Final Report

Mobile Workshop
for effective programme implementation of

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

Bangladesh and Cambodia
2004

Asia/Pacific Cultural Centre for UNESCO (ACCU)
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Workshop Overview

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2. Background of the workshop

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4. Proceedings
   Part 1: Cambodia Session
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1. Introduction

The Asia/Pacific Cultural Centre for UNESCO (ACCU), and two ACCU LRC partners, Dhaka Ahsania Mission (DAM) (Bangladesh Literacy Resource Centre) and Cambodian Women’s Development Agency (CDWA) jointly organized the Mobile Workshop for Effective Programme Implementation of Literacy Resource Centres for Girls and Women in Phnom Penh, Cambodia and in Dhaka, Bangladesh (from 10 to 17 June 2004), in cooperation with the National Commissions for UNESCO in Bangladesh, Cambodia and Japan, the Ministry of Primary and Mass Education of Bangladesh, and the Department of Non-formal Education, Ministry of Education, Youth and Sport of Cambodia.

The Mobile Workshop was conducted in the framework of the ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding.

2. Background

Literacy Resource Centres for Girls and Women (LRCs) operated in 17 countries in Asia and the Pacific region, have a great potential for bringing considerable effects on improvement of Non-formal education (NFE) and literacy situations in each country and thereby contributing to achievement of ‘Education for All’ (EFA) in the region, and the goals of the UN Literacy Decade (2003-2012). It has been recommended by participants of various regional meetings and workshops that more on-site activities are necessary to further strengthen LRC activities, both at national and international levels.

The monitoring and evaluation survey was conducted in March 2004 aiming to analyse the present characteristics of the ACCU-LRC Network and functions of each LRC at local and international levels to develop strategies for strengthening functions of the ACCU-LRC Network. The report includes a recommendation that the ACCU-LRC Network needs to facilitate developing and strengthening, 1) LRC capacities to more actively and effectively work as a resource centre, and 2) local networks, with their grassroots experience and expertise, to contribute to national and international networks.

The 2004 Capacity Building Workshop for LRC in Asia and the Pacific was organized from 8 to 14 April 2004 in Chongqing, China. During the workshop, the potential roles of existing local networks in respective LRCs were recognized, which led to the recommendation to develop mechanisms and strategies to strengthen and expand these networks.

The ACCU-LRC Network is expected by UNESCO APPEAL and the Member States to contribute more actively to the UNLD, EFA, APPEAL’s project on ‘Promoting Systematic Resource Development and Capacity Building in NFE in Asia’.

3. Objectives of the Workshop

The overall objective of this mobile workshop was, by organizing a series of on-site discussions and observations at two different successful LRCs in two different countries, to improve the capacities of participating LRCs in their countries as well as the ACCU-LRC Network at regional level, especially in their functions of resource centre and networking.

Immediate objectives were:

- To examine LRC roles as resource centres in respective countries as well as in the Asia-Pacific region. i.e. managing literacy/NFE related information, human and material resources
• To develop effective functions of resource management
• To develop and strengthen local networks and to link those up with international and national networks
• To provide an opportunity for the participating LRCs to discuss, share and plan to contribute to EFA and UNLD with adequate methodology, by strengthening their capacity
• To share the results of the Mobile Workshop among the ACCU-LRC Network to strengthen its capacity

4. Proceedings

Part 1: Cambodia

1.1. Opening Ceremony
The chief guest and distinguished speakers to the main table were called by the CWDA. The Cambodian National Anthem was played.

Ms. Kien Serey Phal, Executive Director of Cambodian Women’s Development Agency (CWDA), Cambodia, declared the workshop open and welcomed the distinguished guests and the participants from 8 countries to the workshop on behalf of the host organisation of this workshop in Cambodia. She mentioned that the Cambodian LRC works as the main coordinating player among NFE/Literacy fields in Cambodia especially for girls and women, and contribute to CLCs for information sharing, material development, networking to strengthen CLC activities. She expressed her gratitude for organizing the mobile workshop in Cambodia.

Ms. Ohashi Chiho, Section Head, Education Division, ACCU, welcomed all the participants and invitees on behalf of ACCU. She expressed her gratitude to CWDA, Department of Non-formal Education, Ministry of Education, Youth and Sport, for their kind arrangements for the workshop. She explained that the LRC is operating in 17 countries to contribute to achievement of Education for All and the UN Literacy Decade (UNLD). This is the first time for ACCU to organize a mobile-type workshop and it is a great honour to organize the workshop in Cambodia and Bangladesh. She mentioned that this was quite an opportune occasion to meet each other and review/discuss the roles and functions of LRC and networking.

Dr. Supote S. Prasertsri, Education Programme Specialist, UNESCO-Phnom Penh, made a speech. He stressed that the UNLD would play a vital role in realizing the Millennium Development Goals, which will be oriented to action to promote a voice for all and learning for all. He mentioned the ACCU’s success in materials development for NFE, especially AJP materials development. He concluded with Mr. Koichiro Matsuura, Director-General of UNESCO’s speech for the Literacy Decade.

H.E. Nat Bun Reom, Director General, EFA coordinator, Cambodia, had the honour of organizing the workshop in Cambodia. In his speech, he highlighted 3 points, 1) Six development goals of EFA; 2) Gender and quality education; 3) Effective linkage and coordination between LRC and CLC. He emphasised that the CLC should be the place for people and NGOs to share. For this purpose, he expressed his expectation for LRC to contribute to CLC activities, which include literacy, vocational training, life skills, etc.

H.E. Mom Bun Neang, First Deputy Governor of Phnom Penh, addressed the workshop. In his speech, he appreciated CWDA’s work, since their activities had contributed to the empowerment of women. He pointed out that LRCs can facilitate local NGOs in terms of delivering effective materials as well as networking. He also mentioned the NFE activities’ uniqueness and needs to set up clear goals in Cambodia.
1.2. Workshop Orientation
Mr. Sato Masahisa, Deputy Section Head, Education Division, ACCU, conducted the ice-breaking session by introducing participants in pairs.

Ms. Ohashi started her presentation about ACCU’s new strategies and approaches. The new directions were based on the suggestions and recommendations provided in the previous ACCU-APPEAL Joint Meeting held in December 2003, LRC Monitoring and Evaluation mission in February and March 2003 in Indonesia and Lao PDR, and Regional Capacity Building Workshop conducted in China in April 2004. She also introduced the agenda and schedule of the workshop.

Ms. Ubol Chan Ratanak, CWDA explained the logistical arrangements.

Then, Ms. Ohashi announced the work distribution such as chairpersons, reporters for the workshop, which all unanimously agreed.

Ms. Hun Phana, CWDA, Cambodia LRC, made a presentation about CWDA and its activities. Her presentation included 1) CWDA’s structure and programmes, 2) Cambodian LRC and its achievement, and 3) CLC activities conducted by CWDA. In the question-and-answer session, Mr. Nafizudian Khan talked about CLCs in Bangladesh.

Mr. Amba Jamir, Director, The Missing Link – Society for Environment & Communication, India, the Resource Person, conducted a brainstorming session followed by a presentation to give an introduction about the functions of resource centre, before visiting the CWDA/ CLRC site. He questioned the participants as to what a resource centre can do to 1) make information accessible, 2) encourage the use of information, 3) produce materials, and 4) strengthen links and networks with other organisations.

1.3. Visit to CWDA
The participants visited CWDA to observe and understand CWDA’s functions as a resource centre, and compare their functions with participants’ LRCs as resource centres.

The participants visited the library, and several learning classes operated by CWDA, such as a typing class, office skill development class, literacy class, computer class, restaurant class, English class and sewing class etc. The library collects materials on 28 subjects and librarian explained about its users, collections of materials etc. During the visit, the participants/facilitators actively talked to and interviewed the teachers and learners in every class. A discussion with CWDA staff members actively ensued on topics such as materials development and LRC management.

1.4. Group discussions – Functions of the resource centre
This session was started with the facilitation of Mr. Amba. All the participants were divided into 3 groups as follows:
Group A: Bangladesh, Mongolia
Group B: Cambodia, Sri Lanka
Group C: Indonesia, Lao PDR

The groups were given one hour to discuss the Role and Functions of the Resource Centre based on the three questions.

Table: Chair, Reporters and Rapporteurs of Group Work from Day 1 to 8

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• What are the challenges you face in your country’s LRC?
• What kind of services/work are provided by the Resource Centre?
• How do you disseminate information to your end users?

The groups presented their group reports followed by question and answer.

Some challenges identified were lack of resources, effective coordination among stakeholders, data collection and information sharing. The LRCs, as resource centres, provide such services as information collection and sharing, technical support and advocacy. They disseminate information through their centre, library, website, radio, newsletter, peer to peer campaign etc.

The CWDA explained the field visit arrangements and details of the New Humanity, an NGO and a member of the LRC network, and a CLC which was conducted by CWDA.

1.5. Field visit to Borribor District, Anchanh Rong Commune, Kampong Chhnang Province

• The participants arrived at New Humanity Organisation (NHO), an NGO which is a member of the LRC Network. Mr. Harve, Project Manager of NHO, explained its programmes and activities. He further explained they are working in 8 villages, located in 3 communes in the Borribor district. After his briefing, they visited Anchanh Rong Commune and met commune leaders.

• Commune leaders explained the situation of the commune and the villages that are covered by NHO activities. Then, participants visited various NHO facilities and activities, such as the nutritional centre, the library, the literacy centre, the skill development class and compost site, and had an opportunity to discuss with learners and facilitators their needs and programmes.

• Visited Bohmeas village, Popel Commune where NHO activities are implemented. The participants observed the activity and discussed with the facilitators and learners.

1.6. Field visit to Taley Village ~ CLC of CWDA

• The participants visited the Taley village located in Dangkor Commune.

• The village leader explained about the village situation, profile and the CLC programmes followed by questions and answers.

• The participants observed the literacy class for out-of-school children at CLC.

1.7. Sharing field visit experiences

The chairperson invited all members to explain their expressions, observations, questions etc. about the previous day’s field visit. The discussion was facilitated by Mr. Amba. The participants made their comments, and CWDA answered.

The participants were divided into two groups and discussed suggestions to Cambodian LRC (CLRC) and network members. Group A (Mongolia and Sri Lanka) and Group B (Lao, Indonesia and Bangladesh) suggested, for example, that CLRC should establish linkages with government organisations and NGOs, work in line with a national policy on NFE, develop a monitoring and evaluation
mechanism and consider sustainability of its programmes.

The participants broke into three groups and discussions took place to identify and suggest appropriate actions to CWDA in order to improve its functions and roles in future. Group A – Lao PDR, Cambodia, Group B – Indonesia, Bangladesh, Group C – Sri Lanka, Mongolia (Facilitated by Mr. Amba).

1.8. Group discussion on effective local network

A group discussion on effective local network was held. Accordingly, participants were divided into two groups and provided with guided questions and a discussion facilitated by Mr. Amba. Groups were as follows:

- Group A – Bangladesh, Indonesia, Lao PDR and Cambodia
- Group B – Sri Lanka, Mongolia and Cambodia

The themes of the discussion were:
1) Challenges of Local Network
2) Data Collection in Local Network
3) Dissemination Management in Local Network

With regard to the challenges of local network, the participants suggested action, such as sharing ideas between CLCs and a LRC, local level participation, and training for facilitators. On the topic of data collection, they discussed how LRC should computerise collected data, conduct situation analysis in advance, involve community people in collecting data, and encourage local people to contribute to the programme etc.

After group presentations, Mr. Amba summarised the points highlighted by the groups, supported by Mr. Sato of ACCU. Mr. Amba, in his summary, questioned the participants as to whether we should share the information or outreach only. He pointed that sustaining the local network is key and how LRC supports CLC to facilitate providing information, through building relations with local people. He also stressed that the human touch could be effective for deeper communication and encouraged participants to consider LRC issues not only from the institution’s viewpoints, but also from the individual’s. He concluded that communication strategy would be continuously discussed in the Bangladesh session.

1.9. Closing of the Cambodian session of the Mobile Workshop

With the participation of Ms. Kien Serey Phal, Executive Director, CWDA, the Cambodian session was wrapped up. At this time, Ms. Phal and Ms. Ohashi delivered speeches.

After that, Ms. Ohashi explained about the following day’s activities and self-report format to the participants and the first part of the mobile workshop was concluded. Participants left Cambodia for Bangladesh, via Bangkok.

Part 2: Bangladesh

2.1. Inaugural Ceremony

The inaugural ceremony of the Mobile Workshop in Bangladesh was held on 14 July 2004 at Dhaka Ahsania Mission (DAM). Fifteen participants, a resource person and observers from the Asia Pacific Region attended the function. The ceremony started with a recitation from the Holy Quran. The ceremony was chaired by Mr. M. Ehsanur Rahman, Deputy Executive Director of DAM. Mr. A.N.M. Bazlur Rahman, Secretary, Bangladesh National Commission for UNESCO (BNCU) was present as the Chief Guest and Ms. Ohashi Chiho, Section Head of Education, ACCU was present as a representative of ACCU to the session. Mr. Shahnewaz Khan, Director of Training and Material Development
Division of DAM welcomed the participants and resource persons of the workshop.

2.2. Discussions and interactions

(1) Report of the Cambodian part of the Workshop
After the introduction of the participants of the workshop Mr. Ravindra Shanthilal of Sri Lanka presented the Cambodian part of the workshop's report for sharing with the Bangladeshi participants and reminding the international participants.

(2) Orientation of the Workshop
Ms. Ohashi of ACCU gave the orientation on the Bangladesh part of the workshop. In her orientation, she emphasised the need for the sharing of experiences among the LRCs to strengthen their network at local level.

(3) Host country presentation:
Mr. Shahnewaz Khan, Director, Training and Material Development Division of Dhaka Ahsania Mission gave a power point presentation of DAM and its activities. The presentation is given in Chapter 2.

(4) Visit DAM & Bangladesh Literacy Resource Centre (BLRC)
The participants of the Workshop visited several divisions and Institutions of DAM for better understanding of its activities and programmes. They visited BLRC to find out about its functions and activities. A video on BLRC activities and other ongoing functions was presented by BLRC personnel at the BLRC. Participants also visited Ahsania Mission Institute of Information and Communication Technology and Ahsania Mission Book Distribution House.

(5) Group Work 3: Roles and Function of LRCs
Mr. Amba Jamir, the Resource Person of the Workshop gave an orientation on roles and functions of the LRCs in developing the local level network. After the presentation the participants were divided into two groups to identify the roles and functions of LRCs on the basis of the Resource Persons’ guideline. They discussed roles and how to function at local (community), national (province and state) and international levels.

(6) Field visit
A field visit was organized on the second day. At the end of the first day a briefing on the field visit was presented by DAM. The field visit details are given in Annex -

In the field visit, participants visited the Nashindhi Area Office of DAM for a briefing on the structure, and activities in the field. Then, the participants were divided into 2 groups, to visit 2 different CLCs (Ajoy Ganokendra and Chanderhatt). They observed village data collection such as CLC profile, Wall magazine etc, and activities organized at the communities. Two groups rejoined and visited 1 CRC (Papri CRC) in the first half of the day. They met local network members including local NGO partners, and had a fruitful discussion with them. In the afternoon, the team visited another CRC (Nuralapur). In Nuralapur CRC, the participants observed activities conducted by adolescents, such as a science laboratory, and were very impressed.

(7) Group work 4 - Discussion and Suggestion for Bangladesh
Group A: Ms. Panna, Mr. Ravi, Mr. Souphap, Ms. Mila, Mr. Jdhirul, Ms. Sri
Group B: Mr. Eddie, Mr. Nafiz, Ms.
These groups were given the task of finding the strengths and weaknesses of Bangladesh BLRC (National level) - CRC (Union / Provincial level) - CLC (Community level) mechanism and their activities. Active participation of the community and participatory manner of the management are some of the strengths they found. Some weakness they pointed out were lack of financial sustainability, limited participation at CLC (age, sex, interest groups etc) and unhealthy classroom environment etc. The group presented suggestions based on their observation of the field visit. Some suggestions were: 1) A strong and functional network among CLCs-CRCs-LRC is needed, 2) further involvement of local government and NGOs in CLC/ CRC activities, 3) Horizontal network and common activities among CRCs and support by LRC etc.

Discussion of Effective local network
Each two countries made a group for discussion based on the field visit. These 3 groups consisted of:

Group A- Bangladesh and Cambodia
Group B- Sri Lanka and Indonesia
Group C- Lao PDR and Mongolia

After the discussion on the field visit, each country showed their network structure by drawing plans of their LRC network at local, national and Asia-Pacific Regional levels.

Each group team made a presentation using their structure map. From the presentation participants were able to find out the similarities and dissimilarities of networks in the respective countries. The discussion on the network was presented accordingly.

2.3. Presentation of Ms. Ohashi Chiho on ACCU roles for ACCU-LRC network
Ms. Ohashi Chiho, ACCU, reminded the participants again about ACCU’s new strategies which include a different approach and tentative vision. She questioned participants as to how they could apply the output of the workshop to their own countries. She introduced ACCU’s action plans for the coming year, which showed that LRCs are expected to take more active roles in various ACCU programmes and activities. Some comments and suggestions were made by Mr. Ehsanur Rahman, DAM and Mr. Amba, Resource Person.

2.4. Orientation of Draft Network Strategy Plan
Ms. Ohashi introduced the preparation of the draft network strategy plan to the participants so they could make a draft plan for their respective countries. The participants are expected to prepare a draft plan for each country and present them on the 4th day.

2.5. Presentation of Draft Network Strategy Plan
The participants presented their draft network strategy plan for their LRCs, at local, national and Asia-Pacific regional levels. Many innovative programmes are presented with strategies and approaches. Some of the programmes/ activities are as follows;

- Set up LRC mission/ vision
- Establish local database and create network with national and international network
- Produce English brochure/ VCD etc for LRC
- Continue to organize mobile workshop
- Intern to other LRCs

Various concrete and useful comments and suggestions were made by the resource person and participants.

The chairperson invited all participants to share their impressions, suggestions and comments for the workshop itself and
follow-up. The participants filled out the evaluation forms and submitted them to ACCU.

2.6. Concluding the Workshop
Mr. Shahnewaz Khan, Director of Training and Material Development Division, DAM, and Ms. Ohashi Chiho, Section Head of Education Division, ACCU, concluded the workshop.

The Workshop provided an opportunity for participants to share and discussed their viewpoints on how to develop LRC roles as resource centres, and effective local and national networks and their linkage. The draft network strategy plans presented by the participants would be shared and discussed among each LRC organization and its network stakeholders in respective countries and finalized to submit to ACCU. ACCU would develop the ACCU-LRC network strategy based on these plans. The participants are expected to share the result of the Mobile Workshop with their stakeholders in their respective countries.
CHAPTER 2

Presentations and Reports

1. Organizers’ Presentations
   1.1. Asia/Pacific Cultural Centre for UNESCO (ACCU)
   1.2. Cambodian Women’s Development Agency (CWDA), Cambodia LRC
   1.3. Dhaka Ahsania Mission (DAM), Bangladesh LRC

2. Resource Person’s Presentations:
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3. Group Work
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3.6. Group Work 5: Analysis of Networking Function of BLRC, CRC and CLC (based on observation in Bangladesh)

3.7. Group Work 6: Network structure of Each LRC

4. Field Visits

5. ACCU-LRC network: Analysis of current situation and future plan
   5.1 Future Direction of ACCU
   5.2 Draft Strategic Plan for Networking
1. Organizers’ Presentations

1.1. ACCU Presentation

By Ms. Ohashi Chiho, Section Head, Education Division, ACCU
Current ACCU Programmes

- REGIONAL
  - National Follow-up programmes
  - Community

Focuses on regional level programme implementation

Future Plan

- Information sharing
  - Regional
  - Sub-regional
  - National
  - Community

Facilitation of information exchange at A/P regional level & closer linkage with national/local programmes

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 = ACCU-LRC Network

Grass-roots initiatives → Bridge → Global agenda e.g. EFA/UNLD

Learners with diverse needs
Community Needs

ACCU-LRC Network

Common mission

Learners with diverse needs
Suggestions to strengthen ACCU-LRC Network

- Exchange visits
- Staff exchange/on the job training at other LRCs
- Regular exchange of newly developed teaching/learning materials
- Joint projects with other LRCs

Taken from LRC reports & Networking Questionnaire

- More dynamic role of the Data Base
- Utilization of bulletin board
- Sharing important information of LRC activities/resources
- Sharing best practices

Asia-Pacific Literacy Data Base
Suggestions

1. Some weaknesses
   - Advocacy at national/local level
   - Community participation
   - Gender sensitivity
   - Involvement of corporate/private sector
   - Mass-media & publicity
   - Addressing issues of globalization
   - Impact study

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

3. 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

4. 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.)

5. 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.
**Schedule overview**

**Overall objective**
To improve the capacities of participating LRCs in their countries as well as the ACCU-LRC network at regional level, especially functions of resource centre and networking.

**Immediate objectives**
- Examine LRC roles as a resource centre
- Develop and strengthen local networks and to link up those with international and national networks.
- Provide opportunity to discuss, share and plan to contribute EFA and UNLD
- Share the result of MBW among the ACCU-LRC network to strengthen its capacity

**Workshop outputs**

| Day 1 | 9 June | Conference setting
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<td>CMWA Presentation</td>
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<td>Visit to CLRC and CMWA</td>
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<td>Day 2</td>
<td>10 June</td>
<td>Function of Resource Centre: GW 1</td>
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<td>Day 3</td>
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<td>Local Network GW 2</td>
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<td>Wrap up Cambodia Session</td>
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| Day 5 | 14 June | Sharing Discussion of Cambodia Session |
|       |         | Visit to BLRC and DAM |
| Day 6 | 15 June | Field Visit |
| Day 7 | 16 June | Local Network GW 4 |
|       | 17 June | ACCU role and ACCU-LRC network |
| Day 8 | 17 June | Draft Action Plan |
|       | 18 June | Closing |
1.2. CWDA/LRC Presentation
By Ms. Hun Phanna, Staff, Cambodian Women’s Development Agency (CWDA)

1. CWDA
Introduction
Cambodian Women’s Development Agency (CWDA) is an indigenous, non-profit, non-government organisation with no religious or political affiliations but with a strong feminist agenda. It grew out of the dissolved Phnom Penh Municipality Women’s Association in May 1993 after accreditation by the Supreme National Council. CWDA has 24 core staff, 12 field researchers and 300 volunteers working on health, education and literacy projects, research, surveys and consultancies. In November 1996, CWDA was awarded the status of National Literacy Resource Centre due to its local expertise and has worked in conjunction on various projects with international organisations, NGOs and local communities.

In the Cambodian context poverty is noted as prime root cause for the detrimental to the country’s socio-economic development which is coupled with the devastated past civil war. The impact has resulted on maximum suffering of weaker group of the society – its female counterparts.

Nevertheless, CWDA with joint efforts of the Cambodian government has taken initiative steps to reduce the poverty by rehabilitating education systems and building up awareness and understanding towards uprising socio – economic issues through accessing learning materials and resources to the people at all levels.

Objectives
One of the prime objectives of the Cambodian Women’s Development Agency (CWDA) is to empower women to be self sufficient in order to pursue decent lives in the society. Consequently, the entire CWDA efforts have been focussed on building up public awareness against increasing social problems such as human trafficking, HIV/AIDS drug abuse, domestic violence etc.

Additionally, CWDA steps forwards in creating employment opportunity by providing innovative knowledge, skills for women/girls through the extended out reach services of Cambodian Literacy Resource Centre (CLRC) which was established in 1996.

Programmes
(1) Community Self-Prevention Against Trafficking on Women and Children
(2) HIV/AIDS Program/CPU
(3) Vocational Skills Training for Women

2. Cambodian LRC
Introduction
Cambodian Literacy Resource Centre (CLRC) has been established by Cambodian Women’s Development Agency in November 1996, with the financial support of ACCU/ Second Hand/ Terre Des Hommes (TDH) and technical assistance of Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan. Cambodian Literacy Resource Centre has been working towards collection and dissemination of literacy information and production of related IEC materials specifically focussing on girls and women’s empowerments, which are being distributed through out the country at all levels.

Objectives
• To empower women through education and build up capacity of the learners especially women and girls
• Raise awareness of local networking partners and CLC facilitators at the 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 Government whose interests are focussed on literacy work in Cambodia.
• To provide technical support to strengthen adult networking group infrastructure including staff development.

Roles/responsibilities:
• Establish close cooperation with government and non government agencies
• Organise monthly meeting with the adult literacy networking partners
• Distribute literacy materials to relevant networking NGOs and institutions
• Collection and documentation of data for LRC, and disseminate information about literacy and adult education methods with special emphasis on the girls and women.
• Staff Capacity Development for networking members/LRC facilitators
• Develop teaching/-learning materials.
• Promoting local NGO network and CLC at all levels
• Develop participatory evaluation system for community work

Achievement
• Since 1997, CWDA/CLRC has been playing a crucial role in building practical knowledge and skills of women and girl through basic and relatively quick education systems with an aim to contribute to the development of human resources, at all levels in the country.
• CWDA with the support of the ACCU has been able to publish and access learning materials and storybooks in terms of maximizing human resources and to alleviate literacy among the people. Moreover, it has been instrumental in monthly coordination meeting of adult education networking group, which is held in the fourth week of each month in CWDA office. In the meeting experiences are discussed and shared and alternative solutions are put together to solve encountered problems.
• Frequent coordination between CWDA and the Ministry of Women and Veteran’s Affairs and Department of Non-Formal Education of the Ministry of Education Youth and Sports has been maintained and necessary supports are obtained to carry out the activities.

3. Major activities of CWDA and Cambodian LRC
• Designed/ published teaching/ learning materials for distribution to post-literacy and networking group

Material Development (Poster, flipchart, booklet, Adapted, )

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the material</th>
<th>Format</th>
<th>Print copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community Participation</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>2</td>
<td>Good food for baby</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>3</td>
<td>Group Women</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>4</td>
<td>Trafficking on women</td>
<td>Poster</td>
<td>1,000</td>
</tr>
<tr>
<td>5</td>
<td>Trade nearer than</td>
<td>Flipchart</td>
<td>3,000</td>
</tr>
</tbody>
</table>
Copies of the booklets /flip chart/ poster are distributed to the line organizations /agencies, and to the members of the coordinating meeting.

**Vocational Training**
- Computer
- Typing.
- General office skill
- Hospitality
- Tailoring
- English language
- Communication
- Accounting

**Information gathering and circulation**
- Provide opportunity to Adult Education working group to share experiences and problem solving on issues that affect the adult education.
- Discussion on strategies for sustainable on literacy program
- Intervention to the rate of children who abundant their school
- Sharing working experience and capacity building to staff of the adult working group.

**Networking**
- A coordinating networking group was created among the 36 local organizations and international organizations, UN and two cooperated Ministries working on adult literacy.
- Such as the Department of Non-Formal Education, Department of Human Resource Development of Ministry of Women and Veteran’s Affairs and UNESCO also have been taking active part in the meetings.

**Capacity building for network members**
- Capacity building for network members on EMIS
- Sent Network member to attend in the training of trainer on Parents ’s Education with Department of Non Formal Education

**Cooperation (Education, Women, )**
- Attend in the monthly meeting
- Attend in the renovation of teaching / learning materials before publishing
- Assist to facilitate on Non-formal education work
- Especially DNFE always support teaching /learning materials to LRC to provide to the network members. DNFE also provide literacy materials to support literacy classes like (Text Book, Pencil ...).
- Provide training to Literacy teacher

**CLC**
- Built Community Learning Centre
- Currently, CWDA is assisting 27 villages in the 4 districts of Phnom Penh with the emphasis of integrated approach. Recently, CWDA has integrated four projects into one, named “Community Self-Prevention Against Trafficking on Women and Children”. In undertaking such a step, CWDA anticipates a collective effort from all staff and partners to teamwork for efficient and effective mobilization of all the existing resources to achieve its goal.
- The major activities of CLC have been also carried out under the umbrella of the above project at the grass root levels. Currently, there
are 10 Community Learning Centres in 10 villages. Each community enthusiastically participated in the construction of the CLC structures. Each community member had contributed in cash and kinds, based on the ability and capacity.

- Each village CLC is equipped with various documents and books containing information on human rights/law (trafficking, constitution and domestic violence...), narrative story involve with trafficking, domestic violence, drug abuse including agriculture, HIV/AIDS prevention, local newspaper, newsletter, magazine, booklet, poster, leaflet, flipchart etc.
- Very often, during the day women and girls and villagers visit CLC to read. Sometimes neighbouring travellers who pass by the villages also come to rest and read the materials.
- Conducted training course for women leaders’ group, CLC volunteers and local authority on community self- prevention against trafficking on women and children.
- Literacy activities/classes with income generation.

Strength
- Close co-operation between NGOs & GOs
- Close collaboration with Ministry MOEYS and MWVA to promote literacy activities at grassroots level.
- Training courses to build capacity of resource person from the grassroots to lead community activities
- Link with Vocational training skills to young people who are from marginal poverty line.
- Develop CLCs which enable to link with other development activities and to address the issues of violence against women, promoting gender equality in community
- Produced literacy learning materials.

Weakness
- Low level of capacity of the CLC personnel (volunteers) to carry out the CLC activities independently.
- Community participation is still limited due to poverty, low awareness and local politics
- Lack of budget allocation for improving CLC activities
- Lack of budget for producing learning materials and implementing activities

Difficulties and obstacles :
- Some NGOs members stop their literacy program due to short of budget to implementing activities
- Some members who are bared in various provinces could not afford to cover expenses to the monthly meeting.

Thanks you for your attention
1.3. DAM Presentation
By Mr. Shahnewaz Khan, Director, Training and Material Development Division, DAM

Dhaka Ahsania Mission
Established: 1958
Motto: Divine & Humanitarian Service
Founder: Khan Bahadur Ahsanullah (R)

Founding Aims
- Develop the social and spiritual life of the entire human community
- Render all possible help to the suffering humanity of large
- Cultivate unity and brotherhood and inspire divine love
- Enable one to realize the duty of man to his Creator and to his fellow beings

DAM Approach & Strategy
- Social & economic empowerment of the poor
- Enhancing capacity of the community
- Institutional capacity building
- National capacity development
- International networking

Types of Interventions
- Field-based Programmes
- Training & Materials Development
- Research & Policy Advocacy
- Institutions for sectoral services and capacity development
- Spiritual Education & Services

Field-based Programs
- Non-formal basic education
- Water and sanitation
- Income generation
- Continuing education
- Early child care & development
- Child & women trafficking prevention
- Prevention of drug abuse
- Environment preservation

Non-Formal Education
- Adult literacy program
- Literacy program for adolescents
- Education and training for working children
- Continuing education program
- Non-formal secondary education
- Early child care and development
Programs for Advocacy and Social Mobilisation

- Drug prevention and control program
  - 402 committees in 54 districts
- Environment preservation program
  - 221 committees in 49 districts
- Child & women trafficking prevention program
  - 50 networking organizations in 6 districts

Special Interventions

- Disaster preparedness, relief and rehabilitation
- Refugee counseling services
- Elimination of child labor from hazardous occupations
- Gender and development
- Adolescent education and development

Water and Sanitation

<table>
<thead>
<tr>
<th>Components</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness raising</td>
<td>District - 11</td>
</tr>
<tr>
<td>Training</td>
<td>Thane - 36</td>
</tr>
<tr>
<td>Tubewell</td>
<td>Population - 8.02 m.</td>
</tr>
<tr>
<td>Sanitary latrine</td>
<td>Thane - 19,645</td>
</tr>
<tr>
<td>Arsenic awareness</td>
<td>Latrine - 52,387</td>
</tr>
</tbody>
</table>

Field Program Coverage

- Number of district: 50 (including seven district)
- Number of Upazilla: 150 (including seven unions)
- Field offices: 37
- Number of direct beneficiaries: 245,515
- Secondary target group: 7 million
- Community learning centers: 808
- Partner local NGOs: 56

Innovative Community Development Approach

Ganokendra (Community Learning Centre) facilitating:

- Social empowerment
- Economic self-reliance
- Improvement of quality of life

Features of Ganokendra Approach

- Accessible to all
- Poor as Primary Target Group
- Address learning needs
- Platform for training
- Information Centre
- Support income generating activities
- Organization of social action groups
- Link with development services
Ganokendra functions
- Educational services
- Information and networking services
- Economic skill development and Financial services
- Social awareness

Ganokendra Management
- Ganokendra is organised and managed by the groups of newly literate with back-up support from DAM and in collaboration with the local community
- The overall management is the responsibility of the Management Committee

Ganokendra - Moving Ahead
- Advocacy forum for quality education
- Promoting equivalency education
- Vocational education in flexible mode
- Facilitating access to market
- ICT at community level for information communication
- Reaching the hard-core poor
- Coordinated union-based development planning

Staff Position
- Full Time - 030
- Part-time - 1,063
- Volunteers - 22,503

Innovative & Need Based Materials Development
- Total titles: 286
  - Primers for children: 160
  - Adult & adults: 23
  - Graded Post-literacy materials: 53
  - Continuing education materials: 50

Format
- Book, Chart, Card
- Poster, Game
- Newsletter
- Wall magazine
- Folder, Leaflet
- Puzzle, Sticker
- Video

Major Areas of IEC materials
- Water & sanitation
- Women development
- Skill based materials
- Income generation
- Health & nutrition
- HIV/AIDS
- Drug abuse prevention
- Child & women trafficking
- Environment
**Key Training at national & local level (2002-2003)**
- Water and sanitation
- Gender & development
- Environment
- Group development
- Basic education
- Continuing education
- Skill development
- Capacity development
- Women & child trafficking
- Awareness development

**Training at local level**
- Control of drug abuse
- Water and sanitation
- Group management
- Community mobilization
- Disaster preparedness
- Social mobilization
- Capacity building of local NGOs

**Training at international level**
- UNESCO Dhaka (9)
- UNESCO Bangkok (10)
- UNESCO Paris (7)
- ACCU (4)
- Hiroshima University
- Commonwealth Foundation
- ASPBAE

**DAM’s contribution in national capacity development**
- Development of national adult literacy curriculum
- Development of national literacy primers and follow-up books
- Training of Master Trainers of DNFE
- Help development of national policy and programs
- Design of innovative programs

**International linkages**
- Member, APPEAL Resource and Training Consortium (UNESCO)
- Member, Board of Directors, International Council for Alcohol and Addiction
- Member, Executive Board, ASPBAE
- Member, Collective Consultation, CPA, UNESCO
- Networked with Literacy Resource Centres in the Asia-Pacific region

**Role at regional/international level**
- Technical support for program implementation
- Implementation of joint projects in India, Pakistan and Nepal
- Organization of exchange visit (Persons from 22 countries visited DAM activities)
- Advocacy and policy lobby at regional and global forums
DAM Sponsored Educational Institutions
- Ahsanullah University of Science & Technology
- Khan Bahadur Ahsanullah Teachers’ Training College
- Institute of Technical & Vocational Education and Training
- Ahsan Mission College of Science & Business Studies

DAM Sponsored Specialized Institutions
- Ahsan Mission Cancer Hospital
- Vocational Training Institute for Working Children
- Ahsan Mission Book Distribution House
- Ahsanullah Institute of Information and Communication Technology
- Ahsan Mission Women Shelter Home

Khan Bahadur Ahsanullah Teachers Training College
First private teachers training college in Bangladesh
Year of establishment: 1992
Programs:
- B. Ed
- M. Ed

Ahsanullah University of Science & Technology (AUUST)
Degree programmes:
- Architecture
- Civil Engineering
- Electrical and Electronic Engineering
- Computer Science & Engineering
- Business Administration
- Textile Technology

Institute of Technical & Vocational Education and Training of AUUST
Diploma courses:
- Computer technology
- Architectural technology
- Civil technology
- Electronic technology
- Electrical technology
Specialties:
- Evening course
- No age restrictions

Ahsan Mission Book Distribution House
Biggest book display and sales centre in Bangladesh
Objectives:
- Promotion of in-country publications within the country and abroad
- Making international publications available in Bangladesh
- Promotion of books in remote areas.
- Online order & purchase
- Special corner for kids
Ahsania Mission Cancer Hospital (300 beds)
- Primary prevention, public awareness and education
- Early cancer detection centres at divisional level
- Home care services
- Research center
- First detection center at Mirpur (42 Bed)

Vocational Training Institute for Working Children
- Specialized institute for working children
- Flexible timing & course delivery system
- Marketable skills
- Accreditation under BTEB

Refugee counseling services
- Social/psychological counseling
- Legal assistance
- Subsistence allowance for vulnerable groups
- Encouraging for self-reliance
- Skill development training
- Education for children
- Language training
- Medical referral/treatment
- Process voluntary repatriation/resettlement

International status
- Consultative Status (Special Category) with UN ECOSOC
- Operational Relationship with UNESCO Paris
- Associate status with UN DPI

Awards/Prizes
National Awards
- 2002: Independence Award
- 1999: 35 awards on literacy interventions at national, district and thana level
- 1998: First prize for innovative literacy materials
- 1997: Second prize for Innovative Follow-up Literacy materials

International Awards
- 2002 UNESCO International Literacy Award
- 1998 AECU Grand Prize for materials development
- 1994 ESCAP HRD Award
- 1987 ICME J. Robby Kid Award
2. Resource Person’s presentations
2.1. Understanding LRCs: What is it? – (1)
By Mr. Amba Jamir, Director, The Missing Link – Society for Environment & Communication
2.2. Understanding LRCs: What is it? – (2)
By Mr. Amba Jamir, Director, The Missing Link – Society for Environment & Communication

Who the users will be?
- age,
- sex,
- educational level,
- literacy level
- type of work they do

What are their information needs?
- What are main subjects they need information on?
- What other information do they seek?
- How will they use the materials in the resource centre for (in order of priority)?
- Which activities the materials will be most useful for?
- How important local/national/regional/international information is.

What formats of materials will be useful
- articles (for writing reports and getting new ideas for activities)
- books and other documents (for getting a comprehensive picture of a topic)
- personal articles (to help plan activities)
- training manuals (to assist with training activities)
- videos (for training and report education)
- abstracts of published articles (to keep up-to-date with recent developments and know what to follow up)
- newsletters (to find out what new developments are taking place in the subject area and what other organisations are doing).

What materials are available
- What other sources of published and unpublished materials exist
- How much materials cost, and whether literacy workers can afford to buy them
- What gaps there are (in terms of subject, type of material, such as training manual, reference material), language, format (such as book, audiovisual), and educational level.

continued...
What other sources of information exist:
- government services and departments
- non-governmental organisations (NGOs)
- mass media (newspapers, radio, television)
- e-mail and internet services

How information can be disseminated
- What methods for disseminating information would best suit resource centre users (such as resource lists, current awareness bulletins or document supply services)
- How feasible are these methods.
2.3. Literacy Resource Centre: What can a Resource Centre do?
By Mr. Amba Jamir, Director, The Missing Link – Society for Environment & Communication

- Literacy Resource Centre
  What can a Resource Centre Do?

- Make information accessible
  - Collect and organise materials
  - Provide access to materials that are up-to-date and relevant to users
  - Provide a pleasant environment for learning and training.

- Encourage the use of information
  - Assist users to find relevant information and suggest how they can use it in their work
  - Provide materials to support training and health promotion
  - Provide information to those responsible for planning, managing and implementing literacy programmes, including district health management teams and community groups

- continued...
  - Produce information packs and resource lists
  - Organise participatory workshops that use materials as tools for problem-solving
  - Work with teachers and trainers to identify resource materials for training activities
  - Offer an information and enquiry service develop ways to reach potential users.

- Produce materials
  - Work with literacy teams and community groups to document their experience
  - Adapt, translate and produce learning materials.

- Strengthen links with other organisations
  - List local, national, regional and international organisations working in literacy and related fields
  - Develop contacts between organisations working in similar fields, such as the Ministry of Education, non-governmental organisations (NGOs) and community organisations
  - Identify other sources of information.
3. Group Work

Part 1: Cambodia

(ア) Brainstorming Session: Expectation from Resource Centres
- Find information
- Find materials
- Use facilities
- Meet users
- Share experiences including local experiences
- Facilitate in Resource Centres
- Networking
- Share methodologies
- Learn about curriculum development
- Develop and distribute materials
- Provide training
- Discussion
- Advocacy
- Data Base
- Collaboration with other NGOs
- Place for solving problems
- Needs assessment survey
- Develop strategies

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(イ) Group Work 1: Role and Function of Resource Centre

Groups:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh, Mongolia</td>
<td>Cambodia, Sri Lanka</td>
<td>Indonesia, Lao PDR</td>
</tr>
</tbody>
</table>

Guide Questions:
1. Based on the presentations by ACCU and CWDA, and observation of CLRC activities, what do you see as the main roles and responsibilities of your LRC in the context of your country’s situation?
2. What are the challenges you faced as your country’s LRC?
3. What kinds of services and works are provided by the Resource Centre?
4. How do you disseminate information to your end users?

Group A

1- Challenges:
- Implementation of NFE programmes
  - Lack of resources
  - Trained personnel
  - Lack of good coordination between GOs/NGOs
- Meeting the individual needs of CRCs/CLCs (Bangladesh)
- Geographical spread of CLCs – (Mongolia)
- Capacity development of CLCs
- Development/Dissemination of materials and resources
- Data Collection

2- Services:
- Information Sharing
- Training of Trainers
- Resource Development
- Networking
- Awareness and Motivation raising
  - Use of Mass Media
<table>
<thead>
<tr>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1- Challenges:</strong></td>
</tr>
<tr>
<td>• Lack of resources (materials, human, financial...)</td>
</tr>
<tr>
<td>• Lack of skills &amp; knowledge</td>
</tr>
<tr>
<td>• ‘Reading’ is not priority in society (Cambodia)</td>
</tr>
<tr>
<td>• Communication (Sri Lanka)</td>
</tr>
<tr>
<td>• Participation</td>
</tr>
<tr>
<td><strong>2- Services:</strong></td>
</tr>
<tr>
<td>• Literacy materials</td>
</tr>
<tr>
<td>• Training of Trainer (Sri Lanka)</td>
</tr>
<tr>
<td>• Networking</td>
</tr>
<tr>
<td>• Cooperation</td>
</tr>
<tr>
<td>• Collecting &amp; Sharing information by library and reading centre</td>
</tr>
<tr>
<td><strong>3- Dissemination:</strong></td>
</tr>
<tr>
<td>(Print/AV/ Audio)</td>
</tr>
<tr>
<td>• Through literacy teachers</td>
</tr>
<tr>
<td>• Tele-centre (Sri Lanka)</td>
</tr>
<tr>
<td>• CLC/ VIC (Sri Lanka)</td>
</tr>
<tr>
<td>• Mobile library or Village library (Village reading centre)</td>
</tr>
<tr>
<td>• News letters/ Newspaper/ Booklets/ Posters/ Leaflet</td>
</tr>
<tr>
<td>• Brochure/ Workshop/ Public lecture/loud speaker’s performance/ Audio-Visual/ TV programme/ Radio programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1- LRC roles/ responsibilities / function/ mandate</strong></td>
</tr>
<tr>
<td>• Develop programme for life skills</td>
</tr>
<tr>
<td>• Preserve, disseminate and share information</td>
</tr>
<tr>
<td>• Promote human rights, especially for women</td>
</tr>
<tr>
<td><strong>2- Challenges:</strong></td>
</tr>
<tr>
<td>• Divers needs of learners/ community/ interest groups</td>
</tr>
<tr>
<td>• Multi-ages education</td>
</tr>
<tr>
<td>• Multi professions</td>
</tr>
<tr>
<td>• Inclusiveness</td>
</tr>
<tr>
<td>• Socio-cultural discussion groups</td>
</tr>
<tr>
<td><strong>3- Services:</strong></td>
</tr>
<tr>
<td>• Vocational trainings</td>
</tr>
<tr>
<td>• Library</td>
</tr>
<tr>
<td>• Learning materials development</td>
</tr>
<tr>
<td>• Networking</td>
</tr>
</tbody>
</table>
**Consultation & Counselling**
**Advocacy**

4- **Dissemination:** (Print/AV/ Audio)  
*CLCs, local NGOs, national/regional NFE networks, central government & local government and universities*

To the end users  (Beneficiaries)  
- WEB Site  
- Databases  
- Radio programme  
- Newsletter  
- Mobile library  
- Seminar  
- Exhibition  
- TV programme  
- Peer to peer campaign

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(ヴ) **Group Work 2: LRC functions for Local Network**

1. **Challenges in Local Network**

Group A:
- Regular communication among/with CLCs  
- Flow of resources  
- Local level participation  
- Sharing ideas between CLCs and a LRC  
- Systematic reporting for planning, monitoring and evaluation for central and decentral directions  
- Specific data collection  
- Update quality maintained data  
- Development of relevant learning materials with guidelines and training  
- Follow up dissemination of learning materials

Group B:
- Clear roles and functions required  
- Weak network system  
- Capacity Building of CLC workers  
- Training for facilitators  
- Building relation with the others  
- Delivery system
2. **Data Collection in Local Network**

   **Group A:**
   - Social mapping by communities
   - Training for data collection at local level
   - Computerized data collection
   - Set specific objective for data collection
   - Situation analysis in advance

   **Group B:**
   - Identification of NGOs in same field
   - Research and Surveys
   - Regular meeting and workshops
   - Participating programmes to collect data
   - Material develop based on individual and local needs and interests
   - Involvement of community people to collect data encourages local people to contribute.
   - Cooperation with local authorizes and institutions

3. **Dissemination management in Local Network**

   **Group A:**
   - Structured data collection
   - Specific roles for network partners
   - Data shared among communities and publicized
   - Community meeting, e-mail, posting, mass media

   **Group B:**
   - Mobile library
   - Material development
   - Reading centre
   - Street drama
   - Dissemination through religious institutions, local authority, etc.
   - Mass media
   - Community people
   - Website

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(≡) **Group Work 3: Recommendation to Cambodia LRC and network members**

**Group A: Mongolia and Sri Lanka**

- Establish linkages with government organizations and work in line with a national policy on NFE
- Establish effective cooperation with other NGOs
- Consider sustainability of the programmes
- Include health and sanitation programmes
- Develop training/learning materials based on learners’ needs
- Work with street children, including provision of programmes
- Develop a monitoring system
- Develop indicators for evaluation and receive feedbacks
- Organize follow-up programmes

Group B: Lao, Indonesia and Bangladesh

- Role of LRC and partner should be identified
- Specify the objectives of the network partners
- Develop mechanism of monitoring and evaluation system
- Specify the indicators
- Promote on-going activities of partners
- Capacity development of personnel of CWDA and partners

************************************************************************
(〇) Group Work 4: Roles and functions of LRC at local, national and international levels

Group A

Group Members:
Mr. Md Azharul Aslam (Bangladesh)  Mrs. Hun Phanna,( Cambodia), Mr. Ravindra Ariyawickrama (Sri Lanka), Mr. Soupap Khounvixay (Lao PDR), Ms. Mira Namsari (Mongolia), Mr. Zahirul Alam (Bangladesh) and Ms. Wahyuningsih (Indonesia)

<table>
<thead>
<tr>
<th>LRC Level</th>
<th>ROLES</th>
<th>FUNCTIONS</th>
</tr>
</thead>
</table>
| Local     | 1. Awareness Building | • Counselling, Advocacy
| (Village, unions, thana etc) | 2. Need assessment | • Materials collection and supply
| CLC, CRC, CMC | 3. Setting strategies | • Feedback from beneficiaries
| | 4. Monitoring and evaluation | • Suggestions if required from beneficiaries/community
| | 5. Materials development | • Survey and interview
| | | • Job market reviewed
| | | • Training to the beneficiaries, trainers, resource people, local community
| | | • Use teaching learning aids
| | | • Use media
| | | • Support finance, man power and materials, get feedback
| | | • Man, money and materials (3M)
### National
(Division, districts, provincial)

1. Policy formulation
2. Training facilitators
3. Developing and designing curriculum

- Directives for operation
- Monitoring and evaluation of performance of CLC, CRC, CMC
- Providing training aids
- Supplying of master trainers
- Using and national printing and electronic media
- Extensive training of master trainers
- Exchange experiences/ share ideas

### International
(regional, Subregional, international community and agencies)

1. Bilateral, sub-regional, regional, international networking
2. Resource sharing among the interested nations
3. Regular communication and sharing
4. International strategy

- Governmental level discussions, negotiations
- Establishment ICTE
- Collaborative fund for the programmes
- Exchange programmes
- Experience and expertise
- Holding and conventions through workshops, seminars, symposia
- Media exchange programmes
- Communication among the nations and free access to the resources
- International movement for literacy
- Addressing the MDG
- Facing the global challenges

Note: In the whole process of LRC cooperation at local, national and international levels NGOs, institutions, agencies, and governments is a must and supported thereof.

**Group B**

**GROUP B: Eddie, Nafiz, Undral, Denisha, Bouaphanh, Shuchita, & partners**

<table>
<thead>
<tr>
<th>Level</th>
<th>Roles</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (community)</td>
<td>• Communication</td>
<td>• Regular visit to local area</td>
</tr>
<tr>
<td></td>
<td>• Provide technical supports</td>
<td>• Provide materials</td>
</tr>
<tr>
<td></td>
<td>• Information collection &amp; dissemination</td>
<td>• Discussion with community</td>
</tr>
<tr>
<td></td>
<td>• Networking</td>
<td>groups</td>
</tr>
<tr>
<td></td>
<td>• Resources development</td>
<td>• Provide trainers</td>
</tr>
<tr>
<td></td>
<td>• Training program</td>
<td>• Street drama</td>
</tr>
<tr>
<td></td>
<td>• Fund raising</td>
<td>• Cultural program</td>
</tr>
<tr>
<td></td>
<td>• Material development</td>
<td>• Mobile library</td>
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<tr>
<td></td>
<td></td>
<td>• Social mapping</td>
</tr>
</tbody>
</table>
### National (province/state)
- Seminar/workshop
- Training
- Linkage with civil society, other institutions (university, government org, etc)
- Research
- Policy advocacy

### Regional (Asia-Pacific)
- Share of experiences
- Fund raising
- Linkage with other regional/international org.
- Technical support

---

### (力) Group Work 5: Analysis of Networking Function of BLRC, CRC and CLC (based on observation in Bangladesh)

#### Group A

<table>
<thead>
<tr>
<th></th>
<th><strong>CLC</strong></th>
<th><strong>CRC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>● Community motivation and involvement</td>
<td>● Well organised structure and good management</td>
</tr>
<tr>
<td></td>
<td>● Awareness building in the community</td>
<td>● Good programming including various areas (education, social issues etc.)</td>
</tr>
<tr>
<td></td>
<td>● Need based programmes (education, nutrition, water and sanitation etc.)</td>
<td>● Information database</td>
</tr>
<tr>
<td></td>
<td>● Activity implemented in cooperation with other organisations</td>
<td>● Training programmes/facilities</td>
</tr>
<tr>
<td></td>
<td>● CLC management structure</td>
<td>● Network with other organisations (NGOs, GOs, INGOs etc.)</td>
</tr>
<tr>
<td></td>
<td>● Local material development</td>
<td>● Community participation (land, money, land resources)</td>
</tr>
<tr>
<td></td>
<td>● Community ownership</td>
<td>● Clear objectives and strategies for the future</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>● Lack of financial sustainability</td>
<td>● Limited networking</td>
</tr>
<tr>
<td></td>
<td>● Limited participation (interested groups)</td>
<td>● Lack of financial sustainability</td>
</tr>
<tr>
<td></td>
<td>● Lack of reading and learning materials</td>
<td>● Limited resources</td>
</tr>
<tr>
<td></td>
<td>● Drop out of the learners</td>
<td>● Lack of specially trained personnel</td>
</tr>
<tr>
<td></td>
<td>● Unhealthy classroom conditions</td>
<td>● Incapability in curriculum/materials development</td>
</tr>
<tr>
<td></td>
<td>● Diversity of the age, interests, levels (Challenge)</td>
<td>● No horizontal network among CRCs</td>
</tr>
<tr>
<td><strong>Suggestions</strong></td>
<td>● Motivate/encourage all the people to be a part of the CLC – advocacy</td>
<td>● Involve more other organisations</td>
</tr>
<tr>
<td></td>
<td>for promotion of the programmes, personnel interaction with/among</td>
<td>● Develop sustainability plan</td>
</tr>
<tr>
<td></td>
<td>community people, discussion of successful case studies</td>
<td>● Collaborate with other CRCs and exchange experience and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Joint project or activities; exchange visits/sharing the experiences/ group</td>
</tr>
</tbody>
</table>
• Make the classroom environment more healthy
• Find the effective ways of fund raising for sustainability
• Involve other NGOs in the CLC
• Introduce programme for men

meetings/ exchange information
• Joint training sessions and workshops
• Effective dissemination of information
• Innovative way of programme management (Multi-grade teaching)
• Involve as many local leaders as possible
• Expand facilities and programmes of CRCs
• Involve community people for environmental awareness and implementation of some project

Group B
Azharul Islam (Bangladesh), Denesha (Sri Lanka), Eddie (Indonesia), Rathida (Lao PDR), Undral (Mongolia), Nafiz Khan (Bangladesh)

LRC in Bangladesh: strength, weakness and suggestions

| Strength          | • Participatory management: Direct participation of beneficiaries in decision and operation of the program.  
|                   | • Consultative direction: Involvement of development stakeholders and partners  
|                   | • Mix funding & self financing  
|                   | • People’s friendly  
|                   | • Information resources  
|                   | • Deliberation in own language |

| Weakness          | • Shortage of updated teaching learning materials.  
|                   | • Lack of experiences in developing need based learning materials for CRC  
|                   | • There is no working relation among CRCs.  
|                   | • Local organization and local government are not involves actively.  
|                   | • Only countable NGOs are partially involved in CRC.  
|                   | • Beneficiaries are not awarded certificates for proving their skills and efficiently for better job.  
|                   | • There is no direct linkage between LRC and CLC. |

| Suggestions       | • CLC must play role as alternative formal schooling  
|                   | • A strong and effective network among CLCs and LRC as well as similar organization working in government sector.  
|                   | • Regional Resource Centres (RRCs) of open university can be linked with CRC and CLC with the process  
|                   | • There must be established online communication system with concerned organizations  
|                   | • Local donors and financial organizations may be requested to extending their cooperation to CLC, CRCs and so on  
|                   | • The activities of class CRCs and LRCs, local organizations should be coordinated by understanding, negotiation and networking.  
|                   | • LRCs as well as CRCs and CLC should take CLC program to raise funds |
• Initiatives must be taken to have recognition from the govt. and make convinced to get technical and financial assistance.
• Training for the functionaries of CLC & CRC personnel including material development is a must.

(キ) Group Work 6: Network Structure of Each LRC

Bangladesh

Sri Lanka
Lao PDR

Indonesia
4. Field Visits

Cambodia on 11 June 2004

Schedule for Field Visit:
‘Mobile Workshop for Effective Program Implementation of LRC’

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30-9:30</td>
<td>Departure from Phnom Penh (Hotel) to Borribor district, Anchanh Rong commune, Kampong Chhnang Province (New Humanity Organization)</td>
</tr>
</tbody>
</table>
| 9:30-11:30    | • Meet with chief of Commune council of Anchanh Rong commune and listen his summary report  
                • Listening summary report of Mr. Herve Project Manager of New Humanity  
                • Visit activities of CLC                                                                                       |
| 12:00-13:15   | Lunch at Kampong Cham Province                                                                                                          |
| 13:15-15:30   | Back to Phnom Penh and visit CLC of CWDA                                                                                                 |
| 15:30-17:00   | • Meet with chief of Sangkat council of Dangkor Commune  
                • Speech by Taley Village leader  
                • Visit activities                                                                                                  |

Bangladesh on 15 June 2004

Objective of field visit:
To develop and strengthen local networks and link up those with national and international networks

Outline of the field visit:

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30 - 9.30</td>
<td>Hotel to Narshingdi</td>
<td>Start for field visit to Narshingdi</td>
</tr>
<tr>
<td>9.30 - 10.00</td>
<td>DAM Area Office</td>
<td>Refreshment &amp; Orientation on DAM programme in Narshingdi</td>
</tr>
</tbody>
</table>
| 10.00-11.30   | Group (1) Ajoy Ganokendra, Shilmandi Group (2) Chander Haat Ganokendra, Shilmandi       | Visit GK & Orientation and discussion on:  
                • Functions of Ganokendra (GK)  
                • Network partners of GK  
                • Network activities of GK  
                • How community people benefited from the network activities  
                • How Ganokendra maintain network with partners                                                                 |
| 11.30 - 13.00 | Visit CRC at Shilmandi                   | Visit CRC & Orientation and observance of:  
                • Activities of Meri Stops  
                • Discussion on how these activities are beneficial to GK members  
                • Discussion on how GK establish & maintain its network with Meri Stops                                                                 |
| 13.00- 14.00  | DAM Area Office                          | Lunch                                                                                                                                 |


<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.00 - 14.30</td>
<td>Start for Madhabdi Journey from Narshingdi to Madhabdi</td>
<td></td>
</tr>
</tbody>
</table>
| 14.30 - 16.30| Community Resource Centre (CRC) at Nurullahpur Madhabdi | Visit CRC & science centre  
  Orientation and discussion on:  
  - Background of CRC  
  - Functions of CRC  
  - CRC network partners  
  - Network activities of CRC  
  - How CRC maintain network |
| 16.30 - 18.30| Narshingdi to Dhaka                             |                                                                         |
5. ACCU-LRC network: Analysis of current situation and future plan
5.1. ACCU New Direction for LRC Network

By Ohashi Chiho, Section Head, Education Division, ACCU
Outline

Asia-Pacific Regional Network

- ACCU
- LRC

Common mission

International Network

- ACCU-LRC Network

Common mission

Suggestions

Possible ACCU’s Roles

- Vision mission at ACCU-LRC level as well as each LRC
- More information sharing at regional level (exchanging programs on the job training at another LRC)
- More information sharing at national and community levels
- Regular exchange of newly developed teaching/learning materials
- Joint projects with other LRCs

Suggestions

- Regular Advocacy roles
- Community participation
- Gender sensitivity
- Involvement of corporate/private sector
- Mass media & publicity
- Addressing issues of globalization
- Impact study

ACCUs’ Roles

support for the follow up of sharing/exchange experiences

LRC Network Planning
1. Clear Identity for enhanced visibility
   - Set up Mission Statement
   - Charter

2. Monitoring and Evaluation
   - Monitoring evaluation policy
   - Common reporting format for LRC
   - Indicator development
   - Need LRC consultation and involvement

3. Collective advocacy
   - Encourage more visibility
     - (ACCU) New format for LRC brochure/
       Annual report -> publish 2004 versions
   - Encourage LRC’s to Advocate EFE and
     UNLD for community people (simple flier, poster, etc.)
   - Encourage LRCs to produce English leaflet
     of LRC partner organization including
     activities as LRC

4. Asia Pacific Literacy Data Base
   - More dynamic role of the Data Base
   - Sharing important information of LRC
     (e.g. activities/resources/best practices)
   - Make linkage with country based
     documents to be shared (reporting
     format, learning achievement assessing
     tool, etc.)
   - ACCU-LRC Newsletter

5. Enhance LRC capacity to work as ACCU-LRC network
   - Needs based LRC CBM
   - Sub Regional/Mobile workshop
   - Support for national activities for
     strengthening local/national networks

6. Encourage more involvement of LRCs for
   ACCU activities
   - Material Development
     - AJP: AJP survey
       - Expert meeting for post-AJP scheme for
         NPE
       - Publication of the first series of post
         AJP (Process/disemination design)
     - Environment Education Package
### Suggestions

6. Encourage more involvement of LRCs in ACCU activities.

**Capacity Building**
- Designing mid-term training scheme: Identify training needs of LRCs and govt. counterparts.
- Designing mid-term training scheme.
- Context/content specific materials development.

### ACCU’s role

7. ACCU’s role at regional level
- Advocacy to government counterpart & higher level government personnel on LRC in each country.
- Coordinating role with bilateral, multilateral donors/programme implementers.

### ACCU Vision

**10 Years Vision (tentative)**

- Each LRC on a sustainable basis, is a leading agency in each country in respective field.
- ACCU-LRC Network regarded as frontrunners in lifelong learning and making much contribution to the creation of learning society where cultural diversity, human rights and peace are highly regarded and promoted.
- ACCU-LRC Network is esteemed for demonstrating alternative models of development to the world.
### 5.2. Draft Strategies Plan for Networking

**LRC Bangladesh (BLRC)**

- To act as a centre for collection, preservation and dissemination of information
- To set up a network with community level as well as national & international organizations
- To develop and disseminate resources for capacity development
- To act as a provider of technical support
- To promote linkage with individuals, institutions & organizations

#### Local Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/programme (What)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/Approaches (How)</th>
<th>Time Frame</th>
<th>Output indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote reading habit</td>
<td>Collect/ Develop Learning Materials</td>
<td>CLC members</td>
<td>ACCU, GO &amp; NGO</td>
<td>Mutual cooperation</td>
<td>1 year</td>
<td>-Collection -Dissemination - Use of materials at CLCs</td>
<td>Learning Materials</td>
</tr>
<tr>
<td>To develop capacity of CLC</td>
<td>Development of Resource Material</td>
<td>CLC Facilitators</td>
<td>GO &amp; NGO</td>
<td>Identifying needs, Training</td>
<td>1 year</td>
<td>Printing &amp; distribution</td>
<td>Manual, Trainer</td>
</tr>
<tr>
<td>To update of information</td>
<td>Develop computerized database</td>
<td>CRC Coordinator, CLC Facilitators</td>
<td>GO &amp; NGO</td>
<td>Questionnaire survey</td>
<td>1 year</td>
<td>Computer database</td>
<td>Computer programmer, User Guide</td>
</tr>
<tr>
<td>To develop linkage</td>
<td>Organize discussion meeting/training and exchange of resources</td>
<td>Programme personnel/CLC Facilitator/ CRC Coordinator/CLC &amp; CRC Management Committee</td>
<td>ACCU, GO &amp; NGOs</td>
<td>Needs assessment, Community meeting</td>
<td>1 year</td>
<td>Collaboration with other org.</td>
<td>Org. profile</td>
</tr>
</tbody>
</table>

#### National Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/ programme (What)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/Approaches (How)</th>
<th>Time Frame</th>
<th>Output indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To update and disseminate information</td>
<td>Develop News Letter</td>
<td>GO, National &amp; Local NGOs,</td>
<td>GO or NGO</td>
<td>Data and articles collection from different</td>
<td>1 year</td>
<td>Printed News Letter</td>
<td>Material Developer</td>
</tr>
<tr>
<td>Institutional Level</td>
<td>Activity/programme (What)</td>
<td>Beneficiaries</td>
<td>Partners</td>
<td>Strategies/Approaches (How)</td>
<td>Time Frame</td>
<td>Output indicators</td>
<td>Resources</td>
</tr>
<tr>
<td>---------------------</td>
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<td>----------</td>
<td>-----------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>To develop close linkage</td>
<td>Organize seminar/workshops/orientation meeting</td>
<td>GO, National &amp; Local NGOs, Institutions</td>
<td>GO or NGO</td>
<td>Jointly</td>
<td>1 year</td>
<td>Recommendations</td>
<td>Manuals/Guidebooks</td>
</tr>
<tr>
<td>To develop national strategy</td>
<td>Organize roundtable discussion</td>
<td>GO, National NGOs, Mass Media</td>
<td>Mass Media</td>
<td>Identifying the crucial problem</td>
<td>1 year</td>
<td>Recommendations</td>
<td>National Plan of Govt.</td>
</tr>
<tr>
<td>Provide technical support for curriculum &amp; resource development</td>
<td>Organize workshop/Training</td>
<td>Subject matter specialist of GO &amp; NGOs</td>
<td>GO &amp; NGOs</td>
<td>Identify needs</td>
<td>1 year</td>
<td>Skilled personnel</td>
<td>Training Manuals/Handbooks</td>
</tr>
</tbody>
</table>

**International Level**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/programme (What)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/Approaches (How)</th>
<th>Time Frame</th>
<th>Output indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To share of experience through exchange visit of different LRCs</td>
<td>Develop and update website</td>
<td>ACCU-LRC Partners, UNESCO, ALADIN etc.</td>
<td>ACCU</td>
<td></td>
<td>1 year</td>
<td>- visit website - Exchange Org. profile</td>
<td>Website</td>
</tr>
<tr>
<td>To provide technical support to develop regional activities</td>
<td>Organize international workshop/Training</td>
<td>GO&amp; NGOs in regional level</td>
<td>ACCU/UNESCO</td>
<td>Identifying the needs</td>
<td>1 year</td>
<td>Reports</td>
<td>Manual</td>
</tr>
<tr>
<td>To raise fund for running programmes</td>
<td>Identify possible donor</td>
<td>LRC/CRC/CLC</td>
<td>ACCU/UNESCO/SDC</td>
<td>Propose to fund for innovative programmes</td>
<td>2 years</td>
<td>New projects</td>
<td>Project Proposal</td>
</tr>
</tbody>
</table>
LRC Cambodia

- Make a strong interaction and close relationship between LRC and NGO partnership and CLC
- Sharing experiences, information and learning from each other
- Capacity building for improving activities in community and national level
- Promote LRC activities into local, national and international level

### Local level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities/ Programmes</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches</th>
<th>Time frame</th>
<th>Output Indicators (Results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Training management</td>
<td>Key person in the community</td>
<td>Local Authority</td>
<td>- Training of TOT</td>
<td>2 time per year</td>
<td># of key person clear understand about the management after the training</td>
<td>Resource person support</td>
<td></td>
</tr>
<tr>
<td>- Literacy</td>
<td>Learners</td>
<td>- NGO have activities in the same area</td>
<td>- Discussion meeting with NGOs partners - Make a plan to combine with literacy and Life skill</td>
<td>1 year</td>
<td># of learners can read and write and can find job in the garment factory # of learners integrate into the public school</td>
<td>Literacy teacher</td>
<td></td>
</tr>
<tr>
<td>- Income Generation</td>
<td>People in the village</td>
<td>Discussion meeting with NGO partners and make a plan for exchange visit</td>
<td>1 year</td>
<td># of borrowers get loan for making job or expand their business</td>
<td>Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Health Care</td>
<td>People in the village</td>
<td>Health centre and MoH</td>
<td>- Share experiences and teaching method in the meeting. - Discussion on IEC materials to circulate to the beneficiaries</td>
<td>1 year</td>
<td>% of families in the community aware about health care and can practice in their families</td>
<td>Technical support</td>
<td></td>
</tr>
<tr>
<td>- Vocational Training</td>
<td>adolescence both boy and girls</td>
<td>NGOs partner</td>
<td>- Vocational training skills</td>
<td>1 year</td>
<td># of students received a real skill and can find good job they can help their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### National Level

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/ Programmes</th>
<th>beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches</th>
<th>Time frame</th>
<th>Output Indicators (Results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening LRC network</td>
<td>Set up terms of reference of the LRC</td>
<td>Network members</td>
<td>Committee members</td>
<td>Discussion in the monthly meeting</td>
<td>Finished</td>
<td>Terms of reference # of members understand</td>
<td>Committee member</td>
</tr>
<tr>
<td>Support for National activities for strengthening local/ national networks</td>
<td>Awareness raising of interest of LRC activities</td>
<td>LRC members and relevant institutions</td>
<td>UNESCO Phnom Penh</td>
<td>- Distribute terms of reference - Meeting/ workshop</td>
<td>6 month</td>
<td>Better collaboration with network members and Government</td>
<td>Budget from LRC members</td>
</tr>
</tbody>
</table>

### Asia/Pacific Regional Level

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/ Programmes</th>
<th>beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches</th>
<th>Time frame</th>
<th>Output Indicators (Results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To extend the co-operation among LRC activities of other countries</td>
<td>Information sharing through e-mail and web page</td>
<td>ACCU/LRC network</td>
<td>LRC network in each country</td>
<td>E-mail and web site</td>
<td>1 year</td>
<td>Best practice</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>Need based LRC CBW</td>
<td>ACCU/LRC network</td>
<td>UNESCO PROAP</td>
<td>Workshop</td>
<td>1 year</td>
<td>Promote LRC network</td>
<td>Budget from ACCU</td>
</tr>
<tr>
<td></td>
<td>Sub Regional Mobile workshop</td>
<td>ACCU/LRC network</td>
<td>UNESCO PROAP</td>
<td>Mobile workshop</td>
<td>1 year</td>
<td>Improving effective of LRC network</td>
<td>Budget from ACCU</td>
</tr>
</tbody>
</table>

### LRC Indonesia

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program/ Activity</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches</th>
<th>Time Frame</th>
<th>Output/ Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCAL SPHERE</td>
<td>Capacity of NFE Facilitators</td>
<td>A) CAPACITY BUILDING</td>
<td>Sub-district/ city-block Facilitator/ field worker (in central/ West Java)</td>
<td>• Villager group</td>
<td>Workshop</td>
<td>8-10 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Community learning needs assessment</td>
<td></td>
<td>• Street children group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Youth group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Program/ Activity</td>
<td>Beneficiaries</td>
<td>Partners</td>
<td>Strategies/ Approaches</td>
<td>Time Frame</td>
<td>Output/ Indicator</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>---------------</td>
<td>----------</td>
<td>------------------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>added value of LRCCE</td>
<td>2. Facilitation techniques</td>
<td>-</td>
<td>-</td>
<td>TOT</td>
<td>5 days</td>
<td>Draft Manual</td>
</tr>
<tr>
<td></td>
<td>3. Lesson Plan</td>
<td>-</td>
<td>-</td>
<td>Workshop</td>
<td>4 days</td>
<td>Draft Manual</td>
</tr>
<tr>
<td>B) NETWORK INFO SHARING</td>
<td>1. Network Media development</td>
<td>District/ Provincial level network participants</td>
<td>- OC member of LRCCE</td>
<td>Workshop</td>
<td>5 days</td>
<td>Design/ prototype</td>
</tr>
<tr>
<td></td>
<td>2. Learning Media development</td>
<td>-</td>
<td>- Go-LRC Provincial level</td>
<td>Workshop</td>
<td>5 days</td>
<td>Media field test version</td>
</tr>
<tr>
<td></td>
<td>3. Local-Network Gathering</td>
<td>-</td>
<td>Hosted by OC member of LRCCE</td>
<td>Sharing &amp; Meeting</td>
<td>3 days</td>
<td>Proceeding</td>
</tr>
<tr>
<td>quality of NFE action</td>
<td>C) NFE PROGRAM DEVELOPMENT</td>
<td>1. Community Learning Centre Program managers</td>
<td>GO-LRC &amp; NGO-LRC</td>
<td>Training/ Workshop</td>
<td>3 days</td>
<td>Draft manual</td>
</tr>
<tr>
<td></td>
<td>2. Self monitoring &amp; evaluation</td>
<td>-</td>
<td>-</td>
<td>Workshop</td>
<td>3-4 days</td>
<td>Instrument</td>
</tr>
<tr>
<td>NFE Methodology Development</td>
<td>A) CAPACITY BUILDING</td>
<td>1. Participatory methodology of NFE Program Facilitators</td>
<td>GO &amp; NGO LRCs</td>
<td>Training/ Workshop</td>
<td>8-10 days</td>
<td>Draft Manual</td>
</tr>
<tr>
<td>Added-value of LRCCE</td>
<td>B) NETWORK INFO SHARING</td>
<td>1. Directory of LRC partners &amp; NFE learning materials Partners program</td>
<td>LRCCE secretariat</td>
<td>- questionnaire - e-mail - Technical manual</td>
<td>Per 6 month</td>
<td>Website database</td>
</tr>
<tr>
<td></td>
<td>2. Network media development</td>
<td>-</td>
<td>-</td>
<td>Mini workshop</td>
<td>5 days</td>
<td>Newsletter prototype</td>
</tr>
<tr>
<td></td>
<td>3. National network gathering</td>
<td>-</td>
<td>-</td>
<td>Seminar &amp; workshop</td>
<td>3 days</td>
<td>Proceeding</td>
</tr>
</tbody>
</table>
### ASIA PACIFIC SPHERE

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program/ Activity</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches</th>
<th>Time Frame</th>
<th>Output/ Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>C) POLICY ADVOCACY</td>
<td>1. Public Consultation</td>
<td>NFE Indonesia program</td>
<td>- Ministry of NFE - NGO partners - University society</td>
<td>Seminar-workshop Public Opinion</td>
<td>2 days 3 months</td>
<td>Academic paper</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Capacity of LRC partners</td>
<td>A) CAPACITY BUILDING</td>
<td>1. Mobile workshop LRCCE partners ACCU/ UNESCO</td>
<td>Bilingual workshop</td>
<td>10 days</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Added Value of LRCCE</td>
<td>B) NETWORK INFO SHARING</td>
<td>1. Linkage up LRCCE d-BASE ACCU-LRC partners ACCU/ UNESCO</td>
<td>IT</td>
<td>Per 6 month</td>
<td>LRCCE Portal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. NFE Journal - ACCU &amp; LRCCE Secretariat</td>
<td>Info Compilation</td>
<td>Per Year</td>
<td>Script in English</td>
</tr>
<tr>
<td></td>
<td>Social Movement of NFE toward</td>
<td>4. Fund Raising/ Awareness General Public -</td>
<td>IT</td>
<td>3 months</td>
<td>LRCCE Profile in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Annual General Gathering LRCCE SC/OC ACCU/UNESCO</td>
<td>Seminar 8 Meeting</td>
<td>4 days</td>
<td>Report</td>
<td></td>
</tr>
</tbody>
</table>

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LRC Lao PDR

- To collect, disseminate literacy information to promote literacy and NFE activities and to be network centre with LRC/ACCU in the Asia-Pacific.
- To establish linkage among local network for supervising, monitoring and evaluation of literacy promotion activities and quality of life development for Girls and Women.
- To coordinate with multi- society’s section for improving literacy quality for Girls and Women.
- Sharing experiences, information, resources, and personnel.
- Set up information centre

**Local Level**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity/programme (WHAT)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening local Networking</td>
<td>1. Develop local network member profile</td>
<td>Network member</td>
<td>Relevance institutions</td>
<td>Discussion Meeting with network member and relevance institution</td>
<td>1 year</td>
<td>Local network member profile</td>
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</tr>
<tr>
<td>2. develop local data bank</td>
<td>Key person in community</td>
<td>Local authorities</td>
<td>Meeting/Workshop/Survey</td>
<td>1 year</td>
<td>Draft of data bank DAM ACCU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Collect all info. from community</td>
<td>GOs, NGOs Community people</td>
<td>Village communities</td>
<td>Questionnaire list, interview</td>
<td>1 -2 year</td>
<td>General/specific information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community participation</td>
<td>Village committees, Facilitator</td>
<td>DNFE PADETC LRC</td>
<td>Training/practice Particularly data collection</td>
<td>1 year</td>
<td>Village data profile UNESCO-PROAP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To train Village communities for using adaptation of manual of CLC</td>
<td>Facilitator</td>
<td>DNFE LRC</td>
<td>Workshop</td>
<td>1 year</td>
<td>local materials</td>
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National Level

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity/programme (WHAT)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup of the vision, mission and objective of LRC</td>
<td>Consultative meeting</td>
<td>LRC and LRC partner</td>
<td>NFED Advisory committee</td>
<td>Focus meeting</td>
<td>6 months</td>
<td>Clear vision, mission, and objective of LRC</td>
<td></td>
</tr>
<tr>
<td>Capacity building for developing Brochure,</td>
<td>Capacity building workshop</td>
<td>LRC, PRS, DEB</td>
<td>ACCU, external resource person</td>
<td>Workshop/ practice</td>
<td>1 year</td>
<td>Draft of brochure, ACCU/DAM</td>
<td></td>
</tr>
<tr>
<td>Information Promotion</td>
<td>Develop English/local language brochure and VCD of LRC</td>
<td>LRC and partner</td>
<td>GOs, NGOs, local network</td>
<td>Quarterly meeting field visited</td>
<td>1 year</td>
<td>English brochure and VCD of LRC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish LRC website</td>
<td>ACCU/LRC network and partner</td>
<td>DAM/ SARVODAYA</td>
<td>Workshop</td>
<td>1 year</td>
<td>Lao LRC website</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DAM UNESCO-PROAP</td>
</tr>
</tbody>
</table>
### Asia-Pacific Regional Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/programme (WHAT)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regional/Sub regional LRC Mobile workshop</td>
<td>ACCU-LRC network</td>
<td>LRC network member</td>
<td>Mobile workshop</td>
<td>1 year</td>
<td>LRC Mobile workshop</td>
<td></td>
</tr>
<tr>
<td>Exchange and improve LRCLAO</td>
<td>On the job training</td>
<td>LRC</td>
<td>DAM/ACCU</td>
<td>Learning by doing eg. intern</td>
<td>6 months</td>
<td>Adapt DAM system approach to LAOLRC</td>
<td>UNESCO PROAP, ACCU-DAM</td>
</tr>
<tr>
<td>Information sharing among LRC members</td>
<td>Establish data base web site</td>
<td>LRCLAO</td>
<td>ACCU-LRC member</td>
<td>Workshop</td>
<td>1 year</td>
<td>New Data base on line</td>
<td>ACCU</td>
</tr>
<tr>
<td>Capacity building of LRC staff</td>
<td>CWB</td>
<td>LRC member</td>
<td>ACCU</td>
<td>Workshop</td>
<td></td>
<td>Upgrading Information service</td>
<td></td>
</tr>
</tbody>
</table>

3. Review all programmes and activities that your LRCs/ Parent organization is involved in, and find our how your LRC can facilitate information sharing and exchanging among your network; 1) local, 2) national and 3) ACCU-LRC network?

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

**LRC Mongolia**

- Set up a national data base and dissemination system
- Promote collaboration of provincial and city level NFDE/LRC network agencies/ members
- Establish a monitoring and evaluation mechanism
- Contribute to strengthening of Asia/Pacific LRC network

### Local Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/programme (WHAT)</th>
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<th>Strategies/Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up a local data base system</td>
<td>Data collection Data contribution to the national data base set up Information dissemination</td>
<td>Community people Provincial and city level NFDE/LRC network members facilitators</td>
<td>Local government and NGOs</td>
<td>Research methods such as following: Statistical analysis, Documentation analysis, Interviews, Questionnaires Observations</td>
<td>Jan 2005 – Dec 2005</td>
<td>Unified system of classified data Collection of necessary documentation Data records</td>
<td>Provincial and community facilitators Local GO &amp; NGOs Statistical data Community people</td>
</tr>
<tr>
<td>Promote collaboration of local learning centres</td>
<td>Regular meetings, training workshops, exchange visits, experience sharing</td>
<td>Local facilitators, Local NFDE methodologists and educators, Local leaders</td>
<td>Local government and NGOs</td>
<td>Local NFDE committees</td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy among local learning centres</td>
<td>Transformational approach, Interactions, Interventions, Demonstrations, Presentations, Exhibitions</td>
<td>Set. 2004 – end of 2006</td>
<td>Reflections on and application of others’ experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular feedback from local learning centres</td>
<td>Reflections on and application of others’ experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involve local community members</th>
<th>Awareness building among community people</th>
<th>Community people</th>
<th>Local government and NGOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing access to information</td>
<td>Bottom-up approach, Intervention, Individual approach, Peer to peer, communication and interaction, Family visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small scale projects</td>
<td>Bottom up initiatives Community people contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local NFDE committees</td>
<td>Local mass media Mobile data base</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Establish a monitoring and evaluation system  | Review meetings Situational analysis            | Local learning centres Facilitators Local community people |
|-----------------------------------------------|-------------------------------------------------|-----------------------------|-----------------------------|
| Local community and learning centres          | Local government and NGOs |
| Local learning centres                         | SWOT, Surveys, Interviews, Discussions Reporting |
| Community people                              | 2005 - 2006 |
| Local government and NGOs                     | Regular feedback from local learning centres Self-evaluation Follow up activities |
| Local community and learning centres          | Local community |

<table>
<thead>
<tr>
<th>National Level</th>
<th>Activity/programme (WHAT)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up a national data base system</td>
<td>Data collection Information dissemination</td>
<td>Provincial and city NFDE/LRCs Facilitators Trainers Educators Researchers</td>
<td>Ministry of ECS GO and NGOs</td>
<td>Research methods such as following: Statistical analysis, Documentation analysis, Interviews, Surveys, Observations</td>
<td>Up to the end of 2006</td>
<td>Directory of NFDE/LRC network, Website, Regular newsletter issues, Classified data</td>
<td>National statistics, Educators, Researchers, Reports, All types of records</td>
</tr>
<tr>
<td>Advocate for LRC network</td>
<td>Delivery of radio/TV programmes on LRC network Organizing nationwide training programmes Producing introductory leaflets, posters, fliers, etc.</td>
<td>General public All network members Facilitators Trainers</td>
<td>GO &amp; NGOs Radio / TV stations Print media agencies</td>
<td>Top-down approach Discussions, Electronic communication, Campaigns</td>
<td>2004 - 2006</td>
<td>Regular production of advocacy materials</td>
<td>Mass media Educators Facilitators Steering committee</td>
</tr>
<tr>
<td>Strengthen</td>
<td>Organizing nationwide All network GO and</td>
<td>Joint Action plans and</td>
<td>2004</td>
<td>Regular exchange of All network</td>
<td></td>
<td></td>
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</table>
### Asia-Pacific Regional Level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/programme (WHAT)</th>
<th>Beneficiaries</th>
<th>Partners</th>
<th>Strategies/ Approaches (HOW)</th>
<th>Time frame</th>
<th>Output Indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply / incorporate ACCU mission and vision to fit a Mongolia context</td>
<td>Translation of ACCU documentation Delivery of translated documentation Advocacy for ACCU network</td>
<td>All national network members</td>
<td>ACCU</td>
<td>Transformational approach Interactions</td>
<td>2004-2006</td>
<td>Implementation of ACCU mission and vision</td>
<td>Mass media Steering committee</td>
</tr>
<tr>
<td>Share information data and experience with LRCs in the region</td>
<td>Production of materials in English Contribution of data to the regional data base Attending regional workshops Organizing study visits</td>
<td>Regional LRCs National network members</td>
<td>ACCU, regional LRCs</td>
<td>Transformational approach, Interactions Discussions, Demonstrations, Presentations, Reports, Electronic communication (e.g. website/email)</td>
<td>2004-2006</td>
<td>Exchange of information and experience on regular basis</td>
<td>Steering committee Introductory materials of other LRCs Case studies</td>
</tr>
</tbody>
</table>
LRC Sri Lanka

- To develop information exchange platform
- To build a resource database
- To support capacity building of organisations working in the field of NFC
- To share available resources/experience among LRC members (Locally, nationally, international)

### Local Level

<table>
<thead>
<tr>
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<th>Activity/Programme (What)</th>
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<th>Strategies/Approaches (How)</th>
<th>Output indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a information exchange platform</td>
<td>Publish local newsletter by three months</td>
<td>network members/interested group</td>
<td>Network members</td>
<td>Collecting information from network members</td>
<td>Volume of news letters, No of users</td>
<td>Financial/human (writers/editors)</td>
</tr>
<tr>
<td></td>
<td>Conduct regular/follow up meetings</td>
<td>Facilitators/resource persons/community people</td>
<td>Network members/resource persons etc</td>
<td>Monthly/quarterly/annually meetings</td>
<td>No of meetings conducted, Participation of network members</td>
<td>financial</td>
</tr>
<tr>
<td>To build a resource database</td>
<td>Collecting local resource information</td>
<td>Local network members/programme developers/trainers</td>
<td>Community members/facilitators</td>
<td>Survey/research</td>
<td>Survey data, Resource database (community level), Resource index</td>
<td></td>
</tr>
<tr>
<td>To Share available resource/experience among network members</td>
<td>Learning through Experience</td>
<td>members</td>
<td>Network members</td>
<td>Periodic Exchange visits</td>
<td>No of visits conducted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource sharing</td>
<td>Community members</td>
<td>Network members</td>
<td>Conduct joint programmes</td>
<td>No of joint programmes</td>
<td></td>
</tr>
</tbody>
</table>

### National level

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activity/Programme (What)</th>
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<th>Strategies/Approaches (How)</th>
<th>Output indicators (results)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support capacity building of organisations working in the</td>
<td>Awareness building</td>
<td>NFE workers/trainers</td>
<td>NFE resource persons</td>
<td>Workshops/training/dialogues</td>
<td>No of workshops/trainings/dialogues, Evaluation sheets</td>
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<tr>
<td>NFE</td>
<td>Materials development</td>
<td>trainers/Community resource persons/ subject experts of NFE</td>
<td>workshops</td>
<td>➢ No of materials developed</td>
<td>Need based information/ financial resource/ expert support</td>
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</tr>
<tr>
<td>Skills development</td>
<td>Facilitators/ NFE workers</td>
<td>Relevant line agencies</td>
<td>On the job training</td>
<td>➢ No of training conducted</td>
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<tr>
<td>➢ No of trainees</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To develop a information exchange platform</td>
<td>Publish newsletter</td>
<td>network members/ interested group</td>
<td>Network members</td>
<td>Collecting information from network members</td>
<td>➢ Volume of news letters</td>
<td></td>
</tr>
<tr>
<td>➢ No of users</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial/ human (writers/ editors)</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Conduct regular/ follow up meetings</td>
<td>Facilitators/resource persons/ community people</td>
<td>Network members/ resource persons etc</td>
<td>Monthly/quarterly/ annually meetings</td>
<td>➢ No of meetings conducted</td>
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<td></td>
</tr>
<tr>
<td>➢ Participation of network members</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Electronic mailing</td>
<td>Network members/ other organisations</td>
<td>Local network and national network members</td>
<td>Web / e-mail</td>
<td>➢ E-news letter</td>
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<tr>
<td>➢ Web site</td>
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<td></td>
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<tr>
<td>Impact assessment</td>
<td></td>
<td></td>
<td>Conduct regular monitoring</td>
<td>➢ Case studies</td>
<td></td>
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<tr>
<td>➢ Monitoring reports</td>
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<tr>
<td>Information indexing</td>
<td>Primary users</td>
<td>Network members/ resource persons</td>
<td>Electronic and print media</td>
<td>➢ Information database</td>
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<tr>
<td>➢ Partner profiles</td>
<td></td>
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<tr>
<td>➢ Resource database</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To build a resource database</td>
<td>Development of resource database</td>
<td>network members/ programme developers/ trainers</td>
<td>Resource persons/ subject experts</td>
<td>Survey/research</td>
<td>➢ Survey data</td>
<td></td>
</tr>
<tr>
<td>➢ Resource database</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Resource index</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Share available resource/ experience among network members</td>
<td>Learning through Experience</td>
<td>Network members</td>
<td>Periodic Exchange visits</td>
<td>No of visits conducted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource sharing</td>
<td>Network members, Network members</td>
<td>Conduct joint programmes</td>
<td>➢ No of joint programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Activity/Programme (What)</td>
<td>Beneficiaries</td>
<td>Partners</td>
<td>Strategies/Approaches (How)</td>
<td>Output indicators (results)</td>
<td></td>
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<tr>
<td>resource/ experience sharing among regional network members</td>
<td>e-news, news letters</td>
<td>Regional network members</td>
<td>National network members</td>
<td>Web, e-mail, print media</td>
<td>➢ Website ➢ Volume of news letters</td>
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<tr>
<td>Workshops</td>
<td>Invite organization</td>
<td>ACCU/ regional network members</td>
<td>Expert exchange</td>
<td></td>
<td>➢ No of programmes conducted</td>
<td></td>
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<tr>
<td>Learning through Experience</td>
<td>LRC personnel</td>
<td>ACCU/ regional network members</td>
<td>Exchange visits</td>
<td></td>
<td>➢ No of visits conducted</td>
<td></td>
</tr>
<tr>
<td>Develop IT based materials</td>
<td>LRC regional members</td>
<td>ACCU/ regional network members</td>
<td>CDs/ VCDs etc</td>
<td></td>
<td>➢ No of CDs VCDs developed</td>
<td></td>
</tr>
<tr>
<td>To develop information exchange platform</td>
<td>Develop a web based information sharing tools</td>
<td>LRC</td>
<td>ACCU/ regional network members</td>
<td>Develop a Common databases (information cataloguing system)</td>
<td>➢ Common database developed</td>
<td></td>
</tr>
<tr>
<td>capacity building of LRC personnel</td>
<td>Workshops</td>
<td>Regional network members</td>
<td>ACCU</td>
<td>Workshops/ training/</td>
<td>➢ Smooth function of LRCs</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 3

LRC Reports

Bangladesh
Cambodia
Indonesia
Lao PDR
Mongolia
Sri Lanka
Bangladesh LRC

1. Introduction
Literacy is the foundation of lifelong learning and tool for empowering individuals, specially girls and women. The acquisitions of literacy skills are indispensable to enhance the economic and the social opportunities which lead towards better and more meaningful lives. In literacy, non-formal education and continuing education, exchange of information and experience among the agencies are of great significance and importance. Bangladesh Literacy Resource Centre (BLRC) has been established to cater these needs. It is working for collection, use and dissemination of literacy and development related IEC (Information, Education and Communication) materials available or produced within the country and abroad with specific focus on empowerment of girls and women.

The BLRC was established by Dhaka Ahsania Mission in 1995, with the financial support and technical assistance of Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan.

2. Objectives of BLRC
• To act as 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, adult and continuing education;
• To act as a resource base for information regarding availability of materials and human resources for non-formal education, specially of the girls and women;
• To act as documentation centre 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 act as a centre for dissemination of information about all aspects of non-formal education, particularly for promotion of literacy of girls and women;
• To collect and disseminate gender sensitive materials;
• To promote linkage of institutions and organizations involved in literacy, adult and continuing education;
• To develop a network of Regional NFE Resource Centres.

3. Functions
• Collect and preserve print and non-print materials, and disseminate information about literacy and adult education methods, materials and practices, with special emphasis on girls and women;
• Networking with development agencies, public libraries, international organizations, UN and government bodies and other resource centres, specially LRCs;
• Participate in inter-resource centre/library/computer/email networking throughout the world;
• Participate in international bibliographical and information exchange programmes;
• Offer support to the identified institutions in strengthening their capabilities in data collection on various aspects of non-formal education for women and girls and dissemination of such information;
• Develop, promote and disseminate gender sensitive, innovative and exemplar literacy materials;
• Organize training programmes, seminars and workshop, undertake development of innovative training materials on non-formal education particularly for girls and women and to undertake translation, adoption and adaptation of important training and resource materials into local language;
Build up a data bank for associate organizations and exchange innovative ideas, documents and findings of experiments by institutions involved in the non-formal education in the country, in the region and rest of the world;

Establish documentation centre for literacy data and information and provide referral and information hot-line services;

Sponsor innovative research on training, materials development, programme design and implementation, monitoring and evaluation;

Organize display and sales centre of the resource materials and publications;

Cooperate and co-ordinate with other organizations to avoid duplication, wastage and inefficiency in concerned field and areas;

4. Clientele

• Both women and men who want to improve their knowledge and skills on literacy, Curriculum and material development and other related activities.

• Government and Non-government organizations including parastatal bodies involved in development activities like education, health and nutrition, environment, poverty alleviation etc.

• Researchers, managers, planners and administrators including field level workers of literacy and non-formal education, particularly for the girls and women;

• Teachers and students of all levels who have interest in non-formal education and who want to expand services of providing education for all;

• Women and men desiring to improve their basic literacy skills (3Rs) and/ or job skills through continuing education;

5. Services

BLRC provide following services for its clientele group:

5.1. Library Facility

The existing library and documentation centre of BLRC is regarded as one of the significant resource centre for the promotion of non-formal education in Bangladesh. BLRC has built-up a stock of about 12000 publications and documents of literacy and non formal education which is being used by different categories and levels of NFE personnel from home and abroad. These materials cover development issues like health, sanitation, income generation, gender, environment and other socio-cultural aspects. Important publications and documents are placed in the display panels and book selves in the centre. The Centre is regularly visited by different categories of personnel working in the field of literacy both from GO and NGO sectors. In the BLRC the visitors get an opportunity to study different literacy related materials and documents produced in Bangladesh and other countries which help them in their work in program planning, materials development and research. A number of students of different Universities and colleges of Bangladesh and other countries attached with BLRC for their academic practical work.

5.2. Collection & Documentation

Round the year BLRC personnel collect materials from home and abroad. BLRC is collecting and preserving print, non-print and audio-visual materials, information about literacy and adult education methods, materials and practices, with special emphasis on girls and women. BLRC is continuously documenting information relating to Non–formal education. Computerized documentation is being practiced in BLRC.

5.3. Database

(1) Development of MANGO Pilot Version

One of the important work for the BLRC is completing the pilot version of the MANGO (Map based Analysis of Non-formal education Goals and
Outcomes) project with financial support from ACCU, which is a model for presenting qualitative & quantitative Non-formal education. It has the scope for graphical presentation of data as well as pictorial presentation.

The MANGO pilot version contained:
- A data on CLC activities
- Data on programme areas of DAM.
- Videos on of CLCs activities
- Digital map of CLCs locations

(2) NFE Material Database
BRLC has developed a computerised database of NFE materials which is being updated regularly. At present about 250 NFE materials, published by different NGOs and GOs in Bangladesh, have been included in the database. Utilizing this database anyone can get idea and information and can select appropriate materials for the literacy and CE programmes. Utilizing this database material developers can avoid duplication of development of NFE materials in the country.

(3) BLRC Homepage
BLRC has developed its homepage www.ahsaniamission.org/blrc for online communication and networking with different organizations including ACCU and its LRC network members. The homepage shows the detail information about BLRC and its activities. The home page linked with other components of DAM. It also linked with the NFE material database.

(4) Material Development
Training and Material Development Division of Dhaka Ahsania Mission in cooperation with BLRC developed and published several IEC materials keeping in view the needs of the neo-literate, specially disadvantaged girls and women. These materials are being widely used by GOs and NGOs in Bangladesh. Besides this, BLRC has translated and adapted two ACCU/APPEAL Handbooks in local language. The handbooks are:
- Learning Materials Development at Community Level:
- Non-formal Adult Education Facilitators.

5.4. Technical Support to Training and Workshop
DAM offers training to personnel where resources of BLRC have been widely used.
Some of these courses are specially organized by the BLRC for capacity building of different categories of literacy personnel including materials developers working in the GOs and NGOs. BLRC plan to develop a database on training facilities available in GOs and NGOs in the country and provide a forum for knowing each other’s training programmes and capabilities. This encourages the organizations to help each other and cooperate in their respective training programmes.

Every year a good number of national and international workshops are organized under the auspices of BLRC and DAM. The library and documentation centre of the BLRC and its database is used by the participants of the workshops. Such workshops play a vital role in networking.

5.5. Networking
BLRC, with the help of Dhaka Ahsania Mission has created an effective network with local development agencies, public libraries, international organizations, UN and government bodies and other resource centres.

This network facilitated regular flow of information relating to literacy program, resource development and training among the organizations. This networking is being established through-

- sharing and exchange of information and resources with other organizations
- visiting the display centres of various material developing organizations
- organizing workshops, meetings and discussions
- collecting materials from different organizations and distribute among local network organizations

5.6. Development of Audio Visual Materials
With the help of Audiovisual Unit of Dhaka Ahsania Mission, BLRC has produced a video material on its activities that shows its different activities.

5.7. Suggestions for Sustaining BLRC under ACCU-LRC Network
For sustaining the BLRC activities under the ACCU-LRC network some suggestions are given below:

- Implementation of innovative programmes.
- Sharing of literacy materials, human and technical resources (including data), best practices of NFE & LRCs.
- Organize exchange visit among the LRCs.
- Organize training programmes for capacity development of local level organizations.
- Organize seminar/symposium for promoting EFA/UNLD goals.
- Production/adaptation/updating of resource materials for literacy personnel.
- Maintain effective network with agencies and forums related to NFE
- Plan and implementation of joint action programme with network members.
- Raising fund for implementing various activities.

Cambodia LRC

1. Introduction
Cambodian Literacy Resource Centre (CLRC) has been established by Cambodian Women’s Development Agency in November 1996, with the financial support of ACCU/ Second Hand/ Terre Des Hommes (TDH) and technical assistance of Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan. Cambodian Literacy Resource Centre has been working towards collection and dissemination of literacy information and production of related IEC materials specifically focussing on girls and women’s empowerments, which are being distributed throughout the country at all levels.
2. Objectives
- To empower women through education and build up capacity of the learners especially women and girls
- Raise awareness of local networking partners and CLC facilitators at the 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 Government whose interests are focussed on literacy work in Cambodia.
- To provide technical support to strengthen adult networking group infrastructure including staff development.

3. Service provided, the linkages and how the process of the services works

3.1. Services
- Produce teaching/ learning materials by own self and by adapting from ACCU materials
- Translation materials took from ACCU into local language
- Distribution materials
- Provide Vocational Training Skills to young girls who are unable to continue to high school and also to the staffs of local network
- Organized capacity building training & workshop to Non formal Education Partnership, women leader in the communities, and local authority.
- Dissemination and collection relevant information’s to share experiences & sole the problem that affect the adult literacy, community issues and social issues.
- Library with many documents is a place for students in the university, vocational training students, staffs of other NGOs and Institutions come to read.
- Facilitate NFE work between NGO and NGO, NGOs & Govt. by close cooperation with DNFE if it has the needed from the network members.
- Networking group among 36 local and international organizations, UN agencies and two Ministries working on adult literacy such as DNFE of MoEYS, DHRD of MoWVA.
- CWDA/LRC attend in the NGO coalition to address sexual exploitation of children in Cambodia (COSECAM).
- CWDA/LRC opportunity to join as a member of IHRD sub-committee of (COSECAM).
- Every month CWDA/LRC attended in the monthly meeting of gender women group with NGO forum in order to improve and promote gender activity among NFE partnership network.

3.2. Linkages between services
- Close cooperate with relevant institutions working on adult literacy.
- Coordinate and facilitate with internal and external network, CLC, INGO, GO and LNGO.
- Communication and recognition of information about services has LRC to internal and external organizations and community people.

3.3. How the process of the services works
- Link with the DNFE and NFE Municipality office, NGO network members and CLC facilitators when LRC organize any training workshop.
- Invite DNFE and NFE Municipality office, NGO network, CLCs to join in the workshop in order to share and plan together.
- Closes cooperate with officer of NFE Municipality to do inspecting literacy classes to time per year to make regularly monitor literacy teachers’ activity.
• Good communication and relationship with local authority.

4. Suggestions for improving, strengthening Local Resource Centre:
• Monitoring and evaluation activity of network
• Study visit is the best way to organize

5. Suggestions on strategies for sustaining the ACCU-LRC Network:
• Strengthening and expanding the LRC network members in the region
• Capacity building to LRC members of each country
• Assist to find out the budget for implementing LRC activity in each country
• Should jointly projects LRC between each country in the region

6. Material Development (Poster, flipchart, booklet, Adapted, )

<table>
<thead>
<tr>
<th>Name of the material</th>
<th>Format</th>
<th>Print copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Community participation</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>2 Good food for baby</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>3 Group women</td>
<td>Booklet</td>
<td>500</td>
</tr>
<tr>
<td>4 Trafficking on women</td>
<td>Poster</td>
<td>1,000</td>
</tr>
<tr>
<td>5 Trade nearer than trade</td>
<td>Flipchart</td>
<td>3,000</td>
</tr>
<tr>
<td>further</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Advice of AIDS patient to client</td>
<td>Poster</td>
<td>1,000</td>
</tr>
<tr>
<td>7 32nd day of month</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>8 Our lives, our truths</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>9 The unknown children</td>
<td>Video</td>
<td></td>
</tr>
</tbody>
</table>

To reach these ideals, SPPM attempts to develop cooperation among various government and non-government institutions, especially among those agencies that are dedicated to the mission of community life long learning and the empowerment of marginalized group.

As a network of affirmative action, the main issues of LRCCE is human resources development, information services, collaborative program, and policy advocacy in the field of non-formal education toward education for all.

The above ideals have been formulated into the following objectives of LRCCE.

2. Objectives of LRCCE
• Develop a multi-stakeholder approach in community empowerment programs
• Facilitate information sharing among community development agencies/programs.
• Facilitate collaborative NFE program among GO, NGOs, and other civil society organizations.
• Encourage public policy reform on education for all.

3. LRCCE’s services area
• Information Services
• Appropriate Learning Material Development
• Capacity Building of NFE Practitioners
• Participatory Research
• Campaign and Fund raising
• Network development and
• Public Policy Analysis

Currently, LRCCE is a forum of 59 community development agencies throughout eight provinces of Indonesia, as well as linked to other national-level networks such as, forum of community participation, forum of village development, and forum of community based natural resource management.

In addition, Studio Driya Media, as LRCCE participant, coordinates its local NFE network within Bandung municipality.

LRC Indonesia

1. Introduction
LRC Indonesia (LRCCE) is an open forum for all those who share the ideal of life-long learning, as indicates by the community ability to manage its economy, social, political resources in the continuum of literacy process.
4. Activities conducted in the last 2 years:
   - LRCCE’s partner assessment
   - Design of participatory research conducted of the Street Children Learning Centre program in Bandung,
   - CLC’s learning material design and production,
   - Dakar Declaration, Tokyo Declaration and Solo Declaration distribution.
   - LRCCE website improvement,
   - Study-Visit to partner’s CLC program in West Java and Central Java,
   - Regular training/workshop on communication strategy, learning material development, writing and using internet, and facilitation techniques
   - NFE facilitator Hand Book, Indonesian version,
   - LRCCE 2003 Annual Meeting.
   - NFE curriculum redesign team of the Directorate General of Out of School and Youth, the Ministry of National Education of Indonesia.

5. Strategies for strengthening the LRC Country Network
5.1. Improve communication strategy
LRCCE will continue to share knowledge and information the praxis of NFE in community development programs through regular LRCCE core-group meetings, among forum, and any other appropriate channels, or media.

5.2. Prolong the liquid network
LRCCE will continue to act as an open forum for sharing experiences among community organization, interest groups, NGOs, GO programs, mass media, and other professionals, and association.

5.3. Support Strategic Alliance
LRCCE will continue to facilitate equal cooperation either among community groups, community development programs, within Indonesian region, or beyond.

6. Strategies for strengthening the LRC program
   - Integrates NFE methodology in the trainings/workshops facilitated by LRCCE partner.
   - Implement participatory action research as a basic concept of NFE program.
   - Develop analytical oriented NFE Data Base
   - Develop appropriate media

7. Ideas to strengthening Asia-Pacific LRC Network
   - Improve the ACCU; LRC website to be a dynamic system,
   - Provide technical assistance staff (website moderator and editor) in order to accelerate the information sharing among LRCs and language constrains.
   - Provide Study-Visit among LRCs.
   - Exchange communication strategy and learning materials among LRC
   - Support the LRC country workshop on Training Manual development,
   - Develop resource book on NFE methodologies in the Asia-Pacific context.

LRC Lao PDR

1. Introduction
The very first objective of LRC is function of a resource base (resource centre) to provide information, materials, expertise and training to the organizations and individuals engaged in literacy and NFE activities (LRC Pamphlet 2002:1).

2. Objectives
   - To develop NFE curriculum and teaching learning materials and help local authorities to develop their own local curriculum and teaching learning materials.
   - To provide training with personnel of NFE at all level and to provide vocational training for the interested groups,
• To collect and share NFE information and teaching learning materials for those who are involved in NFE in LAOS,
• To provide opportunities for exchanging and experience and information among organization involved in literacy and NFE, including NGOs and to promote co-ordination,
• To form a network at Asia-Pacific regional level, especially with UNESCO, ACCU and ACCU-LRCs in different countries.

3. Service Provided and the Linkages
3.1. What kinds of services/works are provided by the Resource Centre (e.g. library, training, data base etc.)
• Library for teenagers from primary school, secondary school, upper secondary school around the centre and vocational trainees who participate in the course when our centre are organized the course and for adult people or teenagers who are studying special English course in our centre with pass time and other peoples who are interesting.
• Curriculum for girls and women development.
• Facilitator training for using girls and women curriculum.
• Promotion, monitoring and evaluation teaching and learning process for girls and women in three provinces such as: Vientiane capital, Bolikhamxay and Vientiane province.
• NFE literacy database training for NFEDC staffs, NFE, and PES staffs.

3.2. What is the process of the services/works?
• Library is done not well, because lack of the new materials for reading, no more activities in library schedule, changing librarian, lack of fund for finding materials.
• Training: is done not regularly, when we have the funds it goes regularly. And work done some activities on schedule will organize, but lack of funds and activities

3.3. How to make effective linkages among services/works within the Resource Centre?
For making effective linking among services/works within the resource centre, we cooperate with ACCU and government organizations
• Capacitate building of LRC personnel for understanding goals, objective and activities of LRC
• To manage LRC activities by 4 Ms in flexible.
• To coordinate, cooperate with internal and external network such as, GOs, NGOs and IOs.
• To promote, exhibit LRC activities for disseminating or communicating on peoples our internal and external organizations know LRC activities.

3.4. How to make effective linkage between the Resource Centre and the local network? (e.g. LRC and CLC, Mobilize resource persons/ groups, etc.)
• We link to non-formal education sector of Provincial Education Service (PES), District Education Service (DEB) and CLCs administrator to share and plan together such as: when we will organize training workshop we invite NFE staffs from PES, DEB, facilitator of CLCs to joint the workshop in central or in local areas.
• When we will supervise, monitor or evaluate activities in CLCs every time we invite staff, NFE PES, DEB to joint and work together in CLCs.
• NFE PES, DEB, and administrator of CLCs cooperate directly activities of CLCs.
• We should set up the staff from the central to the grassroots in the quantities and qualities.
• LRC should be received beliefs from multi-sector and staff.
• Good relationship, good communication.
• Should have the monitoring-evaluation, regularly.
• Staff of the LRC should be honest, good activities, good result to attract the funds to support.
• Know to mobilize the funds, equipment, materials to support our activities of LRC regularly and continuously.
• Report system should make regularly and make regularly and on time for the progress of activities.
• CLC should emphasis, because CLC is areas of implementation for literacy, NFE.

4. **Suggestions for improving/strengthening the Resource Centre in your country**
- Cooperation with GOs, NGOs, IOs for long-term project.
- To operate 4 Ms in LRC regularly and in long term period.
- LRC should send the materials to other LRC and share information on their materials.
- Study visits to best LRC should be organized.
- Monitoring and evaluation of ACCU-LRC network at least three years should be organized one time.
- To motivate GO, NGOs, IO, other concerning sectors for active participation in NFE activities especially for LRC activities.
- To provide more chance to attend the workshop, meeting, activities of ACCU organized such as: Regional workshop, sub-regional workshop planning workshop and meeting....
- LRC should be revised, improved the objective of LRC if not suitable, not relevant for the need of our country.
- LRC staff including administrators, technical staff and other should be active, honest, and strong to attract customers, donor and other to support LRC activities.

5. **Suggestions on strategies for sustaining Resource Centre under the ACCU-LRC Network**
- Staff of LRC should be active.
- LRC should be created regularly the newsletters to other LRC to exchange information.
- LRC should have continuously activities.
- Some week, every month, every year should be organized: regular meeting, the consultative meeting, review meeting, with LRC staff and other concerning sector to improve LRC to be better.

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**LRC Mongolia**

1. **Introduction**
In regard to the social and economic transformations in Mongolia, there have been a lot of educational reforms in the 90s. During the socialist period, Mongolia had a highly-educated population. By 1989, about 40 per cent of the population had completed at least secondary education and about 15 per cent were graduates of tertiary education. The literacy rate of those over 15 years was 98 per cent for males and 95 per cent for females. The variation across provinces in literacy rates was closed with the Gobi area showing the lowest rates of 95 per cent by 1989, compared to 98 per cent in the cities of Ulaanbaatar, Darhan and Erdenet. However, the literacy rate was deteriorated because of the high school drop out rate during the transition period.

Although literacy and education levels in Mongolia continue to be relatively high, there is evidence that the process of transition, particularly in its early stages, has damaged the whole education system. Expenditure per capita on education fell by 53 per cent between 1991 and 1996. The cuts have been felt in reduced access to facilities and in the quality of education provided.
Restoring educational services has become a priority for the government of Mongolia in the 90s. It has taken a number of measures to provide equal opportunities for education, revise curriculum standards and increase quality of education. Due to recent reforms to adjust to the demands of the market economy, the education sector could overcome the problems and weaknesses occurred in the early 90s.

One of the innovations within the education sector was an establishment of the non-formal education programmes that are implemented by the National Centre for Non-formal and Distance Education set up at the Ministry of Education, Culture and Science. It aims to provide school drop outs, young people and illiterate adults with access to lifelong education opportunities and life skills.

Presently, the National Centre for Non-formal and Distance Education (NFDE) is the government organisation responsible for providing non-formal education and literacy activities in throughout the country.

A Literacy Resource Centre was established in Mongolia in 2001 at the National Centre for Non-formal and Distance Education Centre with the support of Asia/Pacific Cultural Centre for UNESCO. Its main function is to operate as a resource base to provide information, materials, expertise and training to the organisations and individuals in order to promote non-formal education services throughout the country.

2. Objectives
   • Acting as a documentation and data base centre for literacy of the population and continuing education and disseminating information on non-formal education particularly for promotion literacy
   • Designing and developing suitable NFE teaching / learning materials for different target groups
   • Increasing capacity of literacy and NFE personnel
   • Improving information and research on theory and methodology of NFE
   • Ensuring networking and coordination between government and non-governmental organisations in the field of literacy and NFE
   • Sustaining international networking and support to national programmes and projects
   • Promoting innovation and best practices to improve a delivery system and NFE curriculum

3. Services NFDE/LRC
   • implementing the Mid-Term Action Plan on Education for All and National Programme on Literacy Education for 2003-2012
   • implementing the Non-formal Education for Girls and Women Project in 2003
   • translating ACCU/UNESCO resource materials
   • conducting surveys on needs assessment and collecting data on NFE and literacy
   • disseminating relevant information
   • developing a new curriculum and guidelines for literacy training
   • training NFE methodologists and teachers for implementing programmes in rural areas
   • organising capacity building workshops for NFE/literacy facilitators
   • producing teaching and learning materials (in print, as well as audio and video tapes)
   • participating in ICT and Education for Rural Development Project
   • celebrating International Literacy Week and International Literacy Day
   • providing data network services

4. The Process of services and linkages among services within resource centre
   The partner organisation of LRC-National
Centre for Non-formal and Distance Education is the main organisation that provides top-down administration and management for all non-formal and distance education programmes in cooperation with its partners such as government and non-government international and national organisations, and an urban local learning centres with methodologists and facilitators as local resource people.

In line with the UNLD, the National Centre for Non-formal and Distance Education developed the National Programme on Literacy Education to be implemented in 2003-2012. The goal of the Literacy Education Programme is to establish a continuing, open and flexible structure for literacy and post-literacy training. There are five objectives within the programme framework that are:

- provide equal opportunities and appropriate environment for all that are inclusive for ethnic minorities, urban and rural individuals of all age and interest groups
- reduce adult illiteracy by 50 per cent from the current level
- establish a continuing, open and flexible structure for post-literacy training
- focus on needs and interests of socially disadvantaged and poor people
- improve participation of government and non-governmental organisations and communities in the Literacy for All campaign

Since 2003, the government of Mongolia has started allocating special funds for implementing the Programme. Therefore, due to the available financial resources it was possible to organise the Non-formal Education for Girls and Women Project in the summer of 2003. The project activities included development of the literacy textbook for adults titled Eye of Wisdom, training of trainers and facilitators, organising workshops, and training sessions in each grassroots community. In total, the training sessions lasted for 45 days and involved 8479 people.

Because of the learners' different levels of age and literacy skills, Literacy Education is delivered through multi-grade teaching methods. They were proved to be more suitable especially when learners differ in their educational background.

Non-formal and literacy education programmes are conducted in line with ACCU strategies that are adapted and applied to the country's conditions and demands. The National Centre for Non-formal and Distance Education has translated a Handbook for Non-formal Adult facilitators, Handbook for Adult Learning Materials Development at Community Level and Literacy Clip Art into the Mongolian language and adapted to fit the Mongolian context. Each of the materials were published and disseminated to all levels. Most of them are used for capacity building purposes and training of facilitators.

Now, CLC management and planning handbook is translating by NFDE staffs and will disseminate to the grassroots level within next two months.
### 6. List of some materials produced in 2003-2004

<table>
<thead>
<tr>
<th>Materials' Title</th>
<th>Format</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Handbook on Distance Learning</td>
<td>book, video</td>
<td>NFE teachers and learners</td>
</tr>
<tr>
<td>2 Communication with adolescents</td>
<td>booklet, video</td>
<td>facilitators and teachers</td>
</tr>
<tr>
<td>3 Life skills through NFE and curriculum</td>
<td>Life skills 5 serial textbooks and curriculum</td>
<td>NFE methodologists, teachers and facilitators</td>
</tr>
<tr>
<td>4 Eye of Wisdom</td>
<td>textbook</td>
<td>adult learners</td>
</tr>
<tr>
<td>5 Literacy as Freedom</td>
<td>poster</td>
<td>all</td>
</tr>
<tr>
<td>Multi-grade teaching methodology</td>
<td>handbook</td>
<td>NFE teachers</td>
</tr>
<tr>
<td>Methodology handbook</td>
<td>book, video</td>
<td>In service training English language teachers through distance learning</td>
</tr>
<tr>
<td>6 Equivalency program textbook in primary education, Match</td>
<td>textbook</td>
<td>Drop-outs and learners who need to get a primary education</td>
</tr>
<tr>
<td>7 Equivalency program textbook in primary education, Mongolian language</td>
<td>textbook</td>
<td>Drop-outs and learners who need to get a primary education</td>
</tr>
<tr>
<td>8 Equivalency program textbooks in basic education (7 textbooks: Science, Social science, Mongolian language &amp; literature, Arts, English, Russian, Math &amp; computer)</td>
<td>7 textbooks</td>
<td>Drop-outs and learners who need to get a basic education</td>
</tr>
<tr>
<td>9 Children-Your Rights-1,2</td>
<td>NFE-training material (self study textbooks)</td>
<td>Adolescents</td>
</tr>
<tr>
<td>11 Children’s Future: Career Choice</td>
<td>Career Counselling Textbook</td>
<td>Parents, formal and NFE school teachers, social workers</td>
</tr>
<tr>
<td>12 “How to Choose Your career?”</td>
<td>Career Counselling Textbook</td>
<td>Adolescents</td>
</tr>
<tr>
<td>13 “You Can Do It”</td>
<td>Craftsmanship Skills Textbook</td>
<td>Learners</td>
</tr>
<tr>
<td>14 Are You Listening?</td>
<td>Teachers’ manual, 16 radio lessons</td>
<td>Teachers &amp; Parents</td>
</tr>
<tr>
<td>15 :Living your life wisely” and its tutors’ book</td>
<td>Life skills textbook</td>
<td>Learners &amp; facilitators</td>
</tr>
<tr>
<td>16 Administrators’ &amp; Facilitators’ Manual</td>
<td>Administration manual</td>
<td>Facilitators</td>
</tr>
<tr>
<td>17 Assessment on MGT &amp; NFE</td>
<td>Survey report</td>
<td></td>
</tr>
<tr>
<td>18 Report on Literacy and NFE national seminar</td>
<td>book</td>
<td>educators, administrators, facilitators</td>
</tr>
<tr>
<td>19 Package for Developing training materials</td>
<td>ACCU translated materials</td>
<td>methodologists, facilitators</td>
</tr>
</tbody>
</table>
7. **Suggestions for strengthening the resource centre**
   - Local centres should be more active to contribute to strengthening a nationwide network
   - Local centres should have more opportunities to take part in the workshops for capacity building and sharing experiences
   - Newsletters should be produced for all local centres on regular basis
   - Libraries should be set up in each local centre

8. **Suggestions for sustaining the resource centre under the ACCU-LRC network**
   - Activities that can promote cooperation and exchange of information between LRCs in the region
   - Each LRC should be provided with more financial, technical and material resources
   - LRCs should produce a regional newsletter to disseminate and share experiences throughout the Asia/Pacific region

***********************************
**LRC Sri Lanka**

1. **Introduction**
   LRC stands as the Literacy Resource Centre in many countries whereas Sri Lanka has recognized the LRC as the learning resource centre considering the country’s literacy rate in global scenario. On the other hand it is an ICT approach for Non-Formal Education to improve the literacy and education of all (rural, urban, plantation etc) communities. Simple traditional modules developed for education training, which can be effectively utilized for participatory development work at the village level are made available through this centre.

   The LRC is equipped with modern techniques and facilities such as multimedia products like CD's and VCD's in addition to the print materials which are supported by the Asia Pacific Cultural Centre for UNESCO. In the network of LRC's, there are 18 LRCs located in 17 countries. The latest one was recently established in Sri Lanka at the Sarvodaya Headquarter’s premises. The combination of Multimedia products such as CDs, VCDs and module kits improves the effectiveness of the Sarvodaya Headquarters and their programmes.

2. **Objectives**
   - To act as a information exchange centre for non-formal education centre for disadvantaged groups
   - To act as a technical resource centre for organizations and personnel engaged in Non-Formal Education(NFE)
   - To identify problem areas related to literacy and create awareness about them
   - To promote awareness about gender relationships
   - To act as a body responsible for networking between organizations(GO,NGO,INGO, Private sector)working in the field of non-formal education
   - To facilitate capacity building of organizations working in the field of non-formal education (CLC, EFA etc.)
   - To facilitate capacity building of organizations working in the field of NFE
   - To promote education of girls and women
   - To act as a resource base for indigenous knowledge and cultural heritage

3. **Type of Information**
   - Teaching Learning material
• Information about relevant Organization and their activities
• Policy documents
• Research documents
• Legal Information
• Personal data about Professional Resource persons

4. Services provided and Linkages
At the end of the innogratation ceremony and Workshop all members agreed to the short term action plan. Many of these programmes and services have been completed and are currently provided. Currently, the LRC staff and members are working to complete the rest of the programmes and services.

5. Trainers Training programme
Just after the inaugural ceremony, two training programmes using LRC materials and its facilities were conducted for training village youths who run the village information centres which were started under the Sarvodaya Telecentre programme. Building information sensitivity (info-culture) at the community level is the main objective of Village Information Centres. This training focused on training participants to take advantage of LRC facilities and allowed participants to interact with the latest equipments, computers, and digital cameras, which some of them had never touched. Simultaneously, this increased their knowledge and skills in using LRC materials and toolkits for creating new ideas, programmes, and for building sensitiveness of info-culture at village level.

5.1. E-mail and Internet Services
Internet and E-mail facilities are done

<table>
<thead>
<tr>
<th>Users</th>
<th>Daily users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreigners</td>
<td>5-10</td>
</tr>
<tr>
<td>Sarvodaya Staff(Trainers)</td>
<td>10</td>
</tr>
<tr>
<td>Students</td>
<td>10-15</td>
</tr>
</tbody>
</table>

5.2. Library Facilities
10-15 users are daily using to Library Facilities. Foreigners, Students, Researchers, and Sarvodaya staff are daily using our library services.

6. Future Plan
6.1. Trainers Training programme
This Programme has not been conducted yet. Telecentre coordinators and LRC staff are deciding and collecting the information of rural NGO and rural resource person in order to provide these programmes. They are collecting the following information:
• General Information
• Working areas
• Training Programme

We are deciding to make trainers training Programmes relevant to NGO workers. We are collecting information from rural resource persons, and they are joining our training programmes.

6.2. Local area Network
We are establishing a network with government and non-government organizations.

6.2.1. Objectives
• Identify the problems areas
• Sharing experience
• Collecting, sharing & dissemination of information
• Training Programme
• Develop local network member profile
• Translation to ACCU materials in Local Language
• English and Local language LRC brochure
• Creating Learning materials: Booklets, Leaflets, Games, CDs, Audio Visual materials

* Please see the chart on the next page.
7. **Suggestion for improving our LRC in Sri Lanka**

- Survey to Rural community
- What they need
- What they have
- Collecting their resource information
- Collecting and sharing cultural and heritage information
- Conduct seminars/workshops/conference/Public lectures: we discuss our suggestions and development areas
- SWOT analysis for the LRC work
- The ACCU LRC Network will expand to include all LRCs in every Asia Pacific Country and will constitute a major international educational influence directing life in the Asia Pacific region.

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**Local Network Chart**

**KEY**
- TC - Telecentre
- VIC - Village Information Centre
- NGO - Non Government Organization
- CLC - Cultural and Heritage Centre

Creating teaching and learning materials
8. LRC Action Plan – February to August 2004

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
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<tbody>
<tr>
<td>01</td>
<td>Information Collecting &amp; sharing</td>
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<td></td>
<td>Community capacity Information</td>
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<td>Poverty eradicating Information</td>
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<tr>
<td>02</td>
<td>Non Formal Education Research</td>
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<td></td>
<td>Identify the areas related to Non- Formal Education</td>
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<td>Create a Teaching Material</td>
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<td>Audio Visual Material</td>
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<td>Educational Games for children</td>
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<td>05</td>
<td>Networking &amp; Collaboration with National International Organization</td>
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<td></td>
<td>Parson sharing</td>
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<td>Specialist Training</td>
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<td>06</td>
<td>Provide Library Facilities &amp; Internet &amp; E-mail Services</td>
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<td>07</td>
<td>Help services</td>
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<td>National &amp; International</td>
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<td></td>
<td>Government &amp; Non Government</td>
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<td></td>
<td>Person</td>
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</tbody>
</table>
Annex

General Information

IPO (Input-Process-Output)

List of Participants
General Information

The Asia/Pacific Cultural Centre for UNESCO (ACCU), and two ACCU LRC partners, Dhaka Ahsania Mission (DAM) (Bangladesh Literacy Resource Centre) and Cambodian Women’s Development Agency (CWDA) will jointly organize the Mobile Workshop for Effective Programme Implementation of Literacy Resource Centre for Girls and Women in Phnom Penh, Cambodia and in Dhaka, Bangladesh (from 10 to 17 June 2004), in cooperation with the National Commissions for UNESCO in Bangladesh, the Cambodia and Japan, Ministry of Primary and Mass Education of Bangladesh, and the Department of Non-formal Education, Ministry of Education, Youth and Sport of Cambodia.

The Mobile Workshop is conducted in the framework of the ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding.

1. Rationale

Literacy Resource Centres for Girls and Women (LRCs) operated in 17 countries in Asia and the Pacific region, have a great potential for bringing considerable effects on improvement of Non-formal education (NFE) and literacy situations in each country and thereby contributing to achievement of ‘Education for All’ (EFA) in the region, and the goals of UN Literacy Decade (2003-2012). It has been recommended by participants of various regional meetings and workshops that more on-site activities are necessary for further strengthening LRC activities both at national and international levels.

The monitoring and evaluation survey was conducted in March 2004 aiming to analyse the present characteristics of the ACCU-LRC Network and functions of each LRC at local and international levels to develop strategies for strengthening functions of the ACCU-LRC Network. The report includes recommendation that ACCU-LRC Network needs to facilitate developing and strengthening, 1) LRC capacities to more actively and effectively work as a resource centre, and 2) local networks, with their grassroots experience and expertise, to contribute to national and international networks.

The 2004 Capacity Building Workshop for LRC in Asia and the Pacific was organized from 8 to 14 April 2004 in Chongqing, China. During the workshop, the potential roles of existing local networks in respective LRCs were recognized, which led the recommendation to develop mechanisms and strategies to strengthen and expand these networks.

ACCU-LRC Network is expected by UNESCO APPEAL and the Member States to contribute more actively to the UNLD, EFA, APPEALs project on ‘Promoting Systematic Resource Development and Capacity Building in NFE in Asia’.

2. Objectives

The overall objective of this series of mobile workshops is, by organizing series of on-site discussions and observations at two different successful LRCs in two different countries, to improve the capacities of participating LRCs in their countries as well as the ACCU-LRC Network at regional level, especially in functions of resource centre and networking.

Immediate objectives are:
- To examine LRC roles as a resource centre in respective countries as well as in the Asia-Pacific region. i.e. managing literacy/ NFE related information, human and material resources
• To develop effective functions of resource management
• To develop and strengthen local networks and to link up those with international and national networks.
• To provide opportunity for the participating LRCs to discuss, share and plan to contribute to EFA and UNLD with adequate methodology, by strengthening their capacity.
• To share the results of the Mobile Workshop among the ACCU-LRC Network to strengthen its capacity.

3. Expected outcomes
Participating LRCs will be able to act as more effective resource centres for the organizations and individuals engaged in NFE and literacy activities in each country and in Asia-Pacific region, by improving the personnel’s capacity engaged in its activities by
1) utilizing the experience gained during the mobile workshop as case study of the successful LRCs
2) enhancing networking activities nationally and internationally
3) closely exchanging information and experience with other participants for innovative approach to literacy and NFE programmes

4. Activities
• On-site discussion on the methodology of literacy/ NFE programmes
• Sharing experience by participating LRCs
• Resource person’s inputs and synthesis of different experiences and lessons learnt by different LRCs
• Hands-on training sessions and group work and
• Field visits

5. Workshop Venues
Bangladesh and Cambodia

6. Date of the workshop:
10 - 12 June 2004: Cambodia
14 - 17 June 2004: Bangladesh

7. Participation
• Participants for the workshop at two different venues:
  Indonesia (2)
  Lao PDR (2)
  Mongolia (2)
  Sri Lanka (2)

• Workshop in Bangladesh
  Bangladesh (several participants)
  Cambodia (1)

• Workshop in Cambodia
  Bangladesh (1)
  Cambodia (several participants)

• Resource person (1)
• ACCU (2)
The overall objective of this mobile workshop is, by organizing series of on-site discussions and observations at two different successful LRCs in two different countries, to improve the capacities of participating LRCs in their countries as well as the ACCU-LRC Network at regional level, especially in functions of resource centre and networking.

Immediate objectives are:
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- To provide opportunity for the participating LRCs to discuss, share and plan to contribute to EFA and UNLD with adequate methodology, by strengthening their capacity.
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<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>10 June (Thursday) – DAY 1</td>
<td></td>
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<tr>
<td>0830-1000</td>
<td>Opening of the Workshop</td>
<td>CWDA</td>
<td>.see opening schedule</td>
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<tr>
<td>1000-1030</td>
<td>Tea Break</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1030-1045</td>
<td>Introduction of participants (ice-breaker session)</td>
<td>ACCU-Masa</td>
<td>Introduction in pair</td>
<td>-Participants to get to know each other</td>
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</tr>
<tr>
<td>1045-1145</td>
<td>Orientation session Hosting arrangements +ACCU presentation logistics of the workshop</td>
<td>ACCU-Chiho CWDA- Ubol</td>
<td>Ppt &amp; handouts for hosting arrangements New Directions of ACCU programmes</td>
<td>ppt.</td>
<td>- understanding the framework of MBW - hosting arrangements -logistics explained. New direction &amp; strategy of ACCU programme shared</td>
</tr>
<tr>
<td>1145-1215</td>
<td>CWDA and Cambodia LRC presentation</td>
<td>CWDA- Phanna</td>
<td>Ppt and handouts</td>
<td>Ppt.</td>
<td>Understanding CWDA activities/ CLRC</td>
</tr>
<tr>
<td>1215-1230</td>
<td>Introduction of Function of Resource Centre (RC)</td>
<td>Amba</td>
<td>Ppt and handout</td>
<td>Ppt. And discussion</td>
<td>Brainstorming roles and function of RC</td>
</tr>
<tr>
<td>1240-1345</td>
<td>Lunch break</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Description</td>
<td></td>
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<td>------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1345-1545</td>
<td>Visit to CWDA Exchange with CWDA staff</td>
<td>CWDA, ACCU, Amba</td>
<td>Visit Library, other facilities Meet staff members Understanding CWDA’s functions of RC Comparing the RC function with Paxis’ RC</td>
<td></td>
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<tr>
<td>1545-1600</td>
<td>Tea break</td>
<td></td>
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<tr>
<td>1600-1800</td>
<td>Function of Resource Centre</td>
<td></td>
<td>Role and Function of RC discussed and listed</td>
<td></td>
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</tr>
<tr>
<td>1800-1830</td>
<td>Introduction of Field visit</td>
<td>Amba CWDA</td>
<td>Understood background of Field visit Listed points will be observed</td>
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<tr>
<td></td>
<td>ACCU Dinner at MikuniHotel</td>
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<tr>
<td>11 June (Friday) – DAY 2</td>
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<tr>
<td>0630-1800</td>
<td>Field visit</td>
<td></td>
<td>Understood CWDA’s activities and local network Compared with their own LRC local network</td>
<td></td>
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</tr>
<tr>
<td>1800-1830</td>
<td>Steering Committee</td>
<td>CWDA, ACCU, Amba</td>
<td>Confirmed the progress and plan for DAY 3</td>
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<tr>
<td>12 (Saturday) – DAY 3</td>
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<tr>
<td>0845-0900</td>
<td>Warming up session</td>
<td>Reporter Chairperson</td>
<td>Review of previous days’ activities and overview of today’s activities DAY 1 &amp;2 report DAY 3 activity overview</td>
<td></td>
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<tr>
<td></td>
<td>Local network</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Notes</td>
<td></td>
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<tr>
<td>0900-1000</td>
<td>Sharing Field Visit Experience</td>
<td>Amba</td>
<td>Field visit observation</td>
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<tr>
<td></td>
<td>Groups’ discussion</td>
<td></td>
<td>Shared experience in Cambodia</td>
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<tr>
<td></td>
<td>Recommendation list for Cambodian LRC</td>
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<tr>
<td>1000-1130</td>
<td>Discussion on effective local network</td>
<td>Amba</td>
<td>- Guideline</td>
<td></td>
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<tr>
<td></td>
<td>ACCU, Masa</td>
<td></td>
<td>- Observation of field visit</td>
<td></td>
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<tr>
<td></td>
<td>Group discussion with a set of guiding questions</td>
<td></td>
<td>- Summary of LRC network Q in CBW</td>
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<tr>
<td></td>
<td>- Sharing experience of local network and discussing effective management of network</td>
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<tr>
<td>1130-1200</td>
<td>Presentation of GW2 and further discussion on local network</td>
<td>Chairperson</td>
<td>Plenary</td>
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<td>- Existing local/national network analysed and recommendation made</td>
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<tr>
<td>1200-1230</td>
<td>Wrap up Cambodia session</td>
<td>CWDA, ACCU</td>
<td>Recommendation for CLRC by Participants, CWDA, and ACCU</td>
<td>Plenary</td>
<td>- Results of Cambodia session confirmed</td>
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<td>- Issues and challenges to be discussed in Bangladesh listed</td>
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<tr>
<td>1230-1300</td>
<td>Free (including lunch)</td>
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<td>Each participant will prepare their self-report</td>
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<td>1300-1430</td>
<td>Leave Hotel</td>
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**13 July (Sunday) – DAY 4**

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<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1030-1155</td>
<td>Arrive in Dhaka</td>
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<tr>
<td></td>
<td>Participants are free in the afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.00-1700</td>
<td>Check workshop venue</td>
<td>ACCU, DAM, Amba (RP)</td>
<td>Draft IPO Report of Cambodia on-site workshop</td>
</tr>
<tr>
<td></td>
<td>Steering committee (room #)</td>
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<td>Revised IPO and work distribution</td>
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## Day 5
### Monday, 14 July

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>0900-0915</td>
<td><strong>Opening of the Bangladesh Session</strong></td>
<td>DAM, ACCU, See inauguration schedule</td>
</tr>
<tr>
<td>0915-0945</td>
<td><strong>Self introduction for / of Bangladesh participants</strong></td>
<td>Nafiz, DAM</td>
</tr>
<tr>
<td>0945-1045</td>
<td><strong>Sharing discussion of Cambodia session</strong></td>
<td>Reporters Chairperson ACCU - Chiho Review of Cambodia Session Cambodian session shared with Bangladesh Pax Expected output of the whole workshop shared</td>
</tr>
<tr>
<td>1045-1155</td>
<td><strong>Tea break</strong></td>
<td></td>
</tr>
<tr>
<td>1115-1200</td>
<td><strong>DAM presentation</strong></td>
<td>DAM Understanding DAM and BLRC activities</td>
</tr>
<tr>
<td>1200-1330</td>
<td><strong>Lunch break</strong></td>
<td></td>
</tr>
<tr>
<td>1330-1530</td>
<td><strong>Visit to BLRC and DAM</strong> Exchange with DAM staff**</td>
<td>DAM, ACCU, Amba Visit Library, other facilities Meet staff members Understanding BLRC and DAM’s functions of RC Comparing the RC function with Paxs’ RC</td>
</tr>
<tr>
<td>1530-1600</td>
<td><strong>Tea break</strong></td>
<td></td>
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<tr>
<td>1600-1730</td>
<td><strong>Discussion on Role and Function of Resource Centre</strong></td>
<td>Amba (RP) Guideline Template of BLRC resource centre Group discussion with a set of guiding questions Critical points will be listed for further discussion. Two LRCs will be compared</td>
</tr>
<tr>
<td>1730-1745</td>
<td><strong>Introduction of Field visit</strong></td>
<td>Amba (RP), DAM Background information on the field visit Understood background of Field visit Listed points will be observed</td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td><strong>ACCU dinner at?</strong></td>
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## Day 6
### Tuesday, 15 June

<table>
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<tr>
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<tr>
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<td>-----------</td>
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</tr>
<tr>
<td>0900 - 1700</td>
<td>Field visit</td>
<td>DAM</td>
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<tr>
<td>16 June (Wednesday) – DAY 7</td>
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<tr>
<td>0845-0900</td>
<td>Warming up session Report Chairperson Report of DAY 5&amp;6 Overview of DAY 7 Review of previous days’ activities and overview of today’s activities</td>
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<tr>
<td>Local network</td>
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<tr>
<td>0900-1000</td>
<td>&lt;GW4&gt; Discussion on effective local network Amba, ACCU - Guideline - Observation of field visit - Summary of LRC network Q in CBW</td>
<td></td>
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<tr>
<td>1000-1030</td>
<td>Tea break</td>
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<tr>
<td>1030-1130</td>
<td>Presentation of GW4 and further discussion on local network</td>
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<tr>
<td>1130-1200</td>
<td>Presentation on “ACCU role and ACCU-LRC regional network/ local network” ACCU</td>
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<tr>
<td>1200-1330</td>
<td>Lunch</td>
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<tr>
<td>1330-1400</td>
<td>Discussion on “ACCU role and ACCU-LRC network” Chairperson ACCU presentation Plenary</td>
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<tr>
<td>1400-1430</td>
<td>Guideline for Draft Action Plan writing ACCU</td>
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<tr>
<td>1430-</td>
<td>Draft Action Plan writing Individual work</td>
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<tr>
<td>17 June (Thursday) – DAY 8</td>
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<tr>
<td>0845-0900</td>
<td>Report of DAY7 Overview of DAY 8 Review of DAY 7 DAY 7 report</td>
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<tr>
<td>Time</td>
<td>Activity Description</td>
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<tr>
<td>0900-1130</td>
<td>Presentation of Action Plan by each LRC and by ACCU</td>
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<td>Chairperson</td>
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<td>Plenary presentation followed by comments from Ms. Bibi and ACCU</td>
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<td></td>
<td>Draft plans of activities and timeframe presented by LRC and ACCU</td>
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<tr>
<td>1130-1200</td>
<td>Wrapping up discussion</td>
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<tr>
<td>1200-1215</td>
<td>Filling in the evaluation forms</td>
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<tr>
<td>1215-1245</td>
<td>Closing session</td>
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<td>Afternoon</td>
<td>Free</td>
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<td><strong>18 June (Friday)</strong></td>
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<td>Departure of the participants</td>
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**List of Participants**

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<tr>
<th>Sl. #</th>
<th>Participants</th>
<th>Position</th>
<th>Organisations</th>
<th>Office Address</th>
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<tr>
<td><strong>International participants</strong></td>
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<tr>
<td><strong>Bangladesh</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Mr. Md. Nafizuddin Khan</td>
<td>Programme Officer</td>
<td>Dhaka Ahsania Mission</td>
<td>House # 19, Road # 12 (New), Dhanmondi R/A, Dhaka, Bangladesh Tel: 880-2-8115909 Fax: 880-2-8113010 <a href="mailto:dambgd@bdonline.com">dambgd@bdonline.com</a></td>
</tr>
<tr>
<td><strong>Cambodia</strong></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Ms. Hun Phanna</td>
<td>Staff</td>
<td>Cambodian Women's Development Agency</td>
<td>#19, Street 242, angkat Boeung Prolit, Khan 7 Makara, Phnom Penh, Cambodia Tel: 855-23-210-449 855-12-995-199 (Phanna’s mobile) 855-12-824-958 (Ubol's mobile) E-mail: <a href="mailto:cwda@online.com.kh">cwda@online.com.kh</a></td>
</tr>
<tr>
<td><strong>Indonesia</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>Mr. Eddie Boedi Handono</td>
<td>General Coordinator / Graphic Designer</td>
<td>Studio Driya Media Bandung</td>
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</tr>
<tr>
<td>4</td>
<td>Ms. Sri Wahyuningsih</td>
<td>Programme Coordinator of Green City Programme</td>
<td>Gita Pertiwi</td>
<td>Griyam Lama No.20, Baturan Colomadu Karanganyar, Solo, Indonesia Tel: 62-271-710465 Fax: 62-271-718956 E-mail: <a href="mailto:gita@indo.net.id">gita@indo.net.id</a></td>
</tr>
<tr>
<td><strong>Lao PDR</strong></td>
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<td></td>
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<tr>
<td>5</td>
<td>Ms. Bouaphanh Ratthida</td>
<td>Acting Head of LRC Office, Non-Formal Education Division</td>
<td>Non-formal Education Development Centre</td>
<td>Non-formal Education Development Centre, Km-8 Thadeua Road, Vientiane Capital Lao PDR Tel: 856-21-314446 Fax: 856-21-314446 E-mail: <a href="mailto:lrclao@hotmail.com">lrclao@hotmail.com</a></td>
</tr>
<tr>
<td>6</td>
<td>Mr. Souphab Khouvivixay</td>
<td>Technical Staff</td>
<td>Non-formal Education Development Centre</td>
<td>Non-formal Education Development Centre, Km-8 Thadeua Road, Vientiane Capital Lao PDR Tel: 856-21-314446 Fax: 856-21-314446 E-mail: <a href="mailto:lrclao@hotmail.com">lrclao@hotmail.com</a></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Position</td>
<td>Department/Institution</td>
<td>Address</td>
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<tr>
<td>7</td>
<td>Ms. Mira Namsrai</td>
<td>Foreign Language Specialist and Researcher</td>
<td>Primary and Secondary Education, Institute of Education, Ministry of Education, Culture and Science</td>
<td>Barilgachdiin Talbai, 2, Ulaanbaatar - 44, Mongolia Tel: 976 11 328349 Fax: 976 11 325286 E-mail: <a href="mailto:miranmsr@mobinet.mn">miranmsr@mobinet.mn</a></td>
</tr>
<tr>
<td>8</td>
<td>Ms. Undral Sukhbaatar</td>
<td>Researcher</td>
<td>Training and Research Section, National Centre for Non-Formal and Distance Education, Mongolia</td>
<td>Barilgachdiin Talbai, 2, Government Building-10, Ulaanbaatar - 44, Mongolia Tel: 976 11 311022 Fax: 976 11 324344 E-mail: <a href="mailto:nfde@mobinet.mn">nfde@mobinet.mn</a>, <a href="mailto:undral@nfdc.mn">undral@nfdc.mn</a></td>
</tr>
<tr>
<td>9</td>
<td>Mr. A.H.T. Ravindra Shanthilal Ariyawickrama</td>
<td>Director</td>
<td>Social Empowerment Division, Lanka Jathika Sarvodaya Shramadana Sangamaya</td>
<td>No.98, Rawatawatte Road, Moratuwa, Sri Lanka Tel: 94 11 5551415, 94-714-201-566(Mobile) Fax: 94 11 2656512 E-mail: <a href="mailto:ravisar@lanka.com.lk">ravisar@lanka.com.lk</a></td>
</tr>
<tr>
<td>10</td>
<td>Ms. Nawana Arachchige Don Rishanthi Dinesha Gunasinghe</td>
<td>Coordinator - LRC</td>
<td>Social Empowerment Division, Lanka Jathika Sarvodaya Shramadana Sangamaya</td>
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<td><strong>Local Participants</strong></td>
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<td><strong>Bangladesh</strong></td>
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<tr>
<td>11</td>
<td>Mr. Zahirul Alam Bhuyia</td>
<td>Material Developer</td>
<td>Dhaka Ahsania Mission</td>
<td>House # 19, Road # 12 (New), Dhanmondi R/A, Dhaka, Bangladesh Tel :880-2-8115909 Fax: 880-2-8113010 <a href="mailto:dambgd@bdonline.com">dambgd@bdonline.com</a></td>
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<td>12</td>
<td>Ms. Shuchita Haque</td>
<td>Trainer</td>
<td>Dhaka Ahsania Mission</td>
<td>House # 19, Road # 12 (New), Dhanmondi R/A, Dhaka, Bangladesh Tel :880-2-8115909 Fax: 880-2-8113010 <a href="mailto:dambgd@bdonline.com">dambgd@bdonline.com</a></td>
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<td>No.</td>
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<td>Position</td>
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<tr>
<td>13</td>
<td>Mr. Azharul Islam</td>
<td>Programme Officer &amp; Librarian</td>
<td>Bangladesh National Commission for UNESCO (BNCU)</td>
<td>1, Asian Highway, Palashi-Nilket, Dhaka, Bangladesh. Tel: 880-2-9675002, 8627969 Fax: 880-2-8613420</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Kem Khemchakra Vuth</td>
<td>Project Assistance</td>
<td>New Humanity</td>
<td># 19, Road 317 Sangkat Boeung Kok 1, Khan Tuol Kork, Phnom Penh.</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Kuoch Ku Lum-A</td>
<td>Chief Office Curriculum and Material Development</td>
<td>Non-Formal Education Department</td>
<td># 169 Blvd, Preah Norodom, Sangkat Boeung Keng Kang 1, Khan Chamkar Morn, Phnom Penh.</td>
</tr>
<tr>
<td>16</td>
<td>Mr. Sao Vibol</td>
<td>Staff of Literacy Program</td>
<td>Phnom Penh Municipal, Department Education Youth and Sport</td>
<td># 30 Norodom Blvd, Sangkat Phsa Kandal II, Khan Daun Penh</td>
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<tr>
<td>17</td>
<td>Mr. Bou Noeun</td>
<td>Project Assistant NFE</td>
<td>UNECSO-PNP</td>
<td># 38, Samdech Preah Sothearos Blvd, Phnom Penh</td>
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<tr>
<td>18</td>
<td>Ms. Sue Fox</td>
<td>Project Officer NFE</td>
<td>UNECSO-PNP</td>
<td># 38, Samdech Preah Sothearos Blvd, Phnom Penh</td>
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<tr>
<td>19</td>
<td>Ms. Pho Chanthan</td>
<td>Facilitator CLC</td>
<td>Taley Village, Sangkat Dongkor Khan Dongkor, Phnom Penh</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mr. Nong Phalla</td>
<td>Computer Teacher</td>
<td>CWDA</td>
<td># 19, Street 242, Sangkat Boeung Proliit, Khan 7 Maraka-PNP</td>
</tr>
<tr>
<td>21</td>
<td>Ms. Tony Masy</td>
<td>LRC staff</td>
<td>CWDA</td>
<td># 19, Street 242, Sangkat Boeung Proliit, Khan 7 Maraka-PNP</td>
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<tr>
<td>22</td>
<td>Ms. Sao Sotheary</td>
<td>LRC staff</td>
<td>CWDA</td>
<td># 19, Street 242, Sangkat Boeung Proliit, Khan 7 Maraka-PNP</td>
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<tr>
<td></td>
<td><strong>Resource Person</strong></td>
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<tr>
<td>23</td>
<td>Mr. Amba Jamir</td>
<td>Director</td>
<td>The Missing Link - Society for Environment &amp; Communication</td>
<td>21, Lakhimi Path, R.G. Baruah Road, Guwahati - 781024, Assam, INDIA Tel: 91 361 2528695 91-94350 43036(Mobile) Fax: 91 361 2209167 E-mail: <a href="mailto:thelink1@sancharnet.in">thelink1@sancharnet.in</a></td>
</tr>
<tr>
<td>Local organizers</td>
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<tr>
<td><strong>Bangladesh session</strong></td>
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<tr>
<td>24</td>
<td>Mr. Ehsanur Rahman</td>
<td>Deputy Executive – Director</td>
<td>Dhaka Ahsania Mission</td>
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<tr>
<td>25</td>
<td>Mr. Shahnewaz Khan</td>
<td>Director, Training and Material Development Division</td>
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<td>House # 19, Road # 12 (New), Dhanmondi R/A, Dhaka, Bangladesh Tel: 880-2-8115909 Fax: 880-2-8113010 <a href="mailto:dambgd@bdonline.com">dambgd@bdonline.com</a></td>
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<td><strong>Cambodia session</strong></td>
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<tr>
<td>26</td>
<td>Ms. Kien Serey Phal</td>
<td>Director</td>
<td>Cambodian Women’s Development Agency (CDWA)</td>
<td>#19, Road 242, Sangkat Boeung Prolit, Khan 7 Makara – Phnom Penh P.O. Box 2334, Phnom Penh III, Cambodia</td>
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<tr>
<td>27</td>
<td>Ms. Chan Ratanak Ubol</td>
<td></td>
<td>Cambodian Women’s Development Agency (CDWA)</td>
<td>#19, Road 242, Sangkat Boeung Prolit, Khan 7 Makara – Phnom Penh P.O. Box 2334, Phnom Penh III, Cambodia</td>
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<tr>
<td>28</td>
<td>Ms. Ohashi Chiho</td>
<td>Section Head, Education Division</td>
<td>ACCU, Education Division</td>
<td>6 Fukuromachi, Shinjuku-ku, Tokyo 161-8484, JAPAN Tel: 81 3 3269 4559 Fax: 81 3 3269 4510 E-mail: <a href="mailto:chiho@accu.or.jp">chiho@accu.or.jp</a></td>
</tr>
<tr>
<td>29</td>
<td>Mr. Sato Masahisa</td>
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