The launch of APPEAL was in response to a recommendation from the 5th Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific in March 1985 in Bangkok that called on UNESCO to consider the possibility of launching a regional programme “to eradicate illiteracy and to universalize primary education in Asia and the Pacific before the end of the century”.

When APPEAL was launched in New Delhi in February 1987, the education scene in the region was characterized by the following features:

- Continuing increase in the number of illiterates despite efforts made by countries.
- A great concern for the achievement of universal primary education (UPE) which appeared to be an elusive target for many countries.
- The hope provided by non-formal education as a viable, alternative/supplementary mode, and
- The acceptance of the need for continuing education (CE).

(Continued on page 2)
The conceptual framework within which APPEAL launched its strategies to address issues of literacy and CE was developed with the help of regional expertise. Within this framework viable and effective modalities have been devised for collaboration among Member States. Member States have also been encouraged and assisted to undertake pilot studies and innovative activities aimed especially at finding solutions to overcome persistent problems such as lack of access to education for disadvantaged groups. The mechanism of regional and sub-regional meetings has been used for sharing experiences and lessons learnt.

A significant contribution made by APPEAL has been to assist Member States to avoid segmented and disparate efforts to tackle issues of literacy and CE; and to embark on a comprehensive and systematic approach to literacy and CE. Through this assistance APPEAL has influenced the design of literacy and CE programmes in the region. In addition, APPEAL’s role in facilitating the sharing of experience among countries in the region has ensured that Member States are no longer addressing their issues on literacy and CE in isolation.

Over the past twenty years APPEAL has tried out a number of consultative mechanisms to support and facilitate APPEAL’s mission to reach its goals. Of these the ARTC (APPEAL Resource and Training Consortium) mechanism has proved to be the most practical and effective. In forming the ARTC, APPEAL identified centres of good practice in literacy and continuing education in Member States and formed them into a consortium. The ARTC not only serves as a consultative body but also undertakes materials production and training of personnel, along with activities that include research and arrangement of inter-country study visits of NFE personnel. On many occasions it serves as the “technical arm” of APPEAL. Networks are being established in APPEAL’s work in specific areas such as the Gender Education Network in Asia (GENIA) and inclusive education through the Enabling Education Network (EENET).

The work of APPEAL has undergone renewal and transformation in recent years. In aligning its work more closely with the Millennium Development Goals (MDGs), the Dakar Framework of Action and UNESCO’s global strategy, APPEAL’s focus has expanded to include early childhood care and education and formal primary education, gender, and the promotion of the right to education and inclusive education. This transformation has taken place while APPEAL has renewed its emphasis on literacy and continuing education (with a sharper focus on literacy in the mother tongue for linguistic minorities and the application of Information and Communication Technology (ICT) tools for promoting literacy and continuing education) aimed at helping countries to meet Education for All (EFA) and United Nations Literacy Decade (UNLD) goals.

Currently the aim of APPEAL is to promote literacy, early childhood care and education (ECCE), primary education and continuing education as integrated components of basic education and life-long learning under the guiding principle of a human rights-based approach to education. APPEAL’s strategies stress gender mainstreaming, community participation, inclusion, networking, utilization of appropriate (ICTs), and innovations in both formal and non-formal approaches as a means to ensure good quality education, especially to disadvantaged and vulnerable groups. In implementing its programmes, special attention and priority are given to reaching out to excluded, underserved or disadvantaged groups: women and girls, the poor, minorities and the disabled.

Over the two decades of its existence APPEAL has reviewed its work through formal and informal evaluation. The most recent external evaluation supported by the Norwegian Funds-in-Trust was well received at the UNESCO Executive Board. At the same time it helped point out directions in which APPEAL’s work needs further strengthening. It is both timely and appropriate to focus more closely on reviewing and evaluating APPEAL’s work so as to feed these results into the on-going process of the formulation of the new mid-term strategy for UNESCO.

Currently, a number of regional projects carried out by APPEAL with funding support from the Government of Japan are being externally evaluated. We hope the results of the evaluation will provide further renewal and transformation of APPEAL’s work to make the regional programme more responsive to the needs of the Member States it serves.
“Expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged” is the first of the six goals of the Dakar Framework for Action on Education for All of 2000. Since then, countries have made much effort towards achieving the Education for All (EFA) goals, and general improvements in the indicators for women and children have had direct and indirect impact on the provisions and quality of early childhood development. However, conditions in early childhood care and education (ECCE) between countries and regions continue to show vast diversity and disparities. Despite being the first goal of EFA, governments continue to have the tendency of regarding ECCE as not a part of basic education. At times of resource constraints and other priorities, ECCE remains a sector that faces resistance from the education sector.

The Global Monitoring Report (GMR) 2007 focusing on this first EFA goal made a compelling case for ECCE as the foundation for all learning, a foundation for life. ECCE is recognized as a requisite in achieving the other EFA goals, as children who have access to ECCE are more likely to enrol and remain in school, learn what is taught effectively and perform well. At the same time, the GMR 2007 also revealed that evidence-based research and studies in the field of ECCE, especially in the developing countries was limited.

Having quality national policies is the first major step for ensuring the provision of good quality early childhood programmes and healthy development of young children in the Asia-Pacific region. However, ECCE has not been a priority for governments, and thus policy for ECCE has been neglected. Governments through their ministries have the primary responsibility of formulating early childhood policies, mobilizing support to implementing the policies and ensuring programmes are suitable for children under school-age. Their support in the field of ECCE in the region needs to emphasize providing policy-makers with strengthened capacity to work efficiently with early childhood.

In view of this regional situation and in response to the growing demands of the countries of the Asia-Pacific, the UNESCO Bangkok and UNICEF East Asia and Pacific Regional Office (EAPRO) jointly launched a regional early childhood policy review exercise in September 2006. Nine countries of the region participated in this joint initiative, namely, China, Indonesia, Lao PDR, Malaysia, Mongolia, Nepal, Pakistan, and the Philippines and Viet Nam.

The overall aims of the joint initiative are to support the countries of the Asia-Pacific region in meeting the EFA Goal-1 on ECCE by identifying, documenting, sharing good practices, challenges, constraints, policy development and implementation, and to contribute the following broad outcomes at the national level:

- Support national governments in developing and implementing policies related to young children and their families.
- Build national capacities in preparing policies that support the development, delivery and access to quality early childhood services and provisions.
- Develop knowledge and resource base for ECCE policy as a reference for policy makers; and
- To share experience and perspectives in policy development and implementation within and among countries on early childhood services/provision.

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Inclusive Education

Regional Workshop on Inclusive Education and Child-Friendly Schools
(21–23 November 2006) New Delhi, India

UNESCO Bangkok organized this meeting in New Delhi, India, 21-23 November 2006. The meeting was jointly organized by UNESCO Delhi, UNICEF, and Save the Children, Sweden.

Inclusive and Child Friendly Education addresses the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. The core of inclusive and child friendly education is the fundamental right to education for all as well as the right to non-discrimination and participation. The overall goal of inclusive and child friendly education is developing schools where all children are welcomed, participating and treated equally. This has helped to focus attention on a much broader range of children who are not in school or may be marginalized within the education system for reasons not necessarily linked to special needs or disability.

The purpose of the workshop was to share experience of inclusive and child-friendly education practices in South Asia and to recommend how to promote further rights-based approaches to education in the region within the framework of Education for All. The specific objectives of the workshop were:

1) To discuss the potential of inclusive and child friendly approaches as a means to improve the overall quality of education and improve education systems to ensure inclusion for all.
2) To demonstrate and promote inclusive, rights-based and child friendly approaches to formal and non-formal education.
3) Recommend how to promote inclusiveness with particular emphasis on the implementation of Education for All national plans of action (EFA-NPAs) building on recent regional and national initiatives.
4) To discuss and promote inclusion and child friendly school approaches to education in emergency situations.

The participants of the workshop included: Selected practitioners; EFA Coordinators; senior policy-makers from Ministries of Education; International experts and academic researchers and representatives of international organisations, NGOs and donor agencies.

For more detail, see www.unescobkk.org/ie or contact Johan Lindeberg (j.lindeberg@unescobkk.org)

Gender Equality in Education

Midway to 2015: Are We Getting Closer to Our Goal?

In 2006, UNESCO Bangkok held a photo contest among countries that are part of the Gender in Education Network in Asia (GENIA). The main criteria for the entries were to capture gender equality in action and to show how stereotypical roles of girls and boys, women and men are being challenged in schools, homes and communities here in our region. Photo entries were received from Cambodia, Kazakhstan, Lao PDR, Nepal, Pakistan, Thailand, Uzbekistan and Viet Nam, taken by students, teachers, Ministry of Education officials, development professionals and professional photo-graphers in their home country. Judging took place at
UNESCO Bangkok, on the basis of which 12 photos were selected. These winning entries are featured in 2007’s gender in education calendar. As the world prepares for the mid-term review of progress in EFA, there is still much work to be done to achieve the goal of eliminating gender disparities in primary and secondary education and achieving gender equality in education. It is hoped that through these images we can be reminded of the importance of this goal and what it entails, with a vision of what this may look like.

Education in Emergencies: The Gender Implications

Education in emergencies is a critical intervention in the promotion of gender equality - equal conditions for women and men to realize their full human rights and to contribute to and benefit from economic, social, cultural and political development. Women’s and girls’ participation is critical in post-emergency recovery and reconstruction and peace-building efforts; and in education programmes which respond to the needs and rights of both girls and boys and which give girls opportunities to learn new skills, develop their confidence and capacities help to pave the way for this.

This advocacy brief outlines the key issues for consideration with regard to the gender implications in education in emergency situations and recommends strategies that can help to ensure that education programmes – formal or non-formal – established by governments, UN agencies, international NGOs or community based organizations contribute to protecting children and youth in times of crisis and meet the needs of all learners.

A Toolkit for Promoting Gender Equality in Education – New 2006 Version

The Gender Toolkit is a collection of resources for use by gender focal points and education planners and implementers to promote gender equality and mainstream gender in the education system, ensuring that women’s/girls’ and men’s/boys’ concerns are an integral dimension of education policies, programmes, legislation or any planned action. The Toolkit has been translated into local languages in many countries of the Asia-Pacific region and has been widely used since it was first produced in 2002. This newly-updated

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Promotion of life-long learning in the region – initiatives of Japanese institutions

There have been several initiatives in Japan to promote life-long learning at the policy and grassroots level in cooperation with countries in the region. As one of the first initiatives, a regional workshop on CLC networking was held in Matsumoto, Japan in August 2006, with representatives from 13 countries of Asia and the Pacific. This year, the following two events have been planned to take place in Japan in cooperation with APPEAL.

National Institute for Educational Policy Research (NIER) in Tokyo is organizing an International Conference on Life-Long Learning and Development Cooperation in September 2007, jointly with ACCU and in cooperation with UNESCO. The main focus of the Conference is to expand the vision of EFA from a life-long learning perspective and, facilitate in adapting policies for promoting life-long learning. The Conference will also discuss that cooperation amongst development agencies should be supportive of life-long learning. The thematic areas of conference discussions will include:

1) clarifying and expanding the visioning of life-long learning perspectives
2) diversifying the providers of life-long learning
3) diversifying the methodologies of life-long learning
4) collaboration, linkages and networking between inter and intra agencies and development providers beyond the education sector.

The conference will be participated in by policy makers, government/NGO experts and researchers mainly from Asia and the Pacific, and also representatives of development agencies.

Okayama University is planning to host an International Conference on CLCs to promote Education for Sustainable Development (ESD), based on the experiences of Kominkan, a learning centre similar to a CLC. The Conference will be organized in November 2007, in conjunction with the national Festival on Life-Long Learning to be held in Okayama City. The event is being planned in consultation with the Japanese NatCom of UNESCO, Life-Long Learning Bureau of the Ministry of Education, Science, Sports, Culture and Technology (MEXT) and the Asia/Pacific Cultural Centre for UNESCO (ACCU).

APPEAL has provided the organizer with background information on CLCs in the region and is currently assisting them in preparing the framework and selecting experts to be invited to this conference. APPEAL will also provide technical inputs based on the on-going project experiences on CLC networking and studies on community participation and ownership in CLCs.

Promotion of NFE in Pacific

Pacific Regional Workshop on NFE Advocacy Materials

The University of South Pacific (USP), Lautoka Campus, Fiji, organized the Pacific Regional Workshop on NFE Advocacy Materials in Fiji from 29 November to 2 December 2006. The workshop was jointly organized by UNESCO Apia and Bangkok in collaboration with Asia/Pacific Cultural Centre for UNESCO (ACCU) as a follow up to the Expert Meeting on Literacy Materials held by ACCU in Tokyo in July 2006.

There were 25 participants from countries of the Pacific including government officials, university researchers, NGO staff, UNESCO Apia, Bangkok and ACCU. The main tasks of the workshop were to:

• review the trends and practices of NFE in the Pacific countries;
• discuss the possible adaptation of the Asia/Pacific Joint Production Programme of Materials (AJP) in the Pacific countries; and,
• suggest strategies in promoting NFE policy and practices under the framework of EFA.

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At its General Conference in 1999 the Member States of UNESCO agreed to observe an International Mother Language Day on 21 February every year. More than 6,000 languages are celebrated in the world on this day, an event aimed at promoting linguistic diversity and multilingual education.

The UNESCO Asia and Pacific Regional Bureau for Education supports mother tongue-based multilingual education to promote linguistic and cultural diversity in Asia-Pacific, a region where most countries are multilingual. The Regional Bureau marked the International Mother Language Day on 28 February 2007 at the annual Regional Education for All (EFA) Coordinators’ Meeting in Bangkok, where more than 2,000 languages of the region were celebrated. On this occasion an advocacy kit for promoting mother tongue and multilingual education was launched. This advocacy kit will raise awareness on the need for, and the benefits of multilingual education that enables indigenous minority language learners to establish a strong education foundation in their mother language.

UNESCO is strongly committed to the inherent value and role of language, linguistic diversity, and the need to maintain and strengthen them. It sees language as a key to learning, communication, mutual understanding, peace, and security, and integrated into an individual’s and group’s identity. Linguistic diversity thus must be seen as a resource and opportunity for education, not an obstruction.

UNESCO plays a vital role in providing international frameworks in education policy and practice on key and complex issues. Language and in particular the choice of language of instruction in education is often a thorny issue in some countries in the region. The Universal Declaration on Cultural Diversity, adopted by the UNESCO General Conference in 2001 and UNESCO’s Position Paper, “Education in a Multilingual World,” recommend that countries should ensure they are:

- Sustaining the linguistic diversity of humanity and giving support to the expression, creation, and dissemination of the greatest possible number of languages;
- Encouraging linguistic diversity at all levels of education;
- Supporting mother tongue instruction as a means of improving educational quality;
- Supporting bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies;
- Supporting language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.

All citizens of a country need to be effectively literate in the national language if they are to fully participate in, and contribute to national economic and social development. Research has shown that children learn skills in reading and writing most effectively in their mother tongue, as well as other subjects, such as science and mathematics. These skills, acquired initially in the mother tongue, can then be transmitted more easily to learning the national language and foreign languages.
Advocacy Kit for Promoting Multilingual Education: Including the Excluded

UNESCO Asia-Pacific Regional Bureau for Education launched an Advocacy Kit for Promoting Multilingual Education: Including the Excluded during the Regional Education for All (EFA) Coordinators’ Meeting, 26 February to 2 March 2007 in Bangkok, Thailand. The Kit was developed by UNESCO Bangkok’s Advisory Committee on Multilingual Education, which consists of international and national experts in linguistics, international organizations, NGOs and universities that work for language and education area in the Asia-Pacific Region.

Language is key to learning. Every language has the ability to communicate the knowledge and wisdom its speakers have developed over generations. Language diversity, then, is one of the greatest resources of humankind. Linguistic diversity should be seen as a resource and opportunity for educating our children, not as a problem. However, there is a serious lack of recognition and understanding of the role that bi/multilingual education can play in increasing enrolment, retention and achievement in the formal school system.

The Advocacy Kit for Promoting Multilingual Education: Including the Excluded provides important insights into the value of mother tongue-based multilingual education. It also encourages readers to think about the importance of language issues and to investigate them further. The Kit draws research findings and experiences gained over many years by numerous organizations and individuals working on mother tongue-based multilingual education. The Kit presents the information on the language situation in the region to policy makers, education practitioners and community members, and examines the educational situation of linguistic minorities and explores how mother tongue-based MLE improves their education.

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Promoting Literacy in Multilingual Settings

A regional workshop on mother tongue/bilingual literacy programmes for ethnic minorities was organized by APPEAL, UNESCO Bangkok, from 6-10 December 2005 in Chiangmai, Thailand. The workshop provided opportunities for the nine country representatives to share and learn from experience in implementing mother tongue/bilingual literacy programmes.

Promoting Literacy in Multilingual Settings highlights the outcome of the workshop. Of the two papers from resource persons, one focuses on linguistic diversity, literacy and education; the other on approaches to education in ethnic minority communities and the experiences from the nine countries participating in the UNESCO pilot project.

The publication also provides a glimpse of issues and challenges, developing low-cost and effective materials, training community teachers, and using appropriate teaching methods.

The publication is targeted at policy-makers, planners and programme implementers from both formal and non-formal education departments and non-governmental organization involved in multilingual education. It can be downloaded from the UNESCO Bangkok website, www.unescobkk.org.

Good Practice on Mother Tongue/ Bilingual Literacy Programmes in Asia

The Asia Pacific Programme of Education for All (APPEAL) UNESCO Bangkok, has been supporting eleven countries (Bangladesh, Cambodia, China, India, Indonesia, Nepal, Philippines, Thailand, Viet Nam, Malaysia and Afghanistan) to implement pilot projects in mother tongue/bilingual literacy programmes. The Programme aims to provide support to participating countries to undertake research with the participation of linguists and community members; prepare context-specific literacy materials using mother tongue/bilingual approaches; and train local staff in the use of these teaching/learning materials for facilitating learning by community members.

One of the guiding principles spelled out in UNESCO’s position paper on language education entitled Education in a Multilingual World states that “UNESCO supports mother tongue instruction as a means of improving educational quality of building upon the knowledge and experience of the learners and the teachers”.

APPEAL has supported research studies in mother tongue/bilingual literacy programmes. In order to assist in documenting the project implementing, teaching learning process, orthography development, learning materials development, preparation of transforming the plan from mother tongue to national language and impact of the project including problems and issues, APPEAL is planning to publish a booklet of case studies on Mother Tongue/ Bilingual Literacy from different countries. Experts from seven countries prepared the

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Regional Workshop on Use of ICT for Community Empowerment through NFE, 20-24 November 2006, Solo, Indonesia

In order to share and learn from project implementation and to develop a strategy for the promotion of Information Communication Technology through Non-formal Education (ICT-NFE), a Regional Workshop on the Use of ICT for Community Empowerment through NFE was organized from 20 to 24 November 2006 in Solo, Indonesia. Apart from the sharing, the workshop was intended to build further the capacity of personnel for improved implementation of the project. The workshop was participated in by ten countries in the region and the Asia Pacific Cultural Center for UNESCO (ACCU). The workshop discussed four themes.

Theme 1: Use of ICT for Capacity Building and linkages between CLC and CMC

Nepal, Sri Lanka and the Philippines shared their experiences. The countries are using ICT as capacity building tools for community workers, NFE facilitators and the community. Countries use ICTs for training, materials development, conducting training, and enhancing the knowledge and skills in NFE and community development programmes. Good linkages between CMC and CLC have been developed to reach to the grassroots using ICTs. In Nepal, radio programmes and internet and ICT based literacy programmes contributed to community empowerment.

Theme 2: Use of ICT for Quality of Life Improvement

China, Lao PDR and Philippines showed how effective quality of life improvement, income generating skills can be provided using ICTs. Developing VCDs on farming, health and sanitation issues, income generating skills etc. and using them to train farmers and others is very effective. Trainees can visit the CLCs to watch the videos again and again to sharpen their skills.

Theme 3: Use of ICT for MIS

Thailand, Viet Nam and Indonesia have developed CLC-MIS for the community to collect and analyze.

Theme 4: Use of ICT for NFE Policy Formulation and Improvement

Uzbekistan, Indonesia and Thailand are using ICT for policy formulation. Generating information on the importance of NFE for EFA, and advocacy material on the potential of NFE in solving people’s problems has been developed.

The observation visit in PUSKOMUN (a unit within the University of Sebalas Maret) and BPPLSP (a development region) Regional III in Semarang and two CLCs, gave the participants an insight in the use of ICT for community empowerment. Radio broadcasting, teaching learning through audio visual materials, CLC-MIS at CLC, computer courses offered by CLC etc. helped the participants to understand the strength of ICT for community empowerment.

The participating countries developed follow up action plans for their countries. During the workshop, the participants realized the necessity of developing an ICT-NFE Resource Pack compiling all the experiences and learning of the project implementing countries on the use of ICT for NFE. The workshop developed a draft framework of a regional ICT-NFE Resource Pack.

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The regional workshop was jointly organized by the National Institute of Open Schooling, India from 17-21 July 2006. To achieve EFA goals and to promote life-long learning, Member States of UNESCO recognize the necessity to provide education not only through formal education, but also through non-formal education. Within the context of learning throughout life, learning will be undertaken in a variety of settings: informal, non-formal and formal. Learners will need to be provided with the flexibility to move from one setting to the other – especially between formal and non-formal settings. In this context recognizing learning outcomes and establishing equivalencies between what is learned through formal and non-formal education needs particular attention.

The workshop organized in Jaipur, was convened to share project experiences and to consolidate key findings. It discussed further action at the national and regional levels including development of a regional guide on equivalency programmes to consolidate the experience of this project.

A one day field visit was arranged for the participants to observe EP implemented by different organizations. The EP which was organized in a private secondary school used the school facilities and school personnel to provide EP to mainly out-of-school children and youth. The EP organized by an NGO, provided need based skill training programmes together with EP. The EP organized by a Continuing Education Centre (CEC) targeted adult illiterates and neo-literates to provide them with skill training and EP.

Key issues identified through sharing country experiences and suggestions for improvement of equivalency programmes include:

1) **Policy:** A well defined policy on NFE and EP is required to formulate concrete plans with target groups, provision of physical, human and financial resources, linkages between formal and NFE concerning curriculum, materials, training, monitoring and accreditation mechanisms, etc;

2) **Curriculum:** Prior to developing a curriculum, the specific target groups and their needs should be identified. Accordingly, curriculums should be developed in collaboration with the formal sector as well as other sectors especially for life skill competencies. Learning materials should also be developed in view of the competencies and types of media (print, tapes, etc), appropriate for the learners.

3) **Teachers and facilitators:** Improvement of status and salary of EP teachers needs to be managed at the policy level while continuous capacity building through training, monitoring and consultations should be provided in cooperation with technical organizations such as teacher training institutions. Involvement of formal school teachers is effective, but the risk of overloading these teachers also needs to be considered if they have to handle both formal and NFE.

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The meaning of Life Skills is poorly understood and in need of a definition and strategies to accommodate it in NFE programmes.

APPEAL, in December 2003 organized a regional workshop on life skills learning through non-formal education in Bali, Indonesia. The main objective of the workshop was to obtain experience in life skills related activities and to build the capacity of NFE personnel in defining and effectively implementing life skills through NFE. Eighteen member states (Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Lao PDR, Nepal, Mongolia, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Uzbekistan, Viet Nam) of the Asia Pacific region participated in the workshop. The member states also prepared and presented country study reports on life skills learning. The country study reports were also disseminated and shared within the countries participating in the project at workshops organized for the NFE personnel. Since 2003, piloted a project on ‘Life Skills Learning through Non-formal Education’ in Asia and Pacific, financially supported by JFIT.

Later, six countries (Bhutan, China, India, Kazakhstan, Philippines and Viet Nam) undertook a research study identifying effective strategies for integrating three main components (generic, literacy and contextual) in a Non-formal Education pilot project on life skills learning. Eventually, the findings of the pilot project were shared by the member states during an international workshop on life skills learning in Beijing, China, June 2005. Following the workshop, these six countries implemented a second pilot project to discover existing good practices in the application of the integrated three life skills components - contextual, generic and literacy skills in particular - with a focus on generic skills. The findings of the project were analyzed and synthesized into a draft regional guide on Life Skills Learning. Based on the findings of projects from the participating countries, APPEAL organized a Regional Expert Meeting, in January 2007, Phuket, Thailand to draft a regional guide on Life Skills Learning. Literacy and Life skills education experts from the region were invited to review and contribute to the draft regional guide. The meeting finalized the draft guide containing two parts with eight modules targeting both NFE/Literacy policy makers and practitioners. The content of the guide covers best practices, key issues/challenges, and application of LSL in literacy and NFE programmes. To finalize the draft guide, a core group expert meeting was organized in March 2007.
UNESCO Bangkok’s CLC Project began in 1998 since then more than twenty countries have taken part in CLC projects in the Asia and Pacific region. In 2005 a collection of videos from eight countries—Bangladesh, Bhutan, Cambodia, India, Mongolia, Myanmar, Philippines and Uzbekistan— together with an overview of CLC programmes was published by APPEAL in order to introduce UNESCO’s CLC programmes and actual CLC activities to a wider audience. This video which is called “CLC Overview and Country Experiences in Asia and the Pacific Volume.1” is available in VCD and DVD formats, and has been distributed to Member Countries. Any organizations or individuals interested in this video can visit our website http://www.unescobkk.org/index.php?id=3085 or contact the APPEAL Unit.

Voices from countries which could not participate in the volume 1 encouraged APPEAL to develop a second volume. Nine countries confirmed their participation: China, Indonesia, Japan, Kazakhstan, Nepal, Pakistan, Philippines, Thailand and Viet Nam. Videos including learning activities and interview scenes were taken by each organization at their CLC project sites. They were also requested to make an English description of every scene.

In cooperation with the SEAMEO Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH) in the Philippines, nine country videos and descriptions were studied, edited and voice recorded by APPEAL. The videos are localized by adding each country’s folk music to the soundtrack, provided by the Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan and the ARTC members. Volume 2 introduces nine countries’ CLC activities by communities, government and local authorities following a brief overview of UNESCO’s CLC programmes. It will be published in VCD and DVD formats in mid 2007 and distributed to our partner organizations in Asia and the Pacific.

Policy and Legislation of CLCs in Viet Nam and Nepal

Community Learning Centres (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. 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.

There remain many things to be done for the sustainability and the institutionalization of CLCs at the country level. But some countries like Viet Nam and Nepal have shown their support for institutionalization by bringing CLCs into education laws, bylaws and regulations.
Viet Nam has already established more than 7,378 CLCs as of June 2006. The 6th session of IX Central Communist Party Congress concluded to establish CLCs to promote NFE in the country. Similarly, Decision 112/2005/QD/TGT dated 18th May 2005, “Developing a Learning Society in the period of 2005-2010” and approved by the Prime Minister states that “Sustainable development and replication of a quality Community Learning Center (CLC) model in all communes of Viet Nam contributes to promote literacy, post literacy and other education programmes, meeting the needs of learners in the community.” This has helped to develop and promote CLCs in the country in a more sustainable way.

The Nepal Government mentioned the establishment and operation of community organizations to organize literacy and NFE programmes including community development activities in its education regulation 2004 in rule 192. In exercise of the powers conferred by rule 192 of education regulation 2059 (2004), the government also published guidelines on establishment and operation of CLCs in February 2006. These guidelines encourage government, NGOs and the community to establish CLCs. The guidelines also mention that government can provide its approval to the CLCs to organize literacy and NFE programmes together with income generating, quality of life improvement and community development activities. Government could provide funds and programmes to the CLC or provide only programmes. Nepal has already established some 200 CLCs in the country including government and NGO initiatives. The rule and the guidebook (how to establish, whom to contact and how to implement, coordinate and network etc) have helped a lot for the development and promotion of CLCs in Nepal.

Several other countries (China, India) are also drafting policies which will help to foster CLCs in their countries. APPEAL will partner such countries in this endeavour.

CLCs for Promoting Inclusive Society - People with Disabilities Play Key Roles for Community Development

The Christian Blind Mission (CBM), as a member of the EFA technical working group, has long experience in cooperating with UNESCO for the promotion of EFA. CBM also serves as a member of the UNLD resource team. In order to promote UNLD, CBM has approached UNESCO to jointly implement a pilot project targeting people with different disabilities who are very often excluded from the EFA target groups. The CBM found that CLCs would be effective delivery mechanisms for this disadvantaged people. The project was implemented by the Bureau of Empowerment for Persons with Disabilities, the CBM’s partner agency in Thailand with the aim to promote inclusion of people with disabilities through mobilizing their active participation and leadership in community development.

The project sites are in the two CLCs: Ban Plub village CLC in Ko-ae Sub-District (a house of a disabled boy who stays with his grandmother) and Pone Ngam village CLC in Det Udom district (the private house of Mr. Sompong, a disabled person).

Organizations involved: Various organizations of GOs are supporting and promoting the two project sites such as the Provincial Social Development and Human Security Bureau, the Tambon (sub-district) Administrative Organization (TAO), village head, Provincial and District NFE Centres and Provincial Public Health Bureau.

National Workshop for Establishing Community Based Rehabilitation Community Learning Centres (CLCs) was organized 20 and 22 December 2006 in Ubon Rachathani. The workshop participants shared experiences with local authorities and CLC teachers, community people particularly farmers, handicapped people and their families. They emphasized that CLCs belong to the community, so the participation and opinions of community members is necessary in order to make the CLCs successful and sustainable. Many people agreed that a CLC has the opportunity of gathering together communities with the same concern, such as improving the lives of the disabled. The participants had the chance to observe the two CLCs.
Ban Plub CLC

The CLC was established in the house of Ms Boonyuh, the grandmother of the handicapped boy to serve as child centre for both handicapped and other children in the community. Ms Boonyuh has developed many physical training tools for her grandson’s development. The community doctor has been supporting their activities and found that these handmade training tools can bring about the same outcomes as market sold tools, though made from different materials.

Reading materials have been donated by the local authority and soon a CLC teacher will be appointed by the NFE centre.

The participants agreed that the pilot project must be strongly tied with and supported by its neighbours, since such handmade physical training tool facilities are likely to be neglected and become an eyesore in the community.

Pone Ngam CLC

This CLC was established in the house of Mr Songpong, who was a skilled carpenter until paralyzed by an accident. It focuses on career development of physically handicapped community members enabling them to join the village's OTOP (One Tambon One Products) activities. Mr Songpong has organized a working group of silk weaving which has grown to 22 members. Silk products are designated as the OTOP product in Pone Ngam village. The CLC operates silk weaving learning courses for the community. Mr. Songpong has a talent in graphic design and is proud to teach new designs to the community members in the centre. He agreed to use his house as a distribution centre for raw material. The group sells their raw silk products to an OTOP shop in the village.

Instead of each member directly delivering their woven silk for cutting, they are first collected at the CLC and then delivered to the next process. This practice stabilizes the selling price for all the members, provides easy stock control and a record of their graphic designs, and permits members to share their ideas through the CLC.

With financial support from UNESCO, Mr. Songpong bought a computer for learning graphic design. He also keeps an electronic record for production and stock control. An internet subscription for the community will encourage using the web for education purposes. And a reading corner for community people will be set up in the CLC.

Pacific Regional Workshop on NFE Advocacy Materials
(Continue from page 6)

Through presentations and discussions, the following issues concerning NFE were raised:

- NFE is required since there have been a lot of problems in formal schooling, in particular, the western school system is not always relevant to the tradition and context of Pacific countries.
- Accordingly, the importance of community based education programmes is recognized, using knowledge and skills including the use of mother tongue in schools and learning centres.
- At the same time, it is difficult to have a common definition on NFE in view of the diverse understandings and practices in the countries of the region. Synergy between formal and non-formal education under the framework of life-long learning is important to provide diversified and flexible education programmes schools and various learning centres throughout life.

At the end of the workshop, participants recommended the following action to be taken during 2007:

- Include NFE discussions in the proposed Education Ministers Meeting of the Pacific, planned to be organized in November 2007. As concrete inputs to this meeting, an NFE paper may be prepared based on research studies on NFE policy and practices, proposed to be undertaken during the first half of 2007.
- Adapt a video ‘Mina Smile’, a prototype developed by ACCU, as promotion material of literacy and NFE. To be discussed is whether the Pacific version will follow the same story as the Asian version or develop separately, addressing the specific Pacific context including indigenous knowledge and skills.
Since its establishment in May 1997, the APPEAL Resource and Training Consortium (ARTC) has provided technical support and assistance to the work of APPEAL. APPEAL facilitates the work of ARTC to organize and support periodic consultations among the thirteen member institutions. The Consortium is regularly informed about the programmes and activities of APPEAL and receives technical and published documents and announcements.

In 2006, “APPEAL Resource Pack for Literacy and Continuing Education” was published in order to strengthen mechanisms for developing comprehensive Non-formal Education (NFE) programmes with already developed resources for NFE at the regional level. As a follow up activity to the Resource Pack, the ARTC member institutions were invited to develop “a National Resource Database in Literacy and Continuing Education” within the framework of National EFA Action Plans and the United Nations Literacy Decade (UNLD).

This Database development, a joint programme between APPEAL and each ARTC member, is to be completed in September 2007. Based on seed money provided by APPEAL, the participating seven ARTC members namely India, Indonesia, Kazakhstan, Nepal, Pakistan, Philippines and Thailand, agreed to make a financial contribution to the project. The UNESCO Office in Islamabad also adds some funds to the Pakistan project.

The main objective of the Database is to collect available national resources on literacy and continuing education situation analysis, literacy rate and resources, gaps etc in local languages for dissemination to NFE personnel at the national and grassroots level. In particular, the Database will help NFE planners and practitioners at the national level to design and carry out systematic NFE programmes on capacity building of personnel and various resource developments.

It is proposed that the Database will be printed as directories of resource materials with a short summary of each resource. The printed volumes will be accompanied by CDs which include the full text and illustrations of all resource materials and activity reports, in PDF format. Videos may be also included. Selected contents will be uploaded to the UNESCO Bangkok website and the Asia-Pacific Literacy Database.

The Database will be disseminated for the use at different levels. At the national level, each Database will be distributed to GOs, (Ministries such as education, local development etc.) NGOs and UN agencies to assist literacy and continuing education activities. At the district and community levels, it will be further disseminated to assist literacy and continuing education activities at grassroots agencies such as Community Learning Centres (CLCs) and Literacy Resource Centres for Girls and Women (LRCs).

Good Practice on Mother Tongue / Bilingual Literacy Programmes in Asia
(Continued from page 8)

booklets with an in-depth study of the project design, implementation, impact, problems and so on. The countries are: Thailand (Pwo Karen), Cambodia (Bunong), Indonesia (Chiibago), China (Kam), Nepal (Tharu), India (Rabha) and Bangladesh (Oraon). A synthesis of the seven booklets has been prepared and will be published shortly.

The booklet will be helpful for promoting advocacy to the policy and decision makers who promote mother tongue/bilingual literacy programmes. Similarly, it will help the practitioners to design and implement effective bilingual literacy programmes both for children and adults.
Study Visit to Thailand

Pakistani Study Visit Team

Upon the request of JICA Pakistan, APPEAL in cooperation with the Office of Non-formal Education Commission, Thailand (ONFEC) and Sirindhorn Institute of Continuing Education and Development (SICED), coordinated a three day mission of the Punjab Literacy Promotion Project team of Pakistan, 3-6 November 2006. The team was headed by the Minister of Literacy and Non-formal Basic Education, government of Punjab Province and consisted of six members. The purpose of the mission was to observe the management and implementation structure of Literacy and Non Formal Education administration at different levels, i.e. from central government to communities, including the CLC; and exchange of ideas and innovation with Thai officials.

Japanese Study Visit Team

With the financial support of the Asia Culture Centre for UNESCO, a 12 member team of the Research Consortium for Adult Continuing Education in Japan visited Thailand, 3, and 7-9 March 2007. The main purpose of the visit was to grasp the current situation of NFE and ACE (Adult Continuing Education), take stock of the good practices related to NFE and ACE; seek future cooperation and support of the Japanese specialists; analyze the lessons learned; and to revisit Japanese NFE and Life Long Learning (LLL) and encourage the building of networks with other organizations. The team was lead by Professor Hirose Takahito of Utsunomiya University.

Nepalese Study Visit Team

A ten member Nepalese team visited Thailand, 21-28 January 2007. Its purpose was to generate ideas, exchange views and observe non-formal educational activities. The main focus of the mission team was CLC operation and management. The team, comprising both government and non-government organizations, was lead by Mr Thakur Man Sakya, President of the National Resource Centre for Non-formal Education (NRC-NFE), Nepal. The mission was coordinated by the Sirindhorn Institute of Continuing Education and Development (SICED).
APPEAL has recently published several new resource materials. These publications are also uploaded on the UNESCO Bangkok website (www.unescobkk.org) link to APPEAL homepage (http://www.unescobkk.org/index.php?id=15e). Readers can freely download these titles or request the print versions directly from APPEAL.

### Literacy and Continuing Education

#### Publications

1. Equivalency Programmes for Promoting Lifelong Learning. (Study report on best practices of between formal and non-formal education).

2. Strengthening Community Learning Centres through Linkages and Networks. (Synthesis of 6 countries (Japan, China, Bangladesh, Indonesia, Philippines and Thailand) reports.)

#### Workshop Reports


5. Regional Planning Meeting on LIFE, Islamabad, Pakistan, 20-22 March 2006. (The process of developing LIFE Country Plans, support mechanisms for implementation and a draft framework to conduct literacy needs assessment.)

### Multilingual Education

#### Publications

1. Promoting Literacy in Multilingual Settings. (The publication focuses on linguistic diversity, literacy and approaches to education in ethnic minority communities.)

2. Advocacy Kit for Promoting Multilingual Education: Including the Excluded.

### Gender

#### Publications

1. 2007 Gender in Education Calendar.

2. Gender in Education Network in Asia (GENIA). (New Version 2006.)


### Inclusive Education

#### Publications


The Experts Meeting on MIS for Community Learning Centers (MIS) for Community Learning Centers was organized to share the experience of the country project implementation, models of MIS specifically at CLC level and to develop a draft prototype MIS model for CLCs based on the country experiences. Twenty three participants from 5 countries of the Asia-Pacific namely Indonesia, Lao PDR, Viet Nam, Thailand and Mongolia, UNESCO Hanoi and UNESCO Bangkok participated in the meeting.

During the meeting each country team shared their experience of implementing MIS projects. They also demonstrated the CLC-MIS software.

The meeting developed a draft handbook on CLC-MIS. Before drafting the handbook, the experts visited two CLCs, one in Ao Luk Nue in Tambon Ao Luk Nue and Leam Sak CLC in Tambon Leam Sak to get first hand information on the operation of CLC-MIS. The draft handbook was then translated into the Thai language to field test in the same CLCs. The field testing was conducted to get CLC managers’ and participants’ reactions on the draft handbook including understand ability, validity, reliability and practicability. Based on the field testing, the handbook was again revised and finalized.

Before finalizing the regional handbook for CLC-MIS, APPEAL will support countries who wish to field test the handbook. Based on the field testing results from different countries, the handbook will be finalized, published and disseminated. Note: the previous testing was done in Thailand and translated, the later part is to make sure about the content, practice, and sharing ideas/ experience and finally to published in English as regional resource.

The country teams prepared their country action plans for the improvement of CLC-MIS and field testing of the handbook.

UNESCO-UNICEF Cooperation on a Regional Project on Early Childhood Policy Review (continued from page 3)

One of the first key events under the project framework was a three-day regional training-cum-planning workshop organized jointly by UNESCO Bangkok and UNICEF EAPRO in Bangkok Thailand from 6 - 8 February 2007, to prepare the countries to undertake the review exercise. Specifically:

• To provide the participating countries with a detailed orientation on the conceptual framework and the draft regional guidelines for engaging in an early childhood policy review.
• To strengthen the understanding of key issues in early childhood policy at the regional and international levels.
• To train national researchers on the review/research methodologies for analyzing and assessing policy.
• To review the draft national guidelines and refine and finalize the draft country work plan for the policy review.

The workshop invited 35 participants, including researchers and ECD focal points from all the nine countries, two international resource persons, and UNICEF and UNESCO field office staff. The three day workshop led by two international resource persons focused on the “how” and the “what” to review; and on familiarizing the country participants with the research methodology and some prototype tools and instruments, as well as the report structure and format of the review. Some key issues in early childhood in the region and in the country context were also addressed for their inclusion in the policy review.

By the end of the workshop, each country team prepared a draft work plan for the country policy review exercise to be further elaborated through consultation with the stakeholders upon return to their countries.

The policy review exercise at the country level is expected to be completed by late July 2007. The countries will meet again in a regional seminar to share the process of the review and to present the main findings and recommendations of their national policy review reports.

For further information, contact: M. Hayashikawa (m.hayashikawa@unescobkk.org)
Outcomes of Regional Workshop on Equivalency Programmes 17-21 July 2006 Jaipur, India
(continued from page 10)

4) Delivery mechanisms: Flexible delivery mechanisms need to be developed using the existing infrastructure including schools and CLCs. Effective use of ICT tools e.g. computer, TV, radio and video should be further explored.

5) Assessment: Setting up standards to assess the learning achievement of EP learners is needed not only through examinations but also regular monitoring and reporting e.g. Portfolio. Assessment of EP programmes is also required through internal and external means including participation of residents of the community.

A Toolkit for Promoting Gender Equality in Education – New 2006 Version
(continued from page 5)

version of the Toolkit includes a revised gender lens for Community Learning Centers (CLCs) and a new lens for the development of terms of reference for surveys and research. A gender lens is a tool, which can be in the form of a checklist, list of questions or criteria to help ensure that projects, programmes, people, departments, materials, etc. respond to the needs and rights of girls/boys and women/men. More training tools that have been developed and utilized in the Gender in Education Network in Asia (GENIA) will be added soon.

A Policy Brief on the Impact of Girls’ Work on Achieving Progress in Girls’ Education in Asia and the Pacific

Girls’ labour constitutes a major obstacle to achieving gender parity (equal proportions of girls and boys enrolled in school, for example) in primary and secondary education, and gender equality in education (equal access of girls and boys, men and women to education, as well as equality of learning opportunities, outcomes and eventually job opportunities) by 2015, as per the Dakar Framework for Action. The Asia-Pacific Region is home to the largest number of working children. Girls’ work, however, is often uncounted, as it is largely hidden and unvalued. Their work – in the form of household chores, domestic servitude, agricultural work and home-based work – can leave them vulnerable to abuse and exploitation. Since the majority of girls out-of-school are likely to be working, efforts to increase girls’ education must go hand-in-hand with efforts to eliminate child labour. What are the causes of girls’ labour and what kind of impact does girls’ labour have on their educational opportunities? This brief, produced jointly by UNESCO Bangkok and the Regional United Nations Girls’ Education Initiative (UNGEI) for East Asia and the Pacific, answers these questions, and provides examples of good practice and strategies to get girls out of work and into school.

Contact: gender@unescobkk.org
## Forthcoming Activities of APPEAL

### APPEAL Meetings and Workshops Planned for May to December 2007

<table>
<thead>
<tr>
<th>Title</th>
<th>Objectives</th>
<th>Participating Countries</th>
<th>Dates</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNGEI Roundtable on Gender and Education</td>
<td>To revisit the ‘missed’ target of EFA Goal 5 and to raise the awareness and commitment of regional countries towards gender equality in education.</td>
<td>To be decided later</td>
<td>2nd July 2007</td>
<td>Thailand</td>
</tr>
<tr>
<td>GENIA Annual regional meeting for Southeast East and South Asia</td>
<td>Annual meeting of the GFPs of GENIA in South and Southeast Asia, (i) to exchange and share experiences in mainstreaming gender in education, (ii) to explore and discuss strategies for mainstreaming gender in NFE/CLC programmes; (iii) to discuss and agree on the future collaboration and support to national efforts in gender mainstreaming.</td>
<td>Cambodia, China, Lao PDR, Mongolia, Nepal, Pakistan, Thailand, Vietnam</td>
<td>3-5 July 2007</td>
<td>Thailand</td>
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<tr>
<td>GENIA Annual regional meeting for CARK Countries jointly with NFE/CLC</td>
<td>Annual meeting of the GFPs of GENIA in Central Asian countries, (i) to exchange and share experiences, (ii) to explore and discuss strategies for mainstreaming gender in NFE/CLC programmes; (iii) to discuss and agree on the future collaboration and support to national efforts in gender mainstreaming.</td>
<td>Kazakhstan, Kyrgyzstan, Tajikistan Uzbekistan</td>
<td>Sept/October 2007</td>
<td>Kazakhstan</td>
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<tr>
<td>Regional Seminar on ECCE policy review</td>
<td>(i) updating on the status and progress on the policy review exercise in each participating country; (ii) sharing and exchanging some key interim findings; (iii) further strengthening the understanding of emerging issues in early childhood policy at the regional and international levels; (iv) clarifying and refining the methodologies for analyzing the findings and preparing the final policy review report; and (v) reviewing the regional and country work plan for the review.</td>
<td>China, Lao PDR, Indonesia, Malaysia, Mongolia, Nepal, Pakistan, Philippines. DPR Korea PNG</td>
<td>11-13 July 2007</td>
<td>Thailand</td>
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<tr>
<td>National Gender Training for MOE</td>
<td>(i) information sharing and (ii) training on gender in education through an introductory training on gender issues in education, both in China and in the region/world, and an orientation on the GENIA Toolkit.</td>
<td>Representatives from Gansu, Guizhou, Henan, Jiangsu, Yunnan provinces working with EFA MDA, resource persons from the Normal universities in Beijing, Sichuan, Shanghai (East China Normal)</td>
<td>14-16 May 2007</td>
<td>China</td>
</tr>
<tr>
<td>Sub-regional Workshop for Linkages and Networks through CLCs</td>
<td>To review ongoing pilot projects and share experience and to introduce network concepts to newly joining countries.</td>
<td>Experts and Government officers from 6 countries in Southeast Asia</td>
<td>2007</td>
<td>Asia/Pacific</td>
</tr>
<tr>
<td>International Workshop on Improving Quality of Mother Tongue/ bilingual Literacy Programmes and activities</td>
<td>To share the experience of the implemented project, build capacity and to develop strategy to establish interregional networks and policy</td>
<td>Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines and Vietnam</td>
<td>18-22 June 2007</td>
<td>Bangladesh</td>
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<tr>
<td>Regional workshop for integrating HIV/AIDS project into CLCs</td>
<td>To review the on-going project and share its findings and plan for future activities including the project.</td>
<td>NFE Experts working with Mother Tongue and Bilingual related programmes; Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Lao PDR, Myanmar, Nepal, Pakistan, Philippines and Vietnam</td>
<td>August 2007</td>
<td>Asia/Pacific</td>
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<tr>
<td>Regional Workshop on MIS for CLCs</td>
<td>To review ongoing pilot projects and share experience and to introduce MIS to newly joining countries.</td>
<td>Counterparts of each country project and ‘not participating yet’ countries in Asia and Pacific</td>
<td>September 2007</td>
<td>Asia/Pacific</td>
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<tr>
<td>Sub Regional Workshop on Life Skills through NFE</td>
<td>To finalize the regional guide on life skills and to share experience from field test participating countries.</td>
<td>Experts and Government officers</td>
<td>October 2007</td>
<td>Asia/Pacific</td>
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<tr>
<td>CLC Seminar (with CLC Research Studies and ARTC meeting)</td>
<td>To introduce and share CLC (Kominkan) experience; promote strong ties and sharing of findings of CLC research studies; and plan for future approach to Government and share results of Database project; and plan future activities for strengthening ARTC Network.</td>
<td>Experts and Government officers from 7 countries selected ARTC members and CLC researchers from 8 countries in Asia and Pacific</td>
<td>November 2007</td>
<td>Japan</td>
</tr>
<tr>
<td>Workshop for planning Mother Tongue based Multilingual Education programme-Focus on teaching and learning materials</td>
<td>Understand the rationale and purpose for MT-based MLE, Be aware of big picture understand theories and principles relating to second language acquisition and began planning curricula and teaching materials.</td>
<td>Experts, trainer, implementer and education practitioners from both government and non government organization</td>
<td>20-31 August 2007</td>
<td>Bangkok, Thailand</td>
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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.