Final Report

Capacity Building Workshop
for
Literacy Resource Centre (LRC)
for Girls and Women in Asia and the Pacific

Chongqing, China
8 to 14 April 2004

Asia/Pacific Cultural Centre for UNESCO (ACCU)
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Chapter 1

Workshop Overview

1. Background of the Workshop
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1. Background of the Workshop

The 2004 Capacity Building Workshop for Literacy Resource Centres for Girls and Women in Asia and the Pacific (2004 LRC CBW) was co-organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU) and the Research and Training Centre for Literacy Education (RTCLE), China at the Southwest China Normal University from 8 to 14 April 2004 in cooperation with UNESCO, Basic Education Department, Ministry of Education of China and the UNESCO National Commissions of China and Japan. The 2004 LRC CBW was organised under the ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding.

The 2004 LRC CBW was attended by representatives from 16 LRCs in the following 15 countries.

Bangladesh, Bhutan, Cambodia, China, Jaipur-India, Indore-India, Indonesia, Lao PDR, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines (2 representatives), Sri Lanka, and Viet Nam.

Bhutan, Mongolia and Sri Lanka participated for the first time in the series of LRC Capacity Building Workshops.

An expert from Japan, three resource persons from China, Pakistan and the Philippines, a UNESCO APPEAL representative and three ACCU representatives participated in the workshop.

2. Objectives of the Workshop

2.1. Main Objectives of the Workshop:

(1) It aims at strengthening individual capacities of LRCs to play a more active role in promoting “Education for All” at the level of their own countries as well as in the Asia-Pacific region.

(2) It also aims to further promote the ACCU-LRC Network through strengthening internal network among members and developing alternative strategies and methods to revitalize its function.

2.2. Immediate Objectives of the Workshop:

(1) ACCU-LRC Network and UN Literacy Decade

(1)-1 To discuss the role and functions of the ACCU-LRC network,

(1)-2 To discuss changing needs of regional programmes,

(1)-3 To discuss contribution and programmes of the ACCU-LRC network for UN Literacy Decade

(2) LRC Resource Generation and Mobilization

(2)-1 To examine existing resource generation and mobilization activities of each LRC

(2)-2 To discuss innovative resource generation and mobilization for management of each LRC and ACCU-LRC Network.

(3) Special efforts in promoting literacy and NFE for girls and women (UNLD sub-theme for 2003-2004)

(3)-1 To improve gender sensitivity in LRC activities/programmes

3. Proceedings

3.1. Opening Programme

(1) Inaugural Ceremony

The inaugural ceremony of the 2004 Capacity Building Workshop was held at the Academic Exchange Hall, Guiyuan, inside the Southwest China Normal University in Chongqing, China.

The Welcome Address was delivered by Mr. Song Naiqing, President of Southwest China Normal University. Mr. Liu Yibing, Deputy Director of Research and Training Center for Literacy Education (RTCLE), with Mr. Zhao Yuchi as Interpreter, welcomed the guests and the country representatives of the 15 LRC countries.

Inaugural Ceremony
Mr. Song Naiping, President of Southwest China Normal University first expressed his gratitude for holding the Workshop there and extended a warm welcome to all the representatives attending the Workshop. In his address he introduced some of the achievements of RTCLE in literacy education, especially for women, and also emphasized the importance of further and continuous work in order to tackle the issue of adult female illiteracy in China. He concluded his address by wishing all success to the Workshop.

Mr. SATO Kunio, Director-General, ACCU first expressed his gratitude for the kind invitation of RTCLE to co-organize the Workshop, and for the warm support of the Chinese Ministry of Education, and Chinese and Japanese National Commissions for UNESCO. He then extended a welcome to all the participants and resource persons. He considered the Workshop an opportune occasion to review regional activities of ACCU and LRCs in the framework of the UN Literacy Decade, and to reexamine the ACCU-LRC network’s contribution to the Education for All. While he appreciated the efforts toward the provision of literacy and continuing education in the non-formal sector in the Asian region, he pointed out the seriousness of the present adult illiteracy problems in many countries. To tackle this problem, he emphasized the importance of collaboration within the ACCU-LRC network in sharing of information and capacity building of personnel. Towards the end of his speech he expressed his expectation that in the Workshop a critical review of the ACCU-LRC network would be carried out and that discussions would enable ACCU to identify the potentials in the network of LRCs.

Ms. Darunee Riewpituk, programme specialist from APPEAL Unit, UNESCO Asia-Pacific Regional Bureau for Education, highlighted the achievements of rural education in China. She expressed appreciation to ACCU for organizing this workshop that truly responds to the goals and strategies of EFA and UNLD. She was sure that this workshop would bring about strong networking among GOs and NGOs as emphasized in the EFA’s strategy. Finally she thanked ACCU for inviting UNESCO to participate in this workshop which will provides the opportunity for UNESCO to learn how the ACCU-LRC network can work for the Asia-Pacific region in the promotion of and contribution to the EFA and UNLD. This would help UNESCO and ACCU to review and plan better for their future cooperation.

Mr. Tian Xiaogang, Secretary-General of Chinese National Commission for UNESCO extended his sincere congratulations to the organizers of the 2004 LRC CBW. Then he emphasized that literacy for disadvantaged groups such as women, out-of-school children and ethnic groups, is a top concern of the Chinese government in the field of adult education. He also mentioned that the Ministry of Education of China and Chinese National Commission for UNESCO would continuously support the capacity building of LRC China/RTCLE. He ended his speech by wishing great success for the workshop.

In his speech Mr. Fu Zhenghong, Deputy Director of Chongqing Education Commission briefed the audience on the history and features of the city of Chongqing. He then mentioned the current situation of literacy education. Noting that the issue is crucial and the task is challenging, he highlighted the significance of implementing literacy education as well as continuing education and life-long education in order to create a learning society. Promising continued support for RTCLE in its activities and wishing all the participants a happy stay in Chongqing, he concluded his speech.

Prof. Zhang Yeguang, Director of RTCLE, first expressed his appreciation for the opportunity of hosting this Workshop. He then summarized the activities conducted by RTCLE for the last two years. While appreciating its achievement in literacy education and research activities, he noted that there are still many tasks. He hoped that this Workshop would enable RTCLE to achieve more in literacy research and training in the future. A group picture session of the participants and guests followed the speeches.

(2) Introduction of the Participants
The ceremony was followed by introduction of the
participants. This was done in an interesting way by applying the “Animal Game”. The participants were asked to state their names, nicknames, organizations they belonged to, and animals that represented themselves, and explained why they chose those particular animals.

(3) Selection of the Officers
The second session of Day 1 began with the election of officers. Ms. Shibao Tomoko, Director, Education Division, ACCU proposed work distribution among participants to be the chairpersons, reporters and rapporteurs for proceedings of each day of the Workshop:

<table>
<thead>
<tr>
<th>DAY</th>
<th>Chairperson</th>
<th>Reporters</th>
<th>Rapporteurs</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Ms. Batchuluun Yembuu, Mongolia</td>
<td>Mr. Alam Bhuïya, Bangladesh</td>
<td>Mr. Joel Cadeliña, Philippines</td>
</tr>
<tr>
<td>Day 2</td>
<td>Mr. Harsha Liyanage, Sri Lanka Ms. Kuninobu Junko, Japan</td>
<td>Daw Htoo Htoo Aung, Myanmar</td>
<td>Mr. Joel Cadeliña</td>
</tr>
<tr>
<td>Day 3</td>
<td>Mr. Roshan Bajracharya, Nepal Ms. Ismat Niaz, Pakistan</td>
<td>Mr. Joel Cadeliña, Philippines</td>
<td>Mr. Singye Namgyel, Bhutan</td>
</tr>
<tr>
<td>Day 4</td>
<td>Mr. Zhao Yuchi, China</td>
<td>Ms. Mukmin Suryatni, Indonesia</td>
<td>Mr. Singye Namgyel</td>
</tr>
<tr>
<td>Day 5</td>
<td>Mr. Anil Kumar, India-Jaipur Ms. Chan Ratanak Ubol, Cambodia</td>
<td>Mr. Noel Gisawo, PNG</td>
<td>Ms. Anjali Agarwal, India-Indore</td>
</tr>
<tr>
<td>Day 6</td>
<td>Ms. Anjali Agarwal, India-Indore Mr. Amphaivong Phongsisay, Lao PDR</td>
<td>Mr. Ngo Quan Son, Viet Nam</td>
<td>Mr. Singye Namgyel</td>
</tr>
<tr>
<td>Day 7</td>
<td>Mr. Singye Namgyel, Bhutan</td>
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<td>Ms. Anjali Agarwal</td>
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(4) Workshop Orientation
Ms. Shibao briefly outlined the 2004 CBW LRC through her presentation. She mentioned the main objectives of the Workshop: to strengthen individual capacities of LRCs to play a more active role in promoting “Education for All” at national level as well as in the Asia-Pacific region generally; to further promote the ACCU-LRC Network through strengthening the internal network among LRC members; and to develop alternative strategies and methods to revitalize the roles and function of the ACCU-LRC Network.

The three immediate objectives of the Workshop were: (1) ACCU-LRC Network and UN Literacy Decade, which aimed to discuss the role and functions of the ACCU-LRC Network, to discuss changing needs of regional programmes and to discuss contribution and programmes of the ACCU-LRC network for UN Literacy Decade; (2) LRC Resource Generation and Mobilization that would examine existing resource generation and mobilization activities of each LRC and to discuss innovative resource generation and mobilization for management of each LRC and ACCU-LRC Network; (3) Special efforts in promoting literacy and NFE for girls and women, intended to improve gender sensitivity in LRC activities and programmes.

Ms. Shibao then introduced the two invited resource persons: Ms. Myrna B. Lim, Executive Director of Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED), the Philippine LRC, tasked to discuss (1) Networking and (2) Resource Generation and Mobilization; Ms. Maryam Bibi of Pakistan, who was responsible for facilitating sessions on Gender.

Ms. Shibao also presented the outline of the schedule of activities of the 2004 CBW. She ended her presentation by defining the NFE as “FEELS”: F for functional, flexible, fun; E for enabling and empowering; E for enriching; L for loving; and S for sharing. She hoped the 2004 CBW would be conducted in the same spirit too.

(5) RTCLE Presentations
Presentation of Research and Training Center for Literacy Education was given by Dr. Liu Yibing, Deputy Director of Research and Training Center for Literacy Education of the Southwest China University. The video presentation showed the
many activities undertaken by the RTCLE as the China LRC: research work on literacy and gender concerns; literacy activities initiated; conferences attended and sponsored; and other support services as the country-based LRC.

3.2. Key-note Setting Presentations

(1) UNESCO Presentation

by Ms. Darunee Riewpituk, Programme Specialist, APPEAL, UNESCO Asia-Pacific Regional Bureau for Education

In her presentation, Ms. Darunee gave an overview of the Asia-Pacific Programme of Education for All (APPEAL), and UNESCO Asia-Pacific Regional Bureau for Education in five areas: 1) NFE/EFA National plans and strategies in the region; 2) United Nations Literacy Decade (UNLD); 3) APPEAL’s strategies and action plan (2004–2005); 4) APPEAL’s regional network (ARTC); 5) Possible contributions of ACCU-LRC to EFA and UNLD.

She started with a brief situational analysis of the out-of-school children population mentioning that there are 115.4 million out-of-school children today and that Sub-Saharan Africa (37%) and South and West Asia (34%) had the biggest number.

APPEAL’s NFE/EFA National Plans and strategies in the region were presented, including the overview on literacy and NFE in the EFA National Action Plans which focused on four issues: (1) commitment and achievement; (2) target groups; (3) strategies; (4) issues and challenges.

The target groups for EFA would be more focused on women and disadvantaged groups with further segmented groups – indigenous peoples, street and working children, disabled persons, people living in geographically remote and difficult locations, and computer illiterates.

Then she presented the issues and challenges regarding the EFA Plans commonly raised in the region, such as limited resources, reaching the unreached, capacity building of personnel and accessibility.

She elaborated regional strategies to support NFE approaches in achieving EFA and UNLD goals in which the UNLD had a broader vision of literacy, its priority groups being non-literate youth and adults, out-of-school children and youth, children in school without access to quality learning. The strategies for attaining the UNLD’s objectives were six fold areas: develop a policy for the environment, program modality, capacity building, research, community participation, monitoring and evaluation. 5 specific themes such as Gender (2003 - 2004) and Sustainable Development (2005 - 2006) are planned.

Some UNLD actions for 2004 were: conducting advocacy for resource mobilization including fund raising, detailed NFE strategy development in EFA Action Plan, monitoring progress in coordination with the EFA monitoring mechanism and establishing a regional resource person team.

The aims of APPEAL Resource and Training Consortium (ARTC) were described to the participants – to serve as a technical arm of APPEAL and to provide technical support and assistance to the work of APPEAL in the member sites. Technical assistance to APPEAL’s programmes, joint research and provision of expertise and capacity building were some of the contributions of ARTC to the Region.

Lastly, she discussed APPEAL’s 2004-2005 programme such as the promotion and strategies development for UNLD and EFA; synergy between formal education and NFE; capacity building of NFE in resource development; CLCs activities including life skills, ICT, networking and linkages and cooperation with the private sector; equitable access to basic education for ethnic minorities and out-of-school children.

She suggested possible contributions of the ACCU-LRC Network to the achievement of EFA goals and UNLD: the ACCU-LRC Network may address concerns, first on a regional level, then at national and grassroots levels. LRCs may strengthen their grassroots implementation of literacy classes through CLCs and focus on capacity building of NFE through resource development, and support material development.

The presentation ended by responding to the raised issues and concerns by the participants.

(2) ACCU Presentation: New Direction of ACCU and the ACCU-LRC Network

by Ms. Shibao Tomoko, Director of Education Division, ACCU
First, Mr. Sato, Director-General of ACCU invited the participants to seek new modalities of Asia-Pacific regional cooperation together with ACCU, citing some examples in the field of materials development.

Ms. Shibao, following Mr. Sato’s presentation, outlined her presentation in two parts: (1) discussion of ACCU programmes as a short introduction to ACCU, new programme direction, and Plans for 2004-2005; (2) ACCU-LRC Network to talk on the programme outline including the manifold functions of each LRC, the ACCU-LRC Network activities and some questions to be addressed.

Ms. Shibao stated the background of ACCU and its programme areas, namely culture, education, exchange. Its motto was Innovation in Continuity and Harmony. The integrated approach that ACCU used in all programme areas consisted of materials development, training and networking. She presented as an example of the ACCU’s achievement the production of children’s ecology book “TREES” and of literacy materials, adaptation and local versions of “Savings Group”. The current ACCU programmes were given a new approach in which there would be more active information sharing from the regional level to the sub-regional to the national and to the community levels in order to encourage information exchange at Asia-Pacific regional level and programme implementation with closer linkage with national and local programmes.

The 2004 – 2005 ACCU plans were presented on (1) Materials Development; (2) Capacity building; (3) Networking; and (4) ICT for NFE. On the LRC Programme, she presented the objectives and manifold functions of each LRC: (1) as a programme implementer; (2) as a resource centre; (3) as an intermediary organization; (4) as a network facilitator at local and national level for NGO and GO; and (5) as a role- plyaer in the international network.

She elaborated on the main activities of the ACCU - LRC Network, on literacy and NFE materials development, training, information collection and sharing, networking, innovative programme implementation, collective advocacy for UNLD and EFA, research, advocacy for policy change, and social mobilization among others.

She reminded the LRC participants of the main activities of the ACCU-LRC Network on literacy/NFE materials development, training, information collection and sharing, networking, and implementation of the innovative programme. The contribution to EFA and now the challenges of the UNLD was presented. The role played by the ACCU-LRC Network members was greatly emphasized, as being the bridge of the global commitments on EFA and UNLD to the grassroots activities through the development of human, technical and material resources and the promotion of literacy and NFE at Asia-Pacific regional level.

Then she raised some questions needing to be addressed by LRC Network members in this year’s 2004 ACCU CBW: (1) name of the LRC, (2) objectives of “LRC Programme”, (3) objectives of each LRC and its relation to the objectives of the ACCU-LRC Network, (4) membership, (5) strategy, (6) Action Plan, and (7) ACCU’s role in the Network.

After the presentation, the Chairperson declared an open forum for the issues and concerns regarding the membership and capacity building needs of LRCs.

(3) LRC Monitoring and Evaluation 2004: Findings and Analysis

by Prof. Kuninobu Junko, Japan and Ms. Chiho Ohashi, Education Division, ACCU

Prof. Kuninobu of Aichi Syukutoku University, first outlined the LRC Monitoring and Evaluation mission conducted on two LRCs, Lao PDR and Indonesia, from the end of February to the beginning of March 2004. She explained her role as an external evaluator to the programme. Together with Prof. Kuninobu, Mr. Ehsanur Rahman, Deputy Executive Director of Dhaka Ahsania Mission (DAM), Bangladesh LRC was the evaluator, along with Ms. Ohashi of ACCU.

Ms. Ohashi presented the results and some analysis of the LRC Monitoring and Evaluation Mission.

She gave an overview on why the Monitoring & Evaluation Mission was undertaken. The ACCU-LRC programme is now in its 11th year. Today there are 17 countries with 18 LRCs from diverse agencies of both NGOs and GOs working on the field of literacy and NFE. She also described the ultimate goal of the ACCU-LRC Network and its contribution to EFA: to revisit the
diversity in formation, objectives and functioning of LRCs; and uniqueness in its characteristics and approaches/coverage of activities/services of LRC members.

She explained why Lao PDR and Indonesia were the subject LRCs for the survey. They wished to analyze the present characteristics of the ACCU-LRC Network through examination of three elements of LRC activities which were common to all LRCs: learning resource management; networking; and special efforts to promote literacy and NFE for girls and women.

The findings on activities and achievement were presented in the following manner: perception of resource centre, literacy/learning resource management on material development, training and information, innovative programme implementation, focus on women and girls, and networking and information.

The comparative view on the findings of both Indonesia as NGO and Lao PDR as GO were elaborated on the categories of material development, capacity building, cooperation with GO and NGO, and Advocacy to National Literacy/NFE Programme through pilot projects.

The five areas of LRC intervention were analyzed - by determining the strengths and weaknesses of (1) innovation; (2) materials development; (3) training; (4) information; and (5) networking. The issues and challenges were found in the survey such as: needs of flagship of LRC Network, questions of identities of LRCs, lack of recognition and acceptance of LRC vis-à-vis capacity of LRC: role: the ownership of the LRC Network and the roles of ACCU for the network.

After the presentation, she responded to the issues and concerns raised by the participants such as, the number of LRCs subjected to evaluation was too small to be valid; that LRCs had different objectives from those of ACCU; the need for performance standard of LRCs with the performance indicators used by ACCU as an evolving mechanism; the timetable for monitoring was not sufficient for a more in-depth analysis of LRC performance.

Day 2 began, after a review of Day 1 through reporting by Bangladesh LRC representative, with the Group Work 1 on the keynote setting three presentations from UNESCO APPEAL, ACCU, and LRC M&E. Ms. Maryam Bibi (resource person) guided the group work by giving three questions.

(4) Group Work 1: Initial reflection on three key-note setting presentations

The first Group Work was based on the keynote presentations. The participants were to discuss the following three questions.

Q1: Based on the presentations made by UNESCO APPEAL, ACCU and LRC M&E, what do you see as the main roles/responsibilities of your LRC in the context of the situation of your country? In the context of challenges for EFA and UNLD?

Q2: What are the difficulties (issues and concerns) you face as LRC?

Q3: Faced with the difficulties, what are your recommendations to improve and strengthen your LRC?

The group members were as follows:

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Members</th>
<th>Reporters</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Bangladesh, Cambodia, India-Jaipur, Nepal,</td>
<td>India – Jaipur</td>
</tr>
<tr>
<td></td>
<td>Philippines, Viet Nam</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>China, Indonesia, Japan, Myanmar, PNG, Sri</td>
<td>Sri Lanka</td>
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<tr>
<td></td>
<td>Lanka</td>
<td></td>
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<tr>
<td>3</td>
<td>Bhutan, India-Indore, Lao PDR, Mongolia,</td>
<td>India – Indore</td>
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<tr>
<td></td>
<td>Pakistan, Philippines</td>
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Some answers were

Q1: Advocacy for literacy, development of materials, networking with GO/NGO/local community, training and research, resource centre, documentation and data bank

Q2: Limited funds, personnel, lack of communication with other organizations (GO, NGO, community), sustainability

Q3: Coordination among LRCs, other organizations (ACCU, GO, NGO, community), exploring other sources of funding,

The outputs of the group work by three groups are reproduced in Chapter 2.
3.3. Networking

(1) “Networking: ACCU-LRC Networking – Education for All Partnership”
by Ms. Myrna B. Lim, Executive Director of Notre Dame Foundation for Charitable Activities, Inc. - Women in Enterprise Development, Philippines

Ms. Lim started her presentation on Networking and Linkages as an anchor on partnership building of all education and NFE stakeholders, particularly that of ACCU and the LRCs. She mentioned the organizational background of ACCU and the LRC objectives: to support innovative literacy programmes for girls and women in each participating country and to promote a network of NGOs and government agencies for literacy activities in and among countries by setting up LRCs.

The process of selection of ACCU on country-based NGO-LRC partners and its functions as LRC partners were presented. The objectives of LRC were then reviewed with the participants: innovation, material development, training, information and networking. Networking is any arrangement or structure that links a group of individuals or organizations who agreed to work around a common activity or towards a common goal and to share resources, expertise and experiences.

Networks can be very diverse. They may have different goals; structure and geographical location. She emphasized that networking must have transparency, trust and a willingness to actively cooperate, and skills should be developed through collective training, information sharing or informal mentoring within the network. Successful networking usually met the criteria – a realistic strategy for working together with clear objectives, members had the capacity to contribute financial resource, time or information, and efficient communication mechanisms that would allow for two-way communication. Various benefits of networking were also discussed.

She said that there could be also serious risks to networking - lack of concrete activities that are interesting and beneficial to members, lack of focus, clear roles, objectives and vision, lack of financial resources, time and human resources, high expectations and limited patience resulting in disappointment, a network too large or too small to remain effective, passive membership or low commitment or interaction of members, hidden and conflicting agendas, and dependency on personalities or conflicts and competitiveness between strong personalities or organization.

She mentioned that the network also had approaches and thrust - building partnership among NGOs and donor agencies, government organizations and learners and communities; literate parents and educated children; poverty and mobilization; and access to quality excellence in educational services. She said we must not only think of serving a limited number of pupils; and community-based education implies the need. She ended the topic on Networking by stating that Education for All is a major challenge and addressed the urgent need for education and collective commitment as ACCU-Literacy Resource Centre partners.

After the presentation, she answered some of the issues and concerns raised by the participants with regards to the existing networking practices undertaken by the LRCs, on how to sustain the capacity of the LRCs, on how to collaborate with other NGOs and the need of the LRCs for funds to support the literacy activities.

(2) Summary of Networking Questionnaire
Part 1: Local and National Networking

Ms. Ohashi Chiho presented the detailed responses to the questionnaires on local and national networking answered by the LRC members. On local and national networking: aims and objectives of LRCs are to be providers for information base, promoters, facilitators, advocates and researchers. Secondly, on the organization’s role in coordinating the network of the LRCs. Thirdly, strategies for sustaining the network, followed by the strengths and weaknesses of the network and networking activities of each LRC; difficulties and obstacles in sustaining/ expanding the local network for the LRC; and the active/ potential contributors for the local LRC network.

(3) Group Work 2 on Local and National Networking

The participants were divided into three groups and discussed the strengths and weaknesses, strategy to overcome the weaknesses and recommendations of the local and national
networking activities of each LRC. Then they listed both common elements among LRCs and also the LRC-specific elements.

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<thead>
<tr>
<th>Group No.</th>
<th>LRC Members</th>
<th>LRC Reporters</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>Bhutan, China, Lao PDR, Mongolia, Myanmar, Ms. Tanaka, Ms. Lim, Mr. Sato</td>
<td>Mongolia</td>
</tr>
<tr>
<td>F</td>
<td>Bangladesh, India-Indore, Indonesia, Nepal, Philippines, Japan, Ms. Darunee, Ms. Shibao</td>
<td>India-Indore</td>
</tr>
<tr>
<td>A</td>
<td>Cambodia, India-Jaipur, Pakistan, PNG, Sri Lanka, Vietnam, Ms. Bibi, Ms. Chiho</td>
<td>India-Jaipur</td>
</tr>
</tbody>
</table>

Some of the responses were

Strengths:
Joint projects with other organizations, resource sharing, locally specific projects, collaboration with other organizations.

Weaknesses:
Lack of awareness or trained staff, lack of collaboration with other organizations, little interaction with community, unclear strategy

On strategy:
Advocacy, development of clear objectives, regular review processes.

The outputs of the group work by three groups are reproduced in the appendix.

(4) Summary of Networking Questionnaire
Part 2: Asia-Pacific regional networking

On regional networking of the LRCs, Ms. Ohashi presented the summary of the Networking questionnaire on the part of Asia-Pacific Regional Network – LRC regional network, contribution to Education for All and United Nations Literacy Decade, benefit in joining the ACCU – LRC Network, suggestions for improving strengthening ACCU – LRC Network and some suggestions on strategies for sustaining the ACCU – LRC Network.

Some vigorous discussions followed regarding the two summaries presented on the Networking questionnaires by the LRCs.

(5) Group Work 3 on LRC possible contribution to UNLD in different areas

The participants were divided into six groups according to their interest. These are the six priority areas of UNLD: policy, programme implementation (especially materials development, capacity building, community mobilization, research, and monitoring & evaluation. The group work produced outlines of actions and strategies, as possible contribution to LRCs in respective areas. The outputs of the group work are reproduced in the appendix.

Day 3 began with Daw Htoo Htoo of Myanmar presenting the summary of Day 2 proceedings.

3.4. Resource Generation and Mobilization

(1) Presentation on Resource Generation and Mobilization by Ms. Myrna Lim

Ms. Myrna Lim from the Philippines LRC made a comprehensive presentation on the resource generation and mobilization. A list of tips was shared based on the experiences of the Notre Dame Foundation for Charitable Activities, Inc. - Women in Enterprise Development. The fundamental point for the success of resource mobilization, fund raising in particular, is integrity in the management.

An important aspect of the presentation was on the LRC Fund Strategies. Some of the sources of funding presented are foreign donors, local, individuals, organizations, foundations, governments, business, corporations, etc. An effective tip for being able to get funding depended on the name and credibility created by the organization in terms of using the money efficiently for the targeted group.

When any LRC accepts money from somebody it is important to take note of why people/organizations/companies give you money. The crux of the presentation is that both financial and organization sustainability are needed. They are the guiding elements for any organization to survive.

An active question/answer session followed the presentation.
(2) Sharing experience by the LRCs

Four LRCs were then asked to share their experiences of resource mobilization. They were Bhutan, Jaipur-India, Indonesia and Sri Lanka.

(2)-1 Bhutan LRC

Bhutan reported several levels of resource mobilization, including external funding, national and local levels funding resources. They have helped in the management of LRC activities.

- **External resources**
  UN agencies, namely UNICEF, UNDP, WFP, UNESCO (HQ & APPEAL), and regional organizations like ACCU, have been funding the Bhutan LRC activities. Of special importance, UNICEF and the Royal Government of Bhutan have signed a Master Plan of Operation for 6 Dakar Goals for five years until 2007 wherein literacy-related activities are covered. Also other agencies, both international and local are forthcoming.

- **National level funding**
  Since the Non-Formal and Continuing Education Division, the sole implementer of LRC, is a government body, all the recurrent costs come from part of the government budgeting. Having recognized the role of the LRC, other sectors of government such as health, environment and forestry share the materials they produce for the use at NFE centres and CLCs.

- **Local level funding**
  Resource from community helps in establishment and sustainability of CLCs. Income-generating activities are taking place in some CLCs.

Mr. Singye also added that the learning materials provided by Non-Formal and Continuing Education Division to the learners have to be returned after they complete the course.

(2)-2 Jaipur- India LRC

Next, Jaipur, India reported on the resource mobilization for the LRC. The Jaipur LRC made optimum use of the physical infrastructures available such as conference room, hostels, etc. by renting them to other agencies for their programmes. The Jaipur LRC also mobilizes funds by participating in the programmes of other agencies.

Other resource mobilizations are: developing reading materials, training manuals, course curriculum for equivalency programmes, material on HIV/AIDS etc. for other agencies.

Further explanation was given on the following points.

- **Physical infrastructure:**
  As mentioned above, we make optimum use of the physical infrastructure available by renting them to other agencies for their programmes.

- **Manpower and expertise**
  Development of reading materials, training manuals, course curriculum for equivalency programme, material on health, HIV-AIDS etc, for other agencies.
  Developing and conducting training program for other agencies on vocational courses, NGO management, time management.

- **Conduct evaluation of projects and programmes for other agencies**

- **Funds**
  - Gov’t. of India for Adult Education
  - Commonwealth on learning for ICT centres
  - United Nations Population Fund (UNFPA) for adolescent training programme with focus on HIV/AIDS

- **Research**
  Undertaking innovative research activities for other agencies
  *The NGO is at the threshold of branching out to more varied activities. It will not only create more funds but also will enhance the capacity of all the people associated with the NGO.

(2)-3 Indonesia LRC

The Indonesian LRC focused its presentation on local resource mobilization taking the example of an LRC network member organization - Annisa Cooperative, a women’s cooperative active in Lombok, Indonesia. There seems to be a strong participation of the community in deciding a plan of activities through an open dialogue. They not only decide on the activities but also on monitoring and evaluation. Sustainability of the programmes is ensured because of participatory planning.

Community empowering is a must enhancing the capability of the community to bring
transformative social change and to poverty alleviation through education.
To achieve this: the fund must be sourced.

Now how to source the fund, if the organization is rather small organization at grassroots level.

For resource mobilization:

- At local level we have 2 ways to get it – at community level and among stakeholders.
  Strategies:
  Conduct social research to map and identify various problems and resources, in the village, district, and province.
  Output - report of real conditions.
  Open dialogue - to socialization and discussion of the result of social research (problem, the cause of the problem, why the problem came up, the alternatives for solving problem, resource we have here, etc.
  Output: formulating, problem priority and source, activity plan to be agreed on together.
  Open dialogue - to discuss about activity plan, our constitution based on our capacity and how we could do it.
  Output: agreed about work plan and fund line and contribution based on collaboration and type of monitoring of evaluation.

- Fund-raising in our organization
  - credit union
  - small mini-market
  - selling media

At the end of the year our organization has annual meeting with all of our members invited to see the activity report and financial report.

As for the profits of our organization, we distribute: 25% to all members; 25% to members (active); 25% to emergency need; 10% for (board and staff); 15% for development of education, social and networking.

So for one year we use 15% from our profit to help our members to estimate and generate their income.

(2)-4 Sri Lanka LRC

Sri Lanka LRC shared experiences firstly by giving a background of the LRC – being built on the very extensive experience of social mobilization from village to the central level of the LRC partner organization, Sarvodaya Shramadana Movement, with approximately 500 full time staff members.

A notable activity of the Sri Lanka LRC is its focus on IT (Information Technology) to facilitate sharing of information and teaching/learning materials, which are a valuable resource for the people at the village level.

The LRC is responsible for collecting information, teaching/learning/reference materials from inside and outside Sri Lanka, including those developed by ACCU and APPEAL. It has training facilities with internet connection for the leaders at the “telecentres” and “village information centre.” The ACCU-APPEAL regional resource, such as Literacy Clip Art (CD-ROM), is being used during the LRC trainings as an attractive IT resource for the youth leaders, where IEC (Information/Educational/Communication) materials are actively produced for use at the community level.

Telecentres have been set up in 10 district centers out of Sri Lanka’s 25 districts. A Telecentre which serves as an internet connection to LRC, is a place where people can access information at the district level. To deliver information and material forward to the village level to its “village information centre”, some in most remote areas, a “human interface” approach is applied.

Questions were asked on the monitoring mechanisms to which the LRC does have a monitoring team. It was reported that the telecentre itself is a rich resource.

(3) Group Work 4 on Resource Generation and Mobilization of each LRC

The afternoon session began with a group work on LRC Resource Generation/Mobilization encompassing three areas: Human Resource (HR), Equipment/facilities/materials and Funds.

The group members are as follows.

<table>
<thead>
<tr>
<th>Group</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Mr. Bhuiya, Mr. Singye, Mr. Anil, Daw Htoo Htoo Aung, Myanmar, Ms. Nilda, Prof. Kuninobu, Ms. Lim, Ms. Ohashi, ACCU</td>
</tr>
<tr>
<td>R</td>
<td>Ms. Ubol, Mr. Amphaivong, Ms. Anjali, Ms. Mukmin, Mr. Joel, Mr. Harsha, Ms. Bibi, Ms. Shibao, ACCU</td>
</tr>
<tr>
<td>C</td>
<td>Mr. Zhao, Ms. Batchuluun, Mr. Roshan, Ms. Ismat, Mr. Gisawo, Mr.</td>
</tr>
</tbody>
</table>
The findings of the group work are presented (in appendix) and a summary of outcomes are presented below.

(3)-1 Human Resources
Current practices
LRCs reported that human resources are being managed by having part-time workers, skilled and unskilled volunteers, full-time workers, govt. employees, Board of Directors, paid volunteers, part-time staff, community-based facilitators, peer educators, institutional collaborations, using local wisdom. It was also reported that basic education teachers, students, monks, scouts, university students, community leaders, and soldiers help in teaching literacy classes.

How to Improve
It was expressed that there is a need to create facilities to develop HR. There is also a need for more active participation and a clear role, in order to motivate other development agencies, develop an HR database, provide incentives, recognition, exposures for HR. To sustain the programmes’ use of retired teachers, organizing capacity building training, identification of HRs, and establishment of networks was reported to be essential.

(3)-2 Equipment/facilities/materials
Current practices
Currently the LRCs are reported to have materials, libraries, mobile libraries, training equipment, print materials. There is also a system of sharing, hiring out facilities. Some LRCs are also reported to be using village facilities, private homes for literacy classes.

How to Improve
There was expressed need for more facilities. LRCs should also share with other LRCs/agencies. A system of rental should be encouraged. There is also a need for publicity, more aggressive advocacy, inventories, accountability, transparent systems, and generation of local materials.

Myanmar LRC reported its recent effort to set up a “Book Bank.”

(3)-3 Funds
Current practices
Current practices on fund generation included availing govt. grants, international donors, rental, budget inbuilt in govt. budget, IGP, NGOs. Some of the other sources reported by some LRCs as their own fund raising activities were International donors, and seed money from provincial govt. A few LRCs also generate funds by printing materials, and accepting donations from religious bodies.

How to Improve
The issue of sustainability was raised. Some of the suggestions were to cut down expenses on not so necessary aspects. A need expressed was also for investments, and more income generation activities to be taken up. The meeting also said that there is a need for advocacy to allocate more govt budget for NFE activities. Another area for improvement is information-sharing on efficient financial management. There is also a need to encourage donors to visit the programmes to see their impact.

Recommendations
A recommendation from the floor was for ACCU to recommend National Commissions for UNESCO in respective governments to provide support to LRCs in respective countries.

A lively discussion followed on the topics of resource generation and mobilization, which included:

- Exchange programme between and among LRCs to study activities and attending workshop/training of other LRCs.
- Exchange and sharing resource through the use of ICT, including activation of the Asia-Pacific Literacy Data Base and production of resource CD.
- Sharing donor information with ACCU

3.5. Chinese Experience on Vocational Education for Rural Areas
By Prof. Zhao Jiajia, Sichuan Normal University

Day 3 ended with a very relevant presentation by Professor Zhao on rural education or vocation education in rural China. The speaker presented fruit growing skills in rural China. Fruit-based plan or plan change was based on the season of fruits. Farmers/women gather in the market once a week where they sell products or exchange fruits. Literacy classes and skills training are also given during the market time for an hour or two.

Another skill Prof. Zhao presented was a Wide, Practical and Flexible one. The seven models
focused on the practice of the skills for generating income by pig rearing. Likewise, he presented the seven successful models in rural education in Sichuan Province.

Township adult school
The local government used to pay the teachers of the adult school. Now the communities have generated income through business they can afford to pay the salary of teachers. The school or a base plays a lead role in the community for income-generating activities. The base provides seeds, seedlings, and agricultural products, and also provides information to the farmers. Initially the Govt. provided money to start the activities and later the farmers’ association managed themselves. The farmers use the school equipment to conduct training for local people. For example bamboo crafts is one of the important vocation skills the farmers learn. Most of the learners are women.

Observation visit
Day 4 was a field visit. The participants went to Heng Dian Village in Dazu County where they were received by the Director of Dazu County, Deputy Director of People’s Congress, Director of Education Bureau, Deputy Director of Police Department, Director of Literacy Dimension, Village Head, local leaders and the villagers.

The director of the county gave a brief overview of the county. Then the literacy division in-charge of the county told the participants about the literacy activities. The third speaker was the Head of the Village.

Of interest and fruitful to the visitors were the income-generating activities being undertaken in the village. It was reported that Heng Dian Village was a model village in the county for its success in the income-generating programmes. Through vocational education many villagers have learnt the modern techniques of farming and have become rich. Some of the activities included vegetable growing and chicken rearing. In the introductory address, the village head highlighted that a noteworthy thing happening in the village is that teachers are invited to teach the literacy classes.

After the address by various leaders the visitors were divided into five groups to visit the village households. While visiting the house, questions on how they generate income were asked. It was reported that farming; vegetable growing, chicken rearing were the main activities. An apparent quality of living could be observed in the villages.

The participants then visited a big vegetable garden where various types of vegetables are grown. Participants also visited a chicken farm. It was reported that it had over 3000 chickens and is owned by one family. The farmers in the village seem to have tapped into the full advantage of improved method of farming.

The afternoon of the day was spent visiting the rock carvings, called the Yuan Jue Grotto on a hilltop in Dazu County, a UNESCO World Heritage Site. These sculptures are expressions of Buddhism and attract visitors from far and near.

Mr. Joel Cadeliña from Philippines presented the report on Day 3 and Ms. Mukmin from Indonesia presented the report on Day 4, i.e. the field visit to Dazu.

3.6. Gender

(1) Group Work 5 on lessons learnt from the field visit

The first session of day 5 was facilitated by Ms. Maryam Bibi. The session was on group work on sharing experiences about the field visit. Innovative ideas for presentation of experiences were encouraged such as role play, drawing or other expression for feelings about the field visit from the viewpoint of gender.

Group work presentations
Group 1 was composed of participants from the Philippines, Cambodia and Bangladesh. Taking pictures pasted on the flipchart, the reporter of the group, Mr. Cadeliña, explained that there is equal participation of women and men in the programme; resources are shared equally. Strong community participation was seen by both men and women. The benefits of the programme to men and women were tangible and direct as it led to learning new techniques which helped in enhancing their income. Equal participation of men and women was a learning point for the group.

Group 2 was composed of participants from Bhutan, Lao PDR, Mongolia, China, Japan, UNESCO Beijing. The group expressed their impression by way of a combination of drawings
by each participant. It was expressed that there was equal participation by men and women. People were attending the literacy classes and were earning more because of what they learnt there. The ‘one-child’ policy has led to prosperity. People have good relationships with each other. Literacy has led to improved quality of life. Unity increases in income, empowerment, all of which has led to happiness. It was felt that most of the leaders were males and were occupying the power positions. Village township farmers and market have a good relationship. It was explained by the participant from China that in ethnic groups, 3 children per family were allowed. The men and women work together. There is a good relationship and trust among the community members and government, which is the key to success of the village that has made it a model village.

Group 3 was composed of participants from India, Jaipur, and Indore, Nepal, Viet Nam. Drawings on the flipchart were presented to express the impressions of the group. The training centre visitors are provided with education such as literacy and many types of skill training programmes. The community, family, and government are all participating in the process of the programme, which makes it successful. The family is a happy component with access to services and education such as income generation programmes which has led to empowerment. Man and woman are equal in the society.

Group 4 was comprised of participants from Pakistan, Indonesia, Myanmar, and PNG. The members of the group gave the theme ‘we can work together’ to their presentation. The “wheel” of participation was described by the group members with diagrams. The women were found to be more active in the family. The learners were using organic manure, which showed their concern for the environment. Technology was being used for teaching. Information and knowledge impacted through the centre has led to improving their lives. There is equal participation of men and women. There is a joint family system. The grandparents take care of the children. So there is resource mobilization and participation which has led to happiness and prosperity.

In the plenary facilitated by Ms. Bibi, it was pointed out that everybody has different perception; everybody has their own experiences, way of analyzing, level of education, which influences our perception of things. We feel happy when our needs are being met and due attention and recognition is seen. This applies also to the community and the work situation in any setting.

(2) Presentation on Gender and LRC by Ms. Maryam Bibi

Ms. Bibi started the presentation with emphasis on education of women with gender integration for a liberated society. A time line of key dates highlighted inclusion of gender concerns in various world-famous declarations that influenced policies and legislation. Literacy is a means to liberate the deprived, as seen in some of the countries. Among the six goals in the Dakar Framework for Action, Goal 5 is to eliminate gender disparity in education by 2005 and achieve gender equality in education by 2015.

The Millennium Development Goals also include Goal 3, to promote gender equality and empowerment of women.

The data on female illiterates shows well that some countries in Asia need much more concerted efforts to improve female literacy.

The 2002 EFA global monitoring report points out that 31 countries remain at risk of not meeting the goal of gender parity in education by 2015.

A brainstorming session on what gender is helped to elicit the definition of gender and the kind of roles assigned to men and women by society. Gender roles are decided by culture, tradition, and society. Gender is a concept. Ideology, beliefs and practices were quoted, such as men being considered superior to women; such beliefs have become so deeply ingrained that they prevent us from thinking otherwise. This results in unequal relationships between men and women. A vast majority of the population is deprived. The gender stereotypes are also reflected in the institutions such as our laws, education system, and recruitment procedures of organization.

The gender approach treats men and women as equal human beings; sometimes to understand the needs of human beings is an important aspect of gender approach.
The definition of gender equality and the gender equality given by UNESCO were compared. There are certain difficulties in applying the gender concept as it demands a change in beliefs and attitudes, and it is abstract concept.

The presentation was followed by 3 role-plays on gender.

(3) Role-play on Gender

By brain storming, the analysis of the first role play brought out the following points:
- The woman feels inferior and unable to think for herself.
- Women feel shy.
- Father did not pay attention to children.
- Children were demanding.
- Male in the family was the decision-maker for family and as head of CLC committee.
- Considered his wife to be stupid and inefficient. Did not respect her.
- Power, authority may not lead to happiness.
- Mother-in-law was demanding and fault-finding. She felt isolated.
- Women feel dependent on men. Energy gets wasted when you feel dependent.

There are certain expectations by the society as to how women should behave and conduct themselves. Even women discriminate against other women at times due to social or financial status or class discrimination.

Ms Bibi shared her experience of organizing a fair in a village where a women’s organization was working with women but the programme failed as the men were not directly involved and the way women were empowered was not culturally acceptable. One of the lessons learned was that gender is contextual, that one has to work with both women and men and there has to be a consensus and no hidden agenda. Culture is not static and can be changed by using the right approaches. Examples of bringing about change in the culture were given by the participants from many countries based on their experiences at field level. Examples were also given where change in culture had a negative impact because the focus was only on women. Therefore it is important to focus on both men and women in all sectors, not only education. Gender is cross-cutting and not confined to education. It is important to be aware of and minimize the negative impacts.

Debriefing on the second role play brought out the following points:
- Working women face many problems
- Sometimes women in higher positions don’t care about others and don’t give enough importance to work
- Women feel insecure as they have to succeed in male-dominated society
- If women are in power positions then things might become better
- It is important to take both men and women together, otherwise men feel threatened which causes aggression and violence.
- There are collective mechanisms for men at village level but none for the women
- Women are not trained for collective action and do not know how to organize themselves
- Management training is needed to manage the progress and deal with power.
- There is an additional barrier of communication between male staff and female managers

The third role-play depicted the situation of a well managed CLC with many activities and active participation of members, both men and women, in programme planning and management. Discussion on the role play elicited the following points.
- Sharing of power and delegation brings more satisfaction and happiness.
- Mutual respect and trust leads to responsible behavior
- Sense of belonging to the project and ownership is important
- It is difficult to change the gender relations
- People in poor positions have to be taken into confidence so that they do not feel threatened.

The major leadership from the session on gender can be summarized as follows:
- Gender is not only the concern of women
- Programmes have to be directed at both women and men
- Participation is the key to development.
- Additional change is essential to bring about real change.

Gender Analysis

Ms. Bibi suggested that before planning any programme, we need to analyse the role of men and women in the society, their problems and needs, their cultural context. We need to see what resources are available, and especially what resources are available to women. Some of the
tools for gender analysis can be: Participatory rural appraisal; Secondary Data.

(4) Group Work 6: Gender Analysis on CLC/LRC activities

The participants were divided into 3 groups. Different tasks were assigned to each of the 3 groups. Presentations by the 3 groups are in the appendix.

How can gender equality be achieved in your programme at CLC level?

Suggest a few changes in the management of CLC from a gender point of view

What support maybe requisite for gender integration in CLC?

After the presentations, the participants were asked to reflect if gender is important in our lives and what we can do to bring about gender parity. One has to believe in gender equality to bring about change.

3.7. ACCU-LRC Network

The day began with the representative from PNG presenting the summary report of Day 5. Ms Anjali of Indore LRC, India, chaired the morning session of Day 6.

(1) Group Work 7: Simulation/situation Analysis on ACCU-LRC Network

An interesting group activity based on a hypothetical story of an LRC and ACCU followed. The story line was on the lack of coordination among various stakeholders of an LRC in the Republic of Mina. Three questions to guide the group work were: How would you feel if you were the ACCU representative? What would you do if you were ACCU? What would you do as the LRC of the Republic of Mina? After about 30 minutes the group presented their findings as follows.

Question 1: How would you feel if you were the ACCU representative?
The ACCU would feel embarrassed, confused, uncoordinated, think how to improve, that there was no linkage with NGO, that there were changes in the officials, and so on.

Question 2: What would you do if you were ACCU?
The group reported that there was a need to clarify roles of various stakeholders, discuss with the GO, NGO and CLC management. There is also a need for a critical analysis/review of performance of LRC. An internal meeting of the ACCU was also required. Groups also said that there was a need for developing a feedback system.

Discussion followed the group presentation. Although LRC is one source of getting information there can other source such as Govt. agencies to cross check, which will help ACCU to have holistic picture. Some practical difficulties in distributing materials were raised. Materials in many LRCs are being distributed to the literacy centers through district education offices and often do not reach them on time.

A concern of some personnel being not informed properly was also raised. So, the importance of communicating to various people was felt. Some also mentioned a need to develop a systematic reporting system to ACCU.

The group work outputs are in appendix.

After the group work, Ms. Shibao of ACCU invited, through her presentation, the participants to revisit the outputs from Day 1 – Day 5, review ACCU’s new direction and its expectation from LRCs, and some of the recommendations/suggestions made prior to the 2004 LRC CBW (LRC reports & Networking questionnaire) and during the discussions of the first five days of the Workshop.

The recommendations/suggestions to strengthen the ACCU-LRC Network included the following important points;

The suggestions raised in LRC Reports and Networking Questionnaire

- Choose centres of excellence
- Stronger advocacy role
- Common vision and a mission statement
- Exchange visits
- Staff exchange/on the job training at other LRCs
- Regular exchange of newly developed teaching/learning materials
- Joint projects with other LRCs
- Asia-Pacific Literacy Data Base
  - More dynamic role of the Data Base
  - Utilization of bulletin board
  - Sharing important information of LRC activities/resources
  - Sharing best practices

Publication of a newsletter “Literacy Grassroots Breakthroughs”

More suggestions raised during the Day 1 - 5 of the Workshop were:
- Community participation
- Gender sensitivity
- Involvement of corporate/private sector
- Mass-media & publicity
- Addressing issues of globalization
- Research
- Impact study

- Monitoring and Evaluation
  - Common reporting format
  - Monitoring and evaluation strategy
  - Performance standard
  - Common indicators

- Collective advocacy
  - More visibility
  - Advocacy for EFE and UNLD for community people (simple flier, poster, etc.)
  - LRC leaflet
  - English leaflet of LRC partner organization including activities as LRC

- A-P Literacy Data Base and ICT application to NFE
  - More dynamic role of the Data Base
  - Country based documents to be shared (reporting format, learning achievement assessing tool, etc.)
  - Materials sharing through digital format (CD-ROM, etc.)

- ACCU’s role
  - Needs based LRC CBW
  - Advocacy to government counter-part & higher level government personnel on LRC in each country
  - Coordinating role with bilateral, multi-lateral donors/programme implementers.

Discussion on some of the above subjects above took place accordingly.

The cooperation for the publication of the newsletter, “Literacy Grassroots Breakthroughs” was discussed. Also some examples of materials exchange were illustrated by an example of PNG LRC adapting a poster produced by the Viet Nam LRC.

Ms. Shibao invited the participants to proceed on to the LRC Exchange Market and to the Draft Action Plan Writing session, trying to respond to as many as possible of the issues raised.

(2) LRC Exchange Market

Next session was on LRC Exchange Market. Each LRC was to set up a “shop” which others could visit to learn about the LRC. Items to be included in the “shop advertisement” were 1) Name of your LRC (Country), 2) Objectives of LRC, 3) Innovative programme/activities you will be able to share with other LRCs, and 4) Weak/concerned issues/areas in which you would like to get support from other LRCs. In the first group the shopkeepers were Bangladesh, Bhutan, Cambodia, China, India-Jaipur, India-Indore, Indonesia and Lao PDR. The second group was Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Viet Nam. A rich exchange of ideas took place in the process.

In ‘Objectives,’ there were many common items, namely sharing of resources, the LRC being a centre for organizing a capacity-building workshop and the like.

“Shop advertisements”, or a profile of each LRC are reproduced in appendix.

Plenary discussion

A fruitful plenary discussion took place wherein participants shared their observations. The common problem most shoppers observed was the use of ICT, and financial support required to carry out literacy activities and sustain the programme. All participants had a good exchange of ideas during the literacy shopping, learning some new programmes that could be introduced in their respective LRCs. Financial support required was another common concern discussed in the plenary session. Different LRCs seem to focus on different activities based on the context. The activities being carried out show that literacy and vocational skills cannot be separated. Members also observed that each LRC has strength in some specific areas which were worth taking stock of.
(3) Draft Action Plan Writing

Ms Ohashi introduced preparation of Action Plan writing in the last session. There were three components which all the participants were asked to prepare, namely, (1) Asia-Pacific Regional Activities, (2) Activities of your organization as LRC and (3) Visions for the next 10 years by 2012, 2015 for your LRC and ACCU-LRC Network.

For component 1 a number of options were suggested and each participant was asked to work on at least two. A two-page matrix was provided to work on component 2. All the participants were asked to complete components 1 & 2 by the next day, but in regard to the component 3 some thought processing could begin and needed to be completed once they arrived home. The deadline for finalizing the action plan was agreed at 31st May 2004, to be submitted to ACCU. The day ended with an agreement to do an individual action plan by the next day.

On Day 7, Mr. Son from LRC Viet Nam presented the report on Day 6 and Mr. Singye presented the overview of the last day of the workshop which included presentation of draft action plans by each LRC and the concluding session.

Ms. Shibao Tomoko from ACCU gave the guidelines for presentation. Presentations by 15 LRCs and ACCU were made, highlighting the activities for sharing the output of 2004 LRC CBW, conducting situation analysis of LRC and taking necessary action. Specific activities to be taken up in the ways of advocacy, networking, community participation, enhancement of gender sensitivity were presented by each LRC. LRCs also gave some suggestions for Asia-Pacific regional activities and some shared their vision for the next 10 years and beyond for LRC and ACCU-LRC network.

After presentation from LRCs, ACCU also presented its Action Plan which included a plan for strengthening the ACCU-LRC Network; development of materials, particularly poor area material and PLANET 3 package on waste management with participation from LRCs in development of national plans for PLANET 3; plans for capacity building; networking including mobile LRC workshop; development of Literacy Data Base and activities for promotion for ICT and advocacy and resource mobilization. The vision for the next 10 years and beyond was also shared by ACCU.

The presentations were followed by discussion, the main points of which are:

- The efforts put in by the LRC and ACCU presentation in preparation of the action plan were appreciated. It was felt that LRC management would have to be supported for the multi-facilities activities to be taken up by the LRCs indicated in the draft action plans.
- It was suggested LRCs should be represented in meetings ACCU organizes as much as possible, as in the NFE Joint Planning Meetings by ACCU and APPEAL.

Ms. Shibao suggested that the draft action plans should be revised, taking into account the linkage with existing programmes and policies of the government and the practices of the LRC. LRCs should share directly with other LRCs and network partners.

Draft Action Plans for each LRC and by ACCU are in appendix.

After the session on sharing of draft action plans, the participants filled the evaluation forms to give feedback on the LRC CBW 2004.

3.8. Valedictory Session

The valedictory session was conducted by Mr. Liu, Deputy Director, RTCLE. Mr. Song, President of Southwest China Normal University presented souvenirs to the participants, organizer and resource persons of LRC CBW 2004.

Professor Zhang, Director of RTCLE, and Ms. Shibao, Director of Education Division, ACCU awarded certificates to the participants for participation in CBW 2004.

Mr. Sun Fengqi, from the Ministry of Education, in his address expressed his thanks to ACCU, UNESCO, Chinese National Commission for UNESCO for 2004 and LRC CBW organized by ACCU in collaboration with RTCLE. He also thanked all the participants, Resource Persons, staff and volunteers who contributed to the success of the workshop. He mentioned that literacy education is on the development agenda of the Chinese Government. According to the current census, the illiteracy rate is now about 9%. Due
to a large population rise, illiteracy is still a tough task in some rural areas of China. Still 50 million illiterates poses a huge task for China. At present the State Council has the goal of popularizing an age of elementary education and literacy education to be achieved by 2007. He expressed his hope for continuous support from ACCU and UNESCO for education of illiterates in China.

Professor Zhang, Vice President of Southwest China Normal University, and Director of RTCLE, appreciated the support of ACCU, UNESCO Beijing, Ministry of Education, Chinese National Commission for UNESCO and the university. In organization of 2004 LRC CBW, many important officials provided inputs to the Workshop. Administrative support by Dazu government was provided in organizing of the field visit. The staff of RTCLE and volunteers have contributed significantly to smooth organization of workshop. He noted that the proceedings of the Workshop which addressed issues including networking, resource mobilization, gender, LRC observing, vocational education in China will help in achieving the EFA goals and UNLD plan of action. He expressed whole-hearted thanks to the organizers, resource persons and participants and hoped for closer cooperation between LRC China and all the other LRCs.

Ms. Shibao from ACCU said in her address that Mr. Sato Kunio, Director-General of ACCU had been able to participate in the workshop for only two days but was quite happy with the participants and would be happier still with the outcome of the workshop. Ms. Shibao thanked all the officials of the Chinese government, units, and administrative staff for their dedication in organizing the workshop. There has been a close collaboration with the Department of Basic Education, Ministry of Education of China. Three LRCs of Bhutan, Mongolia and Sri Lanka participated in the LRC CBW for the first time. It was heartening to see everyone working together in harmony to realize the vision of achieving EFA goals, gender parity and UNLD. This will be further strengthened by LRCs by practising these activities in their respective countries and by ACCU playing a more active role in the Network. She appreciated the enthusiasm of volunteers who gave their assistance to the workshop. She also thanked the resource persons for giving their inputs.

On behalf of the participants, Ms. Mukmin from LRC Indonesia thanked ACCU, RTCLE, Southwest China Normal University for organizing the workshop so efficiently and taking much good care of all those who participated in the workshop. The memories of the workshop will always remain fresh in our memory.

The workshop concluded with a vote and thanks from Mr. Liu, Deputy Director, RTCLE.
Chapter 2

Presentations and Reports

1. Key-note setting presentations

- UNESCO Presentation: “UNESCO and ACCU-LRC Network”
- ACCU Presentation: “New Direction of ACCU and ACCU-LRC Network”
- LRC Monitoring and Evaluation 2004: Findings and Analysis

2. Resource Person’s presentations

- Networking by Ms. Myrna Lim, Executive Director, Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED), Philippines
- Resource Generation and Mobilization by Ms. Myrna Lim, Executive Director, Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED), Philippines
- Chinese experience by Mr. Zhao Jiaji, Leshan Teachers’ College, Sichuan Province, China
- Gender by Ms. Maryam Bibi, Chief Executive, Khwendo Kor (Sister Home), Pakistan
3. Observation visit

4. Summary of Networking Questionnaire
   - Local and National Networks
   - Regional Network

5. Group Work
   - Group Work 1: Initial reflection on three Key-note setting presentations
   - Group Work 2: Local/National Networking
   - Group Work 3: LRC possible contribution to UNLD
   - Group Work 4: Resource Generation and Mobilization
   - Group Work 5: Gender – Lessons learnt from the field visit
   - Group Work 6: Gender Analysis
   - Group Work 7: ACCU-LRC Network Simulation/Situation Analysis
   - Group Work 8: LRCs Exchange Market

6. ACCU-LRC Network: Analysis of current situation and future plan
   - Training Needs of LRCs
   - Possible names of ‘LRC’
   - Draft Action Plan
1. Key-note setting presentations

(1) UNESCO Presentation: “UNESCO and ACCU-LRC Network”
by Ms. Darunee Riewpituk, Programme Specialist, APPEAL, UNESCO Bangkok
EFA Dakar Goals

1. Expansion and improvement of childhood care and education
2. Access and completion of primary education particularly disadvantaged by 2015
3. Access to learning and life skills for youth and adults
4. 50 percent improvement of adult literacy by 2015
5. Gender equity in primary education by 2005 and in education by 2015
6. Improvement of quality of education

EFA Action Plans – mechanisms in the region

- Sub-regional mechanisms for EFA to assist countries to plan and implement EFA – established in each sub-region
- Thematic Working Group (TWG) for EFA to coordinate EFA activities of different agencies mainly based in Bangkok
- EFA Coordinators Meetings for East and Southeast Asia were held to:
  - Assist in elaborating EFA strategies e.g. NFE (2001) and inclusive education (2004)

NFE/EFA national plans & strategies in the region

Asia-Pacific Programme of Education for All

An overview on literacy and NFE in the EFA Action Plans

- Commitment and achievement
- Target groups
- Strategies
- Issues and challenges

EFA Action Plans - commitment

- All countries with commitment to achieving EFA goals (9, 3 and 4) – right to basic education
- Esp. reaching the untaught, out-of-school children and gender equality
- Achievement recognized since Jomtien e.g.
  - Advocacy and social mobilizations
  - Sector-wide approaches linking with poverty alleviation
  - Review and updating the mechanisms e.g. setting up a new department for EFA and NFE
  - Introducing innovative approaches e.g. accreditation and equivalency; use of ICT; mobile library/training

EFA Action Plans - Target groups

- Particular emphasis on women and disadvantaged groups
- Further segmented targets, e.g.
  - Indigenous people
  - Street and working children
  - Disabled persons
  - People living in geographical remote and difficult location
  - Computer illiterates
EFA Action Plans - Strategies

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

- Varieties of delivery mechanisms:
  - CLCs and other community-based programmes
  - Reading corners
  - Religious institution for literacy
  - Learning circles and self-help training groups
  - 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

EFA Action Plans - Strategies

- Capacity and resource development to respond to different needs including:
  - 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
  - Harnessing volunteer workers
  - MIS & GIS for information-based planning

EFA Action Plans — Issues/challenges

- Common issues include:
  - Limited resources — human, physical, financial
  - Reaching the unreached (esp. girls & women, rural farmers, minorities)
  - Capacity building of personnel/institutions
  - Accessibility to cope with increased number of learners
  - Gap between awareness of NFE and concrete actions — need political and financial assistance
  - Difficulty in assessing NFE due to diversities of learner, facilitator, content...
  - No standardization of quality of equivalency programmes
  - Inadequate data collection process and results
  - Lack of long-term vision — towards continuing education

EFA flagship initiatives

- The Inter-agency Initiative Devoted to Early Childhood Development;
- Literacy in the Framework of the Proposed United Nations Decade;
- United Nations Girl’s Education Initiative (UNGEI);
- The Initiative on Education in Emergency Situation;
- The Inter-agency Initiative PRESH (Focusing Resources for Effective School Health);
- The Inter-agency Initiative on AIDS, Schools and Education;
- Teachers and quality of education;
- The Flagship on Education for All and the Right to education for Persons with Disabilities: Towards Inclusion;
- Education for Rural People.

For details, please visit: www.unesco.org/education/efa

Achieving EFA and UNLD Goals

Regional strategies to support NFE approaches

Asia-Pacific Programme of Education for All
**UN Literacy Decade (2003-2012)**

- Broader vision of literacy
- 'Literacy as the heart of EFA'
- Priority groups:
  - Non-literate youth and adults
  - Out-of-school children & youth, esp. girls
  - Children in school without access to quality learning
- Six key areas:
  - Develop policy environment
  - Programme modality: use of literacy, motivation, FE-NFE
  - Capacity building
  - Research
  - Community participation including CLCs
  - Monitoring and evaluation

**UN Literacy Decade: strategies**

- 5 Specific themes:
  - Gender (2003-2004)
  - Sustainable development (2005-2006)
  - Health (2007-2008)
  - Empowerment (2009-2010)
  - Peace (2010-2012)
- Content and funds are under the responsibility of each government

**Expected outcomes**

- Significant progress towards Dakar Goal 3, 4 & 6
- Attainment of a mastery level of learning by all learners
- Dynamic literate environments for literacy
- Improved quality of life

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**Scenario: Illiterate population in Eastern Asia and Oceania (1980-2000 and 2015?)**

**Scenario: Illiterate population in Southern Asia (1980-2000 and 2015?)**
APPEAL Resource and Training Consortium (ARTC)
Formed in 1997

Development of Regional Network and Co-operation: ARTC, LRC

ARTC, Member Institutions (12 members)
- Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan
- Korean Educational Development Institute (KEDI), Rep. Korea
- International Research and Training Centre for Rural Education (INRULED), China
- Dhaka Abrania Mission (DAM), Bangladesh
- Indian Institute of Education (IIIE), India
- BUNYAD, Pakistan
- SEAMEO INNOTECH, Philippines
- Directorate of Non-formal Education & Youth, Indonesia
- Office of Non-formal Education Commission, Thailand
- Institute for Rural Advancement (INFRA), Malaysia
- Kazakhstan National Advisory
- Faculty of Education, Northern Terr. University, Australia

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

Contributions of ARTC to the Region

Technical assistance to APPEAL’s programmes
- Assisted in planning and developing APPEAL’s programmes and strategies

Joint research
- Innovative approach to non-formal education (best practices)
- Income-generating programmes for poverty through non-formal education

Provision of expertise & capacity building
- Organized jointly with APPEAL regional & sub-regional workshops
- Served as resource persons to needed countries in the region
- APPEAL handbooks and manuals development

ARTC Secondment
APPEAL's Programmes (2004-2005)

- Promotion and strategies development for UNLD & EFA
- Synergy between formal education and NFE (equivalency programmes)
- Capacity building of NFE in resource development
- CLCs
  - Life skills
  - ICT (community empowerment, resource pack, video)
  - Networking and linkages
  - Cooperation with private sector
- Equitable access to basic education of ethnic minorities & out-of-school children

Possible Contribution of ACCU-LRC to EFA & UNLD

Regional level
- Resource team for UNLD
- ICTs (resource pack)
- Materials development e.g. respond to UNLD's themes, APPEAL's programmes (life skills, minorities)
- Networking and linkages (models)

National and grassroots level
- CLCs
- Join the project on Capacity building of NFE through resource development
- Support materials development

Regional resource persons team for UNLD

Members
- TWG
- Governments
- ARTC
- LRC
- ASPBAE
- Education for disability network
- Private sector

Main strategies
- Functions: advisory, sharing information & identifying key areas
- Implementation:
  - Each member develops profiles to compile existing resources of its network
  - Formulate concrete action plans under UNLD
- Action areas: 6 key areas (policy, programmes, capacity building, research, community participation, monitoring & evaluation)
Main strategies

- Role of members: based on their expertise related to 6 key areas
- Funding:
  * integrated in members’ regular activities
  * UNESCO will provide seed money
- Information sharing:
  * UNESCO Bangkok’s website (www.unescobkk.org)
  * Asia-Pacific Literacy Database’s website (www.ap-lit.org/database)

Timeframe for 2004

- March: Dissemination of strategy paper
- April-May: Consultation with resource team
  - Develop profiles
- June-July: Each team shares proposed areas to its member partners
  - Prioritization of areas for action
- September: Sharing with TWG-EFA to celebrate International Literacy Day
(2) ACCU Presentation: “New Direction of ACCU and ACCU-LRC Network”
by Ms. Tomoko Shibao, Director, Education Division, ACCU
Programme areas
- Culture
- Education
- Exchange
- Materials development
- Training
- Networking

ACCU's motto
“Innovation in continuity”
“Harmony”

Integrated approach
- Materials Development
- Training
- Networking

Example of achievement 1:
ACP Ecology series “TREES”

Example of achievement 2:
Literacy materials
AJP: Asia/Pacific Joint Production Programme of Materials for New Literates in Rural Areas

Adaptation
Critical review of the programmes
1. Material development
   - Evaluation report for the 2002 Dissemination Scheme “Savings Group”
   - AJIP materials survey (with APPEAL)
   - New scheme for materials development
   - Expert meeting
2. Asia-Pacific Literacy Data Base
   - Evaluation report on the Data Base (English and Japanese sites)
   - Change name and approach?

Current ACCU Programmes
- REGIONAL
  - National Follow-up programmes
  - Community
  Focuses on regional level programme implementation

New approach
Information sharing
Regional
Sub-regional
National
Community
Encourages information exchange at A-P regional level & closer linkage with national/local programmes

2004-2005 plan
2004-2005 Materials Development -expected results

1. AJP
   - Dissemination of exemplar quality materials from AP countries with guidebook
   - Several "new AJP" materials under pre-set themes published
   - Process of selection/identification of good materials established > LRCs have roles to play

2. PLANET
   - National/local versions of PLANET 3 "waste management" are utilized in such a way to facilitate actions for a better environment in each country
   - LRCs have roles to play

2004-2005 Capacity building

1. 20RW National follow-ups (continued)
2. Sub-regional workshops with National Follow-ups
3. Context/content specific material production with capacity building (output materials will be published also as new AJP) > LRC involvement

2004-2005 Capacity building
Expected results

- Training opportunities will help build "core team" in each country to link ACCU/APPEAL programmes with community needs
- Medium-term vision/framework for various training opportunities established
- Including identification of different training needs for different LRCs

2004-2005 Networking

1. ACCU-APPEAL Joint Planning Meeting
2. Strengthening of the ACCU-LRC network
3. Publication of LRC newsletter
4. Exchange programmes > LRC Mobile Workshop

2004-2005 ICT for NFE

1. Asia-Pacific Literacy Data Base
   - Literacy material data base to "NFE Material resource bank"
   - Utilization as an information exchange tool for and with LRC, what can be done?

2. MANGO pilot project
   - Provide model for effective community database.
Programme outlines

- Started from 1994
- 17 partners in 16 countries in Asia/Pacific
  (Bangladesh, Cambodia, China, India, Indonesia, Iran, Lao PDR, Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Sri Lanka, Thailand, Viet Nam)
- NGOs & GOs

Objectives

- To improve the literacy/NFE situation
- To contribute to the achievement of EFA (Education for All) in Asia/Pacific
- To reduce the gender-gap in education, with special focus on girls and women
Main activities of each LRC
- Literacy/NFE material development
- Training
- Information collection and sharing
- Networking
- Innovative programme implementation
- Research, advocacy for policy change, social mobilization, etc.

Multifold functions of Each LRC
Each LRC Partner Organization is taking on additional responsibilities to function as an LRC
1. Implementer of literacy/NFE programmes
2. Resource centre
3. Intermediary organization
4. Network facilitator at local/national level
5. Actor in international network

1. As a programme implementer...
- Vocational programmes
- Programmes for street children
- Ethnic minorities
- Health, HIV/AIDS prevention
- Fighting against trafficking of children and women
- Peace education
- Local culture/wisdom
- Implementing CLC programmes etc.

2. As a resource centre...
- Collection and sharing of literacy/NFE teaching/learning materials and reference materials
- Materials of its own country as well as internationally generated ones.
- Open space for individuals/organizations to use for programme implementation, research, study, etc.

3. As an intermediary organization...
- Technical and professional support for local NGOs, CLCs, and literacy/NFE facilitators
- Provision of training opportunities
- Support in donor identification and technical support
- Networking opportunities

4. As a network facilitator at local/national level - NGO & GO
5. As an actor in international network

**ACCU-LRC Network**

### Main activities of the Network
- Literacy/NFE materials development
  - Development of new materials & adaptation of existing materials
- Training
  - Annual LRC CBW
  - Focus on ICT and innovation
  - Gender: sub-theme of UNLD (2004)
- Inter-country study visits

### Main activities of the Network (cont’d)
- Information collection and sharing
- Literacy materials Data Base
- Networking
  - Asia-Pacific Literacy Data Base
  - http://www.accu.or.jp/litdbase
  - Publication of a newsletter “Literacy Grassroots Breakthroughs”

### Main activities of the Network (cont’d)
- Innovative programme implementation
  - MANGO community data base
- Collective advocacy for UNLD

### Contribution to EFA
- Grass-roots activities
  - Development of human, technical & material resources
- Promotion of literacy/NFE at Asia/Pacific regional level
Some reflections

1. Objectives/Activities of each LRC and those of ACCU-LRC Network not clearly distinguished.
2. Roles of LRC Partner Organization and those of LRC not clearly stated.
3. Emphasis on infrastructure -> emphasis on functions
4. Effective “Networking” function of ACCU-LRC Network perhaps missing.

Some questions to be asked

1. Name
   LRC = Literacy Resource Centre for Girls and Women (1) Literacy (only???)
   (2) For Girls and Women (only???)

Some questions to be asked

2. Objectives of “LRC programme”

   Version 1
   - To improve the literacy/NFE situation, people’s lives
   - To contribute to the achievement of EFA (Education for All) in Asia/Pacific
   - Through cooperation with outstanding NFE community development organisations
   - Through facilitation of collaboration between the government sector and non-government sector

   Version 2
   - To promote networking among stakeholders from grassroots to international levels
   - To improve the quality of literacy/NFE programmes and projects
   - To reduce the gender gap in education
   - To facilitate better collaboration between the government sector and non-government sector

   Version 3
   - To improve the literacy situation
   - To contribute to the achievement of EFA (Education for All) in Asia/Pacific
   - To reduce the gender gap in education, with special focus on girls and women

   - Learning society
   - Globalization
   - Cultural diversity
   - Advocacy
   - etc.
Some questions to be asked

3. Objectives of each LRC and its relation to the objective of the ACCU-LRC Network
4. Membership
5. Strategy
6. Action plan
7. ACCU’s role
LRC Monitoring & Evaluation 2004: Findings and Analysis

by Ms. Ohashi Chiho, Section Head, Education Division, ACCU

Objectives of the survey: why Laos and Indonesia? + Bangladesh
- Analyze the present characteristics of ACCU-LRC Network through examination of 3 elements of LRC activities which are common to ACCU-LRCs.
- Learning Resource Management: Bangladesh Library Information Centre (LIRC), by JAM Bangladesh
- Networking: Indonesian Learning Resource Centre for Community Empowerment (LRC-KEC), managed by PEM, Indonesia
- Special Efforts to promoting literacy and NFE for girls and women: LAC INFED/ACMED LRC, by MPR
- Development Centre (NFED/C)

Remember? - Objectives of LRC
- To function as resource base towards improving the literacy and NFE situations especially for G&W
- To provide information, materials, expertise and training for orgs and individuals in Litteracy/NFE activities.
- To provide development of networking from the grassroots to the international level to share the experience and resources and to learn from each other
- To conduct innovations in Literacy/NFE projects and strategies for girls and women

Findings: Activities and Achievement
- Perception of Resource Centre
- Literacy/learning resource management
  - Material Development
  - Training
  - Information
- Innovative programme implementation
- Focus on women & girls
- Networking and Information

Findings: a comparative view

<table>
<thead>
<tr>
<th>Network development</th>
<th>Literacy/learning resource management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCU makes materials available for reading centre</td>
<td>ACCU makes materials available for public libraries</td>
</tr>
<tr>
<td>Content and variety</td>
<td>Content and variety</td>
</tr>
<tr>
<td>Training opportunities</td>
<td>Training opportunities</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources</td>
</tr>
<tr>
<td>Cooperation with GOs</td>
<td>Cooperation with GOs</td>
</tr>
<tr>
<td>Adequate support</td>
<td>Adequate support</td>
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<tr>
<td>Adequate materials</td>
<td>Adequate materials</td>
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<tr>
<td>Adequate funding</td>
<td>Adequate funding</td>
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<tr>
<td>Adequate personnel</td>
<td>Adequate personnel</td>
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<tr>
<td>Adequate infrastructure</td>
<td>Adequate infrastructure</td>
</tr>
<tr>
<td>Adequate support</td>
<td>Adequate support</td>
</tr>
</tbody>
</table>

Advantages of the network: successful implementation through partnerships
- More difficult to implement
- High costs
- More difficult to sustain
- More difficult to replicate

In order to improve the quality of education results, focus on information and expertise.
Analysis: 5 areas of LRC interventions

- Innovation
- Materials Development
- Training
- Information
- Networking

Analysis: Innovation

**Strength**
- Initiatives for community participation, empowerment of women and poor by LRC orgs.
- Being explored for developing community database

**Weakness**
- No systematic documentation
- Not shared lessons from pilot testing of innovative ideas
- No follow-up mechanism for scaling-up/continue/mainstreaming

Analysis: Materials Development

**Strength**
- A number of materials
- Variety in format
- Dev. Professional skills
- Dev/ed various resource materials which can be used as reference/guide books

**Weakness: AJP**
- AJP prototype mail’s contain very common and elementary info.
- Some of the issues are not essentially appropriate for community
- Top-down process
- Ad hoc basis without clear plan
- Local oriented mail’s haven’t explored and examined

Analysis: Training

**Strength**
- Cap. of LRCs dev’d in networking, RC management, database
- Regional WSS created scope for sharing experience among LRCs

**Weakness**
- No mechanism for follow-up/application and continuity of the schemes
- Participation of the appropriate level of trained personnel
- Contracts, not always demand driven
- Alternative approach/methods conducted by LRCs at local level have not been explored

Analysis: Information

**Strength**
- Use of info. Network developed for sharing policies and practices
- Literary Database contains a wide range of info.
- Systematic presentation of info.
- Steps for exchange of info. Among LRCs and for sharing info. globally
- LRC homepage/website

**Weakness**
- Info on database not used by LRCs
- Not shared at the community level
- Not updated
- LRC homepages are in local languages
- Lateral exchange of info among LRCs was minimal
- No linkage with national database/information system

Analysis: Networking

**Strength**
- Technical service for local NGOs
- Promoting partnership among the NGOs
- Regional voice for the cause of literacy
- Partnership with UNESCO
- Participation of government, civil society orgs in your network
- Unique constituents of LRC partner orgs

**Weakness**
- Lack of clear goal
- No strategic approach and plan for networking
- Not established/utilized Network with other resource centers with other networks in the country, region and beyond
- Participation of NGOs in the network segmented
Opportunities of ACCU-LRC network
- Partnership with other networks nationally, regionally and globally
- Updated database can be a strong tool for advocacy for resource allocation for literacy and NFE at national and international level
- Wider dissemination of community level achievement and good practices
- Promoting local level networking of CLCs with local government, NGOs, business groups through appropriate database

Opportunities, Continued
- Networking of CLC, LRC and ARTC to bring field experiences at national level and regional level and vice versa
- Developing linkage of literacy database with available databases at the national and international level
- Contribution to UNLD: joining the Regional Resource Team
- ACU is going to change their strategies and approach

Challenges (Issues): Flagship
- Flagship of LRC Network
  - Information sharing for what purpose?:
  - Advocacy?
  - Capacity development?
  - Both?
  - Something else?

Need to clarify to lead to setting operational objectives of the network and scope of work

Challenges (Issues): Identity
- Identities of LRCs
  - Cannot segregate performance and role of the LRC from partner organizations. Back up support from the partner organization as required.
  - Need to identify which specific activities are initiated and performed by LRC as an institution.

It would help in identifying 'Add Value' role of LRC at the national level as well as international level. What are the Add value for the network?

Challenges (Issues): Recognition and Acceptance of LRC
- Recognition and Acceptance of LRC via via capacity of LRC in resource management
  - Imp that the potentiality of LRC1’s are recognized by the concerned government and other literacy/NFE providers.
  - LRCs are busy in implementing their own programs -> limited visibility of LRC at the macro level

How can we make LRC roles and capacity visible at the macro level?

Challenges (Issues): Ownership and sustainability
- The network has been functioned as ACCU network. -> ownership of members
- Individually, many of the LRC organizations are active at the national and regional level of in promoting the causes of EFA, but that is not reflected as a role of LRC.

Who owns LRC network: ACCU or the members? How to activate and sustain the process of networking?
2. Resource Person’s presentations

(1) Networking
by Ms. Myrna Lim, Executive Director, Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED)
**The Selection of ACCU Country-Based NGO LRC Partners:**

- ACCU conducts a wide and highly intensive search for an NGO partner in identified countries where they hope to establish an LRC.
- A standardized information is being collected by ACCU from UNESCO, National Commissions for UNESCO and government agencies concerned with literacy.
- ACCU makes a study visit to candidate NGOs.
- Selection of country based partner NGO is being made in consultation with UNESCO and literacy agencies in government.

**Functions of Country-Based LRC Partners**

<table>
<thead>
<tr>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Initiating innovative projects and strategies to promote literacy</td>
</tr>
<tr>
<td>➤ Conducting research studies for international organizations</td>
</tr>
<tr>
<td>➤ Advocating empowerment of women through education</td>
</tr>
</tbody>
</table>

**Material Development:**

- Designing non-formal education curriculum for specific target learners
- Developing teaching/learning materials and reference materials
- Producing audio-visual materials for environment building and learning

**Training:**

- Providing training for NGOs and communities on literacy and adult education project management
- Conducting materials development training workshops
- Organizing meetings/courses on village development for villagers

**Information:**

- Collecting/providing reference materials and information to community learning centers and field workers
- Publishing LRC newsletter/bulletin
- Developing EMIS (Educational Management Information System) for literacy class operation
- Developing database on learning materials
- Developing participatory evaluation system for community works
Networking:
- Promoting the network of local NGOs
- Providing technical and financial resources to small and/or new NGOs
- Developing LRC homepage introducing their activities and findings
- Participating in international meetings and workshops
- Exchange with other LRCs through "ACCU/LRC Network in Asia and the Pacific"

Networking
A network is any arrangement or structure that links a group of individuals or organizations, who have agreed
- to work around a common activity or towards a common goal
- to share resources, expertise and experiences

Successful networks usually meet the following criteria:
- a realistic strategy for working together with clear objectives
- members have the capacity to contribute financial resources, time or information
- efficient communication mechanisms that allow for two-way communication

There can be many benefits to networking
- Facilitating the exchange of information, ideas, skills, knowledge, experiences, expertise and resources
- Providing opportunities to access funds, training, scholarships
- Making best use of limited resources and putting them centrally
- Working as a group gives creditability to certain cause-based issues, and a yearly and lifelong learning

Partners see benefits of joining the network, as an individual and as institution.
Committed core of active members will take initiatives for co-ordination, management and logistics.
**Networks can be very diverse. They may be:**

**Goals and objectives**
- common goals (same sectors), cross sectoral goals (different sectors, different level)

**Structure**
- informal (some form of co-ordination) or formal (registration with legal and financial responsibilities)

**Geographical Location**
- local, national or international

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**But there can also be serious risks:**

- Lack of concrete activities that are interesting and beneficial to members
- Lack of focus, clear roles, objectives and goals
- Lack of financial resources, time and human resources
- High expectations and limited patience resulting to disappointment
- Network may be too large or too small and become ineffective
- Passive membership or low commitment or interaction of members

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**Our Objectives**

The Foundation is committed and responsible in enhancing the efficacy of the literacy personnel involved in the different literacy projects implemented by the Foundation, including the literacy facilitators of the partner NGO members of the Mindanao NGO Literacy and Education Network.
Objectives of the Project

To increase functional literacy opportunities for women and girls in Mindanao

To improve the institutional capabilities of regional and local NGOs and other local implementers to design, implement, and evaluate functional literacy programmes for women and girls.

Expected Results

by the end of the three-year project.

1. Participating NGO’s will have an increased capacity to plan, implement and evaluate female functional literacy programmes.

2. Participating NGOs will have developed and implemented a strategy for replicating capacity building activities with NGO’s in their geographic areas.

3. NGO’s will have adapted or prepared new literacy materials to use in female functional literacy programmes.

4. Functional literacy classes will have been held for an increased number of women and girls in both urban and rural areas of Mindanao.

5. Implementing NGOs will be involved in a regional network focusing on functional literacy for women.

Institutional Framework

The project is implemented by World Education, an international NGO based in Boston.

Implementation at local level is under a Cotabato City based NGO, Notre Dame Foundation for Charitable Act. Inc. – WED

UNESCO provides technical back stopping.

Mindanao NGO Literacy Network

Project Activities

Phase 1: Technical Assistance
Phase 2: Training
Phase 3: Networking
Capacity Building Seminar Workshops Conducted:

- Project Monitoring and Evaluation of Literacy Classes
  - Project Development and Sustainability
  - Peace and Development: The Basics of Culture of Peace
  - Culture of Peace Instructional Materials Development
  - Advocacy and Social Mobilization
  - Resource Generation and Mobilization

Project Accomplishments and Outcomes:

1. Literacy Advocacy and Promotion in partnership with LGUs and community-based organizations.
2. Increased Capacity of NGOs to plan, implement and evaluate literacy projects and activities.
3. Conducted functional literacy classes for an increased number of women and girls in urban and rural areas.
4. Increased Collaboration, cooperation and collaboration between the Government, its agencies and the NGOs.
5. Networking and sharing of information
6. Resource Generation and Mobilization
7. Conduct of the Mindanao Literacy Summit in 1999

Role of NDFCAI/WED- as Philippine LRC: Bridging Organization

- 1996  ACCU Philippine Literacy Resource Center
- 1996  UNESCO World Education NGO Project
- 1996  USAID SPEED MINDANAO
- 1998  ADB PNFP- MINDANAO AREAS
- 1999  UNESCO GENPEACE
- 2002  EQUITABLE PCIB FOUNDATION
- 2002  GOP-UNI MULTI DONOR PROGRAM 3
And our Greatest Achievements....:
Multi-Awarded NGO Members Of The Mindanao NGO Literacy Network By International and Local Agencies

Maxinden Development Foundation Inc.
- Woven Indigenous Focus for Enhancement (WIFE)
  2008 – National Awards – Most Outstanding Literacy Program in the Philippines
  2001 – 4th Place on National Level – Most Outstanding Literacy Worker
  2001 – Regional Awards – Most Outstanding Literacy Worker

LUMAD Development Foundation – Sr. Danita Guiao
- 2002 – Third Most Outstanding Literacy Worker
- 1994 – First Most Outstanding National Literacy Program
- 1996 – Outstanding Resident of Malabog, Davao City
  South East Asian Rural Social Leadership Institute Xavier

Tribal Mission Philippines
- 1999 – Regional Level - Most Outstanding Literacy Program

Neighbors Population Development Services
- 2000 – Rafael M. Salas Award
- 2002 - 60 years Service, Pioneer Staff for PRRM
- 2002 – Outstanding Literacy Worker

Tribal Leaders Development Foundation
- 1996 - Most Outstanding NGO in SOCSARGEN
- 1995 – Gawad Tulong sa Tao

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NDECAL-WED

- 1997 – UNESCO King Sejong International Literacy Prize by the Korean Government and UNESCO Paris
- 1999 – Bawang Awards for Population & Development Individual and Institutional Category
- 2000 – UN ESCAP for Human Resources Development Award – Top 6
- 1999 – Raman Attract Foundation, Inc. Triennial Awards
- 1998 – Philippine Best Project for Community Development sponsored by the Commission on Population
- 1996 – ACCU Literacy Prize Awards for Video Production
- 1995 - Most Outstanding Literacy Program in the Philippines

Approaches and Thrusts

Building Partnerships

GOVERNMENT

NGO’s & Donor Agencies

Political Will

Technical Will

Funding

Popular Will

Leaders & Communities

PROACTIVE learning that involves development of positive attitudes and values, building self-confidence, self-worth and self-respect.
- Healthy, Responsive, Resilient, Adaptable

- Community-Based Resource Generation and Mobilization
  - Awareness Building
    - Wider community rather than just a specified group.
    - Diversified activities rather than repetitive
    - Innovative rather than conventional
    - Educational rather than instructive

- Community Management and Governance
  - Transparency
  - Accountability

- Integration of UNESCO’s Culture of Peace
  - Conduct intensive capacity building trainings
  - Integration of culture of peace
  - PEACE Institutes

- Cultural citizenship, democracy and peace
- Multi-culturalism and understanding
  - Literate Parents, Educated Children
  - Basic education of adults is the ‘best predictor of the learning achievements of Children’
Poverty and Mobilization

- The dangers of marginalization and polarization promote enclaves of poverty, despair and violence that cannot be eliminated by hand-aid solutions.

“Access to Quality, Excellence in Educational Services

...equality of access does not guarantee equality of success, or equality of opportunity does not ensure equality of results.

We must not only think of serving the limited number of pupils

in school but must also serve those outside

Community-based education implies the need:

- to introduce the concept of flexibility and diversity in the system
- adapting it to the needs of local population
- developing approaches relevant to local culture and life

Literacy for Tomorrow

Has to built upon the experiences of the past.
Address issues of cultural citizenship, democracy and peace
Must promote multi-culturalism and understanding rather than cultural confrontation through dialogue and solidarity.

Quality is as important as Quantity.

Means, Quality, Relevance, Affordability and Responsiveness to EDUCATION.
Sharing Financial Responsibility for Literacy and Education

Financing responsibility cannot and should not rely solely on the budgets of our Government.

We of the private sector, the corporate world, NGOs and donor agencies are called upon to contribute and to provide support to the investment of human resources.

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Strategic Questions for LRC Management:

1. Where are we now?
2. Where do we want to be in the future?
3. How can we get there?
4. What route is best for us?
5. How and when can we implement it?
The Strategic Planner and the Learning Organization

- It is open to changes in the environment.
- It allows the changes to flow through the organization.
- Learning is experiential.
- Learning is affective.
- Learning is achieved through dialogue & consultation.

The Major Elements of Strategic Planning

- Analysis of mission: Organizational Purpose
- Analysis of organization: strengths & weaknesses
- Analysis of environment: threats & opportunities
- Analysis of managerial values: Corporate culture

Analysis of the Environment: What are threats and opportunities?
- Economic Environment
- Political Environment
- Social Environment
- Technological Environment

Analysis of the Organizations: What are its Strengths and Weaknesses?
- Human Resources
- Systems
- Technology
- Material Resources

Analysis of Managerial Values: What is the Organizational Culture?

Managerial Values
- Theoretical
- Economic
- Aesthetic
- Social
- Political
- Religious
Values influence what people want or intend to do. Managerial values influence the decisions and actions that organizations take to achieve its purpose.

Organizational Culture is the predominant value system for the group. The values of individuals in organizations are subject to the influence of “corporate culture”—where people are hired because their personal values are consistent with the organizational culture, and by socialization, where newcomers learn values and ways of behaving that are consistent with those of the organization.
(2) Resource Generation and Mobilization
by Ms. Myrna Lim, Executive Director, Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED)
**Resource Generation and Mobilization: The Challenges**

As LRC we differ:
- Mission and Philosophies
- Client bases
- Skills and approaches
- Expertise and experiences

Our Greatest Challenge is our Organizational SUSTAINABILITY AND SECURITY!!!!

**Resource Generation involves**
- Participatory process of bringing together, engage and involve a wide range of stakeholders and representatives from the public and private sectors
- in providing inputs or resources (human & material)
- for the conduct of community-based literacy & continuing education activities that are culture sensitive, relevant, responsive and appropriate to community-needs.

**Resource Mobilization**

Resource Mobilization is the institutional capability to optimally utilize resources generated in pursuance of program goals, objectives and activities in accordance to prescribed rules of conduct and norms:
- Responsibility
- Accountability
- Transparency
- Ownership

**Resource Generation & Mobilization Concepts and Theories**

**Definition**

Systematic mechanism of:
- Scanning
- Analyzing
- Processing
- Planning
- Matching
- Advocating

- Linkaging
- Allocating
- Utilizing
- Controlling
- Auditing
- Maintaining

Internal and external material and natural resources for a truly sustainable development of people.

**Resource Mobilization Process Cycle**

Scanning Analyzing Processing Planning (Resource Mobilization Phase)

Actual produce apply
- Allocation
- Utilize
- Control
- Audit
- Maintenance

Matching Advocating Monitoring Linkaging

Plan Marketing Resource Allocation utilization

Opportunity is converted into more concrete mobilization scheme

**Resource Generation and Stakeholders**

**Stakeholders**

*Are individuals, agencies and organizations (public and private) with an existing belief, interest or potential vested interest in a particular issue, concern or cause being advocated and promoted.*
LRCs should ideally work cooperatively with Government Agencies, International, National and Local strategic-based organizations

- Increased legitimacy
- Complementary funding
- Support for other "difficult" to obtain resources.

Broad-based NGOs are better equipped to diversify their funding sources:

- Recognizable name and logo/Institutional Credibility
- More technical skills, expertise and experiences/Track record
- More contacts and connections with outside groups with which to form partnerships and alliances.
- Internally have more experience adopting to new programs and adapting to organizational change.

We as NGOs have greater need to seek greater funding because of higher operational costs to support services and overhead.

The key to Financial Sustainability & Security

**Diversification for Organizational Sustainability**

holding a mixed of funding portfolio sources or investments rather than depending on a single funding source or investments to meet current or future project needs.

**Financial Sustainability....**

We define development activities as "sustainable" when they produce:

**OUTCOMES of sufficient value that the project generates adequate resources locally to support the continuation of benefits at a steady growing level.**
System-Wide Implications of this Definition

- Financial strategy
- People
  - Leadership, management staff
- Structures, roles and systems

Implications for Financial Strategy

- Create country-level financing strategy
  - Diversified sources
  - Long-term view
  - Cost management
- Emphasize earnings over grants and contributions
  - Fees
  - Contracts
  - Program-related income generation

Implications for Financial Strategy, continued...

- Seek grants for projects, not operations
  - Develop program models for cost recovery
  - Organizational development
  - Endowments
- Emphasize local revenue to increase...
  - Accountability
  - Community ownership
  - Linkage with other sectors

NGO Self-Financing Possibilities

- Membership fees
- Income from dedicated investments
  - Trust and endowments
  - Local foundations
- Sales of goods and/or services
  - User fees for goods or services
  - Multiple user fees for federation

NGO Self-Financing Possibilities, continued...

- Program-related income
  - For profit enterprise tied to mission/vision
- Sales of goods and services to other sectors
  - Government contracts
  - Private sectors collaborations

Local Financing Possibilities

- Organizational philanthropy
  - Cash and in-kind donations from local resources
  - Grants from local interest groups
  - Corporate sponsorship of special events
- Individual philanthropy
  - Cash and in-kind donations from local individuals
  - Individuals trusts, wills and estates – tax benefits
  - Volunteer services donated to support mission
Local Financing Possibilities continued....
- Government funding and support
  - local tax revenue-sharing
  - national/federal tax relief for activities
  - government contracting for services
  - pass-through of foreign aid funding
  - real estate and/or transportation support

International Financing Possibilities
- Private voluntary contributions
  - tapping into sponsorship funding
  - direct donations to NGOs
- Multilateral development assistance
  - direct grants to NGOs
  - indirect support via country programs
  - dedicated loan support
  - support from donor consortia

International Financing Possibilities, continued....
- Bilateral development assistance
  - direct grants to NGOs
  - indirect support via country programs
  - dedicated loan support
  - support via umbrella NGO organizations
- Corporate financial support
  - marketing identification potential
  - corporate foundation grants
  - in-kind contributions of goods and/or services

Implications for People: Leadership, Management & Staff
- Entrepreneurial Leadership
  - create and communicate positive vision
  - flexible response to opportunity and changing demands
  - can work with multiple and diverse constituencies
  - willing to innovate and take informed risks

Implications for People: Leadership, Management & Staff continued....
- Business management skills and perspective
  - strategic business management
  - marketing management
  - financial planning and control
  - operations management
  - information management
- Culture that rewards productivity, efficiency and impact (as well as participation)

Elements of Entrepreneurial Organization
- Established Legal Identity
- Legitimacy with Multiple Stakeholders and Sectors
- Effective Governing and Advisory Boards
- Entrepreneurial and Diplomatic Leadership
- Locally Appropriate Management Structures and Systems
- Skilled, Committed and Involved Staff
- Sustainable Financing
Qualities of Entrepreneurial Organizations
- Active-Positive Leadership
- Coherent Organizational Objectives & Values
- Adaptive Decision Making
- Concentration on Comparative Advantage
- Commitment to Quality
- Sensitivity & Responsiveness to Emergent & Evolving Client Needs

Qualities of Entrepreneurial Organizations
- Patience
- Adaptive Organizational Environment
- Attract, Develop, and Retain Exceptional Personnel
- Ability to Work with Multiple & Diverse Constituencies

Implications for Structures and Systems
- More direct, less restricted resources flows
- Management information systems to....
  - track and control costs
  - increase accountability for performance
  - permit data-based decision making

Implications for Structures and Systems, continued....
- New mechanisms/structures for....
  - local fundraising
  - NGO interaction with local and national government
  - NGO interaction with business

Implications for Structures and Systems, continued....
- Some new/increased roles LRCs
  - facilitate knowledge generation and sharing
  - policy influence and networking
  - supply technical expertise (e.g., legal, marketing, MIS)
Overview

Why fundraising important?

Why will a project get funded?

What are the main sources of money?

What motivates giving in different sectors?

Who should your organization ask for money?

How do you ask for money?

What does your organization need to succeed in fundraising?

How do you keep getting money?

Why didn't you get the money you asked for?

Why is fundraising important

Survival

Expansion and development

Building a constituency of support

Reducing dependency

Creating a viable and sustainable organization

What are the main sources of money

Foreign donors

- readily identifiable, targeted sources of funding; BUT
- does not build local support nor local ownership
- politically vulnerable
- promotes self-reliance without practicing it

Foreign Donors

- Governments - Official development assistance agencies, mission administered funds
- International NGOs (intermediated)
- United Nations Agencies
- International church-based organization
- Multilateral development banks
- International business
- International foundations

Local Resource Generation/Mobilization

Local government sources

Local foundations and trust

Community foundations

Service clubs and associations

Local companies and small businesses

Individuals (major donors, direct mail)

Special events

Other income generation projects

Who should your LRC/Organization ask for money?

Who is your constituency/who are your friends and supporters?

Who has a shared interest in your work?

Who might benefit from your work?

Diversity the sources your organization relies on

Do lots of research!!!
Identifying Potential Donors

- Brainstorm within your own network.
- Other in-country development organization (annual reports)
- Embassies – discuss with "development secretaries"

Conduct thorough research

- Understand the focus of the prospect: Asia/water/training?
- Who have they given money to in your country? How much? To do what? How does your work compare?
- Do you know anyone who knows the funder? Can you use this?
- Is there a specific application deadline?

What does your organization need to succeed in raising funds?

- Organizational commitment and clear staff responsibilities
- Excellent communications
- Long term vision and clear strategic plan
- Organization must be known, trusted and can demonstrate its success

Why will a project get funded?

- There is a clear, well-thought out plan to fill a niche, address a problem or take advantage of an opportunity
- Your organization can demonstrate the experience and knowledge needed to implement the plan
- It is the best plan, in the right communities and at the right time.

What is the motivation for giving in different sectors?

- Individuals
- Organizations/Foundations/Governments
- Business/Corporations

Why will people give you money?

- Because they were asked
- Because they care or are concerned about your issues
- Because of personal experience
- Because they feel guilty
- Because they will personally benefit or want to be recognized
- Because they feel involved and want to make a difference
Why will organizations give you money?

- You have done your research thoroughly and there is a good fit
- You understand their financial, geographic, and topical limitations
- You understand their current policies and priorities

You can demonstrate prior success and proper financial management (accountability)

You have made the right contacts

Because they feel guilty

Why will companies give you money?

- They have a demonstrated connection to your work.
- To enhance their public image by being associated with a good cause
- A partnership will be of benefit to their employees
- Because senior managers are personally interested

Tax benefits

How do you ask for money?

- Use careful judgment, diplomacy, and people skills
- People do not give to causes; they give to people with causes

Wait for the right opportunity

FUNDRAISING IS ALL ABOUT BUILDING A RELATIONSHIP WITH ANOTHER PERSON

Phone call, or

2-page letter of inquiry

Find out more - is it worth putting the time into setting up a meeting of submitting a full proposal

Does an organization have policy documents, annual reports or guidelines which would be useful

Writing a proposal or a project plan

"A Proposal Writing Short Course", at
http://www.fdcenter.org/grantmaker/prop.html

Are there special application procedures? If, so follow them carefully.

Every proposal should be individually tailored.
Answer who, what, when, where, why, and how.

- Cover letter/summary
- Introduction/organization information
- Needs Assessment
- Project description – goals and objectives
- Action plan and timeline
- Outcomes and evaluation
- Costs and financing
- Appendices

Why didn’t you get the money you asked for?

- The project was not urgent or compelling enough.
- It was not clear where the money would go, or it was not clear that the organization would properly handle the money.
- Expectations were unrealistic or did not match the donor’s capability.

Con’t.....

- Research was not done properly – not knowing who a donor is, or understanding their priorities and needs.
- The wrong person asked for money or at the wrong time.
- Proper stewardship did not take place.
- Insufficient or no attention to marketing.

How do you keep getting money?

- Show your gratitude
- Always provide reports on time and in the format required
- Be creative and generous about involving the involvement of donors
- Help them to understand
- Remember, it is the personal relationships that counts!
- Ask for more - when appropriate

Stewardship

- Let people know about the real difference they are making
- Make your communications personal, emotional and real
- Send pictures, stories about beneficiaries, documents change in the community

You are a donor!! Answer these questions about yourself.

- What do you want to see?
- What do you want to hear?
- What do you want to know?
- Who do you want to know?
- What’s in your annual reports and your website?
### How sustainable is your LRC/NGO?

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<th>Least sustainable</th>
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**A.** Gets its funds and income

- Gets funds and incomes from
  - a variety of local, national, and international sources

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**B.** Doesn't earn any of its income

- Have other sources of funds other than grants

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**C.** LRC/NGO network membership

- LRC/NGO is a member of other organizations and networks both international and local

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**D.** Inefficiently manages resources

- Efficiently manages resources (financial, human, etc)

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**E.** Financial system and management

- Financial system and management is inadequate
  - is adequately installed and promotes effective decision making at all levels of organization

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**F.** Has no clear sense of strategic vision

- Has identified a clear strategic vision for the future and staff are for the future and management and aware for future directionstaff are working together towards this.

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**G.** Community/ies served do not see services provided by NGO as a priority

- Community/ies served value services and support in providing those
services

H. LRC/NGO staff has high turn-over
    LRC/NGO has succeeded in maintaining
    and have low motivation and
    a low turn-over rate while still keeping
    productivity
    staff motivated and productive

I. Salaries paid are higher than
    Salary scales are in line with those
    the sector average and have
    for the sector and are related to
    little or no relation to individual
    individual performance
    performance

J. No real community representation
    Real and meaningful community
    in governance structures
    participation in governance structures

K. The LRC/NGO fails to communicate
    The
    NGO succeeds in communicating
    its message to, and impact effectively
    message to and impact on other
    on, other stakeholders
    stakeholders

L. The NGO does not market its
    The NGO markets its services
    services effectively to intended
    effectively to intended beneficiaries
    beneficiaries and other stakeholders
    and other stakeholders.

(3) Chinese Experience: an introduction of rural vocational education in Western China

4. By Prof. Zhao Jiaji, Leshan Teachers’ College, Sichuan Province

I have researched rural education for a long time and I’d like to devote all my life to the career. Today, it is my honor to introduce several models of rural vocational education in western China to you and I hope that you will be interested in them.

1. The model of “short, level, fast”
This model was shaped in the wave of “open and reform” in rural areas. It is adopted to technical training for adult education. And the main principals of the model are “practicality, fact, and effectiveness”.
“Short”: make each time for learning short (if the content of learning is too much, we will divide it into several parts which are expected to be learnt by several times.)
“Level”: what to learn should keep pace with the development of production and the learning ability of the trainees.
“Quick”: good effects are achieved quickly by applying the knowledge learnt.

2. **The model of “wide, practical, flexible”**
This model provides the trainees more choices. In the past, the course of one subject are totally the same. But now, we design different course models for each subject so that the trainees can make a choice according to their own needs. With the establishment of this model of “wide, practical, flexible”, the ability of adapting of trainees is improved a lot.

“wide”: build up wide base of basic knowledge. Study one major or technology mainly and meanwhile learn some relevant subjects and technologies.

“practical”: attach great importance to practicing and emphasizing on actual effects of textbook.

“flexible”: run schools in flexible way. Just use the way the farmers prefer to.

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This model is effective. With the application of this model, learners can learn concerning knowledge and techniques. And the learners may know the reuse of the circulation of “animal-plants-animalcule” and the full utilization of sunlight, air, time and space. It has make many farmers become rich.

3. **The model of “school-base-household” (three integrated together)**
At first, farmers should change their old attitudes and the activities should be oriented to the marketing, and the learning and teaching should be based on societal needs.

Then, taking the advantage of the knowledge and technology, the schools should set up some “model bases for agricultural science and technology”. The farmers can learn some knowledge and techniques from the bases.

And the bases should function as models on science and technology, management, and efficiency. And it should also focus on the off-farm vocational training. The service of the bases includes: new breeds, new science and technology, product marketing, information provision and consultation.

With the application of this model, farmers can change from “forcing me to learn” to “I want to learn”, from “want to do but do not know how” to “learn to do, follow to do and become rich”.

4. **The model of “school-association-farmers’ household” (three integrated together)**
In order to support the development of western China, China has established various bases for agricultural science and technology and developed some professional associations. This model makes full use of these resources and integrates these three parts together. As for this part, schools for rural...
vocational and technical education actively cooperate with these bases and associations to improve the quality of teachers and learners by using their facilities and other resources. And set-up of various associations in rural areas has bridged the school and farmers’ households together. And the professional associations can help the farmers solve the specific problems happened in their production and management.

The bases provide the school necessary techniques, facilities and chances for experiment and practice. The schools will learn advanced technology from the bases and improve the teachers’ quality. The schools can provide the associations places, teachers and facilities. The schools can provide training for the associations. The associations organize the farmers into production and management and help solve problems faced by farmers.

5. The model of “school-base-company-household” (four parts integrated together)
The model comes as:
The schools provide training classes on practical techniques;
The excellent learners will stay to help the school run the factories;
The schools set up some factories affiliated to the schools;
To carry out innovation and development activities on practical techniques;
Based on these, to establish some companies and involve the farmers into the activities.

6. The model of “one line”
This model will be done by the implementation of programs.
It is going to set up technical centres at different levels: district, county, township and village.
(4) Gender
5. By Ms. Maryam Bibi, Chief Executive, Khwendo Kor (Sister Home), Pakistan
6. ‘No society has ever liberated itself economically, politically and socially without a sound base of educated women’ (Mahboob ul Haq, 2000)

1. Big Picture
Timeline of Key Dates

<table>
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<th>Year</th>
<th>Event</th>
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| 1948 | Universal Declaration of Human Rights, including:
|      | Elementary Education should be free and compulsory |
|      | Higher Education should be accessible to all on the basis of merit |
| 1979 | Elimination of all Forms of Discrimination against Women (CEDAW) |
| 1990 | Rights of the Child (CRC), including:
|      | Rights to Education and Gender Equality |
| 04.2000 | World Education Forum: Dakar Framework for Action Education for All – including commitments that:
|      | By 2005 gender disparities in enrolment in primary and secondary education should be eliminated |
|      | By 2015 Gender Equality in Education achieved |
| 09.2000 | Millennium Summit: the Millennium Declaration |

1.1. Dakar Framework for Action - Education for All
The Six Goals

Goal 1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
Goal 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
Goal 4 Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
Goal 5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
Goal 6 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

1.2. The Millennium Development Goals (MDGs)

Goal 1 Eradicate extreme poverty and hunger
Goal 2 Achieve universal primary education
Goal 3 Promote gender equality and empower women
Goal 4 Reduce child mortality
Goal 5 Improve maternal health
Goal 6 Combat HIV/AIDS, malaria and other diseases
Goal 7 Ensure environmental sustainability
Goal 8 Develop a global partnership for development
1.3. Asia-Pacific Overview: 2000
Countries covered under the Literacy Facts and Figures
(Estimated Adult Literacy Rate in 2000, UNESCO 2002)

<table>
<thead>
<tr>
<th>Country</th>
<th>Estimated Adult Literacy Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>(no data)</td>
</tr>
<tr>
<td>China</td>
<td>85.2%</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>64.8%</td>
</tr>
<tr>
<td>Myanmar</td>
<td>84.7%</td>
</tr>
<tr>
<td>Philippines</td>
<td>94.9%</td>
</tr>
<tr>
<td>Bang</td>
<td>40.0%</td>
</tr>
<tr>
<td>India</td>
<td>57.2%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>87.4%</td>
</tr>
<tr>
<td>Nepal</td>
<td>41.7%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>91.6%</td>
</tr>
<tr>
<td>Bhutan</td>
<td>(no data)</td>
</tr>
<tr>
<td>Indo</td>
<td>86.8%</td>
</tr>
<tr>
<td>Maldives</td>
<td>96.9%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>43.2%</td>
</tr>
<tr>
<td>Thailand</td>
<td>95.5%</td>
</tr>
<tr>
<td>Cambodia</td>
<td>79.1%</td>
</tr>
<tr>
<td>Iran</td>
<td>76.0%</td>
</tr>
<tr>
<td>Mongolia</td>
<td>98.4%</td>
</tr>
<tr>
<td>PNG</td>
<td>63.9%</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

1.4. Progress for Girls and Women since 2000
The 2002 EFA Global Monitoring Report points out that:
girls’ enrolment improved in all regions during the 1990s, that 86 countries have already achieved
gender parity and another 35 are close to doing so. However, 31 nations remain at risk of not meeting
this goal even by 2015.

Despite significant shifts towards greater gender parity, girls continue to face sharp discrimination in
access to schooling. In eleven countries, seven of which are in sub-Saharan Africa, girls have 20% less
chance of starting school than boys. Countries with a GPI below 0.80 are unlikely to achieve the 2005
goal. Chad, Benin, Burkina Faso, Guinea-Bissau, Mali, the Niger and Pakistan are the poorest
performers in terms of girls’ access to school.

According to the 2002 EFA Global Monitoring Report, 28 countries, accounting for over 26
percent of the world’s population, may not achieve any of the three measurable Dakar goals, ie:
- Universal Primary Education (UPE)
- Gender equality and
- Halving of illiteracy rates.

Two-thirds of these countries are in Sub-Saharan Africa, but they also include India and Pakistan.

1.5. Countries at Risk of not Achieving One or More of the Dakar Goals
Countries at risk of not achieving Universal Primary Education (UPE) by 2015

\[ \text{Total} = 57 \]

1.6. Countries at risk of not achieving gender parity by 2015

\[ \text{Total} = 31 \]

1.7. Countries at risk of not halving adult illiteracy by 2015

\[ \text{Total} = 79 \]
Algeria, Antigua and Barbuda, Bahrain, Bangladesh, Benin, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, China, Colombia, Comoros, Democratic Rep. of the Congo, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador,
2. What is Gender?
   - A Concept, a Theme, Ideology, Approach, Attitude, a Way of Believing, Looking at and Doing Things.

2.1. Examples of prevailing Ideologies, beliefs and practices:
   - Men are superior to women
   - Poor are less intelligent.
   - Girls cannot learn science and technical subjects
   - Women’s place is only at home.
   - Expressing human feelings and passions, such as crying for men is not ‘manly’
   - Be assertive for women is not ‘womanly’
   - Men are strong and cruel
   - Women are kind and weak.
   - Men are rational and logical, and so on.
Result: unequal relationships between women and men, customs, traditions, laws, even developmental programmes all reinforce the subordination of women at all levels. This include family, institutions and society as a whole, we see injustices, discrimination, illiteracy, disparities and no change in status quo despite LRC, CLCs, and all national above mentioned international efforts.

2.2. The Gender Approach:
- Women and Men are equal as human beings
- Both women and men can be strong and cruel.
- Both women and men can be weak, kind and rational.
- Both men and women can stay at home if they choose to do so.
- Both men’s and women’s needs and priorities can differ.
- The needs of any man or a woman or a group of men or women can change and be different from another man/woman or a group of another men/women.
- Therefore, both men and women have to be mutually sensitive, understanding respectful, responsive and supportive to one another needs.

2.3. What is Equality?
“...all human beings, both men and women, are free to develop their personal abilities to make choices without the limitations set by stereotypes, rigid roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued, and favoured equally. It does not mean women and men have to become the same but that their rights, responsibilities and opportunities will not depend on whether they are born male or female”

For example, both women and men members on equal standing can build consensus and decide where to establish a CLC, what time to fix for conducting CLC committee meetings that will suit both men and women members’ needs so that it doesn’t hinder both men and women from their normal work; where a girls school be established in their village which will be easily accessible to poor children both girls and boys.

2.4. What is Gender Equity?
“... a one-size-fits all approach may not take into account the unique challenges that different individuals and groups face...Gender equity means fair treatment of women and men” For example residential hostels for women teachers/staff in remote areas, quotas and scholarships for minorities.

2.5. In summary:
- The gender approach is seeking for building relationships, roles and responsibilities between women and men at all levels based upon the concept of equality, both working collaboratively together for providing space, conducive environment to each other for self actualisation. (Ms Lim and hers husband’s example of working in harmony)
- The Gender theme is cross cutting to all sectors and spheres of life.
- The vision is not to disempower men and to empower only women, but to empower whoever is weaker in order to achieve an egalitarian society.

3. Difficulties in Applying the Gender Concept
- Gender is seen as a foreign agenda in the developing countries
- It asks for change in beliefs, attitudes, roles and responsibilities, institutional changes and sharing of power which is extremely threatening and fearful “Gender equity means fair treatment of women and men”
- It is abstract, the results could not be visualised and achieved in the shorter terms.
- Understanding the concept in different and varying contexts is difficult.
- In the way it is used implies as if it is only for women’s empowerment leading to confusing the whole
approach.

- Lack of technical expertise in translating the concept into practice.
- Lack of ownership.

4. Some Suggestions and Recommendations

1. Adopt a gender mainstreaming strategy for the planning and management of all LRC programmes and activities
2. Declare a commitment to gender equality backed up by appropriate budget and resources
3. Conduct a base-line study of gender issues for personnel, learners, teachers and materials
4. Build the capacity of all LRC personnel to promote gender equality
5. Develop gender responsive teaching-learning materials
6. Develop rigorous indicators to measure gender equality changes
7. Involve large numbers of females at all levels to motivate women
8. Promote women’s involvement in decision-making processes at all levels
9. Motivate and train local women to become literacy and numeracy teachers
10. Provide child-care where it will enable women to work at all levels
11. Decrease household workload of women by encouraging and empowering men to take on household responsibilities
12. Establish partnerships with University Departments for Women’s Studies, NGOs and organisations working on gender issues and gender equality
13. Involve high profile women as specialists to make key inputs into LRC activities and consciously take on the responsibility of role models
14. Ensure that the culture of fear and insecurity that is rising globally since 11 September 2001 does not impact negatively on the work of LRCs at all levels.

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3. Information on Observation Visit

1. Heng Dian Village

1.1. Introduction of Heng Dian Village
Under the jurisdiction of Long Shui Town, Heng Dian Village lies in Da Zu County of Chongqing. It is an agricultural village which has a population of 3,069 and averaging 0.8 mu cultivated land per person. Till the end of 2003, the per-capita income had reached to 2,947 RMB.

For the development of the village, the local government has done the following works: Attaching importance to the adjustment of the economic structure.

As an agricultural village, vegetable and egg are the major production and both are competitive in the market and have fair producing extent. The cultivating of vegetable has expanded to 1,500 mu which has passed the environment hazard free acceptance examination of Chongqing in 2001, and has become an environment hazard free vegetable base. Furthermore, the professional vegetable co-operative has been founded and 800 villagers have joined in it. Now the village can produce 4,500-ton vegetables per year and the output value reaches to 4,500,000 RMB. The raising of chicken began in 1997. Now more than 60 families raise 280,000 chickens, the output value of which is 20,000,000 RMB. Moreover, the producing of pig, fish, duck and fruit develops smoothly, and these products make an output value of 3,000,000 RMB per year. Lü Bensong, a 40-year old villager who makes outstanding achievement in raising chickens. In recent years, he invests 600,000 in building a 10-mu chicken shed in which keeps over 30,000 chickens. The selling of eggs makes an income of 1,200,000 RMB. Lü Bensong will add investment and try to enlarge the number of his chicken to 50,000 in a year. He also plans to use high technology to produce “green” eggs. Zeng Yougang, who keeps nearly 10,000 chickens, invests 400,000 yuan to build a pig shed by which earns 100,000 yuan per year. Zeng has an open-mind and believes that science and investment make profit. Each year, he spends 700 yuan on newspapers and periodicals.

1.2. Reinforcing the education
To realize the sustainable development of the village, education is necessary. Eliminating illiteracy and the training in agricultural techniques are the main tusks of the local government.

The cadres of the village aimed to eliminate illiteracy among the youth and the middle-aged before 1997. The teachers are invited from the town to teach villagers in their spare time. In the class, they study carefully and take notes. After class, they discuss with each other and make rapid progress in their study. The habit of playing majiang (a very popular game in China) and chatting has changed. In two years, at the end of 1997, the task of eliminating of illiteracy has been fulfilled, which lies a foundation for the sustainable development of the economic. Xie Qingfang, a 40-year old woman, lacking of education because of poverty, not knowing a word, studies diligently in the class. After the training, she can read and write. Now, except working in the field, she learns new techniques from periodicals as Changjiang River Vegetale and introduces fine breeds of vegetables.

The training of the practical technologies is welcomed by the villagers. They invited the experts from the county and the town to give class. The cadres also select materials to print pamphlets of techniques for the villagers. Zhang Zaiyong, after the training, thought that the root-free bean sprouts could make profit. He uses the knowledge learnt from class and produce high quality bean sprouts which can be sold 200 kilograms per day. In one year, he earns more than 40,000 yuan. Many villagers become rich by using new agricultural techniques.

1.3. Improving fundamental facilities constantly
In recent years, 2,000,000 yuan has been invested to improve the fundamental facilities: building or widening highway 3.5 kilometers; building road and the drainage and irrigation installations 10,000 meters; setting up drip and spray irrigations and rebuilding a primary school. Moreover, the line of telephone and television has been improved. All the families of the village have telephone and television, which offers guarantees for the utilizing of information and the development of economics.
1.4. Emphasizing the investment on and popularization of science and technology
Science and technology are the most important productive forces. Heng Dian Village insists that the education should serve for the economic development. The trainees learn the advanced science and technology information at school and spread it to each family. Most of them acquire wealth. Li Liangquan, after graduating from college, returned home in 1998 and raised over 5,200 chickens which brings him more than 30,000 yuan per year. He also planted 100 pear trees, 50 orange trees, 30 shaddock and 10 loquat trees by which he earns 3,000 yuan per year, moreover, his two fish pond brings him 5,000 yuan per year.
Xie Liangkui, who is called the vegetable baron, learnt the techniques of cultivating cucumber, eggplant, peppercorn etc. He plant vegetables 5 mu, and earns over 40,000 yuan. Our leaders Jiang Zeming, Hu Jingtao and Wei Jianxing visited his field and give high comment.
In conclusion, following the policy of the government, depending on science and technology, emancipating the mind, keeping pace with the times, adjusting the economic structure, Heng Dian Village finds a way of developing economics with the agricultural characteristic.

2. Longshui Town

2.1. An Introduction to Longshui Town
A subtown of the Dazu County, Longshui Town, known for its hardware industry, is now the foremost among its counterparts in the west of China. Placed on the list of National Demonstration Towns for Construction, the Longshui Town is also listed among the One-Hundred-Town Project. It has won the honor of a “Star Town” and is one of the forty-five key towns of the Chongqing city. In Longshui Town there are altogether 10,008 big and small enterprises, including privately owned ones, with about 50,000 employees. It covers an area of 111.88 square km with a population of 132,560. It consists of 28 villages, 212 groups and 33512 households. The cultivated area is 51785.86 mu. There are 5 junior middle schools, 9 primary schools and 20 technical schools for adults. The number of teaching staff is 1069 and students in middle schools and primary schools amount to 17355. In 2003 the town achieved a GDP of 1.172 billion yuan and total financial income of 70.38 million yuan. The per capita annual income of the town habitants reached 6820 yuan and that of the peasants 3130 yuan.

At the turning point of West-Development, we are making full use of our favorable natural conditions and implementing the strategy of Rejuvenating our town through science and education” to keep education and rural economy developing in harmony. We have established a base of six characteristic industries (hardware, casting, vehicle fittings, agricultural machine fittings, steel mould plate and strontium salt). It has been entitled by the country and city as “National Advanced Unit for Spiritual Civilization Construction”, “Demonstration Base of Science Popularization of Chongqing” and “Vegetable Base without Environmental pollution of Chongqing”. Many state leaders, including Hu Jingtao, Jiang Zemin and Wen Jiabao have visited our tow and supervised our work.

2.2. The great cause of becoming well off is based on education
In recent years, we have laid emphasis on the following aspects:
(1) Great attention form the leadership
   The essence of the strategy of “Rejuvenating our town through science and education” is the development of education which will turns out the talented people we urgently need. We put the development of rural education at the first place in the implementation of this strategy. By attaching great importance to science and education and promoting the qualities of laborers, we accelerate the development of local economy and science and technology so that education, science and technology and economy can develop stably and soundly. First, we have established a administrative system in which “general education, vocational education and adult education” are integrated. A rural education reform-leading group has also been established to solve the problems in education reform. In this group, the town head serves as the group leader, and the leaders in charge of education, agriculture and science and technology respectively as the vice group leaders, while the group members are those in
charge of the organizational work, finance, and the People’s Congress. Second, we are collecting funds from various sources to improve the school facilities. In October 1998, we collected 4.98 million yuan and 6558 square meters of unsafe school buildings were removed. We have bought 480 computers and set up a network between schools. In recent three years, 1.6 million yuan has been spent in training teachers so that agricultural technologies have been improved greatly.

(2) Reasonable layout and Establishment of Practice Base
Practice base is where we give labor course and conduct labor education. As bases are lacking, we solve the problem by donating, borrowing and renting etc. In this way, we have established 20 bases that have formed a reasonable layout of diversification.

(3) Adoption of Textbook to Suit Local Conditions
Textbooks of labor skills are fundamental in the conduction of labor education. In addition to the authorized textbook issued by the city, we have compiled our own local teaching materials to meet the needs of developing local leading industry. In this way we have achieved the goal of keeping the development of morality, intelligence and ability in pace with one another.

(4) Emphasis on improvement of teachers’ qualities
The high qualities of teachers are crucial to the successful handling of labor courses. We urge our teachers to be not only professional but also comprehensively capable. Besides, we arrange our teacher to go out and have a look around regularly to improve their qualities.

2.3. Combination of ‘Education for All (EFA)’ and ‘science and technology’ – Achievements and prospective outcomes
Under the policy of “Rejuvenating agriculture and our town through science and technology”, we are endeavoring to make our schools as base where science and social knowledge is spread and the fruits of agricultural technology are popularized and spiritual civilization construction is promoted. All the students obtain knowledge and agricultural skills and also take their practice. In this way, they can combine their study with actual labor.

(1) Conception of education has been transformed. The education is advocated and valued by the whole community.

(2) The number of pragmatic intellectuals is increasing. 328 out of graduates have become the technical backbones.

(3) The rural economy has taken a further step in development. There are altogether 3166 specialized households in the town, with per capita income of 19,786 yuan annually.

(4) The development of spiritual construction is going on consistently.
In a word, with the development of education reform and the improvement of the peasants’ qualities, the economy of our town will prosper and the peasants will be right on the way to wealth in the near future.
4. Summary of Networking Questionnaires

8. (1) Questionnaire on local and national networking

1. Aims/Objectives

Aims:
- Make the country a literate society ever dynamic and continuous
- Promote literacy for girls and women by networking with various development agencies working in related fields
- Eradicate poverty in the country by improving education level and provide the learning materials on the life skills, post literacy programmes
- Improve the linkage between Formal and NFE
- Increase the network of NGOs and GOS working for NFE

Objectives:

Provider: information base
- Information centre for resource sharing and to cater the needs of bibliographical information of individuals, groups and the institutions working in the field of literacy, NFE, adult education, CE including CLCs
- Resource base for information regarding availability of materials and human resources for literacy/ NFE
- Collect (develop) and disseminate materials (e.g. literacy, gender sensitive materials)
- (Nucleus) Centre for sharing/ dissemination of information about all aspects of NFE, particularly for promotion of literacy of girls and women
- Documentation centre and data bank for literacy/ NFE including programmes

Provider
- Provider of technical support for strengthening NFE staff/partner organizations
- Provider/trainer of ICT related programmes. E.g. software development, NFE-MIS
- Provider of materials and funding
- Mobilization of resources to promote education of girls and women

Promoter
- Promotion of literacy/NFE and CE programmes
- Promotion of linkage of institutions and organizations involved in literacy, adult and CE

Facilitator
- Facilitate the members in accessing information, programme and budget.
- Facilitate a mediator of networking with CLC, NGOs and GOs
- Functions as a discussion forum/ communication and agreement in problem-solving and implementation of activities of GO and NGO

Advocator
- Advocacy at all levels of society to promote education for girls and women
- Analyse NFE policy

Research
- Unit for research activities for developing NFE, Literacy and CE programmes

2. Your organization’s role for coordination of the network

- Policy planning and programmes
- Policy related activity
- Information sharing with district officials through conferences, tour and meeting
- Organize capacity building workshops/meetings
- Providing technical support for materials/ human resource development
- Up dating statistics of LRC/NFE activities and sharing information
- Organize regular monthly meeting with network members, to learn and share experience.
- Support to local NGOs in implementation of small level projects
- Publishing monthly newsletter
- Providing profile of member GOs and NGOs and send updated information and materials
- Develop resource pool of writers, trainers, subject experts etc
- Funding mobilization and technical support to local NGOs
- Establishing LRC network at local level through NFE learning centres and CLCs

3. Strategies for sustaining the network

- Membership with other network
- Networking with CLCs
- Membership fee
- Seek new members
- Annual meeting with district education officers
• Regular meeting
• Decentralize the establishment and management of NFE/literacy activities
• Fund generation for maintenance of CLCs and literacy activities
• Encourage beneficiaries’ sense of belongingness of the facility
• Encourage local leaders’ initiation to the planning and implementation
• Develop mechanism to share resources and expertise among communities
• Publishing monthly news letter
• Close cooperation between GOs and NGOs, particularly with MOE (MOEYS)
• Improve service quality can provide (e.g. training, literacy materials)
• Directory of local NGOs
• Invite local NGOs for their project, those who are executive NGOs in the village area network
• Training programmes for functionaries of the network partners.
• Joint action plans from and work distribution among the members
• Provide the platform for discussion of information in addition to sharing/distribute experience and implementation process
• Create integrated among NGOs and GOs through LRC network
• Establishment local website
• Have regular/ continuous activities for LRC
• Partner organization is GO and there is a nationwide NFE network and it has a mechanism to organize activities

4. Strength and weakness of the network and networking activities of your LRC

Strength
• Work in either area of literacy and development
• Small in activities number -> easy to account for
• Local people’s interest and intention are high
• Staff are committed
• Good responsibilities for management at different levels
• Good linkage with formal system of education
• Teaching-learning materials are relevant to daily life
• Provide training for resource person at grassroots level
• Link with life skills to youth
• Develop CLCs which enable to link with other development activities and to enable to promote gender equality, address the issues of domestic violence
• Technical assistance for strengthening network needed
• GOs and NGOs in one forum (LRCCE)
• Openness and willingness to share resources among members
• NGOs are able to implement NFE programme
• Having skill to find out the resources
• Annual meeting role as decision makers
• LRC network can get the government support and involve in policy formulation
• More international attention gained

Weakness
• Shortage of regular manpower
• Lack of Literacy/ NFE specialist
• Lack of ability of documentation
• Lack of capacity using Literacy/NFE MIS
• Limited recognition/ understanding of NFE among general public -> difficulties to establish network
• Lack of awareness on LRC programme
• Community participation is still limited
• Participants to the annual meeting are not same and it is difficult to have effective discussion focusing on current issues.
• Distribution of information is often delayed because of geographical distances among members and some does not have emails.
• Lack of commitment by some members.
• Partners are busy and not to be participated in the LRC activities

5. Difficulties and obstacles in sustaining/expanding the network for your LRC
• Shortage of manpower
• Geographical terrain and inefficient communication facilities
• Political will needs to be obtained to sustain the network
• Funding mobilization (continuously) for LRC activities
• Maintenance of the facilities in the long run
• Some members has stopped literacy programme because of budget constrain
• Some members could not come to the annual meeting from provinces.
• Individual goals of partner organization dominated network’s goal
• Needs to be more broad based and linked with IT.
• No legal contract among members to contribute to the network
• Programmes presented by members are vary and difficult to find priority areas among them
• No joint programme among members, only meeting
• Lack of coordination at regional level (in-country)
• Limited knowledge of the staff on NFE
• Lack of recognition on LRC by other sectors/ LRC

6. Active/potential contributors for the local LRC network
• Panel of local resource persons of BLRC
• Government organization -> network activities are also consistent with government. Involving or creating NGOs for the networking is an area to explore.
• Local leaders including village/ community heads, national assembly embers and district administrators
• CWDA, TOPS, UNESCO Phnom Penh and 2 Ministries are.
• Local NGOs as well as GOs
• (Future) youth in universities, Scouts & Guide. Schools, youth clubs etc.

9. (2) Questionnaire on regional networking

1. Contribution to ACCU-LRC regional network
• Actively attending regional training/ workshops/ meetings to share home experiences with partner organizations
• Developing NFE-MIS and networking/sharing with stakeholders
• Depute staff/personnel to work for literacy/NFE in the region
• Contribution of reports and articles in periodicals published by ACCU and other LRCs
• Through organizing projects
• Providing local and national data bank to ACCU-LRC regional network
• Providing technical resource support to programmes by other network partners
• Join in advocacy campaigns

2. Contribution to EFA and UNLD
• By implementing different types of innovative literacy and CE programme
• As a government, facilitate to be a full adult literacy society
• Celebrating International Literacy Day.
• By translating EFA and UNLD policy commitments into action at local and national level
• Incorporating in teaching learning and training curriculum
• Providing technical resources
• Advocacy
• Implementing programmes for different target groups with local network members (local NGO members have various programmes)
• Involving the campaign of international literacy day.

3. Benefit in Joining the ACCU-LRC Network
• Sharing of experience and expertise to develop NFE
• Frequent interaction with professionals of the A-P literacy professionals
• ACCU-LRC web page
• Financial assistance
• Enhancing capacity of LRC and mother organization
• Wider access to information and data bank
• Improvement in ICT usage culture in organization
• Participation in ACCU organized workshop to gain knowledge and exchange information
• Being a member of organization working world wide.
• Involved in the discussion of current issues
of regional programmes

- Recognition as LRC partner organization of ACCU which helping in linkage with UN agencies as well as INGOs, Govt. agencies at national and state levels and NGOs
- Better equipment specially in the field of IT/Infrastructure -> benefit for community
- Learnt process of materials development/training
- Gain the way how to set up networking
- Gain innovation of LRC from other LRCs

4. Suggestions for improving strengthening ACCU-LRC Network

- Establish a hotline network with national and local NGOs
- Arrange capacity development programme at CLC level
- Evaluate LRC produced materials at the community level
- Flow CLC information through website
- Adapt important regional prototype resources
- Need to revisit suggestions made during the last CBW
- Award bearing courses
- Choose centres of excellence
- Bulletin board is useful for information flow but more exchange of information within ACCU network is needed by way of seminars, meetings
- SWOT analysis of all LRCs will help in assessing the strengths of the LRC and identifying the expertise available with the LRC which can be made use of by other LRCs. -> can be a resource pool.
- Play a pro-active role in undertaking advocacy to influence the policies and programmes of the participating to influence the policies and programmes
- Share best practices to improve LRC programme
- Attachment programme (job training) with successful LRC organisations.
- Conduct training for LRC management i.e. management for LRC with the various membership, GOs and NGOs and wide range of regional
- Consider how to cooperate central Asian countries in terms of material development

5. Suggestions on strategies for sustaining the ACCU-LRC Network

- Need a common vision. Need to develop a mission statement and charter of action.
- Act a pressure group and raise issues on which action at international, national level
- Implement innovative programmes to support EFA goals
- Share important information of LRCs activities/resources and pool them.
- Arrange exchange visit to observe innovative programmes conducted by other LRCs
- LRC Trust Fund
- Joint projects with other LRCs
- Provide annual meeting
- Conducting trainings based on LRC needs
- Newsletter
- Comparative study to enrich LRC management and programme implementation
- Exchange newly developed teaching learning materials regularly
4. Group Work

10. (1) Group Work 1
“Initial reflection on three key-note setting presentations from APPEAL, ACCU and LRC M&E report”

Guidelines of the group works:
1. Workshop groupings will be announced by the Secretariat.
2. Workshop Discussions will be allotted 20 minutes.
3. Each Workshop Group will elect:
   • a Facilitator who shall be responsible in the conduct of the group discussions, ensuring that active participation of the members is encouraged; views and ideas are shared and listened to; and respect of the view of others is given. He/She facilitates that decisions are made through consensus building.
   • Rapporteur records the proceedings and decisions made by the group. Reports for the group during the Plenary Session.
4. Group Reporting is allowed 5 minutes.
5. The Chair may declare Open Forum.

Questions
1. Based on the presentation made by UNESCO, ACCU and the LRC Monitoring and Evaluation Report, what do you see as the main roles and responsibilities of your LRC in the context of your country’s situation? Challenges of EFA and UNLD?
2. What are the difficulties (issues and concerns) you faced as your country/s LRC?
3. Faced the difficulties, what are your recommendations to improve and strengthen your LRC?

| Group 1 |
|------------------|--------------------------------------------------|
| 1. Main roles and responsibilities | • Advocacy for Promoting of literacy  
• Coordinating Partnership with GO/NGO  
• Capacity building (Training workshop) for NGO (NGOs, CBOs)/Civil Society  
• Providing communication to GO/NGOs to organize literacy activities/ NFE programs  
• Development of relevant teaching/learning materials  
• Technical assistance to partner NGOs  
• Researches on Literacy / NFE  
• Documentation /Data bank |
| 2. Difficulties faced | • Limited funds: -strategies for funds raising  
• Lack of manpower  
• Insufficient coordination with GO / other NGOs  
• Lack of dialogue between LRC and communities to identify needs  
• Communication gap  
• Peace  
• Law and acts conditions |
| 3. Recommendations to strengthen LRC | • Proper/ closer coordination between ACCU- LRC –GOs/NGOs, etc.  
• Funding: Explore other avenues for fund with ACCU’s support  
• Involvement of LRC in ACCU/APPEL programs in their counties  
• Coordination among all LRCs for mutual benefits  
• Generation of community-interest & participation in LRC activities  
• Improvement of environment for LRC activities  
• More participatory need assessment to be |
### Group 2

**1. Main roles and responsibilities**
- Training (Indonesia)
- Material Development (China)
- Awareness Development (PNG)
- Research (China)
- Providing resources for NGO + Government (China)
- Focus on Women & Girls (PNG)
- More emphasis in rural area (China)
- Push the Government to support LRC (PNG)
- Empower the women
- Networking with community through ICT & Non-ICT modes (SL)
- Poverty alleviation

**2. Difficulties faced**
- Myanmar:
  - Need more support from government
  - Key focus issues change fast
  - Theme 2003-04: Gender
  - 2005-06: Sustainable Development then to health
- Indonesia:
  - No sufficient collaboration between Government & NGO at National level
- Papua New Guinea:
  - Political crisis at the GO level
- China:
  - Less national support / acceptance mechanism for NGOs
  - Complex approaches and unstable strategy shifts
  - Premature NGO activities
- Sri Lanka:
  - Weak institutional set up at Government level.

**3. Recommendations to strengthen LRC**
- Push the Governments to provide support to LRCs
- Develop corporation between LRCs
- Improve Global & Regional networking
- Improve the focus of all LRC to become one
- Increase financial resources
- Clarify the objectives of ACCU
- Clarify the working strategies of ACCU for LRC

### Group 3

**1. Main roles and responsibilities**
- Material development
- Need-based programmes at community level
- Action-research
- Capacity building at grassroots levels & various levels
- Networking
- Information-sharing
- Documentation and Database

**2. Difficulties faced**
- Up scaling + replicability : India of modules/pilots--India
- Lack of interest from NGOs
- Inadequate +untrained personnel
- Limited number staff
- Difficulties in separating LRCs from partner organizations
- Sustainability of activities
- Time-management
3. Recommendations to strengthen LRC

• More support + advocacy needed from ACCU at national level
• High-level delegation for ACCU-LRC network at global levels
• Network at global levels
• Strategic planning at various levels for 3 years
• Common vision, Mission for ACCU-LRC

11. (2) Group Work 2
12. “Local and National Networking of each LRC”

Group members

<table>
<thead>
<tr>
<th>Group E</th>
<th>Group F</th>
<th>Group A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Singye, Bhutan</td>
<td>Mr. Bhuinya, Bangladesh</td>
<td>Ms. Ubol, Cambodia</td>
</tr>
<tr>
<td>Mr. Zhao, China</td>
<td>Ms. Anjali, Indore India</td>
<td>Mr. Anil, Jaipur India</td>
</tr>
<tr>
<td>Mr. Amphaivong, Lao</td>
<td>Ms. Mukmin, Indonesia</td>
<td>Ms. Ismat, Pakistan</td>
</tr>
<tr>
<td>Ms. Batchuluun, Mongolia</td>
<td>Mr. Roshan, Nepal</td>
<td>Mr. Gisawo, PNG</td>
</tr>
<tr>
<td>Daw Htoo Htoo Aung, Myanmar</td>
<td>Mr. Joel, Philippines</td>
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<td>Ms. Tanaka Ai, UNESCO Beijing</td>
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<td>Mr. Son, Viet Nam</td>
</tr>
<tr>
<td>Ms. Lim, RP</td>
<td>Ms. Darunee, APPEAL</td>
<td>Ms. Bibi, RP</td>
</tr>
<tr>
<td>Mr. Sato, ACCU</td>
<td>Ms. Shibao, ACCU</td>
<td>Ms. Chiho, ACCU</td>
</tr>
</tbody>
</table>

1. Procedure
(1) Each group selects a group work a facilitator and a rapporteur among participants.
(2) Each group decides who will make the reporting at the plenary. 5 minutes presentation for each group.
(3) Each group works to produce the expected output described below.

2. Expected output from each group
Discussion on strengths, weaknesses, strategy to overcome the weaknesses of the local and national networking activities of each LRC.

(1) Listing common elements among members.
(2) Adding LRC-specific elements.

Group E

Strengths

“Moderate” network (e.g. publishing & circulating Newsletter)
Involvement of all levels
Resource sharing
Bhutan:
- Other government sections provide materials (e.g. Ministry of Health, Environment)
- Well established structure
- Central level-district level/local level
China:
- Support from MoE
- Collaboration with women’s union federation and youth league
Lao PDR:
- Multi-sectoral involvement (GOs, IGOs, NGOs, private)
Mongolia:
- Well established structure
<table>
<thead>
<tr>
<th>Country</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myanmar</td>
<td>• Central level-district level/local level</td>
</tr>
<tr>
<td></td>
<td>• Separate section in LRC responsible for networking</td>
</tr>
<tr>
<td></td>
<td>• Collaboration with women's union federation and youth league (women's</td>
</tr>
<tr>
<td></td>
<td>federation)</td>
</tr>
<tr>
<td>Weaknesses</td>
<td>• Limited number of NGOs</td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of the importance of NFE and negative perception</td>
</tr>
<tr>
<td>China</td>
<td>• Lack of collaboration among sections in the government as well as local/</td>
</tr>
<tr>
<td></td>
<td>grass-roots levels</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>• Difficulties in communicating with higher education Institutes because</td>
</tr>
<tr>
<td></td>
<td>of procedural requirement (bureaucracy)</td>
</tr>
<tr>
<td>Mongolia</td>
<td>• Lack of manpower</td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness</td>
</tr>
<tr>
<td></td>
<td>• Lack of qualified and trained staff</td>
</tr>
<tr>
<td>Strategies</td>
<td>• Decentralization</td>
</tr>
<tr>
<td></td>
<td>• Advocacy</td>
</tr>
<tr>
<td></td>
<td>• Awareness-raising</td>
</tr>
<tr>
<td></td>
<td>• Social marketing</td>
</tr>
<tr>
<td></td>
<td>• Integrating NFE in pre/in-service teacher training curriculum</td>
</tr>
<tr>
<td></td>
<td>• Inclusion of NFE in teacher education courses</td>
</tr>
</tbody>
</table>

**Group F**

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Government/NGO strong collaboration</td>
</tr>
<tr>
<td>• Networking among network NGO members</td>
</tr>
<tr>
<td>• Regular reporting mechanism</td>
</tr>
<tr>
<td>• Financial and technical back stopping</td>
</tr>
<tr>
<td>• Joint projects</td>
</tr>
<tr>
<td>• Recognition</td>
</tr>
<tr>
<td>• Resource sharing</td>
</tr>
<tr>
<td>Bangladesh:</td>
</tr>
<tr>
<td>• Involvement of successful NGO in different area of respective training</td>
</tr>
<tr>
<td>literacy program and material development among NGOs/GOs</td>
</tr>
<tr>
<td>• Capacity-building training for network has enhanced capabilities</td>
</tr>
<tr>
<td>• Newsletters</td>
</tr>
<tr>
<td>India:</td>
</tr>
<tr>
<td>• Capacity-building training for network has enhanced capabilities</td>
</tr>
<tr>
<td>• Newsletters</td>
</tr>
<tr>
<td>Nepal:</td>
</tr>
<tr>
<td>• Newsletters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of regular information from member to LRC</td>
</tr>
<tr>
<td>• Insufficient number of staff</td>
</tr>
<tr>
<td>• Not enough funds</td>
</tr>
<tr>
<td>• Lack of internet network</td>
</tr>
<tr>
<td>• Lack of involvement of network partners</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>• Well define goals and objectives</td>
</tr>
<tr>
<td>• ICT networking needs more funds</td>
</tr>
<tr>
<td>• Strategic approach to effective networking (such as baseline research</td>
</tr>
<tr>
<td>on facility and capacity of network members)</td>
</tr>
<tr>
<td>• Regular updates visit/ monitoring</td>
</tr>
</tbody>
</table>
- Exchange program
- Meeting with clear agenda
- Develop joint program
- Continuing process of capacity
- MIS
- Nurturing feeling of belongingness to the network
- Incentives

**Group A**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material development</td>
<td>Lack of community interaction</td>
</tr>
<tr>
<td>Capacity building of LRC itself &amp; partners</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Innovative abilities</td>
<td>Activities of LRCs are not strongly felt within the mother organizations.</td>
</tr>
<tr>
<td>Keenness to collaboration</td>
<td>Resource generation for networking</td>
</tr>
<tr>
<td>Credibility of the partners among the community</td>
<td>Social marketing</td>
</tr>
<tr>
<td>Locally specific strategies</td>
<td>Lack of support among partner NGOs</td>
</tr>
</tbody>
</table>

**Strategies**

- Review & Improve the managerial capacity of LRC
- Responsible, credible and proactive to improve outreach and outside network
- Donor fund raising + Income generation by selling services
- Attention on human resources development
- Regular follow up and monitoring
- Exchange visits, Internships and training
- Learn available social mobilization techniques
- Utilize CBOs to deliver services to the community

13. (3) Group Work 3: LRC possible contribution to UNLD in different fields

<table>
<thead>
<tr>
<th>1. Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>Meetings with NGO forums, common networks and media</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>Perspective of literacy including BE, CE, FE, emphasis on basic life skill education. Addressing issues of PA and Environment, health risks like HIV/AIDS, for youth and adults, gender sensitization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Programmes: Material development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>Assessment of local resource</td>
</tr>
<tr>
<td>Community mobilization</td>
</tr>
<tr>
<td>Design and planning more details of programme</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Seeking funds</td>
</tr>
<tr>
<td>Collaboration with GOs/NGOs/CBO for implementation</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
</tr>
</tbody>
</table>

**Actions**

- Material development
- Assessment of local needs
- Section of primary need (NP methods)
- Preparing and illustrating materials
- Field-testing
- Revising
- Duplicating and publishing
- Functional and basic literacy, ethnic participatory (Girls and Women)
- Field survey
- Development specific materials
- Mobilizing community
- Organizing literacy class
- Income generating class
- Monitoring and evaluation

### 3. Capacity Building

**Strategies**

- Identification and involvement of all stakeholders at various levels
- Creation of synergy between FE and NFE sectors
- Building partnership among LRC and other organization
- Resource mobilization and resource pooling

**Actions**

- Capacity Building on planning and management for education planners on each aspect of programmes planning and implementation
- TOTs to build a cadre of trainers
- Conduction of training by trained trainers
- Developing training curriculum and training models

### 4. Research

**Strategies**

1. Involvement of GOs and NGOs, and professional researchers
   - Participatory approach
   - Fund raising
   - Gender, ethnic and economic sensitive approach
   - Capacity building on research methodology etc.
2. Case studies
   - Regional comparative case studies
   - Successful/ failure case studies

**Actions**

1. Impact of Literacy Programme (e.g. change of quality of life)
   - Level of empowerment
   - Participation in decision making
   - Communication on skill
   - Health and hygiene
   - Social mobility etc.
2. Sustainability of CLCs
   - Facilities and their maintenance
   - Activities
   - Capacity building of CLC members (resource mobilization, coordination, network)

### 5. Community Participation

**What is it?**

- Community - Beneficiary from the LRC Programmes
Participation - Role of the community right from the beginning to completion of the program

Strategies
- Vision (stick to the LRC vision) & Mission should be shared with community
- Policy should be improved
- Attitude of the LRC as a whole for community participation (while ensuring transparency, and accountability)
- Identification of beneficiaries (community)
- Selection: Based on secondary data which includes needs assessment
- Community ownership, relevancy to the community needs
- Accessibility
- Direct visit to LRC
- Through CLC
- Through local access points (other NGO, CBO etc.)
- Ensure affordability
- Couple the action with other community development services
- Follow up
- Monitoring
- Provision of service

Actions
- Awareness building
- Training of trainers
- Material Development
- Development of a community portal
- Monitoring & evaluation

6. Monitoring & Evaluation

Strategies
- Information dissemination
- Advocacy and social marketing
- Documentation through case studies

Actions
- Provide to ACCU-LRC networks
- M&E instruments: Learners learning progress; facilitators, community based CLCs, institutional (partner NGOs)
- Provide information on actual M/E practices and methodologies and techniques (frequency of visits community, CLC visitation, etc)
- Conduct a study and documentation of promoting effective teaching and learning environment in NFE classes for greater learning outcomes
- Develop N/E instruments for LRC operations (performance standard and par indicators)
- M&E in live with institutional objectives of LRC

15. (4) Group Work 4: Resource Generation and Mobilization

Group member

<table>
<thead>
<tr>
<th>Group L</th>
<th>Group R</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Bhuiya, Bangladesh</td>
<td>Ms. Ubol, Cambodia</td>
<td>Mr. Zhao, China</td>
</tr>
<tr>
<td>Mr. Singye, Bhutan</td>
<td>Mr. Amphaivong, Lao</td>
<td>Ms. Batchuluun, Mongolia</td>
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<td>Ms. Ismat, Pakistan</td>
</tr>
<tr>
<td>Ms. Nilda, Philippine</td>
<td>Mr. Joel, Philippines</td>
<td>Mr. Gisawo, PNG</td>
</tr>
<tr>
<td>Prof. Kuninobu, Japan</td>
<td>Mr. Harsha, Sri Lanka</td>
<td>Mr. Son, Viet Nam</td>
</tr>
<tr>
<td>Ms. Lim, RP</td>
<td>Ms. Bibi, RP</td>
<td>Ms. Tanaka Ai, UNESCO Beijing</td>
</tr>
<tr>
<td>Ms. Chiho, ACCU</td>
<td>Ms. Shibao, ACCU</td>
<td>Ms. Darunee, APPEAL</td>
</tr>
</tbody>
</table>

Procedure
(1) Each group selects a group work facilitator and a rapporteur among participants.
(2) Each group decides who will make the reporting at the plenary.
(3) Each group works to produce the expected output described below.
(4) 10 minute presentation for each group at the plenary.

### Group L

<table>
<thead>
<tr>
<th>Area</th>
<th>Current practice (How do you do it now?)</th>
<th>How to improve? - source</th>
<th>- approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human resource</td>
<td>• Part Time/Volunteers - at CLC</td>
<td>• Capacity building training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Full time staff at LRC HQ</td>
<td>• Human resource development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Government employee (Bhutan)</td>
<td>• Specialized training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School teachers - facilitators</td>
<td>• Create opportunity for facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trained staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff from network partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment &amp; facilities</td>
<td>• Material Development: Own Funds</td>
<td>• More equipments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ICT Equipment : ACCU</td>
<td>• Sharing with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mobile Libraries : Other Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training equipments: Donations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training rooms: Borrowing from Network partners hostel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fund</td>
<td>• Grant from government</td>
<td>• Cut down expenses by fund management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• International donor agencies</td>
<td>• Investments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Internet (loan↑)</td>
<td>• Vigorous IGP activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Income Generation Programs</td>
<td>• Advocacy for allocating more budget for NFE by government &amp; private sector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rental from intra facilities</td>
<td>• Partnership with private sector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Government budget allocation (Bhutan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Membership fee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Group R

<table>
<thead>
<tr>
<th>Area</th>
<th>Current practice (How do you do it now?)</th>
<th>How to improve? - source</th>
<th>- approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human resource</td>
<td>• Board of directors/ comm. advisory</td>
<td>• More active participation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Full-time staff Volunteers providing certificates</td>
<td>• Clear &amp; define roles of BOD &amp; staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paid “volunteers teachers” (deputation)/ part-time</td>
<td>• Motivating other development sectors (sort &amp; private) to participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local wisdom</td>
<td>• Developing database of human resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Part-time staff</td>
<td>• Provide incentive recognition exposure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community-based facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well-trained staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peer educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individual &amp; institutional collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment &amp; facilities</td>
<td>• Donations from the local/ community/ ACCU, govt, private, IO etc</td>
<td>• Improve social marketing/ publicity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Own income</td>
<td>• Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sharing facilities of other agencies</td>
<td>• Developing inventories, accountability &amp; transparency system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hiving-out of facilities to other</td>
<td>• Facilitate generation of local</td>
<td></td>
</tr>
<tr>
<td>3. Fund</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>agencies</strong>&lt;br&gt;• Sharing, materials</td>
<td><strong>materials</strong>&lt;br&gt;• Capacity building &amp; fund raising&lt;br&gt;• Lobbying / advocacy&lt;br&gt;• Networking&lt;br&gt;• Sharing information on funding agencies&lt;br&gt;• Documentation &amp; publicity&lt;br&gt;• Efficient management &amp; programs&lt;br&gt;• Good partnership&lt;br&gt;• Clear institutional CLC objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. (5) Group Work 5: Gender – Lessons learnt from the field visit

Some key questions for field observations from Gender perspective:
- Do you think the programme is catering to the needs of both women and men?
- What is the ratio of women and men in the management structure of the programme?
- What is the main strategy for achieving community participation especially women? Please give some examples of direct benefits that communities receive from the programme.
- Who controls the resources (financial and others please give examples)
- Do you think women have equal participation in the decision making at different levels in the programme? If yes how?
- What difficulties are faced in accessing and achieving poor women’s participation?
Schedule and Guidelines for the 3 Role Plays for Gender Session

Role Play One: Starts at 11:30
Time: 10-15 minutes
People required: maximum 5 to 7, men and women.
Main objective is to show that:
• Due to customs, traditions beliefs and socialization, the relationships between men and women are unequal, there is tension, suppression and heavy burden of work for women.
• Women are worried about their household chores and attending/fulfilling CLC requirements such as preparing refreshments for guests is additional burden, there is lack of understanding for their difficulties.
• Men dominate and do most of the talking and giving instructions.

First scene: showing a village family, wife is unwell, dirty and drowned in household chores and husband rushing and arriving to announce that a donor was about to visit their CLC. And that she has to attend the meeting, prepare the refreshments for the visitors and inform other women members for the meeting, mother in law is lying disinterested in the back ground.

Second scene: CLC meeting with submissive women members
Though women are the members of the CLCs but they lack confidence, are nervous and submissive, believe they cannot handle financial matters
Do not have their own opinion, when asked by some external visitors such as a donor, if CLC is beneficial for them their answer is in only in yes or no. Men speak on their behalf or they refer to men to talk on their behalf.

Brain storming in plenary finishes at 12:30
Lunch Break 12:30-14:00

Role Play Two:
Time: 10 minutes
People required: maximum 3, two women and one man
Scene: Showing a very authoritative female in charge of a LRC in her office. She likes to be praised for her beauty, dress, and that how intelligent she is, she proudly says how brave she is that she could insult men in CLCs/other meetings, she thinks that CLCs were only for women so men shouldn’t be allowed to take part in the discussions, she boasts about women empowerment by giving her own example of achieving her present status, by fighting for her rights aggressively, talks too much, doesn’t listen, doesn’t share information, is very bureaucratic, men and women working for her are weary of her but praises her on her face, the environment is very tense. Both men and women are submissive.

Main Objective is to show that:
• Without change in the attitude, and believing in gender equality women coming into powerful positions could not be helpful to both men and women.
• Brain storming in plenary finishes at 15:00
• Role Play Three: starts at 15:00
**Role Play Three:**

**Time:** 10 minutes

**People required:** maximum 5 to 7, men and women.

Main Objective is to show that:

Gender equality can be achieved by listening, understanding, being supportive to each other, a win-win situation can be achieved.

**Scene One:** Showing the previous scene in the family with better understanding between husband and wife of sharing responsibilities such as he takes responsibility for spreading the washings she had just finished, preparing and serving refreshments for the visitors, cleaning the CLC meeting place. She takes responsibility for informing other women and bringing milk from the village corner shop and the mother in law says she will look after the baby as she thought the CLC meeting was important.

**Scene Two:** Showing CLC meeting with confidents, assertive men and women with suggestions for the whole community and taking responsibilities on shared basis.

**Tea Break:** 15:30-16:00

Brain storming on the role play 3 in plenary: finishes at 16:30

Group work and presentations on how CLCs can be made more gender sensitive? 16:30 –17:30.

17. **(6) Group Work 6: Gender Analysis on CLC/LRC activities**

**18.**

- Three groups will be formed.
- Each group selects a group work facilitator and a reporter.
- Each group will have 5-7 minutes for presentation.

**Results of Group Work 6**

**Q1.** How gender equality can be achieved in your program at CLC/LRC levels?

**Q2.** Suggest few changes in the management of CLC/LRC from gender point of view

**Q3.** What support maybe requisite for gender integration in CLC

**Group 1**

**Q1.**

- Development a mechanism to protect gender equality and female rights
- encourage more families
- men & women cooperation
- awareness Workshop for gender, equality
- awareness of CLC/programs
- home/community/working place: It happens in reality
- to introduce innovative/need based programs to make CLC a better equipped place , Maybe an information center also farmers’ literacy and recreation

**Q2.**

- gender parity in management structure
- equal opportunity in decision making
- to train the woman as administrators
- equal sharing of responsibility
- ensure husband’s support to female members to discharge the duties at CLC
- *6.experimental model
- all woman CLC members &compare

**Q3.**

- environment building for gender equality
- support from local government authority
- no gender disparity in programs
- (make it a compulsory policy)
- facilitation intervention & gender friendly

**Group 2**

**Q1.**
- Situation analysis, Research on gender (problems & needs)
- Designing, planning, implementing, monitoring and evaluation, programme running by (gender sensitive)
- Develop gender manual
- Gender training for network members
- Give some more chances for decision making

**Q2.**
- Funds analysis
- Design and plan for better gender sensitive management, such as community (members, management of CLCS, participation etc.)
- Providing training to MC

**Q3.**
- Financial support
- Material on gender
- Technical (research, training, etc.)
- Networking & partnership on gender

**Group 3**

**Q1.**
- CLC: Social & religious threats
- LRC: LRCs “For Girls & Women” only.
- CLC: Difficulty for finding qualified women facilitators in county level
- Women are shy & weak (belief)
- Cultural taboos preventing participation of women
- Men believe themselves as leaders
- Both men & women have low education & maybe illiterate.
- Conflicts existing from one family to another families - class, caste and tribe relations.
- LRC/CLC
- gender imbalance must structure
- difficulty to run needs - based program of men & women

**Q2.**
- Organization management (CLC & LRC)
- Community leaders
- local government.
- educational organization (schools, university, Education Department)
- CLC facilitators, learners, community members.
- religious leaders
- local famous persons
- civic-oriented organization / CSOs
- gender-sensitive materials produced by LRCs
- media personalities
- shop keepers/private sectors
- Donor Agencies

**Q3.**
NA
A story of an LRC and ACCU

Once upon a time, there was a big EFA conference by APPEAL in Bangkok, where many people from many Asia-Pacific countries attended. ACCU was one of the invitees there.

ACCU representative made a presentation on ACCU-LRC Network at the plenary.

After the presentation, a government representative of the Republic of Mina came to the ACCU representative and said,

“Your presentation was really nice, but what you said about the LRC in our country is not true. You said the LRC works with the government. We do not work with them.”

Then, another person, this time an NGO representative also from the Republic of Mina came to the ACCU representative and said,

“Your presentation was impressive. However, I wonder why I have never heard of the LRC while we have been working in the field of literacy for a long time. Why?”

Finally, the third person, a CLC facilitator from the Republic of Mina, came to the ACCU representative and said,

“Your presentation was excellent. However, I wonder why I do not get the teaching/learning materials that the LRC is supposed to be providing CLCs. Why?”

The ACCU representative was wondering why, also. Because s/he made the presentation based on the LRC reports from all the LRCs, including that of LRC Republic of Mina. Still wondering why, s/he left the conference room.

Activities in 3 groups (20 min.)
1. How do you feel if you are the ACCU representative?
2. What do you do if you are ACCU?
3. What do you do as the LRC of the Republic of Mina?

Group 1 Nepal, China, India-Jaipur, Cambodia, Indonesia, Philippines

<table>
<thead>
<tr>
<th>1. How do you feel if you are the ACCU representative?</th>
<th>ACCU confuse and feel bad about it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC is not working properly as reported</td>
</tr>
<tr>
<td></td>
<td>No coordination with GO/NGO/CLCs</td>
</tr>
<tr>
<td></td>
<td>Embarrassed</td>
</tr>
<tr>
<td></td>
<td>Disappointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What do you do if you are ACCU?</th>
<th>1. During the conference: Classification regarding parent NGO he can discuss with Government /NSO/ CLCs on the revival / improvement of LRC meet its objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. After the conference</td>
</tr>
<tr>
<td></td>
<td>critical review the performance of LRC</td>
</tr>
<tr>
<td></td>
<td>send an official to LRC to evaluate / monitor</td>
</tr>
<tr>
<td></td>
<td>to get first hand information from CLC / Government</td>
</tr>
<tr>
<td></td>
<td>to follow up on the discussions with Government / NGO/CLC</td>
</tr>
<tr>
<td></td>
<td>to reconsider its strategy for MINA LRC based on evaluation</td>
</tr>
<tr>
<td></td>
<td>ACCU must introspect its own role</td>
</tr>
</tbody>
</table>

<p>| 3. What do you do as the LRC of the Republic of Mina? | LRC will classify its stand |</p>
<table>
<thead>
<tr>
<th>Group 2 Bhutan, Myanmar, Philippines, Bangladesh, Ms. Bibi, National Commission for UNESCO, China</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do you feel if you are the ACCU representative?</strong></td>
</tr>
</tbody>
</table>
| • embarrassed  
• confused  
• disappointed  
• many why’s in her/his mind  
• thinking how it can be improved  
• develop Feedback /information system |
| **What do you do if you are ACCU?** |
| • internal meeting within ACCU on situational analysis (communication strategy, networking)  
• to know their needs for improvement  
• to see the outreach of LRCS  
• critical analysis  
• analysis of REPORT (Mina) |
| **What do you do as the LRC of the Republic of Mina?** |
| • Workshop involving the GO (Education dept.), NGOs (NFE/Literacy programs), CLC/LRS & media on Networking  
• Defining roles & responsibilities  
• Continuity of workshop  
• Exchange visits  
• Improvement /strengthen communication  
• Regular Reports to GO, NGO & stakeholders |

<table>
<thead>
<tr>
<th>Group 3 India-Indore, Japan, Mongolia, Pakistan, Papua New Guinea, Lao PDR, Viet Nam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How do you feel if you are the ACCU representative?</strong></td>
</tr>
</tbody>
</table>
| • For ACCU it will be embarrassing will wonder  
• Will think government official might change  
• LRC has no linkage with the government  
• Anxious to improve the situation  
• ACCU will want to analysis |
| **What do you do if you are ACCU?** |
| • ACCU will send somebody for monitoring & Evaluation  
• Situation analysis  
• Will contact Government, NSOs partners and CLC  
• Capacity Building for LRC  
• Joint meeting, advocacy  
• Facilitate information sharing |
| **What do you do as the LRC of the Republic of Mina?** |
| • Revising the objective and clarify roles  
• Strategy planning  
• Joint meetings  
• Contact the Government, existing network  
• Publicity  
• Establish mechanism for regular contact  
• Study visit to other IRC  
• Invite Government official to their program |
21. (8) Group Work 8: LRCs Exchange Market: Exchange Information and Activities

Preparation of your shop (11.10-30)

Prepare your shop advertisement: Please write on your sheet of paper about

1. Name of your LRC (Country)
2. Objectives of LRC
3. Innovative programmes/ activities you will be able to share with other LRCs
4. Weak/ concerned issues/areas you would like to get support from other LRCs

Make your paper attractive for visitors!

Shop visit: You can visit all LRC shops and exchange information

1st round (11.30-12.40)

<table>
<thead>
<tr>
<th>Shop owners</th>
<th>Bangladesh, Bhutan, Cambodia, China, India-Jaipur, India- Indore, Indonesia, Lao PDR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors</td>
<td>Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Viet Nam</td>
</tr>
</tbody>
</table>

2nd round (13.45-14.55)

<table>
<thead>
<tr>
<th>Shop owners</th>
<th>Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Viet Nam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors</td>
<td>Bangladesh, Bhutan, Cambodia, China, India-Jaipur, India- Indore, Indonesia, Lao PDR</td>
</tr>
</tbody>
</table>

LRC Bangladesh

Objectives
- To act as information center for resource sharing and to cater the needs of bibliographical information of individuals, groups and the institutions working in the field of literacy, adult and continuing education.
- To act as documentation center and data bank for literacy, adult and continuing education
- To act as a provider of technical support for strengthening non-formal education staff development and software support
- To collect and disseminate gender sensitive materials
- To develop a network of Regional NFE Resource centers

Innovative programmes
- Training and workshop
- Networking
- NFE Data Base Development
- Material Development
- Information Dissemination

Weak areas
- Information collection for implementation on the CLC level
- Expansion of MANGO Project
## LRC Bhutan
**Objectives:**
- Share info/resources with regional LRCs/CLCs
- Be a networking center for literacy activities

**Innovative programmes:**
- Management at the local levels
- Tune to the needs of time

**Weak/concerned issues/areas:**
- ICT
- Sustainability of literacy/NFE activities
- NFE MIS
- Achieving targets

## LRC Cambodia
**Objectives:**
- To empower women through education and build up capacity of the learner especially women and girls
- Raise awareness of local networking partners and CLC facilitator at grass-root levels.
- Collects, collates and organizes data into information system for literacy program.
- To develop innovative literacy materials and disseminate it through literacy classes and adult working groups
- Set up a working network between NGOs and NGOs, NGOs and GOs whose interests are focused on literacy work in Cambodia.
- To provide technical support to strengthen adult networking group infrastructure including staff development

**Innovative Activities**
- Production of video tapes on disadvantaged groups
- Vocational Training for poorest women and girls
- Training of women leaders

**Weaknesses**
- Low level of capacity of the CLC personnel to carry out the CLC activities independently
- Production of learning materials

## LRC China
**Objectives**
- Literacy resource generation/mobilization.
- Literacy material development & distribution
- Literacy research in order to provide consultative suggestion for GOs
- Experience exchange with other LRCs/NGOs, GOs
- Training for literacy administrators & literacy teachers

**Innovative programmes/activities**
- Establish cooperation with funds/NGOs, through MOE/GOs
- Involve some heads of ethnic groups into program implementation at local/community level.
- Mobilize the community resources

**Weak areas**
- TCT into literacy at community level
- Few CLEs at local level
- Less cooperation with NGOs.

## LRC Indore (India)
**Share our dream**
- Enabling Environment for Literacy & Education
- Promote gender equality, equity
- Create database use of IT
- Establish effective network of stakeholders
- Build capacities
- Undertake curriculum development, research, innovation
- Adaptation of materials: Handbook / Modules for CLC facilitator/ Savings Group
- AMELS-Alternative models of Education Information System
- Website -www.srcindore.org
- LRC-NGO Network
- Life Skills Education for Adolescents
- Study on Girls education

**LRC Achievement like drop in the ocean, create ripples!**

**We want to learn from you (Please help)!**
- Advocacy
- Documentation
- Strategic management of LRC

**NEED HELP? (We can help!)**
- Life skills education
- Capacity building
- Materials development

**LRC Jaipur (India)**

**Objectives**
- To create a learning society
- To promote and foster female literacy
- To empower girls and women
- To design and implement special female literacy projects
- Common platform to GOs/NGOs material
- Developers/trainers/media to act together for literacy

**Innovative activities**
- Income generation programs
- Vocational courses
- Self help groups for women – microcredit
- Program for female health workers
- Involving corporate sector to contribute/partner in literacy/other LRC programs
- Capacity building programs on human rights, consumer rights, women rights and create material on these issues
- Awareness on health issues

**Weak areas**
- How to motivate community participation for a long period?
- How to use ICT techniques for meaningful purpose to grass-root levels?
- After literacy what?

**THANK “U” FOR YOUR VISIT**

**LRCCE Indonesia**

**Objectives:**
- To promote the literacy and NFE Program in Indonesia
- To develop innovative methodology and materials of NFE Program
- To provide appropriate information system for sharing information and resources among members
- To advocate policy in NFE implementation
- To develop and produce manual, media and supplementary materials
### Innovation:
- Innovation for effective and active training - Manual
  - Training for Facilitators (Handbook adapted from APPEAL) in simple book and practice
- Functional literacy methodology (multi chance learning)
- Saving Planning for education of kids by parents

### Weak/Concerned Issues /areas LRCs
I would like to get support from others
- Effective management for LRC (boards, secretariat)
  - … Save money among members (for staff of LRC)
- Closed partnership with government
  - (Organization & Seminar, Workshop involving different GOs/NGOs to develop strategic plan)
- Implement ICT in Rural area
  - Initiate, donors group.
  - Training and CB.
- Lack of gender-awareness, sensitive analysis and integration at all level
- Improve LRC boards English skill, and Reporting.

### LRC Lao PDR

#### 1. Objectives of LRC

**Material development**
- Literacy/NFE curriculum development
- Developing teaching learning materials
- Using ICT materials on NFE literacy

**Training**
- To organize teaching learning process
- Organizing workshop
- Providing skill training to generate additional income
- Providing training on HEALTH lane and environment focus on community HEALTH

**Information**
- Sharing information with NGO, GO, etc

**Networking**
- To establish linkage and network among NGO, GO, IO.
- Participation in internal and external

#### 2. Activities
- International cooperation add internal funds support: $477,227
- Literacy should be organized
- Parallel with skill training
- Evaluation on a utilization of learning teaching curriculum for EOI with 3 provinces
- Training of trainee of life skill for trainee of 8 provinces
- Training of using manual for CLC and curriculum for girls
- Training of trainer for girls in ethnic minority
- Leaflet development on ACCU-LRC
- Training of teacher volunteers for literacy classes

#### 3. Problem
- Lack of manpower
- Not enough funds to support
- Participation of community and others is skill limited to involve
**LRC Mongolia**  
**Name:** Gegeerel (Enlightenment)

**Objectives:**
- To act as a documentation Center for Literacy /adult/CE
- Dissemination of inf. NFE promotion Literacy
- NFE teaching/learning mat
- Capacity of Literacy /NFE personnel
- Information /research on theory/ method of NFE
- Networking internal/external
- Delivery system

**Innovative programs /act:**
- Networking
- Sharing experiences /materials
- Management
- Duplication /difference from mother organization.

**Weak/issues:**
- Best practice( Networking)
- Materials (for adapting)
- Technical assistance
- ICT for literacy education/NFE

**LRC Myanmar (MLRC)**

**Our objectives**
- To develop innovative literacy and NFE materials.
- To share information & resources on NFE
- To act as the training Center for NFE personnel

**Innovative programmes we can share with you**
- Entrepreneurship training to meet the needs of the changing economic system
- NFE online training

**Will you support us for developing the areas below?**
- Use of ICT in NFE
- Sustainability of CLCs

**SUGGESTIONS?**

**Literacy Resource Center, Nepal**

**Objectives:**
- To conduct researchers and studies on literacy and NFE
- To develop need based local curriculum and Teaching and Learning materials
- To conduct trainings for literacy and CE personnel (facilitators, supervisors, organizers)
- To organize high level seminars, workshops for the people in leadership position
- To establish educational network
- To implement community learning and development system (CLDS) to empower local people to plan and implement literacy and local development activities through CLCs
- To establish documentation center
- To develop participatory monitor and evaluate and carry out monitoring and evaluation for various GOs/NGOs

**Innovative programmes activities**
- Integration of literacy, community development and other social Issues through CLC programs
- Development of learner’s generated materials (LGM)
- Use of different teaching methodology(key word)
- Integration of RH issues in NFE Programs.
- Development of IEC materials
### Weakness

- Not able to use sufficient ICT
- Not able to organize inter visitation program
- LRC member are not sufficiently trainees on versions areas
- Not able to conduct participatory monitoring with the active participation of all stakeholders (All stakeholders do not join the monitoring) (suggestion)

### LRC Pakistan; PGGA LRC

**Objectives:**
- Mobilize girl guides & NGOs to sensitize community to girl child’s right to education
- Train literacy personnel
- Collect, produce & distribute literacy material
- Establish linkage & network among NGOs, GOs.

**Innovative programme**
- Adolescent girls programme as agents of change
- Service camps in communities for social mobilization

**Support from other LRCs**
- Mobilization for CLCs
- Capacity building of trainers for literacy

### LRC PNG: Taubwata

**Objective**
- Upgrade literacy rate in base community
- Network among government, CLC and Partner NGOs
- Share resource materials among stakeholders

**Innovative program**
- Strengthen network among partner
- Sharing resource & material
- Advocacy on LRC in different level
- Development of material, Brochures, posters, etc.
- Sharing information
- Advocate on Gender

**Weakness**
- Material development /production
- Newsletter publication
- Integral Human Development Training

### LRC Philippines

**Training on integrating peace education & gender in the conduct of literacy classes**

**Objectives:**
- To preserve, strengthen, &promote indigenous culture in Mindanao & integrate them towards the attainment of cultural understanding, unity & cooperation.
- To generate funds for LRC and assist NGOs, Pos in raising funds for their own literacy programmes.
- To establish linkages& network among NGOs, Pos , GOs, engaged in literacy works
- To train and upgrade the skills of literacy personnel such as trainers, coordinators, managers, facilitators and other persons involved in literacy work
- To collect, develop, produce and disseminate literacy materials;
- To establish database and information management system for literacy programmes and innovative programmes
### Innovative Programmes
- Peace literacy education with installation of country radio
- Accreditation and equivalency
- Livelihood and skills training with capacity building and micro-lending (adult functional literacy)

### Areas Needed Support
- ICT/ E-learning
- Audio visual for instructional materials development

---

### LRC Vietnam
**NOCEAD / ACCU LRC Vietnam**

#### Objectives of LRC
- Providing about Literacy and Continuity Education for Girls and Women especially Ethnic Minority Girls and Women
- Developing Programs for Ethnic Minority Girls and Women
- (Literacy Continuity Education and Generation, Life Quality……)
- Developing Literacy & Continuity Education Materials
- Organizing National / Local Pairing Workshops (ATOTs)
- Literacy Date and ICTs

#### Innovative Programmes
- Functional Literacy and innovating Life Quality in Ethnic Minority Girls and Women
- Using DEFs in NFE at CELs and CLCs
- National / Local Training Workshops (BTOTs and ATOTs)
- International Training Workshops
- Developing Mary-sided Functional literacy and Continuity Education Materials
- Organizing Mary-sided: Activities of CLCs
- Using ICTs in Teaching – Learning Process

#### Concerned issues
- Raising Fund (Experience)
- Literacy Materials in English no have fund from ---
- Regional LRC Joint Projects
- LRCs Newsletter

---

Participants enjoy group works

Participants’ discussion
5. ACCU-LRC network: Analysis of current situation and future plan

22. (1) Training needs of LRCs

1. **In the field of LRC Management**

<table>
<thead>
<tr>
<th>Country</th>
<th>Training Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>LRC Management training for literacy personnel at CLC’s level</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>India- Indore</td>
<td>strategic planning/sustainability</td>
</tr>
<tr>
<td>India Jaipur</td>
<td>A comprehensive review training on the concepts and guidelines of LRC and an understanding of the expected outcome of LRC.</td>
</tr>
<tr>
<td>Indonesia</td>
<td>management in general</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>“</td>
</tr>
<tr>
<td>Mongolia</td>
<td>“</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Capacity Building Workshop for LRC personnel on LRC management</td>
</tr>
<tr>
<td>Nepal</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Data Management</td>
</tr>
<tr>
<td>PNG</td>
<td>Data management, Financial management, Program management</td>
</tr>
<tr>
<td>Pakistan</td>
<td>GO cooperation and building understanding between LRC/GO/NGO</td>
</tr>
</tbody>
</table>

2. **In the field of programme implementation**

<table>
<thead>
<tr>
<th>Country</th>
<th>Training Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>For literacy programme at CLC level</td>
</tr>
<tr>
<td>China</td>
<td>Participatory /Monitoring /Evaluation</td>
</tr>
<tr>
<td>India Jaipur</td>
<td>to understand the importance of community participation. Report writing</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>Participatory /Monitoring /Evaluation</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Capacity Building Workshop for NFE personnel on gender sensitive approach CLC management for organizer and staff of CLCs</td>
</tr>
<tr>
<td>Pakistan</td>
<td>Research, Monitoring, Innovative Programme</td>
</tr>
</tbody>
</table>

3. **In the field of ICT**

<table>
<thead>
<tr>
<th>Country</th>
<th>Training Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhutan</td>
<td>Training community radio broadcasting system</td>
</tr>
<tr>
<td>India Jaipur</td>
<td>A few staff members need to learn the usage of ICT equipments especially computers. Development of audio/visual materials for literacy and NFE.</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>CD-R/VC-D/radio, training of data base, ICT usage at community level</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Capacity Building Workshop for NFE personnel on the use of ICT Data Management and analysis</td>
</tr>
<tr>
<td>Philippines</td>
<td>audio-visual instructional materials development</td>
</tr>
</tbody>
</table>

4. **Others**

<table>
<thead>
<tr>
<th>Country</th>
<th>Training Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhutan</td>
<td>Gender</td>
</tr>
<tr>
<td>India- Indore:</td>
<td>Advocacy</td>
</tr>
<tr>
<td>India Jaipur:</td>
<td>Training in time management.</td>
</tr>
<tr>
<td>Lao PDR:</td>
<td>Training of CLC Management</td>
</tr>
</tbody>
</table>
24. (2) What does LRC stand for? : Possible names of ‘LRC’

<table>
<thead>
<tr>
<th>Proposed ideas</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Resource Center for Girls and Women (present)</td>
<td>none</td>
</tr>
<tr>
<td>Literacy Resource Center</td>
<td>Bhutan, Bangladesh, Lao PDR, China, Pakistan, Nepal, PNG, Philippines</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>Mongolia, Cambodia, Indonesia, India-Jaipur</td>
</tr>
<tr>
<td>Learning Resource Center for Girls and Women</td>
<td>none</td>
</tr>
<tr>
<td>Continuing Learning Center</td>
<td>Mongolia</td>
</tr>
<tr>
<td>NFE Resource Center</td>
<td>Cambodia, Myanmar</td>
</tr>
</tbody>
</table>
(3) Draft Action Plan

Bangladesh LRC

1. Asia-Pacific Regional Activities
   1. Collaborative activities/ Programmes for
      - To do research
      - To evaluate IEC materials at the community level
      - To arrange capacity development programmes at the CLC level.
      - To adapt important regional prototype of resource

2. Exchange visit / study between LRCs
   - Effective material development
   - Effective training courses development
   - Sustainability of LRC

2. Action Plan of Bangladesh LRC

- Support National plan for EFA data base at national, divisional (regional) and district levels
- Create partnership strengthen with GO and various NGOs

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>To share the experience with your colleagues</td>
<td>1 month</td>
<td>Coordinate with LRCs coordinators &amp; other members</td>
<td>Coordinate with LRCs coordinators &amp; other members</td>
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<tr>
<td></td>
<td>With networking members</td>
<td>1 year</td>
<td>Communicate with letters &amp; e-mail</td>
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</tr>
<tr>
<td></td>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>Submit to ACCU</td>
<td>Coordinate with LRCs coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td>Finalize Action Plan</td>
<td>Coordinate with LRCs coordinator</td>
<td>Drafting of Action Plan</td>
<td></td>
</tr>
<tr>
<td>Situation Analysis of LRC and necessary action</td>
<td>*SWOT analysis of LRC Program</td>
<td>1 year</td>
<td>Organizational assessment</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>1 year</td>
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</tbody>
</table>
### Bhutan

#### 1. Asia-Pacific Regional Activities

1. **Sharing information on LRC activities (annual activity calendar, achievements, news, etc. through Asia-Pacific Literacy Database)**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time frame</th>
<th>Bhutan LRC</th>
<th>LRCs</th>
<th>ACCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LITERACY DATA</td>
<td>By May 2005</td>
<td>Publish the results of the ongoing Bhutan National Literacy Survey. A copy of the result sent to ACCU.</td>
<td>Will know Bhutan’s situation and compare with their respective situation. Will also provide feedback to Bhutan.</td>
<td>Makes copies for other LRCs in the region. Provides feedback to Bhutan and as well as to other LRCs.</td>
</tr>
<tr>
<td>Share literacy rate and NFE situation of Bhutan based on the on going Bhutan National Literacy survey. The results is expected to be finalized by end of this year (2004)</td>
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</tr>
<tr>
<td>2. ANNUAL REPORT</td>
<td>By April 2005</td>
<td>Compile and finalize report of 2003 and send a copy to ACCU.</td>
<td>Become aware of the Bhutan’s Literacy/NFE activities and its achievements. Provides feedback.</td>
<td>ACCU disseminate to other LRCs in the region.</td>
</tr>
<tr>
<td>Share the 2003 Annual Report (in Dzongkha only) of Literacy/NFE activities of Bhutan</td>
<td></td>
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</tr>
<tr>
<td>3. NEWS ARTICLE</td>
<td>By 15 May 2004</td>
<td>Sends an article to LRC Jaipur, India.</td>
<td>Understands the LRC news of Bhutan LRC</td>
<td>Acknowledges the receipt of the article to all LRCs</td>
</tr>
<tr>
<td>Literacy Breakthroughs</td>
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</tbody>
</table>

2. **Other innovative activities for the ACCU-LRC Network**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time frame</th>
<th>Bhutan LRC</th>
<th>LRCs</th>
<th>ACCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Impact Study</td>
<td>By 2006 (2yrs)</td>
<td>Initiates a study on the impact of literacy/NFE activities on the quality of life in general and happiness in particular. Sends a copy of the finding to ACCU</td>
<td>Give technical support to LRC Bhutan. Provides feedback to ACCU and LRC Bhutan. Replicate a similar study if found useful in their context</td>
<td>Provides technical and financial support for the study. Give feedback and shares with other LRCs.</td>
</tr>
<tr>
<td>Impact of literacy on the quality of life</td>
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</tr>
</tbody>
</table>

2. **Action Plan of Bhutan LRC**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Government support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month (by 15 May 04)</td>
<td>Provide venue, refreshment, inform other colleagues</td>
<td>Prepare materials to resource the meeting</td>
<td>Finance the refreshment for the meeting</td>
<td></td>
</tr>
<tr>
<td><strong>Situation Analysis of your LRC and necessary action</strong></td>
<td><strong>Advocacy</strong></td>
<td><strong>Networking</strong></td>
<td><strong>Community participation</strong></td>
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</tr>
<tr>
<td><em>With network members</em> By July 2004</td>
<td>Inform members of network, submit for inclusion as agenda in the meeting</td>
<td>Prepare to share in the meeting</td>
<td><em>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc.</em> By Feb 2005</td>
<td>Compiles 2004 Annual Report and includes 2004 LRC CBW resolves</td>
<td>Coordinate and be the Editor of the report</td>
<td>Disseminate to other LRCs in the region</td>
</tr>
<tr>
<td>With community learners By Dec 2004</td>
<td>Develop/translate copies of materials to be shared.</td>
<td>CBW for co resource persons</td>
<td><em>English brochure of your own organization with LRC programmes explained.</em> By May 2005</td>
<td>Prepares the brochure, coordinates for printing</td>
<td>Editor of the write up</td>
<td>Receives a copy</td>
</tr>
<tr>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU</em> By 30 April 2004</td>
<td>LRC’s resources (computer, paper, will be used)</td>
<td>Write a summary of report of the CBW LRC 2004</td>
<td><em>Revision of Draft Action Plan</em> By 31 May</td>
<td>All staff of LRC will be involved in the finalizing the action plan</td>
<td>Take lead role</td>
<td>Will be asked to finance the expenditure of the exercise</td>
</tr>
<tr>
<td><em>Revision of the objectives of your LRC</em> By August 2004</td>
<td>Revision to take place in the LRC and among its staff</td>
<td>Take a lead role</td>
<td>Provide resources for mailing</td>
<td></td>
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</tr>
<tr>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em> By Sept 2004</td>
<td>Brainstorming among the LRC staff</td>
<td>Finalize and intimates ACCU</td>
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</tr>
<tr>
<td><em>Situation analysis of your LRC and necessary action</em></td>
<td><em>Revision of the objectives of your LRC</em></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td><em>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</em></td>
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</tr>
<tr>
<td><em>Revision of Draft Action Plan</em></td>
<td><em>Revision of the objectives of your LRC</em></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
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<tr>
<td><em>Situation analysis of your LRC and necessary action</em></td>
<td><em>Revision of the objectives of your LRC</em></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
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</tbody>
</table>
# Cambodia LRC

## 1. Asia-Pacific Regional Activities

To be decided

## 2. Action Plan of Cambodian LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame:</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td><em>Share your experience with your colleagues</em></td>
<td>1 month</td>
<td>Conduct venue, refreshment to inform for staff</td>
<td>Prepare materials, distribute meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>With network members</em></td>
<td>By June</td>
<td>Sharing experience to members of network, meeting</td>
<td>Prepare to share in the meeting</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>By Aug</td>
<td>Develop/translate materials to be share</td>
<td>CBW for co resource persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</em></td>
<td>By 30 April</td>
<td>LRC’s resource (Computer, paper etc.)</td>
<td>Write summary report of CBW</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Revision of Draft Action Plan</em></td>
<td>By 31 May</td>
<td>All staff to be involved</td>
<td>Take lead role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td><em>SWOT analysis of your LRC</em></td>
<td>By June</td>
<td>Coordinate</td>
<td>Take lead role</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td>By August</td>
<td>Provide resource for mailing</td>
<td>Finalize and send to ACCU</td>
<td>Disseminate to LRC network</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Revision of the objectives of your LRC</em></td>
<td>By June</td>
<td>Revision to take place in the LRC staff</td>
<td>Take lead role</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>By June</td>
<td>Discussion among LRC member</td>
<td>Send to ACCU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc.</td>
<td>By Sept</td>
<td>Publicize</td>
<td>Prepare articles</td>
<td></td>
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<tr>
<td></td>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 month</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Production of simple flier/brochure/posters for local community people on EFA and UNLD</td>
<td>By Sept</td>
<td>Develop and distribution</td>
<td>Prepare</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>By Sept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>English brochure of your own organization with LRC programmes explained.</td>
<td>By Sept</td>
<td>Develop and distribute</td>
<td>Initiation</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local language LRC brochure</td>
<td>By Sept</td>
<td>Develop and distribute</td>
<td>Initiation</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>Enhancements of gender sensitivity</td>
<td>Situational analysis on gender at your LRC</td>
<td>By Aug</td>
<td>Design and plan</td>
<td>Participate in all activities</td>
<td>Feedback</td>
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</tr>
<tr>
<td>Provide gender sensitive programs/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>By Sept</td>
<td>Organize</td>
<td>Participate</td>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender analysis on materials and programs produced by and conducted by LRC</td>
<td>1 year</td>
<td>Organize</td>
<td>participate</td>
<td>Feedback</td>
<td></td>
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</tbody>
</table>

China LRC

1. Asia-Pacific Regional Activities
1. Experience exchange with other LRCs;
2. Staff exchange with LRC Philippines. The specific plan should be clarified.

LRC level:
Immediate:
1. To share my experience during the workshop with my colleagues
   Maybe some seminars, report on what happened in the workshop and what I have learned from the workshop and other LRCs
2. Report on 2004 LRC CBW will be distributed to all the partner GOs and NGOs
3. Import some good ideas from other LRCs to the activities at community level
4. Personal report as a participant will also be submitted to ACCU
5. The draft action plan needs to be further revised with the participation of my colleagues
6. SWOT analysis of LRC China: To have a clear understanding of the strengths, weaknesses, opportunities as well as challenges and to review the guidelines, activities and running mechanism of LRC China
7. The information will be uploaded to the China literacy Online to share with other LRCs
8. To make necessary contribution to the mission statement formation of ACCU-LRC Network
9. Situation analysis on gender at my LRC, and try to launch some programs on Gender

Medium term:
1. To further the communication and cooperation with GOs and NGOs.
2. To develop more literacy materials
   In cooperation with local education agencies, to develop literacy curriculum and materials at local level, and also bilingual literacy materials for ethnic groups
3. To set up more community learning centres for ethnic groups in remote areas
   At present, we have few. And we need more to popularize the experience we have concluded from running of present CLCs.
4. To train literacy facilitators at grassroots level
5. To focus literacy education on disadvantaged groups: Ethnic groups, poverty-stricken people, women
6. To adopt ICT into literacy activities of LRC China/RTCLE
7. To carry out pilot projects for disadvantaged groups with the financial support from international funds and organizations.
8. To enhance the capacity building of LRC China/RTCLE to play a leading a role in China’s women literacy course.

2. Action Plan of China LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td></td>
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<tr>
<td></td>
<td>*With network members</td>
<td>3 months</td>
<td></td>
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<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>With community learners</td>
<td>Half a year</td>
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<tr>
<td></td>
<td>*Personal report as a participant (What did you learn?</td>
<td>By 30 April</td>
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<tr>
<td></td>
<td>Suggestions to improve workshop, etc) and submit it to ACCU.</td>
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<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
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<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*SWOT analysis of your LRC</td>
<td>Three months</td>
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<tr>
<td></td>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>Three months</td>
<td></td>
<td></td>
<td>Coordination</td>
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<tr>
<td></td>
<td>*Revision of the objectives of your LRC</td>
<td>Three months</td>
<td></td>
<td></td>
<td>ACCU to clarify its objectives</td>
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<tr>
<td></td>
<td>*Contribution to the mission statement formation of ACCU-LRC Network</td>
<td>Half a year</td>
<td></td>
<td></td>
<td>Together with ACCU</td>
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</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and</td>
<td>2 months</td>
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<td></td>
<td>mass-media (TV, Radio), etc</td>
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<tr>
<td></td>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>2 months</td>
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<td>Together</td>
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<td></td>
<td>Production of simple flier/brochure/posters for local community people</td>
<td>3 months</td>
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<td></td>
<td>on EFA and UNLD</td>
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<td></td>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/</td>
<td>Half a year</td>
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<td>CLC facilitator/ Local government officials, etc.)</td>
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<tr>
<td>Networking</td>
<td>Local language LRC brochure</td>
<td>Half a year</td>
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<tr>
<td></td>
<td>Situation analysis on community participation at your local network and</td>
<td>3 months</td>
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<td></td>
<td>LRC (accessibility, etc.)</td>
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<tr>
<td>Community participation</td>
<td>Plan for Action to community participation (e.g. awareness building,</td>
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<td>Technical support</td>
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<td>ToT, Mat Dev. Use of ICT, M&amp;E)</td>
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<tr>
<td>Enhancement of Gender sensitivity</td>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>One or more years</td>
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<tr>
<td></td>
<td>Gender analysis on materials and programmes produced by and conducted by LRC</td>
<td>Half a year</td>
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<td></td>
<td></td>
<td>Technical support</td>
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</tbody>
</table>

3. Vision for the next 10 years
On-line training for literacy administrators and teachers. (ICT Utilization)

India-Jaipur LCR

1. Asia-Pacific Regional Activities
1. Collaborative Activities/programmes:
   - To enhance our own capacities,
   - To give us new ideas
   - To create synergy with the collaborating partner,
   - Organize a CBW at Jaipur with LRC Indore (India).
   - Have collaboration with Indore in material development in the areas of micro-credit, skill development, and adolescent reproductive health issues.
   - Organize training programmes for capacity building of our LRC staff for ICT with Indore.

2. Exchange visits/study:
   - To be Open for exchange visits from other LRCs, sending their staff members or facilitators of CLCs for field visits or some research studies to LRC Jaipur.
   - To have mutual benefit

3. Sharing innovative tools: To share with other LRCs our reporting formats, internal evaluation format with a copy to ACCU.
4. Sharing LRC activities: To create a mechanism wherein all our LRC activities are reported to other LRC network members.
5. Collective Advocacy for EFA, UNLD, NFE: Since these issues are the common goals of LRC, efforts will be made to plan a strategy for collective advocacy.

2. Action Plan of Jaipur LRC

<table>
<thead>
<tr>
<th>Objectives Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>1 week</td>
<td>LRC management will have to be receptive to the changing needs</td>
<td>To present the experiences and learning from CBW in an effective way</td>
<td>Send a brief of CBW to LRC</td>
<td>Will share experiences with govt. officials also</td>
</tr>
<tr>
<td>*share your experience with your colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 LRC Dhaka can send its people to Jaipur and can learn from our experience on vocational courses and micro-credit. Even LRC Pakistan can plan such visits.
<table>
<thead>
<tr>
<th>Sharing output of 2004 LRC CBW</th>
<th>*With network members</th>
<th>1 month</th>
<th>To convene a meeting of network members</th>
<th>Explain the outcome of CBW</th>
<th>Govt is a network member</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>Interactive discussions to finalize the Action Plan</td>
<td>Writing the report &amp; submit to ACCU and LRC Management</td>
<td>Send suggestions on the report</td>
<td>Send the report to Govt. also</td>
</tr>
<tr>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation Analysis of LRC and necessary action</th>
<th>*SWOT analysis of LRC Program</th>
<th>6 months</th>
<th>Prepare the tools for SWOT, undertake SWOT</th>
<th>Managing the SWOT analysis and preparing report</th>
<th>Make independent SWOT of LRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>Within 3 months</td>
<td>Ensure the SWOT report is sent</td>
<td>Submit the report of SWOT analysis to the ACCU &amp; other LRCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Revision of the objectives of LRC</td>
<td>6 months</td>
<td>Undertake comprehensive exercise to revise in the light of EFA goals</td>
<td>Be a part of this exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Contribution to the mission statement formation of ACCU-LRC Network</td>
<td>6 months</td>
<td>Will be done along with the revision of objectives</td>
<td>Inputs from the CBW</td>
<td>Send a draft mission statement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Publicize 2004 LRC CBW and put it in newsletter</th>
<th>3 months</th>
<th>Will publish in our regular newsletters</th>
<th>Write a personal report for the newsletter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting to the local/central govt. on 2004 LRC CBW</td>
<td>1 month</td>
<td>Prepare and send the report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Production of brochure/calendar for local community people on EFA and UNLD</th>
<th>9 months</th>
<th>Preparing and printing</th>
<th>Sending the material</th>
<th>Distribution</th>
</tr>
</thead>
</table>

| Networking | English brochure of your own organisation with LRC programmes | Published | | | |

| Enhancement of Gender sensitivity | Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation) | 1 year | Research on gender issues to assess needs | | May need local support from govt. |
## India- Indore LCR

### 1. Asia-Pacific Regional Activities
1. Undertake joint advocacy at global and regional level e.g., by sending delegations to International conferences, in order to influence policies and programs.
2. Develop a resource pool at regional level, which could then be used for sharing expertise in variety of fields on various occasions and as per need of the program.
3. Facilitate exchange visits to other LRCs.

### 2. Action Plan of Indore LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td>facilitate sharing process</td>
<td>Experience sharing meeting, sending the report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*With network members</td>
<td>2 months</td>
<td>organize meetings, send reports, Share experience during meetings</td>
<td>Prepare report and Share experience during meetings</td>
<td>Participate in national programs wherever possible</td>
<td>Govt. participation in programs</td>
</tr>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>With community learners</td>
<td>6 months</td>
<td>produce advocacy materials relevant for community meetings, train facilitators</td>
<td>facilitate conduction of programs and production of relevant materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td></td>
<td>Give feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td>facilitate preparation of action plan</td>
<td>Prepare action plan after taking feedback from LRC and the network members</td>
<td></td>
<td>Give feedback</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*SWOT analysis of your LRC</td>
<td>By 31 May</td>
<td>In-house analysis. Meeting with network members for SWOT analysis</td>
<td>Facilitate and coordinate the process</td>
<td></td>
<td>Participate in the process</td>
</tr>
<tr>
<td></td>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>By July 2004</td>
<td>Submit the result of analysis</td>
<td>Consolidate and submit to ACCU and Regional network members</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Revision of the objectives of your LRC</td>
<td>June 2004</td>
<td>Planning meeting with LRC mgt. and LRC staff</td>
<td>Facilitate the process and document</td>
<td></td>
<td>Govt. is part of LRC mgt. structure</td>
</tr>
<tr>
<td>*Contribution to the mission statement formation of ACCU-LRC Network</td>
<td>June 2004</td>
<td>Brainstorm among LRC staff and network members to contribute to mission statement</td>
<td>Send inputs to ACCU and share examples of other existing sustainable networks</td>
<td></td>
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</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc.</td>
<td>June 2004</td>
<td>Publication of article in Journal and newsletter</td>
<td>Preparation of article</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>July 2004</td>
<td>Dissemination of report, journal and newsletter to govt.</td>
<td>Giving feedback and making use of the existing resources with LRC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of simple flier/brochure/posters for local community people on EFA and UNLD</td>
<td>Sept, 2004</td>
<td>Production of an advocacy kit and dissemination by organizing programs and participating in programs of other agencies</td>
<td>Facilitate the process and contribute to development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>Dec, 2004</td>
<td>National level Seminar on expanding partnership for EFA and UNLD to be organized. Community meetings on ongoing basis</td>
<td>Coordinate the activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Networking</strong></td>
<td>English brochure of your own organization with LRC programmes explained.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Local language LRC brochure</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Networking</strong></td>
<td>Develop local network member profile (e.g. develop local data bank, collect info. from community)</td>
<td>Dec, 2004</td>
<td>The process has already been started and will now be accelerated</td>
<td>Revise the format on network members profile. Compile the information, bring out directory of agencies. Analyse data received from CLCs and share outputs/ results with stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community participation</strong></td>
<td>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Plan for Action to community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</td>
<td>AMEIS project includes this output (under process)</td>
<td>Share outputs</td>
<td>Technical assistance and software needed</td>
<td>Provide feedback and take action</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement of Gender sensitivity</td>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>1 year</td>
<td>Expand programs for adolescents</td>
<td>Plan and coordinate the activities and build capacities at various levels</td>
<td>Support development of training module on life skills education and implementation of programs</td>
<td>To support the programs and include adolescent issues in policies and programs</td>
</tr>
<tr>
<td>Gender analysis on materials and programmes produced by and conducted by LRC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Capacity building of SHGs</td>
<td>1 year</td>
<td>Training of SHGs to be taken up on large scale</td>
<td></td>
<td>Provision of existing resource materials</td>
<td></td>
</tr>
</tbody>
</table>

3. **Vision for next 10 yrs for LRC and ACCU-LRC network**

LRC and the network both to become self sustaining.
Network to act as a pressure group for influencing policies and decision making processes.
LRC to contribute to bring about gender parity in education.

*******************************************************************************************************************************

**Indonesia LRC**

1. **Asia-Pacific Regional Activities**
   1. Collaborative Programmes among ASEAN LRCs (Cambodia, Indonesia, Lao PDR, Philippines and Viet Nam)
   2. Conduct Research: to know how gender in Literacy Programmes has been realizes at urban and rural areas mentioned on gender sensitivity (Policy, Programmes implemented, etc)
   3. CBW and Training
      - LRC Management
      - Use ICT; Radio community broadcasting system, Audio Visual
      - Data management and documentation
   4. Exchange Visit / Study: Indonesia- Philippines
      - How to mobilize financial resource to support LRC activities
      - How to manage LRC effectively
      - How to make closed partnership among GO, NGO and private sectors
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td>Organize meeting</td>
<td>Prepare report, brief on the experiences, lesson learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*With network members</td>
<td>3 months</td>
<td>Explain the objective of the meeting and seminars</td>
<td>Participate and disseminate the experiences and lesson learnt</td>
<td>Provide proceedings of CBW 2004</td>
<td>Participant, recipient</td>
</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>6 months</td>
<td>Dissemination</td>
<td>Incorporate experiences and lesson learnt</td>
<td>Recipient</td>
<td>Participant</td>
</tr>
<tr>
<td></td>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>Finalization and dissemination</td>
<td>Compile and complete report</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td>Preparation, dissemination</td>
<td>Initiate, preparation of the action plan</td>
<td>Feedback and Recipient of the report</td>
<td>Recipient</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*SWOT analysis of your LRC</td>
<td>August</td>
<td>Designing, planning, execution and invite members representative</td>
<td>Coordinate and facilitate the workshop</td>
<td>Feedback and Recipient of the report</td>
<td>Participate and recipient</td>
</tr>
<tr>
<td></td>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>November, 2004</td>
<td>Dissemination</td>
<td>Finalization and to ACCU</td>
<td>Feedback</td>
<td>Feedback and recipient</td>
</tr>
<tr>
<td></td>
<td>*Revision of the objectives of your LRC</td>
<td>July, 2004</td>
<td>Review and finalize by ref. members</td>
<td>Coordinate for finalizing</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*Contribution to the mission statement formation of ACCU-LRC Network</td>
<td>Dec., 2004</td>
<td>Consultation with partner GO/NGOs, sharing with other LRC</td>
<td>Send to ACCU</td>
<td>Feedback</td>
<td>Feedback</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>Mid of Dec, 2004</td>
<td>Disseminate the Article</td>
<td>Publicize</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td></td>
<td>End of Dec 2004</td>
<td>Disseminate the report</td>
<td>Send report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
<td>Description</td>
<td>Recipient</td>
<td>Feedback</td>
<td></td>
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</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Production of simple flier/brochure/posters for local community people on EFA and UNLD</td>
<td>September, 2004</td>
<td>Preparation and development Initiate and preparation Recipient</td>
<td>Recipient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>September</td>
<td>Celebration of International Literacy Day Participate</td>
<td>Recipient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English brochure of your own organization with LRC programmes explained.</td>
<td>July 2004</td>
<td>Review, modify and finalize Prepare</td>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local language LRC brochure</td>
<td>July 2004</td>
<td>Review, modify and finalize Prepare</td>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language LRC brochure</td>
<td>August 2004</td>
<td>Review, modify and finalize Prepare</td>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop local network member profile (e.g. develop local data bank, collect info. from community)</td>
<td>Feb.2005</td>
<td>Collect profile and develop</td>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation analysis on community participation at your local network and LRC accessibility, etc.</td>
<td>1 year</td>
<td>Designing, planning and execution Design, plan and carry out the study Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Action for community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</td>
<td>1 year</td>
<td>Review, design awareness building activities, TOT, material development etc Participate all the activities Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement of Gender sensitivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation analysis on gender at your LRC</td>
<td>1 year</td>
<td>Designing, Planning and execution Initiation and execution Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>1-3 years</td>
<td>Consultation with partner organizations, Designing, Planning and execution Participate in all the activities Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender analysis on materials and programmes produced by and conducted by LRC</td>
<td>1 year</td>
<td>Designing, Planning and execution Participate in all the activities Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lao PDR LRC

#### 1. Asia-Pacific Regional Activities
1. Exchange visit/study between/among LRC’s: LRC Philippines
   - How do we motivate funds to support our activities?
   - Management of LRC
   - How sustainable the LRC
   - How to communicate with NGOs/GO/IO
   - How to motivate Government to support
2. Collaborate activities/programmes
   - LRC Nepal/India and activities/programmes to exchange
   - How do you motivate the funds to support your activities

#### 2. Action Plan of Lao PDR LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td>Provide venue, inform for our staff</td>
<td>Prepare materials to the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*With network members</td>
<td>By July</td>
<td>Inform members of network, submit for agenda in the meeting</td>
<td>Prepare to share in the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With community learners</td>
<td>By August</td>
<td>Develop/translate to be shared</td>
<td>CBW for co resource person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>LRC resource (computer, paper etc)</td>
<td>Write summary report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Revision of Draft Action Plan</td>
<td>By June</td>
<td>All staffs of LRC to be involved</td>
<td>Take lead role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*SWOT analysis of your LRC</td>
<td>By June</td>
<td>Coordinate</td>
<td>Take lead role</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>By July</td>
<td>Provide resource for mailing</td>
<td>Finalize &amp; send to ACCU</td>
<td>Disseminate to other LRCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Revision of the objectives of your LRC</td>
<td>By May</td>
<td>Revision to take place in the LRC and among its staffs</td>
<td>Take a lead role</td>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Contribution to the mission statement formation of ACCU-LRC Network</td>
<td>1 year</td>
<td>Discussion among LRC members</td>
<td>Send to ACCU</td>
<td>Recipient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>By August</td>
<td>Publicize</td>
<td>Prepare articles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advocacy
Production of simple flier/brochure/posters for local community people on EFA and UNLD
By Sept
Develop and distribution
Prepare

Networking
English brochure of your own organization with LRC programmes explained.
By Nov
Develop and distribution
Initiation
Feedback
Local language LRC brochure
By Nov
Develop and distribution
Initiation
Feedback

Networking
English language LRC brochure
By Nov
Develop and distribution
Initiation
Feedback

Enhancement of Gender sensitivity
Situation analysis on gender at your LRC
By August
Design, plan and execution
Participate in all activities
Feedback

Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)
By Sept
Organize,
Participate
Feedback

Gender analysis on materials and programmes produced by and conducted by LRC
1 year
Organize,
Participate
Feedback

*******************************************************************************************************************************
Mongolia

1. Asia-Pacific Regional Activities
1. Collaborative Activities/programmes:
   - Collect LRC activities information from the LRCs and LRC reports, LRC Bangladesh & China
2. Exchange visits/study:
   - Study visit to Philippines or Bangladesh (if we can find support from the Government)
3. Sharing
   - To compile the Mongolian LRC web site in English
   - Share with other LRCs activity report, literacy data (for comparing survey)
   - LRC activity information through A-p Lit Data base
4. Collective Advocacy for EFA, UNLD, NFE:
   - To develop the National Action Plan on UNLD and joint project for EFA
   - LRC activity will be of the main part to implement EFA & UNLD goals
5. ACCU-LRC network
   - To implement joint project on Mat Dev & CB
   - Technical assistance from ACCU during the CB Workshop
# 2. Action Plan of Mongolia LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame:</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td><em>share the experience with colleagues</em></td>
<td>1 week</td>
<td>LRC management will have to the changing needs</td>
<td>To present the output and experiences from CBW</td>
<td>Distribute the CD of CBW to LRC</td>
<td>Share experiences with govt. officials</td>
</tr>
<tr>
<td></td>
<td><em>With network members</em></td>
<td>1 month</td>
<td>To organize a meeting of steering committee members</td>
<td>Present the output of CBW and LRC’s role and function</td>
<td>NFE officer will participate from MoE</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</em></td>
<td>By 30 April</td>
<td>Writing the report &amp; submit to ACCU</td>
<td>Send comment &amp; suggestions on the report</td>
<td>Send the report to Nat Com &amp; MoE</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Revision of Draft Action Plan</em></td>
<td>By 31 May</td>
<td>Interactive discussions &amp; finalizing the Action Plan</td>
<td>To submit the Action Plan to the ACCU</td>
<td>Comments &amp; suggestions</td>
<td>Suggestions</td>
</tr>
<tr>
<td>Situation Analysis of LRC and necessary action</td>
<td><em>SWOT analysis of LRC Program</em></td>
<td>Within 1 year</td>
<td>Prepare the tools for SWOT, undertake SWOT</td>
<td>Managing the SWOT analysis and preparing report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td>Within 3 months</td>
<td>Ensure the SWOT report is sent</td>
<td>Submit the report of SWOT analysis to the ACCU &amp; other LRCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Revision of the objectives of LRC</em></td>
<td>6 months</td>
<td>Undertake the EFA Nat Action Plan and its revising</td>
<td>Managing role</td>
<td>sending suggestions</td>
<td>Their needs</td>
</tr>
<tr>
<td></td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>6 months</td>
<td>Will be done along with the revision of objectives</td>
<td>Inputs from the CBW</td>
<td>Send a draft mission statement</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in newsletter</td>
<td>6 months</td>
<td>Translation documents &amp; will publish in the newsletters</td>
<td>Write a personal report for the newsletter</td>
<td>Update ACCU web</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reporting to NFE methodologists on 2004 LRC CBW</td>
<td>2 weeks</td>
<td>Organizing the seminar</td>
<td>Prepare and present the CBW &amp; LRCs role, function</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Production of brochure/calendar for local community people on EFA and UNLD</td>
<td>1 year</td>
<td>Preparing and printing</td>
<td>Sending the material</td>
<td>Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizing EFA Forum</td>
<td>2 weeks</td>
<td>Organizing the forum</td>
<td>Present &amp; preparing relevant materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>Publishing the brochure with LRC programmes</td>
<td>1 year</td>
<td>Preparing &amp; printing</td>
<td>Write the report for the brochure</td>
<td>Distribution</td>
<td></td>
</tr>
</tbody>
</table>
English language LRC brochure | 1-1.5 years | Collect & chose the materials & translation | Prepare & write the relevant articles | Distribution

Enhancement of Gender sensitivity
- Situation analysis on gender at LRC | 1 year | Making survey | |
- Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation) | 1 year | Research on gender issues to assess needs | |

Situation analysis on gender at LRC
1 year
Making survey
Research on gender issues to assess needs
Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)

Myanmar LRC

1. Asia-Pacific Regional Activities
Sharing information on LRC activities through Asian-Pacific Literacy Data Base
- Sending information to Asia-Pacific Literacy Data Base
- Regular visits to the web site of Asia-Pacific Literacy Data Base
- Giving comment
Collective advocacy for EFA, UNLD and NFE’s note in them
- Publishing newsletter focused on NFE’S note in EFA and UNLD
- Contributing articles to newsletter
- Redistributing articles to newsletter among LRC network

2. Action Plan of Myanmar LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td>Invite staff</td>
<td>Prepare summary power-pt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*With network members</td>
<td>2 months</td>
<td>Send information</td>
<td>Prepare information sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>3 months</td>
<td>Send information to EFA committees</td>
<td>Prepare information sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>Record and study</td>
<td>Prepare report and send to ACCU</td>
<td>Receive and study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td>Meet and analyze the plan</td>
<td>Revise the plan as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-----------------------------------------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><em>SWOT analysis of your LRC</em></td>
<td>3 months</td>
<td>Team work</td>
<td>Plan and do analysis with LRC members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td>4 months</td>
<td>Send it to ACCU</td>
<td>Share it among ACCU-LRC Network</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Revision of the objectives of your LRC</em></td>
<td>3 months</td>
<td>Analyze them</td>
<td>Revise them as necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>4 months</td>
<td>Revise and send it to ACCU</td>
<td>Prepare recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocacy</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>3 months</td>
<td>Put it in the newsletter</td>
<td>Write articles</td>
</tr>
<tr>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>By 18 May</td>
<td>Record and send it to MOE</td>
<td>Prepare the report</td>
</tr>
<tr>
<td>Production of simple flier/brochure/posters for local community people on EFA and UNLD</td>
<td>By 8 Sept</td>
<td>Production of posters</td>
<td>Prepare them</td>
</tr>
<tr>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>By 8 Sept</td>
<td>Celebrating Int. Literacy Day and UNLD</td>
<td>Participate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Networking</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English brochure of your own organization with LRC programmes explained.</td>
<td>5 months</td>
<td>Produce them</td>
<td>Participate in preparation</td>
</tr>
<tr>
<td>Local language LRC brochure</td>
<td>5 months</td>
<td>Produce them</td>
<td>Participate in preparation</td>
</tr>
<tr>
<td>English language LRC brochure</td>
<td>5 months</td>
<td>Produce them</td>
<td>Participate in preparation</td>
</tr>
<tr>
<td>Develop local network member profile (e.g. develop local data bank, collect info. from community)</td>
<td>1 year</td>
<td>Team work</td>
<td>Participate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community participation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</td>
<td>6 months</td>
<td>Team work</td>
<td>Participate</td>
</tr>
<tr>
<td>Plan for Action to community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</td>
<td>10 months</td>
<td>Design and plan</td>
<td>Participate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancement of Gender sensitivity</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation analysis on gender at your LRC</td>
<td>3 months</td>
<td>Design and plan</td>
<td>Participate</td>
</tr>
<tr>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>1 year</td>
<td>Design and plan and organize</td>
<td>Participate</td>
</tr>
<tr>
<td>Gender analysis on materials and programmes produced by and conducted by LRC</td>
<td>10 months</td>
<td>Team work</td>
<td>Participate</td>
</tr>
</tbody>
</table>
**Nepal LRC**

1. **Asia-Pacific Regional Activities**
   1. Exchange Visit / study between/among LRCs in order to:
      - Learn other LRC’s experiences on planning, management and implementation of LRC activities
      - To share the innovative strategies and activities for the promotion of literacy and NFE activities between/among LRCs.

2. Collaborative activities/ Programmes between/among LRCs
   - Organization of capacity building training program for LRC in the field of participatory planning and management, monitoring & evaluation and technical resource development
   - Conduct comparative study on the effectiveness, gender sensitivity, sustainability of LRC activities

### 2. Action Plan of Nepal LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Share your experience with your colleagues</td>
<td>1 month</td>
<td>Organize meeting</td>
<td>Prepare report on learning, brief on the experiences, learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*With network members</td>
<td>1-3 months</td>
<td>Explain the learning and experiences through meetings and seminars</td>
<td>Participate and disseminate the experiences and learning</td>
<td>Provide proceedings of CBW 2004</td>
<td>Participant, recipient</td>
</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>1 month</td>
<td>Create environment to include the learning and experiences in its NFE activities</td>
<td>Incorporate experiences and learning in its training activities</td>
<td>Recipient</td>
<td>Participant</td>
</tr>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>*Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</td>
<td>By 30 April</td>
<td>Finalization and dissemination</td>
<td>Compile</td>
<td>Recipient of the report</td>
<td>Recipient</td>
</tr>
<tr>
<td></td>
<td>*Revision of Draft Action Plan</td>
<td>By 31 May</td>
<td>Preparation, dissemination</td>
<td>Initiate, preparation of the action plan</td>
<td>Feedback and Recipient of the report</td>
<td>Recipient</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td>*SWOT analysis of your LRC</td>
<td>June, 2004</td>
<td>Designing, planning and execution</td>
<td>Participate in all activities</td>
<td>Feedback and Recipient of the report</td>
<td>Participate and recipient</td>
</tr>
<tr>
<td></td>
<td>*Sharing it with ACCU and among ACCU-LRC Network</td>
<td>July, 2004</td>
<td>Dissemination</td>
<td>Initiation</td>
<td>Feedback</td>
<td>Feedback and recipient</td>
</tr>
<tr>
<td></td>
<td>*Revision of the objectives of your LRC</td>
<td>July, 2004</td>
<td>Review and finalize</td>
<td>Participate in all activities</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td><em>Contribution to the mission formation of ACCU-LRC Network</em></td>
<td>August, 2004</td>
<td>Consultation with partner GO/NGOs, sharing with other LRC</td>
<td>Participate in all activities</td>
<td>Feedback</td>
<td>Feedback</td>
</tr>
<tr>
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</tr>
<tr>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>June, 2004</td>
<td>Disseminate the experiences</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
</tr>
<tr>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>June, 2004</td>
<td>Disseminate the experiences</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
</tr>
<tr>
<td>Production of simple flier/brochure/posters for local community people on EFA and UNLD</td>
<td>July, 2004</td>
<td>Preparation and development</td>
<td>Initiate and preparation</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
</tr>
<tr>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>8 Sept</td>
<td>Celebration of International Literacy Day</td>
<td>Participate</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community participation</strong></th>
<th>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</th>
<th>1 year</th>
<th>Designing, planning and execution</th>
<th>Design, plan and carry out the study</th>
<th>Recipient and feedback</th>
<th>Participate, feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for Action for community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</td>
<td>1 year</td>
<td>Review, design awareness building activities, TOT, material development etc</td>
<td>Participate all the activities</td>
<td>Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Enhancement of Gender sensitivity</strong></th>
<th>Situation analysis on gender at your LRC</th>
<th>1 year</th>
<th>Designing, Planning and execution</th>
<th>Initiation and execution</th>
<th>Recipient and feedback</th>
<th>Participate, feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>1-3 year</td>
<td>Consultation with partner organizations, Designing, Planning and execution</td>
<td>Participate in all the activities</td>
<td>Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
</tr>
<tr>
<td>Gender analysis on materials and programmes produced by and conducted by LRC</td>
<td>1 year</td>
<td>Designing, Planning and execution</td>
<td>Participate in all the activities</td>
<td>Recipient and feedback</td>
<td>Participate, feedback</td>
<td></td>
</tr>
</tbody>
</table>

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**Pakistan**

**1. Asia-Pacific Regional Activities**

1. Exchange Visit / study between/among LRCs (Nepal/ Bangladesh after consultation with NGOs partners) in order to:
   - Learn other LRC’s experiences on Planning, Managing and implementation of LRC activities
   - To share the innovative strategies and activities on the promotion of literacy and NFE and CLCs activities between/among LRCs.
   - LRC Networking and other NGO Networks
2. Collaborative activities/Programmes between/among LRCs
- Exchange of M&E strategies and tools with Bangladesh, Nepal and India for CLCs, learners, facilitators, supervisors and managers

### 2. Action Plan of Pakistan LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td><em>Share your experience with your colleagues</em></td>
<td>1 month</td>
<td>Organize meeting</td>
<td>Prepare report on learning, brief on the experiences, learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>With network members</em></td>
<td>1 month</td>
<td>Organize workshop</td>
<td>Presenter</td>
<td>Provide proceedings of CBW 2004</td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>3 months</td>
<td>Arrange Exhibition</td>
<td>Managing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</em></td>
<td>By 30 April</td>
<td>Dissemination</td>
<td>Compile</td>
<td>Disseminate proceedings of CBW</td>
<td>Recipient</td>
</tr>
<tr>
<td></td>
<td><em>Revision of Draft Action Plan</em></td>
<td>By 31 May</td>
<td>Prepare and approve through workshop and dissemination</td>
<td>Initiate, preparation of the action plan</td>
<td>Feedback</td>
<td>Participate</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td><em>SWOT analysis of your LRC</em></td>
<td>April 2005</td>
<td>Designing, planning and execution</td>
<td>Participate in all activities</td>
<td>Recipient and feedback</td>
<td>Participate and feedback</td>
</tr>
<tr>
<td></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td>May 2005</td>
<td>Get feedback, improve, finalize and disseminate</td>
<td>Participate in all activities</td>
<td>Feedback</td>
<td>Participate and feedback</td>
</tr>
<tr>
<td></td>
<td><em>Revision of the objectives of your LRC</em></td>
<td>May 2005</td>
<td>Review and finalize</td>
<td>Participate in all activities</td>
<td>Feedback</td>
<td>Participate and feedback</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and necessary action</td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>May 2005</td>
<td>Consultation with partner GO/NGOs, sharing with other LRC</td>
<td>Participate in all activities</td>
<td>Feedback</td>
<td>Participate and feedback</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>May, 2004</td>
<td>Disseminate the experiences</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td></td>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>May, 2004</td>
<td>Disseminate the experiences</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
</tr>
<tr>
<td><strong>Production of simple flier/brochure/posters for local community people on EFA and UNLD</strong></td>
<td>August, 2004</td>
<td>Preparation and development</td>
<td>Initiate and preparation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/CLC facilitator/Local government officials, etc.)</strong></td>
<td>15-24 April, 2004</td>
<td>Global Campaign for Education Celebration of International Literacy Day</td>
<td>Organizer</td>
<td>Recipient of report</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Networking</strong></td>
<td>Dec, 2004</td>
<td>Review and modify</td>
<td>Compile</td>
<td>Recipient Feedback and</td>
<td>Recipient Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>English brochure of your own organization with LRC programmes explained.</strong></td>
<td>Dec, 2004</td>
<td>Review and modify</td>
<td>Compile</td>
<td>Recipient Feedback and</td>
<td>Recipient Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Local language LRC brochure</strong></td>
<td>Dec, 2004</td>
<td>Review and modify</td>
<td>Compile</td>
<td>Recipient Feedback and</td>
<td>Recipient Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>English language LRC brochure</strong></td>
<td>Dec, 2004</td>
<td>Discussion with network partners, collection of profile and development</td>
<td>Participate in activities</td>
<td>Recipient Feedback and</td>
<td>Recipient Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Develop local network member profile (e.g. develop local data bank, collect info. from community)</strong></td>
<td>April, 2005</td>
<td>Designing, planning and execution</td>
<td>Design, plan and carry out the study</td>
<td>Recipient Feedback</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</strong></td>
<td>April, 2006</td>
<td>Review of strategy on awareness building activities, TOT, material development etc. design and plan</td>
<td>Lead and coordinate the process</td>
<td>Recipient Feedback</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action for community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</strong></td>
<td>April, 2007</td>
<td>Designing, Planning and execution</td>
<td>Initiation and execution</td>
<td>Recipient Feedback</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Enhancement of Gender sensitivity</strong></td>
<td>April, 2005</td>
<td>Organization of training workshops</td>
<td>Coordinator</td>
<td>Recipient</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</strong></td>
<td>April, 2006</td>
<td>Designing, Planning and execution</td>
<td>Coordinator</td>
<td>Recipient</td>
<td>Participate</td>
<td></td>
</tr>
<tr>
<td><strong>Gender analysis on materials and programmes produced by and conducted by LRC</strong></td>
<td>April, 2007</td>
<td>Designing, Planning and execution</td>
<td>Coordinator</td>
<td>Recipient</td>
<td>Participate</td>
<td></td>
</tr>
</tbody>
</table>
### Papua New Guinea

1. **Asia-Pacific Regional Activities**
   - Develop strategies to ensure that key players have access to resource about EFA and aware of the particular problems of gender parity by conducting workshop and awareness activities.
   - The strategies to mobilized a regional advocacy network to sustain EFA program

2. **Action Plan of Papua New Guinea LRC**
   - Support the National Plan for education to generate and monitor EFA annual net enrolment and other necessary data at National, Provincial and District levels.
   - Create partnership with various community agents in disseminating information and becoming change agents in target communities. These agents include LRC with its partner organization, women groups, youths and the Government.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame: by</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>To share the experience with your colleagues</td>
<td>1 month</td>
<td></td>
<td>Coordinate the function within different levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>With networking members</td>
<td>1 year</td>
<td>Conduct training workshop</td>
<td></td>
<td></td>
<td>Resource material support</td>
</tr>
<tr>
<td></td>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc) and submit it to ACCU.</em></td>
<td>By 30 April</td>
<td>Submit to ACCU</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>Revision of Draft Action Plan</em></td>
<td>By 31 May</td>
<td>Finalize Action Plan</td>
<td></td>
<td></td>
<td>Drafting of Action Plan</td>
</tr>
<tr>
<td>Situation Analysis of LRC and necessary action</td>
<td><em>SWOT analysis of LRC Program</em></td>
<td>1 year</td>
<td>Progress Assessment</td>
<td>Coordinate the function within different levels</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td></td>
<td></td>
<td>Coordinate the process</td>
<td></td>
<td>Dissemination of resources</td>
</tr>
<tr>
<td></td>
<td><em>Revision of the objectives of LRC</em></td>
<td>1 year</td>
<td>Organizational analysis</td>
<td>Coordinate the process</td>
<td></td>
<td>Resource funding</td>
</tr>
<tr>
<td></td>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
<td>Draft for inputs</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Organizing the EFA Forum</td>
<td>3-5 years</td>
<td>Conduct training workshop for target communities</td>
<td></td>
<td></td>
<td>Resource funding</td>
</tr>
<tr>
<td>Networking</td>
<td>Publishing the brochure of with LRC programmes</td>
<td>1 year</td>
<td>Develop organizational profile</td>
<td>Identify specialist</td>
<td></td>
<td>Production of brochures</td>
</tr>
<tr>
<td>English language LRC brochure</td>
<td>1 year</td>
<td>Develop organizational profile</td>
<td>Identify specialist</td>
<td>Production of brochures</td>
<td></td>
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</tr>
<tr>
<td>Develop local network member profile (e.g. develop local data bank, collect info. from community)</td>
<td>2 years</td>
<td>Conduct training on data collection</td>
<td>Identify specialist</td>
<td>Funding or other source</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community participation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Situation analysis on community participation at your local network and LRC (accessibility, etc.)</td>
<td>1 year</td>
<td>Develop provincial &amp; district status indicator</td>
<td>Assign a working committee</td>
<td>Funding or other source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Action to community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&amp;E)</td>
<td>1 year</td>
<td>Conduct community awareness</td>
<td>Communication and other</td>
<td>Source development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enhancement of Gender sensitivity</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Situation analysis on gender at LRC</td>
<td>2 years</td>
<td>Develop measuring indicator</td>
<td></td>
<td>Funding or other source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation)</td>
<td>2 years</td>
<td>Conduct TOT training in target communities</td>
<td></td>
<td>Funding or other source</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Philippines

1 Asia-Pacific Regional Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time frame:</th>
<th>LRC’s role</th>
<th>LRC members’ role</th>
<th>ACCU’s expected role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate activities/programmes (integrating peace education and gender in the conduct of literacy classes training workshop, preparation of technical proposal writing, rights-based education) among LRCs</td>
<td>Within one year</td>
<td>Host the training-workshop and representative to participate in the training workshop</td>
<td>Provide transportation cost from their LRC country to host LRC country during the training workshop</td>
<td>Send representative to observe and facilitate the training workshop</td>
</tr>
<tr>
<td>Exchange visit/study among LRCs</td>
<td>Within one year</td>
<td>Host the exchange visit programme to the LRC members and provide food and accommodation to the LRC visiting countries 1. attend 1 CBW for Mindanao NGO Network 2. observe LRC operation of NDFCAI-WED and field visit to literacy classes on OSCY programmes and other project sites 3. NGO visitation and other network partners</td>
<td>Provide transportation cost from their LRC country to host LRC country during the exchange visit programme</td>
<td>Send representative to observe the activities undertaken during the exchange visit programme</td>
</tr>
<tr>
<td>Monitoring and Evaluation tools (e.g., common reporting format, Performance standards’ indicators)</td>
<td>Within one year</td>
<td>Send M&amp;E tools (format, performance standards’ indicators for the facilitators, coordinators, learners, and LRC institution) used in the conduct of literacy classes to the network partners</td>
<td>Provide suggestions and comments on the usefulness of the M&amp;E tools</td>
<td>Provide suggestions and comments on the usefulness of the M&amp;E tools</td>
</tr>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Sharing information on Phil LRC activities (annual activity calendar, achievements, newsletter, etc.) through A-P Literacy Data Base</td>
<td>Within one year</td>
<td>Send important information about the activities of the Phil. LRC through A-P Literacy Database</td>
<td>Share information to their LRC/CLC staff and share the same to the Phil. LRC</td>
<td>Share information to the ACCU-LRC Network members</td>
</tr>
</tbody>
</table>

### 2. Action Plan of Philippines LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Gov’t support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td><em>Share your experience with staff of NDFCAI-WED</em></td>
<td>1 month</td>
<td>Discuss outputs and activities with my colleagues</td>
<td>Send copy of the proceedings of the CBW to Phil LRC</td>
<td>Send representatives from govt. education department</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>With Mindanao NGO Literacy and Education network members</em></td>
<td>Within 1 year</td>
<td>Re-echo the outputs of the CBW</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>With community learners</td>
<td>Within 1 year</td>
<td>Disseminate the outputs of the Workshop during their literacy class</td>
<td></td>
<td>Provide IEC materials on the outputs of the Workshop</td>
<td>Send representatives from govt. education department to share the govt role in EFA/UNLD</td>
</tr>
<tr>
<td></td>
<td><em>Personal report as a participant (What did you learn? Suggestions to improve workshop, etc.) and submit it to ACCU.</em></td>
<td>By 30 April</td>
<td>Prepare personal report on my learnings and submit suggestions to ACCU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Revision of Draft Action Plan</em></td>
<td>By 31 May</td>
<td>Facilitate the institutional action plan in support to the ACCU-LRC network</td>
<td>Assist in the preparation of the Final Action Plan</td>
<td></td>
<td>Invite technical person from NFE division to share their plans for EFA/UNLD</td>
</tr>
<tr>
<td>Situation Analysis of your LRC and</td>
<td><em>SWOT analysis of your LRC</em></td>
<td>Within 1 year</td>
<td>Conduct institutional strategic planning workshop</td>
<td>Act as secretariat</td>
<td>Send representative to assist in the facilitation of the planning workshop</td>
<td>Invite technical person from NFE division to participate in the planning workshop</td>
</tr>
<tr>
<td>necessary action</td>
<td><em>Sharing it with ACCU and among ACCU-LRC Network</em></td>
<td>Within 1 year</td>
<td>Send proceedings and outcomes of the workshop to ACCU</td>
<td>Send proceedings and outcomes of the workshop to ACCU-LRC Partners</td>
<td>Inform the govt education dept. on the results of the planning workshop</td>
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<td></td>
</tr>
<tr>
<td><em>Contribution to the mission statement formation of ACCU-LRC Network</em></td>
<td>Within 1 year</td>
<td>Participate in the formulation of mission statement of ACCU-LRC network</td>
<td>Consolidate the suggestions of the LRC members in the mission statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Publicize 2004 LRC CBW and EFA and UNLD Advocacy and put it in your own newsletter, reports, and mass-media (TV, Radio), etc</td>
<td>Within 1 month</td>
<td>Send news article of CBW / EFA / UNLD to the mass-media (print and broadcast media) – national, regional and local</td>
<td>Send copy of the proceedings of the CBW to Phil. PLC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>Within 1 year</td>
<td>Send annual reports integrating the output of CBW Workshop</td>
<td></td>
<td>Facilitate the distribution of the annual reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of simple flyer/brochure/posters for local community people, network partners, CLC learners on EFA and UNLD</td>
<td>Within 1 year</td>
<td>Facilitate the preparation, printing and distribution of the IEC materials</td>
<td>Assist in the preparation and distribution of IEC materials</td>
<td>Provide technical and financial assistance in the reproduction of IEC materials</td>
<td>Assist in the preparation and distribution of IEC materials</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/ Local government officials, etc.)</td>
<td>Within 1 year</td>
<td>Invite all stakeholders in the EFA/UNLD symposium</td>
<td>Assist in the preparation of the symposium</td>
<td>Send representative from ACCU as resource person</td>
<td>Send representative resource person and invite all NFE staff and their own facilitators</td>
</tr>
<tr>
<td>Networking</td>
<td>Local language LRC brochure</td>
<td>Within 1 year</td>
<td>Facilitate the translation of English brochure to local language including its reproduction</td>
<td>Send copies of local language brochure to the ACCU-LRC network</td>
<td>Assist in the distribution of LRC brochure to other govt agencies (education dept) and CLCs</td>
<td></td>
</tr>
<tr>
<td>Resource Mobilization and Generation for the Network Partners</td>
<td>Assist network partners to access funds for their literacy programmes and provide capability building trainings</td>
<td>Within 1 year</td>
<td>Act as the bridging organization for the local partners and conduct other needed training workshop</td>
<td>Provide information sharing to other LRC members; provide technical assistance during the training workshop</td>
<td>Send education department personnel to participate in the training workshop; act as resource speaker during the training workshop</td>
<td></td>
</tr>
</tbody>
</table>
3. Visions for the next 10 years (2012–2015) of Philippines LRC and for ACCU-LRC Network

After 10+ years, what you would like to see your LRC is doing? And ACCU-LRC Network?

- Community-based advocacy and social mobilization for Education for All (EFA) and United Nations Literacy Decade
- Expanding the bridging role of Philippines LRC- NDFCAI-WED as an intermediary institution
- Expanding initiatives for out-of-school children and youth
- Instructional materials for new learning needs and new concerns
- Sharing responsibility: public and private partnership for literacy promotion and advancement
- Expanding the construction of community-based literacy resource centers
- Expanding the education and literacy network to Visayas and Luzon areas

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Viet Nam LRC

1. Asia-Pacific Regional Activities

- Co-operation for Developing LRC Regional Joint Projects
- Exchange Information on LRC Activities, Experiences, Literacy and Continuing Education Experts
- Developing Network Activities (Regional Literacy and Continuing Education Data Base, Newsletters etc.)
- Sharing Innovative Tools, Documents
- Sharing Monitoring and Evaluation Tools
- Collective advocacy for EFA, UNLD and NFE
- Developing Innovative Activities for the ACCU – LRC Network

2. Action Plan of Viet Nam LRC

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Time frame</th>
<th>LRC’s role</th>
<th>Role of yourself</th>
<th>ACCU’s expected role</th>
<th>Any Government support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing output of 2004 LRC CBW</td>
<td>* Share your experience with your colleagues</td>
<td>1 month (by 20 May, 04)</td>
<td>Provide venue, refreshment, inform other colleagues. Organize meeting</td>
<td>Prepare materials to resource the meeting. Prepare report on learning, brief on the experiences, learning.</td>
<td></td>
<td>Finance the refreshment for the meeting</td>
</tr>
<tr>
<td>Activity</td>
<td>Timeframe</td>
<td>Details</td>
<td>Responsible Party</td>
<td>Role</td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Inform members of network, submit for inclusion as agenda in the meeting. Organize workshop.</td>
<td>By June, 2004</td>
<td>Prepare to share in the meeting. Presenter</td>
<td>Provide proceedings of CBW 2004</td>
<td>Participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop/translate copies of materials to shared. Arrange Exhibition</td>
<td>By October, 2004 (4 months)</td>
<td>Resource Person Managing</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Write a summary of report of the CBW LRC 2004</td>
<td>By 30 April</td>
<td>Disseminate proceedings of CBW</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>All staff of LRC will be involved in the finalizing the action plan. Prepare and approve through workshop and dissemination</td>
<td>By 31 May</td>
<td>Take lead role Initiate, Preparation of the action plan</td>
<td>Feed back</td>
<td>Will be asked to finance the expenditure of the exercise participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will coordinate the SWOT analysis Designing, planning and execution</td>
<td>By October, 2004</td>
<td>Take lead role. Participate in all activities</td>
<td>Give feedback to the report Recipient and feedback</td>
<td>Participate and feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide resources for mailing Get feedback, improve, finalize and disseminate</td>
<td>By December, 2004</td>
<td>Finalize the analysis &amp; send to ACCU. Participate in all activities.</td>
<td>Sends to other LRCs Feedback</td>
<td>Participate and Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision to take place in the LRC and among its staff. Review and finalize</td>
<td>By June, 2004</td>
<td>Take a lead role. Participate in all activities</td>
<td>Provides feedback for improvement</td>
<td>Participate and feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorming among the LRC staff. Consultation with partner GO/NGOs, sharing with other LRC</td>
<td>By August, 2004</td>
<td>Finalize and intimates ACCU. Participate in all activities</td>
<td>Reciprocates the receipt provides feedback Feedback</td>
<td>Participate and feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminate the experiences</td>
<td>May, 2004</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting to local/central government on 2004 LRC CBW</td>
<td>May – June, 2004</td>
<td>Disseminate the experiences</td>
<td>Presentation</td>
<td>Recipient</td>
<td>Recipient</td>
<td></td>
</tr>
<tr>
<td>Production of simple flyer/brochure/posters for local community people on EFA and UNLD</td>
<td>September – October, 2004</td>
<td>Preparation and development</td>
<td>Initiate and preparation</td>
<td>Finance</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Symposium/forum for the advocacy for EFA and UNLD (for learners at CLC/ CLC facilitator/Local government officials, etc.)</td>
<td>17-30 April, 2004</td>
<td>Global Campaign for Education Celebration of International Literacy Day</td>
<td>Organizer, Reporter</td>
<td>Recipient of report</td>
<td>Participate</td>
<td></td>
</tr>
</tbody>
</table>

### Networking

| English brochure of your own organization with LRC programmes explained. | December, 2004 | Review and modify | Compile | Recipient Feedback | Recipient Feedback |
| Local language LRC brochure | December, 2004 | Review and modify | Compile | Recipient Feedback | Recipient Feedback |
| English language LRC brochure | December, 2004 | Review and modify | Compile | Recipient Feedback | Recipient Feedback |

| Develop local network member profile (e.g. develop local data bank, collect info. from community) | January, 2005 | Discussion with network partners, collection of profile and development | Participate in activities | Recipient Feedback | Recipient Feedback |

### Community participation

| Situation analysis on community participation at your local network and LRC (accessibility, etc.) | May, 2005 – April, 2006 | Carry out an analysis coinciding with other CBW in Dec. 2004 Designing, planning and execution | CBW for officials of LRC Design, plan and carry out the study | Finance (Seed Money) Feedback | Finance the CB Workshop Participate |
| Plan for Action to community participation (e.g. awareness building, ToT, Mat Dev. Use of ICT, M&E) | August – September, 2004 | Review of strategy on awareness building activities, TOT, material development etc. design and plan | Lead and coordinate the process | Recipient Feedback Finance | Participate |

### Enhancement of Gender sensitivity

<p>| Situation analysis on gender at your LRC | January, 2005 | Designing, Planning and execution | Initiation and execution | Recipient Feedback | Participate |
| Provide gender sensitive programmes/activities at LRC and CLC level (e.g. training, manual, research, evaluation) | April, 2005 | Organization of training workshops | Coordinator | Recipient Finance | Participate |
| Gender analysis on materials and programmes produced by and conducted by LRC | May, 2005 | Designing, Planning and execution | Coordinator | Recipient Finance | Participate |</p>
<table>
<thead>
<tr>
<th>Others</th>
<th>June, 2004 (Starting)</th>
<th>Designing, Planning, Implementing, Monitoring and Evaluating (including coordinating with GO, other NGOs, CLCs...)</th>
<th>Director of Project</th>
<th>Technical and Financial Assistance</th>
<th>Finance Participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using ICTs in NFE at CECs and CLCs and using ICTs in teaching – learning process</td>
<td>July, 2004 (Starting)</td>
<td>Designing, Planning, Implementing, Monitoring and Evaluating (including coordinating with GOs, other NGOs, CLCs...)</td>
<td>Director of Project</td>
<td>Technical and Financial Assistance</td>
<td>Finance Participate</td>
</tr>
<tr>
<td>National / Local Training Workshops (BTOTs and ATOTs) on Gender and Development</td>
<td>October, 2004 -February, 2005</td>
<td>Designing, Planning, Implementing, Monitoring and Evaluating (including coordinating with GOs, other NGOs, CLCs...)</td>
<td>Director of Project</td>
<td>Technical and Financial Assistance</td>
<td>Participate</td>
</tr>
<tr>
<td>Developing many sided Activities of CLCs</td>
<td>December, 2004</td>
<td>Designing, Planning, Implementing, Monitoring and Evaluating (including coordinating with GOs, other NGOs, CLCs...)</td>
<td>Director of Project</td>
<td>Technical and Financial Assistance (Seed Money)</td>
<td>Finance Participate</td>
</tr>
</tbody>
</table>

3. Visions for the next 10 Years (2012-2015) for NOCEAD / ACCU LRC and for ACCU-LRC Network

LRC will:
- consultative with GOs, INGOs, LNGOs, CECs, CLCs about Gender Education, Life Skills Education and Community Development
- develop Innovation Projects for Gender and Community Development
- be An National Education Technical Resources
- be An Center of Network for National Life-long Education and Continuing Education

ACCU – LRC Network will:
- exchange Innovation Information and Experts at Regional Level
- develop Regional Joint LRC Innovation Project
Annex

1. General Information
2. Workshop IPO (Input-Process-Output)
3. List of Participants
GENERAL INFORMATION

1. Objectives of the Workshop

Main objective:
The Workshop aims at strengthening individual capacities of the LRCs to play more active role in promoting “Education for All” at the level of their own countries as well as in the Asia-Pacific region. It also aims to further promote the ACCU-LRC Network through strengthening internal network among members and developing alternative strategies and methods to revitalizing its function.

Immediate objectives:

<ACCU-LRC Network and UN Literacy Decade>
(1) To discuss the role and functions of the ACCU-LRC Network,
(2) To discuss changing needs of regional programmes,
(3) To discuss contribution and programmes of the ACCU-LRC network for UN Literacy Decade,

<LRC Resource Generation and Mobilization>
(4) To examine existing resource generation and mobilization of each LRC,
(5) To discuss innovative resource generation and mobilization for each LRC and ACCU-LRC Network, and

<Special Efforts in Promoting Literacy and NFE for Girls and Women>
*Specific theme of the UN Literacy Decade in 2003-04 is ‘Literacy and Gender’*
(6) To improve gender sensitivity in LRC programmes

2. Co-organisers
- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Research and Training Centre for Literacy Education (RTCLE) [LRC China]
- Japanese National Commission for UNESCO

3. Collaborating Organisations
- UNESCO
- Basic Education Department, Ministry of Education of China
- National Commission for China for UNESCO

4. Dates
8-14 April 2004 (7 days)

5. Workshop Venue
RTCLE, Chongqing, China

6. Participation
(1) Participants (18):
   <A> A representative from 18 LRCs
   - Dhaka Ahsania Mission (DAM), Bangladesh
   - Non-Formal Education Section (NFES), Bhutan
   - Cambodian Women’s Development Agency (CWDA), Cambodia
   - Research and Training Centre for Literacy Education (RTCLE), China
   - Rajasthan Adult Education Association (RAEA), Jaipur, India
   - State Resource Centre for Adult Education, Bhartiya Grameen Mahila Sangh (SRC Indore), Indore, India
   - Studio Driya Media (SDM), Indonesia
   - Literacy Movement Organization (LMO), Islamic Republic of Iran
   - Non-formal Education Development Centre (NFEDC), Lao PDR
   - National Centre for Non Formal and Distance Education, Mongolia
   - Myanmar Education Research Bureau (MERB), Myanmar
   - National Resource Centre for Non-formal Education (NRC-NFE), Nepal
   - Pakistan Girls Guides Association Punjab Branch (PGGA), Pakistan
   - Papua New Guinea Integral Human Development Trust (PNG Trust), Papua New Guinea
   - Notre Dame Foundation for Charitable Activities Inc., Women in Enterprise Development (NDFCAI-WED), Philippines
   - Sarvodaya Shramadana Movement (SSM), Sri Lanka
   - Hill Area and Community Development Foundation (HADF), Thailand
National Organization for Community Education, Continuing Education and Development (NOCEAD), Viet Nam

1 person from Japan (1)

(2) Resource Persons (3+)
- Expert from China (related to the issues of the field visit, gender or resource management)
- Expert on networking and innovation
- Expert on gender and education

(3) UNESCO (2+)
- UNESCO APPEAL
- UNESCO Beijing Office

(4) ACCU (3)
- SATO Kunio, Director-General
- SHIBAO Tomoko, Director, Education Division
- OHASHI Chiho, Education Division

(5) Observers (up to 5-6): self-funded
- NFE personnel from the Chinese government
- NGOs & international organisations concerned

7. Qualification of Participants
An executive person of the LRC partner organisation, or one who is a member of the LRC management committee.

8. Working Language
The working language will be English.

9. Programme of Workshop
Please refer to the Schedule Outline

10. Expected Preparation by the Participants
(1) LRC latest profile
(2) LRC annual report 2003-2004 including report on
(3) Innovation and networking
(4) Gender-sensitive programmes
(5) Questionnaire of LRC management

11. Expected Outputs
(1) LRC profile database
(2) ACCU-LRC network plans for UN Literacy Decade
(3) Suggestions for ACCU regional programmes
(4) Capacity building for innovation and networking and a collective ACCU-LRC network strategies for the next decade (2004-2013)
(5) Capacity building of LRC executives for gender-sensitive views for LRC programmes

12. Financial Arrangement
ACCU will provide each participant and resource person with a round-trip air ticket (economy class) for the shortest route between the airport nearest his/her residence and Chongqing, China, and an DSA (daily subsistence allowance) based on the ACCU standard.

13. Accommodation
RTCLE, Chongqing, China

14. Correspondence
Mr. SATO Kunio
Director-General
Asia/Pacific Cultural Centre for UNESCO (ACCU)
6 Fukuromachi, Shinjuku-ku, Tokyo 162-8484, JAPAN
Tel: (+81)-3-3269-4559, 4435
Fax: (+81)-3-3269-4510
E-mail: literacy@accu.or.jp
URL: http://www.accu.or.jp/litdbase

Prof. Zhang Yueguang
Director
Research and Training Centre for Literacy Education (RTCLE)
Southwest China Normal University
Beibei, Chongqing, 400715, P. R. CHINA
Tel: (+86)-23-6825-3271
Fax: (+86)-23-6886-7157
E-mail: ganxun@swnu.edu.cn
URL: http://rtcle.swnu.edu.cn
BACKGROUND

In 1994, the Asia/Pacific Cultural Centre for UNESCO (ACCU) launched the Programme for Developing Literacy Resource Centres for Girls and Women (LRC), in co-operation with the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the Japanese National Commission for UNESCO. The objective of the Programme is to implement innovative projects and strategies for improving the literacy situation especially for girls and women and to contribute to the achievement of “Education for All” in Asia and the Pacific, through the close partnership with outstanding literacy/NFE organisations in the region.

Each year a few LRCs have been newly established. Until today 18 literacy/NFE organisations in 17 countries have been working as partner organisations for the LRC Programme. The LRCs have expressed the needs for improving their domestic and regional networks and strengthening their capacities to provide resourceful technical input for other NGOs and government organisations in their countries.

Responding to such needs, six Capacity Building Workshops for LRCs were organised in Thailand (Chiang Rai) in 1996, Bangladesh (Dhaka) in 1998, India (Jaipur) in 1999, the Philippines (Cotabato City) in 2000, Nepal (Kathmandu) in 2001, and Indonesia (Bandung) in 2002. The participants were trained in various technical skills/knowledge, particularly to utilise the latest ICT (Information and Communication Technology) for the improvement of their educational activities. Training has been conducted on DTP (Desktop Publishing), development of LRC Websites, LRC Materials Database, NFE-GIS (Non-Formal Education Geographic Information System), capacity building of CLCs (Community Learning Centres), etc.

In recognition of the considerable effects that the LRCs can bring to other literacy agencies and literacy activities in the region, and the great potential of the ACCU-LRC Network for promotion of a “learning society”, ACCU and RTCLE (LRC China) jointly organise the seventh Capacity Building Workshop for LRCs in Chongqing, China from 9 to 18 April 2003.

The Workshop has been financially supported by the “ACCU International Exchange Programme” since 2001. ACCU is entrusted to implement the Programme within the framework of the “UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding” established by UNESCO. The Programme is designed to prepare students, teachers and other professionals in the fields of UNESCO’s competence for meeting new challenges of today’s global society, and to enhance the quality of the educational environment by means of an exchange of such people all over the world. Thus, the Programme aims to promote international cooperation and mutual understanding, and contributes towards pursuing UNESCO’s ideals for “peace and security by promoting collaboration among the nations through education, science and culture” in close collaboration with the National Commissions for UNESCO, mainly in Asia and the Pacific.
2. WORKSHOP IPO (Input –Process –Output)

Main Objectives of the Workshop:
1. It aims at strengthening individual capacities of LRCs to play more active role in promoting “Education for All” at the level of their own countries as well as in the Asia-Pacific region.
2. It also aims to further promote the ACCU-LRC Network through strengthening internal network among members and developing alternative strategies and methods to revitalizing its function.

Immediate Objectives of the Workshop:
1. ACCU-LRC Network and UN Literacy Decade
   1-1 To discuss the role and functions of the ACCU-LRC network,
   1-2 To discuss changing needs of regional programmes,
   1-3 To discuss contribution and programmes of the ACCU-LRC network for UN Literacy Decade
2. LRC Resource Generation and Mobilization
   2-1 To examine existing resource generation and mobilization activities of each LRC
   2-2 To discuss innovative resource generation and mobilization for management of each LRC and ACCU-LRC Network.
3. Special efforts in promoting literacy and NFE for girls and women
   3-1 To improve gender sensitivity in LRC activities/programmes

<table>
<thead>
<tr>
<th>Day &amp; Time</th>
<th>Session</th>
<th>Facilitator</th>
<th>Input</th>
<th>Process</th>
<th>Expected output</th>
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<tbody>
<tr>
<td>8 April (Thursday) – DAY 1</td>
<td>0830-1000 Inauguration of the Workshop &amp; group photo at Academic Exchange Hall, Giyuan</td>
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<td>→ See Opening Programme.</td>
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<tr>
<td>1000-1030</td>
<td>Tea Break #129</td>
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<tr>
<td>1030-1100</td>
<td>RTCLE presentation</td>
<td>RTCLE – Liu Yibing</td>
<td>VCD</td>
<td>Understanding RTCLE activities</td>
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<tr>
<td>1100-1115</td>
<td>Introduction of participants (ice-breaker session)</td>
<td>ACCU-Chiho</td>
<td>activity</td>
<td>-Pax to get to know each other</td>
<td></td>
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</tbody>
</table>

GW=Group Work
RP= Resource person
<table>
<thead>
<tr>
<th>Day &amp; Time</th>
<th>Session</th>
<th>Facilitator</th>
<th>Input</th>
<th>Process</th>
<th>Expected output</th>
</tr>
</thead>
</table>
| 1115-1200       | Orientation session                          | ACCU-Shibao          | PPT & handouts for hosting arrangements    | ppt.    | - understanding the framework of CBW  
|                 |                                              | RTCLE-Liu YB         |                                            |         | - hosting arrangements  
|                 |                                              |                      |                                            |         | - logistics explained.                                                             |
| 1200-1330       | Lunch break                                  |                      |                                            |         |                                                                                 |
| 1330-1415       | Keynote-setting                              | Darunee              | UN Literacy Decade                        | ppt.    | UNLD framework and UNESCO’s expectation to A-LRC Network shared.                 |
|                 | 1. UNESCO presentation                        |                      |                                            |         |                                                                                 |
|                 |                                              |                      |                                            |         | New direction & strategy of ACCU programme shared.                               |
| 1415-1445       | 2. ACCU presentation                         | Shibao               | New Directions of ACCU programmes         | ppt.    |                                                                                 |
|                 |                                              |                      |                                            |         |                                                                                 |
| 1530-1600       | Tea break                                    |                      |                                            |         |                                                                                 |
| 1600-1730       | Discussion on the above three presentations  | Ms. Bibi             | Three key-note setting presentations      | Plenary discussion with a set of guiding questions | Critical points will be listed for further discussion. |
| 1810            | Departure by mini buses                      |                      |                                            |         |                                                                                 |
| 1830-           | ACCU Reception Dinner at Kangle resort       |                      |                                            |         |                                                                                 |
| 9 April (Friday) – DAY 2 |                                |                      |                                            |         |                                                                                 |
| 0845-0900       | Warming up session                           | Reporter Chairperson | Report of DAY 1  
|                 |                                              |                      | Overview of DAY 2  
|                 |                                              |                      | General roles formation  
|                 |                                              |                      | Review of previous day’s activities and overview of today’s activities | DAY 1 activity report  
|                 |                                              |                      |                                            | DAY 2 activity overview  
|                 |                                              |                      |                                            | General rules agreed.                                                           |
| 0900-1000       | Group work on three guided questions on three key-note setting presentations (APPEAL, ACCU and M & E report) | Ms. Bibi (RP) | -Three key-note setting presentations on DAY 1.  
|                 |                                              |                      | -Guidelines for GW1 | Group work in Group 1, 2 & 3 | -Main roles/responsibilities of LRC in each country and for changes of EFA/UNLD  
|                 |                                              |                      |                                            |         | -Difficulties faced  
<p>|                 |                                              |                      |                                            |         | -Recommendations for improvement/strengthening of LRC                           |
| 1000-1030       | Tea break                                    |                      |                                            |         |                                                                                 |
|                 | Networking                                   |                      |                                            |         |                                                                                 |</p>
<table>
<thead>
<tr>
<th>Day &amp; Time</th>
<th>Session</th>
<th>Facilitator</th>
<th>Input</th>
<th>Process</th>
<th>Expected output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200-1230</td>
<td>Synthesis on Networking Questionnaire Part 1 on local/national networking</td>
<td>Chiho</td>
<td>Local/national networking activities of each LRC</td>
<td>ppt.</td>
<td>General understanding of networking of each LRC at national/local level</td>
</tr>
<tr>
<td>1230-1330</td>
<td>Lunch break</td>
<td></td>
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<tr>
<td>1330-1415</td>
<td>&lt;GW2&gt; Group Work on local/national networking</td>
<td>Ms. Lim Shibao</td>
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<tr>
<td>1415-1500</td>
<td>Presentation of the result of Group Work</td>
<td>Chairperson</td>
<td>Presentations of each group</td>
<td>plenary</td>
<td>Existing local/national network analysed and recommendations made.</td>
</tr>
<tr>
<td>1500-1530</td>
<td>Tea break</td>
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<tr>
<td>1530-1600</td>
<td>Synthesis on Networking Questionnaire Part 2 on regional networking</td>
<td>Chiho</td>
<td>Asia-Pacific regional networking activities</td>
<td>ppt.</td>
<td>Existing Asia-Pacific network analysed and recommendations made.</td>
</tr>
<tr>
<td>1600-1700</td>
<td>&lt;GW3&gt; Group work on regional Networking</td>
<td>Shibao Ms. Darunee</td>
<td>6 priority areas of UNLD</td>
<td></td>
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</tr>
<tr>
<td>1700-1730</td>
<td>Presentation of the group work outputs and discussion</td>
<td>Ms. Darunee</td>
<td>Presentations of each group</td>
<td></td>
<td>Possible contribution by LRC to respective areas of policy, programme implementation (exp. materials development), CB, community mobilization, research and M&amp;E.</td>
</tr>
<tr>
<td>Evening</td>
<td>Steering Committee Meeting</td>
<td>Ms. Lim Ms. Bibi</td>
<td></td>
<td></td>
<td>Fine-tuning the DAY 3 &amp; Draft Action Plan Writing session of DAY 6 &amp; 7</td>
</tr>
<tr>
<td>10 April (Saturday) – DAY 3</td>
<td></td>
<td>ACCU, UNESCO</td>
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<tr>
<td>0845-0900</td>
<td>Warming up session</td>
<td>Reporter Chairperson</td>
<td>Report of DAY 2 Overview of DAY 3</td>
<td></td>
<td>Review of previous day’s activities and overview of today’s activities</td>
</tr>
<tr>
<td>Day &amp; Time</td>
<td>Session</td>
<td>Facilitator</td>
<td>Input</td>
<td>Process</td>
<td>Expected output</td>
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<tr>
<td>0900-0930</td>
<td>Situation analysis of each LRC</td>
<td>Ms. Lim (RP)</td>
<td>Tool for situation analysis of each LRC</td>
<td>Individual activity</td>
<td>Tool completed by each participant</td>
</tr>
<tr>
<td>0930-1130</td>
<td>Ms. Lim’s presentation</td>
<td></td>
<td>Strengthening of country-based LRCs: Resource generation &amp; mobilization challenges</td>
<td>ppt.</td>
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<tr>
<td>1130-1145</td>
<td>Tea break</td>
<td></td>
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<tr>
<td>1145-1230</td>
<td>Experience sharing of LRCs</td>
<td></td>
<td>Bhutan, Jaipur-India, Indonesia and Sri Lanka LRCs sharing experience with their resource mobilization.</td>
<td>Plenary</td>
<td>Experience shared through lead presentations and discussion.</td>
</tr>
<tr>
<td>1230-1400</td>
<td>Lunch</td>
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<tr>
<td>1400-1530</td>
<td>Group work on national/local resource generation and mobilization of LRC</td>
<td></td>
<td>Presentation on Resource generation &amp; mobilization</td>
<td>Group work in three groups by Group L, R and C</td>
<td>Current practices of LRC in local/national networking and recommendations for improvement shared.</td>
</tr>
<tr>
<td>1530-1630</td>
<td>Presentation and discussion</td>
<td></td>
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<tr>
<td>1560-1700</td>
<td>Tea break</td>
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<tr>
<td>NFE Situation of China</td>
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<tr>
<td>1700-1830</td>
<td>Mr. Zhao (RP) ‘s presentation</td>
<td>Mr. Zhao Jiaji</td>
<td>China’s experience on off-farm vocational education for rural areas</td>
<td></td>
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</tr>
<tr>
<td>1830-1845</td>
<td>Field visit guideline</td>
<td>RTCLE Ms. Bibi</td>
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<tr>
<td>evening</td>
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<tr>
<td>11 April (Sunday) – DAY4</td>
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<tr>
<td>0730</td>
<td>Departure from RTCLE</td>
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<tr>
<td>Day &amp; Time</td>
<td>Session</td>
<td>Facilitator</td>
<td>Input</td>
<td>Process</td>
<td>Expected output</td>
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<tr>
<td>1900</td>
<td>Arrival at RTCLE</td>
<td></td>
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</tr>
<tr>
<td>Evening</td>
<td>Meeting of actors/actresses of role plays</td>
<td>Ms. Bibi</td>
<td>Basic scenario and objectives of the here role plays shared</td>
<td>Group discussion</td>
<td>Role distribution, procedure and objectives of three role plays shared.</td>
</tr>
<tr>
<td>Evening 2</td>
<td>Re-organizing the learning space and practice for the role plays</td>
<td>Actors/actresses</td>
<td></td>
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<tr>
<td>12 April (Monday) – DAY 5</td>
<td></td>
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<tr>
<td>0845-0900</td>
<td>Reporter Chairperson</td>
<td>Report of DAY 3 &amp; 4 Overview of DAY 5</td>
<td>DAY 5 activities overview</td>
<td></td>
<td>Field visit experiences by each group analysed and shared through gender perspective in innovative ways such as drawing, charts and diagrams.</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td>Ms. Bibi</td>
<td>Guide question on gender perspective of the programmes</td>
<td>Group discussion in four groups, 1,2,3 &amp; 4 and reporting in the plenary</td>
<td></td>
</tr>
<tr>
<td>0900-1000</td>
<td>&lt;GW5&gt; Group work on lessons learned from the Field trip</td>
<td>Ms. Bibi</td>
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<tr>
<td>1000-1030</td>
<td>Tea break</td>
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<tr>
<td>1030-1130</td>
<td>Ms. Bibi (RP)’s presentation and discussion</td>
<td>Ms. Bibi</td>
<td>Understanding the issues of gender and its application to LRC programmes</td>
<td></td>
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</tr>
<tr>
<td>1130-1145</td>
<td>&lt;Role Play 1&gt; Arrogant husband and submissive women at home and at CLC</td>
<td></td>
<td>Role play</td>
<td>Role play presented</td>
<td></td>
</tr>
<tr>
<td>1145-1230</td>
<td>Brain-storming</td>
<td>Ms. Bibi</td>
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<tr>
<td>1230-1400</td>
<td>Lunch</td>
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<tr>
<td>Day &amp; Time</td>
<td>Session</td>
<td>Facilitator</td>
<td>Input</td>
<td>Process</td>
<td>Expected output</td>
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<tr>
<td>1400-1420</td>
<td><strong>&lt;Role Play 2&gt;</strong></td>
<td></td>
<td>Role play</td>
<td>Role play presented</td>
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<tr>
<td></td>
<td>A woman in a high position and submissive men/women scenario</td>
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<tr>
<td>1420-1500</td>
<td>Brain-storming</td>
<td>Ms. Bibi</td>
<td>Role play</td>
<td>plenary</td>
<td></td>
</tr>
<tr>
<td>1500-1515</td>
<td><strong>&lt;Role Play 3&gt;</strong></td>
<td></td>
<td>Role play</td>
<td>Role play presented</td>
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<tr>
<td></td>
<td>Men and women working together in harmony at home and at CLC – win-win situation scenario</td>
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<tr>
<td>1515-1530</td>
<td>Brain-storming</td>
<td>Ms. Bibi</td>
<td>Role play</td>
<td>plenary</td>
<td></td>
</tr>
<tr>
<td>1530-1600</td>
<td>Tea break</td>
<td></td>
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<tr>
<td>1600-1630</td>
<td><strong>&lt;GW6&gt;</strong> Group work on perspectives on gender equality</td>
<td>Ms. Bibi</td>
<td>All the role plays and brain-storming discussions</td>
<td>Group work in Group 1,2 and 3</td>
<td>Sharing suggestions on: - how gender equality can be achieved at LRC/CLC - suggestions for change in management at LRC/CLC - support required for gender integration in CLC.</td>
</tr>
<tr>
<td>1630-1700</td>
<td>Reporting and discussion</td>
<td>Ms. Bibi</td>
<td>Group work reporting</td>
<td></td>
<td>Remaining sessions fine-tuned.</td>
</tr>
<tr>
<td>Evening</td>
<td>Steering Committee Meeting</td>
<td>Ms. Bibi</td>
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<td></td>
<td>ACCU</td>
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<tr>
<td>13 April (Tuesday) – DAY 6</td>
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<tr>
<td>0830-0900</td>
<td>Warming up session</td>
<td>Reporter</td>
<td>Report of DAY 5</td>
<td>Review of DAY 5</td>
<td>DAY 5 report</td>
</tr>
<tr>
<td></td>
<td>Chairperson</td>
<td>Chairperson</td>
<td>Overview of DAY 6</td>
<td>Overview of DAY 6</td>
<td>DAY 6 activity overview</td>
</tr>
<tr>
<td>0900-1000</td>
<td><strong>&lt;GW7&gt;</strong> Group work on Simulation/situation analysis on ACCU-LRC Network</td>
<td>Shibao</td>
<td>“A STORY OF AN LRC AND ACCU” and three guided questions</td>
<td>Group work in Group 1,2 and 3</td>
<td>Based on a situational story, responsibility/ functions of ACCU/LRC analysed and practical suggestions made.</td>
</tr>
<tr>
<td>Day &amp; Time</td>
<td>Session</td>
<td>Facilitator</td>
<td>Input</td>
<td>Process</td>
<td>Expected output</td>
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</table>
| 1000-1100  | Presentation and discussion on “Future Direction of LRC and the ACCU-LRC Network” | Shibao      | Network theory, review of DAY 1-5, ACCU’s new direction, suggestions to strengthen the ACCU-LRC Network, and remaining work | - ppt and plenary discussion -some innovative ideas shared.  
- PNG-Viet Nam materials sharing/adaptation shared | -Network theory reviewed, revisiting of DAY 1-5 outputs, ACCU’s new direction and expectation to LRCs shared, suggestions to strengthen the ACCU-LRC Network synthesised, and remaining work explained.  
-Discussion on programme areas such as M & E, LRC newsletter, material exchange, advocacy, etc. |
| 1100-1115  | Tea break                                                                |             |                                                                     |                                                                         |                                                                                                         |
| 1115-1145  | Introduction of LRC Exchange Market and preparation by each LRC          | Chiho       | Guidelines for LRC Exchange Market                                   | Plenary explanation and Each LRC’s preparation                           | Large sheet of paper for each LRC  
- Objectives  
- Activities  
- Innovations/strength  
- Weakness/challenges – to be supported by other LRCs                                                                                                 |
| 1145-1245  | LRC Exchange I                                                           |             | Half of LRCs open “Shops”                                           | Each LRC and ACCU exchange ideas and information  
*All the “customers” are expected to stop by at ACCU desk | Information, ideas, suggestions shared among LRCs – esp. for drafting the Action Plan                                                                 |
<p>| 1245-1345  | Tea break                                                                |             |                                                                     |                                                                         |                                                                                                         |
| 1345-1500  | LRC Exchange II                                                          |             | The other half of LRCs open “Shops”                                 | *All the “customers” are expected to stop by at ACCU desk               | Lesson learned from LRC Exchange Market shared                                                                 |
| 1500-1530  | Brief reporting from each LRC                                            |             |                                                                     |                                                                         |                                                                                                         |
| 1530-1600  | Tea break                                                                |             |                                                                     |                                                                         |                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Day &amp; Time</th>
<th>Session</th>
<th>Facilitator</th>
<th>Input</th>
<th>Process</th>
<th>Expected output</th>
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</thead>
<tbody>
<tr>
<td>ACTION PLAN</td>
<td>Guideline for Draft Action Plan writing</td>
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<tr>
<td>1600-1630</td>
<td>Guideline for Draft Action Plan writing</td>
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<tr>
<td>1630-</td>
<td>Draft Action Plan writing</td>
<td></td>
<td>Individual work</td>
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<tr>
<td>1900-</td>
<td>Dinner hosted by the Southwest China Normal University at Kuiyuan Restaurant</td>
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<tr>
<td>14 April (Wednesday) – DAY 7</td>
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<tr>
<td>1000-1015</td>
<td>Report of DAY 6 Overview of DAY 7</td>
<td>Review of DAY 6 Overview of DAY 7</td>
<td></td>
<td>DAY 6 report DAY 7 activity overview</td>
<td></td>
</tr>
<tr>
<td>1015-1215</td>
<td>Presentation of Action Plan by each LRC and by ACCU</td>
<td>Chairperson</td>
<td>Plenary presentation followed by comments from Ms. Bibi and ACCU</td>
<td>Draft plans of activities and timeframe presented by LRC and ACCU</td>
<td></td>
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<tr>
<td>1215-1230</td>
<td>Wrapping up discussion</td>
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<tr>
<td>1230-1245</td>
<td>Filling in the evaluation forms</td>
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<tr>
<td>1245-1130</td>
<td>Closing session</td>
<td>1. Presentation of souvenir by Prof. Song, President of China South-west Normal University 2. Presentation of Certificate of Participation by Prof. Zhang, Vice-President of the University and Director of RTCLE 3. Speech by Prof. Song, President of China South-west Normal University 4. Speech by Prof. Zhang, Director of RTCLE 5. Speech by Ms. Shibao, Director, Education Division of ACCU 6. Speech on behalf of the participants by Ms. Mukmin, Indonesia</td>
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<tr>
<td>Evening</td>
<td>Farewell lunch hosted by RTCLE at RTCLE cafeteria</td>
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</tbody>
</table>
# List of Participants

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