Suggestions for ACCU & ACCU-LRC Network

* In the future workshops, ACCU needs to have a 5-year mid-term planning as well as annual plans of action.
* For big and diverse countries like India, the existing number of SRCs must be included in the ACCU-LRC Network.
* As a strategic plan, the LRC activities should not remain secluded but appropriate measures (standards) may be developed by ACCU to have coordination with the government and the NGOs.

Theme 7: LRC Networking

Activities & Networking of the Missing Link

The session comprised of the presentation on activities and networking of an Indian NGO called as the Missing Link. The NGO is involved in activities such as capacity enhancement workshops, research and documentation, policy advocacy, networking & facilitation.

According to Mr. Amba Jamir, Director, 'Missing Link', India, presented his experiences under the theme of LRC. Networking is about organisations, institutions and individual actors joining forces around a common concern. It is about building relationships with other independent actors to (often) share knowledge, goods and experiences and to learn from each other with a common goal in mind. The four key activities of networking include - Provision of services, Collective learning, Advocacy and TML as a management unit. Mr. Jamir identified information sharing, constant involvement in other programmes, organising meeting points and common actions/activities as some of the important components for sustenance of the network. He also highlighted the key issues that should be kept in mind while networking such as interest of organisation versus network interest, free riders, ensuring information reaches all members and interpersonal relationships.

Presentation on Advocacy & Social Marketing for NFE partnership building

Advocacy is the act or process of supporting a cause or issue; better support for a cause or issue; influence others to support; try to influence or change the legislation that affects it. It was further explained that advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision-makers toward solution. The 3 levels of advocacy include - personal, community and institutional. Mrs. Lim explained that advocates can be broadly classified as - believers, satisfied users, chosen representatives and interested parties.

The concept of market was also explained as Market is a place where buyers and sellers meet to make an exchange transaction. The P’s of the market penetration are - product, price, place and promotion. The concept of social marketing was defined as marketing of ideas, attitudes, behavior and social products. The concept of social product and social price were also defined by Mrs. Lim.

It was suggested that change from an adverse idea or behavior and adoption of new ideas and behaviors are the major goals of social marketing. The duo goals must be always remembered by the social marketers. At the end, she also highlighted the concept of networking and its benefits. Successful networks result in a realistic strategy for working together with clear objectives, members have the capacity to contribute financial resources, time or information and efficient communication mechanisms that allow for two-way communication.

However, Mrs. Lim warns about some of the risks that are associated with networking which are as below:
* Lack of concrete activities that are interesting and beneficial to members
* Lack of focus, clear roles, objectives and vision
* Lack of financial resources, time and human resources.
* High expectations and limited patience resulting to disappointment
* Network may be too large or too small and become ineffective
* Passive membership or low commitment or interaction of members

The session was followed with a group-work and discussion.

Theme 8: Preparation of LRC action plans

LRC Shoppies

In order to let each LRC go through the experience of Social Marketing, Ms. Shibao requested each LRC to set up a 'Shoppy' of its resources in terms of services and materials available. The LRCs made many innovative presentations and were really creative in presentation of their shoppies. The major agenda included in the shoppies were focused around:

* Advertising for outsourcing the expertise available
* Appealing for sharing expertise of other LRCs for the areas that they need strengthening for.
* Display of material and services

Each LRC was visited by other LRCs thus giving them opportunity to practice their marketing skills. Each LRC then devised an action plan.

Day 8 (Feb 9, 2006)

The day started with sharing of country-wise individual action plans of the LRCs the task given during the preceding day. Each LRC's presentation was critically reviewed not only by the resource persons but by the other LRC members as well. Many suggestions were made specially pertaining to the kind of activities stated in the action plans. The resource persons also helped by suggesting modifications on framing of descriptions, indicators, verifications, and the assumptions. The action plans (LRC Jaipur, LRC Bhutan, LRC Sri Lanka, LRC Iran, LRC Indore) are listed in Chapter 2.

Theme 9: Needs for future workshop

Ms. Shibao, ACCU, presented a practical checklist for a functioning LRC. She discussed some features that ACCU would expect to see from all LRCs, such as knowing what LRC is. She also discussed features that ACCU would like to see such as LRC staff visiting one another or exchanging information. She concluded by mentioning some training needs that could be a theme of future workshops.

The final evaluation of the workshop was conducted which was later summarized and presented by Ms. Takano, ACCU. The results are included in Chapter 2.

This was followed by formal closing session of the workshop. The session was chaired by Mr. H.P.N. Lakshman, Director of Education, Government of Sri Lanka and panelled by Ms. Shibao Tomoko, ACCU, Ms. Kunda Supekar, LRC Indore and Dr. Vijay Prakash Goel, MHRD, New Delhi. In this session, the certificates, souvenirs and copy of the group photographs of the workshop were handed over to the participants.
Chapter 2: Presentations and Activities

1. Workshop Orientation
2. Theme 1: Overview of EFA and the ACCU-LRC Network
4. Theme 3: Sharing of LRC Experiences and Country Situations
5. Field Visit in Sri Lanka
6. Opening of Indian Part of Mobile Workshop
7. Theme 5: Introduction of EFA National Plan of Action and NFE programmes in India
8. Theme 6: Practical Approaches to LRC Management
9. Visit to LRC Indore
10. Field Visit in Indore
11. Theme 7: LRC Networking
12. Theme 8: Preparation of LRC action plans
13. Theme 9: Needs for Future LRC Workshops
Main Objectives

- To improve each LRC's "resource centre" functions and sustainability of its management
- To improve each LRC's networks and NFE partnership building, as well as ACCU-LRC Network in Asia-Pacific Region
- Learning from each other and through field observations of LRC Sri Lanka & LRC Indore

Specific Objectives

1. To review LRC's roles and functions, in relation to the local needs and expectations.
2. To assess different management structures of LRC.
3. To review functions and management of networks of LRC.
4. To identify priority action areas and practical strategies for improving LRC and its networks.
5. To deepen the understanding of LRC esp. for newer members of ACCU-LRC Network.

Main Agenda (in Sri Lanka)

DAY 1
Theme 1: Overview of EFA & UNLD, ACCU-LRC Network
Theme 2: Introduction of EFA-NPA & NFE in Sri Lanka
Theme 3: Sharing of LRC experiences and country situations

DAY 2
Field visit to LRC Sri Lanka project sites - overnight stay in a village

DAY 3
Tour of LRC Sri Lanka
Theme 4: Roles and functions of LRC as a resource centre

DAY 4
Move from Sri Lanka to Indore, India

Main Agenda (in Indore)

DAY 5
Theme 5: Introduction of EFA-NPA & NFE in India
Theme 6: Practical approaches to LRC management
Theme 7: LRC networking and NFE partnership building
Tour of LRC Indore

DAY 6
Field visit to LRC Indore project sites

DAY 7
Theme 8: Preparation of LRC action plans

DAY 8
Theme 9: Needs for future LRC workshops/meetings

Chairpersons & Energizers

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Chairperson</th>
<th>Facilitator for Energizer Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1 (2 Feb)</td>
<td>Team 1: Bhutan &amp; Mr. Erko</td>
<td>Team 2: Sri Lanka &amp; MHRD of India</td>
</tr>
<tr>
<td>DAY 2 (4 Feb)</td>
<td>Team 2: Indore &amp; MHRD of India</td>
<td>Team 3: Bhutan &amp; Mr. Erko</td>
</tr>
<tr>
<td>DAY 3 (6 Feb)</td>
<td>Team 3: Jhalpur &amp; Iran</td>
<td>Team 4: Indore &amp; MHRD of India</td>
</tr>
<tr>
<td>DAY 4 (8 Feb)</td>
<td>Team 4: Mongolla &amp; Mr. Kenjin</td>
<td>Team 5: Jhalpur &amp; Iran</td>
</tr>
<tr>
<td>DAY 5 (8 Feb)</td>
<td>Team 5: Sri Lanka &amp; MOE of Rlanka</td>
<td>Team 6: Mongolla &amp; Mr. Kenjin</td>
</tr>
</tbody>
</table>
2006 Mobile Workshop for Capacity Building of Literacy Resource Centres for Girls and Women in Asia and the Pacific
(Moratuwa, Sri Lanka & Indore, India: 2-9 February 2006)

2006 LRC MBW

Shibao Tonomoto
Director
Education Division
Asia/Pacific Cultural Centre for UNESCO (ACCU)

Overview of ACCU Programmes and ACCU-LRC Network

- Founded in 1971 in Tokyo, Japan
- A Non-Profit Organization established through joint effort of the government (Japanese National Commission for UNESCO) and the private sector in Japan
- For the promotion of mutual understanding among peoples and cultural/educational cooperation in the Asia-Pacific region
- In line with the principles of UNESCO

Programme Areas

- Educational Cooperation
- Cultural Cooperation
- Personal Exchange

Education Cooperation

- Programme started in 1981
- Building upon ACCU's rich experience in the field of book development
- Aiming to contribute to achievement of EFA & ESD and reduce illiterate population in Asia-Pacific region through promotion of NFE
ACCU Regional Co-operative
Literacy/NFE Programmes
in Asia and the Pacific

Education Programme

Main Fields of Activities
1. Education for All (EFA)
2. Education for Sustainable Development (ESD)
3. Literacy Resource Centres for Girls and Women (LRC)

Education Programme

Integrated Approach
- Materials Development
- Networking
- Training/Capacity Building

Capacity Building Workshops
- 20 Regional Workshops on the Preparation of Literacy Materials
  - Since 1993
  - More than 500 material developers from 20 countries participated
- Sub-Regional & National Workshops
  - 6 sub-regional workshops on development of basic literacy materials, and life skills, etc.
  - 11 national workshops on different topics

EFA: AJP

Asia-Pacific Joint Programme for Promotion of NFE Materials
- Regional cooperation from needs assessment to evaluation
- Involvement of learners, teachers, illustrators, material developers, contents experts, and policy makers in the Asia-Pacific
- Attractive, useful, easy-to-understand materials
- Prototype → Local versions
- Respect to diverse local contexts (language, culture)
**EFA: AJP**
- 59 prototype materials for neo-literates (post literacy use, life skill themes)
  - Themes: Income Generation, Health and Sanitation, Environment, Women's empowerment
  - Format: Booklet, Poster, Game, Audio-visual
  - Over 350 kinds of national/local versions

**Production of a Prototype and Local Versions**

**EFA: AJP**

**Production of AJP “Best Practice Series”**
- started in 2004

- Cambodia
- Bangladesh
- Nepal
- Thailand

**EFA: PALM**

**Palm**
- Package for developing Adult Learning Materials
  - New approach: "Products" -> "Process"
  - To deliver quality and relevant learning materials at the grassroots level
  - Produced for
    - Field workers at community level (e.g. CLCs)
    - NFE officers at district/provincial levels
  - Used for
    - Material development
    - Training

**Components:**
1. Handbook for Adult Learning Materials Development at Community Level (know-how)
2. AJP Materials Kit (exemplars)
3. Literacy Clip Art (illustrations)

**EFA: Literacy Video**

**Mina Smiles**
- Animation Video for Literacy Promotion
  - Produced in 1993
  - Local versions were produced in 30 countries
  - 19 versions in Asia-Pacific region
  - Mina Smiles UNILD Version in VCD with a guidebook to be produced in 2006
Asia-Pacific Literacy Database

- Started in 1996
- http://www.accu.or.jp/lisdbase

MANGO Map-based Analysis for NFE Goals and Outcomes

- Utilizing computer software (e.g., GIS - geographic information system) for monitoring and analysis of NFE activities at local levels
- Pilot versions in Indonesia, Philippines, Bangladesh
- Pilot project in India

Regional Planning Meetings on NFE

- Jointly organized by ACCU and UNESCO APPEAL (Asia-Pacific Programme of EFA under UNESCO Asia-Pacific Regional Bureau for Education) since 2001
- Discusses national & regional NFE programmes and policies
- Attended by representatives of NFE departments of over 20 countries in Asia-Pacific region & LRC representatives, other experts i.e. ARJC, UNLD Resource Team

Education for Sustainable Development

- ESD

4 major thrusts:
- Improving access to quality basic education
- Reorienting existing education programmes
- Developing public understanding and awareness
- Providing training

UNDESD (UN Decade for ESD): 2005-2015

- ACCU programmes on ESD
  - Materials development
    - PLANET Series: strategy for dissemination and utilization
    - National project implemented by partners including LRCs
  - New programmes to be launched in Feb. 2005
    - Asia-Pacific Innovation Programme
  - Asia-Pacific COE Programme
ESD: PLANET

**PLANET** Package Learning Materials On Environment
- started in 1997
- Used in both NFE and formal education
- Consist of:
  - Poster
  - Booklet
  - Video
  - Facilitators Guide

**PLANET Series**
- PLANET 1 (1997)
  - Water Pollution
- PLANET 2 (2000)
  - Forest Conservation
- PLANET 3 (2004)
  - Waste Management
- PLANET 4
  - Disaster Preparedness (to be completed in 2000)

**Dissemination of PLANET**
Prototype PLANET
- NATCOM, government agencies, NGOs, UN Organizations (UNDP, UNICEF, UNEP), Media

Local Versions
- PLANET 1: 19 countries
- PLANET 2: 21 countries
- PLANET 3: 4 countries
- PLANET 4: 4 countries

Utilized in:
- Schools, CLOs, literacy classes, community development programmes, TV broadcasting

**LRC**

Literacy Resource Centres for Girls and Women
- A regional network
- Launched in 1994
- Managed by key literacy organizations
- Technical/resource centre in the field of literacy and NFE

Main Activities of LRCs
1. Information sharing
2. Materials development
3. Training
4. Innovation in literacy/NFE
5. Networking
6. Advocacy

**Process of establishment of an LRC**
- Information/recommendation by national government (National Commission for UNESCO)
- Research & interview by ACCU to select partner organization
- Consultation with UNESCO
- LRC partner organization designated
- Consultative meeting to formulate guidelines for establishing an LRC (co-organized by ACCU and its partner organization), with participation of relating GO, NGO, academic institutions, etc.
- Preparation in facility and equipment
LRC's Contribution to EFA

Promotion of literacy/NFE at Asia-Pacific Regional Level

Development of human, technical & material resources in Grassroots Activities

Workshops for LRCs

- 7 Regional Capacity Building Workshops (1993-2004)
- Mobile Capacity Building Workshop LRC MBW at LRCs in Cambodia and Bangladesh (2004)
- Strategic Meeting on ACCU-LRC Network (2005)

Recommendation: To increase joint activities and sharing of expertise and experiences among ACCU-LRC Network members

Workshops for LRCs

7 CBWs during 1996-2004

- 1996 Chiangrai, Thailand
- 1996 Dhaka, Bangladesh
- 1999 Jabur, India
- 2000 Cotabato, Philippines
- 2001 Kathmandu, Nepal
- 2002 Bandung, Indonesia

e-mail, internet, website building, EMIS, material development, materials database, community database, GIS/MANGO, Mat Dev't Handbook and TDT for CLC facilitators

7th LRC CBW

2004 LRC CBW, Chongqing, China

Regional LRC consultation on:

"What do we have to do individually (each LRC) and together (ACCU-LRC Network)?"

Strengthening regional network, generation & mobilization of resources, and improvement of gender sensitivity in LRC activities.
New Approaches to LRC Capacity Building

1. Mobile Workshop for Effective Programme Implementation of LRCs (LRC MBW):

- Dhaka, Bangladesh & Phnom Penh, Cambodia
- June 2004
- Host: LRC Bangladesh & LRC Cambodia

- Participants: Bangladesh, Indonesia, Lao PDR, Mongolia, Sri Lanka
- Learning from visiting 2 LRCs' project sites
- Review of LRC roles/functions and local networks

2. Strategic Meeting on LRC

Tokyo, Japan, February 2005

- Participants: Bangladesh, Indore, India, Indonesia, Mongolia, Nepal, Philippines, Sri Lanka, Thailand. Resource Persons + UNESCO BKK
- Preparation of ACCU-LRC Network Strategic Direction

- Recommendation: To increase joint activities and sharing of expertise and experiences among ACCU-LRC Network members

3. ACCU-NDFCAIWED Joint Capacity Building Workshop for LRCs (LRC-JCBW)

- Davao, Philippine, December 2005
- Host & Trainer: LRC Philippines

- Participants: Pakistan, Thailand + Philippine LRC and their local network GO/NGOs
- Sharing of expertise among ACCU-LRC Network members
- Training on NGO management skills

4. Second LRC MBW (2006 MBW)

- Moratu, Sri Lanka & Indore, India
- February 2006
- Host: LRC Sri Lanka & LRC Indore, India
- Participants:
  - LRCs in Bhutan, Indore, India, Jaipur, India, Iran, Mongolia & Sri Lanka
  - Government representative of Sri Lanka & India
  - GO/NGO Local Network members of Sri Lanka LRC (during Sri Lanka part of MBW)
  - Indore, India (during Indore part of MBW)
- Observers: Philippine LRC

APPELLE UNESCO Bangkok
UNESCO's Literacy and Continuing Education Programmes and LRCs

APPEAL Unit
UNESCO Bangkok

UNESCO's framework
- Education For All (EFA)
- Literacy Initiative for Empowerment (LIFE)
- United Nations Literacy Decade (UNLD)
- Education for Sustainable Development (ESD)

UNLD Regional Resource Team
Existing Networks to further initiatives
- LRCs Representative ACU & WED
- ARTC Representative DAM
- Christian Blind Mission (CBM)
- SIL International
- Asian South Pacific Bureau of Adult Education (ASPBAE)

Possible projects supported by APPEAL in 2006

APPEAL's Programmes
- Literacy and Continuing Education (CLCs, UNLD, LIFE)
- Gender in Education
- Inclusive Education
- Early Childhood Care and Education (ECCE)
- Education and Human Rights

APPEAL's Regional Network
- APPEAL Resource and Training Consortium (ARTC)
- Community Learning Centres (CLCs) Project Members
- Gender in Education Network in Asia (GENIA)
- Literacy Resource Centres for Girls and Women (LRCs)

Community Learning Centres
Programmes on following themes
- Linkages and Networks
- Life Skills
- Gender / Equivalency
- Information Communication Technology (ICT)
- Mother Tongue / Bilingual
- Systematic Resource Development
- HIV / AIDS
**Cooperation between APPEAL and LRC Network**

- Asia-Pacific Literacy Database
- To provide various information to the public and members
- ACCU-APPEAL Joint Planning Meetings
- To share experiences and work together for EFA
- Cooperation on APPEAL publications

**Roles of LRCs and CLCs**

- CLC - grassroots / community based
- World’s quick change
- Information exchange with other parties
- LRC - national / district / local based
- Bridge organizations & create partnerships in different levels
- Provide technical information

**APPEAL Resource Pack**

- To be published in March 2006
- A collection of APPEAL Publications, Reports, Literacy Materials (printed) and Reference Materials (CDs)
- Targets: Planners, practitioners, Researchers and Other personnel working in literacy and continuing education
- Objectives: to serve as a comprehensive resource package for those who develop local versions of a resource package

**APPEAL Resource Pack**

- Part 1: Literacy and Continuing Education
  - Policy
  - Overall Planning, Management and Curriculum
  - Training of Practitioners
  - Materials Development
  - Research and Documentation
  - Regional Network and Database (introduction of LRC and ARTC Networks)
- Part 2: Community Learning Centres

**APPEAL Resource Pack**

- Part 3: Further Reference Materials
  - Early Childhood Care and Education (ECCE)
  - Health and Sanitation, HIV/AIDS Prevention
  - Gender Equity
  - ICT in Non-Formal Education
  - Income Generation and Poverty Alleviation
  - Rights-Based Approach to Education
  - Culture
  - Mother Tongue Education for Ethnic Minorities
  - Education for Sustainable Development (ESD)

**LRCs’ Further Cooperation with APPEAL**

- To provide technical support as Resource Persons in LIFE Project
- To bridge governments, authorities and communities
- To keep flexible in each country’s situation for national policy making
- To encourage use of UNESCO’s resources
Profile of Sri Lanka

Land Area: 65,610 Sq Km
Climate: Tropical
Provincial Distribution: Western, Southern, Uva, Central, North Western, Sabaragamuwa, North East, East, North Central, North Western
Government: Democratic Socialist Republic
Population: 19.8 m
Rural - 72.2
Urban - 21.3
Estate - 6.5

Race:
- Sinhala - 74%
- Tamil - 16%
- Muslim - 7.7%
- Others - 0.8%

Religious:
- Buddhist - 69.5%
- Hindu - 15.2%
- Christian - 7.6%
- Muslim - 4.8%
- Others - 0.1%

Population Growth: 0.9%
Life Expectancy: 72 Years (Male - 69, Female - 74)
Deaths before 5 years: 15,000
Adult Literacy: 91.2%
Male - 94.3%
Female - 89.4%

Adult Literacy:
- Male - 94.1%
- Female - 89.4%

Pre-School Participation: 50%
Enrolment Rate:
- Primary - 97%
- Secondary - 83%

School Admission:
- Primary within 2Km
- Secondary within 4Km

University Admission: 2%
Per Capita Income: US$ 1031
Currency: Rupees & Cents

Achievement of EFA Goals

01. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
02. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
03. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
04. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
05. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to an achievement in basic education of good quality.
06. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Achievement of EFA Goals

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
<th>Average School Size</th>
<th>Student Teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>3,703</td>
<td>357,452</td>
<td>6,187</td>
<td>59,154</td>
<td>32.88</td>
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<tr>
<td>Central</td>
<td>3,443</td>
<td>318,262</td>
<td>5,862</td>
<td>59,639</td>
<td>33.19</td>
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<tr>
<td>Southern</td>
<td>1,161</td>
<td>544,109</td>
<td>8,404</td>
<td>59,799</td>
<td>35.79</td>
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<td>North-Eastern</td>
<td>1,802</td>
<td>628,195</td>
<td>8,261</td>
<td>59,799</td>
<td>33.19</td>
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<td>North-Western</td>
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<td>481,518</td>
<td>8,793</td>
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<td>Uva</td>
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<td>296,197</td>
<td>6,561</td>
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<td>Sabaragamuwa</td>
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<td>7,495</td>
<td>59,799</td>
<td>35.79</td>
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<td>Sri Lanka</td>
<td>3,036</td>
<td>4,027,575</td>
<td>69,412</td>
<td>59,799</td>
<td>35.79</td>
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</table>

Source: Ministry of Education, School Census 2002
<table>
<thead>
<tr>
<th>Province</th>
<th>Students achieving GCE 'O' Level</th>
<th>Students achieving GCE 'A' Level</th>
<th>Students achieving GCE 'A' Level in English</th>
<th>Students achieving GCE 'A' Level in Mathematics</th>
<th>Students achieving GCE 'A' Level in Science</th>
<th>Students achieving GCE 'A' Level in Other Subjects</th>
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</thead>
<tbody>
<tr>
<td>Western</td>
<td>72.820</td>
<td>37.874</td>
<td>45</td>
<td>49.021</td>
<td>29.543</td>
<td>54</td>
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<tr>
<td>Central</td>
<td>44.641</td>
<td>18.757</td>
<td>32</td>
<td>24.584</td>
<td>13.681</td>
<td>55</td>
</tr>
<tr>
<td>Southern</td>
<td>47.195</td>
<td>17.801</td>
<td>37</td>
<td>27.337</td>
<td>15.508</td>
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<tr>
<td>North Eastern</td>
<td>41.855</td>
<td>13.088</td>
<td>52</td>
<td>28.056</td>
<td>16.954</td>
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<td>41.602</td>
<td>15.779</td>
<td>56</td>
<td>22.626</td>
<td>10.692</td>
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<tr>
<td>North Central</td>
<td>22.126</td>
<td>6.702</td>
<td>34</td>
<td>10.505</td>
<td>3.115</td>
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<tr>
<td>East</td>
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<td>13.845</td>
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<td>126.814</td>
<td>37</td>
<td>191.338</td>
<td>106.093</td>
<td>56</td>
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</tbody>
</table>

**Non Formal Education:**

The role of NFE in providing access, equity and opportunity to the poor children, youth and adult learners is doubly significant, in the country's fight to reduce the number of marginalized groups. The need to serve the educated poor population due to poverty, alienation and conflict is necessarily mentioned in all the literature and task force researches and assessments conducted by the government.

Repeatably, over the years, non-formal education is often cited as an important partner in human resource development and of economic growth. It is just to note that the Ministry and the government do not give these declarations due consideration and magnitude, of given non-formal education full support and importance in terms of adequate resources, funding and investments.

The report, the growth and development of non-formal education can be summarized through important phases of government action relative to NFE.

- **1973** Ministry of Education initiated the implementation of Non-Formal Education programmes through the provision of technical courses for school dropout through the use of facilities of identified schools. NFE learning classes were conducted in the evenings and on weekends.
- **1991** increased number of literacy and skill development courses were being implemented for children and adults, using designated community centers, religious centers (temples), schools and community centers. Non-government organization (NGO) also started to implement literacy classes within their projects and serving identified communities.
- **1994** official recognition of NFE was made through the permanent appointment of 200 project officers assigned to the Divisional Secretary's areas. The project officers were tasked and made responsible for the supervision, monitoring and control of NFE activities to ensure effective implementation of NFE activities at the field.
- **1997** is a landmark year for NFE in the literature. Under the Education Reforms Process Policy Framework, the importance and role of NFE as an important cog in the implementation of the compulsory Education regulations ensuring the full participation and attainment of all children of school age of the country's total population was made a mandate for all.

The Compulsory Education Regulations as published in the Gazette Extra Ordinary No. 10033 dated November 25, 1997 requiring that all children of ages 5–14, shall be required to have formal education. The Non-Formal Education sector was tasked to assist and facilitate the implementation of the aforementioned regulations. The NFE is required to monitor and assist the two committees created under the compulsory education regulations: for each Grama Niladhari Division, the school attendance committee; and under the divisional secretary's division, a school attendance monitoring committee.

- **2000** educational data reflected that almost 65% of children of school age are in school enforcing the compulsory education regulation and attending NFE learning classes according to their needs and peculiar situation and locations.
**Mission**

Provision of educational opportunities for children in the early childhood, children, adults, school leavers, and children with Special Education needs according to national policies and trends in education.

**Objectives:**
1. Provision of education opportunities for children in the early childhood.
2. Provision of education opportunities for children in the compulsory schooling age (years 05-14).
3. Improvement of professional skills of school learners and elders.
4. Implementation of Continuing Education programmes for the community including elders.

**Participants:**
1. Non-school going children in the compulsory schooling age.
2. Street children and child workers.
4. School dropouts.
5. Disadvantaged children living in conflict-affected areas.
6. Children entering the formal education system.
7. Abused children.
8. Children with special needs.
9. Iliterate elders.
11. Eldery community.

**Activities:**

Implementation of Compulsory Education regulations.

Implementation of compulsory education regulations were enacted by the Gazette No. and number 10635 with a view to enroll non-school going children in the formal opportunities through Non-Formal education.

Provision of Basic Literacy.

This is a project implemented for elders who have never been exposed to any formal education, and children who have failed to enter the formal school. More attention will be given to in-school areas of estates, coastal areas, and conflict-affected border line areas literacy and to develop competencies required for better living.

"Nenasarana" Project for street children.

According to a survey conducted by Unicef, the number of street children in Sri Lanka is estimated around 10,000. In achieving EFA goals, non-formal education programmes should be designed to address these groups. Each child is without permanent residence and they spend insecure lives. "Nenasarana" project will provide basic literacy for street children with a view to accessing them for education programs, to develop necessary links and skills for better living. Under this project scholarships have been arranged by the President's Fund.

Functional Literacy Learning Centers.

Unicef consider Functional Literacy as a core skill for self and community development, writing and the ability to use numerals. The concept of Functional Literacy has become an important component in the changing world. As such, it is essential to place a high weight age on Functional Literacy programmes. Programmes to improve competency in literacy, its competencies, basic professional skills are implemented in Functional Literacy centres.
**Post literacy project:**

The objective of post-literacy project is to provide education for school-drop outs and school leavers. These programmes are implemented with emphasis on skill development, language improvement, entrepreneurship also by linking children in the changes emerging from new technology.

**Literacy for women learning for foreign countries**

This is a programme implemented in collaboration with the Foreign Employment Bureau. Women leaving the country are oriented on the equipment of a particular country, utilizing of equipment as applicable to their employment abroad and basic literacy.

**Introduce of Home Based activities for the improvement of early childhood.**

Awareness programs specially targeted at parents will be conducted to motivate them on home based activities.

**Awareness programs for parents of primary school children.**

This is a programme implemented for parents on Home Based activities, with a view to improving achievement of primary children and also to prevent dropping out from the formal school. The importance of creating a learning environment at home and its effect on pupil performance will be addressed under these programmes. It will also help to identify poor parents and children with special needs.

**Skill development programme:**

It is expected to improve professional skills of school leavers and the elderly community with the intention of improving their income through self-employment. Such programmes have been implemented since the 80th decade based on schools, community development institutes and training centers under two categories. Technical A and technical B. Each programme will be conducted during a period of six to eight months.

**Improvement of entrepreneur skills:**

A programme will be implemented to improve entrepreneur skills of those who are willing to undertake small scale self employment. Expansion of entrepreneurs will contribute to national development. This programme will be useful even for school children. Services of resource persons from state organizations and NGOs will be taken in the implementation of this programme. It is also intended to display products of trainees following various courses.

**Community Learning Centres.**

These centers are maintained and managed by the community for the purpose of improving their living standards by providing guidance through various non-formal education programs. These centers have been established with the assistance of the UNESCO. In these centers programs are conducted on post-literacy, social equity, income generating, increase living conditions, interest, and on continuing education.

**Centres for early childhood development (Pre-schools).**

Studies conducted on the achievement of primary children reveal that, the school environment as well as pre-school environment have made a considerable effect on their performance. Although, children have been exposed to pre-school education, standard of the pre-school, quality of the teacher, extent of parental awareness affect the achievement of children. In some instances, activities conducted in pre-school have negatively affected the performance of children, resulting in dropping out from the formal school. As such the pre-school curriculum has to be designed to suit the objectives of pre-school education. Under the programme the pre-school teachers will be trained to deliver better programs for children.

**Vocational Guidance project:**

This project is implemented to orient school children, youth dropped out from schools on job opportunities and to get their contribution for national development. It is expected to emphasize on the demand in the job market, and the selection of jobs according to their capabilities.

**Interest groups:**

This programme is conducted for school drop outs, housewives and for elders to develop their skills required in their daily life.

**Community education programs.**

Activities are conducted for various parts of the community: solve problems that occur in daily life and to manage problems successfully by developing their knowledge, skills and attitudes. Such activities will enable to improve values, health, nutrition, protection of the environment and finally their living standards. Services of respective institutions will be obtained to achieve this task.

**Special commemoration day programmes:**

Considering nationally and internationally accepted commemoration days like various programmes will be implemented on education development, protection of human rights, environmental protection and for religious harmony.

**Programs to improve capacity building:**

Activities can be designed and implemented to improve professional skills of NFE instructors, centre managers and community leaders. Such activities will enable to improve the quality of NFE programs delivered and to achieve national goals of education.
Institute providing assistance for the implementation of Non Formal Education

1. Ministry of Education, Provincial Ministries of Education, Provincial Education Departments, Zonal Education Offices, Divisional Educational Office
2. Local Governmental and Non Governmental Organizations
3. Schools, Religious Centers, Community Centers, Societies in villages.

Number of the beneficiaries under Non-Formal Education previous years

1. Admission of the children who do not attend schools
   2003 - 2000
   2004 - 2001
   2005-2006

Literacy Programmes
Providing literacy for women who go abroad.
Sinhala - 1299
Tamil - 1287
Total - 2486

Number of Interest Programmes Implemented, Participation
NFE Branch, 2004

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of Interest Programmes</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tbody>
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<td>Western</td>
<td>60</td>
<td>1191</td>
<td>327</td>
<td>1518</td>
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<tr>
<td>Central</td>
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<td>1577</td>
<td>308</td>
<td>1885</td>
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<td>Southern</td>
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<tr>
<td>North-Central</td>
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<td>406</td>
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<td>762</td>
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<tr>
<td>Ura</td>
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<tr>
<td>Battaramulla</td>
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<td>344</td>
<td>844</td>
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<tr>
<td>Sri Lanka</td>
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</table>

Source: NFE Branch Annual Report 2004

Number of Income Generating Programmes Conducted and Number of Students Participated, NFE Branch 2004

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Province</th>
<th>Number of Income Generating Programmes</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tbody>
<tr>
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<td>4438</td>
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<td>Central</td>
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<td>27127</td>
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Source: NFE Branch Annual Report 2004

Community Learning Center Programme 2004

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of CLC</th>
<th>GGL/ Street Children</th>
<th>Number of Courses</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<td>95</td>
<td>1295</td>
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<td>Central</td>
<td>21</td>
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<td>45</td>
<td>716</td>
<td>364</td>
<td>1080</td>
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<td>North-Western</td>
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<td>30</td>
<td>402</td>
<td>269</td>
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<td>North-Central</td>
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<td>77</td>
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<td>729</td>
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<td>Sri Lanka</td>
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<td>8240</td>
<td>4556</td>
<td>12796</td>
<td></td>
</tr>
</tbody>
</table>

Source: NFE Branch Annual Report 2004

Conducting Development Programmes for girls and women

Economic empowerment of girls and women:
1. Providing training on skills.
2. Providing training on entrepreneurship.
3. Organizing opportunities of selling.

Educational Development Programmes
1. Provide education for street children.
2. Provide basic literacy.
3. Develop of English language skills.
4. Programmes for women in detention houses.
5. Provide education for women who want to go abroad.

Awareness Programmes
1. Early childhood development.
2. Gender disparity.
3. Education in health and nutrition.
4. Education in reproduction.
5. Programs for women who want to go abroad.
6. Awareness programmes on women's right and law.

It is expected to develop Literacy Resource Centers to improve the Literacy Level as follows:
1. Establish new literacy resource centers for girls and women according to their needs.
2. Implementation of new literacy resource centers associated with Non-Formal community learning centers for girls and women.
3. Developing a curriculum relevant to the literacy improvement of girls and children.
4. Modernizing of the centers with the assistance of Governmental and Non-Governmental organizations and providing learning-teaching equipments.
5. Organizing of programs needs for the development of skills of the professionals in non-formal education.
6. Taking actions for the development of education for people in detention houses with the co-ordination of literacy resource centers.
PROMOTING LITERACY for Women & Girls

LRC, Indore

About SRC
- SRC is a state level organization allotted to a leading NGO of the country - BAMS, founded in 1961
- Started in 1985, SRC provides technical and pedagogical resource support to adult literacy program in the state of Madhya Pradesh
- 100% funding by GOI under NLM
- With coming up of another SRC in MP in 1996, located at Bhopal, SRC Indore now covers 26 districts in M.P. and 8 districts in Chattisgarh

Literacy Scenario in India
- One third of world's non-literate population reside in India
- Adult literacy program going on in different states since 1951
- National Literacy Mission launched in 1988
- Campaign mode adopted to achieve the goals of National Literacy Mission
- Since 1990, 597 districts out of 600+ covered under literacy programs
- At present, 137 districts under TLC, 165 districts under PLP and 295 districts under CE phases
- Special literacy program, AFLP, launched in 23 districts of India
- 120 million people made literate. of them, 60% are women and 35% are SC/ST

Decadal Growth of Literacy Percentage (7+) in India from 1991 to 2001

Gender Disparity in Literacy Rates
INDIA - 1961-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
<th>Male vs Female Difference in Literacy Rate (%age points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>5 and over</td>
<td>40.40</td>
<td>15.34</td>
<td>25.06</td>
</tr>
<tr>
<td>1971</td>
<td>5 and over</td>
<td>45.65</td>
<td>21.67</td>
<td>23.98</td>
</tr>
<tr>
<td>1961</td>
<td>5 and over</td>
<td>53.45</td>
<td>28.46</td>
<td>24.99</td>
</tr>
<tr>
<td>1951</td>
<td>7 and over</td>
<td>58.17</td>
<td>29.55</td>
<td>28.62</td>
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<tr>
<td>1991</td>
<td>7 and over</td>
<td>64.13</td>
<td>39.29</td>
<td>24.84</td>
</tr>
<tr>
<td>2001</td>
<td>7 and over</td>
<td>75.85</td>
<td>54.16</td>
<td>21.69</td>
</tr>
</tbody>
</table>

* Excludes Jammu & Kashmir

Literacy Scenario in M.P.
- The TLC target was 12.5 million people of them, 5.3 million become literate (including Chattisgarh)
- Under PBA, 5.2 million were covered and 2.9 million were made literate
- NLM aims to achieve 75% literacy rate by 2007 for which special literacy program - PRL, launched in districts with female literacy rate below 45%
- In M.P. 12 districts are covered under PRL (out of 150 districts identified in India)
- CE programme is going on in 27 districts out of 48 districts of M.P.
Statistical profile of M.P. as per Census 2001

- Number of districts: 48
- Community development blocks: 313
- Total Population: 60,105,721 (5.05% of India)
- Male Population: 52.09%
- Female Population: 47.91%
- Density of population: 196
- Sex Ratio: 920
- Literacy rate: 64.11% (65.38% of India)
- Male literacy rate: 76.80% (75.65% of India)
- Female literacy rate: 50.28% (54.16% of India)

Continuing Education

- Continuing Education phase aims at institutionalising a life long learning process.
- Components of CE include:
  - Equivalency programme
  - Income-generating programme
  - Quality of life improvement programme
  - Individual interest promotion programme
- Continuing education centres are established which follow an area specific, community based approach. One CEC caters to population of about 1500-2000. 8 to 10 such centres form a cluster with one of them acting as nodal CEC.

CEC - Structure

- NLM (GOI)
- SLMA (State Literacy Mission Authority)
- ZSS (District level)
- BLOCS (Coordinator level)
- CEC (Village level)
- PRERAK (Cluster level)

LRC Indore - India

- SRC, BGMS identified as a partner organisation for LRC in the year 2001
- Now, there are 2 LRCs in the country operating in different regions viz. Rajasthan and Madhya Pradesh.
- Indore LRC is operating in Madhya Pradesh and Chattisgarh (adjointing state)

LRC Activities

- AMEIS Project
- Adaptation of materials
- Preparation of skill based primer for women
- Technical support to special drive for promoting female literacy
- Training of women SHGs
- Research study on 'Impact of SHGs on Women Empowerment'
- Life Skills Education for adolescent girls
- Networking and Partnership

AMEIS

Alternative Modes of Education Information System taken up with support from ACCU and UNESCO

Objectives

- To develop network of AME providers
- To develop participatory planning, monitoring, and evaluation methodologies of continuing education projects
- To revise or newly develop information collection tools for AME
- To develop accompanying software for better documentation, analysis and advocacy
Skill Based Literacy Primer

* A primer based on the vocational skill tailoring titled "Mae Silai Seekhna" was developed
* Primers are being used by JSS - a partner organization working for skill development among literacy learners
* The primer helped in enhancing the attendance level of learners

Adaptation of Literacy Materials

* Adaptation of ClipArt (in collaboration with Jaipur)
* Adaptation of PLANET-1 and PLANET-3
* Support for PLANET-3
* Adaptation of Handbook for material developers
  - Adult Learning Materials Development at Community Level
* Adaptation for NFE and AE facilitators
  - Preparing lesson plan - module 1
  - Identification of learning needs - module 2
  - Community mobilization - module 3
* (The other 3 modules were adopted by LRC Jaurar.)

Accelerated Female Literacy Programme (AFLP)

* Special literacy drive launched in districts with female literacy rate less than 50
* Technical resource support provided to LRC, Indore in 2 districts in U.P. & 7 districts in Bihar and 26 districts in M.P.
* Skill based materials prepared for these districts and Master Trainers trained in using these materials
* Weekly Radio Programs based on theme of literacy were produced and broadcast from AIR, Indore

Training of Women SHGs

* 10 training programs for SHGs on leadership skills in which 52 SHG group members were trained
* 2 training programs for Supervisors of Child & Women Welfare on SHG functioning in which 71 Supervisors were trained
* IEC and training materials on SHG functioning were developed

Research Study

* A research study "Impact of SHGs on Women Empowerment" undertaken
* Major outcomes of the study:
  - Most of them are poor illiterate/semiliterate labourers
  - After becoming SHG members, they started small savings, discussing social/economic problems
  - Initiated taking loans from SHG, instead of money lenders
  - They are more economically independent and quality of life has improved

Life Skills Education Program

Goal
To promote girls education and holistic development by imparting life skills education to adolescents aged 10-19

Interventions
* Create a safe and supportive environment
* Provide information
* Build skills
* Provide counselling
* Improve health services
Better Life Options And Opportunities Model (BLOOM)

Age-appropriate Reproductive and general Health Services

Community Mobilization

Creating the power to choose one's future

Empowered Youth

Building an enabling environment for lasting social change

Individual Skills Building

Advocacy

Better Life Options Program for Adolescents

* Coverage:
  - No. of villages covered: 65
  - No. of edc. covered through NGOs: 49,000
  - No. of edc. covered through NCC/ANLS/Societies & Guides: 23,000
  - No. of edc. in schools: 6,300
  - Short term camps: 2,000
  - Oral covered through wards/LCDs: 1,500
  - IPD districts (out-of-schools): 12,000
  * Total: 73,100

* Capacity Building:
  - No. of NGOs trained in M&E: 135
  - No. of M&E trained: 229
  - No. of animators: 550

Implementing the Project

Strategies adopted

* Long term approach (3-6 months):
  > Life skills Education and Youth Friendly Services integrated into vocational training classes, remedial coaching classes, recreational clubs, gym activities
* Camp approach (10-14 days):
  > Life Skills Education and Youth Friendly Services imported through intensive training camps of short duration
* School approach:
  > Life Skills Education and Youth Friendly Services imported in the classroom

Program Impact

* Significant reduction in school drop out cases
* Economic empowerment
* Better role in decision making
* Improved communication skills and morale
* Shift away from gender stereotype roles among the girls
* Improvement in health and nutritional practices and status
* Increased awareness about AIDS
* Increase in age at marriage
* Better inter-spouse communication on issues such as Family planning
* Increased adoption of contraceptives
* Increased access to ANC
* Increase in institutional deliveries

Partnership

LRC Indore works in partnership with agencies at International, National, State and District level

Local Level Networking
* 74 NGOs enlisted as LRC partners
* These NGOs are mostly operating in the field of education and women
* The task of enlisting NGOs is in process
* Various academic and professional institutions are also being enlisted

Support to the Partners

* Provide technical backstopping
* Support services to plan various programs
* Orientation workshops
* Training programs
* Workshops for alternative program strategies
* Documentation and dissemination (for learning & experience sharing)
* Strengthen use of IT at all levels
* Design and develop curriculum and learning materials for literacy
IRANGAN
Rajasthan Adult Education Association (RAEA)
LRC Jaipur, India
Activity Report 2005

And Roongta
Director

2006 Mobile Workshop on Capacity Building of Literacy Resource Centres
for Clerk and Women in Asia and Pacific (2-3 February, 2006)

Literacy Status of India
In the year 1988, National Literacy Mission was launched as a major adult education programme in India. Mass campaigns have been essential for social mobilisation for awakening and motivating people in all walks of life. As people's participation in literacy campaigns begins to increase, their involvement in socio-economic activities also becomes more meaningful.
Today, literacy programmes have been initiated in 996 districts (out of 600 in the country).

The Census 2001 figures indicate that India has made significant progress in the field of literacy during the decade 1991-2001. The literacy rate of the country has increased from 52.21% in 1991 to 58.84% in 2001 with Male literacy rate 72.36% and Female literacy rate 35.70%. Out of 564.79 million persons in 7+ age group, 540.68 million are now literate out of which 234.15 million are males. Three-fourths 75% of the male population and more than half of the female population are literate.

Status of Literacy in Rajasthan
- Population : 58.73 million
  - Male : 29.82 million
  - Female : 28.91 million
- Literacy Rate : 61.63%
  - Male : 76.45%
  - Female : 44.34%
- Number of CIE Centres : 18000

Rajasthan Adult Education Association (RAEA)

- Profile
  - Rajasthan Adult Education Association (RAEA) is an apex, federal body of Non-Government organizations. The main aim of the association is to energise the efforts of NGOs and the government for adult education, women's empowerment, and overall human resource development.

- Objectives
  - Creating environment for adult and continuing education.
  - Collaborating and networking with GOs, NGOs and donor organisations.
  - Supporting and mobilizing the programmes of women-literacy and their empowerment.
  - Conducting training for functionaries involved in adult literacy.
  - Developing and publishing literacy primers, training manuals and promotional materials.
  - Conducting research and evaluation work related to adult education.

- LRC, Jaipur
  - LRC, Jaipur was given some closure Irangan in Hindi language. Irangan is loka hasaram which means place of the Goddess of knowledge.

Activities of the LRC were initiated based on the following objectives:
- Collect/provide reference materials and information for other NGOs and field level personnel.
- Develop innovative literacy materials and strategies.
- Provide training opportunities for different level of literacy functionaries.
Major Activities

- ICT supported CLCs in rural areas
- Recognizing relevance of ICT in literacy promotion and facilitating teaching-learning process, ICT supported Community Learning Centers (CLCs) are being run in four villages of Jaipur district.

- Condensed Literacy course for Female Animators:
There are more than 400 female animators in the state of Rajasthan who are engaged in providing counseling services to adolescents girls. Some of these animators are either illiterate or semi-literate.

With the objective of imparting literacy skills to these female animators, a condensed residential course of ten days duration was organized in district Karauli. 35 female animators participated in this programme. Two special literacy primers were developed for this purpose.

Entrepreneurship development camps for the slum dwellers:

- It is a recognized fact that marginalized people, especially the women, can excel and improve their quality of life if they are provided right opportunities at the right time. With this background, an intervention project for slum dwelling young women on entrepreneurship development was implemented in three slums of Jaipur city.

- Under this project following activities were undertaken:
  - Tutor/Instructor training workshop,
  - Literacy and post-literacy training for the non-literate and fragile literate women,
  - 15 day camp for women on entrepreneurship and skill development.

Entrepreneurship development and continuing education project for young women:

- As follow-up of the entrepreneurship development camp, further project was designed with the following objectives:
  - Empowering young women become entrepreneurs through organizing vocational training interventions.
  - Sustaining and enhancing their literacy and numeracy skill.
  - Orienting them with different components of continuing education.

- Project activities included, among others, an interventional camp of one-month duration for the participants in their locality. 3 young women in the age group of 16-15 years participated in the project.

- Literacy camps for women in Rajasthan:

With a view to make the residual illiterate women literate in the state of Rajasthan, RASA in collaboration with the UNICEF, has organized 5000 camps in 32 districts at block level, 25 to 35 women in each camp were made functionally literate within a period of 15 days. A composite literacy primer was developed for this purpose.

- It has been an innovative effort in the sense, that women in the age group of 18 to 30 years were identified for the camps and the camp activities were designed matching their age, interests, skills and abilities.
Mother & Child Health (MCH)

- The States of Rajasthan accounts for 1% of land and 5% of India’s people. The population is widely spread with a very low density of population. About 7% villages have population less than 500 making the reach of routine health service difficult. Facing with low female education and adverse sex ratio, Rajasthan continues to register a high DM & MOP.

- The outreach approach
  The outreach approach development of health and nutrition team, revitalization of sub-centres, community participation and monitoring has shown an improvement in effective coverage. However, continued and sustained efforts would be needed to see the impact in reducing morbidity and mortality. Insular efforts would be needed to expand health service to all areas that have remained under served.

What are outreach services?

- Outreach services are services that could be provided in the non-institutional settings on a regular basis even if a regular provider of services is not possible or does not exist. These services address a large number of childhood and maternal problems:
  - Immunization
  - Antenatal care
  - Distribution of contraceptives
  - Nutrition counseling & weighing

Adult Literacy Project

Air Force Wives Welfare Association (AFWWA) Jaipur

- Air Force Wives Welfare Association (AFWWA), setup in 1970 at Air Force base, Jodhpur,ropic. Projects for the welfare of wives of air force station employees, children, widows, handicapped and others in need. Some of the major projects include: Library & testing room, school for the kids project "Koshali", beauty parlour, adult literacy etc.

- Adult literacy project was designed for the non-literate wives and other dependants of non-combatants and civilians with the objective of pushing them into mainstream so that they could have, a confident and empowered. RAEA, Jaipur extended its cooperation to AFWWA in management of the literacy center. Vocational inputs were also provided to the learners.

Self Help Group (SHG)

- SHG has emerged as a very strong movement in Rajasthan. It has immensely helped in empowering women both financially and socially. The RAEA’s endeavor is to achieve core competence in the techniques of SHG for promoting more SHGs and establish linkages between SHGs and the literacy programmes.

Research Project on self-help group of women

- With the aim to promote socio-economic empowerment among the rural women, self-help groups (SHGs) have been formed within the framework of continuing education programme. In order to enquire into the modality of SHG formation and assess the change in lives of the SHG members, a research project was implemented in CE districts of Rajasthan.

- Interim findings suggest that SHG members have become confident, self-reliant and appreciate the concept of savings in their life.

Equivalency Programmes

- Rajasthan is the only state in the country which has started equivalency programme under Open Basic Education for non-literate to bring them in the mainstream of education. The aim of the programme is to provide primary & upper primary education to non-literate through open schooling. So far more than 80000 non-literate have appeared for level ‘A’ and level ‘B’ examinations through National Institute of Open Schooling. The RAEA, Jaipur is a major stake holder in this programme for conducting capacity building trainings and development/ publication of books for equivalency programme.
**Equivalency Programmes**

Income Generating Programmes

Income Generating Programme (IGP) is one of the most important aspects of literacy activities. It is also the programme which has a tangible impact on the lives of women, youth, and older sections of the community. Efforts are being made at the level of RAEEA to take up IGP activities at the level of CE centers with the support of state government. The RAEEA, Jaipur has conducted an experimental Income Generating Programme for women of urban slums of Jaipur and rural areas of other districts. The results are very encouraging and these kinds of income generating programmes will be replicated in future also.

**Life Skills Education and ARSH**

- This activity is focused on the Adolescents Reproductive Sexual Health issues. RAEEA, Jaipur has been working as a resource support agency for this project. RAEEA, Jaipur has developed & published a set of teaching materials for this project.
- Addressing the needs of the adolescents is a priority area for the programme. Activities such as training of Literacy Personnel in LSE are initiated on pilot basis. These activities are consolidated and strengthened; and additional strategies have been proposed to address both in school and out of school adolescents.

**Background**

The Literacy Resource Centre (LRC) project was the first of its kind in India initiated in 1996 by Rajasthan Adult Education Association (RAEEA), Jaipur with the support of ACCU. The aim of implementing the LRC was to promote and foster efforts for female literacy and provide technical input to the ongoing programmes and special projects for female literacy.

**Aim of setting up of the LRC**

To empower the people, particularly girls and women through literacy and continuing education and thus create a learning society. In order to achieve this aim, the LRC provides a platform for local NGOs & OIs, field level personnel, material developers, trainers and media persons to act together for literacy.
Management Structure of LRC, Jaipur

- **Constitutional Committee**:
  - *Working Committee*
  - *Subcommittee*

- **Subcommittee**:
  - Curriculum and literacy development
  - Personnel development
  - Research and evaluation
  - Networking, Linkages & Database
  - Determination

- **The Working Committee** will initiate the following:
  - *Two persons from ECA*
  - *Two persons from GO*
  - *Two persons from NGOs*
  - *Two persons from weekly*
  - *Two persons from monthly*

- **The Membership Committee** will be formed by the local government and government officials.

Challenges

- The major challenge is to make literacy programmes a people's movement. It has been observed during the last 4-5 years that various sections of the society, including girls, departments, and other community members have an equal understanding.
- A new programme has been launched to raise awareness, which has further reduced the need for government programmes.
- Women in rural areas still face the same challenges in urban areas and are encouraged to pursue literacy and receive educational opportunities.
- According to the commonly perceived theories, there is no premium on acquisition of literacy. There is hardly any opportunity for a person to learn with fragile literacy to use his newly acquired skills.
Ministry of Education
Literacy Movement Organization
Country Report
of the Islamic Republic of Iran
On
Literacy and NFE situation
& LRC roles and functions
Presented by: Ali Ebrahimi
Director — planning, coordination of inter-sectoral
partnerships and Int’l Affairs Department

Introduction

• About 27 years ago in 1979, Imam
Khomeini the great founder of the Islamic
Revolution of Iran in a historical message
to the nation and to the government, proclamed that Education for All is at the
same level of need to the health and
housing and even much more important
than all.

two fundamental strategies for the
government officials:
1. To Provide reading and writing in short
term.
2. To change the dependent culture of the
country to an independent and a self-
sufficient one in the long term.

Highlights of Imam Khomeini's
historical Decree

1. To involve all of the social and human
capabilities of the society for teaching and
learning.
2. To use all of the settings (schools, houses,
mosques and etc) for the process of teaching
and learning.
3. To build partnership with the religious
influential and people for awareness making
and sensitization for campaign against
illiteracy.
4. Social mobilization for building the
opportunities
• 1979
- Total number of illiterates were 14.2 m.
- Population of the country (10 years plus)
- Illiteracy rate: 52.5%
- Literacy rate difference between men and women: 23.4%

• 2004
- Total number of illiterates is 8 m.
- Out of 70 m. population of the country (10 years plus)
- Illiteracy rate: 13.5%
- Literacy rate difference between rural and urban areas: 33%
- Literacy rate difference between men and women: 6%

Cont...
- Women literacy rate:
- Literacy rate difference between rural and urban areas: 8%
- Number of out-of-school children: 1.2 m.

Post literacy Programs
Since 1991

Goals and objectives:
- To enforce the learning trends of target learners,
- To consolidate and develop basic literacy skills by learners
- To help the learners in better understanding of their community and changes
- To make the ground for promotion of potentials and capabilities of the learners for participation in the development process.

Cont...
- To establish new communication strategies with using the educational innovations,
- To provide reading opportunities and to promote book reading culture among Nao-literates.
Strategies and networks for mainstreaming post literacy programs

- Establishment of literacy follow-up circles/groups, (semi-attendance)
- Providing correspondence services through post offices (non-attendance)
- Implementation of media assisted education (national and local newspapers, periodicals, educational packages and TV and radio programs)

Cont...

- Enrichment of learning environments with variety of reading materials,
- Organizing permanent and ad hoc book exhibitions for Neo-literates
- Partnership with the public libraries for creating a decent place for learners' access to the learning materials including the materials produced by LMO.
- Launching mobile libraries in 20 provinces of the country and in more than 1000 deprived villages with lack of access to the cultural facilities.

Samples of post literacy materials

Marital life rules  Extravagancy and its adverse effects  Individual health

Cont...

- Equipment of libraries in the military bases and jails with the Neo-literates materials,
- Organizing book-reading contests in different occasions,
- Honoring the authors and publishers of books in the book week,
- Building inter-sectoral partnership with domestic/national institutions and organizations (20 org.) in the field of production of learning materials for Neo-literates

5 int'l awards to LMO

- UNESCO Honorable mention and Noma prize in 1990 for literacy mobilization project coincident with the international literacy year.
UNESCO international award of Malcom Adleshia in 1999 for implementation of distance education for post literacy target groups.

UNESCO honorable mention in 1998 for implementation of post literacy programs in order to prevent from relapse into illiteracy.

Noma international prize in 2000, for implementation of educational programs for out-of-school rural working girls.

ISESCO award in 2003 for "Reading within family project".

- Recruitment and training of tens of thousands of educated youths as literacy instructors/ facilitators
- Training of thousands of educated conscripts as literacy teachers
- Training of a great number of literate prisoners/inmates for teaching in literacy centers.

- Education of thousands of illiterate people through their family members entitled to Individual literacy.

Taking advantage of the existing capacities of the of the educational centers, military and disciplinary settings, office places and prisons and religious places as literacy centers.

- Development of more than 400 titles of awareness raising and informative booklets on different areas such as culture, society and religion, health etc.
- Development and publication of provincial periodicals for Neo-literates/literate population.
- Development of TV programs at the provincial levels.

Cont...

- Signing the joint agreements with other national organizations in the field of providing necessary information for illiterate, Neo-literates and low literate people.
- Signing different contracts with the UN agencies in Iran like UNESCO, UNICEF, UNFPA and ACCU for providing different types of training though literacy classes.
Cont...

- To establish about 2500 community learning centers throughout the country and providing literacy programs integrated with basic life skills and vocational skills development programs in the centers.
- Setting up Literacy resource center for girls and women (LRC) at the national level and planning for development of the LRC national model to other deprived provinces (Khuzestan, Sistan & Beluchestan, Khorasan and East Azerbaijan of Iran).

Cont...

- Translation of literacy resources and materials of other countries and vice versa.
- Identification of the successful people in literacy and honoring their efforts in reaching to the higher degrees in universities. (yesterday illiterates and today educated and intellectuals).

The literacy future horizons

- Eradication of illiteracy in the age group of 10-29 years old.
- Scaling the number of CLCs up to 6000 by the end of 2009.
- Setting up at least 5 more Literacy resource centers in five provincial centers.
- To establish educational equity based on the region – wise planning and raising the level of those lower level provinces to a level of more than the national average of literacy.

Cont...

- Revision and updating the organizational goals and missions with respect to the new approaches and social trends.
- Diversification of the resources (human & educational).
- Building opportunities for qualification of the literacy programs.

Local needs for and expectations on the roles and function of LRC:

- Development of variety of learning materials for use in the literacy centers and CLCs throughout the country.
- Identification of the local needs and issues through needs assessment and through the provincial networks.
- Translation and adaptation of regional teaching-learning materials and using in the centers in order to avoid from duplication.
- Acting as a documentation center for providing technical support for national, provincial and district level literacy practitioners, NGOs and researchers.

- Fundamental revision of the literacy content, methods and assessment of learning outcomes.
- Setting the platforms for NGOs partnership in literacy activities.
Cont... 

- Organizing national workshop on development of learning materials using the technical and financial supports by ACCU.
- Access to quality and diversity in programs by taking advantage of regional innovations and experiences in the NFE areas.
- At present the LRC of Iran is located in the LMO premises and connected to the Internet line.

Expectations from ACCU

- To provide reference materials and resources about regional experiences.
- Contribution in procurement of necessary equipment for Iran LMO LRC.
- Contribution in establishment of provincial resource centers in 4 other provinces of the country.
- Organizing study visit tours for a group of LMO experts to the other regional LRCs.
- Organizing a similar workshop in Iran

Thank you for your attention
Presentation on the situation of Literacy, CE and NFE/DLRC in Bhutan

(Morinatha, Sri Lanka and India, India, 2-8 February 2006)

- Modern education system started only in 1960 with 11 schools and about 400 students.
- Till 1980, monastic education was the only avenue of formal education in Bhutan.
- Education is provided free of cost at all levels.

1. Situation of literacy/NFE and CE:

![Graph showing literacy and CE numbers from 1961 to 2004]

- Literacy rate: 59% (56% male 40% female)
- Adult literacy rate: 53% (2005)
- The government committed to achieve full adult literacy by 2015. Retargeted to 2012.
- Gross net enrolment: 89%

1. Situation on literacy, CE & NFE contd.

- Started NFE programme in 1992 with 5 pilot NFE centres.
- As of now there are 623 centres with over 16,600 learners.
- 70% of the learners are women.
- 80% of NFE centres are in rural areas.
- Maximum of the learners are farmers.

1. Situation on literacy, CE & NFE contd.

- There are three levels of NFE programme:
  1. Basic Literacy Course
  2. Post-literacy course
- Curriculum includes the topics on health, agriculture, environment, culture and tradition, gender, value education, HIV/AIDS, numeracy and other important functional literacy skills.
1. Situation on literacy, CE & NFE contd

1. Continuing education programme was one of major initiatives of the 9th five year Plan (2002-07).
2. CE is being implemented through Private sectors.
3. CE programme for Class X and XII examination pilot basis.
4. Long-term plan includes creation of separate CE Board, alignment of curriculum and expansion of programme to other districts.


Following are the 5 major EFA programmes.
1. ECCE
2. Primary education enrolment expansion
3. Primary Education quality Improvement
4. Alternative channels for education
5. Non-formal education Programme.

3. Local needs for and expectation on the functions of LRC.

- Coordinate literacy programme at national level.
- Act as a resource hub.
- Organise and facilitate training programmes for human resource development.
- Support NFE Centres, GLC and Resource centres.
- Provide data based information on literacy.
- Facilitate establishing network with other agencies.
- Promote ICT.
- Develop and provide relevant literacy materials.
- Implement NFE and CE programmes.
- Undertake researches and studies on NFE and literacy programme.

Kadrichhe
(Thank you)
**Number of people acquired primary and basic education through NFDE/LRC (1997-2004)**

<table>
<thead>
<tr>
<th>Year</th>
<th>1997</th>
<th>2002</th>
<th>2004</th>
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<tbody>
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<td>2500</td>
<td>1500</td>
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<td>2004</td>
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**NFDE/LRC Mongolia**

1997: Non Formal Education Centre
2002: National Centre for Non Formal and Distance Education
2004 (2005): LRC established

- NGOs: MEGS, State University of Education, Education Institute...
- NGOs: National and International World Vision...
- International Org & donors: UNESCO,

**NFDE/LRC management structure**

- **National**
  - MoECS
  - Education and Cultural Department, in each aimag & UB city
  - NFDE/LRC

- **Province level**
  - **Granroot level**
  - 100 NFDE "Enlightenment" Centres, in each aimag & city district

**Main objectives of NFDE/LRC**

- Acting as a documentation and data base centre for literacy of the population and CE and disseminating information on NFE particularly for promotion literacy
- Designing and developing the suitable NFE teaching/learning materials for different target groups
- Increasing the capacity of literacy and NFE personnel
- Improving the information and research on theory and methodology of NFE

**Main objectives of NFDE/LRC - continued -**

- Ensuring networking and coordination between GO, NGOs in the field of literacy and NFE
- Sustaining international networking and support to national programmes and projects
- Promoting innovation and best practices to improve a delivery system and NFE curriculum

**NFDE/LRC activities**

- National Programme on Literacy Education (2004-2012)
  - The main objective is to establish a continuing, open and flexible structure for literacy and post-literacy training.