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National Policy of CLC in Nepal

The National Resource Center for Non Formal Education (NRC-NFE), the Literacy Resource Center for Girls and Women has been pioneer to promote the concept and program of community Learning Center (CLCs) in Nepal. It has set up about 15 CLCs in different parts of Nepal. UNESCO PROAP, National Federation UNESCO Association of Japan (NFUAJ) Rotary Club of Tokyo (Dist.2750) and Rotary Club of Taiwan (Dist. 3480 RI) have helped in the program. Following the LRC, Nepal's lead many NGOs have set up CLCs. The Non Formal Education Center, Ministry of Education has also been convinced that CLC would make literacy more people development oriented. So NFE Center organized a Community Learning Center National Workshop with the assistance of UNESCO PROAP in Nepal on 8-10 February 2001. The national workshop recommended that the government and NGOs to establish CLCs in all parts of Nepal to promote functional literacy linked with community empowerment and development.

Now the government of Nepal has stated in the EFA National Plan formulated to follow up Dakar Framework of Action and submitted to the ministerial level meeting of South Asia Countries (10-12, April 2001) that “System of Continuous Education will be developed with the introduction of Community Learning Centers. By 2015 a system of CLC will be developed to address this need.”

It is hoped that CLC will be integral part of the literacy and NFE Program of the government and under its leadership NGOs and local bodies will set up CLCs all over Nepal.

Inauguration of CLC National Workshop, Nepal
The SRC Indore adapted the PLANET II package on "Forest Conservation" under the Dissemination scheme of National version of PLANET II. The Planet II package is comprised of the following materials: A motivational poster - "our forest; wonderland of living creatures" an instructional video film - "Mina’s village and the forest" an instructional and informative booklet - "our forest our life". The LRC produced National version of the Planet II in Hindi language, distributed the materials and collected feedback. The package has been distributed to a large number of agencies working for literacy and other developmental issues, which include other State Resource Centers, State Directorates of the Hindi speaking states, District Institute of Education and Training and active Community Based Organizations & Non-Governmental Organizations.

The feedback was received from various groups of learners, and to put it briefly, they appreciated the Planet II package. They felt that the contents and presentation is very inspiring and motivational. It shows clear picture about the state of forest in the world which is alarming and the materials will be helpful to create consciousness among people and also make them sensitive towards the environment.

MLRC, and MERB, organized the follow-up workshop on NFE database and GIS giving the chances to all agencies concerned such as UNDP / MYA / 004 project, Union Solidarity and Development Association, Myanmar Maternal and Child Welfare Association, Myanmar National Committee for Women’s Affairs, etc. This shows that the cooperation and coordination of GOs and NGOs in fulfilling the goals of Education for All [(Jomtien (1990) and Dakar (2000)] are significant.

The next significant activity was the celebration of International Literacy Day on September 9. On that day, MLRC opened Pyinnya Yadanar press (Treasure of Wisdom) donated by Japanese Government and its people. This was followed by the paper reading session regarding NFE activities in Myanmar. MLRC is very proud of translating and distributing Dakar Framework for Action and Tokyo Statement. Moreover, MLRC could complete the Action Research on “Strengthening the Implementation of the Grassroot Level through Community Learning Centers in Myanmar “

In the year 2000-2001 LRC, Nepal has carried out following activities:

1. An action research on the implementation of small scale enterprise

An action research on the implementation of small scale enterprise of cardamom nursery in Budol CLC was carried out with the support of UNESCO Bangkok. The objectives of the study were:
- To study the process of carrying out the cardamom enterprise in the Budol CLC.
- To take note of all activities to learn success and failure of each activity.
- To make suggestion for the improvement of the enterprise.

2. National Workshop on Monitoring and Evaluation of Literacy & Continuing Education:

Non Formal Education Center, MOES & National Resource Center for Non-Formal Education jointly adapted a manual on Monitoring and Evaluation of Literacy and Continuing Education with the support of UNESCO PROAP. Utilizing the manual a National Training Workshop on Monitoring and Evaluation on Literacy and Continuing Education was organized on 22-27 August 2001, in Kathmandu. The workshop was participated by 30 participants of different GOs and NGOs working in literacy and continuing education.

3. Implementation of Matching Grant for International Humanitarian Project No. 14823.

Under this project LRC has established three CLCs in the villages of Ugrachandi, Kuntal and Mahendra Jyoti at Kavre District with the help of Rotary Club of Taipai, Funju & Rotary Club of Yala Patan. The project provided learning materials and training in literacy and vocations to adults and children under the CLCs.

4. Adaptation of Literacy Clip Art

The center has adapted Literacy Clip Art developed by ACCU in Nepali version. The material will help the CLC personnel to develop local relevant materials. The Clip Art was distributed to different literacy and continuing education related GOs and NGOs.

Recently Philippines LRC has undertaken three major activities:

1. Development of Philippines LRC NFE-GIS

NDFCAI-WED, the Philippines LRC, presented LRC NFE-GIS their institutional plan for the development of LRC, NFE-GIS during the Regional Planning meeting for the development of MANGO software, held on 8-10 August 2001 in UNESCO PROAP, Thailand. According to the plan, the NFE-GIS is designed to establish a community literacy database including learners, facilitators, learning centers and activities on literacy, entrepreneurship & life long learning.

2. UNESCO GENPEACE Project in 15 areas of Mindanao.

The main theme of the GENPEACE project of Philippine is that “the participation of women is essential to the development and promotion of UNESCO’s Cultural of Peace.”

The project has the following objectives:
- To promote gender-sensitive community-based peace education.
- To launch community based activities for economic productivity and improve basic services to women and men.
- To enhance community mobilization, collaborative actions and communication.
Challenge for EFA

To implement UNESCO’s Cultural of Peace Program in the grassroots.

United Nations Multi-Donor Program has funded to launch this project in 15 critical areas of Mindanao.

3. Rehabilitation project for three municipalities.

The LRC has launched Project titled “Advancing Basic and Support through Education and Entrepreneurship in Maguindanao”, a rehabilitation project for 3 municipalities of Maguindanao province: Matanog, Barira & Buldon with the support of a Spain based international NGO ACCION CONTRAEL HAMBRE (ACH). The project will directly benefit 1000 beneficiaries (400 learners in advanced literacy classes and 600 for skills & entrepreneurship training) and indirectly served 6000 families in the post war conflict areas. The qualified learners/completers will be provided micro-credit assistance to enable them to start their own small businesses and become economically productive.

PGGA (PAKISTAN)

Pakistan Girl Guides Association and Asia Pacific Cultural Center for UNESCO Literacy Resource Center in Lahore carried out two major activities.

i. Adaptation of Literacy Clip Art, which had three components-Printing of the Book, CD Rom and Training Workshop

ii. Personal Computer Training for LRC staff.

Adaptation of the Literacy Clip Art:

The set of nine booklets have been translated into Urdu the national language of Pakistan. Illustrations have also been modified to suit Pakistani culture. These booklets are in the process of being printed. LRC has purchased the CD Writer to make the copies of the CD ROM for use by the NGOs/LRC. The training workshop for literacy material development for the use of book on Literacy Clip Art is being planned in the first week of November 2001.

Personal Computer Training of LRC Staff:

A training program was organized to improve the skills of the LRC and NGO staff in use of computers for literacy. 13 members attended the 20 days training at the NICON Computer College Davis Road, Lahore from 13th September to 4th October 2001. The major contents of the training programme were:

- MS Office 2000
- Window 2000
- Adobe Photoshop
- Web site Development / Front Page
- MS Power Point
- MS File Maker 5.0

The participants including three male staff members from the PGGA Headquarters involved in the LRC, Equipment Shop and Account Section, 10 female staffs including Literacy Supervisor, Magazine Editor, Library In-charge of LRC and the Coordinators of the Girl Child Shield project dealing with the collection of data and documentation of the project activities. The skills learnt by the staff are now being used for setting up the library and maintaining a data base of the literacy materials of LRC and NGOs.
My name is Kalsoom Gulam Mohammad and I am 22 years of age. We are eight sisters and no brother. My father works in the fields. My mother tells me that before I was born every one was praying for a baby boy because my mothers already have a daughter. Every one was unhappy at my birth I was born as a handicap with both hands turned inwards. I was unable to get admitted in to the school because we were not financially strong.

In November 2000, an adult literacy center in Village Qutba Kasur started working, my sister told me that there education is free for all. I asked my parents if I can join the center but they did not allow me to do so. When Ms. Rahat Afza, who is the teacher in the literacy center came to talk with my parents and convinced them that I will not only learn to read and write but also learn different income generation skills in the same center then they agreed to send me to this literacy center. Soon I joined the center, girls in the center used to make fun of me because of my disability. The teacher, Ms.Rahat asked every girl in the center to help me and not to make fun of me. In the class I work very hard to learn. It was difficult for me to write in the beginning but now I can write well. After six months, I have learnt how to read and write first two primers. Meanwhile, I have also learnt how to make basket from weeds. I make at least 4 baskets every day besides doing household chores. My daily income is Rs. 40/-. My parents are now happy with me. My other sisters have also developed interest in studies because of me and my parents have allowed them to get enrolled in the center.

A C C U N e w s

PALM (Package for developing Adult Learning Materials) is now available from ACCU!

PALM, newly produced by ACCU in August 2001, is a set of a handbook, illustrations and exemplar materials to be used for developing quality and relevant learning materials at the community levels. PALM is a perfect package for you, if you are involved in:

- adult learning programmes (i.e. literacy and continuing education),
- development of education/information/communication materials, or
- community development programmes.

PALM is based on the idea to disseminate “Process” rather than “Products” of materials development to the grassroots levels. Since the learning materials produced at central levels often do not meet the needs of local learners with diverse socio-economic backgrounds, PALM aims to enable each community to develop its own custom-made materials. It can be also used for the training of material developers. PALM contains:

1) “Handbook for Adult Learning Materials Development at Community Level”,
2) “AJP Materials Kit” (exemplar materials on health & sanitation, income generation, environment, and women’s empowerment), and
3) “Literacy Clip Art” (in CD-ROM and booklet forms).

PALM is available from ACCU for US$100 per package, and each material can be also purchased separately. For the order form, please contact ACCU.

A P P E A L N e w s

APPEAL’s programmes in the Member States are implemented from the regional and sub-regional levels to the grassroots through a network of selected GOs, NGOs and private institutions and agencies involved in the promotion of basic education and lifelong learning. Among these, a consortium of lead institutions across the countries of the region has been constituted to serve as the APPEAL Resource and Training Consortium (ARTC) with the role of providing technical support and assistance to the work of APPEAL in the Member States. It is an inter-country cooperative institutional mechanism designed to support and facilitate APPEAL’s mission to reach the goal of Education for All (EFA) and lifelong learning in the Asia and Pacific region. To date there are eleven members of ARTC i.e. Asia Pacific Cultural Centre for UNESCO (ACCU), Japan; Dhaka Ahhsania Mission (DAM), Bangladesh; The Faculty of Science, Information Technology and Education at the Northern Territory University, Australia; Indian Institute of Education (IIE), India; National Observatory, Kazakhstan; Institute for Rural Advancement (INFRA), Malaysia; International Research and Training Centre for Rural Education (INRULED), People’s Republic of China; Korean Educational Development Institute (KEDI), Republic of Korea; Department of Non-Formal Education, Thailand; Directorate-General of Out-of-School Education, Youth and Sports, Indonesia; and Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines.

There have been four technical meetings of ARTC members: China in 1997; Republic of Korea in 1999; Bangladesh in 2000; and, Thailand in 2001. The last ARTC meeting in Changmai, Thailand was organized in conjunction with the Asia-Pacific Regional Forum for Lifelong Learning, which was participated by 130 educators from 23 countries.

The ARTC members have undertaken joint researches on literacy and non-formal education such themes as innovative NFE programmes and income generation programmes for poverty alleviation. As for the ARTC joint projects for this year, three sub-regional workshops on capacity building of CLC personnel are scheduled to be organized in April-May 2002 in Bangladesh, China and the Philippines. A project on use of ICT for on-line training in NFE is also currently being planned for implementation in countries in the region.

Kalsoom Gulam Mohammad, Pakistan
Internet School Bus Goes on the Road in Malaysia

There is no doubt the introduction of information technology in school can help the students to improve the quality of education. But it is also true that in most of the developing countries, the facility is available only in urban areas. The schools of rural areas are still deprived from this modern facility. Viewing the reality a school bus outfitted with 20 computers, information technology manuals and communications equipment able to access the Internet has begun visiting schools in rural parts of Malaysia. The cyber school bus will provide training in the use of computers and the Internet. The project is supported by the United Nations Development Programme (UNDP), the Government of Malaysia and two Malaysian companies: the Automotive Corporation and Mimis, a local informal technology firm. The school bus project will help to lessen the differential between the high tech ‘smart schools’ of the country urban areas and the information technology illiterate schools in poor neighborhoods and rural communities. At the bus inauguration in Kuala Lumpur, Malaysia’s Deputy Prime Minister, Abdullah Ahmad Badawi, said the government wholly supported the project as a means to begin to bridge the gap between Malaysia’s information rich and information poor. Project organizers hope that if this pilot project is successful, the cyber bus methodology can be replicated in other developing countries.

Because of vast development of ICT, the people are learning fastly and it broadened the knowledge of people. But every people do not have access to the opportunities of internet and etc. So, this causes the division between have and have not quickly change to know and know not. It is also true that if you know something that I don’t, I can’t get it by fighting with you; I have to make friends with you. Realizing the importance of IT for development of children, Mr. Sugata Mitra installed a weather proof computer in the wall of his office in South Delhi to provide learning opportunity to the street children surfing the net. The street children who spent most of their time playing chasing among potholes and mounds of garbage are now more likely to be surfing the net, downloading hindi music MP3, computer games and much more. The machine is connected with internet and can be used by anyone free of charge. While this is one example of technology literally cutting through barriers Mitra calls it his “Hole in Wall” project. More importantly the project is an experiment in design and education that its inventor hopes will one day introduce thousands more Indian children to the world of IT at minimal cost. Because of the project many children are benefiting in learning new knowledge and skills. Because of the its positive impacts a venture capital company recently sponsored to install 10 machines in Maharrostra state; while the World Bank is providing US$ 1.6 million for kiosks to be built in different part of the country.

Books are very important in our life to have various information. But it is very expensive and need lot of place. After the use, it is a huge burden to manage the books. But because of internet, now we can find a lot of e-books in various sites freely and it do not create worry to manage. It is very easy to find these sites and we can easily make printout if necessary. So there are some sites to find out lot of ebooks.

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4. The Online Book Page: The Online Books Page is a website that facilitates access to books that are freely readable over the Internet. It also aims to encourage the development of such online books, for the benefit and edification of all. You can found 15000+ listings books in (http://onlinebooks.library.upenn.edu/)
Long Kimshear is a woman living in Prek Tapov village, Prekpra Commune, Meancheay District in Cambodia. Most of the people in this village are caught in a circle of poverty and illiteracy and earn their living by fishing. She volunteered to be a teacher in literacy classes organized by CWDA in the villages of Prek Tapov. She was very much inspired by the slogan “Women can’t move the stone around” and decided to share her knowledge to help others participate in training on human resources.

Having passed the training course of 28 days teachers for educating the adults, she understood a lot about development issues of community. It makes her involve in this educational works with passion and vigour. She did not let the time go by idling. She was very obedient to her responsibility. During teaching in classes, she used various methods like game, story, role play etc. for learners to act before the start of the lesson related with the topic. Besides teaching, she visited students and the villages at home and created the facilities for students to love their learning. Her performance and determination showed good results. In 10 classes, she had trained 200 learners of age range 13 to 35. Those learners now can read, write and perform simple calculations. Because of the literacy class, the learners have become able to solve their day to day family problems, the community has changed their habit of drinking water, they are becoming aware of health, birth spacing and reducing the violence in family and community. Her active and hard working personality won the hearts of even the most hostile people in the village.

We Support Promotion of Literacy!

The Girl Guides Association of United Kingdom established a “Brownie–Guide Friendship Fund” to support the activities undertaken by the member Girl Guide organizations in the other countries of the world. The objectives of this programme were:

- Promote Literacy for children 4 –9 years and for girls & young women.
- Monitoring of health and growth development of children.
- Creating awareness for preventive measures for fatal diseases children, food & nutrition and environmental education and recreation.
- Skill development programme for girls and women.
- Provide medical care to children & their families.

The Guides of United Kingdom have shared experiences of Pakistan Guides at 3 service camps held in Pakistan on promotion of literacy, health and recreation for children girls and women.

The Brownies and guides of United Kingdom collect funds through various means at the county level and hundred of girls and their families have been involved in the project by participating in this literacy promotional work & welfare of children. The guides of U.K. and Pakistan are also implementing the world package of “global citizenship”. Since 1999, a total of 40 children have reached third & fourth grade. 60 girls and women completed post literacy class and skill training. Similarly, awareness programmes on children communicable diseases, sanitation, pure drinking water and children’s rights were also organized.