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Asia-Pacific Programme of Education for All (APPEAL) Report

Introduction

The Asia and Pacific Programme of Education for All (APPEAL) was launched in New Delhi on 23 February 1987. It originated as a recommendation of the Fifth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V, Bangkok, 1985) and subsequently the resolution was unanimously adopted by the twenty-third Session of UNESCO’s General Conference (Sofia, 1985).

APPEAL’s programmes and actions have been designed to respond to the recommendations and resolutions of UNESCO’s General Conference and its Medium-Term Strategy (1996-2001), the World Conference on Education for All and other regional consultations with member states such as MINEDAP VI (Kuala Lumpur, 1993) and Meetings of the Intergovernmental Regional Committee on Education in Asia and the Pacific (Bangkok, 1996 and 1998).

Strategies and Modalities of APPEAL

The overall strategy of APPEAL is to promote life-long learning through the integration of all aspects of educational planning including Eradication of Illiteracy; Universalization of Primary Education; and, Promotion of Continuing Education. This integrated approach has been emphasized in APPEAL since isolated efforts to promote literacy and primary education as well as continuing education have not succeeded over the past decades.

APPEAL’s assistance to the Member States has been through co-operative planning, consultation and organization of regional, sub-regional, national and local level programmes. The main focus of the activities may be categorized in the following areas:

1. Policy level discussions about EFA with member states
2. Development of technical and human resources in literacy and continuing education
3. Support of innovations at the grassroots level
4. Expanded scope and target population for achieving EFA
5. Development of Regional Network in literacy and continuing education
A brief description of each area is given below:

**Policy level discussions about EFA with member states:** As an inter-governmental organization, UNESCO PROAP has provided member states in the region with a forum on EFA through regional and sub-regional meetings. These meetings have identified critical issues concerning EFA and also suggested the directions of APPEAL’s work in EFA in the region.

APPEAL organized Meetings for Regional Coordination of APPEAL in 1988, 1990 and 1992 to review the progress and develop strategies for achieving goals of EFA with the member states in the region. Replacing the Regional Consultations of APEID and Coordination of APPEAL, an integrated ‘Regional Committee on Education’ (EDCOM) was established to plan, monitor and assess all PROAP’s activities in the area of education. The first EDCOM was organized in June 1996 and the second one was organized in November 1998. While EDCOM covered all education activities including post primary and higher education, APPEAL organized a symposium on basic education and lifelong learning in September 1998, attended by regional experts and focusing on the promotion of basic education.

APPEAL also has undertaken a regional overview of progress of EFA since Jomtien as part of the Global EFA review exercise. Seminars on Mid-decade Review of EFA were organized in Vietnam in 1995 for East & Southeast Asia and Pacific and in Pakistan in 1996 for South Asia. The outputs of these Seminars were the important inputs for the Global Mid-decade Review of EFA exercise held in Amman, Jordan in June 1996. Currently, the Global EFA Assessment has been carried out by a Regional Technical Advisory Groups (RTAG) in each sub-region of East, South and Western, Central Asia and Trans-Caucasus and the Pacific.

**Development of technical and human resources in literacy and continuing education:** One of the major achievements of APPEAL was the development of a systematic adult literacy curriculum framework as well as a training and delivery system. APPEAL Training Materials for Literacy Personnel (ATLP) was initiated in 1985 based on the survey results conducted by APPEAL. The twelve volumes of ATLP were developed through a series of expert meetings and field-level testing, which was finalized in 1991. Eight volumes of ATLP for Continuing Education (ATLP-CE) were also developed under a similar development process used for the ATLP. ATLP and ATLP-CE present a comprehensive view on literacy and continuing education, including the principles of curricular, basic responsibilities of literacy personnel, resource development and training procedure, exemplar manuals and monitoring and evaluation. These materials have been translated in several countries in the region and used as resource materials for training programmes at the national and sub-national levels.
APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM) in four volumes were developed in view of the situation that planning and management of non-formal literacy and continuing education programmes are less developed than those for formal education programmes. AMPM covers the following four areas of literacy and continuing education: policy framework, planning, management, monitoring and evaluation. APPEAL organized a series of training workshops at the regional level, and also supported national training workshops and the adaptation of AMPM.

Since 1980, the ACCU (Asia/Pacific Cultural Centre for UNESCO), in cooperation with UNESCO PROAP, has carried out the **Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)**. The AJP materials have been produced for people who have acquired a primary knowledge of reading and writing (neo-literates), but who may easily lose their reading skills due to the lack of appropriate reading materials. The prototype materials were developed by the literacy experts in the region through annual regional workshops in the forms of booklets, posters, games and audio-visual materials on various subjects closely related to daily life. These prototype materials in English have been disseminated to member states for adaptation and use at the grassroots.

**Literacy materials for primary school children** have been developed, jointly with Hiroshima University, Japan to help member states to develop quality teaching/learning materials designed to improve the learning achievement of children in earlier grades of primary schooling in rural areas.

**Support of innovations at the grassroots-level:** Two pilot projects were implemented between 1992-97 to help member states to develop innovative and effective strategies and approaches for promoting literacy and basic education in support of larger national programmes. One was a pilot project on the promotion of primary education for girls and disadvantaged groups, and the other was a pilot project on promotion of literacy for youth and adults. The outcomes of the projects in each country were compiled and disseminated nationally and inter-regionally to facilitate expansion of the project.

The Inter-country project on Community Learning Centres (CLC) was started in 1998 for the promotion of literacy through community learning centres among the countries that have large pockets of illiterate population groups. The activities undertaken under this project have supported participant countries to develop, test and disseminate grassroots-based literacy and basic education programmes. Other activities have emphasized cooperative planning, design and the sharing and exchange of experiences.
Expanded scope and target population for achieving EFA: In order to further the EFA goal, APPEAL has expanded the scope and target population through activities in the following areas:

- **Special Needs:** The main focus of the activities under special education is to promote inclusive schools that include everybody, celebrate differences, support learning and respond to individual needs. PROAP has supported member states to carry out training programmes for teachers utilizing the UNESCO Teacher Education Resource Pack. Pilot projects have also been implemented in several countries in the region to promote basic education for children with special needs, including physical and mental disabilities.

- **Literacy as a Tool for Poverty Alleviation:** In 1997-98 APPEAL carried out a regional study and produced a working document on ‘Basic Education and Poverty Alleviation’ to identify the role of literacy as a tool for the empowerment of the poor. Based on this document, assistance has been provided to some of the member states in the region to carry out follow up national level activities. A new project on this theme is being launched under the coordination of UNESCO Beijing.

- **Scientific Literacy:** The main emphasis of projects under scientific literacy is to promote rudimentary scientific skills through developing appropriate curriculum and materials. Training of personnel has also been conducted to build the capacity of schoolteachers and managers.

- **HIV/AIDS and Drugs:** Preventive education relating to HIV/AIDS and drug abuse has become essential in many countries in the region. APPEAL is currently developing, in co-operation with experts from the member states, a manual on these issues to be used for the training of teachers and health educators. The project has emphasized the importance of integrating these issues into the curriculum of formal schools and also into non-formal education programmes for youth and adults.

Development of Regional Network and Co-operation: Inter-country networks have been developed within the framework of APPEAL to strengthen the co-operation and collaboration in the field of basic education. These networks include:

- **APPEAL Research and Training Consortium,** with 10 institutions working with basic education.

- **Literacy Resource Centres** co-ordinated by ACCU, a network being established with NGOs working in literacy, with particular focus on girls and women.

It is expected that these networks will promote the technical resource development in literacy and continuing education through inter-country workshops and training programmes. The information and expertise in the countries will be exchanged and disseminated through the Asia-Pacific Literacy Database, which is currently being developed jointly by ACCU and APPEAL.
Activities of ACCU

ACCU is a non-profit organization that, since 1971, has been working towards the promotion of mutual understanding and educational and cultural co-operation throughout the Asia-Pacific region. The Literacy Promotion Division of ACCU is especially working in the following three fields: (1) materials development, (2) human resource development, and (3) network building. As of March 2000, 57 kinds of education materials have been developed through the Asian/Pacific Joint Production Programme of Materials in Rural Areas (AJP). Titles such as “Why Literacy for Women” and “Simple Marketing Skills,” have been developed with the co-operation of literacy experts in the region. Environment education is also a priority and a package of learning materials, a series entitled the ‘PLANET’, has been developed. ACCU has so far organised regional, sub-regional and national level workshops and trained more than 1,000 literacy experts. ACCU also have a strong partnership with UNESCO, its Member States, Asia-Pacific government agencies, international organizations, and Literacy Resource Centres for Girls and Women (LRC). (For more information please visit the website: http://www.accu.or.jp).

1. The LRC Network

LRC is a centre managed by a partner literacy organization of ACCU and is a technical resource centre for human resource development, materials development, and information collection and dissemination. As of March 2000, there were 14 LRCs in the region and they are used predominantly by government agencies, NGOs, CLCs, and other members of the LRC network. International organizations, donor agencies, researchers, NFE facilitators, and field workers, such as health and agricultural extension workers, also utilise LRCs to obtain useful information and learning materials. The primary activities that the LRCs carry out include collecting and providing references, learning materials and information, developing innovative literacy materials and strategies, and promoting a variety of...
training opportunities for literacy workers. Overall, each LRC implements innovative programmes catering to local needs (for more information please visit the website: http://www.accu.or.jp/literacy/lrc).

■ Services that LRCs Can Offer to CLCs

CLCs have the potential to benefit from close cooperation with LRCs; for example, training and technical support for the purpose of producing new materials, and training for CLC facilitators and managers. CLCs can also make good use of the LRC’s Activity Maps which utilize Educational Management Information System (EMIS) and Geographical Information System (GIS). With the assistance of LRCs, community information, in the form of community newspapers and posters can be disseminated to CLCs. Likewise, LRCs can introduce innovative CLC activities on their homepage, which is linked with the Asia-Pacific Literacy Database (http://www.accu.or.jp/litdbase). CLCs can improve the quality of their activities by taking advantage of the LRC’s wide network with various NGOs, governmental and international agencies, and LRCs can also assist CLCs in seeking funds by contacting mass media and external agencies. Overall, LRCs could be a powerful medium in advocating CLC programmes throughout the region.

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The NFUAJ Community Learning Centre Experience

Evolution of the CLC
The NFUAJ initiated the World Terakoya Movement (WTM) in 1989 as an international cooperation movement aimed at supporting grass-roots NGOs or local governments working in the field of non-formal education and deepening mutual understanding between Japanese supporters/leaders, learners in respective countries. Pilot CLC projects will be initiated at the end of 2000 in India and Viet Nam.

Management of the CLC
WTM projects are implemented based on the proposals made by Terakoya partner organizations. NFUAJ provides mainly financial, technical and moral support to the implementing partners. The assistance ($12,000 per year per project for a maximum of 5 years) is provided for literacy, income generation, continuing education, training programmes, construction of CLCs and other activities relating to community development.

From 2000 onwards, the WTM put stress on the following points for more effective and sustainable programme implementation.

- Introducing the concept of CLCs
- Seeking closer collaborating with governments and partner NGOs
- Large scale project implementation in the targeted areas
- Targeting 5 countries, including Bangladesh, Cambodia, India, Nepal and Viet Nam

Functions and Activities of CLCs
The NFUAJ considers the functions of the Terakoya to be as follows:

- A school for out-of-school children
- A literacy and CE centre for adults
- A skills training centre for income generation
- An information library
- A culture and recreation centre
- An international exchange centre
- A community activity centre
Impacts of the CLC Project

In the past ten years, 366 literacy education projects have been implemented in 42 countries and one region, 7,000 literacy classes have been run, 700,000 people have had access to learning opportunities and $8 million has been contributed to WTM projects. CLC type Terakoya projects are now being planned in India and Viet Nam.

Future Prospects

In the second half of 2000, the NFUAJ will initiate a CLC project in the northern part of Viet Nam. 40 CLCs and two teacher training centres will be established under this project. The NFUAJ will also launch a CLC project in India in collaboration with the Belgaum Integrated Rural Development Society (BIRDS) and 45 CLCs will be set up in Gokak Taluk, Belgaum District.

BIRDS in Belgaum District, India

Introduction

The Belgaum Integrated Rural Development Society-Naganur (BIRDS) has been working in the field of development since 1980. From 1993, in co-operation of with the National Federation of UNESCO Associations in Japan (NFUAJ), BIRDS has promoted 10 Learning Centre projects in 40 villages of Gokak taluk. The major emphasis of each learning centre depended on the community that used it. Focus areas in many of the learning centres included literacy promotion for adult men and women and capacity building of learners, including out-of-school children, through training, exposure, and cultural and sporting activities. Other learning centres concentrated on women’s education, including literacy training, skills development, for example, vocational skills training, health and sanitation, promotion of savings and credit management groups, etc. Some of the other learning centres provided continuing education programmes through libraries, coaching classes, exposure programmes, agricultural training, food preservation and capacity building for community leaders. All of these activities are aimed at life long education so as to empower the local communities to make their own decisions and determine their own destiny. These efforts resulted in the promotion of local organizations at every community, Self-Help Groups, and the federation of these groups under one umbrella organization; the People Organizations Forum.

Evolution of Learning Centres

The evolution of learning centres has come about for a variety of reasons. Firstly, there has been a growing number of illiterates, a dependency on agriculture and wage labour, a high incidence of illiterate parents, a lack of appropriate learning environments in village schools and a lack of understanding about the long term importance of literacy.
Management of Learning Centres

BIRDS learning centres are always established with the involvement of the community from the very beginning. Community involvement takes a number of forms; the identification of learners (by school teachers of the local public school), the identification of teachers (by local collectives), the location for running literacy classes (by local panchayat) and the supervision of the learning centre by the learning centre committee. As these programmes are introduced with existing collectives at grass roots level, BIRDS takes the responsibility of building the capacity of these organizations with regards to programme management, administration, decision making, liaison work and other management skills in order for these community organizations to become self sustaining.

Functions of Learning Centres

- Providing basic literacy for adult men, women and out-of-school children;
- Skills and vocational training for income generation and self sustainability of learners;
- Training on day to day skills like agriculture, health, medicinal plants and nutrition;
- Continuing education through field libraries, sports, entertainment and social education;
- Capacity building for teachers, community representatives, etc;
- Savings and credit management centres;
- Taking up local/community issues, such as roads, transportation, schools;
- Organization of exposure for learners and community members; and
- Providing a platform for the whole community to interact and work together.

Impact of Learning Centres

- 3000 adult illiterates and 1200 out-of-school children have been educated;
- Learning materials have been distributed to 5000 children;
- School buildings have been constructed in 3 villages and community buildings have been constructed in 4 villages;
- Various training has been conducted;
- 1000 girls have been trained in vocational skills;
- Savings and credit management groups have been formed in 75 areas and women have started savings and spending their own money;
- Local collectives have been carrying on the work that was initiated by BIRDS;
- Various local community issues have been addressed by learners groups; and
- Women’s health conditions have generally improved because of the practice of using herbal medicines, etc.
Future Plans of BIRDS

- Replicate and expand this process in 45 villages (with a new approach); and
- Work with National Literacy Mission at the district level.

SOPIRET

Introduction

SOPIRET is an integrated multi-sectional rural based NGO in Bangladesh. It was established in 1985, and initially the programme was launched in two Thanas of Lakshmipur district (Lakshmipur Sadar and Ramgonj), however, now it covers nine Thanas of Lakshmipur, Chandpur and Comilla districts. Health care services and the distribution of family planning contraceptives are two of the key functions of our NGO and the involvement of women volunteers and depot holders is the key to our success in the family planning programme. SOPIRET also focuses on education, women’s development programmes, income generating schemes, and safe drinking water and sanitation programmes.

SOPIRET is registered with the Ministry of Social Welfare, the Ministry of Health and Family Welfare and the NGO Affairs Bureau. It is a member of the Association of Development Agencies in Bangladesh (ADAB) and the Voluntary Health Services Society (VHSS), both part of the federation of NGOs in Bangladesh.

The broad objectives of SOPIRET are to contribute to the development process in rural Bangladesh. The major on-going programmes (components) of SOPIRET include the following:

1. SOPIRET Rural Service Delivery Project
2. Income Generation Programme
3. Formal and Non-formal Education Programme

**SOPIRET Rural Service Delivery Project:** The SOPIRET Family Planning Services project was launched in November 1985 with the objective of providing community based family planning (FP) services to eligible couples through resident FP Volunteers (FPVs). Due to a change in the donor’s policy, in September 1997 SOPIRET introduced clinic-based health and family planning services instead of a community based family planning programme.

The new SOPIRET Rural Service Delivery (RSD) project, was launched with the objective of providing Essential Services Package (ESP) through Static Clinics, Satellite Clinics and Depot holders in two Thanas of Lakshmipur District, three Thanas of Chandpur District and three thanas of Comilla District. SOPIRET is offering the ESP as a part of the National Integrated Population Health Programme (NIPHP). The ESP covers family planning, priority maternal and child health, STDs/HIV/AIDS, and responds to other feasible family health needs.
SOPIRET has established eight static clinics; one in each Thana. Usually the clinics open for a minimum of seven hours a day, opening at 9:00 AM and closing at 4 PM. Out of three FWV of each Thana, one FWV is always available at the Static Clinic to provide services and the other two FWVs work at the satellite clinic on a rotational basis. Each satellite clinic covers a population of about 2000 and caters to couples in remote areas and an estimated 16 satellite clinics per month are organized by each FWV (a total of 260 per month). Satellite clinics are organized at community houses, private houses, clubs and other facilities in consultation with community people. A team comprising of one FWV, one community mobilizer and one clinic aide is responsible for providing services at the satellite clinic. The local depot holder assists them in organizing the satellite clinic.

SOPIRET has deployed 260 Depot holders for the 8 thanas. A married woman with primary education is selected as a Depot holder and she distributes (sells) contraceptives, including commercial brands. She helps the clinic’s FWV to inform all concerned about the date, time and place of the satellite clinic, and refers clients to static clinics as well as government hospitals for appropriate treatment. One Depot holder covers a catchment area of roughly 300 families (i.e. 2000 population). A depot holder is selected from an under-served pocket of the revenue that they are generating and they are supervised by Community Mobilizers.

**Income Generation Programme:** With a view to alleviating the poverty of disadvantaged people, SOPIRET started a credit programme in January 1992 for poor landless people within the project area. Under this programme SOPIRET formed 172 groups with about 25 poor landless people in each group. Only one group consists of males, the other 171 groups are made up of women. As a part of the credit programme, all the groups attend weekly meetings and each group member deposits Tk. 10 per week as savings in their respective group accounts. By January 2000, group members had deposited Tk. 4,016,246 of savings in their bank accounts.

To carry out the income earning activities, SOPIRET has distributed Tk. 77,739,000 among the 3,729 group members under several schemes. The recovery of the loan is on schedule. We have received a Tk. 25,200,000 loan from Palli Karma Sahayok Foundation (PKSF) and we pay a 4 per cent interest rate for the loan that we receive from PKSF.

Among the various loan schemes, small trading is reported to be the most common among the creditors, followed by cow rearing. The average amount of credit given is about Tk. 6,000.

**Formal and Non-formal Education Programme:** Since 1987, SOPIRET has been running a primary school with 5000 students. SOPIRET is also running 150 adult literacy centres with government assistance, 10 non-formal schools with the assistance of BRAC and five learning centres with the support of NFUAJ Japan. A total of 6,128 students are receiving non-formal education via the learning centres. SOPIRET plans to covert the five NFUAJ learning centres into regular primary schools by the end of 2000. SOPIRET is also running a junior high school in its project area of Lakshmipur Sadar thana where there are not many opportunities for the students to continue onto high school education.
APPEAL CLC Regional Activity Report
UNESCO Early Childhood and
Family Education Unit (ECF) Report

Case Study Summary of Development of Children’s Pre-literacy Skills at Home Project

Name of Communities

Cambodia: Phnom Vor Development Centre, Phnom Vor, Kep Municipality
Lao PDR: Khammouane Province, Khammouane CLC
Mongolia: Arbaikheer Province Centre and Zuumbayan-Ulaan soum, Uburkhangai Province
Viet Nam: Cao Son CLC, Cao Son Commune, Da Bac District, Hoa Binh Province

Characteristics of Target Area and Population

Target areas: CLC sites (Lao PDR, Viet Nam, Mongolia)/GW project site (Cambodia)
Target population: Trainers of Centres (kindergarten teachers in Viet Nam/visiting teachers)
Viet Nam: Experts from the DECE and RCLC (trainers of trainers)
Parents or major caregivers of children aged 2 to 5 from poor families
Cambodia: Beneficiaries (poor families) of the GW project
Lao PDR: Beneficiaries of the Distance Education Project implemented in the CLC
Mongolia: Some from the Arbaikheer Province Centre
Viet Nam: Beneficiaries of CLC activities

Education Background

Cambodia: Very basic literacy level (can read simple sentences and understand numbers)
Lao PDR: Low educational level and high drop-out rate, between 2nd and 3rd grade
Mongolia: At least the literacy level of grade 8 of secondary school (aged 16)
Viet Nam: Between 3rd and 7th grade

■ Socio-economic Background
Cambodia: Farming/low-income/weaving, sewing and fishing
Lao PDR: Farming/low income/many children (5 and above)
Mongolia: Nomadic herdsmen population (livestock breeding, crop growing)
Viet Nam: Low-income/farming

■ Main Issues/Problems
- Poverty and lack of time
- Illiterate parents (they cannot help themselves)
- The mother tongue of the population is not the official language (Viet Nam)
- Educating children is often considered as the school’s responsibility
- Relatively poor amount of books, printed material and literacy materials

■ Reasons for Selection of these Communities
Selection has been made by the Ministries of Education and local experts. Task Force Criteria for choosing the project site have been communicated to the national project managers and local experts: Successful CLCs (build on the confidence gained through successful programmes).
- Established programmes
- Good teachers/volunteers
- Can play a role model for other centres
- CLCs with (regular) adult learners with children 2-5

■ Outputs of the Project
- Training manuals for trainers of parents
- Two separate manuals for Mongolia – (3 to 5 year olds and for 6 to 7 year olds)
- Accompanying materials
- Local histories and stories, hygiene/sanitation/health information

Cambodia: • simple nursery books
• posters
• toys made from the local materials
Lao PDR: • nursery books
Mongolia: • nursery books (two kinds)
Viet Nam: • booklet, video, poster, toys, and picture-letter cards
• (animals, numbers, trees, etc.)