



APPEAL Bulletin

THE ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL, APPEAL, IS A REGIONAL CO-OPERATIVE PROGRAMME DESIGNED TO PROMOTE LITERACY, PRIMARY EDUCATION, AND CONTINUING EDUCATION AS INTEGRATED COMPONENTS OF BASIC EDUCATION.

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UN General Assembly Proclaims United Nations Literacy Decade 2003-2012

The United Nations General Assembly has proclaimed the **United Nations Literacy Decade (UNLD) for the period 2003-2012**. It is an integral component of Education for All and will provide both a platform and an impetus for achieving all six goals of the Dakar Framework for Action. The International Plan of Action says that **“Literacy for All is at the heart of basic Education For All.”**

The creation of literate environments and societies is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. In addition, promoting literacy skills for all will pave the way for people to participate in a range of learning opportunities throughout life. Literacy for all is the foundation of lifelong learning for all and is a tool for empowering individuals and their communities.

During the UNLD, three of the six goals of the Dakar Framework for Action receive special emphasis: Goal 3, Learning Needs; Goal 4, 50 per cent Improvement in Literacy; and Goal 5, Gender Equality. UNESCO is assuming



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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.

the co-ordinating role in stimulating and catalysing activities at the international level within the framework of the UNLD, in close co-operation with other UN agencies. The UNLD has specific themes every two years:

- 2003-04: Literacy and **Gender**
- 2005-06: Literacy and **Sustainable Development**
- 2007-08: Literacy and **Health**
- 2009-2010: Literacy and **Empowerment**
- 2011-2012: Literacy and **Peace**

What actions are planned in your community and in the world?

Literacy professionals will be actively involved in developing a policy environment that keeps literacy firmly in the mainstream of all education efforts. They will help to create programmes aiming at the meaningful application of literacy, such as vocational upgrading, post-literacy and continuing education programmes. They will design programmes that give the motivation of learners a high priority by meeting their immediate needs. They will also work to establish linkages between formal and non-formal education systems.

Other actions will focus on research and training related to capacity building, curriculum development, gender sensitivity and the empowerment of local communities. In regard to the latter, literacy projects will encourage community involvement in local programmes in order to promote community ownership. Finally, project managers will improve monitoring and evaluation systems so that they provide more reliable and

meaningful information on the status, use and impact of literacy, as well as data about programme performance and effectiveness.

Launch of the UNLD

The official international launch takes place in New York on 13 February 2003, with the UN Secretary-General and the UNESCO Director-General present for the occasion. The primary purpose of the launch is to raise general public awareness of the UNLD and to view literacy as a social, not an individual, issue. The UN is encouraging launches at the national and regional levels involving the participation of NGOs, citizens groups and academia.

In Thailand, the official launch of the UNLD (2 April) and its related activities (5 April) will be held during the First Bangkok International Book Fair (27 March – 7 April). The year 2003 has been declared the “Year for Reading” in Thailand. The Thai Government, the Thai Publishers and Book Sellers Association, and UNESCO Bangkok take this opportunity to promote UNLD and the reading habit in Thailand.

Posters and information kits on UNLD for the launch have been distributed to Member States, UNESCO field offices, UNESCO Institutes, UNESCO Centres and National Commissions for UNESCO for their use in early 2003.

For further information, please contact Mr Shigeru Aoyagi, Chief, ED/BAS/LIT, UNESCO (s.aoyagi@unesco.org) or APPEAL, UNESCO Bangkok (appeal@unesco.org) Website: <http://www.unesco.org/education/litdecade>

International Meeting in China: Focusing on Rural Education

The International Symposium on Rural Education convened on 20-23 January 2003 at the International Research and Training Centre for Rural Education (INRULED) in Baoding, China. The symposium was organised by INRULED and UNESCO Beijing in co-operation with other local and international agencies, including UNESCO Bangkok.

The overall theme of the symposium was “Rethinking Education for Rural Transformation.” UNESCO Bangkok arranged for the participation of international experts and hosted workshop sessions. Members of the ARTC were active as speakers, chairpersons and rapporteurs.

The overall objectives of the symposium were to strengthen, build and reinvigorate education for rural development, and to develop a clear mandate for action through the creation of a broad consensus on the concept and role of education for rural transformation.

The symposium had one overarching theme with three sub-themes:

Overall theme: Rethinking Education for Rural Transformation

Sub-theme I: Determinants of Learning Needs in Rural Areas



Sub-theme II: Organisation of Education in Rural Areas, Especially Remote Rural Areas

Sub-theme III: Strategies for Accelerated Rural Transformation through Educational Inputs – Formal and Non-Formal Education

APPEAL's contribution to the symposium

APPEAL organised a workshop session focusing on community empowerment through community learning centres (CLCs). The session began with an introduction to APPEAL and an overview of CLCs in general. Workshop participants had the opportunity to hear about actual examples of CLCs in Bhutan and China. They also discussed how the sustainability of CLCs could be strengthened through the use of APPEAL handbooks and ACCU literacy materials for training CLC management and staff.

APPEAL's view of the outcomes of the symposium

- ➔ Rural development must be an important component of the EFA effort in general and of current and future UNESCO programmes and activities in particular.
- ➔ Although policy development is important (as many speakers emphasised during the symposium), policy needs to be supported by

concrete evidence obtained through field experience and observation. CLCs provide excellent examples of the various initiatives made at the community level.

- ➔ INRULED, a member of the ARTC, has the potential to serve as an international institution providing services in rural development based on considerable experience in activities related to agriculture.
- ➔ Some presentations during the symposium used income as the sole indicator for measuring poverty. Other indicators, such as health, sanitation and access to information, should also be used in order to define poverty in broader terms. As a result, rural development activities addressing poverty can be more comprehensive rather than focus on income generation only.
- ➔ One recommendation made by symposium participants was that co-operation between various organisations, especially those in the private sector, was needed in order to promote rural education. This recommendation is in line with the proposal on tripartite co-operation for community empowerment prepared by ARTC members for APPEAL.
- ➔ APPEAL should co-operate with other UN agencies (which were co-sponsors of the symposium), such as FAO, UNICEF and the World Bank, in implementing projects for rural development using education as a tool.

Promotion of Literacy and Non-Formal Education in Afghanistan

APPEAL will work closely with the Ministry of Education of Afghanistan, the Asia Pacific Cultural Centre for UNESCO (ACCU), UNESCO Kabul and UNESCO Paris to implement a major project to promote literacy in Afghanistan.

According to UNESCO estimates, only 51.9 per cent of Afghan men over the age of 15 and a mere 21.9 per cent of women in the same age group can read and write.

Launched in January this year in Kabul, the *Literacy and Non-formal Education Development in Afghanistan* project (LAND-AFGHAN) aims at developing a nationwide network of literacy teachers trained in the effective delivery of non-formal education (NFE).

The project will also train NFE personnel in the development of teaching and learning materials. Project activities will be implemented within the Afghan Government's policy framework for literacy and NFE, and integrated with other similar NFE initiatives undertaken by UN agencies, government agencies and NGOs.

A wealth of literacy resource materials developed by APPEAL and ACCU with the help of NFE experts in the region will be adapted and translated into the two main languages in Afghanistan, Pashtu and Dari. Special consideration will be given to fitting the content into the Afghan context.

During the second phase of the project, APPEAL will assist the Ministry of Education in piloting community learning centres (CLCs) in selected parts of the country. Managers will be trained to administer and run the CLCs. Training will also be provided to personnel who will work as CLC facilitators and trainers.

The project will make a special effort to reach Afghan women and girls through support provided by the ACCU for the establishment of a literacy resource centre for girls and women.

At the planning meeting held in Kabul shortly after the launch of the project, the Co-ordinator of APPEAL,

Mr Hameed A Hakeem, provided information on ways in which APPEAL may be able to contribute to this important project. This meeting, chaired by the Deputy Minister of Education in charge of literacy in Afghanistan, brought together key partners in promoting literacy and NFE in Afghanistan to explore ways of strengthening co-ordination and co-operation.

The project is financed by a US\$500,000 contribution from the Japanese Government through a funds-in-trust. It is considered a flagship programme for the United Nations Literacy Decade (2003-2012), which will be officially launched at UN Headquarters in New York on February 13, 2003.

Early Childhood Care and Education: **Joint KEDI-UNESCO Seminar and Study Tour Focus on Most Vulnerable and Disadvantage Children**

Since 1997, the Korean Educational Development Institute (KEDI) has organised seminars on different topics in collaboration with UNESCO Bangkok. The seminars have been funded by the Korean Funds in Trust.

In 2002, KEDI and the Korean Ministry of Education and Human Resources Development decided that the seminars for the next few years should focus on the goals of the EFA Dakar Framework for Action. Because *“expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged”* is the first of the six goals, this was the topic for the seminar and study tour arranged in Seoul from 2 to 8 December 2002.

Representatives from China, Indonesia, Malaysia, Thailand and Viet Nam participated in the seminar, as well as resource persons from the National University of Singapore, Duksung Women’s University, the Korean Ministry of Education and Human Resources Development, KEDI and APPEAL, UNESCO Bangkok.

During the seminar, the participants formulated steps to facilitate networking among specialists in their respective countries in order to support and promote early

childhood care and education. Ministry representatives emphasised the need for information sharing and technical support to improve and expand early childhood care and education services. According to feedback from the seminar evaluation, participants were inspired by the presentations, discussions and field visits. APPEAL will follow up in order to strengthen the development of an early childhood care and education network in the region.



Inclusive Education in the Region: Addressing Marginalisation and Exclusion in Basic Education

// Capacity Building and Resource Development of Basic Education Focusing on Combating Marginalisation and Exclusion" is a regional project funded by the Japanese Funds in Trust. The purpose of the project is to give countries experience in developing welcoming educational policies, practices, curricula and cultures that promote the mainstreaming of students who are vulnerable to exclusion and marginalisation in schooling.

Within the framework of this project, several workshops took place in Cambodia and in Indonesia. Their purpose was to encourage the adoption of methods to include children with disabilities in regular education classrooms.

Children with Special Needs in the Classroom in Cambodia

With UNESCO funding, the Disability Action Council (DAC) and the Ministry of Education, Youth and Sports (MoEYS) organised two workshops in October and December 2002. The objectives of these workshops were to raise awareness regarding the needs of children with disabilities within the MoEYS at the provincial and central levels and to strengthen the capacity of the MoEYS to meet the needs of these children. The latter workshop trained trainers that could be called upon by the MoEYS and other organisations to provide training to help educate children with special needs within regular school classrooms.

Both workshops were considered highly successful by organisers and participants. The latter learned to identify special needs through the examination of different case studies of Cambodian children who have faced difficulties because of their ethnicity, gender or disability. Debates and role-plays were used to give the participants a better understanding of issues related to disability.

In addition, they learned about the Rights of the Child, as well as the importance of mainstreaming children with special needs within regular education. "Dealing with Diversity: Nine Golden Rules for Good Teaching," a module adapted from UNESCO's Teacher Resource package, offered useful tips for working with these children. In the training of trainers workshop, participants practised using more active teaching methods, with feedback from trainers and colleagues.

Both workshops included visits to organisations and institutions devoted specifically to children with disabilities. These field visits reinforced the message that all children have abilities and can learn.

In the workshop for future trainers, an extra day was devoted to building relationships between the MoEYS and NGOs grappling with disability related issues. Nine NGOs briefly presented their work and welcomed questions. After the presentations, participants in small groups discussed how the MoEYS and NGOs could work more closely together to help children with disabilities and what support and co-operation NGOs need from the ministry. Workshop organisers hope that this session will be the start of a real partnership between the MoEYS and NGOs working in this area.

Implementing Inclusive Education in Indonesia

From 21 to 23 January 2003, the Workshop on the Implementation of Inclusive Education for Teachers and Education Planners was held in Bandung, Indonesia. This workshop was organised by the UNESCO Jakarta Office and the West Java Provincial Education Authority in co-operation with APPEAL, UNESCO Bangkok.

In spite of efforts since 1978 to enroll children with special needs in regular primary schools throughout West Java province, the segregation of children with disabilities is still present here, as well as in the rest of the country. Most children with disabilities have to attend special schools. Many teachers in the regular schools lack the knowledge and the confidence to create friendly learning environments that meet the learning needs of these children.



The Ministry of National Education has planned a pilot project to encourage more inclusive practices in schools located in eight selected provinces, including West Java province. The project will start in September 2003. West Java province intends to establish one pilot school in each of its 24 districts.

Provincial education authorities have already identified three pilot schools in Bandung City and two other districts nearby. UNESCO is supporting the pre-implementation activities in the province. The January workshop helped to raise the awareness of participants concerning inclusive approaches and sympathetic school environments.

Around 70 participants attended the workshop, including principals, teachers and supervisors from the three pilot schools and a special school in the area, representatives of parents groups, school councils and NGOs, and education authorities from central, provincial and district levels.

The workshop dealt with topics, such as international and provincial trends, in educating children with special needs, principles of inclusive education, teaching special needs children in inclusive settings, and strategies of supporting inclusive education. Participants shared the experiences and expectations of regular teachers and parents concerning inclusion. They specified the roles of regular and special schools, education authorities at different levels, community members, school councils, NGOs and other stakeholders. At the end of the workshop, representatives from each district formulated action plans in order to support the pilot implementation of inclusive approaches in their schools.

Following this workshop, inservice teacher training workshops for the three pilot schools and the special school will be held specifically for school principals and teachers. A set of implementation guidelines and policy recommendations is expected by September 2003.

Literacy for Ethnic Minorities: **Developing a Manual on Functional Literacy for Ethnic Minorities**

In response to recommendations of countries in the region that are implementing literacy programmes and activities for ethnic minorities or indigenous peoples, APPEAL organised a workshop of international experts to develop a manual on functional literacy for ethnic minorities. After the workshop, the manual was revised according to comments given by additional experts.

The purpose of the manual is to provide useful information on best practices and practical strategies for developing relevant learning materials and effectively organising literacy classes for minority communities.

The manual advocates using the mother tongue/bilingual approach at the initial stage of teaching literacy classes



and gradually introducing the national language as learning progresses. This approach may help ethnic minority learners to learn more confidently with their own language. They may learn faster and better.

The provisional contents of the manual include:

- Chapter 1: Minority Communities in Asia and the Pacific
- Chapter 2: Best Practices in Implementing Education for Ethnic Minorities
- Chapter 3: Mobilisation and Recruitment
- Chapter 4: Developing Minority Language Systems
- Chapter 5: Identifying Learning Needs
- Chapter 6: Developing Teaching-Learning Materials
- Chapter 7: Developing Graded Reading Materials
- Chapter 8: Training Facilitators
- Chapter 9: Evaluation
- Chapter 10: Promoting Sustainability

The first draft of the manual has been completed and is currently being tried out. The final version should be out later in the year.

Researching the Use of Mother Tongue/Bilingual Approach

APPEAL is providing support to five countries that are undertaking action research on literacy programmes for ethnic minorities using the mother tongue/bilingual approach. The five countries are Bangladesh, China, India, the Philippines and Thailand. The objective of the project is to find out whether teaching minority people using their mother tongue at the initial stage of a literacy programme and gradually introducing the national language will be more efficient than using the national language alone from the beginning.

Linguists in the participating countries will assist in preparing appropriate mother tongue or bilingual learning materials. Minority people are also involved in developing these materials. Later on, facilitators will receive training in how to conduct literacy classes using



the materials developed. Action research will be undertaken throughout the project.

Cambodia is in the process of finalising its proposal and will join the project soon.

ICT for Non-Formal Education: Applying High Technology in NFE Programmes

Although there is increasing awareness that information communication technology (ICT) can be harnessed to promote non-formal education (NFE) activities in Asia and the Pacific, few countries in the region have taken advantage of the possibilities it offers.

In spite of increasing access to ICT in these countries, the target beneficiaries of NFE programmes have few opportunities to use this technology. These beneficiaries are socially and economically disadvantaged people who generally live in rural, remote and isolated areas in the region – the rural poor, women and girls, out-of-school children, youth and adults, the unemployed.

To narrow the “digital divide,” these individuals should get the chance to access and benefit from ICT in order to learn more effectively and to participate more fully in an increasingly knowledge-based society.

The Japanese Funds-in-Trust (JFIT) project for applying ICT in NFE programmes was launched in 2002. APPEAL will use the potential of ICT to bring about a more effective application and delivery of existing resources, as well as to develop new resources to broaden access to and improve the relevance and quality of learning through community learning centres (CLCs).

In addition, APPEAL will support NFE programmes in developing more effective technology for disseminating

information and promoting an interactive, flexible learning process. Such technology can enable women and men in local communities to engage much more actively in the construction of learning content and in the solution of problems related to local values and environments.

In this connection, APPEAL will organise an Expert Meeting on ICT for Non-formal Education from 21 to 25 April 2003, in Bangkok, Thailand. The meeting will consist of two consecutive sessions focusing on the following themes:

1. ICT Materials Development and Training for the Capacity Building of Personnel
2. Community Empowerment Through ICT Projects

ICT Materials Development and Training of Personnel (21-23 April)

During this session, participants will discuss the following issues:

- ➔ The effective use of ICT materials and programmes for the development of planning and management skills and knowledge at the CLC level
- ➔ The effective use of already existing ICT content-specific materials to implement NFE activities; and (if needed) the development of these materials for

community learners on topics such as health, HIV/AIDS, the environment, and gender issues

- ➔ Ways in which ICT can support the development and dissemination of locally relevant materials in local languages taking into account indigenous cultural information, instead of having to rely upon externally produced materials
- ➔ Strategies to facilitate the conversion of existing projects into fully local initiatives backed by the national government and professionals within the country

Community Empowerment Through ICT Projects (24-25 April)

This session brings together experts who are advising ICT projects that aim to encourage and assist community people to empower themselves through

learning programmes in the application of ICT and capacity building. The session will have the following objectives:

- ➔ To discuss and examine innovative or alternative ideas, skills and approaches needed in the application of ICT which is appropriate for the needs of local communities, so as to equip project stakeholders with the skills to plan and implement their own projects
- ➔ To examine effective training methods and strategies for designing community-oriented ICT projects for community development and poverty alleviation

After the meeting, participants will prepare guidelines for producing prototype versions of ICT materials as well as appropriate training manuals. In addition, needs-based ICT pilot projects will start in five participating countries in co-operation with the ICT experts.

Community Learning Centre News Briefs

New Participating CLCs

UNESCO Asia and the Pacific Regional Bureau for Education, based in Bangkok, is pleased to welcome three new participating countries to the APPEAL Community Learning Centres (CLCs) project, namely Sri Lanka, Kazakhstan and Samoa.

The focal organisations implementing the CLC project in Sri Lanka are the Department of Non-Formal Education of the Ministry of Education and Savordaya, an experienced NGO. The two institutions jointly organised the first national workshop in December 2002, which was participated in by 60 representatives from government organisations and five NGOs, including Savordaya. Representatives from APPEAL also took part. The workshop trained participants in ways to plan and organise CLC activities effectively and systematically. The workshop used the APPEAL CLC Management Handbook.

The National Observatory of Kazakhstan is the focal organisation for the CLC project in that central Asian country. It is now in the process of publicising the project and selecting communities to participate.

Samoa is in the process of preparing to launch an introductory campaign to raise public awareness about the project.

Evaluating CLCs in Mongolia

In June 1999, a project to evaluate CLCs in Mongolia got under way, supervised by the Information, Training and Research Centre (ITRC), an NGO based in Ulaanbaatar. This project, with assistance from APPEAL, has been implemented in four *aimags* (provinces), namely Bulgan, Zavkhan, Gobi-Altai and Ubukhangai.

The evaluation was undertaken in order to assess the impact of the APPEAL CLC project after three years of operation in the country. The results of the evaluation will be used for planning future centres supported by APPEAL and the ITRC. These results will also appear in a policy discussion paper for government representatives, NGOs and potential donors, and in a descriptive report for other countries participating in the CLC project, international organisations and NFE personnel in the region.

External evaluators – including an expert from Gansu, China, and representatives of the Mongolian Youth Development Centre (MYDC), a local NGO – were responsible for undertaking the evaluation. The Mongolian Natcom and UNESCO Beijing provided support for the smooth operation of evaluation activities that consisted of document study, interviews, questionnaires, field visits and a wrap-up seminar.

The investigators found that CLCs have contributed to the empowerment of local people and communities by encouraging their participation in and ownership of activities. Although there have been many other development projects in Mongolia with similar activities, the idea of community ownership related to planning, decision-making and implementation is a relatively new one for beneficiaries.

As successful examples, the evaluators identified two CLC sites. One centre in Rashaant district managed to mobilise community resources through the efforts of the school principal. CLCs in Ubukhangai were successful in co-ordinating all community development activities with the full support of the local government.

On the other hand, several CLCs didn't last long due to a lack of interest and support from the community,

while external support was mainly given to facilities and buildings. In addition, the absence of networking and co-operation with other development agencies at the national level has kept the pilot projects from expanding widely throughout the country. Networking and linkages have occurred only at the project site level.

The main evaluation findings are currently being synthesised into a report to be shared with the Government, NGOs and international agencies. The report recommends that the Mongolian National Commission for UNESCO facilitate discussion about strategies for promoting NFE within the framework of EFA. The successful CLCs cited by evaluators can serve as concrete examples of community-based delivery mechanisms for NFE and community development.

News from the APPEAL Resource and Training Consortium

An ARTC meeting took place in Beijing on 18-19 January 2003. The meeting was scheduled prior to the International Symposium on Rural Education held on 20-23 January at the International Research and Training Centre for Rural Education (INRULED), one of the ARTC member institutions.

The ARTC meeting's objectives included:

- ➔ Review of the overall status of EFA and APPEAL's strategies in the region, including the sharing of activities of ARTC members
- ➔ Identification of priority areas for APPEAL's programmes
- ➔ Development of proposal outlines related to future activities in literacy and continuing education in order to assist in the implementation of these programmes
- ➔ Exploration of areas and mechanisms for strengthening the ARTC network

Pursuing these objectives, participants were able to accomplish the following:

- ➔ They identified the following priority areas for APPEAL's programmes: policy, access, quality, life skills, resource mobilisation and networking. ARTC representatives agreed that the latest information and communication technology (ICT)

should be used to effectively carry out activities in all these priority areas.

- ➔ With the priority areas clearly in mind, participants developed outlines for proposals concerning: 1) a regional forum to discuss the expanded meaning of literacy; 2) quality improvement of NFE with a focus on life skills; and 3) tripartite co-operation among government agencies, the private sector and civil society for the purpose of community empowerment.
- ➔ Participants also suggested ways to strengthen the ARTC network by reviewing its membership and functions, planning annual meetings in co-operation with ACCU-APPEAL, joint research,



including evaluation of community learning centres (CLCs), and improving the ARTC Website.

- A wrap-up meeting informed the Director, UNESCO Bangkok, about the most important outcomes of the meeting and confirmed

arrangements for follow-up actions to be undertaken by APPEAL and ARTC members.

After the ARTC meeting, the participants joined the International Symposium on Rural Education as speakers, chairpersons and rapporteurs.

Non-Formal Education:

Training NFE Personnel to Serve as Regional Resource Persons

The lack of qualified personnel is one of the serious constraints on NFE programmes in many countries of the region. In contrast to personnel preparation in formal education, systematic training programmes in NFE do not exist in these countries.

In response to this situation, APPEAL has provided support to efforts for the capacity building of NFE personnel throughout the region.

One recent example was a workshop held in Jomtien, Thailand, on 1-7 September, 2002. The purpose of that workshop was to prepare a team of key NFE personnel who can serve as resource persons for training activities at the national and regional levels. The workshop also aimed to develop comprehensive training guides for conducting training programmes effectively.

A group of experts from Bangladesh, China, India, Indonesia, Kazakhstan, the Philippines and Thailand shared their experiences related to training and explored strategies to ensure the delivery of quality training programmes to the grassroots level.

The main output of the workshop was a series of training guides based on the resources available in the region. The draft materials have the following contents:

Part I: Basic Training Guide. This section elaborates the specific steps required for conducting training

programmes *before, during* and *after*. The guide also includes checklists and instructions for trainers.

Part II: Training Techniques. This is a compilation of various training techniques that can be used during the training sessions.

Part III: Proposed Training Session Guides. This section presents two sample training sessions for NFE facilitators and managers of community learning centres (CLCs), using the two handbooks published by APPEAL, the NFE Facilitator's Handbook and the CLC Management Handbook.

These guides will be available in mid 2003 for use by CLC-related training programmes and other adult education programmes.



Training on CLC Management for Mekong Basin Countries

While some countries in the region have capable NFE personnel, others, including those in the Mekong River region, require special efforts for strengthening the capacity building of NFE personnel at the national level.

APPEAL organised a training workshop for Mekong basin countries focusing on CLC management and NFE personnel, using the resources developed during the previous expert workshop in Jomtien. Participants from Cambodia, China, Lao People Democratic Republic,

Thailand and Viet Nam attended the training workshop held in Ayutthaya, Thailand, from 8 to 13 September 2002.

The participants were exposed to various methods for improving their knowledge and skills in training. These included presentations, brainstorming, group discussions and role-plays. Each country team developed follow-up action plans to develop strategies for strengthening the role of NFE training and resource development in the country's overall EFA policy and programme implementation. APPEAL plans to support policy dialogues at the national level in addition to providing technical support for training and resource development.



ACCU-APPEAL Regional Workshop: Equipping Key NFE Personnel in Materials Development and Teaching Methodologies

APPEAL and ACCU (Asia Pacific Cultural Centre for UNESCO) jointly organised the **20th Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific** in Yangon, Myanmar, during 3-12 December, 2002.

The workshop was designed to equip key NFE personnel from 20 countries in the region with the knowledge and skills to train NFE facilitators in the areas of materials development and effective teaching methods at CLCs. There were 31 participants from government agencies and NGOs. Three resource persons from India, Myanmar and Thailand assisted in organising the workshop.

Various participatory approaches characterised the workshop sessions. Because the workshop emphasised "active learning," participants in small groups were engaged in practising what they had learned and in assuming responsibility for accomplishing the assigned tasks.

Participants used the APPEAL handbooks for NFE facilitators and materials development as the main resource materials for workshop activities. In particular, the video package for NFE facilitators and the clip art for materials development were put to effective use during the workshop.

The workshop provided participants with a forum for sharing experiences and ideas related to developing effective training programmes in NFE. They not only shared country reports of current activities, but also worked together in developing materials and demonstrating actual NFE lessons.

Participants also prepared action plans for following up this regional workshop at the national level. Because resources for NFE are still limited in many countries, participants were invited to develop national strategies to strengthen the capacity of NFE personnel as part of their countries' EFA action plans.

In the future, member states will need to initiate dialogues at the policy level in order to strengthen NFE resource development and capacity building mechanisms, which are still relatively weak in many countries. APPEAL can assist countries in this area through institutionalising CLCs as possible delivery mechanisms and also developing technical resources for training personnel.



UNESCO Director-General Visits Hill Tribe Children and Youth in Omkoi

One important activity initiated by Her Royal Highness Princess Maha Chakri Sirindhorn is the Project on Educational Development for Hill Tribe Children and Youth, located in mountainous Omkoi district in northern Thailand. The first phase of the project got under way during 2001-2002. Twenty-four community learning centres (CLCs) were established (9 new and 15 renovated) during this phase. The second phase will continue during the period 2003-2004.

On December 28, 2002, Mr Koichiro Matsuura, Director-General of UNESCO, visited two of the CLCs in Omkoi. He was accompanied by Professor Kasem Wattanachai, Privy Councillor, Mr Sung-Mog Hong, Chief, ERC/RMS/APA, UNESCO Paris, Mr Sheldon Shaeffer, Director, UNESCO Bangkok, the Secretary-General of the Thai National Commission for UNESCO, the Deputy Director-General of the Department of Non-Formal Education, and two representatives from the Office of Her Royal Highness Princess Maha Chakri Sirindhorn's Projects.

After a brief introduction to Omkoi district by government officials at the district centre, the Director-General and the team went by helicopter to visit two CLCs, namely Mai Lo De CLC and Huai Thongsat CLC. In each of the villages, the Director-General observed the full range of CLC activities related to schooling and literacy, early childhood care, health and hygiene, agricultural production and income generation. He spoke to a large number of learners, teachers and community leaders.

Mai Lo De CLC

This centre was set up by the Department of Non-Formal Education (DNFE) in 2000 and renovated by the Project in 2001. There are 36 children (18 boys, 18 girls) taking part in basic learning provided by the CLC. Thirty illiterate youth and adults join the literacy class.

The main activities of the CLC are providing purified drinking water and milk for children, providing for their lunches by means of vegetable gardening and raising chickens, growing bananas and papayas, protecting against malaria, and promoting better health and hygiene.

The CLC uses the entire site for these activities. This is one of the best CLCs for demonstrating activities that lead to improvement in children's health and nutrition. In addition, local people interested in learning how to make



knives can receive skills training right in front of the CLC, at the entrance. The CLC has received a complete set of learning materials and equipment such as a television, video player, satellite disk and loud speaker tower for announcing community news and information.

Huai Thongsat CLC

Huai Thongsat is located 11 kilometres from the Omkoi district centre. There are 16 households with 81 inhabitants. The CLC was newly constructed by community people, volunteer teachers and supervisors. It also received a similar set of learning materials and equipment as those at Mai Lo De. In addition, sports equipment is available, including badminton racquets and balls. Children and youth usually come to the CLC during their free time to play at the playground.

The volunteer teacher is from another province and can't speak Karen, the local language. She had problems communicating with community people and in classes. Fortunately, the Assistant Village Chief is helping her to explain things to community people and their children. The latter are able to read and speak some simple Thai words after attending class.

A small group of community people, together with the volunteer teacher, initiated training to acquire skills in making bamboo hats and in knitting scarves. In conformity with Princess Sirindhorn's Foundation policy, the Foundation will bring these products made by community people to Bangkok for sale at the Foundation's shop, "Pu Pha," located at Siam Discovery Centre in the heart of the capital.