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Asia-Pacific Programme of
Education for All

International Seminar on Community Learning Centres (CLCs)

Hangzhou and Shanghai, China, 27 - 31 October 2005



CLC

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**Community Learning
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CLC Seminar Photos

CLC Seminar Documents

Introduction

UNESCO's Asia-Pacific Programme of Education for All (APPEAL) organized an International Seminar on Community Learning Centres (CLCs) in Hangzhou and Shanghai, China, from 27 – 31 October 2005. The Seminar was organized in collaboration with the Chinese National Commission for UNESCO and provincial education commissions of Zhengjiang and Shanghai. This meeting was part of a series of inter-country seminars on CLCs, and follows a previous meeting that was held in Chiangmai, Thailand, in 2004. The Chiangmai seminar introduced some new content areas to be implemented through CLCs e.g. HIV/AIDS, human rights and early childhood care and education (ECCE). One meeting recommendation also advised countries to conduct research focused on ways to improve CLC quality. Indeed, after the Chiangmai seminar, participating countries began implementing CLC pilot projects in new subject areas and started research studies.

Forty-three officials participated in the Hangzhou/Shanghai seminar, including nine CLC study researchers, government officials, and APPEAL Resource and Training Consortium (ARTC) members. Participants came from the following countries: Australia, Bangladesh, Cambodia, China, Egypt, Japan, India, Indonesia, Kazakhstan, Lao PDR, Lebanon, Mongolia, Nepal, Pakistan, Thailand, Timor Leste, Uzbekistan and Viet Nam. There were also four participants from UNESCO offices in Asia.

The seminar was organized in conjunction with local education forums underway in Hangzhou and Shanghai. This allowed several hundred local educators to participate in the plenary and roundtable sessions in order to learn from the experiences of international participants, and also share with them local experiences in literacy, skill training and lifelong education programmes.

During the seminar, participants shared CLC experiences and explored future strategies and actions to institutionalize CLCs within the framework of Education for All (EFA) and the United Nations Literacy Decade (UNLD), as well as to work towards creating a learning society. Specifically, the seminar had the following objectives:

- 1) To share CLC experiences with programme activities, management, policy linkages and outcomes based on the draft findings of the research studies undertaken during July – September 2005 by several countries in the region and the Arab States.
- 2) To share and discuss innovative experiences from CLC literacy and continuing education programmes in such areas as synergies between formal and non-formal education, life skills in collaboration with other sectors, mother tongue literacy, and the effective use of information and communication technologies (ICT), as well as field visits to local CLCs and lifelong learning institutions in China.

- 3) To develop future directions and strategies for CLCs, with particular emphasis on enhancing sustainability through policy/legislative support for the institutionalization of CLCs within the national EFA and UNLD plans, as well as lifelong learning institutions to promote the development of a learning society.

This report documents the main outputs of the seminar, including summaries of plenary and roundtable presentations as well as discussions. It highlights the topics presented under the above objectives. Full texts of reports and presentations are included in the attached CD.

For further details about the project and this report, please contact:

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EFA, Lifelong Learning and CLCs

CLCs have been recognized as effective delivery mechanisms for literacy and continuing education programmes through community-based approaches. The United Nations Literacy Decade (UNLD), launched in 2003, includes “community participation” as a key area of action and encourages the establishment of CLCs.¹ Several countries in the region have included CLCs among the main delivery mechanisms of basic education as well as continuing education under the national EFA action plans. CLC experiences are expected to contribute to UNESCO’s new initiative to promote literacy, the Literacy Initiative for Empowerment (LIFE).

This chapter provides a brief overview of global EFA efforts, including the UNLD and LIFE, as well as lifelong learning. This overview was presented during the seminar to set the scene for discussion about the role of CLCs and NFE programmes in achieving these goals and commitments.

EFA, UNLD and LIFE

Kiichi Oyasu of APPEAL presented an update of EFA plans, progress and actions. He started with a brief review of the Dakar EFA goals and the *EFA Global Monitoring Report 2005*, and then informed the participants about the UNLD. Based on existing regional networks, a regional resource team has been formed with the ARTC, literacy resource centres (LRCs) and other literacy agencies in Asia and the Pacific.

Within the framework of the UNLD, the LIFE project (a global strategic framework operating through multiple sectors) targets 35 countries with literacy rates of less than 50 percent or illiterate populations of more than 10 million. The project targets nine countries in the Asia-Pacific region.

He concluded his presentation by outlining APPEAL’s programmes and strategies for literacy and continuing education.

Lifelong Learning through CLCs

Darunee Riewpituk of UNESCO Bangkok introduced the participants to UNESCO APPEAL’s Community Learning Centres (CLCs) project. She noted that the key factors of successful multi-functional centres are community ownership, resource mobilization, capacity-building, linkages and networking, monitoring and evaluation, and political support.

Then she showed a short video from a CLC visit to Gansu province, China. The CLC is unique in that it is located in a rural primary school whose principal works as the CLC manager. It is a formal school in the daytime that changes to a CLC for adults at night.

¹ Report of the Secretary General, 57th Session, United Nations General Assembly, 16 July 2002.

CLCs provide a multi-purpose venue for individual and community development. They often help communities to build confidence, improve the quality of life, and increase the unity and co-ordination of people and sectors. She also stressed that CLCs should start with meeting immediate local needs in not only education, but also livelihood, health and nutrition. Through CLCs, a learning environment is developed that involves all ages.

She also acknowledged the negative side of these programmes. As CLCs are community-based, their sustainability (including external assistance) is a serious issue. They also face challenges in regard to documentation, training, and learning/teaching materials.

Effectiveness and Impact of CLCs

APPEAL's CLC project has been carried out since 1998 with financial assistance from Japan and Norway. The countries taking part in this project during 1998-2005 include Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Kazakhstan, Kyrgyzstan, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, the Philippines, Samoa, Sri Lanka, Thailand, Timor Leste, Uzbekistan and Viet Nam.

A CLC is a local place of learning outside the formal education system. Located in both villages and urban areas, it is usually set up and managed by local people in order to provide various learning opportunities for community development and improvements to people's quality of life. A CLC doesn't necessarily require new infrastructure, but can operate from an already existing health centre, temple, mosque, primary school or other suitable venue.

While several studies of CLCs have been undertaken as part of project monitoring and evaluation, comprehensive reviews of their current practices and operation were proposed in order to strengthen and institutionalize CLCs under EFA planning and implementation. Accordingly, research studies were undertaken during July – September 2005 in Bangladesh, China, Kazakhstan, Indonesia, Nepal, Thailand, Uzbekistan and Viet Nam. In view of the growing interest in CLCs in the Arab States, Lebanon also participated in this joint study.

The following presents a synopsis of research findings from the nine participating countries, and was prepared by Dr. Prem Kasaju, research coordinator for the project.

Synopsis – Research on CLCs in Nine Countries

What are CLCs?

In Bangladesh, community learning centres (CLCs) are increasingly seen as an important strategy for socio-economic development through non-formal education and adult learning. In Nepal, local schools serve as centres for initiating education and community development activities. In Indonesia, CLCs tackle illiteracy and promote non-formal education options for children and lifelong learning to improve the quality of life of the people. In Viet Nam, CLCs focus on continuing education to reinforce literacy and provide equivalency and income-generating activities. In Lebanon, CLCs empower the rural poor in hitherto neglected areas with useful personal, social and employment skills.

In Thailand, CLCs contribute to improving literacy and providing learning experiences to strengthen sustainable and self-sufficient communities. In Kazakhstan, CLC programmes focus on vocational training, life skills and cultural activities that empower individuals and promote community development through lifelong education. In Uzbekistan, CLC programmes provide an opportunity for individuals to acquire knowledge and skills that are essential to gain employment. They also contribute to the preservation of cultural heritage. And in China, CLC programmes and activities in rural areas emphasize measures to achieve Education for All goals, lifelong learning for literacy and training in practical life skills with linkages to community education in urban areas.

How are CLCs managed?

CLCs in the participant countries have largely been created with the initiative and support of local community groups, NGOs, external donors and/or development agencies, and in certain cases with the support of local and national governments. Their management and organization patterns, however, vary from one country to another.

In Bangladesh, local communities and NGOs provide most of the support for CLCs, with assistance from aid agencies, donors and development partners. However, in Indonesia the government and district NFE offices are responsible for providing a major part of the funding requirements and for ensuring the execution, monitoring and evaluation of programmes. Supplementary financial needs are met by organizing bazaars, market fairs, and cultural and sports events.

In Viet Nam, local CLC committees and managers are responsible for steering and overseeing operations. The Government provides a certain amount of financial support, supplemented by modest amounts that have come from local people. In Lebanon, NGOs and municipalities organize and supervise CLCs, with the help of volunteers from the local community. In Nepal, the organization and management of CLCs vary from place to place and from one sponsor to another. Advisory and local management committees oversee the planning, execution and supervision of programmes in collaboration with

district education offices and NFE units. In Thailand, CLCs are largely locally-based and self-reliant, involving the participation of people from different sectors. In Kazakhstan, CLCs serve mainly rural areas as multi-purpose centres for community development. They are overseen by CLC committees that include representatives from district education offices, health care and social protection agencies, the business community, NGOs, and the local community. These committees are headed by the representatives of local bodies.

What programme and policy linkages are there?

In spite of the potential of individual CLCs to join with other institutions and agencies to promote positive social change at the local level, linkages between CLC programmes and policies to other sectors has not always been successful. For example, according to the Bangladesh study, linkage and coordination amongst the district government offices responsible for education, agriculture and health are superficial, inadequate and non-existent in certain instances. Similarly, in both Indonesia and Lebanon, operational linkages between key agencies have not been satisfactory. In Nepal, the Tenth Five Year Development Plan has recognized CLCs as an important national strategy, but the implementation of this strategy has not yet begun. In Viet Nam, regardless of the recognition of policy linkages at the national level, the networking of CLCs must be strengthened to forge linkages at the local level.

Thailand has, however, showcased successful CLC experiences and incorporated their innovative materials and methods as part of an exemplary national development strategy. In China, too, the success of CLCs is due largely to the excellent policy and programme support received by CLCs from central, provincial and local governments, along with the involvement of people at the grassroots level.

What are the achievements and impact of CLCs?

CLCs have made a positive impact on the promotion of literacy and continuing education in the participant countries. In Bangladesh, they have contributed to the education of rural illiterate adults and out-of-school girls by empowering them with productive social and economic skills. In Indonesia, CLC programmes that teach reading and writing, and which impart work skills for small home industries have been successful with learners. In addition, Indonesia's National EFA Action Plan specifically identifies early childhood development, life skills learning, social equity and gender parity, adult literacy, and the right of indigenous peoples to basic education as principal areas for CLCs to cover in their activities.

Lebanon, Nepal, Thailand and Viet Nam all report that participants in CLC programmes have benefited in terms of learning new skills, assuming leadership roles, and acquiring confidence in their daily lives. In Kazakhstan, national policy makers have acknowledged that CLCs can serve as an

effective programme model to fulfill the needs of youth and adults in acquiring employable skills and habits aimed at improving the quality of life and ensuring stable incomes. In China, CLC programmes and activities have demonstrated clear benefits for participants in rural communities in terms of increased literacy skills and a positive outlook regarding the value of education for adults, youth and children. Increasing numbers of parents who participated in CLC programmes have realized the intrinsic value of education and are voluntarily sending their children to school. Those who have moved to urban areas adapt to new job situations with minimum difficulty.

Key issues for priority consideration

All of the country research reports emphasize the need to forge intimate linkages between CLCs and national development policies and programmes. They also stress that CLCs' potential to make an effective impact and contribute to the attainment of EFA must be fully exploited and harnessed. There are indications that in certain countries changes have started to occur in these areas. However, the degree and extent of the changes reported are not commensurate with the challenge and the tasks ahead. Well-articulated and forceful coordinated efforts need to be mounted to translate these developments into real practice.

Another important issue that arises from the findings of the country research relates to the scope of CLC programmes. The range of programmes and activities undertaken by CLCs in the participant countries varies widely in their scope and methods of operation. The concern is that CLCs must not claim to be able to do everything, everywhere. They must select those programmes and activities that local people deem most essential and can manage and support with the resources available. Equivalency is also a concern in all participant countries. Effective measures need to be initiated to give credit to the knowledge and skills that CLC participants have acquired and relate them to appropriate regular education channels.

The financing of CLC programmes and activities is another key issue discussed in all country reports. It is imperative that participant countries gradually develop appropriate mechanisms and modes of operation whereby the basic financial requirements of CLCs can be satisfied, taking into account and drawing upon the viable sources of financial and other support existing in each country. Various UN and specialized agencies, donors and other development partners are already engaged in a variety of community development programmes focused on literacy and non-formal education, health, skill training, and the empowerment of women, and should thus be explored as sources for support.

Finally, co-operative networking arrangements must be encouraged and complementary programme strategies need to evolve in order to effect synergy in the application of resources that support CLC programmes and activities.

Expanded Role and Functions of CLCs

As discussed in the previous section, CLCs no longer only provide literacy classes, but also offer other kinds of education and support community development activities. Accordingly, CLCs function as education, training, information and development centres depending on the various needs and demands of each local community.

This section is a summary of various plenary and roundtable discussions concerning the different roles and functions of CLCs in participating countries. The topics covered during the seminar include:

1. NFE Systematic Planning and Development
2. Synergy between Formal and Non-formal Education
3. HIV/AIDS Prevention through CLCs
4. ICT for Community Empowerment
5. CLC Networking and Linkages
6. NFE Life Skills through CLCs
7. Mother Tongue Literacy
8. Gender Equality through CLCs
9. Early Childhood Care and Education through CLCs
10. Education for Sustainable Development

The main findings from field visits to lifelong education centres in Hangzhou are also presented.

1. NFE Systematic Planning and Development

- 1.1. Ounpheng Khammang from Lao PDR's Ministry of Education (MoE) introduced a UNESCO-supported project to establish a system for resource development and capacity-building of NFE personnel. He noted that training materials for NFE personnel were also being developed by the project to train local-level staff. In addition, MoE was undertaking a national study, including monitoring and evaluation, of the country's NFE activities. The project was making a significant contribution to the situation concerning NFE resources.
- 1.2. UNESCO consultant Soledad Chadwick described the experience of three CLC pilot projects in Timor Leste started in 2005, supported by UNESCO-Jakarta in coordination with UNESCO-TL and the National Non-Formal Education Directorate (NFED) of the Ministry of Education and Culture (MEC), Timor Leste. She highlighted the challenges to CLC project planning by national instability and a paucity of resources.

- 1.3. Mok Phoern, Ministry of Education, Youth and Sport, provided background information about NFE policies in Cambodia. In order to improve the literacy situation, the Government issued these policies in 2002. They focus on access to lifelong learning and vocational skill training, including techniques and scientific knowledge.
- 1.4. During discussion, participants agreed that planning should be comprehensive, covering design, implementation and evaluation. Participatory approaches are important, such as identifying local resources including infrastructure, human resources, and external resources that can support CLCs. Social marketing is a key factor in creating political commitment and local support. Strategies for training and capacity-building to achieve sustainability should be included in plans.

2. Synergy between Formal and Non-formal Education (Equivalency)

- 2.1. Suchin Petcharugsa, from Thailand's Northern Regional NFE Centre, outlined the history of equivalency programmes in Thailand. The current equivalency programmes were formed in 2001 by the Department of Non-Formal Education and later improved to target specific groups, such as ethnic minorities, street children and people with disabilities. The programme is a success and has been enabling more people outside of formal education to participate in basic education.
- 2.2. Ade Kusmiadi from the Centre for Development of Non-Formal Education and Youth introduced Indonesian equivalency programmes, which provide an NFE equivalent to nine years of compulsory schooling. The programmes are successfully conducted mainly to expand educational access among children ages 7 to 15 who have not been accommodated in formal schools.
- 2.3. Luvsandorj Tsogdov from the Ministry of Education, Culture and Science, Mongolia, explained two challenging issues in dealing with synergizing formal and non-formal education: the relationship of equivalence between formal and non-formal curricula/programmes and the methods for developing NFE national programmes in order to make them equivalent to formal education programmes. He concluded that Mongolia perceives NFE equivalency programmes as guided documents with standard-based content, competence-centered design and module-based structures.

3. HIV/AIDS through CLCs

- 3.1. Shankar Chowdhury of UNESCO New Delhi provided background on HIV/AIDS and its relationship to NFE in Asia. The topic is not only a health issue, but is also related to the importance of literacy and education for people. He suggested several forms of teaching-learning materials for CLCs. However useful, such materials always require guidance by facilitators. In addition, the messages in these materials should be action-oriented and tailored to the situation of the target group.
- 3.2. Komiljon Karimov of UNESCO Tashkent outlined the HIV/AIDS situation and implementation of CLCs in Asia and the Pacific. He reinforced the presentation of Shankar by stressing CLCs as important players in regard to HIV/AIDS issues. Bounkhong Thoummavong from Lao PDR presented a description of a CLC project on the prevention of HIV/AIDS in an ethnic minority community in Laos. Its purpose was to provide preventive education knowledge and skills, and to change the behaviours of ethnic minority group members through CLCs.
- 3.3. Participants agreed that CLCs are ideal places for imparting education/training on HIV/AIDS, particularly since the people at risk largely fall into the CLC target population. But they expressed concern that although CLCs are capable of implementing programmes of developing awareness about HIV/AIDS, they lack the expertise and the resources for developing policies/strategies and for implementing treatment programmes.
- 3.4. Participants also emphasized that CLCs need to develop an appropriate approach and also concrete action plans for introducing programmes about HIV/AIDS, including learning/campaign materials. It is important to consider ways to eliminate stigma and discrimination towards affected groups. CLCs need support from governments, specialized agencies and also donor organizations in regard to policy matters, financing, training and other activities in order to implement such programmes.

4. ICT for Community Empowerment

- 4.1. Bounkhong Thoummavong from the Ministry of Education, Lao PDR, introduced a project supported by UNESCO Bangkok in Vang Vieng district. It was mainly to increase village incomes through income-generating activities and develop people's capacity for effective leadership. CLCs functioned as resource centres where ICT equipment was used to disseminate news and information in various areas.
- 4.2. Suchin Petcharugsa from the Northern Regional NFE Centre, Thailand, introduced a pilot project to synergise inter-community efforts for attacking common community problems, such as poverty, inappropriate management of community forest areas, and insufficient access to ICT facilities. This project will be extended to other villages in order to study effective and efficient ways of sharing ICT facilities among villagers of nearby communities in northern Thailand.

4.3. Wang Qiang from Nanjing Normal University, China, described another application of ICT for CLCs in the countryside. In China, there is a network of provincial education TV stations that create educational programmes and disseminate them by satellite to schools and CLCs in rural areas. Programmes on topics such as agriculture are now accessible to all community people.

5. CLC Networking and Linkages

5.1. Shen Yiling from the Chinese National Commission for UNESCO introduced a national CLC programme designed for rural areas. She explained the Government's support of and partnership in networks among CLCs, ministries (especially agriculture, education and industry) and ICT related organizations. The network is operated as part of national education projects for the rural population.

5.2. Yoshiyuki Nagata from the National Institute for Educational Policy Research of Japan (NIER), and Shahnewaz Khan from Dhakka Ahsania Mission (DAM), Bangladesh, outlined CLC activities in each country. Mok Phoern from Cambodia's Ministry of Education, Youth and Sport introduced CLC programmes and activities in his country. According to the two reports on the linkages of Kominkan in Japan and CLCs in Bangladesh, the linkages in both countries have similar purposes and the related agencies and institutions are also similar. The CLCs also similarly establish linkages between people of the community and agencies and institutions both within and outside the community. However, in Japan, the Kominkan linkages with government agencies are strong and are developing with business fairly widely, as well, while in Bangladesh the linkages with government are limited, and with business practically nil.

5.3. The report on community learning centres in Cambodia described how these centres are being developed in Buddhist temples, where monks work as teachers, librarians, trainers and CLC managers. These CLCs have programmes of early childhood care and education and activities for elderly people. They are good as centres for information dissemination and training in life skills. However, such CLCs are only in the formative stage, and the report suggested some ideas to develop a plan of action for organizing CLCs on the premises of temples. Such CLCs are expected to have a significant improvement in the quality of life.

6. NFE Life Skills through CLCs

- 6.1. Vandana Jena from the National Literacy Mission, India, introduced life skills programmes through CLCs in India. Life skills are emphasized from the basic literacy phase through post-literacy and continuing education. For continuing education, programmes that improve the life quality and individual interest promotion have been emphasized. She also presented five case study examples to prove that successful life skills education in the basic literacy stage lead to successful practice in the continuing education phase. She concluded that UNESCO-supported studies could contribute to improvement in the quality of life.
- 6.2. Karina Musabaeva from the National Commission of Uzbekistan for UNESCO described a training project to develop new professional skills for management and marketing in carpet-making. These were designed to allow various kinds of people to manage their affairs in a business-like manner. She continued by noting that in spite of high prices, their machine-made carpets sold well. Importantly, carpets are a traditional wedding gift in Uzbekistan.
- 6.3. Ounpheng Khammang from Lao PDR's Ministry of Education reported on a training programme named "CABLE4Y" which is co-sponsored by the UNESCO Institute for Education (UIE) in Germany and the Lao Department of Non-Formal Education. This project aims to equip facilitators with the skills to work successfully at ten CLCs where the focus is on HIV/AIDS prevention, drug avoidance, environmental preservation and income generation.
- 6.4. Ma from China analyzed the outcomes of several programmes in Beijing's Tongwen district, which has seven CLCs. His investigation found that the programmes had resulted in an improved quality of life, increased confidence of residents and more harmonious relationships within the community. He noted that the CLCs were not profit-making organizations and were sponsored by the Government. They had to seek their own registration in the Education Department.

7. Mother Tongue Literacy

- 7.1. Tim Sangvat from Cambodia's Ministry of Education, Youth and Sport introduced a bilingual literacy programme for an ethnic minority in Mondulkiri Province. Located in the northeast of the country, the people use their languages together with Khmer. The programme focuses on Bunong-speaking people and trains teachers for one month. He revealed the Government's plan to target other minorities such as Kuy and Jarai in the future.
- 7.2. Suchin Petcharugsa from Thailand's Northern Regional NFE Centre introduced a Thai pilot project on mother tongue-based instruction for children ages 3 to 9 years old. All of the team researchers go to the village (CLC) in order to serve the community. They design a local language alphabet together with teachers and other people following a phonemic analysis by the researchers through identified cultural

themes. He stressed that the keys to the success of this project are: involvement of all the people, a method or approach based on real needs, and curriculum content based on real experiences and values in the local culture. Community members can successfully master their mother tongue in reading and writing. Then, after the students have a good educational base in the mother tongue, they study lessons in Thai.

- 7.3. Ade Kusmiadi from the Centre for Development of Non-Formal Education and Youth, Indonesia, introduced a pilot project focusing on the 3Rs (reading, writing and arithmetic). The study combined both the local Sundanese language and the national language for those from 17 to 44 years old. The strategy is to empower both the institution and stakeholders, establish networks and linkages, develop and distribute learning materials, provide technical assistance for tutors, managers and community leaders, and develop interpersonal relationships among community members.

8. Gender through CLCs

- 8.1. Shahnewaz Khan from Dhaka Ahsania Mission (DAM), Bangladesh, presented study findings on the “ganokendra”, which are equivalent to CLCs, organized by DAM. As a case study, he introduced the village of Parul Begun, where DAM conducted skills training and income-generating programmes for women. Citing learners’ success stories, he concluded that the study clearly showed improvement of the community in terms of income and health care, particularly for women.
- 8.2. Bounkhong Thoummavong introduced two pilot projects for the Hmong and Phahome Lao ethnic minorities, which were studied through interviews and observation by a national research team using a toolkit of nine data collection tools. The team realized that CLCs are not well supported, partly because women traditionally cannot easily express their opinions. The imbalance of social and economic power between men and women is another major cause. He reported that several concerns about CLCs were found during the research and need to be improved in future projects.
- 8.3. Shaheen Attiq-ur-Rehman, ARTC Pakistan, described the literacy activities of Bunyad Literacy Community Council (BLCC). BLCC enables CLCs to empower women to stand up and face their future with confidence and to improve their quality of life. She also reported a CLC analysis project with support from UNESCO, and found that CLCs are vital for fighting poverty and for contributing to sustainable development.
- 8.4. Doan Thi Dung of UNESCO Hanoi introduced two projects in Ninh Thuan and Khanh Hoa provinces. The studies were conducted using a participatory approach with discussions and observations. She concluded that a manual on gender for CLCs needs to be developed.

8.5. The group discussed and reached common understanding about how to use CLCs to reduce and/or solve gender issues such as gender disparity, discrimination (especially against women and girls) and low literacy rates among women and other groups, such as people with disabilities and street children. CLCs have the potential power, structures and mechanisms to reduce and/or solve gender issues within these groups.

9. Early Childhood Care and Education (ECCE) through CLCs

9.1. Ounpheng Khammang from Lao PDR's Ministry of Education (MoE) introduced a project that was to generate awareness and stimulate children's development in five CLCs in three provinces, namely Khammuane, Bolikhamxai and Vientiane. Materials development is the main activity followed by national training workshops for facilitators and caregivers. He observed that children and their parents also benefited from training provided by facilitators in literacy, life skills behaviour and environment studies.

9.2. Nandini Kajuri from the State Resource Centre for Adult Education, India, presented experience and lessons learnt from projects in her country. India has many continuing education centres (CECs) that are functioning as CLCs and provide comprehensive NFE activities to community members, including pregnant women and adolescent girls who are at risk of HIV/AIDS. She explained that it is the usual practice to assess learning needs and study factors affecting the quality of the programme before designing training courses.

9.3. Fang Wei described a programme in the Pudong area of Shanghai for children and their families. The Government provides services to two groups of young children, from birth to age 3 and from ages 4 through 6. Boarding school facilities are also available for the children of working parents from Monday through Friday. The children of migrant workers from rural areas are also served by government agencies and the private sector through multi-modal programmes. She illustrated several training programmes offered to these parents, caregivers and schoolteachers in Pudong.

10. Education for Sustainable Development

Sheldon Shaeffer, Director of UNESCO Bangkok, introduced the United Nations Decade of Education for Sustainable Development (DESD). First he explained the three pillars of Education for Sustainable Development (ESD): society, environment and economy, together with culture. Then he outlined the rationale behind ESD programmes.

The core issues of ESD were raised and explained in detail. Environmental issues include conservation, global climate change and disaster prevention, which are also closely related to economic and socio-cultural issues.

The DESD, which was launched in 2005, provides an opportunity to focus on the widespread global implementation of ESD. Its main objectives are to assist countries by facilitating networking among stakeholders and fostering the quality of teaching and learning.

Shaeffer stressed that cooperation among ESD partners, including the private sector, should be strengthened through advocacy and networking. The capacities of stakeholders should also be consolidated and strengthened by improving teaching curricula, teacher training programmes, promoting higher education courses and developing toolkits.

11. Field Visits

Field visits were arranged to two community centres in and around Hangzhou, namely Da Tieguan community, Shijia Garden community and the community learning centre in Xiacheng district. The first two centres are located in urban districts of Hangzhou, where most residences are in newly-developed high rise apartment or condominium buildings. The CLC, which is located in a large school-like building, provides various kinds of lifelong learning activities to members of the community.

During the visits, centre managers provided participants with information about the CLC's organizational structures, management and main activities. Participants divided into four small groups to observe activities and interact with centre personnel and learners. They also discussed management, especially focusing on resource mobilization, capacity-building, networking, monitoring and evaluation.

The main findings and comments of the visits are summarized below:

- There are good networks with teachers in child care and doctors in health care.
- Good linkages with private companies for funding and support are also present.
- Greater participation of local volunteers is suggested to ensure community involvement, since the present approaches seem to be "top down."
- The centres visited are not CLCs in a strict sense, but are similar in terms of meeting the needs of community people.
- The community college provides services for children, students, adults and elderly people in vocational skills.
- Some programmes are recognized as formal training programmes where learners can obtain certificates for employment.
- Located in well-off urban areas, the centres are well organized, sophisticated, comprehensive and attractive places with good staff members.
- The organizational structure and system for evaluating activities were very unclear during the visits.

Agenda for the Future

Drawing on the rich dialogues during the seminar presentations and discussions, as well as the field visits, participants further discussed the future agenda for strengthening CLCs, in particular, the institutionalization needed for sustaining and expanding their services. In addition, they discussed inter-country co-operation including the role of UNESCO, in order to further mobilize support for CLCs nationally as well as internationally.

1. Institutionalization of CLCs

- 1.1. Darunee Riewpituk of APPEAL introduced UNESCO activities for the promotion of EFA and lifelong learning through CLCs.
- 1.2. Hoang Minh Luat from Viet Nam's Ministry of Education and Training described the institutionalization of CLCs and implementation of programmes by the national government. CLCs are recognized as important in the national education system, and harmonized collaboration among relevant authorities is necessary in CLC development. Future education in Viet Nam should be flexible based on the four pillars, "learning to know, learning to work, learning to be and learning to live together," and will provide lifelong learning for all.
- 1.3. Yoshiyuki Nagata from the National Institute for Educational Policy Research of Japan (NIER) explained challenges related to the innovative institutionalization of the Kominkan. Citing background information on the national law and social changes in Japan since World War II, he stressed how Kominkans have become important to people. In cooperation with non-profit organizations and with flexible and sustainable government support, Kominkans will be able to serve as a public space for those who need empowerment or growth from within.
- 1.4. Lifelong learning in Thailand was summarized by Suchin. Various NFE and informal education services are provided through many kinds of institutions, including the private sector. The Office of Non-Formal Education Commission (ONFEC) considers CLCs as knowledge construction and management centres, rather than as places for knowledge transfer from outside to the people. He concluded that a research study by the Northern Regional NFE Centre is researching how effectively this knowledge can be used in people's daily lives.

2. Regional Cooperation

- 2.1. Kenjiro Jin of APPEAL introduced existing regional networks of literacy and continuing education, namely literacy resource centres (LRCs) and the APPEAL Resource and Training Consortium (ARTC), as possible network partners at national and regional levels. The aim of the ARTC is to serve as a source of technical support and assistance to the work of APPEAL in the participating member states. It is an inter-country

co-operative mechanism designed to support and facilitate APPEAL's mission to reach the goals of EFA and lifelong learning in the Asia-Pacific region. The 13 members of ARTC and the 17 LRCs are also UNLD regional resource team members to support strategies.

He also informed participants that through the network, members have undertaken activities such as publication of research studies and software, workshops and meetings for NFE, and secondment programmes.

- 2.2. Shahnewaz Khan from Dhaka Ahsania Mission (DAM) explained the missions and activities of LRC organizations. Established in 1994 by the Asia-Pacific Cultural Centre for UNESCO (ACCU), the network has expanded to 18 LRCs in 17 countries. The members work as ACCU's partners for all programmes (education, culture and personnel exchange) through a regional network conducted by ACCU.

He described the activities of DAM in five main categories: innovation, materials development, training, information and networking. In regard to networking, he observed that local partners having grassroots experience can establish functional links with national and international networks to promote the causes of EFA. He also explained that an updated database can become a strong advocacy tool for allocating literacy and non-formal education resources at national and international levels.

Some challenges were also addressed by Khan. The LRC network still asks the question "Who owns the LRC network?" ten years after its launch by ACCU. The network also needs to consider how to activate and sustain its functions.

- 2.3. Wang Qiang from China's ARTC member organization, International Research and Training Centre for Rural Education (INRULED), explained his institute's activities. Established jointly by UNESCO and the Chinese Government in 1994, INRULED was later strengthened by adding two associate centres, the Nanjing Associate Centre at Nanjing Normal University and the Gansu Institute for Educational Research.

Wang made note of the co-operation and assistance from APPEAL, particularly for NFE workshops and training. INRULED has also strengthened co-operation with ARTC member agencies in terms of human resources and expertise. For example, "The Comparative Study on Rural Education and Rural Population" in co-operation with Dhaka Ahsania Mission (DAM-Bangladesh) and "The Comparative Study on Quality Basic Education for Rural Ethnic and Aboriginal Children" in co-operation with Charles Darwin University (Australia) are projects described on the Institute's website.

- 2.4. Kiichi Oyasu of UNESCO Phnom Penh summarized CLC network activities in Asia and the Pacific. First, he introduced the 3Ps of Policy, Professionals and Public as a key for networks at national and regional levels. Some member countries such as Japan and Indonesia have established national CLC networks. These national networks could constitute a regional network by using their experience and knowledge. UNESCO considers that the capacity-building of CLC personnel is necessary through sharing experiences and developing databases, skills, resource mobilization and policy dialogues. Research studies on CLCs will be encouraged continuously, as well.

3. Future Actions

Participants divided into four groups (researchers, South Asia and Arab States, South-East Asia, East and Central Asia) to discuss future actions needed to promote CLCs. A brief summary of the suggestions made by the groups is given below:

- Researcher group: Research findings this time focused on identifying the strengths, shortcomings and future potential of existing CLCs. The group recommended that future research focus not only on analyzing existing mechanisms and practices, but also on identifying a future proactive role for CLCs based on sociological analyses of conditions in the countries. The topics proposed were related to poverty alleviation, sustainability, CLCs for relief of conflict and violence, equivalency programmes and effective reading centres.
- Sub-regional groups: Common suggestions were to support legislation for the institutionalization of CLCs, develop innovative mechanisms to support CLCs, formulate immediate goals for eradicating illiteracy and for reaching the long-term goal of promoting lifelong learning, assess the quality of CLCs, do research on ESD through CLCs, undertake case studies of CLC good practices, and encourage mother tongue literacy, skills-oriented activities and resource development.

4. Summation of the Seminar

Brief presentations were made by Brian Devlin and Shaheen Attiq-ur-Rehman to summarize the seminar's deliberations. Their main points as well as those from others at the open forum discussions are summarized below:

- 4.1. EFA goals cannot be achieved through formal schooling alone. NFE should be promoted as another channel of learning, in particular CLCs as structured delivery mechanisms for youth, adults and out-of-school children.
- 4.2. The UNLD should be further promoted to develop a supportive policy environment since most countries allocate less than 1 percent of their budget for literacy, according to the Global Monitoring Report 2006. It is expected that CLCs will be integrated into the strategies of the countries participating in the Literacy Initiative for Empowerment (LIFE), which will commence among Asia-Pacific countries in March 2006.

- 4.3. The regional research studies found that there are various understandings and definitions of CLCs according to the local context. It is difficult to develop a rigid guideline for CLCs in view of the diverse community situations and continuous social change, but a broad framework on CLCs is required at the national level for institutionalizing them under the national education policy. However, some research results suggested that CLCs should be autonomous bodies that are managed by community people, but supported and facilitated by external agencies, in particular, governments.
- 4.4. Advocacy of CLCs at all levels is crucial through more critical and strategic analyses of these centres. Descriptions of CLCs so far undertaken are necessary, but not sufficient to provide policy makers with enough evidence for institutionalizing them. A database should be developed, covering the variety of experiences and also the arguments for CLCs.
- 4.5. A balance between community ownership and government involvement seems to be a difficult issue that requires further study and documentation. Different types of CLCs were described during the seminar, including:
- **CLCs basically run by government:** These CLCs are well-structured with budgets allocated by the government. As observed during the field visits in China and as reported by the presentations from Japan, there is little evidence of genuine community participation and ownership in these CLCs. The activities are well received by community people as a form of government service.
 - **CLCs with strong emphasis on community participation:** A lot of innovative experiences related to community development were reported, in particular by NGOs in South Asia. At the same time, these “good practices” are not directly linked with or influenced by the national policy and planning of EFA. Some CLCs run by community people in Thailand seem successful in terms of ownership. However, sustainability in these CLCs is always a challenge after the project is over because the resources and capacity of the community are limited.
 - **CLCs initiated by government:** Several countries, such as Cambodia, Indonesia, Lao PDR and Thailand, have a government body responsible for CLCs. Although the number of CLCs has been rapidly expanded, especially in Viet Nam, quality improvement of the CLCs will be a big challenge for these countries in terms of daily management and programme and resource development. Following the government policy on poverty alleviation, CLCs in China, particularly in rural areas, are collectively implemented by local governments and communities.

- 4.6. The notion of literacy and learning through CLCs has been expanded from the 3 Rs (reading, writing and numeracy) or academic subjects to various life skills needed in daily life and development issues such as human rights, gender equality and sustainable development. It was emphasized throughout the seminar that learning activities should lead to the improvement of life, in particular, the immediate needs of the community related to income, health and nutrition as well as the schooling of children.
- 4.7. Furthermore, CLCs should provide various learning opportunities for all to promote lifelong learning by expanding learning time and space. Some concrete examples of lifelong learning were seen during the field visits in China as well as reported by the presentations of Japan, Indonesia and Thailand.
- 4.8. To meet expanded notions and changing demands, as well as community needs, CLCs have to establish strong linkages among themselves for sharing experiences and resources. They also need to strengthen links with various organizations that provide technical and financial resources.
- 4.9. Further efforts need to be made to target various disadvantaged population groups, including ethnic minorities, people with disabilities, women in some societies and slum dwellers. Appropriate learning programmes (such as mother tongue-based teaching) should be developed to meet the specific needs of target groups. Furthermore, the inclusiveness of all in the society should be promoted in view of gender equality.
- 4.10. Interventions by external agencies should not be limited to identifying problems, but should help find practical solutions jointly with the CLC and community people in order to ensure the ownership of local stakeholders. Many organizations emphasize the importance of community participation. However, some cases (both of governments and of NGOs) have shown the influence of externally driven CLC programme design, planning and implementation.
- 4.11. Regional networks of the ARTC and LRCs should be more linked with the implementation of CLCs through information sharing, capacity-building, resource development, monitoring and evaluation. A regional CLC network (e.g., a CLC federation) may be established in view of the Kominkan network in Japan and Indonesia's newly established Indonesian CLC Communication Forum.

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Annex 2: Workshop Programme

Time	Group	Activity	Moderator	Speakers	Coordinator
Day 1: (Thursday, 27 October 2005) in Hangzhou					
09:00 - 09:30	Plenary	Opening Ceremony	Mr. Sun Jianyong Deputy Mayor, Xiacheng District, Hangzhou City	<ul style="list-style-type: none"> • Mr. Weng Weijun, Mayor of Xiacheng • Ms. Darunee Riewpituk, UNESCO Asia-Pacific Regional Bureau for Education • Mr. Du Yue, Deputy Secretary-General, National Commission for UNESCO • Ms. Sheng Changli, Deputy Governor of Zhenjiang Province 	
09:30 - 09:50	Coffee/tea break				
09:50 - 11:10	Plenary	Keynote Speech: <ul style="list-style-type: none"> • Quality EFA and CLC • Overview on EFA/UNLD for CLCs 	Mr. Zhou Peizhi, director, Xiacheng District Bureau of education	<ul style="list-style-type: none"> • Mr. Tao Xiping, President, Asia-Pacific of UNESCO Clubs and Associations • Mr Kiichi Oyasu, Programme Specialist, UNESCO Asia-Pacific Regional Bureau for Education • Mr Lu Xingwei, Vice President of China Education Association for International Exchange (CEAIE) • Mr Chen Nailin, Secretary General, Jiangsu Provincial Association of Adults 	Darunee
11.10- 12.00	Plenary	• Findings on CLC study	Dr. Prem Kasaju (Research coordinator-Nepal)	<ul style="list-style-type: none"> • Mr. Surya Dharma, Ministry of National Education, National Office of Research and Development (Indonesia) • Mr. Zhou Peizhi, Director of Education Office, Hangzhou City • Secretary General of China National Association of Adult Education 	Kiichi
12:00 – 13:30	Lunch break				

Time	Group	Activity	Moderator	Speakers	Coordinator
13:30-15:00	PL 1	<ul style="list-style-type: none"> NFE Systematic planning and development Synergy between FE and NFE (Equivalency) HIV/AIDS through CLCs 	Ms. Shaheen Attiq-ur-Rehman (ARTC-Pakistan)	<ul style="list-style-type: none"> Mr. Ounpheng Khammang (Laos): NFE Systematic Dr. Suchin Petcharugsa (Thailand): Equivalency programmes Mr. Shankar Chowdhury (UNESCO, Delhi): HIV/AIDS 	Ken Jin
15:00 - 15:30		Coffee/tea break			
15:30-17:00	RT 1-1	NFE Systematic planning and development	Mr. Ounpheng Khammang (Laos)	<ul style="list-style-type: none"> Ms. Soledad Chedwick (East Timor) Mr. Mok Phoeum (Cambodia) 	Kiichi
	RT 1-2	Synergy between FE and NFE (Equivalency Programmes)	Dr. Suchin Petcharugsa (Thailand)	<ul style="list-style-type: none"> Mr. Luvsandorj Tsogdov (Mongolia) Mr. Ade Koesmiadi (Indonesia) 	Darunee
	RT 1-3	HIV/AIDS prevention through CLCs	Mr. Shankar Chowdhury (UNESCO, Delhi)	<ul style="list-style-type: none"> Mr. Komiljon Karimov (UNESCO, Tashkent) Mr. Bounkhong Thoummavong (Laos) 	Komiljon
17.00 - 17.30	PL 1	Reports by 3 RT			
17.30 - 17.45	PL 1	Orientation of field visits		Chinese Nat Com and Mr. Ken Jin	Ken Jin
18:30 - 20:30		Welcome dinner hosted by Chinese National Commission for UNESCO			
Day 2 (Friday 28, October 2005) in Hangzhou					
08:20		Gather at Radisson Hotel			Ken Jin
08:30 - 11:30		Sightseeing in West Lake and tea plantation			
12:00 - 13:30		Lunch break			
13:30 - 17:30		Visit to three CLCs			

Time	Group	Activity	Moderator	Speakers	Coordinator
18:00		Check out and dinner			
18:00 - 19:30		Leave for Shanghai			
Day 3 (Saturday 29, October 2005) in Shanghai					
08:30 - 09:00	Group work	Field visit review	Mr. Ken Jin (UNESCO)	Group discussions	Ken Jin
09:00 - 09:30	PL 2	Opening	Ms. Shen Yiling	<ul style="list-style-type: none"> • Mr. Zhang Endi, Deputy Governor Of Pudong New Area, Shanghai • Ms. Darunee Riewpituk, UNESCO Asia-Pacific Regional Bureau for Education • Lu Xingwei, Vice President of China Education Association for International Exchange (CEAIE) 	
9:30 - 10:00		Field visit group reports	Ms. Batchuluun Yembuu (Mongolia)	Rappoteurs of the groups	Dung
10:00 - 10:30		Coffee/tea break			
10:30 - 10:45		Capacity-Building of Community Learning in Shanghai		Mr. Zhang Minsheng (China)	
10:45 - 12:00	Plenary	Findings on CLC study	Mr. Du Yue (China)	<ul style="list-style-type: none"> • Prof. S.M. Mahfuzur Rahman (Bangladesh) • Mr. Erkin Imamov (Uzbekistan) • Ms. Do Thi Binh (Viet Nam) • Ms. Anar Sheshmuhanova (Kazakhstan) 	Shankar
12:00 - 13:30		Lunch break			
13:30 - 15:00	PL 2	<ul style="list-style-type: none"> • ICT for community empowerment • CLC Network and linkage • NFE Life skills through CLCs 	Dr. Raafat Radwan (Egypt)	<ul style="list-style-type: none"> • Mr. Bounkhong Thoummavong (Lao PDR):ICT • Ms Shen Yiling (China): CLC network • Ms. Vandana Jena (India) 	Darunee

Time	Group	Activity	Moderator	Speakers	Coordinator
15:00 - 15:30		Coffee/tea break			
15:30 - 17:00	RT 2-1	ICT for community empowerment	Mr. Bounkhong Thoummavong (Lao PDR)	<ul style="list-style-type: none"> • Dr. Suchin Petcharugsa (Thailand) • Mr. Wang Qing (China) 	Supote/Kiichi
	RT 2-2	CLC network and linkage	Mr. Zhao (China)	<ul style="list-style-type: none"> • Mr. Yoshiyuki Nagata (Japan) • Mr. Shahnewaz Khan (Bangladesh) • Mr Mok Phoern (Cambodia) 	Ken Jin
	RT 2-3	NFE Life skills through CLCs	Ms. Vandana Jena (India)	<ul style="list-style-type: none"> • China • Ms. Karina Musabaeva (Uzbekistan) 	Darunee
- 17:30		Group Report			
18:00 - 19:30		Dinner Party hosted by Shanghai Pudong Then, Go to Pudong Shopping Area by Subway			
Day 4 (Sunday, 30 October 2005) in Shanghai					
08:30 - 10:00	PL 3	<ul style="list-style-type: none"> • Mother tongue • Gender through CLCs • ECCE through CLCs 	Ms. Shaheen Attiq-ur-Rehman (ARTC-Pakistan)	<ul style="list-style-type: none"> • Mr. Tim Sangvat (Cambodia): Mother tongue • Mr. Shahnewaz Khan (Bangladesh): gender • Mr. Ounpheng Khammang (Laos): ECCE through CLCs 	Komiljon
10:00 - 10:30		Coffee/tea break			
10:30 - 12:30		Field visit			
12:30 - 13:30		Lunch break			

Time	Group	Activity	Moderator	Speakers	Coordinator
13:30 - 15:00	RT 3-1	Mother tongue literacy programmes for ethnic minorities	Mr. Tim Sangvat (Cambodia)	<ul style="list-style-type: none"> • China • Dr. Suchin Petcharugsa (Thailand) • Mr. Ade Koesmiadi (Indonesia) 	Darunee
	RT 3-2	Gender through CLCs	Mr. Shahnewaz Khan (Bangladesh)	<ul style="list-style-type: none"> • Ms. Shaheen Attiq-ur-Rehman (ARTC-Pakistan) • Mr. Bounkhong Thoummavong (Lao PDR) • Ms. Doan Thi Dung (UNESCO Hanoi) 	Kiichi
	RT 3-3	ECCE through CLCs	Mr. Ounpheng Khammang (Laos)	<ul style="list-style-type: none"> • Ms. Nandini Kajuri (India) • Ms. Fang Wei (China) 	Supote
15:00 - 15:30	Coffee/tea break				
15:30 - 16:00	PL 3	Reports from RT	Mr. Surya Dharma (Indonesia)		Ken Jin
16:00 - 17:30	PL 3	Findings on CLC study	Mr. Supote Prasertsri (UNESCO)	<ul style="list-style-type: none"> • Mr. Zhao Zhongjian (China) • Mr. Nizar Rammal (Lebanon) • Mr. Shree Ram Lamichhane (Nepal) • Prof. Apinya Wechayachai (Thailand) 	Dung
18:30 - 20:30	Farewell dinner hosted by UNESCO Bangkok				
Day 5 (Monday, 31 October 2005) in Shanghai					
08:00 - 08:30	Plenary	Education for sustainable development		Mr. Sheldon Shaeffer (Director, UNESCO Bangkok)	
08:30 - 10:00		Institutionalization of CLCs towards EFA and lifelong learning	Ms. Darunee Riewpituk (UNESCO)	<ul style="list-style-type: none"> • Mr. Hoang Minh Luat (Viet Nam): Institutionalization • Mr. Yoshiyuki Nagata (Japan): Kominkan for lifelong learning • Dr. Suchin Petcharugsa (Thailand): CLC for EFA and lifelong learning 	Darunee
10:00 - 10:30	Coffee/tea break				

Time	Group	Activity	Moderator	Speakers	Coordinator
10:30 - 11:30	Plenary	Synthesis on impact of CLC from 9 country reports and the outcomes of 4 days	Mr. Sheldon Shaeffer (UNESCO)	<ul style="list-style-type: none"> • Dr. Prem Kasaju (Research coordinator-Nepal): Synthesis of CLCs • Ms. Shaheen Attiq-ur-Rehman (ARTC-Pakistan): outcomes of 4 days seminar 	Kiichi
11:30 - 12:00		Regional cooperation	Mr. Kiichi Oyasu (UNESCO)	<ul style="list-style-type: none"> • Mr. Ken Jin (UNESCO) Introduction of ARTC and LRC Programmes • Mr. Wang Qiang (China) • Mr. Shahnewaz Khan (LRC-Bangladesh) • Mr. Kiichi Oyasu (UNESCO): CLC regional networks 	Ken Jin
12:00 - 13:30	Lunch break				
13:30 - 14:00	Plenary	Summation of the seminar	Mr. Sheldon Shaeffer (UNESCO)	Dr. Brian Devlin (ARTC-Australia)	Kiichi
14:00 - 14:30		Closing	Mr. Yin Houqing (Shanghai)	<ul style="list-style-type: none"> • Mr. Yin Houqing, Director of Education (Pudong, Shanghai) • Mr. Sheldon Shaeffer, Director UNESCO Bangkok • Secretary General, National Commission 	Darunee
14:40 - 15:40	Group work	Future plan	Group work	<ul style="list-style-type: none"> • South Asia • East and Central Asia • South-East Asia • Researchers 	Darunee
15:40 - 16:10	Plenary	Group Reports	Mr. Zhao Zhongjian (China)		Komiljon



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