

Literacy

grassroots breakthroughs

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 LRC Newsletter for All Those Involved
in Literacy and NFE



CONTENTS

Acknowledgement.....	2	ACCU/APPEAL News.....	6
LRC News	2	Tips on ICT.....	7
Challenge for EFA	3-5	Best Teacher.....	8
What is an LRC ?	5	We Support Promotion of Literacy ..	8
Voices from CLCs	6		

Acknowledgement

It is indeed a pleasure for the Asia-Pacific Cultural Centre for UNESCO (ACCU) and the Literacy Resource Centres for Girls and Women (LRC) in 13 countries in the region to share our experiences and challenges by launching grassroots breakthroughs in co-operation with UNESCO Principal Regional Office for Asia and the Pacific (PROAP).

These grassroots breakthroughs try to depict the latest ideas, projects, news and trends happening in the field of literacy and non-formal education in the region. Our programs are being distributed to all those involved in literacy and development work throughout the world by means of both newsletter and website (Asia-Pacific Literacy Data Base, <http://www.accu.or.jp/litdbase>).

LRC,Nepal and ACCU serve as editors-in-chief for the first four issues of this year's newsletter. It is our hope that the newsletter can be a sort of forum of literacy and development workers that will contribute to achieving the goal of "Education for All" in Asia and the Pacific.

LRC,Nepal and ACCU would like to extend our highest appreciation to all those who contributed to this first issue.



LRC News

What's New in Literacy in Nepal

LRC, Nepal has been very grateful to ACCU for entrusting the task of publishing LRC-News letter for the year 2000-2001. The Literacy Resource Centre (LRC) Newsletter First Issue is in your hand. LRC, Nepal, which was set up through joint collaboration between National Resource Centre for Non-Formal Education (NRC-NFE) and ACCU in 1995, has been an activist in the field of Literacy in Nepal. It has been co-operating and helping both the Government of Nepal particularly Non-Formal Education Centre of the Ministry of Education and NGOs of Nepal. It has been publishing literacy learning materials and conducting a large number of training workshops for literacy instructors, supervisors and local leaders of different development regions in the country. ACCU's help for maintaining and improving a) literacy data base; and b) desktop publishing and training of personnel has continuously helped the LRC to enhance its capability. We are witnessing tremendous change and development in the world. The change and development



have placed a great responsibility on all of us to understand new information technology and to utilize them for the benefit of millions of people in the world. The world is demanding to look into literacy from new perspectives. The famous saying 'Literacy not only to teach word, but to teach the world' is much more relevant today than anytime in the history. To-day even the graduates from schools and colleges have to learn new literacy such as internet literacy, literacy related with G.M. Food (Genetically Modified Food), poverty in different dimension and aspiration of marginalized people etc. Thus today's literacy is much more complicated than before. Therefore, LRCs have to face this new challenge being itself adaptive and innovative.



Challenge for

EFA



Literacy Class of PNG Trust

BANGLADESH

LRC, Bangladesh and its attached organization, the Dhaka Ashania Mission have implemented a program entitled, New Approach of Each One Teach One (EOTO). The program uses three specially designed primers and five follow up books. It also provides necessary support services to the clientele population.

According to the LRC, Bangladesh, during the last decade there has been a very significant improvement in the literacy scenario and adult literacy rate in the country.

In spite of this encouraging situation, there are still millions of illiterates in the country. People living in difficult and disadvantaged situations have not yet been adequately served by the present basic education and literacy program.

Therefore, LRC, Bangladesh helped to design and launch the EOTO project in collaboration with the government. It has been implemented with the active support and initiative of the community. The programme has been going on from April, 1999 to Jan 2000. At present it is one of the most important innovative pilot projects in Bangladesh. The evaluation report has highly commended the success of the project.

CHINA

The Research Training Centre for Literacy Education (RTCLE), LRC, China was founded in December 1997. Recently, the Centre conducted various innovative projects to eliminate illiteracy among young adults, especially among girls, women and minorities.

The innovative projects and approaches are listed below.

1. Development of materials such as the "Practical Literacy Reader" and "Application of New Participant Method".
2. Four research programs such as "The Outline of the Literacy Education Reform in China", "The Method and Current Standards of Literacy Education", "The Design and Practice of Management and Information System of China's Non-Formal Education" and "The Guidebook of Developing Literacy Materials in China."
3. Establishment of Literacy Educational Experimental Basis to study the specific characteristics of Anti-Illiteracy Education in different districts and ethnic groups.
4. Mobilization of volunteer college students for literacy works.

To implement projects and programs the LRC has adopted the following new methods:

- An administer-responsibility system by the local government;
- Establishing expert groups whose responsibility it is to collect money for research work, to hold seminars and Anti-Illiteracy materials development;
- Campaign for Poverty Alleviation;
- Integration of rural functional literacy program and poverty alleviation projects;
- And the development of practical functional literacy materials combining science and hygienic knowledge with literacy education.

INDONESIA

The LRCCE is a network of Indonesian Governmental Organisation (GO) and non-governmental organization (NGO) which work on community empowerment. LRCCE arranges a yearly meeting with two important activities.

- A workshop to share and exchange of experiences between partner organizations and to discuss matter related to the community education;
- Planning for the next year activities.

This year's LRCCE meeting focused on four major factors to sustain the community learning groups.

1. Management of the learning group
2. Development of the learning materials
3. Cooperation between organization and
4. Government support through good NFE policy.

LRCCE co-ordination committee has explored the above factors involving various Indonesian Government and NGOs participation. The central theme of the meeting is co-operative partnership for Continuing Education with a Problems Solving Orientation.

The LRCCE secretariat building will be opened this year. The construction of the building was financially supported by Government of Japan through the Embassy of Japan and ACCU and technically supported by Asia /Pacific LRCs and several government organizations.



Primer for EOTO Project



Learners of China



LRC, Indonesia

Challenge for EFA



CLC Vietnam



INDIA

LRC, Jaipur (popularly known as IRANGAN) - The LRC, Jaipur vision meeting was held on 26th May 2000. Educationists, administrators and other LRC advisors reviewed the activities of the LRC in the context of a continuing education program and post literacy projects.

The deliberations at the meeting were highly relevant and useful. In the participatory planning discussions, they focussed on education and development for girls and women. They are looking forward being involved in an enjoyable learning opportunity as well as income generating activities and skill development.

The LRC will organize a mass program, voluntary and philanthropic in nature, where girls and women volunteers help other girls and women in their personal, social and educational needs. IRANGAN-LRC, Jaipur in addition to organizing training camps for such vol-

unteers, has supported them by providing the necessary educational materials. Their response has been tremendously encouraging.

NEPAL

LRC, Nepal has actively participated in the Assessment of EFA progress in cooperation with the Government of Nepal and NGOs. Mr T.M.Sakya, the president, of LRC, chaired the EFA Assessment Committee. LRC, Nepal also organized NGO Forum to assess the contribution of NGOs in achieving the goals of EFA programmes.

LRC, Nepal particularly tried to link literacy and basic education with the rural development establishing Community Learning Centres (CLC) in different parts of Nepal. The rural people have shown keen interest to learn literacy education, because they could get direct benefit from CLC programmes. In some villages the farmers could earn four times more income participating in the CLC activities. The database of LRC is used

frequently by CLC. Some learning materials were developed by LRC with the help of ACCU. Those materials are also used extensively.

LRC, Nepal has tried to enhance capacity of NGOs to;

- a. Mobilize community involvement and learners participation especially girls and women. In the process it was also emphasized on how to mobilize local resources.
- b. Preparation of community level micro planning project to develop literacy and income generating program for girls and women. It also emphasized on mobilizing the local literacy personnel according to the necessity and experiences.
- c. Preparation of local curriculum based on local need survey and developing books and supplementary materials, which are locally relevant. At the same time the materials should be interesting, attractive and practicable.



Indian Learners



(Study in Candle Light) a Literacy Class



Training of trainers community participation approaches in Pakistan

Challenge for EFA

PHILIPPINES

Since 1987, Natro Dam Foundation for Charitable Activities, Inc - WOMEN IN ENTERPRISE DEVELOPMENT (NDFICAI-WED) has been working for literacy and development. In 1995, ACCU selected it as NGO partner to establish an LRC for girls and women in the Philippines.

Some recent developments at the Philippines LRC are given below.

1. A newly installed community radio station was established for integrating peace education into literacy and community education programs under UNESCO Jakarta Gender, Culture of Peace (GENPEACE).
2. An Adult Non Formal Literacy Project implemented in cooperation with the Asian Development Bank (ADB) is a very significant project. The project has been implemented in 15 provinces in four phases. It has set up satellite offices in Zamboanga city and Tawi Tawi city and maintained co-operation with local government units as well as established a network with many other organizations. The project has targeted 95,805 learners and trained many facilitators and organizers. The project had also adopted several new technologies and strategies. The project trained many facilitators and organizers.
3. The LRC has been providing relief assistance to Motanog civilian evacuees specially focus on rehabilitation work, training on health and providing skills entrepreneurship training in collaboration with the Spain-based Aclon Contra El Hambre (ACH).



Literacy Class in Philippines

VIET NAM

Recently, the National Organization for Community Education, Continuing Education and Development (NOCEAD)/ACCU LRC has implemented several innovative projects for ethnic minority girls and woman in rural areas in the northern part of Viet-nam, namely in Hoa Binc, Lao Cai and Phu Tho. The projects are summarized below.

1. The development of a Community Education Centre Network and Community Education Centre (CEC).
2. A project to eradicate illiteracy, it's overall objectives are to reduce illiteracy rate and to provide technological knowledge, life skills and gender training. The project has helped CECs to strengthen their capacity and to improve the quality of life. It also helped to develop training materials. The project's major impacts are strong commitment, good team spirit and coordination in the project area.
3. The organization of an advanced National Training Workshop for developing Community Learning Centres and Learning Materials for Ethnic Minorities.
4. A Drug Abuse Prevention program through NFE was also initiated. The program has tried to build local community capacity to fight Drug Abuse. They organized different awareness-raising programs and materials development. They also organized vocational and institutional capacity building training for personnel working at the national and local levels.



Vietnam Women in Sewing Cutting Class



Learning Materials

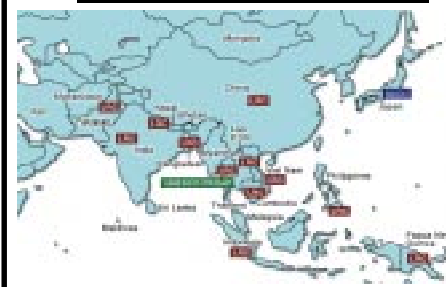
What is an LRC ?

The LRC is a resource centre managed by a partner literacy organisation of ACCU for the promotion of literacy, especially for girls and women. The LRC is expected to act as a centre of technical resources in promoting literacy for people in need and those who work for NGOs, government agencies and other various organisations. In order for the LRC to function effectively and truly be resourceful, a network at local, national and regional level is created. The basic activities of the LRC are:

- (1) to collect/provide reference materials and information,
- (2) to develop innovative literacy materials and strategies, and
- (3) to provide training opportunities for literacy workers in different aspects.

Based on the above, each LRC has different functions and activities catering to local needs.

<http://www.accu.or.jp/literacy/lrc/index.htm>



Maya becoming a Woman Leader

Maya had never been to school and thus never thought of the meaningfulness of her daily life. She passed most of her time working on farms and because of her illiteracy, she was facing many life problems. But, she did have the desire to learn and contribute for the development of her community.

One day her father told her about the community learning center project in Budol, Banepa, Nepal. She went to the CLC and joined the women's group, attended literacy classes and became a member of the saving credit group as well.

Maya learnt basic literacy and simple arithmetic in her functional literacy class. She did not let the opportunity pass and also participated in a skill training program organized by CLC. Now she could read about how to apply what she has learnt from CLC.

Maya did a lot of thinking and started a plan to take action in her life and organize her time. She benefited from CLC when she incorporated basic learning practices in her daily life style.

Today, she has received a chance to become chairperson of a CLC saving credit group. In her new position, she is active in helping to improve the quality of village women and their



Maya with women's group

families. These women are gradually empowered with the help of the CLC and its development activities.

Community members have also had a positive effect on their quality of their life. In the Budol community learning centre, half of the CLC women members have been working to supplement their family income. They started income generating projects by planting Amriso grass, cattle rearing, vegetable cultivation and diary development. Women expressed their desire to continue continuing education and learning new skills.

Maya is quite an empowered and happy person these days. The managers of the CLC are looking forward to being able to transform many other villages through CLC by showing Maya as an excellent example of their success.

ACCU News

Does IT (Information Technology) help literacy and NFE (Non-Formal Education)?

Impressions of literacy activities are usually closely associated with grassroots activities and people may think that there is no need of computerisation.

However, computerisation - in other words, IT for literacy and NFE - does offer manifold benefits. For instance, there has been training on development of literacy activity maps using Geographical Information Systems (GIS) that give visual impact as well as statistical analysis that enable us compare data and plan future activities. The map focuses upon area where you live and shows information such as how many livestock a villager has, how many literate persons in a village, etc. Such statistical data can be calculated out of your extracted information on GIS database. You can also link to various pictures and videos of learners and Internet. Expanded system of the above-description is MANGO (Map Analysis for NFE Goals and Objectives), which ACCU, UNESCO and LRC are altogether going to develop in the near future. MANGO will not only be developed as software but it will also be available on the Internet.

So more people can get access to development activities in future and such system can create multilateral relationship among learners, planners, and viewers. Thus, IT will create more chance for various people to freely interact with and give more potential and benefits to development activities. India has actually started its big project for learners to be able to use computers. It is not long before MANGO will be widely used among all people concerned of development activities.

APPEAL News

Community Learning Centres

APPEAL organized a Review Meeting on (CLCs) in Bangladesh, China and Thailand from 28 February to 4 March 2000. At this meeting, 18 countries discussed and highlighted their experiences in implementing CLCs.

In countries that were familiar with the CLCs concept and had adopted the UNESCO model mentioned two main sources for their existence: (1) initiatives by government and (2) expanded needs and demand of local communities.

CLC emphasizes community participation in alleviating poverty while the management structure is organized between government agencies, the private sector and NGOs. And all the parties have a network from which they conduct the CLCs activities.

The function of a CLC is to integrate programs such as literacy and continuing education, quality of life improvement, income generating and information technological development. In these projects, the CLC planned, implemented and evaluated the programmes.

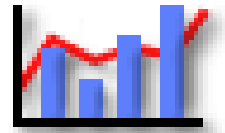
The CLCs impact has been in awareness building, decreasing illiteracy, creating self-confidence and self-reliance in a community, improved technique and skills, changing attitudes of a community and empowerment.

CLCs are an institution for continuing education and life long learning that involves the community. CLC also conducts relevant learning programs, action oriented research training and utilizes community resources.

Agencies both inside and outside the country which are working in the field of literacy and community development are potential partners for the CLC project.

(Courtesy of APPEAL Bulletin July 2000 Issue)

Information Technology (IT) in Adult Learning



Information technology (IT) will certainly play a greater role at all levels and in all kinds of education in the future. The use of computers in schools is already common in several countries, and computers are also being used in some adult education programs. Computer users need to have at least basic literacy skills thus, IT will be most relevant for semi-literates, neo-literates and others who want to expand their reading, writing skills and knowledge base.

The use of personal computers will either include the application of software for training purposes, such as continuing education software for neo-literates, or the use of the Internet for gathering information and learning about relevant topics. One advantage of the personal computer is that it is interactive and can “respond” to the inputs of the learner. The learning process can also be made more interesting and varied with the use of computers in comparison to books. Technical expertise is also needed to address the problems that inevitably accompany the use of computers. The use of IT should be integrated into the

teaching/ learning process and in programs for capacity building.

Use of Computer in Literacy Training

In some countries in the region, computers in particular personal computers (PC) has become common and widespread. However, the distribution of computers remains more saturated in urban areas rather than in the rural areas.

Computers used to be very expensive and therefore, out of reach for most education programs for the poor such as literacy programs. The utilization of computers for literacy training has also been hampered by a lack of adequate software. The situation however, is changing as prices for both hardware and software have fallen and more user-friendly software is within reach. The new focus on computers for literacy training can be seen in two areas. The first is the introduction and use of the Internet, and the second is the utilization of computers for training of literacy instructors and learners at the local level.



teach a learner for a few minutes how to use the mouse before she/he starts to play with the computer. Computer games are very popular among children and playing in an interactive way with the computer can also be utilized by adult learners. The computer will give feedback to the user/learner through text, pictures and sound. The learning process can then be more fun and varied than using traditional methods such as textbooks, writing pads and pencils. Another advantage is that locally developed software may be easily copied from one diskette to another at very low cost and widely disseminated.

Computer Assisted Instruction (CIA) is already a part of formal education in many developed countries. Computer Assisted Language Learning (CALL) is being applied in some countries to teach language skills. Software can be developed in local language using existing programmes, such as Toolbox, Authware and Director. The development of software for CIA in most countries in Asia-Pacific has just started, but will probably prove important for literacy training in the future.

(Courtesy of Literacy Watch Bulletin Vol 12, 2000 Issue)



Computer Software for Literacy Training

Computer software for literacy training has great potentials where computers are available. There is, unfortunately, limited computer software available for literacy training. This is a rather sad fact since computers may be valuable tools both for literacy instructors and particularly for the learners. People often have the attitude that computers are difficult to handle and that users have to be not only literate but necessary to study the computer’s operating system or advanced word processing tools to be able to interact with the computer in a simple way. If the software is user-friendly (easy to use) and easy to understand, then it may be sufficient to



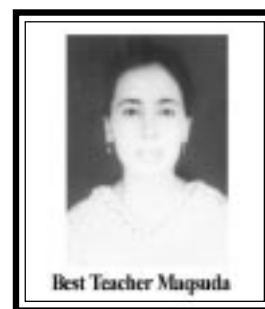
Best Teacher

Golabari is one of the most backward villages in Gaibandha, a northern district in Bangladesh. In Galabari, most of the people are caught in a vicious circle of poverty and illiteracy. When Dhaka Ahsania Mission (DAM) was organising a literacy centre at Atrai village for illiterate girls and women, it was looking for one female teacher. There were many applicants.

Finally, DAM selected Ms. Maqsuma to organise literacy centres at Atrai Village. She accepted the initial challenge to teach

30 illiterate learners coming from different situations and having different abilities. Their ages range from 18 to 35.

Her performance and determination showed good result. She could help the learners with literacy and functional skills in only four and a half months. Everyone was amazed with her unusual success in literacy. Her active and hardworking personality won the hearts of even the most hostile people in the village. She was able to create a wonderful awareness in the whole community of Atrai.



She later received the National Award on the occasion of International Literacy Day 1999 as a best teacher in the NFE sector. It was a memorable day for Ms. Maqsuma.

We Support Promotion of Literacy !



Tokyo Rotary Clubs Support Nepal CLCs

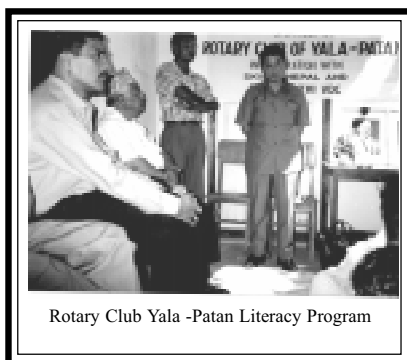
The Rotary District No. 2750, Tokyo recently mobilized resources to support five CLCs in Nepal, namely: Siddhipur CLC, Amarapur CLC Bungmati, Lidhasa CLC Khokana, Sunaguthi CLC, Beluvan CLC, Thecho and Jyoti CLC, Chapagoan.

Under Nepal's Rotary Club Yala Patan Dist 3290, Tokyo Dist 2750 contributed US\$ 5,000 from its SHARE Fund and coordinated the project internationally and other Rotary Clubs in Japan also joined in the contribution. The Rotary Club of Tokyo Seijoshin contributed US\$ 2,000, the Rotary Club of Tokyo Tachikawakobushi, the Rotary Club of Tokyo Jingu and the Rotary Club of Tokyo Machida contributed US\$ 1,000 each.

the another US\$ 12,650 from its Matching Grant Fund.

Under this project, the CLC organizers were trained on management and organization of CLCs, 20 literacy facilitators were trained and organized 18 literacy and post literacy classes through the CLCs. A manual on organization of CLC and 9 vocational resource booklets have been developed. Different income generating activities have been conducted. In addition to these programs, savings and credit, forest conservation, gender equity programs are also being implemented in the project areas.

The Rotary Club of Yala Patan contributed US\$ 2,650 and coordinated the project locally. The amount donated total was US\$ 12,650. Then the International Rotary Foundation contributed



Rotary Club Yala -Patan Literacy Program

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