CLCs for Hill Tribe Children and Youth in Thailand Get Royal Assistance

Her Royal Highness Princess Maha Chakri Sirindhorn has joined with UNESCO in a project to set up community learning centres (CLCs) for hill tribe children in a remote district of northern Thailand. This project started in 2001 and will be completed by 2004. Its objective is to improve the quality of life of hill tribe people in mountainous areas of Omkoi District. The CLCs will be used for vocational training and the transmission of information related to nutrition, health, and the preservation of natural resources and the environment, as well as for activities strengthening the local culture of the various ethnic groups in the district.

H.R.H. Princess Maha Chakri Sirindhorn has already supported 60 CLCs under the umbrella of the Thai Mountainous Mae Fa Luang Project. This is an ongoing project for the education of underprivileged children and youth in the target area, funded by Princess Sirindhorn’s Foundation for the Development of Children and Youth in Remote Areas, and undertaken with the co-operation of the Department of Non-Formal Education. Even with this additional support the level of education in the district is very low, with about 60% of the people still illiterate and unable to speak the Thai language.

Specific Objectives

1. To establish new Thai Hill Tribe Mae Fa Luang Community Learning Centres.

2. To improve the quality of education at all centres by providing qualified teachers, adequate schoolrooms, a

The basic mission of UNESCO is to: contribute to sustainable human development in a culture of peace, underpinned by tolerance, democracy and human rights, through programmes and projects in UNESCO’s fields of competence - education, the natural and social sciences, culture, and communication and information.
suitable, safe environment conducive to the learning process and participation in activities to improve the quality of life as initiated by H.R.H. Princess Maha Chakri Sirindhorn.

3. To provide teaching and learning tools and materials suitable for basic education.

4. To provide basic nutrition and health care to alleviate malnutrition problems and thereby prepare children for the learning process.

Support

Carrefour is providing financial support and UNESCO is providing technical support to the Princess's foundation for implementing the project. UNESCO has supported the main activities to improve the quality of the literacy programme and to strengthen community development activities through training volunteer teachers and CLC personnel.

Target Sites

Twenty-four settlements are sites for CLCs. Nine of these centres are brand new and the rest of them are previously existing centres that need to be improved.

Main Activities

The project is responsible for supplying building materials (if needed) and helping the villagers arrange a stable water supply for the centre, as well as providing the necessary teaching and learning equipment and materials. Project staff also engage and train teachers, arrange basic education classes, provide lunch and supplementary food for children, and monitor their growth every three months. Finally, they monitor the project every four months and evaluate project results at the end of the year.

Outside Assistance and Supervision

The CLC teachers with the collaboration of villagers conduct project activities under the supervision of personnel from the Department of Non-formal Education and the Office of Her Royal Highness Princess Maha Chakri Sirindhorn’s Projects. Moreover, Princess Sirindhorn herself closely monitors the project by continually visiting the project sites.

Any requests for assistance in terms of personnel and expertise go to the government agencies concerned as the case arises. These include the Ministry of Agriculture and Co-operatives, the Ministry of Public Health, the Ministry of Education and other government organizations as required by H.R.H. Princess Maha Chakri Sirindhorn.

ACCU-APPEAL Planning Meeting

APPEAL and the Asia-Pacific Cultural Centre for UNESCO (ACCU) organized the Planning Meeting on Regional NFE Programmes in Asia and the Pacific, which took place in Tokyo from 9 to 13 July 2002, in co-operation with the Japanese National Commission for UNESCO.

Heads and senior officials of non-formal education departments in the following countries attended:
Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Uzbekistan and Vietnam. Representatives of literacy resource centres (LRCs) for girls and women in China and India, as well as of member institutions of the APPEAL Resource and Training Consortium (ARTC) in Bangladesh, Malaysia and the Philippines, were also invited to the meeting.
The following were the main activities and outcomes:

1. Participants reported progress in developing national action plans to follow up the Dakar Framework of Action. All participating countries will finish their plans before the end of 2002. Many countries shared their concern that NFE is not given a high priority and, consequently, receives less funding when compared with formal education.

2. Participants also reviewed APPEAL and ACCU regional programmes in the areas of networking, materials development, capacity building, and the application of information communication technology (ICT) in NFE. Presentations by ACCU, APPEAL, and participating countries and agencies reported the progress of various activities related to ARTC and LRC networks, CLCs, and projects such as MANGO, PLANET and PALM.

3. Participants discussed future strategies for developing NFE programmes including concrete action plans for regional NFE activities during 2002-2003. One of the main issues addressed was how to use regional materials and resources effectively in co-ordination with the training of field level personnel. Accordingly, participants planned activities targeting NFE personnel, including proposed regional workshops using APPEAL/ACCU resource materials.

4. Participants considered the use of ICT in NFE activities in light of UNESCO Bangkok's new ICT programme. Participating countries were invited to submit to APPEAL proposals for ICT projects related to NFE for community empowerment. These projects would commence in November 2002 under the Japanese Funds-in-Trust.

In addition, participants discussed co-operation in regard to literacy activities in Afghanistan, as well as the forthcoming UN Literacy Decade (2003-2012), in order to explore possible actions in these areas.

Everyone had an opportunity to visit the Asia Rural Institute (ARI) in Tochigi prefecture north of Tokyo to observe a training course for rural leaders from Asian countries. During the visit, they met project managers and trainees, and saw activities at a self-sufficient organic farm.

Literacy and Continuing Education

The UN Literacy Decade

At the request of the 54th session of the UN General Assembly, UNESCO developed and submitted to its 56th session a draft proposal and plan for a decade-long campaign exclusively focused on promoting literacy. At this session, the General Assembly examined the proposal and proclaimed the United Nations Literacy Decade for the period 2003-2012. The General Assembly further requested the Secretary-General, in co-operation with the Director-General of UNESCO, to develop and finalize a clearly targeted plan of action to be submitted to its 57th session.

In response to the General Assembly's request, a meeting of experts took place in UNESCO Paris on 30-31 May 2002 to prepare inputs for drafting the plan of action for the Literacy Decade. Staff from UNESCO Headquarters and field offices including Bangkok, as well as from selected NGOs, attended this meeting.

The main outcome of the meeting was an overall framework of action for the Literacy Decade, including a vision statement and the identification of priority groups, objectives, strategies, actions and a timetable. Participants also elaborated the content of the strategies and actions related to policy, research, monitoring and evaluation, capacity building, and community participation including community learning centres.

Countries will be invited to prepare their own national plans of action for the Literacy Decade. Such planning could be incorporated into the process of preparing EFA action plans in countries where these are under way. At UNESCO Bangkok, the Sub-regional Forum (SRF) for EFA was involved in the initial consultation in order to ensure effective co-ordination at the regional and sub-regional levels.
APPEAL Shares its Experience and Learning Materials in Africa to Promote Inter-regional Co-operation in Lifelong Learning

At the invitation of the UNESCO Institute for Education (UIE), APPEAL participated in a sub-regional workshop in Africa on post-literacy and lifelong learning and shared the Asia-Pacific experience in promoting lifelong learning through community learning centres (CLCs). Organized jointly by the UIE and the Ministry of Education of Botswana, the workshop brought together representatives from six countries in southern Africa: Botswana, Lesotho, Namibia, Swaziland, Zambia and Zimbabwe.

Representing APPEAL at the workshop, Mr. Hameed A. Hakeem, Education Adviser and Co-ordinator of APPEAL, delivered the keynote address which focused on the Asia-Pacific experience and lessons learnt in promoting lifelong learning through CLCs. He participated as a resource person throughout the workshop. In addition, he introduced and arranged a display of selected materials produced by APPEAL in the areas of literacy, post-literacy and continuing education.

APPEAL was able to contribute to some of the important outcomes of this meeting:

- It helped provide a better understanding and appreciation of the role a regional or sub-regional mechanism could play in promoting post-literacy and continuing education in the countries of the southern African sub-region.
- Participants benefited from discussing the Asian experience and lessons to be learnt through collaboration amongst countries in the areas of literacy, post-literacy and continuing education.
- Participants also better understood the need for resource sharing. Mr. Hakeem introduced selected resource materials including handbooks, training manuals and case studies produced under APPEAL. Comments from workshop participants and numerous requests for copies (including purchase) of publications indicated that the display of these materials generated considerable interest amongst the participants.

An important recommendation from this workshop called for greater co-operation in sharing information and experience amongst countries of the sub-region in the area of post-literacy and lifelong learning, particularly through the strengthening of regional and sub-regional mechanisms. Other recommendations called for developing policies and strategies based on clear principles for resource sharing amongst post-literacy programme providers.

Through participation in this workshop APPEAL gained a clearer understanding of the literacy and continuing education programmes in the participating countries and noted a few programmes (for example, the use of information communication technology for literacy in Zambia) that could be adapted and applied in the Asia Pacific region.

Gender Equality in Basic Education and Lifelong Learning

Guidelines for Preparing Gender Responsive EFA Plans: A Step Towards Education for All, a Step Towards Gender Equality

Under the auspices of the Sub-regional EFA Forum for Southeast Asia and the Thematic Working Group on EFA (SRF/TWG on EFA), UNESCO APPEAL has developed Guidelines for Preparing Gender Responsive EFA Plans. The document is a tool for raising awareness amongst national EFA teams and education policy makers of a number of issues that they need to take into account in the development of national EFA plans leading to the achievement of gender equality.

The guidelines are divided into three sections corresponding with the phases of an EFA plan's development: 1) situation analysis and identification of issues; 2) setting objectives and identifying strategies; 3) implementation, monitoring and evaluation.
Additional resources, both on and off-line, on girls’ education and gender issues are included at the end of the document.

UNESCO Bangkok is providing technical assistance to national EFA teams developing gender responsive plans. For more information, please contact UNESCO’s Regional Bureau for Education in Bangkok (gender@unescobkk.org) or consult our Website on Promoting Gender Equality in Education in Asia and the Pacific (www.unescobkk.org).

Studies on Basic Education and Lifelong Learning for Gender Equality

Under the APPEAL project Promotion of Basic Education and Lifelong Learning for Gender Equality, research studies have been undertaken at selected CLCs to observe the best practices of non-formal education projects in promoting gender equality.

Case studies have occurred in 15 countries of the Asia Pacific region, namely Bangladesh, Cambodia, China, India, Indonesia, Iran, Lao PDR, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Thailand, Uzbekistan and Vietnam.

The studies have provided an overview of the situation of gender equality in the various CLC projects and programmes in the Asia Pacific region. A preliminary analysis of the studies shows that CLCs have benefited women in some aspects but that there are also important challenges ahead. The main strengths of the CLCs in promoting gender equality have been as follows:

- Increased access of women to literacy programmes
- Increased access of women to income generating activities
- Improved socio-economic conditions for women and the community
- Increased awareness of women’s contribution and role in development
- Increased number of women’s groups

However, most CLCs still face numerous challenges in regard to gender equality:

- Women’s access to projects is limited due to household tasks and lack of time, and sometimes the husband’s approval is necessary.
- Women still mainly take part in gender stereotyped activities that provide little income, such as sewing and cooking.
- Women sometimes do not have control over the benefits of the project (credit is in the name of the woman but the husband makes decisions and keeps the income).
- Women’s representation in decision-making mechanisms such as CLC committees is very low in most countries.

Overall, CLC projects and programmes have responded to women’s practical needs but not their strategic ones. Moreover, there is no systematic gender analysis in planning development strategies, or in the monitoring and evaluation of projects and programmes.

In view of this situation, we recommend that training in gender analysis and gender mainstreaming be provided to different types of personnel working at the CLCs, such as education officers, supervisors, facilitators, extension officials, managers and community leaders. The trainers would need to be from the same countries where the CLCs are located and able to serve the centres on a regular basis in order to ensure that gender mainstreaming is initiated and sustained.
Primary Education

Embracing Diversity: A Toolkit For Creating Child-friendly, Inclusive Learning Environments

UNESCO Bangkok has started the process to produce a toolkit for school improvement, drawing upon innovative experiences in creating child friendly learning environments and inclusive approaches to education to complement already existing materials produced by UNESCO and other organizations.

Inclusive, learning-friendly environments recognize and respond to the diverse needs of all students without regard to their gender, physical, intellectual, social, emotional, linguistic or other conditions. They accommodate both different styles and rates of learning and ensure quality education for all through appropriate teacher-friendly curricula, organizational arrangements, instructional strategies, resource use and partnerships with families and communities.

The kit is meant to be a collection of practical materials covering a range of areas that are crucial for the school improvement process. It has four aims:

1. To provide teachers and school administrators with important insights into the value of inclusive, learning-friendly environments for children and teachers, which simultaneously respect the rights of children while recognizing the commitment, capacities and needs of teachers
2. To guide teachers in identifying which children are, or are at risk of, being excluded from school and from learning, the possible reasons for their exclusion, and what practical strategies teachers can take to overcome obstacles to inclusion
3. To acquaint teachers with strategies for identifying children’s learning needs, as well as developing practical, easy-to-use local curricula, teaching strategies, learning materials and assessment methods for creating and maintaining inclusive, learning-friendly environments
4. To encourage teachers to work with families and communities in improving the total learning environment for all children

During 18-20 July 2002, UNESCO Bangkok organized a workshop in Chiang Mai, Thailand, which brought together 23 participants from Bangladesh, Cambodia, China, India, Indonesia, Lao PDR, Pakistan, Thailand and Vietnam. Its purpose was to obtain input from practitioners in the region to improve the relevance and usefulness of the proposed toolkit.

The participants also cited projects that could be included as case studies for part of the toolkit materials. Suggestions made during the workshop are being used to develop a more detailed outline for the toolkit. Participants provided some information on tools that they found useful in the past and that could be sources of ideas for development of the kit. Some workshop participants will contribute directly to the content, while others will critically read the draft versions.

The first draft version of the product should be ready by the end of 2002. UNESCO foresees adaptations and piloting in at least three countries of the region before the final version is ready in approximately September 2003.
After 4 to 5 years of participating in the APPEAL Community Learning Centre Project, some countries have recently made CLCs an important part of their national planning for literacy and continuing education. These countries are Uzbekistan, Cambodia and Myanmar.

Uzbekistan

The government of Uzbekistan is pleased with the outcomes of the CLC project. The National Commission for UNESCO of Uzbekistan, the focal point for the project, submitted a plan on establishing CLCs to the Cabinet, which finally approved its integration into national policy. This policy states that the authorities concerned, especially at the regional (provincial) and district levels, must promote the establishment of CLCs in every district.

Cambodia

The Cabinet has approved the National Policy on Non-formal Education (NFE). The main NFE programmes are in the areas of functional literacy, early childhood education and continuing education. These programmes are adapted from the six types of programme highlighted in the APPEAL Materials for Continuing Education Personnel (ATLP-CE), namely post-literacy, equivalency, quality of life improvement, income-generating, individual interest and future-oriented programmes. The national policy states that CLCs should be established throughout the country for programmes in the three areas mentioned above.

Myanmar

Myanmar was the first country to participate in the CLC project. In 1996, it started CLCs in seven townships. So far, there are 410 CLCs in Myanmar. The UNDP supported 77 of these and the Myanmar Education Research Bureau (MERB), the focal institution for NFE, supported the establishment of the rest. Myanmar’s Thirty-Year Plan starting from 2002 states that all primary schools throughout the country must function as CLCs for their communities.

Evaluation of CLCs in Bangladesh

In Bangladesh, the Dhaka Ahsania Mission (DAM), an NGO, has since 1999 implemented the APPEAL Community Learning Centre (CLC) Project with support from the Japanese Funds-in-Trust. DAM is operating 808 ganokendra (community-based learning centres) in 69 communities in 5 districts. The project supported the establishment of 45 existing ganokendra in Narsingdi District as post-literacy and lifelong learning centres, focusing particularly on income-generating activities and quality of life improvement in areas such as health and nutrition. Twenty-four out of 45 centres have been strengthened for developing village level resources and are moving towards sustainability.

An evaluation mission was proposed to assess the impact of the CLC project in Bangladesh after its 3-year implementation. The outcomes of the evaluation will be used to help plan future co-operative efforts between APPEAL and DAM in this area. There will also be several documents prepared, one a policy paper for government agencies, NGOs and potential donors in the country, and the other a project report intended for other countries with CLC projects, international organizations and NFE personnel in the region.
Evaluation took place on 22-28 June 2002 with the participation of four experts from Bangladesh, West Bengal, APPEAL and UNESCO Dhaka. They collected first hand information from project sites and project personnel.

The initial findings of the evaluation are as follows:

- Gonakendra have had a positive impact on the illiterate population, particularly women and girls.
- Women and girls are regular participants in gonakendra activities, while a few men occasionally attend meetings and cultural events.
- Gonakendra have promoted a learning environment in the community; e.g., more children are prepared for schooling and more of them attend primary school.
- Gonakendra serve as a venue for community development and are used not only for literacy programmes but also for other life skill training programmes.
- Communities have initiated fund raising to sustain the operation and activities of gonakendra.
- Through personal contact and initiative, community members are establishing informal linkages with government extension services.
- No systematic mechanisms in the country have arisen to promote the sharing of information and resources on CLCs between the Government and NGOs or amongst NGOs.

The evaluation report on the project will be completed in August of this year. A national seminar on CLCs based on the findings of this evaluation is planned for September or October.

Information and Communication Technology (ICT) for NFE

MANGO Software Development

MANGO (Map-based Analysis for Non-formal Education Goals and Outcomes) is a regional project undertaken in co-operation with the Asia Pacific Cultural Centre for UNESCO (ACCU) to develop computer software and handbooks for analyzing progress in the achievement of NFE goals at the project and community levels.

This software will support the monitoring of non-formal learning activities by visually presenting comprehensive information about learning centres, such as community socio-economic and education profiles, learner and facilitator data, and details concerning the management of projects. The expected users of the software include project managers and supervisors at the project/district level as well as stakeholders in NFE activities (i.e., community leaders, facilitators and learners) at the community level.

NFE and ICT specialists worked out the structure and organization of the MANGO project during a series of meetings and workshops. These included the Regional Planning Meeting held in Thailand in August 2001, a meeting of experts held in conjunction with the 2002 LRC Capacity Building Workshop in Indonesia last January, and the ACCU-APPEAL Planning Meeting held in Japan in July 2002.

Currently three pilot versions of the project have been developed in Bangladesh, Indonesia and the Philippines, each tailored to local conditions and needs. For example, the Bangladesh project targets ganokendra (CLCs). It aims to upgrade the existing management information system for NFE and focuses on continuing education activities. In Indonesia, NFE for street children is the topic of interest, along with the preparation of a literacy demographic profile. This project highlights a model of a GISO-based planning tool for street children's activities.

In addition, UNESCO Headquarters in collaboration with the UNESCO Institute for Statistics (UIS) has developed a non-formal education management information system (NFE-MIS) to enable planners and NFE practitioners at national and sub-national levels to map, co-ordinate, monitor and evaluate NFE programmes by collecting, processing and disseminating information about them. ACCU-APPEAL will join UNESCO Headquarters and UIS in a pilot project to explore the possible integration of MANGO with the NFE-MIS.
MIS. The planning meeting on the development of MANGO/NFE-MIS software will take place in Indore, India, from 12 to 14 September 2002. As a result, the prototype software for MANGO will be developed soon for wider use at CLCs throughout the region.

APPEAL Audiovisual Materials to Support Non-formal Education Facilitators’ Daily Activities

The Audiovisual Package for Non-formal Education Facilitators provides NFE practitioners with visual images of real activities at the grassroots level to help them understand clearly how the activities introduced in the Handbook for NFE Facilitators can be undertaken. The handbook aims to provide practitioners with practical knowledge for their daily work.

This package is designed for both self-learning and for use in training programmes for grassroots practitioners. The VHS video version was released in May 2002 and has been introduced at regional and national workshops on capacity building for NFE facilitators. The reaction from participants has been overwhelmingly positive. To make the audiovisual material more user-friendly and interactive for NFE activities, a CD-ROM version as well as the accompanying user’s guide for the material will appear in September 2002.

This CD-ROM version through various interactive functions helps viewers to understand the key issues raised in the video, such as how to mobilize a community, how to identify people’s learning needs and how to prepare lesson plans and learning aids. Viewers can choose the standard version or the guided version on the front page of the CD-ROM. Clicking the button Guided Version, viewers will encounter the following functions to help them learn the in-depth content of the stories while watching the video.

1. Auto-script: Scripts of each module are automatically shown with their corresponding images. Viewers can read the scripts and confirm the content of the stories.

2. Guidebook for Visual Aids: Before watching the video, viewers can read about the aims, the target audience and the most effective ways of using the video. With the guided version (instructed mode), viewers can answer the questions in the guidebook while they are watching the stories, or before or afterward. This function encourages viewers to think about how to apply to their daily work the methods and attitudes presented in the video.

3. Handbook for NFE Facilitators: The complete text of the handbook in PDF format is available when the viewer wants to refer to the handbook to find further information.

4. Glossary and Index: In the glossary, viewers can check the meaning of technical terms and unfamiliar words used in the guidebook and handbook, as well as NFE related terms. In the index, they can pick up some keywords for additional study of the handbook.

The user’s guide for the video explains the aims, the target audience and ways to use the video. In each module, backgrounds of stories, synopsis, questions, aims and key terms are introduced to maintain learner enthusiasm and interest in the topics. In answering questions in the guidebook before, during and after watching the video, the viewers can easily understand the main messages in each story and consider how to apply what they have seen to their daily work.

These audiovisual materials will be translated into various languages and disseminated widely in the region. APPEAL also plans to disseminate the content of the video by means of information technology such as the Internet.

CLCs in Thailand

Enthusiastic about ICT

In September 2000, the Community Learning Centres (CLCs) Project in Thailand supported by APPEAL got under way in the four primary geographical regions of the country (North, South, Central and Northeast), as well as in a densely populated district of the nation’s capital, Bangkok. Community members were involved in the design and management of their CLCs.

An important aspect of this CLC pilot project is the provision of hardware, software and training to enable community members to use information communication technology (ICT). Even though most of the pilot CLCs have only been able to obtain a single computer, along with printer and modem, they have made enthusiastic and continuous use of the equipment they have, and most have expressed the need to provide more of the same to their communities. Besides using this technology for the collection, analysis and storage of community data, CLCs with access to a telephone line have connected to the Internet and the world of information. In others, community members have developed specialized skills, such as making PowerPoint presentations. One CLC noted that each day thirty young people use the computer provided at the centre.

The provision and enthusiastic acceptance of even this basic level of ICT coincide with results of similar initiatives by other departments in the Thai government. Taken together, these activities are a response to the Prime Minister’s call to increase access to the new technologies throughout the country, and for Thai people to become computer literate in order to participate in the global economy of the future. This is deemed a high priority in the overall development plan of Thailand. Therefore it provides an important opportunity for the CLC project to make a lasting contribution.
Outcomes of the Project

1. In general, the CLCs provide a venue for community activities as well as a place to discuss community problems and work jointly to arrive at community-driven solutions – this is true community empowerment.

2. Community members were convinced that after the CLC started its activities a number of changes took place. They reported that people had a better understanding of the planning process and were more actively engaged in issues related to community development. In every community, people agreed that the CLC was the best place for community meetings and discussions.

3. Various organizations, including the Department of Public Health, the Ministry of Agriculture, the Department of Non-Formal Education, teacher training institutions, and the Ministry of the Interior, now provide services to the communities through the CLCs. This link with the extension services of the various ministries helps to maximize the use of resources and avoid duplication of services.

4. Community members reported being particularly excited about the computers provided through the project, and found them to be tools for furthering their sense of empowerment. The computer not only helped them to develop their own community database, it also enabled some of them to advertise locally made products through the Internet.

5. The CLCs will experience even greater success if they can find assistance in gaining a wider market for the products produced through CLC economic activities.

6. Community members involved in the project have eagerly embraced the bottom-up approach that results in a sense of community ownership. This attitude is particularly important given the Government’s emphasis on decentralization and local autonomy.

News from the APPEAL Resource and Training Consortium (ARTC)

Four ARTC member institutions – SEAMEO/INNOTECH (Philippines), the Department of Non-Formal Education (Thailand), the Institute for Rural Advancement (INFRA) (Malaysia) and Dhaka Ahsania Mission (DAM) (Bangladesh) - were invited to attend the ACCU-APPEAL Planning Meeting held in Tokyo in July 2002. The first three institutions are developing a prototype software package for literacy and post-literacy education that will help train illiterates and neo-literate to consolidate and expand their literacy skills. During the meeting representatives from the project assessed its ongoing progress. In addition, participants at the meeting discussed strategies to strengthen regional networking including the ARTC regional network.

ARTC members are looking forward to an international conference on rural education, to be held sometime in January 2003 at the International Research and Training Centre for Rural Education (INRULED), China’s member institution. APPEAL is planning to invite some prominent experts from ARTC to serve as speakers at the meeting, depending upon the topics selected for discussion.
Sub-regional Training Workshops on Capacity Building for CLC Personnel in the Management of CLCs and Implementation of Continuing Education

Educators and others are widely aware that community ownership is the key to sustaining non-formal education programmes at the local level. To facilitate community ownership, UNESCO supports countries in the region in strengthening capacity building and the delivery of resource materials to the grassroots level through community learning centres (CLCs).

The three workshops had a common objective: to build knowledge, attitudes and skills needed in organizing and managing NFE programmes, in particular, the effective management of CLCs and implementation of continuing education (CE) activities using the two handbooks. In addition, each workshop had a specific focus in tune with the country’s CLC activities. For example, in China the emphasis was on agriculture, the effective use of information communication technology was important in the Philippines, and income-generating programmes targeting gender equality were on the agenda in Bangladesh. Practitioners from Cambodia, China, Lao PDR, Myanmar, Papua New Guinea, Samoa and Vietnam participated in the workshop in China. In the Philippines, the participants came from China, Kazakhstan, Indonesia, Malaysia, Mongolia, Philippines, Thailand and Uzbekistan. Bangladesh, Bhutan, India, Iran, Nepal and Pakistan sent representatives to the workshop in Bangladesh.

At the workshops, the participants shared their various experiences related to managing CLCs and developing CE activities. In addition, they discussed diversified strategies for training CLC personnel and formulated follow-up action plans for capacity building workshops and the dissemination of the resource handbooks at national, district and community levels.
### APPEAL Meetings and Workshops
Planned for July-December 2002

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| Training Workshop for Regional Resource Persons on Capacity Building Projects for CLC Personnel | Capacity building for regional trainers to serve national workshops as resource persons  
Production of standard workshop guidelines to conduct national workshops using APPEAL Handbooks | Key personnel for NFE activities in Asia and the Pacific | | 2-7 September | Bangkok, Thailand |
| International Literacy Day | Celebration of International Literacy Day | DNFE Thailand | | 8 September | Bangkok, Thailand |
| Training Workshop for Capacity Building Projects for CLC Personnel in the Mekong Region | Capacity building for national resource persons to train NFE personnel | China (Yunnan), Cambodia, Lao PDR, Myanmar, Vietnam and Thailand (Omkoi/Tak) | | 9-14 September | Bangkok, Thailand |
| Editorial Workshop to Revise the Manual on Functional Literacy for Indigenous Peoples | Revision of the manual on functional literacy for indigenous peoples | Experts from Australia, India, Thailand | | 16-21 September | Bangkok, Thailand |
| Steering Meeting for UNESCO-ACCU Project for Promoting Literacy/NFE in Afghanistan | Discussion of an effective co-ordination of literacy/NFE projects in Afghanistan  
Designing a comprehensive NFE project in Afghanistan | ACCU, Ministry of Education in Afghanistan | | 2 days in Sept/Oct | Kabul, Afghanistan |
| Expert Meeting on Materials Development and Training | Examining existing NFE ICT materials for wider use and seeking the possibility to develop content-specific ICT materials | ICT related experts | | October/November | Not finalized |
| Capacity Building Workshop for NFE Personnel for Community Empowerment | Introducing innovative/alternative ideas, skills and approaches to match ICT to the needs and situation of communities  
Training how to design community-oriented ICT projects for community development and poverty alleviation | 5 selected countries | | October/November | Not finalized |

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