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To

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Subject: Communication on Engagement (COE) Report-2016.

Dear Mr. Secretary-General,

I am writing to pledge CCLP Worldwide Bangladesh continued report for the ten principles of the UN Global Compact (UNGC) with respect to human rights, labor standards, the environment and anticorruption and so on. With this renewed commitment, we express our continued enthusiasm and intent to advance these principles within our sphere of influence and will make a clear statement of this commitment to our members, stakeholders and the general public.

As the world largest collaborative platform for sharing ethical supply chain data across the existing UNGC principles CCLP Worldwide Bangladesh is dedicated to driving improvement in responsible and ethical non-business practices in global supply chain.

We also pledge our continued participation in the activities of the UNGC. Building on the highly successful collaboration between our organizations to date, detailed in our first Communication on Engagement report, CCLP worldwide Bangladesh will continue to participate in local networks, partnership projects, and will review and provide commentary to participating companies on their communication on progress.

CCLP Worldwide recognizes the vital role that the UNGC objective plays in advancing sustainable development across the global business community. We share this aims and look forward to continued partnership with the UNGC and its local networks to scale-up meaningful outreach with non-business

and the international community towards global sustainable development goals. I would be really grateful to you if you kindly post my COE Report on the global compact website as conveniently.

CCLP worldwide Bangladesh's Communication on Engagement (COE) achievements in the year 2015-2016 follows:

Thanks and kind regards

Sincerely Yours



Kartick Chandra Biswas

President CCLP Worldwide Bangladesh.

CCLPWORLDWIDE BANGLADESH.

Communication on Engagement (COE) Report-2016

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5. Introduction: The CCLPWorldwide Bangladesh is a non-business professionally managed education Charter organization committed to supports ten principles of the UN Global Compact with respect to human rights, labor, environment, anticorruption, education and so on. The attached report is an account of the major activities of the Bangladesh offices during the fiscal year 2015-16. This report is intended for the internal use of informing the CCLP Worldwide Bangladesh Board of Directors, and its local advisory committee in Country, staff, and parents, students and our other stakeholders and general public. In order to overview of any significant issue facing the organization,. There may continue on from the previous meeting of the current issues should not just be for information. But also to allow the COE obtain input and feedback from directors.

Staff Development and Reorganization: Effective January-2015 the President of the organization announced the formal creation of its Education Leadership and Management Team. Strategically the CCLP Worldwide Bangladesh and its Education Leadership Management Team quickly addressed the major issues at hand: 1) reduction in funding streams 2) budget rescissions 3) credit crisis and facility financing. Since most proposals are written for upcoming fiscal cycles the effects are more long-range in nature. However, there are immediate short-range goal to be expected.

The CCLP Worldwide Bangladesh will move all program operations under the leadership of K.C. Biswas as President of the organization. These responsibilities include all Charter and colleges and universities operation as well as in country youth leadership development program. The CCLP Worldwide will re-create a development and research department under leadership of President. This department will coordinate all program applications to various funding sources to be it private or public. The CCLP Worldwide Bangladesh's formative years success are the availability of grants, write an impacting story and document all necessary due diligence. Basically the CCLP Worldwide is an international NGO working to ensure quality of higher education in Bangladesh. It is a precocious organization and has various goals include advancing awareness of higher education and principle. Educational outreach and friendly relations with all communities, promoting moral dimension of daily life, greater understanding of values, study and research of different philosophy and culture of the world. In order to helps and

promote respectful coexistence and integration in pluralistic societies. This society will urge the students to make a positive difference in their communities and in the wider world. Further it will be able to explore traditional and newer dimensions worldwide. However, this report identified various factors relating to quality higher education both at public and private universities in Bangladesh. The report includes empirical observation of quality attributes and explanation based on those factors needed for ensuring quality higher education and also explanatory descriptive as well as evaluation in nature. The report describes the activities planned and performed over the reporting period, the difficulties faced and lesson learned through various seminars and interviews and recorded data with necessary information for office purposes.

6. Outcome: Participation in CCLP Worldwide Bangladesh's events are proving a successful channel for exposure of the UNGC and the 10 principles. CCLP worldwide Bangladesh's role as a Non-Business Signatory allows UNGC to reach new industries and stakeholders in CCLP worldwide network. There are benefits to CCLP Worldwide members too as the partnership allows both organizations to scale-up their events program to offer regular supply chain specific events, facilitating opportunities for dialogue and opportunities greater engagement with CCLP Worldwide stakeholders, and providing the UNGC with a forum to engage the CCLP Worldwide Bangladesh.

7. **Higher Education Background in Bangladesh:** As far as we know the World Conference on Higher Education held in Paris in 1998, emphatically recognized the importance of education and higher education particularly endogenous sustainable development, democracy and peace, strengthen the defense of peace as one of human values and respect for and protection of human rights and fundamental freedoms. The profound changes currently taking place in the world and the entry of human values in a society based on knowledge and information to show how overwhelmingly important are education and higher education.

A renewal of higher education is important for the whole of society, be able to ensure the challenges of the twenty-first century, and his intellectual independence. Quality of higher education to create a need to restore and knowledge to educate and train responsible citizens, informed and qualified specialists, without which no nation can progress economically, socially, culturally and politically. The overall scenario of socio-economic development is changing, so that knowledge of physical capital ousted as a source of current (and future) wealth. Technology is the driving force behind this process. Information technology, biotechnology and other innovations to remarkable changes in the way we like working leader. As knowledge becomes more important and higher education. The country must do more to educate their young people to achieve a global standard. The quality of knowledge generated within higher education institutions and their accountability to the general economy is increasingly critical to national competitiveness. This is a serious challenge for third world countries like Bangladesh, many of which are in a rapid change in all areas, and are impatient, a member of the global community to become modern nations.

Objectives of the paper: A) record the development of various facets of institutional systems of higher education in Bangladesh. B) Find the governance, management and administrative problems of higher education. Action C) Suggest that require immediate attention. Methodology: a) use published sources of secondary B) Interview people in the planning and modernization of the university system. The development of higher education in Bengal: The British developed a system of higher education in India during colonial times by universities, which essentially created one writer or “Munshi”, as they are commonly known. Their assessment skills and turned to keep records and document drafting. Until the early nineteenth century, the emphasis was on learning the Persian language in most schools and universities as a language official government was Persian. Since losing employees of the Company increasingly English, Farsi, entered in the official language began in importance. It was in the Hindu College in Calcutta (1816) was founded. It was founded the first school in Asia to provide education about Western “natives.” Establishment of Calcutta Hindu College, not only in the Western system of education announced in Bengal, but conveys was one of the first steps towards modern education in this part of the subcontinent.

However, the declared policy of the East India Company, when it comes to education came to a group of faithful servants in offices of the British rulers to create jobs. In 1835, the president of the Education Commission of the East India Company provide Rabington Thomas Mackle, while the objective of adopting English as the language of instruction in some schools, said emphatically: “The goal was to create a class of persons Indian in blood and color but English in taste, in opinions, wit and intelligence. In the early nineteenth century, the Jesuits played a major role in transforming the education system in India. Schools established by Christian missions have begun to appear in different parts of India. Initially, she approached the education needs of converts to Christianity, where the teaching of the Bible was a priority. One thing should be pointed out here: that the dividends from these developments are more Bengalis in West Bengal as those enjoyed by the East and the irony is that it is the Hindus who have benefited from the availability of the Hindu College. Muslims unfortunately hesitated to west or higher education and the traditional religious schools and Islamic schools (to be discussed later) instead. The history of modern higher education in Bangladesh can return to the institution of the University of Dhaka in 1921 are plotted. The institution of the University of Dhaka has been presented as an imperial concession to appease the negative feelings of the middle class Muslim East Bengal after the abolition of the division of Bengal in 1911, which led the protest movement of the Hindu community led most privileged. Relatively few post-secondary schools and colleges existed before the founding of the University of Dhaka.

However, admission and education in these schools and universities are often middle or upper middle class children is limited, while children of lower income or middle-class backgrounds often give educational institutions could not even organize a basic primary education. However, the quality of education in almost all the affiliated colleges are far from the desired level low is the main problem is lack of qualified teachers and support infrastructure. Financial services currently offered to teachers, whether in schools or public universities is far from satisfactory. Most universities and colleges specialize only meet the needs of science students, with the exception of a few, such as home economics, art,

fashion design and technology of leather and textile art. The emergence of private institutions of higher education: A recent addition to higher education in Bangladesh is the emergence of private universities. Although there are private universities in other countries over a long period, the first private university in Bangladesh is not its appearance until 1992. A bill entitled “Private University Act of Bangladesh” was passed in the national parliament in 1992, and the country’s first private university, the University of North-South, began to operate in the same year. The country now has 56 private universities, in which about 1,24,267 students complete their studies in subjects such as business-to-design and media studies and fashion. The founders of private universities in Bangladesh can be divided into six categories: a) retired staff are classified b) successful businessmen c) high academic level) Active / Retired politicians e) Non-f) a combination of above. There are private universities, a different category, which in Bangladesh: what are the sites of some universities overseas Bangladeshi low profile and private colleges.

The creation of private universities can be considered as the result of the trend of increasing number of students leaving the country in the eighties. The main reasons are the inability of state universities in providing enough seats to applicants for admission and frequent political turmoil and problems resulting from the unexpected closure of the campus universities, more academic meetings. Not only university students to leave the country for higher education, there were also thousands of children go to school has been added to schools in neighboring India, were in Singapore and Thailand. The education in private universities is expensive, given that these colleges receive no government funding, but which are heavily taxed. Contribute to having received all the development and recurrent expenditure of student fees. Courses in almost all private universities will be offered employment learners want a kind of insurance they are able to recoup their high tuition fees once they have been concentrated by a private university degree . Objectives and customers of private universities: as already mentioned, although public universities in the subjects studied are very diverse and varied, most enrollments in private universities are still in business administration. Graduate business should be offered a job before most other graduates. It is not unusual. Even in the United States on the ground the most popular of the study are still businesses (90 percent), education (8 percent) and health (7 percent). These are all targeted professional training and higher education in the United States is expensive. In neighboring India in 1600 are universities, institutes and universities, the largest sector of education and research affairs. Most of these institutions are relevant in the private sector and costs in these high schools. The degree of business schools in the private higher education offered by Bangladesh happens to livelihood for most private colleges. As mentioned in private college education is expensive and costs are not subsidized by the state.

Universities should be aware of all recurrent expenditure on development and student fees. In many countries, including the United States, private universities receive considerable funding from private benefactors equipment, home businesses and alumni. In addition to courses in other companies, which covers offered by private universities in general computing, telecommunications, and engineering, law, pharmacy, architecture, English and development studies. A university offers degrees in medicine, while

two others in the creative arts, fashion and media. A university offers courses in addition to regular classes in Islamic theology offers. are recruitment, development and retention of faculty members: the recruitment of faculty members at universities in Bangladesh in many shapes and forms. Private universities usually recruit teachers, either through advertising or other informal means. The recruitment in public schools is through the Public Service Commission and is competitive. Public universities have their recruitment policies set by law and are also very competitive, especially for beginners. While academic performance is usually given preference over other matters discrepancies are not uncommon. This is usually done to accommodate “politics” of candidates. In private universities, there is no uniform recruitment policy. Almost without exception, all senior positions in the public university teachers are met. For some schools of their experience is valuable to these private universities. Some have tried to recruit experienced teachers to non-resident Bangladeshis, or even strangers. Normally, the leadership positions in many private universities are a significant financial advantage. This has caused quite a high turnover in some public universities, especially in subjects such as trade, economics, English, pharmacy, mathematics, architecture, law and informatics.

At the entrance there is no standard procedure for recruitment in public universities. Some recruitment practices by public advertisement and formal interviews and presentations, other recruits through negotiations. Although teachers recruited by the Public Service Commission will receive some kind of training, two, three years ago, the doctrine has been completed; there is no policy for the establishment and training of teachers being public or private universities. Whatever happens, the development as a teacher in universities, especially public universities, it is the availability of local and international grants (UGC, Commonwealth, AusAID, Ford Foundation, ICSSR etc.) for further Graduate. For teachers in private universities, training and development is almost nonexistent. The problem of availability of qualified teachers and experienced law is still very strong, both in public and private universities. It is simply a question of supply and demand. Brightest students are not inspired to enter the teaching profession, particularly in public universities, mainly because the financial benefits too low. In the case of private universities, the problem is different.

Most of the founders of private universities have no practical experience first hand the operation of an educational institution like a university. They are unable to understand the real life scenario of this sector. Some attempt to manage their universities and public authorities, other than its other activities or other conduct of NGOs. Some have tried to apply 5:09 hours. The failure rate of teaching staff in private universities is high. This is partly because in many private universities overall work environment is not attractive because of unrealistic and unwise decision of the management and practices. Management issues: (a) public universities: The public universities have managed and regulated by the laws and regulations made by the government. Four universities (DU, RU, JU and CU) are managed separately under the University Act 1973rd The spirit of these laws reflect the intention of protecting the autonomy of colleges upper country. With the formation of a democratically elected Senate Staff Union of Universities and other bodies, the university administration was accountable to the university community itself, rather than subservient to the government or the ruling party. The University Grants Commission (UGC) has also been established in 1973 as a buffer zone between government and universities. In 1973, the University Act replaces the old university, the type could be considered acts of

the administration of the University Press unleashed forces of academic freedom. However, these actions are not fully until the early 1990s, successive military governments and quasi-military set up after the coup in 1975 have been comfortable with the autonomy and academic freedom of universities granted by law.

Although certain provisions of these laws need to write, all governments have been held regularly at various times of the violation of these laws and tries to intervene in the functioning of universities to suit their political needs of each university others their own laws, regulations and legislation. Most of these laws are such that the government has tight control over the execution of these universities. (B) Private Universities: Private universities are managed under the Private University Act 1992 and these universities are not entirely beyond the control of government. The first administrative and academic positions, including Vice-Chancellor, are formally appointed on the recommendation of the board of directors of the university by the President of the country; the law is the chancellor of all universities. The Government is currently reviewing this legislation to have more control over private universities. It is estimated that this process is on the way, as a number of private universities identified the exploitation of their academic and administrative functions, with no guarantee of a minimum acceptable standard. (C) Higher Education: All colleges are able academic affairs at the National University, while administrative matters are attached separately monitored by the Ministry of Education or in the case of private universities by the appropriate body's university management so treated. The erosion of standards and norms: the erosion of ethical norms and standards in higher education, governance and management that began in the 1970s after the military took over state power was much widespread and institutionalized in the following years.

Once a new government in power, it was common practice at public universities to replace the duly elected and appointed Vice-Chancellor of people considered loyal to the ruling party. The transfer of college principals and teachers of political thought is widespread. In some private universities, power struggles and disputes among the founders for the control of the university is very widespread. There have been some cases where the court was to resolve such issues, which will be the Vice-Chancellor and others have tried to help the students to their goal. Madrasa Education: has one of the oldest forms of formal education in the Muslim world was the madrasa education system. Currently, the madrassas have entered higher education system of Bangladesh. Madrasas were originally places of worship or Khanqas that developed later taught in Maktab “,” the recitation of the Quran and Islamic rituals. Madrasas were created as places of Islamic theological training. (Tiffany S. 1) prophet of Islam (SM) has the highest priority to research and knowledge of hundreds of years from the time of the prophets, the quest for knowledge is an integral part of Islamic tradition. Write to the time when the Arab Muslims are not capable of two or read verses from the Koran are learned by heart. During the life of the Prophet, the interpretation of the Prophet was left. After his death, Muslim scholars, most of them asked the disciples of the Prophet and were self-taught, responses in the proverbs and everyday life of the Prophet.



Unfortunately, it was the social elites who have access to modern education and the poor segment of the population, the madrasa system, which suffered a total of stagnation, had left. An education system that produces scientists, scholars and philosophers have begun to regularly churn half-educated mullahs, their teaching and learning in the Holy Quoran without any scientific analysis and interpretation of childhood . The first educational institution founded by the East India Company in India, Calcutta Madrasa 1781st This was done by the Governor General Warren Hastings at the request of Muslim leaders. Therefore, education, secondary or higher, went to two different senses, a religious education, including Arabic, Persian and Urdu and the other was Western, liberal, taught in English and Bengali. Whereas the latter proved to be the education of middle and upper classes of the madrasa system, the poorest of the society provides. In most cases, room and board for a madrasa student was free. Although the British have tried some of the modern movement in Madrasa Education to introduce and present in English and Bengali Muslim elites of the system never responded to an attempt of this kind in the belief that English is the language of the infidels (was polytheist) and Bangla was one of the Hindus.

In 1971, the country newborn has inherited a higher education system, which operated mainly in dual mode. General education and technical and vocational education was taught in universities, institutes and universities were controlled by the government. Government by the agencies and departments to monitor the development, management and conduct of such training. English and Bengali have been used as medium of instruction in these institutions of higher education. Texts and reading materials had both local and foreign origin and researches in most cases were minimal.

The system has received a sudden shock immediately after independence the country is whether the government has announced, without prior preparation, the mediation of higher education would be in Bengali. Some went to good schools in below average. In the meantime, the country gradually his attention to economic development shifted from agriculture to manufacturing and services sector. Learning centers in the upper and lower parts of this knowledge was opportunity and tried to promote their institutions (schools and universities), where facilities are available for learning and acquiring skills in English it available. However, the reality on the ground was far from satisfactory even if trying to keep some of the promise. Parents whose real opportunities are limited are often forced to send their children to these schools, pay exorbitant fees. It lacks adequate funding, management and pragmatic infrastructure and school environment. Given adequate financial incentives and others, he also failed to attract teachers and trainers. Lack of funding has hampered the availability of good research. In the labor market, graduates of public and private sectors are often faced with embarrassing situations when their competitiveness in many different fields. The private education sector is based primarily on the tasks, where knowledge creation is virtually nonexistent. In addition to public and private higher education system in the sector of Bangladesh, with India and Pakistan also has a strong system of madrasa education which has produced thousands of graduates. The system of madrasa education in

this region dates from the eighteenth century. As Hindus and Buddhists have their own education based on religion, it was logical that Muslims during this period of their own education system. Some Muslims while trying to reform the educational system and the Muslims get a sense of modernity to their success has been the biggest part of the Muslim community limited conclusion that everything that is anti-Islamic West. Detailed examination of the higher education system in force in Bangladesh, it can be safely concluded that the system falters and the diseased state.

The purpose of a system of higher education should be to fertilize the intelligence of a nation and provide the environment resulting from the engineer, lawyer, computer professionals and researchers. In the current system of education is not possible. Nothing more true. There are universities and universities in the private and public sectors. The public sector universities are of recent origin, while universities have existed in the private sector over the last hundred years.

#### 8.. The Promotion of Higher Education in Bangladesh and Comparative Analysis between Public and Private Universities.

The public private universities of Bangladesh are engaged in providing higher education to face the challenges and met the demand of the society where quality assurance has become a prime concern. Most of them depend on the public universities in terms of facilities and polices. The number of public and private universities has increased up to 33 and 56 respectively over the years for the purpose of promoting higher education from central to rural areas. However, it has raised a question in ensuring the quality of education. The higher education mainly depends on the quality of the programs, faculty member, staff and students including infrastructural and academic environment the institution possesses. Quality of higher education is a concept which depends on the context of the setting of a given system its mission, and goals and standards in a given discipline.

The issue of quality of education to develop human resources addressed by the government is now the ultimate concern of the universities. In Bangladesh, where more than 30 percent of the people live in extreme poverty, many families are unable to fulfill their basic needs which deprive them from education. It is possible for the universities only to develop skilled human resources through their specific programs. But both public and private universities have lost their reputation in offering quality higher education to students due to several causes like tendency towards business by the private universities, favoritism in recruitment of teachers and staffs, lack of permanent faculties in public universities etc. However, the paper is expected to help the concern authority of the higher education system in taking corrective initiatives on the basis of underlying causes and consequences.

The primary objective of the study is to examine the present scenario and extent to which quality can be ensured in higher education by identifying the factors relating to promote higher education system in Bangladesh. On the basis of this inquiry and analysis the attempts are to

1. Analyze the present tertiary education system of both public and private universities and general overall idea about their role in promoting higher education in Bangladesh.

2. Conceptualize the quality aspects in higher education with the development of quality assessment indicators between public and private universities selected.

There are some limitations faced in carrying out this research i.e. information (literature) related to the research is not adequate and not easily available, public and private universities are likely to be reluctant to provide information on ground of confidentiality for conducting a research like this type of sensitive issues, and the study area has been confined in any city areas of university of Bangladesh, where a generalization may not be justifiable in a complete form.

Quality education is now the demand of age. The government of Bangladesh has taken different measures to ensure education for all but it is quite impossible to ensure quality in education. Different commissions and or committees, after liberation War have formed to formulate education policy but they failed due to government willingness. This may possibly due to lack of sound policy and strategies as well as malpractices in education sector. The Ministry of Education has already introduced different measures or initiatives such as communication education system, updated syllabus, digitalized result processing system, training of teachers etc. Since the last 12 years at primary and higher secondary level. No committee or commission yet formed to prepare either an assessment report or recommendation for improvement of quality in higher education.

#### 9. Indicators of Quality Assessment of Academic Higher Education.

Academic system	No of programs and/of courses offered by the universities.	Admission procedure and grading system of the students.	Previous record in higher education.
Research facilities for the teachers and students.	Financial facilities for disabilities, poor and female students.	Recruitment, selection and appointment policy for teachers and staffs.	Students association, co-curricular activities.
International collaboration of the universities regarding research, seminar presentation or exchange students.	Performance evaluation process for both students and teachers.	Management, faculty member-student interaction and skilled officials.	Organizational structure of the universities and monitoring process of quality assessment of education.

It is evident that theoretical assessments of higher education dose not follow any fixed or rigid rules since an academic institution may very form others in terms of its qualitative and quantitative aspects.

The proposed indicators are intended to enhance the quality of higher education through the restoration of the quality of teaching, learning and research, and building institutional planning and management capacity of the universities. Therefore, in order to make an intensive quality assessment of both public and private universities, the study integrated the indicators mentioned earlier with some organizational capabilities such as academic and student oriented development programs.

**10. Conclusion** There is very common agreement among researchers, policy makers, donors and development practitioners that education is the most important tool for development and poverty reduction. With this phenomenon, higher education of the country is not properly guided by the global perspective. Now a day, Bangladesh government has taken various measures (strengthening UGC) to ensure and monitoring higher education for its nation. Since 1990 Bangladesh government has recognized education as one of the top priority areas. Despite various efforts, the quality of education should be dealt with if cognitive development of the students is to be assured, both types of universities that have been studied followed the teacher-centered approach of teaching in the class rooms.

There was very little and in most cases no participation and dialog between the teacher and students. This trend of education system must be changed. This study was challenged the conventional thinking that education system of public university can ensure the quality human resource. Though the private universities operating in Bangladesh are far behind in educational standard comparing with the public and neighboring countries in respect of curriculum, the government must take initiatives, consultation with the academicians to promote the educational quality. Quality of higher education depends upon multiple factors. These often include educational planning, curriculum, management, teacher's skill, teaching and learning conditions and lastly infrastructural support.

#### **11. CCLP Worldwide Bangladesh and Distant Education System.**

Actually the distance education system in Bangladesh started since 1976 with a distribution of 200 radio receivers. In the next period an open university was established is an institution for distance education. It is design for those who intend to improve the level of their education or professional skills by studying at home or at places or their work. It meets the need for education of all classes of education from conventional institutions. An open university offers a wide variety of formal and non-formal programs through printed materials, web-based system and or electronic media like radio, television, audio and video cassettes, telecommunication and tutorial services. The concept of distance teaching became popular now many of countries in the world have established open universities. In Bangladesh the Open University comes into existence an autonomous status by the parliamentary act, 1992. Until very recently, the CCLP Worldwide Bangladesh chapter has made meaningful interviews with some potential authority of Open Universities of Bangladesh to developing policy in higher education system in Bangladesh in ebullient future. In addition the organization is working on Seven Graduate Project in collaboration with Bangladesh government education department through advocacy and lobbying in

various levels at educational institutions and civil society organization in different districts in Bangladesh.

## **12. Seminars and Interviews and meetings held in 2012-2014.**

There have been a limited scope for organize different workshop, seminars and interviews in to the university levels and as well as to linkage with corporate or government levels, due to lack of proper communication, financial disabilities and capacities. The Board members of Bangladesh CCLP worldwide are also committed themselves to contribute their time and energies to this perspectives. However, In spite of reluctant from government sector and inadequate sponsor from the corporate sector, we able to organize different workshop such as in the Islamic University at Kushita districts in Bangladesh. The workshop was held on Public Library Auditorium. Another view exchange seminar was held on Dhaka that has been focused on Seven Graduate Projects together with government officials. In addition there are 4 number of meeting were held on together with all potential members of the organization at Dhaka Office level. In the light of all of documents and information are available as office record. Eventually, it is estimated that there has been a lot of scope and opportunity to working in the field of higher education in various stages. Hence, we are trying to focus the constraints or weaknesses of the organization in to two broad categories that internal and external. Internal constraints basically related to CCLP Worldwide Bangladesh and its capacity, human resources, legal status such as country or international registration, technology and operating system, meanwhile the external constraints include the shortcoming of CCLP Worldwide Bangladesh with the stakeholders.

However, our recommendation and findings suggest that coordination, institutional capacity, National and International levels registration, sharp communication, technological improvement, utilization of resources, government helps are the main forces that can drive the CCLP Worldwide Bangladesh to contribute in the higher education, employment, improving livelihoods and poverty alleviation.

The End