1999 ARTC TECHNICAL MEETING:
JOINT RESEARCH ON
INNOVATIVE APPROACHES OF
BASIC EDUCATION AND LIFELONG LEARNING
IN ASIA-PACIFIC REGION

Seoul, Republic of Korea
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Final Report

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Chapter One
INTRODUCTION

Background

APPEAL's programmes in the Member States are implemented from the regional and sub-regional levels to the grassroots through a network of selected governmental, non-governmental and private institutions and agencies involved in the promotion of basic education and lifelong learning. Among these, a consortium of lead institutions across the countries of the region has been constituted to serve as the APPEAL Resource and Training Consortium (ARTC). The aim of ARTC is to provide technical support and assistance to the work of APPEAL in the Member States. It is an inter-country co-operative institutional mechanism designed to support and facilitate APPEAL's mission to reach the goal of Education for All (EFA) and lifelong learning in the Asia and Pacific region. So far there are ten members of ARTC:

- Asia Pacific Cultural Centre for UNESCO (ACCU), Japan;
- Dhaka Ahsania Mission (DAM), Bangladesh;
- The Faculty of Science, Information Technology and Education at the Northern Territory University, Australia;
- Indian Institute of Education (IIE), India;
- Institute for Rural Advancement (INFRA), Malaysia;
- International Research and Training Centre for Rural Education (INRULED), People's Republic of China;
- Korean Educational Development Institute (KEDI), Republic of Korea;
- Department of Non-Formal Education, Thailand;
- Directorate-General of Out-of-School Education, Youth and Sports, Indonesia; and
- Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines.

The first technical meeting of ARTC members was organized at INRULED, China in September 1997. UNESCO, in co-operation with KEDI, organized the second technical meeting at KEDI, Seoul, in the Republic of Korea on 6-10 September 1999. The second meeting was an important one at which the ARTC as the technical arm of APPEAL could make practical and relevant suggestions regarding APPEAL Programmes in the next biennium (2000-2001). The recommendations and reflections of ARTC members also assisted APPEAL in preparing the EFA 2000 Assessment.
1999 ARTC Technical Meeting

APPEAL has promoted basic education and lifelong learning for more than a decade in this region. It was recommended that joint research projects involving ARTC members should be organized to document and disseminate the innovative approaches in basic education and lifelong learning being implemented in the region. The second meeting therefore focused on the organization of joint research projects.

Objectives

The objectives of the meeting were to:

- share innovative approaches in basic education and lifelong learning among the ten ARTC members;
- review APPEAL's activities and recommend to APPEAL a future plan of action;
- review the role and functions of ARTC and recommend future strategies;
- develop a framework and action plan for ARTC joint research on innovative approaches in basic education and lifelong learning; and
- promote the International Literacy and Adult Learners' Weeks.

Participants

Participants at the 1999 ARTC Technical Meeting consisted of the heads and representatives from the 10 ARTC institutions in Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Philippines, Republic of Korea, and Thailand. (The list of participants is given in Annex I).

Election of Office Bearers

The following participants were elected as office bearers for the duration of the workshop:

Chairperson          Dr. Byong-Sun Kwak, Republic of Korea
Vice-Chairpersons    Dr. S.K. Gandhe, India
                     Dr. Ahmad Shah Mohd Noor, Malaysia
Rapporteurs          Dr. Brian Devlin, Australia
                     Ms. Carolyn S. Rodriguez, Philippines

Procedures of the Meeting

(The Schedule of the meeting is attached in Annex II).
A. Inauguration

On behalf of the host institution, Dr. Byong-Sun Kwak, president of KEDI, warmly welcomed all participants to the 1999 ARTC Technical Meeting. He recognized the importance of the meeting in light of the emerging needs of the Member States to fulfill their pledge to EFA. To respond to the urgent calls for the improvement of basic education and lifelong learning in the new millennium, he wished that the ARTC members would share their wisdom, knowledge, experiences and practical know-how to optimize the rich resources in the region. Since KEDI has been involved in the improvement of basic education and lifelong learning in Korea, he expressed his willingness to provide any assistance necessary for a successful meeting. (The whole speech is attached in Annex III).

On behalf of UNESCO PROAP, Dr. Zhou Nan Zhan, APPEAL Coordinator a.i., delivered the keynote speech. In his speech, he stressed that the 1999 ARTC Technical Meeting would bring about a vision and make a meaningful contribution to the renewal and reorientation of APPEAL programmes as well as to help APPEAL prepare the EFA 2000 Assessment. He also emphasized that basic education is essential, and should be designed to meet the basic learning needs of all children, youth and adults. As regards lifelong learning, it is a key to the twenty-first century, essential for adapting to the requirements of the labour market and for achieving better mastery of changing time frames. Learning throughout life is "the heartbeat of society". (Dr. Zhou's speech is attached in Annex III).

B. Main Activities of the Meeting

The meeting was organized in plenary as well as in smaller working group sessions. The main activities of the meeting as follows:

- Sharing of innovative approaches in basic education and lifelong learning;
- Field visits to observe the programmes of basic education and lifelong learning;
- Review of APPEAL's activities and ARTC's role with a view to recommending future strategies;
- Development of a framework and action plans for joint research; and
- Promotion of International Literacy and Adult Learners' Week.

Overview of APPEAL's Programmes

Ms. Darunee Riewpituk, Specialist in Continuing Education, presented an overview of APPEAL's programmes and strategies. She stated that the Asia and Pacific Programme of Education for All (APPEAL) is an inter-country co-operative programme designed to promote education for all in the countries of the region for sustainable human development and eradication of poverty. The programme arose
from a recommendation of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) held in March 1985 in Thailand, and from a resolution adopted by the 23rd Session of UNESCO's General Conference held in Sofia in November 1985. APPEAL was launched on 23 February 1985 in New Delhi by the Director-General of UNESCO.

Through regional co-operation, APPEAL aims to facilitate the national efforts of UNESCO Member States in the region in three main areas:

1. Universalizing primary education
2. Eradicating illiteracy
3. Promoting continuing education

Priority target groups are children, youth and adults who live in difficult rural and remote areas and urban slums, particularly those who are economically and socially disadvantaged.

APPEAL's programmes are conceived, planned and executed in close consultation and partnership with the relevant governmental, non-governmental and private institutions in the Member States of UNESCO in the region. The three priority programme areas of APPEAL are:

1. Reaching the unreached, the under-served and the disadvantaged population groups in rural and urban areas.
2. Promoting community participation and ownership.
3. Improving the relevance and quality of basic education and enhancing the achievements of all children, youth and adults.

APPEAL supports the Member States primarily through the design and development of a series of training manuals for different categories of literacy personnel, with the participation of regional experts in literacy and continuing education. The manuals are used to train senior and middle level personnel through a series of regional, sub-regional and national workshops. Several sets of training manuals have been produced for different types of personnel: APPEAL Training Materials for Literacy Personnel (ATLP); APPEAL Training Materials for Continuing Education Personnel (ATLP-CE); APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM); a Manual on Women Adapting ATLP; the Practitioners' Manual on Monitoring and Evaluation of Literacy and Continuing Education Programmes; and Basic Education for the Empowerment of the Poor. Two very significant aspects in the APPEAL strategies are to support the countries in translating these materials into national languages in order to reach a much wider audience and to enable individual countries to conduct training programmes for literacy and continuing education personnel utilizing the translated materials. In addition, APPEAL supports the countries in developing innovative and effective strategies for promoting basic and lifelong education at the grassroots through pilot
projects. Since 1980, APPEAL and ACCU have been jointly organizing annual regional workshops for designing and developing literacy materials within the framework of the AJP.

APPEAL under the Japanese and Norwegian Funds-in-Trust has supported sixteen countries in implementing various Community Learning Centre projects (CLC). The CLCs are regarded as an important and effective delivery mechanism for literacy and lifelong education in the region. The aim is to promote the creation of a grassroots-based network in the region through community participation. A CLC is defined as a local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and the improvement of people's quality of life.

APPEAL is promoting regional networking to strengthen basic education and lifelong learning through the ARTC, which links up with Literacy Resource Centres (LRCs).

Financial support for APPEAL comes from UNESCO's Regular Programme Budget, the Governments of Japan and Norway, UN partners (especially UNDP), and voluntary contributions from the Member States.
Delegates to the ARTC Technical meeting presented papers which outlined innovative approaches to basic education and lifelong learning in their respective countries. One of the themes that emerged in the discussion that followed was that learning for life is narrowly interpreted by some planners to mean producing more skilled employees. As Dr. Chitra Naik reminded delegates to ARTC’s inaugural meeting in May 1997, there is a major conceptual difference between thinking of education only with reference to its economic support function, as economic rationalists are inclined to do, and the broader role which education can play in human culture to increase individual satisfaction and happiness. It needs to be emphasized that the learning society envisaged by APPEAL and ARTC does not simply rest on employment-oriented training, but is much more broadly conceived.

Another issue that became apparent as delegates shared their knowledge and experiences was that, despite the impressive advances which are being made in some countries with respect to increasing local community involvement in literacy classes, the total number of people who cannot read and write continues to increase. India is a case in point.

The papers presented by delegates have not been included in this report. However, brief summaries are set out below.

**AUSTRALIA**

This paper reviewed several current Australian initiatives in lifelong learning and basic education.

Although many programmes in basic education and lifelong learning have been initiated in Australia, this overview was limited to (a) those designed for young people who are at risk of being marginalized, (b) programmes for teaching literacy, (c) Commonwealth-funded projects training students for participation in a democratic society, and (d) structured workplace learning programmes.
Programmes for Young People Who Are at Risk of Being Marginalized

Reference was made to research undertaken by a number of key research agencies and advocacy groups such as the Dusseldorp Skills Forum, the Brotherhood of Saint Lawrence, The Monash University–ACER Centre of the Economics of Education and Training, Centre for Study of Higher Education at the University of Melbourne, the National Centre of Social and Economic Modeling at the University of Canberra, National Centre for Vocational Education Research and the National Institute of Labour Studies at the Flinders University of South Australia. What their findings show in part is that the current generation of young Australians have been disadvantaged by labour market restructuring.

The New South Wales State Government has addressed the training and employment needs of young people as a critical social justice issue. Its key policy responses have included the establishment of an Office of Children and Young People within the Cabinet Office to demonstrate the Government’s commitment to improve the quality of services for children and young people. A total of $7.022 million was allocated by the NSW Department of Education and Training in 1997-98 to fund a range of special programmes which assist disadvantaged young people by improving their literacy, numeracy and self-esteem. Administered by the Youth Assistance Strategies Section, these include the Helping Early Leavers, Circuit Breaker, Time Out and Koori Youth programs. In the paper these initiatives were briefly summarized in turn. Further information is available from Education Access, NSW Department of Education and Training, Level 13, 1 Oxford Street, Darlinghurst 2010 Sydney NSW, YASS on (02) 92668525.

All four programmes are designed to help young people to develop basic skills in reading, writing and maths, to develop interpersonal, social and work skills, to increase their confidence and self-esteem, and to develop individual education, training and career goals so that they can continue their school education, return to school or access post-school education or training. In each case programmes are free and do not involve exams. Courses are especially developed to match the individual abilities, needs and interests of local young people. All offer innovative activities, excursions and workshops on a wide range of interesting topics. Groups are structured so that ongoing individual attention is given to each participant. The NSW Government funds local organizations including youth and ethnic community groups, adult education centres, private and community colleges, local councils and Adult Migrant English Service (AMES) centres to run the Help and Circuit Breaker courses.

A range of literacy programmes operating in the Northern Territory was also discussed. Forty schools in the Northern Territory are testing three assessment-on-entry packages (from South Australia, NSW and Oxfordshire) for early childhood
students. The Department of Education has introduced a new document, *Assessment, Intervention and Reporting in the Early Years*, to provide guidance on national assessment initiatives such as benchmarking and profiling. Intervention strategies for young students ‘at risk’ are being tested in three primary schools. Some heartening results of those trials have been reported. For example:

- all participating students have increased their ability to achieve the national literacy goal, have increased in confidence and become more aware of their literacy learning; and
- schools have become more focused in their approach, collaborative networks have strengthened and skills bases have improved.

The *First Steps* Professional Development package for teachers has been implemented in approximately 100 schools. A *Phonological Awareness Teacher Inservice Programme* is being jointly conducted by speech pathologists and curriculum advisers, sometimes in conjunction with *First Steps*. Two government secondary schools have been testing the *NT Secondary Schools Literacy and Numeracy Pilot Project*. *Walking, Talking Texts*, pioneered by Fran Murray, is being widely used both in Aboriginal schools and with ESL learners as a framework for programming and assessing language-related activities. Students at the Year 3 and 5 level are administered system-level tests as part of the Multilevel Assessment Programme and the results are compared against national benchmarks.

There are now *Discovering Democracy* kits in Australian schools. These create opportunities for students to participate in, and finally to enact for themselves, the democratic processes they are learning about.

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### BANGLADESH

In a country such as Bangladesh with low literacy rates and widespread poverty, it is a formidable challenge to implement non-formal education programmes which produce a visible impact in the life of neo-literates. One programme has been introduced by a non-government organization, Dhaka Ahsania Mission’s (DAM), with the aim of encouraging the retention of newly acquired literacy skills by illiterates. This programme involves organizing multi-purpose community learning centres known as Ganokendra.

The ultimate objective in setting up the Ganokendra is to help create a learning society, with the aim of providing learning opportunities for the people through institutionalized information support services to improve the quality of life. The specific objectives being pursued in organizing Ganokendra are:
1. to organize institutions through which non-formal education and training can be provided to those who have completed basic literacy courses;

2. to build up these institutions so that people in communities are brought together, enabling them to network with NGOs and Government and to access services that are available to them; and

3. to stock community libraries with easy-to-read materials, magazines and newspapers so that remote communities can have better access to information that is relevant, practical, and easily understood by people who have only basic literacy skills.

The Ganokendra were established for post-literacy purposes but their role has gradually widened to cater for the learning needs of communities in other fields. They now play the role of village community centres with a library and facility for recreation and other socio-cultural activities. The people also participate in regular discussions on issues of local interest.

Since the Ganokendra are locally managed institutions, they have developed differently according to local needs and expectations. Essentially, they help neoliterates and autonomous learners to increase mastery of the 3Rs, arrange for basic education of illiterates and people with learning difficulties, encourage children not attending school to acquire a basic education, promote reading as a way of increasing the knowledge and skills needed for human development, arrange skills training, and create opportunities for further training/retraining in activities which are a felt need of the community or individual members. In addition, the Ganokendra promote community development activities and help to create leadership in solving local problems.

Each function mentioned above reinforces the others. Basic literacy skills allow materials on issues such as health and hygiene to be read and understood. The availability of useful materials that people want to read facilitates the retention of literacy skills and promotes lifelong learning. The availability of reading materials in the Ganokendra brings the community together. The provision of development services encourages the community to ensure that the library services are maintained.

It is now clear that adults and adolescents in rural communities want to learn life skills. Courses have to be delivered in flexible modes using accessible language. Learning materials need to be at an appropriate difficulty level for users. Books alone do not attract learners to community libraries. Since people enjoy joining in recreational programmes, learning can be integrated with those activities. It has also been found that newly literate adults can produce information bulletins for the rest of the community.
Several problems have been encountered. Finding permanent venues for the Ganokendra is not easy. The absence of incentives for the financial and professional development of the facilitators affects their enthusiasm. The irregular flow of information is a common difficulty in remote areas. Supplying daily newspapers is a big challenge. Facilitators also find it difficult to manage multi-sector activities.

CHINA

In preparing for the challenge of the next century, the following strategies have been adopted:

1. Identifying basic education and lifelong learning as priorities;
2. Making the transition from quantity to quality in the next phase of developing basic education and lifelong education programmes;
3. Carrying out further educational reforms that combine centralized macro-guidance with decentralized management;
4. Mobilizing the whole society to become involved in the development of education;
5. Giving preference to disadvantaged populations in poverty-stricken areas; and
6. Adapting curricula for basic education purposes to promote the development of learners' competence.

INDIA

1. National Scenario. The goal of attaining universal primary education by 2000 is quite distant. In spite of the rising literacy rate, the number of illiterate people is increasing. Since the formal educational system cannot meet the needs of learners, non-formal education programmes (NFE) offer the best chance of attaining EFA.

2. Non-formal Education. In 1979 the Indian Institute of Education (IIE) devised its own model of NFE, which is learner-centred and lays emphasis on learning rather than on teaching. The village community is made responsible for management and supervision, facilitators are selected from villages rather than from elsewhere, and learning is made attractive through participation in joyful extra-curricular activities. An action research project based on this NFE model was undertaken in 110 villages in the first phase (1979-84) and in 35 villages in the second phase (1985-88). It was highly successful, especially for girls' education.
3. PROPEL (Promoting Primary and Elementary Education). This culture-specific action research project was conducted in 137 villages in the decade 1989-99. The curriculum provides free scope for folk-tales, exploration of surrounding natural situations, knowledge of local history and geography, aesthetic sensitivity through observations, appreciation of local flora and fauna, and collaborative learning. Vocational Education Centres (VECs) were set up in all villages, and educational administration was fully decentralized. Girls ages 9-14 predominate. Communities feel responsible for the programme.

4. Centre for Education and Development of Rural Women (CEDRW). CEDRW is a major experiment which was started by the IIE to help empower rural women, as subjects of development. Besides literacy and non-formal community education programmes, savings groups for self-help are encouraged. The use of science and technology in day-to-day activities is encouraged. Vocational training is imparted to women. Nutrition education, health consciousness and the use of indigenous medicines are promoted. All-round development of rural women is the main aim of CEDRW. This is being replicated in other areas. It is worth noting that women are being encouraged to become animators.

5. The Fostered Programme and VIGYAN ASHRAM. Under the Fostered Programme highly qualified subject experts are gathered to foster the use of science and technology in rural occupations. Methods and inputs are demonstrated in actual field conditions. As a consequence excellent results have been obtained in paddy cultivation. VIGYAN ASHRAM encourages the culture of learning by working among school drop-outs in rural areas. It runs several useful courses through practical work to make rural youth self-employed and has developed techniques and products, including several simple tools, which have proved to be highly economical for use in rural areas.

6. ASEA (Alternative Strategies for Education for All). This is a project for networking NGOs in the field of NFE and building their capabilities by promoting resource support through training, production of quality materials, dissemination of information, periodic conferences, seminars and workshops, as well as undertaking research studies in problem areas. More than 500 NGOs have enlisted in this programme.

7. Networking of Institutions for Capacity Enhancement (NICE). This recent project aims at enhancing the academic capacities of the District Institutes of Education & Training (DIET) and through them the Elementary Teacher Education Institutes (ETEI). The whole exercise is an attempt to improve the quality of education at the primary level.
The Jomtien World Conference on Education for All inspired Indonesia to give the educational sector a higher priority than other human resource development programs implemented throughout the country. The Education for All (EFA) strategy is basically realized through four major programmes: early child development (ECD), literacy training, nine-year basic education programme, and continuing education.

1. Early Childhood Development (ECD). This programme is conducted through formal as well as out-of-school activities. A new curriculum has been developed with the following objectives:
   a) to improve young children's mental abilities, nutrition and health – targeting children from poor families in particular – so that they can enter primary schools;
   b) to advocate the importance of early childhood education to family members, especially parents;
   c) to strengthen the capacity of all institutions involved in early childhood education, whether they are formulating policies, conducting research or implementing programmes.

2. Literacy Programmes. Indonesia's literacy programmes aim to eradicate three kinds of inability; namely, the inability to understand the Roman alphabet or mathematical symbols, inability in the Indonesian language, and inability in basic education.

In order to meet the needs of multilevel groups, Indonesia's functional literacy programme distinguishes three levels of literacy development: Basic Skills (pemberantasan), Guided Learning (pembinaan) and Self-Learning (pelestarian). Basic Skills activities focus on the needs of those individuals who do not have basic reading, writing and math skills. Guided Learning activities provide an opportunity for learners to develop functional competencies using their literacy skills in daily life. Self-learning activities focus on helping learners develop the capacity to progress through their own reading materials, to join community development programmes, plan their own income-generating activities and so forth.

The functional literacy programme uses a learner-centred, community-based approach that is implemented through a bottom-up strategy based on four principles: local context, local design, participatory processes and action outcomes.
The success of the campaign against illiteracy requires the involvement of all parties and the support of various governmental agencies with similar programme targets. In the 1994/1995 period the campaign against illiteracy was implemented through the Operasi Bhakti ABRI Manunggal Aksara or OBAMA (Joint Programme on Literacy Campaign between the Armed Forces, Ministry of Home Affairs, Ministry of Religious Affairs, and the Ministry of Education and Culture).

3. Basic Education. Basic education in Indonesia is carried out through two channels: school or formal education and out-of-school or non-formal education. The compulsory nine-year basic education programme comprises six years of primary school and three years of lower secondary education. Out-of-school education in carried out through learning groups using either the Package A programme, equivalent to primary education, or the Package B programme, which is equivalent to lower secondary education. The aim is to achieve equality of educational opportunity and to improve the quality of programmes.

4. Continuing Education (Lifelong Learning). Indonesia is firmly committed to the principle of lifelong education. Over 200 types of courses are offered by more than 22,000 private institutions under the supervision of the Directorate General of Out-of School Education, Youth and Sports. The Ministry of Education and Culture and the Ministry of Manpower co-operate in providing supervision, standardization, and evaluation of the programme. Developing quality control procedures and national examination criteria for each type of training offered are management functions of the Directorate of Community Education, which is assisted by advisory groups comprising specialists from the field of education as well as representatives from professional associations and private enterprises.

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KOREA, REPUBLIC OF

1. Expansion of Educational Opportunities for Early Childhood Education. In order to establish a public education system based on human welfare, early childhood education for children between the ages of 3 and 5 years is planned to be included in the formal education system. Early childhood education will be provided free for children at age five years and eventually extended to children aged three and four. Unreached rural and local areas with disadvantaged children from low-income families will be given priority under the policy to build public kindergartens. Children of low-income families will also be financially supported.
2. Reform of Elementary and Secondary School Education.
   a) Curriculum Innovation. A learner-centred curriculum based on student ability and interest will be emphasized as various self-paced and learner-centered teaching and learning strategies are developed and disseminated.
   b) Establishment of Educational Information Database. Government policy will mandate that individual schools should have two computer laboratories and provide one computer per teacher. Every school will be equipped with a local area computer network by 2000.
   c) School Management Innovations. Since early 1996, school-management councils have been in operation at every elementary and secondary school in order to guarantee autonomy of school management and to maximize the concept of school community. School management councils allow more opportunities for parents and communities to participate in school management. Since the introduction of the School Management Council system schools have become more democratic and autonomous.

3. Realization of Lifelong Education through Air and Correspondence High School (ACHS) and the Credit Bank System.
   a) Air and Correspondence High School. In 1974, ACHS was founded to provide high school education for anyone at any time with no limitation on age or job. ACHS is a part of the formal high school system which provides educational opportunities for working adolescents and adults who cannot receive regular high school education due to economic factors or personal reasons.
   b) Credit Bank System. The Credit Bank System is an open educational system which recognizes diverse learning experiences gained not only in-school but also out-of-school. The Credit Bank System, as a central agency for continuing education, aims to provide all citizens with greater access to a variety of educational opportunities at the post-secondary school level and to foster a lifelong learning society in March 1998, the first stage of implementation began.

MALAYSIA

Some of the innovative approaches to lifelong learning being undertaken are:

1. Family Counseling Continuing Education. This is an affirmative intervention to ensure the future survival of the family as a crucial social institution, whereby prospective Muslim couples have to undergo a counseling course prior to their marriage. Other than refreshing their understanding about the religious sanctity
of marriage and the family, the course also exposes couples to the principles of health and personal hygiene, nutrition and balanced diet, community life, family financial planning and management.

2. The Village Development Planning Course. Village Security and Development Committee members undergo scheduled training to empower them with the skills of micro-level village development planning. The purpose of the training is to encourage active participation and bottom-up initiatives through the acquisition of new basic knowledge and the technical skills necessary to prepare their own village development blue-prints.

3. The Electronic Community Initiative. In tandem with the national agenda on information technology, other than conducting computer literacy training for village leaders, INFRA is now preparing a comprehensive electronic-community plan for the under-served. This is to ensure that when the nation goes fully “E” — meaning electronic sovereignty, electronic commerce, electronic learning and electronic public service — the rural folks will not be deprived of their rights to the knowledge, facilities and benefits of information and communication technology.

4. The “Family as a Team” Special Course for the Poor. INFRA is implementing a new training programme involving different members of each family from among families of the poor who will concurrently attend their respective courses at the same time and at the same training venue. Whilst the parents attend “Quality Family Course” their primary school-aged child attends the “Excellent Student Course” and their teenage child attends the “Computer Literacy Course”. The objective is to instil in them the sense of togetherness and the belief and confidence that together they can effectively initiate positive change in their family.

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PHILIPPINES

1. Community Support Scheme (CSS) for Multigrade Programmes. The CSS starts with a community consultation where problems affecting multigrade classes are identified, possible solutions are explored, key staff are identified and their respective roles and responsibilities are defined.

2. Third Elementary Education Project (TEEP). TEEP interventions are characterized by decentralization and empowerment. They are designed for flexible programme implementation and information-based decision-making, allowing application of local solutions to local problems. Autonomy is given to schools to give them flexibility in implementing the curriculum, as well as
choosing effective and efficient instructional delivery modes. School clusters are formal and existing ones have been revitalized to optimize use of resources.

3. Philippines-Australia Project in Basic Education (POBE). A key strategy in this project has been to establish Regional Learning Materials Centres as a way to enhance the teaching of English, maths and science through the development and production of supplementary learning materials, particularly in the form of in-service training packages and classroom teacher support materials.

4. No Drop-out Learning System for Education for All (No Drops EFA). Developed as an expanded learning system, this programme provides comprehensive student-learning support services to schools, homes, and community-based programmes. It makes available interventions such as an alternative learning delivery system, parent effectiveness training, and income-generating activities for parents.

5. Schools of the Future. This project, which is based on instructional interventions using multimedia technology, redefines the role of teacher, from provider of knowledge to facilitator of learning, and increases opportunities for individualized learning. The project will also lead to the establishment of regional science high schools and a nationwide computerization programme.

6. TV-assisted Instruction Programme. Television programmes (tele-courses) are aimed at supplementing the elementary science curriculum, as well as teaching children the value of nationalism and heroism.

7. The development of non-formal education accreditation and equivalency learning materials involves preparing accreditation materials for use at elementary and secondary levels.

THAILAND

The Community Learning Centre (CLC) programme originated from the so-called "quality of life promotion pilot project" which was launched during the 1985-1987 period. The objectives of the project were to encourage the rural poor and neoliterates to acquire the knowledge and skills needed to deal with their living conditions and problems, to help them learn how to solve community problems by cooperating with various agencies, and to help them form groups for practicing literacy skills and discussing the occupational aspects of community development. The programme has since been adapted for the development of learning centres. It aims at providing all people in the community with opportunities for lifelong learning. In a learning centre, activities are community based and democratically adapted to needs in order to cater for a variety of life-styles and preferences.
Since a community learning centre belongs to the community, everyone can access it. These centres provide a way of extending educational opportunities to disadvantaged people in remote and slum areas.

ACCU has been promoting literacy and NFE via close networking and co-operative efforts with UNESCO and the Member States in the Asia and the Pacific region. ACCU has worked together with them at all stages of the development process, from planning, implementation, and appreciation to evaluation of programmes, to make sure that such programmes are culturally sensitive and responsive to people's real needs. This regional collaboration is the very essence of ACCU's mechanism for carrying out innovative programmes.

ACCU's regional literacy programmes have been conducted mainly in the following three fields:

1. Development of Literacy Materials and Continuing Education. Fifty-seven types of prototype materials have been developed under the Asia/Pacific Joint Production Programme of Materials for Neoliterates in Rural Areas (AJP) with the aim of sustaining literacy skills and providing useful knowledge and information to improve the quality of life. Based on AJP prototypes, about 300 titles have been produced in local versions, which have been adapted in 34 languages in 19 countries following necessary modifications to texts, formats and illustrations.

On the occasion of International Literacy Year (1990), the picture book Guess What I'm Doing was published in 65 languages in 42 countries. National versions of Mina Smiles have been produced in 34 languages in 30 countries and broadcast on television in eight countries.

National versions of packaged learning materials on the environment, Series 1 (PLANET1: Water Pollution), have been produced in 20 countries to stress the important role of environmental education.

2. Capacity Building: Training of Experts on Literacy and Non-formal Education. Sixteen regional workshops have been held on the preparation of literacy follow-up materials for rural Areas. There have been five sub-regional workshops on the development of basic literacy learning materials, 11 national workshops which have involved sending an international team of experts on the development of materials for neo-literates, 12 literacy resource centre (LRC) workshops on enhancing local networks and providing technical resources in literacy promotion, three capacity-building workshops of LRCs on computer use for NFE
programmes and hundreds of follow-up workshops at the country level. These activities have provided training experiences to more than 1,000 experts from 19 countries in developing innovative and effective materials/programmes.

3. Building and Strengthening the Network of Literacy Agencies. Partners of ACCU include regional offices of UNESCO and other UN agencies, 20 non-formal education departments, and 12 community-based literacy resource centres. The network uses meetings and workshops to share experiences and expertise on innovative approaches and to exchange materials and information to achieve more effective programming. The Asia Pacific Literacy Database has been designed to disseminate literacy-related information to a wider audience via the Internet and CD-ROMs.

Difficulties and Lessons Learned from ACCU's Approaches:

a) Material Development. There are insufficient materials to provide for the 621 million illiterate people that exist in the Asia-Pacific region. No systematic method of dissemination has been developed to reach learners. There is a need for more diverse materials to cover different cultures and languages.

b) Capacity Building. More follow-up in sharing training experiences is required at national and sub-national levels. No simple training manual is available. There is a need to organize training workshops for teaching methodology and organizational management.

c) Network Building. There are limited opportunities for exchanging information and personnel. An efficient computer communication environment is needed.

ACCU's Visions and Future Approaches:

1. Visions:

- Establishment of a national policy to eradicate illiteracy in each country of the region;
- Collaboration between formal and non-formal education sectors;
- Further promotion of basic literacy in South Asia;
- Further promotion of continuing education in East Asia and the Pacific;
- Establishment of an Asia-Pacific Literacy Information Network; and
- Contribution to the EFA 2000 Assessment Forum and beyond for creating a "Learning Society".
ii. Actions:

- Expansion of the Asia Pacific Literacy Database;
- Establishment of materials adaptation and delivery mechanisms;
- Continued training on computer use for NFE programmes;
- Enhanced linkage of Literacy Centres (LRCs) and Community Learning Centres (CLCs);
- More commitment to environmental education; and
- Contribution to the "Culture of Peace" Year (2000).
Chapter Three

FIELD VISITS

The second day of the Technical Meeting was set aside for field visits to five institutions as follows:

1. Rural Development Administration
2. Korea National Agricultural College
3. Koryo Institute
4. Korea National Open University
5. KEDI's Air & Correspondence High School and Credit Bank System

1. Rural Development Administration
250 Seodun Dong
Suwon, Kyeonggido 441-707
Korea
Tel.: +82 331 292 0955
Fax: +82 331 293 9359
E-mail: <itcc@chollian.net>

Located in Suwon, 22 kilometers south of Seoul, the Rural Development Administration (RDA) aims to make Korean agriculture a highly productive and profitable industry by conducting research and development to improve agricultural technologies for rural development. Originally set up as an agricultural demonstration station in 1906, RDA offers intensive rural education programmes throughout January and February in conjunction with Korean Broadcasting Systems. It supports voluntary farmers groups such as 4-H clubs, the Rural Women Leaders Federation and the Rural Leaders Association, and also provides programmes in home improvement. RDA's major functions are to engage in agricultural research and development, to disseminate R & D findings, to improve major crop seeds, arrange quality control of pesticides and conduct rural extension programmes.

ARTC participants saw a video presentation on the programmes, projects and activities carried out by the organization.
2. Korea National Agricultural College

Donghwa Ri 11 1, Bonghwa Eup
Hwasung-Kun,
Kyunggi-Do 445-890
Korea
Tel.: +82 331 229 5201 5
Fax: +82 331 229 5230
Web: <http://www.kn.ac.kr>

The Korea National Agricultural College offers a three-year programme which includes one year of practical training; second-year students have the option of spending this on an advanced farm in Korea or in the United States, with Canada scheduled to be included by next year. After graduation students are required to practise on their own farms what they have learned in the College. Each year thereafter they are required to go back to school for re-training to keep abreast of the latest developments.

3. Koryo Institute

#76-34 Shinseol-dong
Dongdaemun-gu Seoul
Korea
Tel.: +82 2 9220 0967
Fax: +82 2 928 5859

Adult literacy education classes conducted by the Koryo Institute are free and so are the textbooks provided. Classes are run for four hours each day, five days a week for four months. Adults who learn to read and write may then enrol in an equivalency programme to pass the Government's exam held at the end of the primary level in order to proceed to the lower secondary stage. Of the students who sit for the elementary certificate exam 86 per cent go on to middle school. Because students are highly motivated, approximately 95 per cent of them graduate successfully from the basic literacy course.

4. Korea National Open University

169 Dongsung-dong, Chongro-ku
Seoul 110–791
Korea
Tel.: +82 2 3668 4323, 4301
Fax: +82 2 747 7100
E-mail: <ide@av9500.knou.ac.kr>
Field Visits

*Korean National Open University* (KNOU) operates through a network of 13 regional and 34 local study centres nationwide. University study facilities at local public libraries have been established in areas where no regional study centres are available. Around 200,000 students are currently enrolled at KNOU; more than half are public servants, but the student body also includes many teachers, housewives, military officials and other salaried employees. KNOU’s research centres and academic facilities include the Institute of Distance Education and the Educational Media Development Centre, as well as a student guidance centre, computer centre, library, university press and newspaper.

ARTC delegates were shown a video describing these facets of the university’s work then taken on a tour of the production facilities. They showed particular interest in the methods of delivery employed by the KNOU. In addition to broadcasting lectures and video-conferencing, the university offers access to a multimedia library.

The participants also learned about the Centre for Lifelong Learning founded by KNOU in 1997. The centre offers non-degree programmes in an effort to reach out to people with diverse educational needs. At present around 45,000 students are enrolled in 536 courses that are delivered via the Internet. Eighty per cent are full-time (“regular”) students; the rest study part-time. With the aim of providing education on demand through its multimedia library, the centre has digitised 760 hours of video and 4,730 hours of audio-based programmes so far. A new Web-based programme for teachers will be launched on 28 September 1999. The centre’s teacher in-service training programme has a student body of around 1,000. The completion rate is 90 per cent at present.

While the university is currently open to all high school graduates, it may require placement tests in the near future.

5. **Air and Correspondence High School and Credit Bank System**

*Korean Educational Development Institute*

92-6 Umyeon-dong
Seochu-gu
Seoul 137-791
Tel: +82 2 572 7813, 7815

*KEDI’s Air and Correspondence High School (ACHS)* was established in 1974 with the aim of providing educational opportunities for working adolescents and adults who for various reasons cannot attend regular high school. The school is devoted to realizing the goal of lifelong education. ARTC participants, again, expressed great interest in the instructional strategies used, including radio
instruction, schooling, self-study and Web-based instruction. A sample of a Web-based instructional programme was presented. The asynchronous nature of the system enables students to read lessons, listen to lectures, request lecture notes, obtain self-assessment checklists, ask questions and get answers by accessing Web pages which are open 24 hours a day. At present only about 20-22 per cent of students actually access the site. For those who do not have access to the Internet, ACHS provides CD-ROM versions of the Web-based material.

The Credit Bank System, first proposed in 1995 by the Presidential Commission on Educational Reform, has three main aims: (a) to offer accreditation which accords with fair and reasonable standards; (b) to accredit all forms of learning as equal; and (c) to expand the range of learning opportunities that are available. Accreditation is a five-step process: (a) an adult education institution seeking accreditation conducts a self-evaluation exercise; (b) the institution then applies for accreditation; (c) an accreditation committee visits the institution in order to conduct a field investigation; (d) the accreditation committee makes a final decision on accreditation and announces the results; and (e) once approval has been given the institution registers as an accredited adult education institution at the Centre for Educational Credit Bank System, KEDI.

Administrative support for the scheme is provided by KEDI, in co-operation with the Ministry of Education and a network of accredited institutions spread throughout the country. Credits are acquired through educational and job training institutions, and part-time involvement in colleges and universities. The system makes use of a standardized curriculum which calls for a comprehensive learning plan for each student. The curriculum was jointly developed by the MOE and KEDI.

ARTC participants expressed great interest in the scheme and asked many questions about its operation. For example, they wanted to know how student performance is assessed, who has responsibility for conducting such assessment, how the quality of learning programmes is assured and how comparability of the credentials earned can be guaranteed.

Reflections on the Field Visits

Participants briefly shared their reflections and impressions on the day following the field visits. All thought the visits had been worthwhile and expressed their appreciation to KEDI for having organized them. A number found the Koryo Institute for Adult Literacy and the KEDI Centre for Educational Credit Bank System to be particularly interesting. Comparison with similar systems in other countries was made with a few pointing out that such programmes should be viewed in the context of national situations and each country’s level of development. It was pointed
out that a green card system is used in China to recognize farmers' technical, agricultural knowledge and participants speculated that this system could possibly be extended and generalized to take into account literacy knowledge.

The participants were impressed by the Korean people's great motivation for learning. Some of the other ARTC representatives pointed out that they sometimes experienced difficulty in attracting illiterates to attend their literacy classes. Dr. Sung explained that for Koreans education is an intrinsic motivation, an inner drive sustained by their belief that "to be a person is to be educated." This is also one of the reasons why their government is very supportive of efforts to make quality education accessible to everyone. For example, twenty-four per cent (24 per cent) of the country's annual national budget goes to education. Public education is therefore on a par with programmes offered by the private sector. This ensures that equality of educational opportunities is provided to all citizens regardless of their economic status.

One delegate outlined six principles of Korean education that he had noted on the field visits. These included the following:

- Education is a social, cultural and political priority;
- User responsibility and commitment is encouraged (e.g. Korean National Agricultural College students practice what they have learned from the college on their farms, thereby contributing to national efforts to boost the country's agricultural industry);
- The principle of open access is practised (e.g. free access to lectures, learning materials, etc.);
- Regionalization and decentralization are used to achieve an efficient national delivery system;
- Education is delivered through the use of the most technical and advanced means possible; and
- Prior learning is recognized.
Chapter Four

FRAMEWORK FOR JOINT RESEARCH TO BE CONDUCTED BY ARTC MEMBERS

The following were proposed as thematic topics for joint research by ARTC members:

1. Innovative Approaches to Functional Literacy for Poverty Alleviation (China, Bangladesh).

2. Innovative Approaches to Non-formal Education for Sustainable Development (India, Indonesia, Thailand, Philippines).

3. Innovative Approaches to Lifelong Adult Learning (Korea, Malaysia, Australia).

Following discussion on what UNESCO APPEAL expects from the ARTCs exactly in terms of undertaking joint research, the following procedures were agreed to by all participants:

- A general framework for each of the identified themes above is to be developed by sub-groups of ARTC representatives with respect to the theme they have chosen.

- Each ARTC member then takes the framework back to their country where they will be given one month to (1) finalize, fine tune and review the said framework; and (2) complete an action plan based on the framework.

- They will then submit these two documents to UNESCO APPEAL in Bangkok for approval after which each ARTC may then conduct their proposed plan of action.

- It has been suggested that the time frame or duration for this plan of action should be between 6 to 8 months after receipt of approval from UNESCO APPEAL.

- A joint financing scheme was likewise suggested whereby an ARTC member may be asked or may volunteer to match funds provided by APPEAL so as to maximize the financial support available for each project.

In a breakout session, participants grouped themselves to develop a general framework for their chosen theme. The following frameworks were presented at the plenary session following the small group workshop:
I. INNOVATIVE APPROACHES TO FUNCTIONAL EDUCATION FOR POVERTY ALLEVIATION

(ARTC members from Bangladesh and China)

Introduction
1. Background of the study
2. Overview of the situation at the national level
   a) Brief country profile and educational structure both formal and non-formal
   b) Definition of functional literacy, non-formal education / lifelong learning and poverty alleviation
3. Objectives of the study
   a) General
   b) Specific
4. Focus of context areas of the study
5. Methodology of the Study

Overview of the Situation in the Study Areas
1. Overview of the situation in the study areas
2. Target groups and target areas

National Policy and Conceptual Perspectives

Major Innovative Approaches/Practices to Functional Literacy for Poverty Alleviation
1. Purposes
2. Elements of innovations
3. Duration of the project

Results/Outcomes
1. Indicators of improvement
2. Quantitative results
3. Qualitative results
   a) Major achievements (why and how)
   b) How does the project bring about the empowerment of the community?
      - community participation
      - self-reliance of the community
      - sustainability of the project
      - cooperation among the community development organizations
      - curriculum and materials
      - delivery mechanism
      - resources
      - public expenditure/other sources, etc.

Problems and Constraints

Replicability

Recommendations for Policy Actions and Adaptation to other National and Local Contexts

II. INNOVATIVE APPROACHES TO NFE FOR SUSTAINABLE DEVELOPMENT
   (ARTC members from India, Indonesia, Thailand and the Philippines)

Introduction

1. Overview of the situation
   (at the national level):
   a) Brief country profile and educational structure both formal and non-formal
   b) Definition of non-formal education for sustainable development
(in the study area):
  a) Overview of the situation in the study areas
  b) Target groups and target areas

2. Background of the study
   a) Objectives of the study
      • General
      • Specific
   b) Focus of context areas of the study
   c) Methodology of the study – case study

National Policy and Conceptual Perspectives

Major Innovative Approaches/Practices of the Projects

1. Purpose
2. Elements of innovations

Results/Outcomes

1. Quantitative results
   a) Number of participants in the project
   b) Percentage of enrolment
   c) Percentage of retention
   d) Percentage of income increase after joining the project
   e) Percentage of quality of life improved after the project (sanitation, nutrition, shelters, environment, etc.)

2. Qualitative results
   a) Major achievements (why and how)
   b) How the project brings about empowerment of the community
   c) Community participation
   d) Self-reliance of the community
   e) Sustainability of the project
   f) Cooperation among community development organizations
   g) Curriculum and materials
   h) Delivery mechanism
   i) Resources
   j) Public expenditure/other sources
Problems and Constraints

Replicability

Recommendations for Policy Actions and Adaptation to other National and Local Contexts

III. INNOVATIVE APPROACHES TO ADULT LIFELONG LEARNING
(ARTC members from Korea, Malaysia and Australia)

Introduction
1. Background of study
   a) ARTC's overview of the need for innovative approaches
   b) Country's overview of the need for innovative approaches
2. Objective of study
   a) General: to meet challenges of the new millennium
   b) Specific objective: to meet national/social demands
3. Focus of area of study
   a) Malaysia: adult computer literacy for the underserved
   b) Korea: CBS for adult learners
   c) Australia: both
4. Methodology
   a) Individual country case studies
   b) Survey/questionnaire of controlled and potential target groups
   c) Interview
   d) Follow-up observation

Overview of the Situation
1. At the national level
   a) Brief country profile: formal and non-formal + literacy rate
   b) Definition of lifelong learning: individual life fulfillment and contributor to the community
2. In the study areas
   a) Overview of the situation: specific country
   b) Target groups/areas: specific country
National Policy and Conceptual Perspectives

Specific country

Major Innovative Approaches / Practices of the Projects

1. Purposes: specific country
2. Elements of innovations: specific country

Results/Outcomes

1. Quantitative results
   a) number of participants
   b) percentage of enrolment
   c) percentage of retention
   d) degree of quality of life improvement: rate / number gaining access
2. Qualitative Results
   a) community participation
   b) self-reliance of community
   c) co-operation among community members
   d) curriculum and materials

Problems and Constraints

Replicability

Recommendations for Policy Actions: to be Submitted at End of Research

Note: Apart from separate action, Korea and Australia intend to collaborate as close as possible, for example, at the stage of drafting the preliminary country research action plan and drafting the final report prior to submission to UNESCO PROAP; there is also a "possibility of involvement at some stage" in the research process.
ACCU in collaboration with UNESCO PROAP will be responsible for disseminating the results of the ARTC Joint Research. As an attempt to make the research findings available to a wide audience and further promote the issues of basic education and lifelong learning, ACCU will undertake the following methods of dissemination: (a) publication of a report on ARTC Joint Research and (b) the Asia-Pacific Literacy Database.

Publication of a Report on ARTC Joint Research

ACCU and UNESCO PROAP will compile the documents submitted by each of the ARTC members and into a comprehensive report. The document format will follow the general framework of joint research as defined during the 1999 ARTC Technical Meeting. The report will not only include research findings and elements of innovative approaches, but also policy recommendations for the stakeholders of the respective country/community (government, local leaders, etc.). The report will be published and distributed to the organizations concerned for further necessary actions to be taken by each of the respective countries (e.g., adoption and implementation of policy recommendations).

Asia-Pacific Literacy Database

The research findings will also be available on the Internet for increased access to information. The information will be available in the new site “Innovations in Literacy” (tentative title) which will be included by ACCU on the existing Asia-Pacific Literacy Database (a brief proposal on “Literacy Innovations” was tabled at the meeting). ACCU will also try to provide the same information on the next version of CD-ROM to reach those who do not have access to the Internet (tentative).

Representatives of the other ARTC members expressed their appreciation for the support ACCU will extend to the joint research projects and expressed hope that ACCU will continue to provide the same support (i.e., in terms of facilities) to the ARTC members as it is to UNESCO-PROAP.

Schedule of Action Plan for Joint Research

The ARTC members then agreed to take the framework they have developed back to their own countries as a basis for developing their action plans. The following time frame has been adopted to guide the members in the implementation of their proposed projects:
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Chapter Five

REVIEW OF APPEAL'S ACTIVITIES AND NEW VISIONS
FOR FUTURE PROGRAMMES AND STRATEGIES

On the morning of Wednesday, 8 September 1999, ARTC delegates reviewed a set of 21 actions planned by APPEAL in November 1998. Since these plans were grouped under eight sub-headings: (1) policy, (2) advocacy, (3) access, (4) decentralization, (5) community participation and ownership, (6) quality and relevance, (7) action research and (8) co-operation, networking and partnership. This chapter has been organized in the same way.

Policy

1. Advocate national legislation that requires that government spending on literacy programmes and continuing education matches expenditure in the formal education system.

2. Ensure that national legislators and other decision makers understand the critical importance of (a) early childhood education and (b) inclusive schooling for learners with special learning needs.

3. Link the provision of adequate resources and appropriate training for teachers and other school personnel to the goals of lifelong learning, community participation and ownership, and the need to organize “learning without frontiers” through formal, non-formal and informal systems.

4. Promote the vision of a learning society. To achieve this vision it is important to take the long-term view of education as an investment in human potential. Lifelong learning is a key principle and so too are the four pillars outlined in the Delors Report: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. “Basic education” will therefore need to include these and other life skills.

5. Underline the need to make greater use of research and evaluation findings when framing policy and introducing reforms.

6. Give priority to developing a high quality primary education system, while conceding that higher education is important as a driving force in development.

7. Promote access to expanded learning opportunities through the use of information technology. For this strategy to be successful it is necessary to combine three elements in system-level planning: the establishment of a high-speed national backbone linked to the Internet, the creation of digital libraries allowing “education on demand” and adequate access to computers.

Advocacy

1. Prepare a convincing case to donor agencies and other partners in order to mobilize sufficient financial, material and technical resources for basic education and lifelong learning activities.

2. Continue seeking national support for the expansion of the International Literacy Day into International Literacy Week, coupled with Adult Learners’ Week, to be celebrated in ways which ensure effective community participation and awareness.

3. Advocate activities which create awareness of the importance of education as a component of the “lifelong learning” process.

Access

1. Organize pilot projects to establish preschool centres with the active participation and involvement of parents and communities.

2. Utilize Community Learning Centres to provide educational opportunities especially for disadvantaged and marginalized children, youth, and adults in remote areas and urban slums.

3. Seek the involvement of all educational and religious institutions, including NGOs, the mass media and the private sector, since without the involvement of all stakeholders, it will not be possible to achieve a broad-based social action which will provide opportunities for out-of-school youth and adults to learn.

4. Ensure that equivalence programmes are available so that learners outside the formal system can enter or re-enter the formal education sector.

5. Emphasize the empowerment of women as a major objective, given that 70 per cent of women are illiterate.

6. Provide special education support (e.g., especially for those with moderate to severe disabilities).

7. Create a supportive environment which allows safe and effective access to education (e.g., through the provision of appropriate transportation).
Decentralization

1. Always make an effort to adapt educational programmes to local contexts (taking into account different cultures and languages).

2. Organize educational training activities to enhance the competence of community leaders, so that they can promote and manage education programmes and activities by themselves.

3. Provide complementary training to ensure that grassroots organizations/committees are knowledgeable about their roles and functions. Women should be an important target group in planning all such activities.

Community Participation and Ownership

1. Call upon local authorities to provide a key role in NFE through community education programmes.

2. Seek support for strengthening Community Learning Centres (CLC) and non-government organizations in ways that promote community participation and ownership. The CLCs can be the "hub" of community activities, thus promoting social mobilization and transformation.

3. Encourage the private sector to contribute; for example, developers building housing estates should be encouraged to provide a special unit to house a CLC to facilitate NFE.

Quality and Relevance

1. Aim to develop good-quality, learner-centered curricula and teaching materials for use in all programmes, including the professional development of teachers and other educational personnel. The focus should be on learner-centered innovations in programme design and delivery.

2. Seek the support of research institutions, institutions of higher learning and the universities in organizing relevant programmes for improving the quality of basic education, literacy and continuing education, for the continuous professional development of teachers and administrative personnel, and in designing locally-based interventions (curriculum, teaching-learning materials, etc.) for empowerment and improvement of the quality of life.

3. Ensure the continuous monitoring and evaluation of programmes and activities as a feedback mechanism for improving programme implementation and performance and ensuring quality/positive results/outcomes/impacts.
4. Place greater emphasis on the improvement of educational processes including qualitative improvement in teacher education and continuous training for NFE personnel.

Action Research

1. Seek the support of research institutions to conduct action research which is especially focused on improving the relevance of literacy, post literacy and continuing education programmes within the perspective of lifelong learning, socio-economic development and cultural contexts.

2. Strengthen the clearinghouse function of APPEAL through the collection and effective dissemination of reliable data, especially through the UNESCO-ACCU Literacy Database.

3. Select institutions with a good record in action research to assist with the application of this research methodology to basic education and lifelong learning programmes.

4. Emphasize research for change, leading to reform, and improve methodologies and actual practices.

5. Develop a database on basic education that compares with the one ACCU has developed for literacy.

Building and Strengthening National Capacity

1. Encourage literacy facilitators to ensure programme continuity and sustainability at national and local levels.

2. Develop multimedia training materials, including computer software applications and the use of the Internet for educational purposes and training for capacity building.

3. Encourage community centres to build capacity-building models that can be disseminated. These models are going to be very important given existing financial constraints.

4. Conduct relevant training programmes on resource management and the allocation of resources. Human resource development for NFE is particularly important.

Co-operation, Networking and Partnership

1. Review the existing structures of NCCA and ARTC and the possibility for strengthening and expanding these networks.
2. Develop with all possible partners a comprehensive network and partnership plan, including the utilization of all facilities: CLCs, Literacy Resource Centres (LRCs), and other existing infrastructure.

3. Strengthen the relationship and linkages between formal and non-formal education and involve parents and communities in activities that promote basic education, literacy and continuing education.

4. Increase the awareness of national governments so that they readily recognize the role of ARTC. The APPEAL Secretariat should write to the ARTC national governments concerning this matter.
Chapter Six

REVIEW OF ARTC ROLES AND FUNCTIONS

ARTC roles and functions were reviewed during the afternoon of the third day. Recommendations for strengthening the ARTC network were also solicited from the participants.

Pertinent points raised during the discussion included the following:

1. ARTC programmes should not only reflect the policies and priorities of UNESCO, but also those of the governments of member countries.

2. Links between individual members and national authorities should be strengthened.

3. The forms and channels by which the services of ARTC members might be more fully and efficiently tapped (e.g., for training, consultation services, research projects) should be explored. Regional/sub regional training programmes of APPEAL could be linked up with ARTC activities.

4. The capacity to review, monitor and evaluate outcomes of programmes under APPEAL should be strengthened.

5. Ways to raise funds and use the resources of ARTC members to carry out or even fund programmes need to be explored.

6. Better communication and exchange of information among ARTC members must be achieved.

7. ARTC, in consultation with UNESCO, may initiate new and innovative projects that UNESCO could take up as its own and submit to donors for funding.

8. Given the responsibilities, some of the UNESCO projects could be implemented through ARTC.

9. Further discussion also led to the following suggestions and/or agreements:

10. Members agreed that the ARTC institutions have the capacity to absorb more work and responsibilities than has been expected of them during the past three years, particularly in addressing problems and issues in basic education and lifelong learning. Although many members have done quite a lot in addressing such problems (e.g., Bangladesh has been involved in capacity building, income generation and continuing education programmes), they recognize the need for more work to be done in these areas, such as designing more innovative programmes that give access to more learners, developing more learning
materials, helping governments in their capacity-building efforts, etc.). Participants agreed that a more intensive plan of action should be undertaken in support of the APPEAL programme to achieve EFA.

11. Participants also pointed out the need to formally, or more officially, recognize ARTC as a technical consultative arm of APPEAL, with recognition coming not only from the APPEAL office in Bangkok but also from other related UN agencies. A more direct link among the ARTC members and UNESCO APPEAL should be established.

12. Each ARTC member should also be recognized by other ARTC member countries so as to establish more formal working relationships among them.

13. ACCU should offer its facilities and support to ARTC just as it does for UNESCO PROAP.

14. It is important to strengthen and/or enhance communication among members through electronic means (e.g. by e-mail, home pages) so that they can more readily keep up with each other's activities.

15. Areas of intervention, or areas for action which each ARTC member could especially or particularly address (areas in which an ARTC institution has more experience), should be identified and recognized so that their contribution to the consortium may be maximized.

16. In addressing problems in basic education and lifelong learning, UNESCO APPEAL should closely study country situations. Country clusters may then be formed, donor sources for similar projects identified and interventions for each country cluster channeled through the ARTC member in each country. APPEAL can act as a controlling agency that monitors the progress and achievements of programmes.

17. It would be useful to develop programmes in training trainers in early childhood care and education, which may possibly get funding from Australia.

18. APPEAL should continue to locate regional meetings of APPEAL at one of the ARTC institutions and link up annual ARTC meetings with other activities where more people are involved.

19. All institutions in the consortium should first be fully involved in ARTC activities and undertakings, and the consortium itself made functional and adequately resourced before membership of the ARTC is expanded.

20. Expansion of membership should be limited to institutions which address pre-identified "area gaps" in consortium membership.

21. ARTC members should have the right to propose projects and to ask UNESCO to seek funding support.
Other matters agreed upon:

1. The ARTC meeting in the year 2000 will take place in Bangladesh and the 2001 meeting will be in Australia.

2. Support for APPEAL's newsletter is needed. Members are asked to send in articles on what each member has done to promote basic education and lifelong learning.
Chapter Seven

PROPOSALS FOR JOINT CELEBRATION OF
INTERNATIONAL LITERACY AND
ADULT LEARNERS’ WEEKS

ARTC participants proposed a wide range of activities that would be suitable for celebrating International Literacy Day and Adult Learners’ Week. Some possible activities are outlined below. The activities could include seminars, demonstrations, joint national celebrations and taking a few minutes at 10:00 a.m. on International Literacy Day to acknowledge some literacy-related achievements. In addition to current activities conducted in the region, the following proposals were suggested:

International Celebrations
1. UNESCO could organize ARTC and other regional meetings in conjunction with International Literacy Week, between 8-12 September each year, in different consortium centres throughout the Asia-Pacific region.
2. International participants in these meetings could observe Literacy Day in the respective countries in the following ways by taking part in a literacy procession, or
   - By participating in a national level conference at which some international and national speakers could share success stories in the member countries.
   - By holding press conferences to share their experience with local journalists
   - By hosting a book exhibition
3. Visits to innovative Community Learning Centres could be organized.

National Celebrations
1. Select a national theme
2. Form a national committee
3. Arrange a literacy procession
4. Hold a national conference on literacy with the Head of the Government as Chief Guest and other dignitaries as invited guests
5. Organize national level literacy prizes for:
1999 ARTC Technical Meeting

- Literacy materials
- Best literacy teacher
- Best supervisor
- Best organizer
- Best organization

6. Hold a literacy exhibition/book exhibition
7. Produce a special bulletin/flyer/magazine
8. Hold a press conference describing the literacy situation and achievement
9. Produce a special supplement in the daily newspaper
10. Arrange an essay or poster competition
11. Prepare sermons to be given in religious institutions

District Celebrations
1. Form a district-level committee
2. Arrange a literacy procession
3. Hold a local-level conference
   - Arrange local level prizes
4. Arrange a book exhibition

Centre – Level Celebrations
1. Procession
2. Meeting
3. Award certificates to learners
4. Award to best learners

All NGOs should be encouraged to organize similar activities in their respective working areas.
Annex I

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Annex II

SCHEDULE OF WORK

Monday, 6 September 1999

08.40  Leave KOICA for KEDI
09.00-09.10  Distribution of papers
09.10-09.50  Opening ceremony and group photo session
  ▪  Introduction of participants
09.50-10.00  Tea/Coffee break
10.00-10.30  Presentation of meeting objectives and procedures
  ▪  Election of officers of bureau
10.30-11.00  Overview of APPEAL's programme
11.00-12.30  Sharing of innovative approaches of basic education and
  lifelong learning
12.30-14.00  Lunch
14.00-17.00  Sharing (cont'd)
  (Tea/coffee break to be provided)
17.00-17.30  Orientation of the field visit

Tuesday, 7 September 1999

08.10  Leave KOICA
09.00-09.30  Visit Rural Development Administration
09.50-10.40  Visit Korea Agricultural Professional School
11.40-12.40  Visit School for Elders
12.40-13.30  Lunch
14.00-15.20  Visit Korea Open University
16.20-17.10  Visit KEDI Air & Correspondence High School
17.15-18.00  Visit KEDI Credit Bank System
Wednesday, 8 September 1999

09.00-10.00 Reflection on the field visit in the framework of APPEAL
10.00-10.15 Tea/coffee break
10.15-12.30 • Review of APPEAL's current activities and new visions on its future programmes and strategies in the promotion of basic education and lifelong learning
• Review of the role and functions of ARTC and Recommendations for strengthening ARTC network
12.30-14.00 Lunch
14.00-17.30 Design of framework, methodology and procedures for ARTC joint researches on innovative approaches of basic Education and lifelong learning (Tea/coffee break to be provided)

Thursday, 9 September 1999

09.00-12.30 Action plan for joint researches on innovative approaches of basic education and lifelong learning (Tea/coffee break to be provided)
12.30-14.00 Lunch
14.00-17.30 Action plan (cont’d)

Friday, 10 September 1999

09.00-10.30 Discussion on the approaches for joint celebration of the International Literacy and Adult Learners' Week
10.30-10.45 Tea/coffee break
10.45-12.30 Adoption of the draft final report
12.30-14.00 Lunch
14.00 Closing session
Annex III

OPENING SPEECHES

Welcome Speech
by Byong-Sun Kwak, President
Korean Educational Development Institute (KEDI)

Distinguished representatives of APPEAL Resources and Training Consortium (ARTC)
UNESCO APPEAL Co-ordinators
Ladies and Gentlemen,

On behalf of Korean Educational Development Institute and also on my own behalf, I would like to welcome all participants most warmly to the 1999 ARTC Technical Meeting: Joint Research on Innovative Approaches on Basic Education and Lifelong Learning in the Asia-Pacific Region.

Since the 1990 Jomtien World Conference on Education for All, a wide range of national, international, regional, and local efforts have been made to meet the core target set in the “World Declaration on Education for All” which was to provide basic education for all by the year 2000. At present, I understand that various assessments are going on to measure the progress over the decade and to devise new strategies in the new millennium.

I believe this meeting mirrors the commitments of the member states in the region as well as the APPEAL, UNESCO to respond to the urgent calls for the improvement of basic education and lifelong learning in the new millennium. We need to share our wisdom, knowledge, experiences, and practical know-hows amongst us and to optimize our resources in the year 2000 and beyond.

Over the past 25 years, KEDI has been involved in improving basic education and lifelong learning in Korea. Since its founding in 1974, the Centre for the air and correspondence high school has offered quality educational opportunities for those who are previously unable to enroll in formal high school. Students can obtain high school diploma via broadcast lectures as well as on-line learning. Recently, KEDI also established a Credit Bank System delegated by the Government. This Credit Bank System aims to provide individuals with greater educational opportunities as embodied by the concept of lifelong learning, and consequently create the conditions where anyone can gain access to a higher education degree.
This meeting is so timely considering the importance and urgency of the agenda laid out in front of us and KEDI is honored to co-host such an important meeting. I, again welcome all of you distinguished representatives from Australia, Bangladeshi, China, India, Indonesia, Japan, Malaysia, Philippines, Thailand and APPEAL-UNESCO.

In the new millennium, there are many new challenges awaiting all of us, as there are many more chances for success. I look forward to the outcome of our meeting with high expectations. I am confident that through our concerted joint efforts, we will be able to create new and innovative research approaches on basic education and lifelong learning for the new era.

Again, welcome to Korea and Korean Educational Development Institute and wish you a comfortable and pleasant stay.

Thank you.
Welcome Address
by Zhou Nanzhao, Acting Co-ordinator
APPEAL, UNESCO PROAP

On behalf of UNESCO Principal Regional office for Asia and the Pacific, may I welcome you all to the 1999 ARTC Technical Meeting, a meeting of members of the Consortium and partners in the joint sustaining efforts in achieving EFA and promoting lifelong learning in this vast region. I would also like to convey sincere thanks from PROAP Director and my colleagues at APPEAL to President of KEDI and his colleagues for the efforts in making this meeting possible and our stay pleasant.

This Technical Meeting is of special significance in light of new development contexts:

- The first ARTC Technical Meeting after the 2nd Meeting of the International General Regional Conference on Education in September (1998) serves to reinforce regional cooperation with UNESCO and its Member States in moving towards the common goals in various areas of education including EFA of which made recommendations for taking actions by both UNESCO Member to implement regional strategies by 2000 and beyond.

- It is taking place shortly before the UNESCO General Conference, which will approve the third biennium programme (2000-2001) of UNESCO Mid-term Strategy (20C/3). The document proposes that 'the existing regional programmes - APPEAL, ARABUPPEAL, PROMEDDLAC - will be renewed and, in consultation with the Member States concerned, reoriented if necessary.' As a technical arm of APPEAL, this ARTC Technical Meeting will be able to make meaningful contribution to the renewal and reorientation of the Programme.

- UNESCO and its member states, along with UN EFA conveyors, have been engaged in a decade-review of post-Jomtien EFA Assessment Exercise, to review progress made, to identify problems and obstacles, to formulate new strategies and plans of action for EFA in and beyond the year of 2000. Most member states in this region have prepared draft EFA country reports, and a regional EFA conference is scheduled for January 2000 in Bangkok, and a Global EFA Forum to happen in April 2000 in Dakar, Senegal. The visions and reflections of ARTC members, based on your national experiences will assist APPEAL in its preparation and contribution to this EFA Assessment process.

- The widespread financial and economic crisis has heavily hit many countries of the Asian region. While they have devised effective strategies to cope with and
respond to the crisis and many of them have been recovering from or getting out of the crisis, they have many profound lessons to be learnt and digested and translated into future actions. For one, apart from those economic structural factors, countries have to comprehend and reflect the fundamental roles of education as vital tools for promoting development and building a culture of peace in the information-intensive, knowledge-based economies. The rethinking and expanded visions of education have to be incorporated in renewed national policies and education programmes. This technical meeting might offer relevant perspectives and recommendations concerning how basic education and lifelong learning could best respond to the changed and changing regional development contexts.

- UNESCO PROAP units, including APPEAL, and other field/country offices are currently preparing new project proposals under the Japanese Funds-in-Trust framework for the year 2000. Proposals for both continued supports of on-going multi-year projects and new ones will be reviewed in early October, whereupon they will be forwarded to Japanese Government for approval. The joint research on basic education and lifelong learning to be discussed at this meeting will definitely strengthen APPEAL's preparation efforts to initiate new programme actions and to secure necessary resources to support our proposed projects.

Distinguished fellow participants, the basic education for children as well as adults is an indispensable 'passport to life' that will enable people to choose what they do, to share in building the collective future and continue to learn. Basic education is essential if inequality, both between the sexes and within and between countries, is to be successfully challenged. Basic education is the first step in attempting to attenuate the enormous disparities affecting many groups. Despite the progress made in basic education for all, harder efforts have to be made in coming years to ensure that educational opportunities are provided and designed to meet the basic learning needs – in terms of both basic learning tools and basic learning content – of all children, young people and adults.

In light of these developments, we are to develop a conceptual framework and work plan for our joint research in basic education and lifelong learning. We are to jointly review APPEAL's programme activities and explore ARTC's new strategies. These efforts have to be based on in-depth reflection and mutual sharing of your national, subregional and regional experiences, especially in innovations in basic education and lifelong learning.

Lifelong learning has been a guiding principle of UNESCO education programme activities. To UNESCO it is 'a key to the twenty-first century, essential for adapting to the evolving requirements of the labor market and for better mastery of the changing time-frames and rhythms of individual existence'. Learning throughout life is 'the heartbeat of society', learning how to learn is the only way of satisfying the stronger
need to deal with new situations arising in personal and working lives and to meet the challenges posed by a rapidly changing world.

Lifelong education should also be made a guiding principle in initiating, and implementing systemic changes and reforms in our educational systems, translated into schools widely practiced in varied forms and in innovative ways.

Our deliberations at the meeting will cover a wide range of major issues in Basic Education and Development of Lifelong Learning including such innovative approaches as the following:

- Policy
- GO-NGO partnership
- Community participants
- Bottom-up strategies
- Advocacy for public awareness
- Relevance to cover by alleviation
- Guide sensitive projects

At our technical meeting we are to discuss major issues arising from these most diversified programmes in basic education and lifelong learning and their multi-fold implications for ARTC joint research and other actions.

I wish you all every success in your fruitful deliberations.