

Successes, Challenges and Lesson learnt from the Post Literacy and Continuing Education for Human Development Project - 2

**Project Implementation and Management Unit (PIMU)
Post Literacy and Continuing Education for Human
Development Project - 2 (PLCEHD-2)
Bureau of Non-formal Education (BNFE)
Ministry of Primary and Mass Education**

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Abbreviations

BNFE	: Bureau of Non-formal Education
CEC	: Continuing Education Center
CMC	: Center Management Committee
DPC	: District Program Coordinator
FGD	: Focus Group Discussion
INGO	: Implementing Non-government Organization
MoPME	: Ministry of Primary and Mass Education
PLCE	: Post Literacy and Continuing Education
PLCEHD-2	: Post Literacy and Continuing Education for Human Development-2 Project
PO	: Project Officer
UPC	: Upazila Program Coordinator



Photograph

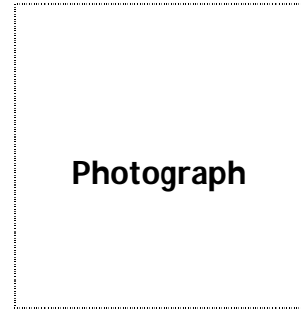
Message from the Minister

The project Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2) of the Bureau of Non-formal Education under the Ministry of Primary and Mass Education was undertaken by the Government of Bangladesh to fulfill the requirement of neo-literates of previous programs who required further training to reinforce their new skills aimed at enhancing their employment opportunity and breaking the cycle of poverty and thereby compliment to achieve the Mellinium Devrelopment Goal as well as the target set in the Poverty Reduction Strategy of the Government of Bangladesh.

The present PLCEHD-2 project, after several reviews, started its operation in the field with the support of NGOs from 2008 and gradually ensured enrolment of 1,200,000 learners in 7,147 centres in 209 upazilas of 29 distrcts upto June 2012 under different cycles and phases of the project. Upto the day 94.5% Learners have been graduated from the project and 38% are involved in income generating activities (IGAs) either through self employment or through linkage with other employment providers. This is a notable success of the present Government uplifting the quality of life of the poor people of the country.

We hope more such stories will be published gradually by the project depicting its success on changing quality of life of the poor, the ultimate beneficiary of the Post Literacy and Continuing Education for Human Development Project - 2 of the Ministry of Primary and Mass Education of the Government of Bangladesh.

Signature of the Minister
Ministry of Primary and Mass Education



Message from the State Minister

The long-term sectoral objective of the project Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2) implemented under the Bureau of Non-formal Education of the Ministry of Primary and Mass Education is to reduce poverty through investments in human development and it is aimed at empowering the rural poor by providing them with literacy, life skills and income-generating skills and thereby compliment to achieve the Mellinium Devvelopment Goal as well as the target set in the Poverty Reduction Strategy of the Government of Bangladesh.

Although the PLCEHD-2 project commenced in 2002 it was suspended soon after when the then Directorate of Non Formal Education (DNFE) was dissolved. The PLCEHD-2 project did not re commence, under the newly-formed BNFE, until 20th June 2006. The present PLCEHD-2 project started its operation in the field with the support of NGOs from 2008 and gradually ensured enrolment of 1,200,000 learners in 7,147 centres in 209 upazilas of 29 distrcts upto June 2012 under different cycles and phases of the project. Among the total enrolled learners, 94.5 % have been graduated from the course upto June 2012 and 38% out of this are involved in income generating activities (IGAs). This is a notable success of the present Government.

The present report is a glimpse of successes achieved over the time including the challenges and learning through implementing the project in 29 selected districts of the country. We hope more such stories will be published gradually by the project depicting its success on changing quality of life of the poor, the ultimate beneficiary of the Post Literacy and Continuing Education for Human Development Project - 2 under the leadership of the Bureau of Non Formal Education of the Ministry of Primary and Mass Education of the Government of Bangladesh.

Signature of the State Minister
Ministry of Primary and Mass Education



Photograph

Message from the Secretary

The Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2) is being delivered by the Bureau of Non Formal Education (BNFE) under the Ministry of Primary and Mass Education (MOPME). It is designed to provide nine-months of community-based, non-formal education courses for neo-literate learners which integrate Post Literacy (PL) and Continuing Education (CE). Post Literacy refers to further literacy development activities for those having some basic levels of education, whilst Continuing Education, in the context of the PLCEHD-2 project, refers to such things as basic, productive skills development related to accessing waged or self employment.

The PLCEHD-2 project started in 2002, just after another, World Bank-financed, post literacy and continuing education project, the first PL and CE project, (PLCEHD-1), had been started. The PLCEHD-2 covers the districts which did not come under the PLCEHD-1 project. Both projects, although different in design, were conceived as follow-on interventions which would enable neo-literate graduates emerging from earlier literacy projects to consolidate their literacy competency and enhance their livelihood opportunities by undertaking PL and CE activities at upazila community learning centres. Although the PLCEHD-2 project commenced in 2002 it was suspended soon after when the then Directorate of Non Formal Education (DNFE) was dissolved. The PLCEHD-2 project did not re-commence, under the newly-formed BNFE, until 20th June 2006. Finally, the present PLCEHD-2 project started its operation in the field with the support of NGOs from 2008. It is projected to run until June 2013 with a wrap-up phase during 2012.

The PLCEHD-2 project is financed with a loan from the Asian Development Bank (ADB), the Government of Bangladesh (GOB) and a grant from the Swiss Development Cooperation (SDC). There is also a small component of financing coming from the communities which the project serves. The revised total financing is approximately Bdt. 575 crore and the project has already covered 1.2 million neo-literate learners from 209 upazilas across 29 districts of the country.

The Purpose of the PLCEHD-2 project is to develop a community-based and needs-oriented post-literacy and continuing education (PLCE) course program, and a supporting organizational framework, operational in 29 districts.

The present report is a summary of successes achieved over the time implementing the project in 29 selected districts of the country. These successes will reinforce further achievement of the project uplifting socio-economic status of the poor people, the ultimate beneficiary of the Post Literacy and Continuing Education for Human Development Project - 2.

Signature of the Secretary
Ministry of Primary and Mass Education

Preamble

Education becomes an effective instrument of social changes when it functions as an empowering force by arming human being with values and essential skills of literacy, numeracy, communication, problem solving and productive work. Non-formal Education (NFE) is considered as the process of empowerment that contributes to poverty reduction and balancing in demographic features of the country. It has been proved from many instances that NFE plays a vital role in improving the lives of millions of people with enhanced ability to create better health, more income and to tap potential resources from home and abroad.

The Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2) was undertaken by the Government of Bangladesh to fulfill the requirement of neo-literates of previous programs who required further training to reinforce their new skills aimed at enhancing their employment opportunity and breaking the cycle of poverty.

The long-term sectoral objective of the PLCEHD-2 project is to reduce poverty through investments in human development and it is aimed at empowering the rural poor by providing them with literacy, life skills and income-generating skills.

The present report is an abridged account of successes achieved over the time including challenges and learning through implementing the project in 29 selected districts of the country. More such successes will be published gradually by the project depicting its achievements on changing quality of life of the poor, the ultimate beneficiary of the Post Literacy and Continuing Education for Human Development Project - 2 under the leadership of the Bureau of Non Formal Education of the Ministry of Primary and Mass Education of the Government of Bangladesh.

**Director General
Bureau of Non-formal Education**

Note from the Project Director

The Post Literacy and Continuing Education for Human Development project-2 (PLCEHD-2) of the Bureau of Non-formal Education under the Ministry of Primary and Mass Education of the People's Republic of Bangladesh aims to establish a community based and need oriented Post Literacy and Continuing Education program and a supporting organizational framework for 1.6 million neo-literates in 29 districts who were provided basic literacy by the government and other providers. As per project document during the first phase of the project 6 districts, such as: Chapai Nawabganj, Meherpur, Patuakhali, Narayanganj, Moulvibazar and Feni were covered, during the second phase 11 districts, such as: Dhaka, Sherpur, Panchagarh, Nilphamari, Chandpur, Cox's bazaar, Satkhira, Barisal, Bhola, Sunamganj and Sylhet were covered while during the third phase of the project 10 district, such as: Manikganj, Munshiganj, Faridpur, Rangpur, Kurigram, Natore, Kustia, Bagerhat, Brahmanbaria and Chittagong were covered under the project.

The long-term sectoral objective of the PLCEHD-2 project is to reduce poverty through investments in human development and it is aimed at empowering the rural poor by providing them with literacy, life skills and income-generating skills while specific objective of the project, therefore include – (1) to develop human resources of the country; (2) to include about 1.6 million neo-literates in post literacy programs to consolidate, maintain, and upgrade the literacy skills they have acquired previously; (3) to help develop their life pattern by increasing their incomes through providing technical skills training; (4) to eliminate gender disparity and establish social equitable through expediting women empowerment; (5) to involve the target population in a life-long educational process and to develop them as enlightened and productive citizens; (6) to prepare a long-term planning for human resource development, and (7) to strengthen the capacity of BNFE and other agencies involved in NFE.

The present report of successes, challenges and lesson learnt is a snap shot of the project in line with its set objectives. It is observed that from 2008 to 2011, total 1,200,000 learners were enrolled in 7,147 centres under different cycles and phases of the project. Data reveals that 955,903 learners (94.5%) have been graduated from the course upto June, 2012 where 384,731 learners (38%) out of this are involved in income generating activities (IGAs) either through self employment or through linkage with other employment providers in 209 Upazila of 29 Districts. However, learners are being enrolled by cycle and phases continuously in the project. Upto July, 2012, more 170,280 learners were enrolled in the course and yet to complete their course.

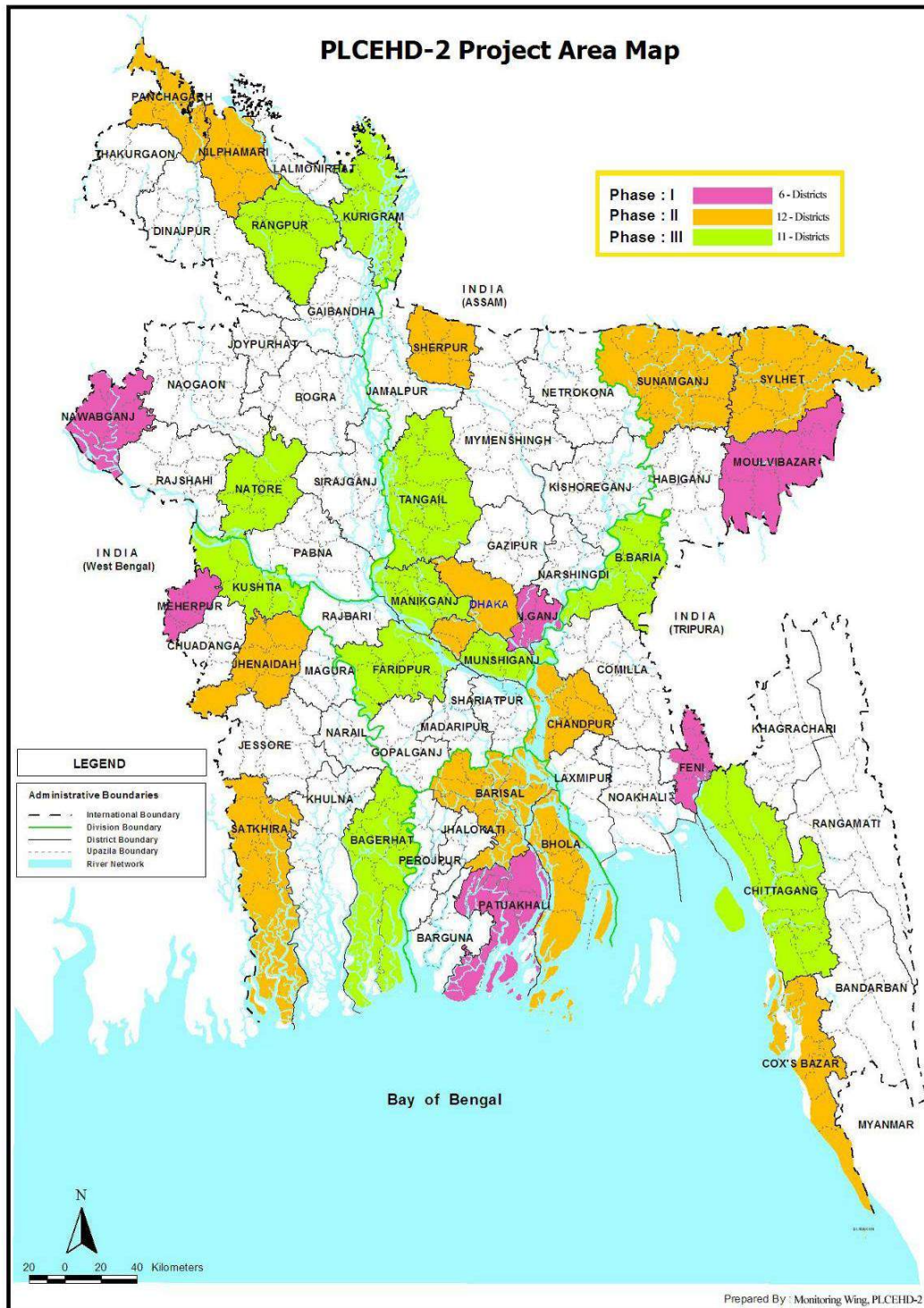
Data presented in the very report in terms of establishment of CECs, enrolment and dropouts, completion of PLCE course by the learners and their involvement in income generation activities are generated from the existing MIS section of the project. Validation of these data were done further by field visit and conducting observation, focus group discussion (FGD) and interviews with the course completers, on a sample basis, from ten different districts of the country, such as Chittagong, Cox's bazaar, Sunamganj, Meherpur, Potuakhali, Bagerhat, Rangpur, Kurigram, Chapainawabganj and Faridpur considering **high performing, moderate and low performing district**.

Information gathered through data validation visit reveals that average monthly family income of the respondents has been boosted to tk. 20,000 from tk. 14,000 which is about 43% more than their earlier income after attending the PLCEHD-2 course. Data also shows, before attending the PLCEHD-2 course, the percentage of respondents caring children education was about 62.5% out of the total respondents but the percentage increased to 71.49% after attending the very course. Although it is not a significant increase but considering a nine-month cycle of PLCE course, the rate is not discouraging. In terms of amount of expenditure, it reveals that average family expenditure of the respondents has been increased to Bdt. about 11,000 from Bdt. 8,000 which is about 39.48% more than their previous expenditure after attending the PLCEHD-2 course. These are merely the quantitative achievement of the project. In terms of quality aspects, data indicates that awareness level about children education, health care and nutritional issues is also increased significantly among the families and now they are more caring about their children education and less prone to health hazards. They are now socially more aware and cooperative to resolve common social issues. The issue based discussion of the course helped them to understand about balanced diet and cheaper but nutritional foods. They understand the importance of cleanliness better now than they

were before attending the PLCEHD2 course. Therefore, findings of the field visit found quite consistent to the data generated from the MIS section of the project.

The present report is a glimpse of successes achieved over the time including the challenges and learning through implementing the project in 27 districts out of 29 selected districts of the country. We hope more such stories will be published gradually by the project from now on depicting its successes and learning on changing quality of life of the poor, the ultimate beneficiary of the PLCEHD-2 Course.

Project Director
Post Literacy and Continuing Education for Human Development Project-2



Chapter One: Introduction

Background

The Post Literacy and Continuing Education for Human Development Project-2 (PLCEHD-2) is being delivered by the Bureau of Non Formal Education (BNFE) under the Ministry of Primary and Mass Education (MOPME). The Project is designed to provide nine-months of community-based, non-formal education courses for neo-literate learners which integrate Post Literacy (PL) and Continuing Education (CE). The long-term sectoral objective of the PLCEHD-2 project is to reduce poverty through investments in human development and it is aimed at empowering the rural poor by providing them with literacy, life skills and income-generating skills. As part of the above objective, the Project is being implemented to develop 1.6 million neo-literate and primary school dropouts to productive human resources and eliminate gender disparity and establish social equitability expediting women empowerment of the country in 27 districts such as: Chapai Nawabganj, Meherpur, Patuakhali, Narayanganj, Moulvibazar and Feni (first phase); Dhaka, Sherpur, Panchagarh, Nilphamary, Chandpur, Cox's bazaar, Satkhira, Barisal, Bholā, Sunamganj and Sylhet (second phase); Manikganj, Munshiganj, Faridpur, Rangpur, Kurigram, Natore, Kustia, Bagerhat, Brahmanbaria and Chittagong (third phase).

Objectives of the Project

The long-term sectoral objective of the PLCEHD project is to reduce poverty through investments in human development and it is aimed at empowering the rural poor by providing them with literacy, life skills and income-generating skills. Specific objective of the project, therefore include –

- to develop human resources of the country;
- to include about 1.6 million neo-literates in post literacy programs to consolidate, maintain, and upgrade the literacy skills they have acquired previously;
- to help develop their life pattern by increasing their incomes through skills training;
- to eliminate gender disparity and establish social equitable through women empowerment;
- to involve the target population in a life-long educational process and to develop them as enlightened and productive citizens;
- to prepare a long-term planning for human resource development, and
- to strengthen the capacity of BNFE and other agencies involved in NFE.

As part of fulfilling the above objectives, PLCEHD project focused four important components while implementing the project in the field, these include: (1) Policy framework implementation (2) Developing, and adapting curricula and materials and teachers training, (3) Institutional capacity building and (4) Implementing PLCHED Program in the field.

Activities of the Project

Activities undertaken by the project to fulfill the above objectives include, but not limited to the following –

1. Selection and contracting of INGOs,
2. Baseline survey,
3. Social mobilization to ensure community ownership
4. Trade selection,
5. CEC Establishment and Learner Enrolment,
6. Selection of facilitators (teachers) from the same locality
7. Training for NGO staff, facilitators and BNFE staff
8. PLCE course implementation,
9. Internal monitoring of CEC performance by selected NGOs
10. Monitoring of INGO performance by MOPA/LGED/BNFE etc.

Success cases of the Project

Over the time the project achieved various successes implementing the PLCEHD-2 project. These successes need to be disseminated to the wider community and therefore, the project authority found, the success cases already documented by the INGOs and collected by the existing monitoring system of the project need to be verified through an intensive field observation by a separate team of people from the central office of the project. Accordingly, three separate team comprising members from Deputy Director, Assistant Director of PLCEHD-2 project including MIS specialist and NFE-RC Coordinator of the project collected qualitative data from the field through conducting FGDs, interviews and field observation from ten different districts of the country during June 2012. Thus the present report of successes and challenges of the project was produced after proper validation of the cases already documented by the INGOs of the project.

Organization of the Report

The present report is divided in four chapters. Chapter one comprises background, objectives, activities of the project and a description on how data presented in the present report is validated. Chapter two comprises quantity aspects of the project such as CEC establishment, enrolment, dropouts, graduates of the project and their involvement in income generation activities. Feature of linkage programme is also included in the very chapter. Chapter three comprises an abridge account of the field visit conducted for data validation, findings from FGDs and interviews conducted during field visit. Data presented under the chapter included average monthly income and purchasing capacity of the learner increased with the intervention of the project; status of schooling of children, family health and nutritional status, social awareness, food habit, cleanliness etc. Chapter four comprises learning and challenges of the project while some success case studies were appended under annexure of the report.

Data validation

MIS section of the project collects data from the field through several sources. One important source is the third party Monitoring Partner Agency (MOPA). MOPAs submit monthly and quarterly report incorporating data collected by their Assessors. The other important source is the LGED. LGED has been entrusted to develop MIS database for PLCEHD-2 project to support for management and monitoring functions of the project activities. For project monitoring LGED has already trained up their 210 Community Organizers (CO) and submitted 3 reports on 10% data collection from LCs. Besides, BNFE has also established an internal monitoring cell comprising members from the officers of both PIMU and BNFE to monitor CECs. These officers, as their routine work, visit CECs regularly and submit report accordingly. In addition to the above, Director General (DG) of BNFE is forming monitoring team each month headed by a Deputy Director to monitor hundred percent CECs of two particular districts by a week. District Bureau of Non-formal Education Office including district project office also visits CECs as their routine work and report to PIMU on monthly basis. On the basis of the monitoring report the PIMU and BNFE take necessary action as and when required.

Data presented in the present report in terms of establishment of CECs, enrolment and dropouts of learners, completion of PLCE course by the learners and their involvement in income generation activities have been generated from the existing MIS section of the project.

As mentioned earlier, validation of these data were done further by field visit and conducting observation, focus group discussion and interviews with the course completers, on a sample basis, from ten different districts of the country, such as Chittagong, Cox's bazaar, Sunamganj, Meherpur, Potuakhali, Bagerhat, Rangpur, Kurigram, Chapainawabganj and Faridpur during June 2012 considering high performing, moderate and low performing district.

Findings of the field visit found quite consistent to the data generated from the MIS section of the project, particularly in the case of establishment of CECs, enrolment, dropouts, completion of PLCE course and involvement of NFE graduates in income generation activities. Findings of the field visit, in terms of quantity and quality aspects of the project were detailed further in the second and the third chapters of the present report respectively.

Chapter Two: Results in terms of Quantity Aspects of the Project

CEC Establishment and Learner Enrolment



Mr. M.M. Neazuddin, Secretary, MOPME, Mr. Alamgir, DG, BNFE and Mr. MA Mannan Howlader, PD, PLCEHD-2 attended innagural session of PLCEHD-2 program at Kurigram

The PLCEHD project aims to establish a community based and need oriented PLCE program and a supporting organizational framework for developing 1.6 million neo-literates and primary school dropouts in 29 districts. As per project document during the first phase of the project 6 districts, such as: Chapai Nawabganj, Meherpur, Patuakhali, Narayanganj, Moulvibazar; during the second phase 12 districts, such as: Dhaka, Sherpur, Panchagarh, Nilphamari, Chandpur, Cox's bazaar, Satkhira, Barisal, Bhola, Sunamganj, Jenaidah and Sylhet while during the third phase of the project 11 district, such as: Manikganj, Munshiganj, Faridpur, Rangpur, Kurigram, Natore, Kustia, Bagerhat, Brahmanbaria, Tangail

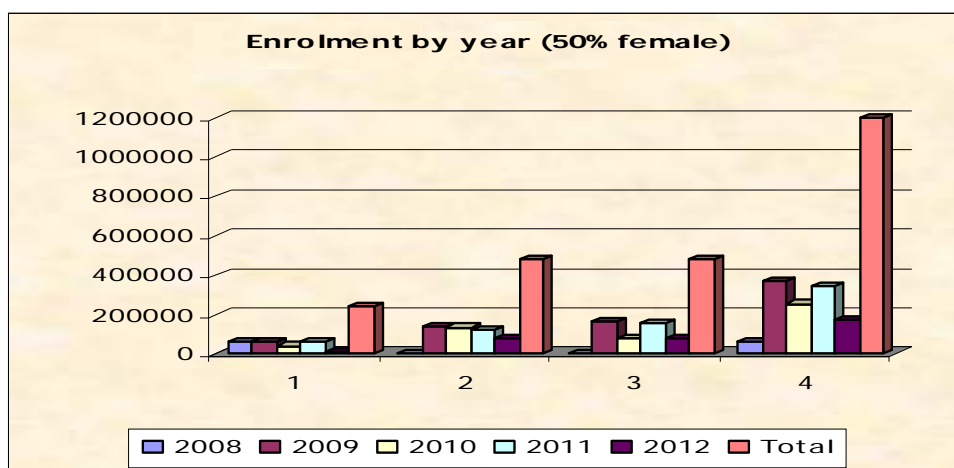
and Chittagong were brought under the project. Phase, District and Upazila wise establishment of centres and enrolled learners upto June, 2012 are presented in the following Table-01.

Table-01: Learners' enrolment by phase and year upto June 2012

Phase	Coverage (no.)			Enrolment by year (50% female)					
	District	Upazila	Center established	2008	2009	2010	2011	2012	Total
I	6	31	1054	63240	63240	40800	63240	12240	242760
II	12	86	2932	0	140760	134640	124440	80040	479880
III	11	92	3161	0	166560	78480	154320	78000	477360
Total	29	209	7,147	63,240	370,560	253,920	342,000	170,280	1,200,000

It is observed from the above table that from 2008 to 2012 on ward, total 1,200,000 learners were enrolled in 7,147 centres under different phase and cycle of the project.

Figure-1: Number of enrolled Learners' by year (50% Female)



Dropouts of learners

Table-02 below shows 9,119 learners were dropped out from the first phase, 21,355 from the second phase and 19,107 were dropped out from the third phase of the project. Percentage of the figures thus comes as 4.0, 5.6 and 4.8 respectively. In total the figure thus comes as 49,581 which is 4.9% against the learners enrolled into PLCE course upto October, 2011. So it is important to note that here the percentage of dropout is calculated not against the total enrolled learners which is 1,200,000 at this stage in the project but against the learners who enrolled into PLCE course upto October, 2011 (1,011,360). Learners enrolled in many centers after October, 2011 are yet to complete their course and therefore, dropouts against these learners can not be ascertained right now. Thus, CLCs yet to complete the cycle remained out of the present calculation of dropouts.



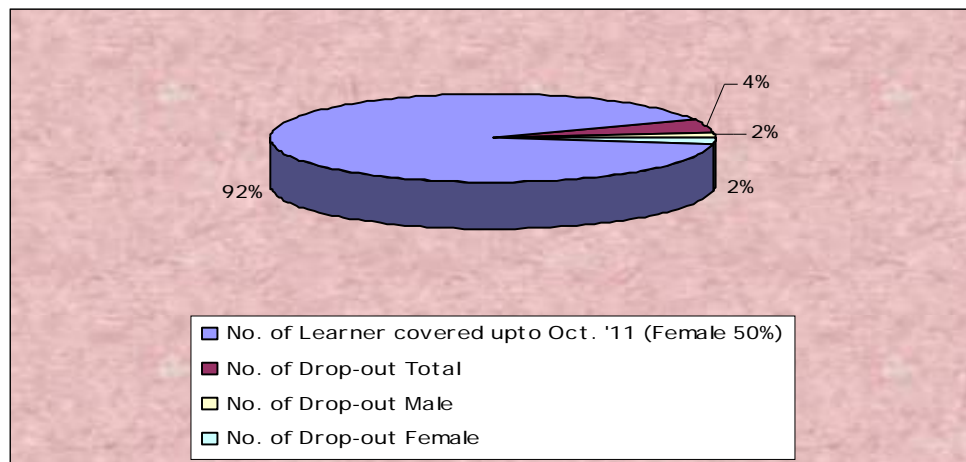
PLCE stakeholders are being interviewed during field visit

Table-02: No. of Graduates and No. of Drop-outs by phase and year upto July 2011

Phase	No. of Learner covered upto Oct. '11 (Female 50%)	No. of Drop-out		
		Total	Male	Female
I	230,520 (100)	9,119 (4.0)	4,525 (2.0)	4,594 (2.0)
II	381,480 (100)	21,355 (5.6)	11,028 (2.9)	10,327 (2.7)
III	399,360 (100)	19,107 (4.8)	9,520 (2.4)	9,587 (2.4)
	1,011,360 (100)	49,581 (4.9)	25,073 (2.5)	24,508 (2.4)

- Figure in the parentheses indicate percentage
- 18,360 learners from the first cycle of Dhaka and Panchagor are excluded from the above calculation (1,011,360) because implementation of the PLCEHD-2 project was postponed at the middle of operation in the above district as the contract of the concerned INGO of the two districts were cancelled due to non-performing

Figure-2: Learners' dropout



Graduates and involvement in income generation

Data reveals that 955,903 learners have been graduated upto June 2012 out of 1,011,360 learners enrolled in the project upto October, 2011. And out of 955,903 graduates, 384,731 are now

involved in different income generating activities. As reveals in the following Table-03, overall percentage of learners involved in income generation activities either through self employment or through linkage with other employment providers, is appeared as 38.04% against the total graduates (955,903). This is quite close to the national figure which is 42% for self-employed/own account workers category out of the total working labor in the country during 2006 (*Employment Promoting Growth in Bangladesh, December 2008, Policy Analysis Unit Bangladesh Bank*). It is to be mentioned that learners are being enrolled by cycle and phases continuously in the project. Upto July, 2012, more 170,280 learners were enrolled in the course and yet to complete their course.



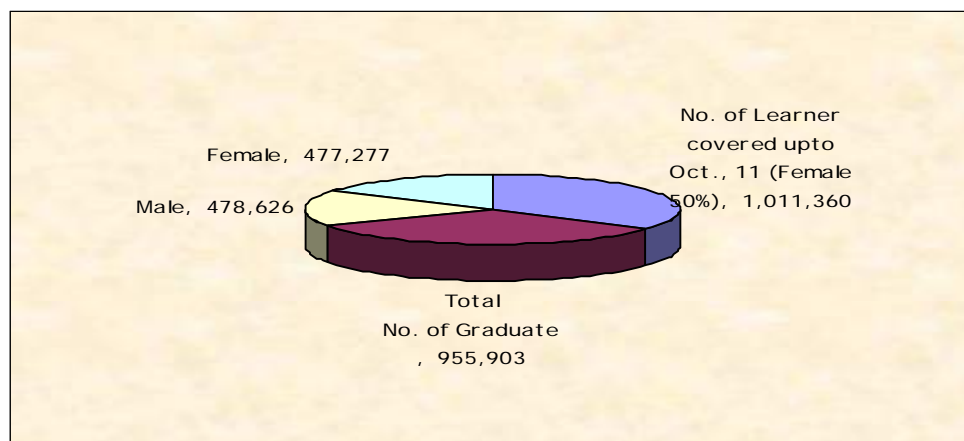
Prizes distributed at BNFE campus to the best stall organizers of the NFE product's fair in presence of former Secretary, MOPME; DG, BNFE and PD, PLCEHD-2 Project

Table-03: Course completers and Involvement in income and employment as on June 2012

Phase	No. of Learner covered upto Oct., 11 (Female 50%)	No. of Graduate			Involvement in income and employment as on July 2012		
		Total	Male	Female	Total	Male	Female
I	230,520 (100)	223,288 (96.9)	111,254 (48.3)	112,033 (48.6)	59,284	28,121	31,163
II	381,480 (100)	360,143 (94.4)	180,311 (47.3)	179,832 (47.1)	180,161	86,476	93,685
III	399,360 (100)	372,472 (93.3)	187,060 (46.8)	185,412 (46.4)	145,286	70,532	74,754
	1,011,360 (100)	9,55,903 (94.5)	4,78,626 (47.3)	4,77,277 (47.2)	3,84,731 (38.04)	1,85,129 (18.30)	1,99,602 (19.70)

Figure in the parentheses indicate percentage

Figure-03: Number of Graduates as on June 2012



Field observation reveals that female learners choose more usual trade like tailoring, batik & boutique, Nursery, Vegetables, Fruits and Flower cultivation live stock etc. where qualified trainers are more available than those of the other trades. Male participants are found more interested to livestock, house wiring, fish culture, Masonry, Plumbing & Pipe fitting etc. In many cases qualified

trainers are not always available for all the designed trades in many areas and so option of trades for the male learners of the project practically become limited although there are enough options in the design of the project. Sometimes INGOs are also found less interested to go for selected trades those they find difficult to manage despite there are great demand of the very trades from the learners. This is a reality and will take time to overcome over the course of time.

Figure-04: Number of Graduates Involvement in Income and Employment as on June 2012

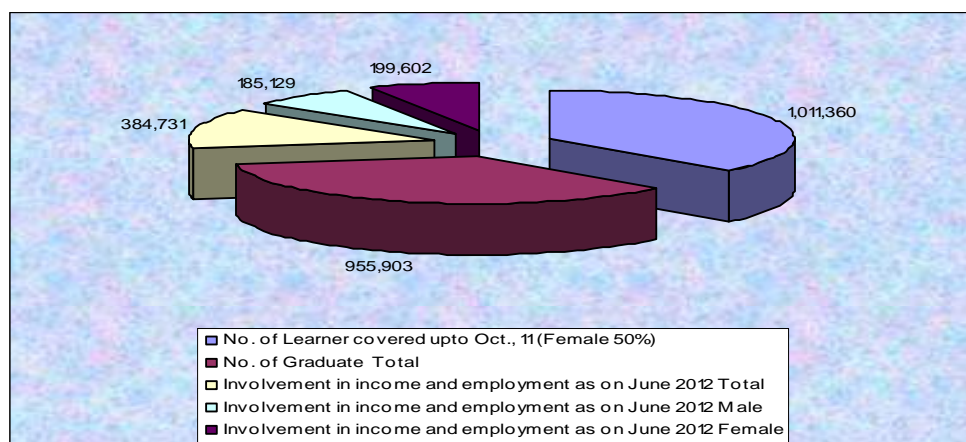


Table-04: Employment status of the learners by trade

Trade	Total		
	Male	Female	Total
Tailoring, Embroidary, Block, Buotique, Tie-dye & Screen print	8,846 (4.5)	1,89,780 (95.5)	1,98,626 (100)
Fish Culture	28,940 (99.0)	288 (1.0)	29,228 (100)
Mashroom, Silk & Maize cultivation	397 (96.4)	15 (96.4)	412 (100)
Nursury, Vegetables, Fruits and Flower cultivation	9,750 (81.6)	2,193 (18.4)	11,943 (100)
Livestock	64,045 (92.0)	5,594 (8.0)	69,639 (100)
Food processing, Soap & Candle making	1,144 (70.1)	488 (29.9)	1,632 (100)
Computer & Photocopier use and servicing	628 (95.4)	30 (4.6)	658 (100)
Refreezeration & Airconditioner servicing	683 (100.0)	0	683 (100)
Welding	247 (100.0)	0	247 (100)
Shallow pump mechanic	6,173 (100.0)	0	6,173 (100)
House wiring	52,939 (100.0)	0	52,939 (100)
Radio, Television & Mobile servicing	6,549 (99.7)	20 (0.3)	6,569 (100)
Masonry, Plumbing & Pipe fitting	3,659 (100.0)	0	3,659 (100)
bamboo, cane, Bee keeping	286 (27.5)	754 (72.5)	1,040 (100)
Bicycle, Rickshaw/Van and Key mechanic	677 (100.0)	0	677 (100)
Sanitary latrine making	106 (100.0)	0	106 (100)
Beauty Parlour	60 (12.4)	424 (87.6)	484 (100)
Others	0	16 (100.0)	16 (100)
All	1,85,129 (48.1)	1,99,602 (51.9)	3,84,731 (100)

Figure in the parentheses indicate percentage

Table-04 shows that the trade titled *tailoring, embroidery, block, boutique, tie-dye & Screen print* is the first trade where about 50% learners enrolled. Second important trade that most learners prefer is the *livestock* which covered 22% learners of the course. The third preferred trade is the *House wiring* which covered 13% learners of the project. Other chosen trades of the project include, *Radio, Television & Mobile servicing* (2%), *Nursery, Vegetables, Fruits and Flower cultivation* (1.87%), *Shallow pump mechanic* (1.7%) etc. The least important trade, as found from the above Table-4, is the *sanitary latrine making* where only 0.1% learners have been enrolled.

Linkage program

Linkage program is an important component of the PLCEHD-2 project. Facilitators and other staff of the project spend at least three months after completion of the nine months Post literacy and Continuing Education Course of the project to establish meaningful linkage with the govt. and non-government loan providers, entrepreneurs and potential job providers so that graduates of the course can easily be involved with them to generate income for better livelihood. Meaningful linkage program of the present PLCEHD-2 project comprises following important element:



PLCEHD-2 graduate involved in cow fattening

- Orient NFE graduate about the rules and regulation about getting loan from different govt. and non-government institutions;
- Orient NFE graduate about local govt. and non-government loan providers, entrepreneurs and potential job providers;
- Linking NFE graduates to the local govt. and non-government loan providers,
- Provide technical advise on starting small business to become economically independent
- Linking NFE graduates to the entrepreneurs and potential job providers;
- Provide necessary guidance and advise so that graduates enhance their capacity through life long continuing education;
- Motivate NFE graduates to sustain their life long education for improving quality of life.



A snapshot of the fair organized at BNFE campus with the products produced by the graduates of the PLCEHD-2 Project

Chapter Three: Results in terms of Quality Aspects of the Project

The field Study

An intensive field study was conducted by three separate team comprising members from DD, AD of PLCEHD-2 project including MIS specialist and NFE-RC Coordinator of the project to collect qualitative data from the field through conducting FGDs, interviews and field observation from ten different districts of the country during June 2012. Name of the visited districts of six divisions, upazilas and number of PLCE graduates contacted for each of the ten districts were as follows:

Division	District	Upazila	No. of PLCE Graduates
Barisal	Patuakhali	Patuakhali Sadar	30
		Mirzaganj	30
Chittagong	Chittagong	Chandanaish	15
		Sitakunda	18
	Cox's Bazar	Cox's Bazar Sadar	20
		Ukhiya	10
Dhaka	Faridpur	Faridpur Sadar	09
		Madhukhali	13
Khulna	Bagerhat	Mongla	30
		Fakirhat	30
	Meherpur	Meherpur Sadar	30
		Mujibnagar	30
Rajshahi	Kurigram	Kurigram Sadar	29
		Rajarhat	18
	Chapai Nawabganj	Chapai Nawabganj Sadar	15
		Nachole	28
	Rangpur	Rangpur Sadar	32
Mithapukur	31		
Sylhet	Sunamganj	Sunamganj Sadar	14
		Chhatak	24
	Total	20	456

In all the districts FGDs were conducted with at least 10 NFE graduates who are now involved in different income generating activities after having training from the PLCEHD-2 course. In all cases more than 50% graduates were female. Similarly, in all districts, individual interviews were conducted with all the above graduates involved in FGDs who are now involved with different income generating activities after having training on different trades from the PLCEHD-2 project. Besides, some physical visits to the workplace of the learners in different district were also made to verify the authenticity of changes already mentioned by the learners during focus group discussion and individual interviews. Findings of FGDs and interviews are summarized as follows:

Findings from Focus Group Discussions (FGDs)

Focus group discussions with the graduate learners of the project at different visited districts were guided mainly by the following indicators:

- Average monthly income
- Average purchasing capacity
- Schooling of children
- Family Health Status
- Family Nutritional Status
- Social awareness
- Food habit
- Cleanliness

In terms of average monthly income of the respondents of the FGDs, it appears that average monthly income of the respondents has been boosted to tk. about 20,000 from tk. 14,000. In terms of purchasing capacity of the learners of the project, it reveals that average expenditure of the respondents has been increased to about tk. 11,000 from tk. 8,000 after attending the PLCEHD-2 course. Outcomes of the discussion indicates that number of children of the PLCEHD-2 graduates attending primary education at present is also higher than the number of children attended primary school before intervention of the PLCEHD-2 project. Discussion also reveals that awareness level about health care and nutritional issues is also increased significantly among the families and now they are less prone to health hazards. They are now socially more aware and cooperative to resolve common social issues like mending road and culverts, repairing bamboo pool etc. The issue based discussion of the course helped them to understand about balanced diet and cheaper but nutritional foods. They now try to maintain these as best as possible. They understand the importance of cleanliness better now than they were before attending the PLCEHD2 course and try to keep their personal and familial environment clean.



Mr. Humayan Kabir, DD, PLCEHD-2 conducting FGD with the graduates during field Visit

Findings from the Interviews

Average family size of the graduates by division, district and upazila

It is revealed from the Table-06 below that average family size of the respondents of the study ranges from 4 to 8 persons while average family size is 5.52 persons. A detail picture of the average family size of the graduates by division, district and upazila is given in the Table-06 below.

Table-6: Average family size of the graduates by division, district and upazila

Division	District	Upazila	Average Family size (No.)			
			Total	Male	Female	Children
Barisal	Patuakhali	Patuakhali Sadar	4.83	2.07	2.17	1.21
Barisal	Patuakhali	Mirzaganj	5.20	2.40	2.70	1.00
Chittagong	Chittagong	Chandanaish	6.33	3.40	3.62	1.00
Chittagong	Chittagong	Sitakunda	6.33	3.33	3.00	1.00
Chittagong	Cox's Bazar	Cox's Bazar Sadar	7.90	3.90	4.00	1.60
Chittagong	Cox's Bazar	Ukhiya	7.70	4.20	3.30	4.00
Dhaka	Faridpur	Faridpur Sadar	4.56	2.11	2.75	1.00
Dhaka	Faridpur	Madhukhali	5.38	2.69	2.54	1.00
Khulna	Bagerhat	Mongla	4.43	2.03	2.32	1.13
Khulna	Bagerhat	Fakirhat	4.60	2.27	2.27	1.29
Khulna	Meherpur	Meherpur Sadar	5.07	2.47	2.17	1.00
Khulna	Meherpur	Mujibnagar	5.33	2.83	2.20	1.42
Rajshahi	Kurigram	Kurigram Sadar	4.66	2.28	2.31	1.25
Rajshahi	Kurigram	Rajarhat	5.17	2.67	2.44	1.15
Rajshahi	Chapai Nawabganj	Chapai Nawabganj Sadar	4.47	2.20	2.20	1.00
Rajshahi	Chapai Nawabganj	Nachole	5.57	2.85	2.81	1.36
Rajshahi	Rangpur	Rangpur Sadar	5.34	2.59	2.69	1.31
Rajshahi	Rangpur	Mithapukur	5.00	2.52	2.39	1.46
Sylhet	Sunamganj	Sunamganj Sadar	8.21	4.07	4.43	1.38
Sylhet	Sunamganj	Chhatak	7.79	3.33	4.38	1.83
All			5.52	2.70	2.72	1.29

Occupation of the Graduates

Table-07 below gives a detail account of changes of occupation of the respondents, before and after their involvement in the PLCEHD course. Data reveals from the following Table that unemployment rate declined to 5.7% from 44.08% among the respondents with the intervention of the PLCE course. In terms of occupation of the graduates, significant statistics reveal that involvement in tailoring trade has been increased to 51.54% from 0.22% among the respondents. Besides, data also reveals that occupation in house wiring, welding, cattle and poultry farming, bee keeping, pipe fitting etc. has been increased while there were no involvements of the respondents before attending the PLCE course in the field.

Table-07: Occupation of the Graduates

Occupation	After attending PLCE Course		Before attending PLCE Course	
	No. of respondents	%	No. of respondents	%
1 Unemployed	26	5.70	201	44.08
2 Tailoring	235	51.54	1	0.22
3 House Wife	52	11.40	191	41.89
4 Electrician	29	6.36	0	0.00
5 Welding	3	0.66	0	0.00
6 House wiring	13	2.85	2	0.44
7 Farmer	27	5.92	43	9.43
8 Fishing	18	3.95	2	0.44
9 Business	7	1.54	5	1.10
10 Worker	0	0.00	2	0.44
11 Cattle Fattening	13	2.85	0	0.00
12 Poultry	2	0.44	0	0.00
13 Student	0	0.00	2	0.44
14 Self employment	1	0.22	0	0.00
15 Bee keeping	2	0.44	0	0.00
16 Transportation	0	0.00	1	0.22
17 Boatman	1	0.22	1	0.22
18 Bicycle-van repairing	17	3.73	0	0.00
19 Day Labour	1	0.22	5	1.10
21 Pipe Fitting	3	0.66	0	0.00
22 Driver	1	0.22	0	0.00
23 Tree Plantation	1	0.22	0	0.00
24 Grameen Trade/Kuthir Shilpa	4	0.88	0	0.00
All	456	100	456	100

Average family income of the respondent

Data reveals from the following Table-08 that monthly average family income of the respondents from several sources was Bdt. 14,047.38 before attending the PLCE course while after attending the course their monthly average family income boosted to Bdt. 20,833.28. This income was generated from cropping, livestock, fishery, wage labour, grocery shop non-farm sources, remittance and other sources. Table-08 below shows prominent income source of most of the respondents is cropping, the second prominent source is poultry and the third is live stock.

Table-08: Monthly average family income of the respondent

Head of income	Average Family Income (Tk.)			
	Before attending PLCE Course		After attending PLCE Course	
	No. of respondents	Average income (Tk.)	No. of respondents	Average income (Tk.)
1 Crop	250	3,216.00	250	4,452.00
2 Live stock	181	3,645.30	186	4,116.67
3 Poultry	235	1,004.72	245	1,498.90

Table-08: Monthly average family income of the respondent

4	Fisheries	83	5,101.20	92	7,030.43
5	Income from wage labour	170	4,595.88	178	6,621.91
6	Income from remittances	12	21,966.67	18	18,683.33
7	Grocery shop	31	4,245.16	36	5,980.56
8	Non farm sources	58	6,924.14	102	6,377.94
9	Other source	102	2,811.27	253	3,503.56
	All	456	14,047.38	456	20,833.28

It is interesting to note that respondents of non-farm activities and other sources have been increased remarkably after attending the course. While there were 52 respondents involved in non-farm activities before attending PLCEHD-2 course, the number raised to 102 after attending the course out of the total 456 respondents. Similarly, while there were 102 respondents involved in other activities before attending course, the number raised to 253 after attending the course.

Average family expenditure of the respondent

Data reveals from the following Table-09 that monthly average family expenditure of the respondents from several sources was Bdt. 7,997.32 before attending the PLCE course while after attending the course their monthly average family expenditure increased to Bdt. 11,154.72 which is about 39.48 % more than their earlier expenditure. Heads of family expenditure include food, clothing housing, Health care, Education, Loan repayment, Social/religious festivals, dowry, Others etc. It is observed from the Table-09 that no. of loan borrowers have been increased among the respondents after attending the PLCEHD-2 course. Data shows, before attending the PLCEHD-2 course, the percentage of loan borrowers was about 20% out of the total respondents but the percentage raised to 28% after attending the very course. Data shows, before attending the PLCEHD-2 course, the percentage of respondents caring children education was about 62.5% out of the total respondents but the percentage increased to 71.49% after attending the very course. Although it is not a significant increase but considering a nine-month cycle of PLCE course, the rate is not discouraging.



Hon'ble Minister Md. Afsarul Amin, State Minister, Md. Motahar Hossain, MOPME; former Secretary, MOPME and PD, PLCEHD-2 visiting stalls in the NFE Product fair at BNFE campus.

Table-09: Monthly Average family expenditure of the respondent

Head of Expenditure	Before attending PLCE Course		After attending PLCE Course	
	No. of respondents	Average expenditure (Tk.)	No. of respondents	Average expenditure (Tk.)
1 Food	436	3585.62	450	4885.96
2 Clothing	415	935.82	432	1365.30
3 Housing	167	790.12	182	1052.75
4 Health care	385	719.74	405	849.02
5 Children Education	285	801.32	326	1106.43
6 Loan repayment (FY)	90	2690.22	127	2761.81
7 Social/religious festivals	282	758.97	305	1310.60
8 Dowry	10	23050.00	7	21500.00
9 Others	139	1806.12	163	2662.58
All	456	7997.32	456	11154.72

Data also shows, before attending the PLCHED-2 course, the percentage of respondents taking health care was about 84% out of the total respondents but the percentage increased to 88% after attending the very course. This should be because respondent become more aware about health care through the discussion on awareness issues during the course and now spend much on health care. No. of respondents paying dowry was 10 out of the total respondents before attending the PLCHED-2 course but the no. reduced to 7 after attending the very course.

Gender involvement in household decision making

As shown in the Table-10 below, male dominated most of the decisions regarding spending household income, children education, marriage of children, family planning, food items etc. in the family before attending PLCEHD-2 course but the scenario changed after attending the PLCEHD-2 course. In terms of participation in decision making, particularly, procuring household items, children education, marriage of children, family planning, resolving different familial issues etc., it is observed that joint involvement of male and female members of the family have been increased remarkably among the the graduates after attending PLCEHD-2 course. A detail picture is presented in the following Table-10.



Mr. Ruddy, representative of ACCC, the consulting firm working under PLCEHD-2 project and Mr. Stephen Vardigan, International Consultant purchasing products of NFE graduates from the fair.

Table-10: Gender involvement in household decision making

Items for decision making	Decision made by No. and %												
	Before						After						
	Male		Female		Both		Male		Female		Both		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1	Food items	347	76.10	32	7.02	67	14.69	32	7.02	23	5.04	391	85.75
2	Food items in large quantity	324	71.05	36	7.89	85	18.64	27	5.92	26	5.70	392	85.96
3	Toiletries (hair oil, less, hair clip, etc.)	220	48.25	159	34.87	62	13.60	19	4.17	95	20.83	327	71.71
4	Gold & silver Jewelry	209	45.83	111	24.34	103	22.59	16	3.51	51	11.18	356	78.07
5	Clothes for kids	263	57.68	76	16.67	95	20.83	16	3.51	43	9.43	375	82.24
6	Household utensils	284	62.28	47	10.31	103	22.59	21	4.61	28	6.14	385	84.43
7	Groceries (Kerosene, oil, spices, etc.)	309	67.76	35	7.68	93	20.39	41	8.99	26	5.70	370	81.14
8	Children education	274	60.09	22	4.82	126	27.63	12	2.63	26	5.70	384	84.21
9	Marriage of daughter and son	265	58.11	17	3.73	120	26.32	15	3.29	17	3.73	370	81.14
10	Spending household income	289	63.38	17	3.73	132	28.95	14	3.07	14	3.07	410	89.91
11	Neighbours take advice from	234	51.32	62	13.60	139	30.48	10	2.19	20	4.39	405	88.82
12	Assets owned (cattle, jewelry, goat/sheep, etc.)	281	61.62	27	5.92	119	26.10	45	9.87	23	5.04	359	78.73
13	Family planning	302	66.23	20	4.39	79	17.32	54	11.84	17	3.73	330	72.37
		300	65.79	15	3.29	92	20.18	45	9.87	14	3.07	348	76.32

Quality Standard of the Respondents

Table-11 shows that average purchasing capacity, number of children going to school, general health status, general nutritional status, level of social awareness, degree of cleanliness, changes in food intake and food habit, changes in sanitation, changes in drinking water, changes in clothing etc. among the graduates have been improved significantly through the intervention of the PLCEHD-2 project in the field. Table-11 also shows that participation of PLCE graduates, facilitators and CMC members in social development work has been increased. Besides, capacity of CMC members in terms of financial management, learner and facilitator management etc. were also increased significantly through the intervention of the PLCEHD-2 project in the field.

Table-11: Status of Quality Standard of the Respondent

Indicators	Indicators by No. and %					
	Increased		Remain same		Decreased	
	No.	%	No.	%	No.	%
1 Average purchasing capacity	434	95.18	8	1.75	0	0.00
2 No. of Children going to School	369	80.92	42	9.21	3	0.66
3 General Health Status	435	95.39	17	3.73	2	0.44
4 General Nutritional Status	434	95.18	17	3.73	1	0.22
5 Level of Social awareness	433	94.96	8	1.75	0	0.00
6 Degree of Cleanliness	428	93.86	18	3.95	1	0.22
7 Changes in food intake	430	94.30	30	6.58	6	1.32
8 Changes in food habit	429	94.08	31	6.80	2	0.44
9 Changes in sanitation	430	94.30	13	2.85	0	0.00
10 Changes in drinking water	429	94.08	26	5.70	0	0.00
11 Changes in Clothing	415	91.01	22	4.82	2	0.44
12 <i>Changes in participation in social development work</i>						
a Learners	417	91.45	22	4.82	0	0.00
b Facilitators	422	92.54	38	8.33	0	0.00
c CMC members	425	93.20	45	9.87	0	0.00
d Female learner's participation	421	92.32	13	2.85	2	0.44
e Female leadership in the society	410	89.91	30	6.58	0	0.00
13 <i>Capacity increased of CMC</i>						
a Financial Management	418	91.67	14	3.07	0	0.00
b Learners Management	428	93.86	18	3.95	0	0.00
c Facilitator Management	423	92.76	19	4.17	0	0.00

Comments of different stakeholders

During this study members of DNFE and UNFEC were contacted to get their comments about the existing PLCEHD-2 Project of BNFE. In addition to this, PLCE entrepreneur, Job providers, members of Local union parishad (member/chairperson), local leader/school teacher were contacted to get an overall impression about the project. Besides, 40 Centre Management Committee (four CMC from two upazillas and eight CMC from one District and thus 40 CMC from ten Districts) also contacted during this study to get their feedbacks about the strengths and weakness of the present PLCEHD-2 Project.



PLCE graduates involved in making Jamdani products

Comments of representatives of DNFECD on several issues of the project

- *Role performed implementing PLCEHD-1 in the District:* DNFECD committee members attended bi-monthly meeting and reviewed strengths and weakness of the PLCE course in the districts and took necessary steps to overcome the problems as and when required.
- *Role performed in supervising and monitoring PLCEHD-2 project in the district:* Most of the CLCs of the district were visited by the DNFECD committee members. They presented their findings and shared their concern to the meeting. Necessary actions were then taken jointly by the members of the committee.
- *Role in providing guidance to (a) reviewing progress, (b) identify problems, (c) extend suggestions and assistance for implementing PLCEHD-2 project in the district:* DNFECD committee members reports in the meeting about the progress of the PLCE. Suggestions provided to limit the problems of the CLCs those were found affected with irregular attendance of learners, shortage of materials, lack of proper repair & maintenance etc.
- *Role performed in attending regular monthly meeting and implementing decisions of the meeting:* DNFECD committee members attended bi-monthly meeting regularly. Decisions of the meeting were documented in the minutes and were delivered by the Chairperson verbally and sometimes by notice. Decisions were implemented jointly by the members through team work.
- *Role in taking steps in order to aware greater community of the district for strengthening PLCEHD-2 Project:* All international days were observed including the International Literacy Day. Besides, rally and campaign throughout the year were conducted to aware greater community for strengthening PLCEHD-2 Project in the district
- *Roles performed for PLCE graduates in getting loan from different sector and involve them in income generation and employment opportunities:* Several sharing and meeting were conducted with the govt. and Non-government loan providers in the district to facilitate the process of getting loan from different sectors and involve the PLCE graduates in income generation and employment opportunities.
- *How female graduates have become empowered after attending PLCE course:* After attending PLCE course, female learners became more capable in taking decision and expressing their opinions in the family, society and at their workplace independently.



Field investigators conducting FGD with the PLCE graduates

Comments of representatives of UNFEC on several issues of the project

- *Importance given on factors in approving CMC:* Most of the CMCs were approved considering the members were selected from the local people having interest in education and sense of social responsibility, having volunteerism and charitable attitudes.
- *Role performed in coordinating and providing assistance to implement PLCEHD-2 project in the upazila:* PLCE activities in the upazila were coordinated by the UNFEC committee by attending monthly meeting regularly. In the meeting necessary steps were taken to assist AD, DPC, PO in implementing the program in the upazil.

- *Role performed in supervising and monitoring PLCEHD-2 project in the upazila:* Apart from sharing progress of the project in the monthly meeting members of the committee frequently visited CLCs in the upazila and supervised and monitored PLCEHD-2 project in the upazila
- *Role performed in providing guidance to (a) reviewing progress, (b) identify problems, (c) extend suggestions and assistance for implementing PLCEHD-2 project in the district:* UNFEC committee reviewed strengths and weakness of the PLCE project in the monthly meeting. Appropriate steps were then taken to limit irregular attendance of learners, shortage of materials, lack of proper repair & maintenance etc.
- *Role performed in attending regular bi-monthly meeting and implementing decisions of the meeting:* UNFEC committee attended monthly meeting. Decisions of the meeting were delivered through minutes. Decisions were implemented jointly by the members through team work.
- *Role performed in resolving issues if raised against any member of the CMC:* Most of the complaints were resolved by consultation, often the issues were discussed in the CMC meeting and thus the complaints were resolved.
- *Role performed in taking steps in order to aware greater community of the Upazila for strengthening PLCEHD-2 Project:* The International Literacy Day and other national and international days were observed in the Upazila where most of the learners of PLCE were attended. Besides, rally and campaign throughout the year were conducted to aware greater community for strengthening PLCEHD-2 Project in the upazila.

- *Roles performed for PLCE graduates in getting loan from different sector and involve them in income generation and employment opportunities:* Several contacts and sharing were conducted with the govt. and Non-government loan providers in the upazila to facilitate the process of getting loan from different sectors and involve the PLCE graduates in income generation and employment opportunities.



PLCE graduates showing their garments products to the investigator during field visit

- *Role performed in extending cooperation for approving centre-wise learner list:* Proper guidance was provided to prepare the list of learners from the data of the baseline study conducted earlier for the PLCE-2 project.
- *Criteria followed in selecting resource persons:* Proper guidance was provided to select the resource person of the project from the individual/officers working in the Govt. and Non-government organization in the upazila.
- *How female graduates have become empowered after attending PLCE course:* Female learners became independent taking decision and expressing their opinions in the family, society and at their workplace after attending PLCE course,
- *Comments on further action towards improving the PLCEHD-2 program:* The present CLCs should remain open from 09.00 AM to 0.5.00 PM. There should be provision to offer incentives to the best learners of the project. Besides, salary structure of the UPCs, the MTs and the facilitators of the project need to be revised in order to increase their attraction towards the project.

Comments of the members of the union parishad (member/chairperson) and local leader/school teacher on several issues of the project were as follows.

Comments about the objectives of the project: The overall objective of the PLCEHD-2 project is to reduce poverty through empowering the neo-literate rural poor by providing them with literacy, life skills and income-generating skills aimed at enhancing their employment opportunity and breaking the cycle of poverty. This is a very timely and laudable effort of the government.

- *Role performed in social mobilization:* We participated in all national and international days (such as Intl. Literacy day), rally and campaign throughout the year and mobilized greater community for strengthening PLCEHD-2 Project in the Upazila
- *Role performed in ensuring regular attendance of the facilitators in the CLC:* Along with the members of CMCs we were also careful about attendance of the facilitators and ensured their regular attendance in the CLC.
- *Role performed in identifying the demand of skill training of the learners:* Along with the Members of CMCs most of us extended our sincere supports in the selection of appropriate trade for the learners.
- *Role performed in preservation of education and training materials:* Most of us extended our sincere supports in the preservation of materials. In many cases, as and where necessary, alternative arrangement in the adjacent house was made for keeping the materials safe.
- *Role performed in setting sanitary latrine, particularly for the women, adjacent to the CLC:* Along with the members of CMCs most of us extended our supports setting sanitary latrine, particularly for the women. In many cases, secure alternative sanitation for the women was made in the adjacent houses of the CLCs.
- *Role performed in informing parent and community members of the progress of the CLC:* Along with the members of CMCs we attended meeting and informed parent and community members of the progress of the CLC.
- *Role performed linking PLCE graduates to the potential job providers:* Several contacts and sharing were made with the potential job providers in the upazila to involve PLCE graduates in income generation and employment opportunities and in most cases results were quite satisfactory.

Comments of representatives of Job Providers of PLCE graduates on several issues of the project were as follows.

- *Comments about the objectives of the project:* This is a very commendable effort of the government of Bangladesh to empower the neo-literate rural poor of the country by providing them with literacy, life skills and income-generating skills under the present PLCEHD-2 project.
- *How PLCE graduates contacted and found job in your enterprise:* In many cases, the trained graduates of the project contacted us and sometime we also contacted them through the PO/APO/other staff of the project.
- *Number of employee work in the enterprise:* There are one to three workers work in many enterprises. Numbers of males are however greater than the female workers.
- *Level of skill of the PLCE graduates:* Level of the PLCEHD-2 project is OK, However, this level need to be upgraded which can easily be done if they continue to work for long time.
- *Comments on further action towards developing skill of the PLCE graduates:* These graduates can develop their skill themselves. So they need to continue their work in the respective trade.

Comments of PLCE entrepreneurs on several issues of the project were as follows.

- *How linkage made with different organization during the training period:* Linkage with the organizations and potential job providers were made through meeting, sharing and personal contact with the Master trainer/PO/APO and sometimes by the graduates themselves.

- *Number of employee work in the enterprise:* There are one to three workers work in many enterprises. Numbers of males are however greater than the female workers.
- *Comments on further action towards developing skill of the PLCE graduates:* These graduates can develop their skill themselves if they continue their work in the respective trade.

Comments of CMCs on several issues of the project

- *Role performed in reviewing progress of the CLC:* Members of CMCs in most centres attended meeting regularly and shared progress of the centre jointly.
- *Role performed in providing guidance to the facilitators for running the CLC:* Members of CMCs in most centres provided guidance to the facilitators regularly for effective running the CLC.
- *Role performed in student survey and selection:* Members of CMCs in most centres extended their cooperation and supports to the NGOs staff in student survey and selection.
- *Role performed in trade training of the participants:* Members of CMCs in most centres extended their supports in the selection of appropriate trade for the learners. They also extended their cooperation to ensure that learners attend the trade training regularly.
- *Role performed in preservation of education and training materials:* Members of CMCs in most centres extended their supports in the preservation of materials. In many cases, where keeping materials in the centre were not safe, they managed alternative arrangement in the adjacent house for keeping the materials safe.
- *Role performed in setting sanitary latrine, particularly for the women, adjacent to the CLC:* Members of CMCs in most centres extended their supports setting sanitary latrine, particularly for the women. In many cases, they arranged secure alternative sanitation for the women in the adjacent houses of the CLCs.
- *Role performed in ensuring regular attendance of the facilitators in the CLC:* Members of CMCs in most centres were careful about attendance of the facilitators and ensured their regular attendance in the CLC.
- *Role in informing parent and community members of the progress of the CLC:* Members of CMCs in most centres attended meeting regularly and informed parent and community members of the progress of the CLC.
- *Role performed in keeping regular contact with the local Non-formal Education Committee:* Members of CMCs in most centres kept regular contact with the local Non-formal Education Committee and informed the committee about the progress and prospect of the CLC.

Chapter Four: Learning and Challenges of the project

BNFE and the project authority learnt several important lessons while implementing the Post Literacy and Continuing Education at 192 upazilla of 27 districts of the country. Besides, project implementation and monitoring unit (PIMU) faced several challenges as well while implementing the huge project. Some of these lessons and challenges are mentioned herewith for future consideration:

Learning from the Project

1. INGO are responsible for successful implementation of the project in the field. So achieving the targets of the project totally depends on the commitment, efficiency, and sincerity of the INGOs.
2. In many cases qualified trainers are not always available for all selected trades of the project, so option of trades for the male learners of the project practically become limited although there are enough options in the project.
3. INGOs are also found less interested to go for selected trades where they face difficulties or limitations to manage despite there are great demand of the very trades among the learners.
4. Working with the INGOs shows that some NGOs performed assigned responsibilities efficiently with full commitment without any intervention; some performed their assigned responsibilities with full commitment although they don't have enough capacity. But some NGOs neither have any commitment nor any capacity to perform the assigned responsibilities.

Challenges of the Project

1. The upazilla and district level committee comprising members from the upazilla and district administration and other local service providing Govt. and Non-govt. agencies to monitor & evaluate the project activities in the field and extend necessary guidance to the INGOs are found not very effective in many upazilas.
2. Without proper training on financial management, the concept of maintaining CLCs bank account by the CMC at the local level is a big challenge.
3. The involvement of CMC in the implementation of project activities is too difficult to ensure in many cases.
4. It is found too difficult to work with the NGOs those have no commitment and capacity or either lack of capacity or commitment to perform their assigned responsibilities as per criteria.
5. Budget for the furniture, centre building and trade training materials were made on the basis of the market of 2001 and are not consistent to the present market.
6. It is too difficult to work with the INGOs who are less interested to go for varied trades as they are less capable to manage those trades despite there are great demand of the very trades among the learners.
7. Without adequate setup both interm of infratructure and human resources of BNFE at the local level, sustainability of CLC is a big challenge.
8. Mobilizing local resources for the CLC is a big challenge unless existing CMCs are empowered enough supported by proper infratructure and human resources of BNFE at the local level.
9. Number of human resources is found quite inadequate to implement such a huge project like the present PLCEHD-2 Project.
10. Without adequate setup both interm of infratructure and human resources of BNFE at the local level, converting the CLC as the local resource centre also a big challenge.