Final Report

2003 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific

Tokyo, Japan, 2-5 December 2000

Asia/Pacific Cultural Centre for UNESCO (ACCU)

UNESCO
Asia-Pacific Programme of Education for All (APPEAL)
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CHAPTER I: Introduction and Proceedings

Introduction

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Introduction

Scope of the Meeting

The 2003 ACCU-APPEAL Joint Planning Meeting on Regional Non-Formal Education (NFE) Programmes in Asia and the Pacific was jointly organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU) and the UNESCO Asia-Pacific Programme of Education for All (APPEAL) in Tokyo from 2 to 5 December 2003 in cooperation with the Japanese National Commission for UNESCO.

Twenty-three participants from nineteen countries attended the Meeting. The countries represented in the Meeting were Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Japan, Lao PDR, Malaysia, Mongolia, Nepal, Pakistan, Papua New Guinea (PNG), Philippines, Sri Lanka, Thailand, Uzbekistan and Viet Nam.

In addition, there were representatives from two Literacy Resource Centres for Girls and Women (LRCs) and two APPEAL Resource and Training Consortium (ARTC) member organisations along with observers from organisations such as the Japan International Cooperation Agency (JICA), the National Federation of UNESCO Associations in Japan (NFUAJ) and the Institute for Global Environmental Strategies (IGES).

Objectives of the Meeting

The main objectives of the Meeting were to analyze the Asia-Pacific situation in terms of literacy and NFE in the framework of Education for All (EFA) and to plan jointly Asia-Pacific regional cooperative programmes to be implemented in 2004-2005, with special attention to the United Nations Literacy Decade (UNLD). The Meeting was envisaged not only to provide the opportunity for information sharing and discussion on the common agenda for more effective policy formulation and implementation of NFE programmes, but to facilitate the building of a stronger network among NFE policy makers and experts in Asia and the Pacific region.

In line with the above objectives, the Meeting had the following immediate objectives:

- To share an Asia-Pacific situation overview of the literacy and NFE components of the National Plan of Action (NPA) in the Dakar Framework and of UNLD planning; and
- To provide the participants with an update on activity plans of ACCU and APPEAL for the year 2004-2005 and to consult on the plans, in order to strengthen the linkage with the national plans.

Agenda of the Meeting

Main agenda of the Meeting were as follows:

- Direction-setting Presentations:
  - ACCU Presentation: ACCU’s Contribution to Asia and the Pacific Partners – Some Reflections on Japanese Experiences;
- NFE Component of EFA NPAs and Perspective for UNLD;
  - Overview of Literacy and NFE in the EFA Action Plans;
  - Group Work – Analysis of Strength, Weakness, Opportunities and Threats of EFA NPAs;
- 2004-2005 Plans of APPEAL and ACCU;
  - APPEAL Draft Plans and Introduction to ARTC;
  - ACCU Draft Plans and Introduction to LRC;
  - Group Work – Suggestions for Future Programmes;
- Observation Visits;
  - Visit to the Central Lifelong Learning Center of Utsunomiya City;
  - Visit to the World Heritage Cultural Site in Nikko;
- Special Sessions;
  - Community Learning Centre (CLC) Activities based on the observation of the Central Lifelong Learning Center of Utsunomiya City;
  - Presentation on LAND AFGHAN
Chapter 1

(Literacy and Non-formal Education Development in Afghanistan);
- Revisiting the "Tokyo Statement on NFE";
- Validation of New Ideas for Future Activities; and

In order to address the above agenda, special importance was placed on the following four aspects:

• Capacity building of NFE and life skills training providers;
• NFE delivery mechanism and roles of CLCs, LRCs and ARTC;
• Materials development for effective NFE programmes; and
• Roles of LRCs and ARTC in strengthening regional NFE programmes.

Proceedings

1. Opening Programme

The opening programme primarily consisted of three inaugural speeches by Mr. Sato Kunio, Director-General of ACCU, Mr. Sheldon Shaeffer, Director of the UNESCO Asia-Pacific Regional Bureau for Education and Mr. Nagano Hiroshi, Secretary-General of the Japanese National Commission for UNESCO and Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology of Japan.

After a warm welcome to all of the participants of the Meeting, Mr. Sato informed them of the following: (a) Two former ACCU staff are now working in UNESCO organisations; (b) The Meeting is being held in December instead of the customary June/July annual meetings; and (c) In order to help set its general new directions and to facilitate the information exchange, the Asia-Pacific Forum for UNESCO – Future of Our Culture and Education and the Meeting of Experts on Asia-Pacific Regional Programmes for Culture and Education were held in July 2003, prior to this year's planning meeting.

Mr. Sato stressed the significance of the Meeting by referring to a profile of the literacy and NFE programme vis-à-vis UNLD and the UN Decade of Education for Sustainable Development (UNDES) to be launched in 2005. Then, he expressed his hope that the exchange of ideas and sharing of experiences would generate insights in implementing those two major programmes on literacy and NFE.

In his opening message, Mr. Shaeffer took note that the Meeting was a significant event as it envisioned bringing together various scenarios in Asia and the Pacific in the areas of planned and existing action plans and how literacy and NFE were integrated into those plans.

He further noted that while UNLD had been successfully launched, there was need for collective and continuous review on how it was being implemented in various settings. He also mentioned that UNDES, to be launched in 2005, was still another enabling instrument in advancing the cause of literacy and NFE. Specifically, he stressed, that it would be worth exploring the potential for how ACCU and APPEAL networks could help in the implementation of those initiatives.

On behalf of the Japanese National Commission for UNESCO, Mr. Nagano expressed his appreciation to the participants for having prepared the country reports for discussion during the Meeting. He reiterated the challenge of literacy promotion and NFE in the region, which was inhabited by more than half of the 860 million illiterate population of the world. Then, he underscored the positive dimensions of ACCU, mentioning that its accomplishments were highly appreciated by the international community as reflected by its having recently won the honourable mention of the UNESCO Literacy Prize. Moreover, he added, a review of UNESCO headquarters showed that CLC programmes being supported by APPEAL had positive impact especially at the community level. For its part, he mentioned, the Japanese Funds-in-Trusts (JFIT) had shown the Japanese government's
commitment to the CLCs through its sustained assistance and support.

2. Direction-setting Presentations

At the outset of the Meeting two presentations set the tone for the Meeting; the ACCU presentation made by Mr. Sato of ACCU and EFA Global Monitoring Report 2003/4 shared by Mr. Shaeffer of UNESCO.

2.1 ACCU Presentation: ACCU’s Contribution to Asia and the Pacific Partners – Some Reflections on Japanese Experiences

Mr. Sato’s presentation described ACCU’s institutional mandate and emerging programmes and projects. He observed that it had a dual identity which enabled it to solicit support from UNESCO and its Member States in the Asia and the Pacific as well as from Japanese government and private sectors. He discussed the historical background of Japan’s NFE which was anchored on community institutions and how it had evolved into an educational strategy deeply rooted in the country’s socio-cultural and spiritual setting. He showed slides and photographs, which distinctly reflected community ownership of NFE institutions, particularly the Terakoya which was the predecessor of modern day educational institutions of the country. He observed that as early as the 17th century, reading was an ingrained habit in Japanese society and that in more recent years the economic progress in the country was accompanied by unfortunate events, especially environmental degradation. He added that the education sector had been able to solicit the commitment of non-profit organisations in addressing the modern day maladies of the country.

Mr. Sato also emphasized the need for appropriate software for use in NFE, which was geared towards applicable and available technologies at the grassroots level and in harmony with different cultures and environments. He encouraged the Meeting participants to enrich collaborative work between and among themselves as well as with UNESCO, noting that there are very limited resources in the region.

The following are the major observations made in the open forum after Mr. Sato's presentation:

Mr. Willie Jonduo of PNG agreed with Mr. Sato’s insights especially in terms of the need for developing contextualised literacy and NFE concepts rather than just copying various existing approaches.

Dr. Fasli Jalal of Indonesia emphasized the need for vertical advocacy so that the whole national machinery from the central to local level, not just within certain organisations, would be aware of literacy and NFE initiatives.

Mr. Khaliq from Afghanistan acknowledged the fact that the country’s literacy and NFE programmes were carried out with substantial support from international and multi-national donors.

2.2 UNESCO Presentation: Highlights of the EFA Global Monitoring Report 2003/4 – ‘Gender and EFA: the Leap to Equality’

The presentation of Mr. Shaeffer was on the EFA Global Monitoring Report for 2003/4, with the theme ‘Gender and Education for All: The Leap to Equality’. Key features of the Monitoring Report were: (a) it monitored progress towards the six EFA goals globally; (b) it highlighted effective policies and strategies; (c) it alerted the global community to emerging challenges; (d) it held all parties accountable for their commitments; and (e) it was produced by an independent international team based at UNESCO. The presentation focused on the existing inequalities in the Asia-Pacific region as the major monitoring findings as follows:

- Female enrolment has risen at primary and secondary level;
- Girls’ enrolments at primary level increased faster than those of boys between 1990 and 2000;
- Gender disparities remain widespread and overwhelmingly in favour of boys; and
- Highest inequality and lowest enrolment
rates are in South and West Asia, Sub-Saharan Africa and the Arab states.

He pointed out that the foregoing findings showed that there was still a considerable amount of work to do in the area of reducing gender disparities, and that substantial numbers of children, particularly girls, were still not in school because of factors like social norms, limited or no household allocation of resources for education and insignificant resource allocation for basic education in the national budget. Furthermore, he added, the following negative dimensions were still seen in the landscape of the region such as child labour, fees levied for education and other difficult circumstances (HIV/AIDS, conflict, disability). Also alarming, he added, was what happened in school: (a) schools are not always safe havens; (b) girls are required to do menial tasks; (c) teachers are often biased; (d) textbooks are not gender-conducive; (e) schools lack female role models; (f) facilities were poor; and (g) schools were located at distance. The presentation was ended by offering a few recommendations under the title ‘What makes good practice’.

After the presentation, the open forum generated the following comments from the participants:

- In China, the distance between home and school is a major factor for the high degree of non-participation and dropout of girls;
- Poor performance in primary school and non-continuation in post-primary level of education results in the relapse of the acquired skill over time and adds more numbers to the illiterate or semi-literate population; and
- The idea of single sex school especially for children in difficult circumstances would be a possible positive alternative approach.

3. Preparatory Activities

Prior to the main sessions, chairpersons and rapporteurs were selected as follows:

**Chairpersons:**
Day 1 (December 2): Dr. Carolina Guerrero (Philippines)
Day 2 (December 3): Dr. Fasli Jalal (Indonesia)
Day 3 (December 4): Mr. Willie Jonduo (PNG)

(Remark: December 3 being scheduled for field visits, no chairperson was selected for that day.)

**Rapporteurs:**
- Mr. Ehsanur Rahman: Dhaka Ahsania Mission (DAM)
- Dr. Zenaida Domingo: Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)

Then, Ms. Shibao Tomoko, Director, Education Division of ACCU, gave a brief orientation on the Meeting, explaining the Meeting objectives, schedule, and procedures. She also gave general guidelines on activities of the group work.

4. NFE Component of EFA NPAs and Perspective for UNLD

4.1 Overview of Literacy and NFE in the EFA Action Plans

Mr. Kiichi Oyasu, Programme Specialist - Literacy of UNESCO Asia-Pacific Regional Bureau for Education/APPEAL, presented an overview of literacy and NFE in the EFA NPAs in the following countries.

- **East Asia:** China
- **Southeast Asia:** Cambodia, Indonesia, Lao PDR, Myanmar, Philippines, Thailand and Viet Nam
- **South Asia:** Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka
- **Central Asia:** Kazakhstan, Kyrgyzstan and Uzbekistan
- **Pacific:** PNG

The presentation was based on the synthesis prepared by Dr. Zenaida T. Domingo, Head of Business Development Office, SEAMEO INNOTECH and Mr. Ehsanur Rahman, Deputy Executive Director of DAM. The main items covered by the presentation were:
(a) General background; (b) Literacy and NFE situation; (c) Literacy and NFE system; (d) Literacy and NFE goals; (e) Achievement; (f) Target groups; (g) Strategies, activities and delivery mechanisms; (h) Personnel training and materials development; and (i) Issues and challenges. The highlights of presentation about each item were as follows:

**General Background:**
- Education regarded as a key to national development, poverty alleviation and promoting human rights;
- Commitment to the EFA goals and identification of initiatives for achieving EFA;
- Many countries with general milestones for literacy promotion, and some with specific annual target (Indonesia);
- NFE as various channels of basic education for children and adults organised by both GO and NGOs; and
- Significant role of private sector at some stage.

**Literacy and NFE Situation:**
- High achievement in East, Southeast and Central Asia (China: 77.8% in 1990 to 91.3% in 2000);
- Around 50-60% only in South Asian countries except Sri Lanka (92%); and
- Even highly literate countries still have unreached population groups and gender disparities.

**Literacy and NFE System:**
- Development stage - reviewing and updating the system (Southeast Asia); and
- Initial stage - planning the strategies (PNG, Central Asian countries).

**Literacy and NFE Goals:**
- All countries with commitment to achieving EFA goals (Nos. 3 and 4) – right to basic education; and
- Emphasis on reaching the unreached, out-of-school children and gender equality.

**Achievement:**
- Advocacy and social mobilizations;
- Sector wide approaches linking with poverty alleviation (Pakistan);
- Setting up a separate department for EFA;
- Review and updating the mechanisms;
- Introducing innovative approaches e.g. accreditation and equivalency (Philippines); and
- Use of Information and Communication Technology (ICT).

**Target Groups:**
- Particular emphasis on women and disadvantaged groups;
- Further segmented target groups;
  - Indigenous people;
  - Street and working children;
  - Disabled persons;
  - People living in geographically remote and difficult locations; and
  - Computer illiterates (Uzbekistan).

**Strategies, Activities and Delivery Mechanisms:**
- Varying degrees of programmes;
  - Advocacy campaign and networking;
  - Literacy and life skills for all, especially youths and adults - daily life skills, Income Generation Programmes (IGP), vocational skills including ICT, health, HIV/AIDS;
  - Equivalency for out-of-school children, Packet series (Indonesia), accreditation and equivalency (Philippines, Thailand, India, Nepal and Pakistan);
- Varieties of delivery mechanisms;
  - CLCs and other community-based centres (CEC in India);
  - Reading corners and learning circles;
  - Religious institution for literacy;
  - Self-help training programmes (PNG);
  - Work study centre (Uzbekistan); and
  - ICT-based delivery mechanisms.
- Macro management strategies:
  - Synergies with the formal system;
  - Database development and management;
  - Decentralization of planning and management; and
  - Policy review and reform.

**Personnel Training and Materials Development:**
- Staff development to arrange diverse
activities to respond to different needs;

- Common areas include;
  - Curricular update to be more flexible and practical;
  - Learning materials development;
  - Training of personnel in teaching-learning methodologies, management, assessment, monitoring and evaluation;
  - Partnership development with other public and private sectors;
  - Harnessing volunteer workers (Lao PDR);
  - Management Information System (MIS) and Geographical Information System (GIS) for information-based planning.

Issues and Challenges:

- Common issues include;
  - Limited resources – human, physical and financial;
  - Reaching the unreached, especially girls, women, rural farmers and minorities;
  - Capacity building of personnel and institutions;
  - Number (volume) of learners and accessibility;

- Gap between awareness of NFE and concrete actions – need for political and financial assistance;

- Difficulty in assessing NFE due to the diversities;

- No standardization of quality of equivalency programmes;

- Inadequate data collection process and results; and


After the presentation of Mr. Oyasu was over, a number of observations were made by the participants in the open forum. They included:

- It is important to monitor what happens to those who drop out;

- External factors affect the planning process, particularly the budget;

- There is a gap between enrolment rate and literacy. In many settings the participation rate is high but literacy rate is low;

- Life skills programmes (e.g., HIV/AIDS, drug abuse) are essential to the youth, especially those who will not stay in the formal system.

4.2 Group Work – Analysis of Strength, Weakness, Opportunities and Threats of EFA NPAs

The participants were divided into three groups for discussions on what they thought were the strength, weakness, opportunities and threats in the already planned NPAs for EFA. The topics for discussion were as follows:

- Strength and weakness of the EFA action plans covering clear targets, directions, strategies, main activities, resource arrangements (organisation, human, physical and financial); and

- Opportunities and threats covering (a) linkage with UNLD, the "Tokyo Statement on NFE" and other development initiatives, (b) government initiatives and self-financing, (c) assistance from external organisations, and (d) inter-country exchange of experience.

Composition of the groups were as follows:

Group A: Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka

Group B: Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand, Viet Nam

Group C: Afghanistan, China, Japan, Mongolia, PNG, Uzbekistan

The participants worked in groups and presented the following group reports in the plenary.

**Group A**

**Strength**

- Legislative background

- Realistic/specific target based on local realities

- Disadvantaged group addressed

- Time bound target (quantitative)
- Rich local resource in community-based learning centres
- FE & NFE linkage and coordination emphasized
- Life skills (e.g. IGP) emphasized
- Diversity in opportunities (use of infrastructure)
- Participation of both federal and state government
- Sharing of resources between federal and state government
- Partnership with civil society, NGO, Community-based Organisations (CBO) and private sector

**Weakness**
- Community participation is generally poor (lack of structure for participation)
- Weak database and monitoring mechanism
- Some disadvantaged groups are not targeted (e.g. street children)
- Quality of the quantified target is not clear
- Proportionate financial allocation for NFE is much less than FE
- Weak advocacy
- Lack of political will/determination (more participation necessary)
- Need for 100% involvement of stakeholders in all steps of programme planning

**Opportunities**
- UNLD and the "Tokyo Statement on NFE" give direction and momentum
- Collaboration and partnership among different stakeholders (public/private participation)
- Good practice (programme) attractive for donor agencies
- Utilize good practices and lessons in other countries
- LRC and ARTC can be forums for inter-country exchange
- Cooperation from people to people level

**Threats**
- Lack of proper monitoring mechanism
- Sharp reduction in international commitment
- Compromise of quantity over quality
- Over-generalization at the global and regional level
- Lack of sustainability (continuity) of the programs

**Group B**

**Strength**

**Direction:**
- Coordinated body and structure: six working groups are set up in response to EFA; nine departments of non-formal education (DNFE) personnel are members of EFA committee (Cambodia)
- National census for use as basic data of literacy; National EFA committee coordinator at national level (Malaysia)
- Availability of data at the national level annually (Indonesia)

**Policy:**
- Existing policies and practices provide the framework for national EFA plans of action (Lao PDR)
- While EFA missed out in installing a true alternative learning system (ALS), EFA now is fully pursuing the installation of ALS in the education system (Philippines)

**Strategies:**
- Clear target and response to need of target group as well as practical (realistic) needs
- Strategic EFA Goals for Viet Nam including: (a) Moving from quantity to quality; (b) Completing universal primary and lower secondary education; (c) Providing lifelong learning opportunities; (d) Mobilizing full community participation – All for Education; and (e) Ensuring effective management and ever better resource utilization
- Clear step on EFA strategy (Lao PDR)
- Having clear strategies and main activities for literacy programme (Indonesia)
- EFA is adopted in the NPA and national EFA committee is founded (Cambodia)
- Having clear direction on literacy programme in National Development (Indonesia)
- Viet Nam will have completed lower secondary education universalisation in 2010.
Weakness

**Target:**
- Non-availability of data at grass roots/provincial level
- National census does not include the neo-literates (Indonesia)
- No data for operation at village level (Indonesia)
- Quality of data
- Definition

**Policy:**
- Poor policy at national/local level
- Illiteracy is perceived as problem of older people (Indonesia)
- Low local political commitment (Indonesia)
- Replacement of the long used simple literacy rate by functional literacy resulted in the drop in reported literacy level for Philippines. Needs critical intervention

**Strategies:**
- Plan formation
- Until now EFA planning not yet complete (Lao PDR)

**Implementation:**
- Lack of human resources
- Big number of targets to be reached (Indonesia)
- Lack of human resources (Cambodia)
- Less capacity for implementation of the plan
- Weak capacity for implementation at district level and below (Indonesia)
- Diversities of activities that often fail to work as planned (Thailand)
- Fewer personnel to work with large number of target learners (Thailand)
- Slow implementation due to some unforeseen situation (election, disaster) (Cambodia)

Opportunities

**Direction:**
- Gender equalities in education, job opportunities, career development (Malaysia)

Policy:
- National budget for the literacy and NFE programme increased (doubled in Cambodia)
- National policies emphasis on NFE (Thailand)
- National education law places more importance on NFE (Thailand)
- Inclusion of literacy in EFA gives new momentum and support to literacy programmes (Indonesia)
- The launching of UN Literacy Decade gives more importance to literacy programmes (Indonesia)
- Having illiteracy rate as one of the indicators in Human Development Index (HDI) gives more importance to literacy programmes (Indonesia)
- Stimulate political interest among members of parliament as to the importance of literacy programmes

**Implementation:**
- Promotion of literacy (Cambodia)
- Create post-literacy programme and re-entry programme (Cambodia)
- More NGOs and civil society organisation/community service organisations (CSOs) are willing to be involved in illiteracy programmes. (Indonesia)

Threats

**Policy:**
- Limited budget and resources for NFE, mainly from GO support (Thailand, Philippines)
- Ineffective networking system for planning (Thailand)
- Inconsistent messages given by multi-lateral organisation on the importance of literacy programmes (Indonesia)
- Budget comes late (Cambodia)
- Very few international organisations are interested in supporting literacy and NFE (Cambodia)

**Strategies:**
- Going for big numbers could compromise the quality of the programme
Implementation:
- Low quality of programme reduces the potentiality of accreditation
- Difficulties in maintaining the neo-literate to stay literate (Indonesia)

Group C

Strength:
- NFE minimally but still recognized on EFA
- Progress situation prepared by countries
- Framework available
- Partnership among all stakeholders (internal and external)
- Social and economic development in society (China)
- Regulation/laws of basic education for all are available
- Awareness of needs of education for national development is conveyed at family level
- ICT (computer/DVD/video) facilitates good quality instruction in rural areas
- Development of educational standards and equivalency programmes
- Science-oriented (knowledge-based) and more competency oriented programmes
- Political and administrative will of the governments reinforced by Jomtien and Dakar
- National meeting on rural education by central government "National Project for Rural Education in Western China" focused on EFA for Western area; the support covers both technical and financial areas (China)
- ACCU website creates scope for interaction and exchange of information

Weakness:
- Lack of resources including funds (Afghanistan)
- Gender is not included (Mongolia)
- Most of ideas are not relevant to communities; contexts not considered
- Most are prepared by foreign agents; not genuine national plan; driven by agenda of supporting donors (e.g. UNICEF-children)
- Prepared by government officials and consultants not reflecting people's needs in

5. 2004-2005 Plans of APPEAL and ACCU

5.1 APPEAL Draft Plans and Introduction to ARTC

5. 1. 1 APPEAL Plan 2004-2005

Ms. Darunee Riewpituk, Programme Specialist - Continuing Education of UNESCO Asia-Pacific Regional Bureau for Education/APPEAL, presented the highlights of the 2004-2005 APPEAL Plan of Action. Following are the items she discussed.

She noted that APPEAL was committed to the promotion of access for disadvantaged groups in the region, with particular focus on the following areas: women and girls, use of mother tongue/bilingual moderator, out-of-school children and others.
Its major strategies were: (a) CLC as the primary delivery mechanism through establishment of CLC in various countries, (b) integrated and holistic approach with education built-into community development more in IGP, health and nutrition, and (c) resource development such as capacity building, materials development, effective use of ICT and equivalency programme.

She further observed that APPEAL had been continuing work on monitoring, evaluation and other feedback mechanisms and policy dialogues which were envisioned as interfaces into legislation, policy and planning, and synergy with formal education (FE) in the context of EFA and UNLD.

Several technical support modalities had been installed, most notably ARTC and information sharing through the installation of various databases and other data management systems.

The APPEAL budget was sourced from the UNESCO regular budget, Japanese Funds-in-Trusts and Scandinavian EFA Funds for the programmes such as UNLD, and EFA, synergies between FE and NFE, capacity building and life skills, CLC and equitable access.

For 2004-2005, the following initiatives would be undertaken:

- In EFA and UNLD, at the regional level: advocacy materials, technical assistance ARTC expert meeting, South Asia seminar. Cluster activities were: cluster meeting on EFA – UNLD strategy and fund raising, technical assistance to communities;
- Synergies between FE and NFE: evaluation studies on equivalency in Indonesia, India, Thailand; expert meeting on equivalency, technical assistance;
- Capacity building on NFE and life skills: resource pack on NFE, capacity development with focus on LDC and E9 countries;
- Evaluation and assistance to new CLCs like Maldives and Kyrgyzstan; studies and regional meeting on networking and cooperation with private centres; and
- Equitable access: inter-country meeting on mother tongue literacy, additional countries to implement mobile training, regional training, priority on basic education for out-of-school youths.

Mr. Oyasu of UNESCO gave the main features of UNLD for EFA (2003-2012) initiative as follows:

The International Plan of Action and revised resolution were adopted on 17 October 2002 at the UN General Conference with a broader vision of literacy, designating ‘Literacy as the heart of EFA’ and having the following priority groups: non-literate youth and adults, out-of-school children and youth, especially girls and children in school without access to quality learning.

**Expected Outcomes of UNLD:**
- Significant progress towards Dakar Goal;
- Attainment of a mastery level of learning by all learners;
- Dynamic literate environments for literacy; and
- Improved quality of life.

**Key Areas:**
- Develop policy environment;
- Programme modality: use of literacy, motivation, FE-NFE;
- Capacity building;
- Research;
- Community participation; and
- Monitoring and evaluation.

**General:**
- Linkage with EFA and Millennium Development Goals (MDGs);
- Inter-agency group at international, regional and national levels;
- Five specific themes: gender, sustainable development, health, empowerment and peace; and
- Content and funds under the responsibility of each government.

**Launch:**
- International launch on 13 February 2003 at the United Nations in New York;
- National launch suggested by EFA Week or other events; and
• Use of the existing sub-regional forum (SRF) mechanism for EFA.

**UN Literacy Decade: Activities of 2003:**
• Regional Launch (Bangkok, 8 September 2003);
• Fifth International Conference on Adult Education (CONFINTEA V) Review;
• International Literacy Day; and
• EFA Coordinators’ Meeting.

**UN Literacy Decade: Plan for 2004-2005:**
• Advocacies for resource mobilization;
• Materials (prints, visuals);
• Media activities; and
• Civil societies and private sectors.

**NFE Strategy Development:**
• Elaboration of NFE in EFA action plan;
• Country and inter-country fund raising; and
• Use of EFA mechanisms for monitoring.

**Strengthening Expert Network:**
• ARTC meetings, research, staff exchanges.

Mr. Oyasu informed the Meeting that the UNESCO headquarters would send the agencies and countries concrete action plans and the headquarters of the agencies would send a separate note to their regional and national offices.

Ms. Riewpituk presented a general description of APPEAL as a major UNESCO programme, which was followed by presentations of experiences of two ARTC members, DAM in Bangladesh and SEAMEO INNOTECH in the Philippines, presented by Mr. Rahman, and Dr. Domingo respectively.

General Scope and Dimensions of ARTC
ARTC was formed in 1997. At present, the following twelve institutions were the members:

- ACCU, Japan;
- BUNYAD, Pakistan;
- DAM, Bangladesh;
- Directorate of Non-formal Education and Youth, Indonesia;
- Faculty of Education, Northern Territory University, Australia;
- Kazakhstan National Advisory, Kazakhstan
- Indian Institute of Education (IIE), India;
- Institute for Rural Advancement (INFRA), Malaysia;
- International Research and Training Centre for Rural Education (INRULED), China;
- Korean Educational Development Institute (KEDI), Republic of Korea;
- Office of Non-formal Education Commission, Thailand; and
- SEAMEO INNOTECH, Philippines.

**Aims of ARTC:**
• To serve as technical arm of APPEAL; and
• To provide technical support and assistance to the work of APPEAL in the Member States.

**Main Functions:**
• To promote and popularize mission and goal of APPEAL in the region;
• To contribute to capacity building by serving as resource and training base for inter-country programmes;
• To enhance technical expertise in the region;
• To participate and undertake action research and case studies on literacy and continuing education focusing on grassroots; and
• To promote sharing and exchange of experience.

The specific experiences of DAM and SEAMEO INNOTECH are primarily in: training, joint research, provision of technical assistance in various projects, co-sponsorship of various fora and other institutions. Following is the information shared in the Meeting:

5. 1. 2 Dhaka Ahsania Mission’s Activities

Three types of activities were explained as follows:

**Study and Research:**
• Research on best practices of NFE;
• Case study on IGP through NFE;
• Study on gender equality through NFE;
• Study on life skills learning through NFE;
• Action research on continuing education; and
• Study on competency levels in FE and NFE

Workshop and Training Programmes:
• Organisation of regional workshop on monitoring and evaluation (M&E) of literacy and continuing education;
• Organisation of sub-regional training workshop on M&E for South Asia;
• Facilitation of sub-regional workshop on M&E in Southeast Asia (jointly with SEAMEO INNOTECH);
• Facilitation of national workshop on M&E in Cambodia;
• Organisation of sub-regional workshop in South Asia on literacy/NFE for poverty alleviation;
• Organisation of national training workshop on literacy/NFE for poverty alleviation; and
• Organisation of workshop for capacity building of NGOs on organising and management of CLC.

Technical Services in NFE:
• Joint implementation of CLC-based CE programmes in Bangladesh, India and Nepal;
• Organisation of study visits for NFE personnel from various regional countries to visit CLCs in Bangladesh;
• Technical support to UNESCO Bangkok in the regional study on literacy as a tool for empowerment of the poor;
• Technical support to LAND AFGAN;
• Promotion of CLC-based literacy and NFE programmes in African countries; and
• Participation in ACCU-APPEAL planning meetings.

5. 1. 3 SEAMEO INNOTECH Activities
Activities as an ARTC member were in line with the SEAMEO INNOTECH’s mandate in terms of:
• Training;
• Research;
• ICT projects; and
• Educational event management.

SEAMEO INNOTECH jointly organised the following capacity building initiatives with the UNESCO Asia-Pacific Regional Bureau for Education:
• Regional and Sub-regional Workshops on IGP (17 countries);
• Regional Capacity Building of CLC Personnel; and
• Regional Workshop on the Development of ICT Indicators.

It also provided technical assistance to the bureau in planning various programmes and projects of ARTC such as:
• APPEAL life skills study;
• ARTC planning work in Tokyo (2002) and Beijing (2003); and
• Monitoring and reviewing the activities of a UNESCO-assisted CLC of a local government unit in the Philippines.

It also developed and refined the manual on monitoring and evaluation of literacy and continuing education for the Asia-Pacific Region.

In terms of inter-organisational coordination, it worked with the different operating units of the Philippine Department of Education and the Philippine National Commission for UNESCO, and conducted joint research programmes in the Philippines on:
• NFE accreditation and equivalency programme: the Philippine experience; and
• IGP practices of selected communities.

5. 2 ACCU Draft Plans and Introduction to LRC

5. 2. 1 ACCU Activities 2002-2003
Ms. Shibao Tomoko of ACCU presented the ACCU activities of 2002-2003 in the fields of materials development, capacity building, networking, and ICT for NFE as follows:
Materials Development:
- Production of the 59th title "Savings Group" of AJP (Asia/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas) and its dissemination;
- Expert meetings and regional workshop on Production of PLANET (Package Learning Materials on Environment) 3 "Waste management";
- Production of national versions of the Handbook on Materials Development;

Capacity Building:
- Materials development and lesson plan in the 20th NFE Regional Workshop in Myanmar and its national follow-ups;
- LRC Capacity Building Workshop in Bandong, Indonesia on MANGO (Map-based Analysis for Non-formal Education Goals and Outcomes), NFE-MIS (Non-Formal Education Managing Information Systems), and Training of trainers (TOT) for CLC facilitators;

Networking:
- ACCU-APPEAL Joint Planning Meeting;
- LRC activities such as expansion of the ACCU-LRC network, publication of LRC newsletter, LRC study tours to Lao PDR and India by Japanese Universities, and research on effects of literacy education;

ICT Application to NFE Programmes:
- Further refinement of the Asia-Pacific Literacy Database;
- MANGO pilot projects in Bangladesh, India, Indonesia and the Philippines; and
- Dissemination of AJP on the Internet.

In an effort to evaluate ACCU’s past programmes to plan for the future, she took up the field of materials development, and made the following analysis:

Impact:
- Dissemination of need-based materials development method;
- Improved overall quality of materials;
- Emphasis on learner-friendly formats such as audiovisual, games and poster; and
- Stimulated production of literacy materials in the Member States.

Weaknesses:
- Insufficient quantity produced for target population;
- Lack of effective monitoring;
- Not all materials are suitable for local needs;
- Material content may be too simple for everyday problems; and
- Lack of ownership.

Then, as a major ACCU strategy for the networking activities, she presented to the participants with a concrete description of LRC as follows:

- Regional network launched in 1994;
- Set up as a technical resource centre in the field of literacy and NFE; and
- Managed by ACCU partner organisations at national level with the following objectives:
  - To promote networking among stakeholders from grass-roots to international levels;
  - To improve the quality of literacy/NFE programmes and projects;
  - To reduce the gender-gap in education; and
  - To facilitate better collaboration between the government sector and non-government sector.

Following this introduction of LRC by Ms. Shibao, experiences of two LRCs, the Cambodian Women’s Development Agency (CWDA) and Sarvodaya Shramadana Movement (SSM) of Sri Lanka were shared by Ms. Serey Phal Kien, Executive Director of CWDA and Dr. Vinya S. Ariyaratne, Executive Director of SSM respectively.

5. 2. 2 Cambodia LRC Presentation

The Cambodia LRC was set up in January 1998. Prior to its opening, CWDA had been coordinating the network of the Non-Formal Education Partnership (NFEP). NFEP was a network of national and international NGOs and GOS working in the NFE field, and organised NFE programmes and provided access for illiterate people to schooling.
With the members of this NFEP as LRC members, Cambodia LRC conducted the following activities:

- Monthly meeting to overview literacy activities, share information and experiences among the members;
- Collection, collation and distribution of information;
- Production of materials for post literacy classes;
- Vocational skills training;
- Capacity building for the members; and
- Adaptation of materials for adult and primary education.

Inspired by the information gained in the 2002 Capacity Building Workshop for LRCs organised by ACCU and Studio Driya Media (SDM) in Bandung, Indonesia for 22 to 2 February 2002, the LRC also assisted ten CLCs in Cambodia, which was started in 2002, and cooperated with the Ministry of Education, Youth and Sports as partners. They shared information, discussed arising issues and new activities to be implemented, and tried to support and fulfill each other’s needs to ensure smooth operation and success of the NFE programmes in Cambodia. All these are being done through meetings, discussions, training, and organised activities as follows:

- LRC monthly meeting;
- NFE quarterly meeting;
- Training by NFE;
- Adaptation and testing of NFE materials;
- Contribution to national plan;
- Feedback on policies and guidelines; and
- National campaigns.

After Ms. Kien's presentation, Mr. Kuoch Kou Lom-A, Chief of the Office of the Curriculum and Material Development, Department of Non-Formal Education of the Cambodian Ministry of Education reiterated the government’s commitment to the LRC and CLC initiatives in Cambodia. He simultaneously stressed availability of information of LRC activities in the ministry.

5. 2. 3 Sri Lanka LRC Presentation

After the brief introduction of Sarvodaya, Dr. Ariyaratne first presented the Sarvodaya Community Health Programme, which he described as holistic, integrated, multi-faceted, multi-level, preventive and promote in its approach. Then, he explained about the Sri Lanka LRC as follows:

(1) Objectives of Sri Lanka LRC

To act as an:
- Information exchange centre for NFE for disadvantaged groups;
- Technical resource centre for organisations and personnel engaged in NFE and training;
- Body responsible for networking between organisations (GOs, NGOs, International Non-governmental Organisations (INGOs), private sector) working in the field of NFE; and
- Resource base for indigenous knowledge and cultural heritage.

To facilitate:
- Capacity building of organisations working in the field of NFE; and
- Materials development for NFE.

To promote:
- Awareness of gender relationships; and
- Education of girls and women.

To identify problem areas related to literacy and to initiate actions.

(2) Primary Users (Clientele):
- Trainers in various disciplines;
- Senior managers;
- Researchers;
- Advocates;
- Facilitators;
- Counselors; and
- Activists from government, semi-government, NGOs and private sector.

(3) Strategies and Services

Strategies:
- Develop and collate teaching and learning
(TL) materials and audio visual (AV) aids:
- Handbooks;
- Brochures;
- Leaflets;
- Educational videos;
• Focus group meetings;
• Conduct seminars, workshops, conferences and public lectures;
• Use of electronic media;
• Exhibitions and competitions; and
• Demonstration Unit;

Services:
• Multi disciplinary consultative services;
• Delivery services;
  - Training;
  - Advocacy;
  - Guidance and technical services;
• E-mail and internet services; and
• Data collection, processing and dissemination.

(4) Types of Information

• Data:
  - Demographic data;
  - Personnel data (for professionals); and
  - Socio-economic data.
• Documents:
  - Policy;
  - Research;
  - Digests; and
  - Legal information.
• Bibliographies;
• Directories;
• Awareness messages on emerging relevant issues and situations such as epidemics and disasters;
• Information about relevant organisations and their activities; and
• TL materials (i.e. electronic readers, AV aids, curricula materials for NFE).

5. 2. 4 ACCU Plan 2004-2005

Ms. Shibao presented the emerging new approaches of ACCU and the plan for 2004-2005 as follows:

New approaches:
• Information sharing at regional, sub-regional, national and community level; and
• Encouragement of information exchange at Asia-pacific regional level and closer linkage with national programmes.

AJP:
• Survey for AJP and NFE materials and its production/dissemination process;
• Experts' meeting on AJP and NFE materials production/dissemination;
• AJP publication with new approaches;
  - Dissemination of exemplar and quality materials from Asia-Pacific countries with guidebooks;
  - Several AJP materials under pre-set themes published; and
  - Process of selection/identification of good materials established.

PLANET:
• Prototype/master PLANET 3 "Waste Management";
• Dissemination and utilization of national/local versions with capacity building; and
• National/local versions of PLANET 3 "Waste Management" are utilized in such a way as to facilitate actions for a better environment in each country.

Capacity Building:
• National follow-ups as the 20th Regional Workshop (continued);
• Sub-regional workshops with national follow-ups;
• Context-specific materials production with capacity-building (output materials will be published also as AJP);
• Training opportunities will help build "core team" in each country to link ACCU/APPEAL programmes with community needs; and
• Medium-term vision/framework for various training opportunities established.

Mr. N. Dhamasena, Director of Education of the Non-Formal Education Branch of the Ministry of Human Resource Department, Education and Cultural Affairs of Sri Lanka, noted the positive accomplishments of Sarvodaya and the ACCU-assisted LRC. He expressed the Ministry’s interest in providing the necessary support to these initiatives.
Networking:
• ACCU-APPEAL Joint Planning Meeting;
• Strengthening of the ACCU-LRC network;
• Publication of LRC newsletter; and
• Exchange programmes.

ICT for NFE:
• Asia-Pacific Literacy Data Base and its "literacy materials data base section" to be enlarged and systematically developed into "Literacy/NFE Material Resource Bank";
• MANGO pilot project (continued).

5.3 Group Work – Suggestions for Future Programmes

The participants were again divided into three groups and asked to discuss the designated topic at each of the three stations as follows:

Group A: Mr. Singye (Bhutan)
           Mr. Lom-A (Cambodia)
           Mr. Wartanto (Indonesia)
           Mr. Khan (Pakistan)
           Mr. Jonduo (PNG)
           Ms. Guerrero (Philippines)
           Dr. Ariyaratne (Sri Lanka LRC)

Group B: Mr. Khaliq (Afghanistan)
           Ms. Fauzia (Afghanistan)
           Mr. Wang (China)
           Mr. Loomba (India)
           Dr. Jalal (Indonesia)
           Mr. Bounkhong (Lao PDR)
           Mr. Sawat (Thailand)
           Ms. Kien (Cambodia LRC)

Group C: Mr. Rashid (Bangladesh)
           Mr. Ade (Indonesia)
           Prof. Okada (Japan)
           Ms. Khamisiyah (Malaysia)
           Ms. Batchuluun (Mongolia)
           Mr. Basnyat (Nepal)
           Mr. Dharmasena (Sri Lanka)
           Mr. Ikramov (Uzbekistan)
           Mr. Phuc (Viet Nam)

Station 1:
Station master: Ms. Shibao (ACCU)
Topic: Suggestions for ACCU plan 2004-2005 based on the evaluation of past ACCU programmes

Station 2:
Station master: Ms. Darunee (APPEAL)
Topic: Suggestions for APPEAL plan 2004-2005 based on the evaluation of past APPEAL programmes

Station 3:
Station master: Prof. Chiba (Japan)
Topic: Any new ideas which are not included in ACCU/APPEAL plans

After the discussion of the designated topic in each of the three stations, a representative of each group reported back group outputs in plenary as follows:

Group Outputs

Station 1
Suggestions for ACCU Plan 2004-2005

1. Materials Development
   <Platform for member countries>
   • Theme setting
   • Outlines
   • Tools
   • Idea generation

   <Prototype development>
   • Prototype on literacy level basis
   • Prototype on sub-regional basis
   • Prototype with shared message
   • Expert review (sub-region basis, content basis, materials production)
   • Experts’ meeting on AJP/NFE materials production and dissemination

   <Database for information sharing>
   • Inventory of educational programmes in the Asia-Pacific Region (content basis)
   • Inventory of financial resources (includes a list of donor agencies)

   <Technical support>
   • Content
• Material development
• Delivery
• Adaptation

<Information management>
• Intellectual properties/copyright
• CD-ROM by LRC (for CLC)
• Planned distribution

<Material adaptation>
• Selection of the topics and targets
• Data collection on needs, delivery content and target
• Needs assessment
• Expert review at national and local level
• Translation
• Testing

<Plan and implementation>
• Planned distribution

<Feedback>
• Collecting best practices in each context
• Country-specific survey (review of the content, performance and social relevance)

<Information management>
• Glossary for NFE terms at national level

<Technical support>
• Facilitation to improve existing materials at national level (technical, delivery, content basis)

<Suggested themes>
• Promotion of early childhood education
• Health for early childhood
• HIV prevention
• Water issues
• Gender relations
• Peace building
• Income generation
• Vehicle/Urban transportation

<Others>
• Make PLANET 3 (waste issues) more contextual (culturally and socially relevant)
• Linkages to UNLD (2003-2012) and UNDESD (2005-2014)

2. Capacity Building

<Regional workshop>
• National follow-ups (cont’d)
• Sub-regional workshop and national follow-up activities
• National training workshop (with national commitment/in cooperation with ACCU-APPEAL)

<LRC Capacity Building Workshop>
• Chongqing: network, innovation, gender
• LRC national workshop/sub-regional workshop (2004/2005)
• Development of community database
• MANGO database
• Development of guide book
• Training literacy personnel for adult (adult oriented methods)
• Capacity building for LRC staff members
• TOT

<Capacity building for content specific materials production>
• Life skills and vocational training
• Output materials will be published as AJP

<Continuous capacity building programmes>
• Develop skills (translation, materials development, adaptation, etc)
• Develop human resource bank (or database) at national level
• Develop human resource bank (or database) at Asia-Pacific regional level
• Access to expertise (national and local, theoretical and practical, planning, implementation)
• Forming national team of trainers
• Joint initiatives on capacity building for materials development

<Recognition of benefit from ACCU>
• Provide medal
• Provide certification

<Linkages to the other ACCU activities>
• Agenda and theme setting with link to materials development programmes
3. Networking

<ACCU-APPEAL Joint Planning Meeting>
- To organise annually, bi-annually or once in three years
- Hosted by different countries
- Location setting (different location depending on the participants, e.g. urban location for grassroots leaders, rural location for policy makers)

<LRC Network>
- Expand LRC network within country
- Re-define roles and functions of LRC
- Strategic location setting
- Work with local government
- "L" of LRC should be "learning" not "literacy" in the lifelong learning context.
- Strengthen PR activities of LRC (instead of publication of own newsletter, more media should be utilized.)

<Inter-linkages between CLC and LRC>
- Avoiding duplication of efforts
- Partnership of CLC and LRC
- Synergy effects
- CLC’s niche: Network centre
- LRC’s niche: Technical support, public relation in rural area, materials development in surrounding communities

<Exchange programmes>
- within sub-region and neighbouring countries
- within a country
- Internship and fellowship programmes
- By staying in local communities to find out the needs and reality

4. ICT Application to NFE Programmes

<Online delivery system>
- Asia-Pacific Literacy Database
- MANGO pilot project

<Off-line delivery system>
- Video and CD-ROM production
- Books
- Use of mobile car for NFE (with video, speaker, PC, etc)

<Technical support>
- Support NFE (national level) website

<MANGO>
- Pilot project to be evaluated and synthesized

Priorities for the Participating Countries
The programmes mentioned above were prioritized by the participants as follows:

1. Materials Development

AJP and NFE materials development
Cambodia, Indonesia (Mr. Ade and Mr. Wartanto), (Lao PDR, Malaysia, Nepal, Pakistan, Sri Lanka, Uzbekistan, Viet Nam, Sri Lanka (Dr. Ariyaratne)
- Country-specific survey on available materials for NFE (Mr. Jalal, Indonesia)
- Expert meeting on AJP/NFE materials production and dissemination (Thailand)

PLANET 3
Cambodia, Indonesia (Mr. Ade and Mr. Wartanto), Pakistan, Cambodia (Ms. Kien)

2. Capacity Building

Regional workshop and national follow-up activities
Bangladesh, India, Mongolia, Sri Lanka, Bhutan, Cambodia, PNG, Malaysia, Nepal, Thailand, Uzbekistan

Sub-regional workshop and national follow-up activities
Philippines, Thailand, Viet Nam

Providing technical expertise/experts to countries
Indonesia (Mr. Jalal)

LRC capacity building
Bhutan, Cambodia, Pakistan, PNG, Thailand, Bangladesh (Mr. Rahman)

Capacity building for context-specific materials development
Bangladesh, Lao PDR, Mongolia, Philippines, Sri Lanka (Dr. Ariyaratne)
3. Networking

ACCU-APPEAL joint meeting
Bhutan, Indonesia (Mr. Ade), Uzbekistan

LRC
Afghanistan, Sri Lanka, Cambodia (Ms. Kien)
- Publication of LRC newsletter (Viet Nam)

Exchange programme
Bangladesh, India, Nepal, PNG, Philippines, Sri Lanka

4. ICT Application to NFE Programmes

Asia-Pacific Literacy Data Base
India, Indonesia (Mr. Wartanto), Malaysia, Bangladesh (Mr. Rahman)
- Linking CLCs with different level of NFE offices and NFE resources through ICT (Mr. Jalal, Indonesia)

MANGO
Mongolia
- MANGO pilot project continued (Mr. Rahman, Bangladesh)

Station 2
Suggestions for APPEAL Plan 2004-2005

1. Synergies
- Development equivalency education programmes for the unreached group
- Teaching of learning procedure
- Literacy and income generating areas
- Curriculum
- Learning materials
- Education assessment/evaluation
- Literacy and life-skills (certificate level)
- Priority given to CLC to cover illiterate and neo-literate continuing education
- Synergy between ACCU-APPEAL
- Skill development in close relation with UNICEF
- Diverse options and modalities

2. Capacity Building for Voluntary Teachers in Remote Areas
- Training programmes
- Handbook/materials for teacher development
- Supervising system

- Requirement and need assessment for the NFE planning system
- Use of distance education
- Data generation and management at all levels, particularly in specific areas
- Life skills-based instruments to access functional literacy
- Capacity building for all levels particularly for voluntary teachers in remote areas
- Encourage teachers to publish own teaching/learning materials
- Supervising monitoring system

3. Capacity Building Training Programme for Monitoring and Evaluation Personnel in NFE
- All level personnel
- Emphasize monitoring and evaluation skills
- Supervising system
- Monitoring and evaluation tools and procedures

4. Promotion of Local Participation for CLC Development
- Learning materials development
- Local resource
- CLC management
- Information services
- To develop a standard list of resources to categorize different levels
- To train local personnel to sustain the programme
- Providing simple technical guidelines with designs

5. Disadvantaged Groups
- Need to arrive at definitions of disadvantaged group
- Linguistic minorities
- Unemployed youth/young and adults
- Elderly
- Migrants
- Internally displaced groups (refugees)
- Nomads
- Handicapped
- Homeless
- To develop guidelines (prototype core curriculum)
- To develop teaching/learning materials in mother tongue
Station 3
New Ideas for Future Activities

- Cultural dimension of education (literacy)
- Scientific dimension of education (for example, solar energy)
- Education for international understanding/tolerance, dialogue, ethics
- Education for eradication of poverty (human dignity)
- Projected with other regions e.g. like Arab-Euro Dialogue (via UN agencies)
- Asia-Pacific and Africa Literacy Programme (New Partnership for Africa's Development (NEPAD))
- ACCU/APPEAL Goodwill Ambassador (popular personality)
- Role of elderly
- "Legal Literacy" – entitlement, rights
- Food security (Genetic Modified Products (GMP))
- Image; design in media
- Highlight "Role models" – successful stories in multiple media, printing, documentary film (e.g. "Oshin")
- Multilingual cyberspace
- Parental skills: enhancing the role of father (like project "Mother Child Education Foundation" (MOCEF) of Turkey)
- Mobilization of "Local Genius"
- Leadership training for youths through NFE
- NFE for sustainable development
- Incentive creation through competition of community centres
- Internship in ACCU and/or UNESCO Asia-Pacific Bureau for Education
- Establish research fund for in-depth studies in terms of EFA and NFE
- More financial and technical support for difficulty-confronting countries like Afghanistan
- Teaching contents relevant to NFE, such as nursing, computer operation, auto-techniques according to different local situations (needs): linkage between NFE and livelihood programmes
- More attention/focus on life skills teaching materials for adolescents/youth (including out-of-school children) rather than adults in this region
- UNESCO chair on NFE within universities set-up
- Create a kind of mechanism to display books, textbooks, materials via some containers so that each country and even its region (local community) could benefit
- Vivid ways such as movie stars to popularize UNLD
- ECCE: early child care and education (ECCNFE)
- Home-based literacy programmes (family literacy and NFE)
- Use of mass media (TV/Radio) for teaching
- "Re-entry" programmes for specific groups
- Use of environmental programmes for teaching and learning
- Mobile literacy programmes - Mobile Training Team programme (MTT) of the Asia-Pacific Programme of Educational Innovation for Development (APEID)
- Strengthening the role and function of the UNESCO National Commissions to assist in EFA planning and implementation, especially in NFE
- After EFA has been achieved, what next? ("Vision") = alternative education systems, NFE or informal education
- Prototype learning materials for similar environment
- Prototype literacy assessment tools for regions
- ACCU-APPEAL core expert groups to train national institutions (e.g. ARTC)
- Prioritize CLC in ACCU-APPEAL Programmes
- Study visits (Inter-regional)
overview of "kominkan", a community center or citizen's public hall, in Japan. First, he described the reasons why a number of kominkan were set up all over Japan. Their purpose was to stimulate educational and cultural activities in a community. At first they played a role in social welfare such as sanitation, pre-school education, and health clinic. They had impact on improvement of agricultural technology, dissemination of the electoral system, improvement of health and sanitation, crime and fire prevention.

He then explained functions of the kominkan. The three main functions were to provide a gathering place for residents, a place for education, and a place where people could build networks. Finally, he described future roles of the kominkan. The kominkan had been founded with rural towns in mind, but increasing urbanization throughout Japan had changed the situation. The connection between people in communities had weakened and the social atmosphere had changed too. The roles of the kominkan are therefore changing. An important role of the kominkan was to build networks among the local residents and develop human resources in the area. The kominkan that the Meeting participants would visit was an example of one new emerging type of the kominkan.

Upon arrival at the Central Lifelong Learning Center of Utsunomiya City, the participants were welcomed by Mr. Ogawa, Director of the Center. He gave a background of Utsunomiya City. Then, he talked about the Utsunomiya City Lifelong Learning Plan, and lifelong learning centers of Utsunomiya City. The city’s lifelong learning centers are organised so that there is one central center and several centers throughout Utsunomiya City and the suburbs. After the discussion, the participants divided into three groups and visited various learning activities such as literature class in citizens' college, self-health care, social dance, sign language, origami (paper folding) and Japanese painting.

6.2 Visit to the World Heritage Cultural Site in Nikko

Following the visit to the Central Lifelong Learning Center of Utsunomiya City, the participants headed to Nikko to see the World Heritage Cultural Site. The site comprises several temples and shrines, including the famous Toshogu Shrine where the Shogun Tokugawa Ieyasu was worshipped after his death in the 17th century. The shrines and temples illustrate the Japanese perception of a religious area where not only religious buildings, but also the surrounding natural environment has sacred importance. This is one of the criteria under which the Nikko shrines and buildings, together with their natural surroundings, were registered as a UNESCO World Heritage Site in 1999.

7. Special Sessions

7.1 CLC Activities Based on the Observation of the Central Lifelong Learning Center of Utsunomiya City

In the first session of Day 4, 5 December 2003, the participants shared their views and insights as to what had been learnt from the visit. The following are those views and insights:

- CLC managers should continuously install the necessary mechanisms to respond to the emerging divergent need of their target beneficiaries. The Utsunomiya Kominkan reflects substantial evidence of its ability to feel the pulse of the community on a continuing basis;
- The library and learning resource corners of the Utsunomiya Kominkan were full of learning materials at all levels from pre-school to adult education. CLCs can considerably learn from it in terms of setting up and maintaining a library facility;
- CLCs should have commitment to the needs of all sectors and groups in the community: elderly, out-of-school youth, professionals and other working groups, mothers and girls;
- The Utsunomiya Kominkan shows high evidence of focus on the divergent concerns of the community: health, sanitation, hygiene, literature, arts, psychomotor areas (dancing, origami) and other items and areas of concern;
• There is need for CLCs to systematize their activities related to receiving and processing of queries and observations from the community members;
• CLCs should carry out a wide range of activities tailored to the needs of the urban as well as rural sectors;
• The Utsunomiya Kominkan demonstrates how its community people themselves are empowered to identify and select their own training programmes, as well as to choose expert groups/resource persons and institutions, which could provide training to them (university professors, trainers and others);
• CLCs should focus not only on the disadvantaged groups but also on those who would like to pursue their special interests. This is the essence of continuing education towards lifelong learning;
• The Utsunomiya Kominkan has programmes not only on continuing education but also on higher level dimensions, as demonstrated in its citizens’ college. It has a literature training programme which is on the academic level of learning. This dimension shows substantial interface between FE and NFE. The clients are able to pursue higher level activities in addition to skills trainings and other competency-based capacity building programmes;
• CLCs should also serve as venues for the promotion of local, traditional, and indigenous elements of the community;
• Inclusive education should also be another area of concern for CLCs. All members of the community should have access to them. The implication is that they should make their programmes attractive to the community people;
• CLC managers should always be conscious of the need to institutionalize its programmes and initiatives;
• The Kominkan system is a very good example of networking at all levels. There are satellite/nodal Kominkans which provide assistance to clusters of Kominkans. For example, the Central Lifelong Learning Center of Utsunomiya City assists sixteen other Kominkans in the neighbouring communities. At the national level, there is a federation of Kominkans which provide national perspectives; and
• The local government of Utsunomiya has full commitment to the Kominkan. It has substantial funds allocation for the various activities of the Kominkan.

7.2 Presentation on LAND AFGHAN

In the second session of Day 4, the LAND AFGHAN project was introduced to the Meeting participants. First, Mr. Oyasu of UNESCO briefly introduced the origin of the project as follows:

• At the previous ACCU-APPEAL Joint Planning Meeting held in July 2002, it was agreed between the Directorate of Non-formal Education of the Afghan Ministry of Education, UNESCO Bangkok and ACCU that a planning meeting for the project should be organised in Kabul, Afghanistan to coordinate and accelerate the NFE initiatives in Afghanistan;
• At the "Planning Meeting for Afghan-UNESCO-ACCU Project for Promoting Literacy and Non-formal Education in Afghanistan" held in Kabul, January 2003, an effective coordinating mechanism was discussed among key organisations for the implementation of the project, especially for the effective utilization of regional resources including manuals and handbooks such as the APPEAL Training Materials for Literacy Personnel (ATLP), APPEAL Training Materials for Continuing Education Personnel (ATLP-CE), and APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM), and materials such as AJP and the Package for developing Adult Learning Materials (PALM).

Then, Mr. Khaliq and Ms. Aziz of Afghanistan gave a presentation on the project. Their presentation outline was as follows:

Origin:
Under an agreement between UNESCO and the government of Afghanistan in January 2003
Implementers:
Deputy Ministry of Functional Literacy and UNESCO Kabul in cooperation with the UNESCO Headquarters and UNESCO Bangkok

Financial Sources:
- Japanese funds-in-trust
- RP Fund

Major Objectives:
- To support Deputy Ministry of Functional Literacy in achieving EFA goals set in Dakar World Education Forum, especially goals (3), (4) and (5);
- To prepare a technical and structural base for promoting literacy and NFE in the fields of:
  - Basic and supplementary materials development;
  - Adaptation of regional NFE resources;
  - Training of NFE personnel; and
  - Establishment of CLCs;
- Capacity building on policy making, strategy planning and management to continue and expand the project during the UN Literacy Decade (2003-2012).

Beneficiaries:
- Senior NFE officials;
- Master trainers;
- Materials developers;
- Illustrators;
- NFE facilitators; and
- Literacy/NFE learners (particularly urban and rural poor women and men).

Implementation Phases:
Phase One: Resource development
Phase Two: Implementation of pilot projects
Phase Three (proposed): Expansion

Activities:
- Development of NFE framework and national NFE curriculum;
- Development of basic literacy primers and facilitators’ guide for NFE in two national languages;
- Translation and adaptation of UNESCO's and ACCU’s regional resources in two national languages;
- Development and adaptation of thirty supplementary materials in two national languages;
- Exposure visits;
- Development of facilitators’ training package;
- Development of master trainers’ training package;
- Establishment of CLCs;
- Organisation of master trainers’ training;
- Organisation of NFE facilitators’ training; and
- Implementation of pilot NFE programmes integrating NFE with poverty alleviation.

Approaches and Strategies:
- Enhancing capacity of core group and NFE personnel through exposure visits, orientation, training and firsthand experience;
- Networking and partnership with government departments, local and national level NGOs;
- Community empowerment through ensuring active involvement;
- Establishment of CLCs for institutional sustainability;
- Sharing of resources with international agencies in resource development and CLC establishment; and
- Implementation of pilot projects to demonstrate results for national level advocacy.

7.3. Revisiting the "Tokyo Statement on NFE"

To introduce the third session of Day 4, Ms Shibao of ACCU gave an overview of the "Tokyo Statement on NFE", which was adopted in the 2001 ACCU-APPEAL Joint Planning Meeting as a regional pledge to reaffirm the importance of NFE for achieving EFA.

Then, after explaining the different action points and agenda for the future, she invited the Meeting participants to express their views and present-day inputs and perspectives, which included the following comments:

Mr. Ikramov highlighted Uzbekistan’s efforts to bridge the gap between FE and NFE. The first initiative was the conducting of a
national dialogue which was attended by stakeholders at all levels (from the national to the local levels), as well as international and multi-national donors. To implement the agenda articulated in the "Tokyo Statement on NFE", the country has undertaken: (i) use of mobile training teams; (ii) use of ICT-based learning packages; and (iii) training of local leaders and implementers.

Mr. Namgyel of Bhutan took note of Uzbekistan’s initiatives and expressed interest in pursuing similar activities.

Mr. Kuoch of Cambodia emphasized the need for advocacy and social engineering to create wide awareness among policy makers, planners and programme implementers.

For his part, Mr. Khaliq also expressed his plan to carry out parallel activities in Afghanistan.

Mr. Fasli reported that in Indonesia, there had been a marked increase in the financial commitment of the government for literacy and NFE. He suggested that the Member States conduct a review of their activities vis-à-vis the "Tokyo Statement on NFE" and consolidate these national reviews towards arriving at a regional profile.

Mr. Rahman of DAM expressed concern about the de facto abolition of the Directorate of Non-Formal Education in Bangladesh.

Mr. Rashid underscored the fact that in Bangladesh, parallel efforts were being made by both the government, through the Non-Formal Education Department of the Ministry of Education, and the NGO sectors.

7.4 Validation of New Ideas for Future Activities

This portion of the Meeting had the following objectives: (a) To validate and review the concepts to ensure that the new ideas generated during the Day 2 of the Meeting were properly documented, and (b) To generate and discuss additional concepts which might have emerged from the other sessions and visit to the Kominkan site.

Following are the synthesized and summarized version of those new ideas that came from the participants during the Meeting:

(1) Content and Strategies for NFE Activities

Vision
Future vision of the role of literacy and continuing education through NFE/informal education after the term of EFA has been completed in 2015, whether it has been achieved or not.

Activity Areas:
• Cultural dimension of education (multi-lingual literacy);
• Scientific dimension of education (such as education on solar energy);
• Education for international understanding and tolerance, dialogue, ethics and peace building, especially in conflict areas;
• Education for eradication of poverty and human dignity;
• Role and activities for senior citizens;
• "Legal Literacy" such as education on entitlement and citizen's rights;
• Food security (GMP: Genetically Modified Products) in coordination with other UN instruments;
• Literacy for livelihood, such as nursing, computer operation, auto-techniques according to different local situations;
• More attention and focus on life skills teaching materials not only for adults but also for adolescents and youth including out-of-school children;
• Home-based literacy programmes (family literacy and NFE);
• "Re-entry" programmes for specific groups, e.g. out-of-school children;
• Early child care and education (ECCE) through NFE;
• Parents’ education for young children;
• Parental skills, especially enhancing the role of fathers (Mother Child Education Foundation (MOCEF) project of Turkey);
• Prototype literacy assessment tools for the region;
• Use of environmental programmes for teaching and learning;
• NFE for sustainable development;
• Vocational training;
• IT application;
• Study on and education for migrant children;
• Development of new prototypes based on learning/insights gained from the existing models;
• Reaching the very distant target groups; and
• Development of proto-types for newer topics and subject matters, based on the experiences from the past development work, and development of regional and sub-regional prototypes.

Implementation Strategies:
• Establishing research fund for in-depth studies in terms of EFA and NFE;
• Prioritizing CLCs in APPEAL and ACCU Programmes;
• Incentive creation through competition of CLCs, e.g. UNESCO prize;
• Mobile literacy programmes for training of personnel and NFE classes;
• Prototype learning materials for similar environments/contexts;
• Arranging ACCU-APPEAL core expert groups to train national NFE personnel and institutions (ARTC);
• Mobilization of "Local Genius (wisdom)";
• Leadership training for youths through NFE;
• More financial and intellectual support for difficulty-confronting countries like Afghanistan;
• Use of popular images and design in appropriate media, e.g. an animation character such as "Doraemon" to make programmes joyful;
• Multilingual cyberspace to effectively store and disseminate resources;
• Use of mass media (TV/Radio) through distance education programmes or capacity building (for trainers and middle management);
• Synergise literacy and livelihood skills activities;
• Youth as target groups of NFE;
• Using handles of NFE such as IGP, health, sanitation, and hygiene; and
• Capacity building strategy for trainers and field implementers.

(2) Networking for Promoting NFE

Advocacy:
• ACCU/APPEAL/UNLD Goodwill Ambassadors (popular personalities such as movie stars);
• Containers to provide exhibition materials for promoting UNLD and EFA;
• Promotion of "role models" – success stories in multiple media, printing, documentary films (e.g. "Oshin"); and
• Regional evaluation of country’s follow-up of the "Tokyo Statement on NFE".

Inter-regional Cooperation:
• Asia-Pacific and Africa Literacy Programmes (cooperation with the New Partnership for Africa’s Development (NEPAD));
• Study visits to/from other regions e.g. Africa and Latin America; and
• Exchange programmes with other regions (like Arab-Euro Dialogue, via UN agencies).

Strengthening Partnership:
• Internship programmes in ACCU and/or UNESCO BKK;
• Setting up UNESCO Chairs on NFE in universities;
• Strengthening the role and function of the UNESCO National Commissions to assist in EFA planning and implementation, especially in NFE;
• Discussion with UNDP about joining forces in literacy and NFE areas; and
• Putting the components of NFE (methodology and how to work with illiterates, etc.) into programme or curriculum of teachers' training colleges and pedagogical universities.

8. ACCU/APPEAL Calendar of Activities in 2004-2005

Ms. Shibao shared with the participants the following tentative plan of activities of ACCU and APPEAL for 2004-2005.
<table>
<thead>
<tr>
<th>Date</th>
<th>Meetings and Events</th>
<th>Organisations</th>
<th>Participants</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2003</td>
<td>Regional Workshop on Life Skill Learning through Non-Formal Education</td>
<td>APPEAL, DNFE, Indonesia</td>
<td>18 countries</td>
<td>Bali, Indonesia</td>
</tr>
<tr>
<td>2004</td>
<td>Calls for proposal for utilization/dissemination of PLANET 3</td>
<td>ACCU</td>
<td>20 countries</td>
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<tr>
<td>January</td>
<td>Guidelines for video on CLC</td>
<td>APPEAL</td>
<td>21 countries</td>
<td></td>
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<tr>
<td></td>
<td>Call for proposal on life skills</td>
<td>APPEAL</td>
<td>18 countries</td>
<td></td>
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<tr>
<td>Jan-March</td>
<td>Literacy/NFE materials survey</td>
<td>ACCU &amp; APPEAL</td>
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<td></td>
<td>LRC action oriented research</td>
<td>ACCU</td>
<td></td>
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<tr>
<td>February</td>
<td>Research on models of equivalency programmes</td>
<td>APPEAL</td>
<td>4 countries</td>
<td></td>
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<tr>
<td>24-27 March</td>
<td>Regional CLC review meeting</td>
<td>APPEAL</td>
<td>23 countries</td>
<td>Chiangmai, Thailand</td>
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<tr>
<td>March</td>
<td>MANGO Indore (India) pilot project to be completed</td>
<td>ACCU</td>
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<td></td>
<td>Pilot project on life skills</td>
<td>APPEAL</td>
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<td></td>
<td>Regional workshop on ICT</td>
<td>APPEAL</td>
<td>10 countries</td>
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<tr>
<td>April</td>
<td>Calls for proposals for capacity building for content and context specific materials development</td>
<td>ACCU</td>
<td></td>
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<tr>
<td></td>
<td>LRC Capacity building workshop</td>
<td>ACCU</td>
<td>17 countries</td>
<td>Chongqing, China</td>
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<td></td>
<td>Research on models of networking</td>
<td>APPEAL</td>
<td>7 countries</td>
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<tr>
<td></td>
<td>Research on models of private sector</td>
<td>APPEAL</td>
<td>4 countries</td>
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<td></td>
<td>Regional workshop on mother tongue and bilingual literacy programmes for ethnic minorities</td>
<td>APPEAL</td>
<td>10 countries</td>
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<tr>
<td>May</td>
<td>SEAMEO-UNESCO Education Congress and Expo: Adapting to Changing Times and Needs</td>
<td>UNESCO Bangkok SEAMEO</td>
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<td>Bangkok, Thailand</td>
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<td></td>
<td>Regional workshop on capacity building on NFE resource development</td>
<td>APPEAL</td>
<td>23 countries</td>
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<tr>
<td></td>
<td>Regional workshop on out-of-school children</td>
<td>APPEAL</td>
<td>4 countries</td>
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<tr>
<td>May - June</td>
<td>LRC mobile workshop</td>
<td>ACCU</td>
<td>4 countries</td>
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<td>July</td>
<td>Sending out of PLANET 3 &quot;Waste Management&quot; to member countries</td>
<td>ACCU</td>
<td>20 countries</td>
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<td></td>
<td>Experts’ meeting on literacy/NFE materials</td>
<td>ACCU &amp; APPEAL</td>
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<td>Japan</td>
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<tr>
<td>August</td>
<td>Regional workshop on networking and private sector</td>
<td>APPEAL</td>
<td>23 countries</td>
<td></td>
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<tr>
<td>September</td>
<td>International conference on NFE</td>
<td>APPEAL &amp; JICA</td>
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<td>Tokyo</td>
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<tr>
<td>Sept-Dec</td>
<td>Sub-regional NFE capacity building workshop</td>
<td>ACCU &amp; APPEAL</td>
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<td></td>
<td>NFE planning meeting</td>
<td>ACCU &amp; APPEAL</td>
<td>21 countries</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Sub-regional NFE capacity building workshop</td>
<td>ACCU &amp; APPEAL</td>
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<td></td>
<td>First series of new AJP published</td>
<td>ACCU &amp; APPEAL</td>
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<tr>
<td></td>
<td>NFE planning meeting</td>
<td>ACCU &amp; APPEAL</td>
<td>21 countries</td>
<td></td>
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</tbody>
</table>
Dr. Jalal proposed to host the next NFE planning meeting in Indonesia. Other participants, including Dr. Guerrero and Dr. Domingo of the Philippines also expressed their interest in hosting other meetings and workshops next year.

9. Closing Programme

The closing programme of the Meeting primarily focused on additional insights as well as perceptions on the programmes and processes of the Meeting.

In Mr. Oyasu’s closing statements, he emphasized the following points:

- APPEAL had initiated a staff secondment scheme, initially with two ARTC members; DAM and SEAMEO INNOTECH. It was envisaged that the scheme would eventually be expanded to include the different education ministries among the Member States. The UNESCO Asia-Pacific Regional Bureau for Education also had an internship programme which was open to the countries of the region;

- The Kominkan was a community-based learning initiative that demonstrated a built-in sustainability component. It was a fully-integrated dimension of community development work, and therefore, the sustainability dimensions were ensured. It also demonstrated the joy of learning itself, rather than learning for the purpose of something else, i.e. income generation. Those features of the Kominkan might be reviewed and explored by the different CLCs in the Region.

He expressed his appreciation to the Meeting participants for their full cooperation throughout all the sessions and various activities. He reiterated the fact that APPEAL would be consulting them at various stages of the implementation of the APPEAL activities for 2004-2005.

For her part, Ms Shibao noted with high satisfaction that the inputs from the Meeting participants had been very valuable to ACCU, particularly on the fleshing out of the different programmes and projects in terms of coverage and schedules. She emphasized that ACCU would continue its consultation with the Member States on the fine-tuning of the activities.

On behalf of the Director-General of ACCU, Mr. Suzuki Yoshimori, Director of Programme Department, expressed his sincerest appreciation to the Meeting participants, the chairpersons and the two rapporteurs. He pointed out that the Meeting was of great significance to ACCU, especially now that ACCU was under new leadership and was undergoing institutional transition. The organisation was reviewing its past and present initiatives in order to have a more solid basis for planning its agenda for the future. Newer initiatives, most notably LAND AFGHAN, were gaining considerable attention in the organisation.

Speaking on behalf of the Director of the UNESCO Asia-Pacific Regional Bureau for Education, Ms. Riewpituk expressed deep appreciation to the Meeting participants for their excellent outputs and full participation in the Meeting activities. Specifically, she noted the useful insights generated during the sessions. She thanked ACCU for the excellent organisation and management of the Meeting.

On behalf of the Meeting participants, Ms. Batchuluun of Mongolia expressed her thanks to both ACCU and APPEAL for giving the Meeting participants the opportunity to know more about ACCU and APPEAL programmes and projects, to plan together the future regional activities, to interact with one another and to see the Utsunomiya Kominkan. The site visit had also given the participants the opportunity to see Tokyo and its environs, such as the Nikko National Shrine which was one of the UNESCO World Heritage Cultural Sites.

The Meeting chair’s final remarks underscored the outstanding preparations and conduct of the Meeting. He wished the Meeting participants all the best on the implementation of literacy and continuing education in their home countries.
CHAPTER II: Reports and Presentations

1. ACCU Presentation: "ACCU's Contribution to Asian and Pacific Partners: Some Reflections on Japanese Experiences"
2. UNESCO Presentation: "EFA Global Monitoring Report 2003/4: Gender and Education for All - The Leap to Equality"
3. Overview of Literacy and NFE in the EFA Action Plans
5. APPEAL Resource and Training Consortium (ARTC)
7. NGO - Government Partnership
   - Cambodia LRC/CLC: Participation/Ownership, Collaboration/Cooperation, Keys to Successful Sarvodaya Experience in Sri Lanka
9. ACCU Regional Co-operative Literacy/NFE Programmes in Asia and the Pacific
10. Presentation about KOMINKAN
11. Visit to the Central Lifelong Learning Center of Utsunomiya City
12. Presentation on LAND AFGHAN
1. ACCU Presentation
“ACCU’s Contribution to Asian and Pacific Partners: Some Reflections on Japanese Experiences”
Mr. Sato Kunio, Director-General, ACCU

I would like to suggest a light warm-up before the meeting takes up serious issues, by presenting a short sketch of Japanese experiences in non-formal education and environmental protection.

ACCU’s Dual Identities
- An International Partner of UNESCO, working for its principles
- A Japanese NGO with policy guidance and financial support from the government
- These two identities provide the effective network and support among both Asian-Pacific and Japanese partners

As an introduction to my short talk, I would like you to recall once more ACCU’s dual identities. Since its beginning ACCU has enjoyed warm support from UNESCO and its member states in Asia and the Pacific, and at the same time from Japanese public bodies and private organizations. Many useful ideas from international and national sources have helped us to achieve our aim. But I feel these days a need to reexamine and strengthen once more our ties with you and Japanese partners at grass-roots level. I feel somehow our linkage looks weaker today than 20 to 30 years ago, as if we might be losing direct contact with the people in the region.

I participated in the drafting of the International Convention for the Safeguarding of the Intangible Cultural Heritage adopted at the last UNESCO General Conference. I hope this international instrument will help us all to preserve our cultural heritage, including languages.

Why are we reemphasizing our concern with literacy and community development in neighboring Asian countries? In the age of globalization we are more and more interested in preserving our unique culture, in particular our indigenous languages, while we are striving for economic and social development. We respect cultural diversity and would like to share and appreciate the richness of our cultures. Language, as you know well, is essential for the preservation and enrichment of our unique culture, because language contains all the experiences and genius of those speaking and writing it.

We also want to share Japanese experiences with you. Many participants in the July Forum encouraged us to talk about our experiences, good and bad, for the benefit of other Asian partners.

At the same time, in the age of globalization we realize we are facing increasingly similar problems, if not the same, and we want to learn more from you. We want to bring in more Japanese partners in our endeavor to improve our common future.

Today I would like to share Japanese experiences in two areas relevant to our discussion. Firstly, I will introduce a sketch of our non-formal education from the 17th century to the middle of the 19th century, because it strongly depended on commoners' private initiatives for creating learning opportunities for themselves.

No doubt we can trace our cultural tradition far back in our world history. I like very much the first sentence of the Gospel according to St. John. It says, "In the beginning was the Word, and the Word was with God, and the Word was God." In Japan there is an old belief called Kotodama, that a sacred power or spirit dwells in the words of the traditional Japanese language. It was believed that the words of the Japanese language could exert a special influence on people, the gods, and even the course of the world. We thus needed to take extreme care in the use of words. Probably one major reason why our ancestors placed much importance on calligraphy was this long-held belief, since the time when calligraphy writing was brought to Japan from China along with Buddhism in the 6th century.
It was quite natural for people to desire to write their own history in their own language. Recent findings of Mokkan (wooden tablets) informed us of wide use of the language even in remote areas as far back as the 7th and 8th centuries. Wooden tablets were used, among other things, to label tax goods sent in from the provinces. At least there existed a limited number of scribes who could write messages at that time.

This slide shows the high interest in calligraphy among the commoners in the 17th to 19th centuries. This is a scene of Kakizome writing by ladies on January 2nd as the first writing of the New Year to pray for progress in writing that year.

This slide shows a Terakoya house. Terakoya offered practical elementary education important to the daily life of the common people. The bulk of instruction in the Terakoya was in reading and writing, while calculation with abacus became an important part of teaching toward the middle of the 19th century.

The origin of Terakoya goes back to the end of the medieval period, and they may be regarded as having developed from the educational facilities founded at Buddhist temples. It was from the 18th century that the number of Terakoya began to increase, and by the middle of the 19th century they were quite common in the large cities like Edo and Osaka as well as in many smaller towns and even in rural villages. They numbered in the tens of thousands.

In Edo, present-day Tokyo, it is said that there were more than 1,000 Terakoya around that time. Half of the Terakoya were said to have more than 100 pupils. A big one accommodated 500 pupils. In general terms the husband taught boys and the wife taught girls. Instructors’ children also helped their parents to teach pupils. Use of abacus and calligraphy occupied an important position in the economic life of tradesmen at that time. Even today Japanese pupils learn both at primary schools.

Taking the nation as a whole, the majority of teachers at Terakoya were commoners, but many samurai and Buddhist clergy were also engaged in these institutions. In this way Terakoya came to resemble modern elementary schools. Pupils entered Terakoya at between 5 and 8 years of age, and they left at 11 years of age for boys, and 12 or 13 for girls.

This slide shows a Terakoya class for boys. In Edo pupils entered the Terakoya either in June or February on a fixed date. They had to bring to the Terakoya such items as an ink stone case, brush, paper, ink, small desk and specified uniform. In addition, they had to present some cakes as gifts to senior pupils.

The hours of study were about 6 to 7 hours every day. They started about 7:30 in the morning and ended about 2:30 in the afternoon, with a lunch break at their own homes. Usually 20 to 30 percent of the pupils did not come back after lunch, partly because older children had to work, and partly because small children got tired.
Terakoya opened about 300 days per year, while they were closed on fixed dates such as the end of the year and the beginning of the New Year. Teachers taught a small group of 3 to 6 pupils calligraphy and reading, one group after another, while others practiced copying of textbooks and were guided by senior pupils.

This slide shows a Terakoya class for girls. In those days it was not considered necessary for girls to receive the high level of education made available to boys. As befitted their station in life, girls were trained in household matters and etiquette at their homes. Toward the middle of the 19th century the number of girls attending Terakoya gradually increased and some institutions specializing in girls’ education were established.

A special curriculum was offered to girls with emphasis on the niceties of womanly virtue, etiquette and training in flower arrangement and tea ceremony.

These are typical textbooks used at Terakoya.

The curriculum began with calligraphy, which the pupils practiced by imitating examples provided by the teacher. They learnt not only how to write letters but also their meaning as well. Upon completion of the initial stage of study the pupils next graduated to textbooks known as copybooks (oraimono) compiled by men of letters. Some of the textbooks date back to the 9th to 12th centuries. Most copybooks contained famous treatises on household precepts handed down from several hundred years ago. The main content of the materials tended to fulfill a direct need in the daily lives of the people.

The second important element common to many copybooks was geography. This came about as the scope of the life of the common men broadened due to the growth of traffic and the development of economic activities during the 18th and 19th centuries.

Next in popularity were textbooks concerned with commercial pursuits such as the shoubai orai and the hyakushou orai, a kind of farmer’s almanac.

Another type of copybook consisted of a collection of lessons on moral precepts for the common men.

They also learnt basic arithmetic to be applicable to daily life. Yoshida Mitsuyoshi wrote one textbook entitled Jinkouki in 1627. Those intending to become artisans used Banshou Orai on words and sentences required for artisans like carpenters.

This textbook was on the names of famous bridges, whereby pupils learnt geography.
It was said that about 10 percent of those finishing Terakoya moved to private institutions called Shijuku. Most students belonged to the samurai class in the beginning, but gradually they accommodated students from other classes. Famous ones recruited students throughout Japan. The curriculum of these Institutions varied extensively from Chinese studies to Medicine. About 70 percent of Shijuku taught one subject alone, such as Chinese studies or Calligraphy. Most Shijuku adopted individualized teaching and set no duration for each student.

Tuition was relatively expensive in Edo Terakoya, due to the fact that in many cases teachers were full-time workers. It consisted of a monthly fee, mat replacement charge (every June), charcoal charge for heating (every October), thank-you money (5 times a year), thank-you money (at the Bon festival and at the end of the year), and tips on the occasion of the first calligraphy of the New Year and of the twice–yearly calligraphy exhibition for pupils. On top of these, there were entrance fees and occasional donations. Edo became a special place after the middle of the 18th century, thanks to the economic prosperity coming to a large section of the commoners as well.

Literacy can only be maintained if there is an adequate supply of reading materials, for adolescents and adults as well as for school children, and for entertainment as well as for study. Thus, the production and distribution of teaching materials, learning resources and any other reading materials in mother tongues should be available. What could we find in Japan, especially in large cities, form the 17th century to the middle of the 19th century?

In the 18th to 19th centuries there were those houses where the commoners could get together to enjoy cultural activities in rich commercial towns. They were often the houses of instructors in songs, dance and calligraphy. In this slide some are playing go, some are practicing calligraphy writing, and some are playing musical instrument called 'koto.' This could be one source of the present-day Kominkan, or cultural centres, in Japan.

Toward the end of the 17th century there existed about 100 bookshops in Japan, which not only published but also sold books. At that time they said that about 7,000 titles were circulated for sale in major cities like Kyoto, Osaka and Edo. By the middle of the 19th century there were over 6,000 bookshops throughout Japan.
Around that period, there were a lot of one-page newspapers to be found in urban areas. Most popular topics were the news of fires, earthquakes, vendettas, lovers’ suicides, and floods. Vendors read the news aloud in the street to the accompaniment of a samisen.

This shows a vendor of second-hand books and scrolls in the street.

At the beginning of the 19th century there was a record of 656 book lenders in Edo. They were individual merchants, who visited their customers on a regular basis carrying a lot of books on their backs, as shown in this slide. With this rental business, each popular book usually printed in a few thousands to a maximum of 10,000 copies, could reach ten to twenty times as many readers.

From the 13th to 14th centuries an Express Messenger System gradually developed in Japan, which could send written messages, for example, between Edo and Osaka (500 km.) within three days. This increased the diffusion of information rather rapidly.

What was more important was that the Tokugawa Shogunate introduced in 1635 the rule of alternate attendance whereby territorial lords (daimyo) were required to reside in alternate years at Edo in attendance on the shogun. This system was a device to maintain control over the more than 250 lords that were the virtually autonomous feudal rulers of four-fifths of the country. They traveled to the capital every other year with a retinue of 150 to 300 or more using the main highways. This made considerable impact on the development of transportation and communication systems throughout Japan. The cultures of Edo and Osaka were diffused widely to the rest of Japan.

According to some scholars (Fairbank, Reichauer and Craig (East Asia Modern Transformation)), Japanese literacy rates in the first half of the 19th century probably compared favorably with those of Western countries (page 185).

Let us now move to our recent past and the second topic of my talk.

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**SUSTAINABLE DEVELOPMENT**

- Economic growth and environmental pollution
- A steel plant in 1966
- Citizens’ group study on Kawasaki pollution in 1966
- Highway and exhaust emission
- Children suffering from asthma, cared in the dormitory of a school for handicapped children in 1969
- A primary school located near a large petrochemical complex in 1972
- Heavy oil pollution and a crab soaked in heavy oil

Economic progress since the mid-1950s fortunately brought considerable socio-economic improvement in terms of living standards and longevity for Japanese. At the same time, it unfortunately created various side-effects, especially on environment. Our economy was more and more geared to heavy chemical industries and the concentration of population in a few large cities. You will see a number of slides showing our difficult period. In 1960 Osaka city recorded 156 days of smog. Japan faced, perhaps, the worst pollution in the world measured in such factors as sulfur dioxide (SO2), biological oxygen demand (BOD), and sinking ground. In the 1950s a few prefectures started to make ordinances regulating pollution, but there was no strong control over those factories, which violated them.
Chapter I

Japan experienced phenomenal economic growth during the 1960s with a 10.5 per cent average annual rate of real GDP over 10 years. This period unfortunately overlapped the worsening period of pollution in Japan. The Japanese people started to enjoy the fruit of economic development after the devastation of the war and its aftermath, and therefore almost all of them accepted as negative aspects of economic prosperity, except those minorities directly affected by the pollution.

In the 1910s and 1920s, Japan was already facing air pollution, water pollution, sound pollution, and bad smell. In some areas, with smoke extraction apparatus and compensation for pollution victims, there were more advanced technologies and settlements in favor of victims than in the 1960s. Unfortunately, industries as well as governments, national and local, forgot their previous experiences during the period of rapid economic growth in the 1960s.

But at the beginning of the 1970s Japan introduced the severest standards against such poisonous substances as sulfur oxides (SOx), organic mercury, cadmium, and lead. One of the most epoch-making policy decisions at that time was the emission control on cars, which was to reduce the level of the density of NOs (nitrogen oxides) by 90 per cent before 1978. Then, after the oil shock in 1973, Japan shifted its economic growth onto internal demand rather than export drive, and the required standards against NO2, for example, were very much relaxed once again.

Japanese experiences indicate three features toward the development of environment protection. Firstly, we had strong local governments’ initiatives reflecting popular demands of citizens’ groups. Secondly, there were many lawsuits for damage caused by environmental pollution, and this forced the government to take measures against pollution. Thirdly, Japan introduced a system to help the victims, reflecting a number of health hazards. In 1993 the fundamental law of environment was promulgated.

This is one of the steel plants against which an injured party brought a law suit (1966).

This citizens’ group was studying the issues of Kawasaki pollution in 1966.

A highway covered by heavy emission of gas in 1976.

These children were fighting the asthma caused by exhaust emissions. They were specially accommodated in the dormitory of an institution for handicapped children in 1969. They practiced abdominal breathing to strengthen their abdominal muscles.
A primary school once boasting of the enrollment of 1,500 pupils enrolled about 900 in 1972, and 53 were recognized as pollution victims requiring special medical care.

Every school in Japan has its own school song. This Yokkaichi school’s song expressed pride in its location near a modern factory equipped with the latest scientific achievements and advanced technology, which was a beacon of future hope. Due to the criticism by parents and pupils, another song later replaced this one on the board.

Environmental issues have assumed increasingly international dimensions over recent years in wider areas of pollution such as acid rain, the export of poisonous industrial waste, the movement of rare animals, and large construction projects. Some examples are shown in the slides. They have become large-scale problems and some have reached such a devastating level that they are almost beyond human control. We should realize that we live together on this precious earth, and that we share our common future.

OUR COMMON FUTURE
- Concrete blocks and stray whales
- A mountain of plastic bottles thanks to the garbage collection by type
- Seashore visited by a lot of TV sets
- A shipload of old bicycles
- International environmental crime
- Eco-car PRIUS by Toyota
- Let’s help each other

Kawasaki city started garbage collection by type in 1999. Apparently the collection went smoothly, resulting in a mountain of stockpiled plastic bottles, which were not welcomed by recycling companies.

In 1974 a heavy oil spill occurred at Mitsubishi Oil Refinery in Kurashiki. It amounted to 42,800 kiloliters, out of which 10,000 kiloliters reached the sea and caused devastating damage to the catch of fish in Setonai inland sea.
What do you think about this slide of a cargo boat? There seems to be nothing wrong? But unfortunately these boxes contained illegally exported industrial waste from factories in Japan, and they were on their way back to Tokyo after being refused at Manila port by the Philippines authorities.

We are facing serious environmental pollution throughout the world. Even Eskimos are not excluded from serious food hazards due to the wide circulation of fish contaminated with dangerous chemical substances in the ocean. The fish in the southern hemisphere moved to the north near the North Pole where they ended up in the stomachs of seals. Then Eskimos ate the seal meat. This demonstrates that we all live in a small world.

We share the same problems of global warming, depleted forest, soil degradation, and water pollution. Our environmental protection measures are very slow, as everybody realizes, and, for example, Japan recorded about 10 percent increase in CO2 emissions (carbon dioxide) over the ten-year period between 1990 and 2000 despite the very slow economic growth of the same period. Strangely enough, the biggest contributor to the increase is the burning of plastics and other wastes. At the same time the crude oil import by Japan remains today at the same level as twenty years ago.

At the global level, we hope the Kyoto Protocol on global warming will be put into effect as soon as possible (it requires ratification by countries responsible for 55 percent of the total emission level in the world in order to go into effect as against 38 per cent in 2002). It aims among the developed countries to reduce the 1990 CO2 emission level by 5 per cent by the end of the period from 2008 to 2012. Unfortunately Russia (17.4%) is dragging its feet, and what is worse, the US (36.4%) broke away from this framework. (Japan ratified it in 2002)

However, one encouraging sign is a considerable increase of non-profit organizations dealing with environmental problems throughout the world. We should encourage more and more private initiatives, and invite active participation of women and girls in this endeavor. Environmental degradation calls for urgent attention to the women's roles in our societies and hence their educational level.

This is one typical textbook of social studies for the 3rd and 4th grade elementary school children, explaining what school children can do to reduce garbage and conserve resources.

In Japanese schools Pollution and Health was, for the first time, introduced in 1969 as a topic in the Health and Physical Education subject, reflecting increasing incidents of pollution in Japan. Then, in the revised curriculum in 1977 Protection of Environment and Health and Environment were treated as Science and Health subjects. In 1985 subject matters related to environment study were to a large extent expanded into resources and energy as well. Japanese experiences in formal education will be used to enrich our developing reading materials on environment for non-formal education.

This is a very beautiful TOYOTA car called PRIUS with perhaps the most efficient energy-saving devices at the present moment in the world, except for a few experimental fuel cell cars in laboratories. This car moves by the combination of a high-efficiency internal combustion engine power and electric motor
Chapter I

PRIUS boasts of fuel efficiency at 35.5 km/liter and ultra-low emission. I tell this story with a clear conscience, because I did not receive any commission for presenting this car to you.

Japan has been trying very hard to improve its environment by adopting energy-saving measures such as the introduction of low emission cars, and the reduction of waste. PRIUS is one latest example. International efforts are very important for encouraging governments and people to adopt energy saving measures and to live in harmony with nature.

I simply want to send you a message. We are not driving this type of concept in our ACCU activities in the immediate future, and in this sense we perhaps require long-term thinking in such a field as the use of information technology. For the time being ACCU still appreciates the application of low technology combined with trustworthy human networks in the region. When UNESCO’s representative for the 2005 International Exposition in Japan came to see me to request ACCU’s support for the UN Pavilion, I unwittingly discouraged her by showing a series of cheap reading materials for neo-literates and a couple of video-tapes on environmental topics. I immediately saw her sad face. She was perhaps planning to present UN’ and UNESCO’s image in 3D and sparkling laser beam.

Our software for the use in non-formal education should be more geared toward applicable and available technologies at grass-roots level and it should strive for a harmony of different cultures and environmental concerns through education.

What I want to tell you is that we would like to collaborate with each other to devise our solutions by all means in this manner from the grass-roots level upward, because we are living in a small world of limited resources. With this friendly spirit let’s have joint programmes within the framework of UNESCO’s principles. ACCU has already started to take such a step with your colleagues through the joint book production on ecology series. The slide shows four titles.

ACCU wants to walk with you hand in hand in our collaborative work to safeguard cultural diversity and improve the safety of our globe.

Thank you very much.

References

The Ministry of Education, (1972). “Me de Miru Kyoiku 100 nen no Ayumi.” (Education Seen by the Eye, History 100 years.) The Ministry of Education, pp.6, 7. [6,9]


Catalogue of Prius Hybrid Synergy Drive. Toyota Motor Corporation. [33]

A number in parentheses in each reference indicates an original slide number of the presentation made during the Meeting, out of which the slides No.1, 3, 4, 25, 27, 29, 30 and 34 were omitted in this report.
1. ACCU Presentation “ACCU’s Contribution to Asian and Pacific Partners: Some Reflections on Japanese Experiences”

Mr. Sato Kunio, Director-General, ACCU

I would like to suggest a light warm-up before the meeting takes up serious issues, by presenting a short sketch of Japanese experiences in non-formal education and environmental protection.

### ACCU’s Dual Identities

- An International Partner of UNESCO, working for its principles
- A Japanese NGO with policy guidance and financial support from the government
- These two identities provide the effective network and support among both Asian-Pacific and Japanese partners

As an introduction to my short talk, I would like you to recall once more ACCU’s dual identities. Since its beginning ACCU has enjoyed warm support from UNESCO and its member states in Asia and the Pacific, and at the same time from Japanese public bodies and private organizations. Many useful ideas from international and national sources have helped us to achieve our aim. But I feel these days a need to reexamine and strengthen once more our ties with you and Japanese partners at grass-roots level. I feel somehow our linkage looks weaker today than 20 to 30 years ago, as if we might be losing direct contact with the people in the region.

I participated in the drafting of the International Convention for the Safeguarding of the Intangible Cultural Heritage adopted at the last UNESCO General Conference. I hope this international instrument will help us all to preserve our cultural heritage, including languages.

Why are we reemphasizing our concern with literacy and community development in neighboring Asian countries? In the age of globalization we are more and more interested in preserving our unique culture, in particular our indigenous languages, while we are striving for economic and social development. We respect cultural diversity and would like to share and appreciate the richness of our cultures. Language, as you know well, is essential for the preservation and enrichment of our unique culture, because language contains all the experiences and genius of those speaking and writing it.

We also want to share Japanese experiences with you. Many participants in the July Forum encouraged us to talk about our experiences, good and bad, for the benefit of other Asian partners.

At the same time, in the age of globalization we realize we are facing increasingly similar problems, if not the same, and we want to learn more from you. We want to bring in more Japanese partners in our endeavor to improve our common future.

Today I would like to share Japanese experiences in two areas relevant to our discussion. Firstly, I will introduce a sketch of our non-formal education from the 17th century to the middle of the 19th century, because it strongly depended on commoners’ private initiatives for creating learning opportunities for themselves.

No doubt we can trace our cultural tradition far back in our world history. I like very much the first sentence of the Gospel according to St. John. It says, “In the beginning was the Word, and the Word was with God, and the Word was God.” In Japan there is an old belief called Kotodama, that a sacred power or spirit dwells in the words of the traditional Japanese language. It was believed that the words of the Japanese language could exert a special influence on people, the gods, and even the course of the world. We thus needed to take extreme care in the use of words. Probably one major reason why our ancestors placed much importance on calligraphy was this long-held belief, since the time when calligraphy writing was brought to Japan from China along with Buddhism in the 6th century.
It was quite natural for people to desire to write their own history in their own language. Recent findings of Mokkan (wooden tablets) informed us of wide use of the language even in remote areas as far back as the 7th and 8th centuries. Wooden tablets were used, among other things, to label tax goods sent in from the provinces. At least there existed a limited number of scribes who could write messages at that time.

This slide shows the high interest in calligraphy among the commoners in the 17th to 19th centuries. This is a scene of Kakizome writing by ladies on January 2nd as the first writing of the New Year to pray for progress in writing that year.

In Edo, present-day Tokyo, it is said that there were more than 1,000 Terakoya around that time. Half of the Terakoya were said to have more than 100 pupils. A big one accommodated 500 pupils. In general terms the husband taught boys and the wife taught girls. Instructors' children also helped their parents to teach pupils. Use of abacus and calligraphy occupied an important position in the economic life of tradesmen at that time. Even today Japanese pupils learn both at primary schools.

Taking the nation as a whole, the majority of teachers at Terakoya were commoners, but many samurai and Buddhist clergy were also engaged in these institutions. In this way Terakoya came to resemble modern elementary schools. Pupils entered Terakoya at between 5 and 8 years of age, and they left at 11 years of age for boys, and 12 or 13 for girls.

This slide shows a Terakoya house. Terakoya offered practical elementary education important to the daily life of the common people. The bulk of instruction in the Terakoya was in reading and writing, while calculation with abacus became an important part of teaching toward the middle of the 19th century.

The origin of Terakoya goes back to the end of the medieval period, and they may be regarded as having developed from the educational facilities founded at Buddhist temples. It was from the 18th century that the number of Terakoya began to increase, and by the middle of the 19th century they were quite common in the large cities like Edo and Osaka as well as in many smaller towns and even in rural villages. They numbered in the tens of thousands.

In Edo, pupils entered the Terakoya either in June or February on a fixed date. They had to bring to the Terakoya such items as an ink stone case, brush, paper, ink, small desk and specified uniform. In addition, they had to present some cakes as gifts to senior pupils.

The hours of study were about 6 to 7 hours every day. They started about 7:30 in the morning and ended about 2:30 in the afternoon, with a lunch break at their own homes. Usually 20 to 30 percent of the pupils did not come back after lunch, partly because older children had to work, and partly because small children got tired.
Terakoya opened about 300 days per year, while they were closed on fixed dates such as the end of the year and the beginning of the New Year. Teachers taught a small group of 3 to 6 pupils calligraphy and reading, one group after another, while others practiced copying of textbooks and were guided by senior pupils.

This slide shows a Terakoya class for girls. In those days it was not considered necessary for girls to receive the high level of education made available to boys. As befitted their station in life, girls were trained in household matters and etiquette at their homes. Toward the middle of the 19th century the number of girls attending Terakoya gradually increased and some institutions specializing in girls’ education were established.

A special curriculum was offered to girls with emphasis on the niceties of womanly virtue, etiquette and training in flower arrangement and tea ceremony.

These are typical textbooks used at Terakoya.

The curriculum began with calligraphy, which the pupils practiced by imitating examples provided by the teacher. They learnt not only how to write letters but also their meaning as well. Upon completion of the initial stage of study the pupils next graduated to textbooks known as copybooks (oraimono) compiled by men of letters. Some of the textbooks date back to the 9th to 12th centuries. Most copybooks contained famous treatises on household precepts handed down from several hundred years ago. The main content of the materials tended to fulfill a direct need in the daily lives of the people.

The second important element common to many copybooks was geography. This came about as the scope of the life of the common men broadened due to the growth of traffic and the development of economic activities during the 18th and 19th centuries.

Next in popularity were textbooks concerned with commercial pursuits such as the shobai orai and the hyakushou orai, a kind of farmer’s almanac.

Another type of copybook consisted of a collection of lessons on moral precepts for the common men.

They also learnt basic arithmetic to be applicable to daily life. Yoshida Mitsuyoshi wrote one textbook entitled Jinkouki in 1627. Those intending to become artisans used Banshou Orai on words and sentences required for artisans like carpenters.

This textbook was on the names of famous bridges, whereby pupils learnt geography.
It was said that about 10 percent of those finishing Terakoya moved to private institutions called Shijuku. Most students belonged to the samurai class in the beginning, but gradually they accommodated students from other classes. Famous ones recruited students throughout Japan. The curriculum of these Institutions varied extensively from Chinese studies to Medicine. About 70 percent of Shijuku taught one subject alone, such as Chinese studies or Calligraphy. Most Shijuku adopted individualized teaching and set no duration for each student.

Tuition was relatively expensive in Edo Terakoya, due to the fact that in many cases teachers were full-time workers. It consisted of a monthly fee, mat replacement charge (every June), charcoal charge for heating (every October), thank-you money (5 times a year), thank-you money (at the Bon festival and at the end of the year), and tips on the occasion of the first calligraphy of the New Year and of the twice–yearly calligraphy exhibition for pupils. On top of these, there were entrance fees and occasional donations. Edo became a special place after the middle of the 18th century, thanks to the economic prosperity coming to a large section of the commoners as well.

Literacy can only be maintained if there is an adequate supply of reading materials, for adolescents and adults as well as for school children, and for entertainment as well as for study. Thus, the production and distribution of teaching materials, learning resources and any other reading materials in mother tongues should be available. What could we find in Japan, especially in large cities, form the 17th century to the middle of the 19th century?

In the 18th to 19th centuries there were those houses where the commoners could get together to enjoy cultural activities in rich commercial towns. They were often the houses of instructors in songs, dance and calligraphy. In this slide some are playing go, some are practicing calligraphy writing, and some are playing musical instrument called 'koto.' This could be one source of the present-day Kominkan, or cultural centres, in Japan.

Toward the end of the 17th century there existed about 100 bookshops in Japan, which not only published but also sold books. At that time they said that about 7,000 titles were circulated for sale in major cities like Kyoto, Osaka and Edo. By the middle of the 19th century there were over 6,000 bookshops throughout Japan.
Around that period, there were a lot of one-page newspapers to be found in urban areas. Most popular topics were the news of fires, earthquakes, vendettas, lovers' suicides, and floods. Vendors read the news aloud in the street to the accompaniment of a samisen.

This shows a vendor of second-hand books and scrolls in the street.

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According to some scholars (Fairbank, Reichauer and Craig (East Asia Modern Transformation)), Japanese literacy rates in the first half of the 19th century probably compared favorably with those of Western countries (page 185).

Let us now move to our recent past and the second topic of my talk.

Economic progress since the mid-1950s fortunately brought considerable socio-economic improvement in terms of living standards and longevity for Japanese. At the same time, it unfortunately created various side-effects, especially on environment. Our economy was more and more geared to heavy chemical industries and the concentration of population in a few large cities. You will see a number of slides showing our difficult period. In 1960 Osaka city recorded 156 days of smog. Japan faced, perhaps, the worst pollution in the world measured in such factors as sulfur dioxide (SO2), biological oxygen demand (BOD), and sinking ground. In the 1950s a few prefectures started to make ordinances regulating pollution, but there was no strong control over those factories, which violated them.
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Chapter I

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Mr. Sheldon Shaeffer, Director, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

Monitors progress towards the six EFA goals annually
Highlights effective policies and strategies
Alerts the global community to emerging challenges
Holds all parties accountable for their commitments
Produced by an independent international team based at UNESCO

The crucial importance of girls’ education

Educational inequality: a major infringement of the rights of women and girls

Wide-ratified treaties contain provisions on free primary education and gender equality.

An economic and social imperative: positive impact on economic growth, fertility rates, health, farm productivity, labour supply and parental decision to educate daughters and sons

Parity on the road to equality

Parity requires equal proportions of girls and boys being enrolled in school
Equality requires equal opportunities to attend school equality in the learning process equality of learning outcomes equality of job opportunities and earnings

In no country is this yet the case.

Stark inequalities

Girls: a majority of out of school children, particularly in South and West Asia and the Arab States

Percentage of girls among out of school children, by region (2000)

Women: a majority of adult illiterates

Percentage of females among adult illiterates, by region (2000)
Where Do We Stand on the 2005 Goal?

Major findings

- Female enrolment has risen at primary and secondary levels
- Girls’ enrolments in primary increased faster than those of boys between 1990 and 2000
- Gender disparities remain widespread and overwhelmingly in favour of boys
- Highest inequality and lowest enrolment ratios in South and West Asia, sub-Saharan Africa and the Arab States

Inequality and intake rates

Primary education: Gender parity index of gross intake rates below 0.97, (2000)

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<td>East Asia and the Pacific</td>
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<tr>
<td>Latin America and the Caribbean</td>
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<tr>
<td>South and West Asia</td>
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</tbody>
</table>

Chances of achieving the 2005 gender parity goal

- Number of countries
- Chances of achieving the 2005 gender parity goal

Rights to education – affected by:

- The impact of social norms and values
- How households allocate resources and opportunities
- Household poverty -- has a more detrimental effect on the decision to enrol a girl than a boy in school
Chapter I

Rights to education: Child labour

211 million economically active children aged 5-14 years

Most of these have reduced access to education because of their work.

In addition, there are many more child domestic workers, most of whom are girls.

Parents are the main employers of children.

Rights to education: Fees

Fees levied in at least 101 countries

<table>
<thead>
<tr>
<th>Summary of fee survey results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries with fees</td>
</tr>
<tr>
<td>At least one fee</td>
</tr>
<tr>
<td>Tuition fees</td>
</tr>
<tr>
<td>Textbook charges</td>
</tr>
<tr>
<td>Compulsory uniforms</td>
</tr>
<tr>
<td>PTA/community contribution</td>
</tr>
<tr>
<td>Activity fees</td>
</tr>
</tbody>
</table>

Rights to education: Children in difficult circumstances

HIV/AIDS
Girls are much more likely to be affected by the disease than boys

Conflict
Approximately 100,000 girls participated in conflicts in at least 30 countries in 1990s
Girls highly vulnerable to sexual violence and exploitation during conflict
Majority of world's 25 million internal refugees are girls and women

Disability
Disabled girls highly likely to be excluded from school and targets of harassment within

Rights within Education: What happens at school?

Schools are not always safe havens
Girls required to do menial tasks
Teachers and prejudice
Sexism in textbooks
Lack of female role models
Poor school facilities and location

Enabling environment

Legislative change can influence social norms.
Property and inheritance rights, family law reform
Legislation for equal opportunities
Supporting -- and learning from -- NGOs

IV

What Makes Good Practice
**Incentives**

- **Reduce the need for child labour**
- Promote legislation and incentives to families to cover forgone wages of the child
- Recognize the influential role of mothers in spending of household resources
- Scholarships and school feeding programmes have a strong impact on girls' attendance
- Establish re-entry policies for pregnant girls
- Develop innovative measures for out-of-school girls

**Create better places for learning**

- Make sexual and reproductive health information for adolescents, particularly in the context of HIV/AIDS, a subject in its own right
- Remove gender stereotypes from curricula
- Encourage girls to take maths, science and technology subjects
- Locate schools close to home and invest in adequate sanitary facilities

**Linking generations**

- Early childhood care and education have a positive impact on girls' enrolment and performance in primary school.
- Mother-child programmes generate benefits, often at low cost.
- Literacy and women's empowerment initiate social change and boost girls' educational chances.

**Measuring Progress in the Region**

**Expanding ECCE**

Pre-Primary Education: Early Childhood Care and Education varies greatly in East and South East Asia

**Ensuring primary education for all**

The Sub-Region Moves Closer to Universal Education
Promoting learning and skills
Secondary Education: Progressing, but gender disparities remain

Increasing adult literacy
Gender Disparity in Adult Literacy still Unresolved

Enhancing educational quality
Total Public Expenditure on Education as % of GNP: Government Commitments Must Increase
3. Overview of Literacy and NFE in the EFA Action Plans

Mr. Kiichi Oyasu, Programme Specialist - Literacy, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

An overview on literacy and NFE in the EFA Action Plans

By DAM & INNOTECH (ARTC members) in cooperation with APPEAL

ACCU-APPEAL Planning Meeting (2-5 December 2003)

The overview

Based on the National EFA Action Plans of:

- East Asia: China
- Southeast Asia: Cambodia, Indonesia, Lao PDR, Myanmar, Philippines, Thailand and Vietnam
- South Asia: Bangladesh, Bhutan, China, India, Nepal, Pakistan and Sri Lanka
- Central Asia: Kazakhstan, Kyrgyzstan and Uzbekistan
- Pacific: Papua New Guinea

Structure of the overview

- General background
- Literacy and NFE situation
- Literacy and NFE goals
- Target groups
- Strategies, activities and delivery mechanisms
- Personnel training and material development
- Issues and challenges

Situation of Literacy and NFE

- Literacy rate:
  - High achievement in East, Southeast & Central Asia (China: 77.8% in 1990 to 91.3% in 2000)
  - Around 50-60% only in South Asian countries except Sri Lanka (92%)
  - Even high literate countries still with unreached population groups and gender disparities

- Literacy and NFE system:
  - Development stage - review and updating the system, e.g. Southeast Asia
  - Initial stage - planning the strategies, e.g. PNG, Central Asian countries

General background

- Education regarded as a key to national development, poverty alleviation and promoting human right
- Commitment to the EFA goals and identification of initiatives for achieving EFA
- Many with general milestones for literacy promotion, and some with specific annual target e.g. Indonesia
- NFE as various channels of basic education for children and adults organized by both GO and NGOs.
- Significant role of private sector at some stage.

Literacy and NFE goals and achievement

- All countries with commitment to achieving EFA goals (#3 and 4) – right to basic education
  - Esp. reaching the unreached, out-of school children and gender equality
- Achievement e.g.
  - Advocacy and social mobilizations
  - Sector wide approaches linking with poverty alleviation (e.g. Pakistan)
  - Setting up a separate department for EFA
  - Review and updating the mechanisms
  - Introducing innovative approaches e.g. accreditation and equivalency (Philippines); use of ICT
**Target groups**
- Particular emphasis on women and disadvantaged groups
- Further segmented target, e.g.
  - Indigenous people
  - Street and working children
  - Disabled persons
  - People living in geographical remote and difficult location
  - Computer illiterates (e.g. Uzbekistan)

**Strategies, activities delivery mechanisms**
- Varying degrees of programmes
  - Advocacy campaign and networking
  - Literacy and life skills for all, esp. youths and adults – daily life skills, GDP, vocational skills incl ICT, health incl HIV/AIDS.
  - Equivalency for out-of-school children e.g. Packet series (Indonesia), Accreditation & Equivalency (Philippines), Thailand, India, Nepal, Pakistan, etc.

**Strategies, activities delivery mechanisms**
- Varied delivery mechanisms:
  - CLCs and other community based (CEC in India)
  - Reading corners and learning circles
  - Religious institution for literacy
  - Self-help training programmes in PNG
  - Work study centre in Uzbekistan
  - ICT based delivery mechanisms

**Macro management strategies**
- Synergies with the formal system
- Database development and management
- Decentralization of planning and management
- Policy review and reform

**Personnel training and material development**
- Staff development to arrange diverse activities to respond different needs
- Common areas include:
  - Curricular update to be more flexible and practical
  - Learning materials development
  - Training of personnel on T-L methodologies, management, assessment, M & E
  - Partnership development with other public and private sectors
- Furthermore:
  - Harnessing the volunteer workers e.g. Lao
  - MIS & GIS for information based planning

**Issues and challenges**
- Common issues include:
  - Limited resources – human, physical, financial
  - Reaching the un-reached (esp. girls & women, rural farmers, minorities)
  - Capacity building of personnel/institutions
  - Number (volume) of learners and accessibility
  - Gap between awareness of NFE and concrete actions – need political and financial assistance
  - Difficulty in assessing NFE due to the diversities
  - No standardization of quality of equivalency programmes
  - Inadequate data collection process and results
  - Lack of long-term vision – towards continuing education

**Structures for group sharing**
1. Strengths and Weaknesses of the EFA Action Plans, covering:
   - Clear target, directions, strategies, main activities
   - Resource arrangements – organizational, human, physical and financial

2. Opportunities and Threats, covering:
   - Linkage with UNDP NFE Tokyo Statement and other development initiatives
   - Government initiatives and self-financing
   - Assistance from external organizations
   - Inter-country cooperation
Ms. Darunee Riewpituk, Programme Specialist - Continuing Education
UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

**NFE (LITERACY AND CONTINUING EDUCATION)**

- Legislation, policy & planning, synergy with FE under EFA/UNLD
- CLC: Delivery mechanism
  - Establishment of CLCs
  - Integrated approach i.e. IGP, health
  - ICT for empowerment
  - Assessment of achievement
  - Sharing & dissemination
- Resource development
  - Capacity building
  - Materials development
  - Effective use of ICT
  - Equivalency programme
- Promotion of access for Disadvantaged groups
  - Ethnic minorities: use of mother tongue/bilingual
  - Out-of-school children
- Information sharing (e.g. database)
- Policy dialogues
- M&E, Feedback

**Basic Education for All**
Promoting Lifelong Learning through literacy and NFE

- **Budget** (UNESCO Regular Budget, Japanese Funds-in-Trust, Scandinavian EFA Funds)
- **Action 1: UNLD & EFA**
- **Action 2: Synergies between FE & NFE**
- **Action 3: Capacity Building and Life Skills**
- **Action 4: CLCs**
- **Action 5: Equitable access**

**Action 1: UNLD & EFA (Regional)**

- **2002 - 2003**
  - UNLD launch (regional and national)
  - EFA Action Plan preparation (SRF Meeting and TA)
  - ARTC Expert Meetings

- **2004-2005**
  - Advocacy materials
  - Technical assistance
  - ARTC Expert meeting
  - South Asia Seminar

**Action 1: UNLD & EFA (Cluster)**

- **2002 - 2003**
  - UNLD launch (Thailand, Vietnam, Lao PDR)
  - EFA Action Plan preparation (TA – Cambodia, Laos)

- **2004-2005**
  - Cluster meeting on EFA-UNLD strategy and fund-raising
  - Technical assistance to countries

**Action 2: Synergies between Formal Ed and NFE**

- **2002 - 2003**
  - Linkages between schools and CLCs (e.g. China and ASP in Thailand, Uzbekistan)

- **2004-2005**
  - Situation studies on equivalency in INS, IND, THA
  - Expert Meeting on Equivalency
  - Technical Assistance

**Action 3: Capacity Building of NFE and Life Skills**

- **2002 - 2003**
  - Workshops on CLC management, facilitators, materials, poverty alleviation and gender
  - Expert Meeting on Equivalency
  - Prototype materials on CLCs, facilitators, materials and training
  - National capacity building activities

- **2004-2005**
  - Resource Pack on NFE
  - Capacity building of NFE resource development with focus on LDC and E9
  - Research & regional seminar and national implementation on life skills through NFE
### Action 4: Community Learning Centers

<table>
<thead>
<tr>
<th>2002 - 2003</th>
<th>2004-2005</th>
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</thead>
<tbody>
<tr>
<td>Evaluation and policy dialogue (BNG, MON, CAM, NEP)</td>
<td>Evaluation and policy dialogue</td>
</tr>
<tr>
<td>Strengthening on-going CLCs incl. Capacity Building and ICT</td>
<td>Strengthening on-going CLCs incl. Capacity building, ICT, Network</td>
</tr>
<tr>
<td>New countries (Sri Lanka, Kazakhstan, Samoa)</td>
<td>New countries: Maldives &amp; Kyrgyzstan</td>
</tr>
<tr>
<td>Regional Seminar (Dec 03)</td>
<td>Studies and regional meeting on networking &amp; cooperation with private sectors for community development</td>
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</table>

### Action 5: Equitable Access

<table>
<thead>
<tr>
<th>2002 - 2003</th>
<th>2004-2005</th>
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<tbody>
<tr>
<td>Studies &amp; development of bilingual/mother tongue literacy programmes for ethnic minorities</td>
<td>Inter-country meeting on mother tongue literacy programme</td>
</tr>
<tr>
<td>Database development on street children programmes</td>
<td>Additional countries to implement mother tongue literacy programme</td>
</tr>
<tr>
<td></td>
<td>Regional training and piloting on basic education for out-of-school children</td>
</tr>
</tbody>
</table>
5. **APPEAL Resource and Training Consortium (ARTC)**

Ms. Darunee Riewpituk, Programme Specialist - Continuing Education, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

**APPEAL Resource and Training Consortium (ARTC)**

Formed in 1997

**ARTC, Member Institutions (12 members)**

- Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan
- Dhaka Ahsania Mission (DAM), Bangladesh
- Faculty of Education, Northern Terr. University, Australia
- Indias Institute of Education (IIE), India
- Directorate of Non-formal Education & Youth, Indonesia
- Institute for Rural Advancement (INFRA), Malaysia
- Korean Educational Development Institute (KEDO), Rep. Korea
- Office of Non-formal Education Commission, Thailand
- SEAMEO INNOTECH, Philippines
- International Research and Training Centre for Rural Education (INRULED), China
- Kazakhstan National Advisory
- BUNYAD, Pakistan

**Aim of ARTC**

- to serve as technical arm of APPEAL
- to provide technical support & assistance to the work of APPEAL in the Member States

**Main functions**

- to promote & popularize mission and goal of APPEAL in the region
- to contribute to capacity building by serving as resource & training base for inter-country programmes
- to enhance technical expertise in the region

**Main functions**

- to participate & undertake action research & case studies on literacy and continuing education focusing on grassroots
- to promote sharing & exchange of experience
5. **APPEAL Resource and Training Consortium (ARTC)**
Mr. Ehsaunur Rahman
Deputy Executive Director,
Dhaka Ahsania Mission (DAM)

### Dhaka Ahsania Mission

**Activities as ARTC Member**

#### Study & Research
- Research on best practices of NFE
- Case study on IGP through NFE
- Study on gender equality through NFE
- Study on life skills learning through NFE
- Action research on continuing education
- Study on competency levels in formal and non-formal education

#### Workshop and Training programs
- Organisation of Regional Workshop on Monitoring and Evaluation of Literacy and Continuing Education
- Organisation of Sub-regional training workshop on M & E for South Asia
- Facilitation of Sub-regional workshop on M & E in South-east Asia (jointly with Innotech)
- Facilitation of National workshop on M & E in Cambodia

#### Technical services in NFE
- Joint implementation of CLC-based CE programmes in Bangladesh, India, Nepal
- Organisation of study visits for NFE personnel from various regional countries to visit CLCs in Bangladesh
- Technical support to UNESCO Bangkok in the regional study on literacy as a tool for empowerment of the poor

#### Workshop and Training programs
- Organisation of sub-regional workshop in South Asia on literacy/NFE for poverty alleviation
- Organisation of national training workshop on literacy/NFE for poverty alleviation
- Organisation of workshop for capacity building of NGOs on organising and management of CLC

#### Technical services in NFE
- Technical support to LAND AFGAN
- Promotion of CLC-based literacy and NFE in African countries
- Participation in ACCU-APPEAL planning meetings
5. **APPEAL Resource and Training Consortium (ARTC)**

Dr. Zenaida T. Domingo, Head, Business Development Office, Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)

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**SEAMEO INNOTECH ACTIVITIES as ARTC Member**

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**Activities are in line with the Center’s Mandate in terms of:**

- Training
- Research
- ICT Projects
- Educational Event Management

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1. Jointly organized the following capacity building initiatives with UNESCO Asia and Pacific Regional Bureau of Education:
   - Regional and Sub-regional Workshops on IGP (17 countries)
   - Regional Capacity Building of CLC Personnel
   - Regional Workshop on the Development of ICT indicators

---

2. Development/Refinement of
   - Manual on Monitoring and Evaluation of Literacy and Continuing Education
   - Continuing Education in the Asia-Pacific Region

---

3. Joint Research Programme: the Philippine research studies were:
   - The NFE Accreditation and Equivalency Programme: the Philippine Experience
   - IGP Practices of Selected Communities in the Philippines

---

4. Inter-organizational Coordination Work with:
   - Different operating units of the Philippine Department of Education.
   - The Philippine National Commission for UNESCO
5. Provision of Resource Persons in Various Fora Initiated by UNESCO, such as National Workshops on Planning and Management of Literacy and Continuing Education Programmes in the following Countries: Mongolia, Myanmar, Malaysia and Bangladesh.

6. Technical Help to the UNESCO Asia and Pacific Regional Bureau of Education in planning various programmes and projects of ARTC such as:
   - APPEAL life skills study

7. Provision of Technical Assistance to the UNESCO Asia and Pacific Regional Bureau of Education by monitoring and reviewing the activities of a UNESCO-assisted CLC of a local government unit in the Philippines
Ms. Shibao Tomoko, Director
Education Division, ACCU

Outline of the presentation
1. Activities of 2002-2003
2. Focus on LRC: GO-NGO partnership
   CWDA (Cambodia)
   Sarvodaya (Sri Lanka)
3. Critical analysis of the past programmes
4. New direction
5. Draft programmes for 2004-2005

4 fields of ACCU activities
- Material development
- Capacity building
- Networking
- ICT for NFE

2002-2003 Materials Development
1. Production of AJP No.59 “Savings Group” and its dissemination scheme
2. PLANET 3 “waste management” production (experts meetings)
3. PLANET 3 Regional Workshop
<table>
<thead>
<tr>
<th>2002-2003 Capacity building</th>
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<tbody>
<tr>
<td>1. 20th NFE Regional Workshop (material development and lesson plan) : Myanmar</td>
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<tr>
<td>2. 20th Regional Workshop National Follow-ups</td>
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<tr>
<td>3. LRC Capacity Building Workshop (MANGO, NFE-MIS, TOT for CLC facilitators) : Indonesia</td>
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<thead>
<tr>
<th>2002-2003 ICT application to NFE</th>
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<tbody>
<tr>
<td>1. Asia-Pacific Literacy Data Base</td>
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<tr>
<td>2. MANGO pilot projects: Bangladesh, India, Indonesia, Philippines</td>
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<tr>
<td>3. AJP dissemination on the Internet</td>
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<table>
<thead>
<tr>
<th>2002-2003 Networking</th>
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<tbody>
<tr>
<td>1. ACCU-APPEAL Joint Planning Meeting</td>
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<tr>
<td>2. Expanding ACCU-LRC network</td>
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<tr>
<td>3. Publication of LRC newsletter</td>
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<tr>
<td>4. LRC study tour by U.of Tokyo team: Lao PDR &amp; India</td>
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<tr>
<td>5. Research on effects of literacy education: Nagoya U. team: Cambodia</td>
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<table>
<thead>
<tr>
<th>What is LRC?</th>
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<tr>
<td><strong>Literacy Resource Centre for Girls and Women</strong></td>
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<tr>
<td>• Technical resource centre in the field of literacy and NFE.</td>
</tr>
<tr>
<td>• Managed by key literacy organizations at national level.</td>
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<tr>
<td>• A regional network.</td>
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<tr>
<td>• Launched in 1994.</td>
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<table>
<thead>
<tr>
<th>Regional Networking of LRCs</th>
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<tbody>
<tr>
<td>18 LRCs as of December 2003</td>
</tr>
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<table>
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<tr>
<th>What are the Objectives?</th>
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<tbody>
<tr>
<td>• To promote networking among stakeholders from grassroots to international levels.</td>
</tr>
<tr>
<td>• To improve the quality of literacy/NFE programmes and projects.</td>
</tr>
<tr>
<td>• To reduce the gender-gap in education.</td>
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<tr>
<td>• To facilitate better collaboration between the government sector and non-government sector.</td>
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</tbody>
</table>
Main Activities of LRCs

1. Networking
2. Information sharing
3. Materials development
4. Training
5. Innovation in literacy/NFE

LRC’s Contribution to EFA

- Grass-roots activities
- Development of human, technical & material resources
- Promotion of literacy/NFE at Asia/Pacific regional level

Cambodia LRC
Cambodian Women’s Development Agency (CWDA)
Since 1996

Sri Lanka LRC
Sarvodaya Shramadana Movement
Since 2003

Critical analysis
of the
past programmes

Materials Development

AJP: Asian/Pacific Joint Production Programme of Materials for Neo-literate in Rural Areas

Local Versions of “Savings Group”
**Material Development**

**Outputs**

- 59 prototype AJP
- Themes:
  - Income generation
  - Health sanitation
  - Environment
  - Women’s empowerment
- Format: booklets, posters, games, audiovisual
- Over 350 kinds of national/local versions

**Impact**

- Dissemination of need-based material development method
- Improved overall quality of materials
- Emphasis on learner friendly format such as audiovisual, games, poster
- Stimulated production of literacy materials in Member States

**Weaknesses**

- Insufficient quantity produced for target population
- Lack of effective monitoring
- Not all materials are suitable for local needs
- Material content may be too simple for everyday problems
- Lack of ownership

**In order to overcome the weakness…**

“Process rather than products approach”

**Handbook for Adult Learning Materials Development at Community Level**

**Outputs including country actions so far are complied in…**

- ACCU report
- ACCU pamphlet
**Chapter I**

**New Approach**

ACCU Motto

“Innovation in continuity”

“Harmony”

**Current ACCU Programmes**

- **REGIONAL**
  - Focuses on regional level programme implementation

- National Follow-up programmes

- Community

**New approach**

- **Information sharing**
  - Encourages information exchange at A-P regional level & closer linkage with national programmes

**2004-2005 Materials Development**

1. AJP
   - (1) Survey for AJP & NFE materials and its production/dissemination process
   - (2) Experts meeting on AJP & NFE material production/dissemination
   - (3) AJP publication with new approach
2004-2005 Materials Development

expected results

1. AJP
   Dissemination of exemplar/quality materials from AP countries with guidebook
   Several AJP materials under pre-set themes published
   Process of selection/identification of good materials established

2. PLANET
   (1) Prototype/master PLANET 3 “waste management”
   (2) Dissemination and utilization of national/local versions with capacity building

2004-2005 Networking

Expected results

1. ACCU-APPEAL Joint Planning Meeting
2. Strengthening of the ACCU-LRC network
3. Publication of LRC newsletter
4. Exchange programmes
2004-2005 ICT for NFE

1. Asia-Pacific Literacy Data Base
   Literacy material data base to “NFE Material resource bank”

2. MANGO pilot project
7. NGO – Government Partnership

Cambodia LRC/CLC: Participation/Ownership, Collaboration/Cooperation, Keys to Successful

Ms. Kien Serey Phal, Executive Director, Cambodian Women’s Development Agency

---

After the ACCU-APPEAL Joint Planning Meeting in 1996, with the support from ACCU and additional funds from TDH-Germany and Second Hand (women’s group in Japan), the Literacy Resource Center (LRC) building was built. The Prime Minister attended the inauguration in January 1998.

The LRC: Members of NFEP join as members of LRC. Steering committee composed of seven organizations/institutions

Activities of LRC:
- Monthly meeting to overview literacy activities, share information and experiences among members
- Collect, collate, and distribute information
- Produce materials for post-literacy classes (the curriculum from NFE Dept.)
- Vocational skills training
- Capacity building for members (organized by LRC or NFE Dept.)
- Participate in correcting books for adult education and primary education
- Motivate contributions (cash, materials, labor, etc.)

Provide training on Management and implementation (all key players including local authorities)
- Series of training on each issue concerning their roles and responsibilities (e.g. literacy teachers, center operators, chiefs of women and youth groups, core management team)
- Supply materials (reading books, newspapers, documents, posters, flip-charts, etc.)
II/- CLC Activities:
- Operation of the center (act as community library and information center. Chiefs of women and youth groups taking turn to open everyday from 08:00 to 16:00.)
- Literacy classes
- Refer for vocational skills training
- Knowledge/Information sharing (school enrollment, health, VAW, child labors, etc.)
- IEC (wall charts, articles)
- Income Generation

Key notes:
- Participation/ownership
- Promote GENDER
- Collaboration/cooperation

AT COMMUNITY LEVEL

III/- Cooperation with GOs (Ministry of Education Youth & Sport):

How to cooperate?
- As partners, we share information, we get to discuss on issues arising or new activities to be implemented, we support and fulfill each other needs to ensure smooth operation and successful of the program. All these are being done through meetings/discussions, training, organized activities, etc.

For example:
- LRC monthly meeting,
- NFE quarterly meeting,
- Training by NFE,
- Books correction/testing,
- Contribution on national plan
- Feedback on policies/guidelines
- National campaigns

Strengths:
- Commitment
- Understanding

Needs for future improvement:
- Taking time to visit and learn more from each other to find common way for implementation

CONCLUSION

LRC, at National level more coordination
CLC, at community level more grassroots activities
LRC gives birth to CLC!!

Key elements to ensure successful of LRC/CLC are:

PARTICIPATION
COLLABORATION/COOPERATION
with all sectors
to address all concerned issues
7. **NGO – Government Partnership**

**Sarvodaya Experience in Sri Lanka**

Dr. Vinya S. Ariyaratne, Executive Director
Sarvodaya Shramadana Movement

---

**NGO - Government Partnership:**

**The Sarvodaya Experience in Sri Lanka**

Dr. Vinya S. Ariyaratne

Executive Director

Sarvodaya Shramadana Movement

---

**Sarvodaya**

- A non-governmental, non-sectarian, voluntary development movement
- Promotes a holistic approach to development
- Reaches over 12,000 underprivileged rural and urban communities in the country
- Development Education is an integral part of all social interventions

---

**Development Education**

- The essence of the Sarvodaya work with the communities it is associated with, is the education of the community
- Trained Sarvodaya staff work with their community counterparts to get the initial work going after which the community plans and conducts its own shramadana (self-help) activities.

---

**Cultural Programme**

---
At the next level formal courses are conducted in a variety of fields related to social and economic development:

- Community Leadership
- Pre-school Education
- Community Health
- Biodiversity and Environmental Conservation
- Micro enterprises
- Information Technology

**Sarvodaya Approach to Community Health**

- Holistic
- Integrated
- Multi-faceted
- Multi-level
- Preventive & Promotive Focus

**Community interventions to control malaria**

- Policy advocacy
- Research
- Information Dissemination
- Coordination
- Health promotion
- Early detection and treatment of common diseases
- Nutrition Food Security
- Water & Sanitation
- Reproductive Health
- CBR
- Elderly care
- Substance abuse

**Levels of Collaboration**

- National Level Health Action
- District Level Health Action
- Subdistrict Level Health Action
- Village Level Health Action
Community interventions to control malaria vector

Health education posters

Provision of Chemically Impregnated bednets

Mosquito repellent plants

Larvivorous Fish Breeding Tanks

Government - NGO Collaboration
- Shared responsibility to address a problem
- Mutually beneficial and complimentary
- Drawing on each others strength, experience and resources
- Respect for different approaches
- Making vertical and horizontal connections (from Policy to Action)
Learning Resource Centre (LRC) Sri Lanka

Objectives

- To act as a: information exchange centre for non-formal education for disadvantaged groups
- Technical resource centre for organizations and personnel engaged in NFET
- Body responsible for networking between organizations (GO, NGO, INGO, private sector) working in the field of non-formal education
- Resource base for indigenous knowledge and cultural heritage

- To facilitate capacity building of organizations working in the field of NFE (CLCs / EFA etc.)
- Material development for NFE

- To promote awareness of gender relationships
- Education of girls and women

- To identify problem areas related to literacy and initiate action

Primary Users (clientele)

Trainers in various disciplines, senior managers, researchers, advocates, facilitators, counselors, activists from government, semi-government, NGO, private sector involved in NFE

Strategies and Services

Services ~
- Multi-disciplinary consultative services
- Delivery Services
  - Training
  - Advocacy
  - Guidance and technical services
- E-mail and internet services
- Data collection, processing and dissemination

Strategies ~
- Develop and collate of TL materials /AV aids
  - Handbooks
  - Brochures
  - Leaflets
  - Educational Videos
- Focus group meetings
- Conduct Seminars/ workshops/ conferences/public lectures
- Use of electronic media
- Exhibitions and competitions
- Demonstration Unit

Types of Information

- Data ~
  - Demographic data
  - Personnel data (professionals)
  - Socio economic
- Documents ~
  - Policy
  - Research
  - Digests
  - Legal Information
- Bibliographies
- Directories
- Awareness /Messages on emerging relevant issues and situations: epidemics, disasters
- Information about relevant organizations and their activities
- Teaching/learning material (i.e. electronic readers, A-V, curricula material for NFE)

Management Structure

- Advisory Council
  - Government, NGO, Semi-Govt, Private sector, UN agencies, INGO

- Management Committee
  - Coordinator LRC
COLLABORATION BENEFITS:

- NGOs: Scaling up & Complimentarity
- Government Ministries and Departments: Better Service Delivery
- Communities: Direct Benefit

Thank you!
# ACCU 2002-2003 Activities and 2004-2005 Draft Plan

<table>
<thead>
<tr>
<th>Field</th>
<th>2002-2003 Activities</th>
<th>2004-2005 PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Materials Development</strong></td>
<td>AJP • Production of AJP No.59 “Savings Group” and its dissemination</td>
<td>AJP &amp; New NFE Materials • Survey • Experts’ meeting on AJP/NFE materials production and dissemination • AJP with new approach Dissemination of exemplars from A-P countries with guidebook (introducing production &amp; implementation processes, application to communities, experts’ analysis, etc.)</td>
</tr>
<tr>
<td></td>
<td>PLANET • Expert meetings on Production of PLANET 3 “Waste management” • PLANET 3 Regional Workshop (contents &amp; utilization plan)</td>
<td>PLANET 3 • Production of Prototype PLANET 3 and its Dissemination in respective countries “From awareness to action”</td>
</tr>
<tr>
<td></td>
<td>Handbook on Materials Development • Production of national versions</td>
<td><strong>2. Capacity Building</strong> Regional Workshop (20th) • Materials development &amp; lesson plan • National Follow-ups in respective countries</td>
</tr>
<tr>
<td></td>
<td><strong>LRC Capacity Building Workshop</strong> • MANGO&amp;NFE-MIS software • TOT for CLC facilitators</td>
<td>LRC CBW • 2004: Chongqing: network, innovation, gender • 2004/2005 LRC national workshops/sub-regional workshop CB for Content and Context Specific Materials Development • e.g. life skills, vocational training, output materials will be published as AJP</td>
</tr>
<tr>
<td><strong>3. Networking</strong></td>
<td>ACCU-APPEAL Joint Planning Meeting</td>
<td>ACCU-APPEAL Joint Planning Meeting</td>
</tr>
<tr>
<td></td>
<td>LRCs • Established new LRCs • LRC newsletter • LRC study tour by Japanese Univ. (Lao PRD &amp; India) • Literacy impact survey by Japan/Cambodia team</td>
<td>LRC • Programme reconsolidation • Publication of LRC newsletter Exchange Programme • LRC mobile workshop</td>
</tr>
<tr>
<td><strong>4. ICT Application to NFE Programmes</strong></td>
<td>Asia-Pacific Literacy Data Base MANGO Pilot Project • Bangladesh, India, Indonesia, Philippine</td>
<td>Asia-Pacific Literacy Data Base • Expansion of the Literacy Materials Data Base, especially for the “NFE Materials Resource Bank” MANGO Pilot Project (cont’d) PDF Dissemination of AJP on the Web</td>
</tr>
</tbody>
</table>
9. ACCU Regional Co-operative Literacy/NFE Programmes in Asia and the Pacific

Introduction

In line with the principles of UNESCO, the Asia/Pacific Cultural Centre for UNESCO (ACCU) has been working since 1971 for the promotion of mutual understanding and educational and cultural co-operation among peoples in Asia and the Pacific, by implementing various programmes in the fields of literacy, book development, and culture.

ACCU’s regional literacy programme was launched in 1981, drawing upon ACCU’s rich experience in the field of book development. Since the beginning, ACCU literacy programmes have focused on the disadvantaged groups: those with limited education opportunities in the rural areas and among girls and women. Our aim is to contribute to reduce the illiterate population in Asia and the Pacific (597 million) and to reduce the gender gap and the rural-urban gap.

With the basic concept of planning, working, evaluating and appreciating together, ACCU regional co-operative literacy programmes have been grown year by year with close co-operation of UNESCO, government and non-government literacy agencies in the region. The programmes now cover the following four fields:

(1) Material Development
(2) Capacity Building
(3) Networking
(4) ICT Application to Non-formal Education (NFE) Programmes

1. Material Development

Development of literacy materials is one of the keys to the success of a literacy programme. Preparation of attractive, easy to understand and useful materials, which are based on and reflect people’s real needs, are crucial for promoting literacy and non-formal education.

(A) AJP Materials

(A-1) Prototypes

ACCU has been carrying out, since 1981, the “Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP)”. Recognising that there were great number of people living in rural areas in the region, with either limited literacy skills or none at all, and that there is a lack of adequate reading materials for these people, ACCU set the objective of AJP to sustain the literacy skills of neo-literates in the region, and at the same time to provide useful knowledge and information to improve their quality of life.

AJP prototype materials are produced through the co-operative efforts of experts of the participating countries in the region. Their content is closely related to improvement of quality of life based on the needs and problems observed during field surveys in rural areas. AJP prototypes are developed through several field tests in rural villages in the regions in order to make them effective, easily understandable and attractive.

The prototype versions are produced in English and distributed to the participating countries and also to countries in Africa and Latin America. So far, 59 kinds of prototypes have been produced.
It has been evaluated by the participating countries that AJP materials have brought a lot of improvement to the participating countries in material development in terms of process, content, quality and distribution mechanism: from deskwork process to field-based process using needs assessment; from the materials only meant for reading, writing and numeracy skills to the materials with functional contents relevant to learners’ everyday life; and from the text-intensive materials to the learner-friendly ones with appropriate format, abundant illustrations and simple words.

(A-2) Latest AJP Material (No. 59)
“Savings Group - Save a Little, Save a Lot” - (Booklet on income generation)

This booklet is intended to motivate individuals to save regularly and more effectively as members of a savings group. Many NGOs and agencies are encouraging the formation of a savings group as a part of the local community development process. The booklet describes, in simple language, why a savings group is effective and what steps to take in forming such a group.

So far, 14 local versions in 13 countries have been produced.

Combined usage with “Micro-Credit” is recommended. The material is targeted for learners at self-learning level.
(A-3) Local Versions

By translating the original text into the local languages used in the communities, the participating countries produce their local versions of AJP prototypes. Not only are the prototypes translated, but necessary modifications to the contents, illustrations, format and size are made based on the needs and situations of the learning environment. Close to 350 kinds of such local versions have so far been produced in 34 languages of 19 countries, in many cases with technical/financial assistance from ACCU.

(B) PLANET: Package Learning Materials on Environment

(B-1) Prototype English version

To meet the need for quality learning materials on environment in literacy, non-formal and formal education in Asia and the Pacific, ACCU launched “Package Learning Materials on Environment (PLANET)” in 1997. The feature of the PLANET programme, which stresses the importance of environment and the relationship between human beings and nature, is to provide a package of quality materials in different formats on a specific theme.

So far, PLANET 1, dealing with water pollution, and PLANET 2, on forest conservation, have been produced. Each package contains an animation videocassette and printed materials such as poster and booklet.

The theme for the PLANET 3, now under production, is “Waste Management”. This theme was selected in the regional planning meeting as one of the most serious environmental concerns in the world today.

The production workshop on PLANET 3 “Waste Management” was held in Ahmedabad, India in 2003 aiming to 1) revise draft materials of PLANET 3 to meet learners’ needs and to 2) discuss strategies on effective use and dissemination of the package at community level. It will consist of animation programme, booklet, poster and facilitators’ guide and be produced in early 2004.

(B-2) Dissemination Scheme of PLANET

With technical and financial assistance from ACCU, local versions of PLANET, with necessary modifications to suit respective local contexts, have so far been produced in 19 countries in Asia and the Pacific. Brazil and Mexico also produced their national versions.

Local versions of PLANET are used both in non-formal and formal education sectors. They are being utilized widely in schools, community learning centres (CLCs), adult literacy classes, and community development programmes, and also broadcasted on national televisions in many countries.
Chapter 2

(C) PALM: Package for developing Adult Learning Materials

While making efforts to produce and disseminate quality supplementary learning materials for literacy programmes, the demand for dissemination of “process” of material development has increased in recent years. This “process rather than product” approach is deemed essential for quality and relevant learning materials to reach every learner at grassroots level.

To meet this demand, ACCU produced “Package for developing Adult Learning Materials (PALM)”, in 2001, consisting of three components: AJP Material Kits, Handbook, and Literacy Clip Art. PALM was realized by putting together the regional resources ACCU had developed with experts in the region over the last 20 years. PALM is intended to be utilized for both material development and training for personnel in the field.

(C-1) AJP Materials Kit (Exemplars)

The most popular AJP prototypes are packed into four categories: Health and Sanitation, Income Generation, Environment, and Women’s Empowerment. The Kit serves as exemplar materials for preparing new materials on similar subjects.

(C-2) Handbook for Adult Learning Materials Development at Community Level (Know-how)

This Handbook is designed for field workers in CLCs and NFE facilitators and instructors at district level and higher. The Handbook explains, in simple language and many visuals, how to produce various kinds of learning materials at grass roots level, utilizing locally available materials. It explains all the necessary steps in production of learning materials, from needs assessment to evaluation.

In addition, useful additional information, exercises for practice, and a guide for trainers are included. The Handbook may also be used for district-level training on material development.

Production of local versions is ongoing with financial support by ACCU, APPEAL, the Tokyo Club and other financial sources.

(C-3) Literacy Clip Art (Visuals)

Literacy Clip Art is a collection of 942 illustrations covering eight common issues in village development, i.e. health, sanitation and nutrition, income generation, environment and science, women’s empowerment, education, civic consciousness, culture and value, and others. It is available in CD-ROM and also in print format. To further facilitate the process of material development, the CD-ROM also includes 16 AJP materials without text in PDF format. Several countries including Bhutan, China, India, Iran, Nepal, Pakistan, Papua New Guinea, Thailand and Vietnam are undertaking production of local versions of Literacy Clip Art.
Chapter I

(D) Other Productions

(D-1) Literacy Promotion Animation Video “Mina Smiles”

Responding to a great demand for effective and attractive animation media to advocate literacy, ACCU produced “Mina Smiles” (16 minutes) in 1993, in co-operation with UNESCO and experts in the region.

The main characters of the video, Mina and her family, were designed by LAT (Malaysia). They are featured in the PLANET series as well.

Since 1995, with financial assistance from the Tokio Marine and Fire Insurance Co. Ltd., 30 countries (19 in Asia-Pacific and 11 in other parts of the world) produced their vernacular versions.

(D-2) International Literacy Year Picture Book for Children “Guess What I’m Doing!”

ACCU and UNESCO jointly produced in co-operation with Member States and 66 illustrators in the world, a picture book “Guess What I’m Doing!” to mark the International Literacy Year (ILY) in 1990. This book aims to encourage school children, drop-outs from elementary schools and out-of-school children all over the world to have more interest in reading books.

Publication of national versions has been promoted with contributions from more than 3,000 individuals and organizations all over Japan. Up to the year 1997, national versions of the ILY picture book have been published in 65 languages of 42 countries in Asia/Pacific, Africa, the Arab States, Latin America/Caribbean, and Europe.

(D-3) Video “How to Develop Literacy Materials for Women”

National versions of the video “How to Develop Literacy Materials for Women” have been produced in 12 countries (Bangladesh, China, India, Indonesia, Iran, Lao PDR, Malaysia, Maldives, Nepal, Pakistan, Thailand, Viet Nam) with financial assistance from “Japanese Funds-in-Trust for Promotion of Literacy in Asia and the Pacific” of UNESCO PROAP in 1990 and widely utilized for training of material developers at educational activities and workshops in the respective countries.

2. Capacity Building

ACCU has been carrying out training/material development workshops at different levels.

(A) Regional Workshop on the Preparation of Literacy Follow-up Materials

Qualified personnel in material development are much needed in the field of literacy. In response to this great demand, ACCU has been holding annual regional workshops for specialists in literacy material production since 1983, with the main objective of providing the participants with training experience in developing innovative and effective literacy learning materials.

Each time, the regional workshop sets up a specific topic/theme and target learners. More than 500 key material developers from 20 countries have so far been trained.
Chapter I

As a follow-up, participants conduct follow-up workshops with a number of experts in their countries to share the experience of the Regional Workshop.

The series of Regional Workshop have been serving as important TOT (training of trainers) opportunity for the NFE personnel in the region, implemented together with financial assistance to follow-up the Regional Workshop at national/district level.

(B) Capacity Building Workshops for Literacy Resource Centres

To train the personnel working at the Literacy Resource Centres for Girls and Women (LRC: described in detail in the following item), ACCU has been organising the Capacity Building Workshops every year. The 2002 Workshop held in Bandung, Indonesia, provided LRC personnel with training on (1) use of ICT in monitoring NFE programme and (2) training of trainers of CLC facilitators.

(C) Other Workshops

There are also two series of Workshops that were organized in the past. Five Sub-Regional Workshops on the Development of Basic Literacy Learning Materials, focusing on development of basic literacy learning materials including primers, were organized from 1992 to 1998 with the financial support from the Japanese Funds-in-Trust for the Promotion of Literacy in Asia and the Pacific of UNESCO APPEAL.

ACCU also sent a mobile team of experts to 11 National Workshops, whose participants included both governmental and non-governmental sectors from national to provincial levels.

3. Networking

(A) Regional Planning Meeting

The Regional Planning Meeting is organized annually to share and exchange views on how to contribute to realizing EFA (Education for All) in the region, and to plan and evaluate regional literacy/NFE programmes.

The Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literate in Rural Areas, started in 1981, was expanded into the present Planning Meeting in 1997, where ACCU’s regional literacy programmes in the fields of material development, personnel training and network building are comprehensively planned and evaluated by NFE experts from 20 participating countries.

In recent years, ACCU has been working in close collaboration with UNESCO APPEAL (Asia-Pacific Programme for Education for All), which led to the organization of “2001 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific”. The participants of the 2001 Meeting discussed not only programmes but policies of NFE. They adopted the “Tokyo Statement on Non-formal Education” as a regional pledge to reaffirm the importance of NFE for achieving EFA.

The 2002 Meeting was the second of this thread of Meetings, where policy issues took more important place in discussion of National Action Plans of the Dakar Framework of Actions. The 2002 Meeting also reviewed the national follow-ups of the 2001 Tokyo Statement, where it was
found that the Statement worked to influence the policy makers for more budget in some countries and in others used extensively for training and advocacy purposes. The Meeting also had extensive discussion on ICT application to NFE.

(B) Literacy Resource Centre for Girls and Women (LRC)

In order to meet the strong and urgent need for literacy education especially for girls and women and to contribute to the achievement of EFA in Asia and the Pacific region through partnership with various sectors, ACCU launched “the Programme for Developing Literacy Resource Centres for Girls and Women (LRCs)” in 1994, in co-operation with UNESCO and its Member States.

The LRC is a resource centre managed by a partner literacy/NFE organisation of ACCU for the promotion of literacy/NFE especially for girls and women. The LRC is expected to act as a human, technical, material and information resource base for the people in need and those who work for literacy and NFE in NGOs, government agencies and other various organisations. In order for the LRC to function effectively and be truly resourceful, the network at local, national and regional levels is developed.

The common functions of the LRCs are: (1) to collect/disseminate information and reference materials; (2) to develop innovative literacy/NFE strategies and materials; and (3) to provide various training opportunities for literacy/NFE workers. Each LRC conducts different activities responding to the local needs.

As of November 2002, 16 LRCs in 15 countries have been set up by ACCU and partner organizations in each country. Sri Lanka is planned to establish the 17th LRC.

4. ICT Application to NFE Programmes

(A) Asia-Pacific Literacy Data Base

To increase accessibility and availability of information on literacy activities at local, national and regional levels, ACCU and UNESCO have a website “the Asia-Pacific Literacy Data Base”, updated with information provided by the Member States and financial support from the UNESCO Japanese Funds-in-Trust. This Data Base is accessible on the Internet (http://www.accu.or.jp/litdbase) and by CD-ROM.

The Data Base is intended to provide comprehensive information on literacy situation and activities at a glance at the Asia-Pacific regional level, country level, state/provincial level, and grass-roots level. It is an open and interactive site for sharing information and exchange ideas on innovative literacy materials and strategies. It has many sections such as; literacy facts and figures, EFA 2000 literacy assessment, literacy publications, donors and partners, NFE curriculum, literacy glossary, who’s who in literacy.

It is also noted that this Data Base production itself is to contribute to strengthen and reinforce the national literacy programmes with reliable information through the data collection exercise by participating countries, thus contributing to the national capacity building.
(B) MANGO: Map-based Analysis for NFE Goals and Outcomes

The ACCU-APPEAL project to develop the “Map-based Analysis for NFE Goals and Outputs (MANGO)” has started in 2001. MANGO comprises a set of participatory monitoring tools using ICT for literacy and continuing education projects such as CLCs. After two experts meetings in Thailand, 3 LRCs developed the pilot versions of MANGO, using GIS (geographic information systems) software. Next pilot version is being developed with the LRC Indore, India, in collaboration with the NFE-MIS programme of UNESCO and DISE (District Information System for Education) of National Institute of Educational Planning and Administration in New Delhi.

Note: Annexes attached to the original documents are omitted in this report.
10. Presentation about KOMINKAN

Mr. Murakami Hideki
National KOMINKAN Association

1. What is Kominkan?

The Kominkan is the most convenient center of learning in a community. It plays an important role to provide learning opportunities and a place for active learning and involvement for citizens in the community. According to a 2002 report on social education, there are about 18,000 Kominkans in the country.

There is many courses people can take in a Kominkan: hobbies, general education, home education and seminars on current issues like the growing elderly population. In 2001, there were about 341,000 courses available, and roughly 10,630,000 people participated.

Many different organizations utilize the kominkan. They provide learning opportunities that are suited to the citizens’ needs and the local situation and contribute to learning activities of the community.

2. Kominkan for us

In the desolation of the postwar period, the Kominkan achieved satisfactory results in the areas of rehabilitation, stabilizing and improving the living standards of local residents and regional culture development, with support from the Kominkan staff and local residents. The Kominkan, which was given the status of a municipal social education facility under the Social Education Law established in 1951, rapidly expanded nationwide and enlarged their facilities and services. A report from the Ad Hoc Council on Education (initiated in 1985) assigned the central role of lifelong learning promotion to the Kominkan.

The Kominkan has strived against various problems that have confronted local communities including development of technology, changes in industrial structures, a declining birthrate and a growing proportion of elderly in the population, the high emphasis on higher education and internationalization. Moreover, due to the IT revolution and the accompanying changes in social structures and human relationships, it is now imperative that homes, young people and communities become the driving force for education to adapt to these changes. The Kominkan is expected to continue to play a vital role as social education establishments for people living in the new world that is rapidly emerging.

3. The role and function of the Kominkan

(1) Gathering: support of voluntary learning activities

There are a variety of Kominkan activities in various areas, for example:

- Activities related to regional industries including agriculture and fisheries.
- Activities involving the study of disaster prevention, social welfare and child welfare in the area.
- Activities dealing with environmental problems, computerization and internationalization among others.

The Kominkan always acts on behalf of local residents to support voluntary learning activities.

(2) Learning: core of accessible facilities for lifelong learning

There are a number of vital ingredients when you try to learn something. These are
venue, information and companions. By studying and practicing with others, we often gain a broader range of views and opportunities than we can discover by ourselves. The Kominkan has provided information, counseling and advice on learning as well as places and opportunities for learning. The Kominkan supports learning activities which do not end up as mere knowledge or cultural trivia, but instead support rewarding relationships between you and your companions. This is the core philosophy underpinning the facilities for local lifelong learning.

(3) Connecting: Base of regional building beyond generations
Kominkans were built in the early postwar period, and people who were eager to learn came to the Kominkan, seeking learning opportunities. According to a report compiled at the time, people undertook highly advanced studies and many were on a waiting list for lectures. It took more than half a century for the Kominkan to be established. The current social circumstances surrounding the Kominkan is very different from those at the time of their establishment. As times have changed, the Kominkan has met the new situations confronting them including a greater diversity of people, the demand for higher learning standards and the development of a lifelong learning society. As a result, they have had to develop as facilities for improving the educational and cultural opportunities available to local residents. In the new century, we have ever-increasing problems and must confront and overcome new and difficult circumstances in our personal and community existences. The Kominkan supports the activities of people and communities living in a new world, respecting their history and origin of activities.

(4) What is the Kominkan Association?
The National Kominkan Association is an organization that fosters connection and cooperation among national Kominkans. It was established under the name National Kominkan Liaison Council in 1951 and the National Kominkan Association in 1965, spanning a history of 50 years. The National Kominkan Association is an incorporated association under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology and consists of a national united association made up of the united associations of each of 47 prefectural governments. The prefectural associations cover about 18,000 Kominkans nationwide. The National Kominkan Association publishes the “Monthly Kominkan” in order to provide information to each Kominkan. It develops its activities through research conventions and study programs, and it enriches and encourages workers with workshops as well as conferring awards for outstanding performance by workers. Further information was available at http://kominkan.or.jp (Source: brochure of National Kominkan Association)

4. Number of Kominkan, Users, Courses

(1) Number of Kominkans

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<tr>
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</thead>
<tbody>
<tr>
<td>Main</td>
<td>10,578</td>
<td>10,851</td>
<td>11,005</td>
<td>11,188</td>
<td>11,446</td>
<td>11,418</td>
<td>11,354</td>
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<tr>
<td>District</td>
<td>6,942</td>
<td>6,589</td>
<td>6,342</td>
<td>6,374</td>
<td>6,373</td>
<td>6,839</td>
<td>6,591</td>
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<tr>
<td>Total</td>
<td>17,520</td>
<td>17,440</td>
<td>17,347</td>
<td>17,562</td>
<td>17,819</td>
<td>17,257</td>
<td>17,945</td>
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(2) Number of users

<table>
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<tr>
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<tbody>
<tr>
<td>Participants to courses, lectures</td>
<td>8,682,583</td>
<td>9,617,393</td>
<td>10,633,843</td>
</tr>
<tr>
<td>Organizations</td>
<td>184,423,494</td>
<td>183,715,766</td>
<td>182,967,313</td>
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<tr>
<td>Individual users</td>
<td>23,021,462</td>
<td>22,401,104</td>
<td>20,400,781</td>
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<tr>
<td>Conference</td>
<td>29,992,500</td>
<td>25,495,059</td>
<td>24,294,181</td>
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Participants

| Total  | 246,120,039 | 241,229,322 | 238,296,118 |

*excludes kominkan that did not organize programs during the year.

(3) User by category

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>General education</th>
<th>Recreation, exercise</th>
<th>Home life</th>
<th>Vocational and technical</th>
<th>Social and community awareness</th>
<th>Other</th>
</tr>
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(Source: MEXT report on social education 2002)
Chapter

11. Visit to the Central Lifelong Learning Center of Utsunomiya City

1. About Utsunomiya City

Utsunomiya City is located in the northern part of the Kanto Plain and is at the centre of Tochigi Prefecture. It has long been the political and economic centre of the region and also serves as a main transportation centre. Utsunomiya City has a long history. It is said that the warrior Toyokirihikono-mikoto founded the city when he came to subdue the area. The city developed around Futaarayama Shrine which is dedicated to him. The area was also called Ikebego (place by the pond) because of its many ponds. The name ‘Utsunomiya’ dates to Fujiwara Soen who took the name Utsunomiya from the Futa-arayama Shrine’s name and gained political control of the region.

During the Edo Period (1603-1863), Utsunomiya was the centre of commerce. Located along the route to Edo, it was even called ‘Little Edo’ and prospered. In 1884, Utsunomiya was established as the Tochigi Prefectural capital. The next year, the Tohoku railroad opened, bringing more prosperity. Utsunomiya was established as a city in 1886. Utsunomiya City celebrated its 100th anniversary in 1996. In 1997, ‘The Fourth Utsunomiya City Plan’ was launched to bring the city into a new era. The basic information about the city is as follows:

(1) Scale of the city
   City established: 1 April 1886
   Area: 312.16 square kilometers
   Population: 450,079 (male 225,037; female 225,042) as of 1 November 2003
   Number of Families: 177,937

(2) Number of schools and students (as of 2002)

<table>
<thead>
<tr>
<th>Category</th>
<th>Kindergarten</th>
<th>Elementary</th>
<th>Lower secondary</th>
<th>Upper secondary</th>
<th>Junior college</th>
<th>University</th>
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<tbody>
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<td>Pref</td>
<td>Priv</td>
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<td>Nat</td>
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<td>45</td>
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<td>Students</td>
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<td>58</td>
<td>8,361</td>
<td>24,898</td>
<td>688</td>
<td>365</td>
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</tbody>
</table>

(3) Sister cities
   - Manukau, New Zealand (1982)
   - Qiqihar, China (1984)
   - Orleans, France (1989)
   - Tulsa, USA (1992)


(5) City Flower, Tree: Satsuki, Icho (Ginkgo)

2. About the Kominkan (Citizen’s Public Hall) System

The kominkan system derives from a 1949 social education law.
Chapter I

1. Historical background
The Kominkan system began after World War 2. Kominkan was designed to serve as a regional centre for community building and dissemination of democracy. The number of kominkan nationwide is currently about 18,000.

2. Purpose of kominkan (from social education law no. 20)
Its purpose is to contribute to social welfare, culture, improvement of health, and betterment of knowledge by implementing educational and cultural programs based on daily life for citizens of a certain area, i.e. village, town, or city.

3. Roles of kominkan
- A place for educational and cultural activities for all citizens in the area.
- A place where people can go to solve problems arising from their daily lives
- A place to link citizens to specialized facilities and organizations
- A place where people can meet and build relationships

3. Utsunomiya Lifelong Learning Promotion Plan

1. Background
- 1990 Law passed for the promotion of lifelong learning
- 1990 The First Utsunomiya Lifelong Learning Promotion Plan
- 1990 Lifelong Learning Promotion Headquarters established
- 1990 Education Culture Information Center established
- 1990 Manabis (Lifelong Learning Information System) established
- 1993 Citizen’s University established
- 2001 The Second Utsunomiya Lifelong Learning Promotion Plan

2. Details of the plan
   a) Duration
      10 years (2001 to 2010)
   b) Purpose of the plan
      To realize the goal of establishing Utsunomiya as a City of Learning, where citizens can utilize knowledge gained and actively participate in the network of citizens, NGO and government.
   c) Basic principles

   Learn: Provide an environment where every citizen can learn.
   - Improving education to be the basis for lifelong learning.
   - Enriching educational opportunities to correspond to information technology.
   - Enriching learning facilities.
   - Encouraging learning activities
   - Providing information on learning and consultation.

   Utilize: Provide an environment where one can utilize outcomes of their learning in the community.
   - Establish a system where people can utilize what they have learned.
   - Provide an environment where citizens can participate in community building
   - Support regional activities

   Connect: Develop a network of lifelong learning.
   - Develop a network of people.
   - Develop a network between educational institutions.
   - Promote openness in educational facilities.
   - Systemize the networks.
   - Develop the lifelong learning centres.
The three principles ‘Learn’ ‘Utilize’ and ‘Connect’ are not independent of one another, but are interconnected as shown below. We must strive for a society in which people can learn then utilize knowledge, and learn while utilizing knowledge, within a network of facilities, programs, information, human resources, and organizations.

(3) Role of the Lifelong Learning Center within the plan
Following the Second Utsunomiya Lifelong Learning Promotion Plan, the Lifelong Learning Center has the following three roles as a centre for the promotion of lifelong learning:
- Support for utilizing learning results in the community
- Development of new learning programs
- Providing a venue and opportunity for systematic learning

4. Description of the Lifelong Learning Center in Utsunomiya City

(1) Organization

![Diagram]

(2) Basic tasks of the Lifelong Learning Center
- Providing learning activities, e.g. lectures, classes
- Providing information on learning activities
- Consultation regarding learning activities
- Supporting organizations and clubs
- Renting facilities and resources
5. Description of Utsunomiya City Central Lifelong Learning Center

(1) Facilities and rental fees (see separate sheet)

(2) Staff (12 persons)
   - Director, Assistant Director, Program Manager (1 each)
   - Staff (6), Lifelong learning counselor (2), Librarian (2)

(3) Main activities (see separate sheet on Program Plan)
   - Home life programs
     Programs to aid the development of young children and support education in the home
   - Youth programs
     Programs that would enable youth to experience various activities to develop their humanity and consideration for others
   - Adult programs
     Participatory programs on various topics (health, human rights, family, elderly, city planning)

(4) Lifelong learning Center Steering Committee
   The steering committee is comprised of 25 people from formal education and community education fields and academicians. The purpose of the committee is to ensure that the ideas and needs of citizens are reflected in the kominkan programs. The role of the committee is to ‘be the advisory body for the Director and discuss the planning and implementation of various programs.’

(5) Organizations that utilize the centre
   - Organizations registered with the centre: 225
   - By category:
     Literature 51, Music 36, Learning 40, Social welfare 10, Crafts 9, Japanese art 11, Western art 10, Calligraphy 15, Hobby 43
     Most organizations use the centre three times per month.

(6) Utilization of the centre
   - Total number people in 2002: 88,034 persons
   - Number of participants for programs organized by the centre: 13,064
   - Participants to facilities rented out to organizations: 74,970

(7) Library
   - Number of users in 2002
   - Number of materials: 24,114
   - Number of people who utilize it: 9,840
   - Number of materials rented: 31,264

(8) Consultation of learning information
   - 2 Lifelong Learning Counselors answer citizens’ inquiries and receive consultations on education. They receive about 15 consultations per month. The total number, including simple inquiries, is about 40.

6. Future Goals of the Lifelong Learning Center
The following points are thought to be the key to building a society in which citizens can choose to study any time and be evaluated for their achievement.

- Develop educational programs that meet the needs of learners and increase the number of learners
- Develop and implement educational programs that contribute to participatory community building and social awareness.
- Extend the training and utilization of lifelong learning volunteers to the entire centre.
- Strengthen networks and cooperation among the centre, administrative offices, public and private educational institutions, and the community.
- Strengthen the capacity of the Center as a central coordinating centre for all Lifelong Learning Centers, especially focusing on new pilot programs.
- Keep in mind that the Lifelong Learning Center is an educational service for the community and citizens, and continue to evaluate its programs and operations.
12. Presentation on LAND AFGHAN
Mr. Said Mahmood Khaliq
Dupty Minister in Charge of Functional Literacy, Afghan Ministry of Education

**LAND AFGHAN**

**Content**
- Phase 1: NFE framework, resources, training
- Phase 2: CLCs, resource finalizations

**Collaborations as a regional project**
- Joint planning – Afghan Ministry, UNESCO, ACCU, DAM
  - July 02 in Tokyo and Jan 03 in Kabul
- Technical support for implementation
  - DAM’s consultancy
  - ACCU and APPEAL for resource provisions
  - NFUAJ for Terakoya under the JICA funding

**LAND Afghan - overview**

**Phase 1: NFE framework, resources, training**

**Phase 2: CLCs, resource finalizations**

**Collaborations as a regional project**

**Technical support for implementation**

**DAM's consultancy**

**ACCU and APPEAL for resource provisions**

**NFUAJ for Terakoya under the JICA funding**

**Major objectives of “LAND Afghan”**

1. Support Deputy Ministry of Functional Literacy to achieve EFA goals set in Dakar World Education Forum, especially goal (3), (4) And (5).

**World Education Forum Dakar, Senegal 26-28 April, 2000**

**Goals**

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills Programmes

4. Achieving a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic & CE for all adults

5. Eliminating gender disparities and achieving gender equality in education by 2015

**Major Objectives of “LAND Afghan”**

To prepare a technical and structural base for promoting literacy and NFE in the field of:

- Basic & Supplementary materials development
- Adaptation of regional NFE resources
- Training of NFE personnel
- Establishment of Community Learning centres
Major Objectives of “LAND Afghan”

- Capacity building on
  - Policy making
  - Strategy planning &
  - Management to continue and expand the project during the UN Literacy Decade (2003-2012)

Beneficiaries of “LAND Afghan”

- Senior NFE officials
- Master trainers
- Material developers
- Illustrators
- NFE Facilitators
- Literacy/ NFE learners (particularly urban and rural poor women & men)

IMPLEMENTATION PHASE

Phase: One
Resource Development

Phase: Two
Implementation of pilot project

Phase: Three (proposed)
Expansion

Activities of LAND Afghan

- Development of NFE framework & National NFE curriculum
- Development of Basic Literacy primers and facilitators guide for NFE in two national languages
- Translation and adaptation of UNESCO & ACCU’s regional resources in two national languages
- Development and adaptation of 30 supplementary materials in two national languages

Activities of LAND Afghan

- Exposure visits
- Development of facilitators training package
- Development of master trainers training package
- Establishment of Community Learning Centres (CLC)

Activities of LAND Afghan

- Organization of Master Trainers Training
- Organization of NFE Facilitators Training
- Implementation of pilot NFE programme integrating NFE with poverty alleviation
FLOW CHART OF NON-FORMAL EDUCATION PACKAGE FOR AFGHANISTAN (proposed)

MONTHS

- BASIC LITERACY 6 MONTHS
- POST LITERACY 3 MONTHS
- FORMATION OF SAVINGS & SOCIAL ACTION GROUPS
- VOCATIONAL & SKILL TRAINING
- MICRO CREDIT
- ESTABLISHMENT OF CLC

Approach & Strategy

- Enhancing capacity of Core group & NFE personnel through exposure visits, orientation, training & first hand experience
- Networking & Partnership with govt. departments, local & national level NGOs
- Community empowerment through ensuring active involvement
- Establishment of CLCs for institutional sustainability
- Sharing of resources with international agencies in resource development & CLC establishment
- Implementation of pilot projects to demonstrate results for national level advocacy

Thank you for your attention
CHAPTER III: Country Reports

1. Legal Framework of NFE
2. NFE Components of National Plan of Action and UNLD
3. Progress of National Plan of Action (NPA) for Dakar EFA Plan
1. Legal Framework

This section consists of excerpts of description on the legal framework of education in general and of NFE from Part I of the country reports submitted by the participating countries of the Meeting.1

**Bangladesh**

The history of literacy movement in Bangladesh dates back as early as the beginning of the 20th century. The first ever-adult literacy school was launched in 1918 AD through establishing night school. In 1926, some 150 night schools were formed in 12 selected Thanas. Gradually, the program gained wider popularity. But the progress halted due to outbreak of the World War II.

Adult literacy was revived in 1954 with assistance from the United States Government, as part of the latter’s V-AID program. However, for a number of reasons this initiative disintegrated gradually. Mr. Biver a foreigner introduced the first ever-adult literacy center in Dhaka in 1956. He wrote as many as 24 books on the subject. As many as 10,000 people were made literate just in four years time. In 1963, Bangladesh Academy for Rural Development (BARD) introduced adult literacy program in the surrounding areas of Comilla. But due to some reasons, the program couldn’t achieve the desired success.

After the advent of Bangladesh as an independent sovereign country, the Constitution made it obligatory for the Government to make the benefits of education available to all its citizens. All primary schools were nationalized with a view to ensure education for all children and an education policy was formulated in line with the spirit and letters of the Constitution.

Education for All campaign is not anything new in Bangladesh. It was a continuous effort since independence and given topmost priority in the education sector so that the country could be made as a prosperous nation. However, nationwide mass education program was undertaken in 1980. To steer the movement, the National Literacy Council was formed, with the Vice President as its Chairman. As part of the campaign, it was made mandatory for every candidate of Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examination to free at least one individual from the curse of illiteracy.

Along with these programs the then government also undertook a countrywide "Mass Education Program- MEP" aiming at making one crore people literate within a year and four crore people under the Second Five-Year Plan, but the program could not reach its desired goal due to change in the Government. There was virtually no further program for literacy campaign by the Government from 1982 to 1987. Only some NGOs continued the literacy programs in sporadically. The Government initiated a fresh project titled Mass Education Through Small Local Organizations (METSLO) involving NGOs in 1988 which was merged with the earlier Mass Education Program (MEP) and continued until 1990.

Adult literacy movement regained its momentum in early 1990s and was further strengthened with global concern and support. A movement to ensure Education for All gained movement at the regional and international level. Bangladesh actively participated in the ‘World Conference on Education for All by the Year 2000’ held in March 1990 in Jomtien, Thailand and EFA Summit Conference of Nine High Population Countries held in New Delhi, India in 1993, and as a signatory to the declaration there. Successive interventions on Education for All were influenced by Bangladesh’s commitment made to the international community. Accordingly, 4 targets were set to achieve by the year 2000. These were as follows:

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1 Information about Afghanistan, China, Malaysia, Papua New Guinea and Viet Nam is not available.
1. Raise enrolment rate at the primary level up to 95 per cent;
2. Raise female gross enrolment rate at the primary level up to 94 per cent;
3. Reduce dropout rate at primary level to 30 per cent; and
4. Increase adult literacy rate up to 62 per cent.

To achieve the targets, Compulsory Primary Education Act was promulgated and made effective in 68 Thanas, in 1992 and countrywide in 1993. With special consideration to female literacy, the Government adopted a policy to recruit more female teachers in primary schools in 1991 to ensure 60 per cent quota for female candidates to be appointed as primary school teachers and the process was initiated to introduce education free of tuition fee and stipend for female students up to class-VIII.

Since independence, mass education program continued with sporadic efforts. It took an organized shape with official launching of the Integrated Non-Formal Education Program (INFEP) in 1991. The main objective of this program was to build an organized nationwide infrastructure. Activities of the program started in 1991 and ended in 1997. Under this program, Lalmunirhat and Chuadanga districts were declared ‘Illiteracy Free’ and a record number of 2.47 million peoples were provided with literacy services against 1.67 million as targeted in the program. The program succeeded to draw interest among development partners regarding NFE vis-à-vis the huge number of people from different walks of life. In pursuance to the unprecedented success of the project the Government in September 3, 1995 established the Department of Non-Formal Education as a permanent infrastructure of non-formal education. Several non-governmental organizations/individuals evaluated the program. Besides literacy delivery to 2.47 illiterate peoples, some other successes that INFEP managed to achieve were as follows:

1. Successful implementation of the TLM program has created huge inspiration among mass people in different parts of the country and a spirit of volunteerism among local community has been also been created.
2. Necessary skills and experiences have been achieved to undertake and implement NFE at a wider scale;
3. Areas have been developed to extend cooperation between Government and Non-Governmental organizations;
4. Experience and skills have been achieved in implementing post literacy programs and material development.

In line with the global commitment on Education for All Campaign, the Government adopted the National Plan of Action in 1991. For its implementation, the Integrated Non-Formal Education Program (INFEP) was undertaken in 1991. During mid nineties a total of four projects titled ”Non Formal Education Project-1, 2, 3 & 4” were launched to achieve the national target of literacy in 1990s. Success of such undertakings brought wide international acclamation, which found expression when the prestigious "UNESCO Literacy Award 1998" was accorded to Bangladesh.

For expanding primary and mass education programs in a well organized manner, the Government constituted the Primary and Mass Education Division (PMED) in 1992 and the same was transformed into a full-fledged ministry titled "Primary and Mass Education (MoPME)" in 2003. With successful implementation of INFEP program the Government established “Directorate of Non Formal Education (DNFE) in 1995 under the then PMED.”
Chapter

**Bhutan**

The kingdom of Bhutan started its planned developmental activities since 1961 with the launching of First Five Year Plan. Ever since then the country made headway in many socio-economy programmes. Bhutan began to open her door to the outside world for assistance and partnership in development. Other countries also began to pay attention to Bhutan for various fields of cooperation, much of which happened since 1971 when Bhutan became the member of UNO.

Although Bhutan doesn’t yet have an Education Act and National Constitution is in draft stage guiding principles on education can be identified in many documents. In many senses they are legal frameworks, which provides basis for developing policy programmes and activities.

### A. LEGAL FRAMEWORK OF EDUCATION IN GENERAL

“BHUTAN 2020, A vision of Peace, Prosperity and Happiness” provides the following framework for education in general. Figures are the articles of the document.

123. Access to basic education has become the inalienable right of all Bhutanese and it is the key to most of the nation’s ambitions. The rapid progress recorded in this area must be maintained with the aim of achieving universal enrolment at the earliest opportunity. Universal enrolment in primary education and junior high schools (Class 8) is now within our reach. Although universal enrolment at high schools will take longer, it is a target that must be pursued with the greatest urgency.

124. Our future strategies for basic education must be further refined and developed with high priority being accorded to achieving progress in the following areas.

125. **First**, basic education is not yet available to everyone and it must be further extended to cover the most remote parts of the Kingdom and all our young people. If necessary, our teachers must be provided with appropriate incentives to work in more remote areas.

126. **Second**, the expansion of the coverage of basic education must be accompanied by further determined efforts to achieve an improvement in the quality of basic education. The Bhutanization of the primary school curriculum is now very largely completed, but we still have some way to go before we have completed the Bhutanization of the curricula at junior high schools and high schools. Our efforts to achieve improvements in the quality of education must meet several requirements, notably.

127. Education must be guided by a holistic concept based upon the total development of the child and the need to ensure that the innate potential of each and every child is fully realized. This concept must be progressively applied throughout the nation and differentials that exist in the quality of education in urban centres and rural areas must be progressively removed.

128. Education must instill and awareness of the nation’s unique cultural heritage, drawing upon sources of inspiration that date from the time of the Shabdrung as well as universal values that develop that capacity of our young people to distinguish right from wrong, good from evil, and to lead lives that our guided by moral and ethical choices.

129. Education must prepare young people for the world of work and instill and acceptance of the dignity of labour. This implies increased importance to the applied and practical studies that are able to prepare young people for technical and vocational work as well as ‘white collar’ employment, breaking the association that appears to exist in the minds of many young people that manual work and skilled trades are the reserve of the illiterate and a sign of ‘backwardness’.

130. Related to the above, greater efforts are required to highlight the importance of agriculture as an occupation. This requires us to present agricultural work in a more sophisticated and development-oriented way, stressing the growing potential that exists within the sector. This may encourage our children and young people to form an image of agriculture that differs from the one they may at present see around them.

131. The Bhutanization of school curricula should not be seen as a ‘one-shot’ operation. Curricula must be made the subject of continuous monitoring and review, with adaptation taking place...
swiftly in response to changing needs and development priorities.

132. Curricula development must be accompanied by the expansion of technical and vocational training programmes at the dzongkhag level, with appropriate career counseling services, that provide opportunities for drop-outs to join the world of work.

133. Third, the attainment of the above will be dependent upon our capacity to train teachers who are not only highly professional in their approach to education but also motivated and dedicated to the profession they have chosen. Teachers have a vitally important role to play in instilling in our children and young people an understanding and appreciation of our culture and heritage. They must also be able to guide and motivate young people in their career choices and, given that some young people will have aspirations that are greater than their abilities, possess the skills required for early counseling. This implies that the development of a more holistic approach to the development of the child will be impossible without a teacher-centred approach to basic education. This has enormous implications for teacher training and for the knowledge and skills that they require.

135. Fifth, steps must now be taken to privatize education. Education has so far been provided free of charge to all Bhutanese and this imposes a major burden on the government exchequer. There are growing numbers of Bhutanese who can now realistically be expected to meet some of the costs of education. Initiatives that lead to the establishment of private schools should be further encouraged. The development of private schools will free resources that can be used to achieve improvements in both the coverage and quality of the basic education that is provided by the state.

136. Sixth, we must take steps at the earliest feasible opportunity to establish a National University that is not only able to meet national needs but also those of individuals from neighboring countries and even further field. The university should link Bhutan to the international world of learning and its establishment should be guided by the need to establish recognized ‘centres of excellence’.

Education Sector Strategy paper further elucidates focused framework on education.

1.1 Education Sector Strategy: Realizing the Vision 2020 is an articulation of the goals and processes for achieving Bhutan’s aspirations in the education sector, as part of the wider development initiatives toward becoming a progressive sovereign nation enunciated in Vision 2020. Vision 2020 provides a framework of development principles, which address Bhutan’s National Happiness. Human Development, Culture and Heritage, Balanced and Equitable Development, Governance and Environmentally Sustainable Development are the cornerstones of this vision.

1.2 Education is recognized both as a basic right and as a pre-requisite for achieving the wider social, cultural and economic goals set for the country within this national vision. Six strategic objectives have been enunciated for this sector:

To continuously improve the quality and relevance of education to ensure holistic development of the child, encompassing innate abilities, moral and social values, social cohesion and the world of work including agriculture and other vocations:
- To expand basic education to the entire population;
- To develop a highly motivated and competent teaching cadre which supports a holistic approach to education and learning.
- To take advantage of new educational innovations and technologies to increase access to and improve the quality of education;
- To develop private schools which will lessen the resource burden on Government for greater improvement of Government schools and provide greater choices to the public; and
- To establish a National University based on the idea of ‘centers of excellence’ that meet national and wider international needs.
Government/National documents also provide legal framework specific to NFE programme:

Bhutan will create a system of learning opportunities for all people at any stage of life. The entire population will be literate in the national language, Dzongkha, and numerate. This target could be accomplished by 2012. This will contribute to the establishment of a culture of reading and learning. Opportunities will also be available for those outside the formal system of education to learn new skills and knowledge through a system of continuous education. Learning opportunities will be community-based and seek to improve people’s lives to the greatest extent possible. In light of the important development outcomes and effect on the overall well being of the family, particular emphasis will continue to be placed on the learning needs of women.

134. We must intensify our efforts in the area of educational innovation, taking advantage of new technologies that were previously unavailable to us. New information technologies are facilitating the introduction of distance learning programmes that are not only able to respond to the learning needs of drop-outs but also of illiterates who are too old to have benefited from the advantages of a modern system of education.

It is evident that the Jomtein Declaration of Education for All and the Dakar framework for EFA provided directions for Bhutan to move forward with focused and planned activities on NFE. National and Sectional documents are aligned with those declarations.

To further cement the NFE programme, UNICEF and RGOB have entered into a Strategic plan to cater to the educational needs of adult population. Master Plan of Operation 2002-2006:

The expanded Learning Opportunities Project contributes to addressing the needs of out-of-school youth and adults, particularly girls and women, including those who have missed the opportunity for formal schooling. The project will support learning opportunities for those who have little or no previous education and for teachers to improve their knowledge and skills.

There are five sub-projects of Policy and strategies for non-formal education, Development of curriculum and materials, and Capacity building Improvement of learning environment.

The project will support Non-Formal Education Division of the Ministry of Health and Education, to develop and implement a non-formal education policy to provide learning opportunities for diverse groups throughout the country.

Cambodia

In accordance with the constitution of Cambodia, article 65 states that “the government has to protect and to improve the right people to access to qualified education at all levels. And the government has to take step by step measure to deliver this education to every people,” and in article 66 states that “the government develops a full education system and unified throughout the country in order to give equal chance to every people in building life.” The government policy on Human Resource Development states, “the main way of human resource development is to develop a healthy, an intelligent, and a highly qualified human...” And the world trend emphasizes the “Education For All, All For Education.”
Policy of the Ministry of Education, Youth and Sport

1. Universalizing 9 years of basic education and developing opportunities for functional literacy.
2. Modernizing and improving the quality of education through effective reform.
3. Linking education/training with labor market and society.
4. Rehabilitating and developing Youth and Sport sub-sector.

Policy of Non-formal Education

Non-Formal Education provides different types of people with access to education, which will help to improve their living conditions and contribute to developing the country.

People of all races and both sexes living in Cambodia and who have no access to formal education, have aright to education through Non-Formal Education means.

1. Non-Formal Education, must focus on both rural and minority areas, with respect for their dignity, identity and the environment, on remote areas with difficult access and on children and young people without access to the formal education system.
2. Non-Formal Education has to provide all types of knowledge and skills to all people and especially must meet vulnerable groups’ needs, so that they can adapt themselves to society.
3. Factories, businesses and institutions must co-operate with the Non-Formal Education Department to prepare plans of action to train employees and workers in education in both terms of general knowledge and skills and technical skills through Non-Formal Education means, in order to raise both their efficiency and effectiveness and their capacities as employees or workers.

India

a. Article 41:
“State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want”.

b. Article 45:
“The State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”.

The Constitution (86th Amendment) Act, 2002, to make education for children in the age group 6-14 years a Fundamental Right has been enacted by the parliament and the Act has received President’s Assent on 12.12.2003. The Act has been notified in the Gazette of India on 13.12.2002.

The main features of the Act are as follows:

• Insertion of Article 21 A to provide for free and compulsory education to all children of the age of 6-14 years in such manner as the State may, by law, determine.
• Substitution of the existing Article 45 of the Constitution with the following:
  “The State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years.”
• Insertion of the following new Clause in Article of 51(A) of the Constitution relating to Fundamental Duties of the citizens:
  “(k) who is a parent or guardian to provide opportunities for education to his child or, as case may be, ward between the age of 6-14 years.”
Indonesia

New Law on National Education System (Law No. 20/2003)

Education Structure
- Early childhood education
- Basic education
- Secondary education
- Higher education
- Non-formal education
- In-formal education

Non-formal Education

1. Non-formal education is provided for community members who need education services which functions as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education.
2. Non-formal education is aimed at developing learners’ potentials with emphasis on the acquisition of knowledge and functional skills and developing personality and professional attitude.
3. Non-formal education comprises life-skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency program, and other kinds of education aimed at developing learners’ ability.
4. Non-formal education unit consists of vocational training centers and community colleges, community learning centers, community learning groups, religious groups’ education, and other education units of the similar type.
5. Vocational training centers and community colleges are provided for community members who are in need of knowledge, competencies, life-skills, and attitudes to develop their personality, professionalism, working ethics, entrepreneurship, and/or for further education.
6. The outcomes of the non-formal education shall be recognized as being equal to the outcomes of formal education program after undergoing a process of assessment by an agency appointed by the Government or Local Governments based on national education standards.

Lao PDR

The legal framework of education in General (Formal Education) and Non Formal Education of Lao PDR, citing the texts are as following:

Article 2. Meaning of education
Education is a learning and teaching process about politic, thinking, morale, intelligence, physical and labor instruction and has the core mandate to continuously service public knowledge and capacity for Lao multi-ethnic people to develop themselves in the society efficiently according to their right and obligation.

Article 3. Right to education of Lao citizen
All Lao citizens without discrimination for their ethnicity, origin, religion, gender, age and social status have the right to education

Article 4. Protection of right and benefice to education
The government protects the legitimate right and benefit of educational personnel, and legally operated schools and educational institutions, and protects the legitimate right and benefit of pupils, students, teachers and researchers, including foreigners who study, carry out research and legal duty
in Lao PDR.

**Article 5. Promotion of education**

Education is a public mandate. The state is directly responsible for developing the national education. At the same time, the state promotes the investment and contribution of all economic sectors to education with comprehensive policy on credit and tax/custom exemption, and creates favorable condition for expanding a universal qualitative education. In expending education, the state pays special attention to the remote isolated areas, females, disadvantaged groups and talented persons.

**Article 6. International cooperation**

The state promotes the international investment and cooperation for developing education and sharing experiences, in particular the technical, teaching, administration and management matters as well as mutual recognition of diploma, education qualification and learning certification.

**Article 7. Education system**

Lao PDR’s national education system is a unified one with formal and non formal education that has parallel and equivalent content and status in all education levels.

**Article 8. Formal education**

The formal education is a form of education that is systematically organized in schools with determined learning time and standardized curriculum/content. It has the following levels:

1. **Early Childhood Education (ECE)**
   
   The ECE includes kindergarten and pre-school education for preparing the child’s physical, thinking, spiritual, intellectual, emotional, and talent development to the primary education. Kindergarten receives infant aged 3 months to 3 years while pre-school receives children aged 3 years to primary education’s age.

   The state promotes the involvement of the community and private sector in developing ECE according to the ministry of education’s promulgated law and regulation.

2. **Primary Education**

   The primary education, the basic level of general education has the necessary foundation knowledge and is compulsory, free of charge for Lao multi-ethnic people ages six years and over. It requires five years of study to complete.

   The government has the duty to formulate appropriate measure to ensure that the school ages Lao citizens have opportunity to learn. The administration authority, parents and tutors are the guarantors for the compulsory education of school-aged children.

3. **Secondary Education**

   Secondary education is the education level next to primary education that provides necessary knowledge for the further study or professional occupation as appropriate.

   The secondary education has two levels:
   - A 3 year lower secondary level for providing the general knowledge and basis foundation of technical knowledge
   - An upper secondary with 2 specialization:
     - A 3-year general education for providing the general knowledge and basis foundation of technical knowledge.
     - A vocational education or basis vocational education with various comprehensive specialization for providing vocational skills according to the national socio-economic needs, labor market and individual occupation.
The government has the duty to expand secondary education as appropriate for creating conditions for the development of Lao citizens’ necessary knowledge and capacity for their occupation or further study.

The government carefully plans the expansion of vocational education according the needs of the labor market and individual occupation.

The development of vocational education has to get support and contribution from all concerned sectors of the government and the involvement of the state-owned and the private enterprises.

**Article 9. Non-formal education**

The non-formal education is a form of education for servicing education to people and laborers without limitation of age, learning time and learning place.

The non-formal education has similar levels and specialization as the formal education for servicing multi-ethnic Lao people who lack the opportunity to learn or can’t continue their study in the formal education, or for the continuing education of those who have regular work.

**Article 10. Determining learning time, not including the general education.**

The government has assigned to determine detailed learning time of the various vocational, higher and non-formal education to meet the quality insurance and objectives of each level and specialization.

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**Mongolia**

**THE LAW OF EDUCATION (2002)**

**Article 4. Purpose of Education**

4.1. The purpose of education is to provide the citizen with appropriate intellectual, moral and physical skills, and develop respect to the principles of humanism and ability to learn, work, and live independently.

**Article 5. Basic Principles of Education**

5.1.1. Education shall be developed as a priority sector and shall be under the state patronage and co-ordination, and state and public supervision.

5.1.2. Education in Mongolia shall be humanistic, democratic, continuous, and accessible to all citizens and shall be based on mankind’s cultural and historical heritage, and progressive traditions and science.

5.1.4. Education shall be accessible to the citizen regardless of nationality, language, colour of skin, age, sex, social and property status, work and official position, religion, and opinions; the citizen shall be provided with conditions to learn in his/her native language.

5.1.6. Educational organisations shall be treated equally regardless of the type and form of ownership.

**Article 7. Education System**

7.1. The education system of Mongolia shall include formal and non-formal institutions and consist of pre-school, primary, secondary and high education.

7.2. The formal education programme and standards shall be defined in accordance with regulations stipulated by laws. The non-formal education program shall be complementary.
Article 8. Methods and Forms of Education

8.1. The citizen may obtain official or non-official education. The official education may have full-time, part-time, distance and accelerated forms.

Article 17. Non-Formal Educational Institutions

17.1. Non-formal education research and methodological institutions shall act under supervision of the State Central Administrative Authority in charge of education.

17.2. Non-formal educational centres shall implement independently or on a basis of an educational institution informal training in aimags (=provinces), soums (=sub-provinces), and districts and shall assist self-trained students.

Nepal

The constitution of the kingdom of Nepal (1990) has clearly stated about the education. The constitution has explained that the education is the fundamental right of Nepalese people. It has expressed in article 18 that "each community residing within the kingdom of Nepal shall have the right to preserve and promote its language, script and culture as fundamental right. In the same article it has written that "each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children.

Education Act 2058 has included non-formal education in article 6 (a) as an important way of increasing literacy in the country. In accordance with education act, education regulation (2059) has clearly stated to operate the non-formal education conducting following programs:

1. Basic adult literacy education program
2. Post literacy program
3. Continuous education program
4. Alternative primary education

The Ministry of Education & Sports has constituted Non-formal Education Council in center level and District Non-formal Education Committee in district level to formulate the plans and program of non-formal education. Non-formal education center works as apex body of non-formal education in the country.

Pakistan

A. Constitutional Responsibility of the Ministry of Education

Although education is a provincial subject, the Constitution of Pakistan 1973 authorizes the Federal Government to assume major responsibility for providing direction and leadership to the provinces in matter of policy formulation and improving the standards of education at all levels. As per Constitution 1973, the Federal Ministry of Education is charged with the following responsibilities:

- Curriculum, syllabus, planning, policy, centers of excellence and standards of education.
- Islamic education.
- Libraries, museums, and similar institutions controlled or financed by the Federation.
- Federal agencies and institutes for the following purposes, that is to say, for research, for professional or technical training or for the promotion of special studies.
- Education of Pakistani students in foreign countries and foreign students in Pakistan.
- Matters incidental or ancillary to any matter enumerated in this list.
B. Constitution of Pakistan 1973 and Education

State shall:
“remove illiteracy and provide free and compulsory secondary education within minimum possible period”  (Article 37-B, Constitution of Pakistan, 1973)

Part-II, Chapter-1, Fundamental Rights

Article-22- (1) No person attending any educational institution shall be required to receive religious instructions, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony relates to a religion other than his own.

(3) Subject to law
(a) no religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination and
(b) no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only for race, religion, caste or place of birth.

Article-24-(3) Nothing in this Article shall affect the validity of
(e) any law providing for the acquisition of any class of property for the purpose of - -
(i) providing education and medical aid to all or any specified class of citizens;

Article-25-(1) All citizens are equal before law and are entitled to equal protection of law.

(2) There shall be no discrimination on the basis of sex alone.

(3) Nothing in this article shall prevent the state from making any special provision for the protection of women and children.

Article-31-(2) The state shall endeavor, as respects the Muslims of Pakistan
(a) to make the teaching of the Holy Quran and Islamiyat compulsory, to encourage and facilitate the learning of Arabic language and to secure correct and exact printing and publishing of the Holy Quran;

Article –37 The state shall
(a) Promote, with special care, the educational and economic interests of backward classes or areas;
(b) remove illiteracy and provide free and compulsory secondary education within minimum possible period;
(c) make technical and professional education generally available and higher education equally accessible to all on the basis of merit;
(f) enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities including employment in the service of Pakistan;
**Philippines**

1987 The Philippine Constitution. Article 14, Section 2.
Provides that the State shall “encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, particularly those that respond to community needs; and provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency, and other skills.”

**Education for All: PPA, 1991-2000**
Underscores the importance of nonformal education. The Plan of Action provides inter-area that education is to be anchored in this four major development areas: a) Early childhood care and development, b) Universalization of quality primary education; c) Eradication of illiteracy (EOI); and d) continuing education for adults and out-of-school youth (OSY). The last two areas are within the purview of non-formal education.

**The NEDA 1987 – 1992 Medium Term Philippine Development Plan**
Access to quality education at all levels is to be expanded, with a special focus on rural areas and the poor in order to redress inequities in educational attainment.” This is in recognition of the reality that many early school drop-outs come from disadvantaged depressed and underserved remote rural areas.

**The EDCOM Report**
“On completing any of the (nonformal education) programs, a person may either re-enter the formal school system or get employed after taking the Philippine Educational Placement Test (PEPT). More ways to accredit or certify education obtained through NFE programs need to be developed. ”On the reports embodied in the EDCOM report is enhancement and equalization of opportunities in basic education by encouraging alternative modes through equivalency and certification mechanisms.

**Dep.Ed Order No. 1, s. 2003.**
Promulgating the Implementing Rules and Regulations (IRR) of RA 9155 otherwise known as the Governance of Basic Education Act of 2001. Section 1.1 states that the Department of Education should protect and promote the rights of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all.

**Sri Lanka**

**Compulsory Education Regulations (1997)**

1. (a) These Regulations may be cited as the Compulsory Attendance of Children at Schools Regulation, No.01 of 1997
   (b) It is hereby declared that these regulations are made in furtherance of the National Policy of the state to provide education for all children.

2. Every parent of a child of not less than five years and not more than fourteen years of age shall cause such child to receive an education by regular attendance at a school unless he has otherwise made adequate and suitable provision for the education of such child.

3. (a) For the purpose of these regulations there shall be established –
   (i) for each Grama Niladhari Division (hereinafter referred to as the "Division")
      a.School Attendance Committee (hereinafter referred to as the "Committee");
   (ii) for each Divisional Secretary's Division a compulsory School attendance Monitoring Committee’
(b) Where any Grama Niladhari Division consists of more than five schools within such Division, there shall be established two such Committee.

(c) A Committee established under paragraph 9a) (i) shall consist of –
   (i) the principals of the schools within such Division;
   (ii) two representatives from each of the School Development Societies of the schools within such Division;
   (iii) the Grama Niladhari of such Division; and
   (iv) a Samurdhi Niyamaka of such Division appointed by the Minister.

(d) A Committee established under paragraph a) (ii) shall consist of –
   (i) Divisional Director of Education of such Education Division;
   (ii) a Probation Officer of such Division;
   (iii) a Police Officer not below the rank of Assistant Superintendent of Police of such Division; and
   (iv) a prominent social worker of such Division appointed by the Minister.

(e) The Provincial Director of education shall appoint from among the members of Committee established under paragraph a), one member to be the Chairman of such Committee.

(f) The Chairman of a Committee shall hold office for a period of two years from the date of his appointment and at the expiration of the said period of two years, the Provincial Director of Education shall appoint the other members of the Committee in rotation to be Chairman of such Committee.

4. There shall be appointed by the Provincial Director of Education an authorized officer for each Division from among officers of the Sri Lanka Education Administrative Service, or the Sri Lanka Principals' Service.

5. Every Committee shall in the month of February each year, prepare and forward to the authorized officer appointed for the Division, a list of the Children between the ages of five to fourteen years who do not attend school or for whose education adequate and suitable provision has not been made by their parents and residing in the Division for which such Committee has been established. The Grama Niladhari of the Division shall submit the names of the children, the names, addresses and permanent place of residence of the parents of such children to the Committee, so as to enable the Committee to prepare the said list.

6. For the purpose of preparing the list referred to in Regulation 5, the Committee shall have the power to call for any additional information from the parents or visit the parents, or any other person residing within the Division for which such Committee has been established.

7. An authorized officer shall, upon receipt of such list, notify the parents of such children to cause such children to attend a school, within four weeks of the receipts of such notification.

8. Where any parent fails to comply with the notification within the period specified therein and informs or does not inform the authorized officer the reasons as to why such child is not attending a school the authorized officer or any other person authorized by him shall hold an inquiry into the reasons for such non-compliance.

9. For the purpose of an inquiry under Regulation 8 an authorized officer shall have the power to –
   (a) demand and obtain information from any person whom he thinks is relevant to the inquiry;
   (b) require any children to be produced before him for inspection;
   (c) enter upon and search any premises for the purpose of gaining or verifying any information with regard to any such children.

10. If at the inquiry it is revealed that the ground for non-compliance are –
   (a) that the child is prevented from attending school by reason of sickness, mental or physical disability or other medical cause;
(b) that the child is attending a non-formal literacy centre, Activity School or a Technical Vocational Training Centre as a transitional measure, a special school or a Pirivena within the meaning of the Pirivena Education Act, No.64 of 1979 which in the opinion of the Provincial Director of Education provides a suitable and adequate education of such child; or

(c) any other unavoidable cause bearing on the attendance of the child, the authorized officer shall report in writing on these matters to the Provincial Director of Education with his recommendations.

11. Upon receipt of the recommendations referred to in Regulation 10 the Provincial Director of Education may, if he is satisfied that the parent of any child has made adequate and suitable provision for the education of his child, such child shall be exempted from attending a school.

12. Where the Provincial Director of Education is not satisfied that any parent has made adequate and suitable provisions for the education of his child, he shall require the parent of such child and to make arrangements for the admission of such child to a school situated within a distance not exceeding two miles from the residence of such child and if he is satisfied that the parent of such child is unable to provide the child with the basic requirements for the schooling of such child, arrange for the provision of such requirements wherever possible.

13. The Provincial Director of Education having made arrangements for the admission of such child to a school in terms of Regulation 12 shall direct the authorized officer to furnish a further report to him after three months as to whether such child has been admitted to a school.

14. If the further report reveals that the child is still not attending a school and that the parent, has failed in his responsibility in causing the child to attend a school, notwithstanding the arrangements made and the basic requirements provided for the admission of such child, the Provincial Director of Education shall direct the authorized officer to submit a written report to the Compulsory School Attendance Monitoring Committee for the Divisional Secretary's Division in which the child resides.

15. The Compulsory School Attendance Monitoring Committee shall have the power to summon the parents who have failed to cause their children to attend a school in terms of Regulation 14, or authorized in writing a member of the Committee to visit such parents, and shall counsel and advise such parents, with a view to ensuring the attendance of such children at schools.

16. Every parent who contravenes the provisions of Regulation 2 shall be guilty of an offence.

17. For the avoidance of doubts, it is hereby declared that nothing in these regulations shall affect the operation of section 38 of the education Ordinance.

Thailand

The economic, political and social crisis has caused all concerned to realize the expediency for the reform of Thai education. At present, the framework of education in Thailand is based on the 1997 Constitution and the 1999 National Education Act. They provide principles and challenging guidelines for the provision and development of Thai education in order to prepare all Thai people for a learning society in a knowledge-based economy. The Constitution has greatly increased the rights of people to political participation and the rights to voice public opinion on major problems while the National Education Act has introduced new initiatives and provides principles and guidelines for the comprehensive reform of education in Thailand.

Following the Constitution and the National Education Act, the National Education Plan (2002-2016) was promulgated emphasizing education which embraces equity and quality and aims at increasing the quality of life of its citizens. The provisions in the Constitution relating to
education and essential features of the *National Education Act* and the *National Education Plan* are summarized as follow:

1. **The 1997 Constitution of the Kingdom of Thailand**

   The new *Constitution* promulgated in October 1997 contains several provisions relating to education, religion and culture. It is stated in *Section 81* that the State will “improve education to be in harmony with economic and social change”, which means that the Government is committed to initiate educational reform whenever it is necessary to keep up with the pace of change.

   The new *Constitution* ensures that all people will have both the right and duty to receive education and training (Section 30 and 69) as well as academic freedom (section 42). It also includes the right to receive care and education for children, youth, women, the elderly, the underprivileged, and the handicapped as provided in sections 53, 55 and 80. These provisions will protect the right to education of all Thai people thereby moving forward towards a knowledge-based economy.

2. **The 1999 and 2002 National Education Act**

   In order to meet the requirements of *Section 81* of the 1997 *Constitution*, the first *National Education Act* was promulgated in August 1999 to serve as the fundamental law for the administration and provision of education and training.

   For several decades, the *Ministry of Education (MOE)* also supervised issues relating to religion and culture in addition to education. The 1999 *National Education Act* was drafted in that spirit. However, since the *bureaucratic reform in 2002*, religious affairs have been under the supervision of the *Office of the Prime Minister* and the *Ministry of Culture*. To reflect the revision, the *National Education Act* was amended in 2002, and the Act differs slightly from the 1999 *National Education Act*. This Act includes certain provisions having implications on restriction of a person’s rights and liberties. The followings are some significant parts:

   **Section 6**  
   Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people.

   **Section 10**  
   In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the state for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

   **Section 14**  
   Individuals, families, communities, community organizations, private organizations, professional bodies, enterprises, and other social institutions, which support or provide basic education, shall be entitled to the following benefits as appropriate:
   
   (1) State support for knowledge and competencies in bringing up those under their care;
   (2) State support for the provision of basic education as provided by the law;
   (3) Tax rebates or exemptions for educational expenditures as provided by the law.

   **Section 17**  
   Compulsory education shall be for nine years, requiring children aged seven to enroll in basic education institutions until the age of 16 with the exception of those who have already completed grad 9. Criteria and methods of calculating children’s age shall be as stipulated in the ministerial regulations.

   **Section 22**  
   Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality.

   **Section 23**  
   Education through formal, non-formal, and informal approaches shall give emphases to knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education:
(1) Knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community…;

(2) Scientific and technological knowledge and skills, as well as knowledge, understanding and experience in management, conservation, and utilization of natural resources and the environment in a balanced and sustainable manner;

(3) Knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom;

(4) Knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language;

(5) Knowledge and skills in pursuing one’s career and capability of leading a happy life.

Section 63 The State shall distribute frequencies, signal transmission devices, and other infrastructure necessary for radio broadcasting, television, telecommunication radio, and other media of communication for use in provision of formal, non-formal, and informal education and enhancement of religious, artistic, and cultural affairs as necessary.

Based on the principles and guidelines provided by the 1997 Constitution and the National Education Act, it is hoped that the National Education Plan will 1) lead to a knowledge-based society; 2) promote continuous learning; 3) involve all segments of society in designing and decision-making concerning public activities. It is also expected that the National Education Plan will empower Thai people so that they will be able to adjust to world trends and events while maintaining their Thai identity as well as to develop desirable characteristics including virtue, competency, happiness and self-reliance.

Uzbekistan

The official policy of Government is based on the Constitution of Uzbekistan (adopted in 8th December 1992), the Constitution of Karakalpakstan (adopted in 9th April 1993), the laws of Uzbekistan on Education and on the National Programme for Personnel Training (both adopted in 29th August 1997), Decrees of the President of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan.

The Article 41 of the Constitution of Uzbekistan stipulates: “All people shall have the right to education. The State provides guarantee for free compulsory general education for everyone. School education is under the control of the State.”

The Article 3 of the Law on Education: “Education is the highest priority of the Republic of Uzbekistan for social development. The guiding principles of State education policy are: humanization and democratization of education; continuity of education; compulsory general secondary and vocational education; voluntary selection of vocational education – academic lyceums and professional colleges; secular education system; universal state education provision within the framework of the educational standards; diversity of training programs; supervising from both government and society”.

The Article 4 of the Law on Education: “The right to receive education is given to all, irrespective of gender, language, age, race, nationality, politics, region, social origin, occupation class, social status, place of residence or length of residence in the Republic of Uzbekistan. The right to education is supplied by: 1) provisions of free public and private educational institutions; 2) provisions of part time and full time training; 3) equal right of graduates of all types of educational institutions while entering educational institutions of the next grade. Citizens of Uzbekistan educated at home or through self-learning programs have the right to certify their qualification at the accredited educational institutions. Citizens of other countries have a right to receive education in the Republic of Uzbekistan in accordance with international agreements. Persons without citizenship who are permanent residents of Uzbekistan have equal right with citizens of the Republic of Uzbekistan to receive education”.
The Article 10 of the Law on Education: “Education in the Republic of Uzbekistan is provided in following forms: pre-school education; secondary general education, vocational education; higher education; post-graduate education; professional improvement; personnel retraining; extra curriculum learning programs”.

The principal aim of the Law on National Programme on Personnel Training is to provide legal framework for radical reforming of learning process in Uzbekistan, elaboration of a new national education system for training of qualified citizen of democratic society with higher spirit and morals.

The National Programme for Personnel Training extends the duration of compulsory education to 12 years (4 years of basic education -5 years of secondary education – 3 years of vocational education) and restructures education programmes at the secondary and tertiary levels. A new three years programme focusing on “Academic Lyceum” attached to universities, is to replace the current two-year programme for completion of secondary education. In parallel with this, the countrywide network of vocational secondary institutions is to be transformed into a new network of “Professional Colleges”, which will have flexible curricula and are intended to respond more to local employment needs. These colleges are expected to accommodate approximately 85-90% of secondary enrolments. Higher education programmes are being regrouped into Bachelor and Master’s Degree courses, with an expansion of courses in computer science, business administration and economics, social sciences and foreign languages.

National standards in education were adopted in 1999 (Resolution No. 390 of the Cabinet of Ministers of Uzbekistan, 16 August 1999). National standards define necessary requirements for quality preparedness and qualification of learners, their cultural and moral level. On the basis of adopted National standards a new generation of textbooks, methodological manuals and instructional materials are also being elaborated.
2. NFE Components of National Plan of Action and UNLD

This section consists of excerpts of description on the Non-Formal Education (NFE) components of National Plan of Action (NPA) and United Nations Literacy Decade (UNLD) from the country reports submitted by the participating countries of the Meeting. In Part II of the country report, the participants were asked to provide the following information:

1. Overall review of the literacy/NFE components of EFA NPA including such points as:
   - Member of the national EFA forum;
   - Time-bound targets and strategies in the plan;
   - Linkage/coordination mechanisms with formal education/private sector/NGO; and
   - Support from external agencies in preparing NPA.

2. Major literacy/NFE programmes of NPA
   - Name of the programme
   - Duration
   - Objectives
   - Beneficiaries/target groups
   - Funding sources and amount
   - Implementing partners
   - Supporting external agencies (e.g. UNESCO, UNICEF, Save the Children, etc.)

3. Specific programmes/activities planned for the promotion of the United Nations Literacy Decade (UNLD) which link to NPA

4. In connection to the Sections 2 and 3 above,
   - Which activities can be implemented within the government's budget?
   - Which activities need external support and how?
   - What kind of inter-country activities would be useful?
   - Which international agencies support literacy/NFE programmes of NPA?

5. What are the remaining key issues that are not included in NPA?

**Afghanistan**

The education scheme in Afghanistan in order for children, teenagers & young generation from age of 3 months up to 22 years old to be covered by these three formal organs such is Miniseries of Social, Laborer and Ministry of Educational. Though the expense of kindergartens is repaired by Education Ministry the Laborer & Social Ministries have the responsibility to look for children in age of three months to 6 years.

From 7 to 18 years old teenagers are taught at groups’ school and special agencies by teachers training in Islamic, technical and professional, the 12th classes as 20 years old are taught formal education by educational ministry.

In addition ministry of education has the responsibility of literacy and Formal Education (FE). Ministry of higher education has the responsibility of continuing education up to BA level. Now we are concentrating how to make the majority population of Afghanistan educated in 12 years procedure.

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2 Information about Malaysia and Papua New Guinea is not available.
This plan includes Non-Formal Education (NFE) and literacy, and officially, the population of Afghanistan is 25 million according to World Bank statistical report. 20% (five million) are illiterate and 80% of population who need to be educated and learn. This plan is related to the people who are under age of 50.

1. Official Education Scheme:
   Ministry of Education (MoE) planned to enroll the children to school at specific time before age of seven. 12 years children who are graduated from literacy courses will be accepted in grade four of official schools. Those children who have completed two years literacy courses will be accepted in grade five of official schools. Primary and secondary schools are compulsory for all students from 6 to 16 years old. Children whose ages are under 6 and up to 15 or 16 must continue their official studies.

2. Expand Plan of Vocational Studies, Professional, and Adults Literacy:
   MoE has in two parts its activities. And second plan for NFE and vocational training is as follows:
   - Well establishment of literacy courses in ten villages of closest areas.
   - For linkage of the literacy courses, central literacy course will be established.
   - Establishment of a zone in nearest provinces for better monitoring and evaluation and these zones will be in the following:
     1. Central Zone (Kabul, Parwan, Kapisa, Bamyan, Logar, and Maidan)
     2. East Zone (Jalalabad, Laghman, Konar, and Noristan)
     3. Southeast Zone no. 1 (Ghazni, Zabol, Kandahar, Helmand, and Oruzgan)
     4. Southwest Zone no. 2 (Heart, Farah, Nimroz, Ghor, and Badghis)
     5. South Zone (Paktia, Khost and Paktika)
     6. Northwest Zone (Samangan, Balkh, Jawzjan, Faryab, and Sar-i-pul)
     7. North east (Baghlan, Kunduz, Takhar, and Badkhshan)

   Establishment of vocational training
   These courses and schools are planned up to grade 9 and after that. The students of those schools should be men, women and adults.

   In 1383 (2004) we will increase one school from grade 4 – 9 with 300 students for training every year. In addition 360 villages will have 360 schools in 32 provinces of Afghanistan. And we have planned to add 64 schools in previous number of schools. 120,000 students will train in 473 schools in the year of 1383 (2004). These students will be trained by 4,000 teachers. In this case during 12 years 10% students will increase. In all over the country there will be 3120 schools with 780,000 students. 26,000 teachers will have the responsibility of these schools. Now 8,402 graduated students are continuing 49 vocational schools by 698 teachers.

   Literacy Courses:
   For ruining of literacy in our country we will have planning in 12 years from 1383(2004). 12,219,000 students will be trained in 59,000 literacy courses by 32,500 teachers. Now there are 231,000 students studying in 9,765 literacy courses by 3,247 teachers.

   In comparing this plan at the end of 12 year 26,000 functional literacy teachers and 32500 literacy teachers will be required. To achieve this plan in addition to the previous schools, 3071 schools are required during this period of 12 years plan. 123,153 more teachers are required and 10,513 teachers are required to be trained. 3667 schools should be built and each year 806 schools must be built. In addition to it, it is required to provide stationery, labs, furniture, textbooks, computer and… etc. Those are required to train 20,695,000 students. As the estimated budget mentioned by the World Bank is $ 80 million, which is $ 960 million in 12 years. If these possibilities will not be available for MoE, Afghanistan will remain as an undeveloped country.
Bangladesh

Following World Conference on Education for All (WCEFA) Bangladesh prepare its first National Plan of Action (NPA-I) on EFA. In view of financial constraints Bangladesh set its goals slightly lower to those of World Declaration. In 1990, the world had 127 million children who had no access to education and 960 million illiterate adults. Bangladesh had a school-age child population of 17.02 million in 1991 with only 12.87 million (75.6%) enrolled in primary schools; completion rate was only 40% with high dropout rate of 60% the Primary and Mass Education Division (PMED, 1995). Among the adults 40.29 million were illiterate, with an illiteracy rate of 65%. Bangladesh took prompt action to realize the goals set in the World Declaration. It introduced compulsory primary education in 68 thanas (Upazilas) in 1992 and throughout the country in 1993. The Prime Minister started off a Social Mobilization campaign on Basic Education in 1992 in presence of the representatives of sponsors of WCEFA, including then Executive Director of UNICEF. The government followed it with the FOOD for Education program to get the children of marginal families to enroll in schools and a number of other measures to promote enrollment and retention in primary schools. Children received textbooks free of cost. It also launched a well designed Integrated Non Formal Education Program (INFEP) to meet the learning needs of diverse groups. The government formally launched the NPA-I in 1995, though work on many of the programs and projects proposed in it and associated measures for successful implementation of the Plan were already initiated. The allocation for education was enhanced and made the highest in the annual budgets from 1992-93

Bangladesh has made tremendous progress in achieving the EFA goals set in the NPA-I for 2000. The enrollment increased by more than 5 million children and exceeded the Gross Enrolment Ratio (GER) of 95 per cent. The boy-girl ratio in school is now at par in relation to their number in the population. This is the most significant achievement. However, the attendance rate is yet to go beyond 60% and the quality of primary education has hardly improved. The poor quality has become the weakest point of the entire superstructure of education in the country. Adult literacy has progressed from 35% in 1991 to 65% in 2003. The progress is shown in the following table:

<table>
<thead>
<tr>
<th>Parameters and Rates</th>
<th>Benchmark</th>
<th>Projected Targets</th>
<th>Achievements</th>
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<tr>
<td>Dropout</td>
<td>60.0</td>
<td>48.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Completion</td>
<td>40.0</td>
<td>52.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Adult Literacy</td>
<td>34.6</td>
<td>40.0</td>
<td>62.0</td>
</tr>
</tbody>
</table>

Some 3.6 million school-age children remain un-enrolled and more than 6 million dropout of primary schools (at 33% in 2001). And there are more than 32 million illiterates among adults (15-45 years). The quality of primary education remains poor and emphasis on basic literacy in adult education program also tend to affect its quality, particularly in sustaining and making gainful use of the learning skills acquired. Despite all training programs introduced the teachers’ performance in primary schools remain very poor, so are the internal efficiency, supervision, monitoring and evaluation of programs. There are also questions of attending to ensuring transparency and accountability in the operation of the sub-system. The delay that occurs in delivering the books, supplied free of cost to children, also affects their learning achievements. The NPA-II is designed to achieve the goals set in the Dakar Framework for Action (DFA).
NPA-II Targets

However the following table gives an estimate of target population of NFE programs by age range and by phases of NPA-II:

<table>
<thead>
<tr>
<th>Program Coverage by Age Groups</th>
<th>Benchmark</th>
<th>Clientele Targets by NPA-II Phases (in 000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCE: 3-5 (hardcore 40% of total)</td>
<td>4132</td>
<td>1019</td>
</tr>
<tr>
<td>NFBE: 6/8-10 (50% of dropouts un-enrolled of 2001 base+)</td>
<td>6120</td>
<td>1545</td>
</tr>
<tr>
<td>NFBE: 11-14 (2001 base)</td>
<td>6031</td>
<td>1535</td>
</tr>
<tr>
<td>OSA/Y: 12-19 (pilot project)</td>
<td>168</td>
<td>18</td>
</tr>
<tr>
<td>Young Adults: 15-24 (50% of the illiterate group)</td>
<td>5369</td>
<td>1431</td>
</tr>
<tr>
<td>Adults: 25-45 (50% of the illiterate group)</td>
<td>10804</td>
<td>2701</td>
</tr>
<tr>
<td>PLCE targets, no addition; 50% of remaining 11.602 m</td>
<td>5800</td>
<td>1450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38424</strong></td>
<td><strong>9699</strong></td>
</tr>
</tbody>
</table>

NFE Implementation and Coordination Strategies:

The following strategies, if implemented, should facilitate efficacious operation of NFE program:

- Directorate of Non Formal Education (DNFE) takes the responsibility, as the principal government agency for NFE, of guiding, monitoring, coordinating and synthesizing the outcome of programs of all NFE activities, both government and non-government entities, against the set national targets; plays a proactive role in its work procedures and dealings with all.

- DNFE Management Information Systems (MIS) maintains a database on all potential and actual NFE clientele and all government, NGO and other programs in the country; Campaign for Popular Education (CAMPE) separately maintains a database on NGO programs in its MIS, both updated regularly, providing interface and accessibility to all interested parties to ensure transparency and availability of latest status information; and MIS unit in the Ministry of Primary and Mass Education (MoPME) would be fed from both the formal and non-formal sub-sectors to facilitate supervision, monitoring, and speedy policy and strategy decision;

- DNFE further develops the present GO-NGO partnership into a participatory partnership in planning, implementation, monitoring and evaluation of NFE programs; ensures avoidance of overlapping and duplication while promoting close cooperation and coordination at the center/community level;

- DNFE encourages local organization, Community Based Organizations (CBOs), the Civil Society Organizations (CSOs) and NGOs with local branches to undertake, sponsor or implement needed projects/activities to meet assessed learning and/or skills training needs of NFE target beneficiaries in the area and cooperate in building the management capacity of such agencies;

- DNFE initiates programs/projects in areas, which are not adequately served or requires quick expansion to meet the existing and expanding needs; or encourages and enters into partnership with NGOs to implement needed projects while DNFE provides technical assistance, professional supervision and ensures effective coordination to meet the needs and achieve the set national goals; it also coordinates with programs under other ministries;

- MoPME coordinates and monitors all NFE activities in the government, NGO and private sectors through the forum of the National Primary and Mass Education Council by establishing a joint and smaller arm of the Council to carry out the work on a quarterly or half-yearly basis to ensure achievement of NFE EFA goals set in this plan; and resolve all inter-agency problems;

- Strengthen the professional capacity of DNFE, ensure appropriate qualification at recruitment and provide adequate training to give them professional proficiency and a career path; and devolve functional and financial authority to divisional and district levels; and

- Ensure Center Management Committees (CMCs) represent the community and give them training to function effectively.
Support from External Agencies in Preparing NPA-II

The government bears the revenue part of the expenditure and also of the development budget. In the implementation of Primary Education Development Project—PEDP-I (PEDP-I) the government has borne the major share of (72.22%) the cost of developing primary education in the last five years as it did in the early 1990s under the General Education Project (GEP). It has done the same in NFE. However, the development partners have participated and supported developments in the critical areas of both Free Primary Education (FPE) and NFE. The have made commitment at Dakar, in adopting the Millennium Development Goals and Monterrey Consensus to support national programs of primary and basic education. While the government will make every effort to meet the financial requirement of the Plan from and by mobilizing its own resources, as is evident from the highest allocation it makes for education in the annual budgets, cooperation of both bi-lateral and multi-lateral development partners in critical areas will certainly be needed and appreciated. The need is much higher than in the decade of 1990s and enhanced cooperation of development partners (DPs) will be critical importance in expanding the programs and the quality of both formal and non-formal education.

Major Literacy/NFE Programs of NPA:

Setting up a goal to provide literacy to all illiterate people, the DNFE undertook four projects during mid nineties. Targets and estimated cost of the projects are as follows:

### NFE Projects Implementation at a Glance

<table>
<thead>
<tr>
<th>Name of the Project</th>
<th>Age Group</th>
<th>Target (in Million)</th>
<th>Course Duration (Months)</th>
<th>Total Estimated Cost (Million Taka)</th>
<th>Per Learner Cost (Taka)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GOB</td>
<td>PA</td>
</tr>
<tr>
<td>NFE-1</td>
<td>15-24</td>
<td>2.96</td>
<td>CBA - 10</td>
<td>422.81</td>
<td>1786.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TLM - 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PDA - 422.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFE-2</td>
<td>11-45</td>
<td>8.19</td>
<td>CBA - 10</td>
<td>1600.00</td>
<td>1200.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TLM - 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PDA - 1600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFE-3</td>
<td>08-14</td>
<td>0.351</td>
<td>CBA - 24</td>
<td>26.92</td>
<td>778.59</td>
</tr>
<tr>
<td>NFE-4</td>
<td>11-45</td>
<td>22.89</td>
<td>TLM - 9</td>
<td>6829.96</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLCEHDP-1</td>
<td>11-45</td>
<td>1.656</td>
<td>PLC- 3</td>
<td>547.74</td>
<td>3103.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEC-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLCEHDP-2</td>
<td>11-45</td>
<td>1.704</td>
<td>PLCEC-9</td>
<td>1282.5</td>
<td>4389.00</td>
</tr>
</tbody>
</table>

**Non-Formal Education Project-1 (NFE-1)**

NFE-1 was undertaken with a view to build a permanent NFE infrastructure in the country and to provide literacy services to 2.95 million people aged 15 – 24 years. The project was implemented covering 32 districts of Bangladesh. It began in January 1996 and completed in June 2001. Of the estimated cost of Tk. 2208.90 million of Government of Bangladesh (GOB) contribution was Tk. 422.81 million and project aid Tk. 1786.09 million. World Bank, Asian Development Bank (ADB) and Swiss Development Corporation (SDC) were the development partners of this project.

**Non Formal Education Project-2 (NFE-2)**

Non-Formal Education Project – 2 was undertaken aiming at providing literacy services to 8.18 million illiterate people aged between 11 and 45 years. It also intended to formulate a Post-Literacy Education Model for NFE. The project covered 190 Upazilas from 31 districts. The estimated cost of
the project was Tk. 2800.00 million. It was implemented through the financial assistance from GOB, PL-480, Sida and Norwegian Agency for Development (NORAD). It started in July 1995 and was completed in June 2002.

Non Formal Education Project-3 (NFE-3)
This project was undertaken to provide literacy services to 0.35 million working children aged between 8 and 14 in six divisional cities of the country. Duration of the project is January 1996 to June 2004. The estimated cost of the project is Tk. 805.51 million with financial assistance from GOB, UNICEF, Sida and Department for International Development (DFID). Course duration is two years. The project was implemented following CBA mode.

Non-Formal Education Project-4 (NFE-4)
Non Formal Education Project-4 was undertaken with the GOB's own fund to cover the illiterate peoples who could not be covered through other NFE projects. The main objectives of the project were to provide literacy to 22.89 million peoples and to create employment opportunity temporarily for educated and unemployed young male and female. The project areas were 448 Upazilas from 62 districts. Its estimated cost was Tk. 6829.96 million. This project has been implemented through TLM mode.

Post Literacy and Continuing Education (PLCE) for Human Development-1 (PLCE-1)
The main objectives of this project are (i) To include 1.656 million neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously; (ii) To include an equal number of learners, who have completed the post literacy course, in continuing education program for increasing their incomes through skills training in order to foster a better life style and to develop them as enlightened and productive citizens; (iii) To involve the target population in a life long educational process; (iv) To strengthen the national framework of non-formal education and develop functional definitions of literacy, post literacy and continuing education in Bangladesh; and (v) To strengthen the capacity of DNFE and other agencies involved in non-formal education in order to strengthen literacy and continuing education programs and to make it more effective. The total estimated cost of the project is Tk. 3651.60 million of which Bangladesh Government will finance Tk. 547.74 million, while International Development Association (IDA) will provide Tk. 2738.70 million as loan and SDC Tk. 365.16 million as grant. The project has been launched in January 2001 and is expected to be accomplished by December 2005.

PLCE for Human Resources Development-2 (PLCE-2)
The main objectives of this project are (i) To include about 1.7 million neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously; (ii) To help develop their life pattern by increasing their incomes through providing technical skills training; (iii) To eliminate gender disparity and establish social equitability expediting women empowerment; (iv) To involve the target population in a life long educational process and to develop them as enlightened and productive citizens; (v) To prepare a long term planning for human resource development; and (vi) To strengthen the capacity of DNFE and other agencies involved in non-formal education in order to strengthen literacy and continuing education programs and to make it more effective. The estimated cost of the project stands at Tk. 5671.50 million, of which Tk. 1128.60 million will be provided by Bangladesh Government, Tk. 3705.00 million by ADB loans, Tk. 684.00 million by DFID grant and Tk. 153.90 million by community contribution. The project, initiated in July 2002, is expected to be accomplished by June 2007.

Specific Programs/Activities Planned for the Promotion of United Nations Literacy Decade (UNLD) which Link to NPA
The government undertook special programs as part of the observance of International Literacy Day and Adult Literacy Week 2003 in order to increase awareness of the literacy campaign. However, the Government is currently planning to undertake different programs linking the NPA-II in order to promoting the UNLD.
Bhutan

Since the time Bhutan became a member of United Nations Organization (UNO) and signatory to the declaration of Education For All (EFA) concerted efforts have been made towards achieving the goals of EFA.

1.1 Members of the National EFA Forum

Provision of EFA is a national priority in Bhutan. Ministry of Education, Royal Government of Bhutan takes lead role in achieving the noble goal. Education Minister as the head ministry is the chair of any educational matters. Head of Policy and Planning Division of Ministry of Education (MoE) coordinates. Policies and programmes of EFA are also discussed at various levels of education forum: district, divisional, departmental and ministerial. Related issues are also put up to the National Assembly, the highest forum of the country. Therefore every stakeholder in one way or the other is a member of national EFA forum.

The highest forum relating to NFE programme in the country is the ‘National Steering Committee’ (NSC). Education Ministry secretary is the chair of NSC and members represent relevant departments and divisions of the Education Ministry and other. Close to fifteen-member committee meets once a year. The Non Formal Continuing Education (NFCE) proposes any new policy matter, latest development and seeks approval. The NSC provides directions to the division for further improvement of programmes, consolidation of activities and the like.

1.2 Time bound targets and strategies in the plan

Education Ministry sees that the plan has time bound targets with workable strategies. The Ministry has the following milestones set as strategic options for the development of both formal and non-formal education in Bhutan:

- Universal primary enrolment -2007
- Full enrolment of junior high school (class 8) -2007
- Full enrolment of high school (class 10) -2012
- Full adaptation of secondary school curricula to the Bhutanese context -2007
- Attain student competencies equivalent to average level by International standard -2010
- Attain student competencies equivalent to excellence level by International standard -2020
- Introduction of an operational distance education programme -2007
- Full adult literacy -2012

Programme of cooperation between Royal Government of Bhutan (RGOB) and UNICEF has further spelt out time bound targets, objectives and strategies to materialize NFE programmes:

The objectives of the Project Expanded Learning Opportunities are:

- To support and expand learning opportunities for out-of-school youth and adults, particularly girls and women addressing the gender gap, through non-formal education approaches.
- To provide opportunities for continuing education for those who have completed formal and non-formal programmes, including teachers (life long learning)
- To develop curricula and materials for expanded learning.
- To build capacities of community NFE committees.
- To strengthen policies and framework for NFE and continuing education

Project Strategies include the following:

- Support for the development of national policies will be provided to ensure a structure and organisational framework in which a system of continuing education will co-exist with and support both formal and non-formal systems.
- Capacity building of formal and non-formal education personnel will be a major strategy through technical assistance and appropriate training.
- Combine nation-wide interventions with decentralized approach: Apart from support at
national level, new initiatives such as the improvement of curriculum, materials, learning environment, teaching methodologies, will be piloted at the community level in the six districts. This will make NFE attractive to learners through a friendlier learning environment. Lessons learned will be expanded later for national coverage.

**Expected results** include the following:

- **Policy and framework on non-formal and continuing education with linkages of the formal system, non-formal programmes and vocational training adopted and implemented nationwide.**
- **Comprehensive review of the NFE programme and a national literacy survey completed resulting in improvements to plans, strategies and implementation.**
- **Curriculum and materials for basic and post-literacy, continuing education and vocational training development produced and used effectively.**
- **Community NFE committees trained on planning, management and monitoring of NFE programmes and actively supporting NFE efforts.**
- **Approximately 50 new NFE centres and five new Community Learning Centres (CLCs) established and functioning effectively in addition to the continuation of the previously established NFE centres.**
- **Information technology for pre-service and distance in-service teacher training development and in use throughout the country.**

1.3 **Linkage/coordination mechanisms with formal education/private sector/NGOs**

As mentioned earlier NFE is an integral component of education. It is one of the divisions in the Ministry of Education. There is a strong link and coordination with formal education system. Specifically, coordination can be seen as follows:

**At the Centre:** Minister and Secretary of the ministry is the overall guide of NFE policy and programmes. NFE and its programmes are important components within the broad parameters of the holistic education system, which the Programme Plan of Development (PPD) of the ministry is responsible for the overall planning.

Issues relating to NFE also are discussed along with matters concerning formal education in the Annual Education Conference, the highest forum of the ministry. Monthly coordination among Directors, Joint Directors chaired by the Secretary and sometimes Minister also discusses agenda relating to both formal and non-formal education.

**At the Dzongkhag/District:** District administrators and District Education Officers (DEOs) are responsible to implement all activities, be it formal or NFE. Planning, implementing, monitoring and providing support services at the district level lie in the hands of DEOs.

**At the local:** Head teachers of formal schools implement NFE programmes. In fact majority of the NFE centers are attached with the schools. There is a strong link in the actual carrying out of NFE activities. Head teachers are the coordinators and member secretary of the local NFE committee. Budgeting and any other proposal for expansion of education facilities include both formal and NFE.

1.4 **Support from external agencies in preparing NPA**

External agencies namely UNESCO and UNICEF have extended their support in preparing National Plan of Actions (NPAs). Support include both financial and expertise. Meeting all representatives plans annual activities known as Programme Plan of Actions (PPA). Proposals put up by benefiting agencies are prioritized based on the need and fund position available for the year.

2. **Major Literacy/NFE programme of NPA**

Some of the major Literacy/NFE programmes which are planned for the 9th plan (2002-2007) are:

1. Development of both Basic and Post literacy course (BLC, PLC) materials,
2. Reprinting of teaching/learning materials for BLC and PLC,
3. Improvement of learning atmosphere,
4. Expansion of the literacy activities,
5. Enhance self learning through construction of CLC,
6. Conduct nation wide literacy survey.

These activities are spread over five years. External assistance
namely UNICEF has committed to fund some of the programmes. Similarly the RGOB shares the funding which mostly covers expenditure for current activities for the NFE Division.

UNESCO Paris/APPEAL has also supported in a three-phase project to construct CLC in three districts for a comprehensive NFE programme encompassing literacy as well as life skills training. The support also includes capacity building and material development. Spread over a three-year period UNESCO has committed fund for the project to be jointly implemented by NFE Division and the Ministry of Labour and Human Resources.

Among other, Bhutan National Literacy Survey (BNLS) 2003 is the major (especially in terms of volume of works) NFE programme included in the NPA. As an example a detail presentation of the programme can be further elaborated as follows:

2.1 Name of the programme:
Bhutan National Literacy Survey 2003

2.2 Duration:
The programme is expected to take at least one year. The conceptualization of it began sometime in 2001 but the ministerial approval to carry out happened only in April 2003. The time line of literacy survey activities reproduced below is self-explanatory:

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Activity</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4-6</td>
<td>7-9</td>
</tr>
<tr>
<td>1</td>
<td>Meeting with CSO, NFED and UNICEF</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Get the approval from the Ministry of Health and Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Developing study design, draft questionnaires and finalizing all instruments</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Translation and pilot testing</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Selection of surveyors and supervisors</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Training of field surveyors and supervisors</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Fieldwork</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Checking and editing completed questionnaires</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Coding and data entry</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Data analysis and drafting report</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Share report to the stakeholders, collect feed back and finalize report</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>Conducting a “Users Workshop”</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

2.3 Objectives:
The main objectives of the Bhutan National Literacy Survey are:
- To get a reliable baseline information on the proportion of literate among the entire population;
- To test literacy and numeral skills for the population aged 15-59 and estimate functional literacy rates;
- To build the capacity of the Ministry of Education Officials, especially the Non-formal Education Division staff through on-the-job training to enable them to set up, use, maintain, and monitor databases for literacy and conduct future literacy surveys by themselves; and
- To provide recommendations for future literacy programme and interventions to improve education and literacy in the country.
2.4 Beneficiaries/Target groups:
It is a nation wide programme. The findings of the survey are expected to benefit the whole country, as they will inform the concerned stakeholders for future planning based on data. Illiterate adults, especially women and un-reached groups will be benefited.

2.5 Funding Sources and amount
The estimated budget for the whole operation is Nu. 4,238,175 (or about 95,000 USD). The expenses are expected to use for personnel, printing, training, transportation, stationery/supplies, etc.

Of the amount mentioned above different agencies committed (UNICEF=US 45000, UNDP=US 20000, WFP= US 6000) amounts to US 71000. UNICEF has committed to mobilize the balance fund. Besides, the RGOB pays for the permanent national staff.

2.6 Implementing partners
The Non Formal and Continuing Education Division, Department of Adult and Higher Education of the Ministry of Education takes the lead role in the implementation of the survey. National Statistical Bureau provides technical support to implement the programme. The funding agencies are also responsible in the implementation of the survey. At the district level the administrators and education officers are also involved in terms of providing guidance, logistics support and supervision to enumerators. Bhutan National Commission for UNESCO is also a party to the programme implementation in terms of providing necessary expertise.

3. Specific programmes/activities planned for the promotion of the United Nations Literacy Decade (UNLD) which link to NPA

Specific programmes planned for promoting UNLD amongst other are:

**EFA target:** Bhutan has targeted 2012 to achieving full adult literacy coinciding with the last year of UNLD. The milestone is 3 years ahead of the target being set by the region and the Dakar framework of action for EFA.

**Celebration of ILD:** NFE Division began to initiate the celebration of International Literacy Day on 8th September. 2003 marked the 2nd such celebration in Bhutan. NFE learners, especially the women, across the country participated in the three-day programme which included reading, writing, speaking, singing, etc. In 2002 the day was observed at the national level while in 2003 it was organized at a regional level. We would like the day to be observed every year as one of the main activities to promote UNLD.

**Self-learning activities:** Another programme the NFE Division will continue to focus to promote UNLD is the expansion/enhancement of self-learning and continuing education through the development of CLCs. We would like to see that by 2012 Bhutan has not only attained full adult literacy but the self-learning culture has become established among adults. To this end some 9 CLCs are being established in 2003 alone.

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**Cambodia**

Non-Formal Education Action Plan covers the period from 2003 to 2015. The timeframe is divided into three rough categories: the short-term (to 2005); the medium-term (to 2010); and the long-term (to 2015). In general terms, the short-term is characterized by some expansion of current activities but will be focused primarily on development and adaptation of programs, curricula, materials and training and expansion of capacity to deliver all non-formal education programs. The medium term is characterized by a large expansion of all program activities and the implementation of the lower secondary equivalency program. The long-term focuses on achieving full Education for All (EFA) goals for Non-Formal Education (NFE).
NFE programs are focused on several key groups of people. Particular emphasis is placed on women and girls and the disadvantaged (the poor, the disabled; rural people; and ethnic minorities). The National EFA Plan also identifies needs for resettled Khmer Rouge communities; adolescents in urban slums; and demobilized soldiers and their families.

1. The community must participate and create opportunities to open literacy, post-literacy, vocational classes and community learning centres.
2. Authorities at all levels, village development committees and women’s associations must participate in awareness raising, supporting, advising and facilitating Non-formal Education activities.
3. Ministry or sectors concerned (the Ministries of the Interior; National Defense; Planning; Economy and Finance; Rural Development; Woman’s and Veteran’s Affairs; Health; Agriculture, Forestry and Fisheries; Social Affairs, Labour, Vocational Training and Youth Rehabilitation; Industries, Mine and Energy; Environment, Culture and Fine Arts; Information and Cult and Religion) must co-operate and be responsible for implementing activities to achieve the EDUCATION FOR ALL goals.
4. Co-operate well with international and non-government agencies.
5. Establish relationships between the formal education programmes at all grades and levels, that is, relationships in planning, certificate recognition, educational transfer and sharing of facilities, staff and resources.
6. Strengthen, expand and sustain community learning centres for providing functional literacy skills, and continuing education in order to increase incomes thereby contributing to improvement in living conditions and reducing the poverty of rural people and encouraging and helping the community to create and sustain NFE activities.
7. Strengthen and expand the programme of education parents in early childcare and development by establishing relationships between pre-school and primary formal education and Non-Formal Education.
8. Establish and strengthen management structures at all levels (make sure that both the National NFE, Co-coordinating committee network and the education network are both efficient and effective).
9. The Ministry of Education, Youth and Sports must have meeting every four months, every six months and once a year with relevant sectors and national and international agencies and the community to share experiences and assess NFE activities thoroughly.
10. Strengthen NFE capacity in planning, management, data collection, supervision and evaluation and in development of curricula and textbooks at all grades and levels.
11. Increase the partnership with government’s sectors and national, international and non-governmental agencies so that they can help promote literacy and vocational skills to contribute to improving people’s living conditions.
12. Strengthen the co-operation with local authorities at all levels, including village and commune development committees, pagodas, mosques, religious agencies, the private sector and business people to mobilize resources for the implementation of literacy and continuing education programmes.

NFE programs in Cambodia are implemented by a wide range of governmental, non-governmental, and community organizations. National authorities will focus on setting overall objectives and methodology in addition to training, facilitating and supporting provincial authorities. Actual detailed planning, selection and training of teachers and instructors, and implementation will take place at the provincial, district and commune level, often in cooperation with non-governmental organizations. This NFE Action Plan is, therefore, programmatic and indicative in nature, setting out overall goals, objectives and methodologies, rather than providing specific project details.

The basic purpose of the action plan is twofold:
1. to provide a coherent framework for governmental, non-governmental and community organizations to plan, organize, monitor and evaluate non-formal education programs; and
2. to provide a framework for defining non-formal education policies and structures.
The planning and monitoring of the Education Strategic Plan (ESP) and Education Sector Support Programmes (ESSP), building on the EFA Assessment 2000 findings has provided momentum for a growing partnership between concerned Government ministries, donors, NGOs and civil society. The monthly Ministry of Education, Youth and Sports (MoEYS) /NGO consultative meetings, the annual ESSP joint review and agreed Partnership Principles, performance target and common policy matrix provide the key mechanisms for partnership development.

The EFA planning process has provided a vehicle for further broadening and deepening of partnerships process have included:

1. Active involvement of other Government ministries, NGO advisors, United Nations agencies and selected MoEYS technical advisors in the EFA writing groups and consultations.
2. Liaison with the inter-ministerial IECD Sub-Committee of the CNCC, formed in 2002 to facilitate, monitor and coordinate actions of all ministries concerned with child health, growth and development.
3. Integration of EFA planning directions in the ESSP forward work plan presented to Government, donors and NGOs as part of the ESSP 2002 joint review.
4. Liaison with the donor Education Sector Working Group (ESWG) and the NGO Education Partnership (NEP) for EFA plan appraisal and review in 2002/03.

These partnerships will be extended for the coordination of the implementation and financing of the EFA strategies and programmes, especially for the ECCD, non-formal education, literacy and informal skills training components. It is envisaged the while MoEYS will broadly set policy directions and targets for formal basic education, ECE and specific components of non-formal education, other Government ministries will play a similar role for components that are under their mandate. Line Ministries, NGOs and community groups will lead on implementation, management and financing of these components. A summary matrix of key providers is shown below.

<table>
<thead>
<tr>
<th>EFA Programme Dimensions</th>
<th>Key partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-Formal Education/Literacy</td>
<td>Ministry of Education, Youth and Sport</td>
</tr>
<tr>
<td></td>
<td>Ministry of Rural Development</td>
</tr>
<tr>
<td></td>
<td>Ministry of Social Affairs, Labour &amp; Vocational Training</td>
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<tr>
<td></td>
<td>Ministry of Woman’s Affairs</td>
</tr>
<tr>
<td></td>
<td>Donors &amp; NGOs, Ministry of National Defense</td>
</tr>
<tr>
<td>2. Informal Skills Training</td>
<td>Ministry of Rural Development</td>
</tr>
<tr>
<td></td>
<td>Ministry of Social Affairs, Labour &amp; Vocational Training</td>
</tr>
<tr>
<td></td>
<td>Ministry of Woman’s Affairs</td>
</tr>
<tr>
<td></td>
<td>Donors &amp; NGOs,</td>
</tr>
</tbody>
</table>

Seven key non-formal education priorities have been identified. The first five priorities are specific programs focused on targeted populations:
1. Functional literacy for youth and adults;
2. Primary and lower secondary equivalency programs for out-of-school children, youth and young adults.
3. Short-term income generation skills training for youth and adults;
4. Post-literacy programs which sustain and expand levels of literacy; and
5. Family education for early childhood development.

The sixth and seventh priorities cut across and support all programs:
6. An integrated community-based learning approach; and;
7. Capacity building for effective management.
Chapter I

China

After the conference in Jomtien the Chinese government timely formulated the “Guidelines for the Development of Chinese Children in the 1990s” and the “Guidelines for the Reform and Development of Education in China”. In 1993 the developmental targets of “basically universalizing 9-year compulsory schooling and basically eradicating illiteracy among young and middle-aged adults” (abbreviated as the “two basics”) were set. By the end of the 1990s, Education For All (EFA) in China had made historic advances, and the goals set for the “two basics” were realized as scheduled. The enrollment ratios of Chinese primary school-age children increased from 97.9% in 1991 to 99.1% in 2000, with the gender gaps reduced from 1.22 percentage points to 0.07 percentage points. Gross enrollment in lower secondary schools increased from 69.7% to over 85%. At the same time, illiterate population and illiteracy rates significantly declined. Big strides were made in providing skills training programs for youth and adults. From 2000 till 2003, EFA has kept on growing continuously in China.

In the 1990s EFA in China made significant advances, yet the general level reached is not high, and the educational infrastructure is still weak and development has been quite uneven and it can neither respond well to the needs of rapid socio-economic development, nor satisfy the aspiration of the broad masses for receiving education of a high quality. The following six problems and issues are prominent among the challenges faced by EFA in China: (1) Coverage and quality of compulsory schooling need to be improved urgently. (2) Great pressure is faced in improving the quality of education. (3) Efforts should be redoubled to strengthen the education of disadvantaged groups. (4) Adult education cannot meet the basic learning needs of youth and adults. (5) The gaps in the level of educational development between the western and eastern regions tend to widen. (6) Inadequate financial input is still the main factor constraining educational development, and mechanisms for ensuring the financing of basic education need to be improved.

2.2 Developmental goals and targets set for 2015

2.2.2 Early Childhood Care and Education (ECCE) should basically meet the needs of the people.

- Efforts should be made to develop a sound network of early childhood care and education institutions to meet the needs of the community to send babies to nurseries and young children to kindergartens (including disabled babies and children).
- Popularizing 1-3-year preschool education: in large and medium-sized cities as well as in the more populous county-seats, kindergartens constitute the main vehicle for popularizing 3-year preschool education; while in the countryside both kindergartens and preprimary classes affiliated to regular primary schools should be set up to popularize at least one-year preschool education.
- By 2010 and 2020, the participation rates of young children in preschool institutions should reach 80% and 90% respectively.

2.2.3 Significantly reducing illiterate adult population.

- Efforts should be made to reduce illiterate adult population by at least one half, that is, reducing the total number of illiterate adults to less than 40 million. It is envisaged that through efforts of making 9-year compulsory schooling universal and providing literacy and remedial classes, by 2007, illiteracy can be eliminated among people aged 15-24, the adult illiteracy rates among people aged 15-50 can be reduced to less than 5%, and thus, the illiteracy rates of the population aged 15 and over can be reduced to less than 5%. By 2020, the illiteracy rates among young and middle-aged adults aged 15-50 can be reduced to less than 1%, and the illiteracy rates of the population aged 15 and over can be reduced to less than 3%.
- Efforts should be redoubled to eradicate illiteracy among young and middle-aged women so as to significantly reduce gender gaps in illiteracy rates.
- Efforts should be made to consolidate the gains of literacy education through follow-up technical training and other continuing education programs.
• Efforts should be made to develop learning communities in ethnic minority areas.

2.2.4 Meeting the basic learning needs of youth and adults.

• Efforts should be made to reform the system of school entry at all levels to facilitate the reentry into school by young school leavers and adults and to provide the opportunities for them to upgrade their educational and skill level.
• Positive steps should be taken to develop and do a good job of running cultural-technical training schools of various types and levels in both urban and rural settings, so that their aggregate annual training capacity may reach one hundred million person-times, and thereby basically meeting the needs of young people and adults for upgrading their educational level and learning practical skills.
• Making learning outcomes relevant to occupational needs. It is imperative to integrate organically the anticipated learning outcomes with future careers, remuneration and quality of living standards.

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**India**

1. Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE)

The Education Guarantee Scheme and Alternative and Innovative Education programme for children in the age group of 6-14 years was operationalised from 1st April 2001.

The scheme, applicable throughout the country, is flexible and operationally proactive and would support the following broad strategies.

• Setting up of schools in school-less habitations (EGS).
• Interventions for mainstreaming of “out-of-school” children viz. bridge courses, back-to-school camps etc.
• Strategies for very specific, difficult groups of children who cannot be mainstreamed.

The EGS & AIE programme envisages flexible strategies including schools in school-less habitations or condensed courses for migrating children, bridge courses, residential camps, drop in centres for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc.

2. Early Childhood Care and Education (ECCE):

**Integrated Child Development Scheme (ICDS)** programme of the Department of Women & Child Development is the largest early childhood education programme in the country. ICDS was started in 1975 to provide health, nutrition, Early Childhood Education (ECE) and convergence services. It also provides support to the national efforts for universalization of primary education, through increased opportunities for promoting early development, associated with improved cognitive and social skills, enrolment and retention in the early primary stage. ICDS is now operating 5,725 projects in the country. The total coverage for children in the 3-6 age group under ICDS is 169 million.

3. National Programme of Nutritional Support to Primary Education:

A nation-wide programme of Nutritional support to Primary Education (Popularly called Mid-day Meals Scheme or MDM) was launched on 15th August 1995 with the objective to give a boost to Universal Primary Education (UPE) and simultaneously impacting on the Nutritional Status of students in primary classes studying in Government, local body and Government aided schools. The programme was expanded in a phased manner and has seen all India coverage during 1997-98.
The Central support under this programme is to provide food grains free of cost to children through the Food Corporation of India. Recently the Hon'ble Supreme Court in its order directed that under the scheme, cooked meals will be provided in a time bound manner. As a result, cooked meals are now been served in many states.

4. **Shiksha Karmi Project (SKP):**

The Shiksha Karmi Project aims at universalisation and qualitative improvement of primary education in remote, arid and socio-economically backward villages of Rajasthan with primary attention given to girls. Under the SKP, regular teachers are replaced by local teachers who are less qualified but specially trained to solve the problem of shortage of teachers in remote villages. A Sikhsha Karmi is a local person with a minimum educational qualification. To overcome the basic lack of qualification Sikhsha Karmis are given intensive training through induction programme as well as periodic refresher courses.

The programme is funded by Government of Rajasthan, Swedish International Development Agency and Department for International Development (DFID).

5. **Mahila Samakhya:**

The Mahila Samakhya Programme was started in 1989 with Dutch assistance to translate the goals mentioned in the NPE into action. Mahila Samakhya has adopted an innovative approach which emphasizes the process rather than mere fulfillment of the targets. It seeks to bring about a change in women perception about themselves and the perception of society with regard to women's traditional roles. The Mahila Samakhya endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices.

The women’s group (Sangha) at village level is the nodal point where all activities are planned. The Sahayogini the leader is the key link as well as motivator, supporter and guide for 10 villages. The Mahila Samakhya Programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women’s abilities to effectively participate in village level education process.

6. **National Literacy Mission (NLM):**

The National Literacy Mission (NLM) was launched in pursuance of National Policy on Education (NPE) 1986, and its programme of action, for eradication of adult illiteracy. It was conceived as a societal mission employing political will at all levels for the achievement of Mission’s goals to be achieved in a time bound manner. By the time the World Conference on EFA at Jomtien in 1990 began to survey the literacy efforts, India had already embarked on a programme of eradication of illiteracy in a mission mode.

A mass campaign approach emerged as the main strategy to tackle the problem of adult illiteracy. By the time the “year 2000 Assessment of Education for All” was undertaken, NLM had traversed a long distance covering most parts of India by the Total Literacy Campaigns (TLCs) while also fine tuning the strategies for linking literacy with skill upgradation, quality of life improvement etc., under the Post Literacy (PL) and Continuing Education (CE) programmes. Simultaneously, NLM also began to address specific issues like community involvement and NGO partnership. Thus, by virtue of constantly bench marking its strategies in relation to the EFA concerns, NLM was able to keep the target fulfillment far ahead of the dates set by the Dakar Framework for Action.

The goal of the NLM goes beyond the simple achievement of self-reliance in literacy and in numeral to functional literacy. The achievement of functional literacy implies imbibing values of national integration, conservation of environment, women’s equality, observance of small family norms, etc.
Thus, literacy as enunciated in the NLM is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

**Indonesia**

**Quality Improvement Strategy**

1. Improving the number and quality of Non-Formal Education (NFE) Personal (Supervisors, Tutors, Facilities)
2. Strengthening Community Learning Centers’ (CLCs) institutional capabilities in organizing learning activities for their community.
3. Increasing the number and quality of services of Community Library in order to promote life-long learning/continuing education according to community interests and needs.
4. Strengthening various NFE institutions such as community vocational training, learning groups, CLC and others by providing program based block grant fund.
5. Developing standards, norms and procedures for each type of learning programmes.
6. Developing study programmes that are based on community needs and have life-skills orientation.
7. Improving coverage and quality of NFE learning materials.
8. Developing cooperation with community social organizations & NGOs in executing NFE projects according to their interests and competencies.
9. Improving coverage, quality, and speed of services related to the planning, execution, and evaluation of National Examination of the equivalency programmes (Package A, B and C).

**NFE Institutions and Human Resources**

1. Private Vocational Training Centers: 22,510 (131 kinds of vocational trainings).
2. National Curriculum: 60 types, 56 types of national examinations, 23 types are standardized.
3. Sub Consortium: 30 types
4. CLCs: 1,500
5. Regional Development Centers for Community Education: 5
6. Provincial Development Centers for Community Education: 24
7. District Development Centers for Community Education: 265
8. Continuing Education (CE) Supervisors: 3,246
9. NFE Field personnel: 4,800
10. Supporting Staff: NFE Managers at Central, Provincial, Regency/City Levels
11. Tutors: 120,000

(Source: PLSP data 2001)
Lao PDR

2. The major Non-Formal Education (NFE) programs inserted in Education for All (EFA) Plan and National Poverty Education Program (NPEP) are as following:
   - Reduce illiteracy especially among adult women and disadvantage targets group.
   - Promote basic education (Primary level) for ethnic group countrywide, especially for women and girls and disadvantaged population in remote areas.
   - Improving the NFE activities in CLC
     - Development of promotion the model CLCs through Information and Communication Technology (ICT) programs
     - Establishing and promoting CLC in the poor target community.
     - Set up NFE class at suitable local places
     - Using Formal and Non-formal teachers
   - Promotion basic vocational and educational training for marginal groups and disadvantaged populations, in order to increase income levels and promote their living conditions:
     - Implementation of basic vocational training in CLC or in basic vocational training centers.
     - Village based training for the villagers related to the local market demands, in order to improve their productions and to increase their income by using the own existing potential and resources.
     - Community skills training will be organized in the target villages.
     - The basic vocational trainers from different organizations related to the skills such as Agriculture forestry, Industry-Handicraft. They will be the trainer for training of the trainers.
     - The trained trainer will train at the community/CLC.
   - Set up NFE Monitoring and Supervising system
   - Create Management Information System (MIS) for NFE
   - Create NFE teachers:
     - Improving the quality of program of volunteer teachers
     - In service training for primary school on NFE technologies
     - Training of NFE teacher under 11+3 system
     - Produce instructional materials and teacher guides.
   - Distance Basic Non-Formal Education (DBNFE) to support Rural Development and Poverty
   - Reduction country-wide program:
     - Reform the National DBNFE that is in the Non-Formal Education Development Center.
     - Set up Provincial Distance Basic Education Center, especially the Province where implemented pilot project of DBNFE.
   - Encourage cooperation and assistance from external agencies and donors:
     - Improve capacity for Planning, Budgeting, Monitoring and coordination of the sector development program at all level.
     - Training Workshop on Action / Quality Research for technical staff of National level, Regional and Provincial Education Service (PES).
     - Instructional strengthening and capacity building in policy development.

Mongolia

2. Major Literacy/Non Formal Education Programmes of National Plan of Action (NPA)
There are two major national programmes determined to contribute to achieving the goals of Education for All (EFA): one is the National NFE Programme, 1997-2004, which determines the directions for Non-Formal Education (NFE) development, and the other is the National Literacy Programme, which has just drafted and is currently under review in the state authorities.
The National NFE Programme is the first national programme formulated for NFE in Mongolia. The Programme, which was established in order to respond to new educational demands emerging in the transition period, has been playing a certain role for the development of NFE structure in the country. The details of the National NFE Programmes are shown in the table:

<table>
<thead>
<tr>
<th>National NFE Programme, 1997-2004</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
</tbody>
</table>
| **Long-term**: To establish a non-formal education system in Mongolia with particular regard to identification of the content, form and methodology of non-formal training concordant to the population’s needs and interests, to train the teaching staff, and create a favorable learning and teaching environment in the field.  
| **Short-term**: Based on the established non-formal education system organize implementation activities throughout the country, to satisfy the increasing needs of the population in the field, create sustainable national network of non-formal education, and ensure its services at the required level. |
| **Beneficiaries/Target group** | All citizens |
| **Funding sources and amount** |  
| Funding sources are planed to be the following six:  
| 1. The annual budget of the ministries, city and local governments  
| 2. The city and aimag governments for implementing small projects to satisfy local needs  
| 3. Loans and foreign aids received from donor countries and international organizations  
| 4. Funding or aid received from domestic and foreign organizations and individual people  
| 5. Certain amount of funding spent by business entities and organizations  
| 6. Tuition fees for non-formal education trainings  
| One data shows the total amount of 4,037,605,472 tugrug (approx. 4 million US$) was expended for NFE during 1997-2001. The break down is as follows:  
| 59% = international agencies  
| 33% = NGOs  
| 8% = Local public spending |
| **Implementing partners** | So far, UN agencies such as UNESCO, ILO/IPEC, UNICEF and UNFPA and various national and international NGOs have been worked for development of NFE in cooperation with national/local NFE centers. |
| **Supporting external agencies** | UN agencies such as UNESCO, ILO/IPEC, UNICEF and UNFPA. Various national and international NGOs |

The Government of Mongolia has paid priority to the Literacy Decade and decided to develop the National Literacy Programme to implement International Plan of Action for United Nations Literacy Decade (UNLD). The National Literacy Programme is to get approved and issued by the year of 2004 after suggestions and opinions are gathered by the Ministry of Education, Culture and Science (MOSTEC) and relevant organizations.

3. **Specific Programmes/Activities Planned for the Promotion of the UNLD Which Link to NPA**

There are two active programmes that promote the UNLD. One is the National Distance Education Programme, 2002-2010, which aims at increasing the efficiency, quality and sufficiency of formal and non-formal education by formulating the distance education structure nationwide. Its establishment by the Government can be regarded as a part of progress in implementation of the DAKAR Declaration, reaffirming its commitment to achieving EFA.

Objectives of the Distance Education Programme are:

- To establish Distance Education (DE) policy co-ordination and management system
- To create DE service structure and activity mechanism
- To prepare DE specialists and develop human resource capacity
To establish DE accessible, efficient DE material environment with quality
To develop DE training content and methodology, to implement choosing appropriate form

The other is the *Equivalency Programme*, which started to be developed in 2000 as the national standard for NFE learning contents equivalent to that of formal schools. Through the Programme, out-of-school population can acquire basic education in a non-formal scheme and receive official certification to get re-integrated into formal school.

In addition to these, *Literacy Assessment and Monitoring Programme (LAMP)*, which is implemented by Statistical Institute for UNESCO, is also expected to promote UNLD in the country. Mongolia is one of the four countries where the Programme has been launched. The main initial output of the programme will be literacy estimates for the pilot countries by proficiency level, age group, gender, education and other variables. Another most important outcome is refining the methodology to guarantee comparability across countries.

Concerning Mongolia, it has comparatively high rate of literacy even during the socialist time the country’s literacy rate achieved almost 100%. However, by the census of 2000, the literacy rate was 97.2% occupying 98.0% among men and 97.9% among women. The survey was made by self-declaration method which makes a little sense of reliability. Since LAMP will use interviewing and testing sample for adults, the most important output of the programme is to equip the country with new tools that can be used and determine the activities to be implemented within the UNLD. The NCNFDE will be the main Implementing Agency for the LAMP at national level. Currently the national team to implement LAMP is established and it developed the work plan and prepares for the implementation process, moreover, it is making the literacy estimates by proficiency level, age group and gender. The first activities are expected to carry out in January 2004.

Within the framework of UNLD, the Mongolian government has been undertaking the task to improve literacy education, trying to achieve 99% of literacy. By the census of 2000 there are 44891 illiterate persons in Mongolia. So in order to liquidate illiteracy Mongolian Government set an objective to enroll certain percent of illiterate population in literacy training every year. In the subsequent years (until 2010) the following number of illiterate persons will acquire literacy education:

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>8978</td>
<td>6000</td>
<td>5983</td>
<td>5983</td>
<td>5983</td>
<td>5983</td>
<td>5980</td>
</tr>
</tbody>
</table>

For 2003’s literacy training we enrolled 20% of all illiterate population, which was 8978. Moreover, the first literacy textbook for adults was developed by the National Centre for Non-Formal and Distance Education and was utilized in this year’s literacy training.
2. National Plan of Action (EFA-NPA) and Non-formal Education (NFE)
Ministry of Education and Sports has formed a National EFA forum and a National Action Plan Core Group (NAPCG) for the preparation of EFA Action Plan by 2002. A National Plan of Action (NPA) has already been prepared. In the process of preparing NPA Nepal has added one more goal and constituted seven thematic groups corresponding to seven EFA goals to have in depth analysis and develop a comprehensive strategy and a plan to achieve the goal. The seventh goal is about Indigenous Peoples and Linguistic Minorities.

Regarding the Adult Literacy and Continuing Education, a thematic group was formed under the Convener-ship of the Director of Non-formal Education Centre.

2.1 Major Strategies
There is a need for evolving effective and practically viable policies for the enhancement of adult literacy. Based on the analysis of the present context and a study of relevant documents, the following measures will be undertaken:

Special measures for the communities far lagging in literacy
Illiteracy and poverty often go side by side. Therefore, basic literacy programs should be conducted on a priority basis for the disadvantaged social groups based on the following criteria:

**Remoteness:** The areas that are a long way from the road network or the airport and the far-western development region.
**Dalit:** The disadvantaged group of people from among the Dalits who fall under the priority groups in the National Dalit Commission document, e.g., Musahar, Dushad, Badi.
**Minority Ethnic Groups:** Such as Raute, Rajbansi, Dhimal, Chepang, or the groups that are in the priority list of the National Ethnic Upliftment Academy.
**Women:** Women activists, elected representatives and the groups that are prioritised by the National Women's Commission.
**Age-Groups:** Adolescents and children, etc.
**Economic:** Landless, jobless, Dalits, women, people from ethnic groups, groups involved in production promotion, farmers, labourers, housewives, etc.

From among these groups, the groups or areas as prioritised by Village Development Committees (VDCs) and District Development Committees (DDCs). Public awareness and participation is crucial for the success of non-formal education program. Campaigns should be launched to bring about awareness and to mobilize the public for this purpose. Media of mass communication will be mobilized for this.

2.2 Community Learning Centre (CLC) for community-based Literacy Program
A Community Learning Center (CLC) is a very effective and locally sustained institutional provision for conducting continuing education. In view of the need for opening a large number of CLCs to provide literacy classes and continuous education the physical structures of the local primary schools should be utilized after and before the school hour so as not to hamper the teaching schedule of the schools. CLCs should be provided with initial physical and technical supports from the local bodies, i.e. the VDCs and the ward offices of the municipalities.
Steps are to be taken to revise and improve the existing curriculum and textbooks and to link non-formal education with the formal system. The reading/learning materials for different agencies involved in the literacy programs will be made available through the market. Similarly, the private sectors should be encouraged to produce these materials. The Non-Formal Education Council will involve itself more in action research than in developing curriculum and materials.

The Non-Formal Education Council will be strengthened to operate as an organization with representation of stakeholders. It will be entrusted with and thereby made responsible for the promotion of basic and non-formal primary education and function as business coordinator and
facilitator (If it cannot handle this job, then there should be a separate organization to carry out these functions). Similar structures will be developed in the DDCs and VDCs.

Interest groups and stakeholders like sister organizations of political parties, members of trade unions will be mobilized to conduct literacy campaign.

The NFE Council will be more involved in the expansion of non-formal children's education and local agencies will be encouraged to involve themselves in the literacy raising campaign. The demand and supply management of literacy programs should be managed through the local governments. The Council will make arrangements to provide block grants to the districts on priority basis. Then the districts and the villages will be entrusted with the task of preparing literacy programs and will be encouraged to make as many people literate as possible. The district level literacy personnel will receive orientation training on the key teaching/learning methods through I/NGOs. Moreover, the local bodies will be made responsible for choosing the methods / approaches.

Enhancing the capabilities of the District Education Offices (DEOs) in publishing quarterly newsletters to be used as reading materials for the neo-literates.

2.3 Major Actions
Mainly there are three types of activities to be carried out for the basic education and literacy programs: a) Facilitation and Coordination, b) Research and c). Providing Grants-in-Aid (GIA)

a) Facilitation and Coordination
A structure will be developed to establish a coordination and facilitation service unit in non-formal education sector. A committee will be formed to functionalise the service provision. The NFE Council should provide technical leadership in the provision of such facilitation and coordination. A gradual development approach will be taken to enable the NFE Council to take this role. The facilitation and coordination committee will be made responsible for the effective implementation of the decisions of the Non-Formal Education Council. At the district level DEO and Rotary Club (RC) will be held responsible for this job.

Non-Formal Education Resource Centres will be established at the district level, at/under DEO. This centre will co-ordinate with the existing system of school-based resource centres to utilize their facilities for NFE activities. It will also co-ordinate with the CLCs in organising NFE activities. An officer will be designated to operate the district level NFE Centre and also coordinate non-formal education activities in the district. The district level NFE Centre should also work as the focal point, and the involvement of the stakeholders will be improved. At the district level, there will be a Basic Education Coordination Committee. The functions of the committee would be to motivate the local governments, NGOs and related agencies and attract resources in addition to ensure coordination and criteria development for the distribution of resources made available. NFE Resource Centres will provide training and services to the local bodies, NGOs and other agencies to acquaint them with the new approaches of literacy. The district coordination committee will ensure that the NGOs that are running literacy courses at different levels including the district level have appropriate level of competence.
b) Research
Lack of research-based information is felt in almost all aspects of non-formal education sector in Nepal. However, information and understanding regarding development and operation will be a priority, i.e., conducting action researches are highly needed. Such action researches will be carried out at the district level. A working relationship will be developed between professional educational institutions and the NFE institutions to carry out such researches. The research will include development and production of appropriate reading materials including textbooks. Local bodies including private organizations should be encouraged to support the development process. There will be some institutional capacity building activities up to the district level.

c) Providing Grants-in-Aid (GIA)
The policy of providing GIAs to the DDCs and VDCs for non-formal education will be encouraged and a block grant system adopted. As the provision of non-freeze fund is very much a progressive step, there will be such funds in each of the districts for non-formal education. The funds available for non-formal education for the district will be put in a basket.

Elimination of Illiteracy and the Development of a System of Continued Learning

<table>
<thead>
<tr>
<th>Program activities</th>
<th>Time frame</th>
<th>Actors</th>
<th>Monitoring indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and reform of policies regarding NFE</td>
<td>2003</td>
<td>Main: VDCs, Municipalities, DDCs, NGOs, CBOs, NFEC.</td>
<td>- Increase in literacy rate.</td>
</tr>
<tr>
<td>Conduct literacy campaign</td>
<td>Periodic review and change in strategies and activities (if necessary) in 2005, 2007, 2010, and 2015</td>
<td>Cooperating: Professional civil society groups and possibly other Ministries, UNICEF/ UNESCO and others (INGOs, UN agencies, Bi-lateral donors)</td>
<td>- Documents and records.</td>
</tr>
<tr>
<td>Implement client-centered innovative program like LEA, REFLECT, Whole Language approaches etc.</td>
<td></td>
<td></td>
<td>- Increasing number of VDCs involved in literacy activities.</td>
</tr>
<tr>
<td>Orientation program for VDCs DDCs, Municipalities personnel involved in educational activities. Establishment of coordination and facilitation committee at central level. Orientation/Seminars on different methods and approaches. Finalize policy to provide NFE fund to VDCs, DDCs. NFEC to work as a national resource center of network</td>
<td></td>
<td></td>
<td>- Implementation of innovative programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperating: VDCs, DDCs and professional NGOs</td>
<td>- New policies and full decentralization of NFE program to local bodies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Direct channelisation of fund from center to VDCs.</td>
</tr>
</tbody>
</table>

Task objective: Achieve 90% adult literacy rate by 2015 (with special reference to women) and provide opportunities for continuing education for neo-literates

Task objective: Ensure opportunities for basic education for out-of-school children.

<table>
<thead>
<tr>
<th>Program activities</th>
<th>Time frame</th>
<th>Actors</th>
<th>Monitoring indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of OSP for the disadvantaged and never-been-to-school children especially for girls. Child-focused training program. New type of training for facilitators and supervisors.</td>
<td>2003</td>
<td>Main: NFEC</td>
<td>- Increased access and number of children in schools and OSPs.</td>
</tr>
<tr>
<td></td>
<td>Review target. Set new target in 2010. Updating in 2015</td>
<td>Cooperating: VDCs, DDCs and professional NGOs</td>
<td>- Increased number of classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Revised OSP program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Implementation of Urban OSP.</td>
</tr>
</tbody>
</table>
Chapter

Task objective: Promote critical awareness of participants about literacy.

<table>
<thead>
<tr>
<th>Program activities</th>
<th>Time frame</th>
<th>Actors</th>
<th>Monitoring indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise the present package for awareness raising as well as the NFE and literacy</td>
<td>2003 Periodic review of impact of program and reset</td>
<td>Main: NFEC</td>
<td>Awareness raising materials</td>
</tr>
<tr>
<td>activities and reform/update them.</td>
<td>target in 2005, 2007</td>
<td>Cooperating: NGOs, CBOs, VDCs, DDC,</td>
<td>Forums activities</td>
</tr>
<tr>
<td>Revitalize the present awareness program with the use of electronic media and other</td>
<td></td>
<td>Municipalities, other governmental line</td>
<td>Awareness raising activities conducted</td>
</tr>
<tr>
<td>means of mass media.</td>
<td></td>
<td>agencies and UN</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Program activities</th>
<th>Time frame</th>
<th>Actors</th>
<th>Monitoring indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalization of policy for Community Learning Centers (CLCs).</td>
<td>2003 Periodic review of impact of program and reset</td>
<td>Main: NFEC</td>
<td>- Increased number of CLCs.</td>
</tr>
<tr>
<td>Distribution of CLC manual. Motivate other stakeholders to open CLC.</td>
<td>target in 2005, 2007</td>
<td>Cooperating: NGOs, CBOs, VDCs, DDC, Municipalities, other governmental line agencies and UN</td>
<td>- Strengthening CLC by introducing multi-media program.</td>
</tr>
<tr>
<td>Promotion of mother tongue literacy programs</td>
<td></td>
<td></td>
<td>- Increased number of stakeholders opening CLC in all parts of Nepal.</td>
</tr>
<tr>
<td>Development of local materials. Orientation training for all stakeholders: DEO,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VDC, Municipality, DDC, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated cost of the programme activities

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Expenditure Heading</th>
<th>Unit Cost</th>
<th>Tenth Plan</th>
<th>Eleventh Plan</th>
<th>Twelfth Plan</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Adult Literacy Campaign</td>
<td>1100.0</td>
<td>1100.0</td>
<td>550.0</td>
<td>2750.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Women Literacy (WEP)</td>
<td>550.0</td>
<td>550.0</td>
<td>275.0</td>
<td>1375.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Post Literacy</td>
<td>550.0</td>
<td>550.0</td>
<td>275.0</td>
<td>1375.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Continuing Education</td>
<td>600.0</td>
<td>600.0</td>
<td>300.0</td>
<td>1500.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Research</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 CLCs (1000)</td>
<td>100.0</td>
<td>250.0</td>
<td>150.0</td>
<td>500.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Advocacy Social Mobilization</td>
<td>10.0</td>
<td>10.0</td>
<td>6.0</td>
<td>26.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 RC Support Program</td>
<td>10.0</td>
<td>60.0</td>
<td>30.0</td>
<td>130.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 NGO Mobilization</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Monitoring and Evaluation</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3075.0</strong></td>
<td><strong>13395.0</strong></td>
<td><strong>1759.0</strong></td>
<td><strong>8229.0</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMG/N</td>
<td>1200.0</td>
<td>1350.0</td>
<td>700.0</td>
<td>3250.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donor</td>
<td>1850.0</td>
<td>1982.5</td>
<td>1021.5</td>
<td>4854.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Community/Parents</td>
<td>25.0</td>
<td>62.5</td>
<td>37.5</td>
<td>125.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Measures to establish complement between formal and non-formal education

Establishing harmonious complement between formal and non-formal education systems is important to make non-formal education and literacy activities effective and meaningful for long-term benefit. System of accreditation and equivalency of non-formal education with formal education system will be developed to facilitate functional relationship and transferability of the students from one stream to another. Non-formal education programs for the out-of-school children that are equivalent to the formal stream will be further developed.
Expanding the provision of post-literacy programs and making necessary coordination with the skill-training-providing institutions and the institutions that provide loan services and thereby linking the literacy programs with income generating activities so as to support the poverty alleviation program.

**Pakistan**

**NATIONAL PLAN OF ACTION ON EDUCATION FOR ALL**
**(2001-2015)**

The National Plan of Action (NPA) on Education For All (EFA) 2001-2015, the Government of Pakistan aims to attain an overall adult Literacy rate of 86% for both males and females by 2015. In this context, 81 million adults will be made literate; 525,000 literacy courses or classes will be conducted; 90,000 non-formal basic education schools and 110,000 vocational /trade centers will be established- at all an estimated total cost of around Rs. 180 billion.

1. Population projections of National Institute of Population Studies quote the population of primary age group (5-9) to be 7.9 million. This number may rise to 19.6 million in 2005 and remaining almost constant for few years will decline to 17.5 million in the last year of plan. Net participation rate will increase from the existing 66% to 100% by the last year of the plan. Universal Primary Education (UPE) target for males would be achieved by the year 2010 and in case of females by 2015. Additional year-wise enrolment target of 0.4; 0.9; 0.9; 0.7 and 0.5 million for the first 5 years of the plan have been fixed. 8250 new primary schools will be opened to accommodate the above additional enrollment; physical facilities of 100,000 primary schools will also be up-graded along with introduction of double shifts in existing primary schools and opening of new primary schools in private sector. During the 22nd and 3rd phase of the plan more schools in public sector may not be needed. However up-gradation of primary schools to middle level would be regular feature of the plan.

2. **Adult Literacy** Population of 10+ age group may increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group will become literate during the plan period (2000-15). The inputs and programmes are planned to be initiated, inter-area, include opening of literacy centers, opening of **82,000 Non-Formal Basic Education Schools (NFBES)**, Vocational and Trade Schools, Quranic Literacy Centers and Community Viewing Centers. Presently about 8939 NFBE Schools are functioning in the country. The NPA envisages opening of 45000 NFBS/Centres for 5-14 years out of school children during the first phase (2001-05) of the plan. In NFBS primary Education Course is taught in condensed form in 40 months. The graduates of NFBS are admitted in grade VI (Formal System Schools). *(Detailed programme of NFBE schools is appended at Annexure-II)*
### Philippines

#### 2. Major Literacy/NFE Programmes of NPA

<table>
<thead>
<tr>
<th>Title</th>
<th>Objectives</th>
<th>Durations</th>
<th>Targets</th>
<th>Fund Source/ Amount</th>
<th>Partners</th>
<th>External Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy Programs (BLP) through Literacy Service Contracting Scheme</td>
<td>Provide the illiterate out-of-school children, youth and adults from the poorest segments of society with educational learning intervention through NFE programs specifically designed to address their expressed needs.</td>
<td>200-250 hrs.</td>
<td>Out-of-school children, youth and adults who are illiterate Neo-literate, Formal school drop-out that had reverted to illiteracy, Indigenous Peoples, Children in the labor force, Street Children, Differently-abled persons, Inmates/Parolees/Probationers, Rebel Returnee, Solo Parents, OSC, OSY, OSA who are victims of especially difficult circumstances, e.g., war victims, incest, rape, prostitutes, battered wives/husbands</td>
<td>GAA-GOP P 20,000.00 per learning group of 25 learners Local School Board Funds – depending on the 1% income of the Municipality from the Real State Tax</td>
<td>Dep. Ed Officials Local governmnt Units NGOs CBOs POs SUCs, etc.</td>
<td>None</td>
</tr>
<tr>
<td>NFE Mobile Program</td>
<td>Make education accessible to out-of-school youth and adults in remote and underserved communities Improve the quality of life of individual and families in the target communities</td>
<td>200-250 hrs/learning session</td>
<td>Local School Board Funds GAA-GOP P 205,000.00 for reproduction of literacy materials</td>
<td>None</td>
<td>Dep. Ed LGUs NGOs GOs</td>
<td>None</td>
</tr>
<tr>
<td>Non-Formal Education Accreditation and Equivalency (NFE A&amp;E System)</td>
<td>Provides learning opportunities that will empower out-of-school youth and adult learners to continue learning, in any manner, at any time and any place they want, to achieve their goals of improving their quality of life.</td>
<td>800 hrs.</td>
<td>15 years old and above who are unable to access the formal school system or who have dropped out of formal elementary and secondary schools</td>
<td>GAA-GOP P 70,000.00 per learning group</td>
<td>Dep. Ed NGOs LGUs SUCs CBOs</td>
<td>None</td>
</tr>
</tbody>
</table>
Balik Paaralan Para sa Out-of-School Adults (BP-OSA)

Provides opportunity to out-of-adults aged 20 and above to return to school to finish secondary education.

10 mos.

Secondary school drop-outs adult aged 20 years old

Office of the Secretary (OSEC) Funds

DepEd Secondary School Teachers and Principal

None

Capabilit y Building Program and Research Develop ment

Strengthened the institutional and capacity of BNFE and field levels in designing, managing and evaluating NFE programs/projects/activities

Year round

Central Regional Division District Grassroots levels

GAA-GO P 5 M Local Funds

DepEd Field level

UNESCO APPEAL (CLC, IPs, APPEAL Handbook)

3. Specific Programmes Planned for the Promotion of the United Nations Literacy Decade (UNLD) which link to NPA

- Life Skills Programmes through multi-sectional effort Local Government Units, Technical Education and Skills Development Authority (TESDA), League of Mayors, League of Barangay Captains, etc.
  “Kasama Ka Kabataan”
  “Livelihood Skills Training”
  “Ecological Solid-Waste Management Program”
  “GMA-PRO 3 Project Oyster – Livelihood Skills and Production Program”
- Coordinated Programs in collaboration with Department of Labor, Department of Agrarian Reform, TESDA, Department of Social Welfare and Development respectively
- Establishment and Strengthening of Community Learning Centers

Sri Lanka

Introduction

With the evolution of formal education process, the Non-Formal Education (NFE) came into existence in 1971 with the establishment of technical classes for adults who have dropped out of the formal school prematurely. Literacy Centres for out-of-school children in the 5-14 year age group were introduced by the NFE Branch of the Ministry of Human Resource Development (HRD), Education and Cultural Affairs.

1.1 Mission Statement of the Non-Formal Education Branch

To provide and promote educational opportunities, in accordance with the National Education policies, for adults, personnel with Special Education Needs, and for those who have left away from the formal school, with the assistance from other agencies.

Objectives:
1. Provide Compulsory Educational Opportunities for children in the school going age (5-14 years).
2. Provide Technical Education for those who have dropped out from the formal school.
3. Conduct Educational Development Programmes for the adult community.
1.2 Target Groups:

1. Non-School going children
2. School drop-outs
3. Children who are already working for the informal sector (child labour)
4. Street children
5. War affected children
6. Children with disabilities
7. Poverty struck family members
8. Abused kids and women.
10. House wives
11. Adults

2.0 Contribution to Achieve EFA Goals

2.1 Overall Goals and Objectives

The major goals and objectives of the education sector are indicated below:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| (i) Development of access and quality of pre-school education | (a) Increase participation of children in age group 3-5 years in pre-school education.  
(b) Improve the quality of programmes in pre-school education.  
(c) Create awareness on the needs of pre-school children among stakeholders, mothers and care givers |
| (ii) Ensure quality of University Primary Education. | (a) Ensure full participation of children in the age group in primary stage of education.  
(b) Ensure that 90% of the children completing primary education attain mastery level in essential learning competencies. |
| (iii) Improve quality access and equity in secondary education | (a) Increase enrolment in Secondary Education.  
(b) Improve the quality of education at junior secondary level  
(c) Enhance equity in provision of secondary education. |
| (iv) Expansion, Rationalisation and Quality development of Non Formal Education Programmes. | (a) Expand and rationalise continuing education programmes for out of school children.  
(b) Improve the quality of Non-formal education programmes. |
| (v) Inculcate human values peaceful resolution of conflicts promotes national harmony and gender sensitivity among children. | (a) Ensure that the Curriculum promotes national harmony, peace, human rights and sensitivity to gender issues.  
(b) Strengthen acquisition of desirable attitudes through the co-curriculum programme.  
(c) Create awareness of the ill effects of smoking, drug addiction, possibilities of prey to child abuse, HIV AIDS and practice of religious precepts in day-to-day life. |
| (vi) Improve participation and quality of education in war-affected areas to bring up to the level of national norms. | (a) Ensure provision of Infrastructure facilities to meet the needs of the total student population.  
(b) Ensure the availability of human resources to provide quality instruction.  
(c) Ensure total participation of children in the age group 5-14 years.  
(d) Strengthen the programmes to meet the educational needs of out of school children.  
(e) Enhance access and improve the quality of pre-school education. |
2.2 Major Targets of the Sector

<table>
<thead>
<tr>
<th>Major Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation of pre school children increased from 62% to 80%.</td>
</tr>
<tr>
<td>Pre-school facilities are improved to provide quality education.</td>
</tr>
<tr>
<td>All pre-school teachers have undergone training in Early Childhood Care Education (ECCE).</td>
</tr>
<tr>
<td>Mothers and Care-givers are aware of the needs of pre-school children.</td>
</tr>
<tr>
<td>All children in the age group 5-9 years enrolled in a school.</td>
</tr>
<tr>
<td>All primary classrooms are equipped to deliver the curriculum.</td>
</tr>
<tr>
<td>All primary schools have a pupil teacher ratio of 26:1</td>
</tr>
<tr>
<td>Adequate facilities are provided to meet the needs of disabled children.</td>
</tr>
<tr>
<td>99% of the children in the age group 10-14 complete junior secondary stage of education.</td>
</tr>
<tr>
<td>90% of children after junior secondary proceed to senior secondary stage of education i.e. General Certificate of Education (GCE, O/L)</td>
</tr>
<tr>
<td>80% of the children achieve mastery level or near mastery level in essential learning competencies at the end of junior secondary stage.</td>
</tr>
<tr>
<td>Improved facilities in schools for the teaching of English, Science &amp; Technology, Mathematics and Information Technology.</td>
</tr>
<tr>
<td>A minimum of two fully equipped secondary schools in each Division</td>
</tr>
<tr>
<td>Counseling and guidance centres provided in 1000 secondary schools.</td>
</tr>
<tr>
<td>Literacy rates increased from 91.8% to 95% by 2008.</td>
</tr>
<tr>
<td>Community Learning Centres increased from 60 to 300.</td>
</tr>
<tr>
<td>NFE vocational training centres deliver necessary based programmes.</td>
</tr>
<tr>
<td>NFE instructors have undergone short-term training programmes.</td>
</tr>
<tr>
<td>Teachers guides and text books are free of, ethnic gender or social biases.</td>
</tr>
<tr>
<td>Second national language is taught in all secondary schools.</td>
</tr>
<tr>
<td>Religious practices are incorporated in to the school religious education programmes.</td>
</tr>
<tr>
<td>Awareness created through student leader camps and programmes through the media.</td>
</tr>
</tbody>
</table>

In the NEP

- Adequate school buildings are available to meet classroom accommodation and special areas to implement the curriculum.
- Furniture, equipment and quality inputs provided to meet the needs of all children.
- Teachers provided to meet the needs of schools to conform to the ratio of 1:26 in the primary and 1:22 in the secondary and rational deployment.
- Continuing education programmes for teachers to ensure that every teacher has a minimum of one months training.
- All children in the age group 5-14 years who are out of school attend a functional literacy centre.
- 80% of the children in the age group 3-5 years attend a pre-school.

3.0 Non Formal Education Programmes

3.1 Major Issues

There are children of Compulsory school going age who have not entered school or have dropped out of school in the early grades.

Some of them can be admitted to schools after an orientation programme, while others have to be provided with alternative programmes to impart functional literacy. There are also adolescents who have dropped, out of school at secondary level who needs skills training to equip them for earning living. They should also be provided with opportunities to quality further and enter tertiary education institutions.

3.2 Objectives:

i. Ensure out of school youth in the compulsory education age group receive functional literacy in appropriate alternate learning situation
ii. Develop opportunities for continuing education for out of school youth.
iii. Expand vocational training programmes for income generation among youth.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy to achieve each objectives</th>
<th>Activities/ Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Ensure out of school youth in the compulsory education age group receive functional literacy in appropriate alternate learning situation</td>
<td>Rationalise exiting functional literacy centres. Develop new centres.</td>
<td>Reorganization of literacy centres as functional centres in appropriate locations. Develop special centres for street children. Improve the quality of functional literacy programmes.</td>
</tr>
<tr>
<td>ii. Develop opportunities for continuing education for out of school youth.</td>
<td>Organization of Community Learning Centres (CLC)</td>
<td>Increase the no.of CLC from 60 to 300 and develop courses. Improve the quality of programmes in CLC.</td>
</tr>
<tr>
<td>iii. Expand vocational training programmes for income generation among youth.</td>
<td>Restructuring existing courses. Material development and training</td>
<td>Rationalise existing courses and relocate centres. Quality improvement of courses and training.</td>
</tr>
</tbody>
</table>

Thailand

**Non-formal education** today has played an integral part in the national education system based on the National Education Act of 1999. Most of the activities are organized through the District Non-Formal Education Centres and Community Learning Centre (CLCs) in almost every sub-district scattering around the country, with the aim to promote community participation in education provision through the collaboration among concerned local administration organizations. In compliance with the Education For All (EFA) and National Plan of Action (NPA) to be conducted according to Dakar Framework to achieve its 6 goals, the Office of Non-Formal Education Commission (ONFEC) has tried hard to achieve and promote equal right in basic education and lifelong learning among out-of-school youth and adults through the following strategies:

4.1 Promoting literacy skill and retention among disadvantaged groups who live in remote and mountainous areas along the borders of the country.
4.2 Expansion of equal opportunities for free basic non-formal education for all.
4.3 Mobilization of local resources such as local wisdom, local literacy teachers and walking volunteer teachers to support and carry out literacy classes.
4.4 Encouragement of community organizations to take part in the followings:
   - Planning and management of literacy programmes and literacy retention activities.
   - Improving NFE curricula to suit the local needs.
   - Development of teaching / learning materials to be appropriate to the local conditions.
   - Implementation of research and development on innovative programmes to promote literacy and vocational skills for improving the quality of life.
4.5 Increasing the number of CLCs and public libraries in the remote areas.
4.6 Providing distance education devices and methods to upgrade the quality of teaching/learning.
4.7 Encouragement and supporting the provision of continuing education among the out-of-school people.
4.8 Undertaking training of teachers and NFE facilitators to improve their teaching and coordinating skills.
4.9 Allocating a sufficient budget to meet the needs of continuing and sustainable development of non-formal education.
4.10 Promoting various kinds of educational technologies and media productions, and providing the information linkage not only at the district or village level, but also at the global level.
3. Non-Formal Education (NFE) in Adult Learning Process

Adults could continue their education in the different types of educational organizations, extending their knowledge and experiences. The forms of education may be various: extracurricular training, part-time training, full-time retraining, training by correspondence, distance training, family education and extension programs.

There are about 621 extracurricular establishments in Uzbekistan, which are providing training in technical, aesthetic, tourism and ecological education. The above-mentioned establishments supplement and expand the formal educational process. The feature of work in after-lessons time is that it enables application of the most flexible methods of adult education. Here it is necessary to note, that extracurricular establishments work closely with public foundations, like “Mahalla” (Local community), “Sog’lom avlod uchun” (For healthy generation), “Oila” (Family), “Bolalar” (Children), “Umid” (Hope), etc. In addition, different clubs (physics, mathematics, history, geography, knowledge of other countries, and also sports clubs) are open at secondary schools. Educators are working to organize the various learning programs in 7,100 Mahallas of Uzbekistan (total number of Mahallas is about 8,160).

Part-time adult training programs are realizing via Centers for Professional Orientation and Psychological-Pedagogical Diagnostics, which were set up in all districts of Uzbekistan. Centers provide vocational consultation and methodological help to adults in choosing future careers, in dealing with personality problems, and helping children with special needs.

At present retraining programs is done in 139 educational institutions, including 29 institutes, 37 faculties, 73 centres and courses at 23 ministries and institutions, including: the Central Institute for Retraining and Upgrading Qualifications of Workers of National Education, 14 independent institutes in every province and in the city of Tashkent, the faculty of upgrading of qualifications at the Institute of Development of Secondary Special and Professional Education. There are faculties of upgrading of qualifications at almost all higher education establishments.

Distance and correspondence education are implementing via Information and Communication Technology (ICT) facilities. Information provision of the education process on the basis of modern information technologies, computerization and networking is being carried out. The role of mass media in the education process is increasing. Improvement of the intellectual content of education programs on TV and radio is being developed. A stable system of providing educational, methodological scientific literature, encyclopaedias and reference books is being formulated. Pilot projects are implementing through Community Learning Centers (CLCs), which were established with the support of UNESCO, and Universities (through creation Centers for Distance learning)

Non-formal adult education covering following fields:
- Economic education and upbringing;
- Ecological education and upbringing;
- Legal education and upbringing (democracy issues, values education);
- Healthy lifestyle;
- Latin script training programs (Government of Uzbekistan is implementing the long-term programme of transition from Cyrillic to Latin script, which is in short-term could cause some negative impact in literacy rate).
Viet Nam

The National Education for All Action Plan 2003-2015 has pointed out the Strategic Education For All (EFA) Goals for Vietnam as follows:

Strategic Goals 1: Moving from quantity to quality
Strategic Goals 2: Completing universal primary and lower secondary education.
Strategic Goals 3: Providing lifelong learning opportunities.
Strategic Goals 4: Mobilizing full community participation - All for Education.
Strategic Goals 5: Ensuring effective management and ever better resource utilization.

1. Target Group 1: Early Childhood Care and Education (ECCE)
   - To provide access to ECCE provision for 0-5 year old children, prioritizing ethnic minority and disadvantaged children.
   - To ensure that all children complete one-year of quality pre-school education as preparation for primary education.

2. Target Group 2: Primary Education
   - To provide access to affordable and quality primary education for all children, especially from ethnic minority, disadvantaged groups and for girls.
   - To ensure that all children complete the full cycle of five grades of primary education.

3. Target Group 3: Lower Secondary Education
   - To extend access to affordable and quality lower secondary education to all children, especially from ethnic minority, disadvantaged groups and girls.
   - To ensure that all children complete the full cycle of four grades of lower secondary education.

4. Target Group 4: Non-Formal Education (NFE)
   - To ensure that all out-of-school youth (in primary and secondary school age) have education opportunities to achieve primary and lower secondary education levels.
   - To ensure that all adults, especially women and disadvantaged groups, have access to free and quality literacy and post-literacy programmes and to affordable and quality life skills programs and lifelong learning opportunities.

For the Target Group 4, the action programmes are as follows:

- Expansion of literacy and post-literacy programs for adults under age 40, prioritizing ethnic minority areas and women.
- Expansion of complementary and lower secondary programs, especially for poor and disadvantaged groups.
- Expansion of continuing learning programs to all communes and districts, prioritizing remote and disadvantaged areas.
- Improvement of the quality, relevance and delivery of literacy and post-literacy programs.
- Improvement of the curricula and delivery of complementary primary and lower secondary programs.
- Improvement of the quality, relevance of continuing learning programs delivered through CLCs and Community Education Centres (CECs).
- National policy for continuing education, non-formal education and lifelong learning.
- Capacity building of CLC and CEC managers to provide NFE/continuing education programs relevant to adult learners and the labor market.

We are fully aware that education is the basic of any development process. For each human being, education is a fundamental human right, opening windows of opportunity and laying the groundwork for improved living conditions. Education has proved to be an unconditional necessary for sound socio-economic growth. Investment in education is investments in the growth and prosperity of future generations in Vietnam. We always remember the statement of our President Ho Chi Minh:“ For the sake of ten years, we plant trees, For the sake of a hundred years, we must educate the people”.
3. Progress of National Plan of Action (NPA) for Dakar EFA Plan

The following tables are synthesis of information, collected during the Meeting, about the latest progress of implementation of NPA for Dakar EFA Plan since July 2002 in the participating countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
<th>Involvement of NFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>2002</td>
<td>After war finished March 2001-2002 with cooperation of Govt., all people attend in NFE &amp; EFA.</td>
<td>Its progress in the beginning.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>Establishment of schools and protocol signed of EFA for male and women</td>
<td>Yes</td>
<td>Establishment of new EFA courses</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>2002</td>
<td></td>
<td>Post-Literacy and Continuing Education (PLCE) - 1 and PLCE-2 started</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bhutan</td>
<td>2002</td>
<td>6th Annual Education Conference, the highest forum in Education Ministry was held in which issues relating to EFA were discussed.</td>
<td>As a strategy towards achieving EFA, the Conference resolved to provide special assistance to more difficult communities for better access to education, and to enhance support to build more community schools for wider coverage of education facilities.</td>
<td>NFE continued to play vital role to providing literacy to adult population. Developed additional learning materials of quality and relevance.</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>Annual Education Conference, the 7th in the row, was concluded, with further deliberation on the coverage. The importance of education and NFE and literacy activities were echoed even in the National Assembly of the country.</td>
<td>To ensure retention of students, facilities were extended to special schools. Stipend was provided to small schools in the remote communities. Some small schools were given WFP assistance. Some new concept as mobile school is being considered to reach education to the un-reached.</td>
<td>Towards helping achieve EFA goals through adult literacy, NFE continued to accelerate its activities. In 2003 literacy promotion/NFE centers increased to its record number with 365. Spearheaded by NFE and Continuing Education Division by this year, Bhutan has 71 Post Literacy learning center, some 18 CLCs. Adult literacy programme has picked up its momentum. NFE National Steering Committee members met for its 11th meeting in May 2003, which provided direction for the division.</td>
</tr>
</tbody>
</table>

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3 Information about Malaysia is not available.
<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
<th>Involvement of NFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>2002</td>
<td>National Forum was held to discuss how to improve supervision on EFA.</td>
<td>Final edition of NPA was completed.</td>
<td>Eastern provinces joined ‘hand in hand’ project to help NFA in western regions.</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>National Conference for Rural Education was held by the State Council in September 2003, mobilizing all government levels and the whole society to be involved in rural education.</td>
<td>Decision of the state council on supporting Education in Rural Areas was promulgated on September 17, 2003, focusing on EFA in disadvantaged regions.</td>
<td>National Forum for NFA was held in Yinchuan, Ningxia Autonomous Region, organized jointly by Ningxia and the Ministry of Education. (September 2003)</td>
</tr>
<tr>
<td>India</td>
<td>2002</td>
<td>Department of Ele. Edu &amp; Literacy, headed by a Secretary, created within the Ministry of Human resources Development to focus on EFA goals.</td>
<td>- Integrated child development scheme</td>
<td>NLM targets:</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td></td>
<td>- Sarva Shiksha Abhiyaw (Movement for EFA)</td>
<td>- To achieve sustainable threshold level of 75% literacy by 2007 and achieve 50% improvement by 2015.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- National Literacy Mission (NLM) to target 75% adult literacy</td>
<td>- To expand CE programs in all districts by 2007.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Removal of a gender disparity</td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td>2002</td>
<td></td>
<td>- NPA has been completed.</td>
<td>Still as strong as provinces years</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>12 provincial EFA Forum (out of 30 provinces) have been established.</td>
<td>- 12 provincial EFA Plans of Action have been prepared and are expected to complete by February 2004.</td>
<td></td>
</tr>
<tr>
<td>Lao PDR</td>
<td>2002</td>
<td>Set up National and International EFA Teams: (Dec. 2001)</td>
<td>- EFA Steering committee</td>
<td>Deputy Director General of NFE and Deputy Head of Administration Division are members of EFA Steering committee and EFA Technical Working Group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EFA Technical Working Group</td>
<td>- International EFA Support Team (Feb. 2002)</td>
<td></td>
</tr>
</tbody>
</table>
Launched EFA Plan Preparation project:
- Issued a Ministerial note to all MOE Departments, National Statistical Center, and to all Provincial Education Service, and also to other Ministries directly concerned with EFA related matters, for announcing the EFA plan preparation objective and the organization of plan preparation, and for inviting support (Apr. 2002)
- Established mechanisms to include other Ministries and government units relevant to EFA activities in the EFA plan preparation process (May 2002)

To increase learning opportunities for children not enrolled in school, school dropouts, and young adults, thus contributing to increasing the adult literacy rate and reducing poverty.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
<th>Involvement of NFE</th>
</tr>
</thead>
</table>
| Lao PDR   | 2002 | - Established mechanism to involve international and donor agencies, NGOs, and other EFA partners in the EFA plan process (May 2002)  
- MOE strategy is therefore to concentrate its actions on 3 main target groups:  
  - School dropout and children not admitted into the primary school.  
  - Young illiterate adult, especially women who do not have any basic vocational training and are motivated to acquire such skills for income generation activities.  
  - Illiterate adult who have not been admitted to primary schools or have dropped out early and want to become literate.  
  - MOE strategy is to focus on girls, ethnic minority and poorest children in those 3 target groups. To implement its strategy, MOE will build and equip CLCs, train primary teachers for literacy, vocational and life skills courses, and organize promotion campaigns to motivate youth and adults to participate in NFE and adult training programmes. |
To set feasible national EFA Goals and Targets:
- Prepared overview of Dakar EFA goals and existing national education sector goals relevant to EFA; and identify EFA goals and targets for the country. (Nov. 2002)
- Prepared a methodology approach (based on EFAPM) for implication assessment of EFA objectives and targets. (Dec. 2002)
- Undertook the assessment of EFA goals and targets (with respect to resource implications). (Apr. 2002)
- Designed and tested monitoring indicators for EFA Plan implementation. (July 2002)

The targets will be:
- Annually enroll 1% of the illiterate adults and 20% of the dropouts from grade 1 and 2 of the previous year in non-formal primary courses.
- Annually enroll 5% of the illiterate adults and 3% of the dropouts from grade 1 and 2 of the previous year in basic vocational and life skills programs.
- Annually enroll 1% of the illiterate adults in literate programmes.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
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</tr>
</thead>
</table>
| Mongolia | 2002 | First meeting of the National EFA Forum were organized. (April 2002) | Finalized a “Mid-term Action Plan for improving EFA in Mongolia (2002-2005)” 3 major goals are  
- ECCE & children from herders  
- Quality of education  
- Reducing illiteracy and life skills | - Equivalency textbooks for basic education (published).  
- Developed equivalency textbooks for primary education (not yet published).  
- Dropout rate is decreasing (now 2.2%).  
- LAMP is starting.  
- National Literacy Program is developing. |
| Mongolia | 2003 | Conference of EFA Forum (03 December 2002) | - Finished developing the education standards  
- Implementing the preparatory process for transforming into 11 year school system  
- Revised and published all of textbooks of second schools  
- Upgrading pre-service and in-service teacher training systems  
- Renovated school buildings and dormitories  
- Provided computers for upper secondary schools | |
| Nepal | 2002 | | Nation Plan of Action regarding adult literacy has already been approved by his majesty’s government of Nepal. (cabinet) | |
| Nepal | 2003 | | | Regarding the adult literacy and continuing education, a thematic group has been formed under the director of Non-formal Education Centre. |
### Pakistan

**2002**
- Meetings with international development partners to mobilize resources were held.
- Approximately half of the DOP budget allocated to basic education.

**2003**
- District EFA Forum established.
- 1st Ministerial Meeting of South Asian EFA Forum held in May 2003.
- Capacity building workshops at regional and district level in progress.
- Provisional Plan of Action completed by Government of Punjab and Sind.
- Provinces of NWEP and Balochistan in progress.
- District level plans in progress.

The National Plan of Action for EFA was finalised. Projects of NPBE under process of revision.

### Papua New Guinea

**2002**
- Situation is still the same but the report and plan is being updated.

### Philippines

**2002**
- Conducted about 4 or 5 roundtable consultative meetings with different groups of stakeholders (school superintendents, regional supervisors, mobile teachers, service providers, other GOs and NGOs with related concerns).

**2003**
- EFA Forum was established.
- EFA Integrated (attached) to the NFE branch.

NPA Plan is implemented by the Ministry of Education. All NFE activities are implemented to achieve EFA goals.

### Sri Lanka

**2002**
- EFA Forum was established.

**2003**
- EFA Forum was established.
- EFA Integrated (attached) to the NFE branch.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
<th>Involvement of NFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>2002</td>
<td>- Meetings with international development partners to mobilize resources were held.</td>
<td>National Plan of Action for EFA was finalised.</td>
<td>Projects of NPBE under process of revision.</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>- District EFA Forum established.</td>
<td>- Provisional Plan of Action completed by Government of Punjab and Sind.</td>
<td>- UNLD strategic framework prepared. - Literacy department have been established in each office of the district governments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1st Ministerial Meeting of South Asian EFA Forum held in May 2003.</td>
<td>- Provinces of NWEP and Balochistan in progress.</td>
<td>- Media Plan is being launched. - National committee for human development mandated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Capacity building workshops at regional and district level in progress.</td>
<td>- District level plans in progress.</td>
<td></td>
</tr>
<tr>
<td>Papua New</td>
<td>2002</td>
<td>- Situation is still the same but the report and plan is being updated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guinea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>2002</td>
<td>- Conducted about 4 or 5 roundtable consultative meetings with different groups of stakeholders (school superintendents, regional supervisors, mobile teachers, service providers, other GOs and NGOs with related concerns).</td>
<td>NPA was finalized by the Bureau of Non-formal Education and forwarded to the Department of Education team of consultants contracted to put all NPAs (formal/ALS/general/ECCD) into final form. Later this year, the final copy was put out.</td>
<td>NFE Director headed the Department's TWG on Alternative Schooling System. As such, the meetings of stakeholder were called by the NFE and the plan for NFE was prepared by the BNFE.</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>2002</td>
<td>- EFA Forum was established.</td>
<td>3-year NPA (2002-2004) was prepared by the national committee on EFA.</td>
<td>All NFE activities are implemented to achieve EFA goals.</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>- EFA Forum was established.</td>
<td>NPA Plan is implemented by the Ministry of Education.</td>
<td>All NFE activities are implemented to achieve EFA goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>EFA Forum</th>
<th>NPA</th>
<th>Involvement of NFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>2002</td>
<td>-</td>
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<tr>
<td></td>
<td>2003</td>
<td>-</td>
<td></td>
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<tr>
<td>Papua New</td>
<td>2002</td>
<td>-</td>
<td></td>
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<tr>
<td>Guinea</td>
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<td></td>
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<tr>
<td>Philippines</td>
<td>2002</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>2002</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td>2003</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Year</td>
<td>EFA Forum</td>
<td>NPA</td>
<td>Involvement of NFE</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Thailand</td>
<td>2002</td>
<td>A national EFA assessment committee has been set up represented by all related agencies. The committee is chained with the permanent secretary for education.</td>
<td>NFE department adopts core strategies to promote literacy skills among disadvantaged, mobilize local resources, increase numbers of CLCs, and support provision of continuing education and literacy among the out-reached community.</td>
<td>2003</td>
</tr>
<tr>
<td>Thailand</td>
<td>2002</td>
<td>The plan conducted in accordance with requirements of the National Education Law: - Lifelong education for all - Participation of society for education provision - Development of learning process and learning center</td>
<td>NFE department places more emphasis on the promotion of literacy and learning capacities and continuing education, especially on: - Literacy promotion programmes - Education for vocational training - Education for life skills promotion - Education for community and social development for those out-of-school people</td>
<td>2003</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>2002</td>
<td>Provisional National Plan of Action was adopted.</td>
<td>Community Learning Centres were extended within country, particularly in rural areas.</td>
<td>2003</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>2003</td>
<td>- First Regional Conference Education for All- ‘Lifelong Learning Process in Central Asia’ (Tashkent, 4-5 June 2003) - National EFA Forum ‘National Action Plan for EFA’ (Tashkent, 18-20 October 2003)</td>
<td>- Revised National Plan of Action was adopted with focus on quality education and ICT. - Several national training seminars for educators were organized.</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Creation of Community Multimedia Centers in rural areas - Projects on involvement of higher educational institutes to adult learning programmes</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Viet Nam</td>
<td>2002</td>
<td>The government of Viet Nam</td>
<td>Lower secondary education universalisation - Increase primary school net enrolment rate to 97% (lower secondary school NER to 80%) by 2005 and to 99% (lower secondary school NER to 90%) by 2010 - Eliminate illiteracy for 95% of illiterate under 40 year old women by 2005 and 100% by 2010</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Country</td>
<td>Action Plan</td>
<td>Non-formal education:</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Viet Nam</td>
<td>National Education for All (EFA) Action Plan 2003-2005 approved by the minister on 2 July 2003 including - Early childhood care and education - Primary education - Lower secondary education - Non-formal education</td>
<td>- Basic education opportunities for out-of-school youths - Literacy, life skills and lifelong learning opportunities for adults - Improved quality and relevance of all NFE programs - National strategy for relevant NFE and lifelong learning - Strengthened management at the local level</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX

1. General Information including Guidelines for Country Report Preparation
2. Meeting Schedule
3. List of Participants
4. Opening Speeches
5. Photographs
1. General Information

The Asia/Pacific Cultural Centre for UNESCO (ACCU) and the UNESCO Asia-Pacific Programme of Education for All (APPEAL) will jointly organize the 2003 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific in Tokyo, Japan from 2 to 5 December 2003, in co-operation with the Japanese National Commission for UNESCO. The Meeting is supported by the ACCU Invitation Programme for International Educational Exchange of Teachers and Professionals.

1. Objectives

The Meeting is organized to analyze the Asia-Pacific situation in terms of literacy and NFE in the framework of EFA and to plan jointly Asia-Pacific regional cooperative programmes to be implemented in 2004-2005, with special attention to the United Nations Literacy Decade (UNLD). The Meeting envisages the opportunity not only for information sharing and discussion on the common agenda for more effective policy formulation and implementation of NFE programmes, but to facilitate the building of a stronger network among NFE policy makers and experts in Asia and the Pacific region.

2. Immediate Objectives

(1) To share an Asia-Pacific situation overview of the literacy and NFE components of the National Plan of Action in the Dakar Framework and of UNLD planning

(2) To provide the participants with an update on activity plans of ACCU and APPEAL for the year 2004-2005 and to consult on the plans, including issues of special importance such as the following, in order to strengthen the linkage with the national plans:

- Capacity building of NFE and life skills
- NFE delivery mechanism and roles of CLCs (Community Learning Centres), and LRCs (Literacy Resource Centres for Girls and Women) and ARTC (APPEAL Resource and Training Consortium)
- Material development for effective NFE programmes
- Roles of LRCs and ARTC for strengthening regional NFE programmes

3. Time and Place

Tuesday 2 December – Friday 5 December 2003 (4 days) Japan Publishers Club Building (next to ACCU office building), Tokyo, Japan

4. Participation in the Meeting

(1) Participants from government NFE agencies

The UNESCO National Commissions of the following 20 countries will be invited to nominate heads of the respective NFE departments, who should be well informed and responsible for planning, implementing, and evaluating national NFE programmes in their countries, to attend the Meeting:

Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Uzbekistan and Viet Nam

(2) Representatives of a few LRC partner organizations

(3) Representatives of a few selected member institutions of ARTC

(4) Experts from Japan

(5) Others

Representatives of other organizations concerned will participate in the Meeting as observers whenever relevant topics are discussed.

5. Planned Programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Morning Activities</th>
<th>Afternoon Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 1 Dec.</td>
<td>Arrival of the international participants</td>
<td></td>
</tr>
<tr>
<td>Tue. 2 Dec.</td>
<td>Day One</td>
<td>• Opening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asia-Pacific regional situation overview and national policy and programmes (contd)</td>
</tr>
</tbody>
</table>

**NOTE:** The table continues with further details on the planned activities for the Meeting.
6. Country Reports

Each participant is requested to prepare a country report, which should be composed of three parts as explained below. Total pages of the country report should be approximately 10 pages in total on A4 size paper.

(1) Identify the legal framework of education in general and of NFE

(2) Review of NFE components of National Plan of Action and UNLD and identify remaining key issues

(3) Review of 2002-2003 regional literacy/NFE programmes

7. Financial Arrangements

ACCU will provide each international participant with a round-trip air ticket (economy class) between the nearest international airport to his/her residence and Tokyo with the most reasonable routing and a daily subsistence allowance. For ARTC representatives, APPEAL will make arrangements.

8. Working Language

The working language of the Meeting will be English.

9. Accommodation

Hotel Metropolitan Edmont, Tokyo 3-10-8
Iidabashi, Chiyoda-ku, Tokyo 102-8130
Telephone: +81-3-3237-1111
Facsimile: +81-3-3234-4371

10. Correspondence

All correspondence concerning the Meeting should be addressed to:

Mr. SATO Kunio
Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
No. 6 Fukuromachi, Shinjuku-ku, Tokyo, 162-8484 JAPAN
Telephone: +81-3-3269-4559/4435
Facsimile: +81-3-3269-4510
E-mail: literacy@accu.or.jp
URL: http://www.accu.or.jp/litdbase/

Mr. Sheldon SHAEFFER
Director
UNESCO Bangkok
Asia-Pacific Regional Bureau for Education
920 Sukhumvit Road, Bangkok 10110, THAILAND
Telephone: +66-2-391-0577
Facsimile: +66-2-391-0866
E-mail: appeal@unescobkk.org
URL: http://www.unescobkk.org
# 2. Meeting Schedule

<table>
<thead>
<tr>
<th>Date/Time (Mon)</th>
<th>Programmes/Activities</th>
<th>Locations/Venues</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Steering Meeting (ACCU, APPEAL)</td>
<td>ACCU</td>
<td></td>
</tr>
<tr>
<td>1 December (Mon)</td>
<td>Arrival of participants</td>
<td></td>
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<tr>
<td><strong>DAY 1: 2 December (Tue)</strong></td>
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<tr>
<td>0930-1000</td>
<td>Opening Session</td>
<td>Japan Publishers Club Building, Room Houou (3F)</td>
<td></td>
</tr>
<tr>
<td>1000-1045</td>
<td>ACCU Presentation</td>
<td></td>
<td>6 Fukuromachi, Shinjuku-ku, Tokyo, 162-8494 Tel: 03-3267-6111</td>
</tr>
<tr>
<td>1045-1115</td>
<td>Tea break</td>
<td></td>
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</tr>
<tr>
<td>1115-1200</td>
<td>UNESCO Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1200-1230       | • Selection of Meeting Officers  
                 • Meeting Orientation | | |
| 1230-1400       | Lunch break | Room Kiku (2F) | |
| 1400-1730 (including tea break) | NFE Component of EFA National Plan of Action and Perspective for UNLD  
• Asia-Pacific regional synthesis presentation  
• Group work and reporting back at the plenary | Rooms Houou, Yuri, Danwashitsu (3F) | |
| 1740            | Return to hotel | Hotel Metropolitan Edmont, Room Shunkin (3F) | 3-10-8 Iidabashi, Chiyoda-ku, Tokyo Tel: 03-3237-1111 Fax:03-3234-437 1 |
| 1830-2000       | Welcome reception hosted by ACCU | | |
|                 |                        | | |
| **DAY 2: 3 December (Wed)** | | | |
| 0900-1030       | 2004-2005 Plans of ACCU and APPEAL  
• APPEAL draft plans and introduction to ARTC  
• ACCU draft plans and introduction to LRC  
• Group work orientation | Japan Publishers Club Building, Room Houou (3F) | |
| 1030-1100       | Tea break | | |
| 1100-1230       | Group discussion (Group work in “3 stations”)  
Round 1 | Rooms Houou, Yuri, Danwashitsu (3F) | |
| 1230-1400       | Lunch break | Room Kiku (2F) | |
| 1330-            | Optional: ACCU literacy promotion video “Mina Smiles” presentation | Room Houou (3F) | |
| 1400-1445       | Group discussion (Group work in “3 stations”)  
Round 2 | Rooms Houou, Yuri, Danwashitsu (3F) | |
| 1445-1530       | Group discussion (Group work in “3 stations”)  
Round 3 | Rooms Houou, Yuri, Danwashitsu (3F) | |
| 1530-1600       | Tea break (Group work report preparation) | | |
| 1600-1630       | Gallery presentation of the group work results | Room Houou (3F) | |
| 1630-1730       | Plenary discussion | | |
| 1800-2000       | Dinner hosted by ACCU | Torijyaya Japanese Restaurant | |
### DAY 3: 4 December (Thu)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0715</td>
<td>Departure from hotel for study visits by bus</td>
</tr>
<tr>
<td>Morning</td>
<td>Visit to the Central Lifelong Learning Center of Utsunomiya City</td>
</tr>
<tr>
<td></td>
<td>Utsunomiya, Gunma Prefecture</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Visit to the World Heritage Cultural Site in Nikko</td>
</tr>
<tr>
<td></td>
<td>Nikko, Gunma Prefecture</td>
</tr>
<tr>
<td>Evening</td>
<td>Dinner</td>
</tr>
<tr>
<td></td>
<td>Nikko Lakeside Hotel</td>
</tr>
<tr>
<td></td>
<td>2482 Cyugushi, Nikko-shi, Tochigi Tel:0288-55-0321 Fax:0288-55-0771</td>
</tr>
</tbody>
</table>

### DAY 4: 5 December (Fri)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Morning</td>
<td>Special Session</td>
</tr>
<tr>
<td></td>
<td>LAND AFGHAN</td>
</tr>
<tr>
<td></td>
<td>Other countries</td>
</tr>
<tr>
<td></td>
<td>ACCUI/CAPEAL Calendar of Activities (2004-2005)</td>
</tr>
<tr>
<td></td>
<td>Nikko Lakeside Hotel</td>
</tr>
<tr>
<td>Closing Session</td>
<td></td>
</tr>
<tr>
<td>1130</td>
<td>Leave hotel for Tokyo by bus (lunch on the way)</td>
</tr>
<tr>
<td>1500(approx.)</td>
<td>Arrival to the hotel in Tokyo</td>
</tr>
<tr>
<td></td>
<td>Hotel Metropolitan Edmont</td>
</tr>
<tr>
<td></td>
<td>3-10-8 Iidabashi, Chiyoda-ku, Tokyo Tel: 03-3237-1111 Fax:03-3234-4371</td>
</tr>
</tbody>
</table>

### 6 December (Sat)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Departure of participants</td>
</tr>
</tbody>
</table>
# 3 List of Participants

## I. Participants (23)

### 1 Afghanistan

Mr. Said Mahmood Khaliq  
Deputy Minister in charge of Functional Literacy  
Ministry of Education  
Shar-e-Naw, Chara-i-Sherpur, Kabul  
[office phone] 93-2103349  
[office fax] N/A  
[e-mail] N/A

### 2 Afghanistan

Ms. Fauzia Aziz  
Education Specialist  
Education Unit, UNESCO Kabul Office  
UN Compound, Kabul  
[office phone] 93-70-277490  
[office fax] N/A  
[e-mail] auzia.aziz@undp.org

### 3 Bangladesh

Mr. Md. Harun-Al-Rashid  
Director (Implementation)  
Directorate of Nonformal Education, Ministry of Primary and Mass Education  
Secretariat of Nonformal Education, 232/1 Tejgas-Dhaka-1207  
[office phone] 880-2-9888207  
[office fax] 880-2-8813714  
[e-mail] dnfebd@bttb.net

### 4 Bhutan

Mr. Singye Namgyel  
Joint Director  
Non-formal and Continuing Education Division (NFCED), Department of Adult and Higher Education, Ministry of Education  
Thimphu  
[office phone] 975-2-324712  
[office fax] 975-2-325067  
[e-mail] sing@druknet.bt

### 5 Cambodia

Mr. Kuoch Kou Lom-A  
Chief, Office of Curriculum and Material Development  
Department of Non-formal Education, Ministry of Education, Youth and Sport  
169, Blvd Preah Norodom, Boeng Keng Kang 1, Chamcar Mon, Phnom Penh  
[office phone] 855-11-862415  
[office fax] 855-23-210369  
[e-mail]nle@camnet.com.kh

### 6 China

Dr. Wang Dinghua  
Director  
General Office, Department of Basic Education, Ministry of Education  
37, Damucang Hutong, Xidan, Beijing 100816  
[office phone] 8610-66020808  
[office fax] 8610-66097346  
[e-mail] wangdh@moe.edu.cn

### 7 India

Mr. Satish Loomba  
Directorate of Adult Education, National Literacy Mission, Ministry of Human Resource Development  
10 Jamnagar House Shahjahan Road, New Delhi 110011  
[office phone] 91-11-23388446  
[office fax] 91-11-23383739  
[e-mail] dea-dir@hub.nic.in

### 8 Indonesia

Dr. Fasli Jalal  
Director-General  
Directorate General of Non-Formal Education and Youth, Department of National Education  
Jalan Jenderal Sudirman E Bld 3rd Floor, Senayan, Jakarta 10270  
[office phone] 62-21-5725033  
[office fax] 62-21-5725487  
[e-mail] fasli10@hotmail.com

### 9 Indonesia

Mr. Ade Kusmiadi  
Head, Out-of-School Education Development and Training Centre (BPPLSP), West Java  
JL Jayagiri No. 63 Lembang, Bandung 40391  
[office phone] 62-22-2786017  
[office fax] 62-22-2787474  
[e-mail] semkus@yahoo.com  
bpkb_jg@indo.net.id

### 10 Indonesia

Mr. Wartanto  
Head  
Out-of-School Education Development and Training Centre (BPPLSP), Central Java  
JL Diponogoro No. 250, Ungaran, Semarang 50521  
[office phone] 62-24-6921187  
[office fax] 62-24-6922884  
[e-mail] bpplsp@bpplsp.com  
bppls@yahoo.com
11 Japan
Prof. Chiba Akihiro
Professor
Graduate School of International Christian University
Osawa 3-10-2, Mitaka-shi
181-8585
[office phone] 81-422-33-3143
[office fax] 81-(0)422-34-6982
[e-mail] chiba@icu.ac.jp

12 Japan
Prof. Okada Aya
Associate Professor
Graduate School of International Development,
Nagoya University
Furo-cho, Chikusa-ku, Nagoya
464-8601
[office phone] 81-52-789-4960
[office fax] 81-(0)52-789-4951
[e-mail] aokada@gsid.nagoya-u.ac.jp

13 Lao PDR
Mr. Bounkhong Thoummavong
Deputy-Director General
Department of Non-Formal Education
Ministry of Education,
Lanxang Avenue, Sysakhet District, Vientiane Municipality
P.O. Box 67
[office phone] 856-21-213980
[office fax] 856-21-223489
[e-mail] nfedmoe@laotel.com

14 Malaysia
Ms. Khamsiyah Haji Yahya
Director
Community Education Unit,
Community Development Division, Ministry of Rural Development
Level 5, Block D9, Parcel D, Federal Government Administration Centre, 62606 Putrajaya
[office phone] 60-3-8863759
[office fax] 60-3-88892136
[e-mail] khamhy@klpb.gov.my

15 Mongolia
Ms. Yembuu Batchuluun
Director, National Centre for Non-Formal and Distance Education, Ministry of Science, Technology, Education & Culture
Barrilgardhlin Taibai-2, Government Building-10, Ulaanbaatar-44
[office phone] 976-11-324344
[office fax] 976-11-324344
[e-mail] batchulum@hotmail.com
batchulum@mobinet.mn
nfde@mobinet.mn

16 Nepal
Mr. Khagendra Basnyat
Secretary General
Nepal National Commission for UNESCO
Khoshar Mahal, Kantipath, Kathmandu
[office phone] 977-1-4418728/107
[office fax] 977-1-4412460
[e-mail] unesco@nucu.wlink.com.np

17 Pakistan
Mr. Sifat-Ullah Khan
Deputy Educational Adviser
Education For All Wing (EFA Wing)
Ministry of Education
Islamabad
[office phone] 92-51-926-1384
[office fax] 92-51-926-1394
[e-mail] N/A

18 Papua New Guinea
Mr. Willie Jonduo
Director
National Literacy & Awareness Secretariat,
Curriculum Development Division, Education Department
Standards Building, PO Box 446, WAIGANI NCD131
[office phone] 675-3246423
[office fax] 675-3255902
[e-mail] nlaspng@yahoo.com.au

19 Philippines
Dr. Carolina S. Guerrero
Director IV
Bureau of Nonformal Education, Department of Education
Third Floor Babini Bldg, DepEd Complex Meralco Avenue, Pasig City
[office phone] 632-635-5188
[office fax] 632-635-5189
[e-mail] carolebnfe@yahoo.com

20 Sri Lanka
Mr. N. Dharmasena
Director of Education
Non-formal Education Branch, Ministry of Human Resource Development, Education and Cultural Affairs
2nd Floor "Isurupaya", Battaramulla
[office phone] 94-11-2784863
[office fax] 94-11-2784847
[e-mail] nonformeledus@yahoocom
21 Thailand  Mr. Sawat Tichuen  Acting Director General  Office of Nonformal Education, Ministry of Education  Rattadamnoen Nok Road, Dusit District, Bangkok, 10300  [office phone] 66-2-2820596  [office fax] 66-2-2820596  [e-mail] N/A

22 Uzbekistan  Mr. Alisher Ikramov  Secretary-General  National Commission of the Republic of Uzbekistan for UNESCO  54, Buyuk Ipak Yuli, (c/o University of World Economy and Diplomacy, Building "B", floor 4, room 4), Tashkent, 700077  [office phone] 998-712-670561  [office fax] 998-712-670538  [e-mail] unesco@natcom.org.uz

23 Viet Nam  Mr. Pham Vinh Phuc  Senior Expert  Continuing Education Department, Ministry of Education and Training  49 Dai Co Viet Road, Hanoi  [office phone] 84-4-8693228  [office fax] 84-4-8681405  [e-mail] N/A

 Lobbying by the United Nations Educational, Scientific and Cultural Organization (UNESCO): Opening the Doors of Learning and Understanding

2. ARDC Representatives (2)

1 Bangladesh  Mr. Ehsanur Rahman  Deputy Executive Director, Dhaka Ahsania Mission (Bangladesh LRC)  House No. 19, Road No. 12 Dhanmondi  R. A., Dhaka 1209  [office phone] 880-2-9145104  [office fax] 880-2-8113010  [e-mail] ehsanur@bdonline.com

2 Phillipines  Dr. Zenaida T. Domingo  Head, Business Development Office, Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)  Commonwealth Avenue, U.P. Diliman, Quezon City, 1101  [office phone] 63-9287348  [office fax] 63-9210224  [e-mail] zeny@seameo-innotech.org

2. Observers (4)

1 Japan  Mr. Koide Takumi  Expert - Literacy Education  Japan International Cooperation Agency (JICA)  Shinjuku Maynds Tower Bldg., 8F, 2-1-1 Yoyogi, Shibuya-ku, Tokyo 151-8558  [office phone] 81-3-5352-5311  [office fax] 81-3-5352-5111  [e-mail] koide@comsats.net.pk

2 Japan  Mr. Sato Masahisa  Programme Officer/Research Associate  Institute for Global Environmental Strategies (IGEIS)  2108-11 Kamiyamaguchi, Hayama, Kanagawa, 240-0115  [office phone] 81-46-855-3742/3  [office fax] 81-46-855-3809  [e-mail] m-sato@iges.or.jp
3 Japan
Ms. Tanae Miki
2002 Junior Professional
Officer (JPO) Candidate,
UNICEF
[office phone]
[office fax]
[e-mail]
miki_tanae@hotmail.com

4 Nepal
Mr. Bishnu B. Bhandari
Senior Research Fellow
Institute for Global
Environmental Strategies (IGES)
2108-11
Kamiyamaguchi,
Hayama, Kanagawa,
240-0115
[office phone] 81-46-855-3743
[office fax] 81-46-855-3809
[e-mail] bhandari@iges.or.jp

UNESCO Representatives (3)

UNESCO Bangkok
Asia-Pacific Regional Bureau for Education
920 Sukhumvit Road, Bangkok 10110, Thailand
[office phone] 66-2-391-0577
[office fax] 66-2-391-0866

1 Mr. Sheldon Shaeffer
Director
[e-mail]
s.shaeffer@unescobkk.org

2 Mr. Kiichi Oyasu
Programme Specialist - Literacy
[e-mail]
k.oyasu@unescobkk.org

3 Ms. Darunee Riewpituik
Programme Specialist - Continuing Education
[e-mail]
r.darunee@unescobkk.org

ACCU (6)
Asia/Pacific Cultural Centre for UNESCO (AUUC)
Japan Publishers Bldg.
No.6 Fukuromachi, Shinjuku-ku
Tokyo 162-8484 Japan
[office phone] 81-3-3269-4559/4435
[office fax] 81-3-3269-4510

1 Mr. Sato Kunio
Director-General

2 Mr. Suzuki Yoshimori
Director
Programme Department

3 Ms. Shibao Tomoko
Director
Education Division

4 Mr. Kimura Masatsugu
Deputy-Director
Education Division

5 Ms. Ohashi Chiho
Deputy Section Head
Education Division

6 Ms. Hayashi Fumie
Programme Assistant
Education Division
4. Opening Speeches

Mr. Sato Kunio
Director-General, ACCU

Your Excellencies, Mr. Shaeffer, Mr. Nagano, Distinguished Delegates, Friends and Colleagues. We welcome all the participants warmly at the 2003 ACCU/APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific, including two representatives from the Learning Resource Centers for Girls and Women, and two representatives from APPEAL Resource and Training Consortium.

I thank our co-organizer UNESCO and APPEAL for their valuable contribution to this organization and for their generous support.

I have also to mention specially our deep appreciation to the Japanese National Commission for UNESCO and the United Nations University for its extensive help provided to ACCU.

This year we were obliged to postpone the timing of the Meeting from usual July to December. Unfortunately we were not ready to host the meeting earlier. As you see around you, you cannot find two familiar faces today. Mr. Aoyagi left us in July last year for UNESCO HQs, and Miss Yorozu last October for UNESCO Institute of Education. In addition, I was appointed as Director-General in October last year. ACCU thus needed some time to set up a new team to welcome you. Secondly, ACCU has needed some time to review our programmes, and we organized the Asia-Pacific Forum for UNESCO in July this year to reexamine ACCU's roles and activities to better meet challenges waiting for us over the long run. The record of the Forum is at your disposal for your information.

On top of our usual task of reviewing and planning ACCU-APPEAL NFE regional programmes, this meeting will face new challenges, especially taking into consideration the UN Decade of Literacy, which started this year, and the UN Decade of Education for Sustainable Development starting in 2005. Our non-formal education is expected to emphasize more on life skills and vocational skills on one hand, and on the other hand to make people aware of oneness in cultural diversity and of the importance of environment.

We are increasingly feeling that we live in the same small world, where we face similar problems, if not, same ones. In the age of globalization ACCU would like to share your precious experiences, especially at the grass-root level, to be reflected in your EFA national programmes. We also want you to share more Japanese experiences. But at the same time we realize that we are living in different cultures. We are expected to respect cultural diversity through the preservation of cultures, especially languages, and to live in harmony with the nature.

I hope you will give us guidance to our joint programmes in the coming years, which we are in the process of preparation, and provide us latest information on your activities in your countries.

I wish your stay with us in Tokyo would be as pleasant and useful as possible. Please let us know anything, which could help you to enjoy your stay.

Thank you very much.

Mr. Sheldon Shaeffer
Director, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

I’m very happy to be here again in Tokyo and at ACCU. On behalf of Mr. Hakeem who unfortunately cannot be here, and my colleagues, Kiichi and Khun. Darunee, I just want to thank ACCU for once again organizing a very good meeting, your arrangements from the hotel to meeting rooms as usual are very good and very welcome. I would like to thank also for the National Commission of UNESCO, Mr. Nagano, as well as Ministry of Education, Culture, Sports, Science and Technology for their continuing cooperation with ACCU and UNESCO in the area of non-formal education and of course literacy. The assistance to our office goes much beyond that. We are especially grateful for contributions made in terms of work of APPEAL.

I think the meeting is important in one way to
us because it brings together a couple of very important education movements in the world, for which UNESCO is a coordinating agency. We have Education for All and UN Literacy Decade. Also the meeting gives an opportunity to look at planned or draft Education for All Action Plans to see to what extent literacy, continuing education, adult education and non-formal education are systematically included in those plans within extremely important process. I think we have to look at the ways in which in the future the role of literacy and non-formal education can be strengthened even further in the implementation of these action plans. UN Literacy Decade is of course another process or another mechanism, which is very important. In many countries of the region, the Decade has been officially launched, and has been launched globally as well. It’s easy to launch the Decade. However, it’s much difficult to actually implement one. So I think we have to look again to what extent the work of APPEAL, of ACCU and of all of the partner organizations here can ensure that the Decade is not only launched well and successfully but also in fact implemented well and successfully over the next ten years.

We shouldn’t forget one another decade, which has not yet started. This is the Decade for Education for Sustainable Development. It was the inspiration in fact of the Japanese delegations to the Johannesburg Summit. The decade will start in 2005, the plans are already underway, again with UNESCO as the coordinator to put in place a Framework for Action which can be adopted per country individually to try to increase the importance of Education for Sustainable Development. And I think links for programmatically and also operationally among Education for All, UN Literacy Decade, the Decade of education for sustainable development are simply essential to create and to strengthen.

So what I’m looking forward very much, as one outcome of this meeting, is to see to what extent the network represented here and the networks of each of us belongs to can actually strengthen these linkages among these three important movements to make them most effective as possible. I’m afraid I’m only here for the first couple of days and I’ve overseen to miss out on the study tour parts. I always miss out fun parts, I’m afraid. But I have to leave on Thursday for another meeting elsewhere, but I look forward to hearing from my colleagues at the end of the week and next week what has been actually achieved here, so I wish you most luck in the discussions and I look forward to hearing the results. Thank you.

Mr. NAGANO Hirosi
Secretary-General, Japanese National Commission for UNESCO, and Director-General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology

Mr. SATO, Director-General of ACCU, Mr. Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education

Distinguished participants, Ladies, and Gentlemen,

I am delighted to be here to participate in this conference. And on behalf of the Japanese National Commission for UNESCO as well as the Ministry of Education, Culture, Sports, Science and Technology, MEXT, I would like to extend my heartfelt welcome to all of you who have come great distances to Japan for participating in this 2003 ACCU-APPEAL Joint Planning Meeting on Regional NFE (Non-Formal Programmes in Asia and the Pacific, jointly organized by ACCU and APPEAL.

I have been informed that the aims of this meeting are firstly to analyze the Asia-Pacific region in terms of literacy and non-formal education and secondly to plan ACCU-APPEAL cooperative programmes in the region.

This year, the United Nations Literacy Decade has been launched. I had a chance to say a few words at the regional launch of the United Nations Literacy Decade in Bangkok last September and I recognized again that it goes without saying that in both industrialized and developing countries, the foundation of a nation lies in human cultivation, and the foundation for human cultivation lies in human education and the eradication of illiteracy. Despite sincere attempts up to now by international
society, centered on UNESCO, aimed at eradicating illiteracy, approximately 860 million illiterate adults still exist in the world, and about 620 million of them live in Asia. The eradication of illiteracy is both a major issue in regional development and at the same time a prominent twenty-first century issue.

In Asia and the Pacific region, ACCU and APPEAL have been cooperating to tackle EFA goals for years. Their activities are highly appreciated by the international society. The ACCU has been working along with the principles of UNESCO for mutual understanding and educational and cultural cooperation in Asia and the Pacific by implementing various joint programmes with Asian and Pacific countries. This scheme of the ACCU has been highly acclaimed for its unique style and effectiveness, and I hear words of praise and applause, when I attend the Executive Board Meeting at the UNESCO Headquarters. On top of that, the ACCU received honorable mention of the King Sejong Literacy Prize for its long-time achievements in literacy education last year.

Concerning to the APPEAL’s activities, I would regard the CLCs (Community Learning Centres) operations implemented by APPEAL as a concrete programme that applies this region’s characteristics to advantage. External evaluations done by UNESCO headquarters view these operations as having produced considerable results. And expectations have been expressed in the appraisal that the CLC operations, which make use of the strengths of the local communities, might be transferred to other regions.

Japan has been cooperating with APPEAL, including the CLC programme, through Japanese Fund-in-Trust for the Promotion of Education for ALL. We, moreover, want to cooperate positively and actively in regional literacy programmes via the ACCU.

As most of you are aware, based on the arrangement reached at the Johannesburg Summit, the “Decade of Education for Sustainable Development” (or ESD) is scheduled to be launched as a new decade from 2005. With UNESCO at the center, discussions are proceeding on the international implementation scheme for the ESD. In the ESD, it will be important to aim for a sustainable global society and individuals might want to have or realize the idea to “Thinking Globally, Acting Locally”.

It is necessary to devise policies enabling ESD and EFA to produce multiple results. Compared to Western society, which is premised in the autonomy of the individual, the Asian region shares the sense of value know as local community ties. I believe that the key to the success of the ESD in each Asian country will lie in emphasizing the local communities. I hope that this issue will also be incorporated in the discussion at this meeting.

I believe that the discussions in this meeting come with fruitful results. I hope that this meeting will enhance the literacy and non-formal education activities and will strengthen co-operation and networking among our region.

I will conclude my speech in extending my wish both for UNESCO and ACCU to continue and further strengthen this kind of joint regional activities for promotion of Non-Formal Education in Asia and the Pacific.

Last but not least, I would like to express my sincere appreciation to Mr. Sato and Dr. Shaeffer as well as other members of ACCU and the Asia Pacific Regional Bureau for Education, UNESCO Bangkok, for their efforts to organize this praiseworthy meeting. I hope all of you have a most pleasant stay in Tokyo.

Thank you very much.