contents and delivery mechanisms of NFE.
- h) MOPME coordinates and monitors all NFE activities in the government, NGO and private sectors through the smaller arm of the National Primary and Mass Education Council by establishing a National Advisory Council including representations from policy makers, professions, NGOs and other stakeholders to carry out the work on a quarterly or half-yearly basis to ensure achievement of NFE EFA goals set in this Plan quality assurance as envisaged and resolve all inter-agency problems;
- i) Strengthen the professional capacity of BNFE, and other NFE providing institutions ensure appropriate qualification at recruitment and provide adequate training to staff to give them professional proficiency and a career path. Design and implement with the support of other relevant authorities equivalency programme to promote NFE as an educational system to grade the learner's education;
- j) Development of a national testing system of support standardized learner assessment procedure and instruments suitable for assessing target competitions which are diverse in nature and delivered in different flexible mode of delivery;
- k) Organise and establish linkages with other relevant programmes (skills training, micro-finance, employment outfits, etc) and organizations to assist NFE programme participants to put their new-found learning, job skills and knowledge to work towards poverty reduction, income generation/augmentation. Involve local level people's institutions for supervising and monitoring the work of learning centre.

4. Organisational and Management Structures for NFE

The following organisation and management structure is in place to implement NFE activities all over Bangladesh.

- a) **National Level:** MOPME acts as focal point for providing policy directions and oversight to and coordinate with other ministries having NFE programmes. Bureau of Non Formal Education (BNFE) has been established for management and governance of NFE sub-sector at the national level. A national advisory council consisting of representatives from policy makers, professionals, NGO and other stakeholders has been formed to advise the government on NFE.
- b) **Decentralised management:** NFE management is to be decentralized in phases at the district and local levels in order to respond to varying needs and circumstances and to manage a broader range of activities serving various learner groups.

- c) **Facilitator and provider of financial and technical support:** The national level agency for NFE facilitates and coordinates financial and technical support to implementing agencies.
- d) **A mechanism for partnership building:** The organisation (BNFE) is a working mechanism for building partnership and collaboration between government agencies, providers of education and training, business and trade bodies, employers, and those who can help in entrepreneurship development and marketing of products.
- e) **Developing policy framework:** The national level agency for NFE provides the professional leadership to non-formal education as a part of overall national development priorities and national human resource development strategy. An important task for this purpose would be to eventually develop a long-term programme approach for the non-formal education sub-sector, moving away gradually from isolated projects.

List of Projects in Education/NFE Sector

Year of data collection: 2008

Name of the Programme	Present Status	Project Period	Development Partner	Implementing Agency	Total Budget in US Dollar	Development Partners	GOB/Respective Programme Partner
Early Learning for Development	Operational	2006-2010	Unicef, Plan Bangladesh.	MOWCA	14,140,000.00	13,285,000.00	85,000.00
BRAC Education Programme	Operational	2004-2009	CIDA, DFID, Netherlands, Norway, NOVIB.	BRAC	133,259,190.00	128,485,760.00	4,773,430.00
SUCCEED (Early Learning for School Success Programme)	Operational	2004-2009	Save the Children USA	CODEC, VERC, FIVDB, JCF, RDRS.	12,000,000.00	12,000,000.00	0.00
Basic Education for Hard to Reach Urban Working Children	Operational	2004-2009	UNICEF, SIDA	BNFE, MoPME.	35,520,000.00	34,240,000.00	1,280,000.00
Tribal Children Education Programme	Operational	2003-2008	EC	TearFund (UK)/Koinonia	1,000,000.00	800,000.00	200,000.00
Poverty alleviation through social change and alternative lifestyles	Operational	2006-2009	EC	Terre des Hommes (Italy)/ARBAN	1,379,514.29	1,034,257.14	345,257.14
Basic School System	Operational	2004-2008	SDC, SIDA	Centre for Mass Education in Science (CMES)	2,277,070.00	2,277,070.00	0.00
Reaching Out of School Children Project (ROSC)	Operational	2004-2010	IDA, SDC.	MOPME	58,300,000.00	52,500,000.00	5,800,000.00

Name of the Programme	Present Status	Project Period	Development Partner	Implementing Agency	Total Budget in US Dollar	Development Partners	GOB/Respective Programme Partner
SHIKHON - Learning Alternatives for Vulnerable Children	Operational	2006-2010	EC	Save the Children USA and Save the Children UK, FIVDB, JCF, RDRS.	14,952,417.54	14,064,243.54	888,174.00
Up-scaling non-formal primary education through institutionalising quality endeavour (UNIQUE)	Operational	2006-2010	EC	DAM and CCDB, DORP, Padakkhep, Plan Bangladesh and SUROVI.	13,457,013.57	12,748,082.43	708,931.14
BRAC Non-formal Primary Education Programme	Operational	2006-2010	EC	BRAC and 60 small NGOs	14,607,142.86	13,708,571.43	898,571.43
Empowerment of Adolescent Girls	Operational	2007-2011	EC	UNICEF	8,858,571.43	8,858,571.43	0.00
Non-formal education for the children of Chars and Embankments of Jamuna River	Operational	2006-2010	EC	NETZ	1,514,275.11	1,135,668.86	378,606.26
Non-formal education for the tribal youths	Operational	2006-2010	EC	HOPE and TOYMU	449,137.14	381,766.57	67,370.57
Non-formal education for CHT in local context	operation	2007-2011	EC	UNDP	1,968,571.43	1,968,571.43	0.00
Total>					313,682,903.37	297,487,562.83	15,425,340.54

List of organizations developed NFE materials

SL #	Material Organization
1	ACTION AID
2	Aporajey Bangla
3	ARISE
4	Bangladesh Shishu Academy
5	BRAC
7	Buereu of Non Formal Education (BNFE)
8	CAMPE
9	CARE
10	CARITAS
11	CCDB-WSLO
12	CDA
13	CDD/AIDS Bangladesh
14	CODEC
15	Concern W.W Bangladesh
16	Dhaka Ahsania Mission
17	Disha
18	European Commission
19	FIVDB
20	Government/NCTB
21	Gram Bikash Kendra
22	Grameen Shikkaha
23	GSKS
24	GSKS
25	GSS
26	Inner Force
27	Inter Acton
28	Islamic Education Society
29	Islamic Foundation
30	ITDG
31	Jagoroni Chakro Foundation
32	Jubo Unniyan Kendro
33	Local market
34	Manusher Jonno Foundation
35	Muslim AID
36	NAYANTARA COMMUNICATION
37	NGO Foundation
38	NIJERA SHIKHI
39	Others
40	Own
41	OXFAM
42	PCAR
43	Plan Bangladesh
44	Proshika
45	RC-Dhaka
46	RDRS

SL #	Material Organization
47	RIB
48	Rosc
49	Save the Children-Australia
50	Save the Children-USA
51	SISIMPUR
52	Sif Network
53	SPEED Trust
54	Storm Foundation
55	SUS
56	SWID-Bangladesh
57	TIDG
58	UNFPA
59	UNICEF
60	USCCB
61	VARC
62	VARC
63	Vastly Used
64	Vaya
65	VHSS

Information about Training Centres (by Division & District)

Barisal

District	Number Of centre	Number Of Room	Number of Seat
Barguna	18	20	69
Barisal	29	61	598
Bhola	7	8	0
Jhalokathi	2	2	0
Patuakhali	11	12	194
Perojpur	42	9	242
Total	109	112	1103

Chittagong

District	Number Of centre	Number Of Room	Number of Seat
Bandarban	8	9	23
Brahmanbaria	4	8	135
Chandpur	1	1	4
Chittagong	36	51	390
Comilla	48	51	165
Cox's Bazar	11	15	240
Khagrachari	2	4	0
Feni	1	1	0
Laxmipur	5	5	15
Noakhali	32	41	200
Rangamati	6	7	80
Total	154	193	1252

Dhaka

District	Number Of centre	Number Of Room	Number of Seat
Dhaka	83	112	2394
Faridpur	9	23	240
Gazipur	4	10	156
Gopalganj	25	28	87
Jamalpur	13	15	63
Madaripur	7	7	5
Munshiganj	4	5	3
Mymensingh	17	27	292
Narayanganj	9	15	100
Narshingdi	10	10	125
Sherpur	5	11	95
Tangail	23	31	270
Manikganj	4	6	60
Netrokona	19	42	152
Kishoreganj	17	24	195
Total	249	366	4237

Khulna

District	Number Of centre	Number Of Room	Number of Seat
Bagerhat	4	4	50
Chuadanga	4	4	25
Jessore	33	44	430
Jhenaidah	19	27	175
Satkhira	14	22	188
Khulna	12	16	73
Magura	2	4	8
Meherpur	5	6	60
Kushtia	25	34	160
Narail	6	7	100
Total	124	168	1269

Rajshahi

District	Number Of centre	Number Of Room	Number of Seat
Bogra	13	20	600
Dinajpur	26	40	1325
Gaibandha	18	29	955
Joypurhat	6	14	237
Kurigram	28	63	750
Naogaon	9	10	315
Natore	4	5	160
Nawabganj	4	6	120
Nilphamari	13	31	310
Pabna	18	25	740
Panchagarh	7	9	315
Serajganj	19	24	643
Sherpur	5	11	520
Thakurgaon	26	33	1055
Lalmonirhat	13	23	675
Rajshahi	17	29	780
Total	226	372	9500

Sylhet

District	Number Of centre	Number Of Room	Number of Seat
Moulvibazar	7	11	128
Habiganj	23	36	1
Sunamganj	1	1	33
Sylhet	7	18	130
Sylhet	38	66	292
Bangladesh	900	1277	17653

List of publications of concerned Government Departments
and Autonomus Bodies

(সংশ্লিষ্ট সরকারি ও স্বায়ত্তশাসিত প্রতিষ্ঠানের প্রকাশনা তালিকা)

Bureau of Non-Formal Education (BNFE)

SI #	Name of the Material
01.	An Evaluation of the Integrated Non Formal Education Programme of Bangladesh. Final Report. DNFE.
02.	Assessment of gender Equity under NFE Project-2, DNFE.
03.	An Evaluation of the TLM in the Chuadanga District, DNFE.
04.	Dialogue Report on Pilot Post literacy & Continuing Education (PLCE), NFE-2 Project, Final Report, Dec.2002, DNFE, P-88.
05.	Dialogue Report on the Assessment of the IMPACT of the Total Literacy Movement in Magura District, Final Report.December-2002, DNFE, p-134.
06.	Dialogue Report on Challenges to (HRD) in Post Literacy and Continuing Education Bangladesh. Decmber 2002, DNFE, P-169.
07.	Dialogue Report on Experimental Implementation of the Strengthened MER system in the District of Rajbari, DNFE.
08.	Dialogue Report on the Role of the Centre Management Committees (CMC) in Non Formal Education (NFE) in Bangladesh.
09.	Final Evaluation report of PLCEHD-1. 1997 BNFE.
10.	Final Report FLE (Family life Education) Project. DNFE.
11.	NFE Policy, MOPME. 9 February 2006, BNFE, Page -21.
12.	NFE Progress Report-1991-2000. DNFE.
13.	Report on Monitoring and Impact Evaluation of TV Serial on social Mobilization. DNFE.
14.	Project Preparatory Technical Assistance .Final Report Volume-1 Dec-1994, DNFE
15.	Report & Recommendation of the President to the Board of Directors on a proposal loan to the peoples Republic of Bangladesh for the Second Non For mal Education Project, June-2001 DNFE. p -127.
16.	Report and Recommendation of the President to the Board of Directors on a proposed loan to the people's Republic of Bangladesh for the Second Non Formal Education Project June-2001 DNFE, PMED p-127
17.	Study on Evaluation of the Total Literacy Movement in Sadar thana of Bhol District, Final Report, January-1997, DNFE,
18.	Survey on Evaluation of the Intregated Non Formal Education Programme, January-1997, DNFE, p -120.
19.	Study on Evaluation of Total Literacy Movement in Lalmonirhat .Final Report, May-1996.DNFE.
20.	Study on Beneficiary Needs, Local Demand for Skills and Available skills Training Progress Report. DNFE.
21.	Tracer Study PLCEHD-1.Project, An Impact Assessment, August-2005, BNFE, p-159
22.	Training of Planing & Management Personnel of literacy and continuing Education.
23.	The Formative Evaluation Study on Post Literacy movement (TLM) under Non Formal Education (NFE) Project-04, Final Report, March -2003, DNFE.
24.	উপানুষ্ঠানিক শিক্ষায় শিক্ষার্থীর শিখন সর্বাধিকরণে কার্যকর শিক্ষন পদ্ধতি অনুসন্ধান ফাইনাল রিপোর্ট -ডিএনএফই।

SI #	Name of the Material
25.	মূল্যায়ন রিপোর্ট সাক্ষরতাভোর ও অব্যাহত শিক্ষা পাইলট প্রকল্প; মোল্লাহাট থানা, পিপ-২০০০; পৃঃ ৩৬।
26.	ময়মনসিংহ জেলার মুক্তাগাছা, ফুলবাড়ীয়া, ত্রিশাল ও ভালুকা উপজেলায় সমাণ্ড টিএলএম কর্মসূচী মূল্যায়ন প্রতিবেদন এবং সাক্ষরতাভোর কার্যক্রমের অগ্রগতি প্রতিবেদন-২০০০; ডিএনএফই।
27.	গোপালগঞ্জ জেলায় মুকসুদপুর উপজেলায় সমাণ্ড টিএলএম কর্মসূচী মূল্যায়ন সম্পর্কিত পর্যবেক্ষণ প্রতিবেদন-২০০০; ডিএনএফই।
28.	হ্যাণ্ড বুক উপানুষ্ঠানিক শিক্ষা কর্মসূচীর প্রকল্প বাস্তবায়ন গবেষণা মূল্যায়ন প্রতিবেদন- ডিএনএফই।
29.	নারী ক্ষমতায়নের জন্য সাক্ষরতা উত্তর কার্যক্রম ম্যানুয়েল - ডিএনএফই।

উপানুষ্ঠানিক শিক্ষা অধিদপ্তর কর্তৃক বিভিন্ন পর্যায়ে শিক্ষার জন্য উন্নয়নকৃত উপকরণসমূহের তালিকা :

পারিবারিক জীবন শিক্ষা প্রকল্প-২য় পর্যায়ঃ

ক্রম নং	বইয়ের নাম	বইয়ের ধরন
০১।	পারিবারিক জীবন শিক্ষা বিষয়ক কারিকুলাম	
০২।	পরিবার ও সমাজ - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
০৩।	পরিবার ও সমাজ - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)
০৪।	শিক্ষা সংস্কৃতি ও দেশ - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
০৫।	শিক্ষা সংস্কৃতি ও দেশ - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)
০৬।	পুষ্টি ও রোগ - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
০৭।	পুষ্টি ও রোগ - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)
০৮।	আয় ও কর্মসংস্থান - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
০৯।	আয় ও কর্মস্থান - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)
১০।	আইন ও অধিকার - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
১১।	আইন ও অধিকার - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)
১২।	স্বাস্থ্য ও পরিবেশ - প্রথম পাঠ	(সহায়ক পাঠ উপকরণ)
১৩।	স্বাস্থ্য ও পরিবেশ - দ্বিতীয় পাঠ	(সহায়ক পাঠ উপকরণ)

মানব উন্নয়নের জন্য সাক্ষরতাভোর ও অব্যাহত শিক্ষা প্রকল্প-১ঃ

ক্রম নং	বইয়ের নাম (ট্রেড)	বইয়ের ধরন
০১।	বাস্তবায়ন মডেল (বাংলা) পিএলসিইএইচডি-১; ডিএনএফই	
০২।	মাস্টার ট্রেইনার ম্যানুয়াল, পিএলসিইএইচডি-১; ডিএনএফই	
০৩।	দর্জি বিজ্ঞান (প্রশিক্ষক নির্দেশিকা)	অব্যাহত শিক্ষা কোর্স : ৬ মাস
০৪।	গাভী পালন (প্রশিক্ষক নির্দেশিকা)	অব্যাহত শিক্ষা কোর্স : ৬ মাস
০৫।	ছাগল পালন ও গবাদি পশু মোটা তাজাকরণ (প্রশিক্ষক	অব্যাহত শিক্ষা কোর্স : ৬ মাস

ক্রম নং	নির্দেশিকা)	বইয়ের নাম (ট্রেড)	বইয়ের ধরন
০৬।	হাঁস-মুরগী পালন (প্রশিক্ষক নির্দেশিকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
০৭।	খাদ্য প্রক্রিয়াজাত করণ (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
০৮।	বাঁশ, বেত, পাটি শিল্প এবং কাগজের ব্যাগ তৈরী (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
০৯।	নার্সারী, সবজি, ফুল ও ফল চাষ (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
১০।	তালা-চাবি, সাইকেল, রিকসা ও ভ্যান মেরামত (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
১১।	মাছ চাষ (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস
১২।	মৌমাছি পালন (প্রশিক্ষক সহায়িকা)		অব্যাহত শিক্ষা কোর্স : ৬ মাস

Hard To Reach (2nd Phase) Project- এর ডকুমেন্টস

১ম সাইকেল :

ক্রম নং	বইয়ের নাম
১.	হেসে খেলে পড়ি (বাংলা, ১ম পর্যায়, ১ম ভাগ)
২.	শিক্ষক সহায়িকা (বাংলা, ১ম পর্যায়, ১ম ভাগ)
৩.	হেসে খেলে গণিত শিখি (১ম পর্যায়, ১ম ভাগ)
৪.	শিক্ষক সহায়িকা (গণিত, ১ম পর্যায়, ১ম ভাগ)
৫.	শিক্ষক সহায়িকা (জীবনদক্ষতা, ১ম পর্যায়, ১ম ভাগ)
৬.	শিখন শেখানো পদ্ধতি বিষয়ক হ্যান্ডবুক
৭.	হেসে খেলে পড়ি (বাংলা, ১ম পর্যায়, ২য় ভাগ)
৮.	শিক্ষক সহায়িকা (বাংলা, ১ম পর্যায়, ২য় ভাগ)
৯.	হেসে খেলে গণিত শিখি (১ম পর্যায়, ২য় ভাগ)
১০.	শিক্ষক সহায়িকা (গণিত, ১ম পর্যায়, ২য় ভাগ)
১১.	শিক্ষক সহায়িকা (জীবনদক্ষতা, ১ম পর্যায়, ২য় ভাগ)
১২.	যাদুর পাতা
১৩.	মিঞাও.... মিঞাও
১৪.	ছোট্ট ময়না
১৫.	একদিন রবি
১৬.	শহর দেখা
১৭.	হাসি নানির ক্রিকেট খেলা
১৮.	গাছে কত আম
১৯.	মিনির ঘুড়ি কোথায়
২০.	তিন মুরগি
২১.	নকল রাজা

ক্রম নং	বইয়ের নাম
২২.	দাদু বাজারে যান
২৩.	হাঁসছানা প্যাক প্যাক
২৪.	তুমি কি আমার মা?(ছোট্ট চোখে দেখা-১)
২৫.	বছর ঘুরে দেখা
২৬.	ছোট্ট ছেলে বেলাল
২৭.	কাক কোকিল পেঁচা
২৮.	কাটবে সবার ভাল দিন
২৯.	তিথির সাথী
৩০.	কচ্ছপের গল্প
৩১.	ঝড় এল
৩২.	বুদ্ধিমতী মীনা
৩৩.	ছানাগুলো কোথায়
৩৪.	রান্না
৩৫.	ছোট লাল মুরগি
৩৬.	শান্তির ঘর
৩৭.	পরতে পার
৩৮.	টুসির আম গাছ
৩৯.	দুই বোন
৪০.	ফ্লিপচার্ট-১
৪১.	ফ্লিপচার্ট-২
৪২.	ফ্লিপচার্ট-৩
৪৩.	হেসে খেলে পড়ি (ইউনিট ১-৮)
৪৪.	Reading Game Cards
৪৫.	Reading Game Cards
৪৬.	Math Extension Work Cards
৪৭.	Math Package Number Cards
৪৮.	Math Package Domino Cards
৪৯.	Math Package Symbol Cards
৫০.	Math Package Base Cards
৫১.	World Game Cards
৫২.	Picture Cards
৫৩.	Picture Cards
৫৪.	Ludu
৫৫.	ক্যালেন্ডার

Hard To Reach (2nd Phase) Project- এর ডকুমেন্টস

২য় সাইকেল :

ক্রম নং	বইয়ের নাম
১.	আমার বাংলা বই (২য় ভাগ)
২.	খেলতে খেলতে পড়ি (বাংলা, ২য় পর্যায়)
৩.	শিক্ষক সহায়িকা (বাংলা, ২য় পর্যায়)
৪.	হেসে খেলে গণিত শিখি (২য় পর্যায়)
৫.	শিক্ষক সহায়িকা (গণিত, ২য় পর্যায়)
৬.	মজার মজার গণিত (সহায়ক পাঠ-১)
৭.	মজার মজার গণিত (সহায়ক পাঠ-২)
৮.	আমাদের জীবনদক্ষতা
৯.	শিক্ষক সহায়িকা (জীবনদক্ষতা, ২য় পর্যায়)
১০.	My English Book
১১.	English Teacher's Guide (2nd Cycle)
১২.	A Hungry Monster
১৩.	Best Friends
১৪.	I Can Draw
১৫.	Let Us Guess
১৬.	রাজার জন্মদিন
১৭.	গাট্টু বাজার করতে যায়
১৮.	সবাই মিলে খেলা করি
১৯.	ছোট্ট মুরগি ছানা
২০.	ওরে বাবা জ্বিন!
২১.	ঈশপের গল্প
২২.	গপপো সপপো
২৩.	বাগের পালকি চড়া
২৪.	রাণী ও রূপকুমারী
২৫.	রোগা জামাই
২৬.	পাকান শালগম
২৭.	নীল পুকুরের পাখি নীল পুকুরের মাছ
২৮.	আম পাখি
২৯.	শিয়াল কুমিরের গল্প
৩০.	হলুদ পাখি
৩১.	মেলা
৩২.	রং ধনু
৩৩.	ঋতু

ক্রম নং	বইয়ের নাম
৩৪.	গাছ
৩৫.	এক বুদ্ধি
৩৬.	Extension Math Cards
৩৭.	Comprehension Bangla Cards
৩৮.	Alphabet English Cards
৩৯.	Numbers Cards
৪০.	ক্যালেন্ডার

Hard To Reach (2nd Phase) Project- এর ডকুমেন্টস

৩য় সাইকেল :

ক্রম নং	বইয়ের নাম
১.	আমার বাংলা বই (৩য় ভাগ)
২.	আনন্দ করি আর পড়ি (বাংলা, ৩য় পর্যায়)
৩.	শিক্ষক সহায়িকা (বাংলা, ৩য় পর্যায়)
৪.	শারমিন
৫.	হেসে খেলে গণিত শিখি(৩য় পর্যায়)
৬.	মজার মজার গণিত-৩ (৩য় পর্যায়)
৭.	মজার মজার গণিত-৪ (৩য় পর্যায়)
৮.	শিক্ষক সহায়িকা (গণিত, ৩য় পর্যায়)
৯.	My English Book-2
১০.	Teacher's Guide (3rd Cycle)
১১.	জীবনের জন্য দক্ষতা (৩য় পর্যায়)
১২.	শিক্ষক সহায়িকা (জীবনদক্ষতা, ৩য় পর্যায়)
১৩.	আগন্তুক
১৪.	দুঃস্বপ্নের জাদুকর
১৫.	What is that?
১৬.	My Farm
১৭.	Fruit Salad
১৮.	He and I
১৯.	বাতাস ও আমরা
২০.	চাঁদ
২১.	জঙ্গলের কাহিনী
২২.	বাংলাদেশের বৃক্ষ
২৩.	ইতুর ডাইনোসর
২৪.	পিটার প্যান

ক্রম নং	বইয়ের নাম
২৫.	পানি
২৬.	৪টি গল্প
২৭.	গাছের জন্য ভালোবাসা
২৮.	মানুষের কাহিনী
২৯.	দূরের কাছের পাখি
৩০.	মেঘ বৃষ্টি
৩১.	মাসুমের বিড়াল
৩২.	একশে ফেব্রুয়ারী
৩৩.	অতিথি পাখি
৩৪.	লিচু চোর
৩৫.	সোহেলের স্বপ্ন
৩৬.	মৎস্য কন্যা
৩৭.	Comprehension Cards(Bangla)
৩৮.	Comprehension Cards(Bangla)
৩৯.	Math Extension Cards (3rd Phase)
৪০.	Math Extension Cards (3rd Phase)
৪১.	Math Cards-6 differnt types(3rd Phase)
৪২.	Math Cards-6 differnt types(3rd Phase)
৪৩.	Game Cards-5differnt types(3rd Phase)
৪৪.	Game Cards-5differnt types(3rd Phase)
৪৫.	ক্যালেন্ডার
৪৬.	Poster Papers
৪৭.	String Ball

উপানুষ্ঠানিক শিক্ষা অধিদপ্তর কর্তৃক বিভিন্ন পর্যায়ে শিক্ষার জন্য উন্নয়নকৃত উপকরণসমূহের তালিকাঃ

ক্রম নং	বইয়ের নাম
ক. প্রাক-প্রাথমিক শিক্ষা (৪-৫ বছর)	
১.	কালিকুলাম (শিক্ষাক্রম)
২.	খেলতে খেলতে শিক্ষা
৩.	খেলতে খেলতে শিক্ষা (শিক্ষক নির্দেশিকা)
৪.	শিক্ষক প্রশিক্ষণ মড্যুল
৫.	চলুন শিক্ষার জন্য একসাথে কাজ করি (তত্ত্বাবধায়ক নির্দেশিকা)
খ. উপানুষ্ঠানিক মৌলিক শিক্ষা (৬-১০ বছর)	
৬.	কালিকুলাম (শিক্ষাক্রম)

৭.	এসো পড়ি ও লিখি (বাংলা প্রাইমার-১ম খন্ড)
৮.	এসো পড়ি ও লিখি (শিক্ষক সহায়িকা-১ম খন্ড)
৯.	এসো গণিত শিখি (গণিত প্রাইমার-১ম খন্ড)
১০.	এসো গণিত শিখি (শিক্ষক সহায়িকা-১ম খন্ড)
১১.	আমাদের পরিবেশ (প্রাইমার)
১২.	আমাদের পরিবেশ (শিক্ষক সহায়িকা)
১৩.	এসো পড়ি ও লিখি (বাংলা প্রাইমার-২য় খন্ড)
১৪.	এসো পড়ি ও লিখি (গণিত প্রাইমার-২য় খন্ড)
১৫.	বাংলা, গণিত ও পরিবেশ (শিক্ষক সহায়িকা)
১৬.	শিক্ষক প্রশিক্ষণ মড্যুল
১৭.	তত্ত্ববধায়ক নির্দেশিকা
গ. উপানুষ্ঠানিক কিশোর-কিশোরী শিক্ষা (১১-১৪ বছর)	
১৮.	কারিকুলাম (শিক্ষাক্রম)
১৯.	সাক্ষরতা চার্ট (ফ্লিপচার্ট)
২০.	কিশোর-কিশোরী পাঠশালা (প্রাইমার-১ম খন্ড)
২১.	কিশোর-কিশোরী পাঠশালা (শিক্ষক সহায়িকা-১ম খন্ড)
২২.	কিশোর-কিশোরী পাঠশালা (প্রাইমার-২য় খন্ড)
২৩.	কিশোর-কিশোরী পাঠশালা (শিক্ষক সহায়িকা-২য় খন্ড)
২৪.	কিশোর-কিশোরী পাঠশালা (প্রাইমার-৩য় খন্ড)
২৫.	কিশোর-কিশোরী পাঠশালা (শিক্ষক সহায়িকা-৩য় খন্ড)
২৬.	কিশোর-কিশোরী পাঠশালা (প্রাইমার-৪র্থ খন্ড)
২৭.	কিশোর-কিশোরী পাঠশালা (শিক্ষক সহায়িকা-৪র্থ খন্ড)
২৮.	শিক্ষক প্রশিক্ষণ মড্যুল
২৯.	তত্ত্ববধায়ক নির্দেশিকা
ঘ. শহরাঞ্চলের সুবিধাবঞ্চিত শিশু কিশোরদের শিক্ষা	
প্রথম পর্যায়ঃ	
৩০.	কাজের ফাঁকে পড়ি (কারিকুলাম ও শিক্ষক সহায়িকা)
৩১.	ফ্লিপ চার্ট
৩২.	কাজের ফাঁকে পড়ি - ১ম খন্ড
৩৩.	কাজের ফাঁকে পড়ি - ২য় খন্ড
দ্বিতীয় পর্যায়ঃ	
৩৪.	কাজের ফাঁকে পড়ি - বাংলা
৩৫.	কাজের ফাঁকে পড়ি - গণিত
৩৬.	শিক্ষক সুপারভাইজার প্রশিক্ষণ ম্যানুয়াল
৩৭.	সুপারভাইজার গাইড

ঙ. বয়স্ক শিক্ষা (১৫-৪৫ বছর)	
৩৯.	কারিকুলাম (শিক্ষাক্রম)
৪০.	ফ্লিপ চার্ট (চেতনা)
৪১.	চেতনা প্রাইমার-১ম খন্ড
৪২.	চেতনা শিক্ষক সহায়িকা-১ম খন্ড
৪৩.	চেতনা প্রাইমার-২য় খন্ড
৪৪.	চেতনা শিক্ষক সহায়িকা-২য় খন্ড
৪৫.	চেতনা প্রাইমার-৩য় খন্ড
৪৬.	চেতনা শিক্ষক সহায়িকা-৩য় খন্ড
৪৭.	শিক্ষক প্রশিক্ষণ ম্যানুয়াল
৪৮.	সুপারভাইজার প্রশিক্ষণ ম্যানুয়াল
৪৯.	মাষ্টার ট্রেনার প্রশিক্ষণ ম্যানুয়াল
৫০.	কোর ট্রেনার ম্যানুয়াল (ড্রাফট)
চ. অব্যাহত শিক্ষা (গ্রাম শিক্ষা মিলন কেন্দ্র/লাইব্রেরী)	
সাক্ষরোত্তর ও অনুসারক উপকরণ (সিরিজ-১৮)	
৫১.	কারিকুলাম (শিক্ষাক্রম)
৫২.	সুপারভাইজার প্রশিক্ষণ ম্যানুয়াল (গ্রাম শিক্ষা মিলন কেন্দ্র)
৫৩.	চেতনা-‘দেয়াল পত্রিকা’ (মাসিক)
৫৪.	কোথায় কি পাব
৫৫.	আমাদের পৃথিবী
৫৬.	ভূমি
৫৭.	মহুয়া মধুমালা
৫৮.	হাতের কাছে ঔষধ
৫৯.	কাজের কথা
৬০.	মাছের চাষ
৬১.	ক্ষুদ্র ব্যবসা
৬২.	হাসির গল্প
৬৩.	চাঁদ বিবির কাহিনী
৬৪.	জাগরণ
৬৫.	পরিবেশ সংরক্ষণ
৬৬.	সমবায় ও সফলতা
৬৭.	এসো সমিতি করি
৬৮.	শিশু ও নারী পাচার
৬৯.	আইন ও বিচার

ছ. বালিকা ও মহিলাদের অব্যাহত শিক্ষা উপকরণ (সিরিজ-১৮)	
৭০.	মেয়েরা কম নয়
৭১.	আর ভুল করব না
৭২.	সবাই মিলে কাজ করি
৭৩.	আমাদের স্বাস্থ্য
৭৪.	কিশোরীদের স্বাস্থ্য কথা
৭৫.	বাঁচার জন্য জানা
৭৬.	আমি নারী ও মানুষ
৭৭.	নারী সংগঠন
৭৮.	ভবিষ্যৎ নেতৃত্ব
৭৯.	নারী ও আয়
৮০.	আমার কাজ আমার অধিকার
৮১.	নারী ও কৃষি
৮২.	পারিবারিক আইন
৮৩.	নারী নির্যাতন ও প্রতিরোধ
৮৪.	নারী অধিকার ও ক্ষমতায়ন
৮৫.	আমাদের গান
জ. এসিসিইউ (ইউনেস্কো) উপকরণ অনুবাদ ও প্রকাশনা	
৮৬.	শুগোরণ্ণু খেলা (সামাজিক চেতনা সম্পর্কিত লুডু খেলা, অনুবাদ)/চার্ট পোষ্টার
৮৭.	কম্পোষ্ট সার, উর্বর জমি, ভাল ফসল
৮৮.	অধিক ধান ফলানোর উপায়
৮৯.	উন্নত জীবনের জন্য সমবায়
৯০.	মহিলাদের পড়া লেখা জানা দরকার কেন
৯১.	পানি ও জীবন
৯২.	আসুন আমরা গ্রাফটিং বা কলমের মাধ্যমে ভাল জাতের ফলমূল ফলাই
৯৩.	আপনি কি রাসায়নিক কীটনাশক ব্যবহারে সম্পূর্ণ নিরাপদ?
৯৪.	গাছ গাছড়ার ঔষধ (আমাদের ঐতিহ্য)
৯৫.	রূপার মেলা দেখা
৯৬.	পানি ও প্রাণের এই পৃথিবীতে বাঁচা মরা আমাদেরই হাতে-- পোষ্টার
৯৭.	পানি আমাদের জীবন ---- বুকলেট-- প্লানেট-১
৯৮.	আমাদের গ্রাম আমাদের নদী- ভিডিও ক্যাসেট
৯৯.	গাছ লাগিয়ে আয় বাড়ান
১০০.	মাছের জন্য অক্সিজেন দরকার
ঝ. এ্যাপিল (ইউনেস্কো) প্রশিক্ষণ উপকরণমালা- অব্যাহত শিক্ষা (অনুবাদ)	
১০১.	নতুন নীতিমালা ও দিক নির্দেশনা-১ম খন্ড (অনুবাদ)
১০২.	সাক্ষরতা উত্তর কার্যক্রম (সাউকা)- ২য় খন্ড (অনুবাদ)

১০৩.	সমতাছাপক শিক্ষা কার্যক্রম (সশিকা)- ৩য় খন্ড (অনুবাদ)
১০৪.	জীবনমান উন্নয়ন কার্যক্রম (জীউকা)-৪র্থ খন্ড (অনুবাদ)
১০৫.	আয় বর্ধক কার্যক্রম/আয় সৃজনী কার্যক্রম- ৫ম খন্ড (অনুবাদ)
১০৬.	প্রতিভা বিকাশ কার্যক্রম (প্রবিকা)- ৬ষ্ঠ খন্ড (অনুবাদ)
১০৭.	ভবিষ্যৎমুখী কার্যক্রম (ভকা)- ৭ম খন্ড (অনুবাদ)
১০৮.	শিক্ষা চর্চা উন্নয় কার্যক্রম- ৮ম খন্ড (অনুবাদ)
১০৯.	মহিলাদের এটিএলপি প্রশিক্ষণ ম্যানুয়াল
পারিবারিক জীবন শিক্ষা প্রকল্পের অধীনে উন্নয়নকৃত ২৩টি উপকরণঃ	
১১০.	সুন্দর জীবন
১১১.	পারিবারিক সম্প্রীতি
১১২.	ইতির কথা
১১৩.	মা ও শিশু
১১৪.	কিশোর কিশোরীর কথা
১১৫.	পুষ্টিহীনতার কুফল
১১৬.	রোগ থেকে বাঁচার উপায়
১১৭.	সামাজিক আচরণ
১১৮.	খাদ্য পুষ্টি ও ব্যবস্থাপনা
১১৯.	পারিবারিক বাজেট
১২০.	পারিবারিক বিচ্ছিন্নতা
১২১.	সামাজিক পরিবেশ
১২২.	সন্তানের বিপথগামিতা
১২৩.	আয়োডিন
১২৪.	পরিবারের সদস্যদের অসুস্থতা ও প্রতিবন্ধী সমস্যা
১২৫.	অপ্রত্যাশিত পারিবারিক সংকট
১২৬.	এইচ আই ভি এইডস
১২৭.	আর্সেনিক
১২৮.	সামাজিক আচরণ
১২৯.	ছোট পরিবার সুখী পরিবার
১৩০.	পরিবার ও সমাজ গঠনে কিশোর কিশোরীদের ভূমিকা
১৩১.	পারিবারিক বিনোদন
১৩২.	কিশোর বেলায় সঙ্গী নির্বাচন
১৩৩.	পুষ্টিহীনতার কুফল
১৩৪.	পারিবারিক জীবন শিক্ষা প্রশিক্ষণ ম্যানুয়াল

Islamic Foundation Bangladesh

ক্রম নং	বইয়ের নাম	বইয়ের ধরন
১	কায়দা ও দ্বীনি শিক্ষা (আরবী)	প্রাক-প্রাথমিক
২	আমার ১ম পড়া (বাংলা, ইংরেজী ও গণিত অন্তর্ভুক্ত)	প্রাক-প্রাথমিক
৩	পড়া শিখি (১ম ও ২য় পাঠ) বাংলা	বয়স্ক স্তর
৪	কায়দা ও আমপারা	বয়স্ক স্তর
৫	আমরা শিখি গণিত	বয়স্ক স্তর
৬	ব্যবহারিক তথ্যবার্তা	বয়স্ক স্তর
৭	সহজ কুরআন শিক্ষা	কুরআন শিক্ষা

List of publications of National and International NGOs

(জাতীয় ও আন্তর্জাতিক সংশ্লিষ্ট বেসরকারি উন্নয়নসংস্থাসমূহের প্রকাশনা তালিকা)

Action In Development (AID)

ক্রম নং	উপকরণের নাম	ব্যবহৃত কার্যক্রম
০১	অনুশীলন খাতা	শিক্ষা
০২	ব্যবহারিক শিক্ষা প্রশিক্ষণ মডিউল	শিক্ষা/অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন
০৩	প্রশিক্ষণ মডিউল	প্রতিবন্ধী পুনর্বাসন
০৪	প্রশিক্ষণ মডিউল	মৎস্য চাষ ও ব্যবস্থাপনা
০৫	জৈব সবজি উৎপাদন সহায়িকা	জৈব সবজি চাষ
০৬	কৃষক, উপ-সহকারি কৃষি কর্মকর্তা, সাংবাদিক ও রপ্তানীকারক প্রশিক্ষণ মডিউল।	জৈব সবজি চাষ ও রপ্তানী
০৭	জৈব সবজি উৎপাদন সহায়িকা	জৈব সবজি চাষ
০৮	ক্যালেন্ডার	কর্মী ও কর্মকর্তাদের জন্য
০৯	ডায়েরী	কর্মী ও কর্মকর্তাদের জন্য
১০	বার্ষিক প্রতিবেদন	সকল কর্মসূচী
১১	নিউজ লেটার	অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন
১২	বুকলেট	অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন
১৩	পোস্টার	অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন ও নারী দিবস
১৪	ষ্টিকার	অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন ও প্রতিবন্ধী পুনর্বাসন
১৫	লিফলেট	অপ্রাতিষ্ঠানিক নারী শ্রমিক উন্নয়ন ও প্রতিবন্ধী পুনর্বাসন

BRAC

২০০৮ সনে ব্রাক স্কুলে ব্যবহার হবে এমন বইয়ের তালিকা
প্রাথমিক শিক্ষা এবং কিশোর-কিশোরী শিক্ষা

১ম শ্রেণীঃ

ক্রম নং	উপকরণের নাম
০১	শিক্ষার মৌলিক ধারণা
০২	প্রস্তুতি পর্ব- শিক্ষক সহায়িকা
০৩	রেখা অংকন শীট (সেট)
০৪	সংখ্যা কার্ড- শিক্ষক (বড়, ১টির সেট)
০৫	সংখ্যা কার্ড- শিক্ষক- শিক্ষার্থী (ছোট, ৩৩টির সেট)
০৬	মাতৃভাষা বাংলা- শিক্ষক সহায়িকা (১ম শ্রেণী)
০৭	এসো পড়ি চার্ট
০৮	এসো পড়ি ১ম ভাগ
০৯	স্বরবর্ণ চার্ট
১০	ব্যঞ্জন বর্ণ
১১	সহজ পাঠ
১২	গণিত শিখি ১ম ভাগ- শিক্ষক সহায়িকা
১৩	গণিত শিখি ১ম ভাগ- ওয়ার্কবুক
১৪	সংখ্যা পরিচিত, নামতা ও যুক্তাক্ষর চার্ট
১৫	পরিবেশ পরিচিতি ১ম ভাগ- ওয়ার্ক বুক
১৬	পরিবেশ পরিচিতি ১ম ভাগ- শিক্ষক সহায়িকা
১৭	পৃথিবীর সবচেয়ে বড় পিঠা
১৮	দাদীমা ও আমি
১৯	পরিচয়
২০	দুই বোন
২১	টুসির আমগাছ
২২	লাল মুরগী
২৩	ছোট ছেলে বেলাল
২৪	শান্তিঘর
২৫	আমার বাড়ি (পোস্টার)
২৬	আমার পরিবার (পোস্টার)

২৭	My ABC Grade-1, Std. Pract. Book
২৮	My ABC Grade-1, Teach, Guide
২৯	Alpha, Card Capital Letter- Teach
৩০	Alpha, Card Capital Letter- Std.
৩১	Alpha, Card Small Letter- Teacher's
৩২	Alpha, Card Small Letter-Student's
৩৩	Alpha, Card Small & Cap. Letter

১ম শ্রেণীর পাঠ সহযোগী গল্পের বই ও কার্ড

বই :

ক্রম নং	বই/ উপকরণের নাম
০১	গল্পের আসর- ১
০২	গল্পের আসর- ২
০৩	গল্পের আসর- ৩
০৪	গল্পের আসর- ৪
০৫	সাঁতার জানে কে কে
০৬	কমলা রঙের শাড়ী
০৭	দুই পাখি
০৮	কুৎসিত হাঁসের ছা
০৯	ডানপিটে অপু
১০	মামা ও আমি হাটে যাই
১১	ফুলের হাসি
১২	ইঁচু
১৩	ছড়ার ছড়ায়
১৪	বালির নিচে কিসের ডিম?
১৫	শেয়ালের কাঁঠাল খাওয়া

২য় শ্রেণীঃ

ক্রম নং	বই/ উপকরণের নাম
০১	আমার নাম পুঁষি
০২	লাউ গড় গড় গাড়ি
০৩	গ্রামের নাম চৌগাছি
০৪	হাঁস আর মুরগি
০৫	রুবি ও সাপ
০৬	লাল পাখি নীল পাখি
০৭	দাঁড়কিনার বিয়ে
০৮	সজারু ছানা
০৯	আদিবাসীদের পেশা
১০	এক মিনিটের মধ্যে
১১	চুপ! গোলমাল করোনা
১২	মিতার পেয়ারা খাওয়া
১৩	লোভী বিড়াল
১৪	বালির নিচে কিসের ডিম?
১৫	শিয়ালের কাঁঠাল খাওয়া

৩য় শ্রেণী :

ক্রম নং	উপকরণের নাম
০১	শিক্ষক সহায়িকা (রিফ্রেশার্স)
০২	এসো পড়ি ৩য় ভাগ
০৩	আমার প্রিয় গল্প
০৪	গণিত শিখি ৩য় ভাগ
০৫	গণিত শিখি ৩য় ভাগ- শিক্ষক সহায়িকা
০৬	আমার শহরে থাকি ৩য় ভাগ
০৭	পরিবেশ ও আমরা ৩য়
০৮	পরিবেশ ও আমরা ৩য়- শিক্ষক সহায়িকা
০৯	বাংলাদেশের মানচিত্র
১০	My Eng. Book Grade-3
১১	My Eng. Book Grade-3- T. Guide

৪র্থ শ্রেণী :

ক্র নং	উপকরণের নাম
০১	বাংলা বই ৪র্থ শ্রেণী- শিক্ষক সহায়িকা
০২	প্রাথমিক গণিত ৪র্থ ভাগ- শিক্ষক সহায়িকা
০৩	সমাজ ৪র্থ ভাগ- শিক্ষক সহায়িকা
০৪	বিশ্বেও মানচিত্র
০৫	বিজ্ঞান ৪র্থ ভাগ- শিক্ষক সহায়িকা
০৬	বিজ্ঞান ৪র্থ শ্রেণী- শিক্ষক সহায়িকা
০৭	Eng. for Today, Class Four- T. Guide

৫ম শ্রেণী :

ক্রম নং	উপকরণের নাম
০১	বাংলা বই ৫ম ভাগ- শিক্ষক সহায়িকা
০২	প্রাথমিক গণিত ৫ম শ্রেণী- শিক্ষক সহায়িকা
০৩	সমাজ ৫ম ভাগ- শিক্ষক সহায়িকা
০৪	বিজ্ঞান ৫ম ভাগ- শিক্ষক সহায়িকা
০৫	Eng. for Today, Class Five- T. Guide
০৬	ইসলাম ধর্ম- শিক্ষক সহায়িকা
০৭	হিন্দু ধর্ম- শিক্ষক সহায়িকা

১ম শ্রেণী :

ক্রম নং	বই/ উপকরণের নাম
০১	আমি
০২	কে রাজা
০৩	শিয়াল
০৪	কোথায় আমার মা
০৫	লাল মুরগী
০৬	কত বড় শালগম
০৭	ভেড়া ও ছাগল
০৮	আমার বিড়াল
০৯	দুই বন্ধু

১০	সাঁতার জানে কে কে
১১	কমলা রঙের শাড়ি
১২	দুই পাখি
১৩	কুৎসিত হাঁসের ছা
১৪	ডানপিটে অপু
১৫	মামা ও আমি হাতে যাই
১৬	ফুলের হাসি
১৭	ইঁচু
১৮	ছড়ার ছড়ায়

২য় শ্রেণী :

ক্রম নং	উপকরণের নাম
০১	এসো পড়ি ২য় ভাগ
০২	মাতৃভাষা বাংলা- শিক্ষক সাহায্যিকা (২য় শ্রেণী)
০৩	গণিত শিখি ২য় ভাগ
০৪	গণিত শিখি ২য় ভাগ- শিক্ষক সাহায্যিকা
০৫	আমরা শহরে থাকি ২য় ভাগ- শিক্ষার্থী কপি
০৬	আমরা শহরে থাকি ২য় ভাগ- শিক্ষক কপি
০৭	পরিবেশ ও আমরা ২য়
০৮	পরিবেশ ও আমরা ২য়- শিক্ষক সাহায্যিকা
০৯	My Eng. Book Grade-2
১০	My Eng. Book Grade-2, T. Guide

২য় শ্রেণীর পাঠ সহযোগী গল্পের বই ও কার্ড

বই :

ক্রম নং	বই/ উপকরণের নাম
০১	আমার নাম পুঁষি
০২	লাউ গড় গড় গাড়ি
০৩	থামের নাম চৌগাছি
০৪	হাঁস আর মুরগি
০৫	রুবি ও সাপ

০৬	লাল পাখি নীল পাখি
০৭	দাঁড়কিনার বিয়ে
০৮	সজারু ছানা
০৯	আদিবাসীদের পেশা
১০	এক মিনিটের মধ্যে
১১	চুপ! গোলমাল করোনা
১২	মিতার পেয়ারা খাওয়া
১৩	লোভী বিড়াল

ব্র্যাক শিক্ষা কর্মসূচী

২০০৮ সনে ব্র্যাক স্কুলে ব্যবহার হবে এমন বইয়ের তালিকা

শিশু শ্রেণীঃ প্রাক- প্রাথমিক শিক্ষা

ক্রম নং	উপকরণের নাম
০১	শিক্ষক সহায়িকা
০২	বর্ণের মেলা (বাংলা)
০৩	সংখ্যার মেলা (গণিত)
০৪	ছবি দেখে শিখি (পরিবেশ পরিচিতি)
০৫	ছবি আঁকার নমুনা শীট
০৬	দাদীমা ও আমি
০৭	লাল মুরগী
০৮	কোথায় আমার মা
০৯	দুই পাখি
১০	ছোট ছেলে বেলাল
১১	পৃথিবীর সবচেয়ে বড় পিঠা
১২	ABC চার্ট
১৩	মূল্যায়ন নির্দেশিকা

BRIF

ক্রম নং	উপকরণের নাম	
১.	অনুশীলন খাতা	বাংলা- ১
		বাংলা- ২
		গণিত-
		এসো লিখতে শিখি খাতা
২.	বই	এসো বর্ণ শিখি (বাংলা)
		এসো সংখ্যা শিখি (গণিত)
		বিগ বুক (গল্পের বই)
		Small Book (গল্পের বই)
৩.	চার্ট	পরিবেশ ও স্বাস্থ্য
		স্বরবর্ণ চার্ট
		ব্যঞ্জন বর্ণ চার্ট
৪.	পাজেল	

BRIF, ECCD প্রোগ্রামের স্থানীয় উপকরণ

ক্রম নং	উপকরণের নাম		
১.	বাঁশের তৈরী উপকরণ	ডালা	কুলা
		চালা	খলা
		একতারা	
২.	মাটির তৈরী উপকরণ	ডেসকি	চুলা
		কড়াই	জ্বালের কাঠি
		বালতি	কাদা
৩.	কাপড়ের উপকরণ	মাছ	বেলুন বল
		বল	পুতুল
		বিন ব্যাগ	পুতুলের জামা
		বালিশ	

Campaign for Popular Education (CAMPE)

List of Publications

Sl#	Title	Type
1.	Shakkharota Prashikkhan Karmasuchir Urdhatan Prashashakder Manual (Vol. 3)	Manual
2.	Udaharanjoggo Prashikkan Manual : Amader Banashampad (Vol: 6)	Manual
3.	Udaharanjoggo Prashikkan Manual : Grameen Samabay Samiti (Vol: 7)	Manual
4.	Udaharanjoggo Prashikkan Manual : Shamajer Jannya Shastyasheba (Vol: 8)	Manual
5.	Udaharanjoggo Ateerikto Prashikkan Manualer Binirdeshika (Vol: 9)	Manual
6.	Shakkharota Prashikkhan Karmashutchir Mullayan (Vol. 11)	Manual
7.	Shakkharota Prashikkhan Karmashutchir Bastabayan (Vol. 12)	Manual
8.	Mahua	Booklet
9.	Char Bokar Kissa	Booklet
10.	Shahosi Rajkumar	Booklet
11.	Galpa Probad Probachan	Booklet
12.	Sotoder Dhada	Booklet
13.	Sagor Bhasa	Booklet
14.	Nurjahaner Kahini	Booklet
15.	Hasan Hosaner Ma Kanda Baromas	Booklet
16.	Karbalar Por	Booklet
17.	Loko Chara	Booklet
18.	Jarina Sunduri	Booklet
19.	Bangladesh	Booklet
20.	Chalo Shapner Rajja	Booklet
21.	Bhasar Janno Bhalobasha	Booklet
22.	Dr. Kudrat-e-Khuda	Booklet
23.	Amader Muktijuddho	Booklet
24.	Shapla Bilar Sona Bang	Booklet
25.	Banush	Booklet
26.	Galpa Balar Galpa	Booklet
27.	Hasi O Bablur Bagan	Booklet
28.	Maina	Booklet
29.	Sabdharer Mar Nai	Booklet
30.	Chandraboli Konna	Booklet
31.	Alal Dulal	Booklet
32.	Tota Rajputra	Booklet
33.	Eakh Tatir Galpo	Booklet

Sl#	Title	Type
34.	Jamidar Kanna Rajkumari	Booklet
35.	Hasi Holo Kal	Booklet
36.	Rajkannar Byea	Booklet
37.	Sheikh Forider Pala	Booklet
38.	Chandmoni Shurjomoni	Booklet
39.	Rajputra Fukumar	Booklet
40.	Shiaker Bichar	Booklet
41.	Dui Vaier Galpo	Booklet
42.	Kanchanmala O Rajkumar	Booklet
43.	Sohrab O Rustom	Booklet
44.	Malancha Sunduri	Booklet
45.	Krishoker Bachar Larai	Booklet
46.	Begum Rokeya	Booklet
47.	Bhasar Janno Larai	Booklet
48.	Galpa Galpa Muktijuddho	Booklet
49.	Sabar Upare Manush Satto	Booklet
50.	Bish For a	Booklet
51.	Ghorar Dim	Booklet
52.	Amra Chai Odhikar	Booklet
53.	Maina Motir Gatha	Booklet
54.	Palki Chola Dulki Chala	Booklet
55.	Lata Patar Anak Gun	Booklet
56.	Adurir Kapal	Booklet
57.	Path Chali Nirapada	Booklet
58.	Jal Chikissha	Booklet
59.	Akti Shisur Baro Haoa	Booklet
60.	Nadi Baya Chala	Booklet
61.	Subaj Banar Sarnolata	Booklet
62.	Bir Narir Bir Gatha	Booklet
63.	Shisur Bere Otha	Booklet
64.	Rannai Pushti	Booklet
65.	Sharonio Nari Baronio Nari	Booklet
66.	Choto Kato Chikissha	Booklet
67.	Jajo Adibashi Jago	Booklet
68.	Shafal Tara Kajar Dara	Booklet
69.	Amra Shishu	Booklet
70.	Amadar Adhikar	Booklet

Sl#	Title	Type
71.	Bir Sawtal	Booklet
72.	Sustho Jibone Fera	Booklet
73.	Jibon Jayar Galpo	Booklet
74.	Narira o Pare	Booklet
75.	Nari Purish Ak Shoman	Booklet
76.	Rimi o Khanar Galpo	Booklet
77.	Fular Mato Jibongulo	Booklet
78.	Arifer Galpo	Booklet
79.	Aids Takha Bacha Thakun	Booklet
80.	Badruddir Pala	Booklet
81.	Hariea Jacha Nana Pasha	Booklet
82.	AmarBank Amar Bharasa	Booklet
83.	Mana Kato Prosno jaga	Booklet
84.	Hariea Galo Sumi	Booklet
85.	Fire Alo Sumi	Booklet
86.	Mainar Taro Basor	Booklet
87.	Jagrato Samaj	Booklet
88.	Alor Pathe	Booklet
89.	Union Parishad	Booklet
90.	Nari Aponjan	Booklet
91.	Bijoyer Larai Khulna' 71	Booklet
92.	Khulnar Mela Khulnar Othijo	Booklet
93.	Noakhalir Muktijudho	Booklet
94.	Shikaha Muktir Chabikathi	Card
95.	Ai Niranner Desh, Ai Nirakkhorar Mati Hok Gabito Sakhor Sadesh	Postar
96.	Ami o School-a jabo	Postar
97.	Parua	Monthly Magazine
98.	Ghasful	''
99.	Kishori Katha	''
100.	Sakhorata Bulletin	''
101.	Hope not Complacency State of Primary Education in Bangladesh 1999	Main Report
102.	Hope not Complacency State of Primary Education in Bangladesh 1999	Booklet
103.	A Question of Quality: State of Primary Education in Bangladesh 2000	Main Report
104.	A Question of Quality: State of Primary Education in Bangladesh 2000	Booklet

SI#	Title	Type
105.	Renewed Hope Daunting Challenges: State of Primary Education in Bangladesh 2001	Main Report
106.	Renewed Hope Daunting Challenges: State of Primary Education in Bangladesh 2001	Booklet
107.	Education Watch Report 2002: Literacy In Bangladesh Need For A New Vision (Main Report)	Main Report
108.	Education Watch Report 2002: Literacy In Bangladesh Need For A New Vision	Booklet
109.	Education Watch Report 2003/4: Quality with Equity: The Primary Education Agenda	Main Report
110.	Education Watch Report 2003/4: Quality with Equity: The Primary Education Agenda	Booklet
111.	Education Watch Report 2005: The State of Primary Education Progress & Challenges	Main Report
112.	Education Watch Report 2005: The State of Primary Education Progress & Challenges	Booklet
113.	Education Watch Report 2006: Financing Primary and Secondary Education in Bangladesh	Main Report
114.	Education Watch Report 2006: Financing Primary and Secondary Education in Bangladesh	Booklet
115.	Reflections: An Album of Selected Posters Published by Different Organizations on Education & Literacy	Album
116.	Directory of NGOs with Education Programme- 2004	Directory
117.	Directory of NGOs with Education Programme- 2004	Directory
118.	Out of School Children : The Disadvantage Group	Book
119.	Innovation and Experience: In the Field of Basic Education in Bangladesh-ACTIONAID, Bangladesh	Booklet
120.	Innovation and Experience: In the Field of Basic Education in Bangladesh-BRAC	Booklet
121.	Innovation and Experience: In the Field of Basic Education in Bangladesh-CMES	Booklet
122.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Dhaka Ahsania Mission	Booklet
123.	Innovation and Experience: In the Field of Basic Education in Bangladesh-FIVDB	Booklet
124.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Gonoshahajjo Sangstha	Booklet
125.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Gono Unnoyan Prochesta	Booklet
126.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Impact Foundation, Bangladesh	Booklet
127.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Jagorani Chakkra	Booklet
128.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Nijera Sikhi	Booklet

SI#	Title	Type
129.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Oxfam International	Booklet
130.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Plan International	Booklet
131.	Innovation and Experience: In the Field of Basic Education in Bangladesh-PRODDIPAN	Booklet
132.	Innovation and Experience: In the Field of Basic Education in Bangladesh-PROSHIKA	Booklet
133.	Innovation and Experience: In the Field of Basic Education in Bangladesh-RDRS	Booklet
134.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Save the Children UK	Booklet
135.	Innovation and Experience: In the Field of Basic Education in Bangladesh-UCEP	Booklet
136.	Innovation and Experience: In the Field of Basic Education in Bangladesh-USC Canada-Bagladesh	Booklet
137.	Innovation and Experience: In the Field of Basic Education in Bangladesh-Unnayan Sahojogi Team (UST)	Booklet
138.	Innovation and Experience: In the Field of Basic Education in Bangladesh-VARC	Booklet
139.	Shabar Janno Shikha : Bangladesh Chitra	Booklet
140.	Global Campaign for Education (GCE) What and Why?	Booklet
141.	Shabar Janno Shikha Haria Jaoa Are Jhore Pora Shishuder Katha	Booklet
142.	Shabar Janno Shikha	Postar
143.	Shabar Janno Mansammoto Shikha o Nirmal Paribesh Chai	Postar
144.	Mea Shishur Shikhar Janno Jago Bangladesh Jago Prithibi	Postar
145.	Bad Jabana Kawi	Postar
146.	Bangladeshae Prathomik o Mawlik Shikha Abong Sakhorata Paristhiti	Booklet
147.	Shakarata o Obbahato Shikha Karjokrom Babosthapon	Book
148.	Quality Education Needs Quality Teacher	Book
149.	Basic Education in SAARC Countries	Booklet
150.	Poverty and Education with particular Reference to Bangladesh	Booklet
151.	The Millennium Development Goals: A Panacea or Yet Another Agenda	Booklet
152.	Research Digest: Issue- 1	Book
153.	Educational Research Digest: Issue- 2	Book
154.	Amader Paribesh	Postar
155.	Are Nai Paribesh Dushon	Booklet
156.	Mati Ak Amula Dhan	Booklet
157.	Pani O Jibon	Booklet
158.	Pani-e-Sampad	Booklet

Sl#	Title	Type
159.	Jaibo Sar	Foldar
160.	Batash O Amra	Booklet
161.	Arsenik	Foldar
162.	Prakritik Upaya Poka Daman	Postar
163.	Durjoga Bacha Thaka	Booklet
164.	Samajik Paribesh	Booklet
165.	Manush Barcha	Postar
166.	Prakritik Durjoj o Samajik Samasha	Card
167.	Sabda Dushan	Booklet
168.	Bangladesher Matsho Sampad	Flip Chart
169.	Janosasto o Paribesh	Booklet
170.	Mati Dushon	Booklet
171.	Gabadi Pashu o Amader Paribesh	Booklet
172.	Paribeshsammoto Upeya Hash-Murgi o Kabutor Palon	Booklet
173.	Bangladesher Udhvit	Picture's Book
174.	Jibobaichatro	Flip Chart
175.	Latapatar Oushidi Gun: LataPata	Booklet
176.	Latapatar Oushidi Gun: Ful	Booklet
177.	Latapatar Oushidi Gun: Gach	Booklet
178.	Sabji	Booklet
179.	Masolla	Booklet
180.	Masha Bahito Rog	Booklet
181.	Green House	Booklet
182.	Khul Bangha Nadi	Booklet
183.	Khanar Bachan	Booklet
184.	Bipanna Pakhi	Booklet
185.	Sauro Biddut	Booklet
186.	Paribesh Sammoto Krishi	Booklet
187.	Bangladeser Banobhumi	Booklet
188.	Nighum Dip	Booklet
189.	Amader Parichito Pakhi	Booklet
190.	Sent Martins Dip	Booklet
191.	Sundarban	Booklet
192.	Khara	Booklet
193.	Jibo Baichatra o Amader Paribesh	Booklet
194.	Shap	Booklet

Sl#	Title	Type
195.	Paribesh Ain	Booklet
196.	Samajik Banayan	Booklet
197.	Khadho o Pushti	Booklet
198.	Bangladesher Banobhumi	Booklet
199.	Gachar Janno Bhalobasha	Booklet
200.	Madhumatir Tire	Booklet
201.	Manusher Gan	Booklet
202.	Grambanglar Baddo Jantra	Booklet
203.	Amader Shakpata	Booklet
204.	Bashi Sadhar Dashi Mas	Booklet
205.	Amader Banno Prani	Booklet
206.	Fular Sathi Pakhir Satha	Booklet
207.	Upokar	Booklet
208.	Mithu Are Mini	Booklet
209.	Chata Koi	Booklet
210.	Kikhumani Tuntuni	Booklet
211.	Are Nai Rashaoinik Kitnasok	Booklet
212.	Mati o Amader Krishi	Booklet
213.	Kusanghtar	Booklet
214.	Ghurnighar	Booklet
215.	Gacha Kalam Tairi	Booklet
216.	Nona Jolar Jhikimiki	Booklet
217.	Amra Bajthe chai	Booklet
218.	Sawtal	Booklet
219.	Madhu Chash o Babohar	Booklet
220.	Banglar Sugandhi Dhan	Booklet
221.	Amar Gram Amar Sampad	Booklet
222.	Dhan are Hash Eke Sathe Chash	Booklet
223.	Bangladesher Hawor Bawar o Paribesh	Booklet
224.	Nari Shisu o Paribesh	Booklet
225.	Jale Bhasi Jale Dubi	Booklet
226.	Bhumikampo	Booklet
227.	Marma Jati	Booklet
228.	Amar Sagor Amar Sampad	Booklet
229.	Ekte Pakhir Janno	Booklet
230.	Sashon Muktir Partgan	Booklet
231.	Vasoj Rupcharca	Booklet

Sl#	Title	Type
232.	Dal Chash	Booklet
233.	Bangladesher Fal	Booklet
234.	Dashor	Booklet
235.	Loko Probad o Paribesh	Booklet
236.	Bangladesher Hawor	Booklet
237.	Teachers guide on Environmental Education	Book
238.	Training Manual on Environment Awareness Development	Training Manual
239.	Directory of NGOs with Environment Programs	Book
240.	Paribesh Shikhakram	Book
241.	Paribesh Kathokata	Book
242.	Bangla Calendar 1409	Calendar
243.	Bangla Calendar 1410	Calendar
244.	Bangla Calendar 1411	Calendar
245.	Are Nai Palithin	Leaflet
246.	Palithin Barjon Karun	Leaflet
247.	Dharitrika Bachao	Card
248.	Shakhorata Andolon Mafoshal Sangbadpatra Bhumika	Book
249.	Bangladesher Shakhorata Karjokrom o Shikha Upokoron : Kisu Suparish Upanusthanuk Shikha Bishoik Taskforce Protibedon- 1992	Book
250.	Shakhorata Upokaron : Beshorkari Unnion Sangstha-1992	Book
251.	Bangladesher Shakhorata Proshikhon : Bartoman Paristhiti o Bhubishat Cahhida	Book
252.	Shakhorata Proshikhok Proshikhon Manual	Book
253.	Lieracy and Basic Education in Bangladesh: An Annotated Bibliography (1972-1992)	Book
254.	Directory of NGOs Having Literacy Programme: 1995	Directory
255.	Directory of Education Programmes of the NGOs : Bangladesh 2004	Directory
256.	Directory of Education Programmes of the NGOs : Bangladesh 2006	Directory
261	Mapping of NGOs with Nonformal Education Programmes in Bangladesh 1995	Book

CARITAS-Bangladesh

ক্রম নং	উপকরণের নাম
১.	আনন্দ পাঠ- ১
২.	আনন্দ পাঠ- ২
৩.	সেট খাতা বাংলা- ১
৪.	সেট খাতা বাংলা- ২
৫.	সেট খাতা বাংলা- ৩
৬.	সেট খাতা গণিত
৭.	সৃজনশীল খাতা
৮.	বিগিনারস ইংলিশ
৯.	রিডিং রেডিনেস বুক
১০.	কি সুন্দর (পিকচার বুক)
১১.	বিগ বই- মেলা
১২.	বিগ বই- পুতুল
১৩.	বিগ বই- মজার বই
১৪.	ফ্ল্যাশ কার্ড- বাংলা
১৫.	ফ্ল্যাশ কার্ড- ইংলিশ
১৬	রিডিং গেইম

Dhaka Ahsania Mission

Pre-Primary Education Primer		
Sl #	Name of Matrrials	Type
1.	Sona Moni Eso Pari (lets Read Little angels)	Book
2.	Chara Chobir Para (Learning through rhymes and pictures)	Book
3.	Chara Chobir Para Anusaranika (Facilitators guide for the primer through rhymes and pictures)	Book
Primary Education Primer		
Sl #	Name of Matrrials	Type
1.	Amra Pari (Pratham Bhag) (We read-part-I)	Book
2.	Amra Pari (Ditiya Bhag) (We read-part-II)	Book
3.	Amra Pari (Tritiya Bhag) (We read-part-III)	Book
4.	Hisab Shikhi (Ditiya Bhag) (Learning Maths-part-II)	Book
5.	Hisab Shikhi (Tritiya Bhag) (Learning Maths-part-III)	Book
6.	Amader Paribesh (Tritiya Bhag) (Our environment-part-III)	Book
Adolescent Education Primer		
Sl #	Name of Matrrials	Type
1.	Kishor Path (Pratham Khanda) (Primer for the adolescent- Part-I)	Book
2.	Kishor Path (Ditiya Khanda) (Primer for the adolescent- Part-II)	Book
3.	Kishor Path (Tritiya Khanda) (Primer for the adolescent- Part-III)	Book
4.	Kishor Path Sebak Nirdeshika (Pratham Khanda) (Teacher's guide for the adolescent primer-part-I)	Book
5.	Kishor Path Sebak Nirdeshika (Ditiya Khanda) (Teacher's guide for the adolescent primer-part-II)	Flip chart
6.	Kishor Path Sebak Flipchart (Flip chart for the adolescent primer-part-I)	Flip chart
7.	Kishor Path Sebak Flipchart (Flip chart for the adolescent primer-part-II)	Flip chart
Adult Education (Adult & Adolescent)		
Sl #	Name of Matrrials	Type
1.	Sabar Jannya para (Pratham Bhag): (Reading for all-part-I)	Book
2.	Sabar Jannya para (Ditiya Bhag): (Reading for all-part-II)	Book
3.	Shiksha Sebak Nirdeshika: (Teacher's guide for the facilitators)	Book
Literacy Primer (Adult & Adolescent)		
Sl #	Name of Matrrials	Type
1.	Saksharata paralekha (Each one teach one) part-I)	Book
2.	Saksharata paralekha (Each one teach one) part-II) ,	Book
3.	Path-Parichalaner Anusaranika (Guidelines for teaching learning process)	Book

Supplementary Materials for Children		
Pre-Primary Level		
SI #	Name of Materials	Type
1.	Holde Dana hansher Chana (YellowWingswDuckling)-	Story
2.	Tapur Katha e(Tales of Tapu)- Story	Booklet
3.	Katbe Sabar B halo Din (Better Days for everyone)- Story	Booklet
4.	Tithir Sathi (Friends of Tithi)- Story	Booklet
5.	Chabite Chabite Galpa (Story Through Picture)- Story	Booklet
6.	Biler Joley Ajob Jinish (A fantastic thing in swamp)- Story	Booklet
7.	G ach Amader Bandhu (Tree is our friend)	Booklet
8.	Kichirmichir (Chirping)- Rhymes	Booklet
9.	Chara pari Rang Kari (Lets Read Rhymes & Draw Picture)	Booklet
10.	Milabo Janbo	Puzzale
Primary Level		
SI #	Name of Materials	Type
1.	Hansh Chana Payak Payak (Payak Payak Duucking)- Rhymes	Booklet
2.	Amgulo Khub tak (The Mangoes are sour)- Story	Booklet
3.	Rineer nach (Rinee's dance)- Story	Booklet
4.	Pakhider Anka Chabi (Picture drawn by birds)- Story	Booklet
5.	Sabuj Pata O Projapati (Green Leaf & butterfly)- Story	Booklet
6.	Chuto-chuti Luto-puyi (Playing for fun)- Story	Booklet
7.	Sheyal Pandit (The wise fox)- story	Booklet
8.	Charar C harachari (Rhymes heather & tether)- Rhymes	Booklet
9.	Gappo Sappo (Chit-chat)- Story	Booklet
10.	Mitu Nitur Oviman (Mitu & Nitu's Pride)- Story	Booklet
11.	Full Parider Mon Bhalo Nei (Faries are gloomy)- Drama	Booklet
Continuing Education Materials		
Healt and Nutrition		
SI #	Name of Materials	Type
1.	Sharirtake Bhalo Rakhun (Take Care of your health)	Booklet
2.	Rog Pratirodh (Preventive of disease)	Booklet
3.	Maeder Jatna (Mother's care)	Booklet
4.	Nana Rakom Khabar (Various kinds of food)	Booklet
5.	Bhool Dharona (Superstition)	Booklet
6.	Kishorider Katha (Health of adolescent girls)	Booklet
7.	Twak O Chuler Jatno (Skin and hair care)	Booklet
8.	Natun Natun Ranya Shikhi (Let us prepare new dishes)	Booklet
9.	Kon Phole Kee Goon (Nutrition Value of fruits)	Booklet
10.	Shak Shabjir Upakarita (Benefits of vegetables)	Booklet
11.	Nirapad Matrity (Safe Motherhood)	Booklet

12.	Jante Chai (Adolescent Boy)	Booklet
13.	Jante Chai (Adolescent Girl)	Booklet
14.	Swastha Ludo O Ghure Asi Bangladeshi:	Booklet
15.	(Health ludo and lets visit Bangladesh)	Ludo
16.	Prathomic Swastha Shikha (Primary Health Education)	Card set
17.	Prathomic Chikitsa (First aid)	Folder
18.	Nityadiner Baboharik Kichhuu Paramarsha (Some tips for daily life)	Chart

Friends in Village Development Bangladesh (FIVDB)

SI #	Title	Subject	Type	Area
১.	Practical literacy-1 ব্যবহারিক সাক্ষরতা-১	Literacy & awareness	Book	Basic literacy
২.	Practical literacy-2 ব্যবহারিক সাক্ষরতা-২	"	"	"
৩.	Practical literacy-3 ব্যবহারিক সাক্ষরতা-৩	"	"	"
৪.	Guide to methods পদ্ধতি সহায়িকা	Guide to teaching : Literacy	Guide	"
৫.	Flipchart ফ্লিপচার্ট		Flipchart	"
৬.	Flash Card-1 ফ্লাশ কার্ড-১	Letters, Signs & words	Card	"
৭.	Flash Card-2 ফ্লাশ কার্ড-২	"	"	"
৮.	Flash Card-3 ফ্লাশ কার্ড-৩	"	"	"
৯.	Shekor (Guide) শেকড় (সহায়িকা)	Guide to teaching & learning	Book	"
১০.	Shekor (primer) শেকড় (প্রাইমার)	Learners' exercise book	Book	Basic literacy
১১.	Ankur (Guide) অংকুর (সহায়িকা)	Guide to teaching	Guide	"
১২.	Ankur (Reading & writing) অংকুর (পড়ালেখা)	Learner's exercise book	Book	"
১৩.	Ankur (Numeracy) অংকুর(হিসাব)			"
১৪.	Ankur (Chart) অংকুর (চার্ট)	Subjectwise pictures & sentences	Chart	"
১৫.	Ankur (Flashcard) অংকুর (ফ্লাশকার্ড)	-	Flashcard	Basic literacy
১৬.	Bistar (Guide) বিস্তার (সহায়িকা)	Guide to teaching	Teacher s' Guide	"
১৭.	Bistar (Reading & writing) বিস্তার (পড়ালেখা)	Learners' exercise	Book	"
১৮.	Bistar (Numeracy)6 বিস্তার (হিসাব)	"	"	"

SI #	Title	Subject	Type	Area
১৯.	Bistar (Flashcard) বিস্তার (ফ্লাশ কার্ড)	-	Flashcard	"
২০.	Vowel chart স্বরবর্ণ চার্ট	Vowel	Chart	"
২১.	Consonant chart ব্যঞ্জনবর্ণ চার্ট	Consonant	"	"
২২.	Number chart সংখ্যার চার্ট	Number	"	"
২৩.	Sopan-1 সোপান-১	-	"	Follow-up education
২৪.	Sopan-2 সোপান-২	-	Chart	"
২৫.	Path Sopan পাঠ সোপান	-	"	"
২৬.	Care & treatment of the cattle-1 গবাদি পশুর যত্ন ও চিকিৎসা-১	Animal care	Booklet	Continuing education
২৭.	Care & treatment of the cattle-2 গবাদি পশুর যত্ন ও চিকিৎসা-২	১	"	"
২৮.	Our Story-1 আমাদের কথা-১	Development of the poor	"	"
২৯.	Our Story-2 আমাদের কথা-২	Credit & savings of committees	"	"
৩০.	Our Story-3 আমাদের কথা-৩	Health, divorce & rights	"	"
৩১.	Child diet শিশু খাদ্য	-	"	"
৩২.	Collection of stories-1 গল্প সংগ্রহ-১	Liberation war, truthfulness	"	"
৩৩.	Collection of stories-2 গল্প সংগ্রহ-২	Hoarding, rural arbitration	Booklet	Continuing education
৩৪.	Story & riddles-1 গল্প ও ধাঁধা-১	Amusing stories & riddles	"	"
৩৫.	Story & riddles-2 গল্প ও ধাঁধা-২	১	"	"
৩৬.	Neighbour-1 পাড়া পড়শী-১	Causes & cure of diarrhoea	"	"
৩৭.	Neighbour-2 পাড়া পড়শী-২	6 common diseases of children	"	"
৩৮.	Collection of stories-1 গল্প সংকলন-এক	Communism & liberation war	"	"

SI #	Title	Subject	Type	Area
৩৯.	Writing by us-1 আমাদের লেখা-১	Stories by neo-literates	Booklet	৩
৪০.	Writing by us-2 আমাদের লেখা-২	"	"	"
৪১.	All of us আমরা সবাই	Movement for education	"	"
৪২.	Stories in short-1 অল্প কথার গল্প-১	Child labour, women development	"	"
৪৩.	Stories in short-2 অল্প কথার গল্প-২	Dignity of labour	"	"
৪৪.	Wife বউ	Repression on women	"	"
৪৫.	Listen to stories শোন শোন গল্প শোন	Stories of fun	"	"
৪৬.	Selected stories from abroad-1 বিদেশের সেরা গল্প-১	Easy reading	"	"
৪৭.	Selected stories from abroad-2 বিদেশের সেরা গল্প-২	"	"	"
৪৮.	Johra জোহরা	Child marriage	"	"
৪৯.	Stories of Nasiruddin Hodja-2 নাসির উদ্দিন হোজ্জার গল্প-২	Stories of fun & irony	"	"
৫০.	Smoking is poison ধূমপানে বিষপান	Health care	"	"
৫১.	Tales of joys & tears-1 সুখ দুঃখের গল্প-১	Tales of daily life	Booklet	Continuing education
৫২.	Tales of joys & tears-2 সুখ দুঃখের গল্প-২	Credit, superstition	"	"
৫৩.	Tales of joys & tears-3 সুখ দুঃখের গল্প-৩	Dowry, marriage registration	"	"
৫৪.	Our songs-1 আমাদের গান- ১	Organisation, Unity, Education	Booklet	"
৫৫.	Our songs-3 আমাদের গান-৩	Education & organisation	"	"
৫৬.	Some tips to keep well-1 ভাল থাকার কিছু কথা-১	Trees, plants, organic manure	"	"
৫৭.	Stories in words & pictures-1 ছবি ও কথার গল্প-১	Unity, Greed	"	"
৫৮.	Mother & child care-1 মা ও শিশুর যত্ন-১	-	"	"

SI #	Title	Subject	Type	Area
৫৯.	Our songs-2 আমাদের গান-২	Education, wages, dowry	"	"
৬০.	Stories of Nasiruddin Hodja-1 নাসির উদ্দিন হোজ্জার গল্প-১	Stories of fun & irony	"	"
৬১.	Small investment, good return কম পুঁজি বেশি রুজি	Pisculture	"	"
৬২.	No more mistakes পাঁচ ছয় আর ভুল নয়	Writing	"	"
৬৩.	Our life আমাদের জীবন	Life of an ethnic group	"	"
৬৪.	Anecdotes কেচছা	Social awareness	"	"
৬৫.	Stories in short-3 অল্প কথার গল্প-৩	Child labour, voting rights		
৬৬.	Stories of Nasiruddin Hodja-3 নাসির উদ্দিন হোজ্জার গল্প-৩	Stories of fun & irony	"	"
৬৭.	Diamond Necklace মুজ্জার হার	Stories from abroad	"	"
৬৮.	Collected stories-II গল্প সংকলন- দুই	Communitism, conflicts	Booklet	"
৬৯.	Gopal the clown গোপাল ভাঁড়	Stories of fun	Booklet	Continuing education
৭০.	One slice story এক চিমটি গল্প	Unity, health	"	"
৭১.	<i>Grambandhav</i> (monthly) গ্রামবান্ধব (মাসিক)	Sundry items	Tabloid	"
৭২.	<i>Bikash</i> (bi-monthly) বিকাশ (দ্বি-মাসিক)	"	Periodic al	"
৭৩.	<i>Nagarnama</i> (quarterly) নগরনামা (ত্রৈমাসিক)	"	"	"
৭৪.	Man মানুষ (জাতি, গোষ্ঠীর পরিচিতি সিরিজ)	History of man & race	Series	"

Source: CAMPE; Suchayani (Education Material Inventory)

Ganoshajjo Sangstha (GSS)

SI #	Title	Subject	Type	Area
১.	A dejected girl এক দুঃখিনী	Juvenile literature	Booklet	Complementary education
২.	Her name is Karuna মেয়ের নামটি করুণা	"	"	"
৩.	In a strange house পরের বাড়ি	"	"	"
৪.	Cycle সাইকেল	"	"	"
৫.	I read আমি পড়ি	"	"	"
৬.	The joy of ants & birds পিপঁড়া পাখির আনন্দ	"	"	"
৭.	One day in Kashem Ali's life কাশেম আলীর একদিন	"	"	"
৮.	In the morning সকাল বেলা	"	"	"
৯.	In the evening সাঁঝের বেলা	"	"	"
১০.	Moyna Tiya ময়না টিয়া	"	"	"
১১.	Dolly dolly dolls পুতুল পুতুল	"	"	"
১২.	Blue and red নীল রং লাল রং	"	"	"
১৩.	Red tape green bangles লাল ফিতা সবুজ চুড়ি	"	"	"
১৪.	Red hen, white flowers লাল মুরগি সাদা ফুল	"	"	"
১৫.	Red ball, red doll লাল বল লাল পুতুল	"	"	"
১৬.	Kolmi flowers কলমি ফুল	"	"	"
১৭.	The crow & the squirrel কাক ও কাঠবিড়ালী	Juvenile literature	Booklet	Complementary education
১৮.	Ducklings and chicken হাঁস ছানা মুরগী ছানা	"	"	"

SI #	Title	Subject	Type	Area
১৯.	Birds of the blue tank fishes of the blue tank নীল পুকুরের পাখি নীল পুকুরের মাছ	"	"	"
২০.	Rinijhini রিনিঝিনি	"	"	"
২১.	Stories written by us আমাদের লেখা গল্প	"	"	"
২২.	Rain drops in rhythm বৃষ্টি পড়ে বামবাম	"	"	"
২৩.	The Flute বাঁশি	"	"	"
২৪.	The red hen লাল মুরগি	"	"	"
২৫.	Three hens তিন মুরগি	"	"	"
২৬.	The clever hare চালাক খরগোস	"	"	"
২৭.	Salary মাইনে	"	"	"
২৮.	Burden বোঝা	"	"	"
২৯.	Marriage বিয়ে	"	"	"
৩০.	The month of Poush পৌষ মাস	"	"	"
৩১.	A fake deed of agreement জাল দলিল	"	"	"
৩২.	A present উপহার	"	"	"
৩৩.	Bits of dry grass খড়কুটা	"	"	"
৩৪.	Freedom fighter Shiblu মুক্তিযোদ্ধা শিবলু	"	"	"
৩৫.	What an interesting sport! কি মজার খেলা	Juvenile literature	Booklet	Complementary education
৩৬.	4 stories ৪টি গল্প	"	"	"
৩৭.	Where is Miti? মিতি কই	"	"	"

SI #	Title	Subject	Type	Area
৩৮.	Golden sun সোনালী রোদ	"	Book	"
৩৯.	Rhythmic rain টুপুর টুপুর বৃষ্টি	"	"	"
৪০.	The jackal's kid শিয়ালের বাচ্চা	"	Booklet	"
৪১.	The adventures of Jitu & Setu জিতু সেতুর অভিযান	"	"	"
৪২.	The dinosaur of Etu ইতুর ডাইনোসর	"	"	"
৪৩.	The girl called Rupa রুপা নামের মেয়েটি	"	"	"
৪৪.	Rhymes written by us আমাদের লেখা ছড়া	-	-	-
৪৫.	Tussi টুসি	"	"	"
৪৬.	Angling মাছ ধরা	"	"	"
৪৭.	Wow! how lovely the clay is! ইস! কী মজার কাদা	"	"	"
৪৮.	Tona & Tuni টোনাটুনি	"	"	"
৪৯.	Cooking রান্না	"	"	"
৫০.	A dream স্বপ্ন	"	"	"
৫১.	The bird's nest পাখির বাসা	"	"	"
৫২.	Our book of reading & writing-1 আমাদের লেখাপড়ার বই-১ম খণ্ড	Awareness	Book	Basic education
৫৩.	Our book of reading & writing-2 আমাদের লেখাপড়ার বই-২য় খণ্ড	"	Flipchart	"
৫৪.	Our words our work-1 আমাদের কথা আমাদের কাজ	"	"	"
৫৫.	Our words our work-2 আমাদের কথা আমাদের কাজ	"	"	"
৫৬.	Our health education-1 আমাদের স্বাস্থ্য শিক্ষা -১ম খণ্ড	Health care	Manual	Continuing education
৫৭.	Our health education-2 আমাদের স্বাস্থ্য শিক্ষা-২য় খণ্ড	"	Flipchart	"

SI #	Title	Subject	Type	Area
৫৮.	Law made easy সহজ ভাষায় আইন	Legal matters	Book	”
৫৯.	Law made easy সহজ ভাষায় আইন	”	Flipchart	”
৬০.	Bagha & the robber বাঘা ও ডাকাত	Juvenile Literature	Book	Complementary Education

Source: CAMPE; Suchayani (Education Material Inventory)

Grameen Shikkha

SI #	Title	Subject	Type	Area
১.	Think before you do anything ভাবিয়া করিও কাজ	Action plan	Booklet	Continuing Education
২.	Horticulture সবজি চাষ	-	"	"
৩.	Cow-rearing গাভী পালন	-	"	"
৪.	Accounting হিসাব শিখি	-	"	"
৫.	Zulekha's letter জুলেখার চিঠি	Writing & reading	"	"
৬.	Poultry মুরগী পালন	-	"	"
৭.	Ways to keep well ভালো থাকার উপায়	Health care	"	"
৮.	Time to break the frontiers সীমানা ভাংগার দিন	Literacy & awareness	"	"
৯.	Necessary laws দরকারী আইন	Common & family laws	"	"
১০.	Rubina brings happiness to the family সংসারে সুখ এলো রুবিনার গুনে	Income generation	"	"

Source: CAMPE; Suchayani (Education Material Inventory)

প্রশিকা মানিবক উন্নয়ন কেন্দ্র
সার্বজনীন শিক্ষা কার্যক্রমের উপকরণের তালিকা

এনএফপি ই এর উপকরণসমূহ

ক্রম নং	উপকরণের নাম
১.	আমাদের পড়া- এক
২.	আমাদের হিসাব- ১
৩.	আঁকি জুঁকি- ১
৪.	চার্ট- আমাদের পড়া- ১
৫.	চার্ট- পরিবেশ পরিচয়- ১
৬.	শিক্ষক সহায়িকা- ১
৭.	পাঠ নির্দেশিকা-পরিবেশ পরিচয়-১
৮.	আমাদের পড়া- দুই
৯.	আমাদের হিসাব- ২
১০.	পরিবেশ পরিচয়-২য়
১১.	OUR ENGLISH BOOK- II TEACHER'S GUIDE-II
১২.	TEACHER'S GUIDE-II
১৩.	Alphabet Chart-II
১৪.	আমাদের পড়া- তিন
১৫.	আমাদের হিসাব- ৩
১৬.	পরিবেশ পরিচয় সমাজ- ৩
১৭.	পরিবেশ পরিচয় বিজ্ঞান- ৩
১৮.	Our English Book for year Three
১৯.	Opu's Umbrella
২০.	Opu on the Moon
২১.	এসো গল্প পড়ি
২২.	Chart for year Three English
২৩.	Teachers Guide for Year Three 0
২৪.	শিক্ষক সহায়িকা- ৩
২৫.	হিসাব- শিক্ষক সহায়িকা-৩
২৬.	আমাদের পড়া - চার
২৭.	আমাদের হিসাব - ৪

ক্রম নং	উপকরণের নাম
২৮.	পরিবেশ পরিচয় - সমাজ- ৪
২৯.	পরিবেশ পরিচয় - বিজ্ঞান- ৪
৩০.	শিক্ষক সহায়িকা- ৪
৩১.	হিসাব- শিক্ষক সহায়িকা- ৪

বয়স্ক সাক্ষরতা উপকরণ

ক্রম নং	উপকরণের নাম
১.	আমাদের লেখাপড়া- ১ম পর্যায়
২.	অনুশীলন বই- ১ম পর্যায়
৩.	শিক্ষা সহযোগী সহায়িকা- ১ম পর্যায়
৪.	লেখাপড়া চার্ট- ১ম পর্যায়
৫.	ফ্লাশ কার্ড- ১ম পর্যায়
৬.	আমাদের লেখাপড়া- ২য় পর্যায়
৭.	অনুশীলন বই- ২য় পর্যায়
৮.	অনুশীলন বই- ২য় হিসাব পর্যায়
৯.	চার্ট- ২য় পর্যায়
১০.	শিক্ষা সহযোগী সহায়িকা- ২য় পর্যায়

সহায়ক উপকরণসমূহ

ক্রম নং	বইয়ের নাম
১.	দূর্যোগে আমাদের করণীয়
২.	গবাদী পশু পালনে সাফল্য
৩.	শ্যামলীর নতুন বিদ্যালয়
৪.	শিশু দিবসে আমরা
৫.	ঐতিহাসিক স্থান ও প্রাচীন কীর্তি
৬.	স্বাস্থ্য সেবা
৭.	মহৎ জীবনের কথা
৮.	আকলিমার স্বপ্ন
৯.	খোকনের সারদিন
১০.	জীবন নিয়ে গল্প- ১

ক্রম নং	বইয়ের নাম
১১.	জীবন নিয়ে গল্প- ২
১২.	জীবন নিয়ে গল্প- ৩
১৩.	এসো গল্প পড়ি
১৪.	ফুলের রাজ্যে একদিন
১৫.	সাত রঙের মেলা
১৬.	হাঁস মুরগীর খামার
১৭.	গণতন্ত্র ও ভোটাধিকার
১৮.	নারী নির্যাতন প্রতিরোধ
১৯.	যৌতুক দেব না, যৌতুক নেব না
২০.	মেয়ে কী? ছেলে কী?
২১.	রোগ হলে কী করব
২২.	জেগে ওঠার কথা
২৩.	মাওলানা ভাসানী
২৪.	পিপড়া ও কাটা
২৫.	সুস্থ থাকি ভাল থাকি
২৬.	বাংলাদেশের আদিবাসি
২৭.	শেরে বাংলা
২৮.	নারীবাদ বিষয়ে কিছু প্রশ্ন
২৯.	সমাজ সংসারে নারী
৩০.	শাকসবজি ও ফলমূলের আত্মকথা
৩১.	কৃষক আন্দোলন
৩২.	ফুটফুটে প্রজাপতি
৩৩.	স্বাধীনতার কথা
৩৪.	আলাল দুলালের কেছা
৩৫.	আদিবাসীর রূপকথা
৩৬.	আলোকিত মানুষ
৩৭.	মুক্তিযোদ্ধা ফজর আলী
৩৮.	নতুন শিমুলিয়া
৩৯.	প্রকৃতিক থেকে শেখা
৪০.	বাঘ মামা

Save the Children USA

১. ঘুম পাড়ানি গল্পগুচ্ছ-১

ক্রম নং	বইয়ের নাম	অনুলেখক
১	খোকার দুঃখ	সরকার জাবেদ ইকবাল
২	উজির কন্যা	জাকারিয়া রহমান
৩	কাঁঠালের আঠা	বর্ণালী চৌধুরী
৪	পারুল	সরকার জাবেদ ইকবাল
৫	ঈরী আর নূরী	সরকার জাবেদ ইকবাল
৬	বোকা না সরল	মোঃ সিরাজ উদ্দিন
৭	চোর ধরার বুদ্ধি	সরকার জাবেদ ইকবাল
৮	কালুর বুদ্ধি	তালাৎ মাহমুদ
৯	সুমন	কুমার প্রীতীশ বল
১০	ছাগল ও বাছুর	মোঃ সিরাজ উদ্দিন
১১	ঘাস রাজপুত্র	মেরিনা আক্তার
১২	পিঠা খাওয়ার সাজা	শাহীন ইসলাম
১৩	বোকা বাঘ	মোঃ সিরাজ উদ্দিন
১৪	এাণ দিয়ে মানী হয়	আশিস বিশ্বাস
১৫	ব্যাঙ বউ	বর্ণালী চৌধুরী
১৬	জমিলার বুদ্ধি	সরকার জাবেদ ইকবাল
১৭	কুকুর ও বিড়াল	আলমগীর সরকার
১৮	অপু-দিপু	তালাৎ মাহমুদ
১৯	কমলের পুরস্কার	মেরিনা আক্তার
২০	টোনটুনির ছানাপোনা	আশিস বিশ্বাস

২. ঘম পাড়ানি গল্পগুচ্ছ- ২

ক্রম নং	বইয়ের নাম	অনুলেখক
১	সাজু আর বিজু	কুমার প্রীতিশ বল
২	দুই ভিখারির গল্প	কামাল হোসেন
৩	বন্ধিমতি ময়না	মেরিনা আক্তার
৪	নাক কাটা রাজা	কুমার প্রীতিশ বল
৫	তিন কৈ	কামাল হোসেন
৬	ছোট রাণীর কতা	নারায়ণ চন্দ্র গুপ্ত
৭	বেজি	আলমগীর সরকার
৮	দুষ্ট কাকের কথা	কুমার প্রীতিশ বল
৯	দুয়ালু চাষী	মেরিনা আক্তার
১০	কাজল ও দুলাল	জাকারিয়া রহমান
১১	শেয়াল ও ছাগল	মেরিনা আক্তার
১২	সোহাগী ও বাতাস	তালাৎ মাহমুদ
১৩	লেজ কাটা বাঘ	বর্ণালী চৌধুরী
১৪	কাঠাল পাতা ও মাটির চাকা	আলমগীর সরকার
১৫	মায়ের কথা	নারায়ণ চন্দ্র গুপ্ত
১৬	কাক ও পানকৌড়ি	শাহীণ ইসলাম
১৭	তাঁতি বউ	বর্ণালী চৌধুরী
১৮	চোরের সাজা	কামাল হোসেন
১৯	রতন	বর্ণালী চৌধুরী
২০	লোভের ফল	কামাল হোসেন

৩. শিশুদের জন্য লেখালেখি

ক্রম নং	বইয়ের নাম	অনুলেখক
১	নিমন্ত্রণ	জসীম উদ্দিন
২	আষাঢ়	রবীন্দ্রনাথ ঠাকুর
৩	প্রজাপতি	কাজী নজরুল ইসলাম
৪	আমার জন্মভূমি	দ্বিজেন্দ্রলাল রায়
৫	আজিকার শিশু	বেগম সুফিয়া কামাল
৬	হাট	রবীন্দ্রনাথ ঠাকুর

ক্রম নং	বইয়ের নাম	অনুলেখক
৭	সফদার ডাক্তার	হোসনে আরা
৮	খুকি ও কাঠবেরালি	কাজী নজরুল ইসলাম
৯	বীর পরুষ	রবীন্দ্রনাথ ঠাকুর
১০	প্রভাত	মদনমোহন তর্কালঙ্কার
১১	মায়ের ডাক	আহসান হাবীব
১২	পালকির গান	সত্যেন্দ্রনাথ দত্ত
১৩	পাখির মত	আল মাহমুদ
১৪	তালগাছ	রবীন্দ্রনাথ ঠাকুর
১৫	সবার আমি ছাত্র	সুনির্মল বসু
১৬	বৃষ্টি	নির্মলেন্দু গুণ
১৭	গাধার কান	রোকনুজ্জামান খান
১৮	প্রভাতী	কাজী নজরুল ইসলাম
১৯	জীবনের হিসাব	সুকুমার রায়
২০	ট্রেন	শামসুর রহমান

৪. মৌখিক সাহিত্য মালা

ক্রম নং	বইয়ের নাম	অনুলেখক
১	মেলা'র কথা	কামাল হোসেন
২	কাক কোকিল পেঁচা	নবেরা আক্তার
৩	মিঠু	সরকার জাবেদ ইকবাল
৪	এক দয়ালু বটগাছ	তালাৎ মাহমুদ
৫	অতশি	রেজা আহমেদ
৬	বনবিড়াল	নবেরা আক্তার
৭	বড় হবার পথ	চৌধুরী ফলে নূর ইসমাত
৮	বাড়ুন্ডি পাখি	সরকার জাবেদ ইকবাল
৯	কোকিলা	রেজা আহমেদ
১০	তিতাস পাড়ের সবিতা	কুমার প্রতিশ বল
১১	এক থালার খাবার	দিদারুল আনাম চৌধুরী

ক্রম নং	বইয়ের নাম	অনুলেখক
১২	দুইভাই	কামাল হোসেন
১৩	সুরের শক্তি	এনায়েত ইউ এস ইসলাম
১৪	বাঘ শিয়াল আর হরিণ	চৌধুরী ফজলে নূর ইসমাত
১৫	মিথ্যে বলার সাজা	বর্ণালী চৌধুরী
১৬	শেয়ালের নাচ	বর্ণালী চৌধুরী
১৭	মুক্তিযুদ্ধ ও দুই বন্ধু	শাহীন ইসলাম
১৮	সৎ মানুষ	শাহীন ইসলাম
১৯	ঘোড়ার ডিম	কুমার প্রীতিশ বল
২০	হারানের গল্প	কামাল হোসেন

৫. গল্পে গল্পে শিশু বিকাশ

ক্রম নং	বইয়ের নাম	অনুলেখক
১	ইমুর ঘুম	মোহাম্মদ শাহ আলম
২	স্বপ্নে মামা বাড়ি যাওয়া	মাহমুদা আকতার
৩	বেড়ানোর মজা (একটি বিদেশী গল্প অবলম্বনে)	মাহমুদা আকতার
৪	ফুল ফোটোর আনন্দ	মাহমুদা আকতার
৫	হলুদ বিড়াল ও কাঠবিড়ালী	নজরুল ইসলাম
৬	পিপুড়ে আর নাহিন	মোহাম্মদ শাহ আলম
৭	মাছ আর তার বাচ্চারা	বর্ণালী চৌধুরী
৮	রামু	মোহাম্মদ শাহ আলম
৯	শান্ত নামের গুবরে পোকা (একটি বিদেশী গল্প অবলম্বনে)	সরকার জাবেদ ইকবাল
১০	অহংকারী বিড়াল ছানা	নিলুফার সুলতানা
১১	আলো ও বাতাসের কথা	শাহীন ইসলাম
১২	কাঠবিড়ালীর বন্ধু খোঁজা (একটি বিদেশী গল্প অবলম্বনে)	সরকার জাবেদ ইকবাল
১৩	রূপা ও পেয়ারা গাছ	ফরিদা আকতার
১৪	পাতা দিয়ে খেলি	ফরিদা আকতার
১৫	প্রজাপতি ও মাছি	ফরিদা আকতার

৬. আমার বই আমি লিখি

পুস্তিকা গুচ্ছ-১
প্রকাশকালঃ ফেব্রুয়ারি ২০০৬

ক্রম নং	বইয়ের নাম	লেখক	শিল্পী
১.	রুনার ফুল বাগান	রুনা আক্তার রেশমী	আশিকুর রহমান সজীব
২.	গোল	ক্যাথি বিপাশা সরকার	ক্যাথি বিপাশা সরকার
৩.	আমি অনেক কিছু বানাতে পারি	জুয়েল রানা	মাসিয়াত নাওয়ার
৪.	জনির বিড়াল ছানা	মৌসুমী গোপ অনতরা	লামিয়া সাইয়ারা মেলা
৫.	আরিফের ইচ্ছা পূরণ	জসিম উদ্দিন সাইফ	হাওয়া আক্তার
৬.	তানভির ও নজির	মোঃ নাজির উদ্দিন	শাহরিয়ার সাজ্জাদ শাওন
৭.	দুষ্টমি	জাহানারা আক্তার	নুজহাত তাবাসুম মোহনা
৮.	ভূতের ভয়	মৃত্তিকা বিশ্বাস হ্যাপী	আরাফাত হোসেন রনি
৯.	হিংসুটে রিমি	হালিমা আক্তার	নাফিজা সাইয়ারা রহমান
১০.	স্বপ্নে দেখা ভূত	প্রভাতি রানী বিশ্বাস হ্যাপী	আরাফাত হোসেন রনি
১১.	আকাশের বন্ধুরা	লামিয়া সাইয়ারা মেলা	লামিয়া সাইয়ারা মেলা
১২.	বানর ছানা	কৌশিক আহমেদ	রিফাত আজমী অনন্যা
১৩.	সোনালী পাখি	মায়িশা মালিহা এলা	ফাহিমদা আক্তার তিথী
১৪.	কলির যত ইচ্ছে	উম্মে মায়মুনা মোকাররম হানিফা কলি	সানজানা আহমেদ
১৫.	মামা বাড়ীর পথে	খ্রীষ্টিন মনিষা সরকার	খ্রীষ্টিন মনিষা সরকার

৭. আমার বই আমি লিখি

পুস্তিকা গুচ্ছ-২
প্রকাশকালেঃ ফেব্রুয়ারি ২০০৬

ক্রম নং	বইয়ের নাম	লেখক	শিল্পী
১	মায়ের আদর	শেখ ফাহিমা আকতার শোভা	রুয়াইয়াৎ শামস
২	বন্ধু	ইবিসা তাবাসুম পৃথা	ইফিসা ইসমাইল
৩	কাক ও সাপ	নাফিজা নুজহাত এষা	নাফিজা নুজহাত এষা
৪	জুরের ঔষধ	বুমুর আক্তার (রুনা)	সায়ারা মুসাররাৎ আদিতা
৫	প্রজাপতি ও পিপড়ে	বারনা আক্তার	মেহেজাবিন ইসলাম (লামিয়া)
৬	মুগরীর ছানা	দেলোয়ার জাহান সুজন	আলবাব আমীন
৭	কানামছি ভেঁ ভেঁ	সোহরাব আলম (শান্ত)	সিফাত নায়ার মঈন

ক্রম নং	বইয়ের নাম	লেখক	শিল্পী
৮	মর্জিনা নামের মেয়েটি	অনিকা তাসনিম অস্তিকা	তাসমীম আরা মুক্তা
৯	মাছের বাড়ীতে একদিন	সুষমা রাণী সরকার	মাইশা মালিহা এলা
১০	ভেলা	মৌসুমী আক্তার লাভলী	সাবেরা মোরসালিন
১১	মেলায় মেলা আনন্দ	তাসনুবা আইনী অন্তরা	তাসনুবা আইনী অন্তরা
১২	কুসুমের হাসি	দিশারী চৌধুরী	তামান্না রশিদ
১৩	রবনির সংসার	মনি শংকর পাল	দিব্যকিরণ মিত্র
১৪	কাকের বন্ধু	নাজমুস সাকিব অমিয়	নুজহাত তাবাসুম মোহনা
১৫	কুসুম ও গোলাপ ফুল	তাহসিনাহ ইসলাম ছোঁয়া	সাফায়েত হোসেন আসিফ
১৬	ঋতুর বিড়াল	পারমিতা আহমেদ সুকন্যা	রাহীমা বশরী তৃষা
১৭	স্বপ্ন	নুজহাত তাবাসুম মোহনা	নুজহাত তাবাসুম মোহনা
১৮	সুন্দর পাখী	সত্যপ্রিয় আহমেদ পার্থ	সৈয়দা শেহতাজ হাসির
১৯	অচেনা পাখি	মেহেদী হাসান	কৌশিক আহমেদ
২০	এক বন্দনার কথা	নুসরাত জাহান ইসলাম	আফিফা নুর আরনী

৮. আমার বই আমি লিখি

পুস্তিকাগুচ্ছ-৩

প্রকাশকালেঃ সেপ্টেম্বর ২০০৬

ক্রম নং	বইয়ের নাম	লেখক	শিল্পী
১	নাদীর নাম কাজলী	মোস্তফা মইন উর রহমান	নয়েলা মুস্তাসির আলী একা
২	বন্যার সময় একদিন	মোঃ রেজাউল করিম	সানজিদা হক স্বর্ণা
৩	আলার নাচন	শফি আহমেদ	ঐশি নাওয়াল
৪	কাঁঠাল	ফরিদ বেগম	লামিয়া সাইয়ারা মেলা
৫	পরী ও মিথিলা	অনিতা সেন	দীআ আরিআনা
৬	ব্যাঙের ছাতা	মোঃ মনিরুজ্জামান খান	সাজিয়া শাহরীন
৭	চিড়িয়াখানায় একদিন	বিজন চৌধুরী	মিফাত নায়ার
৮	ঋষি আর টুসি	সরকার জাবেদ ইকবাল	ইভিয়া জেরিন খান
৯	বাঘের লেজ	রেজাউন নবী	মায়িশা মালিহা এলা
১০	ইপসিতা ও বন্ধুরা	উম্মে সালমা	শামীমা শাখাওয়াত
১১	চলো মেলাই যাই	মোঃ আবু তাহের (কাজল)	নুসরাত জাহান রাফিন
১২	দোয়েল ও তার বন্ধুরা	ম. হাবিবুর রহমান	দাহরীণ হোসেন
১৩	ছাগলছানা কালী	দীপক রায়	অনিকা তাসনিম অস্তিকা
১৪	অস্ত প্রজাপতি ও টুনাটুনি	মোঃ ফয়সাল আলম চৌধুরী	মাহির লাবিব ইলাফ
১৫	পাহাড়ের কথা	এম, নজরুল ইসলাম	এাহির লাবিব ইলাফ
১৬	চডুই ও বাবুই	শাহীন ইসলাম	সিফাত-ই-আরমান
১৭	বিড়ালছানার ঘুম	মঞ্জুশী মিত্র	সৈয়দ ফাতিউল হক সুজয়

ক্রম নং	বইয়ের নাম	লেখক	শিল্পী
১৮	কোকিলের গান	আব্দুল হক	ওয়ালিন মুহতাদি আলী
১৯	ইফতির আনন্দ	উম্মে মাহফুজা আক্তার (মুক্তা)	সাফায়েত হোসেন আসিফ
২০	ময়না	হায়াৎ মাহমুদ	ফাহিমদা রহমান

৯. ছড়ার মেলা

১০. খেলনা বানানো মজার কাজ

১১. যত্ন ও ভালবাসায় শিশুর বেড়ে ওঠা

সংযুক্তি - ২

উপকরণের তালিকা	
১.	অনুশীলন খাতা
২.	ম্যাপ
৩.	বর্ণমালা
৪.	জীবজন্তুর ছবি
৫.	লিফলেট

RDRS

SI #	Title	Subject	Type	Area
১.	Social literacy lessons & exercises-1 সামাজিক সাক্ষরতা পাঠমালা ও অনুশীলন-১	Literacy, numeracy, socio-economic problems, Organisations, health, nutrition, sanitation, lifeskills, employment, national issues	Book	Basic literacy
২.	Social literacy lessons & exercises-2 সামাজিক সাক্ষরতা পাঠমালা ও অনুশীলন-২		"	"
৩.	Social literacy lessons & exercises-3 সামাজিক সাক্ষরতা পাঠমালা ও অনুশীলন-৩		"	"
৪.	Social literacy-Exercise book-1 সামাজিক সাক্ষরতা অনুশীলন খাতা-১	Numeracy, addition & subtraction, multiplication, division, basic accounting, family budget, measurement of land, the metric system	Exercise book	"
৫.	Social literacy-Exercise book-2 সামাজিক সাক্ষরতা অনুশীলন খাতা-২		"	"
৬.	Social literacy-Exercise book-3 সামাজিক সাক্ষরতা অনুশীলন খাতা-৩		"	"
৭.	Social literacy-Drawings-Vol-1 সামাজিক সাক্ষরতা লেখচিত্রমালা-১ম খণ্ড		Flipchart	"
৮.	Social literacy-Drawings-Vol-2 সামাজিক সাক্ষরতা লেখচিত্রমালা-২য় খণ্ড		"	"

SI #	Title	Subject	Type	Area
৯.	Social literacy- Facilitators' Guide সামাজিক সাক্ষরতা সেবক- সেবিকা নির্দেশিকা	Teaching strategies	Teachers' guide	"
১০.	Social awareness- Drawing সামাজিক সচেতনতা লেখচিত্রমালা	Illustrated reporting	Flipchart	"
১১.	Social awareness Facilitators' Guide সামাজিক সচেতনতা সেবক- সেবিকা নির্দেশিকা	Manual	Teachers' Guide	"
১২.	Literate সাক্ষর	Sundry items	Monthly	Follow-up education
১৪.	The more we read the more we learn যত পড়ি তত শিখি	Story of an adult centre	Booklet	Follow-up education
১৫.	Water is life পানির অপর নাম জীবন	Water & irrigation	"	Continuing education
১৬.	Selected posters নির্বাচিত পোস্টার সমগ্র	Development	"	"
১৭.	Health and superstitions স্বাস্থ্য ও কুসংস্কার	Combating superstitions	"	"
১৮.	Fuljan's marriage ফুলজানের বিয়ে	Dowry	"	"
১৯.	We learn necessary laws দরকারী আইন শিখি	Marriage, divorce, dowry	"	"
২০.	Baseless inconsistencies অমূলক অসঙ্গতি	Management of VOs	"	"

SI #	Title	Subject	Type	Area
২১.	Facts about law আইন শিক্ষা	Family, succession, land	"	"
২২.	We want to live আমরা বাঁচতে চাই	A play on environment	"	"
২৩.	Drawing of agriculture production at the school ground & home বিদ্যালয় প্রাঙ্গণ ও বসতভিটায় কৃষিবিসয়ক উৎপাদনের লেখ-চিত্রমালা	Vegetables & nutrition	"	"
২৪.	Adolescents training manual কিশোর-কিশোরী প্রশিক্ষণ ম্যানুয়াল	Health & Law	"	"
২৫.	Diesel engine technology in small trades ক্ষুদ্র ব্যবসায় ডিজেল ইঞ্জিন প্রযুক্তি	Income generation	"	"
২৬.	Organisation সংগঠন	-	Wall magazine	"
২৭.	Dowry : Give or take is illegal যৌতুক দেয়া নেয়া বেআইনি ও জঘন্য অপরাধ	Prevention of dowry	Poster	"
২৮.	Two from the same village : Sohag and Sujan একই গ্রামের ওরা দুজন: সোহাগ ও সুজন	Resistance to child marriage	Poster	Continuing education

SI #	Title	Subject	Type	Area
২৯.	Let thumb mark : a sign of disgrace টিপসই দেয়া অপমানের কাজ	Literacy	Poster	Continuing education
৩০.	Child labour prevention training manual শিশুশ্রম প্রতিরোধ প্রশিক্ষণ সহায়িকা	Child labour	Booklet	"
৩১.	We'll know We'll care আমরা জানবো আমরা মানবো	Culture, environment, health	"	Complementary education
৩২.	Our war of liberation আমাদের মুক্তিযুদ্ধ	History	"	"
৩৩.	Reforms সংস্কার	Gender, social, problems	Newsletter	Continuing education
৩৪.	Coordinated development education manual সমন্বিত উন্নয়ন শিক্ষা সহায়িকা	Team, savings & credit, employment, agriculture, health	Book	"
৩৫.	Our plays, our songs আমাদের নাটক আমাদের গান	Dowry, divorce, acid throwing, women & child trafficking	"	"
৩৬.	Consultancy (Khas land-1) অধি-পরামর্শ (খাস জমি-১)	Khas land	Newsletter	"
৩৭.	Consultancy অধি-পরামর্শ	Child labour & rights	"	"

SI #	Title	Subject	Type	Area
৩৮.	Universal Declaration of Human Rights মানবাধিকারের সার্বজনীন ঘোষণাপত্র	Fundamental rights of women & children	Booklet	"
৩৯.	Disaster preparedness দুর্যোগ পূর্বপ্রস্তুতি	Encountering disasters	Brochure	"
৪০.	Earthquake ভূমিকম্প	Preparedness	"	"
৪১.	Immunization of poultry birds হাঁস-মুরগীর টিকাদান	Poultry	Booklet	"
৪২.	Improved pisciculture উন্নত পদ্ধতিতে মাছ চাষ	Pisciculture	"	"
৪৩.	Nursery development নাসারী উন্নয়ন	Pisciculture	Booklet	Continuing education
৪৪.	Animal Husbandry-1 পশু পালন-১	"	"	"
৪৫.	Animal Husbandry-2 পশু পালন-২	"	"	"

Source: CAMPE; Suchayani (Education Material Inventory)

TMSS

ক্রম নং	নাম
১	স্বাস্থ্য শিক্ষা বই
২	এসো আঁকি ঝাঁকি
৩	পরিবেশ পরিচিত
৪	সংখ্যা চাট, খেলনা, বাগাডুলি, কেরাম, সংখ্যা কার্ড
৫	পোস্টার, লিফলেট, বুকলেট ইত্যাদি।
৬	বর্ণমালা চাট
৭	উৎপাদন ও উন্নয়ন

Annex-13

Comment and Suggestions Made by the Participants attended at the National NFE Mapping Workshop held on August 19, 2008

- A kind of road direction to find way to the destination
- Made scope for re-assessment of NFE situation
- Advocacy to be intensified to reinforce the process
- Information to be used by policy makers, DPs, NGOs, Researchers
- Emphasis on setting national standards
- Capacity enhancement in terms of competency and numbers
- Need for setting priorities and restructuring/revisiting current NFE financing plan
- Focus on the roles of media to mobilize supportive stakeholders
- NFE Mapping can be used as a planning tool
- Can be useful to prepare sub-sector/ program plan(s)
- Highlights the specific needs of various groups of learners
- Would be supportive to streamline NFE programs
- Information from Mapping may be linked up with NFE-MIS being developed
- Explore complementarity with Literacy Assessment data
- NFE a 'modality of learning' or a 'sector/program'
- Policy framework and organizational structure in place – need to detail out next steps
- Only few organizations are involved in some programs; findings ways to involve more organizations is important
- Further investigation require to measure outcomes from the current interventions
- Brief section in the report highlighting specific needs from each (program) areas
- Emphasis on inclusive education
- Need mapping on availability of facilities to support inclusive education
- Coordination of planning by various stakeholders
- Cross-reference with the data from existing national databases and available statistical information
- Take care of the NFE graduates over the years to reinforce their learning
- Comparative analysis with the previous achievements in NFE
- 'NFE Mapping' vs. 'Institutional Mapping'
- 'A beginning'
- 'Good basis for thinking further'
- 'Long way to go'
- 'Let's continue working to further the process'