

## Preface

The Asia/Pacific Cultural Centre for UNESCO (ACCU) is widely recognised as a pioneer organisation which has placed much emphasis on the production of literacy materials. With its long experience in the production of reading materials for children and youths, combined with the young and vigorous minds of the staff, ACCU has been catching up fast with new ideas and approaches, and it has finally come to the forefront in the production of varied and effective literacy materials in the region. This was not without some struggle in the beginning, of course.

The particular charm ACCU holds is its ability to coordinate various parties to accomplish its multifarious tasks. It has attracted the cooperation and commitment of executives, experts, and academics, artist-writers and illustrators of high calibre to jointly produce works of the highest quality which are widely utilised throughout the region.

The relevance of the materials to the daily life of the neo-literates, covering such aspects as health and hygiene, and vocational knowledge, as well as care to respect cultural factors, has enhanced their quality and led to their wide acceptance and dissemination. With such a need-based and learner-centred approach started in learning material development, ACCU has been expanding its regional literacy activities up to personnel training and network building.

This publication, *Literacy: ACCU Impact and Strategies for the Future* has three main objectives. First, to evaluate ACCU's Asia/Pacific regional literacy programmes for this decade (1990-99). Second, to suggest strategies for promoting literacy in Asia and the Pacific for the coming five years. And third, to share the experiences of the Asia-Pacific regional cooperative literacy programmes with other regions throughout the world.

The Impact Study Team consisting of five experts in the region tried to analyse the results and impacts of ACCU's past efforts in the field of material development, personnel training and network building, and to come up with suggestions for the future. Representing the Team, I hope that this publication will serve as a guideline for literacy and non-formal education programmes in respective countries, and as a reference for other regions in the world.



Dr. Tongyoo Kaewsaiha  
Director-General,

Department of Non-formal Education, Thailand

## Message from UNESCO

Since the World Conference on Education for All in Jomtien in 1990, tremendous efforts have been made in realising the set goals in the countries of Asia and the Pacific for achieving Education for All. As a consequence, adult literacy rate in the region increased from 58 per cent in 1980 to 71 per cent in 1995, however, on the contrary, the absolute number of adult illiterates in the region (aged 15 plus) continues to trouble the planners and administrators. More than two-thirds of an estimated 885 millions of the world's adult illiterates inhabit the region.

ACCU, since its inception, has been closely working with UNESCO as a resourceful partner in developing literacy materials and strengthening the national capacities of the Member States in the planning and management of non-formal education and literacy programmes and activities.

Of particular importance is the Asia/Pacific Joint Production Programme of Materials for Neo-Literates (AJP) launched in 1981 and developed by the Member States under the coordination of ACCU and Asia-Pacific Programme of Education for All (APPEAL). Since the supply of good literacy materials is considerably short in relation to demand, development of prototype materials and their effective dissemination will continue to be the priority areas of ACCU and APPEAL's joint mission.

Also, in view of the current technology glut, the recent joint initiative of ACCU and APPEAL in developing the "Asia-Pacific Literacy Database" has a considerable potential for establishing a regional network not only for the literacy workers but also for those partners' activities involved in creating a political will and commitment for the provision of quality basic education services.

It is timely and worthwhile to look back what has been done in literacy, as a concerted regional effort with help of local resources and high technology in this decade and to seek further collaboration in realising a Learning Society in the coming Century.

Expressing sincere appreciation for ACCU's contributions during the last decade, I look forward to forging our partnership and fostering innovative strategies in the field of literacy and continuing education in the Asia-Pacific region.



Dr. Victor Ordonez  
Director, UNESCO PROAP

## Acknowledgement

ACCU launched its regional cooperative literacy programme for material development in 1981, and ever since the World Conference on Education for All, held at Jomtien, Thailand, in 1990, the programme has expanded to the fields of personnel training and network building for the benefit of disadvantaged people in the region.

All these attempts have been envisaged and realised in close collaboration with UNESCO and its Member States in Asia and the Pacific. It is a great pleasure and privilege for ACCU to have worked with hundreds of partner organisations and thousands of dedicated people for achieving the regional goal, “Education for All”.





Ten years have passed since JOMTIEN, and we believe that it is high time to review the regional literacy programmes in the last ten years as a regional case study. On the occasion of the 1999 Planning Meeting on ACCU Regional Literacy Programmes in Asia and the Pacific, held in Tokyo in July 1999, this idea was supported by all the participants from 18 countries in the region, and the Impact Study Team was formulated by 5 eminent experts.

This publication was materialised by the efforts of the Impact Study Team and the representatives of relevant organisations closely working with ACCU. Our heartfelt appreciation should go to each and every one of the Team members and the contributors.

For creating a “Learning Society” in the 21<sup>st</sup> Century, I sincerely hope that our experience in Asia and the Pacific would serve as a successful case study to be shared with other regions in the world, so as to further enhance literacy and continuing education for the benefit of human and community development.

*M. Kusaba*  
Muneharu Kusaba  
Director-General, ACCU

## Contents

<b>Preface</b> .....	<b>2</b>
<b>Message from UNESCO</b> .....	<b>2</b>
<b>Acknowledgement</b> .....	<b>3</b>
 <b>Impact on Material Development</b> .....	<b>4</b>
1. Regional Cooperative Mechanism.....	4
2. Results Achieved.....	6
3. Regional Summary of Impact on Material Development.....	6
4. Case Studies.....	8
• IRAN: Learning Materials Reaching Villagers.....	8
• CHINA: PLANET at Primary Schools.....	9
 <b>Impact on Personnel Training</b> .....	<b>10</b>
1. Regional Cooperative Mechanism.....	10
2. Results Achieved.....	11
3. Regional Summary of Impact on Personnel Training.....	12
4. Case Studies.....	14
• MYANMAR: From Thought to Action .....	14
• BANGLADESH: Networking between GO and NGOs .....	15
 <b>Impact on Network Building</b> .....	<b>16</b>
1. Literacy Resource Centre for Girls and Women (LRC).....	16
2. Asia-Pacific Literacy Data Base.....	17
3. Regional Summary of Impact on Network Building.....	18
4. Case Studies.....	20
• PHILIPPINES: Mindanao Literacy Network.....	20
• NEPAL: Literacy Watch .....	21
 <b>Suggestions for the Future</b> .....	<b>22</b>



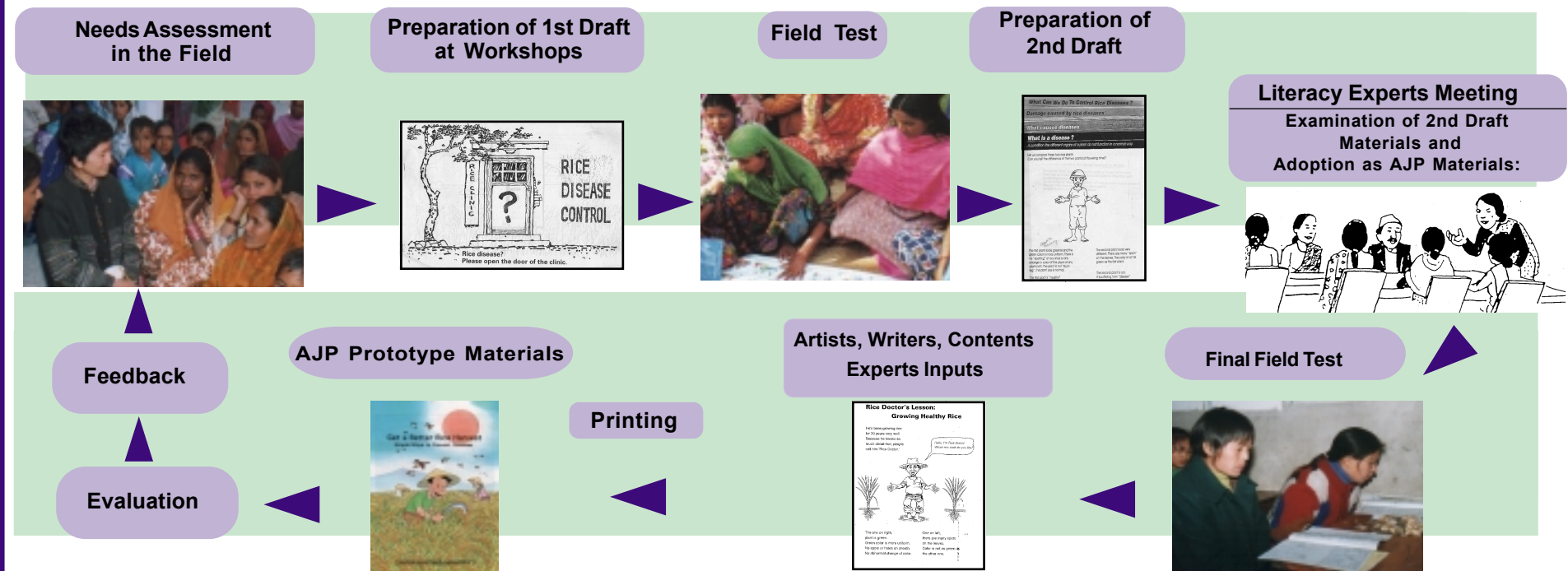
# Impact on Material Development

With the strong belief that quality learning materials would play a key role in promoting literacy, ACCU started the “Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP)” in 1981. Under AJP, attractive, easy-to-understanding and useful learning materials have been developed to sustain the literacy skills of neo-literates, and at the same time to provide useful knowledge and information to improve their quality of life.

## 1. Regional Cooperative Mechanism

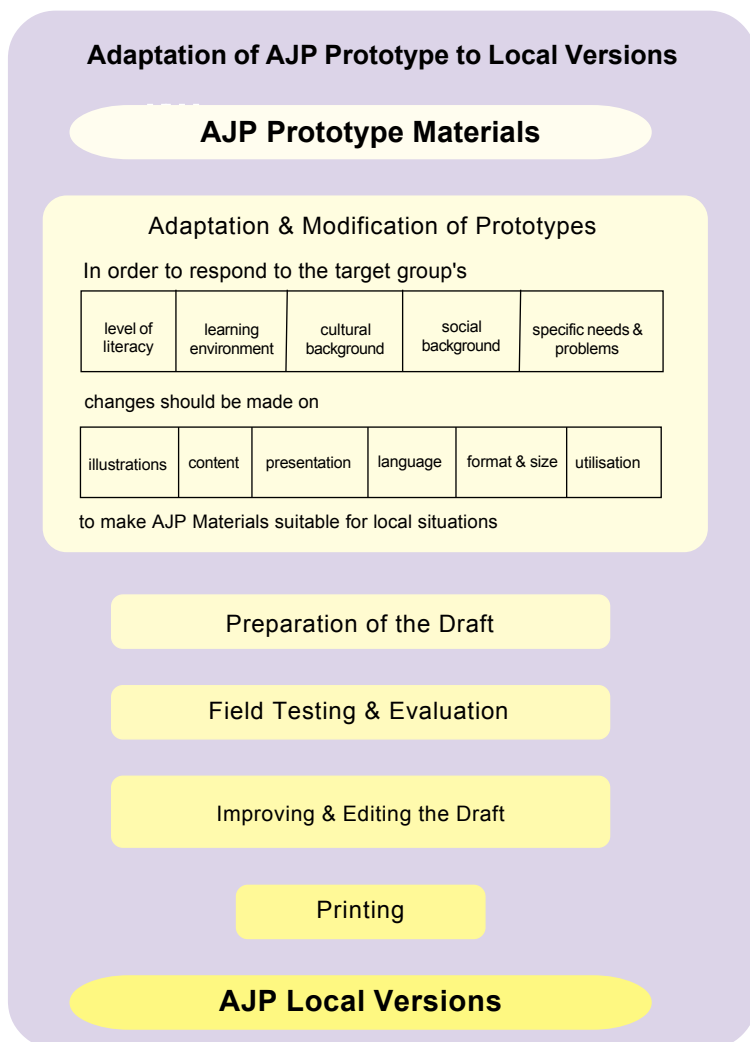
### (a) AJP Prototypes Development [Cooperative Works at Regional Level]

Assessment of learning needs of people who have little or no reading and writing skills is the starting point of the AJP prototype development. New Participatory (NP) Method is used for it with the involvement of literacy teachers and learners at grassroots level. Based on the identified needs of learners, drafting and pre-testing of materials are tried out several times. Final draft is consulted with NFE expert meeting at regional level and with the given comments of contents experts, writers and artists from the participating countries, the idea of the prototypes is realised. Evaluation on prototypes gives feedback to the whole cycle of this development process.



## (b) AJP Local Versions Development [Works in Participating Countries]

Participating countries produce their local versions of AJP prototypes with adaptation. Not only translation, but also modifications of the texts and illustrations are given to the prototypes to suit to the learning needs and local situations of the respective countries.



## 2. Results Achieved

Fifty-seven (57) kinds of *prototype materials* have been developed under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP). (1981-99)

Three hundred and ten (310) titles of *local versions* in 34 languages in 19 countries have been published. (as of Oct. 1999)

CATEGORY	FORMAT					Total
	Booklet	Poster	Game	Audio-visual	Others	
<b>1</b> Health, Sanitation and Nutrition	<ul style="list-style-type: none"> <li>Baby's Food</li> <li>Mari &amp; the Festival - How to get more income from our crafts -</li> <li>Herbal Plants - Keeping Our Traditional Wisdom Alive</li> </ul>	<ul style="list-style-type: none"> <li>Charcoal Water Filter</li> <li>Everyone's Water</li> <li>Let's Make the Home Clean</li> <li>Let's Wipe Out Worms</li> <li>Sanitation</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition (card game)</li> </ul>		<ul style="list-style-type: none"> <li>Pit Latrines for a Clean Village (<i>kamishibai</i>, picture story-telling)</li> <li>A Balanced Diet (<i>rotating piegraph</i>)</li> <li>Mother's Milk is Best for Your Baby (<i>stand</i>)</li> </ul>	<b>12</b>
<b>2</b> Income Generating Programmes (IGP)	<ul style="list-style-type: none"> <li>Bamboo Handicraft</li> <li>Better Crops from Healthy Soil with Compost</li> <li>Get a Better Rice Harvest</li> <li>Grow Mushroom</li> <li>Raising Chickens</li> <li>Simple Marketing Skills</li> <li>How to get more income from our crafts -</li> </ul>	<ul style="list-style-type: none"> <li>Home Gardening</li> <li>Your Coconut Trees, Full of Benefits</li> </ul>		<ul style="list-style-type: none"> <li>Dream of Better Fruits - Path to a brighter future by grafting techniques- (<i>video</i>)</li> <li>Poultry for Additional Income (<i>video</i>)</li> <li>Poultry for Additional Income (<i>slides</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Let's Grow Better Fruit by Grafting (<i>fold-out leaflet</i>)</li> <li>Integrated Farming - Let's Make Maximum Use of Available Resources (<i>poster/game</i>)</li> </ul>	<b>13</b>
<b>3</b> Environment and Science	<ul style="list-style-type: none"> <li>Fish Needs a Lot of Oxygen</li> <li>The Life of Water</li> <li>More Income by Tree Planting</li> <li>Use of Gas from Daily Wastes</li> <li>Caring for Our Town Environment - Reduce, Reuse, Recycle of Garbage -</li> </ul>	<ul style="list-style-type: none"> <li>The River and Us</li> <li>Do You Know Numbers?</li> <li>How to Improve the Well System</li> <li>Let's Safely Use Electricity</li> <li>Tree Planting</li> </ul>	<ul style="list-style-type: none"> <li>Good Use of Water (<i>jigsaw puzzle</i>)</li> <li>Let's Plant Trees (<i>step by step game</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Water in Everyday Life (<i>slides</i>)</li> <li>Water in Everyday Life (<i>video</i>)</li> <li>Are You Really Safe From Chemical Pesticides? (<i>radiovision</i>)</li> </ul>		<b>15</b>
<b>4</b> Women's Empowerment	<ul style="list-style-type: none"> <li>Mina Smiles</li> <li>Why Literacy for Women</li> </ul>	<ul style="list-style-type: none"> <li>We Can Take Action!</li> </ul>	<ul style="list-style-type: none"> <li>Women's Literacy (<i>box puzzle</i>)</li> </ul>		<ul style="list-style-type: none"> <li>A Wise Decision - Giving education to our daughters for a brighter future - (<i>flip chart</i>)</li> </ul>	<b>5</b>
<b>5</b> Social and General	<ul style="list-style-type: none"> <li>Cooperative for Better Life</li> <li>Useful &amp; Simple Knowledge for Everyday Living</li> </ul>	<ul style="list-style-type: none"> <li>Let's Read</li> <li>Let's Think About Our Population</li> <li>Public Pollution Inside Bus</li> </ul>	<ul style="list-style-type: none"> <li>Animal Sugoroku (sugoroku)</li> <li>Around Asia and the Pacific (sugoroku)</li> <li>Building up a Happy Community (sugoroku)</li> <li>Proverb Card Game</li> </ul>	<ul style="list-style-type: none"> <li>Let's Form a Cooperative (<i>cassette drama/ radio programme</i>)</li> <li>Save the Village (<i>puppet</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Let's Repair Our Village Road (<i>endless strip</i>)</li> </ul>	<b>12</b>
<b>Total</b>	<b>18</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>57</b>

### Local Versions produced by each country (titles)

Afghanistan	5	Bangladesh	17
Bhutan	6	Cambodia	10
China	19	India	22
Indonesia	28	Iran	10
Lao PDR	17	Malaysia	11
Maldives	7	Mongolia	4
Myanmar	13	Nepal	24
Pakistan	11	Papua New Guinea	2
Philippines	59	Thailand	17
Viet Nam	28	<b>Total</b>	<b>310</b>

## 3. Regional Summary of Impact on Material Development

**Chhador Wangdi, Head, Non-Formal Education Section, Ministry of Health and Education, Bhutan**

There is no doubt of the positive impact made by ACCU's regional literacy programmes on material development in the region in the last ten years. They brought a lot of improvement to the Member States in material development in terms of process, content, quality and distribution mechanism.

In contrast to the very traditional process of developing literacy materials which were teacher/centrally-oriented, all the Member States have been using a need-based method which necessitates field survey with the learners during the last ten years. Furthermore, the decade has witnessed that every Member State has stressed and developed literacy materials based on the themes most relevant and useful to the learners in their daily life like health/sanitation, agriculture, income generation, environment and population education, unlike the traditional literacy

materials meant only for reading, writing and numeracy skills.

The literacy materials are more learner-friendly, with illustrations and simple language. Major changes have been made in terms of formats of literacy materials where boring unillustrated booklets are replaced or supplemented by illustrated comic books, games, posters and audio-visuais. Many efforts have been asserted through ACCU's regional and sub-regional workshops on material development to improve the distribution mechanism so as to make the materials accessible to the rural and needy population.

While talking on the strength of ACCU's regional literacy programme on material development, all the representatives from 18 Member States overwhelmingly opined that ACCU's contribution towards literacy material development has been enormous and has a lot of potential. The workshops have been very instrumental in orienting the personnel involved in literacy programmes of the Member States specifically in the process of developing and producing learner-friendly and useful teaching and learning materials.

In some of the Member States, for example in Bhutan, the first National Workshop organised jointly by ACCU, UNICEF and NFE Section created an historic impact on the commitment for the NFE programme and strengthened the support from the policy makers. Furthermore, the impressive and useful literacy materials developed from the national workshops gained popularity and helped to win political commitments from the decision makers, as well as the people involved at the grassroots level, for literacy programmes.

In Thailand, ACCU's regional literacy programme has acted as the driving force to maintain the continuity of material production annually; has created the mechanism to respond to the conditions and needs of target population; and has acted as the innovative model for many GOs and NGOs to produce and reproduce relevant literacy materials. In the Philippines, it has helped to develop teamwork among participants and community members; strength and potential of staff and community members were tapped and maximised; and creativity of participants awakened.

In such countries as India, Iran, Lao P.D.R. and Viet Nam, it has helped to revolutionise material development, making it participatory, flexible, innovative, attractive, clear and of high quality in model formats. In Bangladesh, the material

development workshops enabled the increase of literacy materials on functional application of literacy skills in a comprehensive and enhanced system. In Pakistan, the materials developed during the workshops introduced the concept of modern and scientific ways of functional life skills to the learners.

However, it is to be noted that the representatives of 18 Member States also focused on the weakness of the regional programmes of ACCU pertaining to material development. Some of the common weakness presented by the Member States could be summarised as follows:

1. materials published are not printed in sufficient quantity for distribution to the needy target population;
2. dissemination and use of the materials are not monitored;
3. not all materials produced under the AJP are suited to local needs.
4. literacy materials sometimes tend to provide simplistic solutions to complex problems;
5. in countries with mass target population, coloured and attractive materials are too expensive and less cost-effective for reproduction;
6. production is always limited by ACCU's contribution of seed money and no additional fund is made available from other sources.

Having presented the strengths and weaknesses, some recommendations were given to help the regional programmes to accommodate further strengthening. It is needless to say that there is a lot of potential in ACCU's regional literacy programme in terms of material development and, nevertheless the Member States should strive to address some of the following burning issues:

- a) the programme should concentrate more on the process of training of personnel in production of materials rather than actual production;
- b) the programme should carry out action research in the Member States on the effectiveness of using one particular material in one specific area;
- c) the programme should review the existing supplementary materials before introducing any new supplementary materials for neo-literates;
- d) the programme should consider study tour exchange programmes among member countries to observe and experience literacy programmes in real situations;
- e) the programme should initiate an effort to find ways and means to involve spiritual leaders and high officials in the use of materials and influence to the community at large.

## 4. Case Studies

### IRAN: Learning Materials Reaching Villagers

**Bahadur Karimi, Education Deputy, Literacy Movement Organisation, Islamic Republic of Iran**

“My name is Fetemeh Alizadeh. I am a farmer living in one of the Azerbaijan villages in Iran. I used to be illiterate. But I learned in literacy classes up to second level. Now, I am literate. One day, an instructor came to my house and said, ‘The enjoyment of reading and writing are achieved by continuous practicing’.



Iranian version of “Raising Chickens for Additional Income”

She recommended me to enroll in literacy follow-up groups to study useful books in group discussion style under the guidance of instructors. Among such books, there was a useful book named *Raising Chickens for Additional Income*. We were raising chickens in the traditional way. But by reading this book we learned how to raise hens and cocks together, how to build a cage and keep it neat. We learned to benefit from veterinarian knowledge and feed

chickens in a better way.”

“This book, after coming to our village and being distributed among the women, caused a change in the method of raising chickens. Women villagers now raise more chickens and help the family economy by selling hens and eggs.”

#### Material Development

The above is one of the speeches made by neo-literates who have studied the literacy functional books. *Raising Chickens for Additional Income* is one of the AJP prototypes. For the learners at village level, priorities are determined with the participation of governmental organisations every several years. Once candidate AJP prototypes are selected, necessary adaptations are given to produce Iranian versions. By organising material development workshops, materials are prepared based on the comments of local authorities, instructors and learners. Then a selected material is taught to limited learners for pre-testing on a tentative basis. After evaluation and solving deficiencies, it will be produced in mass for widespread circulation.

As regards the adaptation of AJP prototypes, there are two important points: Firstly,

the materials should be produced by considering local and regional situations and by integrating comments of authorities, teachers/instructors and learners. In this way, the produced materials would surely become needs-based and functional. Secondly, in this phase, respective governmental organisations should participate in bearing production and printing cost. Relevant governmental organizations include departments and centres dealing with agriculture, animal husbandry, health and sanitation, environment, village development and culture.

#### Distribution, Utilisation and Evaluation

Literacy Movement Organisation (LMO) has its bureaus in all towns and provinces. More than 50,000 instructors are working in full and part-time. Meanwhile, in some rural areas, excellent learners have been chosen as group headmasters. Through this widespread network, materials are distributed among literacy and follow-up groups of different levels, and taught based on special schedules. One of the material distribution channels is the corresponding service project, which provides materials to the learners’ representative in a non-attendance method through post offices. Beside the above-mentioned channels, all the public rural and urban libraries have special book-cases for neo-literates. These materials have been utilised with the help and guidance of librarians. This work has been carried out with the participation of the Islamic Guidance and Culture Ministry.

LMO has produced more than 150 books and other materials on various subjects with participation of other governmental organisations. Most of these materials have been printed more than 10 times.

The average number of learners in one class or one follow-up group is about 15. They are being classified in four levels of literacy follow-up groups and corresponding education. Evaluation is being carried out by instructors and their group headmasters.

By the use of functional literacy education, great development has been achieved in the quality of neo-literates’ life. They actively participate in political, social and economical activities. They feel effective and try to solve individual and social problems. Day after day, the quality of their life is improving.



AJP local version at a literacy follow-up class

## CHINA: PLANET at Primary Schools

**Dr. Zhang Tiedao, Director, Gansu Institute for Educational Research, China**

**P**LANET 1 is a typical and effective multi-media learning material developed by ACCU, which is geared to rural neo-literate adults as well as children in Asia and the Pacific. The package includes a poster, an 12-page picture book and an animation video.

Gansu Institute for Educational Research (GIER) was entrusted to adapt PLANET 1 to the rural context of China. With our understanding of the local situation and needs, the necessary modifications and adaptations were made to the language and content. For example, the formal title of the poster, *Think and Act for Our Planet of Water* was changed to *Love Our Village and Protect Water*. In the video, the characters, except for Mina, were renamed according to different age, sex and personality; e.g., Shuishen was substituted for Jai, Li-Na for Leela and Aunt Wu for Nora together with local expressions more familiar to local villagers.

The Chinese version was then tried out in Tianzhu Tibetan Autonomous County and Jinyuan County. In the Central Primary School of Anyuan Township, Tianzhu Tibetan Autonomous County, the pupils were first divided into small



Chinese version of PLANET 1 with primary school children

groups for self-learning, and then to discuss informally what they knew about water, where and how water is used in their daily life. Then the GIER instructor encouraged them to find out the causes and effects of water pollution, and different consequences on the quality of life of the people living on the riverbanks. After watching the video *Mina's Village and River*,

### What is PLANET?

PLANET (Package Learning Materials on Environment) is a multi-media package designed for neo-literates and school children to make them aware of urgent environmental issues such as water, air pollution and deforestation. The package contains a poster, an animation video and a booklet. PLANET 1 featuring "water pollution" stimulates learners to think about importance of water for all living creature on the earth. The participating countries are encouraged to produce their own local versions for dissemination, and 22 local versions have so far been produced. PLANET 2, which is now under production, features "forest conservation".



the pupils became very excited and put forward positive opinions on protecting their water environment. One of the pupils said "I have learned a lot from this lesson. Healthy water is very important to our life. I will tell Mina's story to my parents and friends".

About 30 local teachers observed the class. They were also invited to discuss the lesson. Feedback was thus collected.

In Luojiawan Primary School, Jinyuan County, the pupils were organised to go around the neighbourhood and try to identify different forms of water (rain, dew, fog, ice, liquid, vapour, etc.), then try to look for the sources of water. The teacher took pupils to the bank of the Yellow River, wells, and fountains to observe the water conditions and discuss how they depend on everyone's contribution. The material was also introduced to village learning centres and literacy classes, and the learners all declared that they should cherish their water sources and give up their bad habits regarding water use in daily life.

With ACCU's support, the Chinese version of PLANET1 has been distributed to 100 institutions throughout China and it is being found effective not only for environment education but also, more significantly, for multi-media material development.



# Impact on Personnel Training

For quality literacy programmes, qualified personnel are indispensable at every stage from planning to evaluation. ACCU has been providing training opportunities for literacy personnel, especially in the field of material development and computer use in literacy programmes, in workshops at different levels:

- (1) **Regional Workshops** on Preparation of Literacy Follow-up Materials in Asia and the Pacific
- (2) **Sub-Regional Workshops** on the Development of Basic Literacy Learning Materials
- (3) **National Workshops** on the relevant topics requested by the Member States
- (4) **Capacity Building Workshops** for Literacy Resource Centres

To disseminate more widely experience and technical input gained by the participants in the workshops, ACCU always encourages the participating organisations to hold follow-up workshops inviting more people involved in literacy and NFE in their own countries.

## 1. Regional Cooperative Mechanism

Innovations and success in literacy at regional level are shuffled among the resource persons, participants, and even village people in the lectures, hands-on sessions and field activities during the workshop.

### (a) Workshop Procedure



1) Resource person's input



2) Need assessment in a village



(3) Analysing learning needs by New Participatory (NP) method



4) Hands-on session using computers



5) Materials development



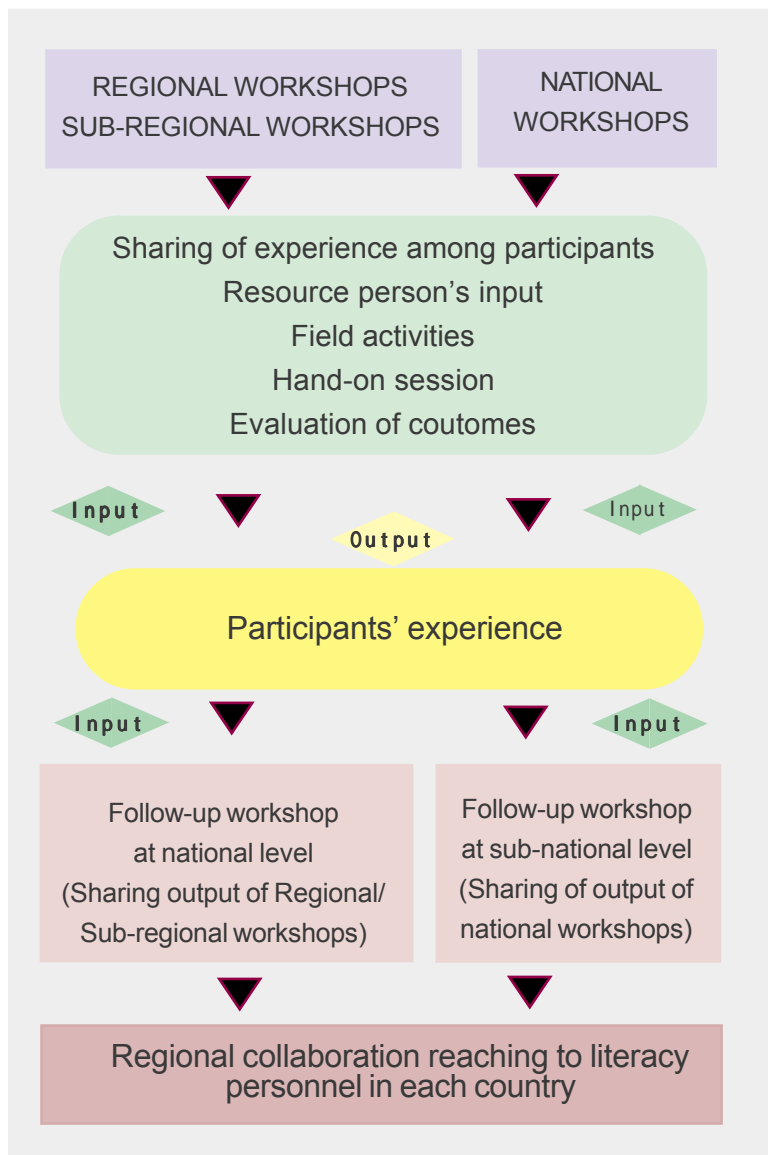
6) Evaluation of outcomes with villagers



**AJP material "Integrated Farming" developed in 1999 based on the draft**

**Poster developed at the 16th Regional Workshop**

**(b) Expertise delivery through workshops at different levels**



**2. Results Achieved**

ACCU has so far organised 16 regional workshops, 5 sub-regional workshops, 11 national workshops (sending a team of experts), and 3 capacity building workshops for Literacy Resources Centres (LRCs). Nearly 1,000 key persons in Non-Formal Education sectors have been trained in the field of material development, literacy teacher training, establishment of literacy centres, EMIS and GIS. The participants who have finished workshops are playing leading roles in promoting literacy in each country.

**Number of Participants in ACCU Workshops**

	16 Regional Workshops (1983-98)	5 Sub-regional Workshops (1992-98)	11 National Workshops (1986-98)	3 Capacity Building Course for LRCs (1996-99)	Total
Afghanistan	1	5			6
Bangladesh	36	9		10	55
Bhutan	11	5	32		48
Cambodia	7			4	11
China	27	4	34	2	67
India	44	12		18	74
Indonesia	45	4	30		79
Iran	14	4			18
Lao P.D.R.	17	4	32		53
Malaysia	43	4	28		75
Maldives	14	0			14
Mongolia	10	3	32		45
Myanmar	3	1	26		30
Nepal	32	13	36	9	90
Pakistan	17	6	33	7	63
Papua New Guinea	21	5		4	30
Philippines	26	10	32	7	75
Thailand	55	9		8	72
Viet Nam	29	4	25	6	64
<b>Total</b>	<b>452</b>	<b>102</b>	<b>340</b>	<b>75</b>	<b>969</b>

**Themes so far dealt with**

- Material Development
  - Basic literacy materials
  - Literacy follow-up materials
  - Continuing education materials
- Teaching method
- EMIS(Educational Management Information System)
- GIS (Geographical Information System)
- DTP (Desk Top Publishing)
- CLC establishment & management



### 3. Regional Summary of Impact on Personnel Training

**Shashi Shekhar Sharma, Deputy Secretary, Continuing Education, National Literacy Mission, India**

Adult Literacy and Non-Formal Education are two facets of educational strategy that need specialised skills for effective delivery. Many countries of the Asia-Pacific region have found themselves handicapped because of lack of trained and committed man power. Personnel training activities are also necessary to create a sense of commitment and lead to greater advocacy for literacy.

ACCU provides a forum, in the Asia-Pacific region for personnel training across countries both at the macro and the micro level. At the macro level ACCU has successfully built sustainable policy and pedagogic packages for grassroots implementation. Over the years it has provided a forum for countries of the region to come together and work in an atmosphere of amity where strategies of literacy and NFE have been evolved with a regional perspective that is replicable at local level as well.

At the micro level through the Regional Workshops on Preparation of Literacy Materials and Sub-Regional Workshops on the Development of Basic Literacy Learning Materials, specific learner-targeted materials, teacher's guide and supplementary materials have been produced. International team of experts is regularly sent to various countries to assist the local planners in training literacy personnel for literacy and non-formal education.

When we analyse the impact made by ACCU on literacy promotion in the region, we do it on two planes. Firstly the role of ACCU can be seen as a facilitator of the process or the event of literacy in the region. Effectiveness of any programme depends to a large measure on the demand that it creates and its acceptability among the people. This would also require advocacy of literacy among various levels of Government and the civil society. ACCU has effectively influenced the process of literacy through its various activities.

The second aspect of the impact can be seen in terms of actual micro-level quantifiable interventions and its results. This can be assessed in terms of material production, personnel training, networking, emphasis on female literacy and maintenance of literacy database. The results in these areas have also been very encouraging. The impact of these interventions go much beyond the actual number of people trained or prototype material developed; these interventions have a cascading effect and they grow as further dissemination down the line takes place. It is indeed a happy coincidence that the overall growth in literacy in the Asia-Pacific region in the 90's also coincides with the increased activities of ACCU in the field.

#### **Regional Workshops**

16 Regional Workshops have been organised by ACCU between 1983 and 1998 on an yearly basis for specialists in literacy materials development. 19 countries and 452 participants have actively participated in these workshops. These workshops aim at training people who are involved in development and preparations. Both printed and audio-visual material development is discussed and relevant skills are imparted.

#### **Sub-Regional Workshops**

Between 1992 to 1998, 5 Sub-Regional Workshops were organised by ACCU in 5 different countries of the Asian region. 102 members from 17 countries participated in these workshops. They were geared towards training local personnel for developing effective basic literacy learning materials including basic literacy primer, teacher's guide and supplementary learning material in the participating countries.

#### **National Workshops**

Between 1985 and 1998 ACCU has organised 11 National Workshops in 11 countries of the Asia. A total number of 340 participants took part in these workshops. These workshops have been organised in active collaboration with the concerned Central or Provincial Governments and the participants are drawn from the Government Sector, academics and the non-governmental sector. These National Workshops are intended to sensitise planners and workers about the problems and strategies for literacy. It is an occasion for sensitisation, advocacy and training and it can be surely assumed that the

participants further disseminates the ideas in their respective organisations.

### **Capacity Building Workshops of Literacy Resource Centres (LRCs)**

Starting in 1994 ACCU has been assisting NGOs in the region in establishing LRCs to promote literacy of girls and women. Till date 12 LRCs have been established, and serve as a bridge between the Government and the non-governmental sectors and among various NGOs. Innovative practices and ideas flow from these centres and it provides great institutional support to literacy personnel working in the area of female literacy. 3 workshops have been organised between 1996 and 1999 in which training was given to 75 participants from 10 organisations in computers, homepage development, desk top printing, EMIS and GIS.

### **Innovative Strategies**

ACCU has continuously striven towards integrating modern tools of teaching-learning and management into their programme inputs. Fast paced development is taking place in the field of training, data-management, information systems and techniques of teaching-learning. In its own humble way ACCU has constantly tried to innovate and promote the use of the new technologies among literacy planners, NGOs and educator of the region. This has led to the use of modern techniques at the grassroot level in a locally relevant format.

#### **(a) Desk Top Publishing (DTP)**

LRCs are being trained in computer-aided DTP. This, on one hand, enables trainers to acquire proficiency in computer and on the other enable them to design, format and print teaching-learning materials in a localised situation. Use of DTP has facilitated smaller organisation in providing training and producing materials on a large scale.

#### **(b) Educational Management Information System (EMIS) and Geographical Information System (GIS)**

Use of computers and information technology is undeniably an effective tool for access and dissemination of information on a large scale. These new methods help literacy activities to reach the hitherto unreached sections of society Computer and IT aided EMIS and GIS are intended to provide information and skills to manage that information. The special focus is to

provide these new technologies to women through the LRCs. The responses have been very encouraging and further innovative uses of information technology are expected.

### **Impact at the Local Level**

#### **(a) Follow-up Activities**

Various follow-up training programmes and workshops have been held in many countries. Nearly 2500 literacy personnel have been directly trained by these follow-up workshops in 12 countries. Out of these, the largest numbers were trained in Mongolia, Indonesia, Philippines and Malaysia.

#### **(b) Personnel Training**

Many countries have reported to have used the ACCU workshops and training modules to further train their own literacy personnel. Pakistan, Thailand, Myanmar, Bhutan and Philippines have reported that the ACCU workshops have been of great help for them in organising training for their own people. Vietnam has trained about 900 literacy facilitators/teachers. Bhutan trained 150 NFE teachers. China trained 150 personnel at national level workshops. Myanmar trained a nucleus of about 250 trainers who in turn were used to train about 750 workers at township level.

### **To Sum up..**

The efforts of ACCU have been made in the perspective of EFA-2000 intended to achieve well-defined goals through a cooperative capacity building of people. On one hand it has resulted in the training and capacity building of instructors/teachers and on the other created awareness and a change in attitude of administrators and educators.

The collaboration has helped in enhancing greater partnership between Government and NGOs and provided opportunities to learn from the experiences of other countries in the region. The workshops have also helped develop new methodology and techniques in the field of literacy and helped improve the skills in terms of planning, monitoring, evaluation and curricular development.



## 4. Case Studies

### MYANMAR: From Thought to Action - CLC at a village

**U Myint Han, Chairman, Myanmar Education Research Bureau, Myanmar**

“We, the rural poor, need to establish a Community Learning Centre (CLC) for our better, richer and fuller lives.” U Khin Hlaing stopped his presentation and observed the audience. He was one of the participants of the National Workshop on Development of Strategies for Promoting Continuing Education through Community Learning Centres in Myanmar, organised by Myanmar Education Research Bureau (MERB) and ACCU in Yangon on 23 February - 4 March 1998. He learnt a lot from the Workshop for his village development. He continued, “Development means not only economic growth but also social progress. So, we must try to establish a CLC at our Pan-Aye-Yar in Nyaungdon.” After his speech, there was a serious discussion about CLC evolving thoughts for village development.

U Than Tun, a village elder, discussed about the what, why, how, where and when of CLC. He then explained the New Participatory (NP) method learnt from the National Workshop in Yangon. He distributed pieces of paper to the participants of the Township Level Training Workshop for CLC, conducted at Nyaungdon on 12-13 May 1999. Three groups of the participants went from door to door in the village. Then each group discussed their findings, wrote down needs and problems they have found, and suggested possible solutions for the village and CLC. The field data was analysed by NP method in which all the group members were to share their findings to identify the crucial problems. A common finding of needs was ‘income-generating activities’. ‘Health care’, ‘sanitation’ and ‘religious activities’ were also included. Thus, the township level training workshop was conducted by expanding the knowledge and forming skills for CLC establishment.

“All villagers are invited to attend the meeting for the establishment of CLC in our village...” The announcement was made through the loud-speaker that is the easiest and most effective way of communication in Myanmar villages. The villagers gathered at the Damayone, a village hall. The meeting started with some presentations followed by discussions by the villagers. Some villagers wanted to construct a separate CLC building. Some disagreed. They wanted to construct a village shop.

After a heated discussion they decided to establish a Pan-Aye-Yar village shop and use the Damayone (village hall) as a village CLC, where they could meet, discuss and decide village affairs. Various committees for CLC were formed. Actually the thoughts gained from the workshops had gradually changed to actions.

“Effective use of expertise (know-how) gained during the workshop is essential.” At the initiative of U Than Tun, villagers decorated the Damayone with posters, pamphlets and booklets on its walls, corners and its Buddha praying room. They got video tapes such as *Mina smiles, Mina's Village and River* and other income generating programmes gained from MERB that is the focal institution for NFE, and organised a video showing for villagers, discussing with them and putting the “for them, with them, by them” concept into practice.

The villagers showed their interest in village development through this CLC. The life history of Buddha in the form of booklets and video could attract the elder people to come to the Damayone that had gradually been transformed into the village CLC. The younger ones who accompanied their relatives were now familiar with CLC functions. The organisers realised the importance of the working task force for CLC’s effectiveness and sustainability.

After so many frequent meetings and the relevant training in the CLC, the villagers could finally produce plastic dusters, fried banana chips packages and other village products. The village CLC decided to build a village shop to sell them beside the Yangon-Patthein highway road.

The highway buses stopped at Pan-Aye-Yar and the passengers bought the village products that looked totally different in packaging from the ones of other villages. As a result, Pan-Aye-Yar village CLC could make its villagers richer, healthier and happier by applying “for them, with them, by them” concept.



People discussing on market at Pan-Aye-Yar village

## BANGLADESH: Networking between Government and NGOs

**Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, Bangladesh**

One of the major objectives of Bangladesh Literacy Resource Centre (BLRC) is the promotion and development of linkages and networking between governmental and non-governmental organisations working in the field of literacy and non-formal education in Bangladesh. To attain this objective a number of innovative initiatives have been undertaken.

### Workshops & Training

Every year a good number of national and international workshops are organised, in which use of advanced technology including multi-projector is a common practice. Experts and resource persons working in concerned government departments and different NGOs are intimately involved in the planning, conduct and evaluation of these workshops. The government departments and NGOs are showing increased interest in holding their workshops in the premises of the Dhaka Ahsania Mission (DAM) wherefrom the BLRC resources could be utilised easily. Such workshops also play a vital role in networking. DAM also offers training to 15 to 20 thousand literacy personnel every year in which resources of BLRC are utilised generously. Some of these courses are specially organised for capacity building of different categories of literacy personnel including material developers working in the GOs and NGOs. BLRC collects and maintains information in respect of training facilities available with different GOs and NGOs and provides a forum for knowing each other's training programmes and capabilities.

### Use of advanced technology

As in other areas, use of advanced technology is a must for the success of any undertaking in the field of information and information sharing and also in establishment of networks. BLRC, therefore, has given special attention to this aspect and is continuously trying to equip itself with the latest gadgets of information technology that would facilitate its networking activities. It has installed necessary computers with accessories, developed homepage and EMIS. Its database is linked up with the Asia-Pacific Literacy Data Base. Use of information technology has put BLRC in a unique position and the GOs and NGOs are found to rely on the BLRC for information services on literacy and NFE, and thus a strong network has evolved among the service users.

### Materials Development

BLRC also organises training workshop on material development based on the expertise gained through LRC regional network and our own experience. Since the establishment of BLRC in 1995, as many as 97 materials have been developed and produced, of which production of 10 materials was financed by ACCU. Many of these materials, which include innovative and colourful books and booklets, posters, stickers, charts, educational games, etc. were developed and prepared for printing using DTP. The materials are being used widely both in the GO and NGO programmes all over the country. Some of these materials have been awarded national and international prizes. BLRC has recently produced a primer for 'Each One Teach One' programme. In the development, field testing and review of the primer both government and non-government organisations were involved.

### Community Learning Centres

DAM has established about 1027 community learning centres which are organised as continuing education centres for the neo-literate population specially for girls and women. Commonly known as *Ganokendra*, these centres work as village community centres with library, information support services and facility for sports and socio-cultural activities. These centres are linked with the BLRC very closely which provides different support services including facilities for audio visual shows on different development aspects with special emphasis on girls and women.

### Documentation & Library Service

BLRC has built-up a stock of about 3240 publications and documents on literacy and non-formal education produced and used by different government organizations and NGOs both from home and abroad. The Centre is regularly visited by different categories of personnel working in the field of literacy both from GO and NGO sectors. They get an opportunity to look at and consult different literacy materials and documents which help them in their work.

### Conclusion

BLRC is still in its infancy, but yet with different innovative programmes and by use of advanced technology it has succeeded considerably in attracting the GOs and NGOs in a partnership in creating a live network where the innovations and technological inputs were the great catalysts. It is gratifying to note that BLRC is now trying to keep up with a network of LRCs at regional level and in this effort the continuous cooperation and support of ACCU has been a great strength.



*Training workshop at BLRC*



# Impact on Network Building

Network only works if it is having good partners and appropriate means. Frequent interaction among the partners is a key to make network alive. In addition to common ways of communication such as meetings, workshops, exchange of information and materials, ACCU has worked with outstanding literacy organisations to establish the Literacy Resource Centres.

## 1. Literacy Resource Centre for Girls and Women (LRC)

LRC is a nodal point of technical resources which have been accumulated by regional co-operation for promoting literacy. Through LRC's activities in material development, personnel training, information collection and dissemination, and etc., the achievement of regional co-operation is shared by NGOs, government agencies and all those involved in literacy in each country. As of October 1999, there are 12 LRCs in the region.



**DAM**

Dhaka Ahsania Mission  
Dhaka, **Bangladesh**



**SDM**

Studio Driya Media  
Bandung, **Indonesia**



**NDFCAI-WED**

Notre Dame Foundation  
for Charitable Activities  
Inc., Women in Enterprise  
Development,  
Cotabato City, **Philippines**



**CWDA**

Cambodian Women's  
Development Agency  
Phnom Penh, **Cambodia**



**NFEDC**

Non-Formal Education  
Development Centre  
Vientiane, **Lao PDR**



**PNG Trust**

Papua New Guinea  
Integral Human  
Development Trust  
Port Moresby,  
**Papua New Guinea**



**RTCLE**

Research and Training  
Centre for Literacy  
Education  
Chongqing, **China**



**NRC-NFE**

National Resource  
Center for Non-Formal  
Education  
Lalitpur, **Nepal**



**HADF**

Hill Area Development  
Foundation  
Chiang Rai, **Thailand**



**RAEA**

Rajasthan Adult  
Education  
Association (RAEA)  
Jaipur, **India**



**PGGA**

Pakistan Girl Guides  
Association,  
Punjab Branch  
Lahore, **Pakistan**



**NOCEAD**

National Organization for  
Community Education,  
Continuing Education and  
Development  
Hanoi, **Viet Nam**



## 2.Asia-Pacific Literacy Data Base

To provide up-to-date relevant data on literacy with network partners and all those involved in literacy and NFE, the Data Base offers 12 sites at present.

### What is it?

- The **FIRST comprehensive** data base covering literacy situations and activities of 20 countries in Asia and the Pacific.
- Contains literacy information at: a) Asia-Pacific regional level; b) country level; c) state/provincial level; d) community/grassroots level for better understanding of literacy situations or of disparities that exist within the region or individual countries .
- An **open and interactive** site for everyone to share and exchange information and ideas on innovative literacy materials, strategies and/or other useful resources.

### Why?

- To assist those people involved in planning, designing and monitoring innovative literacy programmes with useful and reliable information;
- To further consolidate the network among those working for literacy and NFE for better co-ordination and co-operation with each other;
- To increase awareness and understanding of the general public regarding literacy and NFE.

... thereby contributing to realisation of “Education for All” in Asia and the Pacific region.

### How was it developed?

Started in 1996, it was developed through the **joint efforts** of ACCU, UNESCO and the Member States.

### How does it help?

- To provides **up-to-date key information** for better understanding of literacy situations at a glance;
- To enables the users of this site to comparatively analyse the data for better

## Asia-Pacific Literacy Data Base



**URL:** <http://www.accu.or.jp/litdbase>

planning and management of resources;

- To assists users to formulate policy recommendations for effective implementation of programmes; and
- to informs the general public about the reality of literacy situations in Asia and the Pacific region.

### Features

Uses simple, direct and **user-friendly** approach for easy access to required information, with attractive presentations to illustrate literacy scenes (e.g. colour-coded maps, different types of graphs, and other visual devices – not just statistical figures). It also comes with readily available, downloadable excel data sheets for immediate use.

### Where is it?

The Data Base is accessible through any computer that is linked to **Internet** (<http://www.accu.or.jp/litdbase>), and it is also available in **CD-ROM**.





### 3. Regional Summary of Impact on Network Building

**Rosario J. de Guzman, Director IV, Bureau of Nonformal Education, Department of Education, Culture and Sports, Philippines**

The implementation of literacy programmes has gone beyond the confines of the education sector of the government and has become a shared responsibility with other government agencies and non-government organisations. In spite of the orchestration of these efforts, the illiteracy rate in most Member States is still high. In view of this, networking for literacy programmes has expanded in scope and nature and has taken a different form in many Asia-Pacific countries, especially in making available and sharing of resources and facilities. A real process and mechanism of collaboration among government and nongovernment organisations, socio-civic organisations has been established. Particularly, NGOs have proven to be a potent factor and a strong force in the campaign to minimise illiteracy.

In order to support these efforts of the Member States, ACCU launched a programme to assist NGOs by developing **Literacy Resource Centres for Girls and Women (LRCs)**, the objective of which is to work with outstanding literacy organisations in the Asia-Pacific region in implementing innovative literacy programmes for girls and women. To date, twelve such LRCs have been established and they have been provided with Capacity Building Workshops, particularly on using computer for literacy and continuing education programmes, Educational Management Information System on literacy, its usage and the development of literacy materials. The development of the **Asia-Pacific Literacy Data Base** gives an added dimension to the network in terms of information sharing with a bibliography of more than 520 supplementary literacy materials through the Internet and with the use of CD-ROMs. It has encouraged many agencies to start a material database following the ACCU Literacy Data Base model.

#### **Means of ACCU and Regional Cooperative Efforts**

ACCU has linked with twenty Government Nonformal Education Departments or Bureaus in the twenty Member States which are primarily responsible for formulating policies, setting standards for nonformal education for implementation by the offices in the different levels in these countries and for monitoring



and evaluating these nonformal education programmes.

ACCU has constructed twelve Learning Resource Centres which have, for its mandate, to work with outstanding literacy organisations, implementing innovative literacy programmes for girls and women. It aims to strengthen the network and individual capacities of these LRCs and to play an active role in promoting “Education for All” in the respective countries and in the region.

UNESCO and UN agencies are partners of ACCU in literacy work particularly in prototype learning materials of AJP and PLANET materials, and the adaptation of the content of these materials to the local requirements, and dissemination. UNESCO programmes for the past years emphasised “reaching the unreached” and it is assured that EFA will remain the most important priority endeavour in the Region.

#### **Means for Creating and Strengthening the Network**

Every year, in July, ACCU Planning Meeting is held attended by the representatives of the Member States to review its past regional activities, discuss the nonformal education programmes and accomplishments of the different Member States, to make plans and design new projects for the coming year and recommend future action.

Regional Workshops are conducted to develop literacy and continuing education materials and plan effective strategies in developing materials at the grass-roots level which are replicated in the Member States upon the return of the country representatives.

Asia-Pacific Literacy Data Base was started in 1996 as a joint programme of ACCU and UNESCO, and is envisaged as a means of providing information to educational planners, implementors and practitioners in the region. It includes the web link entitled “Literacy Web” which details information about various governmental, non-governmental and international organisations.

ACCU is also committed to materials and information exchange apart from technical assistance, financial contribution, expanding and strengthening networking, but also materials, information and resource person exchange.

### **Strengths and Weaknesses of ACCU Programmes for Network Building**

The Asian and Pacific countries have utilised different strategies and activities in network building owing to the different structure of government and its agencies, resources available and socio-political milieu. The ACCU programmes for network building have created and strengthened networking at various levels in the region. The Member States have identified the strengths and weaknesses of these programmes of ACCU on network building as follows:

#### **Strengths**

The reports of the Member States show that ACCU has generally made possible the establishment of good relationships and networking and expansion of collaboration among the Member States in their respective countries, at organisational, national and regional levels. It established networks through ACCU workshops, literacy data base, Literacy Resource Centres, planning meetings which enable the Member States to share their experiences, expertise and data and other relevant information on literacy programmes through the network and during the annual Planning Meetings.

ACCU has strengthened the government and non-government organisations through the Literacy Resource Centre and has coordinated the joint efforts of government and non-government sectors by enhancing the resource sharing

scheme. It provided easy access to a great amount of essential and relevant information through the data base. ACCU makes the concept of “Education for All and All for Education” possible.

#### **Weaknesses**

While ACCU has provided financial support for material development, and personnel training programmes, this is insufficient to meet the needs of the Member States particularly in the conduct of national surveys on literacy and continuing education at all levels, the provision and distribution of learning materials on literacy and continuing education programmes which hinder the network expansion.

The introduction of the ACCU’s Literacy Data Base necessitates the conducting of training for national personnel for data base and network building which has not been conducted in some Member States. The use of the Internet, though laudable, is not common in some countries which suffer from lack of communication technology and facilities.

In one or two countries, they find the monitoring and evaluation ineffective and provision of literacy data incomplete. They aver that international networking is still weak and that interactions/mutual learning and collaboration with ACCU and other Community Learning Centres (CLC) networks have not been fully utilised.

#### **Suggestions**

ACCU should focus more on social mobilisation and advocacy and provide more publicity on nonformal education and provide brochures on literacy and continuing education for distribution to all government and nongovernment organisations. It should develop tools or handbooks specifically for awareness-raising on education for different education networks. The network should also link the different NFE offices.

Member States must ensure the effective and efficient enhancement and expansion of partnership and network building, establish and maintain a functional linkage among the Member States under the aegis of ACCU to help achieve Education for All.





## 4. Case Studies

### PHILIPPINES: Mindanao Literacy Network - Where There's a Will

**Myrna Lim, Executive Director, Notre Dame Foundation for Charitable Activities, Inc., Women in Enterprise Development, Philippines**

Since its establishment in 1984, The Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development (NDFCAI-WED) has aimed to improve the socio-economic status of poor and illiterate women and out-of-school youth through basic education/functional literacy and continuing education programme activities, develop entrepreneurship, increase the productivity, income and business abilities of women to enable them to be empowered economically productive and responsible members of their families, their communities and the society in general.

#### Forging Partnership Towards Education for All

NDFCAI-WED, in partnership with UNESCO-World Bank, spearheaded the development of the Mindanao NGO Literacy Network. The Foundation played an instrumental role not only in the implementation of network activities and projects but also in building bridges to follow up activities. Thus, the Foundation sees the strategic role of networks in rapidly expanding and reaching a larger spread of individuals provided with quality literacy programmes throughout Mindanao and in the Philippines. Most importantly, the formation of the Mindanao Network in collaboration with other existing literacy initiatives helps create a positive and supportive environment for influencing

the policy sphere in Muslim Mindanao. NDFCAI-WED expanded its services, not only to serve the learners of its communities but to work towards assisting, facilitating the institutional development and growth of Mindanao NGOs engaged in humanitarian activities. Generally, these NGOs in the past were into diverse development projects but had never undertaken literacy and adult educa-

tion as a concern. Through the UNESCO and ACCU projects, NDFCAI-WED pushed for advocating and exposing other NGOs to the rudiments and procedures of integrating literacy in all project activities. NDFCAI-WED networked both NGOs, the civil societies and more particularly the government. Today there are 19 partner NGOs who are trained institutionally capable and prepared to implement literacy projects. These 19 NGOs are located all over Mindanao and are implementing projects at high risk. Through the Mindanao NGO Network, Asian Development Bank project is being implemented in 11 provinces of Mindanao, targeting 36,000 learners. The learning materials under the ACCU project are being used by the network in all its activities. The network supports the goals of the government on literacy and education.

#### First Mindanao Summit

In Mindanao, education is seen as a critical and urgent need of women. Studies have shown the strong correlation between female education levels and increased economic productivity, improvement of health, delayed age in marriage, lower fertility, increased political participation and more active community involvement.

It is in this context the 1<sup>st</sup> Mindanao Summit on Literacy was organized with the theme, “Reaching the Unreached through Literacy, Education and Training” in February 1998 at Davao City. The 3-day summit convened 134 various government units, line agencies, private institutions as well as NGOs strategically located all over Mindanao. The Summit Resolution as approved invoked all sectors, both the government and civil societies to work collaboratively towards the achievement of a literate Mindanao.

#### Expanding Visions through Networking

The Mindanao Summit emphasised the need to focus on non-formal education, to promote literacy which has proven to be an effective stepping stone into building more confident self-reliant learners and elevating them into higher planes of productivity, better health, community participation and civic consciousness. Through networking, we are able to provide literacy education and training by reaching out to the poor, most isolated and hard-to-reach communities.

ACCU sought to advocate, raise awareness and build consensus on the problems of illiteracy in the Asia-Pacific region. The ACCU LRC network is serving as a common venue for the LRCs in the region to discuss vital issues on literacy, identify problems, discuss solutions and share information and experiences that worked in each country. The ACCU LRC network formalised common threads to forge partnerships towards a stronger literacy agenda in the region.



*Literacy class of WED*

## NEPAL: Literacy Watch - a pioneer attempt of LRC Nepal

**T.M.Sakya, President, National Resource Centre for Non-formal Education, Nepal**

A few conscious people mostly working in NGOs and the University decided to set up a Literacy Watch Committee of Nepal to draw the attention of the legislators, policy makers, administrators in the government and experts and advisers in the multilateral and bi-lateral donor agencies to the severe problem of illiteracy among rural people, urban poor, women, minorities, etc., and its impact on their horrible life conditions. The Literacy Watch Committee also is making a strong plea to the Government and the donors to give urgent attention to literacy programmes which empower the poor and marginalised people to think and take action to break the



*International Literacy Year Celebration 1998*

vicious circle of their poverty by getting organised into groups. The inspiration to set up the Literacy Watch Committee was provided by the International Conference of NGOs organised by the National Federation of UNESCO Association in Japan (NFUAJ) in Tokyo in 1995. In order to advocate for the cause of literacy, the Literacy Watch Committee holds mass meetings, demonstrations, exhibitions, etc. on the occasions of important national and international events. In 1998 September 8, for example, it organised a special conference on “Role of Literacy for Human Development” jointly with the National Council for NFE, Government of Nepal, Rotary Club of Yala –Patn. During the Conference, an exhibition of literacy materials was also held. In that exhibition AJP materials drew many peoples’ attention.

One of the most daring ventures of the Literacy Watch Committee has been the publication of the Literacy Watch Bulletin. The Literacy Watch Bulletin is published bi-monthly. The first and second issues of the Bulletin devoted attention to confusion created by the literacy data base published by different agencies of the Government and the International Organisations such as UNESCO, UNDP, the World Bank and the Asian Development Bank. So much so that the Census Bureau of Nepal and the

Ministry of Education also give different rates of literacy in Nepal. Since 1997 the National Resource Centre for Non-formal Education (NRC-NFE) started to collect and maintain its own data base which not only gives data on quantitative aspects of literacy programmes but also on qualitative dimensions of the programmes which have been appreciated by many organisations which are working in literacy. From the third issue of the Literacy Watch Bulletin it has been devoting one issue to one special theme such as: Problem of Illiteracy among Girls and Women; Poverty and Illiteracy; Literacy Campaign; Formal and Non Formal Education; Illiteracy among Ethnic Groups; and etc.

The Literacy Watch Bulletin tells the story of illiteracy no others can tell. It is forth right, direct and to the point, so it has become very popular among social activists and NGOs of Nepal. For researchers and general public it provides objective interpretations of government data and information. For example the government usually tells how many children are enrolled in the schools, but the Literacy Watch Bulletin tells how many children remain out of school, interpreting the same data given by the government. Similarly the government claims that so many persons were made literate, but the Literacy Watch Bulletin tells how the number of illiterate people increased during the same period. Because the people have the right to know both sides of the story.

From the third issue, NFUAJ has provided assistance to meet the printing cost of the Bulletin. The NRC-NFE which has shouldered the responsibility to edit and publish the bulletin has developed high quality desktop publishing expertise with assistance from ACCU, it prepares camera ready copy of every Bulletin including photos through digital camera. That has helped to make the Literacy Watch Bulletin more attractive and interesting. Since we are appealing to an international audience for their attention to the problem of illiteracy in Nepal we publish the Literacy Watch Bulletin in both Nepali and English language and the English version is put through the ACCU Internet ([www.accu.or.jp/literacy/lrc](http://www.accu.or.jp/literacy/lrc)). We are receiving very valuable comments and opinions from different countries who have read our Bulletin in the Internet. Within Nepal we distribute the Bulletin through our World Terakoya partners and well as through our Literacy Network which has members from most districts of Nepal. The Bulletin also publishes innovative literacy works of the national and local NGOs of Nepal.



*Literacy Watch Bulletin*





## Suggestions for the Future

### **Dr. Tongyoo Kaewsaiha**

**Director-General, Department of Non-Formal Education, Ministry of Education, Thailand**

Great efforts for elimination of illiteracy and expansion of continuing education have been made by the Member States of Asia and the Pacific region through material development, personnel training and network building. According to the report of UNESCO in 1998, the literacy rate of the world will have increased from 75.2 in 1990 to 79.4 in 2000, and the illiterate population will have decreased from 882 to 876 million. In Asia and Oceania, the literacy rate will have increased from 69.5 to 75.1 and the illiterate population will have decreased from 622 to 614 million.

In general, material development, personnel training and network building conducted by ACCU and the Member States have yielded a great number of strengths. Material development increases the functional application of literacy skills for the field workers. Its dissemination and utilisation reaches even the largest group. It is also being responsive to the conditions and needs of the target population and becomes an incentive for other organisations to reproduce from the prototypes for the further benefits of their clients. Personnel training could equip down to NFE instructors to teach NFE classes efficiently. It promotes team and group work

and attracts people's co-operation. Network building has facilitated the sharing of expertise and experience in literacy programmes among the Member States. However, among those strengths, some difficulties also existed, for instance, shortage of materials, materials not always being relevant to local issues, little simple training manual available, and insufficiency of specialists in NFE especially at the grassroots level. All of these difficulties should be worked out immediately.

Information sharing on literacy programmes among the Member States is an indispensable task for the 21<sup>st</sup> Century. ACCU should explore, in co-operation with the Member States, the establishment of the Asia-Pacific Information Network, arranging the advocacy of NFE to Non-NFE sectors at global level. ACCU could facilitate contributions to the EFA 2000 Assessment Forum and beyond for creating a Learning Society, which would play the most important role in human and community development. Regional literacy programmes for the next five years should be geared toward overcoming of those difficulties, which have existed through the past decade. Community Learning Centres and Literacy Resource Centres should be prioritised. Learner-generated material development with teacher involvement should be promoted. A handbook for learner-centred material development should be developed and widely distributed to the Member States. ACCU should pro-

duce materials in innovative format using modern technology and multimedia, and increase the rate of publication in order to solve material insufficiency on personnel training. ACCU should also emphasise and provide for more technical and financial support for trainers' programmes. Emphasis should also be placed on the identification of actual needs and selection of appropriate persons to participate in the training programme. On network building, greater collaboration with partners would become more necessary. ACCU should further strengthen and expand the established network. Finally, ACCU should devote larger efforts to develop more effective process and models of training and material development rather than actual training and material production.

Action plan for the future should include linkage of Literacy Resource Centres and Community Learning Centres, expansion of data-base system on literacy and continuing education, establishment of material delivery mechanism, training in computer use for NFE programmes (EMIS, GIS, MAT, DB), concept awareness raising and implementation of Education for All and more commitment in environment education. Last of all, the plan should also cover more material development on post literacy and continuing education to help promote basic literacy in Asia and the Pacific.

#### Members of the Impact Study Team:

- Dr. Rosario J. de Guzman, *Director IV, Bureau of Nonformal Education, Department of Education, Culture and Sports, Philippines*  
Dr. Tongyoo Kaewsaiha, *Director-General, Department of Non-Formal Education, Ministry of Education, Thailand*  
Mr. Shashi Shekhar Sharma, *Deputy Secretary, Continuing Education, National Literacy Mission, India*  
Mr. Chhador Wangdi, *Head, Non-Formal Education Section, Ministry of Health and Education, Bhutan*  
Dr. Zhou Nan-zhao, *Coordinator a.i., APPEAL, UNESCO PROAP*

#### Contributors of Case Studies:

- Mr. Kazi Rafiqul Alam, *Executive Director, Dhaka Ahsania Mission, Bangladesh*  
U Myint Han, *Chairman, Myanmar Education Research Bureau, Myanmar*  
Mr. Bahadur Karimi, *Education Deputy, Literacy Movement Organization, Islamic Republic of Iran*  
Ms. Myrna Lim, *Executive Director, Notre Dame Foundation for Charitable Activities, Inc., Women in Enterprise Development, Philippines*  
Mr. T. M. Sakya, *President, National Resource Centre for Non-Formal Education, Nepal*  
Dr. Zhang Tiedao, *Director, Gansu Institute for Educational Research, China*

©Asia/Pacific Cultural Centre for UNESCO (ACCU), 1999  
Published by Asia/Pacific Cultural Centre for UNESCO (ACCU)  
6 Fukuromachi, Shinjuku-ku, Tokyo 162-8484, Japan  
Tel: +81-3-3269-4559/4435 Fax: +81-3-3269-4510 e-mail: literacy@accu.or.jp

Cover and book design by Yoshihito Sudo

Printed on recycled paper

