

Literacy

grassroots breakthroughs

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 **LRC Newsletter for All Those Involved
in Literacy and NFE**



Women attending literacy class with her child, Bangladesh

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Acknowledgement

It is a pleasure for the Nepal LRC (NRC-NFE) and the Asia-Pacific Cultural Centre for UNESCO (ACCU), as chief editors, to issue the second volume of LRC newsletter, "Literacy-Grassroots Breakthroughs" in cooperation with 14 LRCs in Asia and the Pacific and UNESCO Principal Regional Office for Asia and the Pacific (PROAP).

The LRCs now seems to take a new role in applying ICT (information and communication technology) to literacy and NFE activities in and among countries in Asia and the Pacific. As a common feature, respective LRCs have direct contact with facilitators and learners in literacy classes and community learning centres (CLCs) at grass-roots level. At the same time, through regional training and network ICT knowledge and skills of LRCs have steadily been improved. We believe that efforts and interventions in reducing 'digital divide' by introducing ICT skills to NFE workers and by connecting technology and people in villages should be one of the top priorities at present rapidly changing world.

During the 2001 Capacity Building Workshop (Kathmandu, Nepal, 13-24 February 2001), a learning material database and an LRC-GIS (Geographic Information System) were developed by 11 LRCs which will give a great impact on NFE activities in near future in the region. The material database will pose a prototype of systematic documentation and easy search of learning materials and publications in the resource centres, while the GIS will show how to monitor, analyse, and plan literacy activities at the project and district/community levels. The LRC-GIS is expected to develop further and become the community database called MANGO (Map-Analyses for Non-formal education Goals and Objectives), which PROAP and ACCU are trying to come up with in the near future.

To follow-up Dakar Framework for Action especially some of the strategies, "harness new ITC to help achieve EFA goals" and "systematically monitor progress towards EFA goals and strategies at national, regional and international levels", LRCs' new initiatives are expected to become a milestone of improvement of NFE status and activities in the region.

L R C News

The Literacy Resource Centers (LRC) for Girls and Women were set up to improve the quality, efficiency and relevancy of literacy and non formal education in Asia and the Pacific since 1994 with the joint collaboration of Asia/Pacific Cultural Center for UNESCO (ACCU), leading NGOs and GOs of the Member States in the field of Literacy and Non Formal Education. At present fourteen Literacy Resource Centers (LRCs) are operating in 13 countries. Every year a Capacity Building Workshop is organized to enhance the capacity of the LRCs mainly in the field of learning materials development, maintaining up-to-date community level database of literacy situation in the countries and to apply modern information technology in the field of literacy and non formal education. This year the Capacity Building Workshop for LRCs for Girls and Women was held in Kathmandu, Nepal jointly organized by ACCU and NRC-NFE, with the assistance of ACCU Interantioanl Exchange Programme under the UNESCO/ Japan Funds-in- Trust

for the Promotion of International Coperation and Mutual Understanding, from 13 to 24 February 2001. The workshop was participated by expert participants from 11 LRCs such as LRCs of Bangladesh,Combodia, India (Rajasthan and Indore), Indonesia, LaoPDR, Nepal, Myanmar, Pakistan, Philippines, and Vietnam. Three resource persons one each from Myanmar, Thailand and UNESCO/Bangkok, provided technical guidance to the workshop. The workshop was successful to achieve its goal of developing learning resource materials data base and LRC-GIS (Geographical Information System) for the improvement of quality literacy and non formal education in Asia and the Pacific. It is hoped that the LRCs will be catalyst to bring ICT in the service of rural people providing them basic education as a fundamental necessity to alleviate their poverty. This way LRCs would be able to become a vanguard in fulfilling the goals of Education for All promoted by the World Conferences held at Jomtian,1990 and Dakar, 2000.



Capacity Building Workshop , Kathmandu, Nepal, 13-24 2001

Challenge for

EFA



DAM (BANGLADESH)

The 18th Regional Workshop in the preparation of Literacy and Continuing Education Materials in Rural Areas in Asia and the Pacific, 2000 was held in Dhaka Ashania Mission (DAM) Dhaka, Bangladesh 2000. The workshop was jointly organized by the Asia/Pacific Cultural Center for UNESCO (ACCU), UNESCO/PROAP, DAM, DNFE, PMED in co-operation with the Bangladesh National Commission for UNESCO and Japanese National Commission for UNESCO.

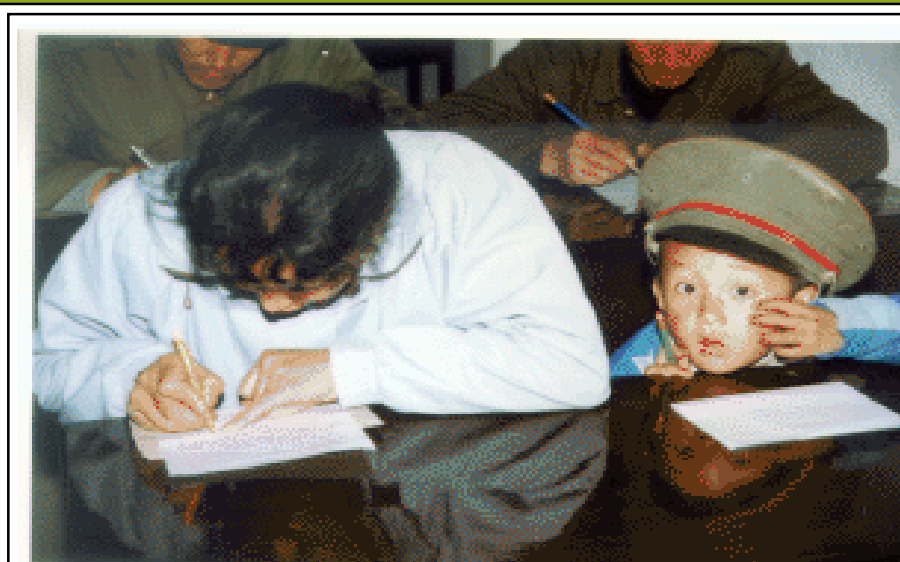
13 countries participated the workshop including local literacy facilitators. 12 types of materials includes posters, flipchart, booklets, information cards, season maps were developed.. The Workshop finalized 'Hand Book' and 'Literacy Clip Art'.

Bangladesh LRC has undertaken a number of activities in the year 2000

- ☞ Development of need based quality materials.
- ☞ Networking with other organizations and providing technical support for building capacity of small local NGOs.
- ☞ Provision of services to a large number of literacy personnel.
- ☞ Development of EMIS format of the learner's achievement.
- ☞ Development of several materials on girls and women issues.
- ☞ Collection of 600 new materials from GOs, NGOs and other LRCs.



Literacy Class in Bangladesh



Mother and Child in a Literacy Class, China.

- ☞ Development of 2200 information profile materials.
- ☞ Collection and updating date base information related to NFE.
- ☞ Dissemination of information related to literacy and education to other organizations through out the year.

RTCLE (CHINA)

In order to reduce the illiteracy rate in the country, the Government of China has made well coordination with NGOs. The role of NGOs in China seemed very effective in eradicating illiteracy rate. Some of the cases of NGOs in China are mentioned below:

1. Hope project

It is a project to mobilize all the society to help the drop-out children in poor areas to go back to school again. It was established in October, 1989. By the October of 1999, a total donation from home and abroad has reached more than 1.782 billion, which has helped 2.209 million drop-out children, and 7,549 Hope Elementary Schools have been set up.

2. Poverty-relief through education

A race plan of poverty-relief by young volunteers by the Chinese Communist Youth League was carried out in September, 1996, to improve education quality, update their ideology to enhance the ability to relieve poverty. Until now, 3,000 volunteers have made their contributions to 150 poor counties all over China.

3. Cultivation of young pacesetters of Spark Project

This project is to train and select excellent technical talents to develop human resources in rural areas. Since 1988, 1.2 million pacesetters of Spark Project have been cultivated. It provides places for rural learners to read, to learn and entertain.

4. The establishment of agricultural technology bases

5000 agricultural hi-technology bases have been established in China in order to extend quality and advanced agricultural technology to be applied in rural areas as soon as possible.



Book Exhibition on DAM, Bangladesh

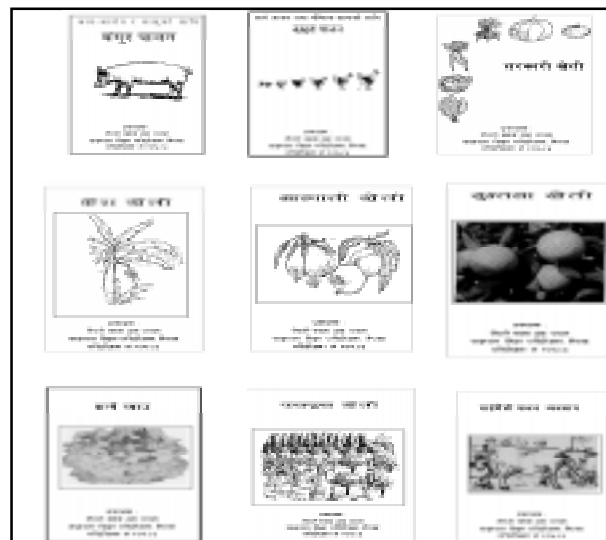


Community discussion , India

Challenge for EFA



Indian Women in Literacy Class



Nine Vocational Literacy Materials, NRC-NFE, Nepal

NFEDC (Lao, PDR)

The International Literacy Day is very important day for the literacy personnel around the world. The day was celebrated by Lao PDR with four important events such as;

- ☞ A training workshop on Utilization for Health Reproduction Materials was held on 4-6 Sept, 2000 with the financial and technical support of Ecole Sans Frontiere (ESF). The objective of the workshop was to utilize the Health and Reproductive Materials for Population Education integrated non formal education.. The workshop was participated by 18 participants.
- ☞ The National Workshop on Sharing Experience for Non Formal Education was held on 7 September 2000 at the Non Formal Education Development Center. The workshop was attended by Mr. Bounthone Sengkhammy, Vice-Minister of Education, Mr. Sengthong Nolintha Director-General, Department of Non Formal Education, Ministry of Education and other representatives from UNESCO PROAP, different INGOs and Private sectors. The Workshop discussed on the strong points and

weak points in the implementation of non-formal education and literacy activities over the past years and recommended ways to effectively conduct non-formal education and literacy activities in the future.

- ☞ Vice-Prime minister attended the Meeting on International Literacy Day. The meeting was focused on eradication of illiteracy and also to assess the achievement of movement of illiteracy eradication.
- ☞ Exhibition of five organization's products was displayed, such as curricula, literacy learning materials, supplementary learning materials and manuals of NFE training personnel and products of vocation skill training.

improve the agriculture technologies in their communities. To develop need based materials, need survey was conducted with the active participation of community people, local community based organizations and Village Development Committee members. Based on the learners and the community needs, the materials were developed in simple language so that the farmers and neo-literate could understand and use them in their life. The materials were developed in cooperation with NFE experts and agricultural specialists. The materials were already distributed to all the CLCs and they are widely utilized both in post literacy classes and training of different income generating activities. The nine vocational materials are:

1. Mushroom Farming,
2. Vegetable Farming,
3. Cattle Rearing,
4. Poultry Farming,
5. Pig Rearing,
6. Horticulture Farming,
7. Pear Planting,
8. Banana Planting,
9. Orange Planting

NRC-NFE (NEPAL)

LRC Nepal has recently published nine vocational skill related literacy materials for post literacy and income generating activities in collaboration with Rotary Club of Yala-Patan. The main objective of the development of materials was to provide literacy skill to farmers together with agricultural knowledge and skill to



Exhibition on Nursing and Mushroom, Lao PDR



Tree Planting in Thailand



A small girl trying to be literate, Nepal

Challenge for EFA

NDFCAI-WED (PHILIPPINES)

To augment the activities of the Literacy Resource Center in the Philippines, ten (10) new additional Community Literacy Centers will be constructed this year through the efforts of the Notre Dame Foundation for Charitable Activities, Inc. - WOMEN IN ENTERPRISE DEVELOPMENT (NDFCAI-WED) and the Philippine Business for Social Progress (PBSP), a corporate NGO based in Manila. The grant fund will be taken from the Angelo King Building Fund aggregates Three million pesos (PS 3,000,000.00.)

The centers are to be constructed in the provinces of Lanao Sur II, Maguindanao, Cotabato City, Basilan, Zamboanga, Sulu, Tawi-Tawi, Sultan Kudarat where the Mindanao Literacy Network are operating.

The PBSP selected the Philippine LRC and its Mindanao Literacy Network partners as grantee of the funds because of the primordial role of the NDFCAI-WED and partners in the promotion of basic and functional literacy in Mindanao. The role of PBSP is to provide assistance to the Philippine LRC and its Mindanao NGO Literacy partners in facilitating the construction of ten Community Learning Centers all over Mindanao.

The Mindanao Literacy Network, is an informal organization of 22 agencies engaged in literacy promotion and to ensure quality of life programs in Mindanao.

With the construction of the 10 CLCs, the role of the network members will expand to establish their own strategic community learning centers to serve literacy advocates and supporters in their locality.



Interviewing with Village Women in Phillipines

New CLCs also will also generate substantial savings of at least 20% of the cost of training and other related activities conducted in hotels and restaurants. Savings and income generated can then be utilized to support literacy projects as well as defray the cost of building maintenance and improvements.

NOCEAD (VIETNAM)

NOCEAD Vietnam /ACCU/LRC for Girls and Women has launched a project on Drug Abuse Prevention through Non-Formal Education 2000. The project sites are 11 provinces of different districts. Under this project 13 important activities have been carried out. The activities are given below

- ☞ Baseline field survey for needs assessment and community consultations to find out special areas of NOCEAD.
- ☞ Organizing of Orientation Seminar on Planning, Implementing and Monitoring the project.
- ☞ Developing of teaching learning materials for learners & community people.
- ☞ Developing of training materials and Hand books for IEC workers.
- ☞ Organizing of National Training Workshop on Implementing new learning materials for local educators, local educational managers.
- ☞ Organizing Local Training Workshop and Regional Training Workshop on implementing learning materials, training method and skills, mobilizing skills, organizing many sided activities for local drug prevention clubs.
- ☞ Teaching prevention education materials in literacy classes and literacy multi grade teaching classes and using these materials in common health.



A class on HIV/AIDS, Vietnam



Literacy Resource Center , Vietnam

- ☞ Setting up community clubs for HIV/AIDS Education and Drug Prevention Education.
- ☞ Organizing of HIV/AIDS to drug prevention education activities in each community.
- ☞ Exchanging experience and organizing 11 provincial youth festival for drug abuse and HIV/AIDS prevention.
- ☞ Study tours of the implemented project provinces.
- ☞ Providing equipment for project's activities in local communities.
- ☞ Fields trips, evaluation & review.



Women Liberation in Bangladesh

My name is Ma Khin Kyi and I live in Ywama Village of Kyankpadaung township in Myanmar. In 1992, a learning center was established in the Kyankpadaung township. I joined the literacy class organized by the learning center. Actually, I wanted to learn to read the letters. Actually a video picture shown in the village attracted me to the class. But after joining the class I understood the importance of literacy in life. So, I studied hard. I continued to read the booklets such as marketing, management and other books.



Ma Khin Kyi (Right) involving in community activity

I tried to apply the knowledge and skill of literacy class in real life. Our village had 40 pony carts. Since, I got knowledge and skill of business management and entrepreneurship, we sold the pony carts and set up a

small shop. Now we are trading crop products of the village. The other members of my family are also helping me. Now the villagers say that "a Khin Kyi's house has become a village trading center. Ma Khin Kyi is not only concentrating herself in her business, she is also involved in the community development works. She has been involved actively in the irrigation program, sanitation & cleanliness program and other

community activities organised by the learning center. Because of her activeness and efficiency, she has become a model figure of non-formal education" This is my story.

ACCU News

A Challenge for new NFE fruit never tasted MANGO

In correspondence to the demand for monitoring and evaluation tool of literacy and NFE programmes, ACCU and UNESCO are jointly developing a software, named MANGO (Map-based Analysis for Nonformal Education Goals and Objectives). It refers to the community database for learning and development activities to accelerate EFA progress by facilitating collection and analysis of disaggregated data and knowledge on nonformal education at community level and national levels. MANGO will be used as a means to compare data and plan future activities by community facilitators to government officials who are involved in NFE. In particular, the staff of LRC will be expected to take advantage of the useful tool, in order to effectively organize literacy activities, and facilitate evaluation of its programmes and needs assessment of learners.

To design contents of MANGO, a Consultative Meeting was held in Bangkok, Thailand from 23 to 25 January 2001. In this meeting, the framework of development and training and dissemination strategy of MANGO were discussed. Following the Meeting, 2001 Capacity Building Workshop from 13 to 24 February 2001 was held to further study and try MANGO.

It is hoped that MANGO contributes to a drastic improvement of the literacy situation in Asia and the Pacific.

APPEAL News

Planning Regional Activities in Basic and Continuing Education

The APPEAL Planning Meeting on Regional Activities in Basic and Continuing Education took place in Dhaka, Bangladesh, on 11-13 September 2000 together with the APPEAL Resource and Training Consortium (ARTC) Meeting.

The overall objective of the meeting was to renew APPEAL's vision, strategies and methods in order to develop effective follow-up regional programmes in line with the *Dakar Framework of Action*, and in view of UNESCO's *30C/5* as well as the recommendations of the Intergovernmental Regional Committee on Education in Asia and the Pacific (*EDCOM*).

Representatives from UNESCO nine field offices together with experts from the ten ARTC members attended the meeting. The Government of Japan provided financial support for this meeting. The meeting started with a series of presentations of UNESCO staff and ARTC representatives identified priority areas as well as strategies and activities for implementing regional programmes in basic education. According to the meeting APPEAL's programmes for the immediate future would be shaped by the following guidelines:

- quality improvement in areas of EFA
- early childhood care and education
- primary education including children with special needs
- literacy and continuing education

Concrete outcomes of the meeting included several project proposals in basic and continuing education developed for submitting to the Japanese Government as well as other potential donors. These proposals focused on literacy materials development in Central Asia and the Pacific and national plans for following up the Dakar Framework of Action.

Role of Internet for the Promotion of Literacy Program

Computers (PCs in particular) have become more common and widespread in most of the countries of the region. The distribution of computers varies widely, both between and within countries. People in urban areas usually have more ready access to computers than do residents of rural areas. Computers used to be very expensive and therefore out of reach for most education programmes for the poor such as literacy programmes. Greater benefits could be achieved if computers are used for the literacy programs. 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 adoption of computers for training literacy instructors and learners at the local level. The Internet has appeared and more user-friendly software is within reach.

The Internet

Though access of Internet is rather limited in certain geographic areas, and the service also requires regular payments. However, the Internet has in a short time proved to be an invaluable source of information for those institutions and persons who are able to access and use this new resource. 'The main advantages include:

Learning Resources: The Internet is a gold mine for every kind of information, including information related to literacy. Having access to the Internet is similar to having access to a huge library with information provided not only as text and pic-

tures, but also in the form of audio-clips and video-clips.

Interactive Learning: The Internet offers the possibility of interactive (distance) learning where instructors and learners are far apart. Hence it can be a useful tool in order to reach out to teachers and learners in remote areas.

Meeting: The Internet provides various ways of organizing meetings, workshops and seminars. A meeting can either be held as online conference with a mediator/ facilitator or through chat lines that provide opportunities for discussion and exchange of information.

E-mail: Electronic mail has become a common and cheap means of communication, especially for exchanging information across borders.

Viewing the importance and to help the literacy personnel, some organizations have started Internet sites on literacy and continuing education. APPEAL, in close collaboration with the Asia-Pacific Cultural Centre for UNESCO (ACCU), Japan, has been developing a Web site for the Asia-Pacific Literacy Database, which provides useful and up-to-date information on literacy and individual organisations engaged in literacy and non formal education.

The database includes the latest information concerning literacy materials, literacy facts and figures, literacy organisations, national literacy policies, NFE curricula and

literacy publications, as well as a literacy glossary, information for donors and a who's who in literacy. Currently, the database provides a graphical comparative overview of the literacy scenario in 20 countries of the region.

This information is now available on the Internet at <http://www.accu.or.jp/litdbase>.

In the same way, UNESCO, PRAOP has been also developing its site to make available its activities and different information on literacy and continuing education. The site includes more than 30 topics such as distance education, early childhood, education planning and management, poverty eradication etc. (www.unesco.org/education/proap)

Some useful Internet sites (Web sites) with information and resources related to literacy training are included in the box below. The Web addresses may change, so this list is by no means exhaustive, only suggestive.

—UNESCO:

www.unesco.org

—National Literacy Mission, India:

www.infoindia.net/nlm

—International Literacy Institute, USA:

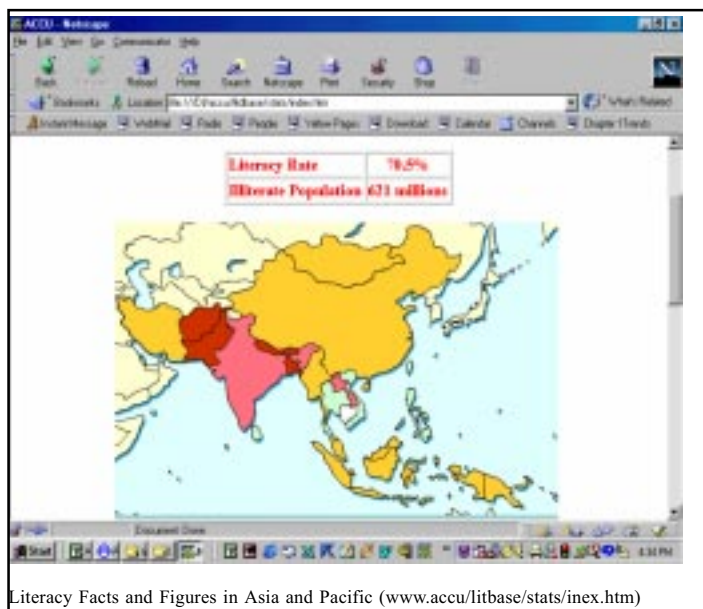
www.literacyonline.org.

—International Council for Adult Education:

www.web.net/icae/

—Asia-Pacific Cultural Centre for UNESCO, Japan:

www.accu.or.jp





Best Teacher

Devaki Tuladhar



Devaki Tuladhar

has been recognized as a teacher and social worker of Bungmati Village Development Committee, Lalitpur district in Nepal. She received moral support from the community because she is an enthusiastic person for community development. In the Bungmati village majority of women are illiterates and they are deprived of basic needs of life. They are poor and unemployed. Devaki studied the current situation of women in the village including some undesirable and unfavorable social evils. So she wanted to help the women providing literacy and income generating skills. She also tried to empower them. She tried very hard to bring social change amongst women in that community.

She strongly felt that education and training lead to greater awareness of women. She is a good literacy and skill trainer. She provided training of sewing and hygienic toilet together with literacy. She is successful to bring increasing awareness of health, hygiene, cleanliness, and environmental development. Since she opened up the eyes of the women providing opportunities to learn, to earn and to live, she is very popular in the village. She now receives high recognition in the whole district. Now her aim is to be recognized in the entire country.

Now she is an active member of Bungmati CLC. She is now helping many women through the CLC. The CLC has set up cooperative society to provide employment opportunities to the women. The CLC and the cooperative society have been organizing different training such as flower making, sewing, flower gardening, cloth weaving etc. She has witnessed definite improvement of



Devki giving instruction on sewing

the women's situation. They now have more income and they are more aware about health, nutrition, family planning, environment etc. Moreover they are better organized and empowered. She is also helping the women to start their own business enterprises in the community. She is very happy working for the community people and she is now more committed to do more.

We Support Promotion of Literacy !



World Bank and PCI Foundation Support to Notre Dame Foundation for Charitable Activities, Inc. - WOMEN IN ENTERPRISE DEVELOPMENT (NDFCAI-WED), Philippines

NDFCAI-WED) - ACCU/Philippine Literacy Resource Center entered into partnership with two new local agencies on Literacy and Enterprise Development. The Children and Youth Foundation of the Philippines is project, entitled "Responsive Education and Accreditation Program for Children and Youth in Mindanao (REACH-Mindanao)" will directly benefit six hundred (600) displaced survivors of war, orphans and out-of-school children and youth. This pilot project, will eventually to be replicated all over Mindanao. This is a one-year project with a total grant fund of **Three million seven hundred ninety four thousand three hundred pesos (US\$ 77,434.69)**. The project hopes to provide alternative avenues for self-improvement and development by bringing

and encouraging them to return to the formal school system, to institute a livelihood program that would help them survive and to ensure their participation in development activities, to establish strong family ties as a major support mechanism for the OSCY.

Another institution, the **Equitable - PCI Foundation, Bank Inc.**, has forged partnership with the (NDFCAI-WED) - ACCU/Philippine Literacy Resource Center to implement an education and livelihood bridging program entitled "Bridging Indigenous People Towards Development, Growth and Empowerment in Mindanao (BRIDGE-Mindanao)". The project hopes to benefit 3,000 tri-people involving Christians, Muslims and Lumads (indigenous people) in

Sultan Kudarat Province of Region XII, Maguindanao and Cotabato City of the Autonomous Region in Muslim Mindanao. This is a one-year project with a total grant fund of **Two million five hundred eleven thousand eight hundred pesos (US\$ 51,261.22)**.

The project aims to be a spring board for the illiterate tri-people of Mindanao to be able to progress from their present status to a more productive individual imbining values of respect, partnership and cooperation.

With these two new projects, the Philippine LRC hopes to strengthen the following vocational entrepreneurship, inclusion of practical life skills using the REFLECT approach and institutional partnerships.

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LRC Network

