



# Lifelong Learning in Asia and the Pacific

Asia-Pacific Regional Forum  
for Lifelong Learning



United Nations Educational, Scientific  
and Cultural Organization  
UNESCO Bangkok



Asia-Pacific Regional Forum for Lifelong Learning, Chiangmai, Thailand,  
8-13 September 2001.

*Lifelong Learning in Asia and the Pacific Region.* Bangkok: UNESCO  
Bangkok, 2004.

203 p.

1. LIFELONG EDUCATION. 2. ADULT EDUCATION. 3. ADULT  
LITERACY. 4. ICT. 5. NON-FORMAL EDUCATION. I. Title.

374.95

ISBN 92-9223-011-5

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Published by the  
UNESCO Asia and Pacific Regional Bureau for Education  
P.O. Box 967, Prakanong Post Office  
Bangkok 10110. Thailand

Printed in Thailand

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# ***List of Abbreviations***

<b>ACCU</b>	Asia-Pacific Cultural Centre for UNESCO
<b>AMPM</b>	APPEAL Manual for Planning and Management of Literacy and Continuing Education
<b>APPEAL</b>	Asia-Pacific Programme of Education for All
<b>ARTC</b>	APPEAL Resource and Training Consortium
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>ASPBAE</b>	Asian South Pacific Bureau of Adult Education
<b>BDP</b>	BRAC Development Programme
<b>BEOC</b>	Basic Education for Older Children
<b>BEP</b>	BRAC Education Programme
<b>BLCC</b>	Bunyd Literacy Community Council
<b>BRAC</b>	Bangladesh Rural Advancement Centre
<b>CAI</b>	Computer Assisted Instruction
<b>CE</b>	Continuing Education
<b>CEDAW</b>	Center for Education and Development of Rural Women, Pune India
<b>CERID</b>	Research Center for Educational Innovation and Development
<b>CIPM</b>	Community Integrated Pest Management
<b>CLC</b>	Community Learning Centre
<b>COL</b>	Commonwealth of Learning
<b>CRC</b>	Community Resource Center
<b>DAM</b>	Dhaka Ahsania Mission
<b>DECS</b>	Department of Education, Culture and Sports, Philippine
<b>DEO</b>	District Education Officer
<b>DNFE</b>	Department of Non-Formal Education, Thailand
<b>ECCE</b>	Early Childhood and Care Education

<b>ECD</b>	Early Childhood Development
<b>EDCOM</b>	Intergovernmental Regional Committee on Education in Asia and the Pacific
<b>EFA</b>	Education for All
<b>ESCAP</b>	Economic and Social Commission for Asia and the Pacific (UN)
<b>ETV</b>	Education Television
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FLP</b>	Functional Literacy Project
<b>GIS</b>	Geographic Information Systems
<b>GNP</b>	Gross National Product
<b>GO</b>	Government Organization
<b>HIV/AIDS</b>	Human Immuno-Deficiency Virus/Acquired Immunity Deficiency
<b>HRD</b>	Human Resource Development
<b>ICT</b>	Information and Communication Technologies
<b>IGNOU</b>	Indira Gandhi National Open University
<b>IGP</b>	Income-generating Programme
<b>IIE</b>	Indian Institute of Education
<b>ILD</b>	International Literacy Day
<b>ILO-IPEC</b>	International Labour Organization – International Programme on the Elimination of Child Labour
<b>INFRA</b>	Institute for Rural Education
<b>INNOTECH</b>	SEAMEO Regional Centre for Innovation and Technology, Philippines
<b>INRULED</b>	International Research and Training Centre for Rural Education
<b>INTV</b>	National Institute of Technology
<b>IO</b>	International Organization
<b>IPM</b>	Integrated Pest Management
<b>IT</b>	Information Technology
<b>JICA</b>	Japan International Co-operation Agency

<b>KEDI</b>	Korean Educational Development Institute
<b>KEMAS</b>	Community Development Division, Ministry of Rural Development, Malaysia
<b>LLL</b>	Lifelong Learning
<b>LRC</b>	Literacy Resource Centre
<b>LRCCE</b>	Learning Resource Center for Community Empowerment
<b>M &amp; E</b>	Monitoring and Evaluation
<b>MANGO</b>	Map-based Analysis for Non-formal Education Goals and Outcomes
<b>MIS</b>	Management Information Services
<b>MRD</b>	Ministry of Rural Development, Malaysia
<b>MSC</b>	Multimedia Super Corridor
<b>NDFCAI-WED</b>	Notre Dame Foundation for Charitable Activities Inc., Women in Enterprise Development
<b>NFE</b>	Non-Formal Education
<b>NFPE</b>	Non-Formal Primary Education
<b>NGO</b>	Non-government Organization
<b>NIEPA</b>	National Institute for Educational Planning and Administration
<b>NITC/NITA</b>	National Information Technology Council/Agenda
<b>NTU</b>	National Technology University of Thailand
<b>NTUI</b>	Northern Territory University
<b>OHP</b>	Overhead Projector
<b>ONPEC</b>	Office of the National Primary Education Commission, Thailand
<b>PALM</b>	Package for Developing Adult Learning Materials
<b>PDP</b>	Non-Formal Primary Education for Girls, Pakistan
<b>PRA</b>	Participatory Rapid Appraisal
<b>PROAP</b>	Principal Regional Office for Asia and the Pacific
<b>RAEA</b>	Rajasthan Adult Education Association

<b>SCF-UK</b>	Save the Children Fund, United Kingdom
<b>SEAMEO</b>	Southeast Asian Ministers of Education Organization
<b>SIDA</b>	Swedish International Development Agency
<b>SME</b>	Small and Medium Scale Enterprises
<b>SNC</b>	Special Needs Children
<b>SRC Rajasthan</b>	State Resource Center for Adult education, India
<b>SRF</b>	Sub-regional Forum
<b>SVA</b>	Shanti Volunteer Association
<b>TAO</b>	Tambon Administration Organization, Thailand
<b>TRC-ARC</b>	Thai Red Cross AIDS Research Centre
<b>TTN</b>	Thailand Training Network
<b>TWG</b>	Thematic Working Group
<b>UIE</b>	UNESCO Institute for Education
<b>UNDP</b>	United Nation's Development Programme
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UNIFDAC</b>	United Nations International Fund for Drug Abuse Control
<b>UPE</b>	Universal Primary Education
<b>USAID</b>	United States Agency for International Development
<b>VRDTCA</b>	Vanuatu Rural Development and Training Centres Association
<b>VWU</b>	Viet Nam Women's Union

# **I**ntroduction

At the beginning of the United Nations Literacy Decade (2003-2010), literacy continues to be unevenly distributed within and between societies around the world. As a result, the rewards of literacy remain unavailable to hundreds of millions of people. This loss, to those individuals and to their societies, is a devastating waste of human resources, and a denial of a fundamental human right. It results in increasing levels of poverty, and the marginalization of whole sectors of societies. Literacy is liberating for the individual; freeing them to pursue their lives, talents and abilities to their best; for themselves, their families and their communities. It is a transformative process in that it touches and changes every aspect of each literate person's life. As UNESCO Director-General KoWchiro Matsuura has said, literacy is a cause for celebration: for the individuals and their families and for society at large. The freedom promised by literacy is both *freedom from* – ignorance, oppression, and poverty – and *freedom to* – to do new things, to make choices, to learn.

Lifelong learning builds upon the foundation of universal literacy. It includes early childhood education, formal schooling, higher education, continuing education and distance education. Everyone can benefit from education throughout his or her entire life. Lifelong learning is a way of compensating for a lack of full formal schooling, giving opportunities for those who cannot continue their formal education by promoting non-formal and informal programmes, and putting value to life experiences.

To promote lifelong learning, is to create a learning society, one that can adapt and grow with changing circumstances. This is the ultimate goal of lifelong learning: to build a learning society to provide for today, while planning for tomorrow.

This Report of the Asia-Pacific Regional Forum for Lifelong Learning synthesizes the efforts of the forum participants to identify the challenges, examine current efforts, and propose new avenues in pursuit of the goal of creating lifelong learning societies founded upon the attainment of universal literacy. Chapter One offers a summary of the forum proceedings, while the programme for the forum can be found in Annex I. In Chapter Two, abstracts of all presentations, both in plenary and concurrent sessions, are offered in the same order as the programme schedule. Chapter Three provides a further synthesis of those presentations along the lines of the themes and sub-themes of the forum. And, Chapter Four offers a summation of the analyses and recommendations of the work groups.

It is the hope of all who organized and participated in this event that new directions, innovations and interventions will result from the work accomplished at the forum. It is also hoped that this report will help as a guide for those in pursuit of the goals of lifelong learning, education for all, literacy for all and the creation of genuine learning societies throughout the world.



# 1 *Forum Proceedings*

The Asia-Pacific Regional Forum for Lifelong Learning was held in Chiang Mai, Thailand, from 8-13 September 2001. It was organized jointly by UNESCO APPEAL and the Department of Non-Formal Education (DFNE) of Thailand as a follow-up activity to the Dakar Framework of Action. More specifically, it was intended to achieve the objectives outlined in the following section. The Forum was organized in conjunction with national celebrations of International Literacy Day in Thailand and the annual meeting of member institutions of APPEAL Resource and Training Consortium (ARTC). ARTC is a regional mechanism established to provide technical support in literacy and continuing education to Member States in the Asia-Pacific region. The first, second and third ARTC meetings were organized respectively by INRULED in China, 1998; by KEDI in the Republic of Korea, 1999; and by DAM in Bangladesh, 2000. This meeting, the fourth Annual ARTC meeting, was combined with the Asia-Pacific Regional Forum for Lifelong Learning. Representatives from member institutions of ARTC played important roles in the Forum, serving as speakers in both the plenary and concurrent sessions.

## A. Objectives

- To participate in the celebration of International Literacy Day (ILD), 8 September 2001;
- To promote exchange of experiences in basic education and lifelong learning among the countries of the region;
- To identify effective community-based approaches to basic education and lifelong learning to achieve Education for All (EFA) goals;

- To develop strategies and activities within the Dakar Framework of Action for the promotion and strengthening of community-based basic education and lifelong learning in the Asia-Pacific Region; and
- To develop strategies for strengthening existing mechanisms for networking at the regional level.

## **B. Participants**

The Forum was attended by policy makers, planners, curriculum specialists, researchers and practitioners from governments, NGOs, universities, research institutions, community development organizations, international agencies and a participant from the business sector.

## **C. Expected Outcomes**

- Increased awareness of the importance of literacy and adult education through the celebration of International Literacy Day;
- Summary papers on each sub-theme identifying successful approaches to meet EFA goals;
- Identification of crucial areas of action for promoting basic education and lifelong learning for achieving EFA. This is expected to provide concrete input for the next meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific (EDCOM), and for the development of regional programmes; and
- Establishment of effective regional exchange mechanisms for promoting EFA.

## **D. Main Activities**

### ***1. Plenary Panel Presentations***

Plenary Paper presentations, followed by Question and Answer Sessions were organized under the following seven themes:

- Planning and programming for EFA and lifelong Learning;
- Schooling for All;

- Community-based programmes and approaches for community empowerment;
- Strategies for improving the quality of Non-Formal Education;
- Continuing education for development
- Effective use of information and communications technologies (ICTs);
- Regional networking to promote EFA and lifelong Learning

(A detailed programme is attached in Annex 1.)

## ***2. Concurrent Sessions***

These group sessions were designed to provide an opportunity for interested participants to discuss in greater detail and share their experiences on relevant sub-themes that were directly related to the presentations in the plenary sessions. Discussions in the concurrent sessions were structured to cover the following: background and identification of needs and problems; innovative approaches/successful experiences; challenges for the future and suggested action.

## ***3. Field Visits***

Besides presentations and discussions in the Forum, participants had a chance to observe and learn from first hand experience through visits to sites where relevant activities were being implemented. Ten site visits were organized by the DNFE for participants. Activities for observation at the sites were related to the themes of the Forum. (Detailed information on field trips can be found in Chapter 6.)

## ***4. Group Work***

In order to undertake appropriate follow-up activities at the national and regional levels, a group activity was undertaken to identify future action to meet the major challenges, problems and issues that had been identified during the course of discussions at the Forum. Consultations in groups were

undertaken on the following topics and outcomes were reported in plenary:

- Strengthening sub-regional mechanisms for networking for the promotion of basic education and lifelong learning;
- Developing effective community-based approaches for early childhood care and education;
- Developing strategies for effective NFE policies and programmes for achieving EFA goals;
- Addressing the basic education needs of disadvantaged groups including girls, ethnic minorities, disabled people, etc.;
- Developing effective equivalency programmes for bridging formal and non-formal education;
- Developing effective community-based income generation programmes (IGP's) for poverty alleviation;
- Expanding and sustaining Community Learning Centres; and
- Developing a framework for a model on the application of ICTs for enhancing basic education and lifelong learning.

## 2 **Plenary and Concurrent Session Presentations**

### **A. Theme One: Planning for EFA and Lifelong Learning**

#### **1. Plenary Panel on Theme One**

China's basic strategies for the development of EFA in early 21<sup>st</sup> Century, presented by Associate Professor Hu Yu (Shanghai Academy of Educational Science, China)

◀ **Abstract 1**

The beginning of the new century represented a critical moment for China's elementary education, which will face new opportunities and severe challenges. Proceeding from the overall situation of the socialist modernization drive and the great rejuvenation of the Chinese nation in the 21<sup>st</sup> century, the State Council held a national conference on elementary education and promulgated the Decisions on the Reform and Development of Elementary Education. Guided by the *Three Orientations*, (namely, education must be orientated to modernization, to the world, and to the future), the instruction of Comrade Deng Xiaoping, and the *Three Represents* idea (namely, the Communist Party of China represents the requirement to develop advanced productive forces, an orientation toward advanced culture, and the fundamental interests of the overwhelming majority of the people in China) of Comrade Jiang Zemin, the conference and the Decision outlined the general goals and basic tasks for the reform and development of China's elementary education during the 10<sup>th</sup> five-year plan period. They represent the blueprint and orientation of the reform and development of elementary education in the period to come. In order to push forward

China's education for all to a new level and to lay a solid foundation for its future development, we must stick to the principal that gives top priority to development, and ensure that the development of education must supersede everything else. In particular, elementary education must be a priority and must be guaranteed by building infrastructure facilities and developing overall education so that elementary education can develop hand in hand with vocational education, adult education and higher education. We must also continue to take the popularization of compulsory education and elimination of illiteracy among youth and adults as the top priority. We must continue to seek an even development between different regions and different schools. For this purpose, we must actively support the poverty-stricken regions, ethnic regions, and border regions in their efforts to develop education. We must work hard to narrow the gaps between the eastern and western regions, between the urban and rural areas, and the gaps between the different schools offering compulsory education. In addition, we must continue to pay equal attention to the scale, speed, quality and efficiency of the development of compulsory education, and ensure that while we seek a significant expansion of elementary education, we must drastically improve its quality and efficiency. We must

- Reaffirm the strategic position of elementary education in the socialist modernization drive and give priority to the development of elementary education;
- Targets for the development of China's elementary education during 2001-2005 period;  
Targets of the reform of China's elementary education during the 2001-2005 period;
- Take earnest measures to promote the healthy and sustainable development of rural compulsory education;
- Consolidate and expand the results of illiteracy reduction and improve the efficiency and quality of literacy education;
- Pay more attention to the development of preschool education;

- Deepen educational and teaching reforms, promote quality education and raise the quality of education
- Vigorously popularize IT education and promote educational modernization through IT education
- Improve teacher training system, deepen the reform of personnel system and vigorously upgrade the competence of primary and middle school teachers.

In the new century, the Chinese government shall continue to pursue the guideline that states, “Education is oriented to modernization, to the world and to the future”. It shall earnestly fulfill its commitment made to the international community to strengthen educational exchanges and co-operation with other countries in the world, especially the developing countries. It shall work hard to promote a balanced, coordinated and sustained development of education for all by constantly reforming teaching contents and methods and improving educational quality. It will strive for the realization of information-based education for all and work hard to turn the heavy population burden into a human resource advantage so as to provide human and intelligence support for the socialist modernization drive and make its due contributions to the progress and development of mankind.

**Role of NGOs in promoting lifelong learning,  
presented by Mr. Takafumi Miyake (Shanti Volunteer  
Association [SVA], Japan)**

◀ Abstract 2

The Asian South Pacific Bureau of Adult Education (ASPBAE) is committed to follow-up on the policy commitments made during the Dakar Conference and works closely with different networks, including the Global Campaign on Education, in tracking progress and mobilizing civil society participation in the follow-up processes. As the Dakar assessment process demonstrated, the visible and pro-active participation and engagement of civil society groups in education policy debates are critical in pushing for stronger commitments to education and to giving education the priority it deserves. Further, the follow-up processes identified provide a very favorable

opportunity to catalyze a more thorough and broad-based reflection on the underlying causes for the failings in the last decade on EFA. It provides a rare opportunity and space, therefore, to generate and advance more realistic, grounded and, hence, more effective strategies to achieve education for all.

At the National Level, ASPBAE's strategy in 2001-2002 will focus on building and strengthening the national level civil society mechanisms to effectively engage with governments in developing effective and genuinely responsive education plans and strategies along the goals of EFA. The year 2001 is particularly critical for these efforts since it is the period when national governments have committed to developing their National Action Plans for EFA.

International support and co-operation are important in ensuring the collective commitment to Dakar. At the regional/international levels, therefore, ASPBAE will continue to liaise with the relevant networks and institutions regionally and globally, especially to ensure: (1) that greater space for the participation of NGOs, community-based groups and other civil society formations in national, regional and global level follow-up processes; (2) that required attention is given to Southern/Asia-Pacific perspectives; (3) that the international community deliver on its commitment to mobilize the resources required to achieve the EFA goals, including increased external financing for education, broader debt cancellation/relief, increased grants, and concessional assistance for education, to name a few; and (4) that the international community and UNESCO, as the nodal point for the Dakar follow-up process, effectively play a supportive and monitoring role for the Dakar follow-up process, consistent with the Dakar commitments.

A word should be said about the unique role of NGOs and CSOs as providers of Lifelong Learning Education. The Ministry of Japan called NGOs or voluntary sector "the fourth space". This connotation refers to the family as the first space, community as the second and the schools as the third space where children and adults learn throughout life, on the



assumption that these three spaces are not sufficient for lifelong learning. NGOs engaged in international co-operation organize study tour/visits to the developing countries, seminars/workshops, fair trade, learning/teaching material development/promotion and campaigns. These activities aim at sensitizing adults and children on the issues of poverty, gender, environment, human rights and peace. These learning opportunities by NGO's have uniqueness and comparative advantages over other education providers such as schools and community learning centers. First, the content of learning is unique. Social issues ranging from local to global are not taught well at the schools and community learning centers in Japan. School curriculum has little space to teach social/global issues. Second, the methodology of learning is unique. Since NGO's learning activities aim at not only providing knowledge on social issues but also changing attitudes and values of adults and children, they employ children and learners centered and participatory method. The learning process is equally appreciated as outcome in the learner-centered and participatory approach.

In addition to the above-mentioned learning opportunities, NGO's provide "incidental learning" opportunities. People learn through participating in NGO activities, even those that do not aim at providing education/learning services. Learning is not the primary objective of NGO's, but people learn as consequence of participation in the NGO movement. Those involved with NGO's, whether they work for the protection of human rights, environment, gender, rights of children, or whether they work for assistance to the victims of natural disaster and conflicts, or fighting against poverty, they have experienced such learning processes.

**The Thailand training network: A national approach for training in the workplace, presented by Ms. Doris Wibunsin (National Technology University of Thailand (NTU))**

◀ Abstract 3

This presentation is a case study describing the Thailand Training Network, a cooperative effort among public and private organizations that demonstrates the power and effectiveness of distance technologies in upgrading the knowledge and skills of working adults at or near their places of work in order to improve the country's productive and service capabilities.

Using technology that is readily accessible, easy to access, and cost-effective for the end user, the Thailand Training Network (TTN) disseminates low-cost, high-quality short courses and training programs to mid-level and senior staff in organizations located anywhere in the country, simultaneously and interactively. While the cost of this type of programme delivery is high if the number of participants is limited, the costs are fixed, and the greater the number of participants, the lower the per-head cost. This makes for a very cost-effective means of undertaking training for large numbers of participants separated by distance or organizational affiliation, and is thus appropriate for programs of national scope. If the TTN approach proves to be accepted by the target organizations and their participating employees, the model can be applied to other target groups, such as teachers, government officials, agricultural workers, hospital staff and other specific sectors of the society.

Although requiring strong support during the start-up period, the model is expected to attain financial self-sufficiency through the development of a large network of member organizations, and the sharing of costs among them. Requirements for this approach are the support of the business and industrial sector, the co-operation of educational institutions and training organizations, and the co-operation of technology providers.

While not 'cutting-edge' in its technological approach, the Thailand Training Network is seen to provide an immediate and near-future interim solution to the need for rapid development of human resources while the vast majority of the country's population still lacks the access, the hardware and the software, and the skills required by computer- and Internet-based technologies. The project has potential for a region-wide

network of a similar nature that would enable all countries in the region to reach target groups wherever electric power is available.

## **B. Theme Two: Schooling for All**

### **1. Plenary Panel on Theme Two: Schooling for All**

**Effective early childhood development and preschool education, presented by Mr. Riku Warjovaara (UNICEF East Asia and Pacific Regional Office, Thailand)**

◀ Abstract 1

*UNICEF and Early Childhood Development (ECD)*

Defined as: 0 - 8 years

Focus on: 0 - 3 years

#### **Why the years 0-3?**

Overlooked – in policies and programming

Underfunded – by governments and private sector

#### **Components of UNICEF Thinking:**

##### **What is ECD?**

- It is a human rights-based approach to programming for the young child.
- It comprehensively addresses the needs and rights of the whole child from the prenatal period to eight years of age. It combines interventions in health, nutrition, psychosocial stimulation, hygiene, water and environmental sanitation and education.
- It is an approach to building strong communities that incorporates knowledge of the cognitive, emotional, social and physical development.
- It is an approach to planning services that support: health, nutrition, early learning and the capacity of parents to give their children a good start in life.

## Why Early Childhood Care?

Four scientific arguments for early childhood care programmes:

- Psychosocial interventions can affect psychosocial development;
- Nutrition interventions can enhance psychosocial development;
- Earlier the intervention better the results; and
- Critical role of brain development.

## Factors Affecting Formation of Brain Networks:

- Emotional / Social and Physical Experiences;
- Warm responsive care creates healthy brain development;
- Effects of long-term stress on cognitive functioning prevents synapses from firing, may affect brain; and
- Nutrition (e.g. iron, iodine).

Research on Early Child Development Programmes confirms that early health, nutrition and education interventions significantly improve children's educational and economic productivity.

ECD breaks the inter-generational transmission of poverty:

- Children who receive good care during early childhood are more likely to benefit from later education and other social services.
- They are likely to be more productive, healthy, and lawful citizens
- This reduces future costs of education, medical care, and other social spending.

Even though economic effectiveness and productivity gains of investment to Early Child Development programmes are evident, the levels of investments in many countries are very low and many countries have left Early Child Development Programmes to the private sector where it is urban phenomenon - therefore, children most in need (poor, rural, ethnic minorities) do not have access.

## Conclusion

The earlier the stimulation and the better the care, the more long-lasting are the benefits (into adolescence and adulthood). Children who take part in quality ECD programmes compared to those who did not have such opportunities:

- are less likely to repeat or drop-out;
- show more motivation for learning and commitment to schooling;
- are more likely to enjoy interacting sociably with peers and adults;
- are more likely to receive better health, dental and nutritional care;
- are more likely to demonstrate higher levels of cognitive ability.

### Quality improvement in primary schools, presented by Dr. Sudesh Mukhopadhyay (NIEPA, India)

### ◀ Abstract 2

Quality in education in general, and in primary education in particular, goes much beyond the simple perceptions of qualitative change in the provisions of education. Primary schools have emerged as one of the largest arrangements for learning irrespective of the location and developmental status of a given country. Hence, the issue today is whether our concerns for quality of primary education are really reflected in the quality of these primary schools. Can one safely use the terms quality primary education and quality primary school as synonyms?

Primary schooling is the main delivery system for basic education of children outside the family. Education provided in primary schools also creates the base for continuing and life long education. There are many critical factors which determine the quality of primary education, such as, student characteristics, internal efficiency of the system, relevance of the teaching-learning processes, infrastructure for schooling and resources. Different countries in the region may have some differences in the degrees of importance attached to all these factors, but all of those countries agree to the critical

factors reflected in the basic education projects. This viewpoint was strongly reflected in the meeting held at Kunming, China in November 1999. Since all these countries agree to these critical factors, it is important to find out areas to start capacity building in the region. One such initiative is to plan for a whole school approach for quality improvement by converting the school into an entity which has the capacity to assess, plan and make efforts for its own development.

UNESCO has capitalized on the lessons learnt from various basic education projects across the countries and has come up with a project through APPEAL called Building National Capacities in the Planning and Management of Quality Primary Schools. The project has been scientifically developed and addresses the needs for addressing the concept of planning and management at the school level. It is sensitive to the schooling of children and responsive to each national and culture setting and goes beyond the traditional notions of educational planning and management. Though the project has specific intended results such as synthesized research reports and comprehensive training manuals, it also has the built-in provision for consultations and research studies to reflect a country's specific needs. The project further finds commonality across the nations resulting in the development of a handbook which will have meaning for all the countries of the region. The project is in the final stages of execution and has provided insights into the planning and management of quality primary schools. These insights include:

- Needs assessment surveys conducted in different locations across the region indicating need for school improvement.
- Quality of primary education is no doubt a contextual issue, but there are more commonalties than differences.
- There is a pattern to initiating changes in schools and planning: for change at school level involves all concerned heads, teachers, children and the community.
- Heads and teachers of primary schools have the capacity to read and learn if materials are written in simple language and a style which is in tune with their environment.

- Knowing about other countries is exciting and meaningful for primary school heads and teachers; hence 'Quality' and 'International Experience' should also reach the primary schools.

Thus, quality improvement of primary schools, which was for a long time an interesting research topic and the dream of planners and administrators, has now acquired a place of action for schools, and by schools, in the larger context of national and international concerns for Quality Primary Education.

**Inclusive schools presented by Ms. Janet C. Holdsworth  
(Independent Consultant for SC-UK, Laos PDR)**

◀ **Abstract 3**

The concept of 'inclusion' grew from the realisation that the special school option for disabled children did not always provide the best learning environment for children because of low expectations and lack of peer models. It was also expensive and difficult to provide for all children and thus fulfill the EFA and CRC agreements.

At first 'integration' happened – many children moved back into mainstream schools and extra services were supplied as schools tried to use the individualised techniques of the special schools.

"Inclusion" came about because it was gradually realised that the problems of children with disabilities were shown to be similar to problems many other children also faced in the school. It was a difference of degree, not substance. It was realised that some of the ways schools and teachers worked excluded children either from school or from the learning opportunities schools aim to provide. This occurs because of inflexibility, and teaching styles that assume everyone is the same and are not based on what is understood about the way children learn.

Poverty, lack of access and cultural traditions are assumed to account for low enrollment and high drop-out rates, but many children are 'pushed-out' or 'pulled-out' because their needs are not met in school.

Changing this situation – so that children with disabilities or other difficulties are not excluded – is relatively easy. At system level the changes needed include – looking at regulations, ensuring local flexibility, making schools responsible for enrolment and retention, and reducing real costs. At school level the changes include – improving teaching, enabling extra help for those who need it, treating failure as a ‘teaching problem’ and gaining good co-operation throughout.

Lao PDR is an example of how these changes can be brought about without large budgets or major inputs of training. In 1992 the Lao Education service had no provision for children with disabilities at all. By 2001 there were Inclusive Schools in every province. Outside technical help was no longer required and only a modest help from donors (SC-UK, UNESCO, SIDA and UNICEF) needed to cover the planned expansion to each district by 2005.

#### Abstract 4 ▶▶

##### Primary schooling for girls in South Asia, presented by Dr. Hridaya Bajracharya (CERID, Nepal)

The educational data of the countries in South Asia shows that girls’ enrolment in schools is poorer, grade repetition is higher, and that higher proportions drop out before completing the primary education cycle. The problem is due to large rural settings in the region where patriarchal social norms, values, customs and culture make female’s participation in education difficult. Also, the environment in the schools and classrooms are unfriendly to both female teachers and students. Until recently, curriculum design and contents were not even questioned from gender perspectives.

Education is considered a means for social transformation. However, education can also be an effective means for social reproduction. The development of schooling in South Asia is taking place with a tension of being between the two possibilities. Nevertheless, the governments are committed to social and gender equity. As per commitments made in Jomtien in 1990 and in Dakar in 2000, policies are being formulated, and programmes developed for ensuring that all primary



school age children, girls and boys are enrolled in school. There are, however many challenges – for example, how to make a school reflect a gender friendly environment, and how to overcome stereotyped traditional approaches to ensure gender balance in teacher recruitment, curriculum, and school activities.

Evidence from studies in the region show that the presence of female teachers in a school is an important aspect that makes a positive impact on enrolment and retention of girl students in schools. Female teachers possess qualities that are important for overall development of children, particularly primary school age children. Besides, female teachers are role models for young girls. This is important in rural areas because girls do not get a chance to meet any other educated women. Similarly, incentive schemes for young female students have proved to be important for enhancing school enrolments and completion of primary schooling by the girls in the region. This paper was developed based on country case studies and sub-regional meetings held in South Asia from 1997 to 2000 with the support of UNESCO. The studies provide analyses of trends, policies and provisions, particularly regarding enrolment and effective functioning of female teachers and their implications on primary schooling for girls in each participating country (Bangladesh, India, Pakistan and Nepal).

As a follow up to the recommendations from the Synthesis of Studies, the four countries are now undertaking pilot projects for improving the quality of women teachers and their functions. The pilot projects are supported by UNESCO, APPEAL.

## ***2. Selections from the Concurrent Sessions on Theme Two: Schooling for All***

**Effective early childhood development and preschool education**

◀ Session 1

## Abstract 1 ▶▶

**Effective early children development project: Viet Nam Women's Union, presented by Ms. Le Thi Thuy (Vietnamese Women's Union)**

**a. Current problems**

Poverty, poor healthcare knowledge of women, irrational intra-household division of labour, high illiteracy rate amongst women, child dropouts, limited access to healthcare services are major problems that women and children are facing in Viet Nam.

**b. Sub-project “Family and Community Actions for Early Childhood Care for Development”**

This project's aim is “*To promote health and nutrition care for pregnant women and to ensure that 80 per cent of children under 8 years of age in 35 AFA districts gain access to quality early childhood care by 2005*”. For this aim, an intersectional approach is used with the participation of community members, education sector, Women's Union, healthcare sector and related agencies at all project levels.

*Project components*

**Baseline surveys using Participatory Rapid Appraisal (PRA) method:** helps community people become aware of the situation of early childcare for development in their own community and promote their involvement in planning and decision making process.

**ECD Advocacy and community awareness:** *This component includes literacy education for literate and semi-literate parents of children under 8 years of age; parental education through training courses or monthly group discussions on comprehensive child development; family visits by village communicators and home-based day care centres are organised for children aged 0-3.*

**IEC material development:** A full package of simple communication materials on key family practices, child health, nutrition, development and protection to be introduced to families and communities.

*Establishment of a simple monitoring system for child development* for parents to monitor their own child's development. This monitoring chart will be introduced in existing healthcare programmes at the grassroots level

*Community action to increase health, nutrition and child development:* promote good health behaviors amongst parents, caregivers and children.

### **c. Lessons learnt**

- Participatory approach to tap internal strengths with emphasis on role and responsibilities of parents, family members and community people;
- Convergence of resources in most disadvantaged areas with priority given to children;
- Cross-sectional co-operation in ECD; and
- Diversified forms of early childhood education for better access to ECD services.

### **d. Difficulties and challenges**

- Gender stereotypes in education, housework burden;
- Awaeness, knowledge and skills of parents and community members on ECD;
- Limited access to education and healthcare services of children at pre-school age;
- Limited and unbalanced state budget for early childhood development;
- Poor infrastructure for early childhood education, teaching aids and toys;
- Qualification of preschool teachers, especially in non-state sector ; and
- Intersectional co-operation in ECD is not always close and synchronous. Capacity of project staffs, staffs from local agencies and mass media in ECD is limited.

**Abstract 2** ▶**Effective early childhood development and preschool education, presented by Ms. Phongpham Ek-Arwut and Ms. Mullawee Aumnuch (ONPEC, Thailand)**

In Thailand, Early Childhood will be looked after by many government agencies; for example, Ministry of Education, Ministry of University Affairs (the demonstration school), Ministry of Interior (the School of Border Patrol Police), Ministry of Defense, Ministry of Public Health, etc.

The Office of the National Primary Education Commission (ONPEC), the largest department of Ministry of Education, is responsible for the provision the primary education, including the pre-school education in state primary schools all nationwide. In addition, ONPEC implements the pre-school education following the Eight National Economic and Social Development Plan (1997-2001) which has stipulated key guidelines for the implementation of pre-school education. Moreover, ONPEC allocates the budget to provide the pre-school level in the primary schools which the number of students and rooms gradually increase every year. However, when Thailand confronted the economic crisis in 1997, the budget was decreased.

In the future, Thailand will reform the education system in 2002 by transferring empowerment to the Local Administrative Organization, so ONPEC must set up the guidelines of the pre-school management for preparing of the education reforming in 2002.

**Comments/Points of Discussion on Session 1**

The discussion centred largely on the points raised in plenary by Mr. Riku Warjovarra and Ms. Le Thi Thuy (Vietnamese Women's Union) and Dr. Benjalug Namfa (ONPEC, Thailand).

- The importance of using mother tongue as the initial medium of instruction (especially among ethnic minorities) was emphasized. Hence the need to provide skills in bilingual education in ECCE teacher training was strongly supported.

- Evaluation of ECCE programmes through means including *Child Development Monitoring Chart* and *Development Indicators* is vital. This would provide data-based information that is essential to provide justifications for decision making.
- Raising awareness of parents (both mothers and fathers) on effective child rearing practices is important for achieving ECCE goals. The need to use all available media in undertaking this task was emphasized. Experience and lessons learnt in guiding parents to take proper care of very young children in some countries, including China and the Philippines, was shared.
- It was observed that countries facing economic difficulties often reduced government spending on ECCE among the initial set of austerity measures to curb government spending (e.g. Thailand and some Central Asian countries).
- While ECCE may lend itself to be provided by the private sector, NGO's and communities, government provision of ECCE should not be reduced without ensuring that private/community provision actually does take place and that access to ECCE, especially for the poor, is not seriously jeopardized.
- The experience of introducing “model” pre-schools in Thailand was shared. The model developed, however, did not go into scale due to factors including the economic crisis in 1997.
- Some participants requested UNESCO make available to them effective pre-school modules that have been produced in some countries.
- The importance of legislations and regulations on family support to promote ECCE was also discussed and highlighted.

**Abstract 1** ▶▶**Quality improvement of primary education in Palau, presented by Mr. Emery Wenty (Ministry of Education, Palau)**

Before the people of Palau met any foreigners, the Palauan people had their own unique way of learning. Girls learned at home from their mothers, older sisters, aunts, and other females relatives. They would learn how to weave, garden, cook, and do other female work. Boys would learn from their fathers and male relatives at home and from male adults in the community center. They would learn to fish; to hunt; to make tools, fish traps, and weapons; to fight in wars; and to do many other male's work.

In the early 1500s, the Palauans saw a few European explorers for the first time. They learned then that the world was larger than previously thought and that there were other people in the world. In the late 1700s, the Palauans began to have frequent contact with European travelers. They learned then about iron tools, cotton clothing, firearms, and many other new things from them.

In 1885, Palau began 109 years of foreign rule: 14 years under Spain, 15 years under Germany, 31 years under Japan, and finally 49 years under the United States. Under Spain, formal learning in religion was introduced to the Palauans. The Germans continued mission schools, but they also introduced a few vocational programs. The Japanese built more schools and concentrated on teaching the Japanese language, ethics, and more vocational programs. The Americans turned the schools into American schools with a variety of subjects and programs for students.

In 1981, Palau began its first constitutional government, but it was not until 1994 that it became independent. In 1993, the Palau President appointed a task force to develop a long-range plan for education in Palau. For one year, the task force traveled widely throughout Palau, seeking advice and ideas from hundreds of Palauans. In November, 1994, a 10-year Palau 2000 Master Plan for Educational Improvement was submitted to,

and approved by, the Palau National Congress. In 1995, the Palau Ministry of Education began implementing the plan.

The education master plan marked the first time ever that the Palauans designed their own education system. The design of the education system is very much like that of the United States except that it has a strong emphasis on Palauan heritage. The mission of education in Palau was made to ensure that the children and youth preserve Palauan culture and become contributing citizens and productive workers in a changing world. Specific Palauan values and beliefs were integrated as the basic foundation for learning, and student goals were modified to include development in Palauan studies that encompass local history, environment, customs, music, arts, politics, economic, and social characteristics. There is now a specific desire to understand and *preserve the Palauan culture*.

A great majority of the Palauans believe that the current education system is still very much similar to that of the United States. Still, many feel that the education system is now truly Palauan, made by the Palauans for the Palauans. Opposing views pose great challenges for future action. The Ministry of Education has just passed the midpoint of the 10-year education master plan, and it intends to review the plan. The Ministry of Education continues to seek advice and ideas from the Palauan community as well as from education experts in improving the education system.

There are several challenges that face the Palau Ministry of Education in its continuing effort to improve the quality of primary education in Palau. These challenges include improving quality of classroom instruction, programs for at-risk and drop-out students, integration of technology into classroom instruction, bringing the world of work and lifelong learning to students, and improving literacy and numeracy rates for children as well as adults. So far, the primary education in Palau has been redesigned to preserve the Palauan culture. Now, the emphasis is to increase student achievements through quality instruction, technology, family and community involvement, and innovative programmes.

**Abstract 2** ▶▶**Quality improvement of primary education in Samoa, presented by Mr. Livi Tanuvasa (Department of Education, Samoa)****a. Introduction**

Government's Vision for Education : The government recognises the central role of education in its vision for the social and economic development of the country.

To achieve the Government's vision, the Department of Education has adopted a MISSION STATEMENT which is direct and simple :

“To promote development in all phases of Education in Samoa to enhance opportunities for all learners”

The four PILLARS upon which the sector's service delivery is based are: EQUITY, QUALITY, RELEVANCY and EFFICIENCY.

The Department's Strategic Plan (1995-2005) guides all Education Development.

**b. Regional developments (Pacific development)**

Basic Education & Life Skills (BELS): Samoa has participated in this programme which focused on “strengthening the quality of primary education and literacy” since 1992.

Its main purpose is to promote :

- Literacy Education
- Teaching and Learning skills.
- Community Support Education.

These modules have been injected into our national programs and we have introduced language and literacy tests in Levels 4 and 6 SPELL (Samoa PRIMARY Education Literacy Level). A Level 8 literacy test is also being developed.

Health promoting school programs have also reached out to involving parents and the community as well.



### **c. National developments**

Quite a number of programs have been developed :

- A National Council has been set up to include private and missions for ECCE.
- Special Needs Education were not under the jurisdiction of the National Education System, but their developments are now being addressed by the Department of Education (DOE).
- Development of SNE in all primary schools to be Inclusive Schools, i.e., facilities for special needs students in regular schools.
- A programme to train Special Needs teachers started four years ago at the Teachers' Training, Faculty of Education at the National University of Samoa. Now we have teachers teaching special needs students in a number of schools.

### **d. Compulsory primary education**

- Compulsory primary education is for youth ages 5-14 years. This legislation came into effect in 1992.
- There is a proposed amendment for Compulsory Education to make it for 3-14 year-old youth.
- Primary curriculum development includes pupil and teacher support materials. PEMP 1 & II (Primary Education and Materials Productions) have produced a lot of materials for each of the eight (8) levels of Primary Education. PEMP has also produced materials for schools broadcasts (radio) for both teachers and pupils.
- More readers are provided in both English and Samoan.
- Science Kits for all the schools are provided to boost the education of Science.
- The Mobile Library is being re-introduced to help the school outside the urban areas.
- A monolingual DICTIONARY and a Samoan Grammar book have been developed.
- Sports development continues in primary schools.

Teacher in-service training continues. School Management is strengthened. Members of the school community are very much involved with the general running of their own schools. In-service training programs for School Committees have been piloted.

#### **e. Conclusion**

The Department is reviewing its Strategic Plan (1995-2005) and recasting its time frame taking into account our National Education for all Plan for Education Development under the World's (UNESCO's) six priority areas.

Samoa has formed a National EFA-Forum, whose membership includes NGO'S, Media, Church, Tertiary Institutions and the Social Sector Government Departments. The Department of Education chairs the Forum and is its secretariat.

### **Comments/Points of Discussion on Session 2**

The session co-chaired by Ms. Holdsworth and Dr. Mukhopadhyay, which discussed both the issues of 'Quality Improvement in Primary Schools' and "Inclusive Schools', was well attended by delegates. The first and third speakers respectively elaborated on educational policies in their respective countries especially that pertaining to compulsory education with their key target groups being those within the age group of 5-17 years. Whereas in the case of Palau, preservation of local culture featured strongly as a mission of the education system, nonetheless issues of student absenteeism and lack of parental involvement in the education process is a cause for serious concern. Equally worrying is the issue of quality of instruction brought about by the loss of experienced teachers due to government policy which makes it mandatory for civil servants to retire after thirty years in the public service. In the case of Samoa, it was prominently reported that apart from the higher literacy rate among girls in primary education as compared to the boys, the number of female teachers too exceeded that of their male counterparts at the same level. In addition, it was pleasing to note that in Samoa, parents and NGO's are actively consulted and are engaged in school

management and educational forum. Regarding inclusive education, the second speaker reported that in Thailand ‘disadvantaged persons’ are guaranteed equal educational opportunity under the Constitution, the Education Act and the strong Royal patronage. In fact, three different divisions within the Ministry of Education, namely the Department of Primary Education, the Department of Secondary Education and the Department of Non-formal Education, are jointly involved in pursuing nation-wide inclusive education agenda.

A number of issues were raised during discussion, including:

- The contention that the act of exclusion has generally to do with teachers’ mindset. Teachers are therefore, called upon to be more professional in their approach to Special Needs Children and the Disadvantaged Persons;
- The observation that educational environment are markedly different for island children as compared from those of the mainland. Therefore, a different approach has to be considered to address the needs; and
- The prevailing worrying trend over ‘too high an academic competition’ emphasized at early stage of schooling which could be too distressing for children. UNICEF is therefore called upon to also look into such issues.

In summary, delegates agreed that:

- School has to play more dominant role in minimising (and stopping) any possible tendency at exclusion;
- There ought to be deliberate attempts towards convergence of students under one roof regardless of whether it is formal or non-formal education; and
- There should be wide availability of continuing education opportunities for all.

## Abstract 1 ▶▶

**School for life and community, presented by Dr. Eum Soon Baik (KEDI, Korea)****1. Historical background**

In the past, (until 1960's), school was the centre of the community. Teachers were expected to play a key roll, and solve every problem in the community. After the expansion of schools, (after 1970's), as the other facilities develop, school is no longer a good place. Being a teacher is no longer considered to be respectful, especially in the elementary and middle school levels. School does not give concern to community.

**2. Educational reform movement (1990's):**

The main purposes of education reform in the Republic of Korea is:

- to give choice to students;
- to provide extra curricular activities;
- to promote localization of Social Studies Textbook;
- to promote open learning in the classroom;
- to foster creativity building; and
- to allow one to go to university if one is good at specific area instead of getting good marks in all subjects.

**3. Adult Education Class – linkage of school and community – provides the following:**

- Classes for parents, community people in elementary and middle school buildings, 1 or 2 times a week, 2 hours per class;
- Popular subjects – leisure oriented classes: sports, dance, singing, cooking, computer, English, flower arrangement, etc.;
- Management: School teachers and outside lecturers, paid with small government fund; and
- Difficulties: extra work for teachers, shortage of special teachers, lack of concern, weak facility.

**School for life and community : Pakistan – case study,  
presented by Mr. Farrukh Raza (BUNYAD, Pakistan)**

◀ Abstract 10

Pakistan is placed in a strategic location in South West Asia has different geographic region ranging from deserts to high altitude snow-clad mountains. It is a diverse country composed of various ethnic linguistic groups with distinct culture and traditions. Pakistan has a population of about 135 million. Approximately 41 per cent of the population is below the age of 15 years, including 17 million below the age of 5 years. The current rate of population growth is almost 2.6 per cent per annum, which is amongst the highest in the world. The ratio of males is 104 for every 100 females is a reversal of the global trend.

Major issues and challenges:

- More than 5.5 million primary school-age children (5-9) are left out;
- Approximately 45 per cent of children dropout of school without completing elementary education;
- Teachers' absenteeism is common in schools, especially in rural areas;
- Teachers' commitment and motivation is lacking;
- Instructional supervision is weak at elementary level;
- About one-fourth of elementary school teachers are untrained and the present training infrastructure does not appear to improve the quality of instruction. Learning materials are inadequate and of poor quality;
- Teaching methods are harsh, they do not motivate pupils and they do not favor learning; and
- Above all, character building, which is the basic and fundamental objective of education and training, is neglected, creating serious problems both for the individual and the nation.

### Success and innovations:

Bunyard Literacy Community Council, Lahore, initiated Non-Formal Education targeting the poorest of the poor, especially for women and children. BLCC is a non-profit, non-governmental and non-political organization with the aim of spreading literacy. Bunyard is currently working to strengthen the social development process through multi-sectoral programmes for the empowerment of disadvantaged groups in the rural communities with their active participation. BLCC thus has a massive literacy programme composed of formal, non-formal and continuing education imparted through community learning centers, which are linked with *Institute of Community Education, Lahore*. Its out reach programme for education is the only one in the country which has been developed keeping in view the local culture, and socio-economic conditions of the local communities. So far this organization has made 100,000 children and women literate.

### Programmes of BLCC:

- Institute of Community Education;
- BERTIs Community Learning Centers (CLC) supported by UNESCO;
- Non-Formal Primary Education for Girls (PDP);
- 90 Community-based Learning Centers in rural area of Sheikhpura – Non-Formal Primary Education Programme in Hafizabad & Multan;
- NFPE Programme of PMLC 74 Centers in Hafizabad and 46 Centers in Multan. Total 120 Centers and 360 beneficiaries;
- Non-Formal Secondary School Programme for Girls;
- Continuation of Primary education from ILM-NFPE Centers. The project comprises centers in 90 villages offers services to 3600 beneficiaries;

- Project to Eliminate Child Labour from Soccer Ball Industry Sialkot. The project targets more than 6000 children. Presently 5400 children under 14 years working in Soccer Ball industry at Sialkot are provided social protection services comprising non-formal education, recreational and health activities and consultation;
- Combating Child Labour in the Carpet industry in Sheikhpura & Hafizabad. The project targets 3500 children through 100 NFE centres;
- Combating Hazardous and exploitative child Labour in surgical instrument manufacturing;
- Universal Primary Education Programme Sialkot. 35 Non-Formal Schools in District Sialkot with 1,050 beneficiaries;
- Universal Primary Education Programme in Murree and Kotli Sathian, District Rawalpindi;
- Capacity Building of Government Schools;
- Prevention programmes to decrease rate of dropouts;
- Training of Teachers of Project on Material Development and Combating Abusive Child Labour in four provincial Headquarters (ILO-IPEC);
- Three Private Formal Secondary Schools at Hafizabad, Kabirwala; and
- Advocacy for Elimination of Child Labour from Hazardous Occupations in Ogoki, Sialkot.

#### Recommendations:

- A greater percentage of the GNP should be allocated for education;
- Greater commitment on the part of government and the civil societies is necessary to achieve EFA;
- Emphasis should be given to non-formal education to streamline the backlog of more than 50 million illiterates; and
- Emphasis should be given to functional/skill literacy enhancement .

## Comments/Points of Discussion on Session 3

There were two presentations for this session which illustrated the important role of incorporating the school into the lives of the communities in which it serves. Ms Eum Soon Baik presented a stimulating paper on the School for Life and Community in Korea. She provided an historical overview of the role of the school in the community; she showed how the school changed from being the centre of the community (up to the 1960s) to a more marginal role during expansion in the 1970s. During the educational reform of the 1990s there has been a positive expansion of the school which is more inclusive of the needs of the community. An important aspect of this was illustrated by the adult education class which linked the school and community. The second speaker, Mr Farrukh Raza provided an excellent overview of the educational system in Pakistan and the statistics showed that a significant number of children do not enroll in school – 5.5 million are out of school. He illustrated the important role that NGO's play in non-formal education in Pakistan. After the presentations there was a lively discussion in which many of the participants shared their own country experiences, with examples from India, Uzbekistan, and Philippines, and from organizations such as FAO. The session highlighted the importance of linking the schools in the community to provide education for all.

### Session 4 ▶▶

#### Primary schooling for girls

### Abstract 1 ▶▶

#### On primary schooling for ethnic minority girls in Viet Nam, presented by Mr. Tran Thi Thanh (Research Centre for Ethnic Minority Education, Viet Nam)

Most ethnic girls and women in Viet Nam have been illiterate because they could not attend school. Girls of H'mong, Zao, Kh'mu minorities are, as was customary, married at 13-18. Single, 19 year-old girls are considered "on the shelf." Ethnic girls are the main work-force in the family, having to do every family chore, weaving and farming.



The following measures were initiated in order to address the state of girls' education:

### **1. *Schools and classes of different types:***

- From 1993-2000, with the effective technical assistance of UNESCO, Bangkok, the Viet Nam Ministry of Education and Training opened schools and classes of different types to make it possible for women and girls to attend schools;
- Types of schools or classes included single classes, multi-grade classes and classes for women and girls;
- Primary school age of ethnic minority girls is more flexible: 6 – 18; and
- Many “woman and girl-friendly” subjects are integrated into the school curricula.

### **2. *Improvement of teaching content – a curriculum appropriate to girls:***

There should be more attractive subjects to girls such as : cooking, needle-work, gender education, family education, personal hygiene. More attention should be paid to singing, dancing and group activities suited to their age.

### **3. *Appropriate learning time:***

- Learning time should be flexible, depending on local crops and climates.

### **4. *Development of manuals:***

- Local and simple manuals should be written for children.

### **5. *Teacher training***

### **6. *Community-based support***

Given all the efforts mentioned above, our Girls Education Project has made active contribution to providing access to schooling and throughout primary education to ethnic girls in far flung, mountainous areas. The project has been spoken of in many government documents as a pioneer in the army

detachment that has made it possible for Viet Nam to be recognized as an achiever of Universal Primary Education and Literacy in 2000, because across the project sites, 100 per cent of girls have attended schools.

## Abstract 2 ▶▶

### Primary schooling for girls and community, presented by Mr. Kabir T. Islam (BRAC, Bangladesh)

BRAC Education Programme was launched with 22 experimental schools (including 2 pre-primary schools) in 1985. The goal of the programme was to develop a replicable primary education model, which would provide basic literacy, numeracy and social awareness to the poorest rural children who had not yet been reached by the formal school system or who had dropped out. Girls and women were the main focus of this programme since there was (and still is) an extremely low female literacy status prevalent throughout the country. The success of these experimental schools encouraged the programme to open more schools over time and gradually develop itself to accommodate many more children.

At present there are 34,000 schools in operation in which 1.1 million children are being enrolled. So far, 2,069,025 learners have graduated from these schools, out of which 1,395,002 are girls.

Seventeen years ago, prior to BRAC's intervention in education, extensive research was carried out regarding the main reasons behind parent's reluctance to send their daughters to school. The distance to schools and the involvement of male teachers were identified as major reasons behind their reluctance. Children from rural families cannot offer full time schooling as parents need their help in the field or at home. Relevancy of school curriculum to rural life was also a matter of question. Many others issues were identified.

Based on these issues BRAC has taken some policies and strategies to promote education for poor children (especially for girls). For example, easy accessibility, focus on girls and women, girl's leadership, gender equity in curriculum and

materials, emphasize on female teacher recruitment, flexibility in class hours, parent's involvement etc.

It was found that the primary graduates (3-5 years to schooling) who did not continue their education, their literacy performance declined. So BRAC has taken continuing Education programme for life long learning for community people. This programme has two types of libraries. One is a Reading Centre, which is set up two months before a BROCC school completes its cycle. Another one is Union library or Gonokendro Pathagar for the rural community. Under this programme there are now 6,000 Reading Centres and 550 Union Libraries.

### Comments/Points of Discussion on Session 4

- a. The discussion of Ms. Tran Thi Thanh's project on "Literacy for Ethnic Women" revealed that it has demonstrated a positive impact among the project beneficiaries. For the 2001-2005 cycle, the project will be focusing on the following activities:
  - The literacy classes will be held in the mother tongue;
  - An incentive scheme is also in place, wherein teachers who join the project receive a 50 per cent salary increase; and
  - The project is a considerable process because there is considerable advocacy. The community is encouraged and properly motivated so that they have ownership of the project.

Further points discussed during the open forum:

- The project developed community-based curricula and learning materials, mostly in simple formats in print and audio tapes;
- While there are 12 minority groups in Vietnam, other countries like Bangladesh and India have thousands of indigenous groups. The challenge is not only in the area of using the mother tongue but also the need to localize the materials and curricular programme; and

- The project gives incentives to the target beneficiaries. For instance, girls who decide to participate in the project are given some rewards and other incentives.
- b. Mr. Kadir Islam addressed the Bangladesh Rural Advancement Centre (BRAC) and said that there are some problems at the school level.

**Remarks:**

- Fees to teachers are minimal;
- Teachers are proud to volunteer, as they become the community leaders. Many teachers have been elected in village elections;
- Issue of sustainability – BRAC is an NGO: parents also pay training fees and community also helps; and
- In The Netherlands, 100 years ago, grass root movements were organized and mobilized schooling of their own teachers. At the national level, people demand that government should facilitate to make community schools equal with government schools, and guarantee the equal support to the community schools from elementary to tertiary level and give equal opportunity to those who initiate projects.

## C. Theme Three: Community-based Programmes and Approaches for Community Empowerment

### 1. Plenary Panel on Theme Three: Community-based Programmes and Approaches for Community Empowerment

#### Abstract 1 ▶▶

**Community Learning Centres (CLC's), presented by Mr. Kiichi Oyasu (APPEAL, UNESCO Bangkok)**

The Community Learning Centre (CLC) Project has been approved within the framework of APPEAL, with the financial assistance of Japan and Norway. The project supports one of APPEAL's priority areas: 'community participation and ownership'. The countries currently taking part in this project

include Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Uzbekistan and Viet Nam.

The aim of a CLC is to empower individuals and promote community development through life-long education for all people in the community, including adults, youth and children of all ages. The main beneficiaries of a CLC should be people with less opportunities for education, for example, pre-school children, out-of-school children, women, youth, and the elderly.

The main idea is that a CLC is an evolving mechanism, which aims at empowerment, social transformation and quality of life through lifelong learning, resource mobilization and social action. The activities should be flexible, participatory and allow for leadership to emerge from any member of the community, while support mechanisms should also be made available through strengthened coordination, networking and partnership.

Through the implementation of CLC, the following have been identified as features of the project:

- Developing a contextualized programme based on community needs;
- Community involvement, participation and ownership through maximum use of local resources;
- Building as a tangible symbol of community;
- Multi-functions as Community Developing Centre;
- Linkage with existing development programmes and formal systems; and
- Technical Support by experts in the area of training and monitoring/evaluation.

The main role of APPEAL to support the implementation of CLC is to facilitate inter-country exchange such as review meetings, publications, database, study visits, attachment programmes in co-operation with partner agencies. APPEAL has also support for sustaining and expansion through dialogue

with the policy makers and donors, resource development and training of personnel.

Though community participation and ownership are the most crucial aspects for the long-term sustainability of the CLC, in order to operate effectively, CLC's require adequate human, material and financial resources. In view of this, APPEAL launched in 1999 the project on capacity building and resource development for strengthening implementation of literacy and continuing education programmes. The handbooks developed so far are : Materials Development and Clipart; NFE Facilitators; Planning and Management of CLC's; and, Continuing Education.

## Abstract 2 »

### Agriculture for rural development: FAO's contributions and experiences in lifelong learning, presented by Mr. Malcolm Hazelman and Mr. Wim Polman (FAO, Thailand)

The role and place of agriculture for all countries of the Asia and Pacific region is paramount, especially regarding food security and poverty alleviation, employment, foreign exchange earnings, and environmental preservation and conservation. However, many challenges are being faced by countries of the region given global, regional and national changes and trends, such as, rapid population growth, widespread poverty, increasing rich-poor disparity, rapid globalization and liberalization, rapid scientific progress and technological changes etc). Within this context, the FAO has focused attention on three main areas: (1) promotion of improved nutrition and food security, (2) conservation and management of natural resources, and (3) encouragement of sustainable agriculture and rural development. In responding to such challenges, the FAO promotes lifelong learning via participatory strategies and activities usually in partnership with national governments and relevant Ministries and Departments, NGO's, civil society, and communities as appropriate. Empowerment, capacity building, local institutional building, mobilization at village level, strengthening local governance, networking, information and

technical support, promotion and application of traditional as well as modern media, and advocacy are some of the strategies promoted and used. FAO's response in agricultural education, agricultural extension, communication for development, rural youth and rural development are highlighted.

**Community education for gender equality, presented by Dr. S.K. Gandhe (IIE, Pune, India)**

◀ **Abstract 3**

An analysis of the situation existing in the developing countries of South Asia reveals that equality for women is still a far cry. The gender syndrome has acted as a strong impediment in women's overall development. Governments have enacted a plethora of legislations to safeguard the interests of people in society. Women workers are supposed to be protected by these enactments. However, only two of them, the Equality Remuneration Act, 1976 and Maternity Benefit Act, 1991 are women-specific laws in India. Despite various constitutional and legal provisions a large number of women workers suffer from various disadvantages relating to their working conditions as well as in their homes.

The common types of discrimination against women are:

- There is discrimination against education of women because a woman is never conceived as an earner and, therefore, investment in her education is not given due weight-age.
- There is discrimination against women in wage employment, especially in the unorganised sector. A female worker is paid not more than 75 to 80 per cent of the wages paid to male workers.
- Female marriages, which include payment of dowry, are costly affairs. This compels parents to start saving almost from the birth of a female child and works against investment in her development throughout her childhood and growth.

- Girls are protected and taken care of, but not given freedom that is due to them. Sending girls for education at distance is generally discouraged.
- Inheritance laws providing equal share of family property to girls also work against the interest of women.
- Undue importance attached to certain natural elements of a girls growth like puberty often results into various restrictions on the development of a female child especially in the rural areas.

It is only through intensive community education programmes that gender inequality can be reduced to a great extent, if not totally removed. Unfortunately in traditional bound societies discriminations are accepted as *fait accompli* and their sting is not strongly felt even by women, and that is perhaps the reason why resistance to inequality is not strong enough. Community education refers to educating the rural society in the human right of gender equality.

#### Abstract 4 ►►

#### Functional literacy for ethnic minorities in rural community of Thailand, presented by Dr. Tongyoo Kaewsaiha (DNFE, Thailand)

The ethnic minorities in Thailand include groups such as Chao Lae People of the South, many Hill Tribe Groups living mostly in the North, and the people living along the Lao PDR border. This presentation focused primarily on the 900,000 Hill Tribe people in rural and remote mountainous areas. These ethnic minorities continue the strong practice of their own cultures. They use their own languages. Some can speak but not write Thai, therefore the illiteracy rate remains high - approximately 100,000 hill tribe people of age 14 up. The Thai government has integrated the ethnic minorities as part of the Thai people by giving them service, but the traditional ways of their living has caused many problems for the government plan to offer them development projects. Some of them have also created some problems, for example opium and drug addiction, deforestation and health problems.



Education and occupation were used as strategic approaches to improve the way of living and the quality of life of all Hill Tribe people. At the first stage of approach, education was implemented so as to promote literacy skills and to teach them how to read and write the Thai language in order to increase their income generation. A Functional Literacy Project (FLP) under the management of the Department of Non-Formal Education (DNFE) has been implemented throughout the rural areas where the Hill Tribes are situated.

The FLP has been implemented since 1968 to equip the Hill Tribes with basic skills such as reading, writing and calculating, as well as problem solving through “Khit-pen” process. This consists of information on academic knowledge, self-knowledge and environmental knowledge. The content of the Functional Literacy curriculum is based on the problems faced by learners and communities. A problem-based learning process was designed to be a core theme of the curriculum, and involved groups learning and discussing their problems and finding solutions by themselves. Creating a learning process through the participation of the people is important process, therefore the DNFE renders education to support and enhance this learning process. It uses participatory learning approaches i.e. Learning to do, Authentic learning, Integrated learning, Learner-centered learning and Group discussion. The learning materials are also important to help the learners to gain knowledge and to improve their skills, in particular, the self-learning materials, television and radio programmes.

The distances involved in reaching the Hill Tribe groups are very problematic; therefore the DNFE designed an innovative approach, termed the Community Learning Centre (CLC), a central place of learning and organizing community affairs. District Non-Formal Education Service Centres have been established to act as co-ordinated centres to work closely with the CLCs. The organizing strategy of the CLCs involves volunteer teachers, satellite television broadcast, texts, video tapes and radio programmes. Volunteer teachers are organizers of the CLC and facilitate and provide educational activities for the learners.

In order to achieve success with this Hill Tribe educational project, the DNFE networks closely with other agencies in partnerships, such as those under the patronage of Her Royal Highness Princess Maha Chakri Sirindhorn, GO's and NGO's. International organisations are also partners in the development of the quality of life, for example UNICEF, International Labor Organisation (ILO), UNDP, UNIFDAC, etc... Due to the great effort in improving the quality of life of the Hill Tribe people, the DNFE had the honour to received awards such as the NOMA prize in 1990 and ESCAP in 1998.

## Abstract 5 ▶▶

### Life skills for health and HIV/AIDS prevention, presented by Ms. Hiroko Tanaka (ESCAP, Bangkok)

The presentation focuses on youth health concerns and the relevance of life skills approach, primarily based on the outcomes of the Third Asia-Pacific Intergovernmental Meeting on HRD for Youth, 4-8 June 2001, organized by the HRD Section of ESCAP. The main theme of the Meeting was "Integrated approaches to youth health: focus on sexual and reproductive health, prevention of substance abuse and HIV/AIDS".

The presentation first explains the significance of life skills approach for ESCAP's work in the field of education. ESCAP, as the focal point for youth for Asia and the Pacific region under the United Nations system, focuses on youth in its education-related work, with a particular emphasis on life skills to address their main health concerns: sexual and reproductive health and prevention of substance abuse and HIV/AIDS. The Dakar Framework for Action also includes "life skills education for youth" and "education to combat the HIV/AIDS pandemic" as new development since the Jomtien.

The presentation then explains what the life skills are and why they are important for health and HIV/AIDS prevention. It has become clear that information alone does not lead to behaviour change. In order for young people to protect themselves, life skills approach to develop their coping skills, ability to make healthy life choices, greater resistance to

negative pressures as well as ability to minimize risk behaviours are necessary. The presentation illustrates this point by comparing the traditional approach and life skills approach and stresses the fact that, for example, for a person to be able to reach the decision to use a condom, s/he has to overcome all kinds of social, inter-personal and economic barriers.

The presentation then touches on ESCAP's response in this field. There are three major principles for ESCAP's work to promote life skills among youth for them to protect themselves. First, ESCAP believes in an integrated approach to youth health concerns; second, ESCAP stresses the importance of understanding the needs of young people; and ESCAP looks at youth as resource and tries to work with young people themselves and organizations of young people.

The presentation concludes with reiterating the voice of young people expressed at the Regional Youth Meeting in June 2001, in which they called upon the governments to provide full and realistic information and education for them to help protect themselves.

## ***2. Concurrent Sessions on Theme Three: Community-based Programmes and Approaches for Community Empowerment***

### **Community Learning Centres**

◀◀ **Session 1**

**Community Learning Centres-the Malaysian Experience, presented by Dr. Ahmad Shah Noor (INFRA, Malaysia)**

◀◀ **Abstract 1**

One interesting characteristic about non-formal education in Malaysia is the fact that there is a total absence of any central co-ordinating mechanism for NFE in the country. Nonetheless, NFE programmes, carried out by the various government Ministries and agencies, always appear prominently in the context of community learning in Malaysia. In fact, the prevailing development success of the country is also attributable to the early and concerted NFE

efforts. This was largely due to the fact that education and learning had long been regarded as the strategy for correcting social imbalance and alleviating poverty.

Community Learning Centre (CLC's) as the conduit for NFE in Malaysia fall into four categories. They are either government-funded, NGO's-initiated, private sector-sponsored, or community institution-driven. One of the most effective NFE programmes were those undertaken by the Community Development Division (KEMAS-set up in 1961) under the Ministry of Rural Development. This was carried out through CLC's and Community Resource Centres (LRC), as well as some 7,900 pre-schools.

It is in the context of new challenges that KEMAS and the Institute for Rural Advancement (INFRA) as arms of the MRD are called upon to play more effective role in addressing the needs of both the target groups and the country in planning and initiating more meaningful programme for the rural community, as well as soliciting their direct participation. In the process, KEMAS and INFRA are expected to facilitate empowerment of the rural population in the hope that they will finally subscribe to the idea of community ownership and taking full responsibility for the planning and operational management of the NFE programmes and the CLCs.

## Abstract 2 ▶▶

### The community learning centers in Bhutan, presented by Mr. Chhador Wangdi (Non-Formal Education Division, Bhutan)

Bhutan is a landlocked country with an area of 46,500 sq. km., and a population of 600,000 people. The country has the gross primary enrolment rate of 72 per cent with adult literacy rate of 54 per cent.

**Objectives of the Community Learning Centers:** the CLCs are established with the main objective to establish permanent centers in the community to facilitate the activities of conducting basic, post- and continuing education programmes;

organize and conduct vocational skills training; promote co-operatives for production and marketing; establish network among different extension agents; create forum for counseling and settlement of local conflicts.

Seven CLCS have been constructed and established under UNESCO (PROAP) project commencing from 1998. Three more will be constructed during 2002. The local management committee manages community Learning Centers.

**Major achievements:** Five CLCs have been fully established with facilities of reading/library corners. Vocational training courses are being organized in the field of tailoring, furniture fabrication and cooking. The CLCs are being used as venues for conducting training by the extension agents of agriculture and other relevant sectors. Social and cultural events are organized in the CLCs by the communities and schools.

**Innovative features of the project compared with other projects:** The establishment of CLCs is a collaborative effort of the communities with minimum input by Government and donor. Ownership of the CLC is given to the community from the planning stage. Co-operation among the communities are brought through different activities organized in the CLCs. Success of the project has brought in pride and satisfaction among communities.

**Problems and constraints:** Due to heavy farm work in the communities, construction of the CLCs could not be completed within stipulated time. It has been difficult to convey the concept of CLC and to create the sense of ownership by the community in the initial stage of the project. Further, it is difficult to mobilize and bring together different sector extension agents to work together to utilize the facilities in the CLC.

**Future directions and challenges:** To draw up plans and proposals for replication and expansion nationwide, especially to cater to the communities in the remote areas; this would be a major challenge. Other challenges include mobilization and forming of networks with other agencies like health, agriculture, environment to use CLC's as channels for promoting/providing

life skill/vocational skills training. Another very critical and important challenge is to initiate and establish activities to generate their own funds for the maintenance of the facilities, and run different programmes of their own as required in the communities.

### Abstract 3 ▶▶

#### CLC implementation in Thailand, presented by Dr. Boonlerd Masang (Centre for Educational Technology, DNFE, Thailand)

The implementation of Community Learning Centres (CLC) in Thailand began in 1998. The CLC has been devised as a firm mechanism to provide lifelong education and community development activities for the capacity building and the strengthening of our rural communities.

This has marked a very significant transition of non-formal education provision from bureaucracy-oriented approach to a community-oriented one. The Department of Non-formal Education (DNFE), since then, has changed its role from the being the implementer to being the facilitator. The CLC's are set up and organized by the community, and for the benefit of the community, while DNFE facilitates the implementation through collaboration with various community sectors, both GOs and NGOs.

The key strategies for CLC implementation in Thailand are community involvement, participation and ownership. All community members are encouraged to participate in organizing educational and quality of life improvement activities in their community.

This new concept on CLC implementation has led towards the capability building and self-reliance of the community. This helps enhance a sustainable development of the community as a whole. Apart from the "Education For All" commitment, this coordinating implementation of the CLC between the bureaucracy and the community sectors has also resulted in the reduction of investment cost on the education provision within the community. This is the result of the community-oriented strategy of CLC implementation which enhances a

greater sense of concern and belonging among various community sectors. This community resources mobilization provides an explicit example of the “Education For All” concept. At present there are approximately 6,000 CLCs, or about 85 per cent of the total number of the sub-districts all over the country. Another indicator of successful accomplishment of the CLC implementation in Thailand is the variety of educational and development activities and projects undertaken at the CLC. One example of this is the project on “The Promotion of Higher Education to Strengthen the Community Development”. This is a joint implementation between the Department of Non-Formal Education and the Sukhothai Thammathirat Open University, with DNFE and CLC personnel as the coordinators and the facilitators of the teaching and learning in the community. This has opened up a chance for the community people to get access to higher education with special academic courses and learning process that are responsive to their needs and the community way of life. This project has successfully motivated a great number of community leaders and other community members to join the project.

On the other hand, there are also some problems for our CLC implementation. Firstly, a number of community members still do not fully recognize their privileged rights to participate in the education provision within their own community. Secondly, there are a certain number of personnel from the bureaucracy sector who still behold themselves as the implementors of the CLC. Thus, they are not fully willing to let the community sector have full involvement and participation in the community development. However, it is hoped that a complete transition from bureaucracy-oriented to community-oriented approach of CLC implementation will take place in the near future.

**Abstract 4** ▶▶

**Community learning and empowerment of the polity: the experience of R.K. Mission Lokasiksha Parishad, India, presented by Ms. Prabha Srivastava (R.K. Mission Lokasiksha Parishad, India)**

In India the concept of Community Learning Centre is very old and popular. In ancient India the common meeting places in the community, known as “Chandimandapas” or “Atchala”, were used for various social, cultural or religious programmes, feelings of togetherness, sharing the socio-economic problems, as well as the organising of educational activities.

The slogan on Gram awaraj (village republic) was delivered by Mahatma Gandhi, for the community and the holistic development of the society.

During the fifties the programme of community involvement was incorporated into the Nation’s development. Blocks were established with a special component of social education. In 1978, National Adult Education Programme was launched with community based learning centres. The world declaration on Education For All to meet the basic learning needs were considered by India Central Advisory Board of Education as a reaffirmation of existing policy orientation given to elementary education by the National Policy on Education. Emphasis was given to community participation.

**Ramakrishna Mission**

(R.K.) Mission, founded more than hundred years ago, has a mission of service to God. Swami Vivekananda, the famous sage from India who founded the R.K. Mission, emphasized the spread of education with the belief that education is the manifestation of perfection already in human beings. Lokasiksha Parishad, a branch of R.K. mission, focuses its nature of activities through its main Lokasiksha, i.e. education for the people, with community based action programmes. The main strategy of LSP is to empower unemployed youth through various training, and the establishment of youth clubs for them to perform the essential jobs demanded by the community. The



programmes are further reinforced in various CLC's with other community-based activities on nutrition, child care, health education, agriculture etc. to cover all the sections of the community.

To strengthen the activities, specially developing the personality of the children and inculcating in them a sense of commitment towards the larger Society, a cultural mobile squad was organized. Women's committees were formed in various villages to work together with the youth clubs in organizing the educational and welfare activities. Training programmes are arranged for empowerment of the community women. The women have started organizing small savings schemes through self help groups. Inspired by the experience of R. K. M. L. S. P. in organizing village women for maintenance of village tube-wells under the intensive Sanitation Programme, the State Government, in their rural water supply scheme, have adopted the system of entrusting newly installed tube-wells on the beneficiary committees composed only of village women.

During 2000-2001, R K Mission in collaboration with UNESCO conducted a CLC to provide a few more activities like library services for the community people. Charcha Mandal (assembly) for the women and adults, a non-formal education programme and a vocational training programme for the target people of the community.

**Empowering rural people for sustainable community development: The roles of Community Learning Centres and Tambon Administration Organizations, presented by Ms. Pornthip Pookaiyudom (Ph.D. Candidate, Chulalongkorn University, Thailand)**

◀ Abstract 5

Tambon Administration Organization (TAO) Act 1999, Section 67 states that the functions and roles of the TAO focuses on education. Also, Community Learning Centres (CLC's) are local educational institutions outside the formal education system for villages or urban areas usually set up and managed by the local people to provide various opportunities for community development and the improvement of people's quality of life.

In this case, TAO's and CLC's work effectively, empowering rural people for personal growth and sustainable development at the end.

This research problem is, what is the situation of the co-operation of TAO's and CLC's in empowering rural people for sustainable community development? The major objective of the study is, to ascertain the co-operation of TAO's and CLC's in empowering rural people, and to determine what the non-formal education technique is for sustainable community development in different levels of TAO's.

The area of this study is the Central Region, Thailand. The sample population is composed of TAO officers, CLC-teachers, and rural people. The period of the study is May to December 2001. The hypothesis of the study is, the co-operation of TAO and CLC's role by administrative resources for sustainable community development in TAO level 1 should be better than TAO level 3 and TAO level 5. Content analysis, questionnaire, and interview were used for collecting data.

Initial findings revealed that: TAOs level 1,3,5 are providing rooms and a few materials for CLCs indifferently; CLCs empower rural people by sincerity of CLC-teacher; the popular teaching technique which empowers rural people for sustainable community development is participation; and co-operation between TAOs and CLCs should be improved. This research should be finalized before March 2002.

### Comments/Points of Discussion on Session 1

The Moderator Mr. K. Oyasu introduced the four speakers. He asked the speakers to introduce the Community Learning Centers (CLCs) in their countries. Each speaker was given 15–20 minutes with time for questions. He asked the participants to focus the discussion on the lessons learnt from their experiences as well as the challenges for the future.

During the discussions, following the four presentations, the issue of forming networks for information sharing was taken up. Another comment was that as a society it was clear that there was a movement towards providing some sort of services

to the rural masses but the concern was that even now there was lack of co-ordination between different developmental departments. The strategy for convergence at the CLC level had to be clearly defined.

In this connection, the participants called for a need for strong advocacy and action for social mobilisation. The need for training people on how to best utilise the CLC's, as well as the need for orienting the local government executives, was emphasized. This would go a long way towards sustaining the CLC's.

During the discussion, the experience of CLC's in Mongolia were outlined, again, the need for training local government officials and community leaders to understand the nature of CLCs was stressed.

## Agriculture for rural development

◀ Session 2

### Lifelong learning for rural development: community empowerment in assistance to rural disabled persons, presented by Ms. Rika Fujioka (FAO, Thailand)

◀ Abstract 1

Support for community-based lifelong learning for rural disabled persons constitutes one of the key concepts of FAO assistance.

There are four main reasons why FAO extends assistance to disabled persons in rural areas. Firstly, FAO sets priority on improved rural livelihood through better nutrition and food security, natural resource conservation and management as well as sustainable agriculture. The second reason is that FAO has a role to address regional realities; i.e., rural disabled persons are among the most marginalized and the poorest, due to lack of access to overwhelmingly urban-based support services and opportunities for income and employment. Thirdly, FAO has a commitment to UNESCAP Asia Pacific Decade on People with Disabilities, in which FAO reinforces collaboration with various partners. Finally, FAO has in 1997 set up a programme specifically to address needs of rural disabled persons.

The FAO programme to assist rural disabled persons consists of four components. First is awareness building on specific service and training needs, second, technical support for income-earning capacities, third, promotion of networking and exchange among disabled people, governmental organisations, UN and NGOs, and finally, enhancement of approaches to integrate rural disabled persons in FAO activities.

Since the inception of the programme, FAO has been carrying out various activities in different countries of the region, through which FAO accumulated valuable experiences. In terms of further meeting the needs of rural disabled persons, lessons learned through these activities will be very useful in implementing projects and programmes in the future.

Most important is the underlying message common to these lessons. That is, given a chance to apply skills and creativity, disabled persons in rural areas can strive to gain sustainable gains in productivity and improved livelihood. In advocating this message, FAO will continuously enhance its support to community-based life-long learning.

## Abstract 2 ▶▶

**FAO programme for community integrated pest management from eggs to butterflies: a lesson in learning, presented by Mr. Kevin Kamp (FAO, Thailand)**

The FAO Programme for Community Integrated Pest Management began in 1980 and is currently in its fourth and final phase. It has evolved from a programme focused on the provision of technical solutions to pest problems to a human development programme which supports skill development and encourages action for research, training, organizing and advocacy by farmers and farm communities. The CIPM Programme is active in 10 Asian countries. The strength of the programme can be found in the Farmer Field School approach to learning and skill development which allows and promotes learning about field and human ecology leading to a greater understanding and appreciation of natural and social systems. More than 2 million women and men farmers in Asia have

completed Farmer Field Schools in Asia, thousands of farmers are currently active in training other farmers and IPM activities in schools are on-going in at least five counties. Community-managed programmes are ongoing in at least 600 locations and local government and community funding for activities represents an ever-increasing proportion of programme resources. The major outcomes of the programme are farming men and women who are experts, trainers, researchers, planners, policy makers, organizers and activists in their communities. By means of this powerful learning environment farmers and their communities continue to learn and make changes which contribute to more sustainable, viable and equitable farm-based livelihoods.

**Thailand's experiences with lifelong learning via Community Agricultural Services and Technology Transfer Centers, presented by Ms. Montip Krachangvej (Ministry of Agriculture and Cooperatives, Thailand)**

◀ **Abstract 3**

The implementation of agriculture for rural development in Thailand is mainly carried out by the Department of Agricultural Extension of the Ministry of Agriculture and Cooperatives. One mechanism used to carry out technology transfer and the education and learning of farmers and rural communities since 1997 has been practices through the Community Agricultural Services and Technology Transfer Centers. These Centers are operated under the concept of "people-centered and participatory approach" which is in line with that of Tambon administration organization (TAO). The use of such centers, it is hoped, will ease the devolution process of the centers' operation to TAO in the long run. However, there are challenges in implementing participation and decentralization. These are related to linkages among agencies concerned and the adjustment of local communities and government officers regards their roles. More systematic development is therefore needed as well as the appropriate adjustments by the agencies involved for the effectiveness of rural development in Thailand.

## Comments/Points of Discussion on Session 2

The discussion first focused on Ms. Rika Fujioka's presentation on FAO plot project concerning Mushroom Training for Disabled Persons in collaboration with R.T.G. Department for Labour and Social Welfare – Training Centre in Ubon Ratchatani, Thailand. This project aims to train farmers to have applied knowledge and enable to apply their knowledge in mushroom production.

Suggestions for further improvement are:

- FAO programmes should concern other target groups such as war veterans and the general public;
- FAO should address marketing issues as a starting point for selection agricultural activity type for future training; and
- FAO projects should support technical requests, particularly with non-governmental agencies.

The next discussion, on Mr. Kevin Kamp's presentation, concerned Community IPM Projects. Mr. Kamps noted that the Seasoning Farmer Field School approach is a core programme of IPM. Seasoning problem-based learning is a practical science oriented training programme. The outcomes of the programmes are as follows :

- IPM farmer clubs/associations were established; and
- Trainees for Farmer Field Schools started to produce pesticide-free vegetables, tea, flowers, etc.

Fifty per cent of the Field Schools in China and Nepal are funded by local governments. In Indonesia, an IPM national association has been established, including an "Empowerment of Farmers and Communities" association. Since 2003, IPM is more focused on "Sustainable Livelihoods" and gives a strong support to farmer groups to strengthen existing networking among IPM farmers group from Asian countries.

The suggestions for further activities are as follows:

- FAO IPM programme should encourage farmers to discuss how to solve problems by collaborative activities;

- FAO IPM should take the pesticide reduction issue into consideration because it is not easy to convince farmers to reduce or give up using pesticides; it takes time to achieve the objectives of the programme; and
- The finding of Ms. Monthip Krachangvij's project on "Participation and Decentralization of Community Agricultural Services" and "Technical Training Service Centres" revealed that decentralization and participation are important elements for achieving the agricultural policies of the government.

The following remarks were proposed for further improvement:

- a. There should be public-relations of the project to disseminate the findings;
- b. The change and acceptance of decentralization are still very slow;
- c. There should be linkages between concerned Ministries with decentralized local governments;
- d. FAO and partners address challenges concerning nutrition, standard of living, food security, natural resource management, sustainable and attitudes to change consuming behavior of the people.

### Community education for gender equality



### Session 3

### Community education for gender equality, presented by Ms. Carolyn Medel-Anonuevo (UIE, Germany)



### Abstract 1

In this workshop presentation, three topics will be covered: (1) definition of gender; (2) why community education; and (3) the challenges for making community education responsive to gender equality.

Gender is very much part of development work today. The term "gender" is so often used that there abounds many interpretations of this word. In some instances, gender is merely used as a synonym for women. I would like to concentrate on

three aspects of the term, gender. First of all, gender is a social construct. Men and women are born with our biological sexes, but we are socialized in our gender roles. As gender is a social construct, it can therefore be changed. Second, gender is about relations of the sexes. Ideally we should be talking about equal gender relations, but in reality there is much gender inequality around us, where men continue to occupy the higher positions. Finally, as a social construct, gender is shaped by specific historical, social, economic and cultural contexts. How gender roles and relations are shaped is so much a function of societal context.

Why focus on community education? First of all, communities are very different from each other. Urban poor communities differ from those of agricultural rural communities, and upper class communities are different from middle class communities. The interactions within these communities vary. The focus of this discussion is the grassroots community where women and men continue to interact regularly and frequently for social, economic and political activities.

As the community remains to be an important arena of interaction for women and men, it is an area for intervention. As a site of social control, men and women continue to act out traditional sex roles for fear of ostracism or castigation. It is at the same time also a possible site for autonomy and empowerment where women are able to participate in matters other than family affairs. And, it is an arena for women to step into the public sphere, and beyond the home.

The challenge for community education as promoter of gender equality remains to be a key task. For community education to help pave the way for gender equality, one has to provide not only for *practical gender needs*, but also for *strategic gender needs*. Maxine Molyneux has developed this distinction where she says that more often than not the satisfaction of practical gender needs (which involves the basic needs of women and men such as food and employment) involves reproducing traditional gender roles. For example, women typically earn a living by washing clothes or by sewing, tasks associated with women's



role in their homes. Strategic gender needs, on the other hand, means transforming gender roles to more egalitarian relations within societies.

One example is that of women's literacy classes in India, where the teaching of the alphabet is in reference to parts of the bicycle or the water pump, objects commonly associated with men. Through these classes, women not only learn to read and write but also learn other things like how to ride the bike, and then later how to repair the bike. This not only changes their self perception but also affects community perceptions.

In community education, different strategies should be utilized. Women only sessions should be planned when women need to be by themselves or when men's presence could be intimidating for women. Women and men sessions are also important, but the role of the facilitator is to ensure equal participation of women and men is important.

**Community education for gender equality: Thailand, presented by Dr. Preeyanuch Jariyavidyanont (DNFE, Thailand)**

◀ Abstract 2

Community in Thailand is considered to be a cohesive community with strong traditional practices. However, the rural people remain poor in education because the absence of learning resources, and poor learning habits. Gender gap can be seen. More males than females receive educational opportunity. Cultural and social values show preferences for boys and men to gain benefit from education, instead of girls or women. So education helps creates a gender gap at community level than at urban level. In 1990, illiteracy rate by sex shows 8.7 percent of women but only 2 percent of men were illiterate. Lack of information and technology made women out of date and unable to catch up with the change. The 1997-2001 National Economic and Social Plan posited working at home as an alternative form of employment for workers, so many women have become home workers. In order to improve their products these workers need to develop some skills and learn about business management and

marketing. In addition, the Eight Year Plan recommends a human-centered and capacity-based approach to improve the quality of life. It suggests utilizing local wisdom for the benefit of living, learning from local environments, and empowering people to make their own decisions. Development of people, by people and for people, means to decentralize to local communities, therefore women have to prepare themselves to have the capacity for community participation side by side with men.

New Approaches for Community Empowerment in Thailand affect women's status and help to bridge the gender gap as the 1997 Constitution confirmed of educational equality of both sexes. The Educational Act of 1999 extended education to 12 years. Lifelong Learning approaches towards the community in various forms of educational programs offer new opportunities to learn and to improve women's capacity.

Decentralization provides the Local Administration Organization (TAO) to have the right to organize education at all levels with budgetary allocation. The government's policy of "one village, one product" encourages the involvement of both sexes. Participation in the education plan and policy formulation, and quality control are other factors encouraging people-centered development, along with new role models, new competency demands, and the transformation of science and technology.

Community Education for Gender Equality in Thailand is recommended as one strategy to eliminate gender disparities. It seeks (1) to make education and training available to empower women directly; (2) to support men and women to learn about the social, cultural, economic issues and some environments related to their own way of living; (3) to provoke awareness of gender equity through various activities, such as group discussion, exhibitions, cultural activities etc; and (4) to provide educational opportunity for both sexes in order to open their visions and seek knowledge through lifelong learning. It is hoped that by gaining education at a certain level, they may develop a right attitude toward gender equality.

**Functional literacy for ethnic minorities**◀◀ **Session 4****Income generation project – communication, literacy education by Viet Nam Women’s Union, presented by Ms. Le Thi Thuy (Vietnamese Women’s Union, Viet Nam)**◀◀ **Abstract 1**

The Viet Nam Women’s Union (VWU) is a mass organization with over 11 million members. VWU started this project in 1993, with financial and technical support from UNICEF Viet Nam.

The project targets poor women who are pregnant or having young children, mothers of malnourished or dropout children, illiterate women or women with gynecological diseases. Project objectives are to increase income for better the health and nutrition status of women and children; to reduce the malnutrition rate and rate of women with gynecological diseases; and to increase the child enrolment rate and women’s literacy rate.

From 10 communes in 8 provinces in 1993, the project now covers 218 communes in 28 provinces, mostly in rural, mountainous and remote areas, with over 60,000 women benefiting. In each commune, 306 women are provided with loans. Borrowers are organized in small mixed groups of 8 to 10 people, who are both literate and illiterate, so that they can help one another in life and business.

Project key activities:

- Monthly group meetings: borrowers make installment payments and, more importantly, exchange experiences in childcare and applying healthcare messages contained in the “Facts for Life” booklet into daily life. Illiterate and post-illiterate women learn new information from literacy topic books and strengthen their literacy and numerical skills.

- Book writing workshops are organized in close co-operation with Research Centre on Literacy and Continuing Education (Ministry of Education and Training). Illiterate borrowers are sent to literacy classes and their skills are strengthened by group meetings.
- Integration of literacy education into various training courses, Facts for Life communication, and CEDAW/CRC communication.
- Functional literacy education is introduced in borrowers families as informal learning. Wives and husbands, mothers and children, look at pictorial topic books, spell, read, and discuss.
- Community learning centers are established in the framework of the project. Audio-visual equipment and relevant books in these centers attract a lot of women, children, and other community members.

Lessons learnt:

- *Learning should be recognized by women as a lifelong process.* Men should be encouraged to share domestic responsibilities with women as a way to facilitate women in learning and social activities.
- *Learning should be in close relation with people's daily life.* Let the community people decide topics, forms and time for learning so that they can learn most effectively.
- *Education materials* should be appropriate to each ethnic group and each geographical area.
- A development project should start from a *baselines survey using PRA method* as it helps community people to identify their own problems for their own communities using their own recourses.
- *Piloting, drawing experiences before expandin,g* project or new activities to different geographical areas is necessary.

Abstract 2 ►►

**Functional literacy for ethnic minorities, presented by Dr. Suchin Petcharaksa (Northern Regional NFE Centre, Thailand)**

In 1968, there was the first pilot project on literacy skill development in Lampang, a northern province of Thailand. The learners had not only opportunity to practice reading, writing and basic calculation skills, but also vocational skills which were suitable for their living conditions. Two years later, based upon “Khit-pen” principle, a new objective was added, i.e. to promote problem-solving skills of learners so that they can help themselves dealing with personal and community problems in daily life situations. These educational practices were called the “functional literacy” programme.

The process of curriculum development was intentionally community-based, i.e. themes of study, such as community economy, health, agriculture, civic responsibility, etc, must be drawn from community surveys and reflect the target learners’ needs.

After 1975, the functional literacy programme was implemented throughout the kingdom. Several types of delivery systems were developed, i.e. classroom, mobile facilitator, and Buddhist monk organized types. There were also several versions of functional literacy curricula which were target learner specific, i.e. functional literacy for Thai Muslims in the southern Thailand, for north-eastern Thai, for men on military services and also for the most important ethnic minority of Thailand: the population of 9 major Hilltribes living along the border areas.

The functional literacy programme for Hilltribes was launched in 1976. Its aims were introducing Thai language and culture to the learners while preserving their cultural heritages, and providing vocational skills which could be used in the hill area environment. Practicing problem-solving skills which can be used for every day life situations, and learning about Thai civic responsibility. The curriculum was developed according to the real living conditions and problems of the Hilltribes. The common themes of study were identified and used for learners of all tribes.

Pilot sites were selected in Nan and Chiang Mai Provinces. Volunteer teachers were sent into the selected Hilltribe villages and lived with the villagers. Teaching could be provided for

adult learners only at night. During the day, learning classes for children were organized at the teachers' houses which were built for them by the villagers. Since nearly 90 per cent of the Hilltribe communities are far away from existing government elementary schools the children have no chance to go to the schools. Also, teachers worked out community development tasks by coordinating with local GOs and NGOs.

There were 100 key words and basic arithmetic operation to be studied in the programme. At each learning session, the teacher would show a photograph with two key words that indicated the main idea of it and ask for group discussion. Then the learners would do language and arithmetic exercises given by the teacher. They had to spend approximately 250 hours or 8 months of continuous practice in order to achieve learning goals specified in the curriculum. However, after finishing the programme it was found that the learners were still not fluent on the literacy skills. When the volunteer teachers left the communities the community members had no chance to practice further and soon lost the available skills. Most of the children still had no chance to get continuous learning as well.

Based on these experiences, the Hill Area Education Project under financial support of USAID was launched in 1979. During its first year, base-line survey was done in the northern Hilltribe communities. It was found that there were a lot of Hilltribe children and adults who had no chance of getting formal education due to the fact that their communities were located in remote and scattered areas where it was impossible to set up elementary schools to serve the communities. There was also no suitable elementary curriculum for the Hilltribe communities and no educational models which were flexible enough for these people. Their problems were different from low-land Thai, i.e. Thai citizenship, legal rights of land use, tribal identity, contacting with government agencies, health, drug addiction, deforestation, etc.

During the next six years, an educational delivery model, elementary curriculum and learning materials were developed and tested in 45 Hilltribe communities of Northern Thailand. Later the tested model was extended to other Hilltribe villages

in fourteen northern provinces and four provinces in the central regions.

Currently, all types of education for the Hilltribes are delivered through “Mae Fah Luang Community Learning Centers” which are established and controlled by the Hilltribe communities. These centres will be always opened for the learning benefit of all.

### Life skills for health and HIV/AIDS prevention

◀ Session 5

**Life skills for health and HIV/AIDS: prevention through community development programme, presented by Mr. Damri Janapiraganit (Chiang Mai Provincial NFE Centre, Thailand)**

◀ Abstract 1

From 1984 to March 200, the number of AIDS patients is 197,092. Of those, 46,274 persons have died. This is the number from Minister of Health report. But, the real situation is much worse than this. The totals for persons with HIV is 984,000 persons, of whom 289,000 have died. That means that there are 695,000 persons with HIV still alive. This data is from Dr.Mongkol Na Songkla, the secretary General of Ministry of Health

The first AIDS case in Thailand was reported in 1984. In 1992, 8 years later, the government finally set an AIDS Policy and set up an AIDS National Committee.

The most serious concentration of HIV/AIDS is in six provinces in the upper northern part of Thailand: Chiang Rai, Chiang Mai, Lampang, Lamphoon, Prayao and Mae Hong Sorn. Therefore, we set up “The AIDS Action Centre” at every level: the Region, Province, District, Sub-District, and village health volunteers.

The results:

The infection rate in Thai male age 21 years have been reduced from 13.6 per cent in 1991 to 2.3 per cent in 1999. Pregnancy has been reduced from 7.0 per cent 3.43 per cent. The number

of new AIDS patients decreased 30 per cent. HIV + from mother to child has decreased from 30 per cent to 7.75 per cent. Thai people increasingly understand that people can live with AIDS. By 2006, we hope that we will have reduced 50 per cent HIV infection.

How do we plan to accomplish this goal?

- We put AIDS education in the curriculum in every level of education: primary, secondary and higher secondary, in vocational, and in the University;
- For Non-Formal Education we put “Life skill” activities for AIDS prevention in the process of learning and teaching;
- We have co-ordinated agencies to network with GOs and NGOs to solve the problem of HIV/AIDS, especially in the upper Northern part of the country; and
- We use the model of “HIV/AIDS Volunteers” activities for solving the problems of HIV/AIDS in the communities.

## Abstract 2 ▶▶

### Non-formal education in China: life skills for health education and HIV/AIDS prevention, presented by Mr. Kang Yunjong (UNICEF, Beijing, China)

China's net primary school enrolment rate is over 98 percent, still leaving over 2.8 million children out of school. China has a one-child policy, but there are many children in rural/poor areas. Discrimination against girls in the family is also a problem. School dropouts have less opportunity for continued education due to lack of family and community support. They are at higher risks of exploitation including for hazardous labour, and trafficking and sexual exploitation, especially for girls, and drug addiction for boys. HIV/AIDS is emerging as new development, with social and political problems affecting not only adults, but also adolescents and young children. UNICEF provided assistance to the out-of-school children who are most vulnerable to such risks.

Skills-based health education is carried out in two forms: formal and non-formal. The former is school-based and the



latter is community-based. The target is mainly adolescent girls and boys, aged 10 – 18. Training on basic literacy, numeracy and life skills is provided to children under 15, and livelihood skills training and life skill training is provided for those who are over 15. In line with the government's strategies of economic development, UNICEF assistance is also focused on children in the western region.

The life skills approach was adapted under a non-formal education project to ensure an interactive process of teaching and learning among service providers and learners. It enables them to acquire knowledge, attitudes and skills to support behaviour to take greater responsibilities for their own lives. Traditional approaches have often been information-based and didactic, and often neglect the real life applications of information and the role of attitudes and values or the needs for interpersonal skills, especially related to sensitive issues and personal behaviour. This project was designed to apply interactive and participatory approach in teaching and learning methods.

Peer educators, project staff and community leaders provided training to adolescent girls and boys in learning centres, open-air farming areas, village leaders' own houses and by project mobile teams.

The importance of life skills was recognized by the project counterpart. Peer education was one of innovations in the previous assistance. It was introduced as a pilot phase in 1999 and now has become part of UNICEF's regular non-formal education project. The success and experiences learnt from peer education were adapted by other non-project counties as a model to follow.

Health education brought positive impacts and behavioral changes to communities as evidenced in increased use of iodized salt and improvement of livelihood. Communication materials on "Facts for Life", CRC advocacy and environment protection and sanitation were widely used in project counties.

Efforts were made to establish inter-sectoral co-operation in promotion of life skills on health and HIV/AIDS prevention

within UNICEF and its counterparts to bring about a synergy effect.

**Lessons learnt:**

- Positive attitude of parents by enhancing knowledge and skills of adolescent girls and children;
- Systematic approach in providing NFE to meet needs of adolescent girls and boys;
- Different economic and geographical situation of project areas may need different types of vocational skills to address local development;
- More creative programmes need to be developed;
- Need for capacity building for communication strategy;
- Integration of life with livelihood skills will empower adolescents in coping with social and economic problems; and
- Need for training materials for enhancing technical capacity of project staff.

**Abstract 3** ▶▶

**Life skills for health and HIV/AIDS prevention, presented by Ms. Nonthathorn Chaiphech (Thai Redcross AIDS Research Centre, Thailand)**

The Thai Red Cross AIDS Programme has been established since 1989. The Thai Red Cross AIDS Research Centre (TRC-ARC) at its first stage, like other government and non-governmental organizations, developed interventions and curriculum based on the Health Belief Model. All interventions and curriculum at that time informed people about what is HIV/AIDS, how it is transmitted, and how to protect themselves. It was expected that this would be sufficient to change behavior. Early prevention efforts built around this information provision model were, unfortunately, failures, producing little change.

Life Skills Education was introduced to HIV/AIDS prevention work for approximately the last seven years and the Thai Red Cross AIDS Research Centre is the agency in Thailand where

all prevention efforts have been developed based on the conceptual framework of the Life Skills Education, since it was first introduced to HIV/AIDS work. All experiences gained have supported the TRC-ARC to develop its Life Skills Model, which brought, and integrated, goal setting as well as individual, social and cultural factors into its model.

Life goals and expectations are brought in order to marginalize the HIV/AIDS issue as an individual issue, and, at the same time, help each individual foresee the impact of HIV/AIDS at the individual, family, and also, the community level. To do this, at first, the individual's level of psychosocial competency is examined, especially their decision making and problem solving capacity, by looking at personal goals and expectations in life to determine whether or not they are realistic. In order to reach our goals, we must have a plan of action in mind. However, there may be more than one path to reach the same goal, so we must then determine what are the advantages and disadvantages of each path and then choose the path based on the comparison of the advantages and the disadvantages. The last step is to put our plan into action. In order to achieve this step, we need to develop or strengthen additional skills or competencies along the way to keep us on our path. A similar pattern may be applied in solving other problems that we may encounter in life and also used in planning for preventing HIV/AIDS.

Before we let the participants make decisions and come up with their personal prevention plan, we need to provide other support activities related to individual, social, and cultural factors such as information on HIV/AIDS, understanding its impact to their lives, correction of any misunderstandings, personal risk perception and motivation to act, self treatment and health seeking behavior, technical skills – condom use, other family planning methods and etc., accessibility to services and supplies, necessary referral services, sexual networking, anticipating of consequence, and several related individual, social and cultural factors that may influence the decision and action as well as the different thought, expectations and responsibility towards the relationship between men and women.

All activities, ranging from goal setting to related support activities, are developed under the conceptual framework of the participation approach. However, sometimes the participation approach has not been utilized at the optimum level because the summarization process is ignored. Then the activity is reached just only “fun” rather than elements of skills development.

Scenarios are always used in life skills education to help build several skills. Sources of the scenarios are also important. The scenarios that are derived from the result of the needs assessment and reflect the real experiences of the target groups can provide greater opportunity to develop decision making, problem solving, and other important life skills through hands-on experience. The more activities can mirror real life situations the better it will help bring HIV/AIDS and related issues, which seem to be “a far away problem”, to be a problem that is possible to be faced.

The curriculum must be tailored for each target group. Adaptation is still necessary to respond to the need of each group, even if there is the existing core curriculum.

Life skills education is a continuous process, which can never be a one-time affair. During the first round of programming, the participants may be educated and supported to reduce the number of their visits to commercial sex and to use condoms every time. In other rounds, they need to be educated and supported to use condoms in all of their sexual encounters and to discontinue their commercial sex visits. Individuals may have all of the information and skills but they cannot automatically apply it when needed because the building of skills as well as change usually occurs gradually over time.

Core Life Skills is composed with Decision Making, Problem Solving, Critical Thinking, Creative Thinking, Communication, Interpersonal Relationships, Self Awareness, Empathy and Coping with Stress and Emotions.

## Comments/Points of Discussion on Session 5

During this session there were three presentations. Mr. Yun Jong Kang provided an excellent paper on the emerging AIDS situation in China. He showed how UNICEF is working together with the Non Formal Education Department to reach drop-outs and non-enrolled - those who are most “at risk” such as those in rural and poor areas. By using an interactive participatory approach, peer educators can provide practical learning and integrate relevant life skills to out-of-school youth. He highlighted the successful impact that peer education can have on HIV/AIDS awareness, but he also stressed the challenges to overcome.

The second speaker, Ms. Nonthathorn Chaiphech, displayed a fascinating presentation on the various paradigms used in HIV/AIDS education and awareness. She showed how the current life skill approach provides a holistic way of incorporating HIV/AIDS awareness in a practical and integrated manner. She illustrated the positive programming outcomes of the Thai Red Cross.

The last speaker, Mr. Damri gave a practical and insightful presentation on how AIDS awareness is promoted at the grassroots level. He demonstrated the various methods employed to incorporate and empower people in their communities. He showed how he and volunteers work with the local communities and help the people to make videotapes, cassettes, and manuals in local languages. Community involvement and participation are key to reducing AIDS. Life skills need to be integrated with other strategies.

Following the presentations there was a stimulating discussion. Many of the participants shared their own country experiences of AIDS/HIV awareness. Examples from Samoa, Philippines, and Indonesia highlighted the diversity of approaches and the challenges ahead. It was shown that culturally sensitive strategies need to be devised and that community-based programmes are central for incorporating life skills for health and HIV/Prevention.

## D. Theme Four: Strategies for Improving the Quality of Non-formal Education

### 1. Plenary Panel on Theme Four: Strategies for Improving the Quality of Non-Formal Education

#### Abstract 1 ▶▶

Curriculum reform for literacy and continuing education programme in Indonesia, presented by Mr. Ekodjatmiko Sukarso (Directorate-General of Out-of-School Education and Youth, Indonesia)

Indonesia proclaimed its Independence in 1945. At that time, over 90 per cent of population were illiterate, which created a major constraint for development in many sectors. It wasn't an easy choice for Indonesia to put education as the main concern of development, as in our earlier independence days we faced so many other problems like how to provide sufficiently for our population. It was not until 3 years ago that the National Budget for education become first in national spending. About 90 per cent of the budgets on education are spent on formal education, with only about 10% spent on "Non-formal education", which in Indonesia is called Out-of-School Education.

- a. The functional literacy programme by curriculum reform has been implemented for many years. The following are principles of the functional literacy programme:
  - Local context
  - Local design
  - Participatory processes
  - Action outcomes
- b. Continuing education learners are actively and positively participating in all community activities. This is because they are conscious of the fact that a human being cannot live alone, or isolated, and they try to practice to co-operate in order to better understand the co-operation principle, not only in the learning group, but in all community programmes and activities.

- c. The teaching education process, including training, is systematically implemented; the programme will build capacity in all provinces that can continue both literacy and continuing education programmes in the future.

**Resource development and capacity building of NFE personnel, presented by Mr. Shahnewaz Khan (Dhaka Ahsania Mission, Bangladesh)**

◀ Abstract 2

With the increase in coverage of NFE programmes in different countries of the region, more and more NFE activities are now being implemented at the grassroots levels. To support this trend, APPEAL, jointly with ACCU, and in co-operation with experts in the region, developed a series of prototype handbooks and resource materials for literacy and continuing education personnel to enable them to plan, design, implement and assess their own activities in the community in order to ensure the sustainability of the programmes at the local level.

These resource materials are simple, illustrative and user-friendly in nature, and specially designed to enable grassroots level NFE practitioners to use them in their daily work. A short description of some of the resource materials are as follows:

The handbook for non-formal adult education facilitators is designed to enable adult education facilitators to ensure quality in planning, management and assessing learning outcomes of the adult education centers. This handbook comprises following six modules:

1. Community mobilization
2. Identification of learning needs
3. Preparing lesson plans
4. Participatory learning
5. Using learning aids
6. Assessing learning

PALM stands for, Package for developing adult learning materials. It aims to help material developers working at different levels to develop relevant, quality materials. This package consist of following three components:

1. Handbook for adult learning materials development (know how):

This handbook explains, in simple language and with many visuals, how to produce various kinds of learning materials utilizing locally available equipment and aids.

2. AJP materials kit (exemplar):

This Kit consists of four categories of materials (Health, Sanitation, Income Generation, Women's Empowerment). Each set contains 4- 11 materials to serve as exemplar materials for material developers to develop their own materials on similar subjects.

3. Literacy Clip art (visuals):

The clip art provides useful and relevant illustrations to meet the unavailability of visuals at the local level. A collection of 942 illustrations covering the following 8 categories is available on CD-ROM and in book format.

Category 1: Health, sanitation and nutrition

Category 2: Income generation

Category 3: Environment and science

Category 4: Women's empowerment

Category 5: Education

Category 6: Civic consciousness

Category 7: Culture and value

Category 8: Others

This clip art is available in a South Asia and Southeast Asia version.

The handbook on effective implementation of continuing education at the grassroots consists of two parts. Part One gives an overview of the process of implementing CE programmes and broad lessons emerging from the experiences on implementing CE in some countries in the Asia-Pacific region. Part Two of the handbook describes case studies from different countries of the region.



The manual for the implementation of community learning centers is designed to provide useful and practical information to the grassroots level NFE practitioners, especially community leaders and community learning centre managers, to plan and implement community learning centers effectively. This resource package consists of a set of seven simple booklets, namely, establishing a community-learning center, needs assessment, community database, community participation, the holistic approach, micro-planning for community development, self-monitoring and evaluation.

These handbooks are now available on the Internet. Different countries of the region have already started using these resources by translating them into their local languages. These resources are now playing a very vital role in developing capacity of NFE personnel, especially those who are working at the grassroots level.

**Critical role of research in lifelong learning: some reflections, presented by Ms. Carolyn Medel-Anonuevo (UIE, Germany)**

◀ Abstract 3

Four topics are discussed: a) notions of research; b) key components of research; c) some issues in doing research on lifelong learning (LLL); and d) making research work for LLL.

***Some notions of research:*** For some, research can be an intimidating activity. It can connote hours and hours of work in the library poring over books or days and days in the field interviewing women and men in the field. The most commonly shared understanding is that of research as investigation involving different ways of gathering information. It also means asking basic and complex questions. To many people's minds, research is undertaken by scientists or researchers who are highly skilled in this endeavor. I would like to say that, in fact, research is an everyday activity for many people, not only for scientists. While the human genome project involving billions of dollars is looked at as a critical research project, we also can consider women who move from one store to another comparing prices to be involved in a research exercise whose

objective is to discover lower prices so that the family is able to make do with its small income. Another notion of research is that of a RE-searching of questions and answers. There can be old questions with new answers or new questions with old answers or new questions with also new answers. The objective of research to my mind in this case is to continuously raise questions and in a systematic manner attempt to answer these questions through different methods.

**Key components of research:** In this systematic search, there are three components: perspective/framework; methodology; and research utilization. The perspective provides the overall framework for the conduct of research and is therefore determining the other two components. There is no one single perspective but, in fact, different and sometimes competing frameworks. In the social sciences for example, one talks of positivism, hermeneutics/interpretative, critical and lately, post-modern. The perspective also sets the reasons for the research whether it be for prediction, for policy advocacy or for improvement of programmes and projects.

Methodology involves the gathering of information, processing of information to data, and finally providing the means to analyze the data. There are again different methods and ways of gathering information, from asking questions (which can involve large surveys or small group workshops) to observing. For me, for example, attending conferences like this meeting is another important way of gathering information (in this case, to find out the trends and issues in the region). Whether one has used a quantitative or qualitative approach will determine the ways of processing the information that has been culled from diverse sources. Analysis of the data, while critical is one of the less developed aspects of the research process. Some consider description as analysis itself. Analysis goes beyond description as it includes interpreting the data and elaborating on a possible explanation for such reality. Finally research utilization involves careful planning of how to make use of the data and the consequent analysis. It means translating data into concrete policy recommendations. Or breaking down complex realities so that action plans could be culled from them.

Unless this is built in the research process, this component is usually left out. In sum, the research process involves conceptualizing, gathering of information, processing this information into data, analyzing the data and finally, utilizing the data and analysis.

***Some issues in doing research on LLL:*** As an area for research, the study of lifelong learning poses particular questions. The first and perhaps most important is related to the coverage of lifelong learning. As we say that lifelong learning is lifelong and lifewide, this means covering not only temporal questions (from cradle to grave or early childhood education programs but also learning opportunities for the elderly), but also system questions (from formal systems to non-formal to informal) and also a range of areas from agriculture to labor to urban concerns. If we are to get a comprehensive picture of lifelong learning, this entails covering all the above mentioned areas. Unfortunately, many of the research efforts in these areas remain unconnected. Research in the non-formal system is seldom factored in the formal system. The diverse frameworks and mindsets under which we operate continue to divide our efforts to obtain a comprehensive picture of lifelong learning. As research continues to be understood as the work of highly skilled people, there is not so much interest in this area of work. The mystification of research is an important reason why there are not so many people taking up this endeavor. To add to this, there is no sufficient training for researchers (or future researchers) to hone their skills.

***Making research work for LLL: some challenges:*** To be relevant to the study of lifelong learning, research has to be action-oriented, rather than for the sake of research alone. This means research has to be accessible in the sense of making people active in the lifelong learning field realize that research could be an activity they could invest their time on. This entails the demystification of research so that women and men are no longer intimidated by it. Capacity-building is key to developing the skills of researchers (or future researchers) so that they can understand not only the nature of lifelong learning itself, but the whole area of undertaking research on lifelong

learning. In the training as well as in the actual carrying out of research, one has to practice triangulation, or the combination of all methods. Research on lifelong learning is not only concerned with numbers, but also with processes and changes. Quantitative measures must be used side by side with qualitative measures. Integrating of all systems and areas still is a key challenge. We need to overcome one system-thinking where formal, non-formal and informal are thought of as separate from each other. The dissemination of outcomes is a task that could help the integration of efforts. There is a need to know what different systems are doing. Networking across and within systems and thematic areas is necessary to bridge the gaps and is the start of the process of understanding each other. This could pave the way for a genuine integration of the different systems.

#### Abstract 4 ▶▶

**Monitoring and evaluation practices for lifelong learning: an NGO experience in the Philippines, presented by Ms. Myrna Lim (Notre Dame Foundation for Charitable Activities Inc. – Women in Enterprise Development, Philippines)**

This paper will present actual project field experiences of an NGO serving rural and isolated communities of Muslim Mindanao, Philippines, on the aspects of monitoring and evaluation. It will discuss and present how monitoring and evaluation strategies developed by the Notre Dame Foundation for Charitable Activities- Women in Enterprise Development with the community stakeholders have further strengthened and improved the delivery of literacy and lifelong learning to the learners of the identified areas.

The paper will emphasize the importance of controlling projects through effective monitoring and evaluation. M&E, or controlling, is about ensuring that the project objectives are met, specifically those objectives of TIME, COST and QUALITY.

NDFCAI-WED in all its project activities have given top priority to the need for M&E to ensure that the project is

completed on the planned end-date, is completed within the specified budget, and delivers what it promised to deliver to an acceptable standard of quality.

WED gives a premium and importance in forging a tripod partnership: the government (both local and national), community-based partners and the institution (NDFCAI-WED), as a strategy in ensuring effective project implementation through the promotion of a strong “sense of ownership” amongst all stakeholders. It has proven to all that local governments and the NGOs and civil society can promote real partnerships at the grassroots level.

The paper will be divided into four parts:

1. Monitoring and evaluation: Why a system? What strategies?
2. Pitfalls and problems: What lessons we learned?
3. The future beckons: the ACCU Philippine Literacy Resource Center, THE MANGO GIS.
4. Recommendations and conclusions: Lifelong Learning and EFA.

Project work is conducted through processes. A series of tasks focusing on monitoring and evaluation constitutes a process. And a string of processes forms the system of an organization. Since the WED works through processes, therefore, project work is improved by improving processes, particularly M & E. The Philippine WED experience on grassroots monitoring and evaluation, will be shared with recommendations. Our recommendations are strongly anchored on our belief that better processes mean better quality, which translates to higher productivity for organizations and for effective delivery of lifelong learning interventions.

## ***2 . Concurrent Sessions on Theme Four: Strategies for Improving the Quality of Non-Formal Education***

**Abstract 1** ▶▶**Curriculum reform for literacy and continuing education in Thailand, presented by Dr. Sombat Suwanpitak (DNFE, Thailand)**

In Thailand, the literacy is defined as the ability to read and write simple Thai language. Literacy promotion has been highly successful. In 1998, the literacy rate of people age 14-50 years old was 97.70 per cent. The curricula for literacy in Thailand have been developed to be suitable for particular groups such as ordinary people, Hilltribes, the disabled and disadvantaged children. The approach of curriculum development is problem-based, which is also called functional literacy curriculum. These curricula have been improved and developed consecutively. Therefore, there is no need to reform the curriculum for literacy.

The continuing education programme in Thailand can be classified into 3 major areas consisting of equivalency programmes for primary and secondary education, vocational education and skill training, and informal education. For equivalency programmes there is an urgent need to reform the curriculum and the management of education due to economic and social crisis, educational crisis, changes of Thai society in the future, the desire of Thai people, new approaches of human resource development and the new National Education Act requirements.

Within the process and components of continuing education reform or development, the process of curriculum development is composed of curriculum design, curriculum development, curriculum implementation and curriculum evaluation. For the reform of curriculum, several key components have been changed, such as objectives, structure, teaching and learning methods and evaluation.

**Abstract 2** ▶▶**Responding to EFA challenges in a multi-cultural setting and a climate of change in Asia: the SEAMEO-INNOTECH technology-based training strategy, presented by Dr. Zenaida T. Domingo (INNOTECH, Philippines)**

### **a. Context**

INNOTECH, the Regional Centre for Educational Innovation and Technology based in Quezon City, the Philippines, is one of fifteen regional centers under the Southeast Asian Ministers of Education Organization (SEAMEO) umbrella. It is principally dedicated to defining common and unique education problems and needs in the Southeast Asian countries, and in developing innovative and technology-based solutions to these identified problems.

SEAMEO INNOTECH promotes educational development within and outside the region through its major programme areas on educational innovation and technology: (1) training and human resource development, (2) research and evaluation, and (3) information and communications technology.

The Center's training programme remains to be at the core of its development interventions. The programme is mainly vision and problem-oriented, covering a wide spectrum of educational issues/concerns and responsive to the articulated needs of the educational systems in the region. The training courses also emphasize the use of multi-channel learning approaches to better meet the current demands and needs of practically all levels of education professionals within and outside the region.

### **b. SEAMEO INNOTECH's use of ICT in its training programmes**

SEAMEO INNOTECH has conducted ICT-based training programs for its member countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam, as well as other countries in the region, including Bangladesh, Bhutan, China, Pakistan and Papua New Guinea.

These courses can be grouped into the following broad categories: educational management, curriculum and instruction, educational technology, literacy, non-formal/continuing education and lifelong learning and research/evaluation.

All training programmes of SEAMEO INNOTECH extensively make use of various media, both print, non-print forms, and computer-based programmes such as PowerPoint and other presentation programmes. In a majority of these courses, the participants produce their own media-based materials to be used in their own advocacy and programme promotions work. Notable SEAMEO INNOTECH training programmes which help advance EFA are:

- Trainers' training on planning and management of literacy programmes for poverty alleviation;
- Special course on community-based planning and management of literacy and continuing education programmes;
- Planning and managing rural workers' enterprise development programmes;
- Training course on income generation activities in the rural areas;
- Philippines-Australia Project on Basic Education: Management Enhancement Programme for Instructional Designers and for School Supervisors;
- Training for Master Teachers for Basic Education Project;
- Utilizing leading edge technologies for quality education;
- Technology tools for producing instructional materials; and
- Total quality management for educational excellence

### Abstract 3 ►►

**Field testing of the handbook for management of Community Learning Centres, presented by Ms. Anita Priyadarshini (SRC, RAEA, Rajasthan, India)**

The need for building the capabilities of NFE facilitators has been stressed at many forums. Field level functionaries have often stated capacity building as one of their urgent needs. It is an area that is of great importance. In keeping with this need, UNESCO, Bangkok developed a Handbook for Management of Community Learning Centers (CLCs) with experts from seven countries of the Asia Pacific region - viz



Bangladesh, India, Indonesia, Laos PDR, Myanmar, Nepal, Thailand. The objective of the Handbook was to improve planning and management of CLCs, as well as to familiarize the CLC managers with a variety of models that exist in the field. The Handbook was developed and then field tested in different countries including India.

In India, the Continuing Education Programme is already under way in a number of districts. The definition of the CLC in the Indian context is that of a centre where effective and appropriate opportunities for lifelong learning are available to adults. The CLC functions as a centre where learners come to attend literacy classes as well as to take up CE programmes of different kinds. It is a library, a training center, a discussion place, a point of convergence for different developmental agencies and much more. In short, there are enough activities of a managerial nature that need capacity building of the facilitators.

The Handbook developed by UNESCO was field tested by the State Resource Center. The objectives of the field test were to obtain feedback about the usefulness, content, language, design, relevancy, and to make suggestions about its overall improvement. The group chosen for the field test were the CLC facilitators, trainers and representatives of the local self government. The process of the field test included translation of the Handbook into Hindi and then testing the Handbook through individual and group reading, Interview Schedule and focus group discussions were developed and conducted. A module wise response was obtained. The summarized overall suggestions were as follows:

- There is a need for a book that deals exclusively with specific themes;
- There should be a focus on women's issues;
- Include Income Generation programmes-self employment;
- Include Inventory and record keeping as per existing country programmes;

- Community Support is necessary for successful implementation;
- Involvement of local Self Government representatives is required;
- Model case studies; and
- Learning from international experiences -that have local relevancy.

This Paper gives the results and the lessons learnt of adapting materials developed at an international level to local situations.

#### Abstract 4 ▶▶

#### Teaching-learning in non-formal education, presented by Dr. Milagros C. Villes (DECS, Philippines)

This paper presents the processes and other details about the development of the Non-Formal Education Facilitator's Manual under the Teaching-Learning in NFE. The Manual was an output of a series of regional expert meetings organized by UNESCO Bangkok that included experts from Australia, Bangladesh, China, India, Nepal, Philippines and Thailand.

In country activities were undertaken to gather and analyze the best practices used by NFE field workers in each participating country. The best practices found to be effective were integrated in the Facilitator's Manual. To test the effectiveness and usefulness of the Manual field testing activities involving literacy workers and curriculum writers were also undertaken.

The objectives of the NFE Facilitator's Manual are:

- Improvement in the facilitation skills of NFE workforce
- Exposure to variety of teaching-learning techniques;
- Increased use of community-based materials.
- The target users of the manual are categorized into two groups, namely:
  - Primary – NFE Facilitators
  - Secondary – Trainers of literacy workers, researchers, students and policy-makers.

There are six modules that describe the different phases in NFE programme implementation:

1. Community mobilization
2. Identification of learning needs
3. Development of local curriculum
4. Development of learning materials
5. Facilitating participatory learning
6. Learning assessment

The NFE Facilitators' Manual can serve as a guidebook and resource material for the NFE workers, particularly the direct literacy providers. It is recommended that training on the utilization of the Manual be conducted to ensure its proper utilization by the intended users.

**Vanuatu strategies for improving the quality of NFE, presented by Mr. George Andrews (Ministry of Education, Vanuatu)**

◀ Abstract 5

This paper outlines the major problems confronting NFE in Vanuatu, how we are working to resolve them, and the challenges ahead. The major problems are:

- What are the appropriate links between NFE providers and Government?
- The paid and unpaid people who manage and teach in the NFE sector require more training and support in these roles.
- We need to take a national and coordinated approach to curriculum for the key needs such as providing an alternative to the young people who are pushed out of our formal system. The NFE system needs to provide pathway back to the formal system as well as valuable training in its own right.
- Vanuatu does not have the funds to provide the education system we need, including the NFE sector.

Our successes in improving the quality of NFE have included:

- Increased co-operation between the National Institute of Technology (INTV) and the Vanuatu Rural Development and Training Centres Association (VRDTCA) and the individual Rural Training Centres;
- The establishment of the TVET teacher and curriculum development centre at the Vanuatu National Institute of Technology;
- The establishment of the Vanuatu National Training Council and the NFE Task-Force; and
- The consensus amongst provider and stakeholders for the draft national TVET plan for 2001 which brings together the formal and the non-formal sector, adult literacy, special education and distance learning.

The major challenges ahead are:

- To provide better, more integrated policy and planning support by bringing all parts of the TVET system under one Ministry;
- To secure additional funds for the development and the sustainability of the formal and non-formal systems; and
- To build on our base in TVET teacher and curricula development, and to provide a national sustainable alternative for the young people who have been pushed out of the formal system.

## Comments/Points of Discussion on Session 2

Main points of the discussions:

- The regional version of the Handbooks is useful to obtain variety of ideas concerning capacity building of NFE personnel since they were developed based on the real experiences of member states. In the central Asian context, such materials will be useful for capacity building of NFE and NGO personnel;
- When the regional version is adapted in the countries, different language versions should be available to meet the specific situation of the local community;

- In order to disseminate the ideas and methods introduced in the Handbook properly, training programmes should be organized in each country;
- Capacity building can take place not only by organizing structured training programmes, but also at the CLC levels such as an internship working with experienced experts and discussions and interactions with peers; and
- By encouraging local personnel to develop by themselves local curriculum, materials and other resources such as manual on management, the professional capacity of these personnel will be enhanced through its process.

In addition to the above points concerning capacity building of NFE personnel, the issue of local languages was also discussed:

- Some learners demand literacy materials in the local language, since it is easier for them to understand that can promote reading habit. Other learners prefer the national language so that they have more access to economic activities including job opportunities.
- Also, some ethnic minorities may not want to learn the national language. In the case of Rajasthan, India, different kinds of materials are developed for different language groups. Dialogue is important to find a way to use the national language and local languages for learning activities. Experts from the central level can help organize workshops for developing materials in local language meeting the local needs.
- REFLECT methods can also help develop the context specific materials since it can encourage the learners to identify their needs through non-threatening participatory approaches such as mapping exercise, utilizing the local resources.

**Research for quality improvement and best practices documentation: based on the research experience in Nepal in the contexts of EFA planning, presented by Dr. Hridaya Bajracharya (CERID, Nepal)**

Quality improvement is one of the important concerns regarding educational development. It is however difficult to get a comprehensive measure of quality of education, particularly in the areas of literacy and continuous learning. EFA Assessment 2000 defined some indicators for assessing quality. The indicators measure quantitative aspects of the school conditions such as student-teacher ratio, grade repetition rate, promotion rate, cycle completion rate, efficiency, teacher certification, and learning achievements. These indicators provide some measure of the school education condition. However, these indicators are inadequate for the preparation of comprehensive policies and plans. A comprehensive understanding of quality of education needs these indicators, but they are not adequate. Other indicators are necessary to understand the nature and dynamics of conditions and situations behind the numbers, mainly qualitative indicators such as that related to knowing who are the repeaters? Who drops out without completion? Why poor performance in learning achievements?, etc. Qualitative research is necessary to prepare effective policies and programmes.

Following the experiences of development of the National Plan of Action for EFA in Nepal, this presentation intends to articulate the research needs for developing programmes and policies on quality of education. It also points out that to get better understanding of the extents, nature and dynamics of the situation variety of researches, such as document based research, field based research (survey as well as interaction based), ethnographic research are necessary. Research is necessary for understanding the situation, but the situation changes with time and contexts. The presentation highlights Action Research as a way to address the changes in a participatory way. The presentation also highlights on the needs of listing and documenting good and successful practices.

**Abstract 7** ▶▶

**An action research: a case study of CAI development, presented by Mr. Thongjoon Khankhow (Central Regional NFE Centre, DNFE, Thailand)**

According to a survey conducted by the Central Regional NFE Center, English is one of the most difficult subjects for non-formal education learners in Thailand. This is partly due to the fact that English is not the medium of communication for Thai people. English is taught as a subject in school and most non-formal education learners have left school for many years. They have little chance to practice English at all. Most learners have forgot almost all of English they studied during their school years. In the same survey, learners have asked for self-study material to help them revise their English.

Computer assisted instruction (CAI) is seen as a perfect learning tool to help learners review their knowledge of English because of its interactivity and multimedia nature. There are many CAI programs, which focus on English teaching, in the market. However, most of them are not suitable for non-formal education learners because they are primarily designed for school children. Also, most of the words in the commercial CAI programs are not relevant to the life of non-formal education learners.

### **Steps taken in CAI development**

A CAI programme called “English Words Around You” was produced to help non-formal education learners with their English. In developing the program, steps were taken as follows:

#### *a. Identification of relevant vocabulary*

A questionnaire was sent to learners with a list of 800 words. Each word in the list had a Thai translation next to it. Learners were asked to justify the validity of these words, whether they would like to include these words in the CAI program. They were also encouraged to add some new words they wanted to know in English. In this questionnaire, questions regarding the CAI features were also included. (i.e., font size, cartoon or real life pictures, etc).

#### *b. Programme design and production*

The main objective of the programme is to help non-formal education learners review their English vocabulary. It was initially designed as a one screen CAI program. Learners are

presented with a set of six pictures. When they click on a picture, a written word for the picture is displayed and a voice corresponding to the picture will be heard.

Based on the result of the questionnaire, real life pictures rather than drawing graphics are used. Pictures were taken by using a digital camera. Sound was recorded by an Australian volunteer. Macromedia Director was the tool for production.

### *c. Field testing*

The IOC was employed to test the validity of the program. Most of the experts were pleased with design of the program. It was suggested that learning words alone was not enough. Words should be used in context to be meaningful. This CAI programme was also field-tested with 47 non-formal education learners. The learners were asked to do a pretest before using the program. After finishing the program, they were asked to do a posttest.

The inherent questions are:

- Can learners with no or limited computer experience use this programme?
- Does the programme really help learners review their vocabulary?
- What do learners think about this programme?

It was found that learners with no computer experience did need some time to learn how to control the mouse. Learners performed better on a post-test. ( $n = 47 \times 1 = 14.87 \times 2 = 29.55$ )

Most of the students liked the program. They also suggested that some of the pictures be changed because of their ambiguity.

Changes made:

- The seller-customer screen was added to use the vocabulary in context;
- A feature was added to allow learners to click on a letter in the word; and
- Male voice was added.



The CAI has been distributed to provincial non-formal education centers. It was also made accessible to learners through some public libraries. Follow-up activities have been done through observation and questionnaire. Some changes were made. A spelling game was added, and the exit button was relocated.

**Effective monitoring and evaluation systems: MANGO Project, presented by Ms. Rika Yorozu (ACCU, Japan)**

◀ Abstract 8

### **Introduction to Mango Project**

MANGO stands for **M**ap-based **A**nalysis for **N**on-formal Education **G**oals and **O**utcomes. MANGO Project is a regional project by UNESCO APPEAL and ACCU to develop computer software and handbooks for analysis of progress in the achievement of NFE goals at the project and community levels. The duration of this project is 3-year from 2001 to 2003.

Expected users:

- project managers and supervisors at the project/district level;
- community leaders and other stakeholders at the community level; and
- facilitators and learners at learning centre level.

The software will support monitoring non-formal learning activities by visually presenting comprehensive information of learning centre:

- Village/community socio-economic and education profile;
- Learner information;
- Facilitator information;
- Centre information;
- Skills and enterprise development;
- Management of projec; and
- Library facilities and services.

Information will be presented in various visual formats to grasp the situation in one glance. For example, geographic maps, diary/stories by learners, tables and graphs of quantitative data, interview recordings, photo/video of learning centre, etc.

Issues in monitoring and challenges of developing participatory monitoring is elaborated in the presentation. Currently, four countries are participating in the development of pilot versions for their projects:

- Bangladesh: Ganokendra (CLC) by Dhaka Ahsania Mission
- Indonesia: NFE for street children in Bandung
- Philippines: NFE projects by NGOs in Mindanao
- Thailand: Government NFE Programme

Progress of this project can be accessed at : <http://communities.msn.com/MANGOProject>

## Abstract 9 ▶▶

### Development of Web-based NFE MIS of the Department of Non-Formal Education, presented by Dr. Suchin Petcharaksa (Northern Regional NFE Centre, Thailand)

The Department of Non-Formal Education (DNFE) uses several measures for monitoring of NFE activities run at local communities throughout the country: internal and external supervision reports, reports of meeting and seminar organized in various occasions, data reporting system of the department and reports of programme and project evaluation. Traditionally, policy, action guidelines, operation manuals and budget needed for each NFE programme will be transferred from the department headquarter to regional, provincial and district levels. Then these operation units have to report data back to responsible units at higher levels. Consequently, the data will be consolidated at each level for its own internal use.

At the beginning stage, there was too much data required by central units and various data forms overlapped. Thus, whole

data forms were revised. The schedule of data form filling and transfer was specified and a handbook of the reporting system was published and used for personnel training of the department. Currently, there are 42 data forms used in this paper-based reporting system.

Even though the department put much effort in revising and enforcing the reporting system, some fundamental problems cannot be solved, i.e. irregularity of data transferred, mainly quantitative data are reported in the system, lack of long-term data base development, and lack of data sharing. Also, operation units at local level have inadequate feedback from higher levels for using the guidelines for improving their own activities.

For opening up a broader channel of data sharing and interaction among operation units at different levels, the Northern Region Non-formal Education Centre, together with a team of computer engineering senior students from Chiang Mai University, have worked out a pilot project on developing web-based reporting system, based on the existing paper-based system as mentioned. Nine of the data forms which a CLC teacher has to report to district NFE service centre were used as prototypes for developing the new on-line system. The first version was tested with a group of responsible persons of the NFE operation units in Lampang. Without any special training arranged for these persons, they could operate the web-based reporting system very easily and be willing to use this system.

In the future, the reporting system will be upgraded and extended to cover the whole set of data forms. Qualitative data will be also presented. Later, the web-based NFE MIS will be linked to on-line NFE GIS which can be further linked to on-line GIS of other government agencies such as GIS of the Land Development Department, Ministry of Agriculture and Cooperatives.

**Abstract 10** ▶▶**Monitoring and evaluation of NFE programme in Bhutan, presented by Mr. Chhador Wangdi (Non-Formal Education Division, Bhutan)**

The vision set for Vision 2020 is to achieve full adult literacy by 2012. The NFE programme was started as a pilot programme in 1992, and now has an annual enrolment of 7000 learners (75 per cent are women). The monitoring is done to ensure that the programme is being implemented as effectively as possible. Evaluation is taken as an integral part of the literacy programme that enables managers to know the extent to which the objectives have been achieved in order to further modify and improve the programme.

**Main issues in monitoring and evaluation:** As a large proportion of the illiterate population resides in rural and far-flung areas (three to seven days of walking to reach the centers), monitoring and evaluation poses significant challenges. In addition there are insufficient numbers of skilled facilitators and managers to carry out frequent and effective monitoring and evaluation.

**Monitoring and evaluation system:** The local NFE committee is entrusted with the responsibility to monitor the programme and submit quarterly report to the district education officer (DEO). The DEO in turn is responsible to monitor the centers by frequent visits, reading reports, analyze, compile and submit quarterly report to NFE Division. From the NFE Division, regular visits are made by monitoring officers to those centers requiring support in addition to information received through quarterly reports. After every visit to the centers by monitoring officers, constructive feedback is given to the instructors and learners. Shortfalls in the management system at all levels is discussed openly and made transparent. Training needs for instructors in particular are identified and training organized annually.

**Successful experiences in monitoring and evaluation:** Ownership is given to the local NFE Committee for the planning, processing, establishing and management including

monitoring of the NFE centers. Training all the members of the local NFE Committee, DEOs and Head-teachers on monitoring and evaluation have been very instrumental and effective. Adopting the UNESCO (APPEAL) manual of monitoring and evaluation booklet to national language and distribution to all DEOs and personnel involved in NFE programme including 200 members of the National Assembly has been very useful.

**Remaining Challenges In Bhutan:** It would be challenging and demand a lot of resources to continue training all the personnel involved in NFE program. To recruit and maintain motivated committed and efficient facilitators to work in the remote and far-flung communities would be the biggest challenge.

**Suggested action for International Co-operation:** It is suggested that UNESCO and ACCU continue organizing regional meetings, workshops and seminars on monitoring and evaluation. Further, regional study tours for field personnel (DEO, facilitator, local management committee members) is also highly recommended to facilitate sharing of experiences on monitoring and evaluation.

### Comments/Points of Discussion on Session 4

The open forum was started by a participant from the Philippines, who raised the concern of the need to gather more qualitative information for monitoring and evaluation. This need, is now being addressed by the MANGO software which is being developed, as the software can supplement the overly quantitative data that is currently collected in the field. He commented on the fast pace that Thailand is undertaking in terms of the use of ICT in monitoring and evaluation of NFE programs.

Ms. Rika explained about the target users for the software, that it can be used by facilitators and the learners. At this point the participant from Korea suggested that if the software is for the officers, then provide a software for officers only, if it is for the learners, then provide a software for the learners which can have non-statistical data. As experienced, they

initially developed software both for officers and learners' use which later on was revised because of the information being provided in the software. She raised the issue in which information about the personal circumstances of the learners are made available for public consumption. There is a need to make this information private or with permission from the learners.

At this point, Ms. Lim also added that in the case of the MANGO software, statistics to be provided will focus only on general information of the learners such as percentages of married learners and not focus on individual data per se. She also added that the software will serve as information system to focus on what NGOs are doing as partners in literacy works, it will also provide a mapping of NGO, GOs and other sectors involved in NFE.

The issue of electricity and connectivity was also raised, most especially in countries such as Bhutan and also in the Philippines where in some areas do not have electricity yet. Bhutan mentioned that the possibility of having electricity in remote areas in Bhutan may be achievable probably in the next five years. Considering that the software is still being developed, by the time it is ready for implementation and adaptation, Bhutan may already have electricity in their CLCs.

A participant from Samoa commented that in their country they didn't have CLCs, but rather have a system in which the youth are students of the elders, a tradition which has been passed on from generations. He then asked about the incentives being given to learners for them to attend the learning activities. The speaker, Bhutan replied that learners are given certificate of completion which they can use to secure loans from banks for their small scale industries. Graduates of post literacy courses are also provided certificates which are recognized as equivalent to the formal system and can continue education at the college level.

A participant from Thailand also pointed out that the NFE MIS of Thailand is also used to monitor the efficiency and effectiveness of budget allocation to NFE programmes. This

gives project education decision makers the data on how to allocate resources. She referred to this as PBBS (Performance-based budget system) and recommended that MANGO should integrate some budgetary data, as there is a need to know how much has been financed to NFE programmes, particularly the contributions of NGOs.

A Palau participant commented that he liked the MANGO software, although the learners could also use it for advocacy by allowing them to collect data manually and to be inputted in the computer at the central level for manipulation, analysis and given to users at the national level.

## **E. Theme Five: Continuing Education for Development**

### **1. Plenary Panel on Theme Five: Continuing Education for Development**

**IGP development for poverty alleviation through CLC, presented by Mr. Alisher Akmedov (UNESCO National Commission, Uzbekistan)**

◀ Abstract 1

With support from APPEAL PROAP, 16 countries of the region are now undertaking small scale enterprises as pilot projects through CLCs. Under this project action research is being conducted and an illustrative manual has been developed based on research findings. Uzbekistan, as one of the participating countries, implemented the project with six CLCs.

The successful implementation of Income-Generating Projects (IGP) will bring the following outcomes: increased income, reduced unemployment, increased GNP, increased employment and productivity.

The main purposes of IGP are to alleviate poverty and contribute to the development of human resources and the promotion of a better quality of life.

IGPs can be successfully implemented in all relevant institutions of formal education systems, learning centers,

reading centers and community centers, distance learning institutions, youth camps and recreational camps, workshops, businesses, farms and on-the-job factory trainings.

**Target Groups for IGP:** Every Government has responsibility to take care of all citizens. There are disadvantaged populations in every community. If provided with support, they could become self-supporting. In other words they could begin to generate sufficient income to provide for themselves and their families. The target groups in IGP depend on the local conditions of CLC in the regions, but common target groups for all CLCs are the following: women and girls, unemployed youth, rural farmers, disabled and old people. Priority is usually given to the target groups in low and middle level of development.

**Training for IGP:** Training is one of the important inputs for the development of IGP. It will empower individuals to be creative, innovative, productive and self-reliant in their approach to all kinds of endeavours. This is a key part of continuing and lifelong education. In order to facilitate this, trained, dedicated and effective teachers with entrepreneurial competencies are needed. Several training programmes were conducted for personnel from CLCs of Uzbekistan on small-scale enterprise in Bukhoro in early 2001. During the training, the “Manual for Small-Scale Enterprise” was introduced which was adapted and translated into Uzbek language. Resource Institutions provided several training courses for community people in their regions based on this manual of trainers from the CLC, for example, the CLC in Namangan. Over the course of two weeks around 20 women participated in the training seminar. The selected women did not have any job or training skills. However, some of them had skills on traditional craft which they learned from their relatives (parents). The training gave them the foundation principles of marketing, and accounting.

**Types of Programmes:** IGP programmes depend very much on the local needs of community. In this regard, every CLC should work out its own activity for the development of the



IGP considering agriculture, farm machinery, rural trading, livestock-poultry, cattle rearing, rural industries, gardening, fish cultures, traditional craft-wood carving, jewelry, shoe making, dress making, computer training, foreign languages, design, and marketing.

**Impact of IGP:** As we mentioned above, after training seminar all women acquire entrepreneurial skills to do their own businesses, and so earn more income to improve their quality of life. Around 10-12 women started their own personnel business. The rest of them (around 8 women) united in one group and established their own small business on traditional craft. This group applied to a local bank for credit and after negotiations with arrangements of necessary documents, they started working and investing the credit to their small business. The local municipality provided a place and necessary facilities, which was very crucial for the implementation of the enterprise activity.

One of the important points in the training of trainers is to invite them to various work oriented companies where they can obtain necessary skills on different subjects. Based on observation and experience with IGPs, action research focusing on Small Scale Enterprise in selected CLC was undertaken. The whole process of the experience with IGP was compiled in an illustrative manual which was worked out in co-operation with local CLC in order to take into consideration of the local needs, conditions and problems. This kind of manual is being elaborated in other countries participating in the project on Small Scale Enterprise for Neo-Literates through CLC.

### **Summary**

According to analyses and observations the following common issues appear to be general challenge in the conduct of IGP in countries:

- Importance is given to mobilizing community resources to make IGPs cost-effective and to ensure active participation of the local people;
- Credit facilities and support services are provided in some cases, to promote self-employment;

- Most participants are able to secure suitable employment with opportunities for income generation or increase in previous level of income;
- Learning by doing in real-life situations is stressed;
- Concern is expressed for developing training materials, methods and personnel in a more systematic way;
- Practical training is emphasized for developing employable skills;
- IGPs are selected in those areas which have potential for immediate demand of neighborhood's employment;
- Developing countries focus more on rural poor and school drop-outs;
- In countries with higher a level of development, IGPs are seen to provide opportunities for upgrading skills and competencies through training;
- The future of IGPs will be ensured by greater commitment and strong political will.

## Abstract 2 ▶▶

### Lifelong education for a modern learning society, presented by Dr. Kla Somtrakool (Advisor to the Ministry of Education, Thailand)

Human beings have long been regarded as the most outstanding living creature with more capability of developing and adapting himself to be in harmony with the surrounding world and environment. Human beings have learned naturally how to think critically and to solve the actual problems efficiently, as well as to improve the quality of life continuously. This way of learning is called informal learning or informal education. This informal education, later on, has developed its particular contents and teaching procedures as well as learning system into the so-called non-formal education. Since then, there have been many efforts in the past ten decades to change the non-formal education system to be a more relevant system in which its teaching/learning systems are more standard, including the curriculum, contents, learning/teaching procedures and duration, which

were more specific and appropriated. The said new system is called formal education, and is of interest and broadly popular in various countries. This has made some educators and societies forget about the value and the importance of the two former systems.

However, when there is rapid socio-economic change as in the world today, it is often found that the varieties of problems and needs that are identified among educators and social developers require the application of all three systems of education: informal, non-formal and formal. So-called “Lifelong Education” has been determined to be the best strategy to make human resource development most effective. Lifelong education may be analyzed into 4 dimensions:

- Target groups
- Contents and objectives
- Sources of knowledge
- Approaches

Thailand has, since 1999, promulgated the new National Education Act in which the provision of education has been seen to be relevant to lifelong education in the form of a “learning society”. Three types of education system; informal, non-formal and formal education are in connection to one another, and their skills and knowledge are transferable. The government tries to extend compulsory education and provide more opportunities in non-formal and continuing education to disadvantaged groups. Besides, the government tries to develop learning resource centres (LRC) to serve the out-of-school with more data and information (Information Communication Technology: ICT) as well as to raise the effectiveness of informal education, which already exists in Thai society.

The guidelines for developing an appropriate lifelong education into a “learning society” are as follows:

- Provision of appropriate education to cover all age groups of learners (before-school, schooling, working and aging groups).

- Development of appropriate contents to meet the needs of the learners, to enable them to apply their knowledge in their actual vocations. (learning to know, to do, to be, and to live together).
- Development of more varieties of qualified learning resources. (family, society, resource centers, and ICT).
- Promotion of the inter-related three systems of education: formal, non-formal and informal education.

### Abstract 3 ▶▶

#### Lifelong learning through the Credit Bank System, presented by Dr. Eum Soon Baik (KEDI, Korea)

Previously, non-formal modes of higher education were not given formal recognition or credit, since education was understood as the sole domain of the formal school system. Such a belief placed inordinate demands on the university and college system and created excessive competition among students. Moreover, the value and power of non-formal education was greatly underestimated even though it provides people with various practical knowledge and skills and people are willing to pay for it.

The Credit Bank System was introduced to provide all citizens with greater access to a variety of educational opportunities and to foster a lifelong learning society by recognizing their diverse learning activities. The beneficiaries of the Credit Bank System include anyone, in particular, high school graduates who were previously unable to attend post-secondary institutions, and workers who hold professional certificates but did not acquire a university degree.

Learners primarily acquire credits through accomplishing programs at educational and vocational training institutions, enrolling as part-time students in colleges or universities, acquiring various national certificates, and passing the Bachelor's Degree Examination Programme for the self-educated. The Credit Bank System provides associate and bachelor degree courses, based on the standardized curriculum and syllabus. The standardized curriculum works as the criterion of the accreditation and credit approval.

The accreditation of educational programmes is approved by a set of criteria. If a learner accomplishes an accredited program, he/she is eligible for credit recognition. The accreditation of non-formal education programme is done twice a year, and each non-formal education institute has to pay a minimum commission for accreditation. Korean Educational Development Institute (KEDI) operates a “committee for credit approval” which is composed of diverse social group leaders for screening learners’ earned credits and/or learning experiences/activities. In addition, KEDI provides a consulting system, an on-line service, and resources and information for learners and educational institutions

The Credit Bank System that has been implemented for three years and is in a stage to assess its merits and demerits to the Korean higher and open education system.

**Learning society for the promotion of lifelong learning in Japan, presented by Ms. Makoto Yamaguchi (National Federation of Social Education, Japan)**

◀ Abstract 4

### **a. Aspirations and access of Lifelong Learning**

The term “Lifelong Learning” is known to 74.0 per cent and lifelong learning activities were participated in by only 45 per cent, with more than half of those not participating. (Source: Bureau of Statistics Center, Japanese Government, 2000, December).

Enjoying their hobbies and interests, such as music, fine arts, flower arrangement, dance, and calligraphy is the leading learning activity for Japanese people. Today everyone expects to live an enriched life, aiming to develop his or her personality to the full and striving to achieve self-fulfillment.

Voluntary activities are not extravagant for the affluent. It has become a stage to express their knowledge and skills. At the same time, people have to participate in a balanced independent community development.

## **b. Lifelong activities**

In Japan, citizen's public halls play a role as a centre of learning activities for local people and are also used as places for local people to interact with each other. The following are examples of the distinctive activities of citizen's public halls. A citizens' public hall in Otsu City provides learning opportunities for adults with the aim of raising interest in, and promoting, knowledge about environmental issues. In order to develop ways to resolve environmental issues with a practical approach, the citizens' public hall examines dioxins and other local environmental issues through water quality surveys of Lake Biwa, observations of animals and plants in the surrounding area, and other activities seeking civic development through the co-operation of residents, business and government.

Yasio city developed a new type of project called "Deliver Lectures Project for Community Development". The method used by the project is a menu presenting a variety of lectures and the citizen selects a lecture which she/he is interested in. The lecturers are volunteers who register at the city and include citizens, industrial workers, public sector workers, teachers and professors and staff of Yasio city.

The project aims to improve understanding of local government staff and citizens about the cities present situation and to provide motivation to participate in a movement for community development.

## **c. Future strategies**

- In the processes of the development of information technology and globalization, computer literacy, international communication, literacy and legal understanding became social needs.
- Learning and activities related to volunteering are rapidly expanding. The great earthquake in Hanshin-Awaji area in 1995 stimulated interest and activity in volunteering. Since then, such interest has included learning activities for participation in community development. The major

difficulties for volunteers are time constraints and lack of information. Many people expect learning to play a role in understanding the nature of volunteering.

- In general, 96 per cent of enterprises use Internet and 34.0 per cent of households. The Internet facilitates the linkage of people with each other quickly and efficiently beyond their community and locality. It is especially a tool for those living in remote area, the elderly and handicapped people. IT creates various possibilities for learning and volunteering.

## ***2. Concurrent Sessions on Theme Five: Continuing Education for Development***

**Empowerment of women: integration of literacy skills with economic skills, presented by Mr. Shanewaz Khan (Dhaka Ashania Mission, Bangladesh)**

◀ Abstract 1

In Bangladesh, women constitute a nearly half of the total population, but they are economically dependent and vulnerable, educationally backward and socially disadvantaged. Traditions, customs, inequality, poverty, limited access to education, unemployment, very limited participation in the socio - economic decision making process make it difficult for women to integrate themselves in the overall development process.

In Bangladesh efforts have been continuously made in the government and non-government sector towards a sectoral transition for empowerment of women. The organizational interventions can broadly be categorized into two groups. The first one gives emphasis on imparting literacy and awareness, while the second gives priority on economic skills. Experiences show that alone neither satisfies the need of women to bridge the gap with male counterparts. It is revealed from many statistics that even the income capacity of women does not necessarily ensure their equal status in Bangladesh society.

In the programmes undertaken by the Dhaka Ahsania Mission, the economic skills have been integrated with literacy skills with a view to sustain the efforts to reduce exploitation, to enhance recognition, to raise status and to ensure access to needs.

The step-by-step journey towards the empowerment of women includes raising awareness, increasing levels of literacy, development of economic and managerial skills followed by sustainable economic activities. The programme of Dhaka Ahsania Mission thus begins with education, which is considered as the most important pre-condition for achieving a better future.

The non-formal education of Dhaka Ahsania mission for women covers a wide range of functional knowledge and skills relevant to their needs with the aim of making the women self reliant. The literacy programmes consist of three phases: basic education which lasts for six months; follow-up education which lasts for 6 months and is designed to reinforce the achievements of literacy and basic skills; and finally, continuing education to ensure access of women to information, education and communication materials with a view to activate the women to undertake skill –based activities.

The neo-literate women form savings groups during courses of literacy achievement and deposit their small savings with local banks. Training is provided for group management, human resource development and skills development for increasing the management skills of women in their family, in the groups and in economic activities.

After skills training, financial support is provided in the form of credit to facilitate increasing the level of income in the family. An extensive continuing education programme facilitates the participating women to consolidate their skills. The easy to read continuing education materials played a very significant role in making their journey towards development smooth.



**The pilot project for small-scale enterprise through Community Learning Centre in Phayao Province, presented by Mr. Utit Wilaikaeo (Phayao Provincial NFE Centre, DNFE)**

◀ Abstract 2

As Thailand has encountered the problem of the economic crisis which has, in turn, caused the unemployment problem; the unemployment rate has increased throughout the country. As the scope for paid employment has not kept pace with the growing demand, the Thai people are turning to self-employment to upgrade their standards of living and eradicate their poverty. The government, therefore, has put more emphasis on promoting small and medium scale enterprises (SME).

Consequently, Phayao Provincial Non-Formal Education Centre has organized a pilot project for development of the training programme on business management for SMEs through community learning centre under the financial support of UNESCO PROAP which has well awarded of the rapid changes in the world of work. The project has been implemented since November 2000 at Ban San Pu Loei, Ang Thong Sub-district, Chiang Kham District of Phayao Province.

The majority of the people in the target community actually earn their living through agriculture in which rice farming is the main crop, while weaving products have been of additional income. In addition, they have taken the great handicraft skills from their ancestors. Most of the products are associated with their daily lives. Through this pilot project, Phayao Provincial NFE Centre, in co-operation with Naresoun University, organized the training of entrepreneurs for 50 trainees, the result of which were found that the trainees gained much knowledge and experiences on business management and could apply their skills in developing small scale business in their own community.

**Abstract 3** ▶▶**Income generation programme for poverty alleviation and need of vocational education for women, presented by Mr. J.K. Palit (Institute of People's Education, Gaya, India)**

The population explosion, industrial development, and migration of people from rural to urban areas have resulted in the very fast growth of the urban sectors in India. Similar conditions affect people living in the peripheral rural areas who have links with the neighboring urban agglomerations for employment, business, services etc.

The status of women in Indian Society has been worthwhile since the time immemorial. The first two units of the living beings are men and women. Unfortunately, the male counterpart treated the patience, love, affection and tolerance of women as their weakness and started exploiting them, which made the womenfolk helpless and weak. Since vast numbers of people in rural areas live in acute poverty this calls for development of special strategies to provide opportunities to economically and socially disadvantaged groups to engage in economic activities through acquisition of relevant vocational, technical and entrepreneurial skills and abilities. Income-generating programmes, with a variety of innovative locally relevant employment-oriented vocational courses, which may be delivered in multiple non-formal modes comprised of direct contact session, demonstration, study visits, on-site training, distance learning or a combination of these, have been designed.

**Objectives:**

- To improve the occupational skills and technical knowledge of the neo-literates and the trainees and increase their productive abilities.
- To provide academic and technical support in taking up vocational and skills development programmes for neo-literates, illiterates and semi-literates, in both urban and rural areas.

- To organize equivalency programmes through Open Learning Systems.

### **Target-Groups:**

- Socio-economically backward and disadvantaged groups of urban rural population such as men, women and youths, employed. Self-employed, neo-literates, prospective workers and their family members.
- Adults neo-literates/semi-literates, SC and ST, women slum dwellers and working children/drop-outs.
- Women belonging to below poverty level of age-group 15-35 years.

### **Vocational education for women**

Most of the world's poor are women. Vocational education is highly needed for the economic independence of women. Besides government institutions, the role of voluntary organizations, and particularly the Institute of People's Education, is very important in organizing and conducting need based vocational training programmes of short and long term duration varying from one week to six months.

### **Comments/Points of Discussion on Session 1**

Following presentations by the speakers, comments were made concerning the projects developed in linking neo-literate reading skills in acquiring functional knowledge, skills prerequisite to promotion of small businesses, and which were found to be of value in income generation.

**Bridging formal, non-formal and informal education, presented by Dr. Maliagos C. Villes (DECS, Philippines)**

◀ Abstract 4

Education can no longer be viewed as a time – bound, place-bound process. What a person learns or ought to learn in a lifetime cannot be acquired through formal education alone. It is very possible that most of the information, skills, knowledge and attitudes achieved by persons were acquired through contact with other people, from work or from self-motivated self-activities.

Now that everybody seems to cope with the rapid modern changing society, there is a need to provide more learning opportunities in terms of continuing education. Society must provide a range of appropriate learning opportunities for all people throughout their lives. These learning interventions can be in the form of:

- Bridging programmes
- Non-formal education
- Informal education

**Bridging programmes** are interventions offered by training or other educational institutions designed primarily to equip learners who are academically inadequate to pursue higher learning through a college or university.

**Non-formal education** is an intervention organized outside the framework of the school system. Strategies, schedule/time, admission criteria, staff facilities, and other system components are selected and/or adapted for particular learners/students, populations, or situations in order to maximize attainment of the learning mission and minimize the occurrence of problems.

**Informal education** refers to the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his/her environment—from family and neighbours, from work and play, from the market place, the library, and the mass media. Informal education, therefore, is a learning process that goes on in daily life.

The three learning interventions mentioned above are processes that facilitate continuing education. These are differentiated in terms of administrative aspect. Formal is linked with schools and training institutions; non-formal with community groups and other organizations; and informal concerns what is left, e.g., interactions with friends, family and work colleagues. But there is no doubt that those three learning processes although functioning in different ways are effective means in attaining the goals of lifelong learning.

**Role of women in rural areas of Thailand in promoting lifelong education, presented by Asso. Prof. Dr. Sumalee Sungri (Sukhothai Thammathirat University, Thailand)**

◀ Abstract 5

The purpose of this study was 1) to seek information about rural women, 2) to study rural women's role in promoting lifelong education to their children and their communities, 3) to find out the causes which enable rural women to, and prevent them from, promoting lifelong education, and 4) to identify guidelines for encouraging rural women to better promote lifelong education to children and their communities.

The sample of this study was 560 rural women age between 20 to 70 obtained by stratified random sampling techniques from 8 provinces throughout the country: 2 provinces from each region. Moreover another 4 groups of women in 4 communities were also studied in depth. The groups, consisting of 10-15 women each, were selected from four different regions of the country. The instruments for data collecting were a questionnaire for 560 rural women, an interview format for the 4 women' groups and a community survey form for surveying 4 communities. The quantitative data from 499 returned and completed questionnaires were analyzed by frequency, percentage, mean, and standard deviation, and were then compared by t-test, f-test and the Scheffe test. The qualitative data from interviewing 4 women's groups and from surveying 4 communities were analyzed by contents analysis.

Main findings of the study were as follows:

1. General information of rural women: Most rural women in this study were between 31-40 years of age. Most of them were agriculturists. They earned their living in agriculture with monthly income of 2000-4000 Baht. For education background, more than half finished Grade 4 or Grade 6. Most were married with 2-3 children and their children still lived with them.

2. Rural women's role in promoting lifelong education for their children and their communities: The study found that most rural women were not familiar with the term "lifelong education". They were familiar with each type of education which is a component of Lifelong Education. They knew Formal Education best and next was Non-formal Education. Not many of them knew Informal Education. When women were asked to evaluate their role in promoting lifelong education as a whole, most of them stated that they promoted lifelong education at moderate level. The roles of rural women in promoting each type of education were as follows: For Formal Education, most women stated that they had promoted this type of education quite a lot especially for their own children. They gave financial and material support and encourage their children to attain as high educational level as possible. As for other children in their communities, they offered suggestions and morale support to continue their study. As for the women's groups, these women promoted Formal Education for the community by participating in the school lunch programme and activities.

In non-formal education, most rural women promoted this type of education by supporting their own children who did not have a chance to continue basic education in the formal school system to do so in the Non-Formal Education system at different levels (which equal to basic education grade 4, 6 and 12 of Formal Education) and to attend vocational training courses. Members of the women's groups, they had broader chance to promote Non-formal Education for their communities than individual woman. They done by co-ordinating with related agencies, organizing basic education programs and training courses in their communities, encouraging their neighbours to attend those courses, setting up vocational groups, finding markets for vocational products and inviting concerned agencies to give knowledge related to their lives such as health, nutrition,

law, etc. Moreover, women's groups also looked after the Community Early Childhood Centres and organized activities for elderly people.

In informal education, most individual woman promoted this type of education by encouraging their children, their relatives and their neighbours to listen and/or watch useful news and information from radio and television programs and community news towers. They also brought books and printed materials to their houses and encouraged their children and neighbours to go reading at the village reading centres and libraries. They sometimes took their children to visit importance places. For women's groups, they can perform better promotional role by being committee members of village reading centres, village news towers and community learning centres; and encouraging their neighbours to exchange ideas and experiences through organized meetings or discussion groups called the "Village Floor".

3. Factors enabling women to promote lifelong education: rural woman in the individual category stated knowledge as the most important reason they wanted for their children and relatives. They also wanted it for people in their communities. They liked education and they believed that it is their duties to support learning for their children and communities. It also gave them a sense of community belonging. Other factors were having good and involving leader and receiving supports from concerned agencies.
4. Problems that prevent women from promoting lifelong education: Rural women stated that the main obstacle was they did not have any information as to where, when, how and by whom each type of education will be offered. Next was, they did not have knowledge about lifelong education. They did not know whom they can promote lifelong education for and how or which strategy can be used to promote it.

5. Guidelines for encouraging rural women's role in promoting lifelong education. Most of the women in the individual category suggested that first: women should be motivated to recognize the importance of lifelong education; second was to encourage women to have direct experience in each type of education, provide knowledge and understanding about lifelong education in every aspect, e.g. its components which comprises all types of education, whom to promote and how. Apart from suggestions which were similar to those of their counterpart in the individual category, women in the women's group added the following suggestions: providing knowledge and understanding in lifelong education, giving information as to whom and how to promote, supporting rural women to form groups which will enable them to have more power to run activities, following-up activities organized, asking for advices and supports from related agencies and letting rural women participate in activities of the group in every step.

### Comments/Points of Discussion on Session 2

Following presentations by both speakers, the group discussions focused on:

- The challenges faced by women in rural areas in acquiring information about Lifelong Education (location, schedule of activities, implementing agencies and departments) and how best to overcome these;
- The need to encourage men in rural areas to become active participants in the Lifelong Learning process;
- That the ratio of male/female participation in Lifelong Learning activities depended largely on the social structure and culture of the community;
- Which sector (Formal, Non-Formal, Informal) is responsible for the content of the Non-Formal and Lifelong Learning curriculum;
- How to best develop an accreditation programme that would enable learners in Non-Formal Education to gain



employment of the same standard as those from the Formal Education system; and

- That to develop an accreditation programme of the Non-Formal learners, a Formal-style test would be needed to test their knowledge and skills.

**Equivalency and accreditation Programme in Indonesia, presented by Mr. Ekodjatmiko Sukarso (Directorate-General of Out-of-School Education and Youth, Indonesia)**

◀ **Abstract 6**

Basic education can be developed through a school education channel and out of school education channel. An equivalency programme has been developed to support basic education at the out-of-school education channel. The equivalency programme for Primary and Lower Secondary School is expanded and implemented through Package A programmes equivalent to primary school, and Package B programmes equivalent to lower secondary school. Since 1994, which saw the launch of 9 years compulsory basic education, the number of learners participating in the Package A programme has reached 44,803 in 1997/1998, and most of them (89.7 per cent) have passed the primary education equivalency examination which made them eligible to pursue Lower Secondary School. Since its launch in 1994, the Package B participation has increased and reached 94,345 participants in 1997/1998, most of them (90 per cent) have passed the lower secondary school equivalency examination.

Compared to the proportion of participants who passed the primary and lower secondary examinations, the Package A and Package B are expected to play more important role in the future because of its higher efficiency rates.

- Package A and Package B learners after having successfully passed the national examination were given the opportunity to continue studying at the advanced level through formal school or non-formal school education.

- The success of these programs depends on learner's motivation, tutorial, parents roles and community support.
- The management of these programs is very strictly created by the local government or local community.
- Equivalency programs are based on their local community needs potential, and later became an income-generating programme.

## Abstract 7 ▶▶

### Accreditation and transfer of credits, presented by Preeyanuch Jariyawithayanond (DNFE, Thailand)

Since the World Declaration on Education for All adopted by all UNESCO Member States during the World Conference on Education for All, in March 1990 at Jomtien, Thailand, the Department of Non-formal Education made a commitment to provide educational service covering all target groups who have been missing formal education. Unfortunately, a lack of resources, funds and teachers, caused difficulties in extending the programme, particularly to remote villages. So, an Equivalency Programme was designed as an alternative equivalent to existing formal education. It is a kind of education to prepare the out-of-school people to further their studies as lifelong learners. This effort will hopefully decrease the illiteracy rate.

#### **Purposes**

Transfer of credits aims at promoting educational opportunity for persons who dropped out of school for some reasons and/or who have left school to earn a living in various sectors of business. They can return to adult classes within one year of study if they have fulfilled their experiences and applied for credit transfer. Another purpose is to support individual adults to explore the world of work, learn how to collect data and information on business and career developments, practice to maintain their careers, and be able to utilize resources efficiently.

Transfer of credits means: (1) to bring the learning outcomes of the learner in order to compare between two types of education; formal and non-formal. For example, the learner can bring their transcript from lower secondary education to adult class to compare and assess the equivalency to formal schooling. (2) to bring work experience, life experience and prior learning experience to test the level of competency standard. The result of qualified practical skills and knowledge and adequate experience is awarded to study at further level or to gain certificate.

### **Regulation of transfer of credits**

In the area of non-formal education, transfer of credits offers five choices to judge applicant's competency before completing the course or getting credits. Those five choices are:

- Transfer of credits through the competency-based training of vocational subjects conducted by the Ministry of Education.
- Transfer of credits based on skill work confirmed by the workplace or Private Company.
- Transfer of credits through work or occupational experience as business holding and sometimes, closing down the business with some reasons.
- Transfer of credits through career earning and accumulation of knowledge and skills, which could be related to the core-content standard of occupational subjects.
- Transfer of credits through project design, which is submitted by the applicant. It shows the intention on future plan and career development.

### **Conditions**

Accreditation and equivalency programme has set up some conditions for adult learners that they have to fulfill in order to use their experiences at work; to gain a vocational certificate of short course training at approximately 200 hours up; to gain knowledge from the informal sources like learning from home, media, local wisdom, conversation with friends and

other groups. Equivalency programmes are suited to the community where adults can learn together with work.

Equivalency Programme in Thailand is very popular among out-of-school youths in rural areas, and also among urban students because it provides them a short time to be in schooling before going on to university at an early age.

At present Equivalency Programme and credit accreditation offer the course from primary compulsory education up to the university level. The government has realized the significance of the Equivalency Programme and Transfer of credits and put the recommendation in the National Education Act of 1999, in Section 15, “credits accumulated by learners shall be transferable within the same type or between different types of education, regardless of whether the credits have been accumulated from the same or different educational institution, including learning from non-formal or informal education, vocational training and from work experience”.

The Act also identifies the concept of lifelong education to mean education resulting from integration of formal, non-formal and informal education so as to create ability for continuous lifelong development of quality of life. This programme is flexible. For example, learning can be performed through distance learning, group meetings, and/or classroom learning. The adult learners can study at home, in community places, temples, neighbour’s home, etc.

The Equivalency Programme is under the basic education curriculum. The main purpose is to prepare the learner for further study and for the world of work. For example, learners may have been learning from work experiences for several years. This amounts to an accumulation of knowledge, skills and experiences that promote continual study. Opening a food shop they may gain knowledge of management and administration, marketing, data survey, bookkeeping, small business investment, cash flow, career development, profit sharing etc. When they want to enroll for the lower secondary education, they can transfer their experiences for 1-3 selective subjects which set condition of admission based on life

experiences. For curriculum content, as much as 70 percent of the content is equivalent to formal education, and 30 percent is replaced by work experiences and training skills equivalent to the subject requirement as based on selective and elective subjects.

The Equivalency Programme and the accreditation provide benefit to those persons who have work experience, prior learning experience and/or life experience. Some benefit can be pointed out as the example of the individual adult who has been working for more than one year. If he needs to take a primary education course, he can complete his education in only 5 months, and 1 year for lower secondary education, and 1 year for upper secondary education.

If adults and youths require a certificate for primary or secondary education, they have to submit an application to request the competency-based test arrangement. An official certificate will be awarded when they can demonstrate knowledge and skills achievement at a certain standard equivalent to some core content standard of subject transfer. By regulation, the DNFE allows credit transfers of not more than 3 subjects on elective occupational subjects. Permission to use some evidence of prior learning experience is another choice for accreditation. Probably 1-2 subjects are arranged which is dependent on the readiness of the District NFEC to work out on the approval qualifications.

Recently, the DNFE has planned to conduct a placement test for all subjects regarding curriculum structure of each level. An individual adult can request to take the test. If s/he has passed the competency standard, s/he can get an equivalent certificate to the formal schooling.

A competency-based test is an instrument to assess the applicant's ability under the assessors' approval. The satisfactory and good results of the test will determine his efficiency and effectiveness as to what level of general adult education classes he should enter. Therefore, to meet with the assessor requirement, he is guided to collect some evidences concerning his prior learning experiences. From the

experience of the provision of general adult education, most adults and youth learners applied for the placement test and competency based test based on occupational skills. They can transfer up to 3 credits on the basis of their experiences. So, they could learn in short-term, instead of 2 years they could make it only one year of study.

### **Maintain standards**

To maintain quality of competency judgment, the DNFEE designed a competency-based test and set up a standard of core content to assess the applicant. Also, the specification of knowledge and skills linked with his occupation will be tested. It is a kind of recognition of prior learning experience which is accepted by its equivalency to any subject related to the curriculum structure of general non-formal education.

### **How to apply for transfer of credits**

The individual adult receives some guidance from teacher or facilitator of an adult class. He has to fill out the form and collect evidence to confirm his work experience. He has to find someone who knows about his abilities and experiences in order to guarantee his application forms, and who then signs the evidence. Also, he has to examine his abilities and compare his knowledge and skill against specific competency standards or learning outcomes. Then, he has to enroll for the transfer of credits with the District NFEC. After having examined the application, it will be forwarded with some suggestions to the Provincial NFEC, which is responsible for the appointment of the Committee for Assessment regarding the applicant's qualification. Three persons are invited to be members of the Committee: an assessor, a specific skilled man, and the Provincial NFE Officer. The process of assessment is conducted through observation, interview, field visit and practical work of the applicant. Finally, the assessors will compare the ability of the applicant to the recognised standard.

An example of assessment of one adult learner: He owned a small shop. He possessed skills and knowledge as a result of

work experience. So the assessors set criteria to assess his ability as (1) to ensure the continuity of his career; (2) to be able to earn a sufficient living.

Knowledge gained from experience is assessed by the topics of work skill, income earning, time managing in business, career management and sustainability.

Recognition of prior learning experience, work experience and life experience creates some of opportunity for adults to keep going on further education. These methods of study challenge the out-of-school people to gain experience and to seek knowledge for being accredited, and for having a certificate to demonstrate job performance and to improve their career. Providing the accredited courses encourages the adults not to study unnecessarily or repeat learning. It can save their time of study as well as ensure their continuing education relevant to their present work.

Trend: The demand for the Equivalency Programme is increasing since the Education Act recommended that basic education will be provided free of charge through 12 years of study. So, the out-of-school youth will need to continue their education with the non-formal education or with informal education practice. The Department of Non-formal Education can not afford to provide admission for all because of the budget constraints. A solution has to be made to link with workplaces, schools, local authorities, temples, non-government organizations and local wisdom to help conduct the Equivalency Programme as well as to act as assessors. Meanwhile the production for self-learning materials and competency-based curriculum has to be developed to control the quality. And, a Training Programme for those stakeholders has to be conducted. Action Research has to be supported by the authorities in order to invent new approaches. It is expected that promoting the Equivalency Programme will help the government to reach its goal of human resource development, and to achieve lifelong learning promotion.

### Comments/Points of Discussion on Session 3

Twenty delegates, from Indonesia, Philippines, Thailand, India, Japan and Malaysia, participated in the round table discussion on Accreditation and Equivalency Programmes.

**A summary of points of discussion:** Members of this session discussed the success of Accreditation and Equivalency that allowed adult learners to continue their studying at advanced level either through formal or non-formal education. The success of A+E programmes depended very much on the co-operation of the local government, local community, parents, and tutors and from the learners themselves.

Some members raised the issues of too many tests and exams administered for adult learners before A+E of each subject and course are given to them. In general tests and exams should be flexible and related to social and economic contexts of the learners. Uniformity to formal schooling and content oriented tests are also obstacle to A+E programmes. Therefore the evaluation techniques should be diversified and relevant to learners ways of life in the community.

#### Abstract 8 ►►

**Lifelong learning, learning society and learning family, presented by Asso. Prof. Hu Yu (Shanghai Academy of Educational Science, China)**

#### 1. What is lifelong learning?

Lifelong learning is to display the human potential through a continual sustained process. It recognizes and enables people to have power to obtain all of the knowledge, value, skill and understanding needed in their lifetime. It will enable them to have confidence and creativity and apply them happily.

Lifelong learning is a basic means of survival and development of human beings in the future and will lead human society to advance toward a learning society.

#### 2. What is a learning society?

A learning society is the one in which everyone regards learning as a matter of regular or normal life. It is centered on learners. A learning society is an educational society. A learning society



is a society for life-long learning. A learning society includes formal learning, non-formal learning and informal learning. In order to develop a learning society, the family must be a *learning family*, because the family is the basic unit of a society. In other words, many families form a society.

### 3. What is a learning family?

The term learning family comes from the idea of a “learning organization”. The learning society, city and family are the most basic units in a learning organization. There are two elements in a learning family: learning family and family learning. The learning family includes hardware and software learning environment. Hardware learning environment refers to material conditions, while software-learning environment refers to family culture and environment.

A learning family is a kind of family culture. Its main characteristics are (a) a family members’ love of learning; (b) effective communication; (c) harmonious relationships; and (d) mutual support.

*Family learning* refers to the learning activities in a family, including individual study, group learning, and lifelong learning. These include: gathering together, emotional and bodily language in communication; simple communication during leisurely activities and gossip at the same time; discussions on common topics; sharing experiences and heart to heart talk.

Six dimensions form a learning family: who learns, what to learn, why to learn, how to learn, where to learn and when to learn. With these six dimensions, we can help a quasi-learning family become a learning family and evaluate it.

**The necessity of establishing the learning family.** Basic elements of a society are: healthy families for social progress, the first and best schools, and molding personalities. However, whether it is the realization of the individual life-long learning or group learning, it is impossible to be separated from the family – the fundamental and mediating function of the basic social unit.

**Abstract 9** ▶▶**A learning society for the promotion of lifelong learning, presented by Dr. Suvit Pichayasathit (Chiang Mai Provincial NFE Centre, DNFE, Thailand)**

A learning society is a desirable goal for all kinds of educational endeavors. In fact, the notion of a learning society has been a central focus in educational milieu during the past decade. There are several characteristics of a learning society. What can be observed is that a learning society is usually dynamic with several kinds of learning activities taking place in the society. People are actively involved in all forms of education: formal, non-formal and informal education. People and local wisdom play important roles in identifying their needs or problems and propose alternatives and/or solutions to solve problems by themselves.

**Creating a learning community**

Creating a learning environment that facilitates a learning society requires something more than several educational inputs for the community. Instead, what matters are the ways activities are organized, and how the people as learners are involved. People must not be only the recipients of development, but the active participants in all processes, especially in the decision making process. The learning activities have to be responsive to the needs of the learners through: the 'learner-centered approach' of instruction; critical thinking; and participatory learning. Some other issues regarding the processes and approaches that may contribute to the generation of a learning society are:

- Placing emphasis on people-centered approach of development;
- Strengthening the community empowerment;
- Capacity building of the people;
- Changing the learning process to learner-centered approach, participatory learning, critical thinking process/Khit-pen process;
- The teacher becoming an actual facilitator;

- Making use of local wisdom and expertise of the people;
- Education for all people in the community, and all for education;
- Providing opportunity for lifelong learning; and
- Public forum as an instrument for lifelong learning.

### **The concept of lifelong learning**

Lifelong learning has at least two dimensions. One dimension is in terms of a vertical life span of a person. Education does not terminate at the time a person leaves the school, but continues throughout life. Learning is acquired from formal, non-formal and informal education. Another dimension concerns the purpose of learning, it should focus on the ways of life of people, and for the improvement of their lives.

The learning society and lifelong learning are interrelated. A learning society always has an issue of lifelong learning. Lifelong learning and a learning society, indeed, are well integrated and cannot be separated from one another. In a learning society, there are always ongoing dynamic learning activities. Promotion or creating the atmosphere of a learning society can contribute to lifelong learning, and vice versa. One effective approach to facilitate a lifelong society is through public forum.

The main process for public forums include discussions of situations, identification of problems, proposals for alternative solutions, formation of action groups, undertaking the action, and revision of the outcome. The case of Ban Huay Pao Young, Doi Lor, Chiang Mai, for instance, illustrated the success in utilizing a public forum to create vocational activities and the continuity of learning process throughout life.

## **F. Theme Six: Effective Use of Information and Communication Technology (ICT)**

### ***1. Plenary Panel on Theme Six: Effective Use of Information and Communication Technology (ICT)***

## Abstract 1 ▶▶

**Asia-Pacific Literacy Database, presented by Kenjiro Jin (ACCU, Japan)**

The Asia-Pacific Literacy Date Base was jointly developed by the Asia/Pacific Cultural Centre for UNESCO (ACCU) and UNESCO in 1997 in close collaboration with the literacy, non-formal education and statistics experts from international organisations, government sectors and NGOs of the Member States in the region.

The 15 sites cover literacy and NFE situations, activities and information of 20 countries in Asia and the Pacific region at Asia-Pacific regional, country, state/provincial and community and grass-roots levels.

- Literacy Facts and Figures
- National Literacy Policies
- NFE Curriculum
- Literacy Breakthrough
- Literacy Materials
- Who's Who in Literacy
- Literacy Resource Centre Network
- Literacy Glossary
- NFE2000-Literacy Assessment
- Literacy Web
- Bulletin Boards
- Literacy Calendar
- Literacy Publications
- Donors and Partners
- ACCU Regional Literacy Programmes

It is an open and interactive site for everyone to share and exchange information and ideas on innovative literacy materials, strategies and/or other useful resources accessible. It is on the Internet (<http://www.accu.or.jp/litdbase>) and also available in CD-ROM.

The objectives of the Asia-Pacific Literacy Date Base are to assist those people involved in planning, designing and monitoring innovative literacy and NFE programmes. It is also to consolidate the network among those working for

literacy and NFE for better co-ordination and co-operation with each other. For the general public, it advocates the reality of literacy and NFE situations, and increases awareness and understanding.

It aims to be more authentic, popular and interactive in the future. Co-operation with UNESCO Institute of Statistics (UIS) and frequent data collection from Member States will increase data reliability. Exchanging and sharing information is necessary for the interactive Data Base. For example, the Bulletin Boards and PDF files of ACCU and UNESCO publications are for these purposes. Development of new sites such as IT Application for NFE and MANGO Project are planned for next year.

**Technology-supported approaches that engage students in meaningful learning, presented by Dr. Brian Devlin (NTU, Australia)**

◀ Abstract 2

The promise of the World Wide Web is that it makes available huge knowledge resources to support lifelong learning. If this promise is to be achieved, we need to resist the model of online course development that favours the creating of instructor-dominated, high-bandwidth, information landfills that may simply confine students to a passive, receptive mode of learning. Rather, we should be encouraging the co-creation of online resources by instructors and actively engage students who jointly collaborate, discuss issues, manage problems, explore case studies and/or participate in role-play simulations.

This paper will report on some of the findings of a two-year research and development project at Northern Territory University which designed frameworks for staff with some of these approaches in mind. The aim of the project, which was funded by the Community for University Teaching and Staff Development, was to assist staff with development of student-oriented online courses, while ensuring that the materials created remain accessible to internet users who only have slow dial-in modem access.

**Abstract 3** ▶▶

**Responding to EFA challenges in a multi-cultural setting and a climate of change in Asia: the SEAMEO-INNOTECH technology-based training strategy, presented by Dr. Zenaida T. Domingo (INNOTECH, Philippines)**

**1. Context**

INNOTECH, the Regional Centre for Educational Innovation and Technology based in Quezon City, the Philippines, is one of the fifteen regional centers and network under the Southeast Asian Ministers of Education Organization (SEAMEO) umbrella. It is principally dedicated to defining common and unique education problems and needs in the Southeast Asian countries and in developing innovative and technology-based solutions to these identified problems.

SEAMEO INNOTECH promotes educational development within and outside the region through its major programme areas on educational innovation and technology: (1) training and human resource development, (2) research and evaluation, and (3) information and communications technology.

The Center's training programme remains to be at the core of its development interventions. The programme is mainly vision and problem-oriented, covering a wide spectrum of educational issues/concerns and responsive to the articulated needs of the educational systems in the region. The training courses also emphasize the use of multi-channel learning approaches to better meet the current demands and needs of practically all levels of education professionals within and outside the region.

**2. SEAMEO INNOTECH's Use of ICT in its Training Programmes**

SEAMEO INNOTECH has conducted ICT-based training programs for its member countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Viet Nam), as well as

other countries in the region, including Bangladesh, Bhutan, China, Pakistan and Papua New Guinea.

The courses can be grouped into the following broad categories: educational management, curriculum and instruction, educational technology, literacy, non-formal/continuing education and lifelong learning and research/evaluation.

All training programs of SEAMEO INNOTECH extensively make use of various media, both in print, non-print forms, and computer-based programmes such as power point and other presentation programmes. In majority of these courses, the participants produce their own media-based materials to be used in their own advocacy and programme promotions work. Notable SEAMEO INNOTECH training programs which help advance EFA are:

- Trainers' Training on Planning and Management of Literacy Programs for Poverty Alleviation;
- Special Course on Community-Based Planning and Management of Literacy and Continuing Education Programmes;
- Planning and Managing Rural Workers' Enterprise Development Programmes;
- Training Course on Income Generation Activities in the Rural Areas;
- Philippines-Australia Project on Basic Education: Management Enhancement Programme for Instructional Designers and for School Supervisors;
- Training for Master Teachers for Basic Education Project;
- Utilizing Leading Edge Technologies for quality Education;
- Technology Tools for Producing Instructional Materials; and
- Total Quality Management for Educational Excellence.

## Abstract 4 ►

**Using ICT for community development: a case study of Ban Buphai CLC at Ubon Ratchathani Province, Thailand, presented by Mr. Noojohn Pudpa (Community leader, Ubon Ratchathani Provincial NFE Centre, Thailand)**

- Established in 1996 with the help of UNESCO, UNDP, Office of the Prime Minister, Ministry of the Interior and Ministry of Education.
- Active participation of community in planning and implementation of the CLC activities utilizing local forum is used to analyze their problems
- Training workshops have been organized for the CLC committee members on the following topics: community empowerment, community planning, food processing from agricultural products, drug eradication, network of woman leaders, volunteer reporters and computer literacy.

CLC activities include:

- Creating community off-line database;
- Computer literacy training;
- Internet service ([www.thaitambon.com](http://www.thaitambon.com));
- Compiling community project data;
- Vocational demonstration projects, community recreation project;
- Community forum;
- Development of community information center; and
- Herbal project.

ICT has been used in the following activities:

- Creating community database and bookkeeping;
- Planning for the community development;
- Training for CLC community development, committee members and interest groups; and
- Creating learning environment for the people.



In conclusion:

- ICT has been used to encourage people's participation in community development;
- It has been used for creating the community database as well as bookkeeping; and
- ICT is used in the community public library to give the community access to the internet as well as a tools to access the information relevant to the life of the people community.

## ***2. Concurrent Sessions on Theme Six: Effective Use of Information and Communication Technology***

**Using ICT in LRCCE and street children Programme in Indonesia, presented by Mr. Sarlistyarso (SPPM, Indonesia)**

◀ Abstract 1

LRCCE Indonesia is a network of NGOs and GOs which work on literacy issues. Currently, there are about 25 partner organizations, spreading across Java to West Timor. Communication by telephones, letters and direct meeting are unreliable and expensive.

One of LRCCE's basic services to its partners is dissemination of information, as in databases of media, development and literacy methodology etc. To fulfill this, LRCCE's activity includes Homepage development. This homepage will consist of information on general NFE, current affairs on literacy in Indonesia, and database of media from its partners, database of NFE methodology of partners, reports on LRCCE and partners activities.

Other projects are clipart development and a trial project of GIS/EMIS on NFE for street children and marginal children in Bandung. The first project is to help partners to develop media and learning materials for local community and the second is a collaborative project to collect data of marginal children situation in two urban poor communities in Bandung and its local resources. Those data will be computerized in a

map based programme (GIS). Its main purpose is to help partner organization to develop better NFE programme which answer the local needs and use local human resources to NFE needs.

Other use of ICT with partner organizations is developing a Homepage for street children online magazine. This homepage will consist of children's writing, illustrated by the children themselves, and a report on organization activities with the children etc. Up to now, this homepage is still collecting writings process and finishing its first simple prototype.

## Abstract 2 ▶▶

### Educating the remote learner, presented by Mr. Undrakh Tsagaankhuu (Mongolia)

#### **Introduction**

Mongolia is a vast country with a poorly developed infrastructure. Access to updated information and knowledge is limited by geographical distance. If any place in the world is well suited to distance education - Mongolia is it.

Mongolia was a highly educated country until 1990 as there was 97 per cent literacy. However, since 1990 the quality of education in Mongolia has deteriorated at all levels. A high number of children have not received sufficient basic education during the last decade. A generation of youth who never entered school, or who dropped out of school during the nineties is now growing up facing a difficult situation. Newly developed non-formal education structures, particularly non-formal distance education programs, are aiming to assist parents in helping the drop-outs catch up again with basic education. All sources of information regarding the issues of school dropout rates tell that boys have dropped out in comparatively higher numbers than girls.

#### **Multi-media and communication infrastructure**

Generally, the existing multi-media infrastructure in Mongolia consists of TV and radio (national, regional and local). Computers are few in the provinces, though now common in

the capital city. Internet communication is becoming available now, but is still limited in rural areas. TV is becoming popular and available in many places, but again not in the countryside, since a shortage of electricity poses a problem for receiving television. Indeed the supply of electricity and a telephone line is non-existent in many remote areas of Mongolia. Therefore, the radio remains the main and most accessible reaching tool in reaching the rural population.

### **Non-formal basic distance education in Mongolia**

Distance education has proven to be the best method for delivering non-formal education in Mongolia with regards to the vast geographical distance. With the support of UNESCO, Mongolia has been experimenting with two large-scale distance education projects since 1992. The 'Gobi Women' project was the first to introduce the mechanism of non-formal distance education. Catering for the new needs of the nomadic population, the project provides a distance education programme for 15 000 nomadic women in the six Gobi provinces, through a system of radio, print, visiting teachers and local learning groups.

The next project, 'Learning for life', was a continuation of the previous one, and has been expanded to a nation-wide project, covering all of the provinces (aimags, sums) of Mongolia. The project has provided basic learning opportunities for different levels of target groups, such as 6,000 out-of-school youth in urban areas and over 40,000 rural families.

**Using media and technologies for EFA, presented by  
Mr. Azizur Rahman (BRAC, Bangladesh)**

◀ **Abstract 3**

BRAC works with people whose lives are dominated by extreme poverty, illiteracy, disease, and other handicaps. With multifaceted development interventions, BRAC strives to bring about positive change in the quality of life of the poor people of Bangladesh.

The BRAC education programme (BEP) forms one of BRAC's major social development interventions and works directly

towards the empowerment of children (particularly girls) from the poorest families.

One of the most successful projects of BEP, is the Continuing Education Programme which was introduced in 1995, in order to mainstream the post literacy activities of BEP, by promoting the reading habit of rural citizens through an organized infrastructure.

The programme aims to stimulate interest in acquiring information and encountering new ideas in order to create an environment that is conducive to a “*Learning Society*”. The Continuing Education Programme has two parts:

1. The Reading centre – A Reading Centre is set up two months before a BEOC (Basic Education For Older Children) school completes its cycle. Different Life Skills Training are also provided by this centre.
2. The Gonokendro Pathagar or Union Libraries – It is a multi purpose community center. The objective to set up these libraries is to develop the library into a sustainable centre where stimulating events such as discussions, debates and cultural activities take place. Also, some courses are conducted based on the needs of the community.

BRAC has taken up an IT programme for the rural community through the above two. The objectives for taking up this programme by BRAC are:

- Make IT familiar to rural community;
- Promote IT education in rural areas;
- Create access to IT education for rural children, adolescent, and youth;
- Create provision for multiple use of IT by different occupational groups;
- Use IT to enhance learning of school students;
- Develop IT para-professional in rural areas to expand IT; and
- Develop capacity of children, adolescent and youth to face future challenge.

The adolescents who are members of the Reading Centre, as well as a BRAC graduate, are provided with and IT training so that they can work as a credit assistant in the field of Micro-credit in our different BDP (BRAC Development Programme) office.

Gonokendro Pathagar or Union Libraries are providing IT training to children, adolescents, youth and service holders of the local community. The objective is to grow awareness among these groups for the collection of information to improve their life styles, to make them adjusted to the new and modern technology, to minimize the gaps / differences exists between the Urban and the Rural people and to get good job opportunities. This library has also developed:

- Basic literacy on computer for rural children; and
- Users Club: It is an IT club where the BRAC IT trainees, after finishing their course, come for practice of the content learned and also to update the knowledge on IT.

**Using ICT for community development in Malaysian experience, presented by Dr. Ahmad Shah Noor (INFRA, Malaysia)**

◀ Abstract 4

Five years after the setting out of its national Vision 2020 in 1991, the Malaysian leadership in 1996 embarked on another ambitious project, the Multimedia Supercorridor. (MSC) This project was supervised by/outlined under a National Information Technology Council Agenda (NITC/NITA). The Ministry of Rural Development (MRD) was entrusted with the task of addressing the needs of “ICT for the Underserved” to prepare the rural population with the challenges of globalisation and the k-economy. The leadership strongly views the digital divide as real the threat.

A variety of initiatives have been and are still being undertaken by various government ministries and agencies. Among the latest initiatives is a pilot project of *Medan Info Desa* (Rural electronic Information Hub) undertaken by the MRD in six rural villages. Some of the practical issues identified as critical

success factors to rural ICT and which demanded to be urgently addressed are those pertaining to accessibility, sustainability, community participation, empowerment and ownership, as well as local content development. Nonetheless, among proactive measures already considered to ensure success of the *Medan Info Desa* were to learn from past experiences, to ensure comprehensiveness of the project concept, to address financial & social sustainability, to proceed through systematic process consultations with various parties affected, to put in place workable operational mechanisms and to invest in a comprehensive training packages. Still, the MRD identified English Language and the lack of local content as the main obstacles to rural populations 'access' to ICT.

## Abstract 5 ▶▶

### Developing materials for literacy learning, presented by Ms. Anita Priyadarshini (SRC, RAEA, Rajasthan, India)

The use of technology is fast becoming a way of life. People are having to deal with different facets of technology in their daily lives. For persons who are just learning to read and write, the task of using technology is doubly daunting.

For the material developers, there are a number of challenges that confront the task of developing materials for such people. The low literacy levels, the lack of adequate infrastructure, and the expensive and many times inaccessible technology makes people wary of technology. Further, in the case of many neo-literates, especially the rural people, the material has to be relevant to their lives.

The State Resource Center, Rajasthan is engaged in the task of developing materials for neo literates. Recently it has been working on two experimental projects - first the COL-IGNOU Literacy Project which is supported by the Commonwealth of Learning (COL), Vancouver and Indira Gandhi National Open University (IGNOU), New Delhi. The objective of this Project is to strengthen literacy skills of neo-literates using technology, and also provide them with an opportunity to develop their own materials. The Project also has a component for training

of different literacy functionalities. As a part of the Project, the SRC runs two technology-based literacy centers in Jaipur district. The second project is on Literacy Development through Computer Software and Training of District Personnel. This project is supported by UNESCO-PROAP under the Japanese Funds in Trust. The objective of this Project is to give support to the growth of literate societies using the potential of technology as a tool to provide need based learning opportunities.

The SRC has initiated the development of computer-based learning materials for neo-literates. Realizing that local language was essential for reaching out to people, the SRC developed the materials in local language. These materials are CD based. The objective of the materials is self-study, tutorials and drill. The development of computer-based materials raises many issues such as those of local context, affordable technology, ensuring accessibility of technology to different groups including women. The need for developing training materials is also an important issue. It is envisaged that such computer based materials will help people to improve their literacy level and also improve the quality of their lives.

**Effective use of information and communication technology (ICT): Lighthouse Project, presented by Dr. Wisanee Siltragool (DNFE, Thailand)**

◀ Abstract 6

Lighthouse project is an attempt to utilize computationally rich environments to highlight new paths to learning. The project includes many different situations and has goal of providing concrete examples of powerful learning environments in the digital age. It aims to provide NFE educators and learners with models that can break their mindsets about what education must be.

The project began in early 1997 by a group of Thai industrialists, educators, and government officials who believe that the considerable economic success Thailand had achieved in the previous decade could not be sustained unless the

educational system could help develop learners who could function productively in a global, knowledge – based economy. They sought radical improvement and results. Thus, they approached Seymour Papert and his group at the MIT Media Laboratory to help design and implement such alternatives. The MIT group, together with the Thai group under the direction of the Suksapattana Foundation and funded primarily by the Thai Comm Foundation, began planning for the project.

Lighthouse is based on experiences that show how computer technology can be used to create conditions for radically new ways of learning characterized by giving students greater control over the learning process, making the learning of all subjects more personal and more meaningful to the learners and extending the content of what is learned to include the study of computer and other technologies. The project is based on the educational ideas of Constructionism. It can be briefly explained that : “Learning by doing”/“Project-based learning”/ “Student-centered learning”/”Lifelong learning”. The concept of Constructionism has provided a powerful, concrete basis for thinking about and creating learning environments. It expresses that knowledge is built by the learner, not supplied by the teacher. This happens when the learner is engaged in the construction of something external or at least shareable.

The Department of Non-formal Education started to pilot the project in 1997 with 4 District Non-Formal Education Centers, namely, Muang Chiengrai, Mae Fang Laung Chiengrai, Muang Lampang and Nangrong-Burirum. In 1999, the “Constructionism Lab” was established at NFE Regional Centre in Lampang Province with the support of Thaicom Foundation to serves as a research and training center.

The target groups of the project are classifield as the facilitators and the NFE learners. The learners participated in various workshop of Microworlds, Lego-logo, and Village Magazine. These tools are for them to construct and to initiate powerful learning. We found that NFE facilitators in the project are competent in technology use as well as facilitate students to learn. They can manage learning group effectively based on



constructionism theory. The learners themselves are competent in planning how to learn, working systematically, being patient to solve problems, working collaboratively with group, being able to express themselves and using technologies to acquire knowledge.

## G. Theme Seven: Regional Networking

Sub-regional forum for supporting follow-up activities to the Dakar Framework of Action: New Global Agenda, presented by Mr. A.H.A. Hakeem (APPEAL, UNESCO Bangkok)

◀ Abstract 1

- Eliminating gender disparities in primary and secondary education by 2005 and achieving *gender equality* by 2015.
- Improving all aspects of the quality of education to achieve recognized and measureable learning outcomes for all — especially in literacy, numeracy and essential life skills.

### SRF (sub-regional forum)

- Sub-regional mechanism to respond to requirements of the Dakar Framework of Action
- 4 SRFs in the Asia-Pacific region
- SRF for East and South-East Asia:
  - 10 NGOs ASEAN countries
  - 4 East Asian countries: China, DPRK, Japan, Republic of Korea
- EFA conveners plus other multilateral/sub-regional organizations, bilateral donors and NGOs

### Terms of reference of SRF

- Support establishment and operation of National EFA Forum;
- Support country level review, updating/formulation of National Plans through TA;
- Capacity building for implementation of EFA Plan;

- TA for data collection and analysis;
- Assist in resource mobilization of priority initiatives;
- SRF Work Modalities;
- Use of internet/IT as much as possible;
- SRF to report to M/S and to inter-agency working group;
- SRF to provide a venue for continuing dialogue on EFA related activities and share EFA experiences and challenges;
- Regular monitoring and major reporting of progress every 5 years;
- Annual meeting with National EFA Co-ordinators to share progress and issues; and
- Co-operation at country level through catalytic sub-regional projects for country specific planning.

### Concluding questions

- Did we postpone the achievement of the Jomtien EFA targets? Will this happen to the Dakar targets?
- How long can we keep postponing?
- How can we create a new and greater sense of urgency to achieve EFA goals and targets?
- How can we strengthen political will, collective will and effective sub-regional support mechanisms to achieve EFA goals?
- How can the diversity of agencies and organizations at the sub-regional level forge solidarity and sustainable partnership to assist countries to achieve EFA goals?

### Abstract 2 ►►

**Thematic working group on EFA, presented by Hiroko Tanaka (ESCAP, Thailand) and Ms. Riku Warjovaara (UNICEF, Thailand)**

### What is TWG?

- A new regional co-ordination mechanism among UN bodies and agencies; and
- Established by Heads of Agencies Meeting, May 2000.

## Ten TWGs

- Gender
- Trafficking in Women and Children
- Rio + 10 (Environment)
- HIV/AIDS
- Disability-related concerns
- Poverty, rural development and food security
- Drug control and crime prevention
- Human rights and governance
- Social safety nets
- Education for All (EFA)

## TWG on EFA

- For implementation of Dakar Framework for Action;
- Lead agencies;
- UNESCO, ESCAP, UNICEF;
- Also participated by regional NGOs and bilateral donors;
- Key functions of TWG on EFA;
- Inter-agency joint action;
- Co-ordination and monitoring of UN activities related to EFA;
- Information sharing;
- Dissemination of innovative practices; and
- Co-ordination with other EFA mechanisms (i.e. SRF).

For more information on TWG:

- UNESCO Bangkok website: <http://www.unescobkk.org>
- Contact secretariat: [srf@unesco-proap.org](mailto:srf@unesco-proap.org)

**APPEAL Resource and Training Consortium (ARTC),  
presented by Ms. Daranee Riewpituk (APPEAL,  
UNESCO Bangkok)**

◀ Abstract 3

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. To date there are eleven 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;
- Planning Division, Department of Non-Formal Education, Thailand;
- Community Education, Directorate-General of Out-of-School Education and Youth, Indonesia;
- Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines; and
- National Observatory of Kazakhstan, Kazakhstan

Main functions:

- To promote and popularize mission and goal of APPEAL *in the region*;
- To contribute to capacity building by serving as resource and training base for inter-country programmes;
- To enhance technical expertise in the region;

- To participate and undertake action research and case studies on literacy and continuing education focusing on grassroots; and
- To promote sharing and exchange of experience.

ARTC's Contribution to the Promotion of Basic Education and Lifelong Learning.

APPEAL jointly organized, with the ARTC member institutions, several inter-country workshops and seminars. The ARTC member institutions have cooperated with APPEAL to develop materials development, undertake research study, conduct field-testing for APPEAL material, and support study visits. Regarding research study, APPEAL supported the ARTC institutions to jointly undertake research study on innovative approach focusing on functional literacy for poverty alleviation, non-formal education for sustainable development, and lifelong adult learning. The studies are in the process of printing, and will be distributed throughout the region. Also, the information on ARTC member institutions will be provided through UNESCO Website, which will include a brief introduction of the institutions, main activities and types of activities by which ARTC can support the countries.

**Literacy Resource Centres, presented by  
Mr. Yoshimori Suzuki (ACCU, Japan)**

◀ Abstract 4

Since 1994, the Asia/Pacific Cultural Centre for UNESCO (ACCU) has been working with outstanding literacy agencies of the UNESCO member countries in Asia and the Pacific to establish Literacy Resource Centres (LRCs). As of September 2001, there are 15 LRCs working in the region.

The main objective of a LRC is to promote literacy and non-formal education especially for girls and women. It serves as a centre of technical resources for literacy and NFE workers in NGOs, GOs and IOs.

The major activities of a LRC include (1) ICT application to literacy and NFE, (2) materials development, (3) trainings

and workshops, (4) information sharing, and (5) networking. The presentation introduces briefly the innovative programmes being carried out by each of the LRC members.

This presentation stresses the importance of ICT application to literacy and NFE, explaining the actual use of the ICT in Literacy Material Database and Non-Formal Education Geographic Information Systems. Regional networking through the LRCs is expected to work effectively for the contribution of the EFA goals.

# 3

## ***Synthesis of the Themes and Sub-Themes of the Forum***

The following is the synthesis of the 6 themes after presentations in plenary and discussions in concurrent sessions:

### **A. Theme One: Planning and Programmes for EFA and Lifelong Learning**

In order to achieve more effective educational planning with respect to EFA and lifelong learning, learning stories from panelists of the session indicated that joint efforts of government bodies, NGOs, and private sector should be strengthened. Each side can take vital roles and responsibilities as follows:

#### **1. Government Sector**

- Providing legal support for the integration of formal, non-formal and informal education for the benefit of life long education as indicated, for example, in the National Education Act of 1998 of Thailand;
- Extending and modernizing compulsory education as seen in the case of educational reform of China;
- Upgrading of educational quality at pre-school level by improving the administration system, initiating revision of curricula, developing new learning materials, and improving the training of teachers;
- Increasing of literacy rate;
- Integrating education with rural community development and poverty alleviation measures; and
- Using of ICT for extending the access to NFE and informal education for a wider range of target learners.

#### **2. Non-Government Organizations**

- participating in national education planning processes;

- initiating alternative policies and strategies in education;
- providing continuous personnel training;
- allocating resources for implementing educational initiatives;
- monitoring EFA progress; and
- providing learning environment for incidental learning through participation in voluntary real life activities as indicated in case of NGOs in Japan.

### 3. *Private Sector*

- Providing financial support and expertise;
- Providing distance learning as in the case of Thailand Training Network (TTN) where information from specialists of various subject areas can be transferred directly to registered learning sites established in factories or other learning places via satellite and learners can interact with lecturers through telephone, FAX and/or e-mail; and
- Cooperating among private companies working in the distance learning business in order to serve a wider range of learners in Asia and Pacific region.

## B. Theme Two: Schooling for All

*“Every person – child, youth or adult – shall be able to benefit from the educational opportunities designed to meet their basic learning needs” (Jomtien, 1990).*

- a. The Session on Schooling for All covered all aspects of schooling and development starting from pre-school years. It was a comprehensive session covering five sub-themes:
  - Effective Early Childhood Development (ECD) and Pre-school Education;
  - Quality Improvement in Primary Schools;
  - Inclusive Schools;
  - Schools for Life and Community; and
  - Primary Schooling for Girls in South Asia.



- b. The focus was on schooling opportunities in the years up to “Basic Education” as defined by the respective countries. Emphasis of the sessions was to highlight the needs and concerns arising due to disparities and inadequate coverage and provisions both in terms of quantity and quality.
- c. In the area of ECD and pre-school education, two major points were made: Quality ECD is likely to lead to better development of the child and their performance in their school years. Secondly, ECD may not be delivered to some sectors of community (e.g. the poor and ethnic minority groups). The concurrent session further emphasized the need for bilingual education in ECCE teacher training. However, concern was expressed about reduced government commitment to this sector, especially during times of economic difficulties. For networking purposes, UNESCO was called upon to provide a forum for sharing of pre-school modules, policies and practices. Quality early childhood care and development requires inputs at family and community levels from zero years onwards.
- d. Quality Improvement in Primary Schools and Inclusive Education emerged as the two sides of the same concern for quality schooling for all. It was emphasized that primary schooling is the main delivery system for basic education outside the family. However, schools can exclude children if they fail to respond to learner’s needs and community’s expectations. These issues can on one hand be resolved through the school empowering processes while on the other hand, schools would need to deliberately plan to “include” all learners. The concurrent session with inputs from Palau, Samoa and Thailand further added three important points – the issue of the preservation of local culture, the need for a policy on teacher management, and the need for a means of reducing the stress of schooling due to over emphasis on academic performance. However, general consensus was that school has to play a more dominant role in

- minimizing and stopping exclusion, all forms of schooling must converge under one umbrella department of the government and all children (with special emphasis on children with special education needs) must have opportunities for continuing education.
- e. Schools for Life and Community were shared through a video prepared by ONPEC Thailand. Two more experiences from Korea and Pakistan were shared in the concurrent sessions. Thailand has shown the way for all forms of schooling being coordinated as well as making vocational and academic streams complimentary. However, Korea has gone through phases of school being the centre of community to attaining a marginal role. Things are changing once more and now even adult education classes are linked with school and community. Pakistan shared the role of NGOs in bridging such gaps, especially in the education of girls. This plenary along with its concurrent sessions provided opportunities for sharing the concept and practices of schools for life and community which are going to be the concern for the next few years if schooling for all is to become a reality.
  - f. Primary schooling for girls is another critical area under schooling for all. This plenary session focused on sharing the results of a cross country study on girls in South Asia. Girls' participation continues to be the concern with lower rates of participation and retention for girls. Along with systemic measures such as the appointment of female teachers, curriculum reform etc., the need for greater involvement of the community was emphasized. In two presentations, from Bangladesh and Vietnam, in the concurrent session, the issues of literacy for ethnic women and programmes specifically directed to marginalized communities were discussed. It was indicated that advocacy and community involvement can lead to ownership of the project. Localized curriculum can increase relevance. With planned inputs, poverty and gender need not become an impediment to education.

In brief, one can say that the session covered the challenges from early years to adulthood and from formal schools with single-track curriculum to multi-choice curriculum in formal and non-formal provisions. The concerns related to learners emerged in the form of girls, children from ethnic minorities, poor children and children from difficult locations. The solutions forwarded have a bearing on political will and government's role. An equally important focus emerged for parents, community and NGOs, thus showing the power of decentralized processes and ownership of schooling of all. Quality and quantity concerns also emerged as equally important issues.

### **C. Theme Three: Community-based Programmes and Approaches for Community Empowerment**

Issues raised by the presenters were:

- Community involvement and participation;
- Multi-functions of Community Developing Center;
- Link with existing development programmes and formal system;
- High population with widespread poverty and increasing rich-poor disparity;
- Increasing environmental concerns/ awareness due to frequent natural disasters;
- Integrated approaches to youth health focusing on sexual and reproductive health;
- Functional literacy for ethnic minorities in rural communities in remote mountainous areas; and
- Community education for gender equality.

Strategies/Approaches for community empowerment through community-based programs included:

- Developing contextualized programmes based on community needs through CLCs;
- Multi-sectoral approach for technical support by experts in the area of training monitoring/evaluation;

- Agriculture extension and training to adopt programmes to apply participatory approaches for empowerment of communities;
- Rural development programmes to emphasize facilitating improved outreach of primary health, non-formal and informal education;
- Regional project (national, international and bilateral) on youth health concerns could be integrated into non-formal education;
- Functional literacy programmes for the minority group could be addressed by focusing on learner-centered approaches and appropriate emphasis on the use of mother tongue;
- Gender inequality can be reduced to a great extent through community education programmes; and
- Education, literacy and training through dialogue and the application of a development approach can be a dynamic process in building mutual confidence, mutual respect, and harmony of purpose and co-ordination of activities.

Suggested Strategies to Eliminate Gender Disparities at the Community Level were:

- Decentralize the whole provision including budget of educational services to the local authority;
- Support men and women to learn about social, culture, economic issues and some environment-related issues to their own way of living;
- Provoke awareness and consciousness of gender equity through various activities such as group discussions and exhibitions;
- Use of CLCs by all the agencies concerned with community development programme could be one of the focus in any rural development programmes (A convergence strategy); and
- Integration of FAO projects on farming technologies like integrated Pest Management (IPM) with NFE programmes would go a long way in community development.

## **D. Theme Four: Strategies for Improving the Quality of Non-Formal Education**

An important objective of the Forum was to consider strategies that could be developed to reform non-formal education programmes for literacy and continuing education.

- a. The entire plenary session was devoted to reflect on trends, practices, and raising issues related to quality aspects of the programmes in place. Presentations in the plenary included:
  - Curriculum reform for literacy and continuing education programmes;
  - Capacity building of NFE personnel;
  - Research for quality improvement and best practices documentation; and
  - Effective monitoring and evaluation systems.

Different aspects of the team were further elaborated in the four concurrent sessions. Speakers in the sessions using video and OHP transparency illustrated some innovative field experiences. Clarifications and suggestions on strategic action were made.

- b. As for the curriculum reform, many reasons were cited for the need to improve. These broadly included the social and economic crises being encountered by countries in the region; the persistence of poverty in certain segments of the population; the magnitude of the unfinished task of illiteracy and the overall educational crisis; linking of literacy and CE with human development and countries' need for HRD; changes in the world of work and patterns of living; the requirements due to new educational legislations; and, the need to bridge disparities related to gender and rural-urban disparities.
- c. Renewed curriculum reform should focus on redefining objectives, targets and priorities, reviewing of structures and improving teaching-learning process.

- d. Under continuing education, it was pointed out that opportunities and options should be incorporated for post-literacy reading, vocational training, livelihood and income- generation skills, equivalency for educational accreditation and a range of aspects for improving quality of life.
- e. The need for reassessment of the framework of lifelong learning was recognized. Features of how to learn should include learning by knowing, leaning by doing, learning by living, and learning to be.
- f. Capacity building of personnel emerged in the discussion as a crucial area. Curriculum reform, planning for massive programmes, application of ICT in enhancing pace and quality of teaching/learning depends on effective human resource development for the programmes. The manual, handbooks, databases generated by regional networks were considered to be useful sources for developing training and capacity building strategies at various levels. Sensitizing community leaders and linking universities and NGOs was regarded as a useful way of optimizing the expertise for the new programmes.
- g. Research and documentation, it was pointed out, is an area in which little interest has been taken and very little attention has been paid. There is a need for developing research-based knowledge, preparation of databases, and documentation of field-tested practices were identified as issues for improved learning of programmes.
- h. The problems experienced in research were generally due to inadequacy of quantitative and qualitative measurement, difficulties in interpretation of perspectives and frameworks, and utilization of research.
- i. It was observed that indicators for EFA have been developed from the formal system point of view and do not reflect the different logic of non-formal systems. These indicators need to be expanded and reinterpreted for measurement of non-formal system.

- j. Monitoring and evaluation came up as an important aspect of management control and constant improvement of programmes. This was evident from the field-tested experience of the Philippine NGO that presented at the plenary, and from the example of the web-based monitoring system being piloted in Thailand. Besides the UNESCO initiative, and the production of a useful manual for developing an effective monitoring system, the MANGO project was referred to as useful source of technical support in building effective monitoring system in the region.
- k. The challenges for the development of new strategies for monitoring identified are:
- development of appropriate software for computerized monitoring system;
  - monitoring of quality improvement project;
  - participatory learning process of monitoring;
  - interactive database; and
  - identification of community needs and learner profiles.
- l. To respond to the challenges of linking literacy and continuing education, to be redesigned and planned as integrated part of lifelong learning, the participants of the group invite all countries in the region – government and NGOs - to rethink and build a new common search for quality improvement of programmes of literacy and continuing education.

## **E. Theme Five: Continuing Education for Development**

### **Topics presented**

- Income Generation Programmes for Poverty Alleviation;
- Bridging formal, non-formal and informal education for Lifelong Learning;
- Accreditation and Equivalency Programmes; and
- Promotion of Lifelong Learning for a Learning Society.

## Highlights

### 1. *Income Generation Programmes for Poverty Alleviation*

Suggested activities to operationalize:

- Organization of Community Cooperatives;
- Provision of seed money to target beneficiaries;
- Provision of income generating or livelihood skills development training; and
- Establishment of small scale business by learners who underwent skills training.

### 2. *Bridging Formal, Non-formal and Informal Education for Lifelong Learning*

- Education is a continuous process It goes beyond the parameters of the formal school system.
- Continuing education offers the opportunity to engage in lifelong learning and emerges as a way of supplementing and complementing the formal school system.

Issues and concerns:

- The ratio of male and female participation in lifelong learning activities depended largely on the social structure and culture of the community;
- Which sector (formal, non-formal, informal) is responsible for the content of the non-formal education and lifelong learning curriculum;
- How to develop an accreditation programme that would enable learners in NFE to gain employment of the same standard as those from the formal school system; and
- What would be the best type of test/assessment to test knowledge and skills.

### 3. *Accreditation and Equivalency (A&E) Programme*

- Accreditation & Equivalency Programme can be described as an alternative means of learning and certification for out-of-school youth and adults who are unable to attend formal schooling, or who have dropped out of formal elementary and secondary school (Philippines).



- A & E is an educational channel for poor learners who lack the necessary skills and abilities to join formal school (Indonesia's Packages A, B & C)

Benefits Derived from the A & E Programmes:

- They provide a system for assessing levels of literacy.
- They offer alternative pathways to learning.
- They enhance literacy skills to meet learning goals.
- They provide opportunity to continue studying at an advanced literacy level.

#### *4. Promotion of Lifelong Learning for a Learning Society*

Guidelines for a Establishing a Learning Society:

- Provide appropriate education to cover all age groups;
- Identify appropriate contents to meet needs of learners;
- Provide varied learning resources; and
- Promote inter-related and transferable knowledge in the three types of learning.

Factors that Can Contribute To a Learning Society

- Opportunity and access
- Education for All
- Changing the role of teachers from teachers to facilitators of learning
- Making us aware of local wisdom
- Changing learning approaches to meet the learning styles of learners
- Providing Capability Building for NFE workers
- Providing support system for lifelong learning

## **F. Theme Six: Effective Use of Information and Communication Technology**

### ***1. Introduction***

The forum theme, The Effective Use of Communication Technology, consisted of two components:

- A plenary session which involved a walk through of the experiences of the following agencies on the use of ICT achieve the goals of EFA Asia Pacific Literacy Database (ACCU); the Northern Territory University (NTUI) in Darwin, Australia; the Southeast Asian Ministers of Education Organization, Regional Centre for Innovation and Technology (SEAMEO INNOTECH) and the Community Learning Centre of the Ratchathani Provincial NFE. These institutions and agencies provided profiles of the various media and ICT-based approaches they utilize in order to reach their various clients.
- Four concurrent sessions, as follows: Session 1 Use of Database and Software for Effective Implementation of NFE Programmes; Session 2 Using the Internet for Online Programmes; Session 3 Using Media and Technologies for EFA, and; Session 4 – Using ICT for Community Development.

## ***2. Issues and concerns raised during the concurrent sessions***

- ACCESS to the various ACCU materials by non-LRC and other sectors. Copies have been provided to the government NFE agencies and to the LRC network;
- INTEGRATION of other relevant materials developed by other agencies, NGOs. ACCU plans to establish a possible clearing house for software for NFE activities;
- ADAPTATION to local traditions, customs and culture.
- USE OF AND NEED OF OTHER SECTORS. An appreciation was made on the efforts of ACCU/APPEAL on materials development pertinent to NFE;
- OTHER INITIATIVES. Shell Materials developed by SIL. Mentioned were environmental games as produced by the Ministry of Health of Thailand, which can be made available to those interested;
- COPYRIGHT A question was raised as to the issue of copyright. ACCU feels that copyright is a non-issue, provided the purpose is non-profit on the part of the user (NGO), and for NFE learners. But, if the ACCU materials

will be mass produced, then permission and consent of ACCU is necessary;

- Improving access to the Internet;
- There is a need for communities, LGU, district organizations, regional agencies to form coalitions for advocacy to pressure government and corporations to improve rural telecommunication infrastructure;
- There is a need to install the right technology, along with people being trained to use it, as well as course providers to create more student participation in a text-based web page;
- Minimizing teacher domination and encouraging student collaboration on-line;
- Involve students in crafting objectives and syllabi; and
- Involve students in the collection of appropriate on-line materials;
- Handling vast quantities of available information on-line;
- Use of available practical frameworks, e.g. Professor Mike Gisenberg's Big 6 System;
- There is a need for training on life skills and having the right attitude towards information, thinking strategically about what information is needed and why;
- Advocacy and Social Mobilization. There is need to improve the advocacy and social mobilization work in order to promote media literacy among the target clients;
- Quality and Relevance. There is need to continuously review the quality of the media materials, to ensure their relevance and value to the community. Local context needs to be addressed by media producers. People in the village may use computers if they find this relevant to their life; e.g. in India, they use computers to analyze water and soil content – aspects which are very relevant to their life being an agricultural village;
- Infrastructure. Electricity, radio/TV sets, computers, Internet other equipment are still inadequate among many developing countries;

- Access. There is still limited access to media-based learning delivery;
- Language. Most software is in the English language in which the villagers are not literate. This poses a problem. Some possible solutions are: to translate the software in the native language, but there are not many experts to do it; another option is to teach the villagers the English language, or just English computer literacy for them to be able to use available software mostly in the English language;
- Sustainability. Providing computers to the village is not enough. The following factors are very important for sustainability: continuous training program; committee or group of people to ensure that the infrastructure (place, hardware & software) are well maintained and managed well; sense of ownership by villagers (empowerment) for them to support in terms of maintenance cost. In the case of Malaysia, the govt. provides an initial grant termed as “govt. golden share);
- The threat of further dividing the rich and poor because of ICT. Most villagers view ICT as a status symbol, considering the cost involved;
- Demystification of ICT. People in the villages are afraid to use the computer because it might blow –up or break. In an example given, a computer was bought just for display, as it is expensive and might break if they use it. ICT can be used to build knowledge as in the IT Lighthouse Project of Thailand using the theory of “Constructionism” by Seymour Papert;
- Special Concerns. The need for ICT to address the concerns of women, health, sanitation and nutrition, among others; and
- Obsolescence. Considering the past pace by which technology is growing, the need to address the concern of disposing outmoded/outdated technology, this is becoming a global concern now.

## 4 **Activities and Strategies for Future Action**

The following are reports of group work on different areas based on the 7 Themes of the Forum:

### ARTC Network



### Group 1

Countries: Australia, Bangladesh, China, India, Indonesia, Japan (ACCU), Kazakhstan, Republic of Korea, Malaysia, Philippines, and Thailand.

**Initiatives for the next six months (September 2001 up to February 2002):**

#### **1. *Research: Income-Generating Programmes for Poverty Alleviation:***

- DAM (Bangladesh); IIE (India); SEAMEO-INNOTECH (Philippines); and China
- Focal point – DAM

#### **2. *Orientation/Training: Dissemination, Utilization and Popularization of Learning Packages, other Resources***

- a. Sub-Regional Level:
  - DAM, SEAMEO INNOTECH and DNFE (Thailand)
  - Focal point – SEAMEO INNOTECH
- b. National: CLC as a Learning Mechanism:
  - Indonesia – Grassroots Level
  - KEDI, Korea – Provincial level

#### **3. *Capacity-Building on Planning/Management***

- a. Kazakhstan:

- Review, needs analysis and state-of-the art of EFA, including ICT Profile
  - Consolidation of Institutions and stakeholders into a federation and umbrella organization
  - Orientation/advocacy workshops on the various aspects of EFA
- b. Malaysia: A National Follow-up Workshop on Coordinating Mechanisms for Community-Based NFE.

#### 4. *ICT for EFA*

General interest expressed by UNESCO in transposing written manuals into online medium. It is thought that NTU could assist in the development.

#### 5. *WEBSITE: ACCU bulletin board may be used by ARTC*

#### Group 2



#### Developing Effective Community-based approaches for Early Childhood Care and Education

#### **Identification of target group with Children with age group of 0-3**

##### ***Problems:***

- Lack of awareness of parents (importance on ECCD and education);
- income generation (low income of the family, lack of funds, resources);
- gender problem (only care by mothers, neglect/discrimination of girls);
- low birth rate (due to ...);
- lack of knowledge by caretakers (nutrition, improper feeding, health, sanitation, behavior, communication with children);
- lack of proper training materials (for trainers and parents); and
- lack of co-operation between different organizations in different sectors.

## Proposals:

1. ***Effective use of training materials developed by ACCU/UNESCO and other countries in the region***
  - Develop proper local materials for urban/rural areas.
  - Share of materials developed by other countries (Thailand, Philippines)
2. ***Organize workshops/training for trainers/parents (study visit, exchange programme)***
3. ***Need for equipment for training***
  - (TV, radios, loudspeakers, computers, etc.)
  - transportation for trainers for field visits (bike, etc.),
  - Possible contributions from other developed countries and cities within a country (second handed computers with no import-tax)
4. ***Research projects for revising training materials (at local, national and international org.)***
5. ***Establishment of day-care center/kindergarten as a model at community level in rural areas (for baby caring/training centre for teachers/parents)***
  - Needs for supplies, equipment, skills,
  - Support from community (assistance of human and financial resources from donors/NGO/Gov).

**Addressing the Basic Education Needs of Disadvantaged Groups including Girls, Ethnic Minorities and Special Needs Children**



**Group 3**

## Modality

The group started with mapping the issues. It was felt that many countries with high literacy rates do not view the issue of girls' education with the same degree of concern as countries with low literacy rates. Secondly, the number of years of compulsory education also contribute to this phenomena.

The larger the range of years the lesser the problem of girls' education. This indicated the varying stages of development on literacy indicators. However, the issue of ethnic minority groups, persons with disabilities and other disadvantaged groups including girls were common to all countries. Country specific observations and sharing of experiences resulted in the following report.

### **Major issues**

#### ***Language:***

- Teachers do not speak the language of children;
- Children may not follow the language of instruction which is usually the national language (speaking, reading and writing); and
- Textbooks are not relevant being in the national language, and also with illustrations that are not relevant to the local contexts.

#### ***Teacher related:***

- Usually the teachers are not trained to understand the language, conditions and circumstances of children;
- Teachers do not have skills to address the needs of minority children;
- The qualifications of teachers working in remote areas are often not up to the required level; and
- Teachers in remote areas/minority community have less access to other income sources, and to professional development.

#### ***Physical conditions of the schools:***

- Poor infrastructure (including drinking water and toilets for girls);
- Poor connectivity (transportation and electricity) for teachers as well students; and
- School environment in general is not friendly to children with special needs.



***Economic and/social conditions:***

- Minority groups are usually poor and cannot bear the cost of education like uniforms, textbooks, instructional materials, etc.;
- Minority communities cannot initiate better school facilities of their own;
- Children are involved in family income generating activities and may not be available for full school hours and all school days; and
- Some groups have discriminatory approaches/perceptions towards education of the girls.

**Strategies*****Language issues:***

- Priority should be given to hiring local teachers knowing the local language;
- Early primary education should be provided in mother tongue;
- Provision for bridging curriculum across mother tongue and local language;
- Materials in local language referring to local contexts;
- Conduct a regional forum to review and reflect the issues of language of children and language of instruction as a matter of policy and professional considerations;
- Exchange of experiences and research evidences should be encouraged across the countries; and
- Network for support and co-operation in the countries of the region.

***Teacher related issues:***

- Teacher training should have component on sensitization towards disadvantaged children;
- Teacher recruitment policies should provide for teachers with knowledge of ethnic minorities;
- Facilitate local people to become qualified teachers; and
- Recruitment of female teachers should be encouraged.

***Physical conditions of schools:***

- Flexible hostel provision for children located in remote areas from minorities and disadvantaged communities;
- Flexible school hours; and
- Network schools to develop collective facilities.

***Socio-economic difficulties:***

- Utilize social establishments (Temples/monasteries/madarasas) to support disadvantaged children (Child care centers, feeding centers and homes for orphans);
- For enriching learning in difficult areas, special residential camps and exhibitions should be facilitated; and
- Special incentives should be given to girls and children of minorities to join trade schools which are almost exclusively used by children in mainstream schools.

**Special Needs Children (SNC)*****Issues:***

- SNC are often not given attention in national policies;
- In some countries, there are more disabled girls than boys though researches show that boys are more vulnerable to disabilities at birth; and
- School environment and classrooms are not friendly/accessible for SNC.

***Strategies:***

- Construct new schools as well as maintain old schools; the schools should be designed to be accessible;
- Classrooms should be designed and furnished for promoting inclusive education;
- Teachers should be trained and sensitized to address the special needs of children;
- School curriculum and promotion policies should facilitate the success experiences of SNC;
- Schools should certify the potential of students and not their failure; and

- Parents, communities and peer group should be oriented to facilitating learning of SNC.

***Some general recommendations:***

- UNESCO supported pilot project to develop inputs for policies and programs at the national level for all disadvantaged groups;
- Basic education curriculum should be flexible; and
- Sharing projects on incentives for girls and children of minorities groups should be promoted.

**Developing Effective Equivalency Programmes for Bridging Formal and Non Formal Education Programmes**



**Group 4**

**Policy support**

***Need:***

- Diverse population groups have different learning requirements, needs and interests.

***Strategies and concrete actions:***

- Formulate unified national policy which allows diversity in implementation to address specific needs;
- Provision of financial/budgetary, technical and human resources;
- Allocation of at least 10 per cent of educational budget to NFE of which 10 per cent is allocated to accreditation and equivalency programmes in addition to local resources;
- Establishment of structures for academic and technical support systems at different levels as necessary;
- Government should allow tax exemption as incentives to donors for NFE programmes; and
- UNESCO to facilitate multilateral and bilateral donor support.

***Need:***

- Legitimate framework for agreements between and among concerned government and non-government organizations and agencies, educational and private sector.

***Strategies and concrete action:***

- Conduct consultations, intensive social mobilization and advocacy campaigns, and lobbying for development of the framework;
- Ministry/Department of education should take necessary action to bridge three types of education e.g. formal, non-formal, and informal;
- Department/bureaus/offices within the ministry/departments should operationalize bridging programmes;
- UNESCO APPEAL will include in Regional Agenda; and
- UNESCO APPEAL will organize regional conferences and provide for capacity building and materials development.

**Assessment techniques*****Needs:***

- Authentic assessment and certification process/system for equivalency between formal/non-formal/informal education;
- Institutionalize equivalency in all levels;
- Inclusion of portfolio assessment and recognition of prior learning in assessment system; and
- Develop a system for equivalency for neo literates in countries where it is needed.

***Mobilization of providers - civil society and NGOs:***

- Involve civil and NGOs in NFE programmes for greater integration.

- Utilization of competent and qualified civil society organizations, local government units, and other educational institutions, as implementers of the bridging programmes.

**Developing a Framework of a Model for the Application of ICTs for Enhancing Basic Education and lifelong Learning at the Community Level**



**Group 5**

**Need:** To address the gap between the situation as it exists and the desired situation.

**Basic issues:**

- ACCESS: Use of ICT may accelerate the digital divide and gender divide among people;
- SKILLS: Used mostly for typing or for recreation purposes (attitude towards use of computers);
- INFRASTRUCTURE: Availability of electricity, telephone lines, cost and availability of hardware and software;
- LANGUAGE: Software in English only;
- MAINTENANCE: Repair or supply not available; expensive;
- TRAINING: Low-quality or costly; and
- RADIO DISTANCE EDUC. PROGRAMME: Cannot measure the number of learners.

**Suggestions for concrete actions:**

**National level:**

- Introduce PC concept (hardware, software) in primary level textbooks;
- Plan to provide at least one PC in each secondary school;
- Provide a 15-day training for librarians, with a 5-day refresher training after 3 to 4 months;
- Provide orientation training on PCs to children;
- Provide Internet access whenever and wherever possible; and
- Develop a database on skills training.

***SEAMEO INNOTECH to:***

- conduct training for schools div. Superintendents on use of computers;
- conduct training for school heads on use of computers;
- prepare school-based information system for school heads; and
- develop web-based information system for teachers.

***Regional (ASIA-PACIFIC):***

- Strengthen ongoing projects;
- Develop a reliable MIS for NFE, MANGO project;
- Develop teaching-learning software for NFE. Prototype development and adaptation; and
- Research on the use of ICT for social studies.

***UNESCO Bangkok Website:***

- Develop an Asia-Pacific Literacy Database
- LRC Network: strengthen and expand

***Suggestions:***

- Survey on the application of ICT for EFA;
- Contest on educational software as way to collect best practices from the region;
- Support for translation into English to share existing software to member states;
- Support for localization of English software;
- Convert NFE A & E Learning materials to CD format;
- Provide training on ICT for govt. officials and NGO staff;
- Policy-making: lobby Ministers to use ICT for EFA;
- Identify core institutes in the countries to deliver contextualized training;
- Develop a network for learners across countries;
- Application of ICT for planning and management;
- MANGO for community and NFE projects;

- Advocate MANGO at provincial level with PC;
- Develop and/or provide school MIS software;
- Application of ICT for teaching-learning;
- Identify more ways for using ICT in teaching-learning;
- Promote the use of Computer-assisted instruction (simulation, exercises, practices);
- Develop numeracy skills software appropriate for adults;
- Develop problem-solving skills software;
- Apply ICT in CLCs;
- Supply libraries for community and for schools;
- IT for children;
- Adapt “information website for farmers” as developed in Malaysia; and
- Establish an exchange network for learners/students on-line.

### Developing effective community-based income generation programmes for poverty alleviation



### Group 6

#### ***Definition: Income Generation Programme (IGP):***

- Vocational and entrepreneurial;
- Skill development; and
- Enhancement and development of socio-economic and productive abilities of target groups.

#### ***Target groups -> poverty groups:***

- Youth;
- Women (girls);
- Differently-abled persons;
- Ethnic minorities; and
- Rural and urban poverty populations.

#### ***Needs:***

- Poverty alleviation;

- Continuing education and lifelong learning for income generation;
- Community empowerment for improved quality of life and livelihood;
- Mechanism of encouraging rural-based people to engage in IGP utilizing local resources for them to stay and develop their communities; and
- Promotion of self-employment and self-reliance.

### ***Strategies and Plan of Actions***

<b>Strategies</b>	<b>Plan of Actions</b>
1. Advocacy and Social Mobilization	a. Mass mobilization (Thai and Indian experiences) <ul style="list-style-type: none"> <li>● information campaigns</li> <li>● use of multi-media</li> <li>● people's forum</li> <li>● promotion of handicrafts, etc. through trade fairs and exhibitions</li> <li>● government and private sector co-operation through patronage of local products (Thai cloths)</li> <li>● awareness raising through IT</li> </ul> b. Documentation and dissemination of best practices and success stories
2. Support Services	a. For IGP learners <ul style="list-style-type: none"> <li>● need-based appropriate curriculum and training design focusing on entrepreneurship and skills training</li> <li>● quality and adequacy of IGP learning materials and equipment</li> <li>● integration of values education and environment with an emphasis on ethical standards</li> <li>● provision of micro-credit/ seed capital/ revolving fund from community-based micro-lending institutions</li> <li>● formation of self-help groups</li> <li>● continuing support (nurturing) and services like micro-business counseling, technical support and other services</li> </ul>



Strategies	Plan of Actions
3. Priority on women and other vulnerable groups	<ul style="list-style-type: none"> <li>b. IGP providers/training institutions               <ul style="list-style-type: none"> <li>• intensive capacity-building for officers and staff of training institutions</li> <li>• collaboration with other agencies (sharing of resources, human and material)</li> <li>• data base information on learners and institution activities</li> <li>• assistance through grants and subsidies to improve institutional capacities</li> </ul> </li> <li>• gender-sensitive and relevant training curriculum and design</li> <li>• appropriate training equipment and methodologies meeting special needs of trainees</li> <li>• easy access to credit facilities and support services</li> <li>• post training services for entrepreneurship and employment</li> <li>• provision of additional incentives (exchange programmes, market linkages, networking, etc.)</li> </ul>
4. Sustainable Capacity-building	<ul style="list-style-type: none"> <li>• accessibility, adequacy and quality of IGP institutions</li> <li>• continuing participation and involvement of IGP target groups in planning, implementation, monitoring and evaluation</li> <li>• sustainable regular government and NGO/CSO support and follow-up</li> <li>• effective and relevant rural-based training packages (on-farm and off-farm)</li> <li>• Joint partnership and agreements among stakeholders (international, national, local organizations and target groups)</li> </ul>
5. Convergence of IGP Services	<ul style="list-style-type: none"> <li>• IGP Common Plan of Action jointly drawn by all resource and service providers (international, national, local organizations and target groups)</li> <li>• sharing of resources, human and material among stakeholders</li> <li>• documentation, information dissemination and sharing</li> <li>• creation and establishment of inter-agency monitoring and evaluation mechanism</li> </ul>

## Group 7



## Expansion and Sustainability of Community Learning Centres

1. Situational analysis
2. Strategies
3. Roles of concerned agencies

**1. Situational analysis*****Problem:***

No concrete NFE programmes and policies in the grassroots.

***Objectives:***

- To raise the awareness of the local leaders and the community on the goals and objectives of NFE programmes for the holistic development of the people in the grassroots;
- To empower the people to become self-reliant through community participation and co-operation in order to address the identified needs of the community;
- To design NFE programmes for the identified clientele in the community (learning classes, skills training cum livelihood and information dissemination) for lifelong learning;
- To establish a community information center:
  - database
  - progress of project
  - organization structure
  - mini library
- To establish a community learning centre to serve as a venue for local forum and teaching.

**2. Strategies**

- Advocacy of NFE programmes to local leaders and the community;
- Community organization (CLC). Design the framework on organization structure:

- Administrative
- Volunteer/cluster unit
- Programme planning;
- Linkages and networking with (LGU, GO, NGO, PO, Business sectors, Education sectors, Non Profit Organization, UNESCO, International Organization, etc.);
- Capability building/leadership training among stakeholders;
- Mobilization of resources:
  - Human/work force/local wisdom
  - Financial/allocation of funds
  - Availability of materials and equipments needed
- Programme Implementation;
- Programme Monitoring and Evaluation; and
- Action Research.

### **3. Roles of concerned agencies**

UNESCO:

- provision of technical and financial support to the participating countries; and
- recommend policies on NFE programme implementation in the national level.

Regional linkage (inter-country):

- organization of regional forum for sharing experiences for life-long learning;
- provision of informative materials (output from the forum) to be distributed to participating countries in the region; and
- development of materials /innovations and sharing of new ideas from the grassroots level.

National government:

- adoption of the recommended NFE programmes from the regional linkages;

- design/adopt policies for NFE programme implementation;
- mobilization of local resources;
- allocation of funds for NFE programme implementation;
- Networking with different line agencies to focus on NFE programmes;
- development of materials;
- documentation at Provincial/District/Municipal Level implementation of the national government's policies on NFE programmes and establishment of a community based organization on CLC;
- programme framework;
- allocation of funds to finance NFE programmes;
- provision of NFE trainers' training courses;
- provision of equipments and materials needed; and
- monitoring and evaluation of CLC.

Grassroots level:

- needs assessment;
- prioritize the needs;
- programme planning;
- organization of working teams;
- identification of CLC sites/centres;
- networking in order to ensure intersectoral participation and co-operation in the community;
- programme implementation;
- monitoring and evaluation; and
- documentation.

# **A n n e x e s**

- 1. Programme of Activities**
- 2. Inaugural Address and Keynote Speech**
- 3. List of Working Committees**
- 4. List of Participants**

# 1 Programme of Activities

## Day 1: Saturday, 8 September 2001

8:30 – 9:00 Registration

9:00 – 12:00 **Opening Ceremony and Celebration of International Literacy Day**

- Welcome Remarks by H.E. Dr. Sirikorn Maneerin  
Deputy Minister of Education, Thailand
- Video presentation of the message of the Prime Minister,  
H.E. Dr. Taksin Shinawatra, on occasion of International  
Literacy Day and Non-formal Education Day
- Traditional performance to celebrate of International  
Literacy Day and Non-formal Education Day
- Welcome Address by the Governor of Chiangmai
- Video presentation on “Non-formal Education for  
Strengthening Community Empowerment”
- Reporting address on Behalf of the Permanent Secretary  
for Education by Dr. Tongyoo Kaewsaiha, Director-  
General, DNFE
- Presentation of the message of the Director-General of  
UNESCO and presentation of video programmes of two  
selected member countries by Mr. A.H.A. Hakeem,  
Education Adviser and Co-ordinator, APPEAL
- Inaugural speech by the Chairperson, H.E. Dr. Sirikorn  
Maneerin, Deputy Minister of Education
- Visit to the exhibition

12:00 – 13:30 Lunch break

- 13:30 – 15:00      **Opening of Asia-Pacific Regional Forum for Lifelong Education**
- Welcome Remarks by Mr. A.H.A. Hakeem, Education Adviser and Co-ordinator, APPEAL
  - Keynote Speech on Education for All and National Development by H.E. Dr. Sirikorn Maneerin, Deputy Minister of Education
  - Introduction to the Forum Programme and logistics by Ms. Darunee Riewpituk, APPEAL, UNESCO, Bangkok
  - Introduction to the Forum Programme and logistics by Dr. Amara Patapinyoboon (DNFE, Thailand)
- Plenary Presentation: Promotion of Lifelong Learning in Asia and the Pacific - follow up to Dakar**  
**Mr. A.H.A. Hakeem (APPEAL, UNESCO)**
- 15:00 – 15:30      Tea/coffee break
- 15:30 – 17:30      **Plenary Panel on Theme 1: Planning and Programmes for EFA and Lifelong Learning**  
**Chairperson: Dr. Sawat Teechuen, (Deputy Director-General, DNFE, Thailand)**
- Speakers:***
1. National EFA Action Plans in China  
 Ms. Hu Yu, Shanghai  
 Academy of Educational Science , China
  2. Role of NGOs in promoting lifelong learning  
 Mr. Takafumi  
 Miyake (Project Manager  
 SAV Mae Saring Office of ASPBAE)
  3. Involvement of private enterprise in promotion of Information Technologies for lifelong learning  
 Ms. Doris Wibunsin  
 (NTU, Thailand)
- 19:00 -              Welcome dinner hosted by DNFE, Thailand

**Day 2: Sunday, 9 September 2001**

- 8:30 – 10:00      **Plenary Panel on Theme 2: Schooling for All**  
**Chairperson: Dr. Tongyoo Kaewsaiha, DNFE, Thailand**  
*Speakers:*
1. Effective early childhood development and preschool education  
 Mr. Riku Warjovaara (UNICEF, Thailand), and  
 Ms. Le Thi Thuy (Vietnamese Women's Union)
  2. Quality improvement of primary schools  
 Ms. Sudesh Mukhopadhyay, (NIEPA, India)
  3. Inclusive schools  
 Ms. Janet Holdsworth (SCF UK, Lao)
  4. Schools for life and community  
 Ms. Benjalug Namfa (ONPEC, Thailand)
  5. Primary schooling for girls in South Asia  
 Mr. Hridaya Bajracharya (Director, CERID, Nepal)
- 10:00 – 10:30      Tea/coffee break
- 10:30 – 12:00      **Concurrent Sessions on Theme 2: Schooling for All**
- Session 1:**      Effective early childhood development and preschool education
- Session 2:**      Quality improvement of primary school and towards inclusive education
- Session 3:**      Schools for life and community
- Session 4:**      Primary schooling for girls
- 12:00 – 13:30      Lunch break
- 13:30 – 15:00      **Plenary Panel on Theme 3: Community-based programmes and approaches for community empowerment**  
**Chairperson: Mr. S.K.Gandhe (Director General, IIE, India)**  
*Speakers:*
1. Community Learning Centres,  
 Mr. Kiichi Oyasu, APPEAL, UNESCO Bangkok



2. Agriculture for rural development  
Mr. Malcolm Hazelman, (FAO, Thailand)  
Mr. Wim Polman, (FAO, Thailand)
3. Community Education for gender equality  
Mr. Farrukh Raza, (BUNYAD, Pakistan)
4. Functional Literacy for ethnic minorities in rural community  
Mr. Tongyoo Kaewsaiha, (DNFE, Thailand)
5. Life skills for health and HIV/AIDS prevention through community development programme  
Ms. Hiroko Tanaka, (ESCAP, Bangkok)

15:00 – 15:30 Tea/coffee break

15:30 – 17:00 **Concurrent Sessions on Theme 3: Community-based programmes and approaches for community empowerment**

- Session 1:** Community Learning Centres
- Session 2:** Agriculture for rural development
- Session 3:** Community education for gender equality
- Session 4:** Functional Literacy for ethnic minority
- Session 5:** Life skills for health and HIV/AIDS prevention

### **Day 3: Monday, 10 September 2001**

8:30 – 10:00 **Plenary Panel on Theme 4: Strategies for improving the quality of non-formal education (NFE)**  
**Chairperson: Dr. Brian Devlin (NTU, Australia)**

***Speakers:***

1. Curriculum reform for literacy and continuing education programmes  
Dr. Eko Djatmiko Sukarso  
Director-General, Out-of-School Education and Youth, Indonesia
2. Capacity building of NFE personnel  
Mr. Shanewaz Khan, Dhaka Ahsania Mission  
Bangladesh

3. Scientific research for quality improvement and best practices documentation  
Ms. Carolyn Medel-Anonuevo  
Senior Research Specialist, UIE
  4. Effective monitoring and evaluation systems  
Ms. Myrna Lim, Executive Director  
Notre Dame Foundation for Charitable Activities  
Philippines
- 10:00 – 10:30      Tea/coffee break
- 10:30 – 12:00      **Concurrent Sessions on Theme 4: Strategies for improving the quality of non-formal education (NFE)**
- Session 1:**      Curriculum reform for literacy and continuing education programmes
- Session 2:**      Capacity building of NFE personnel
- Session 3:**      Scientific research for quality improvement and best practices documentation
- Session 4:**      Effective monitoring and evaluation systems
- 12:00 – 13:30      Lunch break
- 13:30 – 15:00      **Plenary Panel on Theme 5: Continuing education for development**  
**Chairperson: Dr. Ahmad Shah Noor, INFRA, Malaysia**
- Speakers:**
1. Income generation programmes for poverty alleviation  
Mr. Alisher Ikramov, Secretary-General  
UNESCO National Commission, Uzbekistan
  2. Bridging formal, non-formal and informal education for lifelong learning  
Mr. Kla Somtrakool, Senior Advisor to the  
    Ministry of Education, Ministry of Education  
    Thailand
  3. Accreditation and equivalency programmes  
Dr. Rosario J. de Guzman  
Director IV, Bureau of Non-formal Education  
Philippines

4. Lifelong learning through the credit bank system  
Dr. Eun Soon Baik, Team Leader, KEDI, Korea
5. A learning society for the promotion of lifelong learning  
Ms. Makoto Yamaguchi  
National Federation of Social Education, Japan

15:00 – 15:30 Tea/coffee break

15:30 – 17:00 **Concurrent Sessions on Theme 5: Continuing education for development**

- Session 1:** Income generation programmes for poverty alleviation
- Session 2:** Bridging formal, non-formal and informal education for lifelong learning
- Session 3:** Accreditation and equivalency programmes
- Session 4:** Promotion of lifelong learning for a learning society

#### **Day 4: Tuesday, 11 September 2001**

All day Field Visits (separate programme)

#### **Day 5: Wednesday, 12 September 2001**

8:30 – 10:00 **Plenary Panel on Theme 6: Effective use of information and communication technology (ICT)**

**Chairperson: Mr. Livi Tanuvasa**  
Department of education, Samoa)

***Speakers:***

1. Asia-Pacific Literacy Database  
Mr. Kenjiro Jin, ACCU, Japan
2. Using the Internet for online programmes  
Dr. Brian, Devlin, NTU, Australia
3. Using media and technologies for EFA  
Dr. Zenaida T. Domingo and Dr. Eligio Barsaga  
INNOTECH, Philippines
4. Using ICT for community development  
Mr. Noojohn PudpaCommunity Leader,  
Ubon Ratchathani Provincial  
NFE, Thailand

10:00 – 10:30	Tea/coffee break
10:30 – 12:00	<b>Concurrent Sessions on Theme 6: Effective use of information and communication technology (ICT)</b>
<b>Session 1:</b>	Use of database and software for effective implementation of NFE programmes
<b>Session 2:</b>	Using the Internet for online programmes
<b>Session 3:</b>	Using media and technologies for EFA
<b>Session 4:</b>	Using ICT for community development
12:00 – 13:30	Lunch break
13:30 – 15:00	<b>Plenary Panel on Theme 7: Regional Networking</b> <b>Chairperson: Dr. Eko Djatmiko Sukarso</b> <b>Director-General, Out-of-School Education and Youth Indonesia</b>
	<b><i>Speakers:</i></b>
	1. Sub-regional Forum and Thematic Working Group on EFA (UNESCO/UNICEF/ESCAP) Mr. A.H.A. Hakeem (APPEAL, UNESCO, Bangkok) Ms. Hiroko Tanaka (ESCAP, Thailand) Ms. Riku Warjovaara (UNICEF, Thailand)
	2. APPEAL Resource and Training Consortium Ms. Darunee Riewpituk, APPEAL
	3. Literacy Resource Centres Mr. Yoshimori Suzuki, ACCU, Japan
	4. JICA's Contribution to EFA Mr. Atsumu Iwai, JICA, Thailand
15:00 – 15:30	Tea/coffee break
15:30 – 17:00	<b>Agenda for future and concrete action plans</b> <b>Group work</b>
19:00 -	Farewell party, hosted by UNESCO

**Day 6: Thursday, 13 September 2001**

8:30 – 10:00	<b>Agenda for future and concrete action plans</b> <b>Group work (continued)</b>
10:00 – 10:30	Tea/coffee break
10:30 – 12:00	<b>Agenda for future and concrete action plans</b> <b>Group work (continued)</b>
12:00 – 13:30	Lunch break
13:30 – 15:00	<b>Agenda for future and concrete action plans</b> <b>Presentations of group work</b>
15:00 – 15:30	Tea/coffee break
15:30 – 16:30	<b>Closing of the Forum</b>

## 2

## *Inaugural Address and Keynote Speech*

*By H.E. Dr. Sirikorn Maneerin  
Deputy Minister of Education, Thailand  
on Education for All and National Development*

Director of UNESCO Bangkok,  
Distinguished Participants,  
Ladies and Gentlemen,

It is a great privilege for me to have the opportunity to this Asia-Pacific Regional Forum for Lifelong Learning. Today is very significant for all of us here, since it has been commemorated as “International Literacy Day”. Thus it is very important for the education implementation of Thailand and UNESCO’s Member States all over the world. In addition, this forum opens up a chance for all of us here to gather, exchange our ideas, and broaden our views on global education implementation.

As Buddhism has been regarded as our national religion, we have learned a great deal of the Lord Buddha’s preachings. Our gathering here today reminds me in one of the Lord Buddha’s preachings that it is a blessing of life to associate with the “Pundit” or the virtuous and learned scholars. Thus, it is a great opportunity for myself and for all of us here to meet a great number of “pundit” of education (educational scholars) in the Asia and Pacific regions in this forum, all with a great intention to lend a helping hand for the betterment of quality of life of all human races.

Ladies and Gentlemen,

It's a great honor for Thailand to be chosen as the venue for this Asia-Pacific Regional Forum for Lifelong Learning. This is also very meaningful to our education reform, which is now on the transition stage from the old concept of *education* to the new one. I realize that the implementation of "Education for All" strategies would enhance the paradigm shift towards the broader view on education reform. *However, what is my concern is that the acceleration of "Education for All" concept towards actual implementation requires a sound understanding, great efforts and tolerance for the emergence of different ideas among practitioners.*

The Education Reform of Thailand has put the focus on the concept of the "Learner-Centered" since we have realized that the actual learning does originate from within the learners themselves. Therefore, we have to rethink about the learning process that each learner develops by themselves, not the one they have been mostly instructed. Thus, the knowledge of the learners should derive from the construction of their learning and practicing within their actual way of life. Under such holistic approach, the learners and instructors are able to jointly conduct Formal Education, Non-Formal Education, and Informal Education at the same time. This methodology of teaching and learning will then be more responsive to the actual social condition and people's way of life in the community. Under this conceptual framework, not only children, but also adults, would have an equal access to basic education. Once we can achieve our goal of universalizing basic education to the great majority of our citizen, I do believe this would enhance a much greater potential for our national development.

However, I did not mean that education is merely a tool for economic, social, and political development. Education itself has the potential to help strengthen the development of our economy, society, and politics, *for which I believe such issue is very crucial to situate education for development.*

Ladies and Gentlemen,

I have recognized that the economic crisis that Thailand and other countries are currently facing has widely affected our social, political, and environmental circumstances. However, to my opinion, the root of the problems has nothing to do with the mismanagement for economic development; the lack of political stability; the unstable socio-cultural structure; or nothing to do with the national and environmental resources which have been seriously destroyed. I view that the actual problem is the lack of sufficient knowledge and perception to cope with the problems. This is apparent in Thailand's case because formerly our educational system was always tightly associated with economic development. Education was usually employed as a tool for human resource development, to produce potential manpower to support the modern economy development system. This may be essential, to a certain extent. However, formerly we rarely considered education as a means to provide our people with essential knowledge and know-how to cope with the crisis we are currently facing. While at the moment, amongst the streams of the current development, we have been more concerned with the necessity to prepare our people to be more competent, intellectually, morally and globally, to be able to survive in this era of competitive globalization. And that's one of the main objectives of our current Education Reform.

At present our world is entering the globalization age, and at the same time is globally facing economic crisis. This situation prompts us to consider about the direction of education management in order to perform the right role for educational development. For our national human resource development, apart from the intellectual competency and global awareness, we have to think as well of how to equip our people with moral and ethical awareness to enhance a preventive measurement for social, economic and political corruption in the future.

It's evident that, as a global community, we cannot control the global flow of economic, social, and political transition. This is the major problem that many countries are facing, especially the developing countries and the Third World.



What Thailand is attempting to do through our current Education Reform is to provide Thai citizen with the learning process that enables all of them to have equal access to the continuing lifelong learning. This will be a major strategy to solve various social, economic and political problems.

This learning process does not only provide knowledge, but also integrates as a part of real life that instills the virtue to all people in our society.

I believe that the crisis we are currently facing is the balanced mechanism of the nature. Whenever we are too extreme on either side, it would swing back and, at the same time, cause a chaos in our global community system. To my opinion, one of our main concerns here is how we can utilize education as a means to cope with such chaos. What I am trying to point out is that, education should be considered as a major means for human intellectual, social, and ethical development in itself, not only as a tool for economic, social, and political development as being formerly regarded.

I would like to propose here a conceptual framework for new directions of education that enables to reinforce fully empowerment for “Education for All,” which will bring about peace to the world community. They are:

### Firstly

Education should be integrated with learners’ way of life. Apart from the globally and nationally related content in various academic courses, our learners, no matter children or adults, should have an opportunity to learn about things that are responsive to their actual way of life in order that they can apply the knowledge they learn to upgrade their quality of life and to develop their own community. Moreover, all learners should have a learning habit and a searchful mind for knowledge and information from various learning resources around them.

### Secondly

Education provided for our people should be a “*Merit-controlled Education*” which is a part of oriental wisdom. This school of educational philosophy concentrates on self-practicing on primary merit. It will equip people with “*Merit-led Knowledge*” and wisdom to know how to restrain

themselves from their personal need, and to view the benefit of other fellows, of the community, and of the country as a higher priority. This practice will make the world a safe and peaceful place to live. Additionally, the economical or social development activities *will not cause to the damage to our natural environment, our social stability; or any social disorder; and our political development will be free from tyrant.*

Education must lead our people and our country towards the direction of self-reliance. Instead of providing our learners with knowledge about everything around them, except that of themselves, education should enable them to identify their own problems and needs, and provide them with the guidelines to cope with the problems. At the moment Thailand is moving towards the path of self-sufficient economy, as guided by His Majesty the King. Our Education Reform, therefore, is headed towards that direction of development. *This will help increase our capabilities in self-reliance, and helping each other, in order to strengthen ourselves to be able to live with other world society.*

*Education has to be integrated under a holistic approach. This must encourage learners to link the past, present, and future together, and be able to recognize the relationship of knowledge that constitutes their societies in order to understand the world society.*

Ladies and Gentlemen,

According to my proposed conceptual framework, I intend to call for the actual goal of an attempt in managing the “Education for All.” I agree with the “Dakar Conference” proposing an operating goal. However, we have made it clear about enhancing education opportunity for pre-school children; enhancing educational opportunity for basic education in order to eliminate poverty; developing the potential of adults’ work; eliminating gender discrimination; assuring the quality of basic education; and employing technology and resources for education. What concept do we use for the management of such education? How did we situate education in national development.

Thirdly

Fourthly

I believe that, in order to achieve the goal in managing the “Education for All” under the goal of the proposed concept and the “Dakar Conference,” we have to mobilize all efforts in this action. We have to give a significance to Non-Formal Education, as much as Formal Education, and this will enable our people to widely access to education, as stated in the “Tokyo Statement on Non-Formal Education” on June 2001 in Japan. If we can integrate our power to manage the two forms of education together, it will make happen an enormous power to create “Knowledge-based Society,” which is very vital to the world both at presence and in the future.

I do hope that this regional forum would bring about a broad discussion that creates various views. And we can integrate them to create a power to push education invaluable for human beings in the future. On behalf of the Thai Government, I would like to express my appreciation to all participants, UNESCO and APPEAL, Department of Non-Formal Education, Ministry of Education, for making this regional forum successful.

Thank you.

## **3** *List of Working Committees*

### **List of Steering Committee**

- |     |                                      |                                      |
|-----|--------------------------------------|--------------------------------------|
| 1.  | Dr. Sawat Teechuen, DNFE             | Chairperson                          |
| 2.  | Mr. Weerachai Meechobtham, DNFE      | Vice-Chairperson                     |
| 3.  | Dr. Preeyanuch Jariyawidyanont, DNFE | Vice-Chairperson                     |
| 4.  | Mr.Boonsong Koo-warakul, DNFE        | Member                               |
| 5.  | Mr.Vichai Lowilert, DNFE             | Member                               |
| 6.  | Dr.Ying Kiratiburana, DNFE           | Member                               |
| 7.  | Dr.Sombat Suwanpitak, DNFE           | Member                               |
| 8.  | Mr.Poramet Sookmak, DNFE             | Member                               |
| 9.  | Dr.Chaiyosh Imsuwan, DNFE            | Member                               |
| 10. | Ms.Wataneer Chanokul, DNFE           | Member                               |
| 11. | Mr.Sunthorn Promratanapong, DNFE     | Member                               |
| 12. | Dr.Wisaneer Siltragoal, DNFE         | Member                               |
| 13. | Mr.Suranan Supawankit, DNFE          | Member                               |
| 14. | Dr.Srisawang Leowarin, DNFE          | Member                               |
| 15. | Dr.Pimjai Mestuksai, DNFE            | Member                               |
| 16. | Mr.Pakorn Tongkerd, DNFE             | Member and Secretary                 |
| 17. | Ms.Wilaipan Somtrakool, DNFE         | Member and<br>Assistant to Secretary |
| 18. | Ms.Roong-Arun Omas, DNFE             | Member and<br>Assistant to Secretary |
| 19. | Ms.Wilaiporn Prakorbsuk, DNFE        | Member and<br>Assistant to Secretary |

### **List of Working Committee (Academic Affairs)**

- |    |                                  |                  |
|----|----------------------------------|------------------|
| 1. | Dr.Chaiyosh Imsuwan, DNFE        | Chairperson      |
| 2. | Dr.Srisawang Leowarin, DNFE      | Vice-Chairperson |
| 3. | Mr.Sunthorn Promratanapong, DNFE | Member           |
| 4. | Dr.Wisaneer Siltragoal, DNFE     | Member           |

### List of Working Committee (Academic Affairs) (cont'd)

5.	Ms.Sompit Reanthong, DNFE	Member
6.	Dr.Pimjai Mestsuksai, DNFE	Member
7.	Pol.Lt.Col.Dr.Siriwan Anantho, DNFE	Member
8.	Mr.Kaneung Kanchanabucha, DNFE	Member
9.	Mr.Tuan Abdullah Datomulia, DNFE	Member
10.	Dr.Suchin Petcharugxia, DNFE	Member
11.	Mr.Wichai Anamnart, DNFE	Member
12.	Dr.Suvit Pichayasathit, DNFE	Member
13.	Ms.Atchara Sakrajai, DNFE	Member
14.	Mr.Thongjoon Khankhow, DNFE	Member
15.	Mr.Phadet Gawsombat, DNFE	Member
16.	Dr.Amara Patapinyoboon, DNFE	Member
17.	Ms.Roong-Arun Omas, DNFE	Member
18.	Ms.Ampan Cheepsatayakorn, DNFE	Member
19.	Ms.Chanida Deeying, DNFE	Member
20.	Dr. Hansa Punnapayak, CU	Member
21.	Mr.Pramote Duang-Im, DNFE	Member
22.	Mr.Charlie Rengma, DNFE	Member
23.	Mr.Prasit Tabtong, DNFE	Member
24.	Ms.Supattra Limpabandhu, DNFE	Member
25.	Dr.Wiroon Ninmote, DNFE	Member
26.	Ms.Orawan Panapan, DNFE	Member and Secretary
27.	Mr. Julien Colomer	Member
28.	Dr.Vatcharin Hamratanaphon, DNFE	Member and Secretary
29.	Ms.Parichart Yenjay, DNFE	Member and Assistant to Secretary

### Working Committee (Field Visits)

1.	Mr. Surapong Chaiwong, DNFE	Chairperson
2.	Mr. Damri Janapirakanit, DNFE	Vice-Chairperson
3.	All Directors of Chiangmai NFE Service Centres	Member
4.	Dr. Wiroon Ninmote, DNFE	Member
5.	Ms. Orawan Panapan, DNFE	Member
6.	Mr. Suranan Supawannaket, DNFE	Member
7.	Mr. Pramote Duang-Im, DNFE	Member
8.	Mr.Wichai Anamnart, DNFE	Member

**Working Committee (Field Visits) (cont'd)**

9.	Mr. Padet Gawsombat, DNFE	Member
10.	Ms. Wilaipan Somtrakool, DNFE	Member
11.	Ms. Parichart Yenjai, DNFE	Member
12.	Ms. Roong-Arun Omas, DNFE	Member
13.	Ms. Chanida Deeying, DNFE	Member
14.	Ms. Pimjai Mestsuksai, DNFE	Member
15.	Mr. Chailie Rengma, DNFE	Member
16.	Mr. Prasit tabtong, DNFE	Member
17.	Ms. Dusanee Liampan, DNFE	Member
18.	Mr. Nakorn Surasaen, DNFE	Member
19.	Dr. Suvit Pichayasathit	Member and Secretary
20.	Ms. Sudjai Budakad	Member and Assistant to Secretary
27.	Mr. Julien Colomer	Member
28.	Dr. Vatcharin Hamratanaphon, DNFE	Member and Secretary
29.	Ms. Parichart Yenjay, DNFE	Member and Assistant to Secretary

**Working Committee (Field Visits)**

1.	Mr. Surapong Chaiwong, DNFE	Chairperson
2.	Mr. Damri Janapirakanit, DNFE	Vice-Chairperson
3.	All Directors of Chiangmai NFE Service Centres	Member
4.	Dr. Wiroon Ninmote, DNFE	Member
5.	Ms. Orawan Panapan, DNFE	Member
6.	Mr. Suranan Supawannaket, DNFE	Member
7.	Mr. Pramote Duang-Im, DNFE	Member
8.	Mr. Wichai Anamnat, DNFE	Member
9.	Mr. Padet Gawsombat, DNFE	Member
10.	Ms. Wilaipan Somtrakool, DNFE	Member
11.	Ms. Parichart Yenjai, DNFE	Member
12.	Ms. Roong-Arun Omas, DNFE	Member
13.	Ms. Chanida Deeying, DNFE	Member
14.	Ms. Pimjai Mestsuksai, DNFE	Member
15.	Mr. Chailie Rengma, DNFE	Member
16.	Mr. Prasit tabtong, DNFE	Member
17.	Ms. Dusanee Liampan, DNFE	Member

### Working Committee (Field Visits) (cont'd)

- |     |                           |                                      |
|-----|---------------------------|--------------------------------------|
| 18. | Mr. Nakorn Surasaen, DNFE | Member                               |
| 19. | Dr. Suvit Pichayasathit   | Member and Secretary                 |
| 20. | Ms. Sudjai Budakad        | Member and<br>Assistant to Secretary |

### List of Working Committee (Secretarial Affairs)

- |     |                                 |                                      |
|-----|---------------------------------|--------------------------------------|
| 1.  | Ms. Wilaipan Somtrakool, DNFE   | Chairman                             |
| 2.  | Mr. Padet Kawsombat, DNFE       | Vice-Chairperson                     |
| 3.  | Ms. Watanee Chanokul, DNFE      | Member                               |
| 4.  | Mr. Chamras Sookprasert, DNFE   | Member                               |
| 5.  | Ms. Sudjai Budakad, DNFE        | Member                               |
| 6.  | Ms. Apiradee Kandet, DNFE       | Member                               |
| 7.  | Mr. Sunit Choojai, DNFE         | Member                               |
| 8.  | Ms. Wiyada Mattawarat, DNFE     | Member                               |
| 9.  | Ms. Songla Thepchawana, DNFE    | Member                               |
| 10. | Ms. Sunee Chatwattananon, DNFE  | Member                               |
| 11. | Ms. Kochawan Hor, DNFE          | Member                               |
| 12. | Ms. Atjara Jumrusaeng, DNFE     | Member                               |
| 13. | Ms. Nipa Maneerat, DNFE         | Member                               |
| 14. | Ms. Chutaporn Sriyongjong, DNFE | Member                               |
| 15. | Ms. Roong-Arun Omas, DNFE       | Member and Secretary                 |
| 16. | Ms. Wilaiporn Prakorbsuk, DNFE  | Member and<br>Assistant to Secretary |

### List of Working Committee (Transportation Service)

- |    |                             |                      |
|----|-----------------------------|----------------------|
| 1. | Mr. Surapong Chaiwong, DNFE | Chairman             |
| 2. | Mr. Padet Gawsombat, DNFE   | Member               |
| 3. | Mr. Wichai Anom-mat, DNFE   | Member               |
| 4. | Mr. Pramote Duang-Im, DNFE  | Member               |
| 5. | Mr. Banleu Wisutjai, DNFE   | Member and Secretary |

**4****List of Participants****AUSTRALIA**

Mr. Brian Devlin  
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Faculty of Science, Information Technology &  
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