Meeting of Experts on New Phase of AJP Programme for Model NFE Materials Development and Utilization in Asia and the Pacific

FINAL REPORT

26-30 July 2004, Tokyo, Japan

Asia/Pacific Cultural Centre for UNESCO (ACCU)
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# Table of Contents

## Chapter I: Introduction and Proceedings  

1. **Introduction**  
   - Scope of the Meeting  
   - Main Objectives  
   - Immediate Objectives  

2. **Proceedings**  
   - Opening  
   - Selection of Meeting Officers  
   - Direction-setting Presentations  
   - Review and Analysis of Past AJP Programme  
   - Designing the New Phase of AJP Programme  
   - Observation Visits  
   - Planning the First Series Publication of New Phase AJP  
   - Strategy for Asia-Pacific Regional Programme to Complement / Reinforce the New Phase of AJP  
   - Closing Session  

## Chapter II: Reports and Presentations  

1. UNESCO Presentation: “APPEAL’s Strategies for NFE through CLCs and Resource Development”  
2. ACCU Presentation: “New Direction of ACCU Programme”  
3. ACCU Presentation: “AJP Questionnaire Survey 2004”  
4. ACCU Presentation: “AJP On-site Survey 2004”  
5. Observation Visit to Shogakukan Inc.  
6. MCH Handbook in Indonesia  

## Chapter III: Country Reports  

1. AJP Programme  
2. Non Formal Education (NFE)  
3. AJP Country Report Synthesis  

## ANNEX  

1. General Information  
2. Guidelines for Country Report Preparation  
4. Meeting Schedule  
5. List of Participants  
6. Opening Speeches  
7. Selected New AJP Candidate Materials  
8. Photographs  
9. 2004 Questionnaire Survey Results
Chapter I: Introduction and Proceedings

Introduction
1. Scope of the Meeting
2. Main Objectives
3. Immediate Objectives

Proceedings
1. Opening
2. Selection of Meeting Officers
3. Direction-setting Presentations
4. Review and Analysis of Past AJP Programme
5. Designing the New Phase of AJP Programme
6. Observation Visits
7. Planning the First Series Publication of New Phase AJP
8. Strategy for Asia-Pacific Regional Programme to Complement / Reinforce the New Phase of AJP
9. Closing Session
INTRODUCTION

1. Scope of the Meeting

A Meeting of Experts on the New Phase of the AJP Programme for Model NFE Materials Development and Utilization in Asia and the Pacific was convened by the Asia/Pacific Cultural Centre for UNESCO (ACCU) from 26 to 30 July 2004 in cooperation with the Japanese National Commissions for UNESCO. The Meeting was organized under the ACCU Invitation Programme for International Educational Exchange of Teachers and Professionals.

The Meeting was attended by 11 NFE material development experts from the following 8 countries: Bangladesh, Cambodia, China, India (2 experts), Indonesia (2 experts), Nepal (2 experts), Philippines and Thailand. Four experts from Japan, a UNESCO APPEAL representative, an expert from UNESCO Beijing Office and ACCU representatives participated in the Meeting.

2. Main Objectives

It aimed at designing and planning a new phase of the AJP programme (Asia/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas) to better meet the needs of the Region based on the past experience of AJP programmes.

3. Immediate Objectives

1. Review and analyze the past AJP programme based on various data including 2004 AJP survey (questionnaire survey and on-site survey)

2. Design and planning of the New Phase of AJP

2-a. Outline of the New Phase of AJP including:
- Objectives, Process of production, Subject areas/fields to be covered and their criteria
- Components/format/presentation of the “model” materials
- Process of identification of “model” materials (involvement of LRCs)
- Copyright issues
- Dissemination of the “model” in prints, on the web and in digital format
- Support needed for the utilization of the model materials by each country

2-b. First series publication of materials of the New Phase of AJP, including:
- Identification of the “model” materials for the first series
- Job distribution and timeframe
- Distribution process

3. Strategy for Asia-Pacific regional programmes to complement/reinforce the New Phase of AJP, including:
- Capacity building opportunities at national/sub-regional/regional levels
- Linkage and networking with related programmes and networks
- Utilization of the Asia-Pacific Literacy Data Base
PROCEEDINGS

1. Opening

The meeting started with the three opening addresses by Mr. Nakanishi Koji, newly appointed Director-General of ACCU, Mr. Asai Takashi, Deputy Secretary-General of the Japanese National Commission for UNESCO, Ministry of Education, Culture, Sports, Science and Technology of Japan and Mr. Kiichi Oyasu, Programme Specialist, APPEAL, UNESCO Asia and Pacific Bureau for Education, UNESCO Bangkok.

Mr. Nakanishi shared his great happiness and expressed his heartfelt gratitude to the participants from eight countries and from Japan. He mentioned that this was his first international occasion as Director-General of ACCU, a post to which he had been appointed two weeks before, succeeding Mr. Sato Kunio. He further mentioned that AJP materials have been designed to sustain the literacy skills of neo-literates as well as to provide useful knowledge and information to improve the learners’ quality of life. With the ardent discussion by the participants, he hoped that this meeting would produce a lot of concrete outputs which would in turn help hundreds of millions of NFE learners who need good materials.

Mr. Asai Takashi expressed his appreciation that this meeting was held in a very timely manner, at the beginning of the United Nations Literacy Decade. He mentioned that there was still room for improvement, in the world literacy situation despite efforts by various countries. He said also that literacy promotion was part of a greater commitment of Education for All (EFA) goals and Millennium Development Goals. He commended ACCU’s efforts to contribute to achieving these goals; in particular, the AJP programme had produced more than 350 kinds of materials in local languages. He hoped that this meeting would have fruitful results, and reinforce co-operation and networking in the Asia-Pacific region.

Mr. Kiichi Oyasu presented different scenarios on the global ratio of the illiterate population; the number of illiterates in Asia-Pacific Region in 2000, more females being illiterates than male; illiterate population in East Asia and Oceania and in South Asia (1980 – 2000 and 2015), showing an increase of 50% improvement due to increasing literacy interventions. He mentioned the six goals set during the World Education Forum held in Dakar, Senegal; the commitment on the EFA Action Plans, the APPEAL’s response to EFA; and the APPEAL’s action areas in literacy and continuing education (2004 – 2005).

His address included the following points:

- APPEAL has been promoting since 1998 the concept of ‘Community Learning Centres (CLCs)’ as focal points for generating grassroots-based interest and participation in literacy and continuing education activities with particular focus on the unreached, under-served and the disadvantaged groups, including girls and women. CLCs do not have to be physically impressive but venues that are pleasant and offer scope to carry out various kinds of activities to meet the needs of different target groups.

- APPEAL has supported 21 countries in the region to implement CLCs namely, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Kazakhstan, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Samoa, Sri Lanka, Thailand, Uzbekistan and Viet Nam. Furthermore, Afghanistan, Kyrgyzstan and Maldives are currently preparing the plans to join this project.

- Some features of the CLCs include: context-based programmes; strong community participation; a CLC as a tangible symbol in the community; developing local networks; and availability of external support for the community. APPEAL has supported countries to promote CLCs
through introducing innovative approaches such as ICT use and life skills, resource development such as various handbooks and capacity building of local personnel. CLCs are found as effective grassroots level NFE programmes that can be shared for policy dialogues within the framework of EFA and UNLD.

- In view of the above recent development, the following aspects were raised for the discussions on the new phase AJP during the meeting: changing role of prototype AJP; development of structures and strategies of local materials; use of resources available in other sectors, e.g. agriculture; capacity building of local stakeholders; ensuring the various life skills in the materials; and, appropriate use of ICT in view of local infrastructure.

2. Selection of Meeting Officers

The participants agreed to select the officers of the meeting, to wit:

**Chairpersons:**
Day 1 - Ms. Sri Wahyuningsih (Indonesia)
Day 2 - Mr. Surya B. Shrestha (Nepal)
Day 3 (Site Visit)
Day 4 - Ms. Nishat Farooq (India)
Day 5 - Mr. Suchin Petcharuns (Thailand)

**Rapporteurs:**
Day 1, 2 and 3
Day 4 and 5

- Ms. Carmelita S. Coronado (Philippines)
- Mr. Roongta Anil Kumar (India)

**Day Reporters:**
Day 1 - Mr. Riza Irfani (Indonesia)
Day 2 - Mr. Chij K. Shrestha (Nepal)
Day 3 - Mr. Shahnewaz Khan (Bangladesh)
Day 4 - Mr. Qi Zhiyong (China)

3. Direction-setting Presentations

Two presentations set the tone for the meeting: The APPEAL’s strategies for NFE through CLCs and Response Development by Mr. Kiichi Oyasu of UNESCO Bangkok, and the ACCU Presentation on the New Direction of ACCU programmes, including the meeting orientation, by Ms. Shibao Tomoko, Director, Education Division, ACCU.

3.1. UNESCO Presentation

Mr. Kiichi Oyasu presented the APPEAL’s strategies for NFE through CLCs and Resource Development. Key features of the presentation were the strategies on literacy and continuing education which focus on (a) CLC: delivery mechanism; (b) resource development and capacity building; and (c) promotion of access for disadvantaged groups.

APPEAL attempts to develop action-based materials including livelihood, how to use ICT and life skills in the programme. NFE life skills programmes should include: literacy, generic and contextual skills. The implications for new AJP were further mentioned and discussed.

Following are some of the important points of his presentation:

- The World Education Forum (Dakar, Senegal, April 2000) reaffirmed the vision of the Jomtien EFA commitment and acknowledged the significant progress over the last decade. However, it was reported during the Forum that there were 113 million out-of-school children and 880 million illiterate adults in the world. The six EFA Dakar Goals, set during the Forum, cover Early Childhood Care and Education (ECCE), primary education, life skills, literacy, and gender equity and quality improvement.
- The United Nations General Assembly by its resolution 56/116 proclaimed the United Nations
Literacy Decade (UNLD): *Education for All* for the period 2003-2012. The Decade promotes the broader vision of literacy through 6 key action areas such as: policy, programme modality, capacity building, research, community participation, and monitoring and evaluation.

- According to the review on EFA National Action Plans undertaken by APPEAL in late 2003, all countries have committed to achieving EFA goals and stressed the importance of reaching the unreached including out-of-school children and girls and women. While recognizing various achievements in EFA since the World Conference on Education for All (Jomtien, Thailand 1990) countries identified in their National Plans the following as main challenges: lack of resources, unreached people, lack of capacity, gap between commitment and practice, inadequate data and lack of long term vision.

- UNESCO APPEAL has assisted countries during late 1980s to early 90s in systematizing the NFE programmes through developing resource materials on curriculum development and training such as APPEAL Training Materials for Literacy Personnel (ATLP). The effort was extended to strengthening grassroots level activities such as CLCs and development of practical handbooks on capacity building of community level personnel. Based on these expertise and resources, APPEAL has been supporting countries in strengthening policies on literacy and continuing education for lifelong learning within the framework of EFA and UNLD.

(See Mr. Oyasu’s presentation in Chapter II.)

3.2 ACCU Presentation

Ms. Shibao Tomoko, Director, Education Division of ACCU made a presentation consisting of two parts:

(1) New Direction of ACCU Programmes
(2) Meeting Orientation

In the first part of the presentation, she first introduced the organizational background of ACCU. She then, introduced some of the prominent changes taking place in the activities of the Education Division of ACCU, which is working for contribution to EFA in the Asia-Pacific Region through literacy and Non-formal Education.

In the second part of her presentation, Ms. Shibao described the meeting orientation, its immediate objectives, the schedule overview and the NFE learning. She presented the new direction of the ACCU programme as follows: (a) materials development (AJP, PLANET), (b) capacity building, (c) networking (Planning Meeting, LRCs), (d) ICT application (Asia-Pacific Data Base, MANGO). She introduced ACCU’s mottos since its inception: “Innovation is continuity” and “Harmony”. She stressed that there should be more emphasis on the following points: quality and effectiveness; Asia-Pacific regional level information exchange; Country/ theme specific approach; Joint research, in the programme implementation, and to see the programme in the years to come with the new directions.

(See Ms. Shibao’s presentation in Chapter II)

4. Review and Analysis of Past AJP Programme

4.1 2004 AJP Questionnaire result

Mr. Masahisa Sato, Deputy Section Head, Education Division of ACCU, introduced the past AJP programme aiming at: contributing to further promotion of literacy in the Asia-Pacific region to achieve the goals of EFA. He mentioned that, as the characteristics of AJP materials, the materials were developed as regional cooperation from needs assessment to evaluation; developed from
commonality to specific; respecting the diverse local context; involving learners, facilitators, illustrators, materials developers, content experts and policymakers; and designed to be attractive, useful and easy to understand. He also mentioned the results achieved: 59 prototypes have been developed under various themes (e.g. income generation, health sanitation, environment, women’s empowerment) with different formats (e.g. booklets, posters, games and audio-visuals). Then, he raised the importance of the conducting an AJP survey (both Questionnaire and On-site survey) to review the past AJP programme.

After the brief introduction of the past AJP programme implementation and the rationale of importance of the conduction of AJP survey, he presented the structure of the Survey (Questionnaire and On-site survey), and introduced the Questionnaire Survey which consists of three parts: the produced AJP local version; AJP materials and AJP programme; and present situation, needs and ideas. He reported the results of the Questionnaire Survey responded to by the 17 organisations from 12 countries. The objectives of the Questionnaire Survey were: to identify strength and weakness of produced AJP local versions – their production process, dissemination and utilization; to assess the impact/outcomes of AJP local production scheme especially for individual and institutional capacity building for NFE material development in each country; and to examine effectiveness of the present AJP programme.

(See Mr. Sato’s presentation and data obtained in Chapter II)

4.2 AJP On-site Survey result

Ms. Ohashi Chiho, Section Head, Education Division of ACCU presented a summary of the AJP On-site Survey which was organized in Bangladesh, Cambodia and Nepal in June 2004. The objectives of the On-site survey were: to identify past AJP impacts and weaknesses; to assess applicability of AJP in the context of current materials development for NFE; and to explore innovative materials and alternative approaches for dissemination and utilization of other NFE materials and NGOs. The findings of the AJP On-site survey were as follows: 1) It was a great impact of AJP to introduce various formats and contents of materials as exemplars, but nowadays, there were many innovative and needs-based local materials; 2) AJP had greater impact with Capacity Building for material developers; 3) Lack of recording/ no systematic documentation; 4) dissemination was still a very serious problem in all countries; 5) AJP, as regional programme, the follow-up strategies at national level should be concrete; and 6) Lack of promotion of AJP.

She mentioned future challenges of the new phase of AJP might be on 1) Material Development and 2) Capacity Building and Network as follows:

- Explore the new theme areas, innovative format, and approach of material development, dissemination and utilization
- Develop more joyful learning materials
- Encourage reading habit
- Explore more learner-oriented materials/ need-based materials
- Develop guidelines/ teachers’ guide for materials
- Conduct needs assessment of NFE materials in the region
- Set up strategic monitoring and evaluation system
- Build good liaison with those NGOs who are working in the field of material development and NFE
- Explore existing distribution system
- More training for materials development
- Advocacy and promotion of AJP

(See Ms. Ohashi’s presentation in Chapter II)
4.3 Group Work/ Breakout session

The participants were divided into three groups to discuss and share the strengths and weaknesses of the past AJP programme and to provide recommendations for improvement on the basis of the past programme as to regional and national levels. The matrix below shows the consolidated report of the groups.

**Group A:**
- Mr. Qi Zhiyong (China)
- Mr. Riza Irfani (Indonesia)
- Mr. Surya B. Shrestha (Nepal)
- Mr. Suchin Petcharugsu (Thailand)
- Ms. Satoko Yano (UNESCO Beijing)
- Ms. Shibao Tomoko (ACCU)

**Group B:**
- Mr. Shahnewaz Khan (Bangladesh)
- Mr. Roongta Anil Kumar (India)
- Mr. Chij K. Shrestha (Nepal)
- Mr. Tasaka Koa (ARI, Japan)
- Mr. Kiuchi Oyasu (UNESCO)
- Mr. Suzuki Yoshimori (ACCU)
- Ms. Ohashi Chiho (ACCU)

**Group C:**
- Ms. Hak Yanny (Cambodia)
- Ms. Nishat Farooq (India)
- Ms. Sri Wahyuningsih (Indonesia)
- Ms. Carmelita S. Coronado (Philippines)
- Ms. Arai Fine Chikako (NFUJ), Japan
- Mr. Sato Masahisa (ACCU)
- Ms. Hayashi Funnie (ACCU)

### Table: Strength, Weakness and Recommendation for AJP Programme

<table>
<thead>
<tr>
<th>Strengths Asia-Pacific regional level:</th>
<th>Weakness at Asia-Pacific regional level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety in themes and formats</td>
<td>Themes/subjects too general</td>
</tr>
<tr>
<td>Format/presentation technique</td>
<td>Many materials for beginning neo-literates</td>
</tr>
<tr>
<td>Design to reinforce and sustain literacy skills to learners</td>
<td>Dissemination problems</td>
</tr>
<tr>
<td></td>
<td>Vision, objectives of AJP not clarified</td>
</tr>
<tr>
<td><strong>Strengths at National/local levels:</strong></td>
<td><strong>Weakness at National and Local levels:</strong></td>
</tr>
<tr>
<td>Greater opportunity in improving NFE delivery process</td>
<td>Limited number of copies</td>
</tr>
<tr>
<td>Variety of innovative materials</td>
<td>Lack of monitoring and evaluation</td>
</tr>
<tr>
<td>Cost-effectiveness</td>
<td>Adaptation without needs assessment, field test, and impact assessment</td>
</tr>
</tbody>
</table>

**Some recommendations:**
- Produce/utilize handbooks for material development, organise TOT
- Monitoring and evaluation before finalization
- Establish a database of innovative materials
- Consider the level of literacy of target groups
- Strengthen and extend the network, so that members of AJP programme can share information and evaluate it.

5. Designing the New Phase of AJP Programme

5.1. New Phase AJP: Preliminary Draft Plan by ACCU

Ms. Shibao Tomoko of ACCU, presented the Preliminary Draft Plan of ACCU on the New Phase of
AJP. She pointed out the immediate objectives, the selection of AJP candidate materials and the processes. The current issues were summarized as follows: (a) ultimate target learners (b) AJP prototype (coverage, themes, format, etc.) (c) AJP production method (d) AJP prototype dissemination modality (e) National level activities for AJP (f) National level dissemination/ utilization and (g) linkage and synergy with other programmes.

According to her, on the New Phase AJP, ACCU’s basic positions were:

- To build on the strengths of the past programme, while minimizing the weaknesses
- To better meet the changing needs in the region
- To take full advantage of the diversified and improved materials development scene in many countries. (different situation from one when AJP programme started)
- To use the programme (materials development and utilization processes) as capacity building tools and as networking tools. (material as “entry point” of our common efforts)

Two types of AJP in the new phase were proposed:

- **Type 1**: Best Practice Approach: ‘Good exemplar materials’ from the materials in use and proven effective in each country, are to be translated into English.

- **Type 2**: New Development Approach: In case, the areas/categories that ‘good exemplar materials’ are not yet produced at national levels, ACCU will develop prototype materials through different kinds of workshops.

Therefore, the preliminary objective of the New Phase AJP after the presentation is to provide “model” literacy/NFE materials with background information to literacy/NFE materials developers and practitioners for the adaptation for the learners and as reference materials in order to contribute to EFA and the creation of a learning society in the Asia-Pacific region.

After the presentation, the following points were given, emphasized and clarified:

- The national level can decide the format and contents and develop their own strategies so that they can address the local needs in creating new materials.
- Both types of approaches can be used depending on the needs and available resource.
- PLANET series and ACP (Asian/Pacific Co-publication Programme), by the Culture Division of ACCU, can also be considered as new AJP.

The participants discussed the draft ‘Guide for Group Work for Day 2’, which included agenda, schedule, discussion method (Three Station Technique), and discussion themes and topics. After fully discussing the draft, the participants revised and agreed on the ‘Guide for the group work’.

As a reference for the discussion in the Group Work, Ms. Ohashi Chiho of ACCU, reported on the synthesis of descriptions on the AJP programme from Part I of the country reports submitted by participating countries of the meeting.

(See Ms. Ohashi’s synthesis reports in Chapter II)

5.2 Group Work

The participants were divided into three groups. Each group chose one discussion leader and scribe (one with the marker). The group visited 3 stations accordingly to discuss the assigned topic for each station. Then, the group went back to the original station and finalized the output for presentation. The following are the 3 stations visited with the topics:
Station 1 - Type 2: New Development Approach (Station master: Ms. Ohashi, ACCU)
Station 2 - Type 1: Best Practice Approach (Station master: Ms. Shibao, ACCU)
Station 3 - Capacity Building and Networking for adaptation, dissemination, utilization and feedback (Station Master: Mr. Oyasu, UNESCO APPEAL)

Group A:
Mr. Shahnewaz Khan (Bangladesh),
Ms. Hak Yanny (Cambodia),
Ms. Sri Wahyuningsih (Indonesia),
Mr. Suchin Petchrugsa (Thailand),
Mr. Surya Shrestha (Nepal),
Mr. Sato Masahisa (ACCU)

Group B:
Mr. Roongta Anil Kumar (India),
Mr. Tasaka Koa (ARI),
Ms. Carmelita S. Coronado (Philippines),
Mr. Riza Irfani (Indonesia),
Ms. Satoko Yano (UNESCO Beijing)

Group C:
Mr. Chij K. Shrestha (Nepal),
Ms. Nishaat Farooq (India),
Ms. Arai Fine Chikako (NFUAJ),
Mr. Qi Zhiyong (China),
Mr. Sasai Hironi (NIER)

5.3 Presentation of the group outputs

Station 1 - Mr. Shahnewaz Khan of Bangladesh presented the group's output as follows: Sharing/exchanging of ideas by the participants clarified some issues/concerns regarding the topics discussed:

1. Objectives of the New Development Approach:

- To promote ideal (new + innovative + good) models of NFE materials which are replicable/applicable
- To introduce global/regional issues (e.g. AIDS, global warming, UNLD, EFA goals)
- Global issues in the context of local level
- To introduce ICT
- To introduce multi-lingual materials
- To introduce graded materials
- To identify areas/topics for production of materials.
- To advocate peace and harmony, cultural diversity

2. Themes, areas, topics to be covered:

- Relation with EFA goals (link to ECCD), UNLD, MDG, National curriculum
- Human rights, poverty alleviation, IGF, vocational training, drug abuse.
- ICT
- Peace education/conflict mediation (- culture, religion, political believing)
- Life skills, reproductive health, sexual health
- Based on local needs/importance, and field experience
- Numeracy and writing skills

3. Features and aspects:

- Disseminate best practices (e.g. Grameen Bank)
- Low cost, cost effective
- Easy to adapt
- Simple/attractive/clear
- Prototype as idea/concept
Chapter 1

- Simple text/illustrations
- Material covers different levels and target groups
- More focus on quality of contents rather than colour / format
- Based on psychology/learning strategy targeted to adults and/or children
- More funds for local version
- Innovative delivery mechanism

4. Format to be employed:

- Majority of materials should be in print form
- Based on theme/topics/location; learners’ characteristics/levels
- ICT-based materials including animation; video cassette is getting out of date
- Game format, puppet, etc.
- Photonovalia series of photos with a story
- Cost-effective and easy to adapt and use at the field
- With guideline/guidebook for facilitators
- Alternative ways/methods to produce materials

5. Implementation Process:

- Needs assessment by Governments, LRCs, CLCs and those who participate in the programme
- Collection of database available materials by Governments, LRCs, CLCs
- Development of theme of the material at the ACCU Planning/Editorial Meeting (review, put into priority, with new expertise for particular issue)
- Developing materials in Regional workshops
- Training of material development at national level
- Field testing at national level
- Finalization and editing by ACCU and those who participate in the programme

Station 2 – Mr. Roongta Anil Kumar of India presented the group output. Exchange of good ideas by the participants followed for a better planning:

1. Criteria of Best Practice materials

The Best Practice materials should:

- be the ones locally produced;
- be exemplary in terms of Process, Contents, Presentation, and Usage;
- be participatory in many different ways, including multi-stakeholders;
- have created good impact at the national level, though “impact” should be defined later;
- have a clear guide for utilization

2. Target learners of ‘Best Practice’ materials

- Neoliterates (adults and adolescents)
- Groups with special needs (e.g. child laborers, tribes in remote areas)

3. Proposed selection process:

- Formation of a national level selection committee, involving government agencies, LRCs, NFE experts and subject experts, etc.
- National selection committee of each country will send the identified candidates to ACCU.
- ACCU will establish a different mechanism to choose the Best Practice materials from among the candidates provided by the participating countries.
- Special preference to be given to multilingual material development at local level.
Station 3 – Ms. Arai Fine Chikako of NFUAJ presented the group’s output in three parts: capacity building, dissemination and networking. Comments and suggestions by the participants were given, as follows:

- Dissemination part is to include training of service providers and training by the materials developers.
- Guideline for adaptation should be very practical and simple.
- Considering the capacity-building process, it should be conceptualized carefully and it is necessary to have a guideline.
- The guidebook developed by ACCU is a good reference for adaptation and how to develop materials. This can be disseminated for reinforcement.
- ACCU should review the organizations that received support because they do not always disseminate to the service providers.
- There is a need to consider institutional support for more sustainable measures in terms of capacity building.
- National capacity is a big issue, trained staff are no longer serving in the same division or have been promoted to other positions.

Group discussion was very successful and created a serious debating process. The participants agreed that these issues did not stand alone and many related matters should be considered including the linkage with LRC and CLC programmes.

6. Observation Visits

6.1. Visit to Sensoji Temple of Asakusa

Ms. Michiko Sasaki, the interpreter, described and briefed the participants about the Sensoji Temple. It is one of the most visited temples in Japan, to which 20,000,000 worshippers come every year. From the Grand Kaminarimon Gate enshrining Fujin (the god of wind) and Raijin (the god of thunder), walk along Nakamise Dori.

6.2. Visit to Shogakukan Inc.

Shogakukan is one of the biggest major publishing houses in Japan. It was founded primarily as an educational publishing company. Initially, it published educational magazines for elementary school students of every academic level, as well as instructional magazines for elementary school teachers of each school grade. The variety of publications expanded from pre-school children magazines and general magazines including book publications such as picture books, illustrated reference books, dictionaries, as well as 100 million comic books a year. Many animated cartoon films have also been produced based on comics, starting from Doraemon. It has been very successful in selling both these works and its own original videos.

Shogakukan uses the concept of the comic Doraemon, a cat-shaped nanny robot. It is based on a child’s daily life at home and school; however, both the characters and the readers are in a situation where they can enter a totally different world beyond the ordinary. This aspect of the comic enables it to be not just a form of entertainment, but also a means to introduce children to the world of learning. That is, the world view of the comic leads to learning and the comic itself contains elements of a learning tool.

6.2.1. Educational magazines by grade level

Mr. Hirayama, Executive Director/Chief Producer, oriented the participants on Education Magazines by grade level. He mentioned that the learning materials are not only for the out-of-school children rather to children in school as well. He stressed that the key words of the magazine are “interesting”
and “attractive”. They used popular characters like Doraemon, Mickey Mouse, Pokemon, etc. because they are more interesting and most readers buy the magazines. They published learning materials so that children enjoy reading while they learn.

6.2.2. Dora-zemi (Doraemon’s Seminar): Correspondence course for primary school students

Mr. Kubo, Communication Bureau Foreign Languages, introduced the Dora-zemi System. Dora-zemi (Doraemon’s Seminar) is a correspondence course for primary school students. The following is the step-by-step process by which students learn from the system:

1. Receive learning materials: the 1st batch of learning material will be sent to the students’ homes in February, the 2nd batch in June and the 3rd in October.
2. Start learning at home: Using both the text and the Point Master Sheet (exercise sheet), the member students study one unit per month. The students should take the pre-test in addition to the graded test for each unit.
3. Take the test: After taking the unit test, each student puts it in the enclosed envelope and sends it to Dora-zemi headquarters. The member students will receive unit tests around the 1st day of each month. There are also final exams for the end of each term.
4. Dora-zemi teacher grades the test: A Dora-zemi teacher will grade and comment on each test. The same teacher will be in charge of grading the same students’ test for the year. The members should start the next unit while waiting for the grading.
5. The test is returned to the member: After receiving the graded test, each student looks over it carefully and reviews the mistakes, or do the additional problems that the teacher has given for further development. The tests will be returned approximately four weeks later.

6.2.3. Dora-net: Computer-based learning system

Mr. Ito, Chief Editor, Learning Material Centre, introduced the on-line learning system and demonstrated the use of CD-ROM. He further explained that Dora-net is a computerized self-paced learning programme. It consists of a set of CD-ROMs by subject and learning level. Using the CDs, students may learn at their own pace. He also mentioned that Dora-net also provides an internet service for a monthly fee. The service consists of learning activities such as on-line tests that are graded instantly. Some of the entertainment activities available are games and puzzles, the bulletin boards, chat rooms and e-mail. The Dora-net service limits access to internet so students are blocked access to potentially harmful websites.

6.2.4. Brain Wellness

Mr. Yokoyama, Chief Editor, Learning Material Centre, introduced the scheme and the aims of the Brain Wellness project. He explained that the Brain Wellness project for the elderly began in Sendai in October 2003. It was conducted jointly by the city of Sendai, (Northern part of Japan) and Tohoku University. The project aims to prevent dementia and stimulate older people’s brains by getting them to do simple calculations and reading aloud. This project is based on six years of research done by Prof. Kawashima of Tohoku University. He further explained that the Brain Wellness project is designed for healthy persons over the age of 70 who live at home. The activities consist mainly of reading aloud and doing calculations for approximately five minutes per day at home to prevent dementia. The goal of the project is to build a society in which the elderly can maintain physical and mental fitness and lead a meaningful life. This project consists of activities in the participants’ homes and activities conducted in unused school classrooms, such as the Brain Wellness class in Tsugutaka Primary School. Approximately 30 participants are divided into 8 groups. The instructors are volunteers from Kumon learning centres. The learning materials are larger than standard size, taking into account the participants’ eyesight.

After the introduction and explanation of Shogakukan projects, the participants were able to see and tour around the Editorial Department, which consists of the different sections, namely magazines for
early childhood; magazines for primary school children; comic magazines; learning material centre; educational material editing dictionary editing and children’s book publishing.

6.2.5. Discussion with Editorial Staff

The participants asked questions as to what had been learned from the visit. The following are the highlights:

- Children use the systems because parents are worried if children’s ability is lowered and school education is not sufficient to include all the contents and the exercises.
- In school children are using the learning materials not only for entertainment but for learning as well.
- The children are not evaluated, they themselves evaluate to become better persons.
- The subscribers are given 12 magazines in a year to finish the course and 3 additional special editions. It costs 520 Japanese yen per magazine.
- The system is to fill what is lacking in the formal education.
- Overseas children can also access the Dora-net as long as their PCs have Japanese characters.
- Children are advised to use internet rather than print because it is too expensive through mail.
- Oxygen and glucose are needed to work the brain and when the brain is so active, as shown in the illustrations, it has increased blood flow.
- Reading at high speed and making simple calculations make the brain very active.
- The explanations are all hypothetical, like the evolution of the monkeys, however the Brain Wellness shows that for more effective and productive learning, it is advisable to make a repetitive review to stimulate the brain. Repeated study is very important.
- Based on the theory, Shogakukan made learning materials in 100 square calculation, 4 Chinese character words, proverbs (collection of luminous proverbs) for the target learners of all ages.
- Reading aloud activates the brain; however, that and literature appreciation are two different things. Reading is like warming up the body.
- There is no monitoring from the government because they are not making textbooks.
- The Ministry of Education published guidelines and from that they develop learning materials. It is up to the creativeness of the editor.
- A problem encountered by the publisher is that the number of children is decreasing because of the low birth rate.

7. Planning the First Series Publication of New Phase AJP

Ms. Shibao of ACCU presented guidelines for selection of such material given by ACCU prior to the meeting, then reported the overview of collected AJP candidate materials brought by the participants and the summary of reasons for recommendations.
Table: Overview of Collected Candidate Materials

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Topics covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collected from 8 countries:</td>
<td>• Health and Sanitation (6)</td>
</tr>
<tr>
<td></td>
<td>• Agriculture (8)</td>
</tr>
<tr>
<td></td>
<td>• IGP (7)</td>
</tr>
<tr>
<td></td>
<td>• HIV/AIDS (2)</td>
</tr>
<tr>
<td></td>
<td>• Women’s Empowerment (5)</td>
</tr>
<tr>
<td></td>
<td>• Drug Abuse (0)</td>
</tr>
<tr>
<td></td>
<td>• Law and Human Rights (9)</td>
</tr>
<tr>
<td></td>
<td>• Environment (9)</td>
</tr>
<tr>
<td>Total:</td>
<td>• Science (2)</td>
</tr>
<tr>
<td></td>
<td>• Culture (5)</td>
</tr>
<tr>
<td></td>
<td>• Population Education (1)</td>
</tr>
<tr>
<td></td>
<td>• Advocacy/Promotion of Literacy (7)</td>
</tr>
<tr>
<td></td>
<td>• Others (11) (democratic way of living/democracy, agro-forestry, trafficking, safe migration, civic consciousness, integrate learning materials for elementary NFE)</td>
</tr>
</tbody>
</table>

Table: Summary of Reasons of Recommendations

<table>
<thead>
<tr>
<th>General:</th>
<th>Approach:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective</td>
<td>• Participatory approach</td>
</tr>
<tr>
<td>• Participatory approach</td>
<td>• A difficult topic dealt with ease</td>
</tr>
<tr>
<td>Importance of the issues dealt with:</td>
<td>• Effective for advocacy</td>
</tr>
<tr>
<td></td>
<td>• Integrated learning material</td>
</tr>
<tr>
<td></td>
<td>(Semi-literate, poor women)</td>
</tr>
<tr>
<td>Format:</td>
<td>Materials Development Process:</td>
</tr>
<tr>
<td></td>
<td>• Learner-generated material</td>
</tr>
<tr>
<td></td>
<td>• Developed by community development workers from one pilot site, and later revised for national use</td>
</tr>
<tr>
<td></td>
<td>• Open for revision based on the suggestions by the users</td>
</tr>
<tr>
<td>Target Learners:</td>
<td>Learner Response:</td>
</tr>
<tr>
<td></td>
<td>• The material was liked by the learners</td>
</tr>
<tr>
<td></td>
<td>• Purpose:</td>
</tr>
<tr>
<td></td>
<td>• Good accompanying items for guided tours in the Palace</td>
</tr>
</tbody>
</table>

Ms. Shibao made a presentation of the draft plan by ACCU on the first series publication of the new phase AJP. She explained in detail that this meeting was expected to give concrete criteria selection and design of new AJP materials. She also pointed that development of AJP material is a step towards meeting the EFA goals. Particularly, she dwelled on the “Best Practice Approach” and what should be the criteria for this approach.

Then, a draft of the selection criteria for AJP material was presented by Ms. Shibao. Based on the draft selection criteria, discussion followed. While discussing the draft selection criteria, it was decided to have group work (three groups) to further improve it. It was mainly focused on the category of material (learning material, teaching-learning material, or only materials for neo-literates?). Furthermore, the importance of the copyright issues and their legal implications were pointed out by Mr. Chij Shrestha.
Ms. Ohashi of ACCU made a presentation on selection procedure for “New Phase of AJP” candidate materials. The selection procedure was given to all participants together with a set of 39 introduction Sheets provided by participants and a list of all titles with their formats.

### Table: Procedures of Selection for ‘New AJP Materials’

The Candidate Materials brought by the participants are displayed on the tables in country order. The list of the Candidate Materials (CM) with each material’s information sheets is distributed to each participant.

The participants are expected to select 5 to 6 materials

1. **Pre-selection**
   1) Each participant will go through the materials with the list of the CMs.
   2) The participants will discuss if the CMs can meet the ‘Selection Criteria’. The Candidate Materials which do not meet the ‘Selection Criteria’ will be omitted.

2. **First selection**
   1) The participants will be divided into two groups, A and B. Group A participants will stay with their CM. The other participants will visit participants of Group A to get more detailed information about their CM. Then, in the same way, Group A participants will visit Group B.

   The groups are as follows:
   Group A: Shahnewaz, Yanny, Qi, Farooq, Kumar
   Group B: Riza, Sri, Chij, S.B. Shrestha, Coronado, Suchin

   2) Each participant will select 5 materials with 5 Post-it stickers. (One participant can place only one sticker on any one material.)
   3) The 10 materials with the largest numbers of stickers will be selected.

3. **Second selection**
   1) The participants will discuss the selected 10 materials in plenary.
   2) The participants will vote for 5 materials by show of hands.

Before the selection began, there was a presentation by Ms. Noriko Toyama, Research Assistant of International Research Centre for Medical Education (IRCME), the University of Tokyo, on “Mother-Child Healthcare Handbook in Indonesia (MCH Handboook)”. The handbook covers important topics on nutrition, immunization etc. It also dwells on local conditions, government support and collaboration with NGOs. This handbook has been adapted by many countries like Brazil.

(Ms. Toyama’s presentation in Chapter II.)

After lunch, the revised selection of criteria for New Phase AJP materials was discussed. The revised criteria were finalized by participants and ACCU.
Table: Revised Selection Criteria for 'First Series Publication of New Phase AJP'

| Category: Is it a teaching-learning material for target learners? |
|-------------|---------------------------------------------------------------|
| Production: |
| - Is it locally produced or produced at national level? |
| - Is it not a reproduction/translation of some materials developed by others? |
| Innovativeness: |
| - Does it have any kind of innovativeness? |
| 1. Content |
| 2. Format and Design |
| 3. Distribution |
| 4. Teaching-learning process and technique |
| 5. Usage and application |
| Target Learners: |
| - Is it produced primarily for neo-literate (adults and adolescents) and for wider LLE learners? |
| - Produced for special groups? |
| - Supplementary materials for basic literacy can also be considered. |
| Theme and content: |
| - Is it need-based and relevant in content? |
| - Does it address the issues of importance for the target learner effectively? |
| - Is the content technically accurate? |
| Process of development: |
| - Is it produced with the involvement of learners in needs assessment and field testing? |
| Presentation: |
| - Is it attractive in terms of presentation? |
| - Is the layout and design appropriate for the literacy level of the target learners? |
| - Does it have a suitable format to convey the message? |
| - Is it user-friendly? |
| Usage: |
| - Has it been evaluated by learners and facilitators, and found effective? |
| - Does it contain guidelines for use? |
| - Is it still in use by the target learners? |
| National level impact: |
| - Has it produced “impact” of any kind at the national level/local level? |
| Documentation: |
| - Does it have a detailed record of materials development and utilization process? |
| Copyright: |
| - Does it have an easy copyright arrangement? |
| Overall impression: |
| - Would you like to introduce this material widely in the Asia-Pacific region? |

The participants were asked to make presentations on their candidate materials. All the participants made five-minute presentations of their materials. On the basis of the presentations, 10 candidate materials were to be selected initially. After tea break, the presentations continued, including two video presentations by Cambodia and Bangladesh. The selection process began with all participants being asked to put five stickers (one each) on five materials of their choice. From these 11 materials were short-listed which got three or more than three votes.

It was discussed and decided to have a country/content/format balance while making the final selection of five materials. While discussing this, the participants voiced their opinions as to why they voted for any particular material based on format/content. It was also felt that content may be different for different countries but the formats could be adapted. Several participants said they based their choice on format, content and adaptability.

Ms. Sri Wahyuningsih of Indonesia, said that she considered the variety of format, then if there were materials with similar contents, she would choose one. Mr. Lamphoune of Nagoya University said that he liked the creativity of the formats and said that contents should be such that they could be replicated in other countries. Mr. Oyasu of UNESCO APPEAL said that since it is difficult to understand the content in a short time, selection could be made on the basis of formats. Ms. Farooq suggested that when adapting, we could add to the material also. For example, a booklet could be used with a poster, or a short outline could be added to a game to be used as a set. Finally, the choice of five materials to
be selected was left to ACCU on the basis of votes of the participants and other considerations.

Ms. Shibao of ACCU said that ACCU had obtained a pool of materials and would be working on developing the Prototype. ACCU looks forward to more networking and capacity building and wants to maintain communication with AJP partners. ACCU will also make policy decisions about selecting material from other countries, and will gradually expand its activities.

**Table: Voting Results of AJP Candidate Materials (materials with over 3 votes)**

<table>
<thead>
<tr>
<th>Country</th>
<th>Candidate Materials (CM)</th>
<th>Format</th>
<th>Topics Covered</th>
<th>Voting Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>CM1: &quot;Ways of keeping better Environment&quot;</td>
<td>Poster with 8 folders</td>
<td>Environment</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>CM3: &quot;Cycle,Rickshaw and Van Repairing&quot;</td>
<td>Booklet (36pages)</td>
<td>Skills Training</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CM4: &quot;Easy ways to Remain Well&quot;</td>
<td>Game (board game: snakes and ladders)</td>
<td>Health</td>
<td>4</td>
</tr>
<tr>
<td>Cambodia</td>
<td>CM2: &quot;Trick and Preventive Measure&quot;</td>
<td>Booklet (Workbook) (49pages)</td>
<td>Trafficking</td>
<td>3</td>
</tr>
<tr>
<td>China</td>
<td>CM1: &quot;Handbook for FLT Activities&quot;</td>
<td>Book (122pages)</td>
<td>Training materials on Functional Literacy</td>
<td>5</td>
</tr>
<tr>
<td>India</td>
<td>CM2: &quot;Murder&quot; (Hindi Version and Urdu Version)</td>
<td>Booklet (Hindi-24pages, Urdu-23pages)</td>
<td>Environment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CM3: &quot;Mother&quot;</td>
<td>Booklet (18pages)</td>
<td>Gender</td>
<td>4</td>
</tr>
<tr>
<td>Indonesia</td>
<td>CM1: &quot;Why we must discuss in natural resource management&quot;</td>
<td>Poster + 2 Booklets + Guide Book + Comic Sheets</td>
<td>Natural Resources, Democracy</td>
<td>7</td>
</tr>
<tr>
<td>Nepal</td>
<td>CM5: &quot;Sorry making game&quot;</td>
<td>Game</td>
<td>HIV/AIDS, Trafficking, Save Migration</td>
<td>12</td>
</tr>
<tr>
<td>Philippines</td>
<td>CM5: &quot;Rice ... Every Grain is Important&quot;</td>
<td>Rotating Pie Graph</td>
<td>Improvement of Rice Conservation</td>
<td>5</td>
</tr>
<tr>
<td>Thailand</td>
<td>CM1: &quot;Democracy of rural people&quot;</td>
<td>Booklet (17pages)</td>
<td>Democracy in Rural Area</td>
<td>5</td>
</tr>
</tbody>
</table>

In the last session, Ms. Shibao spoke about the timeframe of the first series of AJP publications and hoped that they would be published before March 2005. ACCU would ask for information and suggestions of participants before it began the editing process. Ms. Farooq proposed that the translation of text from original language into English be done by the organizations which produced the materials, as they knew the content well.

Mr. Nakanishi, Director-General of ACCU, who attended the last session, said that it was a good occasion for accumulating knowledge and information on EFA. He congratulated the participants on choosing the Candidate Materials for the first series of new phase AJP. He expressed his thanks to everybody. At the end, Mr. Anil Roongta expressed his thanks to the Director-General of ACCU, on behalf of all the participants.
8. Strategy for Asia-Pacific Regional Programme to Complement / Reinforce the New Phase of AJP

The day started with questionnaires given to all the participants, wherein they were asked to indicate the present and future requirements of New Phase AJP Prototypes in English and what category of the people this prototype would help. This exercise would help in assessing the dissemination and use of AJP Prototype.

The last agenda for the meeting was “Strategy for Asia-Pacific Regional Programme to complement/reinforce the New Phase of AJP”. Ms. Shilao of ACCU deliberated on the strategy based on the discussions during the last four days. Participants were then asked to give their views on the New Phase AJP programme covering the following points:

- Name of the programme
- Objective statement of the programme
- Background information
- Dissemination, utilization strategy and approaches
- Strategy for networking and linkages

A lot of discussion took place on the above issues and a number of ideas came up. The ACCU would make a final decision considering the ideas from the participants.

8.1. Name of the programme:

The participants agreed to keep the name “AJP” and debated the name of the programme would be. Some candidates were:

- Asian/Pacific Joint Programme for Promotion of NFE Teaching/Learning materials
- Asian/Pacific Joint Programme for Promotion of NFE materials
- Asian/Pacific Joint Programme for NFE materials

Some participants preferred a short name; others through that the name of the programme should be explicit as to what it focused on. Mr. Tasaka suggested that the programme would have a full title and also a nickname.

8.2. Objective Statement of the Programme

The participants discussed and formulated the programme objectives as follows.

a) Aims/goals:
- To promote NFE in support of achieving EFA goals in the Asia-Pacific Region

b) Overall objectives:
- To promote effective NFE teaching and learning materials in the Asia-Pacific Region

c) Specific objectives:
- To identify exemplar materials from existing materials for adaptation.
- To develop new exemplar materials for adaptation.
- To build capacities of all stakeholders (material developers, NFE personnel, NFE learners).
- To strengthen and expand the networking.
- To provide opportunities for capacity building and networking through the process.

The purpose of the background information was to help material developers decide which materials they would like to adapt for their local versions. Mr. Khan and Ms. Farooq commented that some of the information might not be necessary. For example, theme content, and structure are not necessary if
they have the materials and English translation. Mr. Kitamura suggested that if ACCU was thinking of compiling a catalogue, information would be needed. Mr. Suchin also suggested that this type of information would be good for the ACCU Data Base.

Table: Proposed Background information items to accompany the AJP prototype as a separate pamphlet or attachment of 5 to 10 pages

- Theme
- Name of the original Material Developer (organization)
- Contents of material (summary)
- Structure of material (Table of contents)
- Innovativeness
- Target audience, including their level of literacy
- Year of publication, number of copies, year and number of reprints
- Production process
- Needs assessment process
- Field-test
- Teaching-learning process and technique
- Utilization of the material
- Distribution process
- Monitoring and evaluation
- Impact and outcomes of the material on the learners
- Impact of material at the organizational (material) developer and national level
- Relevance, effectiveness and popularity
- Some weaknesses/limitations of the material and how to overcome them (scope for improvement)
- Comments by the material developer (real voice of the material developer: rationale for development)
- NFE brief situation of the country
- Brief background of the organization originally produced the material
- Reasons why ACCU recommends the material as a prototype
- If you want to adapt this material, what should you do?
- Copyright

Ms. Shihao also spoke on the need for a written arrangement in terms of copyright between the developing organizations and ACCU, so that the format and content of materials can be modified but due credit will be given in the adapted materials.

8.3. AJP Prototype dissemination/utilization

It was decided that ACCU will prepare a draft paper and then the participants will give their inputs on that.

8.4. Strategies on networking

Mr. Oyasu mentioned APPEAL and ARTC in reference to networking, and also stressed the need to involve the Pacific countries in the Asia-Pacific programmes. Mr. Chij Shrestha said that another possible network is through ASPBAE (Asian South Pacific Bureau of Adult Education) where both Asian and the Pacific organizations take part. With regard to networking among organizations, it was mentioned that it was not enough if one country had one or two focal points. The following issues were also raised:

- Lack of sharing “know-how” among NGOs, GOS-NGOs.
- Network among GOS, NGOs, specialized organizations, such as research/academic instructions.
• LRC network should be strengthened.
• Capacity building for academic institutions.
• Good materials will be widely used through good practice for use
• APPEAL, NFUAJ, ACCU should coordinate their activities
• Exchange of information is essential, ACCU should accumulate the experience of many organizations to share.

It was also felt that a proper “management of networking” was very essential to establish effective networking. Regular exchange of information within the Network would be also very important.

One very important area could be collaboration with organizations involved in environment, agriculture, small business and enterprises to go beyond education providing agencies to promote education.

• Organizations should share purpose, implement project together;
• Teaching methodology should be developed and shared;
• EFA has 10 flagship programmes, such as HIV/AIDS, rural education as inter-agency programmes;
• Private sector (communication materials producers) is important in establishing good linkages.

Ms. Ohashi noted that ACCU needs much input from participating countries on dissemination and utilization at local level. Mr. Shahnewaz suggested that ACCU could refer to the AJP Questionnaire survey and AJP On-site survey for further development of the strategy.

9. Closing Session

In the closing session the participants were asked to complete two questionnaires (1) Asia-Pacific Literacy Database and (2) evaluation of this meeting.

Mr. Yoshimori Suzuki, Director, Programme Department of ACCU in his concluding remarks expressed his gratitude to the participants for their active participation. He also thanked the Chairperson and Rapporteurs. He hoped the collaboration in the region will be renewed and strengthened. Mr. Oyasu, on behalf of UNESCO, thanked ACCU and participants.

Ms. Hak Yanny of Cambodia thanked the Director-General, ACCU and all the staff of ACCU for arranging such a successful meeting.

Thus, the meeting reached a successful conclusion.
Chapter II:
Reports and Presentations

1. UNESCO Presentation: "APPEAL's Strategies for NFE through CLCs and Resource Development"
2. ACCU Presentation: "New Direction of ACCU Programme"
3. ACCU Presentation: "AJP Questionnaire Survey 2004"
4. ACCU Presentation: "AJP On-site Survey 2004"
5. Observation Visit to Shogakukan Inc.
6. Presentation by Ms. Toyama: MCH Handbook in Indonesia
1. UNESCO Presentation: “APPEAL’s Strategies for NFE through CLCs and Resource Development”

Mr. Kiichi Oyasu, Programme Specialist, UNESCO Bangkok, Asia-Pacific Regional Bureau for Education

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**Situation: Global ratio of illiterate population**

- India: 34%
- China: 15%
- Brazil: 2%
- Nigeria: 7%
- Pakistan: 5%
- Bangladesh: 6%
- In the world: 44%

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**Situation: Number of Illiterates - gender Asia-Pacific region 2000 (in millions)**

- China (Female): 177.82
- China (Male): 164.20
- India (Female): 158.76
- India (Male): 220.7
- Indonesia (Female): 13.68
- Indonesia (Male): 15.66
- Bangladesh (Female): 30.6
- Bangladesh (Male): 50.96
- Pakistan (Female): 27.5
- Pakistan (Male): 42

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**World Education Forum**

(Dakar, Senegal, April 2000)

**Six goals**

- Expansion and improvement of early childhood care and education
- Access and completion of primary education particularly disadvantaged by 2015
- Access to learning and life skills for youth and adults
- 50 percent improvement of adult literacy by 2015
- Gender equity in primary education by 2005 and in education by 2015
- Improvement of quality of education

---

**UN Literacy Decade (2003-2012)**

**Expected outcomes**

- Significant progress towards Dakar Goal 3, 4 & 6
- Attainment of a mastery level of learning by all learners
- Dynamic literate environments for literacy
- Improved quality of life

**Key action areas**

- Develop policy environment
- Programme modality: use of literacy, motivation, FE-NFE
- Capacity building
- Research
- Community participation
- Monitoring and evaluation

---

**Scenario: illiterate population in Eastern Asia and Oceania (1980-2000 and 2015)**

- 50% Improvement

(UNESCO, 2006)

EFA Action Plans - Commitment

- All countries with commitment to achieve EFA goals (#3 and 4) – right to basic education
  - Esp. reaching the unreached, out-of-school children and gender equality

- Achievement recognized since Jomtien e.g.
  - Advocacy and social mobilizations
  - Sector wide approaches linking with poverty alleviation
  - Review and updating the mechanisms e.g. setting up a new department for EFA and NFE
  - Introducing innovative approaches e.g. accreditation and equivalency; use of ICT; mobile library/training

EFA Action Plans – Issues/challenges

- Common issues include:
  - Limited resources – human, physical, financial
  - Reaching the unreached (esp. girls & women, rural farmers, minorities)
  - Capacity building of personnel/institutions
  - Accessibility to cope with increased number of learners

- Gap between awareness of NFE and concrete actions – need political and financial assistance
- Difficulty in assessing NFE due to diversities of learners, facilitator, content...
- No standardization of quality of equivalency programmes
- Inadequate data collection process and results
- Lack of long-term vision – towards lifelong learning

Systematizing NFE
(early 90's)

APPEAL’s response

- Curriculum
- Training
- Policy

- CLC
- Material development
- Capacity building
- Networking
- ICT

Strengthening Grassroots Implementation
(mid-late 90's)

Policy dialogues
based on evidence & resources 2002-

Community Learning Centres (CLC) for ESD

Kiichi Oyasu
APPEAL, UNESCO Bangkok

Asia-Pacific Programme of Education for All

- Launched in 1987 as an official mechanisms of UNESCO
- Promotion of EFA through primary education, literacy and continuing education
- Focusing on: reaching the unreached, community participation and quality improvement
Why CLCs?

- To reach the un-reached – education as human right: formal system alone can not meet the needs
- To help empower individuals: tackling ‘capability poor’ not only providing services
- To promote community development: lifelong learning and sustainable development

What is CLC?

- Local education institutions outside the formal education system
- Set up and managed by local people
- Provide various learning opportunities for community development and improvement of people’s quality of life

Location of CLC

- CLC can be set up in different compounds in the community
- Easily accessible to all people in the community
- e.g. health centre, temple, mosque, primary school, public places

Participating Countries

Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Kazakhstan, Lao PDR, Malaysia, Myanmar, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Samoa, Sri Lanka, Thailand, Uzbekistan, Vietnam, Afghanistan, Kyrgyzstan, Maldives

Overall development of CLCs

1998: Regional planning based on past experiences of CLCs and other programmes
1999 – 2001: Piloting with emphasis on: need based activities; community ownership; resource development; awareness promotion
2002 – 2003: Institutionalization in view of the national EFA action plans
2004 - : expansion of functions with new initiatives for community development
Functions of CLC
- Education and Training
- Community Information & Resource Service
- Community Development
- Coordination & Networking

CLC: education & learning
- Gansu, China
- CLCs in Primary school
- Learning opportunities for both children and adults towards lifelong learning

CLC: training
- Lao PDR
- Use of traditional knowledge and skills for income generation activities

CLC: community development
- Nepal
- Formulating sub-groups and take responsibilities
- Each group undertaking needs assessment, planning and internal monitoring

CLC: information, coordination and networking
- Thailand
- A library in a temple as a learning venue for the community

Potentials of CLCs for ESD
- Development not necessary in terms of increasing GDP, but
- Empowerment of individuals and the community to tackle 'capability poor'
- Building on traditional community mechanisms and resources
- Activities based on the immediate needs (economy, health) as entry points, then
- Bringing developmental issues (environment, gender, etc) as agenda for community and individual development.
Challenges for sustaining new initiatives

- Appropriate interventions rather than imposing outside values and ideas
- Step by step interventions in view of local capacity – we can not fly when people want to walk
- No single model on ESD applying to all the communities - need to formulate context specific strategies in each community

Key strategies of CLCs

- Community Ownership
- Political support
- Resource Mobilization
- Monitoring Evaluation
- Capacity Building
- Linkage & Network
2. ACCU Presentation: “New Direction of ACCU Programme”
Ms. Shibao Tomoko, Director,
Education Division, ACCU

Outline of the presentation
Introduction to ACCU
1. Materials development
2. Capacity building (training)
3. Networking
4. ICT application

Asia/Pacific Cultural Centre for UNESCO (ACCU)
- A non-profit organization in Tokyo
  Established in 1971
- Through joint effort of the government (Japanese National Commission for UNESCO) and the private sector in Japan
- Working for the promotion of mutual understanding among peoples in the Asia-Pacific region and cultural/educational cooperation in the Region
- In line with the principles of UNESCO

Programme areas
- Culture
- Education
- Exchange
  - Materials development
  - Training
  - Networking
Activities of Education Division
Contribution to EFA in Asia-Pacific Region through literacy and NFE
+ ESD
(Education for Sustainable Development)

ACCU's motto
"Innovation in continuity"
"Harmony"

Example of achievement 1:
ACP Ecology series "TREES"

Example of achievement 2:
Literacy materials
AJP: Asian/Pacific Joint Production Programme of Materials for Neo-literate in Rural Areas

Example of achievement 2:
Literacy materials - Adaptation

Local Versions of "Savings Group"
New Programme Directions

Current ACCU Programmes
- REGIONAL
  - National Follow-up programmes
  - Community
  Focuses on regional level programme implementation

New Approach
- Information sharing
  - Regional
  - Sub-regional
  - National
  - Community
Encourages information exchange at A-P regional level & closer linkage with national/local programmes

More Integrated Approach
- Materials Development
- Training/CBW
- Networking

More emphasis on
- Literacy → NFE
- Quality and effectiveness
- Country/theme specific approach
- Joint research

1. Materials Development
   (1) AJP
   - Consultation at 2003 ACCU APPEL Joint Planning Meeting on Regional NFE Programmes (Tokyo, Japan, Dec. 2004)
   - Consultation at 2004 LRC CBW (Chongqing, China, April 2004)
   - AJP Survey 2004 Questionnaire Survey
   - AJP Survey 2004 On-site Survey

Meeting of NFE Experts
Tokyo, Japan, July 2004

New Phase AJP
Linkages with other programmes
1. **Materials Development**
   - (2) PLANET
     - (Environmental Education Material)
     - PLANET 3: "Waste Management"
     - Production Workshop (Ahmedabad, India, August 2003)
     - Animation video, CD
     - Booklet, poster
     - Facilitators Guide
     - Pilot project in selected countries for dissemination & utilization
     - Upscaling
     - Application to other countries

2. **Training (Capacity Building)**
   - Regional
   - Sub-regional
   - Thematic
   - National
   - Go & LRC & NGO participation to facilitate more networking
   - With more coordination with APPEAL programmes

3. **Networking**
   - (1) ACCU-APPEAL NFE Planning Meeting
     - Annual → biennial
     - More focus on linkage with national programmes
   - (2) LRC (Literacy Resource centres for Girls and Women)
     - Started from 1994
     - 18 partners in 17 countries in Asia/Pacific
       (Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Sri Lanka, Thailand, Viet Nam)
     - NGOs & GOs

3. **Networking (2) LRC**
   - Objectives
     - To improve the literacy/NFE situation
     - To contribute to the achievement of EFA (Education for All) in Asia/Pacific
     - To reduce the gender-gap in education, with special focus on girls and women
   - Contribution to EFA
     - Grass-roots activities
     - Development of human, technical & material resources
     - Promotion of literacy/NFE at regional level
     - Bridge
3. Networking
(2) LRC

- Setting up new LRCs
- Focus on facilities
- Annual Regional LRC CBW (Capacity building)

Programme re-orientation & consolidation

- CBW
- Networking Workshop
- Mobile Workshop
- Strategy Meeting
- Integration in all ACCU Programmes
- Linkage with CLCs
- Networking at national and regional levels
- Collective advocacy

4. ICT application
(1) Asia-Pacific Literacy Database
(2) MANGO

More dynamic exchange of information

Linkages

http://www.accu.or.jp
http://www.accu.or.jp/litdbase
3. ACCU Presentation: “AJP Questionnaire Survey 2004”
Mr. Sato Masahisa, Deputy Section Head
Education Division, ACCU

Day 1

AJP Questionnaire Survey 2004
Survey Results

Meeting of Experts on New Phase of AJP Programme
for Model NFE Materials Development and Utilization
in Asia and the Pacific
(Tokyo, 26-30 July 2004)

Mr. SATO Masahisa
Education Division, ACCU

Outline of the presentation

1. AJP Programme & AJP Materials
2. AJP Questionnaire Survey
3. AJP Questionnaire Survey - Results

AJP Programme

Asian/Pacific Joint Production Programme
of Materials for
Neo-Literate in Rural Areas (AJP)

From a common prototype to many local versions
For reaching as many learners as possible

AJP Programme

To contribute to further promotion of literacy in
the Asia-Pacific region to achieve the goals of
Asia-Pacific Programme of Education for All
(APPEAL),
the participating countries have been encouraged
to produce AJP local versions, with necessary
adaptations to suit respective local situations and
to distribute them widely for effective utilization in
various learning environments.
Characteristics of AJP Materials

- Regional cooperation from needs assessment to evaluation
- From commonality to specific (from a prototype to many local versions)
- Respect of diverse local context (language, culture)
- Involvement of learners, teachers, illustrators, materials developers, contents experts, and policy makers
- Attractive, useful, easy-to-understand

Results Achieved

59 prototypes
Themes:
income generation, health sanitation, environment, women’s empowerment
Format:
booklets, posters, games, audio-visual

More than 350 kinds of AJP local versions have so far been produced in 34 languages of 10 countries, in many cases with technical financial assistance from ACCU under AJP dissemination scheme.
Rationale (1)
AJP (since 1981) to sustain the literacy skills of neo-literate in the AP region to provide useful knowledge and information.

[AJP: Asian/Pacific Joint Production Programme of Materials for Neo-literate in Rural Areas
- APEAL, UNESCO Bangkok and the UNESCO Member States in AP region]

Rationale (2)
AJP (since 1981) to sustain the literacy skills of neo-literate in the AP region to provide useful knowledge and information.

[Adaptation Process]

Local Version more than 350 knits 30 languages

[Adaptation Process]

Local Version more than 350 knits 30 languages

Great importance to analyse AJP scheme and AJP local version production

VOICES that the AJP scheme and local versions have not been utilized to their full potential

Objectives

To identify strengths and weaknesses of AJP local versions - its production process, dissemination and utilization.

To assess the impact/outputs of AJP local production scheme especially for building capacity for NFE material development in each country.

To examine effectiveness of AJP scheme as an Asia-Pacific regional cooperative programme in order to find out more effective and/or alternative approaches to better meet the changing needs of literacy/NFE in Asia and the Pacific.

Location of Questionnaire Survey

Consultation at 2003 ACGI-APPEAL Joint Planning Meeting on Regional NFE Programmes (Tokyo, Japan, Dec. 2004)

Consultation at 2004 Capacity Building Workshop of Literacy Resource Centres (Chongqing, China, April 2004)

AJP Questionnaire Survey 2004

Meeting of NFE Experts
Tokyo, Japan, July 2004

AJP Questionnaire Survey 2004
(Targets, Contents, Methods)

Target Organizations:
17 Countries: 29 Organizations
(Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, PDR, Maldives, Mongolia, Myanmar, Nepal, Pakistan, PNG, Philippines, Thailand, Viet Nam)

Survey Method: Questionnaire
Delivery: Air mail
Data Collection: 8th June – 25th July 2004
AJP Questionnaire Survey 2004

Contents

Respondents' Attributions
(same position, org., country address)

Part I: Questions on the produced AJP local version
(general background, adaptation process, production, distribution, utilization, monitoring, evaluation)

Part II: Questions on AJP materials and on AJP Programme
(viability, implementation, utilization of AJP materials and institutional capacity development, AJP programme in general)

Part III: Present Situation of your Organization in your Country
(subjects/themes are in demand, material collection, material utilization, future outlook)

Survey Results

Questionnaire Survey 2004
(Results & Analysis, Recommendation)

Number of Organizations received:
17 Organizations of 13 Countries

AJP Questionnaire Survey 2004
(Part I.)

"Questions on the produced AJP local version"
Formative Evaluation (Process)

Questionnaire Survey - Results
(Part I. Questions on the produced AJP local version)

(1) Planning/ Design-a

Questionnaire Survey - Results
(Part I. Questions on the produced AJP local version)

(2) Adaptation-a

Adapted points (Multiple Answer)

- 38 -
(5) Utilization-a

- Adult post-literacy programmes (Cm DNF)
- National cluster based masseuse initiatives trained in post lit (Rh)
- Money management in IGP, small loans (My)
- Distributed to CE, and post lit centres (India DAI); distributed to all literacy classes (UNESCO Cm)
- Savings and credit (N Maq, Rg Inc)
- Environment (basic lit module) as supplementary materials (Ph)
- Reading promotion new lit (Tr NFGC)
- Environment, in study groups and correspondence service prog (L LMO)
- Family lit. literacy (PNG)
- Self Help Groups for women (Indore)
Chapter II

Questionnaire Survey - Results
Part I: Question on the produced AJP Local Version

(7) Evaluation

- 2 mo, after distribution by learners, facilitators, DMF, task force (CM)
- Field visits (My)
- Record learners' reactions, compile (Ch)
- At part of periodic evaluation (My Int)
- Director and teachers of Center evaluated in training courses (Mr Maug)

AJP Questionnaire Survey 2004
(Part II)

"Qs on AJP materials & on AJP Programme"
Summative Evaluation (Impacts, Strength, Weakness)

Questionnaire Survey - Results
Part II: Qs on AJP materials & on AJP Programme

Impact of the Material

- Improve lit rate, ill. income (CM), learning ability, life skills (UNESCO CM)
- Encouraged people to attend lit. classes (PNG)
- Lot of people know about savings (CM, Mr Maug)
- Learners like to read it because of useful content, simple, attractive illustration (PNG, DAE)
- Learners got variety of materials, useful info (PNG, DAE)
- Makes learning interesting, improves learners' understanding (PNG, DAE)
- Permanent impact on learners' attitudes towards preservation of env (LMO)
- Awareness generation, skill development among women in DRC, motivated them to start savings, IG activity (Indore)
- Improve reading, comprehension, numeracy (SRC-JMI)
- Learners understand need for market survey, quality control, etc., started demanding more mat. on entrepreneurship (SRC-JMI)

Questionnaire Survey - Results
Part II: Qs on AJP materials & on AJP Programme

Has AJP experience improved organization's capacity

- Information, technique for mat, dev (CM)
- Enable people involved in translation, adaptation, development materials (CM)
- Helped writers/artists to develop simple self-learning materials (PNG, DAE)
- Adapted new participatory method in developing community-based learning materials (PNG, DAE)
- Improved capacity to develop materials for farmers, ethnic minorities (PNG, DAE)
- In terms of getting new ideas and themes (Th. NFEDC)
- Stock production, new CTP (PNG)
- Capacity building for people in material dev (Indore)
- Immense improvement: Keep lang. simple, effective materials are more attractive (SRC-JMI)
- Participate in Publishing Training Course now experienced book designer, producer (UNESCO CM)

Questionnaire Survey - Results
Part II: Qs on AJP materials & on AJP Programme

Institutional Impacts

- Being part of regional network gives more identity to org (Indore)
- Enriches post-literacy curriculum (Th.)
- Improve capacity of NPE personnel (CM), mat. developers, mat. dev. skills (Ch. Th. NFEDC, PNG, Th. Th. BDA, SRC-JMI)
- Gain knowledge, skills (PNG, Th.)
- Help strengthen existing project (PNG, Th. NFEDC)
- No considerable impact due to small number of materials (LMO)
- Enhances outreach of org. activities (Indore)
- Guidance for future material production, availability of material for adaptation (SRC-JMI)
- Standardized material is produced (SRC-JMI)
- Organized workshops on same pattern and trained grassroot workers in production of local mat. (SRC-JMI)
- Improve quality of education, helps to keep credibility high (UNESCO CM)

Individual Impacts

- Improve capacity of material developers, CM (PNG, Ind. DAE, PNG, Th. BDA, SRC-JMI), various levels e.g. mat. developers, users, learners (Indore)
- Give new ideas to developers (PNG, Th. NFEDC)
- Reproductive learning (PNG)
- Can take idea from AJP, save time to develop new mat. (PNG, Th. NFEDC)
- Provide new information to learners (PNG, Th. NFEDC)
- Learners appreciate the materials (PNG, Th. NFEDC)
- Lives of learners have improved (PNG), attitudes changed (LMO)
- Learners, users demand advanced material (SRC-JMI)
- Mat. developers understand importance of need identify and protecting (SRC-JMI)
- Material development is now a recognized profession (UNESCO CM)
Successful adaptation case

- Mona Smiles video (Ph) for advocacy and social mobilization
- PLANET 1, 2 (Ph) to reinforce Basic Literacy Learning Materials
- Wise Decision (Ph) to supplement BLM, other modules by NFE mobile teachers
- Forest and creatures (LMD)
- Cleaning our city environment (LMD)

Persons trained in ACCU Workshops

- Improved local production
- Improved local production
- Increased visibility
- Improved earning
- Increased awareness
- Increased earning
- Improved awareness
- Improved earning
- Increased awareness
- Increased earning
- Increased awareness

Strength of AJP Programme

- Distribute new information and skills
- Support system for local version production
- Collected presentation and article content for LMD, basic literacy
- Topic themes interesting, functional variety
- Content limited goals, useful, good
- New ideas
- Reinforces literacy skills
- Improve literacy rate
- Need-oriented (Ph, DAE)
- Applicable to many situations
- Effective and attractive material
- Learning from experiences of various countries
- Framework for development

Weakness of AJP Programme

- Small budget
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context
- Some not relevant to local context

AJP Questionnaire Survey 2004
(Part III)

Present Situation, Needs & Ideas

Topic Areas to be Developed

- Language barrier
- Financial support
- Technical support
- Training
- Materials
- Lack of support
- Language barrier
- Financial support
- Technical support
- Training
- Materials
- Lack of support
**Topic Areas to be Developed for other NFE materials**

- KOP 2
- ICT skills 2
- Handbook for sciences
- Saving money
- Any market
- Gender equality
- All topics in partison (1)
- Vocational education, adolescent ed. (PH) (SRJC-JMI)
- Teacher's guide for FL for NFE facilitator (PNG)
- Training manual for capacity building (NPG)
- Handbook for material development (PNG)
- Handbook for learning to be illustrator (UNESCO Cm)

**Material Collection**

- Materials are sent to ENFE (Cm, Bn)
- Request from other org (My, Ph, Nk, LMO)
- GLS office (PNG)
- Purchase (Cm, Bn, CNI, UNESCO Cm, LMO)
- Exchange system between agencies (CNI, UNESCO Cm)
- Collect from GO, NGOs (Manga, MNI UNESCO Cm)
- Ask trainers and partners to bring (Cm)
- Regular consultative meeting (website, email, UNESCO Cm)

**If NFE materials were available on the Internet**

- Collect approg. one, download and adapt into local version (S. Bh, My, PNG, Ch, Nk, Ph, India, UNESCO Cm)
- Retrieve some content and use as reference (I, PNG, CNI, LMO)
- Download to CD-ROM (UNESCO Cm)
- Link with own website for distribution (Tl, UNESCO Cm)
- Help publicize the website, introduce through radios Tl, UNESCO Cm

**Some impressive/useful materials**

- ACCJ
- Microcredit (Cm), Savings group (2, Cm, UNESCO Cm)
- More income by bee planting, bamboo handicraft (SRC-JMI)
- PLANET: D. Nk, Indonesia, PLANET 3: 2. MNI UNESCO Cm, PNG, Nigeria (SRJC-JMI)
- UNFACO
- Library and Freedom (UNESCO Cm)
- UNESCO (PNG)
- CNI (2, Ph, Tl, UNESCO Cm)
- Materials to empower women's groups: bud, need-based, effective (SRC-JMI)
- UNICEF
- Rights of women (PNG)
- Women's rights (PNG, LMO)
- MNA, education (PNG)
- NFE: life skills (Manga, MNI)
- Agriculture, environment (PNG), energy (natural gas), risk and byproducts (LMO)

**Future Ideas**

- Expand GPs: MNA (2), Health & Sani, 2. Women's 1
- Support for life, minorwaters, open environment, emotional ed. GPs, local library, adolescent ed.
- Workshops:
  - gender issues in material development should include literacy should be included in advance
  - Content should be made available in advance for participants to prepare
  - In big countries, specific workshops should be organized in which non-local experts can participate (SRJC-JMI)
- Material production:
  - What materials involved in material should be included: models should be included in advance
  - Content should be made available in advance for participants to prepare
  - In big countries, specific workshops should be organized in which non-local experts can participate (SRJC-JMI)

- CS
- MNA, should be involved in material production
- CS
- Material should be improved for the audience
- MNA should be included in the development (PNG)
- Content should be relevant to current problems of women
- Theme should be developed as per target groups

- Should provide existing material, have specific instructions to match needs (SRC-JMI)
- Creative writing workshops for new-literate capacities building in N/M development (SRC-JMI)
- More AIP materials should be adapted into local languages, cultural diversity should be cultivated in each material (UNESCO Cm)
- We should also promote bottom-up approach: local materials adapted to global users (UNESCO Cm)
- Need to receive regularly issued materials (not just)