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Preface

The Asia-Pacific Programme of Education for All (APPEAL) was UNESCO's first regional co-operative programme devoted to education for all, focusing on the eradication of illiteracy, universalization of primary education, and promotion of continuing education. While responding to the Recommendations and Resolutions of UNESCO General Conference and its Medium-Term Strategy, it got its greatest momentum from the World Conference on Education for All (Jomtien, 1990) and its Declaration, which stressed basic learning needs as a fundamental human right of all children, youth and adults, and called for actions to attain the goal of 'education for all' by the year 2000.

Amidst the world-wide EFA assessment, APPEAL has completed a report to highlight its programmes and achievements made to meet the challenges of EFA in the most diversified regional development contexts and to present expanded visions and renewed strategies in light of findings from the EFA 2000 Assessment.

The national EFA reports have indicated a mixed scoreboard, with remarkable progress in terms of increased public awareness, stronger political commitment, strengthened legislative measures, impressive growth of ECCD, expanded primary school enrolments, improved relevance and quality, improved basic skills of youth and adults for sustainable development, increased resources and numerous community-based 'best practices' and success stories. Meanwhile, country EFA assessments have revealed pitfalls and gaps in EFA, including a growing disparity of access within countries, a largely remaining gender gap, persistently high illiterate rates in some countries, neglect of quality and retention measures, failure to reduce drop-out and repetition rates, low priority to non-formal education and vocational-technical training, increasingly insufficient financial resources devoted to EFA, and inadequate efforts in refining and disseminating/replicating successful models at a larger scale.

Through its programme actions and projects, especially in materials development, training of trainers, community learning centres, scientific and environmental literacy, preventive education against HIV/AIDS, partnership and mobilization of resources, APPEAL has over the years contributed in different ways to the progress made in this region towards EFA goals. As much as it has achieved, APPEAL is confronted with manifold challenges and is obliged to rethink its roles and reformulate its strategies to ensure greater responsiveness to the increasingly diversified needs of Member States.

APPEAL is a co-operative programme of Member States, by Member States, and for Member States. In the final analysis, the success of APPEAL rests with Member States and the international community for innovative initiatives and efficient implementations. The report is meant not for the past but for the forward-looking strategic planning of EFA actions in 2000 and beyond.

We must reinvent literacy as a means of empowerment for development, rather than an end. We must pay more attention to the context and environment of our work, the linkages with other ministries and with agricultural and industrial potentials, with post-literacy activities and with each community's unique needs. We must move ahead in literacy work from advocacy and activities to the stage of analysis, which will lead to more effective actions. We must rethink basic education in view of the changing content, process and nature of learning in an information age, making greater efforts in the renewal of curriculum and retraining of teachers, with better use of new information technologies as powerful teaching-learning tools. We must facilitate system-wide changes in the perspective of learning throughout life, with ECCD, primary, secondary, higher, and continuing education as integral parts of the continuum of lifelong learning.

I earnestly hope that APPEAL, through strategic rethinking and reflective analysis of past experiences, can develop further broadened visions of literacy and basic education in a new century, design new modalities and paradigms, and make its impacts more widely felt at the grassroots level so that UNESCO's overall expertise and intellectual resources are addressed with regard to the emerging priorities of Member States as reflected in the regional EFA Assessment and that UNESCO's interventions will match the requirements of the region and at the same time strengthen areas where UNESCO has proven to be effective.

I avail myself of this opportunity to convey my heart-felt thanks to all the Member States in this region for their active participation and meaningful contribution, to the Governments of Japan and Norway for their generous contribution to UNESCO-APPEAL projects, to NGOs and civic societies for their active partnerships, to other EFA convenors and the Inter-agency Forum on EFA, and to all colleagues at HQs and at PROAP-APPEAL for their co-operation in our joint efforts to make APPEAL ever appealing to Member States in their persistent pursuit of EFA goals.

Let us seize the auspicious time of the dawn of a new century and, jointly, take bold actions to make history. Let the EFA 2000 Assessment be a turning point in our understanding of basic education as a means rather than an end. Let our exchanges and our analysis point out new paths so that basic education can indeed deliver on its promise, as the key tool to empower individuals and communities, to reduce poverty, to narrow the gap between the rich and the poor, to increase income generation through entrepreneurship and productivity, to develop active non-violent participants in a democratic society, to live in harmony and mutual respect amidst religious and ethnic differences. In short, let us re-invent literacy and basic education to become a tool in our societies for a culture of peace, prosperity, not just for some, but for all, in a new century, a new millennium.

Victor Ordonez
Director, UNESCO-PROAP

Chapter One

APPEAL: BACKGROUND

“Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression...”

*Jaques Delores
(Report to UNESCO of the International Commission
on Education for the Twenty-First Century)*

The multitude of changes and challenges confronting the world in general and the Asia-Pacific region in particular calls for renewed thinking on the means and ends of learning. Many of the fundamental assumptions that have shaped and guided past thinking about the nature of our work, social relationships, the environment, cultural diversity, political participation, etc. seem increasingly inappropriate. In order to cope with these transformations and facilitate them in a socially constructive fashion, it is vital for learning to take on a broader meaning and role: in assisting people in their individual and collective struggles, in providing them with the tools to make sense of a changing world characterised by globalization, privatization, structural adjustments, debt servicing liabilities and social fragmentation and conflict, and in encouraging them to contribute to peaceful development.

Yet, despite the concerted efforts of educational communities around the entire region, it is becoming evident that a greater number of the existing educational systems in this region are ill-equipped for taking on the challenges that lie ahead. Today, the region still has nearly 665 million of the total 885 million illiterate people of the world, nearly two-thirds of an estimated total of 140 million school-aged children out-of-school, and very few options for supporting the continuing learning needs of those who have dropped out of schools or who have no possibility of joining them. Barriers to learning are varied, such as time, age, circumstance and socio-economic status; but the problem that confronts the policy-makers and administrators in this region runs much deeper than simply inadequate delivery mechanisms.

The Asia-Pacific Programme of Education for All (APPEAL) was UNESCO's first regional co-operative programme devoted to EFA was launched at the UNESCO General Conference in 1987 as part of UNESCO's global strategy for basic education for all. The World Conference on Education for All (Jomtien, 1990) provided APPEAL with great momentum and driving force.

In light of the World Declaration on Education for All, Member States in the Asia-Pacific region have been concentrating on the universalization of primary education and provision of basic literacy programmes to its hundreds and thousands of children, youth and adults. The few developed countries in the region have reached the highest technological ranks, striving to prepare their youth and adults to adapt to a rapidly changing economic environment. The region also has countries on the scale in between these two extremes. Still, basic education is a continuum and all countries have been learning from successful strategies found everywhere in the region. At the end of the decade after the Jomtien Conference, countries in the Asia-Pacific and other regions have been engaged in EFA assessment exercises not only to review progress and successes made but to identify obstacles, define new priorities, and reformulate new strategies to achieve EFA goals in 2000 and beyond.

It is against this backdrop and in the context of the looming EFA 2000 Global Assessment that the Asia-Pacific Programme of Education for All (APPEAL) has completed a report on its programme activities, achievements and renewed strategies.

This document highlights briefly the major programmes and activities organized, supported and implemented by APPEAL during 1990-99. It provides a succinct account of the challenges and emerging issues related to the Education for All (EFA) initiative in the region and proposes broadened visions and renewed strategies for more effective results-oriented actions in 2000 to achieve EFA goals by 2015 as follow-up to the regional EFA 2000 Assessment in view of the changing development contexts.

APPEAL's Mission

The fundamental mission of APPEAL is to contribute to the effective promotion of literacy and basic 'education for all' in the region through the sharing and exchange of experiences, co-operative planning, development and implementation of EFA programmes. The main target groups for APPEAL's programmes have been girls and women, children, youth and adults, and those under-served and unreached in remote rural and depressed urban areas. Since 1993, APPEAL has been instrumental in implementing special projects on education of out-of-school children in minority ethnic groups and disadvantaged areas. APPEAL has also carried out projects to promote literacy, skills training and income-generating activities for youth and adults, particularly women, among the same target groups and in the same disadvantaged areas.

APPEAL organizes its programmes in close collaboration with the Member States in the region within the framework of the UNESCO Medium-Term Plan, and UNESCO's Programme and Budget approved by the General Conference for each biennium. In addition, APPEAL works closely with other UNESCO offices, UN agencies and non-governmental organizations (NGOs).

APPEAL's Principles

Previous experiences have proven that piecemeal approaches to the expansion of education in Asia and the Pacific and the achievement of meaningful education for all have mostly failed. The history of educational development in the region has been one of a gradual integration of all aspects of educational planning. Isolated efforts for promoting the Eradication of Illiteracy (EOI), the Universalization of Primary Education (UPE) and Continuing Education for Development (CED) have not succeeded.

- Education as a means of development and as a fundamental human right should be guaranteed.
- The rich heritage of the civilizations and cultures of the region must be recognized and developed.
- Quality and relevance of education should accompany its expansion.
- National capabilities of the Member States must be strengthened.
- Education of women and the disadvantaged must be given special emphasis.

APPEAL's Programme Areas

APPEAL's programmes and activities emphasize literacy, primary schooling and continuing education as interdependent components of basic education and the essential pre-condition for poverty alleviation and sustainable human development. APPEAL aims to facilitate, through regional co-operation and inter-country programming, the efforts of the Member States for achieving these objectives. Under its three broad areas of operation, the specific plans of action are as follows:

Eradication of Illiteracy (EOI)

- Promoting literacy programmes for various target groups;
- Generating quality literacy materials, training methods and delivery systems;
- Promoting effective strategies and methods for training literacy workers, instructors, and managers; and
- Ensuring effective follow-up and evaluation of learning needs and programme outcomes.

Towards Universalization of Primary Education (UPE)

- Enhancing social and political commitment;
- Expanding access and reducing school wastage and ensuring early childhood development;
- Promoting literacy programmes for various target groups;

- Generating quality literacy materials, training methods and delivery systems;
- Promoting effective strategies and methods for training literacy workers, instructors and managers; and
- Ensuring effective follow-up and evaluation of learning needs and programme outcomes.

Promotion of Continuing Education for Development (CE)

This involves identifying the continuing education needs of different population groups, including those who have completed primary schooling and literacy programmes, as well as those who leave without completion. The main areas of focus are:

- Generating CE programmes and materials targeted for specific population groups;
- Promoting effective training programmes for various categories of CE personnel; and
- Ensuring effective monitoring and evaluation of CE activities.

APPEAL's Strategies and Modalities

APPEAL organizes its programmes in close collaboration with the Member States. In view of meeting the needs of the Member States, APPEAL's programme implementation strategies and modalities include:

- Co-operative planning and execution of innovative programmes and strategies for the promotion of basic education among groups of countries which share common issues and problems pertaining to literacy and basic education;
- High level forums to oversee programme development and implementation at the sub-regional level, especially among South Asian countries where the bulk of illiterates, unschooled and non-school going children are located;
- Co-operative design and development of innovative materials and methods focused on various themes of primary education, literacy promotion, continuing education, training, management, research and evaluation and monitoring;
- Joint projects for developing innovative exemplar materials and conducting training for capacity building; and
- Networking and mobilization of public and private sector/institutions/groups.

APPEAL implements its programmes and activities within the framework of UNESCO's Medium-Term Plan and its Approved Programmes and Budget for each biennium. Since the First Meeting of the Intergovernmental Regional Committee on Education for Asia and the Pacific (EDCOM) in 1996, APPEAL has witnessed a significant reorientation and a renewed thrust in its programmes and activities.

APPEAL's Support Mechanisms and Partners

Two networks have been actively supportive of APPEAL. These are the National Co-ordination Committees for APPEAL (NCCA) in 23 Member States, and the 10 members of the APPEAL Resource and Training Consortium (ARTC) – the regional and national institutions recognized as 'Centres of Excellence' in education, serving as the 'technical arms' of APPEAL. The ARTC is an inter-country co-operative institutional mechanism designed to support and facilitate APPEAL's mission to reach the goal of EFA and lifelong learning in the Asia and Pacific region. So far the ARTC members are:

- Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan
- Dhaka Ahsania Mission (DAM), Bangladesh
- Northern Territory University, Australia
- Indian Institute of Education (IIE), India
- Institute of Rural Advancement (INFRA), Malaysia
- International Research and Training Centre for Rural Education (INRULED), People's Republic of China
- Korean Educational Development Institute, Republic of Korea
- Department of Non-Formal Education, Thailand
- Directorate of Out-of-School Youth and Sports, Indonesia
- Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines

As an example of APPEAL's partnership, APPEAL has collaborated with ACCU in implementing programmes on EOI and CED at the regional/sub-regional and national levels since 1980. Among the joint activities are annual regional workshops on materials development for national capacity building in non-formal education; development of the Asia-Pacific Literacy Data Base; mutual reinforcing of ACCU's Literacy Resource Centres for Girls and Women (LRCs) with APPEAL-supported Community Learning Centres (CLCs); and joint development of local networks of governmental and non-governmental organisations for resources sharing.

APPEAL has also secured support from other UN agencies, especially UNDP, and voluntary contributions from member countries (see Chapter Three).

Chapter Two

APPEAL: Initiatives and Achievements

Striving to achieve its mission, APPEAL has focused its programme actions on the three major areas of literacy, post-literacy continuing education, and universal primary education. The following presents an overview of APPEAL's project-based activities in these programme areas.

Literacy and Continuing Education

A UNESCO-PROAP survey throughout the region identified key factors responsible for the failure of some countries to eradicate adult illiteracy. The findings of the survey are summarized below:

While most countries recognized the importance of functionality, the functional messages chosen were not always of direct or immediate relevance to participants. Further integration of functional components with graded development of the technical skills of reading, writing and numerical calculation was often random and unsystematic.

In many countries, there was no existing nationally recognized adult literacy curriculum framework that defined standards and competencies, and allowed for the development of locally responsive programmes.

Many countries lacked a nation-wide infrastructure for effective delivery of adult literacy programmes. This condition has led to the development of ad hoc, random, and unsystematic programmes and activities delivered by a multiplicity of uncoordinated government agencies, NGOs and community associations. The lack of a systematic infrastructure has made it difficult for various providers of literacy programmes to visualize how they could most effectively contribute to the overall national effort by eliminating redundancy to ensure comprehensive coverage.

Because of the absence of a recognized literacy curriculum framework, training materials were frequently inappropriate and educationally unsatisfactory. In particular, many had the following weaknesses: language style and context not suitable for adult learners; not learner centred; lack of systematic structure especially graded levels of competency

Many countries had unsystematic, inadequate and inappropriate approaches to the training of literacy personnel. Untrained volunteers were employed with little or no attempt made to provide orientation or training in even the basics of presentation and group management skills.

In responding to the needs of Member States, APPEAL has undertaken the following actions.

A. Systematize Literacy and Continuing Education Programmes: Manuals/ Materials Development

In response to the above needs of the Member States, APPEAL has published, with the participation and support of the Member States and the specialists from various key institutions in the region, some practical sets of training manuals for literacy and continuing education personnel. Before finalizing and publishing, the manuals were used as experiments in some selected countries in the region and reviewed during expert meetings, and regional and sub-regional workshops.

1. APPEAL Training Materials for Literacy Personnel (ATLP)

Due to the lack of systematic literacy materials, the twelve ATLP volumes were developed. The materials provide a holistic and systematic approach for the planning and implementation of literacy programmes and activities. The ATLP materials have been translated and adapted in Bangladesh, Cambodia, China, Indonesia, Lao PDR, Myanmar, Nepal, Pakistan, Philippines, Thailand and Viet Nam.

2. APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)

Continuing education is as an essential extension of literacy to promote human development and lifelong learning. Consequently, the ATLP-CE materials were developed.

This package consists of eight volumes and provides a complete planning and development framework for designing and developing appropriate approaches for continuing education with sufficient consideration to the particular needs of learners and the national contexts of the Member States. The six continuing education programmes suggested in the ATLP-CE are: (i) Post-Literacy; (ii) Equivalency; (iii) Quality of Life Improvement; (iv) Income-Generation; (v) Individual Interest Promotion; and (vi) Future-Oriented Programmes. In addition, the last volume in the series is a manual which provides guidelines for the development of Community Learning Centres. The ATLP-CE manuals have been translated and adapted in Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Republic of Korea, Lao PDR, Malaysia, Mongolia, Nepal, Philippines, Thailand, and Viet Nam.

3. APPEAL Manual for Planning and Management (AMPM)

Planning and management methods for non-formal literacy and continuing education programmes are relatively less developed than those for formal

education programmes. In recognition of this, APPEAL developed four volumes of AMPM to help literacy and continuing education programme planners and administrators in the following areas: policy formulation; planning; programming and project implementation; and monitoring and evaluation.

4. *Practitioners' Manual on Monitoring and Evaluation of Literacy and Continuing Education Programmes*

The manual is designed to give implementation-oriented ideas that can be used at the field level by programme practitioners. It provides concrete and specific examples as well as step-by-step processes for the preparation and actual implementation of monitoring and evaluation activities of literacy and continuing education.

5. *Other Training Manuals*

APPEAL has also developed other training manuals that contain and describe the processes and provide concrete and specific examples for the preparation and actual implementation of activities. Important among them are: (i) *Manual on Women Adapting ATLP* (consisting of 3 modules), which is being used to tailor the ATLP literacy model to suit the specific learning needs of women; (ii) *Manual on Non-Formal Education Database in the Asia-Pacific Region*; (iii) *Training Manual for Small Scale Enterprise for Neo-Literates*, a supplement to ATLP-CE, Vol. V (Income Generating Programmes), which outlines a training course for neo-literates who intend to augment their incomes by setting up and managing small-scale business enterprises; and (iv) *APPEAL Manual on Functional Literacy for Indigenous People*, a training manual on how to adapt literacy programmes, based on the ATLP model, to suit the needs of indigenous peoples and minorities in the region.

6. *Literacy Materials Development*

Since 1980, APPEAL and the Asia-Pacific Cultural Centre for UNESCO (ACCU) have been jointly organizing regional workshops for designing and developing literacy materials within the framework of the **Asia Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)**. The materials cater to the needs of learners who have acquired both the basic knowledge and simple comprehension in reading and writing. APPEAL and ACCU jointly organized a series of sub-regional workshops for the development of basic literacy learning materials for the disadvantaged groups in rural and urban areas.

B. Training of Literacy and Continuing Education Personnel

A number of regional, sub-regional and national training workshops have been organized utilizing the Manuals mentioned above. Since 1992, more than 500 literacy personnel have participated in around 60 national and sub-national training workshops.

More than 2,500 literacy and continuing education personnel have been trained for strengthening the planning and implementation capacities and skills at the grassroots levels. Training of key senior management personnel and curriculum developers in the concepts and methodologies of literacy and continuing education have taken place through regional and sub-regional workshops and in turn these personnel have organized several national and sub-national training workshops to train national and local non-formal education personnel. In this way, improved knowledge of concepts and methodologies have penetrated every level and contributed to systematic planning of literacy and non-formal education programmes.

C. Support Innovations at the Grassroots

APPEAL has supported grassroots level innovations in countries with very widely differing background characteristics – geographic, demographic, linguistic, religious, and so on. The project design has evolved from within each participating country. In other words, each project is typically indigenous in nature – conceptually as well as operationally. The main thrust of the project has been to promote contextual design and adaptation to diversity that characterizes different countries in the region. From this point of view, the project has allowed wide variation in the nature of activities in different countries.

1. Pilot Projects Targeting Disadvantaged Areas

The aim of the pilot projects has been to develop innovative and effective strategies and approaches for promoting literacy among youths and adults in remote and under-privileged rural areas. The main support and assistance provided under these projects have been in the form of training for facilitators; development of curricular and teaching-learning materials; and involvement of local communities. Although the project has focused on literacy education, it has also developed learners' skills in income generation and in providing motivation to actively participate in community activities. The participating countries in the project are Bhutan, China, Lao PDR and Nepal.

2. Community Learning Centres

APPEAL has received substantial financial support from the Governments of Japan and Norway, specifically for setting-up and improving the Community Learning Centres (CLC) in 16 countries, namely, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Thailand, Uzbekistan and Viet Nam.

The CLCs serve as focal points for education, community development, social transformation and networking. The infrastructure, projects and activities are designed and developed 'by the people and for the people'. The Centres also provide a variety of learning opportunities for empowerment and for improving people's quality of life.

D. Scientific and Technological Literacy For All

Exemplary lessons have been prepared to guide teachers in promoting scientific and technological literacy for all. Based on local contexts, Member States have been organizing national try-outs, adaptations and translations of the lessons into national languages. Regional workshops have been organized in Pakistan (1997), Philippines (1998), Hongkong (1998), Malaysia (1999), Thailand (1999) and PROAP (1999). A trainer's manual to guide teachers will soon be published, with the support of National Science Teacher's Associations and the International Council of Association for Science Education, Asia Chapter.

The World Conference on Science (June 1999) identified strengthening of science education, especially the improved participation of girls and women in science education, as one of the priority areas. Member countries of the region have organized follow-up activities: conferences, seminars, and workshops. The message of the follow-up activities is based on the recommendations not only of the recent Conference, but also of previous world conferences as follows: "scientific and technological literacy for all is to reach all peoples, to improve their quality of life and to promote sustainable development."

E. Asia-Pacific Literacy Data Base

The Internet website and CD-ROM programme on Asia-Pacific Literacy Data Base (<http://www.accu.or.jp/litdbase>) has been developed by ACCU and APPEAL. This project was initiated in 1996 in close collaboration with literacy, non-formal education experts and statisticians from international organisations, government sectors and NGOs in 20 countries in this region. Besides advocating literacy in cyberspace, one of the contributions of this Data Base is that the data collection exercise has strengthened and reinforced the national literacy programmes with reliable information for policy formulation, programme implementation, monitoring and evaluation.

The challenge now is for the database to strengthen its function as a regional clearinghouse of innovative and effective non-formal education activities. Moreover, the educational management information system (EMIS) for NFE personnel, at all administrative level, should be developed. The NFE EMIS would be able to facilitate better management and use of desegregated data to clearly pinpoint the unreached population and chart the progress and problems of literacy programmes.

F. Enhancing Learning Opportunities for Marginalized Youth

The project aims at promoting social integration of marginalized youth through needs-based science and technology education programmes in India, Mongolia, Nepal and the Philippines. Teaching-learning materials will be produced in accordance to the context, needs and interests of learners. Issues included are food production, use of renewable energy, traditional beliefs related to health, hygiene and sanitation,

reproductive health, traditional/herbal medicine. Training programmes will be organized for potential youth leaders from amongst the school dropouts in selected project sites.

G. Innovations and Good Practice in Adult Education: Case Studies in Asia and South Pacific

PROAP is supporting the Asia South Pacific Bureau of Adult Education (ASPBAE), in the publication of seven case studies and one regional synthesis on literacy, post literacy and the universalization of primary education. The case studies span the areas of learning development for post literacy, integrated strategies to literacy and livelihood strategies, gender mainstreaming in literacy and post literacy work, literacy for health, and legal literacy among others. The case studies reinforce one's faith for sharing and learning from experiences, yet being sensitized to different contexts, different meanings and different needs, while attempting to apply these experiences to one's specific context.

H. Studies and Research

1. Basic Education for the Empowerment of the Poor

In 1997, APPEAL undertook UNDP-supported research within the framework of the global theme on Literacy as a Tool for the Empowerment of the Poor. The results of this research endeavour have been published in the book *Basic Education for the Empowerment of the Poor*. The study has been widely circulated and disseminated. One of the unique features of this study is that it provides a comprehensive scenario and in-depth analysis of poverty in the Asia-Pacific region. It also identifies alternative strategies for strengthening basic education to empower the poor in this region. Based on the findings and recommendations of this study, sub-regional and national activities have been reorganized. A number of sub-regional consultations held with the Member States during the implementation stage of this study also provided an analysis of how to plan and implement specific programmes for the empowerment of the poor.

2. Enhancing Learning Opportunities for the Marginalized Youth

APPEAL has commissioned several pilot studies in a number of Member States. The Forum for Science and Technology Education (FOSRERED) in India is undertaking the 'Social Integration of Marginalized Youth Through Science and Technology Literacy'.

Seven countries have completed the studies on "Reaching the Unattached – Innovative Strategies for Providing Access to Basic Education to Out-of-School Children". The pilot studies have sought to establish how manifest, how widespread and how enduring these problems and issues have been or are likely to be. They have also identified strategies and supplementary alternative

programmes, which are in place for meeting the basic learning needs of the out-of-school children and youth.

I. Follow-up to CONFINTEA V

APPEAL has organized follow-up activities to promote adult education programmes in the Asia Pacific region. Recommendations are geared towards an expanded concept of 'non-formal education', particularly literacy and numeracy, which must consider cultural sensitivity and respond to national development efforts.

Despite concerted efforts of APPEAL, in collaboration with NGOs, donor agencies and other partners, the nature and magnitude of problems related to non-formal adult education continue to elude educational planners and government implementers. Disadvantaged groups that need to be reached are women, population groups who are hard to reach in remote and isolated areas, rural areas and urban slums, ethnic minorities, and those youth and adults with learning disabilities.

The challenge is for APPEAL to redefine and broaden the scope of non-formal adult education by providing skills training which considers the diversity of the target groups. The training may include: incorporating a gender perspective; encouraging governments to increase public expenditure for non-formal education; identifying channels for mobilizing additional resources and deploying qualified technical resources.

J. Lifelong Learning for Sustainable Development

The target of UNESCO and the countries in Asia was to achieve Education for All (EFA) by the year 2000. UNESCO believes that it is the combined approach of promoting primary education, literacy and continuing education, which will assist us in reaching EFA. This can be achieved not only through formal education/schooling, but the addition of non-formal education also plays a vital role. The non-formal education movement has achieved a great deal in compensating for the failure to provide universal primary education, to eradicate adult illiteracy and to expand opportunity to proceed to secondary education, although it had some limitations. Lifelong learning emerges as a way of compensating for the inadequacies of the formal system by giving people a second chance, and ensuring a continual growth and upgrading of human resources throughout the lives of all citizens. The ultimate goal of lifelong learning is a society where all people are given the opportunity to continue the learning process throughout their lives. There should be as many agencies and facilities as possible providing programmes and resources to enable all literate citizens to continue to learn. Appropriately educated people develop positive attitudes and skills, can improve the quality of their work and can increase their incomes. As more people become involved in lifelong learning and improve their educational standards and way of life, more will be involved in social decision making at all levels. In this way a truly sustainable development is likely to emerge.

APPEAL has been promoting the concept and strategies of lifelong learning in the region. Some countries in the region that are implementing lifelong learning have been supported to undertake case studies to find innovative approaches, which, if successful, can be shared with other countries.

Promotion of Universal Primary Education

In the area of UPE, APPEAL has sponsored regional and sub-regional workshops and meetings of experts, conducted seminars, produced a series of reports and monographs, and sponsored and fostered initiatives at national level.

A. Promotion of Girls' and Disadvantaged Groups Access to Primary Education

Country-specific projects were implemented in 1990's to promote primary education for girls and disadvantaged groups. The main achievements of the projects included:

- Development of an appropriate curriculum framework and learning materials for non-formal primary education in both China and Nepal.
- Development, publication and effective use of handbooks for teacher trainers who are training non-formal primary teachers in China and Nepal and the development of handbooks for teacher trainers promoting education of girls in India.
- Development and use of materials for advocacy campaigns in China and India to support and promote the education of girls and children in disadvantaged communities.

B. Improving the Quality of Primary Education

Non-achievement, early dropout and high repetition rates are all too frequently the result of qualitative deficiencies. If the quality of educational inputs can be improved, especially by improving teaching methods, producing better learning materials and gaining community support, then it is more likely that UPE can be achieved. Because of this concern UNESCO PROAP organized expert and consultative meetings to identify key factors affecting quality. A project under Japanese Funds-In-Trust has been implemented on improvement of quality of primary schools since 1998.

C. Enhancing Multi-grade Teaching

One reason why some countries have not yet achieved UPE is that for financial and also for logistical reasons they have been unable to establish effective primary schools in some remote and thinly populated areas. A partial response to this problem is to establish schools that use multi-grade teaching. In practice, this means that class groupings can occur in a school with only two or three teachers. Multi-grade teaching

can also be utilized under certain circumstances in larger educational establishments, in ungraded early childhood preschools and in special situations where multi-grade aggregations confer certain educational advantages. It is important to stress, however, that multi-grade teaching is not an answer to meeting teacher shortages, but is a useful strategy for improving the quality of education in remote rural areas.

D. Improving Micro-planning

One of the factors inhibiting achievement of UPE in some countries has been the inadequate use of micro-level planning. In particular, some countries have allowed schools to be established by local groups without reference to local requirements and national coverage. APPEAL, therefore, is anxious to strengthen micro-level planning capacities and capabilities in these countries.

E. Facilitating National Responses

- Organizing projects and programmes through a multilevel system. Regional policy meetings, meetings of experts and regional workshops have established policy frameworks. Many of these, in turn, have then been assessed and evaluated through sub-regional activities, usually through consideration by expert groups.
- Inviting participants attending regional and sub-regional meetings to develop action plans for their countries.
- Designing and implementing national projects, through the work of the various National Commissions for UNESCO, by using the regional-level policies and frameworks developed under APPEAL.
- This multilevel approach has ensured the effectiveness of APPEAL in promoting UPE at national levels. In this way APPEAL has been able to support and accelerate the movement towards UPE.

F. Curriculum and Learning Materials for Effective Schooling

Pilot projects were organized in 15 Member Countries on “Curriculum and Teaching-Learning Materials for Effective Schooling”. The aim was to make an impact on the national curriculum, and to motivate, encourage and effectively utilize teachers in rural primary schools to develop, design and exchange teaching-learning materials. Within the framework of this project Bangladesh, China, India, Indonesia, Lao PDR, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Viet Nam have developed and designed multi-media teaching-learning packages and relevant curricula based on the learners’ environment, needs and interests. The package consists of materials on numeracy, and natural and social environment.

G. Recruitment and Retraining of Female Teachers of Primary Schools

This is a project under the Japanese Funds-In-Trust undertakes case studies on national policies and operational programmes to promote recruitment and training of female teachers with a view to promotion of access by girls to primary education.

H. Early childhood education projects

A partnership project on Early Childhood Care Education (ECCE), involving APPEAL, UNESCO Headquarters and the Korean Educational Development Institute (KEDI) has resulted in a comparative study of early childhood education in Mongolia, Viet Nam and the Republic of Korea. The purpose of the study was to analyze and compare the current status of early childhood education in these three countries, as well as to formulate policy recommendations and develop models for early childhood education.

In addition to this project, APPEAL has launched, in co-operation with UNESCO Headquarters, a project to promote the development of children's *pre-literacy skills at home*. This programme aims to identify and promote culture-specific interaction patterns between parents and children that have positive effects on the development of children's pre-literacy skills. The ultimate purpose of the programme is to facilitate the process of children's literacy through the home environment and to enhance their readiness to succeed in school.

I. Inclusive Schools for Children with Special Learning needs

Within the framework of the project titled Inclusive Schools and Community Support, APPEAL has supported activities in Lao PDR, Myanmar and Viet Nam. Furthermore, APPEAL has developed a project titled Promotion of Basic Education for Children with Special Needs. The primary intention of the project is to foster the inclusion of children with special needs in ordinary schools. This intention will be fulfilled through developing specific country projects and by providing the opportunity for participants from the project countries to meet, to work with and learn from each other.

J. Education for Life in a Scientific and Technological World

The aim is to support the countries of Asia-Pacific in improving and strengthening their science and technology education programmes by following the recommendations of the World Conference of Education for All (Jomtien 1990), Project 2000+: Scientific and Technological Literacy for All (Paris 1993) and the World Conference on Science (Budapest 1999). The strategy for actions would be to cooperate and collaborate (from planning to implementation) with Member States and other partners (especially with Science Teacher's Associations and other professional organizations) for a better understanding of the advances in science and technology and their impact on society, and

to create a wider interest, especially for young people, in pursuing a scientific career. Actions will include policy development; innovations in curriculum, teaching methodologies and resources mobilization; professional development of teachers and educators; and activities to promote people science.

K. Preventive Education against HIV/AIDS and Drug Abuse

The region has observed an increasing trend of the HIV/AIDS epidemic in the region. There is therefore an urgent need to consolidate all efforts to prevent the global menace affecting mankind. Several projects have been implemented by PROAP with regards to HIV/AIDS and drug abuse prevention in the school setting and at the non-formal education level. A Regional Strategy was formulated to provide countries in the Asia and Pacific Region with “a systematic framework for schools and communities to establish programmes and practices, conducive to promoting preventive education in schools”.

Two major elements recommended for the school-based approaches to preventive education are: (i) curriculum and supporting teaching-learning resources; and (ii) professional development of teachers. The goal is to put in place preventive education, especially about HIV/AIDS, in the school setting. The activities have been in partnership with UNAIDS, NGO partners and other relevant agencies. Donor support will have to be solicited. Other major projects in the pipeline include focusing on non-formal education; education of girls and women; the collective force of youth to change behaviour; and the use of distance learning in educating adult learners in the prevention of HIV/AIDS.

Chapter Three

APPEAL: Projects Supported by Extra-budgetary Resources

APPEAL's Sources of Funding

APPEAL's programmes and activities are funded by UNESCO's Regular Programmes Budget with the support of extra-budgetary funds mainly from Japan and Norway and also from the voluntary contributions from the Member States. For the period 1998-99, a sum of US\$521,360 was earmarked in the Regular Programmes Budget, whereas the funds from the extra-budgetary resources amounted to US\$2,438,857.

APPEAL Projects Supported by Japan Funds-in-Trust

A. Overview

The **Japanese Funds-in-Trust for Promotion of Literacy in Asia and the Pacific (JFIT/APPEAL)** was launched on the occasion of the International Literacy Year in 1990. After the Amman Mid-decade Review Meeting in 1996, the **Japanese Funds-in-Trust for the Community Learning Centres in Asia and the Pacific Region (JFIT/CLC)** was added. Under these funds, the Government of Japan has generously provided a total of US\$7,030,000 during the EFA decade for projects undertaking actions in response to the Framework of Action to Meet Basic Learning Needs adopted by the World Conference on Education for All (Jomtien, 1990).

JFIT contribution in US dollars

YEAR	JFIT/APPEAL	JFIT/CLC
1990	700,000	
1991	700,000	
1992	700,000	
1993	700,000	
1994	700,000	
1995	700,000	
1996	500,000	300,000
1997	500,000	300,000
1998	420,000	200,000
1999	415,000	195,000
Total	6,035,000	995,000

B. Aims

The Japanese Funds-in-Trust aims to provide assistance for the implementation of activities related to the promotion of literacy in the region. Special attention has been given to those programmes and activities, which provide illustrative models and experience for the UNESCO member States.

C. Programme Activities

The programmes and projects under JFIT have been identified and formulated on the basis of the knowledge APPEAL has developed over the decade and in close consultation with the Member States.

- During 1991-1996, the following activities were carried out:

Training of Literacy Personnel

- National Workshops Training of Literacy Personnel utilizing ATLP and ATLP-CE
- Training of Planning and Management Personnel of Literacy and Continuing Education through developing and utilizing AMPM

Pilot Project for Literacy Education

- Pilot Project for Promotion of Primary Education for Girls and Disadvantaged Groups
- Pilot Project for Promotion of Literacy for Youth and Adults

Development of Literacy

- Development of Basic Literacy Reading Materials for Youth and Adults
- Development of Learning Materials for Enhancing Primary Education

Promotion of Literacy Through Community Learning and Resource Centres

Development of Educational Indicators to Assess EFA Targets

- Since 1997, the following activities have been included in addition to the above areas:

Universalization of Primary Education

- Building National Capacities for Quality Improvement of Primary Schools
- Sub-regional Programme on Female Teachers
- Promotion of Basic Education for Children with Special Needs

Literacy and Continuing Education

- Enhancement of Teaching-Learning in Non-formal Education
- Development of Community Learning Centres

- Local Self-Government Involvement in Non-formal Education

Regional information network

- Development of Asia/Pacific Literacy Database

D. Features of JFIT

JFIT has contributed to the promotion of basic education in the region within the framework of APPEAL, the main features of which are summarized below:

- The programme areas of JFIT cover the three main goals of APPEAL: Primary Education, Literacy and Continuing Education. This variety of range in the programme has extended the provision of basic education under APPEAL activities, e.g. children with special needs and girls in rural areas.
- JFIT supported projects have consisted of regional/sub-regional and national/grassroots level activities. As a follow-up to the recommendations made by the JFIT/NFIT evaluation, a particular effort has been made to explore effective linkage between resources available at the central level and the needs at the grassroots level. The Community Learning Centres project has been designed to fully utilize the existing resources and to develop effective delivery mechanisms in each country.
- JFIT has been implemented not only by the APPEAL Unit of UNESCO PROAP but also other units of PROAP as well as UNESCO HQ and other field offices of UNESCO in the region. Many projects were also carried out in collaboration with NGOs and other international agencies to enhance the project's relevance and sustainability by mobilizing additional financial and technical support.

E. Effects of JFIT Projects

In view of the impact of APPEAL projects discussed in earlier chapters, the specific impacts of JFIT supported projects may be summarized as follows:

- Through grassroots projects, some innovative approaches for promoting basic education particularly in rural disadvantaged areas were developed and expanded by the government and other development agencies such as UNICEF and UNDP. The primary education project in Gansu, China and NFE project in Bhutan are good examples of how small-scale quality initiatives influenced the national level policy and implementation.
- Projects on literacy materials development, in co-operation with ACCU, and the manual on planning and management (AMPM) have developed tangible resources for contributing to the capacity building of personnel in many countries in the region. These resources developed in past projects are currently being reoriented for the use of the grassroots level workers such as CLC personnel under the newly approved

JFIT project for 1999-2001.

- The Asia-Pacific Literacy Database developed by APPEAL-ACCU is the first initiative to develop an information network in the area of literacy and continuing education. This database has provided information through Internet and CD-ROM about literacy policies, basic education data and good experiences for not only NFE workers but also for a wider audience including other educators, development workers and the general public.

APPEAL Projects Supported by Norwegian Funds-in-Trust

A. Overview

The project **Training of Literacy Personnel under APPEAL** has been supported by the Government of Norway since 1989. A total of US\$ 5,058,070 has been provided for literacy and continuing education activities in the Asia-Pacific region.

NFIT contribution in US dollars

Phase	Years	Amount
Phase I	1989 – 1991	US\$ 1,033,070
Phase II	1992 – 1996	US\$ 1,921,000
Phase III	1997 – 2000	US\$ 2,104,000
Total		US\$ 5,058,070

B. Aims

The Norwegian Funds-In-Trust aims to provide assistance to strengthen the training system in the areas of literacy and continuing education in the Member States of UNESCO in Asia-Pacific through development of curriculum, learning materials and training systems.

C. Programme Activities

The project has had three phases. The first phase focused on literacy training. Under Phase I (504-RAS-10), the *APPEAL Training Materials for Literacy Personnel (ATLP)* were prepared, printed and translated by the Member States. Seven sub-regional workshops and one regional workshop were organized to train key literacy personnel. Also, under this project a number of countries organized national training workshops to develop literacy curricula and training materials, and provided training to a large number of literacy trainers.

The second phase focused on the development of a system for continuing education. Under Phase II (504-RAS11) training of literacy personnel has continued, and at the same time the *APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)* were developed and assistance provided to the Member States to translate them. Three regional and four sub-regional workshops on continuing education for development have been organized, together with numerous national workshops, to train non-formal education personnel in the concepts and methodologies of continuing education.

Phase III (504-RAS-12) of the project has continued to support innovations, materials development and training in the areas of literacy and continuing education. The focus has been on girls and women and ethnic minority groups. Also, a project on monitoring and evaluation of literacy and continuing education has been supported and a regional network of *APPEAL Resource and Training Consortium (ARTC)* has been set up. Several books such as manuals on Monitoring and Evaluation of Literacy and Continuing Education Programmes, as well as on Small Scale Enterprises and Functional Literacy for Indigenous Peoples have been published. The Community Learning Centre (CLC) project is being supported in eight countries in the region under the Norwegian Funds-In-Trust.

D. Effects of the NFIT Projects

In view of the impact of APPEAL projects discussed in earlier chapters, the specific impacts of NFIT supported projects may be summarized as follows:

- Catalyst role of APPEAL training materials, ATLP and ATLP-CE

The APPEAL training materials have acted as catalysts to develop ideas that have been generated in the field into relevant and replicable models. The ideas presented in the materials have stimulated the Member States to try out adaptations and develop their own materials.

- Broader concept of literacy curriculum

Literacy curriculum introduced in ATLP and ATLP-CE covers not only 3 Rs (reading, writing and arithmetic) but also content areas related to quality of life improvement such as health, family life, environment and income-generating activities. This integrated approach has been accepted by many countries to develop their national curricula integrating literacy with functional aspects of real life. Their adaptation of a literacy standard has enabled them to set meaningful national targets for illiteracy eradication.

- Development of national capacity

Regional and sub-regional workshops organized by APPEAL/NFIT have produced a number of experts in literacy and continuing education. Professional capacity now exists at the national and sub-national levels in the countries to train personnel and to design and develop materials required for literacy and continuing education.

- Strengthening capacity of grassroots

With UNESCO's modest funding to start some activities in the countries, Community Learning Centres (CLC) supported by NFIT in eight countries is a way to deliver literacy and continuing education at local/grassroots level and have drawn the attention of Governments and other agencies for further support to their development and expansion.

APPEAL Projects Supported by UNDP

A. Expansion of Skills-Based Literacy Programme for Women

The project has been in operation under UNDP's financial assistance since 1990 and concluded in 1994. The project was aimed at enhancing national capacities for the development of participating countries by improving the productive abilities of women and out-of-school girls and youth through improved access to education as well as providing an education which is directly relevant to their specific needs and conditions. The outcome of the project was the production of exemplar curricular units and training materials suited to the needs and situation of the learners. The project trained about 200-250 writers and illustrators engaged in the development of learning materials at the national level.

B. Literacy as a Tool for Empowerment of the Poor

In the latter part of 1996, APPEAL launched a regional study on Literacy as a Tool for the Empowerment of the Poor with funding support from UNDP. The focus of the study was the current situation and how the existing literacy and basic education programmes may be effectively linked to poverty eradication and improvement of the quality of life of the poor.

The final outcomes of the study were edited and printed in the form of a book titled *Basic Education for Empowerment of the Poor* (UNESCO, 1998) for wider dissemination. The regional framework consists broadly of the conceptual design and strategies of how curriculum contents, materials and methods of basic education may be re-oriented and adapted to meet the local, specific socio-economic and cultural needs of learners, thereby contributing to improving the quality of life of the poor.

C. Community Empowerment through Community Learning Centres (CLCs)

UNDP has recently funded this project to be implemented in Thailand. The project will support and facilitate the local people to develop their own community learning centres, which will function as focal points of community empowerment for crisis-response, poverty alleviation and equitable and sustainable human development. The project will develop community-based information systems. National partners include the Community Development Department, Ministry of Interior; Rajabhat Institutes, Ministry of Education; Non-formal Education Department, Ministry of

Education; and Office of the Prime Minister's Office. Five provinces representing five regions of Thailand have been selected to undertake the project as demonstration sites.

Voluntary Contributions

APPEAL also receives annual contributions from some countries, such as China and Japan (Osaka University) for implementation of APPEAL's programmes.

Chapter Four

APPEAL: Impacts, Factors of Success and Constraints

Impacts of Programme Activities

Resources developed by APPEAL programmes have helped countries in the region to promote adult literacy and continuing education during the last two decades. Particularly, APPEAL Training Materials such as ATLP, ATLP and AMPM as well as ACCU's AJP materials have contributed to improving the quality of the programmes by facilitating curricular design and developing teaching-learning materials in many countries of the region. Such impacts brought about by the APPEAL-supported activities are summarized as follows:

- Catalyst role of APPEAL training materials

The APPEAL training materials have acted as catalysts to develop ideas that have been generated in the field into relevant and replicable models. The ideas presented in the materials have stimulated the Member States to try out adaptations and develop their own materials.

- Broader concept of literacy curriculum

Literacy curriculum introduced in ATLP and ATLP-CE covers not only 3 Rs (reading, writing and arithmetic) but also content areas related to quality of life improvement such as health, family life, environment and income-generating activities. This integrated approach has been accepted by many countries to develop their national curricula integrating literacy with functional aspects of real life. Their adaptation of a literacy standard has enabled them to set meaningful national targets for illiteracy eradication.

- Development of national capacity

Regional and sub-regional workshops organized by APPEAL have produced a number of experts in literacy and continuing education. A series of workshops organized jointly with ACCU has also helped develop the capacity of literacy personnel in materials development. Professional capacity now exists at the national and sub-national levels in the countries to train personnel and to design and develop materials required for literacy and continuing education. The APPEAL activities have provided a resource base for developing national capacities in this area.

- Development of replicable models

With UNESCO's modest funding to start some activities in the countries, particularly pilot projects and community learning centres, the models have drawn the attention of governments and other agencies to further support the projects development and expansion.

Contributing Factors of Success

The APPEAL programme has a number of special characteristics that have contributed to its success.

A. Integrated approach

The three main components of APPEAL, namely Universalization of Primary Education (UPE), Eradication of Illiteracy (EOI), and Continuing Education for Development (CED), are closely integrated and form part of a holistic programme to meet the needs of disadvantaged groups. The three areas have been mutually reinforcing each other.

Relevant actions have ensured APPEAL's evolution as a coherent holistic programme of educational development for the region. An attempt has been made to keep the components in balance. All Member States are encouraged to give high priority to disadvantaged groups, especially women.

B. Developmental rationale

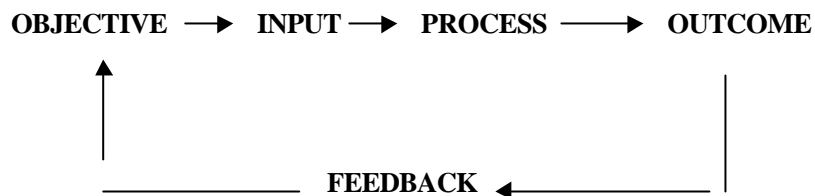
APPEAL has been implemented within a context of holistic human development with a humanistic rather than a purely economic rationale as its basis. A key aim has been to promote in each Member State the development of a comprehensive learning society in which each citizen can grow to his or her full potential. Only in this way can the resources of the population be channeled to ensure maximum sustainable socio-economic growth which ensures adequate standards and the well-being of all.

C. Hierarchies of objectives

An important feature in the development of APPEAL was the clear formulation of goals in terms of carefully stated objectives at each level of operation. This has ensured that while commonalities and integration are stressed, each component programme and each activity under this programme has its unique role which contributes to the achievement of higher-level objectives.

D. Systems approach

Another aspect which helped to ensure coherence, integration and effective in implementation of most aspects of APPEAL has been the consistent application of a systems approach to design and development. In general terms, this is summarized as follows:



This approach was variously applied according to the particular needs of the programme. For example, the development of a training curriculum for basic education (ATLP) and for various types of courses in continuing education follows a systems approach to curriculum design and implementation. This consistency in approach to the overall conceptual development of most aspects of APPEAL projects facilitates a holistic interpretation and implementation.

E. Background research

All components of APPEAL have been based on strong research input to ensure that each aspect of each project meets genuine needs and is appropriate and effective for the diverse situations in the Member States of the region.

In some instances relevant research projects were directly sponsored by APPEAL. An example is in the area of national literacy studies where a series of in-country research studies sponsored by APPEAL and partially funded by UNESCO/PROAP resulted from the APPEAL Sub-Regional Workshop on Research Design for Functional Literacy held in Seoul, Republic of Korea, 26–1 May 1993. The overall impact of various aspects of APPEAL has also been the subject of research. Research has enhanced the credibility of various APPEAL projects. It has helped to ensure widespread acceptance and smooth implementation.

F. Development teams

Each major task of an APPEAL project is the responsibility of a specialized development team. An important feature is that, while each team is specially identified to perform a particular task, project continuity is ensured by maintaining some overlap in personnel from task to task. However, new people are added to the team for each task according to need. This also ensures that the number and diversity of personnel concerned with the development of APPEAL projects as a whole are fully representative, and that a growing body of expertise is available for future development and effective implementation.

APPEAL maintains an up-to-date register of all personnel who have been involved in the development of any aspect of the programme. In this way, people with the potential to contribute to further development can be easily contacted for additional tasks.

G. Step-by-step development

The immediate product of most projects has been a series of volumes developed at the regional level which provide frameworks for national-level action. Each element has followed a step-by-step development based on a systems approach.

H. Exemplary materials

For all three components of APPEAL, the purpose of project activities has been to produce guidelines and models at the regional level which can then be used by Member States to plan and develop their own materials and programmes. Nothing produced under APPEAL is intended to be directly used by any Member States without adaptation to meet local needs in response to local circumstances. In essence, all materials developed at the regional level have been produced in the form of “planners” for development of programmes and activities at the national level.

Responses to the materials have initially been in the form of action plans produced by participants attending the various regional committee meetings and regional and sub-regional workshops convened for Member States under APPEAL. These plans have then been implemented either wholly or in part by the Member States involved.

I. APPEAL faculty of experts

An important feature of the procedures followed by APPEAL for the development of projects, the training of personnel and the implementation of activities at the national level has been the formation of a competent and experienced faculty of regional experts.

All regional experts who contribute to the various development projects under APPEAL, together with outstanding participants from APPEAL regional and sub-regional workshops, form a cadre of experts who can be called upon to assist APPEAL in its various developmental tasks, especially in its training workshops. They are registered as APPEAL Faculty Members and their experience and specialized skills are noted in the register. Groups are then formed for particular tasks.

J. Regional/sub-regional and national workshops

Each of the APPEAL projects, whether concerned with UPE, EOI or CED, have been developed in a six-stage process involving workshops of four types at three levels of operation: regional, sub-regional and national.

K. Follow-up activities

As we have seen, the central aim of all APPEAL projects is principally to stimulate action within Member States for the improvement of UPE, EOI and CED. Inputs by Member States lead to the development of various model projects and activities

which are then developed at international workshops and followed up by action in Member States. The systems approach is consistently applied.

As action plans are formulated and implemented by Member States, UNESCO PROAP assists and supports them through a variety of follow-up procedures.

L. An APPEAL regional network

The technical workshop for developing personnel training plans held in Thailand in 1986 recommended setting up a training network for APPEAL to function at regional and national levels in order to tackle the problem of illiteracy and low levels of education. Workshop participants also developed a tentative model of the network and an operational mechanism and recommended that each participating country should establish a National Training Institute (NTI) which would work as a national focal point of the network.

M. Evaluation and impact studies

A consistent policy of APPEAL has been to promote self-evaluation, especially the long-term impact of various projects. As noted above, an aspect of APPEAL's follow-up strategy has been the promotion of research and evaluation studies by Member States.

APPEAL has generally been received well by Member States of Asia and the Pacific. It has helped to speed up progress towards universalizing primary education and eradicating adult illiteracy. In the area of continuing education, many countries which had begun on an ad hoc basis have now introduced more systematic approaches and have broadened the scope of their lifelong learning activities.

The main factor in the success of APPEAL and its acceptance in the region has been in its reliance on exemplars. Systems have been designed and arranged for ready adaptation and implementation by each Member State according to its needs and circumstances. In essence, APPEAL has offered a blueprint for change without imposing a rigid format. It has been a useful tool for innovative planning in the three areas of its concern.

Another factor in the success of APPEAL has been its holistic approach of educational development achieved in part by the consistent application of a systems approach. This internal consistency has helped make the underlying framework clear to planners, developers and practitioners at all levels.

A third factor ensuring the success of APPEAL has been the timing of implantation of its major programmes. The Coordination Committees and the APPEAL faculty have been forward-looking in planning and have anticipated emerging needs. For example, activities in continuing education were not begun until basic literacy

programmes and the strengthening of primary schooling had reached a critical point in development which indicated readiness to proceed in the area of lifelong learning.

A fourth factor in the success has been the emphasis on sound research and current practice as a basis for all projects. This requirement has ensured that the proposals are practicable and realistic and genuinely meet the needs of Member States.

Constraints and Challenges

Although a lot has been done in the region under activities within the framework of APPEAL, there are some constraints and challenges for the future implementation of literacy and continuing education programmes and activities:

- Absence or lack of priority in the national policies for meeting the educational needs of the marginalized youth and adults;
- Lack of training facilities for skills development for those children not enrolled in schools as well as for youth and adults who have completed primary schooling;
- Lack of relevant materials for literacy and continuing education, especially in remote rural areas;
- Lack of efficient and effective delivery mechanisms for literacy programmes;
- Difficulty in sustaining and enlarging successful small-scale pilot experiences at a larger scale mainly due to shrinking financial resources and an absence of project management skills.

Chapter Five

APPEAL: Broadened Visions and Renewed Strategies

In light of the experiences gained by Member States in EFA since Jomtien and of the directions for new programme actions proposed by the inter-governmental Regional Committee on Education (EDCOM) and the Third Biennium Programme of UNESCO Medium Strategy (2000-2001), APPEAL will reformulate its strategies from a broadened vision of basic and continuing education in the changing development contexts of a most diversified and dynamic region in a new century.

Continued top priority will be given to basic education, which should be taken as a fundamental human right, a 'passport to life', a tool of empowerment for development, and which "fosters the initial seeds of mutual understanding, through the twin key concepts of 'tolerance' and 'learning to live together', whereby all and each may be enriched in a harvest of many cultures"(Director-General).

APPEAL programme activities will be geared to building national/local capacities for the achievement of EFA goals and to strengthening regional/international solidarity in addressing the persistent obstacles identified by the EFA Assessment 2000 currently under way.

Broadened Visions

APPEAL recognizes that a further broadened vision of literacy, basic and continuing education is a crucial pre-requisite to the reformulation of strategies and the effective coordination of EFA efforts.

A. Re-inventing Literacy as a Means of Empowerment for Development

As an evolving dynamic concept defined in changing regionally/nationally-specific contexts, 'literacy' has continuously been broadened to go beyond the three R's (reading, writing and arithmetic) to include fundamental knowledge, skills and values essential for effective functioning of individuals in modern information-intensive societies and to cover content areas related to quality of life improvement such as health, population, environment, income generation and local indigenous knowledge. A new understanding of literacy has been called for by UNESCO 'to promote the creation of literate societies that are culturally sensitive, where literacy is integrated in overall development efforts that are genuinely responsive to the demands of the learners and their communities'. APPEAL has been actively participating in the international dialogue for a new understanding of literacy.

The public is no longer interested in how many literacy programmes we have, how many prototype learning materials we develop, how many participants and communities our literacy efforts have reached. They are more interested in the effect of all this on the participants and communities. The implications of the shift in public perception of literacy are at least three-fold:

- We must increasingly view *literacy as a means rather than as an end*. Literacy must not just be the imparting of the ability to decipher written symbols, it must be seen as providing individuals and communities with essential means for a better and changed future. Literacy must be taken as a tool of empowerment of the disadvantaged, especially the rural poor, women, out-of-school children, minority groups, and children with special learning needs.
- We should pay more attention to the context and environment of our work, the linkages with other ministries and with agricultural and industrial potentials, with post-literacy activities, and with each community's unique needs.
- We must *move on in literacy work from* the first stage of advocacy and the second stage of activity to the third stage of analysis, which will lead to more effective result-oriented actions. It is time to evaluate our efforts and not just do more of the same, to discard the ineffective and multiply the best practices, to better use whatever existing resources we have with much more effectiveness and long-term impact. We should analyze experiences and then share the lessons we learn from that analysis, drawing from the success as well as from the frustrations and failures of our past efforts. The analysis will point out new paths so that literacy can indeed deliver on its promise.

APPEAL's literacy programmes in coming years will reflect the broadened vision and assist Member States in integrating literacy into holistic community-based development programmes.

B. Re-thinking basic education in view of the changing content, process and nature of learning in the new education environment of an information age

In the emerging knowledge-based economy and information-intensive society, we have observed profound changes which have manifold implications for basic education.

- The gap is growing between the rich and the poor both among and especially within countries not only in wealth but in technology, and more importantly in knowledge.
- The irreversible trend towards globalization and increased interdependence and communication is pushing all communities, at varying stages and varying speeds, towards a new and somewhat unpredictable future.
- Information-communication technologies are advancing rapidly.

With multiple accessible sources of vast information, education no longer means the transmission of factual knowledge but the teaching of how to collect, select, and manage information and how to develop fundamental skills for living and working. The changing content of learning implies the need for 'fundamental rethinking of the way to package basic learning content, the need for curricular renovations to reorganize knowledge, and the need for the learners to learn how to learn, to do, to be and to live together.

With the changing process of learning, the linear system of education will be replaced by a cyclical path of alternating study and work. Information technology has mandated changing roles of schools and teachers. This also implies the need for social skills, ethical values and analytical thinking to be developed in the process of learning.

With changes in the nature of the learner, there will be changes in the ways of thinking, reacting and responding behaviourally. As the learners in the vastly different cultures of Asia and the Pacific think, react and behave differently, speak different languages and have different paradigms, the culturally sensitive learning experiences in different areas have to be structured differently.

C. Examining continuing education, both formal and non-formal, as an integral part of a continuum of learning throughout life towards creation of learning societies in the 21st century

As many countries have made progress in literacy after Jomtien Conference in 1990, they have taken up post-literacy and continuing education programmes. Continuing Education covered by APPEAL was meant to provide opportunities for individuals outside of basic literacy and primary education. Programme actions were mainly targeted at neo-literates, school dropouts and youth with incomplete schooling. Increasingly, continuing education is an essential extension of literacy to promote human development and it will become even more urgent as the 21st century approaches. Following the Hamburg Declaration on Adult Education (CONFINTEA V), Delors report, and other major conferences and reports, the concept of 'continuing education' has been expanded to include a continuum of learning throughout life, extending from post-literacy to continuing higher and professional education, and including both general and vocational-technical programmes, aimed at equitable, sustainable and people-centred socio-economic development and harmonious, peaceful living together. Continuing education will have to be more diversified, catering to the increasingly diversified learning needs of specific population groups of youth and adults. It will have to be more workplace and community based, and more closely linked to economic, social and cultural development programmes. Continuing education engages in lifelong learning. The ultimate goal of lifelong learning is a learning society where all agencies are educational providers, not just those with primary responsibility for education, such as schools.

Directions of Action for EFA Goals

In light of findings of the EFA Assessment and the global framework of action of the inter-agency EFA Forum, APPEAL will continue to strive for the following goals:

- expanded and improved early childhood care and education for survival, learning and development;
- universal, and free access to basic education for all children, with special emphasis on excluded groups;
- universal access to basic education opportunities and skills programmes for all young people and adults;
- achievement by all learners of nationally defined and objectively measured levels of learning in literacy, numeracy and life skills; and
- full and equal access to and effective participation in basic education of women and girls, and elimination of gender biases and discrepancies in schools and education systems.

Specifically APPEAL will contribute to the achievement of the following strategic objectives:

- expanded national investments, and realistic and effective resource mobilization and support at all levels towards education for all;
- a new space for 'civic society' engagement in basic education;
- framing of basic education within broad social development and anti-poverty strategies;
- equitable harnessing of new technologies into service of basic education; and
- development of rights-based, learner friendly and inclusive educational environments in which recognition of, and respect for teachers' roles and responsibilities are paramount.

In line with the UNESCO Draft Programme and Budget for the Third Biennium of Mid-term Strategy (2000-2001), APPEAL will further strengthen its co-operation with Member States in programme activities in the area of eradication of illiteracy, universalization of primary education and promotion of continuing education.

- Stress will be placed on expanding an integrated system of basic education for children that includes early childhood education, primary education and special needs education on the principle of 'inclusive schooling'; and on offering literacy and skills training through innovative community- and workplace-based programmes geared to the empowerment of youth and adults.
- Continuing education, both formal and non-formal, will be re-examined as an integral part of a continuum of learning throughout life, facilitated by holistic, system-wide changes in education and other sectors for the creation of literate societies. Focus

will continue to be on promoting the provision of basic education for all children, as well as literacy and basic skills training for young people and adults.

- Special attention will be given to meeting the learning needs of various categories of disadvantaged groups, especially the rural poor, women, minority groups, and out-of-school children, through a variety of tailor-made programmes adapted to their specific circumstances. Meanwhile the relevance/quality dimension of education for all (EFA) will be increasingly emphasized and taken into account in planning, programme design and implementation.
- Greater efforts in curriculum innovations/reforms and teachers professional development will be made to adapt educational content, process and delivery methods to meet the challenges raised by the rapidly evolving societies and the world of work. Community participation and optimal use of information/communication technologies will be encouraged to sustain and expand the scope of programmes.

Renewed Strategies for the Future

While keeping the above-mentioned goals and objectives, APEAL has considered steps towards more effective strategies to the achievement of its missions, which will be further elaborated and readjusted in light of the outcomes of national, regional and international EFA Assessments under way.

A. Strategic Thinking

- Undertaking in-depth analytical analysis of EFA efforts and share lessons from regional/national experiences, both successes and failures, and redefine APPEAL's role in EFA programmes in Asia-Pacific region in 2000 and beyond. Policy-relevant action research will be supported to develop in-depth, policy-relevant analysis and recommendations. Research findings will be widely disseminated to national and local authorities for informed decision making in EFA and institutional levels.
- Strategic rethinking of UNESCO's areas of action which could have real impacts and rethinking of UNESCO's catalytic, intellectual and ethical roles in light of both the growing demands from Member States and the shrinking resources.

B. Policies: Developing a Supportive Context

Developing a supporting policy context is a major requirement for the achievement of EFA goals. Relevant and effective policies could be powerful levers in renewing political commitment, mobilizing resources, facilitating system-wide changes, and improving management and monitoring of EFA programmes undertaken. APPEAL will endeavor to contribute to the policy reformulation at national and regional level and to accelerate progress in education for all by emphasizing the following measures:

- Promoting advocacy, in collaboration with media, for better understanding of and renewed political/societal commitment to basic education for all as a foundation of all sustainable development.
- Organizing high-level policy consultations and policy dialogues to exchange expertise and experiences, based on valid, reliable and timely data on a broadened outlook towards basic education as a fundamental investment in human development, on empirical research findings, and on intellectual resources within UNESCO.
- Organizing joint activities among countries, especially those with similar conditions and concerns, in support of national efforts to mobilize policy makers in implementing action plans for basic education.
- Encouraging national legislation which requires Governments to increase allocation of public expenditure in GNP and to mobilize support to literacy and continuing education programmes on par with the support earmarked for the formal education sub-sector.
- Mobilizing parliamentary policies for promoting basic education including early childhood education and inclusive schooling for learners with special needs, by the provision of more resources and the training of teachers and other school personnel.
- Underlining the need to make greater use of valid/reliable data/information and research and evaluation findings when formulating policies and introduce reforms/innovations.
- Strengthening linkages between formal, non-formal and informal education as equally important forms of education and learning.
- Giving priority to developing co-ordinated education systems using an holistic approach, balancing basic education as 'passport to life' and higher education as a 'cutting edge and driving force in development'.
- Promoting continued decentralization to support local authorities to promote, manage, and run education programmes and activities by themselves and to support training of community leaders for improved management capacity. Meanwhile, over-all planning and policy guidance at the national level should be strengthened in ways and at levels appropriate to nationally-specific contexts.
- Developing favourable policy environments to diversify sources of funding to education, especially to encourage investment of the private sector in education.

C. Programmes: ‘Reaching the Unreached’ for Equal Access by All

APPEAL will continue to place top priority on the unfinished task of ‘reaching the unreached and serve the under-served’, mainly, though not exclusively, to meet the basic learning needs of disadvantaged groups who have been excluded by education systems, especially the poor, women, minority groups, out-of-school and working children, with a focus of activities on poverty alleviation and empowerment of the disadvantaged through education, while pursuing its main objective of assisting especially developing countries of the region in providing primary education for all children and literacy/continuing education for youth and adults within the framework of lifelong learning.

APPEAL will Renew programme actions for universal primary education, including early childhood care and development (ECCD); and inclusive schooling for children with special learning needs, placing emphasis on actual learning acquisition and improved reduced school drop-outs especially among girls; and on integral learner-centered curricula innovations and teachers professional development.

D. Programmes: Enhancing Emphasis on Relevance and Quality

The emphasis of the World Declaration on Education for All on ‘actual learning acquisition’ should be restated to incorporate useful knowledge, reasoning ability, skills and values. A new emphasis will be placed on the improvement of relevance and quality of basic education to make sure that those already enrolled in education, who have constituted the majority of the school-aged population and increasing portion of adults, will get a relevant and useful education. The priority activities will be defined in areas where APPEAL can have greater impacts and make a bigger difference in view not only of the growing, needs of Member States but of its limited resources and expertise.

- APPEAL will mobilize support to national efforts especially in the development of guidelines for curricular innovations/reforms, preparation of teaching-learning modules as fundamental ‘blocks of knowledge and skills’; professional development of teachers and other educational personnel; planning, designing, management, monitoring and evaluation of programmes and activities; provision of adequate resources and facilities, etc.
- APPEAL will also seek support from research and higher education institutions in organizing relevant programmes for improving quality of basic education, literacy, and continuing education for professional development of teachers and administrators; and in designing locally-based interventions (curriculum, teaching-learning materials, etc.) for empowerment and improvement of quality of life.

- APPEAL will collaborate with Member States in ensuring the continuous monitoring and evaluation of programmes and activities as a feedback mechanism for policy formulation, improved programme implementation, performance, and ensured positive results/outcomes/impacts.

E. Programmes: Promoting Community Participation and Empowerment.

APPEAL will seek support for strengthening the Community Learning Centers (CLCs), with due recognition to community participation and ownership. The CLCs will be made *the 'hub' of community activities*, thus providing social mobilization and transformation. Plans of action will be made to expand CLCs to more Member States in all sub-regions. The CLCs will be aimed at developing models of holistic, people-centred and sustainable community development for replication in increasingly more communities, thereby creating learning societies for co-ordinated development and peaceful living.

F. In-country Capacity Building

To enable member states to develop their own materials and software, rather than merely adapting materials produced elsewhere in country capacity building is needed. UNESCO-APPEAL will provide technical assistance and intellectual leadership.

- APPEAL will promote capacity building through dissemination of research-based findings, organization of high-level policy dialogues and exchange of experiences, training of key trainers, constancy and information service.
- APPEAL will continue to promote training of literacy personnel to ensure programme continuity and sustainability at national and local levels.
- APPEAL will contribute to development of multi-media training materials including computer software applications and use of the Internet for educational purposes and training for capacity building.
- APPEAL will promote better use of cutting edge information technologies.

F. Networking and Partnerships

- APPEAL will develop, with all possible partners, a comprehensive network and partnership plan including the utilization of resources of CLCs, LRCs and other existing infrastructures;
- APPEAL will promote new revitalized partnerships at all levels;

- APPEAL will Strengthening co-operation among education and other sectors, among all sub-sectors and forms of education, among GOs and NGOs and civil society, and among teachers and parents, and schools and communities.

G. Developing New Modalities

- Identifying, disseminating and replicating proven successful experiences and ‘best practices’ in EFA at wider scales, with creative adaptations made to suit national/local conditions. Over the past decade after Jomtien and during the end-of-decade EFA Assessment, a variety of successes have been identified, through thematic/case studies, as most effective practices in EFA efforts at sub-regional and national/local levels. APPEAL will promote the replication of these best practices in more local communities and more Member States. Meanwhile lessons from failures have to be learned to avoid repetitive efforts and waste of limited resources.
- Promoting the optimal use of information technology in EFA programmes as an instrument to prevent from an enlarged gap between the ‘have’s and the ‘have-not’s’ between and within countries; as a powerful tool for the best teaching-learning practices and opportunities to reach the largest number of learners; and as a most useful means of improving the effectiveness of teaching-learning.
- Strengthening the relationship and linkages between formal and non-formal education and involving parents and communities in the promotion of activities for the promotion of basic education, literacy, and continuing education;
- Continuing to organize exchange of experiences through inter-country study visits, educational forums/seminars, and publications and strengthening of south-south and south-north co-operation through Internet and UNESCO Chair programmes.

H. Secretariat: Strengthening Regional Co-operative Mechanisms

As an inter-country co-operative programme, APPEAL will further promote co-operation between countries for exchanging information and experiences, pooling expertise, sharing resources and undertaking joint activities. Existing mechanisms, including governmental, will be fully utilized while efforts will be made to revitalize and strengthen them based on evaluation and consultation with Member States.

- UNESCO will review the existing structures of the National Coordination Committee for APPEAL (NCCA), formed in 23 participating countries, and the APPEAL Resource and Training Consortium (ARTC), and consider the possibility of expanding and strengthening these networks;
- APPEAL as a UNESCO programme will further harmonize its activities in participating countries with other UNESCO activities in the field of basic education.

- APPEAL will strengthen its clearing-house role by developing database and information services.
- APPEAL will further improve the financing of its programme actions by diversifying sources of funding by potential donors. So far the funding sources of APPEAL's have been the UNESCO regular budget and donors, notably the governments of Japan and Norway. To better meet the main-fold challenges in the next century, APPEAL will further improve its performance and effectiveness in programme implementation to attract new donors.
- APPEAL-APEID interface will be further improved. As long trusted friends of the region, APPEAL's substantial role in preparing and consolidating the EFA goals and APEID's remarkable outreach through its network of Associate Centres will continue to complement each other. The UNESCO Principal Regional Office for Asia and the Pacific will further exercise the unified co-ordination function for greater cost-effectiveness. Inter-Programme/Unit co-operation at PROAP will be further strengthened to assure a holistic, system-wide approach to Education for All in order to make UNESCO's voice heard yet more strongly, and to increase the efficacy visibility and impact of its action in achieving EFA goals in Asia and the Pacific.
- APPEAL will strengthen its role in database development/information service and in continuous monitoring and assessment of EFA at national and regional level. It has been obvious that while APPEAL has implemented a large number of projects in different areas of needed action for EFA, it has not developed a constantly up-dated database and education management information system to inform and advise national authorities for more informed policy-making.

