

**LRC Monitoring & Evaluation 2004**  
- with special focus on LRCs in Lao PDR and Indonesia

**Report**

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## **Abbreviations**

ACCU	Asia/Pacific Cultural Centre for UNESCO
AJP	Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas
ALADIN	Adult Learning Documentation and Information Network
APPEAL	Asia and Pacific Programme of Education for All
ARTC	APPEAL Resource and Training Consortium
ASPBAE	Asian South Pacific Bureau of Adult Education
BLRC	Bangladesh Literacy Resource Centre
CAMPE	Campaign for Popular Education
CBW	Capacity Building Workshop
CLC	Community Learning Centre
CRC	Community Resource Centre
CSO	Civil Society Organisation
DAM	Dhaka Ahsania Mission
DNFE	Department of Non-formal Education
ECD	Early Childhood Development
EFA	Education For All
FE	Formal Education
GAD	Gender and Development
GO	Governmental Organisation
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit (German Technical Cooperation)
HQ	Head Quarter
ICAE	International Council for Adult Education

ICT	Information and Communication Technology
IGA	Income Generating Activity
IVJ	International Cooperation NGO IV-Japan
JICA	Japan International Cooperation Agency
LRC	Literacy Resource Centre for Girls and Women in Asia and the Pacific
LRCCE	Indonesian Learning Resource Centre for Community Empowerment
MANGO	Map-based Analysis for NFE Goals and Outcomes
MoE	Ministry of Education
NFE	Non-formal Education
NFEDC	Non-Formal Education Development Centre
NGO	Non-governmental Organisation
PADETC	Participatory Development Training Centre
PDF	Portable Document Format
SDM	Studio Driya Media
SPPM	Sentra Pemeelajaran dan Pemeefda ya an Masyarakat (LRCCE)
TMD	Training and Material Development Division
TOT	Training of Trainers
UIE	UNESCO Institute for Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
WID	Women in Development

## **Executive Summary**

The Asia/Pacific Cultural Centre for UNESCO (ACCU) launched the 'Programme for Developing Literacy Resource Centres for Girls and Women (LRC)' in 1994 to function as a resource base towards improving the literacy and NFE situations, particularly to provide information, materials, expertise and training, to promote networking and to conduct innovative literacy/NFE projects. In the last nine years, 18 LRCs were established in 17 countries by 18 leading agencies in the field of literacy and non-formal education, which function as partner organisations of ACCU.

Since their establishment, LRCs have been providing technical support services in respective countries for promotion of EFA with focus on empowerment of the poor, particularly girls and women. It has been planned that in the 2004 CBW, an alternative approach would be developed for revitalizing functions of the network and accordingly the present LRC monitoring and evaluation survey was commissioned. Three LRCs were chosen by ACCU for survey to cover three key issues - learning resource management, networking, and special efforts in promoting literacy and NFE for girls and women.

The survey findings show that in the course of pursuing the main objectives of LRC, a number of activities were undertaken by selected LRCs in the field of materials development, training as technical support for capacity development and information sharing. There are some core activities that LRCs undertake. These include materials development, training, and capacity building and networking. It was also found that perception of LRC varied widely across the countries and organizations, the LRC network having the potential to take the role to bridging government /local government and NGOs/ civil society; many have seen the LRC as a local resource centre to contribute to an NFE delivery mechanism to reach CLC.

LRC key activities related to materials development include organising materials development workshops for preparation of training materials, development of innovative materials and content-specific materials, and adaptation of AJP materials. LRC partner organizations have regularly produced various teaching-learning materials, including adaptations of ACCU materials. ACCU has not asked for feedback on the adaptation process, relevance of contents, distribution mechanism/channels, or end-use and impact on learners.

Training-related major LRC activities include technical and professional support to literacy personnel of GO, NGO and other institutions, promoting participatory learning process (methodology) and techno-pedagogical resource support to literacy programmes. LRC staff and its sponsoring organizations have been trained in various regional and national workshops provided by ACCU and other international organizations. The capacity of LRCs has gradually developed. However, their expertise has not been utilized for NFE activities effectively. They could be national resource persons to upgrade the level of material and curriculum development. The impact of regional workshops was not assessed, as there was no mechanism to follow up. To make these potential resources active, the most urgent training needed for LRC is to develop their capacity for organization management and to effectively set up a local network system.

Major LRC activities relating to information include collecting and sharing information with other NGOs and local network members, developing a literacy website and database of

literacy materials, and piloting of MANGO as community database. Discussions with LRC personnel revealed that the ACCU Literacy Data Base has not been up-dated regularly and many of the links do not work. Contribution of the LRC members to the Literacy Bulletin board is decreasing. The LRC newsletter has not been published regularly. MANGO has been piloted in a number of countries, though it was not followed up later. The perspective of ICT was found very limited, as they tend to be ad-hoc projects or materials without strategies to expand for wider impact. LRC website was not accessible to all LRCs as many websites are developed in local language. This limit raises the question of how international networking and information sharing can be possible through the LRC network.

One key objective of LRCs is to promote development of a network from the grassroots to the international level to share their experience and resources and to learn from each other. Very few LRCs have explicitly declared networking functions. Still, a number of networking functions are performed by LRCs. These include networking with other agencies, consultative meeting to develop local network, and meeting with network partners to discuss common issues and problems. There are examples of collaboration between technically sound NGOs and NFE departments. There are some LRCs as well as NGOs with technical expertise in selected fields. No feedback mechanism was in the ACCU-LRC network. The networking goal of LRCs is not very clear, neither at regional level nor at the organisational level. Mostly it is for information sharing as mentioned before.

A key role of LRCs is to conduct innovative literacy/NFE projects and strategies for girls and women. Different LRCs are implementing projects covering a wide range of fields, though on a small scale in most cases. Out of 18 LRCs, 13 are directly involved in implementing programmes as their main activity. Examples are: setting up CLC as centres for community development, establishment of CLC for ethnic minorities, organising place for popular learning, reading centres, etc., and projects on HIV/AIDS and ICT. But the learning from these experimentations was not taken up at the national/regional level for scaling up or replication.

Though all the LRCs are encouraged to conduct innovative programmes for girls and women, there is not any clear vision, strategies and approaches on this issue. Development of such programmes has depended on the LRC partner organizations' individual initiative and their own activities. As a result, the ACCU-LRC network has not accumulated, documented, nor shared experiences and examined its achievement/ contribution in the fields of changes in the roles of women and girls. Some partner organizations are strong at implementation of gender and women's programmes, but the ACCU-LRC network has not utilized their capacity to the network activities. A positive development that has been observed in almost all cases is development/production of gender-sensitive materials for use by the learners of adult literacy programmes, particularly at the post-literacy stages. The initiative of ACCU in the field is commendable. In line with the ACCU initiative, LRCs have developed/adapted gender sensitive materials covering various aspects of life skills. Many of these materials are gender balanced in terms of coverage of issues, illustration and depicted roles of women and men, beyond stereotype roles.

Besides assessing strength and weakness, opportunities of LRC Network were explored during the survey. The identified opportunities include a) partnership with other networks nationally, regionally and globally, b) updated database which could be a strong advocacy

tool for resource allocation for literacy and non-formal education at national and international level, c) scope for wider dissemination of community level achievement and good practices, d) promoting local level networking of CLCs with local government, NGOs, business groups through appropriate database, e) networking of CLC, LRC and ARTC to bring field experiences at national level and regional level and vice versa, f) developing linkage of literacy database with available databases at the national and international level. Above all, the LRC network can contribute to UNLD by strengthening the grassroots implementation of literacy/ NFE classes through CLCs and, focusing on capacity building of NFE personnel through resource development. ACCU management was found open to necessary strategic changes towards effective contribution to EFA.

Recommendations were made to initiate actions for wider acceptance of LRC Network, to increase performance of LRC Network, enhance partnership of EFA stakeholders, to increase focus on girls and women, and to enhance future roles of ACCU Network. For wider acceptance of the LRC Network, ACCU would require to revisit the objectives of the LRC Network and identify result-oriented specific objectives and also share the objectives, work plans and approaches with other EFA stakeholders.

To increase performance of the LRC Network, it is recommended that ACCU should promote innovative experiences through supporting action research and reflecting the lessons in the database, develop prototype materials taking locally developed materials as examples and make these available to the countries. They should also organise sub-regional training courses for capacity development of LRC members as well as EFA providers based on their identified needs with necessary follow-up mechanism.

To enhance partnership of EFA stakeholders, ACCU's role should be to facilitate establishment of a horizontal linkage or LRC database with the national literacy database and relevant international databases and promote exchange of information among the LRC network members, and also with other EFA providers and supporters

To increase focus on Women and Girls, it is recommended to set up ACCU-LRC's vision and strategies for the programmes on Gender and Women and Girls particularly aiming at gender mainstreaming, and document good practices from LRCs/LRC partner organizations particularly on women's empowerment, gender mainstreaming and share information and experience among LRC members and other NFE stakeholders through Database and workshops/seminars.



## ***Main Report***

### **I. Introduction**

### **II. Observation and Interview**

### **III. Findings: Activities and Achievement**

### **IV. Analysis of Findings**

### **V. Recommendations**



## **I. Introduction**

### **Literacy Resource Centre (LRC)**

The Asia/Pacific Cultural Centre for UNESCO (ACCU) launched the 'Programme for Developing Literacy Resource Centres for Girls and Women (LRC)' in 1994, in-co-operation with UNESCO and its member states. The Jomtien Conference (1990) on Education for All emphasised the education of girls and women because, in spite of the fact that out of total illiterates two-thirds are women, the access of girls and women has been limited or neglected due to various social, cultural and economic circumstances. LRCs were launched in order to meet the needs for literacy education especially for girls and women and to contribute to the achievement of EFA in Asia and the Pacific region through partnership with civil society and various sectors.

In the last nine years, 18 LRCs were established in 17 countries by 18 leading agencies (NGOs, CSOs, GOs) in the field of literacy and non-formal education, which function as partner organisations of ACCU<sup>1</sup>. The LRCs were established to function as resource bases towards improving literacy and NFE situations, especially for girls and women, having the following objectives:

- (a) to provide information, materials, expertise and training for organisations and individuals engaged in literacy and NFE activities;
- (b) to promote development of networking from grassroots to international level, so they can share experience and resources and learn from each other;
- (c) to conduct innovative literacy/NFE projects and strategies for girls and women.

Since their establishment, LRCs have been providing technical support services in respective countries for promotion of EFA with focus on empowerment of the poor, particularly girls and women. Though the ultimate goal of the LRC network is common in contributing to EFA, there is diversity in formation, objective and functioning of LRCs. Each LRC is unique in its characteristics and approaches. The range of activities and services of the LRC network members is wide, and includes technical support, implementation, research, advocacy for policy change and social mobilisation.

As part of its regular activities ACCU supported the LRC network through various technical and material means including organising the capacity building workshops (CBW). The 2004 CBW was planned for April 2004, and all 18 LRCs were expected to participate. It was planned that in the 2004 CBW, an alternative approach would be developed for revitalizing functions of the network. The present LRC monitoring and evaluation survey was accordingly commissioned in March 2004.

### **Objectives of the monitoring and evaluation survey**

The monitoring and evaluation survey aimed to analyse the present characteristics of the ACCU-LRC network through examination of the three elements of LRC activities which are

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<sup>1</sup> An overview of LRC set-up and a brief profile of LRCs are given in the Annex.

common to all the LRCs: a) literacy/learning resource management; b) focus on girls and women; and c) network activities

Three LRCs were chosen by ACCU for this monitoring and evaluation survey, each displaying the most typical approach in the three respective areas:

- For learning resource management, Bangladesh Literacy Resource Centre (BLRC), managed by Dhaka Ahsania Mission (DAM)
- For networking, Indonesian Learning Resource Centre for Community Empowerment (LRCCE) managed by Studio Driya Media (SDM)
- For special efforts in promoting literacy and NFE for girls and women, Lao PDR NFEDC/ACCU LRC, managed by Non-Formal Education Development Centre (NFEDC)

### **Scope of this report**

The report is based primarily on the observations made during the survey of two LRCs: Lao PDR and Indonesia. The survey consisted of discussion held with relevant government and non-government organisations, followed by visits to LRCs. The topics covered are: material development, training, focus on girls and women, innovative programmes, and networking. Some programmes were examined in detail as case studies (Section II). Written materials, such as the 2002 LRC Activity Report, were used as a secondary source of information. Information on the Bangladesh LRC was collected from documents and through discussion with the representative of BLRC who has been a member of the mission. The conclusions and recommendations are based on those from LRCs in Lao PDR and Indonesia.

The limitations of the survey method should be kept in mind, in particular:

- The survey was made in a limited time, which did not allow in-depth investigation of the outcome from LRC activities at the learners' level or community level. Perception of the stakeholders regarding LRC functions in respective countries and their implications was collected through discussion, which may give subjective views of the persons met.
- The secondary documents consulted during the survey mostly give quantitative pictures of the LRC activities. It was very difficult to make any qualitative analysis from that information, as hardly any information about the specificity of the individual LRCs is available in the published LRC reports.
- Information collected and analysis made in this report are that of March 2004.

The schedule of the Survey Mission, lists of persons met during country visits and documents consulted are given in the annex.

## **II. Observation and Interview**

### **2.1 FACT SHEET: Lao PDR**

According to the facts sheet from UNESCO Institute of Statistics, the literacy rate of Lao PDR has risen during the past 4-5 years. That is, the educational effort in general is developing step by step. Although LRC is only a part of NFE activities in Lao PDR, governmental officers in LRC are dedicated to NFE in the community. Approximately half the population is illiterate; 65% of women and girls were illiterate in rural areas. Discussion regarding the ongoing situation in Lao PDR was held with a couple of senior level personnel. The summary of the discussion gives a glimpse of the NFE scenario.

***Mr. Bounkhong Thoummavong, Deputy Director General, Department of Non-formal Education, Ministry of Education Lao PDR:*** Mr. Bounkhong explained the system of Non-formal Education in Lao PDR and its programmes. At the provincial level, there are 3-4 staff for NFE and vocational trainings in 141 districts. The serious problems of NFE in Laos are 1) Quality of volunteer teachers: most of them graduated only at grade 3-5 and are paid low salary; 2) Lack of teaching and learning materials; 3) Lack of effective supervising and monitoring system for NFE. ACCU and UNESCO have been contributing to organisation of a national capacity building workshops for materials development, but it has been difficult for local/ district staff to apply this to their work. DNFE expect Lao LRC to function well as a NFE resource centre for girls and women.

***Mr. Heng Daovannary, Secretary General, National Commission for UNESCO Lao PDR:*** To reach the most needed group of people in Laos is the objective of the Lao National Commission for UNESCO. 41% of the population of Lao PDR are ethnic minority group people. This is the significant characteristic of Lao PDR. Parents often do not want to send children, especially girls, to school as they need the children's help for farming and other work. Parents need motivation for the education of children. Trafficking in humans, particularly women and children is a serious problem in Laos. Also, young people come to Vientiane and Thailand without completing compulsory education. Education for youth and adolescents is a very serious issue for the future of Lao PDR.

Another problem of Lao NFE is that people do not acquire skills even after literacy education. A regional handicraft contest in Laos has been going on for these several years. Lao weaving materials received a prize and were advertised through the presiding organization of the contest. Lao people have traditionally high level of weaving skill but the products are not well marketed. It is also required to formulate proper strategies/ programmes for vocational/skills training through education and cultural activities.

***Mr. Mabendra Dahal, UNICEF Lao PDR:*** Although girls have less opportunity for education, they are better in educational achievement and score well in many of the primary schools in Lao PDR. Parents stop girls from going to school at the level of grade 3. Girls do the weaving work at home at night to generate income for their own educational expenditure. Parents prefer not to send them to school. The government does not permit flexibility in the basic education time frame.

**Mr. Nishiwaki Hidetaka, Resident Representative and Ms. Ogawa Miori, Project Formulation Advisor, JICA Laos Office:** The JICA Laos Office has finished the project of building 700 elementary schools in one year, but there are not enough teachers. JICA is now building a teachers training college building to start the TOT. Though JICA's current focus is Formal Education, FE and NFE cooperation will be useful for the community-based programmes.

### ***Meeting among LRC committee members***

The LRC Committee Members' meeting was held on 1 March 2004 at the LRC conference room. The Evaluation team joined in the meeting with the following participants:

- Mr. Bounkhong Thoummavong, Deputy Director General of Non-formal Education Department, Ministry of Education
- Mr. Vongvichith Vattana, Director of Non-Formal Education Development Centre (NFEDC)
- Mr. Phanhsy Apbay, Former Director General of Non-Formal Education Department and Chairman of Advisory Committee of LRC
- Mr. Thongvanh Souksavath, Former Director General of Non-Formal Education Department, and Vice-Chairman of Advisory Committee of LRC
- Mr. Amphavong Phongsisay, Deputy-Director of Non-Formal Education Development Centre (NFEDC)
- Ms. Onesy Sengmuang, Deputy Director General of Development and Foreign Cooperation Department, (Lao Women's Union)
- Ms. Sachiko Tominaga, Director, IVJ
- Mr. Saosavanh, Assistant Programme Officer, IVJ
- Mr. Sombath Somphone, Director, PADETC
- Mr. Sophonh Kousonsavath, Assistant Programme Officer, JICA
- Mr. Vichith Phankeo, Deputy Head of Literacy Division, DNFE
- Mr. Bounhom Chanthavong, Director of Distance Education Centre (DEC) and Chief of Administrative Office of NFEDC
- Ms. Thanda Kommaly, Chief of Vocational Training Office, NFEDC
- Ms. Bouaphanh, Acting Head, LRC office, NFEDC
- Mr. Souphap Khouvisay, LRC Staff, NFEDC
- Mr. Phouvong Manivong, Distance Education Staff, NFEDC

Some points raised by the participants were as follows:

- The objectives of the Lao LRC should be re-examined and may be changed. As the major target population for NFE are adolescents, programmes would be more focused on life skills. To improve their quality of life, multimedia would be effectively utilized and LRC should promote and implement ICT-used programmes.
- Lao LRC should change the strategies for multimedia use/ ICT; not only produce multimedia materials but also utilize those media to transfer information/ knowledge to those who need it (e.g. TV, Radio, computer etc)
- The Lao Women's Union has Gender Centres nationwide. A big problem is lack of enough materials for NFE and the teaching/learning materials produced by LRC are useful for the Centres. Stronger and more concrete linkage and coordination of projects between the Lao Women's Union and LRC is recommended.
- Advisory committees cannot provide suggestions/recommendations and monitor LRC activities on daily basis. It is recommended to have a local expert/ consultant to work with DNFE.

- Clear plan and strategies for LRC is needed.
- Needs survey is necessary for LRC to plan future activities, including design for teaching/learning materials, particularly for women. It should include effectiveness of materials to improve their quality of life.
- It is necessary to consider changing the name of LRC, is it still only targeting girls and women?
- Capacity building programmes also need to be considered as one of the LRC activities, especially for ICT use.
- LRC target group should be considered. Minority groups, especially minority children and youth, are prioritized target group for NFE in Lao PDR.
- LRC's initiative is required, especially for materials development.

## 2.2 FACT SHEET: INDONESIA

Regarding ongoing literacy/NFE situation in Indonesia, discussion was held with a couple of senior level personnel of the NFE department. Summary of the discussion is given below, which gives an overview of the current NFE scenario.

*Dr. Fasli Jalal, Director General, Non-Formal Education and Youth, Department of National Education:* 80% of NFE fund goes to NGO NFE activities to respond to local people's needs. The decentralization process has started in the NFE policy. At present, NFE does not always match the needs of local people; more focus on skill training and marketability of skill has to be considered. The problem is how to correct miss-matching of need and supply in NFE, how to synergise GO and NFE goals.

All over Indonesia, there is a structured system of MoE, Department of NFE, Provincial NFE office, Local level, Village level. These are called, in Indonesian, BBKABE, ESKABE. Provincial level and community level networking is not good. However, internal, regional and international networking in NFE is needed. So far it is not functioning well.

Documentation of the experiences of NFE is minimal. The situation of NFE has not been analysed by GO officers. They only record the facts. Problem finding in NFE at local level is important. Cooperative work with university scholars is necessary for the documentation and analysis of NFE experience and lesson learnt. Even after 6 to 9 years of education, there are still 1,800,000 illiterate people. How do we prove how many illiterate people became literate? Proof of impact is needed for NFE. There is a need to compile data on the NFE impact. In recent years 45% of youth have finished junior high school level education. This cluster of people is the target group of NFE especially market-matched skill training.

A new way of functional education should be developed. Who can do it and how it can be done are still being determined. Literacy itself is not enough. LRCCE in Bandung is managed by Studio Driya Media (NGO). Studio Driya Media is an NGO that networks with more than ten NGOs nation-wide. For the extension of activities, organizational capacity is not enough. SDM produces educational material by itself. ACCU educational materials are sent to them but they are not distributed substantially, and not well recognized because of the small number of copies distributed. A limited number of people understand materials in English.

**Mr. Eddy Bachtari, officer of Depment. of NFE and Ms. Ella Yuladawati, Director of Dept. of Educational Equivalency:** Private enterprises are now developing educational opportunities. There are 2500 courses available in the city area. Most of them are skill training and useful for income generation such as haircutting, designing, ICT etc. CLC educational materials are produced at local level based on their environmental and social context. Reasons for selection of SDM as LRCCE secretariat are: it is easy to communicate with; it is geographically close to Jakarta; interaction is frequent. The cost performance is good. Courses for dropout adults: so far there are 65 courses to examine the secured educational level in local areas. The educational materials in local CLCs are developed by private sectors. Examinations are held at district level and certificates are offered for eligible learners. With the certificate, learners can continue into a higher level of education. This system is functioning but there is a problem of equivalency checking.

SDM has a participatory approach to NFE, and a face-to-face method. These approaches are effective for marginalized people in rural areas and the urban poor. This function is important in Indonesia due to the great diversity of ethnicities and cultures. Partnership with NGO is important for GO, increasing fund for NGOs. NGO educational capacity building and TOT is necessary. Not only adults, but dropout children must be covered by NFE. Targets are both adults and children. An NGO forum to connect local NGOs is needed for internal networking.

### **2.3 Case study: Lao LRC**

In Lao PDR, the people who have been working for LRC appreciated the LRC support and expressed feelings of friendship and a sense of mission for non-formal education. The cost of the building was supported by the Japanese Embassy and educational materials were supported by ACCU. Local language materials were developed by NFEDC (Non-formal Education Development Centre), including LRC staff, with consultation of DNFE. Because of the lack of funds, the number of copies of local versions printed was far from sufficient.

Some of the facilitators, so-called ‘volunteer teachers’, are working as school teachers in day time work for CLCs. Their monthly wage is about 100,000 to 200,000 Kips per month which is about US\$10-20 and only four months’ pay is provided for one year’s salary. Thus, some volunteer teachers work for 12 months for that amount because of their enthusiasm while others work for only 4 months. As for volunteer teachers, they are paid less than regular teachers. Facilitators are not sufficiently educated and trained. There is no regular system of ToT or NFE sectors. There are not enough copies of educational materials.

There is a system of supervising and a monitoring system for LRC, but it is not functioning as the monitoring method is not managed by the person in charge of monitoring. There are not enough sufficiently qualified staff. A regular training system and capacity building for educational materials development for them are needed. A needs survey at community level is required for effective implementation of LRC/ CLC programmes. This will contribute to encourage the motivation of learners, especially women and girls. Adults need skills training, not only pure literacy education. Target group and skill training programme should be matched according to their interest and environmental feasibility. More repetitive trainings and skill training follow-ups are needed. English prototype materials are often too general in content to adapt and need to be remade to fit the local context.

### **Training**

Skill training such as food processing, cloth making, fish feeding, earthworm feeding for fishing, farming skill, basic human needs such as health, water and nutrition, micro credit projects, these are the programmes going on. The lack of funds is serious. There is need for research on Lao women's attitudes and their educational needs to identify what kind of NFE and skill training they need.

### **Materials development**

There are many ethnic minority groups in Laos and they have different needs in NFE programmes. They need more contextualization of educational materials, otherwise they lose the motivation for learning. Case studies collections are useful. It is necessary to work cooperatively with local teachers and volunteer teachers for case study collection.

ICT should be utilized to develop localized educational materials. A mobile CLC with ICT using Video and CD will be more attractive for villagers. Cost of educational material transportation is high and not effective. Some times they are lost. CD is more environment friendly than producing many paper materials to distribute all villagers. But the problem of ICT educational materials is that they can only be utilized by a limited number of people because of the cost of technology and equipment and limitation of electricity supply.

Distance education has been organized with limited topics. Though the radio programmes have been popular, the project was ended with the withdrawal of UNESCO funding.

Dissemination methods of educational material have to be reformed.

These are not enough materials to distribute to many villagers. Revising and contextualization of content of material and operationalization of educational materials are needed.

### **Facilities**

LRC Buildings and facilities were maintained well but not frequently used, i.e. library was there but not used. Most of the materials there were old and outdated. A room was usually locked and not used. There are dormitories where learners from rural areas can stay.

## **2.4 Case Study: Indonesia LRC (LRCCE)/ SDM**

SDM hosts or is associated with a number of networks. LRCCE (SPPM) is one of the six networks coordinated by SDM. The other five networks are:

KPMNT – a network on community development covering the east part of Indonesia

KPAB – a network in Bandung focusing on HIV/AIDS

FPPMD – an advocacy network focusing on participation and democracy

SNT – joint initiative with a local NGO for promoting grassroots level economic development

SIK – local NGO network for promoting information communication and natural resource management

SDM has a problem of capacity building for senior staff. The staff turnover is fast. Many staff members stay for only 1-2 years at SDM and then move to different organizations. The SDM name is useful to make their CVs look nice.

In the LRCCE general meeting issues like vision, mission, networking process and conflict management were discussed. The structure of the network including membership criteria, members' rights and obligations are yet to be finalised. LRCCE functions as a very flexible network of NGOs, government NFE department and CLCs. The by-laws have been consulted for the last few years. The activity plan of LRCCE for 2004 includes capacity building, research, assessment, sharing experience, advocacy, documentation, database development and strategic planning of the network (too much for one year). Separate working groups have been formed and responsibility for coordination was assigned among the members.

Situation of LRCCE as network:

*Objective is diverse* – to get recognition of NFE, for capacity building of NGOs, to help individual NGOs to solve their problems, to work together.

*Examples of achievement* – relationship of NGOs with government improved, exchange of training and resources

*Strength* – diversity in membership, flexibility in management and functioning process

*Challenge* – fund/resource constraint, inconsistent government policy, discontinuity in programmes with change of government or leadership, membership in the network too diverse.

## **2.5 Case Study: Street Children, Mothers and Babies Project (LRCCE member's activity)**

Coordinated by Semak: Solidaritas Masyarakat Anak, Bandung, a Partner NGO of SDM. The coordinator is Mr. Achok

Street people gather to chat and have a health check and counselling by medical doctors and nurses at a café which is closed on Saturday. One of the street people mothers together with a Semak female coordinator negotiated with the café owner for permission to use the space for their activity. The activity starts from 10:00 A.M. 20-30 mothers and babies, children, youth gather to have a health check. There are not many young girls there, only boys. One female doctor and 4 nurses have a good relationship with the street people. Individual health check cards are available, filled by volunteers. The weight, height of babies and health problems are recorded. The medical doctor gives vitamins and other medicines to the people. These medicines are also donated by a local hospital. The leader of the street people is a youth who has been a street child. He communicates in an informal way with small children through drawing and conversation. According to the staff members, street people are not usually accustomed to learning with chair and desk. They learn from doing something they need to do and during the time conversation continues.

The attitude of doctor and nurses is open and they have an equal relationship with people gathered. NGO staff and volunteers have friendly relations with them. Human relations in this activity spot are participatory. Mothers look tired and dirty but they are open to visitors and have a positive attitude to explaining their situation. According to Semak coordinator Mr. Achok, for these 4-5 years, more mothers with babies and children have been coming into the

urban area as there is no opportunity to work in the villages. They come to a city on the occasion of a festival and religious activities and then stay on the street begging and letting their children beg, thus exploiting them. Since several years ago, more men have been coming to urban areas to work and when unemployed, they live on the street. Most of the men and fathers of these families have no jobs and no money for the family. When they get some money, they do not use it for children's education. They only buy TV and houses in villages. About US\$60-70 per year for one child is needed to attend school in **this** area. The international NGO, "Save the Children" supports this project.

#### Challenges/Way ahead

There is a lack of funds, trainers, and facilitators. So far the volunteers are gender balanced. Young girls were not seen in the activity point. As the GOs and local government capacity is insufficient, NGOs are covering various areas at the moment. However, GO services are needed. Participatory approach is effective but only in limited cases. Working opportunities have to be developed in their own villages. Changing agricultural business resulted in villagers' high unemployment rate. As the result, migration to cities and street people are increasing. The economic structural change is the cause of the increasing number of street people.

### **2.6 Case Study: Drop-in House for Boys in Bandung (LRCCE members' activity)**

The drop-in house is located in the central part of Bandung. One old rented house functions as the drop-in house for street boys. About 25 children are living by themselves. Three male staff were working in the office. At lunch time, boys cook by themselves and eat lunch sitting on the floor. Until last year, there was a drop-in house for girls but due to the lack of funds, the girls' house was closed. Some boys are sick, and sit or sleep on dirty mats on the floor. There were a toilet and kitchen, but the water system was not functioning well. There are four rooms without any furniture except one chair and one TV. The living environment is not clean.

Coordinator Ms. Nhur, who has been to Japan for one year to study the social welfare system in Japan, explained their activities. She speaks good Japanese. The boys have dreams to be taxi drivers, to speak English and play guitar. They go back to their parents' house one or twice a year and come back to this house. On the wall, there is a name list and photos of members of the house. About 25 boys are now listed with face photos. The problem is a lack of funds to manage this facility.

#### **Current challenges are:**

- lack of funds; girls are not visible;
- girls' drop-in house is closed;
- educational opportunities and skill training are very limited,
- formal schooling system cannot include these boys as they are accustomed to living their own way,
- informal learning opportunity is important,
- there are not enough volunteer workers.

## 2.7 Case Study: Bangladesh LRC: Literacy/Learning Resource Management

**As Institution:** DAM, the host organization of BLRC, currently deals with NFE in general, with specific thrusts on literacy. It covers NFE programmes for all age-groups (children, adolescents and adults). BLRC exchange information with other organisations; however, formal partnership of links are yet to be established. BLRC has to be made really functional on its own. In the long run, BLRC will be a part of the whole DAM Resource Centre mechanism, which covers all areas of Dakar goals (i.e. ECD, Primary Education, NFE, Vocational Education, Adult Literacy).

**Structure and management:** The Training and Material Development Division (TMD) of DAM manages BLRC. BLRC is considered as a parallel unit of TMD like training unit and materials unit. In DAM's internal reporting system, activities of other units can not be reported as BLRC's work. However, for LRC reporting to ACCU, all relevant activities of DAM were reported as BLRC activities. There is no problem in the present management structure of BLRC in TMD. But BLRC should have its own work to justify its entity as an institution or unit (ACCU's policy stand on this issue is not clear. It is important to get this thing clear to all LRCs).

**Objectives and functions:** BLRC acts as a provider of technical support for strengthening NFE staff development and software support. Taken together BLRC and DAM are working parallel. (DAM's strength goes to the credit of BLRC). If it is separated then it is difficult to visualise BLRC's role. Sometimes it is said that providing technical support can be the business of BLRC – but it overlaps with the roles of the Training Unit.

### **Main activities**

BLRC's list of activities includes running the library and documentation centre, Database, Network, Training, and Research. In general, the activities are on the right track of so-called 'LRC main activities': i.e. Innovation, Material Development, Training, Information/networking. It is time to review the so-called 'main activities' of LRC and clearly spell out the roles of BLRC within the 'host organisation', adding value to the regular functioning of the organisation. This area remains unclear in case of BLRC also (like other LRCs), which led difference in reporting at different times. Visually, BLRC is a library. Other functions are not explicit, nor measurable (some are merged with DAM/TMDs regular works). BLRC has a plan, but is not supported by resources. BLRC even failed to network resources within the organisation (DAM), because of lacking distinct vision.

From the BLRC report/questionnaire, it seems that BLRC is a network, and the LRC partner organization (DAM) is the secretariat of the network. Again it appears that BLRC is a part of the LRC Partner Organization (DAM). BLRC facilitates a regular flow of information relating to literacy programmes, resource development and training among the organizations.

**Linkage with CRC (Community Resource Centres):** Developing BLRC's link with CRCs is a growing area. Though it is yet to be worked out fully, adaptation of MANGO software for developing community database by CRC is one potential area identified to develop the linkage. DAM's IT institute has also become involved to provide technical support. Total planning by all is being made.

**Selling resources:** DAM has already established a system for promoting materials in the NFE market of the country. DAM's experience shows that good materials can be sold through promotional activities, even sales on bulk scale are possible. On the other hand, selling training is difficult, as most of the projects and big users have their own training units. For materials promotion, in DAM there is an annual set target and the progress is monitored regularly.

**Applicability/ replicability:** BLRC's experience of resource management can be a field of learning for other LRCs, though given the local situation the contexts are different. DAM as a whole can be good case for study, having CLC as an integrated approach, diverse materials development as a major intervention. All these contribute significantly to the national and regional EFA initiatives.

## 2.8 A comparative view

LRC partner organizations contain both NGOs and GO/Government-related organizations. Through the survey, studying LRC-related documents, different perspectives were found from the NGOs and GO/Government-related organizations. A comparative analysis is given in the following table:

	<b>NGOs</b>	<b>GOs</b>
<b>Material development</b>	ACCU prototype materials are not useful/appropriate for their target group	Prototype materials are useful
<b>Capacity building</b>	Established their own methodology/ gain skills from other international orgs and up-grading their level	Follow ACCU and UNESCO's method. Not really adapt / arrange it Lack of continuity / not reaching community level
<b>Cooperation with GO-NGO</b>	- Busy with the implementation of their own activities/ not positive to work for government - Not recognized by the government	- Recognized NGOs potential as advisor/ additional contributor (invite meeting) but not implementer for national NFE mainstream (there are some exceptions, as Indonesia)
<b>Advocacy to National literacy/NFE programmes through their pilot projects</b>	More difficult to be national model. With ACCU's aid, some are possible but some may still difficult	Easier to recognize the pilot model to expand nation-wide

\*This comparison has been made with very limited information and further information collection and study are needed.

### **III. Findings: Activities and Achievement**

#### **3.1 Perception of ‘Resource Centre’**

Until very recently, LRCs have been encouraged, at their initiation, to have a certain ‘building’ or at least place for ‘resource centre’ with library function. ACCU has provided equipment such as computers, printers, bookshelves etc. This process might have introduced ideas that an LRC’s main activities are library function and ICT-used information delivery. The LRC seems to be static and passive to receive users rather than active and positive to deliver/ collect resources to/from users.

Perception of the LRC varied widely across the countries and organizations. Even within the same organisation it varies at different levels of staff. The staff members of the partner organizations have changed, particularly in GO-based LRCs, and the ‘original’ concept and roles of LRCs have often not been taken over by new staff members.

The LRC has the potential to take a role as a bridge between government /local government and NGOs/ civil society. An LRC can also be a local institution, as the resource centre, to contribute to an NFE delivery mechanism to reach CLCs. However, there are some obstacles such as:

- Some LRCs are located in the capital and hardly reach regional CLCs and local government
- Some LRCs actively work in a particular geographic area (mostly region) and/or specific subject areas (HIV/AIDS) but cannot deliver their resources nation-wide due to lack of network, capacity and recognition from government.

During discussion with some LRC stakeholders, some promising ideas were mentioned, though not all of those are applicable in all situations. These include ‘Satellite LRC’, ‘Action-oriented resource centre’, ‘TV, Radio and Newsletter-based resource centres’.

The main objective of an LRC is to provide information, materials, expertise and training to the organisations and individuals engaged in literacy and NFE activities. A number of activities were undertaken by selected LRCs in the field of materials development, training as technical support for capacity development and information sharing. There are some core activities that the two LRCs undertake: material development, training, capacity building and networking. The following sections (3.2-3.7) discuss these core activities and their weak points in contributing to EFA at national level, as revealed by the survey in Lao PDR and Indonesia, and study of the past LRC reports.

#### **3.2 Material Development**

LRC activities related to material development include:

- Organising materials development workshop
- Preparation of training materials
- Development of innovative media (materials) and content-specific materials

- Developing teaching/learning materials and curricula on various themes
- Adaptation of local version of AJP materials, Materials Development Handbook and Clip Art
- Distribution of literature

#### *AJP materials*

Analysis of LRC activities over years shows that LRCs generally acknowledge the benefit of understanding the process of materials development through the Regional Workshops. But it was also opined that the materials developed as outputs, the **AJP** prototype version in English, are very general, and not specific to local contexts.

LRC partner organizations regularly produce various teaching/learning materials. Mostly, the materials are their originals, but some are AJP adaptations. ACCU has not evaluated the original materials in terms of contents, impact to learners, replicability to other countries, etc. The distribution mechanism/channels also have not been examined. There is need to explore alternative models for effective materials development and the dissemination process to NFE programmes at national level.

LRCs have not participated in the process of AJP material development and are expected only to adapt and disseminate local versions. LRCs might not be able to contribute their inputs from their grassroots experience to AJP prototype versions.

As for the ACCU educational materials, they were accepted and evaluated but due to the lack of quantity and transportation cost the materials are not well utilized. Another reason for materials not being utilized is that they are in English.

The use of prototype materials at the field level was found to be very limited or in some cases almost nil. One view is that many of these materials do not reflect the local aspiration and choice as these were developed considering macro level needs. LRC reports stated their contribution towards facilitating dissemination of the materials. ACCU have not examined if there are difficulties and limitations of ACCU materials in meeting local needs.

In Indonesia, AJP materials have been distributed to network member organisations as examples of post-literacy materials. But SDM, the executive partner organization of LRCCE itself, does not use those materials. SDM has its own 2-3 year plan and projects for coordinating activities of member organisations; however, ACCU materials were not visible among these activities. Few organisations knew about ACCU LRC activity and its educational materials. Many of them have never seen them. They know ACCU sends some educational materials in English through GOs. Many of them have not used them for their activities. SDM just sends them to local partners but does not know whether they use the ACCU materials or not. It is all up to the local partners. These materials are sent to local partners as a symbol of cooperation. In the LRC, ACCU posters are displayed on the wall. As they are in English, only the illustrations catch learners' eyes. SDM have developed a number of **their own** materials and promote them through sale, distribution and training. Some of the materials are available in a PDF version.

Still, most LRC partner organizations (not LRC local network members), say ACCU educational materials are useful for their materials production. In Laos for example, the LRC

currently produced a CD-Rom based on the AJP video on mushroom growing. LRC staff examined ACCU materials and found they were useful for their learners. Also, it seems that AJP materials are still popular among central government officers. Thus, ACCU needs to evaluate, with certain indicators, in what case and how the materials are useful. In case the result finds some usefulness in certain areas/ for target groups, AJP-type scheme will need to be changed and or developed to focus on specific areas with appropriate/ practical capacity building.

Some of the observations regarding the AJP materials are as follows:

- “The materials provided by the international organizations such as ACCU are not always superior and model to teaching-learning materials for LRCs’ target.”
- “They need to have the capacity to examine effectiveness/ efficiency of materials provided to their contexts.”
- “ACCU Educational Materials in English are only for exhibition, not for actual use for CLC learning.”
- “LRCs need to have the capacity to coordinate these materials, both at local and international levels, to integrate their national policy, curriculum and programmes.”

One LRC member mentioned that since they adapted and published the local version of ‘Material Development Handbook’, they also gained opportunities to organize training using the handbook. Through this process, the NGO has been able to advocate to the local government and their ideas have been adapted in the local education policy. (Indonesia)

#### *Clip Art*

ACCU Clip Art is not used by all LRCs. For example, SDM is not using it in its programmes or training courses, nor has it promoted these materials through its networks, because they do not feel the materials fulfill the learners’ needs. Instead, SDM developed its own clip art ‘Kuilu’ in 2001 based on Indonesian culture. This is distributed to different organisations. SDM is now working on developing Version 2 of the clip art. .

### **3.3 Training**

Training-related LRC activities include:

- Teachers /facilitators training
- Technical and professional support to literacy personnel of GO, NGO and other institutions
- Training of literacy personnel at different levels
- Capacity building support to literacy/NFE personnel
- Promoting participatory learning process (methodology)
- Training for improvement of NFE on planning, monitoring, assessment, evaluation
- Academic and techno-pedagogical resource support to literacy programmes

In course of discussion in Laos LRC, the needs for capacity building of materials developer/ NFE-related personnel were emphasized. There have been various programmes/ projects for material development in the last decades. However, they have not really taken root in NFE

activities, that is, there was no tangible impact afterwards, particularly after withdrawal of international donors. An example is the Distance Education project by UNESCO Headquarters; the Distance Education building located in front of the LRC building is now not utilized. For the capacity-building workshop for materials development at district level, Kashiwa UNESCO Japan provided funds through ACCU, but without funding LRC cannot continue this programme. This shows ACCU and other support organisations need to change their approach to capacity building.

LRC staff and its sponsoring organization NFEDC have been trained in various regional and national workshops provided by ACCU and other international organizations. The capacity of LRC has gradually developed. It was reported that this expertise is now being used/hired by other organisations (e.g., UNICEF) as consultants for their programme.

In course of discussion, one officer said that UNESCO/ACCU provide training while UNICEF provides a programme. However, their expertise has not been utilized for NFE activities effectively. They could be national resource persons to upgrade the level of material and curriculum development. To make these potential resources active, the most needed and urgent training for LRC is learning to develop their capacity of organization management and to effectively set up a local network system.

Through personal contacts as well as requests from LRCs, most LRC partner organizations are eager to learn to upgrade their skills and knowledge and share information with other LRC members. It shows they are in the position of recipients and seldom apply these gained skills to expanding their local network and programmes. There are training programmes with innovative approaches provided by LRC partner organizations to specific target groups. As with materials development, ACCU has not explored those locally-oriented capacity building programmes.

LRCs are expected to play a role in training both local network members and CLC/ community learners. LRCs' own interests/needs of training are, according to the requests made to ACCU, mainly in the field of ICT (i.e. development of audio visual materials), while there are some requests for LRC management including data/ human resource management, monitoring and evaluation skills, and CLC management.

### **3.4 Information**

Major LRC activities relating to information include:

- Collecting information
- Sharing information with other NGOs and local network members
- Providing information to CLCs and community learners
- Information networking through Internet
- Theoretical research on literacy curriculum, teaching reforms, literacy database, literacy materials
- Undertaking of 'Alternative Mode of Educational Information System'
- Development of literacy website/online and open literacy forum
- Development of database of literacy materials

- Development of media database and profile of LRC members
- Piloting of MANGO as community database
- Piloting of MANGO for monitoring information on the situation of street children

Discussions with LRC personnel yielded the following comments regarding information sharing.

#### *Data Base*

The ACCU Literacy Data Base has not been up-dated regularly and many of the links do not work. Participation of the LRC members in the Literacy Bulletin board is decreasing. As other web-based information sources become more active (e.g. UNESCO HQ, UIE ALADIN, and UNESCO Bangkok's clearing house function etc), it is needed to strengthen data bank material and seek ways to make it more useful.

The national or provincial databases on the number of illiterates, unemployed, or availability of job provisions only cover macro-level information. Specific data that is needed at local level is not available in most cases. The community organisations/ NGOs could play a role in feeding that data to the national/ provincial/ district database. LRCs could play a role in generating grassroots level specific data in collaboration with the local government for planning need-based programmes. CLCs can play an effective role in generating even village-level specific data. The network of CLCs (e.g., Association of CLCs in Indonesia, Community Resource Centre in Bangladesh) can coordinate and compile these data jointly with local government. Such a role is found absent at present.

#### *LRC newsletter*

The LRC newsletter has not been published regularly. This is because of 1) lack of initiative from LRC members; 2) dependence on ACCU and perhaps 3) lack of confidence to contribute in English. It was felt that the contribution would be a burden to the LRCs and not enough benefit for themselves.

#### *MANGO*

MANGO has been piloted in a street children project by SDM to develop a database of the children. However, follow-up use of the software has not been pursued. Other pilot projects in other LRCs, such as Bangladesh, the Philippines do not fully utilize MANGO, though they intend to develop alternative data analysis tools at community level.

One of the common strengths of LRCs is their relatively high expertise in ICT, but these are mainly ACCU-related materials and programmes (e.g. MANGO, Clip Art, and Website, building/ equipment). The perspective of ICT is very limited and they tend to be ad-hoc projects or materials without strategies for expanding for wider impact. For example, there is no connection with the distance education project in Laos, utilization of TV and radio programmes, or combination with folk media etc.

The LRC website is not accessible to all LRCs as many websites are developed in local languages. This limitation raises the question of how international networking and information sharing can be possible through an LRC network.

At SDM, staff members use the library/resource centre, and sometimes trainers also during training.

### **3.5 Networking**

One key objective of the LRC is to promote development of a network from grassroots to international level to share their experience and resources and to learn from each other. Very few LRCs have explicitly declared networking functions. Still, a number of networking functions are performed by LRCs. These include:

- Networking with other agencies
- Consultative meeting to develop local network
- Network with GO, NGO, international agencies & public institutions;
- Meeting with network partners to discuss common issues and problems
- Partnership with local NGOs
- Promoting co-operation, collaboration and partnership among GO, NGO
- Cooperation with local authorities

There are examples of collaboration between technically sound NGOs and NFE departments. There are some LRCs as well as NGOs with technical expertise in selected fields who can function as technical service centre for the national or provincial governments. There are few attempts by LRCs or NGOs individually. There is need for developing institutional mechanisms to ensure regular flow of information. The government do not have a list of such organisations. LRCs could develop profiles of such expert/potential organisations with details of expertise available and could furnish it to the relevant government departments.

As in Laos, some other LRCs are governmental and semi-governmental bodies which have benefit of access to the national NFE policy, dissemination mechanism etc. But, the programmes/ activities are vertically divided among different NFE sectors. i.e. there is not so much collaboration work between DNFE and LRC-NFEDC.

GO-type LRCs and DNFE recognized the active and practical approaches/ process of NGO. Those NGOs and related personnel are sometimes appointed as members of advisory committees of the governmental bodies. But there is a tendency for GO not to include NGOs in the process of project implementation. (e.g. Laos, Cambodia, Vietnam etc). It will be ACCU's responsibility to generate involvement of LRCs and their network members in the planning as well as implementation process of national project/ programmes. The Indonesian government announces receiving proposals from NGOs seeking more effective methodology and it could set a good example.

LRC reports say LRCs have local networks but it is not clear how active they are and what they contribute to. In Indonesia, the LRCCE network includes local government and NGOs. They mentioned, as their strength of the networking, that it is useful to exchange current information and circumstances through face to face communication. There is positive impact but it is still questionable how far the collaboration contributes and adds value to their individual/ collective implementation.

An attachment programme has been suggested as a useful strategy for strengthening the network. NGOs working in NFE activities may work on deputation in government projects

and the NFE government staff work in NGO programme in their respective countries as well as in other countries.

Some countries, such as Indonesia and Laos, have been revising their national flagship and strategies. It might create good opportunities to include LRCs in the national NFE implementation process. Newly joined LRCs such as Bhutan and Mongolia are governmental organizations and they will also be able to integrate LRC functions into their national NFE delivery mechanism.

No feedback mechanism was in the ACCU-LRC network. During the visit to Indonesia LRC (LRCCCE), whether feedback on LRC intervention was sent to ACCU by LRC was checked. It was found that there is clear difference in the organisational approach of SDM and ACCU and there is no feedback mechanism. SDM also felt that feedback would not yield any result.

The networking goal of LRCs is not very clear, neither at regional level nor at the organisational level. Mostly it is for information sharing as mentioned before.

Here are a few examples of the weakness of networking as identified in Indonesia.

- Current inter-link in functions of the LRC and literacy/NFE departments is very minimal. Very little communication is observed between the two. There is potential for LRC's involvement in the national programmes. For example, the Indonesian NFE department is exploring ways to involve SDM (LRC) in implementing innovative literacy projects. The government encourages private sector agencies (market forces) to contribute to implementation of literacy/NFE programmes. SDM/LRCCE can offer tested innovative programmes with proper (process) documentation and critical analysis of the outcome.
- There are other issue-based or thematic networks like networks of women's organisations, environmental organisations, or networks for policy lobby. Some of these networks have functional linkage with the NFE departments.
- Big NGOs usually do not join LRC networks either because they have their own networks or they want to avoid procedural hazards in maintaining membership.
- The involvement of NFE/educational departments of universities and research institutions is very minimal. Services of these institutions could easily be networked for policy research, action research for innovative programmes and practicum by the students.

In some countries there are distance-learning channels operated by NFE departments of the government or universities. The local NGOs can play pro-active roles in identifying learners and supporting them in pursuing learning and LRCs can help in establishing this linkage of NGOs with the delivery system. This potentiality is not explored.

ACCU's strategy for accessing the national scenario through government and targeting the whole country needs to be changed. One option is supporting local initiatives having significant impact and promoting good practices for replication and mainstreaming at the national level. ACCU would change approaches in the fields of material development and capacity building for NFE personnel as well as strengthening LRC capabilities and their networks, working as technical arms to support local initiatives and contribute to establishing an NFE resource management mechanism.

Networks at different levels may have different roles. It is important to spell out what the ultimate objective of the network is. Where do collaborative efforts lead? What purpose is there in sharing information? These questions have not been answered in the LRC network.

### **3.6 Innovative programme implementation**

A key role of LRCs is to conduct innovative literacy/NFE projects and strategies for girls and women. Different LRCs are implementing projects covering a wide range of fields, though on a small scale in most cases. Out of 18 LRCs, 13 are directly involved in implementing programmes as their main activity.<sup>2</sup> Following are a few examples of literacy/NFE programmes:

- Setting up CLCs as centres for community development
- Establishment of CLC for ethnic minorities
- NFE programmes for various groups (women, disadvantaged)
- Basic and post-literacy courses for young adults
- Promoting literacy and continuing education programmes for children and adults
- Organising places for popular learning, reading centres, etc
- Implementation of projects on HIV/AIDS and ICT
- Action research
- Monitoring and evaluation of literacy programmes implemented by other NGOs
- Skill development training for IGA

While working at the field level, the LRCs gained substantial expertise which can be systematically tapped/used for qualitative implementation of literacy/NFE programmes. Discussion with the senior management personnel of the Indonesian NFE department revealed a number of prospects. There are a few gaps also.

As a matter of national priority or political choice, the central/provincial government usually has a few flagship programmes. Examples are, literacy, equivalency, life skill development. Innovative programmes in these fields used to get support from central/provincial government. However, this scope is not capitalised on by the LRCs in planning or launching literacy programmes.

There are differences in approaches of literacy/NFE implementing organisations too. For example, in Indonesia, SDM focuses on a participatory approach, emphasizing equally the process (methodology) of empowerment and need-based materials (media). It tries to promote this empowerment approach through its (LRCCE) network with other NGOs. It is true that not all LRCCE network members share the SDM approach to development.

Some of the governments in the region have decentralised the NFE delivery system including scope for developing local curricula. CLCs and LRCs can take this opportunity to promote need-based curriculum development and implementation of programmes at the local level.

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<sup>2</sup> As per information available in LRC 2002-3 report

However, the bidding process of selecting NGOs often discourages professional organisations from getting involved in the system because of its rigidity. Also, the rigid government rules or centrally set standards (e.g., ‘public accountability system’ in Indonesia) sometimes create barriers to trying out innovative ideas, as everything has to fit within the pre-set package.

There is need for a longer-term plan for sustainability from the beginning. Otherwise it would be difficult to sustain the result after many years of programme implementation. GTZ, in Laos, has been supporting their activities in a livelihood project for the past 5 years in the same site where LRC is located. The year 2004 is the last year. The person in charge of LRC did not know whether they would have continuing support from GTZ.

### **3.7 Focus on women & girls**

Though all the LRCs are encouraged to conduct innovative programmes for girls and women, there is no clear vision, strategy or approach on this issue. Development of such programmes has depended on the LRC partner organizations’ individual initiative and their own activities. As a result the ACCU-LRC network has not accumulated, documented, nor shared experiences and examined its achievement/ contribution in the fields of changes in the roles of women and girls.

In some project sites such as in Laos, the focus is said to be women and girls but in reality the programmes are very gender-segregated and reinforce gender stereotypes. Transformation from Women in Development (WID) to Gender and Development (GAD) is needed. GAD is a programme to change the social relationship between women and men, making them equal, and empowering both women and men, not limiting them to traditional gender roles.

Some partner organizations are strong at implementing gender and women’s programmes, but the ACCU-LRC network has not utilized its capacity in the network activities. On the other hand, some LRCs have expertise and experience in other areas but need to improve their capacity in this issue. Also, in many LRCs, the target audience is not only women and girls. Though the gender issue can apply to any segment of LRC activities, discussion is needed on whether the phrase ‘Girls and Women’ should be kept for the name of LRC in general.

No relationship is established with UNESCO gender network at regional level. At the national level in Laos, though the Lao Women’s Union is one of the advisory committee members for LRC, the organization is not much involved in LRC activities.

A positive development that has been observed in almost all cases is development/production of gender sensitive materials for use by the learners of adult literacy programmes, particularly at the post-literacy stages. The initiative of ACCU in the field is commendable. In line with the ACCU initiative, LRCs have developed/adapted gender-sensitive materials covering various aspects of life skills. Many of these materials are gender balanced in terms of coverage of issues, illustration and depicted roles of women and men (beyond stereo-type roles).

### **3.8 Gender Perspective**

#### ***Findings from Lao PDR***

The LRC activities in Vientiane have been found sensitive to the ACCU focus on women and girls. Gender-segregated data is available in their report. In LRC activities, 10-20% of the participants were recorded as female, according to Ms. Bouaphanh. Although the roles of female participants were not detailed, 3-8 women among 20-30 participants are presented. The LRC activities with focus on educational materials always have 20% female participants. The materials are on family planning, children in the family, mulberry tree growing, women and education. The reason women participants were limited to 20% was not clear.

As for the vocational training courses, training is implemented at the same site as the LRC. The livestock programme has 21% female trainees; 52 women out of 247 trainees. Tourism & service training has 88% women; 265 women out of 300 participants. The sewing programme has 95 % female; 133 women out of 139 total trainees. Based on this specific data, women and girls programmes seem to be based on the traditional gender role such as women for domestic and service roles and men for work outside the home.

Projects specifically for women and girls are not conducted at the moment. In the skill training program, women were channeled to traditional gender roles such as clothes-making, cooking and food processing. Men were channeled to fish breeding. There were not many other choices. Gender segregation will develop and be reinforced through skill training programmes.

20 female and 15 male learners gathered in the meeting with CLC learners. During discussion, women expressed interest in cloth making, and food processing, while men were interested in earthworm feeding for fishing. Their response was positive and they have enthusiasm for learning to attain a higher level of literacy and skill training. However, skill training areas choices are limited and gender segregated. Working time budgeting is needed to create learning time and space for adults, parents and children, especially women and girls.

At an organic farm project site, tea production workers were all women. The owner explained the work is good for women as the mulberry tea production needs careful, minute manual work. The income level seemed unstable but when the tea sold well, the female workers reportedly get 30% of the sales.

In the programme the focus is on women and girls, but the content and participation are more focused on males. Reinforcement of gender stereotypes is conspicuous, such as women for cooking, sewing and tourism services and men for fishing and decision making (there are few exceptions)

#### ***Findings from Indonesia***

In rural areas of Indonesia, 65 % -70% of the illiterate people are women. During an interview with Dr. Fasli Jalal, he mentioned not much detailed data is available on how NFE is done nation-wide depending on the provinces and district level. Data collection with gender-segregated data is basic for the gender mainstreaming policy. SDM male directors and female

co-director are gender sensitive and the annual conference of member organization participants who are the leaders of member organisations, were about 40% female. The frequency of speaking out was about the same among men and women.

The site visit to the street children activity was one with a majority of women. The activity consisted of a gathering and health check for mothers and babies. Major roles were female doctor, nurses, and female coordinators. Street people gathered there were mostly mothers of small children. Young street children aged 5-14 years old were all boys. We did not see any young girl street children. The reason is not clear.

The site visit to a drop-in house in central Bandung revealed the problem of girl children, that is, until recent days, there was a drop-in house for girl street children, but it was closed due to lack of funds, according to the coordinator.

Identified challenges and problems are: the most marginalized girls and women still have less access to resources; the girl street children's learning opportunities are lost during these few years; feminization of poverty is going on among street people. More women migrate to urban areas because of unemployment in rural areas. Changing agro-business had negative impact on women. Women are active in learning and skill training but have less opportunity in employment.

## IV. Analysis of Findings

Based on the information available in LRC reports and documents as well as findings from the field visits, the strengths and weakness of the LRC activities are analysed. The analysis was based on all five areas of LRC activities – Materials development, Training, Information, Networking, Innovation. In analysing the strength and weakness, individual potentiality and uniqueness of the LRCs/LRC partner organisations have been recognised. Though the points mentioned here are generally applicable, some may not be equally applicable for all LRCs. This section has been divided into 1) analysis of strengths and weaknesses; 2) opportunities for LRCs; 3) probable challenges that have been identified during field level interaction.

### 4.1 Strengths and weaknesses

<b>Intervention</b>	<b>Strength</b>	<b>Weakness</b>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>- Innovative initiatives for community participation, empowerment of women and the poor by LRC organisations</li> <li>- Avenues being explored for developing community-level database</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of systematic documentation of innovative initiatives</li> <li>- Lessons from pilot testing of innovative ideas are not shared</li> <li>- Absence of follow-up mechanism for continuity, scaling-up or mainstreaming of innovation</li> </ul>
<b>Materials Development</b>	<ul style="list-style-type: none"> <li>- A number of materials in diversified fields developed, adapted and circulated</li> <li>- Variety in format of materials</li> <li>- Development of professional skills in systematic materials development</li> <li>- Development of a number of resource materials which can be used across the regions as reference/guide books</li> </ul>	<ul style="list-style-type: none"> <li>- Prototype learning materials produced at regional level (e.g. AJP) are limited in their contribution to the countries, because;               <ul style="list-style-type: none"> <li>● In most cases, AJP prototype learning materials contain very common and elementary information, which does not attract the adult learners</li> <li>● Since the contents of AJP materials are developed at Asia-Pacific regional level, some of the issues are not contextually appropriate</li> <li>● The process of developing AJP learning materials is top-down (develop regionally and adapt for local use) within a fixed time frame (usually 1 year)</li> </ul> </li> <li>- AJP materials production is an ad hoc-basis without clear plan how to integrate into existing national curriculum/materials</li> <li>- Locally-oriented materials have not been explored and examined</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>- Capacity of LRCs developed in networking, managing resource centres and developing database</li> <li>- Regional workshops created scope for sharing experience among LRCs</li> </ul>	<ul style="list-style-type: none"> <li>- Absence of mechanism for follow-up/application of the skills (in which capacity was developed) and continuity of the schemes</li> <li>- Participation of the appropriate level of trainee in the workshops could not be ensured in many cases</li> </ul>

		<ul style="list-style-type: none"> <li>- The contents of the workshop was not always demand-driven</li> <li>- Alternative approaches/methods conducted by LRCs at local level have not been explored</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>- Regional level information network developed for sharing policies and practices</li> <li>- Literacy database contains a wide range of information in literacy and non-formal education, including information about personnel, materials, programmes etc.</li> <li>- Systematic presentation of information in DB and others</li> <li>- Created scope for exchange of information among LRCs as well as for sharing information globally</li> <li>- LRC homepage is available</li> <li>- LRC newsletters have been published</li> </ul>	<ul style="list-style-type: none"> <li>- Information in the database was not much used by the LRCs</li> <li>- Information was not shared at the community level</li> <li>- Many LRC homepages are in local languages, thus cannot be accessed by others</li> <li>- Lateral exchange of information among LRCs was minimal</li> <li>- LRC database is considered an isolated initiative which does not have any linkage with national database/information system</li> <li>- LRC newsletter has not been published regularly, partly because of lack of participation of members</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>- Availability of literacy materials in one place</li> <li>- Technical services for local NGOs</li> <li>- Promoting partnership among the NGOs</li> <li>- Regional voice for the cause of literacy</li> <li>- Partnership with UNESCO-APPEAL</li> <li>- Participation of government agencies, civil society organisations in some networks</li> <li>- Unique constituents of LRC partner organizations from very governmental org to active NGOs: provide good opportunity for exchanging various viewpoints and seeking collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of clear goal of the network</li> <li>- Absence of strategic approach and plan for networking</li> <li>- Network with other resource centres not established or not utilized</li> <li>- Network with other networks in the country, region and beyond either not established or not utilized</li> <li>- Participation of NGOs in the network segmented (limited number of NGOs, lack of continuity in participation)</li> </ul>

#### 4.2 Opportunities of LRC Network:

- **Partnership with other networks nationally, regionally and globally:** A number of networks working for promotion of EFA in all countries (e.g., CAMPE in Bangladesh), as well as at the international level (e.g., ASPBAE, ICAE, ALADIN). LRC network with its resource of having organisations with grassroots experience can establish functional links with these networks to promote the causes of EFA. This would add value to the role of LRC network at the regional level and acceptance of LRCs at the country level.

- **Updated database can be a strong advocacy tool for resource allocation for literacy and non-formal education at national and international level.** In all EFA dialogue, it becomes very pertinent that updated information on coverage and needs of literacy/NFE situation be available to the policy makers. Often, backdated or estimated data is placed and the need is not strongly reflected. Strengthening of literacy database with updated information in collaboration with government and civil society may help develop an acceptable information base and can be used for advocacy at all levels.
- **Wider dissemination of community level achievement and good practices:** There are many good practices and achievements in EFA initiatives, many of which are contextually appropriate and can be replicated in similar situations in other parts of the country or in other countries. These are not taken forward for sharing and replication. It happens that similar experiments take place again and again in the form of piloting, involving huge resources duplication which could be avoided if proper documentation and sharing mechanism could be developed. Usually the practitioners (implementing people) do not place emphasis on process documentation or lack such capacity. However, there are some NGOs which are good at process documentation that can work with ACCU.
- **Promoting local level networking of CLCs with local government, NGOs, business groups through appropriate database:** While in the region and also globally the CLC approach is being considered as an effective mechanism for promoting EFA and improvement of quality of life of the people, there is increased need for developing partnership of CLCs with local level stakeholders. LRCs can play proactive roles in this field through providing updated information about the activities of CLCs to the local government, NGOs, business groups and vice versa. This would create a space for dialogue between CLC and other stakeholders concerned with improvement of quality of life of the poor.
- **Networking of CLC, LRC and ARTC to bring field experiences at national level and regional level and vice versa:** All these three organisations share a common goal of contributing to EFA at different levels – CLCs at the local level, LRC at the national level and ARTC at the regional level. Consistent and coordinated efforts of these three entities can draw experience from grassroots level to the national and regional level for advocacy for the causes of EFA. Similarly the regional and national level development and expertise can be made available for capacity development of CLCs through this vertical linkage of CLC, LRC and ARTC.
- **Developing linkage of literacy database with available databases at the national and international level:** Segmented data lose the potentiality of convincing people to draw conclusions or to make decisions. Since the national governments are the key actors in implementing EFA activities, it is very important to strengthen the national level database development. In all countries there is a system of database and information flow run by the government. In many cases these are segmented and compartmentalised (as maintained by concerned departments having no horizontal links) as well as lack of qualitative information to depict real scenario in terms of achievements and interventions. This gap can effectively addressed by LRCs by supplementing information from the field. The vertical link of the LRCs with CLCs would generate information from the field and the horizontal link of LRC with national database would mainstream the data and

contribute to national EFA initiatives. Extension of this network at international level through a web-based data networking can make the information readily available for use for planning and advocacy.

- **Contribution to UNLD - Joining the Regional Resource Team:** It was known that ACCU-LRC network would be invited to the resource team for the period of 2004-05. LRC network *itself* or one person/ organization will be appointed to play a role. It will be a platform for LRC members to directly contribute to the UNLD and EFA.
- **APPEAL, UNESCO Bangkok expects ACCU-LRC network to 1)strengthen their grassroots implementation of literacy/ NFE classes through CLCs, 2) focus on capacity building on NFE personnel through resource development, and 3) support material development.**
- **ACCU is ready to change its strategy and approach:** ACCU will revise its strategies and approaches to materials development and capacity building training programmes.

#### 4.3 Issues (Challenges) to be addressed:

- **Flagship of LRC Network:** Diversity among the networking LRCs puts a challenge before the network to decide how to pinpoint the objective(s) and scope of the network. At the national level, the LRC organisations are mostly involved in implementation, not much in the field of advocacy. Given this context if it is taken that the LRC network is promoting the sharing of information, then the question is, information sharing for what purpose – advocacy or capacity development or both or something else. This question has to be answered clearly which would lead to setting operational objectives and scope of work.
- **Identity of LRCs:** While analysing the LRC reports and the achievement of the LRCs it was not possible to separate the activities of the LRC as a resource unit and the activities of the LRC host organisation as a whole. It appears that the reports cover all the EFA related activities of the organisation as activities of LRCs. As such, whether the performance and role of the LRC as an entity is segregated could not be ascertained. It is true that LRC alone cannot operate as a unit – it would require back-up support from other units. But at the same time, it is important to identify which specific activities are initiated and performed by LRC as an institution. This would help in identifying ‘additional value’ to the role of LRC at the national level as well as international level.
- **Recognition/Acceptance of LRC vis-à-vis capacity of LRC in resource management:** LRCs are expected to play an active role at the national (or at least provincial) level. For that purpose it is very important that the potentiality of the LRCs is recognised by the concerned government and other literacy/NFE providers. In some cases it was found the LRC host organisations are more busy implementing their own programmes, thus not having a big role in networking and/or playing any role in the sectoral capacity development. These contributed to the LRC having limited visibility at the macro level. If the roles of LRCs are not visible and their capacity in resource management is not recognised, it would hardly be able to contribute at the national or provincial level.

- **Ownership and sustainability of the LRC network:** The LRC network was initiated and is still nursed by ACCU. It has functioned as an ACCU network since its launching in 1994. The time has come to look back on how far its members share the ownership of the network. Very few examples of network use are seen for the causes of EFA at the national or regional level. The activities initiated by ACCU (adaptation of materials, capacity development training, clip art, MANGO, etc.) were implemented by designated LRCs. But the network was not much used for sharing inter-LRC experience even implementing those activities, nor taking a joint initiative to promote the learning from that. Many of the LRC organisations are active at their countries' national and regional level in promoting the causes of EFA. But that is not reflected as the role of LRC. So the question remains, who owns the LRC network – ACCU or the members? How can the process of networking be activated and sustained?

## **V. Recommendations**

### **5.1 Recommendations for ACCU-LRC Network**

The recommendations have been formulated in three major sections: a) for wider acceptance of LRC Network; b) for increasing performance of LRC Network; c) for enhancing partnership of EFA stakeholders; d) to increase focus on girls and women; and e) to enhance future roles of the ACCU Network. These recommendations have been formulated for all LRC members including ACCU. At the end of the section, specific recommendations for Lao LRC and Indonesia LRC have been made.

#### **5.1.1 For wider acceptance of LRC Network**

1. Revisit the objectives of the LRC Network and identify result-oriented specific objectives. Clarify the characteristics and approaches of the LRC Network in the light of those objectives.
2. Review and share the objectives, work plans and approaches with other EFA stakeholders.

#### **5.1.2 To increase performance of LRC Network**

1. Promote innovative experiences through supporting action research and reflecting the lessons in the database. Already tested innovative programmes with proper (process) documentation can be offered as templates for scaling-up or mainstreaming in the national programme. Explore ARTC's role in research and documentation of national and regional good practices.
2. Develop prototype materials taking locally developed materials (which are currently used in practical learning) as examples and make the electronic version available to the countries. Locally developed materials reflect the real needs of the users and hence are used as prototype or examples for developing need-based learning materials through necessary adaptation.
3. Organise sub-regional training courses for capacity development of LRC members as well as EFA providers based on their identified needs.
4. Organise follow-up courses and/or programmes to ensure application of the skills developed through the training courses.
5. Support national/LRC initiatives within the framework of EFA and LRC Network objectives.
6. Develop mechanism for regular (maybe annual) updating of the database.
7. Facilitate development of LRC homepages both in national and English language.

8. Distribute works for generating ACCU-LRC network among LRC members.
9. Promote LRCs at country level through media (PR through TV, radio, newspaper, etc).

### **5.1.3. To enhance partnership of EFA stakeholders**

1. Facilitate establishing horizontal linkage or LRC database with national literacy database and relevant international databases.
2. Promote exchange of information among the LRC network members and also with other EFA providers and supporters. Facilitate mutually supportive roles of LRC and literacy/NFE department in the country.
3. Promote inter-pacing of the roles of CLC, LRC and ARTC and initiate steps for the vertical and horizontal relations among these three.
4. Advocate together with the international organisations and bilateral donor agencies strengthening of support for literacy/NFE

### **5.1.4. To increase focus on Women and Girls**

1. Set up ACCU-LRC's vision and strategies for the programmes on Gender and Women and Girls particularly aiming at gender mainstreaming.
2. Reconsider if needed to keep 'Women and Girls' in its programme title, as it might limit the scope of work of LRCs. Emphasis on women and girls can be part of the strategic plan (again degree of which would be depending upon the context where the LRC is functioning)
3. Document good practices from LRCs/LRC partner organizations particularly on women's empowerment, gender mainstreaming and share among LRC members and other NFE stakeholders through Database and workshops/seminars.
4. Develop/strengthen network and linkage with gender-related networks at regional and national levels.
5. Review information format and type of information in the Database to increase presentation of information focusing more on gender issues. Example; gender segregation of data, covering cases on gender-focused experiences, highlights of gender-sensitive curriculum/materials, etc.

As recommendation in this area is required to be more context-based, specific recommendations are made taking Laos and Indonesia as cases. Other LRCs may take these as suggestions and adapt them to suit their own situations. For, specific recommendations for Lao PDR and Indonesia, please see page 44-46. The following is a summary of those recommendations.

- More women should be encouraged to participate in educational material production.
- Gender segregation in skill training should be avoided as much as possible, based on the learners' needs.
- Both the practical approach and the strategic approach should be taken into consideration, according to the participants' cultural background.
- Learning time flexibility is necessary for women and girls for literacy and skill training e.g. learning at home after their domestic chore, child care and community roles.
- Peer learning among learners will be useful in the level of 1-3 graders by 4-6 graders among family and community members.
- Women in Development (WID) programme should be mainstreamed to policy level to become gender and development (GAD) which transforms male-dominated system to gender equal structure. For the social transformation, the gender power relation has to be understood theoretically and practically among policy makers and leaders in LRC.
- Female roles in ICT should be developed.
- Girls' street children drop-in house should be re-opened because girls need special attention.
- Increasing number of women and mothers among street people is the serious issue for the women and girls. Special consideration and fund should be allocated.
- Although there are limitations set by cultural and religious customs, family planning, drug addiction, HIV/AIDS and minors' smoking are serious social issues not only for men and boys but also for women and girls. Learning opportunities have to be increased in number and in quality.

#### **5.1.5 ACCU's recommended future role in the LRC network:**

1. To assess of capacity of LRCs and support capacity building based on individual needs.
2. To bridge gaps or connect missing links of LRCs with national/provincial governments.
3. To facilitate inter-country exchange of learning and good practices.
4. To have the services of LRCs recognised at the national level: this is possible only if 'value-added service' is provided by the LRCs. LRC service has to be in specific issues to add value for quality improvement of literacy/NFE at the country level.
5. To lobby with relevant agencies at international level to link up literacy with other development areas. e.g., economic, environment, and health fields.
6. To develop and strengthening local networks (thematic sub-group/sub-networks/working groups) and link them with national and international networks.
7. To develop and strengthen ACCU's capacity for monitoring and evaluation. It is needed to develop performance standard of LRCs with the indicators used by ACCU.

Also, to explore the development of self-evaluation system by respective LRCs in a participatory manner.

## 5.2 Specific Recommendations for LRC in Lao PDR

- Educational materials should be contextualized to local villagers' needs and closely connected to skill training for income generation.
- Producing and distributing educational material is not enough. TOT has to be followed up by educational materials.
- The educational materials should be in local languages.
- Educational materials which relate to learners' own experience will create motivation to learn.
- More diverse choices in skill training should be developed for adult learners' income-generating activities.
- The time arrangement for NFE has to be flexible. For villagers, after work and after dinner, or some weekend afternoons are good times to learn, especially for women and girls. It is necessary to develop flexible time for NFE, such as education at home in the evening. Visiting volunteer tutoring will be effective in villages.
- The word "Literacy" gives a narrow image of education for writing and reading. As adult learners have experiences, educational materials should enable their experience and knowledge to be shared. ICT is in this sense useful to record their photos and daily activities with digital camera.
- NFEDC (responsible body of LRC) functions as: 1) national centre for NFE, and 2) regional centre for 8 provinces. The nature of its function will facilitate good linkage with other regional centres.
- ICT facility might be useful to three regional NFE centres in Lao PDR as dissemination centre for educational materials. Printing machine, simple binding machines and papers would make it possible for provincial NFE centres to produce their own educational materials, using their local people's photos and pictures, and local language. Closer network among NFE centres, facilitating by LRC and DNFE would produce effective NFE material production and dissemination system.
- One problem is weak infrastructure of telephone line and electricity. The connection is unstable and PC efficiency is very slow to download and show photos and description on terminals.
- Cooperation between formal and non-formal education sectors is needed. Evening classes for adults at elementary school facilities will be helpful in future, if the security of learning activities can be guaranteed. Also, setting up courses for NFE facilitators in teachers' colleges would effectively improve teachers' capacity and quality.
- Paper and printed materials are still very much needed, such as kamishibai, flip chart and wall newspapers in local language for the Lao villagers. If they were produced by the regional centres, the transportation cost would be much lower..
- Learning opportunities for women are still very limited. Girls have less opportunity. Learning time arrangement has to be flexible.
- Networking among LRCs in Laos, and other international cooperation organisations, including UNICEF Laos and JICA Vientiane, will produce more effective educational opportunities in NFE. For example, JICA has provided funds for building 700 elementary schools in 2003. The facilities can be used for NFE in the evenings and on weekends when the school children are out.

- More opportunities for trainers' training are desperately needed. NFE trainers require different educational approaches such as participatory method and "bottom-up" style learning which are very different from formal education methodology.
- It is needed to revise and reconsider the LRC objectives to meet the needs of the current situation in NFE in Lao PDR.
- LRC staff's capacity to implement programmes is relatively high in the country. If they have the capacity for LRC management, such as planning, fund-raising and establishing effective networks, the LRC will be more active and produce sustainable outcomes.
- More active and concrete cooperation is needed between DNFE and LRC.
- More coordination is needed with NGOs (PADEC, IV-Japan etc), GOs (DNFE, Lao Women's Union, Lao NatCom) and others.
- Existing network with local government should be utilized and strengthened with some project.
- A more concrete network and delivery mechanism between LRC and CLCs is needed.
- Mobile resource team project (by Mr. Bounghong), Satellite library/LRC project (by Ms. Bouaphan) etc., would be developed with ACCU support.

### **5.3 Recommendation for LRCCE in Indonesia**

- SDM is functioning well. The director, co-director and programme coordinators are enthusiastic about people's empowerment. They have a sense of mission for the development of better educational opportunities.
- Gender sensitivity was not always recognized during our visit, but the director is a person with gender sensitivity. The acting director is female; Ms. Dian is effective and able as an organizer. They need more able staff because of work overload.
- Partner organisations of SDM have their own way of planning. LRCCE activities and materials are not well recognized among them. ACCU's support should be in the context of their planning.
- SDM is able enough to produce contextualized educational materials in local languages. ACCU can support their project for educational material production.
- There are many able NGOs in Indonesia for NFE, not only SDM. A new network with other NGOs should be developed.
- When ACCU sends materials, they should be mailed to SDM directly.
- Closer interaction with ACCU, SDM of LRCCE and partner organisations is needed on how they use the materials. One meeting in two years should be enough, for planning of educational material production in printed matter and also in ICT media online and offline. Just sending the printed educational materials or CD is not enough for NFE. Teaching methodology and TOT are necessary.
- CDs are effective educational media, although PC use is still low.
- Printed material should be focused on teaching methodology depending on the experience of the adults. Adult education teaching method theoretical frameworks and description of the teaching methodology for the coordinators and facilitators of educational NGO would be useful.
- Some ACCU materials, such as co-operative organizational activities, got a high evaluation from users of materials. New aspects of educational activity should be

introduced in ACCU materials. If the material is in English, the cost for translation to the local language has to be allocated. Local context is important for NFE.

- Government agencies in provincial, district and villages are connected but not well coordinated. NGO leaders are very skeptical about GO policy change on NFE. Establishing trust among them is crucial for ACCU support to GOs, otherwise ACCU support does not reach the marginalized people in local areas and the urban poor.
- CD educational materials will be sent to NGOs. When they need, they can print them, adopting to their local situation. It is useful that some CLCs are equipped with a printing machine and simple binding machine. Printing and binding skill training is useful for income generation. Local context and needs have to be taken into account for educational materials. Online and off line delivery of ICT educational material would be useful in future.
- CD educational materials would be useful. The problem is few PCs are available in rural areas and telephone lines are unstable for the internet connection. The facilities and equipment distribution have to be done carefully. If one NGO gets facilities, others are envious about them. The cooperative relationship changes. Cooperative ownership is needed among villagers.
- Mobile learning material project would be useful in Indonesia.
- ACCU staff should visit each LRC at least once a year to evaluate their activities.
- Structured NFE, such as basic, intermediate, advanced (Packet A, B, C) would be effective, awarding certificates to get jobs and income-generating work.
- Educational materials focusing on advocacy methodology, internal, regional and international networking and resource management are the key areas in the coming decade of ACCU activity.

## **Annex**

### **I. Terms of Reference**

### **II. Evaluation team and Schedule**

### **III. Documents consulted**

### **IV. Persons and Institutions consulted**

### **V. Brief profile of 3 LRCs (Bangladesh, Indonesia, and Lao PDR)**

## **I. Terms of Reference**

### **1. Justification**

Since 1994, 18 Literacy Resource Centres for Girls and Women (LRC) have been established in 17 countries to function as the resource base to provide information, materials, expertise and training for the organizations and individuals engaged in literacy and NFE activities. Though the ultimate goal of these is common in contributing to EFA, each LRC is unique in its characteristics and approaches, as activities of each LRC are contextualized in the local socio-cultural environments and needs of learners. The institutional structure of LRC partner organizations also is diverse; some are governmental bodies, some others non-governmental, some are incorporated bodies. The coverage of their activities varies from community/ district/ provincial levels to nation wide.

At the significant milestone of the tenth year since its inception of the programme of forming the ACCU-LRC network, it is of great importance to analyse the present situation of 18 LRCs as well as the ACCU-LRC network as a whole in order to formulate alternative strategies of ACCU-LRC network programme for the next decade (2004-2013) in response to the changing needs of current situation of Non-formal education in the region. For that purpose, it is needed to examine; (1) consistency of objectives, characteristics and approaches of each LRC with the ACCU-LRC network programme, (2) impacts of activities of each LRC in respective country, and (3) roles and functions of ACCU to collaborate with each LRC.

As the Capacity Building Workshop for LRC (LRC-CBW) will be organized in April 2004 with 18 LRCs and the workshop is expected to develop alternative methodology/ approach for revitalizing functions of ACCU-LRC network as well as each LRC to contribute to EFA practically in the Asia-Pacific region. Therefore the LRC monitoring and evaluation is planned before the Workshop.

### **2. Objectives**

This monitoring and evaluation survey aims to analyze the present characteristic of ACCU-LRC network through examination of the three elements of LRC activities, which are common to all the LRCs : (1) literacy/learning resource management, (2) focus on girls and women, and (3) networking activities.

Three LRCs below are chosen for this monitoring and evaluation survey, each displaying the most effective performance/typical approach in the three respective areas.

#### **(1)For Learning Resource Management:**

Bangladesh : Bangladesh Literacy Resource Centre (BLRC), managed by Dhaka Ahsania Mission (DAM): By joining the monitoring team

#### **(2)for Networking:**

Indonesia: Learning Resource Centre for Community Empowerment (LRCCE), managed by Studio Driya Media (SDM)

#### **(3)for Special efforts in promoting literacy and NFE for girls and women**

Lao PDR: NFEDC-ACCU LRC, managed by Non-formal Education Development Centre (NFEDC)

### **3. Utilization of the results**

The result of monitoring and evaluation of the three LRCs will be used for the following purposes:

1. Concrete inputs for the future planning of ACCU-LRC network programme for the next decade (2004-2013) in conjunction with the UNLD and EFA goals, including its policy and activities. The draft policy paper will be examined in the LRC-CBW (8-13 April 2004, Chongqing) to formulate the strategy of ACCU-LRC network.
2. Concrete input to the ACCU presentation planned during the Regional Seminar on Community Learning Centres (23-27 March 2004)
3. Discussion paper for formulating concrete plan for 2004-5 LRC activities including mobile workshop in May – June 2004.
4. Concrete inputs for formulating some prototypes of alternative LRC characteristics for each LRC.
5. Discussion paper with GO, NGOs and potential donors in their countries for expansion of LRC commitment in NFE sector in each country.
6. Information paper for other LRCs.
7. Information paper to strengthen three surveyed LRCs' future strategies and activities.

### **4. Methodologies**

- Participatory Action research

- Interviews
- Focus group discussion:
- Short questionnaire
- Field observation

- Documentation survey and analysis

- Study on existing documents

### **5. The monitoring team**

The monitoring and evaluation in each country will be undertaken by the following members:

- Two specialists in NFE as external evaluators
  - Junko Kuninobu, Professor, Aichi-shukutoku University, Japan
  - Ehsanur Rahman, Deputy Executive Director, DAM, Bangladesh
- One specialist in NFE from each country
- One specialist from ACCU

The team will be supported by the staff of each LRC to carry out the tasks. Education specialists of potential donor agencies may join part of the mission as observers to explore their possible support and future cooperation for the LRCs.

The external evaluators will provide monitoring and evaluation report(s) before the LRC-CBW in April.

### **6. Schedule**

1. Documentation studies: January – March 2004
2. Mission for Monitoring and Evaluation : 28 February – 9 March 2004
3. Report writing March 2004

## II. Evaluation Team and Schedule:

### Evaluation Team

Mr. Ehsanur Rahman  
Deputy Executive Director,  
Dhaka Ahsania Mission (DAM), Bangladesh

Prof. Kuninobu Junko  
Professor,  
Aichi Shukutoku University, Graduate School, Japan

Ms. Ohashi Chiho  
Section Head, Education Division,  
ACCU

### Schedule:

#### 29 February – 3 March 2004, Vientiane, Lao PDR

Date/ time	Programme
<b>29 February 2004 (Sunday)</b>	
08.30	Arrive in Vientiane, Lao PDR
13.30	Visit LRC and NFEDC Meeting with LRC members
15.00	Visit Cultural Centre
<b>1 March 2004 (Monday)</b>	
08.30	Meeting with Mr. Bounkhong Thoummavong, Deputy-Director, Non-formal Education Department
09.30	Meeting with Mr. Heng Daovannaly, Secretary General, Lao National Commission for UNESCO.
10.30	Meeting with Mr. Mabendra Dahal , UNICEF
11.30	Meeting with Mr. Nishiwaki and Ms.Ogawa , JICA Laos Office
13.00	Lunch
13.30	LRC Committee Meeting ( Representatives from DNFE, NFEDC, LRC Advisory committee members, Lao Women's Union, JICA, IVJ, PADEC attended )
19.00	Dinner hosted by NFEDC
<b>2 March (Tuesday)</b>	
07.30	Visit CLC activities, DNFE offices at provincial and district levels, Van Vien District, Vientiane Province
19.00	Wrap-up meeting
20.00	Dinner hosted by ACCU
<b>3 March (Wednesday)</b>	
08.30	Leave for Indonesia

### 3-7 March 2003, Jakarta and Bandung, Indonesia

Date/time	Programme
<b>3 March 2004 (Wednesday)</b>	
12.00	Mr. E. Rahman arrives in Indonesia
20.00	Ms. J. Kuninobu and Ms. C. Ohashi arrive in Indonesia
<b>4 March (Thursday)</b>	
10.00	Visit DNFE Meeting with Dr. Fasli Jaral, Director-General, Ms. Elle and Mr. Eddiy Ms. Onintza Garitaonandia of UNESCO Jakarta joins the evaluation team
14.00	Leave for Bandung
19.00	Arrive in Bandung
20.00	LRCCE Annual Meeting Exchange information with LRCCE members
<b>5 March (Friday)</b>	
09.00	Meeting of Evaluation team
11.00	Visit LRC Interview and exchange with SDM staff members
15.00	Observation of LRCCE Annual Meeting
19.00	Discussion with LRCCE members
<b>6 March (Saturday)</b>	
08.30 16.00	Mr. Rahman and Ms. Ohashi visit Jayagili NFE regional center and CLC activities
10.00 14.00	Ms. Kuninobu visits LRCCE member's NGO, Street children activity by SEMAC
16.00	Final discussion meeting with SDM members
<b>5.1 7 March (Sunday)</b>	
10.30	Leave Bandung
14.00	Arrive in Jakarta
15.00	Mr. Rahman leaves for Bangkok, Thailand
16.00-17.00	Visit CLC income generating programme at Indonesian Expo convention hall
23.00	Ms. Kununobu leaves for Japan
01.30	Ms. Ohashi leaves for Japan

### III. Documents consulted

- LRC Activity Report 2001
- LRC Activity Report 2003
- Final Report on Consultative Meeting for Developing Literacy Resource Centre in Lao PDR
- Final Report on Consultative Meeting for Developing Literacy Resource Centre in Indonesia
- Final Report on Lao National Literacy Survey 2001
- Act and the Republic of Indonesia Number 20, Year 2003 on National Education System

#### IV. Persons/ Institutions consulted

<b>Lao PDR</b>	
Department of Non-Formal Education (DNFE), Ministry of Education Lao PDR	
Mr. Bounkhong Thoummavong	Deputy Director General
Mr. Vichith Phankeo	Deputy Head of Literacy Division
National Commission for UNESCO Lao PDR	
Mr. Daovannary	Secretary General
UNICEF Lao PDR	
Mr. Mabendra Dahal	
Non-Formal Education Development Centre (NFEDC)	
Mr. Vongvichith Vattana	Director
Mr. Amphavong Phongsisay	Deputy Director
Mr. Bounhom Chanthavong	Director of Distance Education, Chief of Administrative Office
Ms. Thanda Kommaly	Chief of Vocational Training Office
Ms. Bouphanh	Acting Head, LRC office
Mr. Souphap Khouvisay	LRC staff
Mr. Phouvong Manivong	Distance Education Staff
Advisory Committee of LRC	
Mr. Phanhsy Apbay	Chairman (Former Director General of DNFE)
Mr. Thongvanh Souksavath	Vice-Chairman (Former Director General of DNFE)
Development and Foreign Cooperation Department (Lao Women's Union)	
Ms. Onesy Sengmuang	Deputy Director General
Japan International Cooperation Agency (JICA): Laos Office	
Mr. Nishiwaki Hidetaka	Resident Representative
Ms. Ogawa Miori	Project Formation Advisor
Mr. Sophonh Kousonsavath	Assistant Programme Officer
Participatory Development Training Centre (PADETC)	
Mr. Sombath Somphone	Director
International Cooperation NGO IV-Japan (IVJ)	
Ms. Tominaga Sachiko	Director
Mr. Saosavanh	Assistant Programme Officer
<b>Indonesia</b>	
Direktore General of Non-Formal Education and Youth, Department of National Education	
Dr. Fasli Jalal	Director General
Ms. Ella Yuladawati	Head, Sub-directorate of Educational Equivalency
Mr. Eddy Bachtari	Senior Staff, Directorate of Community Education
UNESCO Jakarta	
Ms. Onintza Garitaonandia	Basque Volunteer
LRCCE	
LRCCE Members	
Studio Driya Media (SDM)	
Mr. Eddie B. Handono	Director
Ms. Dijani Mulyaningsih	Co-ordinator
Mr. TJ Nur Tjahjo	Programme Coordinator
BP-PLSP Regional II, Jayagiri, Directorate General of NFEY	
Mr. Ade Kusmiadi	Director
Ms. Sri Wahyuningsih	Technical Staff
Street Children, Mothers and Baby's Project	
Mr. Achok	Coordinator
Drop-in House for Boys	
Ms. Nhur	

## V. Brief profile of 3 LRCs

### 1. Bangladesh



**Name of the LRC:**

Bangladesh Literacy Resource Centre (BLRC)

**Executing Partner Organisation:**

Dhaka Ahsania Mission (DAM)

**LRC Addresses:**

House No. 19, Road No. 12 (New)  
Dhanmondi R. A., Dhaka 1209,  
BANGLADESH

(phone) 880-2-8115909, 8119521,  
8119522, 9123420

(fax) 880-2-8113010, 8118522

(e-mail) [dambgd@bdonline.com](mailto:dambgd@bdonline.com)

(website) <http://www.ahsania.org/blrc>

**Coverage Area:** Nation-wide

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Being one of the most significant resource centres developed and established in the field of literacy and education in Bangladesh so far, BLRC has been offering valuable services to all of its clientele groups including planners, programme implementers, researchers and materials developers. In order to eliminate illiteracy and poverty especially among the girls and women, it has been acting as a catalyst of the collaborative efforts, sharing of information and experience, organising and implementing of various education programmes, and networking. Recently, its data base of literacy materials has been linked with its website, so that everyone interested in the literacy and education materials of BLRC is able to have access to the necessary information. The Bangladesh pilot-version MANGO (Map-based Analysis for Non-Formal Education Goals and Outcomes) was also developed.

## 2. Indonesia



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LRCCE is envisioned to promote co-operation, collaboration and partnership between and among the government and non-government organizations engaged in literacy and development programmes and projects. As the development centre on non-formal education and allied activities, it will endeavour to pioneer the development of resources and methodologies designed to improve and strengthen the institutional capabilities of partner NGOs in the implementation of non-formal education and community-based programmes and projects especially for girls and women. For the exchange of information through Internet among various agencies involved in community education, LRCCE has been developing a media database and a profile of LRCCE participants. Also, it has developed content-specific materials such as small enterprises, environment, etc. through various media. Recently, a pilot version of MANGO has been developed to effectively monitor and gather information on the situation of street children in Bandung City.

### **Name of the LRC:**

Learning Resource Centre for  
Community Empowerment (LRCCE)

### **Executing Partner Organisation:**

Studio Driya Media (SDM)

### **LRC Addresses:**

Jl. Ancol Timur XIV No.1, Bandung,  
INDONESIA

(phone) 62-22-5202471

(fax) 62-22-5228273

(e-mail) [ybm-sdm@indo.net.id](mailto:ybm-sdm@indo.net.id)

[lrcceindo@yahoo.com](mailto:lrcceindo@yahoo.com)

(website) <http://www.balaidesa.or.id/>

[http://www.geocities.com/At\\_hens/Styx/2208](http://www.geocities.com/At_hens/Styx/2208)

**Coverage Area:** West Indonesia

**Year of LRC Establishment:** 1998

3. Lao PDR



**Name of the LRC:**  
NFEDC/ACCULRC  
**Executing Partner Organisation:**  
Non-formal Education Development  
Centre (NFEDC)  
**LRC Addresses:**  
KM8. Thadeua Road,  
Vientiane Municipality,  
LAO PDR  
(phone) 856-21-314446, 312631  
(fax) 856-21-314446  
(e-mail) [nfedmoe@laotel.com](mailto:nfedmoe@laotel.com)  
(c/o NFE Department,  
Ministry of  
Education)  
**Coverage Area:** Nation-wide  
**Year of LRC Establishment:** 1998

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In collaboration with the government, local and international NGOs and donor agencies, NFEDC/ACCULRC has been developing many learning and teaching materials and curricula on various themes to meet the needs of learners in literacy and non-formal education, especially for women and ethnic minorities. The LRC conducted extensive training for improvement of NFE, such as training in use of computer, participatory planning, monitoring and evaluation, and AMT (assessment motivation training) for NFE personnel. It has developed vocational curriculum and provided training in sewing, plant production, livestock farming, food processing, tourism service, etc. The LRC has been also encouraging setting-up of the Community Learning Centres (CLCs) and providing them with useful data/information in cooperation with local authorities.